Kentucky System of Interventions Overview

Proficiency Plan– Target Indicators

The target indicators define the work required to realize Unbridled Learning: Proficiency for All.

- Increase the average combined reading and math Kentucky Performance Rating for Educational Progress (K–PREP) scores for elementary and middle school students
- By fall 2012, all children will be screened for kindergarten. 50% more children will be ready for kindergarten by 2014 based on 2012 baseline results.
- 90% of 3rd graders will be proficient in mathematics and reading on the state assessment by 2015.

What This Means for Schools...

- KDE has expanded the framework for Response to Interventions (RtI) to assist schools and districts in incorporating state and federal programs to provide a seamless system of interventions (KSI) for improving achievement for all students.
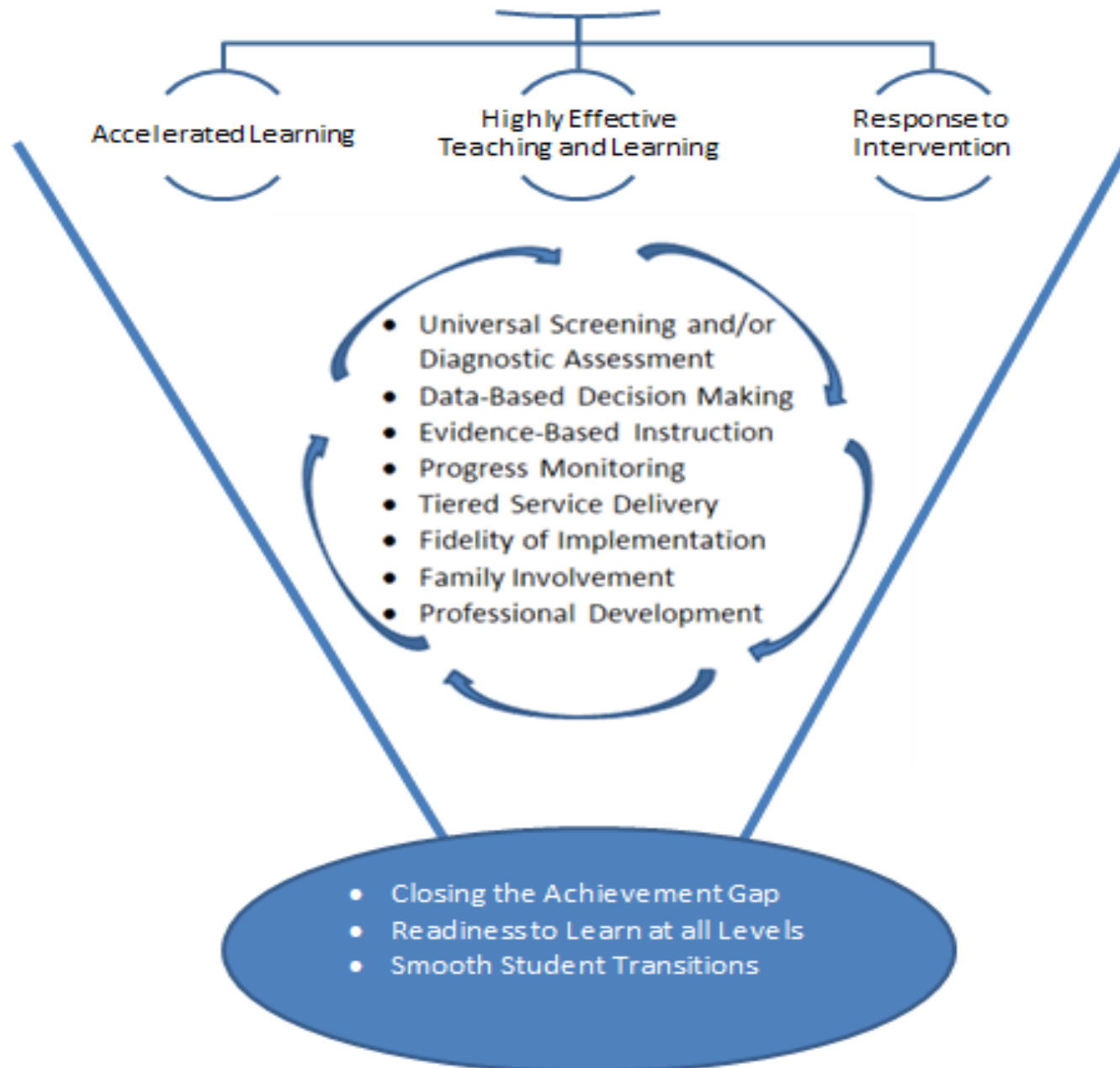
Kentucky System of Interventions

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

What KSI/RtI is NOT...

- A vendor program
- A curriculum
- Just about providing interventions
- Quick and easy
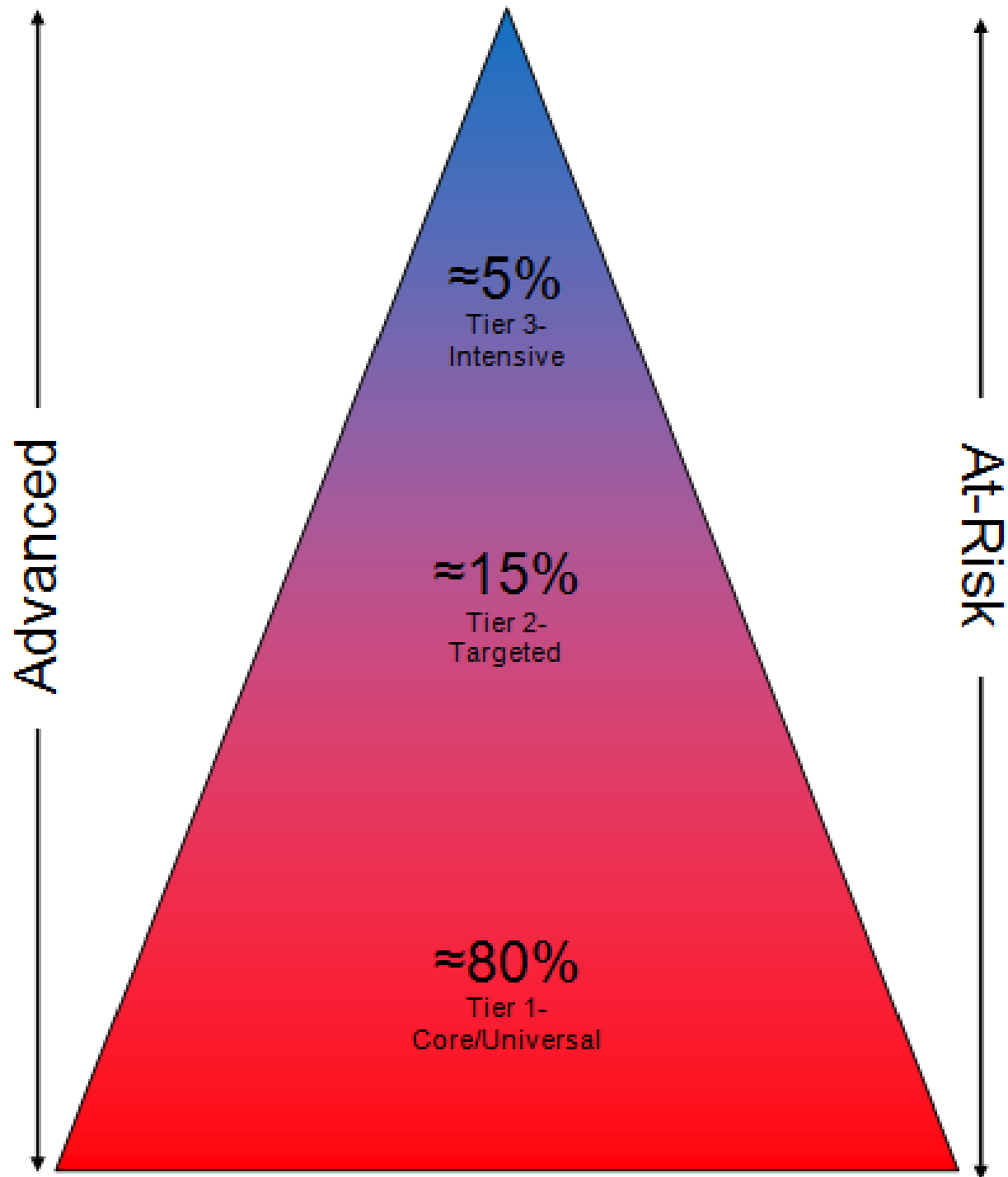- A solution to all of the problems with student performance/achievement/behavior

Kentucky System of Interventions

Accelerated Learning

Highly Effective Teaching and Learning

Response to Intervention

- Universal Screening and/or Diagnostic Assessment
- Data-Based Decision Making
- Evidence-Based Instruction
- Progress Monitoring
- Tiered Service Delivery
- Fidelity of Implementation
- Family Involvement
- Professional Development

- Closing the Achievement Gap
- Readiness to Learn at all Levels
- Smooth Student Transitions

What Really Matters for Struggling Readers: Designing Research-Based Programs; Allington, Richard L., 2000

"If ineffective classroom instruction is contributing to the problems of low achievement, fix that problem directly. *Support programs should not be viewed as a way of bypassing the problem of ineffective classroom teaching.*

But, even with effective classroom instruction, some students will need more expert and more intensive instruction than we can expect classroom teachers to provide."

≈5%
Tier 3-
Intensive

≈15%
Tier 2-
Targeted

≈80%
Tier 1-
Core/Universal

Advanced

At-Risk

TIER 3: Intensive	TIER 2: Targeted	TIER 1: Core	TIER 2: Targeted	TIER 3: Intensive
Intensive, individually designed instruction with increased depth and complexity for students who exceed benchmarks and require interventions beyond Tier 2.

On-going formative student assessment. | Focused, targeted enhancement of instruction for individuals and/or small groups who meet grade-level benchmarks early or quickly.

Ensure continuous progress, remove academic ceilings and align with the area(s) of interests, needs and abilities.

Standard grade-level curriculum is enhanced. | Highly effective academic and behavior instruction in the classroom is based on the grade-level state standards/bench marks.

On-going formative and summative student assessment

Differentiated instruction within the general framework of the classroom. | Focused, targeted instruction for individuals and/or small groups who are not currently meeting grade-level benchmarks within core instruction.

Ensure continuous progress by evaluating instructional interventions and frequently monitoring the effectiveness of the intervention. Change or modify instructional intervention based on the analysis of data. | Intensive individually designed curriculum responsive to instructional needs not met in Tiers 1 & 2.

On-going formative student assessment. |

Team Work – Heart of KSI

✓ School Implementation Team

✓ Student Intervention Team

• Functions and membership vary depending upon the intervention within the tiered approach of KSI.

• However, the team processes are the same — planning, organizing, use of procedural guidelines, continuous evaluation of effectiveness of academic/behavior instruction and interventions, and adjusting to meet the learning needs of students.

School Implementation Team

1
- Identify individuals who would have "buy in" or would need to "buy in" to the process

2
- Establish the School Implementation Team

3
- Define School Implementation Team's role and purpose
- Define role of each team member

4
- Evaluate current system of interventions (Do you have one? What does it look like? What does it include?)

5
- Analyze current data to determine effectiveness (student level data such as state assessment, EPAS assessments, screeners, etc.)

School Implementation Team

6 • Set long and short term goals for the school's intervention system based on the data analysis

7 • Develop time line for achieving goals and determine evaluation measures

8 • Provide professional learning for all school staff to facilitate an awareness and an understanding of the system of interventions

9 • Continuously monitor progress toward short and long term goals; make adjustments to the system of interventions as necessary based on data

Student Intervention Team

1 • Identify individuals who would have "buy in" or would need to "buy in" to the process

2 • Establish the Student Intervention Team

3 • Define Student Intervention Team's role and purpose
• Define role of each team member

4 • Analyze screening data to flag students who will need further diagnostic assessment

5 • Analyze individual student level diagnostic data to determine which students will require interventions

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Student Intervention Team

6	• Develop individual student plan
7	• Monitor and follow up on each student plan

Legislative Guidance...

- KRS 158.6453 (subsection 20) **The reporting structure shall include...**

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

Legislative Guidance…

- **KRS 158.6453 (subsection 20) The reporting structure shall include…**
- (20) (c) An individual report for each student who takes a high school or college readiness examination administered under subsection (11)(a) of this section that:
- 1. Provides the student's test scores;
- 2. Provides a judgment regarding whether or not a student has met, exceeded, or failed to meet the expectations for each standard assessed; and
- 3. Is designed to assist students, parents, and teachers to identify, assess, and remedy academic deficiencies prior to high school graduation

Legislative Guidance...

- KRS 158.6459 (Interventions)

  – Any student who does not meet ACT benchmarks on the EXPLORE or PLAN

  – Any student who does not meet college readiness benchmarks on the ACT

  ... Shall have intervention strategies included in their individual learning plan

* Intent is not to wait until their junior year to intervene– but to intervene early, and often, to assure college readiness.
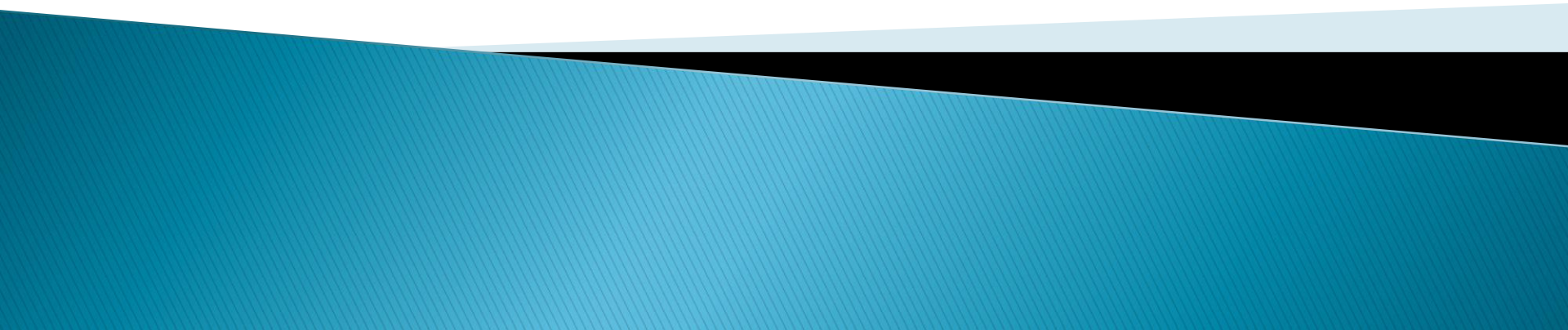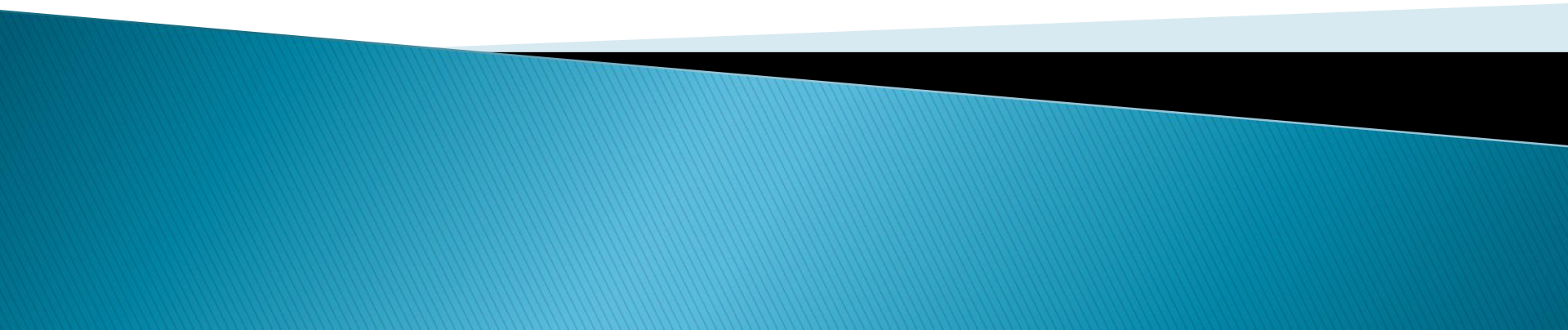
Legislative Guidance...

▸ **704 KAR 3:305 (Min Graduation Requirements)**

- If students do not meet college readiness benchmarks on the ACT (English, Math, Reading)

… a transitional course or intervention (which shall be monitored to address remediation needs) **shall be required** before exiting high school.

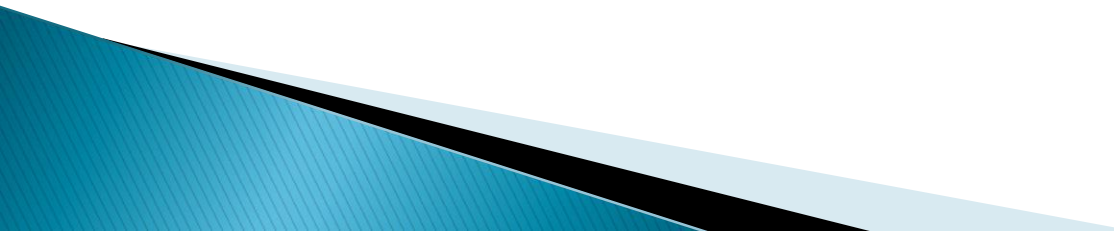# Top Ten Mistakes in RtI/KSI

- Do not use data effectively in decision making
- Focus only on the tiered delivery model
- Purchase a "canned" product to solve problems
- Fail to focus on individual student needs
- Try a cookie-cutter solution for interventions

Top Ten Mistakes in RTI/KSI

- Don't implement interventions with fidelity
- Do not closely examine Tier One issues/concerns
- Progress monitor too much/not enough
- Do not provide proper PD support
- Do not develop an intervention team (school or student)

What can you do to prepare your school/district?

- Implement a school implementation team
- Analyze data
- Evaluate current resources
- Provide training
- Discuss/write student plans
  - Consider the KCAS

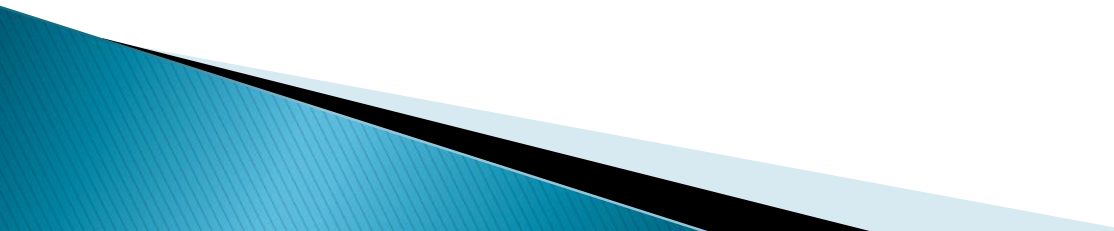# Core/Tier 1

- Quality academic and behavioral instruction
  - Research based instructional strategies
  - Characteristics of Highly Effective Teaching and Learning (CHETL)
  - Regular formative assessment
- Approximately 80% of all students should be successful with academic and behavioral instruction
    - Do you know how your students are performing?

Decision-Making

- Establish expectations for implementation:
    - Schedule time for implementation of interventions.
    - Schedule time for decision-making meetings.
    - Establish frequency of decision-making meetings.
    - Develop decision-making team, meeting rules, and roles.
- Establish rules for moving in and out of the levels of support (tiers):
    - Establish performance level for determining risk status.
    - Establish frequency and duration of progress monitoring.
    - Establish criteria for determining a student's responsiveness to intervention.

Tier 2 and Beyond

- Tier 1/universal instruction + small group or individualized instruction

- There may be a significant change in staff roles and responsibilities

- Provide appropriate professional learning opportunities
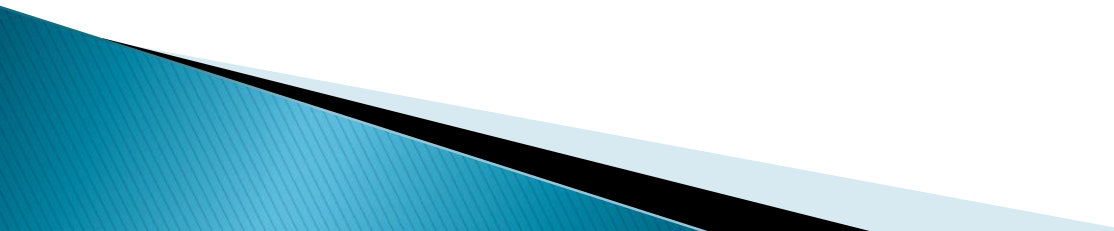
Tier 2 and Beyond Decisions

Once you have identified at-risk students:

▸ Develop student intervention plan
  ◦ Do you have the right people at the table?
▸ Determine how expected growth is evaluated (establish baseline performance)
▸ Determine how many data points are needed to ensure confidence in the growth trend line
▸ Determine the considerations for deciding whether a student is making sufficient growth, or whether a change in intervention is needed
▸ Determine how research on the intervention is used when making decisions about choosing an intervention or changing an intervention

Universal Screening

Universal screening is a brief, reliable and easy-to administer school-wide assessment. The screening consists of probes that are aligned to the core curriculum and state academic standards. These screenings typically are conducted three times a year—fall, winter and spring. The purpose of universal screening is to determine which students have achieved benchmark skills (data norms for classroom, grade, school and/or district) for the grade and time of year.

Screening Decisions

- How are grade-level results used?

- How are class-wide results used?

- What other criteria is used for determining whether a student is at risk?

- How are motivational and behavioral factors assessed to rule out motivation or behavioral issues?
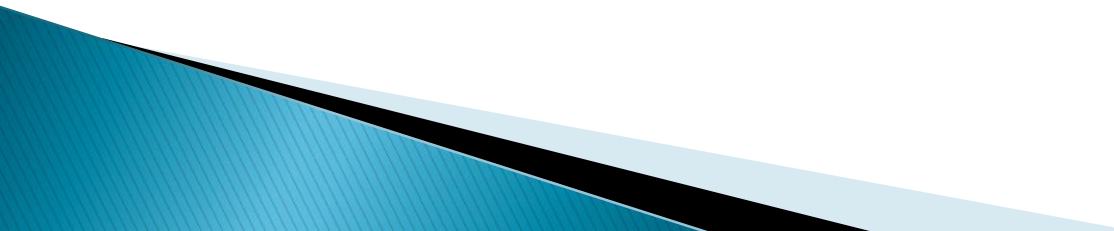
Progress Monitoring

- 3 purposes
  - Determine if students are profiting from the instruction
  - To build more effective programs for students who are struggling
  - To estimate the rate of student improvement
- Set of assessment procedures to determine if students are benefiting from instruction

Resources

- Kentucky System of Interventions (KSI) http://www.education.ky.gov/KDE/Instructional+Resources/Kentucky+System+of+Interventions/

- Academic & Behavioral Response to Intervention (ABRI) http://louisville.edu/education/srp/abri

- National RtI Center http://www.rti4success.org/

- Kentucky Center for Instructional Discipline (KYCID) http://www.kycid.org/

- IRIS Center http://iris.peabody.vanderbilt.edu/

- Characteristics of Highly Effective Teaching & Learning (CHETL) http://www.education.ky.gov/KDE/Instructional+Resources/Highly+Effective+Teaching+and+Learning/HETL+Common+Characteristics.tm

- What Works Clearinghouse http://ies.ed.gov/ncee/wwc/publications/practiceguides/

- National Research Center on Learning Disabilities
  - http://www.nrcld.org/

- RtI: A Practitioner's Guide to Implementing Response to Intervention
  - Authors: D. Mellard & E. Johnson
  - ISBN: 978-1-4129-5772-4

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