IMPROVING PERFORMANCE OF STUDENTS WITH DISABILITIES:

A Handbook for Providing Technical Assistance to Local Education Agencies

CCSESA

Acknowledgements

Introduction

This handbook provides resources and guidance for regional leadership teams as they help Local Education Agencies (LEAs) understand the *California School Dashboard* and use the data presented on the Dashboard to make improvements to programs and services for students with disabilities.

The handbook is divided into four sections.

Section One provides an overview of the key components of California's accountability system with implications for Students with Disabilities (SWDs).

Section Two includes background information on California's Students with Disabilities. Models and frameworks for supporting SWDs are explored including Multi-Tiered System of Supports (MTSS), Universal Design for Learning (UDL), and Evidence-Based Practices (EBPs).

Section Three offers specific guidance for developing leadership teams that use data to monitor progress, identify interventions, and adapt instructional practices and behavioral supports to promote success for all students.

Section Four provides a toolkit that includes rubrics, templates, tools, and links to a variety of resources that support the technical assistance and guidance strategies presented.

GUIDING PRINCIPLES

- General Education and Special Education work together seamlessly as one coherent system.

- Educational programs are organized within the context of a Multi-Tiered System of Supports (MTSS) framework to ensure academic and behavioral supports are provided for all students.

- Instructional programs incorporate high quality, standards aligned, evidence-based practices and use the principles of Universal Design for Learning (UDL).

- Data systems are integrated to combine relevant information from state and local assessments including: formative and summative data, universal screening measures, and anecdotal observations from parents and teachers.

- Site based teams monitor progress, identify interventions, and adapt instructional practices and behavioral supports to promote success for all students using evidence-based systems of inquiry.

- Programs are culturally and linguistically responsive.

Section One:
CALIFORNIA'S ACCOUNTABILITY SYSTEM

At the heart of California's new accountability system is a focus on continuous improvement for all student groups. The *California School Dashboard* displays results for schools, districts, and charter schools on a variety of indicators and provides ratings for overall student results, as well as for groups of students, including Students with Disabilities (SWDs).

California's accountability reporting system is intended to promote equity for all students and highlight disparities among student groups so that Local Education Agencies (LEAs) can plan and implement instructional programs that improve academic performance and address identified gaps in learning for all students.

Overview of the California School Dashboard

The *California School Dashboard* provides information on multiple measures of school success for all school districts, charter schools, and schools. The *California School Dashboard* includes 11 measures (indicators) of school success. Of these, six are state indicators and five are local indicators.

Information on each of the six state indicators is reported for school districts, schools, and student groups with more than 30 students including groups such as low income students, English learners, students in different racial/ethnic groups, and students receiving special education services.

Each school district, school, or student group receives one of five color-coded performance levels for each state indicator. The performance levels are Blue, Green, Yellow, Orange, and Red. The Green and Blue performance levels indicate the school district, school, or student group is meeting the state expectations. Yellow, Orange, and Red performance levels show that the school district, school, or student group needs improvement to meet state expectations.

The overall performance level is a combination of the school district, school, or student group's current performance (status) compared to past performance (change). There are five levels of status and five levels of change presented in a five by five reference chart. The intersection of status and change results in the overall performance level.

School districts, COEs, and charter schools receive one of three performance levels on the five local indicators: Met, Not Met, or Not Met for Two or More Years. Information for the local indicators is only available for school districts, COEs, and

STATE INDICATORS OF SCHOOL SUCCESS

The state indicators are based on information collected statewide. The six indicators are:

- Chronic Absenteeism
- Suspension Rate
- English Learner Progress
- High School Graduation Rate
- Preparation for College/Career
- Academic Performance (English-Language Arts/Literacy and Mathematics)

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Change

Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High	Yellow	Green	Blue	Blue	Blue
High	Orange	Yellow	Green	Green	Blue
Medium	Orange	Orange	Yellow	Green	Green
Low	Red	Orange	Orange	Yellow	Yellow
Very Low	Red	Red	Red	Orange	Yellow

Status

More information about how each state indicator is defined and the 5x5 tables can be found in the *California School Dashboard Technical Guide* on the California Department of Education's website at: https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguide18.pdf

charter schools. It is not available for non-charter schools or student groups. Information about how each of the five local indicators is defined is available on the CDE's website at http://www.cde.ca.gov/ta/ac/cm/localindicators.asp.

LOCAL INDICATORS OF SCHOOL SUCCESS

There are five local indicators based on information collected by school districts, county offices of education (COEs), and charter schools.

- Basic Conditions
    - Teacher Qualifications
    - Safe and Clean Buildings
    - Textbooks for All Students
- Implementation of Academic Standards
- School Climate Surveys
- Parent Involvement and Engagement
- Access to a Broad Course of Study

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Getting to Know the Reports in the California School Dashboard

Summary Data: shows the overall performance color, the status, and the change for each state indicator. Summary data is displayed on each state indicator's "scorecard". Each scorecard flips over to reveal more details.

Equity report: shows the number of student groups in each performance level for a given indicator. Equity reports are displayed at the bottom of each state indicator scorecard.

Student Group Report: shows the performance category for all students and each student group for the six state indicators. The student group report is available by clicking on "View Additional Reports" on an LEA's dashboard page. This report may illustrate gaps in performance between certain student groups at your school district or school.

Five-by-Five Placement Report: shows the exact location of the LEA, school, or student group on a five-by-five colored table for each state indicator. These reports are available by clicking on "View Additional Reports" on an LEA's dashboard page. LEAs and schools can use the information in the Five-by-Five Placement Report to identify how much positive improvement (change) is necessary to maintain a performance level (color) or to move up a performance level.

Additional information regarding the navigation of the dashboard, and use of dashboard data, is available at: https://www.caschooldashboard.org/about/faq

Disaggregated Data: A Closer Look at Students with Disabilities

When students share one demographic characteristic it does not mean that the group is homogeneous. To fully analyze the data reports, a key step is to learn more about the students who comprise the SWDs group by disaggregating the data in your local student information system.

A comprehensive evaluation of the performance of the SWDs at the district level and within each school includes disaggregated data by racial/ethnic group, socioeconomic status, English proficiency, foster youth, grade configurations, and by school site. The following questions may promote further discussion:

• Is the performance of SWDs consistent in all schools in your LEA?
• What does the performance look like for elementary schools compared to middle and high schools?
• What is the racial/ethnic breakdown for the SWDs group?

• Do SWDs in different racial/ethnic groups perform higher or lower than others?
• What is the socioeconomic status breakdown of the SWDs group?
• How are students who are identified as low-income performing when compared to students not identified as low-income?
• What are the English proficiency levels of the SWDs group?
• What are the performance levels of SWDs by disability? By placement type?

Participation of SWDs in California's Assessment System

All students in grades three through eight, and grade eleven participate in the California Assessment of Student Performance and Progress (CAASPP) system, including students with disabilities. Most students with disabilities will participate in the computer-adaptive Smarter Balanced summative assessment in English-language arts/literacy (ELA) and mathematics, and the California Science Test (CAST). Students in grades five, eight, and high school participate in

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science assessments aligned to the California Next Generation Science Standards (CA-NGSS).

A smaller proportion of students with disabilities will participate in the CAASPP system by taking the California Alternate Assessment (CAA) in ELA, mathematics, and science. The CAA is designed for students with the most significant cognitive disabilities, estimated to be about one percent of the population. Students eligible for the CAA must have an active Individualized Education Program (IEP) and the use of the CAA should be noted in the IEP. Beginning in 2018, the Academic Indicator includes the participation rate of students taking both the Smarter Balanced Summative Assessments and CAA in ELA and mathematics. More information about the CAA is available at http://www.cde.ca.gov/ta/tg/ca/altassessment.asp.

In addition to the California accountability assessments described above, the Special Education Division at the California Department of Education is required to develop a State Systemic Improvement Plan (SSIP) to meet federal requirements. The plan must include State Identified Measurable Results (SIMR). Some of the reported SIMR elements are well-aligned to the indicators on the *California School Dashboard* including: student proficiency on the state assessments for ELA and mathematics, suspensions, and expulsions. Although data has been collected and reported separately for special education and general education populations in the past, California is dedicated to implementing a "One System" approach as part of its continuous improvement system. Efforts toward this end are currently in progress.

Accessibility Supports

All students participating in the Smarter Balanced summative assessment, including students with disabilities, have access to a variety of accessibility supports designed to ensure universal access to the assessment and increase the likelihood that students are able to demonstrate what they know and are able to do.

It is critical to evaluate each student's individual needs and to match them to the most appropriate accessibility support available. Students should also be given an opportunity to become familiar with the accessibility supports prior to use in the testing situation.

These accessibility supports include universal tools, designated supports, and accommodations.

- **Universal Tools** are available to all students and do not require any specific settings to be applied in the testing interface.
- **Designated Supports** are available to any student who could benefit from its use as determined by a team of educators familiar with the student.
- **Accommodations** are only available for students with an IEP or a Section 504 Plan.

More information about the available accessibility supports can be found on the CDE's Student Accessibility Supports website at https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp

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Section Two:
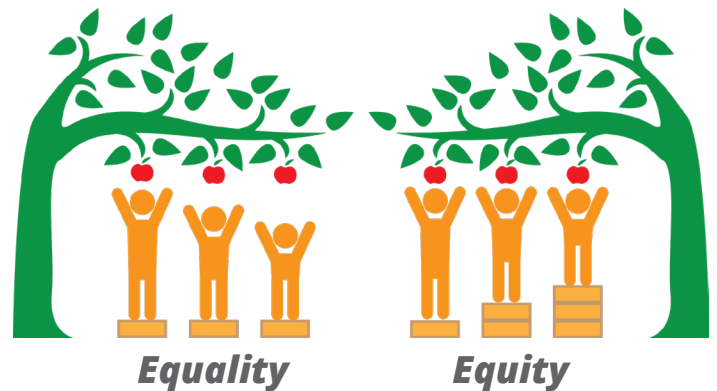# SUPPORT FOR STUDENTS WITH DISABILITIES

One System for All Students

Ideally, educators begin to foster an inclusive mindset from the beginning of children's schooling experiences. LEAs and Individualized Education Program (IEP) teams also work together to create a system in which all children, including SWDs, are provided with access and equal opportunities in the Least Restrictive Environment (LRE). This is especially important as children transition into some of their first schooling experiences as preschoolers.

In California's Special Education Task Force Report, *One System: Reforming Education to Serve All Students* (March 2015), there is an emphasis on creating one quality and seamless system of supports in which all students can be appropriately served, regardless of their individual needs.

As noted in the Task Force Report, starting in preschool:

Equality   **Equity**

"In a coherent system of education, all children are considered general education students first; and all educators, regardless of which students they are assigned to serve, have a collective responsibility to see that all children receive the education and the supports they need to maximize their development and potential so that they can participate meaningfully in the nation's economy and democracy."

"Decisions in the Early Childhood period put people either on an inclusion road or a segregated road... it starts in the earliest years of life."

– Ann Turnbull, Ed.D. (University of North Carolina)

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Who Are California's Students with Disabilities?

Students enrolled in special education programs represent approximately 11 percent of California's kindergarten through twelfth grade student population. Special education services provide individualized programs designed to meet students' unique needs within a variety of settings. Infants and their families, preschoolers, students, and young adults receive services within the least restrictive environment.

The Local Control and Accountability Plan (LCAP) describes actions and services provided to all students in each LEA. In 2015-16, a majority of Students with Disabilities were represented in at least one of the LCAP unduplicated student groups.

Representation of SWDs Within Unduplicated Student Groups

13% of low-income students have IEPs

17% of English learners have IEPs

27% of Foster Youth have IEPs
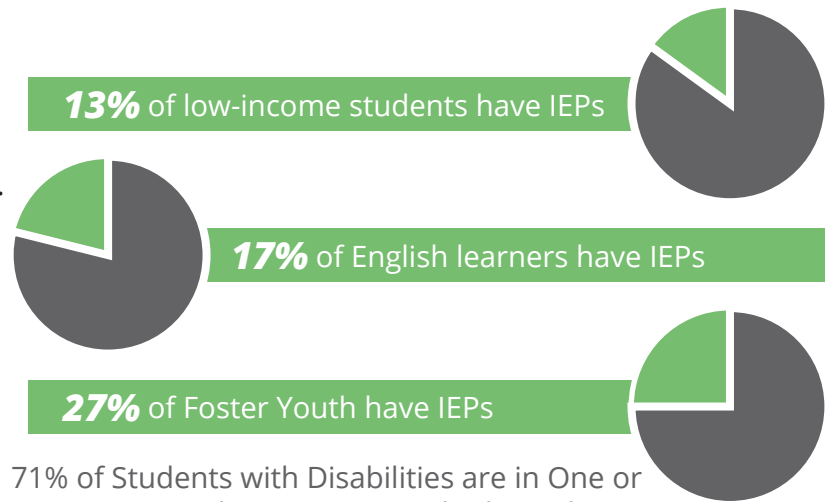
71% of Students with Disabilities are in One or More LCFF Student Groups (unduplicated)

(December 2017 CASEMIS and DataQuest)

Disability categories in California for individuals preschool through twenty-two years of age:

- Intellectual Disabilities
- Speech or Language Impairment
- Visual Impairment
- Emotional Disturbance
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Deafness
- Hard Of Hearing
- Multiple Disabilities
- Autism
- Traumatic Brain Injury
- Deaf-Blindness
- Established Medical Disability (Preschool Only)

For more information on federal eligibility categories visit http://www.parentcenterhub.org/repository/categories/

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Aligning Support for Students with Disabilites

California's Multi-Tiered System of Supports (MTSS) is a system-wide approach that broadens the scope of previous frameworks such as RTI (Response to Intervention). The California Department of Education defines an MTSS as "an integrated, comprehensive framework that focuses on Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success."

Key elements of an MTSS:
- System-wide alignment of resources and initiatives
- LEA, site and grade level participation in alignment of resources and programs
- Support for all students including gifted and high achievers
- Use of Universal Design for Learning principles
- A focus on sustainable interventions that reflect best practice aligned to Common Core State Standards

> **"As our districts and local education agencies re-envision how they are supporting all students to be academically and socially successful under the new Local Control Funding Formula, many educators are aligning their systems of support at both district and state levels. MTSS supports this thinking and evolution..."**
>
> -Tom Torlakson
> State Superintendent of Public Instruction (2011-19)

Universal Design for Learning

A critical element of an MTSS is the use of Universal Design for Learning (UDL) principles for curriculum development and instruction to provide students with equitable access to education. UDL principles optimize instruction and supports for all students in the general education setting and ensure full access to the general curriculum regardless of disability, English language proficiency, income level, race, or academic performance.

UDL provides teachers with a data-driven, research-based blueprint for meeting the full range of student needs. These principles provide a framework for teachers to design instruction removing barriers to student learning and support all learners using instructional strategies that support each students individual needs.

UDL allows teachers to design explicit and rigorous instruction that is both culturally responsive and linguistically appropriate. Instruction and interventions that build upon a student's learning strengths, cultural knowledge, home language, background, and experiences, as well as their linguistic proficiency (in both English and native language) are essential to UDL. Approaching instruction with these considerations helps teachers to determine how a student learns best, identify preferred settings and optimal teaching conditions, remove barriers to student learning and ensure all students have access to, and are learning from, rigorous engaging general education curriculum.

Evidence-based Practices (EBPs)

Evidence-based practices are an important component of MTSS. The concept of evidence-based practice began in the medical field in the 1970s and was adopted by the field of education with the federal *No Child Left Behind Act*, where the term "scientifically-based research" was repeatedly mentioned.

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The benefits of implementing EBPs include: an increased likelihood of positive outcomes, less time and resources devoted to ineffective programs, and an increase in sustainability because data supports the efficacy of these practices.

Evidence-based practices or programs have research to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in the *Every Student Succeeds Act* (ESSA) has generally been produced through formal studies and research. *Regulatory Guidance: Using Evidence to Strengthen Education (U.S. Department of Education:* https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf*)* cites four tiers of evidence as follows:

Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies.

Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies.

Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State, District, or outside research organization to determine their effectiveness.

A number of tools are available to assist teams with selecting evidence-based practices aligned with data driven instructional decisions. The **EBPs Comparison Sheet** provides a matrix to compare programs and practices using a variety of factors including target student population, resources required for implementation, and time required.

⚙ **EBPs Comparison Sheet** Section 4, 2.1

The **Hexagon Tool** examines six key factors: need, fit, resources, evidence, readiness, and capacity. The Hexagon Tool Discussion and Analysis Activity gives implementation teams a structure for deeper discussions around each of the six components.

⚙ **Hexagon Tool** Section 4, 2.2

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Section Three:
## IMPROVEMENT PROCESSES

PREPARE

This section of the Handbook addresses each of the phases in a thorough improvement process. To simplify the process, guidance activities and strategies are organized using a **Prepare, Launch, Reflect, Adjust** framework.

Preparing for improvement, regardless of the type of improvement, requires several common elements including: input from stakeholders, measurable goals, implementation timelines, allocation of fiscal resources, and tools to monitor implementation and student performance.

Cycles of Improvement

Regarding improvement as a cycle ensures school and LEA teams build and sustain coherent systems that:
- Provide ongoing review and assessment
- Focus on plans to improve overall performance
- Promote equity for all student groups
- Implement actions and services that address targeted areas of need
- Evaluate improvement efforts to inform next steps
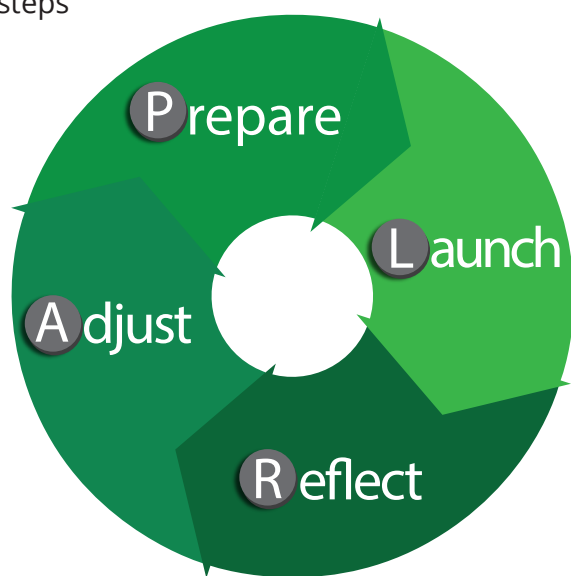
Questions to Consider:

- Did all of the appropriate stakeholders provide input and feedback on the plan?
- Are the goals aligned to the data?
- What is the intended result of the actions to be taken? (Tip – create an "if - then" statement).
- Are timelines reasonable?
- Will individuals assigned to tasks be able to implement the actions? (Do they have the necessary level of authority, knowledge, and skills for the task?)
- Are sufficient funds allocated to support the full implementation of the plan?
- How will the plan be monitored for implementation and effectiveness?

District and School Level Plans

Two plans familiar to California educators at the LEA and school levels include the annual Local Control and Accountability Plan (LCAP), and the school-level Single Plan for Student Achievement (SPSA). In California, the annual process for developing an LCAP is based on a continuous improvement model with attention to performance, equity, and improvement. While this Handbook is focused primarily on improving services for students with disabilities, the continuous improvement guidance is applicable for all student groups.

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All planning efforts, including LCAP and SPSA begin with providing meaningful opportunities to obtain insights from stakeholders as they review relevant data to understand the needs of students, examine root causes of identified areas for improvement, and provide timely advice regarding next steps.

Individualized Plans for Students with Disabilities

Schools must provide a free appropriate public education (FAPE) in the least restrictive environment (LRE) to eligible students with disabilities. When a student with disabilities is formally evaluated and is found to be eligible for special education services, an Individual Education Program (IEP) is developed. The IEP is a legal statement of the services that the school or district will provide to the student.

The members of the IEP team usually include a school administrator, the student's special education and general education teachers, a teacher with expertise in English learner issues (if appropriate), the evaluator of the student's eligibility for services, the student's parents, and possibly the student. Interpreters must be present for parents who are deaf or who communicate primarily in languages other than English.

A guide from the USDE: *Developing an IEP for an English Learner with a Disability*, may help in creating plans with additional language supports: https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf. Section Four includes tools that will assist teams to identify appropriate services needed for English learners who may have disabilities.

⚙ **English Learner Toolkit**   Section 4, 3.6

Improvement Teams

Improvement teams support educators to implement Evidenced-Based Practices (EBPs) to achieve the intended outcome, make necessary adjustments within the continuous improvement process, and ensure fidelity. While improvement teams are essential during every phase of the improvement process, during the prepare phase their role is even more significant. Improvement teams increase "buy-in" and readiness by:

Developing an improvement plan

Assessing and reporting on fidelity and outcomes

Building linkages with external systems

Problem-solving and promoting sustainability

Identifying data needed for analysis of program efficiency

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Too often, improvement plans simply rely on an early adopter or two. In many cases, when momentum
slows or necessary structures are not put in place, early adopters move on to new challenges or burn out. One advantage of relying on a knowledgeable and dedicated improvement team is that the team collectively has the skills, abilities, and time to succeed and sustain the work. The team's ability to adhere to agreed-upon goals is essential to implement and maintain EBPs over time and across systems.

The illustration below demonstrates how effective improvement teams (also referred to as implementation teams) dramatically increase the likelihood that implementation will continue over time and achieve the desired outcomes.

In order to increase support for the initiative, improvement teams should represent a variety of stakeholder perspectives and areas of expertise. Parents and community members can be valuable participants on improvement teams as they bring additional context and viewpoints.

The improvement team should include members from both special education and general education perspectives. The following resource link may assist in the identification of improvement team members: http://implementation.fpg.unc.edu/module-3/topic-1/linked-implementation-teams.
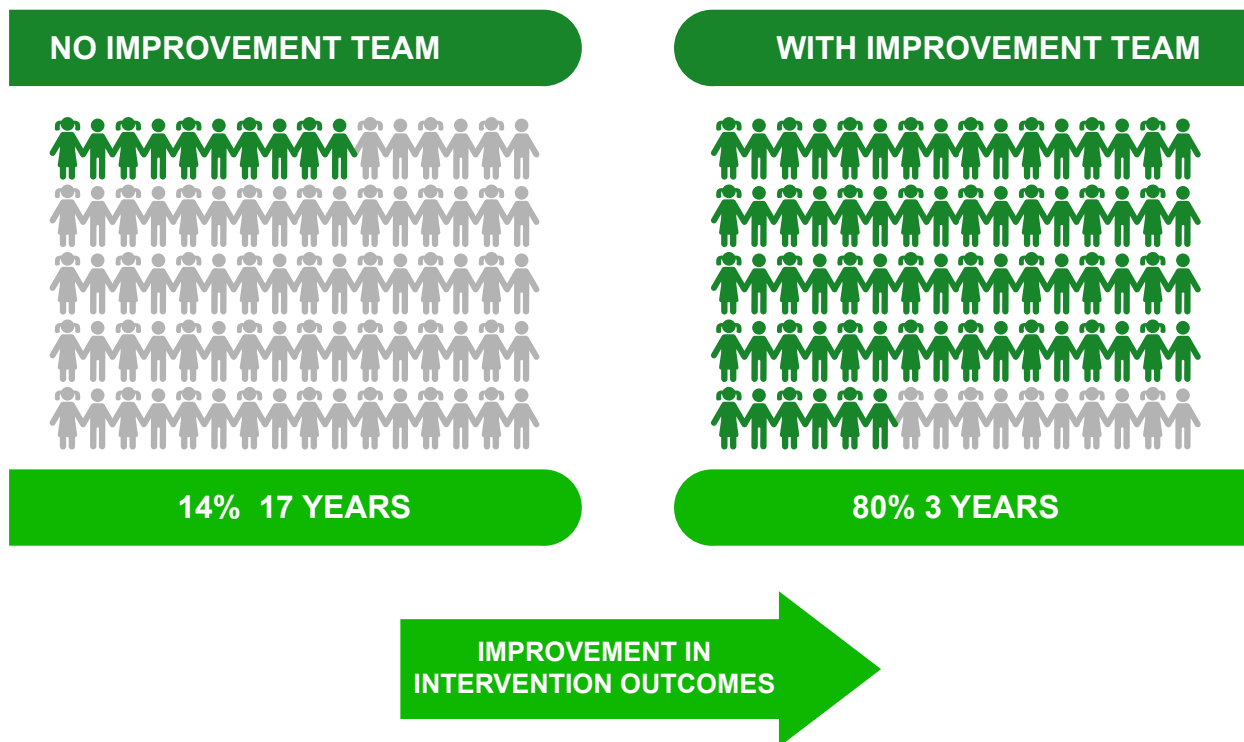
Improvement teams increase the likelihood that the interventions will be effective and lasting.
From http://implementation.fpg.unc.edu/module-1/implementation-teams

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IMPROVEMENT TEAM MEMBERS SHOULD BE:

- Familiar with the data and identified problem that is driving the improvement
- Informed about the improvement process and implementation plan
- Agents of change within the school and community
- Aware of the role and responsibilities of the improvement team

MEMBERS MAY INCLUDE THE FOLLOWING:

- General Education Teachers
- Special Education Teachers
- Other Certificated Staff (e.g. Counselors, Psychologists, Related Service Providers)
- Special Education Administrators
- Classified Staff
- Parents
- Community Partners/Representatives

Improvement teams also begin to formalize supportive structures that ensure fidelity and sustainability. The foundations for these support structures include:

- LEADERSHIP
- VALID & RELIABLE DATA COLLECTION SYSTEMS
- ONGOING COACHING
- TWO-WAY COMMUNICATION PATHWAYS
- A DETAILED PROFESSIONAL LEARNING PLAN

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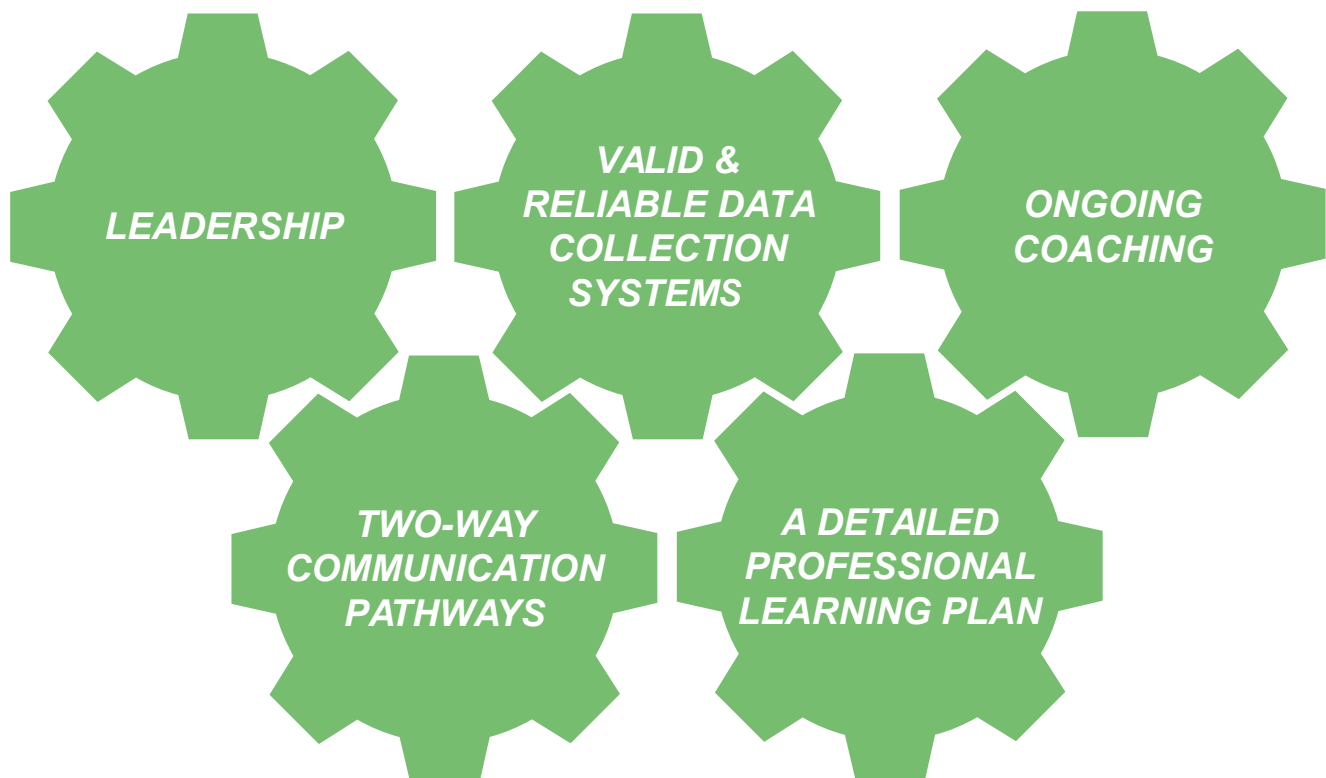
Building Capacity and Sustaining Goals of Improvement Teams

It is important to schedule regular meetings once team members have been selected. Time is short, educators are pulled in many directions, and calendars fill quickly. The team needs to commit to a consistent meeting schedule, methods of communication and decision-making rules. Improvement teams also need a mechanism for follow up to ensure that meetings occur, are efficient and are outcomes-focused.

Improvement teams may exist at various levels and may have slightly different areas of focus. Site teams support site-level improvements and play an essential role in ensuring that implementation occurs with fidelity and that staff members assigned to launch the improvements are supported.
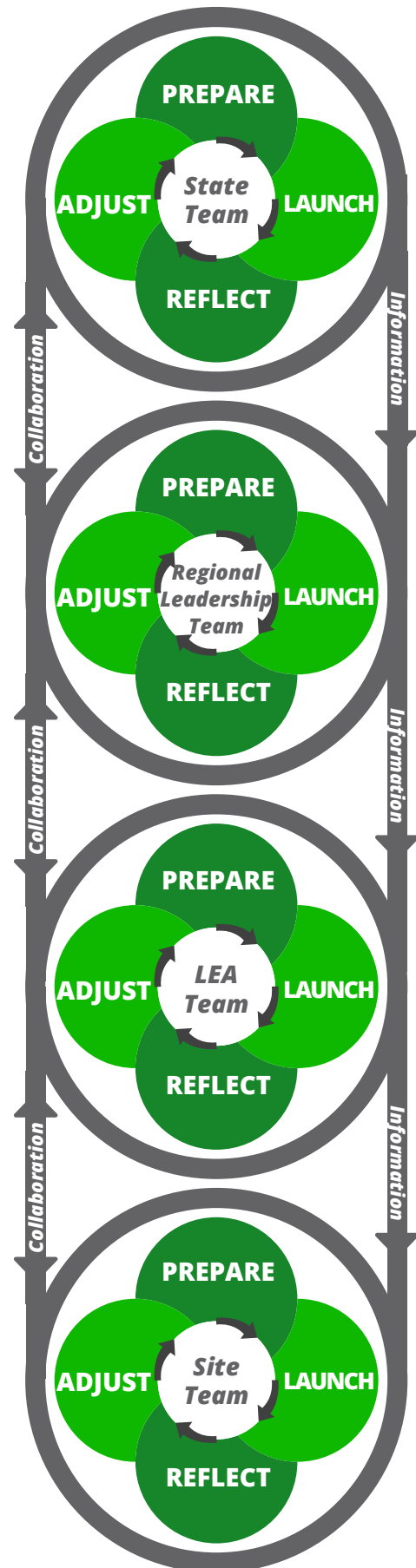
LEA teams support district-wide implementation and ensure that district leaders understand and support the initiatives at both the site and district level. Regional leadership teams, including County Office and Special Education Local Plan Area (SELPA) teams provide support and assist LEA teams, and similarly state teams provide support to regional leadership teams. At each level, teams actively and effectively communicate with one another to support improvement by sharing information and resources.

Engaged leadership is essential in every phase of an improvement framework. Successful and sustainable change depends on strong and effective leadership to build capacity and ensure fidelity and sustainability. Improvement teams rely on school and LEA leaders to provide fiscal resources, professional learning opportunities, best practice guidance, and ongoing supports and accountability.

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Improvement Teams and Data Driven Decisions

The data analysis processes described in the following sections require a culture of collaboration among all adults in the system and a shared commitment to an improvement process at all levels (district, school, and grade/course). Improvement teams make data driven decisions to identify appropriate levels of support, select evidence-based practices and provide timely interventions that result in increased success for students with disabilities.

Once data analysis activities have been completed and the root cause/problem identified, improvement teams review and select evidence-based practices to address the problem(s).

Using Data in the Planning Process

A wealth of information is available for improvement teams to use when interpreting data. Reflect and Ask Why is a recursive inquiry process that may provide a place to start. Using a process such as Reflect and Ask Why reduces the tendency to look for the easiest, most obvious explanation for a problem and transitions from an objective analysis of top-level data, to an in-depth analysis that relies on contextual knowledge.

When improvement teams take the time to reflect and ask questions, they step back from their own assumptions and expertise and begin to question why things are the way they are and "why we are doing what we're doing."

Taking time to reflect and ask why can be challenging. A lack of time, coupled with the pressure to move forward is often an impediment to an in-depth inquiry process. Inquiry processes may also be difficult because of a reluctance to ask questions and to examine past practice.

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When teams do not take the time to reflect and ask questions, they risk continuing to invest financial and human resources in actions that will not deliver results.

REFLECT

- Dedicate sufficient time for an in-depth inquiry process.
- Use data (exclusively) to make initial observations.
- Ensure discussions are evidence-based.
- Focus on objectivity.
- Resist attempts to draw conclusions or make inferences.
- Develop problem statement(s) based solely on facts presented.

Tools:
California School Dashboard
caschooldashboard.org

⚙ Data Observation Tools Section 4, 3.1
⚙ Overall Data Observations Sheet Section 4, 3.2

ASK WHY

- Transition from problem statement(s) to determining root cause.
- Explore all contributing factors.
- Add context.
- Assume systems and symptoms are interrelated.
- Provide time for thorough questioning.
- Be persistent. Continue to ask why.

Tools:
Inventory of Services and Supports for Students with Disabilities cde.ca.gov/sp/se/sr/issforswd.asp

⚙ MTSS Rubric Section 4, 3.3
⚙ Fishbone Diagram Section 4, 3.4
⚙ 5–Why Analysis Form Section 4, 3.5

Making Observations: Using the California School Dashboard and Other Data Sources to Understand Current Performance Levels

Before getting started, access your school LEA's data from the *California School Dashboard*. Accessing additional data sources via the CDE website, DataQuest (http://dq.cde.ca.gov/dataquest/), or your local student information system, is also recommended. The *California School Dashboard* is available at https://www.caschooldashboard.org.

In addition to the *California School Dashboard*, CDE recommends district teams use the tool *"The Inventory of Services and Supports (ISS) for Students with Disabilities (SWDs)"* to assist with the review of local policies and practices when the performance of SWDs need improvement. Information generated from the use of this tool may assist teams to analyze possible problems in the local system and to develop plans to improve outcomes for SWDs. Information about the ISS is posted at: http://www.cde.ca.gov/sp/se/sr/issforswd.asp.

During the observation phase, teams engage solely with the data and note only those facts that are supported by the data. This phase relies on objectivity. Drawing conclusions, making inferences, or asking why are discussions that occur later.

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Sample statements that may be made from observations:

- Three out of our six student groups are in Red or Orange on all state indicators.
- Our suspension rate declined when compared to last year.
- Mathematics performance increased when compared to last year but is still low overall (below the county or state average).
- Our English learner students are performing better in English-language arts than in mathematics.

The **Data Observation Tool** and the **Overall Data Observations Sheet** provide a framework to assist your improvement team during the observation phase. Templates are provided for each of the state indicators on the *Dashboard* along with a series of guiding questions. Both tools, including detailed instructions for completing and analyzing each, are found in:

⚙️ Data Observation Tools   Section 4, 3.1

⚙️ Overall Data Observations Sheet   Section 4, 3.2

Developing Problem Statements

During the observation phase of the inquiry process, a specific problem statement will emerge. A specific problem statement is a factual claim about a problem that exists based on the data. It is usually one sentence, but may include additional information in order to provide context. The statement explains what the problem is and who has the problem.

For example, 75 percent of the SWDs in grades 7-8 are also Long-Term English Learners (LTELs). There is a difference in the mathematics performance between SWDs identified as LTELs compared to SWDs who are designated English-only. English-only SWDs performed comparably to other student groups. Based on this data, the following problem statement was generated:

KEYS FOR SUCCESS IN MAKING OBSERVATIONS

FOCUS ON

- **Statements of quantity (nearly 70 percent of our low-income students are not meeting standards in mathematics)**
- **Comparisons to prior years (graduation rates increased for all student groups compared to the prior year)**
- **Comparisons to reference groups (the suspension rate for our African American students is much higher than that of any other student group)**

AVOID

- **Making inferences about the observations**
- **Drawing conclusions**

SAMPLE PROBLEM STATEMENT

Students with disabilities who are also LTELs in grades 7-8 performed on average 70 points below their non-SWDs and English-only SWDs peers in mathematics in 2016; their performance declined significantly from the prior year.

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Transitioning from Specific Problem Statements to Root Cause

Once a specific problem statement is developed, the team transitions into the second stage of the inquiry process and relies on a contextual understanding of district, school, and community factors. Several cycles of data analysis, observation, and questioning may be necessary to uncover the root cause.

Root cause analysis assumes that systems and events are interrelated. That is, an action taken in one area impacts the outcome of another action. Successful identification of the root cause of a problem hinges on an investigation of all areas that could potentially contribute to the problem.

The components in an MTSS provide an important lens through which the team can analyze a specific problem statement. The elements of the MTSS framework ensure that the problem is examined from the context of all systems necessary for the academic, behavioral, and social success of students with disabilities.

By examining the problem statement from each of the key elements of an MTSS, the team may discover that the root cause is due to fragmented support systems not working in alignment to meet individualized student needs. An MTSS approach ensures students with disabilities receive high quality, standards-based, culturally and linguistically relevant instruction in the general education classroom setting: a setting with high academic and behavioral expectations, differentiated learning, and student-centered learning experiences.

Using the lens of an MTSS to identify the root cause of a problem is challenging, but essential to finding sustainable solutions that will lead to mprovement for students with disabilities. See the **MTSS Rubric** for examining progress within MTSS to help teams assess practices and determine whether site or LEA level supports are at the beginning, emerging, proficient or exemplary stage of implementation.

The **Fishbone Diagram** and the **5–Why Analysis Form** are graphic organizers that may help teams

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analyze factors that could contribute to root cause. These tools are linked to MTSS components and allow teams to view problem statements in a broader context. The toolkit includes examples of completed a Fishbone Diagram and 5–Why forms.

⚙ **MTSS Rubric**　Section 4, 3.3
⚙ **Fishbone Diagram**　Section 4, 3.4
⚙ **5–Why Analysis Form**　Section 4, 3.5

Guiding Questions for Identifying Evidence-based Programs and Practices for Implementation

Once the improvement team has developed a problem statement and conducted a root cause analysis, the process of selecting an evidence-based program or practice begins. The following guiding questions and tools assist teams in matching appropriate programs and practices to the identified problem. Select interventions that have evidence demonstrating effectiveness. Consider programs with strong evidence, moderate evidence, or promising evidence.

Questions:
- Are the programs and practices being considered supported by strong evidence or moderate evidence?
- Are there relevant outcomes for any studies on the proposed program or practice?

Select interventions that can be implemented effectively for the setting and student population.
Consider the school's grade span, demographic characteristics, and student groups to be served (e.g., students with disabilities, English learners).

Questions:
- Were the positive results from studies relevant to the student groups in our school?
- Has the program or practice worked in a school with similar grade levels served? Were the characteristics of the student population in the study similar to our school's student make up?

Select interventions that the school has the capacity to implement fully.
Consider funding, human resources, specific knowledge and skill levels of staff, and leadership support for implementation.

Questions:
- What funding sources will support the implementation of this program or practice?
- What is the local capacity to implement this program or practice?
- Does the school/district leadership support the implementation of the program or practice?
- Does the current staff have the knowledge and skills necessary for implementation?
- How much time is needed to prepare to implement the program or practice?
- Can the implementation timelines be met?
- How can this program or practice be sustained in the future?

Resources:
- US Department of Education's What Works Clearinghouse: https://ies.ed.gov/ncee/wwc/
- Show Me the Research: https://www.keydatasys.com/common/downloads/Show_Me_Research.pdf
- California Department of Education: http://www.cde.ca.gov/re/es/evidence.asp and http://www.cde.ca.gov/sp/sw/t1/sigassist.asp

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LAUNCH

Ensuring Implementation of Planning Goals

The degree to which an improvement plan is launched with fidelity links directly with the plan's overall success and effectiveness. It is important to identify procedures for monitoring the implementation and effectiveness of the improvement at predetermined intervals (e.g., bi-monthly, monthly, quarterly, annually). Improvement teams might consider whether a specific action is implemented as planned, whether it is producing the desired results, and if adjustments need to be made along the way.

A significant gap exists between identifying evidence-based practices and programs, and systematic and effective implementation. During the initial implementation phase, lesson delivery may be tentative or awkward. As implementation progresses, the evidence-based practices become more refined and begin to positively impact student performance.

The role of the improvement team is to provide structures to bridge the implementation gap. This is accomplished by ensuring that all staff using the EBPs have the necessary training, coaching and internal structures in place to make the EBPs teachable, learnable and assessable. Based on this data, future decisions are made to achieve fidelity of implementation.

Elements of Implementation

Effective implementation of any improvement plan includes all of the following:

- Collection of evidence to monitor quality and degree of implementation
- Consideration of possible barriers to implementation and plans to address identified barriers or provide alternative solutions
- Rationale for actions to be taken
- Implementation timelines

? THE FOLLOWING QUESTIONS MAY BE USED TO DEVELOP TOOLS AND PROCESSES FOR MONITORING IMPROVEMENT PLANS:

- **When and how often will the plan be monitored for implementation?**
- **Who will monitor the implementation of the plan?**
- **What evidence will be collected to document implementation?**
- **What documentation protocols will be used?**
- **How and when will the results of the plan be reported?**
- **What is the communication plan for sharing information and results of the improvement process with stakeholders?**
- **How will adjustments be made during the implementation of the plan?**
- **How will the individuals implementing the plan be supported?**

Sample Improvement Planner

Improvement Activity	Monitoring Dates and Frequency	Who Will Monitor Improvement?	What Evidence Will Be Collected?	Results to Date

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Professional Learning, Roll-Out, and Ongoing Support

Once the improvement team has convened and agreed on a program or practice, the team should develop a professional learning plan. An effective professional learning plan should include information on:

- What professional learning is needed?
- Who will take the lead?
- Where and when will the professional learning opportunity take place?
- How will the professional learning content be delivered?
- Will opportunities for collaboration and components of adult learning theory be included?
- Who will attend the professional development?
- How will the professional development be evaluated to determine if educators feel prepared and equipped to implement?

The California Quality Professional Learning Standards identify characteristics of professional learning that are most likely to support educators in building individual and collective capacity to meet professional, school, and student performance expectations.

More information about the California quality professional learning standards can be found at: http://cacompcenter.org/wp-content/uploads/2015/03/CA-Quality-Professional-Learning-Standards_Revised-March-2015.pdf.

Coaching

Coaching plays a key role in implementing innovations and sustaining change and should be a component of any professional development plan. At its best, coaching provides a process for teachers to reflect on their practice and to refine their instructional choices throughout each lesson. A successful coaching partnership is empowering and fosters a constructivist approach to lesson planning and delivery.

The NIRN Active Implementation Hub provides modules, lessons, and tools to guide educators through the coaching process. http://implementation.fpg.unc.edu/

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REFLECT

Analyzing Effectiveness of Improvement

Designating time to reflect on the implementation and effectiveness of the plan is an important part of determining whether a system change constitutes an improvement. In addition to the members of the improvement team, identify any additional stakeholders who will study and analyze the results.

Reviewing the improvement plan involves tracking the progress and execution of the plan's goals according to predetermined timelines. Typically, this includes talking with individuals engaged in the plan's implementation and reviewing the evidence collected to document the process.

Another consideration of the Reflect phase is to examine data that indicates the degree to which the plan's goals and targets were met. The information from these inquiries is essential in the decision-making process.

?

THE FOLLOWING QUESTIONS MAY HELP GUIDE DISCUSSIONS DURING THE REFLECT PHASE:

- Is more information needed to reflect on the implementation and effectiveness of the plan?
- If the actions were not implemented as planned, what were the causes?
- Who should this information be shared with?
- How has the plan impacted student achievement?
- Based on the available information, what should be stopped, started or continued?
- How will initiatives with positive results be replicated, shared, and incorporated into additional programs?

✓

THE REFLECT PHASE IN AN IMPROVEMENT PROCESS INCLUDES THE FOLLOWING ELEMENTS:

☐ **Review the evidence regarding the implementation of the plan at the predetermined intervals.**

☐ **Analyze student performance results at designated milestones.**

☐ **Include all appropriate stakeholders in the reflect phase to share their perspectives, experiences, and insights.**

☐ **Establish a process to consider what has been working, what has not been working, and why.**

☐ **Create protocols to guide stakeholders through the process.**

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ADJUST

Identifying Next Steps

After the activities in the plan have been implemented over a reasonable amount of time, the team will need to consider how to proceed, moving forward. Based on the review of all available information, some activities should be continued, others may need to be modified in order to be more effective, and actions that are not producing the desired results should be discontinued.

As the improvement team meets to review the status of improvement activities, the adjust phase provides a road map for building capacity and sustaining improvement activities with proven results. As stated in the previous paragraph, it is essential to allow sufficient time for implementation, before making decisions regarding continuing or discontinuing the activity.

Discussions during the adjust phase include the following elements:

- Consider all evidence of improvement efforts and effectiveness.
- Discuss outcomes with all appropriate stakeholders.
- Consult with other experts as needed.
- Determine which actions will be continued, modified, or stopped.

?

THE FOLLOWING QUESTIONS MAY HELP GUIDE DISCUSSIONS DURING THE ADJUST PHASE:

- Who needs to be involved in the discussion regarding the future of this activity/initiative?
- Did the activity produce the desired outcome?
- Were improvements fully implemented as planned?
- How might this activity or service be modified to better serve the students?
- If this activity was successful, should it be extended to other students? If so, how can this occur?

Evaluating Improvement Activities

Improvement Activity	Evidence Collected	Results	Potential Modifications	Continue Implementation?

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Section Four:
TOOLKIT

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Evidence-Based Practices Worksheet ⚙ Section 4, 2.1

EBP Comparison Worksheet

	Practice/Program 1	Practice/Program 2	Practice/Program 3
Name of practice/program			
Source of information			
Practice/program description			
Student population (e.g., grade level, disability type, urban/rural, ELL, income level) for which this practice/program has been shown to be effective			
Resources: Cost of practice/program			

Source credited: The IRIS Center Peabody College Vanderbilt University Nashville, TN 37203 iris@vanderbilt.edu.

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Evidence-Based Practices Worksheet Cont.

Resources: Time needed for implementing			
Resources: Training required to implement and maintain the practice or program			
What kinds of supports or materials are required? Are they included or will they require additional resources (i.e., time, money).			
Level of evidence that the practice or program is effective			
Additional information or comments			

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The Hexagon: An Exploration Tool

The Hexagon can be used as a planning tool to guide selection and evaluate potential programs and practices for use.

IMPLEMENTING SITE INDICATORS

CAPACITY TO IMPLEMENT

Staff meet minimum qualifications

Able to sustain staffing, coaching, training, data systems, performance assessment, and administration

- Financial capacity
- Structural capacity
- Cultural responsivity capacity

Buy-in process operationalized

- Practitioners
- Families

FIT WITH CURRENT INITIATIVES

Alignment with community, regional, state priorities

Fit with family and community values, culture and history

Impact on other interventions & initiatives

Alignment with organizational structure

NEED

Target population identified

Disaggregated data indicating population needs

Parent & community perceptions of need

Addresses service or system gaps

PROGRAM INDICATORS

EVIDENCE

Strength of evidence—for whom in what conditions:

- Number of studies
- Population similarities
- Diverse cultural groups
- Efficacy or Effectiveness

Outcomes – Is it worth it?

Fidelity data

Cost – effectiveness data

USABILITY

Well-defined program

Mature sites to observe

Several replications

Adaptations for context

SUPPORTS

Expert Assistance

Staffing

Training

Coaching & Supervision

Racial equity impact assessment

Data Systems Technology Supports (IT)

Administration & System

EVIDENCE | USABILITY | CAPACITY | SUPPORTS | NEED | FIT

Identify the program or practice to be assessed. Write the numerical rating (Scale from 1-5 with 1 being the lowest) that best describes each component below.

	PROGRAM/PRACTICE 1	PROGRAM/PRACTICE 2	PROGRAM/PRACTICE 3
EVIDENCE			
SUPPORTS			
USABILITY			
NEED			
FIT			
CAPACITY			

PROGRAM

IMPLEMENTING SITE

Metz, A. & Louison, L. (2019) The Hexagon Tool: Exploring Context. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Based on Kiser, Zabel, Zachik, & Smith (2007) and Blase, Kiser & Van Dyke (2013).

Instructions for Completing the Data Observation Tool ⚙ Section 4, 3.1

1. Go to www.caschooldashboard.org and type in the name of your school district or school.
2. Click on your school name from the resulting list and press "Search". Your school district or school's report will be displayed.
3. From the landing page of the California Schools Dashboard for your school district of school, click on "View Additional Reports." This will take you to the California Department of Education's web page entitled, School Dashboard Additional Reports and Data. Click on the "Student Group Report" and press "Submit." From the Student Group Report you can complete Box A of the Data Observation Tool – the overall performance category for each indicator and Box D – the number of student groups in the orange/red categories.
4. Click on "View Other Reports" to return to the list of reports for your school district or school. Click on the "5x5 Placement Report" to complete Boxes B and C on the Data Observation Tool – the performance level associated with the school district or school for "Status" and "Change".

Once your team has completed the Data Observation Tool for each of the indicators applicable to your school district or school, you will be ready to consolidate that information onto the Overall Data Observations Sheet.

Guiding Questions:

The Guiding Questions listed in Box E on the Data Observation Tool offer a starting point for your team's discussions. The data included in the California School Dashboard can provide answers to each guiding question.

Additional questions for consideration are also critical to this comprehensive process. These questions appear in Box F on the Data Observation Tool and require the use of data sources other than the California School Dashboard.

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Data Observation Tool: Chronic Absenteeism

A. Performance of All Students (Circle the performance level for all students on this indicator as shown on the Student Group Report.)	B. Status (Circle the Status from the 5x5 Chronic Absenteeism Placement Report.)					C. Change (Circle the Change from 5x5 Chronic Absenteeism Placement Report.)					D. Student Groups in Orange/Red (List the student groups that are orange or red from the Student Group Report.)
	Very High	High	Medium	Low	Very Low	Increased Significantly	Increased	Maintained	Decreased	Decreased Significantly	

E. Guiding Questions:	F. Other Questions to Consider:
• Is the **Status** for the Students with Disabilities student group different from other student groups? By how much? • When looking at **Status**, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well ("Very High" or "High") and which student groups are performing at the "Low" or "Very Low" levels? • Is the **Change** for the Students with Disabilities student group different from other student groups? By how much? • When looking at **Change**, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well ("Very High" or "High") and which student groups are performing at the "Low" or "Very Low" levels?	• Are there any patterns of absences that are evident in the data? Do more absences occur on certain days of the week? • Are any patterns observed consistent across student groups or are they restricted to only one or some student groups? • What are the reasons for absences? • Do those reasons differ by day of the week? Are different reasons associated in some way with different student groups?

G. Observations:

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Data Observation Tool: English Learner Progress Indicator

A. Performance of All Students (Circle the performance level for all students on this indicator as shown on the Student Group Report.)	B. Status (Circle the Status from the Status and Change Report on the 5x5 English Learner Progress Placement Report.)					C. Change (Circle the Change from the Status and Change Report on the 5x5 English Learner Progress Placement Report.)				
	Very High	High	Medium	Low	Very Low	Increased Significantly	Increased	Maintained	Decreased	Decreased Significantly

D. Guiding Questions (local data needed to answer these questions):	E. Other Questions to Consider:
- Is the **Status** for the Students with Disabilities student group different from other student groups? By how much? - When looking at **Status**, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well ("Very High" or "High") and which student groups are performing at the "Low" or "Very Low" levels? - Is the **Change** for the Students with Disabilities student group different from other student groups? By how much? - When looking at **Change**, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well ("Very High" or "High") and which student groups are performing at the "Low" or "Very Low" levels?	- What percentage of English learners with disabilities are making annual English progress? How does this compare to other English learners? How do these results differ across schools? - What percentage of English learners with disabilities are reclassified to fluent-English proficient status? How does this compare to other English learners? How do these results differ across schools? - Do any patterns emerge regarding English language progress or reclassification rates among the English learners with disabilities from different language groups?

F. Observations:

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Data Observation Tool: Graduation Rate Indicator

A. Performance of All Students (Circle the performance level for all students on this indicator as shown on the Student Group Report.)					B. Status (Circle the Status from the Status and Change Report on the 5x5 Graduation Rate Placement Report.)					C. Change (Circle the Change from the Status and Change Report on the 5x5 Graduation Rate Placement Report.)					D. Student Groups in Orange/Red (List the student groups that are orange or red from the Student Group Report.)
					Very High	High	Medium	Low	Very Low	Increased Significantly	Increased	Maintained	Decreased	Decreased Significantly	

E. Guiding Questions:	F. Other Questions to Consider:
- Is the **Status** for the Students with Disabilities student group different from other student groups? By how much? - When looking at **Status**, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well ("Very High" or "High") and which student groups are performing at the "Low" or "Very Low" levels? - Is the **Change** for the Students with Disabilities student group different from other student groups? By how much? - When looking at **Change**, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well ("Very High" or "High") and which student groups are performing at the "Low" or "Very Low" levels?	- What percentage of the SWD are on a graduation track? - What percentage of the SWD are on track for a certificate of completion? - What is the breakdown of students in each track by disability?

G. Observations:

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Data Observation Tool: Suspension Indicator

A. Performance of All Students (Circle the performance level for all students on this indicator as shown on the Student Group Report.)					B. Status (Circle the Status from the Status and Change Report on the *5x5 Graduation Rate Placeme*nt Report.)					C. Change (Circle the Change from the Status and Change Report on the *5x5 Graduation Rate Placeme*nt Report.)					D. Student Groups in Orange/Red (List the student groups that are orange or red from the Student Group Report.)
					Very High	High	Medium	Low	Very Low	Increased Significantly	Increased	Maintained	Decreased	Decreased Significantly	

E. Guiding Questions:	F. Other Questions to Consider:
• Is the **Status** for the Students with Disabilities student group different from other student groups? By how much? • When looking at **Status**, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well ("Very High" or "High") and which student groups are performing at the "Low" or "Very Low" levels? • Is the **Change** for the Students with Disabilities student group different from other student groups? By how much? • When looking at **Change**, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well ("Very High" or "High") and which student groups are performing at the "Low" or "Very Low" levels?	• What type of suspensions are occurring overall? • Do these suspensions differ by student group? By grade? By school? • Is there a particular time of day when more suspension occur? • Is there a particular location where more suspensions occur?

G. Observations:

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Data Observation Tool: English Language Arts/Literacy Indicator

A. Performance of All Students (Circle the performance level for all students on this indicator as shown on the Student Group Report.)	B. Status (Circle the Status from the Status and Change Report on the *5x5 Graduation Rate Placeme*nt Report.)					C. Change (Circle the Change from the Status and Change Report on the *5x5 Graduation Rate Placeme*nt Report.)					D. Student Groups in Orange/Red (List the student groups that are orange or red from the Student Group Report.)
	Very High	High	Medium	Low	Very Low	Increased Significantly	Increased	Maintained	Decreased	Decreased Significantly	

E. Guiding Questions:

- Is the **Status** for the Students with Disabilities student group different from other student groups? By how much?
- When looking at **Status**, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well ("Very High" or "High") and which student groups are performing at the "Low" or "Very Low" levels?
- Is the **Change** for the Students with Disabilities student group different from other student groups? By how much?
- When looking at **Change**, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well ("Very High" or "High") and which student groups are performing at the "Low" or "Very Low" levels?

F. Other Questions to Consider:

- Is performance in English-language arts/literacy different from observed performance in mathematics? If so, how?

G. Observations:

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Data Observation Tool: Mathematics Indicator

A. Performance of All Students (Circle the performance level for all students on this indicator as shown on the Student Group Report.)					B. Status (Circle the Status from the Status and Change Report on the *5x5 Graduation Rate Placement* Report.)					C. Change (Circle the Change from the Status and Change Report on the *5x5 Graduation Rate Placement* Report.)					D. Student Groups in Orange/Red (List the student groups that are orange or red from the Student Group Report.)
					Very High	High	Medium	Low	Very Low	Increased Significantly	Increased	Maintained	Decreased	Decreased Significantly	

E. Guiding Questions:

- Is the **Status** for the Students with Disabilities student group different from other student groups? By how much?
- When looking at **Status**, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well ("Very High" or "High") and which student groups are performing at the "Low" or "Very Low" levels?
- Is the **Change** for the Students with Disabilities student group different from other student groups? By how much?
- When looking at **Change**, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well ("Very High" or "High") and which student groups are performing at the "Low" or "Very Low" levels?

F. Other Questions to Consider:

- Is performance in mathematics similar to performance in English-language arts/literacy?

G. Observations:

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Data Observation Tool: College/Career Indicator

A. Performance of All Students (Circle the performance level for all students on this indicator as shown on the Student Group Report.)					B. Status (Circle the Status from the Status and Change Report on the *5x5 Graduation Rate Placement* Report.)					C. Change (Circle the Change from the Status and Change Report on the *5x5 Graduation Rate Placement* Report.)					D. Student Groups in Orange/Red (List the student groups that are orange or red from the Student Group Report.)
					Very High	High	Medium	Low	Very Low	Increased Significantly	Increased	Maintained	Decreased	Decreased Significantly	

E. Guiding Questions:	F. Other Questions to Consider:
• Is the **Status** for the Students with Disabilities student group different from other student groups? By how much? • When looking at **Status**, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well ("Very High" or "High") and which student groups are performing at the "Low" or "Very Low" levels? • Is the **Change** for the Students with Disabilities student group different from other student groups? By how much? • When looking at **Change**, are all student groups performing the same or are gaps illustrated with the data? If gaps are illustrated, which student groups are performing well ("Very High" or "High") and which student groups are performing at the "Low" or "Very Low" levels?	For the Students with Disabilities student group: • What percentage at Grade 11 scored Level 3 "Standard Met" or higher on both English language arts/literacy and mathematics compared to other student groups? • What percentage was enrolled in advanced placement courses compared to other student groups? What percentage passed with a score of 3 or higher? • What percentage was enrolled in academic/CTE subjects where college credit is awarded compared to other student groups? • What percentage completed a-g course requirements with a grade of C- or better compared to other student groups? • What percentage completed a CTE pathway capstone course with a grade of C- or better? • What percentage completed a work-based learning and certification program compared to other student groups?

G. Observations:

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Overall Data Observation Sheet ⚙ Section 4, 3.2

Use this chart to consolidate information on the Data Observation Tool. This chart highlights commonalities, and guides in the development of one or more problem statements.

Chronic Absenteeism

Graduation Rate

English-Language Arts

Suspension Rate

English Learner Progress

Mathematics

College/Career

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Multi-Tiered System of Support Implementation Rubric ⚙ Section 4, 3.3

1. **DATA-BASED DECISION MAKING:** Decisions about curriculum, instruction, academic and behavioral supports and interventions, and school improvement are based on multiple sources of data. **GUIDING QUESTIONS:** • Which data does our school or district identify, in addition to the CA School Dashboard data, to measure school/program effectiveness? • Are data disaggregated by student demographics such as race, ethnicity, gender, disability, or language proficiency to identify gaps and trends in achievement and performance? • Are data reviewed regularly and is progress monitored to determine any changes in planned interventions? • Are data used to make policy, procedure, and practice decisions? How regularly is data used to inform decisions?
BEGINNING
Data is rarely used in a systematic way to make decisions about curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives.
EMERGING
Some teachers and programs use data in a systematic way to make decisions about curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives.
PROFICIENT
A school-wide, systematic process for using valid and reliable data to make decisions about curriculum, instruction, academic and behavioral supports and school improvement initiatives is in place. This process is also used to monitor and support the continuous growth of individuals and subgroups of learners within the school. Most, but not all staff, implement data based decision-making processes.
EXEMPLARY
All teachers implement a consistent school-wide process for decision-making, using valid and reliable data. Data guides decisions about school initiatives and programs for all students and subgroups, in all classrooms.
Notes:

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2. **CULTURALLY RESPONSIVE PRACTICES:** Culturally and linguistically appropriate and responsive instructional practices and interventions are used throughout the school or district.

GUIDING QUESTIONS:
- Is school staff prepared to support and understand the unique needs of students from diverse cultural and linguistic backgrounds?
- Are teachers familiar with students' beliefs, values, cultural practices and discourse that may impact classroom participation, engagement and success? Do they use this information in designing culturally responsive instruction?
- Are screening tools, referrals, assessments, instructional practices and procedures unbiased? Are they culturally relevant and linguistically appropriate?
- Does all staff recognize the importance of being culturally responsive to all students?

BEGINNING

Staff practices and perspectives about culture, race, and linguistic background impede many teachers from effectively teaching some groups of students in the school.

EMERGING

Some staff practices and perspectives about culture, race, and linguistic background interfere with their ability to address gaps in learning.
Staff receive some training in culturally responsive practices.

PROFICIENT

Most staff practices and perspectives are responsive to cultural, racial, and linguistic diversity.
Staff receive ongoing training in culturally responsive practices

EXEMPLARY

All staff practices and perspectives are responsive to cultural, racial, and linguistic diversity. All teachers use a variety of culturally responsive instructional strategies and practices to address identified gaps in learning.
All Staff receive training in culturally responsive practices.

Notes:

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3. **CORE INSTRUCTIONAL PROGRAM**: A consistent, well-articulated curriculum that includes evidence-based instructional practices, differentiated instruction, and Universal Design for Learning is in place and is implemented with fidelity to address the needs of all learners in the school.

   GUIDING QUESTIONS:
   - Does the school have a consistent, evidence-based, standards-aligned, core instructional program in language arts and math at all grade levels?
   - Do all groups of children receive high-quality instruction based on the principles of Universal Design for Learning (UDL)?
   - Do all teachers receive training and have confidence providing appropriate instruction for learners who are diverse culturally, linguistically, and in learning styles?
   - Do all learners have differentiated curriculum provided?

BEGINNING

Few students have access to a rigorous core instructional program that utilizes evidence-based practices and is taught by effective content teachers.
Very few teachers differentiate the core curriculum to effectively address learning needs and the cultural and linguistic backgrounds of students.

EMERGING

Some students have access to a rigorous core instructional program and receive high-quality instruction that utilizes evidence-based practices.
Some teachers differentiate the core curriculum and utilize UDL practices to address the needs of some learners, effectively supporting students' cultural and linguistic backgrounds. Some students with identified gaps in learning receive effective, targeted instruction to address their needs.

PROFICIENT

Many students participate in a rigorous core instructional program that is implemented with fidelity and receive high quality, evidence- based instruction.
Most teachers differentiate the core curriculum and utilize UDL practices to address the needs of all learners effectively addressing and supporting students' cultural and linguistic backgrounds.
Most students with identified gaps in learning receive effective, targeted instruction to address their needs.

EXEMPLARY

All students participate in a rigorous core instructional program that is implemented with fidelity and receive high quality, evidence- based instruction.
All teachers differentiate the core curriculum and utilize UDL practices to address the needs of all learners and support students' cultural and linguistic backgrounds.
All students with identified gaps in learning receive effective, targeted instruction to address their needs.

Notes:

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4. **ASSESSMENT – UNIVERSAL SCREENING AND PROGRESS MONITORING:** Universal screening is used to identify students for early intervention or targeted supports. Progress monitoring is ned and implemented to support the academic and/or behavioral progress of each student.

   GUIDING QUESTIONS:
   - Does the school have a system to regularly screen all students using valid, reliable tools to identify risk factors that require early intervention?
   - Does every classroom teacher regularly screen or monitor student performance/progress and adjust instruction for individual students based upon the results?
   - Are teachers provided support to implement developmental, academic, and/or behavioral interventions in the general education setting?
   - How often is progress monitoring data collected?
   - Do teachers adjust instruction based on progress monitoring?
   - How often is progress monitoring data collected? Do teachers adjust instruction based on progress monitoring?

BEGINNING

School-wide screenings to identify academic or behavioral needs that require early intervention (or additional targeted supports) are not yet in place.
There is no school-wide plan for teachers to regularly review students and adjust classroom instruction/interventions to support academic or behavioral progress.
The school is beginning to explore universal screening tools, progress monitoring tools and systems to organize school-wide data.

EMERGING

The school screens some students each year to identify academic or behavioral needs that may require early intervention or other targeted supports.
Many teachers review student performance data regularly and adjust classroom instruction/interventions to support student academic or behavioral progress.
The school often supports teachers in understanding and utilizing universal screening tools, progress monitoring and data.

PROFICIENT

The school screens all students at least once a year to identify academic or behavioral needs that require early intervention or other targeted supports.
The school has a plan in place to regularly review student performance data. Most teachers use the data to adjust classroom instruction/interventions and support student progress.
The school frequently reviews academic outcome data (classroom, grade level, and subgroups) to evaluate the effectiveness of instruction and interventions.

EXEMPLARY

The school screens all students at many points during the school year to identify academic or behavioral needs that may require early intervention or other targeted supports.
All teachers review student performance data regularly and adjust classroom instruction/interventions to support student progress.
The school reviews academic outcome data systematically and consistently (classroom, grade level, and subgroups) to evaluate the effectiveness of instruction and interventions.

Notes:

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5. **INTERVENTIONS AND SUPPORTS:** Evidence-based academic and behavioral interventions and supports are utilized at the school, implemented with fidelity, and embedded within a multi-tiered system of supports (MTSS).

GUIDING QUESTIONS:
- How are students with academic challenges identified? When and how are they provided with instructional interventions? Are interventions evidence-based? Are interventions implemented with fidelity?
- Does the school implement a system of positive behavioral interventions and supports?
- Does the school implement a multi-tiered system of supports (MTSS)? Is MTSS implemented with fidelity? Is the system culturally appropriate for the diversity of the student population? Is data used to determine its effectiveness?

BEGINNING

There is not a plan in place to provide supplemental, evidence-based interventions for all students with academic or behavioral needs.

EMERGING

The school has developed a plan to provide supplemental, evidence-based interventions for all students with academic or behavioral needs.
Some teachers are already implementing supplemental, evidence-based interventions as part of this plan.

PROFICIENT

The school has implemented a plan to provide supplemental evidence-based interventions for all students with academic or behavioral needs.
Most teachers are already implementing evidence-based interventions with fidelity.

EXEMPLARY

There is a school-wide plan in place to provide all students with academic or behavioral needs supplemental evidence-based interventions. All teachers identify students with behavioral or academic challenges based on data and provide supplemental, evidence-based interventions with fidelity. This support is culturally responsive to the school population and is implemented across the school and in all classrooms with fidelity.

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6.   **LEADERSHIP:** The Principal and School Leadership Team encourage open communication and support all educators and families to contribute to core school decisions. The School Leadership Team works collaboratively to implement and sustain system transformation that continuously improves teaching and learning.

   GUIDING QUESTIONS:
   - Are school and district leaders/leadership teams committed to supporting inclusive practices and removing barriers to implementing these practices? Is a multi-tiered system in place to support these practices?
   - Does the master schedule provide time for planning and teaching for school staff to collaborate?
   - Do the school (and district) leadership support the data-based initiatives with necessary fiscal resources, professional learning opportunities, best practices guidance, ongoing implementation supports, and accountability procedures?

BEGINNING

The school is exploring how a School Leadership Team can function and who will be on the team.
The current School Leadership Team meets with members of the staff to review student and/or school performance (academic and behavioral) data once or twice a year. The team is learning how to use data to guide instruction and overall school structures.
Administrators are the ones who primarily make leadership decisions.

EMERGING

The School Leadership Team is determining needed members, designing roles for members of the team, and setting up a regular schedule for meeting at least monthly.
The School Leadership Team reviews school-wide student and/or school performance (academic and behavioral) data once or twice a year. The team is learning how to use data to guide instruction and school-wide decisions. There is greater communication and exchange of ideas in the school.

PROFICIENT

A School Leadership Team is in place and meets frequently.
The Leadership Team reviews school-wide student and/or school performance (academic and behavioral) data and uses data to monitor progress, guide instructional practices, and make school-wide decisions. Educators and other stakeholders review data and provide input on a regular basis.

EXEMPLARY

A School Leadership Team is in place and meets on a consistent basis.
The Leadership Team reviews school-wide student and/or school performance data and uses data to monitor school progress, guide instructional practices, and make school-wide decisions.
The School Leadership Team functions well, has plans to continue, and to monitor the team's overall effectiveness.

Notes:

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7. **COACHING/PROFESSIONAL LEARNING:** The school provides professional learning and instructional coaching to improve teaching and learning.

   GUIDING QUESTIONS:
   - Is the teacher evaluation process supportive and useful for educators to build instructional knowledge/skills and continue to improve practices?
   - Does our school provide sufficient professional learning and instructional coaching to improve teaching and learning?
   - Does the school utilize a data-driven system for continuous professional learning to support high quality instruction and implementation of evidence-based practices with fidelity?

BEGINNING

The school is exploring instructional coaching practices and how they can best support teachers/staff. Administrators are the primary decision makers regarding professional learning activities and instructional coaching supports.

EMERGING

The school is developing a plan to provide instructional coaching to all teachers/staff. This plan includes a mentoring system for new teachers in their first 2 years.
The school is developing a system to gather data to help determine the professional learning and support needs of staff.

PROFICIENT

Teachers in the school receive instructional coaching related to evidence-based practices within their first 2 years of teaching and ongoing coaching as needed after review of data or teacher/staff request.
The school provides professional learning within 2 –3 months of request or data-identified need.

EXEMPLARY

Teachers in the school receive instructional coaching related to evidence-based practices within their first 2 years and ongoing coaching as needed after review of data or teacher/staff request.
Coaching includes modeling of teaching, support, and feedback in the classroom. The school provides professional learning within 2 –3 months of a request or data-identified need.
The School Leadership Team reviews for continuous improvement.

Notes:

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8. **INCLUSIVE PRACTICES:** All students, including those with IEPs and 504 plans, in our school have equal access to the general education curriculum and extracurricular learning activities with appropriate support. All students, even those with the most extensive support needs, will be more successful when they are given meaningful opportunities to learn in the general education classroom with their grade level peers.

   GUIDING QUESTIONS:
   - Do all students have an equal opportunity to participate in core instruction and extracurricular activities?
   - Are staff collaborating and sharing responsibility for these inclusive opportunities and practices?
   - Does the school have a multi-tiered system of supports with a quality school-wide system for promoting academic and behavioral success for all students? Does it respond with additional support, for students who do not demonstrate success, based on multiple sources of data?
   - Are students with disabilities considered a part of their grade level classrooms/schools?

BEGINNING

Many students with disabilities are removed from the general education classroom for some of the school day for primary instruction.

Staff is exploring inclusive education practices where the grade-level class is the primary placement for all students to access their grade level core curriculum.

Staff is reviewing a model where teachers are primary instructors and para-educators provide support to any student who needs it, under the teacher's direction.

EMERGING

Some students with disabilities are removed from the general education classroom for a part of the school day for primary instruction.

The school has a clear plan and procedure to bring students with disabilities who are placed in another setting into general education in the school (unless they have serious physical safety concerns or strong family opposition to the inclusive placement).

Teachers are learning how para-educators can work with all students in grade level classrooms.

PROFICIENT

Few students with disabilities are removed from the general education classroom for a part of the school day for primary instruction.

Most students' primary placement is a grade level general ed. classroom. Most students (including students with IEPs, 504 plans, and English learners) participate in a meaningful way in the general ed. curriculum with their grade level peers.

Para-educators support most students in grade-level classrooms with general educators.

EXEMPLARY

All students who live in the school's boundaries attend the school. No student is sent to a special school (except extreme cases such as physical safety/psychiatric concerns family placement against school wishes).

All students' primary placement is a grade level general ed. classroom. All students (including students with IEPs, 504 plans, and English learners) participate in a meaningful way in the general education curriculum with their grade level peers.

Para-educators support all students in grade-level classrooms with general educators.

Notes:

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9. **FAMILY AND COMMUNITY ENGAGEMENT:** The school facilitates the participation of all the families that make up the diversity of the school. The school collaborates with a variety of community partners to match resources and services in the community with identified school needs.

   GUIDING QUESTIONS:
   - Is the school culturally responsive and a welcoming place for families and community members?
   - Do culturally responsive practices inform our outreach to the community including families and community partners? Do we intentionally review community needs and connect school stakeholders to community resources?
   - Are we linguistically competent to communicate with our students and their families?
   - Are all families aware of the core curriculum and of the differentiations/accommodations/modifications provided for their child? Are families informed about the results of universal screening and/or progress monitoring as well as interventions and supports for their child in the language they understand?
   - Does all school staff understand the importance of building positive partnerships with students' families?

BEGINNING

Family members who typically attend school activities, functions, or parent/teacher meetings do not represent the full diversity of the school. Families are rarely informed, in language they understand, about the school's core instructional program, ways in which it is differentiated for their child or their child's screening and progress monitoring results for academics/behavioral skills.
The school does not yet have any community partners or has community partners but does not collaborate well.
There is no formal assessment to identify needs in the community or an evaluation of the overall effectiveness of community partnerships.

EMERGING

Family members who typically attend school activities, functions, or parent/teacher meetings represent some of the diversity of the school. Families are sometimes informed, in language they understand, about the school's core instructional program, ways in which it is differentiated for their child or their child's screening and progress monitoring results for academics/behavioral skills.
The school is working on building a better connection between community partners and school stakeholders.
Staff are working on a process to identify needs as well as indicators to monitor the effectiveness of community partnerships

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PROFICIENT
Family members of the groups that experience gaps in learning feel welcomed and are engaged in school activities, meetings, or other functions. Some of the diversity of the school, but not all groups that are experiencing learning gaps, are represented on planning groups. School staff is intentional about learning about the culture of the diverse groups they serve in the school. Families are welcomed at the school and usually informed, in language they understand, about the school's core instructional program and the ways in which it is differentiated for their child, of their child's screening and progress monitoring results for academics/behavioral skills, and as appropriate, of the interventions their children are receiving and the progress or lack of progress their children are making. The school has community partners to help address identified needs and partnerships are evaluated regularly. According to evaluations, the quality of community partnerships has improved to address needs.
EXEMPLARY
Family members of the groups that experience gaps in learning feel welcomed and are consistently engaged in school activities, meetings, or other functions. All groups that are experiencing gaps in learning are represented on planning groups. On a regular basis school staff learn about the culture of the diverse groups within the school. Families are always welcomed in the school and informed, in language they understand, about the school's core instructional program and the ways in which it is differentiated for their child, of their child's screening and progress monitoring results for academics/behavioral skills; and as appropriate, of the interventions their children are receiving and the progress or lack of progress their children are making. The school has community partners to help address identified needs and partnerships are evaluated twice a year. According to the evaluations, the quality of community partnerships has improved to benefit school needs. The Leadership Team monitors quality, frequency and use of community resources and partnerships and reviews the results for continuous improvement.
Notes:

Adapted from: Equity, Inclusion, and Opportunity Addressing Success Gaps Indicators of Success Rubric May 2016 (IDEA Data Center) and SWIFT Fidelity Integrity Assessment (SWIFT-FIA) Version 1.3 (2016) and Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships (2013)
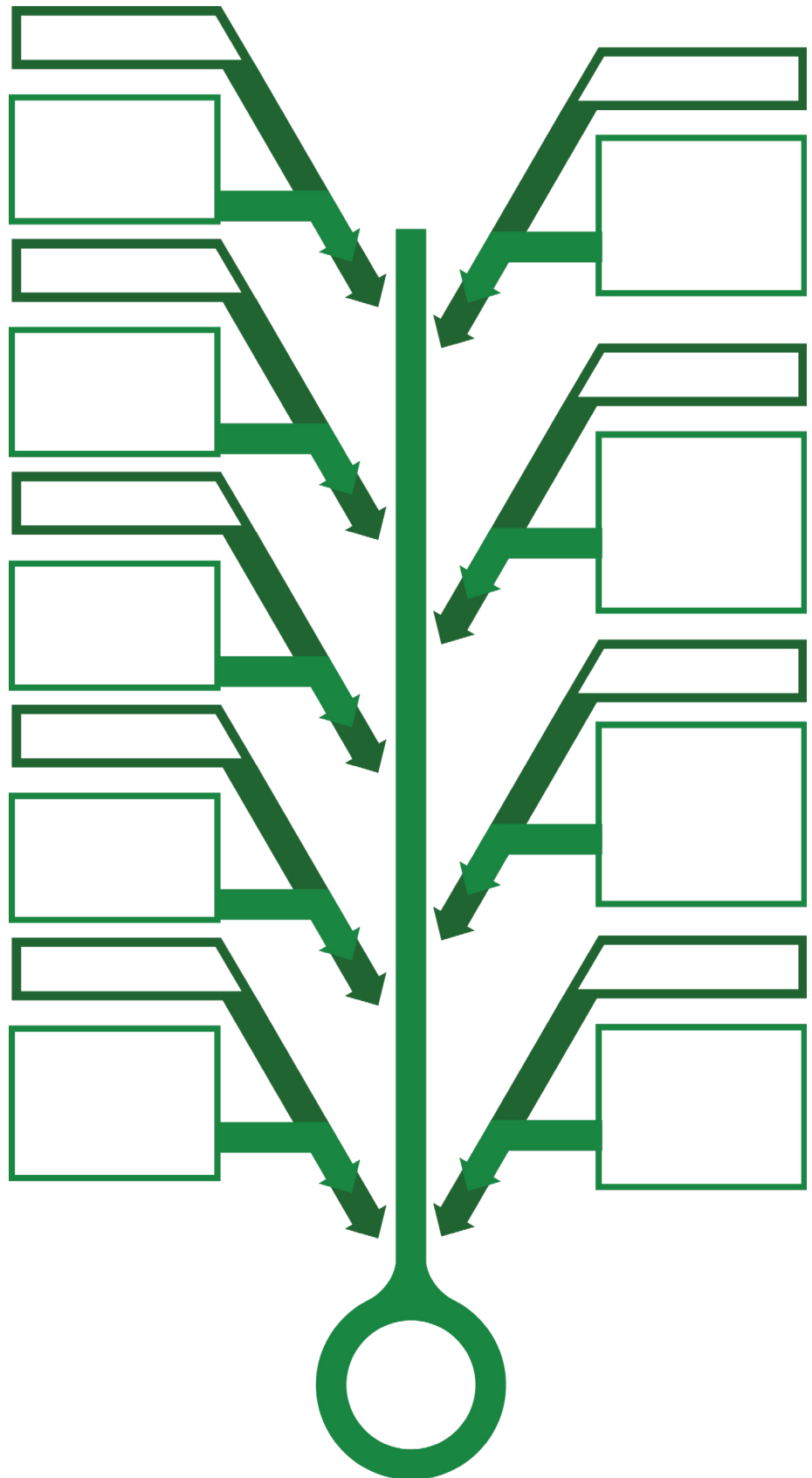
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Fishbone Problem Analysis Diagram: Example ⚙ Section 4, 3.4

Example of Specific Problem Statement:

Students with disabilities (SWDs) who are also long-term English learners in grades 7-8 performed on average 70 points below their non-SWDs and English only SWDs peers in mathematics in 2016; their performance declined significantly from the prior year.

Data-Based Decision Making

What is our process for monitoring the progress of our English learners?

Culturally Responsive Practices

What does our staff believe about long-term English learners?

Progress Monitoring

What is our process for monitoring the progress of our English learners?

Interventions & Supports

What are the unique needs of SWDs who are also long-term English learners?

Family & Community Engagement

What process do we use to inform our families of SWDs and English learners about CCSS and ELD standards?

Core Instructional Program

What teaching methods do our teachers currently use, if any, to remove barriers to learning for SWDs and English learners?

Coaching/Professional Learning

Do our general education teachers have the necessary skills to support our SWDs who are also long-term English learners?

Inclusive Practices

On average, what percentage of the core instructional day do our SWDs who are also long-term English learners participate in the general education setting?

Leadership

Does the master schedule guarantee coordinated programs for SWDs who are also long-term English learners?

PROBLEM

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Fishbone Problem Analysis Diagram: Template

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5–Why Analysis Tool: Example ⚙ Section 4, 3.5

Specific Problem Statement: | English Learner Progress Indicator

Why is that? | English Leaner Progress Indicator is red at schools with high percentages of English learners.

Fishbone Diagram Area (Context): | Special Education Services, English Learner Services, Policy, Procedures

English Learners with disabilities have disproportionately lower rates of English language progress and reclassification as compared to their non-SWD peers.

Why is that?

SWD ELs are not making the expected annual progress in ELD.

Why is that?

IEPs do not include linguistically appropriate goals and objectives for SWD ELs which is resulting in insufficient ELD instruction.

At this point, the team may need to review state guidance regarding reclassification (options allowed by the CDE for documenting that SWD are ready to be reclassified), local reclassification policy, and English language assessment processes and supports for SWD.

Why is that?

Special education teachers have not been provided with professional development about the ELD standards or supports for addressing language proficiency goals and objectives in IEPs for SWD ELs.
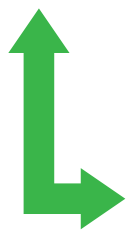
Why is that?

At this point, the team may need to review how ELD progress is entered, reported, and monitored to determine if SWD ELs are not being identified for and receiving additional ELD support.

Root Cause:
A disconnect exists between district-level departments that provide professional learning opportunities for special education teachers and general education teachers. In the past several years, special education teachers have received professional development about IEP development and compliance, but have not participated in professional development about the CCSS or ELD standards alongside the general education teachers, nor is it standard practice to write CCSS or ELD standards-based IEP goals and objectives.

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5–Why Analysis Tool: Template

Specific Problem Statement:

Why is that?

Fishbone Diagram Area (Context):

Why is that?

Why is that?

Why is that?

Why is that?

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English Learner Toolkit ⚙ Section 4, 3.6

**Considering The Influence Of Language Differences
And Disability On Learning Behaviors**

Handwriting

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Student is unable to copy words correctly.	Lack of experience with writing the English alphabet.	Student demonstrates difficulty copying visual material to include shapes, letters, etc. This may be due to a visual/motor or visual memory deficit.

Behavior

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Student appears inattentive and/or easily distracted	Student does not understand instructions in English due to level of proficiency	Student is inattentive across environments even when language is comprehensible; may have attention deficits
Student appears unmotivated and/or angry; may manifest internalizing or externalizing behavior	Student does not understand instruction due to limited English and does not feel successful; student has anger or low self-esteem related to 2nd language acquisition	Student does not understand instruction in L1 or L2 and across contexts; may be frustrated due to a possible learning disability
Student does not turn in homework	Student may not understand directions or how to complete the homework due to lack of English proficiency; student may not have access to homework support at home	Student seems unable to complete homework consistently even when offered time and assistance with homework during school; this may be due to a memory or processing deficit

Source: Butterfield, J. (2014). Meeting the needs of English learners with disabilities: Resource book. Goleta, CA: Santa Barbara County Special Education Local Plan Area (SELPA), on behalf of the SELPA Administrators of California Association. Retrieved from http://www.sbcselpa.org/wp-content/uploads/2014/06/EL-Resource-Book-Revised-6-14.pdf.

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A CHECKLIST FOR IEP TEAMS:

CONSIDERING LIMITED ENGLISH PROFICIENCY—DEVELOPING THE IEP

In developing an IEP for a student with limited English proficiency, the IEP Team must consider the student's level of English Language Proficiency (ELP), this includes both second language conversational skills as well as academic language proficiency. Therefore, the IEP Team must consider the student's level of ELP in listening, speaking, reading and writing, to support and strengthen implementation of the IEP goals. The IEP Team may find it helpful to ask the following framing questions:

Framing Questions	Yes	No
1. Has the dominant language in the home been considered?		
2. Has the child's primary language of communication been considered?		
3. Have the cultural values and beliefs of the parents been considered in planning for the child's education?		
4. Does the instructional plan incorporate a variety of instructional strategies?		
5. Is there a member of the IEP Team who has expertise regarding the student and understands how language develops as well as strategies that can be used when educating a student with English as a second language?		
6. Does the IEP Team have access to assessment data that is accurate and unbiased?		
7. Does the assessment information use a variety of methods and environments?		
8. Does the "present levels" statement in the IEP address both how the student uses his or her native language and how the student uses English?		
9. Do progress monitoring activities measure progress toward the mastery of English?		
10. Do the goals delineate in which language they will be addressed and who will be responsible for measuring the outcomes?		
11. Is there collaboration between general and special education as well as English as a Second Language and bilingual education if appropriate?		
12. Is an interpreter for the parents and the student present at the IEP meeting?		
13. Are the IEP Team members trained in how to use an interpreter?		
14. Is the evaluation process that will be used carefully defined in the native language and in English during the reviews and reevaluations?		
15. Are the behaviors that are being measured carefully defined in the native language and in English during the reviews and reevaluations?		
16. Is the setting that the language is being measured in defined?		
17. Is the type of language that is being measured defined?		

Source: Center for Parent Information and Resources. (n.d.). Considering limited English proficiency: Developing the IEP. Retrieved from http://www.parentcenterhub.org/repository/considering-lep/

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ANNOTATED RESOURCE LIST:

Key Principles, Best Practices, Guides, Planners, Checklists, Activities, Training Modules, Learning Resources, Articles, Protocols and Practices are included in the following sections:

Universal Design for Learning

http://www.udlcenter.org/

The National Center on Universal Design for Learning offers a variety of resources relating to UDL theory, practice, and implementation for educators. Printer friendly resources are available to download (i.e., guidelines & graphic organizers). Additionally, educators may access featured presentations, books, and videos relating to UDL in the classroom.

http://www.cde.ca.gov/ci/cr/ri/mtssdiffinstr.asp

The California Department of Education (CDE) identifies Multi-Tiered System of Supports (MTSS) Core Component 1 as Differentiated Instruction. This website provides resources for educators in adapting general education, or Tier 1 classroom instruction to improve student outcomes by providing equal access and optimizing student engagement.

http://www.cast.org/udl/

The Center for Applied Special Technology (CAST) provides a network of professionals invested in offering learning opportunities associated with UDL. The website offers a free e-book, "Universal Design for Learning: Theory and Practice" which provides readers with an in-depth look at UDL.

www.swiftschools.org

Schoolwide Integrated Framework for Transformation (SWiFT) addresses equity based inclusion and assists schools in building systems to offer academic and behavioral supports to improve student outcomes. The website provides resources for schools to address and/or enhance their administrative leadership, multi-tiered system of support, integrated educational framework, family & community engagement, and inclusive policy structure & practice.

https://lincs.ed.gov/programs/teal/guide/udl

Literacy Information and Communication System (LINCS) provides a fact sheet related to UDL. The factsheet includes the description and etiology of UDL, associated practices with UDL, and how students and instructors benefit from UDL.

https://www.osepideasthatwork.org/federal-resources-stakeholders/tool-kits/tool-kit-universal-design-learning-udl

The Office of Special Education Programs (OSEP) provides educators with a UDL Tool Kit containing information regarding assessment and instructional practices aligned with UDL. Additionally, this website provides links to U.S. Department of Education-Funded Centers that support UDL.

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http://opi.mt.gov/pub/CSPD/NCAC-DIandUDL.pdf

The National Center on Accessing the General Curriculum (NCAC) published a report on effective classroom practices based on differentiated instruction and implications for UDL implementation. This report offers strategies for teachers to implement effective classroom practices aligned with the principles of UDL.

http://www.wseas.us/e-library/conferences/2009/genova/EDU/EDU-34.pdf

"Helping Students Become Expert Learners" is an overview of a study that will provide educators with the key instructional strategies identified to assist students within becoming expert learners.

http://ctfd.sfsu.edu/udl

San Francisco State University offers an activity center for educators to explore aspects of UDL including the key principles, an online learning module, best practices, and guides for creating accessible instructional materials. Educators may also obtain information about the EnACT grant and additional resources.

http://differentiationcentral.com

The Institute on Academic Diversity through the University of Virginia provides a multitude of resources for educators on the model of differentiated instruction.

http://www.montgomeryschoolsmd.org/departments/hiat-tech/udl/udl-guides.aspx

The Montgomery County Public Schools website provides numerous planners, guides, and checklists to assist with UDL lesson planning.

https://ada.osu.edu/resources/fastfacts/Universal-Design-FF.pdf

This "Fast Facts for Faculty" handout provides educators with an overview of UDL including benefits for learners, common teaching methods aligned with UDL principles, and how to implement UDL lessons in the classroom.

https://ies.ed.gov/ncee/wwc/FWW/Results?filters=Children-Youth-with-Disabilities

The U.S. Department of Education provides a list of interventions for students with disabilities to support educators in making evidence-based decisions.

http://www.washington.edu/doit/videos/index.php?vid=13

The University of Washington offers an overview of UDL designed for educators in video format. The video offers guidance regarding the implementation and benefits of UDL in the classroom setting.

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www.personalizelearning.com

Personalize Learning provides a variety of resources to assist schools in understanding the implementation of personalizing learning and identifies UDL as the foundation for personalized learning environments. Here you will find resources to support teachers in developing personalized learning environments in the classroom.

Inclusion

Inclusion happens when children with and without disabilities participate and learn together in the same educational environment. Research shows that inclusive education occurs when there is ongoing advocacy, planning, support and commitment. Inclusion Resources and Support:

http://www.inclusivechildcare.org

The Center for Inclusive Childcare website offers leadership, technical assistance, training and consultation for educators to gain skills in successfully including children with disabilities in the community setting. Self-study courses and online learning modules may be accessed to learn more about a wide variety of disability topics.

http://inclusiveschools.org

The Inclusive Schools Network is a web-based educational resource for families, schools, and communities. This webpage provides schools with a wide range of resources to implement inclusive practices including, but not limited to social inclusion, staffing models, school climate, and student engagement.

http://cainclusion.org/

This webpage offers resources from Beginning Together in conjunction with California MAP to Inclusion & Belonging and the Teaching Pyramid. These agencies offer educators with current information and resources addressing inclusive practices focusing on early childhood and early elementary educational settings.

http://www.includingsamuel.com/inclusion-resources

Including Samuel provides downloadable articles, curricula, essays, and videos on inclusion, divided into sections. Information is updated regularly.

http://www.theinclusiveclass.com/2012/04/top-10-websites-for-inclusive-classroom.html

The Inclusive Class webpage identifies the "10 Best Websites for the Inclusive Class" for teachers.

http://kc.vanderbilt.edu/kennedy_files/InclusioninClassroomTips.pdf

Here you will find tip sheets including resources for inclusion in the classroom. Tip sheets offer an overview of inclusion, why it works, and ways to promote inclusion.

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http://www.thinkinclusive.us/

Think Inclusive offers a wide range of dynamic video clips and articles addressing aspects related to inclusion. Here you will also find an online course on effective inclusive schooling for paraprofessionals.

http://autismpdc.fpg.unc.edu/evidence-based-practices

The National Professional Development Center on Autism Spectrum Disorder provides online modules addressing 27 evidence based practices to support students with Autism.

http://www.ascd.org/research-a-topic/inclusion-and-special-education-resources.aspx

Association for Supervision and Curriculum Development (ASCD) ASCD's webpage connects educators with articles, books, webinars, online learning, and videos relating to supporting students with disabilities through inclusion.

https://www.questia.com/library/education/special-education/inclusion-in-education

Here you will find a list of full-text books and articles for educators to explore related to inclusion in the educational setting.

http://www.learnnc.org/lp/editions/every-learner/6692

Learn NC provides educators with inclusion strategies for students with autism spectrum disorders. This website provides guidance in the following areas: general teaching strategies, reinforcement strategies, use of modifications, socialization strategies, communication strategies, managing obsessions and compulsions, and paraprofessional support.

Positive Behavior Interventions & Supports

Positive Behavioral Interventions and Supports (PBIS), an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions, and supports to improve school climate for all students.

http://www.pbis.org/

The Office of Special Education Programs (OSEP) offers a technical assistance center on Positive Behavioral Interventions and Supports (PBIS) to define, develop, implement, and evaluate a multi-tiered approach that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Resources are made available through the website to initiate and/or sustain PBIS practices in the school setting.

https://npbis.org/

The Nebraska Department of Education's PBIS website provides educators with tools and checklists geared towards initiating a PBIS framework.

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http://www.pent.ca.gov/dsk/BIPdeskreference2013.pdf

Here you will find The BIP Desk Reference: A Teacher and Behavior Intervention Team's Guide to Developing and Evaluating Behavior Intervention Plans for Behaviors that Interfere with the Learning of Students and/or Peers. The desk reference provides guidance in developing a comprehensive Behavior Intervention Plans (BIP).

http://www.pbiscaltac.org/

The California Technical Center on Positive Behavior Interventions and Supports website addresses Tier 1, Tier 2, and Tier 3 levels in a PBIS school setting and includes examples of interventions for each level.

http://www.pacer.org/pbis

The Pacer Center offers an overview of PBIS, provides resources, information for parents, and training modules for educators.

http://www.responsiveclassroom.org/sites/default/files/pdf_files/PBIS_whitepaper.pdf

Here you will learn about elements of the Responsive Classroom approach and how it aligns with a PBIS framework. The website identifies PBIS features that are keys to success in supporting student's positive behavior.

http://www.pbisworld.com/

PBIS World is an interactive website that allows educators to target challenging behaviors by offering possible interventions as the Tier 1, Tier 2, and Tier 3 levels.

http://www.cde.ca.gov/ci/cr/ri/corecomp6.asp

The California Department of Education identifies web resources that provide extensive information pertaining to the implementation of multi-tiered systems of support that address school-wide behavioral supports.

https://www.pbisapps.org

PBIS Apps offers web based applications and data systems for schools to store student information and track PBIS assessment and evaluation.

https://www.crisisprevention.com

The Crisis Prevention Institute (CPI) offers a wide range of tools (e.g., curriculum, books, online courses) to address challenging behaviors.

https://www.nea.org/assets/docs/PB41A-Positive_Behavioral_Interventions-Final.pdf

The National Education Association offers a policy brief titled, Positive Behavioral Interventions and Supports: A Multi-tiered Framework that Works for Every Student. The brief provides a rationale for PBIS and ties the framework to the IDEA.

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http://www.sjusd.org/student-services/pbis/what-is-pbis/

Here you will find San Jose Unified School District's PBIS webpage which offers an overview of PBIS and its implementation within a large school district setting.

Response to Intervention

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

http://www.rtinetwork.org

The RTI Action Network is a comprehensive website offering resources and information ranging from learning about RTI to providing tools for RTI implementation at your school site.

http://www.rti4success.org

The Center on Response to Intervention offers an interactive website to inform educators about the essential components (screening, progress monitoring, data-based decision making, and multi-level prevention system) of RTI. This website also offers tools, charts and web based learning opportunities for educators.

http://www.interventioncentral.org

Intervention Central provides several resources for academic and behavior interventions that are readily available to be used in the school setting. This website also provides many downloadable teaching resources and training videos.

http://www.centeroninstruction.org

The resources provided by this website particularly target students in the lowest performing schools, students with difficulties learning mathematics, students needing intensive instruction, or special needs/ diverse learners, including English language learners. Here you will find resources pertaining to literacy, science technology engineering math (STEM), special education, RTI, eLearning, early learning, and federal priorities.

http://www.rtiresources.org

This website focuses on the how and why of setting up Response to Intervention and provides additional links to resources available to support educators.

http://www.intensiveintervention.org

The National Center on Intensive Intervention provides information and resources on data-based individualization (DBI). This process focuses on individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies.

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http://www.cde.ca.gov/ci/cr/ri/corecomp6.asp

The California Department of Education (CDE) highlights Multi-Tiered System of Supports Core Component 6: Positive Behavior Support. Here you will find links and resources recommended by the CDE targeting RTI and School-Wide Behavior Support (SWBS).

https://iris.peabody.vanderbilt.edu/

The Iris Center focuses on improving educational outcomes for students with disabilities and offers resources on evidence-based practices and programs, including instructional modules and research summaries from federally sponsored sites, among others.

https://ies.ed.gov/ncee/wwc/FWW/Results?filters=Children-Youth-with-Disabilities

Here you will find interventions for students with disabilities to be used in the educational setting.

http://www.ldonline.org/article/13002/-

LD Online, The Educators' Guide to Learning Disabilities and ADHD provides an article discussing the relationship between response-to-intervention and universal design for learning.

http://www.specialeducationguide.com/pre-k-12/response-to-intervention/

The Special Education Guide webpage provides a summary of response-to-intervention and the corresponding levels. This webpage also includes links to more information on understanding the components of RTI and effective RTI strategies for teachers.

Behavioral RtI

http://www.interventioncentral.org/behavioral-intervention-modification

Here you will find interventions targeting behavior RTI practices including strategies, lessons, and individualized supports to address challenging behaviors.

http://www.rtinetwork.org/learn/behavior-supports

RTI Action Network provides articles integrating academic and behavior supports within an RTI framework. Educators can gain an understanding in how to maximize the impact of effective interventions by preventing the development and lessening the intensity of problem behaviors.

https://www.pbis.org

The Office of Special Education Programs (OSEP) offers a technical assistance center on Positive Behavioral Interventions and Supports (PBIS) to define, develop, implement, and evaluate a multi-tiered approach that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Resources are made available through the website to initiate and/or sustain PBIS practices in the school setting.

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http://www.pent.ca.gov/pos/rti/rti.html

The Positive Environments Network of Trainers (PENT) provides materials that can be downloaded to assist with behavioral interventions. Materials include flowcharts, handouts, PowerPoint presentations, sample progress monitoring forms, and data sheets related to behavior intervention.

http://challengingbehavior.fmhi.usf.edu/do/resources/documents/rti_pyramid_web.pdf

Here you will find an in-depth depiction of the RTI Pyramid model.

http://www.rti4success.org

The Center on Response to Intervention provides several tools aligned with the implementation of RTI (how to conduct screening, how to monitor progress, data-based decision making practices, and establishing multi-level prevention system). This website also offers tools, charts and web based learning opportunities.

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Annotated Resource List

Joint Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs September 14, 2015 (U.S. Department of Education and U.S. Department of Health and Human Services)
Full Report: https://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf
Executive Summary: https://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-executive-summary.pdf

CA Special Education Task Force Documents

Full Report: One System: Reforming Education to Serve ALL Students (Report on California's Statewide Task Force on Special Education March 2015)
http://www.smcoe.org/assets/files/about-smcoe/superintendents-office/statewide-special-education-task-force/Task%20Force%20Report%205.18.15.pdf

Executive Summary: Reforming Education to Serve ALL Students (Report on California's Statewide Task Force on Special Education March 2015)
http://www.smcoe.org/assets/files/about-smcoe/superintendents-office/statewide-special-education-task-force/Executive%20Summary%20W.%20CONTACTS.pdf

U.S. Department of Education – *Partners in Education: A Dual-Capacity Building Framework for Family-School Partnerships* (2013)
One sheet framework and links to Toolkits related to Family Engagement https://www2.ed.gov/documents/family-community/frameworks-resources.pdf
Full document: https://www2.ed.gov/documents/family-community/partners-education.pdf

Family Engagement Framework: A Tool For California School Districts (2014)
Full document: http://www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf

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