I2 — Establishing Systems for Evaluation & Policy

Presenters:
Heather Hatton, University of Missouri;
Leslie Hochsprung, Independence School District (MO);
Danielle Starkey, Omaha Public Schools, (NE)

• Topic: District/State PBIS
• Keywords: Evaluation, Policy
## 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&lt;br&gt;✧ Complete session evaluations</td>
<td>✧ Post positive on-topic comments&lt;br&gt;✧ Questions for the presenters go in the POLLS tab ⇨</td>
<td>✧ Add questions before and/or during session</td>
</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>✧ Limit distractions&lt;br&gt;✧ Follow up on your assigned action items</td>
<td>✧ Use inclusive language</td>
<td>✧ Use sincere phrasing&lt;br&gt;✧ Complete additional polls when prompted</td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>✧ Take movement breaks&lt;br&gt;✧ Be aware of your stress level</td>
<td>✧ Engage in productive dialogue</td>
<td>✧ Ask solution-oriented questions</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

![Image of Session Page with menu options and session details]

**Virtual PBIS Leadership Forum** | **#PBISForum**

**October 26-28, 2021**
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.
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
Tips for Participants

Support is Available

If at any time you need support as a participant, use the Help Desk:
F3 — Establishing Systems for Evaluation & Policy

Presenters:
Heather Hatton, University of Missouri;
Leslie Hochsprung, Independence School District (MO);
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- Keywords: Evaluation, Policy
Objectives

From the perspective of 2 different districts:

• Review the selection of critical data sources
• Examine the development of evaluation practices and systems

• Recognize connections between items on the Evaluation and Policy subscales of the DSFI
Guiding Questions

1. What data systems do you need to identify and prioritize district-level implementation activities?

2. How will you alter your district-level policy, when needed, to provide more support for PBIS implementation?

3. How are the annual policy review, the district evaluation plan and district leadership team action planning connected?
DSFI Section VIII: Evaluation

- 8.2 Data Collection Systems
- 8.4 Differentiated Supports
- 8.6 Student Identification Data
- 8.10 Acknowledgement of Progress
- 8.11 Internal Evaluation Capacity
Leslie Hochsprung
Assistant Superintendent for Elementary Instruction
Independence School District (Independence, MO)
# Independence School District Demographics

<table>
<thead>
<tr>
<th>Total Students</th>
<th>14,718</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>14.4</td>
</tr>
<tr>
<td>Hispanic</td>
<td>19.1</td>
</tr>
<tr>
<td>Asian</td>
<td>00.8</td>
</tr>
<tr>
<td>White</td>
<td>50.7</td>
</tr>
<tr>
<td>Mixed Race</td>
<td>13.6</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>00.9</td>
</tr>
<tr>
<td>Indigenous</td>
<td>00.5</td>
</tr>
<tr>
<td>Other</td>
<td>00.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number Of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5</td>
<td>21</td>
</tr>
<tr>
<td>-4</td>
<td>44</td>
</tr>
<tr>
<td>-3</td>
<td>86</td>
</tr>
<tr>
<td>PK3</td>
<td>150</td>
</tr>
<tr>
<td>PK4</td>
<td>525</td>
</tr>
<tr>
<td>k</td>
<td>1065</td>
</tr>
<tr>
<td>1</td>
<td>1079</td>
</tr>
<tr>
<td>2</td>
<td>1039</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number Of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1057</td>
</tr>
<tr>
<td>4</td>
<td>1042</td>
</tr>
<tr>
<td>5</td>
<td>1049</td>
</tr>
<tr>
<td>6</td>
<td>1094</td>
</tr>
<tr>
<td>7</td>
<td>1124</td>
</tr>
<tr>
<td>8</td>
<td>1116</td>
</tr>
<tr>
<td>9</td>
<td>1117</td>
</tr>
<tr>
<td>10</td>
<td>1096</td>
</tr>
<tr>
<td>11</td>
<td>1048</td>
</tr>
<tr>
<td>12</td>
<td>966</td>
</tr>
</tbody>
</table>
Seven buildings become early adopters and begin receiving training for Tier 1 implementation from KCRPDC. Other buildings are told they can choose 14/15 or 15/16 school years to begin training.

The last nine buildings begin their Tier 1 training with KCRPDC. District team began meeting with RPDC before trainings to integrate forms and processes - FIRST YEAR OF FULL DISTRICT IN TRAINING

10/11 to 12/13 School Years

13/14 School Year

14/15 School Year

15/16 School Year

16/17 School Year

One building (out of ISDs then 29) has been implementing - the admin elected to drive the ship and pilot. The rest of the district was utilizing BIST.

Thirteen additional buildings begin their Tier 1 trainings from KCRPDC, while the early adopters moved to Tier 2.

Continuing model of staff leaving for trainings with KCRPDC - More data driven action planning - FIRST YEAR OF FULL DISTRICT IMPLEMENTATION for at least Tier 1 - Partnership with MU Center for PBS starts; begin assessing at district-level
17/18 School Year

CO and school psychs begin to request more collaboration on training development - continued big efforts toward initiative integration (aligning forms, including more PBIS resources on PST site)

18/19 School Year

District leadership team meeting regularly now. Training needs are identified and resources begin to be assembled for Tier 1 and 2 trainings to be held in-house. Tier 1 walkthroughs and Tier 2 Fishbowls implemented. Scorecard developed

19/20 School Year

Trainings have been developed at all Tiers that can be requested when buildings are ready - district team continuing to meet regularly, but recognized the need for a pause on some components due to COVID

20/21 School Year

District leadership developing more structured and solidified goals. Creative problem-solving for how trainings can look - developed Tier 3 training that can occur once a month within building - walking through example student

**As of today - 24 of our now 30 buildings have received at least one level of recognition**
Data Journey Across the Years

- An early discovery in our PBIS journey was the importance of useable and comprehensive data (DSFI Standard 8.2: Data Collection Systems on the DSFI)
- Our district’s ODR data was tracked differently in different buildings
- Creating an in-house data system (aligning with SWIS and our own district policies) was an early step
Incident Tracker (eduCLIMBER and Powerschool)

- Mixture of ODR trackers
- Data informed policy
  - We now track data differently than in the past
  - Used this data system to keep us in compliance with our own policies
  - Example: Restraint reporting
Surveys

- DSFI Standard 8.2 (Data Collection Systems) and DSFI Standard 8.4 (Differentiated Supports)
  - PBIS apps surveys
    - Tiered Fidelity Inventory (TFI)
    - Self-Assessment Survey (SAS)
    - School Safety Survey (SSS)
  - In-house annual Problem-Solving Team (PST) surveys
    - Our annual survey to assess effectiveness and buy-in of PBIS (and other MTSS) practices
Score cards

- DSFI standard 8.11 (Internal Capacity Evaluation)
  - Each building ranks themselves on the scorecards (one **PBIS specific**, and one for **entire SIP**)
  - A variety of data are used (including the SAS and TFI)
  - Helps teams reflect on their own fidelity
  - Utilized within district procedure for SIP evaluations
Tier 1 Walkthroughs and Tier 2 Fishbowls

- DSFI Standard 8.6 (Assessment and Evaluation Process)
  - Created walk-through observation tools
  - Observers complete quick observation questionnaires
  - Checking for key-components of PBIS Tier 1 (teaching to the matrix, 4 to 1 ratio, 8 effective classroom practices)
  - Data compilation and debrief conversation occur same day with leadership

- Fishbowl Opportunities: Building PBIS teams assemble student outcome data and information about their current Tier 2 practices
  - Q & A occurs where both presenters and participants give and take information
Notes pages - structured data and content guidance

- Standard 8.10 (Acknowledgement of progress)
  - A template for PBIS team meeting notes
    - Provides teams structured guidance as they go
    - Resources to help with the utilization of data are embedded throughout
    - Links and prompts for when to complete each assessment or data collection process included
  - Prompts which stakeholders should receive data
Aligning Practice, Policy, and Goals

- DSFI
  - The ISD PBIS Leadership Team utilizes the DSFI (District Systems Fidelity Inventory)
  - With the DSFI, we’ve collected data on our team’s perceptions of performance across 10 domains of PBIS practice
  - This tool helps us to identify strengths as well as areas for growth and informs district action planning
  - We review district goals and policy and ensure they’re at the center of PBIS action steps
Aligning Practice, Policy, and Goals

- Our school board has identified it is a priority to “Ensure a culture of social and emotional literacy”

- Our Comprehensive School Improvement Plan has a goal to “Implement effective research-based instructional practices across the district in an effort to eliminate achievement gaps” with an action step written as follows:
  - District will utilize Positive Behavior Supports for grades PK - 12 to support students.
Summary: Evaluation and a Culture of Data-Based Decision Making

- By utilizing such a wide variety of data to inform actions at a building, district, and policy level, a culture of data-based decision making has been cultivated across content areas (academics, attendance, behavior).

- Providing buildings with timelines for data collection (screening windows for PBIS apps), links to the needed tools, and expectations for data to be shared during SIP presentations, we increase fidelity of buildings collecting and using the information to inform actions.

- By providing structure for meetings and easy access to additional data collection and implementation tools, buildings are more likely to utilize resources and are guided through writing action steps.
Danielle Starkey

MTSS-B Supervisor

Omaha Public Schools (Omaha, NE)
OMAHA A+ Public Schools

83 total schools
12 additional programs

63 elementary schools

12 middle schools

7 high schools

1 K-12 virtual school

4 new schools
opening in fall of 2022

1 new school
opening fall of 2023
Fall 2016 – 12 schools began implementation.
All schools implementing as of Fall 2018.

Fall 2018 - ? schools began implementation.
? schools implementing currently.

Fall 2020 - ? schools began implementation.
? Schools implementing currently.
Systems to Support Data-based Decision Making

TIER 1 DATA DASHBOARD

TIER 2 DATA DASHBOARD
In Summary

Similarities
• Started with a small group of schools to pilot.
• Adjusted based on lessons learned.
• Developed evaluation questions.
• Audited data sources.
• Consolidated to one internal data platform.

Differences
• Each district added measures valued by stakeholders.
• Tools and practice for reporting data meet contextually specific needs
<table>
<thead>
<tr>
<th>Data</th>
<th>Practices</th>
<th>Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSFI</td>
<td>Building Score Cards</td>
<td>Data entry</td>
</tr>
<tr>
<td>TFI</td>
<td>Walkthroughs</td>
<td>Data management</td>
</tr>
<tr>
<td>SAS</td>
<td>Fish Bowls</td>
<td>Data retrieval</td>
</tr>
<tr>
<td>SSS</td>
<td>Monthly Spotlight (Interventions)</td>
<td>Data review</td>
</tr>
<tr>
<td>ODR</td>
<td>Problem Solving Team Meetings</td>
<td></td>
</tr>
<tr>
<td>Problem Solving Team Survey</td>
<td>District Team Meetings</td>
<td></td>
</tr>
<tr>
<td>Classroom Walkthrough</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Heather Hatton
Assistant Research Professor
University of Missouri (Columbia, MO)
DSFI Section IV: Policy

• 4.1 Vision/Mission Statement
• 4.2 Instructional Approach
4.1: Vision/Mission Statement

- **Vision statements** communicate a school district’s beliefs and governing principles and express a shared understanding of what the community wants for all children.
- **Mission statements** articulate what the school district will do for students and why.
- Embed into Action Plan

![Vision Statement](image)

**Vision Statement**

A community united to improve the quality of life through education.

**District Mission Statement:**
The Independence School District will ensure that each learner will achieve the skills and self-confidence to be successful in an ever-changing world.

**District Values Statements:**
- All students can learn.
- All people have the right to be accepted and treated with respect.
- Schools will be safe; orderly and caring environments.
- Effective teaching/learning is the responsibility of the family, school, and community.
- High academic and behavioral standards are expected.
4.2: Instructional Approach

- Operationally define problem behaviors
- Define school-managed versus district-managed
- Flowchart of proactive instructional approaches to behavior management
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Please Complete this Session’s Evaluation
Session #I2 - Establishing Systems for Evaluation & Policy

1. In the Event Platform/App:
   • In “Files” tab,
   • In “Evaluations” in the navigation menu
   • In “Chat”

OR

2. QR Code

AFTER YOU SUBMIT EACH SESSION EVALUATION, CLICK THE LINK TO ENTER THE GIFT CARD RAFFLE

Evaluations are anonymous!
We send reminder emails to all participants.
2021 Virtual PBIS Leadership Forum
October 26 - 28, 2021

Strand I - District Leadership

Resources:

- District Systems Fidelity Inventory (DSFI)
- PBIS District Leadership Team Practice Guide for Implementation Using the District Systems Fidelity Inventory (DSFI)
- DRAFT Training Slides for DSFI Strands
- Targeted Brief: Logic of District-wide Implementation
- Podcast: The Educators' Blueprint – a podcast produced by the University of Missouri Center for School-wide Positive Behavior Supports
- The School-Climate Transformation Grant (SCTG) webinar series from the Center on PBIS
- PBIS Evaluation Blueprint (Center on PBIS)
- Training and Professional Development Blueprint for PBIS (Center on PBIS)
- District Annual PBIS Implementation Report Template
- District Action Plan Template Aligned to the District Systems Fidelity Inventory (DSFI)
- Exemplar District Model for Standard Tier 2 and Tier 3 Systems and Practices
- Copy of Exemplar District Systems Fidelity Inventory (DSFI) Action Plan – Ferguson-Florissant (MO)
- Copy of Exemplar District Systems Fidelity Inventory (DSFI) Action Plan – Clifton Public Schools (NJ)
## Classroom Practices Walkthrough Tool

### Observer:

<table>
<thead>
<tr>
<th># of Students:</th>
</tr>
</thead>
</table>

### Type of instruction (circle those observed):

- Whole Group
- Small Group
- Small Group Peer
- One on One
- Independent

---

### 1. Classroom Management & Feedback (10 minutes)

**Do not count feedback for academic content.**

<table>
<thead>
<tr>
<th>Feedback Type</th>
<th>Description</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-Specific Positive Feedback</strong></td>
<td>A teacher statement that occurs in response to or after a desired behavior that is positive but does not specifically indicate what behavior is being praised. “Good job!” “Wow, nice work!”</td>
<td>(a)</td>
</tr>
<tr>
<td><strong>Specific Positive Feedback</strong></td>
<td>A teacher statement that occurs in response to or after a desired behavior that specifically states what the student(s) did. “Thanks for raising your hand. That’s a great way to be respectful.”</td>
<td>(b)</td>
</tr>
<tr>
<td><strong>Non-Specific Corrective Feedback</strong></td>
<td>A teacher statement that occurs in response to or after a problem behavior that does not provide specific information about what the student should do instead of the problem behavior. “Stop”, “Shhh”, “Don’t!”</td>
<td>(c)</td>
</tr>
<tr>
<td><strong>Specific Corrective Feedback</strong></td>
<td>A teacher statement that occurs in response to or after a problem behavior that tells the student(s) what they should do instead of the problem behavior. “Please be safe by keeping your hands to yourself.”</td>
<td>(d)</td>
</tr>
<tr>
<td><strong>Pre-corrects</strong></td>
<td>Reminders that are provided before a behavior is expected that describes what is expected.</td>
<td>(e)</td>
</tr>
<tr>
<td><strong>Ignored Disruptions</strong></td>
<td>Behavior error ignored by teacher</td>
<td>(f)</td>
</tr>
</tbody>
</table>

---

### 2. Classroom Context Observations: (5 min)

<table>
<thead>
<tr>
<th>Classroom Expectations</th>
<th>Y: Yes, N: No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positively stated classroom rules, aligned with school-wide expectations are visible - everyone could see and read them</td>
<td>Y N</td>
<td></td>
</tr>
<tr>
<td>Expectations and/or rules are regularly referred to by the teacher to pre-correct, encourage and correct behavior.</td>
<td>Y N</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Procedures and Routines</th>
<th>Y: Yes, N: No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear procedures were observed for managing transitions.</td>
<td>Y N</td>
<td></td>
</tr>
<tr>
<td>Clear and consistent procedures were observed for getting teacher's attention and responding to teacher questions.</td>
<td>Y N</td>
<td></td>
</tr>
<tr>
<td>The teacher gains the attention of all students at the beginning of a lesson or transition.</td>
<td>Y N</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Encouraging Expected Behavior</th>
<th>Y: Yes, N: No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher uses a reinforcement system to acknowledge appropriate student behaviors</td>
<td>Y N</td>
<td></td>
</tr>
<tr>
<td>The teacher provides non-contingent attention to most student in the classroom</td>
<td>Y N</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Active Supervision</th>
<th>Y: Yes, N: No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom floor plan allows for ease of movement</td>
<td>Y N</td>
<td></td>
</tr>
<tr>
<td>Teacher moves frequently around the classroom</td>
<td>Y N</td>
<td></td>
</tr>
<tr>
<td>Teacher uses frequent scanning</td>
<td>Y N</td>
<td></td>
</tr>
<tr>
<td>Teacher demonstrates frequent positive and corrective interactions</td>
<td>Y N</td>
<td></td>
</tr>
</tbody>
</table>
2020-21 PBIS Walkthrough Form

1. Major Events Observed

*Check all that apply.*

- [ ] Arrival
- [ ] Breakfast
- [ ] Lunch
- [ ] Hallway Movement
- [ ] Recess
- [ ] Restrooms
- [ ] Dismissal
- [ ] Classroom Instruction

Other: □

2. Areas of strength

*Check all that apply.*

- [ ] Spacing / Social Distancing (Health and Safety Protocol)
- [ ] Mask Usage (Health and Safety Protocol)
- [ ] General Order / Culture of High Behavior Expectations
- [ ] Following PBIS Procedures

Other: □

3. Areas for growth

*Check all that apply.*

- [ ] Spacing / Social Distancing (Health and Safety Protocol)
- [ ] Mask Usage (Health and Safety Protocol)
- [ ] General Order / Culture of High Behavior Expectations
- [ ] Following PBIS Procedures

Other: □
4. **Practices Observed (Check all that apply):**

   *Check all that apply.*
   - [ ] Matrix posted
   - [ ] Procedures observed
   - [ ] Use of attention signal
   - [ ] Active supervision
   - [ ] Use of reinforcement system
   - [ ] Pre-corrects

5. **Number of Instances of Specific Positive Feedback related to Behaviors (“Thanks for raising your hand. That’s a great way to be respectful.”)**

   

6. **Number of Instances of General Positive Feedback related to Behavior (“Good job”“Wow, nice work!”)**

   

7. **Number of Instances of Corrective Feedback (“Please be safe by keeping your hands and feet to yourself.”)**

   

8. **Number of Instances of Ineffective Feedback (“Stop” “Shhh” “Don’t”)**

   

9. Additional Comments related to Activities (Consider Sequencing, Choice, Task Difficulty):

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

10. General Takeaway

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

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