



Hatching Results®

5030 Implementation: CSCP Support in a MTSS (Tiers 2 & 3)



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Washington Office of Superintendent of
PUBLIC INSTRUCTION

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 counseling and supporting school counselors to do this incredible --and exhausting--work.



*We have
both worked
as school
counselors!!!*

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



*We have
both worked
as school
counselors!!!*

Angie Ness, M.S., NCC

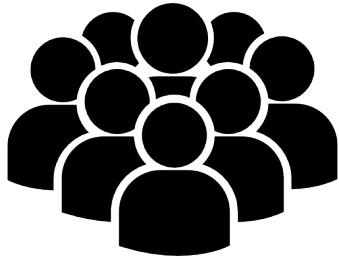
Lead Professional Learning Specialist

- 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



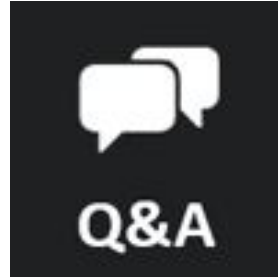
Hello

Our Shared Zoom Agreements :)



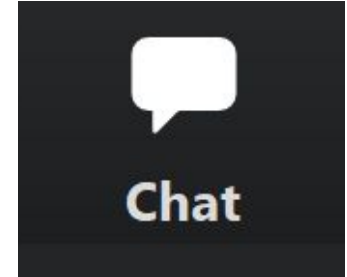
CONSIDER THIS A SAFE SHARED LEARNING SPACE

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!

Setting the Stage with Purpose & Direction

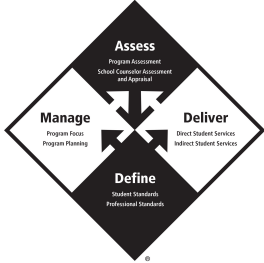
Objectives



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

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 <u>begin</u> implementation Districts <u>begin</u> building district-wide expectations, structures, etc.				 AMERICAN SCHOOL COUNSELOR ASSOCIATION

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

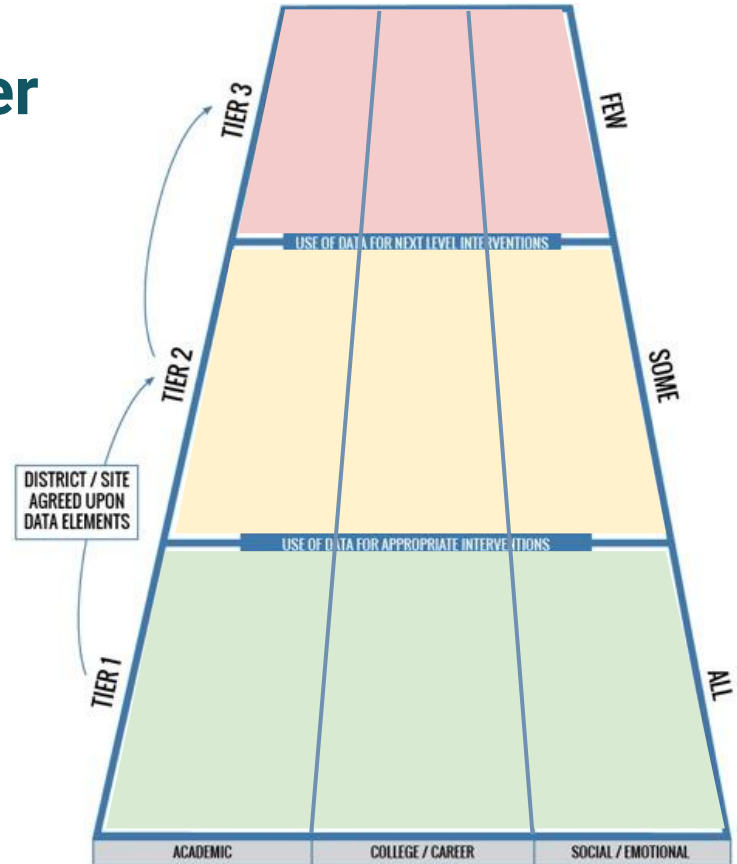
Tier 2 CSCP Supports and Strategy

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



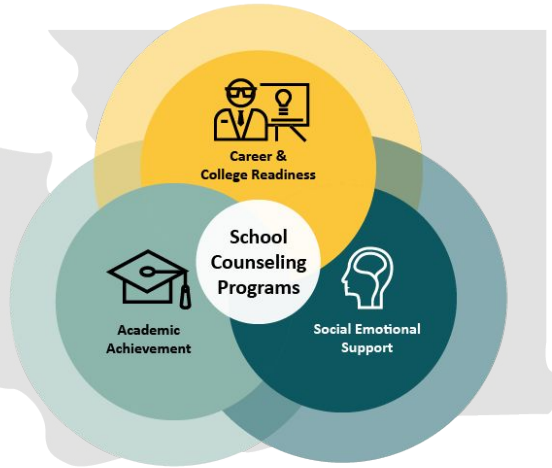
**CSCP staff deliver
tiered supports**



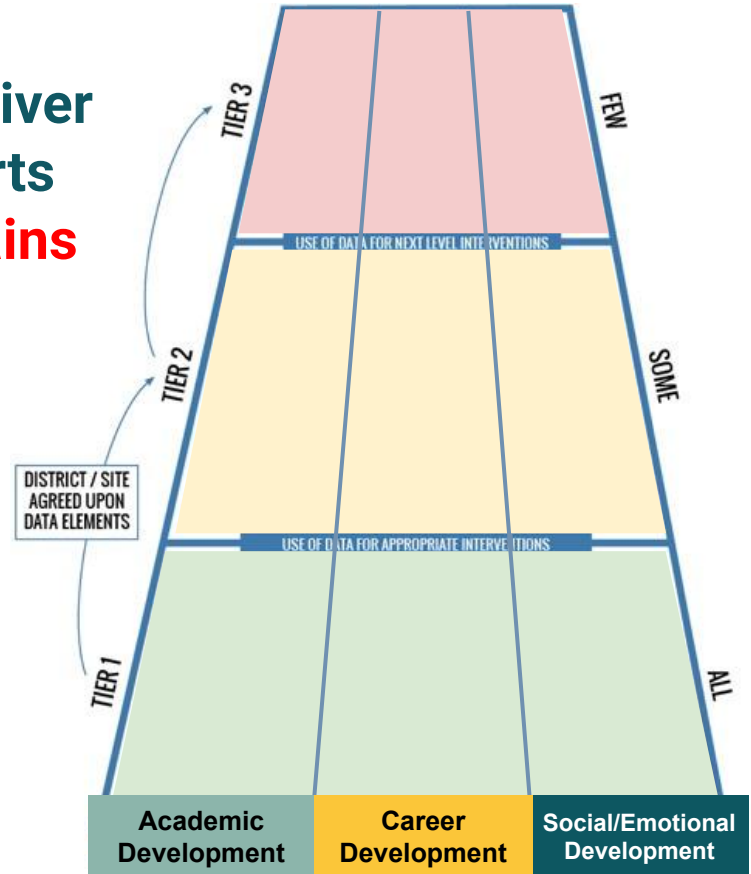
 **AWSP** - Leadership Connection
ASSOCIATION OF WASHINGTON
SCHOOL PRINCIPALS

- 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)

CSCPs Support the Schoolwide MTSS



CSCP staff deliver
tiered supports
within 3 domains



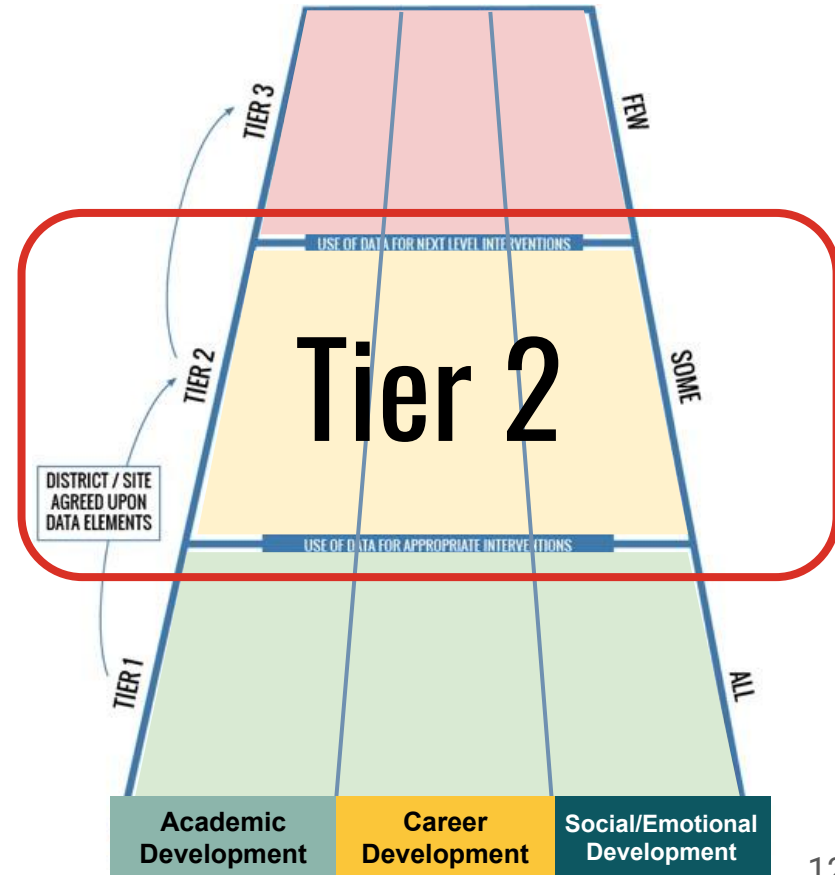
AWSP - Leadership Connection

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)

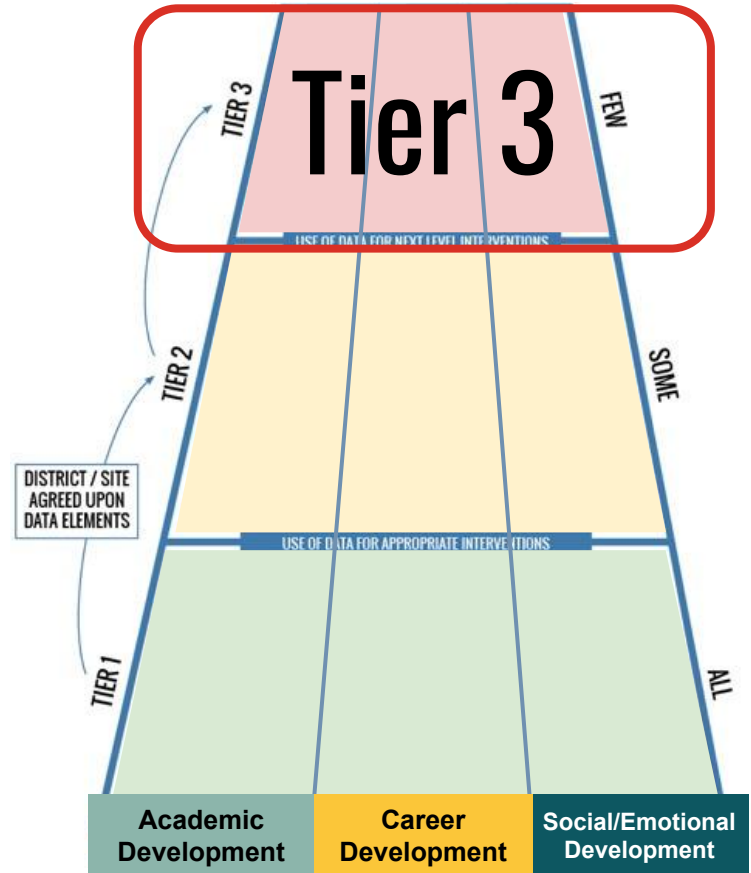
CSCPs Support the Schoolwide MTSS

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)?



CSCPs Support the Schoolwide MTSS

Overarching tips for success:

Develop processes and teaming structures that ensure interventions provided by CSCP staff are **integrated into the school-wide 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 [MTSS Implementation Coordinator](#) 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

Remember that **SUPPORTS** are in tiers, not students 😊

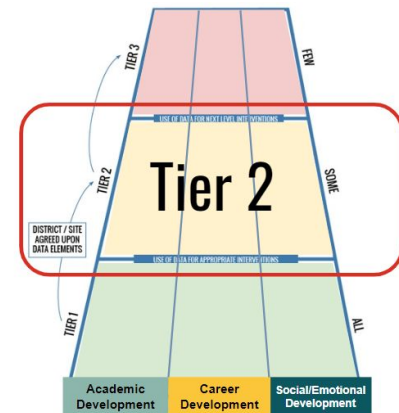


The words we choose to use can **empower** or **disempower**

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



Types of Tier 2 Student Needs





**What are some
examples of Tier 2
student needs that
you are seeing?**



“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

Which bucket?



Deficiencies



Missed Opportunities



Student Groups

- Students not turning in more than 10% of classwork assignments
- Foster youth in the building have dramatically higher truancy rates than their peers
- Students with 2 or more F's (or 1's/I's) on 1st quarter report card
- Latinx males are underrepresented in the elementary school's gifted and talented program
- 64 college-eligible seniors haven't yet completed a FAFSA/WASFA
- Out of the 36 students flagged for 3 or more behavior referrals, you notice that 27 are black males



Deficiencies



Student Groups



Deficiencies



Student Groups



Missed Opportunities



Student Groups



Which Students Deserve Tier 2 Support?

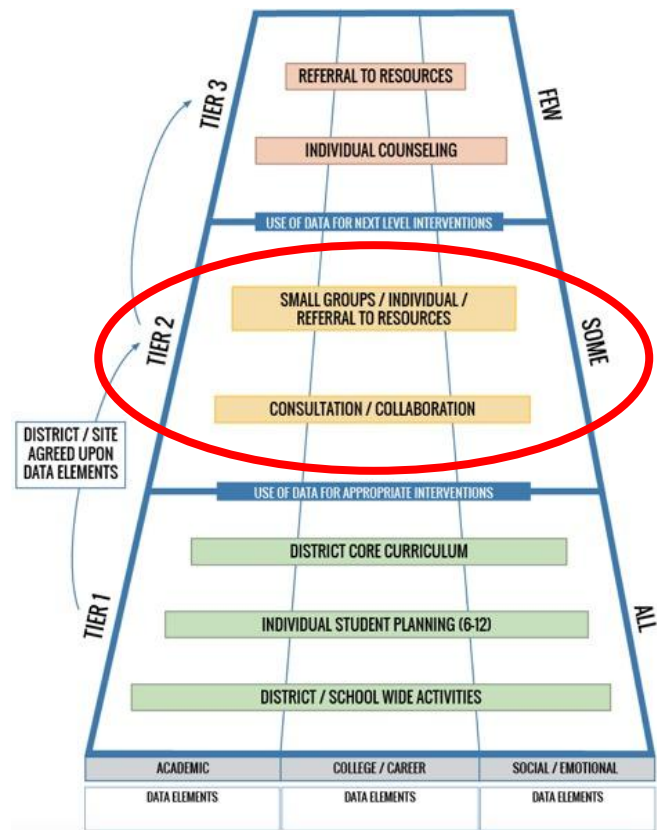
(and how do we know?)



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...





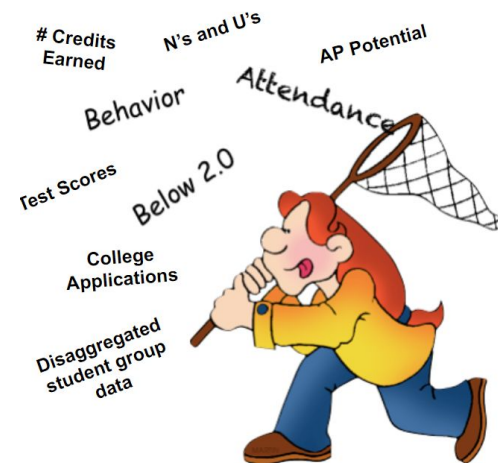
Two ways to identify students for Tier 2:

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?



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)	Credits Received					
																											# 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%	63%	-2%	↑	43	30	13			0	10		1			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	1	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		

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

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



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



DETERMINING DATA-DRIVEN TIER 2 INTENTIONAL INTERVENTIONS

How do you determine which intentional interventions to deliver? To answer this question, it can be helpful to engage in data-based decision making to determine the targeted data indicator, data element for targeted-intervention, grade level or student group, and time frame/frequency that data will be collected and reviewed to determine which students receive the appropriate intervention.

Tier 2 Intentional Intervention Planning Tool

Directions: For each targeted data indicator, mark the checkbox (where applicable) if it will be a factor at your school/district. Then consider which specific data element for the targeted data indicator is the most appropriate for your Tier 2 intentional intervention. Next, consider which grade level or student group the data indicators in the blank spaces provided if

Select	Targeted Data Indicator	Data Element
☐	Attendance/Tardiness	☐ # Full ☐ # Partial ☐ Absent ☐ % of ☐ Lowest ☐ or Most ☐ % Ins
☐	Behavior	☐ # of ☐ # of ☐ # of ☐ % Dis ☐ Specific
☐	Study Habits Marks on the Report Card	☐ # N's ☐ Local Criteria
☐	Citizenship Marks on the Report Card	☐ # N's ☐ Local Criteria
☐	Homework/ Classwork Completion	☐ # "0"s ☐ % < 50% ☐ Local Criteria: _____ ☐ All Students ☐ Grade Level(s): _____ ☐ Student Groups: _____ ☐ Progress Report(s) ☐ Q1; Q2; Q3; Q4 ☐ T1; T2; T3 ☐ S1; S2 ☐ End of the Year
☐	Promotion/ Retention	☐ Local Criteria: _____ ☐ All Students ☐ Grade Level(s): _____ ☐ Student Groups: _____ ☐ Progress Report(s) ☐ Q1; Q2; Q3; Q4 ☐ T1; T2; T3 ☐ S1; S2 ☐ End of the Year

Choose metrics that are aligned to your School Improvement Plan!

Click the pic!

Examples of SOCIAL/EMOTIONAL Data Elements

Examples of COLLEGE/CAREER Data Elements

Examples of ACADEMIC Data Elements

Data Elements

(absent)
 U's on work skills/study habits
 surveys as struggling with perseverance,
 work assignments
 's on quarterly report card
 "ing" marks on 1st progress report
 er/trimester/semester report card
 's for grade promotion
 's courses (i.e. Algebra)
 'ess
 report card
 (ex. 3.5-1.8 in a semester)
 'gibility

Data Elements

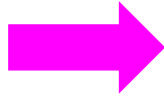
(e) after multiple interventions
 't interventions
 'n no previous interventions or IEP

(e) after multiple interventions

- Lack of academic progress after multiple T2 interventions
 - New student arrives grade levels below with no previous interventions or IEP
 - Dramatic drop in students academic work
 - Students not meeting the requirements for grade promotion after interventions
- High School
- Students who failed to promote from 8th grade but advanced to 9th grade
 - Freshmen at risk of being off-track
 - Credit deficient without opportunity to graduate with their class
 - Dramatic drop in student's academic work (ex. 3.5-1.9 in a semester)
 - Student transfers in with less than 50% credits needed for grade level.

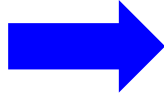
Align the CSCP to School and District Priorities

Is **climate and culture** a school priority?



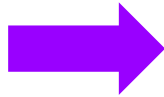
Ensure the CSCP has a SMART goal and action plan around that.

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.

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



Imperial County Schools School Counseling Data Points for Tier 2 Queries



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: ____



For added impact...

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



Imperial County Schools School Counseling Data Points for Tier 2 Queries



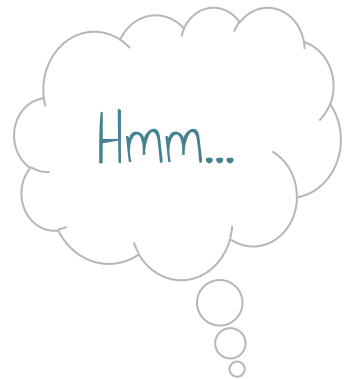
ELEMENTARY/MIDDLE SCHOOL				
At Risk Indicator	Grade Level	Data Element Criteria	How Often Data will be Collected	Source Used to Gather Data
Attendance	All	Less than 90% cumulative attendance ("chronically absent") (incl. excused abs.)	Each grading period (Q1, Q2, Q3, Q4 or T1, T2, T3)	Aeries - Aeries 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?



What are some Tier 2 College/Career needs?



Elementary School Level:

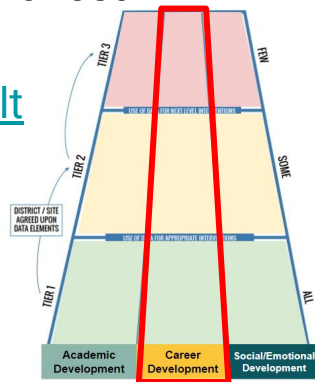
There are rarely Tier 2 college/career situations at K-6 with the exception of supports for **special populations** (e.g. EL, BIPOC, historically underrepresented, foster, homeless, students with disabilities, undocumented, first gen)

Middle School Level:

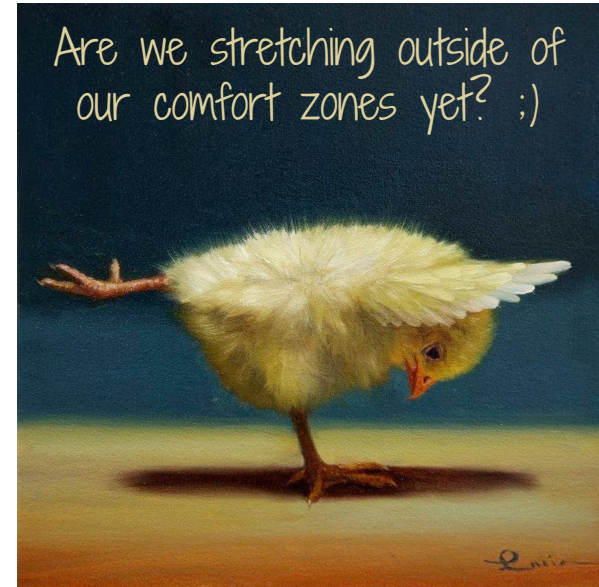
- Special populations
- [College Bound Scholarship](#)
- No evidence of HSBP initiation
- Misalignment of HSBP interests and course enrollment choices

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?





What's the Magic Tier 2 Intervention?

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

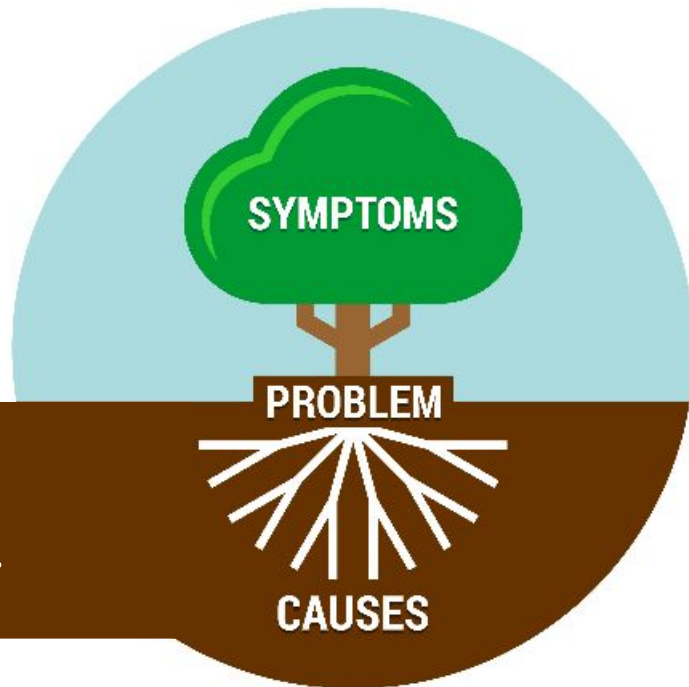
Common Pitfall...



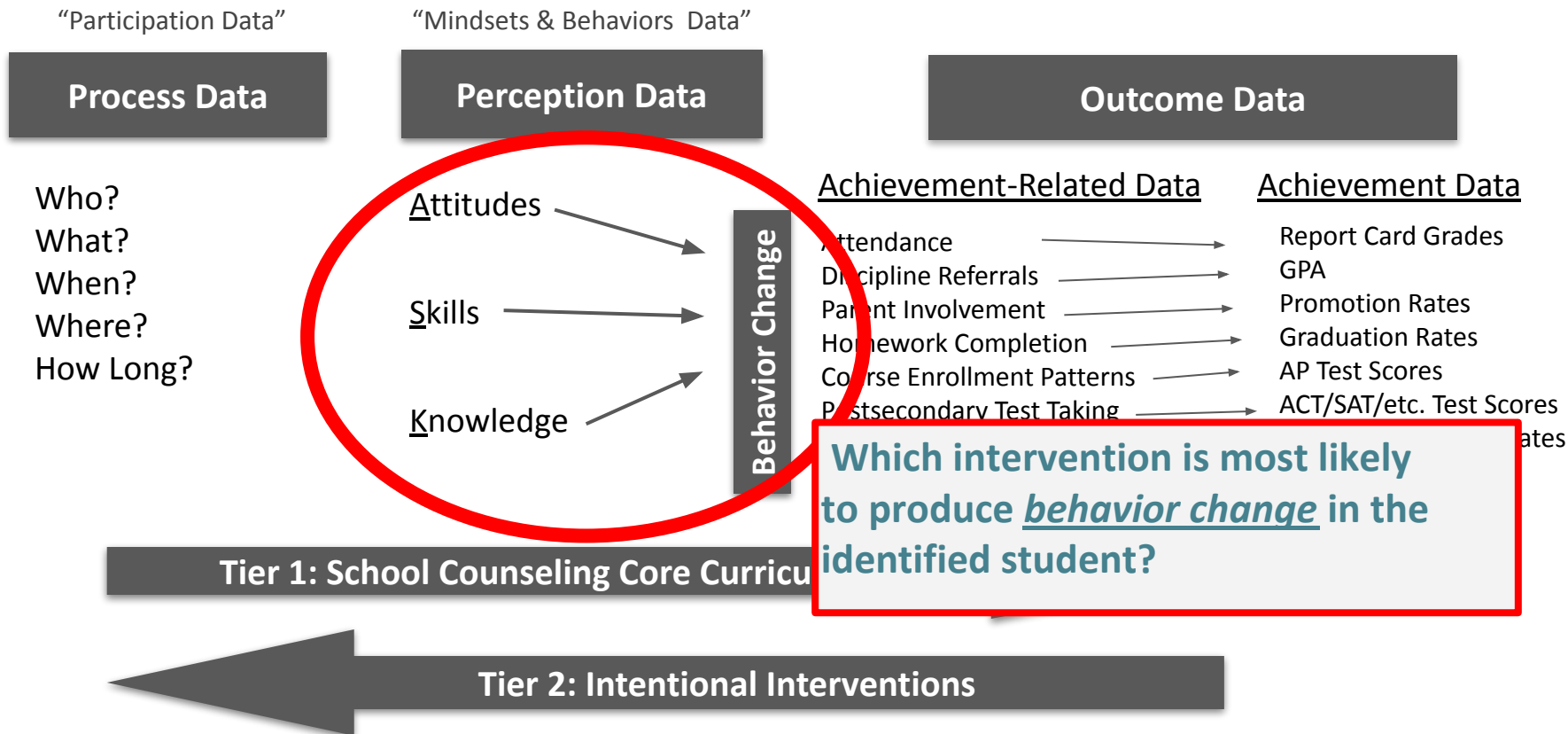
Giving the same intervention to all identified students without attention to the “root cause” of the problem

Why might this be a pitfall??

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



Hatching Results Conceptual Diagram ~ Use of Data



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 😊

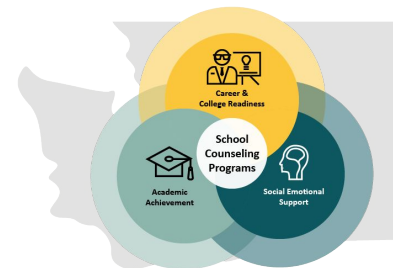
Example: How the Root Cause Informs the Intervention

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 <u>but unsure how to get everything in on time.</u>	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)
Struggling due to missing work. Desire to improve grades but feel the work is too hard.	Touch base with family Tutoring with Check In Check Out
Struggling due to missing work. Little desire to improve grades. Underlying mental health issues needing to be addressed.	Touch base with family Referral for mental health support Continuity of service convo with therapist



Types of Tier 2 CSCP-Based Supports



□ Hyperlinked for more info □

Direct Services

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

Indirect Services

- Consultation/Collaboration
- Teacher and student support in the classroom
- Teacher/staff education
- Family support/education
- Referrals to in-school resources

Tier 2 or 3?

- Nature of or reason for referral
- Level of urgency



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)

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

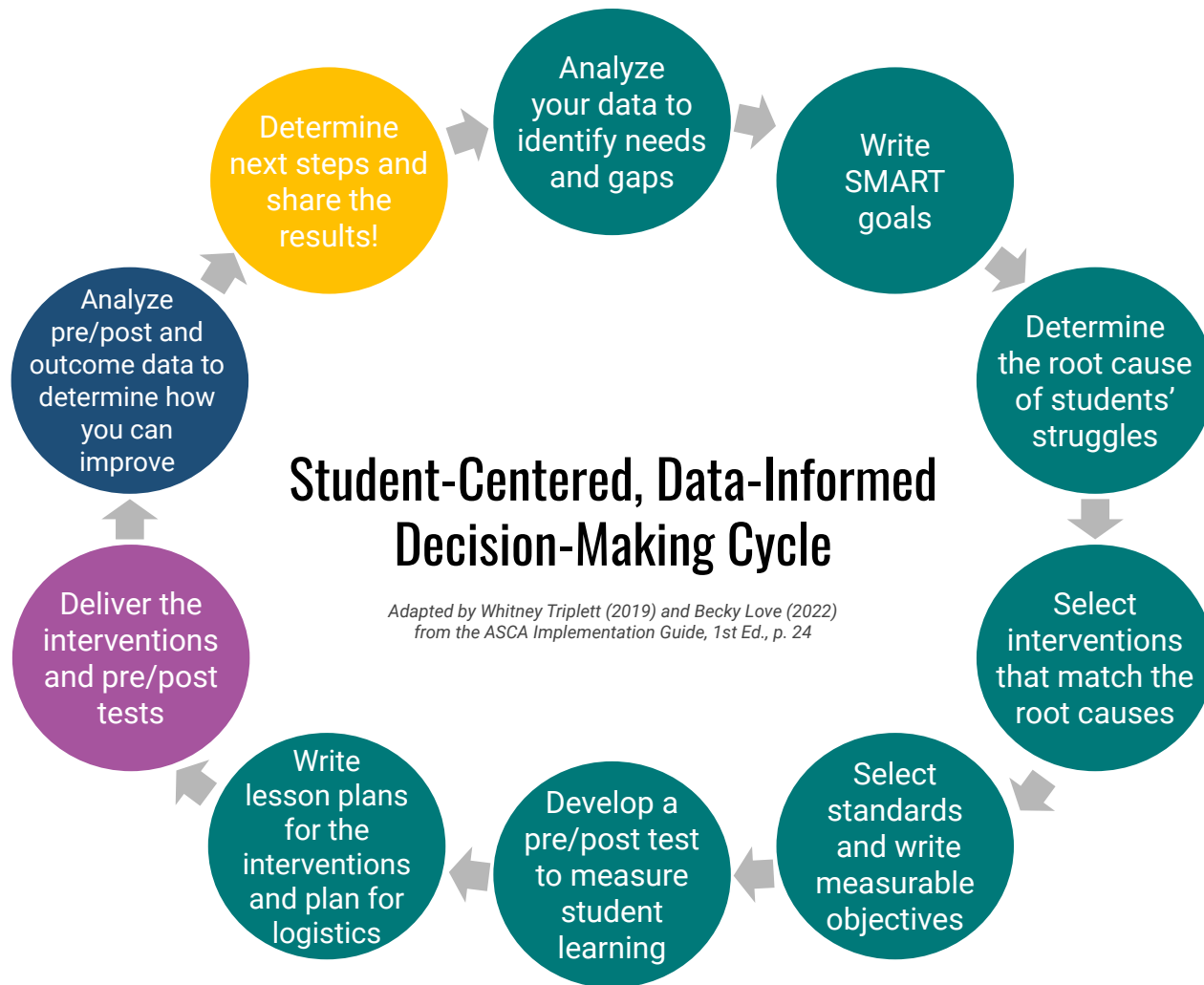
- [Hope](#) (see appendix for 6-item scale; p. 418-419) ([Hope Google Form](#))
- [Isolation](#) (see Table 1; p. 23) ([Isolation Google Form](#))
- School Belonging: (Option 1: [Google Form](#) | [Scoring Reference Sheet](#)) & (Option 2: [Google Form](#) | [Paper Version](#))
- [CASEL SEL Assessment 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



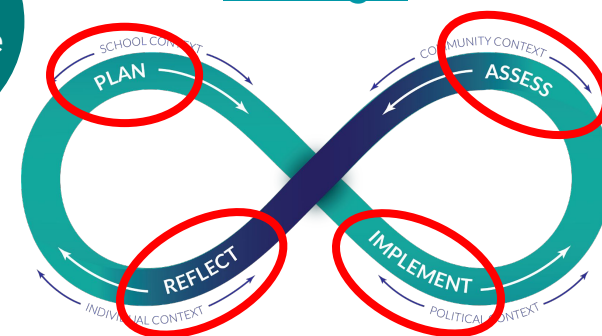


How do we maximize student outcomes from Tier 2 supports?

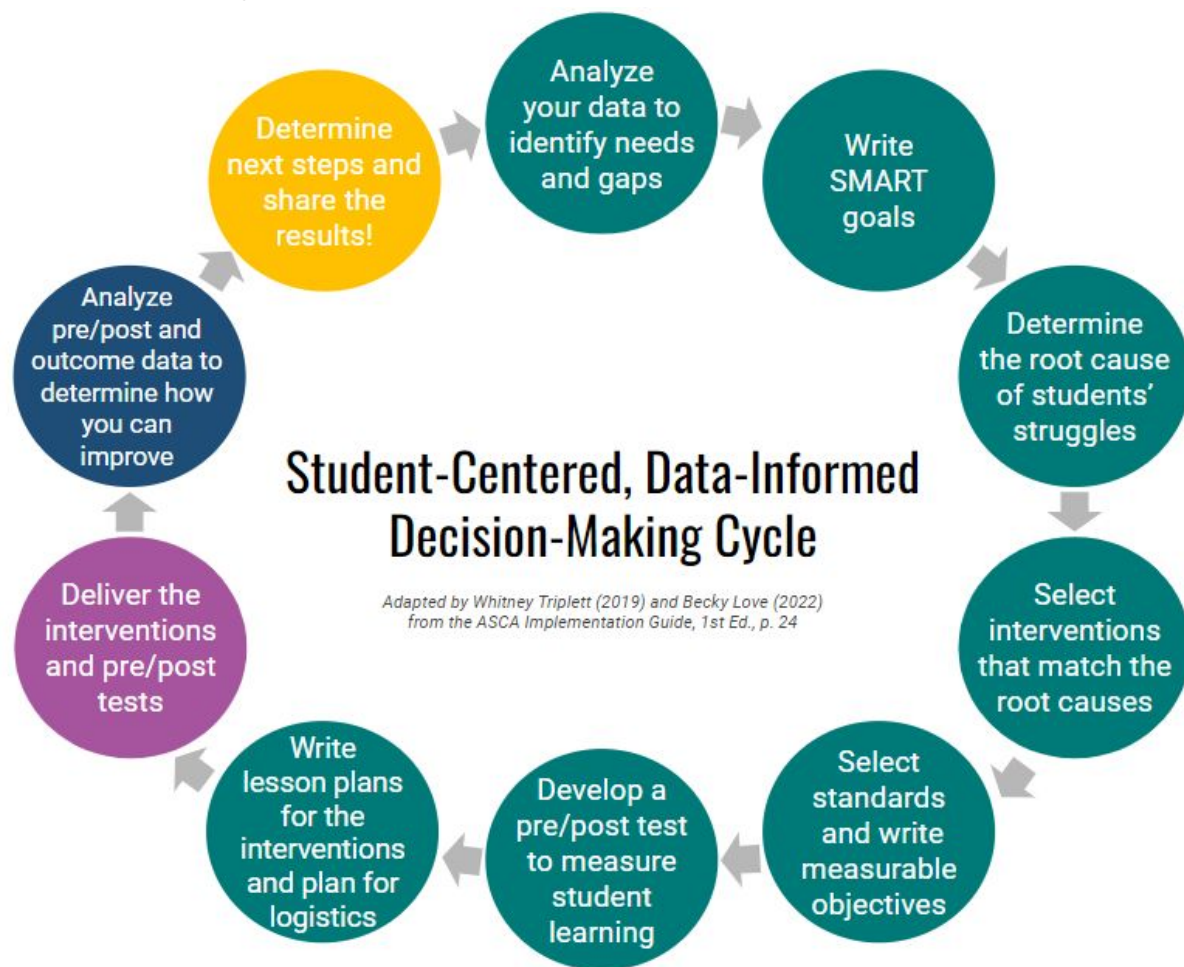
Cycle of Tier 2 Implementation



AWSP's School Leader Paradigm



PDSA is commonly attributed to W. Edwards Deming



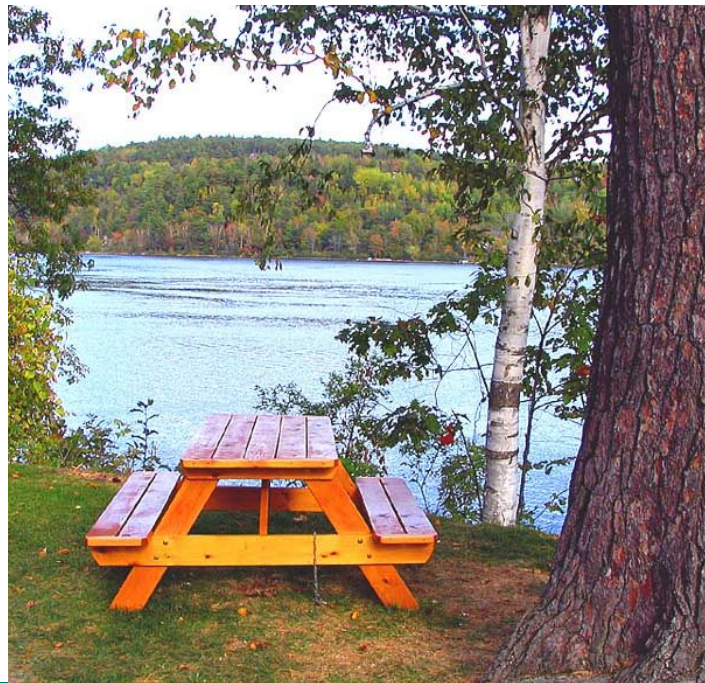
Reflect or discuss as a team:

- 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?

...but sometimes the
root cause isn't a "kid issue"
but a **systems issue**

"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 :)



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)?

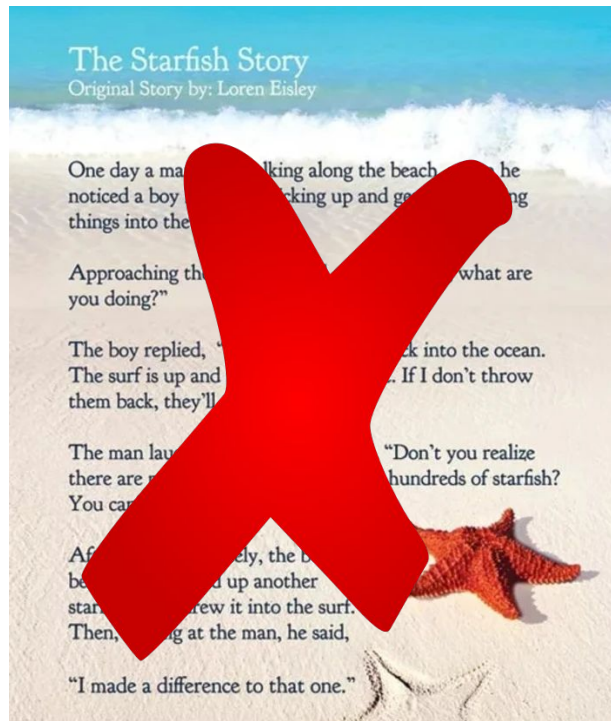
Or...

- 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”



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

OR

Are we gonna create **SYSTEMS**
that serve them **ALL**?

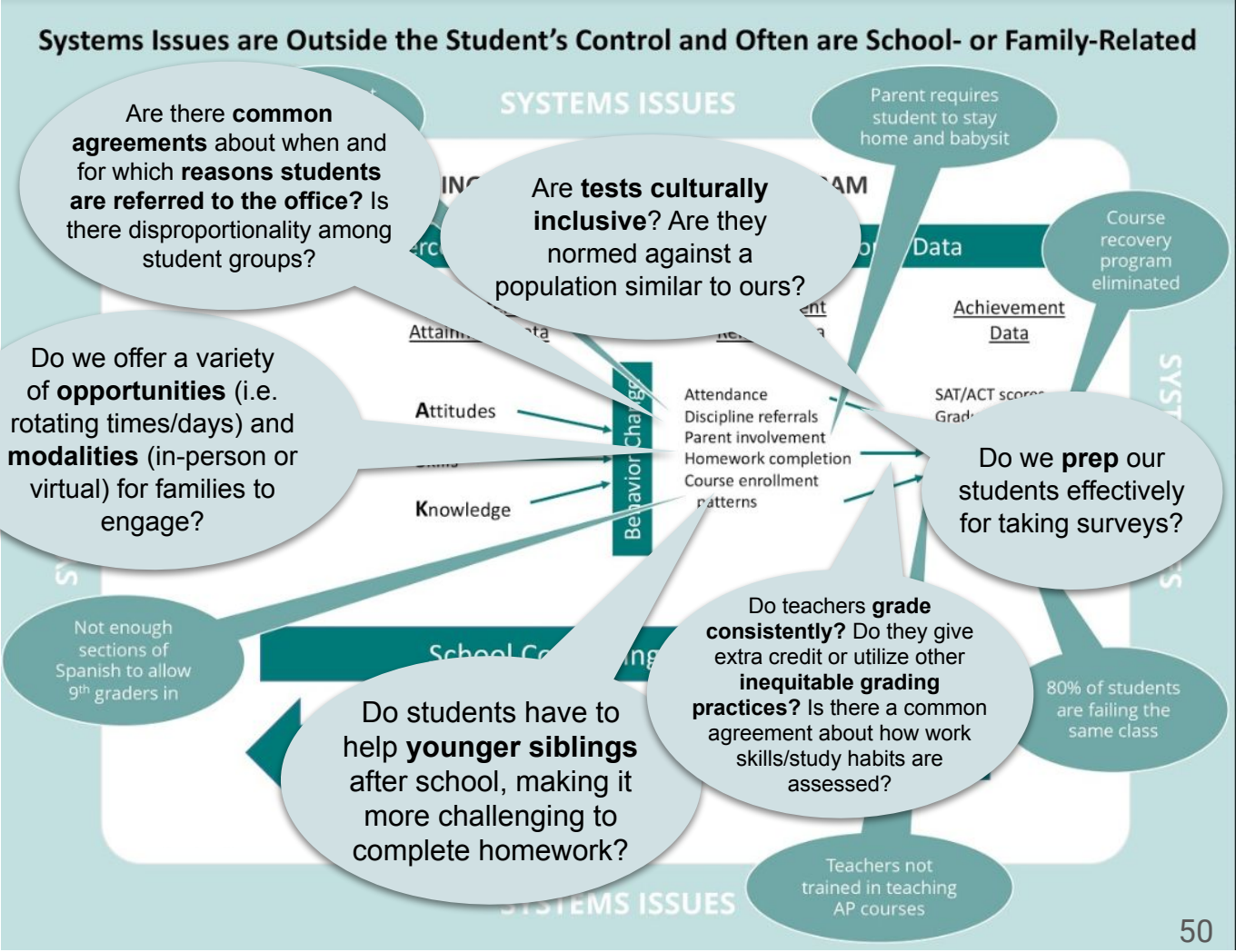
(quote adapted from [The Make or Break Year, 2019](#))

Examples of when the root cause isn't a kid issue but a systems issue

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!



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 2009-10 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

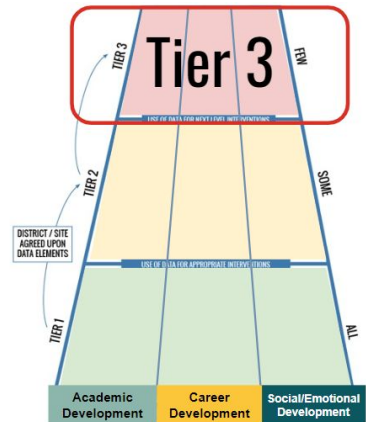


Let's check in!
What question do you have?

Use the
Q&A



Tier 3 CSCP Strategy

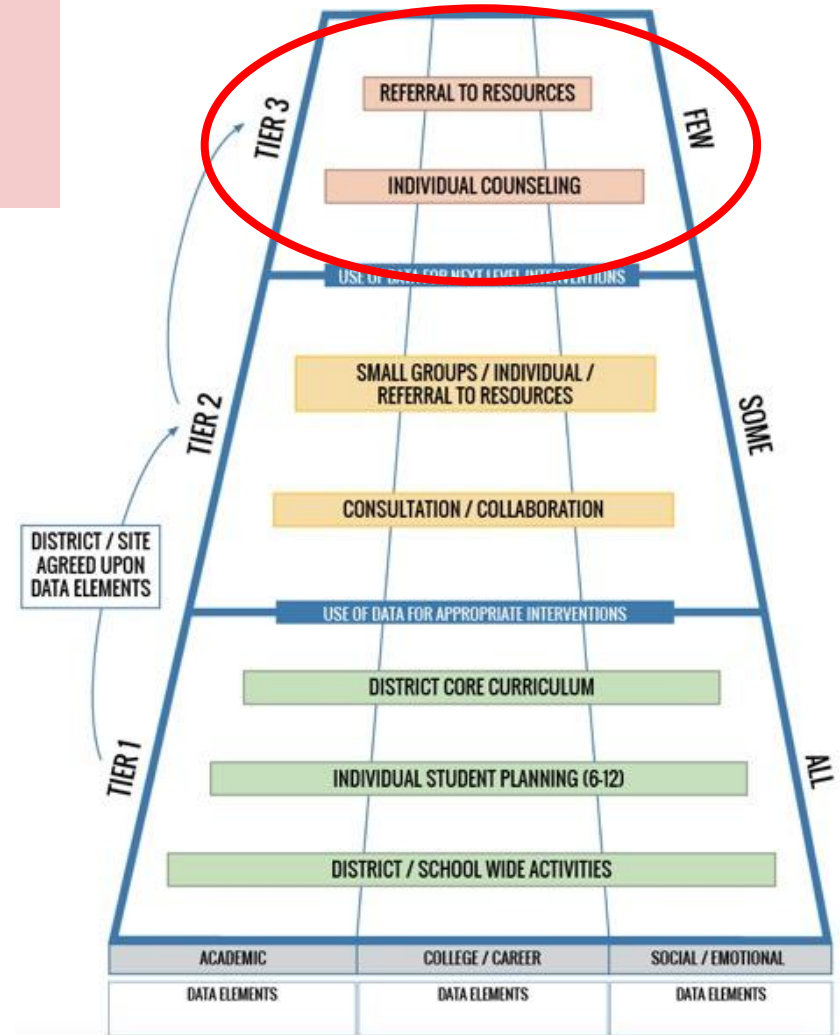


MTMDSS Tier 3

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



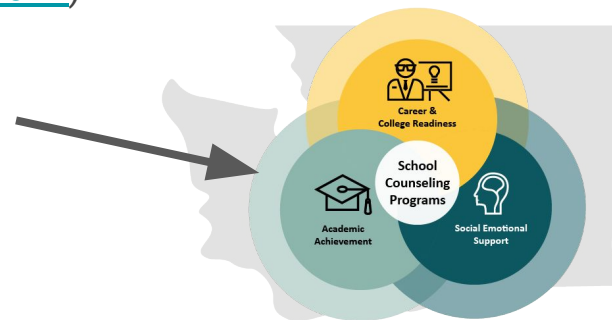
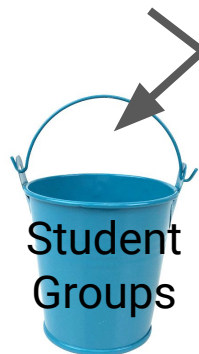


* Tier 3 Requires a High Level of Adult Collaboration

- 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 all three domains and all three buckets of student needs

Resources:

- Ethics (actual codes)
- Position statements



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



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 devolvment 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)

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
		ACADEMIC	COLLEGE/CAREER	SOCIAL/EMOTIONAL

Tier 3 Examples (K-12)

T I E R 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



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! :)



School Counseling Program Assessment Worksheet

Multi-Tiered, Multi-Domain System of Supports

T I E R 3	Crisis supports, T3 referrals to outside resources, other intensified supports			
	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			
T I E R 1*	School Counseling Core Curriculum Classroom Lessons			
	Individual Learning Plans (6-12)			
	Schoolwide Programs and Activities			
		ACADEMIC	COLLEGE/CAREER	SOCIAL/EMOTIONAL



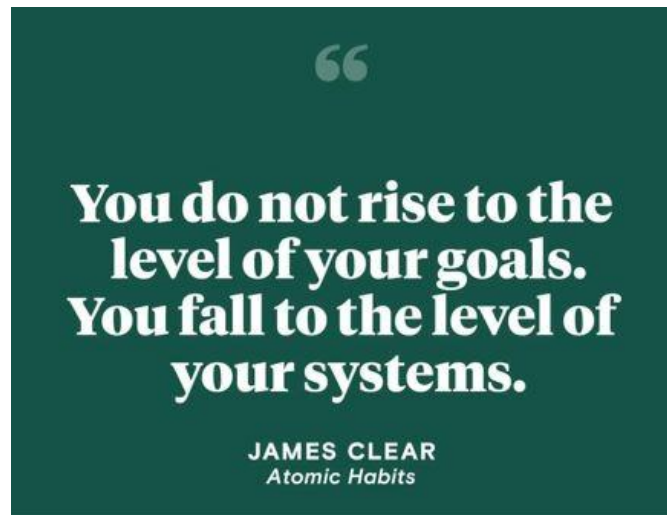
**Remember: If ALL students don't receive it, it's not truly Tier 1 :)*

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?





What's Available to Help You?

Resources & Supports

All Available 5030 Resources

(previous webinars, templates, registration info, etc.)

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



What you'll find:

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

Online Mini-Modules

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

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



What you'll find:

- [80/20: Prioritizing “Core” CSCP Work Through Direct & Indirect Services](#)
- [School Counselor-Administrator Partnership](#)
- [ASCA National Model 101](#)

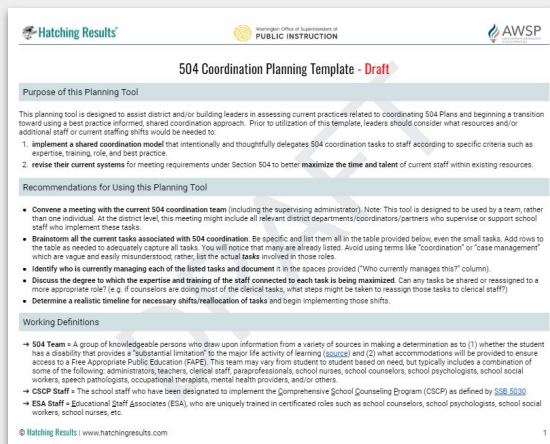
Resources for Beginning to Shift Toward a Team Approach to 504 Coordination



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

Helpful Resources:

- [WA District 504 Coordinator Lookup](#)
- [OSPI School Counseling Newsletter Article](#) (Feb. 2022)
- [Washington OSPI 504 Policy and Guidance](#)
- [Section 504 Policy](#) (US DOE, 2016)
- [Role of Section 504 Coordinator](#) (504idea.org)



[Draft planning template](#) 

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 <i>In-Person</i>	March 24, 2023 <i>Hybrid</i>
105	Dec. 2, 2022 <i>In-Person</i>	April 11, 2023 <i>In-Person</i>
112	Oct. 20, 2022 <i>Virtual</i>	April 14, 2023 <i>Virtual</i>
113	Nov. 3, 2022 <i>Hybrid</i>	March 23, 2023 <i>In-Person</i>
114	Nov. 18, 2022 <i>Virtual</i>	March 24, 2023 <i>Hybrid</i>
121	Oct. 19, 2022 <i>Virtual</i>	March 31, 2023 <i>Virtual</i>
123	Dec. 1, 2022 <i>In-Person</i>	April 19, 2023 <i>In-Person</i>
171	Oct. 20, 2022 <i>Virtual</i>	April 14, 2023 <i>Virtual</i>
189	Oct. 20, 2022 <i>Virtual</i>	April 14, 2023 <i>Virtual</i>

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](#)



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Trainer: Whitney Triplett

Date: 1/17/23



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