



Tier 1 PBIS: Data Analysis and Use

2021-2022

mimtsstac.org



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

Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- Trainers will provide a preview of the survey and provide you with the link at the end of this session

Diversity and Equity

- One of the feedback questions you will see for all of our professional learning sessions is:
 - The session promoted and positively portrayed diversity among educators and learners (strongly agree, agree, unsure, disagree, strongly disagree, optional comments)
- We are collecting baseline data to inform improvements to our MTSS professional learning to promote equity and inclusion

Team Roles

- Facilitator: lead discussions and activities to keep the team moving forward
- 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

This session guides District Implementation Teams in how to analyze and use multiple types of data, including fidelity and outcome data, to inform implementation supports provided to schools resulting in successful student outcomes.

Intended Outcomes

- Identify and explain the purpose of the different types of data used by the DIT to inform implementation supports
- Make decisions to support the collection and use of coaching effectiveness data
- Identify data sources collected and used for Tier 1 Behavior
- Analyze district and school data to inform updates to the district implementation plan
- Finalize implementation supports to ensure all cohort 1 schools are prepared to kickoff SWPBIS

Agenda

1.0 Interactive Review

2.0 Coaching Effectiveness Data

3.0 Data Sources for Tier 1 Behavior

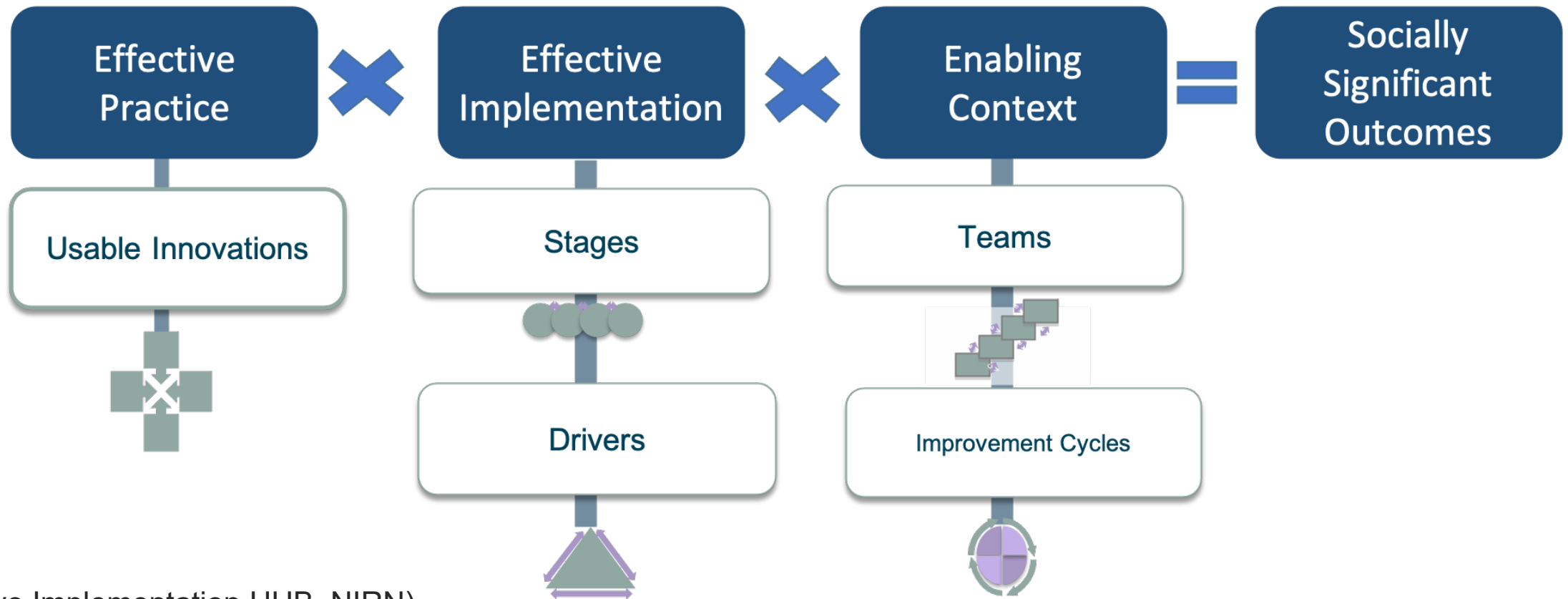
4.0 Next Steps

Use of Module Learning

- Immediate Use:
 - To inform adjustments to the activities and supports in your district implementation plan
- Future Use:
 - To support the collection of coaching effectiveness data next fall
 - To ensure that necessary data is collected and used by your team in future meetings and during your first "official" District Data Review training next fall

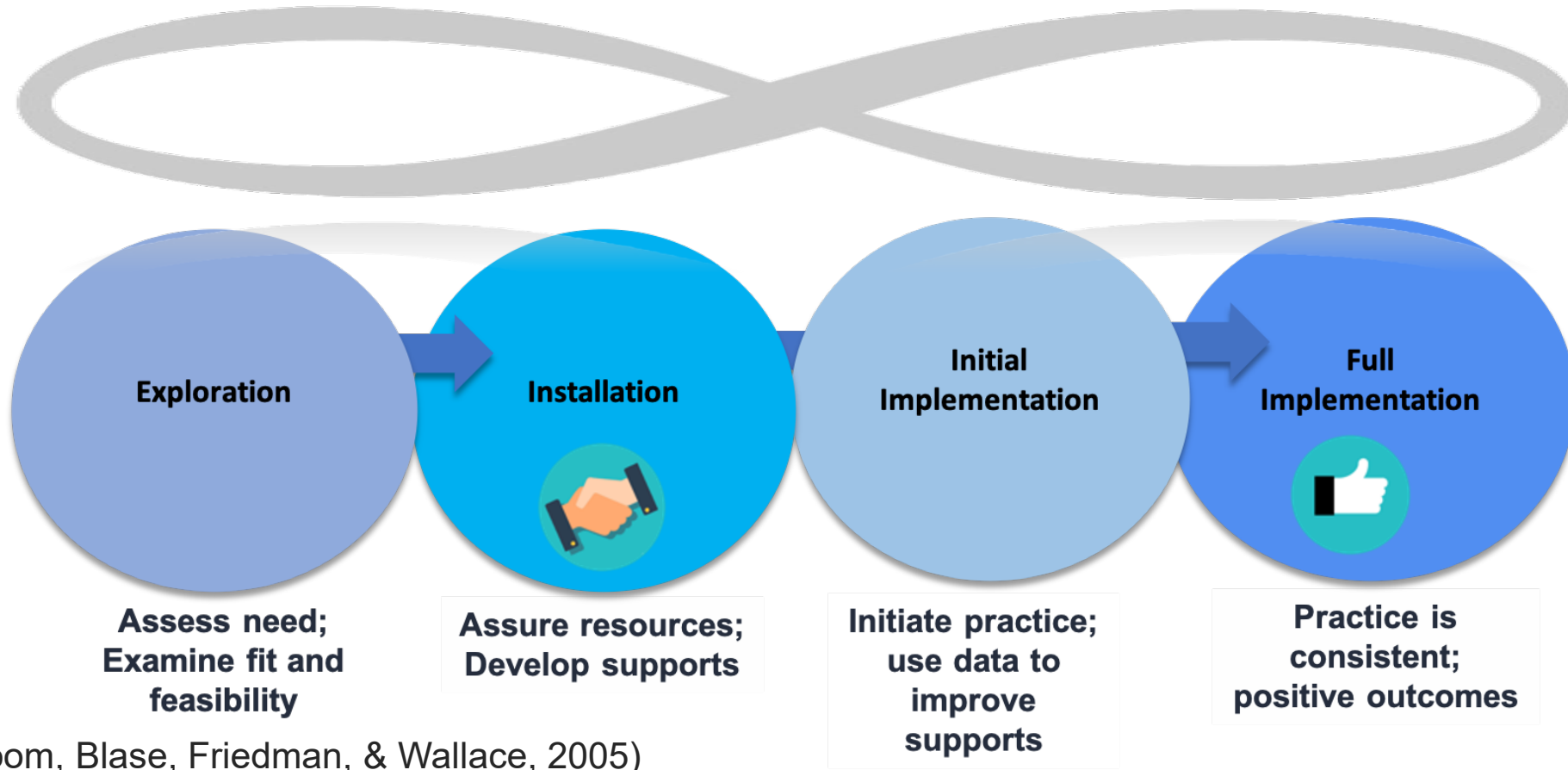
1.0 Interactive Review

Active Implementation Frameworks



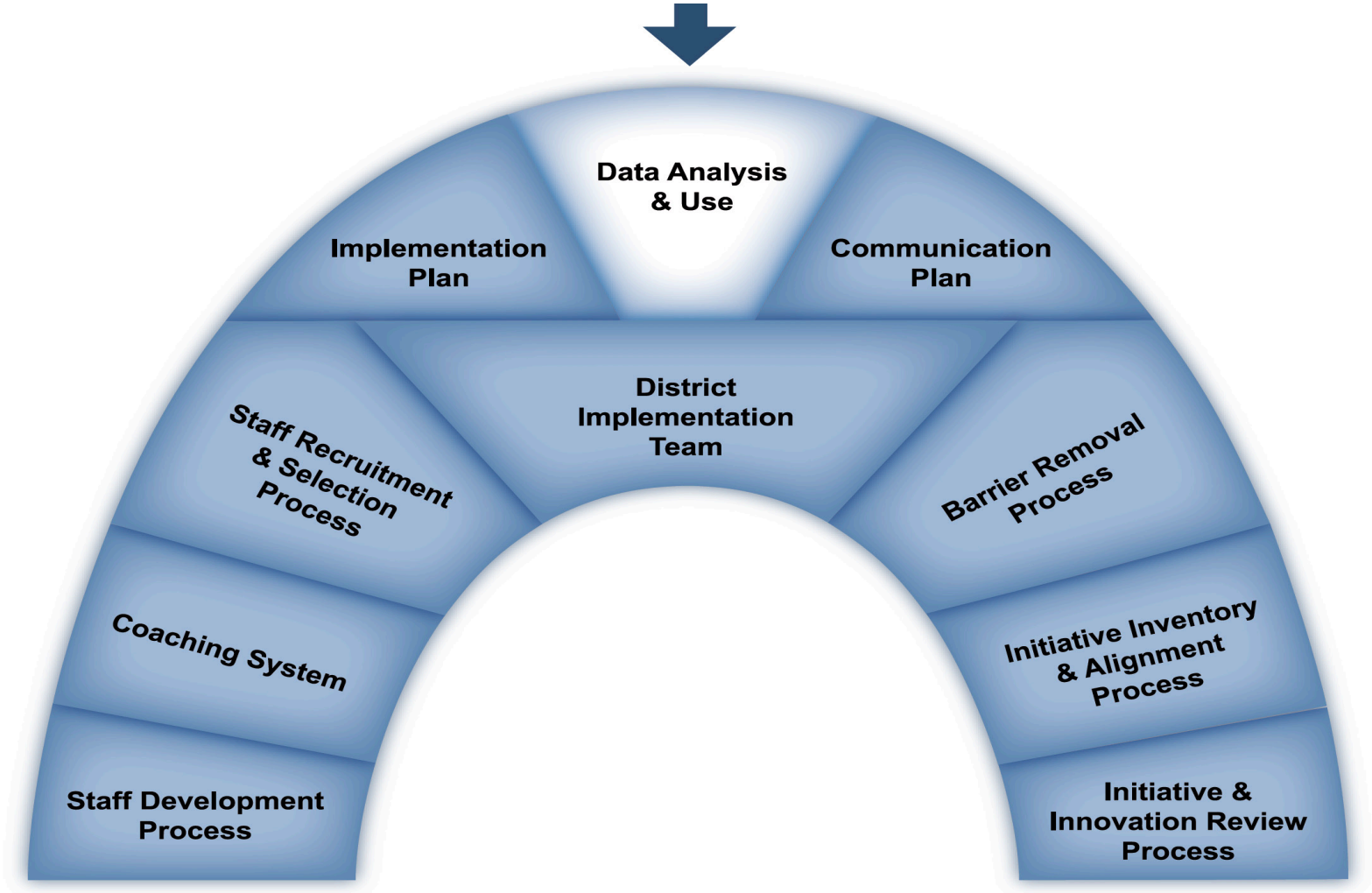
(Active Implementation HUB, NIRN)

Initial Implementation



(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005)

District Implementation Infrastructure



Making Connections

- MDE MTSS Practice Profile Essential Components:
 - Comprehensive Screening and Assessment System
 - Continuous Data-based Decision Making
- District Capacity Assessment
 - Item 14: DIT has access to data for the EI
 - Item 15: DIT actively uses different types of data
 - Item 16: DIT has a process for using data for decision making
 - Item 27: DIT uses coaching effectiveness data

(MDE MTSS Practice Profile, 2020; District Capacity Assessment, 2019)

DIT Data Analysis and Use

- The District Implementation Team (DIT) actively uses four different types of data for decision making
 - **Scale-up data** is used to create differentiated plans for schools based on their stage of implementation
 - **Capacity data** is used to enhance leadership, organizational, or competency supports provided to schools
 - **Fidelity data** across schools is used to improve implementation supports (e.g., selection, training, coaching)
 - **Student outcome data** across schools is used to determine the impact the initiative or innovation is having on student outcomes

Getting Started

- Initially, the DITs use of data has focused on scale-up and capacity data to support immediate problem solving
- During monthly meetings, your DIT has been reviewing
 - Installation Checklist Data (i.e., DIT, SLT)
 - District Capacity Assessment (DCA)
 - Training Effectiveness Data for Tier 1 SWPBIS
- Decisions for the collection and use of this data have been documented in the MTSS Assessment System

Scale-up and Capacity Data

- Initial use focuses on scale-up and capacity data to support immediate problem solving
- Data sources used during monthly meetings include:
 - Installation progress data (e.g., installation checklists)
 - District Capacity Assessment
 - Effectiveness data (e.g., training, coaching, communication)
- At least three times a year, these data are also analyzed as part of a district continuous improvement process

Implementation Plan

- Support for an effective innovation (e.g., MTSS) requires planning at the district and school levels
- Your DIT's plan includes goals and activities to:
 - Support scale-up of MTSS across schools
 - Improve the district's capacity to support MTSS
 - Ensure fidelity and improved outcomes for the components of an MTSS framework
- District installation activities, as well as activities necessary to support schools in their installation and use of MTSS, are included



Activity 1.1

- Your Implementation Specialist and District Coordinator will provide a summary of DIT Installation Checklist data and DCA data in MiMTSS Data System
- As a team, review and update your district's implementation plan as needed to ensure it includes
 - Progress on capacity goals (include today's date)
 - Incomplete DIT installation activities
 - Activities related to collection of communication effectiveness data
 - Additional activities to address areas of need identified by the data

Continuous Improvement of MTSS



Guiding Questions for Data Review

Guiding Questions for Data Review	Connection to Michigan's Continuous Improvement Cycle
Are we implementing our plan? Is our plan working?	Implement, Monitor/Adjust
What was our previous need? What is our current need?	Assess Needs: Discover
What are the contributing factors? What is our challenge?	Assess Needs: Root Cause Analysis
What is our new target? What will we do to achieve that target? Who needs to know?	Plan



Activity 1.2

- Prior to District Fall Data Review, your team will access a series of videos to help build background knowledge about the data review process
- As a team, update activities in your implementation plan to ensure at least one hour is allocated prior to next October for all team members to view the data review videos

2.0 Coaching Effectiveness Data

Coaching Service Delivery Plan (CSDP)

- A district-approved document which outlines the following:
 - Concepts that will be intentionally coached
 - Continuum of coaching supports
 - Measures that will be used to determine the effectiveness of district-supported coaching
- Written guidelines for the development and use of individualized CSDPs are included in the District Coaching System
- Your coaches will develop individualized CSDPs next fall

Coaching System Effectiveness Data

- Equitable, high-quality coaching supports are necessary to ensure all schools successfully implement MTSS
- Coaching data is collected and used to measure the impact of the coaching system and coaching supports
- Multiple data sources are used to measure coaching effectiveness

Data Sources

- The following data sources can be used by coaches to determine the impact of their coaching
 - Fidelity data (e.g., SWPBIS TFI items, Reading TFI items)
 - Product Reviews (i.e., feedback on data sources)
 - SLT observations
 - Coaching service delivery plan adherence data
 - Coaches' self-reflections using data
 - Coaching logs
 - Coaching satisfaction survey data

Developing CSDPs

- Coaches are prompted to use 5 of the data sources listed on the previous slide when they develop an individualized CSDP
- Collection and use of these data sources are prompted in the example District Coaching System provided to your team
- DITs will need to determine if any updates need to be made to the process, as well as identify any additional data sources that will be collected and used

Additional Coaching Data

- **Product Reviews of Coaching Service Delivery Plans** to ensure plans are of high-quality and likely to lead to improved implementation
- **Coaching Satisfaction Surveys** to measure the School Leadership Teams' perception on the impact of coaching
- **Coaching Logs** to document and analyze the time and focus of coaching



Activity 2.1

- Your Implementation Specialist and Coordinator will facilitate updates to the Coaching Effectiveness section of the District Coaching System
 - Determine if additional coaching data sources will be collected by the DIT
 - Update decisions in the coaching system
 - Add activities to your implementation plan to create or refine coaching logs, coaching survey, or quality review checklist, if necessary
- Use your communication protocol with coaches to share decisions and next steps for the collection use of coaching effectiveness data

Data Collection

- School Coaches
 - Collect and analyze coaching data during monthly coaches meetings to inform the supports they are providing their team
 - Conduct a deeper analysis of coaching effectiveness data in October, January, May to determine the impact of their coaching supports and update their individualized coaching service delivery plans (3x/year)
- District Implementation Team
 - Reviews a summary of coaching data to identify additional implementation supports (e.g., coaching, training) and to inform improvements to the coaching system (3x/year)

Data Use

- Starting next year, coaching data will be used during DIT meetings three times a year, in October, January and May
- Coach Coordinators will provide a summary of coaching data to the DIT using guidance in the District Data Analysis and Use Manual
- DIT will use the data to identify additional implementation supports and update the district implementation plan

Coaching Data Google Sheet

Coaching Service Delivery Plan Data

Fall				
School Name	School System Coach(es)	Coaching Service Delivery Plan [link plans]	Quality of Plan [Meets criteria in the quality review checklist]	Recommendations for Implementation Supports
Happy Valley Elementary	Ed Vedder	Tier 1 PBIS Plan	Yes	-Send communication to determine if additional supports are needed from the district

Coaching Effectiveness Data

Date	Coach Accomplishments	Barriers to Coaching [add to district barrier log]	CSDP Adherence Data [# of coaches using plans to guide supports]	Progress on SMART Goals [# of coaches making progress on goals]	Recommendations for Implementation Supports
10/17/20	-Worked with principal to ensure SLT meeting went smoothly	-Insufficient time to complete coaching responsibilities in addition to teaching responsibilities	5 out of 5 (100%) of coaches are using plans as measured by CSDP Progress Data.	3 out of 5 (60%) of coaches are making progress on CSDP SMART goals.	-Follow-up with coach coordinator to get additional context about why two schools are not making progress towards their goals



Activity 2.2

- Your Implementation Specialist and Coordinator will facilitate the team in documenting the Coaching System Effectiveness Data collection decisions in the District Capacity tab of the MTSS Assessment System
- As a team, update activities in your implementation plan to ensure coaches are prepared to begin collecting and using coaching effectiveness data next fall

3.0 Data Sources for Tier 1 SWPBIS

Guiding Principles of PBIS

Improved learning and behavioral outcomes are more likely with:

- Environments that are culturally responsive and sustaining
- A foundation of social and behavior support
- Investment in prevention first
- Use of a continuum of behavior supports that align with the school culture and context

(OSEP PBIS Blueprint, 2015)

“Big Ideas” of School-wide PBIS (SW PBIS)

1. Identify & define behavior expectations
2. Teach behavior expectations
3. Monitor expected behavior
4. Acknowledge and encourage behavior expectations
5. Establish a continuum of responses to behaviors that includes teaching / re-teaching
6. Use data for decision making

Where are Your Schools?

- Cohort 1 schools are in the middle of installing School-wide Positive Behavioral Interventions and Supports (SWPBIS)
- DIT's focus should be on how to support schools to finish installation and kick-off SWPBIS next fall
- School installation checklists and training effectiveness data for all Tier 1 SWPBIS trainings are analyzed and used to inform supports provided by the DIT



Activity 3.1

- Your Implementation Specialist and District Coordinator will provide a summary of training and installation checklist data for Tier 1 SWPBIS in the MiMTSS Data System
- If checklists have not been recently updated, use your communication protocols to prompt SLTs to update checklists
- As a team, review and update your district's implementation plan as needed to ensure it includes
 - Progress on the scale goal (include today's date)
 - Additional activities to address areas of need identified by the data

Factors Related to Sustained Implementation of Tier 1 SWPBIS

- Research on the practice-level factors that predict sustained implementation of Tier 1 SWPBIS include:
 - Implementing SWPBIS with fidelity in Year 1
 - School Leadership Team use of data for decision making

(McIntosh, Mercer, Nese, Strickland-Cohen, Kittleman, Hoselton, & Horner; 2018)

School-wide PBIS Tiered Fidelity Inventory

- Used by school leadership teams to assess implementation of SWPBIS
- Results are used by School Leadership Teams and coaches to identify areas to target for improving or sustaining school-wide systems
- District Implementation Teams use fidelity data across schools to identify district-wide areas of need and to inform implementation supports provided to schools

Schedule for Administration of SWPBIS TFI

- Cohort 1 schools have collected baseline Tier 1 scores
- Following initial kick-off of SWPBIS next fall, schools will complete Tier 1 of the SWPBIS TFI in September
- If the Tier 1 score is not at 70%, school(s) administer Tier 1 again in December or January to monitor progress and keep momentum
- Once a school reaches the 70% threshold, they will assess Tier 1 annually each spring



Activity 3.2

- Your Implementation Specialist and District Coordinator will provide a summary of baseline Tier 1 SWPBIS TFI data in the MiMTSS Data System
- As a team, review and update your district's implementation plan to include progress on the first fidelity and outcome goal (include today's date)

Student Outcomes: Discipline Referrals (SWIS)

- Used by School Leadership Teams to assess the health of school-wide systems for behavior (Tier 1) and to identify students at risk for behavioral difficulties in school
- District Implementation Teams review discipline referral data across schools to determine the district-wide impact of implementing SWPBIS
 - Cohort 1 schools are working through the readiness activities to have SWIS ready for the collection of discipline referrals starting next fall
 - SWIS data will be collected by schools next fall and analyzed by the DIT during District Winter Data Review



Activity 3.3

- Your Implementation Specialist and District Coordinator will provide a status update on SWIS Readiness Activities across schools
- Use your communication protocols with data coordinators and school coaches to ensure all schools will be ready to use SWIS and collect discipline referrals starting next fall
- As a team, review and update activities in your district implementation plan as necessary

4.0 Next Steps

Next Steps

- Use your MTSS Assessment System to guide collection and use of district and Tier 1 SWPBIS data
- Prepare for District Fall Data Review by viewing videos to build background knowledge in the data review process
- Access the District Installation Checklist in MiMTSS Data System to review the activities assigned for Module 13
- Add any incomplete items to your Implementation Plan and DIT pre-meeting sheet

SESSION EVALUATION

- Trainers, add the session evaluation link from the MiMTSS Data System
- When you get to this slide in training, go to the link and provide a preview of the questions and how to complete the feedback.