

## **Alternative Delivery of Specialized Instructional Services Progress Report**

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

Directions: These are only the instructions and a preview of questions. The survey is on-line and can be found at the link in the e-mail sent to ADSIS Leadership Teams. You will be able to save as you go by clicking the tab at the top. The survey is due **February 8th, 2016 at 5:00p.m.**

There are two sections to the survey:

### **1. Status of Components of Approved ADSIS Application**

- Leadership and Implementation Team
- Screening and Assessment Process
- ADSIS Services and Intervention
- Process for Monitoring Individual Student Progress
- Process and Criteria to Determine Exit from ADSIS Services
- Roles of Teacher, Parents/Guardians and Community/Parent Advocates and ADSIS Coordination with Other District/School Programs
- Evaluation of ADSIS Services

### **2. Progress Toward ADSIS Direct Service Goals**

- Number of students that have received services through ADSIS to-date
- Special Education Referral Goals
- Direct Service Reading Goals (if the school provides direct reading services through ADSIS)
- Direct Service Mathematics Goals (if the school provides direct mathematics services through ADSIS)
- Direct Service Behavior Goals (if the school provides direct behavior services through ADSIS)

### **District Information:**

District Information:

District/Charter Name:

District Number:      Type:

Date of Progress Report:

Contact Person:

Title:

Telephone:

Email:

**Indicate your districts application group (mark one):**

- GROUP 1 – Received funding in 2015-2016 for the first time
- GROUP 2 – Received funding in 2013-2015 for the first time
- GROUP 3 – Received funding in 2012-2013

**Indicate Grade levels served through ADSIS (mark as many as applicable):**

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

**Indicate direct service areas provided through ADSIS (mark as many as applicable):**

- Reading
- Math
- Behavior

## Section 1: Status of Components of Approved ADSIS Application

### **A. Leadership and Implementation Team**

Please list the Leadership and Implementation Team members' completing the progress report. The team must include district administration, general education representation, special education representation, ADSIS staff. All buildings receiving ADSIS funding should be represented within the team.

Name:

Title/Building:

***Each school has a leadership team that actively manages implementation of ADSIS services.***

- In-place
- Initiated or partially in-place
- Not yet in place

Evidence: [ ]

***Each school's leadership team uses multiple sources of data (e.g. student achievement, behavior, and fidelity) to make programmatic and student outcome decisions.)***

- In-place
- Initiated or partially in-place
- Not yet in place

Evidence: [ ]

**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**

***Each school has a valid and reliable school-wide screening process for ADSIS direct service content areas.***

- In-place
- Initiated or partially in-place
- Not yet in place

Evidence: [ ]

***The screening process accurately identifies the students in need of ADSIS services.***

- In-place
- Initiated or partially in-place
- Not yet in place

Evidence: [ ]

***Screened students are assessed to diagnose and prescribe individual instructional needs and match with instruction.***

- In-place
- Initiated or partially in-place
- Not yet in place

Evidence: [ ]

**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**

***In each school ADSIS services and interventions are implemented as defined in application.***

- In-place
- Initiated or partially in-place
- Not yet in place

Evidence: [ ]

***In each school there is a data-based process to ensure interventions and services are implemented with fidelity.***

- In-place
- Initiated or partially in-place
- Not yet in place

Evidence: [ ]

**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**

***In each school the progress monitoring data system guides instructional decisions.***

- In-place
- Initiated or partially in-place
- Not yet in place

Evidence: [ ]

***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: [ ]

***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.***

- In-place
- Initiated or partially in-place
- Not yet in place

Evidence: [ ]

**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? [ ]

## **E. Process and Criteria to Determine Exit from the ADSIS Services**

***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: [ ]

**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? [ ]

## **F. Roles of Teacher, Parents/Guardians and Community/Parent Advocates and ADSIS Coordination with Other District/School Programs**

***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: [ ]

***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: [ ]

***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: [ ]

**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? [ ]

**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**

***In each school there is a data system functioning for measuring level of progress and reporting the outcomes for students receiving ADSIS services.***

- In-place
- Initiated or partially in-place
- Not yet in place

Evidence: [ ]

***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

Evidence: [ ]

**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

#### A. Number of students that have received services through ADSIS to-date: [ ]

For each direct service goal area listed in your application indicate the progress to-date made toward achieving the goal(s). Please add lines for each school in your approved application.

#### B. Referral to Special Education Evaluation Goal

School Name	The school ADSIS team knows or can locate the SMART Goal written in their application regarding referrals for special education (Y or N)	Number of students receiving ADSIS services that have been referred for a special education evaluation (to-date).	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.
<i>Example School</i>	Y	3	2

Comments regarding progress towards referral goal [ ]

#### C. Direct Service Reading Goals

If the district is providing direct services through ADSIS for reading complete this section. List each school providing reading through ADSIS on a separate line and complete the grid (see example). If no schools in the district are providing reading through ADSIS skip to the next section.

School Name	The school ADSIS team knows or can locate the SMART Goal written in their application for reading (Y or N)	Number of students receiving direct reading instruction (to-date)	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.	The school is also measuring indirect impact of the intervention on behavior (Y or N)
<i>Example School</i>	Y	25	3	N

Comments regarding progress towards reading goal [ ]

### D. Direct Mathematics Service Goals

If the district is providing direct services through ADSIS for math complete this section. List each school providing math through ADSIS on a separate line and complete the grid (see example). If no schools in the district are providing math through ADSIS skip to the next section.

School Name	The school ADSIS team knows or can locate their SMART Goal written in the application for math (Y or N)	Number of students receiving direct math instruction (to-date)	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.	The school is also measuring indirect impact of the intervention on behavior (Y or N)
<i>Example School</i>	Y	35	4	Y

**Comments regarding progress towards math goal [ ]**

### E. Direct Behavior Service Goals

If the district is providing direct services through ADSIS for behavior complete this section. List each school providing behavior through ADSIS on a separate line and complete the grid (see example). If no schools in the district are providing behavior through ADSIS skip to the next section.

School Name	The school ADSIS team knows or can locate their SMART Goal written for behavior in the application (Y or N)	Number of students receiving direct behavior instruction (to-date)	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.	The school is also measure indirect impact of the behavior intervention on academic progress (Y or N)
<i>Example School</i>	Y	20	2	Y

**Comments regarding progress towards behavior goal [ ]**