



District Implementation Team (DIT) Data Analysis and Use

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District Implementation Team (DIT) Data Analysis and Use

This document provides District Implementation Teams (DIT) with a process for collecting and using data during monthly team meetings.

Data Collection

A district-wide assessment system is a way to organize district assessment information and critical decisions regarding the collection, analysis, and use of data for continuous improvement. This ensures accurate and timely data is collected and effectively used for decision making. The District MTSS Assessment System is used at the district and school levels to guide data collection and use.

The DIT collects and analyzes the following types of scale-up and capacity data during regularly scheduled meetings:

- District and school installation checklist data (monthly)
- District Capacity Assessment (2x/year)
- Training effectiveness data (monthly, when available)
- Coaching effectiveness data (3x/year)
- Communication effectiveness data (at least annually)

Data Analysis

Prior to DIT meetings, identified DIT member(s) analyze district data and develop recommendations for adjustments to implementation supports. This information is shared with the team during monthly meetings. The data sources reviewed during each meeting are dependent on the time of year and the data that are available.

Reports and templates have been developed to support DIT members in summarizing effectiveness data (e.g., training, coaching, communication). Guidance on how to use these resources is provided in this section.

Installation Checklists

Installation checklist data provide information on which components of an MTSS framework are set up and in place. The team members responsible for ensuring installation checklists are updated monthly have been identified and documented in the MTSS Assessment System. The DIT reviews district and school installation checklist data monthly to ensure all teams are making progress towards installation goals for MTSS.

Steps to Analyze Installation Data

1. Access the District Dashboard in MiMTSS Data System
2. Review the Installation Checklist Tab
3. Prepare a brief summary of installation checklist progress framed around the scale goals in the district implementation plan.

District Capacity Assessment

The District Capacity Assessment (DCA) is completed twice a year, typically in early fall and late winter. The DCA is a tool used by the DIT to determine the degree to which each component of an “effective innovation” is in place. Districts partnering with the MiMTSS TA Center will use the DCA to measure the components of a district implementation infrastructure to support the use and scale up of MTSS.

During September and January/February DIT meetings, following the completion of the DCA, a summary of DCA data is provided to the team.

Steps to Analyze DCA Data

1. Access the District Dashboard in MiMTSS Data System
2. Review the Capacity Tab
3. Prepare a brief summary of DCA progress framed around the guiding questions and capacity goals in the district implementation plan. Include recommendations for areas to focus action planning.

Training Effectiveness Data

Training is intended to support teachers, administrators, and staff in acquisition of skills and information needed to use a new practice, program or innovation.

To ensure trainings are of high-quality, the training needs to be well-designed and provided by highly competent individuals. For more guidance on selecting and designing high-quality training, see Appendix A.

Training effectiveness data measures the degree to which training results in increased knowledge and skills of participants. Data are collected for all trainings provided to district staff in order to determine next steps for supporting staff in application and use. Training effectiveness data are used during monthly DIT meetings, whenever available, for immediate analysis and action planning.

Training Effectiveness Questions

There are three types of questions a DIT should collect and consider. The first two types would be collected for all professional learning offerings within the district. The third type would only be used for professional learning which involves specific tasks or activities to be completed during the event.

1. Knowledge and Application
2. Standard Feedback
3. Product or Activity Completion

Knowledge and Application

The purpose of these items is to help determine if the professional learning session met the intended outcomes for deepening the knowledge of participants and if participants understand the new learning well enough to apply it to their day-to-day work.

These items should include at least one question that asks about the participants prior knowledge related to the topic(s) of the professional learning event. This will give the DIT an idea of the impact of the professional learning. Remaining questions should be based on the learning outcomes or objectives for the event.

Responses for these items should relate to the individual participant's self-efficacy/confidence in completing the next steps based on the professional learning provided. The recommended rating scale used for these items is:

- 4: I am confident that I know it and can apply it to my context
- 3: I am confident that I know it, but am unclear how to apply it to my context
- 2: I need more information and examples to know it better
- 1: I have more questions than answers

Standard Feedback

The purpose of these items is to assess the overall quality, relevance and usefulness of the learning. The rating scale recommended for these items is:

- 4: Strongly Agree
- 3: Agree
- 2: Disagree
- 1: Strongly Disagree

Districts are strongly encouraged to have a standard set of evaluation questions that are applied across all professional learning events. Items to consider include:

1. The session content was of high quality.
2. The session improved my knowledge and skills that are relevant to my day-to-day work.
3. The session included valuable tools and resources that I will use in my work.
4. The session provided opportunities to interact with others, share learning, and connect.
5. The session promoted and positively portrayed diversity among educators and learners.

Product or Activity Completion

These items are designed for a team or individual to consider and reflect on the activities intended to be accomplished during the professional learning event. This information can be used to design follow up supports to staff and allow the DIT to engage in data-based decision making relative to allocation of resources.

The recommended ratings are:

- Complete
- In progress
- Not started

If a response is in progress or not started, the team or individual is asked to identify additional district support needed in order to be able to complete the assigned product or activity.

The suggested options for district support include:

- District guidance or decisions regarding expectations for consistency across schools
- Worked examples
- Additional coaching supports
- Additional teaching/training
- Other:

The team or individual is also prompted to provide additional information regarding why the identified support is required, more specifics of what is needed, and a timeline for the support to be provided.

Process for Collecting Training Effectiveness Data

Effectiveness data from MiMTSS TA Center trainings are collected by the TA Center through the MiMTSS Data System. The DIT will designate a team member who, with support from your district's Implementation Specialist, will be responsible for generating and analyzing training effectiveness reports from the data system and providing a summary of the data to the team. Over time, your district will develop a process for collecting and analyzing training effectiveness data for all district-provided trainings. Guidance for using this process for trainings beyond those provided by the TA Center can be found in Appendix B.

Steps to Analyze Training Effectiveness Data

1. Generate the **Evaluations by Training Title Summary** report and analyze trends across any training sessions that took place since the last time you reviewed this report.
2. Explore the trends you identified from the Evaluations by Training Title Summary report more deeply using the **Evaluations by Training Title Detail** report.
3. Prepare a summary for the DIT meeting that includes: sharing the MiMTSS Training Evaluation Summary report, talking points and recommendations, school installation checklist data and additional communication from school leadership teams, to determine adjustments to implementation supports.

Evaluations by Training Title Summary Report

Access this report in the **Reporting** section of the [MiMTSS Data System](#). Reference the **Page Help** in the upper right corner of the screen to learn how to set report parameters and how to interpret results.

The Evaluations by Training Title Summary Report provides a broad overview of training impacts. The column headers used in this report remain the same, regardless of the training titles, types, and categories included in each generated report. Any MiMTSS Data System user can generate this report but will only see data specific to the organization with which they are affiliated.

Data Completeness and Accuracy

In order to make sound decisions using data, we first need to be reasonably confident that the data are complete and accurate. If we uncover a trend of low data submission, then we may need to better prompt district staff to complete the evaluations at the end of each training by having trainers and coaches provide sufficient time and directions.

Figure 1 provides two examples of themes we might see related to data completeness and accuracy.

	H	I	J	K
# Registered Facilities	# Participants	# Individual Responses	# Team Responses	
1	2	2	1	For this event 100% (1 of 1) team responses were submitted and 100% (2 of 2) participant responses were submitted. We can be fairly confident these results represent the perspectives of all participants
1	8	2	1	For this event 100% (1 of 1) team responses were submitted, but only 25% (2 of 8) individual participant responses were submitted. We have less confidence that these results represent the perspectives of all participants.
2	18	15	2	
1	11	10	1	
1	7	3	1	

Figure 1. Evaluations by Training Title Summary Report Accuracy Check

Trends by Question Type

In the report, green cells indicate that effectiveness thresholds have been met and the training resulted in increased knowledge and skills of participants, and progress with assigned activities.

Cells that are not green indicate that effectiveness thresholds were not met. Trends should be further explored using the **Evaluations by Training Title Detail** reports to better understand next steps and inform adjustments to implementation supports provided by the DIT.

When examining trends across training events, review responses by question type (e.g., knowledge, standard feedback, activity completion). Figure 2 provides an example of trends you might notice across multiple training events for activity completion questions. Trends for knowledge and application questions can be identified by analyzing columns N and O and trends for standard feedback are represented in column P.

A	B	L	M	N	O	P
Event Date(s)	Title	% of teams that started all activities during the training	% of teams that completed all activities	% of participants who indicate a high level of background knowledge prior to the training (Agree or Strongly Agree)	Confidence questions with at least 80% responding "I am confident that I know it..."	Reaction questions with at least 80% Agree or Strongly Agree
09/18/2020	Tier 1 Reading Components of an MTSS Framework	100%	0%	50%	2 of 2	4 of 5
09/25/2020	Tier 1 Reading Components of an MTSS Framework	100%	0%	0%	1 of 2	4 of 5
10/13/2020	Tier 1 Secondary Content Area Reading Strategy - Text Summarization	100%	50%	13%	2 of 2	
10/23/2020	Tier 1 Elementary Grade Level Problem Solving for Reading Day 1	100%	0%	0%	1 of 1	4 of 5
10/26/2020	District Fall Data Review	100%	100%	0%	1 of 2	5 of 5
Totals		100%	30%	13%	7 of 9	17 of 20

In this district, teams are consistently starting all activities during training.

However, teams are not typically completing all activities designed to be complete during training. This means they will have additional work to accomplish after training.

Figure 2. Evaluations by Training Title Summary Report Example Trends Across Trainings

Trends by Event

Specific training events might stand out in this report as having more positive or negative results than most other events. In those cases, it may be helpful to carefully examine the **Evaluations by Training Title Detail** report for such events.

Figure 3 provides an example of an event that stands out, as well as additional caution when interpreting the data. At first glance, we might want to look carefully at the event from 9/25/20 because there are a number of areas not highlighted in green. However, looking back at Figure 1, we recall that only 25% of training participants submitted their responses to the evaluation questions. It might not be fruitful to do extended planning with these incomplete results.

	A	B	L	M	N	O	P
1	Event Date(s)	Title	% of teams that started all activities during the training	% of teams that completed all activities	% of participants who indicate a high level of background knowledge prior to the training (Agree or Strongly Agree)	Confidence questions with at least 80% responding "I am confident that I know it..."	Reaction questions with at least 80% Agree or Strongly Agree
2	09/18/2020	Tier 1 Reading Components of an MTSS Framework	100%	0%	50%	2 of 2	4 of 5
3	09/25/2020	Tier 1 Reading Components of an MTSS Framework	100%	0%	0%	1 of 2	4 of 5
4	10/13/2020	Tier 1 Secondary Content Area Reading Strategy - Text Summarization	100%	50%	13%	2 of 2	
5	10/23/2020	Tier 1 Elementary Grade Level Problem Solving for Reading Day 1	100%	0%	0%	1 of 1	4 of 5
6	10/26/2020	District Fall Data Review	100%	100%	0%	1 of 2	5 of 5
7	Totals		100%	30%	13%	7 of 9	17 of 20
8							

Figure 3. Evaluations by Training Title Summary Trends by Event

Evaluations by Training Title Detail Report

Access this report in the **Reporting** section of the MiMTSS Data System. Reference the **Page Help** in the upper right corner of the screen to learn how to set report parameters and how to interpret results.

The Evaluations by Training Title Detail Report provides very detailed information for individual training events. The column headers used in this report are customized to match the specific training evaluation questions that are used with a particular training title, type, and category. Any MiMTSS Data System user can generate this report but will only see data specific to the organization with which they are affiliated.

Because the level of detail provided in this report can be overwhelming, it is recommended that data analysts use the Summary report to hone in on specific questions they need to look at in the Detail reports.

For areas not green on the Summary report, identify the corresponding questions in the Detail report. Review responses, comments, and requests for support to determine which activities were not completed, areas where additional training, practice, or coaching are needed, and to inform potential adjustments to implementation supports provided by the district.

Coaching Effectiveness

Equitable, high-quality coaching is necessary to support schools as they work to install and implement MTSS. Three times a year (e.g., October, January, May), coaching effectiveness data is summarized and shared with the DIT to assess the impact of coaching and to determine necessary adjustments to district implementation supports.

The data analyst will need access to individual coach accomplishments and barriers to coaching, previous and updated individualized coaching service delivery plans for each school, additional coaching data (e.g., coaching log, coaching survey). Determine the most efficient way to collect data directly from coaches. (e.g., conversation, meeting minutes, Google Survey). Coaching data will be summarized using the Coaching Effectiveness Google Sheet [insert link].

Steps to Analyze Coaching Effectiveness Data

1. Access the Coaching Effectiveness Data Google Sheet.
2. Update the month and year as the column header.
3. Summarize accomplishments and barriers across all coaches. If any new barriers have been identified, use your district's barrier removal process to document those.
4. Access the previous CSDPs for each school. Review the CSDP adherence table at the bottom of each school's coaching service delivery plan to determine if it is being updated monthly. If the CSDP Quality Review Checklist [Appendix C] will be used to evaluate the quality of plans, complete the checklist for each plan.
5. Summarize all CSDP data across coaches by documenting the number of schools with a plan, the number of coaches that are using their plans as indicated by the adherence table, and the overall quality of plans, if the CSDP quality review checklist was used.
6. Review each coach's progress towards the SMART goals identified in their previous CSDP to determine if goals were reached within identified timelines.
7. Summarize SMART goal progress across coaches by documenting the number of coaches out of the total making progress on their SMART Goals.
8. Review each coach's SMART goals identified in their updated CSDP to determine which concepts they will be focusing on in the future.
9. Summarize coaching concepts being addressed across coaches to identify common coaching concepts the DIT may need to support coaches in addressing.
10. If additional coaching data is being collected (e.g., coaching log, coaching survey), summarize results across coaches.
11. Develop recommendations for district implementation supports provided to coaches or adjustments to the coaching system.

Communication Effectiveness

Effective communication is a critical component of the district infrastructure that helps schools successfully install and use an MTSS framework. The district's communication plan prompts the use of an annual or bi-annual communication survey, which provides districts with a way to measure the effectiveness of communication and adjust the communication plan over time.

Steps to Analyze Communication Effectiveness Data

1. Access the results of the Communication Effectiveness Survey.
2. Review the number of survey responses. Did a sufficient number of individuals respond for each group surveyed for the data to be representative of each stakeholder group?
3. Review each survey question. If at least 80% or more of staff surveyed from the identified groups/teams rated “agree” or “strongly agree” for each item, communication is considered effective.
4. Summarize which questions were considered effective and which were not.
5. Provide recommendations for implementation supports, including potential revisions to the communication plan.

Appendix A: Designing High Quality Professional Learning

District Professional Learning Plans

Teachers, administrators, and staff need to learn when, how, and with whom to use new skills. Prior to developing or selecting training and allocating time for staff to engage in new learning, consider the following:

- What knowledge and skills are needed for staff to fulfill their role? Review the skills and responsibilities outlined in their job description.
- Will the training build upon existing knowledge and skills, or will the training address use of a specific program, practice, or framework? For which data, systems, and practices does learning need to be prioritized?
- If training is needed in a program, practice, or framework, consider whether the innovation has been made usable (e.g., essential components identified and operationally defined, fidelity assessment available)? This information will shape the content of the training.
- What follow-up supports will be needed to ensure staff can apply what is learned in training into practice?
- Does the coaching system ensure coaching is available for the use of the program, practice, or framework? Will implementation support be provided in another way?

The answers to the above questions will help ensure that professional learning addresses the needs of staff and that they are supported post training to use what they have learned.

Written professional learning plans based on this information should be developed to ensure all staff have the skills to use what was trained. Plans can be developed for individuals, small, or large groups of staff, depending on who needs the learning and how they will engage in it.

Professional learning plans should include:

- Areas for further development (e.g., professional learning needs)
- Type of professional learning that will be provided to develop knowledge and skills
- Timeline for completing learning
- Person(s) assigned to provide or support staff in their learning

High Quality Training

For professional learning to be of high quality, several criteria need to be addressed.

Professional learning sessions (i.e., trainings) should:

- Align with the district's philosophy and vision
- Provide information related to the theory and underlying values of the program, practices, or framework (e.g., research base, rationale for training)
- Use training processes grounded in adult learning theory to actively engage participants
- Introduce and teach defined components of program, practice, or framework and provide rationales for why each component is necessary for implementation
- Provide opportunities to practice and re-practice new skills and receive feedback in safe and supporting training environments, when applicable

When developing or selecting training for staff, it is important to consider these factors to ensure staff acquire the knowledge and the skills they need.

Selection of Trainers

In addition to training being of high quality, it is also important to consider the skills and experience of the trainer. When selecting trainers, ensure that the trainer has deep knowledge of, and experience in, the area(s) they are providing training, they use effective presentation and engagement skills, and they are willing to collect training effectiveness data.

Consider each of the following steps when selecting a trainer:

- Request trainer credentials and qualifications to determine knowledge of and experiences in using the program, practice, or framework
- Ask to review any available trainer feedback to determine the trainer's use of effective presentation and engagement skills
- Review training content or communicate to trainer that content should be:
 - Designed to teach the identified knowledge and skills (i.e., intended outcomes)
 - Align with the district's philosophy and vision (i.e., methodology, priorities)
- Ask what initial and ongoing professional learning options might be available to staff post training to support use
- Ask if the trainer is willing to collect training effectiveness data, which would be shared with both the district and the trainer, to inform adjustments to supports for staff, future trainings, and provide the trainer with content and performance feedback

Appendix B: Developing a District Process for Training Effectiveness Data

Collecting Training Effectiveness Data

The development of a district process for collecting and analyzing training effectiveness data increases the likelihood that training will result in increased knowledge and skills of participants, and that supports are provided by the district to ensure transfer of newly acquired knowledge and skills. The process should include a consistent and systematic way for collecting training effectiveness data (e.g., observations, Google survey, standard evaluation questions) and a process for analyzing the data to inform improvements to content, delivery, and implementation supports.

There are three types of training effectiveness questions a DIT should collect and consider. Knowledge and application, as well as standard feedback questions, would be collected for all professional learning offerings within the district. Product and activity completion questions would only be used for professional learning which involves specific tasks or activities to be completed during the event. When designing questions, use the guidance provided in the section of this document titled “Training Effectiveness Questions.”

Using Training Effectiveness Data

Once data is collected, District Implementation Teams need a process for organizing, analyzing and summarizing training effectiveness data to inform improvements to content, delivery, and implementation supports. The guiding questions provided below can be used by teams to develop a process for organizing and analyzing district training effectiveness data in the absence of pre-populated reports generated by MiMTSS Data System.

Activity Completion Questions

Review responses to activity completion training evaluation questions and answer the guiding questions below.

1. Did participants have opportunities to practice newly acquired skills?
2. Did all teams start all activities during the training? If no, consider adjustments to training content or feedback to trainers.
3. Did all teams complete at least 80% of the activities? If no, what were common requests across teams that could inform additional implementation supports? Consider adjustments to coaching, resource allocation (e.g., time), or district guidance.
4. Which activities were not completed? What additional supports are needed for participants to complete the work?

Knowledge and Application Questions

Review responses to knowledge and application training evaluation questions and answer the guiding questions below.

1. What percentage of participants indicated a high level of background knowledge prior to today's training?
2. Did at least 80% of participants indicate they are confident in their knowledge related to the content of the professional learning? If no, consider additional training needed.

Standard Feedback Questions

Review responses to standard feedback training evaluation questions and answer the guiding questions below.

1. Did at least 80% of participants agree or strongly agree that the training was a valuable use of their time? If no, what additional implementation supports are requested or needed across participants? Consider adjustments to training content, additional training, additional tools or resources.
2. Did at least 80% of participants agree or strongly agree that the training provided the tools and strategies needed to complete the next steps?
3. Did at least 80% of participants agree or strongly agree that training objectives were met?

Appendix C: Coaching Service Delivery Plan (CSDP) Quality Review Checklist

The CSDP Quality Review Checklist is used by the DIT to review the quality of individualized coaching service delivery plans. CSDPs should address each component listed in the left-hand column. For plans that do not include all components, there is an opportunity to provide suggestions for improvement in the final row of the table.

Date Reviewed:

Individual(s) who conducted review:

Component	Insert School Name	Insert School Name
Name of Coach and School is identified		
Date of plan is identified		
Area of focus is identified (e.g., Tier 1 Behavior, Tier 1 Reading, Intervention Systems)		
Baseline Data is summarized and identifies areas for improvement		
SMART Goals (specific, measurable, attainable, realistic, timebound) developed		
SMART Goals identify a coaching concept from "Coaching Concepts and Delivery Methods"		
SMART Goals include a Coaching Effectiveness Measure		
Detailed coaching supports are developed for each concept (i.e., sub test)		
Coaching supports include a continuum of coaching methods (e.g., fluency building, feedback, adaptation, prompting)		
Coaching supports include coaching frequency and expectations for feedback		
Coach preparation is developed for each concept (e.g., time, resources)		
Suggestions for improvement		

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