

Implementation Unit Data Analysis Guide

Version 2.0
2017-2018



Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) is a Grant Funded Initiative (GFI) funded under the *Individuals with Disabilities Education Act* (IDEA) through the Michigan Department of Education.

Implementation Unit Data Analysis Guide (November, 2017)
Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) is a Grant Funded Initiative (GFI), funded under the *Individuals with Disabilities Education Act* (IDEA) through the Michigan Department of Education.

Table of Contents

Implementation Specialist Data Analysis	3
DCA and / or RCA Data Analysis	3
Coaching Log Data Analysis	3
Coaching Satisfaction Survey Data Analysis.....	6
Coaching Satisfaction Survey Reflection.....	8
Implementation Unit Aggregated Data Analysis	9
IU Coaching Log Data Analysis:.....	9
Unit Coaching Satisfaction Survey Reflection	10

Implementation Specialist Data Analysis

DCA and / or RCA Data Analysis

Directions:

- Access the DCA data for your DIT(s) and RCA data for your RIT(s).
- List your districts and / or ISDs to answer the data analysis questions to ensure your analysis encompasses all the partners you provide support.

Data Analysis:

- Did your DIT(s)/RIT make at least 10% growth on their DCA/RCA Total Score from the fall to winter assessment?
- Which of the DCA/RCA items are directly related to the coaching concepts on your Individualized Coaching Service Delivery Plans?
- Did your DIT/RIT improve on those items related to the coaching concepts you were focusing your support?
 - Please remember, fidelity data for the use of the Effective Innovation (EI) is another coaching effectiveness data source. Please list the TFI and if applicable now, R-TFI fidelity scores to begin to monitor incremental growth in both capacity (DCA) and EI fidelity data (SWPBIS TFI and R-TFI).
 - SWPBIS TFI: list each school's data
 - R-TFI: list each school's data
- If your DIT/RIT improved on the items related to the coaching concepts you were focusing your support, list the coaching effectiveness data sources.

Coaching Log Data Analysis

Directions:

- Access the Implementation Unit Google Folder and sub folder titled: 3.0 Coaching Log for the 2017-2018 IS Coaching Log and 2017-2018 Coaching Log Summary. The 2016-2017 versions are also found in that folder if you need to access historical information.
- Independently access the, "2017-2018 Implementation Specialist Coaching Log Summary" and summarize your coaching contact.

Data Analysis:

Positive Summary Statements:

- Add statement
- Add statement

	Data Analysis Questions
DIT	<p>___% of coaching concepts completed as evidenced by my coaching effectiveness data</p> <p>___% of coaching supports completed listed within my Coaching Service Delivery Plan(s)</p> <p>For the coaching concepts, I was not able to coach the DIT in completing, how can I intensify my coaching supports?</p> <ul style="list-style-type: none"> • List a coaching support type (modeling, co-facilitation, observation, etc.) that is more intensive than what was used previously. <p>For the coaching concept(s) the DIT could complete, did the coaching support type I used (modeling, co-facilitation, observation, etc.) lend itself to a gradual release of responsibility and ultimately, capacity building of the DIT or some of its members?</p> <ul style="list-style-type: none"> • If no, then how will I adjust my Individualized Coaching Service Delivery Plan to intentionally address a gradual release of responsibility? <p>We know that adaptation to local context is critical to ensuring districts will use the processes and products they have developed.</p> <ul style="list-style-type: none"> • For the coaching concepts completed, what evidence can I point to that suggests they adapted the concept (e.g., communication plan, coaching system) to their local context? <p>We also know that generalizability is a key indicator that information has been learned and thus, internalized.</p> <ul style="list-style-type: none"> • Do I have any examples of how my DIT has generalized the concepts to other aspects of the work? (e.g. coach selection process is now used for selecting other internal / external staff to fulfill roles) • If I do not have any examples, how can I structure my coaching to promote generalizability?

	<p>In reflecting on my coaching log, I would like opportunities to build my fluency in the following:</p> <ul style="list-style-type: none"> • List • List <p>Summary statements:</p> <ul style="list-style-type: none"> • List • List
RIT	<p>___% of coaching concepts completed as evidenced by my coaching effectiveness data</p> <p>___% of coaching supports completed listed within my Coaching Service Delivery Plan(s)</p> <p>For the coaching concepts, I was not able to coach the RIT in completing, how can I intensify my coaching support?</p> <ul style="list-style-type: none"> • List a coaching support type (modeling, co-facilitation, observation, etc.) that is more intensive than what was used previously. <p>For the coaching concept(s) the RIT could complete, did the coaching support type I used (modeling, co-facilitation, observation, etc.) lend itself to a gradual release of responsibility and ultimately, capacity building of the RIT or some of its members?</p> <ul style="list-style-type: none"> • If no, then how will I adjust my Individualized Coaching Service Delivery Plan to intentionally address a gradual release of responsibility? <p>We know that adaptation to local context is critical to ensuring ISDs will use the processes and products they have developed.</p> <ul style="list-style-type: none"> • For the coaching concepts completed, what evidence can I point to that suggests they adapted the concept (e.g., communication plan, coaching system) to their local context? <p>We also know that generalizability is a key indicator that information has been learned and thus, internalized.</p> <ul style="list-style-type: none"> • Do I have any examples of how my RIT has generalized the concepts to other aspects of the work? (e.g. coach selection process is now used for selecting other internal / external staff to fulfill roles)

	<ul style="list-style-type: none"> • If I do not have any examples, how can I structure my coaching to promote generalizability? <p>In reflecting on my coaching log, I would like opportunities to build my fluency in the following:</p> <ul style="list-style-type: none"> • List • List <p>Summary statements:</p> <ul style="list-style-type: none"> • List • List
--	---

Coaching Satisfaction Survey Data Analysis

Positive Summary Statements:

- Add statement
- Add statement

	Data Analysis Questions
DIT	<p>____ out of ____ DIT members (____%) that submitted Coaching Satisfaction Survey Data</p> <p>Do you have enough data to warrant further analysis (simple majority)?</p> <p>To what extent did I meet the 80% criterion for respondents agreeing the coaching is resulting in: (add percentages)</p> <p>DIT Members</p> <p>How frequently am I supporting DITs?</p> <p>%Strengthening the DIT’s ability to effectively support MTSS implementation across the district</p> <p>%Seeing a difference because of developing the district’s capacity</p> <p>%Alignment with the District MTSS Implementation Plan</p> <p>%Knowing the next steps to take following the coaching support</p> <p>%Adapting learning given the context of the district</p> <p>%Follow through per the agreed upon timeline</p>

	<p>Liaison Questions:</p> <p>%Kept informed about critical aspects</p> <p>%Adequate communication</p> <p>%MTSS implementation work is helpful for achieving goals</p> <p>Summary statements:</p> <ul style="list-style-type: none"> • List • List
<p>RIT</p>	<p>____ out of ____ RIT members (____%) that submitted Coaching Satisfaction Survey Data</p> <p>Do you have enough data to warrant further analysis (simple majority)?</p> <p>To what extent did I meet the 80% criterion for respondents agreeing the coaching is resulting in: (add percentages)</p> <p>RIT Members</p> <p>How frequently am I supporting RITs?</p> <p>%Adequate communication</p> <p>%Strengthening the RITs ability to effectively support MTSS implementation across the district</p> <p>%Seeing a difference because of developing the RIT's capacity</p> <p>%Alignment with the ISD MTSS Implementation Plan</p> <p>%Knowing the next steps to take following the coaching support</p> <p>%Adapting learning given the context of the ISD</p> <p>%Follow through per the agreed upon timeline</p> <p>Liaison Questions:</p> <p>%Kept informed about critical aspects</p> <p>%Adequate communication</p> <p>%MTSS implementation work is helpful for achieving goals</p>

	<p>Summary statements:</p> <ul style="list-style-type: none"> • List • List
--	--

Problem Summary Statements:

Look at your DIT and / or RIT “Feedback to IU Coaches” PDFs. Can you identify any conditions, patterns or context that may have impacted those areas that are either not meeting criteria or are noticeably lower than others?

	Summary Problem Statement
DIT	Lower than 80% or lower than other areas because
RIT	Lower than 80% or lower than other areas because

Coaching Satisfaction Survey Reflection

- The various data I analyzed provided me with information that was (select one): **complementary or conflicting**.
 - Although I received conflicting information, I have prioritized the following data sources ____ because ____
- As I reflect on my coaching of my RITs or DITs over the past few months, one thing I will continue to do because I have found it successful is...
- One thing to change would be...because....
- A personal goal I would like to set for myself for next time is
- I might want more help with...

Implementation Unit Aggregated Data Analysis

IU Coaching Log Data Analysis:

Directions:

1. Assign a facilitator and recorder for each group.
2. Work with your group to analyze the following:
 - a. Strengths:
 - b. Commonalities:
 - c. Opportunities for project-wide enhancements to address barriers:
 - d. Opportunities for Implementation Unit enhancements to address barriers:

IU Coaching Satisfaction Survey Data Analysis

Positive Summary Statements:

- Add statement
- Add statement

Look at graphs related to Unit DIT and RIT Coaching Satisfaction Survey Data.

	Data Analysis Questions
DIT	<p>_____ % of DITs submitted Coaching Satisfaction Survey Data</p> <p>To what extent did our unit meet the 80% criterion for DIT respondents agreeing the coaching is resulting in: (add percentage)</p> <p>%Adequate communication</p> <p>%Strengthening the DITs ability to effectively support MTSS implementation across the district</p> <p>%Seeing a difference because of developing the district’s capacity</p> <p>%Alignment with the District MTSS Implementation Plan</p> <p>%Knowing the next steps to take following the coaching support</p> <p>%Adapting learning given the context of the district</p> <p>%Follow through per the agreed upon timeline</p> <p>Summary statements:</p> <ul style="list-style-type: none"> • List

	<ul style="list-style-type: none"> List
RIT	<p>____% of RITs submitted Coaching Satisfaction Survey Data</p> <p>To what extent did our unit meet the 80% criterion for RIT respondents agreeing the coaching is resulting in: (add percentage)</p> <p>%Adequate communication</p> <p>%Strengthening the RIT’s ability to effectively support MTSS implementation across the district</p> <p>%Seeing a difference because of developing the RIT’s capacity</p> <p>%Alignment with the ISD MTSS Implementation Plan</p> <p>%Knowing the next steps to take following the coaching support</p> <p>%Adapting learning given the context of the ISD</p> <p>%Follow through per the agreed upon timeline</p> <p>Summary statements:</p> <ul style="list-style-type: none"> List List

Problem Summary Statements:

Look at the All DIT Feedback to IU Coaches PDF and All RIT Feedback to IU Coaches PDF. Can we identify any conditions, patterns or context that may have impacted those areas that are either not meeting criteria or are noticeably lower than others?

	Summary Problem Statement
DIT	Lower than 80% or lower than other areas because
RIT	Lower than 80% or lower than other areas because

Unit Coaching Satisfaction Survey Reflection

A strength of our unit coaching supports is ...

An opportunity for growth based on our collective understanding might be...

We might need more assistance with...

Overall, when asked, “Is the coaching support structure for DITs and RITs effective” how might we respond?

Michigan’s Integrated Behavior and Learning Support Initiative (MIBLSI) is a Grant Funded Initiative (GFI) funded under the *Individuals with Disabilities Education Act* (IDEA) through the Michigan Department of Education.