

Continuous Improvement: Guidance for Analyzing & Discussing Tiered System of Supports Data

PURPOSE

The purpose of this tool is to provide some guidance on how to document, analyze and discuss your Tiered System of Supports data and complete the *Continuous Improvement: Tiered System of Supports Refinement Planner*.

DIRECTIONS:

Use this document to guide you through engaging your team in analysis and discussion of your Tiered System of Supports data during cycles of continuous improvement.

Overview

An important part of designing or refining a whole-child aligned Tiered System of Supports includes the collection and analysis of data to ensure equitable learning experiences for all students. Schools must engage in ongoing analysis of the functioning of their Tiered System of Supports to assist them in providing effective and high-leverage schoolwide universal and personalized supports to all students.

Getting Started

- In order to engage in a cycle of continuous improvement, it will be necessary to review your Tiered System of Supports data (student referral form, student support plan, and implementation and progress monitoring plans).
- Here is a [sample tracker](#) that can be modified for your school's use.
 - **Please note: The data tracker should be completed before starting this process.**
- Make sure your Tiered System of Supports team has access to the data tracker **and** a copy of the *Continuous Improvement: Data Analysis and Discussion Protocol*.
 - Suggested teams to engage in this process: Tiered System of Supports Lead and team (Tier 3), Tier 2 meeting facilitators and team(s), School Leadership team
- Determine whether you want to have this team engage in the data analysis protocol prior to or during the meeting and communicate that to the team. It is **strongly encouraged** to do the data analysis protocol as pre-work so the entire meeting can be utilized to engage in the discussion protocol and complete the refinement planner.

Engaging in the Data Analysis and Discussion Protocol

- Each team member reviews and takes notes on the data analysis protocol independently (as pre-work or at the start of the meeting); if you analyze the data as part of the meeting, the protocol may span over two meetings, depending on the length of your meetings.
- Introduce the protocol: Explain the purpose, review group norms, and determine roles (unless preestablished by the team).
- Engage in the protocol (see p. 4 for guidance).

Plan for Action

- As a group, complete the *Continuous Improvement: Tiered System of Supports Refinement Planner*.

Continuous Improvement: Data Analysis and Discussion Protocol

PURPOSE

Use this protocol to analyze and discuss your school's Tiered System of Supports data in service of making refinements through cycles of continuous improvement.

DIRECTIONS:

Consider the questions below in preparation for a refinement planning discussion using your Tiered Systems of Support data. As a team, use the continuous improvement **discussion protocol process** found on p. 4 during the meeting and then complete the *Continuous Improvement: Tiered System of Supports Refinement Planner* found on p. 5.

Continuous Improvement Data Analysis Questions

What Is the Data Saying?	
Facts and observations	
<p>Review the data, looking at the facts only, using some or all of the prompts below. Record your observations in the space below.</p> <ul style="list-style-type: none"> • <i>What strengths have you identified in the data?</i> • <i>What does the data say about who is referring, who is getting referred, and what our usual response is?</i> • <i>When a student is referred, how long does it take for the student to receive support?</i> • <i>Which students have Student Support Plans? What levels of support are students receiving (Tier 2 or Tier 3)?</i> • <i>What goals have been selected for students? What strategies have been selected for implementation?</i> • <i>In what ways is our team building educator capacity?</i> • <i>Is there anything else the data is saying?</i> 	
Notes	
What Is the Context?	
Interpretation of the data	
<p>After you have reviewed the data and captured your observations of the data, use some or all of the questions below to interpret the data to start to make some connections and suggestions for next steps as a result of the data.</p> <ul style="list-style-type: none"> • <i>Are there trends in the data? What interpretations are you making? Why?</i> • <i>Does the number of students referred match up with what you expected? Why or why not?</i> • <i>Do the goals selected have any implication for changes to universal, Tier 1 practices?</i> • <i>What do our students seem to need most?</i> • <i>Are there students we are of who would benefit from additional support but have not yet been referred?</i> • <i>Do our support strategies reflect that engaging with families and other external stakeholders is a priority or emphasize its value?</i> • <i>Are our meetings designed in a way that leverages multiple voices? (Who gets invited? What is their role? etc.)</i> 	

- *Do we provide different avenues for caregivers, outside stakeholders or team members to provide input (phone, email, remote meetings)?*
- *Do relevant school staff have access to student data as it relates to our Tiered System of Supports?*
- *Do we have processes in place to mitigate potentially racist personal opinions and biases?*
- *What other interpretations can be made about the data?*

Notes

What Should Be Next?

Preparing your plan of action

In preparation for the continuous improvement discussion, prepare some ideas for next steps in refining your Tiered System of Supports using some or all of the prompts below. Be prepared to share your responses.

- *What might we continue doing? Why?*
- *What potential Tier 1 universal changes with regard to relationships, environments, skill and mindsets, and shared leadership and ownership might we consider? Why?*
- *What changes are there, if any, in adult mindset and practice in staff as a result their involvement in our Tiered System of Supports?*
- *What professional learning might be needed for staff?*
- *What other venues do we have for staff to collaborate with peers about students outside of Tier 2/Tier 3 meetings?*
- *Are there ways to make participation in our Tier 2/Tier 3 meetings more equitable?*
- *What else must be considered?*

Notes

Continuous Improvement Discussion Protocol Process

Introduction: (5 minutes)

- Explain the purpose of the protocol.
- Review group norms and record attendance.
- Determine roles: facilitator, note taker, timekeeper (if not using preestablished roles)
- Data materials needed: student referral forms, student support plans, implementation and progress monitoring plans, data tracker, completed *Data Analysis Protocol* (above)

Engage: (60-90 minutes, depending on assigning pre-work or doing entire protocol during the meeting)

Part 1: Review the data using the data analysis protocol above (as pre-work* or during the meeting**) (30 minutes)

- *The remainder of the protocol and planning for refinement will take approximately **60 minutes**.
- **You will need approximately **90 minutes** if team members complete the data analysis protocol as part of the meeting.
- **Group discussion: (15 minutes)**
 - Each person shares one observation about the Tiered Supports data.
 - Other team members should share if they have a similar observation. The note taker determines a symbol for indicating repeated noticings and adds elaborations, as needed.
 - Continue until all initial observations have been recorded.
 - Repeat, if time allows.

Part 2: Share interpretations (25 minutes)

- **Share around:**
 - Each person shares one trend they identified in the Tiered Supports data.
 - Raise a hand if you had a similar observation. The note taker adds checks for repeats and adds elaborations, as needed.
 - Continue until all trends have been recorded.
 - Repeat, if time allows.
- **Suggested sentence stems:**
 - "This trend makes sense because ..."
 - "This makes me think/wonder/ask myself ..."
 - "I was surprised to see _____ because ..."
 - "I think it could be impactful if we ..."

Plan for Refinement: (20 minutes)

Ask the group to brainstorm together about the refinements your team wants to make to your Tiered System of Supports. The note taker will complete the *Continuous Improvement: Tiered System of Supports Refinement Planner* found on p. 5.

Continuous Improvement: Tiered System of Supports Refinement Planner

PURPOSE

The purpose of this document is to provide space for school Tiered System of Supports teams to document the refinements they want to make after they engage in data analysis and discussion in a continuous improvement cycle.

DIRECTIONS:

Use this planner to map out the refinement(s) you will make to your Tiered System of Supports after you have engaged in the *Continuous Improvement: Data Analysis and Discussion Protocol*. Be sure to document the initial date of completion, the date you plan to review the refinements and data, and which school team participated.

Completion Date:	Review Date:	Completed By:
------------------	--------------	---------------

What might you continue? Why?

What will be changed? Why?

What steps will be taken to make those changes? Who is responsible?

By when will the changes be put into place?

We will know change happened as evidenced by the following: