

Outcomes-Driven Model

Step 1: Identify Need for support

Step 2: Validate need for support

Step 3: Plan and implement support

Step 4: Evaluate and modify support

Step 5: Review outcomes

Outcomes-Driven Model

Step 1: Identify Need for Support

Questions		Data
<p>System: → Are there students who may need support? → How many students may need support?</p>	<ol style="list-style-type: none">1. In terms of overall early literacy skills what percentage of students is on track to achieve literacy outcomes?2. Approximately what percentage of students may need additional instructional support?3. On which literacy skills might students need support?	Comparing Measures
<p>Student: → Which students may need support?</p>	<ol style="list-style-type: none">1. Which students scored below or well below the Benchmark goal for the Composite Score?2. Which students scored below or well below the Benchmark goal on one or more of the BOY measures?3. Are there any other students you are concerned about? (e.g., children just above the cut point, children who perform inconsistently in class)?	Benchmark Class Summary - BOY

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Step 2: Validate Need for Support

Questions	Data
System: → Are we reasonably confident in the accuracy of our data overall?	Comparing Measures
Student: → Are we confident that the identified students need support?	Fidelity checklists Progress monitoring results

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Step 3: Plan and Implement Support

Questions		Data
System: → What is our system-wide plan for support?	<ol style="list-style-type: none">1. What are our system-level goals?2. What is the plan for achieving system goals?3. What are the implications for curriculum and instruction?	Comparing Measures
Student: → What is our plan for supporting students in the classroom?	<ol style="list-style-type: none">1. Are there skills in which the majority of the class requires support?2. How should students be grouped for instruction?3. What are students' strengths and needs?4. What type of growth must students achieve to be on track to reach the end of year goals?5. What is the plan for progress monitoring students?	Benchmark Class Summary - BOY mCLASS individual and group instructional recommendations Zones of Growth - Goal Setting

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Step 4: Evaluate and Modify Support

Questions		Data
Student: → Is the support effective for individual students?	<ol style="list-style-type: none">1. Is the current intervention effective in improving the student's skills?2. What skills has the student learned?3. What skills does the student still need to learn?4. Is a change in support needed at this time?5. What do you recommend for this student's instruction?	Progress Monitoring Class Summary Student Summary Progress Monitoring History mCLASS student instructional recommendations Probe Details

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Step 5: Review Outcomes

Questions		Data
System: → Is our system of support effective?	<ol style="list-style-type: none">1. Have we met our system-level goals?2. What % of students has met Benchmark goals for the Composite Score?3. What % of students has met Benchmark goals for each measure?4. Have all students made adequate progress?	Comparing Measures Correlation
Student: → Have individual students met their goals?	<ol style="list-style-type: none">1. What % of students has met Benchmark goals for the Composite Score?2. Which students scored below or well below the Benchmark goal on one or more of the MOY measures?3. What type of growth must students achieve to reach the end of year goals?	Benchmark Class Summary - MOY Zones of Growth - Goal Setting