

A GUIDE TO THE KENTUCKY SYSTEM OF INTERVENTIONS



Kentucky Department of Education
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KENTUCKY SYSTEM OF INTERVENTIONS: OVERVIEW

The Kentucky System of Intervention (KSI) is a framework for providing systematic, comprehensive services to address academic and behavioral needs for all students, preschool through grade 12. The Kentucky Department of Education (KDE) has developed this guidance document to provide resources in planning and decision making as districts and schools develop a system of intervention to meet the needs of all students.

This guidance document addresses several key points.

- Decision making rules ensure effective, equitable and fair treatment for all students
- Tiered services provide a system of interventions to maximize student achievement and to reduce behavior problems.
- Intervention team roles enable successful collaboration in meeting the needs of students
- Curriculum must be aligned to national, state and local standards and accessible to all students.
- Highly effective instruction is research based, aligned to curriculum and accessible to all students.
- Universal screening determines the need for diagnostic assessments that inform decisions made by the intervention team.
- Progress monitoring informs decisions about instruction and individual student learning.
- Family and community engagement is focused on improving student learning.

KDE established KSI to assist schools and districts as they develop a comprehensive instructional system, integrating human, physical and financial resources and materials. This comprehensive system addresses Response to Intervention (RTI), accelerated learning requirements (see Appendix E), closing achievement gaps, high-quality instruction, readiness to learn and student transitions.

“Response to intervention (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities” ([National Center on Response to Intervention](#)).

The components of RTI serve as a framework in the design of the KSI. Consultant John McCook, Ed.D, has identified these components as the core requirements of a strong RTI model.

- universal screening
- measurable definition of problem area
- baseline data prior to an intervention
- establishment of a written plan detailing accountability
- progress monitoring
- comparison of pre-intervention data to post-intervention data for efficacy

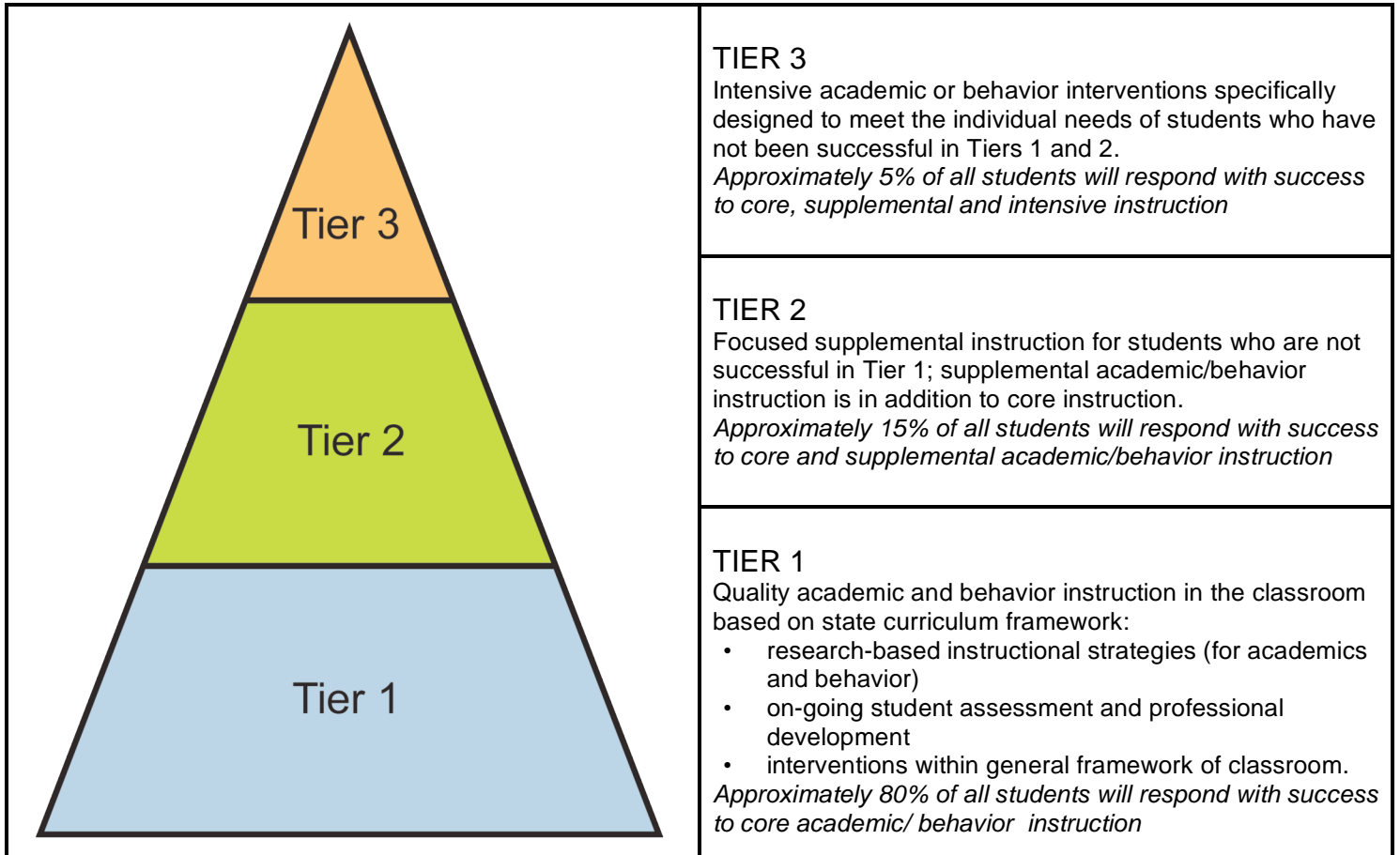
KDE has expanded the framework for RTI to assist schools and districts in incorporating state and federal programs to provide a seamless system of intervention for improving student achievement.

RTI is usually thought of as a multi-tiered model. In Tier 1, all students receive high-quality, scientifically based, developmentally appropriate academic and behavior instruction within the general education classroom or the core instruction. All students are screened periodically during the school year to identify those who need instructional and behavioral support through interventions. General education staff conducts academic and behavior screenings. If screening results indicate students are not meeting standards, those students receive appropriate interventions in the classroom differentiated to meet their needs. Monitoring of student progress and program fidelity continues. If monitoring of student progress indicates that classroom interventions are not successful, those students identified as not meeting academic or behavior standards are recommended for Tier 2.

In addition to the core instruction in Tier 1, Tier 2 provides interventions for students not making adequate progress in the core curriculum. Students in Tier 2 receive increasingly intensive academic and/or behavior instruction matched to their needs, based on results of continuous progress monitoring. Instruction in Tier 2 typically involves small groups of students focused on the targeted area/s of deficit. The identified frequency and duration of the intervention needed usually determines if the student remains in Tier 2, moves to Tier 3 or returns to Tier 1.

If the student moves to Tier 3, the interventions are more intensive to target the student's academic or behavioral skill deficits for remediation of existing problems, and the student's progress is monitored more frequently. Core academic and behavior instruction continues for students receiving Tier 3 interventions.

System of Intervention Pyramid



	Tier 1	Tier 2	Tier 3
Core academic and behavioral curricula are taught.	X	X	X
Analysis of academic/ behavior instructional practices is complete.	X		
Effective, high quality, research-based instructional practices in academics and behavior are used in classrooms.	X	X	X
Data collection plan is implemented for academics and behavior.	X		
Universal academic screenings are completed.	X		
Universal behavioral screenings are completed.	X		
Formative and summative assessments of academic and behavior/social interaction skills are used to drive instruction.	X	X	X
Family and community engagement is supported.	X	X	X
Multiple and varied academic/behavior interventions are matched with individual student needs.		X	X
Professional learning opportunities (re: academic /behavior instruction) are provided.	X	X	X
Progress monitoring of academics and behavior continues.		X	X

Establish Decision Making Rules

Within the tiered continuum of instruction and interventions, decision rules are necessary for moving students back and forth across tiers as educators address their needs for academic or behavior intervention. These decision rules must rely on relevant student assessment data. Student intervention outcomes drive decision-making at every tier of the model. A systematic method is used to decide interventions and implementation strategies for each student.

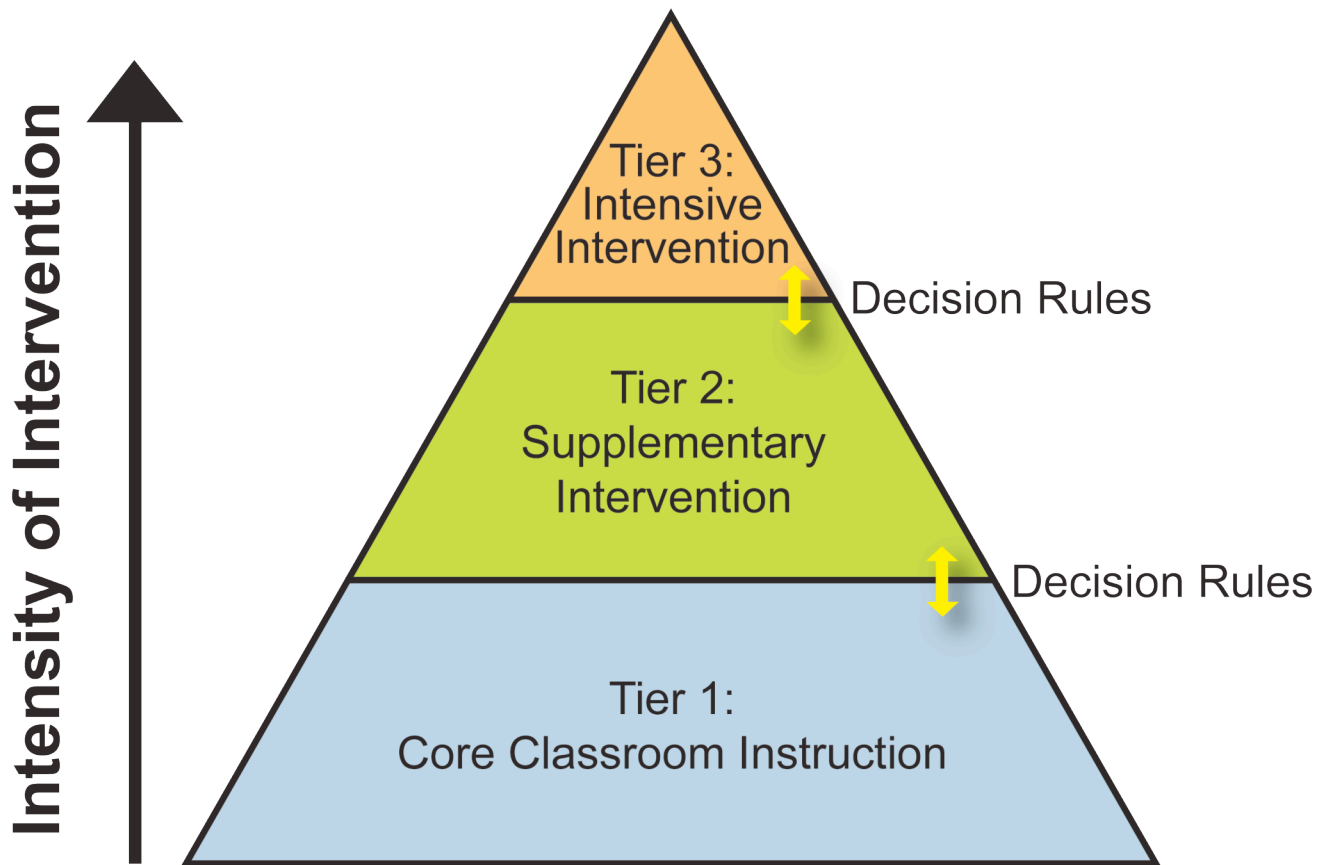
At each step of the process, good decision rules ensure effective, equitable, and fair treatment among students. According to the [National Research Center for Learning Disabilities](#) (NRCLD), school staff will have a basis for guiding their decisions by having a public, objective and normative framework of "responsiveness," "unresponsiveness" and "at-risk."

- Establish expectations for implementation:**
 - Schedule time for implementation of interventions.
 - Schedule time for intervention team meetings.
 - Determine frequency of intervention team meetings.
 - Develop team meeting rules and roles.

- Establish rules for moving in and out of the levels of support (tiers):**
 - Cut scores for determining risk status:
 - Schools will need to identify the scores (based on universal screening) that determine whether a student needs Tier 2 interventions.

 - The frequency and duration of progress monitoring:
 - Identify the frequency with which data will be collected (e.g., once or twice a week).
 - Identify the length of the data collection period during intervention. The length of time should allow for repeated data collection.

 - Criteria for determining a student's responsiveness to intervention:
 - Identify performance level.
 - Identify rate of growth for each phase of intervention.
 - Identify criteria for the strength of intervention within each intervention phase (i.e., number of sessions, consistency or fidelity of intervention, length of sessions and type of intervention procedures).
 - Identify the resources needed to adequately address the problem.

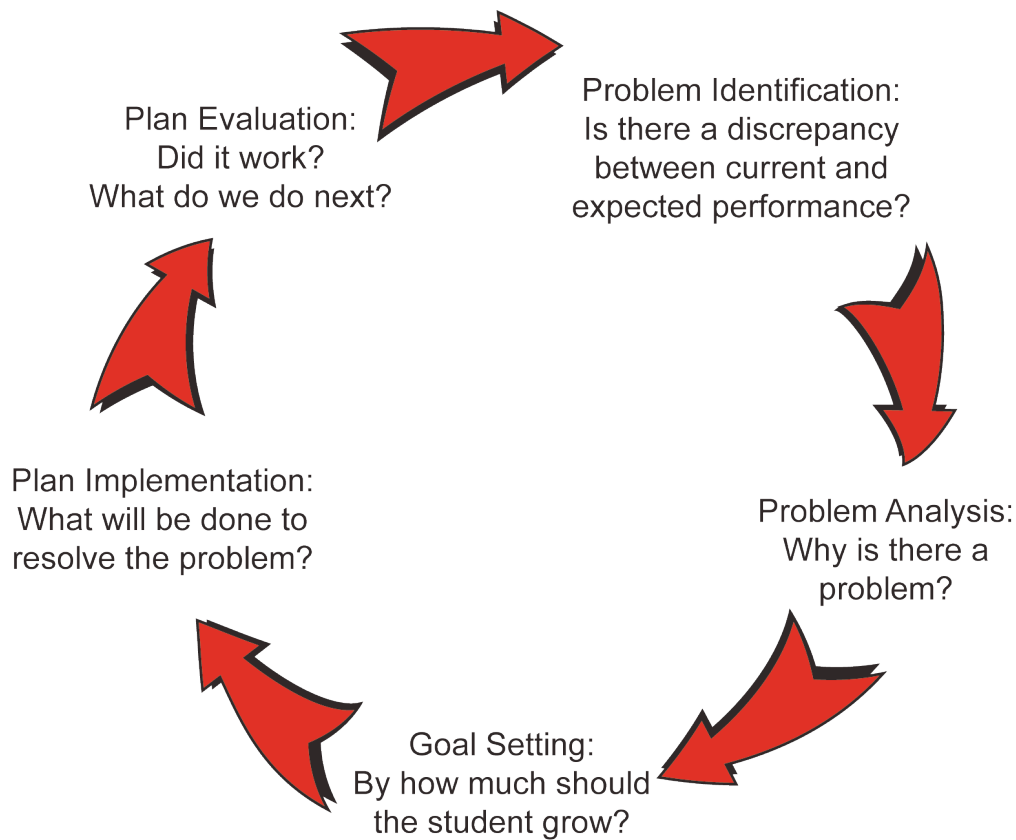


(Adapted from [Nebraska Department of Education](#) – RTI TA document)

Choose a Problem Identification Process

Implementation of KSI is a multi-step process. One of the most important decisions to be made by the district/school is the method to identify problems in academics or behavior. There are three models commonly described in the literature: problem-solving; standard protocol (or standard treatment protocol); and problem-solving/standard protocol combination (also referred to as blended).

- **Problem-Solving Model** –This process allows problem-solving teams to use functional and behavioral assessments to identify why some students are not mastering the required academic skills at the same pace as their peers; the team crafts individualized interventions to address the need.



(Adapted from [Nebraska Department of Education](#) , Overview)

- **Standard Treatment Protocol Model** – This model consists of a specific set of evidence-based practices (standard treatments) provided to students who display predictable difficulties (e.g., failure to develop basic literacy or social interaction skills); these interventions are designed to be used in a systematic manner with all participating students and usually is delivered in small groups.

Characteristics of Standard Treatment Protocol Model

- Interventions are scientifically research-based and should work with most students.
- Interventions are common (or standard) — there is no individualization for unique situations.
- Interventions follow a specific protocol for delivery, which includes frequency, duration and assessment of the student’s response to the intervention.
- Staff training is limited to the standard treatment protocol chosen.

- **Problem-Solving/Standard Treatment Blended Model** – This model is a merger of the two approaches. “In the combined model, a set group of interventions is defined to be used throughout the system. A problem-solving team then looks at the issues to be addressed with the student(s) and determines which intervention is to be used first.” (McCook, 2006)

Resources:

- Batsche, George. (2007). [Problem solving & response to intervention](#): Presentation to Directors Conference, Illinois State Board of Education, Springfield, IL, August 1, 2007 (Retrieved on June 25, 2008 from http://www.isbe.net/SPEC-ED/conf/2007/Batsche_Session9.pdf).
- DuFour, Richard, DuFour, Rebecca, Eaker, Robert, Karhanek, Gayle. (2004). [Whatever it takes: how professional learning communities respond when kids don't learn](#): Solution Tree Publishers, Bloomington, IN.
- McCook, John E. Ed.D. (2006). [The Rtl guide: developing and implementing a model in your schools](#): LRP Publications, Horsham, Pennsylvania.
- Mellard, Daryl F and Johnson, Evelyn. (2008). [RTI a practitioner's guide to implementing response to intervention](#) :Corwin Press, Thousand Oaks, CA.
- Matzke, Laurie and Neumiller, Tanya Lunde. (2008). [RTI in title I: tools and guidance to get it right](#). LRP Publications, Horsham, PA.

Web sites:

- [National Research Center on Learning Disabilities](#)
- [National Center on Response to Intervention](#)
- [National Association of State Directors of Special Education](#)
- [Center for Educational Networking](#)
- [Nebraska Department of Education](#)
- [The RTI Action Network](#)
- [Utah's Office of Education's Three Tiered Model of Reading Instruction](#)

CORE INSTRUCTION: TIER 1

“The focus [of Tier I] is on improving the core classroom instruction in academics and behavior that ALL students receive. Tier I instruction is designed to address the needs of the majority of a school’s students. By using flexible grouping, ongoing assessment, and targeting specific skills, classroom teachers are able to meet instructional goals” (McCook, 2006).

Team-Staff Roles

The heart of KSI is grounded in the use of collaborative teams for prevention and 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.

Intervention Team	
Team Members May Include the Following:	administrator district office representative teachers (grade-level) school psychologists or other individuals with assessment knowledge paraprofessionals specialists family and community members
Functions of Team May Include the Following:	<ul style="list-style-type: none"> • Design and implement core academic and behavior curriculum: <ul style="list-style-type: none"> □ Select universal screeners for academics and behavior. □ Select / train staff on instructional strategies for academics and behavior. □ Provide professional learning opportunities. □ Compile professional resources and materials. • Involve family and community stakeholders in learning: <ul style="list-style-type: none"> □ Develop and implement communication plan. □ Develop activities that provide meaningful family involvement in the school. • Assist teachers in the efforts to help students struggling in the classrooms, including those in special education. • Consider all educational areas that affect or interfere with student achievement and success — academics, behavior and health. • Review school data to make informed decisions about curriculum, instruction and assessment: <ul style="list-style-type: none"> □ Examine achievement, behavior and other data. □ Identify data patterns. □ Identify specific concerns from school test reports, schoolwide/ classroom behavior data, and subgroup data. • Prevent school failure by considering the whole child, recognizing that more than one issue frequently contributes to student struggles.

Analyze Curriculum and Instruction

When working as a team to design an intervention system, it is important to review the academic and behavioral curriculum and instructional components that are already in place. While organizing the review by the levels of intervention (i.e., core/universal, supplemental, intensive intervention), team members can locate the needs of the school's intervention system. Areas to consider during the review include:

- Universal academic and behavioral curriculum accessible to all students:
All students are taught a curriculum that aligns academic and behavioral expectations to Kentucky's [Program of Studies](#) across content areas and grade levels.
- Vertical and horizontal analysis of instruction:
Staff members participate in an analysis that determines the alignment of instructional techniques across content areas and grade levels.
- Effective academic and behavior instruction is accessible to all students.

According to research in the field of high-quality instruction, some instructional components to incorporate into a school program include:

- effective classroom discussion, questioning and learning tasks
- focused, descriptive and qualitative feedback that enables learners to progress
- clearly defined learning and behavior targets in student-friendly language
- models of student work/behavior that meet the learning/behavior target and that do not meet the learning/behavior target

- student engagement in self-assessment, self-reflection and peer-analysis based on the learning or behavior target

Data Planning and Procedures

Before schools implement a system of interventions, a data plan and procedures should be developed. The plan and procedures should include decisions regarding universal screening, data collection, expected outcomes as a result of implementing the plan, schedules for assessments and progress monitoring.

Universal Screening

Universal screenings are typically administered three times per year to all students. Universal screenings determine which students need diagnostic assessments for instruction or behavior that will provide the intervention team with information to guide decisions regarding specific intervention plans. Universal screenings should be administered, scored and interpreted in a short time frame to ensure at-risk students receive timely, effective interventions.

Universal screenings are typically composed of brief assessments and easy to administer. A variety of assessments and assessment processes are available to use to screen all

students. For example, in the behavior arena, the intervention team may meet at least three times a year to formally review and analyze cumulative schoolwide and classroom behavior data from the previous timeframe to date (e.g., Aug – Oct, every other month, each semester or grading period, etc.). The team reviews all schoolwide student behavior data around key indicators (e.g., number of office discipline referrals per student, in-school suspensions, attendance and tardiness records, counselor/mental health referrals, failing grades, detentions, etc.) over the entire period. Classroom behavior data could also be summarized by teachers at these intervals to ‘flag’ for review only those students who consistently fail to meet behavior standards and expectations in the classroom (as indicated by student performance in instructionally-based classroom behavior monitoring systems) over a period of time. Students who significantly exceed normative threshold levels in a school are given consideration for additional diagnostic assessment to determine their need for behavior/social skill instruction or intervention.

Assessment data used for screening may include, but is not limited to, district-wide assessments, schoolwide or classroom discipline data, norm-referenced assessments or criterion-referenced assessments. Kentucky schools are using a variety of assessments as universal screenings. Some examples are DIBELS, GRADE, GMADE, AIMSweb and/or ThinkLink, Student Risk/ Behavior Flagging Criteria, and Social Skill Assessments.

Progress Monitoring of All Students

The results of progress monitoring inform decisions about classroom instruction at the class level and the individual student level. Progress monitoring includes:

- analysis of student results on formative assessments (e.g., questioning, observation, student feedback)
 - The analysis of student performance on formative assessments will inform instructional services provided to students in a timely manner and inform the needs of the school’s universal program.
 - Preschool programs use formative assessment by use of an approved classroom instructional assessment. The list of approved instruments is found in KDE’s [Building a Strong Foundation for School Success Continuous Assessment Guide](#).

analysis of student results on summative assessments (e.g., teacher-generated common assessments, state assessments, end-of-unit tests, end-of-course exams)

- The analysis of student performance on summative academic and behavior assessments will inform programmatic decisions in areas such as curriculum alignment and professional learning needs.

Diagnostic Assessments

Diagnostic assessments for instruction are typically given to students who are not meeting the established standard as determined by the universal screening. The diagnostic assessment for instruction ascertains specific academic or behavior/social interaction skill strengths and deficits. The results of the diagnostic assessments for instruction guide the intervention team in determining the specific interventions to implement with the student.

Data Collection Plan

The school design team should develop a data collection plan that includes

- frequency of data collection
- a charting and analysis method
- number of data points to collect before analysis
- a process to monitor the progress of all students

Family and Community Engagement

Families play a key role in any school/district intervention system. Family and community engagement must focus on improving student achievement. Continual and purposeful two-way communication between school and home must flow seamlessly. Families should regularly receive information concerning their children's academic achievement and behavioral standards, along with any interventions delivered. Productive and collaborative relationships between parents and school staff must be established to maximize efforts in meeting individual student needs.

- The following practices occur in schools with successful family and community engagement programs:
 - School/district has a clear purpose and vision that has been shared with families and other stakeholders.
 - The school/district is a welcoming environment for families and other stakeholders.
 - School/district has developed a communication plan. This plan should include the ability to translate all school notices/materials into the home language.
 - The communication plan includes description/process for distributing important school/district information to families and community members.
 - Core curriculum information is readily available to families and community members (e.g., Web site).
 - Behavioral standards are included in orientation materials for families.
 - The school has fully implemented curriculum, instruction and discipline policies and procedures for review.
 - Before- and after-school programs, along with community and faith-based programs, are explored as part of the intervention process.
 - A volunteer program actively engages parents and community members. This would include volunteers who cannot be at the school during the school day.
- Strategies for Family and Community Engagement for All Students
 - Families are informed on academic and behavior-related instructional strategies used in classrooms (e.g., classroom newsletters, parent-teacher conferences, orientations).
 - Universal screening and progress monitoring information and results are explained to the child's family as part of conferencing and in planning for any needed interventions.
 - School/family partnerships are encouraged and fostered as part of the education process.
 - Parenting training is provided as needed. Transportation to parenting classes should be provided.
 - Parenting programs are designed to support families in guiding student learning and behavior and developing capacity within the family.
 - Families are involved in the development of the Individual Learning Plan.

- Family training is provided in the use of Infinite Campus.
- Family/community members are used as student mentors.

Questions to Consider

- ❑ Does the school have a core academic and behavior curriculum aligned to the Program of Studies?
- ❑ Does the universal screening provide a quick way to identify students who need more in-depth assessment in academics and behavior?
- ❑ Is the universal screening easy to administer, inexpensive and reliable?
- ❑ If the universal screening provides evidence of an ineffective academic or behavioral core curriculum, is the school examining why it is occurring and whether this is a schoolwide issue or class-specific issue?
- ❑ Has the school established the frequency data is to be collected?
- ❑ Has the school determined how the academic and behavioral data will be charted and analyzed?
- ❑ How will the school know if the plan is being implemented as designed?
- ❑ Is communication between school and home regarding student progress consistent, organized and meaningful?

Resources:

- McCook, John E. Ed.D. (2006). [The Rtl guide: developing and implementing a model in your schools](#); LRP Publications, Horsham, Pennsylvania.
- Mellard, Daryl F and Johnson, Evelyn. (2008). [RTI a practitioner's guide to implementing response to intervention](#) :Corwin Press, Thousand Oaks, CA.
- Matzke, Laurie and Neumiller, Tanya Lunde. (2008). [RTI in title I: tools and guidance to get it right](#). LRP Publications, Horsham, PA.

Web sites:

- ❑ Kentucky 's [Program of Studies](#)
- ❑ [Connecting Curriculum, Instruction and Assessment](#)
- ❑ [Sample Curriculum Maps](#)
- ❑ [Pathway to Achievement: Universal Design for Learning \(UDL\)](#)
- ❑ KDE's [Standards and Indicators for School Improvement](#)
- ❑ [English Language Proficiency \(ELP\) Standards](#)
- ❑ [Building a Strong Foundation for School Success Series](#) (Early Childhood Standards)
- ❑ National Research Center on Learning Disabilities Web site [Parent Resources](#)
- ❑ [Response to Intervention: A Primer for Parents](#)
- ❑ [The Missing Piece to the Proficiency Puzzle](#)
- ❑ National Center for Family and Community Web site [Research Resources](#)

SUPPLEMENTAL INSTRUCTION: TIER 2

Tier 2 provides Tier 1 core instruction in addition to academic and behavior interventions for students not making adequate progress in the core curriculum. Students in Tier 2 receive increasingly intensive academic or behavior instruction matched to their needs based on results of continuous progress monitoring. Instruction in Tier 2 typically involves small groups of students focused on the targeted area/s of deficit.

Team-Staff Roles

Intervention Team	
Team Members Include the Following:	administrator, as appropriate district office representative, as appropriate designated classroom teachers special education teachers individual who can interpret and critically analyze assessments and data (i.e., school psychologist, curriculum coach) other specialists (i.e., reading specialist, behavior specialist, ELL specialist) interventionist family and community members
Functions of Team Include the Following:	<ul style="list-style-type: none"> • Ensure student continues to receive core academic and behavior instruction. • Assist teachers in the efforts to help students struggling in the classrooms, including those in special education. • Analyze student-specific academic and behavior data. • Identify specific academic or behavior concerns for individual students. • Determine interventions, including frequency and duration of intervention. • Determine frequency of progress monitoring, including what data will be used for this purpose. • Use decision rules to determine student's movement within the tiered model.

Curriculum and Instruction

“The supplemental instruction in Tier II is designed to meet the needs of students [who score below benchmark criteria in one or more critical areas of instruction] by providing individual instruction, small group instruction, and/or technology-assisted instruction to support and reinforce skills taught by the classroom teacher. In Tier II, the interventionist may be the classroom teacher, a specialized teacher or an external interventionist specifically trained for Tier II supplemental instruction” (McCook, 2006).

- Access to high-quality, research-based instructional interventions for identified students:
 - Multiple academic or behavior interventions should be used to address student needs.
 - Match instructional interventions to student academic and behavioral needs.
- Increased frequency of formative academic and behavioral assessments to analyze student response to instructional intervention(s):
 - Students should be able to move from one intervention to another within Tier 2 as evidenced by student response to formative assessment.

- Professional learning opportunities support all staff members in the implementation of instructional interventions for academic and behavioral needs.
- Professional learning opportunities support the intervention team members in the decision-making process of the school's intervention system.

Progress Monitoring of Students Receiving Supplemental Interventions in Tier 2

The purpose of progress monitoring at Tier 2 is to determine whether the intervention is successful in helping the student learn academic/behavior skills at an appropriate rate. The decision making team determines the process for monitoring students' progress, which students would benefit from additional instruction (intervention) and when students move through intervention levels. This includes the type of assessment, method of data collection and the tracking of student performance to monitor individual student's academic or behavior progress over time. The data collected should assist the intervention team as they meet in determining the effectiveness of the academic or behavior intervention.

Progress is monitored frequently to determine whether the intervention is successful in helping the student learn at an appropriate rate. Students receiving interventions in the supplemental level are generally monitored every two weeks, but can be monitored more frequently or less often, based on the data collection plan developed by the design team and the protocol of the intervention.

Curriculum based measures (CBM) are commonly used for progress monitoring as well as for universal screening. CBM data along with classroom observations, districtwide assessments and/or other standardized tests may be used by a school intervention team to measure the effectiveness of the interventions. This data should be used to determine the student's academic or behavioral progress and to determine needed changes in the instruction or intervention.

Kentucky schools are using a variety of assessments to monitor student progress at this level. Some examples are CBMs, probes from ThinkLink, probes from AIMSweb, a combination of several program specific assessments and anecdotal records.

Data Collection Plan

The school design team should develop an academic and behavior data collection plan that includes:

- frequency of data collection
- a charting and analysis method
- number of data points to collect before analysis
- a process to monitor the progress of all students
- a decision rule – How will you know if the intervention is effective? What will you do if it's not? What will you do if it is?

Strategies for Family and Community Engagement for Students in Tier 2

- Tier 1 strategies should be continued.
- Families are informed on interventions used along with the expected outcomes.

- At least bi-monthly, families are informed of their children's academic or behavioral progress or any lack of progress.
- Families are provided specific training on how to assist their children with the academic or behavioral areas of need identified.

Questions to Consider

- Are the academic and behavior interventions scientifically research based?
- Does the progress monitoring provide adequate data for decision making?
- Is the progress monitoring sensitive to small increments of growth over time?
- Does the data from the progress monitoring assist schools in the development of instructional strategies and use of appropriate curriculum for the student's area of academic or behavioral need?
- How does the school implement a balanced assessment system as a method of academic and behavior data collection?
- Which diagnostic assessments for learning and behavior/social skills will the school use?
- Who monitors student performance after diagnostics assessments for instruction and behavior are given?
- How is the academic and behavior data maintained?
- How frequently are students re-evaluated?
- Is communication between school and home regarding student academic and behavior progress consistent, organized and meaningful?

Resources:

- McCook, John E. Ed.D. (2006). [The Rtl guide: developing and implementing a model in your schools](#); LRP Publications, Horsham, Pennsylvania.
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Web sites:

- KDE's [Standards and Indicators for School Improvement](#)
- [English Language Proficiency \(ELP\) Standards](#)
- [Building a Strong Foundation for School Success Series](#) (Early Childhood Standards)
- [The Missing Piece to the Proficiency Puzzle](#)
- [Curriculum Based Measures \(CBM\) Warehouse](#)
- [RTI Action Network](#)
- [National Center on Response to Intervention](#)
- [IDEA Partnership](#)
- [Kentucky Center for Mathematics](#)
- [Kentucky Center for Instructional Discipline \(kycid\)](#)
- [National Center on Student Progress Monitoring](#)
- [Center on Instruction](#)

- US Department of Education's [Doing What Works](#)
- [The Iris Center](#) at Vanderbilt University
- [Research Institute on Progress Monitoring](#)
- Institute of Educational Services [What Works Clearinghouse](#)
- [National Research Center on Learning Disabilities](#)
- [National Association of State Directors of Special Education](#)
- [Center for Educational Networking](#)
- [Nebraska Department of Education](#)
- [Utah's Office of Education's Three Tiered Model of Reading Instruction](#)
- [Recognition and Response: Pathways to School Success for Young Children](#)

INTENSIVE INSTRUCTION: TIER 3

Tier 3 provides Tier 1 core instruction in addition to interventions for students not making adequate progress in the core curriculum and Tier 2. Tier 3 interventions are more intensive to target the student’s academic or behavioral skill deficits for remediation of existing problems and the student’s progress is monitored more frequently.

Team-Staff Roles

Intervention Team	
Team Members Include the Following:	administrator, as appropriate district office representative designated classroom teachers special education teachers individual who can interpret and critically analyze assessments and data (i.e., school psychologist, curriculum coach) other specialists (i.e., reading specialist, behavior specialist, ELL specialist) interventionist family and community members
Functions of Team Include the Following:	<ul style="list-style-type: none"> • Ensure student continues to receive core academic and behavior instruction. • Analyze student-specific academic and behavioral data. • Identify specific academic or behavioral concerns for individual students. • Determine interventions, including frequency and duration of interventions.

Curriculum and Instruction

Students who continue to have difficulty in acquiring necessary academic or behavioral skills “require instruction that is more explicit, more intensive, and specifically designed to meet their individual needs. Tier III is designed for students with low-content area skills and/or a sustained lack of adequate progress when provided with primary and secondary interventions. Intervention at this level is more intensive and includes more explicit instruction that is designed to meet the individual needs of a struggling student. Instruction is tailored to specific individual student learning targets or goals, and the duration of daily instruction is longer” (McCook, 2006).

- There is access to high-quality, research-based instructional interventions for academic or behavior skill deficits for identified students.
- The frequency of formative assessments is increased to analyze academic and behavioral student responses to instructional intervention(s).
- Professional learning opportunities support:
 - all teachers in the knowledge and understanding of the school’s Tier III program
 - staff members who will implement Tier III instructional interventions for academics and behavior
 - the intervention team members in the decision-making process of the school’s intervention system

Progress Monitoring of Students Receiving Intensive Interventions in Tier 3

Progress monitoring to track academic and behavior assessment results and student performance at the intensive instruction level mirrors the method utilized for the supplemental instruction level. However, the assessments are typically given more frequently, and the school intervention team reviews and evaluates the data more often. The frequency of assessments and intervention team meetings should occur as determined by the design team plan and the protocol of the intervention.

Strategies for Family and Community Engagement for Students in Tier 3

- Tier 1 and 2 academic or behavior strategies should be continued.
- Families are informed on any changes in interventions used along with the expected outcomes.
- Families are at least weekly informed of their child's progress or any lack of progress.

Questions to Consider

- ❑ Are the academic and behavior interventions scientifically research based?
- ❑ Does the progress monitoring provide adequate data for decision making?
- ❑ Is the progress monitoring sensitive to small increments of academic or behavior learning growth over time?
- ❑ Does the data from the progress monitoring assist schools in the development of instructional strategies for academics and behavior and use of appropriate curriculum for the student's area of need?
- ❑ How does the school implement a balanced academic and behavioral assessment system as a method of data collection?
- ❑ Which diagnostic assessments for academic and behavioral learning will the school use?
- ❑ Who monitors student academic/behavior performance after diagnostics assessments for instruction are given?
- ❑ How is the academic and behavior data maintained?
- ❑ How frequently are students re-evaluated?
- ❑ Is communication between school and home regarding student academic/behavior progress consistent, organized and meaningful?
- ❑ Have relevant appropriate interventions for academics and behavior been exhausted?

Resources:

- McCook, John E. Ed.D. (2006). [The Rtl guide: developing and implementing a model in your schools](#); LRP Publications, Horsham, Pennsylvania.
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- Pierangelo, Roger, Giuliani, George. (2007). [*Frequently asked questions about response to intervention*](#): Corwin Press, Thousand Oaks, CA.

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- [Kentucky Center for Mathematics](#)
- [Kentucky Center for Instructional Discipline \(kycid\)](#)
- [National Center on Student Progress Monitoring](#)
- [Center on Instruction](#)
- US Department of Education's [Doing What Works](#)
- [The Iris Center](#) at Vanderbilt University
- [Research Institute on Progress Monitoring](#)
- Institute of Educational Services [What Works Clearinghouse](#)
- [National Research Center on Learning Disabilities](#)
- [2National Association of State Directors of Special Education](#)
- [Center for Educational Networking](#)
- [Nebraska Department of Education](#)
- [The RTI Action Network](#)
- Utah Department of Education
- [Recognition and Response: Pathways to School Success for Young Children](#)
- National Center on Positive Behavior Supports

GLOSSARY OF COMMONLY USED RTI TERMS

Classroom Performance

Educators assume an active role in students' assessment in the general education curriculum. This feature emphasizes the important role of the classroom staff in choosing and periodically completing student assessments of academics and behavior/social skills rather than relying on end-of-the-year achievement tests (e.g., state or nationally developed tests) or routine office referral/detention/suspension for behavior. (NRCLD)

Community

A community may be a neighborhood and places around school; local residents who do not have school age children; and/or local groups based in neighborhoods.

Continuous Progress Monitoring

Students' classroom progress is monitored continuously. In this way, staff can readily identify those learners who are not reaching individual or classroom academic and behavior goals. Curriculum-based assessment models (NRCLD) and data from instructionally-based classroom behavior monitoring systems are useful in this role.

Criterion- versus Norm-Referenced

Screening measures can use either a criterion referenced or normative comparison standard of performance. In the former, a specific criterion level of skills is specified as indicating an acceptable level of proficiency or mastery. In the normative comparison, the screening results are compared to an appropriate peer group (e.g., other students in first grade).

Curriculum Based Measurement (CBM)

Instead of measuring mastery of a series of single short-term objectives, each CBM test assesses all the different skills covered in the annual curriculum. CBM samples the many skills in the annual curriculum in such a way that each weekly test is an alternate form (with different test items, but of equivalent difficulty). (Fuchs)

Cut score

Accuracy of screening also is determined by what cut scores are used. A cut score, also called cut point, is the score that represents the dividing line between students who are not at risk and those who are potentially at risk. (NRCLD)

Dual Discrepancy

Student performs below level demonstrated by peers AND demonstrates a learning rate substantially below peers. Special education is only considered when dual discrepancy, in response to validated instruction is found. Just because reading or math growth is low, it does not mean the student automatically receives special education services. (Fuchs)

Early Intervening

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

Efficiency

A screening procedure must be brief as well as simple enough to be implemented reliably by teachers. (NRCLD)

Family

A family includes recognized related and non-related members (i.e., siblings, grandparents, aunts/uncles, friends/neighbors) who contribute to a child's learning in a significant way.

Fidelity Measures

While the interventions are designed, implemented, and assessed for their learner effectiveness, data on the fidelity of instruction is gathered. Fidelity measures assess whether the instructional methods and curriculum were used consistently and as they were intended. Staff members other than the classroom teacher have an important role in completing fidelity measures, which are usually an observational checklist of critical teaching behaviors or important intervention elements. (NRCLD)

Formative Assessment

The goal of formative assessment is to gain an understanding of what students know (and don't know) in order to make responsive changes in teaching and learning. (Black and William)

High-Quality Classroom Instruction

Academic and behavior instruction or intervention matched to student need that has been demonstrated through scientific research and practice to produce high learning rates for most students. (NASDSE) Students receive high-quality instruction in their general education setting. Before students are singled out for specific assistance, one has to have an assurance that the typical classroom instruction is of high quality. Instructional quality is indicated by several characteristics: e.g., personnel are appropriately and adequately prepared and trained, including having the knowledge and skills to serve children with disabilities (see [Sec. 612(a)(14)(A)]); the choice of the curriculum; the instructional practices used; and comparison of students' learning rates and achievement in different classrooms at the same grade level. (NRCLD)

Intervention

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

Learning Rate

Learning rate refers to a student's growth in achievement or behavior competencies over time compared to prior levels of performance and peer growth rates. (NASDSE)

Level of Performance

Level of performance refers to a student's relative standing on some dimension of academic or behavioral achievement/ performance compared to expected performance (either criterion- or norm-referenced). (NASDSE)

Problem-Solving Approach (Individually Designed Instructional Package)

Most schools currently have an existing form of a problem-solving team, such as a student instructional team (SIT), student study teams (SST) or building assistance team (BAT). The purpose of these teams is to develop an accommodation or modification plan for the instructional program in the general education classroom to support the targeted student, while simultaneously providing a positive effect on the instructional program for all students.

Under an RTI service-delivery system, these teams would adopt a problem-solving approach that is based on data and a continuing system of evaluation. Academic and behavioral problems need to be objectively defined, observed and measured directly in the general education classroom. The data collected are then analyzed, using information to develop hypotheses about the causes of the problem and the appropriate selection of evidence-based strategies to remedy them. As the interventions are implemented, the student's progress is monitored at regular points in time. The team continues to meet to discuss the outcome data and determine whether the intervention is having its desired effect, whether the specific intervention needs to be revised or whether the student should be considered for further evaluation. (NRCLD)

Progress Monitoring During Interventions

School staff use progress-monitoring data to determine effectiveness of the intervention and to make any modifications as needed. Carefully defined data are collected, perhaps daily, to provide a cumulative record of the learner's response to the intervention. (NRCLD)

Research-Based Instruction

Classroom practices and the curriculum vary in their effect on academic and behavior outcomes. Thus, ensuring that the practices and curriculum have demonstrated their efficacy is important. If not, one cannot be confident that students' limited achievement or failure to meet behavior expectations is independent of the classroom experiences. (NRCLD)

Research-Based Interventions

When students' screening results or progress monitoring results indicate a deficit, an appropriate instructional intervention is implemented, either a standardized treatment protocol or an individually designed instructional intervention. The standardized treatment protocols are the academic and behavior interventions that researchers have proven effective. School staff is expected to implement specific, research-based interventions to address the student's difficulties. These interventions might include a "double-dose" of the classroom instruction or other instructional methods that are not adaptations of the current curriculum or accommodations. (NRCLD)

Response to Intervention

"Response to intervention (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities" ([National Center on Response to Intervention](#)).

Standard-Protocol Approach

Standardized protocols are academic and behavior interventions that researchers have validated as effective, meaning that the experimental applications were completed with the proper experimental and control groups to demonstrate that the interventions work. School staff are expected to implement specific research-based interventions to address the student's difficulties. These interventions are not accommodations to existing curriculum; rather, they are instructional programs targeted to remediate a specific skill. Research for standard protocol interventions should specify the conditions under which the intervention has proven successful, including the number of minutes per day, the number of days per

week, and the number of weeks (typically eight to 12) required for instruction with the intervention. Information about each research-based intervention also should describe the specific skills addressed, where the instruction should be provided, who should provide the instruction and the materials used for instruction and assessing progress (adapted from Fuchs et al., 2003) (NRCLD)

Standards and Indicators for School Improvement

Kentucky's Standards and Indicators for School Improvement, as incorporated into 703 KAR 5:120, consist of three standards (academic performance, learning environment, and efficiency) and eighty-eight indicators that define best practice for schools and districts

Universal Screening

School staff conducts universal screening of academics and behavior. This feature focuses on specific criteria for judging the learning and achievement of all students, not only in academics but also in related behaviors (e.g., class attendance, tardiness, truancy, suspensions and disciplinary actions). Those criteria are applied in determining which students need closer monitoring or an intensive intervention. Screening is a type of assessment that is characterized by providing quick, low-cost, repeatable testing of age-appropriate critical skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors (e.g., problem-solving and social interaction skills, tardiness, aggression, or hyperactivity). (NRCLD)

RESOURCES

- Batsche, George. (2007). [Problem solving & response to intervention](#): Presentation to Directors Conference, Illinois State Board of Education, Springfield, IL, August 1, 2007 (Retrieved on June 25, 2008 from http://www.isbe.net/SPEC-ED/conf/2007/Batsche_Session9.pdf).
- DuFour, Richard, DuFour, Rebecca, Eaker, Robert, Karhanek, Gayle. (2004). [Whatever it takes: how professional learning communities respond when kids don't learn](#): Solution Tree Publishers, Bloomington, IN.
- McCook, John E. Ed.D. (2006). [The Rtl guide: developing and implementing a model in your schools](#): LRP Publications, Horsham, Pennsylvania.
- Mellard, Daryl F and Johnson, Evelyn. (2008). [RTI a practitioner's guide to implementing response to intervention](#) :Corwin Press, Thousand Oaks, CA.
- Matzke, Laurie and Neumiller, Tanya Lunde. (2008). [RTI in title I: tools and guidance to get it right](#): LRP Publications, Horsham, PA.
- Pierangelo, Roger, Giuliani, George. (2007). [Frequently asked questions about response to intervention](#): Corwin Press, Thousand Oaks, CA.

WEB SITES

- [Building a Strong Foundation for School Success Series](#) (Early Childhood Standards)
- [Center for Educational Networking](#)
- [Center on Instruction](#)
- [Connecting Curriculum, Instruction and Assessment](#)
- [Curriculum Based Measures \(CBM\) Warehouse](#)
- [English Language Proficiency \(ELP\) Standards](#)
- [IDEA Partnership](#)
- Institute of Educational Services [What Works Clearinghouse](#)
- [Kentucky Center for Instructional Discipline \(kycid\)](#)
- [Kentucky Center for Mathematics](#)
- Kentucky 's [Program of Studies](#)
- Kentucky Department of Education's [Standards and Indicators for School Improvement](#)
- [National Association of State Directors of Special Education](#)
- [National Center on Response to Intervention](#)
- [National Center on Student Progress Monitoring](#)
- [National Research Center on Learning Disabilities](#)
- National Center for Family and Community Web site [Research Resources](#)
- [Nebraska Department of Education](#)
- [Pathway to Achievement: Universal Design for Learning \(UDL\)](#)
- [Recognition and Response: Pathways to School Success for Young Children](#)
- [Research Institute on Progress Monitoring](#)
- [Response to Intervention: A Primer for Parents](#)
- [RTI Action Network](#)
- [Sample Curriculum Maps](#)
- [The Iris Center](#) at Vanderbilt University
- [The Missing Piece to the Proficiency Puzzle](#)
- US Department of Education's [Doing What Works](#)
- [Utah's Office of Education's Three Tiered Model of Reading Instruction](#)

RTI Resources of State Level RTI Efforts that Include PBIS

Web sites:

- Colorado Dept of Ed - <http://www.cde.state.co.us/cdegen/RTI.htm>
- Delaware Dept of Ed- http://www.doe.k12.de.us/programs/profdev/rti_docs.shtml
 - Behavior Presentation by: dan.reschly@vanderbilt.edu
- New Mexico refers one to:
 - [The IRIS Center for Training Enhancements](http://iris.peabody.vanderbilt.edu)
<http://iris.peabody.vanderbilt.edu>
- North Carolina
 - <http://www.ncpublicschools.org/ec/development/learning/responsiveness/rtimaterials> (see PBS)
- Oregon
 - <http://www.ode.state.or.us/search/page/?id=315>
- Vermont
 - http://education.vermont.gov/new/pdfdoc/pgm_sped/forms/rti/rti_tool_0307.pdf
- Washington
 - <http://www.k12.wa.us/SpecialEd/RTI.aspx>

Appendix A - History

RTI is the process of instruction, assessment and intervention that allows schools to identify struggling students early, provide appropriate instructional interventions in academics and behavior to increase the likelihood that the students can be successful and maintain their class placements.

Traditionally, schools have had two parallel systems for students: general and special education. A student who was perceived to be unsuccessful in the general classroom was referred for evaluation for special education services and, if found eligible, was frequently served under the category of learning disabled.

The focus on RTI progress monitoring, early intervention and evidence-based practices is consistent with many of the requirements of the No Child Left Behind Act (NCLB 2001) and Reading First policies. RTI can be used to meet the requirements outlined in the Individuals with Disabilities Education Act (IDEA 2004) for determination of specific learning disabilities. The RTI model can serve three distinct functions: screening and prevention; early intervention; and disability determination.

NCLB 2001 and IDEA 2004 include an emphasis on accountability and the use of scientifically based curricula. NCLB legislated significant changes in standards for schools that focus on accountability for every student's progress, ensuring that students are taught by highly qualified teachers, proving that programs are successful based on scientifically based research and creating a system fully aligned with state learning standards.

The most recent changes in regulations emphasize the need to improve educational outcomes for students with disabilities by including them in accountability and assessment systems. IDEA focuses on providing access to the general education curriculum for students with disabilities through the use of evidence-based instructional practices. The most recent IDEA regulations include the use of RTI as one way to identify specific learning disabilities and provide early intervention services for students who are determined to be at risk for learning problems.

An effort is being made at the federal level to align many of IDEA regulations with NCLB. Examples are: ensuring that educational personnel are highly qualified; specifying that research-based interventions are used; enhancing student progress through the use of early intervention services; and preventing over-identification and disproportionate representation of minority students in special education. IDEA also requires that states submit annual state performance plans to report progress and performance across indicators associated with specified monitoring priorities.

Elements of IDEA align with the RTI framework in the following areas: scientifically based research; early intervention services; prevention of over-identification and disproportionate representation; and special requirements for determining and documenting the presence of a disability. IDEA requires evidence that a student has had appropriate instructional opportunities in the general classroom as part of a comprehensive evaluation for identification of learning disabilities. This evidence is collected from classroom observations and data on the student's progress within the general curriculum. Identified students must have an individualized education program (IEP) that includes present levels of performance in the

relevant academic and behavioral areas, annual goals, progress monitoring plans and a description of the intervention and services needed.

Within IDEA there is an increased emphasis on gaining access to the general curriculum through the use of scientifically based instruction and interventions, inclusion in assessment systems and the use of routine progress monitoring. Many of the changes in IDEA align with the RTI framework, including the focus on early intervention, data collection and the use of evidence-based practices.

RTI is used in a general education setting for prevention and early intervention of students' learning difficulties. RTI provides documentation that the student has received appropriate and high-quality instruction in the general classroom (Mellard and Johnson, 2008).

“Response to Intervention (RTI) practice is not new. In fact, several variations of RTI have been adopted and implemented in various settings. RTI practices have been allowable under the federal law since the enactment of Public Law (P.L.) 94-142, a precursor to the Individuals with Disabilities Education Act (IDEA) (NASDE). However, under the reauthorization of the Individuals with Disabilities Educational Improvement Act (IDEA 2004) ‘the birth’ of this new method, along with the educational standard ‘discrepancy model’ used to identify learning disabilities, shifted the responsibility out of the ‘just for’ ‘special education curriculum and into the general education curriculum’. This requires general education to monitor and measure student’s response to an individualized intervention in the general education classroom. What traditionally had been limited to the special education classroom is now a major factor in the general education classroom.” (McCook, 2006)

Appendix B – Student Intervention System Readiness Tool

Academic Performance

Universal Content Standards: *the set of content and skill knowledge necessary for all students to be productive in a global society; Kentucky’s Program of Studies represents minimum content standards for graduation in Kentucky*

1. All students are given the opportunity to learn at high levels.
2. The minimum curriculum for all students aligns to the requirements of the *Program of Studies for Kentucky Schools (2006)*.

Universal Screening: *school-wide screening of students to accurately identify those who are in need of learning or behavioral support beyond universal instruction*

1. Assessment tool(s) are used to assess the specific needs of students e.g., reading, writing, mathematics, emotional/behavioral, language proficiency.
2. The school/district has an assessment plan/schedule that reflects frequent and balanced (diagnostic, formative, summative) assessments, ensuring early screening procedures.
3. A plan for team review and analysis of the data, documented and maintained for each student, is implemented to determine instructional decisions.

Progress Monitoring: *a set of assessment procedures for determining the extent to which students are benefiting from classroom instruction and for monitoring effectiveness of curriculum*

1. Intervention services provide systemic and intentional research-based strategies that meet individual learning needs of students and are frequently (weekly/biweekly) monitored for student progress.
2. A frequent and ongoing method of individual student data collection is in place that reflects a balanced assessment system (diagnostic, formative, summative).
3. A system is in place to document student progress data and is used by staff for team review and analysis to evaluate the effectiveness of instructional decisions based on the data and modified as needed.

Student-based Instructional Services (tiers/levels): *multi-level, service-delivery model that incorporates increasing intensities of instruction designed to meet the continuum of student needs*

1. School offers a range of research-based instructional and behavioral interventions for any student at risk of not reaching his/her potential.
2. Student instruction is provided in tiers of increasing levels of intensity.

3. All students have access to the universal curriculum in addition to needed levels of supplemental and intensive supports.
4. Procedures for moving from tier to tier are clearly established.
5. Existing tiers of instruction and behavior supports are clearly articulated and understood by all staff.
6. Staff and parents are informed as to the frequency, intensity and duration of an intervention that is needed for effectiveness.
7. The educational system incorporates a variety of research-based strategies such as differentiated instruction, grouping and scheduling to optimize student outcomes.
8. A plan is established to allocate sufficient instructional time and intensity.
9. Group size, instructional time and instructional programs are continually adjusted to respond to student performance.
10. Allocation of staff is used flexibly across all roles to provide various interventions.
11. Research-based instructional programs/materials that address universal, supplemental and intensive interventions are utilized with appropriate student populations.
12. School staff is trained on reliability and fidelity in the administration and scoring of all assessment instruments.

<i>Data-Based Decision Making: an integrated data collection/assessment system to inform decisions at each tier of service delivery; decisions are based on student performance data informed by professional judgment</i>
1. The data used for decisions are derived from assessments used for the purposes of screening, collecting diagnostic information and monitoring progress.
2. Integrated data collection/assessment system is used for instructional goal-setting and to inform decisions at each tier/level of service delivery.
3. The problem-solving team constructs a data plan prior to beginning any intervening services.
4. Success of the intervention is determined by both acquisition of skills and rate of improvement.
5. Comparative data from multiple sources across multiple settings inform decision-making.
6. Data is collected in both academic and non-academic areas.

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| 7. The data used for decisions are derived from assessments that measure student achievement within the context of the classroom curriculum. |
| 8. Staff determines the barriers that inhibit learning and alter instruction based on assessment data. |

Learning Environment

Parent/Guardian Involvement: <i>consistent, organized, and meaningful two-way communication between school staff and parents with regard to student progress and related school activities</i>

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| 1. Parents/guardians have multiple opportunities to provide input in their child's instructional program. |
| 2. Parents/guardians are aware of the explicit process for providing input in decision making. |
| 3. Parents/guardians are involved in the decision-making process when their children transition from tier to tier. |
| 4. Parents/guardians are informed of the elements of the core curriculum that correspond to research-based instruction. |

Professional Development: <i>those experiences which systematically over a sustained period of time, enable educators to acquire and apply knowledge, understanding, skills and abilities to achieve personal, professional and organizational goals and to facilitate the learning of students</i>
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| 1. Professional development opportunities are provided to teachers, administrators and paraeducators. |
| 2. Professional development opportunities are available to implement the Program of Studies, Core Content and Academic Expectations. |
| 3. Professional development opportunities are available for teachers in the areas of researched-based curricular programs, implementation of research-based instructional practices, progress monitoring techniques and data collection and analysis. |
| 4. Professional development opportunities are available for teachers, administrators, and paraeducators in each of the components of RTI (tiered service delivery model, universal screening, progress monitoring, data-based decision making, fidelity of implementation and parent involvement). |
| 5. Professional development opportunities are available on the use of universal, supplemental and intensive interventions. |
| 6. Professional development opportunities are available to implement problem-solving teams and collaborative decision-making. |

7. Professional development opportunities are available on the change in staff roles and responsibilities in an RTI system.
8. Professional development provides a focus on collaboration among parents, teachers, paraeducators and administrators.
9. Awareness training/communication about the RTI system is available to parents and community.

Efficiency

Leadership: <i>effective guidance from individuals and within groups that focuses on instructional decisions that support teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity</i>
1. There is district-level support to adopt an RTI model and allocate required resources.
2. There is an understanding of and commitment to a long-term change process (i.e., three or more years).
3. The school has a student assistance team in place.
4. The leadership team guides and monitors implementation and fidelity of the intervention system.
5. The leadership team ensures that the school applies a problem-solving model to make instructional decisions.

Fidelity of Implementation: <i>the delivery of instruction in the way in which it was designed to be delivered; the integrity with which screening and progress-monitoring procedures are completed and an explicit decision-making model is followed (e.g., the implementation of the process, instruction and progress monitoring)</i>
1. There is a systematic process for monitoring the consistency of universal screening tools, progress monitoring, data-based decision making and instructional interventions.
2. Procedures are in place to ensure reliable administration, scoring and analysis of assessments.
3. Instruction is monitored to ensure teachers are using research-based practices to meet the needs of all students.

Appendix C – Legislation That Created RTI

The reauthorization of the Individuals with Disabilities Education Improvement Act (IDEA 2004) and the passage of the No Child Left Behind Act (NCLB 2001) stresses the use of professionally sound instruction and interventions based on defensible research, as well as the delivery of effective academic and behavior supports to improve student performance. Research shows that multi-tiered models are effective educational practices with schools to bring high-quality instruction for all students.

Federal Legislation:

The No Child Left Behind Act (NCLB, 2001)

The No Child Left Behind Act of 2001 (NCLB) is the reauthorization of the Elementary and Secondary Education Act (ESEA, 1965). It is the main federal law affecting education from kindergarten through high school. NCLB is built on four principles: accountability for results, more choices for parents, greater local control and flexibility and an emphasis on doing what works based on scientific research.

The Individuals with Disabilities Education Act (IDEA) 2004 is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.

Early intervening services should make use of supplemental instructional materials, where appropriate, to support student learning. Children targeted for early intervening services under IDEA are the very students who are most likely to need additional reinforcement to the core curriculum used in the regular classroom. These are in fact the additional instructional materials that have been developed to supplement and therefore strengthen the efficacy of comprehensive core curriculum.

Kentucky Intervention Legislation:

Kentucky has also passed legislation that addresses the need for Intervention strategies, models and programs to assist students not meeting state benchmarks. Following are the legislation that address a need for intervention:

KRS 158.6453 Assessment of achievement goals -- Development of Commonwealth Accountability Testing System -- Components -- High school and college readiness assessments -- ACT and WorkKeys -- Accommodations for students with disabilities -- Assessment design -- Biennial plan for validation studies -- Local assessment -- School report card -- Individual student report.

(5)(b) A student whose scores on the WorkKeys 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.

(13)(b) An individual student report to parents for each fifth-grade student summarizing the student's readiness in reading and mathematics based on the 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;

(c) An individual report for each student who takes a high school or college readiness examination administered under subsection (4)(a) of this section that:

1. Provides the student's test scores;
2. Provides a judgment regarding whether or not a student has met 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;

KRS 158.6459 Intervention strategies for accelerated learning

(1) A high school student whose scores on the high school readiness examination administered in grade eight (8), on the college readiness examination 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.

(2) A high school student whose score on the ACT examination under KRS 158.6453 (4)(a)3. in English, reading, or mathematics is below the systemwide standard established by the Council on Postsecondary Education for entry into a creditbearing course at a public postsecondary institution 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.

(3) A high school, in collaboration with its school district, shall develop and implement accelerated learning that:

(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 a student's class schedule.

(4) The Kentucky Department of Education, the Council on Postsecondary Education, and public postsecondary institutions shall offer support and technical assistance to schools and school districts in the development of accelerated learning.

(5) A student who participates in accelerated learning under this section shall be permitted to take the ACT examination a second time prior to high school graduation at the expense of the Kentucky Department of Education. The cost of any subsequent administrations of the achievement test shall be the responsibility of the student.

KRS 158.649 Achievement gaps -- Data on student performance -- Policy for reviewing academic performance -- Biennial targets -- Review and revision of consolidated plan.

By December 1, 2002, each local board of education upon the recommendation of the local district superintendent shall adopt a policy for reviewing the academic performance on the state assessments required under KRS 158.6453 for various groups of students, including major racial groups, gender, disability, free and reduced price school lunch eligibility, and limited English proficiency. The local board policy shall be consistent with Kentucky Board of Education administrative regulations. Upon agreement of the school-based decision making council, or the principal if there is not a council, and the superintendent, the local board shall establish a biennial target for each school for reducing identified gaps in achievement as set out in subsection (4) of this section.

(4) By February 1, 2003, and each February 1 in odd-numbered years thereafter, the school-based decision making council, or the principal if there is not a council, with the involvement

of parents, faculty, and staff shall set the school's biennial targets for eliminating any achievement gap and submit them to the superintendent for consideration. The superintendent and the school-based decision making council, or the principal if there is not a council, shall agree on the biennial targets before they are submitted to the local board of education for adoption.

(5) By April 1, 2003, and each April 1 in odd-numbered years thereafter, the school council, or the principal if a school council does not exist, with the involvement of parents, faculty, and staff, shall review the data and revise the consolidated plan to include the biennial targets, strategies, activities, and a time schedule calculated to eliminate the achievement gap among various groups of students to the extent it may exist. The plan shall include but not be limited to activities designed to address the following areas:

(a) Curriculum alignment within the school and with schools that send or receive the school's students;

(b) Evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work;

(c) Professional development to address the goals of the plan;

(d) Parental communication and involvement;

(e) Attendance improvement and dropout prevention; and

(f) Technical assistance that will be accessed.

KRS 158.792 Reading diagnostic and intervention fund -- Grants for reading intervention programs --Administrative regulations -- Annual reports on use of grant funds and costs of intervention programs.

(1)(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.

(1)(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.

(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. The Department of Education, upon the recommendation of the Reading Diagnostic and Intervention Grant Steering Committee, shall provide renewable, 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 the diverse learning needs of those students reading at low levels. Any moneys in the fund at the close of the fiscal year shall not lapse but shall be carried forward to be used for the purposes specified in this section.

(5) The Department of Education shall make available to schools:

(a) Information concerning successful, research-based comprehensive reading programs, diagnostic tools for pre- and post-assessment, and intervention programs, from the Collaborative Center for Literacy Development created under KRS 164.0207;

(b) Strategies for successfully implementing early reading programs, including professional development support and the identification of funding sources; and

(c) A list of professional development providers offering teacher training related to reading that emphasizes the essential components for successful reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and connections between writing and reading acquisition and motivation to read.

KRS 164.0207 Collaborative Center for Literacy Development: Early Childhood through Adulthood -- Duties -- Report.

(1) The Collaborative Center for Literacy Development: Early Childhood through Adulthood is created to make available professional development for educators in reliable, replicable research-based reading programs, and to promote literacy development, including cooperating with other entities that provide family literacy services. The center shall be responsible for:

(a) Developing and implementing a clearinghouse for information about programs addressing reading and literacy from early childhood and the elementary grades (P-5) through adult education;

(b) Providing advice to the Kentucky Board of Education regarding the Reading Diagnostic and Intervention Grant Program established in KRS 158.792 and in other matters relating to reading;

(c) Collaborating with public and private institutions of postsecondary education and adult education providers to provide for teachers and administrators quality preservice and professional development relating to reading diagnostic assessments and intervention and to the essential components of successful reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and the connections between writing and reading acquisition and motivation to read;

KRS 158.844 Mathematics achievement fund -- Creation -- Use and disposition of moneys -- Administrative regulations -- Requirements for grant applicants - Department to provide information to schools and to make annual report to Interim Joint Committee on Education.

(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 under KRS 158.6453 and in compliance with the "No Child Left Behind Act of 2001," 20 U.S.C. sec. 6301 et seq. as required under KRS 158.840.

(2) The grant funds may be used to support the implementation of diagnostic and intervention services in mathematics. The use of funds may include: pay for extended time for teachers, released time for teachers to serve as coaches and mentors or to carry out other responsibilities needed in the implementation of intervention services, payment of substitute teachers needed for the support of mathematics teachers, purchase of materials needed for modification of instruction, and other costs associated with diagnostic and intervention services or to cover other costs deemed appropriate by the Kentucky Board of Education.

KRS 158.070 School term -- Professional development -- Holidays and days closed -- Continuing education for certain students -- Breakfast program -- Missed school days due to emergencies and service credit.

(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. Continuing education time may include extended days, extended weeks, or extended years. A local board of education may adopt a policy requiring its students to participate in continuing education. The local policy shall set out the conditions under which attendance will be required and any exceptions which are provided. The Kentucky Board of Education shall promulgate administrative regulations establishing criteria for the allotment of grants to local school districts and shall include criteria by which the commissioner of education may approve a district's request for a waiver to use an alternative service delivery option, including providing services during the school day on a limited basis. These grants shall be allotted to school districts to provide instructional programs for pupils who are identified as needing additional time to achieve the outcomes defined in KRS 158.6451. A school district that has a school operating a model early reading program under KRS 158.792 may use a portion of its grant money as part of the matching funds to provide individualized or small group reading instruction to qualified students outside of the regular classroom during the school day.

Appendix D – KSI Crosswalk

Design Team

Possible membership includes:

- district office personnel
- school administrator
- classroom teachers
- school psychologist/assessment-knowledgeable individuals
- paraprofessionals
- educational specialist (i.e., reading, behavior, ELL)
- family/community representatives
- special education teachers
- interventionist

<u>Sample Team Functions</u>
Design and implement core curriculum:
<ul style="list-style-type: none"> • Select universal screeners for academics and behavior.
<ul style="list-style-type: none"> • Select and train staff on instructional strategies for academics and behavior.
<ul style="list-style-type: none"> • Provide professional learning opportunities.
<ul style="list-style-type: none"> • Compile professional resources and materials.
<ul style="list-style-type: none"> • Ensure that all students receive core academic/behavior instruction at all times.
Involve family/community stakeholders in learning:
<ul style="list-style-type: none"> • Develop and implement communication plan.
<ul style="list-style-type: none"> • Develop activities that provide meaningful family/community involvement in school/district.
Assist teachers in academic and behavioral efforts to help students struggling in the classrooms, including those in special education programs.
Consider all educational areas that affect or interfere with student achievement and success – academic, behavior and health.
Review school data to make informed decisions about curriculum, instruction and assessment.
<ul style="list-style-type: none"> • Examine school/district data (i.e., achievement, behavior, trends).
<ul style="list-style-type: none"> • Identify data patterns.
<ul style="list-style-type: none"> • Identify specific concerns for individual students.
Prevent school failure by considering the whole child, recognizing that frequently more than one issue contributes to student struggles.

Intervention Team

The team may be comprised of grade level, interdisciplinary teams or content area departments, often known as the Intervention Team. These teams may be within a single school or across the district.

Possible membership includes:

- o classroom teachers
- o school administrator
- o interventionist
- o educational specialist (i.e., reading, behavior, ELL)
- o district office personnel
- o school psychologist/assessment-knowledgeable individuals
- o paraprofessionals
- o family/community representatives
- o special education teachers

<u>Intervention Team Activities</u>	
•	Monitor the implementation of core academic and behavioral curriculum.
•	Analyze student results on formative assessments (e.g., questioning, observation, student feedback) to inform classroom instruction.
•	Identify specific academic and behavioral concerns for individual students.
•	Determine academic and behavioral interventions, including frequency and duration.
•	Determine frequency of progress monitoring, including data analyzed for this purpose.
•	Use decision rules to determine the student’s movement between the tiers.

<u>Assessment</u>			
	Tier 1	Tier 2	Tier 3
Universal Screening	x		
Diagnostic Assessments	x	x	x
Progress Monitoring	x	x	x
Analysis of Student Work	x	x	x

<u>Curriculum and Instruction</u>			
	Tier 1	Tier 2	Tier 3
Universal Curriculum			
• accessible to all students	x	x	x
• aligned with the KY Program of Studies across content areas and grade levels	x		
Instruction			
• Vertical and Horizontal Analysis	x		
• Effective Instruction accessible to all students	x	x	x
Research-based components of high-quality instruction incorporated into a school program include:			

• effective classroom discussion, questioning and learning tasks	x	x	x
• focused, descriptive and qualitative feedback that enables learners to progress	x	x	x
• clearly defined academic and behavioral learning targets in student-friendly language	x	x	x
• student work models that meet the learning target as well as models that do not meet the learning target	x	x	x
• student engagement in self-assessment, self-reflection and peer analysis based on learning/behavior target	x	x	x
Research-based instructional interventions in academics and behavior for identified students			
• multiple interventions used to address student needs	x	x	x
• instructional interventions matched to student needs	x	x	X
Formative Assessments			
• students moving from one intervention to another as evidenced in students' formative assessment responses	x	x	X

<u>Family & Community Engagement</u>			
	Tier 1	Tier 2	Tier 3
Inform families about:			
• universal screenings and progress monitoring information and results	x	x	x
• instructional strategies used in classroom(s)	x	x	x
• student intervention plan		x	x
• student progress	x	x	x
• Individual Learning Plan		x	x

Appendix E - EPAS Interventions and Documentation

What is an appropriate intervention strategy?

An appropriate intervention strategy is

- Data-based and student-centered, addressing individual learning needs and styles.
- Designed to help a student reach the benchmark or achieve a standard.
- Monitored in an ongoing manner through formative and interim assessments.
- Applied in a systemic manner; not limited to one class, course or place.
- Facilitated by individuals who have been trained to implement the strategy.
- Applied with fidelity, adhering to guidelines for research-based practices.
- Fluid enough to allow flexibility to move students forward as the benchmark or standard is achieved.

Are there particular intervention strategies that should be used for a student to receive a second paid administration of the ACT?*

To receive a second paid administration of the ACT, a student should complete an intervention plan that is:

- connected to content through the Program of Studies
- data-based, data-driven
- designed to improve content knowledge so that students may meet the Council on Postsecondary Education's (CPE) standards for entry into a credit-bearing course at a public post-secondary institution

*In addressing implementation of SB 130 for the 2008-10 biennium, HB 406, the Budget Bill, limited the students eligible for KDE-supported retakes of the ACT to only those eligible for free or reduced price meals. However, since no funding was included in the final version of HB 406 to pay for any KDE-supported ACT retakes during the biennium, absent any future appropriation from the General Assembly, no KDE-supported retakes of the ACT assessment will be available to students for the 2008-2010 biennium.

What is the timeline for EPAS interventions?

EPAS interventions may begin once schools and districts receive EXPLORE, PLAN or ACT data. The planning and implementation may continue until a student or group achieves the benchmark or standard. With EPAS, the implementation period may continue until students take the next formal assessment, possibly a period of one year or more.

How much accelerated learning should students complete to be eligible for the paid retake of the ACT?*

Since each district, school and student population may evidence various needs, schools have the freedom to choose delivery options as long as they are responsive to student needs.

*In addressing implementation of SB 130 for the 2008-10 biennium, HB 406, the Budget Bill, limited the students eligible for KDE-supported retakes of the ACT to only those eligible for free or reduced price meals. However, since no funding was included in the final version of HB 406 to pay for any KDE-supported ACT retakes during the biennium, absent any future appropriation from the General Assembly, no KDE-supported retakes of the ACT assessment will be available to students for the 2008-2010 biennium.

Will the intervention strategies be different if 20% or more students from a particular school do not meet the benchmark for English, reading or math on one or more of these assessments?

The intervention strategies must ensure that the needs of the individual students, as well as the needs of the school or district, are met. A strategy from the school or district level may address issues such as delivery options, staff assignments or weaknesses relating to core coverage, particularly when 20% or more students are not meeting a content benchmark.

Documentation Process

How should districts document the intervention strategies and student completion? May they use the paper IGP if they are not using the web-based ILP?

If more than 20% of the students fail to meet college readiness standards, the school must look at systemic issues, such as the alignment of the core curriculum to the Program of Studies and Core Content for Assessment; the organization and sequencing of courses; student access to core courses; assignment of teaching staff; organization of the extended school services program, etc. Systemic issues may be addressed in the Comprehensive School and District Improvement Plans as appropriate, with progress reports on implementation provided to the school council and the local board of education.

The school is responsible for documenting its intervention strategies for each student needing accelerated learning because of deficiencies or needing more advanced coursework in the individual learning plan, either in paper or electronic format. Once this has been in place for several years, best practice would begin with an examination of the success of the strategies previously implemented based on the students' 8th-grade EXPLORE and 10th-grade PLAN results and making modifications as needed.

The department plans to modify the Individual Learning Plan and the student information system to assist schools in tracking this information.

Will the same intervention and strategies and documentation process apply to students who do meet the benchmarks for EXPLORE and PLAN?

The law calls for students who meet or exceed the benchmarks to receive counseling to take more challenging coursework, such as more difficult classes or Advanced Placement, and for schools to work with students, parents and teachers to identify, assess and remedy academic deficiencies prior to high school graduation. The

documentation procedure for this process should be determined at the local level, but should be coordinated with the students' individual learning plan.

Will KDE require an approval process before a student may be eligible for the ACT retake? If so, what will that look like?*

Yes, the local district will need to provide the names of the students eligible to retake the ACT with a letter of assurance from the superintendent that the students participated in accelerated learning designed to address identified academic deficiencies. Violations will be identified through currently existing monitoring systems.

*In addressing implementation of SB 130 for the 2008-10 biennium, HB 406, the Budget Bill, limited the students eligible for KDE-supported retakes of the ACT to only those eligible for free or reduced price meals. However, since no funding was included in the final version of HB 406 to pay for any KDE-supported ACT retakes during the biennium, absent any future appropriation from the General Assembly, no KDE-supported retakes of the ACT assessment will be available to students for the 2008-2010 biennium.

How should a school document the intervention plan if 20% or more of its students do not meet the benchmark for English, reading, or math on one or more these assessments?

If more than 20% of the students fail to meet college readiness standards, the school must look at systemic issues, such as the alignment of the core curriculum to the Program of Studies and Core Content for Assessment, the organization and sequencing of courses, student access to core courses, assignment of teaching staff, organization of the extended school services program, etc. Systemic issues can be addressed in the Comprehensive School and District Improvement Plans as appropriate, with progress reports on implementation provided to the school council and the local board of education.

The school is responsible for documenting its intervention strategies for each student needing accelerated learning because of deficiencies or needing more advanced coursework in the individual learning plan, either in paper or electronic format. Once this has been in place for several years, best practice would begin with an examination of the success of the strategies previously implemented based on the students' 8th-grade EXPLORE and 10th-grade PLAN results and making modifications as needed.

KDE plans to modify the individual learning plan and the student information system to assist schools in tracking this information.

Will KDE monitor documentation and compliance with this statute? How?

Compliance will be monitored through the scholastic audit and management audit process in identified schools and with the letters of assurance provided by the district superintendent.

DOCUMENTATION CHECKLIST

1. District has ensured all students have an ILP.
2. Schools have developed a process for including intervention strategies for accelerated learning into the Individual Learning Plan.

3. Schools have implemented a process for including intervention strategies for accelerated learning into the individual learning plan
4. Schools develop and implement intervention strategies, working with teachers, parents and students.
5. Schools have aligned intervention strategies with Gifted Services Plans, Individual Education Programs and Section 504 plans.
6. Schools have made needed schedule changes based on ILP and ACT results
7. Schools provide opportunities for ACT retake – monitor results on retake to determine effectiveness of intervention strategies.
8. Districts sign assurances.

RELATED STATUTES

KRS 158.6459 Intervention strategies for accelerated learning -- Individualized learning plan -
- Retake of ACT.

(1) A high school student whose scores on the high school readiness examination administered in grades eight (8), on the college readiness examination 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.

(2) A high school student whose score on the ACT examination under KRS 158.6453 (4) (a) 3 in English, reading, or mathematics is below the system-wide standard established by the Council on Postsecondary Education for entry into a credit-bearing course at a public postsecondary institution 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.

(3) A high school, in collaboration with its school district, shall develop and implement accelerated learning that:

(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 a student's class schedule.

(4) The Kentucky Department of Education, the Council on Postsecondary Education and public postsecondary institutions shall offer support and technical assistance to schools and school districts in the development of accelerated learning.

(5) A student who participates in accelerated learning under this section shall be permitted to take the ACT examination a second time prior to high school graduation at the expense of the Kentucky Department of Education. The cost of any subsequent administrations of the achievement test shall be the responsibility of the student.

Effective: July 12, 2006

From KRS 158.6453:

Last update 10/10/08

(4) (b) 2. A student whose scores on the college readiness examination administered in grade ten (10) or the ACT college admissions and placement examination administered in grade eleven (11) indicate a high degree of readiness for college shall be counseled to enroll in accelerated courses, with an emphasis on Advanced Placement classes;

(13) The Kentucky Board of Education, after the Department of Education has received advice from the Office of Education Accountability; the School Curriculum, Assessment, and Accountability Council; and the National Technical Advisory Panel on Assessment and Accountability, shall promulgate an administrative regulation under KRS Chapter 13A to establish the components of a reporting structure for assessments administered under this section. The reporting structure shall include the following components:

(a) A school report card that clearly communicates with parents and the public about school performance. The school report card shall be sent to the parents of the students of the districts, and a summary of the results for the district shall be published in the newspaper with the largest circulation in the county.

It shall include but not be limited to the following components reported by race, gender, and disability when appropriate:

1. Student academic achievement, including the results from each of the assessments administered under this section;
2. Nonacademic achievement, including the school's attendance, retention, dropout rates, and student transition to adult life; and
3. School learning environment, including measures of parental involvement;

(b) An individual student report to parents for each fifth-grade student summarizing the student's readiness in reading and mathematics based on the 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;

(c) An individual report for each student who takes a high school or college readiness examination administered under subsection (4) (a) of this section that:

1. Provides the student's test scores;
2. Provides a judgment regarding whether or not a student has met 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; and

(d) A student's scores on the ACT examination or WorkKeys assessments administered under subsections (4) (a) and (5) of this section and the ACT examination under KRS 158.6459(5) shall be recorded on his or her official high school transcript.

Effective: July 12, 2006

Kansas Multi-Tiered System of Support (MTSS)

