The purpose of this case study is to give you practice problem solving around school data. The problem solving process involves reviewing data sources to identify whether a problem exists that needs to be addressed; developing a precisely defined statement that identifies what the problem(s) is/are, who is involved, where is the problem occurring, when the problem is occurring, and why the problem is occurring (perceived motivation for the behavior); setting S.M.A.R.T. goals for improved outcomes; identifying appropriate evidence-based practices (EBPs) needed to improve student outcomes; identifying the systems needed to build staff’s capacity to implement the identified EBPs; and progress monitoring towards achieving the set goals.

# PART I-A. DATA/EVIDENCE OF NEED

Individually, review the data artifacts below for Help Me School Division and jot down your answers the following questions: *What do you observe? What patterns/trends do you notice? What surprises you in the data? What does the data suggest and on what is it based? What additional data would help you verify/confirm your explanations? What additional data would help in the development and implementation of solutions/responses and determine if they are working?*

Reading Performance: All Students

Reading Performance: Students with Disabilities

Reading Performance: Economically Disadvantaged

Math Performance: All Students

Math Performance: Students with Disabilities

Math Performance: Economically Disadvantaged

Chronic Absenteeism (> 10%)

Chronic Absenteeism (> 10%)

Chronic Absenteeism (> 10%)

Short-Term Suspensions: 2016-2017

Short-Term Suspensions: 2017-2018

Short-Term Suspensions: 2018-2019

Notes

*What do you observe? What patterns/trends do you notice? What surprises you in the data? What does the data suggest and on what is it based? What additional data would help you verify/confirm your explanations? What additional data would help in the development and implementation of solutions/ responses and determine if they are working?*

# PART I-B. PRECISION PROBLEM STATEMENT

As a team, discuss your observations. Is there a problem that needs to be addressed? If so, remember to identify *who?* *what? when? where?* and *why?* about the problem. When answering these questions, in particular, the WHY, you should also consider the following (remember, the division role is to provide the support necessary for schools to make change):

* Are there/were there critical supports in place to make the change? Is there/was there adequate professional learning, coaching, administrative support, performance feedback, data for making ‘real time’ decisions?
* Were the right action steps and activities taken at the right time to ensure implementation fidelity?
* Were the right people taking responsibility for guiding the change process?
* Were the practices or innovations learnable, teachable, doable and readily assessable in practice?
* Was there sufficient support for barrier busting?

# Precision Problem Statement Frame:

**Discipline:**

The most significant concern of the team is (what) , defined as . It is taking place most often (where, includes location) in the and is most likely to happen (when) at . The students most often engaging in this behavior are (who) . The perceived motivation for this behavior is (why) .

**Attendance:**

The most significant concern of the team is (what) , defined as . It is taking place most often (where, includes location) in the and is most likely to happen (when) at . The students most often absent are (who) . The perceived motivation for these absences is (why) .

**Academic:**

The most significant concern of the team is (what) , defined as . It is taking place most often (where, includes which grade(s)) in the and is most likely to happen (when) at . The students most often involved/impacted are (who) . The perceived motivation for this academic behavior is (why) .

# PART II. OUTCOME (Set a goal.)

Now that you have precisely defined the problem area(s), set a Specific, Measurable, Attainable, Relevant, and Time-bound (S.M.A.R.T.) goal for each area.

**Discipline:**

**Attendance:**

**Academic:**