



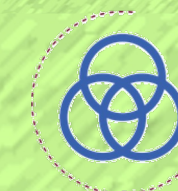
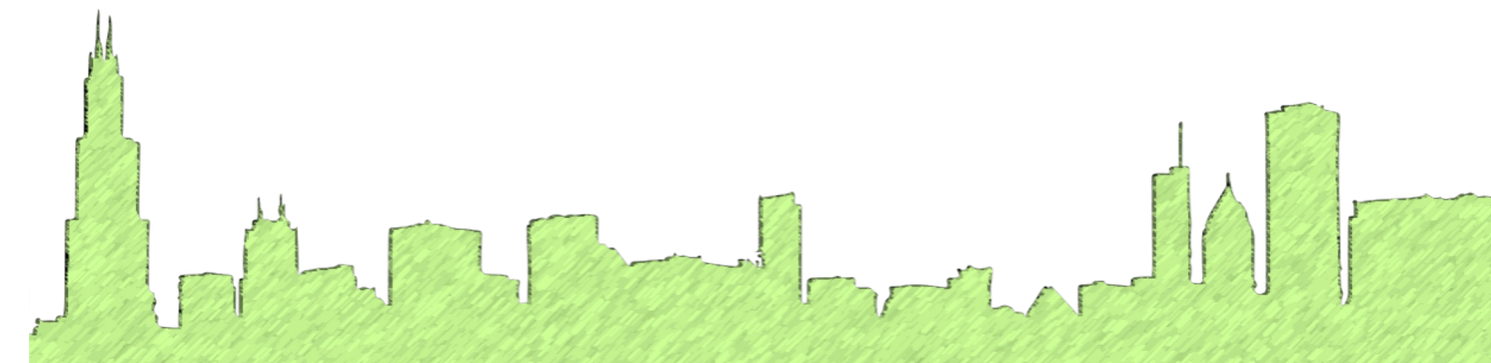
2B: USING DATA-BASED DECISION MAKING TO EFFECTIVELY DIFFERENTIATE PROVISION OF DISTRICT-LEVEL SUPPORTS

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- **Topic:** District/State PBIS
- **Keywords:** Action plan, Evaluation, Fidelity, Outcome, Training



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PBIS Leadership Forum 2022

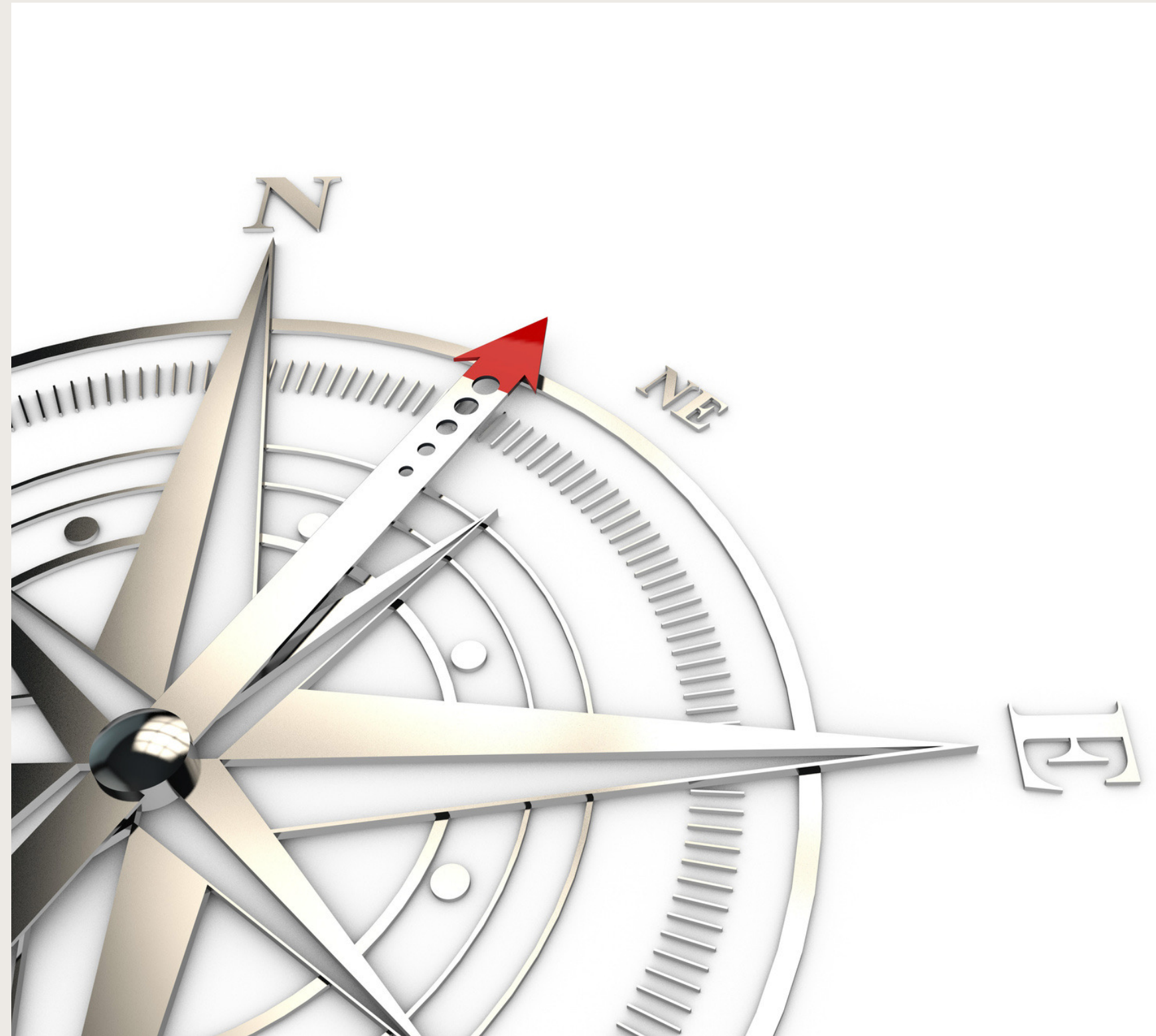
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SESSION OBJECTIVES

- Review the critical features of a DBDM model
- Consider data sources available to support decision-making for various district-level supports
- Explore the data, practices, and systems used by an exemplar

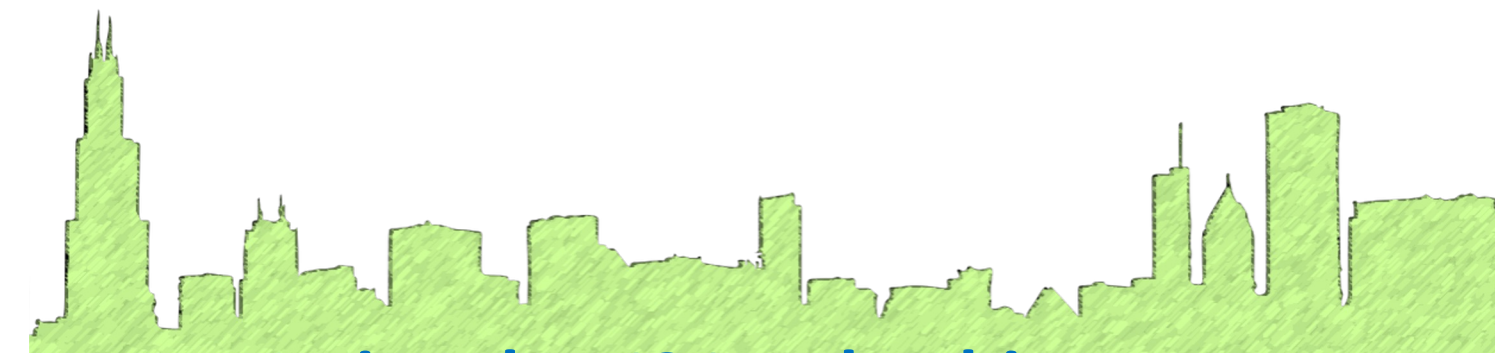


When Working In Your Team

This slide is ONLY for presenters of the first session of each day. **Remove this text reminder** if you are the first session. If you are not the first session of the day, **remove this slide entirely** from your Presentation.

Consider 4 Questions

- How does this compare to our priorities?
- What team would oversee this work?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?



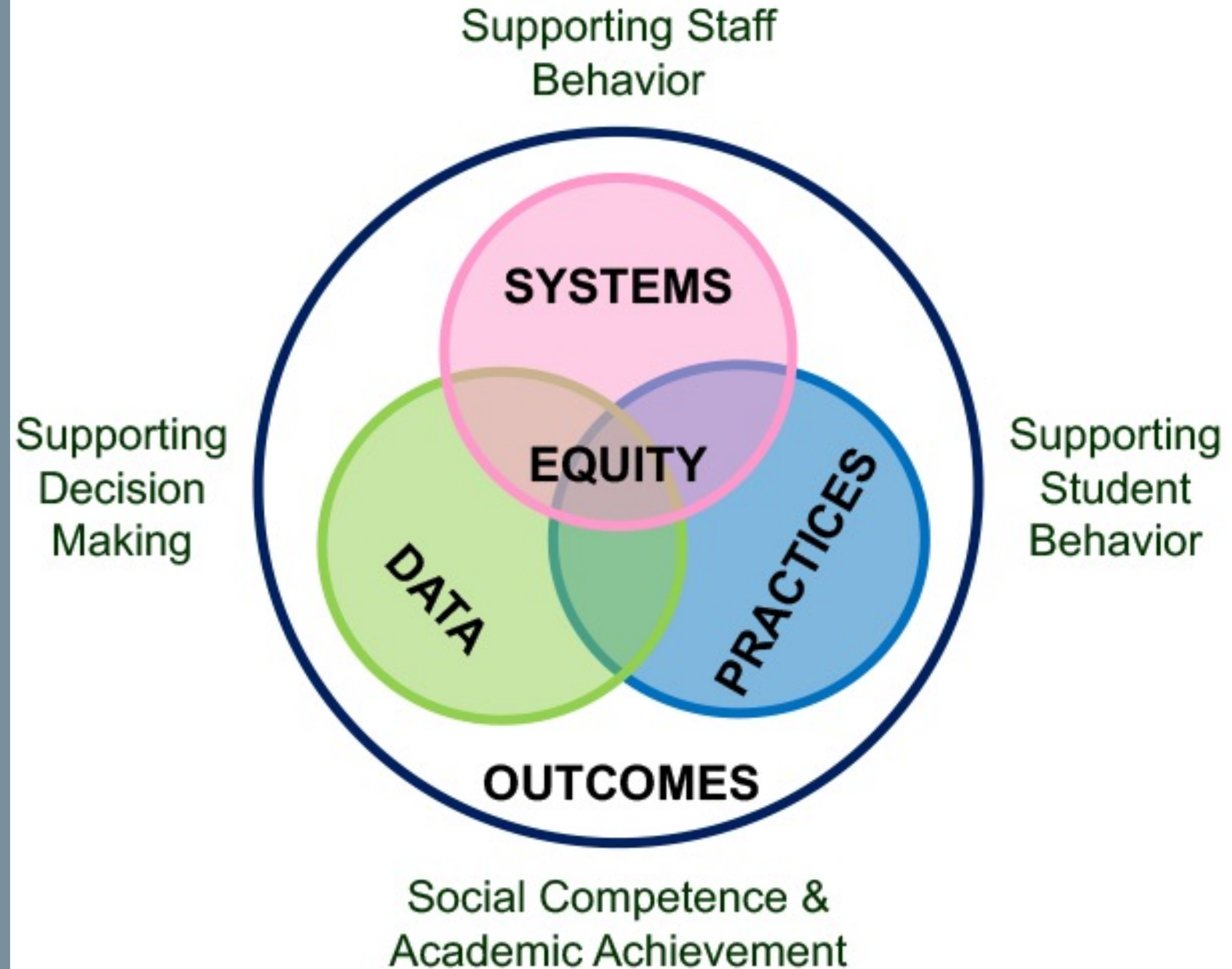
OVERVIEW



BUILDING-LEVEL PBIS

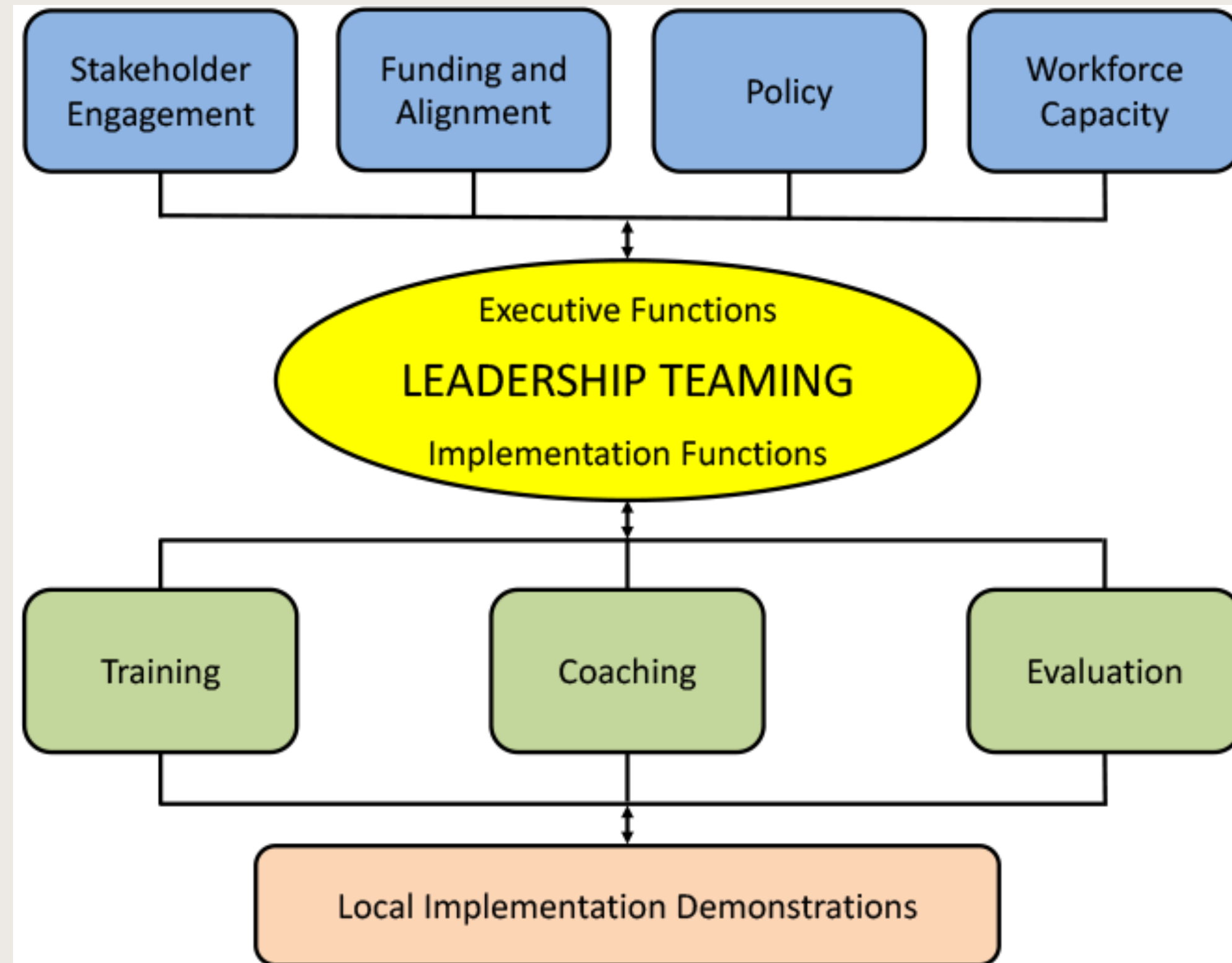
Engage all building staff to support the success of all students.

- 1 Positive
- 2 Predictable
- 3 Equitable
- 4 Safe



DISTRICT & STATE PBIS

Organizing across multiple schools improves efficiency in resources, implementation efforts, and organizational management. PBIS at the district and state level provides a supportive context for implementation at the local level.



DISTRICT-LEVEL PBIS

Support building-level implementation efforts.

- 1

Coordinated
- 2

Consistent
- 3

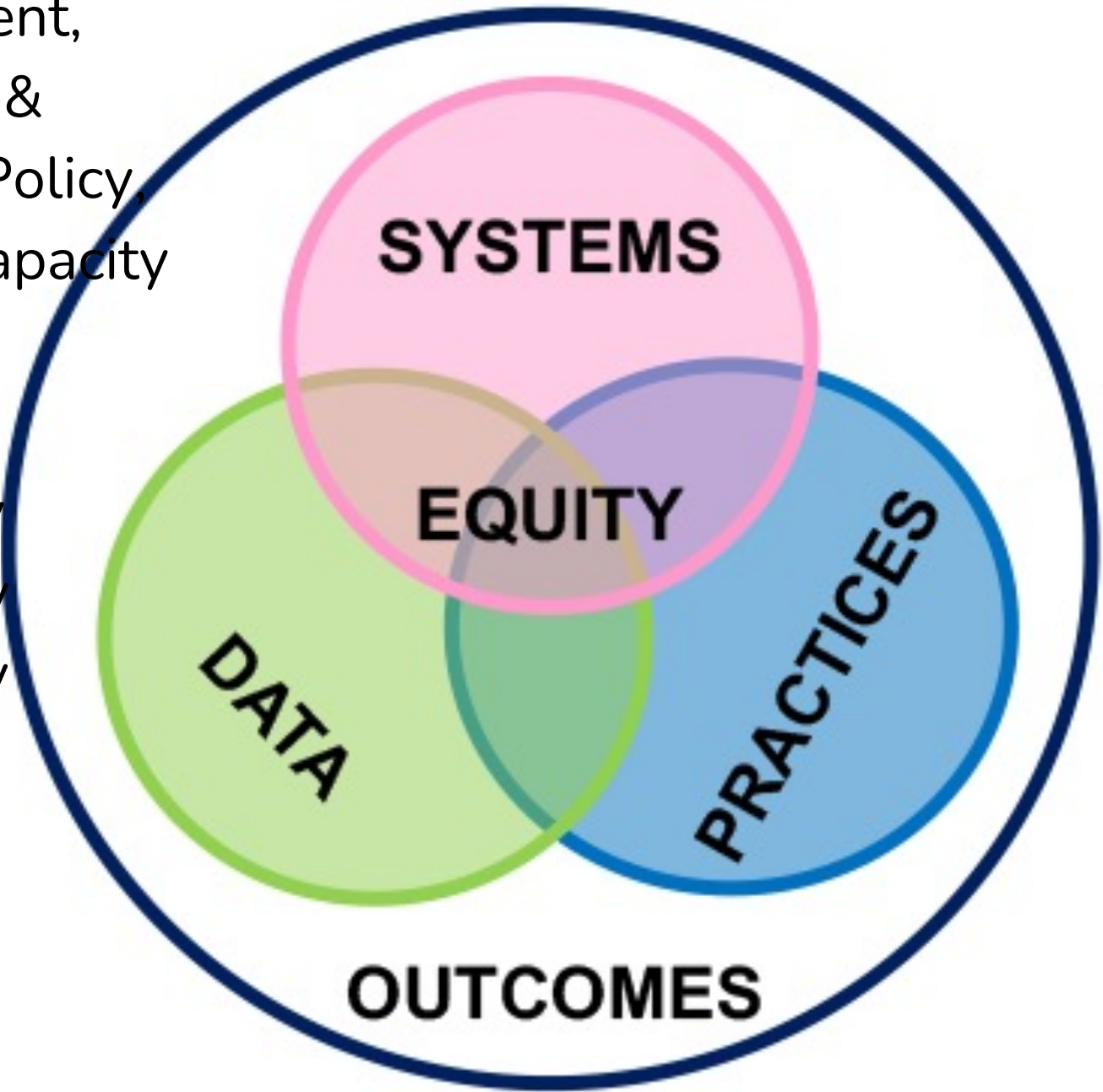
Funded
- 4

Staffed

Stakeholder
Engagement,
Funding &
Alignment, Policy,
Workforce Capacity

Fidelity
Efficacy
Validity

Training
Coaching
Evaluation



EXEMPLAR



Danielle Starkey, M.Ed.

MTSS-B Supervisor

Omaha Public Schools

OUTCOMES



PURPOSE OF PBIS

Developing systemic capacity for sustainable, culturally and contextually relevant, and high fidelity implementation of multi-tiered practices and systems of support.



1

Implementation Fidelity

2

Student Success

3

Stakeholder Satisfaction

EXEMPLAR



What MTSS-B outcomes are critical for OPS, currently?

How have MTSS-B priorities evolved over time?

PRACTICES



SUPPORTING BUILDING IMPLEMENTATION

Create and execute a plan for providing professional development to all district employees.



1

Training

2

Coaching

3

Evaluation

EXEMPLAR



What district-level practices do you offer to schools to support implementation of MTSS-B?

What do differentiated supports look like in your district?

DATA



SUPPORTING DECISION MAKING

Gather enough information to adequately inform targeted goals.



1

Implementation Fidelity

2

Outcomes

3

Social Validity

EXEMPLAR



What data sources do you use to inform differentiated systems of support?

What data-based decision making practices does your district leadership team engage in regarding MTSS-B?

SYSTEMS



SUPPORTING IMPLEMENTATION SUPPORT PROVIDERS

Building internal capacity to provide training, coaching, and evaluation.



1

Workforce Capacity

2

Funding & Alignment

3

Policy

EXEMPLAR



What district-level systems do you use to support implementation support providers?

Please Complete this Session's Evaluation

10/27/22

2B – Using Data-based Decision Making to Effectively Differentiate Provision of District-level Supports

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