



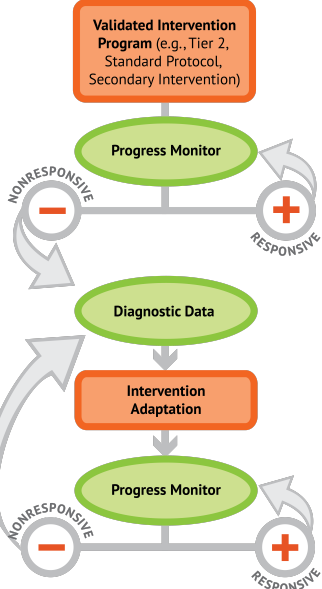
Data-Based Individualization Implementation in Central Valley School District, Washington

In the 2018-2019 and 2019-2020 school years, the Office of Superintendent of Public Instruction (OSPI), the National Center on Intensive Intervention (NCII) and Central Valley School District (CVSD) partnered to engage in a two-year training series focused on implementation of data-based individualization (DBI) across the district.

Teams from eight participating elementary schools started the training series by completing a self-assessment of their knowledge and skills related to DBI implementation and of their site's baseline level of implementation. Data from this self-assessment was used to inform content for the training series. Additionally, each school was paired with an implementation coach who supported them to incorporate learning from the training series into daily practice within their buildings.

This infographic portrays lessons learned based on reflections from OSPI and the CVSD district staff. These lessons demonstrate areas of strength, areas of growth, and list factors that each group of participants wish they would have known before embarking in the training series.

DBI Process



Content from the training series included:

The Importance of
Core Instruction



Understanding the Difference
Between Progress Monitoring
and Monitoring Progress



Introduction to DBI



The Role of Special
Education in DBI



Intensification Practices Using the
Taxonomy of Intervention Intensity

Successes



State

- Improved state coordination of high-quality professional development.
- Increased intentional MTSS collaboration between departments at OSPI.



District

- Increased understanding of processes in place based on baseline self-assessment scores.
- Improved awareness of readiness factors including: unification and cascading systems of supports.



School

- Established a shared understanding of MTSS components and increased educator buy-in.
- Elevated the focus on progress monitoring and building a more robust Tier 2.



Readiness



- Clarify district-level readiness criteria to identify where systems may need to be built prior to engaging in MTSS implementation.
- Ensure a common definition of MTSS to promote consistent implementation.



- Ensure district leadership has an understanding of scope of work to increase consistency across professional development.
- Clearly outline the work, roles, and responsibilities of the district leadership team.



- Ensure school leaders are clear about expectations and the district plan.

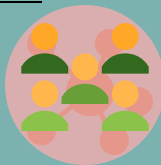


Lessons Learned

Support



- Ensure support is provided along a cascade from state to region to district.



- Ensure districts support school leadership in implementation.



- Ensure scheduling practices are driven by student needs and not staff availability.



Teaming



- Plan proactively for state-level turnover.



- Ensure team members have access to data systems.



- Support collaboration of teachers (general education and special education) as interventionists.

