

Administrators Guide for Measuring Success

Data Review Guide

As an SSD Administrator -

What questions are you trying to answer?

What problems are you trying to solve?

What data might you use to guide you?

Consider the questions listed below (categorized within the [5 Key Responsibilities of a School Administrator](#)). If you find a question you'd like to work through, click the link to be taken to potential data sources & potential protocol for solving.

If you have a suggested question or improvement to the form please let us know!

<u>Administrator responsibility #1: Shaping a vision of academic success for all students</u>
1. How to support students in graduating on time? (transition)
2. How can I tell how students are doing in reading or math in my building/district?
3. How to track attendance for students with IEPs?
4. How to track IEP students' discipline data?
5. How can I ensure our Partner District Integrated Tiered Models are meeting student needs?
6. How are our services matching needs, and how do I know whether or not they are being delivered at the proper intensity?
7. How do I know if our students are truly on track for college/career readiness? (transition)
8. Are students on track to meet their IEP goals?

<u>Administrator responsibility #2: Creating a climate hospitable to education</u>
1. How do staff know who to contact for what? (Identifying key contact people)
2. How can I know whether my partner district buildings have effective tiered structures in place? (mtss team)

3. How do I know whether my partner district buildings have universals in place and how could I support that?

<u>Administrator responsibility #3: Cultivating leadership in others</u>
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1. Is my staff effective within their data team?
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2. Are problem-solving action steps being implemented with fidelity?
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<u>Administrator responsibility #4: Improving instruction</u>

1. How do you progress monitor in High School for things like transition and identify those on-track to graduate? (transition)
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2. How do I know if our interventions are being successful?

3. How do I monitor the effectiveness of co-teaching teams?

4. What are the correct assessments to guide instruction?

5. Is classroom instructional time being utilized maximally?
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<u>Administrator responsibility #5: Managing people, data, and processes to foster school improvement</u>

1. What is the process to reduce teacher and administrator responsibilities?
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2. How to monitor/improve staff attendance?

3. What is our level of Para dependency?
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4. How should we be scheduling/staffing adult support minutes?
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5. How can I monitor IEP compliance timeline issues?
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6. How do I identify staff areas of weakness and match them up with appropriate supports (interpersonal or relationship skills, team effectiveness)?
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7. How will I know whether to expect a significant number of transfers at the beginning of the year?
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8. Are we appropriately staffed to address student needs/services?

Administrator Responsibility #1: Shaping a vision of academic success for all students.

Question 1. How to support students in graduating on time?

Process:

- 1) Identify factors that influence graduation rates and successful transitions, (e.g., attendance, grades, # of office referrals, credit earned, screening data)
 - a) [Early Warning Systems in Education](#)
- 2) Set thresholds for each factor that may indicate risk.
 - a) Possible thresholds from [early warning system research](#) may include
 - i) Attendance <90%
 - ii) GPA <2.0
 - iii) 1 or more failing grade
 - iv) Credits
 - v) More than one suspension
- 3) Set up a data tool that will help you monitor specific data for each student. This may be a spreadsheet or a dashboard you utilize within the district systems that monitor student information (e.g. PULSE, eduCLIMBER, etc)
- 4) Utilize the data team model to monitor the data regularly. The transition data team model may be valuable here.
- 5) Identify specific areas of risk using data team process or other model to identify areas of need
- 6) Put interventions into place.
- 7) Continue to monitor progress with student data and treatment integrity data.
- 8) Make changes as appropriate. This may also include investigating other credit recovery options. May even evaluate current skill sets to Industry Standards and determine whether or not credit recovery is the priority for the student.

Data sources:

- [Early Warning Systems for High School](#)
- Partner District student information system
- eduCLIMBER (SSD Schools)
- Academic and/or behavioral screening data
- Student information systems credit counts
- School counseling department

Question 2. How can I tell how students are doing in reading or math in my building/district?

Process for Coordinators/Directors:

- 1) Determine whether you need to know how students with reading services are doing or how all students with disabilities are doing in literacy/math
- 2) If for students with reading or math services:
 - a) Consult your most recently provided data story
 - b) Login to your district manager FastBridge account.
 - i) Consult the [FAST administrator reports cheatsheet](#) for step by step instructions and video guides on how to access data within FastBridge.
- 3) If for all students with disabilities
 - a) Contact partner district assessment coordinator about what kind of district-wide reading or math assessments are available.
 - b) Request training on and access to partner district reading assessment data
 - c) If you need help interpreting contact your school psychologist or Measurement and Assessment Coaches

Process for SSD Building Principals:

- 1) Determine whether you need to know how students with reading or math services are doing or how all students with disabilities are doing in reading or math
- 2) Begin by accessing reports available within eduCLIMBER
- 3) For more detailed information you may need to login to the assessment specific system. If you do not have access to iReady or STAR coordinate with SSD Assessment to gain access to systems and training on how to interpret.
- 4) If you need help interpreting contact SSD Curriculum Coordinator or Assessment Facilitator

Data sources:

- FastBridge
- STAR (SSD schools)
- iReady (SSD schools)
- Partner district agreed upon data monitoring tool (eg. STAR, Jerry Johns, NWEA, etc)

Question 3. How to track attendance for students with IEPs?

Process for Coordinators/Directors:

- 1) Request training on and access for partner district student information system (if available systems that provide real-time dashboards such as eduCLIMBER and PULSE may be the best options)
- 2) Review attendance reports
- 3) Determine threshold for risk for students and buildings
 - a) Recommended thresholds from [attendanceworks.org](#)
 - i) Student missing less than 5% (Satisfactory)

- ii) Student missing 5-9% (At-Risk)
 - iii) Student missing 10-19% (Moderate Chronic Absence)
 - iv) Student missing 20% or more of school (Severe Chronic Absence)
- 4) Identify students and buildings at risk
- 5) For individual students with at-risk attendance levels
 - a) Follow building, district, or region protocol for addressing low attendance and preventing dropout.
 - b) One of the most effective ways to improve attendance is to develop/strengthen relationships between school personnel and the family and student. Consider if the student has existing basic needs that are unmet which may be impacting their ability to attend consistently.
- 6) For buildings with at-risk attendance
 - a) Coordinate with SSD director, partner district director and partner district administration on planning to improve building attendance

Process for SSD Building Principals:

- 1) Request training on and access for SSD student information system along with eduCLIMBER
- 2) Review attendance reports
- 3) Determine threshold for risk for students and buildings
 - a) Recommended thresholds from attendanceworks.org
 - i) Student missing less than 5% (Satisfactory)
 - ii) Student missing 5-9% (At-Risk)
 - iii) Student missing 10-19% (Moderate Chronic Absence)
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- 4) Identify students and buildings at risk
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 - a) Follow building, district, or region protocol for addressing low attendance and preventing dropout.
 - b) One of the most effective ways to improve attendance is to develop/strengthen relationships between school personnel and the family and student. Consider if the student has existing basic needs that are unmet which may be impacting their ability to attend consistently.
- 6) For buildings with at-risk attendance
 - a) Coordinate with building leadership team and executive director on planning to improve building attendance

Data sources:

- Student information system
- Case manager self-report
- Phoenix report (submit tech ticket)
- Secretary data pull

Question 4. How to track IEP students' discipline data?

Process for Coordinators/Directors:

- 1) Gather Data
 - a) Request training on and access for partner district (if available systems that provide real-time dashboards such as eduCLIMBER and PULSE may be the best options) system. Determine whether students are tagged in the system in such a way as to identify those with disabilities.
 - i) If students are tagged correctly continue below
 - ii) If students are NOT tagged correctly, work with partner district technology staff to update the system and/or reach out to Measurement and Assessment Coaches for support.
 - b) Review restrain/isolation reports.
 - c) Request anecdotal information from case managers in regards to ISS or non-documented reported discipline patterns.
- 2) Determine threshold for risk for students and buildings.
 - a) This may be done by days suspended:
 - i) Once a student has been suspended more than one day you may consider that student at Some Risk.
 - ii) Once the student has been suspended 5 days consider the student at Moderate Risk.
 - iii) Once the student has been suspended 10 days or more they would be considered High Risk.
 - b) OR Office Discipline Referrals (ODR's). A suggestion from Behavior Prevention and Intervention:
 - i) A student with 0-1 referrals you may consider to be at Low Risk.
 - ii) A student with 2-5 referrals you may consider to be at Moderate Risk.
 - iii) A student with 6 or more referrals you may consider to be at High Risk.
- 3) Identify students and buildings at risk based on your criteria above.
- 4) For individual students with at-risk discipline indicators
 - b) For Coordinators: Work with case manager to coordinate supports for the student/family. This may involve FBA/BIP, consultation with Behavior EPS, and consultation with the building administrator.
- 7) For buildings with at-risk discipline levels
 - a) Coordinate with SSD director and partner district administration as appropriate on planning to improve building discipline policies and universal practices.
 - b) Consider consultation with the Multi-Tiered Systems of Support team.

Process for SSD Building Principals:

- 1) Gather data
 - a) Request training on and access to SSD school student information system and eduCLIMBER.
 - i) Review Big 5 incident reports in eduCLIMBER

- b) Review restrain/isolation reports.
 - c) Request anecdotal information from case managers in regards to ISS or non-documented reported discipline patterns.
- 2) Determine threshold for risk for students and buildings.
 - a) This may be done by days suspended:
 - i) Once a student has been suspended more than one day you may consider that student at Some Risk.
 - ii) Once the student has been suspended 5 days consider the student at Moderate Risk.
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 - ii) A student with 2-5 referrals you may consider to be at Moderate Risk.
 - iii) A student with 6 or more referrals you may consider to be at High Risk.
- 3) Identify students and buildings at risk based on your criteria above.
- 4) For individual students with at-risk discipline indicators
 - c) Follow building protocol.
- 8) For buildings with at-risk discipline levels
 - a) Coordinate with Executive Director and building leadership team administration as appropriate on planning to improve building discipline policies and universal practices.

Data sources:

- Student information system reports
- Review restraint/isolation reports

Question 5. How can I ensure our Partner District Integrated Tiered Models are meeting student needs?

Process:

- 1) Identify clear entry and exit criteria, as well as a definition of what it means to be "progressing" for each intervention.
- 2) Collect intervention data and analyze according to:
 - a) Data Team Process
 - b) Process Map/Flowchart
- 3) Ensure there's a thorough understanding/knowledge of: interventions, strategies and programs
- 4) Find the percentage of students in each intervention who are making progress according to the criteria set, (goal is to have 70-80% of students progressing)
- 5) Determine which interventions are most effective and those that are least. Adjust

models based on results.

CSIP Strategies work on developing processes to further define and improve this.

Data sources:

- Intervention data
- Data specific to entry and exit criteria:
 - Academic and/or behavioral screening data
 - Grades
 - Office Discipline Referrals (ODRs)
 - Attendance
 - Grade level assessments
 - Fastbridge progress monitoring on track to meet goal or students growth percentile between screening periods
- Partner District Data Story

Question 6. How are our services matching needs, and how do I know whether or not they are being delivered at the proper intensity?

Process for Coordinators/Directors:

1. Twice a year the Measurement and Assessment Team will provide Data Stories to each district (typically once in the Fall and once in the Spring). These will capture patterns of growth and change in your districts in the areas of academic achievement as well as staff and student behavior.
2. These should be reviewed in concert with your Professional Learning plans to determine whether staff development is meeting needs and changing student outcomes.
3. Reach out to your Measurement and Assessment Team for support with interpretation.

For SSD Building Principals:

1. Using eduCLIMBER, consider reviewing some key data sources to answer the questions listed below. If you need support accessing any data sources, reach out to the SSD Curriculum Coordinator or Assessment Facilitator.
2. *Based on screening data (iReady/STAR):*
 - a. What plans can be made to support screening the same students again in winter/spring, so we can look at growth?
 - b. What support does your staff need regarding assessments?
 - c. What support does your staff need to make data teams productive this year?
3. *Based on iReady/STAR growth from last year:*
 - a. Which programs/teachers had exceptional growth last year?
 - b. Which strategies & programs are they using that seem to be most effective?
4. *Based on Instructional Audit data:*

- a. What are the primary barriers teachers are citing?
- b. What supports/ideas can be offered?

Improvements to this process continue to be studied by CSIP teams.

Data sources:

- [Intervention fidelity monitoring forms](#)
- Professional Learning Plans
- STAR (eduCLIMBER - SSD Schools)
- iReady (eduCLIMBER - SSD Schools)
- Partner District assessments (partner district SIS or data warehouse)
- [FASTbridge](#)
- SSD Data Stories (contact your Measurement and Assessment Team if you do not have access)

Question 7. How do I know if our students are truly on track for college/career readiness?

Process:

- 1) Consider existing data that provides information around college career readiness (see below).
- 2) Consider discussing the student at Transition Data Team if available in your school.
- 3) Reference or consider completing Charting the Life Course planning meeting.
- 4) Gather information around self-determination.
- 5) Complete Transition Checklist.
- 6) Consider accessing available transition department resources or contacting transition facilitators and effective practice specialists. Search for the "Transition Dept Support Services" guidance document.

Data sources:

- ACT scores
- WorkKeys in an ACT assessment that is cross walked to specific cut scores for specific job titles. For example, a Certified Nurse Assistant needs a 3 in Applied Math, 3 in Graphic Literacy and 3 in Workplace Documents. This assessment allows candid conversations with students and families about where growth needs to take place or why post-secondary may be a more appropriate next step than competitive employment.
- Modifications (should be none)
- Adaptations (aligned to ADA)
- Gen Ed class completion/success
- For a more general scope (employment and/or college) look at the College and Career readiness indicators under DESE:

- https://1drv.ms/f/s!AiVZmfS_sKPHmAzKF9bWXAvw55S2
- Student Employment Readiness Profile
 - https://1drv.ms/x/s!AiVZmfS_sKPHkgxiNhMoQ7vcA5fs
 - If students are not at 80% across the 5 areas, their "employability" starts to decline.
- Skill attainment uses specific skills lists that are generated with the assistance of industry advisors and can be monitored through a system called AdminISMs. Students need 80% of essential skills to be considered ready for entry level employment in their field.

Question 8. Are students on track to meet their IEP goals?

Process:

- 1) Navigate to the [Progress Reporting Dashboard](#) in PowerBI
- 2) For all pages look on the **left for the count** of goals and on the **right for the percent** in each grouping.
 - a)
- 3) To see how students are doing at a school
- 4) To see how goals are going by provider

Progress reporting operational definitions:

- Progress - "on track to meet IEP goal"
 - 3 or more data points at or above the aimline/goal line
 - Trend line at or above the aimline/goal line (on track to meet or exceed goal)
 - Only 1-2 data points available, but multiple data sources demonstrate student is on track to meet or exceed goal
- No progress/limited progress - "not currently on track to meet this IEP goal. We will change and respond by..."
 - 3 or more data points below the aim line/goal line
 - Trend line below the aim line/goal line (not on track to reach goal)
 - Only 1-2 data points available, and multiple data sources show performance below expectations (may occur in situations with limited attendance or work completion)
- Goal met - "student has met the IEP goal"
 - 2-3+ data points at or above goal (weekly or bi-weekly data)
 - 1-2 data points at or above goal (monthly or quarterly data)
 - Student consistently meets target as specified in goal (daily data collection)
- Goal Maintained - "still working on this goal despite having met it"
 - Use sparingly! Might use for some related services goals or for specific essential skills that you want to continue working on.
 - Generally, it's recommended that if a goal is not met, you mark no

progress/limited progress, and consider how goal statement & instructional plan are updated for next IEP.

- Not Addressed - "this goal has not been worked on prior to the progress report"
 - No instruction in this goal area or newly addressed

Data sources:

- ACT scores
- WorkKeys in an ACT assessment that is cross walked to specific cut scores for specific job titles. For example, a Certified Nurse Assistant needs a 3 in Applied Math, 3 in Graphic Literacy and 3 in Workplace Documents. This assessment allows candid conversations with students and families about where growth needs to take place or why post-secondary may be a more appropriate next step than competitive employment.
- Modifications (should be none)
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- For a more general scope (employment and/or college) look at the College and Career readiness indicators under DESE:
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- Student Employment Readiness Profile
 - https://1drv.ms/x/s!AiVZmfS_sKPHkgxjNhMoQ7vcA5fs
 - If students are not at 80% across the 5 areas, their "employability" starts to decline.
- Skill attainment uses specific skills lists that are generated with the assistance of industry advisors and can be monitored through a system called AdminISMs. Students need 80% of essential skills to be considered ready for entry level employment in their field.

Administrator responsibility #2: Creating a climate hospitable to education

Question 1. How do staff know who to contact for what? (Identifying key contact people)

Process:

- 1) Ensuring all flow charts and job descriptions are updated and easily accessible to all.
- 2) Notifying all stakeholders of where to find this information and when it is updated.
- 3) Add this information into new admin training and new teacher orientation, and regularly approached in meetings.

Data sources:

- SSD Directory
- HR job descriptions
- Partner district websites
- Teaching, Learning, and Accountability page in SSDLife

- Flowcharts for key people/departments/district from appropriate secretary

Question 2. How can I know whether my partner district buildings have effective tiered structures in place?

Process:

- 1) Consider any documented tiered systems and protocols and related implementation or fidelity data.
 - a) Determine whether the building is currently being supported by the Multi-Tiered Systems of Support (MTSS) team
 - b) Ask to join tiered systems teams within district/building
- 2) If available review tiered fidelity inventory (TFI).
- 3) For schools utilizing a multi-tiered model review their assessment schedule and data available from those systems.

Data sources:

- For academic data look at formative and summative data sources available
 - For example: FASTBridge, DIBELS, NWEA, literacy data, etc.
- For behavior data look at the data from the child's BIP, suspension data, attendance, therapeutic classroom data
- Tiered Fidelity Inventory (TFI) results if available
- Self-Assessment Survey (SAS) results
- School Safety Survey (SSS) results

Question 3. How do I know whether my partner district buildings have universals in place and how could I support that?

Process:

- 1) Communicate with building leaders and determine if the universal checklist has been utilized previously and review results
 - a) Identify areas of strength and weakness and meet with the building leader to co-plan possible improvements with the support of appropriate staff from the Division of Professional Learning
- 2) If no universal checklist was completed approach the building leader and propose completing the universal checklist together with the support of appropriate staff from the Division of Professional Learning

Data sources:

- Universal Checklist
- Tiered Fidelity Inventory (TFI) tier 1 results if available

Administrator responsibility #3: Cultivating leadership in others

Question 1. Is my staff effective within their data team?
<p>Process:</p> <ol style="list-style-type: none">1) Review “SSD Data Team Summary Form - Data Analysis Tips for Administrators & ALTs,” which outlines the following steps:<ol style="list-style-type: none">a) Access the resultsb) Review key sheets & graphs providedc) Record key items that the ALT/Admin would like to revisit at future points in the year2) Consider having the team complete the Evaluation of Attributes of High-Functioning, Effective Data Teams self-assessment annually and use it to plan for areas of growth for the following year
<p>Data sources:</p> <ul style="list-style-type: none">• Data Team Summary Form Results shared by Measurement and Assessment Coaches• Evaluation of Attributes of High-Functioning, Effective Data Teams self-assessment

Question 2. Are problem-solving action steps being implemented with fidelity?
<p>Process:</p> <ol style="list-style-type: none">1) Participate and observe action planning at data team meetings.2) Have staff document action plans.3) At the next data team meeting follow up on outcomes of action plans.4) Determine need for direct observation of intervention and implementation.5) Consider use either as self-assessments or direct observations using intervention fidelity forms for the particular intervention.
<p>Data sources:</p> <ul style="list-style-type: none">• Intervention fidelity monitoring forms• Data Team Notes• Observation

Administrator responsibility #4: Improving instruction

Question 1. How do you progress monitor in High School for things like transition and identify those on-track to graduate?

Process:

- 1) Identify factors that influence graduation rates and successful transitions, (e.g., attendance, grades, # of office referrals, credit earned, screening data)
 - a) [Early Warning Systems in Education](#)
- 2) Set thresholds for each factor that may indicate risk.
 - a) Possible thresholds from [early warning system research](#) may include
 - i) Attendance <90%
 - ii) GPA <2.0
 - iii) 1 or more failing grade
 - iv) Credits
 - v) More than one suspension
- 3) Set up a data tool that will help you monitor specific data for each student. This may be a spreadsheet or a dashboard you utilize within the district systems that monitor student information (e.g. PULSE, eduCLIMBER, SIS reports, etc)
- 4) Utilize the data team model to monitor the data regularly. The transition data team model may be valuable here.
- 5) Identify specific areas of risk using data team process or other model to identify areas of need
- 6) Put interventions into place.
- 7) Continue to monitor progress with student data and treatment integrity data.
- 8) Make changes as appropriate. This may also include investigating other credit recovery options. May even evaluate current skill sets to Industry Standards and determine whether or not credit recovery is the priority for the student.

Data sources:

- [Early Warning Systems for High School](#)
- Partner District student information system
- SSD Schools student information system
- Academic and/or behavioral screening data
- Student information systems credit counts
- School counseling department

Question 2. How do I know if our interventions are being successful?

Process:

- 1) Identify clear entry and exit criteria, as well as a definition of what it means to be “progressing” for each intervention.
- 2) Collect intervention data and analyze according to:

<ul style="list-style-type: none"> a) Data Team Process b) Process Map/Flowchart <ol style="list-style-type: none"> 3) Ensure there's a thorough understanding/knowledge of: Interventions, Strategies and Programs 4) Find the percentage of students in each intervention who are making progress according to the criteria set, (goal is to have 70-80% of students progressing)
<p>Data Sources:</p> <ul style="list-style-type: none"> ● Intervention data ● Data specific to entry and exit criteria: <ul style="list-style-type: none"> ○ Academic and/or behavioral screening data ○ Grades ○ Office Discipline Referrals (ODRs) ○ Attendance ○ Grade level assessments ○ Fastbridge students growth percentile between screening periods ○ Progress monitoring data

Question 3. How do I monitor the effectiveness of co-teaching teams?
<p>Process:</p> <ol style="list-style-type: none"> 1) Identify (or develop) a CT fidelity checklist that include key components 2) Collect baseline data in all areas using walkthroughs and observations according to set criteria 3) Analyze data for strengths and areas for improvement 4) Progress monitor using the same checklist
<p>Data Sources:</p> <ul style="list-style-type: none"> ● Checklists and tools available from the Division of Professional Learning. Check in with your Instructional Coach.

Question 4. What are the correct assessments to guide instruction?
<p>Process:</p> <ol style="list-style-type: none"> 1) Ensure that the assessment matches the goal/outcome for the student. 2) Ensure that the instructional strategy, approach, or intervention matches the assessment and student data. 3) If you are unsure whether or not the assessment is meeting the needs of the student, contact your Instructional Coach or Measurement and Assessment Coach for additional support.

Data Sources:

- Academic and/or behavioral screening data
- Present-level data
- Progress monitoring assessments (Fastbridge, Aimsweb, Daily Behavior Rating, etc.)
- [SSD District-Wide Recommendations for Progress Monitoring](#)
- [SSD District-Wide Recommendations for Predicting and Planning assessments](#)

Question 5. Is classroom instructional time being utilized maximally?

Process:

TBD. If you have suggested practices please contact Scott Crooks (sdcrooks@ssdmo.org)

Data Sources:

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Administrator responsibility #5: Managing people, data, and processes to foster school improvement

Question 1. What is the process to reduce teacher and administrators responsibilities?

Process:

- 1) Use a prioritization strategy or tool.
 - a) Time Management Matrix by Stephen Covey
- 2) Add one task/responsibility then Remove one task/responsibility. This is best practice.
- 3) Use data to help determine priorities.

Data sources:

- Identify the list of tasks
- SSD calendar
- New initiatives
- District/Area plans

Question 2. How to monitor/improve staff attendance?

Process:

- 1) Monitor WFM when approving attendance.
 - a) Look for when staff are utilizing time at a rate to run out before the end of the year
- 2) Look for patterns of staff absences.

<p>a) Map to a calendar as appropriate to see when days of high staff absence may be occurring</p> <p>3) Initiate a conversation with the person(s) regarding the noticeable pattern.</p> <p>a) Conversations may involve recognizable patterns or planning to ensure proper coverage/updated sub plan during times when absences may be more likely</p>
<p>Data sources:</p> <ul style="list-style-type: none"> ● WFM reports ● Monitor subs everyday and look for patterns (early release day, Mondays, Fridays) ● Staff feedback through climate and engagement surveys

<p>Question 3. What is our level of paraprofessional dependency?</p>
<p>Process:</p> <ol style="list-style-type: none"> 1) Check IEP service summary page and minutes and compare to staff schedule (Are you over servicing?) 2) Complete Adult Support Matrix 3) Ensure fading plan on para matrix is completed using documentation from above
<p>Data sources:</p> <ul style="list-style-type: none"> ● Adult Support Matrix ● IEP (service summary page) ● Prompting Data ● Staff schedules ● Assessments that track the amount of prompting required (e.g Sig Cog, CBVI Task Analysis)

<p>Question 4. How should we be scheduling/staffing adult support minutes?</p>
<p>Process:</p> <ol style="list-style-type: none"> 1) Consider adult support needs for students in building (minutes in IEP) with available staffing levels 2) Check for BIP requirements, safety concerns, medical concerns 3) Consider student skill levels; does student require significant prompting/reinforcement or support to acquire new skills 4) Consider setting (special ed vs gen ed) 5) Consider possible student pairings, keeping in mind the above factors (similar goals or skills, setting, student behavior/safety/medical needs)
<p>Data sources:</p> <ul style="list-style-type: none"> ● Services outlined in IEP (adult support)

- Student goals
- Skill areas to be addressed
- Setting (gen ed vs. special ed)
- BIP in place/behavior/safety concerns
- Para allocation

Question 5. How can I monitor IEP compliance timeline issues?

Process:

- 1) Run IEP timeline report and Reevaluation due lists in Phoenix.
- 2) Create a help ticket with Phoenix to request any type of timeline report.
 - a) The reports will tell you if you are overdue on any event, but also give you the compliance timeline so that you can identify events where due dates are near. IEP timeline compliance is very important. These timelines are set forth by the State Plan for special education.

*Evaluation process may differ.

Data sources:

- DESE Special Education Compliance
(<https://dese.mo.gov/special-education/compliance>)
- Phoenix Reports

Question 6. How do I identify staff areas of weakness and match them up with appropriate supports (interpersonal or relationship skills, team effectiveness)?

Process:

When looking at all staff you supervise:

- 1) Consider patterns of weakness and strengths across staff you supervise by looking at EES data for your area/building, feedback from parents on IEP and Eligibility meeting surveys, teacher and student growth outcomes, and observation data.
- 2) Share aggregate or anonymous results with Area/Building Leadership Teams and consider whether professional learning and coaching needs to be added to the area/building plan for the coming year and work with the Division of Professional Learning to develop a plan.

When looking at an individual staff member

1. Consider patterns of weakness and strengths over the last few years using EES data, feedback from parents on IEP and Eligibility meeting surveys, teacher and student growth outcomes, and observation data.
2. Identify areas of focus for the coming year. Consider contacting your Instructional Coach or staff within the Division of Professional Learning to determine what

professional learning and coaching is available for staff with these weaknesses.

3. Plan for and schedule a meeting with the staff member. Determine a plan for how they will grow their skills, connect it to their teacher and student growth plans, and what the measurable outcomes will be.

Data sources:

- IEP Meeting Survey
- Educator Growth Plan
- Teacher evaluation and observation
- IEP Checklist
- Administrator observation

Question 7. How will I know whether to expect a significant number of transfers at the beginning of the year?

Process:

- Reviewing past year's data
- Investigate community changes (new subdivisions, etc)
- Communicating with school psychologists about previous year's process and timelines (PDSA)

Data sources:

- Phoenix
- School psychologist case logs
- Student Information Systems (enrollment changes -- general and students with IEPs)

Question 8. Are we appropriately staffed to address student needs/services?

Process:

1. Look at the number of staff transfers that occurred in your buildings over the last 5 years.
2. Look at the number of resignations that occurred in your buildings over the last 5 years.
3. Look at the number of staff eligible for retirement in the **next** 5 years.
4. Utilize the [How do I project my hiring needs for the coming years?](#) worksheet

Data sources:

- Data from Human Resources
- Caseload Calculations