

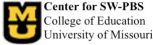


What's all that Data For?

How Administrators in PLC/SW-PBS School Districts Can Guide Decision-Making



Our Meeting Norms

Be Respectful


- Be an active listener—open to new ideas
- Use notes for side bar conversations

Be Responsible

- Silence cell phones—reply appropriately


Be a Problem Solver

- Participate with each other when requested
- Think how this session relates to your school

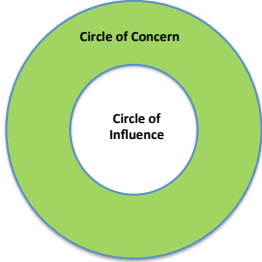



Purpose for Today

Envision a holistic and systematic process for data review and decision making that facilitates school improvement planning and continuous regeneration across three tiers of support.




Concern or Influence






Data and Context

- Data help us ask the right questions... they do not provide the answers. Use data to:
 - Identify opportunities for improvement
 - Define with precision the opportunities for improvement
 - Define the questions that lead to more efficient and effective interventions (action steps)
- Data help place the opportunities for improvement in a **context** rather than in the students.




Outcomes for Today

- Identify salient behavioral and academic factors for review and decision making
- Demonstrate a model for systematic review and decision making



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National Education Policy Center: *Discipline Policies, Successful Schools and Racial Justice*

October 2011 <http://nepc.colorado.edu/publication/discipline-policies>

Among the major findings:

- Researchers should investigate connections between school discipline data and key outcomes such as achievement, graduation rates, teacher effectiveness, and college and career readiness.
- System-wide improvements should be pursued through better policies and practices at all levels— including an effort to improve teachers’ skills in classroom and behavior management.

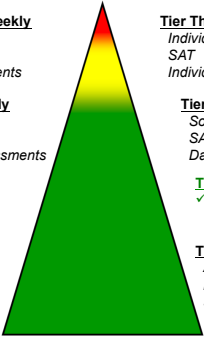


Academic and behavioral success may be symbiotic, as an effective behavioral system allows effective academic instruction to take place.

~Putnam, Horner, & Algozzine (2010)


A Continuum of Monitoring for All

Academic Systems	Behavioral Systems
<p>Tier Three – Monthly/Weekly <i>Individual Students</i> SAT <i>Individualized Assessments</i></p> <p>Tier Two – Monthly/Weekly <i>Some students (at-risk)</i> SAT <i>Common Formative Assessments</i></p> <p>Tier One – Yearly (DMR) ✓ MO SW-PBS School <i>Data Profile</i></p> <p>Tier 1 - Monthly (DT) <i>All Students</i> <i>End of Unit Exam</i> <i>Common Formative Assessments</i> <i>Screening (3 times yr.)</i></p>	<p>Tier Three – Monthly/Weekly <i>Individual Students</i> SAT <i>Individualized Assessments</i></p> <p>Tier Two – Monthly/Weekly <i>Some students (at-risk)</i> SAT <i>Daily Progress Monitoring</i></p> <p>Tier One – Yearly (DMR) ✓ MO SW-PBS School <i>Data Profile</i></p> <p>Tier 1 - Monthly (DT) <i>All Students</i> <i>Monthly Big 5 Reports</i> <i>Screening (3 times yr.)</i></p>



MO SW-PBS School Data Profile

Provides pertinent information for holistic and systematic programmatic review



MO SW-PBS School Data Profile

(envisioned spring 2006, first completed 2006-2007 school year)

Inputs	Outcomes
<p>Student Demographics</p> <ul style="list-style-type: none"> • Student Race • Student Ethnicity • Student Gender • Free and Reduced Lunch Status • IEP, Non-IEP or All Students <p>Implementation Fidelity</p> <ul style="list-style-type: none"> • Standardized Implementation Fidelity Measures for schoolwide Initiatives (PLC, SW-PBS, Bti, MIM) <p>Building Demographics</p> <ul style="list-style-type: none"> • RPDC Region • Location (Rural, Suburban, Urban) • Enrollment Number • Grade Level <p>Staff Head Count</p> <ul style="list-style-type: none"> Count of Staff by Role New Staff & Admins 	<p>Attendance</p> <p>Graduation / Dropout Rates</p> <p>Office Discipline Referrals</p> <ul style="list-style-type: none"> • By Grade Level (IEP & Non-IEP) • By Student • ISS • OSS <p>Assistance Referrals</p> <p>Special Education Identification / Eligibility</p> <p>Academic Progress Monitoring</p> <p>Missouri Assessment Program (MAP)</p> <ul style="list-style-type: none"> Communication Arts Math

Additional MO SW-PBS Standardized Data Sources


- SW-PBS Fidelity of Implementation
 - Self Assessment Survey (SAS)
 - Team Implementation Checklist (TIC)
 - Schoolwide Evaluation Tool (SET)
 - Benchmarks of Quality (BoQ)
 - Benchmarks of Advanced Tiers (BAT)
- Behavioral Inputs & Outcomes
 - School Safety Survey (SSS)

It is only after high-quality academic and behavior instruction and interventions are established at both the school-wide and classroom levels that schools could conclude that a student has a need for additional services.

~Sandomierski, Kincaid, & Algozzine, (2007)

Outcomes for Today


- Identify salient behavioral and academic factors for review and decision making
- Demonstrate a model for systematic review and decision making



Use of Data for Continuous Regeneration


- Use of data for decision making is the foundation for **continuous regeneration**.
- Shifts decision making from a reactive, crisis driven process to a **proactive, outcomes-driven process**.
- Necessary to provide implementers with the decision making framework to use data effectively.

~McIntosh, et al., 2009



Continuous Regeneration Questions

1. **What is your outcome goal?**
2. **What is our current status?**
(Identify the primary opportunity for improvement)
3. **Analyze** by digging deeper and asking further questions:
What is the precise nature of the opportunity for improvement?
(Define, clarify, confirm/disconfirm inferences)
Why does the opportunity exist, & what should we do about it?
(Hypothesis & solution)
4. **What are the actual elements of our plan?**
(Action Plan... what will we do, who will do it, when it get done)
5. **Is our plan being implemented?**
(Evaluate & revise plan)
6. **Is the plan having the desired effect?**
(Maintain, modify or terminate the plan)




MO SW-PBS Decision Making Model

1. Identify Outcomes Desired
"What do we want students to know/do?"

2. Identify Current Status
"How will the school determine that students have learned the essential knowledge and skills?"


3. Analyze
Use Continuous Regeneration Questions



4. Develop Plan
Brainstorm / Prioritize /Action Plan
"How will the school respond when students do not learn?"
"How will the school respond when they already know it?"

5. Implement Plan
Consistently & With Fidelity

6. Evaluate Plan
Regularly Review & Revise



**MO SW-PBS School Data Profile:
an Example Middle School**


How to use your MO SW-PBS SDP information to
drive *Decision Making for Results*
and
to tell your school's story to your stakeholders!

**1. What are our desired
outcomes?**

What do we want our students to
know and be able to demonstrate
behaviorally and academically?

Desired Outcomes
...vary depending on the level of
review and decision making ...

DMR = Broad/schoolwide = mission, vision, purpose
DT= SW-PBS Team / Grade level /Departmental
= Big 5 Reports, GLEs and CLEs, Common Core



2. Current Status

Where are we now?
Inputs/Causes and Outcomes/Effects

Inputs / Cause Data

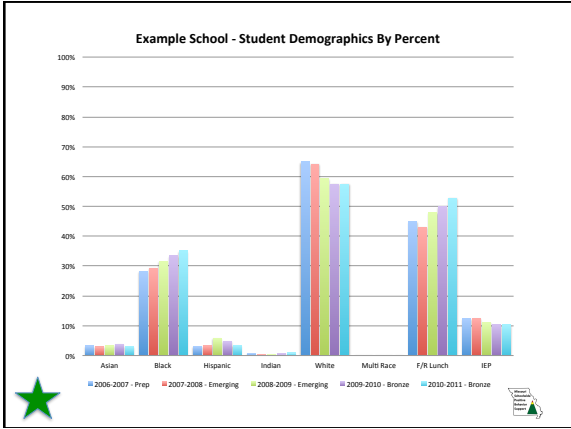
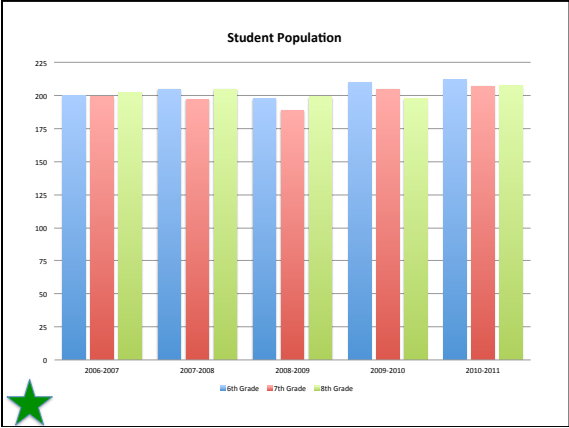
- Staffing
- Student Demographics
- SW-PBS Fidelity of Implementation
 - Self Assessment Survey (SAS)
 - Team Implementation Checklist (TIC)
 - Schoolwide Evaluation Tool (SET)
 - Benchmarks of Quality (BoQ)
- PLC Fidelity Measures
- Academic Fidelity of Implementation
 - Curriculum & Lesson Plans
 - Classroom Walk Throughs

Let's Practice

Student Demographics

Has student population changed over time in terms of:

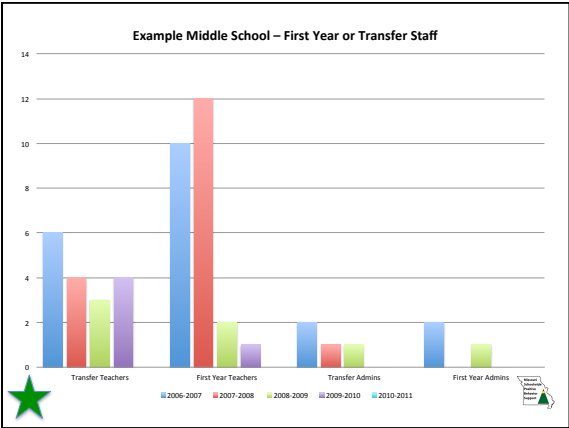
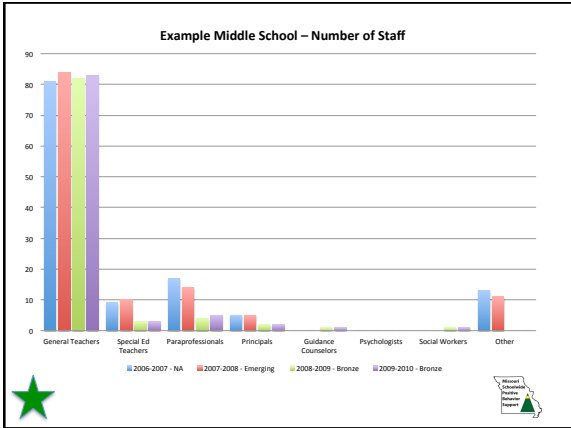
- total numbers
- relative risk factors



Staffing

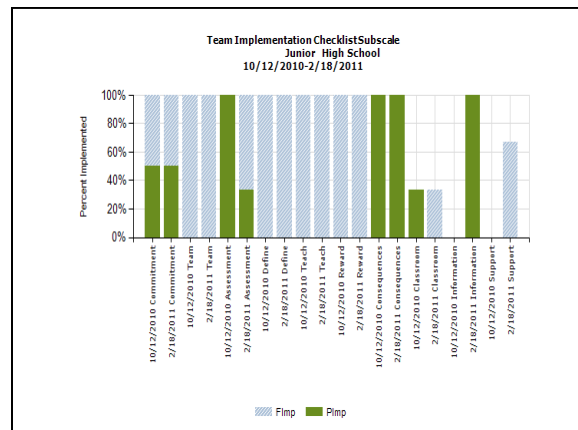
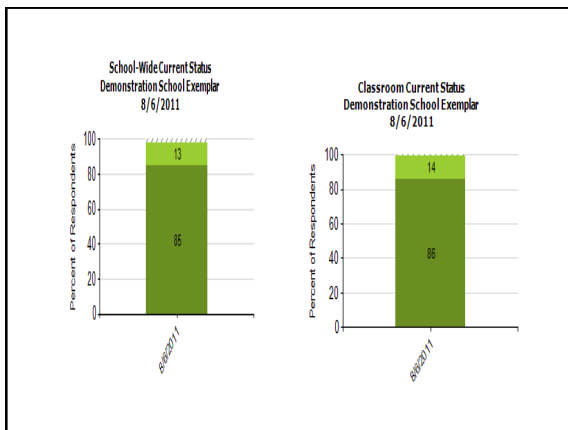
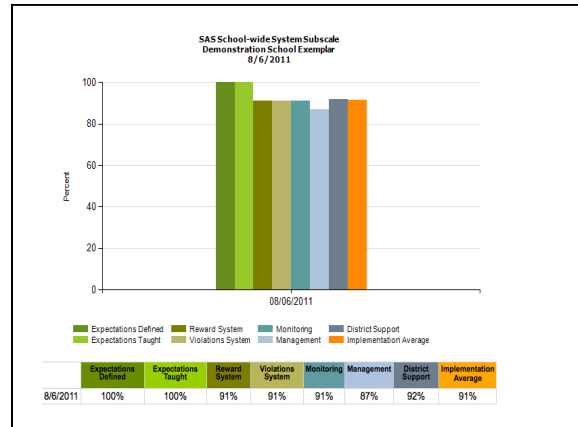
Has number of staff increased or decreased over time?

Have staff members changed over time?



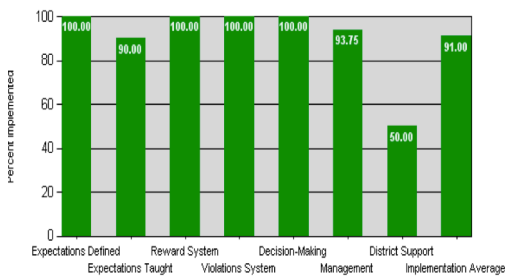
SW-PBS Implementation Fidelity

- Self Assessment Survey (SAS)
- Team Implementation Checklist (TIC)
- Schoolwide Evaluation Tool (SET)



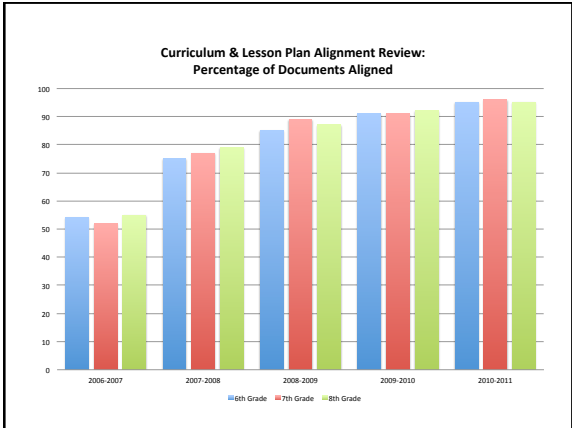
Schoolwide Evaluation Tool (SET)

Feature Scores & Implementation Average




Academic Implementation Fidelity

- Curriculum & Lesson Plans
- Classroom Walk Throughs
- Common Formative Assessments



Classroom Walk Throughs

- What do you use for Classroom Walk Throughs associated with 1) academics, and 2) behavior?
 - IPI
 - MSIP
 - SIG Grant Walk Through
 - MO SW-PBS Walk Through

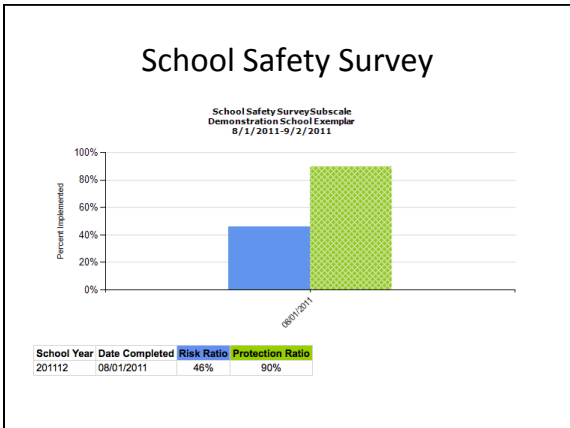
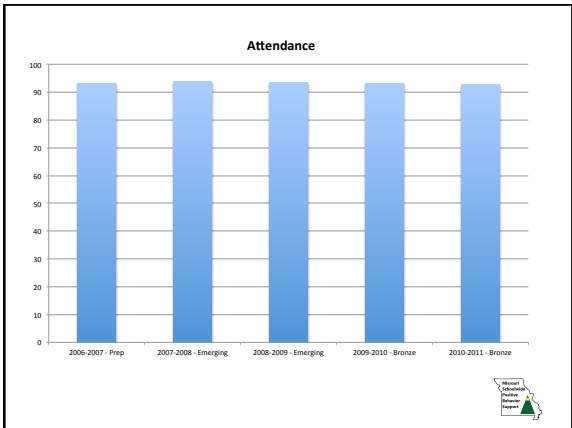


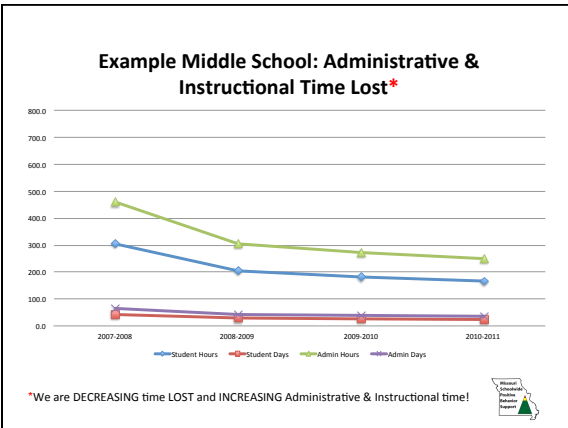
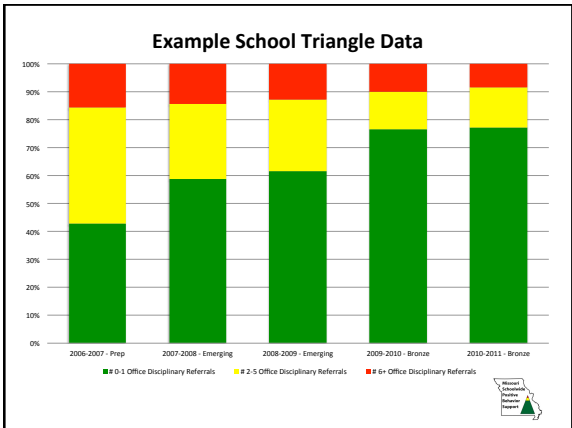
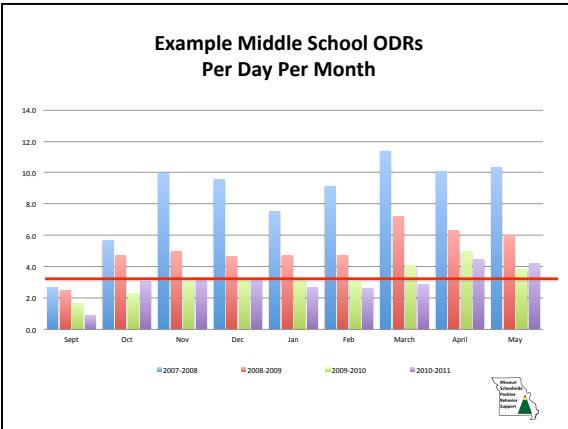
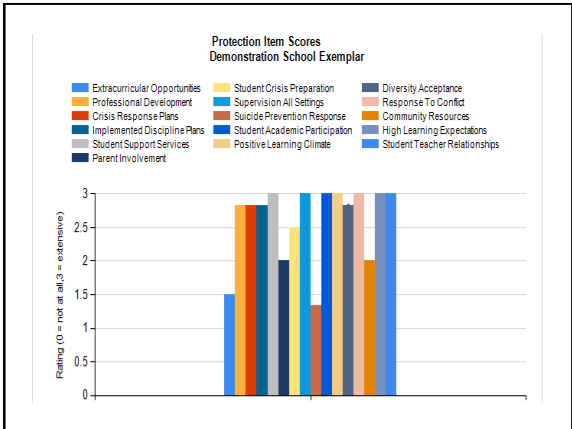
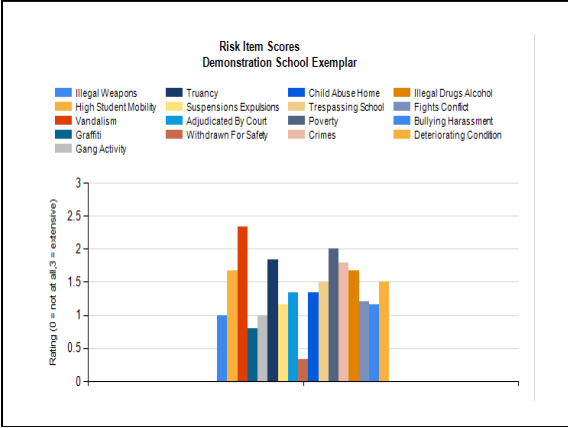
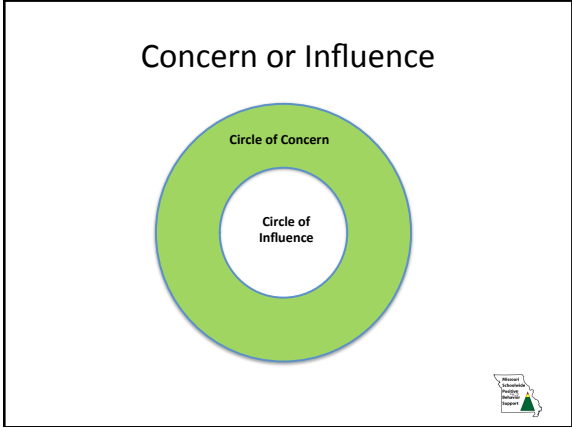
Outcomes / Effects

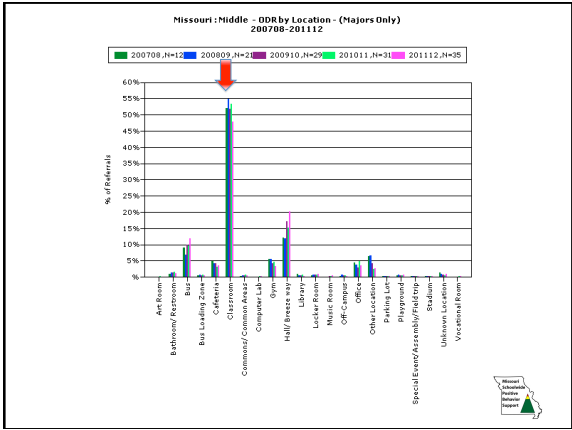
- SW-PBS / Behavior Outcomes
 - Attendance
 - School Safety Survey (SSS)
 - Office Discipline Referrals (ODRs) Year End Big 5 Report
- Academic Outcomes
 - Formative Assessments
 - End of Course Exams (EOC)
 - Adequate Yearly Progress (AYP)
 - Missouri Assessment Plan (MAP)
- Student Assistance Referrals

Current Status: Outcomes/ Effects for Behavior

Attendance
School Safety Survey (SSS)
Office Discipline Referrals (ODRs) Year End Big 5 Report







**Current Status:
Outcomes/Effects for Academics**

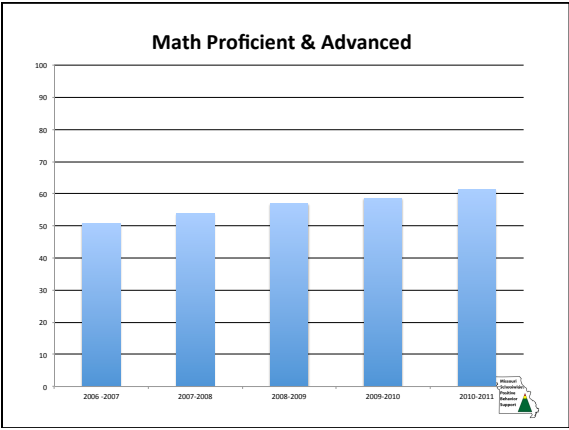
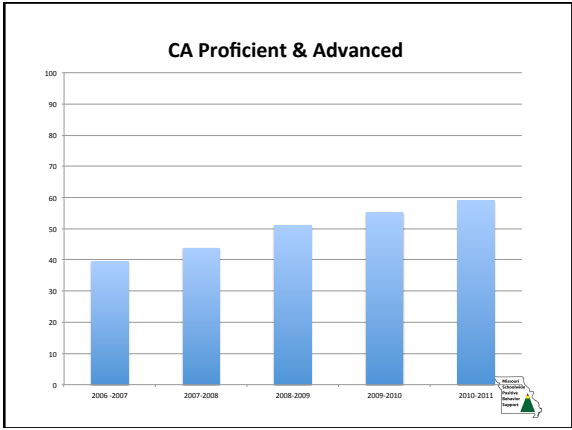
Formative Assessments
End of Course Exams (EOC)
Adequate Yearly Progress (AYP)
Missouri Assessment Plan (MAP)

Formative Assessments

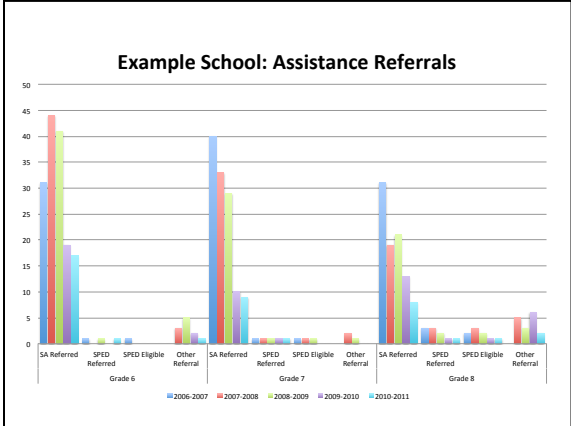
- What is the status in your building/district with common formative assessments?
- What is the status in your building/district with curriculum based measurements?

**End of Course
and
Adequate Yearly Progress**

- Who looks at this data?
- What decision making follows the data review?



Student Assistance Referrals



3. Analyze

Are we implementing our plans with fidelity?

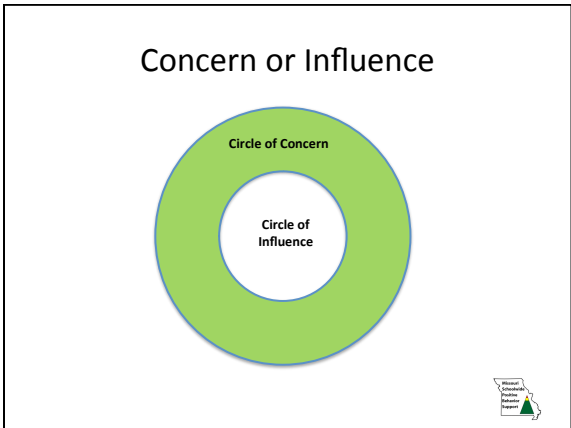
- If yes, what are the outcomes in relationship to our goals?
- If no, why not? What are the barriers to implementation fidelity?

How can a process such as this assist your school in short and long range planning?

What is your consistent process for decision making?

4. Develop Plan


Brainstorm
Prioritize
Action Plan




5. Implement the Plan with Fidelity

6. Evaluate the Plan

MO SW-PBS Decision Making Model




1. **Identify Outcomes Desired**
"What do we want students to know/do?"
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Consistently & With Fidelity
6. **Evaluate Plan**
Regularly Review & Revise



Spiral Effect of Sustainability

"The durable, long-term implementation of a practice at a level of fidelity that continues to produce valued outcomes."


~ McIntosh, et al., 2009



Sustaining an Initiative


"The target for a sustainability initiative is therefore the behavior of the school personnel, and targeting sustainability requires targeting the environment of the adults in the school."

~McIntosh, et al., 2009, p. 10



Networking Time

- Make a plan
 - Big takeaways from the presentation
 - What will you take back:
 - To the team
 - To the building
 - To the district
 - To the community
- Share your plan with a partner



Resources

- MO SW-PBS website
 - <http://pbissmissouri.org/index.html>
- SW-PBS Resources
 - <http://pbissmissouri.org/resources.html>
 - Presentation
 - Excel file to graph data

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Citations & References

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