The Academic Achievement Framework
Participant Materials
Component 1
The Academic Achievement Framework: Creation & Development

Course Objectives

The Academic Achievement Framework: Creation & Development
The Academic Achievement Framework: Values & Guiding Principles
The Academic Achievement Framework: Components of the Conceptual Model
The Academic Achievement Framework: Structural Model & Problem Solving Process

“Today, Boston Public Schools offers the best education possible for some of our students. We have the capacity to offer the best education possible for all of our students.” --Superintendent, Carol R. Johnson

Creation and Development of the Academic Achievement Framework

Ongoing Challenges:

• persistent achievement gaps
• dropout and graduation rates
• demands of the future
Acceleration Agenda

Bold Academic Goals

Reach Proficiency for ALL

Close Access and Achievement Gaps

Graduate Students College-Ready and Success-Bound

Performance Targets

➢ Reading by the end of Grade 1
➢ Reading to learn in Grade 3
➢ Skillful, analytical writing in Grades 4-12
➢ Algebra in Grade 8
➢ ELLs acquire academic language mastery and fluency
➢ Significant academic growth for students with disabilities
➢ On-track to graduate by end of Grade 10
➢ High school graduation
➢ College-ready and success-bound
Accelerating Achievement in Boston Public Schools
The Academic Achievement Framework (AAF)

History of the AAF

Response to Intervention (RTI)
Positive Behavior Interventions and Supports (PBIS)

Positive Behavior Interventions and Supports refers to a multi-tiered, data-driven approach to service delivery.

- Involves intensive, individualized behavior support plans for students who do not respond to primary or secondary prevention support
- Activates behavioral interventions for students who do not respond to core instruction
- Includes teaching and reinforcing a set of appropriate behaviors within the whole school (McIntosh, et al., 2010, p. 6)

Component 2
The Academic Achievement Framework: Values and Guiding Principles

Values of the AAF

Focus on Individual Students

Universal Right to Succeed

Cultural Competence

Families as Partners
## Principles of the AAF

<table>
<thead>
<tr>
<th>Section</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal &amp; Professional Responsibility</td>
<td></td>
</tr>
<tr>
<td>Differentiated Instruction &amp; Services</td>
<td></td>
</tr>
<tr>
<td>Collaborative Approach</td>
<td></td>
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<tr>
<td>Problem-Solving Orientation</td>
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<tr>
<td>Data-Driven Decision Making</td>
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## Process of the AAF

1. Identify pertinent student data.
2. Set realistic goals for students.
3. Put action plan in place.
4. Collect new data after interventions are put in place.
5. Continue to monitor/problem solve with new data to verify best instruction is in place.
Expected Student Outcomes

- Improve academic and social competence
- Increase academic proficiency on statewide assessments
- Increase graduation rates
- Improve post school outcomes
- Increase attendance rates
- Decrease problem behavior
- Reduce dropout rates
- Reduce inappropriate referrals to Special Education

Component 3
The Academic Achievement Framework: Component of the Conceptual Model

Conceptual Model of the AAF
Tier 1 Assessment Example

"This process presumes that once behaviors are in place, 85-90% of students will respond to the expectations and the positive reinforcement systems."

Assessments

<table>
<thead>
<tr>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Purpose of Assessments</td>
<td></td>
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<tr>
<td>Academic Assessments</td>
<td></td>
</tr>
<tr>
<td>Social, Emotional and Behavioral Assessments</td>
<td></td>
</tr>
<tr>
<td>English Language Development Assessments</td>
<td></td>
</tr>
</tbody>
</table>
Tier 2 Interventions

1. Universally screen students in September

2. Students not meeting benchmark receive strategic intervention

3. In addition to Tier 1 interventions, students now receive small group instruction

Examples of Tier 2 & 3 ELA Interventions

<table>
<thead>
<tr>
<th>Intervention Strategies</th>
<th>Packaged Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Adherence to consistent core</td>
<td>• Programs:</td>
</tr>
<tr>
<td>• Differentiated Instruction</td>
<td>✓ My Sidewalks</td>
</tr>
<tr>
<td>• Peer tutoring</td>
<td>✓ WKRP</td>
</tr>
<tr>
<td>• Small group instruction</td>
<td>✓ Project Read</td>
</tr>
<tr>
<td>• Collaboration focused on cross-staff training</td>
<td>✓ Reading Recovery</td>
</tr>
<tr>
<td>• Recommended progress monitoring schedules</td>
<td>✓ Wilson</td>
</tr>
<tr>
<td>• Fidelity to scope &amp; sequence of the individual packaged curriculum</td>
<td>✓ Great Leaps</td>
</tr>
<tr>
<td>• Address appropriate foundational reading at each grade level</td>
<td>✓ Read Naturally</td>
</tr>
<tr>
<td>• Ongoing AAF professional development</td>
<td>✓ PALS for ELA</td>
</tr>
<tr>
<td>• Checks on fidelity of implementation for Tiers 1, 2, &amp; 3</td>
<td></td>
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</tbody>
</table>

For further information, visit the BPS Curriculum and Instruction Webpage at bpscurriculumandinstruction.weebly.com
Examples of Tier 2 & 3 Math Interventions

<table>
<thead>
<tr>
<th>Intervention Strategies</th>
<th>Packaged Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Core &amp; fidelity of instruction</td>
<td>• Programs:</td>
</tr>
<tr>
<td>• In-depth treatment of whole numbers in Grades K-5</td>
<td>✓ Do the Math!</td>
</tr>
<tr>
<td>• In-depth treatment of rational numbers in Grades 4-8</td>
<td>✓ First in Math (Tiers 1, 2, 3)</td>
</tr>
<tr>
<td>• Instruction on solving word problems using underlying problem structures</td>
<td>✓ Big Ideas Math</td>
</tr>
<tr>
<td>• Opportunities to work with visual representations of mathematical ideas</td>
<td>✓ Explore Learning Gizmos!</td>
</tr>
<tr>
<td>• Concrete-Representational-Abstract</td>
<td>✓ Project Seed</td>
</tr>
<tr>
<td>• Building fluency with basic number facts</td>
<td>✓ Power Teaching: Mathematics</td>
</tr>
<tr>
<td>• Problem solving using think-alouds</td>
<td>✓ Kathy Richardson Math</td>
</tr>
<tr>
<td>• Assessing Math Concepts and Developing Number Concepts</td>
<td>✓ PALS for Math</td>
</tr>
</tbody>
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Examples of Tier 2 & 3 Social-Emotional-Behavioral Interventions

• Tier 1 with fidelity and data gathering
• Tier 2 with targeted, group-based interventions designed for students who have not responded to Tier 1 interventions
  10-15% of students
  Example- Check in/check out
  Example- Teacher Check, Connect, and Expect
• Tier 3 interventions for students unresponsive to Tiers 1 & 2 interventions.
  Approximately 5-10% of the school population needs these individualized intensive services.
  Example- Functional Behavioral Assessment (FBA) followed by an individualized Behavior Intervention Plan (BIP)

For more information, contact the School Psychology Department of the Office of Special Education and Student Services
Comparing Across Tiers

What’s the same across all tiers?

- 
- 
- 

What’s different?

- 
- 
- 

Reflection

<table>
<thead>
<tr>
<th>ALL Students</th>
<th>Collaborative Planning</th>
<th>Tier 2 &amp; Tier 3 Interventions</th>
<th>Assessment &amp; Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Not Applicable</td>
<td></td>
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<table>
<thead>
<tr>
<th>SOME Students</th>
<th>Collaborative Planning</th>
<th>Tier 2 &amp; Tier 3 Interventions</th>
<th>Assessment &amp; Monitoring</th>
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</table>

<table>
<thead>
<tr>
<th>FEW Students</th>
<th>Collaborative Planning</th>
<th>Tier 2 &amp; Tier 3 Interventions</th>
<th>Assessment &amp; Monitoring</th>
</tr>
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Component 4
The Academic Achievement Framework: Structural Model and Problem Solving Process

Teams in AAF

Service Team

- Determines the main challenge for a student and creates an action plan
- Decides how to implement action plan
- Includes additional support members that help to aid in the process of problem solving
School Management Group

- Create a precise school plan
- Maintain Universal Screening and Progress Monitoring schedules
- Conduct teacher professional development
- Uphold data management and reporting
- Coordinate supporting partners
- Conduct an inventory of current programs and support and restructuring of efforts to match AAF
- Make an effort to provide family information and engagement
AAF Implementation Includes...

Cross-Functional Rapid Support Team (C-FRST)

- Address school-wide challenges
- Support structure for problem-solving
- Assist in monitoring and analyzing data
- Help ensure fidelity of the AAF

C-FRST and District Design Team Examples

- Some examples of the work of the C-FRST teams include:
  - Identifying and coordinating supports to level 3 schools.
  - Providing literacy and math coaches to schools as needed to work through inquiry cycles, improving core reading and math instruction.
  - Providing technology supports to provide teachers wireless access in areas of a school where they meet to look at student data.
- An example of the work of the District Design Team is developing and rolling out the AAF, the district's multi-tiered system of support.

Administrators can use the SAPSI to monitor implementation at http://stetsonassociates.com/Files/boston_aaf/SAPSI.pdf
Universal Screening and Diagnostic Data

1. Define the Problem (Identifying Areas of Concern)
   - What do the data show?
   - What are the expected outcomes?

2. Develop a Plan (Goal Setting and Planning)
   - What do we want the student to do?
   - Long-term and short-term goals?
   - What are we going to do?
   - What is needed to carry out next steps?
   - What indicators will we use?

3. Implement the Plan (Ensuring Integrity)
   - How should we carry out the intervention?
   - Who will do what, where, when and how often?
   - How often should we monitor? At what level should we monitor?
   - How will fidelity of implementation be determined?

4. Evaluate (Progress Monitoring)
   - Did our plan work?
   - What do the data show?
   - Is the growth as expected?
   - Do we need to maintain, adjust or decrease support?
### AAF Record of Problem Solving and Progress Monitoring Worksheet

**Student Name:** ____________________________  **School:** __________________  **Grade:** _____  **Teacher:** __________________________

**Student’s Strengths:** (describe assets from academic, familial and behavioral perspectives)

**Area of Concern:** (define problem in specific, observable and measurable terms)

**Goal/Objective:** (describe realistic, attainable short- and long-term goal in specific, observable and measurable terms)

**Action Plan:** (describe the intervention and who will implement it)

<table>
<thead>
<tr>
<th>Date:</th>
<th>Universal Screening Tool (3 times per year) &amp; Progress Monitoring Tool (4-8 week cycle)</th>
<th>TIER 1: Core (What &amp; how? How long? How often? By whom?)</th>
<th>TIER 2: Supplemental (What &amp; how? How long? How often? By whom?)</th>
<th>TIER 3: Intensive (What &amp; how? How long? How often? By whom?)</th>
<th>Progress &amp; Action Plan Summary: (Stop, change, continue, or add to current intervention)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Social/Beh.  □ Academic  □ ELL</td>
<td>Intended: __________  Delivered: □ yes □ no</td>
<td>Intended: ___________ min. __________ times/wk</td>
<td>Intended: ___________ min. __________ times/wk</td>
<td>□ yes □ no</td>
</tr>
<tr>
<td></td>
<td>Response to intervention? □ yes □ no</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Date:** □ yes □ no

**Date:** □ yes □ no

**Date:** □ yes □ no

**Date:** □ yes □ no

**Date:** □ yes □ no

**Date:** □ yes □ no

**Date:** □ yes □ no

**Date:** □ yes □ no

**Date:** □ yes □ no

**Date:** □ yes □ no

**Date:** □ yes □ no

Version 2
How Do You Know?

Ask Yourself...

- Is the student increasing his performance in a particular skill area?
- Do you feel the intervention needs to stay in play at the same frequency?
- Does the intervention need to change because there is a lack of growth after the time period?
Boston Public Schools AAF Acronym Glossary

AAF (Academic Achievement Framework) - Combination of RtI, PBIS and ELD.

RtI (Response to Intervention) - the practice of providing high-quality, multi-tiered instruction and interventions matched to students’ needs, monitoring student progress frequently to make decisions about instructional methods, and evaluating routinely collected data on student progress to determine the need to refer for special education support (Batsche, et al., 2005; Fuchs & Fuchs, 2006). RtI in Boston is represented in a three tier model with Tier 1 ensuring that all students have access to the regular curriculum. Tier 2 ensures additional strategic instruction or intervention as identified by the data driven problem solving process and Tier 3 ensures that students not succeeding in Tier 1 and Tier 2 will also receive Tier 3 intensive intervention supports.

PBIS (Positive Behavior Interventions and Supports) - A multi-tiered, data-based approach to service delivery. The first tier includes teaching and reinforcing a set of appropriate behaviors within the whole school. The second tier efficiently activates behavioral interventions for students who do not respond to core instruction. Finally, the third tier involves intensive, individualized behavior support plans for students who do not respond to primary or secondary prevention support (McIntosh, et al., 2010, p. 6).

MTSS (Multi-Tiered System of Supports) – Combination of RtI and PBIS

ELD (English Language Development) - A component added to the MTSS to complete the AAF. This component takes the learning challenges of English Language Learners into consideration. It focuses on the provision of curriculum and intensive instruction in English as a Second Language, for speakers of languages other than English, in order for them to acquire the oral and academic language they need to succeed.

ST (Service Team) - The focus of these teams is on student level challenges.

SMG (School Management Group) - The focus of this team in on building level challenges that emerge from the students.

C-FRST (Cross-Functional Rapid Support Team) - The main function of the C-FRST teams is problem solving at the school-type level.

DDT (District Design Team) - The focus of the District Design Team is on the AAF policy.