Learning Objectives

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

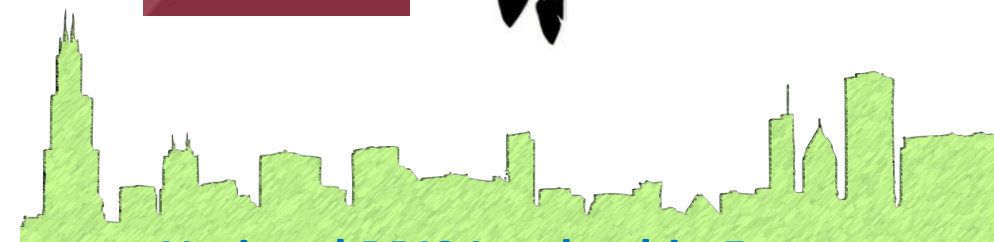# We are excited to be here with you!

Co-Facilitators:
Lisa Powers & Jamie Grieshaber, University of Missouri;

Presenters:
Danielle Starkey, Omaha Public Schools (NE);
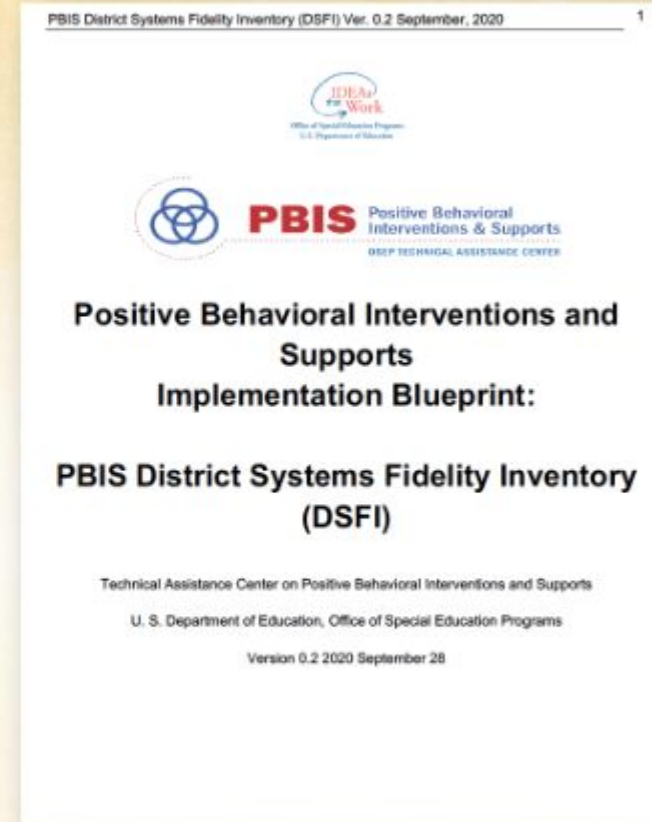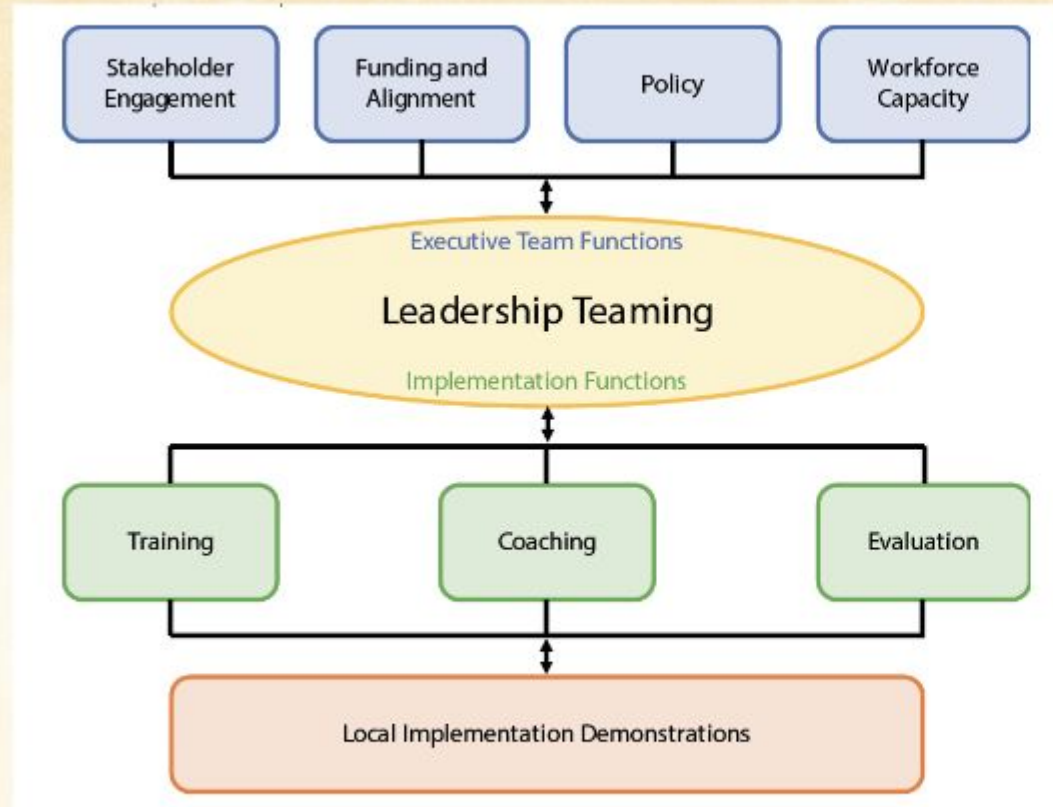
Terry Houlton & Carrie Novotny-Buss, Millard Public Schools (NE);

Tina Rickett & Joe Gubbels Winnebago Public Schools (NE)

Drilling Down District Data

DRILLING DOWN
DISTRICT DATA:
ANALYZING REACH
AND FIDELITY OF PBIS
IMPLEMENTATION

KELSEY MORRIS, TIMOTHY LEWIS, & BARB MITCHELL

June 2022

Link

MPS Stats

B-21 Programming serving _24K_ _Students_
- ★ 25 Elementary Schools
- ★ 11 Preschools
- ★ 6 Middle Schools
- ★ 3 Traditional High Schools
  - ○ 1 Alternative High School
  - ○ 1 Level 3 Behavior
- ★ Young Adult Program

2,500 staff serving our school community
- ★ 1500 certified staff
- ★ 1000 support staff

Follow Us On Social Media

District Demographics

College Going Rate — 80%

25% — Students Receiving Free or Reduced Lunch

13% — Special Education Population

32% — High Ability Learners

3% — English Language Learners

Parameters

Parameters are self-imposed guidelines: things we will always do; things we will never do.

- We will always operate caring and supportive environments to ensure safety and learning.

- We will not tolerate any behavior that diminishes the value of any student, staff member, or community member.

- Nothing will take precedence over the [...] through young adult education progr[...]

- No new program, course, and/or sign[...] practice will be added unless:
  - it meets a clearly demonstrated, [...] need;
  - it survives a cost-benefit analysi[...]
  - its impact on other programs/cou[...] addressed;
  - adequate staffing, professional le[...] facilities are provided;
  - it contains an evaluation procedu[...]

- No existing program, course, and/or significant operational practice will be maintained unless it:
  - meets a clearly demonstrated, mission-related need;
  - survives a cost-benefit analysis and periodic evaluation.

- We will always communicate effectively, both internally and externally, in order to implement our Strategic Plan, operate our schools, and maintain high levels of student, staff, family and community support.

- We will attract, develop, and retain the highest quality staff dedicated to achieving our mission and objectives.

- We will always expect students to set and achieve challenging educational and career goals tailored to their abilities, interests, and aspirations.

- We will have systemic practices to address the behavioral and mental health needs of our students that promote good character, positive social behavior, and responsible citizenship.

Mission

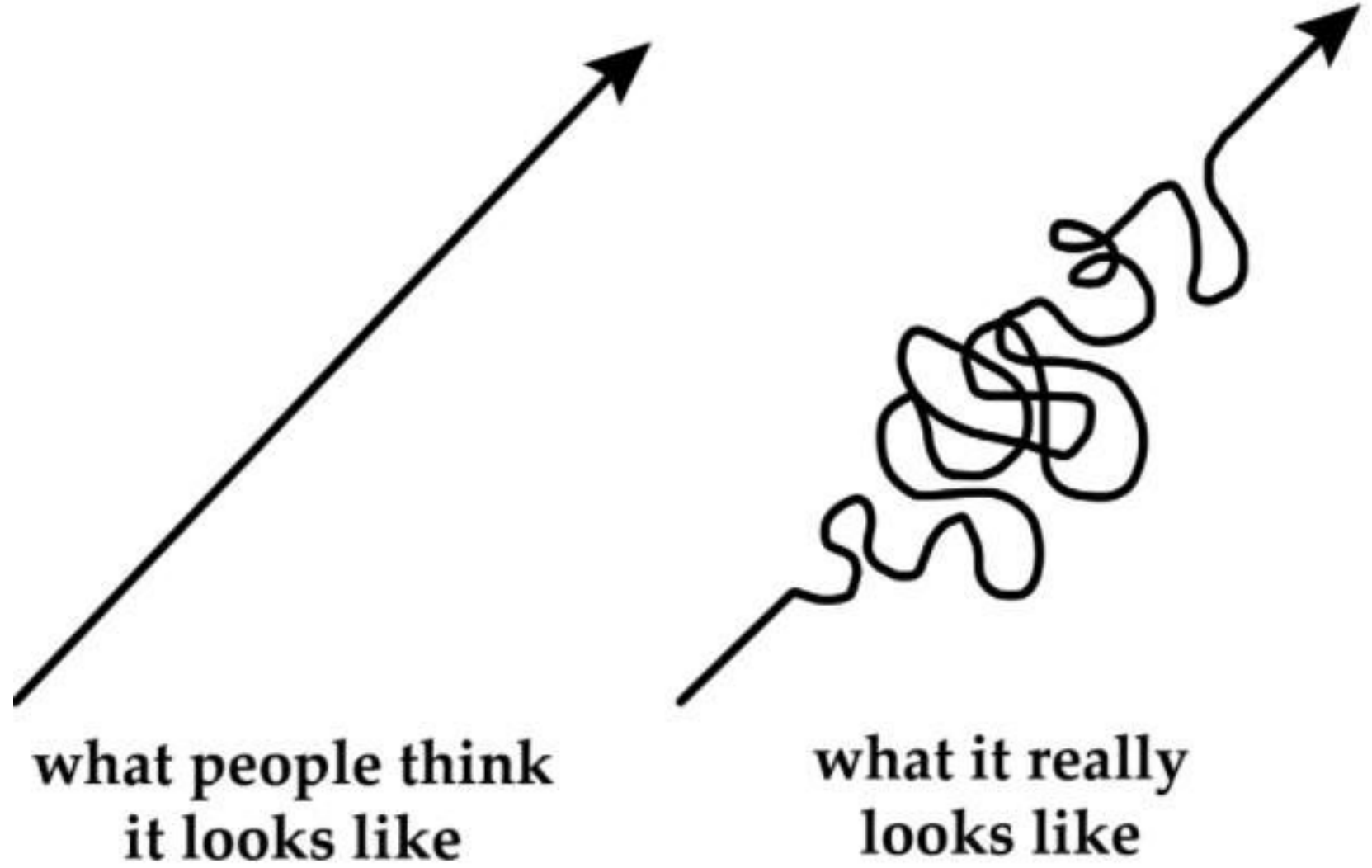Our mission is the loftiest aspiration of our school district.

Millard Public Schools guarantees each student exemplifies the knowledge, skills, and character necessary for personal excellence and responsible citizenship through an innovative, world-class educational community that challenges and empowers all students.
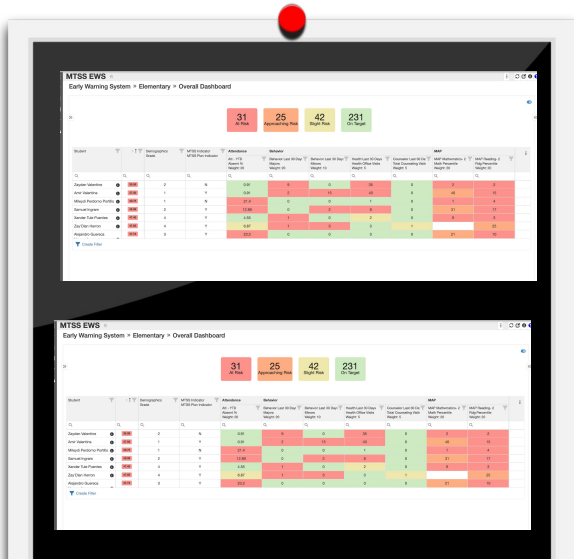
2023 MPS Strategic Plan

Strategic Plan Successes

Year	Initiatives
2018	Strategic Partnerships & Communication / Virtual Learning / Mental Health and Behavioral Supports
2014	College & Career Readiness Standards / Digital Learning / Common Formative Assessment System / ACT Culture / Behavioral Skills Programs (BIST & PBIS)
2009	21st Century Skills / Response to Instruction & Intervention (RtI) / 40 Developmental Assets
2007	Data Analysis
2005	Pyramids of Intervention / Professional Learning Communities (PLC)
2004	AP Culture & High Stakes Graduation
1999	High Stakes Assessment System / Reteaching, Pre-teaching & I.L.P's / Differentiated Instruction
1998	Curriculum Management Audit (CMA)
1996	Essential Learner Outcomes (ELO's)
1992	Millard Instructional Model

ROOTED IN *Academics* GROWN FOR *Success*

National PBIS

Implementation-

what people think
it looks like

what it really
looks like

2022-23 Early Warning System

2019 & 2023 NeMTSS Self-Assessment

2019-20 Big 5 in SIS

2017-18 MPS Ripple

2021-22 MTSS-B Plans in SIS

2016-Present TFI

MPS MTSS Model

Tier 1
"All Students"
100% of Students

Tier 2
"Some Students"
10-15% of Students

Tier 3
"Few Students"
3-5% of Students

MPS's Problem Solving Model

Define and Clarify the Problem

Analyze the Cause & Develop the Hypothesis

Develop an Intervention Plan

Implement the Intervention Plan

Evaluate the Intervention Plan

ROOTED IN Academics GROWN FOR Success
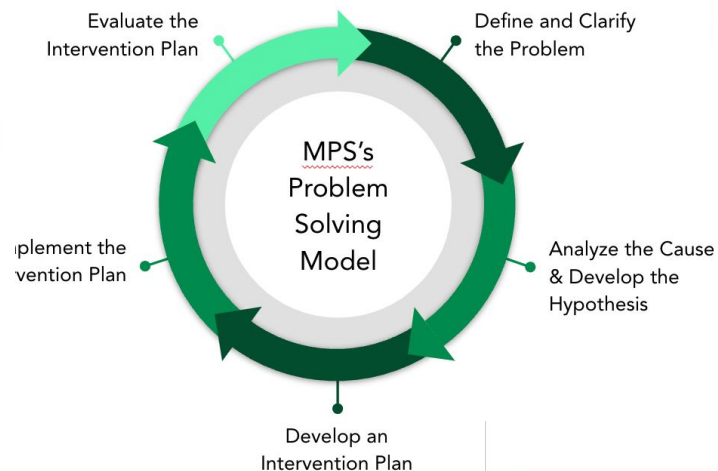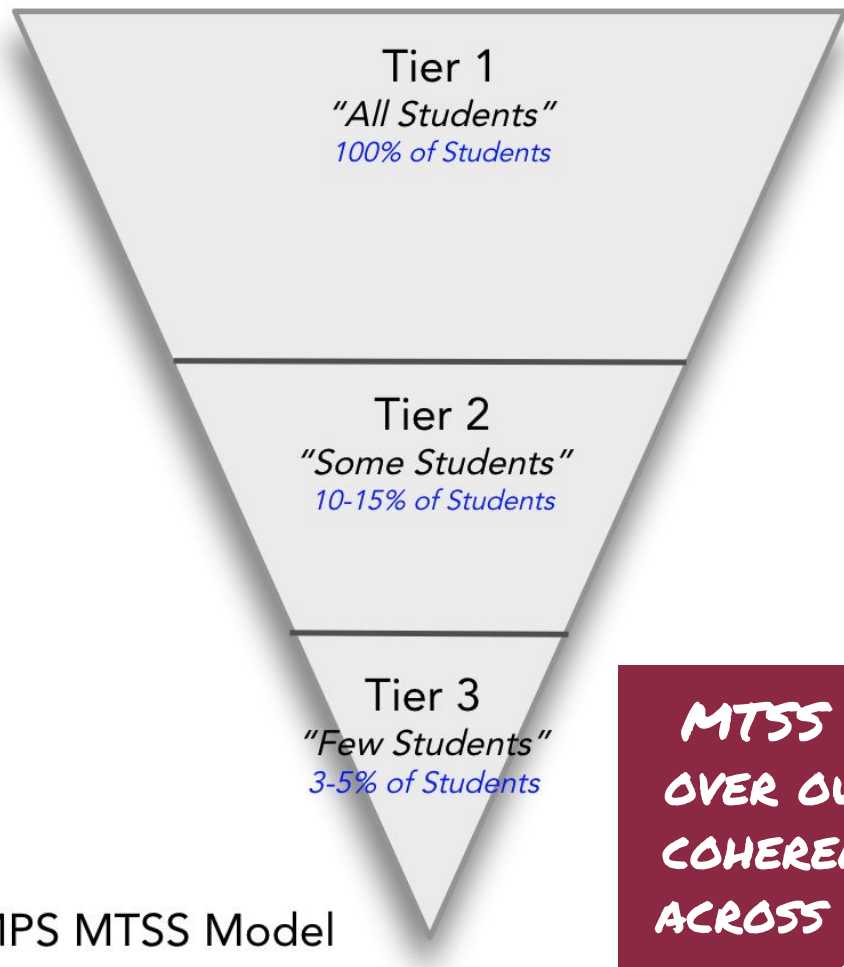
MTSS is persistence, over our careers, and coherence, within and across the systems we work in.
–D. Tilly (2023)

PARENT INPUT
Refer to Input Seeking Questions

A) Input gathering encouraged. This could be an appropriate time to invite parents to the meeting.

B) Input gathering conversation should happen. This could be an appropriate time to invite parents to the meeting.

C) Parent input is required at this point. Parents must be invited to a meeting to review data and available options. The meeting must include a representative of the data team that made the recommendation to move toward Tier III or MDT 1. Parent input must be considered when making the final intervention decision. In the case of MDT 1, all Special Education processes and procedures must be followed.

Tier I Core Instruction
PLC - Collects and Analyzes Data

Making Progress — No → Data Team Discussion / Problem Solving
Making Progress — Yes

Tier I Core Instruction + Tier II 1 Intervention & Progress Monitoring

Making Progress — Yes
Making Progress — No → Data Team Discussion / Problem Solving / Tier II 2 Documentation

Tier I Core Instruction + Tier II 2 Intervention & Progress Monitoring

Making Progress — Yes
Making Progress — No → Data Team Discussion / Problem Solving

Team begins:
Tier III Referral Process
Tier III Documentation Form

Or

Next steps, which may include one or more of the following:
- Continue with Tier II 2
- Revise Tier II 2
- Move to MDT I
- Examine IEP
- Other

Data Review Team:
- Includes fluid participation (Administrators, Teachers, Interventionists, Specialists, etc.)
- Ensures documentation
- Develops and monitors individual student learning goals
- Understands Standard Protocol and Individual Problem Solving Protocol

National PBIS Leadership Forum

Weeding The Garden

compared to metro area districts, and MPS work time is equal to or greater than other districts.

12. When meeting annually to create district focus plans for the upcoming year of professional learning evaluate what may be able to be reduced or eliminated. Examples from 2023-24 are listed below:
    a. Evaluated the number of annual district "spotlight" meetings
        i. In 2023, elementary and secondary fall spotlight after school meetings were moved to the November professional learning day.
    b. Reviewed the summer calendar and reduced the number of June obligations for buildings.
        i. Moved the Summer 2023 MIM Institute from 1 full day to ½ day.
        ii. Reduced the obligation for building follow up to the MIM Institute from 3 sessions to 2 sessions in 2023-24.
        iii. Canceled the 2023 Summer Behavior Data Retreat due to the opinion that behavior data analysis has been operationalized in buildings.

"Weeding removes the bad for the sake of the good. Thinning removes some of the good for the sake of the best."

COOPERJASON.COM

What academic, behavioral and social-emotional data informs/impacts your district's action plan?

Omaha Public Schools

87 total schools
8 additional programs

65 elementary schools

12 middle schools

9 high schools

1 K-12 virtual school

4 new schools
opened in fall of 2022

1 new school
opening fall of 2023

51,776 students
Nearly one in six students in Nebraska attends Omaha Public Schools

107 languages
spoken by students and families

Every student. Every day. Prepared for success.

Student Demographics

Every student. Every day. Prepared for success.
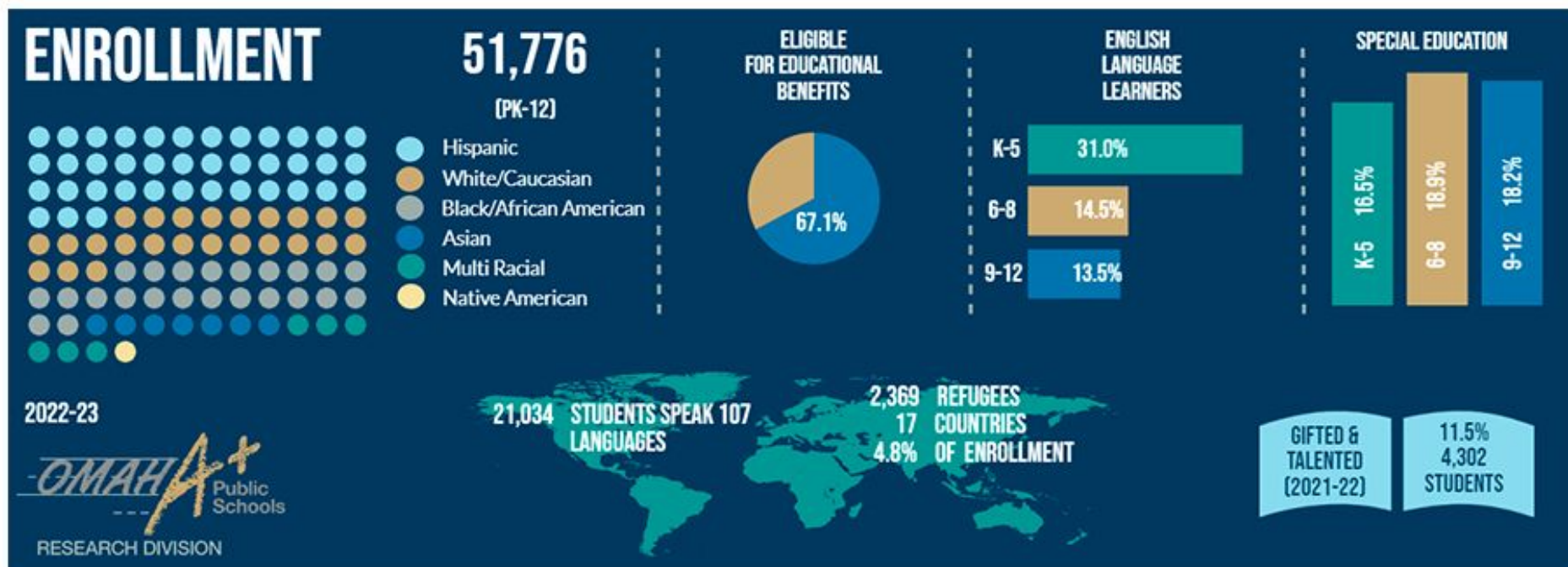
MTSS-B Implementation

- Phased approach beginning in 2015-2016.
- All schools/programs implementing Tier 1.
- All schools/programs working towards Tier 2 and 3 implementation.

- MTSS-B implementation is included in our OPS Strategic Plan of Action.

Behavior Dashboard (Tableau)

- Events by…
  - Day of the Week
  - Time of the Day
  - Grade Level
  - Location
  - Problem Behavior
  - Possible Motivation
  - Staff
  - Students

Events by Day of Week
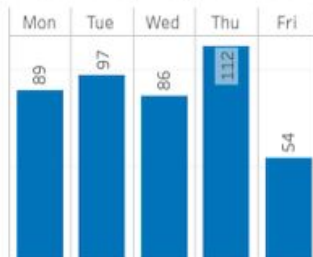
Events by Time of Day
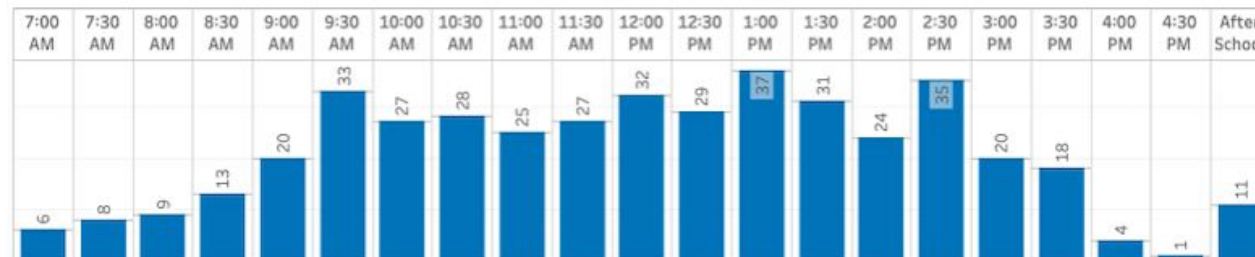
Events by Grade
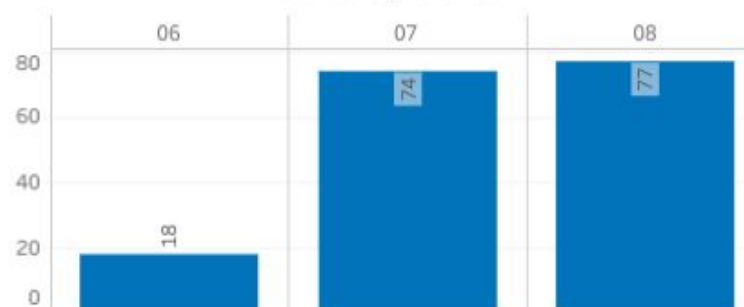
Monthly School Team Meetings

MTSS-B
Multi-Tiered Systems of Support for Behavior

Big 5 Data Analysis & Solution Planning

Please use this document to collaborate as a team. You may type directly into the spaces provided or print this document for convenience.

Identify Outcomes: What is the overall outcome that your school is seeking?

Identify Current Status: The Big 5 Report

| What were the average number of ODR's per day per month?	What is the most frequently reported problem behavior?	Where are the most problem behaviors occurring?	When are the most problem behaviors occurring?	Who are most frequently engaged in problem behavior?

Analyze: Select an area for intensive analysis.

Consider the antecedents for the behavior, as well as *when*, *where*, *why* and *who*. Record your notes to the right as your team discusses the data.

Based on your analysis, write a precision statement.
The focus for the month of (month) was (behavior) in the (location) at (time) and performed by (students).

MTSS-B
Multi-Tiered Systems of Support for Behavior

Solution Planning: Collaborate to develop an action plan that includes *prevention, teaching, recognition, and corrective consequences.* For each stage, identify the action step components. Once the plan is complete, determine a progression monitoring methodology.

What action steps will we take?		
PREVENT: What can we do to *prevent* this behavior?	• • • •
TEACH: How will we teach or reteach expected behaviors?	• • •
RECOGNIZE: How will we use specific positive feedback to reinforce expected behaviors?	• • •
CORRECT: What strategies will we use to discourage inappropriate behavior?	• • •

District Level Review of Data

- Regularly review data across departments:
  - Behavior Events
  - Resolutions
  - Attendance
  - Tiered Fidelity Inventory (TFI)
  - Self-Assessment Survey (SAS)
  - Classroom Practices Walkthrough Tool Data
  - **Intervention Indicator Dashboard**
  - Tier 2 Intervention Progress Monitoring Data

What is your district's rhythm for looking
at and sharing data with stakeholders?

Be Safe
Arrive on time
Give Respect, Get Respect
Own Your Actions

STUDENT:
TEACHER:
B A G O
Comments:

The BAGO Way!
Be safe
Arrive on time
Give respect, get respect
Own your actions
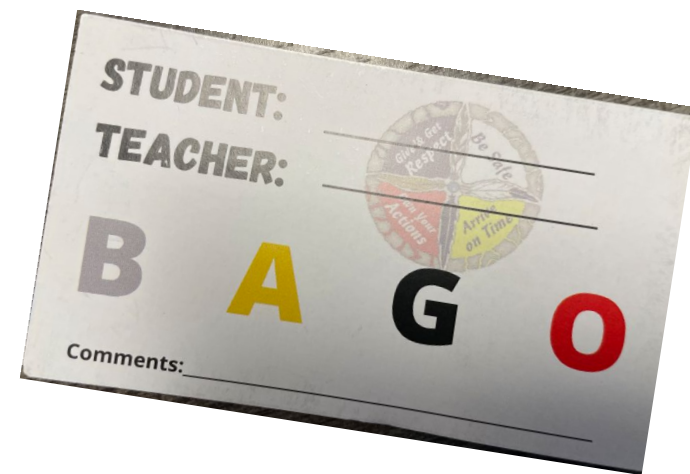
Winnebago Public Schools

★ **K-12 Building**

★ **627 Students**

★ **70 Teachers**

★ **25% of Student Population Verified for Special Education Services**

★ **86% Attendance Rate**

★ **Dropout Rate 4%**

★ **Graduation Rate 82%**

★ **99% American Indian most enrolled members of the Ho-Chunk (Winnebago) Tribe of NE**

Our PBiS Journey

About 12 years ago we embarked on the journey of PBiS.

➢ **2012** - Implementation was not successfully executed, frustration grew with the lack of progression in establishing Tier I, so the district stopped utilizing the PBiS framework.

➢ **2018** - The district decided it was time to begin a more structured method of supporting students with social/emotional, behavioral, and academic needs.

➢ **2019** - Winnebago Public Schools was granted the School Climate Transformation Grant, that allowed us to partner with the PBIS TA Center from the University of Missouri. (Lisa Powers and Dr. Barbara Mitchell)

➢ **2020-2021** School Year - Created the K-6 Matrix and 7-12 Matrix, lesson plans, behavior flow chart , reinforcers,

➢ **2021-2022** School Year - Implementation of the BAGO Way

➢ **2022-2023** School Year - Full Implementation of the BAGO Way at Tier 1

➢ **2023-2024** School Year - Continued Implementation of the BAGO Way at Tier 1

Winnebago Data….
SWIS Referrals

	21-22	*22-23*	*23-24*
Elementary (K-6)	1728	2062	377 (K-4) August/September
Middle School (7-8)	433	357	130 (5-8) August/September
High School (9-12)	862	1029	56 August/September

➔ ISS and OSS have increased each year
➔ Teacher referrals to the Problem-Solving Team have not decreased.
➔ Teachers were becoming frustrated.
➔ BAGO Way stickers and cards have been handed out.
➔ Lessons were scheduled to be taught.
➔ 538 Admin Calls

Why aren't we seeing improvements? What is happening?

Classroom Practices Walkthrough Tool

Observer:	# of Students:

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.*	
Non-Specific Positive Feedback 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!"*		**Total:** *(a)*
Specific Positive Feedback 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."*		**Total:** *(b)*
Non-Specific Corrective Feedback 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"*		**Total:** *(c)*
Specific Corrective Feedback 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."*		**Total:** *(d)*
Pre-corrects *Reminders that are provided before a behavior is expected that describes what is expected.*		**Total:** *(e)*
Ignored Disruptions *Behavior error ignored by teacher*		**Total:** *(f)*

2. Classroom Context Observations: (5 min)		Y: Yes, N: No	Comments
Classroom Expectations	**Positively stated classroom rules**, aligned with school-wide expectations are visible - everyone could see and read them	Y N	
	Expectations and/or rules are regularly referred to by the teacher to pre-correct, encourage and correct behavior.	Y N	
Classroom Procedures and Routines	**Clear procedures were observed** for managing transitions.	Y N	
	Clear and consistent **procedures were observed for getting teacher's attention** and responding to teacher questions.	Y N	
	The **teacher gains the attention of all students** at the beginning of a lesson or transition.	Y N	
Encouraging Expected Behavior	**Teacher uses a reinforcement system** to acknowledge appropriate student behaviors	Y N	
	The **teacher provides non-contingent attention** to most student in the classroom	Y N	
Active Supervision	**Classroom floor plan** allows for ease of movement	Y N	
	Teacher **moves frequently** around the classroom	Y N	
	Teacher uses **frequent scanning**	Y N	
	Teacher demonstrates frequent **positive and corrective interactions**	Y N	

Walkthrough Tool

➔ Trained administrators, school psychologists, PBIS leaders to gather data.
➔ Based on the data we found some staff not teaching or reinforcing BAGO Way expectations.
➔ Reinforcements weren't being used very often or randomly.
➔ Very little specific feedback. (positive or corrective)
➔ On professional development days we focused on the data we gathered. BAGO Way leadership team practiced how to give specific feedback and common language,. We found videos on the internet that also showed examples.
➔ Talked and surveyed staff on why the BAGO Way wasn't working for them. Worked with individual staff on their concerns.
➔ Increasing walkthroughs this year to 2x a month.
➔ Had to give specific examples to HS staff because many though that the BAGO Way was meant for elementary students.
➔ A consistent presence in classrooms to make sure staff knows its importance.
➔ Giving guidance to staff using the behavior flowchart.

	# of Staff that met 4 to 1	% Specific Positive Feedback	% Specific Corrective Feedback	# of Total Pre-Corrects in 10 minutes
September 2023	**53%**	170/382 = **45%**	51/79 = **65%**	**16**
October 2022	**29%**	**233** (positive feedback)	**113**(corrective feedback)	**60**

Next Steps…

➔ Increasing Walkthroughs
➔ Giving Immediate Feedback to Staff (Administration & Coaches)
➔ Providing extra support for staff and student who are struggling
➔ Strengthen Tier 1
➔ Break down walkthrough data by K-4, 5-8, 9-12

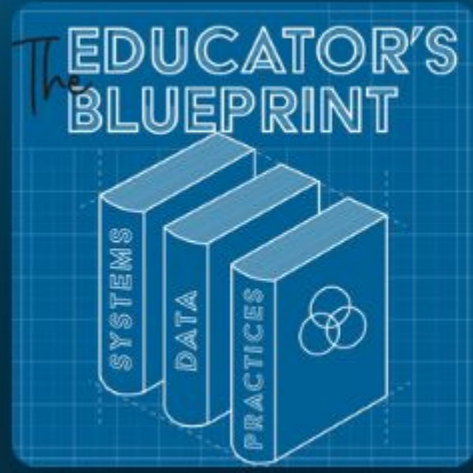# How does your district analyze data connected to classroom implementation of PBIS/MTSS?

Final word…

The Educator's Blueprint, Season 3!!!

Coming soon on Apple ITunes and Spotify:

[Apple Podcast](#)

[Spotify](#)

To be a guest on the show, click [here](#).

Please Complete this Session's Evaluation

10/26/2023

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

Four options, pick one!

1. Mobile App
Click "Take Survey" under the session description.

2. QR Code
Scan the code on this slide.

SCAN ME

3. Online
Click on the link located next to the downloadable session materials posted online at:

www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link
Click the link provided in the email reminder you receive after your session ends.

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.*

National PBIS Leadership Forum