



Integrating and Aligning Academic Data, Practices and Systems

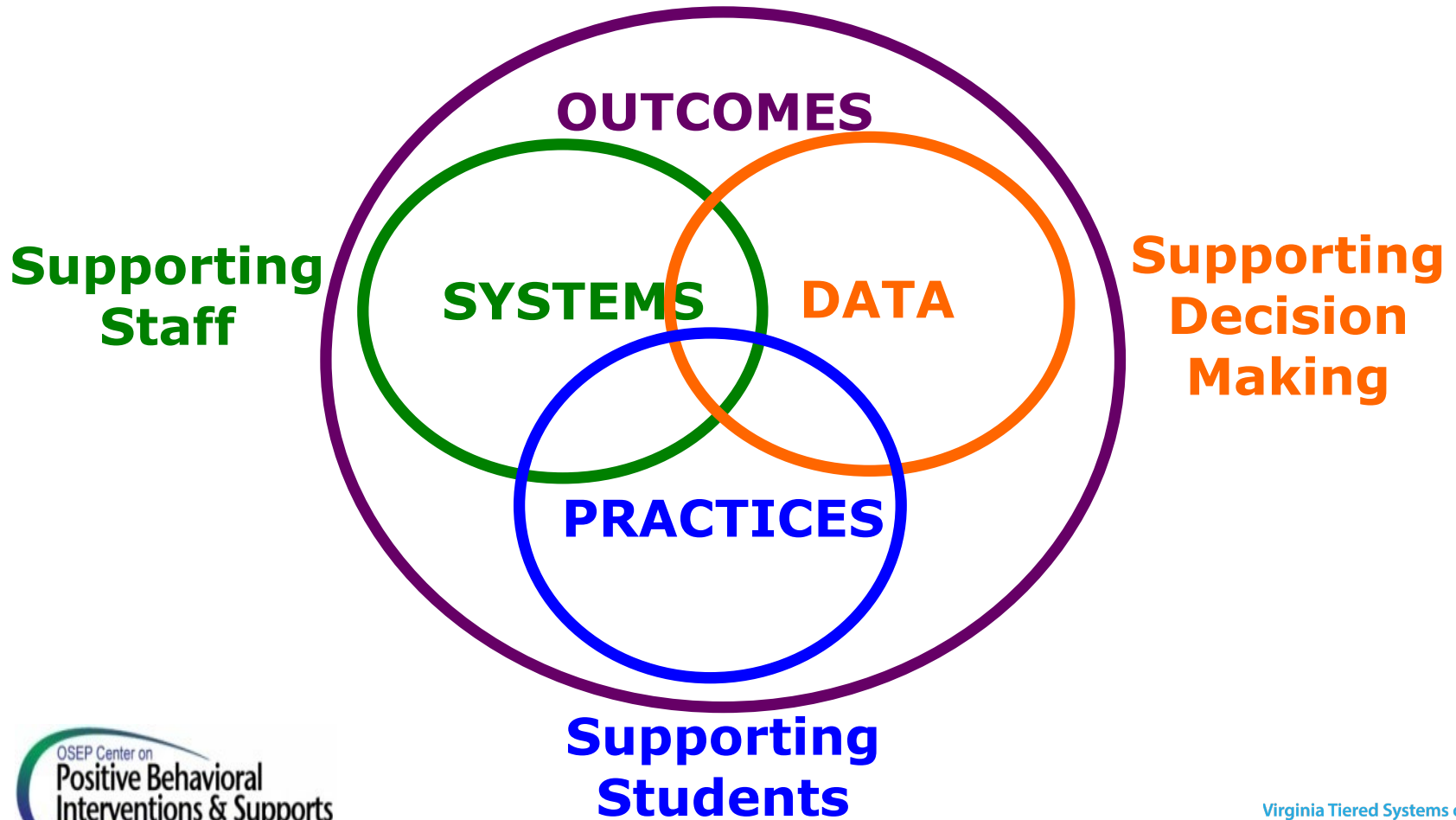
Strand 2: December 2021

VTSS Implementation Components

- Aligned Organizational Structure
- Data-informed Decision Making
- Evidence-based Practices
- Family, School, Community Partnerships
- Monitoring Student Progress
- Evaluation of Process

Source: VTSS Implementation Matrix

Supporting Improvements in Behavioral Competence, Academic Achievement and Social-Emotional Wellness



October 2021 Learning Intentions

- Review the responsibilities of the Division Leadership Team to align all supports within a VTSS structure.
- Understand the process of developing an assessment inventory.
- Understand the use of a Universal Screening process within a tiered system, including purpose, selection, and importance for evaluating overall academic health; the use of an Early Warning System will also be explored.

River Valley County Public Schools

River Valley County Public Schools is a division comprised of five schools: 3 elementary schools, one middle school and one high school.

- The DLT members include the building level principals, the Director of Special Education and Student Services, the Director of Instruction and Federal Programs, a Technology Specialist, and the Superintendent.
- The VTSS team is attending the VTSS S2S Strand 2: Academic Alignment this year.

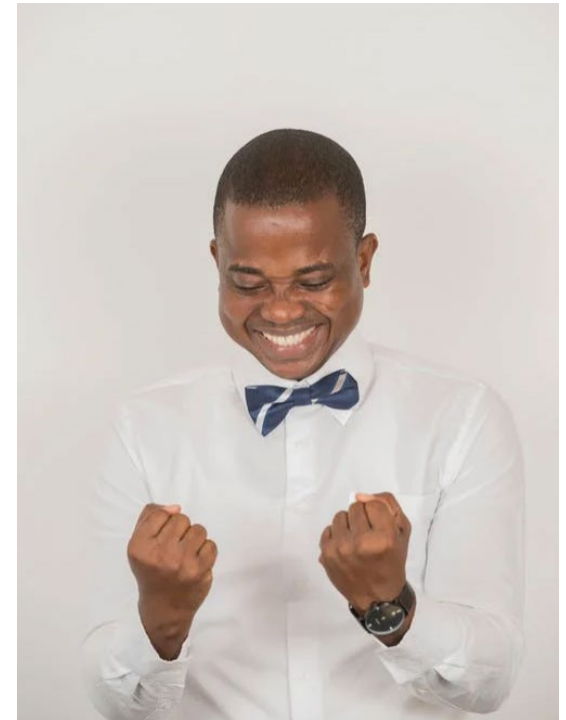


Today's Learning Intentions

- Develop a process to create a written description of the expectations for quality Tier 1 academic instruction and a system for communicating the expectations to stakeholders. (IM Feature 3A)
- Examine existing evidence-based Tier 1 practices to create a continuum of supports that is culturally responsive and is utilized to provide an instructional match to meet learner needs (IM Feature 3C)
- Develop a plan for implementing Tier 1 data meeting structures at the school and division level and determine how to measure the fidelity and effectiveness of the meeting structures. (IM Feature 2C)

Success...

- Our team can define quality core instruction and understands the importance of creating a communication system for our division stakeholders.
- Our team will create a continuum of supports that is culturally responsive and works for ALL students.
- Our team will develop a plan for Tier 1 data meeting structures at the school and division level.

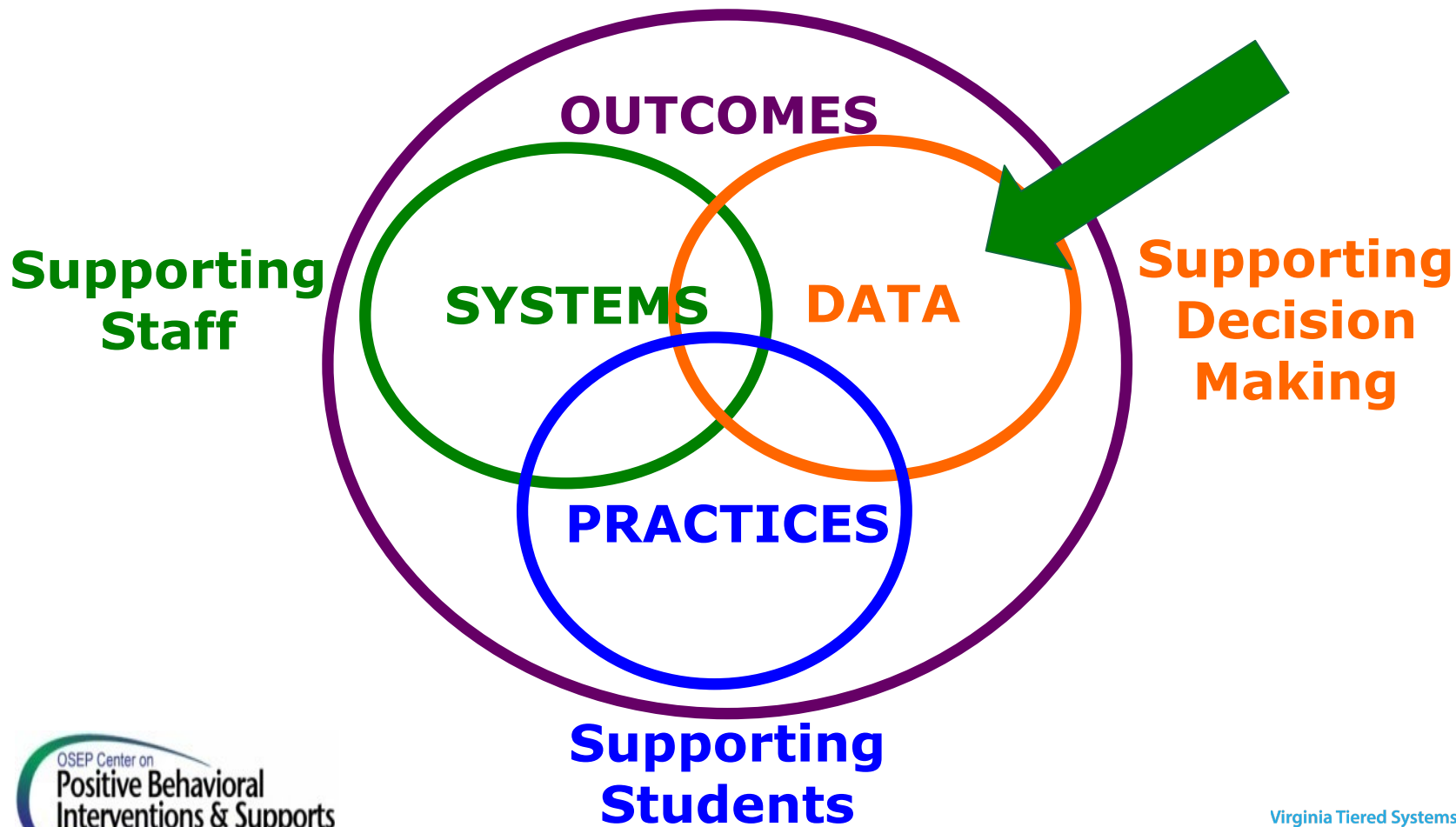




Evidence-Based Practices

QUALITY CORE INSTRUCTION

Supporting Improvements in Behavioral Competence, Academic Achievement and Social-Emotional Wellness

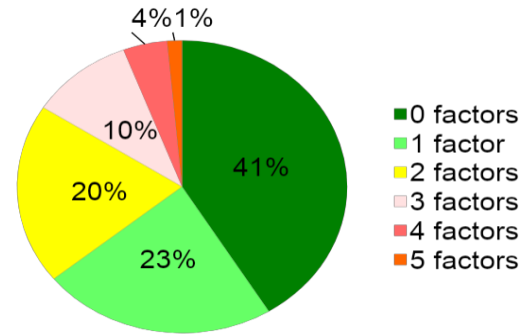
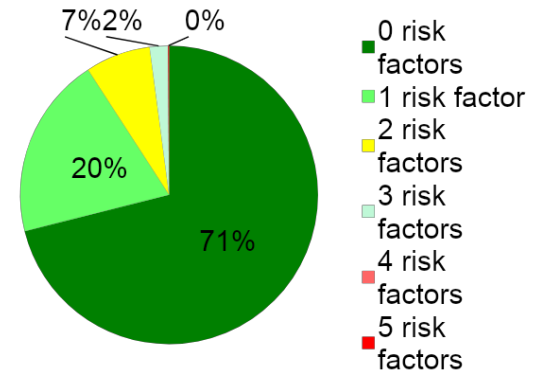


Fall data sources

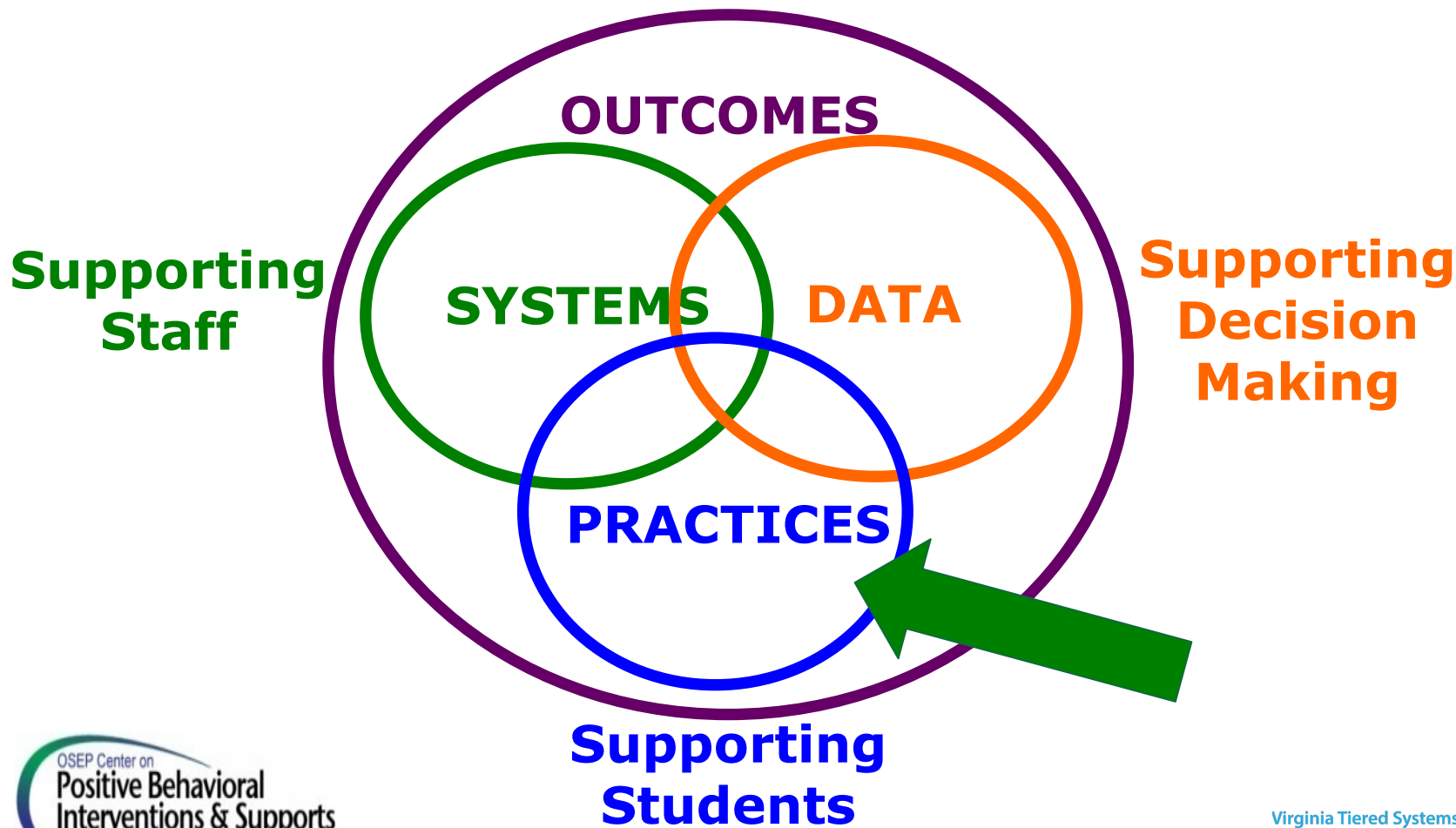
- VDOE Fall Growth Assessments (grades 3-8)
- PALS (grades PreK-3)
- VKRP
- Commercial screening tools (e.g., DIBELS, FastBridge, I-Ready)
- Early Warning Systems (for some)
- Classroom data (e.g., running records, benchmark assessments)

A good screening tool aids decision making

- The data can be compared across schools
- The data can be displayed graphically



Supporting Improvements in Behavioral Competence, Academic Achievement and Social-Emotional Wellness



Evidence-based Practices

- Develop a process to create a written description of the expectations for quality Tier 1 academic instruction and a system for communicating the expectations to stakeholders. (Feature 3A)



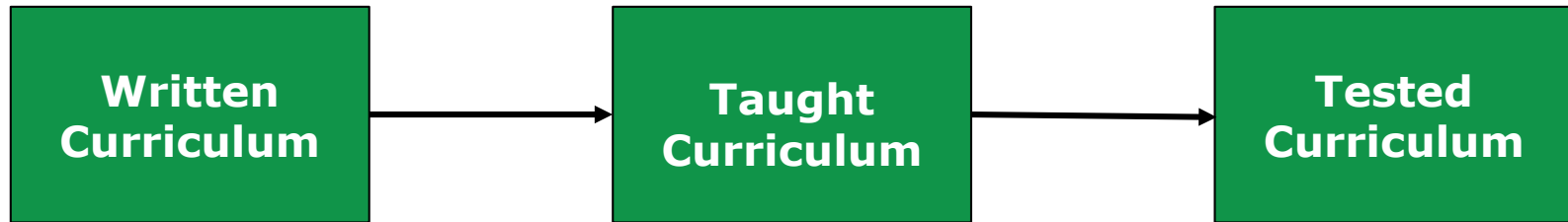
Evidence-Based Practices: Feature 3.A

3. Evidence Based Practices: Teaching and learning approaches proven to be effective through scientifically based studies.					
Features	Exploration	Installation	Initial Implementation	Full Implementation	Alignment to Evaluation Tools
<p>3.A Quality Core Instruction</p> <p>(Providing and supporting a consistent message of what “good teaching” consists of in the division)</p>	<p>The DLT reviews current expectations for quality instruction in order to meet the curricula standards.</p>	<p>The DLT documents the expectations for quality instruction.</p> <p>Plan is in place for partnership buy-in of the EBPs that define quality instruction.</p>	<p>The DLT assigns roles and responsibilities for communication of quality instruction, including common vocabulary.</p>	<p>DLT develops a process for an ongoing review of the delivery of the instructional expectations with an iterative process of coaching areas of need.</p>	<p>DCA: 20, 22, 23, 26</p> <p>TFI: 1.4, 1.7, 1.8, 2.6, 2.7</p> <p>A-TFI: 1.3, 1.4a, 1.4c, 1.5, 1.7b, 1.8, 1.9, 2.1, 2.4, 3.7</p>



Alignment

“...the degree to which expectations and assessments are in agreement and service in conjunction with one another to guide the system toward students learning what they are expected to know and do.”



Source: Virginia Department of Education

Quality core instruction...

How is it defined?

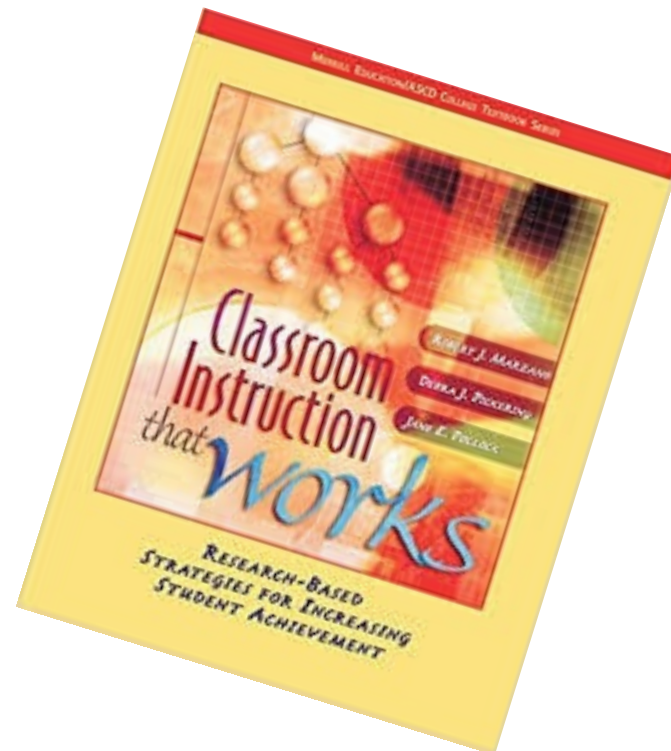
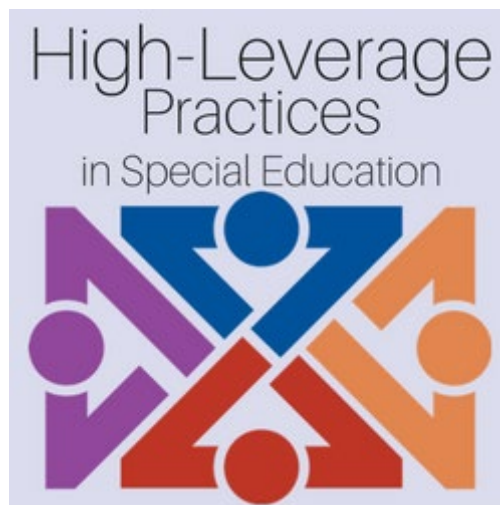
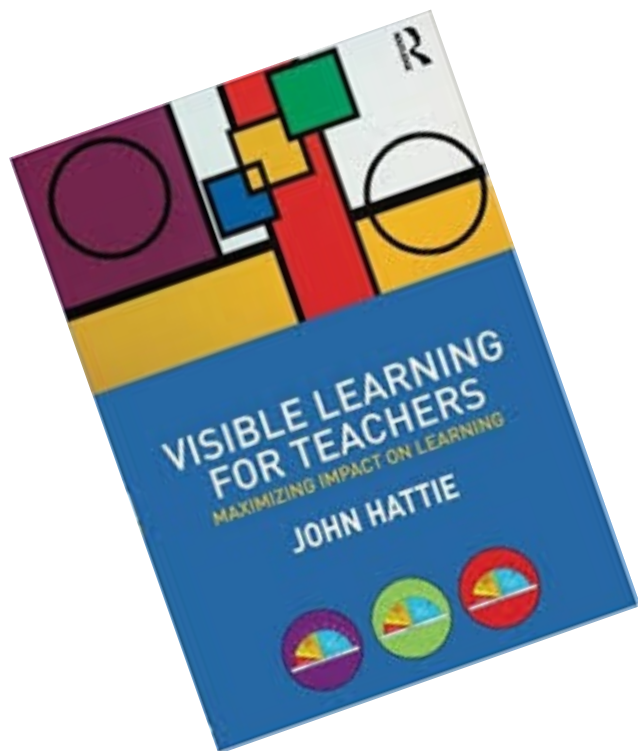
What is taught?

- Aligned to the standards
- Standards unpacked
- Pacing guides

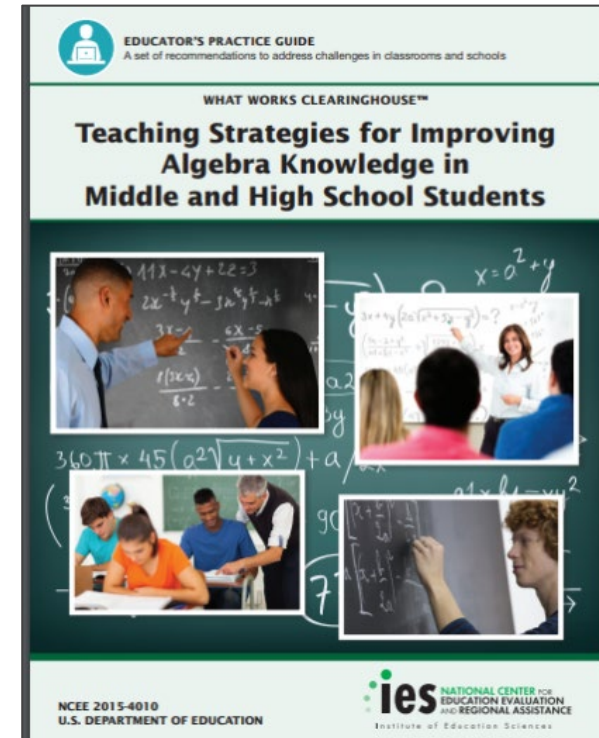
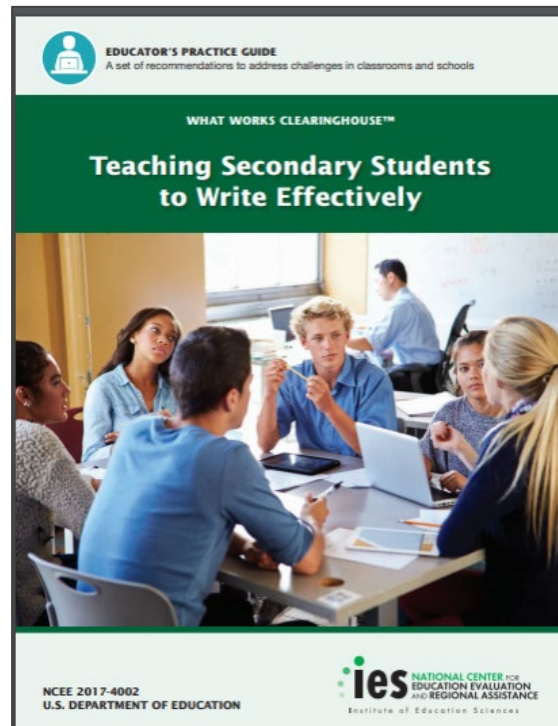
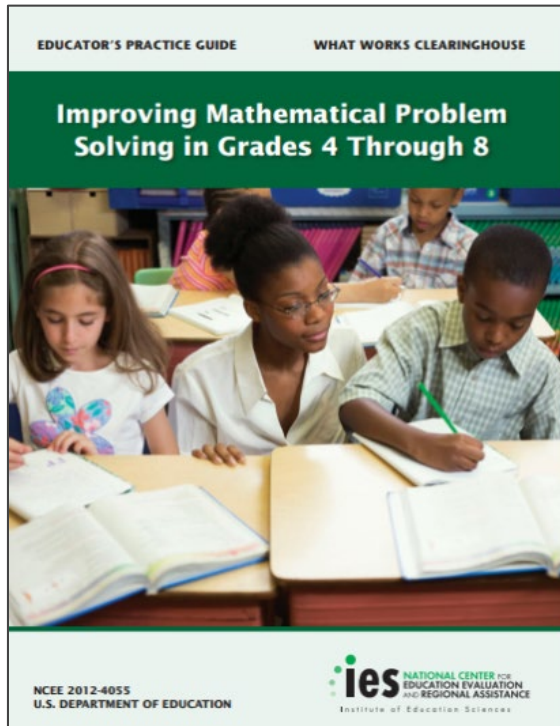
How it is taught?

- Evidence-based practices in the classroom
- Providing experiences in the 5Cs
 - Critical thinking
 - Creative thinking
 - Communication
 - Collaboration
 - Citizenship

Quality Instruction: What is the foundation for our division?



IES Resources



Source: <https://ies.ed.gov/>

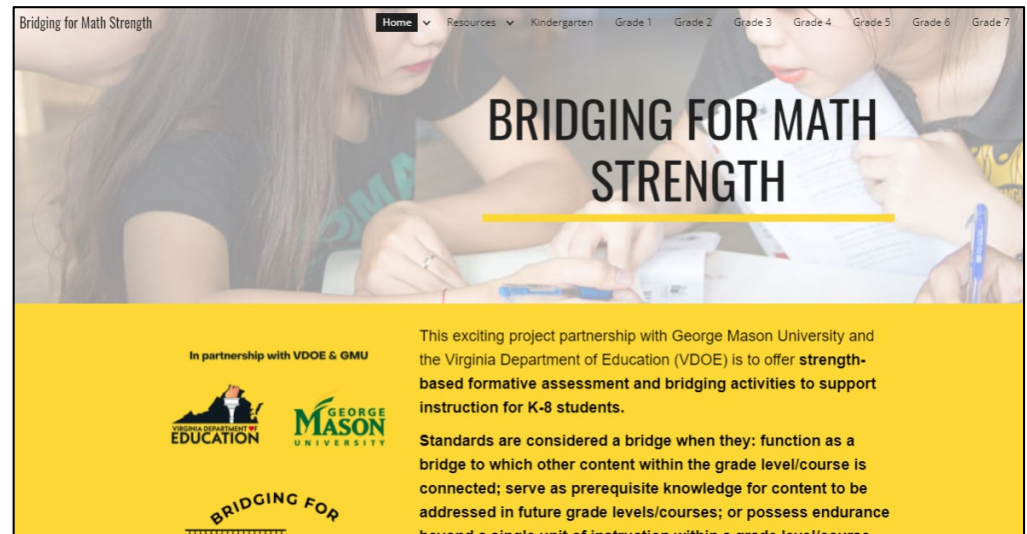
Based upon your data, what is the foundation for our division?

Reinvesting and Rebounding

Where the Evidence Points
for Accelerating Learning



John Almarode
John Hattie
Douglas Fisher
Nancy Frey



Bridging for Math Strength

Home Resources Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7

BRIDGING FOR MATH STRENGTH

In partnership with VDOE & GMU

This exciting project partnership with George Mason University and the Virginia Department of Education (VDOE) is to offer **strength-based formative assessment and bridging activities to support instruction for K-8 students.**

Standards are considered a bridge when they: function as a bridge to which other content within the grade level/course is connected; serve as prerequisite knowledge for content to be addressed in future grade levels/courses; or possess endurance beyond a single unit of instruction within a grade level/course.

BRIDGING FOR

Based upon your data, what is the foundation for our division

ASSESSMENT SUPPORTS LITERACY WEBINAR SERIES

The Assessment Supports Webinar Series focuses on best practices in K-12 literacy instruction aligned to the 2017 English *Standards of Learning* (SOL) with a specific focus on the Grades 3-8 and EOC courses. Through the collaboration of the Student Assessment Office and the Office of Humanities, the Virginia Department of Education's goal is to offer timely, relevant, and instructionally sound support to Virginia educators.

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2021-2022

Topic	Description	Recorded Webinars and PowerPoint Presentations
Utilizing Data to Maximize Literacy Instruction in 2021-2022	Join VDOE English staff and Assessment staff to explore using SDBQ data from the Fall 2021 Growth Assessments and formative and summative classroom data to support literacy instruction in K-12 classrooms. Presenters will delve into available resources to demonstrate how to intentionally select texts and skills for deeper learning and purposeful, targeted instruction.	<ul style="list-style-type: none">• Webinar Recording• Presentation (PPT)

SOCIAL EMOTIONAL LEARNING (SEL)

Page Contents

- [Virginia's Vision for Social Emotional Learning](#)
- [Virginia's Definition of Social Emotional Learning](#)
- [Virginia's SEL Guidance Standards](#)
- [Core SEL Competencies](#)
- [Positive Impact of SEL](#)
- [SEL Resources](#)

Virginia's Vision for Social Emotional Learning

The Virginia Department of Education's social emotional learning (SEL) efforts are driven by our commitment to ensure that every student in Virginia attends a school that maximizes their potential and prepares them for the future: academically, socially, and emotionally. Virginia's vision for SEL is intended to center equity in this work, which is key to VDOE's vision and mission.

"The vision of social emotional learning in Virginia is to maximize the potential of all students and staff to become responsible, caring and reflective members of our diverse society by advancing equity, uplifting student voice, and infusing SEL into every part of the school experience."

Virginia's Definition of Social Emotional Learning

To meet this vision, the VDOE established a uniform definition of social emotional learning based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) definition. Virginia defines social emotional learning as:

Based upon your data, what is the foundation for our division

The screenshot shows the top navigation bar with links for "Back to CEC Home", "CEEDAR Website", and "Contact Us", along with a search icon. Below the navigation is a white header with the logo for "High-Leverage Practices for Students with Disabilities" on the left and three menu items: "EXPLORE HLPs", "FIND RESOURCES", and "ACCESS VIDEOS".

The main content area features three large image-based sections:

- Left Section:** A photograph of a teacher and students working together. Text overlay: "Practice-Based Learning Opportunities" and "Every Student Deserves an Equitable Opportunity to Succeed." A blue button labeled "LEARN MORE" is at the bottom left.
- Top Right Section:** A photograph of hands with colorful letter and number tiles. Text overlay: "About High-Leverage Practices" and a white button labeled "LEARN MORE".
- Bottom Right Section:** A photograph of hands using a tablet. Text overlay: "Watch HLPs in Action" and a white button labeled "ACCESS VIDEOS". A red envelope icon is in the bottom right corner.

Document, Document, Document!



Prince William County Blueprint

II. Standards-Based Curriculum and Research-Based Core Instruction	INDICATOR IS NOT PRESENT	INDICATOR IS KNOWN AND IMPLEMENTATION PLANNING HAS BEGUN	INDICATOR IS PRESENT IN SOME DAILY PRACTICE	INDICATOR IS FULLY INTEGRATED INTO DAILY PRACTICE
Curriculum, instruction and assessments are aligned with the state standards (e.g. VA SOLs, WIDA ELP standards).				
Core Instruction utilizes research based strategies and differentiation implemented with fidelity				
Literacy: Addresses all five components in reading (phonemic awareness, decoding, fluency, vocabulary and comprehension) and writing in an explicit, systematic, intensive manner with fidelity and sufficient duration.				
Math: Addresses math content standards and all four of the essential domains (problem-solving, arithmetic skill/fluency, conceptual knowledge/number sense, reasoning ability).				
Behavior: Includes Positive Behavior Intervention Supports/Effective Schoolwide Discipline created and implemented.				
A method for assessing the effectiveness and implementation integrity of the core curriculum areas and behavior is established and implemented on a routine basis.				

*Schools are reminded that this analysis should be occurring for curriculum and instruction at all grade levels.

Related Action Planning and Activities	Current Resources	Resources Needed	Funding Source

Charlottesville Examples

CTSS Math Intervention Resource Map

	Tier 1 Core Instruction 80% of students	Tier 2 15% of students	Tier 3 5% of students
Who?	Universal - ALL Students (with differentiated instruction)	Students who need extra support with grade level curriculum (just below grade level)	More than two grade levels below (significantly below)
Where & When?	In Classroom: Everyday K-4 60 mins. 5-8 90 mins.	In Classroom Small Group: (3-8 group size) During Intervention Time (an additional 20-30 minutes 2-3 days a week)	Pull Out: (1-3 group size) During Intervention time (an additional 30-60 minutes 3-5 days a week)
What Does it Look Like?	<p>Math Instructional Framework (secondary) Elementary Math Diet</p> <p>80% of students should respond to Tier 1 core instruction; if not, strengthen Tier 1 instruction</p> <p>-Combination of whole-class instruction with small-group instruction (allowing for additional instruction for struggling students & providing enrichment or accelerating non-struggling students)</p> <p>-Differentiation and additional instructional support is provided to students who are struggling before moving these students to Tier 2</p> <p>-Intro to core lesson includes: Presentation of new content, which includes teacher-directed models and demonstrations with frequent questions and students actively involved in learning.</p>	<p>Instruction during intervention is more intensive and explicit than instruction in Tier 1</p> <p>Focus areas: -computational fluency -number sense -problem-solving -rational numbers</p> <p>Explicit small group instruction: -Teacher-Directed Instruction -More Models & Demonstrations -Visual representations for word problems -Explicit Problem-Solving Strategies -Focused Instruction on Deficit Areas -Think Alouds -Corrective Feedback -CRA- concrete to representational to abstract</p> <p>Interventions should include instruction on solving word problems that are based on common underlying structures.</p>	<p>Instruction during the intervention should be intensive, explicit and systematic.</p> <p>Students who receive Tier 3 interventions or alternate instruction are students who are performing below standards and have not adequately responded to Tier 1 instruction and Tier 2 intervention.</p> <p>This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.</p> <p>Interventions should include instruction on solving word problems that are based on common underlying structures.</p>
How do I Progress Monitor & When?	<ul style="list-style-type: none"> • Math MAP (BOY & EOY) • SOLs (EOY) • Term Assessments (Quarterly) • Unit Assessments (2-3 per Quarter) • CFAs (Weekly / Bi-Weekly) • Quick Checks / Exit Tickets (Daily) • AMC Tasks (PreK-1; monthly) 	<ul style="list-style-type: none"> • Unit Assessments • CFAs (Weekly / Bi-Weekly) • Quick Checks / Exit Tickets (Daily) • AMC Tasks (PreK-4 as needed) • Dreambox (K-4 Assign Focus) • AAIMS (6-8 Weekly) • Program assessments 	<ul style="list-style-type: none"> • Unit Assessments • CFAs (Weekly / Bi-Weekly) • Quick Checks / Exit Tickets (Daily) • AMC Tasks (PreK-4 as needed) • Dreambox (K-4 Assign Focus) • Program assessments

Develop a Shared Understanding

- Learning walks
- Instructional rounds
- Tandem walkthroughs
- Video reviews
- Other ways...



Partnership Buy-in

Internal

- Instructional leaders
- Building Administrators
- Teachers
- Paraprofessionals
- Others

How do you communicate with external stakeholders?

Internal

- Instructional leaders
- Building Administrators
- Teachers
- Paraprofessionals
- Others

External

- Families
- Community
- Others

Virginia Tiered Systems of Supports

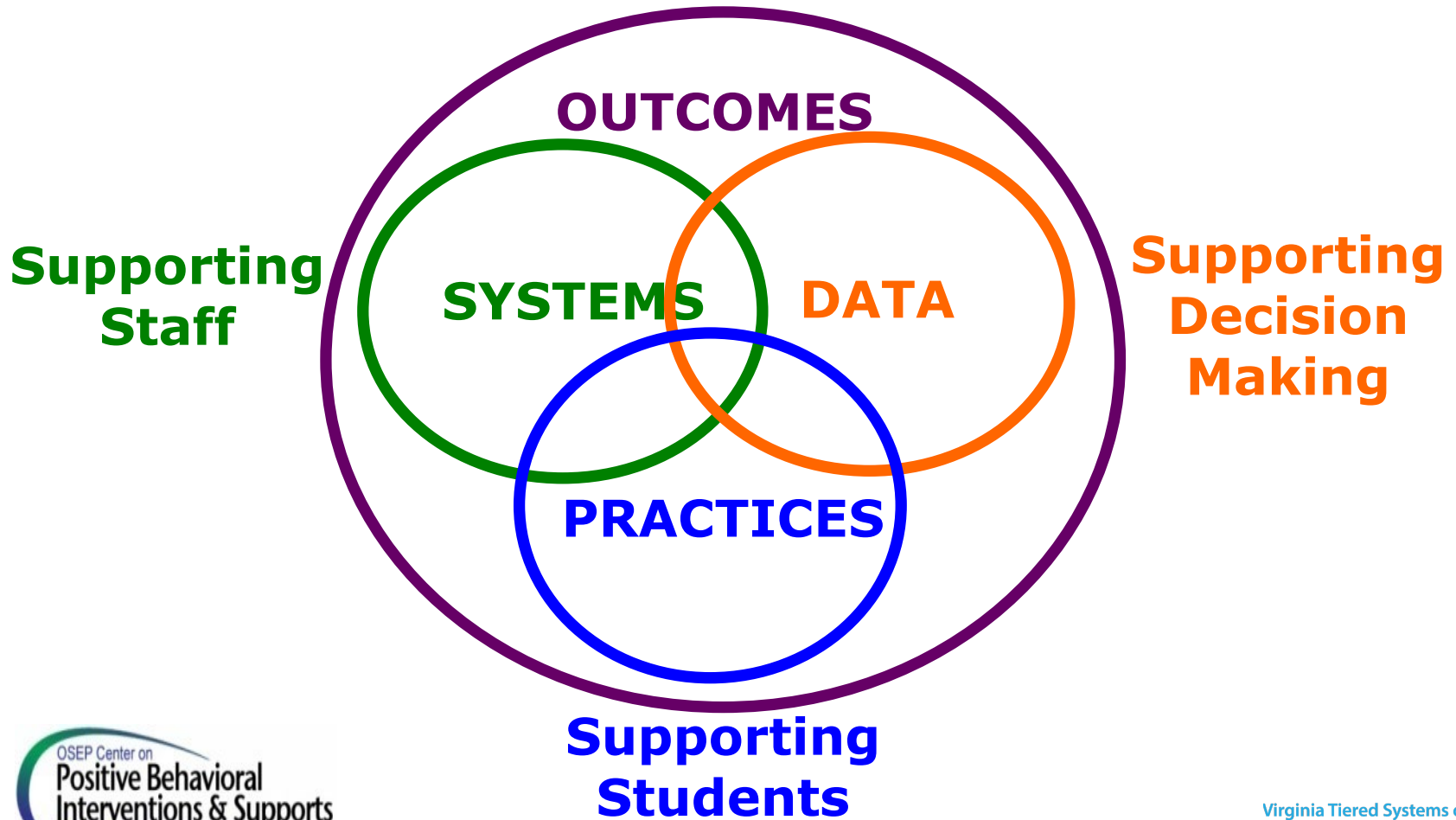


VIRGINIA DEPARTMENT OF EDUCATION



The Warren County Journey to Defining a Vision of Quality Instruction

Supporting Improvements in Behavioral Competence, Academic Achievement and Social- Emotional Wellness





Aligned Organizational Structure

**CONTINUUM OF SUPPORTS THAT
IS CULTURALLY RESPONSIVE**

Evidence-based Practices

- Develop a process to create a written description of the expectations for quality Tier 1 academic instruction and a system for communicating the expectations to stakeholders. (IM Feature 3A)
- Examine existing evidence-based Tier 1 practices to create a continuum of supports that is culturally responsive and is utilized to provide an instructional match to meet learner needs. (IM Feature 3C)

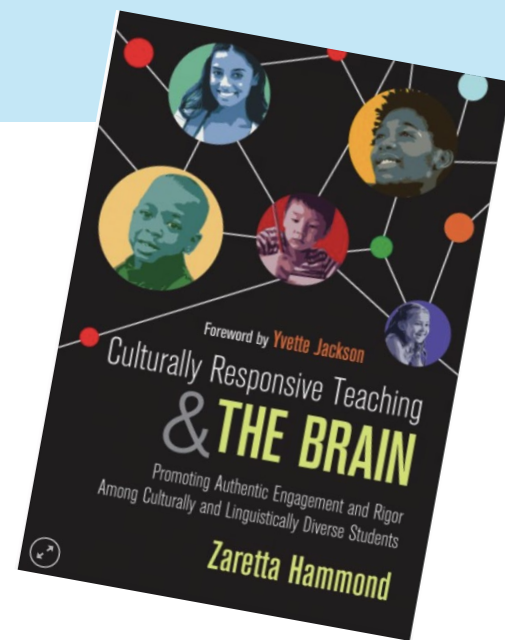


Evidence-Based Practices: Feature 3.C

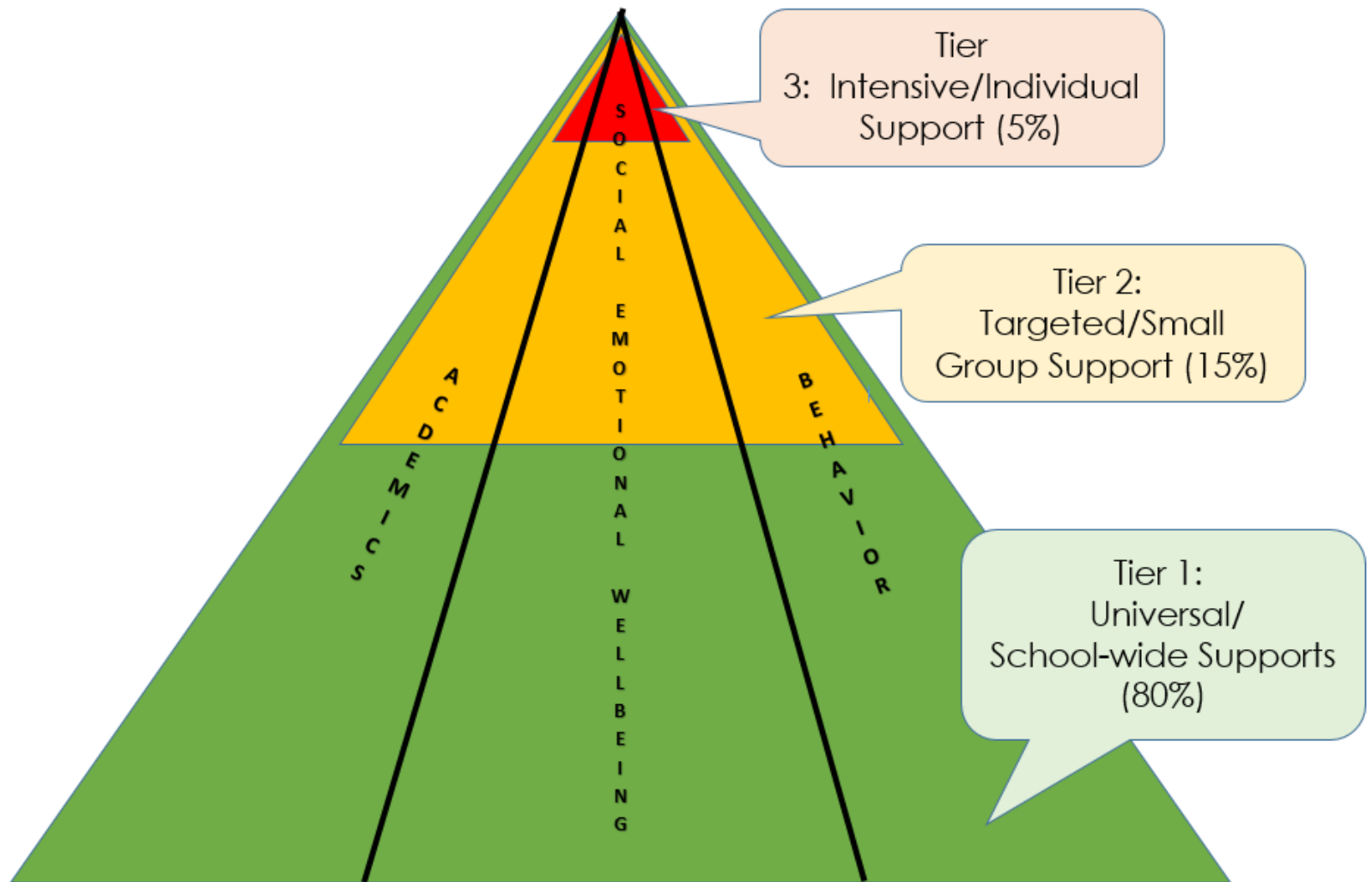
Features	Exploration	Installation	Initial Implementation	Full Implementation	Alignment to Evaluation Tools
3.B Aligned Instructional Interventions (Providing and supporting selected interventions for students requiring support at Tiers 2 and 3)	The DLT reviews and selects interventions to support students who need more intensive instruction (tiers 2 and 3 - advanced tiers) which align with quality core instruction defined above and provide an appropriate level of intensity.	The DLT collaborates with stakeholders to review interventions and finalize decisions about selection and training of a limited, yet sufficient, number of specific interventions that allow for an appropriate instructional match.	The DLT ensures that the continuum of supports of authorized interventions, including fidelity tools, is maintained in the continuum of supports and/or tier definition.	The DLT utilizes evaluation data to determine impact in all subgroup areas and add to or withdraw supports in the continuum.	DCA: 6, 14, 15 TFI: 2.6, 2.7, 2.8, 2.10, 2.11, 2.12, 2.13, 3.7, 3.13, 3.16, 3.17 A-TFI: 2.8, 2.11, 3.7, 3.15
3.C Continuum of Supports that is Culturally Responsive (Clearly defining the practices and programs supported by the division and ensuring they are culturally responsive)	The DLT maps the current reality of existing practices and programs and reviews them for evidence of effectiveness. The DLT explores cultural and linguistic factors when adopting academic/social behavioral practices, programs, and assessments.	Upon completion of the review, the DLT seeks stakeholder input, investigates practices for which needs are identified, and makes purchases and/or withdraws programs as appropriate. The DLT and SLT use a selection tool, which prompts analysis for cultural context.	The DLT maintains an inventory of EBPs and materials in a continuum of supports. A clearly defined continuum of supports is maintained in tier definition or separate document.	All instructional staff and stakeholders are aware of and able to utilize the continuum of supports for the purpose of providing an appropriate instructional match to meet the needs of all learners.	DCA: 6, 7, 13 TFI: 1.6, 1.10, 1.11, 2.5, 3.6 A-TFI: 1.3, 1.4c, 1.8, 1.9, 2.1, 2.4, 2.5, 3.1

Big ideas

- Has the division team clearly defined the programs and practices in use at all tiers?
- Is there a process for review for effectiveness *and* cultural responsiveness?
- Are the practices understood and used at the school/classroom level?



Continuum of Supports for ALL Students



What is in use now?: Division Initiative Map (IM)

- What programs and/or practices is the division supporting?
- Does data support the continued use? If not, is the practice implemented with fidelity? Is the practice supported with adequate resources?
- Which programs and/or practices need to be abandoned?
- Lastly, what gaps remain and need to be filled?

Initiative Map Practices



Division

Support for Behavior, Academics, and Social Emotional Wellness Tier I

Practices/Initiatives					
What initiatives do you support?	Community and/or Consulting Partners	What is the valued outcome (what brought this to your division)?	What strategic planning goal does this support?	Who receives support (e.g., ELL, SWD, Males, At-Risk for DropOut)?	How is school-based support provided from the division (e.g., External PD, Division PD, etc.)?
Explicit Instruction	ODU TTAC	Increase academic success rate for all learners.	Goal 1-Improve Academic Success for All Students	All Students	Initial PD Across Division Years during Convocation Training, Instructional Coordinators and Title
Collaboration	ODU TTAC	Increase academic success rate for all learners.	Goal 1-Improve Academic Success for All Students	All Students with Focus on SPED students	Initially piloted at STW schools with PD provided common planning time implementation to all schools with ongoing PD provided
Restorative Practices					
Active Student Engagement					
Reciprocal Teaching					

System

System Components		
How is school-based implementation supported from the division (e.g., funding, Division PD, External PD, Division Coaching, External Coaching)?	What is the funding source (e.g., specific grants)?	What department is responsible for oversight? Who is the contact person?

Data

Data Components		
Is fidelity measured? If so, what is the instrument/measure?	What data is used to indicate impact? What reporting system is used?	What data is used to progress monitor? In what ways is this data collected and analyzed?

Selection of Evidence-based Practices: Side 2

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.

Selection of Evidence-based Practices: Side 1

Considerations for Establishing a Protocol for the 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
<input type="checkbox"/> Do we have data that supports the need?	<input type="checkbox"/> Is there research to support its use?	<input type="checkbox"/> Is there time, money, personnel allocated for professional learning?
<input type="checkbox"/> Have we considered family and community support?	<input type="checkbox"/> Is there research to support its use with a particular population?	<input type="checkbox"/> Is the technology department able to support the EBP if needed?
<input type="checkbox"/> Will this EBP support a school improvement or continuous improvement goal?	<input type="checkbox"/> Is the effect size sufficient?	<input type="checkbox"/> Is there time, money, personnel allocated for coaching?
<input type="checkbox"/> Is there data specific to the EBP that can serve as a component of progress monitoring?	<input type="checkbox"/> Is it cost-effective or is there something less expensive that yields similar results?	READINESS
<input type="checkbox"/> Can the data be communicated to families?	<input type="checkbox"/> Is there a fidelity checklist or tool?	<input type="checkbox"/> Does the leadership team support the EBP?
<input type="checkbox"/> Is there a system in place to evaluate the data to determine outcomes?	FIT	<input type="checkbox"/> Did the leadership team obtain buy-in?
	<input type="checkbox"/> Are there competing initiatives/programs/practices?	<input type="checkbox"/> Have appropriate staff members been identified to implement?
	<input type="checkbox"/> Is there clarity about where the initiative/programs/practices fits in the tiered system?	CAPACITY
	<input type="checkbox"/> Is there sufficient time in the schedule for the delivery of the EBP?	<input type="checkbox"/> Has the coach or expert on the EBP been identified as a primary support and

Questions to Consider: Data

Selection Tool

Do we have the data that supports the need?

Is there a system in place to evaluate the data to determine outcomes?

Equity Audit Tool

Are data regularly analyzed and disaggregated data by student groups? (p.3)

Have we established a process to identify and communicate equity gaps? (p.3)

Questions to Consider: Practices

Selection Tool

Is there research to support its use with a particular population? Is the effect size sufficient?

Equity Audit Tool

How do we know the practices we are selecting are effective for the identified group(s) of students?

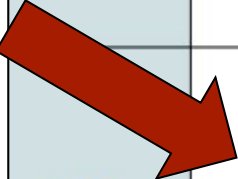
Charlottesville City Schools

A Continuum of Supports


VTSS
Virginia Tiered Systems of Supports
CTSS Math Intervention Resource Map
Charlottesville Tiered Systems of Supports

VTSS/CTSS Resource MAP	Tier 1 Core Instruction 80% of students	Tier 2 15% of students	Tier 3 5% of students
Who?	Universal - ALL Students (with differentiated instruction)	Students who need extra support with grade level curriculum (just below grade level)	More than two grade levels below (significantly below)
Where & When?	In Classroom: Everyday K-4: 60-70 mins 5-8: 90 mins 9-12: 45-90 mins	In Classroom Small Group: (3-8 group size) In addition to T1 instruction for - 20-30 minutes, 2-3 days a week	Pull Out: (1-3 group size) In addition to T1 instruction for - 30-60 minutes, 3-5 days a week
What Does it Look Like?	<p>Curriculum & Instruction:</p> <ul style="list-style-type: none"> • K-1 - DNC/AMC & Investigations • 2-4 - Investigations • 5-12 - EnVision • Math Instructional Framework • Elementary Math Diet <p>80% of students should respond to Tier 1 core instruction; if not, strengthen Tier 1 instruction and provide Tier 1 intervention as needed.</p> <p>-Combination of whole-class instruction with small-group instruction (allowing for additional instruction for struggling students & providing enrichment or accelerating non-struggling students).</p>	<p>(4-8 weeks of intervention, depending on student's response to intervention)</p> <p>Instruction during intervention is more intensive and explicit than instruction in Tier 1. Connected to Tier 1 instruction.</p> <p>Focus areas:</p> <ul style="list-style-type: none"> -computational fluency -number sense -problem-solving -rational numbers <p>Explicit small group instruction:</p> <ul style="list-style-type: none"> -Teacher-Directed Instruction -More Models & Demonstrations -Visual representations for word problems -Explicit Problem-Solving Strategies 	<p>(6-12 weeks of intense intervention, depending on student's response to intervention)</p> <p>Instruction during the intervention should be intensive, explicit and systematic.</p> <p>Students who receive Tier 3 interventions or alternate instruction are students who are performing below standards and have not adequately responded to Tier 1 instruction and Tier 2 intervention.</p> <p>This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.</p>

A Continuum of Supports

<p>Virtual Learning Resources</p>	<ul style="list-style-type: none"> • Priority Instruction & Practices for Virtual Learning in Mathematics • Resources for Virtual Math Instruction • Desmos activities/lessons <ul style="list-style-type: none"> ◦ Spreadsheet of activities • Virtual Manipulatives <ul style="list-style-type: none"> ◦ Virtual Manipulatives Bank ◦ Didax Manipulatives ◦ Toy Theater ◦ Math Learning Center ◦ List of Virtual Manipulatives 	<ul style="list-style-type: none"> • SEL Resources: Everyday strategies for educators to support students experiencing trauma • Just in Time Math Quick Checks <ul style="list-style-type: none"> ◦ VDOE Quick Checks in other programs (e.g., Google Slides, Demos) • K-4 Math Intervention/Extra Math Support Resources • Evidence-Based Specially Designed Instruction in Mathematics Resource Guide • VDOE Learning in Place - virtual math resources 	
<p>VTSS Intervention Resource Links:</p> 	<ul style="list-style-type: none"> • Tier 1 Math Interventions • Tier 1 Classroom Interventions • AMC/DNC Implementation Guide • VDOE Math Instructional Resources • Researched-Based Mathematics Teaching Practices • VDOE Math Instructional Plans *new 	<ul style="list-style-type: none"> • Tier 2/3 Resource Map for Dreambox • Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools • Algebra Readiness Curriculum Companion • Teaching Slow Learners in 	<ul style="list-style-type: none"> • Tier 2/3 Resource Map for Dreambox • Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools • Algebra Readiness Curriculum Companion • Mathematics Vertical Articulation
<p><small>Research from Van de <i>Walle</i>, et al. (2014); <i>Almarode</i> & Miller (2013); <i>Hattie</i> (2012); <i>Biscomini</i> & <i>Witzel</i> (2010); <i>K.Thunder</i> Charlottesville City Schools, swiftc1@charlottesville.gov</small></p>			

VTSS School Resource Map: English

 School Resource Map							
Universal Screener	Evidence-Based Practices	How is progress monitored? How often?	Data that indicate the need for more targeted and/or more intensive interventions (Entry Criteria to Tier 2)	Time and Setting	How is fidelity of implementation measured?	How are parents informed and/or involved?	Who is needed to implement? How often is the practice implemented?
Star Reading K-8/ Early Warning System 9-12	Scott Forsman Reading Street program (all components)	Oral reading daily (K-2) Comprehension checks weekly Screening (3x/yr.)	Screening <25% Benchmark assessments within low average range Classroom reading checks <75% of students in class.	90 minutes uninterrupted (K-5) 60 minutes (6-8) Classroom	Walkthrough observations Lesson plan review	Parent calls, notes, emails and newsletters	Classroom teacher support from instructional coach, mentors and peer

+ ☰
Any School Tier I ▾
Any School Tier II ▾
Any School Tier III ▾
☰

Matching the intervention to the need

Grades 3 - 5	Tier 1 (differentiation)	Tier 2	Tier 3
Phonics	Word Study	<i>Leveled Literacy Lessons I Ready</i>	<i>Reading Mastery Corrective Reading</i>
Fluency	Timed Repeated Reading Readers Theatre Echo Reading	<i>Read Naturally Leveled Literacy Lessons My Sidewalks</i>	<i>Reading Mastery Corrective Reading</i>
Comprehension	Jan Richardson -reciprocal teaching	<i>Leveled Literacy Lessons My Sidewalks Soar to Success Read 180</i>	<i>Language!</i>
Vocabulary	Frayer, Four Fold Vocabulary	<i>Leveled Literacy Lessons My Sidewalks Soar to Success</i>	<i>Language!</i>
Phonemic Awareness, Morphology	Word Study	<i>Leveled Literacy Lessons My Sidewalks I Ready</i>	<i>Language!</i>

CURRICULUM REFRAMING:



- Audits lessons and instructional resources for cultural and ethnic inclusivity;
- Embeds culturally relevant content and pedagogy;
- Aligns to Deeper Learning competencies;
- Embeds student voice;
- Requires diverse groups from all rings of culture be represented, validated, and affirmed;
- Ensures that diverse ethnicities and nationalities are authentically

A useful checklist

CULTURALLY RESPONSIVE

Culture is centered as a vehicle for learning. School climate fosters affirmation of ALL students. Challenges racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression. Validates the inequities impacting student's lives.



- Do teacher observations include evaluation of activities that are specifically meant to be culturally responsive, or for general inclusion of culturally responsive lessons (race, ethnicity, language, gender or gender identity, religion, and disability)?
- Do the curricula infuse culturally responsive information into instructional approaches and prepare students for a diverse society and workplace?
- Have we allocated resources to support strategies to diversify our educator workforce?
- Have we allocated resources (human and fiscal) for initiatives designed to support teachers of color?
- Do we examine school and organizational culture periodically to evaluate inclusive practices (i.e. student and employee survey)?
- Have we established expectations and accountability to ensure that schools provide an inclusive visual environment (halls, displays, and classrooms exhibit pictures and information about diverse students and cultures)?
- When staff members are evaluated, are competencies in educational equity an integral part of their assessment?
- Is professional development required or offered as follows: (check all that apply)

CULTURAL

Resources to consider

A Resource for Equitable Classroom Practices 2010



Equitable Classroom Practices Observation Checklist

Equitable Classroom Practices is a checklist of 27 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practice. This guide is not an all-inclusive description of best instructional practices.

Teacher		Observer		Subject		Date/Time	
Equitable Classroom Practice						Observed (1 point)	Not Observed (0 points)

1. Welcomes students by name as they enter the classroom

Asks students for correct pronunciation of their names; correctly pronounces students' names

2. Uses eye contact with all students

Makes culturally appropriate eye contact with all students

3. Uses proximity with all students equitably

Circulates around student work areas to be close to all students



Data-informed Decision Making

MEETING STRUCTURES FOR DATA-INFORMED DECISION MAKING (TIER 1)

Academic Alignment

- Develop a process to create a written description of the expectations for quality Tier 1 academic instruction and a system for communicating the expectations to stakeholders. (IM Feature 3A)
- Examine existing evidence-based Tier 1 practices to create a continuum of supports that is culturally responsive and is utilized to provide an instructional match to meet learner needs. (IM Feature 3C)
- Develop a plan for implementing Tier 1 data meeting structures at the school and division level and determine how to measure the fidelity and effectiveness of the meeting structures. (IM Feature 2C)

Data Informed Decision Making: Feature 2.C

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

The DIDM Process

Step 6: Monitor and Evaluate Results

Step 5: What do teachers need to implement/sustain?

Step 1: What does the data say? (Analyze strengths and opportunities for growth)

SYSTEMS:
Support Staff Behavior

DATA:
Drives Decision Making

PRACTICES:
Support Student Behavior

Step 4: Create success criteria (for strategy/practice)

Step 2: Set Goal (SMART)

Step 3: What strategies/practices will we select? (Supporting student academic and social behavior)

One example of a division tool



Data Driven Decision Making: Division

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

Setting goals with school leaders

DATA/Evidence of Need:

What data answers questions you have about student outcomes related to academics and/or behavior? What data speaks to a division priority? What data speaks to outcomes that you would like to change? First, consider division data trends. Then, consider how the pilot school compares to those trends. Please list the data points below.

Student Grades, Engagement/Participation, Attendance

Precision Statement: *Using the data, develop a precision statement. Who? What? When? Where? Why?*

Division: Based on the grades reported for the first mid-nine weeks, the most significant concern of the team is failing grades (what). The areas of concern were primarily within the secondary level.

CHS: The most significant concern of the team is failing grades(what). These behaviors were primarily within white male 10th graders.

LMS: The most significant concern of the team is failing grades(what). These behaviors were primarily within

VES: The most significant concern of the team is failing grades(what). These behaviors were primarily within fourth grade and the black subgroup.

KES: The most significant concern of the team is failing grades(what). These behaviors were primarily within our ELL subgroup and 4th and 5th grade.

Outcome (Set a goal):

By the end of the first 9 weeks, the division will decrease failing grades by 15 percent.

On 10/20/2020 LCPS had 1958 Failing Courses.

On 11/2/2020 at the end of the First Nine Weeks LCPS had 1394 Failing Courses.

Decrease of 28.8% for the division.

Division Team: *How will you support the school(s) in accessing and sharing data with faculty? With the division? Hint: think about the action plan for developing successful data systems. Are there related actions? Quick wins?*

Data Systems Action Plan	Who?	When?
The division will support schools by providing data with an equity lens. <ul style="list-style-type: none"> Performance Matters PowerSchool 	Director of Data and Analysis Director of Curriculum & Instruction	Sept. 2020-May 2021

Demonstration Schools: *How will you access and share current data around progress towards outcomes? With division team? With faculty? Hint: think about the action plan for developing successful data systems. Are there related actions? Quick wins?*

Types of Data Driven Discussions

1. Universal Screening (*Tier 1*)
2. Grade Level/Content Area Performance (*Tier 1*)
3. Individual Student Data and Intervention Efficacy (*Tier 2/Tier 3*)
4. Individual Student Problem Solving and Intervention Planning (*Tier 2/Tier 3*)

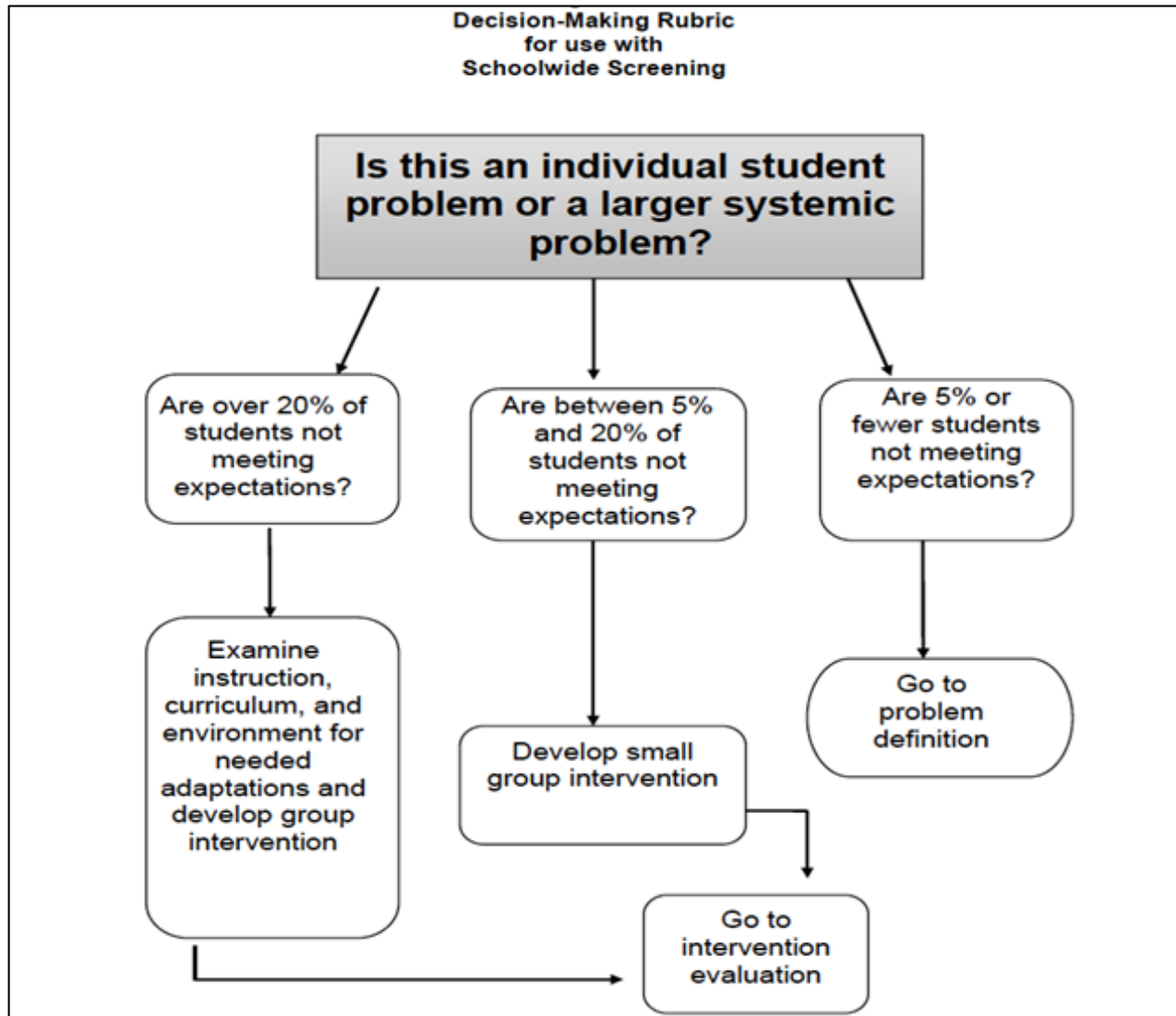
Types of Data Driven Discussions

1

Universal Screening



Your data will tell you where to focus!



How are school teams discussing universal screening data?

- Is the core instruction sufficient (is it working) and is it improving (i.e., health of the curriculum)?
- For whom is it working/not working?
- What are the root causes?
- Is there a priority skill?
- What is the goal for the next screening?
- What are our next steps (e.g., instructional adjustments, reviewing lesson plans)?

Prepare for the meeting-Elementary

Core Review Meeting Agenda

School: _____ Grade level: _____
Benchmarking period (circle one): Fall Winter Spring

Norms: Stay engaged – Focus on what *we* can do – Listen to learn

Purpose: To determine effectiveness of the core program and make necessary adjustments to core instruction.

Step 1: Problem Identification (What is the problem?)

Based on screening data, is our core program sufficient for most students at our grade level (80% or more above benchmarks)?

- Review and analyze current benchmark screening data. Record percentages below:
- Review and analyze previous benchmark screening data. Record percentages below:
- Using current and previous benchmarking data, set a goal for next benchmarking period. Record below:

	Previous Benchmarking	Current Benchmarking	*Goal for next Benchmarking:
% Low Risk			
% Some Risk			
% High Risk			

*Can also review movement of students between risk-status levels to help set goals (*Summary of Effectiveness*)

- Review other available grade-wide data (e.g. SBAC, in-curriculum assessments, etc.).
 - Determine percentage of students meeting minimum proficiency standards as set by the district

Step 2: Problem Analysis (Why is it happening?)

Prepare for the meeting-Secondary

Fall Middle School 100% Data Meeting Steps

School: _____ Grade level/group: _____

- Prior to the meeting collect the following data:
 - Step 1 Data: Determine the percentage of students by number of risk factors

Percent of student by Number of Risk Factors	
# of Factors	Percentages of students
1	
2	
3	
4	
5	

- Step 2 Data: Calculate risk percentages for each category

Risk Categories	Percent at Risk
Attendance	
Behavior	
Spring failing 2 or more core classes	
SBAC (not passing)	
Fall Screening (not at benchmark)	

- Step 2 additional Data (if Needed): Calculate percentage of students passing each core class

Core class	Percent Meeting Criteria
ELA	
Math	
Social Studies	
Science	
(Reading)	

DLT Supporting Schools in Data Analysis: Elementary Reading

	A	B	C	D	E	F	G	H	I
1	Directions for use: Use this form to examine and discuss group-level performance at Tiers I-II and to action-plan for groups of students not making expected progress in Tiers I-II								
2	Meeting Attendees: Jennife, Katie , Mary, John								
3	Recent Assessments: 3rd Grade September STAR- Reading using Screening Report			Proficiency Cut Scores: SS 323 for 40th percentile			Proficiency Levels: Green- At or Above Grade Level: 323 SS, Blue- On Watch: Below 323 SS, Yellow- Intervention: Below 261 SS, Red- Urgent Intervention: SS 176		
4									
5									
6	All students: (Add subgroups as appropriate) ALL: 74% are on at grade level or on watch, 27% are at intervention or urgent intervention, Subgroups are not included in STAR Screening reports.								
7									
8									
9	Part 1: Strengths/Positive Trends What strengths and/or positive trends are shown in the data? (Content, standards, skills, subgroups, and/or overall trends) Discuss possible reasons for these strengths/positive trends. We notice a higher percent in the Fall at grade level than last year and that could be due to 2nd grade summer reading or Title I teachers beginning small group instruction the 1st week of school.								
10									
11									
12									
13									
14	Part 2: Needs								
15	What areas of need are shown in the data? (Content, standards, skills, subgroups, and/or overall trends)								
16	Discuss possible reasons for these areas of need. We will need to look at all of the students that are in urgent intervention and intervention to form small groups, administer additional assessment if needed such as running records, see if students in intervention and urgent intervention are receiving support through Title I or small group instruction or Power Up. As a grade level we believe that limited vocabulary impacts reading.								
17									
18									
19	Part 3: Action Steps What will be done to address these areas of need? (List students and corresponding supports as appropriate) 1. Mary, Bobby, Melissa- need running records, 2. Stewart, Kaylin- are they being seen by a reading specialist? 3. Victor- Can he be seen by both SPED teacher and Title I teachers? 4. Regroup each classes small groups according to needs								
20									
21									
22									
23									
24	When will the team reconvene to evaluate progress on Action Steps? We will discuss data monthly, and will look at STAR Screening data again in January after the Winter STAR Universal Screening assessment.								
25	Other: Teachers should look at individual classes to set up groups and use the Instructional Report in STAR to view individual strengths and needs.								
26									
27									
28									
29									
30									

DLT Supporting Schools in Data Analysis: Secondary Math

<p>Directions for use: Use this form to examine and discuss group-level performance at Tiers I-II and to action-plan for groups of students not making expected progress in Tiers I-II</p>		
<p>Meeting Attendees: Katie, Jenna, John, Craig</p>		
<p>Recent Assessments: STAR Math Universal S</p>	<p>Proficiency Cut Scores: 40 PR</p>	<p>Proficiency Levels:</p>
<p>All students: (Add subgroups as appropriate) All students: 76% SWD: 50% AA: 72% Hisp.: 80%</p>		
<p>Part 1: Strengths/Positive Trends What strengths and/or positive trends are shown in the data? (Content, standards, skills, subgroups, and/or overall trends) All students in Algebra I and Geometry were at or above 70 PR. Only 3 students were under 10 PR (Intensive Intervention/red range), which is far fewer than were in this range on 2018 Fall US. Discuss possible reasons for these strengths/positive trends. Students in Algebra I & Geometry are completing advanced course work and were selected based on strong prior performance.</p>		
<p>Part 2: Needs What areas of need are shown in the data? (Content, standards, skills, subgroups, and/or overall trends) 12 out of the 48 students (25%) who scored under 40 PR were SWD. Proficiency for SWD was 50%. Discuss possible reasons for these areas of need. All 12 of the SWD who scored under 40 PR have a disability which affects math.</p>		
<p>Part 3: Action Steps What will be done to address these areas of need? (List students and corresponding supports as appropriate) 14 of the 18 students who scored under 25 PR (yellow/red range) are currently assigned to EIB for math. The 4 students below scored under 25 PR and are not currently assigned to a math intervention. Based on prior grades and test scores, each of these students has a history of difficulty with math. Teacher 1 will contact counseling to have these students moved into math intervention. Parents will also be notified. Student A Student B Student C Student D</p> <p>For all students in math intervention, teachers will use the STAR and IXL Diagnostic reports to ensure these students are grouped effectively for EIB so that specific areas of need can be addressed. Number & Number Sense and Computation & Estimation will be prioritized as targeted areas for intervention for all students not showing proficiency in these strands. Resources will include VDOE Algebra Remediation Plans and IXL. Progress will be monitored using IXL Diagnostic, VDOE Formative Assessment Items, and STAR PM tests.</p>		
<p>Example</p>	<p>Blank(to copy)</p>	<p>Sept. Oct. Nov. Dec. Jan. Feb. Mar. Apr. May (+)</p>

After the universal screening data meeting...

- The school can assess strengths and weaknesses in their core curriculum
- After making adjustments to the core curriculum individual student's needs can easily be examined using your decision rules
- Well organized data helps this process to be quick and efficient across all areas including academics

Agenda with DIDM Embedded

	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>	I M P L E M E N T S O L	Did it work? <i>(Review current levels and compare to goal)</i>	
			<i>What fidelity data will we collect?</i> _____ <i>What? When? Who?</i>		Fidelity Data: 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:
			<i>What outcome data will we collect?</i> _____ <i>What? When? Who?</i>			

Performance Matters Score Board

STAR Assessments STAR Math Scaled Score - Fall 2019-2020					STAR Assessments STAR Early Literacy Scaled Score - Fall 2019-2020					STAR Assessments STAR Reading Scaled Score - Fall 2019-2020				
<input type="button" value="Add Student Filter"/>					<input type="button" value="Add Student Filter"/>					<input type="button" value="Add Student Filter"/>				
Count	Scores	Avg			Count	Scores	Avg			Count	Scores	Avg		
1024		646	100%		206		643	100%		1025		642	100%	
266		760	100%							368		818	100%	
191		476	100%		98		640	100%		142		376	100%	
353		738	99%							353		670	100%	
214		505	100%		108		645	100%		162		414	100%	

Types of Data Driven Discussions

#2

Grade Level/Content Area Performance



Grade Level/Content Level Performance Discussions

Tier 1

We taught it!
Did they get it?

For academics, these are the Virginia standards. For behavior, this is the schoolwide matrix.

Often, this meeting is referred to as a PLC or whatever name the school or division calls it (it needs a name).

What are the root causes for concerns? (Elementary)

Step 2: Problem Analysis (Why is it happening?)

a) Determine the common priority skill: Use data to prioritize which big idea of reading is currently the most important **common instructional need** for most students (*circle one*):

Skill	Phonological Awareness		Phonics			Oral Reading Fluency	Vocabulary	Reading Comprehension		
	DIBELS Next Measure	FSF	PSF	NWF-CLS	NWF-WWR	ORF Accuracy	ORF Words Read Correct	N/A	Retell	Daze
% Above Benchmark										

b) Determine how much we need to enhance the curriculum/instruction of the **priority skill**.

	Previous % At/Above Benchmark	Current % At/Above Benchmark
Priority Skill:		

What are the root causes for concerns? (Secondary)

Step 2: Problem Analysis (Why is it happening?)

a) Which area of instruction needs enhancement in order to increase the percentage of students with 0 or 1 risk factors (as a team, please check the instructional need in the table below)?

Selection of area of instructional need can be based on the following: walkthroughs, teacher report, formative assessments, SBAC, student behavior, CBMs, and other as deemed appropriate.

Provide Explicit Vocabulary Instruction	Provide direct and explicit comprehension strategy instruction	Provide opportunities for extended discussion of text meaning and interpretation	Increase student motivation and engagement in literacy learning.

b) Consider whether you need to address Attendance or Behavior as well.

Instructional Adjustments (Elementary)

Step 3: Plan Identification (What is the plan?)

What instructional adjustments are needed to *strengthen the priority skill* in order to improve the health of the core?

- Which **priority skill(s)** have you identified to target instruction?: (PA, Phonics, Fluency, Vocabulary, Comprehension)
 - **Priority Skill Focus:** _____

Curriculum

- What **core materials** (sound-spelling cards, word work, decodables etc.) can you use to increase the time spent teaching the priority skill?

Instruction

- What **common instructional strategies** need to be enhanced to address the priority skill/s?

- What **active engagement strategies** can be used with the instructional strategy to address the priority skill?

Environment

Instructional Adjustments (Secondary)

Step 3: Plan Identification (What is the plan?)

a) *How can you enhance instruction in the area of instructional need?*

1) As a team, please select one or two instructional strategies from the checklist below?

Checklist for Carrying out IES Guide Recommendations	
<p>Recommendation 1: Provide explicit vocabulary instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dedicate a portion of regular classroom lessons to explicit vocabulary instruction. <input type="checkbox"/> Provide repeated exposure to new words in multiple contexts and allow sufficient practice sessions in vocabulary instruction. <input type="checkbox"/> Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading, <input type="checkbox"/> Provide students with strategies to make them independent vocabulary learners. 	<p>Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Carefully prepare for the discussion by selecting engaging materials and developing stimulating questions. <input type="checkbox"/> Ask follow-up questions that help provide continuity and extend the discussion. <input type="checkbox"/> Provide a task or discussion format that students can follow when they discuss text in small groups. <input type="checkbox"/> Develop and practice the use of a specific "discussion protocol."
<p>Recommendation 2: Provide direct and explicit comprehension strategy instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select carefully the text to use when beginning to teach a given strategy. <input type="checkbox"/> Show students how to apply the strategies they are learning to different texts. <input type="checkbox"/> Make sure that the text is appropriate for 	<p>Recommendation 4: Increase student motivation and engagement in literacy learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish meaningful and engaging content learning goals around the essential ideas of a discipline as well as around the specific learning processes used to access those ideas. <input type="checkbox"/> Provide a positive learning environment that

Avoid meeting overload!!

- Problem solving does not need to be drawn out. Good decision rules (cut scores or level of use) and continuum of supports should make initial placement in interventions quick and easy.
- Time is saved when data is entered in the agenda and resources are assembled prior to the meeting.

Checklist for District Data Meetings

DISTRICT-LEVEL TEAM CHECKLIST FOR INTEGRATING DATA			
Implementation Step	Implementation Status		
	not in place	Partially in place	In place
1. A district team meets at least once per month with the purpose of supporting schools in their systems-level integration efforts.			
2. The district team completes an inventory of all tools currently used in the district and identifies (a) tools that can be eliminated, (b) tools that may need modification, and (c) needs for new tools.			
3. The district team builds and maintains district data systems that allow for easy entry and instantaneous graphical display of academic and behavior data.			
4. The district data system includes efficient capabilities (e.g., integrated applications, data warehouse) that allows for integrated data analysis of academic and behavior data.			
5. The district team creates annual district evaluations, including (a) level of use, (b) fidelity of implementation, and (c) student outcomes in both academics and behavior.			
6. The district team develops and maintains an ongoing action plan for improving both (a) implementation and (b) outcomes.			
7. The district team maintains a list of integrated MTSS exemplar schools (i.e., with strong fidelity of implementation) for other schools and agencies to tour.			
8. The district team shares implementation and outcomes data at least annually with (a) the school board, (b) the state department of education, and (c) other stakeholders (e.g., PTA, community groups).			
Priority for action Planning (the three most important items from above)	Who is responsible?	By when?	how will we know when it is accomplished?
1.			
2.			
3.			

Checklist for School Data Meetings

School-Level Team Checklist for Integrating Data			
Implementation Step	Implementation Status		
	not in place	Partially in place	In place
1. A school team (or teams) meets at least once per month with the purpose of improving both academic and behavior outcomes for all students within the entire school.			
2. The team collects and summarizes fidelity of implementation data (i.e., quality or integrity of implementation) in both academics and behavior.			
3. The team conducts regular screening for early identification of students whose performance is not responsive to instruction in (a) academics, (b) behavior, or (c) both.			
4. The team has skills in basic functional behavior assessment and function-based support.			
5. The team has access to expertise in more complex functional behavior assessment and function-based support.			
6. The team oversees progress monitoring for students whose performance is not responsive to instruction.			
7. The team collects and summarizes student outcomes data in both academics and behavior.			
8. The team completes an inventory of all tools currently used and identifies (a) tools that can be eliminated, (b) tools that may need modification, and (c) needs for new tools.			
9. The team conducts trainings and reliability checks to ensure that data collection is accurate.			
10. The team regularly analyzes both (a) implementation and (b) outcomes data for assessing goals and next steps.			
11. The team develops and maintains an ongoing action plan for improving both (a) implementation and (b) outcomes.			
12. The team shares implementation and outcomes data at least quarterly with (a) the entire staff, (b) the district, and (c) other stakeholders (e.g., PTA, community groups).			

Today's Learning Intentions

- Develop a process to create a written description of the expectations for quality Tier 1 academic instruction and a system for communicating the expectations to stakeholders. (IM Feature 3A)
- Examine existing evidence-based Tier 1 practices to create a continuum of supports that is culturally responsive and is utilized to provide an instructional match to meet learner needs (IM Feature 3C)
- Develop a plan for implementing Tier 1 data meeting structures at the school and division level and determine how to measure the fidelity and effectiveness of the meeting structures. (IM Feature 2C)

Success...

- Our team can define quality core instruction and understands the importance of creating a communication system for our division stakeholders.
- Our team will create a continuum of supports that is culturally responsive and works for ALL students.
- Our team will develop a plan for Tier 1 data meeting structures at the school and division level.

