EARLY YEARS MTSS PROGRAM DATA REVIEW
PROBLEM SOLVING GUIDE

PROCESS CYCLE FOR SCHOOL IMPROVEMENT

GATHER
Get Ready
Collect Data
Build Profile

STUDY
Analyze Data
Set Goals
Set Measureable Objectives
Research Best Practices

STUDENT ACHIEVEMENT

DO
Implement Plan
Monitor Plan
Evaluate Plan

PLAN
Develop Improvement Plan
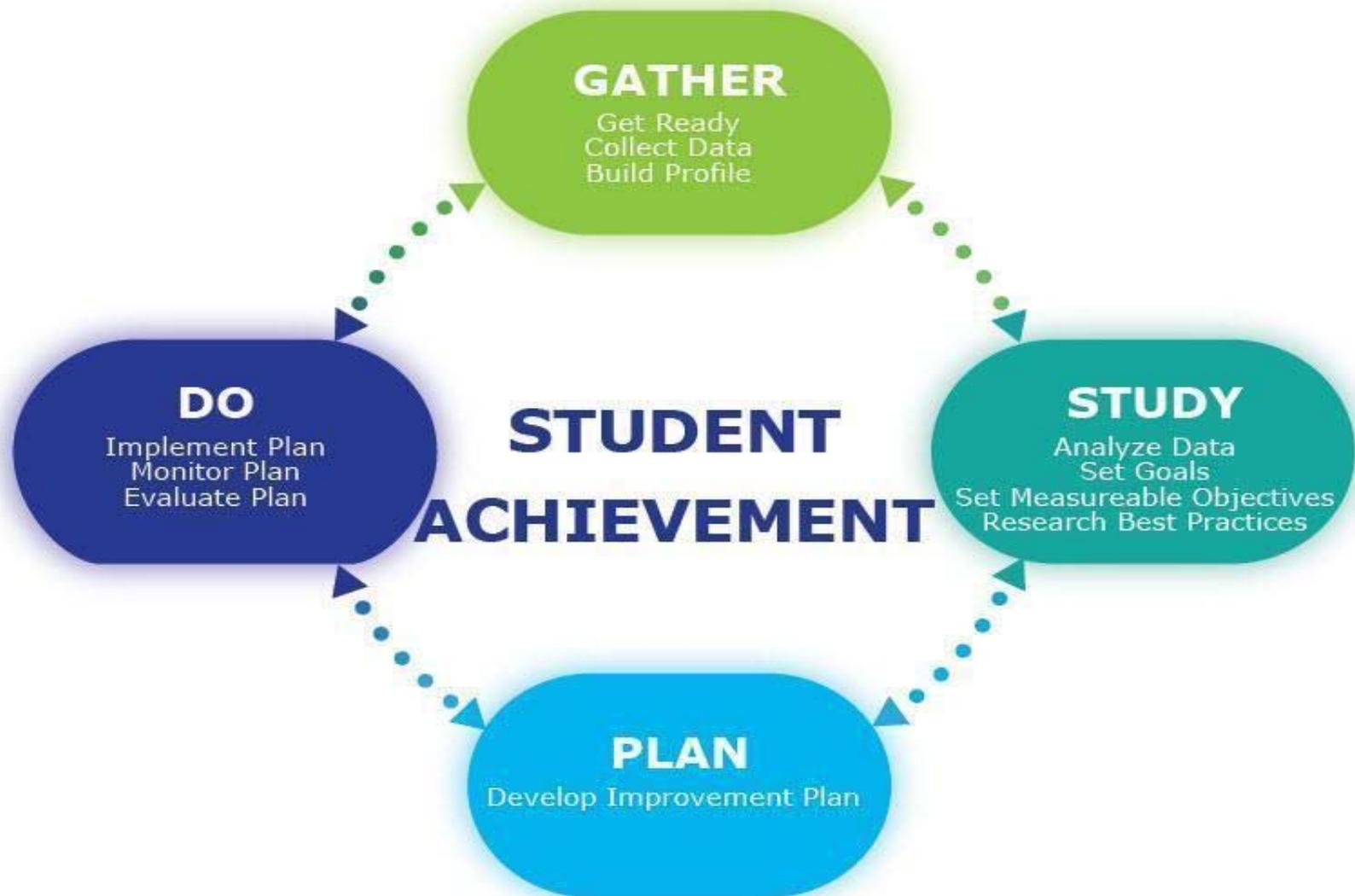
Program:

Team members present:

Predictions | Assumptions
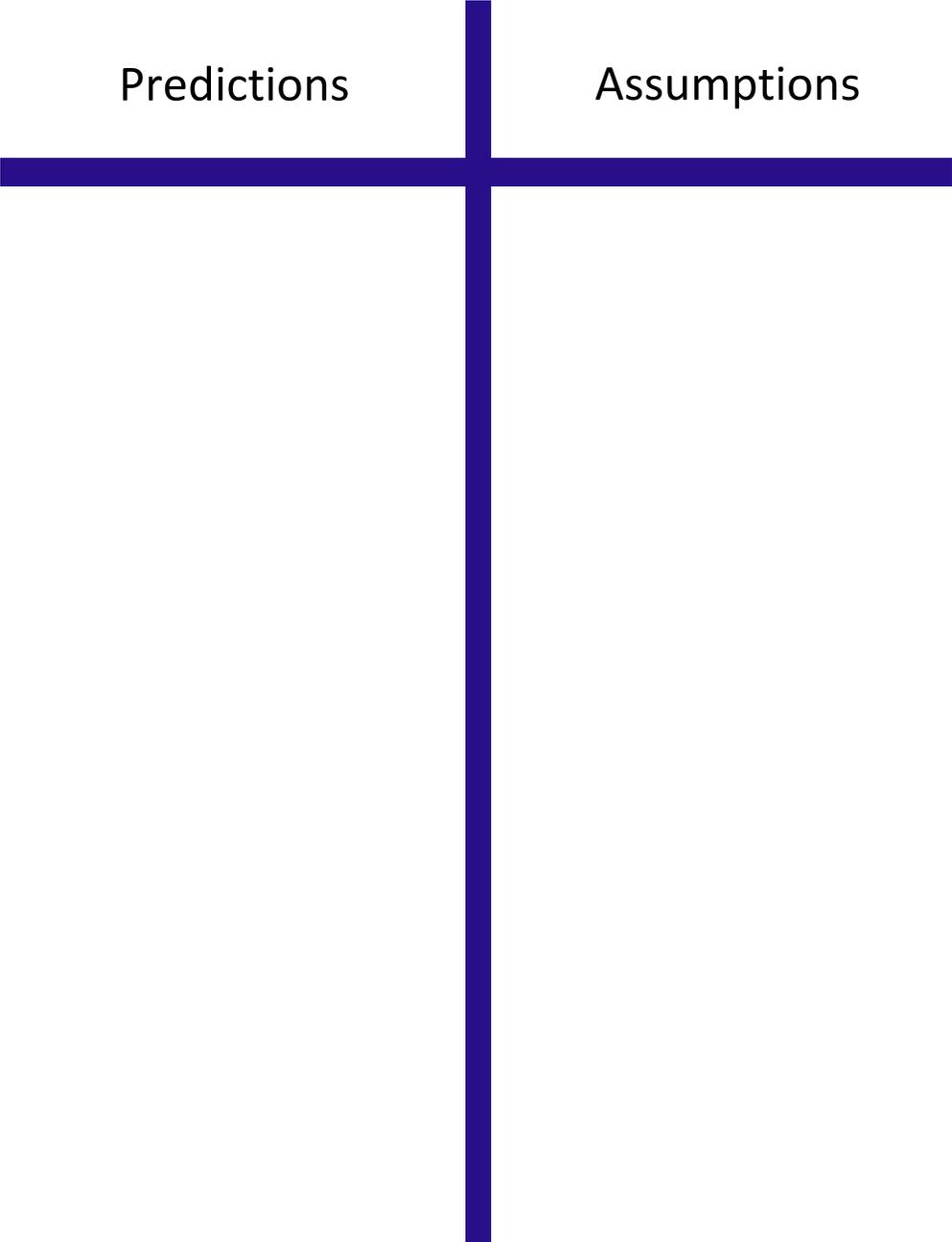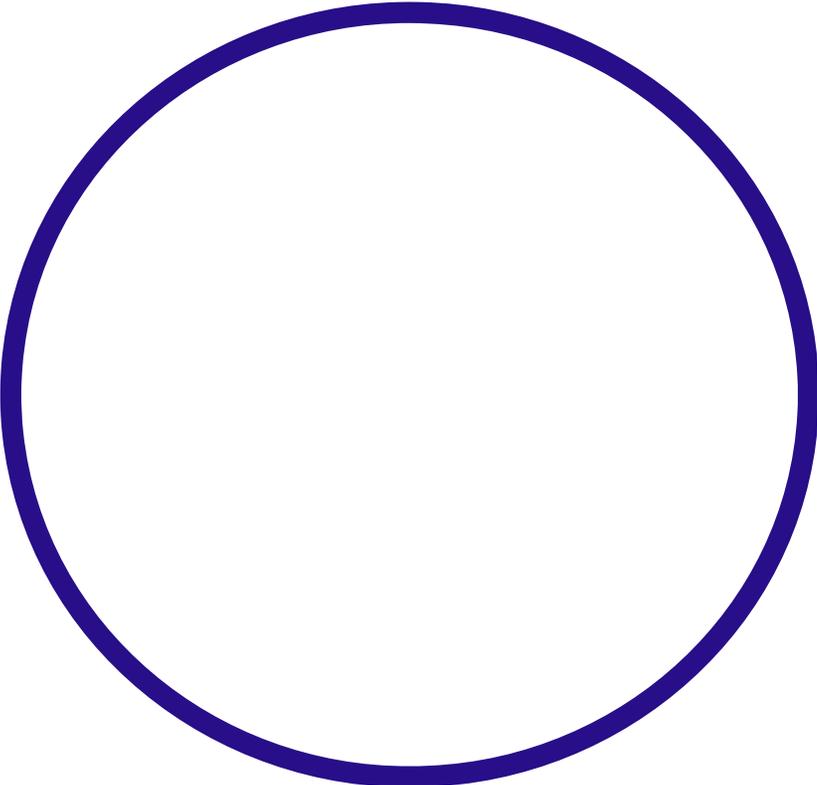
Review the previous action plan(s) to evaluate the effectiveness of the supports implemented between Winter 2015 and Spring 2015.

- Did they help you attain your goals?
    If yes, record below under Celebrations and continue with the problem solving process.
    If not, continue with the problem solving process.
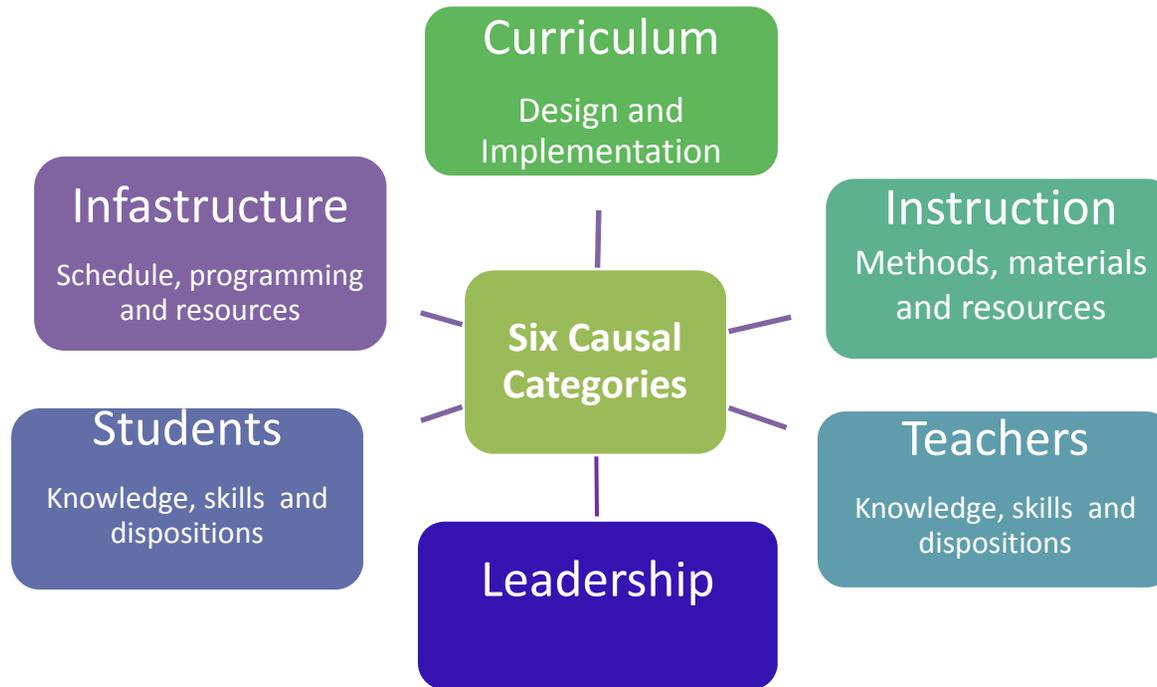
CELEBRATIONS!

1. Use the DIBELSnet School Overview Report to identify key observation statements based on the following questions

    1. What points seem to "pop out" in relationship to our core/tier 1 data?
    2. What are the patterns and/or trends?
    3. What is surprising/unexpected in tiers 2 and 3?

        ▪ Individually reflect on the questions
        ▪ Share out as a group
        ▪ Come to consensus on key observation statements

Key Observation Statements:

2. Prioritize Key Observation Statements based on their effect on student growth (reoccurring, pervasive across multiple tiers and/or measures, consumes high levels of energy, flat-line of performance). (Teams may reorder observations instead of retyping/writing)

3. Use the Theories of Causation below to identify root causes

Theories of Causation

1. Use this space to record at least three possible theories of causation related to your first key observation in the above prioritized list:
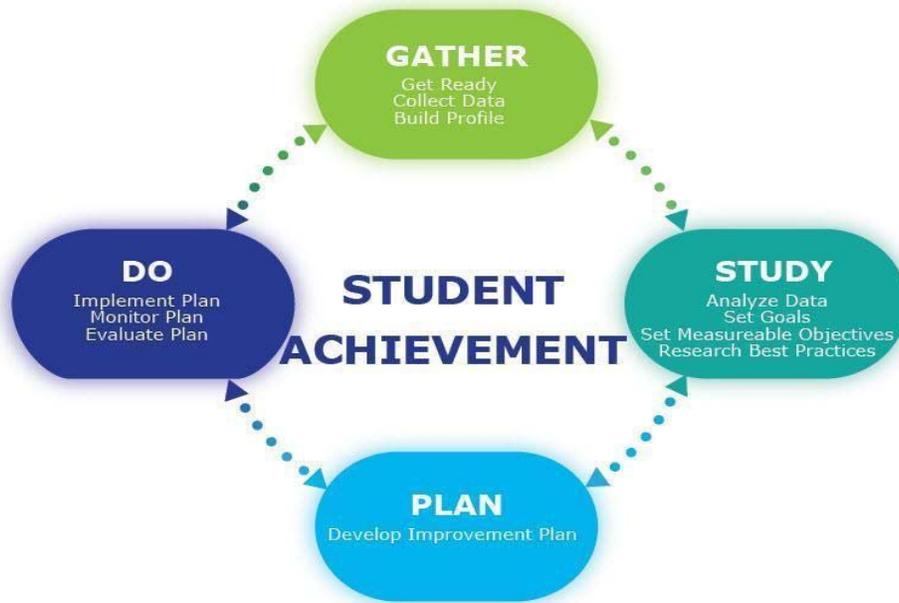
1.

2.

3.

4.

5.

2. Select one Causal Theory to test against additional data (i.e. TS GOLD, PQA, PSA) in the space below, record the sources of data that you could use to clarify or confirm this theory.

1.

2.

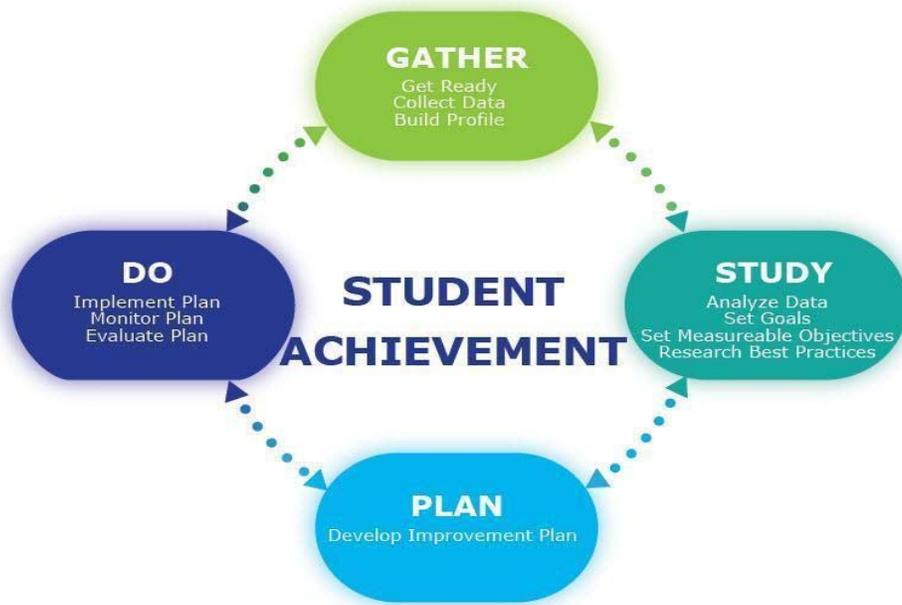Review data sets to clarify or confirm the causal theories.

PROCESS CYCLE FOR SCHOOL IMPROVEMENT

Step 1: Based on the work above accurately identify one problem and the desired outcome.	
What is the problem?	**Evidence base for identifying the problem:**
Recurring, Pervasive Across Multiple Tiers/Measures, Consumes High Levels of Energy, Flat-line of Performance	
What is the desired outcome? State as a SMART Goal (Specific, Measureable, Attainable, Realistic and Timely)	

PROCESS CYCLE FOR SCHOOL IMPROVEMENT

Step 2: Hypothesize why the problem is occurring	
Why is the problem occurring? Why are we not meeting our performance goals?	**Evidence base for identifying the problem:** (Forming and verifying the hypotheses) (Process Data, Outcome Data, and/or Behavior Data)

Brainstorm all available resources/positive factors that might facilitate achievement of desired outcome and all obstacles that might prevent achieving the desired outcomes.

Resources (+)	Obstacles (-)

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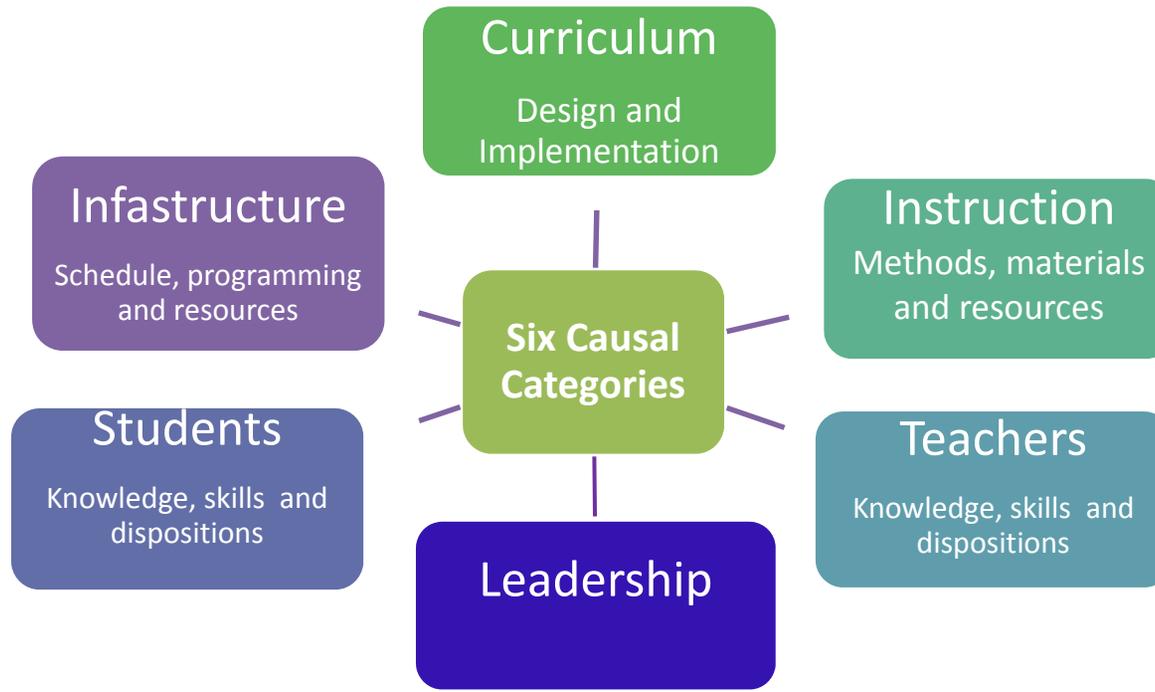| Step 3: Develop an Improvement Action Plan |
| --- |
| What are the strategies, activities, resources and supports needed to eliminate the obstacles to facilitate achievement of the desired outcomes? Record in the Action Plan in Appendix A. |

STUDY
Analyze Data
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1. Use the above Behavior Incident Reporting System (BIRS) reports (Total by Month, Total by Classroom, Total by Behavior, Total by Activity, Total by Strategy) to identify key observation statements based on the following questions

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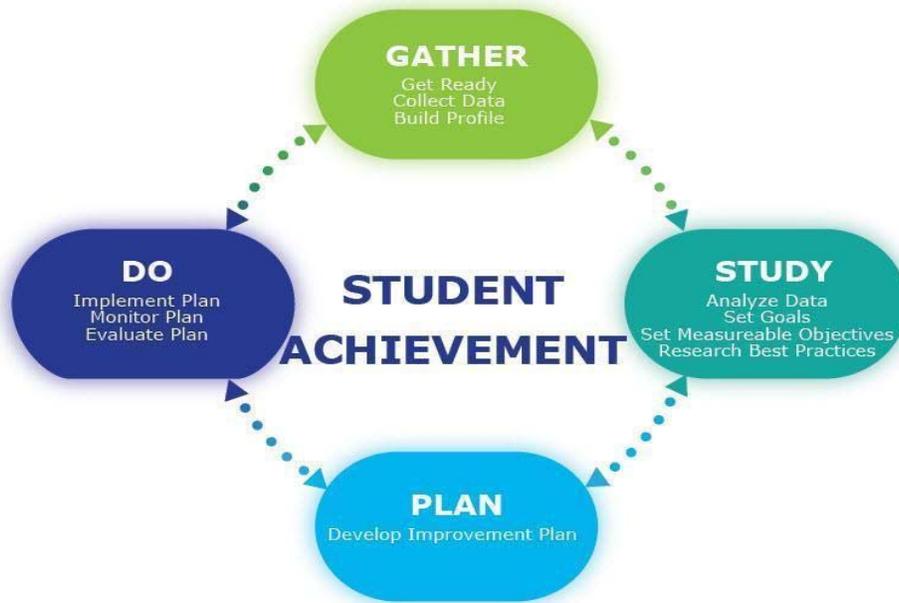
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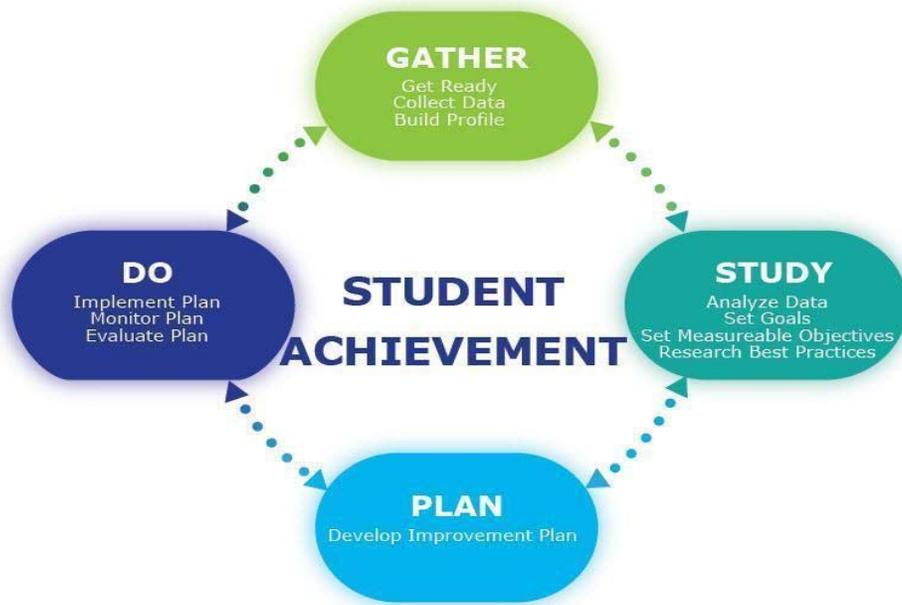Review data sets to clarify or confirm the causal theories.

PROCESS CYCLE FOR SCHOOL IMPROVEMENT

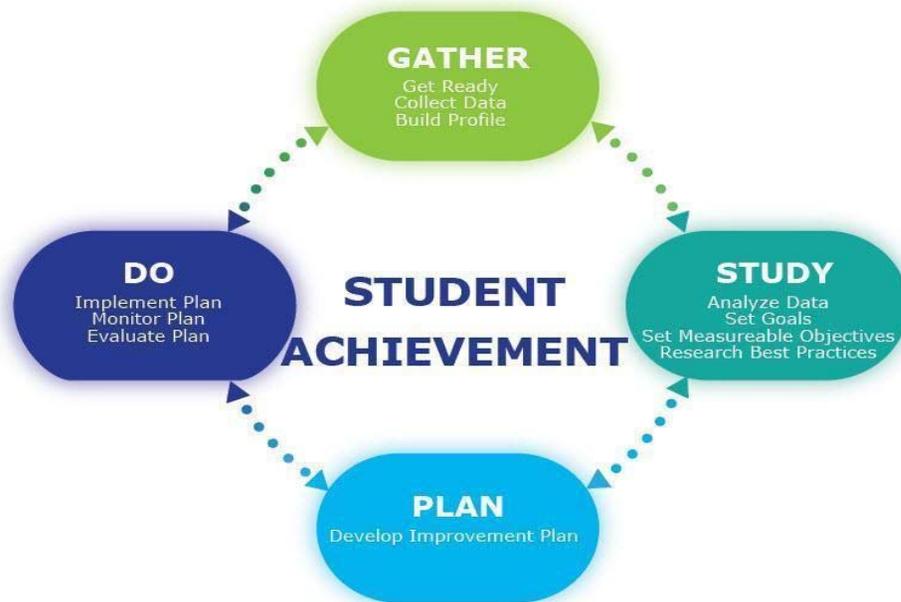| Step 1: Based on the work above accurately identify one problem and the desired outcome.	
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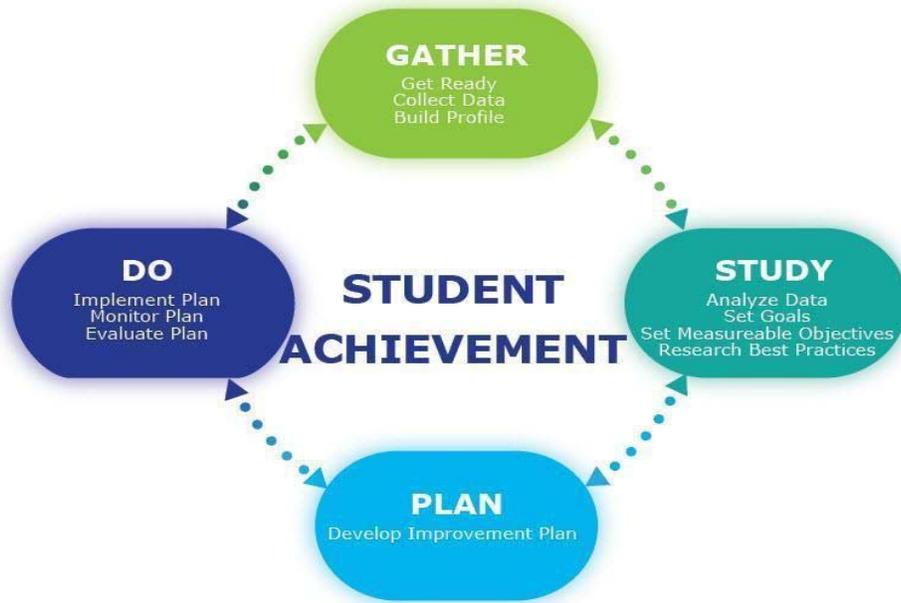Develop Improvement Plan

Step 3: Develop an Improvement Action Plan

What are the strategies, activities, resources and supports needed to eliminate the obstacles to facilitate achievement of the desired outcomes? Record in the Action Plan in Appendix A.

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STUDENT ACHIEVEMENT

Step 4: Review the previous action plan(s) to evaluate the effectiveness of the supports provided. Did they help you attain your goal?
(This progress monitoring should be occurring during your Implementation Team Meetings on an ongoing basis.)

Are the supports changing practice and student performance as related to the goal?	Evidence base for evaluating the effectiveness of the supports:

PLAN
Develop Improvement Plan

What needs to be done?	Lead Person	Who is Involved?	By when? How often?	Resources Needed	Resources Available	Plan for Monitoring (data sources, evidence of success)	Status of Progress
Action:							
Action:							
Action:							
Action:							
Action:							

PLAN
Develop Improvement Plan

Program:

What needs to be shared?	With Whom?	By When?	How?	Who will share?

Please email program data review guide to cmeryvn@inghamisd.org