

Continuous Improvement Data Review Workday

Winter 2015

Acknowledgements

The material for this training day was developed by Ingham ISD:

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Content based on the work of:

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- George Batsch, University of South Florida
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Learning Targets

Participants will be able to:

- ✓ Analyze process data and outcome data to identify academic and/or behavior areas in need of improvement
- ✓ Make connections between process and outcome data and its impact on student achievement
- ✓ Identify an academic and/or behavioral priority based upon the data analysis and use the Continuous Improvement Process to address the priority



Accessing Today's Materials

Go to the MTSS Implementers Website:

<http://mtss-implementers.wiki.inghamisd.org>

(Building Data Review page)

Materials you will need today:

- ✓ Data Review Workbook (wiki and hardcopy)
- ✓ Problem Solving Guide (wiki and hardcopy)
- ✓ Problem Solving Guide – Worked Example (wiki and hardcopy)
- ✓ Login Information for:
 - Illuminate Ed, BAA, pbisapps.org, and SWIS
- ✓ Process data:
 - PET-R/SWEPT, PET-M, BSA, BoQ, SAS

Agenda

- Welcome and Purpose
- What's New?
- Problem Solving Guide Overview
- What is not New?
- Team Time
- Lunch
- Team Time

Purpose

Implementation teams...

- will apply the problem-solving process, utilizing outcome and process data to review the status of literacy and behavior systems
- will make action plans to continue to improve **student achievement**

Who will do what?

Assign roles for each team member:

Facilitator

- Guide the discussion
- Keep the team focused
- Elicit input from all team-members

Time Keeper

- Make sure the team is moving through the process efficiently
- Ensure the tasks on the Exit Slip are completed

Data Review Guide Recorder

- Complete the Data Review Guide on your laptop for Program Level Planning
- Record any "To Dos" generated by the team on the Action Plan
- Send completed Action Plan to team members

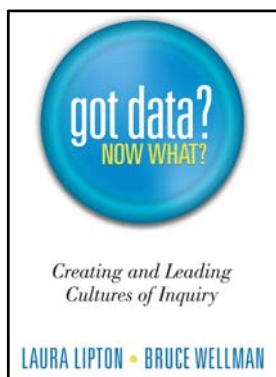
Data Manager

- Manage a laptop for pulling up reports: ex. Illuminate Ed, Ingham's Data Collection Tool, PBIS App

To Access the Guide...

1. Log into the MTSS Implementers Wiki @ www.wiki.inghamisd.org
2. Click on MTSS Implementers
3. Click on Building Data Review, the Data Toolkit and the Problem Solving Guide are under the Winter Data Review Day header
4. Worked examples are provided here as well.

What's New?



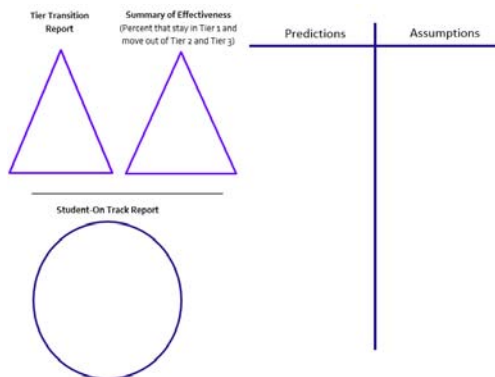
<http://mitoolkit.org/using-data>

PROCESS CYCLE FOR SCHOOL IMPROVEMENT



Activate and Engage

The purpose this process is intended to surface individual perspectives in an attempt to create a readiness for looking at the data collectively.



- Individually predict what your Tier Transition Report, Summary of Effectiveness or the On-Track Student List will look like
- Record in the Problem Solving
- Indicate your prediction and any assumptions that surface
- The facilitator will have the team each share their predictions and assumptions round robin style and capture them on chart paper

Explore and Discover

The purpose is to delve deeply into the data and surface possible scenarios and ideas based on what the data show

STUDY
 Analyze Data
 Identify Trends
 Set Measurement Objectives
 Formulate Best Practices

OUTCOME DATA

1. Use the following Illuminate Education reports: School-wide Overview (K-8) or the On-Track Student List (Grade 9) and the School-wide Status Behavior Overview (K-9 Data Toolkit), 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:

Status Overview: Ingham ISD (ISD)																			
Gender		Race/Ethnicity		Special Ed.		Socio-Econ Dis.		Eng Prof.		Student Group		Subject		Year		Administration			
Male & Female		All Reported		Special & Non		SED & Not SED		All		All Students		Mathematics		2014-15		Fall-Winter SOE			
Student Outcome Data (Tier I: 80 - Tier II: 15 - Tier III: 5)										Summary of Effectiveness (Movement within & between Tiers)						Trend (positive, flat, negative)			
Tier	OCM			NIM			OCM			NIM			OCM			NIM			
	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	W'13	W'14	W'15	
1	65%	19%	16%	61%	21%	18%	59%	23%	18%	46%	27%	23%	71%	26%		71%	66%	67%	
	178	1	1													760	510	879	
	QDM			MNM			QDM			MNM			QDM			MNM			
	12%	11%	68%	17%	14%		71%	43%	29%	64%	32%	33%				72%	68%		
2	65%	19%	16%	61%	21%	18%	59%	23%	18%	44%	18%	16%	52%	17%	28%	58%	78%	65%	
	601	181	149	576	197	175	1196	457	372							365	302	601	
	QDM			MNM			QDM			MNM			QDM			MNM			
	73%	14%	13%	64%	14%	21%	73%	29%	30%	63%	33%	23%	77%	81%	73%	987	865	1259	
3	65%	23%	12%	63%	23%	13%	67%	34%	35%	67%	38%	32%	70%	76%	65%	657	573	812	
	812	289	144	1378	511	291										629	941		
	M-CAP			M-COMP			M-CAP			M-COMP			M-CAP			M-COMP			
	59%	24%	17%	65%	26%	10%	51%	20%	18%	65%	29%	33%	59%	65%	59%	736	655	716	
	716	299	207	1351	535	208										629	941	945	

Percentage and number of students in each Tier for selected screening window

Percentage of students that remained in Tier I (ex: Fall to Winter)

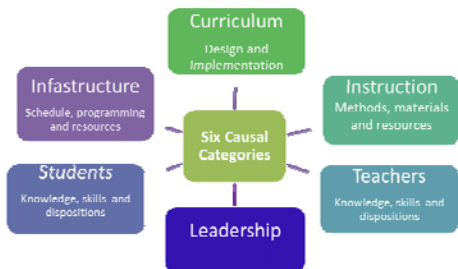
Percentage of students that move from Tier II to Tier I

Percentage of students that move from Tier III to either Tier II or Tier I

Percentage and number of students "at benchmark" or "proficient" over the previous 3 years

Organize and Integrate

The purpose of this step establishes the transition to formal problem finding and problem solving as it builds a foundation for detailed planning processes. This phase occurs in two stages: causation and action.



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.

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

STUDENT ACHIEVEMENT

Step 4: Review the previous action plan(s) to evaluate the effectiveness of the supports provided.

1. Did if the previous action items helped you attain your goal.
(This progress monitoring should be occurring during your School Based Leadership Team/Implementation Team Meetings on an ongoing basis)
2. Document the impact a strategy/program/initiative had on student achievement by beginning the IMPACT section of the MDE Program Evaluation Tool. If a positive impact on student achievement is not evident, then the school/district teams are required to review the four questions below and the sub-questions in the tool.
(This progress monitoring should be occurring during your School Based Leadership Team/Implementation Team Meetings on an ongoing basis)
 - a) What is the **readiness for implementing** the strategy/program/initiative?
 - b) Do participants have the **knowledge and skills** to implement the program?
 - c) Is there **opportunity** for implementation?
 - d) Is the program **implemented as intended**?

Data Toolkit Resources

- Process Data Snapshots
- Feeling Stuck? Guiding Questions
- Dig deep, ask questions, **trust the process**

Celebrations

- Don't forget to add celebrations to the Problem Solving Guide as they come up! We will share program celebrations before lunch.

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Team Time

- Generate Predictions and Assumptions around the data
- Review/update previous action plan.
- Use the Academic and Behavior School-wide overview Reports to identify key observations from the data
- Prioritize key observations
- Determine causal categories for observations (*test against additional data*)
- Identify a problem; complete Continuous Improvement Process and create an action plan.
- Move on to second (and third) problem, if able
- Identify building Celebrations
- Complete the **Communication Plan**

Housekeeping

- Lunch will be ready by 11:45 am. Help yourselves!
- Take care of your own needs (breaks, etc.)