

Miami-Dade County Public Schools
Multi-Tiered System of Supports (MTSS)
Request for Assistance (RFA)/Data Profile Sheet (DPS)

IDENTIFYING INFORMATION

Student Name:	DOB:
School Name:	ID: Grade:

ENGLISH LANGUAGE LEARNER INFORMATION

(Completed by ELL Committee for ELL students –please attach J-Screen Data, WIDA Report, and any additional data)

Home Language:	Student ESOL Level:
Date of Recent ELL Committee Meeting:	Number of ESOL Semesters:
Date Language Proficiency/Dominance Assessment Requested:	ESOL Entry: _____ ESOL Exit: _____

DATE AND SIGNATURE OF REFERRAL SOURCE

Date RFA Submitted:
Name and Title of Referral Source:
Signature of Referral Source:

CONFIRMATION OF RECEIPT OF RFA

Date Received	Name (Print Last Name, First Name)	Signature
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AREA REQUESTING ASSISTANCE

*If there are multiple areas of concern, please rank each by order of significance with #1 being the most significant
* All Communication requests will be forwarded to your Speech-Language Pathologist*

☐ **Student Previously Retained**

Additional Comments/Notes:

☐ Reading/Writing: Rank _____

☐ Mathematics: Rank _____

☐ Behavior: Rank _____

☐ Communication* Rank _____

☐ High Aptitude Rank _____

☐ Other Rank _____

TEACHER OBSERVATION

AREAS OF STRENGTH

Reading

- ☐ Phonics
- ☐ Phonemic Awareness
- ☐ Vocabulary
- ☐ Fluency
- ☐ Comprehension
- ☐ Oral Language

Mathematics

- ☐ Number Sense and Operations
- ☐ Algebraic Reasoning
- ☐ Data Analysis and Probability
- ☐ Fractions
- ☐ Geometric Reasoning
- ☐ Measurement

Communication

- ☐ Expressive
- ☐ Receptive
- ☐ Articulation

- ☐ Written Language
- ☐ Science
- ☐ Motor Skills
- ☐ Adaptive Skills
- ☐ Art
- ☐ Music
- ☐ Social Skills/ Interpersonal Skills

High Aptitude

- ☐ Performing academically above expectations

Additional Comments:

AREAS OF CONCERN – *Reflection & Observation of present performance during routine classroom instruction*

Attention/ Executive Functioning	Some times	Often	Presently Observed
Gets out of seat at wrong times			
Has short attention span			
Is easily distracted/requires frequent redirection			
Appears to daydream			
Impulsive/Does not think before doing			
Is unaware of behavior when in a group			
Appears over active			
Has difficulty getting started on class work			
Does not complete tasks			
Does not turn in homework			
Has difficulty following directions			
Has a messy desk			
Is easily confused			
Has trouble remembering things, even for a few minutes			
Gets stuck on one topic or activity			
Acts upset by change in routine/plans			
Is fidgety			

Externalizing Behaviors	Some times	Often	Presently Observed
Calls out in class			
Has temper tantrums			
Lacks self-control			
Cries inappropriately			
Takes things belonging to others			
Makes untrue statements			
Is destructive			
Uses profane language			
Is physically aggressive			
Is verbally aggressive			
Easily frustrated			
Lacks empathy			
Defiant to authority			
Exhibits perseverating/ repetitive behaviors			
Frequently truant/absent			

Note: Two teacher observations required

Internalizing Behaviors	Some times	Often	Presently Observed
Seems withdrawn			
Prefers solitary activities			
Is easily led, influenced by others			
Has difficulty making friends			
Avoids verbal communication			
Does not participate in class activities			
Is ridiculed by peers			
Is ignored by peers			
Seems anxious/worried			
Seems sad			
Exhibits self-injurious behaviors			
Demonstrates mood changes			
Seems easily overwhelmed			
Exhibits fear of school			

TEACHER NAME & SIGNATURE

DATE

READING/Writing INTERVENTIONS

- Only Complete this Section if Reading/Writing is a Targeted Area of Concern -

TIER 1 DATA PROFILE *(Attach supporting documentation)*

CURRICULUM	Tier 1 data used to determine Tier 2 need <i>(Check all that apply)</i>
Tier 1 Curriculum: _____	<input type="checkbox"/> i-Ready Diagnostic Data
DI Frequency: _____ Minutes a day, _____ days a week	<input type="checkbox"/> SESAT/SAT-10 (<40%)
DI Skill Focus (Ex: Phonics: <i>CVC/CVCe</i>):	<input type="checkbox"/> FAST:STAR _____
<input type="checkbox"/> Phonemic Awareness	<input type="checkbox"/> FAST:CAI _____
<input type="checkbox"/> Phonics/Spelling	<input type="checkbox"/> D, F grades
<input type="checkbox"/> Vocabulary/Word Meaning	<input type="checkbox"/> In-Program Assessment Data (weekly-biweekly MGH Wonder Progress Monitoring Assessments)
<input type="checkbox"/> Fluency	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Reading Comprehension	_____
<input type="checkbox"/> Written	_____

TIER 2 DATA PROFILE *(Attach supporting documentation)*

INTERVENTION	PROGRESS MONITORING <i>Check & Attach all data (data/chart/graph)</i>
Tier 2 Curriculum/Intervention: _____	<input type="checkbox"/> Tier 2 Fidelity Monitoring Chart (FM 6493) *
Initiation Date: _____	<input type="checkbox"/> i-Ready Growth Monitoring Data
Frequency Intervention Received: _____ minutes/per _____	<input type="checkbox"/> In-Program Assessment Data (skill checks for grades K-3, quizzes for grades 4-5, and chapter tests for grades K-5)
Additional Resources: _____	<input type="checkbox"/> Other: _____
_____	_____
_____	_____
_____	_____

*** Required**

DATA ANALYSIS

(Completed by an MTSS Team Member)

Is the student on track to meet grade-level expectation?

- ☐ Yes, student **IS** on track. No referral to Tier 3 SST.
- ☐ No, student is **NOT** on track AND is performing below grade-level. Refer to Tier 3 SST.

Analyzed by: _____
(Name, Signature, and Date)

MATHEMATICS INTERVENTION

- Only Complete this Section if Mathematics is a Targeted Area of Concern -

TIER 1 DATA PROFILE *(Attach supporting documentation)*

CURRICULUM	Tier 1 data used to determine Tier 2 need <i>(Check all that apply)</i>
Tier 1 Curriculum: _____ DI Frequency: _____ Minutes a day, _____ days a week <u>DI Skill Focus:</u> <div style="list-style-type: none; padding-left: 20px;"> <input type="checkbox"/> Number Sense and Operations <input type="checkbox"/> Algebraic Reasoning <input type="checkbox"/> Data Analysis and Probability <input type="checkbox"/> Fractions <input type="checkbox"/> Geometric Reasoning <input type="checkbox"/> Measurement </div>	<div style="list-style-type: none; padding-left: 0;"> <input type="checkbox"/> i-Ready Individual Student Report <input type="checkbox"/> SESAT/SAT-10 <40% <input type="checkbox"/> FAST:STAR _____ <input type="checkbox"/> FAST: CAI _____ <input type="checkbox"/> D, F grades <input type="checkbox"/> Other: _____ _____ _____ _____ </div>

TIER 2 DATA PROFILE *(Attach supporting documentation)*

INTERVENTION	PROGRESS MONITORING <i>Check & Attach all data (data/chart/graph)</i>
Tier 2 Curriculum/Intervention: _____ Initiation Date: _____ Frequency Intervention Received: _____ minutes/per _____ Additional Resources: _____ _____ _____ _____	<div style="list-style-type: none; padding-left: 0;"> <input type="checkbox"/> Tier 2 Fidelity Monitor (FM 6493)* <input type="checkbox"/> i-Ready Growth Monitoring Data <input type="checkbox"/> Other: _____ _____ _____ _____ </div> <div style="text-align: right; padding-top: 20px;">* Required</div>

DATA ANALYSIS

(Completed by an MTSS Team Member)

Is the student on track to meet grade-level expectation?

- ☐ Yes, student **IS** on track. No referral to Tier 3 SST.
☐ No, student is **NOT** on track AND is performing below grade-level. Refer to Tier 3 SST.

Analyzed by: _____
(Name, Signature, and Date)

SOCIAL-EMOTIONAL BEHAVIOR INTERVENTION

- Only Complete this Section if Social-Emotional Behavior is a Targeted Area of Concern -

TIER 1 DATA PROFILE *(Attach supporting documentation)*

CURRICULUM - Behavioral Standard -	TIER 1 BEHAVIORAL PROFILE
Tier 1 Curriculum/Standard <input type="checkbox"/> Code of Student Conduct <input type="checkbox"/> School-Wide Behavioral Expectations (PBIS) <input type="checkbox"/> Classroom Rules/Procedures <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____	Tier 1 data used to determine Tier 2 need <i>(Check all that apply)</i> <input type="checkbox"/> MTSS Tier 1 Behavioral Profile (FM 7447) * <input type="checkbox"/> Other: _____ _____ _____ _____ <div style="text-align: right;">* Required</div>

TIER 2 DATA PROFILE *(Attach supporting documentation)*

INTERVENTION Type of Intervention Provided	PROGRESS MONITORING <i>Check & Attach all data (data/chart/graph)</i>
Tier 2 Curriculum/Intervention: _____ Initiation Date: _____ Frequency Intervention Received: _____ minutes/per _____ Additional Resources: _____ _____ _____ _____	<input type="checkbox"/> Tier 2 Fidelity Monitor (FM 6493) * <input type="checkbox"/> Student Case Management (SCM) History * <input type="checkbox"/> Other: _____ _____ _____ _____ <div style="text-align: right;">* Required</div>

DATA ANALYSIS

(Completed by an MTSS Team Member)

Is the student responding to the services being provided?

- ☐ Yes, student **IS** responding. No referral to Tier 3 SST.
- ☐ No, student is **NOT** responding AND requires Tier 3 SST assistance (FAB initiated, use code FC)

Analyzed by: _____
(Name, Signature, and Date)

ADMINISTRATIVE CHECKLIST

FIDELITY CHECKLIST

Tiers 1 and 2 have been implemented with fidelity and integrity

- ☐ Yes
- ☐ No

The student attended or was provided intervention(s) with fidelity

- ☐ Yes
- ☐ No

RFA Review:

- ☐ RFA Complete – **Secure Consent to Screen (FM# 6279)**
 - Date Reviewed: _____
- ☐ RFA Incomplete (Reason): _____
 - Date Returned to Initiator: _____

Administrator/SST Coordinator Signature: _____ **Date:** _____