

ADSIS EOY Report 2023-2024

Alternative Delivery of Specialized Instructional Services End-of-Year Report 2023-23

This on-line report is to be completed by each individual school receiving ADSIS funding in the 2023-2024 school year.

You will be able to save your work as you go by clicking the link in the black bar across the top and entering your e-mail address.

The report is broken into parts:

District Information

Contact Information

School Information

Special Education Referral Goal

Reading Services Goal (if provided direct reading services)

Mathematics Service Goal (if provided direct math services)

Behavior Services Goal (if provided direct behavior services)

Stakeholder Level of Satisfaction

District Information

1. Date of report: *



2. District name: *

3. District number: *

4. District type: *

- ☐ 01 - Independent School District
- ☐ 02 - Common Districts and Schools
- ☐ 03 - Special Districts and Schools
- ☐ 07 - Charter Schools
- ☐ 10 - Other

5. Title of ADSIS program: *

6. Please complete the grid below to update your contact information for the 2023-2024 school year. Only one school from the district needs to respond on this item. You must include the:

- Superintendent
- Business manager
- Primary contact

You are encouraged to have at least one contact from each ADSIS school as well as any other staff that would like to receive email reminders and important announcements. Write the contact names in the first column, followed by job title, school, email, and phone numbers.

	Job title	School (if applicable)	Email	Phone Number
<input type="text" value="Enter another option"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text" value="Enter another option"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text" value="Enter another option"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text" value="Enter another option"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text" value="Enter another option"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text" value="Enter another option"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text" value="Enter another option"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text" value="Enter another option"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

7. Name of person completing report: *

8. E-mail of person completing the report *

9. School role of the person completing this report: *

- | | | |
|--|---|--|
| <input type="radio"/> Superintendent | <input type="radio"/> District Coordinator | <input type="radio"/> Title I Staff |
| <input type="radio"/> School Administrator | <input type="radio"/> Special Education Coordinator | <input type="radio"/> PBIS Lead |
| <input type="radio"/> Business Manager | <input type="radio"/> Principal | <input type="radio"/> RtI Lead |
| <input type="radio"/> General Education Director | <input type="radio"/> Special Education Teacher | <input type="radio"/> Curriculum Specialist |
| <input type="radio"/> Special Education Director | <input type="radio"/> ADSIS Interventionist | <input type="radio"/> Related Services Personnel |

10. Phone number of person completing the report: *

School Information

11. School name: *

12. Direct services provided through ADSIS at this school (select all that apply): *

- ☐ Reading
- ☐ Mathematics
- ☐ Behavior

13. Grade levels served through ADSIS at this school (select all that apply): *

- ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
- ☐ 9 ☐ 10 ☐ 11 ☐ 12

Special Education Referral Goal

14. How many students were referred for special education evaluations in the 2023-24 school year? *

15. How many students were referred for special education evaluations in the 2022-23 school year? *

16. Did you meet the special education referral goal from your application? *

- ☐ Yes
- ☐ No

17. What was particularly helpful for making progress towards your special education referral goal? *

18. What factors made making progress towards your special education referral goal challenging? *

19. How will you use what you have learned while working towards your special education referral goal this year to inform your efforts next year? For example, what will you do the same, and/or what will you do differently? *

20. What evidence-based intervention(s) did you use for reading this year?
Select all that apply.

- ☐ Literacy practices found on What Works Clearinghouse or Best Evidence Encyclopedia
- ☐ Read Naturally (Dupuis, University of Minnesota's Center for Applied Research and Educational Improvement)
- ☐ Fluency Chunk (Florida Center for Reading Research: Fluency)
- ☐ Benchmark Assessment System (Fountas & Pinnell)
- ☐ American Reading Company (Fountas & Pinnell)
- ☐ Leveled Literacy Intervention (Fountas & Pinnell)
- ☐ Peer Assisted Learning Strategies (Fuchs & Fuchs)
- ☐ Read 180 (Houghton Mifflin Harcourt)
- ☐ Orton-Gillingham (teaching approach)
- ☐ Reading Corps: Literacy Collaborative
- ☐ Repeated Reading (teaching practice)
- ☐ Small group direct instruction
- ☐ Stepping Stones to Literacy (Sopris West)
- ☐ Reading Plus (Taylor Associates/Communications, Inc)
- ☐ Path to Reading Excellence in School Site (PRESS) (University of Minnesota)
- ☐ Other, please specify:

21. What tool(s) did you use to measure progress in reading? Select all that apply. *

- ☐ Curriculum Based Monitoring
- ☐ Oral Reading Fluency
- ☐ ROAR Fluency
- ☐ STAR
- ☐ FASTbridge products
- ☐ DIBELS systems
- ☐ Houghton Mifflin Harcourt products
- ☐ AIMSweb tools
- ☐ Levelled Literacy Intervention (Fountas & Pinnell)
- ☐ Other, please specify:

22. In addition to the tool(s) for measuring progress listed above, what, if any, other data did use to measure student progress in reading?

23. How often did you formally measure the fidelity of implementation for your Reading Evidence Based Practice?

- ☐ Once per Year
- ☐ 2 or 3 times per year
- ☐ At least once per month
- ☐ We did not formally measure fidelity of implementation

24. Based on your school data, to what degree did you achieve the reading goal you had set in your work plan? *

- ☐ Achieved goal
- ☐ Significant progress toward reaching goal (80%)
- ☐ Some progress toward reaching goal (50%)
- ☐ Not making progress as expected (less than 50%)

25. Of the factors listed below, which two contributed most to student progress in reading? *

- ☐ Implementation of an evidence-based intervention with measured fidelity.
- ☐ Direct, explicit instruction in identified areas of need.
- ☐ Additional time spent in direct instruction.
- ☐ Highly skilled and licensed educators delivering instruction.
- ☐ Alignment of intervention to need of student.
- ☐ Schedule of intervention time during school day.
- ☐ Diagnostic assessment was used for data-driven instructional decision-making.
- ☐ Intervention decisions were informed by frequent progress monitoring.
- ☐ None of the above
- ☐ Other - Write In

26. Of the factors listed below, what were your TOP 3 challenges to student progress in reading? Select three options. *

- ☐ Evidence-based interventions were not implemented with fidelity.
- ☐ Instruction was not explicit to area of need.
- ☐ Not enough time was spent on direct instruction.
- ☐ Teacher's level of skill in delivering ADSIS services.
- ☐ Schedule of intervention time during school day created conflict.
- ☐ Progress monitoring was not frequent enough to inform intervention changes.
- ☐ Diagnostic assessment did not inform instruction decision-making.
- ☐ Challenges accessing appropriate intervention materials or curriculum.
- ☐ None of the above.

27. How will you use what you have learned while working towards your reading goal this year to inform your efforts next year? For example, what will you do the same, and/or what will you do differently? *

28. Based on your responses above, please update your reading S.M.A.R.T. goal for the 2024-2025 school year. *

29. To what extent do you agree or disagree with the following statements about using data to measure student progress in reading? *

Note: this information will be used to inform future technical assistance provided by the Minnesota Department of Education.

	Strongly agree	Agree	Disagree	Strongly disagree
My ADSIS team has the skills needed to analyze student data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ADSIS team has the appropriate tools and resources needed to interpret analysis of student data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ADSIS team uses analysis of student data to inform the services provided to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. What was the location of reading intervention during a typical week? Select all that apply. *

- ☐ Specialized intervention room
- ☐ General education classroom
- ☐ Other, please specify:

31. What was the frequency of reading interventions during a typical week (number of days per week)? *

- ☐ 1 day
- ☐ 2 days
- ☐ 3 days
- ☐ 4 days
- ☐ 5 days

32. What was the duration of the reading interventions during a typical week (number of minutes per session)? *

- ☐ Less than 20 minutes
- ☐ 20-25 minutes
- ☐ 26-35 minutes
- ☐ 36-45 minutes
- ☐ 46-55 minutes
- ☐ More than 55 minutes

33. In what way(s) was the reading intervention delivered during a typical week? Select all that apply. *

- ☐ Small group (fewer than 10 students)
- ☐ Large group (10 students or more)
- ☐ Individual
- ☐ Remote

34. When was the reading intervention delivered? Select all that apply. *

- ☐ School day
- ☐ Extended school day
- ☐ Extended school year

35. For what topics, if any, would additional training or support from MDE help to support student progress in reading? Please describe.

36. How many students received ADSIS reading services during the 2023-24 school year? *

37. Please enter the number of students that exited ADSIS reading services during the 2023-24 school year in the correct rows: *

**Note: Duplicate student counts are allowed between reading, math and behavior within this report.*

Referral to Special
Education

Met Instructional
Goals

Moved out of
District

Other

38. How did you measure the indirect impact of the ADSIS reading intervention on behavior? *

- ☐ Behavior rating assessment
- ☐ Teacher/student/parent surveys
- ☐ Teacher and/or classroom observations
- ☐ Office referral data
- ☐ We did not measure indirect impact on behavior.
- ☐ Other, please specify:

39. Briefly summarize the indirect impact the reading intervention had on behavior (include evidence to support conclusions). *

40. What evidence-based intervention(s) did you use for mathematics this year? Select all that apply. *

- ☐ Number Sense (Burns, Math Solutions)
- ☐ Peer Assisted Learning Strategies (PALS) (Fuchs & Fuchs, Vanderbilt University)
- ☐ Do the Math (Houghton Mifflin Harcourt)
- ☐ Math 180 (Houghton Mifflin Harcourt)
- ☐ Math Expressions (Houghton Mifflin Harcourt)
- ☐ Saxon Math (Houghton Mifflin Harcourt)
- ☐ IXL Math (IXL Learning)
- ☐ Study Island (Edmentum)
- ☐ Math Navigator (Pearson)
- ☐ Accelerated Math (Renaissance)
- ☐ Rocket Math
- ☐ Small group direct instruction (an approach)
- ☐ Everyday Math Toolkit (University of Chicago School Mathematics Project)
- ☐ Math Recovery (US Math Recovery Council)
- ☐ Other, please specify:

41. What tool(s) did you use to measure progress in mathematics? Select all that apply. *

- ☐ Formative Assessment System for Teachers – (FAST – CAP/MCAP)
- ☐ Curriculum Based Monitoring (CBM)
- ☐ Houghton Mifflin Harcourt: Math Inventory
- ☐ AIMSweb
- ☐ Math 180 Progress Monitoring
- ☐ STAR 360 assessments
- ☐ IXL Math
- ☐ Minnesota Comprehensive Assessments (MCA)
- ☐ AAIMS
- ☐ NWEA Measures of Academic Progress (NWEA MAP)
- ☐ Accelerated Math Assessments
- ☐ Other, please specify:

42. In addition to the tool(s) for measuring progress listed above, what, if any, other data did use to measure student progress in mathematics?

43. How often did you formally measure the fidelity of implementation for your Math Evidence Based Practice?

- ☐ Once per Year
- ☐ 2 or 3 times per year
- ☐ At least once per month
- ☐ We did not formally measure fidelity of implementation

44. Based on your school data, to what degree did you achieve the mathematics goal you had set in your work plan? *

- ☐ Achieved goal
- ☐ Significant progress toward reaching goal (80%)
- ☐ Some progress toward reaching goal (50%)
- ☐ Not making progress as expected (less than 50%)

45. Of the factors listed below, which two contributed most to student progress in mathematics? *

- ☐ Implementation of an evidence-based intervention with measured fidelity.
- ☐ Direct, explicit instruction in identified areas of need.
- ☐ Additional time spent in direct instruction.
- ☐ Highly skilled and licensed educators delivering instruction.
- ☐ Alignment of intervention to need of student.
- ☐ Schedule of intervention time during school day.
- ☐ Diagnostic assessment was used for data-driven instructional decision-making.
- ☐ Intervention decisions were informed by frequent progress monitoring.
- ☐ None of the above.

46. Of the factors listed below, what were your TOP 3 challenges to student progress in mathematics? Select two options. *

- ☐ Evidence-based interventions were not implemented with fidelity.
- ☐ Instruction was not explicit to area of need.
- ☐ Not enough time was spent on direct instruction.
- ☐ Teacher's level of skill in delivering ADSIS services.
- ☐ Schedule of intervention time during school day created conflict.
- ☐ Progress monitoring was not frequent enough to inform intervention changes.
- ☐ Diagnostic assessment did not inform instruction decision-making.
- ☐ Challenges accessing appropriate intervention materials or curriculum
- ☐ None of the above.

47. How will you use what you have learned while working towards your mathematics goal this year to inform your efforts next year? For example, what will you do the same, and/or what will you do differently? *

48. Based on your responses above, please update your mathematics S.M.A.R.T. goal for the 2024-2025 school year. *

49. To what extent do you agree or disagree with the following statements about using data to measure student progress in mathematics? This information will be used to guide future technical assistance provided by MDE.

*

Note: this information will be used to inform future technical assistance provided by the Minnesota Department of Education.

	Strongly agree	Agree	Disagree	Strongly disagree
My ADSIS team has the skills needed to analyze student data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ADSIS team has the appropriate tools and resources needed to interpret analysis of student data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ADSIS team uses analysis of student data to inform the services provided to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

50. What was the location of the math intervention during a typical week? Select all that apply. *

☐ Specialized intervention room

☐ General education classroom

☐ Other, please specify:

51. What was the frequency of math intervention during a typical week (number of days per week)? *

- ☐ 1 day
- ☐ 2 days
- ☐ 3 days
- ☐ 4 days
- ☐ 5 days

52. What was the duration of the math intervention during a typical week (number of minutes per session). *

- ☐ Less than 20 minutes
- ☐ 20-25 minutes
- ☐ 26-35 minutes
- ☐ 36-45 minutes
- ☐ 46-55 minutes
- ☐ More than 55 minutes

53. In what way(s) was the math intervention delivered during a typical week? Select all that apply. *

- ☐ Small group (fewer than 10 students)
- ☐ Large group (10 or more students)
- ☐ Individual
- ☐ Remote

54. When was the math intervention delivered? Select all that apply. *

- ☐ School day
- ☐ Extended school day
- ☐ School year

55. For what topics, if any, would additional training or support from MDE help to support student progress in math? Please describe.

56. How many students received ADSIS mathematics services during the 2023-24 school year? *

57. Please enter the number of students that exited ADSIS mathematics services during the 2023-24 school year in the correct rows: *

**Note: Duplicate student counts are allowed between reading, math and behavior within this report.*

Referral to Special
Education

Met Instructional
Goals

Moved out of
District

Other

58. How did you measure the indirect impact of the ADSIS math intervention on behavior? *

- ☐ Behavior rating assessment
- ☐ Teacher/student/parent surveys
- ☐ Teacher and/or classroom observations
- ☐ Office referral data
- ☐ We did not measure indirect impact on behavior.
- ☐ Other

59. Briefly summarize the indirect impact the mathematics intervention had on behavior (include evidence to support conclusions). *

ADSIS Behavior Service Goal

60. What evidence-based intervention(s) did you use for behavior this year? Select all that apply.

- ☐ Check and Connect
- ☐ Check-In, Check-Out
- ☐ Committee for Children: Second step
- ☐ Homework, Organization, and Planning Skills (HOPS)
- ☐ Positive Behaviors Interventions and Supports (PBIS)
- ☐ Homework, Organization, and Planning Skills (HOPS)
- ☐ Small Group Direct Instruction
- ☐ Social Skills Instruction
- ☐ Teach executive function skills
- ☐ Zones of regulation
- ☐ Other, please specify:

61. What tool(s) did you use to measure progress in behavior? Select all that apply. *

- ☐ Office Referrals
- ☐ Direct Behavior Ratings (DBR)
- ☐ Student Risk Screening Scale (SRSS)
- ☐ Student Information Systems Software (SISS)
- ☐ Formative Assessment System for Teachers - Social, Academic, and Emotional Behavior Risk Screener (SAEBRS - FAST)
- ☐ Academic problems and referrals
- ☐ Attendance
- ☐ School Wide Information System (SWIS)
- ☐ Office Discipline Referrals (ODR)
- ☐ Positive Behavior Interventions System (PBIS)
- ☐ Check in Check out data
- ☐ Teacher Surveys
- ☐ Other, please specify:

62. In addition to the tool(s) for measuring progress listed above, what, if any, other data did you use to measure student progress in behavior?

63. How often did you formally measure the fidelity of implementation for your Behavior Evidence Based Practice?

- ☐ Once per Year
- ☐ 2 or 3 times per year
- ☐ At least once per month
- ☐ We did not formally measure fidelity of implementation

64. Based on your school data, to what degree did you achieve the behavior goal you had set in your work plan? *

- ☐ Achieved goal
- ☐ Significant progress toward reaching goal (80%)
- ☐ Some progress toward reaching goal (50%)
- ☐ Not making progress as expected (less than 50%)

65. Of the factors listed below, which two contributed most to student progress in behavior? *

- ☐ Implementation of an evidence-based intervention with measured fidelity.
- ☐ Direct, explicit instruction in identified areas of need.
- ☐ Additional time spent in direct instruction.
- ☐ Highly skilled and licensed educators delivering instruction.
- ☐ Alignment of intervention to need of student.
- ☐ Schedule of intervention time during school day.
- ☐ Diagnostic assessment was used for data-driven instructional decision-making.
- ☐ Intervention decisions were informed by frequent progress monitoring.
- ☐ None of the above.

66. Of the factors listed below, which were the top 3 challenges to student progress in behavior? *

- ☐ Evidence-based interventions were not implemented with fidelity.
- ☐ Instruction was not explicit to area of need.
- ☐ Not enough time was spent on direct instruction.
- ☐ Teacher's level of skill in delivering ADSIS services.
- ☐ Schedule of intervention time during school day created conflict.
- ☐ Progress monitoring was not frequent enough to inform intervention changes.
- ☐ Diagnostic assessment did not inform instruction decision-making.
- ☐ Challenges accessing appropriate intervention materials or curriculum
- ☐ None of the above.

67. How will you use what you have learned while working towards your behavior goal this year to inform your efforts next year? For example, what will you do the same, and/or what will you do differently? *

68. Based on your responses above, please update your behavior S.M.A.R.T. goal for the 2024-2025 school year.

69. To what extent do you agree or disagree with the following statements about using data to measure student progress in behavior? *

Note: this information will be used to inform future technical assistance provided by the Minnesota Department of Education.

	Strongly agree	Agree	Disagree	Strongly disagree
My ADSIS team has the skills needed to analyze student data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ADSIS team has the appropriate tools and resources needed to interpret analysis of student data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ADSIS team uses analysis of student data to inform the services provided to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

70. What was the location of the behavior intervention during a typical week? Select all that apply. *

☐ Specialized intervention room

☐ General education classroom

☐ Other, please specify:

71. What was the frequency of behavior intervention during a typical week (number of days per week)? *

- ☐ 1 day
- ☐ 2 days
- ☐ 3 days
- ☐ 4 days
- ☐ 5 days

72. What was the duration of the behavior intervention during a typical week (number of minutes per session). *

- ☐ Less than 20 minutes
- ☐ 20-25 minutes
- ☐ 26-35 minutes
- ☐ 36-45 minutes
- ☐ 46-55 minutes
- ☐ More than 55 minutes

73. In what way(s) was the behavior intervention delivered during a typical week? Select all that apply. *

- ☐ Small group (fewer than 10 students)
- ☐ Large group (10 or more students)
- ☐ Individual
- ☐ Remote

74. When was the behavior intervention delivered? Select all that apply.

- ☐ School day
- ☐ Extended school day
- ☐ School year

75. For what topics, if any, would additional training or support from MDE help to support student progress in behavior? Please describe.

76. How many students received ADSIS behavior services during the 2023-24 school year? *

77. Please enter the number of students that exited ADSIS behavior services during the 2023-24 school year in the correct rows: *

**Note: Duplicate student counts are allowed between reading, math and behavior within this report.*

Referral to Special
Education

Met Instructional
Goals

Moved out of
District

Other

78. How did you measure the indirect impact of the ADSIS behavior intervention on academics? Select all that apply. *

- ☐ Academic indicators (for example: MCAs, grades)
- ☐ Teacher/student/parent surveys
- ☐ Student benchmark data (for example: STAR, FAST, AIMSweb, or DBR reports)
- ☐ Reviews during regular team meetings
- ☐ We did not measure indirect impact on academics.
- ☐ Other, please specify:

79. Briefly summarize the indirect impact the behavior intervention had on academics (include evidence to support conclusions). *

Stakeholder Level of Satisfaction

80. Enter the number of stakeholders that were surveyed and the number that responded in the grid below *

	Number Surveyed	Number Responded
Parents/Guardians	<input type="text"/>	<input type="text"/>
Teachers	<input type="text"/>	<input type="text"/>
Students	<input type="text"/>	<input type="text"/>

81. Enter the number of stakeholders in each group that rated their satisfaction as high, medium and low *

	High	Medium	Low
Parents/Guardians	<input type="text"/>	<input type="text"/>	<input type="text"/>
Teachers	<input type="text"/>	<input type="text"/>	<input type="text"/>
Students	<input type="text"/>	<input type="text"/>	<input type="text"/>

82. What are three things you learned from the feedback you received from stakeholders? *

83. How are you using the feedback you received about stakeholder satisfaction to inform future planning for ADSIS? *

84. Please share a story or anecdote that captures the impact ADSIS has had at your school. (Optional)

Thank You!

Thank you for taking our survey. Your response is very important to us.