Building
Data Toolkit
Winter 2015
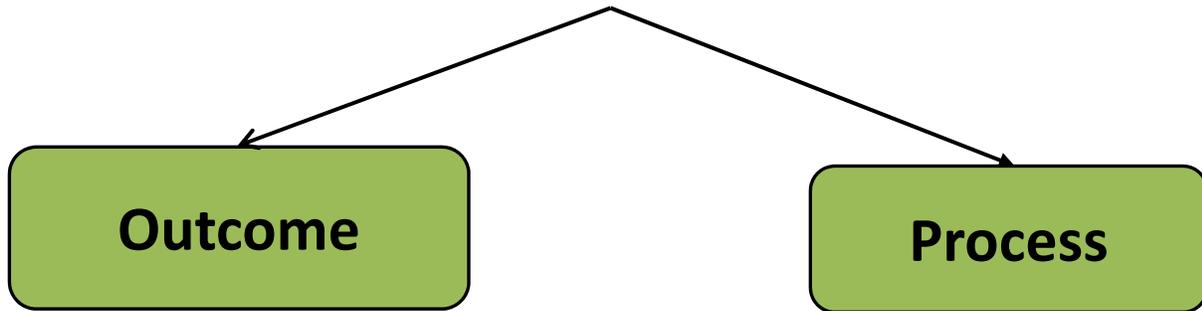
Table of Contents
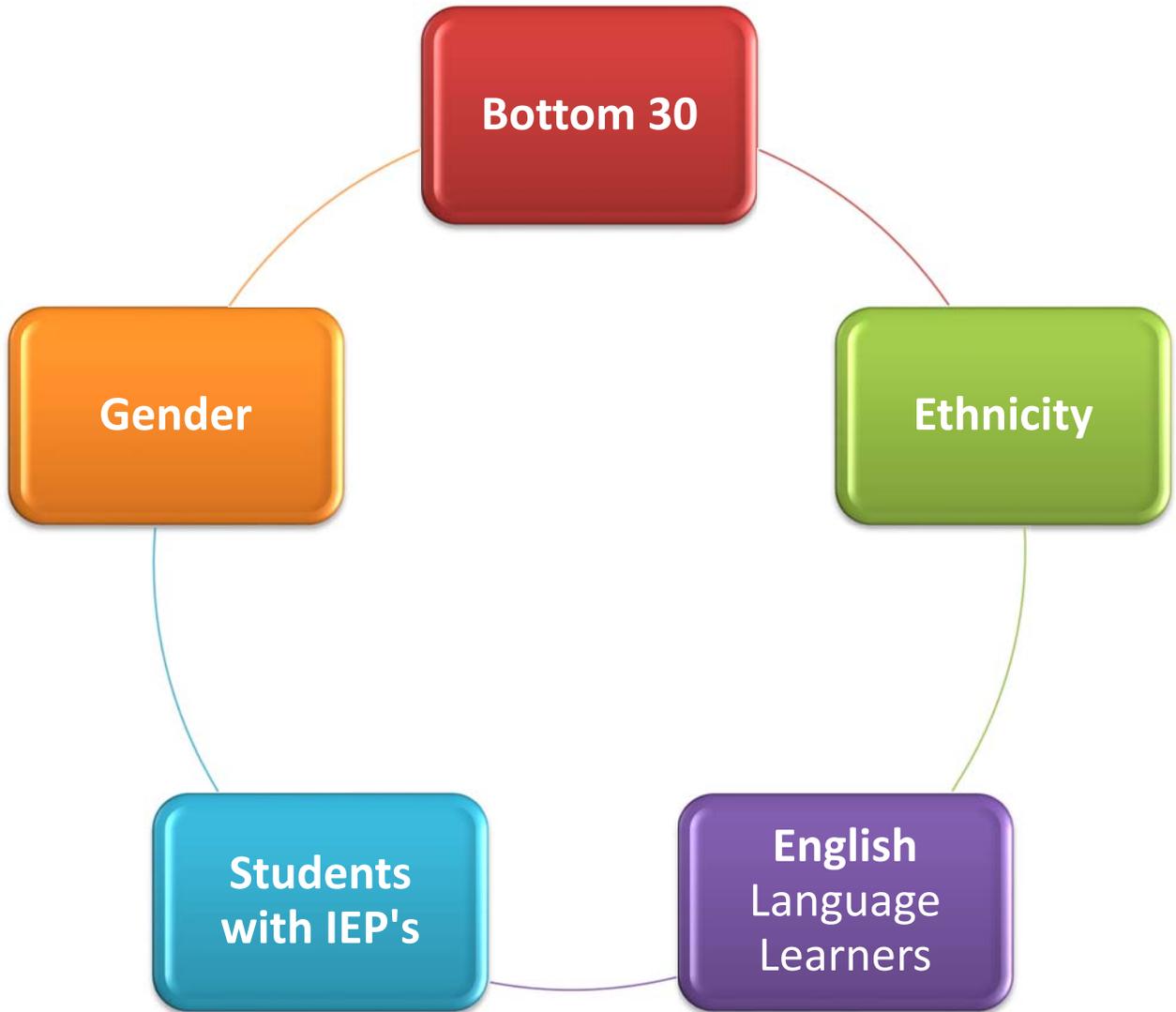
tools to
grow

Data Sets & Purpose

Outcome

- MEAP (IE or MISchoolData.org) – E/S

- Suspensions/Expulsions (SWIS or PowerSchool, Skyward) - E/S

- Tier Transition Report (Illuminate) – E/S

- Local Assessments (Illuminate) – E/S
  - Common Unit Assessment
  - Formative (Daily/Weekly)
  - Subject Area Pre/Post Test

- School-wide Overview Report (illuminate) – E/S

- On-track Student List Report – S

- Plan/Explore ACT – S

Process

- SWEPT – R (DCT)

- PET-M Middle School (DCT)

- BSA (DCT)

- SI Plan

- BOQ (PA)

- BSA (PA)

E = Elementary
S = Secondary

DCT = IISD Data Collection Tool
IE = Illuminate Ed
P = Provided
PA=PBIS Apps

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Subgroups

Bottom 30

Ethnicity

Gender

Students with IEP's

English Language Learners

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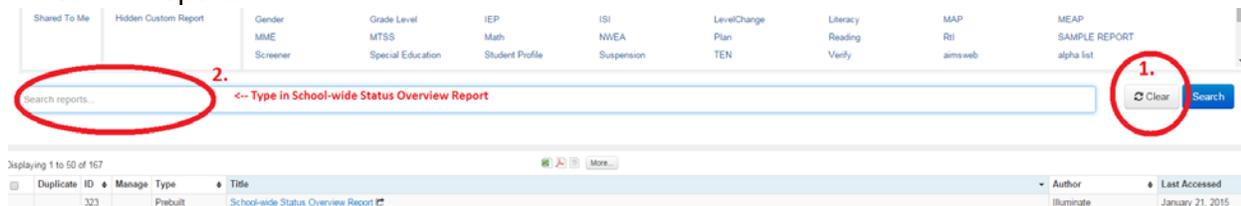A Regional Educational Service Agency

Directions for Accessing School-Wide Overview Report

1. Log in to Illuminate Education. From your dashboard, click on the Reports menu and then List Reports.
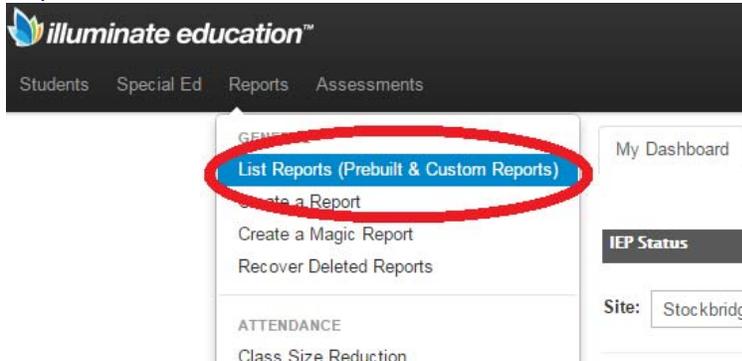
2. Click the "Clear" button and then type in School-wide Status Overview Report where the text says Search reports…

3. Select the school, enrollment/roster year (you'll probably want 2015), select the student group (you'll probably want to take the default of All Students), you may eventually want to add filters to the report, but if you want to run a report for the whole school, you can leave the filters blank, chose the Test Year (the 2013-2014 school year has data, 2014-2015 for winter may or may not have data available yet but it will), choose the subject area (literacy or math), and choose the administration period (fall, winter, or spring). You can choose to view the data in your browser, Excel, or in PDF format. The 2nd page of the report will provide you with the criteria that was used to determine effectiveness for the data. See next page for the visual of the directions in this third step.

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1. School

2. Enrollment/Roster Date — 2015

3. Student Group — All Students

Courses
Filter Courses (Optional)

Teachers
Filter Teachers (Optional)

If you want/need...

Classes
Filter Classes (Optional)

Students
Filter Students (Optional)

Additional Filters

4. Test Year * — 2013-14

5. Subject * — Literacy

6. Administration * — Winter

Download to PDF | Download to Excel | View in browser

Report finished.

← Previous Page | Next Page → | Show All

The next page has criteria for effectiveness.

Status Overview: Ingham ISD (ISD)

Gender	Race/Ethnicity	Special Ed.	Socio-Econ Dis.	Eng Prof.		Student Group		Subject	Year	Administration
Male & Female	All Reported	Special & Non	SED & Not SED	All		All Students		Mathematics	2014-15	Fall-Winter SOE

Student Outcome Data (Tier I: 80 - Tier II: 15 - Tier III: 5)

Summary of Effectiveness (Movement within & between Tiers)

Trend (positive, flat, negative)

(Annotation callouts:)

- Percentage and number of students in each Tier for selected screening window
- Percentage of students that remained in Tier I (ex: Fall to Winter)
- Percentage of students that move from Tier II to Tier I
- Percentage of students that move from Tier III to either Tier II or Tier I
- Percentage and number of students "at benchmark" or "proficient" over the previous 3 years

OCM / NIM

	OCM I	II	III	NIM I	II	III	OCM I	II	III	NIM I	II	III	OCM W'13	W'14	W'15	NIM W'13	W'14	W'15
		20% 178					46%	27%	23%	71%	26%					71% 760	66% 510	67% 879

QDM / MNM

QDM I	II	III	MNM I	II	III	QDM I	II	III	MNM I	II	III	QDM W'13	W'14	W'15	MNM W'13	W'14	W'15
	12% 195	11% 175	68% 728	17% 184	14% 154	71%	43%	29%	64%	32%	33%				72% 665	68% 728	

OCM / NIM / M-COMP — row 1

OCM II	III	NIM I	II	III	M-COMP I	II	III	OCM I	II	III	NIM I	II	III	M-COMP I	II	III	OCM W'13	W'14	W'15	NIM W'13	W'14	W'15	M-COMP W'13	W'14	W'15
65% 601	19% 181	16% 149	61% 576	21% 197	18% 175	59% 1196	23% 457	18% 372	55%	31%	30%	44%	18%	16%	52%	17%	28%	58% 365	78% 302	65% 601	67% 438	74% 368	61% 576	59% 814	65% 780	59% 1196

QDM / MNM — row 1

QDM I	II	III	MNM I	II	III	QDM I	II	III	MNM I	II	III	QDM W'13	W'14	W'15
73% 1259	14% 243	13% 222	64% 1034	14% 229	21% 343	73%	29%	30%	63%	33%	23%	77% 987	81% 865	73% 1259

M-CAP / M-COMP — row 2

M-CAP I	II	III	M-COMP I	II	III	M-CAP I	II	III	M-COMP I	II	III	M-CAP W'13	W'14	W'15
65% 812	23% 289	12% 144	63% 1378	23% 511	13% 291	67%	34%	35%	67%	38%	32%	70% 657	76% 573	65% 812

M-CAP / M-COMP — row 3

M-CAP I	II	III	M-COMP I	II	III	M-CAP I	II	III	M-COMP I	II	III	M-CAP W'13	W'14	W'15	M-COMP W'13	W'14	W'15
59% 716	24% 299	17% 207	65% 1351	26% 535	10% 208	51%	20%	18%	65%	29%	33%	59% 736	65% 655	59% 716	946	1118	1351

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School-wide Status

Behavior Overview

Process Data - SWPBIS		Outcome Data

Process Data - SWPBIS

BoQ > 70%	SAS > 70%
10 Critical Elements >70%	**4 Behavioral Systems > 70%**
PBIS Team	*School-Wide (Overall)*
Faculty Commitment	*Non-Classroom*
Discipline Procedures	*Classroom*
Data Analysis	*Individual*
Expectations Developed	**8 Imp. Subscales > 70%**
Reward Program	*Expectation Defined*
Lesson Plans	*Expectations Taught*
Implementation Plan	*Reward System*
Classroom Plan	*Violations System*
Evaluation	*Monitoring*
	Management
	District Support
	Implementation Average

Outcome Data

Important Behavior Outcomes:

Building-Level Behavior Data (e.g., SWIS)	Are you happy with your data?
SWIS Dashboard Data (Core Reports)	- Referrals/Day/Month (vs. Natl. Median) - Time - Location - Day of Week - Behavior - Grade - Student
Additional Reports (Subgroup Data Analysis and Drill Down)	- Average Referrals Multi-Year Trend - Triangle - Ethnicity - Gender - IEP/504 - ELL

Early Warning Signs:

• Suspensions	>80% of student population has received 0 (zero) suspensions
• Absences	>90% of student population in attendance for >90% of instructional time

Adapted from MiBLSi materials, 2013 and BetterHighSchools.org

BoQ-PBIS Benchmarks of Quality; SAS-PBIS Self-Assessment Survey; SWIS-School-wide Information Systems found at pbisapps.org

GO **Complete Step 2 of the Problem Solving Guide**

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Connections Between Student Outcome and Process Data

↑ Process Data **↑ Student Outcomes** Stay the course and work to do it better. (Continuous Improvement)	**↑ Process Data** **↓ Student Outcomes** Explore fidelity of process data. Determine if enough time has passed to expect changes in student outcomes *See - BSA Digging Deeper Questions, item analysis of: BoQ, SAS, PET-R/SWEPT and/or PET-M data.*
↓ Process Data **↑ Student Outcomes** Explore fidelity of data (*BSA, BoQ, SAS, PET-R/SWEPT and/or PET-M*) Examine what else is happening/present that could be contributing to strong student outcomes	**↓ Process Data** **↓ Student Outcomes** Consider intensive implementation support

Process Data is located:
- Ingham ISD Data Collection Tool
  or
- PBIS Apps

MTSS Building Self-Assessment Snapshots

Not Started (**N**) — (The activity occurs less than 24% of the time)
In Progress (**I**) — (The activity occurs approximately 25% to 74% of the time)
Achieved (**A**) — (The activity occurs approximately 75% to 100% of the time)
Maintaining (**M**) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

Consensus: Comprehensive Commitment and Support	Examples of Actions
1. District level leadership is established and provides active commitment and support (e.g., meets to review data and issues at least twice each year).	➢ Meet with SBLT members to discuss issues. ➢ Provide resources such as funding and professional development opportunities. ➢ Communicate with schools on a regular basis regarding district initiatives and directions regarding MTSS.
2. The school leadership provides training, support and active involvement (e.g., principal is actively involved in School-Based Leadership Team meetings).	➢ Participate in SBLT meetings. ➢ Engage in activities such as presenting to staff. ➢ Participate in book studies on MTSS. ➢ Allow time for key staff to engage in professional development and implementation activities.
3. Faculty/staff support and are actively involved with RtI (e.g., one of top three goals of the School Improvement Plan, 80% of faculty document support, three-year timeline for implementation available).	➢ Receive communications regarding MTSS. ➢ Provided with opportunities to offer input and participate in decision-making.
4. A School-Based Leadership Team is established and represents the roles of an administrator, facilitator, data mentor, content specialist, parent, and teachers from representative areas (e.g., general ed., special ed.)	➢ Direct representation of each role or someone with experience working as or with the role advocates from the role perspectives.
5. Data are collected (e.g., beliefs survey, satisfaction survey) to assess level of commitment and impact of RtI on faculty/staff.	➢ Discuss how much buy-in and what needs exist among school staff. ➢ Collect data for the purpose of assessing consensus issues.
6. All personnel have received an overview of the RtI framework and its implications for change from a traditional instructional model. The overview is provided by the buildings instruction leaders.	➢ Present an overview of the MTSS/RtI framework to all staff. ➢ Include RtI research and practice in consensus-building presentations.
7. Parents are included in the planning and implementation of RtI.	➢ Include parents on the leadership team. ➢ Involve parents in data sharing and decision making.
8. The RtI plan is integrated with other district initiatives (e.g., School and District Improvement Plans, Technology Integration Plans and professional development plans).	➢ Integrate MTSS/RtI with school improvement plan. ➢ Develop and maintain an MTSS/RtI action plan and review the plan on a regular basis.

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Infrastructure Development: Data Collection and Team Structure	Examples of Actions
9. School-wide universal screening data (e.g., DIBELS, AIMSweb, Curriculum-Based Measures, and Office Discipline Referrals) are collected through an efficient and effective systematic process.	➢ Collect and analyze data for the purposes of school-wide decisions (minimum of 3 times a year). ➢ Collect data using systematic and efficient methods. ➢ Discuss universal screening data results and summarize school outcomes.
10. School-wide data are presented to staff after each benchmarking session (e.g., staff meetings, team meetings, grade- level meetings).	➢ Summarize student academic and behavioral outcomes at the school, grade, and classroom levels and present results to staff. ➢ Summarize and present student results with staff following each screening window.
11. School-wide data are used to evaluate the effectiveness of core academic programs.	➢ Discuss the effectiveness of academic content area of instruction for school level, grade and classroom ➢ Use data in determining the effectiveness of core instruction in meeting the needs of all students.
12. School-wide data are used to evaluate the effectiveness of core behavior programs.	➢ Discuss the effectiveness of behavior content area instruction. ➢ Use data in determining the effectiveness of core behavior instruction in meeting the needs of all students.
13. Curriculum-Based Measurement (e.g., DIBELS, AIMSweb) data are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions for academics.	➢ Collect data to identify students at-risk. ➢ Analyze universal screening data to identify students in need of additional intervention to be successful in a given academic content area.
14. Office Disciplinary Referral data (e.g., SWIS) are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions for behavior.	➢ Collect data to identify students at-risk. ➢ Use systematic procedures to screen for students who are at-risk behaviorally. ➢ Use universal screening data to identify students in need of additional intervention to be successful in a given behavior content area.
15. Data are used to evaluate the effectiveness (RtI) of Tier 2 intervention programs.	➢ Analyze frequent data to evaluate how effective Tier 2 intervention protocols/programs are in terms of improving student academic and/or behavioral performance. ➢ Analyze aggregate performance of students receiving the same intervention ➢ Analyze individual student responses versus aggregating the responses of students who were receiving the same intervention to determine effectiveness of the program.
16. Individual student data are utilized to determine response to Tier 3 interventions.	➢ Collect frequent progress monitoring data and include results in decision-making. ➢ Analyze ongoing progress monitoring data in decisions regarding student response to an intervention.

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17. Special Education Eligibility determination is made using the RtI model for the following programs:	
a. Emotional/Behavioral Disabilities (EI)	➢ Utilize an MTSS/RtI model in decisions regarding EI eligibility.
b. Specific Learning Disabilities (SLD)	➢ Utilize an MTSS/RtI model in decisions regarding SLD eligibility.
18. The school staff has a process to select evidence-based practices for Tier 1.	➢ Discuss if core instructional practices are evidence-based in academic and behavioral content areas.
19. The school staff has a process to select evidence-based practices for Tier 2.	➢ Discuss if supplemental practices are evidence-based in academic and behavioral content areas.
20. The school staff has a process to select evidence-based practices for Tier 3.	➢ Discuss if intensive, individualized interventions are evidence-based in academic and behavioral content areas.
21. The School-Based Leadership Team has a regular meeting schedule for problem-solving activities.	➢ Provide structured and protected meeting times to plan for and engage in problem solving. ➢ Schedule meetings multiple times throughout the school year.
22. Grade Level Problem Solving Teams evaluate students' needs at regular meetings.	➢ Provide structured and protected meeting times to plan for and engage in problem solving. ➢ Schedule meetings occur multiple times throughout the school year.
23. The School-Based Leadership Team involves parents.	➢ Parents are on the SBLT. ➢ Communicate to and receive input from parents/organizations. ➢ Provide evidence that parents are involved in SBLT activities.
24. The School-Based Leadership Team has regularly scheduled data day meetings to evaluate Tier 1, Tier 2, and Tier 3 data.	➢ Schedule meetings in which data are used to evaluate the impact of core (Tier 1), supplemental (Tier 2) and intensive (Tier 3) instructional practices. ➢ Use data to inform effectiveness and decisions ➢ Multiple data meetings occur throughout the school year.

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Implementation: Three-Tiered Intervention System and Problem-Solving Process	Examples of Actions
25. The school has established a three-tiered system of service delivery.	
a. Tier 1 Academic Core Instruction/Curriculum clearly identified.	➢ Communicate what constitutes Tier I academic instruction in the building. ➢ School, district, and state plans and other documents can be used to provide evidence.
b. Tier 1 Behavioral Core Instruction/Curriculum clearly identified.	➢ Communicate what constitutes Tier I behavior instruction in the building. ➢ School, district, and state plans and other documents can be used to provide evidence.
c. Tier 2 Academic Supplemental Instruction/Programs clearly identified.	➢ Communicate what constitutes Tier II Academic Instruction in the building. ➢ School, district, and state plans and other documents can be used to provide evidence.
d. Tier 2 Behavioral Supplemental Instruction/Programs clearly identified.	➢ Communicate what constitutes Tier II behavior instruction in the building. ➢ School, district, and state plans and other documents can be used to provide evidence.
e. Tier 3 Academic Intensive Strategies/Programs are evidence-based.	➢ Communicate what constitutes Tier III academic instruction in the building. ➢ Identify individualized, intensive evidence-based academic interventions.
f. Tier 3 Behavioral Intensive Strategies/Programs are evidence-based.	➢ Communicate what constitutes Tier III behavior instruction in the building. ➢ Identify individualized, intensive evidence-based behavior interventions
26. Teams (e.g., School-Based Leadership Team, Problem-Solving Team, Grade Level Teams) implement effective problem solving procedures including:	
a. Universal screening and other assessment data have been reviewed to determine the percentage of students currently proficient overall and within each sub-group, and a gap analysis has been completed.	➢ Utilize data to determine the performance gap between the target student(s) and benchmark targets/peers. ➢ Calculate regularly the size of the performance gap.
b. Replacement behaviors (e.g., reading performance targets, homework completion targets) are clearly defined.	➢ Concretely and measurably define the skill, strategy, or concept the target student(s) are expected to demonstrate. ➢ Frequently specify the target skill/behavior so that everyone understands and agrees on the instructional target.
c. Problem analysis is conducted using available data and evidence-based hypotheses.	➢ Generate hypotheses based on alterable variables ➢ Use available data to determine if the reasons generated are likely barriers to the target skill/behavior being performed.
d. Intervention plans include evidence-based (e.g., research-based, data-based) strategies.	➢ Develop instructional/intervention plans based on strategies that have been demonstrated as effective through research.

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e. Intervention support personnel are identified and scheduled for all interventions.	➢ Support plans include: who is responsible, what supports they will provide to the educator(s) delivering the intervention, and when and where the support will be provided.
f. A system is in place to continually verify that interventions are implemented with fidelity.	➢ Collect frequent documentation of instructional/intervention fidelity.
g. Response to intervention is evaluated through systematic data collection.	➢ Data reflecting student performance on the identified skill/behavior should be presented and decisions are made based on students' progress toward goals.
h. Changes are made to intervention based on student response.	➢ Frequent decisions regarding student progress are directly linked to changes in intervention planning.
i. Parents are routinely involved in implementation of RtI process and interventions.	➢ Parents receive at least quarterly detailed reports on their child's interventions, goals, and progress. ➢ Involved in the meetings where the plan is developed. ➢ Receive frequent updates on student progress. ➢ Provided opportunities to participate in the problem solving process for their child.
j. Parents are provided information on the RtI process, including an overview of the RtI framework, tiered instruction, types of programs used, and tips to support their children and school to implement the RtI strategy. The overview includes timelines, explanations of interventions, and expectations.	➢ Provide parents, families and others with information regarding the MTSS/RtI framework. ➢ Provide parents information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction and the academic or behavioral goals for their child.
k. Parents are notified and requested to participate in the three-tier process as soon as their children begin tiered supports.	➢ Notify parents and request participation for all students receiving Tiered supports.
l. Students are involved in their problem solving, progress monitoring, and goal setting.	➢ Provide opportunities to participate in the problem solving process. ➢ Share progress monitoring data with students. ➢ Student progress is graphed and decision rules are identified.
m. Students are routinely involved in implementation of interventions.	➢ Involve students in the entire MTSS/RtI process.
27. A strategic plan (implementation plan) exists and is used by the School-Based Leadership Team to guide implementation of RtI.	➢ Develop a multi-year plan that addresses consensus, infrastructure, and implementation barriers.
28. The School-Based Leadership Team meets at least twice each year to review data and implementation issues.	➢ Meet to analyze and discuss student outcome and MTSS/RtI implementation data (minimum of twice per year).
29. The School-Based Leadership Team meets at least twice each year with the District Leadership Team to review data and implementation issues.	➢ Meet with members of your District Leadership Team data (minimum of twice per year).
30. Changes are made to the implementation plan as a result of school and district leadership team data-based decisions.	➢ Frequently use data to make changes to the MTSS implementation plan.
31. Feedback on the outcomes of the RtI Project is provided to school-based faculty and staff at least yearly	➢ Time is prioritized and scheduled to give feedback to all faculty and staff regarding progress and changes to MTSS/RtI goals and implementation.

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Professional Development (Consensus, Infrastructure, Implementation)	Examples of Actions
32. All staff involved in the implementation of RtI receives training in effective use of data for instructional decision making.	➢ Ongoing, job-embedded including relevant areas essential to the effective implementation of MTSS/RtI. ➢ Effectively use data for instructional decision making.
33. All staff involved in the implementation of RtI receives training in assessment tools used for universal screening and progress monitoring.	➢ Provide training for staff in AIMSweb/DIBELS including administration, scoring, analyzing and reporting. ➢ Provide training support for staff on progress monitoring procedures.
34. All staff involved in the implementation of RtI receives training in research-based intervention strategies.	➢ Provide staff with training in available research-based interventions.
35. All staff involved in the implementation of RtI receives training in collaborating with and involving parents.	➢ Provide training for staff in collaborating and involving parents in the MTSS/RtI processes.
36. Key district and school staff (e.g., coaches, reading specialists, problem-solving team members, special education teachers and related service providers) are identified for enhanced training in specific components of RtI to build school capacity and to ensure sustainability of RtI.	➢ Staff are identified for enhanced training in specific components of the three-tier model to build school capacity and to ensure sustainability of the MTSS/RtI framework.
37. To facilitate application of data analysis skills, schools schedule time for staff to review data following universal screening.	➢ Provide time for grade level teams to analyze universal screening results after each benchmark window. ➢ Provide time for the building leadership team to analyze universal screening results after each benchmark window.
38. The district provides a variety of opportunities (e.g., printed materials, public meetings) for parents to learn about the three-tiered intervention model using an RtI process.	➢ Provide parents overview sessions on MTSS/RtI framework.
39. The building professional development calendar provides sufficient time and flexibility for professional development in the components of RtI.	➢ Provide sufficient time and flexibility for professional development in the components of MTSS/RtI.

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PET-R SNAPSHOTS

Goals/Objectives/Priorities	
_____ 1. are clearly <u>defined</u> and <u>quantifiable</u> at each grade level.	**ACTION** ✓ Identify existing documents or review new sources to determine goals, priorities, and objectives to guide K-3 reading instruction. ✓ Review each goal/objective to determine what it looks like in practice.
_____ 2. are articulated across grade levels.	**ACTION** ✓ Identify the gaps in cross-grade level goals and objectives. ✓ Determine whether objectives and goals build across grade levels. ✓ Establish clarity and consensus across grade levels about who is responsible for which goals. ✓ Agree on a common curriculum map to communicate
_____ 3. are prioritized and dedicated to the essential elements (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) in reading.	**ACTION** ✓ Review objectives to identify "priority" versus "discretionary" items. Determine which are fundamental to beginning reading success. ✓ Use research-based tools and reports (Preventing Reading Difficulties, curriculum maps) to help prioritize those that are essential. ✓ Develop process for teachers and staff to review and gain understanding of most essential items and why they are essential.
_____ 4. guide instructional and curricular decisions (e.g., time allocations, curriculum program adoptions).	**ACTION** ✓ Review alignment of essential objectives and how they are addressed in the core instructional program. ✓ Determine whether time and instruction are allocated to the most essential elements of beginning reading? ✓ Determine whether and where adjustments need to made to ensure sufficient instruction on most essential skills to enable attainment of goals and objectives.
_____ 5. are commonly understood and consistently used by teachers and administrators within and between grades to evaluate and communicate student learning and improve practice.	**ACTION**: ✓ Review goals/objectives/standards to assess teacher understanding (i.e., what does each objective look like in practice?) ✓ Assess degree to which teachers are aware of priority goals

Notes: **Any items to add to the action plan.**

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Assessment	
_____1. A school-wide assessment system and database are established and maintained for documenting student performance and monitoring progress.	**ACTION** ✓ Determine whether system for documenting and monitoring student performance data is available at the school or district level. ✓ Does the school have ready and easy access to information necessary to make instructional decisions? ✓ If not, determine process for establishing a system and identify individuals responsible for maintaining.
_____2. Measures assess student performance on prioritized goals and objectives.	**ACTION** ✓ Review measures currently used to assess their alignment with essential goals and objectives (See prior section: Goals, priorities, objectives) ✓ Determine whether current measures provide adequate information and whether to add or delete particular measures from school battery. ✓ Try to avoid "layering" assessments on top of one another. Instead, develop a map of assessments and those that provide information most relevant to instruction.
_____3. Measures are technically adequate (i.e., have high reliability and validity) as documented by research.	**ACTION** ✓ Become familiar with the validity and reliability of measures. (You may need to obtain technical help to determine this.) ✓ Ensure that all individuals who administer and score measures are adequately trained and that measures are administered reliably.
_____4. All users receive training and follow-up on measurement administration, scoring, and data interpretation.	**ACTION** ✓ Designate at least one individual per school to become the expert in specific measures. ✓ Provide training prior to data collection to ensure reliable administration and scoring. ✓ Cross-check at least 20%
_____5. At the beginning of the year, screening measures identify students' level of performance and are used to determine instructional needs.	**ACTION** ✓ Determine whether and which measures to use for screening. ✓ Determine process used to identify children who require additional instructional support. ✓ Establish process early in the academic year to screen for children
_____6. Progress monitoring measures are administered formatively throughout the year to document and monitor student reading performance (i.e., quarterly for all students; every 4 weeks for students at risk).	**ACTION** ✓ Identify schedule used in grades K-3 to monitor student progress. ✓ Determine whether schedule is sufficient to gain information for timely instructional decisions. ✓ Identify whether some students require more frequent assessments. ✓ Identify measures available to monitor progress and provide professional development to those responsible. ✓ Determine who will collect progress monitoring information and how data will be disseminated.
_____7. Student performance data are analyzed and summarized in meaningful formats and routinely used by grade-level teams to evaluate and adjust instruction.	**ACTION** ✓ Designate personnel to prepare and print reports and provide follow-up sessions with teachers on how to use information. ✓ Schedule student performance feedback sessions at least quarterly ✓ Check teacher use of, satisfaction, and comfort level with the information they receive.

_____8. The building has a "resident" expert or experts to maintain the assessment system and ensure measures are collected reliably, data are scored and entered accurately, and feedback is provided in a timely fashion.	**ACTION** ✓ Dedicate adequate FTE for assessment expert in your school. ✓ Outline assessment related activities that range from preparing measures to providing feedback.

Notes:

Instructional Practices and Materials

_____1. A comprehensive or core reading program with documented research-based efficacy is adopted for use school wide.	**ACTION** ✓ Prior to selection of a core/comprehensive program, establish a process to review for alignment with SBRR. ✓ Or, review current program according to available reviews to identify areas that need to be supplemented or strengthened. ✓ See Consumer's Guide for Evaluating Core Programs.
_____2. The instructional program and materials provide explicit and systematic instruction on critical reading priorities.	**ACTION** ✓ Review program under consideration for adoption or the program currently used to assess level of explicitness. ✓ Or, use existing program reviews to identify areas of strength and weakness. ✓ Determine if program is explicit and systematic in all elements or whether there are particular elements that need improvement. ✓ Try to avoid "layering" different programs on top of one another. Instead, try to identify a "core" reading program that provides the most explicit and systematic instruction.
_____3. The instructional materials and program align with and support state standards/scientifically based practices and provides sufficient instruction in essential elements to allow the majority of students to reach learning goals.	**ACTION** ✓ Review programs currently used to assess their alignment with state standards and SBRR. ✓ Determine whether the program will "get students to the learning goals" if implemented with high quality. That is, is there enough instruction on the essential elements that align with high priority skills? ✓ Identify areas in which skills/strategies need to be supplemented.
_____4. Supplemental and intervention programs of documented efficacy are in place to support students who do not benefit adequately from the core program.	**ACTION** ✓ Review current gaps in core reading program to identify areas to supplement. ✓ Develop a "program map" to outline what programs are being used where, by whom, for which periods of time. Distribute map to all individuals responsible for reading instruction. ✓ Use student performance data to identify children who will require intervention programs. ✓ Observe programs being used in other schools or pilot test the program if there is not available evidence to support its adoption. ✓ Use student performance data to evaluate the efficacy of the supplemental/ intervention.

	✓ Determine the alignment of the supplemental and intervention programs with the core. Use program map to increase coherence and consistency of instruction. ✓ Try to avoid "layering" different programs that may not provide consistent instruction.
_____5. Programs and materials are implemented with a high level of fidelity.	**ACTION** ✓ Determine a process to assess fidelity of implementation. This process may involve a number of individuals all of whom must be familiar with the program and capable of providing feedback and support. ✓ Determine and schedule the amount of professional development needed to optimize fidelity of implementation. ✓ Dedicate FTE to individuals to support implementation. This may include a coach but also opportunity for teachers to observe others implementing the program.

Notes:

Instructional Time	
_____1. A school-wide plan is established to allocate sufficient reading time and coordinate resources to ensure optimal use of time.	**ACTION** ✓ Review current time allocations per grade to determine sufficiency. ✓ Review student performance to determine whether adjustments need to be made to increase time for reading instruction and practice. ✓ Distribute final schedule for reading instruction to all teachers/staff.
_____2. Reading time is prioritized and protected from interruption (x 2).	**ACTION** ✓ At the beginning of the school year, determine optimal use of resources to provide reading instruction K-3. ✓ Determine all "discretionary" activities (e.g., assemblies, etc.) and schedule outside of reading instruction. ✓ Ensure that reading time is protected each day (e.g. 180 Days).
_____3. Instructional time is allocated to skills and practices most highly correlated with reading success (i.e., essential elements of reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension).	**ACTION** ✓ Review current instructional program to determine where time is being spent and on which activities? ✓ Determine how much emphasis and time are dedicated to essential elements of reading. ✓ Review student performance data to determine whether instructional time and emphasis needs to be adjusted.
_____4. Students in grades K-3 receive a minimum of 30 minutes of small-group teacher-directed reading instruction daily.	**ACTION** ✓ Determine how allocated reading time is actually being used on a daily and weekly basis. ✓ Determine how much time is dedicated to whole class, small group, and independent practice activities. ✓ Ensure a minimum of 30 minutes of small group instruction is scheduled daily.
_____5. Additional instructional time is allocated to students who fail to make adequate reading progress.	**ACTION** ✓ Review supplemental/intervention program map and student performance data to schedule additional instructional time for students who are not making adequate progress. ✓ Try to schedule additional instructional time (e.g., a double dose) daily and in small groups.

Notes:

Differentiated Instruction/Grouping/Scheduling	
_____1. Student performance is used to determine the level of instructional materials and to select research-based instructional programs.	**ACTION** ✓ Review performance data to identify students who are not making adequate progress. ✓ Use the placement test or reading inventories from programs to identify appropriate instructional placement. ✓ Determine whether students can benefit from core reading instructional materials.
_____2. Instruction is provided in flexible homogeneous groups to maximize student performance and opportunities to respond.	**ACTION** ✓ Schedule instruction for students who are at greatest risk in the smallest groups available. ✓ Review student performance data at least every two weeks to adjust instructional groups.
_____3. For children who require additional and substantial instructional support, tutoring (1-1) or small group instruction (< 6) is used to support teacher-directed large group or whole class instruction.	**ACTION** ✓ Try to schedule instruction for students who are at greatest risk in the smallest groups available. ✓ Review student performance data at least monthly to adjust instructional groups.
_____4. Group size, instructional time, and instructional programs are determined by and adjusted according to learner performance (i.e., students with greatest needs are in groups that allow more frequent monitoring and opportunities to respond and receive feedback).	**ACTION** ✓ Schedule instruction for students who are at greatest risk in the smallest groups available and a minimum of two reading periods daily (double dose). ✓ Review student performance data at least monthly to adjust instructional groups.
_____5. Cross-class and cross-grade grouping is used when appropriate to maximize learning opportunities.	**ACTION** ✓ Review student performance data in grade level or cross-grade level teams to identify students who could be grouped for instruction. ✓

Administration/Organization/Communication	
_____1. Administrators or the leadership team are knowledgeable of state standards, priority reading skills and strategies, assessment measures and practices, and instructional programs and materials.	**ACTION** ✓ Identify areas in which further understanding is needed. ✓ Develop strategy to fill in knowledge/understanding gaps.
_____2. Administrators or the leadership team work with staff to create a coherent plan for reading instruction and implement practices to attain school reading goals.	**ACTION** ✓ Schedule time prior to school year to develop a CSI Map. Map should include the following components: time, programs, instructional groupings, instructor, and assessment schedule.
_____3. Administrators or the leadership team maximize and protect instructional time and organize resources and personnel to support reading instruction, practice, and assessment.	**ACTION** ✓ Prior to school start, establish schedule that maximizes reading instruction. ✓ Coordinate use of paraprofessionals for use in core, supplemental, and intervention delivery. ✓ Plan for midcourse reallocations of time and personnel.
_____4. Grade-level teams are established and supported to analyze reading performance and plan instruction.	**ACTION** ✓ Schedule time in Master professional development schedule for grade-level teachers to meet and review student performance. ✓ Schedule a minimum of 3-4 opportunities per year that coordinate with data reports.
_____5. Concurrent instruction (e.g., Title, special education) is coordinated with and complementary to general education reading instruction.	**ACTION** ✓ Build in planning and coordination time for all individuals responsible for providing reading instruction. ✓ Complete and revise CSI Map.
_____6. A communication plan for reporting and sharing student performance with teachers, parents, and school, district, and state administrators is in place.	**ACTION** ✓ Build in planning and coordination time for all individuals responsible for providing reading instruction to review and act on reports. ✓ Complete and revise CSI Map.

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Professional Development	
_____1. Teachers and instructional staff have thorough understanding and working knowledge of grade-level instructional/reading priorities and effective practices.	**ACTION** ✓ Build in professional development to increase understanding and use of assessment measures and reports core reading program explicit instructional practices supplemental/intervention programs
_____2. Ongoing professional development is established to support teachers and instructional staff in the assessment and instruction of reading priorities.	**ACTION** ✓ Implement professional development schedule to increase understanding and use of assessment measures and reports core reading program ✓ explicit instructional practices supplemental/intervention programs
_____3. Time is systematically allocated for educators to analyze, plan, and refine instruction.	**ACTION** ✓ Schedule a minimum of 3 planning sessions yearly for all individuals responsible for reading instruction to review student performance data and modify CSI plans.
_____4. Professional development efforts are explicitly linked to practices and programs that have been shown to be effective through documented research.	**ACTION** ✓ Establish committee to review professional development requests and evaluate evidence of efficacy prior to time and resource allocations. Determine if there is evidence that the PD opportunity or program meet research-based criteria?
Notes:	

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PET-M ELE SNAPSHOTS

Goals/Objectives/Priorities	
____ 1. are clearly defined and quantifiable at each grade level.	**ACTION** ✓ Identify existing documents or review new sources to determine goals, priorities, and objectives to guide K-3 mathematics instruction. ✓ Review each goal/objective to determine what it looks like in practice
____ 2. are articulated across grade levels.	**ACTION** ✓ Identify the gaps in cross-grade level goals and objectives. ✓ Determine whether objectives and goals build across grade levels. ✓ Establish clarity and consensus across grade levels about who is responsible for which goals. ✓ Agree on a common curriculum map to communicate
____ 3. are prioritized and dedicated to the essential elements in mathematics: • K-5 number sense and operations; • 3-5 fraction sense and operations; then • K-5 Geometry and Measurement **(x 2)**	**ACTION** ✓ Review objectives to identify "priority" versus "discretionary" items. Determine which are fundamental to beginning mathematics success. ✓ Use research-based tools and reports to help prioritize those that are essential. ✓ Develop process for teachers and staff to review and gain understanding of most essential items and why they are essential.
____ 4. guide instructional and curricular decisions (e.g., time allocations, curriculum program adoptions) **(x 2)**	**ACTION** ✓ Review alignment of essential objectives and how they are addressed in the core instructional program. ✓ Determine whether time and instruction are allocated to the most essential elements of beginning mathematics. ✓ Determine whether and where adjustments need to be made to ensure sufficient instruction on most essential skills to enable attainment of goals and objectives.
____ 5. are commonly understood and consistently used by teachers and administrators **within and between** grades to evaluate and communicate student learning and improve practice.	**ACTION**: ✓ Review goals/objectives/standards to assess teacher understanding (i.e., what does each objective look like in practice?) ✓ Assess degree to which teachers are aware of priority goals
Notes: Add any items to your action plan.	

Assessment	
_____1. A school-wide assessment system and database are established and maintained for documenting student performance and monitoring progress.	**ACTION** ✓ Determine whether system for documenting and monitoring student performance data is available at the school or district level. ✓ Does the school have ready and easy access to information necessary to make instructional decisions? ✓ If not, determine process for establishing a system and identify individuals responsible for maintaining.
_____2. Measures assess student performance on prioritized goals and objectives.	**ACTION** ✓ Review measures currently used to assess their alignment with essential goals and objectives ✓ (See prior section: Goals, priorities, objectives) ✓ Determine whether current measures provide adequate information and whether to add or delete particular measures from school battery. ✓ Try to avoid "layering" assessments on top of one another. Instead, develop a map of assessments and those that provide information most relevant to instruction.
_____3. Measures are technically adequate (i.e., have high reliability and validity) as documented by research.	**ACTION** ✓ Become familiar with the validity and reliability of measures. (You may need to obtain technical help to determine this.) ✓ Ensure that all individuals who administer and score measures are adequately trained and that measures are administered reliably.
_____4. All users receive training and follow-up on measurement administration, scoring, and data interpretation.	**ACTION** ✓ Designate at least one individual per school to become the expert in specific measures. ✓ Provide training prior to data collection to ensure reliable administration and scoring. ✓ Cross-check at least 20%
_____5. At the beginning of the year, screening measures identify students' level of performance and are used to determine instructional needs.	**ACTION** ✓ Determine whether and which measures to use for screening. ✓ Determine process used to identify children who require additional instructional support. ✓ Establish process early in the academic year to screen for children
_____6. Progress monitoring measures are administered formatively throughout the year to document and monitor student mathematics performance.	**ACTION** ✓ Identify schedule used in grades K-3 to monitor student progress. ✓ Determine whether schedule is sufficient to gain information for timely instructional decisions. ✓ Identify whether some students require more frequent assessments.

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	✓ Identify measures available to monitor progress and provide professional development to those responsible. ✓ Determine who will collect progress monitoring information and how data will be disseminated.
_____7. Student performance data are analyzed and summarized in meaningful formats and routinely used by grade-level teams to evaluate and adjust instruction.	**ACTION** ✓ Designate personnel to prepare and print reports and provide follow-up sessions with teachers on how to use information. ✓ Schedule student performance feedback sessions at least quarterly ✓ Check teacher use of, satisfaction, and comfort level with the information they receive.
_____8. The building has a "resident" expert or experts to maintain the assessment system and ensure measures are collected reliably, data are scored and entered accurately, and feedback is provided in a timely fashion.	**ACTION** ✓ Dedicate adequate FTE for assessment expert in your school. ✓ Outline assessment related activities that range from preparing measures to providing feedback.
Notes: Add any items to your action plan	

Instructional Practices and Materials	
____ 1. A comprehensive core mathematics program with documented research-based efficacy is adopted for use school wide **(x 3)**	**ACTION** ✓ Prior to selection of a core/comprehensive program, establish a process to review for alignment with CCSS. ✓ Or, review current program according to available reviews to identify areas that need to be supplemented or strengthened. ✓ See Consumer's Guide for Evaluating Core Mathematics Programs.
____ 2. The instructional program and materials provide support for instruction using the C-R-A progression for critical math priorities • K-5 number sense and operations; • 3-5 fraction sense and operations; then • K-5 Geometry and Measurement **(x 2)**	**ACTION** ✓ Review program under consideration for adoption or the program currently used to assess level of explicitness. ✓ Or, use existing program reviews to identify areas of strength and weakness. ✓ Determine if program is explicit and systematic in all elements or whether there are particular elements that need improvement. ✓ Try to avoid "layering" different programs on top of one another. Instead, try to identify a "core" mathematics program that provides the most explicit and systematic instruction.

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____ 3. The instructional materials and program align with and support the Standards for Mathematical Practice & the Standards for Mathematics Content (CCSS-M) and provide sufficient instruction in essential elements to allow the majority of students to reach learning goals.	**ACTION** ✓ Review programs currently used to assess their alignment with CCSS. ✓ Determine whether the program will "get students to the learning goals" if implemented with high quality. That is, is there enough instruction on the essential elements that align with high priority skills? ✓ Identify areas in which skills/strategies need to be supplemented.
____ 4. Supplemental and intervention programs of documented efficacy are in place to support students who do not benefit adequately from the core program **(x 2)**	**ACTION** ✓ Review current gaps in core mathematics program to identify areas to supplement. ✓ Develop a "program map" to outline what programs are being used where, by whom, for which periods of time. Distribute map to all individuals responsible for mathematics instruction. ✓ Use student performance data to identify children who will require intervention programs. ✓ Observe programs being used in other schools or pilot test the program if there is not available evidence to support its adoption. ✓ Use student performance data to evaluate the efficacy of the supplemental/ intervention. ✓ Determine the alignment of the supplemental and intervention programs with the core. Use program map to increase coherence and consistency of instruction. ✓ Try to avoid "layering" different programs that may not provide consistent instruction.
____ 5. Programs and materials are implemented with a high level of fidelity **(x 3)**	**ACTION** ✓ Determine a process to assess fidelity of implementation. This process may involve a number of individuals all of whom must be familiar with the program and capable of providing feedback and support. ✓ Determine and schedule the amount of professional development needed to optimize fidelity of implementation. ✓ Dedicate FTE to individuals to support implementation. This may include a coach but also opportunity for teachers to observe others implementing the program.

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IV. Instructional Time	
____ 1. A school-wide plan is established to allocate sufficient math time and coordinate resources to ensure optimal use of time.	**ACTION** ✓ Review current time allocations per grade to determine sufficiency. ✓ Review student performance to determine whether adjustments need to be made to increase time for mathematics instruction and practice. ✓ Distribute final schedule for mathematics instruction to all teachers/staff.
____ 2. Math time is prioritized and protected from interruption **(x 2)**	**ACTION** ✓ At the beginning of the school year, determine optimal use of resources to provide mathematics instruction K-3. ✓ Determine all "discretionary" activities (e.g., assemblies, etc.) and schedule outside of mathematics instruction. ✓ Ensure that mathematics time is protected each day (e.g., 180 Days).
____ 3. Instructional time is allocated to skills and practices most highly correlated with math success: using the C-R-A progression for critical math priorities • K-5 number sense and operations; • 3-5 fraction sense and operations; then ✓ K-5 Geometry and Measurement	**ACTION** ✓ Review current instructional program to determine where time is being spent and on which activities? ✓ Determine how much emphasis and time are dedicated to essential elements of mathematics. ✓ Review student performance data to determine whether instructional time and emphasis needs to be adjusted.
____ 4. Students in grades K-2 receive a **minimum** of 30 minutes of small-group math instruction daily **(x 2)**	**ACTION** ✓ Determine how allocated mathematics time is actually being used on a daily and weekly basis. ✓ Determine how much time is dedicated to whole class, small group, and independent practice activities. ✓ Ensure a minimum of 30 minutes of small group instruction is scheduled daily.
____ 5. Additional instructional time is allocated to students who fail to make adequate math progress.	**ACTION** ✓ Review supplemental/intervention program map and student performance data to schedule additional instructional time for students who are not making adequate progress. ✓ Try to schedule additional instructional time (e.g., a double dose) daily and in small groups.
Notes: **Add any items to your action plan.**	

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V. Differentiated Instruction/Grouping	
DI/Grouping/Scheduling: _____ 1. Student performance is used to determine the level of instructional materials and to select research-based instructional programs.	**ACTION** ✓ Review performance data to identify students who are not making adequate progress. ✓ Use the placement test or mathematics inventories from programs to identify appropriate instructional placement. ✓ Determine whether students can benefit from core mathematics instructional materials.
_____ 2. Instruction is provided in flexible homogeneous groups to maximize student performance and opportunities to respond.	**ACTION** ✓ Schedule instruction for students who are at greatest risk in the smallest groups available. ✓ Review student performance data at least every two weeks to adjust instructional groups.
_____ 3. For children who require additional and substantial instructional support, tutoring (1-1) or small group instruction (< 6) is used to support large group or whole class instruction.	**ACTION** ✓ Try to schedule instruction for students who are at greatest risk in the smallest groups available. ✓ Review student performance data at least monthly to adjust instructional groups.
_____ 4. Group size, instructional time, and instructional programs are determined by and adjusted according to learner performance (i.e., students with greatest needs are in groups that allow more frequent monitoring and opportunities to respond and receive feedback).	**ACTION** ✓ Schedule instruction for students who are at greatest risk in the smallest groups available and a minimum of two mathematics periods daily (double dose). ✓ Review student performance data at least monthly to adjust instructional groups.
_____ 5. Cross-class and cross-grade grouping is used when appropriate to maximize learning opportunities.	**ACTION** ✓ Review student performance data in grade level or cross-grade level teams to identify students who could be grouped for instruction.
Notes: **Add any items to your action plan.** 	

VI. Administration/Organization/Communication	
_____ 1. Administrators or the leadership team are knowledgeable of state standards, priority mathematics skills and strategies, assessment measures and practices, and instructional programs and materials.	**ACTION** ✓ Identify areas in which further understanding is needed. ✓ Develop strategy to fill in knowledge/understanding gaps.
_____ 2. Administrators or the leadership team work with staff to create a coherent plan for Mathematics instruction and implement practices to attain school math goals.	**ACTION** ✓ Schedule time prior to school year to develop a CSI Map. Map should include the following components: time, programs, instructional groupings, instructor, and assessment schedule.

_____3. Administrators or the leadership team maximize and protect instructional time and organize resources and personnel to support mathematics instruction, practice, and assessment.	**ACTION** ✓ Prior to school start, establish schedule that maximizes mathematics instruction. ✓ Coordinate use of paraprofessionals for use in core, supplemental, and intervention delivery. ✓ Plan for midcourse reallocations of time and personnel.
_____4. Grade-level teams are established and supported to analyze mathematics performance and plan instruction.	**ACTION** ✓ Schedule time in Master professional development schedule for grade-level teachers to meet and review student performance. ✓ Schedule a minimum of 3-4 opportunities per year that coordinate with data reports.
_____5. Concurrent instruction (e.g., Title, special education) is coordinated with and complementary to general education mathematics instruction.	**ACTION** ✓ Build in planning and coordination time for all individuals responsible for providing mathematics instruction. ✓ Complete and revise Curriculum Map.
_____6. A communication plan for reporting and sharing student performance with teachers, parents, and school, district, and state administrators is in place.	**ACTION** ✓ Build in planning and coordination time for all individuals responsible for providing mathematics instruction to review and act on reports. ✓ Complete and revise Curriculum Map.
Notes: Add any items to your action plan.	

VII. Professional Development	
_____1. Teachers and instructional staff have thorough understanding and working knowledge of grade-level instructional/mathematics priorities and effective practices.	**ACTION** ✓ Build in professional development to increase understanding and use of: • assessment measures and reports • core mathematics program • explicit instructional practices • supplemental/intervention programs
_____2. Ongoing professional development is established to support teachers and instructional staff in the assessment and instruction of mathematics priorities.	**ACTION** ✓ Implement professional development schedule to increase understanding and use of assessment measures and reports core mathematics program explicit instructional practices and/or supplemental/intervention programs
_____3. Time is systematically allocated for educators to analyze, plan, and refine instruction.	**ACTION** ✓ Schedule a minimum of 3 planning sessions yearly for all individuals responsible for mathematics instruction to review student performance data and modify CSI plans.

_____4. Professional development efforts are explicitly linked to practices and programs that have been shown to be effective through documented research.	**ACTION** ✓ Establish committee to review professional development requests and evaluate evidence of efficacy prior to time and resource allocations. Determine if there is evidence that the PD opportunity or program meet research-based criteria.

Notes: Add any items to your action plan.

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Process Data Snapshots - PBIS *Benchmarks of Quality*

BoQ Subscale (Items)	Actionable Steps
PBS Team (Items 1-3)	
1. Team has administrative support	Administrator attends meetings
2. Team has regular meetings (at least monthly)	Meeting schedule and times are posted on school calendar
3. Team has established a clear mission/purpose	Team has written roles/responsibilities and a mission/vision
Faculty Commitment (Items 4-6)	
4. Faculty are aware of behavior problems across campus through regular data sharing	Structured data sharing materials are developed and shared with staff at least once per month
5. Faculty are involved in establishing and reviewing goals	Opportunities exist for staff to provide input throughout the year.
6. Faculty feedback is obtained throughout the year	PBIS *SAS* is administered and results are shared.
Effective Procedures for Dealing w/ Discipline (Items 7-12)	
7. Discipline process described in narrative format or depicted in graphic format	Flowchart depicts process for supporting student behavior and addressing concerns
8. Discipline process includes documentation procedures 9. Discipline referral form includes information useful in decision making 10. Problem behaviors are defined 11. Major/minor behaviors are clearly differentiated	Office referral form is SWIS-compatible with minor/major and office-managed referrals are defined
12. Suggested array of appropriate responses to major (office-managed) problem behaviors	Plan for preventative and responsive practices for promoting positive behavior, as well as a predictable system for managing disruptive behaviors
Data Entry & Analysis Plan Established (Items 13-16)	
13. Data system is used to collect and analyze ODR data	School utilizes behavior warehouse such as SWIS
14. Additional data are collected (attendance, grades, faculty attendance, surveys) and used by SWPBS team	Additional data may include attendance, grades, surveys, universal screeners, etc.
15. Data analyzed by team at least monthly	Structured data sharing materials are developed and shared with
16. Data shared with team and faculty monthly (minimum)	staff at least once per month
Expectations & Rules Developed (Items 17-21)	
17. 3-5 positively stated school-wide expectations are posted around school 18. Expectations apply to both students and staff 19. Rules are developed and posted for specific settings (settings where data suggest rules are needed) 20. Rules are linked to expectations	3-5 positively stated schoolwide expectations *plus* behavior rule matrices with detailed descriptions of positive behaviors specific to settings
21. Staff are involved in development of expectations and rules	
Reward/ Recognition Program Established (Items 22-28)	**(Note reordering of items to align with actionable steps)**
22. A system of rewards has elements that are implemented consistently across campus 24. Rewards are linked to expectations and rules	Staff use behavior-specific statements using the wording from the behavior matrix
27. Students are involved in identifying/developing incentives 23. A variety of methods are used to reward students 24. Rewards are varied to maintain student interest	Varied rewards are creatively developed with student input
26. Ratios of acknowledgement to corrections are high 28. The system includes incentives for staff/faculty	Consistent and reinforced staff implementation of (at least) a 4:1 ratio of positive to negative statements

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Lesson Plans (Items 29-34)	
29. A behavioral curriculum includes teaching expectations and rules	Lesson plans for explicitly teaching behavioral expectations across school settings are developed (and shared).
30. Lessons include examples and non-examples	
31. Lessons use a variety of teaching strategies	
32. Lessons are embedded into subject area curriculum	
33. Faculty/staff and students are involved in development & delivery of behavioral curriculum	
34. Strategies to share key features of SWPBS program with families/community are developed and implemented	
Implementation Plan (Items 35-41)	
35. A curriculum to teach the components of the discipline system to all staff is developed and used	PD for staff training in the school-wide system, data process, and lesson plans is planned over the school year
36. Plans for training staff how to teach expectations/rules/rewards are developed, scheduled and delivered	
37. A plan for teaching students expectations/rules/rewards is developed scheduled and delivered	The school calendar includes dates for a) introducing expectations, b) providing booster training, c) targeted goals for incentives/reinforcements, and d) disseminating information to families
38. Booster sessions for students and staff are planned, scheduled, and delivered	
39. Schedule for rewards/incentives for the year is planned	
40. Plans for orienting incoming staff and students are developed and implemented	Systems are in place to disseminate information to *new* staff and families
41. Plans for involving families/community are developed & implemented	
Classroom Systems (42-48)	
42. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms.	Each classroom has developed an expectations matrix that explicitly describes routines and behaviors
43. Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)	Lesson plans are developed and expectations are explicitly taught, observed, and reinforced
44. Expected behavior routines in classroom are taught	
45. Classroom teachers use immediate and specific praise	
46. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors	A 4:1 positive to negative ratio of interactions is occasionally but systematically tracked and maintained; minor behaviors are tracked within the classroom
47. Procedures exist for tracking classroom behavior problems	
48. Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered	Staff have a set of responsive practices and a predictable plan for managing behaviors
Evaluation (Items 49-52)	
49. Students and staff are surveyed about PBIS	PBIS assessments are administered to assess the PBIS Process from the perspective of the team (BoQ), the staff (SAS) and the students (SET and/or random surveys).
50. Students and staff can identify expectations and rules	
53. Outcomes (behavior problems, attendance, morale) are documented and used to evaluate PBIS plan	
51. Staff use referral process (including which behaviors are office managed vs. teacher managed) and forms appropriately	Use of office referral forms, data systems, and reinforcements/incentives are aligned with plan
52. Staff use reward system appropriately	

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Process Data Snapshot - PBIS *Self-Assessment Survey* (SAS)

The PBIS Self-Assessment Survey (SAS) is a process assessment, providing valuable information on the *building staff's* perception of PBIS implementation. Responses convey the staff's perception of the present status (i.e., *in place, partially in place*, or *not in place*), as well as how highly they prioritize the need for improvement (i.e., *high, medium*, or *low*).

Results of the assessment can be summarized according to:
1) a building's four PBIS systems: (a) school-wide, (b) non-classroom, (c) classroom, and (d) individual students; as well as
2) the key elements of the Implementation Subsystems: expectations defined, expectations taught, reward system, violations system, monitoring, management, and district support.

While summary data from the SAS provides a general sense of a building's PBIS systems, more focused analysis can inform a team of the most vital and influential next steps.
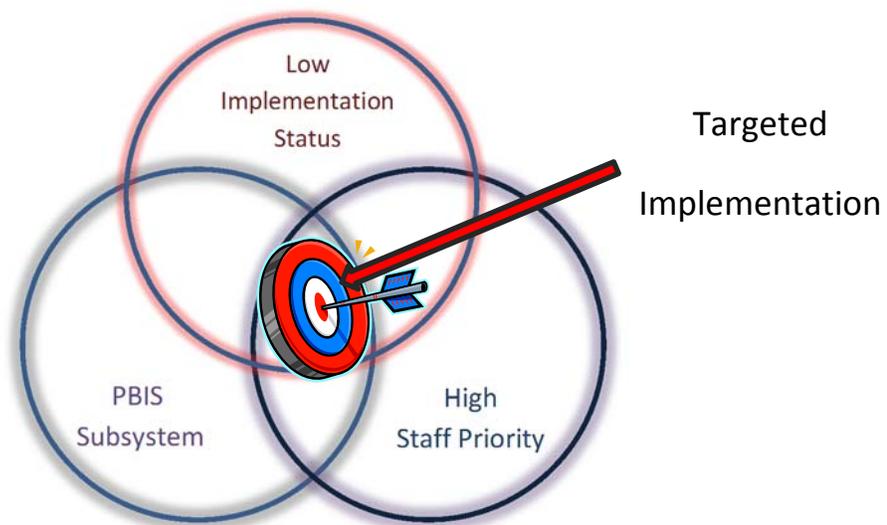
Steps for using the *SAS Snapshot*:
1. Go to pbisapps.org to open your *SAS Item Analysis Report*
2. Review the scores for Current Status and identify those questions that scored <50% "In Place."
3. Review the scores for Need for Improvement and identify those that >50% of staff consider a high priority.
4. Triangulate the a) implementation steps that are both b) yet to be fully implemented and c) have been identified as high priority for your staff.
5. Crosswalk to the actionable steps that can drive change that matter for your building.

Current Status			PBIS System: School-wide		Actionable Steps
In Place	Partially in	Not in Place	**School-wide** is defined as involving all students, all staff, & all settings.	High Staff Priority V	Consider taking these steps to address an implementation concern.
			1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.		School-wide behavioral expectations, developed with staff input, are posted around the school building with behavioral matrices describing rules according to setting.
			2. Expected student behaviors are taught directly.		A behavioral curriculum, lesson plans, and a calendar for initial trainings and booster training in SWPBIS are established, posted, and applied.
			3. Expected student behaviors are rewarded regularly.		A means to systematically and explicitly acknowledge appropriate behavior with varied, valued and contingent rewards exists and is applied school-wide.
			4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.		Clear definitions of minor and major behavior has been established and disseminated.
			5. Consequences for problem behaviors are defined clearly.		Behaviors warranting office referrals are clearly defined.
			6. Distinctions between office v. classroom managed problem behaviors are clear.		A flowchart is developed and disseminated to describe the process for behavior management and referral.
			7. Options exist to allow classroom instruction to continue when problem behavior occurs.		Areas, personnel, and processes are designated to manage students exhibiting ongoing disruptive behaviors.
			8.Procedures are in place to address emergency/dangerous situations.		A behavior response team is trained and in place to respond to behavioral emergencies.
			9. A team exists for behavior support planning & problem solving.		A building team exists to support analysis and planning around behavior; a system is in place guiding staff access to these supports.
			10. School administrator is an active participant on the behavior support team.		A representative of building administration attends behavior team meetings.
			11. Data on problem behavior patterns are collected and summarized within an on-going system.		Comprehensive behavior data is collected, entered and managed (i.e., housed and disaggregated) electronically.
			12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g.		School-wide behavior data, including celebrations, are compiled and shared with staff on a scheduled basis at staff meetings.

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In Place	Partially in	Not in Place	School-wide is defined as involving all students, all staff, & all settings.	High Staff Priority √	Consider taking these steps to address an implementation concern.
			monthly).		
			13. School has formal strategies for informing families about expected student behaviors at school.		Information about SWPBIS is conveyed to families via a variety of means.
			14. Booster training activities for students are developed, modified, & conducted based on school data.		SWPBIS data specifically informs lessons, including booster sessions, according to trends, location, time of day, activity, etc.
			15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.		Administrative support comes in the way of prioritizing resources (i.e., personnel, training, time allocation, and funding)
			16. All staff are involved directly and/or indirectly in school-wide interventions.		Staff are informed of SWPBIS initiatives and are provided the tools to participate
			17. The school team has access to on-going training and support from district personnel.		Administration supports the school team with release time to attend training/consultations as a team.
			18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.		A schedule and process exist to convey SWPBIS status to district administration, such as a follow-up to Data Review Days and/or School Improvement Plans.

Current Status			PBIS System: Non-classroom		Actionable Steps
In Place	Partial in	Not in Place	Non-classroom settings are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).	High Staff Priority √	Consider taking these steps to address an implementation concern.
			1. School-wide expected student behaviors apply to non-classroom settings.		School-wide behavioral expectations, developed with staff input, are posted around the school building with behavioral matrices describing rules according to setting.
			2. School-wide expected student behaviors are taught in non-classroom settings.		A behavioral curriculum, lesson plans, and a calendar for initial trainings and booster training in SWPBIS are established, posted, and applied. Behaviors are taught in the actual non-classroom settings to which they pertain.

Current Status			PBIS System: Non-classroom		Actionable Steps
In Place	Partial in	Not in Place	**Non-classroom settings** are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).	High Staff Priority ∨	Consider taking these steps to address an implementation concern.
			3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.		All school staff (including cafeteria, playground, custodial) are instructed in and employ systematic supervision of non-classroom settings.
			4. Rewards exist for meeting expected student behaviors in non-classroom settings.		A means to systematically and explicitly acknowledge appropriate behavior with varied, valued and contingent rewards exists and is applied to non-classroom settings. Itinerant and building support staff is provided training, materials, and authority to reward.
			5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.		Administration facilitates – and building team implements – organizational/structural/schedule modifications that support appropriate behavior.
			6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.		
			7. Staff receives regular opportunities for developing and improving active supervision skills.		Professional development regarding active supervision and providing feedback occurs on a scheduled basis for all staff and on a systematic basis for new staff.
			8. Status of student behavior and management practices are evaluated quarterly from data.		Behavioral data for non-classroom settings is analyzed and shared on a scheduled basis to all staff and at the grade level.
			9. All staff are involved directly or indirectly in management of non-classroom settings.		Involvement of staff engagement in non-classroom PBIS is measured on a regular basis by direct observation, as well as by review of behavior referrals and reward tickets.

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Current Status			PBIS System: Classroom		Actionable Steps
In Place	Partial in	Not in Place	**Classroom settings** are defined as instructional settings in which teacher(s) supervise & teach groups of students.	High Staff Priority √	Consider taking these steps to address an implementation concern.
			1. Expected student behavior & routines in classrooms are stated positively & defined clearly.		Each classroom has developed an expectations matrix that explicitly described routines and behaviors and aligns with school wide expectations.
			2. Problem behaviors are defined clearly.		
			3. Expected student behavior & routines in classrooms are taught directly.		A behavioral curriculum, lesson plans, and a calendar for initial trainings and booster training in classroom expectations are established and applied. Behaviors are taught in the actual classroom settings/routines to which they pertain.
			4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).		The ratio of positive to negative interactions are maintained ≥ 4:1. A systematic approach, such as coaching, ensure that this is applied with fidelity.
			5. Problem behaviors receive consistent consequences.		A clear, fair, enforceable, and predictable process exists and is explicitly taught; data is kept regarding recurrent or problematic behaviors.
			6. Procedures for expected & problem behaviors are consistent with school-wide procedures.		All classroom strategies mirror SWPBIS.
			7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.		Strategies are in place and practiced to manage inappropriate behaviors within the classroom; access to support from outside the classroom is secured and systematized.
			8. Instruction & curriculum materials are matched to student ability (math, reading, language).		Inappropriate behaviors are minimized by effective instructional practices and academic supports, as needed.
			9. Students experience high rates of academic success (≥ 75% correct).		
			10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).		A building-wide behavior team exists and processes are in place to access behavioral support through coaching and/or consultation.
			11. Transitions between instructional & non-instructional activities are efficient & orderly.		The teacher has arranged organizational/structural/schedule modifications that support appropriate behavior.

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Current Status			PBIS System: Individual		Actionable Steps
In Place	Partial in	Not in Place	**Individual student systems** are defined as specific supports for students who engage in chronic problem behaviors (1%-5% of enrollment)	High Staff Priority √	Consider taking these steps to address an implementation concern.
			1. Assessments are conducted regularly to identify students with chronic problem behaviors.		A flowchart is developed and disseminated, delineating the prerequisite step for accessing Tier 2 behavior support
			2. A simple process exists for teachers to request assistance.		Entry criteria are established (e.g., number of referrals, absences, etc.).
			3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.		A referral process is in place to summon support within two days.
			4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.		A social worker, counselor, or school psychologist is on the team, or another team member has been trained to lead an FBA.
			5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).		The team meets to review and modify behavioral supports on a regular basis (i.e., at least monthly)
			6. Significant family &/or community members are involved when appropriate & possible.		The FBA process includes parent input; daily communication occurs between the school and family in regard to functional behavior plan.
			7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.		A parent training curriculum exists; trainings are scheduled and posted on the school calendar; parents have access to behavioral supports as indicated.
			8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.		Overall systems data, progress monitoring, and outcome data are shared with classroom teachers engaged with the student, as well as more summative with building staff.

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Guiding Questions for
Data Review/Continuous Improvement Process

Process Questions-PET, SWEPT, BSA
- Are we completing the PET/SWEPT and BSA regularly to check on the health of our MTSS system?
- Have our PET/SWEPT, and BSA scores shown growth over time?
- Do the scores on these measures make sense when compared to outcome data? Why or why not?
- Are we using information from process data sources to guide problem solving?

Building Level Data Analysis
- How is our core curriculum working at each grade level?
- What is the trend data for MEAP and AIMSweb, including trends for Tier 2 and Tier 3 systems? Are the percentages increasing each year?
- Have MEAP items and AIMSweb subtest analyses been reviewed by staff to determine instructional need?

Grade Level Data Analysis
- Which grade levels are being the most successful? What can we learn from them?
- Which grade levels are having the most difficulty? What resources do they need to improve?
- What percentage of students needs some additional assistance to attain the targeted knowledge and skills? How can we prioritize our resources to meet those needs?
- Do we have enough data to answer the above questions? If not, what else do we need?

Student Level Data Analysis
- Are subgroups of students showing different results?
- Do we have in-class interventions in place for students who need them?
- Do we have more intensive out-of-class interventions in place?
- Do we have a system for monitoring the progress of students receiving additional support?
- Do we have a system for monitoring the success of intervention groupings?

Positive Behavior Supports
- How are classroom management issues affecting student outcomes?
- Is our school-wide PBIS system working as well as we want?
- Do we have Tier 2 and Tier 3 Team and behavioral interventions in place, and working well?

Resources
- How have we allocated materials, training and coaching, and was it based on need?
- Who is making the decisions regarding resource allocation, and is it based on need?

GO **Complete Step 2 of the Problem Solving Guide**

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