Virginia Tiered Systems of Supports

Strand 1: Data-Informed Decision Making

Session A

October 2019

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

Virginia Tiered Systems of Supports

Division Capacity Assessment (DCA): Scoring Form

Division Name: Date:

DCA Administrator: DIT Members:

Facilitator:

Directions: The Division Implementation Team (DIT) completed the Division Capacity Assessment (DCA) together by using the *DCA Scoring Guide* to discuss each item and come to consensus on the final score for each item. If the team is unable to arrive at consensus, additional data sources for each item are documented in the *DCA Scoring Guide* and should be used to help achieve consensus. Scores are recorded on this *Scoring Form* below and then entered into the VTSS data collection system using the designated Division Coordinator's secure URL.

Item	**Score**		
1. There is a Division Implementation Team (DIT) to support implementation of Virginia Tiered Systems of Supports (VTSS)	2	1	0
2. DIT includes someone with **executive leadership** authority	2	1	0
3. DIT includes an identified **coordinator** (or coordinators)	2	1	0
4. DIT uses an effective team meeting process	2	1	0
5. Division outlines a formal procedure for selecting VTSS schools through the use of **guidance documents**	2	1	0
6. Division documents how current VTSS schools link together	2	1	0
7. Funds are available to support the implementation of VTSS	2	1	0
8. Division has an **implementation plan** for VTSS	2	1	0

Adapted from Ward, C., St. Martin, K., Horner, R., Duda, M., Ingram-west, K., Tedesco, M., Putnam, D., Buenrostro, M., & Chaparro, E. (2015). District Capacity Assessment. University of North Carolina at Chapel Hill

9. DIT actively monitors the implementation of the plan	2	1	0
10. Division utilizes **a communication plan**	2	1	0
11. Division uses a process for addressing internal barriers	2	1	0
12. Division uses a process to report **policy relevant information** to outside entities	2	1	0
13. DIT supports the use of a **fidelity** measure for implementation of VTSS	2	1	0
14. DIT has access to data for VTSS	2	1	0
15. DIT has a process for using the data for decision making	2	1	0
16. Division provides a status report on VTSS to the school board	2	1	0
17. **Building Implementation Teams (BITs)** are developed and functioning to support implementation of VTSS	2	1	0
18. BIT implementation plans are linked to division improvement plan	2	1	0
19. BITs have a process for using data for decision making	2	1	0
20. Division uses a process for selecting staff (internal and/or external) who will implement and support VTSS	2	1	0
21. Staff members selected to implement or support VTSS have a plan to continuously strengthen skills	2	1	0
22. DIT secures training on VTSS for all division/school personnel and stakeholders	2	1	0
23. DIT uses training effectiveness data	2	1	0
24. DIT uses a **coaching service delivery plan**	2	1	0
25. DIT uses coaching effectiveness data	2	1	0
26. Staff performance feedback is on-going	2	1	0

Adapted from Ward, C., St. Martin, K., Horner, R., Duda, M., Ingram-west, K., Tedesco, M., Putnam, D., Buenrostro, M., & Chaparro, E. (2015). District Capacity Assessment. University of North Carolina at Chapel Hill

Action Plan #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

Feature 2.A (Managing the collection and analysis of data effectively and efficiently at all levels)

Phase of Implementation (check one)

- Exploration: The DLT explores and adopts a data system(s) that allow(s) 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.
- Installation: The 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. The DLT establishes a data dashboard to uniformly analyze data.
- Initial Implementation: The DLT monitors the effectiveness of the data collection process at the division and building level.
- Full Implementation: The DLT maintains a process to ensure fidelity of usage and evaluation of the effectiveness of the data systems.

Evaluation Measure/Evidence:

DCA 14: DIT has access to data for VTSS

DCA 15: DIT has a process for using data for decision-making

DCA 19: DIT support BITs using data for decision making

Buildings are able to score a 2 on TFI: 1.12, 1.13, 1.14, 2.3, 3.9, 3.14

Buildings are able to fully implement A-TFI :1.6B, 1.12A

Other:

Action Items (include needed resources)	Who is responsible?	By when?	Notes/Comments

Feature 2.B Decision Making Process (Using Data-Informed Decision Making in a Problem-Solving Process)

Phase of Implementation (check one)

- Exploration: The DLT explores current and proposed methods for structured problem solving. The DLT adopts a clear process for data-informed decision making and a format for meetings with a focus on teaching and learning using integrated data sources.
- Installation: The adopted decision-making process includes actions to interrupt potential bias that may occur during decision making. The DLT provides learning and coaching to division and building level teams around the decision making process.
- Initial Implementation: 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).
- Full Implementation: The DLT analyzes fidelity and outcome data and adjusts implementation 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.

Evaluation Measure/Evidence:

DCA 15: DIT has a process for using data for decision making

DCA 19: DIT support BITs using data for decision making

DCA 22: DIT secures training on VTSS for all division/school personnel and stakeholders

DCA 23: DIT uses training effectiveness data

DCA 25: DIT uses coaching effectiveness data

Buildings are able to score a 2 on TFI: 1.13, 1.14, 2.11,2.12, 3.14, 3.15

Buildings are able to fully implement A-TFI 1.13

Other:

Action Items (include needed resources)	Who is responsible?	By when?	Notes/Comments

Feature 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)

Phase of Implementation (check one)

- Exploration: The 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 meeting (i.e. examination of core instruction, matching student outcomes to instruction and/or intervention, etc.).
- Installation: The 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.).
- Initial Implementation: The DLT uses and coaches the meeting structures and secures the differentiated plans and schedules for each building.
- Full Implementation: The DLT collaborates with the BIT to determine the fidelity and effectiveness of the meeting structures and provides professional learning/coaching as needed.

Evaluation Measure/Evidence:

DCA 15: DIT has a process for using data for decision making

DCA 25: DIT uses coaching effectiveness data

Buildings are able to score a 2 on TFI: 1.13, 1.14, 2.10, 2.11, 2.12, 3.14, 3.15, 3.16

Buildings are able to fully implement A-TFI: 1.5,1.6,1.13. 2.11.3.15 Other

Action Items (include needed resources)	Who is responsible?	By when?	Notes/Comments

Let's Plan: Meeting Structures

1. Our Preferred Outcome for Meeting Structures

2. Our Current Situation

3. Forces Preventing Us From Moving Towards Our Preferred Outcome

4. Forces Driving Us Towards Our Preferred Outcome

FACILITATOR RESPONSIBILITIES

BEFORE Team Meeting

- Advises Backup Facilitator in advance if unable to attend meeting so that Backup Facilitator is prepared to assume role
- Asks team members for "New Business" agenda items; adds items to agenda list (including Potential New Problems identified by Data Analyst)
- Disseminates list of agenda items to Minute Taker and to other team members (or can disseminate list to team members other than Minute Taker at the start of the meeting)
- Reserves room for meeting
- Brings needed notes to meeting

DURING Team Meeting

- Starts meeting on time
- Coordinates "flow" of meeting, by initiating and managing discussion of:
  - ✓ Review agenda for meeting
  - ✓ Discuss administrative tasks
  - ✓ Quick review of previous meeting from prior Meeting Minutes form
  - ✓ Review current status of Previously-Defined Problems (Data Analyst leads discussion reviewing fidelity (Did we do what we said we would do?) and outcome data (Was goal met?)
  - ✓ Ask Data Analyst to share data about possible new problems
  - ✓ Prompt team with problem solving elements as needed
    - **Do we have a problem?** (*Identify problems*)
    - **What is the precise nature of the problem?** (*Define and clarify problems with precision*)
    - **Why does the problem exist, and what can we do about it?** (*Develop and refine hypotheses; discuss and select solution*s; *develop action plan*)
    - (For "old" problems) **Is our plan being implemented and is it working?** (*Develop and implement Action Plan; Evaluate and revise Action Plan*)
- Is active participant in meeting
- Engages ALL team members in discussion
- Determines date, time, and location of next meeting (It is highly recommended that the schedule of team meetings be established in advance for the entire school year, rather than on a meeting-by-meeting basis)
- Ensures roles for next meeting are covered.
- Evaluates meeting process for efficiency and effectiveness
- Ends meeting on time

DATA ANALYST RESPONSIBILITIES

BEFORE Team Meeting

- Advises Backup Data Analyst in advance if unable to attend meeting so that Backup Data Analyst is prepared to assume role
- Reviews data:
  - ✓ Gathers current data for previously-defined problems
  - ✓ Identifies Potential New Problems (if any)
  - ✓ Asks Facilitator to add any potential New Problems to list of agenda items for upcoming meeting
  - ✓ Provides precision problem statement for potential New Problem to Minute Taker to add to Meeting Minutes form in New Problem section.
  - ✓ Makes the following available at meeting, as appropriate:
    - 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 via projection from LCD or a laptop that can be passed from team member to team member. Hard copies of graphs also can be prepared; however access to data is needed during meeting if questions arise or further drill down is required.

DURING Team Meeting

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

MINUTE TAKER RESPONSIBILITIES

BEFORE Team Meeting

- Advises Backup Minute Taker in advance if unable to attend meeting so that Backup Minute Taker is prepared to assume role
- Prepares agenda form for upcoming meeting (adding items, modifying dates, removing names, etc. on form so that a new agenda form is ready for the upcoming meeting).
- Uses list of agenda items from Facilitator to prepare electronic agenda form showing New Business Items and Potential New Problems
- Projects agenda during meeting (ensures a LCD projector or other projection system is available)

DURING Team Meeting

- Projects agenda form during meeting
- Summarizes relevant discussions on agenda form
- Adds content from discussion to appropriate areas on agenda form
- Asks for clarification of tasks, problem statements, timelines, etc. during meeting
- Works within Microsoft Word on agenda form to add content, add rows (as needed), merge cells, etc.
- Is an active participant in meeting

AFTER Team Meeting

- Disseminates completed copy of agenda form to all team members within 24-36 hrs.

TEAM MEMBER RESPONSIBILITIES

BEFORE Team Meeting

- Recommends agenda items to Facilitator

DURING Team Meeting

- Analyzes/interprets data; determines whether a new problem exists
- For problems with existing solution actions (Previously-Defined Problems):
  - ✓ Report on implementation status (Not Started? Partially implemented? Implemented with fidelity? Stopped?)
  - ✓ Suggest how implementation of solution actions could be improved
  - ✓ Analyze/interpret data to determine whether implemented solution actions are working (e.g., reducing the rate/frequency of the targeted problem to Goal level)?
- For New Problems:
  - ✓ Ensure new problems are defined with precision (What, Who, Where, When, Why)
  - ✓ Ensure that all new problems have an accompanying Goal with "What" and "By When" defined.
- Discuss/select solutions for new problems
- Discuss/select fidelity data for identifying if solutions are implemented as planned
- Discuss/select outcome data to use to examine if problem is solved (goal met)
- Is an active participant in meeting

DIVISION COORDINATOR RESPONSIBILITIES

BEFORE Team Meeting

- Recommends agenda items to Facilitator including but not limited to; upcoming professional learning events or coaching activities, data collection needs for state-wide reporting, potential fidelity of implementation needs, potential professional learning and/or coaching needs, potential implementation barriers for problem solving, etc.

DURING Team Meeting

- As division coordinators (systems coaches) are more deeply trained in the problem solving process, division coordinators should observe data driven decision making process for fidelity.
- Coach other roles as needed/requested
- Analyzes/interprets data; determines whether a new problem exists
- For problems with existing solution actions (Previously-Defined Problems):
  - ✓ Report on implementation status (Not Started? Partially implemented? Implemented with fidelity? Stopped?)
  - ✓ Suggest how implementation of solution actions could be improved
  - ✓ Analyze/interpret data to determine whether implemented solution actions are working (e.g., reducing the rate/frequency of the targeted problem to Goal level)?
- For New Problems:
  - ✓ Ensure new problems are defined with precision (What, Who, Where, When, Why)
  - ✓ Ensure that all new problems have an accompanying Goal with "What" and "By When" defined.
- Discuss/select solutions for new problems
- Discuss/select fidelity data for identifying if solutions are implemented as planned
- Discuss/select outcome data to use to examine if problem is solved (goal met)
- Is an active participant in meeting

AFTER Team Meeting

- Communicate professional learning/coaching needs to state level VTSS systems coach

DATA SYSTEMS FOR SUCCESSFUL IMPLEMENTATION

Data Infrastructure (the program or application in which division and/or school data is collected and stored).							
CONSIDERATIONS *Check if priority for Action Planning.*		**DIVISION**		**SCHOOL**		**ACTIONS**	**WHO/BY WHEN**
		YES	**NO**	**YES**	**NO**		
Is there a system for collecting data in the following areas?	Academics	❑	❑	❑	❑		
	Behavior	❑	❑	❑	❑		
	Mental Wellness	❑	❑	❑	❑		
	Climate	❑	❑	❑	❑		
Do you have ONE system that is able to collect academic, behavioral, mental wellness and climate data?		❑	❑	❑	❑		
Is there a process for determining *who* will collect specific data?		❑	❑	❑	❑		
Is there a process for *how* specific data is collected and entered into the system(s)?		❑	❑	❑	❑		
If there is more than one system, do the same staff members have access in order to analyze together?		❑	❑	❑	❑		

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?	❑	❑	❑	❑		
Is the system(s) able to generate queries or reports?	❑	❑	❑	❑		
Is the system(s) capable of providing data instantaneously or in real time?	❑	❑	❑	❑		
Does the system(s) have graphing capabilities?	❑	❑	❑	❑		
Is the system able to capture universal screening and progress monitoring data across domains?	❑	❑	❑	❑		
Is the system able to capture fidelity data, not just outcomes?	❑	❑	❑	❑		
Does the system(s) automatically calculate risk indices or risk ratios?	❑	❑	❑	❑		

Data Systems (the process by which data is communicated and utilized)						
How is data communicated?						
Is there a consistent process by which data are communicated from division to schools and back to	❑	❑	❑	❑		

division?						
Are data shared monthly with decision-making teams at all levels as appropriate?	❑	❑	❑	❑		
Are data shared monthly with faculties?	❑	❑	❑	❑		
Are data shared on a routine basis with the school board and other stakeholders?	❑	❑	❑	❑		
How is data utilized?						
Is there a regular schedule of meetings for decision-making (i.e. at least monthly for interventions)?	❑	❑	❑	❑		
Is there a consistent data driven decision-making process (that includes data analysis, problem identification, implementation planning and evaluation)? Is it documented?	❑	❑	❑	❑		
Is there a system for routinely progress monitoring and ensuring fidelity (on core instruction AND interventions)? Is it documented?	❑	❑	❑	❑		

Are there data driven decision rules in place for determining access to interventions?	❑	❑	❑	❑		
Is the "right" data present for decisions and answering questions about student outcomes?*	❑	❑	❑	❑		
Is data routinely analyzed to answer questions regarding the outcomes for ALL students in your demographic and potential differences among groups?	❑	❑	❑	❑		

Data Analyst Worksheet

Prepared for Decision Making Team meeting to be held on: _____

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

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

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

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

Precise Problem Statement:
Goal and timeline:
Current Outcome Data:

Direction of change in behavior or skill since last report:					
	Better		Same		Worse

Relationship of current data to goal:			
	Goal Met		Goal Not Met

Additional Notes:

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

Time Period for Report:

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

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

Today's Meeting:	Time: Click	Location:	Facilitator: Click	Minute Taker: Click	Time Keeper:
	Process Observer:	*Division coach who can make sure meetings are held with fidelity*	Encourager:		
Next Meeting:	Time: Click	Location: Click	Facilitator: Click	Minute Taker: Click	Time Keeper:
	Process Observer:		Encourager:		

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

Today's Agenda Items	Next Meeting Agenda Items
1. Celebrations 2. Announcements 3. Administrative/General Information and Issues 4. Division Overview 5. New Issues or Concerns 6. Previously Defined Issues or Concerns *You will not likely cover all of these at every meeting. Plan strategically!*	1. *Identified as new items are brought up during meetings. Use this as a way to keep the team on task and discussing only those agenda items reserved for the meeting.*

Potential Problems Raised
1. *Use this space to document concerns that need further data, information from others not at the meeting, barriers that you might need help addressing, etc.*

Administrative/General Information and Issues

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who? / When?
Celebrations – 5 minutes	*Keep brief*	*In this column be sure to include communication actions! Who will inform stakeholders, other teams, administrators, etc.? By when?*
Announcements –5 minutes	*No more than 5 minutes and ONLY those announcements that cannot be disseminated through other means i.e. email, written here for team to read later, etc.*	
Administrative/General Information and Issues -	*Use this space to discuss general business and tasks that are completed as part of coordination, development, implementation and evaluation of systems and procedures related to day-to-day implementation. For example, upcoming VTSS division team professional learning events ☺. This space could also be reserved to discuss the status of your implementation plan for VTSS (see Implementation Plan format). Other discussion items could include: planning for visits from consultants, school improvement; grant opportunities or announcements; budgets; opportunities for family engagement, etc.*	
Systems Overview *Does not have to be addressed every time – especially if you are going to be problem solving around a new issue or concern*	Overall Status (Initiative/s, Tiers, Data of Concern, School Improvement, etc.): *This space is designated for the team to keep "the end in mind". Here is where the team will have brief updates on major initiatives (remember initiative map??), data of concern, implementation status of schools, overall outcome data for schools, disproportionate discipline or achievement rates, etc. You will not want to list EVERY initiative (unless you only have 2 or 3). You will only want to list those that you are making a priority. Keep it* ***precise, but brief.***	

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.

during the meeting. Plan strategically for this agenda item…maybe only every other month.	• *Ex. Of the 50 schools in our division, only 70% have attendance rates at 90% or better. Of those below 90%, 3 have rates below 60%. One of those is a VTSS demonstration site. Students with disabilities are most likely to be absent.* • *Ex. Of the 50 schools in our division, only 60% of them are implementing PBIS with fidelity across all three tiers. Fidelity rates at Tier 1 are the highest with Tier 2 being the lowest. The middle schools are implementing with the lowest fidelity. Two of the High schools are reporting fidelity but continue to have high rates of short-term suspensions at disproportionate rates for SWDs.* Data/Measures: *List the data you are closely monitoring.* Data Collection Schedule: *List how frequently you are collecting and analyzing that data.* Current level/Rate: *Here is where the data analyst can list specifics or attach data reports.*	
New Issues or Concerns *Refer to Decision Making Form for action planning! You will probably not bring up a new issue or concern every month. Prioritize! Give yourselves time to dive in and work through an area of concern.*	Brief description including; driving factors, previous successes, barriers, updates/directives from executive leadership team *agenda item is discussed and planned around on the Decision Making form. The ONLY factors discussed here are: a brief discussion of the problem, any directives or non-negotiables from executive leadership that you need to keep in mind while problem solving, any barriers that might need problem solving or consideration as you work through your decisions, any driving factors or successes in your division that you can leverage to support this issue. In other words, only the basic information relevant to support problem solving – things to keep in mind.*	
Previously Defined Issues or Concerns *Updates*	Celebrations, barriers, updates/directives from executive leadership team *What is going well? What bumps in the road have you hit? What tweaks to the plan need to be made?* Fidelity of Implementation to date: ☐Not started ☐Partially Implemented ☐Implementing with Fidelity ☐Stopped Outcomes to date:	

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?	□	□	□

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

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

Today's Meeting:	Time: Click	Location:	Facilitator: Click	Minute Taker: Click	Time Keeper:
	Process Observer:		Encourager:		
Next Meeting:	Time: Click	Location: Click	Facilitator: Click	Minute Taker: Click	Time Keeper:
	Process Observer:		Encourager:		

Team Members (bold are present today):
Norms:

Today's Agenda Items	Next Meeting Agenda Items
1. Celebrations 2. Announcements 3. Administrative/General Information and Issues 4. Systems Overview 5. New Issues or Concerns 6. Previously Defined Issues or Concerns	1.

Potential Problems Raised
1.

Administrative/General Information and Issues

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who? / When?
Celebrations – 5 minutes		
Announcements –5 minutes		
Administrative/General Information and Issues -		
Systems Overview	Overall Status (Initiative/s, Tiers, Data of Concern, School Improvement, etc.): Data/Measures: Data Collection Schedule: Current level/Rate:	

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.

New Issues or Concerns *Refer to Decision Making Form for action planning!*	scription including; driving factors, previous successes, barriers, updates/directives from executive leadership team	
Previously Defined Issues or Concerns	tions, barriers, updates/directives from executive leadership team of Implementation to date: ıes to date:	

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?	□	□	□

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

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.

Data-Informed Decision Making: Division Case Study

The chart below includes two columns. The left column is an example of a data-informed problem solving process completed by a division. (This is what implementers like you would complete). The right column is the story that explains how a simulated division made the decisions described at each point in the process (Implementers would not need to detail all of this information; it's for the purpose of professional learning). The data in the included exhibit is real, but from another state. Identifying information has been removed. The case, itself, and some of the specific data points have been simulated for the purpose of telling a division's story.

Example of Anywhere School Division's data-informed problem solving process.	**The story of how Anywhere School Division made decisions at each point in the decision making process.**
Data/Evidence of Need: Graduation Rates Office Discipline Referral (ODR) Data Suspension Data Attendance Data While graduation rates have shown improvement in the last two years, the rate in 2016 was still concerning at just over 70% – an almost negligible increase from 2015. Further, the rate was even lower for certain groups of students. Students of Hispanic descent (65.4%), males (64%), and students with disabilities (39.3%) do not experience even that rate of school completion. Students of American Indian/Alaskan descent are the smallest subgroup; however, they comprise the largest percentage of students absent >15 days (25%). Migrant students	Anywhere School Division is real and is located in another southern state. It is a small urban environment and enrolls approximately 24,000 students per year in 45 schools. A demographic profile is included in the data set. As part of their exploration phase for VTSS, Anywhere School Division identified several data-informed reasons for implementing and/or strengthening their tiered systems of support. While graduation rates have shown improvement in the last two years, the rate in 2016 was still concerning at just over 70% – an almost negligible increase from 2015. Further, the rate was even lower for certain groups of students. Students of Hispanic descent (65.4%), males (64%), and students with disabilities (39.3%) do not experience even that rate of school completion. As part of their initial review of division data, the leadership team studied attendance data, suspension data, and pass rates on state assessments. **Table Discussion:** Some of the data that rose to the surface in the team's analysis are provided in the data exhibit. Spend a few moments getting a sense for what it reveals. What patterns do you notice? What initial observations or hypotheses do you think the team noticed or identified? What additional data would you try to gather to **better understand potential relationships** in the data set provided?

(26.3% > 15 days and 57.9 % 6-15 days) and students with disabilities (14.9 % > 15 days and 33.3% 6-15 days) comprise the highest chronic absences of the subgroups.	What additional data might we need to examine in order to understand the disparity between SWDs and the overall population of students? Do your division meetings routinely provide opportunities for analyzing data (DCA #14)? If not, what is the first step on your action plan for making this happen?
Precision Statement: *The most significant concern of the team is:* ☐Reading ☐Math ☒Behavior ☒Attendance ☐Other mitigating factors (mental health, disability, etc.): *This is defined as:* • **What**: percentage of students who miss five or fewer days of school; percentage of students with disabilities who miss five or fewer days of school; disproportionate suspension of students with disabilities in certain schools (indicating potential climate concern for this group of students) • **Who:** division-wide concern – attendance of students who miss fewer than five days ranges from 37% to 75% across schools; high school students; students with disabilities (K-12) – see below for more details • **Why:** will need additional data on function to better understand behavior data; school climate scores range from 1 to 3 stars (out of	While there were certainly concerning patterns in academic data, the team decided to prioritize attendance concerns, including suspension rates that created additional absence from classroom instruction. Recent discussions with principals and teachers in several forums had already brought attendance to the surface informally. Further investigation showed that 92% of the approximately 28% of students who didn't graduate missed on average six or more days of school and roughly 10% of them missed two or more days due to suspension. The team's hypothesis is that improved instructional techniques won't impact the issue if students aren't in school to receive it. Further, the issue is a broad one and would improve outcomes for the third of students (around 30% in most subgroups) who miss 6-15 days of school and the roughly 10-15% who miss more than 15%. The DLT was mindful of the possibility that academic concerns were likely contributing to attendance, engagement, and behavior issues. However, because their implementation of school-wide positive behavior supports was relatively new, they recognized that improving fidelity of its implementation would likely give them the most efficient yields in improvement. Academic changes can be implemented more efficiently and consistently once a positive school climate and attendance are more firmly established. In the previous year, Anywhere School Division had 6,142 instances of in-school suspension and 8,050 instances of out-of-school suspension. 63% of those suspensions were the result of three problem behaviors: other issues attendance-related (1,162 of 1,698 referrals resulted in suspension – mostly in-school) (truancy, tardy, etc.), other student incivility (3,099 of 4,420 referrals resulted in suspension), and fighting (100% of 2,242 referrals resulted in suspension). Because out-of-school

5); suspension rates are well above state average (only one elementary school and two alternative settings below 10% of students who have been suspended) • **Where:** For N High School: 42.1% of students (38.2% of students with disabilities) missed five or fewer days of school. (School climate rating of one star – a division low). Student suspension rates are relatively equitable for students with disabilities and their peers. • **Where:** For S High School: 37% of students (33.6% of students with disabilities) missed five or fewer days of school. (33.6% of students with disabilities missed more than 15 days of school.) Student suspension rates are relatively equitable for students with disabilities and their peers. • **Where:** For C and H High Schools: Students with disabilities were almost twice as likely to be suspended as their peers. 45% and 49% of students with disabilities missed five or fewer days of school respectively in each high school, representing gaps of 15% and 4% respectively with their peers.	suspensions are counted as absences, this data contributes directly to attendance goals. **Table Discussion:** Often, patterns in concerns are still experienced variably in different schools and by different groups of students. Study the data provided on a few of the subgroups and the division's schools and note commonalities and differences. Notice that the problem statement includes a broad umbrella for the full division's attention and some customized statements for particular schools. Why would these connections be important to make explicit? How would you involve the school's leadership team in additional problem defining work? How can the division get feedback from families to further define our problem statement? Does your division have a routine for identifying needs for particular schools or groups when implementing division-wide implementation efforts? If so, what parallels do you see with this case? If not, what communication loops would you need to establish?
Measurable Outcome: What goal do we want to set for the division for short- and long-term success?	Because the Division Leadership Team (DLT) recognized some important differences in how the problem manifested in different school contexts, they crafted goals tailored to some specific

Data-Informed Decision Making: Division Case Study

Division-wide goals: ● Nine weeks following implementation: increase in attendance for the same period (from previous year) of 10%. (For example, if the implementation is planned and executed in the first nine weeks, we will compare attendance and suspension rates in the second nine weeks with the same grading period the previous year.) ● Eighteen weeks following implementation: Sustain 10% improvement ● End of year: 15% improvement for the year (over previous year) **For H and C High Schools:** The gap in referrals and attendance between students with disabilities and their peers will close by 15% by the end of the year.	situations. See the goals in the left-hand column for more information. **Table Discussions:** What are the advantages to division-wide goals that cross schools and students' experiences? How important do you think it is to customize division goals for specific school contexts? While linked school and division goals can align work in many different ways, it also creates complexity. Consider the data analysis you already do at the division level. ● What challenges do you see in approaching data and outcomes from the division level? ● What strategies could/do make the complexity manageable? ● What supports do you think your division might need from a VTSS Systems Coach?
Practices: What evidence-based practices do we want to offer to ALL, to SOME, and/or to a FEW? What key practices will the school commit to implementing with fidelity? ● Matrix/Lesson Plans – create/revise ● Opportunities to respond (and other instructional practices that foster student engagement) ● (Prevention) Relationship building (2x10)	After an initial review of each high school's matrix, it was determined that only one of them addressed attendance. All schools created or self-assessed and revised the expectations matrix to include a behavior related to attendance that was framed in a relevant way for learners. Further, behaviors on the matrix replacing "incivility" and" fighting" should be emphasized (or the matrix should be revised). Lessons plans for the matrix were reviewed and revised to focus on Universal Design for Learning, ensuring that they were equally accessible, inclusive, and engaging for all students. High school plans focused on the relevance of attendance for work settings and included blogs by professionals, student sharing of the role of attendance in their workplaces, and visits from several community partners to talk about opportunities employees are offered when they attend work dependably. Lessons were

• Booster session on problem solving related to attendance (CASEL)	chunked appropriately, included visual and auditory representation, and offered students choices in how they reflected on and shared their observations and concerns with attendance. The implementation timeline was reviewed, adding two booster lessons on attendance. Grade level student focus groups were formed representing diverse students in each middle and high school to discuss progress and barriers for attending school at the semester and the end of the third grading period. The division hosted four community socials at popular gathering locations in school neighborhoods. While goals for attendance were shared, social opportunities for families to meet school personnel were the focus of the event as work began to address family engagement. **Table Discussion:** What do you notice about how the core practices of defining and teaching expectations were leveraged in this action plan? What ideas did the DLT bring into the conversation as possible solutions? Were there any elements that surprised you? What additional evidence-based practices need to be considered for our identified subgroups?

Implementation action steps for Practices	Who? By when?
School-based coaches will work with teams to revise matrix.	July 1, 2017; Coach/Team

Data-Informed Decision Making: Division Case Study

Lesson plans will be revised and accommodated for students with disabilities.	July 31, 2017; Coach/Team; SpEd consultation
Team will provide PD for faculty and plan for teaching students.	August 20, 2017; Team and Faculty

Systems: What supports do we need to offer to schools? Coaching? PD?

Coaching for school-based coaches and their teams

Outreach with school board to support community socials (in collaboration with school teams) and revising conduct policies.

- Socials in the community for family engagement
- Revised teaching timeline to include additional booster lessons
- Student focus groups in high schools for feedback

The division's role in supporting action steps focuses on several key dimensions: learning needs for implementers, resources (budget, time, expertise, etc...), clear messaging and sponsorship from the division to schools AND community, and preventing or removing barriers as issues arise. Anywhere School Division recognized that the required action steps would depend on systemic support in several key ways in order to increase the likelihood that implementation could proceed smoothly:

- Summer work on matrix and lesson plans was critical. Funds for stipends and any required materials were provided.
- Division coaches supported school-based coaches with an initial planning meeting and discussion of division priorities and provided technical assistance through the revising phase.
- The division coordinator communicated with the school board to design community socials and share goals for attendance.
- The DLT collaborated with the Student Services and Special Education departments and their VTSS Systems Coach to action plan data collection and analysis to better understand disparities in outcomes and discipline for students with disabilities. Once the steps above were implemented with fidelity, the DLT team and its collaborators could monitor data for their students with disabilities to find out if optimized core instruction was a sufficient solution or if a targeted intervention would benefit a group of students.

While division coaches were working with school teams, faculties raised the tension of existing division policies that supported suspension as a response for chronic absence or patterns in skipping class. The DLT reconvened and began to collaborate with the school board on revising the policy to mandate alternatives to suspension and better problem-solving for students who missed school.

Table Discussions: Why is the DLT so instrumental in supporting school-based implementation? What do you notice about how this division proactively planned for successful implementation?

Data-Informed Decision Making: Division Case Study

	What have you noticed about implementation in your own division? Are there any similarities or differences in how support for schools are layered? Are there infrastructure needs or communication loops that will need to be developed for implementation in your division? *How do you move from involvement (doing to) to engagement (doing with) to authentically support family engagement at the division and school levels? *What equity components can we highlight here as we build a sustainable system?

Implementation action steps for Systems:	**Who? By When?**
Communication with the school board: 1. Review the division's policies and revise to include alternatives to suspension for attendance-related issues. 2. Gain support and insight for community socials.	Division coordinator and superintendent in collaboration with DLT: 1. By end of year 2. By September 1
Collaboration to investigate disparities for students with disabilities and monitor data	Division coordinator, division systems coaches; end of year
Division coaching for schools during the revision process.	Division systems coaches; end of summer – start of school

Data: How are we measuring fidelity? What impact have we had?	TFI Walkthrough Tool and Classroom Observation Tool Outcome Summary Data: attendance, referrals/suspensions for students with disabilities and their peers

VTSS Case Study – *Anywhere School Division* Data

Enrollment Data by Subgroups

Percentage of Enrollment by Race/Other Subgroups

Percent of Students Enrolled by Subgroups

Detail

		Percentage of Students		
		2015-16	2014-15	2013-14
Other Subgroups	Limited English Proficient	2.0%	2.0%	2.0%
	Eligible for Free/ Reduced Meals	99.0%	99.0%	82.0%
	Students With Disability	9.4%	9.1%	9.3%
	Migrant	0.0%	0.0%	0.0%
Race/ Ethnicity	Asian	2.0%	2.0%	2.0%
	Black	73.0%	73.0%	74.0%
	Hispanic	4.0%	4.0%	4.0%
	Native American/ Alaskan Native	0.0%	0.0%	0.0%
	White	19.0%	19.0%	19.0%
	Multiracial	2.0%	2.0%	2.0%

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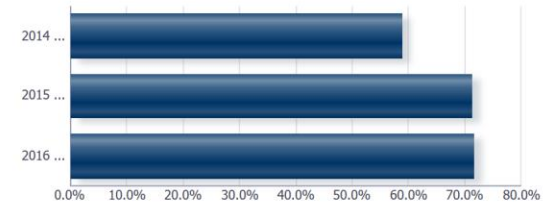
Graduation Rates for All Students and by Subgroups

Graduation Rate - All Students

Please Select View: Summary Percentage



	District	
2014	1,022	58.9%
2015	1,148	71.2%
2016	1,190	71.6%

Print - Export

Graduation Rate - By Race/Ethnicity

Please Select View: Detail

	District					
	2015-16		2014-15		2013-14	
American Indian/Alaskan	TFS	TFS	TFS	TFS	TFS	TFS
Asian/Pacific Islander	25	96.2%	17	85.0%	25	78.1%
Black	896	71.8%	883	71.9%	749	57.9%
Hispanic	34	65.4%	29	65.9%	19	52.8%
Multi-Racial	14	73.7%	14	82.4%	11	55.0%
White	220	69.8%	202	67.3%	218	61.8%

Print - Export

Graduation Rate - By Other Subgroups

Please Select View: Detail

	District					
	2015-16		2014-15		2013-14	
Economically Disadvantaged	1,190	72.3%	1,142	74.5%	712	54.4%
Female	671	78.9%	610	77.4%	565	65.8%
Limited English Proficient	11	64.7%	12	66.7%	TFS	TFS
Male	519	64.0%	538	65.3%	457	52.2%
Migrant	TFS	TFS	TFS	TFS	TFS	TFS
Not Economically Disadvantaged	TFS	TFS	TFS	TFS	310	72.9%
Students With Disability	70	39.3%	76	42.2%	39	18.9%
Students Without Disability	1,120	75.5%	1,072	74.9%	983	64.3%

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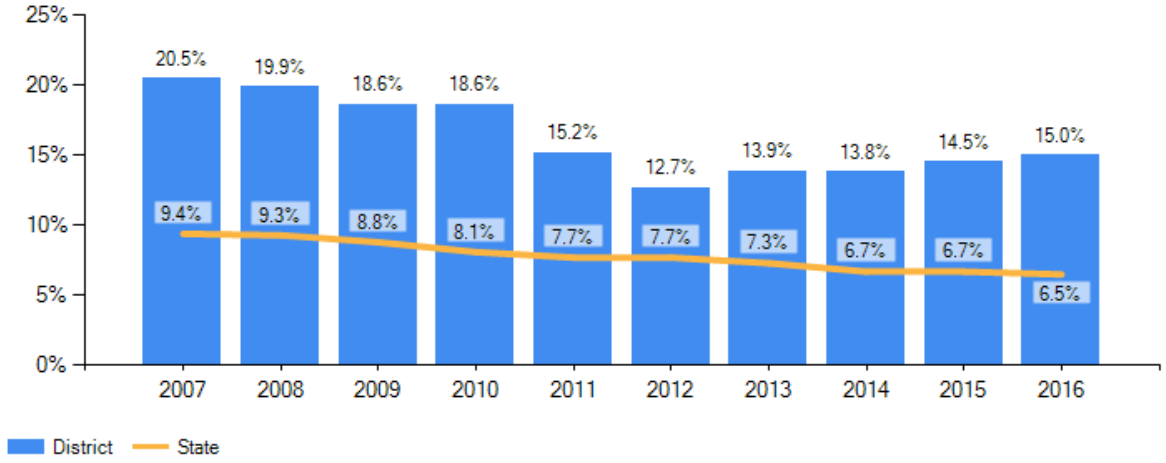
Suspension Rates Over Time



This bar graph represents Anywhere Division's suspension rate over time compared to the state average. The % represents the percentage of students who have had at least one out-of-school suspension in a school year.

Attendance Rates by Subgroups Over Time

Attendance - Race/Ethnicity

Attendance Details by Race/Ethnicity

Please Select View: Detail

		Number of Students	5 or Fewer Days Absent (%)	More Than 15 Days Absent (%)	6 to 15 Days Absent (%)
2015-16	American Indian/Alaskan	20	65.0%	25.0%	10.0%
	Asian/Pacific Islander	447	74.9%	3.6%	21.5%
	Black	19,855	57.7%	11.0%	31.3%
	Hispanic	1,127	57.9%	8.2%	33.9%
	Multi-Racial	636	54.2%	12.7%	33.0%
	White	4,950	52.3%	10.5%	37.3%
2014-15	American Indian/Alaskan	23	52.2%	13.0%	34.8%
	Asian/Pacific Islander	459	74.9%	3.1%	22.0%
	Black	19,635	53.0%	12.8%	34.1%
	Hispanic	1,121	52.1%	11.9%	36.0%
	Multi-Racial	621	49.6%	15.9%	34.5%
	White	4,890	46.5%	13.7%	39.7%
2013-14	American Indian/Alaskan	25	44.0%	24.0%	32.0%
	Asian/Pacific Islander	420	77.1%	2.9%	20.0%
	Black	19,639	54.3%	13.9%	31.8%
	Hispanic	1,020	54.3%	10.6%	35.1%
	Multi-Racial	570	54.0%	12.8%	33.2%
	White	4,878	49.1%	14.2%	36.7%

This chart presents Anywhere Division's data for students, by subgroup, and their percentage of days absent.

Attendance Rates by Subgroup Over Time (cont.)

Attendance - Other Student Subgroups

Attendance Details for Other Student Subgroups

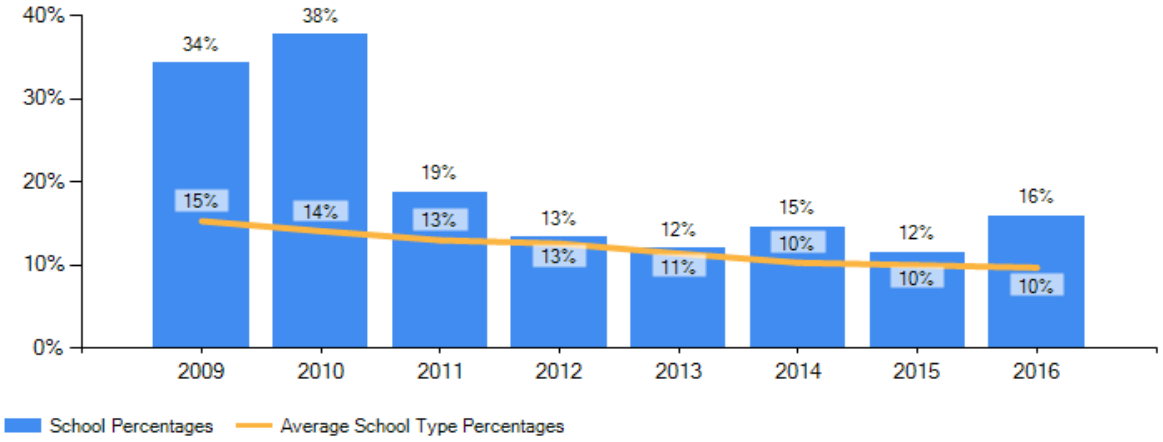
Please Select View: Detail

		Number of Students	5 or Fewer Days Absent (%)	6 to 15 Days Absent (%)	More Than 15 Days Absent (%)
2015-16	Economically Disadvantaged	27,035	56.9%	32.4%	10.7%
	Female	13,252	57.4%	32.3%	10.3%
	Limited English Proficient	585	66.5%	28.2%	5.3%
	Male	13,783	56.5%	32.4%	11.1%
	Migrant	19	15.8%	57.9%	26.3%
	Students With Disability	2,890	51.8%	33.3%	14.9%
	Students Without Disability	24,145	57.5%	32.2%	10.2%
2014-15	Economically Disadvantaged	26,635	51.9%	35.2%	12.9%
	Female	13,017	52.0%	35.2%	12.8%
	Limited English Proficient	599	62.4%	31.4%	6.2%
	Male	13,732	52.3%	34.9%	12.9%
	Migrant	17	23.5%	41.2%	35.3%
	Not Economically Disadvantaged	114	98.2%	0.9%	0.9%
	Students With Disability	2,762	49.3%	34.4%	16.3%
	Students Without Disability	23,987	52.4%	35.1%	12.5%
2013-14	Economically Disadvantaged	21,622	51.1%	33.7%	15.2%
	Female	12,984	54.5%	32.3%	13.2%
	Limited English Proficient	580	66.9%	27.4%	5.7%
	Male	13,568	52.9%	33.0%	14.1%
	Migrant	16	37.5%	43.8%	18.8%
	Not Economically Disadvantaged	4,930	64.8%	28.4%	6.9%
	Students With Disability	2,664	48.6%	34.5%	16.9%
	Students Without Disability	23,888	54.2%	32.5%	13.3%

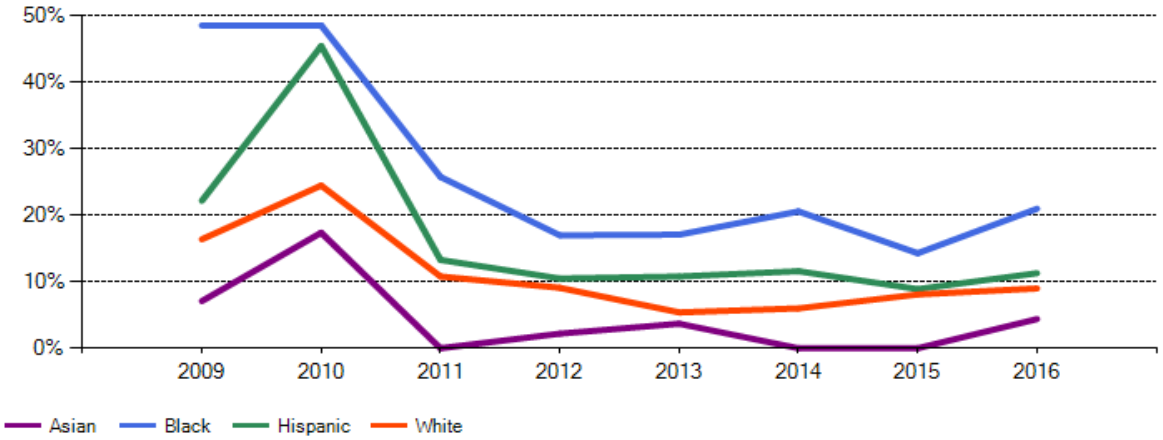
Print - Export

This chart presents additional Anywhere Division's data for students, by subgroup, and their percentage of days absent.

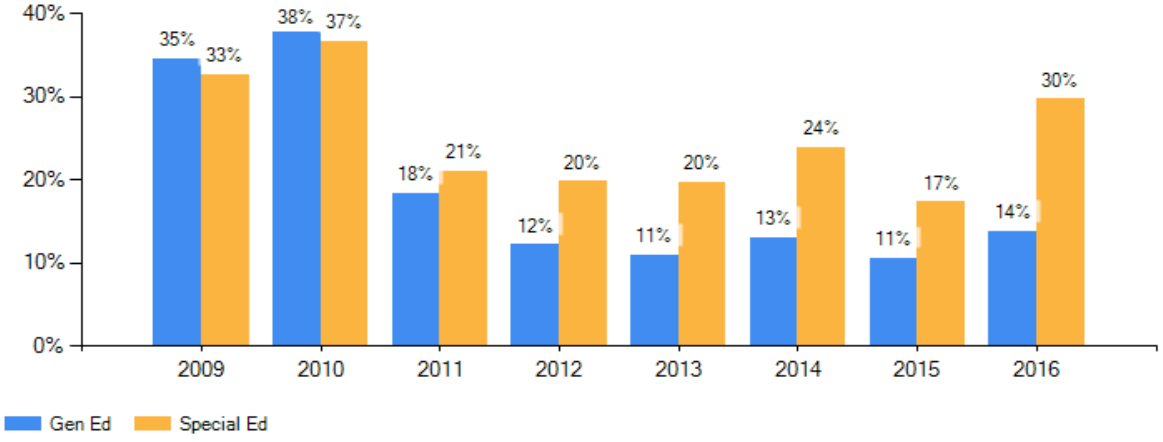
H High School Data



This bar graph represents H High School's suspension rate over time compared to an average school. The % represents the percentage of students who have had at least one out-of-school suspension in a school year.



This line graph represents H High School's suspension rate over time by subgroup. The % represents the percentage of students who have had at least one out-of-school suspension in a school year.



This bar graph represents H High School's General Education and Special Education suspension rate compared over time. The % represents the percentage of students who have had at least one out-of-school suspension in a school year.

Enrollment by Programs

Enrollments in Compensatory Programs and Selected Programs

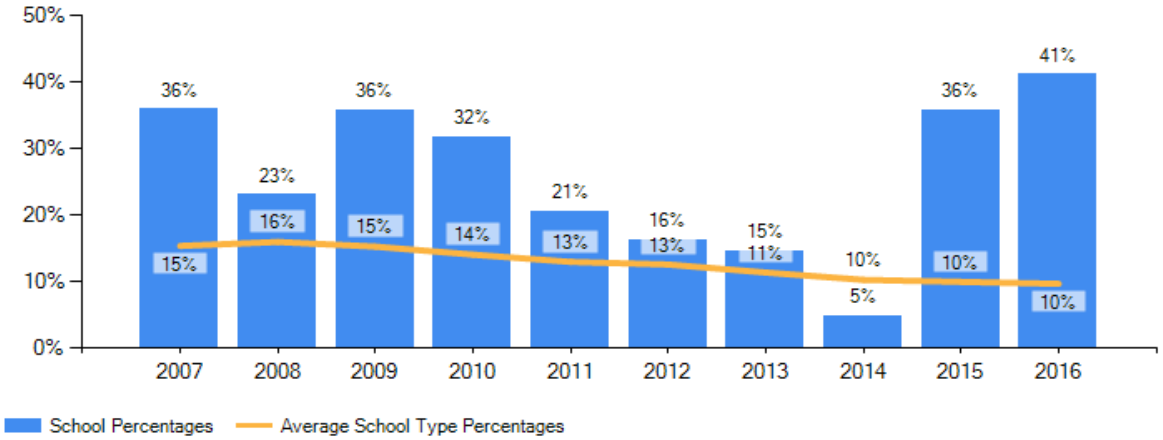
Detail

		Enrollment Percent		
		2015-16	2014-15	2013-14
Compensatory Programs	English to Speakers of Other Languages (ESOL) (Grades K-12)	1.2%	1.0%	1.1%
	Remedial Education (Grades 9-12)	9.8%	17.1%	19.0%
	Special Education (Grades K-12)	11.2%	12.8%	13.0%
	Special Education (PK)	0.0%	0.0%	0.0%
Selected Programs	Alternative Programs (Grades K-12)	2.4%	3.7%	3.8%
	Gifted (Grades K-12)	14.3%	17.6%	18.2%
	Vocational Labs (Grades 9-12)	59.8%	47.1%	55.2%

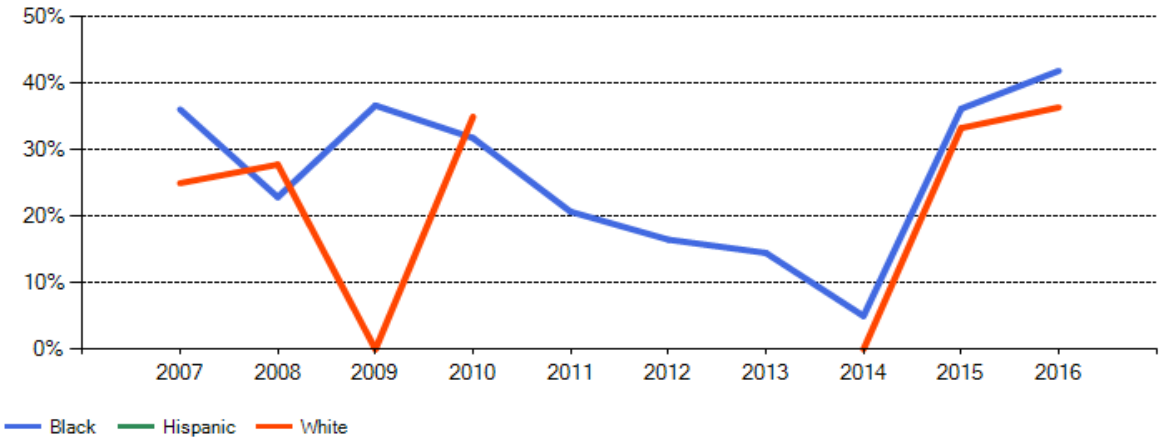
Print - Export

This chart represents H High School’s enrollment data over time by programs.

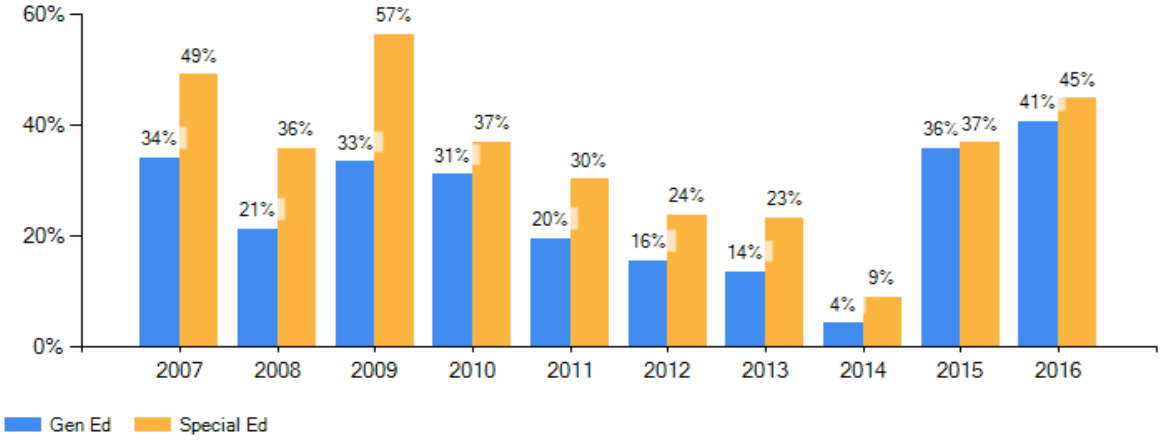
N High School Data



This bar graph represents N High School's suspension rate over time compared to an average school. The % represents the percentage of students who have had at least one out-of-school suspension in a school year.



This line graph represents N High School's suspension rate over time by subgroup. The % represents the percentage of students who have had at least one out-of-school suspension in a school year.



This bar graph represents N High School's General Education and Special Education suspension rate compared over time. The % represents the percentage of students who have had at least one out-of-school suspension in a school year.

Enrollment by Programs

Enrollments in Compensatory Programs and Selected Programs

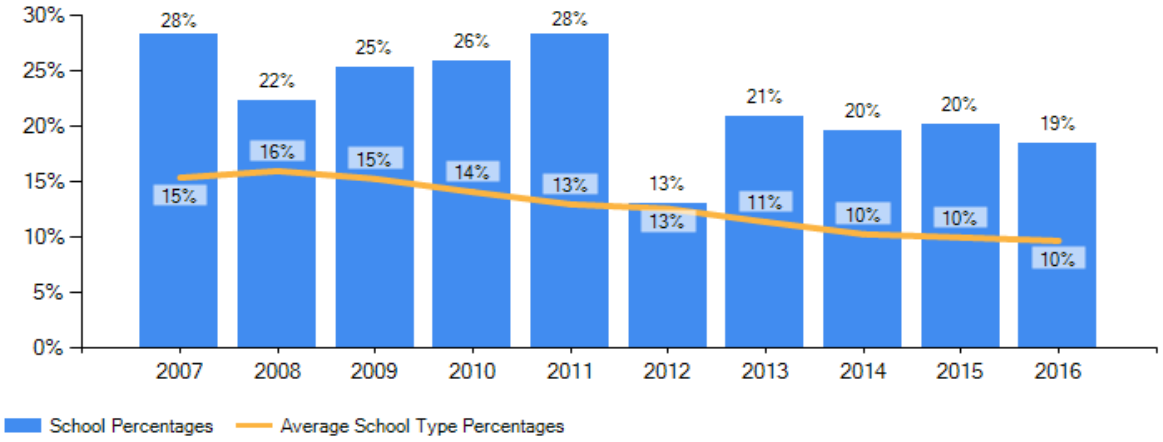
Detail

		Enrollment Percent		
		2015-16	2014-15	2013-14
Compensatory Programs	English to Speakers of Other Languages (ESOL) (Grades K-12)	0.0%	0.0%	0.0%
	Remedial Education (Grades 9-12)	5.1%	14.9%	0.0%
	Special Education (Grades K-12)	9.7%	9.4%	9.1%
	Special Education (PK)	0.0%	0.0%	0.0%
Selected Programs	Alternative Programs (Grades K-12)	1.9%	4.0%	2.3%
	Gifted (Grades K-12)			4.5%
	Vocational Labs (Grades 9-12)	85.4%	78.9%	80.8%

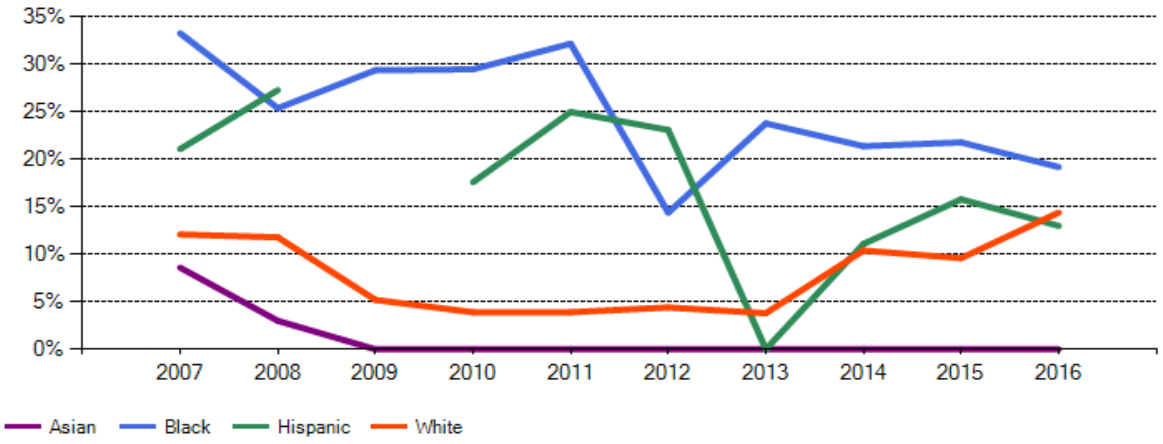
Print - Export

This chart represents N High School’s enrollment data over time by programs.

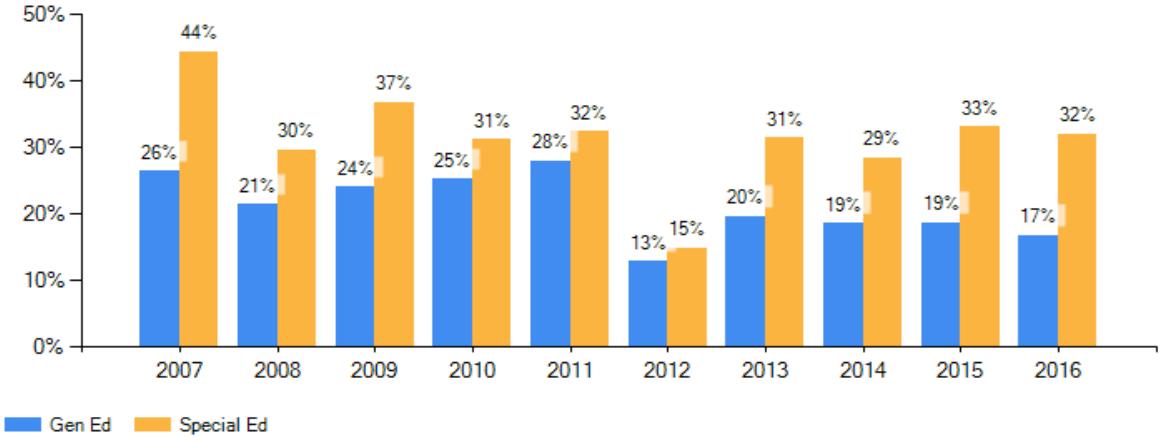
C High School Data



This bar graph represents C High School's suspension rate over time compared to an average school. The % represents the percentage of students who have had at least one out-of-school suspension in a school year.



This line graph represents C High School's suspension rate over time by subgroup. The % represents the percentage of students who have had at least one out-of-school suspension in a school year.



This bar graph represents C High School's General Education and Special Education suspension rate compared over time. The % represents the percentage of students who have had at least one out-of-school suspension in a school year.

Enrollment by Programs

Enrollments in Compensatory Programs and Selected Programs

Detail

		Enrollment Percent		
		2015-16	2014-15	2013-14
Compensatory Programs	English to Speakers of Other Languages (ESOL) (Grades K-12)	0.0%	0.0%	0.0%
	Remedial Education (Grades 9-12)	0.0%		15.5%
	Special Education (Grades K-12)	9.6%	9.4%	9.4%
	Special Education (PK)	0.0%	0.0%	0.0%
Selected Programs	Alternative Programs (Grades K-12)	2.3%	2.3%	1.4%
	Gifted (Grades K-12)	13.5%	15.1%	20.0%
	Vocational Labs (Grades 9-12)	67.8%	55.0%	51.3%

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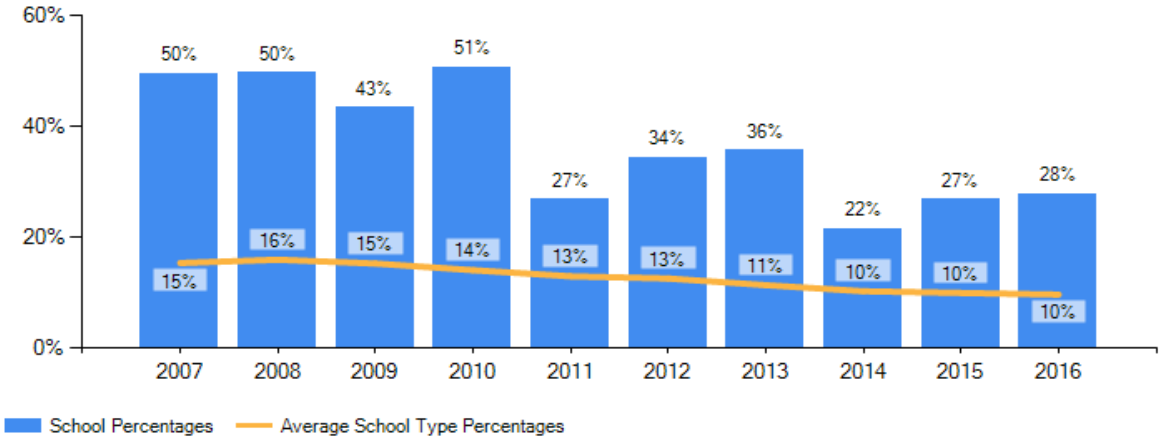
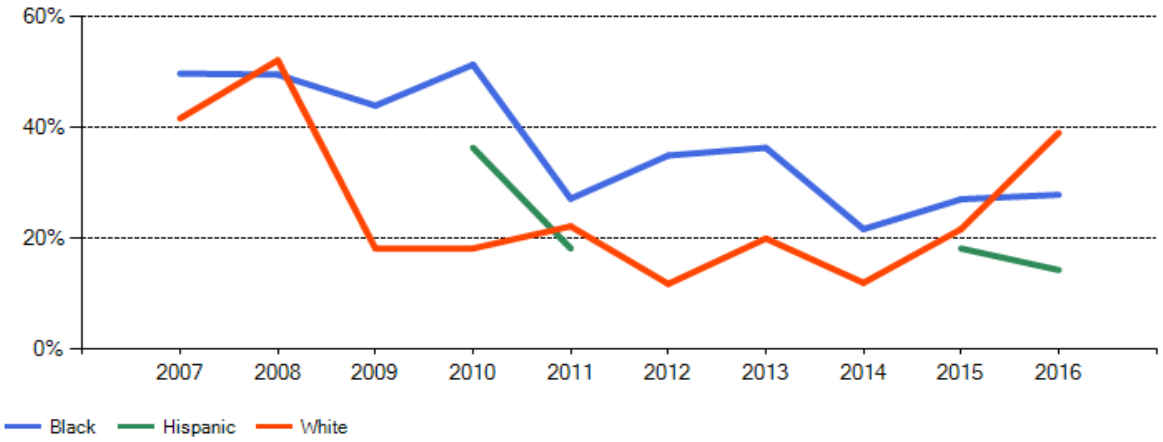
This chart represents C High School’s enrollment data over time by programs.

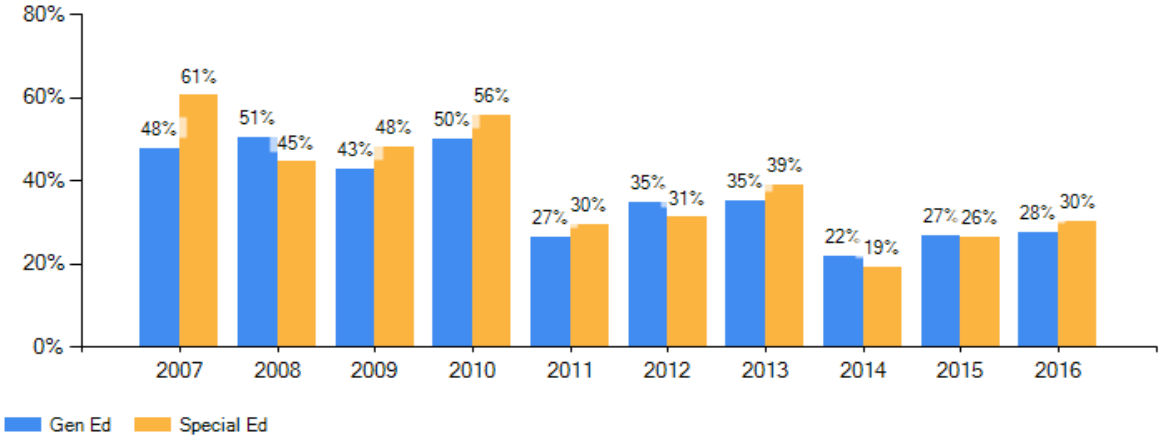
S High School Data



This bar graph represents S High School's suspension rate over time compared to an average school. The % represents the percentage of students who have had at least one out-of-school suspension in a school year.



This line graph represents S High School's suspension rate over time by subgroup. The % represents the percentage of students who have had at least one out-of-school suspension in a school year.



This bar graph represents S High School's General Education and Special Education suspension rate compared over time. The % represents the percentage of students who have had at least one out-of-school suspension in a school year.

Enrollment by Programs

Enrollments in Compensatory Programs and Selected Programs

Detail

		Enrollment Percent		
		2015-16	2014-15	2013-14
Compensatory Programs	English to Speakers of Other Languages (ESOL) (Grades K-12)	0.0%	0.0%	0.0%
	Remedial Education (Grades 9-12)	0.0%	0.0%	0.0%
	Special Education (Grades K-12)	15.7%	17.9%	14.7%
	Special Education (PK)	0.0%	0.0%	0.0%
Selected Programs	Alternative Programs (Grades K-12)	1.3%	3.2%	2.9%
	Gifted (Grades K-12)			1.2%
	Vocational Labs (Grades 9-12)	76.8%	67.9%	64.4%

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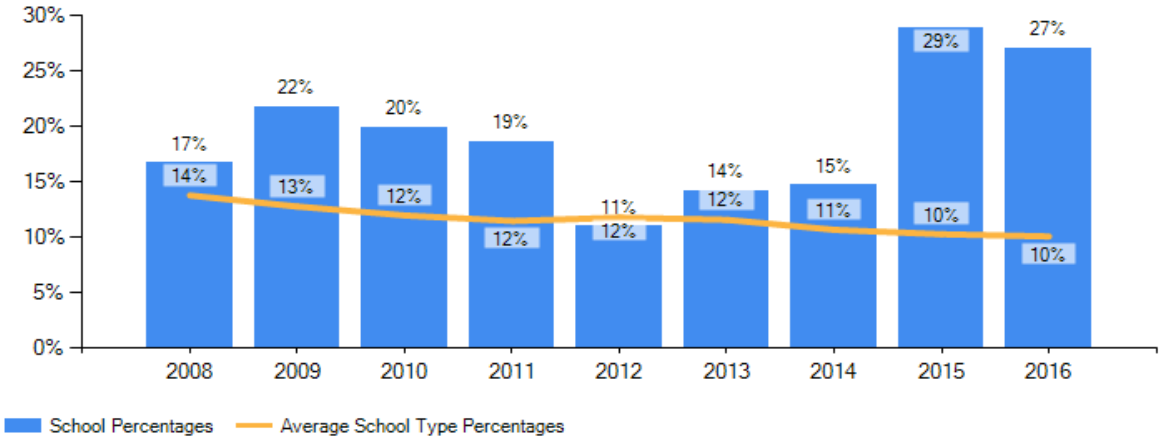
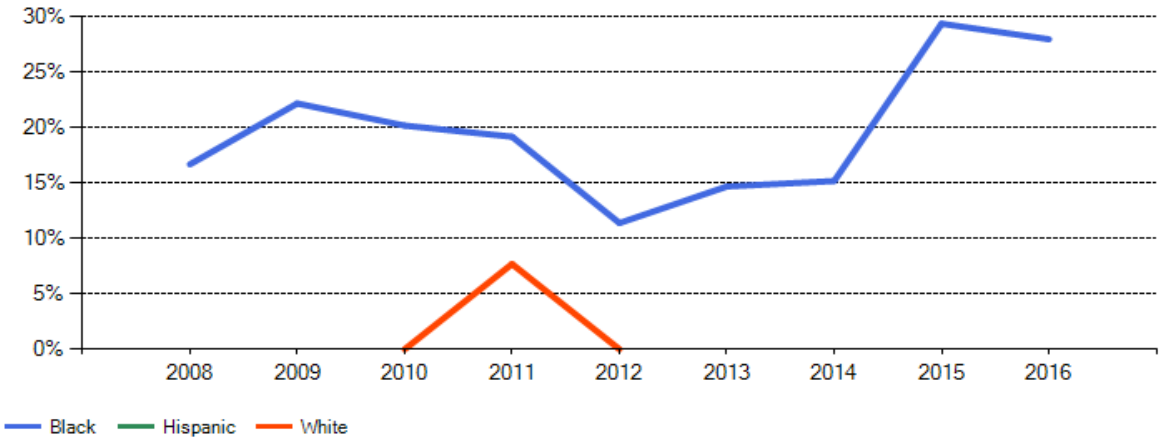
This chart represents S High School’s enrollment data over time by programs.

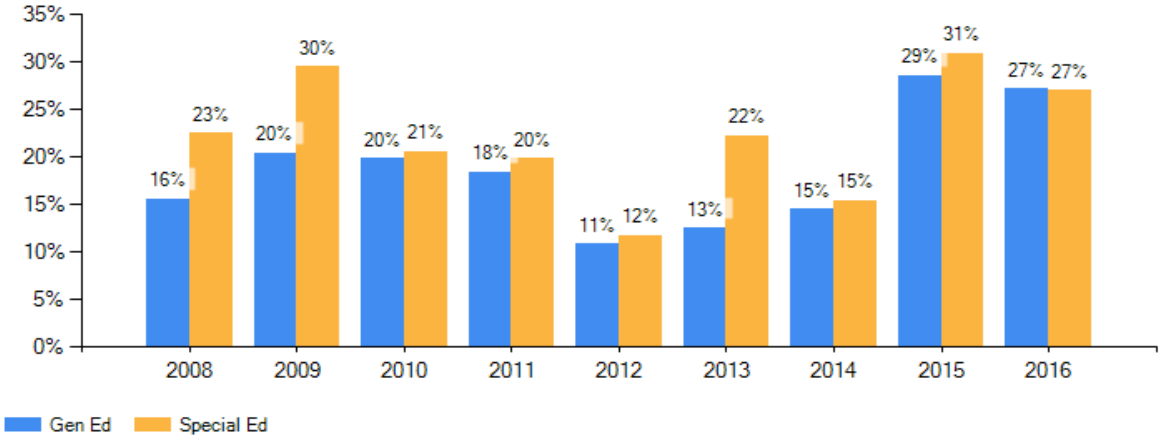
B Middle School Data



This bar graph represents B Middle School's suspension rate over time compared to an average school. The % represents the percentage of students who have had at least one out-of-school suspension in a school year.



This line graph represents B Middle School's suspension rate over time by subgroup. The % represents the percentage of students who have had at least one out-of-school suspension in a school year.



This bar graph represents B Middle School's General Education and Special Education suspension rate compared over time. The % represents the percentage of students who have had at least one out-of-school suspension in a school year.

Enrollment by Programs

Enrollments in Compensatory Programs and Selected Programs

Detail

		Enrollment Percent		
		2015-16	2014-15	2013-14
Compensatory Programs	English to Speakers of Other Languages (ESOL) (Grades K-12)	0.0%	0.0%	0.0%
	Remedial Education (Grades 6-8)	14.5%	6.9%	11.5%
	Special Education (Grades K-12)	13.2%	14.6%	17.2%
	Special Education (PK)	0.0%	0.0%	0.0%
Selected Programs	Alternative Programs (Grades K-12)	1.9%	3.3%	2.7%
	Gifted (Grades K-12)			

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This chart represents B Middle School’s enrollment data over time by programs.