




Florida's Positive Behavioral Interventions & Support Project

Make an Impact: Using Data Dashboards to Tell Your PBIS Story


Karen Elfner, M.A.
Nichole Fintel, MSPH
 3/13/20

A Multi-Tiered System of Supports

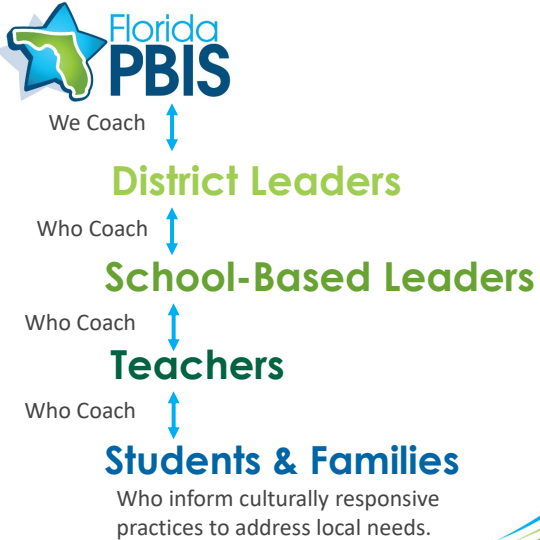
This product was developed by the Florida Positive Behavioral Interventions and Support Project, a project funded by the State of Florida, Department of Education, K-12 Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

1


FLPBIS:MTSS Project - Supporting Florida's School Districts with PBIS Implementation



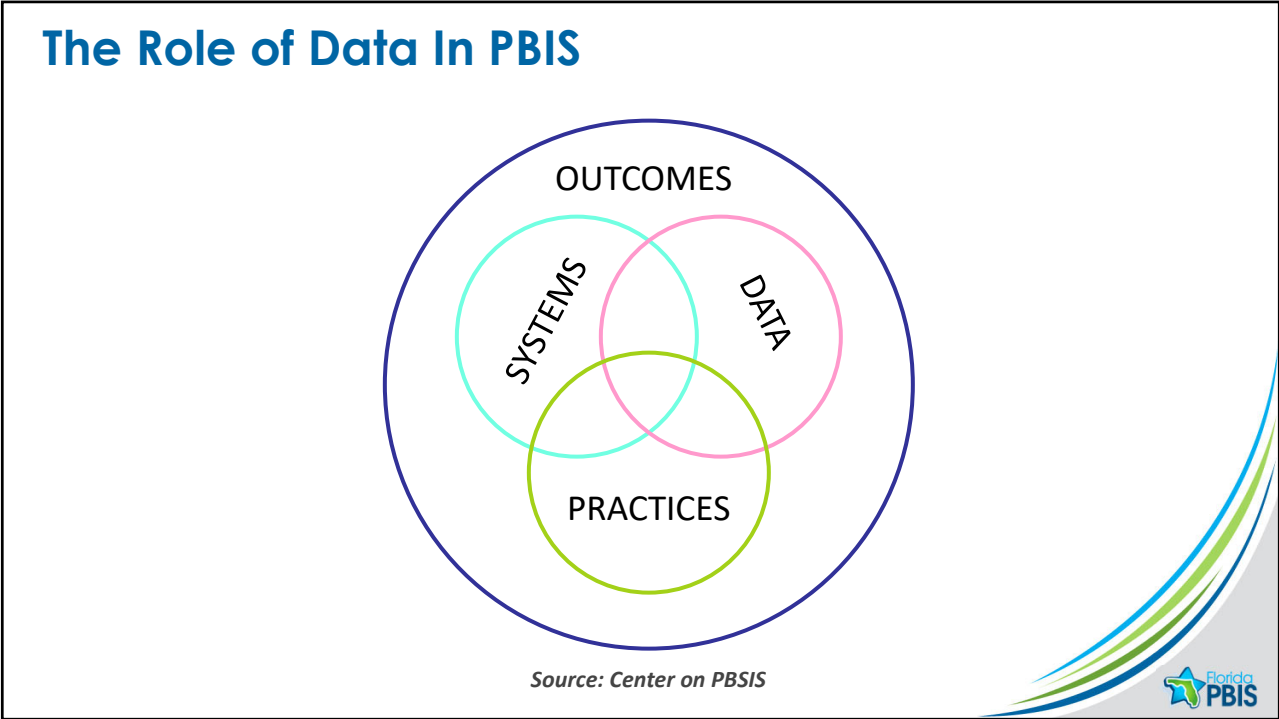
What We Do



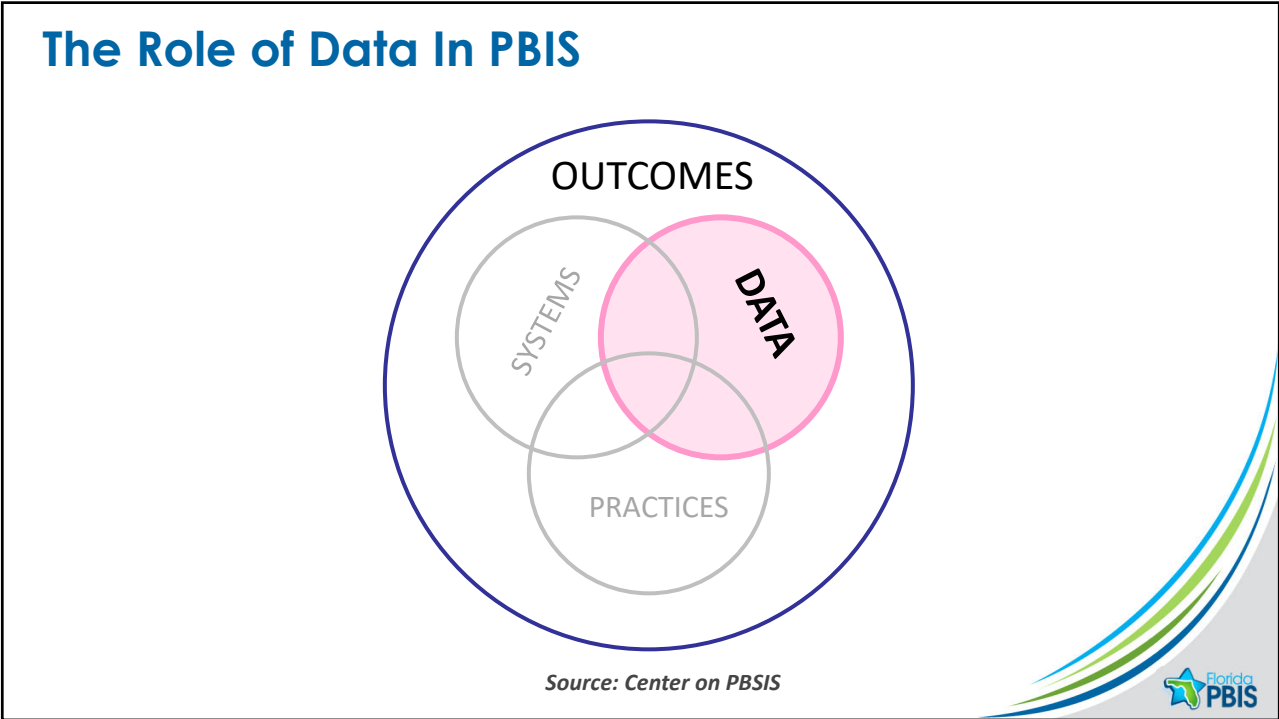
Florida PBIS
 We Coach ↔
District Leaders
 Who Coach ↔
School-Based Leaders
 Who Coach ↔
Teachers
 Who Coach ↔
Students & Families
 Who inform culturally responsive practices to address local needs.



2



3



4

Data-Based Decision Making

Data is used to make decisions at:

- Every tier of support
- Every step of the Problem-Solving Process

The diagram features a large triangle with a color gradient from green at the bottom to yellow and orange at the top. Inside the triangle, four blue arrows form a clockwise cycle. The top-left arrow is labeled 'Define' with the question 'What's the problem?'. The top-right arrow is labeled 'Analyze' with 'Why is it occurring?'. The bottom-right arrow is labeled 'Implement' with 'What are we going to do?'. The bottom-left arrow is labeled 'Evaluate' with 'Is it working?'. A vertical double-headed arrow is in the center of the cycle. The Florida PBIS logo is in the bottom right corner.

5

Data-Based Decision Making

Data is used to make decisions at:

- Every tier of support
- Every step of the Problem-Solving Process

This diagram is identical to the one on slide 5, showing the four stages of the problem-solving process: Define, Analyze, Implement, and Evaluate, arranged in a cycle within a gradient triangle. The Florida PBIS logo is in the bottom right corner.

6

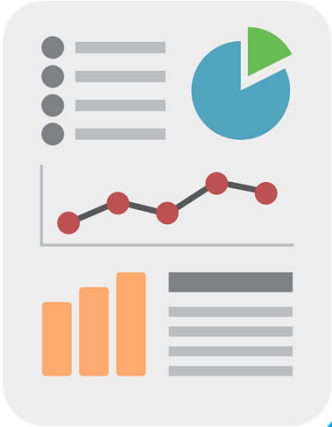
FLPBIS Project's Evaluation Data Sources


PBIS Implementation Fidelity

- PBIS Implementation Checklist (PIC)
- Benchmarks of Quality (BoQ)
- Tiered Fidelity Inventory (TFI)
- PBIS Tier 1 Walkthrough


Outcome Data Summary with Equity Report

- Disaggregated student discipline outcomes
- Average daily attendance
- % with chronic absences






7

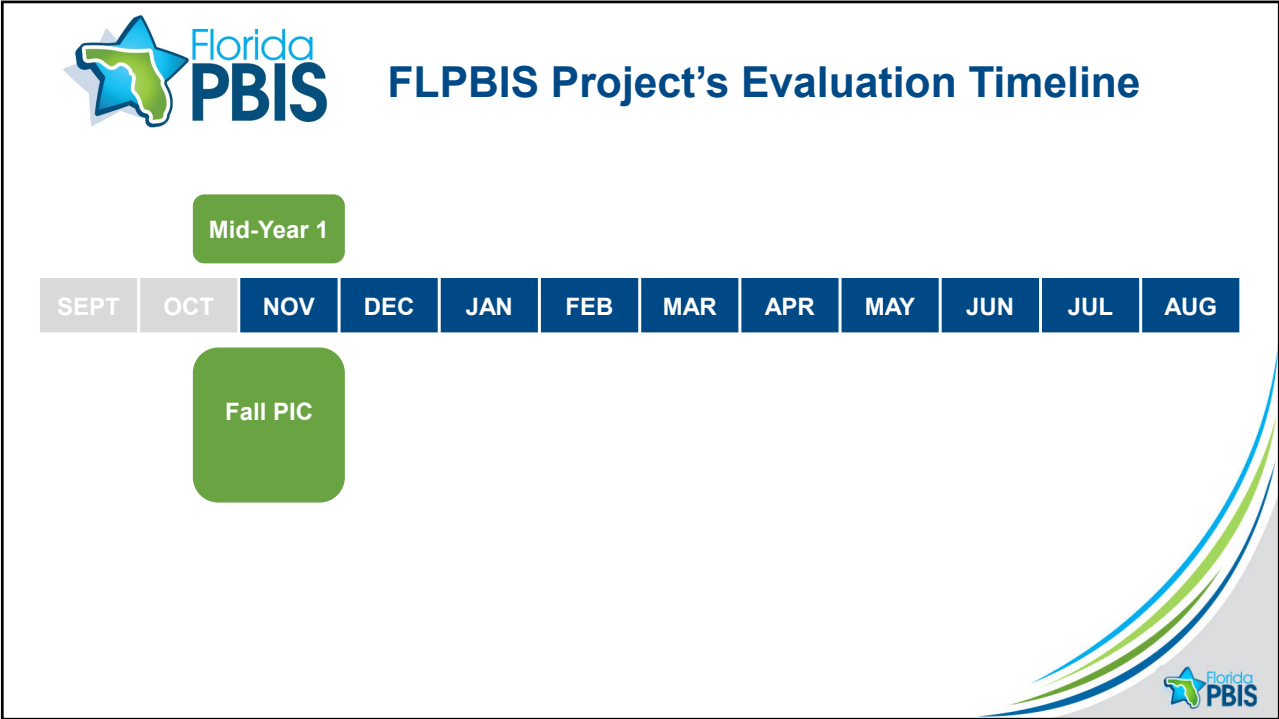


FLPBIS Project's Evaluation Timeline

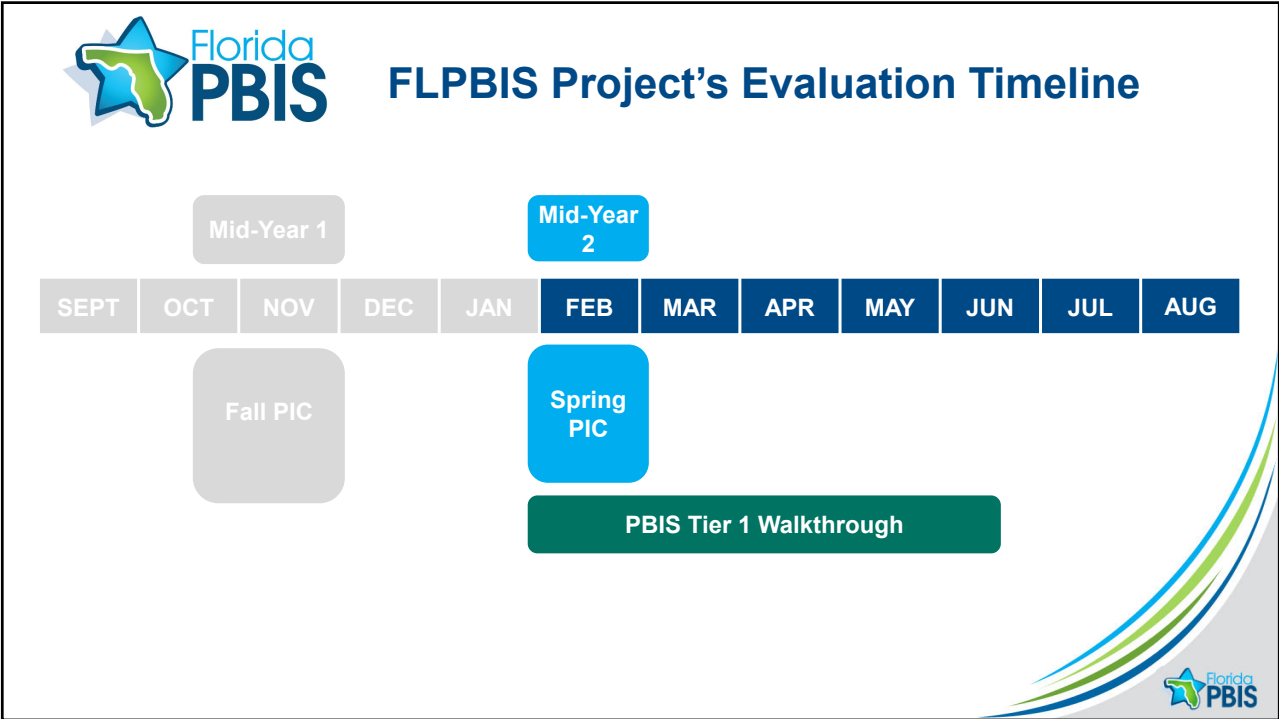
SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
------	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----



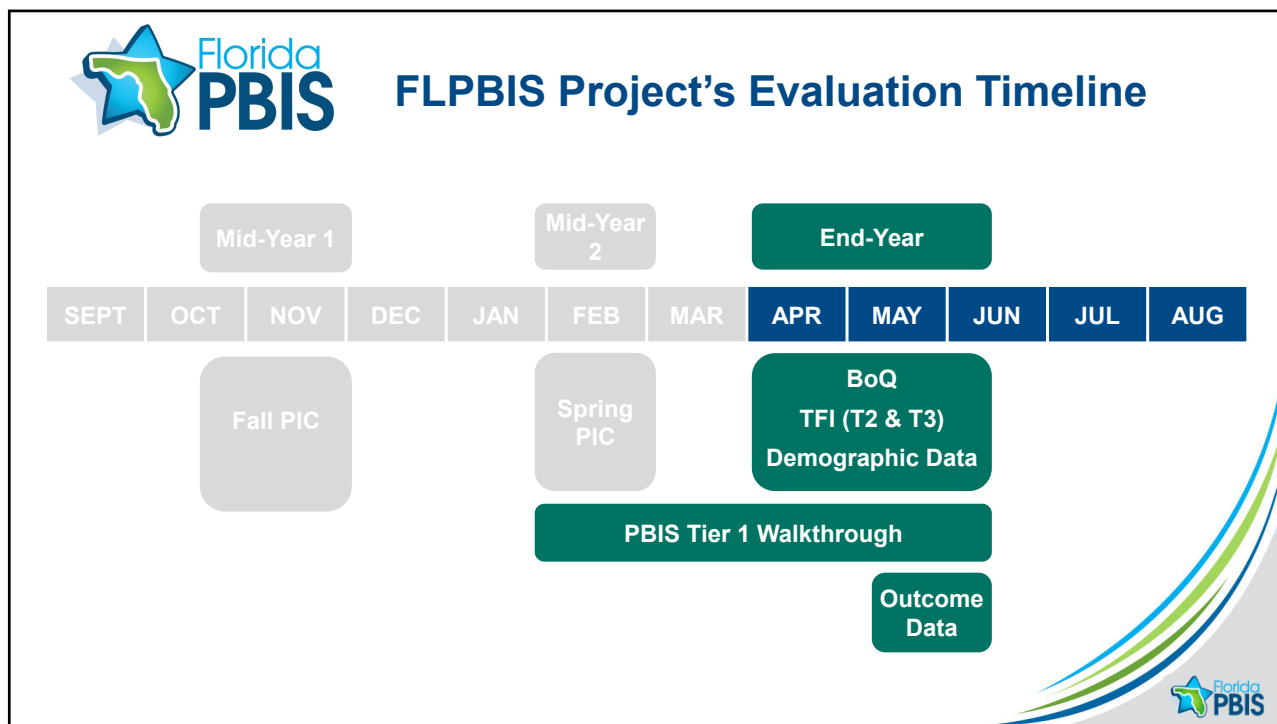
8



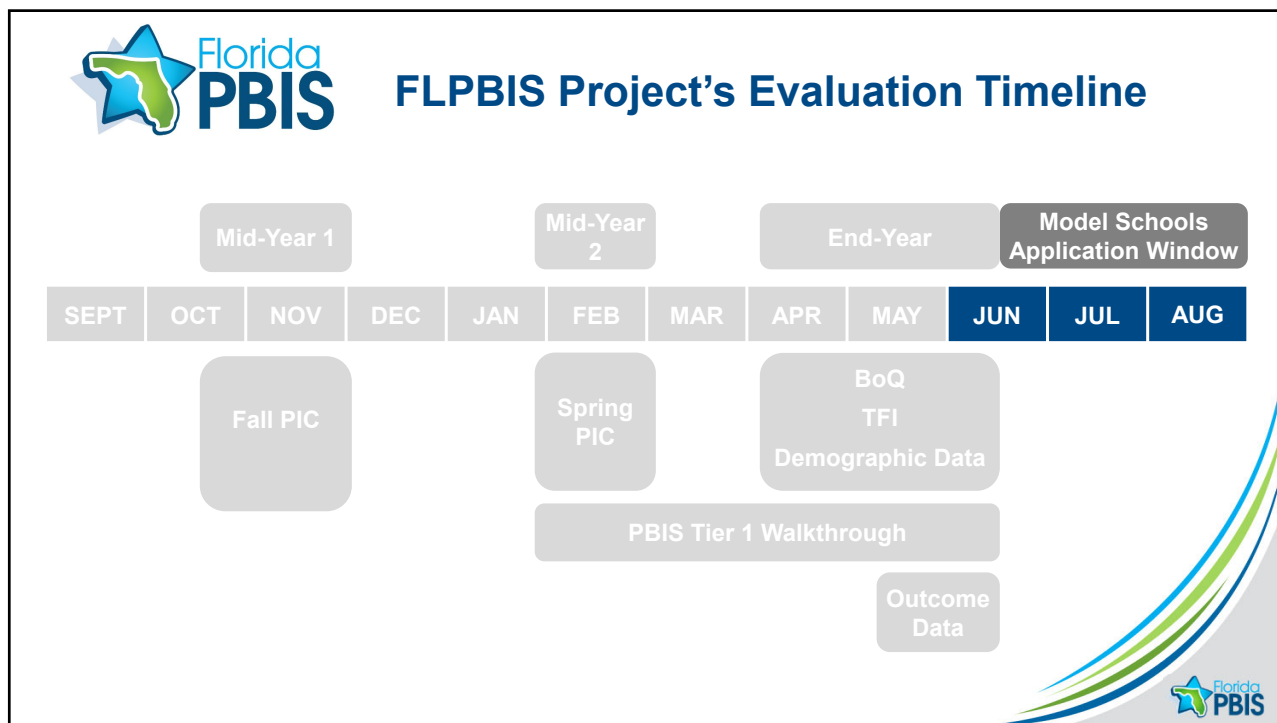
9



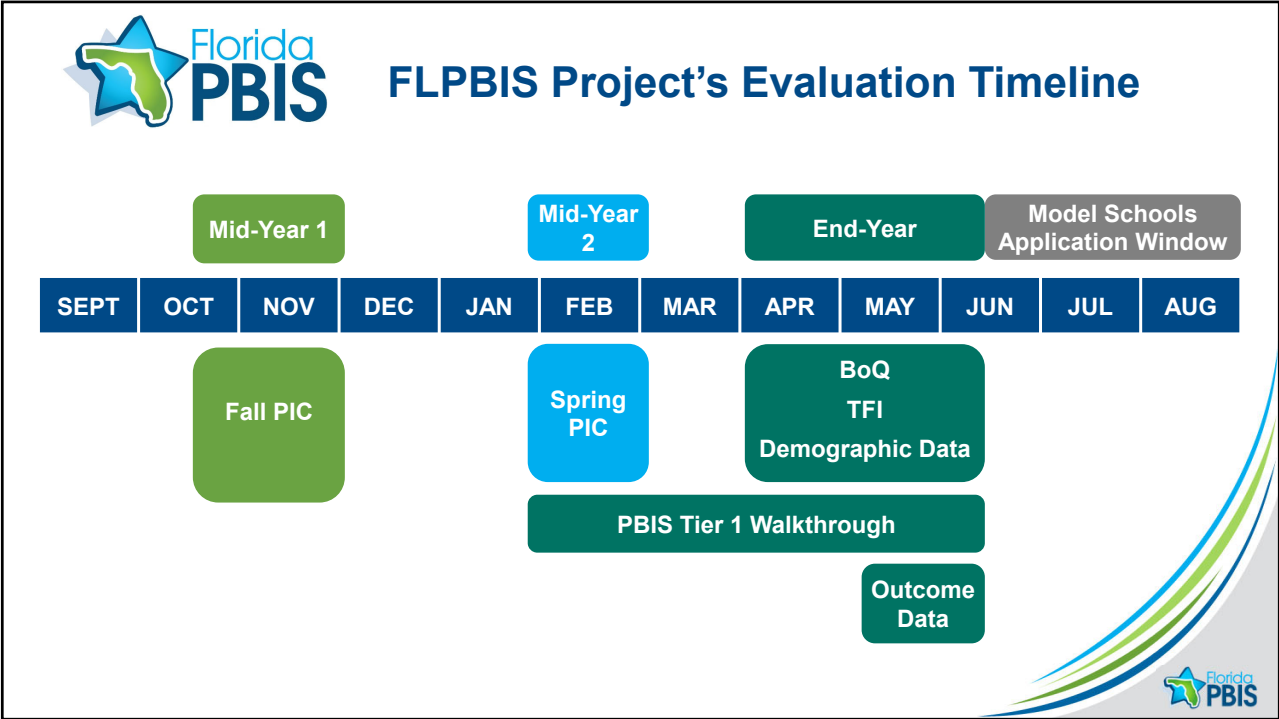
10



11



12



13

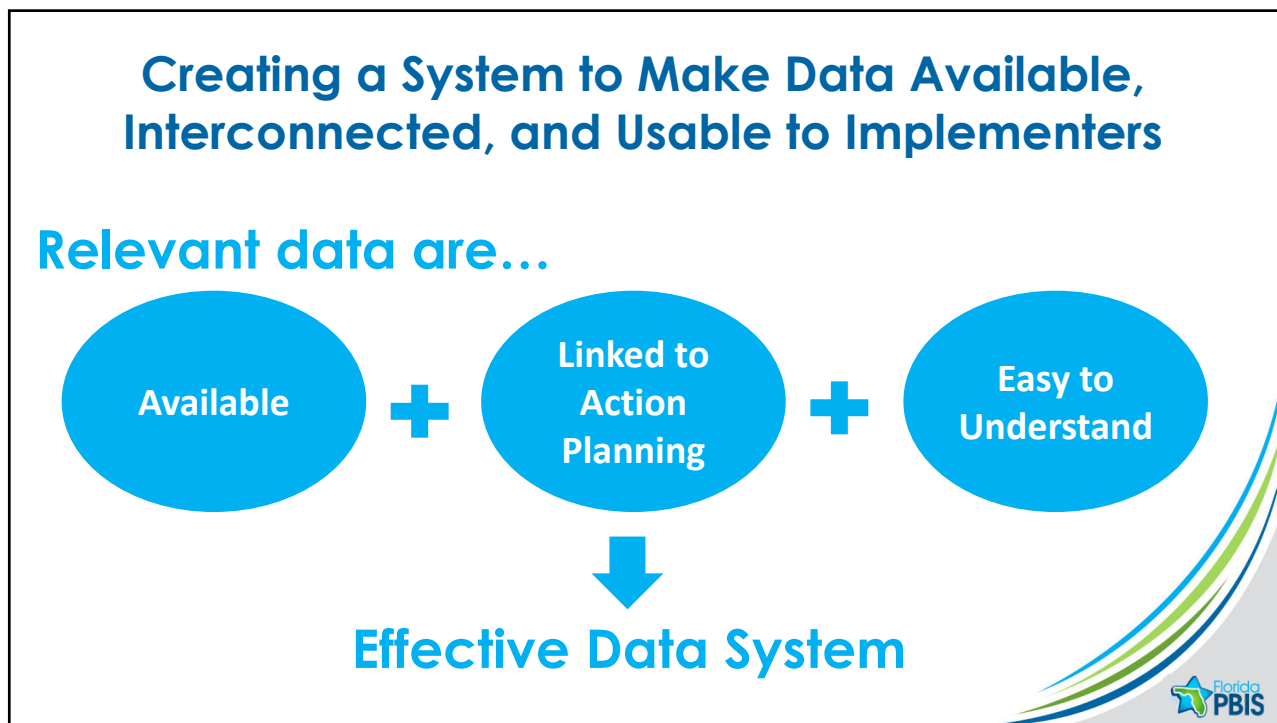
Collecting data alone is not enough!

The slide features a central illustration of a person sitting at a desk with a computer. Surrounding this central figure are several icons: a lightbulb (top left), a pie chart (top center), a question mark (top right), a line graph (middle left), a bar chart (middle right), and two interlocking gears (bottom right). The overall message is that data collection is insufficient without thoughtful analysis and implementation.

14




15



16

Available + **Linked to Action Planning** + **Easy to Understand**

Can PBIS implementation decision-makers at your school/district access timely data?




17

Available + **Linked to Action Planning** + **Easy to Understand**

Do these data link to actionable insights that inform PBIS implementation?

- Is your PBIS system being implemented as intended (fidelity)?
 - Which components are not working? Why?
- Is your PBIS system working for all students?
 - Which student outcomes are not being impacted?
 - Which students are you missing in your PBIS system?



18

Can PBIS implementation decision-makers understand the data being shared?

- Are data transformed into visualizations that make results/trends easy to spot and digest?

19

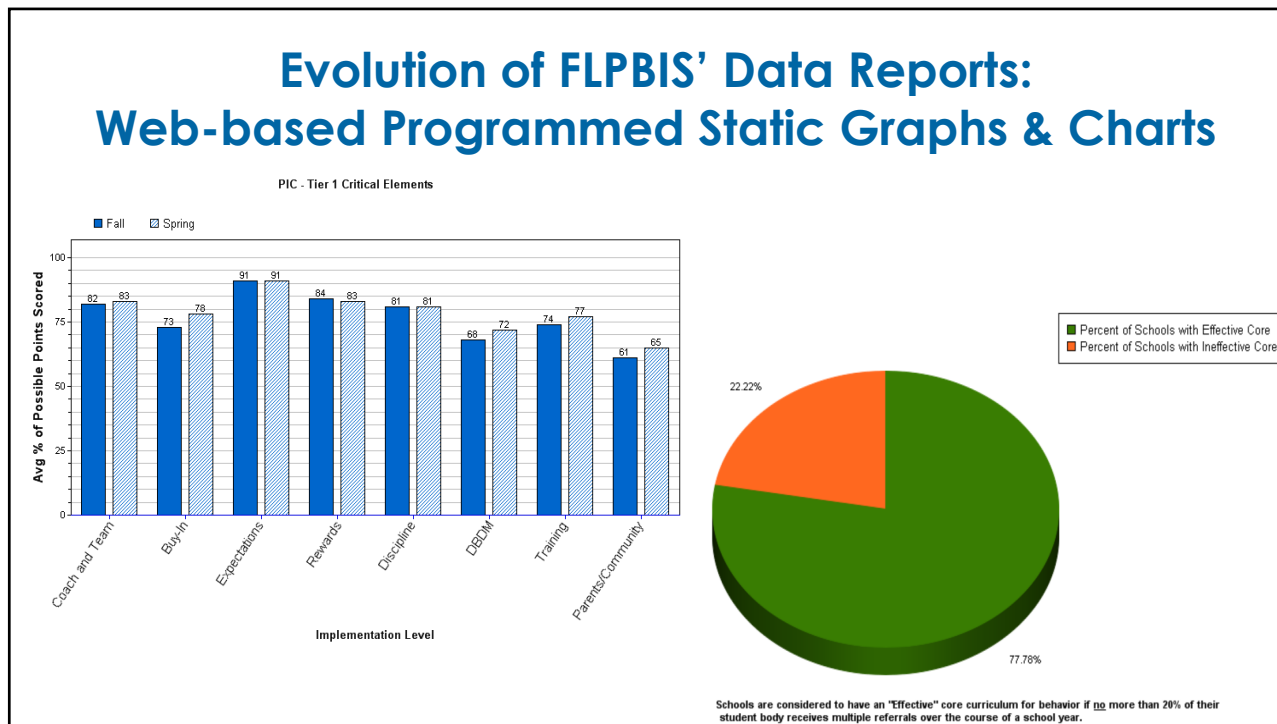
Evolution of FLPBIS' Data Reports: Excel Spreadsheets

	A	B	C	D	E	F	G
1	School Year	Score	SchoolType		School Year	Average Score	% of Schools >69
2	2004-2005	40	2		2004-2005	64	60%
3	2004-2005	45	2		2005-2006	66	42%
4	2004-2005	74	1		2006-2007	68	48%
5	2004-2005	80	1		2007-2008		
6	2004-2005	82	4				
7	2005-2006	42	2				
8	2005-2006	43	2				
9	2005-2006	44	2				
10	2005-2006	45	1				
11	2005-2006	50	1				
12	2005-2006	51	1				
13	2005-2006	52	1				
14	2005-2006	54	2				
15	2005-2006	55	1				
16	2005-2006	58	1				
17	2005-2006	60	1				
18	2005-2006	62	1				
19	2005-2006	62	1				
20	2005-2006	64	1				
21	2005-2006	69	2				
22	2005-2006	70	1				
23	2005-2006	71	1				
24	2005-2006	72	1				
25	2005-2006	76	1				
26	2005-2006	83	4				
27	2005-2006	88	1				

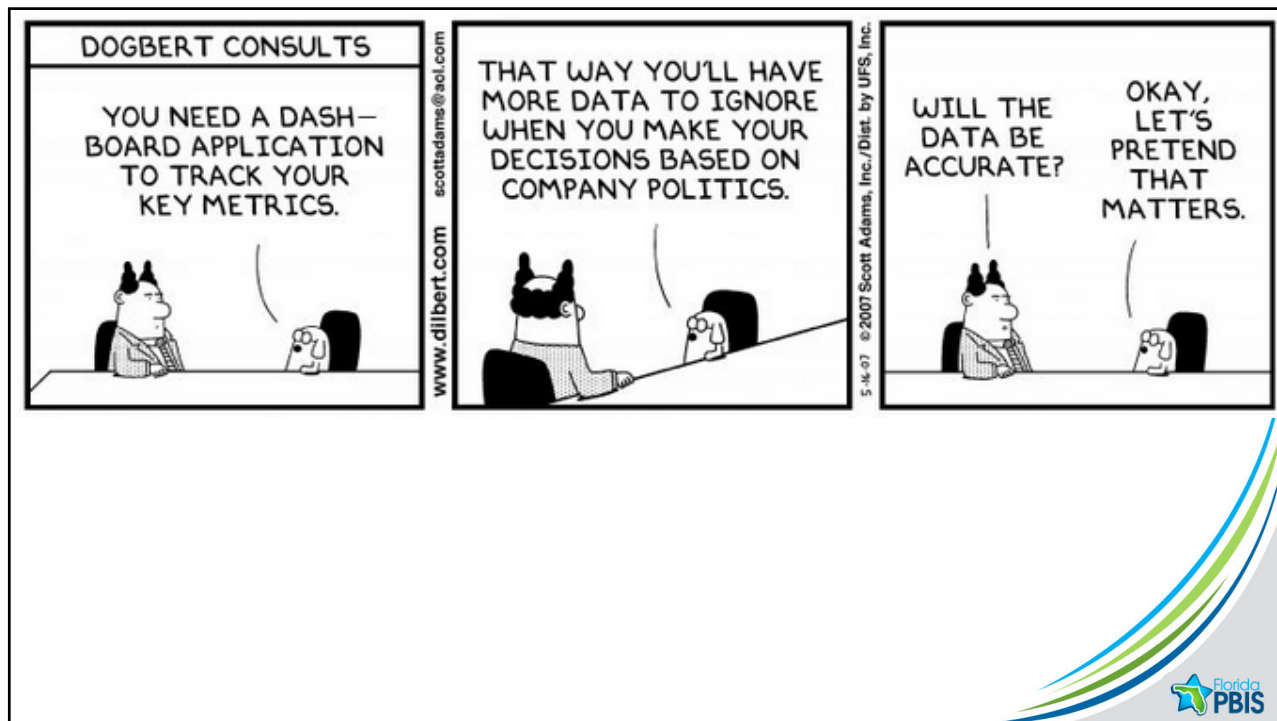
Benchmarks of Quality Scores (% of schools scoring 70+)

School Year	Percentage of Schools
2005-2006	42%
2006-2007	48%
2007-2008	62%

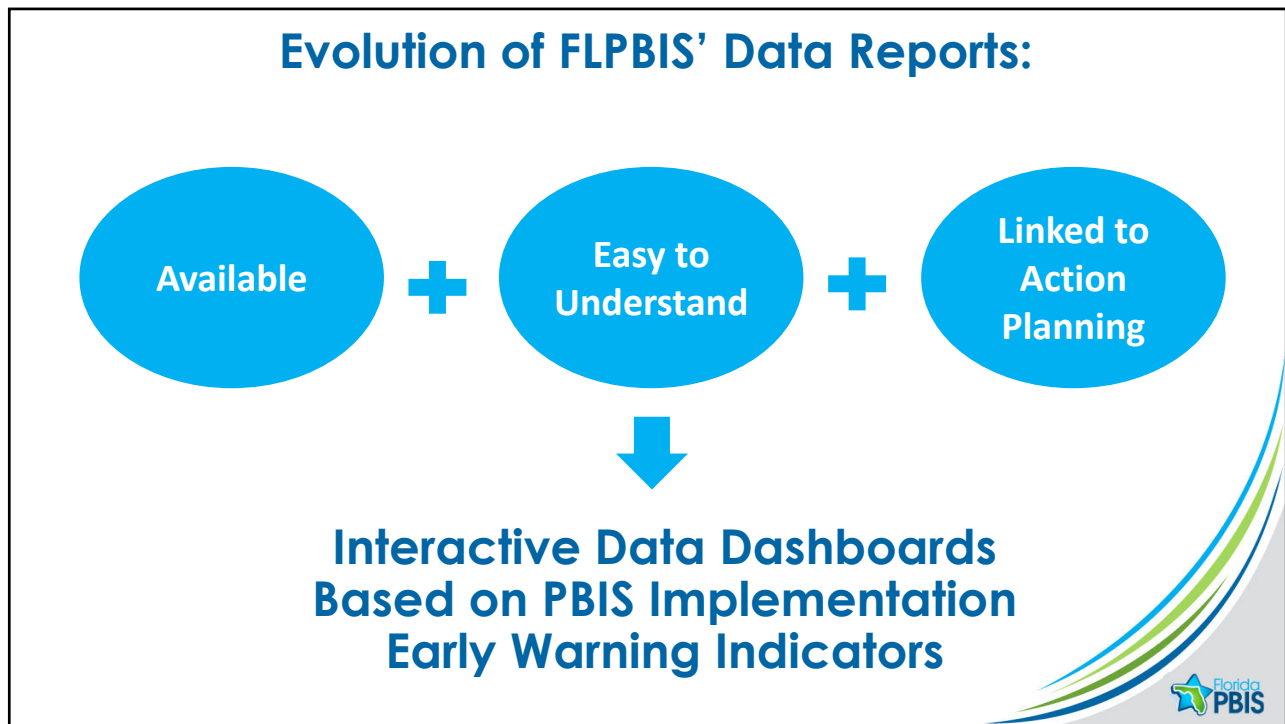
20



21



22



23

FLPBIS Data Dashboards

<https://pbs.usfweb.usf.edu/Account/Login>

The dashboard displays several key metrics and charts:

- Report Year:** 2018-2019
- SCHOOL:**
 - BDQ - % Score: 80
 - Tier 1 Walkthrough - % Score: 73
 - Tier 2 - % Score: 100
 - School Core Effectiveness: 100%
- Student Discipline Outcomes:**
 - CDR per 100 Students: 27 (Change in CDR risk from previous year: 18%)
 - OSS Days per 100 Students: 4 (Change in OSS risk from previous year: 12%)
 - OSS Days per 100 Students: 7 (Change in OSS risk from previous year: -7%)
- Early Warning System:**
 - Your school reported the rate of being at the following Tier 1 elements: 100%
 - Your discipline rate has increased: 100%
 - Your school reported significant risk above 0.5 SE: 100%
 - Consider requesting professional development from your District Coordinator: 100%
 - 4 Years have passed since your school received training from FLPBIS
- Are You Implementing PBIS with Fidelity?**
 - Implementation Level 2018-2019: 100%
 - Tier 1 Critical Elements 2018-2019: 100%
- Do You Have Stable & Improving Outcomes?**
 - CDRs per 100 Students: 27
 - ISS Days per 100 Students: 4
 - OSS Days per 100 Students: 7
 - 3-Year % Change in CDR Rate: 18%
 - 3-Year % Change in ISS Rate: 12%
 - 3-Year % Change in OSS Rate: -7%
- Do You Have Equitable Outcomes for Students?**
 - For Office Discipline Referrals: Risk Ratio over Time for CDRs
 - For Out-of-School Suspensions: Risk Ratio over Time for OSS Events
 - CDR Risk by Race/Ethnicity
 - CDR Risk by EP Status

24

If you have data available or if you were creating a dashboard, what kinds of questions would you want the dashboard to answer? (At a school- or district-level)

School-Level Questions: Pink Card

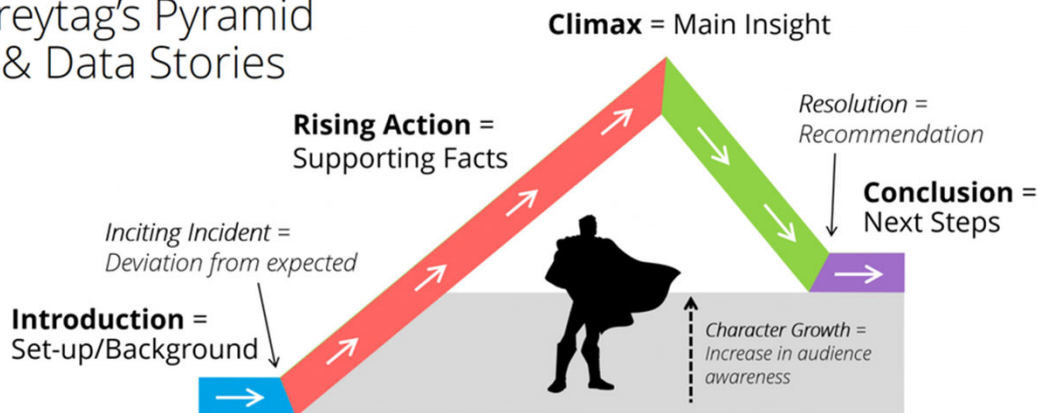
District-Level Questions: Green Card



25

District Storytelling Example

Freytag's Pyramid & Data Stories



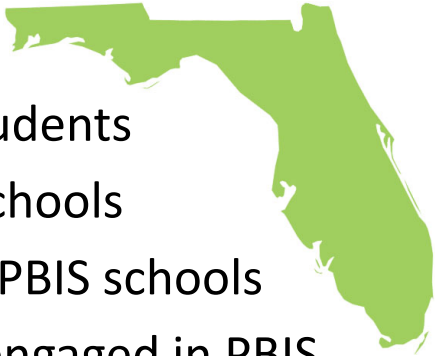
Source: <https://www.forbes.com/sites/brentdykes/2016/07/13/data-storytelling-separating-fiction-from-facts-2/#6208225a3a7c>





26

Once Upon a Time...

There was a school district





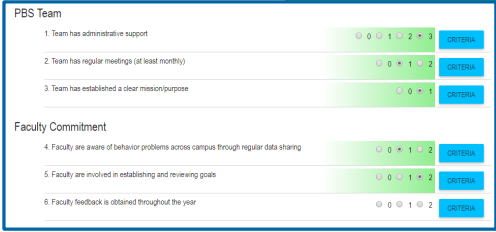
- **73,000** students
- **83** total schools
- **43** Active PBIS schools
- **10** years engaged in PBIS


27

That engaged in PBIS...

- Trained school leadership team on PBIS
- Provided ongoing Professional Development
- Encouraged schools to submit and use data for continuous improvement

Category	Item	Progress	Control
PBS Team	1. Team has administrative support	0 0 1 2 3	CONTROL
	2. Team has regular meetings (at least monthly)	0 0 1 2	CONTROL
	3. Team has established a clear mission/purpose	0 0 1	CONTROL
Faculty Commitment	4. Faculty are aware of behavior problems across campus through regular data sharing	0 0 1 2	CONTROL
	5. Faculty are involved in establishing and reviewing goals	0 0 1 2	CONTROL
	6. Faculty feedback is obtained throughout the year	0 0 1 2	CONTROL



28

29

District-Level Data Dashboard

Number of Active PBIS Schools: 43
 Date of Last Training: **Thursday, February 6, 2020**
 Primary District Coordinator: Cinderella

% of Active Schools Submitting Data to Date

Demo District
 Report Year: 2018-2019

Percent of Schools with an Effective Core

Model Schools

PBIS Implementation Early Warning System

Fidelity

20% of your schools need support to reach Tier 1 implementation fidelity.

Outcomes

62.79% of your schools reported increasing discipline outcomes.

Equity

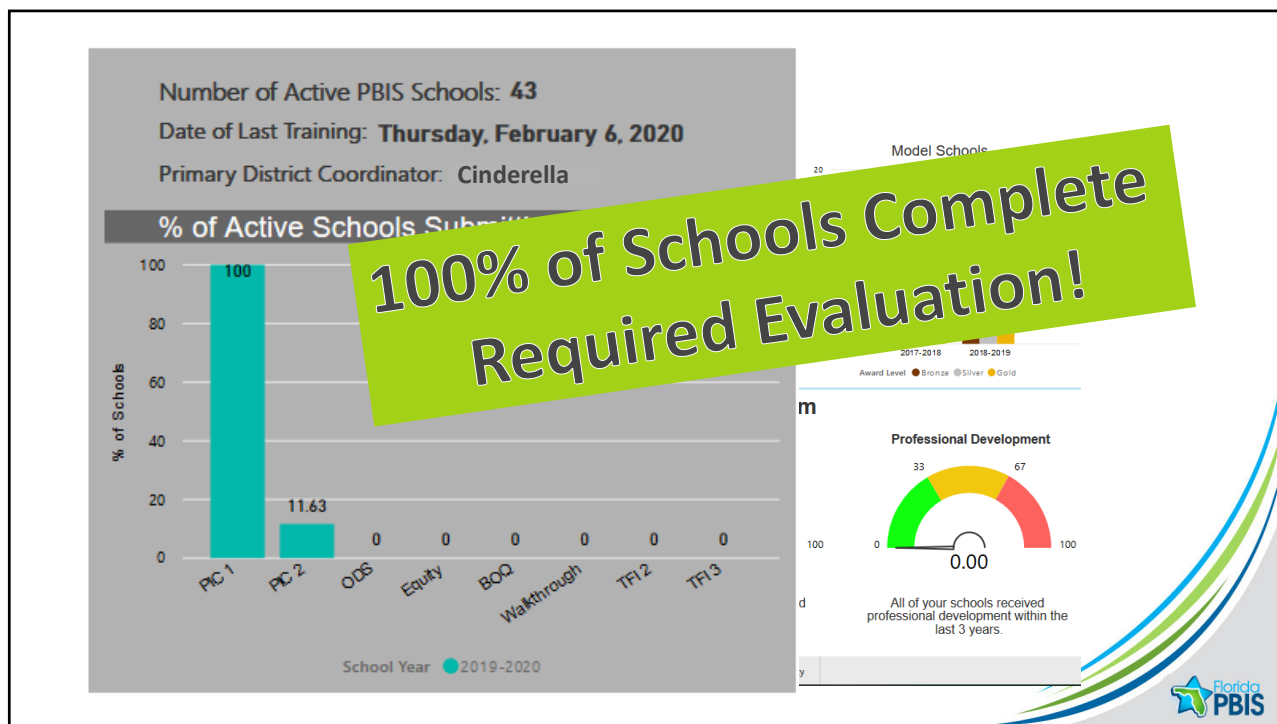
32.35% of your schools reported significantly disproportionate discipline outcomes.

Professional Development

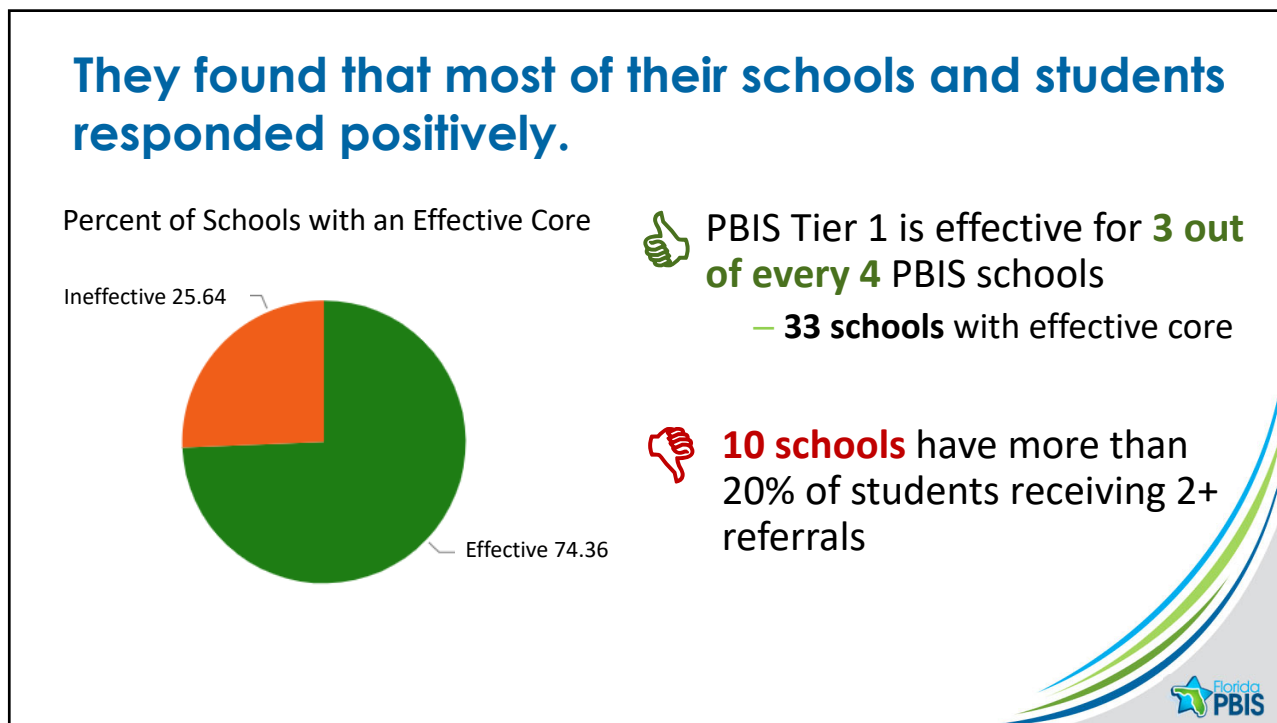
All of your schools received professional development within the last 3 years.

Dashboard
EWS Details
Mid-Year Implementation
End-Year Implementation
Tier 1 Walkthrough
Outcomes
Equity

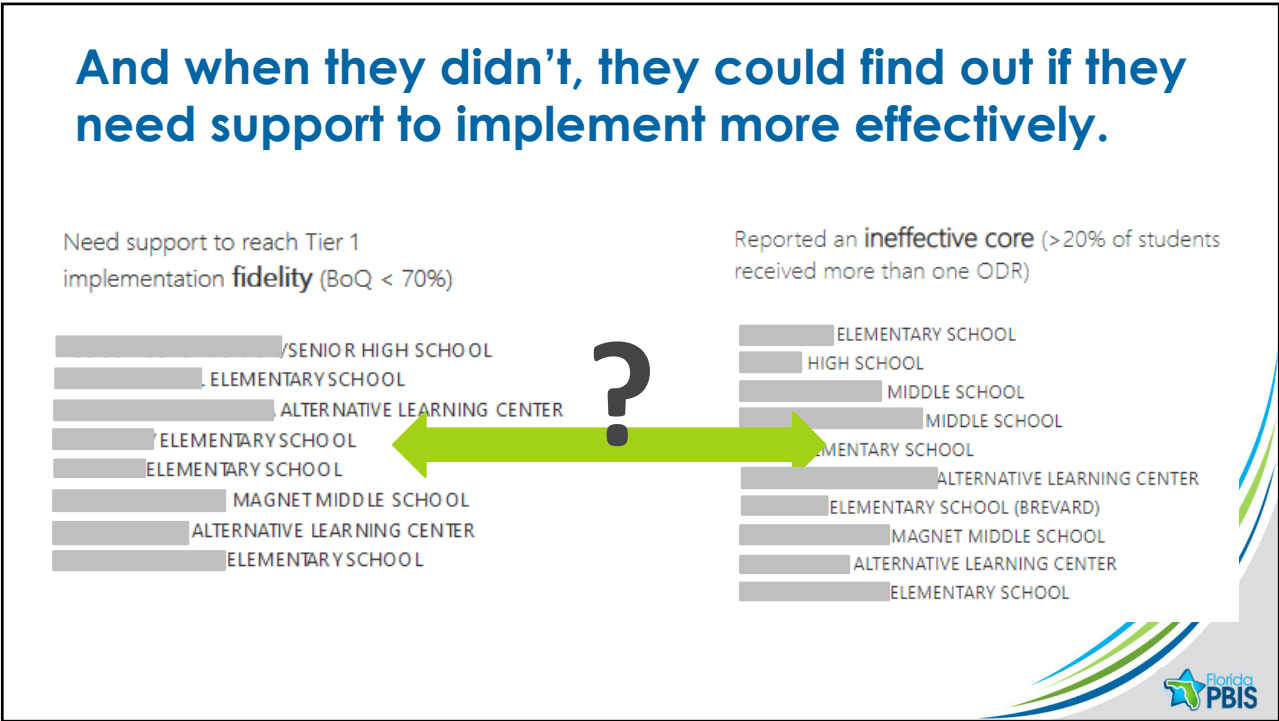
30



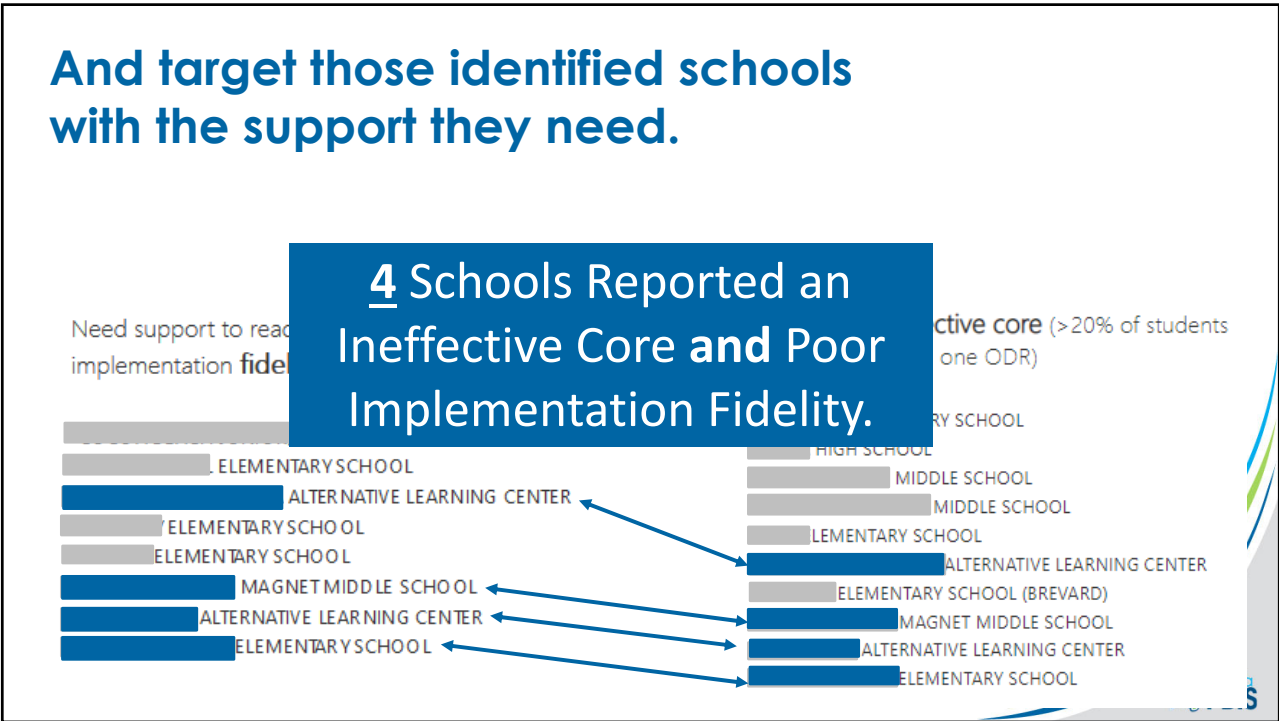
31



32



33



34

But this is not the end of the story!

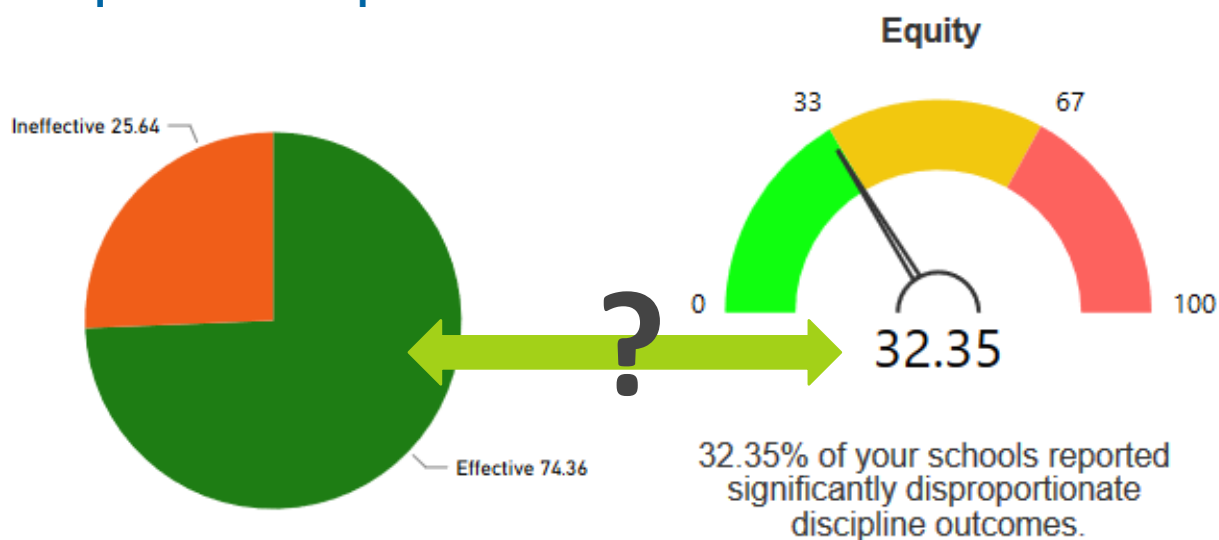
For this was no ordinary district. They were not willing to stop with broad positive outcomes.

They wanted to make sure **ALL** students were having positive responses to their Tier 1 preventive system.

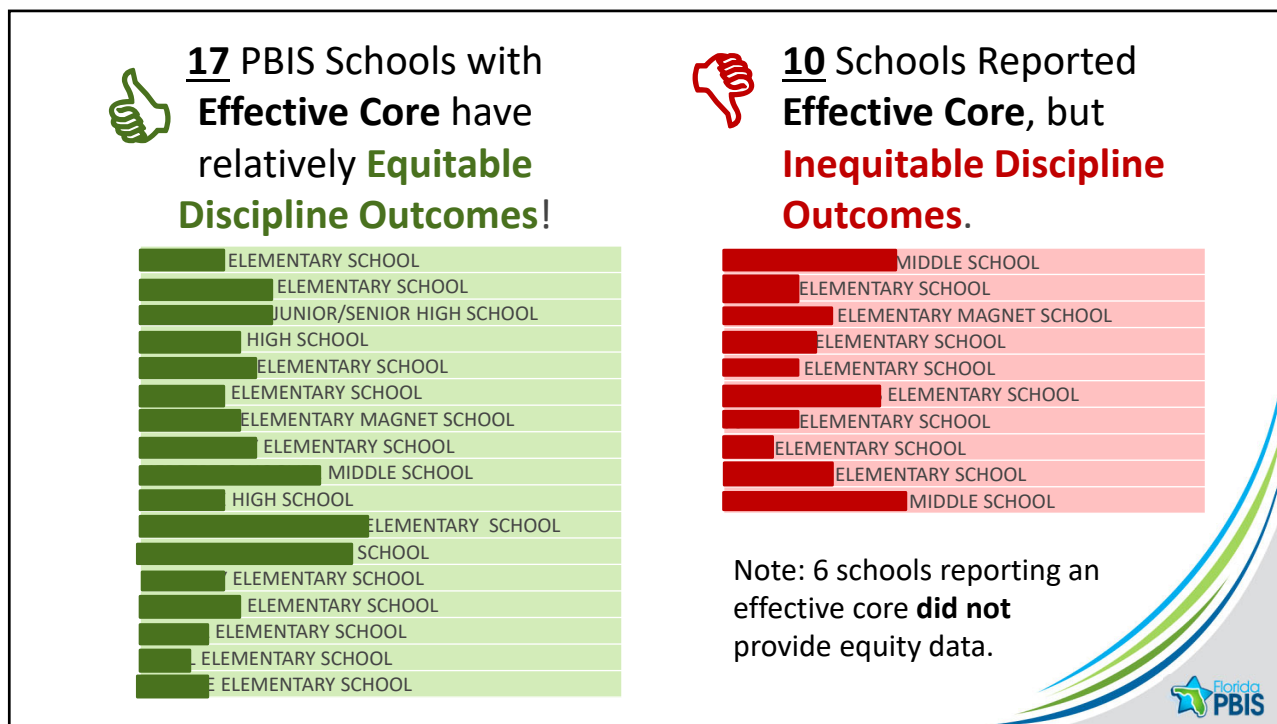


35

For those Schools with an Effective Core, did they have Equitable Discipline Rates?



36




37

They toiled away problem solving the Inequitable Discipline.


- Shared the data with school staff
- Focus groups with students and families impacted by the inequitable discipline.
 - Shared results with school staff
- Used a Culturally Responsive problem solving structure to categorize issues and select strategies to address the problem

C	Curriculum & Instructional Practices	<i>Academic, behavior & SEL</i>
A	Awareness	<i>Personal, cross-cultural, best practices</i>
R	Relationships	<i>Positive, authentic; Students, family, community</i>
E	Environment	<i>Climate, systems & policy variables; District, school & classroom levels</i>
D	Discipline	<i>Implementation of policies/ procedures</i>





38

And the District Lived Happily Ever After...




- Identifying schools that needed extra support
- Making sure that PBIS works for all students





39

Far away in a scorching land, where now and again the breezes blew and the waters came upon the land, there once was a school...



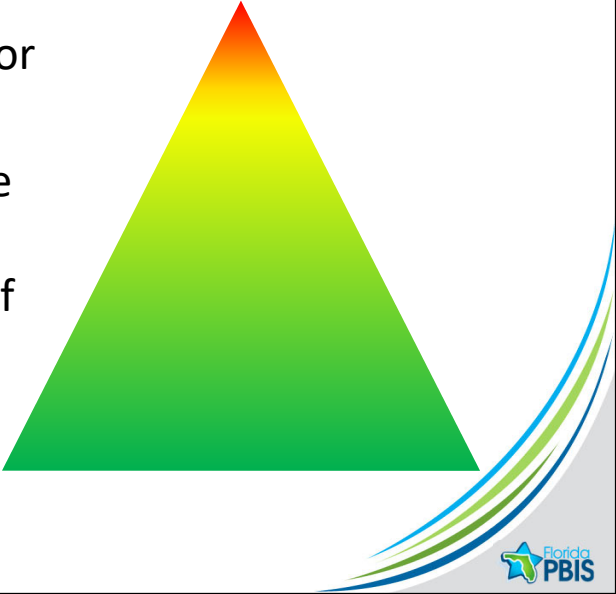
- Middle School
- **812** students
- **54%** FRL
- **82%** white, **10%** black, **8%** Hispanic, **8%** multi-racial



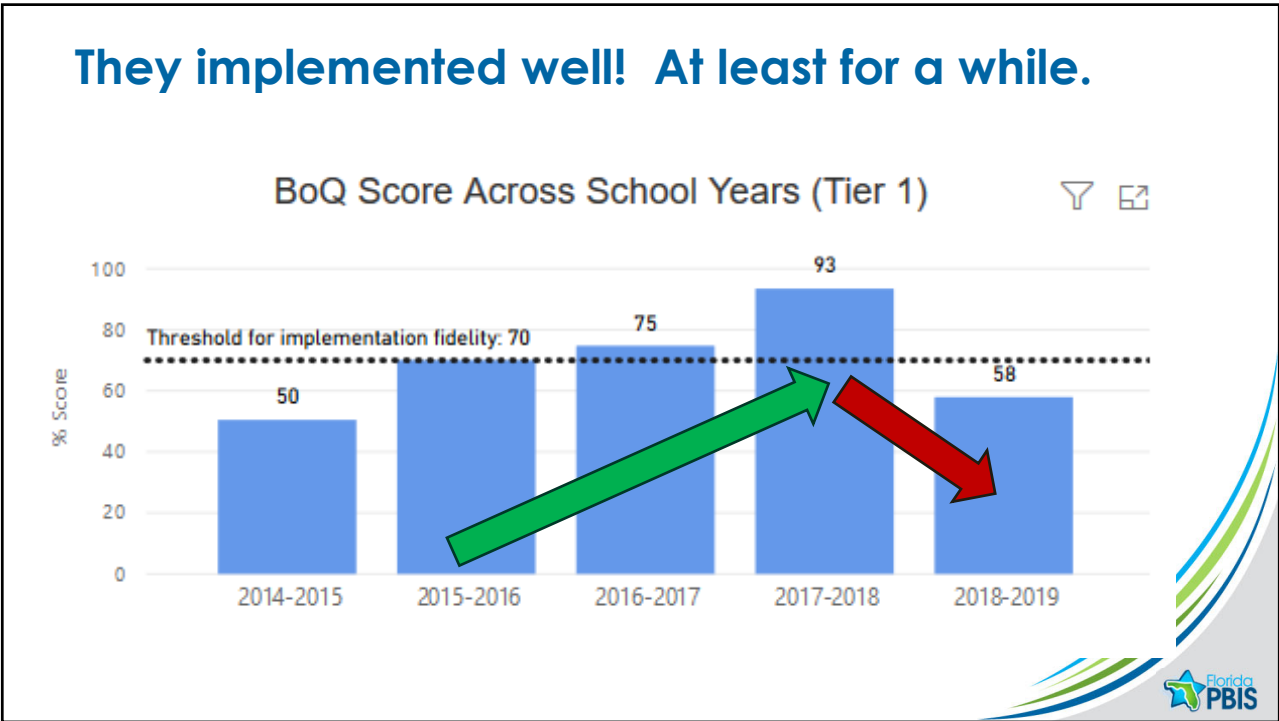
40

They trained a leadership team in PBIS to...

- Develop a school-wide behavior support system
- To reduce the rate of discipline incidents across campus as evidenced by a reduced rate of office discipline referrals

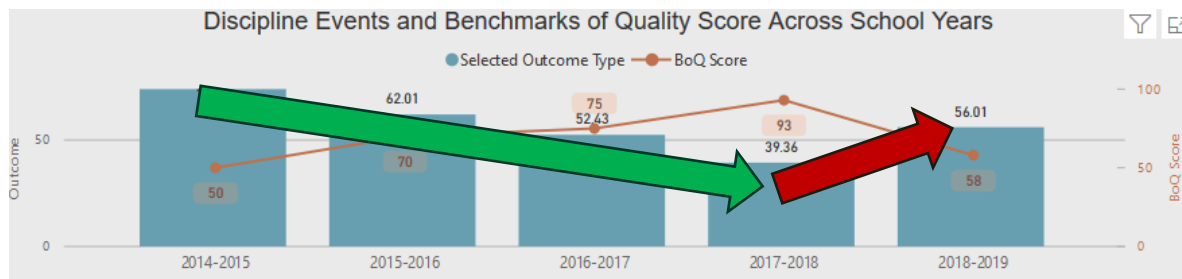


41



42

And they watched their Referral Rate decline, until it also did not.



Select Data Type

- Count
- Per 100 Students

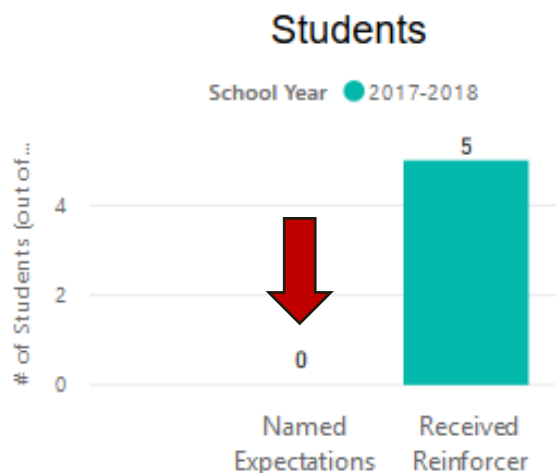
Select Outcome Type

- ODR
- ISS
- OSS

Florida PBIS

43

Perhaps they should have paid closer attention when none of the 5 random students they surveyed could identify their school-wide expectations during the previous school year?

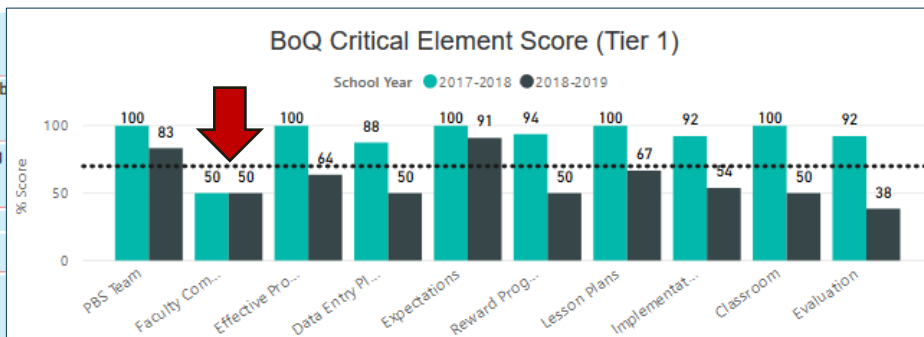


44

So they looked closely at the critical elements that needed work.

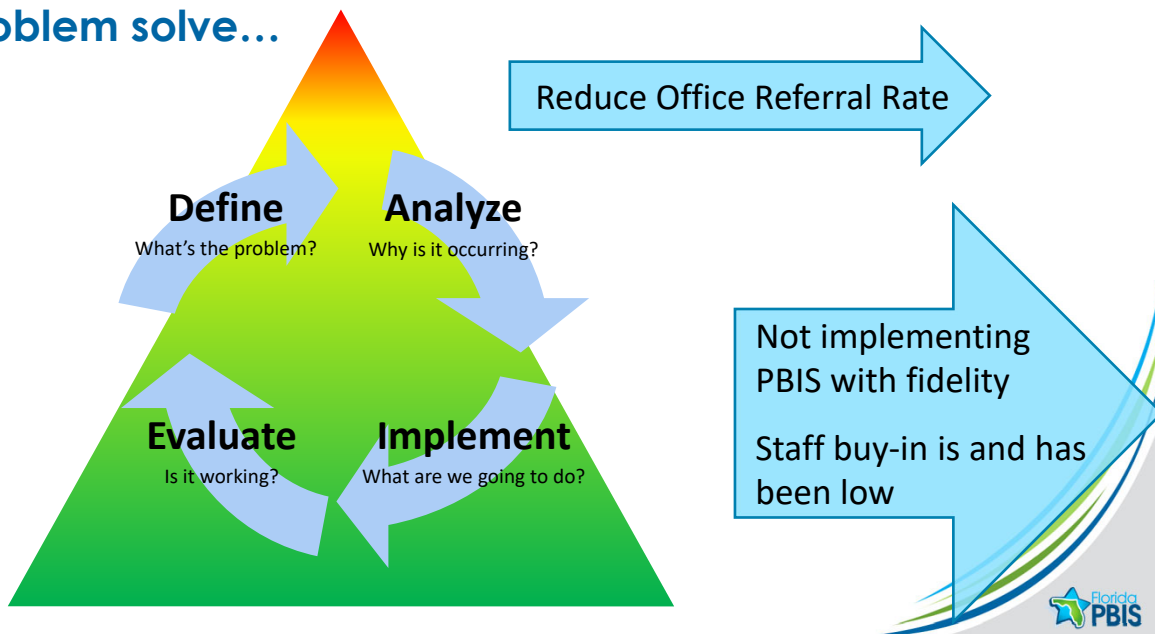
Your school reported low rates of fidelity for the following Tier 1 elements:

Classroom Systems	50.00%
Data Entry & Analysis Plan Estab	50.00%
Effective Procedures for Dealing	63.64%
Evaluation	38.46%
Faculty Commitment	50.00%
Implementation Plan	53.85%
Lesson Plans for Teaching Expectations	66.67%



45

Unable to find their magic wand, they decided to problem solve...



46

They pledged to obtain staff buy-in come hell or high water. Well, let's hope there's not high water this year!

47

What school or district questions do you have?

<https://pbsis.usfweb.usf.edu/Account/Login>

48

If you have data available or if you were creating a dashboard, what kinds of questions would you want the dashboard to answer? (At a school- or district-level)

School-Level Questions: Pink Card

District-Level Questions: Green Card



49

FLPBIS Project's Next Steps

- Develop additional training materials
- Create new visualizations
- Design a statewide project-level dashboard



50

Contact Us

Karen Elfner

kchilds2@usf.edu



Nichole Fintel

nsnyder@usf.edu



Florida's Positive Behavioral
Interventions & Support Project

www.flpbis.org

