

00:00:00,360 --> 00:00:04,750
- Hi I'm Jasmine Vance
with the El Dorado SELPAs.

2
00:00:04,750 --> 00:00:06,530
Welcome to our web module series

3
00:00:06,530 --> 00:00:09,980
on Improving Performance of
Students with Disabilities

4
00:00:09,980 --> 00:00:14,440
Section Three Improvement
Process: Prepare.

5
00:00:14,440 --> 00:00:16,630
This web module will review the first

6
00:00:16,630 --> 00:00:19,870
of four phases of the improvement process.

7
00:00:19,870 --> 00:00:23,840
The four phases of the
improvement process are prepare,

8
00:00:23,840 --> 00:00:27,240
launch, reflect, and adjust.

9
00:00:27,240 --> 00:00:30,090
Launch, reflect, and
adjust will be reviewed

10
00:00:30,090 --> 00:00:33,980
in web module four, the last
of our web module series.

11
00:00:33,980 --> 00:00:35,720
I have tons of information to share

12
00:00:35,720 --> 00:00:38,260
with you, so let's dive in.

13
00:00:38,260 --> 00:00:40,310
The Improving Performance of Students

14

00:00:40,310 --> 00:00:43,060
With Disabilities handbook was created

15

00:00:43,060 --> 00:00:47,550
in partnership by the El Dorado
County Office of Education

16

00:00:47,550 --> 00:00:50,610
and Sacramento County Office of Education

17

00:00:50,610 --> 00:00:54,690
for publication by the
California County Superintendents

18

00:00:54,690 --> 00:00:59,690
Educational Services
Association known as CCSESA.

19

00:00:59,830 --> 00:01:03,110
The handbook provides
resources and guidance

20

00:01:03,110 --> 00:01:06,550
for leadership teams
supporting charter school staff

21

00:01:06,550 --> 00:01:09,700
to understand the
California School Dashboard

22

00:01:09,700 --> 00:01:12,810
and use the data
presented on the Dashboard

23

00:01:12,810 --> 00:01:16,550
to make adjustments to programs
and services for students

24

00:01:16,550 --> 00:01:20,530
with disabilities within
an improvement process.

25

00:01:20,530 --> 00:01:22,510
Improving Performance of Students

26

00:01:22,510 --> 00:01:24,470
With Disabilities handbook

27

00:01:24,470 --> 00:01:27,000
is divided into four sections.

28

00:01:27,000 --> 00:01:31,610
Section One: California's
Accountability System.

29

00:01:31,610 --> 00:01:35,760
Section Two: Support for
Students With Disabilities.

30

00:01:35,760 --> 00:01:38,500
Section Three: Improvement.

31

00:01:38,500 --> 00:01:41,620
And Section Four: Toolkit.

32

00:01:41,620 --> 00:01:44,890
A downloadable copy of
the handbook is attached

33

00:01:44,890 --> 00:01:47,053
to this module for reference.

34

00:01:47,900 --> 00:01:50,750
The guidance in the Improving
Performance of Students

35

00:01:50,750 --> 00:01:53,390
with Disabilities handbook was based

36

00:01:53,390 --> 00:01:56,100
on six guiding principles taken

37

00:01:56,100 --> 00:01:59,430
from known effective
program elements necessary

38

00:01:59,430 --> 00:02:01,670
for students with disabilities

39

00:02:01,670 --> 00:02:05,940
and a recent 2015
statewide task force report

40

00:02:05,940 --> 00:02:09,870
on special education entitled One System:

41

00:02:09,870 --> 00:02:13,830
Reforming Education to Serve All Students

42

00:02:13,830 --> 00:02:15,930
The task force report can be found

43

00:02:15,930 --> 00:02:19,630
on the San Mateo County
Office of Education website

44

00:02:19,630 --> 00:02:21,370
at www.smcoe.org.

45

00:02:26,630 --> 00:02:30,760
The six guiding principles
are general education

46

00:02:30,760 --> 00:02:33,350
and special education work together

47

00:02:33,350 --> 00:02:37,120
seamlessly as one coherent system.

48

00:02:37,120 --> 00:02:41,150
Number two, educational
programs are organized

49

00:02:41,150 --> 00:02:44,720
within the context of a
Multi-Tiered System of Supports

50

00:02:44,720 --> 00:02:48,310
or MTSS framework to ensure academic

51

00:02:48,310 --> 00:02:52,820
and behavioral supports are

provided for all students.

52

00:02:52,820 --> 00:02:56,270
Number three, instructional
programs incorporate

53

00:02:56,270 --> 00:02:59,250
high quality, standards aligned,

54

00:02:59,250 --> 00:03:02,530
evidence-based practices
and use of principles

55

00:03:02,530 --> 00:03:06,130
of Universal Design for Learning or UDL.

56

00:03:06,130 --> 00:03:09,560
Number four, data systems are integrated

57

00:03:09,560 --> 00:03:11,950
to combine relevant information

58

00:03:11,950 --> 00:03:16,310
from state and local
assessments including formative

59

00:03:16,310 --> 00:03:19,990
and summative data,
universal screening measures,

60

00:03:19,990 --> 00:03:24,450
and anecdotal observations
from parents and teachers.

61

00:03:24,450 --> 00:03:28,630
Number five, site teams monitor progress,

62

00:03:28,630 --> 00:03:32,850
identify interventions, and
adapt instructional practices

63

00:03:32,850 --> 00:03:35,720
and behavior supports to promote success

64

00:03:35,720 --> 00:03:40,490
for all students using
evidence-based systems of inquiry.

65
00:03:40,490 --> 00:03:43,420
Number six, programs are culturally

66
00:03:43,420 --> 00:03:46,230
and linguistically responsive.

67
00:03:46,230 --> 00:03:49,500
The ideas from these
principles form the foundation

68
00:03:49,500 --> 00:03:52,410
of the handbook which
will be further explored

69
00:03:52,410 --> 00:03:55,070
through this web module series.

70
00:03:55,070 --> 00:03:58,070
Four separate web models have been created

71
00:03:58,070 --> 00:04:02,360
to assist charter schools in
gaining a deeper understanding

72
00:04:02,360 --> 00:04:05,300
of the contents within
the Improving Performance

73
00:04:05,300 --> 00:04:08,200
of Students with Disabilities handbook.

74
00:04:08,200 --> 00:04:11,870
The four web modules are Module One:

75
00:04:11,870 --> 00:04:15,030
California's Accountability System,

76
00:04:15,030 --> 00:04:19,340
Module Two: Support for
Students with Disabilities,

77
00:04:19,340 --> 00:04:24,340
Module Three: Improvement
Process Part 1: Prepare

78
00:04:24,340 --> 00:04:28,330
and Module Four:
Improvement Process Part 2:

79
00:04:28,330 --> 00:04:31,720
Launch, Reflect, and Adjust.

80
00:04:31,720 --> 00:04:35,560
This web module will address
the first of four phases

81
00:04:35,560 --> 00:04:38,260
in the Improvement Process: Prepare.

82
00:04:38,260 --> 00:04:41,860
Launch, Reflect, and
Adjust will be reviewed

83
00:04:41,860 --> 00:04:46,640
in web Module Four, the last
of our web module series.

84
00:04:46,640 --> 00:04:50,170
The following topics will
be reviewed in this module:

85
00:04:50,170 --> 00:04:53,520
features of planning and
improvement processes,

86
00:04:53,520 --> 00:04:58,230
types of Local Education
Agency and school-level plans,

87
00:04:58,230 --> 00:05:00,720
guidance for improvement teams,

88
00:05:00,720 --> 00:05:04,910
use of data with analysis,
planning, and improvement,

89
00:05:04,910 --> 00:05:08,270
overview of developing
a problem statement,

90
00:05:08,270 --> 00:05:11,420
tools for completing
a root cause analysis,

91
00:05:11,420 --> 00:05:13,170
and questions for identifying

92
00:05:13,170 --> 00:05:16,160
evidence-based programs and practices.

93
00:05:16,160 --> 00:05:19,100
Involvement in the
improvement process cycle

94
00:05:19,100 --> 00:05:22,630
allows charter schools to
develop a coherent system

95
00:05:22,630 --> 00:05:26,500
for implementation,
improvement, and reflection.

96
00:05:26,500 --> 00:05:29,770
Regarding improvement as
a cycle ensures schools

97
00:05:29,770 --> 00:05:33,300
and LEAs build and
sustain coherent systems

98
00:05:33,300 --> 00:05:37,260
that provide ongoing
review and assessment,

99
00:05:37,260 --> 00:05:40,720
focus on plans to improve
overall performance,

100
00:05:40,720 --> 00:05:43,600
promote equity for all student groups,

101
00:05:43,600 --> 00:05:45,420
implement actions and services

102
00:05:45,420 --> 00:05:47,930
that address targeted areas of need,

103
00:05:47,930 --> 00:05:51,833
and evaluate improvement
efforts to inform next steps.

104
00:05:53,020 --> 00:05:56,930
In general, the planning
process incorporates input

105
00:05:56,930 --> 00:06:00,000
from stakeholders, measurable goals,

106
00:06:00,000 --> 00:06:03,740
improvement timelines, identified leads,

107
00:06:03,740 --> 00:06:07,570
allocation of fiscal resources,
and selection of tools

108
00:06:07,570 --> 00:06:11,090
to monitor improvement
in student performance.

109
00:06:11,090 --> 00:06:14,260
Questions to ask your team
can include the following:

110
00:06:14,260 --> 00:06:17,010
when considering input from stakeholders,

111
00:06:17,010 --> 00:06:19,400
what methods would you use?

112
00:06:19,400 --> 00:06:23,210
Methods may include focus groups, teams,

113
00:06:23,210 --> 00:06:26,930
already structured stakeholder
groups, or surveys.

114

00:06:26,930 --> 00:06:29,140
When writing measurable goals,

115

00:06:29,140 --> 00:06:31,900
the goal should be clear and specific

116

00:06:31,900 --> 00:06:34,120
otherwise you won't be able to focus

117

00:06:34,120 --> 00:06:37,990
your efforts or feel truly
motivated to achieve it.

118

00:06:37,990 --> 00:06:42,990
When drafting your goal try to
answer the five W questions.

119

00:06:43,120 --> 00:06:45,150
What do I want to accomplish?

120

00:06:45,150 --> 00:06:47,300
Why is this goal important?

121

00:06:47,300 --> 00:06:48,970
Who's involved?

122

00:06:48,970 --> 00:06:50,770
Where is it located?

123

00:06:50,770 --> 00:06:54,240
Which resources or limits are involved?

124

00:06:54,240 --> 00:06:56,720
When considering improvement timelines,

125

00:06:56,720 --> 00:06:59,660
consider whether the
timeline is realistic.

126

00:06:59,660 --> 00:07:01,250
Do you have checkpoints?

127

00:07:01,250 --> 00:07:03,620
Who's monitoring the timeline?

128
00:07:03,620 --> 00:07:05,320
When identifying leads,

129
00:07:05,320 --> 00:07:08,340
consider whether all
groups are represented?

130
00:07:08,340 --> 00:07:11,830
Do the leads understand their
roles and responsibilities?

131
00:07:11,830 --> 00:07:15,460
Do you have the time built in
for the leads to collaborate?

132
00:07:15,460 --> 00:07:17,535
There are a number of factors to consider

133
00:07:17,535 --> 00:07:22,450
when allocating resources
including knowing your scope.

134
00:07:22,450 --> 00:07:25,790
Before you can allocate
resources or manage them,

135
00:07:25,790 --> 00:07:28,350
you have to determine
the scope of the plan.

136
00:07:28,350 --> 00:07:30,440
Is it a big or small project?

137
00:07:30,440 --> 00:07:32,358
Long or short?

138
00:07:32,358 --> 00:07:34,400
Before you can allocate resources,

139
00:07:34,400 --> 00:07:36,640
you have to ensure that you have them

140

00:07:36,640 --> 00:07:40,900
therefore it's also essential
to identify resources.

141

00:07:40,900 --> 00:07:42,780
Make a list and make sure it fits

142

00:07:42,780 --> 00:07:45,900
within the budget allotted for the plan.

143

00:07:45,900 --> 00:07:47,760
Don't procrastinate.

144

00:07:47,760 --> 00:07:50,620
In the planning process,
teams are encouraged

145

00:07:50,620 --> 00:07:53,930
to take the time to
consider where and when

146

00:07:53,930 --> 00:07:58,240
you might have a blocked team
member or task dependencies.

147

00:07:58,240 --> 00:08:00,070
Think holistically.

148

00:08:00,070 --> 00:08:03,550
Focusing too narrowly
on the process may lead

149

00:08:03,550 --> 00:08:05,993
to neglecting what is actually unfolding.

150

00:08:07,500 --> 00:08:08,870
Track time.

151

00:08:08,870 --> 00:08:10,920
Keep a close eye on the time,

152

00:08:10,920 --> 00:08:14,580
how your team is working, and
if they're being efficient.

153

00:08:14,580 --> 00:08:17,800

Don't over-allocate and be realistic.

154

00:08:17,800 --> 00:08:19,790

While it's good practice to be prepared

155

00:08:19,790 --> 00:08:22,560

for issues that might
arise in your project,

156

00:08:22,560 --> 00:08:26,260

avoid adding too many people
or days to your schedule.

157

00:08:26,260 --> 00:08:27,840

Have a routine.

158

00:08:27,840 --> 00:08:30,920

Set up regular check-ins,
say a specific day

159

00:08:30,920 --> 00:08:34,370

and time every week, to
go through your resources,

160

00:08:34,370 --> 00:08:37,140

check your tools, and make
sure no one is overtasked

161

00:08:37,140 --> 00:08:40,030

for the day's work ahead.

162

00:08:40,030 --> 00:08:43,590

During the prepare phase,
consideration of some

163

00:08:43,590 --> 00:08:47,810

or all of these questions will
guide the improvement process

164

00:08:47,810 --> 00:08:51,170

and ensure that preparation
is comprehensive.

165

00:08:51,170 --> 00:08:54,240

Did all of the appropriate
stakeholders provide input

166

00:08:54,240 --> 00:08:56,340

and feedback on the plan?

167

00:08:56,340 --> 00:08:59,040

Are the goals aligned to the data?

168

00:08:59,040 --> 00:09:03,060

What is the intended result
of the actions to be taken?

169

00:09:03,060 --> 00:09:04,853

Are timelines reasonable?

170

00:09:05,980 --> 00:09:09,070

Will individuals assigned to tasks be able

171

00:09:09,070 --> 00:09:11,250

to implement the actions?

172

00:09:11,250 --> 00:09:13,970

Do they have the necessary
level of authority,

173

00:09:13,970 --> 00:09:16,800

knowledge, and skills for the task?

174

00:09:16,800 --> 00:09:18,970

Are sufficient resources allocated

175

00:09:18,970 --> 00:09:22,210

to support the full
implementation of the plan?

176

00:09:22,210 --> 00:09:24,240

How will the plan be monitored

177

00:09:24,240 --> 00:09:27,110

for improvement and effectiveness?

178

00:09:27,110 --> 00:09:29,010
Each of the questions tie back

179
00:09:29,010 --> 00:09:31,900
to the key elements of the planning stage,

180
00:09:31,900 --> 00:09:35,460
input from stakeholders, measurable goals,

181
00:09:35,460 --> 00:09:39,180
improvements timelines, identified leads,

182
00:09:39,180 --> 00:09:42,480
allocation of resources,
and selection of tools

183
00:09:42,480 --> 00:09:45,533
to monitor improvement
in student performance.

184
00:09:48,770 --> 00:09:50,930
An array of improvement plans exist

185
00:09:50,930 --> 00:09:54,380
to support improved outcomes for students.

186
00:09:54,380 --> 00:09:57,390
These plan all involved some components

187
00:09:57,390 --> 00:10:01,650
of improvement planning including
input from stakeholders,

188
00:10:01,650 --> 00:10:05,050
development of goals,
implementation timelines,

189
00:10:05,050 --> 00:10:07,870
and allocation of resources.

190
00:10:07,870 --> 00:10:12,670
In web Module 2 of this
series, the LCAP was discussed.

191

00:10:12,670 --> 00:10:15,290
The Local Control Accountability Plan

192
00:10:15,290 --> 00:10:19,740
or LCAP is a three year plan
that describes the goals,

193
00:10:19,740 --> 00:10:23,110
actions, services, and expenditures

194
00:10:23,110 --> 00:10:25,830
to support positive student outcomes

195
00:10:25,830 --> 00:10:29,100
that address state and local priorities.

196
00:10:29,100 --> 00:10:31,810
The LCAP provides an opportunity

197
00:10:31,810 --> 00:10:34,620
for local educational agencies or LEAs

198
00:10:35,770 --> 00:10:38,310
to share their stories of how,

199
00:10:38,310 --> 00:10:42,270
what, and why programs
and services are selected

200
00:10:42,270 --> 00:10:43,983
to meet their local needs.

201
00:10:44,870 --> 00:10:46,950
There are five components.

202
00:10:46,950 --> 00:10:51,740
The Story, LCAP Highlights,
Review Performance,

203
00:10:51,740 --> 00:10:55,860
Increased or Improves
Services, and a Budget Summary.

204
00:10:55,860 --> 00:10:58,500

Single plan for student achievement

205

00:10:58,500 --> 00:11:02,100
or SPSA is a school level blueprint

206

00:11:02,100 --> 00:11:06,300
to improve the academic
performance of all students.

207

00:11:06,300 --> 00:11:09,440
SPSA specifics are also included

208

00:11:09,440 --> 00:11:13,160
in the federal program monitoring process.

209

00:11:13,160 --> 00:11:16,005
A well developed SPSA is aligned

210

00:11:16,005 --> 00:11:20,090
with the LEA's LCAP goals and priorities.

211

00:11:20,090 --> 00:11:21,980
Performance Indicator Review

212

00:11:21,980 --> 00:11:26,060
or PIR is a plan aimed at
improving the performance

213

00:11:26,060 --> 00:11:28,110
of students with disabilities

214

00:11:28,110 --> 00:11:31,130
as it relates to the state indicators.

215

00:11:31,130 --> 00:11:36,130
PIR is one of four CDE Quality
Assurance Process activities.

216

00:11:37,830 --> 00:11:40,810
All three plans have a direct impact

217

00:11:40,810 --> 00:11:43,320
on improving the performance and outcomes

218

00:11:43,320 --> 00:11:45,740
of students with disabilities.

219

00:11:45,740 --> 00:11:49,040
Additionally, schools must provide a Free

220

00:11:49,040 --> 00:11:52,150
Appropriate Public Education or FAPE

221

00:11:52,150 --> 00:11:54,040
in the least restrictive environment

222

00:11:54,040 --> 00:11:57,130
to eligible students with disabilities.

223

00:11:57,130 --> 00:12:00,900
When a student with disabilities
is formally evaluated

224

00:12:00,900 --> 00:12:04,920
and is found to be eligible
for special education services,

225

00:12:04,920 --> 00:12:09,920
an Individualized Education
Program or IEP is developed.

226

00:12:10,030 --> 00:12:13,380
The IEP is a legal
statement of the services

227

00:12:13,380 --> 00:12:16,600
that the charter school
will provide to the student.

228

00:12:16,600 --> 00:12:18,500
The members of the IEP team

229

00:12:18,500 --> 00:12:21,630
usually include a school administrator,

230

00:12:21,630 --> 00:12:23,440
the student's special education

231
00:12:23,440 --> 00:12:26,050
and general education teachers,

232
00:12:26,050 --> 00:12:27,560
a teacher with expertise

233
00:12:27,560 --> 00:12:30,740
in English learner issues if appropriate,

234
00:12:30,740 --> 00:12:35,090
the evaluator of the student's
eligibility for services,

235
00:12:35,090 --> 00:12:38,073
the student's parents,
and possibly the student.

236
00:12:39,400 --> 00:12:43,260
Interpreters must be present
for parents who are deaf

237
00:12:43,260 --> 00:12:47,253
or communicate primarily in
languages other than English.

238
00:12:48,930 --> 00:12:50,970
Effective improvement teams

239
00:12:50,970 --> 00:12:53,210
dramatically increase the likelihood

240
00:12:53,210 --> 00:12:56,220
that implementation
will continue over time

241
00:12:56,220 --> 00:12:58,730
and achieve the desired outcomes.

242
00:12:58,730 --> 00:13:02,690
Improvement teams provide an
internal support structure

243
00:13:02,690 --> 00:13:05,900
to move selected programs and innovations

244

00:13:05,900 --> 00:13:08,800
through the stages of
the improvement process.

245

00:13:08,800 --> 00:13:12,560
They also ensure that the
improvement infrastructure is

246

00:13:12,560 --> 00:13:16,940
effectively used to support
the programs and practices.

247

00:13:16,940 --> 00:13:20,620
Without an improvement
team, there's a 14% chance

248

00:13:20,620 --> 00:13:23,410
for the effort to actually be implemented

249

00:13:23,410 --> 00:13:26,900
and it may takes 17
years for this to occur.

250

00:13:26,900 --> 00:13:30,780
With an improvement team,
there's an 80% chance

251

00:13:30,780 --> 00:13:34,400
that the improvement effort
will reach full implementation

252

00:13:34,400 --> 00:13:36,003
within three years.

253

00:13:36,950 --> 00:13:38,770
During the prepare phase,

254

00:13:38,770 --> 00:13:41,220
improvement teams play a critical role

255

00:13:41,220 --> 00:13:44,080
in maximizing improvement efforts.

256

00:13:44,080 --> 00:13:46,890
Improvement teams established an aligned

257
00:13:46,890 --> 00:13:50,720
and linked teaming infrastructure
that can help integrate,

258
00:13:50,720 --> 00:13:55,720
sustain, and scale up innovations
with fidelity over time.

259
00:13:56,170 --> 00:13:59,260
The improvement team
increases the likelihood

260
00:13:59,260 --> 00:14:02,870
that interventions will
be effective and lasting.

261
00:14:02,870 --> 00:14:06,570
These teams support and
sustain the widespread use

262
00:14:06,570 --> 00:14:08,880
of evidence-based practices

263
00:14:08,880 --> 00:14:11,440
by leveraging improvement principles

264
00:14:11,440 --> 00:14:15,010
and using systems change best practices.

265
00:14:15,010 --> 00:14:18,223
In essence, improvement
teams make it happen.

266
00:14:19,410 --> 00:14:22,600
Improvement team members
should represent a variety

267
00:14:22,600 --> 00:14:25,500
of stakeholders and
different perspectives.

268
00:14:25,500 --> 00:14:26,910

Improvement team members might

269

00:14:26,910 --> 00:14:30,780
include general education teachers,

270

00:14:30,780 --> 00:14:34,700
special education teachers,
other certificated staff such

271

00:14:34,700 --> 00:14:38,830
as counselors, psychologists,
or related service providers,

272

00:14:38,830 --> 00:14:42,850
site administrators, special
education administrators,

273

00:14:42,850 --> 00:14:45,440
classified staff, parents,

274

00:14:45,440 --> 00:14:48,810
community partners or representatives.

275

00:14:48,810 --> 00:14:51,040
A minimum of three to five individuals

276

00:14:51,040 --> 00:14:55,090
to serve as core improvement
team members is recommended.

277

00:14:55,090 --> 00:14:57,240
Other individuals may be invited

278

00:14:57,240 --> 00:15:00,100
to participate in
improvement team activities

279

00:15:00,100 --> 00:15:03,560
from time to time based
on their experience.

280

00:15:03,560 --> 00:15:05,870
However, these individuals may

281

00:15:05,870 --> 00:15:08,440
not have the same amount
of time to participate

282
00:15:08,440 --> 00:15:12,090
in ongoing work such as between meetings.

283
00:15:12,090 --> 00:15:16,060
Three to five members
assist with sustainability.

284
00:15:16,060 --> 00:15:18,880
As individuals leave, remaining members

285
00:15:18,880 --> 00:15:22,650
of the team can carry on while
new members are brought on

286
00:15:22,650 --> 00:15:25,370
and learn the complex
set of skills required

287
00:15:25,370 --> 00:15:27,870
of improvement team members.

288
00:15:27,870 --> 00:15:31,740
For smaller charter schools,
it may be challenging

289
00:15:31,740 --> 00:15:34,840
to identify members of
the improvement team due

290
00:15:34,840 --> 00:15:37,620
to limited capacity and resources.

291
00:15:37,620 --> 00:15:40,180
However, it is important to remember

292
00:15:40,180 --> 00:15:43,480
that improvement teams
need to represent a variety

293
00:15:43,480 --> 00:15:46,730
of perspectives in areas of expertise.

294

00:15:46,730 --> 00:15:49,670

Charter schools with
limited options may need

295

00:15:49,670 --> 00:15:51,710

to be more intentional about reaching

296

00:15:51,710 --> 00:15:53,563

out to members of the community.

297

00:15:54,870 --> 00:15:57,143

Improvement team members should be:

298

00:15:58,300 --> 00:16:01,460

familiar with the data
and identified problem

299

00:16:01,460 --> 00:16:03,230

that is driving the implementation

300

00:16:03,230 --> 00:16:05,520

of a new program or practice.

301

00:16:05,520 --> 00:16:09,010

Improvement team members
should not simply be responding

302

00:16:09,010 --> 00:16:12,180

to the data or problem that was identified

303

00:16:12,180 --> 00:16:15,260

or analyzed by another person or group.

304

00:16:15,260 --> 00:16:19,530

Ideally, improvement team
members have a firm understanding

305

00:16:19,530 --> 00:16:22,960

of the data and is assisted in using data

306

00:16:22,960 --> 00:16:25,390

to develop a clear problem statement

307

00:16:25,390 --> 00:16:27,173
that will guide the team's work.

308

00:16:28,410 --> 00:16:32,190
They should be informed
about improvement processes.

309

00:16:32,190 --> 00:16:35,237
Team members should be well
versed in the key components

310

00:16:35,237 --> 00:16:38,680
of the improvement
process and systems change

311

00:16:38,680 --> 00:16:41,970
regardless of the specific
framework being employed

312

00:16:41,970 --> 00:16:43,063
by the site or LEA.

313

00:16:44,270 --> 00:16:46,320
The team should also make good use

314

00:16:46,320 --> 00:16:49,810
of the improvement process
to continually identify

315

00:16:49,810 --> 00:16:52,580
and address challenges and barriers

316

00:16:52,580 --> 00:16:55,020
to effective improvement.

317

00:16:55,020 --> 00:16:57,530
They should be agents of change

318

00:16:57,530 --> 00:17:00,050
within the school and community.

319

00:17:00,050 --> 00:17:02,490
They work at multiple levels of the system

320

00:17:02,490 --> 00:17:07,490
to create hospitable
environments, cultures, policies,

321

00:17:07,650 --> 00:17:12,130
guidelines, data systems,
and funding streams.

322

00:17:12,130 --> 00:17:15,100
And lastly, they should
be aware of the role

323

00:17:15,100 --> 00:17:18,240
and responsibilities of
the improvement team.

324

00:17:18,240 --> 00:17:21,740
Team members must understand
that their roles described

325

00:17:21,740 --> 00:17:26,740
previously include developing
an implementation structure,

326

00:17:26,800 --> 00:17:30,650
assessing and reporting on
the fidelity and outcomes,

327

00:17:30,650 --> 00:17:34,090
building linkages with external systems,

328

00:17:34,090 --> 00:17:37,350
problem-solving and
promoting sustainability,

329

00:17:37,350 --> 00:17:39,220
and identifying data needed

330

00:17:39,220 --> 00:17:41,663
for analysis of program efficiency.

331

00:17:42,720 --> 00:17:46,190
Ultimately, the improvement
team is responsible

332
00:17:46,190 --> 00:17:48,920
for ensuring that the improvement happens

333
00:17:48,920 --> 00:17:50,550
and that the innovations

334
00:17:50,550 --> 00:17:54,540
and implementation methods
achieve the intended outcomes

335
00:17:54,540 --> 00:17:56,460
at the student level.

336
00:17:56,460 --> 00:17:58,700
One improvement team is not enough

337
00:17:58,700 --> 00:18:02,270
to ensure excellent
outcomes for all students.

338
00:18:02,270 --> 00:18:05,890
To use effective innovations
on a useful scale,

339
00:18:05,890 --> 00:18:09,230
requires a thoughtful
arrangement of teams.

340
00:18:09,230 --> 00:18:11,380
While this may seem complicated,

341
00:18:11,380 --> 00:18:14,120
keep in mind that
improvement teams make use

342
00:18:14,120 --> 00:18:17,363
of the same active improvement
frameworks at each level.

343
00:18:18,270 --> 00:18:21,560
Each team is charged
with doing its part to:

344
00:18:21,560 --> 00:18:25,890

A, support the work with various levels of the organization,

345

00:18:25,890 --> 00:18:29,340
and B, engage in activities that ensure the

346

00:18:29,340 --> 00:18:32,390
overall improvement
infrastructure is developed

347

00:18:32,390 --> 00:18:37,340
to support staff in delivering innovations as intended

348

00:18:37,340 --> 00:18:40,170
and improving outcomes for students,

349

00:18:40,170 --> 00:18:44,170
sustain the innovation
over time and across staff,

350

00:18:44,170 --> 00:18:48,270
scale up the innovation
over time and across units,

351

00:18:48,270 --> 00:18:50,240
and ensure continuous improvement

352

00:18:50,240 --> 00:18:52,713
of fidelity and student outcomes.

353

00:18:53,600 --> 00:18:57,380
An infrastructure of linked
improvement teams contributes

354

00:18:57,380 --> 00:19:01,150
to creating coherent and
aligned system functions.

355

00:19:01,150 --> 00:19:04,490
By working together,
with the singular focus

356

00:19:04,490 --> 00:19:07,830

on the quality of instruction
and classroom management,

357

00:19:07,830 --> 00:19:09,850
the teams can help create a shared culture

358

00:19:09,850 --> 00:19:13,010
of innovation with good outcomes.

359

00:19:13,010 --> 00:19:14,960
An infrastructure comprised

360

00:19:14,960 --> 00:19:19,140
of linked teams can help
reduce isolated silos

361

00:19:19,140 --> 00:19:21,800
that typify large systems.

362

00:19:21,800 --> 00:19:24,090
By working simultaneously

363

00:19:24,090 --> 00:19:27,420
with multiple levels
of an education system,

364

00:19:27,420 --> 00:19:31,170
improvement teams can help
encourage greater integration,

365

00:19:31,170 --> 00:19:35,100
coherent and focused on
the system as a whole.

366

00:19:35,100 --> 00:19:38,170
By aligning activities and functions

367

00:19:38,170 --> 00:19:40,760
with desired outcomes for students,

368

00:19:40,760 --> 00:19:42,590
improvement teams and leaders

369

00:19:42,590 --> 00:19:46,020

in education can build a lasting capacity

370

00:19:46,020 --> 00:19:47,743
for responsible change.

371

00:19:50,660 --> 00:19:53,550
Improvement teams make
data driven decisions

372

00:19:53,550 --> 00:19:56,570
to identify appropriate levels of support,

373

00:19:56,570 --> 00:19:59,180
select evidence-based practices,

374

00:19:59,180 --> 00:20:01,900
and provide timely
interventions that result

375

00:20:01,900 --> 00:20:05,950
in increased success for
students with disabilities.

376

00:20:05,950 --> 00:20:09,500
Once data analysis activities
have been completed

377

00:20:09,500 --> 00:20:13,160
and the root cause of the
problem is identified,

378

00:20:13,160 --> 00:20:17,250
improvement teams review and
select evidence-based practices

379

00:20:17,250 --> 00:20:20,113
to address the problem or problems.

380

00:20:21,150 --> 00:20:24,500
A wealth of information is
available for improvement teams

381

00:20:24,500 --> 00:20:27,620
to use when interpreting data.

382

00:20:27,620 --> 00:20:31,760

Reflect and Ask Why is
recursive inquiry process

383

00:20:31,760 --> 00:20:34,380

that may provide a place to start.

384

00:20:34,380 --> 00:20:36,640

Using a process such as Reflect

385

00:20:36,640 --> 00:20:39,520

and Ask Why reduces the tendency

386

00:20:39,520 --> 00:20:42,740

to look for the easiest,
most obvious explanation

387

00:20:42,740 --> 00:20:46,500

for a problem and transitions
from an objective analysis

388

00:20:46,500 --> 00:20:50,100

of top-level data to an in-depth analysis

389

00:20:50,100 --> 00:20:53,020

that relies on contextual knowledge.

390

00:20:53,020 --> 00:20:55,670

When improvement teams
take time to reflect

391

00:20:55,670 --> 00:20:59,380

and ask questions, they step
back from their own assumptions

392

00:20:59,380 --> 00:21:02,400

and expertise and begin to question

393

00:21:02,400 --> 00:21:05,220

why things are the way they are

394

00:21:05,220 --> 00:21:07,363

and why we're doing what we're doing?

395

00:21:08,430 --> 00:21:13,150

Taking time to reflect and
ask why can be challenging.

396

00:21:13,150 --> 00:21:17,000

A lack of time coupled with
the pressure to move forward is

397

00:21:17,000 --> 00:21:21,880

often an impediment to an
in-depth inquiry process.

398

00:21:21,880 --> 00:21:25,390

Inquiry processes may be also difficult

399

00:21:25,390 --> 00:21:28,119

because of reluctance to ask questions

400

00:21:28,119 --> 00:21:31,220

and examine past practice.

401

00:21:31,220 --> 00:21:33,110

When teams do not take the time

402

00:21:33,110 --> 00:21:35,340

to reflect and ask questions,

403

00:21:35,340 --> 00:21:39,950

they risk continuing to invest
financial and human resources

404

00:21:39,950 --> 00:21:42,573

in actions that will not deliver results.

405

00:21:43,620 --> 00:21:47,510

Before getting started, access
your charter school's data

406

00:21:47,510 --> 00:21:50,290

from the California School Dashboard.

407

00:21:50,290 --> 00:21:52,440

Accessing additional data sources

408

00:21:52,440 --> 00:21:57,130
via the CDE website such as
DataQuest or your local student

409

00:21:57,130 --> 00:22:01,080
information system is also recommended.

410

00:22:01,080 --> 00:22:03,160
The Data Observation Tool

411

00:22:03,160 --> 00:22:06,950
in the Overall Data Observation
Sheets provides a framework

412

00:22:06,950 --> 00:22:08,823
to assist your improvement team.

413

00:22:09,970 --> 00:22:12,990
Templates are provided for
each of the state indicators

414

00:22:12,990 --> 00:22:17,200
on the Dashboard along with a
series of guiding questions.

415

00:22:17,200 --> 00:22:20,820
Both tools including detailed
instructions for completing

416

00:22:20,820 --> 00:22:24,423
and analyzing each, are
attached to this module.

417

00:22:25,560 --> 00:22:28,520
When using data in the
preparation process,

418

00:22:28,520 --> 00:22:30,177
you'll want to ask why?

419

00:22:31,790 --> 00:22:35,580
Asking why helps with transition
from problem statement

420

00:22:35,580 --> 00:22:38,210
to determining root causes.

421
00:22:38,210 --> 00:22:42,760
This also helps identify all
the contributing factors,

422
00:22:42,760 --> 00:22:45,163
adds context, and connects systems

423
00:22:45,163 --> 00:22:48,653
and symptoms as being interrelated.

424
00:22:49,570 --> 00:22:53,060
Asking why also allows
the improvement team time

425
00:22:53,060 --> 00:22:55,300
for thorough questioning.

426
00:22:55,300 --> 00:22:58,670
The team will need to stay
persistent when asking why

427
00:22:58,670 --> 00:23:02,470
when analyzing the data in
the preparation process.

428
00:23:02,470 --> 00:23:03,940
Tools to assist teams

429
00:23:03,940 --> 00:23:07,613
in this preparation process
are detailed in the handbook.

430
00:23:08,890 --> 00:23:12,820
The MTSS Rubric provides an important lens

431
00:23:12,820 --> 00:23:16,020
through which the team
can analyze a problem.

432
00:23:16,020 --> 00:23:19,010
The elements of MTSS framework ensure

433
00:23:19,010 --> 00:23:20,413
that the problem is examined

434
00:23:20,413 --> 00:23:23,500
from the context of all systems necessary

435
00:23:23,500 --> 00:23:27,210
for academic, behavioral,
and social success

436
00:23:27,210 --> 00:23:29,233
of students with disabilities.

437
00:23:30,450 --> 00:23:34,520
The Fishbone Diagram and
the 5-Why Analysis form

438
00:23:34,520 --> 00:23:39,010
are graphic organizers that
may help teams analyze factors

439
00:23:39,010 --> 00:23:41,610
that could contribute to root cause.

440
00:23:41,610 --> 00:23:45,270
These tools are linked
to the MTSS components

441
00:23:45,270 --> 00:23:48,140
and allow teams to view problem statements

442
00:23:48,140 --> 00:23:50,360
in a broader context.

443
00:23:50,360 --> 00:23:52,400
The toolkit includes examples

444
00:23:52,400 --> 00:23:56,390
of a completed Fishbone Diagram and 5-Why.

445
00:23:56,390 --> 00:23:59,750
During the observation phase
of the inquiry process,

446
00:23:59,750 --> 00:24:02,610
a specific problem statement will emerge.

447
00:24:02,610 --> 00:24:05,960
A specific problem
statement is a factual claim

448
00:24:05,960 --> 00:24:09,820
about a problem that exists based on data.

449
00:24:09,820 --> 00:24:13,020
It's usually one sentence but may include

450
00:24:13,020 --> 00:24:17,120
additional information in
order to provide context.

451
00:24:17,120 --> 00:24:20,340
This statement explains
what the problem is

452
00:24:20,340 --> 00:24:22,103
and who has the problem.

453
00:24:23,060 --> 00:24:26,320
A problem statement answers the question

454
00:24:26,320 --> 00:24:28,210
what is the problem?

455
00:24:28,210 --> 00:24:30,530
It's written in the form of a statement.

456
00:24:30,530 --> 00:24:33,430
It may make comparisons to trends in data

457
00:24:33,430 --> 00:24:36,410
or make reference to
specific student groups.

458
00:24:36,410 --> 00:24:38,720
It's a statement of quality.

459

00:24:38,720 --> 00:24:40,450
Here are some examples.

460
00:24:40,450 --> 00:24:42,490
Statements of qualities.

461
00:24:42,490 --> 00:24:45,200
70% of our low income students are

462
00:24:45,200 --> 00:24:48,080
not meeting standards in mathematics.

463
00:24:48,080 --> 00:24:50,650
Comparisons to prior year.

464
00:24:50,650 --> 00:24:54,510
Graduation rates decreased for
all student groups compared

465
00:24:54,510 --> 00:24:55,763
to the prior year.

466
00:24:56,620 --> 00:24:59,400
Comparison to reference groups.

467
00:24:59,400 --> 00:25:02,700
The suspension rate for
African American students is

468
00:25:02,700 --> 00:25:05,913
much higher than that of
any other student group.

469
00:25:06,830 --> 00:25:09,480
Pitfalls a charter school may encounter

470
00:25:09,480 --> 00:25:11,700
as they develop their problem statement

471
00:25:11,700 --> 00:25:14,810
include participants making inferences

472
00:25:14,810 --> 00:25:17,120
about why the problem is occurring

473

00:25:17,120 --> 00:25:20,870
or jumping to identifying
solutions to the problem

474

00:25:20,870 --> 00:25:24,360
before they've accurately
defined the problem.

475

00:25:24,360 --> 00:25:26,220
Here's a hypothetical scenario

476

00:25:26,220 --> 00:25:28,500
from an improvement team using data

477

00:25:28,500 --> 00:25:31,940
in the preparation process to
develop a problem statement

478

00:25:31,940 --> 00:25:34,710
regarding students with disabilities.

479

00:25:34,710 --> 00:25:36,450
Students with disabilities who are

480

00:25:36,450 --> 00:25:39,020
also long-term English learners

481

00:25:39,020 --> 00:25:41,290
in grades seven through eight performed

482

00:25:41,290 --> 00:25:44,000
on average 70 points below

483

00:25:44,000 --> 00:25:46,000
their non-students with disabilities

484

00:25:46,000 --> 00:25:49,210
and English only students
with disabilities peers

485

00:25:49,210 --> 00:25:51,860
in mathematics in 2017.

486
00:25:51,860 --> 00:25:53,210
Their performance declined

487
00:25:53,210 --> 00:25:56,370
significantly from the prior year.

488
00:25:56,370 --> 00:26:00,520
This example of a problem
statement is worded objectively.

489
00:26:00,520 --> 00:26:02,220
It quantifies the problem,

490
00:26:02,220 --> 00:26:04,920
specifically identifies a student group,

491
00:26:04,920 --> 00:26:07,240
compares student group performance,

492
00:26:07,240 --> 00:26:10,000
and indicates trends in performance.

493
00:26:10,000 --> 00:26:13,400
It does not identify what
might be causing the problem.

494
00:26:13,400 --> 00:26:14,870
No inferences are made

495
00:26:14,870 --> 00:26:17,210
about the reasons for their performance.

496
00:26:17,210 --> 00:26:20,030
It simply states the problem.

497
00:26:20,030 --> 00:26:23,160
Once a specific problem
statement is developed,

498
00:26:23,160 --> 00:26:25,410
the team transitions into the second stage

499
00:26:25,410 --> 00:26:27,190

of the inquiry process

500

00:26:27,190 --> 00:26:29,350
and relies on contextual understanding

501

00:26:29,350 --> 00:26:32,270
of school and community factors.

502

00:26:32,270 --> 00:26:34,840
Several cycles of data analysis,

503

00:26:34,840 --> 00:26:38,440
observation, and
questioning may be necessary

504

00:26:38,440 --> 00:26:40,800
to uncover the root cause.

505

00:26:40,800 --> 00:26:43,670
Root cause analysis
assumes that the system

506

00:26:43,670 --> 00:26:46,000
and events are interrelated.

507

00:26:46,000 --> 00:26:49,723
That is an action taken
in one area impacts

508

00:26:49,723 --> 00:26:52,650
the outcomes of another action.

509

00:26:52,650 --> 00:26:56,450
Successful identification of
the root cause problem hinges

510

00:26:56,450 --> 00:26:59,060
on investigation of all areas

511

00:26:59,060 --> 00:27:01,870
that could potentially
contribute to the problem.

512

00:27:01,870 --> 00:27:06,350

Next are tools to support
teams with root cause analysis.

513

00:27:06,350 --> 00:27:08,930
As charter schools engage in discussions

514

00:27:08,930 --> 00:27:12,510
to determine the root cause
or causes of the problem,

515

00:27:12,510 --> 00:27:16,490
the element of MTSS can help
keep the discussion focused

516

00:27:16,490 --> 00:27:18,370
on the elements of the system

517

00:27:18,370 --> 00:27:21,200
not the people within the system.

518

00:27:21,200 --> 00:27:24,360
Referring earlier to the
sample problem statement,

519

00:27:24,360 --> 00:27:26,660
students with disabilities who are

520

00:27:26,660 --> 00:27:29,340
also long-term English learners

521

00:27:29,340 --> 00:27:31,840
in grades seven through eight performed

522

00:27:31,840 --> 00:27:34,090
on average 70 points below

523

00:27:34,090 --> 00:27:36,420
their non-students with disabilities

524

00:27:36,420 --> 00:27:39,770
and English only students
with disabilities peers

525

00:27:39,770 --> 00:27:42,980

in mathematics in 2017.

526

00:27:42,980 --> 00:27:45,290

Their performance declined significantly

527

00:27:45,290 --> 00:27:46,743

from the prior year.

528

00:27:47,600 --> 00:27:50,370

Elements of MTSS such as quality

529

00:27:50,370 --> 00:27:52,940

and professional development opportunities

530

00:27:52,940 --> 00:27:55,930

or inclusive policies and practices help

531

00:27:55,930 --> 00:27:59,200

to focus the discussion on

the design of the system

532

00:27:59,200 --> 00:28:02,200

that is resulting in students
with disabilities who are

533

00:28:02,200 --> 00:28:04,710

also long-term English learners

534

00:28:04,710 --> 00:28:07,620

performing lower than their peers.

535

00:28:07,620 --> 00:28:09,870

By examining the problem statement

536

00:28:09,870 --> 00:28:13,000

from each of the key elements of MTSS,

537

00:28:13,000 --> 00:28:15,840

the team made discover

that the root cause is due

538

00:28:15,840 --> 00:28:19,700

to fragmented support systems

not working in alignment

539

00:28:19,700 --> 00:28:22,760

to meet individualized student needs.

540

00:28:22,760 --> 00:28:24,672

An MTSS approach ensures students

541

00:28:24,672 --> 00:28:28,260

with disabilities receive high quality,

542

00:28:28,260 --> 00:28:30,550

standards-based, culturally,

543

00:28:30,550 --> 00:28:33,090

and linguistically relevant instruction

544

00:28:33,090 --> 00:28:35,990

in the general education

classroom setting.

545

00:28:35,990 --> 00:28:37,700

A setting with high academic

546

00:28:37,700 --> 00:28:41,170

and behavioral expectations,

differentiated learning,

547

00:28:41,170 --> 00:28:44,590

and student-centered learning experiences.

548

00:28:44,590 --> 00:28:47,943

Using the lens of MTSS to

identify the root cause

549

00:28:47,943 --> 00:28:50,340

of a problem, it is challenging

550

00:28:50,340 --> 00:28:53,460

but essential to finding

sustainable solutions

551

00:28:53,460 --> 00:28:54,750

that will lead to improvement

552

00:28:54,750 --> 00:28:57,490
for students with disabilities.

553

00:28:57,490 --> 00:29:01,220
Please refer to the attached
MTSS Rubric resource

554

00:29:01,220 --> 00:29:04,040
for examining progress within MTSS

555

00:29:04,040 --> 00:29:07,530
to help teams assess
practices and determine

556

00:29:07,530 --> 00:29:11,690
whether site or LEA level
supports are at the beginning,

557

00:29:11,690 --> 00:29:16,690
emerging, proficient, or
exemplary level of implementation.

558

00:29:16,700 --> 00:29:18,770
The process that charter schools engage

559

00:29:18,770 --> 00:29:20,670
in to identify the root cause

560

00:29:20,670 --> 00:29:24,570
of their problem uses
the 5-Why Analysis tool

561

00:29:24,570 --> 00:29:27,470
in combination with the Fishbone Diagram.

562

00:29:27,470 --> 00:29:29,540
In each of the small rectangles,

563

00:29:29,540 --> 00:29:32,480
charter schools record
the categories of MTSS

564

00:29:32,480 --> 00:29:34,540
they would like to further explore

565

00:29:34,540 --> 00:29:38,240
as areas may contain the
cause of their problem.

566

00:29:38,240 --> 00:29:40,920
Charter schools may select
additional categories

567

00:29:40,920 --> 00:29:43,330
that are not from the MTSS chart

568

00:29:43,330 --> 00:29:45,790
but as facilitators, it will be important

569

00:29:45,790 --> 00:29:48,143
to help the charter
school identify categories

570

00:29:48,143 --> 00:29:50,880
that focus on the design of the system

571

00:29:50,880 --> 00:29:53,810
and not the people within the system.

572

00:29:53,810 --> 00:29:55,550
The larger rectangle is

573

00:29:55,550 --> 00:29:58,710
where the charter school records
the identified root cause

574

00:29:58,710 --> 00:30:01,060
within the MTSS category

575

00:30:01,060 --> 00:30:04,140
after they have completed
the 5-Why protocol.

576

00:30:04,140 --> 00:30:07,760
The simple problem statement
introduced earlier is recorded

577

00:30:07,760 --> 00:30:11,980

at the top of the tool and
the MTSS category is recorded

578

00:30:11,980 --> 00:30:15,563
in the box labeled Fishbone Diagram Area.

579

00:30:16,750 --> 00:30:21,360
In this sample, the categories
listed are pedagogy,

580

00:30:21,360 --> 00:30:25,530
curriculum, ELD program, and assessments.

581

00:30:25,530 --> 00:30:28,460
However, to align with MTSS,

582

00:30:28,460 --> 00:30:32,580
core instructional program
could be entered into this box.

583

00:30:32,580 --> 00:30:37,570
The 5-Why protocol begins with
asking the question students

584

00:30:37,570 --> 00:30:42,030
with disabilities who are also
long-term English learners

585

00:30:42,030 --> 00:30:44,680
in grades seven through eight performed

586

00:30:44,680 --> 00:30:46,770
on average 70 points below

587

00:30:46,770 --> 00:30:49,110
their non-students with disabilities

588

00:30:49,110 --> 00:30:52,380
and English only students
with disabilities peers

589

00:30:52,380 --> 00:30:55,090
in mathematics in 2017.

590

00:30:55,090 --> 00:30:57,370
Their performance declined significantly

591
00:30:57,370 --> 00:31:00,283
from the prior year, why is that?

592
00:31:01,320 --> 00:31:05,260
As the discussion continues,
each response to the question

593
00:31:05,260 --> 00:31:09,440
why is that is followed
with another why is that.

594
00:31:09,440 --> 00:31:12,050
The purpose of this
questioning strategy is

595
00:31:12,050 --> 00:31:14,390
to persist through a line of inquiry

596
00:31:14,390 --> 00:31:17,690
until an underlying
root cause is revealed.

597
00:31:17,690 --> 00:31:20,500
You'll know you've identified a root cause

598
00:31:20,500 --> 00:31:22,660
when you uncovered a design in the system

599
00:31:22,660 --> 00:31:27,120
that is acting as a barrier
to achieving higher results.

600
00:31:27,120 --> 00:31:29,220
It will be a cause that is

601
00:31:29,220 --> 00:31:32,320
within the charter school's
sphere of influence.

602
00:31:32,320 --> 00:31:34,850
Keep in mind that a root cause may

603
00:31:34,850 --> 00:31:37,920
or may not be identified for each category

604
00:31:37,920 --> 00:31:41,173
as charter schools pursued the
different lines of inquiry.

605
00:31:42,200 --> 00:31:45,610
The charter school will
complete a 5-Why analysis tool

606
00:31:45,610 --> 00:31:49,350
for each category identified
on the Fishbone Diagram.

607
00:31:49,350 --> 00:31:52,750
The Fishbone Diagram has
room for nine categories

608
00:31:52,750 --> 00:31:55,270
however the charter school may identify

609
00:31:55,270 --> 00:31:58,530
more or fewer categories to explore.

610
00:31:58,530 --> 00:32:02,270
Each root cause that is
identified is recorded

611
00:32:02,270 --> 00:32:05,403
in its respective category
on the Fishbone Diagram.

612
00:32:06,360 --> 00:32:09,820
Once the improvement team has
developed a problem statement

613
00:32:09,820 --> 00:32:12,440
and conducted a root cause analysis,

614
00:32:12,440 --> 00:32:15,450
the process of selecting
an evidence-based program

615

00:32:15,450 --> 00:32:17,340
or practice begins.

616
00:32:17,340 --> 00:32:19,260
Use the additional resources listed

617
00:32:19,260 --> 00:32:21,650
on this page to select interventions

618
00:32:21,650 --> 00:32:24,830
that have evidence
demonstrating effectiveness.

619
00:32:24,830 --> 00:32:27,350
Consider programs with strong evidence,

620
00:32:27,350 --> 00:32:30,330
moderate evidence, or promising evidence

621
00:32:30,330 --> 00:32:33,890
and select interventions that
can be implemented effectively

622
00:32:33,890 --> 00:32:36,830
for the setting and student population.

623
00:32:36,830 --> 00:32:40,400
Also consider your charter
school's grade span,

624
00:32:40,400 --> 00:32:43,240
demographic characteristics,
and student groups

625
00:32:43,240 --> 00:32:44,870
to be served such as students

626
00:32:44,870 --> 00:32:47,820
with disabilities or English learners.

627
00:32:47,820 --> 00:32:50,390
Additional considerations
regarding funding,

628

00:32:50,390 --> 00:32:53,150
human resources, specific knowledge

629
00:32:53,150 --> 00:32:56,150
and skill levels of staff,
and leadership support

630
00:32:56,150 --> 00:32:59,223
for implementation will
also need to be made.

631
00:33:00,210 --> 00:33:03,390
After the prepare phase, the
improvement team will work

632
00:33:03,390 --> 00:33:04,840
through launching the plan

633
00:33:04,840 --> 00:33:08,630
and ensuring implementation
of identified goals.

634
00:33:08,630 --> 00:33:10,220
The improvement team will then move

635
00:33:10,220 --> 00:33:13,680
through the Reflect phase by
analyzing the effectiveness

636
00:33:13,680 --> 00:33:15,470
of the improvement plan.

637
00:33:15,470 --> 00:33:17,260
The last phase, Adjust,

638
00:33:17,260 --> 00:33:19,600
is when the improvement team will consider

639
00:33:19,600 --> 00:33:23,210
how to proceed and identify next steps.

640
00:33:23,210 --> 00:33:25,340
Web Module Four takes a closer look

641

00:33:25,340 --> 00:33:28,140
at the Launch, Reflect, and Adjust phases

642
00:33:28,140 --> 00:33:30,140
of the improvement process.

643
00:33:30,140 --> 00:33:32,290
Thank you for viewing this web module

644
00:33:32,290 --> 00:33:35,030
on supports for students
with disabilities.

645
00:33:35,030 --> 00:33:37,740
I hope you found this
information valuable.

646
00:33:37,740 --> 00:33:39,730
Should you need further information

647
00:33:39,730 --> 00:33:43,170
on improving performance of
students with disabilities

648
00:33:43,170 --> 00:33:46,183
please refer to the additional
web modules in this series.