2012

Comprehensive Student Support System
Building on Success and Moving Forward

CSSS is about students, their “ohana”
and a caring community
that nurtures, supports, and
responds to students’ need(s).

CSSS provides proactive, positive, customized, and timely interventions, services, programs and/or supports in compassionate ways
so ALL students will succeed to their greatest potential.
Then 1990s’ . . .

Now 2012 . . .

Supporting Student Success for All
## CSSS THEN – 1990’s

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## CSSS Unifying Components

| • Management Component | • High Quality Instructional Leadership |
| • Instruction Component | • Curriculum, Instruction, & Assessment |
| • Student Support Component | • Comprehensive Student Support Continuum |

## Schoolwide System Expectations

| • School Safety and Security | • Safety, Security & Emergency Preparedness Branch |
| Focus on physical facility safety | Focus on school and student safety with improving school climate |
| • CSSS Array of Services | • CSSS Continuum of Proactive Student Supports |
| • School Leadership Teams | • Schoolwide Leadership Teams |
| • Grade level teams | • Instructional Leadership Teams/ Data Teams |
| • School Rules | • Schoolwide Positive Behavioral Interventions & Supports |
| • General Learner Outcomes | • Model and practice General Learner Outcomes |
| • Family Support | • Families & communities as partners in the education process |
| • Standards-based Curriculum | • Standards-based Curriculum |
| Hawaii Content and Performance Standards I, II, III | Common Core State Standards |
| • Effective teaching practices | • Research-based student involved teaching & assessment practices |
| • Instructional practices | • Formative instructional practices |
| Individual teacher determines instructional practices | Teacher uses data to determine student need(s) and then selects evidence & research-based instructional strategies |
| | Progress monitoring to close the learning gap. |

## Identification Process

| • Identification of individual student needs via Request for Assistance process (RFA) | • Implementation of team-based data-driven problem solving process |

## Problem Solving Process

| • Student Support Process | Team-based Data-Driven Problem Solving Process |

## School Student Teams

| • Student Support Team | • Student-Focused Team |

## Implementation

| • Focus on accommodations | Focus on interventions implemented with fidelity with integration of Response to Intervention process and procedures |

## Interventions

| • Utilize common practices | Utilize research/evidence-based practices |
| • Determined by CSSS 5 levels of programs and services | Determined by student’s response to level of intensity, frequency & duration, SMART goals, & progress monitoring |

## Levels of Support

| • CSSS 5 levels of support | Fluid continuum of multiple tiers of supports |

## eCSSS Documentation

| • Accommodations | Research /evidence based interventions |
| • Action Plans | Student-Focused Support Plan |
| | (eCSSS Concerns Tab) |
Team-based Data-Driven Problem Solving Process

Action 1. Collect & chart data and document in eCSSS
- Classroom intervention(s) implemented and data on how student responded to tier one core programs.
- Proactive school supports student is currently receiving from tiered interventions, support and practices
- Behavioral support plan
- Formative assessment data
- Hawaii State Assessment data
- Attendance record
- Student behavior incidents
- Report cards
- Medical and health records

Action 2. Analyze to prioritize
- Identify student strengths
- Identify student needs of student performance
- Form hypothesis based on data
- Identify most urgent needs of the student learner and list the critical goals for student achievement

Action 3. Set SMART goals
- Identify the two most critical goals for student achievement based on the challenges that were identified. Develop incremental goals with the following criteria:
  - **Specific**
  - **Measurable**
  - **Achievable**
  - **Relevant**
  - **Timely**
- Review and revise throughout the data cycle.

Action 4. Select strategies and interventions
- Identify intervention strategies - strategies are most powerful when linked directly to the most urgent needs of the student
- Effective intervention strategies are:
  - Evidence-based
  - Action-oriented
  - Measurable/accountable
  - Specific
- Implement intervention strategies for 6-9 weeks, 10 to 15 weeks.
- Based on the intensity of the support the student needs, the team will determine instruction, grouping and time.

Action 5. Determine results Indicators
- Monitor the use/degree of implementation and evaluate the effectiveness of the strategies by:
  - Frequency of progress monitoring is determined by intensity of intervention. Recommendation is on a weekly basis (best practice = twice a week) using formative assessments (DIBELS, etc.).
  - Collect data for 6-9 weeks, 10 to 15 weeks.
- Results:
  - Serves as an interim measurement
  - Indicate effective implementation of a strategy
  - Determines if strategy is having the desired impact
  - Allows teams to make mid-course corrections

Action 6. Monitor and evaluate results
- Monitor and reflect the student’s response to the interventions
  - If student is making adequate progress:
    - Continue to implement strategies, programs and/or support
  - If student is NOT making adequate progress:
    - Repeat problem solving process as appropriate and
    - Modify interventions or
    - Increase intensity of intervention(s) or
    - Consider referral for an evaluation if there is suspect of disability
The CSSS framework provides the basic foundation, process and procedures for schools to address each student's needs and to increase achievement within and beyond the classroom instruction so all students are prepared to enter college and compete in a global workforce.

- It includes a full range of interventions, programs, supports and services on a fluid continuum of integrated and proactive supports to improve students’ academic and behavioral performance within and beyond the classroom utilizing the team-based data-driven problem solving process.
- Team-based problem solving requires the examination of multiple sources of data (academic, behavioral, social-emotional, physical health, family and/or school community) to accurately analyze a student’s needs.

Schoolwide Leadership:
Schoolwide leadership routinely reviews Universal Screening data, eCSSS Early Warning System data, and multiple sources of student data to identify and analyze students' needs related to concerns in areas of: Academics, Behavioral, Physical Health and/or Social-emotional Health and plan proactively for student success.

Schoolwide leadership based on the data analysis determines whether there is a curriculum, instructional or student-focused problem.

Curriculum, Instructional Concerns:
- The school administrator collaborates with school data teams to determine whether identified concerns are the result of schoolwide, grade level, and/or classroom teaching strategies.
- The school administrator with the Instructional Leadership Teams and Data Teams provide appropriate supports, professional development to teaching staff and monitors the schoolwide, grade level, or classroom interventions.

Student-Focused Concern:
The student-focused team utilizing the team-based data-driven problem solving process collects and analyzes all pertinent data to determine SMART Goals and targeted interventions to address the student’s needs.

Multi-tiered System of Support:
The team considers a multi-tiered continuum of proactive supports to improve student(s) learning and growth within and beyond the classroom.

Interventions are selected and implemented with fidelity.
- The delivery of interventions is monitored for at least 6-9 weeks, or 10-15 weeks.
- If interventions are implemented less than 6-9 weeks or 10-15 weeks, a rationale is provided.
- Parent and/or community agencies may report concerns about students to the school administrator.
- If there is a suspicion of disability, a Request for Evaluation is submitted.

Is the student responding to the intensity, frequency, and duration of the intervention(s) within the continuum of supports?

YES. If student is progressing:
- Continue to implement effective teaching practices and evidence-based instructional strategies.

YES. If student has met the SMART goal:
- Select another skill that has previously been identified in the prioritization step in the data driven problem solving process.

NO. Consider the following options:
- Repeat the data driven problem solving process to consider additional interventions, strategies, programs, services and/or supports.
- Review effective teaching and assessment practices.
- Provide more intensive interventions.
- Consider referral for Special Education.
- Evaluation due to suspicion of disability.

Actions 1-6
The continuum provides the process and procedures for schools to address and improve student achievement. It includes a full range of interventions, programs, supports and/or services of a continuum of integrated and proactive supports to improve student’s academic and behavioral performance within and beyond classroom instruction. The continuum addresses a full range of interventions, supports, and programs that address the severity, complexity, and frequency of each student’s strengths and needs. It ensures that all students have an equal opportunity to succeed at school. It directly and comprehensively focuses on:

1. addressing barriers to learning and teaching,
2. re-engaging students who have become disconnected from classroom instruction,
3. sustaining and enhancing learning opportunities for students who are succeeding in school, and
4. nurturing students’ social, emotional, and behavioral development so growth is balanced and occurs in all domains.
# CSSS Six Critical Learning Supports

<table>
<thead>
<tr>
<th>CSSS Six Critical Learning Supports</th>
<th>Primary Prevention</th>
<th>Secondary Targeted Intervention</th>
<th>Tertiary Intervention</th>
</tr>
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</table>
| Personalizing Classroom Climate & Instruction to Enable & Re-engage Students  
A positive, nurturing, and caring climate with customized classroom practices enables all children to progress and learn. | • Ensuring learning opportunities for students with diverse backgrounds and re-designing classroom approaches to meet the needs of all students. | • Redesigning classroom approaches to enhance teacher capacity to prevent and handle problems and reduce need for out of class referrals  
• Strategic supplemental interventions must target specific identified student weaknesses | • Intensive & targeted interventions to address specific deficient areas for individual students |
| Prevention and Early Intervention  
A continuum of proactive student supports provides a full array of services to address the basic strengths and needs of all students. By providing students with early interventions within the classroom and through school programs, the need for higher-level services is decreased. | • Comprehensive, quality instruction for ALL students implemented with fidelity to meet the needs of 80-90% of students. | • Strategic supplemental interventions must target specific identified student weaknesses | • Not applicable |
| Family School Community Partnerships  
Families are team members and partners in the educational process for their children. | • On-going communication & involvement between school and family on schoolwide expectations regarding academics & behavior. | • Addressing specific support & learning needs of family | • Addressing specific support & learning needs of family & behavior. |
## CSSS Six Critical Learning Supports

<table>
<thead>
<tr>
<th>Support for Transitions</th>
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<th>Secondary Targeted Intervention</th>
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| Transition supports minimize interruptions in student learning. Effective transitions are anticipated, coordinated, clearly written, and implemented with appropriate school team members, family members, and community partners. | - Welcoming & social support programs for newcomers  
- Peer buddy programs for students, families, staff, volunteers  
- Daily transition programs  
- Personal Transition Plan (Grade 9+) | - Any student having difficulty with transitions are provided supports to facilitate adjustment | - Individualized transition support plan based on student needs |

| Community Outreach & Involvement and Support (Including Volunteers) | | | |
|-----------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| The school actively communicates with community agencies and support groups to establish and sustain partnerships that enhance school-community connections. | - Connecting school and community efforts to promote child & youth development | - Reaching out to identified students and their families to improve school attendance | - Connecting student and families that provide intensive services |

| Crisis Prevention & Assistance | | | |
|-------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Services and procedures necessary for crisis and emergency situations are established and practiced to provide specialized assistance programs for students with intensive special strengths and needs. | - Creating a caring and safe learning environment  
- Forming a school-focused Crisis Team  
- School Emergency Plan reviewed annually & practiced routinely | - Assessing and identifying needs of individual or group as a result of a crisis situation | - Mobilizing the crisis team to provide immediate assistance and ensuring follow-up care as necessary |
Table 1. Indicators and Thresholds in Early Warning System (EWS) for Elementary School Students

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Update Frequency</th>
<th>Analysis Period</th>
<th>On-Track</th>
<th>Approaching Off-Track</th>
<th>Off-Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Marks</td>
<td>Quarterly</td>
<td>Each quarter</td>
<td>&lt;25% core content area standards “Not Met”</td>
<td>25% to 50% core content area standards “Not Met”</td>
<td>50% core content area standards “Not Met”</td>
</tr>
<tr>
<td>Attendance</td>
<td>Daily</td>
<td>School days in current school year to date</td>
<td>&lt;10% days absent</td>
<td>10% to 20% days absent</td>
<td>&gt;=20% days absent</td>
</tr>
<tr>
<td>Incidents</td>
<td>Daily</td>
<td>Rolling 30 school days</td>
<td>Total weighted incident score &lt;5</td>
<td>Total weighted incident score of 5-9</td>
<td>Total weighted incident score of &gt;=10</td>
</tr>
<tr>
<td>GLO’s</td>
<td>Quarterly</td>
<td>Each quarter</td>
<td>No “Rarely”</td>
<td>1 “Rarely”</td>
<td>2 or more “Rarely”</td>
</tr>
</tbody>
</table>

Table 2. Indicators and Thresholds in EWS for Middle/High School Students

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Update Frequency</th>
<th>Analysis Period</th>
<th>On-Track</th>
<th>Approaching Off-Track</th>
<th>Off-Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Marks</td>
<td>Quarterly</td>
<td>Each quarter</td>
<td>No D’s or F’s in core subjects</td>
<td>1 D or 1 U in core subject</td>
<td>1 F or 2 U’s in core subject</td>
</tr>
<tr>
<td>Attendance</td>
<td>Daily</td>
<td>School days in current school year to date</td>
<td>&lt; 10% days absent</td>
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Reflection

1. How do I see myself as a professional in the 2012 CSSS process?

2. How do the CSSS enhancements impact my work schoolwide and with individual students and their families?

3. What kind of schoolwide/classroom supports do I currently provide to my students? What will I do differently to support the enhanced CSSS framework to enhance student achievement and growth?

4. Who do I reach out to when I have student concerns?

5.