Response to Intervention Handbook

(WIN/RTI)

2019-2020



Spencer County Schools

Taylorsville, Kentucky

2019-2020

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**Introduction**

Starting in 2015-2016 the RTI Program began using the title of ***WIN*** (“What I Need”) to better reflect the purpose of the program. The primary purpose of the WIN (Response to Intervention) Program is to provide high quality instructionto all students and early interventionto individuals who are struggling**,** with the goal of bringing them up to grade level. Interventions in WIN/RTI are to be provided in addition to regular classroominstructionand will focus on the identified need(s) of the student. WIN/RTI is part of a federally mandated initiative designed to ensure that every child receives the instruction they need to be successful in school.

**Rationale**

The purpose and goals of WIN/RTI parallel the mission of our district and our individual schools, which focus on student learning. The RTI Program also supports the mission of the state testing system and Senate Bill 1 (SB1)**.**

**Overview**

The target areas for 2019-2020 are Reading**,** Math, Written Expression and Behavior, though other areas may be addressed as well (i.e. social/emotional). All students take a Universal Screener (Measure of Academic Progress) 3 times during the school-year to identify needs and monitor progress. The RTI Program is organized by tiers:

Tier 1

Classroom Instruction

Tier 2 Targeted

Interventions

 Tier 3

Intense

Interventions

**Procedures**

* **Universal Screener** –This is a type of assessment that is characterized by the administration of a repeatable assessment for age-appropriate skills to all students. It will be used to determine the effectiveness of curriculum, instruction and school organization. It will also be used to determine students’ level of growth and proficiency in essential academic areas.

Screening data will be organized in a format that allows for the inspection of both group performance and individual student performance on specific skills.

The school will be able to gain 2 valuable pieces of information from the universal screener:

1. Curriculum and Instruction – It is expected that 80% of students will show adequate progress through the year. If this goal is not reached, steps will be taken to review the core curriculum and instruction.
2. Student Learning – The universal screener will help to identify those students who are not making acceptable progress in the core curriculum. It allows for students to be targeted for an early intervention, instead of waiting for them to fail.

The Measures of Academic Progress (MAP) assessment will be used as the screener in grades K – 11. The MAPwill be administered 3 times each year.

* **Identification –** Students who are struggling in any area (academic, social or behavioral) may be targeted for intervention. However, the primary focus will be on Reading and Math using the screener results and teacher data. Other areas (e.g. social/behavior, written expression), may also be addressed through WIN/RTI.
* **Intervention -** Identified students will receive a specific research-based/scientifically-designed intervention that targets the appropriate Reading and/or Math sub-skill(s) as identified by the screening instrument. Intervention(s) will be provided at a minimum of 30 minutes/3 times per week.
* **Progress Monitoring -** This is an ongoing, systematic process for gathering data to measure the academic, social or behavioral performance of a student. Additionally, it is a procedure that uses data to monitor the effectiveness of the curricular/instructional program.

In addition, progress monitoring provides a fast, inexpensive and school-friendly approach that allows teachers to continuously monitor student performance and growth. It can also be used to determine the student’s rate of growth in performance and to provide objective data about the curriculum to determine if classroom instruction is providing benefits to all students. It is this type of

formative data that allows the school to make changes in interventions efficiently, rather than waiting for the end of the year summative results.

Identified students will be monitored using one of the following:

* + AIMSweb (bi-weekly for students in Tier 2, weekly for students in Tier 3)
	+ Program-Specific Probe (where available, i.e. SRA, etc…)
	+ Other
* **Tier Review -** A Tier Review will be conducted by the WIN/RTI Team every 4 – 9 weeks. A school psychologist will be in attendance at either the Tier 3 Review Meetingsor at a follow-up meeting with the school WIN/RTI Coordinator**.** Available data (MAP, AIMSweb, Program-Specific Probes, classroom performance and/or anecdotal information) will be used to determine next steps, which may include one or more of the following decisions:
	+ Continue Intervention
	+ Discontinue Intervention
	+ Increase Frequency of Intervention
	+ Increase Duration of Intervention
	+ Change Intervention
	+ Initiate additional intervention
	+ Change tier status (up or down) – all documentation and data must be submitted for review by the WIN/RTI Team and approved before changing tier status.
* **Fidelity Checks** – The proper implementation of each intervention is critical to the program to ensure student progress and validate performance data. Staff members who provide interventions will be required to sign a ‘*statement of fidelity’* during each Tier Review Meeting. Additionally, the principal and/or district coordinator may request a formal review.

**Tier System**

All students will be classified in a specific tier or level. The Universal Screener will be used as the primary identification/monitoring instrument, but other data (AIMSweb, program specific assessments, classroom assessments, state mandated assessments, grades and anecdotal information) may be used as well.

* **Tier 1** – This area represents the regular classroom, where instruction and ‘*differentiation’* are provided by the teacher. Generally, 80 -90% of the students will experience success in this area. ***If less than 80% of the students are scoring at the Proficient level, than there may need to be adjustments in the curricular/instructional program.***
* **Tier 2** – Students who are not meeting standards in the general curriculum will be targeted for an intervention that matches their identified need. A plan will be developed that focuses on the identified need(s) of the student and will include an appropriate intervention that will be provided a minimum of 30 minutes/3 times per week.
* **Tier 3** – Students who do not make adequate progress in Tier 2 will be targeted for Tier 3. Their plan will be reviewed regularly and appropriate changes/revisions will be approved by the committee. Interventions at Tier 3 must also be provided a minimum of 30 minutes/3 times per week.

**Parent Involvement**

A letter will be sent to parents of students enrolled in the WIN/RTI program following each Tier Review Meeting**.** The letter will report on the student’s enrollment, performance and/or progress in the program. A conference may also be requested if the Tier Review Committee determines a need to discuss the child’s progress/performance.

**ECE**

If the Tier Review Committee determines that an ECE referral is appropriate, then a formal notification should take place per district guidelines. An ARC can be scheduled at any time by the parent or the school to discuss a possible referral.

**School Overviews**

* **Spencer County Elementary School-** Students are identified for reading and math from MAP scores and supporting teacher data.  The majority of Tier 2 intervention is provided by the classroom teacher with support from interventionists.   Student progress is monitored every other week.  Tier 3 interventions is provided by Moby Max(3 times per week for 30 minutes), in addition to Tier 2 instruction. The areas of written expression and social/behavior are identified by teacher data with specific interventions developed based on individual need.

RTI/WIN Behavior is monitored by classroom teachers and building administrators.  Students that need additional intervention will be given a Behavior Intervention Plan specific to the needs of that student with a focus on positive behaviors.  Additional Tier 2 interventions include small group sessions with the counselor (friendship, anger management, etc.) The teacher will have ongoing dialogue with building administrators to discuss progress or changes needed. Currently students are referred by the classroom teacher for Behavior RTI. However, the school is in the process of developing a universal screener.

* **Taylorsville Elementary School** - The WIN/RTI program provides interventions for grades K-5 in the areas of mathematics, reading, writing, and behavior. Determination for which students will participate in the program is based on a universal screener (MAP/behavior screener), other assessment data (K-Prep, STAR, etc.), and classroom performance. A Tier Review Committee will meet after each round of MAP testing to discuss concerns and progress. All students receive intervention services during a designated RTI block at each grade level.

The WIN/RTI Behavior Program is based on our school wide behavior system LiveSchool. The Behavioral Support Team will meet bi-monthly (September / November / January / March / May) to review information provided through SWIS office referrals and from teachers (2-3 office referrals will be watch list / 4 office referrals or more will require observation). The team will determine which students will require an observation. See the appendix for more information.

* **Spencer County Middle School** - Students are being served through Language Arts, Math and Behavior interventions. RTI/WIN Math and Reading teachers use classroom data, K-PREP and MAP results to determine student need. Interventions for Tier 3 Math and Reading are provided during student elective blocks; Tier 2 Math is provided during the elective blocks; and Tier 2 Reading is provided during the school-wide reading/leadership block. The focus of RTI/WIN is not to re-teach concepts not mastered in the regular classroom, but to teach prerequisite skills necessary to become successful in the regular classroom. Placement is flexible and students move in and out of RTI/WIN as needed on a quarterly, semester, or yearly basis.

RTI/WIN Behavior is monitored by classroom teachers and building administrators. Students that don't respond to classroom interventions will be placed in small groups based on indicators (grief, anger, self-harm, divorce, etc…) and may be placed on a Behavior Improvement Plan (BIP) to be filled out hourly and reviewed by the behavior committee weekly, bi-weekly or monthly as decided.

**SCMS Behavioral Interventions**

Tier II-

* Cloud Document-Universal Screener and progress monitoring
* PLC’s as teams/grade levels to identify strategies for students
* Teacher/Administrator input
* Student success small group counseling

Tier III-

* Cloud Document-Universal Screener and progress monitoring
* Behavior Improvement Plan-3 to 5 specific behavior goals monitored 7 periods a day, 5 days a week. Reward system for 80% mastery consecutively.
* Student success small group counseling.
* **Spencer County High School – Spencer County High School –** The areas of reading and math will be targeted again this year in the RTI Program at the high school.  A Tier Review Committee will be established that will include the District RTI Coordinator, School RTI Coordinator, ECE Department chairperson (when available), school counselor(s) school psychologist (when available).  A daily intervention/enrichment block has been instituted for all students. Services and activities are targeted on an individual basis based on MAP diagnostics and other assessment data. See Appendix A for an overview of the school program and interventions.

**Interventions**

**Spencer County Elementary School**

**Reading**

|  |  |  |  |
| --- | --- | --- | --- |
| **Intervention** | **Tier** | **Grades** | **Focus** |
| **Guided Reading Groups** | 1/2 | K-5 | Addresses the needs of students by providing targeted assistance to struggling readers outside the regular reading/ language block using the classroom basal series (Houghton Mifflin).  |
| **SRA** | 2/3 | 3 - 5 | Focus on word identification/vocabulary, comprehension and fluency.[www.sraonline.com/](http://www.sraonline.com/)  |
| **RTA** | 2 | 1 | Fosters success in phonemic awareness,Phonics, vocabulary, comprehension and fluency through shared reading, read-alouds and guided reading. |
| **Moby Max** | 3 | K-5 | An online program providing differentiatedinstruction and extensive real-time progress monitoring and reporting for reading and math. An online diagnostic placement test is used to place students into differentiated instruction based on their individual skills.  |
| **Earobics**  | 2/3 | K – 4 | Focus on sound discrimination; phonemic awareness and phonics.<http://www.earobics.com/solutions/rtisolutions.php>  |
| **EdMark**  | 2/3 | 1-2 | Teaches basic reading skills through the recognition and comprehension of words. <http://www.donjohnston.com/products/edmark/>  |
| **Fundations** | 2/3 | K-1 | A method of multisensory instruction that builds a foundation for reading and writing skills. |
| **Study Island** | 1/2 | K-8 | Lessons are aligned to the Kentucky Core Academic Standards (KCAS). If students do not master the learning target, it drops down instructional grade levels and builds students back up to the standard. [www.studyisland.com](http://www.studyisland.com)  |
| **Leveled Texts for Science; Leveled Texts for Social Studies**  | 1/2 | 1-7 | Teacher classroom resource which is developed in a series format that contains 15 specific content topics which have been leveled to four distinct reading levels. The distinct reading levels provide differentiated reading passages that allow the students to focus on the same content. [www.shelleducation.com](http://www.shelleducation.com)  |

**Spencer County Elementary School**

**Math**

|  |  |  |  |
| --- | --- | --- | --- |
| **Intervention** | **Tier** | **Grades** | **Focus** |
| **Math Intervention****Groups** | 2/3 | K – 2 | This program focuses on ‘*number sense.*’ |
| **Moby Max** | 2/3 | K-8 | An online program providing differentiated instruction and progress monitoring on basic math skills, grades K-8. Students take a diagnostic placement and receive instruction and practice on the grade level in which they were placed. [www.mobymath.com](http://www.mobymath.com)  |
| **Study Island** | 1/2 | K-8 | Lessons are aligned to the Kentucky Core Academic Standards (KCAS). If students do not master the learning target, it drops down instructional grade levels and builds students back up to the standard. [www.studyisland.com](http://www.studyisland.com)  |
| **Leveled Texts for Mathematics** | 1/2 | 1-7 | Teacher classroom resource which is developed in a series format that contains 15 specific content topics which have been leveled to four distinct reading levels. The distinct reading levels provide differentiated reading passages that allow the students to focus on the same content. [www.shelleducation.com](http://www.shelleducation.com)  |

**Taylorsville Elementary**

**Reading**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Intervention** | **Tier** | **Grades** | **Focus** | **Availability** |
| **Barton Reading** | 2/3 | K-5 | Reading and spelling System for students with dyslexia. [www.bartonreading.com](http://www.bartonreading.com) | School has a license for levels 1-4.  |
| **Level Literacy Intervention LLI** | 2/3  | K-1 | Literacy-based system based on Fountas & Pinnell research. It provides small-group instruction with a focus on guided reading, assisted writing and word study. <https://www.fountasandpinnell.com/intervention/> | Used with Kindergarten and 1st grade students  |
| **Earobics** | 2/3 | K-4 | Focus on sound discrimination; phonemic awareness and phonics.<http://www.earobics.com/solutions/rtisolutions.php>  | Bought with ECE funds and available for use by ECE teachers as interventionists |
| **EdMark** | 2/3 | 1-2 | Teaches basic reading skills through the recognition and comprehension of words. <http://www.donjohnston.com/products/edmark/>  | Bought with ECE funds and available for use by ECE teachers as interventionists |
| **Explode the Code** | 2/3 | K-4 | Intense intervention for phonological awareness, decoding, vocabulary, comprehension, fluency, and spelling. | Bought with ECE funds and available for use by ECE teachers as interventionists |
| **Fundations** | 2/3 | K-1 | A method of multisensory instruction that builds a foundation for reading and writing skills. | Bought with ECE funds and available for use by ECE teachers as interventionists |
| **Guided Reading** | 2/3 | K-5 | Guided reading is one component of a balanced literacy program. It allows teachers to work with students in small groups at their reading level and focuses on targeted intervention of strategic skills such as phonemic awareness, phonics, comprehension, fluency, and/or vocabulary.  | Used with all grade levels in addition to any guided reading that is done within literacy core instruction. |
| **Headsprout Early Reading** | 2/3 | K-1 | Children learn through direct positive experience that letters and sounds go together to make words, words go together to make sentences, and sentences make stories. The basic component skills and strategies necessary for reading, such as phonemic awareness (the sounds within words), print awareness, phonics, sounding out, segmenting and blending, are explicitly mastered in a fun, self-directed manner. The second half of the program focuses more on reading vocabulary, fluency, and comprehension, while still teaching more sounds and sight words | Bought with ECE funds and available for use by ECE teachers as interventionists |
| **Lexia** | 2/3 | K-5 | This is a computer-based program that helps students practice all 5 strands of literacy (phonemic awareness, phonics, comprehension, fluency, and vocabulary.)<http://www.lexiacore5.com/> | Available for use with all RTI students grades K-5 |
| **Marie Carbo Method** | 2/3 | 1-5 | Word identification/vocabulary, comprehension and fluency.<http://www.nrsi.com>  | Bought with ECE funds and available for use by ECE teachers as interventionists |
| **Quick Reads** | 2/3 | 2-5 | A research-based system of direct instruction using content-based passages that helps students read with increased fluency and comprehension and builds a background knowledge that will help them succeed in their content-area social studies. | Bought with ECE funds and available for use by ECE teachers as interventionists |
| **Reading Recovery** | 2/3 | 1 | Provides intense (1 on 1) reading intervention to 1st grades students, with a focus on vocabulary, comprehension, phonemic awareness/phonics and fluency. [www.readingrecovery.org](http://www.readingrecovery.org)  | Used with 1st grade students or students working on a 1st grade level |
| **SRA** | 2/3 | 2-5 | Focus on word identification/vocabulary, comprehension and fluency.[www.**sra**online.com/](http://www.sraonline.com/)  | Available for use with all RTI students grades 2-5 |
| **Skill Based Groups** | 2/3 | K-5 | Using the Learning Continuum from NWEAs MAP assessments teachers teach specific skills to students to move them forward. | Available for use with all RTI students grades K-5 |

**Math**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Intervention** | **Tier** | **Grades** | **Focus** | **Availability** |
| **Guided Math** | 2/3 | K-5 | Principles from the AddVantage math program are used in a small group or one-on-one setting. AddVantage is a research-based math program focusing on fluency and comprehension of math concepts such as number structure, place value, and operations.<http://www.mathrecovery.org/addvantage> | Available for use with all RTI students grades K-5 |
| **DreamBox** | 2/3 | K-5 | A research and standards-based online program that adapts to the individual student. Videos, tutorials, and interactive tools are used to strengthen math comprehension. Teachers can also assign specific lessons to students to work on specific standards students are struggling with.<http://www.dreambox.com/> | Available for use with all RTI students grades K-5 |
| Skill Based Groups | 2/3 | K-5 | Using the Learning Continuum from NWEAs MAP assessments teachers teach specific skills to students to move them forward. | Available for use with all RTI students grades K-5 |

**Spencer County Middle School**

**Reading**

|  |  |  |  |
| --- | --- | --- | --- |
| Intervention | Tier | Grades | Description |
| Small group instruction | 2-3 | 6-8 | Groups of 3-5 students at the same ability level will receive instruction on key reading strategies. |
| SRA: Reading Success Levels Foundations  | 2-3 | 6-8 | Effective comprehension strategies are taught, practiced repeatedly and assessed. |
| ACTION magazine | 2-3 | 6-8 | High interest, low-readability magazines used to practice reading skills, comprehension, fluency and vocabulary. |
| Reading Rewards | 3 | 6-8 | Fluency, vocabulary and spelling practice. Students attack words and readings they usually skip. Focus on words found in informational texts such as textbooks. |
| MobyMax | 2-3 | K-8 | An online program providing differentiated instruction and progress monitoring on reading skills (literature and informational), vocabulary and grammar. Students take a diagnostic placement and receive instruction and practice at their level of readiness. [www.MobyMax.com](http://www.MobyMax.com)  |

**Math**

|  |  |  |  |
| --- | --- | --- | --- |
| Intervention | Tier | Grades | Description |
| Small group instruction | 2-3 | 6-8 | Groups of 3-5 students at the same ability level will receive instruction on key math concepts. |
| MobyMax | 2-3 | K-8 | An online program providing differentiated instruction and progress monitoring on basic math skills. Students take a diagnostic placement and receive instruction and practice at their level of readiness. [www.MobyMax.com](http://www.MobyMax.com)  |
| Aleks Math | 2-3 | 6-12 | An online program providing differentiated instruction and progress monitoring on math skills. Students take a diagnostic placement and receive instruction and practice at their level of readiness. [www.Aleks.com](http://www.Aleks.com)  |

|  |  |  |  |
| --- | --- | --- | --- |
| Edgenuity | 2-3 | 6-12 | Edgenuity Math will be used for students at or above 6th grade Math level of readiness. Students work through the Edgenuity program with periodic assessments to identify areas of strength and future growth. |

**Spencer County High School**

**Reading and Math**

|  |  |  |  |
| --- | --- | --- | --- |
| **Intervention** | **Tier** | **Grades** | **Focus** |
| **EdGenuity** | 2/3 | 9-11 | EdGenuity is an online program providing differentiated instruction and progress monitoring. The program is self-paced with both written explanation and materials and also online lectures and opportunities to contact instructors with questions. Students and teachers can access progress reports and other monitoring data which is updated on a daily basis. Students who are not in the direct instruction groups with Mrs. Flood or Mr. Downing can be placed in EdGenuity as an option for intervention. However, Aleks Math and Reading Plus are the current first options. <http://student.education2020.com> |
| **Aleks Math**  | 2/3 | 9-11 | Aleks is an online program providing differentiated instruction and progress monitoring. Students take a beginning diagnostic to decide placement and readiness. All other lessons are determined by the diagnostic and formatted to fit their needs. Students who are not in the direct instruction groups with Mrs. Flood or Mr. Downing are placed in Aleks Math in the Intervention Class created specifically for them. [www.Aleks.com](http://www.Aleks.com) |
|  |  |  |  |
| **Reading Plus** | 2/3 | 9-11 | Reading Plus is a newly implemented online program that is computer adaptive and meets students where they are in their fluency, comprehension, and language acquisition skills. Using an initial diagnostic, students are placed at certain levels and must meet requirements for each to move on to the next. The program provides differentiated instruction as well as progress monitoring. Students who are not in the direct instruction groups with Mrs. Flood or Mr. Downing use Reading Plus rather than direct instruction during their intervention times. <https://www.readingplus.com/> |
| **Small Group/ Direct Instruction** | 2/3 | 9-11 | Mrs. Flood and Mr. Downing each teach multiple direct instruction small groups. They use data from the MAP assessment as well as their own formative assessments to determine the needs of their classes. Typically, students who are repeatedly referred to RTI are designated for these small groups. Students in the reading groups focus on comprehension skills, language acquisition, and other basic reading strategies to improve. Students in the math groups focus on percentages, fractions, multiplication, and other basic math strategies. AIMS Web probes are used to help measure student progress at times.  |
|  |  |  |  |

**Behavior RTI -** Spencer County Schools began implementing a more formalized WIN/RTI Behavior Program in the 2015-2016 school-year. The following information was pulled from the *KDE Handbook on Systems for Interventions*, which addresses basic guidelines for a Behavioral RTI. Individual school plans are based on these guidelines.

***Tier 1:***

*For the behavior arena,*

* *An intervention team may meet at least three times a year to formally review and analyze cumulative school wide and classroom behavioral data from the previous timeframe to date (e.g., Aug – Oct, every other month, each semester or grading period, etc.).*
* *The team reviews all school wide student behavioral 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 behavioral data could also be summarized by teachers at these intervals to ‘flag’ for review only those students who consistently fail to meet behavioral standards and expectations in the classroom or those students who feel frustrated by the slow pace of classroom instruction (as indicated by student performance in instructionally based classroom behavioral monitoring systems) over a period of time.*
* *Students who significantly exceed normative behavioral threshold levels in a school are given consideration for additional diagnostic assessment to determine their need for behavioral/social skill instruction or intervention.*

***Tier 2:***

***Questions to Consider***

* *Are the academic and behavioral interventions evidence-based?*
* *How does the school implement a balanced assessment system as a method of academic and behavioral data collection?*
* *Which diagnostic assessments for learning and behavioral/social skills will the school use?*
* *Who monitors student performance after diagnostic assessments for instruction and behavior are given?*
* *How is the academic and behavioral data maintained?*
* *How frequently is student data reviewed?*
* *Is communication between school and home regarding student academic and behavioral progress consistent, organized and meaningful?*
* *How will the intervention plan be communicated to the student and how will the student be involved in the process?*
* *How is the data shared among the different providers?*

***Tier 3 -*** *Students who continue to have difficulty in acquiring necessary academic or behavioral skills require instruction that is more explicit, more intensive and comprehensive, and specifically designed to meet their individual needs. Tier 3 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).*

***Elements of Tier 3 include:***

* *Access to highly effective, evidence-based instructional interventions for academic or behavioral skill needs or strengths for identified students.*
* *Increased frequency of formative assessments to analyze academic and behavioral student responses to instructional intervention(s).*
* *Support for professional learning opportunities focused on knowledge and understanding of the school’s Tier 3 instruction, especially for the teacher(s) implementing Tier 3.*

***Strategies for Family and Community Engagement for Students in Tier 3***

* *Tiers 1 and 2 academic or behavioral strategies are continued for struggling students.*
* *For high ability students, acceleration options are explained and provided.*
* *Families are informed on any changes in interventions along with the expected outcomes.*
* *Families are continually informed of their child’s progress or any lack of progress.*

***Questions to Consider***

* *Are the academic and behavioral interventions evidence-based?*
* *Does the progress monitoring provide adequate data for decision making?*
* *Is the progress monitoring sensitive to small increments of academic or behavioral learning growth over time and sensitive to the great leaps that high ability learners can make?*
* *Is this progress monitoring sensitive to discrepancies between performance and ability that may be reflected by high ability students as underachievement or twice exceptional?*
* *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?*
* *For the high ability child, are these factors reflected on the child’s GSSP?*
* *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?*
* *Will off-level testing be provided to determine the appropriate academic ceiling for advanced learners?*
* *Who monitors student academic and behavioral performance after diagnostic*
* *assessments for instruction are given?*
* *How is the academic and behavioral data maintained?*
* *How frequently are students re-evaluated?*
* *Is communication between school and home regarding student academic and behavioral progress consistent, organized and meaningful?*
* *Have relevant appropriate interventions for academics and behavior been exhausted?*