Of the best project with Cassandra Townshend, who's on today, and will be doing the second half of the webinar. And Anne Dubie, of course, many of you already know, will be helping us today with any tech challenges or questions. And I'm just gonna put a link to the slideshow in the chat box for you and get rolling. So this is actually a new offering this year. We typically would only do an in-person full day, what we call Data Day. And this year, we decided to kind of have a precursor step to that in-person day, which some of you might be registered for or not. We'll talk more about it in a little bit. But this is really kind of step one of really understanding what data does your school and your team have access to, or your district, and how can you identify and kind of map out what you're looking at, what data is being collected and maybe not used, what data is being collected and maybe not as efficiently or effectively used, and how can you kind of improve some of those systems around your data. So we've pulled a lot of our materials from the PBISApps website. There's a great blog on there that comes out once a month, I think, called "Teach by Design." If you're not already getting that sent to your email, that's a great resource and you can sign up to get it sent directly to you on the PBISApps website. And then, of course, the Center on PBIS and National PBIS Center. And all that we've learned from all of you in schools in Vermont. So we are gonna start with a little activity in the chat box. For those of you who are in the room together, if you're not on your own computer, if you just wanna answer for everybody, or if you wanna unmute and answer, where are you guys feeling like your school or district falls on this continuum from "I have no idea what data we collect or how it's used," up to "We collect just the right amount of data and analyze it on a regular basis." So just take a second to read over all of those kind of variations on the continuum and pick which color matches your current experience and then write it in the chat box. So some yellows, yellowish-green. Yellowish-orange. All right, so we're hoping that some of what we give you today will shift you a little further on this continuum. And then if you were able to come to that full day in-person training, that would shift you even further and get into that really kind of more formalized data-based decision-making process, called TIPS, Team-Initiated Problem Solving. So for this one hour today, we're hoping to just kind of give you a process for how you might develop a data inventory in your school or district, and determine what data you're already collecting and how might you use it in more effective and efficient ways. So we're gonna look at some different data sources you may or may not already be familiar with. We're hoping that you will share which particular instruments you're using. For instance, we'll talk a little bit about universal screening, and people are always curious what screeners different schools are using. Some schools are assessing students on their SEL competencies. Things like that, we'll ask you for some examples. We're gonna look at some data inventory examples and templates. Like I said, hopefully hear from one another about how you're using data, and then create probably just one next step to take back to your school or district. So we always kind of ground everything in implementation science and recognizing the fact that this is actually not a linear process, it's more a circular process, where we're starting out, we're exploring what does it mean to be implementing PBIS, what does it mean to really be having data-based decision-making up and running in our schools, what do we need in order for that to work in that installation phase, what teaming structures do we need, what data software do we need in order to be able to look at data effectively, initial implementation, which many of you are in, or full implementation. And then, hopefully, moving into the innovation and sustainability phase. But with COVID, many of us have been knocked back down to exploration or installation again and are really kind of circling back through this process. So we're glad you're here today, regardless of what stage you're in right now, and hopefully we can help you continue to progress. So many of you are probably already familiar with this visual, but this is another kind of one of our grounding principles, that we're really looking at the system's data and practices and how they interact together. So some other programs are really focused on the practices and building really strong practices. And what we hope you get out of the PBIS framework is really looking at those practices, thinking about which systems are necessary to be in place in order to support the staff behavior and to make those practices be implemented with fidelity. And what data are you looking at to be able to support your decision making, both student outcome data and fidelity data, which we'll talk about today, in order to get the outcomes that you were looking at while keeping equity at the center of everything we do. So when we're thinking about data and equity, we're thinking about disaggregating our data to make sure that all of our student groups are being affected by the practices we're putting into place, positively. And also thinking about how are we inviting student and family and caregiver and community voice into our work in order to make sure that the practices are reflective of the community in front of us. So before we can kind of get to the data piece, and before you as a team might wanna get to the data piece, it's really important to think about the systems and the practices. So we have two small visuals here for you that we can link on the website. The first one is the Working Smarter, Not Harder Matrix. If you guys can raise your hand either on Zoom, or in your video, do you know if your teams did a Working Smarter, Not Harder Matrix, or it's maybe outdated now from years ago, or where are you kind of at with that working smarter, not harder process? Feel free to type into the chat box too. It looks like it's that group who's together in that room, Kathryn, yeah. So you guys came to universal fairly recently and probably worked on that process. Do you wanna talk about it?

Yeah, we did it. We were just saying we did it a few years ago, but we have had some staff changes so we probably need to revisit it and make sure that it's up to date currently.

Yeah.

I'm glad you mentioned that, Kathryn, or I'm not sure who just said that, but these are sort of like those living documents, right? Where we continually update them and they change over time due to new staffing. So yeah, absolutely. It might be time to re-look at that.

And probably due to recovery planning. So that may have created some new committees or teams or work groups that, at this point, you might be finding are duplicative of some of your other groups. And so the working smarter, not harder protocol that we'll link kind of guides your team through this process of looking at what teams are in place or committees and really analyzing whether all of them are necessary, whether there are any that could be combined to really optimize people's time in the limited time that everyone has right now, and always, but especially right now. So that's a really great place to start. And then we also have a similar looking inventory for your practices. So this would be something like Second Step or, you know, school counseling lessons that happen in the classroom, going through this process of looking at is this an evidence-based practice? What purpose is it serving in our school? What outcomes are we hoping to see as a result of this practice being in place? Are students involved in the kind of development of this practice and what students are affected by this? So is it a small group, is it full, full class, full school, is it just the fourth graders? What staff are involved? And what school action plan goal is it addressing? And this could be things like, I don't think, do they still call it Girls on the Run or is it now like Kids on the Run? Things like that that you might not automatically think of as a practice that's in place in your school, but it is contributing to the social-emotional-behavioral learning of your students and your school climate. So really doing kind of a comprehensive look at what are the practices and interventions that are in place that contribute to that SEL and school climate. So Cassandra put the link to the Working Smarter, Not Harder Matrix in and the link to this practices one, I think I texted it to you, so that can be hard to find, but it's actually on the-

It's a Word document too, it downloads directly. Yeah, it downloads directly as a Word document, so I can find it on the website.

Yeah, we shared it at a coordinator's meeting a few, probably a few years ago now. I think it was in person, maybe 2019.

[Cassandra] Ah, okay, great.

So I mentioned this before, right as we were getting started, but as we're going through this data inventory process, we wanna think about are all of our data serving a purpose or is this something that we are collecting just because we've always collected it? So for instance, we recently kind of did this ourselves for our team and we discovered we had a family engagement checklist that we used several years ago, which really served a purpose at the time. And now that PBISApps has developed some more robust tools around family engagement, we're gonna share one with you in a few minutes, our tool kind of became a little bit more obsolete. And so we've eliminated that from our website to kind of streamline and not confuse teams that we've kind of directed in a different way to be looking at family engagement. So really, when you're going through this process, thinking about does this source of data serve a purpose for our school? Are we collecting it with fidelity? And if not, what can we do to improve the fidelity of the collection? So this conversation often comes about with behavioral data. I think most of your schools are using SWIS. There often will be the remark of "Well, we can't trust this data 'cause certain people are not collecting it and not writing down when behaviors are occurring." Okay, well that's data too. So how can we improve the, you know, how can we calibrate to make sure that we are looking at the data in the same way, looking at behaviors in the same way, and documenting them the same so that we get to a place where we have usable data. How can we make sure we're looking at it quickly and acting on it and not letting it sit? So especially for things like universal screening, our SWIS data, we wanna make sure that it's not just kind of sitting in a repository and someone's having to remember to go and look at it. You want it to be part of someone's job and part of their responsibilities and schedule to be looking at it. And for universal screening, there's a whole kind of like detailed process of what that would look like so that we make sure we're not sitting on data that really could be dangerous, you know, if a student is expressing that they have suicide ideation, for example. Like I mentioned, we're gonna be thinking about disaggregating data for equity considerations. And if you are a school that is using SWIS, you are now able to do that within SWIS if you have put the equity information in on the front end. So if you have input into SWIS was how many students fall into different categories, and then when a student's referral information is entered, it's on that side too, then you're able to look at those equity reports, which are really helpful. And if you haven't done that yet, there's a lot of materials on the PBISApps website to guide you through that. And the SWIS webinar that we did in September or August, someone from, I think it was Southwest Vermont Supervisor Union, shared how they are using their equity data, so kind of a Vermont example of that. And then we wanna be able to use our data to tell a story, to disseminate it. We can use it to gain collective ownership, which is what we are calling buy-in because it really is about all of your staff kind of owning this work and your school community owning this work. So how can we use data to engage people? How can we report back data that they have given us? For example, in a School Climate Survey or the Self-Assessment Survey, so that they know the team is really looking at it and using it to make an action plan. That really, that leads to collective ownership. And how can we always be thinking about using data to support and not to punish? So we don't want staff to be fearful to fill out a referral form because they're going to be seen as a bad teacher or something like that. How can we really develop this culture of looking at data in a supportive way rather than in a punishing way, both for the students and for the staff? In a similar way that we would for academics. So I was looking recently at this guide that came out from the the US Department of Ed around supporting students and children's social, emotional, and behavioral health and mental health. And they had this term "usable data," which I thought might be helpful. And kind of this checklist for you for each of your data sources that you'll be going through in this data inventory process. Do we believe that the data is accurate, is it readily available, and is it comprehensive? So we're gonna talk a little bit about using data to kind of triangulate and not be relying on one data source to tell the story. So are we really getting a comprehensive look at the issue? So I wanted to ask, what do you think your biggest barriers are to accessing data that is usable, so that is accurate, readily available, and comprehensive? So these are just some examples that they gave in that guide that schools and districts are experiencing barriers, but what are some that you have encountered that's kind of slowing down or putting some roadblocks in this data analysis process for you? Hmm, all of the above. Sorry, Jennifer. I don't mean to laugh. Yep. Yeah, we've seen some districts really come together, and even if they're not all PBIS schools, that, for instance, they all used the PBIS School Climate Survey. So even if the high school was not implementing or one of the elementary schools was not implementing, they decided we're still all gonna use the same school climate survey because the school climate survey that's in PBISApps doesn't actually ask anything about PBIS. It's pretty generic to school climate. So things like that that you can help bring your district together around when there's a need to have a district-wide system for certain data sources can happen, it's not impossible. We've seen it happen. Yeah, and I think insufficient staffing this year, you know, the article that they got these barriers from came from 2016, before COVID, and now many of these things have just been amplified, in particular, staffing, and just that fast-paced nature of schools where we don't have a lot of time to slow down and really dig deeply into the data, which is why we suggest these kind of quarterly data dives or Data Days where we really get the right people in the room with the right data in their hands to be able to look school-wide, academic and behavioral, and really brainstorm and get to some solutions. Thanks, Cassandra, for all those links. And we'll put them on the website too. If Anne can make a note to remind us to put them on the website. Whenever I say things like that in a webinar, I'm like, "Ooh, I better not say that too loudly or I'm gonna forget because I'm also multitasking." So we're not gonna spend a ton of time on outcomes right now. If you come to the full day Data Day, we would be really diving into this. But any of this, you can kind of take this back and slow it down and do it with your team at the pace that makes sense. Sherry Schoenberg and I also did a in-person workshop at the forum on this topic that went a little bit deeper 'cause it was an hour and 45 minutes. And that is on our website under the Leadership forum and it comes with a workbook as well. So that's a great thing to take back to your team if you're not able to get to that full day Data Day. But we really wanna come back to what outcomes are we looking for in our social, emotional, and behavioral work in our schools. So developing those locally, we can't just kind of pull them from a bank of outcomes, they have to be contextual to our environment, culturally relevant for our population, observable and measurable, so we're looking for those SMART goals and in-goal statements, and we're looking at this new acronym called SMARTIE, so adding that inclusive and equitable lens to our goals. Are we really thinking about all of our students when developing our outcome statements? So these are just some examples of what we're kind of talking about when we're talking about outcome statements related to PBIS. So you might be looking at decreasing student suspensions and expulsions. You might be looking at improving staff climate data and how you're gonna get to that. So you're gonna give staff opportunities to reflect with each other, for leadership to validate concerns, have a plan to address staffing supports, and those things would be what would lead us to an improved school climate. And then you might be digging into that data, those equity reports in SWIS, to be able to get to a statement like "When we review our data monthly by race and ethnicity, our referral rate for our Black students will be even compared to all other groups by," a certain date. So back with your team, looking at your Tiered Fidelity Inventory, your Self-Assessment Survey, your School Climate Survey, your student outcome data, and any of these other data sources we're about to go through in this webinar, to come back and develop some succinct SMART goal statements. So I've mentioned a few times, we wanna be looking at fidelity and outcome data together because we know if we are not implementing the practices with fidelity, we are not very likely to get the outcomes we are looking for. And if we do, we're kind of just lucky. So that's that first quadrant of this matrix. If we have low fidelity and high outcomes, we don't really know how we got there, it's unlikely we're gonna be able to get there again because we don't know what got us there. We don't wanna be in that lucky quadrant, we wanna be in the sustaining quadrant where our fidelity of implementation is high and our outcomes are high. And then we know we can do it again because we know what we're doing is working and we know what it is that we're doing. So I talked a few times about kind of examining all of the possible data sources we might wanna look at, and this is not us saying you should be looking at all of these, necessarily, but these, we wanna kind of broaden the lens of what you could be looking at that might be helpful for your schools right now, or help you narrow down, if you have a list that's even longer than this, what might make sense. So in order to do this, we're gonna try to have you annotate. So if you haven't done that before, if you go, in Zoom, to your toolbar, where it says "Amy Wheeler-Sutton is screen sharing," there should be something that says, "View options," what does it say, Cassandra?

Yep, "View options." Do you all see that? Okay, great. If you click on "View options," you should see something under, maybe in the middle, that says "Annotate." If you click on that, you'll see a new toolbar, and if you click on "Stamp," you'll have an option of selecting a checkbox, a heart, a question mark, an X, a star, an arrow.

So as I go through these, if you can heart the ones that you are using and find useful to your team, a question mark next to the ones that you are not using or you wanna learn more about, and maybe a check mark next to ones that you are using, but don't necessarily find very useful. So yeah, we're getting, we're doing it, but we aren't really looking at the data or we don't think it's accurate. So as I'm kind of going through these, you can be doing that annotating of the heart, we use it and we find it useful, the check mark, we're using it but not finding it that useful, and a question mark, we wanna learn more about that. And Cassandra's putting those into the chat box. So the first one is the Tiered Fidelity Inventory. Based on who I'm seeing on the call, I think many of you are already familiar with the Tiered Fidelity Inventory, but that assesses all three tiers of PBIS in a pretty brief, succinct way for your leadership team to do. And we ask that schools complete it at least once per year, usually from January to March, and we are gonna be pushing pretty hard for that to happen this year. We've kind of given schools some grace and understanding the past few years, during COVID, that things are really challenging and it's hard to get that done, but we just feel like it will be so useful for teams to get back, and really, it helps you kind of get back to the basics of what is PBIS, really, and what are we hoping to see? The TFI Learning Walk, some of you are familiar with because you're part of the Project AWARE work, and we were able to complete Learning Walks in four of the schools that are part of the Project AWARE grant last year. And that's a really more in-depth process where an outside person comes in, so a coach or a TA, a district coordinator if they've been trained in this, and really do an interview and a walkthrough process and give you some more detailed feedback that is tied to the TFI. So that's the TFI Learning Walk, and we're trying to figure out a way that schools can access that if they have an interest in having one of us come and do that in a way that is effective and efficient and financially feasible. So we're working on that. But if you are interested in having someone come and do a TFI Learning Walk, feel free to reach out to us and we'll kinda put you at the top of the list. The Self-Assessment Survey, many of you are probably familiar with as well. And this year and last year, we gave the option of doing the Self-Assessment Survey or the School Climate Survey. So some schools did both, some schools did one or the other. But the Self-Assessment Survey is a chance for the staff to weigh in on whether they feel like PBIS practices are being implemented with fidelity in a variety of different areas. So that's the SAS. And then of course, our behavioral data, whether you house that in SWIS or somewhere else, including your in-school and out-of-school suspension data, expulsion data, hopefully you don't have expulsion data. And this is an area that is really foundational to making sure that we are targeting our interventions to the places that they really need them within the school. Attendance data, of course. And we often are not looking at attendance data alongside some of these other things. So we're gonna show an example from Champlain Valley Supervisory District in a few minutes, where they were able to look at some of this data side by side by side. And attendance, I think, is one of those key data points to put in that side by side, because if our students are not here and they're not feeling connected to school, it's likely that some of these other areas are gonna fall down as well, including grades, of course, which is the next one. Again, school climate. We've talked a lot about the School Climate Survey already today, but for those of you who don't know, in PBISApps, there's a school climate survey that's pretty brief for staff, students, and families or caregivers. I know OSSU had developed their own school climate survey in the past, and other districts have as well, or schools. And let's see, was there one more thing I was gonna say about school climate survey? I can't remember, Cassandra, were you thinking of anything else that maybe was what I was thinking? Okay. Then SE, oh, sorry, I think I was gonna say many of our schools are also using Panorama for school climate surveys. And SEL competence assessments, so some schools are actually looking at, sometimes tied to the CASEL competencies, how are your students exhibiting certain SEL skills? And this could be a student rating of their own skills or it could be teacher rating of observing the students exhibiting those skills or not. We recently discovered this SEL Walkthrough, which is actually kind of similar to the TFI Learning Walk, but that is linked there from, I think it was from CASEL. And that would be a really great tool for like a district SEL coach kind of person to use, where they're looking through the, sorry, walking through the building and looking for indicators that SEL is being taught and implemented throughout the school. So that's a great one to check out if you're in a role like that or you wanna share with someone who's in a role like an SEL coach or a district PBIS coordinator kind of person, like Kelly. Counselor and nurse visits, time outside the classroom, that can be tracked in SWIS now. So there's a place where you can put the amount of minutes that a student was out, you might not wanna use it for a counselor or nurse visit purpose, but they do have kind of that numerical category now. But some other way to track counselor or nurse visits and how much time is being spent out of class, whether students are using that as kind of a crutch or an escape mechanism. My daughter's a big fan of the Band-Aids at her school 'cause they're sparkly and shiny and like, oh, that nurse is gonna learn real quick she's gotta get boring Band-Aids or Claire's gonna be in her office every day. And we're really excited about the Feedback & Input Survey. So that is, the acronym is the FIS, so we've got another acronym to add to the mix, and I always forget what the FIS stands for, so I'm glad we have it here. That is a survey that is available for families to fill out and students, and the benefit of it over the School Climate Survey, or why it serves a different purpose than the School Climate Survey would, is it has places for comment boxes, and it really allows students and families, there might be a staff version too, actually, but definitely students and families to weigh in on your expectations. Do they feel like those resonate for them? Are they aware of what your expectations are? And really brings people kind of through the school day and allows them to actually have feedback, give feedback and have input on different elements of your PBIS implementation. So if you look at our, oh shoot, I was gonna put, I think it was Killington Elementary used this and has this really nice kind of narrative around how they put it out to their families and how they use the information that they got from it. But it's really, I think, reinforcing for staff to read some of those narrative responses that really give a more full picture of how families are really feeling. Because, in that school at least, the families really thought hard about the questions that were being asked and gave some really meaningful feedback. So that is linked there as well. And then we have a new page on our website called "Engagement, Feedback, and Input Surveys," which kind of collect all of those together for you. So while we're on this universal data slide, are there other data sources that we've missed that you are looking at at the universal level for all students or all staff or all families? Feel free to unmute or type them into the chat box. Or if you have examples of either systems that you're using to collect this data or even systems that you're using to look at this data side by side. So I found a great one last night, which now I'm forgetting the name. Cassandra, do you remember the one I emailed you? We had never heard of it before. I'm like, "How is there still things out there that we're hearing about for the first time?" But I'm sure it's expensive, but it was a really kind of slick.

You're talking about the DESSA SEL Inventory?

No, it was a different one I sent you yesterday.

There were so many, the one with the SMARTIE goals?

No.

[Cassandra] Okay. You can tell how much we email. We're like looking at research all the time, going back and forth, "What about this, what about that?" We're a little bit of a-

When you're presenting, I'll try to look it up.

Okay, cool.

It, of course, does not have the price on the website, so I'm like, "Huh, that's not a good sign." But I did ask for a demo so I can chat with the people. But yeah, like I said, a lot of people are using Panoramas for some of these purposes. We're not super familiar with it yet, but we do have a coach on our team who's familiar, so we're hoping to get up to speed on that too. All right, well, if you think of any, feel free to type them into the chat box as we keep on going. And I'm gonna clear the annotations and try to remember how to clear the annotations. There's disable, oh shoot, I should have practiced again. Oh, there we go. Annotate and clear. Okay, so now we can annotate again on this slide. So at the targeted level, we know this is data that we would be looking at for just some students, and it allows us to get a little bit deeper into the data because we're not looking at it school-wide. So again, there's the Tiered Fidelity Inventory for Tier 2, SWIS has SWIS-CICO, which allows you to track Check-In/Check-Out data for students. If you've been trained at the targeted level, you're really familiar with that. If not, and you want more information, they have a demo on the PBISApps website so that you can play around and look at what SWIS-CICO does. Your EST data, which you're hopefully are looking at every four to six weeks for students, are they making improvement on their plan so that we don't have students just stuck on EST plans indefinitely. Functional behavioral assessment or behavior support planning data is a huge piece of the behavior support plan so that you can modify and make adjustments to make the plan more effective and the data collection on the front end in order to get to your plan within the functional behavioral assessment process. We do have a FBA/BSP training coming up that, the date, I'm gonna forget, maybe November 13th, something like that. Anne might know.

[Tracy] November 10th.

[Amy] November 10th. Thank you, Tracy.

[Tracy] And then December 8th is the second part.

Yes, it's a two-parter, in person. So that's a great one if you are in a role that is responsible for FBAs or BSPs or you wanna learn more about it. Universal screening, which we talked briefly about, but the reason that this is in the targeted slide, and it should be on the universal slide too, is once we have our universal screening data in, that allows us to look at students who may be in need of some targeted supports. We also wanna be looking at our universal screening data school-wide or district-wide to identify areas that maybe all students could use some support in. For instance, anxiety or depression. We might be seeing rates, you know, above 40% of our students are looking at challenges in those areas right now, so we really need to push those supports down to the universal level. And then we wanna be looking at things like Check-In/Check-Out, things like mentoring, things like social skills groups. Are we actually monitoring fidelity? So do we know what those interventions are supposed to look like and are we implementing them with fidelity and are we seeing success? So do we have students that are just in Check-In/Check-Out for the whole year because we never are looking to see whether that intervention's actually working for them, trying to fade them from it if it is working, or change the intervention if it's not working for students. So this is sometimes a piece that gets missed is that intervention fidelity and looking at whether that progress monitoring for students is happening. And in terms of the intervention fidelity, something that we have seen for Check-In/Check-Out is actually encouraging teachers to assess whether they did Check-In/Check-Out that day with fidelity. So did they wait until the end of the day to finally score students on reading, which was at 9:10 in the morning? Or are they really checking in with students after each time period, giving them that positive specific feedback, and also some constructive feedback for them to do better the next time. So asking the teacher to self-rate, you know, how'd you do today on this? And again, that culture of support and not punishment. How can we make this easier for you to do? Allowing teachers to brainstorm together about how they can improve the fidelity of their interventions. So I forgot to ask you to annotate, but if you wanna annotate again, hearting the ones that you are using and finding useful, question marks next to the ones you wanna learn more about, and check marking the ones that you are using but don't find very useful. And adding any in the chat box that that we forgot. Kelly Latz, hearting them up. I can see who does the. Oh, sorry, Tracy. If you go, can you find the toolbar that has like "Chat" and "Participants" and then there should be a green box that says, is it green, Cassandra? "Amy Wheeler-Sutton is sharing."

[Cassandra] Yep. It should be the box. There's a little black box right next to that green one. "View options." If you click the down arrow about halfway down, you'll see "Annotate."

[Tracy] Yeah, I don't have a view option here.

Oh, are you on a Chromebook?

[Tracy] I am, I am. And so all I have is "Participants," "Chat," and "Share." So I'm like, I've been around this thing like 7 million times. Like where's my heart? Where's my heart?

Aw, sorry, I forgot to mention-

[Tracy] Well you know Amy, where are hearts? Where are hearts?

Okay, and we actually do have a tool from Midwest PBIS that helps you track intervention fidelity and success. I don't know, Cassandra, if you have it handy, but if you wanna put that one into the chat box too. It's a little complicated, so we didn't wanna share it today and confuse people, but if that's a resource you're looking for, that is also out there. Okay, I'm gonna clear the annotations and keep on rolling. I'm a little behind time, sorry. Okay. Oops, now I'm annotating. There we go. And then at the intensive level, again, TFI at the Tier 3 level, there is I-SWIS within the PBISApps suite. And more and more schools are actually looking into that. Your EST data, again, your FBA data, IEP data, and again, looking at those, the fidelity and success of interventions rather than just letting them lie. So I'm gonna keep on going. If you still have your annotate box up, if you can click the little red X so that you're not accidentally hearting on the next few slides. And I'm gonna turn it, oh, no, sorry, is this you now, Cassandra, or am I doing this one too? I can't remember.

I think you're on this one and I'll jump in after. Thanks, I'm just looking for that resource you shared.

[Amy] Okay. So the Vermont MTSS survey that the AOE puts out every year, the results just came out recently, and I think, I don't know, I don't know whether I'm surprised by this data point or not, but fewer than half of the principals who filled out the survey indicated that student voice was included in decisions around intervention plans, instruction, or the school system. And so that is pretty concerning to us, kind of that idea of nothing for us without us and how can we really increase the voice and choice that students have. A really simple example of this is with Check-In/Check-Out. The difference between calling a student down to, you know, the Check-In/Check-Out coordinator's office saying, "We see you're struggling, we know that this might work for you. You're gonna be on a Check-In/Check-Out plan. Here are are your goals, off you go," to really intentionally engaging students in that process, learning from them what's working and not working for them at school, giving them maybe some choice about who they're gonna check in with in the morning, if that's a possibility within your school, is a really different feel and allows students to have that voice in their own intervention. So we really wanna be thinking about that. And then same thing for families. There was slightly more level of involvement, but less engagement around decisions regarding students or school. So that Vermont MTSS survey data is on the AOE website, but these ones kind of jumped out to us related to our topic today. Oops. Oh, sorry. It might work, Cassandra. It's asking me to go into like some computer settings, so you can try. If not, I'll click for you. Did it work? Okay, and you're on mute. Okay, sorry, I was gonna do-

There we go. All right, everybody, we have a few more minutes and so what we're gonna do is I just wanna kind of bring it down to sort of the concrete a little bit and show you some examples of some inventories. Quickly, raise your hand, how many of you, if you could raise your hand either using the symbol or your actual physical hand, how many of you have an inventory set up where you outline all of your data sources and really what the goal is? All of that, just to get a sense here. I'm not seeing many hands. Well good, you're in the right spot because I'm about to show you some examples, okay? So really, the purpose, we really wanna make sure that we have an inventory because we need to really organize our data. We wanna streamline our data, as Amy mentioned. We also wanna collect data that we're going to use. Oftentimes, we collect data that we're not actually looking at. Stop that, right? We have to be efficient and work smarter, not harder. And really having data inventory in one place is, it really helps with efficiency in your meeting. So during the full day training, we'll get into this in more specificity around the TIPS model for analyzing data and meeting protocols. But again, you wanna make sure that you have this information readily available. And it's also, again, a living document. You wanna also think about inventories not only at the school level, but at the district level. Many of you are at the district level, who are at the district level. During ESR, there was a lot of conversations with your continuous improvement plans and funding in how are you analyzing your data in the aggregate, so at the district level across all schools. How do we know that all students in your K-8 buildings across your district are doing okay around social and emotional indicators, as well as academic? So again, you wanna make sure you're thinking not only at the building level in terms of an inventory and what data you're looking at, but how does that inventory and data also channel up to sort of the district level collection process as well. And as always, you wanna make sure your team is representative. So next slide, please. So the next few slides are just a couple of examples of data inventories. So this one is from Missouri PBIS. And essentially, what you're going to wanna do is look at your, this one's actually innovation neutral, meaning it doesn't necessarily have to be for your SEL-only data, right? This could be where you house your academic and your social-emotional learning data. Because what we know is in order to get a whole picture of a student or groups of students, we also need to look at both data sets. So, but for an example here, you always wanna make sure you know what you're measuring, right? What is the measure? What's the tool? How do you know students or groups of students are proficient? What is that cut score? Is it a zero, one, two, three? You wanna think about that. This also helps you identify sort of who might be at risk. What does high risk mean, right? How are you identifying students who may fit into that high risk category. If they're in that high risk category based on your data, who's gonna be the point person, who's gonna circle around that student or groups of students, if we're talking about more targeted level interventions versus intensive. And then again, in your data inventory, you always wanna have some sort of actionable item. Next steps, a date to review, anything like that. The next one. This one is a little bit more about the social-emotional learning efforts at your school, where you're really inventorying sort of what are your universal practices? What are your targeted practices? And what are your intensive practices around social-emotional learning? So for an example, this one has, these headings are pretty common, so feel free to pick and choose what works for you if you're in the process of creating something. But again, classroom circles, what is, you have this program, but really, what is the goal of that program, right? Have those conversations with your team. Sometimes we just say, "Oh, we're gonna sign up for Second Step," but we don't really have the data that's telling us what lessons might be most beneficial for certain groups of students, right? So again, you wanna make sure you're looking at what is the goal of the program? Who's involved, who's your target audience? When are you doing this? Is it a one-stop shop? Is it once in the beginning of the year? Or more likely, is it a continuous plan throughout your year? And you have an assessment calendar, not only with your academic supports, you have an assessment calendar or an activities calendar for your social-emotional learning. And how do you combine those two? I've seen that work out really well in a district that I was previously in. And what it did is it prioritized the importance of social-emotional learning with the academics, right? So again, even thinking about how do you have an inventory that supports both of those assessments, those data, that practices. Next one. And then I just wanted to share quickly, here are some just other things that you may wanna consider when you're creating a data inventory. So again, Amy talked a lot about fidelity, right? You can have lots of data, but your data may be variable depending on how your staff is trained or how folks are trained in implementing the practice in which you're getting the data from. That's not to say if you have any sort of data, you wanna look at it anyway 'cause data that doesn't, that isn't necessarily 100% accurate, it still tells a story. It may tell you that, "Oh, we need to look into more questions, we need to figure this out, we need to get more information. This doesn't seem right anecdotally, I don't think that sounds right to me," if our data's saying. So again, you wanna think about sort of the quality of data. You also might want to think about reporting of the data. Data isn't something that's to be housed in one small team. You wanna be able to share the data for actionable outcomes. Next slide. So I know I'm speaking very fast, but I'm also mindful of time. So the database, this is a database example, actually, that, if you're looking for a way to, and we'll go into this in more detail, but I wanna just highlight it for you now, but at the full day we'll go into this in more detail, but this is essentially like a database where you can put your academic data per student in by grade and then also align and include some of the social-emotional learning indicators into your data system. So again, you're creating one document that has a very comprehensive view of the whole child. And again, I don't have time to get into too much information, but this is where, as Amy had said earlier, attendance would be a perfect indicator. The other part of this chart that you don't see is whether or not this student is on an IEP or a 504 or any sort of EST plan. So again, it's a really great way to look comprehensively at your data across both social-emotional learning and behavior supports, as well as academics. Next one. And then resources. So this is a lot at you very quickly. When you google "data inventory templates around social-emotional learning," you will come up with a ton. Definitely check out PBIS World if you haven't, CASEL, the Collaborative for Academic and Social-Emotional Learning is a great resource. On our website, we also have the assessments and procedures documents for schools implementing PBIS, which is really those, gives you that reason why you're doing the TFI. It really gives you opportunities to look at when we need to do it. So it's a great reminder document. When I was in schools, I'd print this out and I'd put it right next to my desk in my calendar so I would remember when things are coming, 'cause I really wanted to prioritize data. Next slide. So where we're gonna go from here is if you haven't started an inventory, if you could start one, I don't know if many of you are planning to go to the full day on November 8th, but let us know or register. We'll dive into this in more detail, but that'll be a really, a day for us to really roll up our sleeves with our data. We don't often get time out of our building, a good chunk of time to actually analyze our data together. And so we'll be able to do that as well. Next slide. And again, November 8th, that's our big day. If you wanna come join us, that would be fabulous. We'd love to see you there. Love data. And then there's a universal screening webinar on December 9th, and earlier I put in the link in the chat for other professional development calendar, which includes a variety of other items and upcoming events.

And if you wanna type into the chat box, if that November 8th date, like if you're really excited about data and you really wanted to come to a full day Data Day, but are not able to come on November 8th or not able to register by November 1st, if you wanna type it in the chat box, like what month of the year seems realistic, if we were to reschedule this day, that you think it might be realistic for you to come in person to something like that.

Yeah, thanks Amy. And always action planning, right? We look at the data so that we can come up with an action plan. So with the TFI, we have lots of standard action plans. There's the TFI, oh my gosh, I'm blanking too, Amy.

Companion guide.

[Cassandra] Companion guide, that's right. There's so many, there's so many walkthrough stuff. Anyway, companion guide. But in that guide, you'll see different TFI items and they've actually helped you identify other things you should consider to elaborate and also gives you the rationale. So really thinking about how we're incorporating not only just the features of PBIS implementation, but taking into account mental health and wellbeing of our students as well, how do we elaborate on that, which is fabulous. So definitely check that out. This is just a fun little nugget for you to remember. Data helps us ask the the right questions. They do not provide the answers, right? We never look at just one data point and completely revamp our school playground procedures, right? Which is sometimes, I've seen people do, and I've done two actually. All right, next one. Here are some more resources again, check these out on your own. We also have TA providers, next slide, who can support you in your data journey. We have a lot of data junkies on our team, so if you wanna join us, any of our data conversations, we'd love to geek out with you. So feel free to be in contact with us. We also have coaching support, so if you do need somebody to come to your school and provide a data dive with your team or anything like that, please, there's opportunities for that. It's on our website and we have a list of state approved coaches as well. And you can use your BEST/Act 230 funds to pay for these supports. So stay tuned for that. Again, we put updates in our, we put information in our updates about that. And so, to end, very quickly, if you wanna either type into the chat box, based on what you've learned today, what's one action step you are walking away with, or one thing that you're thinking about doing next? If you all could just either type into the chat box or raise your hand or unmute, let us know what's one thing that you're thinking about doing. Yes, inventory, excellent. And feel free to email Amy and I. Awesome. Feel free to email us. We can give you some other examples as well and we'll try to, we'll link them on our website. Awesome. All right, everyone. Well we are a minute, a slight minute over. Thank you so much for your time today. We really appreciate it. Here's our email information. And as always, we will be sending you a certificate of attendance as well as a survey. So please let us know how this worked for you this morning. We'd love your feedback. It helps inform our future webinars. And once you complete that, you'll have an opportunity to print or download your certificate of attendance. So thanks again, everyone. We look forward to seeing you soon. Enjoy this day. Bye.