Alternative Delivery of Specialized Instructional Services (ADSIS) Mid-Year Progress Report Template

Overview

The ADSIS Mid-Year Progress Report is designed to help you assess and report on how well your district is implementing the approved ADSIS services as per the district's application. It is intended to be completed as a district team and be used as guidance to inform action needed.

All districts receiving ADSIS funds in this funding cycle must complete a report.

This is a template for preparation purposes only. If you have not received the link to complete the online report by January of year one of funding, please email mde.adsisreview@state.mn.us. The report is due February of year one of funding.

There are two sections to the survey.

- 1. Status of Components of Approved ADSIS Application
    - o Leadership and Implementation Team
    - o Screening and Assessment Process
    - o ADSIS Services and Intervention
    - o Process for Monitoring Individual Student Progress
    - o Process and Criteria to Determine Exit from ADSIS Services
    - o Roles of Teacher, Parents/Guardians and Community/Parent Advocates and ADSIS Coordination with Other District/School Programs
    - o Evaluation of ADSIS Services
- 2. Progress Toward ADSIS Direct Service Goals
    - o Number of students that have received services through ADSIS to-date.
    - o Special Education Referral Goals
    - o Direct Service Reading Goals (if the school provides direct reading services through ADSIS)
    - o Direct Service Mathematics Goals (if the school provides direct mathematics services through ADSIS)
    - o Direct Service Behavior Goals (if the school provides direct behavior services through ADSIS)

Recommended Instructions for Completion

The report is designed to be completed by the district leadership team using the information from the application and local data/observations from the current school year.

First, please send this report to your ADSIS Leadership team members to preview so they can gather any relevant data or thoughts in preparation.

Then schedule a meeting in person or online with the leadership team and use the report to document important discussions that emerge. This is an opportunity as a district to reflect on the system in place to support ADSIS students in the district. It may be helpful to note roles and responsibilities such as meeting facilitator, note taker, timekeeper, etc.

Each section follows a similar pattern, first asking to estimate the level of implementation of each the components from your application as well as providing narrative of your discussion along with any action planning. Narrative responses do not need to be given in detail at each individual school or grade level, but rather highlight any discussion items that emerged.

Linked Teams

This report was designed to assist linked teams from the school level to the district to the state as part of a continuous improvement effort to inform the team-driven and data-based work amongst the linked teams.

At a school level, this is an opportunity to refresh the team of the work plan details in order to plan ahead for the End-of-Year report and ensure the team is collecting student data needed and working towards goals.

At a district level, this is an opportunity for the team to reflect on the critical components of an intervention system to maximize student outcomes. This may reveal technical assistance or professional development needs the district may want to consider.

At the state level, this is an opportunity for accountability in the use of state funds as well as an opportunity to identify technical assistance or professional development that the state could offer to districts.

We encourage all districts to be honest about the level of implementation and will be more attentive to just ensuring districts are using data to continue to inform decision-making at all levels.

Section 1: Status of Components of Approved ADSIS Application

For each component the Leadership and Implementation Team should:

1. Read the description of the application component in the question and review that section in your application from the school and district profiles.

2. Determine if the ADSIS services in your setting are "In-place," "Initiated or partially in-place," or "Not yet in place".

3. Briefly describe or reference the observable and measurable evidence and/or data sources that are used for that component.

4. For components determined to be "Initiated or partially in-place" or "Not yet in place", the team should consider the importance of the component in relation to achieving success, identify and address barriers to successful implementation, and ensure that an action plan related to that component is developed and monitored.

District Information:

- 5) Enter District/Charter Name
- 6) Enter District/Charter Number.
- 7) Date of progress report:
- 8) Contact Person:
- 9) Title:
- 10) Telephone:
- 11) Email:
- 12) Indicate your district's application group (mark one):
  - Group 1- Received funding in 2021-23 for the first time.
  - Group 2- Received funding in 2019-21 for the first time.
  - Group 3- Received funding in 2017-19 for the first time.
  - Group 4- Received funding in 2015-17 and/or earlier.
- 13) Indicate grade levels served through ADSIS in the district (mark all that apply):
  - K
  - 1st
  - 2nd
  - 3rd
  - 4th
  - 5th
  - 6th
  - 7th
  - 8th
  - 9th
  - 10th
  - 11th
  - 12th
- 14) Indicate direct service areas provided through ADSIS in the district (mark all that apply):
  - Reading
  - Mathematics
  - Behavior

A. Leadership and Implementation Team:

- 15) Please enter the name, title and building of each member of the District Leadership and Implementation Team members completing this progress report. The team must include district administration, general education representation, special education representation, and ADSIS staff. All buildings receiving ADSIS funding should be represented within the team.
  - Name
  - Title
  - Building
- 16) Each school has a leadership team that actively manages implementation of ADSIS services.
  - In-place
  - Initiated or partially in-place.
  - Not yet in-place

- o Evidence to support response in question #12 (when possible/applicable):
- 17) Each school's leadership team uses multiple sources of data (e.g., student achievement, behavior, and fidelity to make programmatic and student outcome decisions).
  - o In-place
  - o Initiated or partially in-place.
  - o Not yet in-place
  - o Evidence to support response in question #13 (when possible/applicable):
- 18) Action Plan: What should we do to further strengthen the Leadership and Implementation Team function? Are there key activities we need to revisit? What are the next right steps?

B. Screening and Assessment Process
- 19) Each school has a valid and reliable school-wide screening process for the ADSIS direct service content area.
  - o In-place
  - o Initiated or partially in-place.
  - o Not yet in-place
  - o Evidence to support response in question #16 (when possible/applicable):
- 20) The screening process accurately identifies students in need of ADSIS services.
  - o In-place
  - o Initiated or partially in-place.
  - o Not yet in-place
  - o Evidence to support response in question #17 (when possible/applicable):
- 21) Screened students are assessed to diagnose and prescribe individual instructional needs and match with intervention.
  - o In-place
  - o Initiated or partially in-place.
  - o Not yet in-place
  - o Evidence to support response from question #18 (when possible/applicable):
- 22) Action Plan: What should we do to further strengthen the screening and assessment process? Are there key activities we need to revisit? What are the next right steps?

C. ADSIS Services and Intervention:
- 23) In each school ADSIS services and interventions are implemented as defined in application.
  - o In-place
  - o Initiated or partially in-place.
  - o Not yet in-place
  - o Evidence to support response for question #20 (when possible/applicable):
- 24) In each school there is a data-based process to ensure interventions and services are implemented as they were intended (i.e., scheduled time and place are dedicated for interventions, necessary materials as well as training and coaching are provided to the interventionist, etc.)
  - o In- place
  - o Initiated or partially in-place.
  - o Not yet in-place
  - o Evidence to support response in question #21 (when possible/applicable):

- 25) Action Plan: What should we do to further strengthen the delivery of ADSIS services and interventions? Are there key activities we need to revisit? What are the next right steps?

D. Process for Monitoring Individual Student Progress:
- 26) In each school the progress monitoring data system guides instructional decisions.
  - In-place
  - Initiated or partially in-place.
  - Not yet in place
  - Evidence to support response in question #23 (when possible/applicable):
- 27) In each school the progress monitoring data collection is aligned with and supports the instructional intervention.
  - In-place
  - Initiated or partially in-place.
  - Not yet in-place
  - Evidence to support response in question #24 (when possible/applicable):
- 28) Regardless of the direct service area a student is receiving intervention (reading, math or behavior) each school is measuring the impact on academic **and** behavior skills. This is a requirement. Please see your application workplan to find how your proposed to measure the indirect impact of the intervention)
  - In-place
  - Initiated or partially in-place.
  - Not yet in place
  - Evidence to support response in question #25 (when possible/applicable):
- 29) Action Plan: What should we do to further strengthen the process for monitoring individual student progress? Are there key activities we need to revisit? What are the next right steps?

DI. Process and Criteria to Determine Exit from ADSIS Services
- 30) Each school uses the decision-making criteria to exit a student from ADSIS services as per approved application.
  - In-place
  - Initiated or partially in-place.
  - Not yet in-place
  - Evidence to support response from question #27 (when possible/applicable):
- 31) Action Plan: What should we do to further strengthen the process and criteria to determine exiting from ADSIS services? Are there key activities we need to revisit? What are the next right steps?

DII. Roles of Teacher, Parents/Guardians and Community/Parent Advocates and ADSIS Coordination with Other District/School Programs
- 32) There is a communication plan developed for on-going staff input regarding ADSIS services.
  - In-place
  - initiated or partially in-place.
  - Not yet in-place
  - Evidence to support response from question #29 (when possible/applicable):

- 33) There is a communication plan developed for parent and community advocate input regarding ADSIS services.
    - In-place
    - Initiated or partially in-place.
    - Not yet in-place
    - Evidence to support response from question #30 (when possible/applicable):
- 34) In each school the academic and behavioral interventions and services funded by ADSIS function as part of a multi-tiered system of support.
    - In-place
    - Initiated or partially in-place.
    - Not yet in-place
    - Evidence to support response from question #31 (when possible/applicable):
- 35) Action Plan: What should we do to further strengthen the communication plan with teachers, parents/guardians and community/parent advocates? Are there key activities we need to revisit? What are the next right steps?
- 36) Action Plan: What should we do to further strengthen the ADSIS coordination with other district/school programs? Are there key activities we need to revisit? What are the next right steps?

G. Evaluation of ADSIS Services

- 37) In each school there is a data system functioning for measuring the level of progress and reporting the outcomes for students receiving ADSIS services.
    - In-place
    - Initiated or partially in-place.
    - Not yet in place
    - Evidence to support response in question #34 (when possible/applicable):
- 38) In each school there is a process for gathering data to evaluate the effectiveness of the ADSIS services in meeting the needs of the eligible students.
    - In-place
    - Initiated or partially in-place.
    - Not yet in-place
- 39) Evidence to support response in questions #35 (when possible/applicable):
- 40) Action Plan: What should we do to further strengthen the ADSIS evaluation? Are there key activities we need to revisit? What are the next right steps?

Section 2: Progress Toward ADSIS Direct Service Goals

For each direct service goal area listed in your application indicate the progress to-date made toward achieving the goal(s). List each ADSIS funded school on a separate line and fill in the grid.

- 41) Number of students in the district that have received services through ADSIS to-date:
- **42.) Referral to Special Education Evaluation Goal.** Every school profile had a SMART goal regarding referrals for special education. List each school receiving ADSIS funding in your district on a line below and answer the questions for each school. There is also a comment box below the grid to provide additional information regarding progress towards the referral goal.
    - A. School Name

- o B. The school ADSIS team can name or locate the SMART goal on referrals to special education?
- o C. Number of students receiving ADSIS services that have been referred for a special education evaluation (to-date)?
- o D. Progress Indicator
  - ▪ 1. Achieved goal.
  - ▪ 2. Significant progress toward reaching goal- on-track to achieve by end of year.
  - ▪ 3. Some progress toward reaching goal.
  - ▪ 4. Not making progress as expected.
- 43) Comments regarding progress towards referral goal:

Direct Services Reading Goal

For each school from your application that provides direct reading services please fill in the grid below. There is also a comment box below the grid to provide additional information regarding progress towards reading goal. If no schools provide ADSIS reading scroll to the bottom and click next.

- 44) List each school providing direct reading services through ADSIS in your district on a line below and answer the questions for each school.
  - o A. School Name
  - o B. The school ADSIS team can name or locate the SMART goal on reading from application.
  - o C. Number of students receiving ADSIS reading services (to-date)
  - o D. Progress Indicator
    - ▪ 1. Achieved goal
    - ▪ 2. Significant progress toward reaching goal- on-track to achieve by end of year.
    - ▪ 3. Some progress toward reaching goal.
    - ▪ 4. Not making progress as expected.
  - o E. The school is also measuring indirect impact of the intervention on behavior.
- 45) Comments regarding progress towards reading goals:

Direct Services Math Goal

For each school from your application that is providing direct math services please complete the grid below. There is also a comment box below the grid to provide additional information regarding progress towards math goal. If no schools provide ADSIS math scroll to the bottom and click next.

- 46) List each school providing direct math services through ADSIS in your district on a line below and answer the questions for each school.
  - o A. School Name
  - o B. The school ADSIS team can name or locate the SMART goal on math from application.
  - o C. Number of students receiving ADSIS math services (to-date)
  - o D. Progress Indicator
    - ▪ 1. Achieved goal
    - ▪ 2. Significant progress toward reaching goal- on-track to achieve by end of year.
    - ▪ 3. Some progress toward reaching goal.
    - ▪ 4. Not making progress as expected.
  - o E. The school is also measuring indirect impact of the intervention on behavior.

- 47) Comments regarding progress towards math goal:

Direct Services Behavioral Goal

For each school from your application that is providing direct behavior services please complete the grid below. There is also a comment box below the grid to provide additional information regarding progress towards behavior goal. If no schools provide ADSIS behavior scroll to the bottom and click next.

- 48) List each school providing direct behavior services through ADSIS in your district on a line below and answer the questions for each school.
    - A. School Name
    - B. The school ADSIS team can name or locate the SMART goal on behavior from the application.
    - C. Number of students receiving ADSIS behavior services (to-date)
    - D. Progress Indicator
        - 1. Achieved goal
        - 2. Significant progress toward reaching goal- on-track to achieve by end of year.
        - 3. Some progress toward reaching goal.
        - 4. Not making progress as expected.
    - E. The school is also measuring indirect impact of the intervention on academics.
- 49) Comments regarding progress towards behavior goal: