



District Data Review

Fall and Winter

2020-2021 School Year

mimtsstac.org



Our New Name(s)

- MiMTSS
- MiMTSS Data System
- MiMTSS Technical Assistance Center

Our Transition to a Technical Assistance Center

- We now provide a continuum of technical assistance accessible across our state via our new Technical Assistance Catalog
- We offer universal, targeted and intensive supports. Our partnership with your district is considered an intensive support and will continue as planned.
- Alignment efforts with other state priorities such as Michigan's Integrated Continuous Improvement Process (MICIP) are ongoing in order to minimize confusion to the field

Group Expectations

Be Responsible

- Attend to the “Come back together” signal
- Active participation...Please ask questions

Be Respectful

- Please allow others to listen
 - Please turn off cell phones
 - Please limit sidebar conversations
- Share “air time”
- Please refrain from email and internet browsing

Be Safe

- Take care of your own needs

Group Expectations - Virtual

Be Responsible

- Return from breaks on time
- Active Participation
 - Use participant features of raise hand, thumbs up, etc.
 - Type short answer or questions in chat box
 - Respond to poll questions, if provided

Be Respectful

- Limit use of chat box to essential communication
- Please refrain from email and internet browsing
- Place your phone and other devices on mute and out-of-sight

Team Roles

- Facilitator: lead discussions and activities to keep the team moving forward, navigate visual displays for the team
- Recorder: keep written documentation of key discussion points, decisions, and next steps
- Time Keeper: keep track of time and bring the team back together



Purpose

To allow protected time for the District Implementation Team to engage in continuous data-based decision making, an essential component of MTSS

Intended Outcomes

- Use data to engage in a four-step continuous improvement process to develop or refine the district's Implementation Plan
- Follow through on the activities in the Implementation Plan in order to establish and use the data, systems, and practices designed to improve outcomes for students
- Develop a summary of the work to communicate with others

Agenda

- 1.0 Overview of the Data Review Process
- 2.0 Plan Implementation & Evaluation
- 3.0 Problem Identification
- 4.0 Problem Analysis
- 5.0 Plan Development
- 6.0 Next Steps & Evaluation

1.0 Overview of the Data Review Process

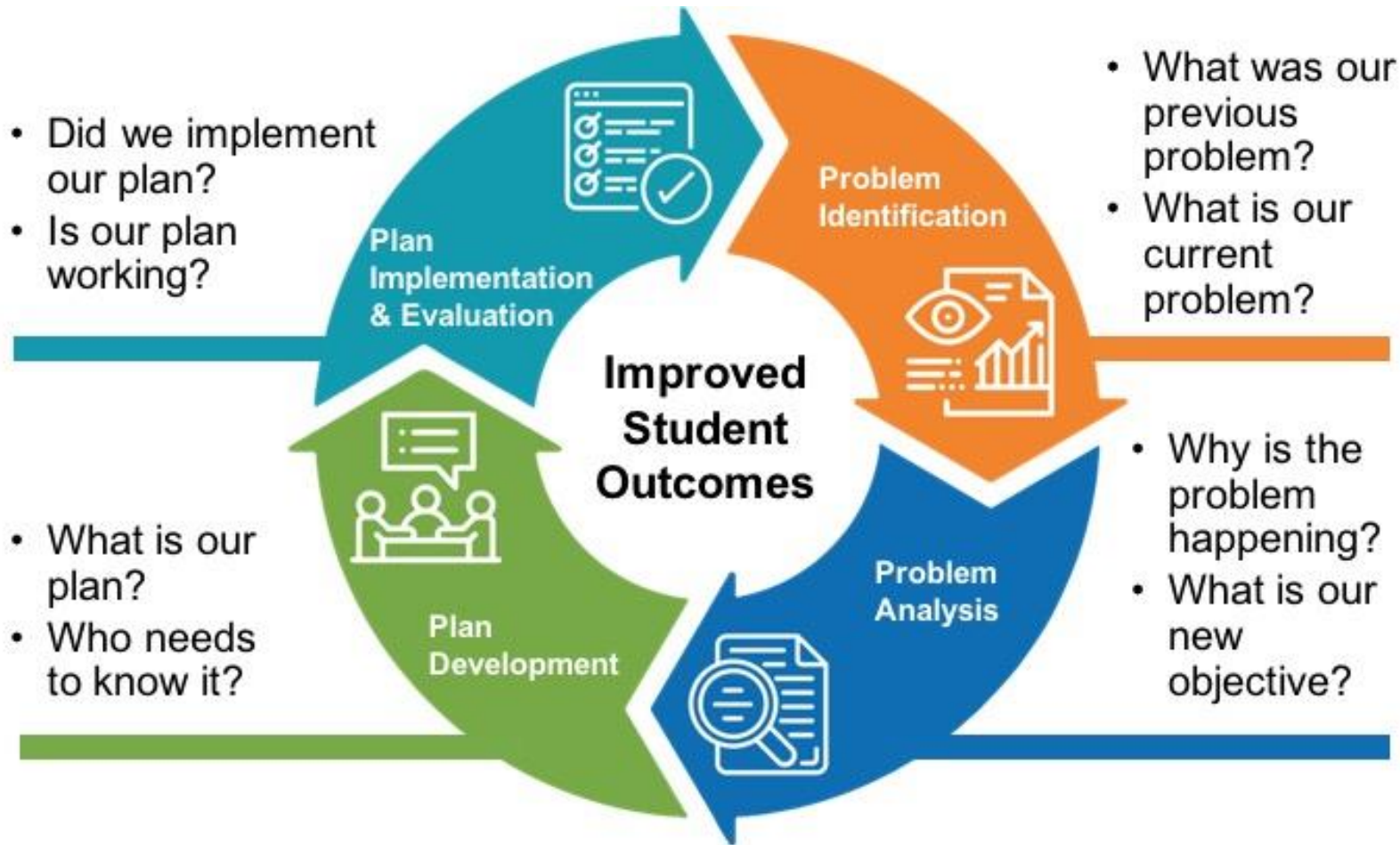
Why Engage in Data Review?

- A cornerstone of implementing an integrated behavior and reading multi-tiered system of support (MTSS) framework is engaging in continuous improvement through a data-based decision making process
- District-level data review provides the platform for districts to engage in this process multiple times per year with the goal of improving fidelity of implementation and student outcomes
- Aligns with the MTSS essential component of Continuous Data-Based Decision Making from MDE's MTSS Practice Profile

How District-Level Data Review Happens?

- Grounded in a collaborative, continuous improvement process
- Follows the four step problem-solving process
 - Problem Identification
 - Problem Analysis
 - Plan Development
 - Plan Implementation and Evaluation

Current Data Review Process



We will be working to bring the currently used process into alignment with MICIP as we learn more and collaborate with our partners at MDE and the Michigan DataHubs.

Current Crosswalk

MICIP Continuous Improvement Cycle

Assess Needs

Plan

Implement

Monitor

Evaluate

Four-Step Problem-Solving Process

Problem Identification

Problem Analysis

Plan Development

Plan Implementation and Evaluation

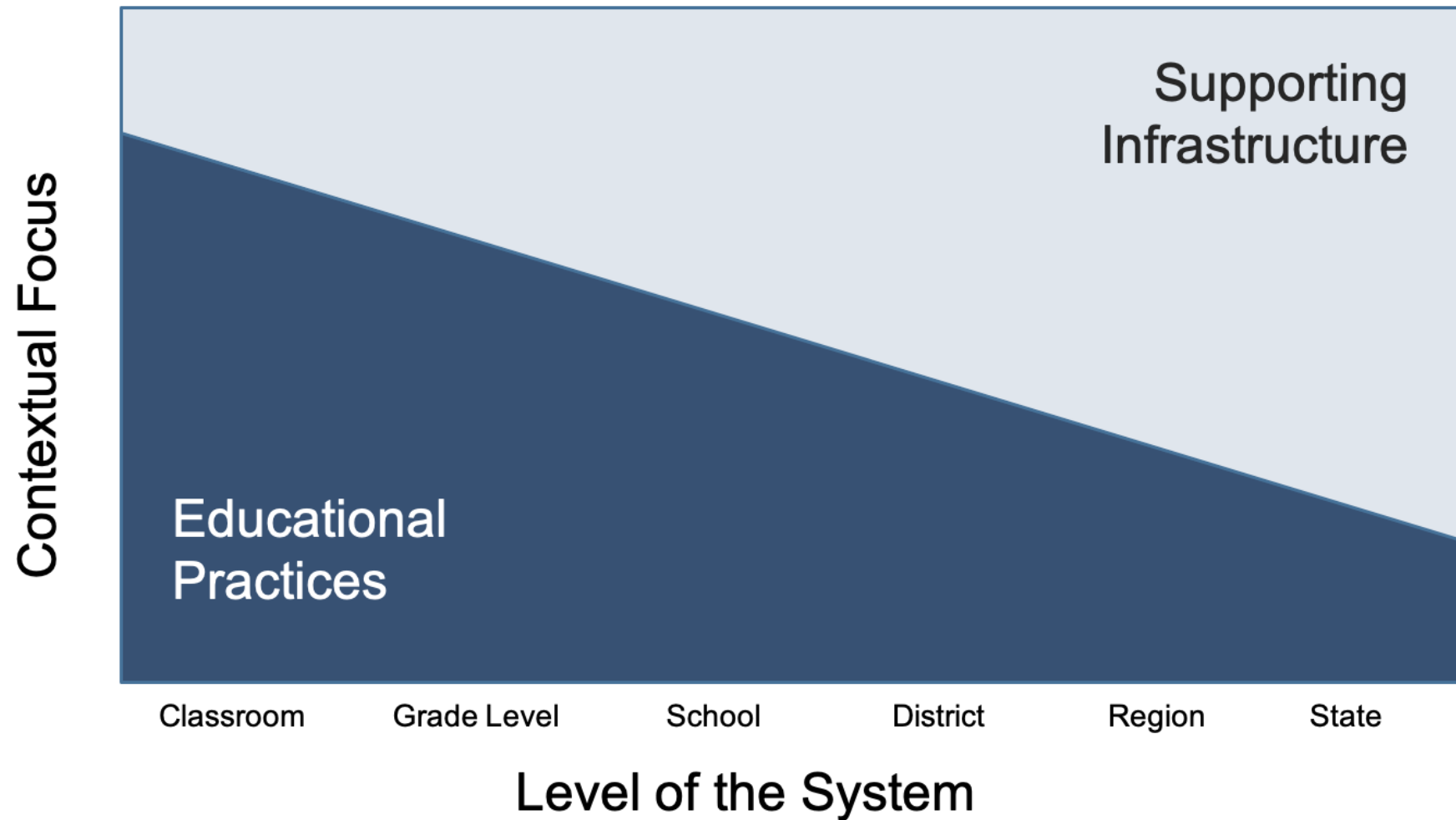
Definition of a Problem

- These materials use the language of “problem” in the context of a Precise Problem Statement.
- We formally define “problem” as the gap between our current reality and where we want to be.
- The precision and ability to measure progress is what is most valuable, not the language of problem itself.
- Alternative terms might include: gap, opportunity, challenge.
- The process itself also prompts teams to reflect on and document successes and accomplishments. Teams might set goals, not just to improve something, but also to sustain and expand practices that are working.

Shared Purpose

While our language may currently differ, we share the same purpose: To support teams in using a **framework** to guide development of a meaningful **plan** to **improve** student outcomes.

Framework for Addressing Practices and Supports



(McIntosh & Goodman, 2016)

Important Distinctions: School & District

Level of the Cascade	Focus of Problem Identification	Focus of Problem Analysis	Guiding Questions for Analysis
School	School-wide Student Outcomes	Fidelity to the School-wide Plan	What are the contributing factors related to fidelity of implementation that are impacting our student outcomes ?
District	Fidelity and Student Outcomes Across Schools	District Infrastructure	What are the contributing factors related to our district infrastructure that are impacting fidelity of implementation AND student outcomes across schools ?

Activity 1.1

- Consider the results of your most recent administration of the DCA. What were some of the possible next steps you discussed for strengthening your district's infrastructure (e.g., strengthen written process for aligning effective innovations, begin to collect and analyze training effectiveness data)
- Keep these ideas in mind as you engage in problem solving today. During the Problem Analysis step you will revisit your DCA results as you look to identify ways to strengthen student outcomes and fidelity across schools.

What is the Result of the District-Level Data Review?

- District Implementation Team (DIT) uses data to engage in the continuous improvement process to develop or refine its Implementation Plan
- District follows through on the activities in its Implementation Plan in order to establish and use the data, systems, and practices designed to improve outcomes for students
- DIT develops a summary of work to support communication

“Deliverables” Resulting from Data Review

- Precise problem statements
- Hypothesis statement(s)
- S.M.A.R.T. goals
- Updated activities in the Implementation Plan
- Identified accomplishments to celebrate
- Identified barriers to lift up to the DIT
- Completed MTSS update slide deck

Activity 1.2

- Use your experience with district-level data review as well as the previous slides to create a description of the purpose of data review that includes the four-step problem-solving process
- Share your description with your team and create a common description of the purpose of data review

MTSS Update

- Template slide deck designed for DIT's to customize to fit the needs of the context of your district
- Intended to support communication back to the rest of your district staff
- Could be used to support communication to other groups (e.g., School Board)
- You may choose to complete a standard MTSS Update using our template or your district's own template

Activity 1.3

- Your District Coordinator received an MTSS Update Google Slide Deck prior to today's Data Review
- Be sure the slide deck has been shared with the full team
- Work as a team to update the slide deck to include the following
 - Your District's Name
 - Who is on your District Implementation Team (DIT)
 - The purpose of data review

Purpose of the Data Review Worksheet

- Guides the District Implementation Team through the four-step continuous improvement process as they study their data
- Shared document in Google Drive that allows all team members to be actively engaged
- Narrows your district's focus

Helpful Hints for Navigating the Worksheet

- Read the worksheet; the text contains helpful information regarding what your team will be doing
- Use the worksheet to guide you to which data your team will be reviewing
- Open the outline panel for the worksheet and use the headings to help navigate your way around the worksheet
- Your coach has begun some work in the worksheet to support your team's work today

Navigating the Worksheet

The screenshot shows a Google Docs interface. The top menu bar includes File, Edit, View, Insert, Format, Tools, Add-ons, and Help. The toolbar shows various editing tools. The Outline panel on the left is highlighted with a red box and contains the following items:

- Outline
- Elementary Tier 1 Integrated Proble...
- Plan Implementation and Evaluati...
- Did We Implement Our Plan?
- Status of Installation Activities
- Table 1.0 Installation checklist ...
- Status of MTSS Implementation PL...
- Status of Coaching Activities
- Accomplishments
- Barriers

The main content area of the document contains the following text:

Directions for Use: Team, review your coach's prompts in red and respond to all team prompts in purple. Keep the same font colors.

Data Review Date:

Team Members Involved:

The diagram is a circular flowchart with four stages around a central circle labeled "Improved Student Outcomes":

- Plan Development** (green arrow):
 - What is our plan?
 - Who needs to know it?
- Problem Analysis** (blue arrow):
 - Why is the problem happening?
 - What is our new objective?
- Problem Identification** (orange arrow):
 - What was our previous problem?
 - What is our current problem?
- Plan Implementation & Evaluation** (teal arrow):
 - Did we implement our plan?
 - Is our plan working?

- Use the Outline in the left panel to help you navigate to different spots in the document
- Click on the text and it will move you to that portion of the document

Coach and Team Prompts

The screenshot shows a Google Docs document with the following text:

Directions for Use: Team, review your coach's prompts in red and respond to all team prompts in purple. Keep the same font colors.

Data Review Date:

Team Members Involved:

The diagram is a circular flowchart with four stages: Plan Implementation & Evaluation (teal), Problem Identification (orange), Problem Analysis (blue), and Plan Development (green). The center is labeled "Improved Student Outcomes".

- Plan Implementation & Evaluation:**
 - Did we implement our plan?
 - Is our plan working?
- Problem Identification:**
 - What was our previous problem?
 - What is our current problem?
- Problem Analysis:**
 - Why is the problem happening?
 - What is our new objective?
- Plan Development:**
 - What is our plan?
 - Who needs to know it?

- Bold blue font indicates text your coach has added
- Your team will use bold purple font for new information added today

Activity 1.4

- Take a moment to make sure everyone on your team can locate and open the appropriate Data Review Worksheet

District-Level Dashboard

- The various tabs on your district-level dashboard in MiMTSS Data System contain a wealth of information your team will use during data review

MiMTSS TEST District Dashboard [View Samples](#)

View Dashboard for

Reach | Reading/Engagement | Behavior Outcomes | Installation Checklists | Reading Fidelity | Behavior Fidelity

Capacity | Context | School Details

View: Chart Table By Active School Partnership Method: MIBLSI PPSC

Reach Across the District

Level	Pre Exploration	Exploration/Adoption	Installation	Initial Implementation	Elaboration	Continuous Improvement/Regeneration
Elementary	100%	0%	0%	0%	0%	0%
Elementary /Middle	0%	0%	0%	0%	0%	0%
Middle	100%	0%	0%	0%	0%	0%
Middle/High	0%	0%	0%	0%	0%	0%
High	100%	0%	0%	0%	0%	0%
K-12	100%	0%	0%	0%	0%	0%

Focus Area by School

School	Behavior Tiers			Reading Tiers		
	1	2	3	1	2	3
MiMTSS TEST Elementary						
MiMTSS TEST High School						
MiMTSS TEST Middle School						
	Attended or Completed Training					
	Focus for this School Year					

Activity 1.5

- Log into MiMTSS Data System
- Take 5 minutes to navigate through the tabs on your district's dashboard to re-orient yourself to the dashboard before we dive into data review
- Ask your coach or trainer any questions about how to read the dashboard

2.0 Plan Implementation & Evaluation

Plan Implementation & Evaluation

Two questions we ask and answer at this step of the problem-solving process:



- Did we _____ our plan?
- Is our plan _____?

Data to Support this Step

- Did we implement our plan?
 - Summary of Current Implementation, based on:
 - Status of District Activities
 - District-Level Accomplishments
 - District-Level Barriers

Additional Data to Support this Step

- Is the plan working?
 - Summary of District and School Progress, based on:
 - School-Level Installation Work
 - School-Level Accomplishments
 - School-Level Barriers
 - Status of District Goals

Activity 2.1

- Your District Coordinator will provide a summary of the current implementation and the status of goals and activities in your Implementation Plan
- You can follow along in your Worksheet on Google Drive
- Listen to the District Coordinator's summary and ask any clarifying questions
- Work as a team to respond to prompts in purple

3.0 Problem Identification

Problem Identification



Two questions we ask and answer at this step of the problem-solving process:

- What was our _____ problem?
- What is our _____ problem?

What is the Problem?

- Your worksheet has a series of questions that refer to data available on your district's dashboard in **MiMTSS Data System**
- Your District Coordinator has studied these data sources and pre-populated responses to the questions
- Reviewing the answers to these questions and the related data sources will help your team develop a **precise problem statement**

Precise Problem Statements

- Refine a problem statement to a level of precision that will allow functional solutions
- Includes answers to the questions: who, when, what, where, and why that are tied to your district's data
- Provides a reflection of where your district is now based on your district's data

Precise Problem Statement Example 1

Who / When?	What	As measured by:
As of Fall of 2018, two of our three schools that have begun implementing SWPBIS	have not reached the criterion of 70% for fidelity at Tier 1, with the lowest scores falling within the implementation subscale	as measured by the Tier 1 scores on the SWPBIS Tiered Fidelity Inventory from September of 2018

Precise Problem Statement Example 2

Who / When?	What	As measured by:
As of Fall of 2018, all three of our implementing schools	have not adequately defined staff-managed versus office-managed problem behavior and still have discipline policies and student handbooks that contain only reactive and punitive consequences	as measured by a score of 1 for all three schools on item 1.5 and a score of 0 on item 1.6 on the SWPBIS TFI in September of 2018

Activity 3.1

- Your District Coordinator will lead you through a review of the Problem Identification section by navigating to specific tabs in MiMTSS Data System
- Team members: follow along and ask clarifying questions
- Work as a team to develop and record precise problem statements

Activity 3.2

- One team member will stay at the table to share your team's precise problem statement(s)
- The rest of your team will engage in a gallery walk to hear what other teams have as their focus for their problem-solving, making note of possibilities for future sharing and/or collaboration

4.0 Problem Analysis

Problem Analysis



Two questions we ask and answer at this step of the problem-solving process:

- Why is the _____ happening?
- What is our new _____?

Problem Analysis: Hypothesis Statement

- **If we address** (this contributing factor), **then we should expect to see** (this change in fidelity and/or student outcomes)
- Example:
 - **If we strengthen our district's coaching system, then** we should expect to see improvements on targeted items from the School-wide PBIS Tiered Fidelity Inventory across all four of our implementing schools.

Problem Analysis: S.M.A.R.T. Goal

- Specific
- Measurable
- Attainable
- Realistic
- Time-bound
- After you have developed your hypotheses, your team will create S.M.A.R.T. goals related to your hypotheses
- The focus is on where you want to be in the future

S.M.A.R.T. Goal Example 1

By spring of 2019, our first cohort of schools (Jackson, Washington, and Pierce Elementary Schools) will implement Tier 1 PBIS with fidelity, as measured by a score of 70% or higher on the Tier 1 scale of the School-wide PBIS Tiered Fidelity Inventory. This will result in a decrease of office discipline referrals for each school.

S.M.A.R.T. Goal Example 2

By spring 2020, all four of our school-level coaches will have implemented coaching service delivery plans, for at least three months, targeting two specific Tier 1 behavior concepts for each school and resulting in scores of 2 on the related items from the SWPBIS TFI.

Activity 4.1

- As a team, work through the Problem Analysis portion of the Worksheet
- The outcomes of this work will be:
 - Hypothesis statement(s) related to the top 3 to 5 identified contributing factors that have been validated
 - Goal(s) connected to your hypothesis statement(s)

5.0 Plan Development

Plan Development



Two questions asked and answered at this step of the problem-solving process:

- What is our _____?
- _____ needs to know it?

Plan Development Activities

- The activities should be a break down of each step it will take to meet your goal(s) and close the gap between where you are now and where you want to be related to fidelity of implementation and outcomes for students

Activity 5.1

- As a team, work through the Plan Development portion of the Worksheet
- The outcomes of this work will be:
 - An updated Implementation Plan with specific activities to accomplish
 - A completed MTSS Update with a plan for sharing with staff and other stakeholders

Activity 5.2

- If time remains after completing the worksheet, revisit any remaining installation activities on your Installation Checklists in MiMTSS Data System
 - Identify the person(s) to take the lead on each activity that is not yet completed along with the timeline for completing the activity
 - Make note of any potential barriers that may need to be addressed
- Make sure these activities are updated in your Implementation Plan

6.0 Next Steps and Evaluation

Assignment

- Share your MTSS Update and Implementation Plan with your full staff and other key stakeholders
- Celebrate your district's accomplishments
- Communicate any barriers identified today using your district's established barrier removal process
- Implement your Plan and monitor the status of each activity and your school's progress towards its goals
- Update your district's status on the installation checklists in MiMTSS Data System at your monthly DIT meeting

Closing Review

- Used data to engage in a four-step continuous improvement process to develop or refine the district's Implementation Plan
- Developed a summary of the work to communicate with others