A2 – Practical Problem Solving: Drilling Down Into School Data for Improved Decision Making

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Key Words: Tier 1, Coaching, Training, Behavior

Presenters

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Objectives

- Provide a basic overview of Data-Based Decision Making using Tier 1 data
- Define and create a precise problem statement for problem-solving teams
- Drill Down into Tier 1 data using the Tiered Fidelity Inventory and Drill Down tool in SWIS

Rationale for Data-Based Decision Making in SWPBIS

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Research on Sustainability of SWPBIS

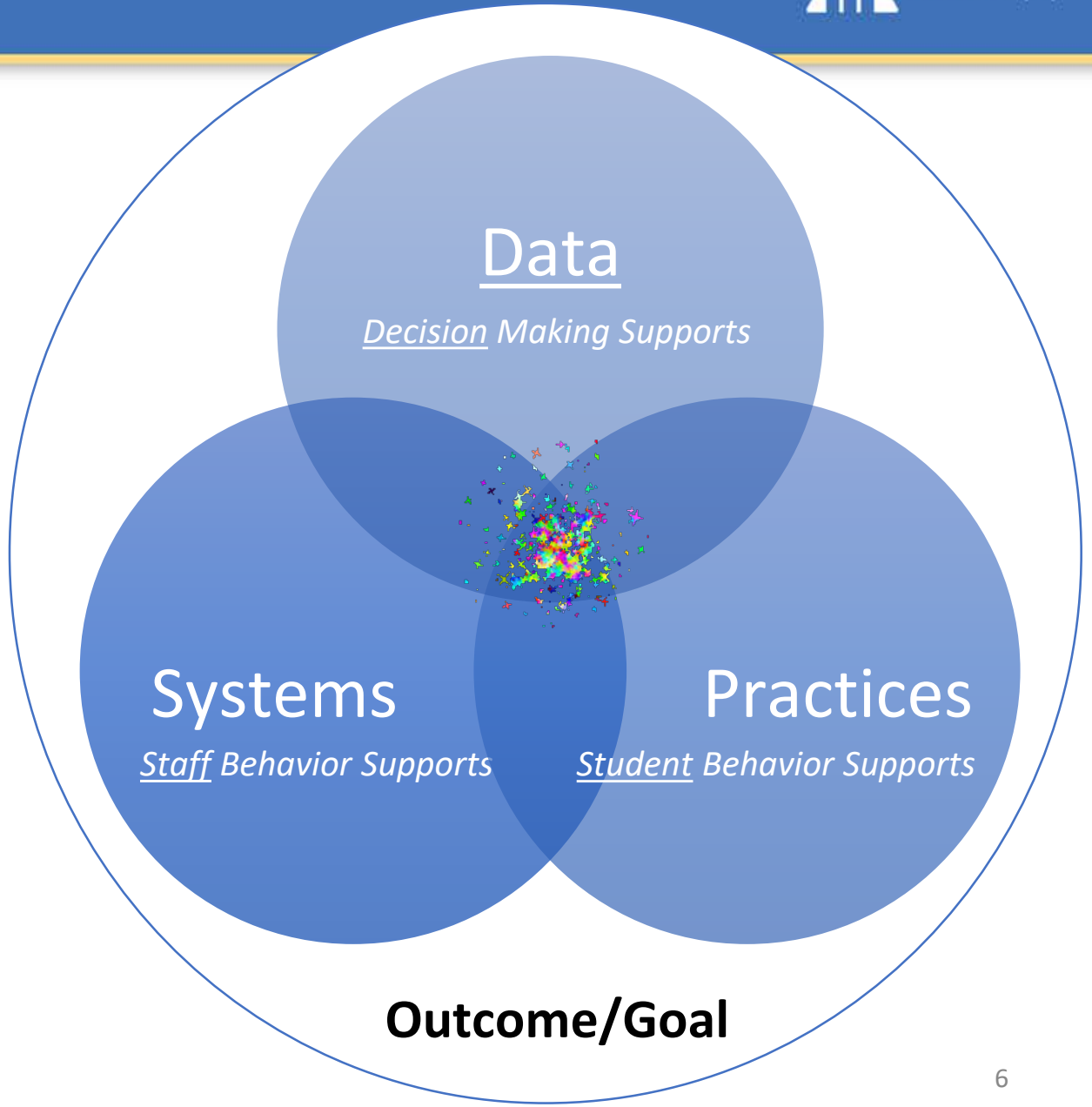
What *single* factor is most related to high sustainability of SWPBIS?

The frequency with which DATA are presented to all school staff

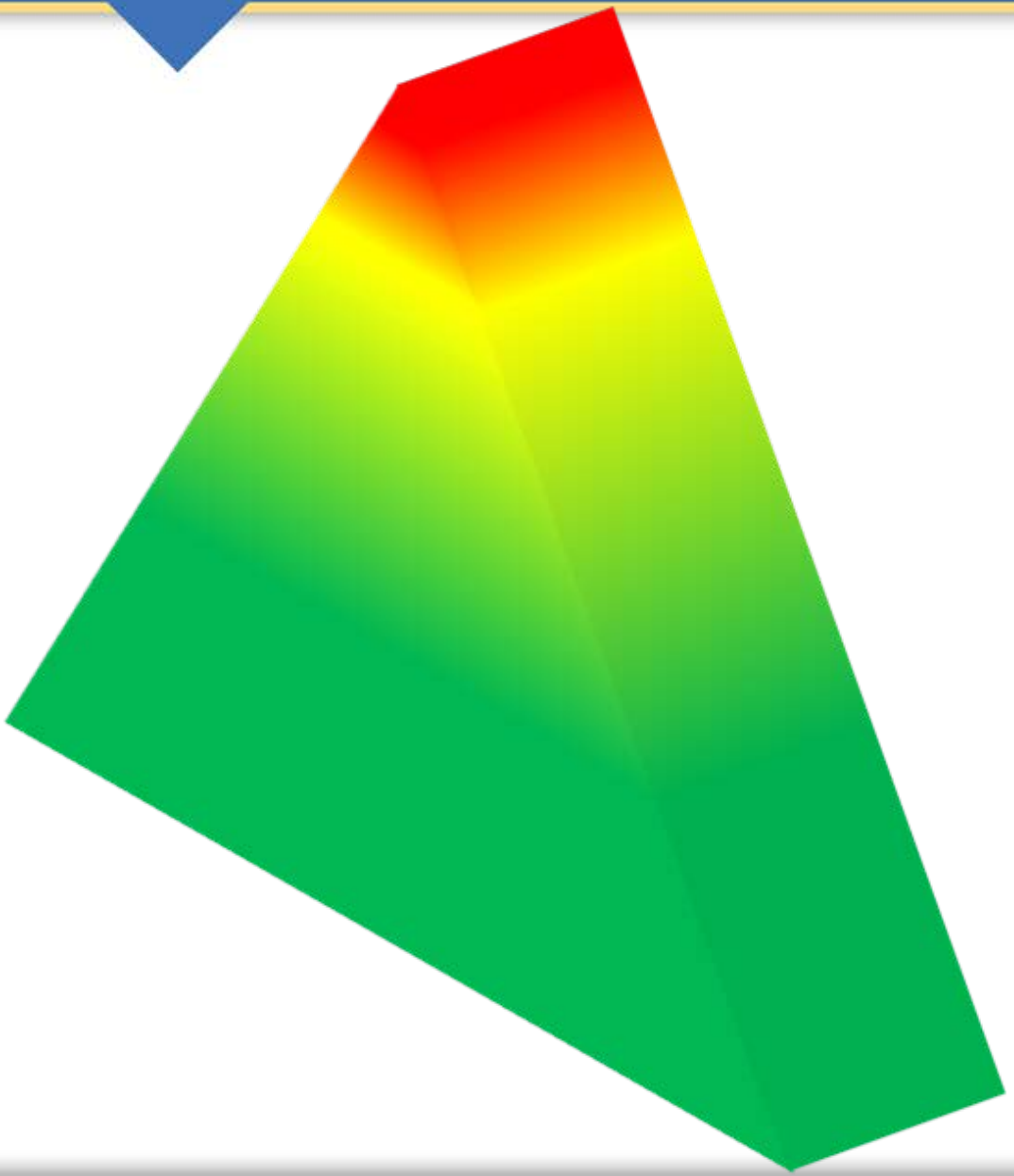
Pinkelman, S., McIntosh K., Rasplica, C. K., Berg, T., & Strickland-Cohen, M. K. (2015).

SWPBIS and Outcomes

In SWPBIS, we start by identifying desired outcomes or goals, usually related to student social competence and academic achievement, then we align and organize our data, systems, and practices to move us efficiently and effectively toward those goals.



SWPBIS Continuum of Supports (Tiers)



3 **Tertiary—intensive, individualized**
5% of student population

2 **Secondary—targeted, small group**
15% of student population

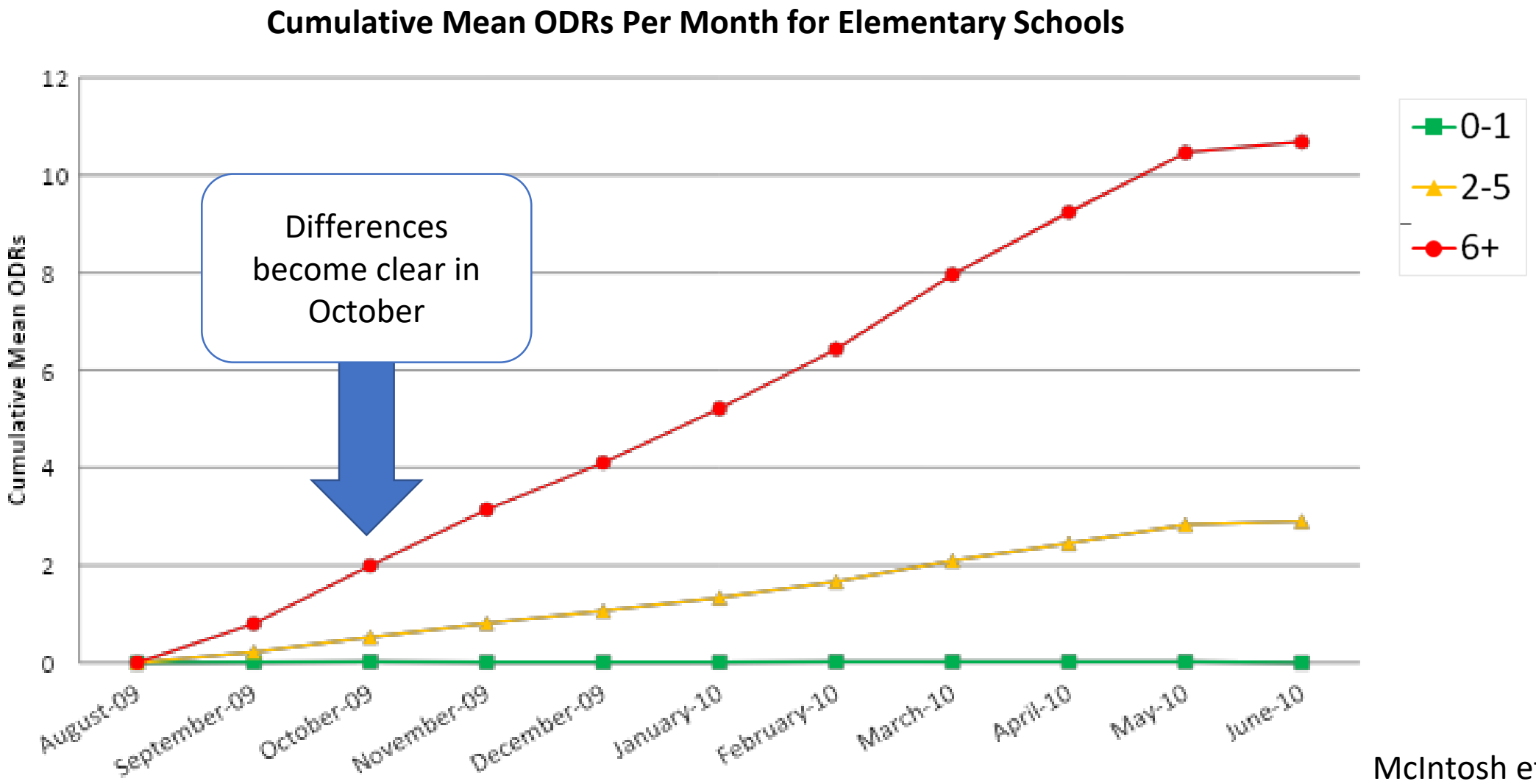
1 **Universal—primary prevention provided to all students, effective for approximately 80%**

All specialized interventions are more effective and more durable with universal, school-wide behavioral expectations as a foundation.

What is a performance gap?

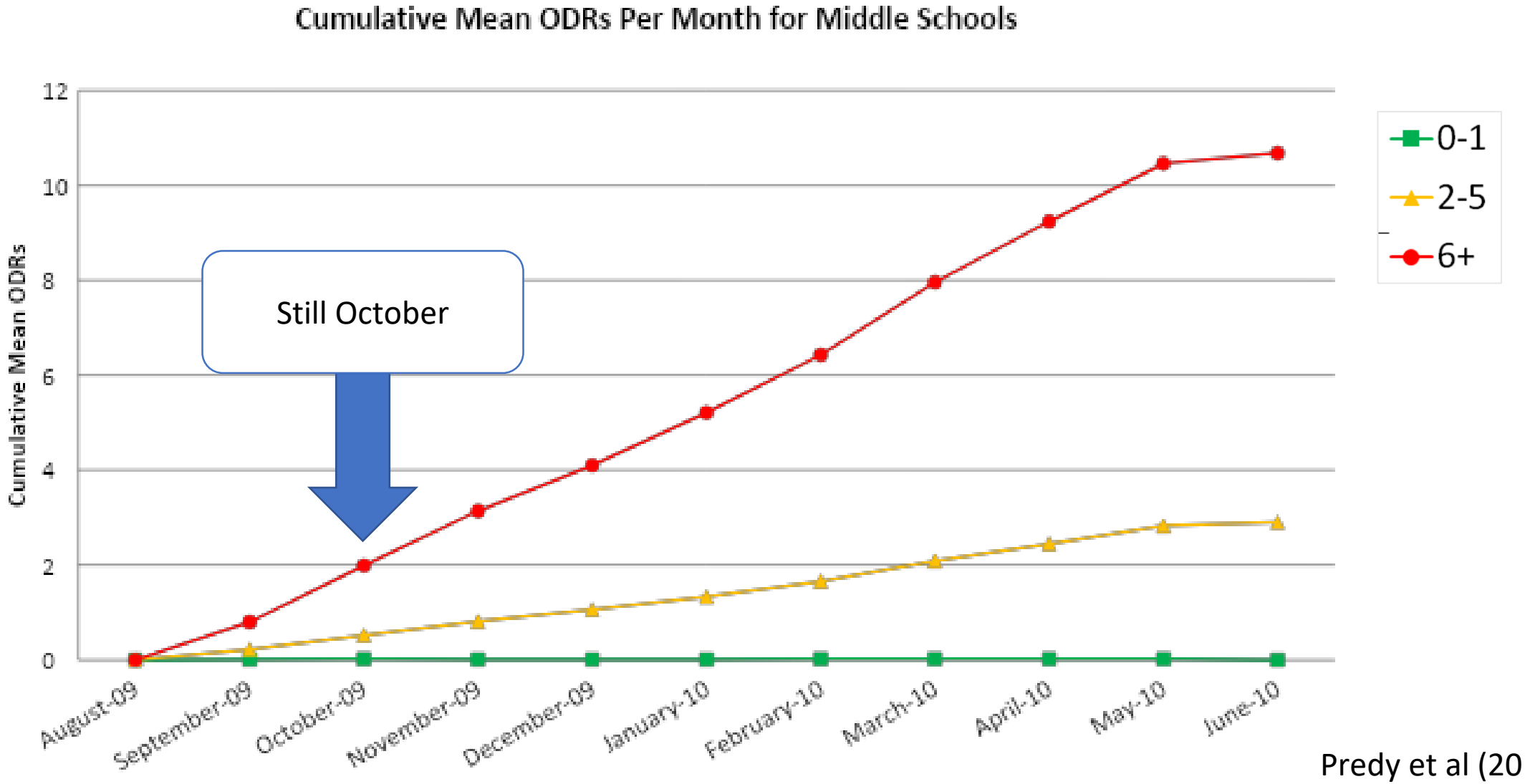
Simply put, a performance gap is the difference between your current situation and your intended situation. Whether you're an athlete, a Fortune 500 company, or a classroom teacher, the performance gap affects your goals and what you need to do to make them a reality.

When should schools start screening?



McIntosh et al (2010)

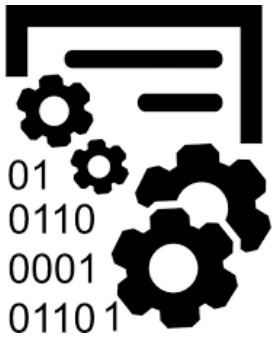
Are secondary schools different?



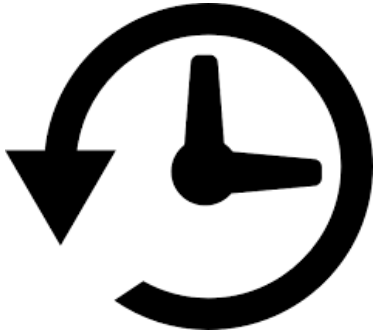
Predy et al (2015)

To close performance gaps, we need…

The right people



to have the right data



at the right time

in the right format.

(Gilbert, 1978)

What does that mean?

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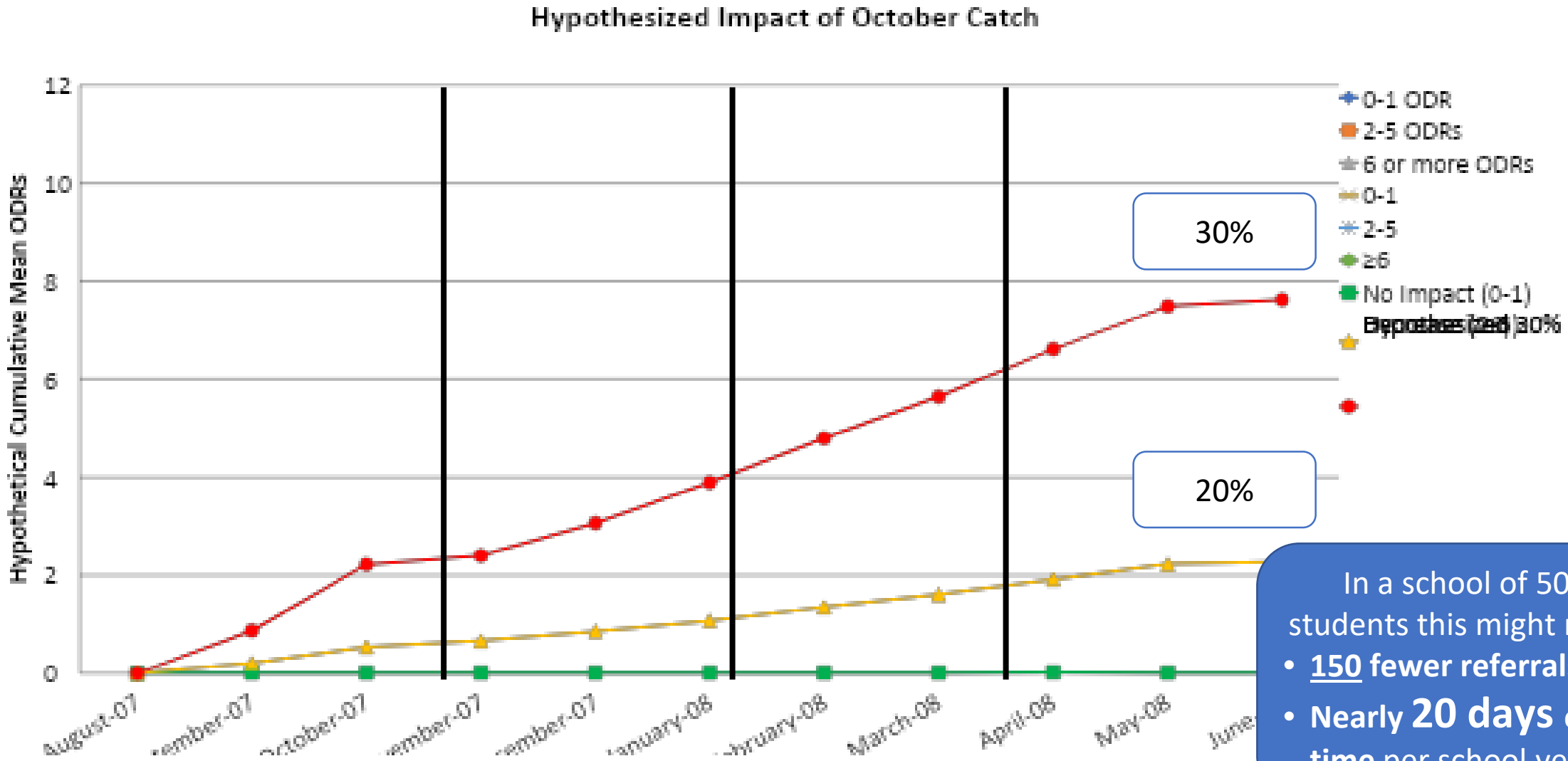
People	Data
Time	Format

If you can predict it…



In a school of 500 students this might mean

- **<u>150</u> fewer referrals**
- **Nearly 20 days of time** per school year!

Using Data for Decision Making

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Types of Information (Data)

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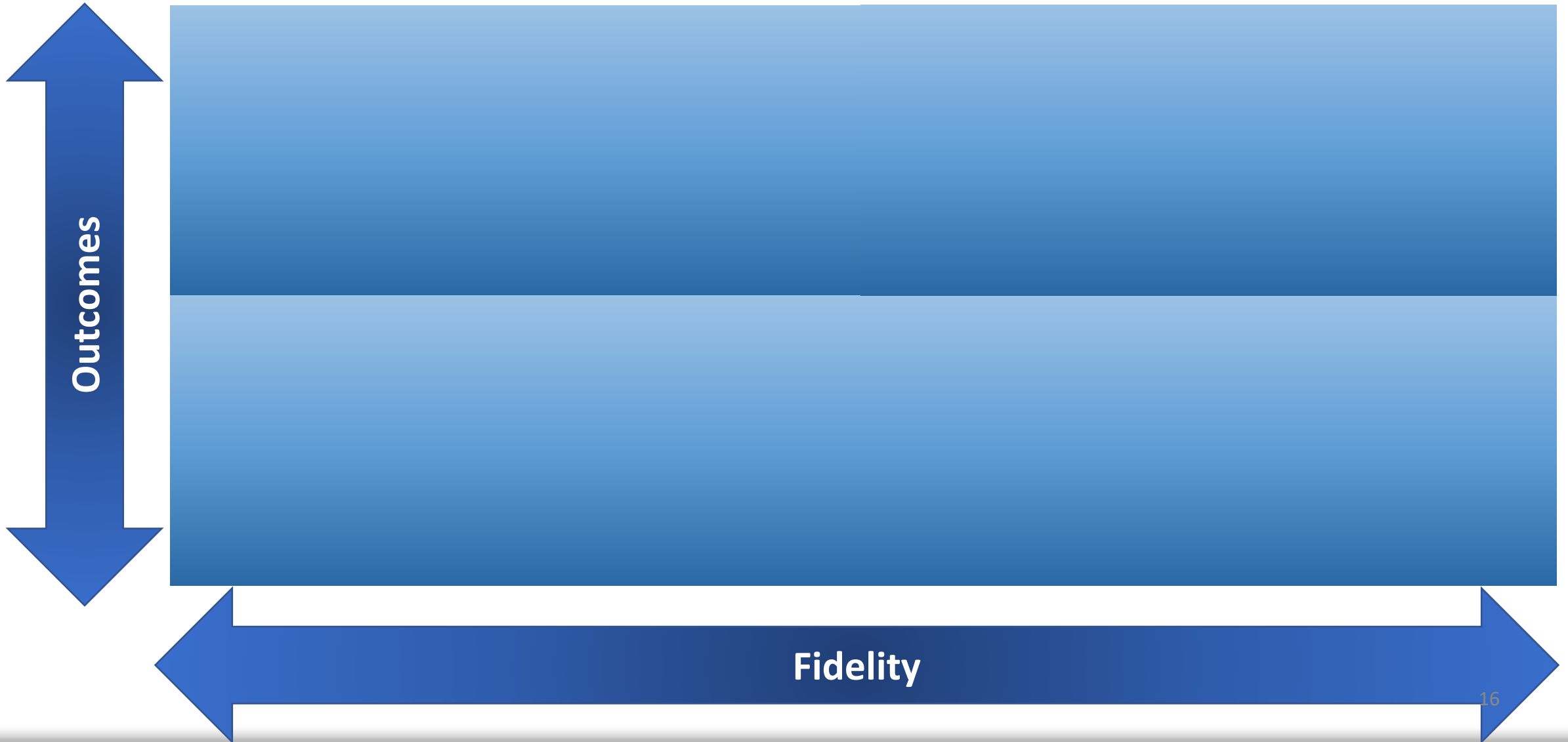
Fidelity Data

Did we implement the systems and strategies we agreed upon?

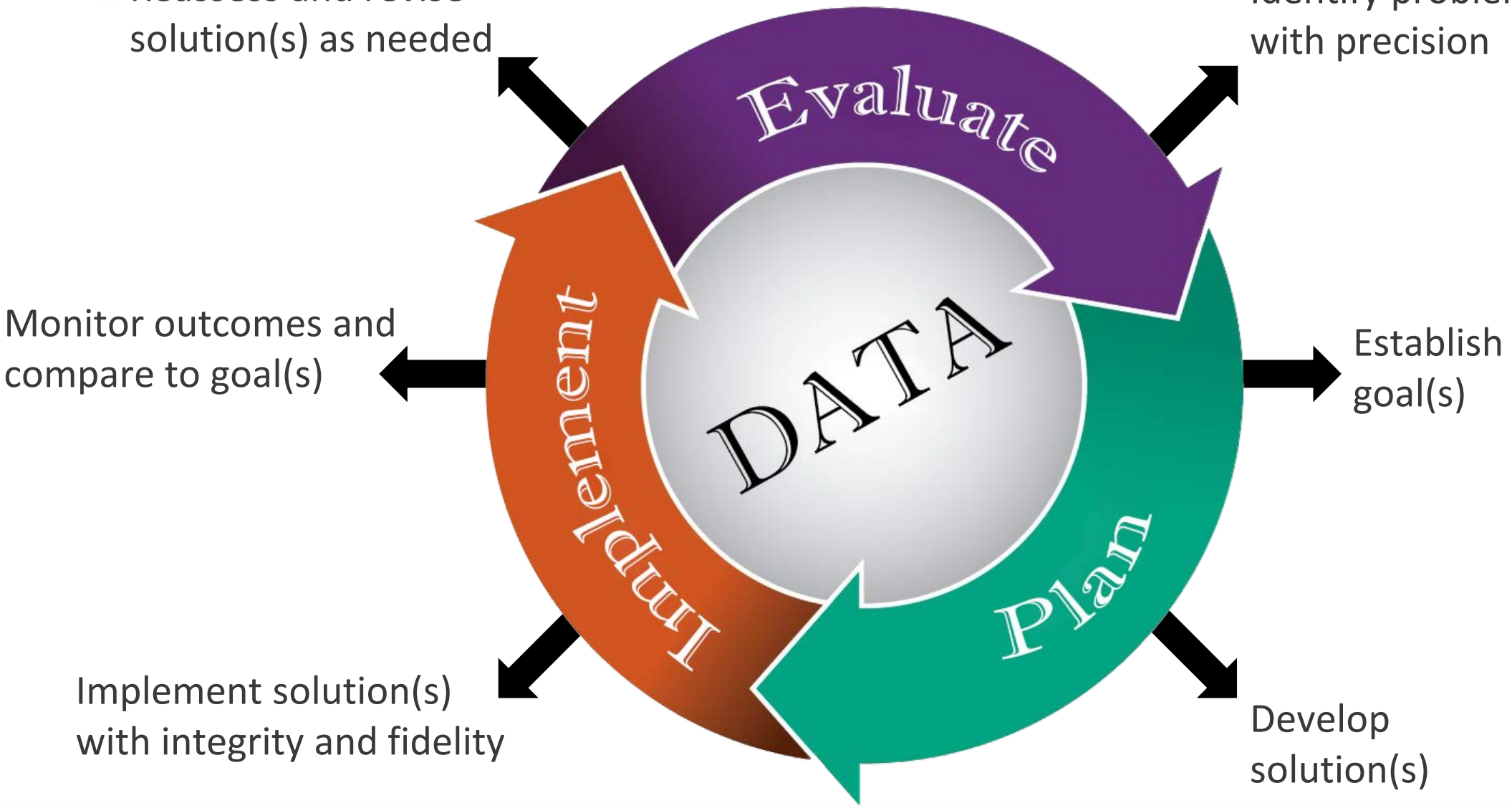
Outcome Data

Is the plan resulting in progress toward our goals?

Connecting Fidelity & Outcome Data



Continuous Quality Improvement

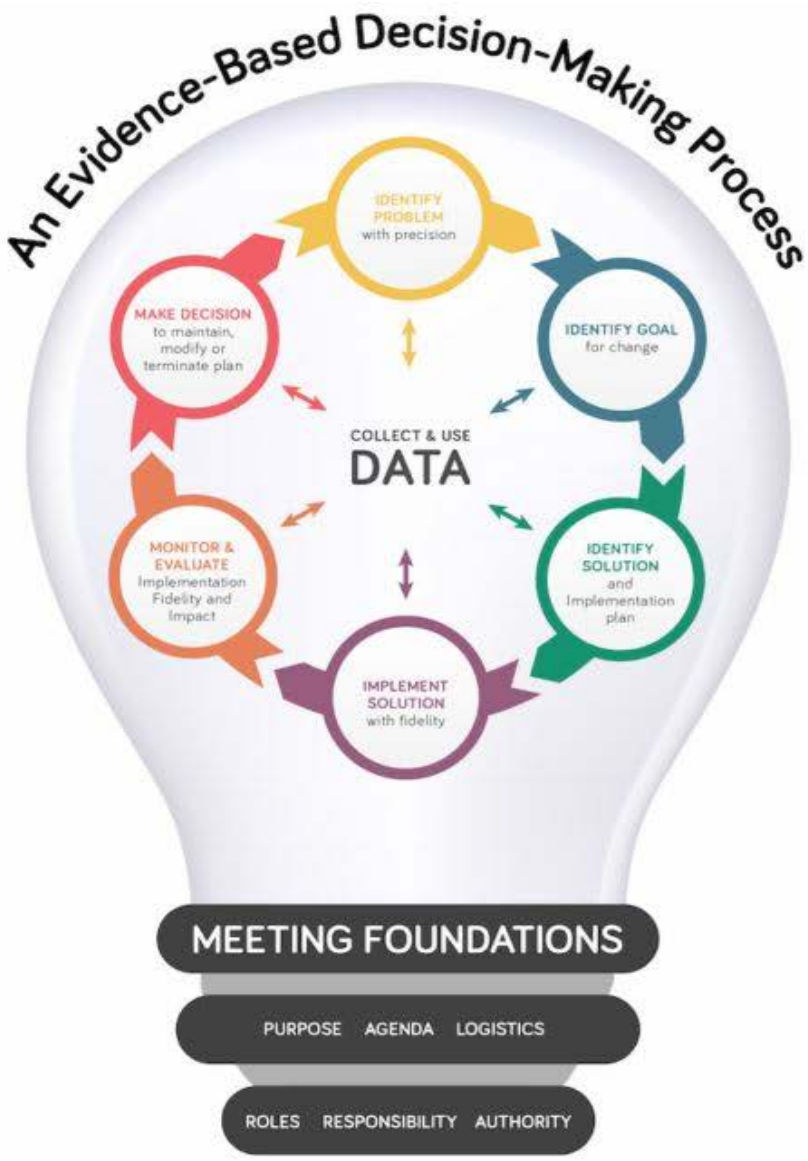


Team-Initiated Problem Solving

TIPS

Team-Initiated Problem Solving

www.pbis.org/Training/TIPS



Data-Based Decision Making

Decisions are more likely to be effective and efficient when they are based on....

DATA

The quality of data-based problem solving depends most on the first step

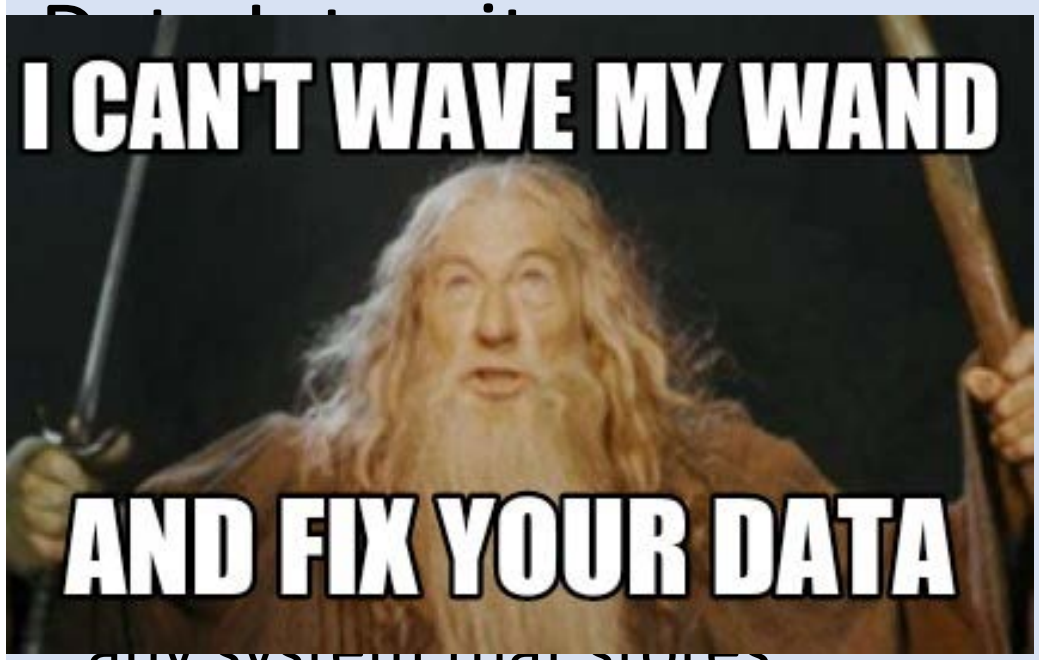
Define the problem to be solved with:

- **Precision**
  (who, what, where, when, how often, why)
- **Clarity**
  (general agreement on priorities)

Why Use Data for Decision Making?

- Data help place the “problem” in the **local context** rather than on the students.
- Data help us ask the right questions…they do not provide the **solutions**.
- Use data to:
  - **Identify** problems
  - **Refine** problems and understand the context
  - **Define** the questions that lead to a solution

What is Data Integrity?



any system that stores, processes, or retrieves data

For data to be useful, it should reliably match overall perceptions across staff, students, and families.

Accurate Data → Better Assumptions → Good Decisions

Garbage in, garbage out

Primary vs. Precise Problem Statements

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Problem Solving with Precision

Creating a Precise Problem Statement

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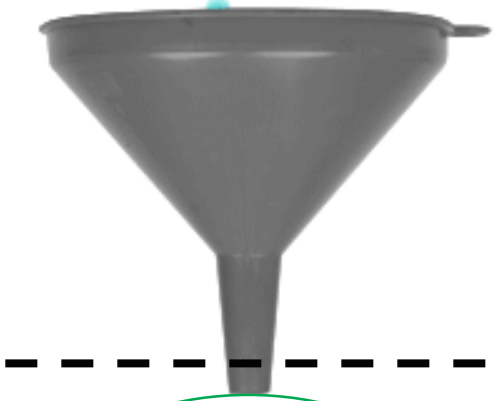
System Update/
Big Picture

Primary

Red Flag



Identify
Problem
with
Precision

Use DATA to define…

a **PRIMARY** summary statement

then

a **PRECISE** problem statement

Precise Problem Statements: Outcomes

Obtain	Avoid
• **Attention** (adults or peers) • **Tangible** (items, activities) • **Sensory**	• **Attention** (adults or peers) • **Tangible** (items, activities) • **Sensory**

Why is the problem sustaining?

Precise Problem Statements: Fidelity

Our TFI Total Score was below 80%

- Which **tiers**?
- Which **subscale(s)**?
- Which **items**?
- **Compared to other/previous fidelity data**

Primary Statement

"We've had a decreasing trend in our **Tier 1** Scale for the last three months. Looks like the subscale of **Implementation** is the area we need to focus on, specifically with **defining and teaching expectations**, **discipline policies**, as well as **feedback/ acknowledgement**. Additionally, **our faculty and student/family/community involvement** have decreased over the same time period…….The staff are reporting **similar areas as 'not in place' and as 'priorities for improvement' on the SAS**."

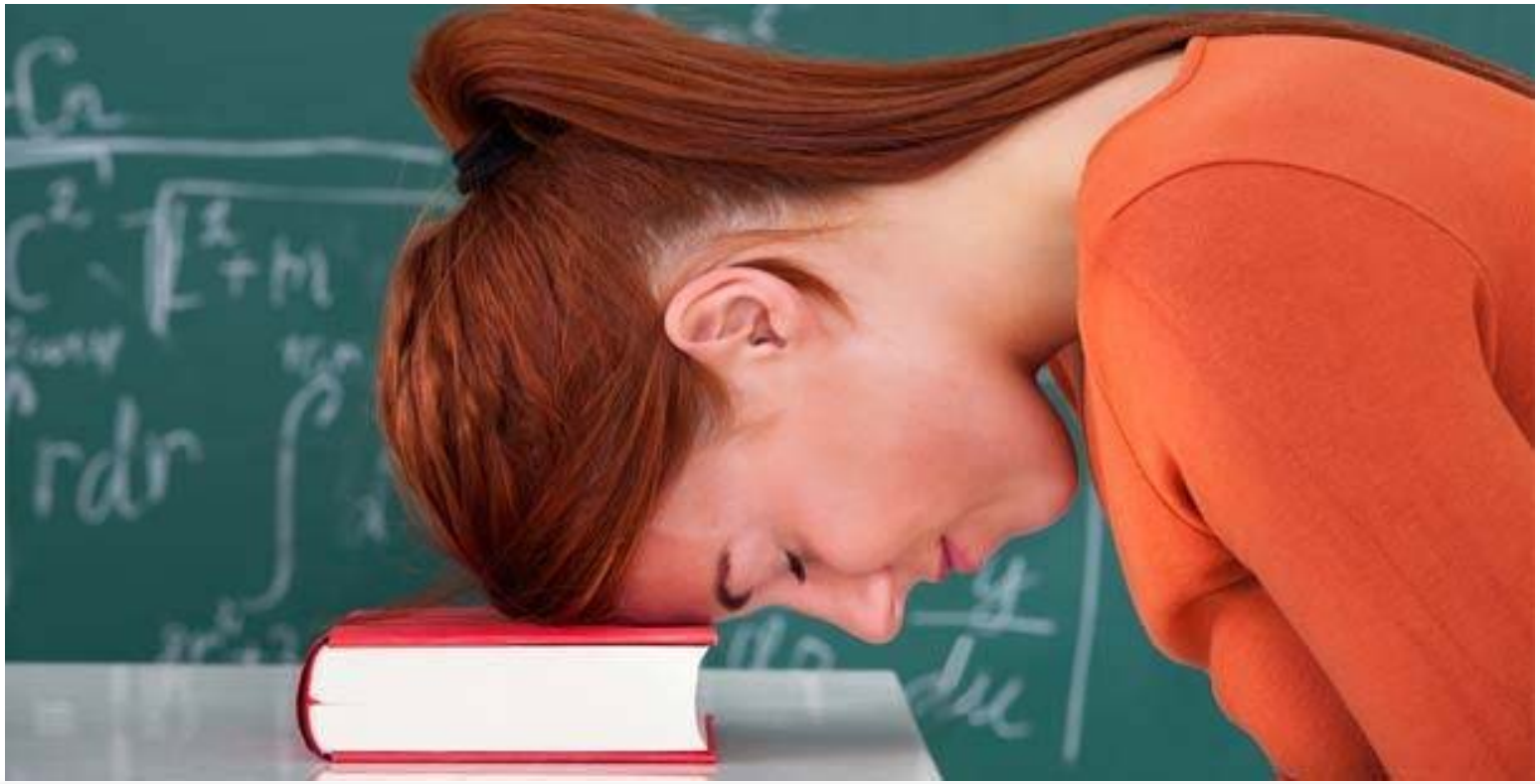
Precise Problem Statement

Precise Problem Statements

In order to define the problem precisely, we need to answer these questions and be as specific as possible. A well-defined precise problem will be much easier to solve than a vague primary problem statement.

Primary Statement Example

Recess is crazy!



Precision Statement Example

There are **more ODRs for aggression** **on the** **playground** than last year. These are most likely to occur during **first recess**, with **a large number of students**, and the aggression is related to **getting access to the new playground equipment**.

- **What?** more ODRs for aggression
- **Where?** on the playground
- **Who?** a large number of students
- **When?** first recess
- **Why?** getting access to the new playground equipment

Harbor Haven Middle School

565 students

Grades 6, 7 & 8

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Drilling Down Into Your Fidelity Data

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Drilling Down with Different Tools

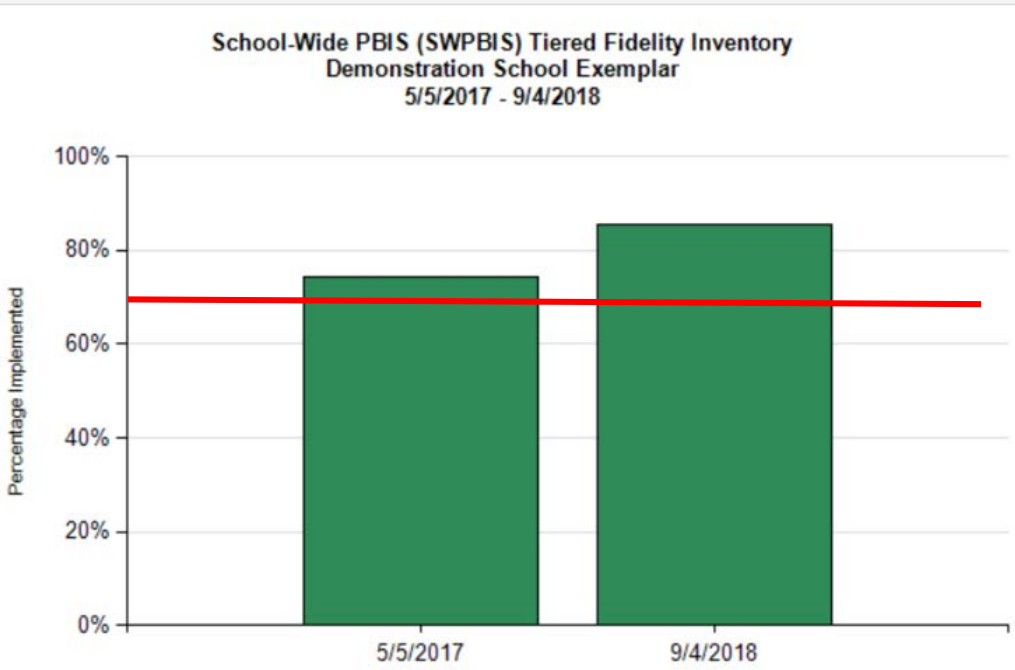
Step 1: Look at overall picture

- What are the levels, trends, peaks, and/or valleys?
- How does this year compare with last year?
- How do our data compare with national/regional norms?
- How do our data compare with our preferred/expected status?

Step 2: Filter to a more precise problem statement by adding in additional data/"clues"

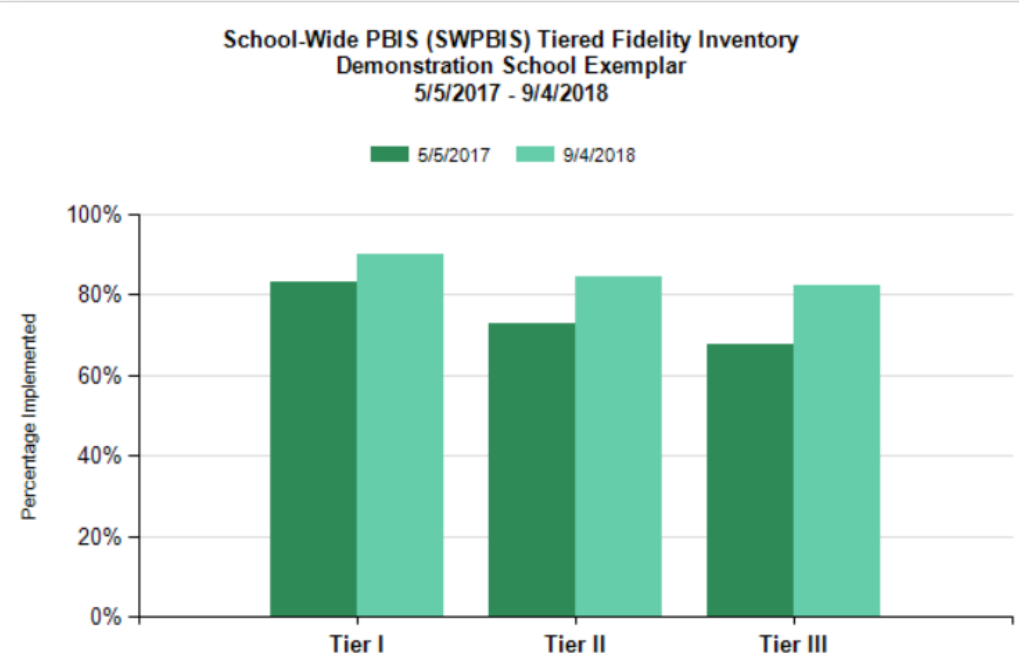
Drilling Down with the TFI (Steps 1 & 2)

Step 1. Overall (Total Score)



Date Completed	Total Percentage
5/5/2017	74%
9/4/2018	86%

Step 2. Breakdown by Tier

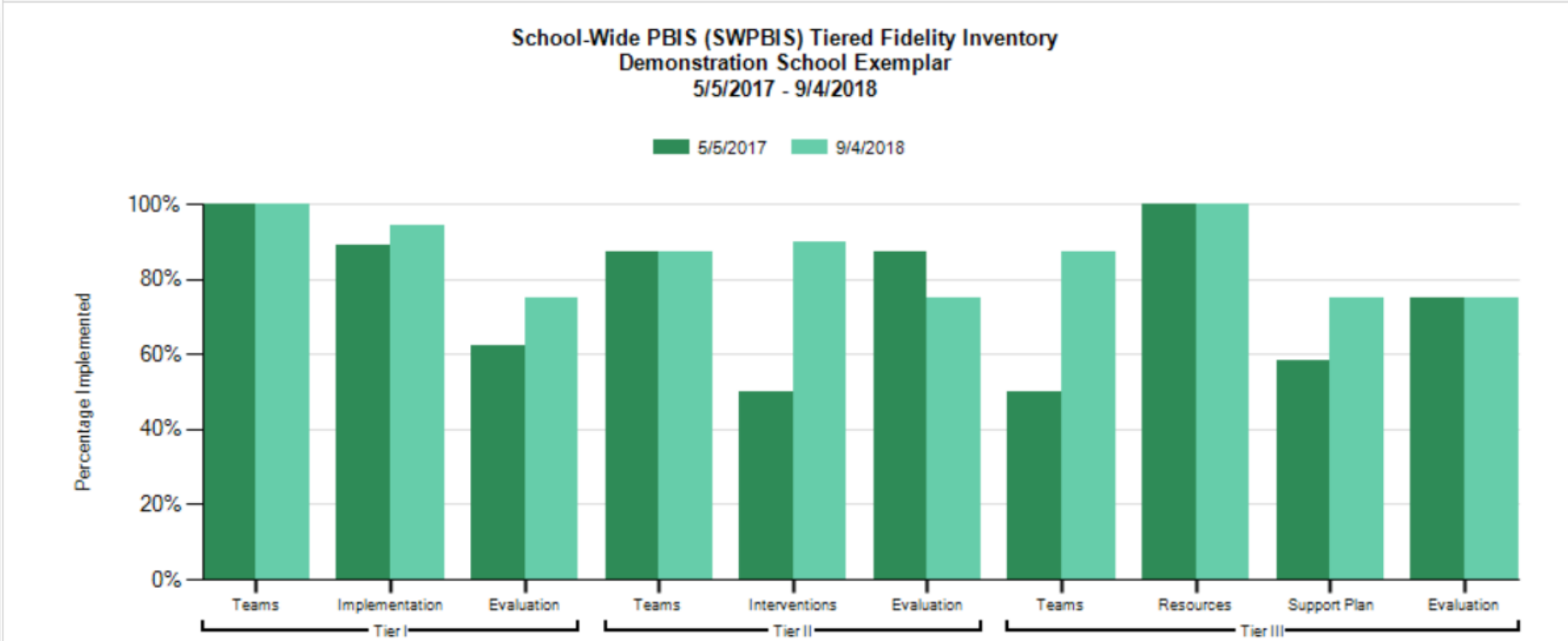


Date Completed	Tier I	Tier II	Tier III
5/5/2017	83%	73%	68%
9/4/2018	90%	85%	82%

Levels, trends, peaks?

Drilling Down with the TFI (Step 3)

Step 3. Breakdown by Tier & Subscale

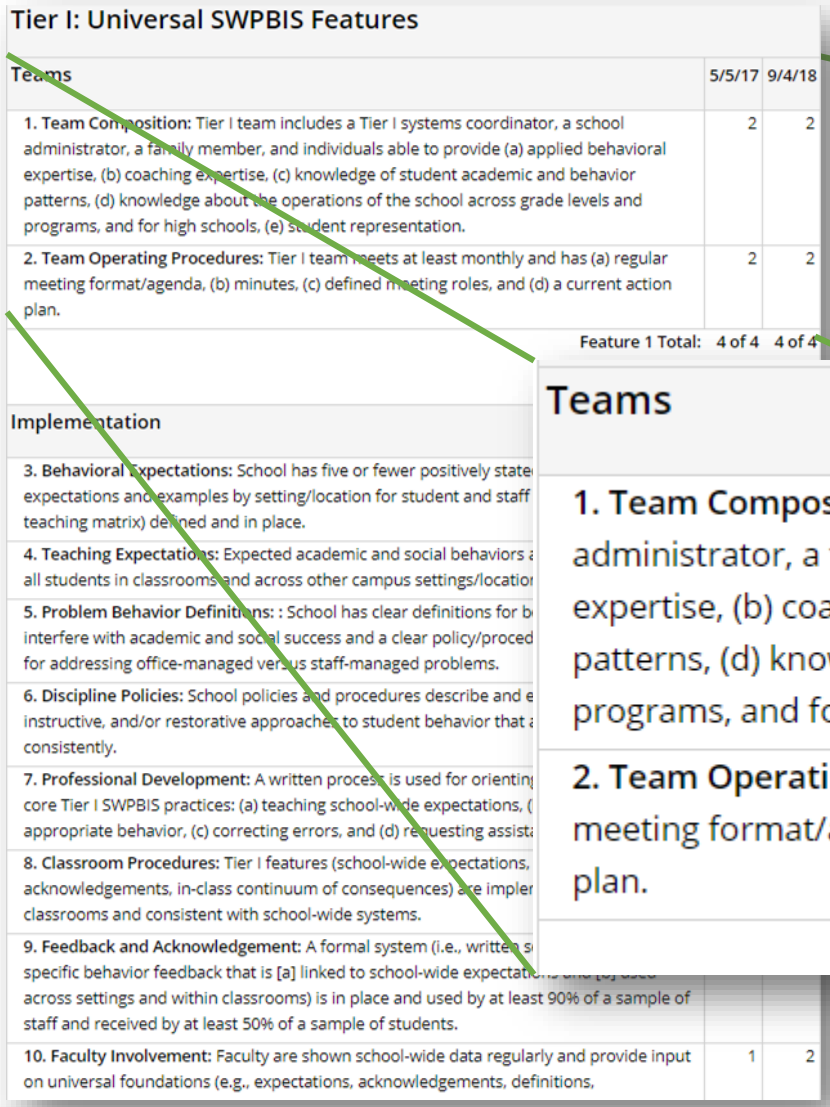


	Tier I			Tier II			Tier III			
Date Completed	Teams	Implementation	Evaluation	Teams	Interventions	Evaluation	Teams	Resources	Support Plan	Evaluation
5/5/2017	100%	89%	62%	88%	50%	88%	50%	100%	58%	75%
9/4/2018	100%	94%	75%	88%	90%	75%	88%	100%	75%	75%

Drilling Down with the TFI (Step 4)

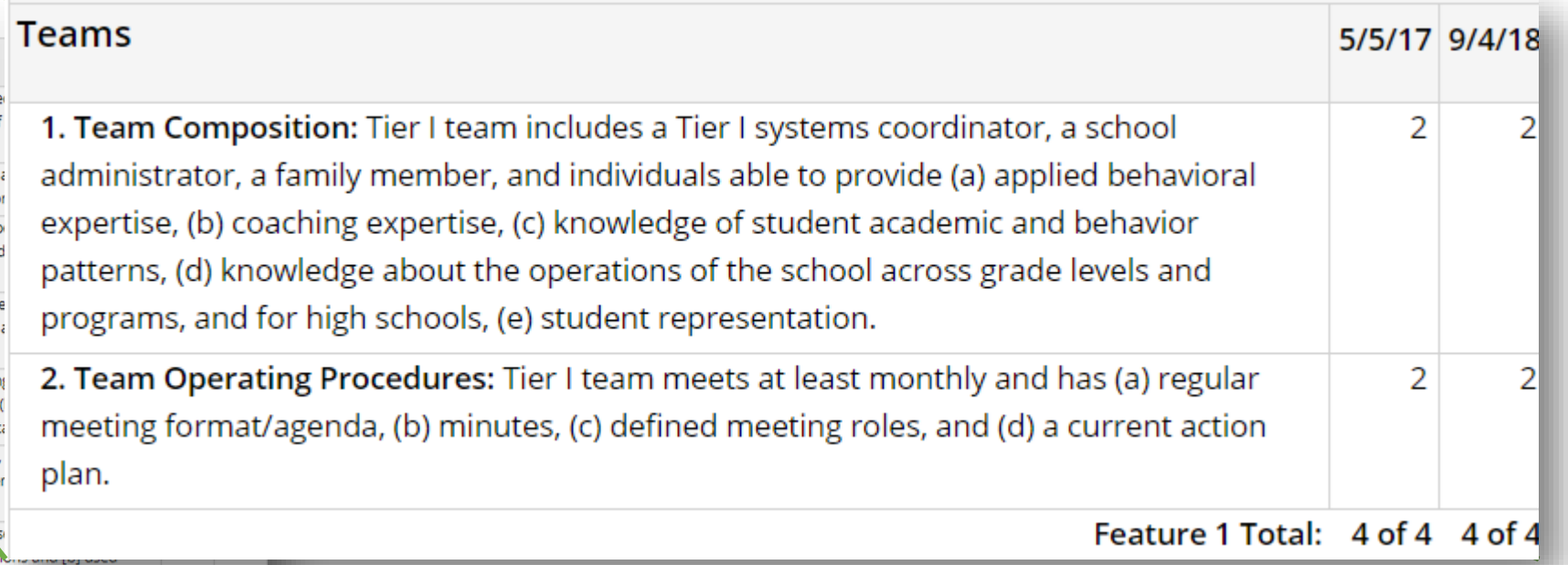
Step 4. Review Specific Items

Use the items to build an action plan for areas that can be improved



Tier I: Universal SWPBIS Features

Teams	5/5/17	9/4/18
1. Team Composition: Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	2	2
2. Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	2	2
Feature 1 Total:	4 of 4	4 of 4
Implementation		
3. Behavioral Expectations: School has five or fewer positively state expectations and examples by setting/location for student and staff teaching matrix) defined and in place.		
4. Teaching Expectations: Expected academic and social behaviors a all students in classrooms and across other campus settings/locatio		
5. Problem Behavior Definitions: : School has clear definitions for b interfere with academic and social success and a clear policy/proced for addressing office-managed versus staff-managed problems.		
6. Discipline Policies: School policies and procedures describe and e instructive, and/or restorative approaches to student behavior that a consistently.		
7. Professional Development: A written proces is used for orientin core Tier I SWPBIS practices: (a) teaching school-wide expectations, (appropriate behavior, (c) correcting errors, and (d) requesting assist		
8. Classroom Procedures: Tier I features (school-wide expectations, acknowledgements, in-class continuum of consequences) are imple classrooms and consistent with school-wide systems.		
9. Feedback and Acknowledgement: A formal system (i.e., written s specific behavior feedback that is [a] linked to school-wide expectati and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.		
10. Faculty Involvement: Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions,	1	2



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Precise Problem Statements: Fidelity

- Which **tiers**?
- Which **subscale(s)**?
- Which **items**?
- **Compared to other/previous fidelity data**

"We've had a decreasing trend in our **Tier 1** Scale for the last three months. Looks like the subscale of **Implementation** is the area we need to focus on, specifically with **defining and teaching expectations**, **discipline policies**, as well as **feedback/ acknowledgement**. Additionally, **our faculty and student/family/community involvement** have decreased over the same time period…….The staff are reporting **similar areas as 'not in place' and as 'priorities for improvement' on the SAS**."

Precise Problem Statement

Drilling Down Into Your Outcome Data

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Is there a problem?

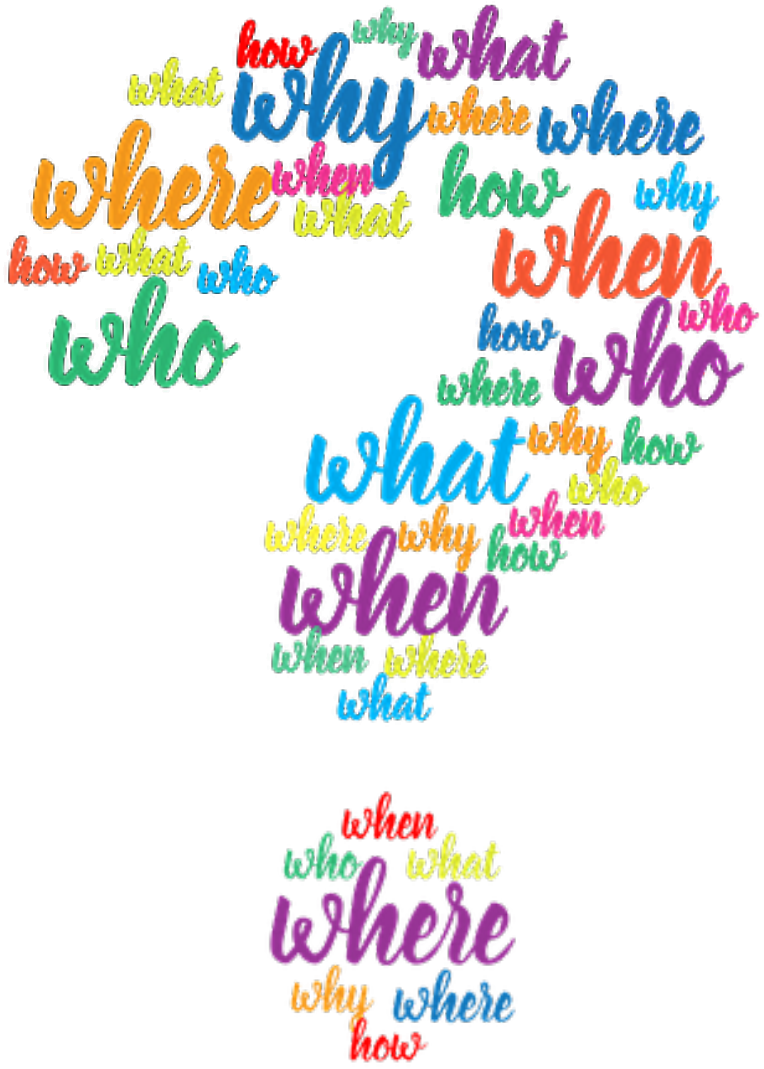
Lately, the faculty buzz around campus is that student behavior is getting worse. When we started the school year, everything seemed fine.

But several months later, the teachers are complaining that they are constantly dealing with students messing around and not getting to class in a timely manner after lunch and after other breaks and transitions.

What kind of statement is this….primary or precise?

What additional information do I need to get more precise?

Is there a problem?

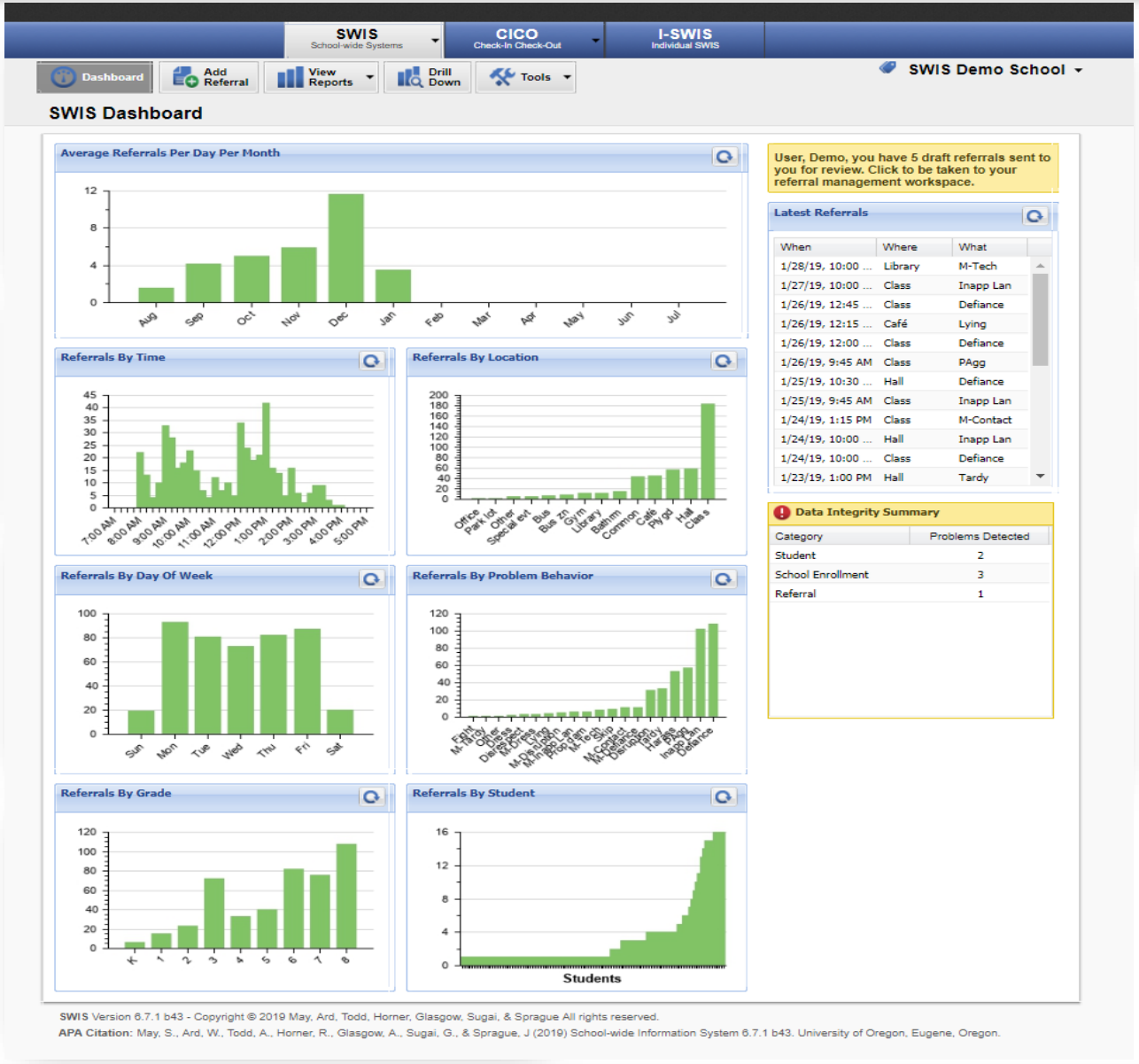


Is there a problem?

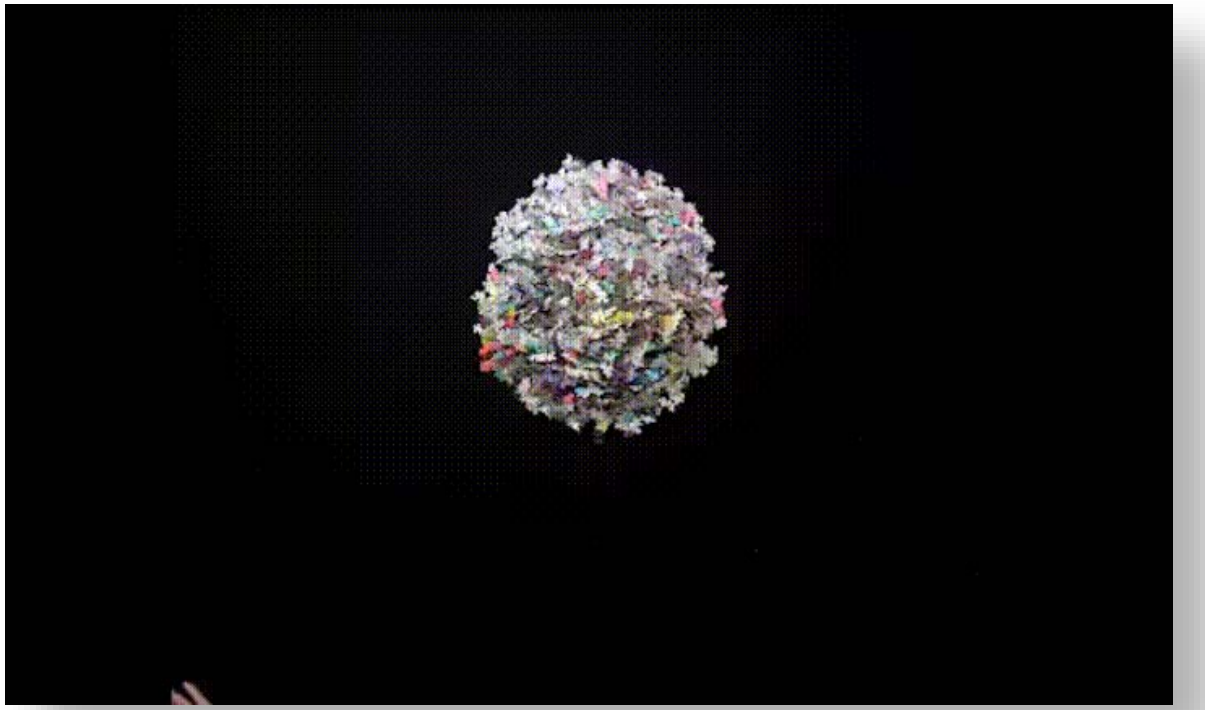
Is there a problem?

If so, what is it?

SWIS Core Reports



What Do I Know?



- I know pieces of information.
- But I do not know if any of this information is connected.
- I need to drill down to look for connections.

Drill Down Worksheet

SWIS Drill-Down Fluency Worksheet

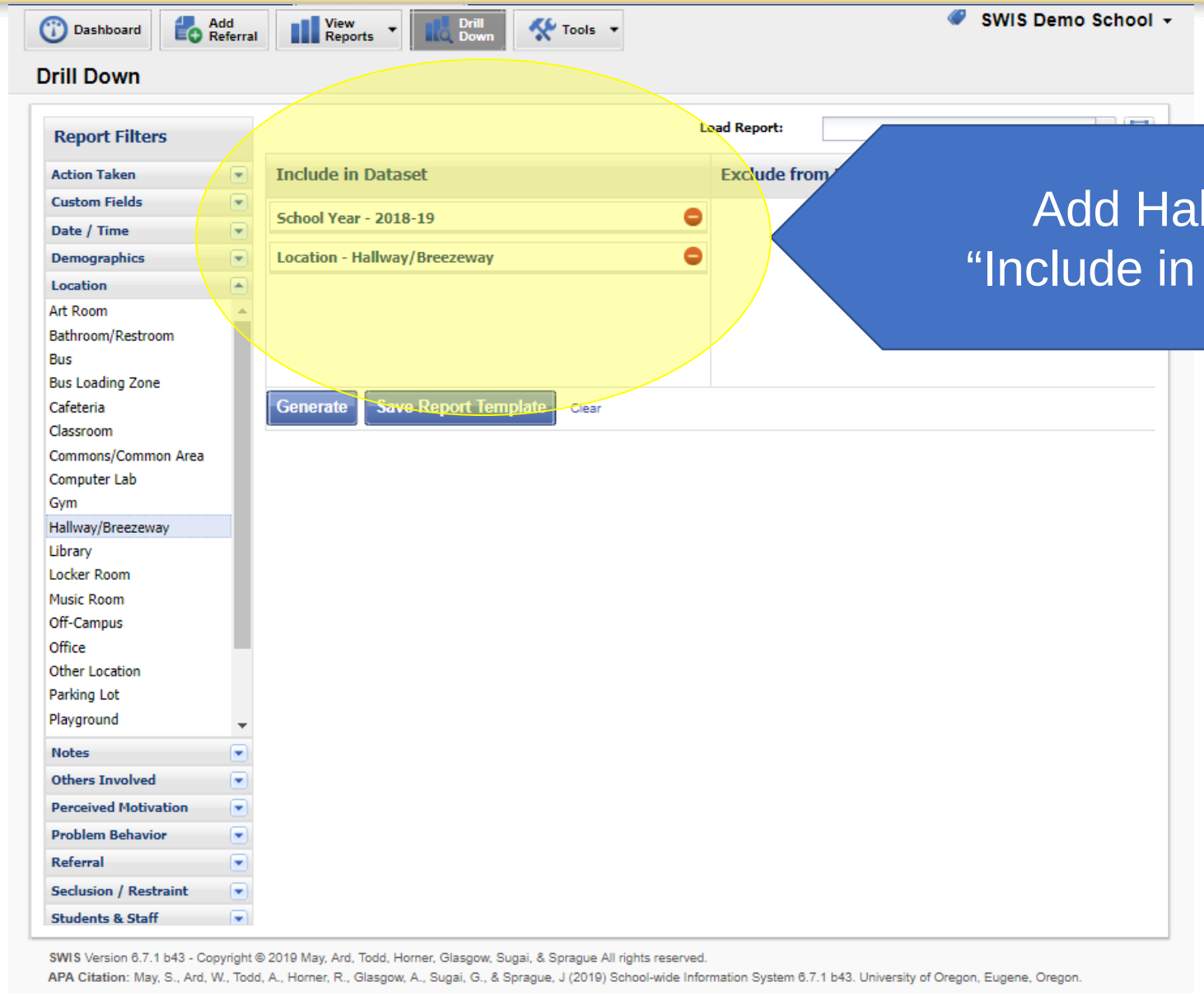
Notes		<this sheet can be completed by the Data Analyst before team meetings>
To help set more effective goals, identifying time ranges for pre and post intervention will be important.	Date Range:	Date range: Start Date: _____ End Date:_____
Notes: Review SWIS Core Reports or Similar Data. Identify possible concern.	Red flag item:	☐ Who? ☐ What? ☐ When? ☐ Where?
Continue to answer questions going from right to left in SWIS drill down. Save the Why for the last question. Save drill down in SWIS.	Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where?
	Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where?
	Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where?
	Drill-Down Filter:	☐ Why?
If it is more than 10 students, it should be an Action Item for the Tier I team. If fewer than 10 students, then consider referring to Intervention Team	Referral Summary:	How many students are related to the identified problem: _____ How many referrals are related to the identified problem: _____ What is the baseline for the identified problem: # of Referrals [ ] / # Of Weeks in Dataset [ ] = Baseline [ ] Is the problem best addressed through systems or with individual students: ☐ Systems ☐ Students
Build your precision statement from your check boxes.	Precise Problem Statement:	<Type the summary of the precise problem statement in the TIPS Meeting Minutes form>

SWIS Drill Down Fluency Worksheet. Modified from PBISapps.org Document 47

This **Drill Down Worksheet** allows you to track the "steps" of the drill down

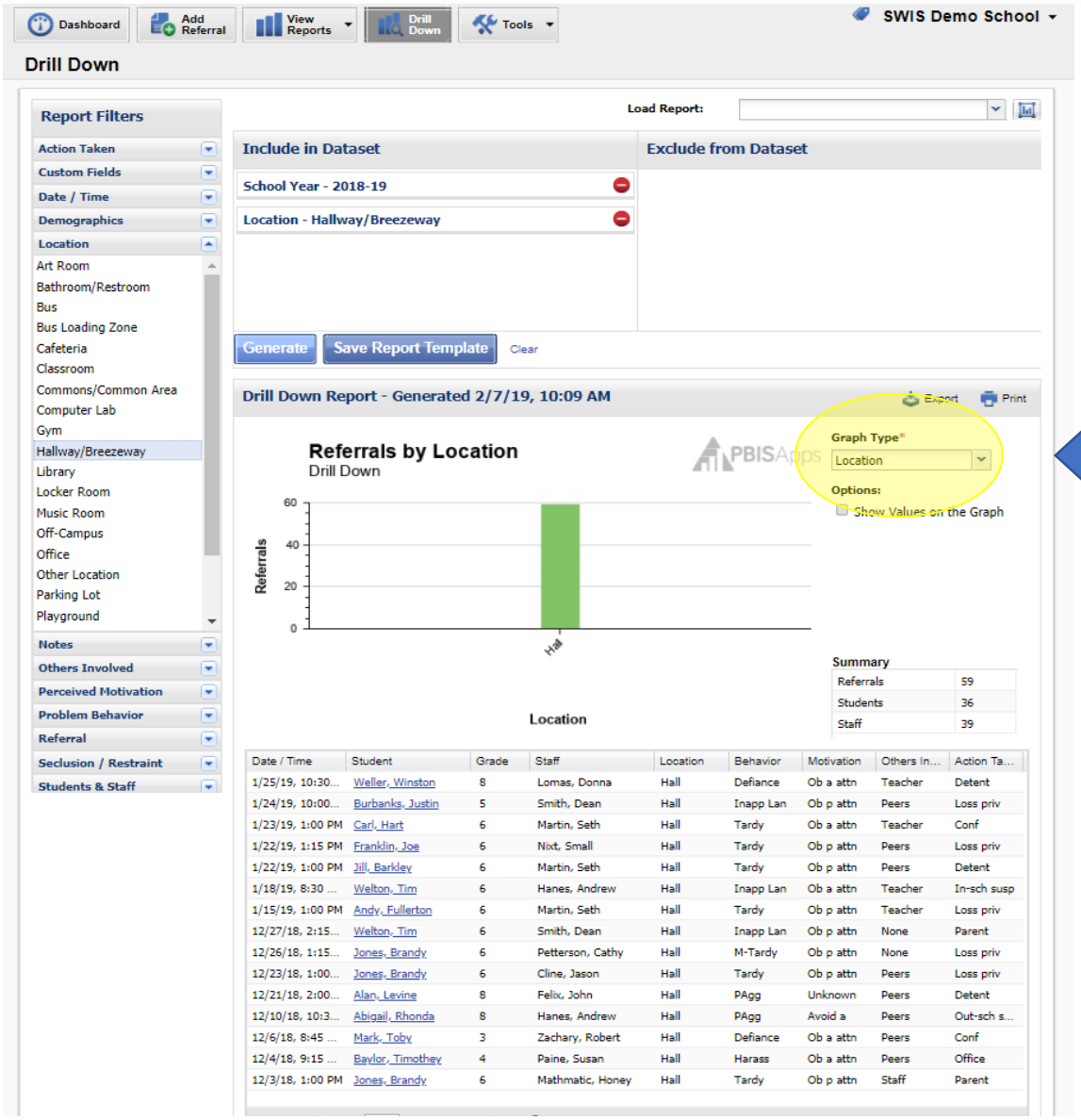
- Record-keeping
- Efficient "back-tracking"
- Replication

Data Drill Down



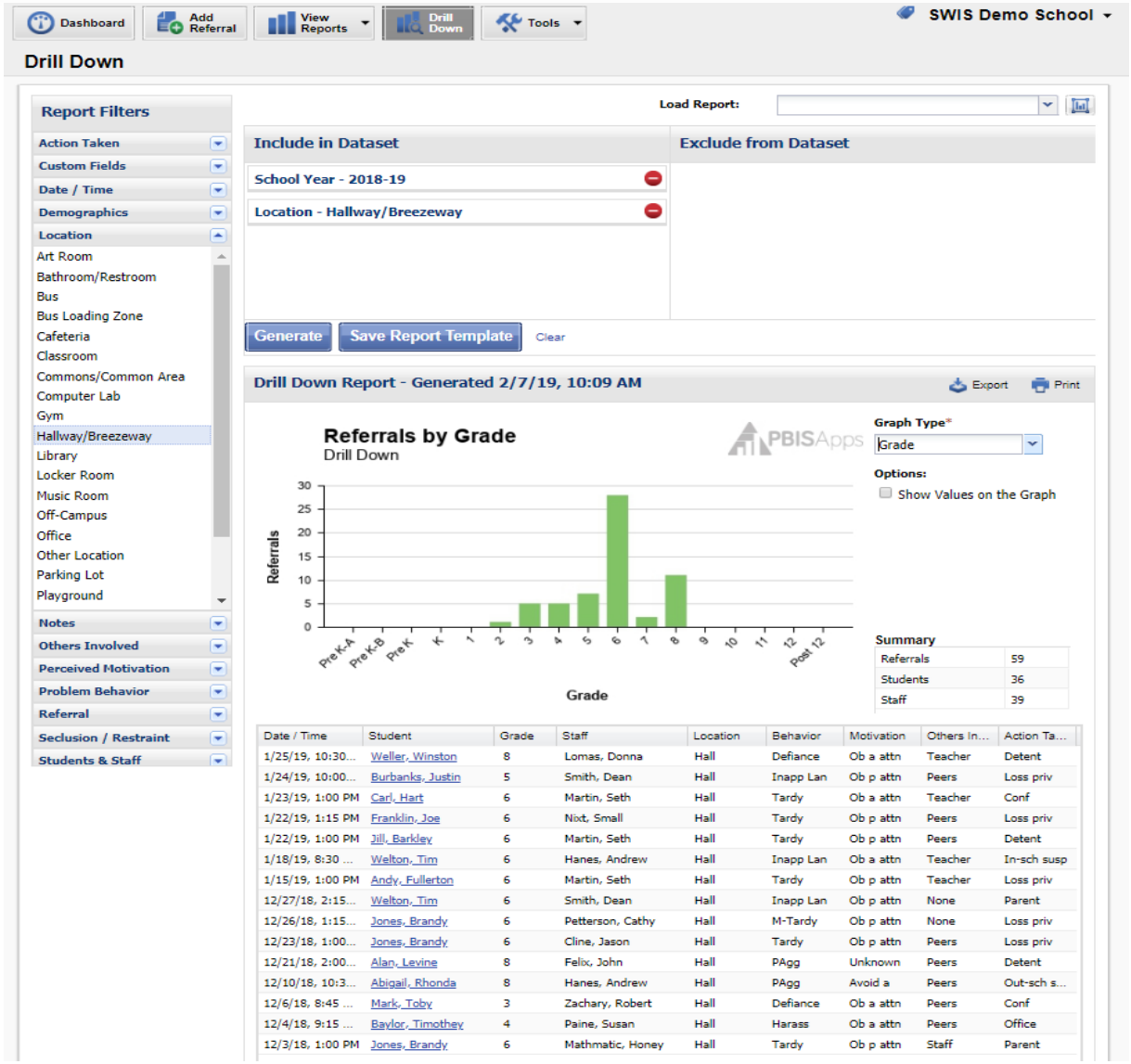
Add Hallway to our "Include in Dataset" field.

Data Drill Down

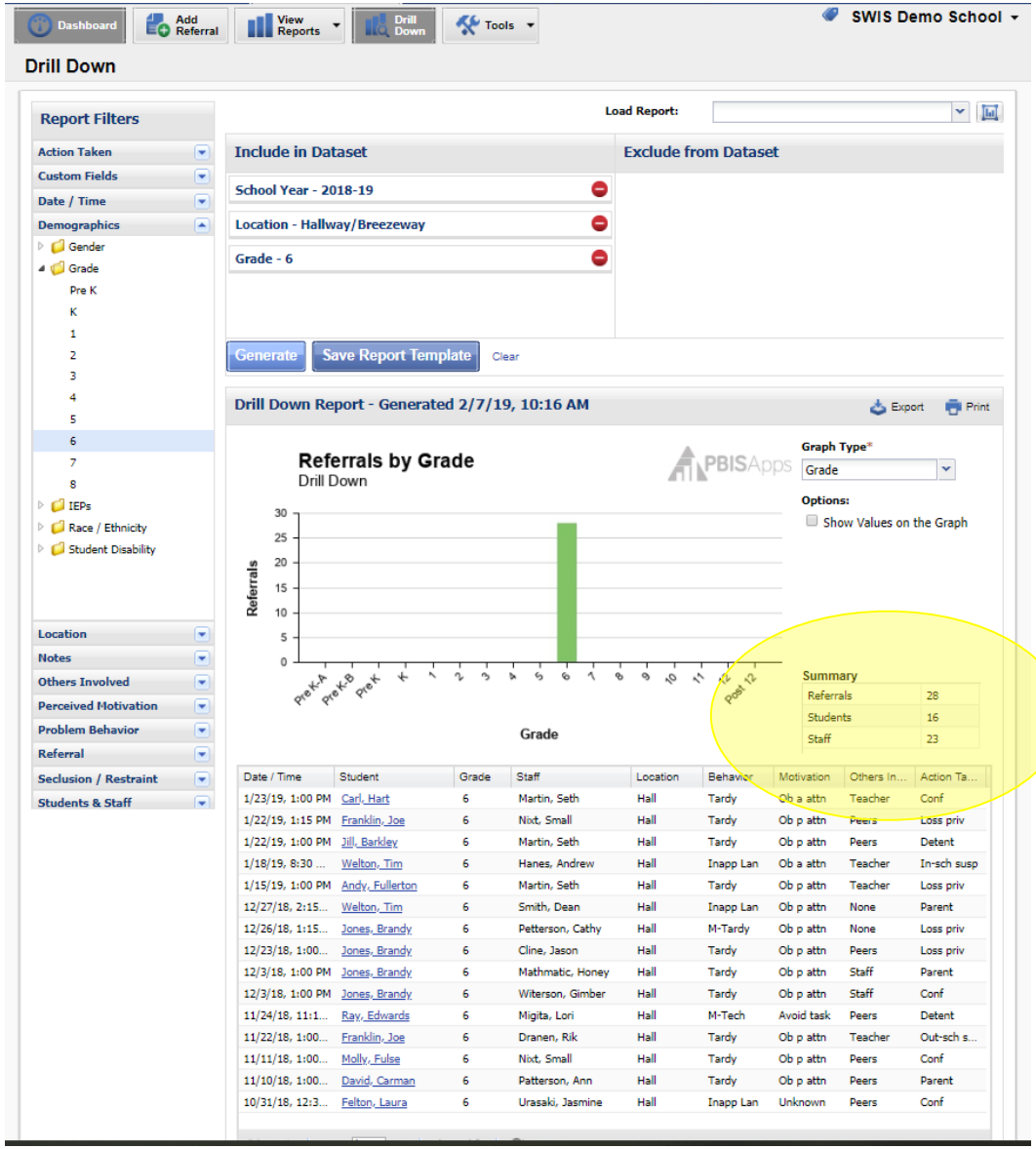


Change the graph type to change the lens of analysis.

Data Drill Down

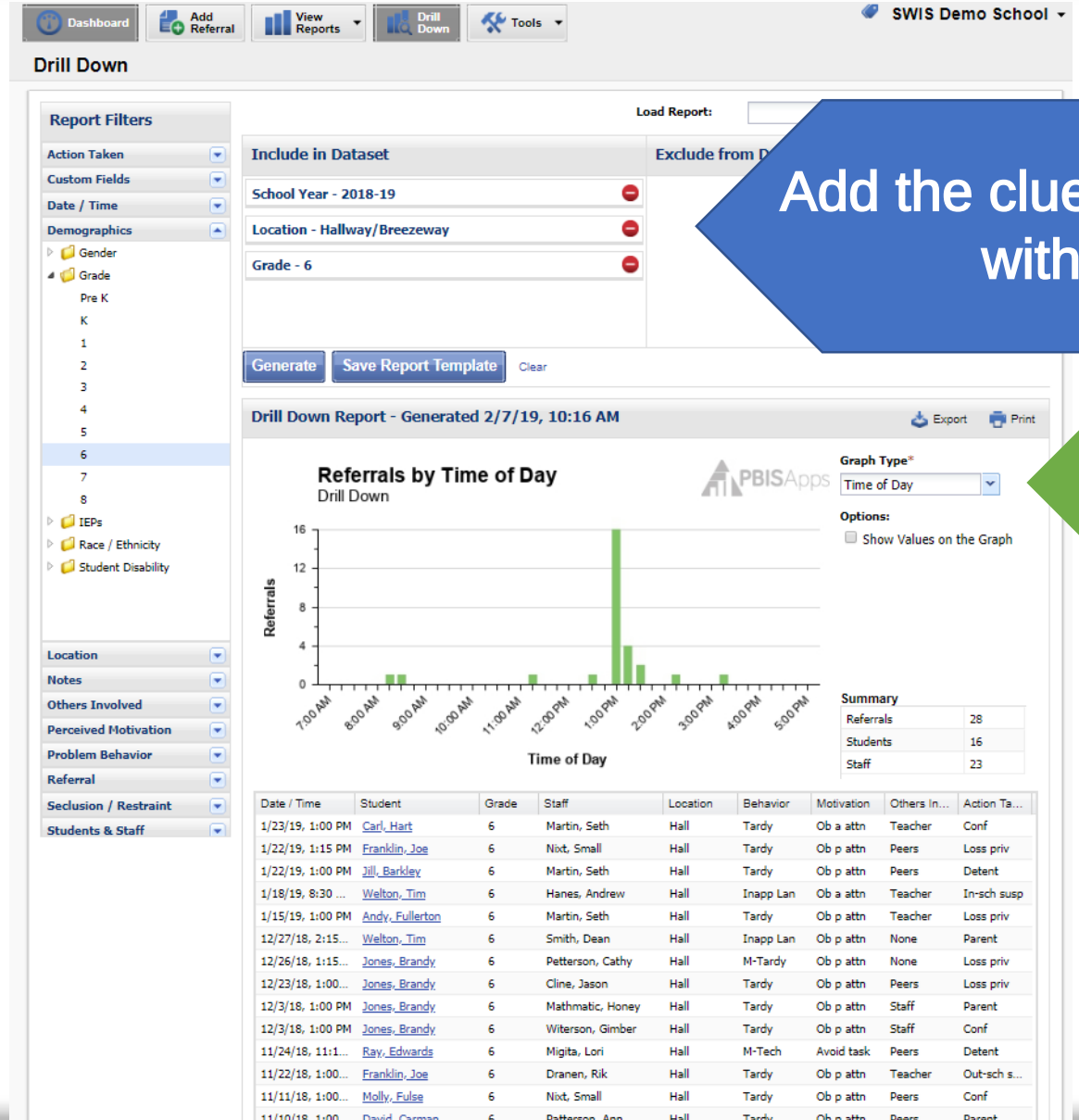


Data Drill Down



Use the summary to analyze problem size.

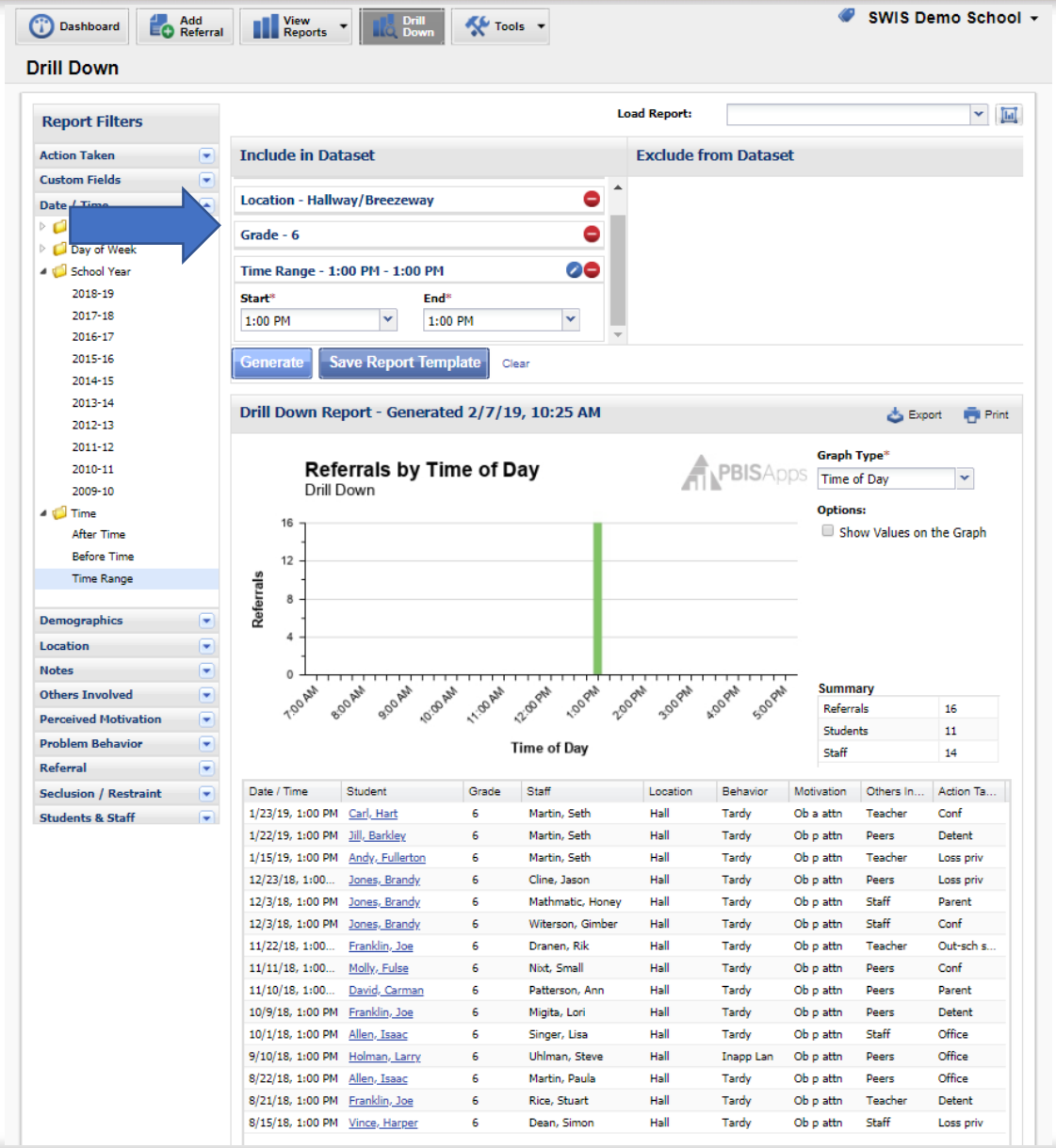
Data Drill Down



Add the clues you learn to the dataset to analyze with more precision and clarity.

Change the graph type to change the lens of analysis.

Data Drill Down



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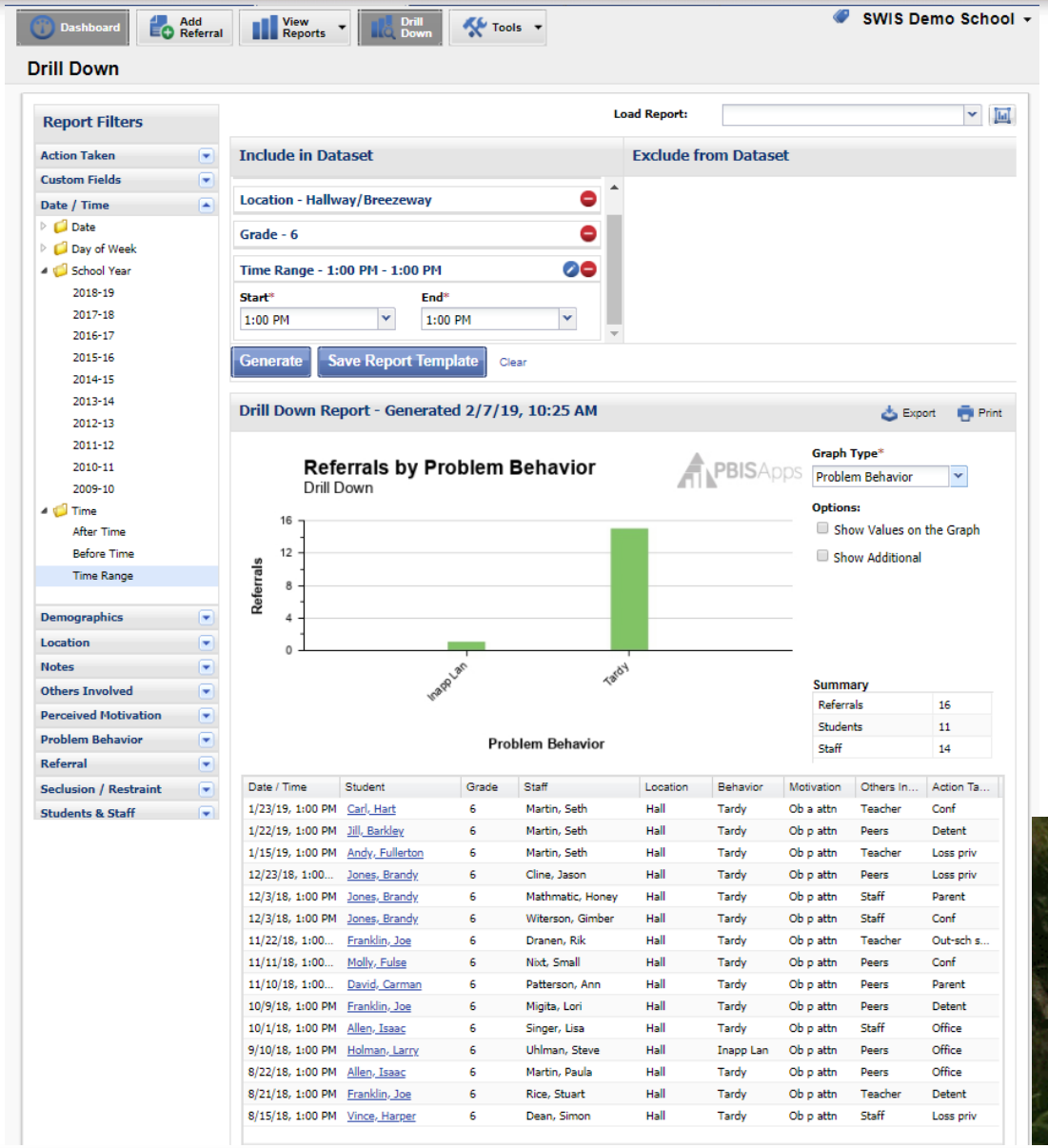

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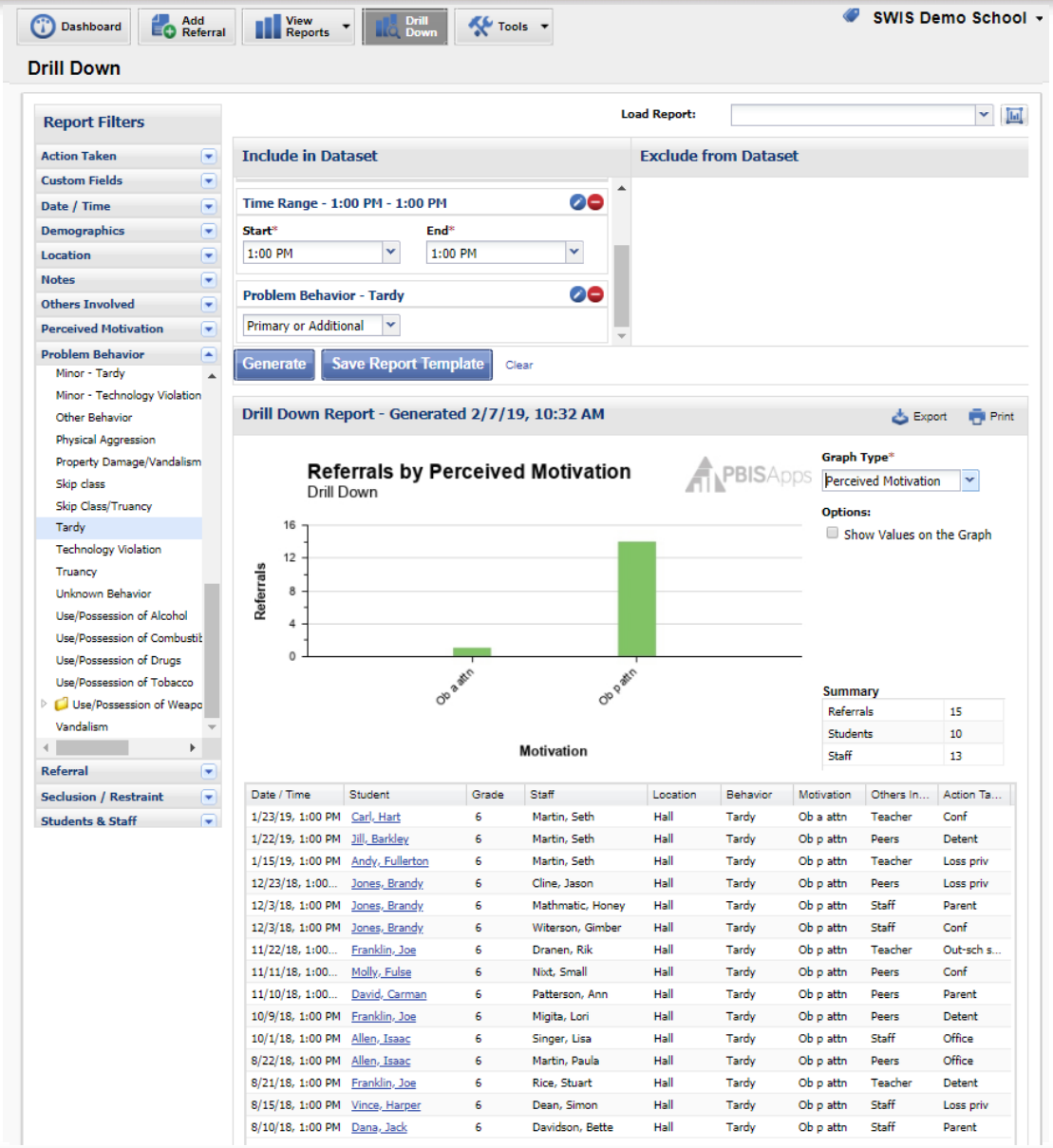


Data Drill Down for Connections

Hallway → 6th Graders → Tardies at 1:00

↓

Possibly Attention Maintained

Precise Problem Statement & Solution Development

Many ***6th graders*** are having issues with being ***tardy*** in the ***hallway*** around ***1:00***, and the behavior might be maintained by ***peer attention***.

Drill Down

SWIS Drill-Down Worksheet

Red flag item is identified by analyzing Core Reports *(most common)*, Additional Reports, Student Dashboard, or SWIS Dashboard *(less common/less preferred)*. **Reminder**: Add filters one at a time.

Red flag item:	☐ Who? ☐ What? ☐ When? ☒ Where? Hallways	Date Range: 2018-2019
Drill-Down Filter(s):	☒ Who? ☐ What? ☐ When? ☐ Where? ☐ Why? 6th graders	
Drill-Down Filter(s):	☐ Who? ☐ What? ☒ When? ☐ Where? ☐ Why? 1:00	
Drill-Down Filter(s):	☐ Who? ☒ What? ☐ When? ☐ Where? ☐ Why? Tardy	
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☒ Why? Obtain Peer Attention	
Referral Summary:	Number of students involved: 10 Number of referrals included: 15	Is the problem best addressed through systems or with individual students: ☒ Systems ☐ Students
Precise Problem Statement:	Many 6th graders are having issues with being tardy in the hallway around 1:00, and the behavior might be maintained by peer attention.	

SWPBIS Basic Decision Guidelines

What are indicators that a student needs additional supports for externalizing social behavior?

- Tier I — 0-1 major ODR
  Fewer than X minor/total
- Tier II — 2-5 major ODRs
  X-X minor/total
- Tier III — 6+ major ODRs
  X+ minor/total

Is the problem a system-level or student-level issue (rule of 10)?

- **System Issue**
  10+ students within a similar context (e.g., location, time of day, grade) engaging in similar behavior(s)
- **Individual/Small Group**
  Fewer than 10 students within similar context engaging in similar behaviors

Solution Development

Target Area(s):

Problem behaviors in the hallways

Goal:

Reduce referrals for tardies in the hallways by 50%

Solution Component	Action Step(s)
Prevention	-Increase active supervision. Vice-principal available at that time to monitor hallway. Grade levels establish a supervision rotation between classes.
Teaching	-Reteach behavioral expectations in the hallway areas. - Retrain staff on identifying possible motivation.
Recognition	-Increase recognition for appropriate behavior. -Provide feedback tickets that can be collected and used for spirit wear. -Dance party for the classroom with the fewest referrals.
Extinction	-Post weekly grade-level SWIS data. -Encourage all students to work for the dance party making peer attention for problem behavior less likely.
Correct. Consq.	-Active supervision and continued early consequence (ODR)
Data collection	-Survey staff and students to determine whether strategies (e.g., active supervision, teaching, and recognition) are implemented consistently -Use weekly SWIS data to evaluate change

Precise Problem Statement: Many 6th graders are having issues with being tardy in the hallway around 1:00, and the behavior might be maintained by peer attention.

PBISApps

Goal: Reduce referrals for 6th grade tardiness in the hallways by 50%

Solution Components	What are the Action Steps?	Who is Responsible?	By When?	How will Fidelity be Measured?	Notes/Updates
Prevention	Increase active supervision	Vice Principals All staff	Ongoing	Staff visible in the hallways, especially during the 1:00 passing period	
Teaching	Teach behavioral expectations for the commons and hallways	Teachers will teach hallway expectations to their homeroom classes	January 15	Staff sign-off sheet next to the PBIS bulletin board in the Faculty Lounge to indicate completion	Incentives for the class that can have 10 students tell the principal the expectations first
Recognition	Dance Party Recognition tickets for school store	PBIS Team will coordinate	Party by January 31 Tickets by January 10	Dance Party earned tickets used at the Spirit Store	
Extinction	Post weekly data Encourage all students to work for the Dance Party	All staff	Ongoing	Weekly data posted in the commons and hallway	
Correct. Consq.	Active supervision and continued early consequence (minor/major ODR)	All staff	Ongoing	Staff visible in the hallways	

	What data?	Who is responsible for gathering the data?	When/How often will data be gathered?	Where will data be shared?	Who will see the data?
Data Collection	ODR record	SWIS Data Entry person and principal share report with teachers.	Weekly	Emailed to staff and posted in the hallways and commons for students	All staff and students

Big Idea About Sharing Data

Know your audience

- What does the team need to know to make good decisions?
- What do staff need to know? Is there anything they need to do?
- Who else would benefit from seeing an update on student behavior (e.g., students, families, parent group)?

Tell the story

Help paint the picture with data: What, where, when, who, how often, why?

Big Idea About Sharing Data

Tools to Get Organized with SWIS

PBISApps

Drill Down Video Tutorial

https://www.pbisapps.org/Resources/Pages/Data-Drill-Down-How-To.aspx

Drill Down for Disproportionality

PBISApps.org | Ethnicity: Data Drill Down

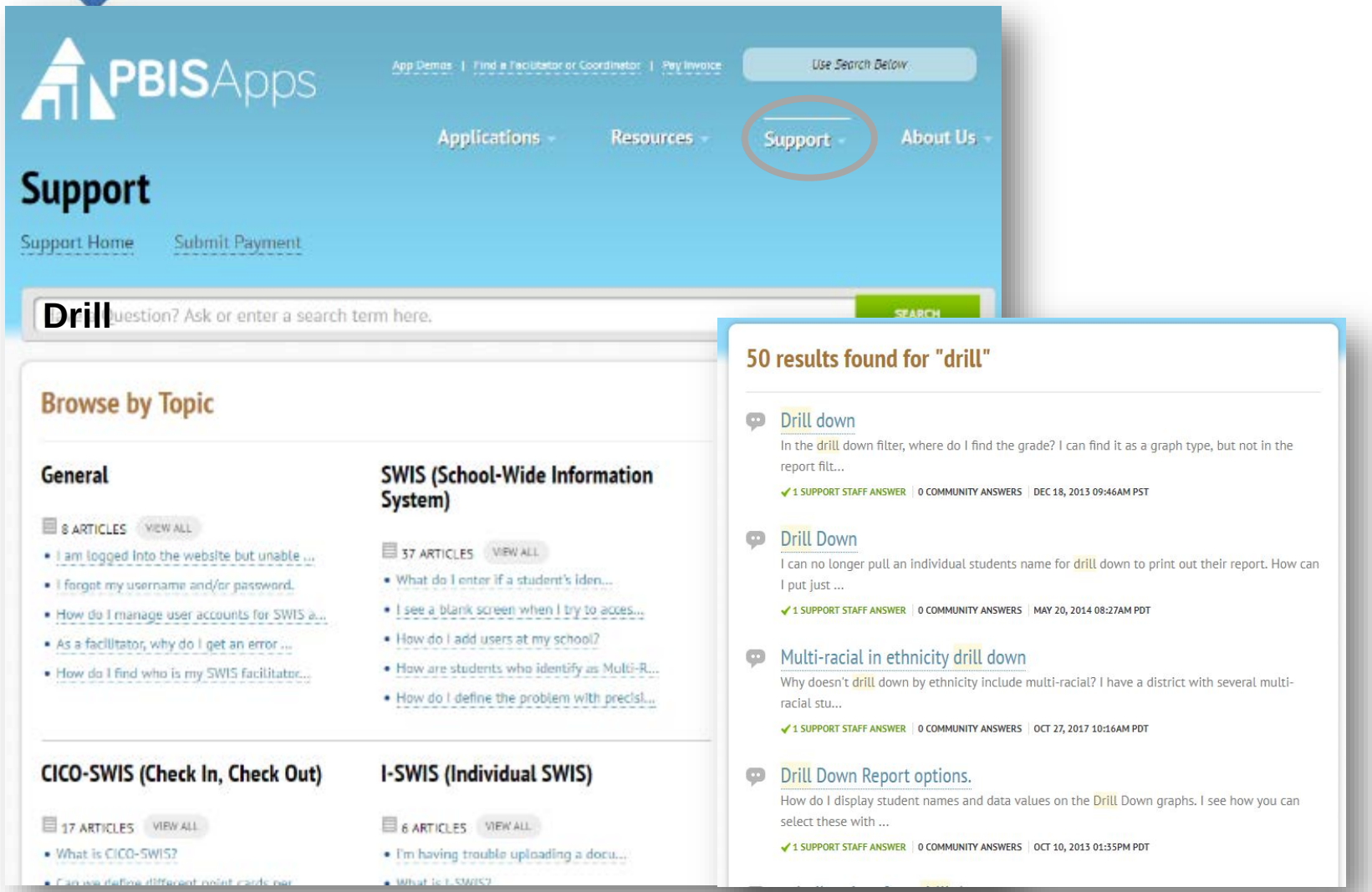
Drill Down Worksheet

SWIS Drill-Down Worksheet

Red flag item is identified by analyzing Core Reports *(most common)*, Additional Reports, Student Dashboard, or SWIS Dashboard *(less common/less preferred)*. **Reminder**: Add filters one at a time.

Red flag item:	☐ Who? ☒ What? ☐ When? ☐ Where? Inappropriate Language	Date Range: 2017-2018
Drill-Down Filter(s):	☒ Who? ☐ What? ☐ When? ☐ Where? ☐ Why? 3rd Graders	
Drill-Down Filter(s):	☐ Who? ☐ What? ☒ When? ☐ Where? ☐ Why? Between 12:00 and 1:00	
Drill-Down Filter(s):	☐ Who? ☐ What? ☐ When? ☒ Where? ☐ Why? Classroom	
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☒ Why? Obtain Adult Attention	
Referral Summary:	Number of students involved: 14 Number of referrals included: 25	Is the problem best addressed through systems or with individual students: ☒ Systems ☐ Students
Precise Problem Statement:	The ***3rd graders*** are having challenges with ***inappropriate language*** to ***obtain adult attention*** between ***12:00 and 1:00*** in the ***classroom***.	

PBIS Apps Support



- FAQs
- Support Articles
- Email support
- Call support

support@pbisapps.org

training@pbisapps.org

Not using Drill Down?

Not using Drill Down is like throwing darts blindfolded. Good luck hitting the target!

~Tia Rupe,
SWIS Facilitator

State Example: System Data Analysis

MIBLSI

Elementary and Secondary Tier 1 Behavior Problem-Solving Worksheet

The purpose of this worksheet is to support the School Leadership Team with a cyclical four-step problem solving process using MiMTSS and other data sources. The team will begin by reviewing the final step in the problem-solving process, Plan Implementation & Evaluation, before moving onto Problem Identification, Problem Analysis and Plan Development.

Author: Michigan's Integrated Behavior and Learning Support Initiative

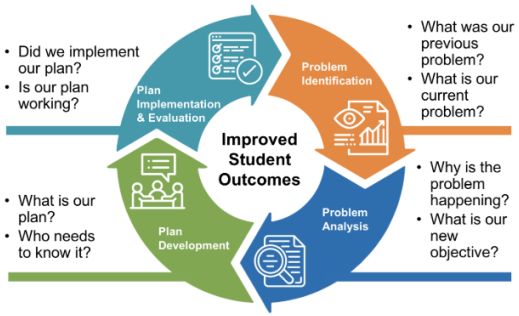
Version: 2.0

Date: July 2019

Directions for Use: Team, review your coach's prompts in red and respond to all team prompts in purple. Keep the same font colors.

Data Review Date:

Team Members Involved:



Team: If you focused on Tier 1 Behavior at your last data review, keep your previous precise problem statement(s) and short-term objective(s) in mind as you work to identify your current Tier 1 Behavior problem.

What Is Our Current Tier 1 Behavior Problem?

To answer this question, we need to consider any new student outcome data related to Tier 1 Behavior.

Coach: Prepopulate the status column in the table(s) below. Begin by considering the validity of the data.

Tier 1 Behavior Outcomes

Team: Go to MiMTSS School Dashboard, Behavior Outcomes tab, Discipline Referrals button and follow along as your coach guides you through each question in the table(s) below.

Table 2.0 Tier 1 behavior outcomes status

Behavior Outcome Questions	Status
Are there concerns with the validity of any of the Tier 1 Behavior student outcome data? If so, describe concerns.	Y/N Concerns: TEXT
Multi-year Annual Referrals per 100 students/day (Fall only): If there are multiple years of Office Discipline Referral (ODR) rates, are annual referrals per 100 students per day consistently below the national median or trending downward from one year to the next?	School-wide: Y/N Our school's annual rate of ODR's per 100 students per day is trending up/down/no clear trend over the past few years. We are above/below the national median according to our most recent year of data.
Major Referrals Per Day/Month Are ODRs consistently below the national median from one month to the next?	School-wide: Y/N This year our ODR rates are ABOVE the national median for the months of TEXT.

Major Referrals Per Day/Month Across months within the current school year, what is the school-wide trend in ODRs?	Across the months, our rates of ODRs are trending upward/downward/indicate variability with no clear trend.
Major Referrals Per Day/Month How do rates of ODR's each month this year compare to each month of last year, across grade levels?	Describe noteworthy patterns: TEXT (Example: During October and November this year and last year our ODR rates were high compared to all other months.)
Top 3 Problem Behaviors, Locations, and Motivating Factors What types of behaviors (major) are most often resulting in office discipline referrals? Where are those behaviors most likely to occur? Do you understand why these behaviors are occurring?	Top 3 problem behaviors: 1. TEXT 2. TEXT 3. TEXT Top 3 locations: 1. TEXT 2. TEXT 3. TEXT Top 3 motivating factors: 1. TEXT 2. TEXT 3. TEXT Are "unknown" or "other" among the top 3 in any of the above? Y/N Team: If "unknown" or "other" is among the top 3 in any of these areas, add an action item to your plan to re-train staff on completing the referrals, emphasizing the area or areas identified above.

State Example: System Data Analysis cont.

	that group across schools within the district to examine patterns of inequity across the district.

Referral Patterns

Coach: Pull up your saved report template in SWIS labeled "Major Referral Patterns" and set the new date range or set up the template using the directions in your Coach's Guide. Practice answering the questions below and take note of patterns to share with your team.

Team: Follow along as your coach guides you through a partial SWIS drill down and the questions in the table below.

Table 2.1 Referral patterns status

Referral Pattern Questions	Status
Top Location: Study the patterns of referrals in SWIS for the top location. • From Report Filter, click on Location, drag the top location to the dataset. • Click **Generate**, look for most common problem behaviors in this location. Change Graph Type to look for additional patterns and record your observations	Top Location: TEXT Summary table: (How many) • # Referrals • # Students • # Staff Graph Types: • Problem Behavior (What): TEXT • Day of the Week (When): TEXT • Time of Day (When): TEXT • Grade (Who): TEXT • Perceived Motivation (Why): TEXT

Top Problem Behavior: Study the patterns of referrals in SWIS for the top problem behavior. • Remove the top Location from the dataset (but keep the other filters) • From Report Filter, click on problem behavior, drag the top problem behavior to the dataset. • Click **Generate**, look for most common location of this problem behavior. Change Graph Type to look for additional patterns and record your observations	Top Location: TEXT Summary table: (How many) • # Referrals • # Students • # Staff Graph Types: • Location (Where): TEXT • Day of the Week (When): TEXT • Time of Day (When): TEXT • Grade (Who): TEXT • Perceived Motivation (Why): TEXT
Disproportionality: Study the patterns of referrals in SWIS for any race/ethnic group with a risk ratio above or approaching 1.25. • Remove the top problem behavior from the dataset (but keep the other filters) • From Report Filter, click on Demographics, click on Race / Ethnicity, drag the appropriate filter to the dataset. • Click **Generate**, look for most common problem behaviors for this group of students Change Graph Type to look for additional patterns and record your observations	Coach: Before completing this section, copy and paste the text below for each race/ethnic group with a risk ratio above or approaching 1.25. Disproportionate referrals: GROUP Summary table: (How many) • # Referrals • # Students • # Staff Graph Types: • Problem Behavior (What): TEXT • Day of the Week (When): TEXT • Time of Day (When): TEXT • Grade (Who): TEXT • Perceived Motivation (Why): TEXT

Team: If time permits, run drill down reports to answer any additional questions for school-wide problem solving. For example, if you notice a specific day of the week where problems are more likely to occur across multiple grades, you may want to add that day of the week as another filter to more fully understand what's happening on that day.	Record your observations: TEXT

Additional Data Sources

Coach: Consider if additional data sources are needed and make a plan to gather that data prior to the data review date. Prepopulate the status column in the table below and be prepared to review with your team.

Table 2.2 Additional data sources

Additional Data	Status
What additional student outcome data sources might you consider when identifying areas of need with respect to Tier 1 Behavior (e.g., suspensions, use of seclusion and/or restraint)?	Data Source: TEXT Noteworthy patterns or observations: TEXT

Tier 1 Behavior Precise Problem Statement(s)

Based on the information gathered above where will we focus our problem-solving efforts as a School Leadership Team?

Team: Identify one or two Precise Problem Statement(s) in the area of Tier 1 Behavior. Record a precise statement that summarizes the overall trend in office discipline referrals and then consider if you need an additional statement or two that incorporates more specific information related to behavior that you gleaned from the referral pattern questions or other data sources. If you have focused on Tier 1 Behavior before, go back to your previous precise problem statement(s) to see if these problems are still relevant and should be pasted in the table below or if new problem statements should be developed.

Review

- Questions? Comments?
- Thanks for attending our Drill Down session today.
- Please don't hesitate to reach out to us either at support@pbisapps.org or training@pbisapps.org if you need any assistance or have further questions!

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