

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



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

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 assessment data to set individual goals for at-risk students who are at risk for not reaching widely-held expectations.
- To decrease the developmental 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 with the identification of students with disabilities.

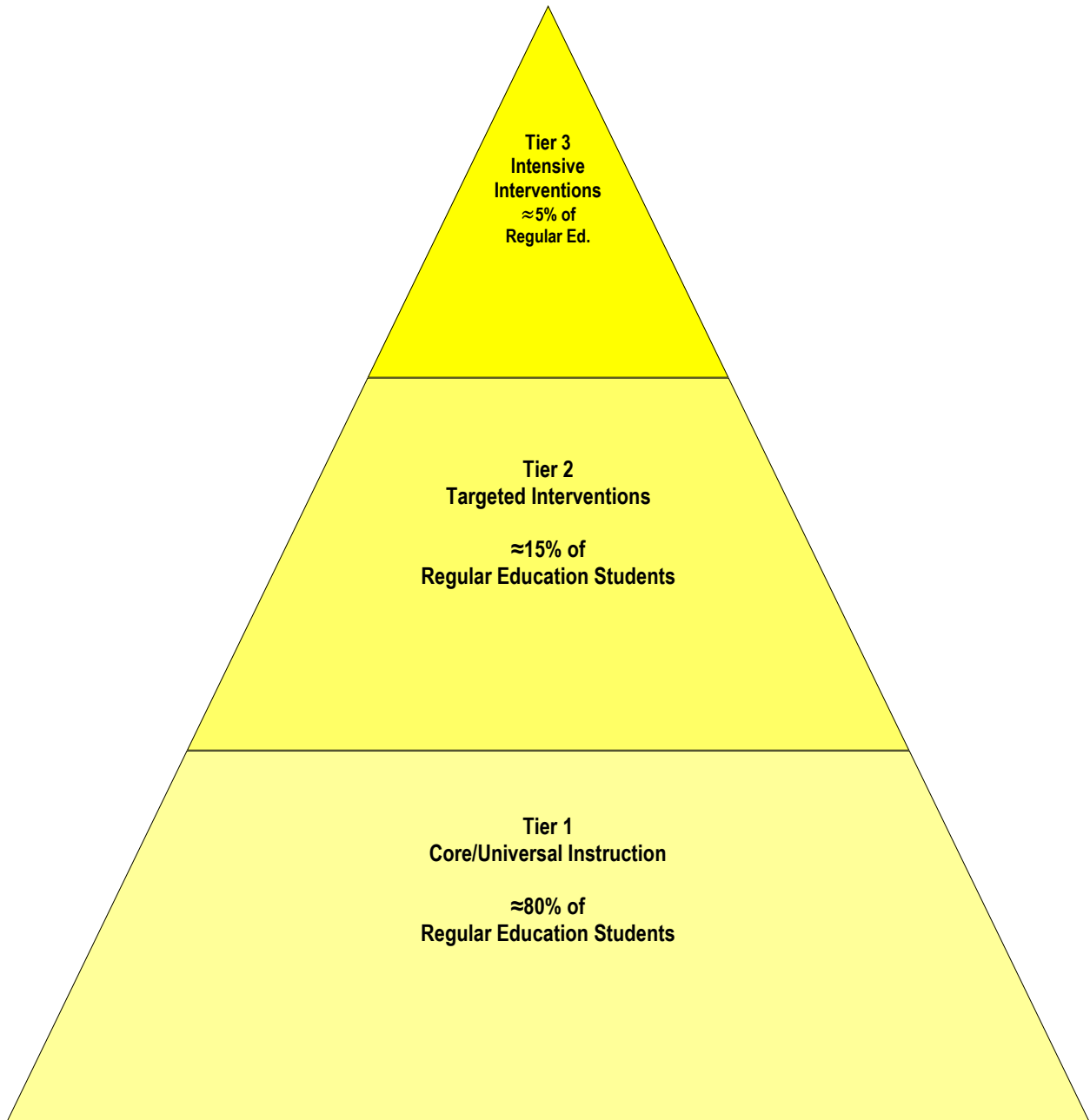
How is KSI/RtI Implemented?

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 preschool classroom. The preschool teacher may identify students who need differentiated instruction in the preschool education setting, or staff may identify potentially at-risk students through the developmental screening process.

Students who may need developmental and behavioral interventions would receive appropriate Tier 2 interventions. If monitoring of student progress indicates that Tier 2 interventions are not successful, those students identified as not meeting instructional or behavior standards are recommended for Tier 3.

If the student moves to Tier 3, the interventions are more intensive to target the students' developmental 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



Screening*

The Kentucky System of Intervention-Preschool is a framework for providing systematic, comprehensive services to address instructional and behavioral needs for all preschool children. (From: Child Find/Kentucky System of Intervention (KSI) Preschool Toolkit)

There are different types of screening, each with specific purposes:

Type of Screening	Purpose(s)
Developmental	<ul style="list-style-type: none">• to identify the comprehensive status of children• to identify areas of concern that warrant further assessment• to determine the presence of a disability or medical condition
Universal (Instructional)	<ul style="list-style-type: none">• to identify specific areas of learning such as language, literacy, behavior and others that need intentional and more intensive instruction or intervention

DEVELOPMENTAL SCREENING

Developmental screening provides a “snapshot” of a child’s status. The purpose of the screening is to determine which children need diagnostic assessment that may result in a medical or educational diagnosis. The diagnosis may lead to eligibility for special education services.

UNIVERSAL / INSTRUCTIONAL SCREENING

Under a Response to Intervention or RTI model, screening is a brief assessment procedure designed to identify children who should receive more intentional or direct instruction and is referred to as *universal screening*. Results of universal screening are used in the decision-making (problem-solving) process to increase the frequency and intensity of instruction to address learning concerns.

Universal screening is a process in which all children are assessed to determine their level of performance and whether they are making progress at expected rates. Universal screening can be conducted with all children in a class or school to recognize those who are at risk as learners and who could benefit from additional instruction and supports. Universal screening is frequently cited as an essential component of an RTI model. Universal screening is not required by regulation. Classroom teachers must be able to determine if their instruction is effective for all children in the class. Teachers, however, must have an objective way to identify children who are struggling learners.

Universal screening is:

- used for instructional planning
- administered in a quick and easy way
- intended to be re-administered repeatedly
- correlated with long-term educational goals
- designed to provide data on level and rate of growth.

*(From: Child Find/Kentucky System of Interventions (KSI) Preschool Toolkit, page 6)

Tier 1 Core/Universal Instruction

Focus	Effective developmental and behavioral instruction accessible to all students
Program	Research-based instruction aligned with Kentucky's Early Childhood Standards and Teaching Strategies Gold
Grouping	Multiple flexible grouping formats to meet student needs
Time	Daily; 30 minutes per developmental area
Universal Screening	Developmentally appropriate screenings 3 times per year for preschool
Progress Monitoring	Ongoing formative and summative assessments in the classroom setting
Personnel	Preschool teacher
Setting	Preschool classroom

Tier 1 is the highly effective, culturally responsive, evidence-based core or universal instruction, provided to *all* students in the preschool classroom. Preschool teachers implement evidence-based curriculum and/or strategies with fidelity for both developmental 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 preschool 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.
- 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.
- Student Assistance Team reviews 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 discipline issues requiring principal intervention (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 1 and target skills that require intervention in order to make progress toward proficiency in the Kentucky Early Childhood Standards and Teaching Strategies Gold
Grouping	Targeted small group
Time	A minimum of 60 minutes weekly (Must occur in addition to the core instruction)
Progress Monitoring	Monitoring of developmental 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 preschool 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 developmental 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 preschool 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.

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 developmental/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):

- 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., daily behavior sheets, etc.)

Tier 2 Questions to Consider

- Are the developmental 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 developmental 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 parents and how will they 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 Early Childhood Standards and Teaching Strategies Gold
Grouping	Individualized instruction
Time	Will typically occur daily for a minimum of 60 minutes individualized instruction weekly (Must occur in addition to the core instruction.)
Progress Monitoring	Monitoring of developmental 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 preschool 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 preschool teacher, and is likely provided in a setting outside the preschool 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 developmental/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:

- 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., daily behavior sheets, etc.)

Tier 3 Questions to Consider

- Are the developmental 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 developmental or behavioral need?
- Has communication between school and home regarding student developmental and behavioral progress been consistent, organized and meaningful?
- How will the intervention plan be communicated to the parents and how will they 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*

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/instructional assessment

An ongoing process of observing and documenting a child's current competencies across all developmental domains.

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 Assessment System

An assessment process that:

- includes both formal and informal assessments that are conducted on a regular basis
- is integrated with instruction at various times
- improves learning and helps guide and direct the teaching-learning process
- informs every aspect of instruction and curriculum

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

The content and composition of the preschool program, including all daily activities, transitions and routines which impact the child's physical, social, emotional and intellectual development.

- **Universal:** curricula that addresses all domains of development and content areas; also referred to as core curriculum.
- **Domain Specific:** curricula that covers a specific developmental domain or content area.

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.

Developmental Domain

The term used by professionals to describe areas of a child's development. Areas of development and learning include:

- **Cognitive/Intellectual:** literacy (phonological awareness, alphabet knowledge, print awareness), early math concepts (counting, one-to-one correspondence, ordinal and cardinal counting, measurement, geometry), problem solving (classifying, sorting, comparing, probability)
- **Communication:** vocabulary, receptive and expressive language, grammar, listening, comprehension
- **Physical:** fine and gross motor skills
- **Self-Help/Adaptive:** skills necessary to increase independence across environments
- **Social-Emotional:** relationships with others, self-understanding, ability to understand and regulate emotions

Developmentally Appropriate Services

The Kentucky preschool regulations define "developmentally appropriate preschool program" as a program that focuses on the physical, intellectual, social and emotional development of young children. The preschool program will help children with their interpersonal and socialization skills.

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)

Eligible Preschool Students in Kentucky:

- 4-year-old children whose family income is no more than 150% of poverty
- All 3- and 4-year-old children with developmental delays and disabilities, regardless of income
- Other 4-year-old children as placements are available based on district decisions and funding

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)

Explicit Instruction

Typically occurs within small groups and are structured, sequenced and teacher-directed to help children acquire targeted skills. The rationale for this approach is that children at-risk for learning difficulties require repeated and systematic opportunities to develop skills and concepts.

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.

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.

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.

Intentional Teaching: purposeful organization of the environment and learning experiences with the goal of enhancing children's development and learning.

Intervention

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

Kentucky's Early Childhood Standards

A document of statements that identify what children from birth through 4 years of age should know and be able to do; designed to reflect the range of developmental abilities typical of young children at different ages and to represent the expectations for the skills and levels of knowledge that children are able to achieve; is not a comprehensive list of every skill or piece of knowledge that a particular child may exhibit. Rather, the critical knowledge and skills learned in the early years are included. The content for learning established here is intended to support parents and early care and education professionals in planning experiences to promote either a particular child's or a group of children's progress towards achieving the next level of development. The document is not intended to serve as a curriculum guide or as an assessment tool of children's performance.

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).

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)

Qualified Staff

Persons sufficiently trained to deliver the selected instruction as intended, i.e., with fidelity to design. Individual districts identify qualified staff in implementation of KSI- Child Find.

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).

Scaffolding

Methods that support and guide children from their current performance to the next level of learning. These methods include individualized strategies (e.g. prompting, modeling, repeated guided practice) that vary in intensity.

Screening

The use of a brief procedure or instrument designed to identify, from within a large population of children, those who may need further assessment to verify developmental and/or health risks.

- **Developmental Screening:** provides a “snapshot” of a child’s status; used to determine which children need diagnostic assessment that may result in a medical or educational diagnosis. Kentucky’s preschool education program for 4-year-old children requires child developmental screening of gross and fine motor skills, cognitive functioning, communication skills, self-help skills and social-emotional skills (704 KAR 3:410).
- **Universal Screening:** type of assessment that is characterized by the administration of quick, low-cost, repeatable testing of age-appropriate skills to all students — a process of reviewing student performance through formal and/or informal assessment measures to determine progress in relation to student benchmarks; related directly to student learning standards.

Standardized assessment

A specific set of standardized tasks presented to a child to determine how well a child performs on the tasks presented. Standardization includes four components: standard materials, administrative procedures, scoring procedures and score interpretation.

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 developmental/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 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 Design for Learning (UDL)

Process of designing instruction that is accessible by all students; UDL includes multiple means of representation, multiple means of expression and multiple means of engagement; the focus in creation of UDL curricula is on technology and materials.

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** and **CHILD FIND/KENTUCKY SYSTEM OF INTERVENTIONS (KSI) PRESCHOOL TOOLKIT** with some additional terms included by Calloway County School District for LEA-specific references.

Appendix B

Preschool Level Guidance Document For Developmental Areas of Cognition, Communication/Language, Motor, and Self-Help/Adaptive

Preschool Tier I for Developmental Areas: Core Instruction	
Description/Criteria	Implementation Guidelines
Screening Instruments	DIAL-4, Teaching Strategies Gold, Skills Checklist
Personnel to gather screening data	Screening Exit Team and/or PLC
Personnel to review and analyze screening data	Screening Exit Team and/or PLC If district personnel do not suspect a need for interventions, staff may provide the family with information about district and community resources to support the child's continuing development.
Personnel responsible for providing interventions	Preschool Teachers, Instructional Assistants
Frequency of Intervention	Daily differentiation, school-wide programs
Intervention - Implementer	Core instruction with differentiation – Teachers/Assistants
Progress Monitoring	Data from teacher observation on TSG, Widely Held Expectations and Skills Checklist
Personnel to collect and monitor data	Preschool teacher, Instructional Assistant
Criteria for moving to a different intervention	Use formative assessment data (Skills Checklist, TSG, Widely Held Expectations) to gauge improvement or decline in performance
Criteria for moving to targeted interventions	Must meet Tier 2 criteria
Notification to parents/parent participation	Teaching Strategies Gold Report, Skills Checklist, Communication Journal, and parent/teacher conferences
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

Preschool Tier 2 for Developmental Areas: Targeted Interventions

Description/Criteria	Implementation Guidelines
Screening Instruments	DIAL-4, Teaching Strategies Gold, Skills Checklist
Personnel to gather screening data	Screening Exit Team and/or PLC
Personnel to review and analyze screening data	Screening Exit Team and/or PLC
Cut-Score Criteria	Refer to Data Analysis, page 5; student not making progress per subtest criteria expected in relation to peers and Widely Held Expectations
Student Assistance Team members (to determine interventions)	Interventionist Speech Language Pathologist Preschool teacher Administrator Parents
Frequency of Intervention	2 x per week (30 minutes total)
Intervention Implementer	Preschool teacher, Instructional Assistant
Progress Monitoring	Minimum bi-monthly Individualized progress monitoring sheet maintained by KSI/RTI Interventionist
Personnel to collect and monitor data	Student Assistance Team
Criteria for moving to Tier I or dismissal	4 of 6 data points above aimline
Criteria for moving to intensive interventions	4 below aimline and No sustainable progress
Notification to parents/parent participation	KSI Letter sent by KSI 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 KSI/RTI interventionist • 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.

Preschool Tier 3 for Developmental Areas: Intensive Interventions

Description/Criteria	Implementation Guidelines
Cut-Score Criteria	Lack of progress with 4 of 6 data points below; must meet Tier 3 criteria
Student Assistance Team members (to determine interventions)	Interventionist Speech Language Pathologist Classroom teacher Administrator Parents
Frequency of Intervention	Four times per week or up to 40 minutes per week
Intervention Implementer	Classroom Teacher, Instructional Assistant
Progress Monitoring	1 time per week Individualized progress monitoring sheet maintained by KSI/RTI Interventionist
Personnel to collect and monitor data (Data review team)	Student Assistance Team
Criteria for dismissal	4 of 6 above aimline
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

**Preschool Guidance Document For Behavioral Issues
(Social, Emotional and Externalizing/Internalizing Behaviors)**

Preschool Tier I for Behavioral Issues and Concerns (Core Instruction)	
Description/Criteria	Implementation Guidelines
Screening Instruments	Anecdotal teacher records Daily Behavior sheets Attendance
Personnel to gather screening data	DIAL-4 Teaching Strategies Gold
Personnel to review and analyze screening data	Screening Exit Team and/or PLC
Personnel responsible for providing interventions	Screening Exit Team and/or PLC
Frequency of Intervention	Classroom Teachers, Instructional Assistants
Intervention Implementer	Routine social skills instruction and school wide positive behavior supports plan
Progress Monitoring	Classroom Teachers, Instructional Assistants, Principal
Notification to parents/parent participation	Determined by school/classroom behavior plan for reporting TS Gold Anecdotal teacher records Skills Checklist
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"> • Teaching Strategies Gold Report, Skills Checklist, Communication Journal behavior reports, and parent/teacher conferences • N/A • Same process as students without disabilities • Move to Tier 2

Preschool Tier 2 for Targeted Behavior Interventions

Description/Criteria	Implementation Guidelines
Behavior Red Flags (Appendix F) (Cut-Score Criteria)	Student negatively stands out from his/her same-age peers
Student Assistance Team members (to determine interventions)	KSI/RTI Interventionist, classroom teacher, itinerant special education teacher (as needed), school psychologist (as needed)
Frequency of Intervention	Dependent on the intervention
Intervention Implementer	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)
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 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

Preschool 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 Student negatively stands out from his/her same-age peers
Student Assistance Team members (to determine interventions)	KSI/RTI Interventionist, classroom teacher, itinerant special education teacher (as needed), school psychologist (as needed)
Intervention structure – frequency, location, group size	Determined through development of a behavior plan and individual student needs
Intervention Implementer	School/District Staff
Progress Monitoring	Daily
Personnel to collect and monitor data	Classroom teachers and instructional assistants 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)
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 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

Calloway County KSI Forms

KSI 1 – CCPS KSI Parent Letter

KSI 1b – CCPS Description of KSI for Parent Letter

KSI 2 – CCPS KSI Developmental Plan

KSI 3 – CCPS KSI Behavior Plan

KSI 4 – CCPS Tier Intervention Plan

KSI 5 – CCPS SAT Meeting Notes Form

Appendix D

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

Source: Julie Weatherly, Esq.

Developmental Concerns (One or more)

- ✓ 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
- ✓ 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
- ✓ 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 E

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.

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.)

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 F*

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**.