

STUDENT SUPPORT CRITERIA FORM (REVISED 2016)

BUDGET YEAR 2016-17

Program:

Site(s) and/or Dep't(s):

Date of Submission:

PART A – RUBRIC (To be completed by the person responsible for implementing the program)

This program:		Strongly Agree	Mostly Agree	Some-what Agree	Do Not Agree At All
1	supports and strengthens other existing programs	X			
2	duplicates services with other existing programs				X
3	uses a diagnostic tool(s) to determine student participation Name of diagnostic tool(s):	X			
4	prioritizes the individual student's specific needs in all activities provided	X			
5	focuses primarily on improved student behavior	X			
6	focuses primarily on improved student attendance	X			
7	focuses primarily on increased academic performance	X			
8	utilizes culturally relevant instructional materials on a regular basis	X			
9	emphasizes culturally relevant practices significant to all students		X		
10	has an established a communication feedback protocol with the school day teacher	X			
11	provides regular updates to the school day teacher on student progress	X			
12	provides tutoring on a regular basis		X		
13	is very effective in supporting students needs	X			

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Students in this program:					
14	are monitored on a regular basis to assess changing needs and/or mastery of material	x			
15	remain in the program all year long				x
16	are also served by other support programs			x	
17	with limited English proficiency are represented in this program			x	
18	with limited English proficiency have adequate resources available to them to understand the content of the program	x			
19	show the greatest success when they are pulled out of class for services		x		
Teachers in this program:					
20	are primarily made up of paraprofessionals				x
21	are primarily made up of certified teachers	x			
22	who are paraprofessionals are closely supervised by appropriately certified personnel				x
23	meet regularly as a team to coordinate student support services	x			
24	represent the ethnic/cultural backgrounds of the students they serve		x		
Students:		>20	11-20	0-10	NA
25	are typically in classes with about ____ other students				x
26	receive, on average, about a total of ____ hours per weeks of services				x
27	receive, on average, about ____ hours per week of tutoring services specifically				x
28	receive, on average, about ____ hours of services during the school day per week				x
29	receive, on average, about ____ hours of services before or after school per week				x

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PART B – EVALUATION (to be completed by the person responsible for implementing the program)

1	Is there documentation or research that supports the efficacy of the program or strategy? Please provide. IF SO, WHAT DOES THE EVIDENCE SAY? Yes, Multi-Tiered System of Support is a researched-based approach to providing targeted interventions for academic and behavior. It also supports the classroom teachers by providing effective strategies to enhance their instruction practice and classroom management.
2	Does the program or strategy support the current programs or strategies being implemented in the school(s)? Yes, we currently are following the Multi-Tiered System of Support model in all our schools.
3	If this is a District-level program (more than one site), describe how sites are selected, including how the selected sites demonstrate the potential for producing the greatest outcomes for the cost of the program or strategy. Yes, MTSS is at all sites yet the MTSS Facilitator will be strategically placed at sites who are in the most need.
4	Does the program or strategy focus on students' specific needs? If so, what needs? Yes - academic and behavior .
5	Describe how the time spent with each student is tailored to his or her needs, including whether the actual time(s). The MTSS process identifies the areas of need for the students and in a collaborative approach, specific strategies are tailored to the students needs and assess whether there is a point of diminishing returns, especially in pull-out and after-school programs.
6	Is the program or strategy targeted to students at-risk in the areas of behavior, attendance and/or academics? Yes, see above.
7	Does the program or strategy utilize culturally relevant materials and/or practices? Describe those materials and practices. Yes, Culturally Responsive learning and instruction will be utilized throughout the process.
8	Does the program or strategy use a "pull-out" method? Possibly, yes. If so, describe the criteria used to return students to classrooms. Describe the success in bringing students to a point where they can be successful in their "regular" classrooms (e.g., the proportion returned after what amount of intervention).
9	If tutoring is involved, who provides the tutoring? How is what is being learned by students linked to what they are learning in their classrooms? How many students do tutors work with at any given time? How much time per week does a student have with a tutor? If there is a range, explain. The MTSS Facilitator or another certified teacher will provide tutoring on a flexible and as-needed basis.

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10	Are the types of students (defined by learning need, not demographics) served by this program also served by other support programs? Possibly, yes. If so, which are most cost effective? Could the effects be strengthened if combined w/another program?
11	Are paraprofessional utilized? No. If so, are they closely supervised by appropriately certificated personnel? Explain. What is the ratio of paraprofessional to certified personnel?
12	Does the program or strategy involve students with limited English proficiency? If so, describe the level of staff members' proficiency in non-English language accessibility, and describe the ways by which staff deals directly with English language deficiency where it is a part of a student's difficulty in learning the content on which the program focuses. Yes. All certified teachers in the state of Arizona must have a Structured English Immersion endorsement on their teaching certificate. SEI provides the strategies and approaches for working with ELL populations.