



A MULTI-TIERED SYSTEM OF SUPPORT (MTSS) FRAMEWORK FOR THE STUDENT SUPPORT AND PROGRESS TEAM (SSPT)

LOS ANGELES UNIFIED SCHOOL DISTRICT

August 6, 2015

Objectives: By the end of this training, you will understand:

Understanding the relationship between Multi-Tiered Systems of Support (MTSS/RTI²) and the Student Support and Progress Team (SSPT)

Improving Universal Tier I, II and III Intervention Systems within Schools

Developing capacity in Early Literacy and Numeracy, English Language Development, School-wide Positive Behavior Supports, and Objective Progress Monitoring Systems

One Shared
Process

District-wide
Procedures

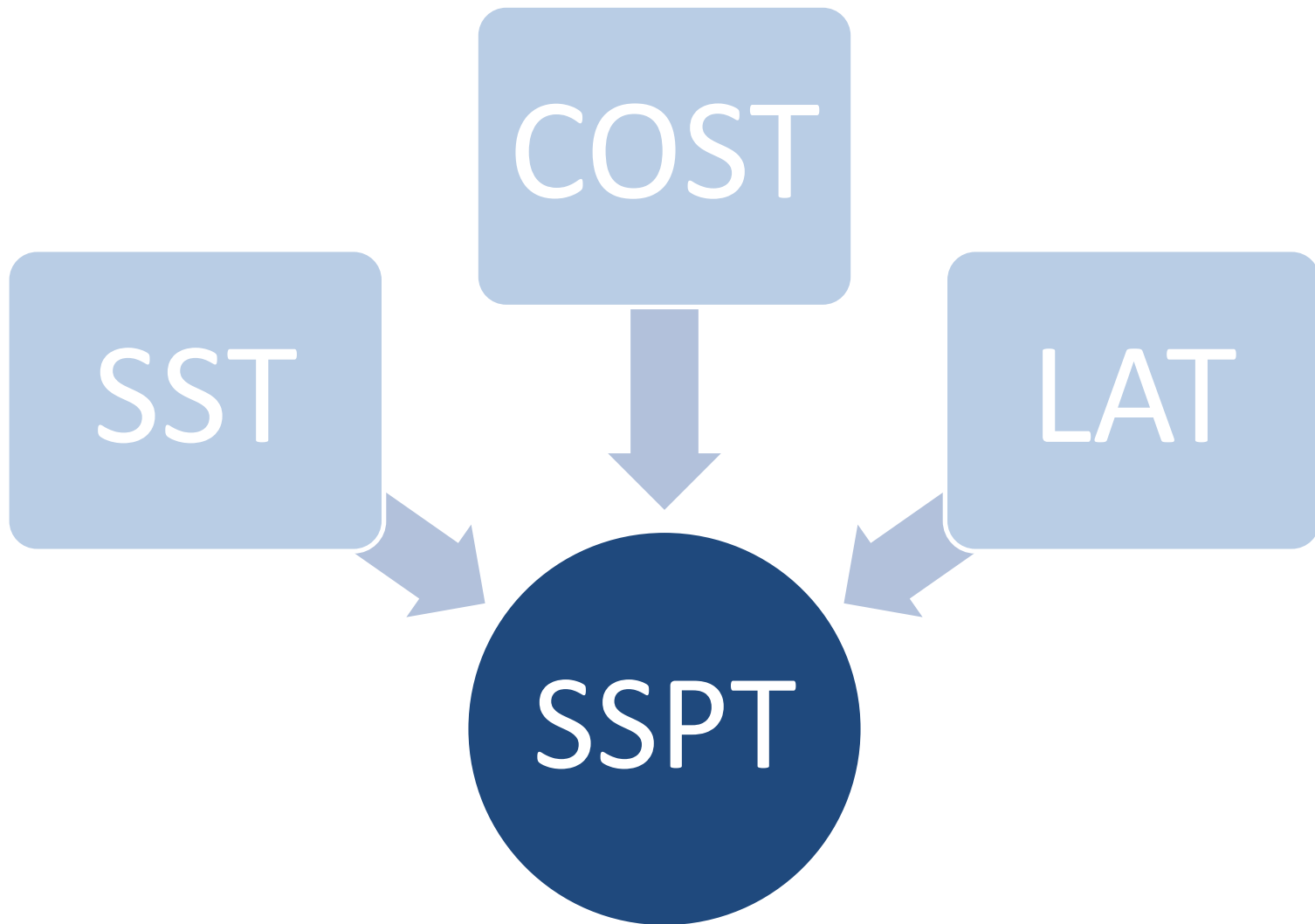
Consistent
Interventions

Accountability



Pathways to Building Student Success

- Build on current school **Collaboration of Services Team (COST)**, **Student Study Team (SST)**, and **Language Appraisal Team (LAT)** processes
- Further develop and support systematic implementation of **Multi-Tiered Systems of Support (MTSS)** by:
 1. Standardizing pre-referral practice across schools
 2. Measuring student progress and performance
 3. Providing an Academic and Social Emotional Screener
 4. Supporting the development of students' academic, linguistic and social-emotional/behavioral needs through target intervention

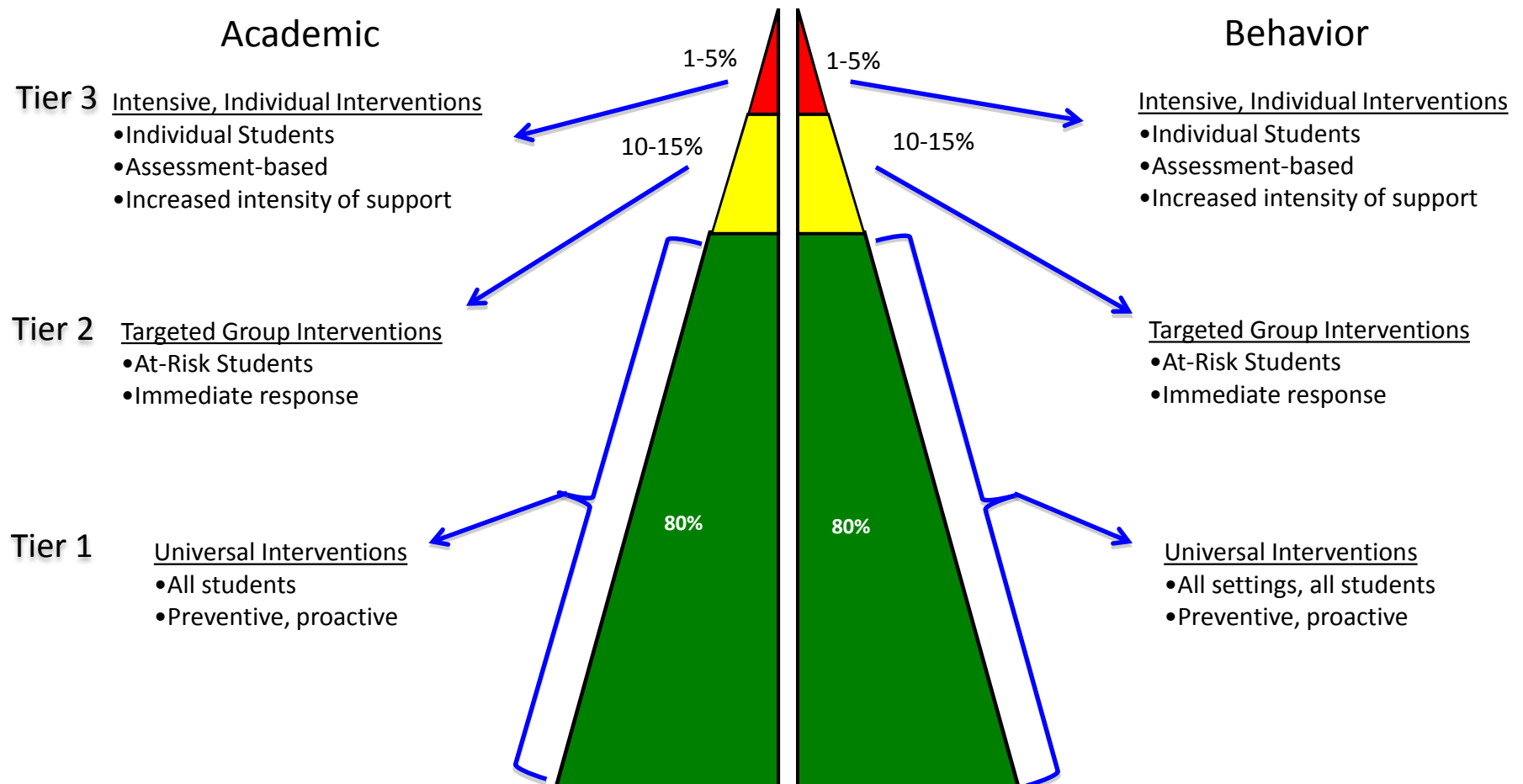


A Multi-Tiered System of Support

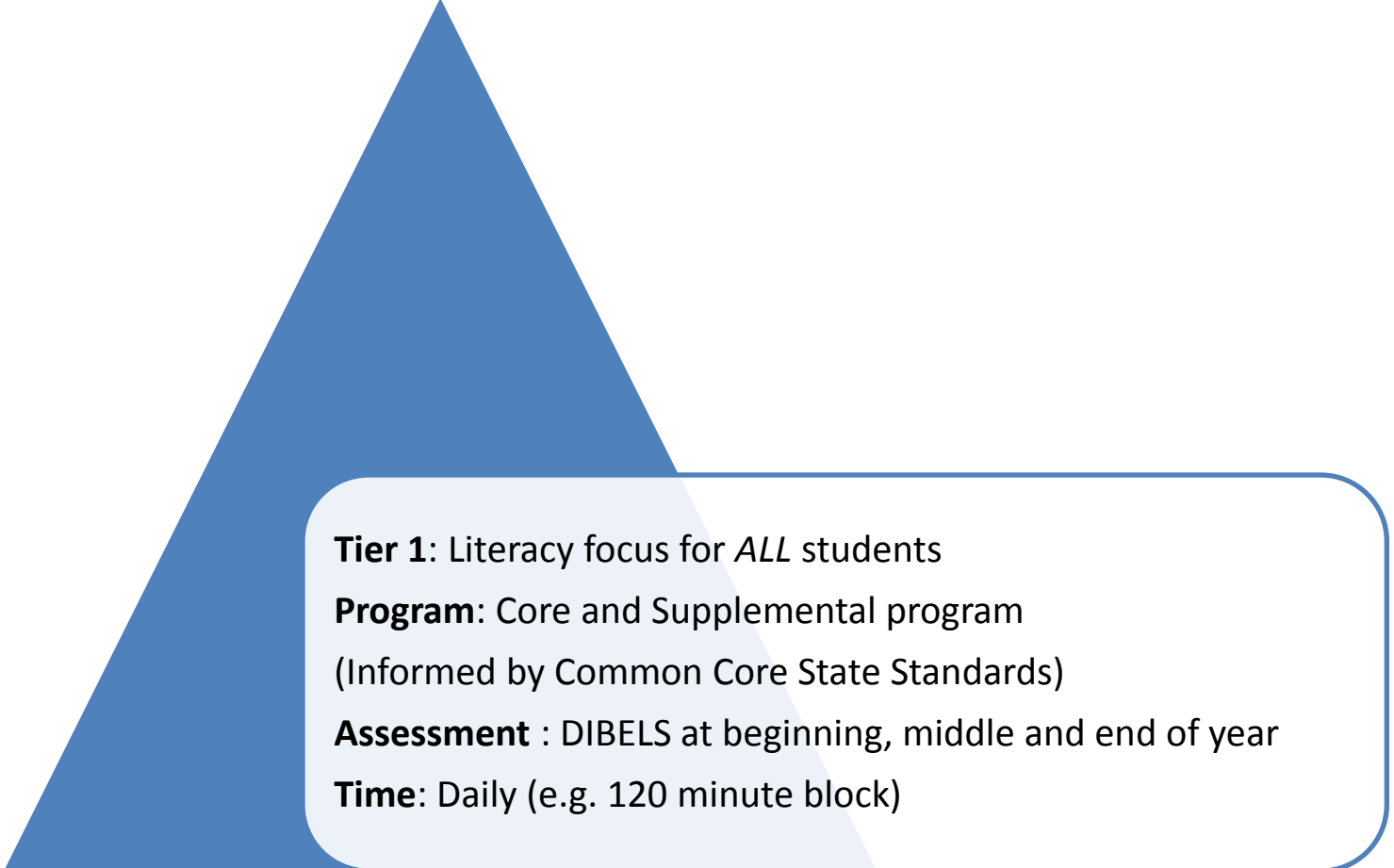
A Multi-Tiered System of Support (MTSS) is a structure of intervention support that is directly linked to the identified academic, linguistic and/or behavioral needs of the individual student or group. Student progress is closely monitored at each stage of intervention to determine the need for further evidence-based instruction and/or intervention in general education.

Multi-Tiered Systems of Supports (MTSS) is a framework that includes the Student Support and Progress Team process at Tiers 2 and 3

Designing School-Wide Systems for Student Success



Identifying Resources at Your School –Tier 1 (ELA Example)



Tier 1: Literacy focus for *ALL* students

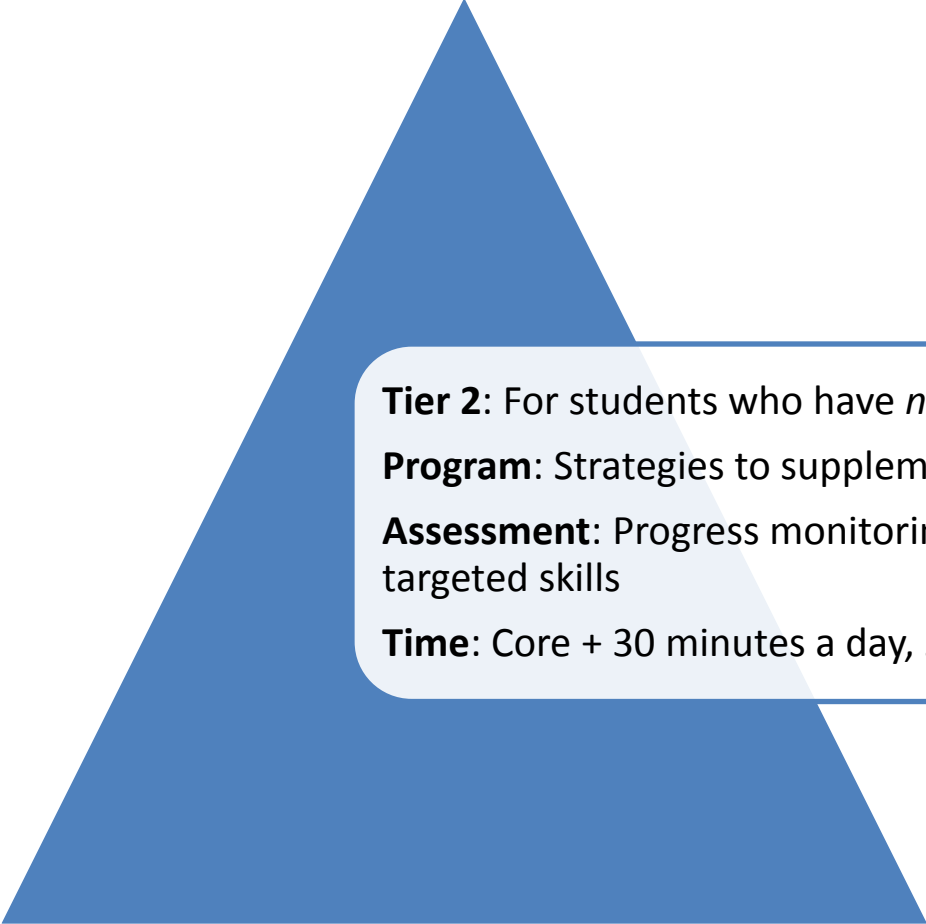
Program: Core and Supplemental program

(Informed by Common Core State Standards)

Assessment : DIBELS at beginning, middle and end of year

Time: Daily (e.g. 120 minute block)

Identifying Resources at Your School – Tier 2 (ELA Example)



Tier 2: For students who have *not responded* to Tier 1 supports
Program: Strategies to supplement, enhance and support Tier 1
Assessment: Progress monitoring at least every other week on targeted skills
Time: Core + 30 minutes a day, 2-3 x per week of intervention

Identifying Resources at Your School – Tier 3 (ELA Example)



Tier 3: For students who have *not responded* to Tier 1 or Tier 2 supports

Program: Sustained, intensive, evidence-based interventions delivered by skilled/trained interventionist

Assessment: Progress monitoring should occur more frequently, such as weekly on targeted skills

Time: Core + Tier 2 + extra 30 minutes 2-3x per week of additional intervention

The Student Support and Progress Team (SSPT) and use of Multi-Tiered Systems of Support (MTSS)

MTSS

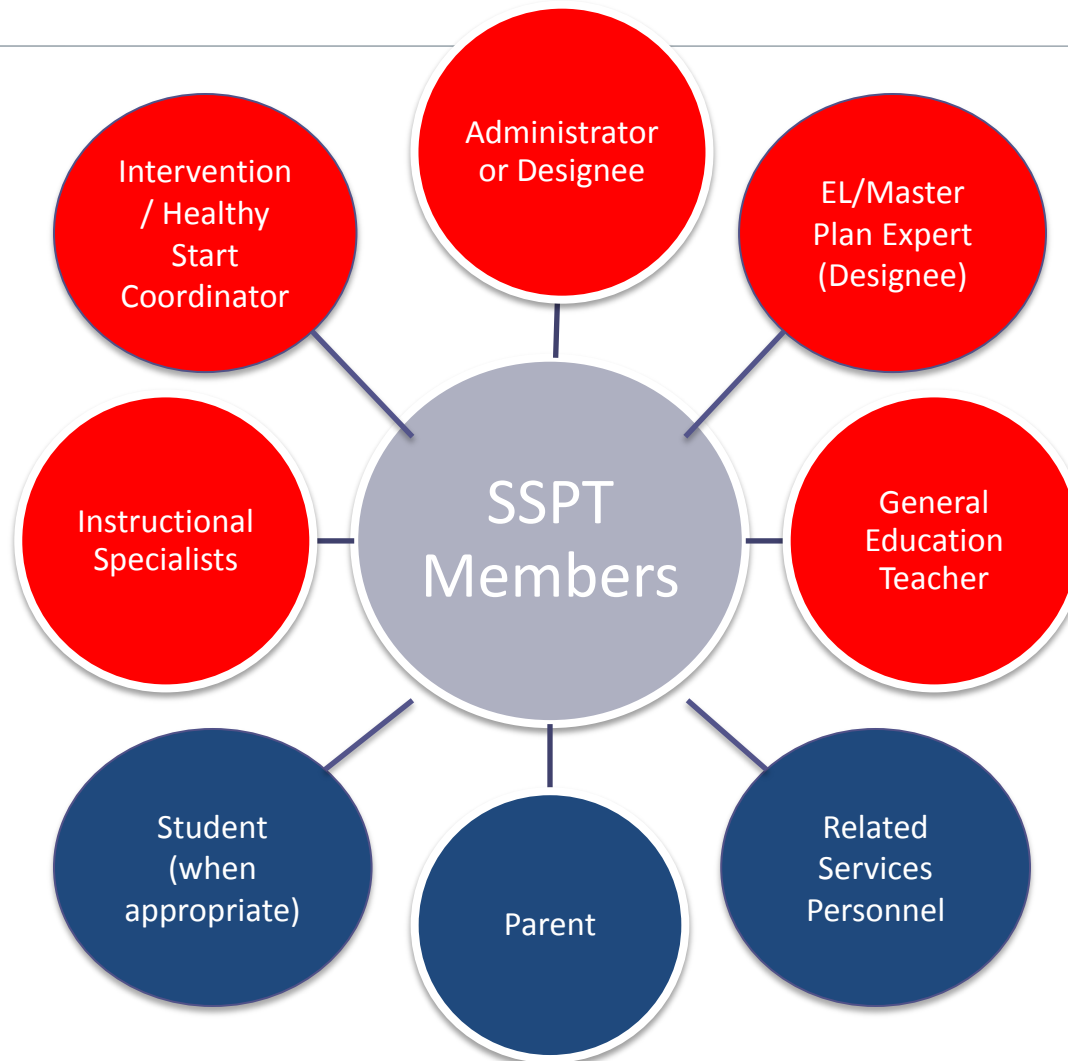
All schools are required to use MTSS for the early identification and provision of supports to students who are struggling academically, linguistically and/or behaviorally

SSPT

The purpose of SSPT is to assist schools in conducting universal screening, providing evidenced-based interventions, collecting progress monitoring data and maintaining accountability for implementation

All schools will establish a SSPT within the first six weeks of the school year

SSPT Members (as staffed at each site)



Knowledge and Training of SSPT Members

SSPT Members should have knowledge and/or experience in:

- 1) Analysis of student work and student progress monitoring
 - 2) Intervention services and resources available
 - 3) Differentiated instruction strategies and the California Standards
 - 4) Multi-Tiered Systems of Support
 - 5) Student subgroups disproportionally referred to special education
(e.g., English Learners, Standard English Learners)
 - 6) Positive Behavior Supports
-

SSPT School-Wide Accountability Forms

School-wide Accountability Forms must be uploaded to the English Learner Instructional Online Accountability System (OLAS) by the school principal or EL designee

Timelines:

- 1) The SSPT Membership Form must be uploaded within the first 6 weeks of the school year
 - 2) The SSPT Sign-in Forms and the SSPT Referral Log must be uploaded at least quarterly (i.e. at least 4 times per year)
-

Student Support and Progress Team (SSPT) and Multi-Tiered Systems of Support (MTSS)

Attachment A

Student Support and Progress Team Membership Form

School

The following individuals have been designated and trained to serve as members on the School Support and Progress Team for the school year:

| Name | | Title |
|------|--|-----------------------------------|
| 1. | | Administrator/Designee |
| 2. | | General Education Teacher |
| 3. | | Instructional Specialist |
| 4. | | Intervention/Healthy Start Coord. |
| 5. | | EL Designee |
| 6. | | Parent: |
| 7. | | Other: |
| 8. | | Other: |
| 9. | | Other: |
| 10. | | Other: |
| 11. | | Other: |
| 12. | | Other: |

Student Support and Progress Team meetings are held (specify how often):

Principal's Signature

Date Submitted

Student Support and Progress Team Sign-In Form

Attachment B

| | | |
|--------------------|---------------|----------------------|
| Student Name: | Meeting Date: | |
| Teacher/Counselor: | Grade: | Subject (Secondary): |

| No. | Print Name | Signature | Title/Role |
|-----|------------|-----------|--|
| 1 | | | Administrator/Designee |
| 2 | | | General Education Teacher |
| 3 | | | Instructional Specialist |
| 4 | | | Intervention/ Healthy Start Coordinator |
| 5 | | | EL Designee |
| 6 | | | Other: |
| 7 | | | Other: |
| 8 | | | Other: |

Student Support and Progress Team Referral Log

Q1 ☐ Q2 ☐ Q3 ☐ Q4 ☐

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[illegible]

SSPT Responsibilities

Meeting Norms and Protocols

Setting up Meetings

- Establish a calendar of regularly scheduled meeting times
- Designate a quiet and confidential meeting place
- Develop a system for notifying the parent/caregiver

Assigning Roles & Responsibilities

- Meeting Facilitator
- Time Keeper
- Recorder
- Case Manager

Structuring Time

20-30 total minute timeframe

- Welcome/Intro (2-3 min)
- Student Strengths (2-3 min)
- Problem Identification (4-5 min)
- Goal setting (3-4 min)
- Brainstorm and Select Interventions (6-8 min)
- Intervention Plan (8-10 min)
- Summarize/Closure (2-3 min)

Student Support and Progress Team (SSPT) and Multi-Tiered Systems of Support (MTSS)

Date: _____

Dear _____:

The goal of our school is to ensure that all students are successful learners and high achievers. The purpose of this letter is to inform you that _____ continues to have success in _____. However, at this time we are concerned that _____ is having difficulty with _____.

In an effort to ensure that _____ continues to have success in the classroom/school environment, _____ has been referred by _____ to the school's Student Support and Progress Team (SSPT). The SSPT, comprised of various school staff members is a teacher and student support system designed to problem-solve on how we can assist _____ to be more successful in school. Teachers, administrators and other school support personnel are members of the team.

As you know, you play an important role in _____ education. The school welcomes and respects your input. We would like to invite you to join us as a member of the team to help find ways in which _____ can continue being successful in school.

We have tentatively scheduled a meeting on _____ to design a support plan for _____. Please let us know if you are able to attend.

☐ I will attend the meeting as scheduled.

☐ I will need the following accommodations so that I may attend the meeting: _____

☐ I would prefer to participate by telephone. Please contact me at _____.

☐ I will not attend the meeting, but would like a contact from the teacher or team.

☐ I would rather come on _____.

☐ Please contact me at _____ to reschedule.

Parent Signature

Date

Please sign and return this letter to indicate your preference. A stamped self-addressed envelope is attached for your convenience, or you may contact _____ at _____, or by email at _____.

We look forward to hearing from you.

Sincerely,

SSPT Responsibilities

EL, LTEL, and RFEP Students

Functions previously addressed by the Language Appraisal Team (LAT) that are now completed by the SSPT:

- Monitor appropriate instruction, support and intervention strategies
- Review attainment of minimum progress benchmarks for ELs to avoid over-identification for special education services.
- Monitor placement/instruction to ensure appropriate linguistic and academic progress.
- Review the progress of ELs in meeting the reclassification criteria in grades K-12.
- Ensure RFEP students continue to make progress and achieve academic proficiency in all core subject areas based on data, grades, and state test scores after reclassification.
- Review student and school data (at least 4 times per year) to ensure the above is documented and monitored accurately.

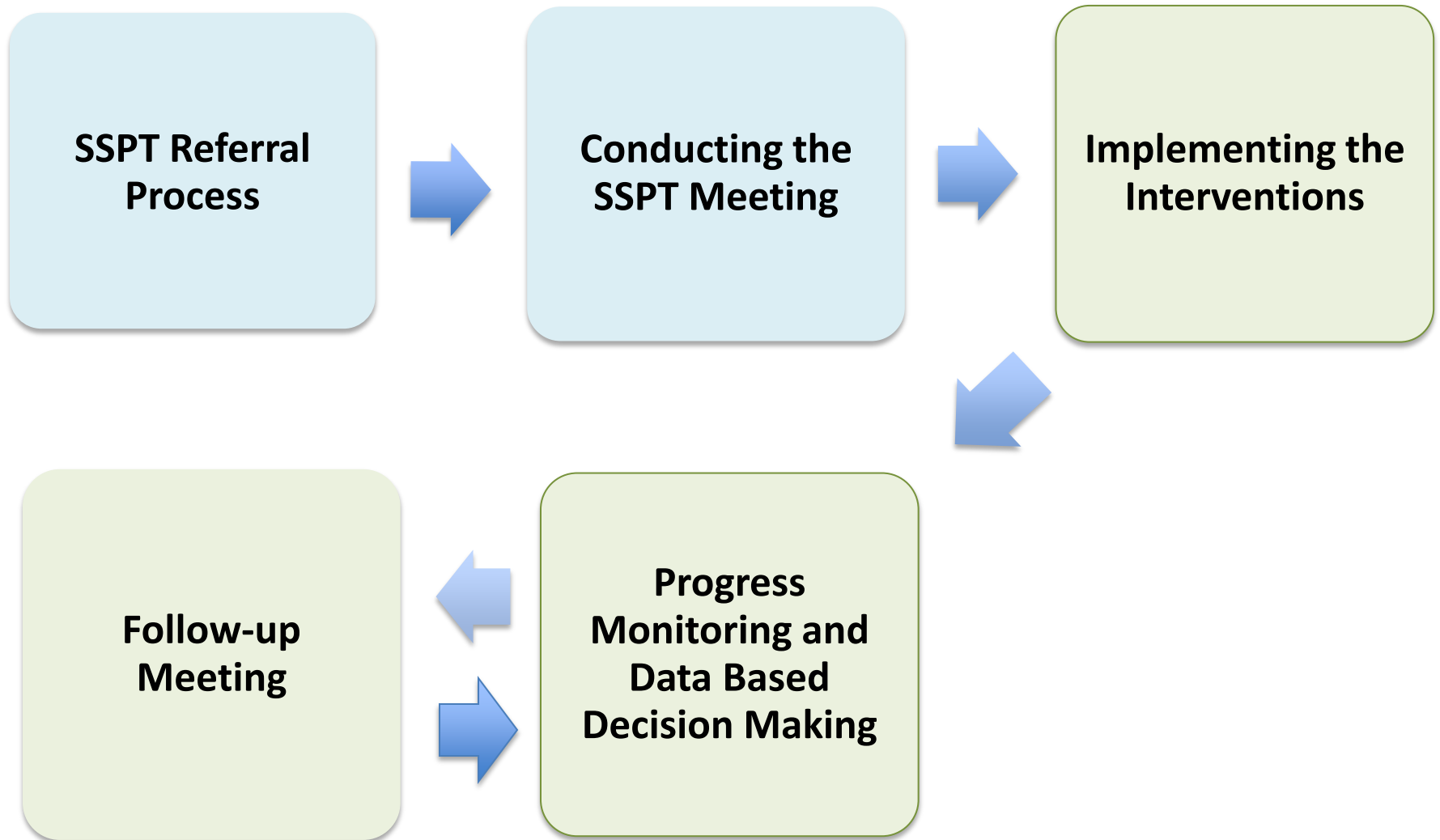
SSPT Responsibilities

Maintenance of Student Specific Forms

**Maintain documents of all SSPT forms in a binder at the school site
(for a minimum of 5 years)**

Maintain student specific SSPT forms in the student's cumulative folders:

- SSPT forms for English only (EO) and Standard English Learners (SELs) are maintained in the **RED** intervention folder
 - SSPT forms for EL/RFEP/LTEL students are maintained in the **BLUE** EL Folder
-



Pre-Referral Activities

- **Collect and review baseline data** using district applications related to student academic, linguistic and behavioral performance
- **Identify students who are at-risk** in the areas of Achievement, Behavior, Language, Attendance, Health, and/or Social-Emotional Functioning
- Conduct **collaborative meetings** to review relevant student data and **make recommendations** regarding necessary supports
- **Recommend and Implement interventions** at targeted levels



Pre-Referral Activities (cont.)

- Collect **on-going progress monitoring data** to make recommendations
 - If the student is making *sufficient progress*, the student should continue to receive this level of support
 - If the student is *not responding* to the intervention or *is not demonstrating sufficient progress*, a SSPT meeting should be initiated
-

Pre-Referral Activities (cont.)

For ELs, RFEPs, & ELTEs

To support the **monitoring of progress for EL, LTEL and RFEP students**, the SSPT is responsible for reviewing student data on a regular basis and recommending appropriate support and intervention services.

- EL Rosters must be run at least quarterly in MISIS to review student progress and placement
 - English Learner Monitoring Roster
 - Ready to Reclassify Roster
 - Potential Reclassification Roster
 - LTEL Monitoring Roster

Referral to the SSPT

- The referring person will submit a completed **SSPT Request Form** to the designated SSPT Coordinator at the school site
- The SSPT Coordinator will schedule a **Consultation Meeting** with the referring person to complete the **SSPT Referral Form**
 - The EL Progress Profile (for ELs & LTELs), accessible in MISIS, should be accessed and attached to the Referral Form



Attachment E

Student Support and Progress Team Request Form

(Submit to SSPT Coordinator)

| | | | |
|---|-----------------------------------|---|--|
| Date: | <input type="text"/> | School: | <input type="text"/> |
| Referring Person: | <input type="text"/> | Relationship to student: | <input type="text"/> |
| Position: (if applicable) | <input type="text"/> | Dates/Times available for consultation: | <input type="text"/> |
| Student Name: | <input type="text"/> | Student ID: | <input type="text"/> |
| Grade: | <input type="text"/> | English Learner: | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Reason for Referral: | | | |
| <input type="checkbox"/> Academic | <input type="checkbox"/> Behavior | <input type="checkbox"/> Health | <input type="checkbox"/> Language |
| <input type="checkbox"/> Social/Emotional | <input type="checkbox"/> Other | | |

Brief Description of Concern:

The SSPT Coordinator will contact you to schedule a consultation meeting.



Attachment F-1

Student Support and Progress Team Referral Elementary

Completed with SSPT Coordinator and referring person

Referring Person: _____ Date: _____
 Student Name: _____ Student ID: _____
 Teacher Name: _____ Grade: _____ Room: _____

Reason for Referral:

☐ Academic ☐ Behavior ☐ Health ☐ Language ☐ Social/Emotional ☐ Other

☐ Reclassification of English Learner

Please explain: _____

Background Information:

| | | | |
|---------------------------------|------------------------------|-----------------------------|-------------------------------|
| Attendance: | Days Absent: _____ | Unexcused: _____ | Tardies: _____ |
| Physical/Health Problems: | Yes <input type="checkbox"/> | No <input type="checkbox"/> | If yes, please explain: _____ |
| Student wears glasses: | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Consistently: _____ |
| Student wears a hearing device: | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Consistently: _____ |

Current Academic Information:

| | | |
|---|--|---|
| DIBELS Next Data: <i>(composite)</i> <input type="checkbox"/> BOY <input type="checkbox"/> MOY <input type="checkbox"/> EOY _____ | | Attach Documentation (as appropriate): <input type="checkbox"/> Elementary Interim ELA/Math Assessment Data <input type="checkbox"/> Student Support and Progress Team Screener <i>(as applicable)</i> <input type="checkbox"/> MyData Comprehensive Student History Report (including grades) <input type="checkbox"/> Social Emotional Screener Results (DESSA, SSRS) <input type="checkbox"/> State Assessment Results <i>(if applicable)</i> <input type="checkbox"/> Prior Intervention Services Received (MyData, MiSiS) <input type="checkbox"/> Other Pertinent Data regarding the reason for referral: <i>(Explain)</i> _____ |
| Indicator Results, as applicable: First Sound Fluency: _____ Letter Naming Fluency: _____ Phoneme Segmentation: _____ Nonsense Word Fluency: _____ Oral Reading Fluency: _____ Date: _____ | | |

Student Support and Progress Team (SSPT) and Multi-Tiered Systems of Support (MTSS)



Attachment F-1

Current English Learner/Reclassified English Proficient Student Information:

| | | | | | |
|--------------------------|---|--|----------------------------------|-----------------------------|--------------------------------|
| Primary Language (L1) | <input type="text"/> | L1 Support provided by | <input type="checkbox"/> Teacher | <input type="checkbox"/> TA | <input type="checkbox"/> Other |
| Language Classification: | <input type="checkbox"/> EL <input type="checkbox"/> RFEF | Date of Current Language Classification: | <input type="text"/> | | |

In addition to the information above, please attach a copy of the EL Progress profile for EL students.

Classroom/Playground Behavior (answer yes or no)

| | | | |
|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------|
| No <input type="button" value="v"/> | 1. Positive peer social interactions | No <input type="button" value="v"/> | 5. Group participation |
| No <input type="button" value="v"/> | 2. Positive adult social interaction | No <input type="button" value="v"/> | 6. Attention seeking behavior |
| No <input type="button" value="v"/> | 3. Completes in-class assignments | No <input type="button" value="v"/> | 7. Lacks Motivation |
| No <input type="button" value="v"/> | 4. Completes homework | No <input type="button" value="v"/> | 8. Follows rules |

Initial Description of Concern: Please describe the student's strengths, your specific academic or behavior concerns and the interventions and strategies implemented to address these concerns.

| | |
|--|--|
| Strengths: (What are the student's academic and social skills strengths?) | |
| Academic or Behavior Concern: (What is impeding the students learning?) | |
| Are there CA CCSS or ELD Standards not being met? (Identify the subject area and bucket area of concern) | |
| Classroom Interventions and Strategies Implemented: (What interventions have you attempted in addressing the area of concern? If related to behavior, refer to Behavior Instruction and Intervention Tier 1 Supports Inventory) | |
| Intervention Frequency and Duration: (When did the intervention begin? How long was it implemented? How often was it provided? Example: Intervention began October 1 st , it was implemented for four weeks and it was provided once a week for 20 minutes. | |
| Outcomes: (How did the student respond? What progress was observed?) | |

Additional Relevant Information (Where the behavior occurs, relevant social/emotional information, academic history, health concerns, etc):

| |
|--------------|
| |
|--------------|



Attachment F-1

What, specifically, do you want the student to learn or be able to do?

Academic:

- ☐ Academic data (formative and summative)
- ☐ Curriculum based-measures
- ☐ Student Work Samples
- ☐ Evidence of Classroom strategies
- ☐ Observation data
- ☐ Attendance
- ☐ EL Progress Profile
- ☐ Other:

Behavior:

- ☐ Evidence of behavior strategies (point charts, etc.)
- ☐ Office referrals or other behavior data
- ☐ Functional Behavior Assessments
- ☐ Student or parent interview info
- ☐ Observation data
- ☐ Attendance
- ☐ Other:

Conducting the SSPT Meeting

- Assign Team Member Roles/Responsibilities
 - Review the Agenda of the SSPT Meeting
 - Consider referral data and documentation (SSPT Referral Form)
 - Complete the **Student Intervention Plan** form
 - Develop goals for student to achieve
 - Determine Intervention Strategies for student attainment of goals
 - Identify Progress Monitoring data to be collected during intervention
 - Assign a **Case Manager** to follow up with the implementation of interventions and act as a resource to the interventionist/teacher
 - Schedule a **follow-up SSPT** meeting within 6-8 weeks
-



Attachment G

Student Support and Progress Team: Student Intervention Plan

| | |
|---|--------------------------------|
| Student Name: _____ | Grade: _____ |
| Person Referring to SSPT: _____ | Date of Initial Meeting: _____ |
| EL Student: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | EL Level: _____ |

Goal Statement: What specifically do you want the student to learn or be able to do? *In order of priority, list the specific skills or behaviors.*

| | | |
|-------------------------------|--------------------------------|----------------------|
| Priority Goal 1: _____ | | |
| Expected: _____ | Current/Baseline: _____ | Target: _____ |
| Priority Goal 2: _____ | | |
| Expected: _____ | Current/Baseline: _____ | Target: _____ |
| Priority Goal 3: _____ | | |
| Expected: _____ | Current/Baseline: _____ | Target: _____ |

Student Support and Progress Team (SSPT) and Multi-Tiered Systems of Support (MTSS)

Indicate Tiered Instruction:

☐ Tier 1

☐ Tier 2

☐ Tier 3

| G o a l | Intervention Description (Program, strategies, duration and frequency, etc.) | What specific academic, linguistic or behavior data will be collected? (Words read per minute, # of times out of seat, etc) | When, during the day, will the data be collected? (Ex. Guided reading group, recess, etc) | How often will the data be collected and recorded? (daily, weekly) | Who will collect the data? | Where will the data be collected? (Classroom, Playground, Cafeteria, etc) |
|------------------|---|---|---|--|----------------------------|---|
| 1 | | | | | | |
| 2 | | | | | | |
| G o a l | Intervention Description (Program, strategies, duration and frequency, etc.) | What specific academic, linguistic or behavior data will be collected? (Words read per minute, # of times out of seat, etc) | When, during the day, will the data be collected? (Ex. Guided reading group, recess, etc) | How often will the data be collected and recorded? (daily, weekly) | Who will collect the data? | Where will the data be collected? (Classroom, Playground, Cafeteria, etc) |
| 3 | | | | | | |

Assigned Case Manager:

How often will Case Manager follow up with teacher?

1st Follow-up SSPT meeting date:

2nd Follow-up SSPT meeting date:

3rd Follow-up SSPT meeting date:

Implementation of the Interventions

- Ideally, all students should receive at a minimum, 3 (6-8 week) **intervention intervals**, with on-going progress monitoring
- Case manager consults with the interventionist/teacher to enhance the efficacy of the intervention. Consultation may include:
 - Modeling and coaching of instructional strategies and evidence-based approaches
 - Modification of goal(s)
 - Gathering progress monitoring data for follow up SSPT meetings

Progress Monitoring & Data Based Decision Making

- Schools are required to gather progress monitoring data throughout the intervention interval and document the student's performance using the ***Rate of Improvement (ROI) Progress Monitoring Data Tool***
- Schools will document the benchmark data for the individual or group and enter weekly or biweekly progress monitoring results
 - For students with **mild to moderate delays** (at the Tier II level of support), progress monitoring should occur at least every other week
 - For students with **severe academic, linguistic or behavioral deficits** (at the Tier III level of support), progress monitoring should occur weekly

Data Based Decision Making Rate of Improvement (ROI)

When a student's **rate of learning** falls below a certain percentage according to the rubric on the ROI Data tool, the SSPT will use the information to make recommendations regarding educational needs and next steps.



Student Support and Progress Team (SSPT) and Multi-Tiered Systems of Support (MTSS)



LAUSD Student Support and Progress Team (SSPT)

Great job! At this pace, the student may be ready to transition to higher level skills and/or return to Universal Tier I instruction.

Name_12 ROI = 136.66% Lettersounds per week

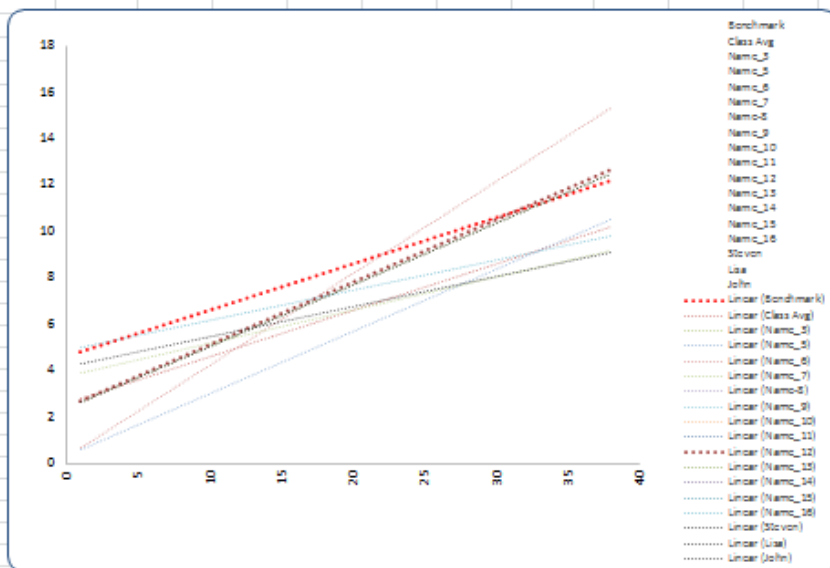
ROI Progress Monitoring Data Tool

Update Chart

View/Hide Chart

View/Hide Message

| Dates | School Week | Benchmark | Class Avg | Steven | Lisa | Name_3 | John | Name_5 | Name_6 | Name_7 | Name_8 | Name_9 | Name_10 | Name_11 | Name_12 | Name_13 | Name_14 | Name_15 | Name_16 |
|------------|-------------|-----------|-----------|--------|------|--------|------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|---------|
| 8/17/2015 | 1 | | | | | | | | | | | | | | | | | | |
| 8/24/2015 | 2 | | | | | | | | | | | | | | 3 | | | | |
| 8/31/2015 | 3 | | | | | | | | | | | | | | | | | | |
| 9/7/2015 | 4 | | | | 5 | | | | | | | | | | | | | | |
| 9/14/2015 | 5 | | | | | | | | | | | | | | | | | | |
| 9/21/2015 | 6 | 6 | 4 | | 4 | 4 | 4 | | | | | | | | | | | | |
| 9/28/2015 | 7 | | | | | | | | | | | | | | | | | | |
| 10/5/2015 | 8 | | | | | | | | | | | | | | | | | | |
| 10/12/2015 | 9 | | | | | | | | | | | | | | | | | | |
| 10/19/2015 | 10 | | | | | | | | | | | | | | | | | | |
| 10/26/2015 | 11 | | | | | | | | | | | | | | | | | | |
| 11/2/2015 | 12 | | | | 6 | | | | | | | | | | | | | | |
| 11/9/2015 | 13 | | | | | | | | | | | | | | | | | | |
| 11/16/2015 | 14 | 7 | 5 | | 7 | 6 | 6 | | | | | | | | | | | | |
| 11/30/2015 | 15 | | | | | | | | | | | | | | | | | | |
| 12/7/2015 | 16 | | | | | | | | | | | | | | | | | | |
| 12/14/2015 | 17 | | | | | | | | | | | | | | | | | | |
| 1/11/2016 | 18 | | | | | | | | | | | | | | | | | | |
| 1/18/2016 | 19 | | | | | | | | | | | | | | | | | | |
| 1/25/2016 | 20 | | | | 6 | | | | | | | | | | | | | | |
| 2/1/2016 | 21 | 3 | 7 | | 7 | 8 | 8 | | | | | | | | | | | | |
| 2/8/2016 | 22 | | | | | | | | | | | | | | | | | | |
| 2/15/2016 | 23 | | | | | | | | | | | | | | | | | | |
| 2/22/2016 | 24 | | | | | | | | | | | | | | | | | | |
| 2/29/2016 | 25 | | | | | | | | | | | | | | | | | | |
| 3/7/2016 | 26 | | | | | | | | | | | | | | | | | | |
| 3/14/2016 | 27 | | | | | | | | | | | | | | | | | | |
| 3/28/2016 | 28 | | | | | | | | | | | | | | | | | | |
| 4/4/2016 | 29 | | | | | | | | | | | | | | | | | | |
| 4/11/2016 | 30 | | | | | | | | | | | | | | | | | | |
| 4/18/2016 | 31 | | | | | | | | | | | | | | | | | | |
| 4/25/2016 | 32 | | | | | | | | | | | | | | | | | | |
| 5/2/2016 | 33 | | | | | | | | | | | | | | | | | | |
| 5/9/2016 | 34 | | | | | | | | | | | | | | | | | | |
| 5/16/2016 | 35 | | | | | | | | | | | | | | | | | | |
| 5/23/2016 | 36 | | | | | | | | | | | | | | | | | | |
| 5/30/2016 | 37 | | | | | | | | | | | | | | | | | | |
| 6/6/2016 | 38 | | | | | | | | | | | | | | | | | | |



Progress Monitoring & Data Based Decision Making

Individual Monitoring of English Learners

Considerations for ELs, RFEPs, & LTELs

- Progress shall be reviewed and recommendations for reclassification shall be made and sent to the Multilingual Multicultural Education Department (MMED) for students who meet all criteria for reclassification except grades.
- The SSPT should also consider reclassification of students in grade 1 or in the second year of Kindergarten (i.e., due to retention or participation in TK)
- The progress and placement of third-year LTELs shall be reviewed to ensure the provision of supports and acceleration toward reclassification.
- Interventions shall target the identified linguistic needs utilizing the online resource bank at the following website:
<http://achieve.lausd.net/Page/8773>

Follow Up Meetings

- Occur 6-8 weeks after intervention implementation and monitoring
- Review and document student progress on the Follow-up Meeting Notes
- Make recommendations based on student outcome data:
 - Modify the intervention Continue to implement the intervention
 - Continue the intervention
 - Adjust the level of tiered support, based on student outcome data
 - Review and consider a Section 504 Plan
 - Exit the Student Support and Progress Team and make data-based decisions regarding educational needs and next steps



Attachment H

Student Support and Progress Team Follow-Up Meeting Notes

Student Name: Date:

SSPT Members Present at Meeting:

| | |
|---------------------------|---|
| Name <input type="text"/> | Position/Relationship to Student <input type="text"/> |
| Name <input type="text"/> | Position/Relationship to Student <input type="text"/> |
| Name <input type="text"/> | Position/Relationship to Student <input type="text"/> |
| Name <input type="text"/> | Position/Relationship to Student <input type="text"/> |
| Name <input type="text"/> | Position/Relationship to Student <input type="text"/> |

Tiered Instruction: ☐ Tier 1 ☐ Tier 2 ☐ Tier 3

Progress:

| |
|---|
| Priority Goal #1: Response to Intervention: |
| <input type="text"/> |
| Progress as indicated by data collection: |
| <input type="text"/> |
| Priority Goal #2: Response to Intervention: |
| <input type="text"/> |
| Progress as indicated by data collection: |
| <input type="text"/> |
| Priority Goal #3: Response to Intervention: |
| <input type="text"/> |
| Progress as indicated by data collection: |
| <input type="text"/> |
| Additional Support Needed for Teacher or Student: |
| <input type="text"/> |

Evidence Shows:

1. ☐ Student is making progress, continue the interventions as outlined in the Intervention Plan.
2. ☐ Modify the intervention (i.e., goals, strategy, program, grouping, duration, frequency, etc.)
3. ☐ Adjust the level of tiered support, based on student outcome data.
4. ☐ Review and consider a Section 504 Plan.
5. ☐ Exit the SSPT Process and make data-based decisions regarding educational needs and next steps.

Was the student recommended to move to a new tier? Yes ☐ No ☐

Indicate newly recommended tier: ☐ Tier 1 ☐ Tier 2 ☐ Tier 3

Next SSPT Follow-up Meeting Date/Time:

Supplementary Resources

To support implementation of the SSPT process, there are several academic, linguistic, and behavioral resources that should be utilized dependent upon the individual needs of the student:

- 1) Academic Inventory (and student protocol)
 - 2) The English Learner (EL) Reclassification Criteria Chart
 - 3) Behavior Instruction and Intervention Tier I Supports Inventory
 - 4) Multi-Tiered Implementation Assessment (MIA)
 - 5) Student Risk Screening Scale (SRSS)
 - 6) Rate of Improvement (ROI) Progress Monitoring Data Tool
-

Supplementary Resources

Academic Inventory

The **SSPT Academic Inventory** is a brief developmental literacy and mathematics inventory. It is used for the purpose of gathering diagnostic information regarding a student's skill acquisition and identifies gaps in the learning process.

The inventory can be used with **elementary and secondary students**, depending on the area of concern and severity of the problem. The assessor should use discretion in identifying appropriate starting points.

The academic inventory is also used as a **progress monitoring tool** to provide data at follow-up SSPT meetings. The assessor guides the assessment process by providing directions to the student (noted on the form) and documenting the student's results directly onto the form.



Student Support and Progress Team Academic Inventory

⊕ Administer the grade level word list and circle words read correctly.

| Pre-primer | Pre-primer | Primer | Primer | Gr. 1 | Gr. 1 | Gr.2 | Gr. 2 | Gr. 3 | Gr. 3 |
|------------|------------|--------|--------|-------|-------|---------|-------|--------|----------|
| a | the | all | good | after | how | always | right | about | hold |
| and | to | am | must | again | just | around | sing | better | hurt |
| I | up | are | new | by | know | because | sleep | carry | keep |
| is | me | at | no | could | let | does | tell | clean | if |
| in | see | be | on | every | may | first | their | done | laugh |
| go | we | but | our | fly | when | found | these | draw | light |
| jump | help | did | out | from | once | green | upon | drink | myself |
| for | can | do | ran | give | open | many | use | eight | never |
| it | come | get | say | going | round | off | very | fall | only |
| big | red | into | that | had | stop | pull | wash | got | show |
| make | you | like | what | her | then | read | which | grow | together |

Phonics Screener:

Directions: This screener should be administered individually to students. Provide the student with the Student Copy of the Phonics Survey. The teacher can say the following for each skill:



Summary of Results

| <u>Phonics Skill</u> | <u>Student's Score</u> | <u>Possible Score</u> | <u>Skills Mastered</u> |
|-------------------------------------|------------------------|-----------------------|------------------------|
| Capital Letter Names | | 26 | |
| Lower Case Letter Names | | 21 | |
| Consonant Sounds | | 21 | |
| Consonant Digraphs | | 5 | |
| Vowel Sounds | | 5 | |
| Short Vowel Sounds | | 10 | |
| Short Vowel with Consonant Digraphs | | 10 | |
| Short Vowel with Consonant Blends | | 10 | |
| Vowel + e | | 10 | |
| Vowel Diphthongs | | 20 | |
| R- and L- Controlled | | 10 | |
| Prefixes | | 5 | |
| Suffixes | | 5 | |
| Multi-Syllabic Words | | 6 | |

Mathematics:

Does the student have 1:1 correspondence: ____/8 (enter number correct)



Supplementary Resources

EL Reclassification Criteria Chart



Los Angeles Unified School District

ATTACHMENT A-1

MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT RECLASSIFICATION CRITERIA CHART

REVISED 05/05/15

| | *Kindergarten - 1 st grade **(SEI, ME, MBE, DLP) | 2 nd grade - 5 th grade | 6 th -9 th grade | 10 th -12 th grade |
|---|--|---|--|---|
| CELDT-Annual (California English Language Development Test) | <ul style="list-style-type: none"> •CELDT overall score of 4 and scores of 4 or 5 in Listening, Speaking, Reading and Writing OR •CELDT overall score of 5 and scores of 3 or higher in Listening, Speaking, Reading, and Writing | <ul style="list-style-type: none"> •CELDT overall score of 4 or 5 and scores of 3 or higher in Listening, Speaking, Reading, and Writing | <ul style="list-style-type: none"> •CELDT overall score of 4 or 5 and scores of 3 or higher in Listening, Speaking, Reading, and Writing | <ul style="list-style-type: none"> •CELDT overall score of 4 or 5 and scores of 3 or higher in Listening, Speaking, Reading, and Writing |
| Teacher Evaluation | <ul style="list-style-type: none"> •Progress Report Card Marks of 3 or 4 in ELA | <ul style="list-style-type: none"> •Progress Report Card Marks of 3 or 4 in ELA | <ul style="list-style-type: none"> •6th Grade Elementary Students Progress Report Card Marks of 3 or 4 in ELA •6th - 9th Grade Secondary Students Grade of C or better in a grade-level English <u>or</u> LTEL class (9th gr. A-G credit only) | <ul style="list-style-type: none"> •Grade of C or better in an English <u>or</u> LTEL class (A-G credit only) |
| Basic Skills Assessment | <ul style="list-style-type: none"> •Benchmark score on all skills assessed of the DIBELS MOY or EOY | <ul style="list-style-type: none"> •Benchmark score on all skills assessed of the DIBELS MOY or EOY | <ul style="list-style-type: none"> •Basic, Proficient or Advanced score on the Scholastic Reading Inventory (SRI) | <ul style="list-style-type: none"> •Passing score on CAHSEE-ELA |
| Parent Approval | Parent Consultation and Approval | Parent Consultation and Approval | Parent Consultation and Approval | Parent Consultation and Approval |
| LAT (Language Appraisal Team) | LAT is required to meet, to review criteria measures, and complete LAT Attachments: B, 4-B, and 4-E. | | | |
| | When a student has met all criteria <u>except</u> report card marks requirement, student may be referred to LAT for reclassification recommendation. Consult school personnel and LAT Handbook. | | | |

*Students who previously attended TK/2nd year kindergarten students are eligible for reclassification only

**Elementary Instructional Program Options (SEI, ME, MBE, DLP): Structured English Immersion (SEI), Mainstream English (ME), Maintenance Bilingual Education (MBE, 50/50 model), Dual Language Program (DLP, 50/50 and 70/30 model)

Supplementary Resources

Behavior Instruction and Intervention Tiered Supports

The **Behavior Instruction and Intervention Tier I Supports Inventory** is a tool used to provide an understanding of the many environmental factors that may directly and indirectly affect student behavior.

Once completed, it will assist in identifying key environmental factors that may be strengthened, reduced, or altered in order to increase appropriate behavior and decrease inappropriate behavior. The information provided will contribute in developing **key environmental strategies** that will promote effective change in student behavior while at the same time delineate how to implement a Multi-Tiered System of Support

Supplementary Resources

Multi-Tiered Implementation Assessment (MIA)

All LAUSD students are provided with instruction and support in the area of behavior, incorporating **Multi-Tiered System of Behavior Support** at the school-wide, class-wide, small group, and individual levels.

The Multi-Tiered Implementation Assessment (MIA) is a tool used by school teams to assess the fidelity of implementation of a Multi-Tiered System of Behavior Support on a regular and ongoing basis.

Supplementary Resources

Multi-Tiered Implementation Assessment (MIA)

| MULTI-TIERED IMPLEMENTATION ASSESSMENT (MIA) | | | | | |
|--|--|--|--|--|--|
| Student Name: | | School: | | Team Members: | |
| | | | | | |
| USE THIS IMPLEMENTATION ASSESSMENT TO DETERMINE YOUR SCHOOL'S CURRENT LEVEL, FOR EACH OF THE ASSESSMENT AREAS, AT EACH TIER OF IMPLEMENTATION. | | | | | |
| Tier I: Universal Instruction and Intervention | | | | | |
| Assessment Areas | 1 | 2 | 3 | 4 | Evidence of Implementation (scores of 3 or 4) |
| Behavioral Expectations | School-wide and classroom behavior expectations are not a part of daily instructional opportunities. School and class rules may be posted, but are not referenced or reinforced regularly. | School-wide and classroom behavior expectations are inconsistently integrated into instructional activities. They are presented to the class and are referred to occasionally. Reinforcement of appropriate behavior is inconsistent. Review and monitoring of school and classroom expectations is not evident. | School-wide and classroom behavior expectations are a part of daily instruction and have been communicated to the parent/guardian. They are defined and are posted, referred to often, thoughtfully taught, reinforced consistently, reviewed and monitored regularly. | School-wide and classroom behavior expectations are systematically and purposefully integrated into daily instructional opportunities and communicated to the parent/guardian. They are well-defined and are clearly visible, referred to frequently, thoroughly taught, reinforced systematically, consistently reviewed, monitored regularly, and refined on an ongoing basis. | Dates and manner of implementation (e.g., first days of school): |
| Instruction, Curriculum, Environment | Limited instructional, curricular, or environmental changes have been made to promote appropriate behavior in the learner. | Instructional, curricular, and environmental changes have been made to promote appropriate behavior in the learner. | Data has been utilized to make instructional, curricular, and/or environmental changes to promote appropriate behavior in the learner. | Data has been utilized to make instructional, curricular, and environmental changes to promote appropriate behavior in the learner. Progress monitoring and evaluation is ongoing. | Date(s) and description of change(s): |
| Strategies | A few strategies are utilized to address student behavior and are not a match to student need. | A limited number of strategies are used to address appropriate and inappropriate behavior. Strategies used may or may not reflect student need. | A variety of strategies are used to address appropriate and inappropriate behavior and chosen based on student need. A 4:1 ratio of positive to corrective interactions is evident in the school-wide and classroom environments. | Strategies to respond to appropriate and inappropriate behavior are varied and adapted based on student need (i.e. priming, pre-correction, reinforcement). A ratio of 4:1, positive to corrective interactions is evident in the school-wide and classroom environments. | List strategies used: |
| Social Emotional Learning/ Social Skills | Use of a district-approved Social Emotional Learning/Social Skills and/or violence prevention curriculum is not evident. | A district-approved Social Emotional Learning/Social Skills and/or violence prevention curriculum is used. | A district-approved Social Emotional Learning/Social Skills and/or violence prevention curriculum is used, reinforced, and modeled regularly. | A district-approved Social Emotional Learning/Social Skills and/or violence prevention curriculum is systematically integrated throughout the school day, reinforced consistently, and modeled regularly by the adults. | Curriculum Used: Implementation Schedule: |
| Culturally and Linguistically Responsive Practice | Cultural and linguistic responsiveness and/or student need is not evident in behavioral instruction. | Behavioral instruction is sometimes culturally and linguistically responsive and may not be easily accessed by students with disabilities. | Behavioral instruction is almost always culturally and linguistically responsive and adapted to the needs of students with disabilities. | Behavior instruction is always culturally and linguistically responsive and is easily accessible to students with disabilities. | Examples of Learning Activities: |
| SCORING: Add scores for each area to determine the Tier I score: _____ /20 | | | STEPS TO COMPLETE: Score of 15-20 (with only 3s and 4s): Consider Tier 2 interventions. Score of 10-14: Perform corrective actions based on areas of deficit (refer to rubric). Contact local (SESC) for guidance, if needed. Score of 9 or fewer: Fully implement Tier 1. Contact local SESC for guidance, if needed. | | |

Supplementary Resources

Student Risk Screening Scale

The **Student Risk Screening Scale (SRSS)** is a universal screening tool used three times a year to identify students with maladaptive behavior patterns for the purpose of supporting students to be academically successful in school.

There are three versions of the form:

- 1) SRSS Screening Tool
- 2) SRSS Classroom Electronic Tool
- 3) SRSS Classroom/Grade/School-wide Electronic Tool with graphs

This screening tool consists of seven items that teachers use to rate their students based on behaviors they have *directly observed* during the school year. It should be used as one of many data sources to indicate student risk.

Schools using the SRSS are able to systematically and comprehensively examine school-wide student behavioral needs to ensure students are adequately supported.

Supplementary Resources

Student Risk Screening Scale

[illegible]

Ensuring High Quality Education and Closing the Achievement Gap

Children learn best in inclusive environments that provide high quality instruction to all students (*Batsche, G., Elliott, J., Grimes, J., Kovalski, J. F., Prasse, D., et al. (2005)*)



It is imperative to recognize early which students are struggling academically and behaviorally and implement swift remediation with consistent and on-going progress monitoring and implementation of research-based interventions (*Burns, Appleton, & Stehouwer, 2005*).

At the heart of a multi-tiered system of support is progress monitoring student growth to inform instructional practices. Graphs of these data are invaluable in determining which students benefit from instruction and which students need instructional, behavioral or curricular modifications (*Silbergliitt, B., & Hintze, J. M., 2007*).

Next Steps

A policy bulletin is currently in development and will guide all District and Charter Operated schools on implementation of the Student Support and Progress Team

All forms and supplemental resources will be available on the Division of Special Education web-site.

Trainings for school administrators, APEIS', school level instructional staff, EL Coordinators, and Related Service staff will be conducted through the 2015-16 school year

The Intervention module in MISIS is under development and should be completed within the 2015-16 school year.
