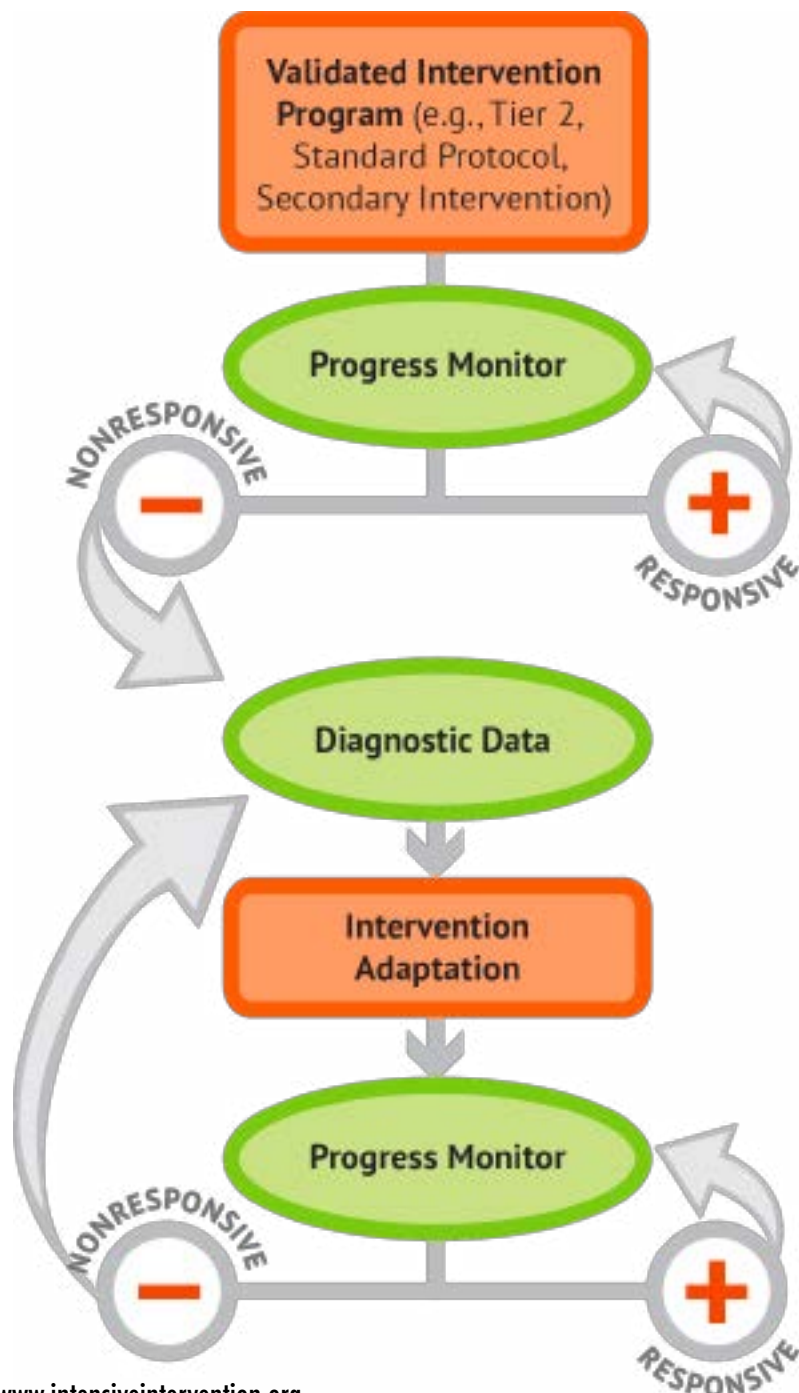


Action Forum #1: Data-Based Decision Making (DBDM)

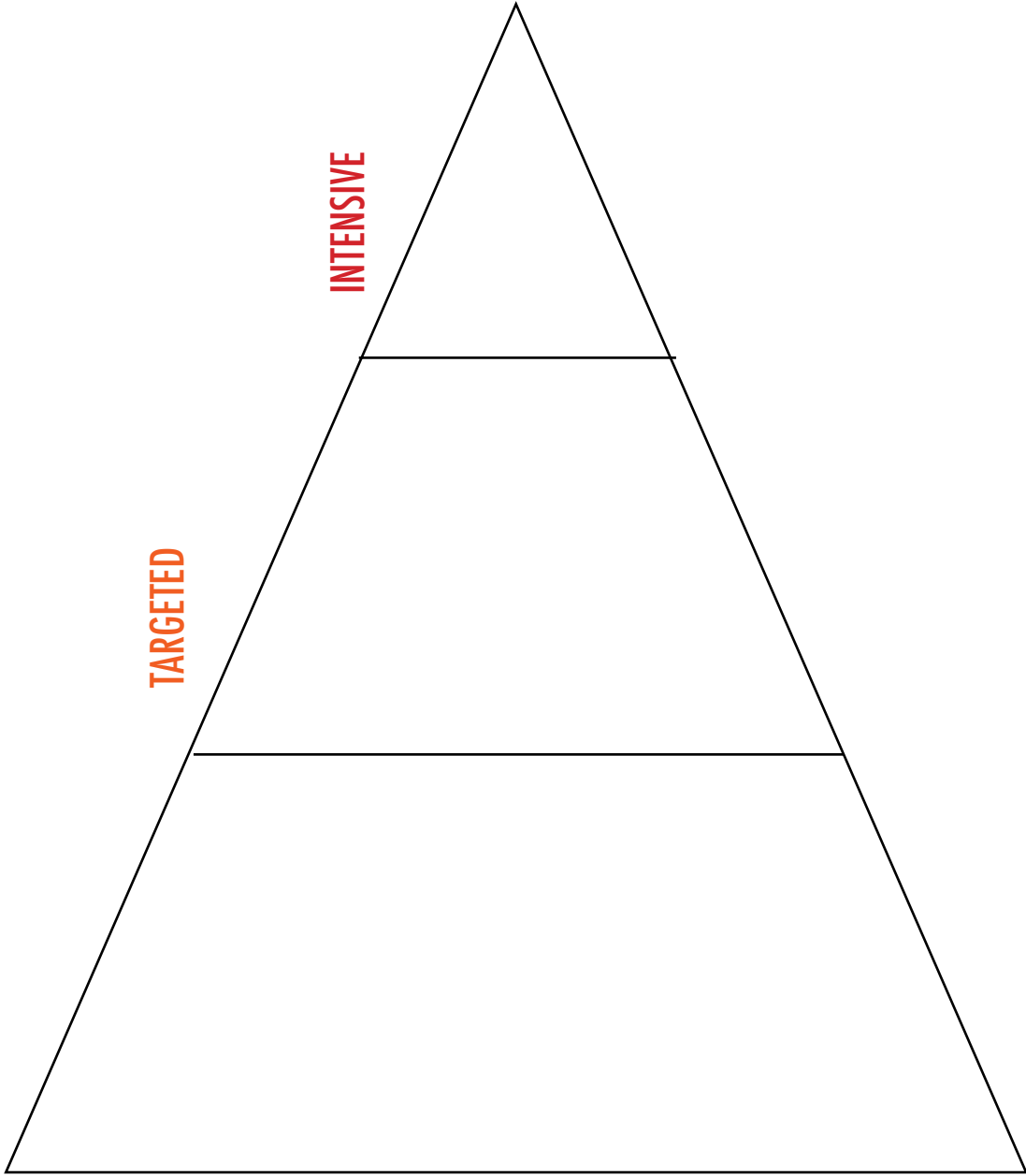
Sarah Powell
Phil Capin
Melodee Walker



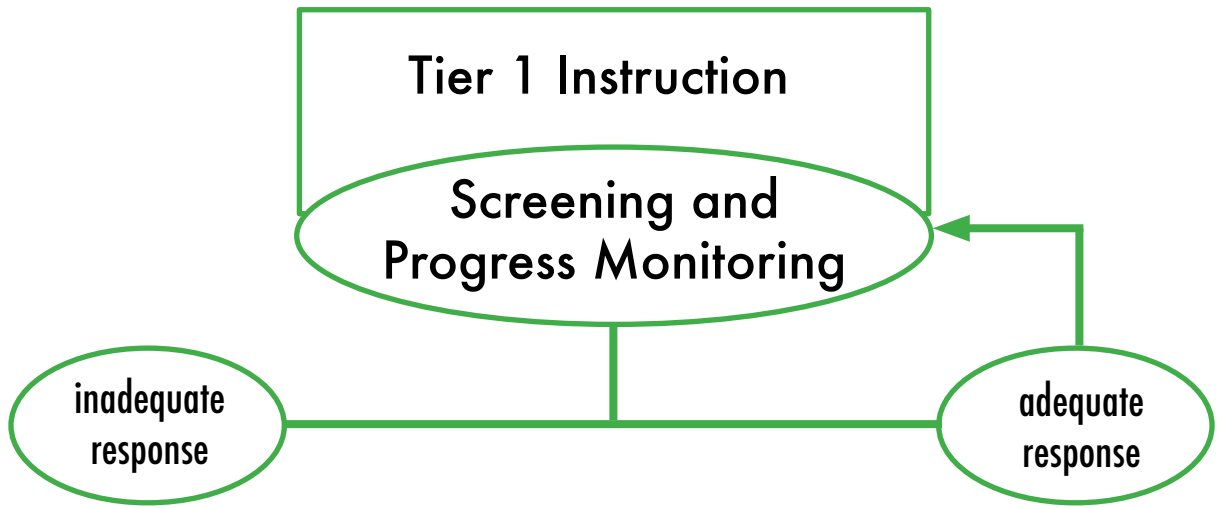
UNIVERSAL

TARGETED

INTENSIVE



UNIVERSAL



Tier 1 Instruction:

Screening and Progress Monitoring:

Decision Making:

BREAKOUT #1

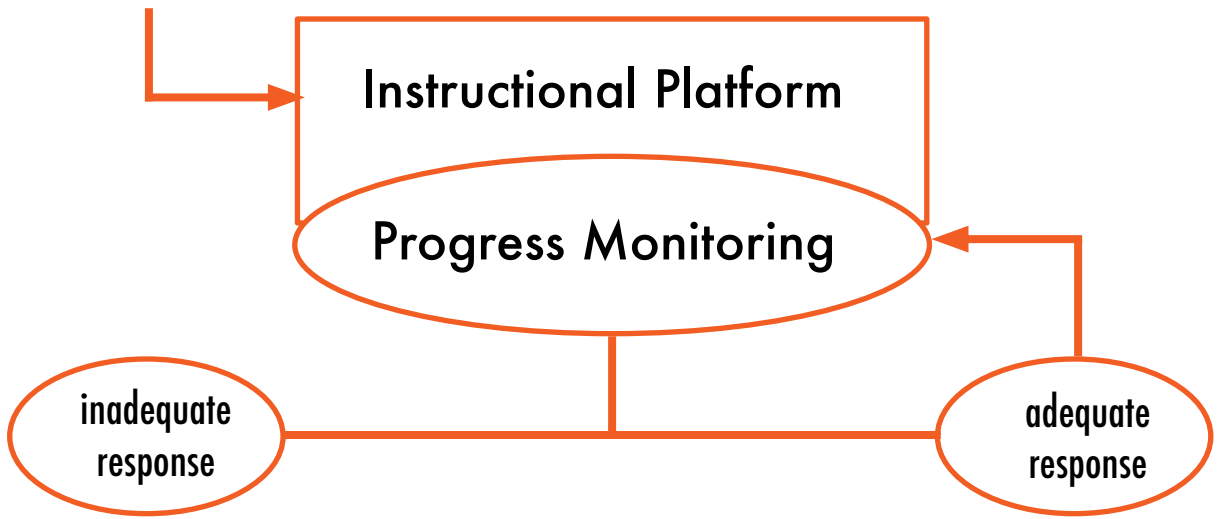
Example responses

	How does your tutoring project fit within these features of MTSS?	If applicable, what additional goals or ideas do you have in support of MTSS feature implementation?
Universal Screening	We're using BOY MAP data to identify students for tutoring or we're counting on our school partners to identify students using state test data	NA; we have a good system in place to support universal screening
DBDM	Currently, we don't have plans in place	Provide supports for tutors to make systematic adaptations to instruction based on data
Progress monitoring	We provided training for our tutoring team on instructional level progress monitoring	NA for now; system is working well
Evidence-based program	We're using the STARI program	NA
Fidelity (assessment administration and scoring)	Training for all tutors on screening measure administration in the fall	Possibly add a refresher training in the winter/spring?
Fidelity (instruction)	We are hiring a supervisor who will do monthly fidelity checks for STARI, but don't have a form yet	Work with the team to generate a concise and aligned fidelity check form

BREAKOUT #1

	How does your tutoring project fit within these features of MTSS?	If applicable, what additional goals or ideas do you have in support of MTSS feature implementation?
Universal Screening		
DBDM		
Progress monitoring		
Evidence-based program		
Fidelity (assessment administration and scoring)		
Fidelity (instruction)		

TARGETED



Instructional Platform:

BREAKOUT #2

Strengths and Opportunities for Growth

Strengths of your current instructional platform(s)	Opportunities for growth within your existing instructional platform(s)
<p><i>Reading example: Current platform targets word reading skills with multiple models and examples</i></p> <p><i>Mathematics example: Current platform focuses on explicit instruction and the use of multiple representations.</i></p>	<p><i>Reading example: Lacks sufficient time for students to engage in guided practice; gap between models and expectation of independent practice</i></p> <p><i>Mathematics example: Limited opportunity to focus on fluency; insufficient practice on mathematics vocabulary; limited focus on word-problem solving</i></p>
<p>READING:</p>	
<p>MATHEMATICS:</p>	

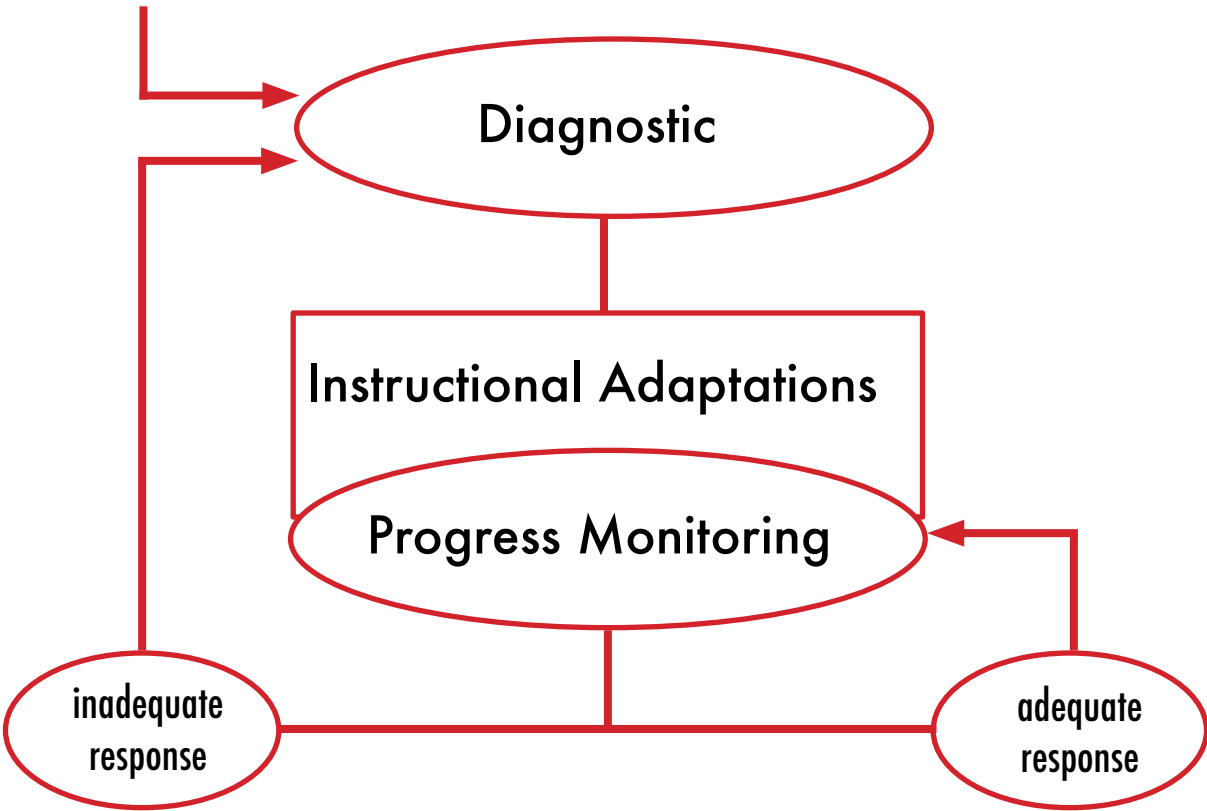
Progress Monitoring:

Decision Making:

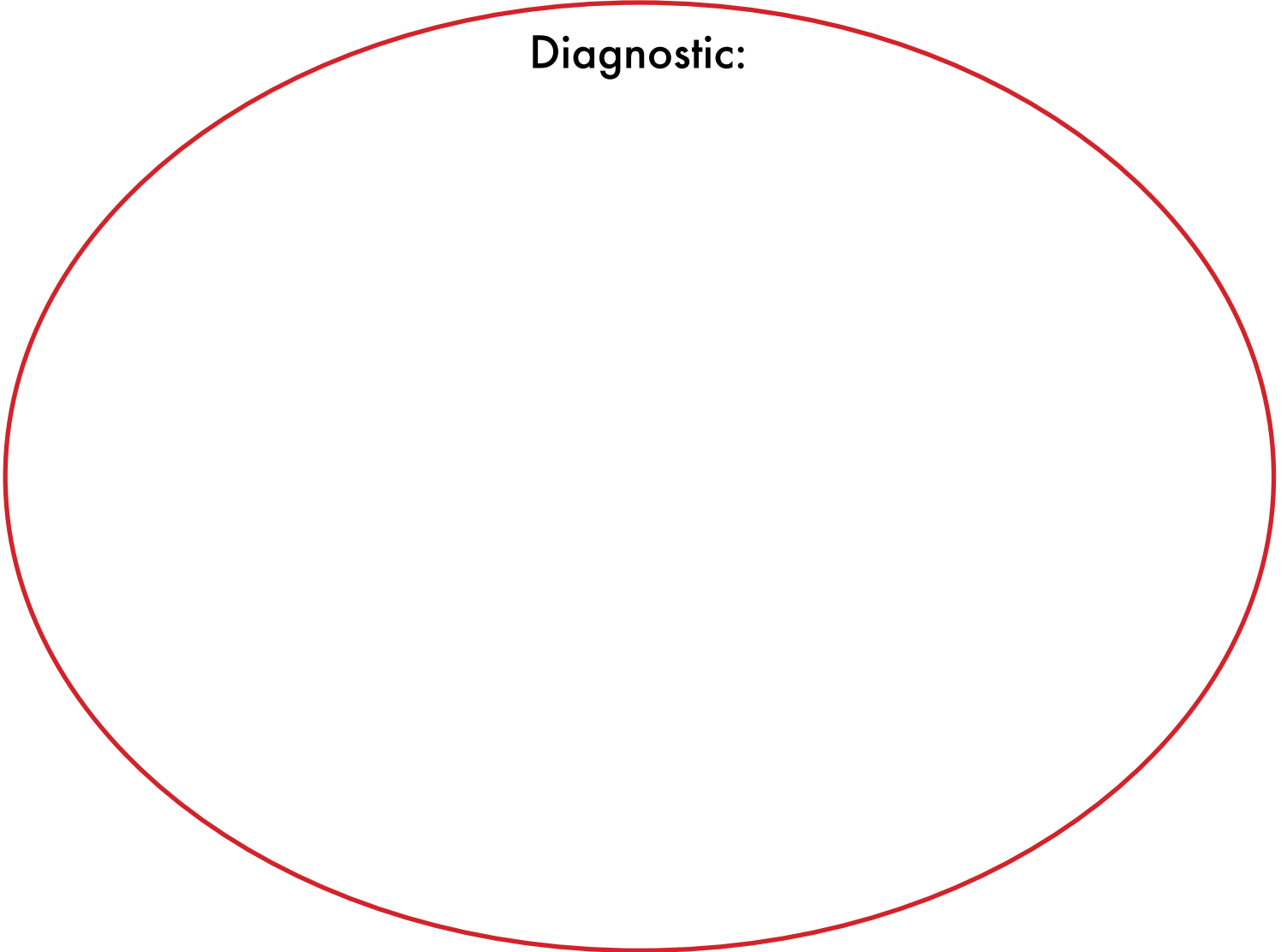
BREAKOUT #3

<p>In your tutoring project, how are you currently using (or planning to use) data to inform instruction?</p>	
<p>What progress monitoring measures and methods for making decisions about progress monitoring are feasible to implement in your tutoring project?</p>	
<p>What are the best ways to support tutors in implementing evidence-based practices for progress monitoring and decision-making?</p>	

INTENSIVE



Diagnostic:



Instructional Adaptations:

Progress Monitoring:

Decision Making:

BREAKOUT #4

	Instructional Platforms	Progress Monitoring Tools	Diagnostic Data Sources	Instructional Adaptation Support	Other (please specify)
Infrastructure in place					
Areas for capacity building					

What's to be done?	Who is responsible?	What is the project timeline?	How will we know it is completed?	Notes/Updates