



# Improving Outcomes for Students Through Data and Multi-Tiered Systems of Support



**Sarah Knox, Director of  
Prevention and  
Intervention for NVUSD**  
[sknox@nvusd.org](mailto:sknox@nvusd.org)



**Peter Abboud, Ed.D., Director  
of Data & Assessment  
Services for NVUSD**  
[pabboud@nvusd.org](mailto:pabboud@nvusd.org)

*Information shared throughout this presentation is the property of Aeries Software. Information or images may not be reproduced, duplicated, or shared without the prior written consent of Aeries Software.*



# Which puppy describes your mood today?



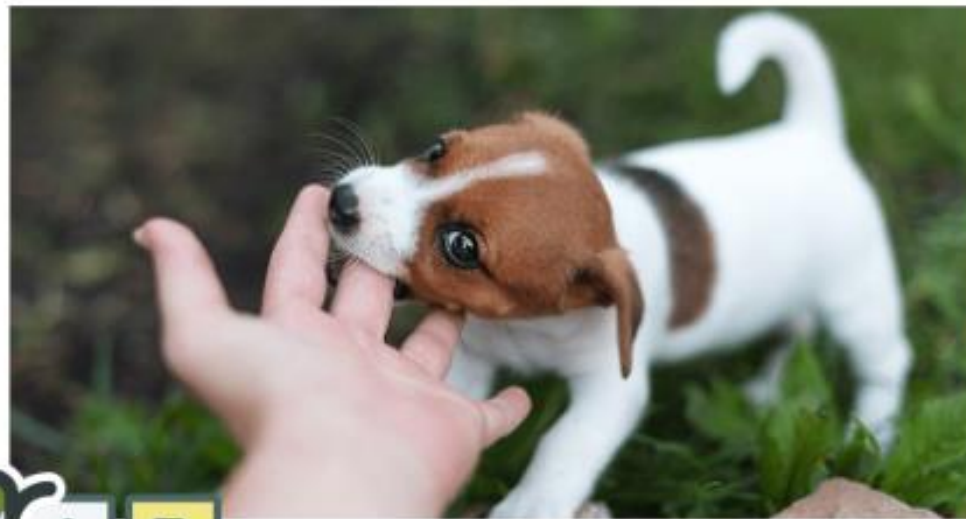
**A**



**B**



**C**



**D**



**E**



**F**



Students choose an option

Pear Deck Interactive Slide  
Do not remove this bar



What if we had a system that truly met the needs of all students? What if we were able to learn from others, organize our instructional supports, and bring them together in a way that creates a place where students, staff and families thrive?



AERIESCON



# Annual Board Priority #2: Development of Multi-Tiered System of Support

- Strategic Plan Goal #1: Student Achievement, Learning & Access - *students thrive socially, emotionally, and academically*





## Why? What is the Long Range Impact?

*Ensure all students have consistent access to academic, social emotional, and behavioral interventions*



**AERIESCON**



## Tier 1 Examples

Check Up

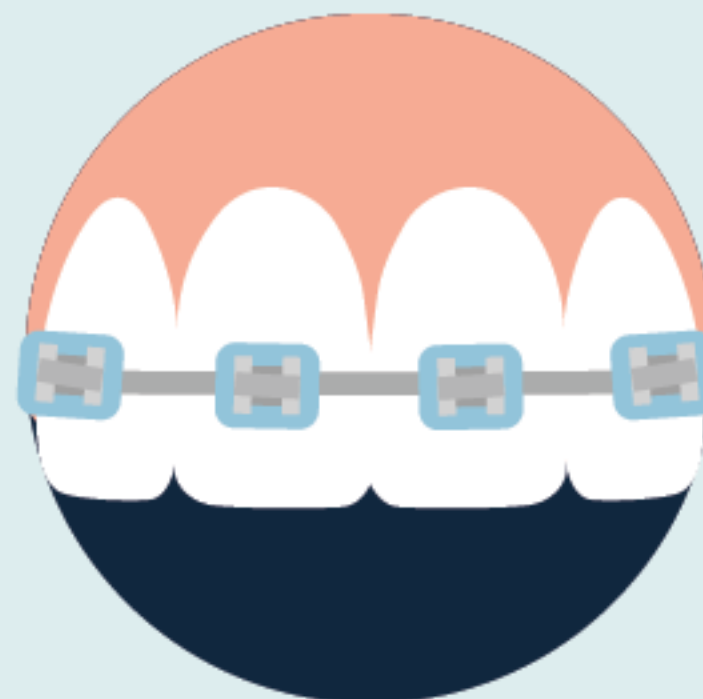
Cleaning



## Tier 2 Examples

Braces

Cavity Filled



## Tier 3 Examples

Root Canals

Surgical Procedures



AERIESCON

# Success Indicators for NVUSD

- Articulated MTSS handbook and intervention maps that ensure all staff have the knowledge of resourced interventions
- Interventions are tracked in Aeries to identify and respond to student needs
- Improvements on Star Assessments for student assigned targeted interventions
- Completed district wide training on special education referrals in order to decrease special education identification rates



# NVUSD MTSS Outcomes

1. Universal Screening
2. MTSS Teams, Handbook + MTSS Maps
3. Early Warning System
4. Data Management
5. Training, Coaching, Technical Assistance





# Why this solution for MTSS/SST process? Why now?

- Gives teachers practical classroom solutions for struggling students
- Consistently manages effective interventions to decrease the number of ineligible special education referrals
- Provides a workflow-driven software designed to realistically manage general education interventions and strengthen the pre-referral process
- Creates consistency across all schools
- Replaces disjointed paper-driven process for MTSS and SSTs
- Allows users to easily monitor and track student progress digitally
- Enables leaders to have quick and easy oversight
- Provides an NVUSD-adopted clearinghouse for research-based tier 1 interventions to support teachers
- Queues up next steps in MTSS process
- Builds in fidelity checks at each stage
- Creates collaborative problem-solving





# NVUSD MTSS PRE-REFERRAL WORKFLOW



## CLASSROOM LEVEL

Teacher (with PLC and admin support) document:

- Initial Concern(s)
- Tier 1 Interventions
- Outcomes

Classroom Interventions become focal point of serving struggling students

### Goal:

Successfully address and resolve concern(s) at the classroom level



## MTSS TEAM LEVEL

More formalized team approach

MTSS Lead is pre-referral coordinator

Strategize additional Tier 2 and/or Tier 3 interventions to resolve initial concern

### Goal:

Successfully address and resolve concern(s) at the team level



## FINAL REVIEW

Strategies exhausted

No improvement

Refer for special education or 504 evaluation

MTSS Lead assigns to Family Support Team or 504 Coordinator

### Goal:

Provide student LRE possible in which they can be successful

Reduce ineligible referrals

ALL WHILE STUDENTS STAY IN GENERAL EDUCATION



# MTSS Handbook



**NVUSD**

NAPA VALLEY UNIFIED SCHOOL DISTRICT

## **MULTI-TIERED SYSTEM OF SUPPORT**

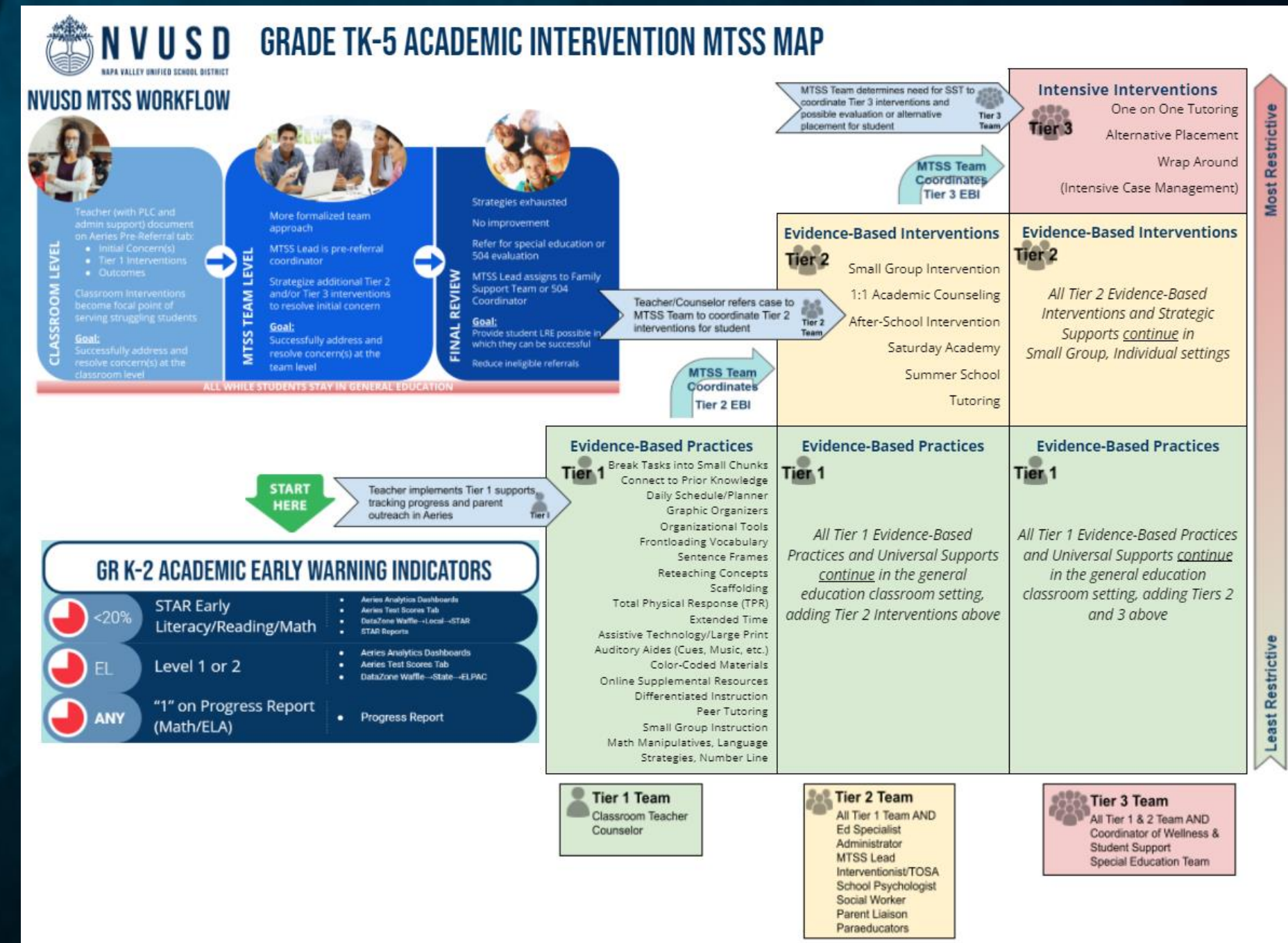
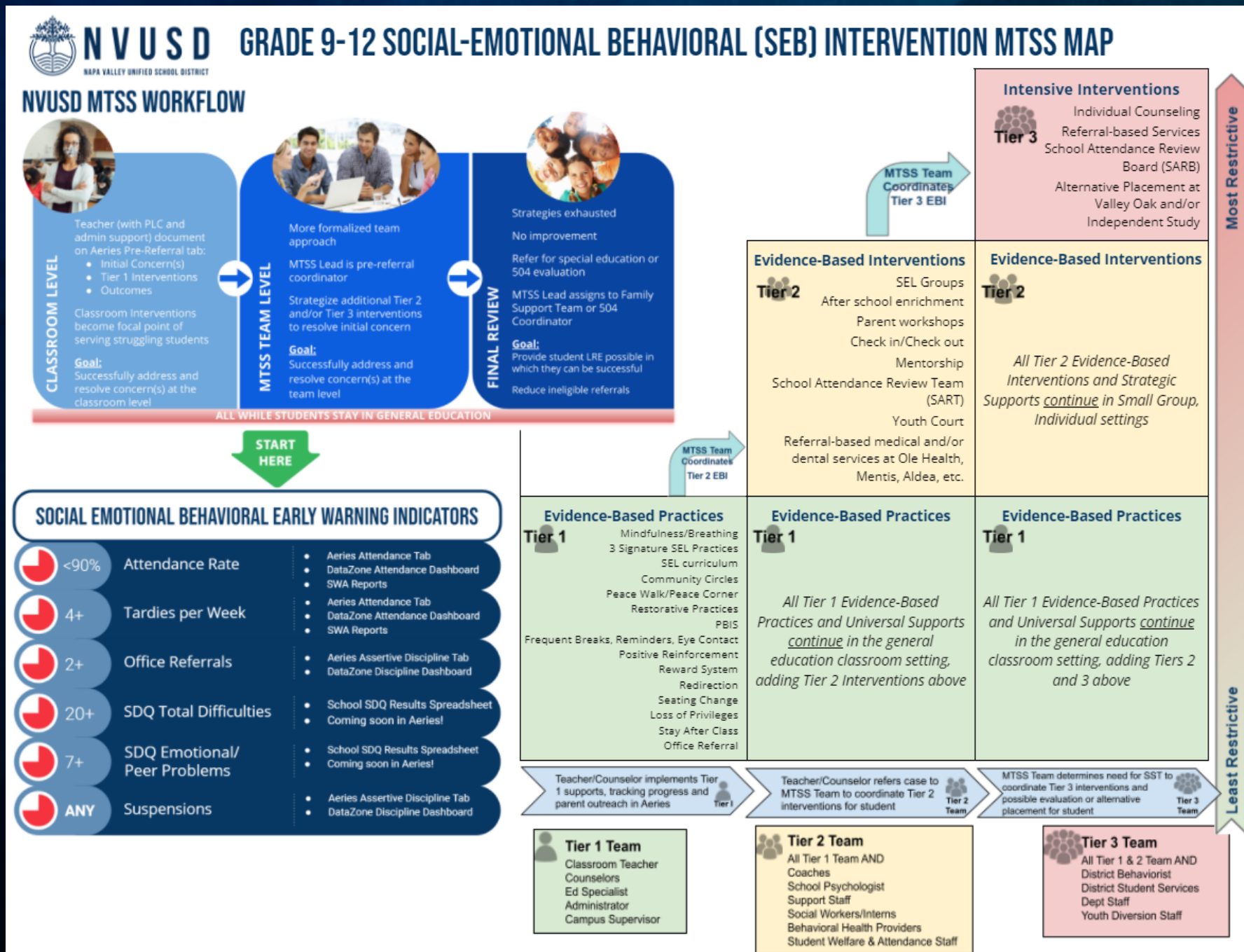
**SITE TEAM HANDBOOK & REFERENCE GUIDE**



**AERIESCON**



# MTSS Maps





# Aeries Analytics = On-ramp to support



AERIESCON



# Aeries Analytics



AERIESCON



7 Special Programs

Attendance Rate

CAASPP ELA/MATH

Current Grades

Discipline Referrals

ELPAC Scores

English Learner Status

MTSS Home Page

Pre-Referral Count

## English Learner Status

[Dashboard Filters](#)
[Settings](#)
[Copy](#)
[Delete](#)
[Add Items](#)

Chart

Students

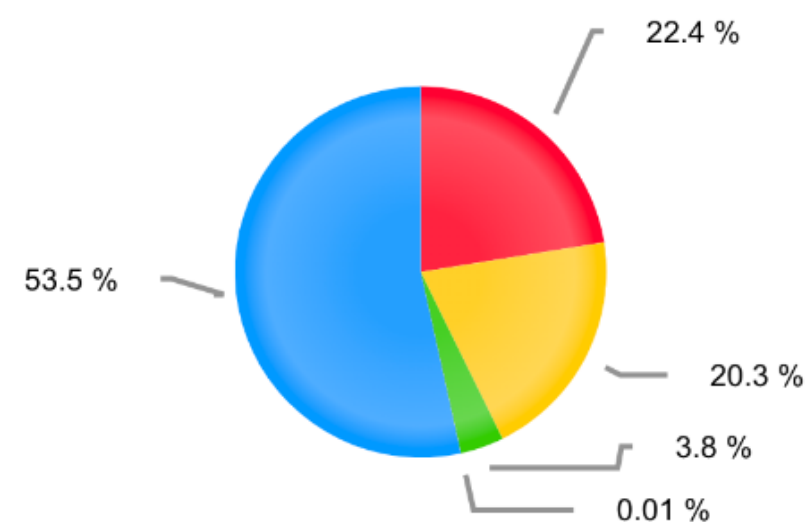
Item Filters








Napa EL Status



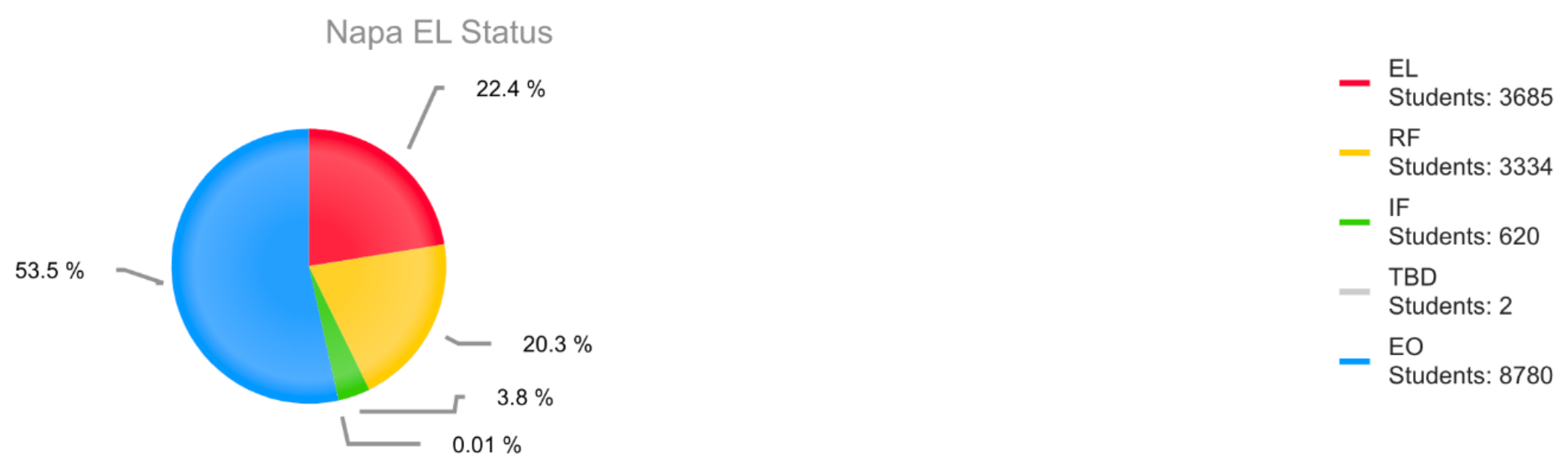
EL	Students: 3685
RF	Students: 3334
IF	Students: 620
TBD	Students: 2
EO	Students: 8780

**Schools:** Valley Oak, River Schl, Redwood MS, American Canyon MS, Silverado MS, Napa HS, Vintage HS, New Technology HS, Alta Heights Elem, Bel Aire Elem, Browns Valley Elem Sch, Canyon Oaks, American Canyon HS, Donaldson Way Elem Sch, Harvest MS, Napa Valley Independent Studies (Elem), Napa Valley Independent Studies (High Sch),





Chart Students Item Filters



**Schools:** Valley Oak, River Schl, Redwood MS, American Canyon MS, Silverado MS, Napa HS, Vintage HS, New Technology HS, Alta Heights Elem, Bel Aire Elem, Browns Valley Elem Sch, Canyon Oaks, American Canyon HS, Donaldson Way Elem Sch, Harvest MS, Napa Valley Independent Studies (Elem), Napa Valley Independent Studies (High Sch),

Students Schools Grades Item Filters

Napa EL Status - English Learner

✓	Id	Student	Set Student	Gr	School	Threshold	Qualifying...
<input type="checkbox"/>			Set	11	American Canyon HS	3	3
<input type="checkbox"/>			Set	11	Napa HS	3	3
<input type="checkbox"/>			Set	11	American Canyon HS	3	3
<input type="checkbox"/>			Set	9	American Canyon HS	3	3
<input type="checkbox"/>			Set	2	Shearer Schl	3	3
<input type="checkbox"/>			Set	6	Redwood MS	3	3



# English Learner Status

 Dashboard Filters

 Settings

 Copy

 Delete

 Add Items

 Chart

 Students

 Item Filters

Schools

Grades

SubGroups



All

None

When selecting SubGroups, it is an "OR", not an "AND" (i.e. it is not students that are in both subgroups, it is students that are in either subgroup).

- ☐ 504 - 504
- ☐ A/G Rdines - A/G Readiness Met
- ☐ A/G Rdines - A/G Readiness Not Met
- ☐ ACT - Above Standard
- ☐ ACT - Below Standard
- ☐ ACT - Exceeds Standards
- ☐ ACT - Far Below Standard



AERIESCON





Total Early Warning Points: 26

Display Qualifications for a Single Date:

02/02/2022



Show LCAP



Only show Early Warning Indicators

Analysis Indicator	Start Date	End Date	Level	Qualifying Value	Early Warning Points
ATT: Tardies Jan-Mar	1/26/2022		0-2 per quarter (3-0-2)	0	0
Attendance Percentage	1/26/2022		Chronic Attendance (2-91-94%)	93.75%	3
ELPAC	12/3/2021		Somewhat Developed (2-Som. Dvlp)	2.0000	3
Napa EL Status	10/22/2021		English Learner (1-EL)	3	10
Star Early Literacy Performance Level - Most Recent	9/27/2021		Intervention (2-Interv.)	2.0000	4
Star Math Performance Level - Most Recent	9/27/2021		At/Above Standard (4-At/Above)	4.0000	0
Star Reading Performance Level - Most Recent	9/27/2021		Urgent Intervention (1-Urg. Int.)	1.0000	6



AERIESCON



Elementary - Rubric Levels and Point Values for EWS				
Risk Indicator	1 ( "On Track")	2 ( "Sliding")	3 ("Off Track")	
	0-30	31-50	51-100	
Attendance	Less than 5% absence rate 0 points	Between 5% - 9.9% absence rate 12 points	10% or more absence rate 24 points	
Tardies	0-2 per quarter 0 points	3-4 per quarter 3 points	5+ per quarter 6 points	
Discipline Referrals	0-2 referrals 0 points	3-5 referrals 5 points	6 or more referrals 10 points	
SDQ - Total Difficulties	Score: 0-14 Close to Average 0 points	Score: 15-17 Slightly Raised 3 points	Score: 18-19 High 7 points	Score: 20-40 Very High 10 points
STAR Reading (Grades 2-5)	At or Above Benchmark 0 points	On Watch 4 points	Intervention 6 points	Urgent Intervention 8 points
STAR Early Literacy	At or Above Benchmark 0 points	On Watch 4 points	Intervention 6 points	Urgent Intervention 8 points
STAR Math (Grades 2-5)	At or Above Benchmark 0 points	On Watch 4 points	Intervention 6 points	Urgent Intervention 8 points
Special Education Status	Not in Program 0 points		In Program 2 points	
Pre-Referral (PRF table)	0 Pre-Referral 0 Points	1-2 Pre-Referrals 5 Points	3 or More Pre-Referrals 10 Points	
English Learner Status	English Only or Initially Fluent 0 points	Redesignated 1 point	English Learner 2 points	Long-Term English Learner 4 points
ADS Suspension Count	0 Suspensions 0 Points	1 Suspension 5 Points	2+ Suspensions 10 Points	





Secondary - Rubric Levels and Point Values for EWS				
Risk Indicator	1 ( "On Track")	2 ( "Sliding")	3 ("Off Track")	
	0-30	31-50	51-100	
Attendance	Less than 5% absence rate 0 points	Between 5% - 9.9% absence rate 12 points	10% or more absence rate 24 points	
Tardies	No Tardy Letters 0 points	Tardy Letter #1 or #2 3 points	Tardy Letter #3 6 points	
Discipline Referrals (ADS)	0-2 referrals 0 points	3-5 referrals 5 points	6 or more referrals 10 points	
Suspensions (ADS)	0 0 points	1 suspension 5 points	2 or more suspensions 10 points	
SDQ - Total Difficulties	Score: 0-14 0 points	Score: 15-17 3 points	Score: 18-19 7 points	Score: 20-40 10 points
Grade in ELA	C or better 0 points	D 3 point for middle schools and 9th/10th graders 6 points for 11th/12th graders	F 6 points for middle schools and 9th/10th graders 12 points for 11th/12th graders	
Grade in Math	C or better 0 points	D 3 point for middle schools and 9th/10th graders 6 points for 11th/12th graders	F 6 points for middle schools and 9th/10th graders 12 points for 11th/12th graders	
Overall GPA	2.0 or Better 0 points	1.0 to 1.99 2 points	Less than 1.0 4 points	
STAR Reading	At or Above Benchmark 0 points	On Watch 1 points	Intervention 2 points	Urgent Intervention 4 points
STAR Math	At or Above Benchmark 0 points	On Watch 1 points	Intervention 2 points	Urgent Intervention 4 points
English Learner Status	English Only or Initially Fluent 0 points	Redesignated 1 point	English Learner 2 points	Long-Term English Learner 4 points
Special Education Status (SUP)	Not in Program 0 points		In Program 2 points	
Pre-Referral (PRF table)	0 Pre-Referral 0 Points	1-2 Pre-Referrals 5 Points	3 or More Pre-Referrals 10 Points	





Details

Interventions

Reasons

Parent Meetings and Contacts

## Pre-Referral Intervention Details

Date:

08/01/2021



Staff/Teacher:

0



School:

SANDBOX-Redwood Mid



Comment:

Student's math skills are well below grade level based on his Star Math assessment.

Progress Status:

▼

Progress Comment:

I	Initial Concern
P	Making Progress
NP	Not Making Progress
M	Met Goal(s)

Progress Indicator Score:

Progress Comment:

Save

Cancel








AERIESCON



- Intervention Details
- Stakeholders
- Goals
- Progress Comments
- Meetings
- Prior Interventions
- Reasons & Concerns
- Student Strengths
- Additional Resources
- Practices
- Documents

Progress Comments

Date	Code	Modified by
<div> 08/01/2021 </div>	Improving 	edcpabboud2
Comment:		Star score improved by 5 percentile rank points after three weeks.
		
		



# Referral for Intervention Details

8/1/2021

5 - SANDBOX-Redwood MS 31-Jul

The student has spent over six weeks in small group instruction to support his math skills and very little improvement has been made. His Star Math score went from the 12th percentile to the 15th percentile over a period of 6 weeks.

Status:	
Person Making Request:	Peter Abboud - Teacher
Date Family Notified of Referral:	8/1/2021
Translation Services:	Not Required
Pre-Referral Intervention:	Yes

Change

Add

Delete

## Student Strengths



Cooperates with others (CWO)



Good Work Ethic/Effort (EFF)

+ Add New Student Strength

## Reasons for Referral



Academic Concerns: Math (AM)

+ Add New Reason

## Prior Interventions



Small Group Instruction (A40)

Student received small group math instruction three times per week for 30 minutes from either the classroom teacher or instructional support staff.

+ Add New Prior Intervention



AERIESCON



Referrals Approval



Referrals for Intervention Approval

Limit by Status: Pending

Limit by Dates: -

Approval Process	More Info	Student	Staff School	Person Making Request Title/Relationship	Translation Services	Pre-Referral Intervention	Referral Date	Comment
<div>Approve</div> <div>Deny</div>	<div>Details</div> <div>Edit</div>	<div>ID: </div> <div>Grd: 7</div>	5 - SANDBOX-Redwood MS 31-Jul	Peter Abboud Teacher	Not Required	Yes	08/01/2021	The student has spent over six weeks in small group instruction to support his math skills and very little improvement has been made. His Star Math score went from the 12th percentile to the 15th percentile over a period of 6 weeks.





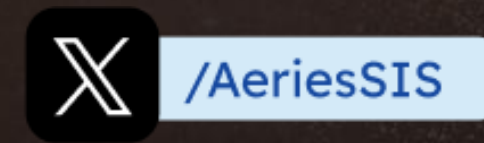
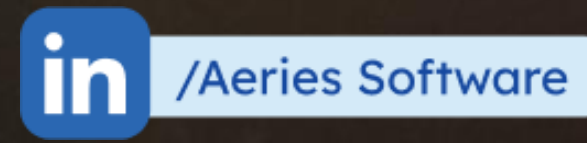
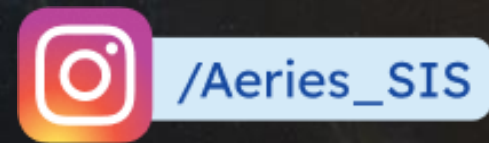
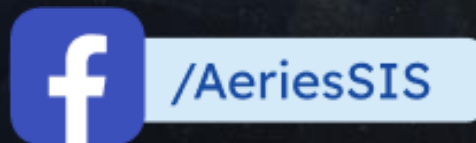


YOU'RE AMAZING

# THANK YOU!

*Please take a moment to complete our session survey.*

*<http://surveys.aeries.com/s3/AeriesCon-Session-Feedback-Survey-Spring-2024>*



AERIESCON



# Share your Feedback:



AERIESCON