Choosing Schoolwide or Targeted Action Plans with Systemic or Minor Tweak Approaches based on Data Analysis

**Approaching the Focus of Action Planning Based on Data**

There are two aspects to consider.

<table>
<thead>
<tr>
<th></th>
<th>Approach</th>
<th></th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Systemic</td>
<td>OR</td>
<td>Schoolwide</td>
</tr>
<tr>
<td>2</td>
<td>Minor Tweaks</td>
<td>OR</td>
<td>Targeted</td>
</tr>
</tbody>
</table>
**Why does it matter?**

<table>
<thead>
<tr>
<th>PREVIOUS IDAHO ACTION PLANS FOR CONTINUED FUNDING</th>
<th>CURRENT RAPID IMPROVEMENT PROCESS ACTION PLANS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Focus was generally schoolwide</td>
<td>• Focus should reflect ongoing data</td>
</tr>
<tr>
<td>• Approach was often minor tweaks</td>
<td>• Approach should reflect ongoing data</td>
</tr>
<tr>
<td>• Were generally revised once per year</td>
<td>• Should be revised often</td>
</tr>
</tbody>
</table>

*With the change in calibration and the emphasis on Rapid Improvement Process Action Plans, we want to support everyone as a new school year approaches so there is greater clarity and connection between Data Summaries and Action Planning.*

**How do you decide?**

- Choosing a Type of Plan From the Data
  1. Begin with a Data Summary
  2. Determine Types of Needs (for Approach & Focus)
  3. Prioritize Needs (for Approach & Focus)

**Deciding How to Plan From the Data**

*Begin with a Data Summary*
Begin With a Data Summary

Deciding How to Plan From the Data
Determine types of needs

Identify Needs
Groups for Which an Action Plan is Needed
(place a check to indicate plan is needed)

<table>
<thead>
<tr>
<th>Grade</th>
<th>High Risk Students</th>
<th>Some Risk Students</th>
<th>At Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Determine the Needs**

- The Data Summaries in your packet reflect various problem areas that could use problem-solving.
- Take a colored pen and work with your neighbors to place a check mark on subgroups that are not making adequate growth or maintaining adequately.
  - 70% growth for risk categories
  - 90% maintenance for benchmark

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**Partial Example**

**Summary of School Data**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Adequate Progress</th>
<th>Progress Monitoring</th>
<th>RF Outcome</th>
<th>Data – Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Determine the Needs**

- Step 1: Identify problem areas.
- Step 2: Look for patterns.
  - A) Are results far from goals?
    - Look for systemic schoolwide problems first.
    - Look for systemic targeted problems second.
  - B) Are results close to goals?
    - Look for minor schoolwide problems first.
    - Look for minor targeted problems second.
Look for Systemic – Schoolwide

Is a specific risk category not being reached at every or most grade levels?

Look for Systemic – Schoolwide

Are results low in all or most of the risk categories?

Look for Systemic – Targeted

Is a specific grade level struggling in every or most of the categories?
Look for Systemic – Targeted

Is the trouble in a specific risk category in one or two grade levels?

If you see results far from the goal...

- Vertically = schoolwide
- Horizontally = targeted grade
- Or a specific group or two = targeted subgroup

- Think systemically!
- There's something at the macro-level that needs to be addressed. Bigger changes are in order.

Look for Minor – Schoolwide or Targeted
If you see results close to the goal...

- Vertically = schoolwide
- Horizontally = targeted grade
- Or a specific group or two = targeted subgroup

Think minor tweaks!
- The data is close, keep doing the majority of what you’re doing (i.e. don’t throw the baby out with the bath water). Small change is in order.

The Point

- If the root of your problems is at the systemic level, no number of minor changes will solve it.

- In other words, match the magnitude of the solution to the magnitude of the problem indicated in the data.

Discussion

- At your tables, discuss the Data Summaries that are provided.

- Discuss what types of needs they have for:
  1. Approach
  2. Focus
Identify Needs

Groups for Which an Action Plan is Needed
(Place a check to indicate plan is needed)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>High Risk Students</th>
<th>Some Risk Students</th>
<th>At Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Take a moment to evaluate your own Data Summary and mark the groups for which a plan is needed.
2. Discuss with a neighbor if the plan(s) need to be systemic or minor tweaks.

Deciding How to Plan From the Data
Prioritize needs / what to solve first

Prioritize Plans in Sequences that Will Make the Most Beneficial Differences Fastest

<table>
<thead>
<tr>
<th>Action Plan Number</th>
<th>Grade and Group/Grade Level Students</th>
<th>Date Action Plan to be Created</th>
<th>Date Action Plan to be Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>First Grade/Grade Level Students</td>
<td>6/15/08</td>
<td>8/20/08</td>
</tr>
<tr>
<td>2</td>
<td>Second and Third Grade/High Risk Students</td>
<td>6/16/08</td>
<td>8/20/08</td>
</tr>
<tr>
<td>3</td>
<td>Kindergarten/Some Risk Students</td>
<td>7/02/08</td>
<td>8/20/08</td>
</tr>
</tbody>
</table>
### How to Prioritize

- **Priority 1:** Systemic Problems/Solutions
  - First: Systemic Schoolwide and Early Intervention
  - Second: Systemic Targeted Groups

- **Priority 2:** Minor Tweak Problems/Solutions
  - Third: Minor Schoolwide and Early Intervention
  - Fourth: Minor Targeted Groups

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### In Review …

- Choosing a Type of Plan From the Data
  1. Begin with a Data Summary
  2. Determine Types of Needs (for Approach & Focus)
  3. Prioritize Needs (for Approach & Focus)

- What remains that must be done ...
  - Conduct further problem analysis that is specific to the priority at hand (use the Practices Checklists)
  - Create a plan that addresses the focus and the approach.