Virginia Tiered Systems of Supports

VTSS

VIRGINIA DEPARTMENT OF EDUCATION

VTSS Tier 1
Data Informed Decision Making

TFI 1.12-1.15 Evaluation Subscale

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Feature	Possible Data Sources	Scoring Criteria
Subscale: Evaluation		
1.12 Discipline Data: Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.	• School policy • Team meeting minutes • Student outcome data	0 = No centralized data system with ongoing decision making exists 1 = Data system exists but does not allow instantaneous access to full set of graphed reports 2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day, and student
1.13 Data-based Decision Making: Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.	• Data decision rules • Staff professional development calendar • Staff handbook • Team meeting minutes	0 = No process/protocol exists, or data are reviewed but not used 1 = Data reviewed and used for decision-making, but less than monthly 2 = Team reviews discipline data and uses data for decision-making at least monthly. If data indicate an academic or behavior problem, an action plan is developed to enhance or modify Tier I supports
1.14 Fidelity Data: Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.	• School policy • Staff handbook • School newsletters • School website	0 = No Tier I SWPBIS fidelity data collected 1 = Tier I fidelity collected informally and/or less often than annually 2 = Tier I fidelity data collected and used for decision making annually

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

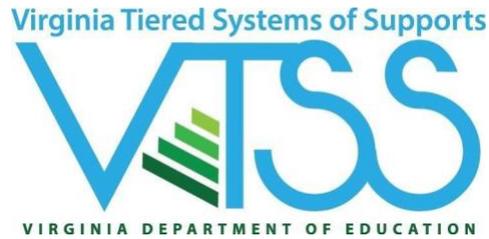| Feature	Possible Data Sources	Scoring Criteria
1.15 Annual Evaluation: Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.	• Staff, student, and family surveys • Tier I handbook • Fidelity tools • School policy • Student outcomes • District reports • School newsletters	0 = No evaluation takes place, or evaluation occurs without data 1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/or not shared with stakeholders 2 = Evaluation conducted at least annually, and outcomes (including academics) shared with stakeholders, with clear alterations in process based on evaluation

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Tier 1: Universal Academic Features
Version 1.0

1.9 Student Involvement Instruction includes opportunities for students to participate in (a) the process of setting learning goals; (b) tracking of progress towards the learning goals; and (c) metacognitive reflection on learning.	☐ Self-monitoring performance charts ☐ Student goal statements ☐ Aim lines ☐ Lesson plans ☐ Instructional observation data	0 = Inconsistent use of opportunities for student self-monitoring. 1 = Instruction includes two of the three feature criteria for process, tracking progress, and metacognition. 2 = Instruction includes opportunities for process, tracking progress, and metacognition.
1.10 Collective Teacher Efficacy Leaders and staff support a system of collective teacher efficacy around effective practices including (a) teacher voice; (b) goal consensus around student achievement; and (c) knowledge of each other's work.	☐ Team meeting minutes ☐ Collaborative planning schedule ☐ Faculty meeting agendas ☐ PLC minutes ☐ Staff surveys	0 = Unclear if the three feature criteria exist. 1 = Evidence of two of the feature criteria of voice, goal consensus, and knowledge of work. 2 = Evidence of the three feature criteria of voice, goal consensus, and knowledge of work.
1.11 Family and Community Engagement School provides a system for diverse opportunities to authentically engage family and community stakeholders in instruction.	☐ Resource map ☐ Family surveys ☐ Communication plan ☐ Written description of family/community engagement ☐ Documentation of stakeholder input ☐ Guidance document	0 = Family engagement limited to primarily communication. 1 = Engagement occurs but not systematically or in a written plan. 2 = A documented system exists for authentic engagement with family and community stakeholders.
Subscale: Evaluation		
1.12a Data Alignment Team(s) have access to a consistent and integrated data dashboard (e.g. attendance, academics, behavior, emotional wellness) that allows for disaggregation by demographics and skills for Tier 1 instructional effectiveness.	☐ School data dashboard ☐ Team meeting agendas and meeting notes ☐ Quarterly data reports	0 = No integrated dashboard. 1 = Dashboard available and meets feature criteria for either disaggregation capability or integrated to reflect all aspects of the student profile. 2 = Integrated dashboard with disaggregation capabilities exists.

1.12b Universal Screening Schoolwide universal screening for all students is conducted for literacy and mathematics. *Secondary: Early warning system utilized for screening.*	☐ Universal screening tool ☐ Early warning system data ☐ Team meeting agendas and meeting notes	0 = No universal screening. 1 = Universal screening is conducted with some students but not all students **or** in either literacy or mathematics but not both. 2 = Universal screening exists for all students in literacy and mathematics.
1.13 Data-Informed Decision Making The team has adopted and utilizes a schoolwide problem solving process inclusive of data, systems, and practices.	☐ Schoolwide problem solving process template ☐ Team meeting notes ☐ Professional learning plan	0 = Uniform schoolwide problem solving process not adopted. 1 = Adequate schoolwide problem solving process adopted but not utilized consistently. 2 = Schoolwide problem solving process adopted and used consistently with data, systems, and practices.
1.14 Fidelity Data A system is in place to monitor fidelity of Tier 1 including (1) assessments; (2) instruction; and (3) implementation.	☐ Walkthrough data ☐ Fidelity tools ☐ Tier definition ☐ Assessment schedule	0 = Zero or one of three feature criteria of assessments, instruction, or implementation are met. 1 = Two of three feature criteria of assessments, instruction, or implementation are met. 2 = System in place which meets feature criteria in assessments, instruction, and implementation.
1.15a Outcome Data Schoolwide data indicate improved outcomes in reading, math, behavior and attendance that lead to at least 80% proficiency in core.	☐ Student outcome data (e.g., attendance, discipline, math, behavior, PALS, universal screening data)	0 = Zero or one of the four areas for improved outcomes meet 80% core proficiency. 1 = Two or three of the four areas for improved outcomes meet 80% core proficiency. 2 = Student outcome data indicate 80% core proficiency in all four areas.

1.15b Annual Evaluation Schoolwide data are shared at least annually with all stakeholders in a usable format and inclusive of trend data across years.	☐ Stakeholder reports ☐ Stakeholder surveys ☐ Faculty meeting notes ☐ School website ☐ Family meeting notes ☐ School Board meeting notes	0 = Inconsistent data sharing practices. 1 = One or two of feature criteria met for sharing annually, usable format, and trend data. 2 = Data are shared annually, usable, and inclusive of trends across years.

Tier 1 Team
Data Informed Decision Making Action Plan

School(s)/Division		Date	
Division Coaches		School Coaches		Data Analyst	

MODULE	Action Items	By Whom	By When
Introduction "Big Picture" ● Working Smarter (not harder) ● Which teams are looking at data?			

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Tier 1 Team
Data Informed Decision Making Action Plan

1.12	Core Data ● Do we have an efficient data system? ● Do we have an effective data system? ● Do we have a written draft or revision of an integrated data dashboard to bring back for school wide discussion? Have we at least identified the critical data points for collection? ● Do we have written steps that will help us establish and utilize a data dashboard and data collection process?			

Tier 1 Team
Data Informed Decision Making Action Plan

1.13	**Data Informed Decision Making** ● Do we have written steps that will help us establish effective team processes? ● Do we have a data analyst? ● Do we have a school wide problem solving process in place? ● Do we have a clear picture of our data story and needs? ● Have we resource mapped our practices? ● Do we have data decision rules in place? ● Do we have a system in place to select evidence-based practices?			
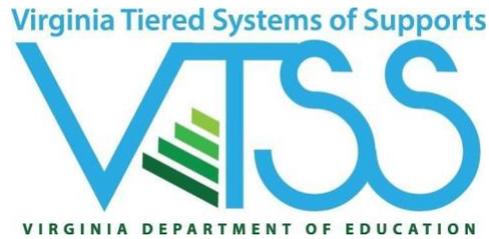
Tier 1 Team
Data Informed Decision Making Action Plan

1.14	**Fidelity Data** ● Steps on how you will sustain your current decision making process. ● Process for reviewing and sharing data at least annually			
1.15	**Evaluation** ● How will the team document the effectiveness of Tier 1 practices at least annually? ● How will you share outcome data with stakeholders (staff, families, community, division)?			

Data-Informed Decision Making
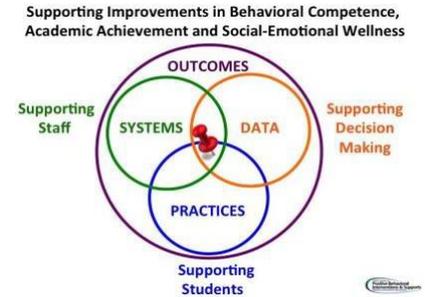
DATA/Evidence of Need:
Using the data, develop a precision statement. Who? What? When? Where? Why?
Outcome (Set a goal):

Key Practices: What key practices will the schools commit to implementing with fidelity? Name and define them.

Action Plan	Who?	When?	Fidelity Measures

Key Systems: How will the division support the school in the implementation of new practices?

Action Plan	Who?	When?	Fidelity Measures

Data/Progress Monitoring: Did we do what we said we would do? With fidelity? Outcomes? Are we making progress?

Committee/Team – Working Smarter (*Not Harder*) Exercise

Committee/ Team/ Work Group	Purpose: *Why was this group formed and why does it meet?*	Expected Outcome: *What kind and level of change, improvement, etc. is expected?*	Target Audience: *Who is expected to benefit from the efforts of this group?*	Schedule: *How often, when, and how long does this group meet?*	Membership: *Who is on this committee or group?*	Relation to School Mission & School Improvement Plan: *How do the efforts of this group relate to the short- and long-term priorities of the school or district?* **Circle your rating 1 = low, 5 = high**	Priority: *how important is this group to the school?* **Circle your rating 1 = low, 5 = high**
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5

From: Committee/Group Self-Assessment & Action Planning (Working Smarter Matrix), George Sugai 2010

Recommendations

1. What committees/work groups can we **eliminate**?

2. What committees/work groups can we **combine**?

3. What committees/work groups need to be **supported** for improved outcomes and sustained functioning?

4. What would the communication loops (that show the relationships) between each of our recommended committees/work groups look like?

Action Plan

5.   What needs to be done next to act on the above recommendations?

What	Who	How	By When	Other

Got Data?

As a team, record all examples of the types of data that are currently being collected/tracked in your school/division

Behavior	Academics

Equity

Attendance

Mental Wellness

Climate

Behavior

- ODR's
- Suspension/Expulsion
- Attendance
- Nursing/Counselor visits
- Minor incident reports
- At risk factors
- Fidelity (TFI) data

Academics

- Universal screening data
- Benchmark data
- Common formative assessments (classroom performance)
- Progress monitoring data
- Historical SOL results
- Early Warning Systems

Equity

- Disaggregated Behavior and Academic Data
- Graduation rates and types of diplomas (standard vs advanced) for different groups
- Enrollment in Honors and AP classes
- Community Data: poverty, unemployment, incarceration, etc.

Mental Wellness

- School Climate and Safety
- Nurse/Counselor visits
- Student Engagement
- Community Data: statistics on prevalence of mental illnesses in the U.S. or your community, trends in the use of mental health services

Attendance

- Truancy
- Chronic absence
- Suspension
- Expulsion
- Absences due to health

Climate

- Student/Parent/Staff Climate surveys or focus groups
- Harassment/bullying
- Hot spots (Environment)
- Physical aggression/fighting
- Attendance (staff and student)

Exploring the School Quality Profile Site

https://schoolquality.virginia.gov/

- Type in your division name
- Browse Accreditation Status
- Click on your school name
    - Scroll down to Achievement gaps
    - Which groups are level three? two?
- Scroll down to review:
    - Chronic absentee rates
    - Dropout rate (high schools)
    - Graduation and completion rates (high schools)
- Go back up toward the top of the page and click on Assessments
    - Overall, how does your school compare to other schools in your division and the state?
    - Click on Students with Disabilities and look at the same comparisons
    - Click on other gap groups
- Go back toward the top of the page and click on Learning Climate
    - Absenteeism – is one group missing out on more instruction?
    - Scroll down to short term suspensions. Compare student population to suspension rates

Reflection:

What are celebrations for my school?

What are the areas of concern?

Tier 1 Tools and Measures

LEVEL	EXAMPLES OF MEASURES/TOOLS AT TIER I
Student or Family	Systematic Screening for Behavioral Disorders (Walker & Severson, 1990); Columbia University TeenScreen Program (Shaffer et al., 2004); Disability status.
Classroom/Program	Disciplinary referrals by class; Number of disciplinary actions for students in Special Education; Classroom Assessment Scoring System (Pianta, La Paro, & Hamre, 2008).
School	School-wide Evaluation Tool (Todd, Lewis-Palmer, Irvin, Sugai, & Boland, 2004); School Development Program School Climate Survey (Haynes, Emmons, & Ben-Avie, 2001); Effective Behavior Support Survey (Sugai , Horner & Todd, 2003); School Mental Health Quality Assessment Questionnaire (Weist, Stephan, Lever, Moore & Lewis, 2006).
Community	Juvenile arrests and court appearances; Participation and attendance in extracurricular activities; Domestic violence information; Substance abuse treatment data; Pediatric Symptom Checklist (Jellinek et al., 1988) Massachusetts Youth Screening Inventory, 2nd Edition (Grisso & Barnum, 2000); Adolescent Alcohol and Drug Involvement Scale (Moberg, 2003); Drug Abuse Screening Test-Adolescents (Martino, Grilo, & Fehon, 2000).

Predictors of Postsecondary Success

Early Childhood Correlates of School Readiness and Elementary Performance		
Indicator	**Predictor**	**Other Potential Factor**
	• Participation in child care and early education • Early approaches to learning • Positive "school readiness risk profile"	• Cognitive understand and control • Positive play interaction behaviors at home and school • Emergent literacy • Working memory skills • Social-emotional learning • Attention span persistence

Elementary School Correlates of Elementary and Middle School Success and Secondary Readiness		
Indicator	**Predictor**	**Other Potential Factor**
• Reading by the third grade • <10% absenteeism in elementary school	• Being rated highly by teachers on attention span and classroom participation • High scores on the Social Skills Rating System	• Social competence

Middle Grades Correlates of Secondary Success and Postsecondary Readiness		
Indicator	**Predictor**	**Other Potential Factor**
• <20% absenteeism in the middle grades • Remaining at the same school through the middle grades • Receiving no unsatisfactory behavior grades in 6th grade • Passing all ELA and mathematics courses and meeting benchmarks on state exams • Passing Algebra I in the 8th grade • NAEP mathematics score >292 in 8th grade • Meeting the following benchmarks on college preparatory exams: • ACT EXPLORE test scores of English 13, mathematics 17, science 20 and reading 15; SAT-9 score > 50th percentile	• Taking rigorous coursework in the middle grades • High scores on the Grit-S and Grit-O scales	• Social- emotional and decision-making skills

Predictors of Postsecondary Success

High School Correlates of Secondary Success and Postsecondary Readiness		
Indicator	**Predictor**	**Other Potential Factor**
• <10% absences • No more than 1 failure of 9th grade subjects • Completing the following mathematics sequence: Algebra II (9th grade), geometry (10th grade), Algebra III and trigonometry or higher (11th grade), pre-calculus or calculus (12th grade) • 3.0+ HS GPA • AP Exam: 3 or higher; IB Exam: 4 or higher • Dual enrollment participation • Passing state exams • FAFSA completion • Meeting the following benchmarks on national assessments: 10th grade NELS Scale Score > 54; 12th grade NAEP score > 320; 12th grade ECLS score > 141 • Meeting the following benchmarks on college prep exams; SAT >1550; PLAN test scores: English 15, reading 17, mathematics 19, and science 21; ACT scores English 18, mathematics 22, reading 21, and science 24 • Participation in the following: summer bridge programs, school year transition programs, senior year transition courses, and early assessment and intervention programs • College Knowledge target outreach programs, e.g. multiyear college readiness programs, embedded college counseling, and college-readiness lessons	• Few school transfers between grades • Early Assessment Program (EAP) and Preliminary Scholastic Aptitude Test (PSAT) completion	• Participation in SEL intervention • Meeting with academic advisor • ACT Work Keys, NWRC based on Equipped for the Future standards, and the CASAS Workforce • Skills Certification System

Risk Indicators for Not Graduating

For All Students	
Risk Indicator	*Timeframe/Threshold*
Grade retention	Repeating a grade in elementary, middle or high school[4, 12, 15, 18]

For High School Students			
Risk Indicator	*Timeframe*	*National Threshold*	*Wisconsin Threshold*
Attendance	First 20 (or 30) days of school, end of each grading period, end of year	Missed 10% or more of instructional time (excused and/or unexcused absences) [2, 3, 4]	TBD
Behavior	Per grading period, end of year	1 or more days of suspension[3, 4]	TBD
Mobility	Per grading period, end of year	1 or more move[5, 17]	TBD
Course Performance	Per grading period	Failed one or more semester courses, any subject[1, 2, 3, 5]	D or F in one or more semester courses, core subjects[20]
GPA	Per grading period	Achieved 2.0 or lower on a 4-point scale[2, 3]	TBD
End of Year Indicator	End of year	Failed two or more semester core courses or accumulated fewer credits than the number required for promotion to the next grade[1, 2, 4, 5, 6, 7]	TBD

For Middle School Students			
Risk Indicator	*Timeframe*	*National Threshold*	*Wisconsin Threshold*
Attendance	First 20 (or 30) days of school, end of each grading period, end of year	Missed 20% or more of instructional time (excused and/or unexcused absences) [3, 7, 8, 9, 10, 11, 12, 14]	Missed 7% or more of instructional time (excused and/or unexcused absences) [19]
Behavior	Per grading period, end of year	1 or more days of suspension, Received a poor behavior grade from their teachers[3, 10, 11, 14]	.5 or more days of suspension or expulsion[19]
Mobility	Per grading period, end of year	1 or more move after experiencing difficulty[5, 9, 17]	1 move in prior year (school or district) [19]
Course Performance	Per grading period	Failed Math or English[3, 7, 10, 11, 12, 14]	D or F in one or more semester courses, core subjects[20]
WKCE Reading/Math	6th grade 7th grade 8th grade		Less than 999 Less than 1035 Less than 1053[19]

For Elementary Students			
Risk Indicator	*Timeframe*	*National Threshold*	*Wisconsin Threshold*
Attendance	Pre-K – grade 3	Missed 10% or more of instructional time (excused and/or unexcused absences) [21]	TBD
Behavior	Grade 1	Low teacher rating[20]	TBD
Reading	End of grade 3	Not reading at grade level[13, 16, 19]	TBD

Risk Indicators for Not Graduating

National risk indicators drawn from the following research:

1) Allensworth, E.M., & Easton, J.Q. (2005). *The ontrack indicator as a predictor of high school graduation.* Chicago: University of Chicago, Consortium on Chicago School Research.
2) Allensworth, E.,&Easton, J. (2007). *What matters for staying on-track and graduating in Chicago public high schools: A close look at course grades, failures, and attendance in the freshman year*. Chicago: Consortium on Chicago School Research.
3) Balfanz, R., & Byrnes, V. (2010). *Dropout prevention through early warning indicators: A current distribution in West Virginia schools.* Baltimore: Johns Hopkins University Center for Social Organization of Schools.
4) Brunner, J. (2010). Ninth grade predictors of dropout risk research brief. Austin, TX: Austin Independent School District.
5) Cielo, M.B., & Leveen, L. (2007). *The fourth R: New research shows which academic indicators are the best predictors of high school graduation—and what interventions can help more kids graduate.* Portland, OR: Connected by 25.
6) Hartman, J., Wilkins, C., Gregory, L., Gould, L.F., & D'Souza, S. (2011). *Applying an ontrack indicator for high school graduation: adapting the Consortium on Chicago School Research indicator for five Texas districts.* (Issues & Answers Report, REL 2011-No. 100). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Education Laboratory Southwest.
7) Lim, C., & Pirone, J. (2007). *Using data for dropout prevention: Can we identify at-risk students before it's too late?* Planning and Assessment, Los Angeles Unified School District.
8) Mac Iver, M.A. (2010). Gradual disengagement: *A portrait of the 2008-09 dropouts in the Baltimore City Schools.* Baltimore, MD: The Baltimore Educaiton Research Consortium.
9) Mac Iver, M., Plank, S.B., Durham, R., Farley-Ripple, E., & Balfanz, R. (2008) *The challenge of on-time arrival: The seven year flight paths of Baltimore's sixth graders of 1999-2000. Research Report.* Baltimore, MD: Johns Hopkins University.
10) Neild, R., Balfanz, R. and Herzog, L, (2007) "An Early Warning System." *Educational Leadership*.
11) Balfanz, R., Herzog, L., & Mac Iver, D. J.,(2007) "Preventing student disengagement and keeping students on the graduation path in urban middle-grades schools: early identification and effective interventions" *Educational Psychologist*.
12) Baltimore Education Researach Consortium. (2011). *Destination graduation: Sixth grade early warning indicators for Baltimore City Schools. Their prevalence and impact*. Baltimore, MD: Author.
13) Durham, R. E. & Plank, S.B. (2010). *Maintaining high achievement in Baltimore: An overview of the elementary grade trajectories of four recent city schools first grade cohorts.* Baltimore, MD: Baltimore Education Research Consortium.
14) Herzog, L. (2009, Spring). Two schools use 'early warning system' to avert dropouts. *Philadelphia Public School Notebook,* 16(3), 26 - 27.
15) Plank, S.B., Durham, R.E., Farley-Ripple, E., & Norman, O. (2008). *First grade and forward: A seven-year examination with the Baltimore City Public School System.* Baltimore, MD: Baltimore Education Research Consortium.
16) (2010). Early warning: Why reading by the end of third grade matters. *The Education Digest*, 76(1),27-31.
17) Rumberger, R. W., (2004). Why students drop out of school. In G. Orfield (Ed.), *Dropouts in America: Confronting the graduation rate crisis* (pp. 131 - 155). Cambridge, MA: Harvard Education Press.
18) Roderick, M. (1993). *The path to dropping out*. Westport, CT: Auburn House.
19) Hernandez, D. (2012). Double jeopardy: How third grade reading skills and poverty influence high school graduation. Baltimore, MD: Annie E. Casey Foundation. Available <http://www.aecf.org>
20) Montes, G. & Lehmann, C. (2004). Who will drop out from school? Key predictors from the literature. Availablehttp://www.childrensinstitute.net/sites/default/files/documents/T04-001.pdf
21) Applied Survey Research. (2011). Attendance in early elementary grades: Associations with student characteristics, school readiness, and third grade outcomes. Available <http://www.attendanceworks.org>

Wisconsin risk indicators drawn from the following research:

22) Knowles, J., Wisconsin Department of Public Instruction. *Dropout Early Warning System*.
23) Carl, B., Richardson, J.T., Cheng, E., Kim, H., & Meyer, R.H., (2012). "Theory and Application of Early Warning Systems for High School and Beyond." University of Wisconsin.

For further information, see Kennelly, L., & Monrad, M. (2007). *Approaches to dropout prevention: Heeding early warning signs with appropriate interventions.* National High School Center.

National Suspension Data by Race, Sex, and Disability Identification

FIGURE 13: Percentage distribution of students receiving one or more out-of-school suspensions, by race and sex
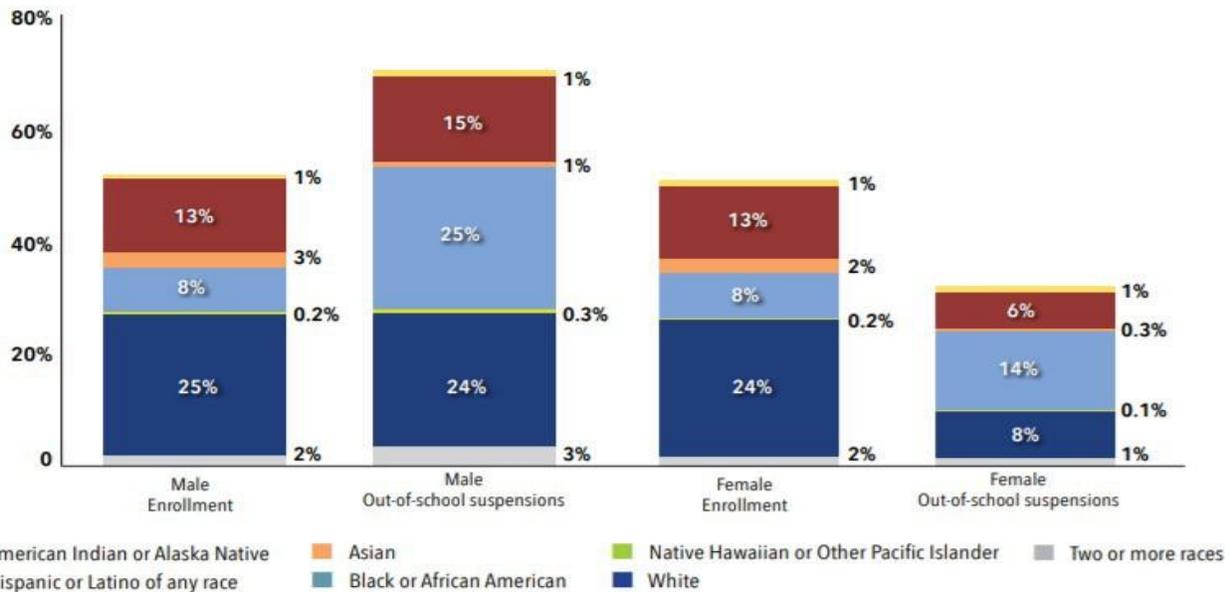
NOTE: Data may not add up to 100 percent due to rounding.
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16.

FIGURE 14: Percentage distribution of students receiving one or more out-of-school suspensions, by disability (IDEA)
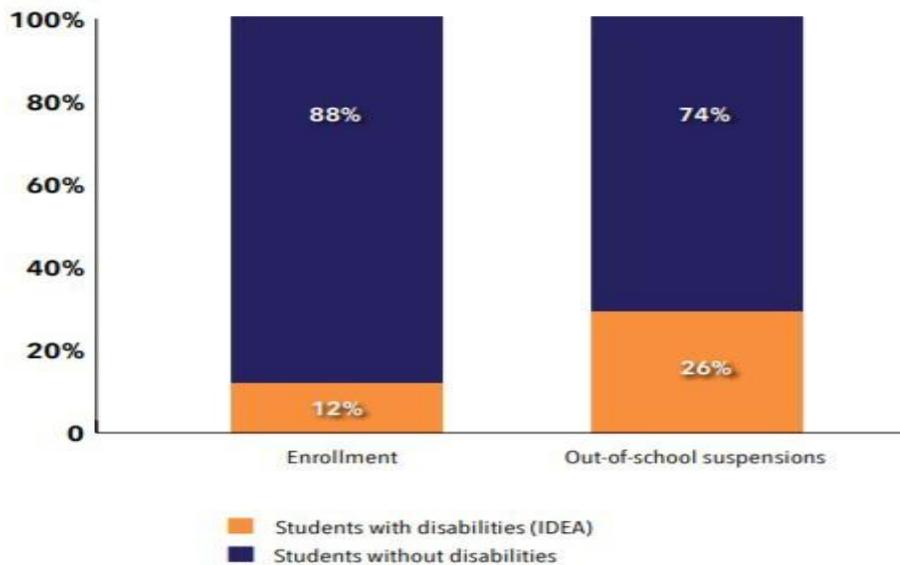
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16.

National Expulsion Data by Race, Sex, and Disability Identification

FIGURE 15: Percentage distribution of students receiving expulsions, by race and sex

Legend:
- American Indian or Alaska Native
- Hispanic or Latino of any race
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Two or more races

NOTE: Data may not add up to 100 percent due to rounding.
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16.

FIGURE 16: Percentage distribution of students receiving an expulsion, by disability (IDEA)
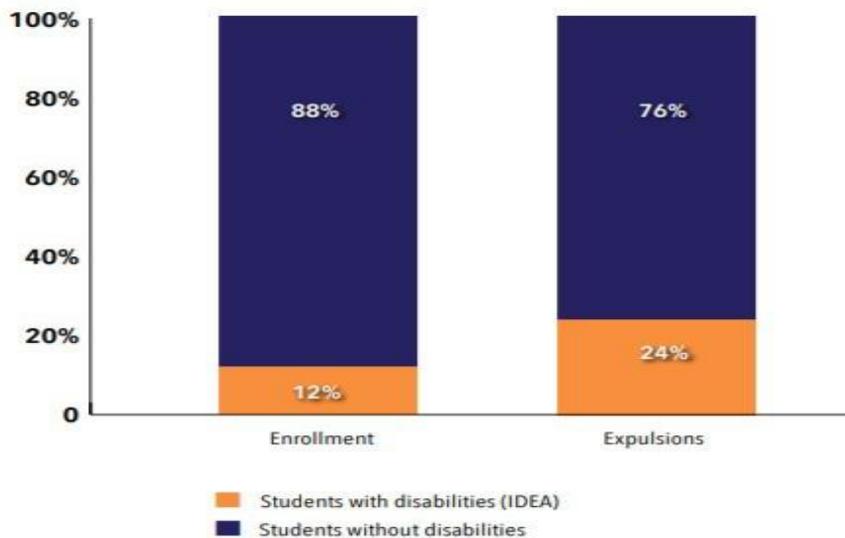
Legend:
- Students with disabilities (IDEA)
- Students without disabilities

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16.

Virginia Suspension and Expulsion Data by Race/Ethnicity and Disability Identification

Virginia Students Receiving Suspensions and Expulsions by Race and Ethnicity, 2014-15
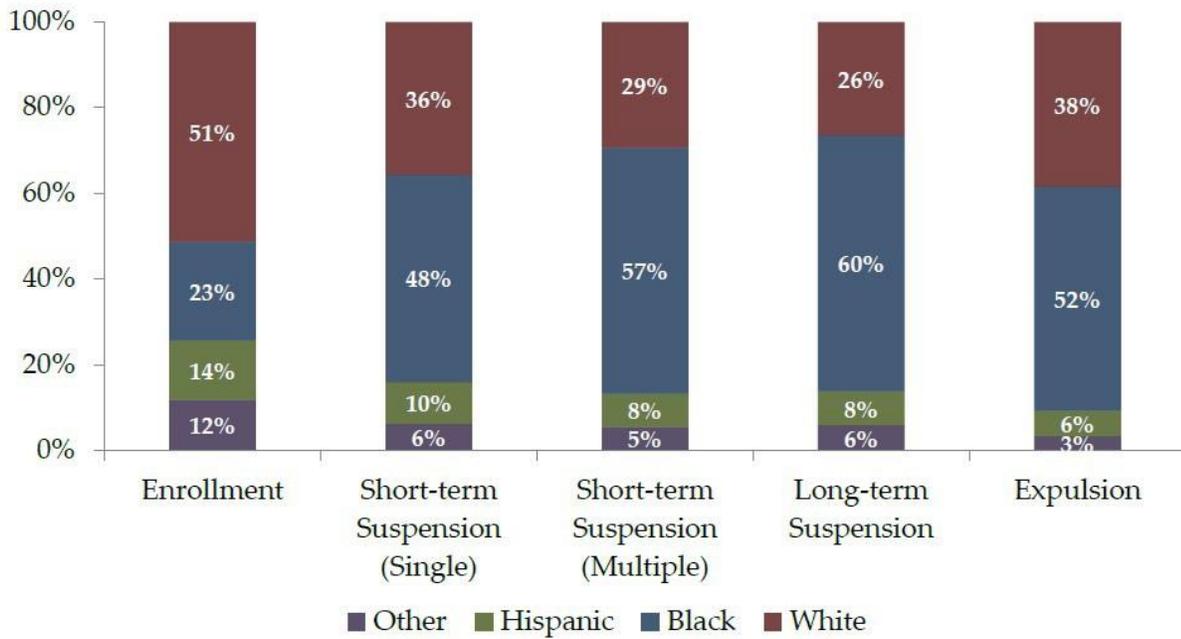
	Enrollment	Short-term Suspension (Single)	Short-term Suspension (Multiple)	Long-term Suspension	Expulsion
White	51%	36%	29%	26%	38%
Black	23%	48%	57%	60%	52%
Hispanic	14%	10%	8%	8%	6%
Other	12%	6%	5%	6%	3%

■ Other   ■ Hispanic   ■ Black   ■ White

Source: VDOE Discipline, Crime and Violence Data Collection, 2014-15
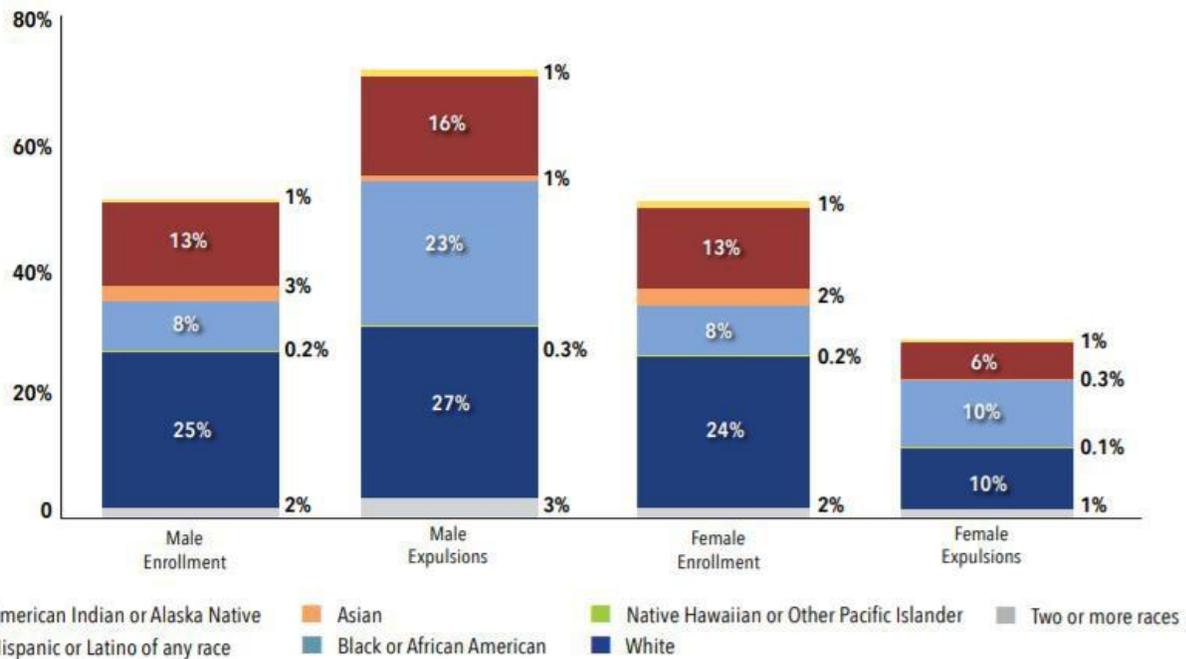
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Virginia Students Receiving Suspensions and Expulsions by Disability Status, 2014-15

	Enrollment	Short-term Suspension (Single)	Short-term Suspension (Multiple)	Long-term Suspension	Expulsion
Students without Disabilities	88%	78%	71%	79%	79%
Students with Disabilities	14%	22%	29%	21%	21%

■ Students with Disabilities   ■ Students without Disabilities

Source: VDOE Discipline, Crime and Violence Data Collection, 2014-15

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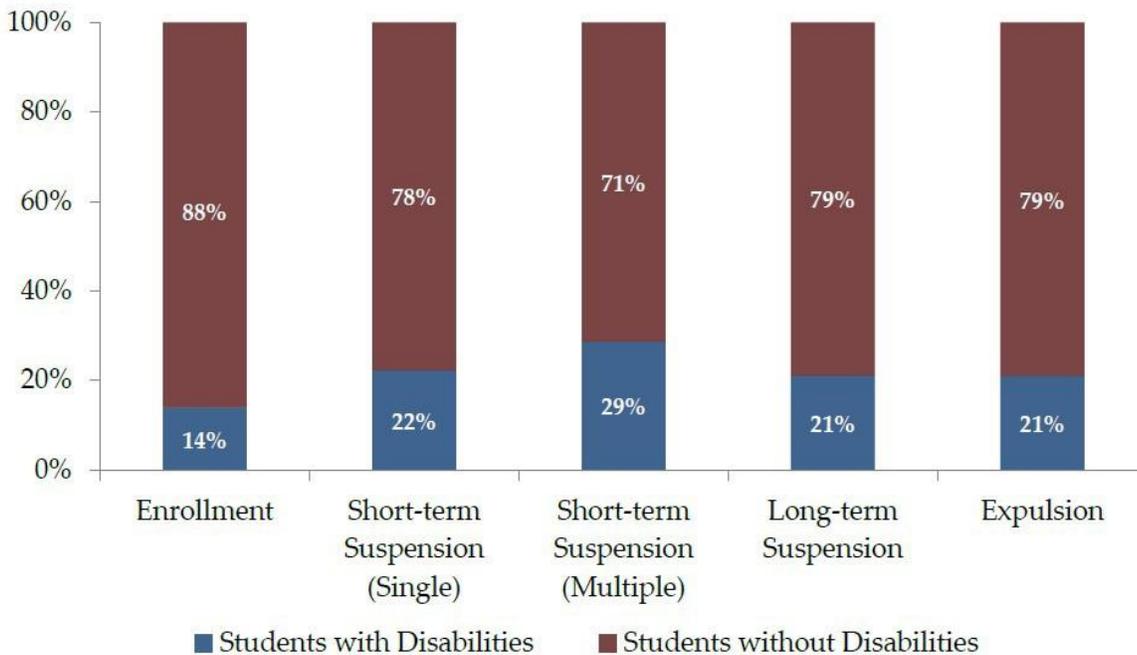
Virginia Discipline Trends

Virginia: Declining trend in exclusionary discipline has stabilized

Disciplinary Action All Virginia School Divisions 2014-15			Five-Year Trend
Students suspended (short-term)	Rate[1]	53.76	67.59 ... 53.76
	Number	68,802	
Students suspended (long-term)	Rate	2.20	2.90 ... 2.20
	Number	2,819	
Students expelled	Rate	0.30	0.57 ... 0.30
	Number	388	

[1]Rate per 1,000 students
Source: VDOE Discipline, Crime and Violence Data Collection, 2014-15

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Virginia: Disproportionality persists and is increasing over time

Short-term Suspensions All Offenses All Virginia School Divisions 2014-15			Percent Enrollment (B)	Gap (B − A)	Five-Year Trend
Black Students	Percent of Suspensions (A)	53.01%	23.02%	-29.99%	51.33% ... 53.01%
	Students Suspended	36,474			
Students w/ Disabilities	Percent of Suspensions (A)	24.86%	12.26%	-12.60%	24.43% ... 24.86%
	Students Suspended	17,106			

Source: VDOE Discipline, Crime and Violence Data Collection, 2014-15

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Virginia: Disproportionality is more pronounced among subjective offenses

Short-term Suspensions Disorderly and Disruptive Offenses All Virginia School Divisions 2014-15		Percent Enrollment (B)	Gap (B – A)	Five-Year Trend
Black Students	Percent of Suspensions (A)	58.34%	23.02%	-35.32%	56.51% ... 58.34%
	Students Suspended	23,842			
Students w/ Disabilities	Percent of Suspensions (A)	26.81%	12.26%	-14.55%	25.54% ... 26.81%
	Students Suspended	10,955			

Source: VDOE Discipline, Crime and Violence Data Collection, 2014-15

VIRGINIA DEPARTMENT OF EDUCATION

Virginia Absenteeism by Race/Ethnicity

Absences by Sub Groups

Legend:
- Missed less than 5% (less than 9 days)
- Missed between 5% and 10% (9 to 17 days)
- Missed between 10% and 15% (18 to 26 days)
- Missed between 15% and 20% (27 to 35 days)
- Missed more than 20% (36 or more days)

Categories: All Students, Asian, Black, Hispanic, White
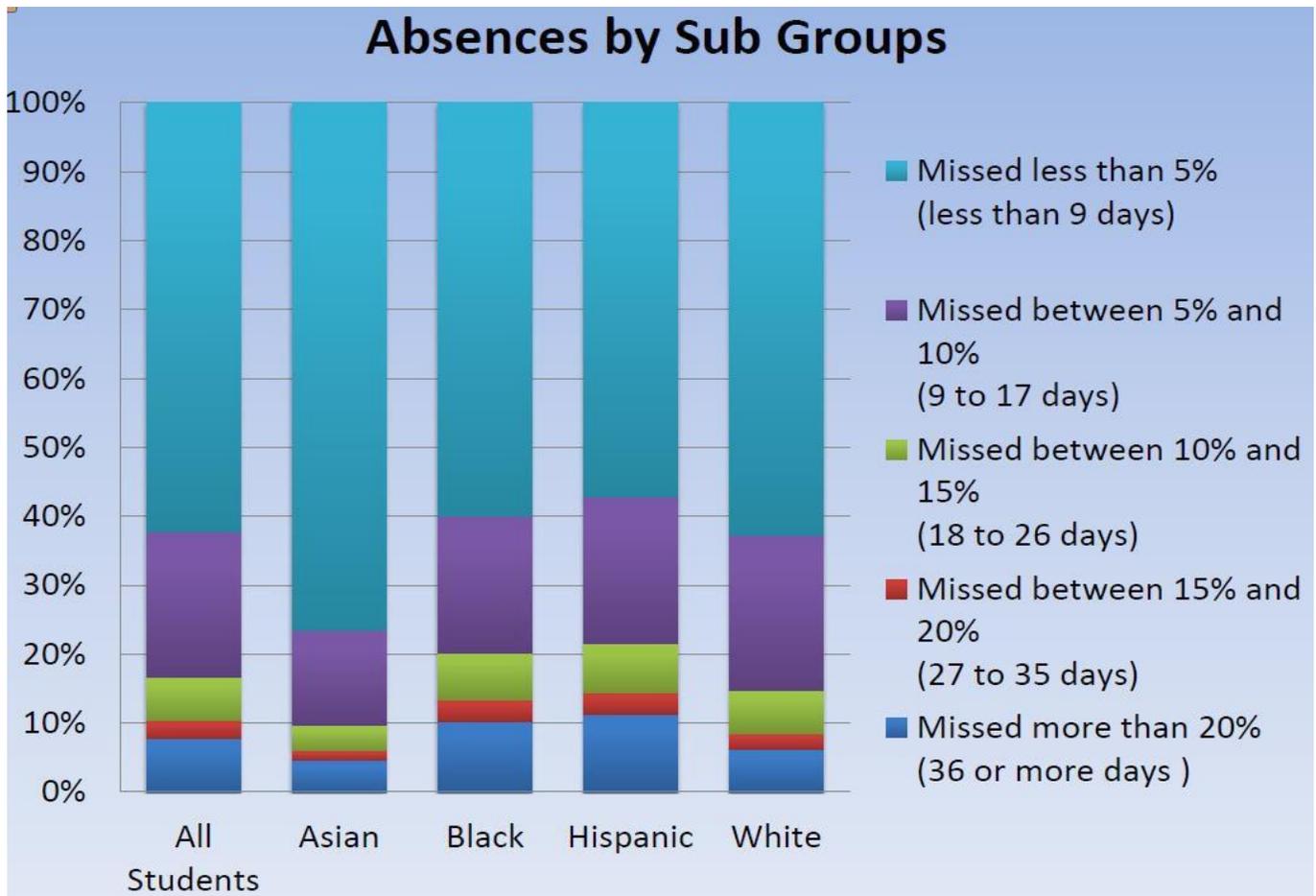
Equity Calculations Cheat-Sheet

If your school collects and analyzes data through SWIS, there are some built-in tools to identify disproportionality.

- Risk Index – % of a subgroup at risk of an outcome
- Risk Ratio – Each subgroup's risk compared to another group's risk

Referral Risk Index

What does it compare?

Percent of students in each racial or ethnic subgroup who have referrals

Value?

– Helps quickly compare rates of referrals across subgroups

– Helps identify subgroups that may be disproportionate
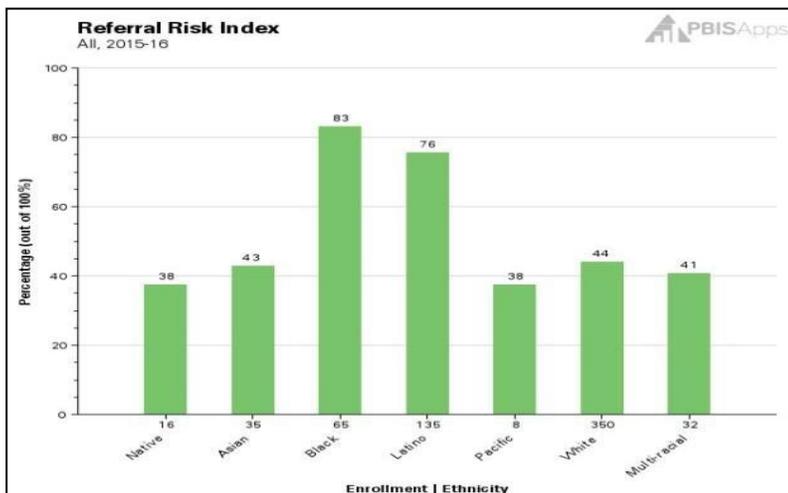
	# of Enrolled Students	# of Students With Referrals	% of Students within Ethnicity with Referrals	Risk Index
Native	16	6	37.50%	0.38
Asian	35	15	42.86%	0.43
Black	65	54	83.08%	0.83
Latino	135	102	75.56%	0.76
Pacific	8	3	37.50%	0.38
White	350	154	44.00%	0.44
Multi-racial	32	13	40.63%	0.41
Totals:	641	347		

How would you read this graph and table?

- *54 of the 65 Black students have a referral. 83% of the Black students have a referral.*

- *102 of the 135 Latino students have a referral. 76% of the Latino students have a referral.*

- *154 of the 350 White students have a referral. 44% of the White students have a referral.*

Big Idea:

Are ethnic groups being referred at the same rate?

Referral Risk Ratio

Risk index of one group divided by the risk index of a comparison group

How do we calculate Risk Ratio?

Risk Ratio= Risk Index of Target Group/Risk Index of Comparison Group

1.0 is equal risk
Greater than 1.0 is overrepresentation
Less than 1.0 is underrepresentation

Risk Ratios are always calculated by comparing the target group to "all others" (all students not in the target group)

	# Students Enrolled	# Students with Referrals	% Students with Referrals	Risk Index
Native American	6	3	50.00%	0.50
Asian	7	2	28.57%	0.29
Black	65	47	72.31%	0.72
Latino	100	40	40.00%	0.40
Pacific Islander	4	0	0.00%	0.00
White	300	103	34.33%	0.34
Multi-Racial	22	0	0.00%	0.00
Total	504	195		

Risk index for Black or African American students

47 / 65 = 72.31%

Risk Index All Others =

195 – 47 = 148 All Other students with referrals

504 – 65 = 439 All Other students enrolled

148 / 439 = 33.71% Risk Index for All Others

Risk Ratio for Black students compared to All Others =

72.31% / 33.71% = 2.145□2.15

It is **2.15** times more likely that Black students will receive a referral as compared to the group of All Other students in the school who are not Black.

1.0 is equal risk

> 1.0 is overrepresentation

< 1.0 is underrepresentation

	# Students Enrolled	# Students with Referrals	% Students with Referrals	Risk Index
Native American				
Asian				
Black				
Latino				
Pacific Islander				
White				
Multi-Racial				
Total				

Risk Ratio: Determine the Risk Index of "All Other Students" by subtracting the "# Students Enrolled" and "# Students with Referrals" of your target group from the total. Then, divide the "# Students with Referrals" from "All Other Students" by "# Students Enrolled" from "All Other Students".

Divide Risk Index of your target group by the Risk index of "All Other Students" to identify the Risk Ratio.

Risk Index and Risk Ratio

Login into your school's SWIS account. Click on "View Reports", then select "Ethnicity"
under Additional Reports.

Record the Risk Indices and Risk Ratios for your students groups below:

	Risk Index	Risk Ratio
Native American		
Asian		
Black		
Latino		
Pacific Islander		
White		
Multi-Racial		

What do these equity measures tell you about discipline and distribution of referrals at your school?

What would you like to share at a future faculty meeting about this information?

Go back to your School Quality Profile. What are some additional data points (attendance, SOL pass rates, etc.) that you would like to dig into? Set up a plan or action item to start this work.

Sample Universal Screening Data

Grade: 5
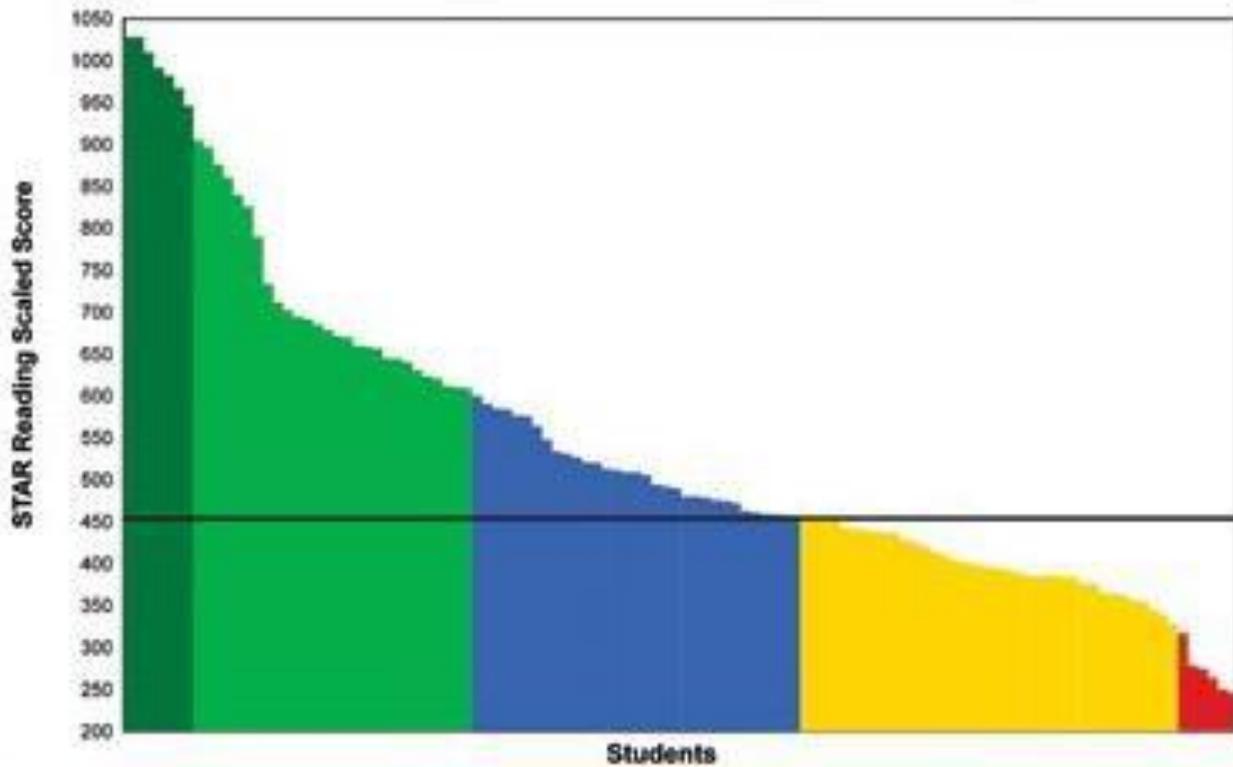
Categories / Levels	Current Benchmark	Number	Percent	Benchmark At Time of State Test
Proficient				
Level 5	At/Above 937 SS	7	6%	At/Above 989 SS
Level 4	At/Above 609 SS	28	25%	At/Above 664 SS
Level 3	At/Above 454 SS	33	29%	At/Above 504 SS

SECOND GRADE READING GROWTH - SPRING 2012 | pals™

This graph displays the number of students instructional at each reading level as determined by all word lists and accuracy scores entered. It represents a cohort, and therefore only includes scores for students in your school for which both fall and spring scores were entered. Please note that PALS passages represent end of the year expectations. For example, the 2nd grade passage represents end of 2nd grade expectations.

FALL   SPRING

School: [redacted]

Results are for a cohort of **49** students.

Total Students Screened in Spring Window: **51**

Total Students Identified in Cohort in Spring Window: **9**

INSTRUCTIONAL ORAL READING LEVELS
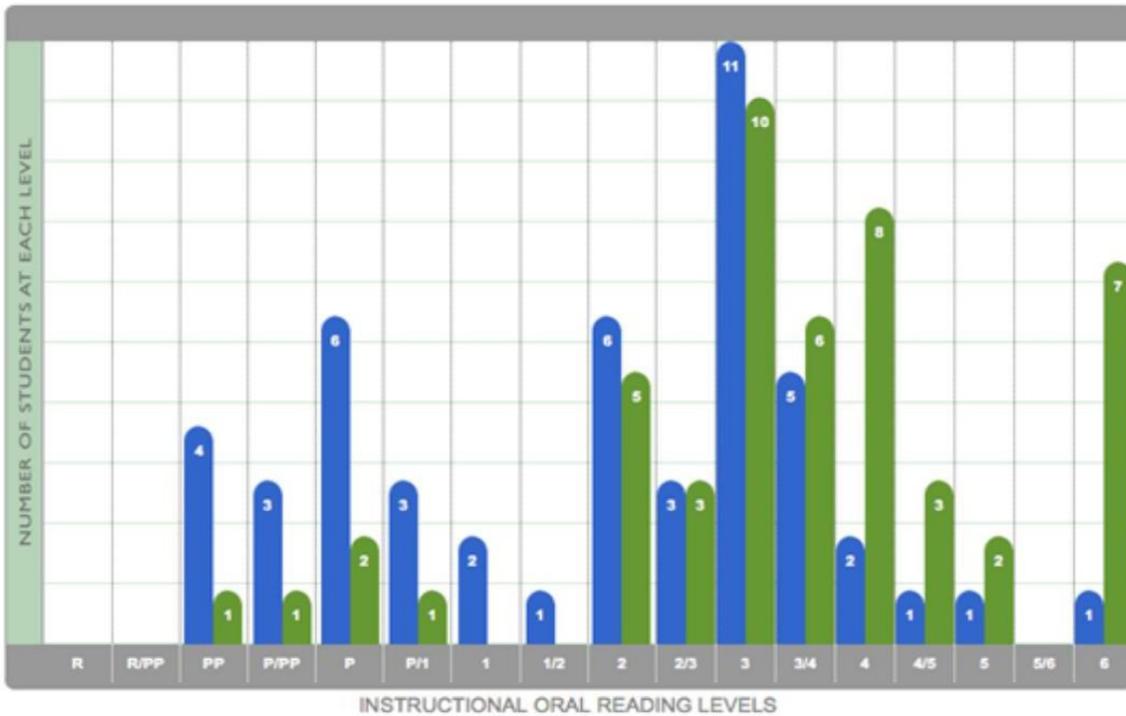
END OF REPORT

School	0-1 ODRs %	2-5 ODRs %	6+ ODRs %
Wonderful Elementary			
Grade 1	98%	2%	0%
Grade 2	99%	1%	0%
Grade 3	65%	22%	13%
Grade 4	82%	15%	3%
Grade 5	86%	10%	4%

Data Dashboard Examples

What Criteria?

Grades and GPA
SOL
Absences
Tardies
Court Ordered
Discipline Count
Expulsion
Anticipated Diploma
Verified Credits (aggregated by English and Math, etc.)

High School

Risk Factors	Failed Reading SOL	Failed Writing SOL	Failed Math SOL	GPA	#Failed Courses	Failed English Course	Failed Math Course	Times Retained in G	2 or More ABS	Times Suspended	AIMS Spring_May
9	Y		Y	0.00	3	Y	Y	1	9		141
8	Y	Y	Y	0.00	4	Y	Y				148
8	Y	Y	Y	0.00	3	Y	Y				156
7	Y	Y	Y	0.00	1			1			42
7	Y	Y	Y	0.00	1				2		150
7	Y	Y	Y	0.00	3		Y				160
7	Y	Y	Y	0.00	2				2		90
7	Y	Y	Y	3.00	1			1			69
7	Y		Y	0.00	2		Y			1	76
7	Y		Y	0.00	2	Y	Y				143
6	Y	Y	Y	0.00					2		115
6	Y	Y		1.00				1	2		125
6	Y	Y	Y	0.00				1			76
6	Y			0.00	1	Y		1			144
6	Y	Y	Y	0.50	1						176
6	Y	Y	Y	0.00				1			150
6	Y			0.00	3	Y		1			148
6	Y		Y	2.00	1		Y				164
6	Y	Y		1.00	2		Y				136
6		Y		2.83	1	Y		1			182
6	Y	Y		0.00	2	Y					174
6	Y	Y	Y	1.50	1						188
6	Y		Y	0.00	2		Y				58
5	Y	Y		2.00	1						157
5	Y		Y	0.00	1						171
5	Y	Y	Y	0.00							60
5	Y	Y		0.00	1						116
5	Y		Y	0.00				1			166
5	Y		Y	0.00	1						
5	Y			0.00	1					2	146

schoolID	Grade_Level	DOB	Gender	CCS_Fed_Race_Ethnicity	CCS_Gap_Group1	VA_Disadvantaged	VA_LEP_Serv_Cd	VASIS_SE_Status	2 or more absences as of 9-29-16	1 or more Suspensions	Failed 1 or More EOCSOL1516	MS-Failed ReadCourse 1516	MS-Failed MathCourse 1516	MS-Failed ReadSOL1516	MS-Failed MathSOL1516
CHS	10	11/24/1999	M	Black	Y	Y			2	1	3				
CHS	10	11/6/1999	M	White	Y	Y			5		2				
CHS	10	11/30/2000	M	White	Y	Y				1	2				
CHS	10	11/11/1999	F	Black	Y	Y		Y		1	2				
CHS	10	9/11/2000	M	Black	Y	Y			3		3				
CHS	10	8/1/2000	M	Black	Y	Y		Y	2		3				
CHS	10	5/23/1998	M	Black	Y	Y			5		4				
CHS	10	3/8/1999	M	Black	Y	Y			3		2				
CHS	10	10/29/1999	F	Black	Y	Y		Y	2		1				
CHS	10	3/26/1999	F	White	Y	Y		Y	2		3				
CHS	10	5/5/2000	M	White	Y	Y			14		1				
CHS	10	1/22/2001	F	White					3		1				
CHS	10	12/29/1995	M	Hispanic	Y	Y	Y		10		3				
CHS	10	4/30/2001	M	White	Y	Y			2		2				
CHS	10	7/7/2001	M	Black	Y	Y		Y			1				
CHS	10	2/16/2001	M	Black	Y	Y					1				
CHS	10	6/4/2001	F	Black	Y	Y					1				
CHS	10	10/13/2000	F	Black	Y	Y					1				
CHS	10	9/17/2001	M	White	Y			Y			2				
CHS	10	1/30/2001	F	White					8						
CHS	10	5/21/2001	M	Black	Y	Y		Y			3				
CHS	10	12/11/2000	F	Black	Y	Y		Y			1				
CHS	10	6/4/2001	M	Black	Y	Y		Y			2				
CHS	10	11/11/2000	F	Black	Y	Y					2				
CHS	10	8/3/2001	F	Black	Y	Y					1				
CHS	10	11/30/1999	M	White	Y	Y			2		3				
CHS	10	1/17/2000	F	Black	Y	Y		Y			2				
CHS	10	2/25/2000	M	Black	Y	Y					2				
CHS	10	1/1/1999	M	Black	Y	Y	Y		2						
CHS	10	1/11/2000	M	Black							4				
CHS	10	5/1/2001	M	Black	Y	Y		Y			3				
CHS	10	4/10/2000	F	Black	Y	Y	Y				2				
CHS	10	12/6/2000	M	Two or more	Y	Y		Y			2				
CHS	10	8/21/2001	F	Black							3				
CHS	10	11/3/2000	F	Black	Y	Y					2				
CHS	10	4/1/1999	M	Black	Y	Y					4				
CHS	10	8/5/2000	M	Asian	Y	Y	Y				1				
CHS	10	8/24/2000	M	Black	Y	Y			2						

Elementary School

Current Course 2012-	ARDT Tag 2013-201	t Remediation 201	IOWA	Iowa 2013-2014	5TH GRADE SOL	6TH GRADE SOL	ARDT 2012-2013	ARDT 2013-2014	ARDT Sept 2014	CUA 1 in %	CUA 2 in %
MATH 5	X	Sped		8	283	322	1318		1392	40	36
MATH 5	X	SpEd		14	342	366			1452	82	56
				2		364			1505	47	56
									1506		
MATH 5	X				309	364			1519	47	33
MATH 5				45	407	403			1527	84	75
MATH 5	X	ESL & Sped		4	342	386	1427		1530	80	92
MATH 5	X	ESL & Title 1 Math			290	372	1493		1533		
MATH 5	X	SpEd HE		25	315	364			1541	76	72
MATH 5	X			2	337	352			1544	56	56
MATH 5				25	407	392		1555	1555		
MATH 5	X			8	348	352			1556	56	44
MATH 5	X			25	332	388			1556	72	83
MATH 5		Title 1 Math		10	315	364	1478		1557	64	67
MATH 5				4	401	384			1557	73	63
MATH 5	X	Title 1 Math		18	326	356	1417		1567	56	89
MATH 5	X			4	363	392	1540		1571		
MATH 5	X				337	356	1513		1572		
MATH 5	X				363	372			1577	64	100
				10		384			1577	80	72
MATH 5	X	ESL		25	353	396			1577	69	72

fx	Academics													
	A	B	D	E	G	H	I	J	K	L	M	O	
1	Academics				Behavior					Attendance		Referrals	
2	AIMS		SOL		SRSS	Referrals	SoTM	Guidance	Clinic			SST	
3		Tier 3		Recovery	Tier 3	>1	Selected	groups	>20		Tier 3	Year	
4		Tier 2		Pass on Retake	Tier 2	1			10-20		Tier 2		
5				OR 400-409	Guidance 1						Perfect		
6				Advanced	Guidance 2								

SRSS: Tier 3 (High Risk: External AND Internal)

Tier 2 (High Risk: External)

Guidance 1 (High Risk: Internal; Moderate Risk: External)

Guidance 2 (High Risk: Internal)

DATA DASHBOARD

What Data Criteria Will Be Considered?								
Students	Grade	_____	_____	_____	_____	_____	_____	_____

DATA ANALYST RESPONSIBILITIES

BEFORE Team Meeting

- Advises Backup Data Analyst in advance if unable to attend meeting so that Backup Data Analyst is prepared to assume role
- Reviews data:
  - ✔ Gathers current data for previously-defined problems
  - ✔ Identifies Potential New Problems (if any)
  - ✔ Asks Facilitator to add any potential New Problems to list of agenda items for upcoming meeting
  - ✔ Provides precision problem statement for potential New Problem to Minute Taker to add to Meeting Minutes form in New Problem section.
  - ✔ Makes the following available at meeting, as appropriate:
    - o Drill Down or other reports (to share current levels of previously-defined problems or precision statements for potential new problems
    - o Data about current levels of all problems (old and new)

Data can be made available to team members via projection from LCD or a laptop that can be passed from team member to team member. Hard copies of graphs also can be prepared; however access to data is needed during meeting if questions arise or further drill down is required.

DURING Team Meeting

- Presents overview of findings from review of current data and initiates discussion of:
  - ✔ Status and effectiveness of currently implemented solutions, especially as compared against team's goal, timeline, and decision rule for a targeted problem
  - ✔ Identification of new problems (if present in data)
- Is an active participant in meeting

Prepared for Decision Making Team meeting to be held on:

Section 1: Status Report on Our School's "Big Picture" View & Relationship to National Data or Desired Targets

Instructions: Use your academic and/or behavior data and/or attendance data to create a snapshot view of your division's performance overall (e.g., by school, initiative status (e.g. RDA, OSI, etc), grade levels/age groups, race/ethnicity, gender, disability subgroups). Use the space below to describe what these data depict such as *"18% of students division-wide are chronically absent"* or *"4 out of our 5 VTSS pilot schools are denied accreditation. Of these, the primary areas of concern are reading (specifically reading comprehension – making inferences). In 2 of the 4 denied accreditation, African American students and students with disabilities are 3x more likely to be given short term suspensions."* If current data are not available for this "Big Picture" view then you can include whatever data are available that assist in the process of answering the question of "Is there a problem?"

Section 2: Status Report on <u>Previously-Defined</u> Problems (problems for which a solution has been selected)

Previously Defined Problem (Copy and paste below, as necessary, to accommodate additional current problems.)

Precise Problem Statement:				
Goal and timeline:				
Current Outcome Data:				
Direction of change in behavior or skill since last report:			**Relationship of current data to goal:**	
Better	Same	Worse	Goal Met	Goal Not Met
Additional Notes:				

Section 3: Report on <u>Potential</u> NEW Problems

Time Period for Report:

Big Picture Data (*Is there a problem?*)	What?	Who?	Where?	When?	Why?	Current Levels (rate, frequency, WRC/min, etc.)
Additional Notes:						

Data Informed Decision Making: School Based

DATA/Evidence of Need: Here we answer the question…Is there a problem?	DATA You can: • Attach data analyst worksheet • Attach charts, graphs, reports • Electronically link to charts, graphs, reports in a shared folder for meeting minutes
Using the data, develop a precision statement. Who? What? When? Where? Why? Social Behavior Statement: The most significant concern of the team is (what), defined as_____. It is taking place most often (where, includes location)_____and the behavior occurs (frequency)_____and is most likely to happen (when)_____. The students most often engaging in this behavior are (who)_____. The perceived motivation for this behavior is_____. Academic: The most significant concern of the team is (what)_____defined as_____and is evidenced by_____. Students (who)_____are most likely to experience difficulty with this skill. Other clarifying information (including how academics and behavior may be impacting each other).	Precision Statement Here we precisely define the problem or decision to be made. The definition should include: • Who is having the problem? • What is the problem exactly? • When is it happening? • Where is it happening? • Why is it happening? When answering these questions, in particular, the WHY, you should also consider the following (remember, the team's role is to provide the support necessary for teachers to make change in instructional practices): • Are there/were there critical supports in place to make the change? Is there/was there adequate professional learning, coaching, administrative support, performance feedback and data for making 'real time' decisions? • Were the right action steps and activities taken at the right time to ensure implementation fidelity? • Were the right people taking responsibility for guiding the change process?

	• Were the practices or innovations learnable, teachable, doable and readily assessable in practice? • Was there sufficient support for barrier busting? See *"Ecological Factors"* Handout.
Outcome (Set a goal): Set a goal that is achievable, time bound and has explicit criteria for success.	Outcome (Set a goal): Is your goal SMART?
Key Practices: What key practices will the schools commit to implementing with fidelity? Name and define them.	Key Practices: First, refer to your resource maps for the specific area. Are you implementing a practice that works? Do you already have practices that work but that might just need 'tweaking' for fidelity, scaling up to another area or grade level, etc. Remember that the practice(s) you select should be teachable, learnable, doable, and readily assessed in practice. We know what works in education. Does your school/division subscribe to Hattie's "list" of positive effect sizes? Marzano? Anita Archer? Other places to check for EBPs: Collaborative on Academic, Social and Emotional Learning: http://www.casel.org Evidence Based Intervention Network: http://ebi.missouri.edu/ Evidence-Based Behavioral Practices: http://www.ebbp.org/ National Center on Intensive Interventions: http://www.intensiveintervention.org/ Promising Practices: http://www.promisingpractices.net/ SAMHSA Registry of Evidence-Based Program and Practices: http://nrepp.samhsa.gov/Index.aspx RTI Action Network: http://www.rtinetwork.org/ What Works Clearinghouse: https://ies.ed.gov/ncee/wwc/ Evidence for ESSA: https://www.evidenceforessa.org/

			But we don't just select randomly…or based on personal preferences of the team. Utilize a SELECTION PROCESS! *Hint: There is one in your workbook and your coaches can help you!* Did you identify a "problem" that was instructional? Curricular? Environmental? If so, you want to select a practice that is a good match!
Action Plan 1.	Who?	When?	Action Plan: Be very specific here about what you want schools and teachers to do. By when? How will you know?
Key Systems: How will the team support the school in the implementation of new practices?			Key Systems: Think here of your "systems" circle. What professional learning, coaching, performance feedback (Do you give performance feedback on instructional practices?), administrative support, funding, other resources, etc. are needed for the teachers and other staff to be able to implement the practices with fidelity?
Action Plan 1.	Who?	When?	Action Plan: Include actions for providing: a clear definition of what you want the teachers to do (action steps/by when); professional learning; coaching; administrative support; performance feedback; who should be monitoring progress at the school level (in charge of the innovation) and who should report progress to the division level team; who should schools go to for support with barrier busting? Include communication plan – who is sharing the plan? By when? How?
Data/Progress Monitoring: Did we do what we said we would do? With fidelity? Outcomes? Are we making progress?			Data/Progress Monitoring: Be sure to include fidelity AND outcome data. We cannot begin to assess outcomes if we have not implemented with fidelity.

VTSS – School Implementation Team
Team Meeting and Decision Making/Action Planning Form

Today's Meeting: Time: Click   Location: Facilitator: Click   Minute Taker: Click   Time Keeper:

        Process Observer: Encourager:

Next Meeting: Time: Click   Location: Click   Facilitator: Click   Minute Taker: Click   Time Keeper:

        Process Observer: Encourager:

Team Members (bold are present today):
Norms:

Today's Agenda Items	Next Meeting Agenda Items	Potential Problems Raised
1. Celebrations	1.	1.
2. Announcements		
3. Administrative/General Information and Issues		
4. Implementation Planning and/or Issues		
5. Previously Defined Issues or Concerns		
6. New Issues or Concerns		

Administrative/General Information and Issues

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who? / When?
Celebrations – 5 minutes		
Announcements –5 minutes		
Administrative/General Information and Issues		
Implementation Planning and/or Issues		
Previously Defined Issues or Concerns	Celebrations, barriers, updates/directives from executive leadership team Fidelity of Implementation to date: Outcomes to date:	

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who? / When?
Data driven Issues or Concerns *Refer to Decision Making Form for action planning!*	Brief description including; driving factors, previous successes, barriers, updates/directives from executive leadership team	

Evaluation of Team Meeting (Mark your ratings with an "X")	**Our Rating**		
	Yes	So-So	No
1. How well did we use our norms of collaboration in the meeting today?			
2. In general, did we do a good job of tracking whether we're completing the tasks we agreed on at previous meetings?			
3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings?			
4. In general, are the completed tasks having the desired effects on student behavior?			
5. Are we using our data dashboard in a meaningful way?			

If some of our ratings are "So-So" or "No," what can we do to improve things? Click here to enter text.

VTSS – School Implementation Team
Team Meeting and Decision Making/Action Planning Form

Today's Meeting: Time: Click Location: Facilitator: Click Minute Taker: Click Time Keeper:

Process Observer: *Division/school coach who can make sure meetings are held with fidelity* Encourager:

Next Meeting: Time: Click Location: Click Facilitator: Click Minute Taker: Click Time Keeper:

Process Observer: Encourager:

Team Members (bold are present today):
Norms: *Don't forget to develop norms!*

Today's Agenda Items	Next Meeting Agenda Items	Potential Problems Raised
1. Celebrations 2. Announcements 3. Administrative/General Information and Issues 4. Implementation Planning and/or Issues 5. Previously Defined Issues or Concerns 6. New Issue or Concerns *You will not likely cover all of these at every meeting. Plan strategically!*	*1. Identified as new items are brought up during meetings. Use this as a way to keep the team on task and discussing only those agenda items reserved for the meeting.*	1. *Use this space to document concerns that need further data, information others not at the meeting, barriers that you might need help addressing, etc.*

Administrative/General Information and Issues

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who? / When?
Celebrations – 5 minutes		
Announcements –5 minutes	*No more than 5 minutes and ONLY those announcements that cannot be disseminated through other means i.e. email, written here for team to read later, etc.*	
Administrative/General Information and Issues	*Use this space to discuss general business and tasks that are completed as part of coordination, development, implementation and evaluation of systems and procedures related to day-to-day implementation. Other discussion items could include: planning for visits from consultants, school improvement; grant opportunities or announcements; budgets; opportunities for family engagement, etc.*	
Implementation Planning and/or Issues	*This is reserved to discuss the status of your implementation plan for VTSS (see Implementation Plan format).*	
Previously Defined Issues or Concerns *The areas hi-lighted are the new layers to our meetings! We are moving*	Celebrations, barriers, updates/directives from executive leadership team Fidelity of Implementation to date: ☐ Not started ☐ Partially Implemented	

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who? / When?
from implementation ONLY to implementation and problem solving outcomes thru implementation of EBPs.	☐ Implementing with Fidelity ☐ Stopped Outcomes to date:	
<mark>Data driven Issues or Concerns</mark> *Refer to Decision Making Form for action planning!*	Brief description including; driving factors, previous successes, barriers, updates/directives from executive leadership team	

Evaluation of Team Meeting (Mark your ratings with an "X")	**Our Rating**		
	Yes	So-So	No
1. How well did we use our norms of collaboration in the meeting today?			
2. In general, did we do a good job of tracking whether we're completing the tasks we agreed on at previous meetings?			
3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings?			
4. In general, are the completed tasks having the desired effects on student behavior?			
5. <mark>Are we using our data dashboard in a meaningful way?</mark>			

If some of our ratings are "So-So" or "No," what can we do to improve things? Click here to enter text.

Telling Our Data Story

Review the information available on the School Quality Profiles Website to answer the following questions regarding your school or division:

- What are some data celebrations that you can share at a future faculty/staff meeting?

- What are some data concerns that you can share at a future faculty/staff meeting?

- What additional data do you wish that you had? How can you go about getting it?

Pick one of the disaggregated data points (attendance, suspension/expulsion, or SOL pass rates should probably be first)

- What do you notice?

- What questions are brought up by this data?

- What else do you need to know to be able to start shifting these outcomes?

Oregon Example
100% Data Meeting Agenda

School: _____   **Grade level:** _____

Benchmarking period (circle one):   Fall   Winter   Spring

Norms: Stay engaged – Focus on what *we* can do – Listen to learn

Purpose: To determine effectiveness of the ***core program*** and make necessary adjustments to ***core instruction.***

Step 1: Problem Identification (What is the problem?)

Based on screening data, is our core program sufficient for most students at our grade level (80% or more above benchmarks)?

a) Review and analyze ***current*** benchmark screening data. Record percentages below:

b) Review and analyze ***previous*** benchmark screening data. Record percentages below:

c) Using current and previous benchmarking data, set a ***goal*** for next benchmarking period. Record below:

	Previous Benchmarking	Current Benchmarking		*Goal* for next Benchmarking:
% At or Above Benchmark				
% Below Benchmarks				
% Well Below Benchmark				

*Can also review movement of students between risk-status levels to help set goals *(Summary of Effectiveness)*

d) Review other available grade-wide data (e.g. OAKS, in-curriculum assessments, etc.).

   i) Determine percentage of students meeting minimum proficiency standards as set by the district

Step 2: Problem Analysis (Why is it happening?)

a) Determine the common priority skill: Use data to prioritize which big idea of reading is currently the most important **common instructional need** for most students *(circle one):*

Skill	Phonological Awareness		Phonics			Oral Reading Fluency	Vocabulary	Reading Comprehension	
DIBELS Next Measure	FSF	PSF	NWF-CLS	NWF-WWR	ORF Accuracy	ORF Words Read Correct	N/A	Retell	Daze
% Above Benchmark									

b) Determine how much we need to enhance the curriculum/instruction of the **priority skill**.

	Previous % At/Above Benchmark	Current % At/Above Benchmark
Priority Skill:		

Step 3: Plan Identification (What is the plan?)

What instructional adjustments are needed to _strengthen the priority skill_ in order to improve the health of the core?

- Which **priority skill(s)** have you identified to target instruction?: (PA, Phonics, Fluency, Vocabulary, Comprehension)
    - **Priority Skill Focus:** _____

<table>
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Instruction

- What **common instructional strategies** need to be enhanced to address the priority skill/s? _____

- What **active engagement strategies** can be used with the instructional strategy to address the priority skill? _____
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Curriculum

- What core materials (sound-spelling cards, word work, decodables etc.) can you use to increase the time spent teaching the priority skill?

_____
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Environment

- What **behavior management strategies** can be enhanced to increase instructional time?

_____
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Professional Development

- What **support** (professional development or coaching) do you need to implement these common agreements?

_____
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Common Instructional Strategies

Modeling (I do)	Guided Practice (We do)	Corrective Feedback	Independent Practice (You do)
Use clear, concise & consistent language	Scaffold instruction (tell them, ask them, and/or remind them what to do)	Provide Affirmations for correct responses	Teach independent work routines and procedures
Provide examples & non-examples	Provide more than one opportunity to practice each new skills	Promptly correct errors by providing a correct model	Model tasks before allowing students to work independently
Demonstrate the task (e.g., think alouds)	Provide opportunities for practice after each step in instruction	Ensure mastery of all students before moving on	Ensure independent work is completed with high level of accuracy
Limit language to demonstration of the skill	Provide extra practice based on accuracy of student responses		

Based on Oregon Reading First 9 features of effective instruction

Common Active Engagement Strategies

Oral Responses (Things Students Say)		
Strategy	*Useful when…*	*Description/Suggestions/Examples*
☑ Choral Responses	The answers are short and the same	Provide an auditory and/or visual signal
☑ Partner Responses	The answers are long or short and different	Look-Lean-Whisper; Think and Write-Pair and Write-Share; Think-Write-Share; Assign partner numbers/labels
☑ Team Responses	The answers are long and different	Can combine partnerships to form teams; Assign team member numbers
☑ Individual Responses	The answer comes from a student's own experience	Can have the students share with a partner first *Whip around or pass* (students have the option to say an answer or pass)
Written Responses (Things Student Write)		
Strategy	*Useful when…*	*Description/Suggestions/Examples*
☑ Response Slates (white boards)	The answers are long or short, more divergent or dependent on personal experience	Set clear expectations (e.g. "After writing the answer, set your pen down)
☑ Graphic organizer	Students organize thinking alone, in partners or teams	Use after reading for greatest impact. Good for retelling
☑ Completing a sentence frame	Structure is needed to complete correct sentences	Useful with vocabulary instruction
Action Responses (Things Students Do)		
Strategy	*Useful when…*	*Description/Suggestions/Examples*
☑ Touching or Pointing	The students are younger, struggling to follow along and/or students are off task and a quick action brings back attention	"Put your finger on the word", "Touch the picture", etc.
☑ Acting Out/Gestures	Teaching vocabulary	Can use gestures, facial expressions, actions, movements
☑ Hand Signals	Reviewing factual information	Can have students form hand signal on desk, then hold up in unison
☑ Response Cards	The number of potential answers is limited	True or False; Yes or No; A, B, C, or D; vocabulary words; spelling words; phonics; etc.
☑ Manipulative	In small group or at seats	Elkonin boxes, sorting pictures for summarizing/order of events

Common Environmental Supports

Behavior Management Strategies		
Strategy	**Useful when….**	**Description/Suggestions/Examples**
☑ Maintains close proximity to students	Students are showing signs of getting off-task	If you know from prior experience that a particular group is likely to disrupt class-standing or sitting close to them while you lead an activity will quell a fair amount of the unwanted behaviors
☑ 5:1 Positive feedback	Students are seeking positive/negative attention	Increase the number of positive interactions you have with the student by offering at least 5 positive statements to 1 negative statement.
☑ Limit/reduce transition time	Students are becoming off-task during transitions.	Use a signal for transitions and give a set amount of time for students to make transitions.
☑ Reward system in place	Always	Positive praise tickets are given when kids get caught "being good" and the ticket labels the positive behavior.
☑ Classroom matrix taught/retaught	After breaks, long weekends, or when unwanted behaviors are occurring in certain locations.	Lessons are explicitly designed to teach students the expectations for all locations and routines. The lessons are taught so that students practice what the expectation looks like and sounds like.
☑ Instructional routines taught/retaught	After breaks, long weekends, or when unwanted behaviors are occurring during instructional routines.	Teach students explicitly what the routine looks like/sounds like and have students model and practice appropriate following of the routine.
☑ Response routine taught/retaught	After breaks, long weekends, or when unwanted behaviors are occurring during the response routine.	Teach students explicitly what the response routine looks like/ sounds like. Model the routine using: I do, We do, You do.

Fall Middle School 100% Data Meeting Steps

School:_____   **Grade level/group:** _____

- **Prior to the meeting collect the following data:**
  - **Step 1 Data: Determine the percentage of students by number of risk factors**

Percent of student by Number of Risk Factors	
# of Factors	Percentages of students
1	
2	
3	
4	
5	

  - **Step 2 Data: Calculate risk percentages for each category**

Risk Categories	Percent at Risk
Attendance	
Behavior	
Spring failing 2 or more core classes	
SBAC (not passing)	
Fall Screening (not at benchmark)	

  - **Step 2 additional Data (if Needed): Calculate percentage of students passing each core class**

Core class	Percent Meeting Criteria
ELA	
Math	
Social Studies	
Science	
(Reading)	

Purpose: To determine the effectiveness of _Multi-Tiered System of Supports_ **and make necessary adjustments to literacy practices across content areas.**

Step 1: Problem Identification (What is the problem?)

a) *Are our coordinated literacy efforts meeting the needs of most of our students? (record the percentage of students with 0 or 1 risk factors)?*

b) *Calculate a goal for the next 100% Meeting*

	Percentage of students		*Goal* for next Benchmarking:
% of students with 0 or 1 risk factors			

Step 2: Problem Analysis (Why is it happening?)

a) *Which area of instruction needs enhancement in order to increase the percentage of students with 0 or 1 risk factors (as a team, please check the instructional need in the table below)?*

Selection of area of instructional need can be based on the following: walkthroughs, teacher report, formative assessments, SBAC, student behavior, CBMs, and other as deemed appropriate.

Provide Explicit Vocabulary Instruction	Provide direct and explicit comprehension strategy instruction	Provide opportunities for extended discussion of text meaning and interpretation	Increase student motivation and engagement in literacy learning.

b) *Consider whether you need to address Attendance or Behavior as well.*

Step 3: Plan Identification (What is the plan?)

a) *How can you enhance instruction in the area of instructional need?*
   1) As a team, please select one or two instructional strategies from the checklist below?

Checklist for Carrying out IES Guide Recommendations	
Recommendation 1: **Provide explicit vocabulary instruction** ▬ **Dedicate a portion of regular classroom lessons to explicit vocabulary instruction.** ▬ **Provide repeated exposure to new words in multiple contexts and allow sufficient practice sessions in vocabulary instruction.** ▬ **Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading,** ▬ **Provide students with strategies to make them independent vocabulary learners.**	**Recommendation 3:** **Provide opportunities for extended discussion of text meaning and interpretation** ▬ **Carefully prepare for the discussion by selecting engaging materials and developing stimulating questions.** ▬ **Ask follow-up questions that help provide continuity and extend the discussion.** ▬ **Provide a task or discussion format that students can follow when they discuss text in small groups.** ▬ **Develop and practice the use of a specific "discussion protocol."**
Recommendation 2: **Provide direct and explicit comprehension strategy instruction** ▬ **Select carefully the text to use when beginning to teach a given strategy.** ▬ **Show students how to apply the strategies they are learning to different texts.** ▬ **Make sure that the text is appropriate for the reading level of students.** ▬ **Use a direct and explicit instruction lesion plan for teaching students how to use comprehension strategies.** ▬ **Provide the appropriate amount of guided practice depending on the difficulty level of the strategies that students are learning.** ▬ **Talk about comprehension strategies while teaching them.**	**Recommendation 4:** **Increase student motivation and engagement in literacy learning** ▬ **Establish meaningful and engaging content learning goals around the essential ideas of a discipline as well as around the specific learning processes used to access those ideas.** ▬ **Provide a positive learning environment that promotes student autonomy in learning.** ▬ **Make literacy experiences more relevant to student interests, everyday life, or important current events.** ▬ **Build classroom conditions to promote higher reading engagement and conceptual learning through such strategies as goal setting, self-directed learning, and collaborative learning.**

2) As a team, please select one or two active participation strategies from the checklist below?

Oral Responses (Things Students Say)		
Strategy	*Useful when…*	*Description/Suggestions/Examples*
__Choral Responses	The answers are short and the same	Provide an auditory and/or visual signal
__Partner Responses	The answers are long or short and different	Look-Lean-Whisper; Think and Write-Pair and Write-Share; Think-Write-Share; Assign partner numbers/labels
__Team Responses	The answers are long and different	Can combine partnerships to form teams; Assign team member numbers
__Individual Responses	The answer comes from a student's own experience	Can have the students share with a partner first *Whip around or pass* (students have the option to say an answer or pass)
Written Responses (Things Student Write)		
Strategy	*Useful when…*	*Description/Suggestions/Examples*
__Response Slates (white boards)	The answers are long or short, more divergent or dependent on personal experience	Set clear expectations (e.g. "After writing the answer, set your pen down)
__Graphic organizer	Students organize thinking alone, in partners or teams	Use after reading for greatest impact. Good for retelling
__Completing a sentence frame	Structure is needed to complete correct sentences	Useful with vocabulary instruction
Action Responses (Things Students Do)		
Strategy	*Useful when…*	*Description/Suggestions/Examples*
__Acting Out/Gestures	Teaching vocabulary	Can use gestures, facial expressions, actions, movements
__Hand Signals	Reviewing factual information	Can have students form hand signal on desk, then hold up in unison
__Response Cards	The number of potential answers is limited	True or False; Yes or No; A, B, C, or D; vocabulary words; spelling words; phonics; etc.

b) What support (professional learning or coaching) do you need to implement these common agreements? _____

Bel Air Elementary
Team Data Reflection Sheet
Grade Level: Date:
Staff Members Present:

Name of Unit Assessment:

Did your PLC team meet their SMART goal?:

End of Unit Formative Assessment Average   %   End of Unit Formative Assessment Pass Rate   %

What accounted for the results of the Formative Assessment score?

What instructional methods were the most/least successful for…

ALL Students:

ESOL Students:

SPED Students:

Black Students:

GIFTED Students:

How will we respond when students don't/do learn the material?

Students that did not meet the benchmark	Activities for Remediation
•	•
•	•
•	•
•	•
•	
•	**Activities for Enrichment**
•	•
•	•
•	•

Additional Discussion Items, Questions, Concerns
-
-
-
-
-
-
-

The purpose of team planning is to generate solutions to instructional problems in order to get better results **(Schmoker, 2001).**

Ecological Factors
(Comprehensive Inclusion of Hypotheses)

Ecological Factor	Examples
School Climate	Collaborative decision making; order & discipline; parent involvement; staff dedication to student learning (e.g., beliefs); physical structure; established procedural routines; recognition for positive behavior; school pride & student involvement, continuous improvement culture, etc.
Relationships	*Teacher'student* relationships C expectations; mentoring, encouragement *Family'child* relationships C parenting style & involvement in child's education *Peer* relationships C interpersonal skill development; support group network Each C opportunities for positive or negative social reinforcement
Instruction	Instructional planning, management, delivery, and evaluation practices; opportunities for feedback (positive or negative reinforcement; extinction; DRO, etc.); hierarchy of skills focus
Curriculum	Match of content with student skills and culture; opportunities for deep vs. surface learning. Alignment with education standards for promotion/graduation
Instructional Environment	Classroom management and arrangement; predictable classroom routines; homeCschool collaboration & congruence of performance expectations; enriched and engaging activities, recognition for positive behavior/acad performance
Learner	Skills or abilities, physical (e.g., vision impaired) and neurological factors (e.g., ADHD; TBI), developmental history, nutritional experiences, motivation (attention or escape/avoid)
School Organization	Efficiency of resource allocation to provide supports matched to needs; supports for fidelity of instruction/interventions; scheduling systems, teaming and student grouping structures, education service delivery methods (e.g., tiered system of supports)

VTSS Data Informed Decision making:
Implementing this process with fidelity is the backbone of ANY effective multi- tiered system.
Each step is integral for generating sustainable solutions.

DATA: Evidence of Student Learning Needs

You will need data that answers the following key questions:
- [ ] What assessment data are available?
- [ ] What is being measured in each assessment?
- [ ] What areas of student performance are meeting or exceeding expectations?
- [ ] What areas of student performance are below expectations?
- [ ] What patterns exist within the data? How are the data similar or different in various grade levels, content areas and individual schools?
- [ ] How did various sub-groups perform?
- [ ] What data exist that informs division-wide strategic imperatives?
- [ ] What are other data telling us about student performance?
- [ ] What surprises us? Confirms what we already know?

> DATA should be current and real time so that it provides an accurate visual representation of existing mismatches between behavior and expectations.

The outcome of this data analysis process is the staff knowing or identifying:
- ✂ specific areas of student need
- ✂ specific knowledge and skills that students need in order to improve achievement results or behavioral/social competence
- ✂ specific students or groups of students for whom the need is most prevalent.

In this section, you need only list and attach the data that informs the above outcomes.

Precise Problem Statement/Description of Current Reality (What? When? Where? Who?)

Through this statement all faculty should have a clear understanding of:
- [ ] What are the current behaviors (include academic behaviors, knowledge and skills) in specific, measurable and observable terms?
- [ ] Where is this taking place?
- [ ] How frequently does this behavior occur? How is this behavior quantified? For example, is the reading behavior a trend that has occurred yearly over three years?
- [ ] What time does the behavior occur?
- [ ] Who is mostly likely to engage in the behavior or experience identified need?

> PRECISION STATEMENTS should be defined in specific and observable terms and should correspond to the operational definitions developed and used by the faculty. It should capture a pattern that identifies a mismatch between expectations and current behavior.

The outcome of the process of developing a precise problem statement is the staff knowing or identifying in concrete terms the "problem" to be solved or decision(s) to be made that improves academic achievement and social/behavioral competence.

In this section, you need only develop a short statement (one or two sentences) that completely answers the above questions.

Key Concept: Problem Iden3fica3on

- Precision problem statements should begin with an examination of **core instruction** to ensure high quality academic and behavior instruction and interventions at the school-wide and classroom level.
- Precision problem statements utilize data to identify who, what, when, where, and why of academic and behavioral need.
- Where appropriate, precision problem statements should identify the relationship between academic and behavioral needs.

Example: Reading

- Tier 1: As identified by SPBQ data and first nine week benchmarks, the most significant concern of the team is identifying main idea. This concern occurs across the grade levels using non-fiction text, with students in fifth grade demonstrating the greatest need. Students have difficulty summarizing multiple key points into a main idea statement.

Example: Math

- Tier 2: Unit tests, teacher observations from formative assessments, and division benchmark testing indicates a group of 35 third grade students averaging less than 40% accuracy on questions that demand interpretation of representational models. The grade level team hypothesizes that the problem may be caused by the lessons outlined in the text moving too quickly from concrete to abstract and may be lacking adequate transition through the representational stage to meet the needs of this group.

Example: Behavior

- Tier 1: As identified by office discipline referrals and teacher observations, the most significant concern of the team is disrespect of school property. Disrespect of school property is defined as writing or 'carving' on walls and solid surfaces, leaving trash and/or water on the floor, and breaking fixtures/furniture. This behavior is demonstrated most often by 7th graders in the bathroom and cafeteria during the lunch block. It is hypothesized by the team that this behavior is maintained by peer attention.

Reading and Behavior

- Tier 3: As identified by office discipline referrals, attendance/tardy rates, teacher observations and reading assessments, the most significant concern of the team for Anthony, a 10th grader, is disrespect. Disrespect is defined as refuses to comply with directions, puts head down on desk, yells at teacher, slams book down and/or shut, walks around room. This behavior occurs most often during English block when asked to read aloud as reading fluency rate is consistently below peers. It is hypothesized that the behavior is maintained by escape from task. It is hypothesized that fluency rates remain low due to lack of access to fluency instruction at his independent and instructional levels. Targeted fluency instruction/intervention has been with grade level text and too many unknown words.

Solutions- Behavior

Prevent	How can we avoid the problem context?
Teach	How can we define, monitor, and teach what we want?
Prompt	How can we set up opportunities for the desired behavior?
Reinforce	How can we build in systemic reward for the desired behavior?
Extinguish or Withhold Reward	How can we prevent the problem behavior from being rewarded?
Correction	What are the effective and consistent consequences for problem behavior?

Solutions- Behavior

Prevent	
Teach	
Prompt	
Reinforce	
Extinguish or Withhold Reward	
Correction	

Solutions- Academic

Pre-Teach	How can we assure that all students have the background knowledge?
Teach	How can we define explicit lesson design and delivery? Do lessons have high leverage and/or evidence based practices? Are they culturally relevant? Is there real world relevance?
Cue	How can we prompt the 5C's (Critical Thinking, Creativity, Communication, Collaboration and Citizenship)? How do we scaffold instruction for success?
Practice with task specific feedback	How can we build in multiple opportunities for performance feedback? (using growth mindset as a frame)
Reinforce	How can we build in massed AND spaced practice in brain friendly intervals?
Error Correction	How do we reteach and make sure students end with the correct response?

Solutions- Academic

Pre-Teach	
Teach	
Cue	
Practice with task specific feedback	
Reinforce	
Error Correction	

Resource map

Subject or Curriculum Strand: Tier: 1

Universal Screeners	Evidence-based Practices	How is progress monitored? How often?	How is acceptable growth or performance defined?	Data that indicates the need for differentiated intervention or supports (Entry Criteria to Tier 2)	How is fidelity of implementation measured?	How are parents informed and/or involved?	Who is needed to implement? How often is the practice implemented?

**Selection of Evidence Based Practices for Reading, Math, and Behavior*: Is it the right thing to do? Do we think we can do it the right way?*

DATA	PRACTICES	SYSTEMS
NEED	**EVIDENCE**	**RESOURCES**
Do we have data that supports the need?	Is there research to support its use?	Is there time and money for adequate training?
Have we considered parent and community support?	Is there research to support its use with a particular population?	Is the technology department able to support the EBP if needed?
Will this EBP support a school improvement or continuous improvement goal?	Is the effect size sufficient?	Is there time and money for adequate coaching?
Is there data specific to the EBP that can serve as a component of progress monitoring?	Is it cost-effective or is there something less expensive that yields similar results?	**READINESS**
Can the data be communicated to students (feedback) and parents?	Is there a fidelity checklist or tool?	Does the leadership team support the EBP?
Is there a system in place to evaluate the data to determine outcomes?	**FIT**	Did the leadership team obtain buy-in?
	Are there competing initiatives?	Have committed staff members to been selected to implement?
	Is there clarity about where the initiative fits in the tiered system?	**CAPACITY**
	Is there sufficient time in the schedule for the EBP?	Has the coach or expert on the EBP been identified as a primary assistant and communicator?
		Is the EPB easily replicated ?
		Does the division support the EBP?
		Can families be shown how to support the EBP?

Resources:
Collaborative on Academic, Social and Emotional Learning: www.casel.org
Evidence Based Intervention Network: http://ebi.missouri.edu/
Evidence-Based Behavioral Practices: http://www.ebbp.org/
National Center on Intensive Interventions http://www.intensiveintervention.org/
Promising Practices http://www.promisingpractices.net/
SAMHSA Registry of Evidence-Based Program and Practices: http://nrepp.samhsa.gov/Index.aspx
RTI Action Network http://www.rtinetwork.org/
What Works Clearinghouse by the USDOE Institute of Education Sciences: Using Student Achievement Data to Support Instructional Decision Making
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf

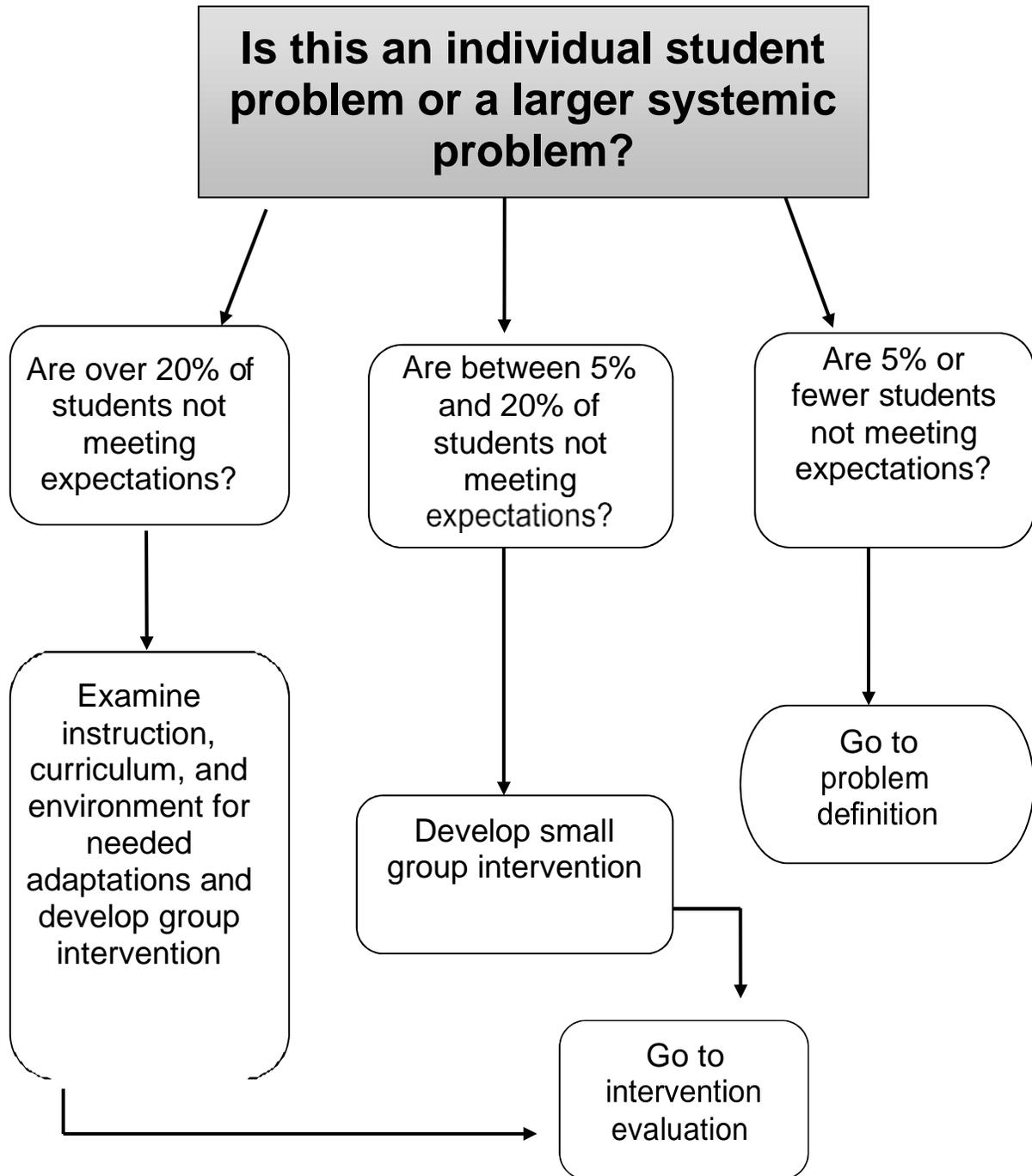**Evaluation of Evidence Based Practices:** *Did we do it the right way? Did it work the way we planned?*

DATA	PRACTICES	SYSTEMS
NEED	**EVIDENCE**	**RESOURCES**
Does the data suggest that this EBP was successful?	Has fidelity of implementation been measured?	Are the materials organized and categorized by an assigned person?
Has the data been mined to determine the subgroups for whom the EBP was successful?	Is there evidence of an instructional match between student need and the EBP?	Is on-going assistance available in terms of coaching and training?
Does the data suggest that this EBP is still needed?	**FIT**	**CAPACITY**
	Does the EBP continue to support the school or division priorities?	Are there a sufficient number of trained implementers?
	Does the EBP align with the standards and teaching matrix?	Is the EBP incorporated into a long-range plan to support outcomes

Step One: Consider all of the resources from the resource mapping. Is it complete?

Step Two: Evaluate current EBPs, eliminate ones that aren't getting desired outcomes and select new EPBs as needed.

Step Three: Complete a Tier Definition document that outlines the EBPs to be used in school and division.

**Decision-Making Rubric
for use with
School-wide Screening**

Is this an individual student problem or a larger systemic problem?

Are over 20% of students not meeting expectations?

Are between 5% and 20% of students not meeting expectations?

Are 5% or fewer students not meeting expectations?

Examine instruction, curriculum, and environment for needed adaptations and develop group intervention

Develop small group intervention

Go to problem definition

Go to intervention evaluation

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