Analysis of ISD Data Report

Version 2.1
December 2017

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Analysis of ISD Data Report (AIDR) (December 2017)
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Analysis of ISD Data Report (AIDR)

Purpose

The <u>Analysis of ISD Data Report</u> leads ISD implementation teams through data-based problem solving and action planning related to Multi-Tier System of Supports (MTSS). ISD implementation teams analyze four sources of data:

1. Student outcome
2. Fidelity
3. Capacity (district and ISD)
4. MTSS Reach

Three critical questions drive problem solving and action planning:

1. Where are we heading with our MTSS work?
2. How close are we to getting there?
3. Will our current work get us there in the designated timeframes and address any barriers related to MTSS implementation?

Result

Teams elaborate on their current ISD MTSS Implementation Plan designed to focus on the overarching objective of MTSS, improved fidelity of implementation resulting in improved student outcomes. Objectives are also written in the areas of; ISD Capacity, Supporting District Capacity and MTSS Reach. The ISD, through this plan, works to set a strong environment, and support districts to do the same, for successful MTSS implementation. The MTSS Implementation Plan is composed of meaningful SMART (Strategic, Measureable, Achievable, Results-bound and Time-bound) objectives and clear activities to accomplish the objectives. Teams are also prompted to highlight accomplishments and communicate barriers regarding MTSS work and data outcomes.
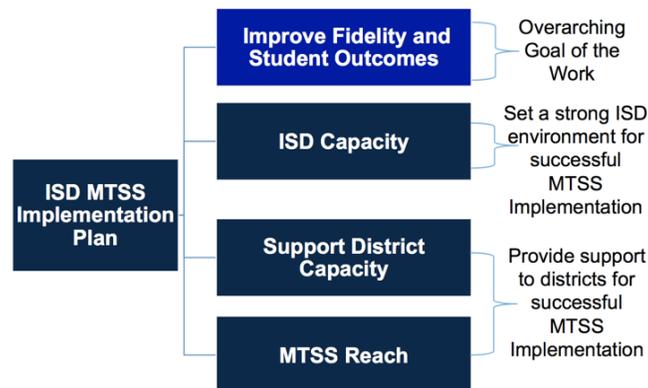

Figure 1. MTSS Implementation Plan

Gather

Prior to Analyzing Data

1. Share accomplishments from each partnering district
2. Open MIDATA ISD Context Tab:
   - Check accuracy of upcoming trainings
   - Consider any communication needed on upcoming work
   - Check accuracy of ISD Implementation Team members
   - Ensure everyone can log into MIDATA and that their professional roles and contact information are up-to-date
   - Ensure data coordinators are certified for upcoming data coordination work
3. Gather data, such as the Regional Capacity Assessment (RCA), if not yet completed
4. Determine whether there are any updates or changes to data that will be analyzed (new assessments added, significant updates to a measure, etc.)

Study

Question 1: Where are we headed with our MTSS work?

a. Confirm measurable objectives within your ISD MTSS Implementation Plan
   - Use Table 1. Data Definitions and Example Objectives to support your work
   - Check that each objective is written in your ISD MTSS Implementation Plan as a SMART objective; specific, measurable, attainable, realistic, and time-bound
   - Verify consensus on target and timeline for each objective area
   - Clarify rationale for targets that are more or less ambitious than suggested targets
b. Review activities previously planned to support each objective
   - Update the status of the previously developed activities
   - Document team decisions and reasons activities were not completed (if applicable)
   - Include today's date with status update

Table 1. Data Definitions and Example Objectives

Measure	Definition	Assessments	Target	Example Objective
Student Outcome and Fidelity	Extent that implementation occurs as intended and educational goals and objectives are met	See Tables 5 & 6 in the Appendix for a list of universal screeners and fidelity measures	See Tables 5 & 6 in the Appendix for targets associated with each student outcome and fidelity assessment	80% or more schools within Initial Implementation or beyond meet set targets for both student outcome and fidelity by Spring of 2018
ISD Capacity	Systems, activities and resources necessary for successful adoption and sustainability of MTSS	Regional Capacity Assessment (RCA)	80% or higher -or- More than 10% growth per year	Capacity for MTSS support across the ISD will increase to 80% or higher (minimum 10% gain per year) by (insert timeline) on the Regional Capacity Assessment
District Capacity	Systems, activities and resources necessary for successful adoption and sustainability of MTSS	District Capacity Assessment (DCA)	80% or higher -or- More than 10% growth per year	80% or more of partnering districts are at or above the Total Score target or are increasing their capacity by 10% or more annually on the District Capacity Assessment
MTSS Reach	Extending the range of contact and influence	Percentage of districts and schools implementing Effective Innovation (EI) at later stages of implementation	60% or more schools across the ISD are engaging in MTSS Implementation at the Initial Implementation Stage or beyond	A critical mass (60% or more) of schools across the ISD are engaging in MTSS Implementation at the Initial Implementation Stage or beyond by (insert timeline)

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Question 2: How close are we to getting there?

a. Review the data related to each objective
   - Use the MIDATA ISD dashboard
   - Create MIDATA reports
   - Dig deeper with MIDATA district or school level dashboards
   - Consider Training Effectiveness data as it relates to developing capacity for MTSS implementation and provides information for strong follow-up to training
   - Incorporate other available ISD related data
b. Create Summary Statements of progress for each objective
   - Does the data indicate that the work is; Making Progress, Staying about the Same or Losing Ground
   - Develop statements that can be shared with ISD leadership and staff
   - Consider how to communicate these summary statements
c. Create Hypothesis Statements for each objective
   - Consider what factors might be contributing to results, supports that are currently in place and what may be contributing to current success or lower than expected results.
   - Often written as an if-then statement that links the contributing factors to actions that will result in improvements in student outcomes. "If ____ (we take this action) then____ (this desired result will occur)"

Table 2. Example Organization of Study Section

Current Status	Target	Summary Statement	Hypothesis Statement
Previous RCA administration: 76% Current RCA administration: 83%	93% by one year from now	Making Progress: Objective met in the area of ISD Capacity to Support Districts. Will continue to further develop any identified areas of weakness.	If we develop our coaching system, then our role as coaches will be more intentional and targeted. If we improve communication then we will know how to better support all ISD, district and school efforts.

Plan

Question 3: Will our current work get us there in the designated timeframes and address any barriers related to MTSS implementation?

a. Review district / school Accomplishments and Barriers Forms
    - Problem solve any barriers and consider any additional activities needed to the ISD MTSS Implementation Plan
b. Add / modify activities based on data analysis and hypothesis statements
    - Add what is needed to continue to make progress on objectives
    - Ensure all activities have a timeline, person responsible and are linked to the objectives they will impact

Essential Components of an ISD MTSS Implementation Plan

Check to ensure plan is:

- Organized and easy to navigate
- Used and updated
- Objectives related to:
    - Improving Fidelity and Outcomes
    - ISD Reach and Capacity
    - Supporting District Reach and Capacity
- Objectives are:
    - Written SMART and specify the desired level of success/improvement
    - Linked to activities that will be done to address objectives

Do

- Continue to meet monthly as an ISD Implementation Team to review activities, continue work on the plan and to be responsive to MTSS implementation across the ISD
- Monitor progress of your activities in your ISD MTSS Implementation Plan
- Distribute your MTSS Update to identified stakeholders
- Support the creation and use of Coaching Service Delivery Plans for district and school teams
- Complete the RCA prior to the next Data Review session
- Identify who will attend RIT Network meetings
- Use Linking Communication Protocols to ensure appropriate communication with schools, district and ISD executive leadership

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Table 3. ISD Accomplishments. Insert identified accomplishment(s) in the left column and then consider who to share each accomplishment with.

Specific ISD Accomplishment	To be shared with (circle)
	ISD Cabinet/Executive Leadership ISD Board Community ISD Staff District Cabinet/Executive Leadership District Implementation Teams District Staff Coaches Other (specify)
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Specific ISD Accomplishment	To be shared with (circle)
	ISD Cabinet/Executive Leadership ISD Board Community ISD Staff District Cabinet/Executive Leadership District Implementation Teams District Staff Coaches Other (specify)

Table 4. ISD Barriers. Insert identified barrier(s) in the left column and then consider who to share each barrier with.

Specific ISD Barrier	To be shared with (circle):
	ISD Cabinet/Executive Leadership ISD Staff District Cabinet/Executive Leadership District Implementation Teams Coaches Other (specify)
	ISD Cabinet/Executive Leadership ISD Staff District Cabinet/Executive Leadership District Implementation Teams Coaches Other (specify)
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Specific ISD Barrier	To be shared with (circle):
	ISD Cabinet/Executive Leadership ISD Staff District Cabinet/Executive Leadership District Implementation Teams Coaches Other (specify)

Appendix: MTSS Academic and Behavior Measures

Table 5. MTSS Student Academic and Behavior Measures

Assessment	Purpose	Criterion Score	Assessment Period
School-wide Information System (SWIS) *Tracking of major Discipline Referrals is required. Tracking minors is optional*	Monitor behavior on a school-wide and individual student level. Allows schools to easily collect and analyze behavior data around school climate. Used to assess progress with SWPBIS system as well as guide action planning.	At or less than the national median of major discipline referrals per day per month compared to other schools with similar enrollment	Ongoing data entry (30 seconds to input each referral)
Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next)	Used to regularly monitor the development of literacy skills. Results used to problem solve regarding instructional systems and practices at the school-wide, grade-level, group, and individual student level as well as guide action planning	80-90% at or above benchmark with each measure at each grade level	3 Times a Year Sep, Jan, May (4-9 minutes/student)

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Assessment	Purpose	Criterion Score	Assessment Period
Student Risk Screening Scale (SRSS)	A universal screening tool used three times a year to identify students who are at risk for behavior problems for the direct purpose of better understanding how to support students to be academically successful in school.	80% or more students at low risk at each grade level	3 Times a Year Oct., Dec., May (10-15 minutes for a class of 25 students)
Early Warning Indicators (EWI)	Used to determine which students which students are at risk for potential dropout, who needs additional support and to choose appropriate intervention strategies for students. Brings together data that is already being collected by the school including attendance, behavior, course proficiency and an incoming risk indicator. Organized into an Overall Engagement Indicator signifying level of risk for students.	80% or more students with 0 flags 80-90% or more students at low risk (not flagged) for each indicator and grade level	3-4 Times a Year First 20 days, end of each term

Table 6. MTSS Fidelity Measures

Measures	Purpose	Criterion Score	Assessment Period
School-wide Positive Behavioral Interventions and Supports Tiered Fidelity Inventory (SWPBIS-TFI)	Assist in evaluation of Tiers I, II, and III PBIS systems as well as guide action planning	SWPBIS-TFI Total, Scale and Subscale score targets are tentatively set at 70%	Once a Year (1-2 hours) for annual assessment Every 2-3 months as progress-monitoring tool
Reading Tiered Fidelity Inventory (R-TFI) Elementary-Level Edition	Assists elementary school teams in a more in-depth conversation regarding progress in implementation of a School-wide Reading Model	R-TFI Total Score, Tier, and Subscale score targets are tentatively set at 80%	Once a Year (2 hours)
Reading Tiered Fidelity Inventory (R-TFI) Secondary-Level Edition	Assists secondary school teams in a more in-depth conversation regarding progress in implementation of a School-wide Content Area Reading Model	R-TFI Total Score, Tier, and Subscale score targets are tentatively set at 80%	Once a Year (2 hours)