



Elementary and Secondary Data Review

Fall, Winter and Spring

2020-2021 School Year

mimtsstac.org



Our New Name(s)

- MiMTSS
- MiMTSS Data System
- MiMTSS Technical Assistance Center

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 School Leadership 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 school's MTSS Implementation Plan
- Follow through on the activities in the MTSS 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 Welcome & 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 Welcome & Overview of the Data Review Process

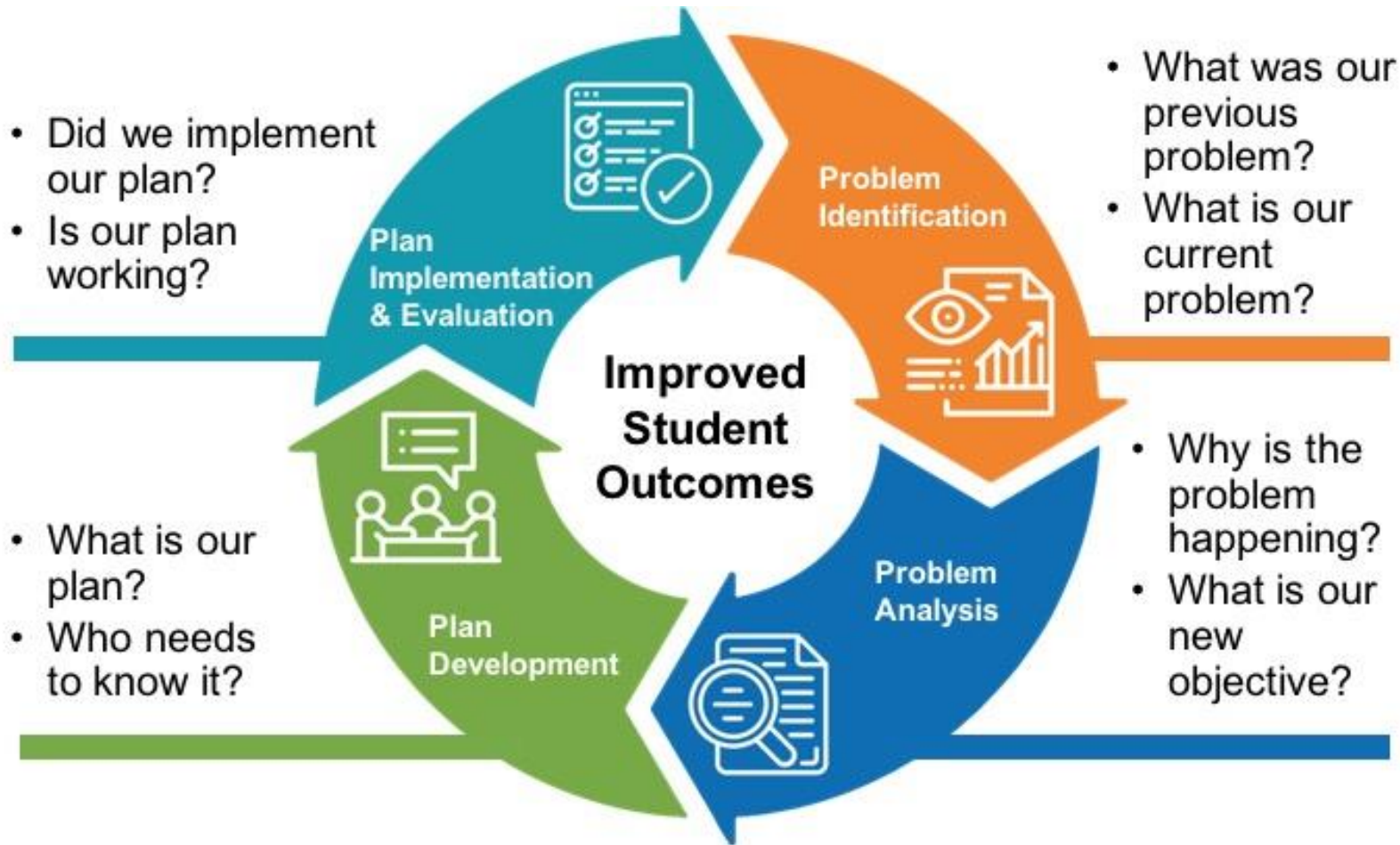
Why Engage in Data Review?

- 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
- School-level data review provides the platform for schools 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 School-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

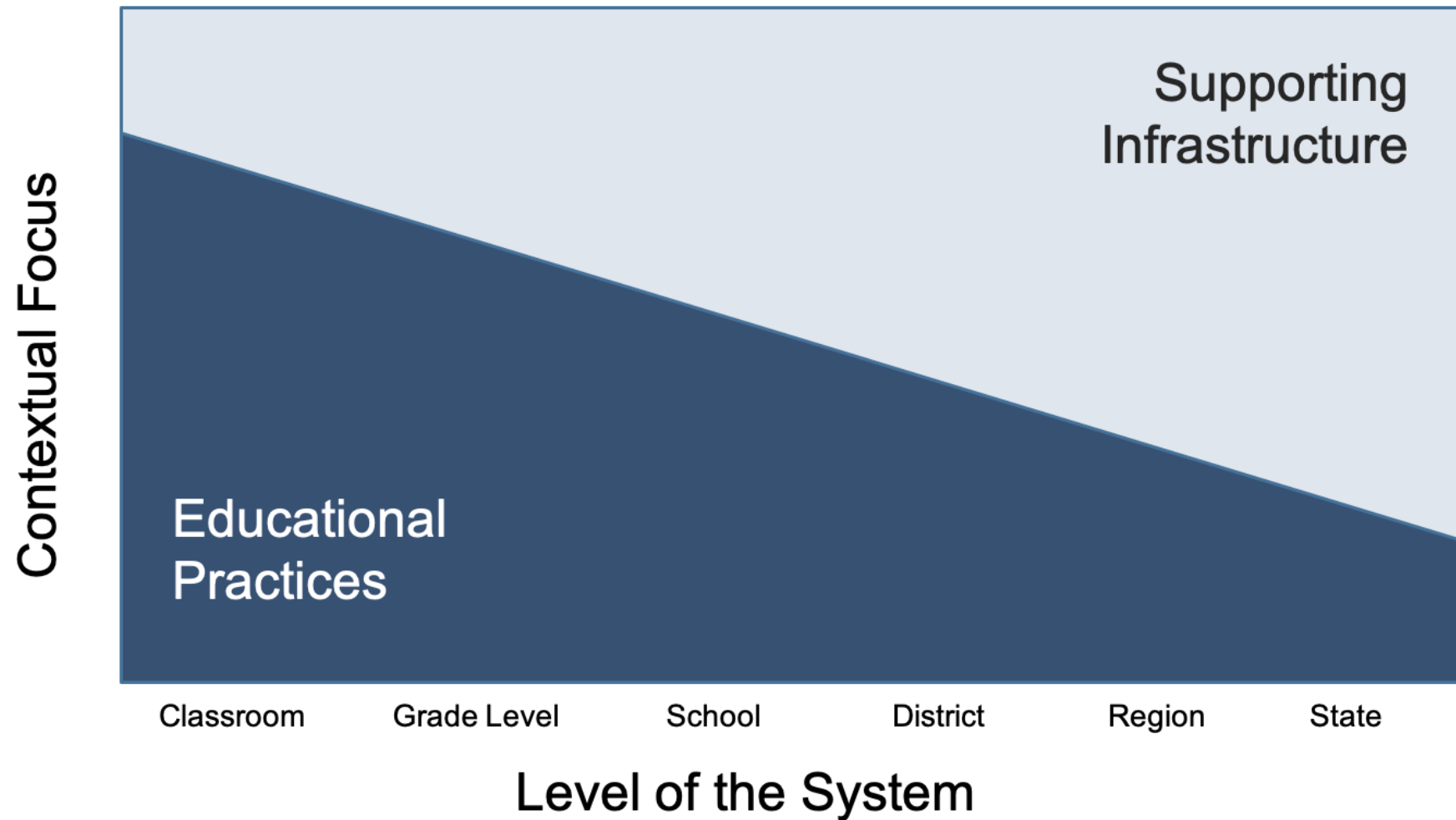
Definition of a Problem

- 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 ?

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

- School Leadership Team (SLT) uses data to engage in the continuous improvement process to develop or refine the school's MTSS Implementation Plan
- School follows through on the activities in the MTSS Implementation Plan in order to establish and use the data, systems, and practices designed to improve outcomes for students
- SLT 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 MTSS Implementation Plan
- Identified accomplishments to celebrate
- Identified barriers to lift up to the DIT
- Completed MTSS update slide deck

Activity 1.1

- Use your experience with school-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 SLT's to customize to fit the needs of the context of your school
- Intended to support communication back to the rest of your school staff
- Could be used to support communication to other groups (e.g., DIT, School Board)

MTSS Update for Winter and Spring

- You may choose to complete a standard MTSS Update using our template or your district's own template
- You may also want to consider when and with whom your team plans to share out its annual evaluation of MTSS implementation efforts

Activity 1.2

- Your coach 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 School's Name
 - Who is on your school's leadership team (SLT)
 - The purpose of data review

Purpose of the Data Review Worksheet

- Guides the School Leadership Team through the four-step continuous improvement process
- Shared document in Google Drive that allows all team members to be actively engaged in problem-solving
- Narrows your school's focus for problem-solving

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 hub 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 1.3

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

School-Level Dashboard

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

MiMTSS TEST Elementary Dashboard [View Samples](#)

View Dashboard for [Select](#)

Context | Reading Outcomes | Reading Skills | Behavior Outcomes | Installation Checklists | Reading Fidelity - Elementary

Behavior Fidelity

ISD: MiMTSS TEST ISD [Users with Access](#)
District: MiMTSS TEST District

Scheduled Professional Development		
Date	Session Type	Title
2/5/2020	S	Elementary Winter Data Review

School Leadership Team Members	
Anna Harms (Coach)	
Patrick Sorrelle	

C Coaching Support Session
S School Level Training

Data Coordinator Role	Person Supporting the School
MiMTSS Administrator	Andrew Hanes, Missy Nantais
Acadience Reading Mentor	Keriann Poquette
PBIS Assessment Coordinator	Melissa Nantais
R-TFI Facilitator	Kim St. Martin
SRSS Coordinator	Cheyne LeVesseur
SWIS Facilitator	Stephanie Dyer

Activity 1.4

- Log into MiMTSS Data System
- Take 5 minutes to navigate through the tabs on your school'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? Is our plan working?
 - Status of Installation Checklist activities
 - Status of activities and goals from your Implementation Plan
 - Status of Coaching Service Delivery Plan

Activity 2.1

- Your school's coach will provide a summary of the current implementation and the status of goals and activities in your school's MTSS Implementation Plan
- You can follow along in your Worksheet on Google Drive
- Listen to the coach'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 school's dashboard in **MiMTSS Data System**
- Your coach 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 school's data
- Provides a reflection of where your school is now based on your school's data

Precise Problem Statement Example 1: Behavior

Who / When?	What	As measured by:
Since the beginning of the school year, our students	have received discipline referrals at a higher rate than the national median for every month except October compared to our goal of all months below the national median,	as measured by SWIS.

Precise Problem Statement Example 2: Reading

Who / When?	What	As measured by:
As of winter benchmark, school-wide	Only 68% of our students are at benchmark for overall reading performance, compared to our goal of 80%,	as measured by Acadience Reading composite scores.

Precise Problem Statement Example 3: Engagement

Who / When?	What	As measured by:
At the end of the first term 2020, school-wide	Only 68% of our students are at low risk for overall engagement, compared to our goal of 80%,	as measured by our Early Warning Indicators

Activity 3.1

- Your school's coach will lead you through a review of the Problem Identification section by navigating to specific tabs in MiMTSS Data System and SWIS
- 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 student outcomes)
- Example:
 - **If** we address implementation of PBIS in the classroom setting, **then** our rates of discipline referrals in the classroom will decrease.

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

Considerations for Setting a S.M.A.R.T. Goal

- If your team is setting your S.M.A.R.T. goal as a small increment of growth (e.g., improve by 5%) consider adding in a “no going back” clause so the movement is always forward
- Consider setting goals around the same time period (e.g., fall to fall), especially when the data may be different depending on the time of year (e.g., EWI data)

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

By winter 2021, we will see a decrease in our rate of discipline referrals from a high of 1.17 ODRs per day/per month to below the national median (.20) for each month, September through December 2020.

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

By Spring of 2021, we will increase from 68% of students in grades K-6 at benchmark on the Acadience Reading Composite, to 80% of students in grades K-6 at benchmark.

S.M.A.R.T. Goal Example 3: Engagement

By the winter of 2021, we will increase from 68% of students in grades 9-12 at low risk on the overall engagement measure, to 90% of students at low risk on the overall engagement measure.

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 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 school'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 school's status on the installation checklists at your monthly SLT meeting

Closing Review

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