

PROCESS FOR PROVIDING ACADEMIC INTERVENTION

V.G.1.q

Experience:

During the 2014 – 2015 school year, TUSD provided a process for providing academic intervention for struggling African American and Latino students. The process for providing academic intervention all included academic intervention teams. The process implemented was the Multi-Tier System of Support (MTSS) Model (see MTSS Model Manual in the Evidence section). All schools (principals) were required to implement the MTSS Model and coordinate an MTSS (academic) intervention team to address interventions and supports. Learning Supports Coordinators (LSC) served as the lead person for all MTSS intervention team meetings. For schools without a Learning Support Coordinator (LSC), the school principal or the school principal designee served as the lead person. Also, every school intervention team was required to meet at minimum once per month and preferably bi-monthly to weekly.

At the start of the school year (July, 2014), school leaders (principals and assistant principals) and district level leaders participated in training on the MTSS Model. The purpose of the training was to inform all school leaders of the MTSS Model to be used as the district process for providing academic interventions for struggling African American and Latino students as well as all students. The MTSS Model was then shared at the site level. As part of the site level training, Learning Supports Coordinators (LSC) participated in MTSS Model training to share with all site staff.

The process flow for providing academic interventions during the 2014 – 2015 school year was as follows:

- As soon as a student is identified as struggling academically, the classroom teacher asks and/or makes a recommendation to the campus administrator or his/her Designee (MTSS lead person) for help with a struggling student.
- The campus administrator or MTSS lead person will then assign a case manager, if appropriate, to the teacher and student.
- The student is then added to the MTSS referral list for follow-up with the MTSS Team, or the administrator (or MTSS lead) will meet with the teacher to review the students' history, determine if supports are in place and determine the students' needs.
- The classroom teacher is then required to implement any Tier 1 instructional or behavior strategies discussed to support the students.
- The strategies are to be implemented and practiced for several weeks. Strategies are also documented for effectiveness.

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- The above mentioned process is continued with the MTSS team through Tier 3 support needs. However, the goal of the MTSS Model is to intervene early and use researched-based interventions to maximize achievement for all students (see the MTSS Model Manual and PPT).

Student Success Specialists

Prior to Student Success Specialists start date, the directors of African American Student Services and Mexican American Student Services, in collaboration with the other equity directors, reviewed criteria for assigning staff to school sites. The following criteria were used to assign specialists to school sites for support: a) Arizona Department of Education (ADE) school label, b) student achievement on state exams per school, c) disparities in academic achievement results, d) attendance and e) grades. Other factors considered were the percent of African American students enrolled in a school and whether or not disparities existed for out-of-school and in-school suspensions when compared to non-African American students (i.e. Anglo students).

Intervention and Support Services

In schools where African American Student Services Department (AASSD) and Mexican American Student Services Department (MASSD) specialists are assigned, specialists focus on the 4-pronged approach to support students: 1) attendance, 2) behavior/discipline, 3) credit acquisition/credit recovery and 4) grades. All specialists serve on site MTSS intervention teams to identify and help coordinate Tier 2 and Tier 3 academic and/or behavior supports. The Tier 2 and Tier 3 supports are agreed upon during the site MTSS intervention team meeting. Meetings were held once per week at some schools to bi-monthly and monthly at other schools. However, some schools did not implement MTSS meetings due to not having an LSC.

Student Equity and Intervention Request for Service Online Form

An online request for services form was used during the 2014 – 2015 school year with the intent of making a good-faith effort to support all students in all schools. In schools where no AASSD or MASSD specialist is located, schools may request Tier 2 and Tier 3 academic and/or behavior support. At the beginning of the school year, principals were informed of the request for services form (see evidence).

Strengths:

This year all school administrators, learning support coordinators and students services specialist were trained in the MTSS Model process. In most schools, learning supports coordinators served as the lead contact for the MTSS team. To better support schools and the MTSS team, student services specialists

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focused the 4-pronged approach to support students in the areas of attendance, behavior/discipline, credit acquisition/recovery and grades.

Commitments:

It will be important to continue improving how each school implements the MTSS model across the district to support African American and Latino Students. With continued training and practice, we will be able to better support students across the district. Also important will be to monitor discipline practices and behavior prior to suspending students out-of-school.