

Academic interventions are additional instruction and support that supplement the general education curriculum (regular classroom instruction) and are necessary to improve academic performance for some students.

Academic interventions are essential in ensuring a student's educational performance is not based primarily on a lack of appropriate instruction in reading (including the essential components: phonemic awareness; phonics; vocabulary development; reading fluency, including oral reading skills; and reading comprehension strategies), math, or limited English proficiency.

Academic interventions cannot be selected at random. A student's academic need(s) must be defined clearly and in detail. Then, the probable explanations for the academic needs(s) are identified to determine an appropriate intervention. The link between the skill and intervention must be specific to the skill area (math, reading, and writing) and the particular dimension of the skill being targeted (fluency, accuracy, etc.). This link is essential for increasing the likelihood of success.

Progress monitoring is a critical component in successful academic interventions. It is a scientifically based practice used to assess students' academic progress and evaluate the effectiveness of instruction. Progress monitoring must occur on a regular basis (typically on a weekly or bi-weekly basis).

Another critical component is data-based decision making. Data-based decision making is an ongoing process of analyzing and evaluating information to inform important educational decisions and actions. Progress monitoring data should be the primary evidence utilized when making academic decisions for students.

School administrators must allocate time in the school schedule for the implementation of interventions and meetings to review the progress monitoring data to make appropriate education decisions. In addition, teachers and staff must be provided with targeted, ongoing professional development in the area of academic interventions.

It is very important to note that academic interventions should be provided to ALL students [regular education, special education, English Language Learners (ELL)] in need of intervention.

Driving Question: Are academic interventions utilized effectively to impact targeted skills in all academic areas?

Instructions

Prior to beginning the self-assessment, the school may need to gather and review educational records, processes, information and documents related to **the implementation of academic interventions**. This information may include:

- 1) **Written Policies, Procedures, or Forms**
- 2) **Lists of Intervention Materials and Tools Available at the School**
- 3) **Professional Development Resources and/or Presentations**

Stages of Practice

The self-assessment is intended to identify a school's stage of practice in the area of academic interventions and provide guidance for schools in improving their practice. The Oklahoma State Department of Education, Special Education Services division (OSDE-SES) envisions stages of practice along this continuum:

- 1) None
- 2) Exploring
- 3) Partial
- 4) Adequate
- 5) Best

“Adequate” and “Best Practice” ratings require a) observable/measurable evidence and b) documentation of consistent use.

Components

For the area of academic interventions, the OSDE-SES has identified eight components critical in the implementation process.

- 1) **Allocation of Time in the Daily Schedule**
- 2) **Professional Development**
- 3) **Identifying Which Students are in Need of Academic Interventions**
- 4) **Evaluation of Target Concerns**
- 5) **Availability of Academic Intervention Materials**
- 6) **Matching Academic Interventions to Targeted Skills**
- 7) **Progress Monitoring**
- 8) **Utilizing Decision Making Strategies**

Each component and best practice description is followed by a list of measures. Some include examples. A school's stages of practice should be informed by these measures.

Self-Assessment Team

A team consists of more than one person. The self-assessment should be completed by a team of at least 3-5 individuals. The Academic Intervention Team may include:

- 1) Administrator(s) (Superintendent/Principal/Assistant Principal)
- 2) Special Education Teacher(s)
- 3) General Education Teacher(s)
- 4) Special Education Services Director
- 5) Counselor(s)
- 6) Related Services Personnel
- 7) School psychologist
- 8) Parent(s)

List the team here:

Name	Role	Signature

Components

To determine your level of practice, utilize the following measures. Data collected from these measures should be gathered by reviewing academic intervention procedures, classroom observations and through class and faculty meetings.

1) Allocation of Time for Interventions in the Daily Schedule

Best Practice: Intervention time is allocated in the daily schedule for all students in need of academic intervention. *The schedule is developed with input from teachers, staff, and administrators.*

Measures:

- A process is in place to determine the estimated number of students that are in need of academic interventions in order to adequately allocate time and resources in the yearly schedule.
- Time for academic interventions for all areas (math, reading, and writing) is allocated in the master schedule.
 - Ex. Time is allocated for flexible groupings in the schedule to provide group interventions targeting specific skills.
- The master schedule is developed collaboratively by teachers, administrators, and other staff.
 - Ex. Common planning times are allocated in the schedule to allow for more efficient collaboration between professionals.
 - Ex. Time is allocated during faculty meetings throughout the year to review the master schedule and make suggestions for improvements in order to better meet the academic needs of all students.

Documentation/Comments:

2) Professional Development

Best Practice: School based professional development for academic interventions is provided to teachers annually *and more often if necessary*. The effectiveness of the professional development is evaluated *and results are incorporated into future professional development*.

Measures:

- Professional development for academic interventions is provided to teachers at least annually.
 - Ex. The number of professional development hours necessary for effective goal attainment has been determined and spaced out over the course of the school year.

- A process is in place to evaluate the effectiveness of the professional development.
 - Ex. After professional development is conducted, ample classroom-based practice with feedback and reflection takes place.
 - Ex. Follow up to professional development includes provision for coaching, tracking participant's use of new skills, and evaluation of training's impact on students.

- Professional development provided for academic interventions is continuously being improved upon depending on feedback from staff and data from student outcomes.

- Evaluation data is used to determine if additional professional development is warranted.

Documentation/Comments:

3) Identifying Students in Need of Academic Interventions

Best Practice: Classroom scores/assignments and screening data are utilized, at least 3 times per year, to determine which students are in need of academic interventions and to identify specific skills to be targeted. *Information collected is also used to determine grade level needs and effectiveness of school level interventions.*

Measures:

- Academic screeners are provided to all students at least 3 times per year.
 - Ex. Universal screeners are conducted in the fall, winter and spring.

- The academic screening data are reviewed and analyzed, at least 3 times per year, to determine which students are in need of academic interventions.

- Classroom scores/assignments, screening data, and data from additional diagnostic assessments are utilized to determine specific skills to be targeted.
 - Ex. Procedures for academic data reviews are applied during regularly scheduled meetings (i.e. at least twice a month) and is a team process (i.e. administrator, general education teacher, special education teacher, and school psychologist).

- Data collected are analyzed by a school-based team to determine grade level needs and the effectiveness of school level interventions.
 - Ex. The school-based intervention team meets on a regularly scheduled basis during the school year (minimum of once per month for at least one hour) to examine the effectiveness of school level interventions.
 - Ex. The school-based intervention team includes teachers, administrators, related service providers, various school-based personnel, parents, and students (for secondary schools).

Documentation/Comments:

4) Evaluation of Target Concerns

Best Practice: The school has developed a systematic approach for analyzing at-risk performance. Additional assessments are in place and are conducted to identify and refine targets in all academic areas (math, reading, and writing). *These additional assessments are provided to the at-risk population when problem refinement or intervention modifications are warranted.*

Measures:

- A written systematic approach to analyzing at-risk performance has been developed by the school and is available to all educators.

- Additional diagnostic assessments have been identified and are in place to refine targets in all academic areas (math, reading, and writing).
 - Ex. Academic diagnostic assessments are collected from standardized measures or error analysis of progress monitoring and student work.

- Additional diagnostic assessments are provided to the at-risk population when problem refinement or intervention modifications are warranted.
 - Ex. Data gathered through these assessments are utilized to identify specific areas of difficulty when a lack of progress is evident and used to inform decisions about how to adapt the intervention.

Documentation/Comments:

5) Availability of Intervention Materials

Best Practice: Research-based academic intervention materials have been developed or purchased based on the identified needs of the school in all academic areas in quantities effective to meet the needs of the school. *Intervention materials are evaluated for effectiveness through data analysis.*

Measures:

- The data collected throughout the academic intervention process are analyzed by a school-based team to determine student and school level needs.
- Research-based academic intervention materials have been developed or purchased for all academic areas (math, reading, and writing).
 - Ex. A thorough intervention library exists which includes interventions and all necessary materials required to implement the interventions with fidelity.
- The academic intervention materials available are based on the identified needs of the school.
- There are sufficient academic intervention materials available to meet the needs of the school.
- The academic intervention materials are evaluated for effectiveness through data analysis on a continuous basis.

Documentation/Comments:

6) Matching Academic Interventions to Targeted Skills

Best Practice: Teachers identify and utilize interventions designed specifically to impact targeted skills in all academic areas. *The instruction of the targeted skill is taught across multiple discipline areas.*

Measures:

- Teachers have the necessary knowledge and training to identify interventions designed for targeted skills in all academic areas (math, reading, and writing).
 - Ex. An intervention library is available and is easily accessible by all school personnel and parents and is adequately labeled to ensure proper selection of interventions.
- Teachers have the necessary knowledge and training to use interventions with fidelity.
- Teachers collaborate to ensure targeted skills are addressed and intervened on across multiple discipline areas.

Documentation/Comments:

7) Progress Monitoring

Best Practice: Progress monitoring of student outcomes occurs in all academic areas. *Data from additional diagnostic assessments are also used to determine outcomes, effectiveness, and need.*

Measures:

—Administrators and teachers receive training on progress monitoring skills and tools.

—Progress monitoring of student outcomes occurs for students receiving academic interventions.

___ For all students ___ For all academic areas (math, reading, and writing)

—Data from additional diagnostic assessments are used to determine outcomes, effectiveness, and need.

- Ex. Data gathered through these assessments are utilized to identify specific areas of difficulty when a lack of progress is evident, and used to inform decisions about how to adapt the intervention.

Documentation/Comments:

8) Utilizing Decision Making Strategies

Best Practice: All teachers follow a consistent and effective written process on how to document, analyze, and utilize the intervention data. *Teachers and administrators (and other professionals, as needed) meet on a regular basis to make necessary adjustments to instruction and interventions.*

Measures:

- A consistent and effective written process is in place describing the process and details involved in documenting, analyzing, and utilizing intervention data to make educational decisions.
- All teachers are provided instruction and coaching on the written process for data based decision making.
- All teachers follow the written process for data based decision making.
- Teachers and administrators meet on a regular basis to make necessary adjustments to instruction and interventions based on the data gathered throughout the intervention process.
 - Ex. The school-based intervention team meets on a regularly scheduled basis during the school year (minimum of once per month for at least one hour) to examine the effectiveness of school level interventions.
 - Ex. The school-based intervention team includes teachers, administrators, related service providers, various school-based personnel, parents, and students (for secondary schools).

Documentation/Comments:

Additional Information

The Academic Interventions, Professional Development Resources document included in this Self-Assessment packet includes resources for the Oklahoma Tiered Intervention System of Support (OTISS). OTISS is Oklahoma's tiered intervention model for identifying and addressing academic and behavioral difficulties that interfere with PreK-12 student success. This model was developed, and is currently supported, by the 2011 Oklahoma State Personnel Development Grant II (OK SPDG II), a grant from the U.S. Department of Education.

Even if your school is not current implementing a tiered system of academic interventions, the resources developed to support the implementation of OTISS will be beneficial for the implementation of academic interventions.

