

Virginia Tiered Systems of Supports



VIRGINIA DEPARTMENT OF EDUCATION



Data-Informed Decision Making for Tier I School Teams Workbook

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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

Participants will:

- Understand what a structured problem-solving process entails and how data is used throughout the process
- Establish the role of the school team in the problem-solving process
- Analyze data to identify red flags to begin the process of a root-cause analysis
- Practice defining problems with precision and establish goals
- Start to determine practices and systems needed to achieve an identified goal
- Establish a process to monitor outcomes and fidelity of the implementation plan
- Develop a shared understanding of the role of a data analyst

Reflective Activity

Guiding Questions/Notes

Overview

How are you ensuring that your Tier 1 is healthy at the core?

Define: What is the problem?

Exploring Data Sources

[DIDM-for schools data sources and red flags](#)

Identifying Red Flag/s

What do you **Notice**?

What do you **Wonder**?

<i>Developing a Problem Statement</i>	What, who, when and where. How precise can you get? (worksheet pg. 2)
Analyze: Why is the problem occurring?	
<i>Stakeholder Feedback</i>	How are you currently obtaining student and family feedback? Which stakeholder groups do you need to obtain feedback from? Who is the problem impacting? Discuss the method(s) by which feedback will be gathered.
<i>Step 1: Developing a Precision Statement</i>	Revisit your problem statement. Individually brainstorm as many possible contributing factors of the problem that you can. <i>Use data to justify your claims!</i>
<i>Step 2: Developing a Precision Statement</i>	Categorize/cluster the possible root causes. <i>Consider what additional information may be needed.</i>

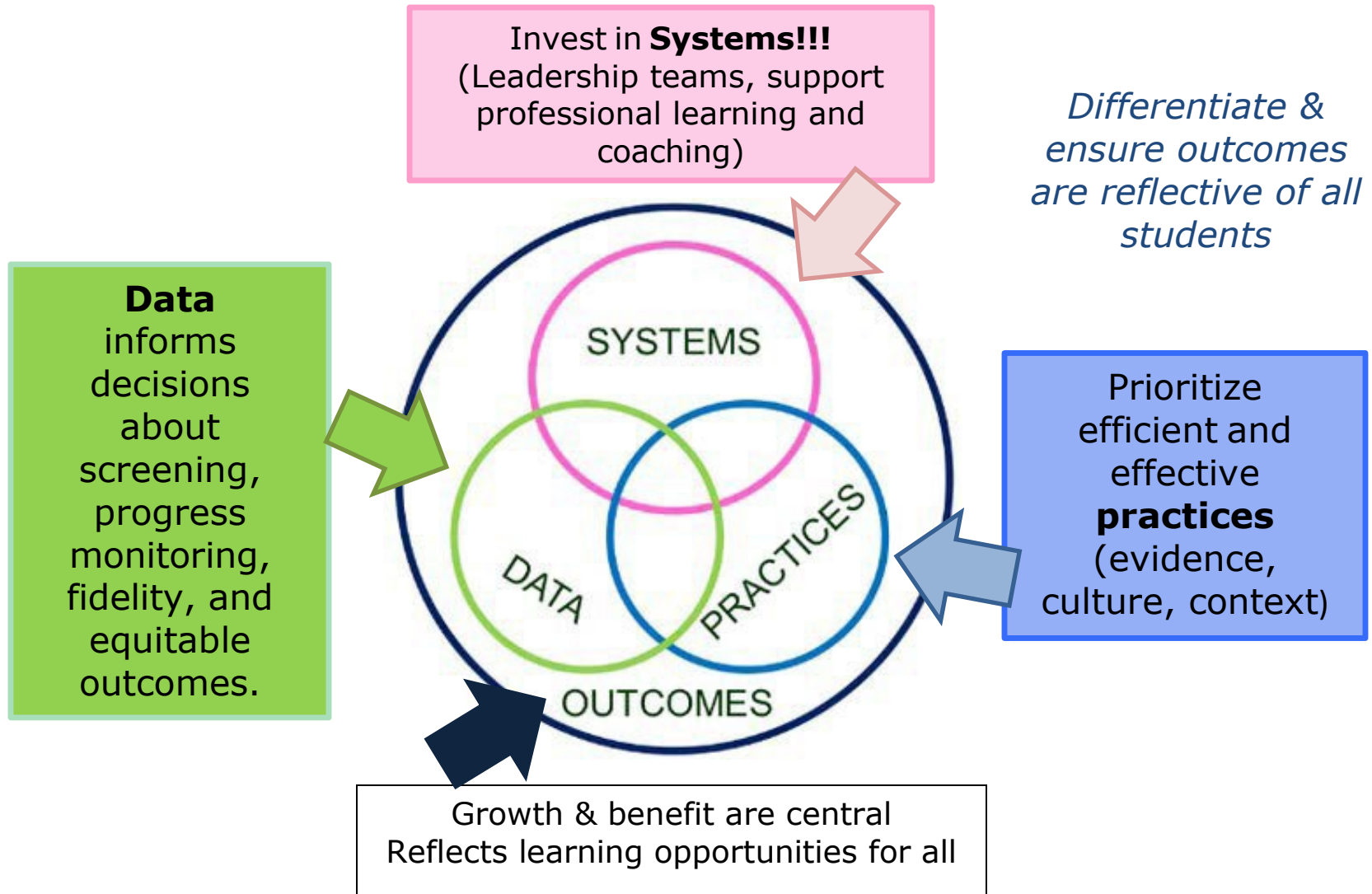
Data-Informed Decision Making for Schools (notetaker)

<i>Step 3:</i> <i>Developing a Precision Statement</i>	Social Behavior Statement: The most significant concern of the team is (what)_____, defined as_____. It is taking place most often(when, includes location)_____ and the behavior occurs (frequency)_____and is most likely to happen(when)_____. The students most often engaging in this behavior are (who)_____. <i>The team believes this behavior is a result of (why)_____.</i> 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. <i>The team believes this issue is due to (why)_____.</i>
<i>Start a SMART Goal</i>	Revisit your draft precision statement. Practice developing a SMART goal based on that statement.
Implement: What are we going to do about the problem?	
<i>Team time reflection:</i> <i>Think of an intervention you have been involved with.</i>	How was the intervention selected? How was the plan for implementation developed? Did staff have what they needed to implement the intervention?

<i>Resource Mapping</i>	What is already in place to address this problem?
<i>Identifying Practices and Systems</i>	Consider the goal(s) you have established. Refer to the General Features of Tier 1 Standards of Practices document as you identify.... • What key practice(s) will your school commit to implementing with fidelity? Name and define them. How will the team support the school in the implementation of new practice(s)?
<i>Develop Solutions for Systems</i>	
Implement: What are we going to do about the problem?	
How was the intervention selected? How was the plan for implementation developed? Did staff have what they needed to implement the intervention?	

Evaluate: Is the Plan Working?	
Evaluate fidelity & outcomes	
Closing	
Call to Action!	What is an immediate next step to facilitate a DIDM process at your school? What support does your school need to implement DIDM?

Division and School Level Decision Making



A Problem Solving Process

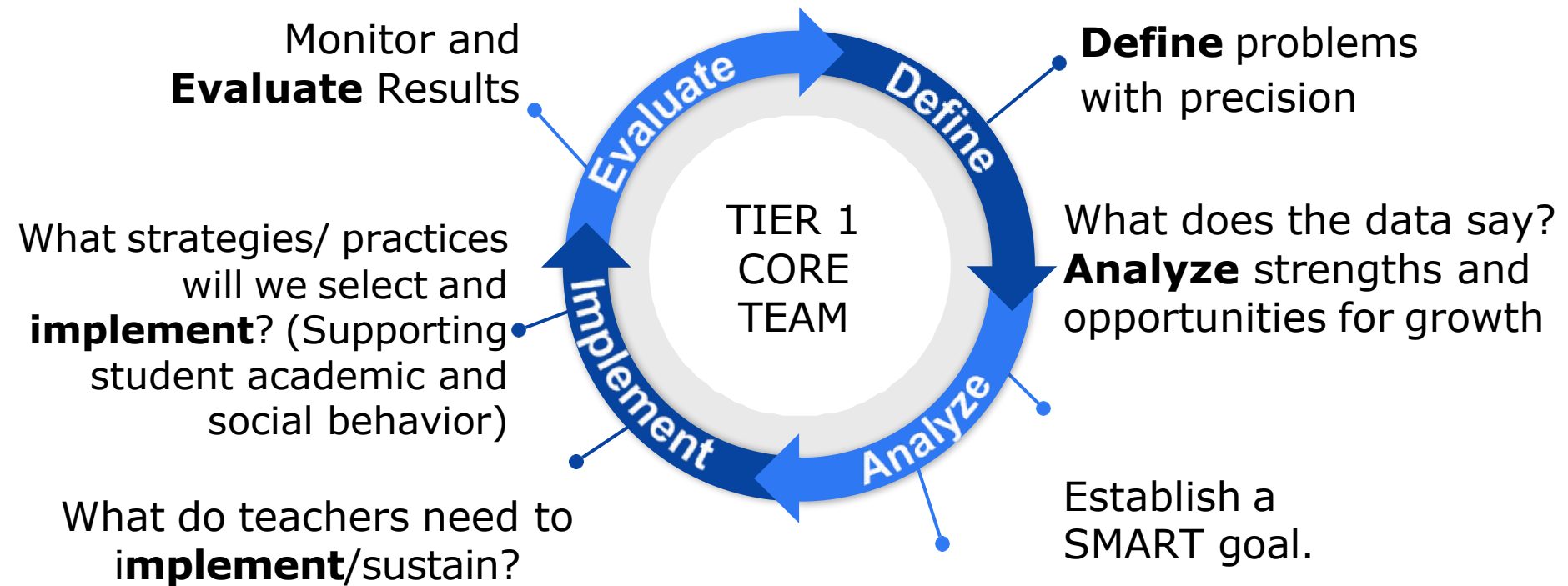


Figure 3.8: General Features of Tier 1 Standards of Practice

Instruction	
	Explicit and systematic instruction in skills and strategies
	Consistent instructional routines are taught and used
	Frequent student opportunities to respond
	Affirmative and corrective feedback provided to students
	Whole-group instructional activities to engage all learners
	Small-group instruction for students who need it
	Building of students' background knowledge
	Development of oral language through student discourse
Curriculum	
	High-quality and evidence-based materials
	Scope and sequence that address the needs of your learners
	Culturally relevant materials for your student population
	Grade-level content provided to all students
	Supplemental materials to enhance areas of need in core materials
Environment	
	Classroom rules and expectations are explicitly taught
	Physical learning space is conducive to learning (for example, comfortable temperature)
	Classroom rules and expectations are consistently reinforced
	A schoolwide discipline structure is in place for responding to instances of unwanted behavior
	A variety of methods are used to build relationships with and among students
	Classrooms are physically set up in a way that is conducive to learning
	Agreed-on schedule for instructional minutes
	A variety of active engagement strategies for students

Potential Data Sources

Behavior

- Office Discipline Referrals (ODRs)
- 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 (EWS)

Mental Wellness

- School Climate & Safety
- Nurse/Counselor Visits
- Student Engagement
- Community Data: statistics on the prevalence of mental illness in your community and trends in the use of mental health services

Attendance

- Truancy
- Chronic absenteeism
- 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 & programs
- Participation in the creation 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
- Youth Risk Behavior Survey (YRBS)

Community Engagement

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

Additional 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.

List of Potential Data Sources					
Data Source	Where is the data stored (which system)?	Who has access?	How often is the data collected/updated?	Who inputs the data?	What does the data tell you about your students/teachers/school?

Download a copy here: <https://tinyurl.com/redflagdata>

Team Activity:

Independently write down what you notice about your red flag/issue/data.

- What questions do you have?
- Why might the red flag/issue be happening?

Add your I notice and I wonders to the columns below:

I Notice 	I Wonder 
Example: I notice that male students are suspended at twice the rate as female students	Example: I wonder what correlations exist between students' discipline, attendance, and academic rates

As a team, have everyone share out their “I Notice” and “I Wonders” from above. Can any notices or wonderings be grouped together? Group your team’s notices and wonderings into categories below.

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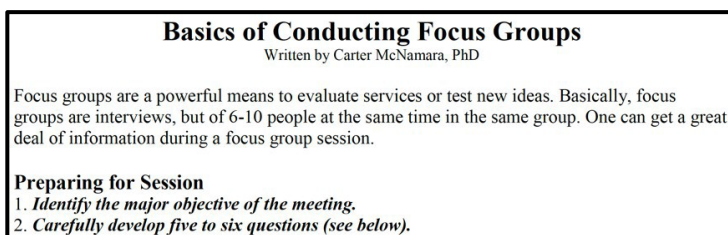
Red Flag(s)
Identified Red Flag:
Key components “Red Flag”
What is the problem?
Who is having the problem?
When is the problem occurring?
Where is the problem occurring?
Why is the problem occurring?

Download a copy here: <https://tinyurl.com/redflagdata>

Tools for Faculty, Staff, Student, and Family Feedback

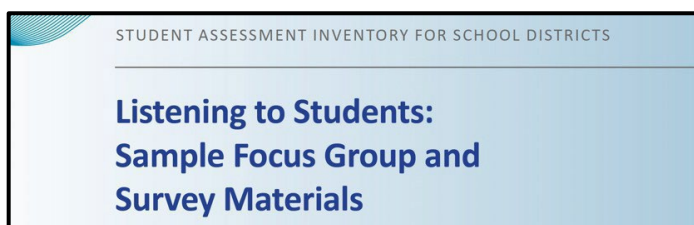
[10 Basics of Conducting Focus Groups](#)

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).



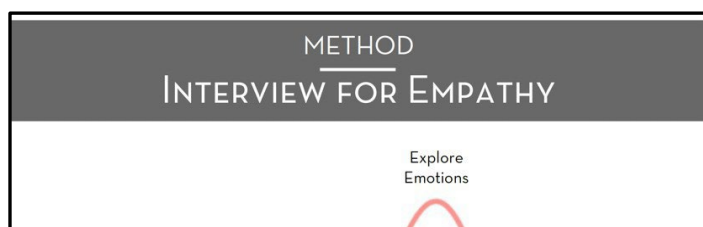
[Listening to Students: Sample Focus Group and Survey Materials](#)

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



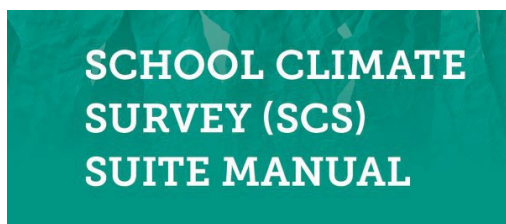
[Interview for Empathy](#)

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.

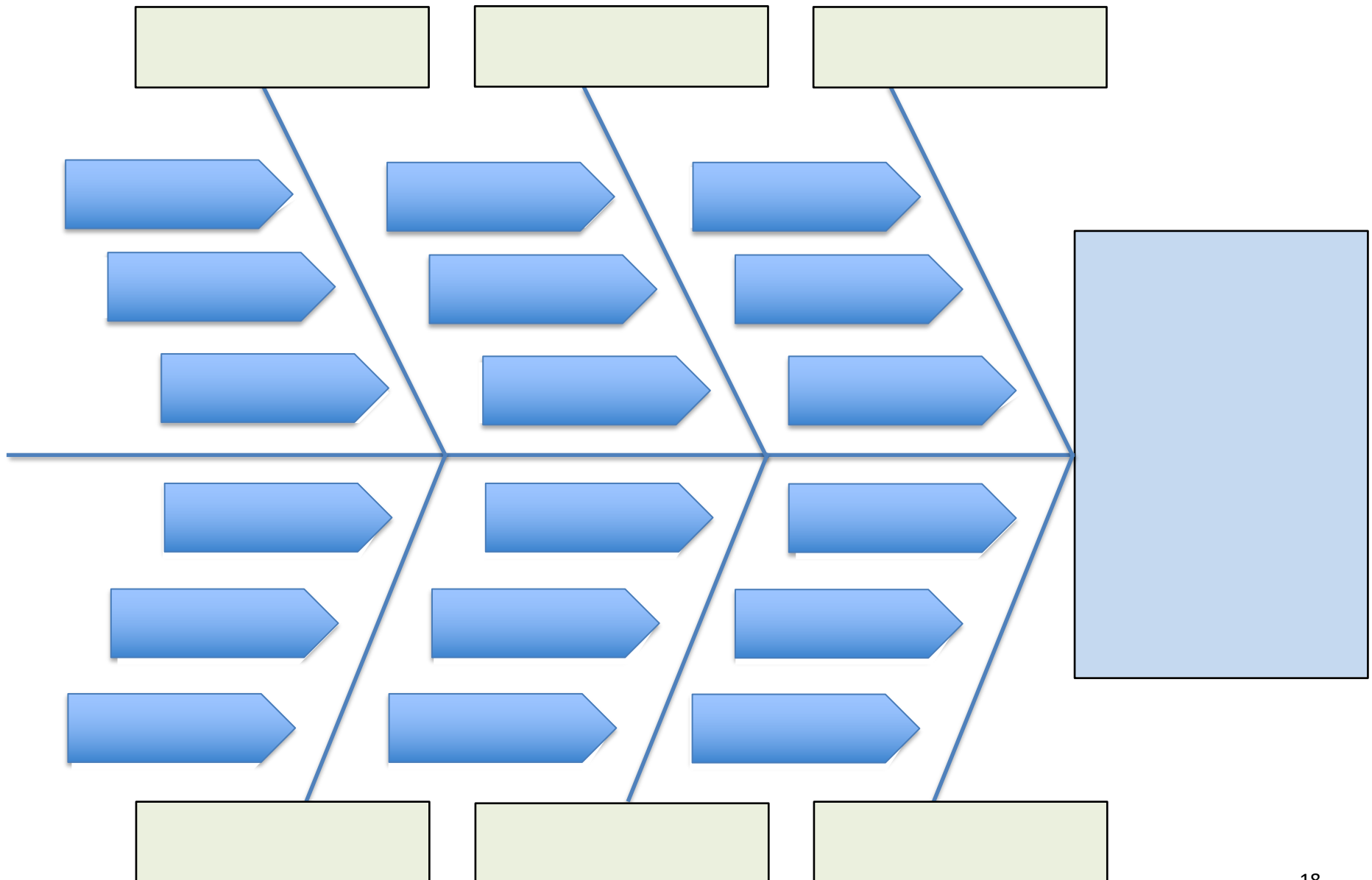


[PBIS School Climate Survey Manual](#)

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



Blank Fishbone Diagram



Brainstorming Our “Why” - Anywhere School

"In 2024, 35% of the student population was at-risk of being chronically absent, particularly among 7th and 8th grade 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
- 8) Increased rates of suspension for middle school students

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

Lack of communication with families about attendance procedures and supports and their student's current attendance record

Faculty and staff are unsure of district policy

Only sent home once at the beginning of the year in the handbook

Not prominent on the website

Hard to reach the families of chronically absent students

Faculty and staff are unsure who is responsible for reaching out to families

Students don't feel like they belong/are accepted at school

Students have jobs and work late hours

Lack of scaffolding in instruction

Instruction primarily focuses on "drill and kill" teaching strategies

Increase in reported anxiety and depression among students

School stress (perception of difficulty with schoolwork, lack of preparedness for a class, and avoidance of a teacher, class or student)

Anywhere School Fishbone Example

Why is 35% of the student population at-risk of being chronically absent, particularly among 7th and 8th grade students being reported as economically disadvantaged?

Things to Consider: Ecological Factors

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	<u>Teacher-student</u> relationships – expectations; mentoring, encouragement <u>Family-child</u> relationships – parenting style & involvement in child's education <u>Peer</u> relationships – interpersonal skill development; support group network Each – 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; home-school 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)

Precision-Problem Statements

Below are two potential guides that could be used to help craft a precision-problem statement. Please do not feel as though you have to use either. As long as your precision-problem statement includes the who, what, when, where, and why it will help you in your data-informed decision making.

What is happening?
Who is impacted?
When is it happening?
Where is it happening?
Why is it happening?



Social Behavior Statement:

The most significant concern of the team is (what)_____, defined as_____. It is taking place most often(when, 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 team believes this behavior is a result of (why)_____.

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. The team believes this issue is due to (why)_____.

Write your practice Precision-Problem Statement below:

Setting Goals

Key Concept:

Goal-setting is the **critical pivot** in the problem solving process. In this step, we shift to a positive framing of what we want to happen. What behavior do we want students to demonstrate instead of the behavior we identified in the problem statement?

“You should not propose to reduce a problem behavior without also identifying alternative, desired behaviors the person should perform instead of the problem behavior.”

O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). *Functional assessment for problem behavior: A practical handbook* (2nd ed.). Pacific Grove, CA: Brooks/Cole.

Goals constructed during this process should be SMART.

Specific

- Name the behavior **you want to see**.
- Is the behavior described specifically and is it an acceptable replacement for the behavior defined in the problem?

Measurable

- Define the evidence of success.
- Does the evidence specified in the goal **link** to the evidence that concerned you when you defined a problem?

Achievable

- Think carefully about what is reasonable...both for outcome and condition. Achievable goals are key for long-term motivation around improvement.
- Can we meet this goal?

Realistic

- Verify the goal's relevance **to the identified problem and the school's priorities**.
- Do we expect accomplishing this goal to reduce or resolve the concern we identified? Do our goal and problem **MATCH**?

Timely

- Identify the timeframe in which you expect to accomplish this goal.



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?

Download a copy here: <https://tinyurl.com/tier1map>

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

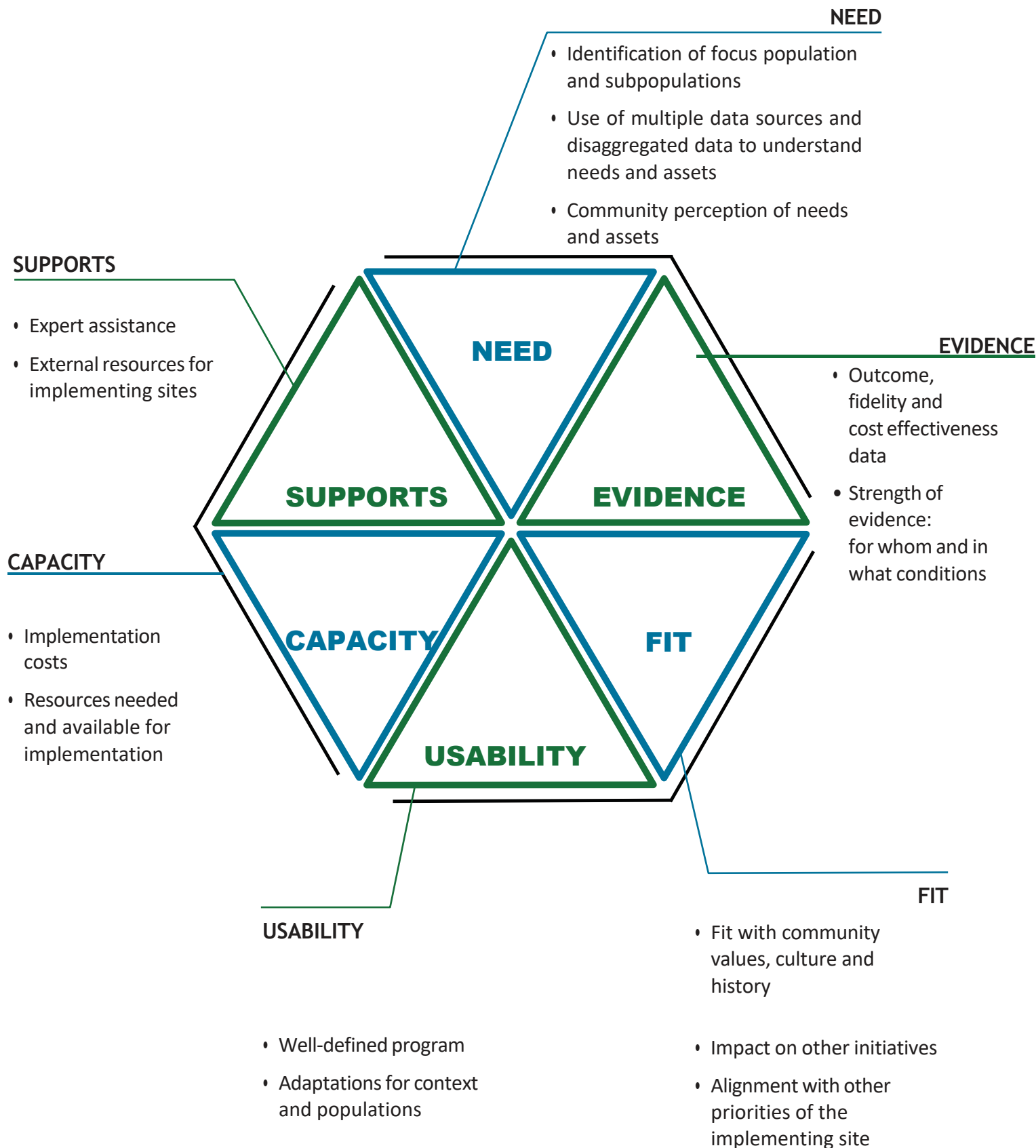
Step One: Consider all of the resources from the resource mapping. Is it complete?

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: An Exploration Tool

The Hexagon can be used as a planning tool to guide selection and assess the fit and feasibility of potential programs and practices for use. It includes three **program indicators** and three **implementing site** indicators.



SAMPLE Solution Action Step Components

Component	Description	ACTION PLAN
Prevention	How can we avoid the problem in that location?	Adjust seating / materials Post expectations/routines Staff training (i.e. discipline flowchart, behavior feedback) Colored hall passes for students Adjust schedule/brain breaks Improve communication with students and/or families Group Contingencies Increase the variety of opportunities to respond, scaffolding or formative assessment Increase behavior specific praise ratio (sp. for a certain behavior)
Teaching	How can we define, teach, and monitor what we want?	Teach expectations in key location Model and provide opportunity for practice Have student/s help teach the expectation Morning announcements for reinforcement Embed precorrection/reflection of a specific SEL skill before or after instructional activities
Recognition	How can we systematically acknowledge positive behavior?	Focus an existing school-wide reinforcement on a specific matrix expectation Survey students/staff for preferences Have students give staff/peers acknowledgement Create class, grade level and school wide goals Use function-based reinforcers
Extinction	How can we prevent problem behavior from being rewarded?	Use 'signal' for asking student to 'stop', alerting for transition or gauging work level Brief correction Encourage others to ignore problem behavior Differential reinforcement (increase reinforcement for desired behavior)
Corrective Consequences	How can we systematically respond to problem behavior?	Intervene early (Brief, Respectful, Immediate, Calm, Consistent) 'Think time' / Reflection sheet Send to another room to continue working Restrict access to a specific location Restrict choices provided Follow discipline flowchart
Safety	Do we need additional safety precautions?	Separate student/s from others if student/s cannot maintain self-control Adjust adult supervision or transition times Procedures established for major problem behaviors (documented on flowchart) Training on escalation cycle responses

Solution Components	What are the Action Steps?	Who is Responsible?	By When?	How will Fidelity be Measured?	What <i>Systems</i> need to be put in place?
Prevention	Increase active supervision	Vice Principals All staff	Ongoing	Staff visible in the indoor and outdoor common areas	Reminder to staff about the expectation to be visible in common areas (inside and outside) – email and faculty meeting Follow-up with staff who are not meeting expectation
Teaching	Teach behavioral expectations for the commons and hallways	Teachers will teach commons & hallways expectations to their HR classes	January 15	Sheet posted next to PBIS bulletin board in faculty lounge for people to sign and indicate they did it	Incentives will be for the grade level which can have 10 students tell the principal the expectations first: • set up plan for principal to gather information from students Remind teachers where to find lesson plans; provide support to new teachers
Recognition	Spirit Rally and Dance Recognition tickets for school store	PBIS team will coordinate	Rally by January 31 st Tickets by January 10 th	Spirit Rally & Dance Tickets used at the spirit store	
Extinction	Post weekly data Encourage all students to work for the spirit rally	All staff	Ongoing	Weekly data posted in commons & hallway	Data analyst will compile data and make poster with information
Corrective Consequence	Active supervision and continued early consequence (minor/major ODR)	All Staff	Ongoing	Staff visible in hallways	
	What data will we look at?	Who is responsible for gathering the data	When/How often will data be gathered?	Where will data be shared?	Who will see the data?
Data Collection	ODR record	SWIS Data Entry person & principal share report with teachers	Weekly	Emailed to staff and posted in hallways & common areas for students	All staff and students

Solution Components	What are the Action Steps?	Who is Responsible?	By When?	How will Fidelity be Measured?	What <i>Systems</i> need to be put in place?
Prevention					
Teaching					
Recognition					
Extinction					
Corrective Consequence					
	What data will we look at?	Who is responsible for gathering the data	When/How often will data be gathered?	Where will data be shared?	Who will see the data?
Data Collection					

Elementary Sample Root Cause Analysis

Sample Issue #1: Out-of-School Suspensions (Elementary School Setting)

Identified Problem: *Over the past five school years, there has been a 34 percent increase in office referrals and a 22 percent increase in suspensions at the school.*

Data used during root-cause analysis process: *Office referral data, qualitative notes from office referrals, 34 family interviews (of frequently referred students), 40 student surveys (students with >3 office referrals), staff survey to assess student's emotional regulation skills, demographic data, and crime rate data.*

Data-driven hypothesis of functions/causes of problem:

1. *Increase in aggressive or threatening behaviors.*
2. *Many students are unable to navigate through peer-conflicts effectively.*
3. *Many students lack coping skills that allow them to control their emotions.*
4. *Students have experienced trauma that has made it difficult to regulate their emotions.*

Elementary Sample Tiered Support Plan

Sample Issue #1: Out-of-School Suspensions (Elementary School Setting)

Possible Tiered Targeted Supports based on above Root Cause Analysis:

- **Tier 1-** Coping strategies added to schoolwide expectations and taught to every student. Visuals posted throughout the building to reinforce coping skill strategies. Community workshop on how to enforce social-emotional skills outside of the school building. Community public television runs two-minute spots on coping strategies. Newspaper runs a one-page ad on coping strategies.
- **Tier 2-** Small group workshops with students who have been suspended in the past (for physical aggression or threatening behaviors). Students will work on developing emotional regulation and conflict resolution skills. Groups will be run by school counselors or school psychologists. School counseling department will partner with the local Taekwondo studio to provide five, free after-school enrichment sessions for these students that includes mindfulness practices (five sessions will reoccur every other month).

With a parent partner, the Assistant Principal will arrange a meeting with the football coaches of the local recreation league (many of the targeted students

participate in the league) to share the issues and discuss how they can partner to evoke change with the students. During the meeting they will share strategies so that it can be used in other settings. For example, how to calm down after a bad call. Additionally, to build relationships and support students, the school will work to make sure that a staff member attends local football games on the weekend to show support for students outside of school. Team schedules will be posted in the teacher workroom for sign-up.

- **Tier 3-** If suspensions continue, after tier 2 supports are in place, a support meeting should be called to determine what additional supports the family might need (such as: after school programs, mentoring, food/clothing needs, parent workshops through mental health agency, outside counseling support, individual counseling sessions with school counselor, etc.).

Secondary Sample Root Cause Analysis

Sample Issue #2: Attendance (Secondary School Setting)

Identified Problem: *46 students have 25 absences or more and over 100 are being monitored for attendance concerns.*

Data used during root-cause analysis process: *qualitative data from attendance secretary, parent interviews, family and student interviews (of students chronically absent), student survey, academic and career plans, and resource map of afterschool activities.*

Data-driven hypothesis of functions/causes of problem:

1. Some chronically absent students do not want to come to school.
2. Some chronically absent students do not feel connected or like they belong at school.
3. Some chronically absent students do not understand the purpose of school or its connection to their interests.

Some chronically absent students indicated they do not have a plan for after graduation.

Secondary Sample Tiered Support Plan

Sample Issue #2: Attendance (Secondary School Setting)

Possible Tiered Targeted Supports based on above Root Cause Analysis:

- **Tier 1-** Increase clubs and student organizations to offer a wider variety of options (using community volunteers and organizations) and increase days for after-school transportation (currently after-school transportation is only offered on Tuesdays and Thursdays). Clubs under consideration: running club, art club, photography club, school blog club, Gay-Straight Alliance (GSA) club, and community service club. Students will be completing an interest survey at the start of the year to identify which clubs/organizations would be the best fit. The goal is to have an additional 15 clubs/organizations started by the end of the school year and to increase student's after-school participation by 30 percent (based on baseline participation data from previous school year).
- **Tier 2-** If attendance concerns continue, after an attendance plan is written and implemented (when a student exceeds five unexcused absences), a mentorship support is offered. Students identified for this support will have a staff or community mentor to help them feel more connected at school. Mentors will be

trained by the school counseling department and will be given their assigned student's academic and career plan to explore and discuss during the first meeting. Community mentors will be supplied by the local hospital, police department, fire department, YMCA, and local law firm. Mentors will meet with students the first and second Tuesday of each month, during homeroom for 20-30 minutes. The grocery store behind the school has agreed to supply muffins/doughnuts for the first meeting. (An estimated total of 130 students will receive mentorship support at some point during the school year, 15 percent of the student population.)

- **Tier 3-** At the start of the school year, an assigned mentor, a school social worker, school psychologist, school counselor, or administrator will meet with families of students that absence totals fall in the top 5 percent of students (during the previous school year). This meeting will go beyond the attendance plan to create detailed individualized post-graduation plans that directly connect to their education and link community opportunities. Barriers to attendance such as health, mental health needs, and basic needs, will be revisited and addressed. Punitive measures will not be discussed during the meeting. Instead, the focus will be on support and relationship building. Staff members can meet with families at school or in their homes (whichever the family prefers). (Total of 46 students received this support).

VTSS

Team Meeting and Problem-Solving Action Planning Form

Today's Meeting: Click here to enter a date. Time: Click Location: Click Facilitator: Click Minute Taker: Click Time Keeper:

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

Next Meeting: Click here to enter a date. Time: Click Location: Virtual 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
- Celebrations - Announcements - Administrative/General Information and Issues - Implementation Planning and/or Issues - Previously defined issues or concerns - New issues or concerns	Put identified new items here that 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

You will not likely cover all of these at every meeting. Plan strategically!

Potential Problems Raised
Use this space to document concerns that need further data, information for others not at the meeting, barriers that 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	<i>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.</i>	

Administrative/General Information and Issues	<i>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.</i>	
Implementation Planning and/or Issues	<i>This is reserved to discuss the status of your implementation plan for VTSS (see Implementation Plan format).</i>	
Previously Defined Issues or Concerns <i>The areas highlighted are the new layers to our meetings! We are moving from implementation ONLY to implementation and problem solving outcomes thru the use of EBP.</i>	Celebrations, barriers, updates/directives from executive leadership team Fidelity of Implementation to date: ☐ Not started ☐ Partially Implemented ☐ Implementing with Fidelity ☐ Stopped Outcomes to date:	
Data driven Issues or Concerns <i>Refer to Decision Making Form for action planning!</i>	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 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.](#)

Download a copy here: <https://tinyurl.com/vtssblankagenda>

Adapted from Todd, A.W., Horner, R.H., Newton, J.S., Algozzine, R.F., Algozzine, K.M., Frank, J.L. (2011). Effects of team-initiated problem-solving on decision making by schoolwide behavior support teams. *Journal of Applied School Psychology*, 27(1), 42-59.

[INSERT LOGO HERE]

TIPS Meeting Minutes Guide

School:

	Date	Time (begin and end)	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting						
Next Meeting						

Team Members & Attendance (Place "X" to left of name if present)											

Today's Agenda Items:						Agenda Items for Next Meeting					
1.				4.		1.					
2.				5.		2.					
3.				6.		3.					

Systems Overview

Overall Status Tier/Content Area	Measure Used	Data Collection Schedule	Current Level/Rate

Problem Solving Process

Date of Initial Meeting: Brief Problem Description (e.g., student name, group identifier, brief item description):					Date(s) of Review Meetings	
Precise Problem Statement <i>What? When? Where? Who? Why? How Often?</i>	Goal and Timeline <i>What? By When?</i>	Solution Actions <i>By Who? By When?</i>	Identify Fidelity and Outcome Data <i>What? When? Who?</i>	IMPLEMENTATIONS SOLUTIONS	Did it work? <i>(Review current levels and compare to goal)</i> ↓	
			<i>What fidelity data will we collect?</i> <i>What? When? Who?</i>		Fidelity Data:	Outcome Data (Current Levels):
					Level of Implementation ☐ Not started ☐ Partial implementation ☐ Implemented with fidelity ☐ Stopped Notes:	Comparison to Goal ☐ Worse ☐ No Change ☐ Improved but not to goal ☐ Goal met Notes:
			<i>What outcome data will we collect?</i> <i>What? When? Who?</i>			
<i>Current Levels:</i>						Next Steps
					☐ Continue current plan ☐ Modify plan ☐ Discontinue plan ☐ Other Notes:	

Notes:

Date of Initial Meeting: Brief Problem Description (e.g., student name, group identifier, brief item description)					Date(s) of Review Meetings	
Precise Problem Statement <i>What? When? Where? Who? Why? How Often?</i>	Goal and Timeline <i>What? By When?</i>	Solution → Actions <i>By Who? By When?</i>	Identify Fidelity → and Outcome Data <i>What? When? Who?</i>	I M P L E M E N T S O L U T I O N S	Did it work? <i>(Review current levels and compare to goal)</i> ↓	
Current Levels:			What <i>fidelity</i> data will we collect? <i>What? When? Who?</i>		Fidelity Data:	Outcome Data (Current Levels):
					Level of Implementation ☐ Not started ☐ Partial implementation ☐ Implemented with fidelity ☐ Stopped Notes:	Comparison to Goal ☐ Worse ☐ No Change ☐ Improved but not to goal ☐ Goal met Notes:
			What <i>outcome</i> data will we collect? <i>What? When? Who?</i>		Next Steps ☐ Continue current plan ☐ Modify plan ☐ Discontinue plan ☐ Other Notes:	

Notes:

[Paste new problem table(s) as needed]

Organizational/Housekeeping Task List

Item	Discussion	Decisions and Tasks	Who?	By When?

Evaluation of Team Meeting (Mark your ratings with an “X”)

1. Was today’s meeting a good use of our time?
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?

Our Rating		
Yes	So-So	No

DATA ANALYST RESPONSIBILITIES

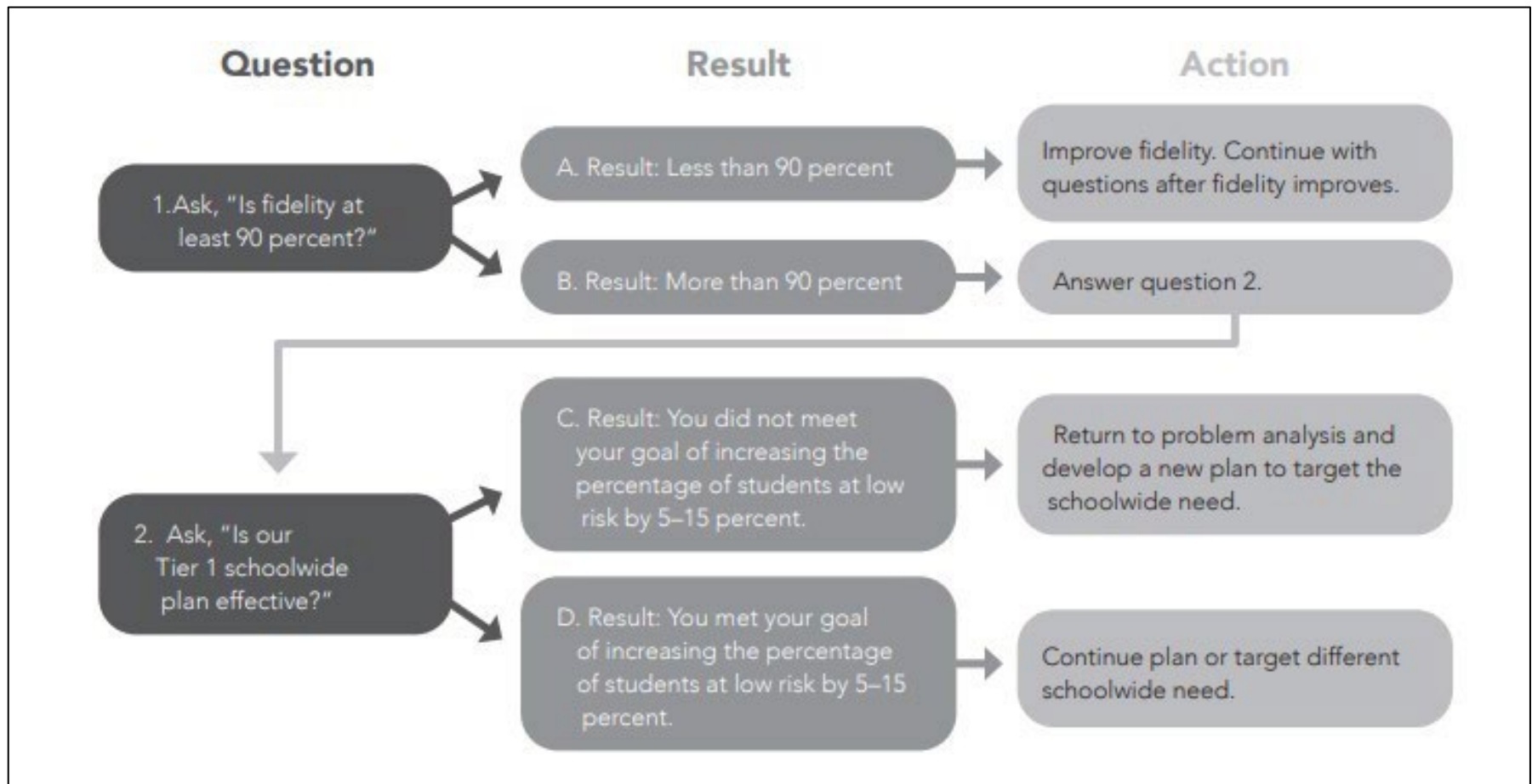
BEFORE Team Meeting

- 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
 - ✓ Makes the following available at meeting, as appropriate:
 - Drill Down or other reports (to share current levels of previously-defined problems or precision statements for potential new problems)
 - Data about current levels of all problems (old and new)

Data can be made available to team members through creating spreadsheets, charts, graphs, etc. This can be shared digitally or hard copies 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



Collins, A., Harlacher, J. & Potter, J. (2024). Untangling data-based decision making.

References

- Harlacher, J.E., Potter, J., Collins, A. (2024). Untangling Data-Based Decision Making: A Problem-Solving Model to Enhance MTSS. Bloomington, IN: Marzano Resources.
- Katz, S. & Dack, L.A. (2013). Intentional Interruptions: Breaking Down Learning Barriers to Transform Practice (p. 7)
- McIntosh, K. & Goodman, S. (2016). Integrated multi-tiered systems of support: Blending RIT and PBIS. New York: The Guilford Press.
- Nese, R. N. T., Santiago-Rosario, M. R., Triplett, D., & Austin, S. C. (May, 2021). Obtaining stakeholder feedback to improve the middle to high school transition. Center on PBIS, University of Oregon. [Obtaining Stakeholder Feedback To Improve The Middle To High School Transition](#).
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- Todd, A.W., Horner, R.H., Newton, J.S., Algozzine, R.F., Algozzine, K.M., Frank, J.L. (2011). Effects of team-initiated problem-solving on decision making by school- wide behavior support teams. *Journal of Applied School Psychology*, 27(1), 42- 59.