


Implementing Tier I of RTI²-A + RTI²-B

Tier I Day 1



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Welcome


1. Sit with your school team.
2. Download all training materials for this session, if you haven't already.

Wi-Fi Network:
Password:



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Tennessee Technical Assistance Network (TN-TAN)

TN-TAN provides school districts, administrators, educators, and families access to free high-quality training, resources, and supports designed to improve outcomes for students with disabilities, ages 3-22. See below for more information about our areas of support.

Intensive Behavior

TRIAD at Vanderbilt University Medical Center provides technical assistance for complex behavior support needs and associated training. Supports include direct instruction for staff on behavior assessment and intervention implementation, as well as ongoing coaching to help students engage within their least restrictive environments.

Autism

TRIAD at Vanderbilt University Medical Center provides training, consultation, and coaching services designed to support educators in their classrooms and develop school and system-wide supports to address needs specific to students with autism spectrum disorder (ASD).

RTI²-A+RTI²-B

Tennessee Tiered Supports Center assists districts and schools as they build and implement an aligned student support system. The center provides training, coaching, and resources for building an aligned framework for tiered academic and behavioral supports.

Secondary Transition

Transition Tennessee provides a range of services to transition stakeholders to improve in-school and post-school outcomes for transition-aged students (14-22) with disabilities. Supports include tiered technical assistance for in-school transition stakeholders and resources and services specific to educator and family needs.

Assistive Technology


The Assistive Technology Project for Education (ATP) assists districts and staff in building capacity to provide assistive technology supports for students with disabilities. Supports include strategic action planning, professional development, direct coaching for staff, and access to AT equipment-lending libraries for assessment trials.

Family Engagement

The Arc Tennessee partners with schools and caregivers of students with disabilities. Family Engagement provides educator training and technical assistance to schools, integrates family supports into existing school networks and strategic plans, and connects families to available services and family-friendly special education resources in order to ensure a successful school experience.

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About Us



Vanderbilt University - West TN Team

Vanderbilt University - Middle TN Team

University of Tennessee, Knoxville - East TN Team





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Learning Objectives

Day 1

- Understand how RTI²-A and RTI²-B Leadership, Data-Based Decision Making, Assessment, and Instruction and Intervention can be aligned at Tier I.
- Understand how using multiple data sources and collaborative Data-Based Decision-Making Teams can be used to identify and address barriers to effective Tier I instruction.
- Explore implementation fidelity data to identify areas for improvement.



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Schedule

Time	Topic
8:30 a.m.	Welcome and Introduction
9:20 a.m.	Aligning Academic and Behavior Support
9:40 a.m.	Establishing School Leadership Team Structures, and Supporting Teams
10:40 a.m.	Using Assessment to Support Learner Needs at Tier I
12:15 p.m.	Lunch
1:30 p.m.	Using Data-Based Decision-Making Teams to Address Learner Needs
3:05 p.m.	Using Leadership to Support Successful Implementation
3:25 p.m.	Wrap-Up



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Norms



1. Keep discussions productive and solutions-oriented.
2. Be an active listener. Ask questions!
3. Use electronics respectfully.
4. Avoid sidebar conversations.



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Roadmap

RTI-A + RTI-B District Capacity Assessment – Tennessee

Overview
The District Capacity Assessment – Tennessee (DCAAT) allows District Leadership Teams to evaluate District Implementation of the Tennessee Department of Education's (TDOE) RTI-A and RTI-B at the school level. The assessment is designed to provide information to the district to address implementation issues and to identify and address areas of strength and need.

The assessment includes all items that indicate aligned implementation of RTI-A and RTI-B. The items are grouped into four categories: District Leadership Team Structure and Function, Leadership, Data-Based Decision-Making, Instruction and Intervention, and Assessment. The categories are designed to provide information to the district to address implementation issues and to identify and address areas of strength and need.

The assessment is designed to provide information to the district to address implementation issues and to identify and address areas of strength and need. The assessment is designed to provide information to the district to address implementation issues and to identify and address areas of strength and need.

Administration and Scoring

- Step 1: Convene the District Leadership Team. When possible, include an external facilitator to lead the meeting and discussion.
- Step 2: Each team member reads and rates all items individually using the scoring sheet. Team members then share their ratings with the group.
- Step 3: After sharing individual ratings, team members engage in discussion to reach consensus on team ratings for each item.
 - Averaging individual ratings is not recommended, especially if there are outliers.
 - Discuss any differences in ratings and consider available evidence (e.g., meeting artifacts, survey logs, student feedback) to help reach consensus.
- Step 4: Summarize the results using the scoring guide on page 6. Identify areas of concern or potential for continued improvement.



RTI-A + RTI-B School Implementation Fidelity Assessment

Overview
The RTI-A + RTI-B School Implementation Fidelity Assessment allows School Leadership Teams to evaluate a school's capacity to support aligned implementation of RTI-A and RTI-B. The assessment is designed to provide information to the school to address implementation issues and to identify and address areas of strength and need.

The assessment includes all items that indicate aligned implementation of RTI-A and RTI-B. The items are grouped into four categories: District Leadership Team Structure and Function, Leadership, Data-Based Decision-Making, Instruction and Intervention, and Assessment. The categories are designed to provide information to the school to address implementation issues and to identify and address areas of strength and need.

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Annual Implementation Plan

RTP-A + RTU-B Implementation Plan

Define
Evaluate
Implement
Analyze

District or School Name: _____

Essential Component(s): _____ Subcomponent(s): _____ Item(s): _____

Goal 1 – What is the desired outcome? _____

Define – What is the problem? _____

Analyze – Why is the problem occurring, and what data validate our hypothesis? _____

Implement				Status	Comments
What	Who	When	Date		
				<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Completed	
				<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Completed	
				<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Completed	
				<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Completed	

Evaluate – Have we achieved our goal? ☐ Yes ☐ No – Action steps are still in progress.
 Date Evaluated: _____
☐ No – All actions steps are complete. We need to revisit the problem-solving process.

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Introduction



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In 2022-2023...

- **One in three** students scored on-track or mastered in math.
- **Two in five** students scored on-track or mastered in reading and language.
- **Two in five** students scored on-track or mastered in science.

(TN State Government & TN Commission on Children & Youth, 2021)



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In 2022-2023...

- Seven in 10 schools employed a full-time **nurse**.
- One in four districts met the goal of one certified **social worker** for every 1500 students.
- A little over one in three districts met the goal of one certified **counselor** per 500 students.

(TN State Government & TN Commission on Children & Youth, 2021)



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Consider Alignment to Manageably Address Needs

Implementing **RTI²-A + RTI²-B** provides an organized approach to address these needs by engaging **all students** within the learning environment, using multiple **data points** to guide strategic decisions, developing **prevention strategies** to address needs, and supporting **teachers and leaders**.

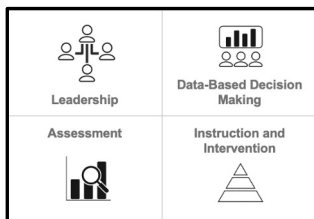
(NWEA, 2021)



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Essential Components of Tiered Supports



(Adapted from AEP, 2022)




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Group Discussion


1. What challenges might your school encounter when aligning your Tier I academic practices and systems with your Tier I behavior practices and systems?
2. What has been keeping your school from looking at academics and behavior together?



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Aligning Academic and Behavior Support at Tier I



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Tiered Supports

RTI²-A + RTI²-B

ESSENTIAL COMPONENTS FOR ALL TIERS

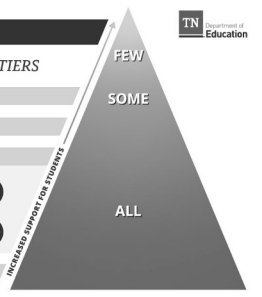
- 1 Leadership
- 2 Assessment
- 3 Data-Based Decision Making

Define A

Analyze B


Evaluate D

Implement C
- 4 Instruction & Intervention



INCREASING SUPPORT FOR STUDENTS

FEW
SOME
ALL



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Aligned Tiered Supports



“If we want to see improved outcomes in both domains, **we need to invest in both.**”

- Algozzine & Algozzine, 2009



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Aligned Core Instruction



Provides instruction and support to meet the comprehensive needs of all students.



Allows entire range of learners to actively participate.



Prioritizes school-wide practices to maximize success in all areas.



Uses data to guide response to students' strengths and needs.

(TDOE, 2018a)



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Utility of Problem Solving at Tier I

- Problem solving at Tier I helps:
 - inform instruction,
 - assess student outcomes,
 - monitor fidelity of implementation,
 - determine necessary school-level support and interventions, and
 - identify students needing additional support.

(Murnighan & Goodman, 2016)



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Problem Solving at Tier I



School Leadership Team

Focuses on aligning knowledge, resources, and systems necessary to implement tiered supports



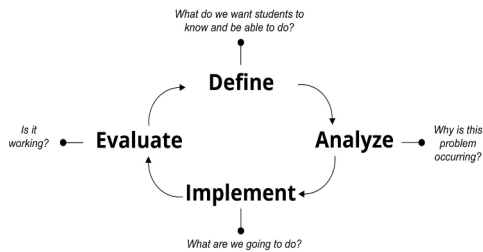
Data-Based Decision-Making Team

Focuses on student response to instruction and intervention



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Problem-Solving Process



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“Looking at all of the available **academic and behavioral data**, instead of only one or the other, helps **narrow** the problems and **widens** the amount of available interventions and strategies.”

(Munrosh & Goodman, 2016)



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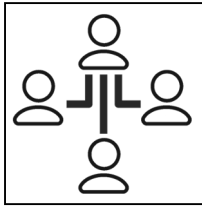
Using Leadership to Support Successful Implementation of RTI²-A + RTI²-B at Tier I

RTI²-A + RTI²-B School Implementation
Fidelity Assessment:
Leadership Teaming (1-4)
Professional Development and Coaching (5-6)
Strategic Allocation of Resources (7-9)
Communication and Engagement (10-12)



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Leadership



Guides and supports the alignment of knowledge, resources, organizational structures, and practices necessary to implement tiered supports



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Areas to Support

- ☐ Professional development and coaching
- ☐ Strategic allocation of resources
- ☐ Policy alignment
- ☐ Communication and engagement
- ☐ Data-based decision-making



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Professional Development & Coaching

School Leadership Team Actions

- Use multiple data sources to select professional learning opportunities and provide coaching on:
 - Data-based decision making
 - Assessment
 - Instruction and intervention
- Advocate for schedules that enable training and coaching
- Refine coaching and professional learning based on implementation fidelity and student outcomes

(Stockdager et al., 2021)



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Outcomes of Effective Professional Learning

School staff are able to:

Identify desired student outcomes.

Determine new practices to implement.

Identify new skills to learn and practice.

Prepare learning around outcomes.

Plan for organizational support.

Create optimal learning activities for students.

(Osley, 2014)



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Strategic Allocation of Resources

- Use resource maps to effectively identify and allocate resources
- Ensure availability of personnel, funding, and materials
- Establish a committee
 - Review materials
 - Select new materials
 - Provide training and support
 - Ensure fidelity of use

(Brown-Chissey & Bickford, 2016)



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School-wide Schedules

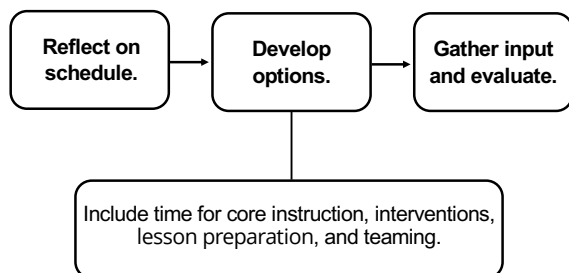
Core Instruction	Provide time for effective Tier I practices and administering assessments
Interventions	Support multiple levels of instruction and intervention based on student need
Teaming	Enable collaborative, data-based problem-solving and decision-making

(Stockinger et al., 2021)



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Consider Your Schedule



(Brown-Chissey & Bickford, 2016)



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Personnel



"The ideal model allows the **most qualified staff** to work with the **most struggling students**, but sometimes the schedule becomes a barrier to this model."

(Brown-Chissey & Bickford, 2016)



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Consider Tier I Effectiveness

Effective instruction at Tier I helps schools strategically use available resources. If too **few** students are meeting academic and behavior goals, there are likely **not enough people, places, or minutes** in the day to support students at the necessary level of intensity.

(Brown-Chidey & Bickford, 2016)

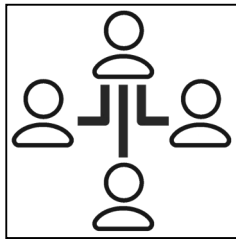


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Policy Alignment

Staff

School Leadership Teams share and further define policy that reflect a proactive and responsive instructional approach to academics and behavior for all students.

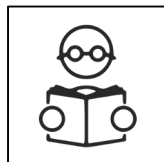


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Policy Alignment

Families and Students

Parent or Student Handbook references the tiered support process and the alignment of academics and behavior



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Communication and Engagement

School Leadership Team engages in on-going, two-way communication with **staff** on implementation progress, and student outcomes.

Staff engages in on-going, two-way communication with **families** on procedures, implementation progress, and student outcomes.



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Communication and Engagement

Reaching out to families and the community to build strong family-school relationships was found to have a positive impact on students.

Increased communication efforts with families can have a positive impact on school success and student outcomes.

(Wood & Boerner, 2017)



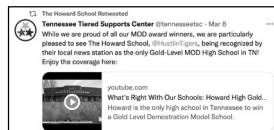
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Communication and Engagement

Success and positive student outcomes are communicated and celebrated with key collaborators including:

- staff,
- families,
- students, and
- community partners.



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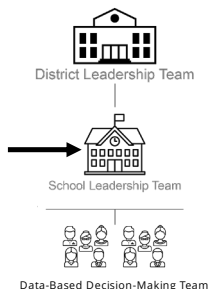
Establishing School Leadership Team Structures

RTI²-A + RTI²-B School Implementation
Fidelity Assessment:
Leadership Teaming (1-3)
Data-Based Decision-Making Team (15)



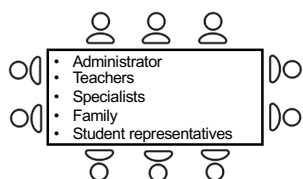
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RTI²-A + RTI²-B Teaming



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School Leadership Team Members



Representative of **all key collaborators** within the school community, including families and students, when appropriate



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School Leadership Team Responsibilities

Attend to School-Wide Needs

- Identify barriers to implementation
- Engage in problem-solving
- Implement plans to overcome barriers
- Request or provide coaching support to teams

Attend to Key Collaborator Needs

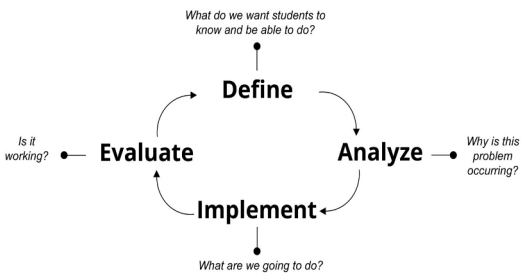
- Help build knowledge and skills of staff
- Engage with families and students to identify shared values and ways RTI²-A + RTI²-B can meet their needs
- Network with School Leadership Teams from other buildings

(Munrosh & Goodman, 2016)



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Problem-Solving Process



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Purpose Statement

Develop **identity** relative to team's goals

Emphasize team's **role** of coordinating systems

Explain team's **focus and goals** to key collaborators

(Munrosh & Goodman, 2016)



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Example Purpose Statement

The purpose of our **School Leadership Team** is to **align** academic and behavior support for all students through a more efficient **system** that uses school-wide implementation and outcome **data** to identify needs, develop strategies to meet those needs, and ensure completion of our school's overall priorities.



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Meeting Structures

- ☐ Determine team norms.
- ☐ Establish regular meeting schedule.
- ☐ Use a structured agenda to take minutes and assign action items.
- ☐ Align RTI²-A + RTI²-B implementation plan with school improvement plan.

(McIntosh & Goodman, 2016)

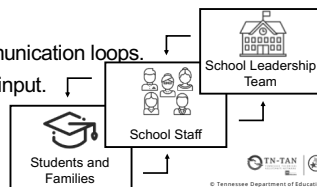


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Meeting Operations

- Use data to inform decisions.
- Use a consistent process for making decisions that considers:
 - majority voting,
 - consensus model, or
 - thumbs-up approach.
- Establish two-way communication loops.
- Gather key collaborator input.



(Brown-Chidsey & Bickford, 2016)



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Assign Team Roles

Be sure to assign back-up roles!

- Team Lead
- Recorder
- Data Coordinator
- Active Team Member(s)
- Time Keeper

Team members should have collective expertise in data analysis and the intensification of instruction and intervention for academic and behavioral needs.



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Create a Sense of Team



- By establishing clear meeting operations.
- By structuring the work through:
 - strategies for organization,
 - effective interactions, and
 - useful problem solving.

(McIntosh & Goodman, 2016)



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Supporting Data-Based Decision-Making Teams

RTI²-A + RTI²-B School Implementation
Fidelity Assessment:
Data-Based Decision-Making Teams (13-17)



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Data-Based Decision Making



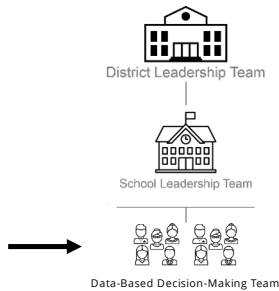
- Occurs at all levels, from individual students to district
- Uses multiple data sources to make decisions regarding:
 - Selection of instructional practices
 - Intensification of instruction and supports
 - Identification of students with disabilities

(AIR 2020)



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RTI²-A + RTI²-B Teaming



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Supporting Data-Based Decision-Making Teams

Team Members

Start where you are

Overlap members

Team Creation

Prioritize function

Choose configuration

Team Conversations

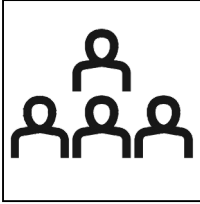
Clarify decisions to make

Solve problems



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Data-Based Decision-Making Team



- Meet regularly for continuous improvement of instruction and intervention
- Monitor data for all students across grade levels and content areas
- Utilize a data-driven problem-solving process to improve outcomes for all students

(Brown-Chidey & Bickford, 2016)



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Tier I Problem Solving

- Review current data to determine if efforts to support all students are successful.
- Focus on the big picture and general trends.
- Identify necessary changes to improve support for all students.

(McIntosh & Goodman, 2016)



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Meeting Structures

- ☐ Determine team norms.
- ☐ Establish a regular meeting schedule.
- ☐ Use a structured agenda to take minutes and assign action items.
- ☐ Use meeting operations and team roles.

(McIntosh & Goodman, 2016)



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Using Assessment to Understand Learner Needs at Tier I

RTI²-A + RTI²-B School Implementation Fidelity
Assessment:
Assessment Tools and Administration (26-31)
Monitoring Response to Instruction and Intervention (21)



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Assessment

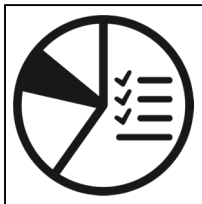


Assessment provides data that are used within a **continuous improvement model** and encompasses: universal screening, progress monitoring, diagnostic and survey-level assessments, implementation fidelity, and data management.



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Screening at Tier I



The process of identifying and verifying risk for academic and behavioral difficulties using multiple data sources



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Screening Strengthens Prevention

- Promotes effective outcomes for all students
- Helps identify students in an equitable way
- Reduces disproportionality in student identification
- Facilitates reflection on the school environment
- Informs appropriate tiered needs
- Highlights students who need additional support to meet grade-level goals

(Brown-Chidey & Bickford, 2016; Kilgus, 2021)



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Screening at Tier I

- Involves a process that looks at multiple data sources.
- Occurs across grade levels and content areas.
- Evaluates the health of Tier I instruction.
- Measures skill-specific progress to determine effectiveness of intervention.



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Screening Tools in Tennessee

Academic Screening for Grades K-8

- Administer nationally normed, skills-based universal screener to measure academic skills three times/year.

Academic Screening for Grades 9-12

- Collect multiple sources of data that can be incorporated into an Early Warning System (EWS) and establish district criteria for identifying students at risk.

Behavior Screening

- If your district uses a behavior screening tool, use the manual's guidance to administer the universal behavior screener.

(TDOE, 2017; TDOE, 2018a; Oakes et al., 2021; Lane et al., 2019)



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Screening in Tennessee

Characteristics of Dyslexia: T.C.A. § 49-1-229

Screening Requirements:

- All K-12 students must be administered reading screener.
- Assessments for reading must explicitly characteristics of dyslexia.
- If a student is receiving tiered supports

Tennessee Screening Guidance

Please Note:

Tennessee Code Annotated 49-1-229 requires screening as a proactive way to address skill deficits through appropriate interventions; it does not refer to the identification or diagnosis of dyslexia.

(TDOE, 2021b; TDOE, 2018a)



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Universal Screening Tools

Academics

- aimswebPlus, easyCBM, or other approved universal screener
- Survey-level or diagnostic assessments
- Teacher or caregiver observations

Behavior

- Student Risk Screening Scale for Internalizing and Externalizing Behaviors (SRSS-IE)
- Social Skills Improvement System – Performance Screening Guide (SSIS:PSG)
- Teacher or caregiver observations

(TDOE, 2021b)



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Universal Behavior Screening

Considerations

- Refer to district policy on notification requirements.
- Remember, behavior screening does NOT:
 - provide a mental health diagnosis,
 - determine Special Education eligibility, or
 - provide a recommendation for medication.

Please note:

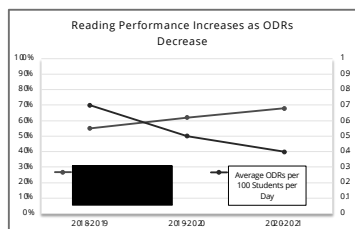
Any screening for mental health concerns requires written parental consent.



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Academic and Behavior Data

- Shows connection between academics and behavior
- Provides accountability
- Indicates effectiveness of Tier I



(Mullish & Goodman, 2019)



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Engage Key Collaborators

School Staff

- Explain the role of screening to staff by:
 - providing rationale,
 - describing what is needed from them,
 - asking what they want to know, and
 - gathering input to make the process more feasible.
- Emphasize the desire to better support teachers and students.
- Share that teacher and caregiver observation can be used.

(Riga, 2021)



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Engage Key Collaborators

Families and Students

- Communicate to all students and families how assessments will be used.
- Use resources from the Tennessee Department of Education such as the Dyslexia Resource Guide.
- Continue ongoing communication on progress for students receiving support.

(Mullish, 2020; TDOE, 2016; TDOE, 2018a)





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Group Discussion

1. Are academics and behavior represented on your screening schedule and training plans?
2. Does anyone need to connect with their district to determine available screening options?





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Data-Driven Teaching

Allows teachers to know if efforts are working.

Uses data to inform lesson preparation and implementation.


Informs adjustments to instruction based on student performance.




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For Students Who Flag for Risk



Data Sources Indicate Risk (e.g., Universal Screener)	
Collection of Additional Data	
Closer Analysis of Existing Performance Data	Drill-Down and Survey-Level Assessments
Understanding of Student Need	
Intervention Supports	Classroom Access and Scaffolding Supports



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Drill-Down Assessment

Determine Common Areas of Need

- Identifies skill-specific strengths or deficits that may influence student performance
- Determines factors within the instruction, curriculum, and environment that impact learning
- Should be used to plan instruction
- May be standardized or informal

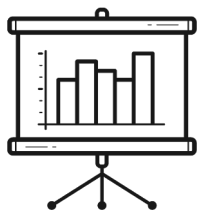
(NWEA, 2017; AIR, 2022)



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Visualizing Risk

- Consider how you flag for risk to see school-wide risk levels.
- Look at academic and behavior screening data together to verify risk.
- Build on how you are currently looking at data.



(Riga, 2021)



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Group Discussion

1. How does your school help teams visualize risk for academics and behavior?
2. How can this information help inform Tier I instruction?

Is there content that needs to be revisited?

Are there behavioral expectations we need to re-teach?

How can we tailor core instruction?



Should we incorporate an acknowledgement system?



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Using the Data-Based Decision-Making Team to Address Learner Needs at Tier I

RTI²-A + RTI²-B School Implementation Fidelity
Assessment:
Data Use (16-17)
Selection of Instructional Practices and Interventions (18)



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Data Informs Selection of Tier I Practices

Starting Day 1,
what do our
students **need**?



What skills
do we need
to **teach**?



Where are more
students
struggling?



(McIntosh & Goodman, 2016)



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Data Sources Relay



Activity

1. Stand at the chart paper assigned to your team.
2. Take turns using one marker to list out all the data your school collects that can be used at the Tier I level for data-based decision-making.
3. Remember to include data sources in addition to academics and behavior such as attendance.
4. The team with the most data sources listed in one minute wins!



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Data Informs Overall Effectiveness of Tier I

- State achievement tests
- Screening data
- Benchmark data
- World-class Instructional Design and Assessment (WIDA)
- Attendance
- Office discipline referrals
- Counseling referrals
- Perception surveys
- Suspensions
- District assessments
- Unit or placement tests
- Course credit accrual
- Nurse visits



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School-Based Assessment Alignment Worksheet

Universal Screening						
What data sources are we using? <i>*Note if required</i>	When does it occur?	How is the data being used to improve instruction and intervention?	Who is administering the data?	Who is entering the data?	Who is generating the reports?	How is it shared with key collaborators (teams, staff, students, community)?
1.						
2.						
3.						
4.						

Universal Screening Needs:



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Data System Considerations

Accessible student data and instructional decisions should be:

entered in a timely manner, represented graphically, and monitored regularly.



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(APR 2020)

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Problem-Solving Process

Expectations of Teams

1. **Define** the goals and objectives to be attained.
2. **Analyze** reasons why the goals are not being attained.
3. **Implement** evidence-based strategies to attain the goals.
4. **Evaluate** the effectiveness of the plan.



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Tier I is Prevention

Tier I helps prevent an overload of students needing additional support. If **only some** students are demonstrating mastery of any skill, and practices are being **delivered with fidelity**; in that case, data indicate teaching practices likely need to be adjusted by **strengthening or adding** more practices.



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Determine Instructional Practices

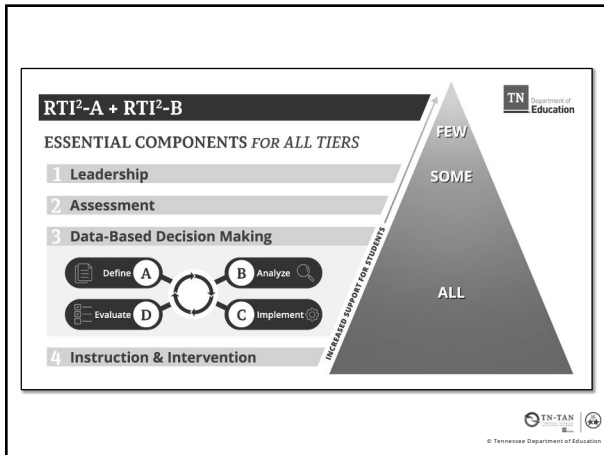
When collaborating to select, adapt, and intensify core instruction:

- use multiple sources of data,
- consider student needs and cultural context, and
- involve broad range of key collaborators.



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Identify Specific Goals to Monitor

Refer to Your School Improvement Plan

- Which goals relate to Tier I behavior concerns?
- Which goals relate to Tier I academic concerns?
- Which goals address additional areas such as attendance?
- How often are you monitoring those goals?

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Monitoring Goals and Ongoing Data Collection

Questions to Consider

- Is Tier I support effective? How do we know?
- Is Tier I support matched to student needs?
- Do systems need to change to promote more effective instruction?
- Do teachers have the necessary resources to implement with fidelity?

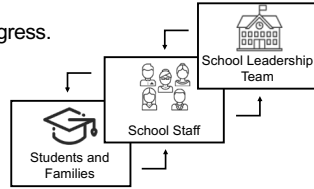
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(FL PS9RTI, 2021)

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Share Data with All Key Collaborators

- Communicate success, positive student outcomes, and progress.
- Make data understandable.
- Ensure two-way communication.
- Establish trust.



(Garcia, Fiorot, Dean, Flores, & Miller, 2016)

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Triangle Scenarios

Considerations for Each School

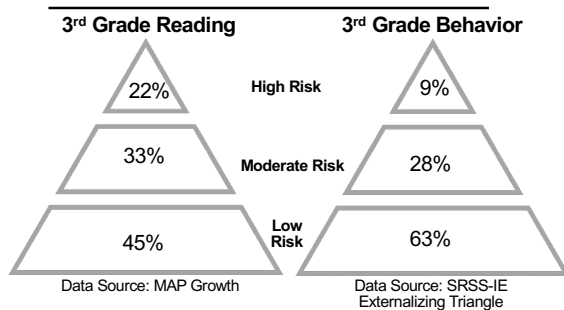
- What problems could grade-level data reveal for reading?
- What problems could grade-level data reveal for behavior?
- How are the needs of each school different?
 - How can looking at risk inform changes to core instruction?
 - How might the environment need to be different for these different schools?



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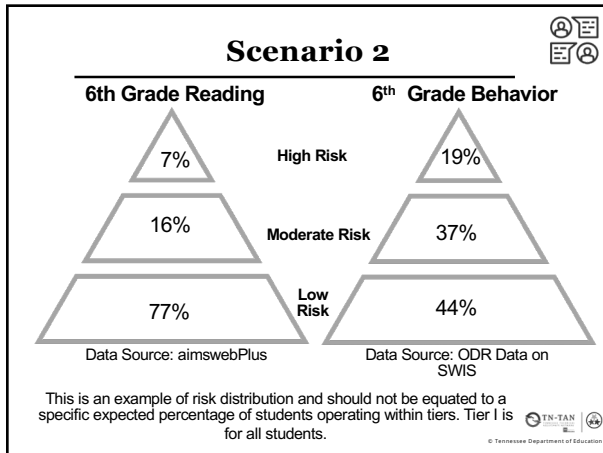
Scenario 1



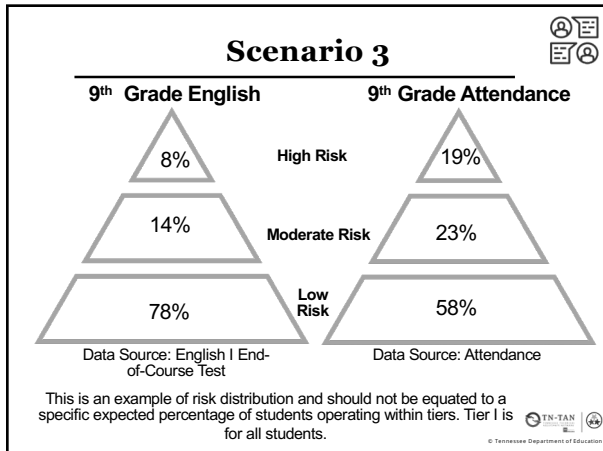
This is an example of risk distribution and should not be equated to a specific expected percentage of students operating within tiers. Tier I is for all students.

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Consider Your Triangle

- Provide Tier I support to all students so that a vast majority of students are meeting goals and performing at grade level.
- Remember the relation between academics and behavior.
- Consider your distribution of risk.
- Disaggregate your data to look at student subgroups.
- What does your population of students really need?

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Disproportionality



Disproportionality is the presence of students from a specific group being higher or lower than one would expect based on their representation in the general population of students.



Subgroups to include when disaggregating data are students from major racial and ethnic groups, economically disadvantaged students, students with disabilities, and English Learners.

(Salend & Montgomery, 2002; TDOE, 2018b; CSAI, 2017)



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Equity-Focused Decision Making



Who is at the decision-making table and are their perspectives diverse?



What problems are we trying to solve, for whom, and by when?



Does this solution actually work for the most vulnerable students and staff?



What are the plans for ongoing data collection, analysis, and sharing results?

(Austin ISD Office of Equity, 2020)



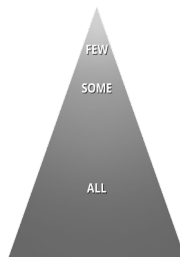
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Aligned Tiered Supports

Implementing frameworks in isolation leaves teams with:

- limited access to data,
- a limited view of the problem,
- an insufficient ability to problem-solve,
- insufficient support available, and
- limited knowledge for resource allocation.



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Wrap-Up

1. Prepare for Tier I Day 2.
 - High Quality Instructional Materials
 - High Leverage Practices
 - Effective and Engaging Instruction
 - Environment for Learning
2. Bring all data and materials to Day 2.

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Website
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Success Stories

Share your story!

We would love to highlight your success implementing tiered supports.

Apply here to be considered as an upcoming **Implementor Spotlight!**



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