



Student Support System - *Evaluating Student Supports*

The district's continuous improvement process evaluates and assesses student support policies, programs, and interventions to ensure equity and support for every child is addressed.

PRACTICE 13

**This practice is directly connected to Instructional System Practices 11 and 13. See these practices for added details.*

PREPARATION

GETTING AWARE

The district investigates information about intervention design and implementation, student support programs for engagement, safety, and well-being, and specialized student and family services to determine best alignment with the vision, mission, and approach to learning of the district. The district also investigates the available training and internal capacity to use a particular model, and engages in similar reviews for external partners that wish to collaborate with the district. The district examines equity indicators for the intervention to ensure that such considerations are incorporated into the design and monitoring of each intervention.

GETTING READY

The district identifies, trains, and calibrates appropriate support programs and interventions using research-based models and evaluation criteria. The district aligns the monitoring protocols for internal and external student supports to broad data reviews (such as needs assessment and school/district continuous improvement planning) and ensures that district context is reflected in the evaluation model. Monitoring protocols and data reviews also consider equity and diversity factors by disaggregating data based upon student group populations in the district.

PROGRESS INDICATORS

GETTING STARTED

The district engages in periodic data reviews of the student supports matched to individual student needs and for program supports and capacity. The district has identified academic and non-academic student outcomes as a way to assess impact or determine if programs need refinement.

GETTING BETTER

The district implements an evaluation of student support policies and programs on a regular basis, focusing on actions and outcomes of student supports and summary data from individual student reviews. Data and actions are analyzed used a collaborative protocol used by both the district and external partners. Such protocols are aligned to state or national guidance, as well as to research-based guidelines, both for the intervention and for equitable impacts for student groups.

**KEEP
IMPROVING**

The district uses a continuous improvement evaluation process and protocols that regularly review academic and non-academic student data, as well as program and policy implementation data to provide feedback on support programs and interventions. Review is both global (for the whole program) and individual (based on the needs of the individual student) to determine opportunities to improve support. Data is reviewed for immediate needs for individual students, but is reviewed longitudinally for programs and partnerships to recognize short and long-term impacts of the support, and is disaggregated to review equity and diversity outcomes.

RESEARCH REFERENCES FOR THIS PRACTICE:

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