

VTmtss Sources for Informative Systems Data by Component

Systemic and Comprehensive Approach

Characteristic #1: Culture of growth and improvement that includes a vision for student success.

- Established mission/vision that is created by staff, students, families, and community partners.
- Climate Committee - notes/agendas that represent an individual's, group, school, and district's needs.
- Climate survey results disaggregated and analyzed by a historically marginalized group(s): immigrant, refugee, English Learner, LGBTQ, free or reduced-price lunch, religious minority, special education, homeless, and/or highly mobile.
- Scheduled district student instructional and behavioral data review with analysis of results to include exclusionary discipline, restraint and seclusion, and harassment, hazing, and bullying data.

Characteristic #2: Leadership at all levels is committed to a sustained focus over time.

- A continuous improvement plan that articulates the VTmtss Framework components and ways to capture the results.
- Evidence of leadership commitment to a sustained focus which includes allocation of resources which is reflected in decision-making as evidenced in agendas, meetings, and minutes.

Characteristic #3: Systems and structures are in place to support the VTmtss Framework.

- Sustained and ongoing assessment of disaggregated system-level data to determine if barriers exist for any historically marginalized students (see characteristic 1).
- Evidence of the appropriate expertise assigned to the appropriate priority (e.g., schedules).

Effective Collaboration

Characteristic #1: There is genuine and mutual respect for the knowledge and skills of participants in all collaborations.

- Documents that articulate collaborative structures.
- Norms and identified team roles/responsibilities.
- Belief statements/guiding principles that promote a culture of high expectations for all students and are informed by testimonial data of staff, students, and families.

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- Decision-making protocols at the classroom and system level involve families, students, and other relevant community members.
- Accessible communications with family and community partners.

Characteristic #2: Intentional, ongoing collaborations to improve outcomes for all students.

- Professional learning community, data team, social-emotional learning/behavior team agendas and minutes.
- Defined written Educational Support Team process and reporting protocols.
- Parent communications, engagement, and participation reflected in meeting agendas and minutes and attendance at events.
- Logged weekly communication of educators with all families (e.g., text message, call log, emails).
- Evidence of weekly collaboration time between educators in different roles/expertise (e.g., paraprofessionals and general/special education educators).

Characteristic #3: Collaborative problem-solving uses data to improve teaching and learning.

- Student data in school collaborations disaggregated at the system level to identify differentiated needs.
- School-level assessment data used by the district/school to identify trends.
- Evidence of assessment literacy training and practices at the district and school level.
- Evidence of use of student plan to inform teaching and learning (e.g., EST, PLP, IEP, Section 504).
- Empathy interviews or surveys of families.

High-Quality Instruction and Intervention

Characteristic #1: Culture of instructional excellence and engagement.

- Climate survey results disaggregated by historically marginalized groups.
- Evidence of work towards collective goals for instruction for all children.
- Student plans or schedules that demonstrate high-quality teachers are available to students with the most need for academic or social-emotional support.
- Evaluation system protocol including processes for improving teachers' skill levels.
- District-level professional development plan that includes all staff (e.g., educators, paraprofessionals, extracurricular staff, bus drivers).

Characteristic #2: Instruction and intervention are aligned, coherent, interrelated, and designed to ensure comprehensive and balanced achievement and designed to ensure comprehensive and balanced achievement and performance.

- An aligned Curriculum and Assessment Plan.
- Culturally relevant instruction and assessment materials that relate to all students' lives and experiences.
- Schedules and meeting agendas/minutes for teachers, interventionists, and student support services to collaborate and use data to inform instruction.

- Defined and systematized intervention processes that articulate student progress and advancement.
- Types of resources and relevant support provided to teachers and staff when students do not exhibit proficiency.

Characteristic #3: High-quality universal instruction that includes personalization, effective interventions, and layered supports for all students.

- An Aligned Curriculum and Assessment Plan.
- Classroom/intervention/Special Education schedules show that students with the highest level of need are learning from the most qualified instructors.
- Performance assessments that are project-based and promote student choice/voice in the classroom.
- Grading criteria that provide students with multiple opportunities for mastery when displaying effort to learn concepts and skills.
- Schedules and lesson plans of instructional time spent working directly with students in core instruction that demonstrates a student-centered approach.

Comprehensive and Balanced Assessment System

Characteristic #1: A culture of data-informed decision-making.

- School-level data aggregated at the district level to identify any trends that may require further investigation (e.g., EST plans, disability determinations, attendance, exclusionary discipline).
- Scheduled time for the calibration of administering and analyzing assessments.
- Documentation of a Local Comprehensive Assessment System (LCAS).
- Meeting agendas and minutes demonstrate active problem-solving by diverse voices (e.g., educators, behavioral/mental health staff, special educators, admin, families, students, etc.).
- Samples of observations and walkthrough data that inform instructors of differentiated professional development needs.

Characteristic #2: Comprehensive and balanced assessment system that ensures student success across the school and district.

- Student, teacher, family, and paraprofessional testimonial data.
- Observational data about students (e.g., home visits, lunch talks).
- Student academic results disaggregated by historically marginalized populations (e.g., homeless, LGBTQ).
- Social-emotional and mental health screeners measures and planned supports.
- Examples of the use of a variety of assessments (e.g., formative, progress monitoring, benchmark).

Characteristic #3: Data is intentionally collected, analyzed, and interpreted at the classroom, grade, school, and system levels.

- Leadership teams' meeting agendas and minutes (e.g., District-level EST Oversight, DCLT).
- Educator teams' meeting agendas and minutes (e.g., PLC/subject team/grade level).

Expertise

Characteristic #1: Culture that cultivates, develops, and expands expertise.

- Professional learning plans.
- Teacher/staff evaluation goals.
- District and school professional learning plans.
- District and school continuous improvement plans.

Characteristic #2: Expertise used flexibly and efficiently to develop, maintain, and employ resources to ensure success for all students.

- Recruitment and retainment plans.
- Budgets and grant documents.
- Resumes, CVs, and experience of faculty and staff.
- Educational Support Team plans' outcome measures.

Characteristic #3: All students have access to the expertise needed when they need it.

- Time embedded in staff schedules to collaborate and learn from other staff members (e.g., educators with paraprofessionals or special educators).
- Staffing policies and allocations that address students' needs.
- Schedules that match student need with educators' expertise.
- Articulated Supervision and Evaluation connected with professional development.
- Accessible resources that inform students and families of community health, mental health, social service, or other youth organizations.