



District Beginning of Year Data Review

For Districts in Year 3 of Partnership and Beyond

Summer/Fall 2021

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

To prepare the District Implementation Team to carry forward their work from last year and to prioritize the work ahead

Intended Outcomes

- Complete the District Capacity Assessment
- Revisit your worksheet from last data review in order to update the status of objectives and activities on your District's Implementation Plan and prioritize the work ahead
- Develop a summary of the work to communicate with others within your district

Agenda

- 1.0 Review of the Process
- 2.0 District Capacity Assessment
- 3.0 Data Review
- 4.0 Communication
- 5.0 Next Steps

1.0 Review of the Process

Who are we and why are we here?

District Implementation Team meets to focus on the following:

- Build and maintain an implementation infrastructure to support district staff in their use of Effective Innovations (EIs)
- Engage in data analysis and problem-solving
- Create action plans based on data and needs generated following team meetings
- Ensure communication amongst different groups/teams

From DIT Start-Up Packet

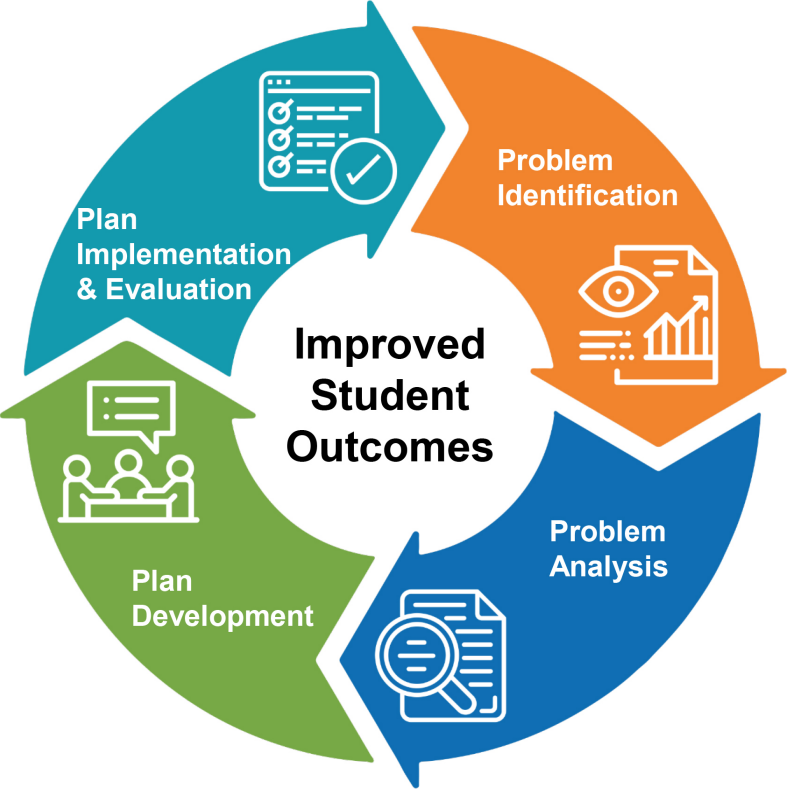
Why Engage in Data Review?

- 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 DITs 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

A Closer Look at DCA Item #16

DIT has a **process** for using data for making decisions

Our Process, Then and Now



Shared Purpose

To support teams in using a **framework** to guide development of a meaningful **plan** to **improve** student outcomes.

Crosswalk

Four-Step Problem-Solving Process

- Problem Identification
- Problem Analysis
- Plan Development
- Plan Implementation and Evaluation

Michigan Continuous Improvement Cycle

- Assess Needs
- Plan
- Implement
- Monitor
- Evaluate

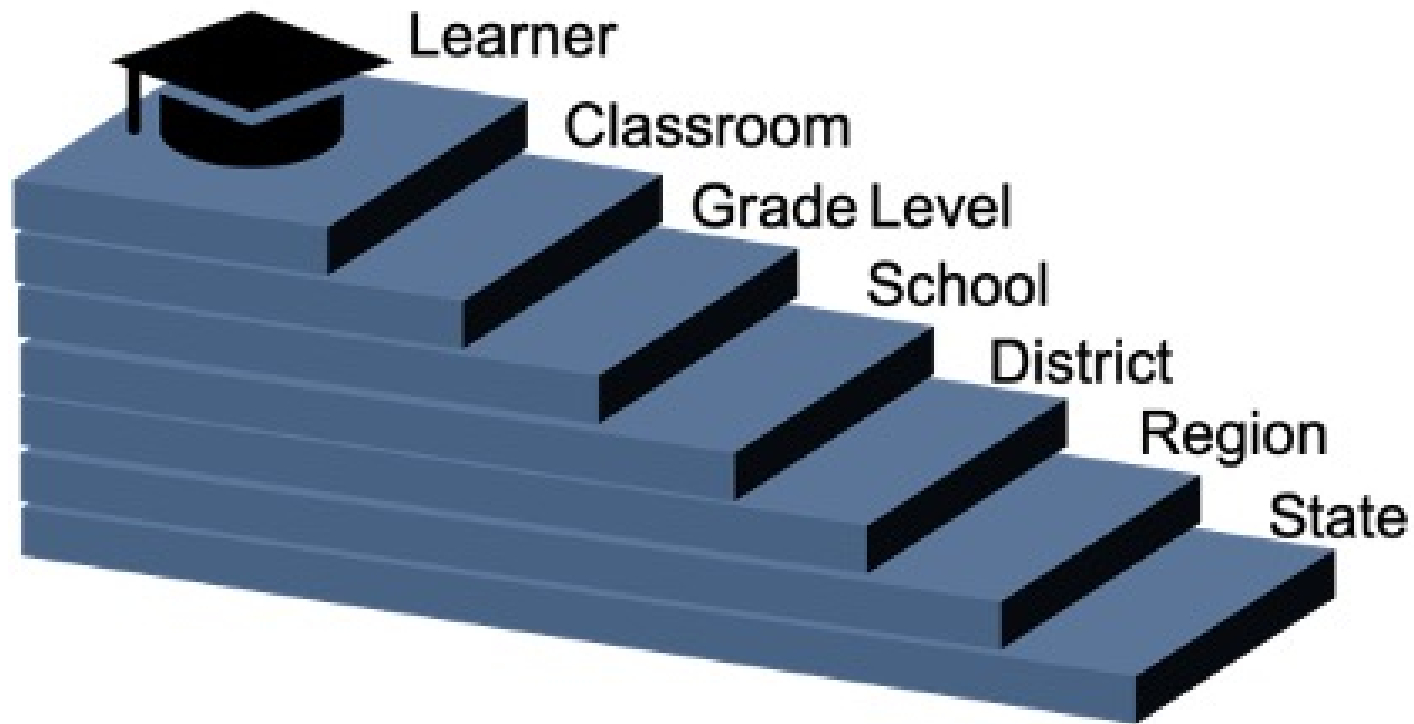
Aligning Terminology

| DCA Item 16 | MICIP |
|---|--|
| Analysis of all new data that results in a summary of celebrations and precise problem statements | Assess Needs <ul style="list-style-type: none">• Identify Area of Inquiry• Discover Whole Child Data• Write a Data Story |
| Generation of hypotheses identifying factors contributing or maintaining the problem | Assess Needs <ul style="list-style-type: none">• Analyze Root Cause• Create a Challenge Statement |

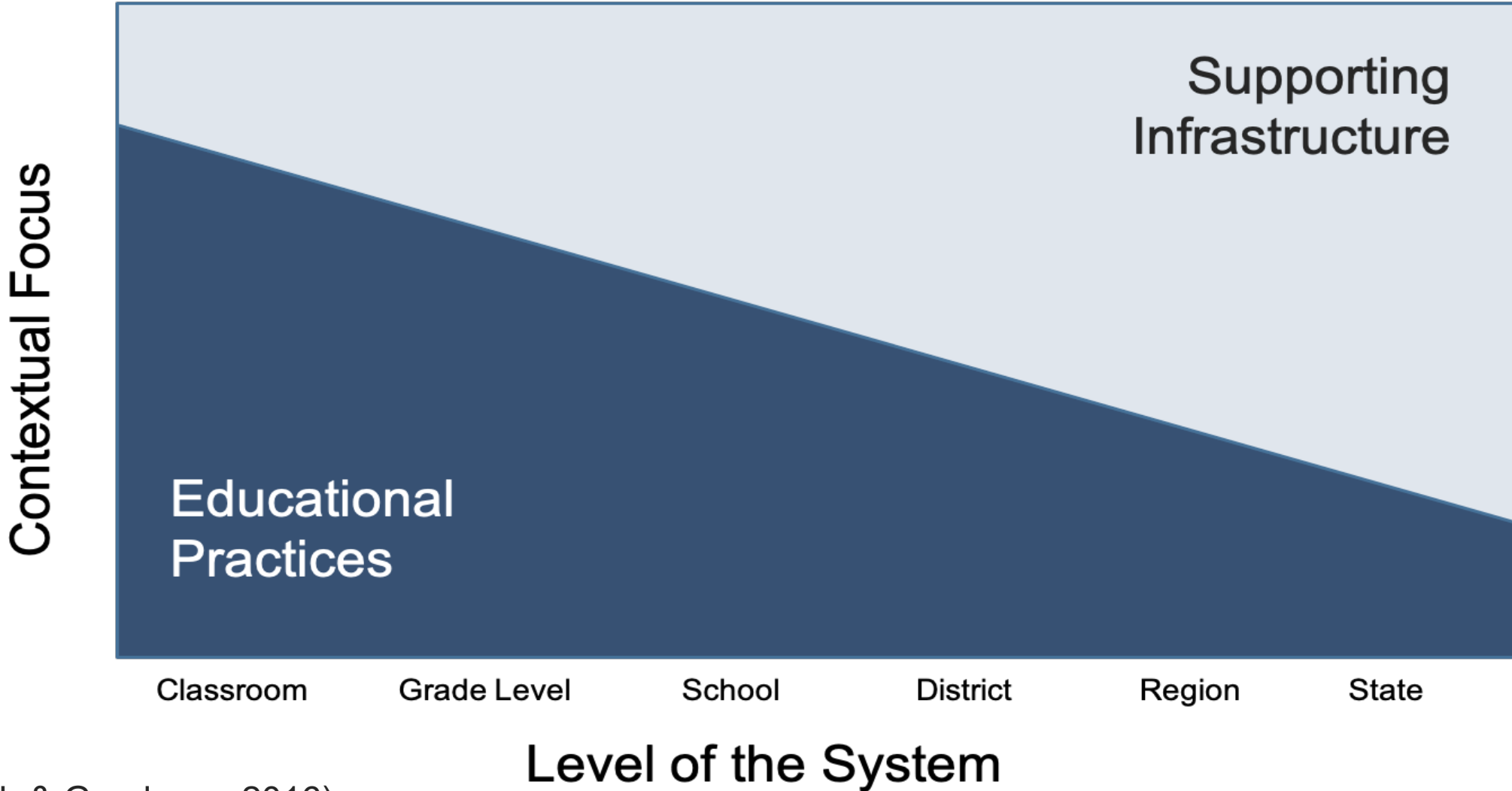
Aligning Terminology, Continued

| DCA Item 16 | MICIP |
|---|---|
| Analysis of data to validate or generate new hypotheses | Assess Needs <ul style="list-style-type: none">• Analyze Root Cause (Add Evidence to Data Story) |
| Refinement of the implementation plan including S.M.A.R.T. goals and activities that lead to desired outcomes | Plan <ul style="list-style-type: none">• Define Measurable Goal/Identify Targets• Identify Strategies/Activities Implement Monitor/Adjust Evaluate |

Data Analysis and Use Across the Educational Cascade



Framework for Addressing MTSS Practices and Supports



(McIntosh & Goodman, 2016)

Important Distinctions: School & District

| Level of the Cascade | Focus for Initial Data Discovery | Focus for Root Cause Analysis | Guiding Question for Root Cause Analysis |
|----------------------|--|---|---|
| School | School-wide Student Outcomes | Fidelity to the School-wide MTSS Plan | What are the contributing factors related to fidelity of MTSS implementation that are impacting our student outcomes ? |
| District | Fidelity and Student Outcomes Across Schools | District Infrastructure to Support MTSS | What are the contributing factors related to our district infrastructure that are impacting fidelity of MTSS implementation AND student outcomes across schools ? |

What is the Result of Data Review?

A **team**

- Uses **data** to develop or refine its **plan**
- Develops a **summary** of the plan to **communicate** to stakeholders
- Ensures the district/school **follows through** on the plan

In order to **improve outcomes** for students

“Deliverables” Resulting from Data Review

- Gap Statement (Precise problem statement)
- Challenge Statement (Hypothesis statement)
- Measurable Goals (S.M.A.R.T. objective)
- Updated strategies and activities in the Implementation Plan
- Identified accomplishments to celebrate
- Identified barriers to lift up to the district, ISD or state-level
- Plan for communication with key stakeholders

Gap Statement (Precise Problem Statement)

- **Precise, measurable** statement of
- Where we are in comparison to
- Where we want to be
- Answers who, when, what, where, and why
- Focuses on the collective (*our* district, *our* school, *our* students)

Gap or Opportunity?

- The precision and ability to measure progress is what is most important, not the language of “gap” or “problem”
- The term “gap” serves to remind us there are two parts to the statement (where we are and where we want to be)
- Possible alternative term: opportunity statement

Root Cause Analysis: Challenge Statement (Hypothesis Statement)

- Root cause analysis should culminate in a challenge statement
- Framing as an If, Then sets the team up for successful planning
- Leads to actions tied directly to desired results
- **If we address** (this contributing factor), **then we should expect to see** (this change in student outcomes)

District-Level Root Cause Analysis

- The challenge statement should directly connect back to the work of the District Implementation Team
 - Specifically, building and sustaining the infrastructure to support district-wide implementation of MTSS
- Your District Capacity Assessment provides the starting point for root cause analysis

2.0 District Capacity Assessment

Defining the District Capacity Assessment (DCA)

- Bi-annual self-assessment of a district's implementation capacity: typically assessed in August / September and January / February
- Responses are framed around an “Effective Innovation” (EI)
- Effective Innovation (EI) is defined as:
 - A set of defined practices used in schools to achieve outcomes that has been proven to produce desired results
- The EI you will frame the DCA around is an integrated behavior and reading MTSS model



Activity 2.1

- Access your copy of the District Capacity Assessment (DCA)
- Your Implementation Specialist and/or your Coordinator will administer the DCA
- Identify someone who will enter scores and record notes in the MiMTSS Data System during the DCA administration



Activity 2.2

- Individually, identify the three most important DCA items you think your team should focus on strengthening this school year
- Record the three item numbers in order of priority on a post-it note and give the post-it note to your Implementation Specialist
- Your team will revisit these priorities at the end of the next module

3.0 Data Review

Why revisit our worksheet from last year?

Before identifying new targets for your work this year, it is important to revisit what you set out to do at your last data review session to ensure follow through on activities and carry over of important work from one year to the next.

Recall Your Data Review Worksheet

- Shared document in Google Drive
- Allows all team members to be actively engaged
- Designed to guide the continuous improvement process using your district's dashboard in the MiMTSS Data System and additional reports and data to support your team's work
- Specific to your district's focus (e.g., Tier 1 Integrated, Intervention System)



Activity 3.1

- Take a moment to make sure everyone on your team can locate and open the appropriate District Data Review Worksheet from last winter
- Practice using the outline in the left panel to help you navigate to different spots in the document. (If you do not see an outline on the left, click “View” and then select “Show document outline”).

Activity 3.2

- Work in partners to complete the following sentences as you review the worksheet:
 - In winter our precise problem statement (i.e., gap statement) was . . .
 - We determined this gap was happening because . . . (i.e., contributing factors)
 - We identified the following activities to address that gap . . .
- Share out your responses to the sentence frames as a team. Discuss any missing information or inconsistent responses.



Activity 3.3

- Coordinator: Provide a status update to the team on the problem(s)/gap(s) identified at the last data review:
 - Have the activities that were identified to address the problem/gap been completed? (Or are they under way?)
 - Has the objective been met ? (Or is it on track to be met?)



Activity 3.4

If the problem/gap your team identified at the last data review is **solved** or is on its way to being solved . . .

- Review the status of the rest of the objectives and activities in your plan.
- Review the 3-5 DCA items that were rated high priority by most team members and discuss the capacity building activities related to those items.
- Select new capacity building activities to complete prior to the fall data review and add those activities to your plan.



Activity 3.5

If the problem/gap your team identified at the last data review is **not solved** (or is not on its way to being solved), revisit the hypothesis (i.e., challenge statement) you developed at the last data review.

- Does it still hold up? Does everyone agree about why the problem/gap is happening and what needs to be done to solve it?
 - If yes, go to Activity 3.5
 - If no, go to Activity 3.6



Activity 3.6

If yes, your hypothesis (challenge statement) still makes sense:

- Review the activities you identified to solve the problem (address the gap). Do the activities need to be more specific? Do you need new or additional activities?
- Revise and update your plan.
- Consider holding off on any other new capacity building activities until progress is made on solving this problem (addressing this gap).



Activity 3.7

If no, your hypothesis does not make sense:

- Analyze the low scoring items on your DCA from today to see if any items are potentially related to the problem/gap you identified.
- Develop a new hypothesis (challenge statement) and related activities to solve the problem (address the gap).
- Revise and update your plan.
- Consider holding off on any other new capacity building activities until progress is made on solving this problem (addressing this gap).

4.0 Communication

MTSS Update

- Template slide deck provided by the MiMTSS TA Center (or your own local template) designed to be customized by DITs to fit the needs/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., Administrative Team, School Board)



Activity 4.1

- Work as a team to populate the MTSS Update slide deck (or local template) to include the following
 - Your District's Name
 - Who is on your District Implementation Team
 - The purpose of your DIT
 - The purpose of District Data Review
 - Celebrations/Accomplishments
 - The current problem/gap the DIT is working to solve/address and the related activities to be completed

5.0 Next Steps

5.1 Assignment

- Share your MTSS Update and Implementation Plan with key stakeholders using your communication protocols
- Celebrate your district's accomplishments
- Communicate any barriers identified today using your district's established barrier removal process
- Implement your MTSS Implementation Plan and monitor the status of each activity and your district's progress towards the S.M.A.R.T. objectives/Target Measures
- Update your district's status on the installation checklists in the MiMTSS Data System at your monthly DIT meeting

Closing Review

- Completed the District Capacity Assessment
- Revisited your worksheet from last data review in order to update the status of objectives and activities on your District's Implementation Plan and prioritize the work ahead
- Developed a summary of the work to communicate with others within your district

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.