



BACK-TO-SCHOOL 2022 TOOLKIT

Action steps and worksheets to help teams make data-driven decisions that meet the learning needs of all students.




Back-to-School 2022 Toolkit

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SPRING 2022: UNDERSTANDING STUDENT AND SCHOOL NEEDS




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Using Universal Screening and Diagnostic Data	<p>Universal screening data can be used to identify Tier 1 academic and SEB needs as well as identify students who may need Tier 2 or Tier 3 supports. By leveraging spring data, educators are able to proactively plan summer or fall supports so that targeted actions can be put in motion as soon as instruction begins. Use this article to get started.</p> <p><i>Note: Be sure to refer back to this article for support in analyzing fall screening data as well.</i></p>
Using Universal Screening and Diagnostic Data: Spring Question List 	<p>Use this worksheet to complete the spring questions from the Using Universal Screening and Diagnostic Data article, above.</p>
Action Planning Template	<p>If your team identifies a Tier 1 universal need, what’s the next step? Use this template to clarify your Tier 1 needs and goals, align on specific action steps and intensification plans, determine your metrics, and set your team up for success.</p>
Creating a Plan for Addressing Priority Learning Target Gaps	<p>How can educators determine where learning gaps exist, which are the most important to address, and how to weave them into instruction throughout the year? Consider this approach.</p> <p><i>Note: This step can also be done in the fall.</i></p>

SECTION 2
**SUMMER 2022: PREPARING
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Article	Description
<u>Inventory & Evaluate Your Assessment System</u>	As you prepare for the coming year, an important step is to make sure your team has a comprehensive assessment system—a complete set of tools necessary to identify needs (academic and SEB) and accelerate growth. Here are templates to help you inventory and evaluate your own system for gaps or redundancies.
<u>Assessment & Aligned Supports Plan Template</u>	Help all stakeholders—including teachers, students, and parents—understand your assessment plan and how those assessments will help identify needs and align supports. This template can help you to articulate and share your plan in preparation of the coming year.
<u>Assessment Implementation & Rollout Plan</u>	Adopting a new assessment? This generic implementation template outlines some of the key milestones in preparing for your team’s training and a successful first assessment administration.
<u>Planning Your Fall Data Meetings</u>	Schedule your data meetings prior to the beginning of the year in order to hit the ground running (and avoid losing time to organizing logistics). Use this template to help ensure that each of your data teams has been assembled and that those meetings are already on the calendar.

SECTION 3

FALL 2022: ACCELERATE LEARNING & GROWTH WITH LEARNERS

Article	Description
Using Universal Screening and Diagnostic Data: Fall Question List 	Use this worksheet to complete the fall questions from the Using Universal Screening and Diagnostic Data article in this toolkit.
Using Progress Monitoring Data	Progress monitoring data can be used to help identify whether an intervention is working and if it's working quickly enough, so that instructional minutes can be used as effectively as possible. Use this article to get started.
Using Progress Monitoring Data: Intervention DAT Question List 	Use this worksheet to complete the Intervention Data Analysis Team (DAT) questions from the Using Progress Monitoring Data article, above.
Measuring Equitable Growth	Growth data can help educators monitor whether all students are progressing at adequate rates and make necessary adjustments when needed. Use this article to get started.
Analyzing Data for Different Groups of Students 	It takes practice to disaggregate and examine data for different groups of students to identify patterns and trends. Use this article as a worksheet and question guide to help your team identify patterns in attendance, behavior, and assessment data for various groups of students.
Rolling Agenda Template	A “rolling” agenda is an ongoing note sheet that each data team can collaboratively use and maintain. Having a single source of information, action items, and important links can keep the team organized and accountable while preventing important information from falling through the cracks. Try using this template with your fall data team meetings.
Family Notification Letter of Upcoming Assessment [English Version]	<p>Communicating with parents and guardians about upcoming assessments and their purposes can help ensure that the results reflect the student’s best effort without any outside assistance. Try using this template to share key assessment information with families.</p> <p><i>For a Spanish version, download the full Back-to-School 2022 Toolkit Interactive Templates pack.</i></p>

Introduction

Today, educators are working to meet new needs while supporting learning and growth for each and every student. The goal of this toolkit is to support your team in creating a data-driven and sustainable plan for supporting students' academic and social-emotional behavior (SEB) needs while continuing to move new learning forward throughout the coming year.

As educators continue to work to close gaps and accelerate learning, we recommend that teams leverage and lean on two high-impact structures: a comprehensive assessment system and a multi-tiered system of supports (MTSS). These structures can bolster your efforts across learning environments, and this toolkit links to extensive resources to unpack them even further.

The toolkit's sections are divided by general timeframes—Spring 2022, Summer 2022, and Fall 2022—but these actual timeframes will vary for each district, especially for those developing summer learning plans. Please note that the resources in this toolkit are not intended to challenge or supplant the effective practices already happening in your district. Rather, they are intended to provide support for data-driven teams looking for guidance in approaching this work. To discuss your team's unique plans and needs, please don't hesitate to [reach out](#).

SECTION 1

**SPRING 2022: UNDERSTANDING
STUDENT AND SCHOOL NEEDS**



USING UNIVERSAL SCREENING AND DIAGNOSTIC DATA

Universal screening is the process of gathering academic and social-emotional behavior (SEB) data about all the students in a class, grade, school, or district to identify which students need additional support to meet student learning goals. Diagnostic assessment is the process of using multiple measures and reports to identify student strengths and needs in specific skill-areas, so teachers can provide instruction to address learning needs. These data are powerful tools for understanding and addressing Tier 1 needs, identifying students for intensified supports, and tracking whether all students are growing equitably. Use this article to get started.

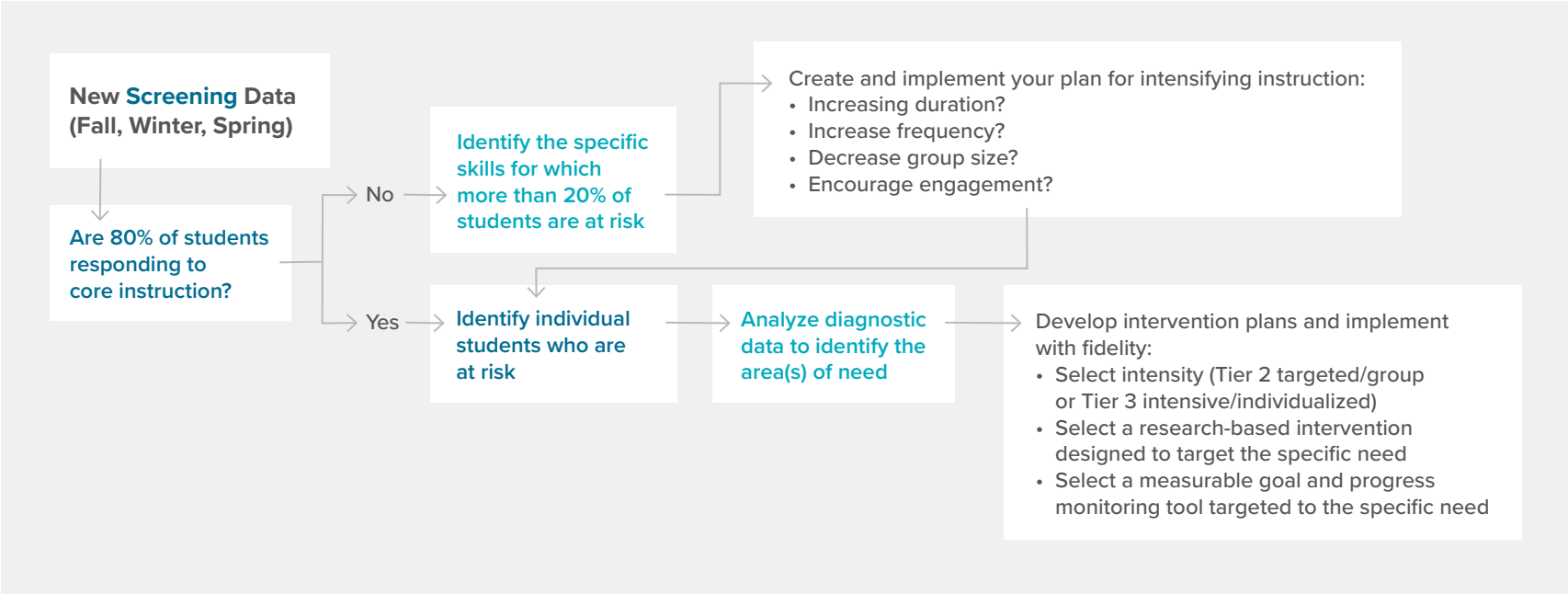
Goals

- 1) Gather universal screening data with all students to guide instruction and early intervention plans for the fall (and summer, if applicable)
- 2) Use spring screening data to plan Tier 1 intensifications and professional development needs and to identify students for Tier 2 and Tier 3 intervention
- 3) Identify learning target gaps to weave into fall and summer learning plans (*Note: This step can also be done in the fall.*)






OVERVIEW

The flowchart below provides a high-level overview of using screening and diagnostic data.



WHAT QUESTIONS TO ASK, AND WHEN

Here are key questions to ask about your screening and diagnostic data at different points throughout the year. The table provides an overview, followed by in-depth explanations.

Screening		Fall 	Winter 	Spring 	Diagnostic
1	Are at least 80% of students meeting low-risk targets?	✓	✓	✓	2 On which specific academic and/or SEB skills are more than 20% of students at risk?
		✓	✓	✓	
3	Do we see different results for different groups of students (e.g., by ethnicity, gender, socio-economic status, teaching modality, device and internet access)?	✓	✓	✓	4 Which individual students are at risk? What level of risk and for which skills?
		✓	✓	✓	
5	Are at least 95% of students who begin the year on track growing enough to stay on track at the end of the year?		✓	✓	
6	Are we seeing “catch-up” or above average growth?		✓	✓	7 What Tier 1 needs are shown at the end of the year?
				✓	

1

Universal
Screening

Are at least 80% of students meeting low-risk targets?

Why does this matter? This question helps identify whether there is an issue or need in the universal tier. Districts often use the “80% rule” because they typically only have the resources (e.g., staff, programming, time, and dollars) to provide Tier 2 and Tier 3 interventions to about 20% of students. When a district attempts to provide interventions to more students than it truly has the capacity to serve, the interventions become overloaded and ineffective. For this reason, if data show that more than 20% of students require interventions in a specific academic and or SEB skill, districts should address those wide-spread needs at the universal tier—not through Tier 2 and Tier 3 interventions. This enables districts to address the needs of all students without overloading their intervention program, and the students with the greatest level of need are able to receive the most intensive supports.

2

Diagnostic



On which specific academic and/or SEB skills are more than 20% of students at risk?

Why does this matter? This question helps identify where to focus Tier 1 intensification efforts. If data aren’t used to target Tier 1 interventions, they may not align to the needs of students and are therefore less likely to be effective. By using data to guide Tier 1 intervention selection, those efforts are significantly more likely to improve student outcomes.

3

Universal
Screening

Do we see different results for different groups of students (e.g., by ethnicity, gender, socio-economic status, teaching modality, device and internet access)?

Why does this matter? This question helps identify whether Tier 1 instruction and intervention efforts are yielding equitable outcomes for all students. Oftentimes, this level of data analysis is more characteristic of end-of-year analysis and planning. Given the disruptions due to the pandemic, however, districts should carefully monitor groups of students throughout the year and ensure that all students are growing. Data must be used to identify areas of both success and need, so that any necessary adjustments can be made while there’s still time to impact student outcomes. For support in this work, use the [Analyzing Data for Different Groups of Students](#) article in this toolkit.

4

Diagnostic



Which individual students are at risk? What level of risk and for which specific skills? Consider:

- Who is at high risk levels and staying at high risk levels?
- Who is not on track to meet goals by EOY?

Why does this matter? These questions help educators identify students with the greatest level of need for additional supports. They also help educators to determine what intensity of support is needed—a targeted, group Tier 2 intervention or an intensive, individualized Tier 3 intervention—and select an intervention aligned to the specific skill gap.

Again, it's important to first review the data for universal tier needs before examining these questions. If educators start by identifying individual students for interventions, they may find themselves with overloaded and ineffective interventions. The percent of students receiving Tier 2 and Tier 3 interventions should be approximately 15% and 5% respectively; if proportions are higher than that, continue going back to the universal tier.

5

Universal Screening



Are at least 95% of students who begin the year on track growing enough to stay on track at the end of the year?

Why does this matter? This question gives another perspective of identifying universal tier needs. The goal is to ensure that students who begin the year on track continue to learn and grow enough throughout the year to stay on track at the end of the year. If students are not staying on track, it indicates that Tier 1 instruction or intensification is not yet meeting students' needs.

Focusing on students who start the year on track is significant because it will isolate students who have likely only received universal tier instruction (filtering out students who have also received Tier 2 or Tier 3 interventions). This gives a clearer picture of universal tier instructional effectiveness.

6

Universal Screening



Are we seeing “catch-up” or above average growth?

Why does this matter? Most years, educators aim to see at least average growth with their students because that is the rate of growth needed to be at grade-level by the end of the year. Since the impacts of the pandemic have resulted in measurable learning loss, the rate of growth must be increased with many students.

Prior to the pandemic, winter screening was seen as unnecessary by many districts. Winter screening is strongly encouraged for all students this year (and likely the next few years). It will be an important mid-year check to see if students are growing, if gaps are closing, and if adjustments to instruction, intervention, and intensification are needed.

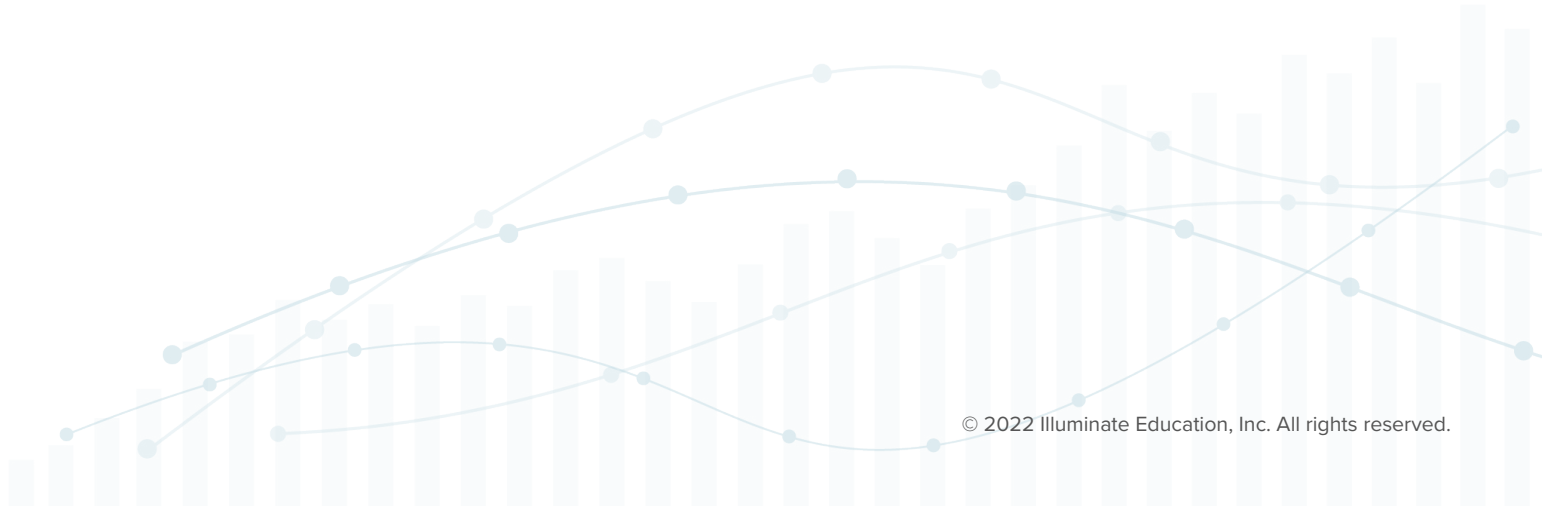
7

Diagnostic



What Tier 1 needs are shown at the end of the year?

Why does this matter? Educators can use spring screening and diagnostic data to plan programming, staffing, scheduling, and resourcing for the following year. This enables educators to act on those needs immediately in the fall, as opposed to waiting for new fall data—the latter of which not only delays providing support to students but also makes new supports harder to implement as the semester is already underway.



WHAT TO DO, AND WHEN

Here are answers to common questions or challenges—and recommended next steps—around using screening and diagnostic data efficiently and effectively.

WHAT SHOULD OUR TEAM DO WHEN...

<p>We discover a Tier 1 universal need?</p>	<ul style="list-style-type: none"> • Use diagnostic data to identify where students are succeeding in Tier 1. <ul style="list-style-type: none"> • Celebrate these successes and work as a team to identify and retain the effective practices in this area. • Use diagnostic data to identify where students are not succeeding in Tier 1 and align universal interventions in those areas. This might include: <ul style="list-style-type: none"> • Increasing frequency: Increase the number of days per week the students receive intervention. • Increasing duration: Increase the length of time the students receive the intervention in each session. • Decrease group size: Reduce the number of students for more individualized attention. • Encourage engagement: Increase sense of connection or collaboration, increase motivation, and ensure opportunities to engage in a variety of learning activities and instruction.
<p>We have a significant number of students starting out at risk. Should we adjust the benchmarks to account for this?</p>	<ul style="list-style-type: none"> • No. Due to the ongoing, varied, and complex disruptions to learning, educators should not be surprised to see more students at risk. The pandemic is a valuable context for interpreting those data, but is not cause to alter grade-level benchmarks. Research shows that lowering expectations ultimately leads to lower outcomes. Adjusting benchmarks would likely widen and perpetuate decreased learning, while also disrupting longitudinal data sets and obscuring the learning gaps that do exist. • Instead, when you have more students who are not meeting benchmark, turn to Tier 1 interventions to meet growth needs.
<p>Our winter screening data shows that students are not making catch-up growth?</p>	<ul style="list-style-type: none"> • Use diagnostic data to identify where students <u>are</u> growing. <ul style="list-style-type: none"> • Celebrate these successes and work as a team to identify and retain the effective practices in this area. • Use diagnostic data to identify where students <u>are not</u> growing. <ul style="list-style-type: none"> • Further intensify Tier 1 interventions in those areas throughout the next semester. • Prioritize grade levels where students are not making catch-up growth and find ways to intensify Tier 1 instruction and provide Tier 1 intervention. • Ensure interventions that are being provided are being implemented with fidelity and are intensive enough to expect catch-up growth.

<p>Our data shows that some groups of students are at higher risk than others?</p>	<ul style="list-style-type: none"> • First, ask why this might be. Work as a team to explore the screening data for this group of students compared to others groups. <ul style="list-style-type: none"> • Use the “Assessment” section of the Analyzing Data for Different Groups of Students article for support. • Work as a team to reflect on Tier 1 practices that might not be meeting this group of students’ needs. Consider: <ul style="list-style-type: none"> • Use of evidence-based curricular materials and instructional practices at all grade levels as part of Tier 1 instruction • Instructional strategies (and fidelity in implementing planned strategies) • Current processes in place to promote relationships, connection, and engagement • Culturally sustaining programs and curriculum • Overall climate of the school and individual classes • Create a hypothesis. • Test and validate your hypothesis with data. Do not act based only on assumption. • Work as a team to plan and take action. For support, use the Action Planning Template in this toolkit.
<p>Our screening data show that many students are still at risk in the spring?</p>	<ul style="list-style-type: none"> • Use your diagnostic data to identify areas of Tier 1 academic and SEB needs, so you can plan early interventions in the fall (or summer, if applicable). • Use data to analyze the general effectiveness of current practices. <ul style="list-style-type: none"> • Determine whether schools, grades, or educators should consider changes. • Consider strengths to amplify across the district and weaknesses to support. • Review the percent of students with each intervention practice that achieve growth goals to identify more and less successful interventions. <ul style="list-style-type: none"> ▶ Explore why the less successful interventions didn’t achieve expected success.
<p>We’re having trouble getting a process in place for analyzing our data?</p>	<ul style="list-style-type: none"> • Use the MTSS Toolkit for help forming different data analysis teams (DATs)—Universal DATs, Intervention DATs, and Program DATs—and sample agendas and guiding questions for each team. • Schedule your DAT meetings at the beginning of the year. • Create and follow an agenda. • Invest in a data management and visualization platform to house and analyze your data.

USING UNIVERSAL SCREENING AND DIAGNOSTIC DATA

SPRING QUESTION LIST

Use this worksheet to complete the spring questions from the [Using Universal Screening and Diagnostic Data](#) article in this toolkit. Refer to the article to learn the significance of asking each question and to discover recommended next steps for a variety of scenarios.

1	Are at least 80% of students meeting low-risk targets?
2	On which specific academic and/or SEB skills are more than 20% of students at risk?
3	Do we see different results for different groups of students (e.g., by ethnicity, gender, socio-economic status, teaching modality, device and internet access)?

4	Which individual students are at risk? What level of risk and for which skills?
5	Are at least 95% of students who begin the year on track growing enough to stay on track at the end of the year?
6	Are we seeing “catch-up” or above average growth?
7	What Tier 1 needs are shown at the end of the year?

ACTION PLANNING TEMPLATE

As a result of your data analysis, your team may identify changes you want to make to practices, Tier 1 intensifications, areas of professional development, and more. Use this template to clarify your goals, align on specific action steps, and determine how success will be measured. There is also an example plan at the end for reference.

Need & Goal

1. What is the need that we identified?
2. What evidence confirms this need?
3. What is our goal?
4. What data will be used to measure goal attainment?
5. By when will we accomplish our goal?

Action Steps

6. What specific actions will we take to meet our goal?
7. Who is responsible for which action items (or leads the work for each action item)?
8. By when will items be done?

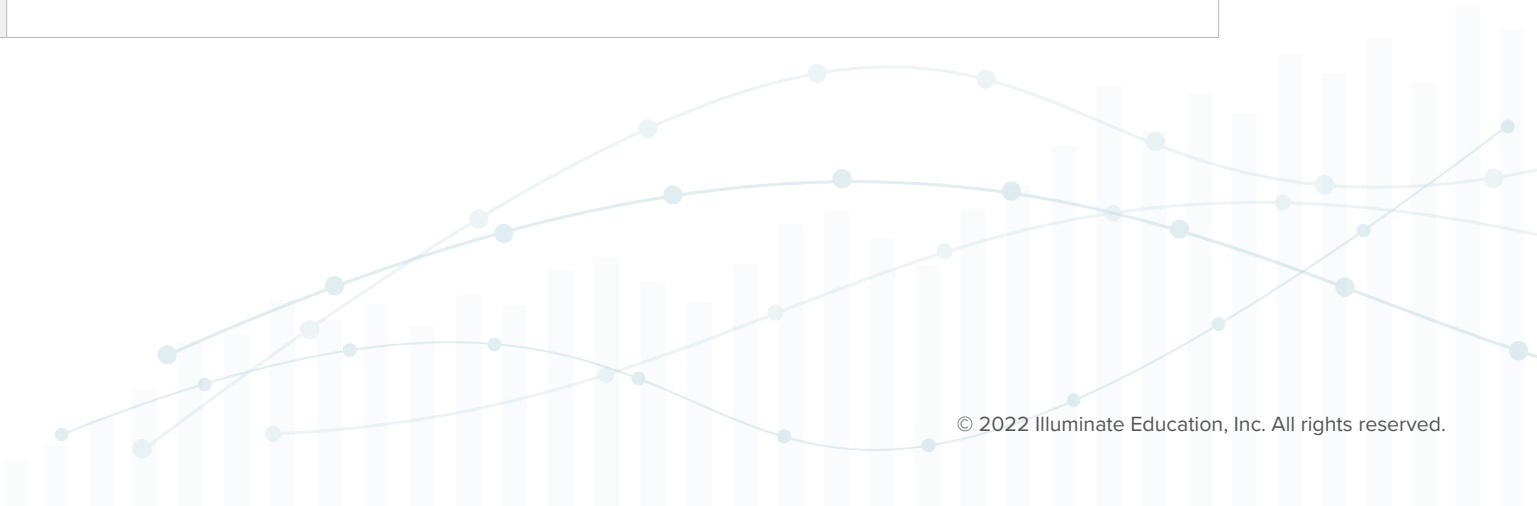
Monitoring Progress

9. How will we track our progress in the meantime?
10. When will we meet to review our progress?

EXAMPLE ACTION PLAN: INCREASE ATTENDANCE RATE OF 9TH GRADE HISPANIC/LATINX FEMALE STUDENTS

Need & Goal

What is the need that we identified?	Our district has a significant attendance gap for Hispanic/Latinx female students in 9th grade.
What evidence confirms this need?	<p>In reviewing our attendance data, we noticed that district-wide attendance is 95%.</p> <ul style="list-style-type: none"> • However, when broken up by grade, we saw that attendance between 8th and 9th grade drops from 94% to 72%. • When digging deeper, we found that 75% of 9th grade absences are from female students. • Of those female students, we found that 82% of those absences are from Hispanic/Latinx female students. <p>This is disproportionate to our student population. Only 42% of 9th grade students are Hispanic/Latinx female students.</p>
What is our goal?	We want to increase attendance among 9th grade Hispanic/Latinx female students to our district average of 95%.
What data will be used to measure goal attainment?	We will use daily attendance counts to measure success.
By when will we accomplish our goal?	We will accomplish this by the end of the 2022-23 school year.



Action Steps

What specific actions will we take to meet our goal? Who is responsible for which action items (or leads the work for each action item)?
By when will items be done?

Action	Person Responsible	Done By
We will review our secondary curriculum for cultural sustainability.	Dr. Zarek Philips	September 2022
We will administer a school climate survey in the high school to better understand feelings of connection, engagement, and support.	Dr. Hanley Montgomery	September 2022
We will ask teachers to ensure they are proportionately including Hispanic/Latinx students' families in their five parent phone calls each Wednesday.	Hannah Wu	October 2022
We will create an early warning alert for Hispanic/Latinx females with 3 absences so we can reach out to the student and her family early and prevent additional absences.	Mohammed Sahani	November 2022
We will invite Hispanic/Latinx women with leadership positions in the community to speak to our 9th grade students each quarter.	Dr. Monica Vallejo	February 2023
We will implement a peer mentoring program with 12th grade Hispanic/Latinx female students with 9th grade students.	Elizabeth Barnes	February 2023

Monitoring Progress

How will we track our progress in the meantime?	We will monitor our progress using eduClimber .
When will we meet to review our progress?	We will review our data at our Student Success Team Leadership Meetings every 6 weeks.

CREATING A PLAN FOR ADDRESSING PRIORITY LEARNING TARGET GAPS

Many students may be starting new grades after several years of incomplete instruction. It's difficult to balance spending valuable instructional time covering previous years' material while also moving students forward in new learning. Yet without recapturing that curriculum, it may leave students without the necessary knowledge or skills needed to succeed in the current year's content. How can educators address these competing needs?

This article will outline a framework for identifying, prioritizing, and addressing learning target gaps—whether analyzing spring data to plan for fall instruction and/or extended learning and summer school, or using new data in the fall to plan for the rest of the year. This process will certainly look different for each district, and this is not intended to challenge or supplant effective work that your team has already started. Rather, this is simply a starting place to offer a straightforward approach to what can feel like an overwhelming task.



Select and administer an assessment that measures and reports on learning targets.

The first step is to assess for learning gaps. In doing so, it is recommended to assess for gaps in *learning targets*—not necessarily each individual standard. Focusing on learning targets instead of each discrete standard minimizes the time spent assessing, without reducing the quality of information gathered. This is due to the following reasons:

- First, learning targets inherently contain a number of related standards and skills. If a student is struggling with one skill within a target, they are commonly struggling with all of them. Therefore, if a student is struggling on a target, it is a good indicator that instruction should be focused on that collection of related skills.
- Second, assessing learning targets means the assessment can be shorter with fewer items because educators are not collecting data on every discrete standard. This shorter assessment saves time in administration and analysis, reducing both lost instructional time and testing fatigue.

Figure 1 shows an example of a learning target and the individual standards it includes.

FIGURE 1

Claim	Target	Interim Assessment Block	Depth of Knowledge	Standards	Item Types
1. Concepts and Procedures	A. Represent and solve problems involving multiplication and division	Operations and Algebraic Thinking	1	3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .	Equation/ Numeric
				3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.	
				3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	
				3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \underline{\quad} \div 3$, $6 \times 6 = ?$.	

Identify learning targets gaps and select which are the highest priority.

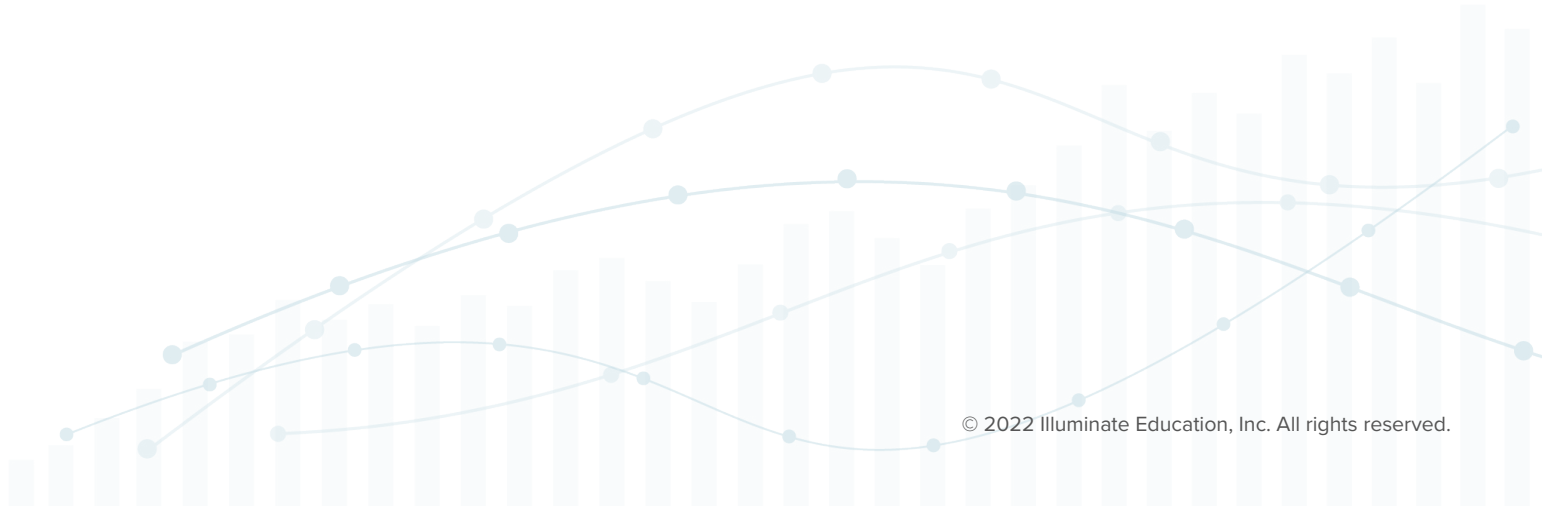
After you’ve assessed your students, work as a team to analyze the assessment’s results. If a significant number of learning target gaps exist, educators will need to choose which are the most important to cover in the coming year, semester, or unit. How can this be done?

First, districts may already have an existing assessment map of priority learning targets that can be referenced. If not, there are a variety of online resources available, such as [“The Shifts”](#) by Achieve the Core. Educators can also work in vertical PLC conversations to identify which learning targets are most essential to master so that students can succeed in the following school year.

Figure 2 provides a simple chart to start conducting an inventory of learning target gaps as you review your reporting. Then, your team can go through the list to start indicating whether gaps are a priority—or, to rank them in Low, Medium, or High priority.

FIGURE 2

Learning Target Gap	Priority?	Notes



Recast the learning gaps as learning goals and map them into instruction.

With learning gaps and priority learning targets identified, the next step is to map out where you will address those gaps throughout the year.

Many educators might feel pressure to “drill” these skills right away to establish mastery immediately after the gaps are identified. However, this approach might continue to perpetuate gaps by continually pushing off new learning. Continuing to displace grade-level learning with remedial learning will not close learning gaps, and may actually widen them.

Instead, educators could engage in a collaborative planning process to determine where these missing learning target gaps can be blended into this year’s concepts. It’s possible that some missing content will be addressed right away, but it’s also possible that some can be more easily woven into the curriculum later in the year. Figure 3 provides a sample planning template to support this work.

FIGURE 3

Priority Learning Target	Where in the curriculum will it be addressed?	Which extra instructional components will be used to address this? How will we provide the extra instructional time?	Which formative items will we use to check learning? (Insert link)

Maximize formative assessment throughout the year.

In order to accelerate growth and maximize instructional minutes, experts and advocates alike urge educators to focus on formative assessment practices. By continually monitoring student learning in-the-moment, reteaching and intervention can be targeted, and instruction can move forward as soon as students are ready. By utilizing frequent checks on learning, teachers have an ongoing guide around what students need next without waiting for medium-stakes assessments to check in on how students are doing. This is true in any school year but is essential when significant or wide-spread learning gaps exist.

Technology tools will be key to educators as they work to increase their usage of formative assessment practices across learning environments. Using items from a [high-quality item bank](#) helps educators obtain valid and reliable data on student learning, without having to take the time to create the items themselves or risk using a misaligned item. An assessment platform (such as Illuminate DnA) can be used to get instant, easy-to-understand feedback without having to manually check entrance and exit tickets.

SECTION 2

**SUMMER 2022: PREPARING
FOR NEXT SCHOOL YEAR**



INVENTORY & EVALUATE YOUR ASSESSMENT SYSTEM

In order to equitably accelerate growth with all students, it's important to ensure that your team has a comprehensive assessment system. It provides a complete set of tools necessary to answer key questions about learning, identify academic and SEB needs, and align targeted supports that move learning forward.

Use these templates to inventory and evaluate your own assessment system and identify any adjustments that would benefit your staff and students. There are also completed examples at the end for reference.

Goals

- 1) Evaluate (and if necessary, complete) your comprehensive assessment system
- 2) Create your Assessment & Aligned Supports Plan and share with stakeholders
- 3) Schedule any needed professional development or training for your team
- 4) Establish your fall data teams and schedule your fall meetings



STEP 1: ESTABLISH YOUR ASSESSMENT TEAMS

Many districts skip this step, which can lead to implementation issues. Before you begin evaluating your system, create two teams (district and school) and meet regularly throughout the planning process in order to ensure successful implementation and establish staff buy-in.

The assessment teams should include members from various areas:

District Team	School Team
<ul style="list-style-type: none"> • High-level admin with decision-making power • Curriculum and instruction staff • Assessment and accountability staff • Teacher representatives • Administrative representatives • Special group representatives (e.g., psychologists, counseling, health, non-core areas) 	<ul style="list-style-type: none"> • Principals • Teacher representatives • Special group representatives (e.g., psychologists, counseling, health, non-core areas)

It's also important to ensure that all members clearly understand their roles and responsibilities. The district assessment team should create the vision, drive system-level implementation, and set goals and targets. Members of both teams should monitor progress and collect feedback to improve the system. The school assessment team plays a key role in driving school- and classroom-level implementation and reports back to the district team against specific goals and targets.

Finally, communicate the purpose, members, and roles for each team with all stakeholders.



STEP 2: ASSESSMENT INVENTORY

Start by performing an inventory of the assessments given across your district. Create separate charts for elementary, middle school, and high school. You may want to separate even further by content. Refine the template as desired. The goal is simply to get a single repository of all assessment tools currently being used across the district.

In the purpose column, summarize how the assessment is used within the district. Note the key questions it answers or the functions it serves.

ELEMENTARY

Assessment Name	Type (Interim, Summative, Progress Monitoring, etc.)	When Given?	Content (Math, Reading, etc.)	Which Grades/Schools?	Purpose

MIDDLE SCHOOL

Assessment Name	Type (Interim, Summative, Progress Monitoring, etc.)	When Given?	Content (Math, Reading, etc.)	Which Grades/Schools?	Purpose

HIGH SCHOOL

Assessment Name	Type (Interim, Summative, Progress Monitoring, etc.)	When Given?	Content (Math, Reading, etc.)	Which Grades/Schools?	Purpose

STEP 3: ASSESSMENT ALIGNMENT MAP

This next step helps your team identify whether your current assessment tools make up a comprehensive assessment system .

First, start by explaining the **purpose of each assessment type** in your own words. (This can be harder than it sounds—use our [eBook](#) for help!)

Then, list the assessment currently being used for that **assessment type** in your district. Add additional rows as needed. Refer back to your inventory and compare the purpose of the assessment type to how the assessment tool is being used in your district. Record whether they match.

Finally, complete the remaining “Assessment Details” columns to help inventory for assessment gaps and redundancies.

Assessment Type	Assessment Type's Purpose	Our Assessment(s)	Is the assessment we're using appropriate to the purpose?	Assessment Details			
				Measures academics?	Measures SEB?	Measures standards?	Measures skills?
Universal Screening							
Diagnostic							
Progress Monitoring							
Just-in-Time (Formative)							
Interim							
Classroom/District Summative							

STEP 4: COMPREHENSIVE ASSESSMENT SYSTEM REFLECTION QUESTIONS

Finally, review your alignment map. The goal is to have a complete, comprehensive assessment system that provides the right information to all stakeholders, without having any duplicative assessments. The following questions will help you examine your inventory and alignment maps to determine if any gaps or redundancies are present.

When you first begin this work, it's normal to find that there are either missing or duplicative assessments (which is why this process is so important). This work will help your team target any changes you'd like to make in your assessment system to avoid over-testing or under-testing, and ultimately create a holistic system that provides the right information with the proper granularity for all stakeholders.

1. Do we have each of the following assessments for the appropriate grade levels:
 - a. Universal screening
 - b. Diagnostic
 - c. Formative/just-in-time
 - d. Progress monitoring
 - e. Interim
 - f. Classroom/district summative

2. Do we have assessments for:
 - a. Standards (interim, just-in-time, classroom/district summative)
 - b. Skills (universal screening, diagnostic, progress monitoring)

3. Do we have assessments for:
 - a. Academics
 - b. SEB

4. Do we have remote-administration capabilities for each of the following:
 - a. Universal screening
 - b. Diagnostic
 - c. Formative/just-in-time
 - d. Progress monitoring
 - e. Interim
 - f. Classroom/district summative

- 5. Are there any mismatches between the purposes and uses of any assessment that is given in the district? In other words, are there any assessments being used in a way that's not intended?

- 6. Are there any gaps that need to be filled in the assessment system? If so, which ones?

- 7. Are there any duplicative assessments in the assessment system? If so, which ones?

- 8. What decisions do we have to make about those gaps or redundancies? What next steps do we need to take? Outline your action items in the table below.

Action Item	Point Person	Due Date

If you determine that you will need to implement new assessments, refer to the [Assessment Implementation & Rollout Plan](#) in this toolkit for support.

EXAMPLE TEMPLATES

The rest of this article provides a few completed examples to illustrate what kind of information might be entered during each step. The following chart lists Illuminate assessment tools as examples, so be sure to update as necessary to reflect the current assessment tools used in your district.

Example 1: Assessment Inventory

Assessment Name	Type (Interim, Summative, Progress Monitoring, etc.)	When Given?	Content (Math, Reading, etc.)	Which Grades/Schools?	Purpose
FastBridge FASTtrack	Universal Screening (Academic)	Fall, Winter, Spring	Math, Reading	All students, K-12 All schools	Measure students' reading and math skill proficiency and identify which students are in need of additional assistance to meet academic learning goals
FastBridge SAEBRs & mySAEBRs	Universal Screening (SEB)	Fall, Winter, Spring	SEB	All students, K-12 All schools	Measure students' SEB skill proficiency and identify which students are in need of additional assistance to ensure positive SEB functioning
FastBridge FASTtrack	Diagnostic	Fall, Winter, Spring <i>*Completed with universal screening</i>	Math, Reading	All students, K-12 All schools	Pinpoint specific area of need or skill gap
FastBridge	Progress Monitoring (Academic)	Weekly or bi-weekly	Math, Reading	All students, K-12 All schools	Evaluate progress toward learning target per the rates of improvement for the specific skill being targeted by an intervention
FastBridge Direct Behavior Ratings (DBRs)	Progress Monitoring (SEB)	Daily or weekly	SEB	All students, K-12 All schools	Evaluate progress toward learning target per the rates of improvement for the specific skill being targeted by an intervention
Illuminate Inspect & Quick Checks	Just-in-Time (Formative)	Ongoing	ELA, Math	All students, K-12 All schools	Part of formative assessment process; Confirms that specific learning has taken place and provides data to inform instruction that follows
Illuminate Inspect Interims	Interim	Fall, Winter, Spring	ELA, Math	All students, K-12 All schools	Measure students' standards proficiency
Illuminate Inspect Comprehensives	District/Classroom Summative	Winter, Spring	ELA, Math	All students, K-12 All schools	Evaluate, certify, and/or grade learning at the end of a specific period of instruction
State Summative	Summative	[insert state testing details]	[insert state testing details]	[insert state testing details]	Evaluate, certify, and/or grade learning at the end of year

Example 2: Assessment Alignment Map

Assessment Type	Assessment Type's Purpose	Our Assessment(s)	Is the assessment we're using appropriate to the purpose?	Assessment Details			
				Measures academics?	Measures SEB?	Measures standards?	Measures skills?
Universal Screening (Academic)	Measure students' reading and math risk levels and identify which students are in need of additional assistance to meet academic learning goals	FastBridge FASTtrack	✓	✓			✓
Universal Screening (SEB)	Measure students' SEB skill proficiency and identify which students are in need of additional assistance to ensure positive SEB functioning	FastBridge SAEBRs/ mySAEBRS	✓		✓		✓
Diagnostic	Pinpoint specific area of need or skill gap	FastBridge FASTtrack	✓	✓			✓
Progress Monitoring (Academic)	Evaluate progress toward learning target per the rates of improvement for the specific skill being targeted by an intervention	FastBridge	✓	✓			✓
Progress Monitoring (SEB)	Evaluate progress toward learning target per the rates of improvement for the specific skill being targeted by an intervention	FastBridge Direct Behavior Ratings (DBR)	✓		✓		✓
Just-in-Time (Formative)	Part of formative assessment process; Confirm that specific learning has taken place and provide data to inform instruction that follows	Illuminate Inspect & Quick Checks	✓	✓		✓	
Interim	Measure students' standards proficiency	Illuminate Inspect Interims	✓	✓		✓	
Classroom/District Summative	Evaluate, certify, and/or grade learning at the end of a specific period of instruction	Illuminate Inspect Comprehensives	✓	✓		✓	

ASSESSMENT & ALIGNED SUPPORTS PLAN TEMPLATE

This template provides a starting place for documenting and sharing your 2022-23 Assessment & Aligned Supports Plan with students, parents, staff, and other stakeholders. Completing a document like this has a number of benefits. First, it can serve as an informational resource and help efficiently answer common questions in a centralized location. Second, it can ensure consistency in how stakeholders discuss and understand the coming year and help staff feel more prepared to field questions that may arise. Finally, it can help establish buy-in from parents and guardians around the importance of assessment.

This example document starts with a general process overview for identifying and aligning student supports. The next section contains detail around the assessments that will be administered and how those assessments connect to supporting students. Finally, the document explains a tiered approach to student supports. At the end of the document, you'll find completed examples of some of the tables for reference.

This template is simply intended to be a starting place; it will of course need to be refined to reflect your team's unique needs and plans. You may also choose to include custom sections, such as information about summer school offerings, specific programs, community support, and frequently asked questions.

For support in developing and implementing your team's plan, don't hesitate to [reach out](#).

PLANNING FOR THE 2022-23 SCHOOL YEAR

At the beginning of any school year, there are many questions around the instruction and support provided to students within our district.

The goal of this document is to establish a common understanding among students, families, and staff around our district’s plan for identifying students’ academic and social-emotional behavioral (SEB) needs in the coming year and aligning support accordingly.

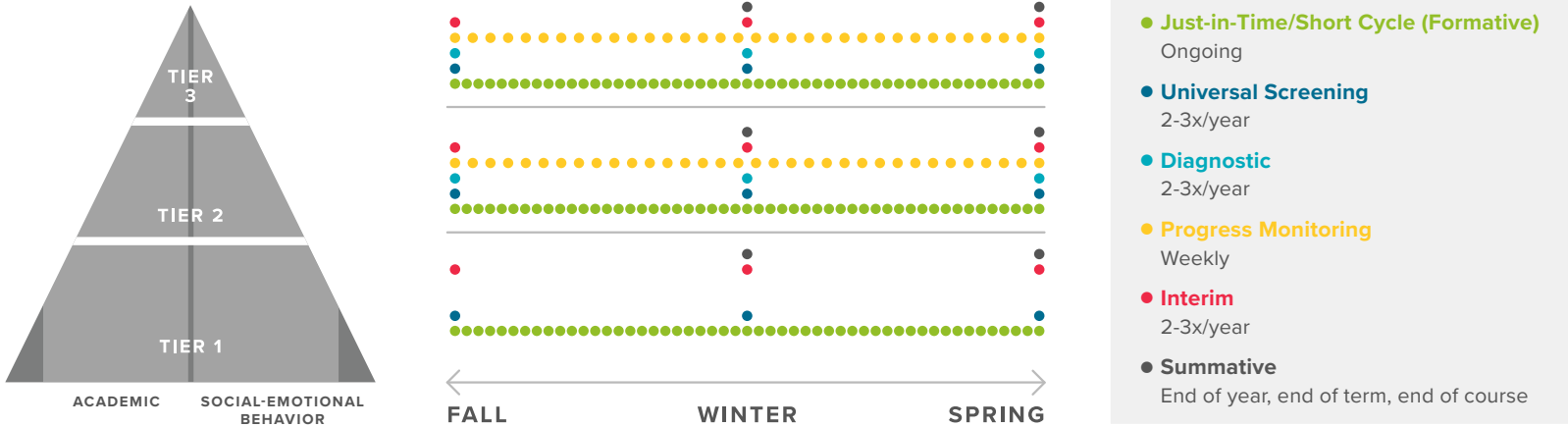


To better understand each student’s needs, we will be utilizing valid and reliable academic and SEB assessments to measure where students are today and determine how to help each student get back on-track (if needed), while also supporting new learning and growth throughout the year. This journey will look different for each learner, and our ability to act quickly when the school year starts is essential.

This document will help explain the purpose of each assessment in our assessment system, how data are used to better understand the academic and SEB needs of students, and outline a high-level plan for how supports are provided according to each student’s needs.

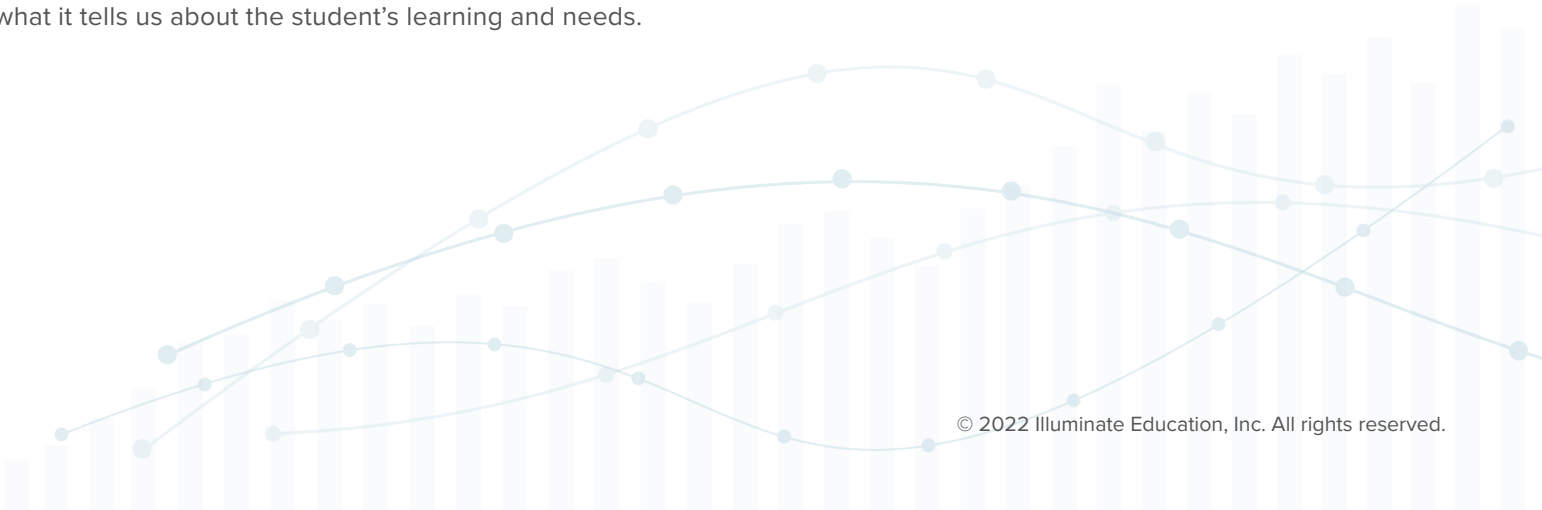
If circumstances and needs change, our plans may adjust. We hope that this will serve as a living document throughout the coming year, and plan to keep it updated as needed.

OUR COMPREHENSIVE ASSESSMENT SYSTEM



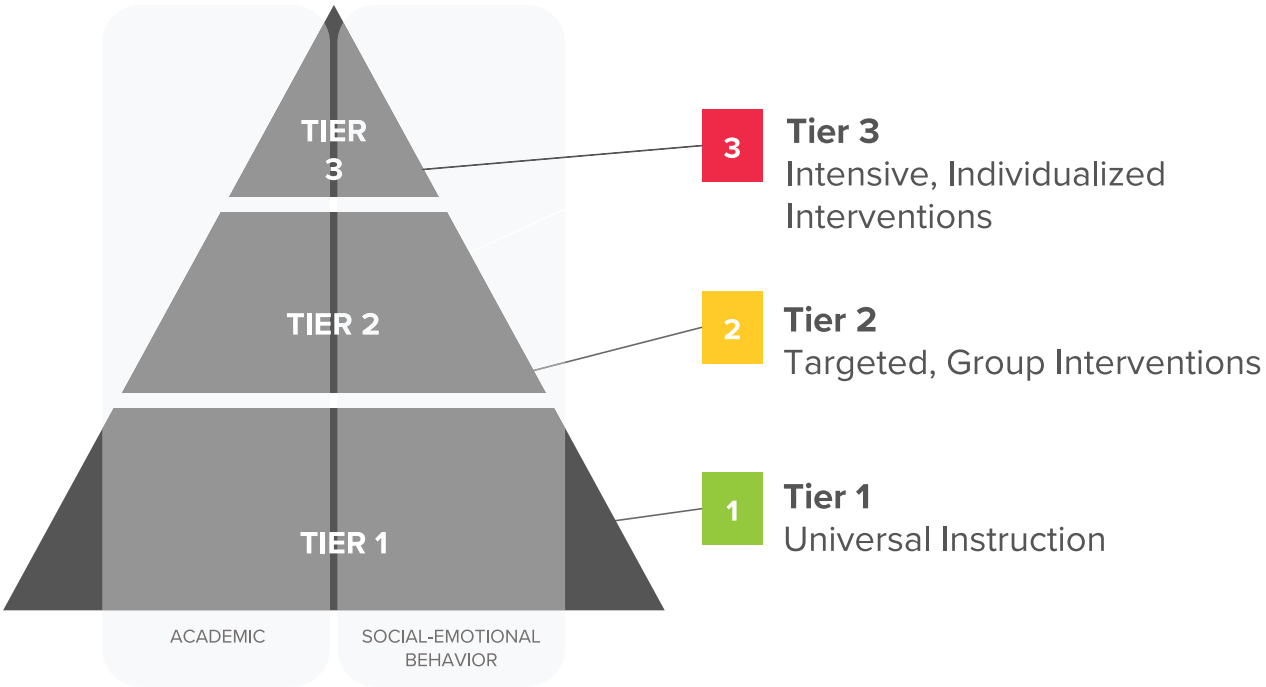
Every student has a unique learning journey. To support each student, we need the right assessment tools to measure, monitor, and verify students’ learning as they progress.

There can be a lot of confusion around assessments, in terms of why they are administered, how their data are used to better support students, and how assessments inform ongoing instruction and increase learning. In this section, we’ll start by outlining each of the assessments in our district’s comprehensive assessment program. We’ll explain who the assessment is administered to and what the value of the assessment is—or, what it tells us about the student’s learning and needs.



Type	Assessment Name	Purpose	When Administered?	Administered to Who?	What Questions Does It Answer?
Universal Screening					
Diagnostic					
Progress Monitoring					
Just-in-Time (Formative)					
Interim					
Summative					

OUR TIERED SUPPORT MODEL



Our district uses data, including data from key assessments, to understand where each student is in their learning and where each student struggles or needs additional academic or SEB support. In our district, we use a multi-tiered system of supports (MTSS) framework to structure this work, which is overviewed in the graphic above.

Here's a high-level overview of how data are used in our MTSS to align the right supports to student needs:

Identify Student's Need

A student's need is identified based on data. Universal screening and diagnostic data (measuring skills that underpin standards) and interim data (measuring learning of academic standards) are examined carefully, along with the student's other "whole child" data, such as attendance and engagement data. If appropriate, a student may be placed in a Tier 2 or Tier 3 intervention to receive the extra resources they need to be successful. An intervention is simply an instructional resource or support aligned to student needs.

Teams may also identify areas of need that are common across a class, grade, school, or the whole district. In this case, a Tier 1 intervention is put into place to support all students.



Analyze & Form a Plan

A plan is created to document the student's need and the actions that will be taken to support the student. The plan outlines the specifics of an intervention (which intervention, how often, in which setting, implemented by which trained staff member, etc.) and the measurable goal for the student's progress.

Implement the Plan & Collect Data

The plan is carried out as specified in the plan documentation. Data are collected pertaining to the implementation of the intervention and from progress monitoring assessments. Together, these data help determine the effectiveness of the intervention.

Reflect & Evaluate

Teams determine whether an intervention is working and if it's working fast enough. Based on the determination, the plan is updated and action steps are assigned.

Teams also use data to analyze the effectiveness of Tier 1 interventions to guide further intensifications if needed.

OUR ASSESSMENT SCHEDULE

[Insert verbiage or key information about onsite testing, or include a link.]

Assessment Name	Type	Assessment Window	Administered To	Support Links

Benchmarks for “On-Grade Level”
[Include any available information about benchmarks or cut points used to establish grade-level proficiency.
You may want to separate by Beginning of Year, Middle of Year, and End of Year]

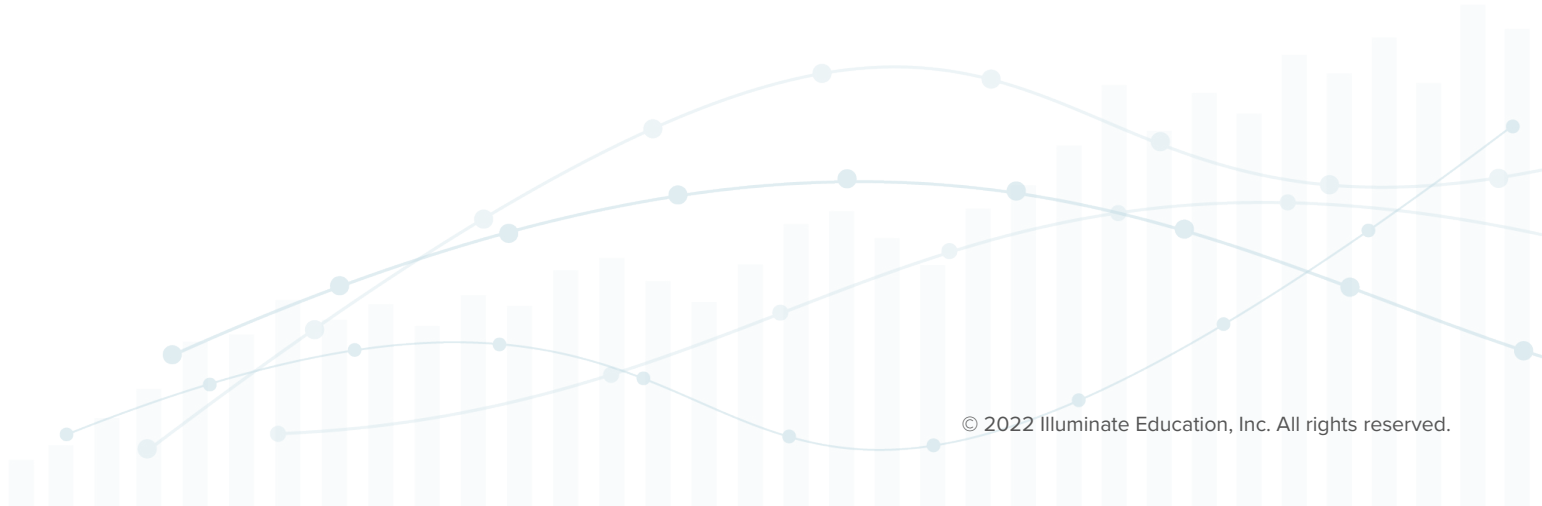
What You Can Expect

- Consistently scheduled communication. Updates will be sent to parents and guardians [insert frequency].
- Communication via [insert methodology: email, LMS, etc.]. In order to reduce confusion, we will send communications via the same platform, so you know where to look for official updates. We want to provide the right amount of information without being overwhelming.
- A single hub for information. We want to provide a single repository for essential links, schedules, and resources. Please go to [insert location: Google folder, Parent portal, etc.] for a one-stop location of information about the coming year.

Questions?

We welcome your questions and input. To discuss the information in this document, please reach out to:

[insert contact information]



EXAMPLE TEMPLATES

The rest of this section provides completed examples for two of the tables. The purpose is to illustrate what kind of information might be included and shared in each table. You may choose to include more detail, which you should feel free to do—each community will need different levels of information. These show Illuminate assessment tools for purpose of example, so be sure to update as necessary to reflect the current assessment tools used in your district.

Example 1: Our Comprehensive Assessment System

Type	Assessment Name	Purpose	When Administered?	Administered to Whom?	What Questions Does It Answer?
Universal Screening (Academic)	FastBridge FASTtrack	Measure students' reading and math skill needs and identify which students are in need of additional assistance to meet academic learning goals	Fall, Winter, Spring	All students, K-12 All schools	Which students are at risk of not meeting learning targets? Which students may need an academic intervention? Are our universal efforts effective? If not, where and how can we improve them?
Universal Screening (SEB)	FastBridge SAEBRS & mySAEBRS	Measure students' SEB skill proficiency and identify which students are in need of additional assistance to ensure positive SEB functioning	Fall, Winter, Spring	All students, K-12 All schools	Which students are at risk in terms of SEB functioning? Which students may need an SEB intervention? Are our universal efforts effective? If not, where and how can we improve them?
Diagnostic	FastBridge FASTtrack	Pinpoint specific area of need or skill gap	Fall, Winter, Spring	All students, K-12 All schools	What is the specific area of need for each student who is at risk?
Progress Monitoring (Academic)	FastBridge	Evaluate progress toward learning target per the rates of improvement for the specific skill being targeted by an intervention	Weekly or bi-weekly	All students receiving an academic intervention, K-12 All schools	Is a student's intervention working? Is it working fast enough?

Type	Assessment Name	Purpose	When Administered?	Administered to Whom?	What Questions Does It Answer?
Progress Monitoring (SEB)	FastBridge Direct Behavior Ratings (DBRs)	Evaluate progress toward learning target per the rates of improvement for the specific skill being targeted by an intervention	Daily or weekly	All students receiving an SEB intervention, K-12 All schools	Is a student’s intervention working? Is it working fast enough?
Just-in-Time (Formative Assessment)	Illuminate Inspect & Quick Checks	Part of formative assessment process; Confirm that specific learning has taken place and provide data to inform instruction that follows	Ongoing	All students, 2-12 All schools	What should happen next in terms of instruction? Are students mastering this standard? How can teachers group students to differentiate instruction according to their needs? Should teachers reteach before moving on? Should teachers form small groups for intervention?
Interim	Illuminate Inspect Interims	Measure students’ standards proficiency	Fall, Winter, Spring	All students, 2-12 All schools	Are students mastering state standards? How do these results compare to past data? Are there teachers who are exceeding or struggling in terms of efficacy? Are there specific student groups exceeding or struggling in terms of proficiency?
Summative (End-of-Course)	Illuminate Inspect Comprehensive	Evaluate, certify, and/or grade learning at the end of a specific period of instruction	Winter, Spring	All students, 2-12 All schools	Did students master the content (knowledge and skills)? Are we meeting district targets and goals? Are there specific student groups exceeding or struggling?
Summative	State testing	[insert state testing details]	[insert state testing details]	[insert state testing details]	Did students master the content (knowledge and skills)? Are we meeting district targets and goals? Are changes needed in curricula? Are there differences in performance between schools? Are there specific student groups exceeding or struggling? What programs are the most/least effective?

ASSESSMENT IMPLEMENTATION & ROLLOUT PLAN

As you evaluate your comprehensive assessment system, it's possible that your team will decide to adopt a new assessment tool to prepare for the coming year. This generic implementation template outlines some of the key milestones in preparing for your team's training and a successful first assessment administration. Talk to your assessment partner to help plan your rollout, collect resources, and set up for success.

Assessment Name/Type: [insert]

District Contact for Assessment Rollout (Name/Contact Info): [insert]

District Technology Point Person & Contact Info: [insert]

Additional District Team Members & Contact Info: [insert]

Assessment Partner Name & Contact Info: [insert]

Planning

Define Your Team

- Who is the main point person at the district?
- Who else needs to be involved in the planning and implementation (e.g., technology director, curriculum directors)?
- Who needs to be involved in the training (e.g., coaches, principals)?

Background for Rollout Planning

1. To which students will the assessment be administered (grades/schools)?
2. Who needs to be trained in administering the assessment and using the resulting data?
3. Is there a system admin/system-configuration training vs. end user training?
4. When is the fall assessment window?
5. Working backward, when does platform setup need to be completed by (allowing time for testing)?
6. Working backward, when does platform training need to be completed by?

Timeline Overview

Set due dates for the following milestones:

Kickoff Meeting (District & Partner) Tip: Include your district technology team	Platform Setup Complete	Training Complete	First Assessment Window Opens

Logistics Checklists

Platform Setup Checklist

- Assessment platform is set up
 - Users are added
 - Permissions are added (if applicable)
 - Student rosters are added (if applicable)
 - [Insert additional tasks, as outlined by your assessment partner]
- Assessment windows are scheduled

Training Checklist

- System admin/system-configuration training is scheduled (if applicable) (Date:_____)
- End user training is scheduled (Date:_____)
- Ensure training will cover how to use the data once administered
- Send email and calendar invite to all trainees
 - Include the purpose for the assessment
- [Insert additional tasks, as outlined by your assessment partner]

Usage Planning Checklist

- Develop a plan for ongoing training, in order to maintain skills with existing users and onboard new staff
- Identify key reports and uses for all stakeholders
- Update assessment system inventory to articulate how the assessment will be used and the purposes it will serve
- [Insert additional tasks as needed]

Resources

- Link to training information: [insert from assessment partner]
- Link to ongoing support documentation & customer support contact info: [insert from assessment partner]

Vision & Goals

Having clear and measurable goals will be critical to the success of your implementation. The template below will help you outline the district’s desired outcomes for implementing your new assessment, and what exactly that will look like in both the short and long-term.

VISION	
How will [assessment name] be used to help your organization achieve its desired outcomes?	

GOALS	
District Leadership Goals What will your users be able to do?	Tracking and Timelines How will you know if your goals were achieved?
<ul style="list-style-type: none"> • Goal 1 • Goal 1 • Goal 1 	<ul style="list-style-type: none"> • Measurable Outcome 1 • Measurable Outcome 2 • Measurable Outcome 3
Site Leadership Goals What will your users be able to do?	Tracking and Timelines How will you know if your goals were achieved?
<ul style="list-style-type: none"> • Goal 1 • Goal 1 • Goal 1 	<ul style="list-style-type: none"> • Measurable Outcome 1 • Measurable Outcome 2 • Measurable Outcome 3
Teacher Goals What will your users be able to do?	Tracking and Timelines How will you know if your goals were achieved?
<ul style="list-style-type: none"> • Goal 1 • Goal 1 • Goal 1 	<ul style="list-style-type: none"> • Measurable Outcome 1 • Measurable Outcome 2 • Measurable Outcome 3

PLANNING YOUR FALL DATA MEETINGS

Schedule your data meetings prior to the beginning of the year in order to hit the ground running and avoid losing time once school starts to organizing logistics. Use this template to ensure that each of your data teams has been assembled and that those meetings are already on the calendar.

District or School Name: _____

Data Team Name	Purpose	Meeting Frequency	Who Should Be Part of the Team?	Member Names	Meeting Dates	Calendar Invites Sent?	Details Added to Calendar Invite? (See Template on Next Page)
Universal Data Analysis Team	Monitor Tier 1 instructional effectiveness and identify students with Tier 2 or Tier 3 needs.	3 times per year	Principal, interventionists, school psychologist/counselors, data analysts/instructional coaches, teachers				
Intervention Data Analysis Team	Monitor individual students receiving interventions to determine whether an intervention is working and whether to continue, change, or exit the intervention.	Every 6 weeks for academic; every 3 weeks for SEB	Principal/coach, interventionist, data analyst/school psychologist				
Program Data Analysis Team	Determine the effectiveness of overall system-level intervention program by reviewing data for all students receiving an intervention.	Every 12 weeks	Principal, school psychologist, district-level curriculum administrator				
Grade Level PLC	Monitor instructional effectiveness as shown by standards mastery. Share strategies across teachers.	Frequently (often weekly)	Grade level teachers, curriculum/instructional coaches, data specialists				
Vertical Content PLCs	Work across multiple grade levels to share insights into student needs. Identify priority standards and skills to focus on to fill learning gaps caused by school closures.	Quarterly	Subject area teachers (across grades, usually within a building), curriculum/instructional coaches				

CALENDAR INVITE VERBIAGE TEMPLATE

When you send your calendar invites, include details about the meeting's purpose and location (onsite or online). Include links to your rolling agenda, data sources, and any other pertinent resources in the calendar invite.

I am reserving time on our calendars for our [\[insert team name\]](#) meetings.

Purpose: [\[insert from table above or write your own\]](#)

- Meeting:
 - If we meet remotely, we will use this link: [\[insert conferencing link\]](#)
 - If we meet onsite, we will meet here: [\[insert room location\]](#)
- Resources*:
 - Link to agenda: [\[insert\]](#)
 - Link to data: [\[insert\]](#)

SECTION 3

**FALL 2022: ACCELERATE LEARNING
& GROWTH WITH LEARNERS**



USING UNIVERSAL SCREENING AND DIAGNOSTIC DATA

FALL QUESTION LIST

Use this worksheet to complete the spring questions from the [Using Universal Screening and Diagnostic Data](#) article in this toolkit. Refer to the article to learn the significance of asking each question and to discover recommended next steps for a variety of scenarios.

1	Are at least 80% of students meeting low-risk targets?
2	On which specific academic and/or SEB skills are more than 20% of students at risk?
3	Do we see different results for different groups of students (e.g., by ethnicity, gender, socio-economic status, teaching modality, device and internet access)?
4	Which individual students are at risk? What level of risk and for which skills?

USING PROGRESS MONITORING DATA

Progress monitoring is a standardized process of evaluating progress toward a performance target, based on rates of improvement from frequent (usually weekly or biweekly) assessment of a specific skill. Progress monitoring assessments are very sensitive to growth and are aligned to the skill or need that is identified during diagnosis and targeted by an intervention. They help measure whether an intervention is working and if it's working fast enough. The goal of high-quality progress monitoring tools is to prevent students from receiving ineffective interventions for prolonged or indefinite periods of time, and to efficiently remove students from effective interventions when they are no longer needed. Progress monitoring data can also be analyzed through an equity lens to determine whether interventions are working for all groups of students. Use this article to get started.

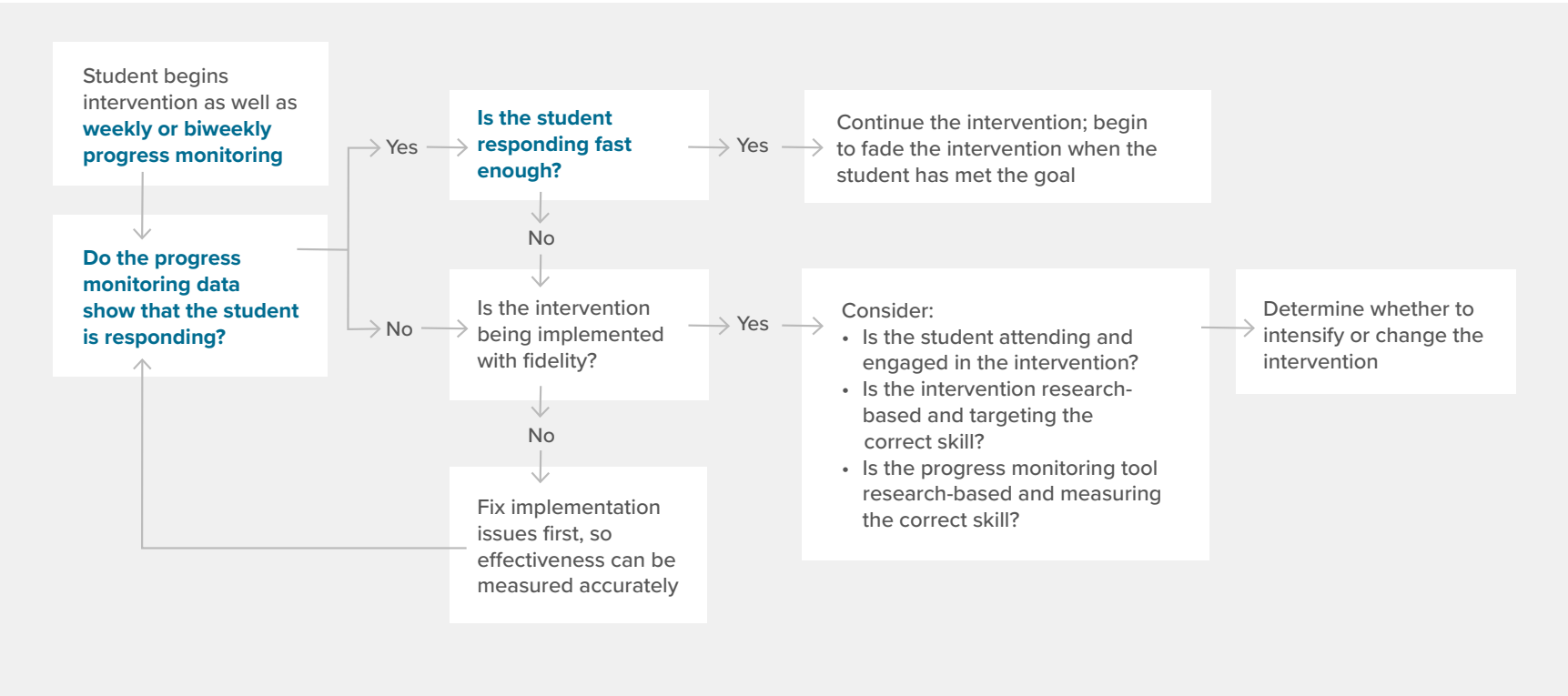
Goals

1. Implement assessment plan: screen for academic and SEB needs and assess for learning target gaps
2. Use a tiered structure (MTSS) for aligning supports, with an emphasis on supporting the universal tier, and use fall data to refine intensification and intervention plans that were developed in the spring
3. Continue using assessments throughout the year to monitor learning and needs and guide intervention and instruction
4. Monitor data through an equity lens to ensure all students are growing



OVERVIEW

The flowchart below provides a high-level overview of using progress monitoring data.



WHAT QUESTIONS TO ASK, AND WHEN

Here are key questions to ask about your progress monitoring data at different intervals. The table provides an overview, followed by in-depth explanations.

	Intervention Data Analysis Team (DAT) Meetings <small>Meets every 6 weeks for academic interventions; every 3 weeks for SEB interventions</small>	Program Data Analysis Team (DAT) Meetings <small>Meets every 12 weeks for both academic and SEB interventions</small>
1 Do we have enough data points to make a decision?	✓	
2 Is there a lot of variability in the data?	✓	
3 How does the student’s rate of improvement (ROI) compare to the ROI goal?	✓	
4 What is the student’s growth percentile?	✓	
5 Do we see different results for different groups of students (e.g., by ethnicity, gender, socio-economic status, teaching modality, device and internet access)?		✓
6 Is the ROI for students who participate in interventions significantly higher than the ROI for students who have not?		✓
7 Should the intervention be continued, adjusted, or faded out?	✓	

1

Intervention
DAT**Do we have enough data points to make a decision?**

Why does this matter? In order to get an accurate picture of how the student is responding, there need to be enough data points to establish a trend. Decisions should be validated by at least 12 data points, unless using Illuminate’s [FAST Projection™ algorithm](#) (the only tool to provide an accurate prediction of future growth in only six data points, as opposed to the usual 12).

2

Intervention
DAT**Is there a lot of variability in the data?**

Why does this matter? If the data points vary significantly, it implies that there might be accuracy or validity issues with the data. A good rule of thumb is that 80% of data points should be within 20% of each other.

3

Intervention
DAT**How does the student’s rate of improvement (ROI) compare to the ROI goal?**

Why does this matter? This question helps determine whether the student is on track to meet the goal in time, and ultimately, whether the intervention is helping the student close a specific skill gap successfully and efficiently.

The rate of improvement is essentially the difference between the starting data point and the goal, divided by the number of weeks implemented. In other words, it breaks out the total amount of growth that needs to happen into weekly intervals, so educators are able to see if students are on track week by week. If the current ROI trendline does not show the student is on track to meet the goal, it indicates that the intervention is either not working or not working fast enough.

4

Intervention
DAT**What is the student’s growth percentile?**

Why does this matter? This question helps educators determine whether the student is going to catch up to the end-of-year benchmark. The “growth percentile” helps us track whether the student is growing rapidly enough to catch up to their grade-level benchmark, or achieving “catch-up growth.”

In a normal year, ROIs typically translate to a student needing to be in the 65th growth percentile in order to meet their goal and catch up. When students start further than usual from their goal, their ROI must be more aggressive (i.e., they need to be in a higher growth percentile than the 65th). Thus, monitoring growth percentiles is another way to check whether an intervention is working fast enough.

5

Program
DAT

Do we see different results for different groups of students (e.g., by ethnicity, gender, socio-economic status, teaching modality, device and internet access)?

Why does this matter? This question helps identify whether intervention efforts are yielding equitable outcomes for all students. Oftentimes, this level of data analysis is more characteristic of end-of-year analysis and planning. Given the ongoing disruptions due to the pandemic, however, districts should carefully monitor groups of students throughout the year and ensure that all students are growing. Data must be used to identify areas of both success and need, so that any necessary adjustments can be made while there's still time to impact student outcomes. For support in this work, use the [Analyzing Data for Different Groups of Students](#) article in this toolkit.

6

Program
DAT

Is the ROI for students who participate in interventions significantly higher than the ROI for students who have not?

Why does this matter? Monitoring whether interventions are helping students close specific skill gaps is only one lens of evaluating effectiveness. Ultimately, the goal is to ensure students are on track for their grade level benchmarks. Since students receiving interventions are receiving intensified supports, we should see growth toward grade-level benchmarks happening at a faster rate than with students who are not receiving those additional supports. If interventions appear to be effective but are not helping students get back on track with their general outcome measures, consider intensifying the intervention.

7

Intervention
DAT

Should the intervention be continued, adjusted, or ended?

Why does this matter? This question helps your team articulate a clear plan of action for how to respond to the progress monitoring data. Adjusting or ending ineffective interventions when needed is an important component of accelerating learning; otherwise, students may continue receiving ineffective supports for a prolonged or indefinite period of time.

At the same time, it's just as important to promptly begin fading a student out of an effective intervention when they reach the goal. By promptly beginning to transition students out of interventions, the student can return to only receiving universal instruction and a "seat" in the intervention is made available for another student who needs additional supports.

WHAT TO DO, AND WHEN

Here are answers to common questions or challenges—and recommended next steps—around using progress monitoring data efficiently and effectively.

WHAT SHOULD OUR TEAM DO WHEN...

<p>The student <u>is</u> responding to an intervention at a rate that will meet the grade-level EOY goal?</p>	<ul style="list-style-type: none"> • Continue the intervention until the student has reached the goal. • Then, fade the intervention supports gradually. A good rule of thumb is to fade over 4–6 weeks. This allows the team to collect enough data to ensure the student is still successful without additional supports before exiting the intervention completely.
<p>The student <u>is</u> improving but <u>is not</u> responding to the intervention at a rate that will meet grade-level EOY goal?</p>	<ul style="list-style-type: none"> • Confirm that a research-based intervention is being used. • Determine if the intervention is being implemented with “fidelity,” or implemented as prescribed. <ul style="list-style-type: none"> • Consider factors such as duration, frequency, student participation, and student engagement. • If the implementation is not being implemented with fidelity (or if the student was not present or engaged in the intervention), the intervention has not been implemented as prescribed and effectiveness cannot be accurately evaluated. In this case, start by addressing those issues and then re-evaluate. • If the intervention is being implemented with fidelity, determine how to adjust intervention intensity, or “dosage,” to meet the student’s needs. <ul style="list-style-type: none"> • Increasing frequency: Increase the number of days per week the student receives the intervention. • Increasing duration: Increase the length of time the student receives the intervention in each session. • Decrease group size: Reduce the number of students for more individualized attention. • Encourage engagement: Increase sense of connection or collaboration, increase motivation, and ensure opportunities to engage in a variety of learning activities and instruction.

<p>The student <u>is not</u> improving?</p>	<ul style="list-style-type: none"> • First, consider why the intervention is not effective. Common causes include: <ul style="list-style-type: none"> • The intervention is not research-based. • The intervention is not being implemented with fidelity. • The progress monitoring measure is monitoring a different skill than what is being targeted by the intervention. • The intervention truly is not working for a particular student. • Take action. <ul style="list-style-type: none"> • If there is an issue with the intervention, progress monitoring tool, or implementation fidelity, fix those issues and then re-evaluate. • If you determine that the intervention simply isn't working for a student, move that student to a different research-based intervention designed to target the specific skill deficit identified by the diagnostic data. (Be sure to update the student's plan to note when the intervention adjusted.) Then, re-evaluate.
<p>An intervention is not being implemented with fidelity?</p>	<ul style="list-style-type: none"> • First, work to understand why this is the case. Consider questions such as: <ul style="list-style-type: none"> • Did the interventionist receive training in the intervention? • Is the interventionist unable to provide the intervention due to conflicting meetings or tasks? • Have typical intervention durations been divided up to accommodate additional intervention slots? • Is the student unable to attend the intervention due to device or internet access? • Then, resolve the issues preventing the intervention from being implemented as prescribed. This might entail: <ul style="list-style-type: none"> • Changes to intervention schedules. • Professional learning on interventions. • Moving current Tier 2 or Tier 3 interventions into the universal tier. • Changes to protocols or tools around documenting and scheduling intervention.

<p>There are groups of students who are not responding to interventions?</p>	<ul style="list-style-type: none"> • First, ask why this might be. <ul style="list-style-type: none"> • Identify the groups of students for whom interventions are and aren't working; the goal is to retain effective practices for the students responding to them, while also adjusting practices for students who are still struggling. • Consider whether regrouping is needed. It's normal for students to progress at different rates. At least once per quarter, it's important to regroup students in relation to the progress they're making, so supports continue to be aligned to their needs. • Create a hypothesis. • Test and validate your hypothesis with data. Do not act based only on assumption. • Work as a team to plan and take action. For support, use the Action Planning Template in this toolkit.
<p>Students receiving interventions do not have a higher ROI than students who have not received interventions?</p>	<ul style="list-style-type: none"> • First, try to understand the underlying reasons or causes. <ul style="list-style-type: none"> • Be sure to review intervention fidelity and integrity data. • If the issues lie in fidelity, address those issues first. It's possible that when interventions are implemented as prescribed, they will indeed prove to effectively help students get back on track for grade-level benchmarks. • If there are not implementation issues, consider intensification or changing to different research-based interventions.
<p>COVID surges prevent districts from conducting in-person learning and interventions need to be continued remotely for a period of time?</p>	<ul style="list-style-type: none"> • There is ample guidance online around implementing interventions remotely. By and large, remote interventions do not need to be elaborate or complicated—often, they just require video and audio. • There will likely be additional planning associated with getting remote interventions scheduled, ensuring that they actually happen, and equipping educators to track the instructional minutes and engagement for each session. • Fidelity data will be extremely important as educators work to understand which interventions are and aren't working for students and what to do about it.

<p>Leaders want to support this work across modalities but aren't sure how?</p>	<ul style="list-style-type: none">• District leaders can help educators prioritize the time and space necessary for interventions to happen and, just as importantly, for data review sessions to happen. With the many competing demands of the school year, those meetings can fall by the wayside. They must be protected and prioritized if acceleration is to occur.• Leaders can also equip educators with data visualization tools, intervention tracking tools, and collaboration tools to make this process more efficient. eduCLIMBER provides these MTSS tools (and more) in a single platform.
<p>Teams are having trouble getting a process in place for analyzing our data?</p>	<ul style="list-style-type: none">• Use the MTSS Toolkit for help forming different data analysis teams (DATs)—Universal DATs, Intervention DATs, and Program DATs—and sample agendas and guiding questions for each team.• Schedule your DAT meetings at the beginning of the year.• Create and follow an agenda.• Invest in a data management and visualization platform to house and analyze your data.



USING PROGRESS MONITORING DATA INTERVENTION DATA ANALYSIS TEAM (DAT) QUESTION LIST

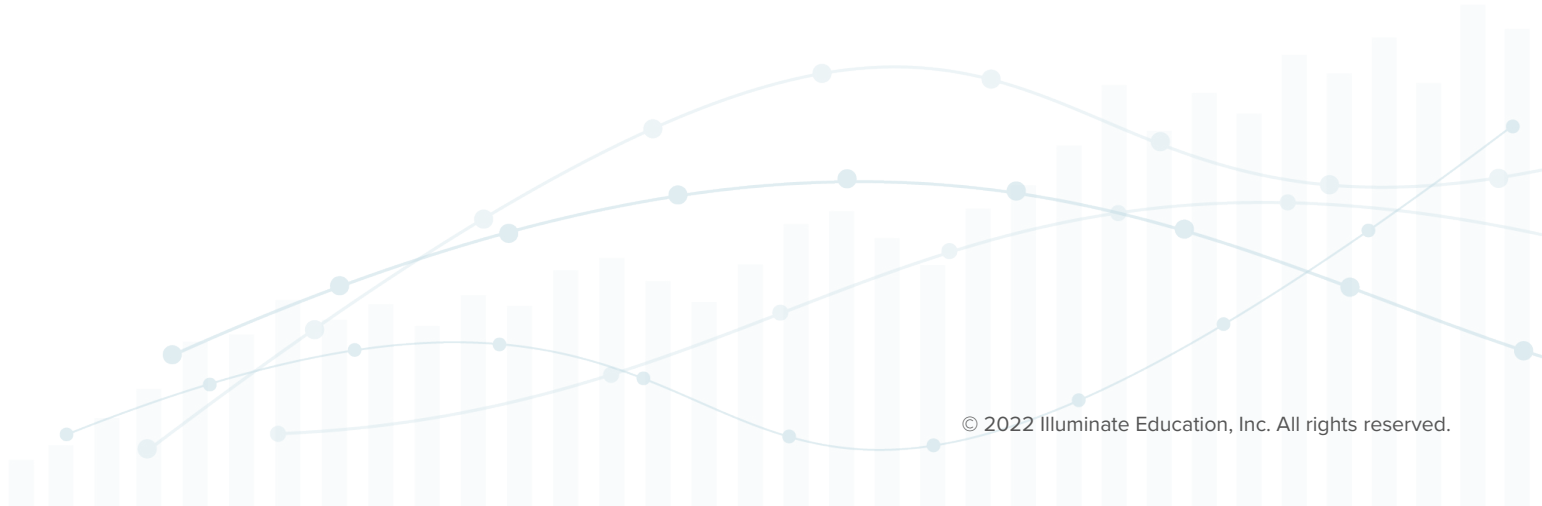


Use this worksheet to complete the questions from the [Using Progress Monitoring Data](#) article in this toolkit. Refer to the same article to learn the significance of asking each question and to discover recommended next steps for a variety of scenarios.

Note that these questions are not intended to supplant, challenge, or replace effective processes that are already happening in your district. They are simply a starting point for teams who are looking for support.

1	Do we have enough data points to make a decision?
2	Is there a lot of variability in the data?
3	How does the student's rate of improvement (ROI) compare to the ROI goal?

<p>4</p>	<p>What is the student's growth percentile?</p>
<p>5</p>	<p>Should the intervention be continued, adjusted, or ended?</p>



MEASURING EQUITABLE GROWTH

This article explores how to interpret growth from a variety of lenses, including for various groups of students. This analysis helps educators determine whether students are growing, and if not, where to make necessary adjustments.

Keep in mind that for any high-stakes decision, such as referrals for special education, multiple data points should continue to be used. Although growth is an important indicator of how students are progressing, it shouldn't be the only indicator considered.

WHAT QUESTIONS TO ASK, AND WHEN

Here are sets of questions to help analyze growth through universal screening data (measuring risk) and then through interim data (measuring proficiency). The table provides an overview, followed by in-depth explanations.

	For Universal Screening Data	For Interim Data
1 Risk	✓	
2 Average Score	✓	
3 Growth Percentile	✓	
4 Student Groups	✓	✓
5 Individual Students	✓	✓
6 Proficiency		✓
7 Learning Targets and Clusters		✓

Universal Screening Data

1

Risk

- How many students were at risk in the last screening period?
- How many students are at risk in this screening period?
- Has it increased or decreased? By how much?
- What percentage of students who started out on track in the fall are still on track for EOY?

Why does this matter? The goal is for all students to be on track, or not at risk. If the number of students at risk has increased instead of decreased, it indicates that Tier 1 intensifications currently in place (if any) are not yet helping students get back on track and that further intensification is needed. If intensifications are not yet in place, the data indicate that Tier 1 intensifications are needed.

A note on winter screening: Prior to the pandemic, winter screening processes were skipped by many districts. Winter screening is strongly encouraged for all students this winter. It will be an important mid-year check to see if students are growing, if gaps are closing, and if adjustments to instruction, intervention, and intensification are needed.

2

Average Score

Note: Use median score instead of average score with a small group size

- What was the average student score in the last screening period? How does it compare to the national norm?
- What was the average student score in this screening period? How does it compare to the national norm?
- Is the average score getting closer or further from the national average score?

Why does this matter? If the average student score is decreasing instead of increasing, it indicates that Tier 1 intensifications currently in place (if any) are not yet helping students get back on track and that further intensification is needed. If intensifications are not yet in place, the data indicate that Tier 1 intensifications are needed.

3

Growth Percentile

- What is the average student growth percentile on the last screener?
- Is it above the 50th percentile (average growth)?
- What percentage of our students are achieving catch-up growth (above the 50th percentile)?

Why does this matter? Growth percentiles (students' growth compared to other students with similar prior test scores) provide an important dimension to how students are performing. Average growth means that the student is in the 50th percentile. However, if students start out further behind than usual, they need to make above average growth, or “catch-up growth,” as average growth won't be enough for the student to end the year on benchmark. If there are significant learning gaps, educators should aim to see students in at least the 65th to 85th growth percentile.

If a large percentage of students are not on track, but a large percentage also show above average growth rates, this indicates catch-up growth. If a large number of students are not on track and also not growing at above average rates, the data indicate that intensifications should be implemented or increased.

4

Student Groups

- Do we see different results for different groups of students (e.g., by ethnicity, gender, socio-economic status, teaching modality, device and internet access)?

Why does this matter? This question helps identify whether instructional efforts are yielding equitable outcomes. Oftentimes, this level of data analysis is more characteristic of end-of-year analysis and planning. Given the disruptions due to the pandemic, however, districts should carefully monitor groups of students throughout the year and ensure that all students are growing. Data must be used to identify areas of both success and need, so that any necessary adjustments can be made while there's still time to impact student outcomes. For support in this work, use the [Analyzing Data for Different Groups of Students](#) article in this toolkit.

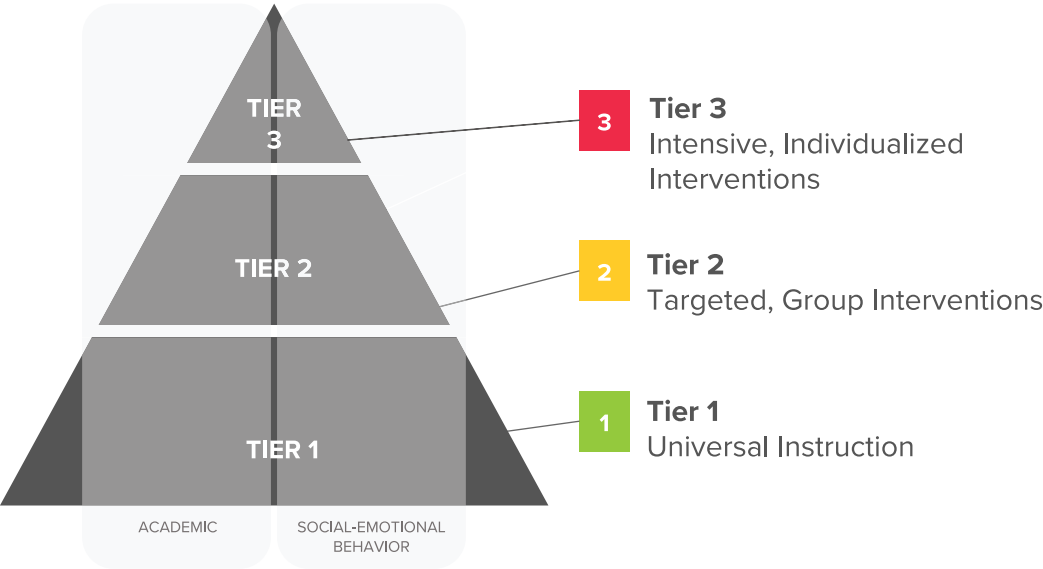
5

Individual Students

- Which students started out at high-risk levels and are staying at high-risk levels?
- Which students are not moving?
- Which students are not on track to meet goals by EOY?

Why does this matter? These questions help educators identify students with the greatest level of need and align the right Tier 2 (targeted, group) or Tier 3 (intensive, individualized) interventions in order to achieve catch-up growth and get back on track.

Again, it is important to first analyze data to identify and address Tier 1 intervention needs prior to considering these questions. If educators start by identifying individual students for interventions, they may find themselves with an overloaded intervention program. The percent of students receiving Tier 2 and Tier 3 interventions should be approximately 15% and 5% respectively; if proportions are higher than that, continue going back to your universal tier.



Interim Data

As with any data, best practices are to start by analyzing results at Tier 1 before looking at student groups and individual students.

6

Proficiency

- What percentage of students showed proficiency on the last interim assessment for math? For ELA?
- What percentage of students showed proficiency on the most recent interim assessment for math? For ELA?
- Is the percent of proficient students increasing or decreasing? By how much?

Why does this matter? These questions help answer where students are in relation to mastering grade-level content. If there are decreases in the percentage of students showing proficiency, it means that students are not growing enough during the year to continue mastering the content as it progresses.

As a note, proficient vs. not yet proficient are extremely broad categories. By analyzing growth for each initial performance band, educators can better understand where growth is or is not happening. (For instance, data might show that students who started out in the lowest proficiency band are actually improving the most, but students who started out with average performance are actually starting to fall behind.)

7

Learning Targets and Clusters

- Which math learning targets saw the most growth? The least growth?
- Which ELA learning targets saw the most growth? The least growth?
- Are any of the [priority learning targets](#) seeing low growth?

Why does this matter? Examining data by learning targets helps identify successful instructional strategies that should be retained and perhaps applied elsewhere, identify needs for reteaching, and inform Tier 1 intensification.

4

Student Groups

- Do we see different results for different groups of students (e.g., by ethnicity, gender, socio-economic status, teaching modality, device and internet access)?

Why does this matter? This question helps identify whether instructional efforts are yielding equitable outcomes. Oftentimes, this level of data analysis is more characteristic of end-of-year analysis and planning. Given the disruptions due to the pandemic, however, districts should carefully monitor groups of students throughout the year and ensure that all students are growing. Data must be used to identify areas of both success and need, so that any necessary adjustments can be made while there's still time to impact student outcomes. For support in this work, use the [Analyzing Data for Different Groups of Students](#) article in this toolkit.

5

Individual Students

- Which students are starting out at low proficiency levels and staying at low proficiency levels?

Why does this matter? This question helps educators identify students with the greatest level of need for additional supports. They also help educators to determine what intensity of support is needed—a targeted, group Tier 2 intervention or an intensive, individualized Tier 3 intervention—in order to achieve catch up growth and get back on track.

Again, it is important to first review the data for universal tier needs before examining these questions. If educators start by identifying individual students for interventions, they may find themselves with overloaded and ineffective interventions. The percent of students receiving Tier 2 and Tier 3 interventions should be approximately 15% and 5% respectively; if proportions are higher than that, continue going back to the universal tier.

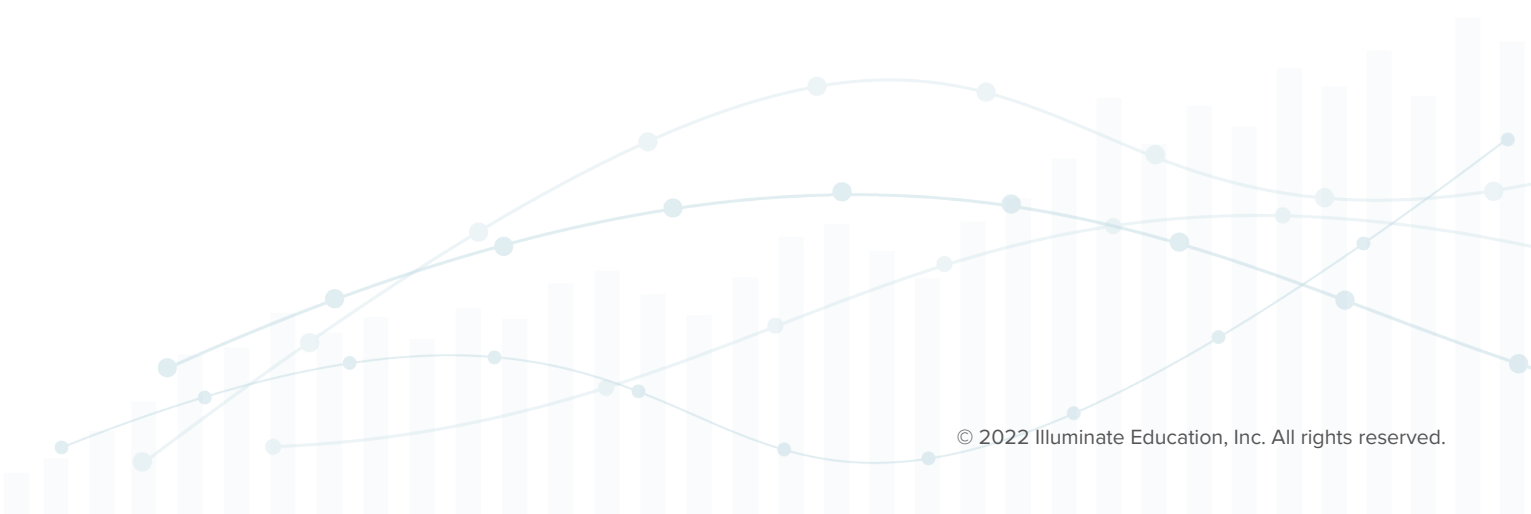
WHAT TO DO, AND WHEN

Here are answers to common questions or challenges—and possible next steps—around using growth data efficiently and effectively.

WHAT SHOULD OUR TEAM DO WHEN...

<p>More students start the year further behind than usual?</p>	<ul style="list-style-type: none"> • Intensify core instruction to ensure greater growth for these students. This might include: <ul style="list-style-type: none"> • Increasing frequency: Increase the number of days per week the students receive intervention. • Increasing duration: Increase the length of time the students receive intervention in each session. • Decrease group size: Reduce the number of students for more individualized attention. • Encourage engagement: Increase sense of connection or collaboration, increase motivation, and ensure opportunities to engage in a variety of learning activities and instruction. • Use frequent formative assessment processes throughout the year, even daily. <ul style="list-style-type: none"> • With frequent checks on learning, educators can use data to identify reteaching and intervention needs in the moment, provide just-in-time feedback, and correct misconceptions as they happen. Every instructional minute is maximized because educators have data to guide their actions, according to what students need.
<p>Our screening data show that students are not making catch-up growth?</p>	<ul style="list-style-type: none"> • Use diagnostic data to identify where risk levels <u>are</u> decreasing. <ul style="list-style-type: none"> • Celebrate these successes and work as a team to identify and retain the effective practices in this area. • Use diagnostic data to identify where risk levels <u>are not</u> decreasing. <ul style="list-style-type: none"> • First, ask why this might be. Be sure to review attendance and engagement data. • Intensify Tier 1 instruction in those areas. This might include: <ul style="list-style-type: none"> ▶ Increasing frequency ▶ Increasing duration ▶ Decreasing group size ▶ Encouraging engagement

<p>Our interim data show that students are not making catch-up growth?</p>	<ul style="list-style-type: none">• Analyze your data to identify where proficiency levels are increasing.<ul style="list-style-type: none">• Celebrate these successes and work as a team to identify and retain the effective practices in this area.• Analyze your data to identify where proficiency levels are decreasing.<ul style="list-style-type: none">• First, ask why this might be. Be sure to review attendance and engagement data.• Intensify Tier 1 instruction in those areas. This might include:<ul style="list-style-type: none">▶ Increasing frequency▶ Increasing duration▶ Decreasing group size▶ Encouraging engagement
<p>There are groups of students (e.g., by ethnicity, access, gender) who are not growing as fast as other students?</p>	<ul style="list-style-type: none">• First, ask why this might be.<ul style="list-style-type: none">• For help, use the Analyzing Data for Different Groups of Students template in this toolkit.• Create a hypothesis.• Test and validate your hypothesis with data. (Do not act based only on assumption.)• Work as a team to plan and take action. For support, use the Action Planning Template in this toolkit.



ANALYZING DATA FOR DIFFERENT GROUPS OF STUDENTS

This worksheet will help you practice viewing your data through various lenses in order to find patterns and trends among different groups of students. It will lead you through attendance, behavior incident, and then assessment data. Record your findings as you go.

Keep in mind that this is not an exhaustive list of all possible student groups. Update the worksheet to include additional student groups as appropriate to your school or district.

NOTE:

This document assumes that you have a data management platform by which to view your data quickly—it's an essential tool to do this work efficiently.

PART 1: WHO ARE OUR STUDENTS?

Start by familiarizing yourself with the students who make up your district or school. Knowing this information can be a helpful baseline dataset and reveal patterns in future sections.

1. Disaggregate your data by gender. What percentage of students/ how many students are:
 - a. Male students? _____
 - b. Female students? _____
 - c. Non-binary or gender nonconforming students? _____

2. Disaggregate your data by ethnicity. What percentage of students/ how many students are:

- a. American Indian or Alaska Native students?_____
- b. Asian students?_____
- c. Black or African American students?_____
- d. Native Hawaiian or Other Pacific Islander students?_____
- e. White students?_____
- f. Hispanic/Latinx students?_____
- g. Multi-Racial students?_____

3. Disaggregate your data by disability code. What percentage of students/ how many students are:

- a. Students with a disability code?_____
- b. Students without a disability code?_____

4. Disaggregate your data by socio-economic status, if you have access to those data. What percentage of students/ how many students are:

- a. Students with Free Lunch status?_____
- b. Students with Reduced Lunch status?_____
- c. Students with neither Free nor Reduced Lunch status?_____



PART 2: ATTENDANCE

1. What is the attendance rate for the district? The school?

2. Disaggregate your data by gender. What are the attendance rates for:
 - a. Male students?_____
 - b. Female students?_____
 - c. Non-binary or gender nonconforming students?_____

3. Disaggregate your data by ethnicity. What are the attendance rates for:
 - a. American Indian or Alaska Native students?_____
 - b. Asian students?_____
 - c. Black or African American students?_____
 - d. Native Hawaiian or Other Pacific Islander students?_____
 - e. White students?_____
 - f. Hispanic/Latinx students?_____
 - g. Multi-Racial students?_____

4. Disaggregate your data by disability code. What are the attendance rates for:
 - a. Students with a disability code?_____
 - b. Students without a disability code?_____

5. Disaggregate your data by socio-economic status, if you have access to those data. What are the attendance rates for:
 - a. Students with Free Lunch status?_____
 - b. Students with Reduced Lunch status?_____
 - c. Students with neither Free nor Reduced Lunch status?_____

Next, practice analyzing your data. Take a moment to answer these questions quietly to yourself. Then, discuss with a shoulder partner or your small group.

1. What do you notice?
2. Is anything surprising to you?
3. Are there some groups with high rates of attendance? Low rates?
4. What are the possible reasons for these results?
5. Would it be helpful to break the data down in any other way (e.g., combining gender and ethnicity)?
6. What questions do you have? Do you need additional data to answer your questions?
7. What are your next steps?

PART 3: BEHAVIOR

BEHAVIOR INCIDENTS

1. How many major (office-managed) behavior incidents are there for the district? The school?
2. How many minor (classroom-managed) behavior incidents are there for the district? The school?
3. Disaggregate your data by gender. How many major and/or minor behavior incidents are there for:
 - a. Male students?_____
 - b. Female students?_____
 - c. Non-binary or gender nonconforming students?_____
4. Disaggregate your data by ethnicity. How many major and/or minor behavior incidents are there for:
 - a. American Indian or Alaska Native students?_____
 - b. Asian students?_____
 - c. Black or African American students?_____
 - d. Native Hawaiian or Other Pacific Islander students?_____
 - e. White students?_____
 - f. Hispanic/Latinx students?_____
 - g. Multi-Racial students?_____
5. Disaggregate your data by disability code. How many major and/or minor behavior incidents are there for:
 - a. Students with a disability code?_____
 - b. Students without a disability code?_____
6. Disaggregate your data by socio-economic status, if you have access to those data. How many major and/or minor behavior incidents are there for:
 - a. Students with Free Lunch status?_____
 - b. Students with Reduced Lunch status?_____
 - c. Students with neither Free nor Reduced Lunch status?_____

RESPONSES TO BEHAVIOR

1. What types of responses are seen for major (office-managed) behaviors?
2. What types of responses are seen for minor (classroom-managed) behaviors? If responses aren't currently being recorded, is it possible to start recording those data?
3. Disaggregate your data by gender. What types of responses to major and/or minor behavior incidents are seen for:
 - a. Male students? _____
 - b. Female students? _____
 - c. Non-binary or gender nonconforming students? _____
4. Disaggregate your data by ethnicity. What types of responses to major and/or minor behavior incidents are seen for:
 - a. American Indian or Alaska Native students? _____
 - b. Asian students? _____
 - c. Black or African American students? _____
 - d. Native Hawaiian or Other Pacific Islander students? _____
 - e. White students? _____
 - f. Hispanic/Latinx students? _____
 - g. Multi-Racial students? _____
5. Disaggregate your data by disability code. What types of responses to major and/or minor behavior incidents are seen for:
 - a. Students with a disability code? _____
 - b. Students without a disability code? _____
6. Disaggregate your data by socio-economic status, if you have access to those data. What types of responses to major and/or minor behavior incidents are seen for:
 - a. Students with Free Lunch status? _____
 - b. Students with Reduced Lunch status? _____
 - c. Students with neither Free nor Reduced Lunch status? _____

Next, practice analyzing your data. Take a moment to answer these questions quietly to yourself. Then, discuss with a shoulder partner or your small group.

1. What do you notice?
2. Is anything surprising to you?
3. Are there some groups with high rates of behavior incidents? Low rates?
4. What are the possible reasons for these results?
5. Are some responses more common with some groups of students compared to others?
6. What are the possible reasons for these results?
7. Would it be helpful to break the data down in any other way (e.g., disaggregating by gender, ethnicity, socio-economic status, or other demographics; breaking it down by specific incident type; analyzing it by response to behavior)?
8. What questions do you have? Do you need additional data to answer your questions?
9. What are your next steps?

PART 4: ASSESSMENT DATA

MATH

1. What percentage of students are achieving math proficiency in the district? The school?
2. Disaggregate your data by gender. What percent of students is achieving math proficiency among:
 - a. Male students? _____
 - b. Female students? _____
 - c. Non-binary or gender nonconforming students? _____
3. Disaggregate your data by ethnicity. What percent of students is achieving math proficiency among:
 - a. American Indian or Alaska Native students? _____
 - b. Asian students? _____
 - c. Black or African American students? _____
 - d. Native Hawaiian or Other Pacific Islander students? _____
 - e. White students? _____
 - f. Hispanic/Latinx students? _____
 - g. Multi-Racial students? _____
4. Disaggregate your data by disability code. What percent of students is achieving math proficiency among:
 - a. Students with a disability code? _____
 - b. Students without a disability code? _____
5. Disaggregate your data by socio-economic status, if you have access to those data. What percent of students is achieving math proficiency among:
 - a. Students with Free Lunch status? _____
 - b. Students with Reduced Lunch status? _____
 - c. Students with neither Free nor Reduced Lunch status? _____

READING

7. What percentage of students are achieving reading proficiency in the district? In the school?

8. Disaggregate your data by gender. What percent of students is achieving reading proficiency among:
 - a. Male students?_____
 - b. Female students?_____
 - c. Non-binary or gender nonconforming students?_____

9. Disaggregate your data by ethnicity. What percent of students is achieving reading proficiency among:
 - a. American Indian or Alaska Native students?_____
 - b. Asian students?_____
 - c. Black or African American students?_____
 - d. Native Hawaiian or Other Pacific Islander students?_____
 - e. White students?_____
 - f. Hispanic/Latinx students?_____
 - g. Multi-Racial students?_____

10. Disaggregate your data by disability code. What percent of students is achieving reading proficiency among:
 - a. Students with a disability code?_____
 - b. Students without a disability code?_____

11. Disaggregate your data by socio-economic status, if you have access to those data. What percent of students is achieving reading proficiency among:
 - a. Students with Free Lunch status?_____
 - b. Students with Reduced Lunch status?_____
 - c. Students with neither Free nor Reduced Lunch status?_____

Next, practice analyzing your data. Take a moment to answer these questions quietly to yourself. Then, discuss with a shoulder partner or your small group.

1. What do you notice?
2. Is anything surprising to you?
3. Are there some groups with high rates of math proficiency? Low rates?
4. What are the possible reasons for these results?
5. Are there some groups with high rates of reading proficiency? Low rates?
6. What are the possible reasons for these results?
7. Would it be helpful to break the data down in any other way (e.g., combining gender and ethnicity; achievement vs. growth; STEM or advanced courses enrollment)? Are there other subject areas that should be examined?
8. What questions do you have? Do you need additional data to answer your questions?
9. What are your next steps?

ROLLING AGENDA TEMPLATE

A “rolling” agenda is an ongoing note sheet that each data team can collaboratively use and maintain. Having a single source of information, action items, and important links helps keep the team organized and accountable while preventing important information from getting lost in inboxes and busy schedules.

Here’s a simple template to help your team get started. At the top, there’s a linked index to the different meeting dates. Below, there’s a section dedicated to each meeting where the team can record notes, action items, and questions.

[Team Name]

Rolling Agenda Notes

Frequently Used Resources

[Add link to commonly used resource]	[Add link to commonly used resource]
[Add link to commonly used resource]	[Add link to commonly used resource]
[Add link to commonly used resource]	[Add link to commonly used resource]

Meeting Date Index

Meeting Date	Goals & Agenda Items
[Date & Hyperlink within Document]	[Bulleted List/Summary]
[Date & Hyperlink within Document]	[Bulleted List /Summary]

[Meeting Date]

Copy and paste a new section for each meeting, and then link the header to the index at the top. This makes it easy to jump to a particular meeting later.

Agenda Items	Notes	Questions/Parking Lot

Action Items & Next Steps

Who	Will Do What	By When

FAMILY NOTIFICATION LETTER OF UPCOMING ASSESSMENT

Educators use a variety of assessments to understand students' learning and needs to guide appropriate next steps. For this reason, assessments are a vital component of a student's education. For parents new to comprehensive assessment systems, it might be confusing or frustrating to understand why various assessments are happening.

Communicating about assessments and their purposes can help ensure that parents and guardians feel comfortable with their student's participation in assessments. Try using this template, along with the [Assessment & Aligned Supports Plan: Communication Template](#) in this toolkit, to share this information with families.



Dear Parent/Guardian:

This letter is to inform you of an upcoming assessment that your child will be taking called [insert assessment name]. The purpose of this assessment is [insert description; cut and paste from Communication Template if completed].

Assessments like [insert assessment name] help our teachers provide instruction and support that will best meet the unique needs of your student.

We ask that you assist us by gently encouraging your child to do their best. Remind your child that this assessment is meant to help teachers know how to provide the right supports.

If you have questions, please contact [insert name of school contact] at [insert phone number and/or e-mail address].

Sincerely,

[Insert name of LEA superintendent or school principal]



Illuminate Education equips educators to take a data-driven approach to serving the whole child. Our solution combines comprehensive assessment, MTSS management and collaboration, and real-time dashboard tools, and puts them in the hands of educators. As a result, educators can monitor learning and growth, identify academic and social-emotional behavioral needs, and align targeted supports in order to accelerate learning for each student.

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