REC

Hatching Results®

5030 Implementation:

CSCP Support in a MTSS
(Tiers 2 & 3)

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Access the slides:

Meet Your AWSP Champion

Kamrica Ary-Turner, M.Ed.

Associate Director, Puget Sound (ESD 121) and NW (ESD 189) Regions

- Member of AWSPs Professional Learning team, joining in July 2022
- Former educator, secondary school counselor and administrator (14 years of experience)
- Champion and advocate for the whole child with a passion for justice, diversity, equity, inclusion, and community partnerships

I have worked as a school counselor!!!

Meet Your OSPI Supporters

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Maria Muto, M.Ed.

NEW! Program Supervisor, Secondary School Counseling

- Former High School Counselor in five schools across three WA school districts including two ALE schools and trained mentor through the the OSPI/WEA's NAKIA Academy for BIPOC educators.
- Data lover who believes that data not only informs our work, but is also a powerful tool for sharing all the amazing work that school counselors do.
- Just started at OSPI on January 9th, and ready to jump in to support Washington school counselors with 5030 work and advocate for this immensely important work that you do.

Kylie Massey, M.Ed.

NEW! Program Supervisor, Elementary School Counseling

- Former Elementary School Counselor and district-level Counseling Specialist tasked with supporting the building of our district CSCP
- Firm believer that a rising tide lifts all boats, and that a true comprehensive school counseling program can be that tide!
- New to OSPI, but beyond excited and committed to advocating for school counsel*ing* and supporting school counsel*ors* to do this incredible --and exhausting--work.

We have both worked as school counselors!!!

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Meet Your Presenters

Hatching Results®

Whitney Triplett, M.A., NCC, PPS

Executive Director, Strategy & Development

- Co-founder/co-chair, National School Counseling Leadership Conference
- Co-author, Hatching Results for Secondary School Counseling (2019) & Hatching Tier Two and Three Interventions in Your Elementary SC Program (2019)
- Illinois School Counselor Advocate of the Year, 2018
- Former: district-level K-12 school counseling specialist; state association board member; graduate-level adjunct instructor; high school counselor; RAMP recipient & lead reviewer

Angie Ness, M.S., NCC

Lead Professional Learning Specialist

- 8 years of experience as a former school counselor, **K-12**
- ASCA **RAMP Reviewer**
- Indiana School Counselor Association **Emerging Leader**
- Member of **Comprehensive School Counseling** and **Social-Emotional Learning** Strategic Priority Teams for Keep Indiana Learning
- Consultant for **Comprehensive Counseling Collaborative** of Elkhart County

We have both worked as school counselors!!!

Hello

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Our Shared Zoom Agreements :)
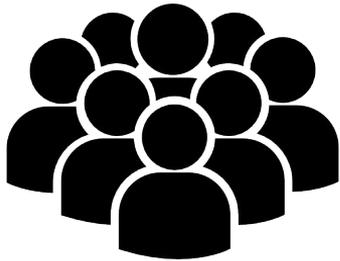
**CONSIDER THIS A SAFE SHARED LEARNING SPACE**

Please use language, tones, and approaches that enrich this learning environment for all :)
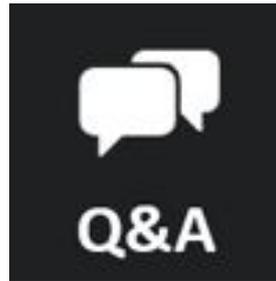
USE "Q&A" TO SUBMIT A QUESTION

We will aim to answer as many as possible in the time allotted
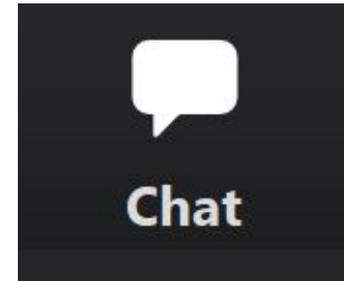
USE "CHAT" TO SHARE IDEAS & PRACTICES TO SUPPORT YOUR COLLEAGUES!

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Setting the Stage with Purpose & Direction

Objectives

By the end of this webinar, we will be able to:

- Explore ways to thoughtfully consider how the CSCP enables staff to **identify students** in need of Tier 2 and 3 support, **deliver appropriate evidence-based interventions**, and **evaluate for impact** on student outcomes

- Learn strategies to **assess our current level of implementation** and make plans for continued development of proactive Tier 2 and 3 supports that are assessed and adjusted to **maximize effectiveness**, in partnership with administrators and other ESAs

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We are still in Year 1 - we're just beginning ;)

2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
"Year 0"	"Year 1"	"Year 2"	"Year 3"	"Year 4"	"Year 5"
SSB 5030 becomes law School boards required to adopt a "transition plan"	School sites **_begin_** implementation Districts **_begin_** building district-wide expectations, structures, etc.				

Remember: It generally takes 3-5 years to fully implement a CSCP.

Vocab/Abbreviations Cheat Sheet 😉

- ASCA: American School Counselor Association

- AWSP: Association of Washington School Principals

- CSCP: Comprehensive School Counseling Program

- ESA: Educational Service Associates

- ESD: Educational Service Districts

- MTMDSS: Multi-Tiered Multi-Domain System of Supports

- MTSS: Multi-Tiered System of Supports

- OSPI: Office of Superintendent of Public Instruction

- SSB: Substitute Senate Bill

- WSCA: Washington School Counselor Association

Tips for reaching the students who need us most

Tier 2 CSCP Supports and Strategy

OBJECTIVE: Explore ways to thoughtfully consider how the CSCP enables staff to identify students in need of Tier 2 and 3 support, deliver appropriate evidence-based interventions, and evaluate for impact on student outcomes

CSCPs Support the Schoolwide MTSS

CSCP staff deliver tiered supports

Washington MTSS
LEARN MORE
Continuum of Supports
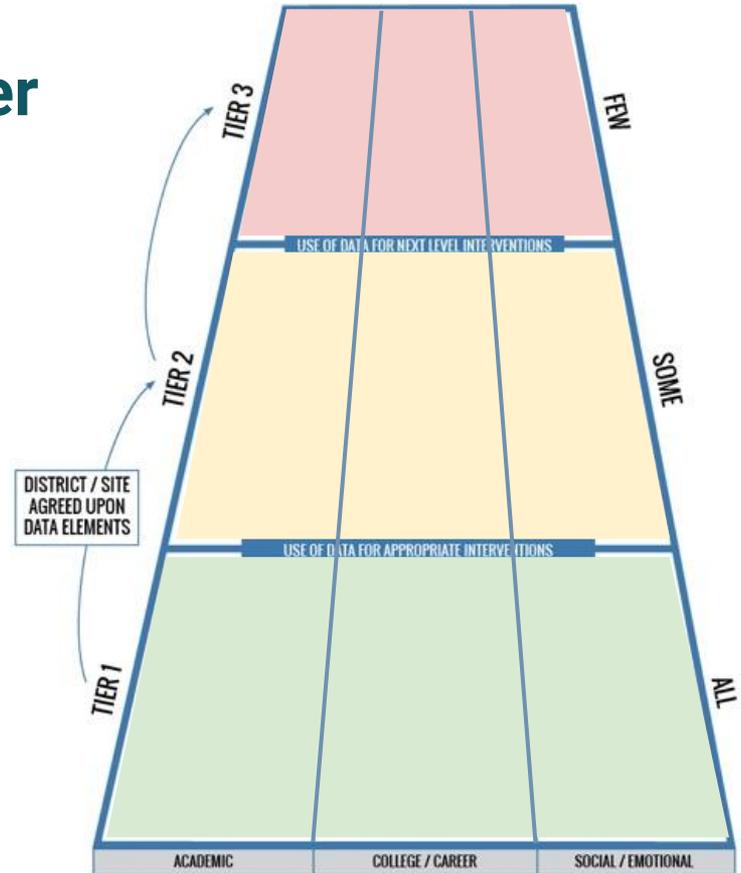
AWSP - Leadership Connection
ASSOCIATION OF WASHINGTON SCHOOL PRINCIPALS

Criterion 3: Planning with Data
Criterion 4: Aligning Curriculum
Criterion 5.3: Assists staff in developing required student growth plans and identifying valid, reliable sources of evidence of effectiveness
Criterion 6.3: Aligning Staff (i.e. master schedule), students needs
Criterion 6.4: Managing fiscal resources (i.e. connecting budget to SIP)

TIER 3   FEW
TIER 2   SOME
TIER 1   ALL

USE OF DATA FOR NEXT LEVEL INTERVENTIONS

DISTRICT / SITE AGREED UPON DATA ELEMENTS

USE OF DATA FOR APPROPRIATE INTERVENTIONS

ACADEMIC   COLLEGE / CAREER   SOCIAL / EMOTIONAL

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CSCPs Support the Schoolwide MTSS

CSCP staff deliver tiered supports within 3 domains
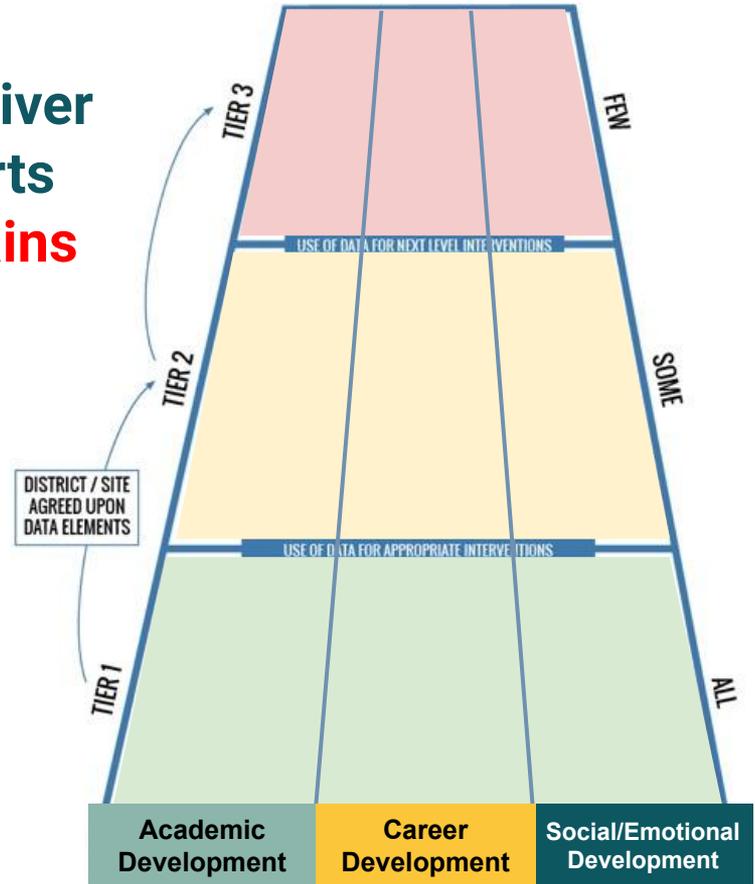
AWSP - Leadership Connection
ASSOCIATION OF WASHINGTON SCHOOL PRINCIPALS

Criterion 1:Creating Culture
Criterion 2: Ensuring School Safety
Criterion 3: Planning with Data
Criterion 4: Aligning Curriculum
Criterion 5.3: Assists staff in developing required student growth plans and identifying valid, reliable sources of evidence of effectiveness
Criterion 6.3: Aligning Staff (i.e. master schedule), students needs
Criterion 6.4: Managing fiscal resources (i.e. connecting budget to SIP)

CSCPs Support the Schoolwide MTSS

In addition to ESA staff, who else provides Tier 2 supports to students in your school(s)?

CSCPs Support the Schoolwide MTSS

In addition to ESA staff, who else provides Tier 3 supports to students in your school(s)?

Tier 3 / FEW

Tier 2 / SOME

Tier 1 / ALL

USE OF DATA FOR NEXT LEVEL INTERVENTIONS

DISTRICT / SITE AGREED UPON DATA ELEMENTS

USE OF DATA FOR APPROPRIATE INTERVENTIONS

| Academic Development | Career Development | Social/Emotional Development |
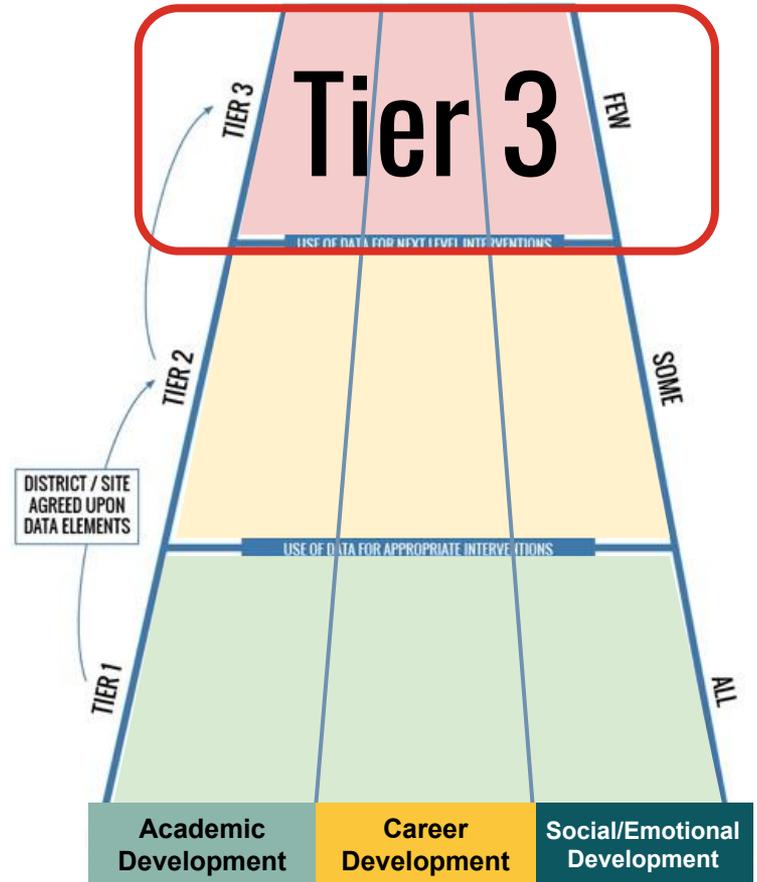
CSCPs Support the <u>Schoolwide MTSS</u>

Overarching tips for success:

Develop processes and teaming structures that ensure interventions provided by CSCP staff are **<u>integrated</u> into the <u>school-wide</u> system of supports** (if a schoolwide MTSS doesn't yet exist, begin developing it)

- Identify students in need of support and make decisions about which interventions to provide within the schoolwide Tier 2 team, of which CSCP staff are a part.

- Monitor the progress of students receiving Tier 2 and 3 interventions within the Tier 2 team as well

Note: The CSCP does not need a separate process for intervening with students; this may be an area needing shifts if your CSCP currently has its own separate process. Integration is the goal here.

Each ESD has a <u>MTSS Implementation Coordinator</u> who can provide support to your district ;)

Who's on the "Team"

Adults who are coordinating, providing, and/or making decisions about Tier 2 and 3 supports should have representation on this schoolwide team

Examples of staff to consider including:

- **ESA staff** tasked with implementing the CSCP (e.g. school counselors, psychologists, social workers, nurses, & others)
- Mental health counselors
- College access partners (e.g. GEAR Up, TRIO)
- Family engagement coordinators
- ELL staff, SpEd staff, interventionists
- Admins., school safety staff, deans, behavior analysts, & other staff who support behavior
- Student assistance professionals
- Paraprofessionals as appropriate

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# Remember that SUPPORTS are in tiers, not students 😉

The words we choose to use can **empower** or **disempower**

Rather than saying...	Choose to say:
"Tier 2 students"	"Students with a Tier 2 need"

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Types of Tier 2 Student Needs
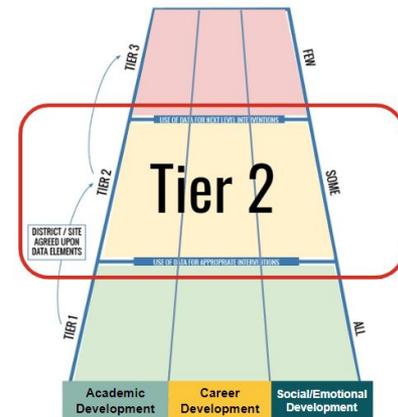
"Buckets" of Tier 2 Student Needs

Deficiencies	• Students struggling with attendance / engagement • Students struggling with appropriate behavior • Students struggling academically

vs.

Missed Opportunities	• Not involved in extracurricular or enrichment opportunities • Families who haven't logged into their student's grade portal • Haven't enrolled in rigorous courses • Haven't completed postsecondary applications and/or financial aid

"Closing the Gap"

Student Groups	• Student group is disproportionately represented in school attendance, behavior, or academic data • Examples: Black and brown students, foster youth, those in transitional living situations, English learners, historically underrepresented/oppressed populations

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Which bucket?

Deficiencies

Missed Opportunities

Student Groups

- Students not turning in more than 10% of classwork assignments

  Deficiencies

- Foster youth in the building have dramatically higher truancy rates than their peers

  Student Groups

- Students with 2 or more F's (or 1's/I's) on 1st quarter report card

  Deficiencies

- Latinx males are underrepresented in the elementary school's gifted and talented program

  Student Groups

- 64 college-eligible seniors haven't yet completed a FAFSA/WASFA

  Missed Opportunities

- Out of the 36 students flagged for 3 or more behavior referrals, you notice that 27 are black males

  Student Groups

Which Students Deserve Tier 2 Support? (and how do we know?)

Some students need *MORE*

...but WHICH students?????

- Who deserves Tier 2 support from the school counseling program? How do you know?

- Can you justify why certain students receive Tier 2 supports and others who may qualify don't?

  Look at your process/participation **data** - which students are most/least advantaged by the current Tier 2 school counseling supports? Is it the "squeaky wheel" or those whose **data** really justifies the support?

- Consider how you might create systems that use attendance/engagement **data**, behavior **data**, and other outcome **data** to "qualify" students for Tier 2...


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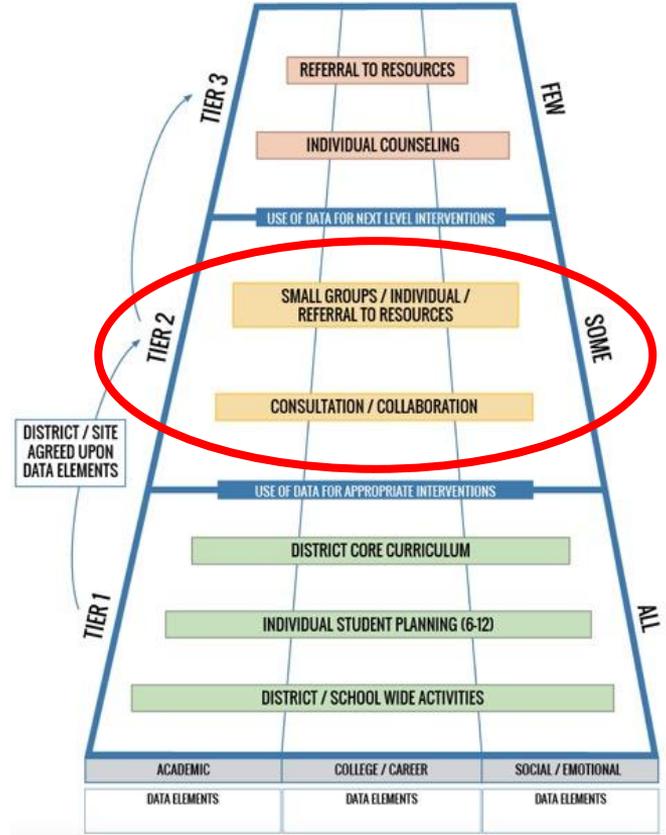
Two ways to identify students for Tier 2:

1. Predetermined data metrics

- Ensures that T2 intervention is aligned to CSCP goals and the school improvement plan
- Helps ensure that students in need don't get missed
- More objective than referrals/less implicit bias
- Helps prioritize practitioner use of time

2. Referrals

- Useful when data doesn't show the need (i.e. when a student is acting differently one day)
- Use with caution - high levels of subjectivity, cultural implications, implicit bias often results in over-referrals of certain student groups
- Evaluate your referral data often - which student groups are referred most/least? Which staff refer most/least? Are staff following flowchart protocol for referrals?

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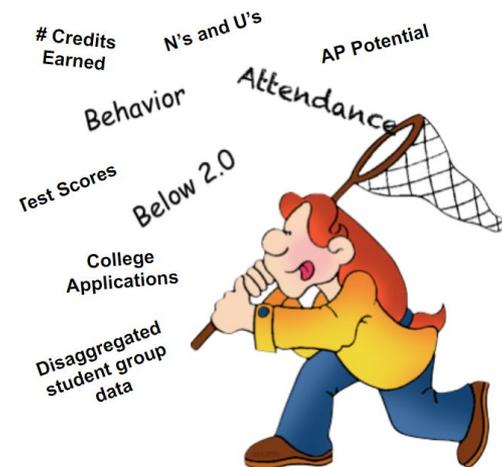
Whitney's Watchlist (Example)

Developed at the end of each 5-week grading period

✅ = School counselor received a referral

Last Name	First Name	DIV	IEP	Freshman Seminar	Grades									Attendance								Discipline				Graduation Requirements					
					A's	B's	C's	D's	F's	35-Wk GPA	30-Wk GPA	Differ.	GPA Trend	Point-in-Time On-Track Status	35-Wk Cum Attend.	30-Wk Cum Attend.	Difference	Trend	Total # Abs	# UNEX Abs	# EX Abs	# SUS	Tot # Days SUS	# ISS	# DET	SL Hrs (5-27-11)	# Recovery Courses Needed	FY Sem 1	FY Sem 2	FY Sum	TOTAL Earned
					0	2	2	1	1	1.83	2.67	-0.83	⇩		97%	98%	-1%	⇩	4	4	0				0	35		3.0		3.0
					6	1	0	0	0	3.86	4.00	-0.14	⇩		96%	96%	0%	⇔	6	2	5				0	20		3.0		3.0
					4	3	0	0	0	3.57	3.57	0.00	⇔		91%	90%	1%	⇧	13	1	13	1	5		0	30		3.0		3.0
					0	0	3	2	1	1.33	1.50	-0.17	⇩		89%	92%	-3%	⇩	16	9	7	1	2		3	10		3.0		3.0
					1	3	2	0	1	2.83	3.33	-0.50	⇩		86%	88%	-2%	⇩	19	15	4				5	10		3.0		3.0
					1	2	2	1	0	2.50	2.33	0.17	⇧		78%	74%	3%	⇧	33	22	11				0	0		2.5		2.5
					0	0	3	1	2	1.17	1.17	0.00	⇔	OFF	76%															2.5
					0	0	5	1	0	1.83	2.33	-0.50	⇩		89%															3.0
					1	2	3	1	0	2.83	3.50	-0.67	⇩		79%															3.0
					0	2	1	3	0	1.83	1.83	0.00	⇔		83%															3.0
					0	0	3	2	2	1.14	1.29	-0.14	⇩	OFF	91%															3.0
					0	0	1	0	5	0.33	0.50	-0.17	⇩	OFF	68%															2.0
					1	1	2	2	0	2.17	2.50	-0.33	⇩		89%															2.5
					0	2	2	2	1	1.71	2.00	-0.29	⇩		94%															3.0
					2	2	2	0	0	3.00	3.00	0.00	⇔		86%															3.0
					0	2	2	2	0	2.00	2.17	-0.17	⇩		97%															3.0
					0	0	0	1	5	0.17	0.17	0.00	⇔	OFF	54%															2.0
					0	1	1	2	2	1.17	1.17	0.00	⇔	OFF	83%															2.5
					0	0	0	2	4	0.33	0.50	-0.17	⇩	OFF	72%															1.0
					0	2	3	0	2	1.71	1.86	-0.14	⇩		93%															3.0
					0	4	2	0	0	2.67	2.50	0.17	⇧		98%															3.0
					0	2	2	2	0	2.00	2.00	0.00	⇔		82%															3.0
					0	2	1	1	2	1.50	1.50	0.00	⇔		78%															2.0
					0	0	1	4	1	1.00	1.67	-0.67	⇩		66%															3.0
					0	1	1	3	1	1.33	1.17	0.17	⇧		90%															3.0
					0	0	1	2	3	0.67	0.50	0.17	⇧	OFF	69%															3.0
					0	0	2	0	4	0.67	0.67	0.00	⇔	OFF	70%	69%	2%	⇧	43	30	13				0	10	1	2.5		2.5
					0	0	0	1	5	0.17	0.50	-0.33	⇩	OFF	53%	58%	-5%	⇩	69	68	1			1	0	20	4	1.0		1.0
					0	0	3	0	2	1.17	0.83	0.33	⇧	OFF	64%	68%	-4%	⇩	53	47	6	1	5		7	0		3.0		3.0
					0	1	2	3	0	1.67	1.67	0.00	⇔		97%	98%	-1%	⇩	5	5	0				3	10	1	2.5		2.5
					1	0	1	1	4	1.00	0.86	0.14	⇧	OFF	76%	78%	-2%	⇩	35	32	3	1	5		3	10		3.0		3.0
					0	5	2	0	0	2.71	3.00	-0.29	⇩		95%	98%	-4%	⇩	8	2	6	1	5		2	10		3.0		3.0
					1	0	3	0	2	1.67	1.67	0.00	⇔	OFF	82%	81%	1%	⇧	26	23	4	1	2		0	15		3.0		3.0
					0	2	2	2	0	2.00	1.83	0.17	⇧		93%	92%	1%	⇧	11	10	1				1	10		3.0		3.0

Why might it have been **inequitable** for me to just use referrals?

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Being data-driven at Tier 2 does *not* mean waiting for data from teacher/parents referrals or student self-referrals.

Rather...

- **Proactively** collect data at **regular intervals** to "qualify" students for Tier 2 supports
  (i.e. "students with 2 or more F's or Ns/Us each grading period will receive a Tier 2 intervention")

- **Align** data metrics to the district's **strategic priorities**, school improvement plan, and CSCP goals

Choose metrics that are aligned to your School Improvement Plan!

Click the pic!

Align the CSCP to School and District Priorities

Is **climate and culture** a school priority? ➡ Ensure the CSCP has a SMART goal and action plan around that.
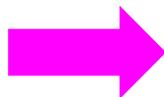
Is improving the **grad rate** a districtwide priority? ➡ Look at your data to identify the student groups who are struggling with credit attainment and create a SMART goal and action plan to support them.
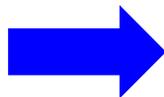
Is your district working to center **antiracist** approaches? ➡ Do the inside work. Identify ways the CSCP has contributed to racist systems and structures. Develop SMART goals to decrease disproportionality in school data.
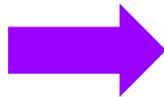
CSCP Alignment to School Improvement Plans

Elementary School Example

- Notice that CSCPs support all the items listed in the goals

- CSCP collaborate with administrators to determine the most appropriate way the program will align to these goals for the year. Ideas:
    - CSCP Tier 1 instruction
    - Targeted Tier 2 interventions
    - Data to inform decisions
    - Family/community engagement

School Improvement Plan Goals:

- Ensure effective communication with families.

- Implement cohesive academic programs- focusing on continuous improvement of English Language Arts, Mathematics for all students
- Provide Tiered Behavior Intervention Support
- Utilize Trauma Informed Practices to reach all students
- Promote regular school attendance

#4 (c4) Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards.

#5 (C5) Using data to inform instruction for continuous improvement, by providing time for collaboration on the use of data.

#6 (c6) Providing ongoing mechanisms for family and community engagement.

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CSCP Alignment to School Improvement Plans

Middle School Example

- Participate in (or could co-lead!) book study/PD for staff

- Data-driven identification of students based on predetermined criteria (low income, math SBA scores)

- Touch point with counselor "of specific students"

Priority #1	
Priority Area	Mathematics
Focus Area	We will address the opportunity gap of our low-income students.
Focus Grade Level(s)	Grades 6-8
Desired Outcome	62% of low-income students will meet or exceed standard as measured by the 2022 Math SBA.
Alignment with District Strategic Initiatives	Culturally Responsive Teaching
Data and Rationale Supporting Focus Area	42% of 86 low-income students were at standard on the 2019 Math SBA. We found over the past four years these students represent our largest opportunity for growth.

Strategy to Address Priority	**Action**	**Measure of Fidelity of Implementation**
	Book study with staff to support strategies for engaging low-income students.	Adjustments to classroom practice through grading practices.
	Flex options for review, support, check-ins with specific students.	Track students and use of Flex.
	Motivational interviewing by counselors of specific students.	Updates through our Students with Potential spreadsheet.
	Use of ALEKS curriculum.	ALEKS assessments.
	Formatively assess student progress.	SBA Interim Assessments/Fastbridge
	Summative assessment of student achievement.	2022 Math SBA

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	• SBA Interim Assessments • Fall 2021 Math SBA • Spring 2022 Math SBA • Fastbridge

CSCP Alignment to School Improvement Plans

High School Example

SMARTIE Goal:

School-Wide Goal: 80% of 9th grade students will meet or exceed their Individualize Growth Goal as compared to the Fall and Spring ELA MAP assessment.

Student Sub-Group Goal: 80% of 9th grade students designated as Native American will meet their Individualize Growth Goal as compared to the Fall and Spring ELA MAP assessment.

This goal will be achieved through multiple tactics such as Learning Strategies courses, common assessments, PLC planning, and collaboration between general education teachers and special education teachers, counselors, and the Native American interventionist. All these staff will collaborate to place students in appropriate supports such as learning strategies courses, tutoring, and in-class interventions.

- Identify students not yet meeting their IGG and complete a root cause analysis. Collaborate with the school-based team to group students with similar root causes and connect them with appropriate interventions.

- Progress monitor and share results with school leadership/community

For added impact…

Aim to align your school's Tier 2 "data qualifiers" with other schools across the district or ESD 😉

Hatching Results® — Imperial County Schools
School Counseling Data Points for Tier 2 Queries
IMPERIAL COUNTY OFFICE OF EDUCATION

HIGH SCHOOL				
At Risk Indicator	Grade Level	Data Element Criteria	How Often Data will be Collected	Source Used to Gather Data
Attendance	9-12	1st SARB Letter	1st Week of the Month	Synergy: ____ Aeries: ____
Course Failures	9-12	2 of More F's	Official Progress Reports	Synergy: GRD 402 Aeries: LIST STU GRD STU.NM STU.GR GRD.PD GRD.CN GRD.TN GRD.M1 BY GRD.CN IF GRD.M1 : D OR GRD.M1 : F
A-G	9-12	D's in A-G Coursework	Official Progress Reports *Identify as at risk at Progress 1; Provide Intervention at Q1	Synergy: GRD 402 Aeries: LIST STU GRD STU.NM S\ GRD.M1 BY GRD.CN IF GRD.M1
CTE	9	Not enrolled in a CTE pathway	Beginning of 2nd sem.	Synergy: Aeries:
	10	Not enrolled in a CTE pathway	Beginning of 2nd sem.	Synergy: Aeries:
	11/12	Non-CTE Completers	March	Synergy: Aeries:
FAFSA	12	Non-completers	Monthly (January-June)	CSAC website
Dual Enrollment	10-12	Not enrolled in DE (IVC Rosters)	Beginning of each semester	Dual Enrollment data from Betsy L\
Graduation Rate	12	Non-Graduates	End of senior year	Synergy: Aeries:
Credit Deficiency	11-12	Credit accrual Less than 100 credits (11); Less than 150 (12)	End of each semester	Synergy: Aeries: LIST STU NM GR CR CS\ here)
Student Groups	9-12	Foster Youth, EL, SpEd, Homeless, 504, Probation, Socioeconomically Disadvantaged	Beginning of each semester	Synergy: Aeries:
Suspensions	9-12	All suspension	As they occur - minimum query 1 x week	Synergy: Aeries:

Hatching Results® — Imperial County Schools
School Counseling Data Points for Tier 2 Queries
IMPERIAL COUNTY OFFICE OF EDUCATION

ELEMENTARY/MIDDLE SCHOOL				
At Risk Indicator	Grade Level	Data Element Criteria	How Often Data will be Collected	Source Used to Gather Data
Attendance	All	Less than 90% cumulative attendance ("chronically absent") (incl. excused abs.)	Each grading period (Q1, Q2, Q3, Q4 or T1, T2, T3)	Aeries - Aeries Analytics - Chronically Absent Synergy - Report A2A
Behavior	All	3 or more referrals within the quarter (non-attendance-related infractions)	August (Q4 data), Q1, Q2, Q3	Aeries - Assertive Discipline Synergy - Query IDS 601 or 401
Suspensions	ALL	Every student that has been suspended.	Every time a student is suspended (rolling)	Attendance clerk will notify as soon as suspension occurs
Academic Achievement	4-8	Below 2.0 (schools that report grades)	Q1, Q2, Q3	Aeries - Exception Report (less than 2.0) Synergy -
Academic Achievement	TK-5	50% or more of the marks on the Quarter report card are 1's or N's in core subjects.	Q1, Q2, Q3	Aeries - Standards Based Grading Synergy - Teacher Report SST referral program
EL	ALL	Students who are identified as Long-Term English Learners.	August (identify classification) Ensure intervention happens before ELPAC	Get from district office
Student Groups	TK-8	Foster Youth, EL, SpEd, SST's, Homeless, 504, Socioeconomically Disadvantaged	Beginning of each semester	Get from district office Synergy: Aeries:

What is **one metric** you want to begin using to identify students for Tier 2 supports?

Administrators: In partnership with your ESA staff, how might you advocate for better data-capturing systems or time to dig in, if needed?

Hmm...

What are some Tier 2 **College/Career** needs?

Elementary School Level:

There are rarely Tier 2 college/career situations at K-6 with the exception of supports for **special populations** *(e.g. EL, BIPOC, historically underrepresented, foster, homeless, students with disabilities, undocumented, first gen)*

Middle School Level:

- Special populations
- College Bound Scholarship
- No evidence of HSBP initiation
- Misalignment of HSBP interests and course enrollment choices

High School Level:

- Have AP potential but not enrolled in dual credit
- No ASVAB but military is postsecondary goal
- Eligible for college, but didn't apply
- Not taking World Language but shows 4-year college as goal in HSBP
- Scores 4 on SBA but taking no advanced coursework
- Shows early signs of summer melt
- Incomplete Graduation Pathway
- Interested in Apprenticeship
- Special populations
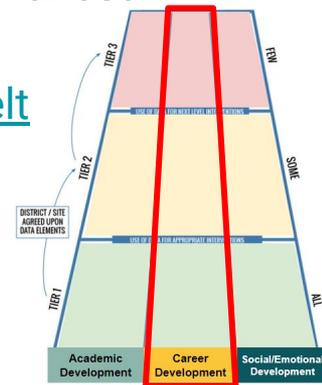
Are there any **questions** so far?

Use the Q&A

Are we stretching outside of our comfort zones yet? ;)
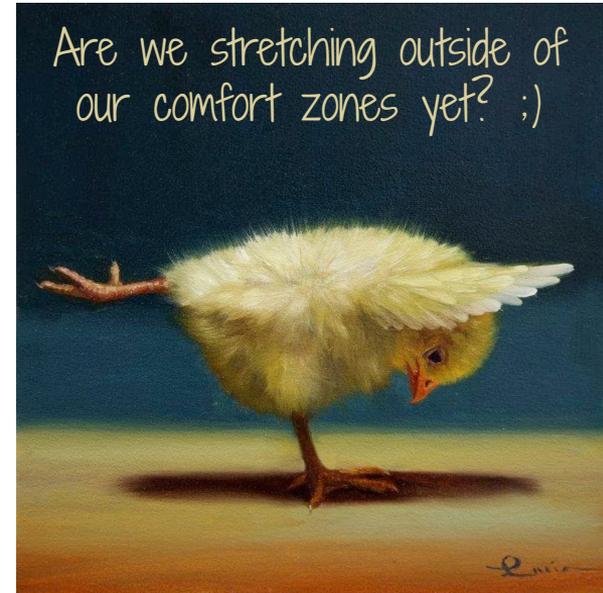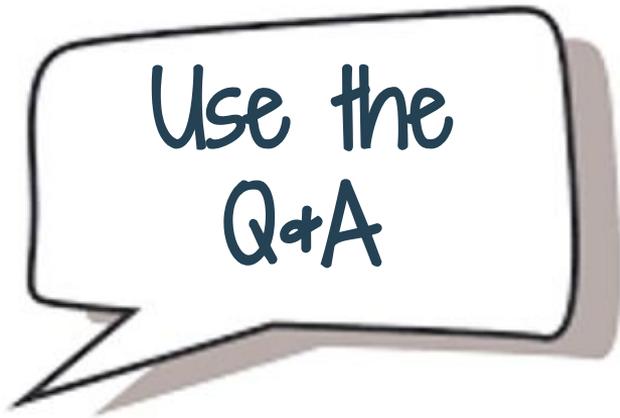
What's the Magic Tier 2 Intervention?

The intervention that **directly aligns** with the student **need!**

Common Pitfall...

Giving the same intervention to all identified students without attention to the "root cause" of the problem

Why might this be a pitfall??

"Root Cause" = The most basic, underlying reason for the presence of a specific result.

SYMPTOMS

PROBLEM
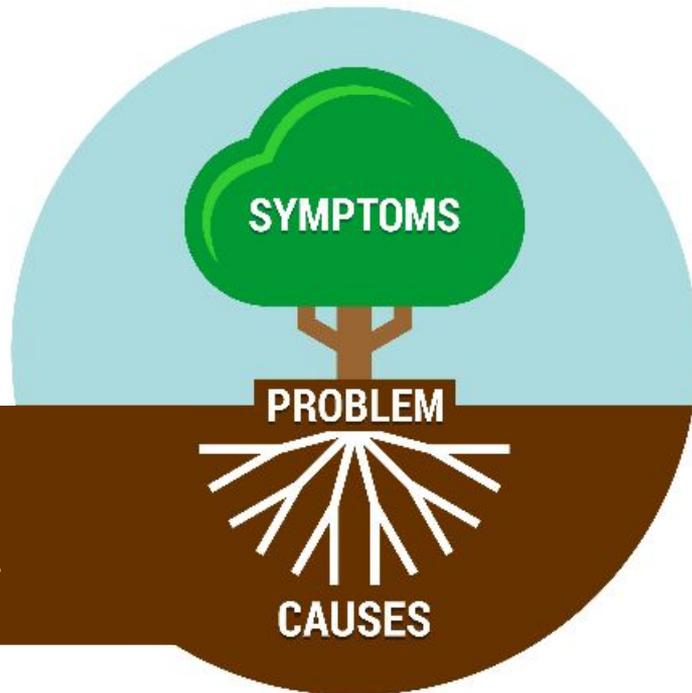
CAUSES

Hatching Results Conceptual Diagram ~ Use of Data

"Participation Data"

"Mindsets & Behaviors Data"

Process Data

Perception Data

Outcome Data

Who?
What?
When?
Where?
How Long?

Attitudes

Skills

Knowledge

Behavior Change

Achievement-Related Data

Attendance
Discipline Referrals
Parent Involvement
Homework Completion
Course Enrollment Patterns
Postsecondary Test Taking

Achievement Data

Report Card Grades
GPA
Promotion Rates
Graduation Rates
AP Test Scores
ACT/SAT/etc. Test Scores
...ates

Which intervention is most likely to produce _behavior change_ in the identified student?

Tier 1: School Counseling Core Curricu...

Tier 2: Intentional Interventions

Example: Root Causes of Absences

Barriers
- Chronic and acute illness
- Family responsibilities or home situation
- Trauma
- Poor transportation
- Housing and food insecurity
- Inequitable access to needed services
- System involvement
- Lack of predictable schedules for learning
- Lack of access to tech

Aversion
- Struggling academically and/or behaviorally
- Unwelcoming school climate
- Social and peer challenges
- Anxiety
- Biased disciplinary and suspension practices
- Undiagnosed disability and/or disability accommodations
- Parents had negative educational experiences

Disengagement
- Lack of challenging, culturally responsive instruction
- Bored
- No meaningful relationships to adults in the school (especially given staff shortages)
- Lack of enrichment opportunities
- Lack of academic and

Misconceptions
- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Lose track and underestimate TOTAL absences
- Sporadic absences aren't a problem

Can you think of one intervention that would address all of these root causes? …me neither 😉

Attendance Works ©

www.attendanceworks.org

Example: How the Root Cause Informs the Intervention

Targeted students = Those struggling academically after the progress report	
Root Causes Identified by Team	**Examples of Assigned Interventions**
Struggling due to missing work. Desire to improve grades but unsure how to get everything in on time.	Touch base with family Group workshop on executive functioning (the power of a zero, how to check for missing assignments, time management strategies, use of planner)

Types of Tier 2 <u>CSCP-Based</u> Supports
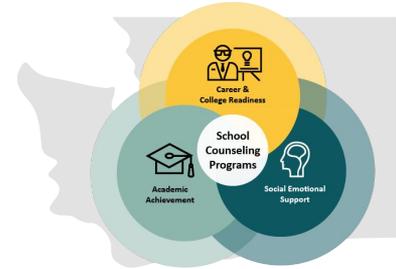
<u>Hyperlinked for more info</u>

<u>Direct Services</u>
- Large group workshops
- Check In Check Out
- Post-discipline/suspension counseling/re-engagement meetings
- Restorative justice/conflict mediation
- Small groups
- Individual counseling (<u>short-term</u>, solution-focused)

<u>Indirect Services</u>
- Consultation/Collaboration
- Teacher and student support in the classroom
- Teacher/staff education
- Family support/education
- Referrals to <u>in-school</u> resources

Tier 2 or 3?
→ Nature of or reason for referral

→ Level of urgency

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More Specific Examples of Tier 2 School Counseling Supports by Domain

Academic	College/Career	Social/Emotional	Equity-Focused
- Grade report check-ins, problem-solving, and goal-setting groups (e.g. Tiger Talks Intervention; MS GPA Tracker Project) - Check In/Check Out - Credit check interventions - Attendance interventions - Academic tools for success: organization, planning, time management, study skills, test-taking strategies, etc.	- Posse/cohorted career pathway or scholarship groups - Enrollment in advanced coursework for eligible MS/HS students - FAFSA/WASFA workshops for special pops [Financial Aid Advising Day] - Reach out to students who haven't kept up with their HSBP or completed a Graduation Pathway - Military Academy/ROTC app. support - Yes, I CAN go to College [special pops] - College app. support for those without 1 match, 1 reach, 1 safety school app. - Scholarship app. support groups - College Bound Scholarship family nite	- Specific behavior skill groups for those showing need - Healthy relationships for those showing need - Groups provided by community agencies - Check In/Check Out - Coping workshops - B.I.O.N.I.C	Groups or interventions focused on supporting historically oppressed, underserved, or marginalized populations (e.g. Foster youth support, LGBTQ/ally groups, SpEd Talks, EL learner talks, empowerment groups)

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Where can I find interventions & Tier 2 curriculum?

- [EBP Resource Center - SAMHSA](#)

- [CSCORE EBP Resources for School Counselors](#)

- [What Works Clearinghouse](#)

- [Attendanceworks.com](#)

- [CASEL Program Guides](#)

- [Fixschooldiscipline.org](#)

- [Interventioncentral.org](#)

Don't Reinvent
the Wheel!

Sample Curriculum Materials:
- [AWSL Communication Guidebook](#)
- [OSPIs Tier II/III Attendance Resources](#)
- [SEL Curriculum Grant FAQ Session](#) Jan. 24th @ 3:30pm
- [Career Guidance WA](#)
- [Character Strong](#)
- [Study Skills Curriculum](#)
- [Missouri Curriculum](#) (multidomain)
- [Breaking the Girl /Boy Code](#)
- [Why Try](#) (experiential activities)
- [SuperFlex Social Thinking](#)
- [Mindup Curriculum](#)
- [Zones of Regulation](#)
- [Second Step](#)
- [Boystown Social Skills](#)
- [Sanford Harmony](#)
- [Hunter and His Amazing Remote Control](#)

Pre/Post Instruments to Assess Common SEL Challenges

- [Hope](#) (see appendix for 6-item scale; p. 418-419) ([Hope Google Form](#))

- [Isolation](#) (see Table 1; p. 23) [(Isolation Google Form](#))

- School Belonging: (Option 1: [Google Form](#) | [Scoring Reference Sheet](#)) & (Option 2: [Google Form](#) | [Paper Version](#))

- [CASEL SEL Assessment Guide](#)

- [Mental Health, Social-Emotional, and Behavioral Screening instruments](#)

- Protective Factors Index for K-5: [Instrument](#) and [Teacher Manual](#)

- [Anxiety Assessment Scale](#)

- [Student Risk Screening Scale (SRSS-IE)](#) to measure internalizing and externalizing behaviors

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How do we maximize student outcomes from Tier 2 supports?

Cycle of Tier 2 Implementation

Student-Centered, Data-Informed Decision-Making Cycle

Adapted by Whitney Triplett (2019) and Becky Love (2022) from the ASCA Implementation Guide, 1st Ed., p. 24

Determine next steps and share the results!

Analyze your data to identify needs and gaps

Write SMART goals

Determine the root cause of students' struggles

Select interventions that match the root causes

Select standards and write measurable objectives

Develop a pre/post test to measure student learning

Write lesson plans for the interventions and plan for logistics

Deliver the interventions and pre/post tests

Analyze pre/post and outcome data to determine how you can improve

AWSP's School Leader Paradigm

PLAN — SCHOOL CONTEXT
ASSESS — COMMUNITY CONTEXT
REFLECT — INDIVIDUAL CONTEXT
IMPLEMENT — POLITICAL CONTEXT
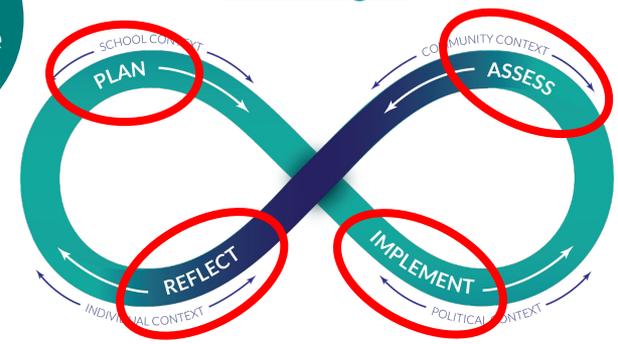
PDSA is commonly attributed to W. Edwards Deming

Student-Centered, Data-Informed Decision-Making Cycle

Adapted by Whitney Triplett (2019) and Becky Love (2022) from the ASCA Implementation Guide, 1st Ed., p. 24

Cycle steps:
- Analyze your data to identify needs and gaps
- Write SMART goals
- Determine the root cause of students' struggles
- Select interventions that match the root causes
- Select standards and write measurable objectives
- Develop a pre/post test to measure student learning
- Write lesson plans for the interventions and plan for logistics
- Deliver the interventions and pre/post tests
- Analyze pre/post and outcome data to determine how you can improve
- Determine next steps and share the results!

Reflect or discuss as a team:

- What parts of this cycle are we doing **well**?

- What could we do **better**?

- What do we need **help** with?

- How can we hold ourselves **accountable** for sticking with this cycle in our teamwork?

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"Babies in the River"

Story sometimes attributed to Saul Alinsky, but likely adapted from a story by Irving Zola. Later adapted for school counseling by Dr. Pat Martin and then Dr. Trish Hatch :)

...but sometimes the

root cause isn't a "kid issue"

but a systems issue

When the root cause isn't a "kid issue" but a systems issue

Babies in the River Story

Reflect on our current practice:

➔ Do we spend 90% of our time with 10% of our students?

➔ Do we spend our days "rescuing babies" (i.e. serving the only the students in crisis)?

Or…

➔ Do we go upstream to prevent babies from getting into the river? (i.e. prevention education and systems change)?

➔ Do we serve ALL students, as our professional standards require?

A systems approach is powerful
Let's Rethink the "Starfish Mentality"

The Starfish Story
Original Story by: Loren Eisley

One day a ma... ...lking along the beach ... ...he noticed a boy ... ...cking up and ge... ...ng things into the...

Approaching th... ...what are you doing?"

The boy replied, "... ...k into the ocean. The surf is up and ... ...If I don't throw them back, they'll...

The man lau... ..."Don't you realize there are ... ...hundreds of starfish? You ca...

Af... ...ely, the b... ...b... ...d up another star... ...rew it into the surf. Then, ...g at the man, he said,

"I made a difference to that one."

The Starfish Story is adapted from the book The Star Thrower (Loren Eiseley, 1969)

Are we going to try to serve one kid at a time?

OR

Are we gonna create SYSTEMS that serve them ALL?

(quote adapted from The Make or Break Year, 2019)

Examples of when the root cause **isn't a kid issue** but a <mark>systems issue</mark>

All too often, we still try and "fix" the student.

For a more **equitable** and **impactful** approach, work on **fixing the broken system**.

This is an opportunity for CSCP staff & administrator partnership!

Use of Data in School Counseling, 2e

Systems Issues are Outside the Student's Control and Often are School- or Family-Related

SYSTEMS ISSUES

Are there **common agreements** about when and for which **reasons students are referred to the office?** Is there disproportionality among student groups?

Are **tests culturally inclusive**? Are they normed against a population similar to ours?

Parent requires student to stay home and babysit

Course recovery program eliminated

Do we offer a variety of **opportunities** (i.e. rotating times/days) and **modalities** (in-person or virtual) for families to engage?

Attitudes

Knowledge

Attendance
Discipline referrals
Parent involvement
Homework completion
Course enrollment patterns

Achievement Data

SAT/ACT scores
Grades

Do we **prep** our students effectively for taking surveys?

Not enough sections of Spanish to allow 9th graders in

Do students have to help **younger siblings** after school, making it more challenging to complete homework?

Do teachers **grade consistently?** Do they give extra credit or utilize other **inequitable grading practices?** Is there a common agreement about how work skills/study habits are assessed?

80% of students are failing the same class

Teachers not trained in teaching AP courses

SYSTEMS ISSUES

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Systems Issues Often Show Up in School Data

Teacher	Be Respectful	Be Responsible	Be Safe
Teacher 1	0	0	0
Teacher 2	0	0	0
Teacher 3	0	0	1
Teacher 4	0	0	0
Teacher 5	2	0	3
Teacher 6	0	0	0
Teacher 7	1	3	0
Teacher 8	0	0	0
Teacher 9	1	3	1
Teacher 10	1	4	0
Teacher 11	2	2	2
Teacher 12	0	3	0
Teacher 13	2	2	2
Teacher 14	3	7	3
Teacher 15	1	7	1
Teacher 16	1	2	0
Teacher 17	3	3	2
Teacher 18	9	9	12
Teacher 19	1	13	0
Teacher 20	2	8	0
Teacher 21	2	10	2
Teacher 22	3	8	0

...are we looking?

PERCENT OF 11TH GRADE STUDENTS IN OUSD REPORTING THAT THEY AGREE OR STRONGLY AGREE with the following statements before and after reforming discipline policies:

INDICATOR	2009-10	2017-18
I feel close to people in this school.	47%	53%
I am happy to be at this school.	47%	48%
I feel like I am part of this school.	44%	48%
Teachers at this school treat students fairly.	39%	50%
I feel safe in my school.	**30%**	**51%**

Source: Ed Trust calculated these percentages by adding together the percentages of 11th grade students who responded "Agree" or "Strongly Agree" to these items from Oakland Unified's 2009–2010 and 2017–18 results from the California Healthy Kids Survey.

In cases such as these, CSCP staff collaborate with administrators and others to fix the system

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Let's check in!
What question do you have?

Use the Q&A

Tier 3 CSCP Strategy

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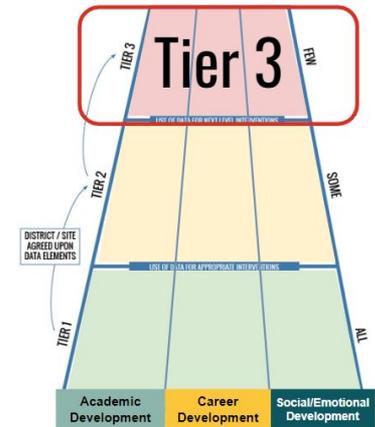
MTMDSS Tier 3

Intensified, short-term (4-6 weeks) support for few students (5-10%)

May be appropriate for students who:
- Continue to lack progress and exhibit barriers to learning **after receiving Tier 2 interventions**
- Experience a **crisis**
- **Transfer** to the school with **data** that position them as having a high need for Tier 3
- Are **not appropriate for group** counseling or other short term crisis response
- Need **referrals** to outside resources

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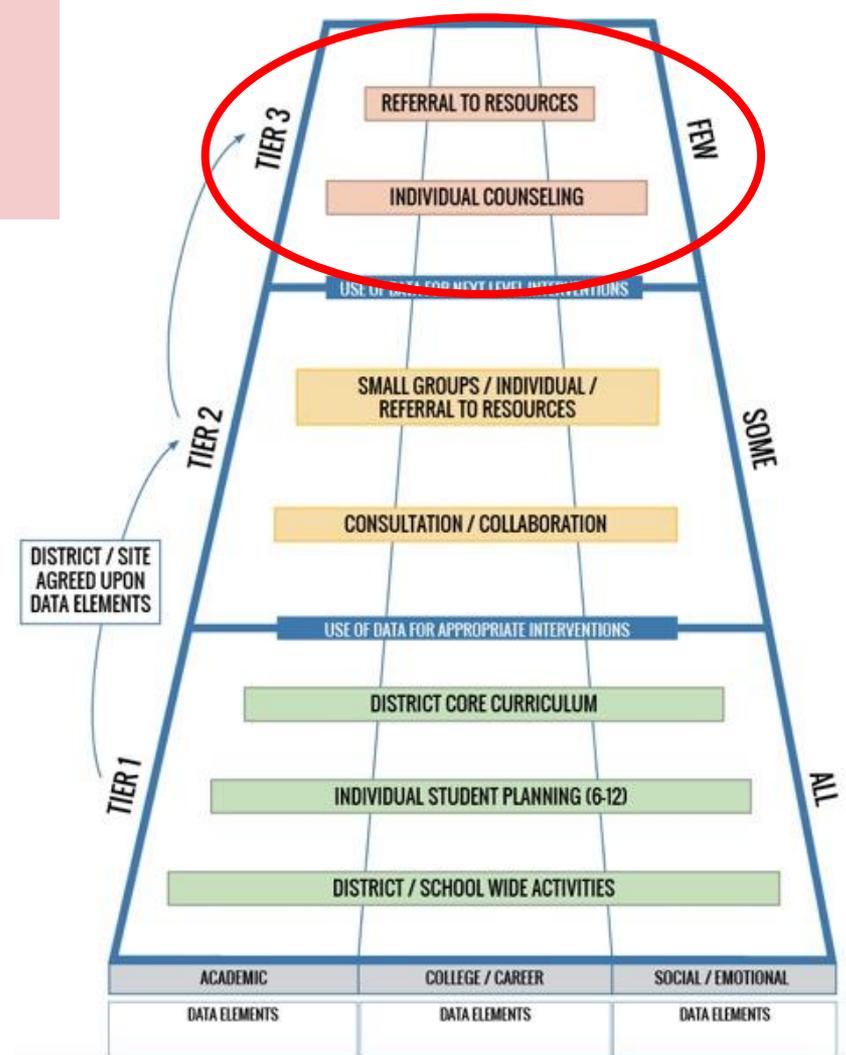
Tier 3 Requires a High Level of Adult Collaboration

Resources:
- Ethics (actual codes)
- Position statements

- In **Tier 3**, school counselors should mostly provide **indirect services** as supporters through consultation, collaboration, and facilitation of referrals as part of the MTSS/CSCP team (Goodman-Scott, et al., 2020; ASCA, 2021)

- Remember **Tier 3** exists for <u>all three domains</u> and <u>all three buckets of student needs</u>

Deficiencies

Missed Opportunities

Student Groups
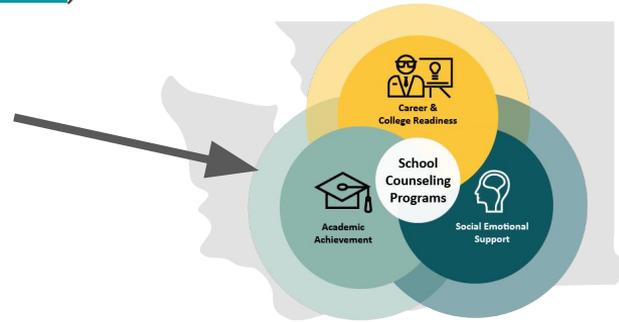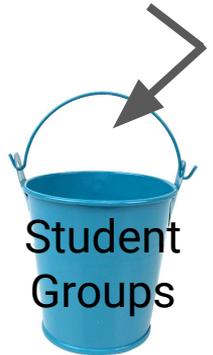
Note: School counselors refer out when students are in need of <u>therapy</u> - they may not provide therapy in schools. Other ESAs might be better positioned or trained to support this work.

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Tips for Strengthening Tier 3 Systems in Schools

- Staff who provide Tier 3 supports **meet regularly and frequently** (weekly or bi-weekly) to collectively monitor the progress of students, enter/exit students, and consult on next steps. Agendas and norms are used to prevent devolvement into "complaining sessions."

- **All 3 domains** are considered and addressed (academic, social/emotional, career)

- **Team makes decisions** about interventions and supports, rather than one individual

- **Team drafts, updates, and trains school staff** on processes, procedures, flowcharts of Tier 3 actions, etc.

- Team self-monitors for efficiency, effectiveness, and the degree to which interventionists are **operating within their appropriate "lanes"**)

- Access and advocate for use of **community-based/telehealth support** as needed

- Partner with your district, nearby districts and/or regional ESD for support!

Tier 2 Examples (K-12)

		ACADEMIC	COLLEGE/CAREER	SOCIAL/EMOTIONAL
T I E R 2	**DIRECT Support:** Small groups, large group workshops, post-suspension support, restorative justice, mediation, Check In Check Out	• Academic Skills Group (2+ Ns or Us) • Check In Check Out (2+ F's) • Hope Rising (1-3 F's) • Calendar It (6+ missing assignments) • Screening for small group • Just Do It (5-10 credits off track for graduation)	• FAFSA/WASFA/College Bound Scholarship Family Nite for 5th grade parents • Meet with students who are behind on their HSBP activities or haven't completed a Graduation Pathway • Extra course selection support for MS students who haven't met standard on the SBA	• Post Suspension Conf. (each suspension) • Responsible Decision Making Small Group (2+ behavior referrals) • One Day + Another (SARB attendance metrics)
	INDIRECT Support: Systems change initiatives, consultation, collaboration, staff education, T2 referrals to in-school resources	• Referral to in-school tutoring • Consultation with admin about changing AP enrollment process to be more inclusive	• Creation of a MS virtual career center via Bitmoji • Train teachers/paras to use data in online HSBP platform and workforce data to connect students to CCR opportunities • Support PTO and community to host 5th Grade Career Fair	• Development of a virtual calming room • Collaboration with social worker and psych to assess and streamline Tier 2 referral process • Resources consult with Behavioral Health Navigator at ESD

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Tier 3 Examples (K-12)

TIER 3	Crisis supports, T3 referrals to outside resources, other intensified supports	• Enrollment counseling for transfer-in students with very few credits • In-person home visits (when appropriate and allowed) or virtual home visits • Referral to Open Doors program for dropout prevention support • Provide parent info on requesting their student be evaluated for IEP	• Short term counseling and advisement for seniors with rescinded college admission • Help seniors fix errors or need for verification on the FAFSA/WASFA • Support for seniors exhibiting signs of summer melt • Support for seniors with no postsecondary plan	• Short term counseling and/or crisis response for students with an emergent need • Referrals to mental health, student assistance program or other community agencies
		ACADEMIC	**COLLEGE/CAREER**	**SOCIAL/EMOTIONAL**

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Let's self-assess!

Current Tier 2 & 3 Implementation

OBJECTIVE: Learn strategies to assess our current level of implementation and make plans for continued development of proactive Tier 2 and 3 supports that are assessed and adjusted to maximize effectiveness, in partnership with administrators and other ESAs

Pull out the worksheet you started last time!

-OR-

If you missed last time, just click the pic for a blank copy! :)

Hatching Results®

School Counseling Program Assessment Worksheet

Multi-Tiered, Multi-Domain System of Supports

		ACADEMIC	COLLEGE/CAREER	SOCIAL/EMOTIONAL
TIER 3	Crisis supports, T3 referrals to outside resources, other intensified supports			
TIER 2	DIRECT Support: Small groups, large group workshops, post-suspension support, restorative justice, mediation, Check In Check Out			
	INDIRECT Support: Systems change initiatives, consultation, collaboration, staff education, T2 referrals to in-school resources			
TIER 1*	School Counseling Core Curriculum Classroom Lessons			
	Individual Learning Plans (6-12)			
	Schoolwide Programs and Activities			

*Remember: If ALL students don't receive it, it's not truly Tier 1 ;)

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Activity	Recommended for teams that...
1. **Convene a meeting** of CSCP staff and your supervising administrator. **Debrief** this webinar, sharing any ah-ha's and recommendations you have for strengthening your Tier 1 program. Engage each other as partners in this work.	...attended today's webinar! :)
2. CSCP MTMDSS Assessment	...need to assess their current level of MTMDSS Tier 2 and 3 implementation.
3. Practice implementing a Tier 2 intervention following the student-centered, data-driven decision-making cycle	...want to implement an intervention with fidelity

Remember:

"Every system is perfectly designed for the results it gets"

...If your program isn't seeing measurable results, what part of the system needs to change?

> You do not rise to the level of your goals. You fall to the level of your systems.
>
> **JAMES CLEAR**
> *Atomic Habits*
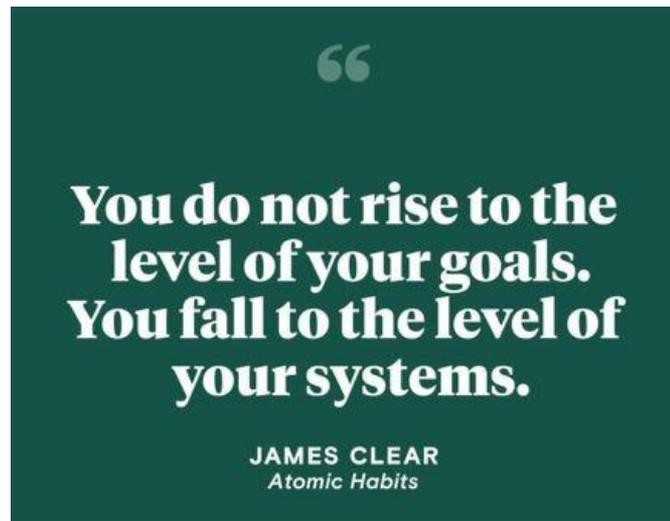
What's Available to Help You?
Resources & Supports

All Available 5030 Resources
(previous webinars, templates, registration info, etc.)

Online Mini-Modules
(mostly 5-10 min. videos with discussion questions)

https://bit.ly/OSPI5030 (case sensitive)

https://www.oercommons.org/hubs/washington

What you'll find:

- SSB 5030 requirements, templates, and sample CSCPs from across Washington
- Statewide webinar registration and past recordings/slides

What you'll find:

- 80/20: Prioritizing "Core" CSCP Work Through Direct & Indirect Services
- School Counselor-Administrator Partnership
- ASCA National Model 101

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Resources for Beginning to Shift Toward a
Team Approach to 504 Coordination

Clerical → Collaborative Development → Supervisory
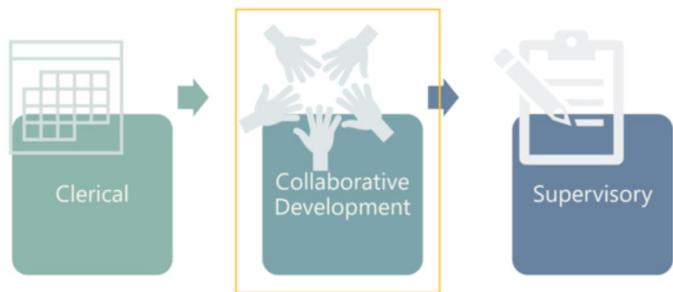
Schools are encouraged to consider a **team approach** to the coordination, planning, and implementation tasks required under Section 504

[Draft planning template]

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Upcoming SSB 5030-CSCP Regional Workshops

Spring Registration Coming in PDEnroller Soon!

ESD ▢	Fall 2022	Spring 2023
	80/20 Direct and Indirect and CSCP Support in a MTSS (Tier 1)	CSCP Support in a MTSS (Tiers 2 & 3) and Annual Review for CSCP + SC Evals
101	Nov. 10, 2022 *In-Person*	March 24, 2023 *Hybrid*
105	Dec. 2, 2022 *In-Person*	April 11, 2023 *In-Person*
112	Oct. 20, 2022 *Virtual*	April 14, 2023 *Virtual*
113	Nov. 3, 2022 *Hybrid*	March 23, 2023 *In-Person*
114	Nov. 18, 2022 *Virtual*	March 24, 2023 *Hybrid*
121	Oct. 19, 2022 *Virtual*	March 31, 2023 *Virtual*
123	Dec. 1, 2022 *In-Person*	April 19, 2023 *In-Person*
171	Oct. 20, 2022 *Virtual*	April 14, 2023 *Virtual*
189	Oct. 20, 2022 *Virtual*	April 14, 2023 *Virtual*

Statewide Webinars on 5030 Implementation:

Use of Time and 80/20
(10/6/22)
- Recording

CSCP Support in a MTSS (Tier 1)
(11/29/22)
- Recording

CSCP Support in a MTSS (Tiers 2 & 3)
(1/17/23, 1:00-3:00 p.m.)
- Recording coming soon :)

Annual Review for CSCP + School Counselor Evaluation Options
(3/15/23, 9:00-11:00 a.m.)
- Registration
- Clock hour registration

Washington Office of Superintendent of PUBLIC INSTRUCTION

Hatching Results®

Thank you!

Please complete our evaluation:
(scan the QR code below on your smartphone)

https://www.surveymonkey.com/r/K2GHDRX

Select: "Washington DOE/OSPI" (for District/County Name)

Trainer: Whitney Triplett

Date: 1/17/23

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