

Multi-Tiered System of Support Manual

MTSS

Georgetown-Ridge Farm



Multi-Tiered System of Support

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I. MTSS/RtI

A. Definition

A Multi-Tiered System of Support (MTSS) is a systematic approach of integrating data analysis with fluid enrichment and intervention placement within a multi-leveled instructional system to maximize student achievement and to reduce behavioral problems.

B. Philosophy

We believe that the purpose of a MTSS is to intervene in students' lives in such a way that they have an opportunity to be successful in school and prepared for their futures.

District Values	Staff Commitments
We believe all students can learn at high levels.	We will hold high expectations for student achievement and character, and will guide students to make responsible choices for their lives and the learning process.
We believe students learn with different styles and at different rates.	We will provide differentiated instruction and interventions, allowing for additional time and support to meet the needs of all learners.
We believe it is our responsibility to guide students toward self-sufficiency, responsibility, and accountability.	We will enable students to take responsibility for their own learning by discussing with them their personal learning goals. Together students and teachers will monitor student progress.
We believe that technology enhances both teaching and learning.	We will integrate technology to enrich and enhance our work and to prepare our students for digital citizenship.
We believe that collaboration between home and school accelerates student success.	We will actively engage parents so they are informed about their student's progress and can provide support and assistance in helping students grow and achieve at high levels.
We believe that a safe, respectful, and nurturing learning environment promotes self-esteem and confidence necessary for success.	We will model, monitor and enforce student and adult behaviors that contribute to a safe and orderly environment while respecting others within a diverse community.
We believe that access to timely data and clear information accelerates both teaching and learning.	We will use valid data and information to guide core instruction, plan for interventions, and promote enrichment / acceleration.
We believe that continuous improvement includes both recognizing and celebrating strengths as well as focusing on opportunities for growth and improvement.	We will recognize and celebrate the individual and collective efforts and achievements of our educational community.
We believe that goals must be specific, measurable, attainable, results-oriented, and timely.	We will develop individual, team, school, and district goals and action plans. We will be responsible and accountable for monitoring, tracking, and reporting results.

C. MTSS Framework Requirements

MTSS Framework Requirements

(See Descriptors for each practice on following pages)

MTSS Comprehensive System

Level of Implementation

Framework	Required Practices	Level of Implementation		
		Fall (Sept. or Oct. BLT)	Winter (Jan. or Feb. BLT)	Spring (April or May BLT)
PART 1: Three-Tier Model of School Supports	Tier 1: Differentiated Core Instruction through analysis of data			
	Tier 2 and Tier 3: Strategic and Intensive Instruction is in place for struggling learners			
	Fidelity of Instruction is monitored within all tiers			
PART 2: Problem-Solving Method for Decision Making	BLT (Building Level Team) meets a minimum of two times a year to review data, identify needs, and set goals			
	Data Days in place three times a year and GLT (grade level team) collaborations review data quarterly			
	Solution Team in place to problem solve individual student needs			
PART 3: Integrated Data System that Informs Instruction	Universal Screening takes place three times a year			
	Progress Monitoring for all students receiving a Tier 2 or Tier 3 intervention			
	Diagnostic Assessments: may be used for targeted students in all tiers to pinpoint strengths and needs			
	Decision Making Guidelines: general rules for movement between tiers			
	Fidelity of Assessments: training and administration			
PART 4: Family Involvement	Communication with families: Rtl process, Tier 2 and Tier 3 support, Rtl Team/Solution Team meetings			
	Data is reviewed with families			

MTSS Comprehensive System		
Framework	Required Practices	Practice Descriptors
PART 1: Three-Tier Model of School Supports	*Tier 1: Differentiated Core Instruction through analysis of data	<ul style="list-style-type: none"> → Research-based Tier 1 differentiated core instruction is in place across all grade levels → Data is used to determine groups of students needing differentiated support within the classroom
	*Tier 2 and Tier 3: Strategic and Intensive instruction is in place for struggling learners	<ul style="list-style-type: none"> → Research-based or evidence-based Tier 2 and/or Tier 3 interventions are in place for identified struggling learners → Interventions are in addition to literacy and math core instruction → Appropriate group size, time, frequency, and progress monitoring are in place for interventions → Implementer has been trained in intervention and documents student intervention on the District Student Intervention Log
	*Fidelity of instruction is monitored within all tiers	<ul style="list-style-type: none"> → Curricula, instruction and interventions are monitored for fidelity of implementation → Use of core fidelity checklist → Use of intervention fidelity checklist
PART 2: Problem-Solving Method for Decision Making	*BLT (Building Level Team) meets a minimum of two times a year to review data, identify needs, and set goals	<ul style="list-style-type: none"> → Building Level Team represents the roles of administrator, coach, lead interventionist (if applicable), psychologist, social worker, grade-level general education teacher, special education teacher, and others associated with child/issue on agenda → Team purpose: review and analyze building data by grade levels, subject areas, and various subgroups → Using data, team will identify Rtl implementation issues, strengths, and weaknesses (trends) across the building and create a plan to support specific areas of need. → Team meets a minimum of two times a year after Fall and Winter benchmarking (Optional meeting after Spring benchmarking may also take place)
	*Data Days in place three times a year and GLT (Grade Level Team) collaborations review data quarterly	<ul style="list-style-type: none"> → Data Days are scheduled after Fall, Winter, and Spring benchmarking so that teams can review data and: <ol style="list-style-type: none"> 1) plan for differentiated core instruction 2) identify students needing Tier 2 and Tier 3 interventions 3) determine interventions for groups of students with similar skill deficits → GLT's function as problem solving teams to review grade-level data, continue to determine student needs, and develop plans (differentiation and/or interventions) for groups of students. → GLT should meet at least quarterly to review data.
	*Solution Team in place to problem solve individual student	<ul style="list-style-type: none"> → (Would eventually like to be in a position to hold Solution Team meetings on individual students before placing them in a Tier 3 intervention.)

<p>PART 3:</p> <p>Integrated Data System That Informs Instruction</p>	<p>*Universal Screening takes place three times a year</p>	<ul style="list-style-type: none"> → School wide data (AIMSweb) is collected through an efficient and effective systematic process → All required benchmarks are administered → Depending on the building protocol, benchmarking teams may be established to administer tests
	<p>*Progress Monitoring for all students receiving a Tier 2 or Tier 3 Intervention</p>	<ul style="list-style-type: none"> → Students receiving Tier 2 and Tier 3 interventions will be progress monitored at least twice monthly → Progress Monitoring data is reviewed on a regular basis
	<p>*Diagnostic Assessments: may be used for targeted students in all tiers to pinpoint strengths and needs</p>	<ul style="list-style-type: none"> → Information from diagnostic assessments is used to differentiate instruction in core curricula → Information from diagnostic assessments is used to determine skill deficit areas that should be targeted with intervention(s)
	<p>*Decision Making Guidelines: general rules for movement between tiers</p>	<ul style="list-style-type: none"> → Several sources of data will be used to determine movement between tiers: AIMSweb, standardized assessments, classroom assessments, teacher recommendation, etc. → See Decision Making Rules section of this manual
	<p>*Fidelity of Assessments: training and administration</p>	<ul style="list-style-type: none"> → All staff administering AIMSweb and intervention placement assessments have received appropriate training, practice, and review as needed prior to benchmarking period
<p>PART 4:</p> <p>Family Involvement</p>	<p>*Communication with families: Rtl process, Tier 2 and Tier 3 support, Rtl/Solution Team meetings</p>	<ul style="list-style-type: none"> → At the beginning of the school year, a Rtl brochure or flyer will be sent home at registration or Open House → Share AIMSweb and/or general Rtl information at Open House or Family Reading Night → Send home Parent Letter and Rtl Brochure to all families whose student is receiving an intervention
	<p>*Data is reviewed regularly with families</p>	<ul style="list-style-type: none"> → AIMSweb Benchmark and/or Progress Monitoring data is reviewed with families during P/T Conferences

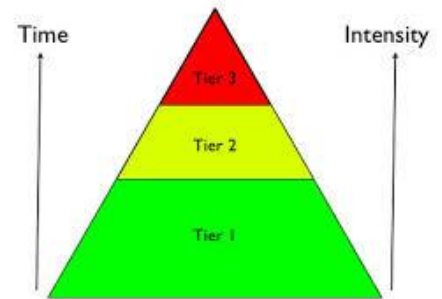
D. Georgetown-Ridge Farm Tier Definitions

(adapted from <http://www.illinoisrti.org/i-rti-network/for-educators/understanding-rti-mtss/multi-tiered-system>)

Tier 1

Tier 1 is the foundation. This is the instruction that all students receive in the general education classroom with their general education teacher. It is called Tier 1 instruction or core instruction. At Tier 1, teachers differentiate instruction by proactively planning and implementing a variety of instructional methods matched to varying student skill needs within the classroom.

With an effective core implemented with fidelity, 80% of the student population will achieve success.



Tier 2

Tier 2 involves supplemental interventions that are provided with an increased level of intensity in addition to core instruction for small groups of students who show some risk of not meeting grade level standards. Tier 2 interventions involve targeted skill-based instruction and/or intervention programs.

With an effective core implemented with fidelity, only 5% to 15% of the student population will need Tier 2 interventions.

Tier 3

Tier 3 involves providing interventions for a smaller group of students with the highest level of need. Such interventions are provided at a higher level of intensity in comparison to Tier 2 and are also in addition to core instruction. Tier 3 interventions are tailored specifically to meet the needs of each student.

With an effective core implemented with fidelity, only 1% to 5% of the student population will need Tier 3 interventions.

E. Systematic Approach

Envision

Board of Education and District Leadership Teams will define the Purposes and Philosophies of RTI and MTSS.

Construction

District Leadership Teams and appropriate Task Forces will design / plan / choose Core Instructional materials, guidelines, and all other elements of the core curriculum. Assessments will be defined and refined.

Implementation

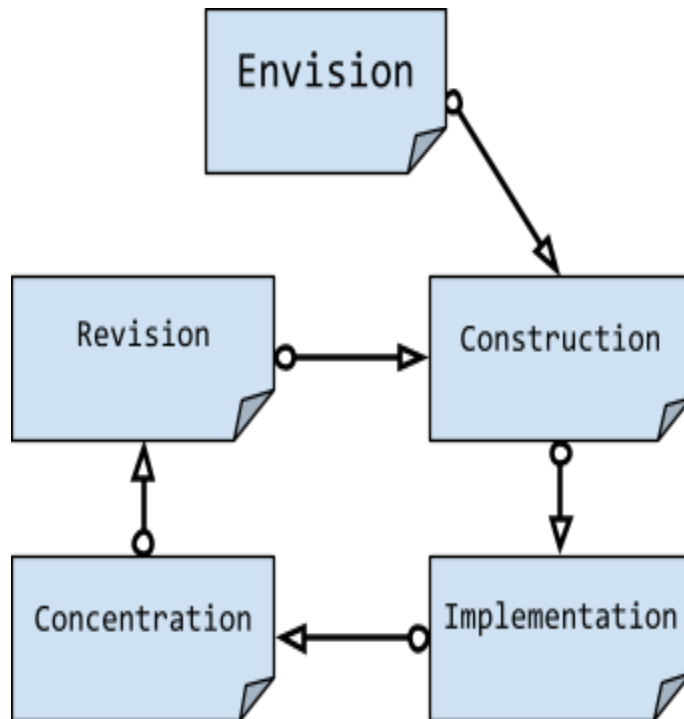
Core Instruction is taught in the classroom. Assessments will be given and collected by classroom teachers and other appropriate personnel.

Concentration

Data collection and analysis by district, building, and grade level teams will result in tier placements and appropriate interventions.

Revision

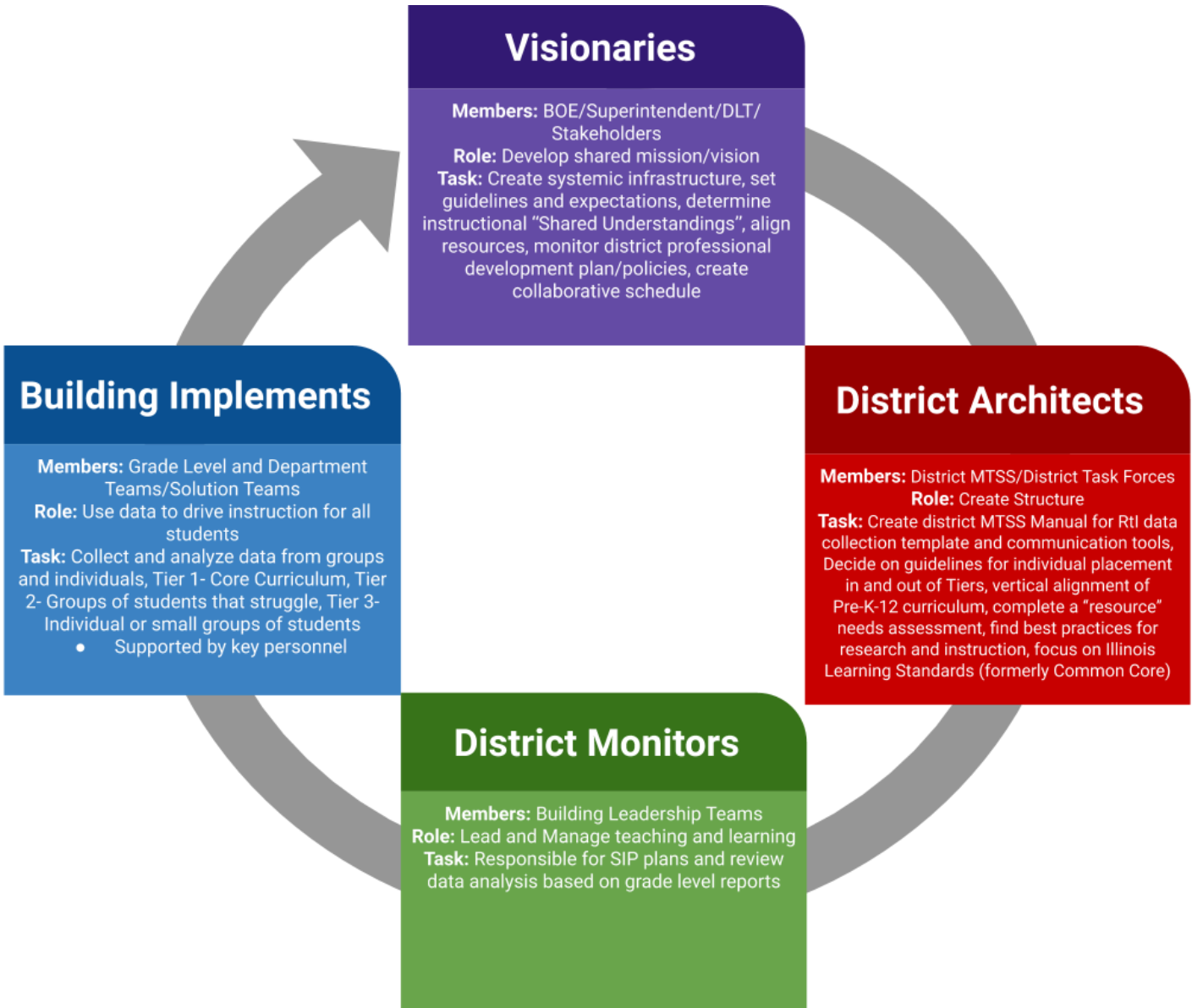
Core instructional materials will be evaluated and revised to meet student performance needs. Adjustments will be made to student placements and assessments, along with continued data collection and analysis.



F. Leadership Structure and Communication Plan

- Building Solution Teams and Grade Level / Department Teams will report to Building Leadership Teams
- Building Leadership Teams (BLT) will report to District Leadership Team
- District Task Forces and the District MTSS Team will report to the District Leadership Team
- District Leadership Team will report to the Superintendent and the Board of Education
- The Board of Education will report to all stakeholders

Board of Education		
Superintendent		
District Leadership Team (DLT)		
District Multi-Tiered System of Support Team (DMTSS)		
Task Forces (as needed):		
ELA	Math	Science Social Studies Soc/Emo
GRHS BLT	MMJH BLT	PC BLT
Departmental Teams	Grade Level Teams	Grade Level Teams
Solutions Team	Solutions Team	Solutions Team



COMMITTEE NAME:	REPRESENTATIVES:	FACILITATOR/ CHAIRPERSON:	TASK:	REPORTS INFORMATION TO:	REPORT SCHEDULE:
District Leadership Team (DLT)	Superintendent, Asst. Superintendent, Building Principals, District Coaches, Building Level Representatives Parent/Community Reps –AS NEEDED	Superintendent/ Assistant Superintendent	1.Create a Systemic Infrastructure 2. Set Guidelines and Expectations 3. Determine Instructional Shared Understandings 4. Align Resources 5. Monitor District Professional Development Plan/Policies 6. Create Collaborative Team Meeting Schedule	Board of Education At October and June Board Meetings	Once a month 8:30-11:00
District Multi-Tiered System of Support Team (DMTSS)	Coaches, Assistant Principals, Building Level Representatives	Coach/ Assistant Principals	1. Create District MTSS Manual for RtI, Assessment and Social/Emotional. 2. Maintain a Data Collection Template and Communication Tools. 3. Decide on guidelines for individual placement in and out of Tiers	District Leadership Team At October, February and May Administration Meetings	Once a month 12-2:00
DISTRICT TASK FORCES (as needed)	<u>READING:</u> Literacy Coach and grade level/ content area teachers <u>MATH:</u> Math Coach and grade level/ content area teachers <u>SOCIAL/EMOTIONAL:</u> School Social Workers, Principals, Building Level Representatives <u>SOCIAL STUDIES:</u> Curriculum Coordinator and grade level/ content area teachers <u>SCIENCE:</u> Curriculum Coordinator and grade level/ content area teachers	Reading-Literacy Coach Math-Math Coach Social/Emotional-Social Workers Social Studies-Curriculum Coordinator Science- Curriculum Coordinator	1. Vertical Alignment of Pre-K - 12 Curriculum 2. Complete a “Resource” Needs Assessment 3. Find Best Practices for Research and Instruction <u>FOCUS ON ILLINOIS LEARNING STANDARDS (Formerly-Common Core)</u>	District Leadership Team At Monthly Meeting	Different Task Forces will meet as needed.
BUILDING LEADERSHIP TEAMS (BLT)	Principals, Coaches, Representatives from Grade Levels, Departments/ Content Areas, Regular/Spec. Ed, Fine Arts, and Non-Certs. Parent/Community Reps –AS NEEDED	Building Principals	1. Responsible for SIP Plans 2. Review Data Analysis based on Grade Level/Team Reports 3. Complete MTSS Framework Requirements checklist 3x/year	District Leadership Team At Monthly MTSS Meeting	At least once a month as Determined by Building Administration
GRADE LEVEL/ DEPARTMENT AREA (PLC) TEAMS	Grade Level and Content area teachers	Grade Level/Content Area Teacher Leaders	Collect and Analyze Data from Groups Tier 1-Core Curriculum Tier 2-Groups of Students that Struggle	Building Leadership Teams TBA	Daily Team/PLC Times as determined by Administration
SOLUTION TEAMS-(Formerly Problem Solving Teams)	Grade Level and Content area teachers, Social worker, and school psychologist.	Teacher Leaders	Collect and Analyze Data from Individual Students. Tier 2- Groups of Students Tier 3- Individual or Small Groups of Students	Building Leadership Teams TBA	As needed

G. Goals / Outcomes

- MTSS systematizes the school improvement process and coordinates with other district initiatives.
- The district curriculum will be aligned to the Illinois Learning Standards.
- MTSS will focus on prevention, early intervention, and data based decision making.
- Interventions will be research or evidence based, systematic, and documented.
- MTSS will increase and improve all student learning.
- MTSS will provide ongoing support and monitoring for all students.
- As a part of the MTSS teaming process, interventions will be implemented and monitored.
- The school culture will promote trust, collaboration, and a shared responsibility for student learning.

H. Parental Involvement

- A statement explaining the Multi-Tiered System of Support will be included in the Student Handbook.
- A parent brochure will be provided with information regarding the Multi-Tiered System of Support (Response to Intervention System). Should be made available at registration, family nights, conferences, etc. Can be mailed home with progress reports, discipline reports, etc.
- Parents will be provided with information at parent teacher conferences regarding the results of the benchmark screening data. Progress Monitoring data will be shared if applicable.
- Parents will be informed when students are placed in an intervention group.
- Parents will be updated / contacted as needed regarding the student's progress and the effectiveness of the intervention.
- Parents will be offered continued "educational opportunities" to help them help their child.

I. District Implementation and Fidelity

To implement MTSS with fidelity across all areas of responsibility:

- The district curriculum will be aligned according to the Illinois Learning Standards.
- Instructional practices will be implemented according to the district's curriculum.
- Instruction will be differentiated to meet the needs of our students.
- Research based universal screeners will be used to gain benchmark data three times per year.
- Students will be placed in tiers, based on benchmark data.
- Research or evidence based interventions will be implemented according to student needs.
- Students will be progress monitored according to tier placement.
- Data will be continually monitored by appropriate staff.
- Data will drive student placement and movement between tiers.
- District fidelity will be continually improved through ongoing professional development.

J. Decision Making Rules

Tier 1

- All students receive core curriculum using differentiated instruction.
- All students receive benchmark tests in the fall, winter, and spring.
- If any students' benchmark scores are at or below the 25th%tile on national norms and/or other data (standardized test scores, class work, teacher recommendation, etc.) indicates an academic deficit, they will be considered Tier 2 (11th%-25th%) or Tier 3 (1st%-10th%) and receive interventions in their area of deficit.
- If at any time a teacher becomes concerned about a student's progress the teacher may refer the student to the appropriate team within the respective building to discuss and consider Tier 2 placement.

Tier 2

- If any students' benchmark scores are at or below the 25th%tile, but above the 10th%tile, on national norms and/or other data (standardized test scores, class work, teacher recommendation, etc.) indicates an academic deficit, they will receive interventions in their area of deficit.
- Tier 2 students will be progress monitored at least twice per month.
- Movement between tiers will be considered based on a minimum of 4 progress monitoring data points.
- If student is not making progress in an intervention, another intervention must be implemented.
- If several interventions have been implemented and lack of progress continues, a teacher may refer the student to the Solution Team. (See Solution Team Referral Form in District Forms section below.)

Tier 3

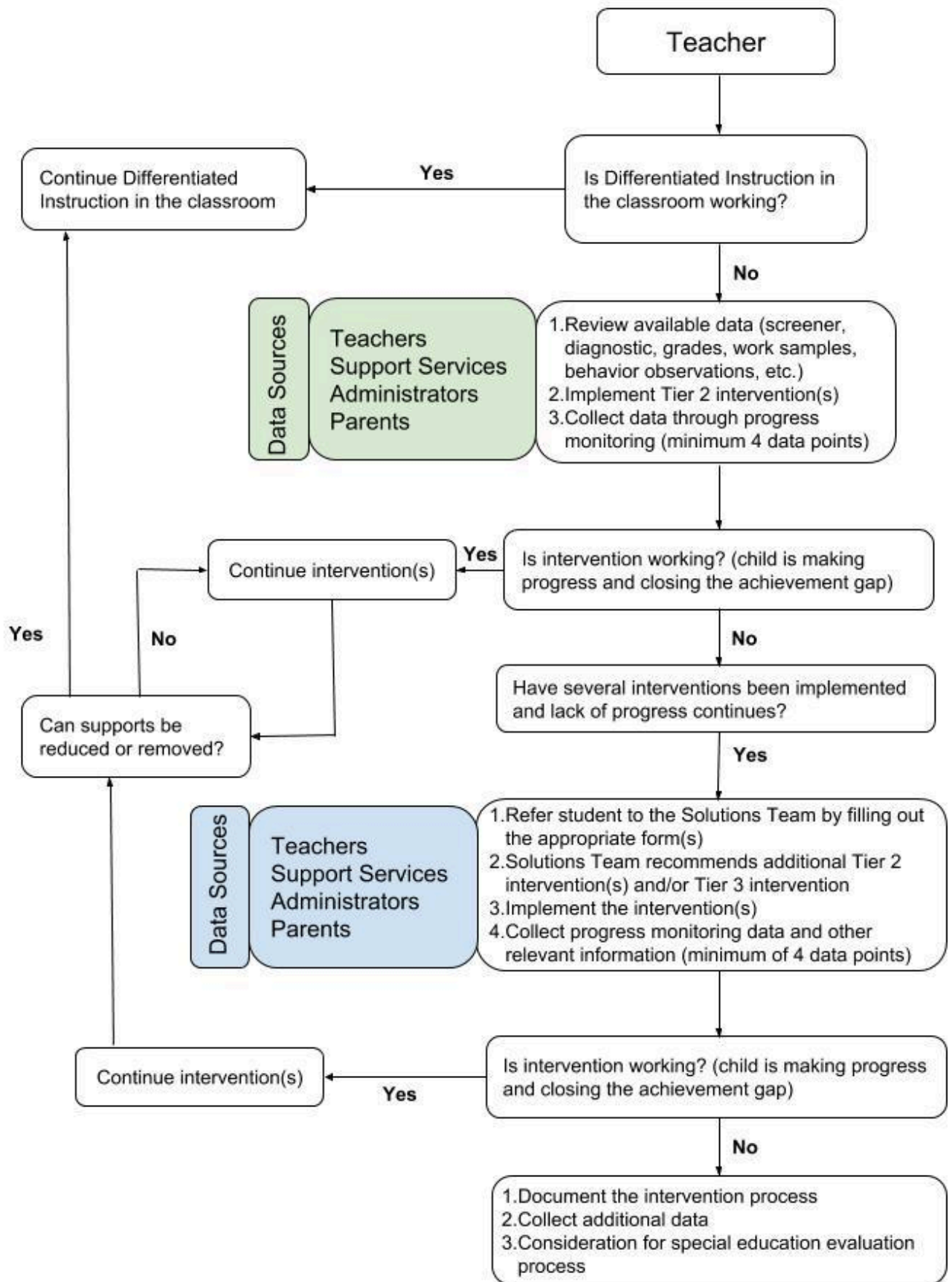
- If any students' benchmarking data indicates scores at or below the 10th%tile on national norms and/or other data (standardized test scores, class work, teacher recommendation, etc.) indicates an academic deficit, they will receive small group interventions in their area of deficit. If student does not make progress in intervention, they will be referred to the Solution Team.
- Tier 3 students will be progress monitored two to four times per month.
- Movement between tiers will be considered based on a minimum of 4 progress monitoring data points.

See Flowchart on next page for further description of Decision Making Rules.

GRF Unit #4 Response to Intervention Process

Informal Problem Solving

Formal Problem Solving



K. Interventions for Math, ELA, and Social/Emotional

	Math	ELA	Social / Emotional
High School	<ul style="list-style-type: none"> • Khan Academy • Hands-On Learning Activities • Xtra Math • Delta Math 	<ul style="list-style-type: none"> • Six Minute Solutions • Wilson Reading System • Wilson Just Words • Hands-On Learning Activities 	<ul style="list-style-type: none"> • Social Work
Junior High	<ul style="list-style-type: none"> • Moby Max • Khan Academy • Fraction Face-Off • Hands-On Learning Activities • Xtra Math 	<ul style="list-style-type: none"> • Moby Max • Six Minute Solutions • Wilson Reading System • Wilson Just Words • Hands-On Learning Activities 	<ul style="list-style-type: none"> • Social Work • Behavior Charts
Elementary	<ul style="list-style-type: none"> • Moby Max • Khan Academy • Fraction Face-Off • Hands-On Learning Activities • Xtra Math • Reflex/Frax 	<ul style="list-style-type: none"> • Moby Max • Six Minute Solutions • Wilson Reading System • Wilson Just Words • Wilson Foundations • Hands-On Learning Activities 	<ul style="list-style-type: none"> • Social Work • Behavior Charts • Behavior RtI

L. Frequently Asked Questions Concerning Rtl

1. What is Rtl?

Rtl stands for Response to Intervention. Rtl seeks to prevent academic failure through early intervention, frequent progress monitoring, and increasingly intensive research or evidence based instructional interventions for children who continue to have difficulty.

Rtl has essential components that include:

- a) using a three-tiered model of school supports
- b) utilizing a problem-solving method for decision making
- c) having an integrated data system that informs instruction

2. Who will receive Rtl?

Every student receives Rtl in the form of Tier 1, Tier 2, and/or Tier 3 instruction. As stated above, all students receive Tier 1 instruction (core curriculum). Eligibility for Tiers 2 and 3 are determined by decision making rules based on scores from universal screeners. Students that are unable to make progress in Tier 1 will receive more time learning a particular skill through specific interventions and accommodations. Students move fluidly through the tiers based on their progress monitoring data, universal screening data, and teacher recommendation.

3. How will students benefit from Rtl?

Response to Intervention allows teachers to differentiate instruction to meet the needs of individual learning styles.

4. How is Rtl different from Special Ed?

In order to increase student achievement, all students receive Rtl services regardless of deficits. The goal of Rtl is to target individual skill deficits in order to insure that they are performing at or above grade level.

5. How do we provide RTI to students?

Tier 1:

Provide differentiated, research based core curriculum to all students.

Tier 2:

In addition to the core curriculum, provide research or evidence based targeted interventions to small groups.

Tier 3:

For students not making progress in Tier 2, provide additional research or evidence based targeted interventions to smaller groups.

6. Who can help me find RTI Resources?

District Coaches, Title I Staff, Assistant Principals, and/or Content Area Teachers should be able to assist you with resources, training, or any other RTI questions.

7. Is there a difference between differentiation and intervention?

Yes.

Differentiation involves using student assessment data and knowledge of students to address individual needs in the classroom. Teachers differentiate through content, process, product, or learning environment.

Intervention is supplemental instruction that is targeted to meet students' needs, is research or evidence based, and is *in addition* to core instruction. Intervention is not more of the same instruction.

II. Assessment

The purpose of this section is to explain our district's assessment system and how this information is used to build the best educational plan for all students. This section is not intended to answer every question or address every situation concerning state and school assessments here at Georgetown-Ridge Farm; however, it can be used as a quick reference to help guide you to your answer. If you have any specific questions, please do not hesitate to contact a member of your team or department head.

A. Purpose of Assessment

The primary purpose for assessment in the Georgetown-Ridge Farm School District is to gather the clearest, most precise, consistent, and meaningful data possible to answer questions about student achievement and to assist with school improvement efforts.

We believe:

- ❖ Instruction and assessment are closely linked.
- ❖ Assessment is an ongoing process.
- ❖ All students should be assessed.

Assessment is an important and essential element in effective instruction. Every educator recognizes that a student may evidence his/her growth in a variety of ways. To obtain an accurate and valid picture of the whole child, teachers will use a variety of measurement tools: portfolios, criterion referenced tests, teacher-made tests, teacher observations, performance assessment tasks, rubrics and standardized tests.

Our teachers are dedicated to using data to make informed decisions about the educational plans for each student. Our belief is that an effective educator:

- ❖ Communicates to students expectations for learning.
- ❖ Adapts instruction to accommodate students' needs.
- ❖ Routinely integrates a variety of informal and formal assessments into instruction.
- ❖ Makes students aware of assessment standards/learner expectations.
- ❖ Assists students in developing self-assessment skills.
- ❖ Maintains up-to-date records of student progress.

B. Overview of Assessment

What is assessment?

The terms test/quiz, assessment, and evaluation all refer to the process of figuring out how much a student knows. While some teachers use the terms interchangeably, it is important to understand that each term has a distinct meaning and are easily confused. To help, the three terms are defined below.

- A **test** or **quiz** is used to **examine** someone's knowledge of something to determine what he or she knows or has learned. Testing measures the level of skill or knowledge that has been reached. Usually this is done in a group setting during a specific period of time.
- An **Assessment** is the **process** of documenting knowledge. Assessments may include tests and quizzes, but also rating scales, observation of student performance, portfolios, individual interviews, and other procedures. Assessments can be made individually or in group settings. Assessment often

refers to a planned program or system a school uses to make informed decisions about students.

- **Evaluation** refers to making a value judgment about the implications of assessment information. This process is necessary for school improvement planning. While assessment involves obtaining achievement data through a variety of means, evaluation goes a step further **interpreting** the data and making future decisions based on the information.

Testing, assessment, and evaluation are strongly interdependent; the quality of one affects the quality of the others. Good tests strengthen assessment; well-planned assessment increases the probability of valid and accurate evaluation.



C. Comprehensive Balanced Assessment System

Georgetown-Ridge Farm implements a **Comprehensive Balanced Assessment System**, which encompasses the whole system of assessing student understanding to improve teaching and learning. Teachers use multiple strategies to gather and share information about what students understand and to identify where they may be struggling. These include **formative**, **interim**, and **summative** assessment processes. Well-designed assessment systems help students chart their own progress toward learning goals and help teachers modify instruction as needed. When used effectively, assessments can facilitate high levels of student achievement.

Type of Assessment	Definition	Examples (Some examples may be in more than one category depending on how the teacher chooses to use the information)
Formative Assessment	Daily feedback of student progress that forms or shapes classroom instruction to improve learning.	Questioning Observations/Checklists Bell Ringers/Morning Work Exit Slips Student Work
Interim Assessments	Process used by educators periodically for the purposes of predicting student success, evaluating ongoing programs, and informing teaching to improve learning.	Benchmark Testing Quizzes/Tests Summaries Projects
Summative Assessments	Process used for the purpose of evaluating student, program, and/or school success at an end point in time to improve learning.	PARCC (grades 3-8) ACT/SAT (High School) End of chapter/unit/semester exams

D. Georgetown-Ridge Farm Assessment Inventory

Georgetown-Ridge Farm CUSD#4 Assessment Inventory	State Assessments			
Name of assessment	SAT	PSAT	IAR (State Assessment)	DLM-AA (Dynamic Learning Maps-Alternative Assessment)
Entity requiring assessment	State	State	State	State
Course(s) or subjects tested	ELA, Math, Writing	ELA, Math, Writing	ELA and Math	ELA and Math
Which students are eligible or required to take assessment?	All students in Grade 11	All students in Grades 9 and 10	All students grades 3-8	Selected IEP students
Type of assessment	Summative	Summative	Summative	Summative
Year assessment was first implemented in the district	Spring 2017	Spring 2018	Spring 2015-PARCC Spring 2019-IAR	Spring 2015
To which content standards is the assessment aligned?	New Illinois Learning Standards w/CCSS	New Illinois Learning Standards w/CCSS	New Illinois Learning Standards w/CCSS	New Illinois Learning Essential Elements
Intended purpose(s) of the assessment	Measures student knowledge of core content area standards	Measures student knowledge of core content area standards	Measures student knowledge of ELA and Math standards	Measures Essential Learning skills for disabled students
Intended use(s) of the assessment	Measures individual student achievement in relation to the New Illinois Learning Standards	Measures individual student achievement in relation to the New Illinois Learning Standards	Measures individual student achievement in relation to the New Illinois Learning Standards	Map student learning throughout the year
Users of the assessment	Administration and Teachers	Administration and teachers	Administration and teachers	Administration and teachers
Type of administration	Paper/Pencil	Paper/Pencil	Online	Paper/Pencil Online available
Item type(s)	Selected response Extended response	Selected response Extended response	Selected response Extended response	Selected response Extended response
Accommodations	IEP Accommodations Text to speech	IEP Accommodations Text to speech	IEP Accommodations Text to speech	IEP Accommodations Text to speech
Test administration time	Approximately 4 hours	Approximately 4 hours	3 rd Grade: 8.25 hrs 4-5 Grades: 8.5 hrs 6-8 Grades: 9 hrs	Varies per student

Georgetown-Ridge Farm CUSD#4 Assessment Inventory	State Assessments			
Name of assessment	SAT	PSAT	IAR (State Assessment)	DLM-AA (Dynamic Learning Maps-Alternative Assessment)
Testing window	April	April	March -April	March 21-May 13
Test frequency	Once a year	Once a year	Once a year	Once a year
Time between test administration and results to users	Unknown	Unknown	Unknown (possible 5 months)	Unknown (possible 5 months)
Vendor	College Board	College Board	Pearson	IL Dept. of Ed.
Contract expiration date	N/A	N/A	N/A	N/A
Entity that holds contract	State	State	State	State
Annual cost (total and per student)	N/A	N/A	N/A	N/A
Funding source(s)	N/A	N/A	N/A	N/A

*Source: Template adapted from Achieve, Inc. www.achieve.org

Georgetown-Ridge Farm CUSD#4 Assessment Inventory	State Assessments			
Name of assessment	Illinois State Science Assessment	KIDS (Kindergarten Individual Development Survey)	Fitness Gram	
Entity requiring assessment	State	State	State	
Course(s) or subjects tested	Science	Developmental Standards	Physical Education	
Which students are eligible or required to take assessment?	All students grades 5 and 8 and Bio I	All Kindergarten students	All PE students	
Type of assessment	Summative	Benchmark	Benchmark	
Year assessment was first implemented in the district	Spring 2016	Fall 2017	Spring 2017	
To which content standards is the assessment aligned?	New Illinois Learning Standards w/ NGSS	Early childhood developmental standards	Illinois Standards for Physical Education	
Intended purpose(s) of the assessment	Measures student knowledge of Science standards	Identify strengths and needs to enhance success in learning	Assess health related fitness	
Intended use(s) of the assessment	Measures individual student achievement in relation to the Illinois Learning Standards w/NGSS in Science	Determine areas of improvement needed to provide a solid foundation for future learning	To accurately track and assess student growth in physical fitness	
Users of the assessment	Administration and teachers	Administration and teachers	PE teachers	
Type of administration	Online	1:1	Paper/Pencil, Online Record	
Item type(s)	Selected response Extended response	Observations and Portfolio based	Observation and Timing	
Accommodations	IEP Accommodations Text to speech	None	Brockport Test	
Test administration time	1 hour 15 (includes teacher instructions)	Varies	One class period	

Georgetown-Ridge Farm CUSD#4 Assessment Inventory	State Assessments			
Name of assessment	Illinois State Science Assessment	KIDS (Kindergarten Individual Development Survey)	Fitness Gram	
Testing window	May 1-May 30	Fall, Winter, Spring	Fall, Winter, Spring	
Test frequency	Once a year	3 times a year	3 times a year	
Time between test administration and results to users	Unknown	Immediate	Immediate	
Vendor	IL Dept. of Ed.	IL Dept. of Ed. WestEd Center	US Games	
Contract expiration date	N/A	N/A	Yearly	
Entity that holds contract	State	State		
Annual cost (total and per student)	N/A	N/A	A little over \$1.00/student	
Funding source(s)	N/A	N/A	Title II	

*Source: Template adapted from Achieve, Inc. www.achieve.org

Georgetown-Ridge Farm CUSD#4 Assessment Inventory	State ELL Assessments			
Name of assessment	ACCESS	W-APT (WIDA-ACCESS Placement Test)		
Entity requiring assessment	State	State		
Grade(s) tested	K-12	K-12		
Course(s) or subjects tested	ELA, listening speaking	Listening, Speaking, Reading, Writing		
Which students are eligible or required to take assessment?	All ELL students grades 1-8	Student who indicate on Home Language Survey		
Type of assessment	Summative	Screener		
Year assessment was first implemented in the district	?	?		
To which content standards is the assessment aligned?	WIDA English Language Development (ELD) standards	WIDA English Language Development (ELD) standards		
Intended purpose(s) of the assessment	Understand current level of English Language proficiency	Identify student who are not yet proficient in English Language		
Intended use(s) of the assessment	Enhance curriculum and program for ELLs. Evaluate effectiveness of ESL program	Determining Student eligibility for ESL program		
Users of the assessment	Administration	Administration		
Type of administration	Paper/Pencil Audio tapes One on One	Paper/Pencil 1:1		
Item type(s)	Selected and oral response	Selected and oral response		
Accommodations	None	None		
Test administration time	4 testing units Time varies	4 testing units Time varies		

Georgetown-Ridge Farm CUSD#4 Assessment Inventory	State ELL Assessments			
Name of assessment	ACCESS	W-APT		
Testing window	Varies (usually in Feb.)	30 days from matriculation date		
Test frequency	Once a year	1 time upon matriculation		
Time between test administration and results to users	Varies ~3 months for initial data	Immediate		
Vendor	US Dept. of Ed.	WIDA Consortium		
Contract expiration date	Unknown	N/A		
Entity that holds contract	State	State		
Annual cost (total and per student)	N/A	Copy materials per student		
Funding source(s)	N/A	N/A		

*Source: Template adapted from Achieve, Inc. www.achieve.org

Georgetown-Ridge Farm CUSD#4	Georgetown-Ridge Farm Assessments				
Name of assessment	AimswebPlus	STAR	Work Sample	KRT (Kindergarten Readiness Test)	Intervention(s) Placement Tool
Entity requiring assessment	District	District	District	District	District
Grade(s) tested	K-8	9-12	Pre-K	Kindergarten	K-12 (appropriate intervention per grade level)
Course(s) or subjects tested	ELA and Math	ELA and Math	Language, Math, Science, SS, Physical Dev. Health, Soc/Emotional, The Arts	ELA and Math	ELA and Math
Which students are eligible or required to take assessment?	All students grades K-8	All students grades 9-12	All Students in Pre-K	Incoming Kindergarteners	K-12 students that score below 26th% on AWPlus Benchmark Tests
Type of assessment	Benchmark	Benchmark	Benchmark	Screening	Diagnostic
Year assessment was first implemented in the district	2010	2019	2014	1996	Varies
To which content standards is the assessment aligned?	New Illinois Learning Standards	New Illinois Learning Standards	IL Early Learning and Developmental Standards	New Illinois Learning Standards	New Illinois Learning Standards
Intended purpose(s) of the assessment	Identify at-risk students early, monitor and report progress	Identify at-risk students early, monitor and report progress	To evaluate students' current levels and to guide lesson planning	Placement and Readiness	Grade level placement
Intended use(s) of the assessment	Demonstrate improvement through progress monitoring and early intervention	Demonstrate improvement through progress monitoring and early intervention	To assist children in learning and gaining new skills	Placement and Readiness	Grade level placement
Users of the assessment	Administration and teachers	Administration and teachers	Pre-K Teachers	Administrators and Teachers	Administrators, Teachers, and Interventionists
Type of administration	Online	Online	Observations are paper/pencil Assessment data, developmental checklists and IEP's online	1:1	Varies based on intervention
Item type(s)	Selected Response	Selected Response	Portfolios (include observations, developmental checklist, narrative summary report, IEP goals)	Selected Response and Observation	Selected Response
Accommodations	None	None	Gather information at the student's ability level	None	None

Georgetown-Ridge Farm CUSD#4	Georgetown-Ridge Farm Assessments				
Name of assessment	AimsWebPLUS	STAR	Work Sample	KRT	Intervention Placement Tool
Test administration time	<1 hour	<1 hour	Varies	45 minutes	Varies
Testing window	Fall, Winter, and Spring	Fall, Winter, and Spring	Every 2-3 months	Fall	Fall, Winter, and Spring
Test frequency	3 times per year	3 times per year	3 times per year	Once per year	Once per year
Time between test administration and results to users	Immediate	Immediate	Immediate	Immediate	Immediate
Vendor	Pearson	Renaissance	Pearson	Scholastic Testing, Inc.	Varies
Contract expiration	12 months	12 months	N/A	N/A	N/A
Entity that holds contract	District	District	Vermilion County Pre-K	N/A	District
Annual cost (total and per student)	\$6,500/year (\$6.50/student)	\$3,800/year (\$14.00/student)	N/A	N/A	Varies
Funding source(s)	District	District	N/A	N/A	District

*Source: Template adapted from Achieve, Inc. www.achieve.org

E. GRADE LEVEL ASSESSMENTS GUIDES

These guides list all the assessments that students at each grade level complete. They also provide teachers with an overview of the assessments their students will be taking throughout the years.

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Kindergarten Assessments

Assessment	Students	Description	Maximum Testing times	Dates
KIDS	ALL	State required school readiness assessment used to identify student's gaps and provide information to drive effective classroom instruction	<3 hrs	Fall: September Winter: January Spring: May
KRT	All	Used to determine readiness in reading, math, and language competencies for incoming Kindergartners	<1 hr	Prior to entering Kindergarten
AIMSwebPlus Reading/Math	All	Universal screening tool for all students to measure and monitor progress of general reading ability and math computation	<1 hr for each subject	Fall: September Winter: January Spring: April/May
Math/Reading Intervention Placement Tool	All students <26th% on Universal Screener	Placement tool to determine starting point for reading and/or math intervention	<1 hr for each subject	After benchmark testing indicates need
FitnessGram®	All	Physical fitness assessment based on healthy fitness standards for each age and gender, measured in five different components	<3 hrs	Fall: September Spring: April
ACCESS	ELL	State required English Language proficiency test administered to all <i>English Language Learners</i>	<4 hrs	January-February (dates vary)
W-APT	ELL	State required English Language proficiency screener used to determine eligibility for ESL services	<3 hrs	Within 30 days of enrollment

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1st and 2nd Grade Assessments

Assessment	Students	Description	Maximum Testing times	Dates
AIMSwebPlus Reading/Math	All	Universal screening tool for all students to measure and monitor progress of general reading ability and math computation	<1 hr for each subject	Fall: September Winter: January Spring: April/May
Math/Reading Intervention Placement Tool	All students <26th% on Universal Screener	Placement tool to determine starting point for reading and/or math intervention	<1 hr for each subject	After benchmark testing indicates need
FitnessGram®	All	Physical fitness assessment based on healthy fitness standards for each age and gender, measured in five different components	<3 hrs	Fall: September Spring: April
ACCESS	ELL	State required English Language proficiency test administered to all <i>English Language Learners</i>	<4 hrs	January-February (dates vary)
W-APT	ELL	State required English Language proficiency screener used to determine eligibility for ESL services	<3 hrs	Within 30 days of enrollment

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3rd through 5th Grade Assessments

Assessment	Students	Description	Maximum Testing times	Dates
IAR (State Assessment)	All	State required assessment used to measure student achievement relative to the new Illinois Learning Standards in ELA and math	<8.5 hrs	March-April (dates vary)
Illinois Science Assessment	ALL 5th Grade Students	State required assessment used to measure student achievement relative to the new Illinois Learning Standards in Science	<1 hr	April-May
DLM-AA	Selected IEP students	State required assessment used to measure essential learning skills for disabled students	Varies per student	March-May (dates vary)
AIMSwebPlus Reading/Math	All	Universal screening tool for all students to measure and monitor progress of general reading ability and math computation	<1 hr for each subject	Fall: September Winter: January Spring: April/May
Math/Reading Intervention Placement Tool	All students <26th% on Universal Screener	Placement tool to determine starting point for reading and/or math intervention	<1 hr for each subject	After benchmark testing indicates need
FitnessGram®	All	Physical fitness assessment based on healthy fitness standards for each age and gender, measured in five different components	<3 hrs	Fall: September Spring: April
ACCESS	ELL	State required English Language proficiency test administered to all <i>English Language Learners</i>	<4 hrs	January-February (dates vary)
W-APT	ELL	State required English Language proficiency screener used to determine eligibility for ESL services	<3 hrs	Within 30 days of enrollment

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6th through 8th Grade Assessments

Assessment	Students	Description	Maximum Testing times	Dates
IAR (State Assessment)	ALL	State required assessment used to measure student achievement relative to the new Illinois Learning Standards in ELA and math	<8.5 hrs	March-April (dates vary)
Illinois Science Assessment	8th	State required assessment used to measure student achievement relative to the new Illinois Learning Standards in Science	<1 hr	April-May
DLM-AA	Selected IEP students	State required assessment used to measure essential learning skills for disabled students	Varies per student	March-May (dates vary)
AIMSwebPlus Reading/Math	ALL	Universal screening tool for all students To measure and monitor progress of general reading ability and math computation	<1 hr for each subject	Fall: September Winter: December Spring: April/May
Math/Reading Intervention Placement Tool	All students <26th% on Universal Screener	Placement tool to determine starting point for reading and/or math intervention	<1 hr for each subject	After benchmark testing indicates need
FitnessGram®	ALL	Physical fitness assessment based on healthy fitness standards for each age and gender, measured in five different components	<3 hrs	Fall: September Spring: April
W-APT Model	ELL	English Language proficiency screener used to determine eligibility for ESL services	<3 hrs	Within 30 days of enrollment
ACCESS	ELL	State required English Language proficiency test administered to all <i>English Language Learners</i>	<4 hrs	January-February (dates vary)

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9th - 12th Grade Assessments

Assessment	Students	Description	Maximum Testing times	Dates
PSAT	9th/10th	Assessment used to predict and prepare for success on the SAT and put students in the running for the National Merit Scholarship	<5 hrs	April
SAT	11th Grade	State required assessment used to measure student achievement relative to the new Illinois Learning Standards in ELA and math	< 5 hrs	April
Illinois Science Assessment	Biology I Students	State required assessment used to measure student achievement relative to the Next Generation Science Standards	< 1 hr	April-May
STAR	ALL	Universal screening tool for all students to measure and monitor progress of general reading ability and math computation	< 45 min each	Fall: September Winter: December Spring: April/May
Math/Reading Intervention Placement Tool	All students <26th% on Universal Screener	Placement tool to determine starting point for reading and/or math intervention	<1 hr for each subject	After benchmark testing indicates need
FitnessGram®	All Physical Education Students	Physical fitness assessment based on healthy fitness standards for each age and gender, measured in five different components	< 3 hrs	Fall: September Spring: April
ACCESS	ELL	State required English Language proficiency test administered to all <i>English Language Learners</i>	< 4 hrs	January-February (dates vary)
W-APT Model	ELL	English Language proficiency screener used to determine eligibility for ESL services	< 3 hrs	Within 30 days of enrollment

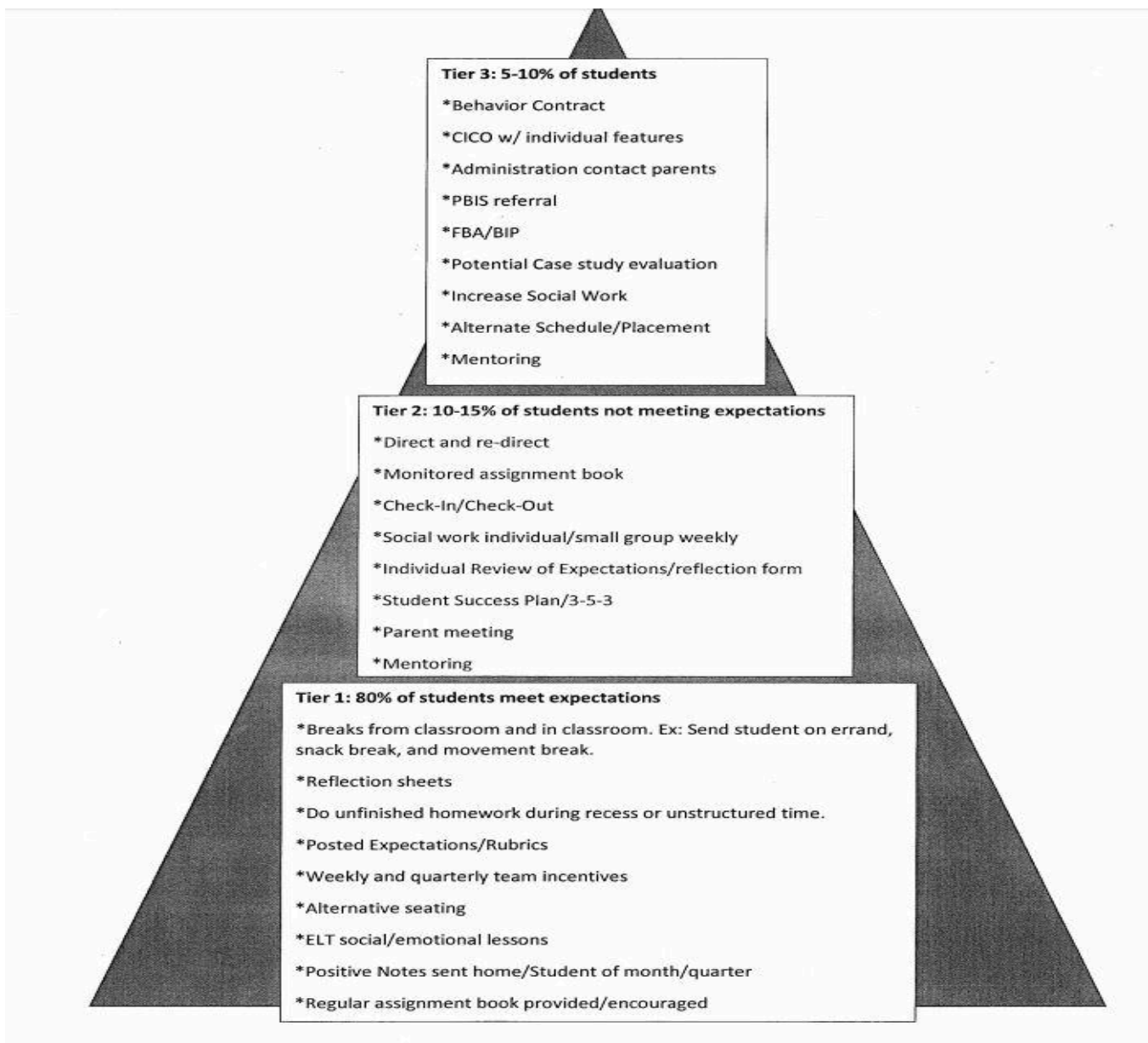
F. Georgetown-Ridge Farm CUSD#4

Table of Assessment Web Links

Grades	Test Name	Website address for additional information
3-8	IAR Practice Tests Illinois Assessment of Readiness	https://il.mypearsonsupport.com/practice-tests/
5 & 8	Illinois Science Assessment	https://www.isbe.net/Pages/Illinois-Science-Assessment.aspx
K-8	ACCESS	https://www.wida.us/assessment/access20.aspx
1-8	W-APT WIDA-ACCESS placement test	http://teachingstrategies.com/assessment/research
K	KIDS Kindergarten Individual Development Survey	https://www.illinoiskids.org/content/about-kids
1-8	AimsWeb (Reading/Math)	http://www.aimswebplus.com/about
3-8	FitnessGram®	http://www.fitnessgram.net/parents-students.asp#a01

III. Social/Emotional

Social and emotional learning (SEL) is described as the ability to recognize and regulate emotions, build positive relationships with others, and solve problems; all abilities that are necessary for a successful student (Zins and Maurice, 2007). Teaching SEL is directly related with a student's ability to achieve academically. Research shows that out of 11 categories that are found to influence learning, 8 of those categories involve components of social and emotional learning (Wang, Hartel, and Walberg 1997). Not only does teaching SEL benefit a student's attitudes and behaviors, but it also has a positive impact on academic performance. Research shows us that teaching SEL improves math, language arts, and social studies skills. Teaching these skills increases achievement over time in elementary to middle school. Teaching SEL also shows a higher achievement test score with no decreases, more progress in phonological awareness, better problem solving and planning, and improved nonverbal reasoning (Zins, Elias, and Greenberg, 2003). SEL is a critical component to the well-being and success of students.



IV. 5-Step Data Analysis Process

5 Step Data Analysis and Implementation Process 5 Steps = Data Success

5 Step Data Analysis and Implementation Process



A. Data Analysis Protocol

Part A. Observe~ 10 minutes

1. If available, review *previous data analysis* strengths, challenges and progress toward goals. This review could include the reading of previous meeting minutes, or data snapshots.
2. Using the current data provided for analysis, identify factual statements you observe. Individually write statements that identify the parts of the data that catch your attention on separate post-it notes. Write only one observation per post-it note and keep your notes for Part B.

Additional Guidance:

§ *Make observations within the whole body of data provided while including both strengths and challenges.*

§ *Include observations of differing groups of students such as individuals, small groups, classrooms, content departments, grade levels, schools, or district based on the provided data.*

Part B. Classify~ 5 minutes

1. Once Part A is completed, place each of your observations on the chart in the appropriate column under “**Strengths**” or “**Challenges**”.
2. Place the post-it notes on chart paper using a “T-Chart” with labels like the one below.

Additional Guidance:

§ *Limit discussion to solely determining the chart placement.*

Part C. Summarize~ 10 minutes

1. In the *strengths* column, group the post-its by similarities by moving the post-its into groups.
2. In the *challenges* column, group challenges by similarities by moving the post-its into groups.
3. Once a group is developed, label the group with a *title* that represents the content of the group.

Additional Guidance:

§ *Grouping will be specific to your team and the set of data provided.*

§ *Keep the chart paper and all post-its for the Shared Expectations Protocol.*

B. Establishing Shared Expectations for Change Protocol

Part A. Sustainability Planning~ 10 minutes

1. Review identified strengths from the *Data Analysis Protocol (Part C)* by reading the titles of each group aloud.
2. Discuss the successes and the contributing factors toward success. Discuss what you should continue to do and what should be stopped.

Part B. Establish Shared Expectations for Change~ 20 minutes

3. Review identified challenges from the *Data Analysis Protocol (Part C)* by reading the titles of each group aloud. If necessary, review the post-its in the group to clarify meaning.
4. Project the *Shared Expectations for Change* handout for the full team to see as the chart is completed by the team. This takes less time than having each team member complete an individual chart.
5. To complete the chart, take each area of challenge and develop an action plan for reaching desired outcomes by answering all the questions on the handout. Discuss the question in each column around the area of weakness then repeat until all areas are addressed and planned for.

Additional Guidance:

§ *Keep the discussion focused on one topic at a time, one column at a time.*

§ *BLTs- Incorporate PLC Shared Expectations strengths and challenges into the BLT Shared Expectations Planning then add the action items into the current SIP where applicable.*

§ *D-MTSS- Incorporate BLT Shared Expectations strengths and challenges into the D-MTSS Shared Expectations Planning then add the action items into the current DIP where applicable.*

Area of Challenge	Actions to Take	Person Accountable	Monitor	Timeline for Completion	Resources/ Support
<i>What is the title of the area of challenge?</i>	<i>What specific actions will we take?</i>	<i>Who will ensure this action is completed?</i>	<i>How will we ensure this action is completed?</i>	<i>When will we start this action?</i>	<i>What resources do we need to gather/create or ask for to complete?</i>

V. Glossary

- **Benchmarking** - The practice of using universal screening assessments at least three times per year to measure individual student progress against the entire group. Each student is benchmarked at their grade level.
- **BLT** - Building Leadership Team
- **Core Curriculum** - Instruction, differentiated according to student need, which all students receive in a general education environment with highly quality, research-based instruction along with behavioral supports.
- **Differentiated instruction** - Teachers respond to students' readiness, instructional needs, interests and learning preferences, and provide opportunities for students to work in varied instructional formats. Examples of instructional formats include direct instruction, whole class, small group, and individual instruction using varied instructional materials. A classroom that utilizes differentiated instruction is a learner-responsive, teacher-facilitated classroom where all students have the opportunity to meet curricular standards.
- **Evidence based** - Practices and principles which have yielded positive outcomes for students in some conditions but have not undergone scientific analysis and peer review.
- **Fidelity** - The extent to which the instructional methods, curriculum, or assessments were used as consistently and accurately as they were intended by developers specifications and/or research findings.
- **Interventions** - Instructional strategies, curriculum, and activities that are matched to individual student behavioral or academic needs.
- **MTSS** - Multi-Tiered System of Support
- **Norms** - A comparison of where an individual student's score falls compared to the standard group's performance
- **Progress Monitoring** - The systematic collection of data at regular intervals for decision making purposes related to student performance. Student progress is evaluated in relation to a goal.
- **Research based** - Scientifically analyzed practices and principles that have undergone a rigorous process of peer review related to the study design, study implementation, and positive outcomes for students.
- **RtI** - Response to Intervention
- **Solution Team** - A team inside a school which has responsibility for problem solving and intervention plans for students in need of intensive intervention. This process includes problem identification, data analysis, plan development, and plan evaluation for each student.
- **Universal Screener** - Assessments that are administered at least three times a year to all students. The universal screener is used to identify students who may be at risk for not meeting academic and/or behavior benchmarks.

VI. District Forms

(Links to Viewable/Printable Forms)

Solution Team Referral Form:

- [Solutions Team Referral Google Form](#)

Data Analysis Agenda Forms

- PLC
<https://drive.google.com/a/gobuffaloes.org/file/d/0B8YaoOIQclxiM0NyeTNTSVFidXM/view?usp=sharing>
- D-MTSS
<https://drive.google.com/a/gobuffaloes.org/file/d/0B8YaoOIQclxibk5qRWpaT1N6TkU/view?usp=sharing>
- BLT
<https://drive.google.com/a/gobuffaloes.org/file/d/0B8YaoOIQclxiSmU0SkFPT2txb0E/view?usp=sharing>

Parent Notification Letters for Interventions:

- Pine Crest
[RtI Notification Letter for elementary](#)
- JH/HS
[RtI Notification Letter for JH/HS](#)

VII. References

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