

Building Improvement - Reflective Questions to Guide Planning and Decision Making

Screening: Include evidence

- Are the screening tools we currently have in place valid and reliable? Behavior? Course Performance?
- Are procedures in place to ensure implementation accuracy (i.e., all students are tested, scores are recorded accurately, cut points/decisions are accurate)?
- Do we screen all students at least 2-3 times per year?
- What additional data sources does our team use to help identify students at risk for poor learning outcomes?
- How do we utilize data from early warning indicators (attendance, behavior, course performance) to identify students in need of support?

Progress Monitoring:

- Do we have valid, reliable tools for collecting frequent, progress monitoring data?
- Do designated staff know how to utilize the tools to collect data in an effective and timely manner?
- Can we utilize the available data to produce graphs to show changes in performance over time?
- Do the tools specify minimum acceptable growth and provide benchmarks for minimum acceptable end-of-year performance?
- Does progress monitoring occur at least monthly for students receiving Tier II interventions and at least weekly for students receiving Tier III interventions?
- Are procedures in place to ensure implementation accuracy (appropriate students are tested, scores are accurate, decision-making rules are applied consistently)?
- Is the data organized so it can be easily accessed and utilized to make timely and effective progress monitoring decisions?

Data Based Decision Making

- What data systems and structures do we have in place to support decision making?
- Do we have clear, established decision rules (movement between tiers, entrance and exit criteria)?
- What data review and analysis protocols do our data teams have in place to support data-based decision making?
- Are there equity of voice, divergent thinking, and exploration of new ideas during our data meetings?
- Does decision making involve a base of relevant stakeholders?
- How is the data organized, accessed, and integrated so that the full team can access and utilize it to make timely and effective decisions?

- What types of reports are available and how are they used in data meetings?
- Does the system allow users to document and access individual student-level data including screening and progress-monitoring data to make timely instructional decisions?

Multi-level Tiered System of Support

Tier I

- Is our core curriculum research based and aligned with state standards?
- Do we have high rates (> 20-25%) of students identified for support (Tiers II and III)?
- Does data indicate inconsistent student performance across classrooms, grades, subjects, or schools?
- Is there an articulated scope and sequence within and across grade levels/subject areas?
- Do data indicate low attendance, low student engagement, and/or frequent behavior problems across classrooms and/or schools?
- Is there consistent use of differentiated instruction?
- Is there consistent use of HLPs and research-based curriculum materials?
- Is there consistent inclusion of students with disabilities and those exceeding benchmarks?

Tier II

- Are all Tier II interventions evidence based and designed for the content areas and grade levels where they are used?
- Are Tier II interventions aligned with core instruction and incorporate foundational skills that support the learning objectives of core curriculum at Tier I?
- Are interventions standardized and led by staff well trained in the intervention?
- Are Tier II interventions provided in addition to, not instead of Tier I core programming?
- Are group size and dosage optimal (groups of 3-7) for the age and needs of students?

Tier III

- Do Tier III interventions include increased duration or frequency, change in interventionist, decreased group size, change in instructional delivery, and change in type of intervention based on student data?
- Is data-based individualization (DBI) used for individualizing and intensifying interventions for students with severe and persistent learning and behavioral needs?
- Are intensive interventions led by well trained staff experienced in individualizing instruction?
- Are decisions regarding student participation in both core instruction and intensive intervention made according to identified student need and based on data?
- Are evidence-based interventions evaluated and chosen based on a clear, consistent documented process?
- Are decisions to continue, stop or change an intervention done utilizing a consistent, documented process?

- Do Tier II interventions align with and consistently support core programming across grade levels and schools?