Using Data-Based Decision Making to Effectively Differentiate Provision of District-Level Supports

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

- **Topic:** Data-Based Decision Making
- **Keywords:** Assessment, Alignment, Action Plan, Policy, Outcome
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)
District Systems Fidelity Inventory & the Logic of Districtwide Implementation

- Stakeholder Engagement
- Funding and Alignment
- Policy
- Workforce Capacity

Executive Team Functions

Leadership Teaming

Implementation Functions

- Training
- Coaching
- Evaluation

Local Implementation Demonstrations

Positive Behavioral Interventions and Supports Implementation Blueprint:
PBIS District Systems Fidelity Inventory (DSFI)

Technical Assistance Center on Positive Behavioral Interventions and Supports
U.S. Department of Education, Office of Special Education Programs
Version 0.2 2023 September 28
Drilling Down District Data

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

KELLEY, HORST, TIMOTHY LEWIS, & WILS HITCHELL

June 2022
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%

Students Receiving Free or Reduced Lunch 25%

Special Education Population 13%

High Ability Learners 32%

English Language Learners 3%
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 safety of our students.
- No new program, course, and/or significant operational practice will be added unless:
  - it meets a clearly demonstrated, mission-related need;
  - it survives a cost-benefit analysis;
  - its impact on other programs/courses is addressed;
  - adequate staffing, professional learning, and facilities are provided;
  - it contains an evaluation procedure.
- 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 will 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.

2023 MPS Strategic Plan

Mission
Our mission is the highest 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.

Strategic Plan Successes

- 21st Century Skills
- Response to Instruction & Intervention (RtI)
- Mental Health and Behavioral Supports
- 21st Century Skills: Response to Instruction & Intervention (RtI)
- High Stakes Assessment System
- Differentiated Instruction
- Curriculum Management Audit (CMA)
- Essential Learner Outcomes (ELOs)
- Professional Learning Communities (PLCs)
- Behavioral Skills Programs (BIST & PBIS)
- Data Analysis
- College & Career Readiness Standards
- Digital Learning
- Common Formative Assessment System
- RTI Tiers
- Self-Directed Leadership
- Essential Learner Outcomes (ELOs)
Implementation - what people think it looks like vs. what it really looks like
2022-23 Early Warning System

2019 + 2023 NeMTSS Self-Assessment

2017-18 MPS Ripple

2016-Present TFI

2019-20 BIG 5 in SIS

2021-22 MTSS-B Plans in SIS
MTSS is persistence, over our careers, and coherence, within and across the systems we work in.

-D. Tilly (2023)
Weeding The Garden

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

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.
What academic, behavioral and social-emotional data informs/impacts your district’s action plan?
Omaha Public Schools

- 87 total schools
- 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

ENROLLMENT: 51,776 (PK-12)

- Hispanic: 67.1%
- White/Caucasian: 14.5%
- Black/African American: 13.5%
- Asian: 1.5%
- Multi Racial: 0.5%
- Native American: 0.1%

ELIGIBLE FOR EDUCATIONAL BENEFITS: K-5 31.0%, 6-9 14.5%, 9-12 13.5%

ENGLISH LANGUAGE LEARNERS: K-5 16.5%, 6-8 18.8%, 9-12 19.2%

SPECIAL EDUCATION:

STUDENTS SPEAK 107 LANGUAGES: 21,034

REFUGEES COUNTRIES OF ENROLLMENT: 2,369

GIFTED & TALENTED (2021-22): 11.5%

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
## Monthly School Team Meetings

### 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 OIP for the last year? | What is the most frequently reported problem behavior? | When is the most frequent behavior occurring? |
| When are the most frequent behaviors occurring? | Who are the most frequent behaviors occurring? |

### 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 January was (behaviors) in the (location) at (time) and performed by (students).

### MTSS-B

**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?

- 
- 

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Every student. Every day. Prepared for success.
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?
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
### SWIS Referrals

<table>
<thead>
<tr>
<th></th>
<th>21-22</th>
<th>22-23</th>
<th>23-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary (K-6)</td>
<td>1728</td>
<td>2062</td>
<td>377 (K-4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>August/September</td>
</tr>
<tr>
<td>Middle School (7-8)</td>
<td>433</td>
<td>357</td>
<td>130 (5-8)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>August/September</td>
</tr>
<tr>
<td>High School (9-12)</td>
<td>862</td>
<td>1029</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>August/September</td>
</tr>
</tbody>
</table>

- 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

<table>
<thead>
<tr>
<th>Observer:</th>
<th># of Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Type of instruction (circle those observed):

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

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

### 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:**

### 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:**

### 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,” “Sit,” “Don’t”

**Total:**

### 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:**

### Pre-corrects
Reminders that are provided before a behavior is expected that describes what is expected.

**Total:**

### Ignored Disruptions
Behavior error ignored by teacher

**Total:**
<table>
<thead>
<tr>
<th><strong>2. Classroom Context Observations: (5 min)</strong></th>
<th><strong>Y. Yes, N: No</strong></th>
<th><strong>Comments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Expectations</strong></td>
<td></td>
<td></td>
</tr>
<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>
<tr>
<td><strong>Classroom Procedures and Routines</strong></td>
<td></td>
<td></td>
</tr>
<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>
<tr>
<td><strong>Encouraging Expected Behavior</strong></td>
<td></td>
<td></td>
</tr>
<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>
<tr>
<td><strong>Active Supervision</strong></td>
<td></td>
<td></td>
</tr>
<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>
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.

### Comparison of Feedback and Walkthroughs:

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

**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...
QUESTIONS
The Educator’s Blueprint, Season 3!!!

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10/26/2023

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