



# District Data Review

Fall and Winter

2021-2022 School Year

[mimtsstac.org](http://mimtsstac.org)





# Bell Ringer Activity

- Check your record in MiMTSS Data System
- If you cannot log into MiMTSS Data System, click “I forgot my password” to retrieve your password
- If you still cannot log into MiMTSS Data System, please notify your District Coordinator or trainer

# 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

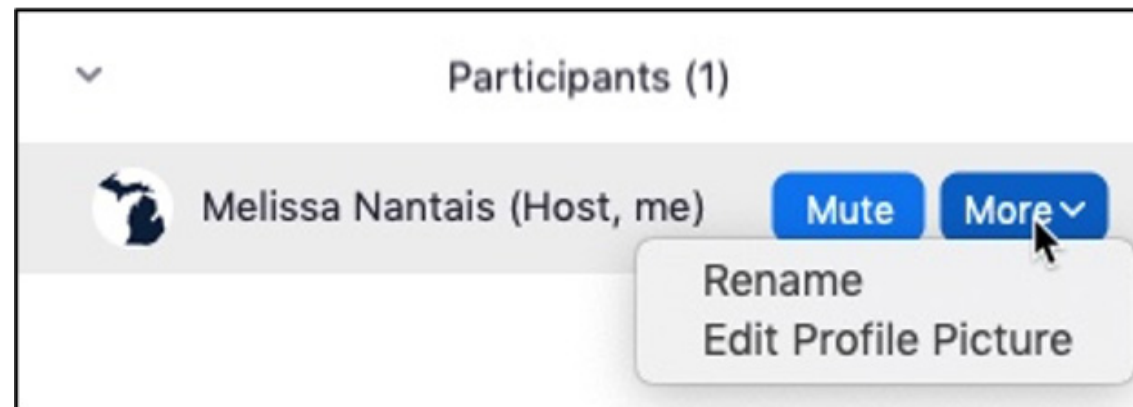
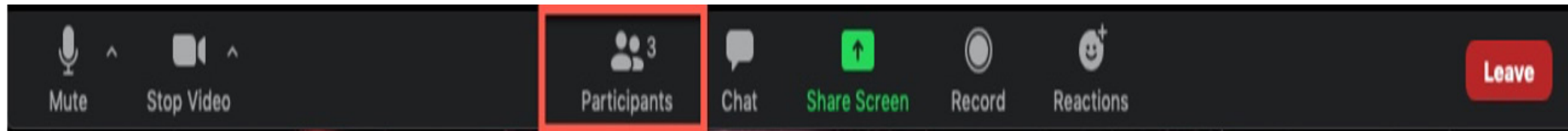
- Return from breaks on time
- Active Participation
  - Use participant features of raise hand, thumbs up, etc.
  - Type short answer or questions in chat box
  - Respond to poll questions, if provided

## 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

# Zoom Attendance for SCECHs

- Click on Participants Icon
- Is your first and last name listed? If not, please click Rename and edit so we know who is here



# 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 allow protected time for the District Implementation Team to engage in continuous data-based decision making, an essential component of MTSS

# Intended Outcomes

- Use data to engage in continuous improvement to develop or refine the district'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

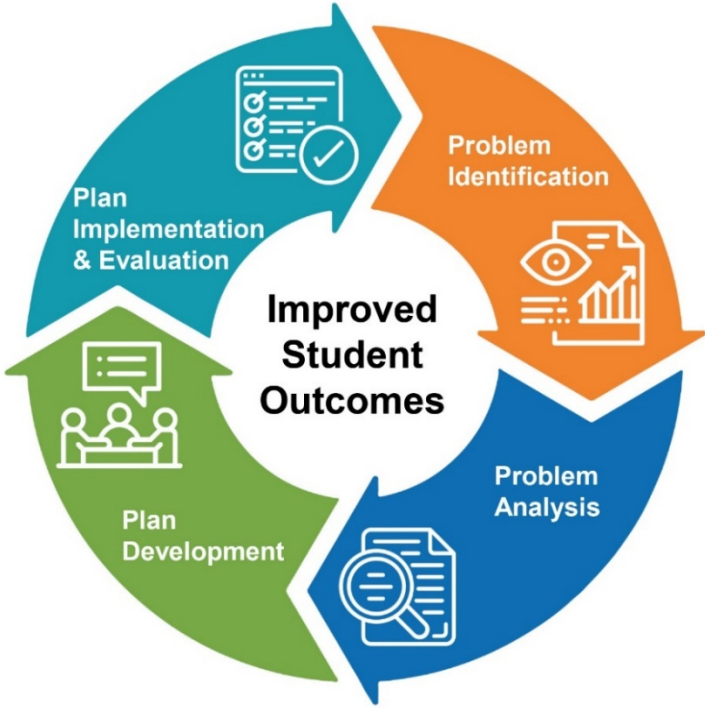
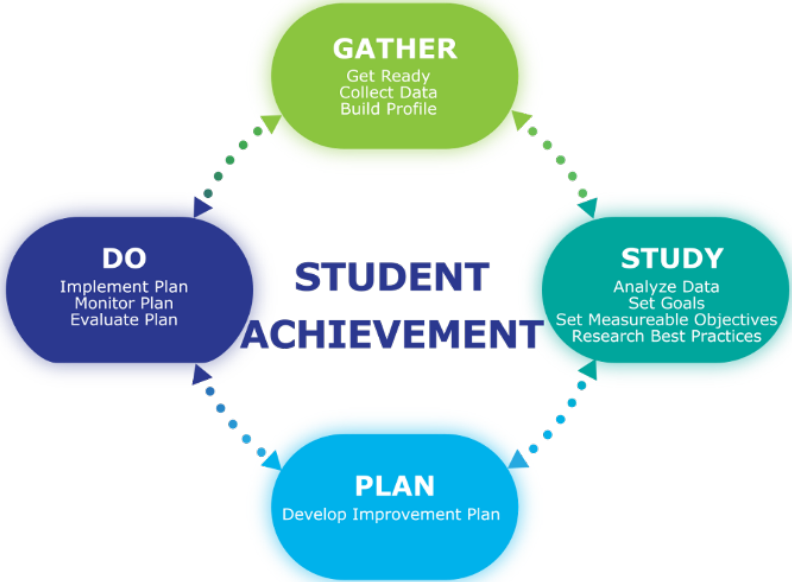
- 1.0 Welcome & Overview
- 2.0 Implement, Monitor/Adjust
- 3.0 Assess Needs: Discover
- 4.0 Assess Needs: Root Cause Analysis
- 5.0 Plan
- 6.0 Next Steps & Evaluation

# 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
- District-level data review provides the platform for districts 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

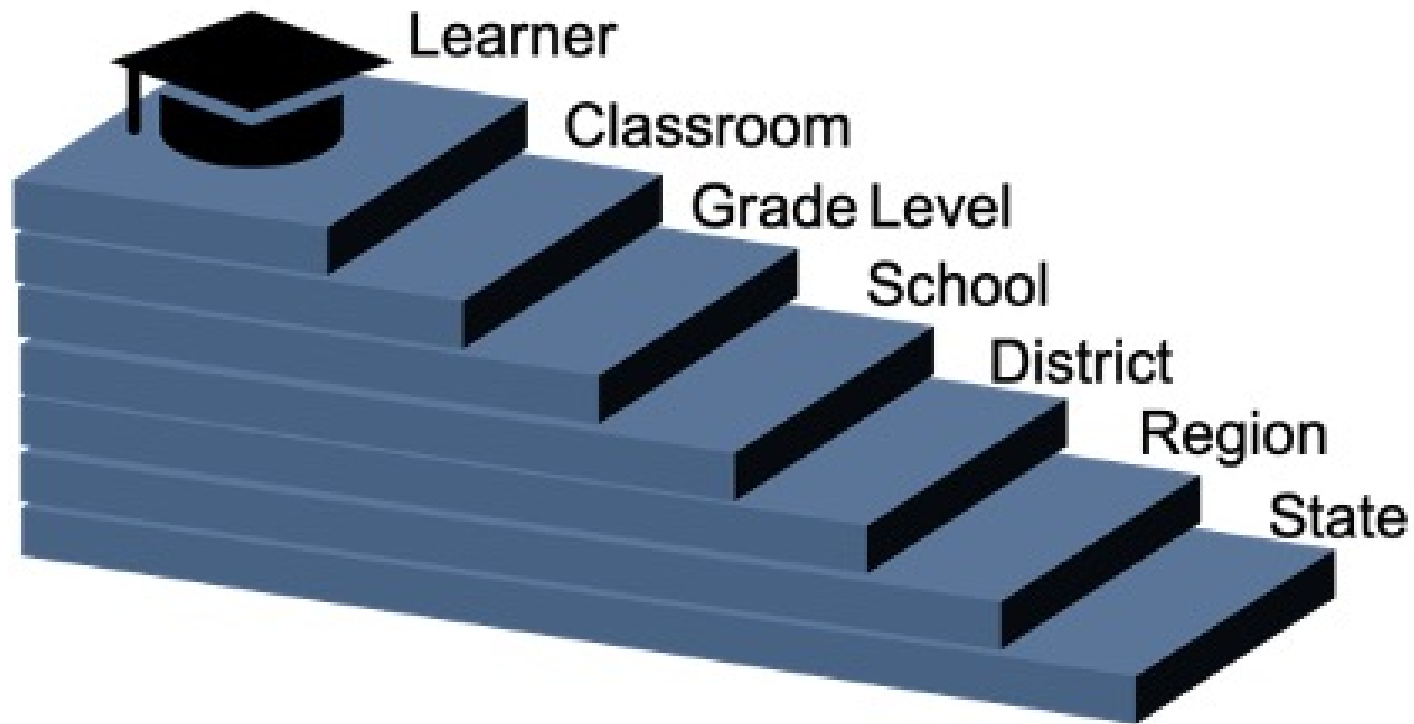
# Our Process Over Time



# Guiding Questions for Data Review

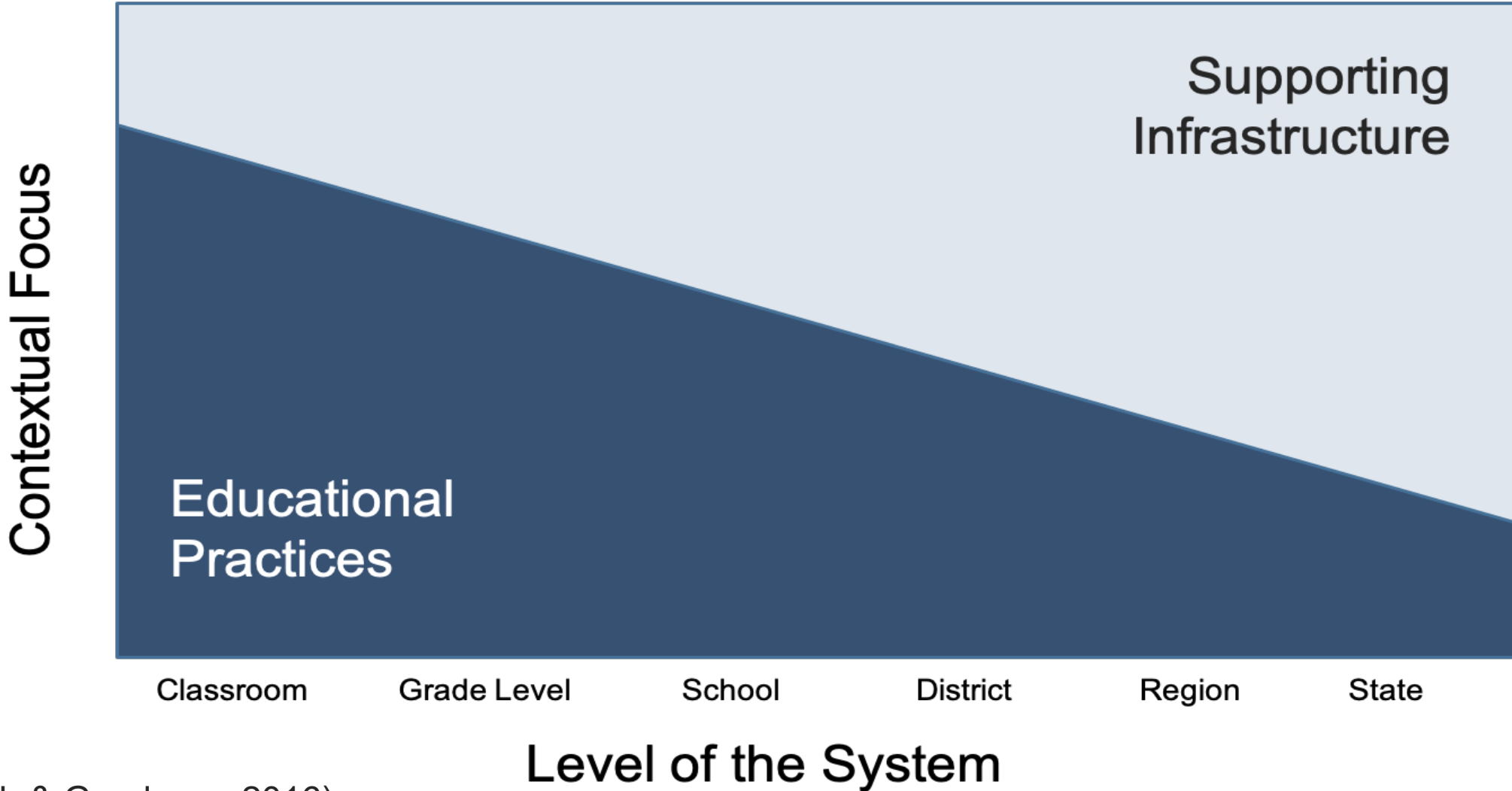
Guiding Questions for Data Review	Connection to Michigan's Continuous Improvement Cycle
Are we implementing our plan? Is our plan working?	Implement, Monitor/Adjust
What was our previous need? What is our current need?	Assess Needs: Discover
What are the contributing factors? What is our challenge?	Assess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

# 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 <b>related to fidelity of MTSS implementation</b> that are impacting our <b>student outcomes</b> ?
District	Fidelity and Student Outcomes Across Schools	District Infrastructure to Support MTSS	What are the contributing factors related to our <b>district infrastructure</b> that are impacting <b>fidelity of MTSS implementation AND student outcomes across schools</b> ?



# Activity 1.1

- Consider the results of your most recent administration of the DCA. What were some of the possible next steps you discussed for strengthening your district's infrastructure (e.g., strengthen written process for aligning effective innovations, begin to collect and analyze training effectiveness data)
- Keep these ideas in mind as you engage in problem solving today. During the Problem Analysis step you will revisit your DCA results as you look to identify ways to strengthen student outcomes and fidelity 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 targets 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



# Activity 1.2

- Use your experience with district data review as well as the previous slides to create a description of the purpose of data review that includes the Michigan's Continuous Improvement Cycle
- Share your description with your team and create a common description of the purpose of data review

# MTSS Update

- Template slide deck designed for DIT's to customize to fit the needs of the 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., School Board)
- You may choose to complete a standard MTSS Update using our template or your district's own template



# Activity 1.3

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



# Purpose of the Data Review Worksheet

- Guides the District Implementation Team through the four-step continuous improvement process as they study their data
- Shared document in Google Drive that allows all team members to be actively engaged
- Narrows your district's focus

# 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. On the left, the Outline panel is visible, listing document sections such as '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', and 'Barriers'. The Outline panel is highlighted with a red border. On the right, the main document content is displayed. It includes 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 Development' (green), 'Problem Analysis' (blue), 'Problem Identification' (orange), and 'Plan Implementation & Evaluation' (teal). Each stage has associated prompts:

- Plan Development:**
  - What is our plan?
  - Who needs to know it?
- Problem Analysis:**
  - Why is the problem happening?
  - What is our new objective?
- Problem Identification:**
  - What was our previous problem?
  - What is our current problem?
- Plan Implementation & Evaluation:**
  - Did we implement our plan?
  - Is our plan working?

All four stages point towards a central circle labeled 'Improved Student Outcomes'.

- 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

**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:**

**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 1.4

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

# District-Level Dashboard

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

**MiMTSS TEST District Dashboard** [View Samples](#)

View Dashboard for

Reach | Reading/Engagement | Behavior Outcomes | Installation Checklists | Reading Fidelity | Behavior Fidelity

Capacity | Context | School Details

View:  Chart  Table  By Active School Partnership Method:  MIBLSI  PPSC

**Reach Across the District**

Level	Pre Exploration	Exploration/Adoption	Installation	Initial Implementation	Elaboration	Continuous Improvement/Regeneration
Elementary	100%	0%	0%	0%	0%	0%
Elementary /Middle	0%	0%	0%	0%	0%	0%
Middle	100%	0%	0%	0%	0%	0%
Middle/High	0%	0%	0%	0%	0%	0%
High	100%	0%	0%	0%	0%	0%
K-12	0%	0%	0%	0%	0%	0%

**Focus Area by School**

School	Behavior Tiers			Reading Tiers		
	1	2	3	1	2	3
MiMTSS TEST Elementary						
MiMTSS TEST High School						
MiMTSS TEST Middle School						
	Attended or Completed Training					
	Focus for this School Year					



# Activity 1.5

- Log into MiMTSS Data System
- Take 5 minutes to navigate through the tabs on your district'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 Implement, Monitor/Adjust



# Implement, Monitor/Adjust



Two questions we ask and answer at this step of the process:

- Are we \_\_\_\_\_ our plan?
- Is our plan \_\_\_\_\_?

# Data to Support this Step

- Are we implementing our plan? Is our plan working?
  - Status of Installation Checklist activities
  - Status of activities and goals from your MTSS Implementation Plan
  - Status of Coaching Service Delivery Plan



# Activity 2.1

- Your District Coordinator will provide a summary of the current implementation and the status of goals and activities in your Implementation Plan
- You can follow along in your Worksheet on Google Drive
- Listen to the District Coordinator's summary and ask any clarifying questions
- Work as a team to respond to prompts in purple

## 3.0 Assess Needs: Discover

# Assess Needs: Discover



Two questions we ask and answer during this part of the process:

- What was our \_\_\_\_\_ need?
- What is our \_\_\_\_\_ need?

# 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”
- 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

# Precise Gap Statement Example 1

Who / When?	What	As measured by:
As of Fall of 2018, two of our three schools that have begun implementing SWPBIS	have not reached the criterion of 70% for fidelity at Tier 1, with the lowest scores falling within the implementation subscale	as measured by the Tier 1 scores on the SWPBIS Tiered Fidelity Inventory from September of 2018



# Precise Gap Statement Example 2

Who / When?	What	As measured by:
As of Fall of 2018, all three of our implementing schools	have not adequately defined staff-managed versus office-managed problem behavior and still have discipline policies and student handbooks that contain only reactive and punitive consequences	as measured by a score of 1 for all three schools on item 1.5 and a score of 0 on item 1.6 on the SWPBIS TFI in September of 2018



# Activity 3.1

- One of your team members will lead you through a review of various data displays beginning with the district dashboard in the MiMTSS Data System
- Team members: follow along and ask clarifying questions
- Work as a team to develop and record precise gap statements



## Activity 3.2

- One team member will stay at the table to share your team's precise gap statement(s)
- The rest of your team will engage in a gallery walk to hear what other teams have as their focus for their continuous improvement, making note of possibilities for future sharing and/or collaboration

# 4.0 Assess Needs: Root Cause Analysis

# Assess Needs: Root Cause Analysis



Two questions we ask and answer during this part of the process:

- What are the \_\_\_\_\_ factors?
- What is our \_\_\_\_\_?

# 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



# Activity 4.1

- As a team, work through the Assess Needs: Root Cause Analysis portion of the Worksheet
- The outcome of this work will be the development of at least one challenge statement



# 5.0 Plan

# Plan



Three questions we ask and answer during this part of the process:

- What is our new \_\_\_\_\_?
- What is our \_\_\_\_\_ to achieve that target?
- \_\_\_\_\_ needs to know it?

# Considerations for Setting Targets

- Specific, measurable, realistic, attainable, time-bound
- If your team is setting your target 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 targets 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)

# Example 1

By spring of 2019, our first cohort of schools (Jackson, Washington, and Pierce Elementary Schools) will implement Tier 1 PBIS with fidelity, as measured by a score of 70% or higher on the Tier 1 scale of the School-wide PBIS Tiered Fidelity Inventory. This will result in a decrease of office discipline referrals for each school.

## Example 2

By spring 2020, all four of our school-level coaches will have implemented coaching service delivery plans, for at least three months, targeting two specific Tier 1 behavior concepts for each school and resulting in scores of 2 on the related items from the SWPBIS TFI.

# Plan Development Activities

- The activities should be a break down of each step it will take to meet your targets(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 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 district'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 district's progress towards its goals
- Update your district's status on the installation checklists in MiMTSS Data System at your monthly DIT meeting

# Closing Review

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

# 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.