

Virginia Tiered Systems of Supports



VIRGINIA DEPARTMENT OF EDUCATION



Data Informed Decision Making for Division Level Teams: Establishing a Consistent and Effective Problem Solving

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District Capacity Assessment

DCA Item:	2 points	1 point	0 points	Data Source
16. DIT has a process for using data for decision making	DIT uses a problem-solving process (e.g. Improvement Cycles) at least <u>three</u> times a year -AND- The process for using data includes: • Analysis of all new data that results in a summary of celebrations and precise problem statements • Generation of hypotheses identifying factors contributing or maintaining the problem • Analysis of data to validate or generate new hypotheses • Refinement of the implementation plan including S.M.A.R.T. goals and activities that lead to desired outcomes	DIT uses a problem-solving process (e.g. Improvement Cycles) at least <u>once</u> a year -AND- The process for using data includes: • Analysis of all new data that results in a summary of celebrations and precise problem statements	DIT uses a problem-solving process (e.g. Improvement Cycles) that does not meet the conditions of the 2 or 1-point response -OR- DIT does not have a problem-solving process	Graphic of problem-solving process Evidence that improvement cycles resulted in refinement of the implementation plan

Participants will: • Understand the data-informed decision making process at the division level • Identify valued outcomes for MTSS implementation • Analyze data to identify red flags and root causes • Define problems with precision and establish division goals • Determine practices and systems needed to achieve an identified goal • Monitor outcomes and fidelity of the implementation plan	
Reflective Activity	Guiding Questions/Notes
Overview	
<i>Valued Outcomes</i>	What valued outcomes are critical in your division?
Define: What is the problem?	
<i>Exploring Data</i>	What data sources will help you monitor your division's valued outcomes?
<i>"Red Flag/s"</i>	What are the identified problem areas of concern?
<i>Problem Area of Concern</i>	What, who, when and where. How precise can you get?

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<i>SMART Goal</i>	Division A Sample Precision Statement: “In 2022, 46.5% of teachers across all grade levels, and 57.3% of all students, felt inappropriate student behavior was inconsistently addressed in schools. This is believed to be correlated with 11 of 13 schools not having clearly defined problem behaviors or behavior flowcharts.” Using the sample precision statement for Division A, develop a SMART goal.
Implement: What are we going to do about the problem?	
<i>Stakeholder Involvement</i>	Are additional team members needed for action planning?
<i>Selecting Practices</i>	Does your division have a process for selecting practices/programs? Identify any questions (from either the VTSS or NIRN selection tools) that might have been helpful in any past decision making processes.
<i>Identifying Systems</i>	Division A tentative Plan: <i>Admin and SLTs are expected to define problem behaviors and develop discipline flowcharts during the 23-24 SY.</i> To ensure effective implementation of these identified practices, what systemic supports should be considered?

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Data-Informed Decision Making: Division

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.

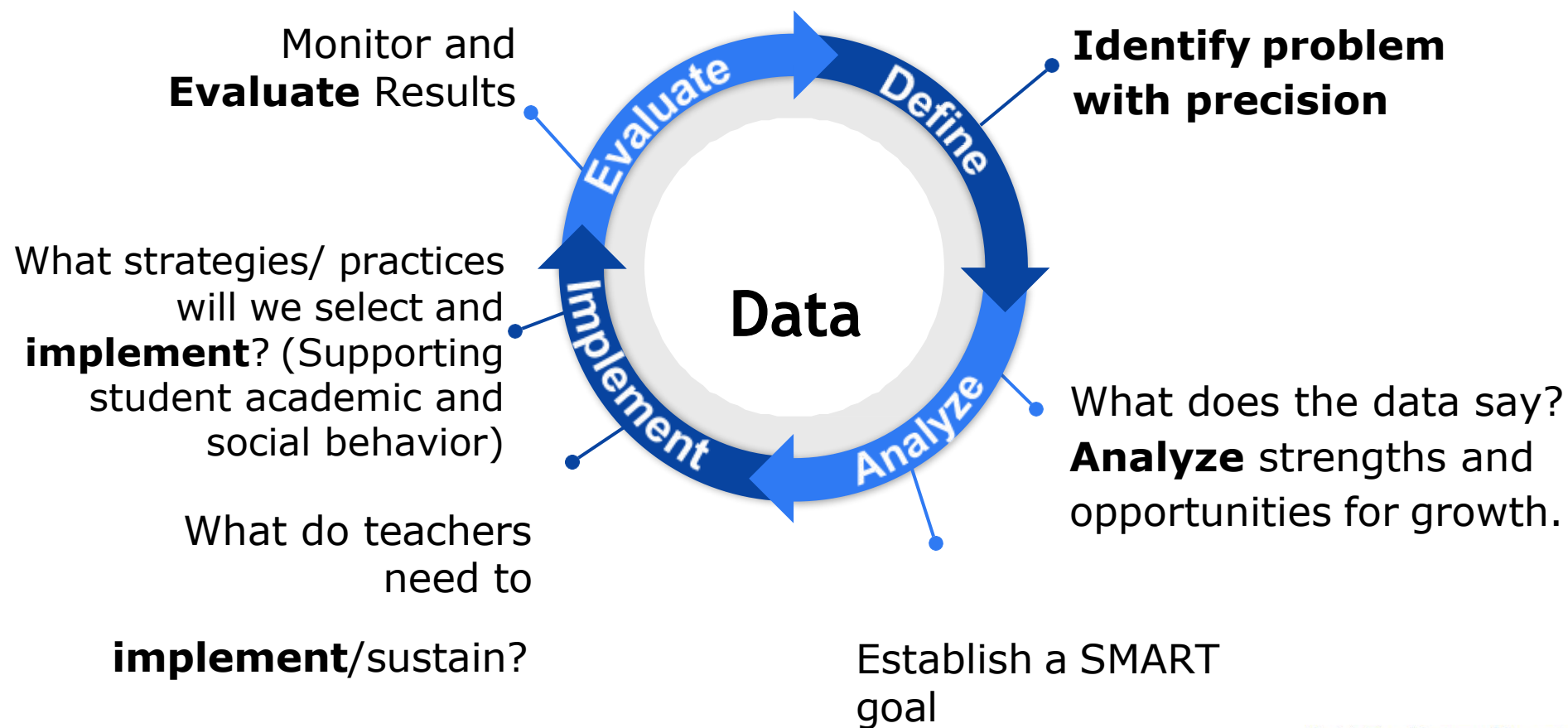
Action Plan	Who?	When?	Fidelity Measures

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?)

Data Informed Decision Making

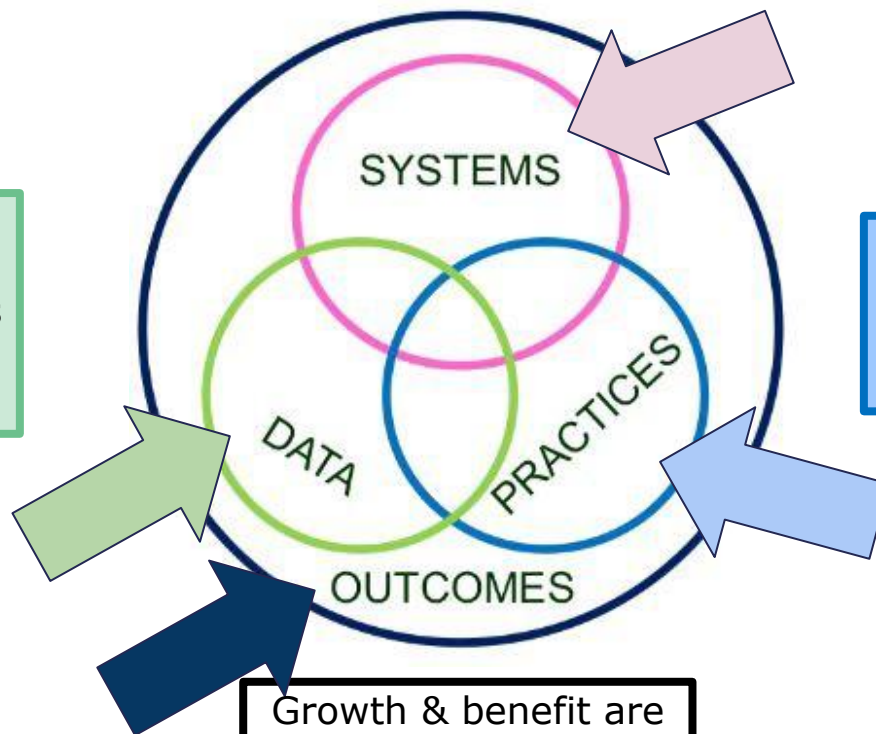


Division and School Level Decision Making

Invest in **Systems!!!**
(Leadership teams,
support professional
learning and coaching)

**Differentiate
and ensure
outcomes are
reflective of all
students**

Data informs
decisions about
screening, progress
monitoring, fidelity,
and outcomes



Prioritize efficient and
effective **practices**
(evidence, culture,
context)

Growth & benefit are
central. Must reflect
learning opportunities
for all

Potential Data Sources

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

Other Possible Data Sources

- 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)

Family Engagement

- Participation in events and programs
- Participation in certification of learning and behavior expectations
- Attendance at leadership meetings representative of the school community
- Delivery of supplies and supports to meet basic family needs

Student Voice

- Student focus groups
- School climate surveys
- Student membership on Tier 1 team
- YRBS (Youth Risk Behavior Survey)

Community Engagement

- Two-way communication with community partners
- Support (funds, products, time, mentorships, etc.)
- Collaboration with Tier II and III service providers



Data Driven Dialogue Summary

Based on work presented by Nancy Love, author of “Using Data/Getting Results”, (2002).

This protocol builds awareness and understanding of the participant’s viewpoints, beliefs, and assumptions about data while suspending judgments. All participants have equal voice. The three phases of data-driven dialogue assist groups in making shared meaning of data. We encourage you to use this tool with your entire school staff and/or with your school leadership team at a special meeting on data. The dialogue tool helps to replace hunches and feelings with data-based facts, examine patterns and trends of performance indicators, and generate “root-cause” discussions that move from identifying symptoms to possible causes of student performance. In order to effectively use this tool, participants will need to have PSSA grade level, school, or district data reports.

- **Phase I Predictions**

Surfacing perspectives, beliefs, assumptions, predictions, possibilities, questions, and expectations

- **Phase II Observations**

Analyzing the data for patterns, trends, surprises, and new questions that “jump” out

- **Phase III Inferences**

Generating hypotheses, inferring, explaining, and drawing conclusions. Defining new actions and interactions and the data needed to guide their implementation. Building ownership for decisions

A similar version of the Data Driven Dialogue can be found online at:

www.ccsso.org/content/pdfs/UseofSECDDataDianaN.pdf



Data Driven Dialogue Predictions

Phase I Predictions dialogue takes place before you see the data. During this time, you activate prior knowledge, surface assumptions, and make predictions, thus creating readiness to examine and discuss the data. You hear and honor all assumptions and ideas as “building blocks for new learning.”

Private Think Time

Before beginning your Phase I Predictions dialogue, please reflect privately and record several of your preliminary thoughts about the data. One or more of the following thought-starters may be helpful.

- I assume...
- I predict...
- I wonder...
- My questions/expectations are influenced by...
- Some possibilities for learning that this data may present...



Data Driven Dialogue Observations

During Phase II Observations dialogue, you engage with the actual data and note only the facts that you can observe in the data. Conjectures, explanations, conclusions, and inferences are off-limits. You make statements about quantities (e.g., Over half the students...), the presence of certain specific information and/or numerical relationships between ideas (e.g., Over 90% of the students achieved below standard in Problem Solving; Compared to last year's data, the percentage of students performing at the advanced and on-standard levels in Skills increased by 8%...)

Private Think Time

Before beginning Phase II Observations dialogue, please study the data privately and record several of your observations.

Remember:

Just the facts! If you catch yourself using..., then stop.



- I observe that...
- Some patterns/trends that I notice...
- I can count...
- I'm surprised that I see...



Data Driven Dialogue Inferences

During Phase III Inferences dialogue, you (a) generate multiple explanations for your Phase II Observations; (b) identify additional data that may be needed to confirm/contradict your explanations; (c) propose solutions/responses; and (d) identify data needed to monitor implementation of your solutions/responses.

Private Think Time

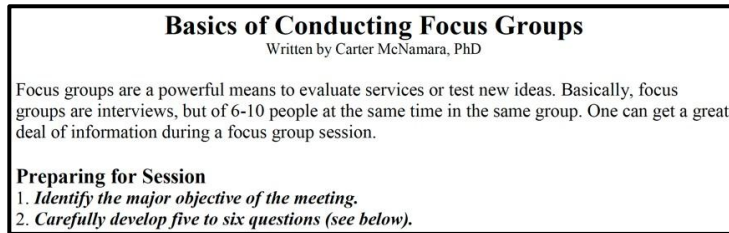
Before beginning Phase III Inferences dialogue with your colleagues, please reflect privately, using one or more of the following thought starters to prompt your thinking:

- I believe the data suggests... because...
- Additional data that would help me verify/confirm my explanations is...
- I think the following are appropriate solutions/responses that address the needs implied in the data...
- Additional data that would help guide implementation of the solutions/responses and determine if they are working...

Tools for Faculty, Staff, Student, and Family Feedback

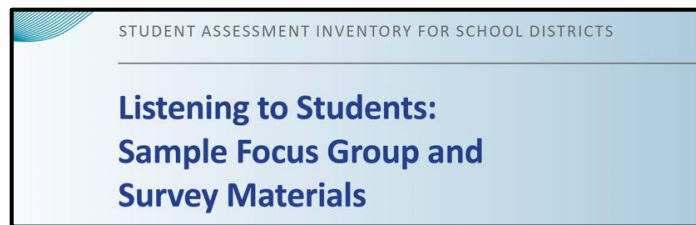
[10 Basics of Conducting Focus Groups](#)

A resource that helps you think through the purpose of creating focus groups, how to assemble a group, and how to facilitate the group meeting(s).



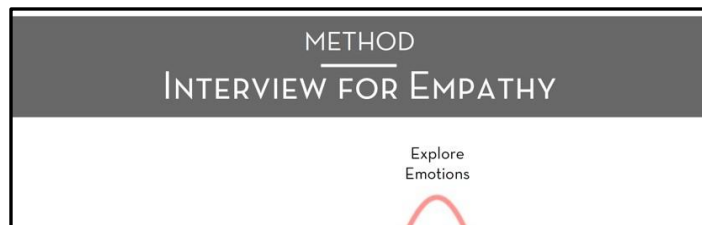
[Listening to Students: Sample Focus Group and Survey Materials](#)

A complete guide to developing focus groups and student surveys, along with sample survey procedures and questions.



[Interview for Empathy](#)

A brief one-page guide on why and how to conduct empathy interviews. This resource can be used for developing and facilitating interviews with students, families, and faculty.



[PBIS School Climate Survey Manual](#)

A complete guide to creating and administering school climate surveys, along with an example climate survey.



Brainstorming Our “Why” Example

“Why is 35% of the student population at-risk of being chronically absent, particularly within secondary schools among students being reported as economically disadvantaged?”

- 1) Lack of communication with families about attendance procedures and supports and their student’s current attendance record
- 2) Health concerns (short-term illness, chronic illness, and medical/dental/mental health appointments)
- 3) Personal stress (depression/ sadness, stressed/upset, family emergencies)
- 4) Transportation difficulties; food and housing insecurity
- 5) Challenges associated with poverty: lack of health and mental health resources, affordable housing, transportation concerns, witnessing or being a victim of violence
- 6) School stress (perception of difficulty with schoolwork, lack of preparedness for a class, and avoidance of a teacher, class, or student)
- 7) Lack of school connectedness or perception of relevance for reaching future goals

Root Causes of Chronic Absenteeism

Barriers

- Chronic and acute illness
- Family responsibilities or home situation
- Trauma
- Poor transportation
- Housing and food insecurity
- Inequitable access to needed services
- System involvement
- Lack of predictable schedules for learning
- Lack of access to tech
- Community violence

Aversion

- Struggling academically and/or behaviorally
- Unwelcoming school climate
- Social and peer challenges
- Anxiety
- Biased disciplinary and suspension practices
- Undiagnosed disability and/or disability accommodations
- Caregivers had negative educational experiences

Disengagement

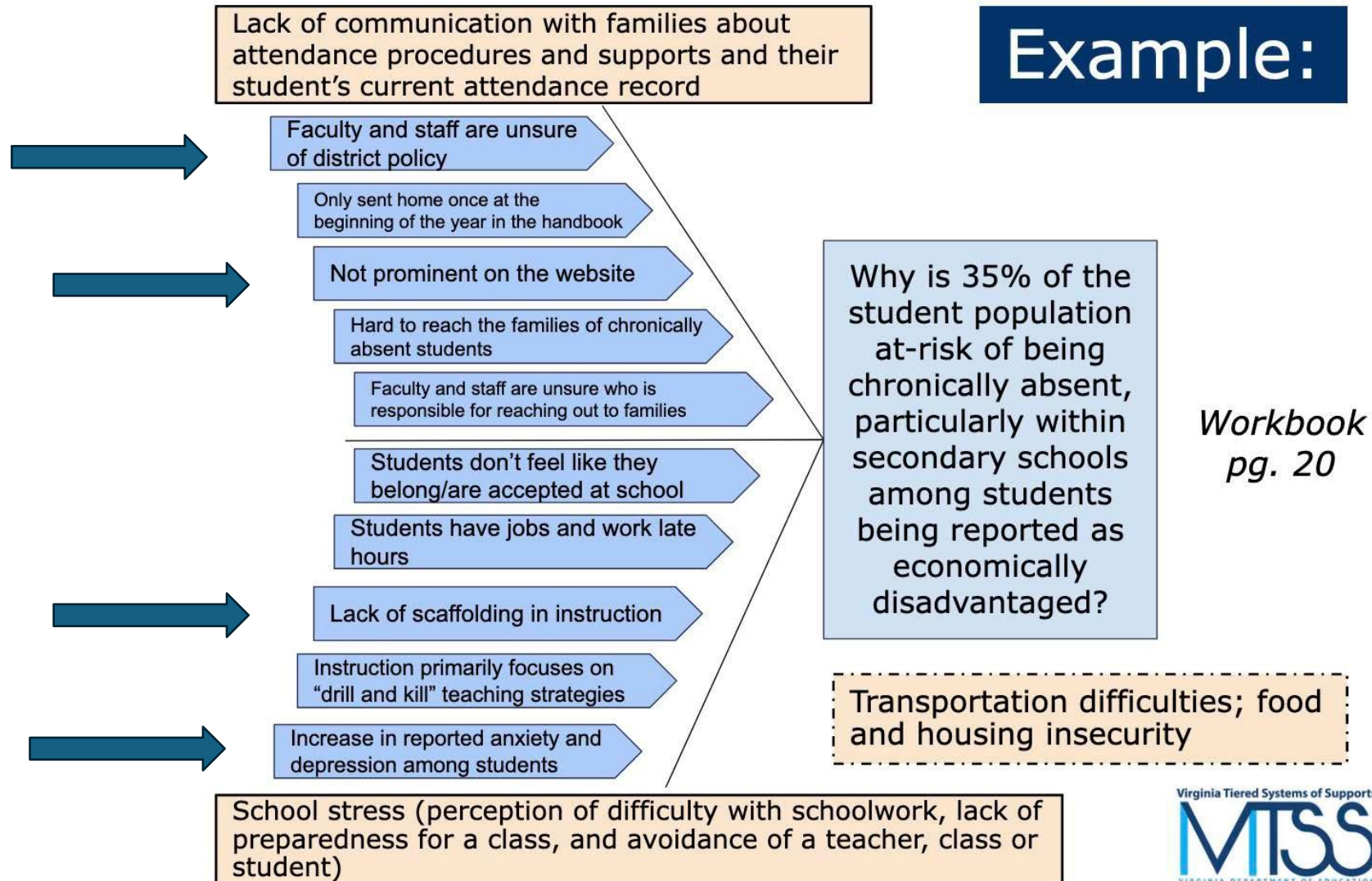
- Lack of challenging, culturally responsive instruction
- Bored
- No meaningful relationships to adults in the school (especially given staff shortages)
- Lack of enrichment opportunities
- Lack of academic and behavioral support
- Failure to earn credits
- Need to work conflicts with being in high school

Misconceptions

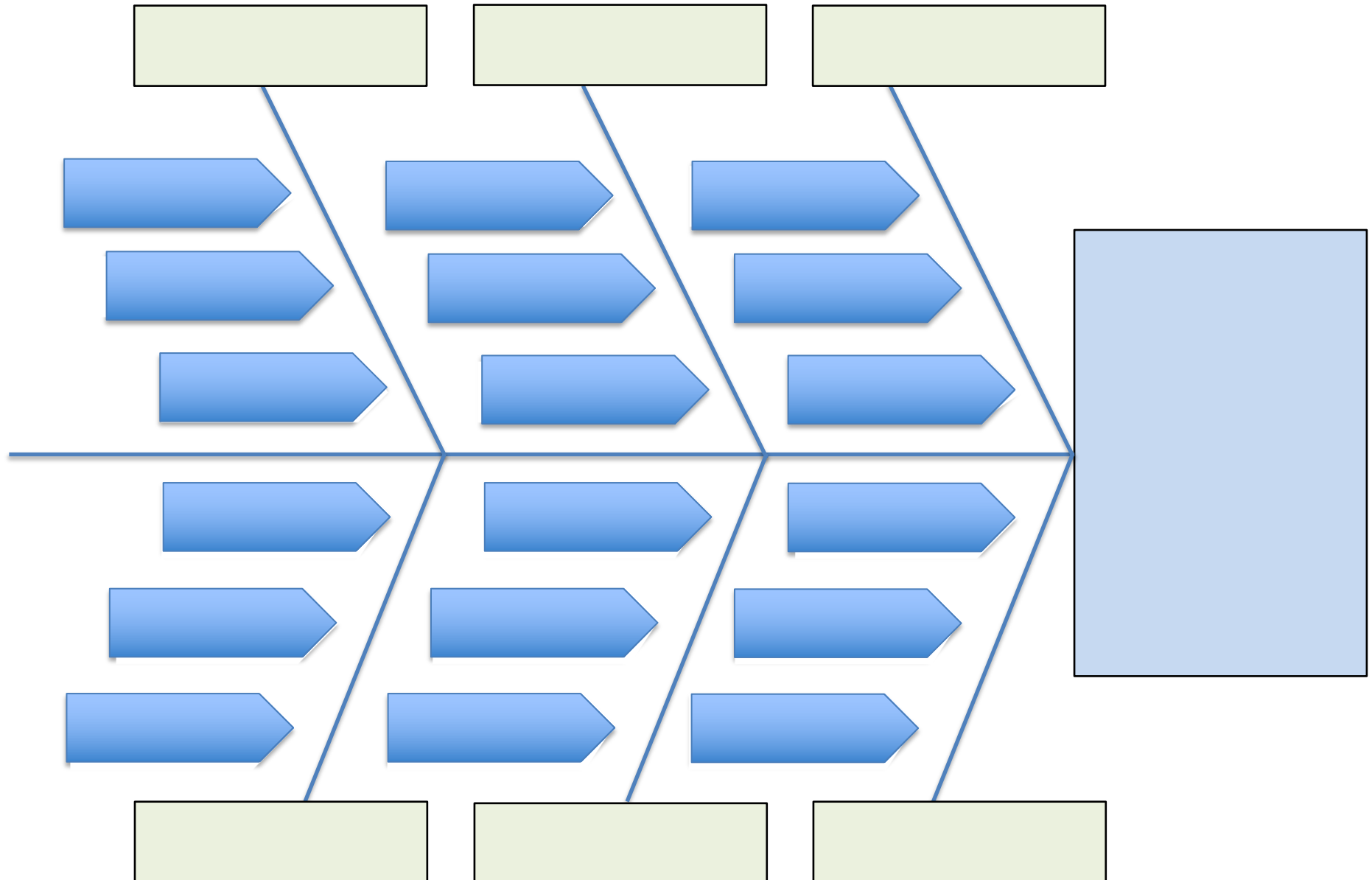
- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Lose track and underestimate TOTAL absences
- Assume students must stay home for any symptom of illness
- Attendance only matters in the older grades
- Suspensions don't count as absence

Division A Fishbone Example

Example:



Blank Fishbone Diagram



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.

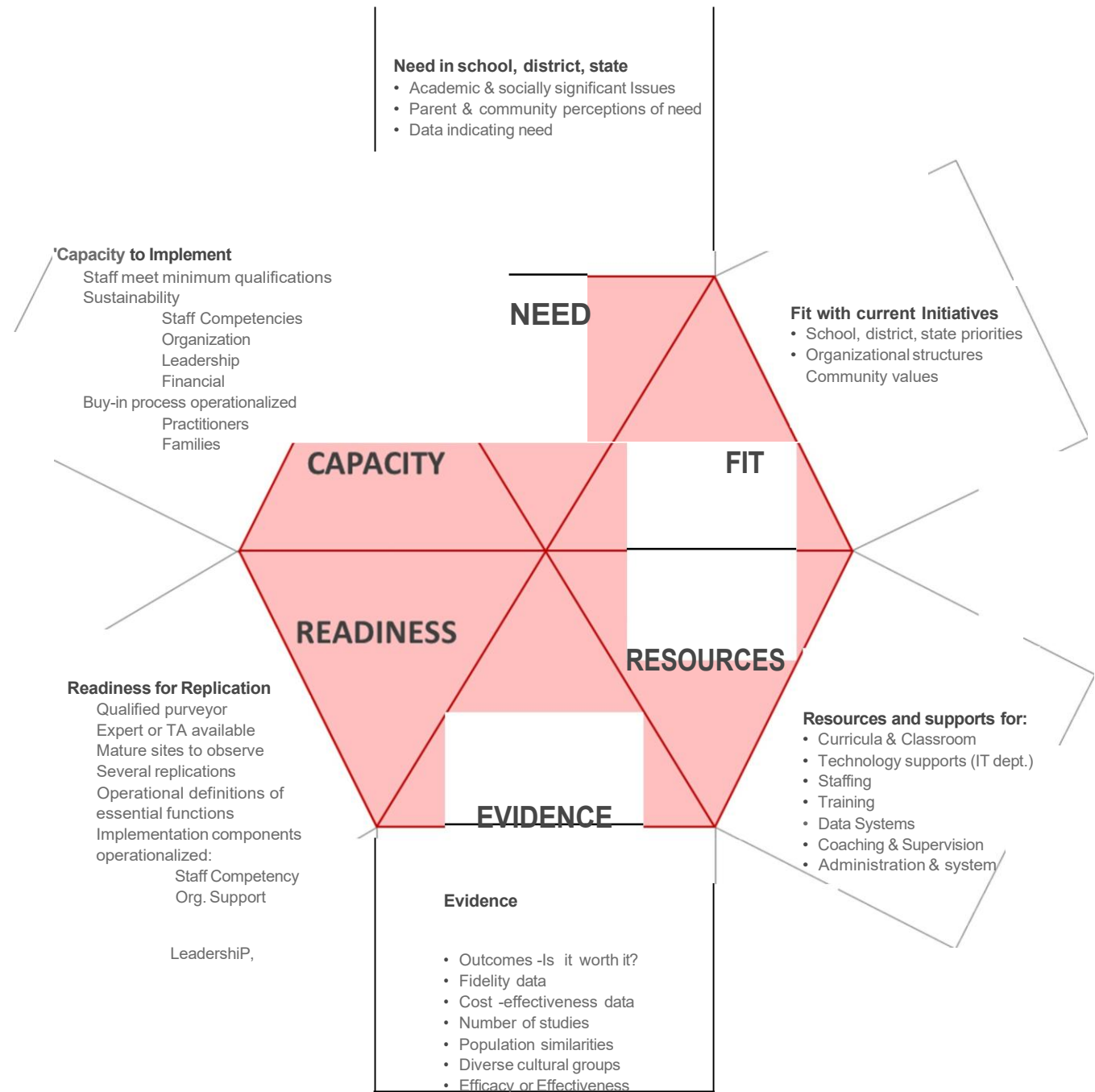
The Hexagon Tool

Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the Active Implementation Hub Resource Library
<http://implementation.fpg.unc.edu>

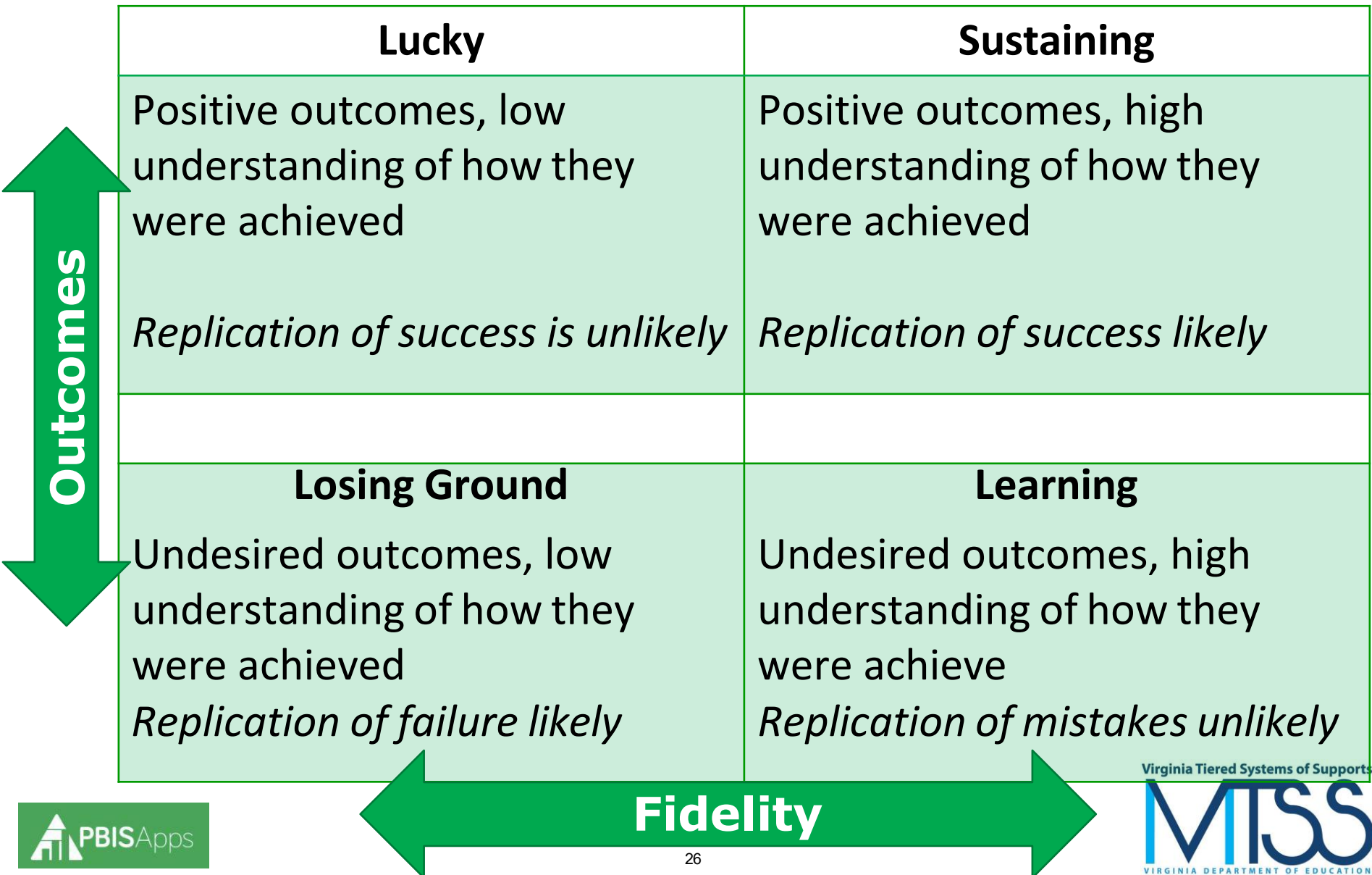
EBP:			
5 Point Rating Scale: High= 5; Medium = 3; Low= 1. Midpoints can be used and scored as a 2 or 4.			
	High	Med	Low
Need			
Fit			
Resource Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
Total Score			

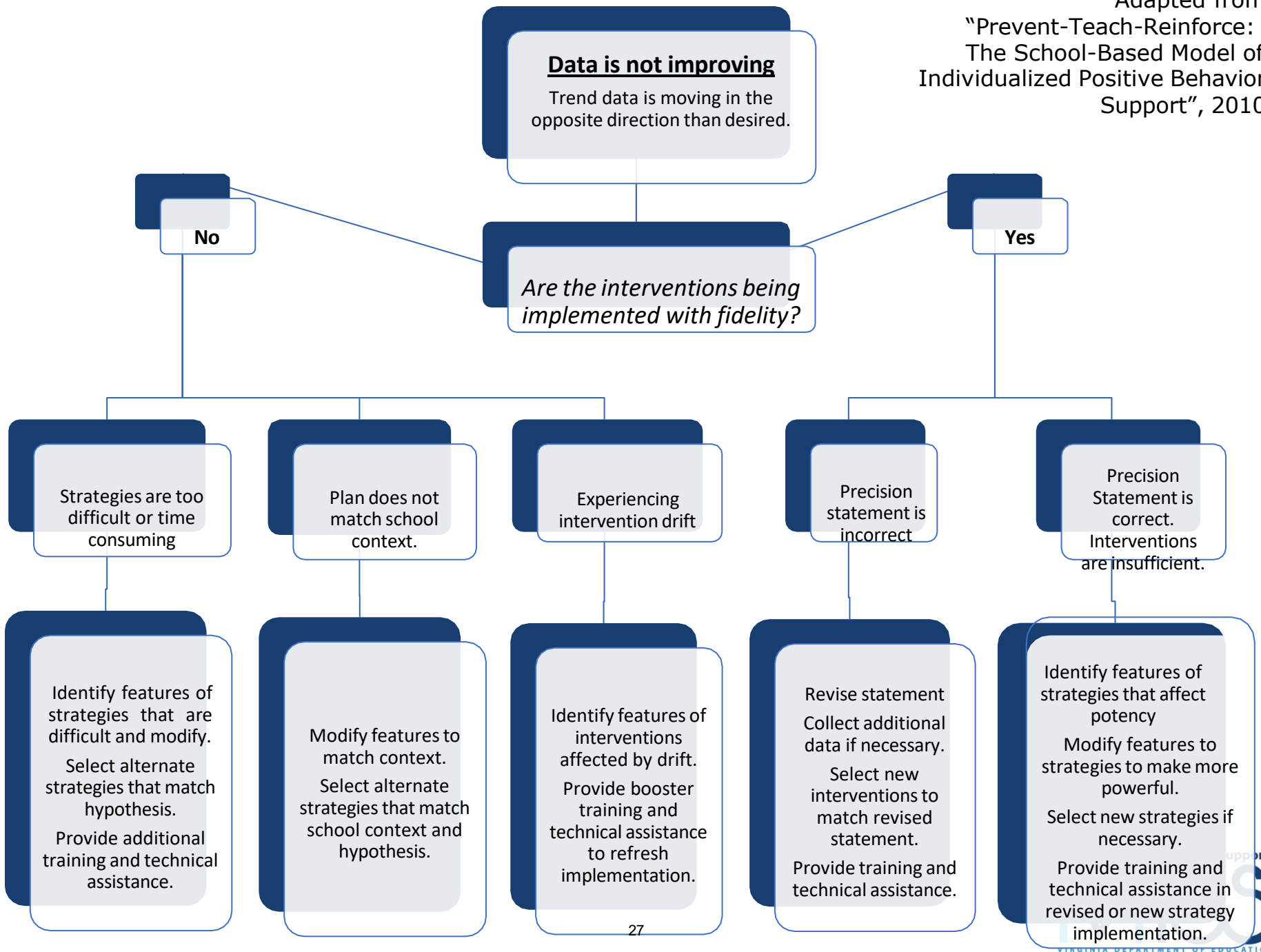


Division A: Tentative Plan

- Establish a text messaging system to communicate students' absenteeism rate with families.
- Revise division website to direct the community more prominently to attendance policies and current attendance campaigns.
- Increase instructional coaching focus to target scaffolding within secondary classrooms.
- Partner with students to establish mentor programs for students who are identified as being high risk.

Evaluation: Fidelity & Outcome Data





Helpful Links

- **Data Protocols**

- **Atlas Protocol:** <https://www.schoolreforminitiative.org/download/atlas-looking-at-data/>
- **Data-Mining Protocol:** <https://www.schoolreforminitiative.org/download/data-mining-protocol/>

- **Attendance Links**

- **Attendance Playbook:** <https://www.future-ed.org/wp-content/uploads/2023/05/Attendance-Playbook.5.23.pdf>
- **School Attendance Problems:** https://www.nasponline.org/assets/Documents/MH_School-Attendance-Problems.pdf
- **Attendance Works Root Causes of Chronic Absenteeism:** <https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/root-causes/>
- **Florida MTSS Report - “Reasons for Chronic Absenteeism Among Secondary Students”:** <https://www.attendanceworks.org/wp-content/uploads/2018/04/Aggregate-RCA-Report-Final-4.pdf>
- **Attendance Works – “Why Are Secondary Students Missing so Much School?”:** <https://www.attendanceworks.org/why-are-secondary-students-missing-so-much-school/>

- **Evidence-Based Practices Selection Tools**

- **VTSS Selection Tool:** <https://vtss-ric.vcu.edu/media/vtss-ric/documents/advanced-tiers/2022-23/Evidence-BasedInterventionSelectionTool-Accessible.pdf>
- **NIRN Hexagon:** <https://www.schoolmentalhealth.org/media/som/microsites/ncsmh/documents/archives/CS-2.11-Hexagon-Tool.pdf>

- **Other Links**

- **Obtaining Stakeholder Feedback to Improve the Middle to High School Transition:** https://global-uploads.webflow.com/5d3725188825e071f1670246/609968697ba15f69da32045b_Obtaining%20Stakeholder%20Feedback.pdf
- **Center on PBIS – “Discipline Disproportionality Problem Solving: A Data Guide for School Teams”:** https://assets-global.website-files.com/5d3725188825e071f1670246/65370853b577b4a8a7c76eb5_Discipline%20Disproportionality%20Problem%20Solving-%20%20%20A%20Data%20Guide%20for%20School%20Teams.pdf
- **District Data Team Toolkit:** <https://www.doe.mass.edu/accountability/toolkit/district-data-toolkit.pdf>

- **Different Approaches to Root Cause Analysis:**
<https://drive.google.com/file/d/1j-thgSBVEOUWW1ZMt9Z63Faih9ym0Npe/view>
- **More Approaches to Root Cause Analysis:**
<https://oese.ed.gov/resources/oese-technical-assistance-centers/state-support-network/resources/approaches-root-cause-analysis/>