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BACK-TO-SCHOOL 2020 TOOLKIT

Action steps and resources to help your team prevent learning loss and meet the social-emotional behavioral (SEB) and academic needs of each student.

Introduction

The goal for this toolkit is to help your team create a flexible, data-driven plan for supporting students' academic and social-emotional behavior (SEB) needs into the summer and throughout the 2020-21 school year—whether in a remote, onsite, or blended environment.

As you navigate this time of uncertainty, we recommend that you leverage and lean on two high-impact structures—a comprehensive assessment system and a multi-tiered system of supports (MTSS)—which can support your team in any environment. This toolkit also links to extensive comprehensive assessment and MTSS resources to unpack those structures further.

The "sections" are divided by general timeframes—Spring 2020, Summer 2020, and Fall 2020—but these actual timeframes will vary for each district.

Additional Support

To unpack the action steps in detail, check out our on demand webinar *Preventing Learning Loss & Accelerating Growth for All Students: A Whole Child Approach*.

To discuss the unique needs of your team, don't hesitate to **reach out**.

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SPRING 2020: Supporting Well-Being & Preventing Learning Loss

Action Steps

1. **Focusing on well-being, connection, and remote learning**
2. **Continue collecting and using data as much as possible**
3. **Work as a team to be proactive about the data you have today**

Document	Description	Additional Support
Well-Being & Connection Survey: Sample Questions	Surveys can be used to monitor the needs and well-being of remote learners. This document provides sample survey questions collected across surveys being used by Illuminate clients.	ARTICLE Staying Connected During COVID-19 [Teacher Spotlight]: Drew Craft
Student Check-In Documentation Form	This simple form helps your team document student check-in notes, action items, and other important information so they can be referenced collaboratively and retained for future teachers.	ARTICLE Using Qualitative Data to Support Students During the School Closures
How to Use Remote Survey Data	Documenting and codifying survey responses turns those responses into actionable data for flagging students in need, informing current and future supports, and gaining visibility into Tier 1 needs. Refer to our guiding questions to get started using those data impactfully.	ARTICLE Use the Data You Have Today to Group Students, Align Remote Resources, and Plan for the Future
How to Use Remote Screening Data	You've conducted remote screening—now what? Use our guiding questions worksheet to use your data today.	WEBINAR Remote Screening with FastBridge WEBINAR Prevent COVID Slide This Spring
How to Use Remote Progress Monitoring Data	You've conducted remote progress monitoring—now what? Use our guiding questions worksheet to use your data today.	WEBINAR Remote Progress Monitoring with FastBridge
Responding to New, Common Needs of Students	Although our data may look very different than usual, we can still use data to group students for proactive supports in the fall. Refer to these suggestions to get started.	ARTICLE Use the Data You Have Today to Group Students, Align Remote Resources, and Plan for the Future

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SUMMER 2020: Preparing for Next School Year

Action Steps

1. **Evaluate (and if necessary, complete) your comprehensive assessment system**
2. **Create your Assessment & Aligned Supports Plan and share with stakeholders**
3. **Conduct any needed professional development (including around assessment and/or MTSS) and schedule rollouts for any new assessments**
4. **Establish your fall data teams and set your meeting schedule**

Document	Description	Additional Support
Inventory & Evaluate Your Assessment System's Readiness	As you prepare for the coming year, an important step is to make sure your team has a comprehensive assessment system—a complete set of tools necessary to identify needs (academic and SEB) and accelerate growth. Here are templates to help you inventory and evaluate your own system and identify any gaps you want to fill.	TOOLKIT Comprehensive Assessment System Toolkit
Assessment & Aligned Supports Plan: Communication Template	This template can help you to articulate and even share your plan in preparation of the coming year. Help all stakeholders—including teachers, students, and parents--understand your assessment plan (remote or onsite) and how those assessments help identify needs and align supports.	EBOOK Using Dashboards to Lead Your District with Data
Implementation & Rollout Plan	This generic implementation template outlines some of the key milestones in preparing for your team's training and a successful first assessment administration (whether remote or onsite).	
MTSS Toolkit	There can be a lot of confusion around MTSS, but this tiered framework can bring clarity and efficiency to managing student needs. Whether you're kickstarting your tiered supports or enhancing your process, this free MTSS Toolkit is your one-stop shop for helping your team make data-driven decisions throughout the year. Access it **here**.	TOOLKIT MTSS Toolkit
Planning Your Fall Data Meetings	Schedule your data meetings prior to the beginning of the year in order to hit the ground running (and without losing time to organizing logistics). Use this template to ensure that each of your data teams have been assembled and that those meetings are already on the calendar.	TOOLKIT MTSS Toolkit

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FALL 2020: Accelerate Learning & Support the Whole Child

Action Steps

1. **Implement assessment plan and screen for SEB and academic needs as soon as possible**
2. **Use a tiered structure (MTSS) for aligning intervention and instruction, with an emphasis on universal tier**
3. **Monitor progress**
4. **Collaborate around data**

As you implement your plan, here are some additional resources to support your team throughout the year. You may also find that many of the resources in the "Spring 2020" section are helpful in the fall, too.

Resource Name	Description
MTSS Toolkit	Need a refresher on MTSS daily practices? Questions about which data to use for key decisions? Looking to incorporate an equity-based lens to your MTSS implementation? Need suggestions for how often to meet? Our MTSS Toolkit has it all. Access it **here**.
Rolling Agenda Template	A "rolling" agenda is an ongoing note sheet that each data team can collaboratively use and maintain. Having a single source of information, action items, and important links can keep the team organized and accountable while preventing important information from falling through the cracks.
Progress Monitoring 101 eBook	This eBook provides all the information you need to get started with progress monitoring, including information about its origins, purposes, assessments, procedures, and perhaps most importantly, how to interpret progress data. Download it **here**.

NOTE: Illuminate provides a streamlined solution for comprehensive assessment, MTSS management tools, and real-time dashboards. **Reach out** to learn more.

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Well-Being & Connection Survey: Sample Questions

Surveys can be an excellent tool to help educators monitor the safety, well-being, and sense of connection with their students. To help you get started, this document provides example questions that are currently being used by Illuminate clients. We recommend having a combination of numerical/scaled responses (to monitor changes over time) as well as open-ended questions (to allow students to surface needs that might otherwise go unmentioned).

Sample Survey Verbiage & Questions

Hi,

Please take a few minutes to complete this survey about how you are feeling in our remote learning environment. There are no wrong or right answers and this survey is not for a grade. Its only purpose is to ensure that I understand how you and your family are doing so I can continue to support you as best as possible. The way you feel may change over time, which is normal. For that reason, I'll ask you to complete this survey periodically. That way, you have a chance to share any changes that might be happening.

Sample Questions for Primary Students

1. How do you feel on a scale of 1-10 (1 being 'terrible,' 10 being 'fantastic')?
2. Do you need anything?
3. Do you want to tell me anything?

Sample Questions for Secondary Students

1. On a scale of 1-10, how are you currently feeling overall (1 being 'terrible,' 10 being 'fantastic')?
2. How would you describe how you are doing physically, mentally, and emotionally?
3. On a scale of 1-10, how well are your basic needs, such as food, shelter, and connection, being met (1 being 'not at all met,' 10 being 'completely met')?
4. Do you need anything to feel healthy, safe, and cared for?
5. On a scale from 1-10, how much do you like remote learning (1 being 'hate it' and 10 being 'love it')?
6. Are you currently caring for younger siblings or other family members during the day?
7. Is there anything you want to tell me?
8. Is there a better part of the day for me to check in with you?
9. Do you prefer a certain method for check-ins (e.g., email, phone, video call)?

OTHER IDEAS

To help make your message feel more personal, consider including:

- A video message (especially for younger students)
- Personal notes to each student
- A picture of you or your class
- A fun survey question (e.g., "What is your favorite...')
- A funny meme or inspirational quote
- Well-being suggestions (e.g., taking walks, meditating, using mindfulness exercises)

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Student Check-In Documentation Form

During this time, educators in various roles (classroom teachers, principals, case workers, counselors, etc.) are doing remote check-in's with students. However, the information gleaned from those check-in's can get lost without a way to document and share notes, concerns, and action items. Here is a simple form to help your team document check-in notes and important information so they can be referenced collaboratively and retained for future teachers.

Student Information

Student Name: DOB: Age:

Grade: School: Teacher:

Guardian (1):

Email: Phone:

Address:

Guardian (2):

Email: Phone:

Address:

Important Background Information:

Check-In Log

Date:

Who Conducted Check-In?:

Notes:

Links:

Action Items:

Date:

Who Conducted Check-In?:

Notes:

Links:

Action Items:

NOTE:

It's helpful to be able to retain check-in records within a single data platform. Learn more about eduCLIMBER here.

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How to Use Remote Survey Data

While many educators are collecting survey responses from students, those data can feel fragmented and hard to turn into action steps. To maximize your team's usage and responsiveness to survey data, try using a guided question list. Here are some example questions and follow-up actions to get you started.

Remote Survey Data Guiding Questions

1. What do we consider "at-need" responses?

- For numerical responses, at which value do we believe that action is needed? What action?
- For written responses, are there specific things we know to look for (safety concerns, abuse, etc.)? What is the protocol for reporting those?
- What is the protocol for documenting and responding to other concerning responses?

2. Which students have responded to their survey with "at-need" responses?

- Can we group these students for immediate support now? For the fall?
- What patterns do we see in students' needs?
- Do we see other commonalities in these students (e.g., geographic location)? Can this information help us more efficiently address the needs of many?
- What community supports are available to support those needs?
- What is our protocol for when a student indicates that they are not physically safe? Emotionally safe?
- What resources are available for students who respond that they are struggling with insecure food sources (if not already addressed)?

3. Which students have decreasing well-being survey scores over time?

- What is our protocol for documenting and reaching out to these students?
- Is there a way to flag that in our data platform?

4. Which students have we not been able to check-in with?

- What are the underlying causes preventing check-ins from happening? Are there patterns that we can address to remove some of those common barriers?
- What immediate supports should be provided to these students the fall?
- Of these students, were any also at-risk (academically or social-emotional behaviorally) before the school closures? Can we flag those subgroups?

NOTE: It's helpful to be able to aggregate your survey data into a single data platform. Doing so ensures these unique data continue to live in the same location as the student's other whole child data, and enables district-wide visibility into trends, action steps, and needs. Learn more about eduCLIMBER **here**.

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How to Use Remote Screening Data

There are many benefits to remote universal screening. Just as with an onsite environment, remote screening provides visibility into individual students' growth, helps identify which students are struggling on various skills, and reveals needs in universal efforts. In today's world, it can also help educators monitor whether the "COVID Slide" is having an impact on student learning and inform targeted action to prevent learning loss and learning plateaus. Use these guiding questions to analyze universal screening data and take responsive action.

Remote Screening Guiding Questions

1. Review the universal screening data and identify students who:

- Have made little or no growth between Winter and Spring
- Are at-risk of not meeting grade-level expectations in reading or math

2. Provide supports based on student needs.

- Is learning slowing due to a lack of engagement? If so, why are the students not engaged?
  - How can we increase a sense of connection and collaboration?
  - How can we improve motivation?
  - How can we ensure students have many opportunities to engage in a variety of learning activities and instruction? How can we increase the frequency of their instruction?

When possible and realistic, group students based on needs. Consider:

- What is the specific area of need for each student?
- What are the groups of students with common areas of need?
- How can supports be put in place for groups of students with similar needs? (For example, schedule a small group meeting 3 days a week for these 3 students who are struggling with calculation.)

3. Which students has your team been unable to screen?

- Why were those students unable to screen?
- Continue trying to engage with those students and their families

4. How might we deploy resources to parents to help them provide support to their children?

NOTE: It's recommended to use a valid, reliable, evidence-based K-12 screening tool. Learn more about FastBridge **here**.

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How to Use Remote Progress Monitoring Data

Many districts are weighing the option of **progress monitoring with remote learners**. Regarding students with IEPs, **OSEP's guidance** is to continue progress monitoring remotely when it can be done reasonably and when the IEP includes progress monitoring to document a goal. However, if it can be reasonably administered remotely, progress monitoring all students who are receiving interventions can also help educators plan for the fall. As with an onsite environment, it's not recommended to progress monitor for the sake of doing so—it should be done with a clear purpose in mind and resulting data should be actively used. Use these guiding questions to analyze your progress monitoring data and take responsive action.

Remote Progress Monitoring Guiding Questions

1. Is the student responding to their intervention as we would expect? Is the student on track to meet their goal?

- If not, do we know why? Has the intervention been implemented throughout the year, or was it interrupted by the school closures?
- If interrupted, how can it be resumed? How might the intervention plan be revised to maximize progress during remote instruction?
- Do we need to intensify the student's intervention?

2. Do the progress monitoring data indicate that:

- The student is maintaining their previous learning and rate of improvement?
- The student's learning trajectory is improving?

If not, consider:

- Is learning slowing due to a lack of engagement? If so, why is the student not engaged?
  - How can we increase a sense of connection and collaboration?
  - How can we improve motivation?
  - How can we ensure students have many opportunities to engage in a variety of learning activities and instruction?
- How can we increase the frequency of their instruction?
- How is the student participating in their grade-level universal instruction? How might we improve their ability to access universal instruction and benefit from those opportunities to learn?

CONSIDERATIONS FOR THE FALL

If large numbers of students receiving intervention aren't making progress, intervention systems will need to be intensified and immediately re-established at the start of the school year.

NOTE: It's recommended to use a valid, reliable, evidence-based K-12 progress monitoring tool. Learn more about FastBridge **here**.

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Responding to New, Common Student Needs

One of the ways we can use data today is to flag new, common student needs as we see them arise. This helps us align resources throughout the spring and summer, as well as prepare to accelerate our support responses in the fall. Analyzing new student needs can help teams to think proactively about the professional learning, resources, and supports that staff may require next year. Here are some example groups that your team may want to consider.

Aggregate New Student Needs

In light of the school closures, it may be helpful to flag students who:

- Have not been successfully contacted
- Face food insecurity or lack access to basic needs
- Have or do not have remote access to online learning
- Are infrequently attending instruction
- Are showing reduced engagement
- Are not completing assignments
- Are caring for younger siblings or other family members
- Were at-risk prior to the school closures (social-emotionally or academically)
- Experienced traumatic events prior to the school closures
- Submitted a well-being survey with concerning responses

Create Plans for Supporting New Needs

- What actions can be taken today to support these students?
- When looking toward the fall, what specific steps will you take to support this group of students (e.g., meeting with a counselor, enrolling in a program for students experiencing trauma, call or visit from the teacher before school starts)?
  - What makes sense to address as a full group, small group, and individually?
  - For which needs do you currently have the resources required to provide those planned supports? For which needs do you not? What additional resources are required? Are there community-based resources and partnerships that can be accessed?
  - Who is involved in implementing the planned supports? Do they have the training necessary to do so?
  - Consider how to monitor the effectiveness of these efforts

OTHER SUGGESTIONS

- Communicate the methodology and logistics for flagging students with your team. Provide a link to a support document so they know how to do this easily.
- Double-check who has access to various student groups and if that access is appropriate.
- Educators checking in with students directly may see patterns forming and have suggestions for new flags. Send out a simple Google Survey so educators can submit recommendations for new groups or common student needs.

NOTE: It's helpful to be able to use a data platform for this work. Doing so enables district-wide visibility into trends, action steps, and needs. Learn more about eduCLIMBER **here**.

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SUMMER 2020

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Inventory & Evaluate Your Assessment System's Readiness

As you prepare for the coming year, an important step is to make sure your team has a comprehensive assessment system—a complete set of tools necessary to identify needs (academic and SEB) and accelerate student success. Here are templates to help you inventory and evaluate your own system and identify any gaps you want to fill. There are also completed "examples" at the end, in case those are helpful. For support in developing and implementing your team's plan, don't hesitate to **reach out**.

Step 1: Assessment Inventory

Start by inventorying the assessments given across your district. You will likely choose to create separate charts either by grade level, by elementary vs. secondary, or by content. Refine the template as you see fit. The goal is simply to get a single repository of all assessment tools currently being used.

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

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Step 2: Assessment Alignment Map

This next step helps your team identify whether your current assessment tools make up a comprehensive assessment system—and, whether it's adaptable to a remote environment. First, start by explaining the purpose of each assessment type in your own words. (This can be harder than it sounds—use our **eBook** for help! This step ensures the right assessments are being used for the right purpose.) Then, list the assessment currently being used for that purpose in your district. The remaining columns ask specific questions relevant to remote learning needs.

Assessment Type	Assessment Name	Assessment Purpose	CRITERIA					
			Is the assessment we're using appropriate to the purpose?	Measures academics?	Measures social-emotional behavioral?	Measures standards?	Measures skills?	Can be administered remotely?
Universal Screening								
Diagnostic								
Progress Monitoring								
Formative/ Just-in-Time								
Interim								
Classroom/ District Summative								

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Step 3: Comprehensive Assessment System Reflection Questions

Finally, review your alignment sheet. Are there any gaps in your current assessment system? Key questions to consider include:

1. Do we have each of the following assessments for the appropriate grade levels:

- Universal screening
- Diagnostic
- Formative/just-in-time
- Progress monitoring
- Interim
- Classroom/district summative

2. Do we have assessments for:

- Standards (interim, formative/just-in-time, classroom/district summative)
- Skills (universal screening, diagnostic, progress monitoring)

3. Do we have assessments for:

- Academics
- Social-emotional behavior

4. Do we have remote-administration capabilities for each of the following:

- Universal screening
- Diagnostic
- Formative/just-in-time
- Progress monitoring
- Interim
- Classroom/district summative

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Example Templates

Here are a few completed examples to illustrate what kind of information might be entered during each step. These show Illuminate assessment tools for purpose of example, so be sure to update as necessary to reflect the current assessment tools used in your district.

Example 1: Assessment Inventory

Assessment Name	Type (Interim, Summative, Progress Monitoring,etc.)	When Given?	Content (Math, Reading, etc.)	Which Grades/ Schools?
FastBridge FASTtrack	Universal Screening (Academic)	Fall, Winter, Spring	Math, Reading	All students, K-12 All schools
FastBridge SAEBRS	Universal Screening (Social-Emotional Behavioral)	Fall, Winter, Spring	Social-Emotional Behavioral	All students, K-12 All schools
FastBridge FASTtrack	Diagnostic	Fall, Winter, Spring **Completed with universal screening*	Math, Reading	All students, K-12 All schools
FastBridge	Progress Monitoring (Academic)	Weekly or bi-weekly	Math, Reading	All students receiving an academic intervention, K-12 All schools
FastBridge Direct Behavior Ratings (DBR)	Progress Monitoring (Social-Emotional Behavioral)	Daily or weekly	Social-Emotional Behavioral	All students receiving an SEB intervention, K-12 All schools
Illuminate Quick Checks	Formative/Just-in-Time	Ongoing	ELA, Math	All students, 2-12 All schools
Illuminate Inspect Interims	Interim	Fall, Winter, Spring	ELA, Math	All students, K-12 All schools
Illuminate Inspect Comprehensive	District/Classroom Summative	Winter, Spring	ELA, Math	All students, 3-11 All schools
State Summative	Summative	[insert state testing details]	[insert state testing details]	[insert state testing details]

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Example 2: Assessment Alignment Map

Assessment Type	Assessment Name	Assessment Purpose	CRITERIA					
			Is the assessment we're using appropriate to the purpose?	Measures academics (math/ reading)?	Measures social-emotional behavioral?	Measures standards?	Measures skills?	Can be administered remotely?
Universal Screening (Academic)	FastBridge FASTtrack	Measure students' reading and math skill proficiency and identify which students are in need of additional assistance to meet academic learning goals	✔	✔			✔	✔
Universal Screening (Social-Emotional Behavioral)	FastBridge SAEBRS	Measure students' SEB skill proficiency and identify which students are in need of additional assistance to meet SEB learning goals	✔		✔		✔	✔
Diagnostic (FastTrack Reporting)	FastBridge FASTtrack	Pinpoint specific area of academic, behavioral, or social emotional need	✔	✔			✔	✔
Process Monitoring (Academic)	FastBridge	Evaluate progress toward learning target per the rates of improvement for the specific skillbeing targeted by an intervention	✔	✔			✔	✔
Process Monitoring (Social-Emotional Behavioral)	FastBridge Direct Behavior Ratings (DBR)	Evaluate progress toward learning target per the rates of improvement for the specific skill being targeted by an intervention	✔				✔	✔
Formative /Just-in-Time	Illuminate Quick Checks	Part of formative assessment process; Confirm that specific learning has taken place and provide data to inform instruction that follows	✔	✔		✔		✔

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Example 2: Assessment Alignment Map, *continued*

Assessment Type	Assessment Name	Assessment Purpose	CRITERIA					
			Is the assessment we're using appropriate to the purpose?	Measures academics (math/ reading)?	Measures social-emotional behavioral?	Measures standards?	Measures skills?	Can be administered remotely?
Interim	Illuminate Inspect Interims	Measure students' standards proficiency	✔	✔		✔		✔
Classroom/ District Summative	Illuminate Inspect Comprehensive	Evaluate, certify, and/or grade learning at the end of a specific period of instruction	✔	✔		✔		✔

NOTE: Illuminate provides a comprehensive assessment solution using tools that can be administered remotely or onsite. **Reach out** to learn more.

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Assessment & Aligned Supports Plan: Communication Template

This template provides a starting place for documenting and sharing your 2020-21 Assessment & Aligned Supports Plan with students, parents, staff, and other stakeholders. Completing a document like this has a number of benefits. First, it can serve as an informational resource and help efficiently answer common questions in a centralized location. Second, it can ensure consistency in how stakeholders discuss and understand the coming year and help staff feel more prepared to field questions that may arise. Finally, it can help establish buy-in from parents and guardians around the importance of assessment in a remote learning environment.

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

This template is simply intended to be a starting place; it will of course need to be refined to reflect your team's unique needs and plans. You may also choose to include custom sections, such as information about summer school offerings, specific programs, community support, and frequently asked questions. For support in developing and implementing your team's plan, don't hesitate to **reach out**.

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2020-21 Assessment & Aligned Supports Plan

At the beginning of any given school year, there are many questions around the learning and support provided to students and families within our district. In light of the school closures, there are more than ever before.

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

To better understand each student's needs, we will be utilizing valid and reliable assessments (social-emotional behavioral and academic) to measure where students are today and determine how to help each student get back on-track (if needed) while also growing in the coming year. This journey will look different for each learner, and our ability to act quickly at the beginning of the fall is essential.

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

As new information is issued from the federal and state government and from leading health experts, our plans may adjust. We hope that this will serve as a living document throughout the coming year, and plan to keep it updated as additional information is known.

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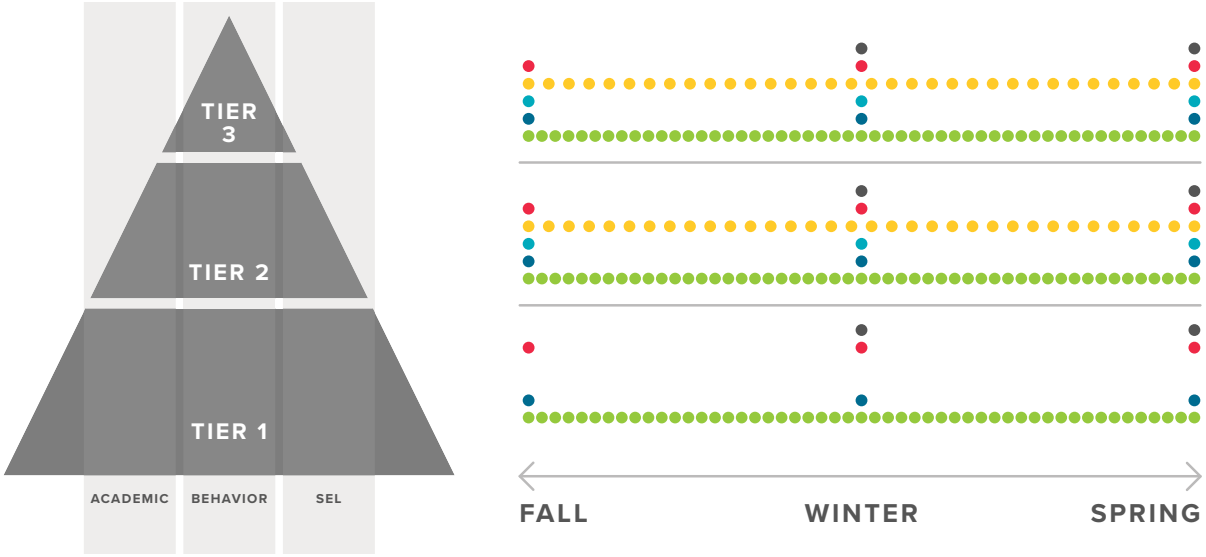
Our Comprehensive Assessment System



- **Just-in-Time / Short Cycle (Formative)**
  Ongoing
- **Universal Screening**
  2–3x / Year
- **Diagnostic**
  2–3x / Year
- **Progress Monitoring**
  Weekly / Bi-weekly
- **Interim**
  2–3x / Year
- **Summative**
  End of year, end of term, end of course

Every student has a unique learning journey. Additionally, every student has had a unique experience during the COVID-19 school closures and will subsequently have a unique set of needs. To support each student, we need the right assessment tools to measure, monitor, and verify students' learning as they progress.

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

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

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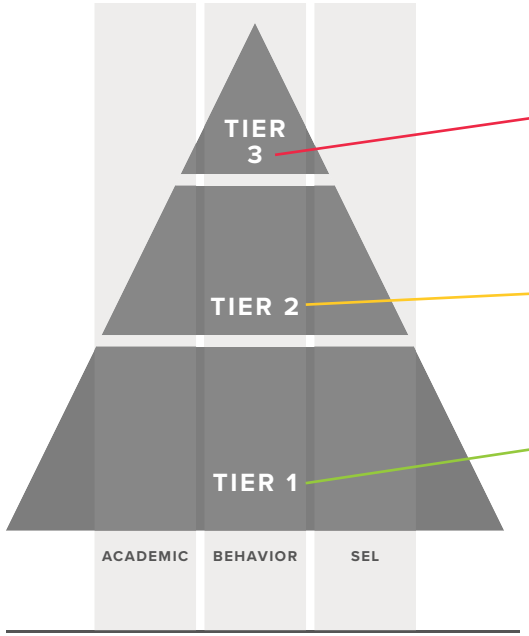
Our Tiered Support Model



3

Tier 3 — Intensive, Individual Interventions

Support implemented for students not responding to Tier 2 supports or are identified as having a more intensive need. Tier 3 supports provide more frequent, intense, and individual interventions.

2

Tier 2 — Targeted, Group Interventions

Research-based supports provided to students who are identified as struggling. Tier 2 interventions are typically implemented in small group settings.

1

Tier 1 — Universal Instruction

The high-quality classroom instruction that all students receive.

Our district uses data, including data from key assessments, to understand where each student is in their learning (academic and social-emotional behavioral) and where each student struggles or needs additional support.

In our district, we use a Multi-Tiered System of Supports (MTSS) framework to follow-through in making sure that those needs are met.

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

Identify Student's Need

The student's need is identified based on data. Universal screening and diagnostic data (skills) and interim data (standards) are examined carefully, along with the student's other whole child data sources. If appropriate, a student may be placed in a Tier 2 or Tier 3 intervention to receive the extra resources they need to be successful. An intervention is simply an instructional resource or support aligned to student needs.

Analyze & Form a Plan

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

Implement the Plan & Collect Data

The plan is carried out as specified in the plan documentation. Data is collected from progress monitoring assessments.

Reflect & Evaluate

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

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Our Assessment Schedule: Onsite Assessment Plan

If our school building is open in the fall, assessment administration will function similarly to pre-COVID test administration practices. [Insert verbiage or key information about onsite testing, or include a link.]

Assessment Name	Type	Assessment Window	Administered to	Data due by	Data Location

Benchmarks for "On-Grade Level:"

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

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Our Assessment Schedule: Remote Assessment Plan

If remote or blended learning continues in the fall, we will conduct the same assessments but will do so remotely. (Again, the purpose of these assessments is to understand the student's needs around learning and well-being, and these assessments give us data that help us understand and support those needs right away.)

If we proceed with remote assessment, more detailed information—including scheduling days/times for assessment and contact information for tech support—will be provided. [Insert verbiage or key information about onsite testing, or include a link.]

Assessment Name	Type	Assessment Window	Administered to	Data due by	Data Location	Support Links

Benchmarks for "On-Grade Level:"

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

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What You Can Expect

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

Questions?

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

[insert contact information]

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Examples

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

Example 1: Our Comprehensive Assessment System

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

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Example 1: Our Comprehensive Assessment System, *continued*

Type	Assessment Name	Purpose	When Administered	Administered to Whom?	What Questions Does it Answer?
Progress Monitoring (Social-Emotional Behavioral)	FastBridge Direct Behavior Ratings (DBRs)	Evaluate progress toward learning target per the rates of improvement for the specific skill being targeted by an intervention	Daily or weekly	All students receiving an SEB intervention, K-12 All schools	Is a student's intervention working? Is it working fast enough?
Formative/ Just-in-Time	Illuminate Quick Checks	Part of formative assessment process; Confirm that specific learning has taken place and provide data to inform instruction that follows	Ongoing	All students, 2-12 All schools	What should happen next in terms of instruction? Are students mastering this standard? How can I group students to differentiate instruction according to their needs? Should I reteach before moving on? Should I form small groups for intervention?
Interim	Illuminate Inspect Interims	Measure students' standards proficiency	Fall, Winter, Spring	All students, K-12 All schools	Are students mastering state standards? How do these results compare to past data? Are there teachers who are exceeding or struggling in terms of efficacy? Are there specific student groups exceeding or struggling?
Summative (End-of-Course)	Illuminate Inspect Comprehensive	Evaluate, certify, and/or grade learning at the end of a specific period of instruction	Winter, Spring	All students, 3-11 All schools	Did students master the content (knowledge and skills)? Are we meeting district targets and goals? Are there specific student groups exceeding or struggling?
Summative	State testing	[insert state testing details]	[insert state testing details]	[insert state testing details]	Did students master the content (knowledge and skills)? Are we meeting district targets and goals? Are changes needed in curricula? Are there differences in performance between schools? Are there specific student groups exceeding or struggling? What programs are the most/least effective?

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Example 2: Our Remote Assessment Plan

Assessment Name	Type	Assessment Window	Administered to	Data due by	Data Location	Support Links
FastBridge FASTtrack	Universal Screening (Academic)	**Fall:** Aug 17-Sept 4 **Winter:** Jan 4-22 **Spring:** May 10-27	All students K-12	Scoring is immediate	Illuminate eduCLIMBER	
FastBridge SAEBRS	Universal Screening (Social-Emotional Behavioral)	**Fall:** Sept 27-Oct 16 **Winter:** Jan 4-22 **Spring:** May 10-27	All students K-12	Scoring is immediate	Illuminate eduCLIMBER	
FastBridge	Progress Monitoring (Academic)	Weekly or biweekly, beginning week of August 24	All students K-12 who are receiving an academic intervention	Scoring is immediate	Illuminate eduCLIMBER	
FastBridge Direct Behavior Ratings (DBR)	Progress Monitoring (Social-Emotional Behavioral)	Daily or weekly, beginning week of August 24	All students K-12	Scoring is immediate		
Illuminate Quick Checks	Formative/ Just-in-Time	Ongoing during class	All students K-12	Scoring is immediate	Illuminate eduCLIMBER	
Illuminate Inspect Interims	Interim	**Fall:** Aug 17-Sept 4 **Winter:** Jan 4-22 **Spring:** May 10-27	All students K-12	Scoring is immediate	Illuminate eduCLIMBER	
Illuminate Inspect Comprehensive	Summative (End-of-Course)	**Winter:** Dec 14-18 **Spring:** May 24-28	All students, 6-12	Scoring is immediate	Illuminate eduCLIMBER	
State testing	Summative	[insert state testing details]	[insert state testing details]	[insert state testing details]	Illuminate eduCLIMBER	

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NOTE: Illuminate provides a streamlined solution for comprehensive assessment, MTSS management tools, and real-time dashboards. **Reach out** to learn more.

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Implementation & Rollout Planning Checklist

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

Assessment Name/Type: [insert]

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

District Technology Point Person & Contact Info: [insert]

Additional District Team Members & Contact Info: [insert]

Vendor Name & Representative Contact Info: [insert]

Define Your Team:

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

Create Your Rollout Timeline:

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

Timeline Overview:

Set due dates for the following milestones:

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

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Platform Setup Checklist:

- ☐ Assessment platform is set up
  - ☐ Users are added
  - ☐ Permissions are added (if applicable)
  - ☐ Student rosters are added (if applicable)
  - ☐ [Insert additional tasks, as outlined by your vendor]
- ☐ Assessment windows are scheduled for remote assessment option
- ☐ Assessment windows scheduled for onsite assessment option
- ☐ Support materials are prepared to deploy to parents if remote assessment option is used

Training Checklist:

- ☐ System admin/system-configuration training is scheduled (if applicable) (Date:_____)
- ☐ End user training is scheduled (Date:_____)
- ☐ Ensure training will cover remote vs. onsite assessment
- ☐ Ensure training will cover how to use the data once administered
- ☐ Send email and calendar invite to all trainees
  - ☐ Include the purpose for the assessment
  - ☐ Include details for the virtual training
- ☐ [Insert additional tasks as needed]

Remote Testing Technology Checklist:

- ☐ Confirm that assessment is compatible with all applicable devices (laptops, Chromebooks, mobile phones, etc.)
- ☐ If necessary, deploy additional devices
- ☐ If necessary, secure internet connection or deploy remote hotspots
- ☐ Ensure there is district tech support available during the testing window
- ☐ [Insert additional tasks as needed]

Resources:

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

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Planning Your Fall Data Meetings

District or School Name:_____

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

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Calendar Invite Template Verbiage

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

I am reserving time on our calendars for our [insert team name] meetings.

- Purpose: [insert from table above or write your own]
- Meeting:
  - If we meet remotely, we will use this link: [Insert virtual meeting]
  - If we meet onsite, we will meet here: [insert room location]
- Resources*:
  - Link to agenda: [insert]
  - Link to data: [insert]

**Questions about data or data protocols? Use our free resources! Link to our MTSS Template Pack (for Data Analysis Teams) and our PLC Guided Question Slide Deck (for PLCs).*

NOTE: Illuminate provides collaboration tools for remote and onsite data teams. Learn more about eduCLIMBER **here**.

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FALL 2020

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Rolling Agenda Template

Using a single, ongoing (or "rolling") document for meeting notes and action items helps teams stay organized, collaborative, and accountable—and prevents important information from being lost in inboxes and busy schedules. Here's a simple template to help you get started. At the top, there's a linked index to the different meeting dates. Below, there's a section to record notes, action items, and questions during each meeting.

[Team Name] Rolling Agenda Notes

Meeting Date Index

Meeting Date	Goals & Agenda Items
[Date & Hyperlink within Document]	[Bulleted List of Goals from Meeting]
[Date & Hyperlink within Document]	[Bulleted List of Goals from Meeting]

Meeting Notes Section

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

[Meeting Date]

Agenda Items	Notes	Questions/Parking Lot
	[Link to Data]	

Next Steps

Who	Will Do What	By When

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Illuminate Education partners with K-12 educators to equip them with data to serve the whole child and reach new levels of student performance. Our solution brings together holistic data and collaborative tools and puts them in the hands of educators. Moment-by-moment, our users can visualize each student's progress, determine the right instructional or intervention strategy, and take the next best action. Headquartered in Irvine, CA., Illuminate supports over 17 million students and 5200 districts and schools across all 50 states.

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