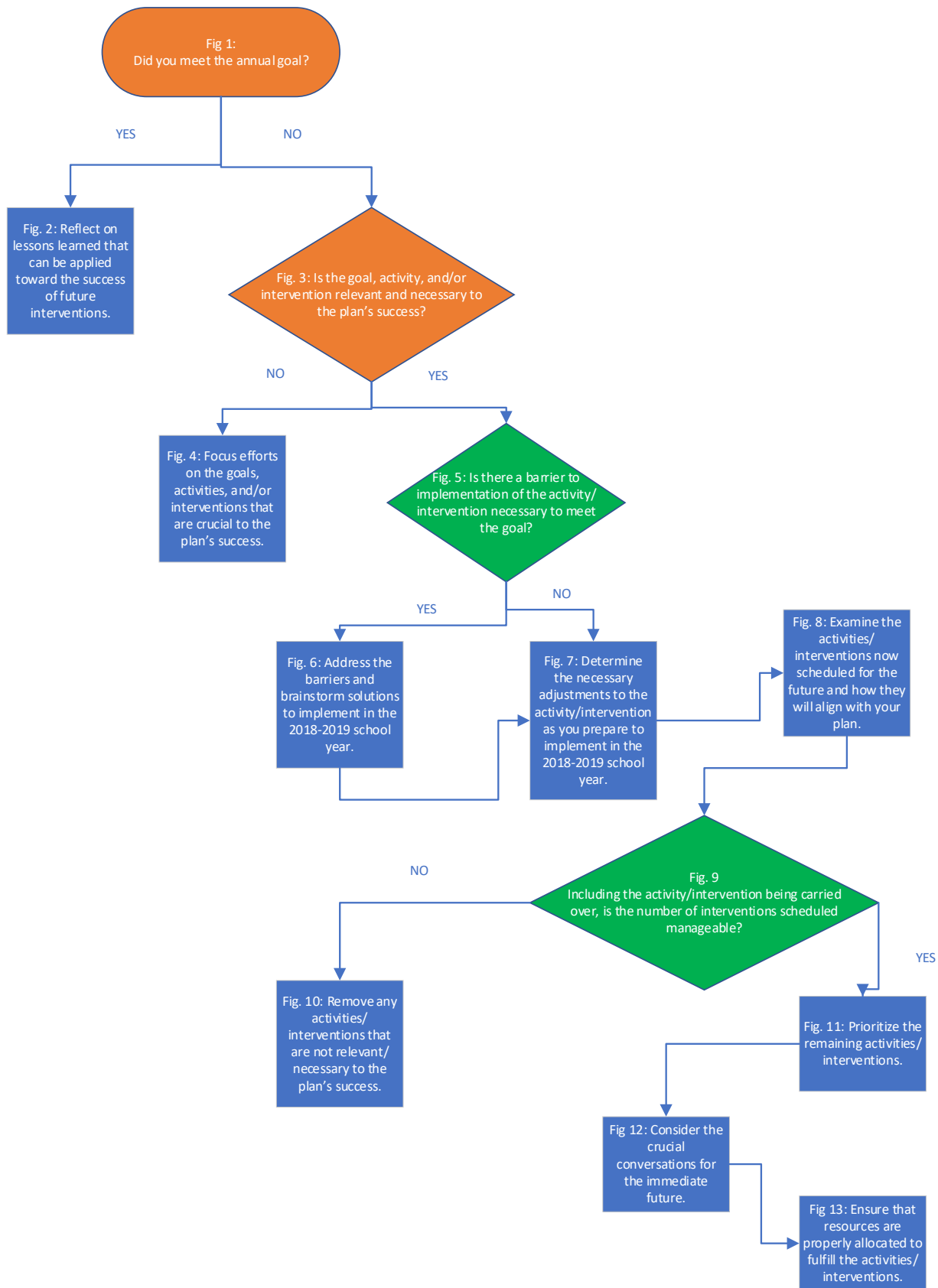


End of Year (EOY) Progress Data Reflection



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Guiding Considerations

The EOY Data Progress Data Reflection flowchart is intended to facilitate rich conversations focused on specific goals, activities, and/or interventions. This guide will offer possible probing questions and considerations when deliberating specific parts of the discussion.

Goal, activity, and/or intervention:

What data results would reflect full implementation of this goal, activity, and/or intervention?

List the current data results collected on this goal, activity, and/or intervention:

Does the data indicate that the goal, activity, and/or intervention was fully implemented by XX-XX-XXXX (end of 30-60-90 days)?

If not, what are the next steps to continue improvement on the goal, activity, and/or intervention for the next school year?

FIG 1. Did you meet your annual goal?

- ☐ Identify the gaps between the goal, activity, and/ or intervention's target and the results achieved
- ☐ Address timing- what point of the year did these conversations happen?
- ☐ What plans were discussed to revise or change implementation strategies moving forward?

FIG 3. Is the goal, activity, and/or intervention relevant and necessary to the plan's success?

- ☐ Do other goals, activities, and/or interventions depend on this goal, activity, and/or intervention's success?

FIG 4. Focus efforts on the goals, activities, and/or interventions that are crucial to the plan's success.

- ☐ Can this goal, activity, and/or intervention be eliminated?
- ☐ Should this goal, activity, and/or intervention be replaced by a new goal, activity, and/or intervention?

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- ☐ Can the plan be achieved with the remaining goals, activities, and/or interventions?

FIG 5. Is there a barrier to implementation of the activity/intervention necessary to meet the goal?

- ☐ Was the activity/intervention implemented with fidelity?
- ☐ If yes, did something get in the way or was something missing?
- ☐ If not, how will you adjust?

FIG 6. Address the barriers and brainstorm solutions to implement in the 2018-2019 school year.

- ☐ If appropriate, revise the current plan to address the barriers that got in the way.
- ☐ This should not be an add-on, rather thinking through an adjusted activity/implementation.

FIG 7. Determine the necessary adjustments to the activity/intervention as you prepare to implement in the 2018-2019 school year.

- ☐ Conduct a root cause analysis.
http://www.tcdss.net/tcdss/docs/tais_needs_assessment_guidance.pdf

FIG 8. Examine the activities/interventions now scheduled for the future and how they will align with your plan.

- ☐ Are the new set of activities/interventions manageable?
- ☐ Resources to consider: time, staff, materials, budget, etc.?

FIG 9. Including the activity/intervention being carried over, is the number of interventions scheduled manageable?

FIG 10. Remove any activities/interventions that are not relevant/necessary to the plan's success.

- ☐ Does it connect to the annual goal(s)?
- ☐ Do other activities/interventions depend on this activities/intervention's success?
- ☐ Consider combining, removing, or adjusting interventions.

FIG 11. Prioritize the remaining activities/interventions.

- ☐ How does this affect the annual goal?

FIG 12. Consider the crucial conversations for the immediate future.

- ☐ How does this affect the annual goal?

FIG 13. Ensure that resources are properly allocated to fulfill the activities/intervention.

- ☐ Consider time, staff, and budget.