

Virginia Tiered Systems of Supports



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		
<p>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.</p>	<ul style="list-style-type: none"> • School policy • Team meeting minutes • Student outcome data 	<p>0 = No centralized data system with ongoing decision making exists</p> <p>1 = Data system exists but does not allow instantaneous access to full set of graphed reports</p> <p>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</p>
<p>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.</p>	<ul style="list-style-type: none"> • Data decision rules • Staff professional development calendar • Staff handbook • Team meeting minutes 	<p>0 = No process/protocol exists, or data are reviewed but not used</p> <p>1 = Data reviewed and used for decision-making, but less than monthly</p> <p>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</p>
<p>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.</p>	<ul style="list-style-type: none"> • School policy • Staff handbook • School newsletters • School website 	<p>0 = No Tier I SWPBIS fidelity data collected</p> <p>1 = Tier I fidelity collected informally and/or less often than annually</p> <p>2 = Tier I fidelity data collected and used for decision making annually</p>

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

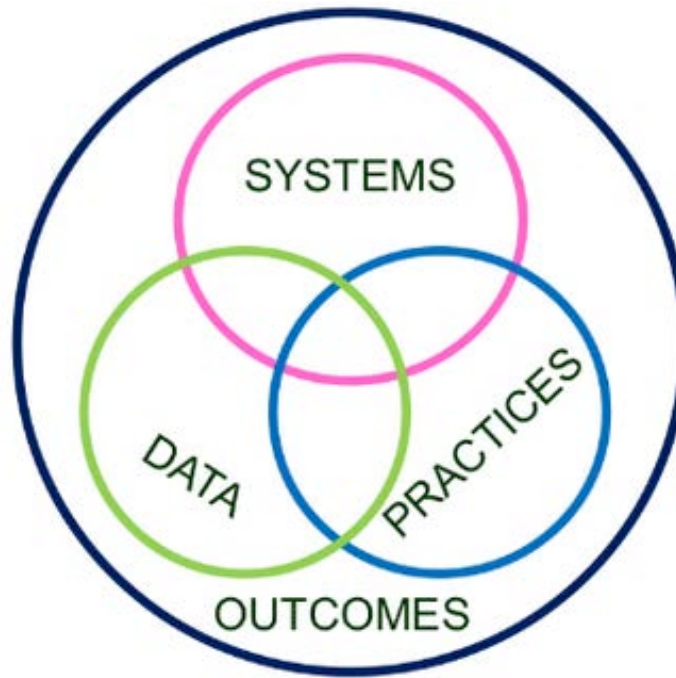
Feature	Possible Data Sources	Scoring Criteria
<p>1.15 Annual Evaluation: Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.</p>	<ul style="list-style-type: none"> • Staff, student, and family surveys • Tier I handbook • Fidelity tools • School policy • Student outcomes • District reports • School newsletters 	<p>0 = No evaluation takes place, or evaluation occurs without data</p> <p>1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/or not shared with stakeholders</p> <p>2 = Evaluation conducted at least annually, and outcomes (including academics) shared with stakeholders, with clear alterations in process based on evaluation</p>

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

Building-Level MTSS

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

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



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

Differentiate and ensure outcomes are reflective of all students.

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

Data-Informed Decision Making



<p>DATA/Evidence of Need:</p>			
<p>Using the data, develop a precision statement. Who? What? When? Where? Why?</p>			
<p>Outcome (Set a goal):</p>			
<p>Key Practices: What key practices will the schools commit to implementing with fidelity? Name and define them.</p>			
<p>Action Plan</p>	<p>Who?</p>	<p>When?</p>	<p>Fidelity Measures</p>
<p>Key Systems: How will the division support the school in the implementation of new practices?</p>			
<p>Action Plan</p>	<p>Who?</p>	<p>When?</p>	<p>Fidelity Measures</p>
<p>Data/Progress Monitoring: Did we do what we said we would do? With fidelity? Outcomes? Are we making progress?</p>			

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

Data Informed Decision Making: School Based

<p>DATA/Evidence of Need: Here we answer the question...Is there a problem?</p>	<p>DATA You can:</p> <ul style="list-style-type: none"> • Attach data analyst worksheet • Attach charts, graphs, reports • Electronically link to charts, graphs, reports in a shared folder for meeting minutes
<p>Using the data, develop a precision statement. Who? What? When? Where? Why?</p> <p>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 _____.</p> <p>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.</p> <p>Other clarifying information (including how academics and behavior may be impacting each other).</p>	<p>Precision Statement Here we precisely define the problem or decision to be made. The definition should include:</p> <ul style="list-style-type: none"> • Who is having the problem? • What is the problem exactly? • When is it happening? • Where is it happening? • Why is it happening? <p>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):</p> <ul style="list-style-type: none"> • 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?

	<ul style="list-style-type: none"> • Were the practices or innovations learnable, teachable, doable and readily assessable in practice? • Was there sufficient support for barrier busting? <p>See “<i>Ecological Factors</i>” Handout.</p>
<p>Outcome (Set a goal): Set a goal that is achievable, time bound and has explicit criteria for success.</p>	<p>Outcome (Set a goal): Is your goal SMART?</p>
<p>Key Practices: What key practices will the schools commit to implementing with fidelity? Name and define them.</p>	<p>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.</p> <p>We know what works in education. Does your school/division subscribe to Hattie’s “list” of positive effect sizes? Marzano? Anita Archer?</p> <p>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/</p>

			<p>But we don't just select randomly...or based on personal preferences of the team. Utilize a SELECTION PROCESS! <i>Hint: There is one in your workbook and your coaches can help you!</i></p> <p>Did you identify a "problem" that was instructional? Curricular? Environmental? If so, you want to select a practice that is a good match!</p>
Action Plan	Who?	When?	<p>Action Plan: Be very specific here about what you want schools and teachers to do. By when? How will you know?</p>
1.			
<p>Key Systems: How will the team support the school in the implementation of new practices?</p>			<p>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?</p>
Action Plan	Who?	When?	<p>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?</p> <p>Include communication plan – who is sharing the plan? By when? How?</p>
1.			
<p>Data/Progress Monitoring: Did we do what we said we would do? With fidelity? Outcomes? Are we making progress?</p>			<p>Data/Progress Monitoring: Be sure to include fidelity AND outcome data. We cannot begin to assess outcomes if we have not implemented with fidelity.</p>

PDSA Planning Template

Date _____

Topic/Area of Focus:

Team Members

What are we trying to accomplish? (Objective/Aim):

What change can we make that will result in an improvement?

Developing a change:

Testing a change:

Scaling or spreading a change:

Prediction/Hypothesis

If we

.....

it will result in

.....

FOR EVERY CYCLE you are going to need the following:

PLAN

Tip: Start small!

Who, What, Where, How and Data Collection:

Who

- Who will make the change?
- Who will receive the change?

What

- What change is being tested?

When

- When will the change take place?

How

- How will the change be tested?

Where

- Where will the change take place?

Plan for data collection:

- What information is important to collect?
- Why is it important to collect?
- Who will collect the information?
- Who will analyze the information prior to the study?
- Where will information be collected?
- When will information be collected?
- How will the information (measures) be collected?
- What tasks or tools are needed?

DO

Carry out the change or test and collect data.

- When was the plan completed?
- What was observed?
- Were problems or any special circumstances encountered?
- Did you tweak the original plan?
- Was the test carried out as planned?

STUDY

Analyze and summarize data (quantitative and qualitative).

- What went well?
- What could be improved?
- How did the data compare to your predictions?
- What did you learn?
- What surprised you?

ACT

Document what was learned and plan next cycle.

- Should you Adapt, Adopt, or Abandon the change?
- What changes need to be made?
- What adaptations are needed?
- Are you confident that you should expand the size/scope of test?

Cycle Number:

PLAN

Who, What, Where, How and Data Collection:

DO

Carry out the change or test and collect data.

Cycle Number:

STUDY

Analyze and summarize data (quantitative and qualitative).

ACT

Document what was learned and plan next cycle.

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>

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>

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

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)

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


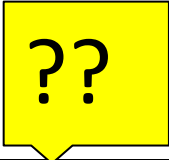
- Two-way communication with community partners
- Support (funds, products, time, mentorships, etc.)
- Collaboration with Tier II and III service providers

Fishbone Activity

Step 1: Independently write down what you notice about your red flag/issue/data.

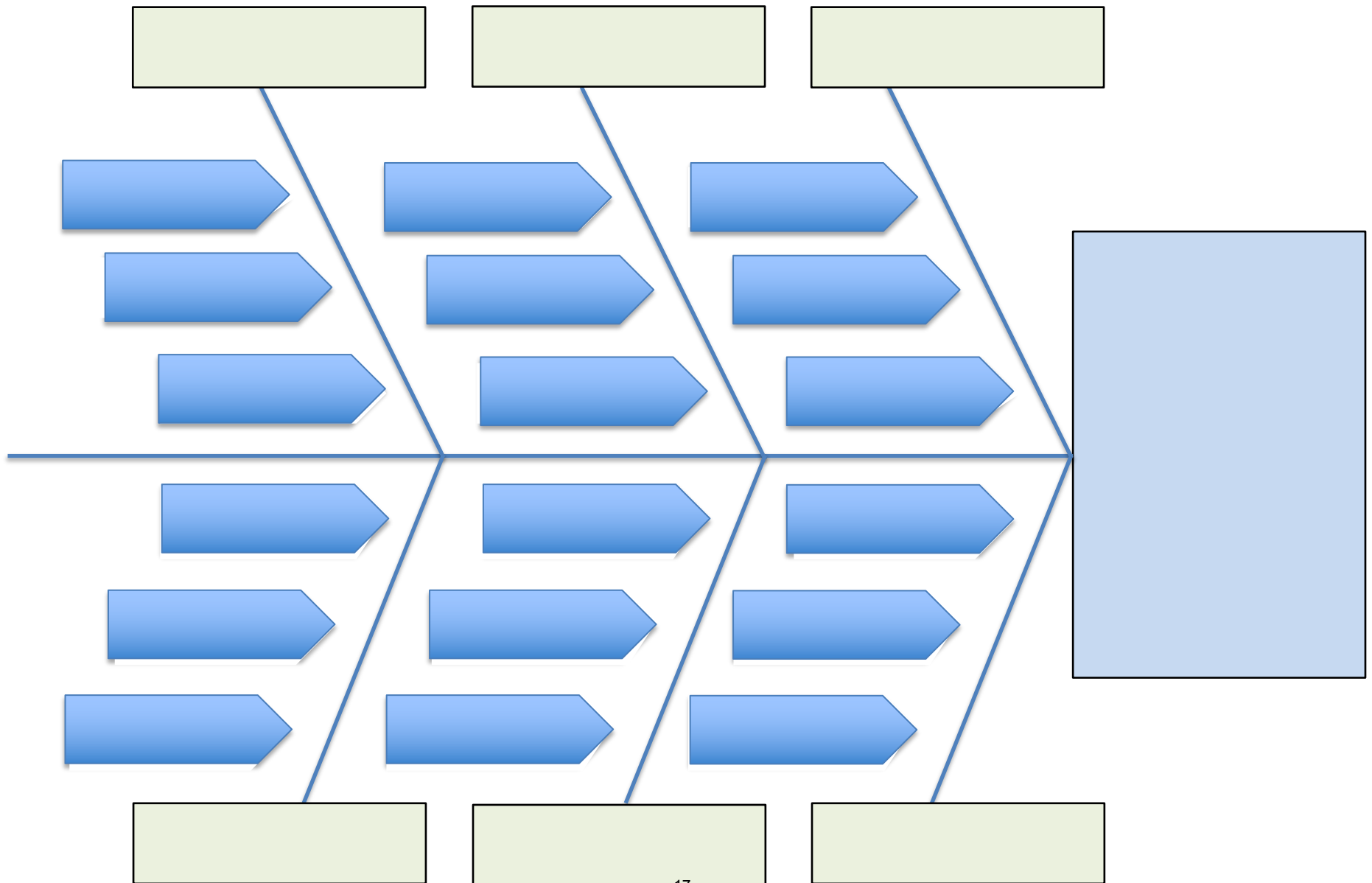
- What questions do you have?]
- Why might the red flag/issue be happening?

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

Step 2: 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.

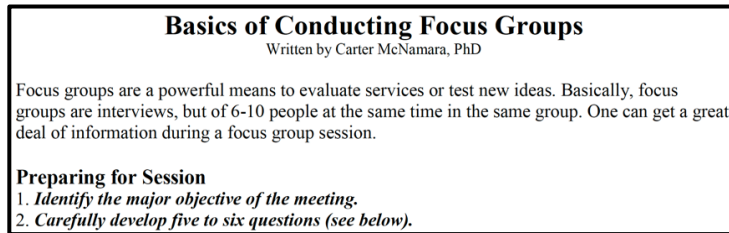
Step 3: Place your “Red Flag” concern at the “head” of the diagram. Next, place each of the categories identified in step 2 at the end of each “rib.” As a team answer the following question about each category: “Why is this happening?” Write the answers on the lines below each category.



Tools for Faculty, Staff, Student, and Family Feedback

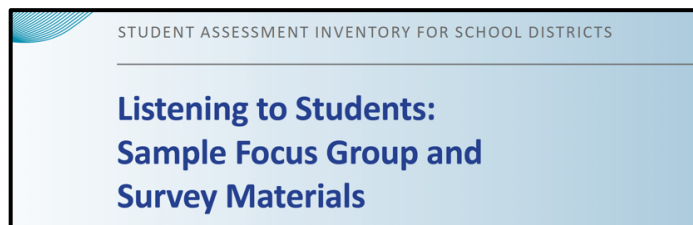
[10 Basics of Conducting Focus Groups](#)

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).



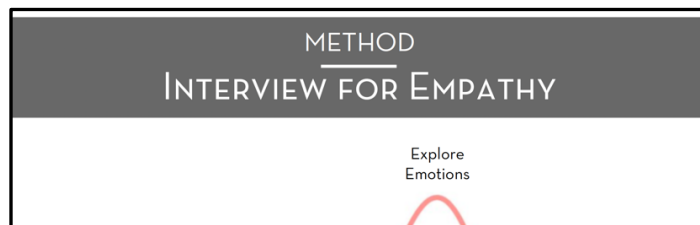
[Listening to Students: Sample Focus Group and Survey Materials](#)

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



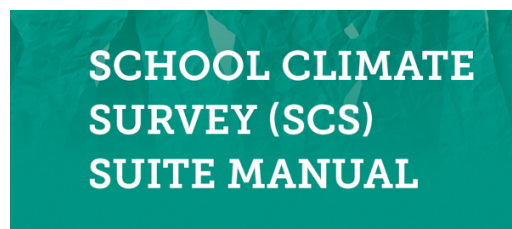
[Interview for Empathy](#)

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.



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
<ul style="list-style-type: none"> Does the data suggest that this EBP was successful? 	<ul style="list-style-type: none"> Has fidelity of implementation been measured? 	<ul style="list-style-type: none"> Are the materials organized and categorized by an assigned person?
<ul style="list-style-type: none"> Has the data been mined to determine the subgroups for whom the EBP was successful? 	<ul style="list-style-type: none"> Is there evidence of an instructional match between student need and the EBP? 	<ul style="list-style-type: none"> Is on-going assistance available in terms of coaching and training?
<ul style="list-style-type: none"> Does the data suggest that this EBP is still needed? 	FIT	CAPACITY
	<ul style="list-style-type: none"> Does the EBP continue to support the school or division priorities? 	<ul style="list-style-type: none"> Are there a sufficient number of trained implementers?
	<ul style="list-style-type: none"> Does the EBP align with the standards and teaching matrix? 	<ul style="list-style-type: none"> Is the EBP incorporated into a long-range plan to support outcomes

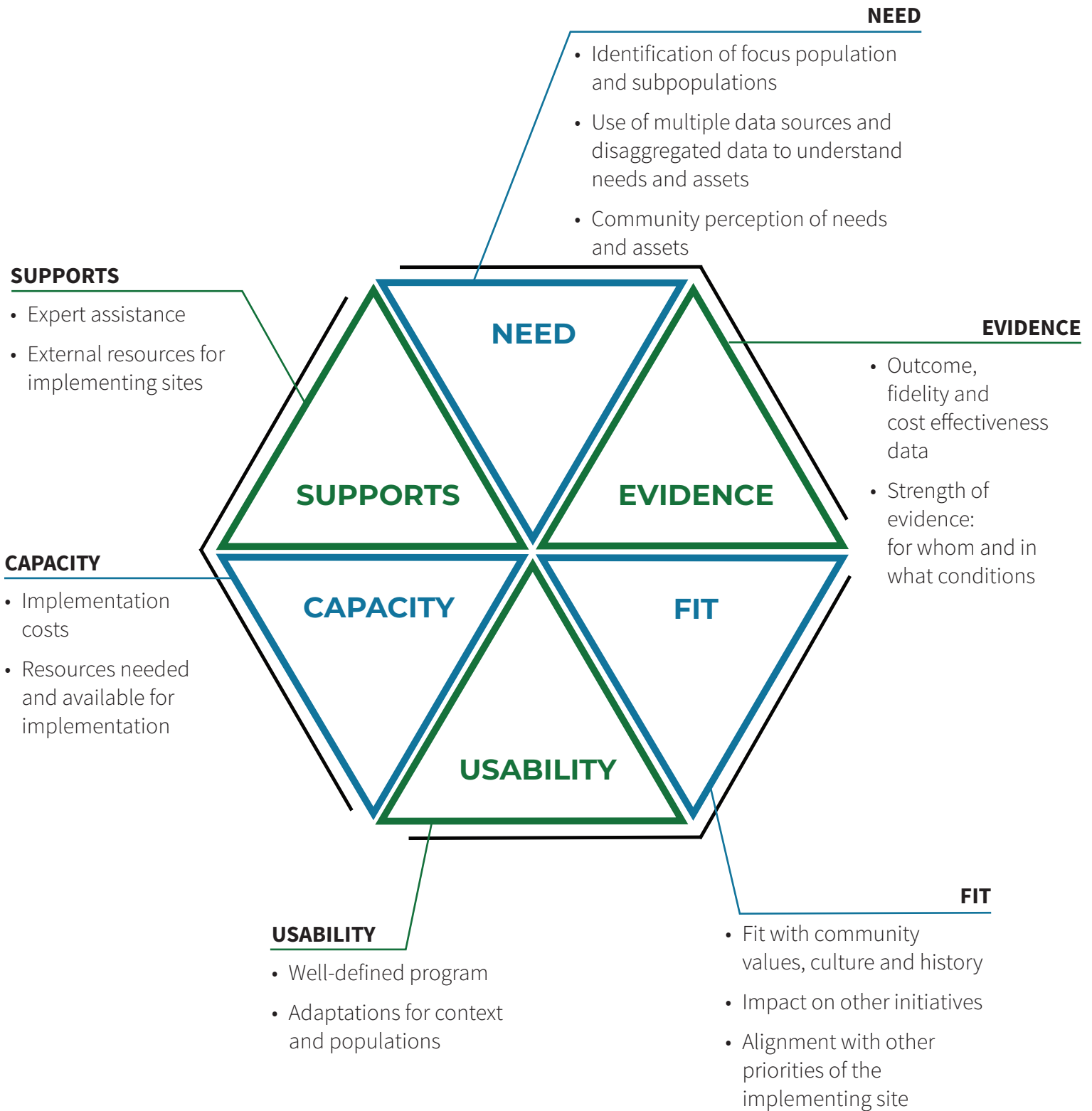
Step One: Consider all of the resources from the resource mapping. Is it complete?

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.



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? 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	

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
<ol style="list-style-type: none"> 1. Celebrations 2. Announcements 3. Administrative/General Information and Issues 4. Implementation Planning and/or Issues <li style="background-color: yellow;">5. Previously defined issues or concerns <li style="background-color: yellow;">6. New issues or concerns 	<ol style="list-style-type: none"> 1. 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
<ol style="list-style-type: none"> 1. 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>	

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.

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

Implementation Planning and/or Issues	<i>This is reserved to discuss the status of your implementation plan for VTSS (see Implementation Plan format).</i>	
<p>Previously Defined Issues or Concerns</p> <p><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 EBPs.</i></p>	<p>Celebrations, barriers, updates/directives from executive leadership team</p> <p>Fidelity of Implementation to date:</p> <p><input type="checkbox"/> Not started</p> <p><input type="checkbox"/> Partially Implemented</p> <p><input type="checkbox"/> Implementing with Fidelity</p> <p><input type="checkbox"/> Stopped</p> <p>Outcomes to date:</p>	
<p>Data driven Issues or Concerns</p> <p><i>Refer to Decision Making Form for action planning!</i></p>	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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. In general, did we do a good job of tracking whether we're completing the tasks we agreed on at previous meetings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. In general, are the completed tasks having the desired effects on student behavior?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are we using our data in a meaningful way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

	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. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	
5. _____	
6. _____	

Systems Overview

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

Problem Solving Process

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

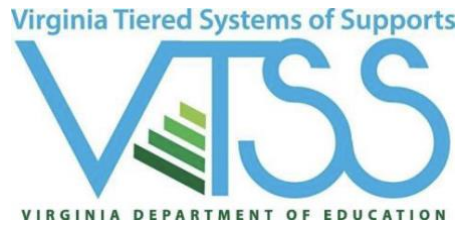
DATA ANALYST RESPONSIBILITIES**BEFORE Team Meeting**

- 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



Action Planning for Implementing Data Informed Decision Making

School		Date	
Division Coaches		School Coaches	Data Analyst

Data Infrastructure (the program or application in which division and/or school data is collected and stored).					
CONSIDERATIONS <i>Check if priority for Action Planning.</i>	SCHOOL		ACTIONS	WHO/BY WHEN	
	YES	NO			
Are there systems for collecting data in the following areas?	Academics				
	Behavior				
	Attendance				
	School Climate				
	Mental Wellness				

	Equity				
	Family Engagement				
	Community Engagement				
	Student Voice				
1	Do you have all the essential elements of an effective team?				
2	Do you have an identified data analyst on the team?				
3	Is there a process for determining <u>who</u> will collect specific data?				
4	Is there a process for <u>how</u> specific data is collected and entered into the system(s)?				
5	If there is more than one system, do the same staff members have access in order to analyze together?				
6	Do enough staff members have access to the data system(s) to make the data easily accessible to the decision-making teams at all levels?				
7	Is the system(s) able to generate queries or reports?				
8	Is the system(s) capable of providing				

	data instantaneously or in real time?				
9	Does the system(s) have graphing capabilities?				
10	Is the system able to capture universal screening and progress monitoring data across domains?				
11	Is the system able to capture fidelity data, not just outcomes?				
12	Does the system(s) automatically calculate risk indices or risk ratios?				

Data Systems (the process by which data is utilized, monitored, and communicated)

How is data utilized?		Yes	No	Actions	Who/By When
13	Is there a regular schedule of meetings for decision-making (i.e. at least monthly for interventions)?				
14	Is there a consistent data driven decision-making process (that includes data analysis, problem identification, goal setting, implementation planning, and evaluation)? Is it documented?				
15	Is the “right” data present for decisions and answering questions about student outcomes?*				

16	Is data routinely analyzed to answer questions regarding the outcomes for ALL students in your demographic and potential differences among groups?				
17	Is there a resource map of currently implemented/available practices?				
18	Are there data decision rules in place?				
19	Is there a system in place to select evidence based practices?				
20	Is there a system for routinely monitoring progress?				
How are data used to evaluate practices and communicate with stakeholders?		Yes	No	Actions	Who/By When
21	Is there a process for the team to document the effectiveness of Tier 1 practices at least annually?				
22	Are outcome data shared with stakeholders (staff, families, community, division) as appropriate?				
23	Is there a process for celebrating your staff? Is there something that needs to be considered for enhancement?				

References

- 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.
- 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.
- 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.