Helping Teams Use Data for Decision Making

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Presenter

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PBISApps is run by Educational and Community Supports (ECS), a research unit at the University of Oregon since 1977. Lead by Kent McIntosh, PhD, ECS focuses on federal and state funded projects supporting research, teaching, and technical assistance through the PBIS OSEP Technical Assistance Center.
Introductions

Purpose

• To close performance gaps we need the right people to have the right data, at the right time, and in the right format (Gilbert, 1978)

Objectives

• Rationale for leaders to build comprehensive data and decision systems
• Behavior data for decision making
• Core features of data analysis or the “drill down” approach
Considerations for School & District Teams

Using data to:

- Be responsive leaders
- Inform and set realistic school climate improvement goals
- Illustrate progress toward those goals
- Celebrate success and uncover needs
- Avoid traps ... access data you need...don’t drown in your data!
How many data systems do schools use?

- Student Registration System
- Behavior Data System
- Cafeteria System
- Bus System
- Staff Evaluation System
- Attendance System
- Academic Reporting System
- Grade Reporting System
- Scheduling System
- Library System
There is a lot of data available!

- Different users
- Different needs
- Different systems

How do we effectively glean the information we desire?
Most of our focus will be on behavior information...
  - It is a PBIS conference after all

But feel free to raise questions about any of the other systems as we go
Information
People
Time
<table>
<thead>
<tr>
<th>Information</th>
<th>Fidelity</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What information do we need?</td>
<td>Formative</td>
<td>Screening</td>
</tr>
<tr>
<td>In what format?</td>
<td>Summative</td>
<td>Formative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>People</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do we include everyone in ways that are helpful?</td>
<td>Summative</td>
</tr>
<tr>
<td>Systems Coordinator</td>
<td>Family Representation</td>
</tr>
<tr>
<td>Administrative Representation</td>
<td>Student Representation</td>
</tr>
<tr>
<td>General School Representation</td>
<td>Coaching Expertise</td>
</tr>
<tr>
<td>Family Representation</td>
<td>Content Expertise (social &amp; academic)</td>
</tr>
<tr>
<td>Student Representation</td>
<td>All Staff</td>
</tr>
<tr>
<td>Coaching Expertise</td>
<td>Community</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do we review and communicate information?</td>
<td>Team Meeting (monthly)</td>
</tr>
<tr>
<td></td>
<td>Fidelity Checks (quarterly)</td>
</tr>
<tr>
<td></td>
<td>Staff/Community Communication:</td>
</tr>
<tr>
<td></td>
<td>Formative - monthly</td>
</tr>
<tr>
<td></td>
<td>Summative – annually</td>
</tr>
</tbody>
</table>
Why use data for decision making?

Decisions are more likely to be effective and efficient when they are based upon data.

The quality of decision making depends mostly upon the first step:

Defining the problem to be solved with precision and clarity.
Why use data for decision making?

Data help place the “problem” in the *local context* rather than on the students.

Data help us ask the right questions...they do not provide the solutions.

Use data and the **drill down process** to:

a. **Identify** problems
b. **Refine** problems and understand the context
c. **Define** the questions that **lead** to a solution
Continuous Quality Improvement

Identify problems with precision

Establish goal(s)

Develop solution(s)

Implement solution(s) with integrity and fidelity

Monitor outcomes and compare to goal(s)

Evaluate

Reassess and revise solution(s) as needed

Develop solution(s)

Plan

Implement solution(s) with integrity and fidelity

Monitor outcomes and compare to goal(s)

Reassess and revise solution(s) as needed
Continuum of Decision Making

1. Universal—primary prevention provided to all students, effective for approximately 80%

2. Secondary—targeted, small group
   15% of student population

3. Tertiary—intensive, individualized
   5% of student population

All specialized interventions are more effective & durable with strong universal, Tier I systems as a foundation.
Desired Outcome: Enhanced social competence & academic achievement for all students.

How do we get to our desired outcome?
SWPBIS Sustainability Research

What is the factor most related to high sustainability of SWPBIS?

The frequency that DATA are presented to all school staff!

McIntosh, Kim, Mercer, Strickland-Cohen, & Horner (2015)
Performance Gap = The difference between where an organization is and where they want to be.
Gilbert’s Behavior Engineering Model (BEM) provides a way to systemically identify barriers to individual and organizational performance.

<table>
<thead>
<tr>
<th>Environment/ System</th>
<th>1—Information</th>
<th>2—Resources</th>
<th>3—Incentives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Clear expectations</td>
<td>• Materials, tools</td>
<td>• Financial and</td>
</tr>
<tr>
<td></td>
<td>• Timely, specific</td>
<td>• Time</td>
<td>non-financial</td>
</tr>
<tr>
<td></td>
<td>feedback</td>
<td>• Processes</td>
<td>encouragement</td>
</tr>
<tr>
<td>Individual/ Person</td>
<td>6—Knowledge</td>
<td>5—Capacity</td>
<td>4—Motives</td>
</tr>
<tr>
<td></td>
<td>• Requisite knowledge</td>
<td>• Ability to learn</td>
<td>• Desire to work</td>
</tr>
<tr>
<td></td>
<td>and skill base</td>
<td>and do</td>
<td>and excel</td>
</tr>
</tbody>
</table>

Performance Gap & Cause Analysis
Addressing Performance Gaps

1. Information
   - Clear expectations
   - Timely, specific feedback

2. Resources
   - Materials, tools
   - Time
   - Processes

3. Incentives
   - Financial & non-financial encouragement

4. Motives
   - Desire to work and excel

5. Capacity
   - Ability to learn and do

6. Knowledge
   - Requisite knowledge and skill base

Gilbert, 1978
Decisions are more likely to be **effective** and **efficient** when they are based upon data.

The quality of decision making depends mostly upon the first step:

**Defining problems to be solved** with:

- **Precision** *(who, what, when, where, why)*
- **Clarity** *(general agreement across team)*
What data are used in PBIS Tier I systems?

**Fidelity Data**

**How the adults are doing?**
- **Team.** Surveys, Action Plans
  *Tiered Fidelity Inventory (TFI – Tier I)*
- **Staff.** Surveys, observations, interviews
- **Student.** Surveys, observations, interviews
- **External.** Non-staff observations, interviews *(TFI Walk-through)*
- **Procedures, Routines, Perceived enablers and barriers to fidelity**

**Outcome Data**

**How the students are doing?**
- **Overall effectiveness**
  *(e.g., % students with 0-1, 2-5, 6+ discipline referrals, academic data)*
- **School Climate** *(surveys, interviews)*
- **Context-specific problems/progress**
  *who, what, where, when, how often, why*
  - Overall Summary for year
  - Current Summary *(month/quarter)*
  - Specific problem contexts
  - Students to refer for additional supports
Connecting Fidelity & Outcomes

Lucky
Positive Outcomes
Low understanding of how they were achieved

Replication of success unlikely

Sustaining
Positive Outcomes
High understanding of how they were achieved

Replication of success likely

Losing Ground
Undesired Outcomes
Low understanding of how they were achieved

Replication of failure likely

Learning
Undesired Outcomes
High understanding of how they were achieved

Replication of failure unlikely

It’s all about connecting the dots
How are data used?

- **Screening.** Are we matching supports and services to those who need them?

- **Formative.** How can we quickly identify status, progress, potential problems to make decisions right now?

- **Summative.** What is the BIG picture (comprehensive) and what are the major areas of progress and concern that we should find out more about?
The **Drill Down** approach starts with the big picture and looks for potential “red flags” that might indicate a problem that might need to be addressed. Then we identify and address the problem context.

1. What is our current reality?
2. Is there a problem (red flag)?
3. What is the specific problem context?
   *What, where, when, who, how often, why?*
   
   Be efficient, don’t “drown” by getting too specific (e.g., red heads with blue shoes)
Data Analyst Role

- Who has access and interest in analyzing data and then summarizing visually and verbally to tell the story?
- Data analysts need to understand the school culture, the data, and storytelling to be effective!
Where can we get that data?

- What do you have on hand?
  - Hard copies of ODRs, attendance reports, surveys, staff room talk....

- Flat files – spreadsheet compilations of information
  - Someone skillful and FTE

- Student Information System
  - Behavior component

- Software application dedicated to collection and analysis of behavioral data
PBIS Applications are educational tools created to support implementation of multi-tiered system of supports (MTSS).

PBIS Applications have been utilized in more than 25,000 schools internationally.

www.pbisapps.org
Fidelity Data and the Drill Down Process
PBIS Assessment – Fidelity Data

- Benchmarks for Advanced Tiers (BAT)
- Benchmarks of Quality (BoQ)
- Early Childhood Benchmarks of Quality (ECBoQ)
- Individual Student Systems Evaluation Tool (ISSET)
- Monitoring Advanced Tiers Tool (MATT)
- School Climate Survey
- School Safety Survey (SSS)
- School-wide Evaluation Tool (SET)
- Self-Assessment Survey (SAS)
- Team Implementation Checklist (TIC)
- Tiered Fidelity Inventory (TFI)

<table>
<thead>
<tr>
<th>All Tiers</th>
<th>Research Tool</th>
<th>Annual Assessment Tool</th>
<th>Progress Monitoring Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal Intervention (Tier I)</td>
<td>SET</td>
<td>BoQ</td>
<td>BoQ</td>
</tr>
<tr>
<td>Targeted &amp; Intensive Interventions (Tiers II &amp; III)</td>
<td>ISSET</td>
<td>SAS</td>
<td>SAS</td>
</tr>
</tbody>
</table>

Outcome Tool/Instrument:
- School Climate Survey
- School Safety Survey
Demonstration School Exemplar
Zenith, Winamac

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Demonstration School Exemplar
5/5/2014

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/5/2014</td>
<td>74%</td>
</tr>
</tbody>
</table>
## TFI: Subscale Report

### Data Table

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Tier I</th>
<th>Tier II</th>
<th>Tier III</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/4/2015</td>
<td>75%</td>
<td>78%</td>
<td>88%</td>
</tr>
</tbody>
</table>
## TFI: Individual Items

### Tier I: Universal SWPBIS Features

<table>
<thead>
<tr>
<th>Teams</th>
<th>6/4/15</th>
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</thead>
<tbody>
<tr>
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</table>

1. **Team Composition:** Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.

2. **Team Operating Procedures:** Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.

**Feature Total:** 3 of 4

### Implementation

<table>
<thead>
<tr>
<th>Teams</th>
<th>6/4/15</th>
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</thead>
<tbody>
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</table>

3. **Behavioral Expectations:** School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined in place.

4. **Teaching Expectations:** Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.

5. **Problem Behavior Definitions:** School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.

6. **Discipline Policies:** School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.

7. **Professional Development:** A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching schoolwide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) responding to requests.

8. **Classroom Procedures:** Tier I features school-wide expectations, routines, acknowledgments, in-class continuum of consequences are implemented within classrooms and consistent with school-wide systems.

**Feature Total:** 10 of 10

### Tier II: Targeted SWPBIS Features

<table>
<thead>
<tr>
<th>Teams</th>
<th>6/4/15</th>
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</thead>
<tbody>
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</table>

1. **Team Composition:** Tier II or combined Tier III team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.

2. **Team Operating Procedures:** Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.

3. **Screening:** Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II support.

4. **Request for Assistance:** Tier II planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.

**Feature Total:** 8 of 8

### Interventions

<table>
<thead>
<tr>
<th>Teams</th>
<th>6/4/15</th>
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<tbody>
<tr>
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</tbody>
</table>

5. **Options for Tier II Interventions:** Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.

6. **Tier II Critical Features:** Tier II behavior support interventions provide (a) additional instructional time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).

7. **Practices Matched to Student Need:** Formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral functions), and (b) adapted to improve contextual fit (e.g., culture, developmental level).

8. **Access to Tier I Supports:** Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II supports have access to, and are included in, Tier I supports.

9. **Professional Development:** A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place.

**Feature Total:** 10 of 10
## SAS: Items Report

<table>
<thead>
<tr>
<th>School Year</th>
<th>Number of Responses</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>48</td>
<td>05/29/2015</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Status</th>
<th>Feature</th>
<th>Improvement Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Place</td>
<td>Partial</td>
<td>Not</td>
</tr>
<tr>
<td>63%</td>
<td>33%</td>
<td>4%</td>
</tr>
<tr>
<td>60%</td>
<td>35%</td>
<td>4%</td>
</tr>
<tr>
<td>44%</td>
<td>52%</td>
<td>4%</td>
</tr>
<tr>
<td>32%</td>
<td>62%</td>
<td>6%</td>
</tr>
<tr>
<td>27%</td>
<td>65%</td>
<td>8%</td>
</tr>
<tr>
<td>26%</td>
<td>60%</td>
<td>15%</td>
</tr>
<tr>
<td>40%</td>
<td>57%</td>
<td>2%</td>
</tr>
<tr>
<td>75%</td>
<td>23%</td>
<td>2%</td>
</tr>
<tr>
<td>55%</td>
<td>32%</td>
<td>13%</td>
</tr>
<tr>
<td>60%</td>
<td>34%</td>
<td>6%</td>
</tr>
<tr>
<td>36%</td>
<td>53%</td>
<td>11%</td>
</tr>
<tr>
<td>34%</td>
<td>45%</td>
<td>21%</td>
</tr>
</tbody>
</table>

System: School-Wide

1. A small number (e.g., 3-5) of positively and clearly stated student expectations or rules are defined. (2% High, 60% Medium, 38% Low)
2. Expected student behaviors are taught directly. (7% High, 52% Medium, 40% Low)
3. Expected student behaviors are rewarded regularly. (9% High, 52% Medium, 39% Low)
4. Problem behaviors (failure to meet expected student behaviors) are defined clearly. (19% High, 62% Medium, 19% Low)
5. Consequences for problem behaviors are defined clearly. (29% High, 48% Medium, 24% Low)
6. Distinctions between office v. classroom managed problem behaviors are clear. (15% High, 66% Medium, 24% Low)
7. Options exist to allow classroom instruction to continue when problem behavior occurs. (10% High, 61% Medium, 29% Low)
8. Procedures are in place to address emergency/dangerous situations. (7% High, 37% Medium, 56% Low)
9. A team exists for behavior support planning & problem solving. (13% High, 55% Medium, 33% Low)
10. School administrator is an active participant on the behavior support team. (7% High, 56% Medium, 37% Low)
11. Data on problem behavior patterns are collected and summarized within an ongoing system. (5% High, 71% Medium, 24% Low)
12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g., monthly). (12% High, 61% Medium, 27% Low)
<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
<th>Highlight</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>65%</td>
<td></td>
<td>Consequences for problem behaviors are defined clearly.</td>
</tr>
<tr>
<td>2.</td>
<td>65%</td>
<td></td>
<td>Distinctions between office v. classroom managed problem behaviors are clear.</td>
</tr>
<tr>
<td>3.</td>
<td>67%</td>
<td></td>
<td>Options exist to allow classroom instruction to continue when problem behavior occurs.</td>
</tr>
<tr>
<td>4.</td>
<td>89%</td>
<td></td>
<td>Procedures are in place to address emergency/dangerous situations.</td>
</tr>
<tr>
<td>5.</td>
<td>86%</td>
<td></td>
<td>A team exists for behavior support planning &amp; problem solving.</td>
</tr>
<tr>
<td>6.</td>
<td>92%</td>
<td></td>
<td>School administrator is an active participant on the behavior support team.</td>
</tr>
<tr>
<td>7.</td>
<td>78%</td>
<td></td>
<td>Data on problem behavior patterns are collected and summarized within an on-going system.</td>
</tr>
<tr>
<td>8.</td>
<td>56%</td>
<td></td>
<td>Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g., monthly).</td>
</tr>
<tr>
<td>9.</td>
<td>89%</td>
<td></td>
<td>School has formal strategies for informing families about expected student behaviors at school.</td>
</tr>
<tr>
<td>10.</td>
<td>54%</td>
<td></td>
<td>Booster training activities for students are developed, modified, &amp; conducted based on school data.</td>
</tr>
<tr>
<td>11.</td>
<td>36%</td>
<td></td>
<td>School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.</td>
</tr>
<tr>
<td>12.</td>
<td>76%</td>
<td></td>
<td>All staff are involved directly and/or indirectly in school-wide interventions.</td>
</tr>
<tr>
<td>13.</td>
<td>77%</td>
<td></td>
<td>The school team has access to on-going training and support from district personnel.</td>
</tr>
<tr>
<td>14.</td>
<td>82%</td>
<td></td>
<td>The school is required by the district to report on the social climate, discipline level or student behavior at least annually.</td>
</tr>
</tbody>
</table>
Outcome Data and the Drill Down Process

Fidelity

Outcomes
Capturing Behavioral Data

Records of behavioral incidents (office discipline referrals, ODRs) are commonly used as an indicator of school environments.

(Irvin, Tobin, Sprague, Sugai, and Vincent, 2004)

Incident records or office discipline referrals help identify:

- **How frequently** behaviors are happening in the school
- **What** behaviors are happening
- **Where and when** those behaviors are likely happening
- **Who** is involved
- **Why** those behaviors are happening in that context (motivation/function)
School-Wide Information System (SWIS)

Through SWIS, school staff enter office discipline referrals online. The data are summarized to provide information about individual students, groups of students, or the entire student body over any time period.

The reports available within SWIS allow teams to:

1. **Review school-wide referral patterns**: The five basic reports in SWIS frame the context within which problem behaviors occur at school helping teams to answer these questions:
   a. How often do referrals occur?
   b. What problem behaviors occur most frequently in our building?
   c. Where are problem behaviors most likely to occur?
   d. When are problem behaviors most likely to occur?
   e. Which students are involved in referrals?

2. **Define behavior patterns in greater detail**: Eight other reports allow teams to dive into the data, getting more detailed information about specific questions related to the overall school-wide patterns. Using these reports, teams can look at disproportionality by ethnicity, detailed information about individual students' referral patterns and year-end reports to guide action planning for the upcoming school year.
Show the status reports for the current school year (year-to-date)

- Average Referrals Per Day Per Month
- Referrals by Time of Day
- Referrals by Location
- Referrals by Day of Week
- Referrals by Problem behavior
- Referrals by Grade
- Referrals by Student
SWIS – Core Reports

Allows each report to be tailored for a contextual status (select the dates)

- Average Referrals Per Day Per Month
- Referrals by Time of Day
- Referrals by Location
- Referrals by Day of Week
- Referrals by Problem behavior
- Referrals by Grade
- Referrals by Student
SWIS – Additional Reports

Allows for additional perspectives to be used at least quarterly or as needed

- Multi-year reports
- Referrals by Staff (for Administrator use only)
- Ethnicity Reports
- Triangle Data
- Year-End Reports
- Student Dashboard
SWIS - Drill Down Tool

Use the information from the SWIS Dashboard to drill down and analyze data.

Change the Graph Type to change the lens of analysis (who, what, when, where, why).

Use the Summary to analyze problem size.
Precise Problem Statements

Does our problem statement answer the following questions?

**What** is the problem behavior?

**Where** is the problem happening?

**Who** is engaged in the behavior (subgroups, not individuals)?

**When** is the problem most likely to occur?

**How** often is the problem happening?

**Why** is the problem sustaining?
Primary Problem Statement

- Low fidelity of SWPBS implementation
- Too many referrals
- Gang behavior is increasing
- The cafeteria is a nightmare
- Staff aren’t giving out praise tickets

Precise Problem Statement

- There are twice as many ODRs for aggression on the playground during first recess than last year. These involve a large number of students (32) and staff (8), and it seems to be related to getting access to the new playground equipment.
Primary vs. Precise Problem Statements

- Low fidelity of SWPBS implementation
- Too many referrals
- Gang behavior is increasing
- The cafeteria is a nightmare
- Staff aren’t giving out praise tickets

- During first recess, 32 students received ODRs on the playground for aggression while trying to access play equipment.
1. Define the goal
   What would be "good enough" to move to another problem?

2. Use the goal to guide the solution (action plan)
   How can we move from where we are to where we want to be?

Solution Components
- Prevention
- Teaching (re-teaching)
- Elevate recognition
- Extinction
- Consistent corrective consequences
- Data collection
Right People
“Nearly every school in the country has teams meeting regularly to make decisions concerning administrative, academic, and social support issues.”

“The assumption is that ... multiple individuals ... will provide a more inclusive system of problem solving and decision making in which collective experiences, knowledge, skills, language, and vision contribute to improving the core features of schooling and outcomes for children.”
Everyone is represented:
Administrators, coaches, teams, staff, students, families, community

1. Who needs to know what?
   - Overall status of fidelity and outcomes
   - Detailed status of fidelity and outcomes
   - Specific focus areas
     (e.g., problems, needs, goals met, new initiatives)

2. Why?
   - Awareness only (shared knowledge)
   - Call to action
   - Celebration of success
Identifying Stakeholders

- Data analyst(s)
- Core decision makers
- Implementers
- Administration
- Local community members

Building Positive Relationships
Right Format
Storytelling with Data (Knaflie, 2015)

- Relevant
- Easy to Read
- Focused
- Simple
Evaluation Report Example

EXAMPLE SCHOOL

Positive Behavioral Interventions & Supports (PBIS) Annual Summary 2016-2017

How are we implementing PBIS at our school in Tier I?

The Tiered Progress Inventory (our PBIS assessment) indicates that we are implementing all tiers of PBIS as we are about the benchmark. We have identified areas from each tier that we want to improve and have included them in our Action Plan at the end of the report. We want to include families on our PBIS Tier team.

What is our Office Discipline Referral rate?

Our referral rate was the nation average the first part of the year. After we reached expectations and were consistent with our accountability and consequences, we had a decline in the average referrals per day. We ended the year at well below the national average for our size and level of school. We will celebrate this accomplishment with our students at our year end assembly on June 1 at 2:00 pm in the gym.

How is our attendance?

Last Year: 95.5% This Year: 95.5%

Our attendance rate is producing excellent results and we are working to continue to improve our attendance. Thanks to all our families for the help with this wonderful progress.

How effective are our Tier II Interventions?

We provide Tier II interventions for students needing individualized supports. Our Behavior Support Plan and the Attendance Initiative interventions have been successful. We want to improve the outcomes of our Wraparound program which is included in our Action Plan.

<table>
<thead>
<tr>
<th>Intervention</th>
<th># of Students</th>
<th># of Students Meeting Goal</th>
<th>% Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Support Plan</td>
<td>5</td>
<td>4</td>
<td>80%</td>
</tr>
<tr>
<td>Wraparound</td>
<td>1</td>
<td>1</td>
<td>33%</td>
</tr>
<tr>
<td>Attendance Initiative</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

How are we implementing all tiers of PBIS at our school?

The graph below show that we are above the benchmark (80%) in almost all areas. We are excited about our PBIS implementation and our Action Plan includes steps to help us sustain our program and continue to improve.

Our Action Plan for 2017-18:

1. We will expand our PBIS Team to include more representative teaching staff and will also include a faculty member. Our Tier II team will meet monthly, the third Wednesday of every month alternating between the middle and either school.
2. Change the format of the Anger Management group to assess the student needs and focus on specific social/emotional skills.
3. Review and update our Wraparound Intervention and plan ways for the community partners to have more involvement.
4. Continue to sustain our strong PBIS implementation across all tiers, with our goal of helping all children to be successful.

Contact Us

Please call or email with your questions or comments.
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Example School, 1642 Shasta Way, Cascade, OR 97400
Example School, 1642 Shasta Way, Cascade, OR 97400 541-001-1110
Discuss with a neighbor

How are we sharing information with our stakeholders (outside the team)?

What information?
Fidelity? Outcomes?

How often?
Right Time
As we *increase* the *intensity* (tier) of supports we will also *increase* the *frequency* & *specificity* of our data collection, data analysis, & decision-making cycles.
Timeliness is a Key Issue

When we need the data, we want the data.

We can wait for the data analyst to tell the story....

Or we can work to have it available on demand.
<table>
<thead>
<tr>
<th>Group</th>
<th>Information</th>
<th>Schedule</th>
</tr>
</thead>
</table>
| Data Analyst(s) & Core Team   | • Comprehensive Fidelity Checks  
• Comprehensive Outcome Checks  
• Formative Fidelity Checks *(based on action plan)*  
• Formative Outcome – current status, progress reports, new precise problems | • Annually  
• Annually  
• At least monthly  
• At least monthly |
| Related Decision Makers & Implementers | • Brief summary of data reported at core (SWPBS) team meetings | • Monthly *(e.g., staff meetings)* |
| Administration                | • This depends on the needs and interests of administrators... minimally a brief summary of fidelity and outcomes | • Quarterly or annually |
| Local Community               | • Website  
• Newspaper or local media or local meetings | • Quarterly  
• As available |
Summary: Using Data for Decision Making Related to Behavior
Decisions are more likely to be effective and efficient when they are based upon data.

The quality of decision making depends mostly upon the first step:

Defining the problem to be solved with precision and clarity.
Summary – The Right Information

- **Fidelity data**
  - Adult performance
    - Are we doing what we said we would do?
    - Are we doing it as it was designed?

- **Outcome data**
  - Student performance
    - ODRs
    - Suspension/Expulsion
    - Attendance
    - Academic performance
    - School climate perception
    - Graduation rates

Two basic questions:
1) Are we implementing our interventions with **fidelity**?
2) Are they improving the **outcomes** for students?
Summary – The Right People

- Stakeholders
  - Core Team
  - All Staff
  - Students
  - Families
  - District
  - Community
Summary – The Right Time

**Formative**
- Quick reports
- Available now
- Screening
- Progress monitoring

**Summative**
- More comprehensive reports
- Available annually or quarterly

On demand access to the information help inform our action plans for school climate improvement.
Summary – The Right Format

Easy to Read
- Graphs and tables

Tells a Story
- Where we are currently compared to where we want to be
- Successes
- Remaining challenges
- Our next plan

"The truth is that as leaders, we all have a story to tell, a narrative that says why this matters."
- Tanveer Nasser  
  #LeadershipTruth
Use behavior data to:

- Be Responsive Leaders
- Set Realistic Goals
- Illustrate Progress
- Celebrate Success
- Uncover Existing Needs
- Avoid Traps and Pitfalls
Use data to...

- Build Positive Relationships
- Make Informed Decisions
- Focus on Continuous Quality Improvement
- Build Positive Relationships
- Tell the Story