School-Level Data Review

Fall, Winter and Spring

Elementary and Secondary

2021-2022 School Year

mimtsstac.org

Bell Ringer Activity

- Use the directions provided in the workbook to 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

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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

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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

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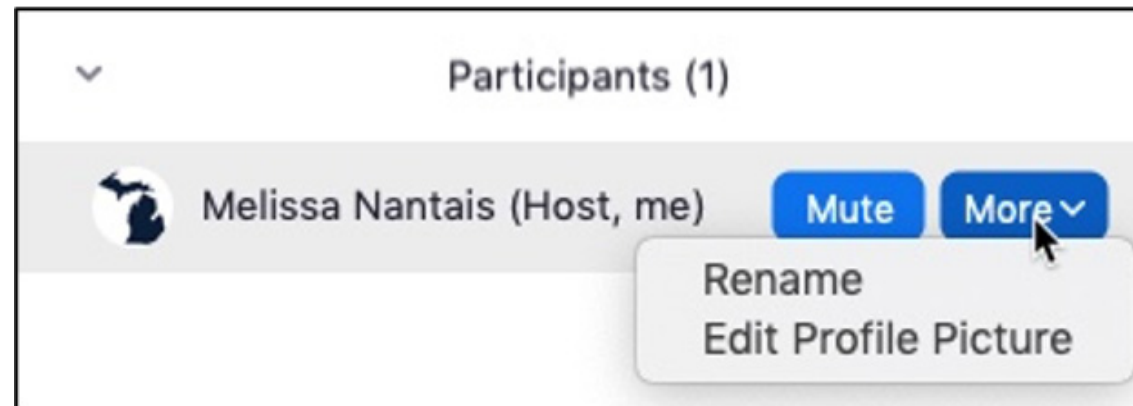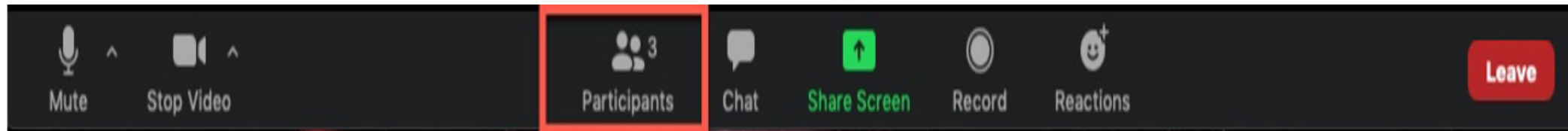
Training Effectiveness

- 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

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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

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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 School Leadership Team to engage in continuous data-based decision making, an essential component of MTSS

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Intended Outcomes

- Use data to engage in continuous improvement 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

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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

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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

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Our Process Over Time
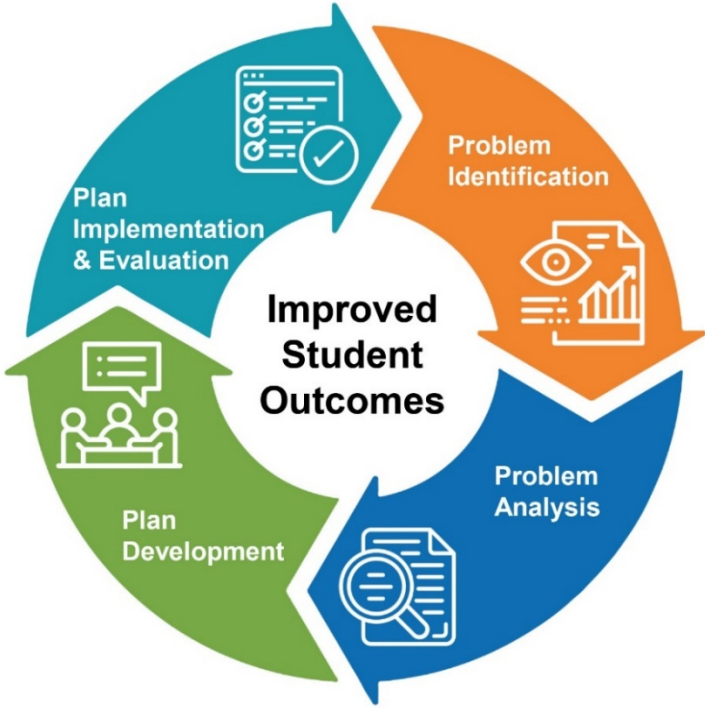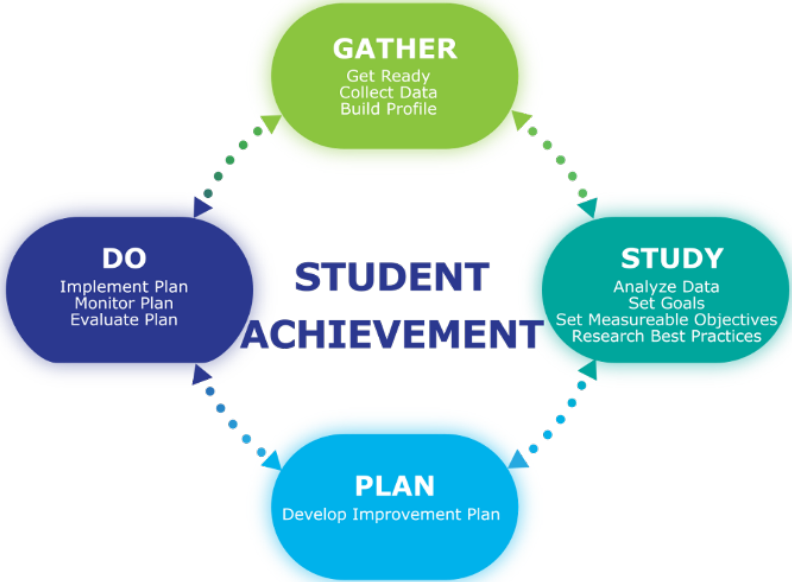
Guiding Questions for School Data Review

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

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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

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"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

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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 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 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)

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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

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Purpose of the Data Review Worksheet

- Guides the School Leadership Team through the 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

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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

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Navigating the Worksheet

- 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

- 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

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

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2.0 Implement, Monitor/Adjust

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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

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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

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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 reminds 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: 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.

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Precise Gap 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.

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Precise Gap 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

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Activity 3.1

- One of your team members will lead you through a review of various data displays beginning with the school 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

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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 _____?

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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)

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School-Level Root Cause Analysis

- The challenge statement should directly connect back to the work of the School Leadership Team

  - Specifically, building and sustaining the behavior and reading components of an MTSS framework

- Your Tiered Fidelity Inventories provides the starting point for root cause analysis

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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: Behavior Target

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.

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Example 2: Reading Target

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.

Example 3: Engagement Target

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.

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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

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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

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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 Implementation 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

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Closing Review

- Used data to engage in a continuous improvement process to develop or refine the school's Implementation Plan

- Developed a summary of the work to communicate with others

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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.