Local Comprehensive Assessment System (LCAS): Making Connections with VTmtss

Purpose

This document is intended to be used by school systems that are reviewing and improving their LCAS model. It can be used independently as a diagnostic/needs assessment tool in conjunction with the VTmtss Systems Screener, the VTmtss Framework, and with the VTmtss Driver Diagram within a more comprehensive continuous improvement process.

Terms Within This Document

- **Performance Indicator (PI) Categories** are the essential elements representing what an effective LCAS should include.

- **Performance Indicators** begin to describe what a school system would want to realize within each PI category.

- **Effective Practices** are examples of some best practices within each Performance Indicator.

- **Relevant VTmtss Driver Diagram Component Indicators** reference prompts within the VTmtss Driver Diagram that uniquely support a conversation about LCAS. Users seeking to have improvement conversations about LCAS through the VTmtss Driver Diagram are encouraged to use these prompts to structure those discussions.

How to Use this Form as a Needs Assessment

1. Assemble a team to complete this needs assessment. Although the composition of review teams will vary, we would strongly recommend that, at a minimum, your team include at least one staff member who can speak to the status of your general education system, special education system, and PreK programs, along with a school or district administrator. Additionally, review teams should include staff who are directly engaged in the implementation and supervision of LCAS within your school system.

2. Team members independently complete the needs assessment by reviewing each effective practice and responding to each practice with a "yes" or "no" answer.

3. Team members convene to review and discuss their answers. Each effective practice that is in place in a school system counts for one point. An Effective Practice is only considered to be in place if all scorers mark "Yes" on their individual form. (See Step 2.)

4. The team will use the total number of practices marked "Yes" for number 3 to inform the team's next step. There are a total of 32 Effective Practices listed for LCAS.

   o **Low Need:** If your score is **25 or above (81% or above)**, you likely don't need to prioritize systemic improvement of this systems lever at this time, although you may identify Effective Practices that you choose to target and improve upon.

   o **Medium Need:** If your score is between **16 and 24 (51%-77%)**, or if you get a 0-1 in any one category, the AOE recommends that you consider focusing on this systems lever in your improvement work. Emphasize improving categories and effective practices that you identify as being the most critical within your school system.

   o **High Need:** If your score is **15 or below (below 50%),** the AOE recommends that you focus on this systems lever in your improvement work. Emphasize improving categories and effective practices that you identify as being the most critical within your school system. The AOE also recommends that you contact the Agency's VTmtss team to discuss AOE technical assistance offerings.

5. After identifying a final score, the team has the option of submitting the team's self-assessment online to discuss VTmtss Team technical assistance offerings. Please use the online form to submit this data.

PI Category 1: LCAS Coordinated at the SU/SD Level

Performance Indicator:

1. Assessments are aligned PreK-12 across schools and classrooms within a grade level.

Needs Assessment for Effective Practices:

a. Validity and reliability are evaluated when purchasing or developing assessments.
___ Yes   ___ No

b. Assessments are evaluated to ensure they are representative of content and concepts taught from curriculum and instruction and have value for informing teaching.
___ Yes   ___ No

c. Performance assessments are embedded throughout units of instruction that create opportunities for learners to demonstrate new learning, reveal areas of confusion, and connect discrete pieces of information.

___ Yes   ___ No

Relevant VTmtss Driver Diagram Component for Category 1 - Indicator 1:

High Quality Instruction and Intervention:
(characteristic 1, indicator 1)
Committed educators who believe all children can learn at high standards.

Performance Indicator:

2. Assessments aligned to clearly described standards and proficiencies for ALL content areas and transferable skills.

Needs Assessment for Effective Practices:

a. Formative assessments are used at least weekly to understand a student's learning progress.

___ Yes   ___ No

b. Summative assessments measure students' progression towards proficiencies, based on standards.

___ Yes   ___ No

c. Summative and formative assessments are always reviewed in the creation of Personalized Learning Plans. (7-12)

___ Yes   ___ No

d. Resources such as Critical Elements of PLPs and tools such as the Flexible Pathways Implementation Kit and the Vermont Portrait of a Graduate are used to identify key data to collect and consistently implement across a school district.

___ Yes   ___ No

View the following resources online:

- [Critical Elements of PLPs](#)
- [Flexible Pathways Implementation Kit](#)
- [Vermont Portrait of a Graduate](#)

e. The district has developed a consistent coding scheme in PLPs for student aspirations that can be correlated to standards and proficiencies.

___ Yes   ___ No

Relevant VTmtss Driver Diagram Component for Category 1 - Indicator 2:

High-Quality Instruction and Intervention:
(characteristic 2, indicator 1)
High-quality, evidenced-based, and standards-driven instruction in every classroom and every setting.

"Yes" total: _____ /8

PI Category 2: There is a Clear Structures, Design, and Protocols for LCAS

Performance Indicator:

1. System includes universal screeners, diagnostics, progress monitoring, formative and summative assessments, performance assessments, and state assessments.

Needs Assessment for Effective Practices:

a. Performance assessments are provided for all students that apply knowledge to complex scenarios and/or demonstrate proficiency in transferable skills.

___ Yes   ___ No

View the following resource online:

- [Performance assessments](#)

b. Regularly scheduled review of LCAS data is used to determine the effectiveness of core instruction.
___ Yes   ___ No

c. Regularly scheduled review of LCAS data is used to identify students who need additional support, and determine appropriate intervention strategies.

___ Yes   ___ No

d. Regularly scheduled review of LCAS data is used to: a balance of assessment types, including but not limited to, teacher-or student designed assessments, portfolios, performances, exhibitions, and projects are used to determine a student's level of proficiency.

___ Yes   ___ No

Relevant VTmtss Driver Diagram for Component Category 2 - Indicator 1:

Comprehensive and Balanced Assessment System:
(characteristic 2, indicator 2)
Our system identifies students who need more support, extensions, or challenges.

Performance Indicator:

2. System includes learning progressions, learning targets, proficiency scales, and rubrics that support rigor and accessibility for all students.

Needs Assessment for Effective Practices:

a. Proficiency-based graduation requirements, critical proficiencies, standards, performance indicators, and learning targets have been developed for all content areas.

___ Yes   ___ No

b. Proficiency-based graduation requirements, critical proficiencies, standards, performance indicators, and learning targets are assessed for all students.

___ Yes   ___ No

c. Proficiency-based graduation requirements, critical proficiencies, standards, performance indicators, and learning targets all support the development of the knowledge, skills, and abilities identified in a Portrait of a Graduate.

___ Yes   ___ No

d. Proficiency-based graduation requirements, critical proficiencies, standards, performance indicators, and learning targets: the assessment system captures evidence of student learning across all content areas.

___ Yes   ___ No

e. Proficiency-based graduation requirements, critical proficiencies, standards, performance indicators, and learning targets provides multiple opportunities for students to demonstrate proficiency.

___ Yes   ___ No

f. Proficiency-based graduation requirements, critical proficiencies, standards, performance indicators, and learning targets: assessments are aligned to standards adopted by the Vermont State Board of Education.

___ Yes   ___ No

View the following resources online:

- [Proficiency-Based Graduation Requirements](#)
- [Vermont State Board of Education](#)

Relevant VTmtss Driver Diagram for Component Category 2 - Indicator 2:

Comprehensive and Balanced Assessment System:
(characteristic 1, indicator 5)
A range of trustworthy and relevant data used to solve problems and make decisions.

Performance Indicator:

3. Performance assessments, including student-designed assessments, are developed/identified.

Needs Assessment for Effective Practices:

a. Performance assessments are embedded throughout all units of instruction.

___ Yes   ___ No

b. Performance assessments create opportunities for learners to demonstrate new learning.

___ Yes   ___ No

c. Performance assessments reveal areas of confusion.

___ Yes   ___ No

d. Performance assessments connect discrete pieces of information.

___ Yes   ___ No

Relevant VTmtss Driver Diagram for Component Category 2 - Indicator 3:

Comprehensive and Balanced Assessment System:
(characteristic 1, indicator 3)
A shared focus on using assessment information to improve instructional practices and outcomes.

"Yes" total: _____ /14

PI Category 3: Data Collection and Visualization

Performance Indicator:

1. Data from multiple assessments used to generate evidence of student learning and inform personalized instruction and PLP development.

Needs Assessment for Effective Practices:

a. Data is included from multiple assessments to generate evidence of student learning.

___ Yes   ___ No

b. Data is included from multiple assessments to personalize instruction.

___ Yes   ___ No

c. Data is included from multiple assessments to inform program design.

___ Yes   ___ No

d. Data is included from multiple assessments to develop professional learning for educators.

___ Yes   ___ No

Relevant VTmtss Driver Diagram for Component Category 3 - Indicator 1:

Comprehensive and Balanced Assessment System:
(characteristic 3, indicator 1)
Collaborative structures are in place for data discussions on essential standards, common assessments, systemic interventions, and extended learning

Comprehensive** and **Balanced Assessment System:
(characteristic 3, indicator 2)
Data determines instructional response at classroom, grade, program level.

Performance Indicator:

2. Data from multiple measures determine assessment selection, instructional direction, and needs-based professional learning.

Needs Assessment for Effective Practices:

a. Leadership provides time, resources, and professional learning related to assessment literacy.

___ Yes   ___ No

b. Student information systems (SIS) are used to establish common data processes across the entire system.

___ Yes   ___ No

c. Staff have access to data dashboards and other visualizations to support data analysis.

___ Yes   ___ No

d. Needs-based professional development includes data literacy.

___ Yes   ___ No

e. Educators are wise consumers of assessment data, understanding its properties and appropriate uses.

___ Yes   ___ No

f. Data is used to make informed decisions related to professional learning, resource allocation, and curriculum.

___ Yes   ___ No

Relevant VTmtss Driver Diagram for Component Category 3 - Indicator 2:

Comprehensive and Balanced Assessment System:
(characteristic 3, indicator 1)
Collaborative structures are in place for data discussions on essential standards, common assessments, systemic interventions, and extended learning

Comprehensive* and *Balanced Assessment System:
(characteristic 3, indicator 2)
Data determines instructional response at classroom, grade, program level.

"Yes" total: _____ /10

Total "Yes" across categories: _____/32

For a more detailed self-assessment of your LCAS see the [Local Comprehensive Assessment System](#) [Quality Criteria Single Point Rubric](#).

Refer to the "*How to Use this Form as Needs Assessment*" section of this form for recommended next steps.

Contact Tracy Watterson at Tracy.Watterson@vermont.gov with questions.