2. Data Informed Decision Making: Analyzing and evaluating student data to inform educational decisions around instruction, intervention, allocation of resources, development of policy, movement within a multi-level system, and disability identification.					
Features	**Exploration**	**Installation**	**Initial Implementation**	**Full Implementation**	**Alignment to Evaluation Tools**
2.A Data Systems **(Managing the collection and analysis of data effectively and efficiently at all levels)**	DLT explores and adopts a data system(s) that allows access to data around multiple measures, including fidelity data, student outcomes (e.g. universal screening, progress monitoring, formative, and summative data), and capacity and scale up data.	DLT trains staff at the building level on the required data system components and graphic representation of data. Staff can generate student outcome data in a timely manner inclusive of instructional changes. The DLT uses a process for ensuring access to the data for a data dashboard.	DLT monitors the effectiveness of the data collection process at the division and building level.	DLT maintains a process to ensure fidelity of usage and evaluation of the effectiveness of the data systems.	DCA: 14, 15, 19 TFI: 1.12, 1.13, 1.14, 2.3, 3.9, 3.14 A-TFI: 1.6b, 1.12a,
2.B Decision Making Process **(Using Data Driven Decision Making in a problem solving process)**	The DLT explores current and proposed methods for structured problem solving. The DLT adopts a clear process for data driven decision making and a format for meetings with a focus on teaching and learning using integrated data sources.	The adopted decision making process includes actions to interrupt potential bias that may occur during decision making. The DLT provides professional learning and coaching to division and building level teams around the decision making process.	A decision making process is used with fidelity and data are used as follows: fidelity data (to improve implementation), student outcome data (impact of VTSS on student outcomes), capacity data (to enhance organizational capacity supports).	DLT utilizes the fidelity evidence outcome data and adjusts the guidelines and professional learning/coaching based on the data. The DLT utilizes scale-up data to create implementation plans for schools based on stages of implementation.	DCA: 15, 19, 22, 23, 25 TFI: 1.13, 1.14, 2.12, 3.15 A-TFI: 1.13, 3.15

Features	Exploration	Installation	Initial Implementation	Full Implementation	Alignment to Evaluation Tools
2.C Meeting Structures for Data Informed Decision Making **(Organizing the who, what, when, where and how to meet on the various types of data at both the division and building level)**	DLT explores current and proposed structures for organizing meetings around data informed decision making to include primary sources of data utilized within the meetings and proposed outcomes of meetings (i.e. examination of core instruction, matching student outcomes to instruction and /or intervention, etc.).	DLT provides a structure for meetings at both the division and building level inclusive of specific outcomes, accountability, communication and alignment between meeting structures (i.e. outline of how/when teams refer students for consideration by the advanced tiers teams, etc.).	DLT uses and coaches the meeting structures and secures the differentiated plans and schedules for each building.	DLT collaborates with the SLT to determine the fidelity and effectiveness of the meeting structures and provides professional learning/coaching as needed.	DCA: 15, 25 TFI: 1.13, 1.14, 2.10, 2.11, 2.12, 3.14, 3.15, 3.16 A-TFI: 1.5, 1.6, 1.13, 2.11, 3.15