

**Clark County
Intervention
System
(CCIS)**

Summer 2009

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Introduction

On December 3, 2004, Congress reauthorized the Individuals with Disabilities Education Improvement Act (IDEA 2004). The language that Congress uses in IDEA 2004 and No Child Left Behind (NCLB 2001) stresses the use of professionally sound interventions and instruction based on defensible research, as well as the delivery of effective academic and behavior programs to improve student performance. Congress believes that as a result, fewer children will require special education services. Provisions of IDEA 2004 allow school districts to use scientific, research-based interventions as an alternative method for identifying students with specific learning disabilities (SLD). This process is generally referred to as Response to Intervention (RTI).

Kentucky Department of Education has outlined the following as the foundational components of a Kentucky Intervention System:

- Universal Screening
- Progress Monitoring
- Tiered Service Delivery
- Data-based Decision Making
- Parent Involvement
- Fidelity of Implementation
- Professional Development

Kentucky Revised Statutes and Kentucky Administrative Regulations are included in **Appendix B**.

Clark County Intervention System (CCIS) is designed to connect Kentucky Intervention System (KIS) guidelines to the Federal Response to Intervention requirements. This document describes the CCIS process in Clark County Schools by:

- (a) explaining the principles and components of the CCIS process,
- (b) providing guidelines related to decision making within a CCIS system, and
- (c) answering common questions.

Recent research shows that multi-tiered models are effective educational practices within schools to bring high quality instruction to **ALL** students. The CCIS concepts presented in this document make use of a multi-tiered approach that incorporates the aspects of a personalized education. The Kentucky Center for Instructional Discipline and the National Panel of Reading (Literacy First) initiatives both contain the multi-tiered systems of interventions. This process can lead to the development and use of the multi-tiered system with other education content areas. This manual has been designed to propose a framework for schools to implement CCIS.

Overview

The National Research Center on Learning Disabilities (NRCLD, 2006) defines RTI as:

“...an assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications or increasingly intensified services using progress monitoring data.”

RTI is an integrated approach to service delivery that encompasses general, remedial and special education through a multi-tiered service delivery model. It utilizes a problem-solving framework to identify and address academic and behavioral difficulties for all students using scientific, research-based instruction. Essentially, RTI is the practice of:

- (a) providing high-quality instruction/interventions matched to all students needs and
- (b) using learning rate over time and level of performance to
- (c) make important educational decisions to guide instruction (National Association of State Directors of Special Education, 2005). RTI practices are proactive, incorporating both prevention and intervention and is effective at all levels from early childhood through high school. RTI is intended to reduce the incidence of “instructional casualties” by ensuring that students are provided high quality instruction with fidelity.

Kentucky Intervention System (KIS), as defined by the Kentucky Department of Education, is the practice

- of providing high-quality instruction and interventions matched to the student need,
- monitoring progress frequently to make decisions about changes in instruction or goals and
- applying child response data to important educational decisions.

RTI is comprised of seven core principles that represent recommended RTI practices (Mellard, 2003). These principles represent systems that must be in place to ensure effective implementation of RTI systems and establish a framework to guide and define the practice.

1. Use all available resources to teach all students. RTI practices are built on the belief that all students can learn. One of the biggest changes associated with RTI is that it requires educators to shift their thinking: from the student... to the intervention.

This means that the initial evaluation no longer focuses on “what is wrong with the student.” Instead, there is a shift to an examination of the curricular, instructional, and environmental variables that change inadequate learning progress. Once the correct set of intervention variables have been identified, schools must then provide the means and systems for delivering them so that effective teaching and learning can occur. In doing so, schools must provide resources in a manner that is directly proportional to students’ needs. This will require schools to reconsider current resource allocation systems (time, staff, materials and financial).

2. Monitor classroom performance. General education teachers play a vital role in designing and providing high quality instruction. Furthermore, they are in the best position to assess students’ performance and progress against grade level standards in the general education curriculum. This principle emphasizes the importance of general education teachers in monitoring student progress rather than waiting to determine how students are learning in relation to their same-aged peers based on results of state-wide or district-wide assessments

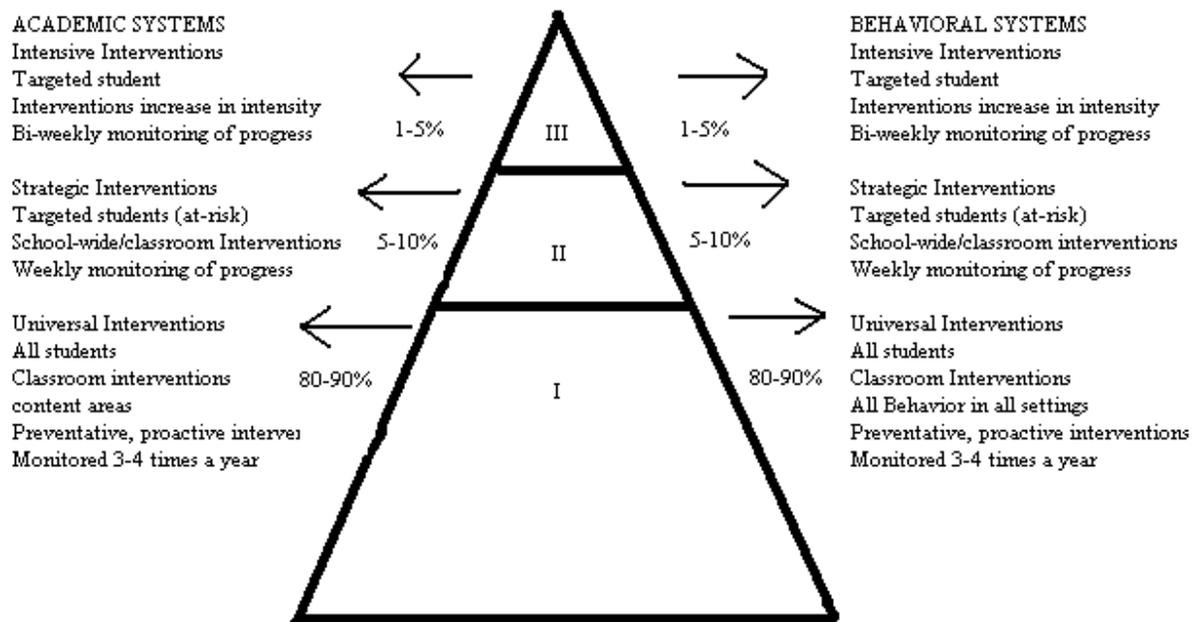
3. Conduct universal screening/benchmarking. School staff conducts universal screening in core academic areas (e.g., reading, writing and math) and behavior. Screening data on all students can provide an indication of an individual student’s performance and progress compared to the peer group’s performance and progress. These data form the basis for an initial examination of individual and group patterns on specific academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) as well as behavior skills (e.g., attendance, tardiness, truancy, suspensions, and/or disciplinary actions). Universal screening is the least intensive level of assessment completed within a RTI system and helps educators and parents identify students early who might be “at-risk.” Since screening data may not be as reliable as other assessments, it is important to use multiple sources of evidence in reaching inferences regarding students “at risk.”

4. Use a multi-tier model of service delivery. A RTI approach incorporates a multitiered model of service delivery in which each tier represents an increasingly intense level of services associated with increasing levels of learner needs. The system described in this procedures manual reflects a three-tiered design.

In a RTI system, all students receive instruction in the core curriculum supported by strategic and intensive interventions when needed. Therefore, all students, including those with disabilities, are found in Tiers I, II, and III. Important features, such as universal screening, progress monitoring, fidelity of implementation and problem solving occur within each tier. A matrix illustrating these features within a tiered service delivery model is included in **Appendix A**. The basic tiered model reflects what we know about students in school: their instructional needs will vary. Thus, the nature of the academic or behavioral intervention changes at each tier, becoming more rigorous as the student moves through the tiers.

Figure 1 illustrates layers of instruction that can be provided to students according to their individual needs. Tier I represents the largest group of students, approximately 80-90%, who are performing adequately within the core curriculum. Tier II comprises a smaller group of students, typically 5-10% of the student population. These students will need strategic interventions to raise their achievement to proficiency or above based on a lack of response to interventions at Tier I. Tier III contains the fewest number of students, usually 1-5%. These students will need intensive interventions if their learning is to be appropriately supported (Tilly, 2006).

Figure 1: **Three-Tier Model of Interventions**



Adapted from Sagai, Kutash, et. al.

5. Use scientific, research-based interventions/instruction. The critical element of RTI systems is the delivery of scientific, research-based interventions with fidelity in general, remedial and special education. This means that the curriculum and instructional approaches must have a high probability of success for the majority of students. By using research-based practices, schools efficiently use time and resources and protect students from ineffective instructional and evaluative practices. Since instructional practices vary in efficacy, ensuring that the practices and curriculum have demonstrated validity is an important consideration in the selection of interventions.

6. Make data-based decisions. Decisions within a RTI system are made by teams using problem solving and/or standard treatment protocol techniques. The purpose of these teams is to find the best instructional approach for a student with an academic and/or behavioral problem. The problem solving and standard treatment protocol decision making provide a structure for using data to monitor student learning so that good decisions can be made at each tier with a high probability of success. The standard protocol will be followed for most of the tiered process academically. However, a Functional Assessment of Behavior (FBA), a form of the problem solving method, will be completed for students who are in Tier III support for behavior. When completing the FBA, four steps need to be taken: (1) **Define the Problem:** Make sure when can measure the behavior. (2) **Analyze the Problem:** What is the function of the behavior? (WHY) (3) **Develop and Implement The Plan:** Teach an appropriate replacement behavior that provides the same function. (4) **Evaluate the Plan:** Did our interventions work. (NASDSE, 2005) Problem solving and standard treatment protocol techniques ensure that decisions about a student's needs are driven by the student's response to high quality interventions.

7. Monitor progress frequently. In order to determine if the intervention is working for a student, the decision making (CCIS) team must establish and implement progress monitoring. Progress monitoring is the use of assessments that can be collected frequently and are sensitive to small changes in student behavior. Data collected through progress monitoring will inform the decision making (CCIS) team whether changes in the instruction or goals are needed. Informed decisions about students' needs require frequent data collection to provide reliable measures of progress. Various curriculum-based measurements are useful tools for monitoring students' progress.

Clark County Intervention System and Kentucky Intervention System components are congruent with Mellard's research and aligned with the existing Kentucky regulations and statutes that require intervention. **See Appendix B**

Features of a Tiered Service Delivery Model

The CCIS approach incorporates a multi-tiered system of service delivery in which each tier represents an increasingly intense level of services. Students move fluidly from tier to tier. A multi-tiered concept aligns all available resources to support and address students' needs regardless of their eligibility for other programs. CCIS is not a placement model of defining where students are placed within the tiers, but a service delivery model that guides the services to the students in an organized structured format.

Tier I-Universal Instruction/Interventions

In the CCIS framework, all students in Tier I receive high quality scientific, research-based instruction from general education teachers in the **core curriculum**. The core curriculum provides the foundation for instruction upon which all strategic and intensive interventions are formulated. While Tier I instruction occurs in the general education setting, it is not necessarily grade level instruction. Instruction at Tier I includes all developmental domains such as behavioral and social development along with instruction in academic content areas. Tier I instruction must be both differentiated and culturally responsive to serve approximately 80-90% of the student body and is effective for the vast majority of students. At this phase, general education teachers match students' prerequisite skills with course content to create an appropriate instructional match and use instructional strategies with fidelity that are evidence-based.

Fidelity refers to the degree to which CCIS components are implemented as designed, intended, and planned. Fidelity is achieved through sufficient time allocation, adequate intervention intensity, qualified and trained staff, and sufficient materials and resources. Fidelity is vital in universal screening, instructional delivery and progress monitoring.

An important first step in identifying at-risk students is the use of **universal screening and/or benchmarking** of students in all core academic areas and behavior. Students who are at-risk are not suspected as having a disability absent other data or indicators. At Tier I, universal screening for all students is conducted at least three times during a school year: fall, winter and spring. Scores earned at different times during the year are used to determine whether a student's performance and progress is increasing, decreasing, or staying the same. Curriculum Based Measures (CBM) are primarily used as a method for progress monitoring and are characterized as brief, easy to administer and score, and produce measures that are good predictors of a student's academic ability (learning checks, common assessments etc.). CBMs are used for both screening/benchmarking and progress monitoring. Other measures of student performance such as classroom observations, state-wide and district-wide assessments, and other standardized testing may be considered when measuring the effectiveness of the interventions provided.

Significant numbers of students meeting proficiency levels (e.g., 80% or greater) based on the results of universal screening tools is an indicator that the instruction in the core curriculum is effective. When there is evidence that instruction in the core curriculum is not effective, schools must examine whether it is occurring school-wide or whether it is a class-specific problem.

A variety of universal academic screening tools are available; universal screenings are to be conducted three times per year (fall, winter, and spring). A list of possible academic and behavior assessments that may be used by Clark County Public Schools include the following:

- **Preschool**..... Possible Assessments:
 - Academics: Creative Curriculum, AGS Early Childhood Screening, DIBELS
 - Behavior: BASC-2 BESS screening system, analysis of behavior indicators (i.e., red flag criteria)
- **Elementary**..... Possible Assessments:
 - Academics: MAP, DIBELS, AIMSweb, Literacy First, Common Assessment
 - Behavior: BASC-2 BESS screening system, analysis of behavior indicators (i.e., red flag criteria)
- **Middle** Possible Assessments:
 - Academics: MAP, DIBELS, AIMSweb, Literacy First, Common Assessment, EXPLORE, Read 180
 - Behavior: BASC-2 BESS screening system, analysis of behavior indicators (i.e., red flag criteria)
- **High** Possible Assessments:
 - Academics: Read 180, Common Assessment, PLAN, EXPLORE, ACT
 - Behavior: BASC-2 BESS screening system, analysis of behavior indicators (i.e., red flag criteria)

Teachers and staff administering and scoring screening tools will receive ongoing professional development to ensure fidelity of administration and reliability of scores. Schools will identify a standard procedure with specified criteria or benchmarks for identifying students “at-risk” (e.g., create a table of cut points or patterns of performance, etc.). However, a cut score or a pattern of performance alone does not warrant movement to Tier II absent Tier I interventions that have been tried and proven to be unsuccessful.

Progress monitoring documents student growth over time to determine whether the student is progressing as expected in the core curriculum and with interventions at Tier II and III. In Tier I, progress monitoring is recommended in addition to general screening/benchmarking measures for those at-risk students who were not performing in accordance with standards. The data collected during progress monitoring at Tier I for at risk students helps teams make informed decisions at the classroom level. These data provide a picture of the student’s performance and rate of growth (e.g., progress) to inform instructional and curricular changes so that every student reaches proficiency on targeted skills.

Existing data should be used to gather and analyze progress-monitoring data at all tiers. Examples of the types of data includes: assessment reports; classroom data (classroom assessments, analysis of student work, observations, etc.); curriculum-based measures; other measurements used within programs; and analysis of behavior indicators (i.e., red flag criteria).

Behavior and academic success are closely linked and need to be addressed simultaneously or in a concerted effort at all tiers. It is important to note that behavioral data can also reflect an academic concern.

In Clark County, the approach to behavior and academics, systematically collected data (e.g., observations, office referral patterns, ratings, etc.) provides a basis for making decisions on supports. Based on the data, the support team uses evidence-based practices to support the student in reducing challenging behaviors and developing positive attitudes toward academic and social life. Many evidence-based behavioral interventions will be considered such as: methods based on applied behavior analysis (e.g., reinforcement); Positive Behavior Supports and Interventions (PBIS) (e.g. CHAMPs); social learning (e.g., teaching expected behaviors through modeling and role playing); and cognitive behavioral methods to teach “thinking skills,” (e.g. problem solving, impulse control, or anger management, etc.). Kentucky Center for Instructional Discipline (KYCID) may be a partner in guiding the process of data collection and the development of school and classroom interventions. These strategies will be used at all tiers to ensure both academic and behavioral success.

Lack of responsiveness is defined as the rate of improvement, or a progress slope, that is not sufficient for the student to become proficient with state standards without more interventions. Three weeks or more of progress monitoring is required before reviewing lack of responsiveness at Tier I. The decision to advance to Tier II is based upon an analysis of the progress monitoring data and a determination of a lack of responsiveness at Tier I. Students who are typically scoring in the bottom 15% of the class will come to the support team for consideration of interventions necessary for Tier II.

Tier II-Strategic Interventions

At Tier II, **strategic interventions** are provided to students who are not achieving the desired standards through the core curriculum alone. Tier II typically consists approximately 15% of the student body. Strategic interventions supplement the instruction in the core curriculum provided in Tier I and should be strategic for the identified student need and stated in an intervention plan. Decisions about selecting the appropriate strategic interventions should be made when a student enters Tier II and then reviewed through progress monitoring at appropriate intervals after interventions are implemented. Strategic interventions are intended to be short-term in duration (e.g., 4 week blocks) and are in place for immediate implementation. Interventions are generally provided in small groups of three to six students and may occur in the general classroom or in other settings. It is recommended that interventions at Tier II consist of two to three sessions per week at 15-60 minutes per session. Supplementary instruction must be provided by trained staff and supervised by individuals with expertise in the intervention chosen by the support team.

Students may benefit from more than one Tier II intervention cycle.

Schools set up and deliver strategic interventions that are designed to address routine problems exhibited by students. When selecting materials for strategic interventions, schools are encouraged to identify 2-3 programs, or fewer, per academic area and to utilize on a school-wide basis for behavior. Schools can identify additional programs, though limiting programs to two or three prevents redundancy and a lack of coordination across or among programs. It also reduces the amount of professional development that would be required to implement strategic interventions.

At Tier II, progress monitoring involves reviewing existing data of the student's performance and progress using CBM (probes, learning checks, common assessments, etc.). Progress monitoring is done more frequently at Tier II than Tier I, usually occurring at least weekly, or more frequently as determined by the support team. Data gathered through Tier II progress monitoring informs teams of changes needed to student intervention plans. For example, if progress monitoring data reflects student performance below the goal line over four consecutive periods of data collection, the amount and frequency of the intervention should be increased, or new strategic interventions should be added.

Students who are successful at Tier II may be reintegrated into Tier I. However, for a small percentage of students, Tier II interventions will not be enough. If a student is not meeting proficiency after it is determined that Tier II strategic interventions have been implemented with fidelity, the student will require intensive interventions at Tier III.

Tier III - Intensive Interventions

Intensive interventions at Tier III are designed to accelerate a student's rate of learning by increasing the frequency and duration of individualized interventions based on progress monitoring that analyzes the lack of responsiveness to the interventions provided at Tier I and Tier II. Intensive interventions at Tier III may either support and enhance instruction provided at Tier I and supported by Tier II, or be substituted for a portion of the Tier II interventions if those interventions have been tried with increased frequency and duration and proven ineffective. Students at Tier III are those students who are performing significantly below standards and who have not adequately responded to high quality interventions provided at Tier I and Tier II.

Tier III generally serves fewer than 5% of the student body. Intensive interventions are usually delivered in groups of no more than three students and may occur in four week blocks. Progress monitoring at Tier III is completed bi-weekly or more frequently. An example of an intervention plan at Tier III may include 3-5 sessions weekly, in addition to the interventions the student is receiving in the core curriculum.

Students who are successful at Tier III may be returned to previous tiers and/or the core curriculum. Students who are not successful after multiple Tier III intensive interventions may be considered for a referral for special education evaluation and/or other long-term planning (e.g., additional Tier III cycle, etc.).

Data-based Decision Making

Data-based decision making is composed of two types of processes, problem solving and standard protocol. Both models will be used in decision making by support teams in Clark County Schools.

To facilitate the intervention process at any of the Tiers, I, II, or III, the information collected during assessment must inform instructional decision-making. Data is gathered by sampling information from instruction, curriculum, and the environment before focusing on the learner. Consideration of data includes a review of records and products,

interviews of teachers, students and parents, observations and assessment of specific concerns.

The data-based decision making process is used to identify needed interventions for students in Tiers I, II and III. Decisions are made by support teams that are composed of school-based individuals who are qualified to make the important educational decisions to help students succeed in school. When using problem solving or standard protocol techniques, support teams should always include the student's referring teacher(s) and parents. Additional staff may be included on a support team when their area of expertise is of assistance to the team (i.e., counselor, behavior specialist, school psychologist, nurse, social worker, special education teachers, speech/language pathologist, English language learner teacher, etc.).

All members of the support team function to guide the team process by clarifying the needs of the student, gathering information to assist in decision making, analyzing of data, participating in discussions to allow for consensus building and the planning of interventions.

Support team members include:

- **Record Keeper** is responsible for scripting and documenting the meetings. This person documents all ideas generated, writes a brief synopsis of the discussion and completed the team accountability form and intervention plan forms. (To be assigned by principal)
- **Data Manager** gathers school wide data on instruction and programs available to the students. They compile the data in a variety of ways (district, school, grade and classroom) so that it can be applied in the decision making process for a specific student. (To be assigned by principal)
- **Case Manager** is responsible for interviewing referring teacher/parent, compiling information on assigned students, presenting student specific information to the team and monitoring progress of the intervention(s). (To be assigned by principal)

Standard Protocol Model

Clark County Schools will use a standard protocol when each support team has reviewed the data on interventions used within that school and grade and finds that the evidence supports that the majority of students are successful with that intervention The standard protocol intervention, as determined by each school and grade level, would then be provided to the student(s).

Standard protocol often proves more successful early on in academics because it allows teams to make quick, evidenced-based decisions for a large number of students. Decisions in reading, mathematics and writing are primarily made using the standard protocol. Standard protocol behavior plans should be considered at the 2nd tier to ensure quick delivery of the intervention plan. The problem solving model is used rather than the standard protocol model when making decisions about behavior at the 3rd tier.

The standard protocol Intervention form is located in **Appendix D**.

Functional Assessment of Behavior (FBA) (Problem solving model)

In making decisions regarding behavior at the 3rd Tier, teams should use the following approach:

- **Define the problem** - When a concern is raised, the first step is to review the concern and attempt to identify the problem. Define exactly what the concern is in measurable terms. It is important to not over identify problems during the first stages. Focus on the most intrusive and/or problematic concerns to address first.
- **Analyze the cause** - Once the problem is defined, the support team needs to develop a hypothesis as to why the problem is occurring and continuing. The team's responsibility is to determine the function of the behavior. What is the student receiving or avoiding that is increasing the problem behavior. This involves analyzing those variables that can be altered through instruction in order to find an instructional solution. This includes questions of fidelity, missing skills, motivational factors, or lack of exposure to the general curriculum. The team should focus on explanations of the problem that can be addressed through instruction. Another factor to be considered is whether the behavioral concern is a result of an academic deficit.
- **Develop a plan** - Once the problem has been analyzed, the support team identifies a behavioral intervention plan that will meet the student's needs. The plan must consist of instruction, reinforcement, consequences, and data collection. The team does this by developing a plan that includes: an implementation timeframe (e.g., 6-9 weeks); the frequency of the reinforcement (how often or how many times does the student have to perform the replacement behavior in order to receive the reinforcement); who will provide the reinforcement or consequence (e.g. general education teacher, counselor, etc); and a timeframe to evaluate the effectiveness of the intervention plan. The intervention plan form can be found in **Appendix D**. The student's plan should outline the goal for progress. The team plots an "aim-line" (graphic representation) depicting the desired rate of progress a student needs to reach the goal from the current baseline.
- **Implement the plan**- Interventions must be implemented with fidelity. To ensure fidelity, qualified staff must deliver the interventions according to the prescribed process and prescribed timeframe. Support teams should document their delivery of the interventions using multiple sources (e.g. observation notes, lesson plans and grade books, student work reflecting instructional elements and graphs of student progress, etc.).
- **Evaluate the plan**- In order to determine if the intervention is working for a student, the support team must collect data through progress monitoring. The frequency of progress monitoring should be weekly, but should be considered on an individual basis if needed. A student's current performance and progress is compared to their projected "aim-line." If performance falls significantly below the aim-line over three or four consecutive monitoring periods, the support team should revisit the intervention plan to make appropriate modifications or revisions. If the student meets the goal three consecutive times, the goal/criterion should be increased.

Parent Participation

Involving parents at all phases is a key aspect of a successful intervention program. As members of the support team, parents can provide critical information about students thus, increasing the likelihood that interventions will be effective. For this reason, the classroom teacher or other school staff must make a concerted effort to involve parents as early as possible. This can be done through traditional methods such as parent-teacher conferences, regularly scheduled meetings, or by other communications.

Schools should provide parents with written information about its CCIS program and be prepared to answer questions about the processes. The written information should explain how the system is different from a traditional education system and about the vital and collaborative role that parents play within the CCIS system. The more parents are involved as players, the greater the opportunity for successful student outcomes.

Parents will be invited to serve on the CCIS support team or to provide information by an alternative means. A support team member will notify the parent of supplementary interventions implemented on behalf of the student.

Because CCIS is a method of delivering the general education curriculum for all students, written consent is not required before administering universal screenings, CBMs, and targeted assessments within a multi-tiered system when these tools are used to determine instructional need. However, when a student fails to respond to interventions and the decision is made to evaluate a student for special education, written consent must be obtained in accordance with special education.

Appendix A Matrix Using Three-Tiered Model

This matrix represents corresponding roles and activities for implementation of universal screening, progress monitoring, decision-making, and scientific, research-based interventions within a multi-tiered system.

| SCREENING | TIER 1 | TIER 2 | TIER 3 |
|---|--|---|--|
| All Students Participate Decide which Students are at-risk and which are not | N/A | N/A | N/A |
| We USE: | MAP ACT PLAN EXPLORE | N/A | N/A |
| Who is Involved | | | |
| PROGRESS MONITORING | TIER 1 | TIER 2 | TIER 3 |
| Decide when changes need to be made | Follow at-risk students closely – monitor student progress monthly | Frequently (weekly) | More frequently (Bi-weekly) |
| We USE: | Monitoring of progress | Progress data from intervention | Progress data from interventions |
| Who is Involved | Classroom Teacher(s) support from curriculum coaches | Interventionist, classroom teacher, curriculum coaches | Interventionist, classroom teacher, curriculum coaches, and others as needed |
| DECISION MAKING | TIER 1 | TIER 2 | TIER 3 |
| What are the student's instructional needs? NOTE: not diagnosing impairments-identifying learning problems | Classroom teachers use research based practices to target areas of concerns noted in the screening and classroom observations | School Support team determines interventions and standard protocol is in place. All interventions must be research based. | School Support team determines interventions and standard protocol is in place. Intensity and frequency may increase. All interventions must be research based. |
| We USE: | Progress monitoring and decision making rubric | Progress monitoring and decision making rubric | Progress monitoring and decision making rubric |
| Who is involved: | Classroom teacher(s) support from curriculum coach | School Support Team | School Support Team |
| INTERVENTIONS | TIER 1 | TIER 2 | TIER 3 |
| Decide when services can be discontinued and to document overall effectiveness | Decision Making rubric | School Support Team | School Support Team |
| We USE: | Flexible grouping for targeted instruction, accommodations to address curriculum, differentiated instruction, increased questioning strategies, feedback and other research based instruction. | Research based strategies as described in the schools pyramid | Research based strategies as described in the schools pyramid. |
| Who is involved: | Classroom Teacher(s) – support from curriculum coaches | School Support Team | School Support Team |

Appendix B Kentucky Statues Requiring Intervention Support for Students

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| KRS 158.6453 Assessment of achievement goals | (5)(b) A student whose scores on the Work Keys assessments indicate that additional assistance is required in reading for information, locating information, or applied mathematics shall have intervention strategies for accelerated learning incorporated into his or her learning plan. | HS |
| KRS 158.6459 Intervention strategies for accelerated learning – Individualized learning plan – Retake of ACT | <p>(1) A high school student whose scores on the high school readiness examination administered in grade eight (8), on the college readiness examinations administered in grade ten (10), or on the WorkKeys indicate that additional assistance is required in English, reading, or mathematics shall have intervention strategies for accelerated learning incorporated into his or her learning plan.</p> <p>(2) A high school student whose score on the ACT examination under KRS 158.6453(4)(a)2 in English, reading, or mathematics is below the systemwide standard established by the Council on Postsecondary education for entry into a credit-bearing course at a public postsecondary university without placement in a remedial course or an entry-level course with supplementary academic support shall be provided the opportunity to participate in accelerated learning designed to address his or her identified academic deficiencies prior to high school graduation.</p> <p>(3) A high school, in collaboration with its school district, shall develop and implement accelerated learning that:</p> <ul style="list-style-type: none"> (a) Allows a student’s learning plan to be individualized to meet the student’s academic needs based on an assessment of test results and consultation among parents, teachers, and the student; and (b) May include changes in the student’s class schedule. | MS & HS |
| KRS 158.649 Achievement gaps | (8) ...if a local board determines that a schools has not met its biennial target to reduce the identified gap in student achievement for a group of students, the local board shall required the council, or the principal if no council exists, to submit its revisions to the consolidated plan describing the use of professional development funds and funds allocated for continuing education to reduce the school’s achievement gap for review and approval by the superintendent. The plan shall address how the school will meet the academic needs of the students in various groups identified... | Primary - HS |
| KRS 158.792 Definitions for KRS 158.792 and 164.0207 – Reading diagnostic and intervention fund – Grants for reading intervention programs | <p>(1) (a) “Comprehensive reading program” means a program that emphasizes the essential components of reading: phoneme awareness, phonics, fluency, vocabulary, comprehension, and connections between writing and reading acquisition and motivation to read.</p> <p>(b) “Reading diagnostic assessment” means an assessment that identifies a struggling reader and measures the reader’s skills against established performance levels in the essential components of reading. The purpose is to screen for areas that require intervention in order for the student to learn to read proficiently.</p> <p>(c) “Reading intervention program” means short-term intensive instruction in the essential skills necessary to read proficiently that is provided to a student by a highly trained teacher. This instruction may be conducted one-on-one or in small groups: shall be research-based, reliable, and replicable; and shall be based on the ongoing assessment of individual student needs.</p> <p>(2) The reading diagnostic and intervention fund is created to help teachers and library media specialists improve the reading skills of struggling readers in the primary program.Two(2) year grants to schools to support teachers in the implementation of reliable, replicable research-based reading intervention programs that use a balance of diagnostic tools and instructional strategies that emphasize phonemic awareness, phonics, fluency, vocabulary, comprehension, and connections between writing and reading acquisition and motivation to read to address diverse learning needs of those students reading at low levels.</p> <p>(3)(b)2 Intervention services will supplement, not replace, regular classroom instruction;</p> <p>(3)(b)3 Intervention services will be provided to struggling primary program readers within the school based upon ongoing Primary assessment of their needs; and</p> <p>(3)(b)4 A system for informing parents of struggling readers of the available family literacy services within the district will be established.</p> | Primary |

| | | |
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| KRS 158.844 Mathematics achievement fund | (1) The mathematics achievement fund is hereby created to provide developmentally appropriate diagnostic assessment and intervention services to students, primary through grade 12, to help them reach proficiency in mathematics on the state assessments.... (7)(c) grant applicants assure..... (1) Mathematics instruction will be standards-based and utilize research-based practices; (2) Intervention and support services will supplement, not replace, regular classroom instruction; and (3) Interventions services will be provided to primary program students and other students who are at risk of mathematics failure within the school based upon ongoing assessments of their needs. | Primary - 12 |
| KRS 158.441 Definitions for chapter | (1) "Intervention services" means any preventive, developmental, corrective, supportive services or treatment provided to a student who is at risk of school failure, is at risk of participation in violent behavior or juvenile crime, or has been expelled from the school district. Services may include, but are not limited to, screening to identify students at risk for emotional disabilities and antisocial behavior; direct instruction in academic, social, problem-solving, and conflict resolution skills; alternative educational programs; psychological services' identification and assessment of abilities; counseling services' medical services; day treatment; family services; work and community programs. | |
| KRS 158.070 – Continuing education for certain students | (8) Schools shall provide continuing education for those students who are determined to need additional time to achieve the outcomes defined in KRS 158.6451 and schools shall not be limited to the minimum school term in providing this education.(ESS) | Primary - HS |
| 704 KAR 3:305 Minimum High School Graduation Requirements | Section 3 (5) Beginning with a student's eight grade year, the Individual Learning Plan shall set learning goals for the student based on academic and career interests and shall identify required academic courses, electives, and extracurricular opportunities aligned to the student's postsecondary goals. The school shall use information from the Individual Learning Plans about student needs for academic and elective courses to plan academic and elective course offerings. (6) Beginning with the graduation class of 2013, the development of the Individual Learning Plan for each student shall begin by the end of the 6th grade year and shall be focused on career exploration and related postsecondary education and training needs. | 6th-HS |
| KRS 158.6453 Assessment of achievement goals | (12) In addition to statewide testing for the purpose of determining school success, the board shall have the responsibility of assisting local school districts and schools in developing and using continuous assessment strategies needed to assure student progress. The continuous assessment shall provide diagnostic information to improve instruction to meet the needs of individual students. | Primary - HS |
| KRS 158.6463 Assessment of achievement goals - | Reporting structure components – (13)(b) An individual student report to parents for each fifth-grade student summarizing the student's readiness in reading and mathematics based on student's fourth-grade state assessment results. The school's fifth-grade staff shall develop a plan for accelerated learning for any student with identified deficiencies | 5th grade |

Appendix C**Assessment and Learning Glossary**

Ability Grouped/Teacher Guided Small Groups---Students are placed in groups based on their ability to read.

Abstract Operations---A higher level thinking activity or a situation in which students are expected to apply previous knowledge.

Academic Expectations---Learning goals that characterize student achievement.

Academic Performance---The performance exhibited by a child in a classroom setting and on traditional classroom tests.

Accommodate---Changes made in the way materials are presented or in the way student respond to the materials, as well as changes in setting, timing and scheduling, with the expectation that the student will reach the standard set for all students.

Accommodations---Change made to instruction and/or assessment that does not change the expectations for performance or change the construct that is being measured. Accommodations allows a student to complete the same assignment or test as other students, but with a change in the timing, formatting, setting, scheduling, response and/or presentation. This accommodation does not alter in any significant way what the test or assignment measures. Examples of accommodations include a student who is blind taking a Braille version of a test or a student taking a test alone in a quiet room.

Achievement Age---The average age at which students achieve a particular score. ie: if the achievement age corresponding to a score of 36 on a reading test is 10 years, 7 months (10-7), this means that pupils 10 years, 7 months achieve, on the average, a score of 36 on that test.

Achievement Gap---A substantive performance difference on each of the tested areas by grade level of the Commonwealth Accountability Testing System (CATS) between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced lunch and those who are not eligible for free and reduced lunch (KRS 158.649).

Achievement Test---A test that measures a student's performance in academic areas such as math, reading, and writing.

Adaptations---Adaptations are adjustments to the instructional content or performance expectations of students with disabilities from what is expected or taught to students in general education. Adaptations can include decreasing the number of exercises the student is expected to complete, assigning different reading materials, or allowing use of a calculator.

Adaptive Behavior/Self-Help---The effectiveness or degree with which an individual meets the standards of personal independence and social responsibility expected of his/her age and social group. Adaptive behavior also refers to the typical performance in meeting environmental expectations.

Age Appropriate---Suitable in relation to developmental level.

Aim-Line---Line on a graph that represents expected student growth over time.

Alignment---The focus and integration of the organization's strategies, practices, systems, structures and resources to support and maintain the shared vision.

Anecdotal Record---A written record of a child's progress based on milestones particular to that child's social, emotional, physical, aesthetic, and cognitive development. This method is informal and encourages the use of a note pad, sticky notes, a checklist with space for notes, etc. Continuous comments are recorded throughout the day about what a child can do and his/her achievements as opposed to what he/she cannot do.

Anticipation Guide---A reading strategy that asks students to agree or disagree with a series of statements so as to create interest in a reading passage.

Approximations---Attempts at mastering a goal that are validated by the teacher.

Articulation (as related to curriculum)---The school/district aligned curriculum must be well communicated to all stakeholders, implemented district/school wide, integrated across disciplines, and connected to real-life situations.

Vertical articulation or alignment indicates that the curriculum is carefully planned and sequenced from beginning learning and skills to more advanced learning and skills.

Vertical articulation speaks to what is taught from pre-school through upper grades and is sometimes noted simply as "K-12 Curriculum."

Horizontal articulation or alignment indicates that the curriculum is carefully planned within grade levels. For example, every primary grade throughout the school/district will teach the same curriculum, and every 6th grade social studies class, every 10th grade health class, every 12th grade physics class, and so on.

Assessment---The process of collecting information about a student's learning needs through a series of individual tests, observations and interviewing the student, the family and others. May also be called evaluation. A method for analyzing and evaluating student achievement or program success. Some assessments are not tests. For students, a reading miscue analysis is an assessment, a close observation of student behavior can be an assessment, and a student conference can be an assessment. For programs, a senior exit interview can be an assessment, and an employer survey of satisfaction with graduates can be an assessment. Good assessment requires feedback to those who are being assessed so that they can use that information to make improvements.

Authentic Assessment---A broad evaluation procedure that includes a student's performance or demonstration, and in the context of normal classroom involvement and reflects the actual learning experience (i.e., portfolios, journals, observations, taped readings, videotaping, conferencing, etc.). The products or performances assessed reflect "real world" applications.

Authentic Reading---Real-world reading materials such as newspapers and magazines.

Automaticity---The speed and accuracy of word recognition and spelling; Automaticity is the goal of word study instruction. Achieving automaticity in the mechanics reading and writing frees cognitive resources for comprehension.

AYP---Adequate Yearly Progress-a cornerstone of the federal No Child Left Behind act. A measure of year to year student's achievement on statewide assessments.

Baseline---A record of the frequency, duration, and rate of intensity with which a behavior occurs over a period of time before the intervention. An initial data record of a target behavior's occurrence. A baseline is used to compare the initial data to the data collected after an intervention is implemented.

Baseline Data---Information collected to establish a reference point for comparison to the same data collected at a later time.

Basic Reading Skills---The ability to recognize and use sight vocabulary, phonics, and structural analysis when reading.

Basic Math---Computational skills and automaticity with basic math facts.

Behavior---Any observable and measurable act of the student (sometimes called response) Behavioral excesses or deficits that are displayed in the classroom and impede the child's learning or the learning of others. Such behaviors include task avoidance, interrupting others, unorganized behaviors, physical or verbal aggressions, lying, stealing, etc.

Benchmark---Short term or long term assessment goal that indicates that a student is on grade level. An example of student work that illustrates the qualities of a specific score on a rubric or scoring guide.

Brainstorming Map---Much like a concept map or graphic organizer, but used to freely generate ideas.

Classroom Writing/Working Folder---A collection of student writing in different stages of development from more various content areas.

Cognitive---The mental process through which knowledge is acquired.

Cognitive Functioning---The process by which a person acquires and organizes information and knowledge. This includes comprehension, long-term memory, short-term memory, attention span, following a sequence of directions, reasoning, and conceptualization of material.

Commercial, Norm-referenced, Standardized Exams---Group administered, mostly or entirely multiple-choice, "objective" tests in one or more curricular areas. Scores are based on comparison with a reference or norm group. Typically must be purchased from a private vendor.

Common Items---Items on the assessment taken by all students and on which individual student scores are based.

Communication:

Language---A system for communication composed of words with rules for combining these words into sequences or strings that express thoughts, experiences, or feelings. It is comprised of word formations, grammar, and word meaning components.

Articulation---The process by which sounds, syllables, and words are formed when your tongue, jaw, teeth, lips, and palate alter the air stream coming from the vocal folds.

Fluency ---The smoothness with which sounds, syllables, words, and phrases are joined Together during oral language (stuttering).

Voice---Sound production by the vibration of the vocal folds and modified by the Resonators (example: breathiness, harshness, hoarseness, monotone, etc.).

Comprehension---Students read to comprehend. Comprehension is the knowledge gained through the act of comprehending/understanding. The teaching of comprehension involves specific strategies students use to identify what they do and do not understand in a text.

Concept---An abstract idea generalized from particular instances. Involves idea of the existence of objects, processes, or relation of objects, i.e., table, cell, man, raining, family, etc. A general category of ideas, objects, people, or experiences whose members share certain properties.

Concrete---Existing in reality or in real experience; tangible, touchable – perceptible by the senses, especially the sense of touch.

Cooperative Learning/Cooperative Groups---A teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal; cooperative learning is based on Piaget's theory concerning the impact of social interaction on cognitive development.

Core Curriculum---A course of study deemed critical and usually made mandatory for all students of a school or school system. Core curricula are often instituted at the primary and secondary levels by school boards, Departments of Education, or other administrative agencies charged with overseeing education. Core curricula must be scientific and research-based.

Core Content for Assessment---The content that has been identified as essential for all students to know and will be included on the state assessment.

Criteria---A standard on which a judgment or decision may be based.

Criterion-Referenced---Criterion-referenced tests determine what test-takers can do and what they know, not how they compare to others. Criterion-referenced tests report on how well students are doing relative to a predetermined performance level on a specified set of educational goals or outcomes included in the curriculum.

Critical Attributes---Those descriptors that define necessary components of the primary program. They are developmentally appropriate educational practices, multi-age/multi-ability classrooms, continuous progress, authentic assessment, qualitative reporting methods, professional teamwork, and positive parent involvement.

Critical Questions---The central question in a piece of writing; in fiction writing, it often involves the theme.

Cue-Do-Review---An instructional sequence used to reinforce important information. \“Cue\” informs the students that the routine will be used. \“Do\” presents the unit organizers. \“Review\” checks for understanding and reinforces the information for the students.

Curriculum---Curriculum refers to what is taught. This domain includes the long range direction, intent, and stated outcomes of the course of study. It also includes the content arrangement, and pace of steps leading to the outcomes. Before instruction can be aligned with student needs, an appropriate curriculum that has been carefully selected should be in place. To assure curriculum alignment you need to:

Make sure that the curriculum is aligned and matches appropriate state and district standards and benchmarks.

Be certain that core components are introduced and reinforced at appropriate levels within the curriculum.

See that the curriculum is taught consistently in all of the classrooms.

Curriculum Alignment---Refers to the process of interpreting learning standards (Kentucky Program of Studies, Kentucky Core Content for Assessment), then developing learning objectives that are directly targeted to those standards. Curriculum framework – The listing of outcomes (Learning Goals, Academic Expectations, Core Content for Assessment, and Program of Studies) by grade level that guides the development of the curriculum and the selection in placement of instructional materials. It also includes the performance standards associated with the content standards (Student Performance Descriptors). (National Research Council).

Criterion-Referenced Assessment---An assessment that measures what a student understands, knows, or can accomplish in relation to specific performance objectives. It is used to identify a student's specific strengths and weaknesses in relation to skills defined as the goals of the instruction, but it does not compare students to other students. (Compare to norm referenced assessment).

Curriculum-Based Assessment (CBA)---Measurement that uses direct observation and recording of a student's performance in the local curriculum as a basis for gathering information to make instructional decisions. CBA's are evaluation method using frequent tests of specific skills and knowledge. Use of assessment materials and procedures that mirror instruction in order to ascertain whether specific instructional objectives have been accomplished and to monitor progress directly in the curriculum being taught. A type of informal assessment in which the procedures directly assess student performance in learning-targeted content in order to make decisions about how to better address a students instructional needs.

Curriculum-Based Measurement (CBM)---Tools for measuring student competency and progress in the basic skill areas of reading fluency, spelling, mathematics, and written language.

Curriculum Map---An outline of the implemented curriculum; what is taught and when it is actually taught.

Curriculum Mapping---“Is a process that helps teachers keep track of what has actually been taught throughout the entire year or course. By mapping what is actually taught and when it is taught, teachers produce data that they can use in conjunction with assessment data to make cumulative revisions in instruction.” (*Heidi Hayes Jacobs*)

Data Points---Points on a graph that represent student achievement or behavior relative to a specific assessment at a specific time.

Data-Based/Data-Driven Decision Making---Process of collecting, analyzing, and summarizing information to answer a question and to guide development, implementation, and evaluation of an action. Data-based decision making is continuous and regular, and most importantly linked to educational/socially important questions.

Decoding---The ability to translate letters to sounds, syllables, and words.

Developmental Appropriateness---This concept of developmental appropriateness has two dimensions:

Age appropriateness--- Human development research indicates that there are universal, predictable milestones of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development – physical, emotional, social, cognitive, and aesthetic. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.

Individual appropriateness---Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style and family background. Both the curriculum and adults' interactions with children should be responsive to individual differences. Learning in your children is the result of interaction between the child's thought and experiences with materials, ideas, and people. When these experiences match the child's developing abilities, while also challenging the child's interest and understanding, learning will take place.

Diagnostic-Prescriptive Teaching---An approach to instruction of students on an individual basis, with attention to strengths or weaknesses, followed by teaching prescriptives to remediate the weaknesses and develop the strengths.

Diagnostic Test---A test used to identify specific areas of weakness or strength. It measures components or subparts of a larger body of information or skill. Diagnostic achievement tests are most commonly used for reading, arithmetic, and writing.

DIBELS---Dynamic Indicators of Basic Early Literacy Skills; an assessment.

Differentiate---To provide varying levels of instruction and assessment for different learners.

Differentiation---A philosophy that involves giving students multiple options for taking in information, making sense of ideas, and expressing what they learn. It provides different avenues to acquire content, to process or make sense of ideas, and to develop products.

Differentiated Instruction---Process of designing lesson plans that meet the needs of the range of learners; such planning includes learning objectives, grouping practices, teaching methods, varied assignments, and varied materials chosen based on student skill levels, interest levels, and learning preferences; differentiated instruction focuses on instructional strategies, instructional groupings, and an array of materials.

Direct Instruction---An instructional approach to academic subjects that emphasizes the use of carefully sequenced steps that include demonstration, modeling, guided practice, and independent application.

Direct Observation---Focuses on recording patterns of behavior and events in the environment as they are actually occurring. Data should be collected at various times and in different settings, continuing until discernible patterns emerge.

Direct Teaching---The traditional way to provide instruction. The goal of this method is the students' mastery of skills. Direct teaching demands that the instructor have a solid understanding of the subject material and present the material in a clear, logical, and sequential way.

Discrepancy---a) Difference between two outcome measures;
 b) IQ-achievement discrepancy – difference between scores on a normreferenced achievement test;
 c) Difference between pre-test and post-test on a criterion-referenced test.

Environment---The environment is where the instruction takes place. This domain includes all aspects of the classroom setting such as physical arrangement, rules, management plans, routines, and expectations. It may also include out of class variables such as peer and family influence, and job pressure for students at the secondary level. Environmental considerations cover a wide range of factors. The setting, routines and rules should be closely scrutinized. This includes:

- Making sure that the physical environment (seating arrangement, lighting and noise-level) are appropriate; and
- Determining if routines and behavior management plans are conducive to learning.

Environmental Interventions---Changing the variables within a student's physical surroundings to increase desirable behavior and decrease problem behavior.

Environmental Factors---Variables that affect how children learn in school such as poverty, racial discrimination, lead exposure, lack of access to health care, and family stress.

Essential Knowledge---The fundamental skills required for all students.

Essential Questions---Important ideas necessary to consider.

Evaluating/Evaluation---To determine the significance, worth, or condition and usually by careful appraisal and study.

Evidence Based Practice---Educational practices/instructional strategies supported by relevant scientific research studies.

Exemplary---Worthy of imitation; commendable.

Experiential Learning Exposure---A type of learning that uses doing rather than reading or hearing. It requires students to plan and execute an activity, then journal about the experience.

Explicit Instruction---Systematic instructional approach that includes a set of delivery and design procedures derived from effective schools' research merged with behavior analysis; essential components of well-designed explicit instruction include a) visible delivery features of group instruction with a high level of teacher and student interactions and b) the less observable, instructional design principles and assumptions that make up the content and strategies to be taught.

Family Educational Rights and Privacy Act (FERPA)---The Family Educational Rights and Privacy Act (FERPA) is a Federal law designed to protect the privacy of a student's education records. The law applies to all schools which receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student, or former student, who has reached the age of 18 or is attending any school beyond the high school level. Students and former students to whom the rights have transferred are called eligible students.

Fidelity---Refers to the degree to which components are implemented as designed, intended, and planned. Fidelity is achieved through sufficient time allocation, adequate intervention intensity, qualified and trained staff, and sufficient materials and resources. Fidelity is vital in universal screening, instructional delivery and progress monitoring.

Fidelity of Implementation and Instruction---Implementation of an intervention, program, or curriculum according to research findings and/or on developers' specifications.

Formative Assessment---Helps teachers to monitor their students' progress and to modify the instruction accordingly. It also helps students to monitor their own progress as they get feedback from their peers and the teacher. Students also find opportunity to revise and refine their thinking by means of formative assessment.

Formative Assessment Evaluation---Classroom/curriculum measures of student progress; monitors progress made toward achieving learning outcomes; informs instructional decision making.

Graphic Organizers---A visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels. Visual and verbal map of vocabulary and concepts and their relationships designed to assist learners in comprehending selections.

Guided Reading---An instructional model involving the teacher and small group of children of similar reading ability. While the teacher is meeting with one group of students, other students are involved in skill centers and independent reading activities.

Guided Notes---A skeleton outline that lists main points of a verbal presentation and provides designated spaces for students to complete as the speaker elaborates on each main idea (Lazarus, 1991).

Health---A health condition that may be influencing the child's performance in the educational setting.

Holistic Scoring---A scoring process used to evaluate a student's overall performance or product. One set of criteria is used to assess the quality or overall effectiveness of student work. The criteria are written to include all the expectations or standards that are targeted.

Homogeneous Grouping---The grouping of students in classrooms based on the basis of similar abilities and/or characteristics (i.e., chronological age, reading ability, test scores, etc.).

Hyperactivity/Inattention---Inattention refers to a child's ability to attend to tasks and sustain attention. Hyperactivity refers to a child demonstrating over-activity. This may include always being "on the go" or acting as if "driven by a motor".

Hypothesis---An end product or summary of the functional assessment. A hypothesis statement provides information about environmental events that may increase the likelihood of problem behavior, the environmental events that precede problem behavior, and the probable function of the problem behavior.

Instruction---Instruction is how curriculum is taught. This domain includes instructional decision making regarding materials and curriculum level. Progress monitoring and the ability to control success rate are also included. Examples of other instructional variables include giving clear directions, communicating expectations and criteria for success, direct instruction with explanations and cues, sequencing lesson designs to promote success and offering a variety of activities and experiences for practice and application. Once an appropriate curriculum is implemented, instruction should be examined for effectiveness starting with the whole group. This can be determined by asking the following questions:

Have the research-based practices been shown to increase student performance?

Have effective practices have been implemented with fidelity in ways that students will benefit?

Do materials have documented efficacy?

Has a sufficient amount of instructional time been allotted for curriculum implementation?

Is instruction tailored to meet students' current levels of knowledge?

Is instruction organized so that pre-requisite skills are taught sequentially?

Instructional Level---A child is considered at instructional level for a passage when they are able to read between 90%-97% of the words correctly.

Instructional Practices---Methodology used by teachers to engage students in the learning process.

Integrated/Interdisciplinary Curriculum---A curriculum that purposely links disciplines to each other.

Integration of Technology---Incorporating the use of computers or other technical equipment into the curriculum.

Intensive Interventions---Academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with narrowest tier of an RTI tiered model; also referred to as tertiary interventions.

Interdisciplinary---Drawing from or characterized by participation of two or more fields of study.

Intervention Services---Any preventive, developmental, corrective, supportive services or treatment provided to a student who is at risk of school failure.

Item Analysis---Item analysis is a process of examining class-wide performance on individual test items.

Kentucky Early Learning Profile (KELP)---The model assessment instrument designed by the Kentucky Department of Education to correspond with the Primary Program. The KELP instrument is designed to document a student’s real learning, growth, and development during the primary years.

Kentucky Intervention System (KIS)---As defined by the Kentucky Department of Education, is the practice of providing high-quality instruction and interventions matched to the student need; monitoring progress frequently to make decisions about changes in instruction or goals and, applying child response data to important educational decisions.

Kentucky’s Learning Goals---KRS 158.6451 Schools shall develop their student’s ability to:

1. Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives;
2. Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, and practical living studies to situations they will encounter throughout their lives;
3. Become self-sufficient individuals of good character exhibiting the qualities of altruism, citizenship, courtesy, honesty, human worth, justice, knowledge, respect, responsibility, and self-discipline;
4. Become responsible members of a family, work group, or community, including demonstrating effectiveness in community service;
5. Think and solve problems in school situations and in a variety of situations they will encounter in life; and
6. Connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

Kentucky Performance Report (KPR)---A report that offers detailed information about school performance (academic and non-academic) on the Kentucky Core Content Tests, Writing Portfolios, Norm-Referenced Tests and other components of the Commonwealth Accountability Testing System (CATS).

Learner---The learner is who is being taught. The most important learner variable is his or her current knowledge, sometimes referred to as ‘prior knowledge’ of the task that they need to learn. This is the last domain to consider when planning interventions. Before the student’s skills and motivation are called into question, it should be confirmed that the curriculum and instruction are appropriate and the environment positive.

Learning Rate---Average progress over a period of time, e.g., one year’s growth in one year’s time.

Learning Results---Successful demonstration of learning that occurs at the culminating point of a set of learning experiences.

Listening Comprehension---Listening ability and verbal comprehension.

Local standards---Districts may adapt standards that exceed state standards.

Manipulatives---Concrete objects used to introduce or reinforce concepts. They can assist the teacher to actively involve students in learning mathematical concepts. They can be used to motivate learning, stimulate students to think mathematically, and introduce and reinforce concepts.

Math Reasoning---Mathematical knowledge and reasoning this includes problem solving, analysis, reasoning, and vocabulary.

Mnemonics---Memorizing target information by relating a cue word, phrase, or sentence to the target information.

Modality---The sensory styles through which people receive and process information.

Model---To lead by example, to concretely act out the process so that students can learn how to replicate it.

Modeling---A procedure for learning in which the individual observes a model perform a task and then imitates the performance of the model. This form of learning accounts for much verbal and motor learning in young children. Changes in behavior, thinking, or emotions may occur through observing another person (model).

Motor Skills---The ability to perform complex muscle-and-nerve acts that produce movement; fine motor skills are small movements like writing and tying shoes, gross motor skills are large movements like walking and kicking.

Motivation---A stimulus to action; something (a need or desire) that causes one to act.

Multiple Intelligences---In Gardner's theory of intelligence---a person's seven separate abilities: 1) logical-mathematical 2) verbal 3) musical 4) spatial 5) bodily-kinesthetic 6) interpersonal 7) intrapersonal.

Norm---An average, common, or standard performance under specified conditions, (e.g., the average achievement test score of nine-year-old children or the average birth weight of male children).

Norms---Descriptive of average, typical, or mediocre performance; they are not to be regarded as standards, or as desirable levels of attainment. Grade, age, and percentile are the most common types of norms.

Norm-Reference---A norm-referenced test is designed to highlight achievement differences between and among studies to produce a dependable rank order of students across a continuum of achievement from high achievers to low achievers.

Norm-Referenced Testing---Testing in which scores are compared with the average performance of others.

Objectives---The desired or needed result to be achieved by a specific time.

On-Demand Writing Prompts---Also known as “writing prompt,” “prompt,” “timed writing,” or “directed writing”. Interchangeable terms refer to timed, structured, writing assessments that require extended writing, including essays, letters, compositions, etc.

Open-Response Items---Questions that require students to combine content knowledge and application of process skills in order to communicate an answer.

Oral Expression---Linguistic competency and expressive vocabulary.

Organizational Strategies---Allows the learner to manipulate information. Examples include prioritizing, clustering, chunking, and categorization.

Orientating Strategies---Directs students' learning to a task; this may be done through teacher cues, highlighted material, and/or student self-regulation.

Outcomes---Expected product from students.

Paired Reading---Joint reading aloud between two individuals who read a story simultaneously.

Pattern---A design or sequence that is predictable because some aspect of it repeats.

Peer Collaboration---Students working together in a group to solve a problem.

Peer Tutoring---Support in the learning environment provided by same or different aged students.

Performance Assessment---A task or set of tasks designed to simulate real-world challenges and problems. Such tasks are often open-ended. Evaluation of a performance assessment is based on an established set of criteria often called a rubric. A method for evaluating how well students use their knowledge and skills in order to do something. Music students performing a new piece of music before a panel of judges are undergoing performance assessment; students who are expected to demonstrate an understanding of basic grammar, spelling, and organizational skills while writing a paper are undergoing performance assessment; business students asked to write a proposal to solve a problem presented in a case study are undergoing performance assessment.

Performance Level Descriptions---Performance standards for student progress across the content areas of Arts and Humanities, Math, Science, Social Studies, Practical Living/Vocational Studies, Reading and Writing, that defines what a student has performed at the “novice,” “apprentice,” “proficient,” or “distinguished” level. The performance level descriptions explain student expectations and clarifies for teachers, students and parents how to evaluate student work.

Portfolio---A purposeful or systematic collection of selected work and self-assessments developed over time to demonstrate and evaluate progress and achievement.

Positive Behavior Support---A tiered intervention system based on school-wide practices that encourage and reward positive student and adult behavior. Evidence-based practices embedded in the school curriculum/culture/expectations that have a prevention focus; teaching, practice, and demonstration of pro-social behaviors.

Problem Solving Approach---Assumes that no given intervention will be effective for all students; generally has four stages (problem identification, problem analysis, plan implementation, and plan evaluation); is sensitive to individual student differences, and depends on the integrity of implementing interventions.

Problem Solving Team---Group of education professionals coming together to consider student-specific data, brainstorm possible strategies/interventions, and develop a plan of action to address a student-specific needs.

Procedures---Prescribed steps for an activity.

Proficient---Work that reflects high level understanding of standards, both content and performance.

Progress Monitoring---A scientifically based practice that is used to frequently assess students’ academic performance and evaluate the effectiveness of instruction. Progress monitoring procedures can be used with individual students or an entire class.

Rating Scales---An assessment tool that allows information to be gathered on a student by having different people (teachers, parents, students) rate behavior based on different statements about the student’s life.

Read-Ability Level---The grade level at which a student is expected to read successfully.

Reading Comprehension---The student’s ability to understand and/or make inferences and predictions about material that is read.

Reflection---A process that provides a structured opportunity to consider what has taken place and the feelings that have been stimulated through an experience.

Reliable---The consistency of assessment results from an instrument over time or over a number of trials.

Reliability---Reliability is the extent to which an experiment, test or any measuring procedure yields the same result on repeated trials.

Remediation---Instruction intended to remedy a situation; to teach a student something that he or she should have previously learned or be able to demonstrate; assumes appropriate strategies matched to student learning have been used previously.

Repeated Readings---Reading a text over and over to achieve fluency.

Response to Intervention (RTI)--- Is an array of procedures that can be used to determine if and how students respond to specific changes in instruction. RTI provides an improved process and structure for school teams in designing, implementing, and evaluating educational interventions. RTI is an integrated approach to service delivery that encompasses general, remedial and special education through a multi-tiered service delivery model. It utilizes a problem-solving framework to identify and address academic and behavioral difficulties for all students using scientific, research-based instruction. Essentially, RTI is the practice of: (a) providing high-quality instruction/interventions matched to all students needs and (b) using learning rate over time and level of performance to (c) make important educational decisions to guide instruction. RTI practices are proactive, incorporating both prevention and intervention and is effective at all levels from early childhood through high school. RTI is intended to reduce the incidence of “instructional casualties” by ensuring that students are provided high quality instruction with fidelity.

Re-Teaching---Teaching a concept a second time, often using a different instructional method.

Revising Strategy---A series of steps designed to achieve the related goals of identifying mismatches between intended and actual texts, adding meaningful content to clarify, support, and elaborate upon what has been already written, and produce a document that communicates with precision the author’s ideas in a way that is engaging for the reader.

Rigor---The goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging.

Rigorous---Demanding strict attention to rules and procedures; allowing no deviation from a standard.

Rubric---A set of categories that define and describe the important components of the work being completed, critiqued or assessed. Each category contains a graduation of levels of completion or competence with a score assigned to each level and a clear description of what criteria need to be met to attain the score at each level.

Scaffolding---An instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without adult assistance. Layers of support moving toward independence. The interaction between the teacher and the learner that provides modeling, guidance, and support as new strategies are learned independence as a learner.

Scaffolding Questions---The questions that make the learner think critically about the means to solve a problem used in inquiry-based instruction.

Scientific Research Based Curriculum---Curriculum and educational interventions that have been proven to be effective for most students based on scientific study.

Scientific Research-Based Instruction---Refers to specific curriculum and educational interventions that have been proven to be effective, that is, the research has been reported in scientific peer-reviewed journals.

Scoring Guide/Rubric---A set of scoring guidelines to be used in evaluating a student's work.

Scrimmage---Practice tests that schools administer to improve student performance on the Commonwealth Accountability Testing System.

Self-Assessment---An individual's evaluation of his/her own work.

Small Group Instruction---A group of students (usually 3-6) who read at the same instructional reading level, demonstrate similar reading behaviors, and share similar instructional needs.

Social-Emotional---The child's ability to interact appropriately with peers and adults. This includes maturity, self esteem, ability to accept criticism, social perceptiveness, self advocacy, responsibility, dramatic mood swings, anger, anxiety and/or depression, etc.

Standard(s)---Content standards: A description of what students need to know and be able to do. Performance standards: A description of how well students need to perform on various skills and knowledge to be considered proficient.

Standard Protocol---Use of same empirically validated intervention for all students with similar academic or behavioral needs; facilitates quality control.

Standards-Based Curriculum Documents--- KERA charged the Kentucky Department of Education to develop guidelines to assist schools/districts in addressing that mandate to achieve reform. The following documents are the products that were created as a result of the mandate: *Program of Studies, Transformations, Core Content for Assessment, Implementation Manual, Student Performance Level Descriptors and Learning goals/academic expectations.*

Student Working Folders---An ongoing folder where a student's work (in-class writing, homework, etc.) is organized and maintained.

Summative Assessment---Assessment that is done at the conclusion of a course or some larger instructional period (e.g., at the end of the program). The purpose is to determine success or to what extent the program/project/course met its goals.

Systematic Data Collection---Planning a time frame for and following through with appropriate assessments to set baselines and monitor student progress.

Teacher Guided Small Groups---A small group of students of similar reading ability.

Teacher Observation---An assessment strategy that involves closely watching children's performance and/or behavior.

Thematic Approach to Curriculum---An approach based on organizers that motivate students to investigate interesting ideas from multiple perspectives. The central theme becomes the catalyst for developing the concepts, generalizations, skills, attitudes, etc. Themes should encourage integration or correlation of various content areas. The rationale is grounded in a philosophy that students learn most efficiently when subjects are perceived as worthy of their time and attention and when they are activity engaged in inquiry. These themes may be broadbased

or narrow in scope; may be used for one class, designated classes, or the whole school; and may last for a few weeks up to several months.

Thematic Units---Units of study built around a particular theme or topic that can be interdisciplinary.

Tiered Instruction---Levels of instructional intensity within a tiered model.

Tiered Model---Common model of three or more tiers that delineate levels of instructional interventions based on student skill need.

Transformations: Kentucky's Curriculum Framework, Volume I & II---This framework provides direction in the development of the local curriculum and should serve as a major basis for staff development and the development of instructional units and performance assessments.

Transformational Strategies---Student simplifies information by converting difficult or unfamiliar information into more manageable information; imagery and mnemonics are types of transformational strategies.

Trend-Line---Line on a graph that connects data points; compare against aimline to determine responsiveness to intervention.

Triangulation---A process of gathering multiple data sets to focus in on understanding an issue rather than relying upon a single form of evidence. Multiple forms of data provide a more distinct and valid picture of reality.

Units of Study---Units of study are vehicles for providing multifaceted learning opportunities for students. Using standards (e.g., Kentucky’s Academic Expectations), as the basis for a unit focuses the planning team on meaningful and relevant concepts. The unit plan, in turn, enhances the delivery of instruction and assessment.

Universal Screening---Is a step taken by school personnel early in the school year to determine which students are “at risk” for not meeting grade level standards. Universal screening can be accomplished by reviewing recent results of state tests, or by administering an academic screening test to all children in a given grade level. Those students whose test scores fall below a certain cut-off are identified as needing more specialized academic interventions. Universal screening is a type of assessment that is characterized by the administration of quick, low-cost, repeatable testing of age-appropriate skills to all students. Screening data are organized in a format that allows for the inspection of both group performance and individual student performance on specific skills.

The information derived from universal screening provides two useful pieces of information.

First, it shows how functional the core curriculum and instruction are in the school. In a multi-tiered model of school support, about 80% of all students in the school should be showing adequate progress using a particular curricular element or program. If more than 20% of the students are not making acceptable gains in an area, the school must improve the core curriculum and/or the manner in which the curriculum is delivered to the students.

Secondly, universal screening identifies those students who are not making acceptable progress in the core curriculum. Provided that 80% or more are making adequate progress in the foundational curriculum, those who are not require additional intervention, either in small groups or on an individual basis. Universal screens may be repeated with a small group of students, to determine whether or not lower scores represent skill deficits (“can’t do’s”) or performance deficits (“won’t do’s”).

Validity---Refers to the degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to measure. Validity has three components:

Relevance - the option measures your educational objective as directly as possible

Accuracy - the option measures your educational objective as precisely as possible

Utility - the option provides formative and summative results with clear implications for educational program evaluation and improvement

Vocational Functioning---Skills necessary to be a responsible member of one's community. Such skills may be thought of as "pre-employment" skills that can be practiced in the school setting such as attendance, punctuality, physical stamina, following directions, working independently, seeking assistance, etc.

Work Based Learning---Learning that integrates theoretical instruction with structured on-the-job training. It includes work experiences, planned program of job training and work experience, workplace mentoring, instruction in general workplace competencies, and broad instruction in a variety of elements of an industry.

Writing Assessment Portfolio---A selection of a student's work that represents his/her best efforts including evidence that the student has evaluated the quality of his/her own work and growth as a writer. The student, in conferences with teachers, chooses the entries for this portfolio from the writing folder, which should contain several drafts of the required pieces. Ideally, the writings will grow naturally out of instruction rather than being created solely for the portfolio.

Written Expression---Ability to express ones thoughts in writing fluently.