

School District of New London Data and Intervention Handbook



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WELCOME

The intent of the Data and Intervention Handbook is to outline certain procedures and protocols for the School District of New London. Such protocols are designed to assist with frequently asked questions, how to handle various circumstances, and next steps to ensure the Intervention and RTI process if followed consistently and with fidelity throughout the District.

Assessment Calendar

Elem. Assessment and Intervention Calendar 22-23

Key: Running Records, Ready or go with, ACCESS 2.0, Forward Exam, Intervention Block, ACCESS 1.0

2022 - 2023 Wisconsin and New London Student Assessment Calendar
High School: Grades 9-12

Assessment Window	Assessment
FALL	
September 6 - September 16	SRI: Grade 9-10
October 19, 2022	Practice ACT given to grades 9-11 No Seniors attend this day.
WINTER	
December 1 - January 27	ACCESS 2.0/ ELL Assessment: Grades 9-12
January 9 - 19	SRI: Grades 9-10
SPRING	
March 7	The ACT Plus Writing Grade 11 Assessment Juniors ONLY
March 7-17	The ACT Plus Writing Assessment Window for Students Testing with Accommodations (weekdays only)
March 21	The ACT Plus Writing Grade 11 Makeup Day
March 30 - 31, 2023	Forward - Social Studies Grade 10
March 20- April 28	DLM - ELA and Mathematics Grades 9-11, Science Grades 9-11, and Social Studies Grades 10
TBD in April/May	Civics Assessment: Grade 9
April 19, 2023	ACT Aspire Assessment High School Grades 9-10
April 26, 2023	ACT Aspire Assessment HS Makeup Day
May 8 - May 19	SRI: Grade 9-10

Assessment Calendars show the schedules of assessments, intervention blocks, and the various assessments at each level. Please note, there is an Elementary, Middle/Intermediate and High School Calendars created for each school year.

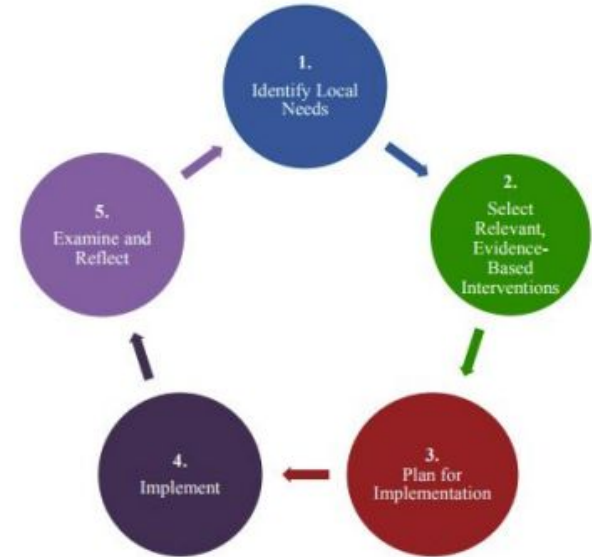
Assessment Calendars are found in the District Shared Drive → District Forms → Curriculum OR in each Building Level Drive

Needs Assessment & Building Goals

Assists to identify strengths and challenges a District may face.

“The goal of the Needs Assessment is to help educators identify, understand, and prioritize the needs that districts and schools must address to improve performance.”

Needs Assessment Guidebook



Source: U.S. Department of Education, 2016

Needs Assessment & Building Goals Continued

Steps for Ensuring a Successful Needs Assessment:

1. Plan
2. Collect Data using various measurements
3. Organize the data collected prior to the Needs Assessment/Data Dive Meeting
4. Interpret with the Team the information
 - a. Teams: Building Administrator, Grade Level Teacher/Grade Level Team, Program Support, School Psychologist, Special Education Teachers, Interventionists
5. Determine Priorities and Specific Needs of the Students based on the Data collected
 - a. Complete some documentation of needs form the data (ie. Data Team Form in EduClimber, spreadsheet, etc.)
6. Begin interventions or skills support. Ensure if interventions are selected, the team has discussed the level of support needed in determining the Tier level, progress monitoring, and correct intervention based on skills needed.

Roles

Administrator:

- Schedule Needs Assessment/Data Dives according to the Assessment Calendar windows
- Ensure diagnostics are completed in a timely manner; rescheduling any make-ups.
- Relay with the team when Diagnostics should be scheduled or offer diagnostic schedule
- Create and assign the diagnostics to grade levels.
- Collect the Data and have prepared for Data Dive meeting
- Ensure processes are being followed
- Assist in scheduling Kid Talks, Data Dives throughout the year, completing Kid Talk Forms in EduClimber

Program Support

- Assist with questions at the Data Dive & Needs Assessment
- Offer support on usage of Educlimber to create diagnostic data walls
- Support in creation of intervention groups based on data
- Ensure processes are being followed

Grade Level Teacher/ Grade Level Team

- Schedule, based on administrators directions, the diagnostic to be completed.
- Review the results of the diagnostic with the team.
- Bring student concerns or anecdotal notes to the team
- Analyze the data with the team, basing decisions on the diagnostic results
- Could be the first contact in the event a referral is decided as the team as the person making the referral is the one to make first contact. Reference page 16

Interventionist

- Attend Needs Assessment and Data Dive Meetings
- Assist with determining progress monitors and Tiers of Intervention
- Assist with completing progress monitoring on a regular basis
- Teach interventions based on the Needs Assessment data
- Have follow up communication with families to ensure proper communication and fidelity is maintained
- Assist in completing Kid Talk Forms in EduClimber

Psychologist

- Attend Needs Assessment and Data Dive Meetings
- Assist with determining progress monitors and Tiers of Intervention
- Possibly assist with completing progress monitoring
- May assist with contacting parents in the event a referral, however, person making the referral should be the one to contact parents. Does contact parent when Parent Interview commences. Refer to page 16 in this document for further insight.

Data Day Procedures

- ❖ Review diagnostic and assessment data in ELA and Math
- ❖ Using data results and multiple means of comparison, determine the students of greatest need
- ❖ Once students of greatest need are determined based on data, intervention groups and skills needed are designed
 - Intervention Topics to Consider:
 - Type of Intervention, Tier of Intervention, duration/time intervention is held either daily or within the week, and the Direct Skill being addressed
 - Progress Monitoring tool to be used. Interventionist would also decide the correct progress monitoring tool to use, seeking counsel with school psychologist if any questions arise
- ❖ Based on the school schedule of Bulldog Time, the Interventionist may schedule intervention groups based around the Bulldog Intervention Time, seeking additional time(s)

eduCLIMBER

This section will help clarify and gain consistency across the School District of New London with how intervention attendance is recorded. This will be reviewed annually.



How to Record Attendance in Various Scenarios:

- Funeral Leave will be marked as absent
- **NEW FOR iReady DIAGNOSTICS, FORWARD TESTING AND RUNNING RECORDS:**
 - Interventionists may use the new drop down option in attendance of Assessment Window: Diagnostic/Forward/Running Rec.
 - You will still need to make a comment for what you were assessing, but this option will not count against the fidelity of the intervention.
 - As in the past, you would want to try reschedule your intervention groups if possible to work around these assessments, but in the case the teacher/student is not able to reschedule, this is the option to select.

How To Record Progress Monitoring for Extended Breaks

- If 4 day week, try to do the PM on a different day
- If 3 day week or less, the PM will get skipped

Student Profile Information

- Attendance, tags, forms, academic information, current/historical interventions and probes will all be found on this page. Refer to this page or intervention records in determining any interventions to utilize. If a child previously has been in an intervention and exhausted the lessons, the student should NOT repeat the same intervention lessons, however, the student may repeat the same intervention program if there is a change in intensity, teacher, or time. However if progress was made and there is a new level the student may use, you may continue with this intervention as long as the same lessons are NOT repeated.



Fastbridge

<https://www.fastbridge.org/>

What is FastBridge?

- **In a Nutshell** FastBridge takes the data collected in assessments and assimilates it into reports, which utilize FastBridge Benchmarks and Norms to characterize the performance of individuals and groups within the district.
- **FastBridge Assessments:** FastBridge provides three types of assessments, Computer Adaptive Testing (CAT), Curriculum-Based Measurement (CBM), and observation-based, which come together in one powerful, multi-modal, comprehensive solution. Assessments can be used alone or in tandem to screen, monitor, diagnose, and inform instruction. FastBridge assessments address three critical areas of learning: reading, math, and behavior.
- [Using FastBridge for Progress Monitoring](#)
- **Knowledge Base:** [User Roles](#), [Assessment Quick Guide](#), [Assessment Overview](#), [Estimated Administration Times](#)
- **Training and Resources**
 - Training to ensure validity: 8 lessons for each measure
 - For each measure that you will be using, be sure to view the introduction and demonstration, as well as complete the practice and certification
 - The standardization, screening, and progress monitoring lessons are similar for all the measures
- Setting up your students: [Setting up a Progress Monitoring Group](#)

Protocols for Intervention Phases

Beginning Interventions

1. Create intervention groups in eduClimber
2. Send Initial Parent Letter to Families notifying of the intervention
 - a. Fill in all parts of the District letters (Name, when intervention begins, skills addressed, who is leading intervention, etc.)
3. Set up Fastbridge for Progress Monitoring
4. Make Intervention Record Folders for each student in the intervention groups to store records throughout the school year.

Protocols for Intervention Phases Continued

Supporting Documentations & Progress Update Schedule

1. After intervention phases and periodic Data Dives to revisit new data, interventions will be determined to continue or adjust accordingly.
2. Family Follow-Up Letters must be sent notifying parents of any progress
3. Progress Monitoring graphs from within EduClimber will also be sent. Please note to follow:
 - a. Literacy: Under the graph, please unclick the headings under Goal, Aug. Nat'l Mean, Benchmark Score, trendline, and Errors. You will only keep the 25%ile and scores of the Progress Monitoring tool. (yellow and blue lines)
 - i. Use the following paragraph to describe the **Literacy Intervention** graph to families at report card time: **This graph represents the student's performance as they are being monitored weekly. The student's goal is to have his/her data points near or above the yellow line. The yellow line indicates the minimum of student performance. The blue line indicates the student's current performance based on weekly monitoring. Please feel comfortable in reaching out to your child's teacher if you have any questions.**
 - b. Math: Under the graph, please unclick the headings under Errors, Accuracy, and Trendline. You will only keep the Goal and scores of the Progress Monitoring tool. (green and blue lines)
 - i. Use the following paragraph to describe the **Math Intervention** graph to families at report card time: **This graph represents the student's performance as they are being monitored weekly. The student's goal is to have his/her data points near or above the green line. The green goal line indicates the minimum of student performance. The blue line indicates the student's current performance based on weekly monitoring. Please feel comfortable in reaching out to your child's teacher if you have any questions.**

(This is best printed on Avery 5163 label)

Protocols for Intervention Phases Continued

End of School Year Intervention Process

At the end of the year Needs Assessment please be sure to communicate the following:

1. Family Follow-Up Letters must be sent notifying parents of any progress
2. Progress Monitoring graphs from within EduClimber will also be sent. Please note to follow:
 - a. Literacy: Under the graph, please unclick the headings under Goal, Aug. Nat'l Mean, Benchmark Score, trendline, and Errors. You will only keep the 25thile and scores of the Progress Monitoring tool. (yellow and blue lines)
 - i. Refer to the paragraph to use for **Literacy Intervention** graph to families on previous page
 - b. Math: Under the graph, please unclick the headings under Errors, Accuracy, and Trendline. You will only keep the Goal and scores of the Progress Monitoring tool. (green and blue lines)
 - i. Refer to the paragraph to describe the **Math Intervention** graph to families on previous page.
3. Run the fidelity report from within EduClimber
4. Intervention records keeping: all correspondence, assessments, and records need to be copied to be kept on file in the intervention records up to 5-6 years AFTER the child has left the school in GR 4. Not only is a copy kept in the intervention records, but a copy of all these are made and put into the students cumulative folder within the office (staple the year'd information together)

Procedures for Students of Concern

1. Schedule a Kid Talk through the scheduling process determined by Administrator.
 - a. Fill in areas of strengths and concerns. Note if contact has been made with the family and any background knowledge deemed needing to be shared with the team.
 - b. Bring anecdotal notes and tangible data (ie. Running Record, i-Ready reports, past interventions, etc) to the Kid Talk
 - c. State those to be involved in the Kid Talk meeting
2. Kid Talk meeting is scheduled for the Team to meet and review the information on the student
3. Have the scheduled Kid Talk with the team.
 - a. Kid Talk Form is created for the meeting using the form from EduClimber
 - i. One Kid Talk form should be created each school year for which the student has a Kid Talk requested. If concerns in multiple areas, the information would be put into the same Kid Talk form and marked with updated dates as the school year progresses.
 - ii. All components of the form need to be completed and dated. Any additional material added at a later date needs to be dated and noted.
4. Determine next steps:
 - a. Looking at data collected, the team determines:
 - i. The student will continue on an "On-Watch" process and "tag" student in EduClimber
 - ii. Team may decide to complete ALSUP and FBA for student with social, emotional, and behavioral concerns
 - iii. Receive additional support
 - iv. Begin a recorded intervention, either academic or behavioral. Determine if progress monitoring will occur and what this probe will be.
 - v. Determine follow up necessary with the family of the student
 - vi. May decide to "tag" student within EduClimber with Referral in Process (to start 2022 school year)

New Students to the District

1. Start by getting to know the student. Give them time to acclimate to the new school environment.
2. Interventionist will perform a new Running Record and score input into eduClimber
[Elementary/Middle(as necessary)]
3. iReady Diagnostic needs to be assigned and completed to ensure lessons are populated accordingly
4. Collect school records from the previous school or reach out to the District prior if concerns

What if the child seems to have some concerns?

- Collect school records from the previous school or reach out to the District prior if concerns
- Check if the child has been in previous interventions.
 - If the answer is no, schedule a Kid Talk.
 - If the answer is yes please look for the following:
 - Intervention Records
 - Progress Monitoring Records
 - Schedule a Kid Talk

If you are considering putting the student in a current intervention, other circumstances must be considered such as:

- The intervention you want to put the new student in, is it something this child has received previously or something new?
- Specific skills the student is showing concern in
- Tier level
- Duration of current intervention phase
- Other students in the intervention (are any in a referral process as this alters their intervention information)
- In the current intervention you'd like to have this student join, are the lessons near finishing that it would skew the support for the new incoming student
- Discussion had with the family on concerns?
- Had a Kid Talk with all the required information and following District protocols

Checklist for Referral Process

Problem Solving Team Process

- Kid talk form- a teacher/staff fills out a “request for assistance form” (can be filled out by anyone), administrator follows up to schedule meetings
 - please include Program Support for Pupil Services when new special education staff are involved to ensure adequate mentorship
- Questions to ask (if the team wants to go to referral...or is asking for more input)
 - Has the child been progress monitored? Can one see the data for 2 interventions? What area have you been intervening in? How often did the student have intervention? Was fidelity met?
 - Has there been at least two different Tier 3 interventions which have lasted the required intervention time (9 weeks each, with at least 9 progress monitoring data points unless the intervention otherwise states)
 - With EBD...where is the data? Has an ALSUP/FBA been completed?
 - Is the student an English language learner? What are their ACCESS scores?
 - Hearing /vision concerns?
 - Covid- virtual or in person instruction?
 - Any other medical or outside service provider information?

THE INDIVIDUAL WHO REFERS IS THE ONE WHO MAKES THE PHONE CALL TO REFER. Take time to identify who that person is in the meeting.

- [NL RtI Guide](#)

Once referral is made

- Referral form- sent to the person making the referral to complete
- Approval and notice of re-eval/eval will be sent to the family
- Notice to families- Families need to be fully informed prior to us asking about testing, etc.
- Consent form & timeline- Must be sent within 15 BUSINESS days of when approved by Program Support. (do not include holidays)
 - Exceptions...re-eval (due before the 60 day timeline is complete) 60 days starts when you send no-testing needed or consent is sent.
- Invite timeline and reminders
 - Mail invite at least the week before the meeting, call 24 hours prior to the meeting to remind. We want to make sure that we've made three good faith attempts.

March 15 is the final date to start a referral.

Checklist of Procedures:

Beginning of the School Year:

- Teacher has given adequate time to get to know the student (whether new or beginning of the year)
- Data Dive Meetings or Needs Assessment has taken place to determine next steps

If New Student of Concern or New Student to the District with Concerns:

- Teacher has given adequate time to get to know the student (whether new or beginning of the year)
 - Ensure all records are received and reviewed
- Family has been talked to on the area(s) of concern via phone or in-person conversation
- i-Ready Diagnostics have been completed. Reports have been reviewed
- Running Record has been completed and entered into EduClimber
- Kid Talk is requested and scheduled with all team members contacted (ie. Teacher, Principal, School Psychologist, Program Support/Counselor/Interventionist/Special Education if appropriate)
 - Fill in areas of strengths and concerns. Note if contact has been made with the family and any background knowledge deemed needing to be shared with the team.
 - Bring anecdotal notes and tangible data (ie. Running Record, i-Ready reports, past interventions, etc) to the Kid Talk
 - State those to be involved in the Kid Talk meeting
- Team comes together to discuss student of concern
 - Kid Talk Form created for student in EduClimber and completed in entirety. All data components should be entered prior to the meeting and all information is discussed (behavior, classroom notes, diagnostic data)
 - Additional information on the student is filled in the day of the meeting.
 - One Kid Talk form should be created each school year for which the student has a Kid Talk requested. If concerns in multiple areas, the information would be put into the same Kid Talk form and marked with updated dates as the school year progresses.
 - All components of the form need to be completed and dated. Any additional material added at a later date needs to be dated and noted.
- After Reviewing all pieces of data, and based on the data, next steps are determined
 - Looking at data collected, the team determines:
 - The student will continue on an "On-Watch" process and "tag" student in EduClimber
 - Team may decide to complete ALSUP and FBA for student with social, emotional, and behavioral concerns
 - Receive additional support
 - Begin a recorded intervention, either academic or behavioral. Determine if progress monitoring will occur and what this probe will be.
 - Determine follow up necessary with the family of the student
 - May decide to "tag" student within EduClimber with Referral in Process (to start 2022 school year)