C3 — Using Data & Decision-making Practices to Support Effective PBIS Implementation at the District & State Levels

Lead Presenters:  
Brian Gaunt & Betsy Lazega, University of South Florida

Exemplars:  
Sheri Weretka & Ashley Pierce, Osceola County Schools (FL)

Topic: State/District Leadership  
Keywords: Evaluation, Implementation, Outcome
## Virtual Forum Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>OVERALL Event</th>
<th>CHAT Tab</th>
<th>POLLS Tab (+Q&amp;A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>◇ Use a shared action plan for your team</td>
<td>◇ Post positive on-topic comments</td>
<td>◇ Add questions before and/or during session</td>
</tr>
<tr>
<td></td>
<td>◇ Complete session evaluations</td>
<td>◇ Questions for the presenters go in the POLLS tab ⇒</td>
<td></td>
</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>◇ Limit distractions</td>
<td>◇ Use inclusive language</td>
<td>◇ Use sincere phrasing</td>
</tr>
<tr>
<td></td>
<td>◇ Follow up on your assigned action items</td>
<td></td>
<td>◇ Complete additional polls when prompted</td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>◇ Take movement breaks</td>
<td>◇ Engage in productive dialogue</td>
<td>◇ Ask solution-oriented questions</td>
</tr>
<tr>
<td></td>
<td>◇ Be aware of your stress level</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>For Presenters</strong></td>
<td>◇ Ensure Files Tab has current materials and related weblinks</td>
<td>◇ Monitor and remove inappropriate comments</td>
<td>◇ Identify common Qs to address in final 15 minutes</td>
</tr>
</tbody>
</table>
Tips for Participants

Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)

Locate the Agenda Menu, Select “My Agenda” from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.
Tips for Participants

Navigating the Session Page

1. Session Details (Title, Presenters, Date & Time, Description, Keywords)
2. Join Session
3. Interact through Chat, Polls, & Uploaded Files

1. Orientation for Tech Assistants and Content Facilitators (OPTIONAL for Presenters)

Jennifer Norton
Project Coordinator

Brian Meyer
Project Director

2:00 PM - 4:00 PM CDT on Friday, September 18

This session is an orientation for tech assistants and content facilitators on the P stripes Portal. This Orientation is OPTIONAL for Presenters. This Orientation will be
Tips for Participants

Chat, Polls, and Q&A

1. Use Chat for engaging with other participants around the session topic.

*Presenters may use chat differently in specific sessions.*

Follow overall Forum expectations for responsible, respectful, and safe chatting.

2. Find the Q&A under Polls.

Questions for presenters go there.

3. Some sessions have other Polls or more Specific Questions.

Complete those when prompted.
Tips for Participants

Be careful of accidently navigating away

While participating in a live Session...Be Present!

- If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.
- What does navigating away look like? Here are some examples:
  1. Clicking on any area of the navigation menu
  2. Clicking on a Person’s name
Tips for Participants

Support is Available

If at any time you need support as a participant, use the Help Desk:
Learning Objectives

1. Provide an overview of the Florida PBIS project mission and vision, highlighting the importance of creating and maintaining District-level implementation plans.
2. Illustrate how State-level problem solving tools and practices are used to guide technical support provided to districts.
3. Describe how the collaboration with State-level technical support impacts the use of data-based decision-making practices at the District level.
4. Demonstrate how the use of data-based problem solving has increased District-level collaboration and buy in for PBIS implementation.
WHO WE ARE

FLPBIS’ Mission: Increase the capacity of Florida’s school districts to use team-based planning and problem solving to implement positive behavioral interventions and supports within a Multi-Tiered System of Supports (MTSS)

WHAT WE DO

WHAT WE DO

Provide training and technical assistance to districts in the development and implementation of positive behavioral interventions and supports at the school-wide (Tier 1), classroom, targeted group (Tier 2), and individual student (Tier 3) levels

HOW IT’S DONE

The FLPBIS Project engages in coaching, evaluation, and data-based problem solving with district leaders to create systems that support effective PBIS practices
About Florida PBIS

Our Partners

- Bureau of Exceptional Education and Student Services (BEESS), Florida Department of Education
- Florida's Multi-Tiered System of Supports
- OSEP Positive Behavioral Interventions and Supports Technical Assistance Center
- Florida's Problem Solving/Response to Intervention Project
- Association for Positive Behavioral Support

www.PBIS.org

www.APBS.org
Returning to School During and After Crisis

Supporting States, Districts, Schools, Educators, Families and Students through an MTSS Framework

Learn More

FEATURED RESOURCES

PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches

SUPPORTING FAMILIES WITH PBIS AT HOME

CREATING A PBIS BEHAVIOR TEACHING MATRIX FOR REMOTE INSTRUCTION

RETURNING TO SCHOOL DURING AND AFTER CRISIS:
A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year

PBIS.org
Training and Technical Assistance

2,038 schools in Florida have been trained in PBIS since 2004.

45 districts have over 70% of their schools trained in PBIS.

55% of trained schools have received additional training within the last 3 years.

Most Schools Trained by FLPBIS Were Active in Implementing PBIS in the 2018-2019 School Year

Inactive 15%

Active 85%
83% of Florida’s trained schools are submitting PBIS fidelity data!
Percent of Active PBIS Schools with FLPBIS Model Status

http://usfweb.usf.edu/pbsmodelapp/
Purpose of Yearly PBIS Planning

Why are we here?

- Build district commitment to the systems change process
- Review district behavior data with state and national data
- Problem-solve barriers and build district capacity to implement and sustain PBIS
- Build awareness of FLPBIS project resources
- Action plan to allocate resources, ensure accountability, & support success in achieving outcome & implementation goals
The FLPBIS Project coaches District-Level Team members (DLT)

The DLT coaches school-level contacts;

School-Level Contacts coach PBIS team members;

PBIS team members coach other school personnel, families, & community partners;
SWPBIS Blueprint: Implementation Drivers

Executive Functions

LEADERSHIP TEAMING
Implementation Functions

Stakeholder Engagement
Funding and Alignment
Policy
Workforce Capacity

Training
Coaching
Evaluation

Local Implementation Demonstrations
What the Research Says About Highly Successful Districts

1) District Coordinator
2) Coaches
3) District Teaming
4) District Team Activities
5) Leadership and Buy-In Support
6) District Data Infrastructure
7) Direct Support to Schools
8) Communication

High Performing Districts identified by high Implementation Fidelity of PBIS across schools/years AND improved Student Outcomes

District Practices Associated With Successful SWPBIS Implementation

Heather Peshak George, PhD\(^1\), Karen Elfner Cox, MA\(^1\), Devon Minch, PhD\(^1\), and Therese Sandomierski, PhD\(^1\)
PBIS District Leadership Team

http://flpbis.cwcs.usf.edu/coaching/district.html

Attends YIP meeting

Coordinates PBIS activities with FLPBIS:MTSS Project

Identifies

• Outcome and implementation goals for behavior
• Measures/tools to collect data and evaluate effectiveness
• School and district coaches to support PBIS implementation
• School and district personnel to participate in PBIS implementation

Supports

• Coaching activities
• PBIS school-level teams
• Progress monitoring of discipline and academic data
• Use of PBIS Evaluation Tools
Structure of the YIP Process

YIP - Phase 1 (Pre-Planning)  
District Capacity

YIP - Phase 2 (Pre-Planning)  
Problem ID

Current District Outcomes & Implementation Status in Relation to Goals

YIP - Phase 3 (Pre-Planning)  
DLT Readiness

Prepare Meeting Agenda & Summary Data Report for Advanced Preview

YIP - Phase 4 (Team Analysis & Action Planning)

Facilitate Analysis of Data & Develop Action Plans to Address System Barriers
District Engagement and DC Capacity

- New vs. Existing LEA
- District Engagement Rubric
- DC Interview (e.g., PBIS Blueprint)
- DSFI (Optional)
- Depth of process depends on need (e.g., equity; state indicators; etc.)
Current District Outcomes - Problem Identification

• Critical -
  – All actions must be tied to or derived from student behavioral & related outcomes.

• Are we happy with our outcomes?
  – If not, what will we prioritize?
  – What goals will we seek for improvement?
District Leadership Team Preparations

- All Sent to Team Members in Advance of Meeting:
  - Meeting Agenda prepared
  - Problem Identification - Summary Data Report prepared (PBSES Dashboard)
    - DC recommendations included
      - Outcomes to prioritize; Concerns for the team to respond to
    - Guiding questions included to structure independent data review by team members
  - YIP PPT Template prepared
District PBIS Team Meeting

• Prior Data Report - allows for immediate discussion of findings and DC recommended concerns for discussion.

• ”Problem Analysis” facilitated
  – TA provides scaffolded support to DC to facilitate
  – Team brainstorming
  – Data drills to test hypotheses

• Actions developed derive from valid hypotheses
Development of the District PBIS Annual Action Plan

- Valid hypotheses explaining current outcomes used to develop actions.
- Details to support accountability is critical.
- Schedule follow up meetings or “check-ins” for action steps.
- Use plan to revise/adjust through the year based on progress of changes.
Osceola County - Yearly Implementation Goals

**Osceola Public Schools 2020-2021 Goals**

**Goal 1:** Increase the number of schools trained and implementing PBIS at Tier 2 from 2 to 4 schools. Increase the number of schools trained in implementing at Tier 3 from 0 to 3.

**Goal 2:** Reduce the discrepancy in Office Discipline Referral rates for Students with Disabilities 1.7 to 1.5.

**Goal 3:** Reduce the discrepancy in Office Discipline Referral rates for African American Students from 1.9 to 1.7.

**Goal 4:** Increase the number of Elementary Schools implementing PBIS with Fidelity by approximately 50% (increase the number of elementary schools scoring an 80% or higher on the BOQ from 7 schools to 10 schools).

**Goal 5:** Increase rates of classroom PBIS implementation as measured by the PBIS walkthrough (from 31% in 2019-2020 to 60%). Increase emphasis of classroom PBIS in ESE classrooms.
Academics/Behavior

Dr. Ashley Pierce - Research & Evaluation Specialist
Sheri Weretka – PBIS & Bullying Prevention Specialist
• Trends noticed when visiting schools:
  – Lack of visibility of school-wide expectations
  – Lack of training for staff and students
  – School teams lack of clear direction and vision
# Model School Criteria

Criteria set by FLPBIS Project

**Updated April 2020**

**2019 - 2020 Model School Process Overview**

<table>
<thead>
<tr>
<th>Award</th>
<th>Tier</th>
<th>Description</th>
<th>Criteria</th>
<th>DC &amp; Project Approval</th>
<th>Application Window</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronze</td>
<td>Tier 1</td>
<td>Tier 1 Fidelity &amp; Low Rates of Exclusionary Discipline</td>
<td>Prerequisites and Low Rates of Exclusionary Discipline</td>
<td>DC Recommendation, Bronze applications not reviewed by FLPBIS</td>
<td>June 16, 2020 - September 1, 2020</td>
</tr>
<tr>
<td>Silver</td>
<td>Tier 1</td>
<td>Tier 1 Fidelity, Low Rates of Exclusionary Discipline &amp; Equitable Discipline</td>
<td>Bronze Criteria and Equity</td>
<td>DC Recommendation, Silver applications not reviewed by FLPBIS</td>
<td></td>
</tr>
<tr>
<td>Gold</td>
<td>Tier 1</td>
<td>Tier 1 Fidelity, Low Rates of Exclusionary Discipline, Equitable Discipline &amp; Virtual PBIS Implementation</td>
<td>Silver Criteria and Adaptations to PBIS Systems for Virtual Learning Environments</td>
<td>DC Recommendation &amp; FLPBIS Project Review &amp; Approval</td>
<td></td>
</tr>
</tbody>
</table>

### Criteria for Osceola County

- PBIS on school website
- Increase in student learning gains
- Decrease in discipline referrals (Office referrals, ISS, and OSS)
- Administration trained in Tier 1 in the past 5 years
- Evidence of regular team meetings
- Increase or maintain student daily attendance
- Evidence of Action Plan being implemented throughout the year
### 2019-2020 Demographic Summary Data from 8/12/2019 to 7/30/2020
Total Enrolled Students: 1,720

<table>
<thead>
<tr>
<th>School Demographics</th>
<th>Number of Students</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>891</td>
<td>52</td>
</tr>
<tr>
<td>Female</td>
<td>839</td>
<td>48</td>
</tr>
<tr>
<td>White (Non-Hispanic)</td>
<td>179</td>
<td>10</td>
</tr>
<tr>
<td>African American/Black (Non-Hispanic)</td>
<td>179</td>
<td>10</td>
</tr>
<tr>
<td>American Indian/Alaskan Native (Non-Hispanic)</td>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td>Asian (Non-Hispanic)</td>
<td>48</td>
<td>3</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander (Non-Hispanic)</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Multiracial (Non-Hispanic)</td>
<td>37</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1,280</td>
<td>74</td>
</tr>
<tr>
<td>ESE</td>
<td>303</td>
<td>18</td>
</tr>
<tr>
<td>504</td>
<td>72</td>
<td>4</td>
</tr>
<tr>
<td>LF</td>
<td>55</td>
<td>3</td>
</tr>
<tr>
<td>LY</td>
<td>287</td>
<td>17</td>
</tr>
<tr>
<td>MTSS Indicator</td>
<td>630</td>
<td>36</td>
</tr>
<tr>
<td>Gifted</td>
<td>93</td>
<td>5</td>
</tr>
<tr>
<td>FIT</td>
<td>49</td>
<td>3</td>
</tr>
<tr>
<td>Social Services (Pinwheel)</td>
<td>86</td>
<td>5</td>
</tr>
</tbody>
</table>
Referrals & Testing
In all tested elementary grades, students with more than 5 referrals scored lower on the state assessment.
Middle/High ELA State Assessment
Elementary Math State Assessment
Middle/High Math State Assessment
Referrals & NSGRA

NSGRA Percent On/Above Grade Level By Referrals

- 0 Referrals: 54%
- 1-3 Referrals: 36%
- 4-6 Referrals: 32%
- 7-9 Referrals: 27%
- 10+ Referrals: 30%
Lowest 25
The odds of a student who is in the lowest 25 having 5 or more referrals is 3 times greater than the odds of a student who is not in the lowest 25.
## Lowest 25

**Elementary**

<table>
<thead>
<tr>
<th>Students</th>
<th>Average Referrals</th>
<th>Average Days Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the Lowest 25</td>
<td>0.1</td>
<td>5.8</td>
</tr>
<tr>
<td>Not in the Lowest 25</td>
<td>0.1</td>
<td>4.3</td>
</tr>
</tbody>
</table>

## Middle/High

<table>
<thead>
<tr>
<th>Students</th>
<th>Average Referrals</th>
<th>Average Days Absent</th>
<th>Average Periods Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the Lowest 25</td>
<td>1.5</td>
<td>5.5</td>
<td>47</td>
</tr>
<tr>
<td>Not in the Lowest 25</td>
<td>0.7</td>
<td>5.1</td>
<td>41</td>
</tr>
</tbody>
</table>
Acceleration
<table>
<thead>
<tr>
<th></th>
<th>Earned an Acceleration Point</th>
<th>Did not Earn an Acceleration Point (all)</th>
<th>Did not Earn an Acceleration Point (took an accelerated test/class)</th>
<th>Did not Earn an Acceleration Point (did not take an accelerated test/class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Days Absent</td>
<td>5.6</td>
<td>10.5</td>
<td>9.3</td>
<td>11.3</td>
</tr>
<tr>
<td>Average Number of Referrals</td>
<td>2.3</td>
<td>2.5</td>
<td>2.3</td>
<td>2.6</td>
</tr>
</tbody>
</table>
Attendance
NSGRA Percent On/Above Grade Level
By Days Absent

<table>
<thead>
<tr>
<th>Days Absent</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>53%</td>
</tr>
<tr>
<td>5-9</td>
<td>51%</td>
</tr>
<tr>
<td>10-14</td>
<td>46%</td>
</tr>
<tr>
<td>15+</td>
<td>43%</td>
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</table>
Case Studies
### Case Study 1

<table>
<thead>
<tr>
<th>Student Info</th>
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<tbody>
<tr>
<td>Grade</td>
<td>4</td>
</tr>
<tr>
<td>Prior Year FSA Math</td>
<td>Level 1</td>
</tr>
<tr>
<td>Referrals</td>
<td>1</td>
</tr>
<tr>
<td>Days Absent</td>
<td>12</td>
</tr>
</tbody>
</table>

### Case Study 2

<table>
<thead>
<tr>
<th>Student Info</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Grade</td>
<td>9</td>
</tr>
<tr>
<td>Prior Year FSA Math</td>
<td>Level 1</td>
</tr>
<tr>
<td>Referrals</td>
<td>9</td>
</tr>
<tr>
<td>Days Absent</td>
<td>31</td>
</tr>
<tr>
<td>Periods Missed</td>
<td>184</td>
</tr>
<tr>
<td>Periods Alg 1 Missed</td>
<td>37</td>
</tr>
</tbody>
</table>
Students who Consistently Score a Level 1
Out of the students who scored a level 1 on the FSA Math in 17-18, 70% scored a level 1 again on the FSA Math in 18-19.

Regression analysis found that ELL, ESE, days absent, and number of referrals were statistically significant predictors of scoring a level 1 on the FSA Math/Alg/Geo for the second year in a row.
Out of the students who scored a level 1 on the FSA ELA in 2017-2018, 70% scored a level 1 again on the FSA ELA in 2018-2019.

<table>
<thead>
<tr>
<th></th>
<th>Students who scored a level 1 in ELA 17-18</th>
<th>Students who scored a level 1 in ELA 17-18 and again in 18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Hispanic</td>
<td>70</td>
<td>71</td>
</tr>
<tr>
<td>% Black</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>% White</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>% Male</td>
<td>58</td>
<td>60</td>
</tr>
<tr>
<td>% Female</td>
<td>42</td>
<td>40</td>
</tr>
<tr>
<td>% ELL</td>
<td>32</td>
<td>36</td>
</tr>
<tr>
<td>% ESE</td>
<td>29</td>
<td>34</td>
</tr>
<tr>
<td>% Pinwheel</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Avg Days Absent 19-20</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Avg # Referrals 19-20</td>
<td>1.1</td>
<td>1.3</td>
</tr>
</tbody>
</table>

Regression analysis found that gender, ELL, ESE, days absent, and number of referrals were statistically significant predictors of scoring a level 1 on the FSA ELA for the second year in a row.
Maximize positive outcomes for students.

Your vision for effective Multi-Tiered Support Systems (MTSS) requires practical strategies, targeted planning, and efficient tools. Working smarter requires a strong foundation, leadership, professional growth, and resources that make practice easier. The FLPBIS Project offers training and technical assistance, including evaluation resources, to develop systems that sustain a practical, positive and proactive PBIS framework...
Contact Information

Betsy Lazega  blazega@usf.edu
Brian Gaunt  bgaunt@usf.edu
Sheri Weretka  sheri.weretka@osceolaschools.net
Ashley Pierce  Ashley.Pierce@osceolaschools.net

Florida PBIS
www.flpbis.org
Questions????
Please Complete the Session Evaluation to Tell Us What You Thought of This Session C3

Three Ways to Complete:

1) Pathable/Mobile App:
   a. Find the Evaluation Link in the “Files” Tab, or
   b. Click on “Evaluations” in the navigation menu

2) Online: click on the link in the Pathable “Chat”


3) QR Code