Coach's Checklist to Prepare for District Fall and Winter Data Review

The purpose of this checklist is to help the district coordinator prepare to facilitate the District Implementation Team through the continuous improvement process at the upcoming District Fall or Winter Data Review. **Additional guidance due to the impact of COVID 19 on the 2020-2021 school year is provided in bold red font.**

Part A: Ensure information in the MiMTSS Data System is up to date (30 minutes)

- **Take stock of which data sources at the school and district levels have not been collected due to the impact of COVID-19. Consider what new data sources might need to be collected and analyzed to determine the effectiveness of the supports being provided by the district. View the video "Taking Stock and Seizing Opportunity Amid an Uncertain School Year" on the COVID-19 Resources webpage under** Data Informed Action **for guidance.**
- Navigate to the Context tab and ensure team membership and data coordination information are accurate
- Check the records for each DIT member to ensure that everyone on the DIT can log into the MiMTSS Data System
- Navigate to Capacity tab to ensure the most recent DCA data have been entered
- Navigate to the Installation Checklists tab to ensure district and school-level installation checklists have been updated

Part B: Prepare the Data Review Worksheet (3.5 hours)

- **After watching the video "Taking Stock and Seizing Opportunity Amid an Uncertain School Year", review the "**Return to School Worksheet for District Data Review**". This worksheet is focused on your district's COVID 19 Preparedness and Response Plan (Return to School Plan). This worksheet can be used at any point in the 2020-2021 school year to reflect upon and strengthen the supports your district is providing during this unique school year. Discuss with your Implementation Specialist if the DIT should complete this worksheet instead of one of the standard data review worksheets (e.g., Tier 1 Integrated, Intervention Systems)**.
- **If selecting the Return to School worksheet, complete the Coach's prompts within that worksheet. Then skip to Part C in this checklist.**

- Go to the [District Coordinators webpage](#) on the MiMTSS TA Center website. Under **Data Review Resources,** review the district data review worksheet selection criteria with your Implementation Specialist (IS) and choose the most appropriate worksheet for your team to use at the upcoming data review. If you select a worksheet outside the typical recommendation, share your rationale with your IS.
- Rename the selected worksheet (e.g., Happy Valley District Fall Data Review 2020"), and share with your IS.

Plan Implementation and Evaluation

Did we implement our plan? Is our plan working?

- Access resources needed for this section: a) Installation Checklists tab in the MiMTSS Data System, b) your district's Implementation Plan, c) your Individualized Coaching Service Delivery Plan (if you have developed one) and d) your district's Barrier Removal Log
- Review the Plan Implementation and Evaluation section of the worksheet and address coaches' prompts in blue. Use bold blue font so your team can easily see what you add to the worksheet.
- Decide if it makes sense for your team to proceed to the next step, Problem Identification. If you have concerns that not much or any of the plan is being implemented and/or there is little to no evidence that the plan is working, time during data review may be better spent problem-solving the plan itself rather than looking for new problems to address. Discuss your concerns with your IS. If there is agreement that moving forward in the problem-solving worksheet does NOT make sense for your team, then see "Guidance on Solving Implementation Problems" in your Coaching Guide for next steps.

Pause and Reflect:

What important talking points do you want to share with your team as you address the questions "Did we implement our plan?"(Summary of Current Implementation) and "Is our plan working?" (Summary of Effectiveness). As your team's coach, this is your opportunity to acknowledge their hard work and to motivate them to engage in continuous improvement.

Talking points to team:

Reflect upon your own accomplishments as a coach. Which of your coaching activities these past few months has had the greatest impact? Why?

Reflection on coaching accomplishments:

What barriers, if any, may be impeding <u>your</u> progress toward completing activities from your coaching service delivery plan? (List barriers and the activities impacted). What steps have you taken to address barriers or communicate the barriers to the DIT?

Reflection on coaching barriers:

Problem Identification

What was our previous problem? What is our current problem?

For small districts: If your district has only one building across grades K-12 or only one building at each grade-band, you may want to take a different approach to problem identification at the district level than what is prompted in the Problem Identification section of the worksheet you have selected. Instead of looking for patterns in data across schools, lift up the work your school teams did at their last data review and make that the focus for your DIT. To do this:

- Delete all the tables and text in the Problem Identification section of the worksheet and replace with a summary that includes 1) the precise problem statements the school(s) identified, 2) the related hypotheses they developed, and 3) the specific actions they added to their implementation plan(s) to address each problem.
- Add this prompt after your summary: Team: As you move into Problem Analysis, your job is *not* to solve the school teams' problems. The DIT's job is to consider what parts of the district infrastructure need to be strengthened to support/expedite the solutions the school teams have already identified and to prevent the problems from reoccurring for the schools.
- Do not make any changes to the Problem Analysis section of the worksheet

For districts with more than one building at each grade-band: If your district has more than one building at each grade-band, then you will want Problem Identification at the district-level to focus on looking for patterns in data across buildings. To do this:

- Access any specific reports/tools needed for this section: 1) Previously developed precise problem statements and related objectives, 2) District-wide item level report for the SWPBIS TFI (All worksheets), 3) District-wide item level report for the R-TFI for Elementary and/or Secondary (Tier 1 Integrated and Intervention Systems worksheets). See Coaching Guide for directions on how to run specific reports.
- Review the Problem Identification section of the worksheet and the corresponding tabs in the MiMTSS Data System and address coaches' prompts in blue.
- Once you have pre-populated the Status column in each of the Problem Identification tables, practice talking through the data with the appropriate visual displays so you are prepared to guide your team through this section at data review. The team should be focused on the visual displays while you summarize the information you have pre-populated in the worksheet. Your goal in this section is to use the questions and sentence frames from the worksheet as scaffolds where needed as you teach the team how to systematically interpret the data. Do not simply walk the team through the tables;

they need to see and interpret the visual displays with your support. Also avoid pre-populating the precise problem statements since you will want to do this with your team.

Hybrid approach: Many small or medium sized districts may have a few elementary buildings but only one middle/high building. Think about how you might support the DIT in taking a hybrid approach to the Problem Identification section of the worksheet where the team looks for patterns across the elementary buildings and then reviews the precise problem statements that the secondary school team identified.

Pause and Reflect:

If your team is in year 4 or beyond but is still focusing on Tier 1 for problem-solving, when and how will you, with support from your liaison, create a sense of urgency to shore up Tier 1 so time and energy can be shifted to problem-solving Tiers 2 and 3?

Moving beyond Tier 1:

Teams often get frustrated when they are asked to problem solve around messy or inaccurate data. Consider: (a) Were fidelity and student outcome measures administered by trained assessors? (b) Were data collected within the windows specified in the Assessment System? (c) Have schools reported any concerns regarding the validity of their data that require district support?

What concerns will you share with your team and what evidence will you cite?

Data concerns:

What supports do you need from your Data Coordinator(s) and/or IS before, during or after the team's Data Review day to address any concerns with the data?

Supports needed:

What important talking points do you want to share with your team as you guide them through Problem Identification and what engagement strategies (e.g., make predictions of the data, quick checks for understanding of the visual displays of data, individual development of precise problem statements with opportunity to share out) will you use to support your team?

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Talking points and engagement strategies:

Your team should develop precise problem statements together to create a shared sense of ownership over the problems they are seeing in the data, but you may want to jot down some ideas on potential problems your team is likely to identify so you can support them in developing precise problem statements.

Ideas for precise problem statements:

Problem Analysis

Why is the problem happening? What is our new objective?

- Access any specific reports/tools needed for this section: 1) DCA Items in Order report, 2) products such as the district communication plan, coaching system, and barrier log, 3) coaching and training data.
- Preview the Problem Analysis section of the worksheet, watch the video that is hyperlinked in the worksheet and address coaches' prompts in blue.
- In Table 3.2 consider if your DIT is ready to take a closer look at the coaching and/or training system when identifying potential contributing factors for the problems they identify. Decide if you will utilize the Coaching System Data Google Sheet, Training Effectiveness Data Google Sheet, or additional data sources to dig deeper into coaching and training.

Pause and Reflect:

Do you have any concerns about the validity of the DCA scores? Consider: (a) Was the DCA administered by a trained facilitator? (b) Were products reviewed prior to and/or during administration to confirm scoring?

If you have concerns with the validity of specific DCA items, note the specific items and identify additional data sources you might need to draw upon if/when these items are discussed.

Specific DCA items of concern and other data sources that may need to be accessed:

Plan Development

What is our plan? Who needs to know it?

- Preview the Plan Development section of the worksheet.
- Determine what supports your team will need to efficiently brainstorm, prioritize and add activities to their MTSS Implementation plan. (See your Coaching Guide for guidance on a five-step brainstorming process, if needed.)
- Make sure your MTSS Implementation Plan, Communication Protocols, Barrier Removal Process, and MTSS Slide deck (or your local MTSS Update template) are hyperlinked for easy access in this section.

Part C: Prepare for the Data Review Day (45 minutes)

- Make a fresh copy of the Data Review worksheet for your team **with all coaches' prompts removed** so the team can stay focused on what you have prepopulated in bold blue font and prompts to the team in purple font. (This step takes less than 3 minutes and really helps reduce the cognitive load for your team.)
- Share the Data Review worksheet with your team.
- Print at least one copy of the Data Review worksheet to have on hand at data review.
- Access the most current MTSS slide deck, complete the title slide and share it with your team OR set up and share your district's own template for creating MTSS updates.
- Confirm that all team members are planning to attend the Data Review day and have access to the MiMTSS Data System.
- Practice navigating through the different visual displays (i.e., the MiMTSS Data System, the worksheet) and consider if you will be able to access a monitor or projector on the data review day to support your team with staying focused on the visual display most relevant to each step in the problem-solving process.

Pause and Reflect:

What proactive communication or work to develop buy-in or readiness might need to occur prior to the data review day? (Consider sharing your rationale for the worksheet the team will focus on at data review with your executive leader.) Are there barriers that need to be added to the team's barrier removal log? (Refer to communication protocols and barrier removal process).

Proactive Communication:

Acknowledging the accomplishments of the DIT and the SLTs can help to gain and maintain momentum for this work. How might you and/or your executive leader acknowledge the hard work of the DIT? What ideas might you bring to the DIT for acknowledging the hard work of the SLTs? Be sure the acknowledgements tie specifically to the accomplishments of each team.

Acknowledgements

Part D: Prepare to Coach (1 hour)

Your goal is to have a newly developed or updated coaching service delivery plan to begin implementing **within 1-2 weeks after your team attends Data Review.** Recognize that what your team focuses on during data review may not necessarily align with the concepts you (and/or your IS) focus on for coaching. Visit the District Coordinators page on the MiMTSS TA Center website to get started in developing or updating your coaching plan.

URLs Used in Document

MiMTSS Technical Assistance Center COVID-19 Resources, Data Informed Action

(https://mimtsstac.org/covid-19-resources/data-informed-action)

Return to School Worksheet for District Data Review

(https://docs.google.com/document/d/1zq9DCseEHFQ09mujFiMVX_HLtpZLp9wPsbOwn5uBCLw/copy?usp=sharing)

MiMTSS Technical Assistance Center, District Coordinators

(https://mimtsstac.org/teams-roles/specialized-functions/district-coordinators)