

1	Intervention	
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Description	<p>Appropriately planned interventions help students meet proficiency levels at all grades and ultimately lead students to reach college readiness benchmarks. The Intervention Tab collects data about intervention services provided to students and their outcomes. KDE’s delivery plans and strategies emphasize a school-wide system of interventions to meet the needs of all students. The Kentucky System of Interventions (KSI)/ Response to Interventions (RtI) for P-12 are designed to address the academic and behavioral needs of all students. Well-designed and appropriately delivered intervention services will help more students meet proficiency expectations and college and career readiness benchmarks.</p> <p>Required usage of the Intervention tab in districts</p> <ul style="list-style-type: none"> • <i>All K-3 students identified as requiring intervention services. Required entry includes all Tier 2 and 3 students respectively, in reading, writing, mathematics and behavior.</i> • <i>All ESS – all students served by ESS (any programming intended to be ESS by the school or district, even if the program is paid for in part or fully by another program).</i> • <i>All students served with Mathematics Achievement Fund (MAF) or Read to Achieve (RTA) Grant(s).</i> • <i>Beyond third year focus schools – All novice students.</i> <p>School year data must be entered by June 30th each year. For ESS summer programs, the deadline is September 30th.</p>	
Data Standard Reg sites, data use, etc.	<p>KRS 158.305 and 703 KAR 3:095 define intervention requirements for grades K-3 and KRS 158.6453 defines intervention requirements for grades 3-8. KRS 158.6459 outlines high school requirements. MAF requirements are defined in KRS 158.844 while RTA requirements are defined in 158.792. Extended school services (ESS) requirements are outlined in 704 KAR 3:390.</p>	
How is data used	<ul style="list-style-type: none"> ▪ The data will be used to help provide best practice data to schools/districts on the success of intervention programming, as well as to provide overall student improvement data to the Kentucky Board of Education and relevant stakeholders. ▪ Annual Report of Intervention Use and Success in Open House and/or School Report Card. ▪ Compliance with specific program requirements. ▪ P20 – Research and analysis ▪ Annual report to the joint commission on education for K-3 interventions. 	
Noted Changes for current year	<ul style="list-style-type: none"> ▪ Data entry no longer required for students not meeting college admissions examination benchmarks ▪ Required notation of ESS daytime and summer school in comments ▪ Required data entry of Tier 2 and 3 intervention for students in grades K-3 ▪ Optional usage for preschool 	

<p>Available Ad-Hoc Filters & Reports</p>	<p>Path: KY State Reporting > KDE Reports</p> <ul style="list-style-type: none"> ▪ Benchmark Report provides schools with a list of all students showing who did and did not meet benchmark on Kindergarten Readiness, K-PREP, or college readiness exams. ▪ PLP Intervention Data provides schools with data entered on the Intervention tab for students.
<p>Available Training</p>	<ul style="list-style-type: none"> ▪ Resources for the tab are available here to assist with implementation and use of this custom tab

1A	Intervention Tab
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Campus Path: Student Information > PLP > General > Intervention

Summary
Team Members
Documents
Contact Log
Intervention

+ New Status

Click **New Status** to create a new record or select a record from the list to edit it.

A separate record is needed for each subject, type and tier combination provided to a student.

To document in progress intervention services, these fields are required:

Start date; Tier Status; Intervention Type; Intervention Content Area; Intervention Materials; Materials Code; Intervention Staff; Delivery Location; Delivery Method; Frequency; and Duration

When the service ends, these additional fields are required:

End date; Student Service Results; and Total Hours Served

***Status Date**

Status Time

***Start Date**

End Date

Status Date and Status Time: Fields are autopopulated with current date and time, but must be unique for a student. When saving the record, if you receive this error message: *“A record already exists for this Date and Time. Click “OK” to go back and enter a new Date and/or Time.”* then reduce the Status Time by 1 minute and try to save again.

Start Date: Enter date when the intervention began.

End Date: Enter the date when the student exited this intervention. End date shall not be entered until the time when the intervention is exited or when the school year closes.

Note: All interventions must be end dated when the school year closes.

Student Service Results: When the student exits this intervention, select the result of the intervention services provided to the student from the drop list.

- **1: Successfully exited intervention:** The student successfully completed the Intervention Plan goals and was released from intervention services.

- **2: Exited to another intervention:** The student exited this Intervention Plan to begin a **new Intervention Plan that requires a new record**. This occurs when a student changes intervention tiers or when there is a dramatic change in intervention programs or strategies used with students.
- **3: Continue in intervention:** The student did not successfully exit the Intervention Plan by the end of academic year and will continue the Intervention Plan the following school year. **Only use this if a student did not successfully exit intervention at the end of the school year and will be continuing the same intervention in the following school year.**
- **4: Moved from school:** The student withdrew from this school. In this event, please ensure that the intervention records are sent to the new school in which the student enrolls to ensure the student does not lose valuable intervention time.
- **5: Graduated - did not meet goals:** Select if the student received intervention services and graduated from the school before meeting benchmarks.
- **6: Other:** Select only if options 1 through 5 do not describe the service results for this student. Then describe the results in “Student Service Results Other”.

Student Service Results Other: Use this field to describe service results if 6: Other was selected for Student Service Results.

Tier Status	Total Hours Served
<input type="text"/>	<input type="text"/>
Intervention Type	State Course Code
<input type="text"/>	<input type="text"/>

Tier Status: A tier is a level in the system of intervention that includes interventions and supports for a clearly defined group of students. For the purposes of this data collection, only [Tier 2](#) (Targeted or Supplementary Instruction) or [Tier 3](#) (Intensive Instruction) need to be identified.

- **1: Tier 1:** Tier 1 is highly effective, evidence-based core or universal instruction, provided to all students in the general education classroom. ESS uses this level but KDE does not, at this time, require documentation of other types of Tier 1 intervention. If documentation is needed for an exceptional child referral then Tier 1 may be used as well but is optional.
- **2: Tier 2:** The targeted instruction is provided to a small group (best practice is up to 6-8 students) as a supplemental academic service to help meet grade-level benchmarks.
- **3: Tier 3:** The intensive instruction is provided to the student individually or in a very small group (best practice is 2-3 students) as an intensive academic service to help the student meet grade level benchmarks.

Total Hours Served: Enter the total number of hours the student received intervention (enter when service ends).

Intervention Type: Indicate the main format for the intervention that is provided to students.

- **1: Course:** The intervention provided as a dedicated course or is embedded into a course.
- **2: ESS:** The intervention provided as Extended School Services. Services are offered to students outside of the school day or via a Daytime ESS Waiver. If the service is given via an approved Daytime ESS Waiver or summer school, indicate via Comments 1.
- **3: RTA:** The intervention provided is funded by the Read to Achieve Grant (K-3 only).
- **4: MAF:** The intervention provided is funded by the Mathematics Achievement Fund (K-5 only).
- **5: Other:** The intervention provided does not match any other type.

- **6: Acceleration:** This intervention is one which provides accelerated learning to supplement core instruction to the student.
- **7: Credit Recovery:** This intervention is one in which the student is taking part in the intervention in order to recover a credit required for their overall academic credit requirements.

State Course Code: (Optional) Enter the six digit state code of an intervention course.

Intervention Content Area: Select from the drop list the content area for the intervention

- **1: Reading:** The intervention provided to the student is in the area of reading.
- **2: Writing:** The intervention provided to the student is in the area of writing (or English on the middle and high level) and involves content, such as letter formation, sentence/paragraph development, grammar, mechanics or usage.
- **3: Reading and Writing:** The intervention provided to the student is in the area of reading and writing combined.
- **4: Math:** The intervention provided to the student is in the area of mathematics.
- **5: Science** The intervention provided to the student is in the area of science. Current legislation and regulation do not require students to receive intervention services for science. However, ESS intervention time may be used to help students stay on track for graduation.
- **6: Social Studies** The intervention provided to the student is in the area of social studies (including history and related fields). Current legislation and regulation do not require students to receive intervention services for social studies. However, ESS intervention time may be used to help students stay on track for graduation.
- **7: Behavior:** The intervention provided to the student is in the area of behavior.
- **8: Other:** ONLY USE when Options 1 through 7 do not capture the intervention services content provided. **When selected, you must describe the intervention area in “Content Area Other”. Each record may contain only one content area and may not be combined with others.**

Intervention Materials 1: Select from the drop list the primary source of the materials used to provide intervention services.

- **1: Teacher-Developed Intervention Lessons:** The intervention resources are developed by the teacher
- **2: KDE Transitional:** The intervention services provided use the KDE transitional curriculum materials (see [Transitional Intervention Curriculum](#)) to help the student meet benchmark requirements
- **3: Post-Secondary Transitional:** The intervention services provided use the transitional intervention curriculum materials developed by a post-secondary institution to help the student meet benchmark requirements. **NOTE: Materials Code is required.**
- **4: SREB Transitional:** The intervention services provided use the Southern Regional Educational Board (SREB) transitional curriculum materials. These transitional courses are for students within 1-3 points of national ACT benchmarks.
- **5: Vendor Program:** The intervention services provided use materials based on a resource or product purchased from a vendor or provided by a vendor. **NOTE: Materials Code is required and may be found on the [Infinite Campus Intervention Tab Materials Reference and Vendor Code Sheet](#).**
- **6: Vendor Provided Service:** The intervention services provided to the student use an outside vendor. **NOTE: Materials Code is required and may be found on the [Infinite Campus Intervention Tab Materials Reference and Vendor Code Sheet](#).**
- **7: Other:** The intervention services provided to the student are not captured in the options above. **NOTE: If selected, contact [Jarrod S. Slone](#) or [April Pieper](#) to receive a materials code.**

Intervention Materials 2: If the intervention includes a secondary source of materials, select from the drop list the appropriate intervention material following the Intervention Materials 1 guidelines.

Materials Code 1 and 2: Enter the materials code from the [Infinite Campus Intervention Tab Materials Reference and Vendor Code Sheet](#) if the selected intervention material is 3: Post-Secondary Transitional Material, 5: Vendor Program, 6: Vendor Provided Service, or 7: Other. If a matching code does not exist, contact [Jarrod S. Slone](#) or [April Pieper](#) for a new code.



The screenshot shows a form with four fields. On the left, there is a dropdown menu labeled 'Intervention Staff' and another dropdown menu labeled 'Delivery Method'. On the right, there is a dropdown menu labeled 'Delivery Location' and a text input field labeled 'Delivery Method Other'.

Intervention Staff: Select from the drop down list the qualification level of the staff that is most directly providing the intervention services to the student.

- **1: Certified:** The person providing the intervention is a KY certified teacher.
- **2: Classified:** The person providing the intervention is a classified staff member.
- **3: Volunteer:** The person providing the intervention is a trained school volunteer (i.e., AmeriCorps, etc.).
- **4: Peer Tutor:** The person providing the intervention is a peer or student tutor.
- **5: Computer Based:** The intervention provided to the student is through a computer-based program.
- **6: Other:** Options 1 through 5 do not uniquely identify the intervention staff responsible for providing the intervention (i.e. counselor, administrator, etc.-please describe in Comments 1 box).

Delivery Location: Select from the drop list the location in which the intervention is provided to the student.

- **1: On-site:** The intervention services are provided while the student is at his or her school, or at a facility operated by the school district in which the child is enrolled.
- **2: Off-site:** Intervention services are provided at a location other than the student's school or district (e.g., intervention services provided by a Vendor Service, a Community partner, at the student's home, etc.).

Delivery Method: Select from the drop list the platform or the teaching delivery method in which the intervention service is provided.

- **1: In-person:** In-person, by a teacher, or other school-trained personnel.
- **2: Online:** Using a computer-assisted format.
- **3: Blended:** Using In-Person and Online instruction (a combination of Options 1 and 2).
- **4: Other:** Options 1 through 3 do not uniquely identify the delivery method of the intervention services.

Delivery Method "Other": If "Other" Delivery Method is selected, please describe where the intervention services are provided to the student.



The screenshot shows a form with two dropdown menus. The first is labeled 'Frequency' and the second is labeled 'Duration'.

Frequency: How often (or frequently) as in number of sessions in a week the student receives intervention services, as identified in the Intervention Plan.

Data Standard - Intervention

- **1: Daily:** The student receives intervention services every school day.
- **2: 2 days/week:** The student receives intervention services 2 days per week.
- **3: 3-4 days/week:** The student receives intervention services 3 or 4 days per week.
- **4: Weekly:** The student receives intervention services once a week.
- **5: Twice monthly:** The student receives intervention services 2 times a month.
- **6: Other:** The frequency in which the student receives intervention services is not identified above (describe in comments 1 box).

Duration: Amount of time (or duration) as in number of minutes of a session the student receives intervention services, as identified in the Intervention Plan.

- **1: < 30 minutes:** The student receives intervention services for less than 30 minutes per session.
- **2: 30 minutes:** The student receives intervention services for 30 minutes per session.
- **3: 45 minutes:** The student receives intervention services for 45 minutes per session.
- **4: 60 minutes:** The student receives intervention services for 60 minutes per session.
- **5: >60 minutes:** The student receives intervention services for greater than 60 minutes per session

Comments	Comments Continued
<input type="text"/>	<input type="text"/>

Comments: Enter “Daytime ESS Waiver” or “ESS Summer School” if applicable. Use this textbox to record comments about the student’s entry (or qualifications) into intervention services, student progress, progress monitoring results, etc. or other areas as needed.

Comments continued: If additional space is needed, use this textbox to continue recording comments.

Funding Source	Funding Other
<input type="text"/>	<input type="text"/>

Funding: (Optional) For use by schools/ districts who want to track the funding source for the intervention.

- **1: General:** The monies for the intervention come from the general fund.
- **2: 21st CCLC:** The monies for the intervention come from a 21st Century Community Learning Center grant
- **3: Title 1:** The monies for the intervention come from Title 1 funds
- **4: IDEA:** The monies for the intervention come from IDEA funds
- **5: Other:** The monies for the intervention come from another source which must be specified in the “Other” source in the text box
- **6: CEIS:** The monies come from IDEA under the CCEIS requirement. **Documentation of CCEIS services is completed via the CCEIS program flag in Infinite Campus. Documentation here will not meet CCEIS documentation requirements.**
- **7: ESS:** The monies for the intervention come from ESS (Type must also be ESS).

Funding Other: (Optional) Indicate the source of funding if Other was selected for Funding.

Read to Achieve (RTA) and Mathematics Achievement Fund (MAF) grant schools ARE REQUIRED TO COMPLETE THE AREA OF STUDENT NEED FOR STUDENTS ENROLLED IN THOSE PROGRAMS. Also, your district may require additional information in the Intervention tab. Please check with the RTA

and/or MAF Coordinator(s) and/or your local RTI manual for guidance regarding further requirements.

Area(s) of Student Need	
<input type="text" value="Select all skill areas that apply"/>	
Literacy Readiness <input type="checkbox"/>	Reading Phonics <input type="checkbox"/>
Reading Fluency <input type="checkbox"/>	Reading Comprehension <input type="checkbox"/>
Reading Vocabulary <input type="checkbox"/>	Writing Hand Writing <input type="checkbox"/>
Writing Mechanics <input type="checkbox"/>	Writing Content <input type="checkbox"/>
Math Number Sense <input type="checkbox"/>	Math Computation <input type="checkbox"/>
Math Numeracy Readiness <input type="checkbox"/>	Math Reasoning <input type="checkbox"/>
Geometry <input type="checkbox"/>	Probability / Statistics <input type="checkbox"/>
Measurement <input type="checkbox"/>	Algebraic Thinking <input type="checkbox"/>
Social/Emotional <input type="checkbox"/>	Cognitive <input type="checkbox"/>
Language <input type="checkbox"/>	Behavior <input type="checkbox"/>
Adaptive Skill(s) <input type="checkbox"/>	Credit Recovery <input type="checkbox"/>
Acceleration <input type="checkbox"/>	
Content Other <input type="checkbox"/>	Other Description <input type="text"/>

Area(s) of Student Need: (Optional) This section is **REQUIRED FOR ALL RTA AND MAF STUDENTS**. This information may be used to identify the areas in which the student needs to meet proficiency/benchmark standards. Please select all that apply to the student.

- **Literacy Readiness:** Student recognition of letters and understanding concepts about print.
- **Reading Phonics:** Student understanding of letter sounds, blended sounds, and provide the basic building blocks of word understanding.
- **Reading Fluency:** The speed or pace of reading, including expression.
- **Reading Comprehension:** Student’s understanding of what s/he has read.
- **Reading Vocabulary:** Student’s understanding of the meaning and usage of words.
- **Writing/Handwriting:** The mechanics and actions of letter formation for writing, including how to hold a writing utensil, which strokes to use to make the letters, etc.
- **Writing Mechanics:** The application of standard rules of grammar, spelling, punctuation and usage that is common to proficient written communication.
- **Writing Content:** The student’s ability to develop complete sentences and appropriate paragraphs in writing. This would include the student’s ability to develop and support ideas within the context of a writing piece. Other skill areas under writing content could include the student’s ability to sustain a point of view, craft an argument, etc.
- **Math Number Sense:** Ability to use and understand numbers, knowing their relative values, and how to use numbers to make judgments.
- **Math Computation:** Basic math operations (e.g., addition, subtraction, multiplication, and division).

- **Math Numeracy Readiness:** The understanding of numbers, recognizing them in written form, both numerically and in pictures, as well as understanding their relation to one another.
- **Math Reasoning:** A student’s development of/use of higher-order thinking skills related to analysis and synthesis; math reasoning often includes creativity to solve problems.
- **Geometry:** Using concepts of shapes and measurement (including the relationships of points, lines, angles, object size, space, position, direction, and movement) and describes and classifies the physical world in which we live.
- **Probability/Statistics:** Mathematical computation related to collecting, organizing, and interpreting data including the likelihood and probability of events occurring based on known quantitative data or a collection of data.
- **Measurement:** Student’s ability to find a number that shows the size or amount of something.
- **Algebraic Thinking:** Identifying an unknown value when given known values.
- **Social/Emotional:** Skills including how to deal with one’s self, and relationships with others, as well as how to handle reactions to emotions, as well as emotions themselves.
- **Cognitive:** Related to the acquisition of knowledge and how one is able to reason and use intuition or perception.
- **Language:** Related to the ability to speak, verbally or otherwise, to convey messages, ideas or meaning.
- **Behavior:** How well students follow rules, routines and procedures to adhere to established expectations.
- **Adaptive Skill(s):** Skills related to self-management
- **Credit Recovery:** Specific to secondary students who have initially failed a course, but have worked at content recovery in order to subsequently earn the credit at a later time.
- **Acceleration:** Related to students who are able to work at material at a higher level, or at a faster rate
- **Content Other:** Use when no other option above adequately defines the skill area the student is working to master.
- **Other Description:** Use this field to describe skill area not provided above.

Parent/Guardian Involvement: (Optional) Can be used to track parent/guardian involvement. Please select all that apply.

- **Notified of Inter. Plan:** The parent(s) or guardian(s) informed of the student's placement in an intervention. This does not necessarily indicate that permissions were requested or granted.
- **Provided W/ Resources:** The parent(s) or guardian(s) given resources to use with the student.
- **Included in Planning:** The parent(s) or guardian(s) included in the intervention planning process (i.e., s/he attended an intervention team meeting, participated in data analysis, etc.)
- **Attended Intervention Meeting:** The parent(s) or guardian(s) attended an intervention meeting
- **Provided with Student Data:** The parent(s) or guardian(s) have been provided with copies of the student’s assessment and progress monitoring data.

Data Standard - Intervention

- **Referred:** The student was referred for additional services or assessments (i.e., English Language services, Gifted and Talented services, special education, etc.). NOTE: A student may be referred and continue to receive intervention services until the student exits the Intervention Plan.
- **Referral Description:** Please describe the additional services to which the student was referred.