

I2 – Establishing Systems for Evaluation & Policy

Presenters:

Heather Hatton, University of Missouri;

Leslie Hochsprung, Independence School District (MO);

Danielle Starkey, Omaha Public Schools, (NE)

- **Topic: District/State PBIS**
- **Keywords: Evaluation, Policy**



Virtual Forum Expectations

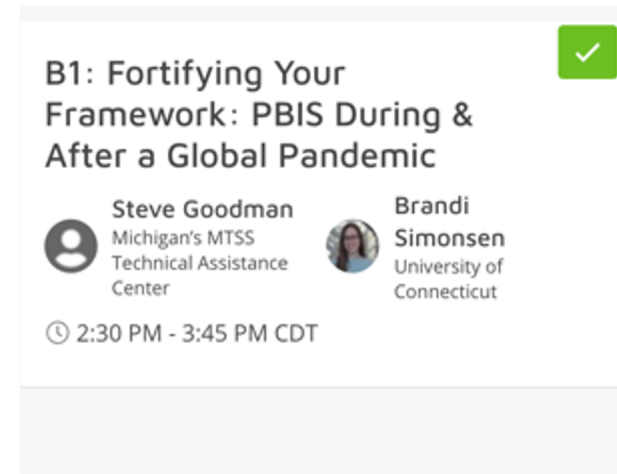
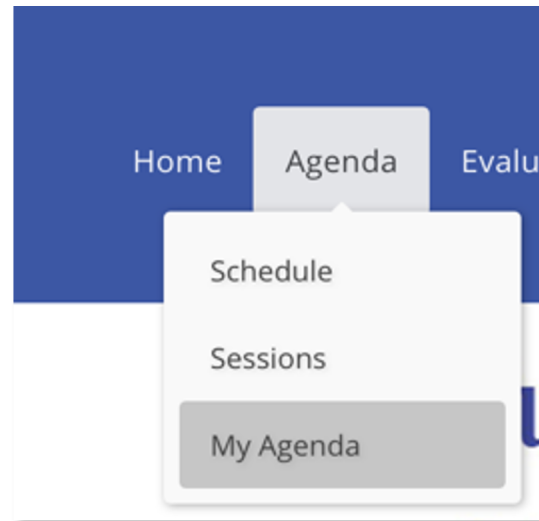
EXPECTATION	OVERALL Event	CHAT Tab	POLLS Tab (+Q&A)
BE RESPONSIBLE	<ul style="list-style-type: none"> Use a shared action plan for your team Complete session evaluations 	<ul style="list-style-type: none"> Post positive on-topic comments Questions for the presenters go in the POLLS tab ➡ 	<ul style="list-style-type: none"> Add questions before and/or during session
BE RESPECTFUL	<ul style="list-style-type: none"> Limit distractions Follow up on your assigned action items 	<ul style="list-style-type: none"> Use inclusive language 	<ul style="list-style-type: none"> Use sincere phrasing Complete additional polls when prompted
BE SAFE	<ul style="list-style-type: none"> Take movement breaks Be aware of your stress level 	<ul style="list-style-type: none"> Engage in productive dialogue 	<ul style="list-style-type: none"> Ask solution-oriented questions
<i>For Presenters</i>	<ul style="list-style-type: none"> Ensure Files Tab has current materials and related weblinks 	<ul style="list-style-type: none"> Monitor and remove inappropriate comments 	<ul style="list-style-type: none"> Identify common Qs to address in final 15 minutes



Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)

Locate the Agenda Menu, Select “My Agenda” from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.



Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. **Join Session**
3. **Interact through Chat, Polls, & Uploaded Files**

The screenshot shows the PBIS Virtual Leadership Forum interface. At the top is a navigation bar with links: Home, Schedule, Agenda-At-A-Glance, People, Session Evals, Overall Eval, Materials, SCTG, Social Media, and Help Desk. Below this is a session card for 'Orientation for Tech Assistants and Content Facilitators (OPTIONAL for Presenters)'. The card includes a 'DRESS REHEARSAL' tag, a 'JOIN MEETING' button, and a 'SPEAKER ONLY: Join the live meeting now' link. It lists two presenters: Jennifer Norton (Midwest PBIS Network Project Coordinator) and Brian Meyer (Midwest PBIS Network IL Co-Director). The session is scheduled for 2:00 PM - 4:00 PM CDT on Friday, September 18. A description states: 'This session is an orientation for tech assistants and content facilitators on the Pathable Portal. This Orientation is OPTIONAL for Presenters. This Orientation will be'. On the right side of the session card, there is a 'MANAGE' button and a tabbed interface for 'Chat', 'Polls', 'People', and 'Files'. The 'Chat' tab is active, showing a message from Diane LaMaster: 'yes!' and another from Diane LaMaster: 'I had to open zoom to hear'. The chat messages are timestamped '2 minutes ago'.

1. Orientation for Tech Assistants and Content Facilitators (OPTIONAL for Presenters)

2. JOIN MEETING

3. Chat



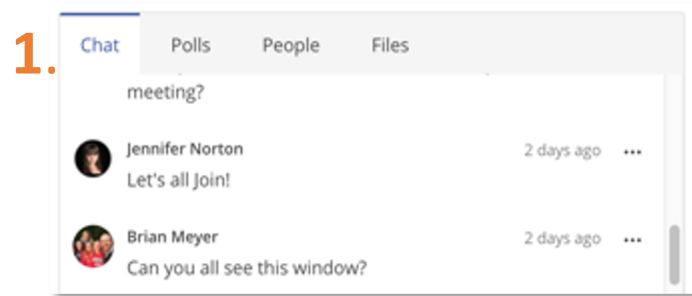
Tips for Participants

Chat, Polls, and Q&A

1. Use **Chat** for engaging with other participants around the session topic.

Presenters may use chat differently in specific sessions.

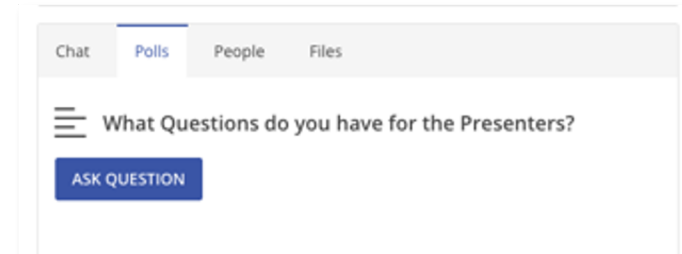
Follow overall Forum expectations for *responsible, respectful, and safe* chatting



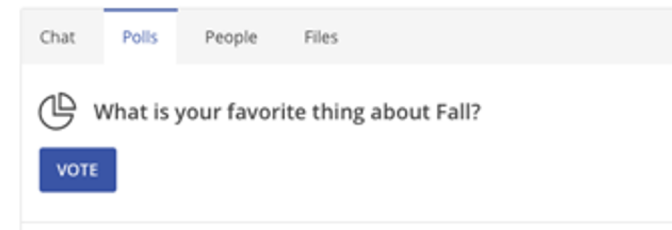
2. Find the **Q&A** under **Polls**.
Questions for presenters go there.

3. Some sessions have other **Polls** or more **Specific Questions**.
Complete those when prompted

2.



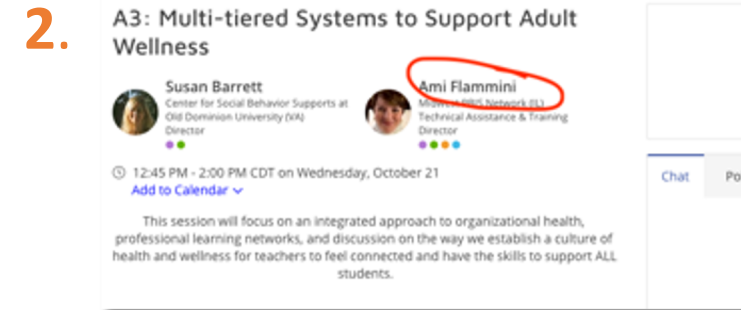
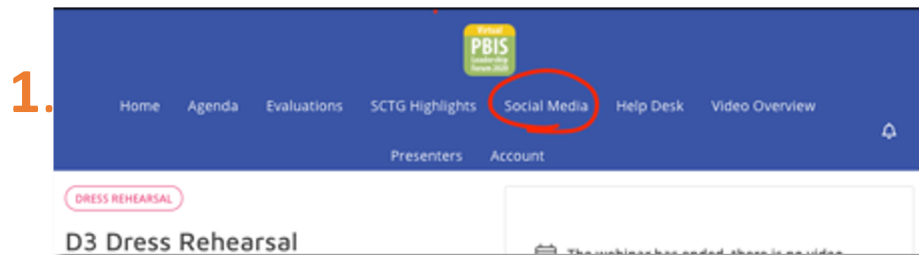
3.



Be careful of accidentally navigating away

While participating in a live Session...Be Present!

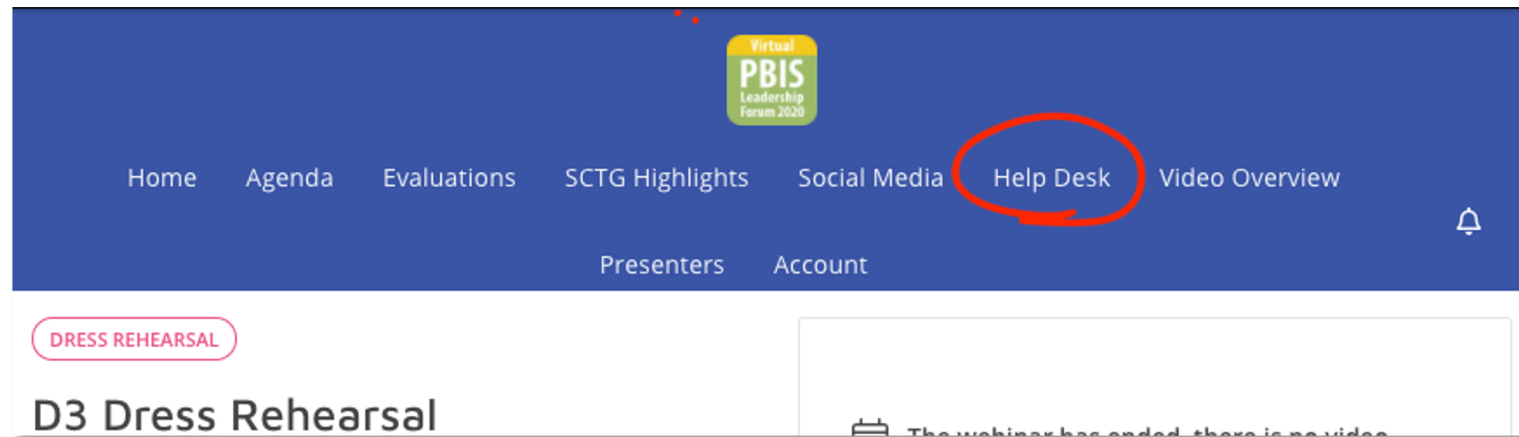
- If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.
- What does **navigating away** look like? Here are some examples:
 1. Clicking on any area of the navigation menu
 2. Clicking on a Person's name



Tips for Participants

Support is Available

If at any time you need support as a participant,
use the **Help Desk**:



F3 — Establishing Systems for Evaluation & Policy

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Objectives

From the perspective of 2 different districts:

- Review the selection of critical data sources
 - Examine the development of evaluation practices and systems
-
- Recognize connections between items on the Evaluation and Policy subscales of the DSFI



Guiding Questions

1. What data systems do you need to identify and prioritize district-level implementation activities?
2. How will you alter your district-level policy, when needed, to provide more support for PBIS implementation?
3. How are the annual policy review, the district evaluation plan and district leadership team action planning connected?



DSFI Section VIII: Evaluation

- 8.2 Data Collection Systems
- 8.4 Differentiated Supports
- 8.6 Student Identification Data
- 8.10 Acknowledgement of Progress
- 8.11 Internal Evaluation Capacity



Leslie Hochsprung

Assistant Superintendent for Elementary Instruction
Independence School District (Independence, MO)



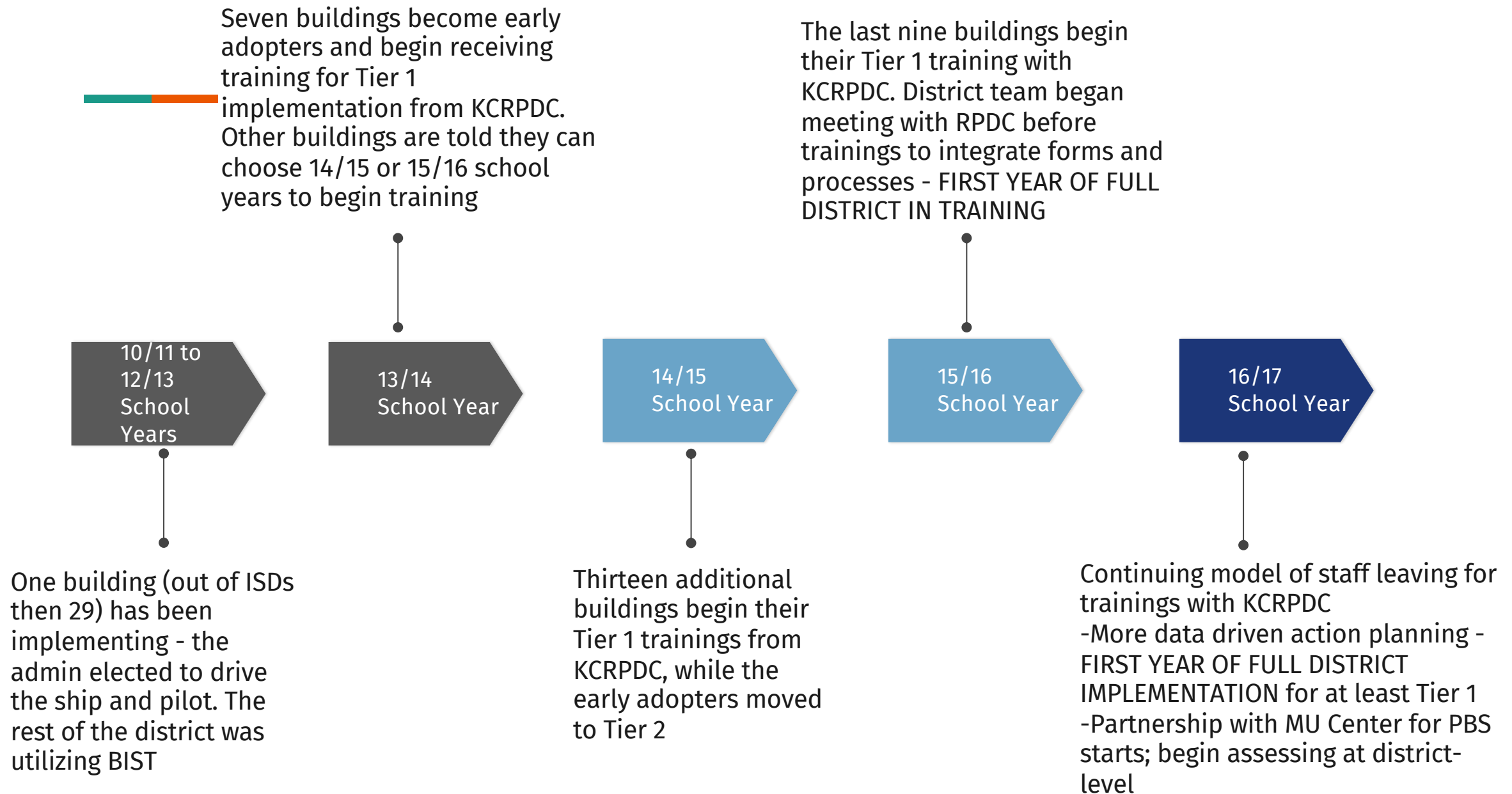
Independence School District Demographics

Total Students	14,718
Black	14.4
Hispanic	19.1
Asian	00.8
White	50.7
Mixed Race	13.6
Pacific Islander	00.9
Indigenous	00.5
Other	00.2

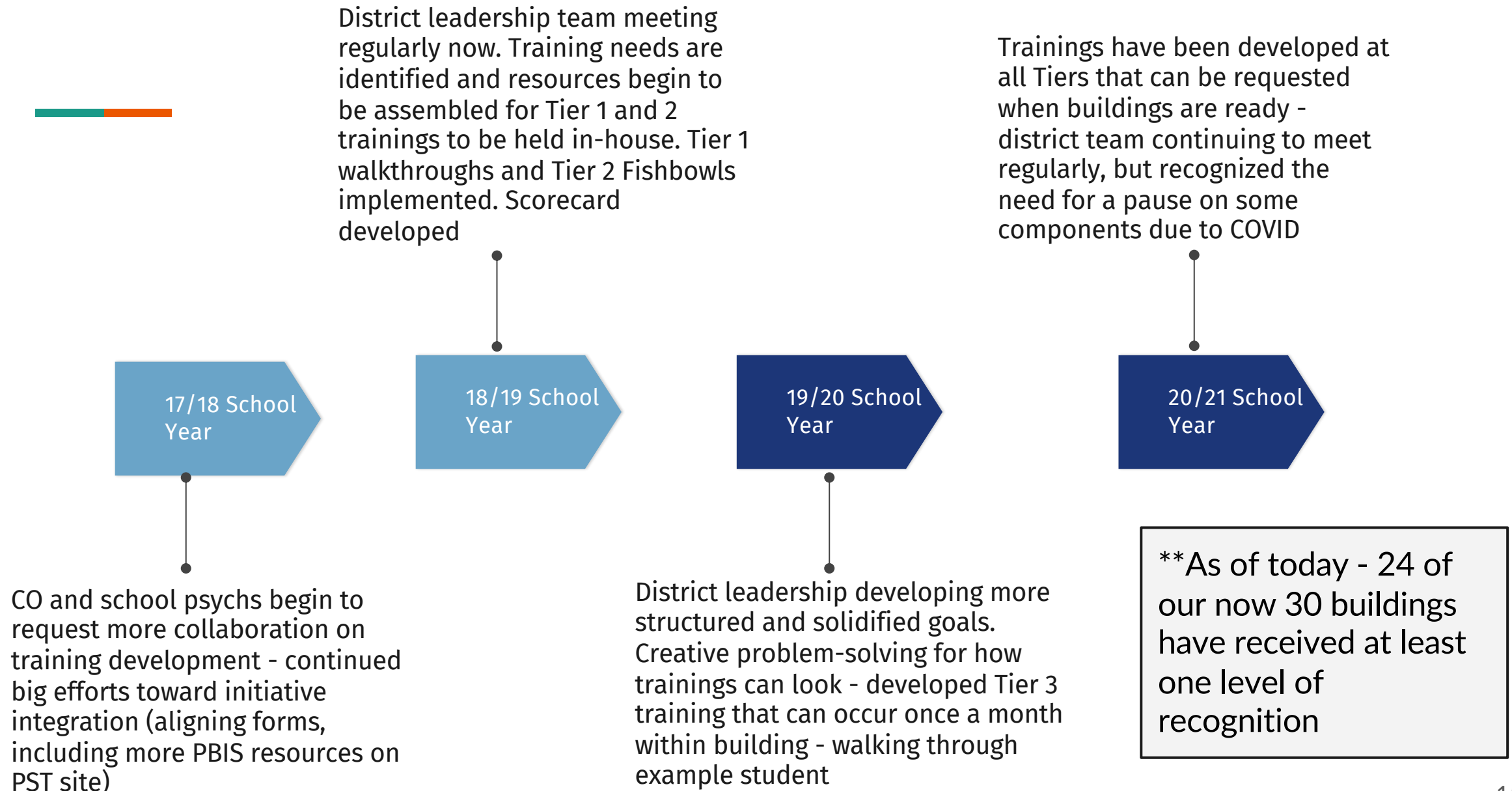
Grade Level	Number Of Students
-5	21
-4	44
-3	86
PK3	150
PK4	525
k	1065
1	1079
2	1039

Grade Level	Number Of Students
3	1057
4	1042
5	1049
6	1094
7	1124
8	1116
9	1117
10	1096
11	1048
12	966

Timeline



Timeline





Data Journey Across the Years

- An early discovery in our PBIS journey was the importance of useable and comprehensive data (DSFI Standard 8.2: Data Collection Systems on the DSFI)
- Our district's ODR data was tracked differently in different buildings
- Creating an in-house data system (aligning with SWIS and our own district policies) was an early step



Incident Tracker (eduCLIMBER and Powerschool)

- Mixture of ODR trackers
- Data informed policy
 - We now track data differently than in the past
 - Used this data system to keep us in compliance with our own policies
 - Example: Restraint reporting



Surveys

- DSFI Standard 8.2 (Data Collection Systems) and DSFI Standard 8.4 (Differentiated Supports)
 - PBIS apps surveys
 - Tiered Fidelity Inventory (TFI)
 - Self-Assessment Survey (SAS)
 - School Safety Survey (SSS)
 - In-house annual Problem-Solving Team (PST) surveys
 - Our annual survey to assess effectiveness and buy-in of PBIS (and other MTSS) practices

Score cards



- DSFI standard 8.11 (Internal Capacity Evaluation)
 - Each building ranks themselves on the scorecards (one PBIS specific, and one for entire SIP)
 - A variety of data are used (including the SAS and TFI)
 - Helps teams reflect on their own fidelity
 - Utilized within district procedure for SIP evaluations

Tier 1 Walkthroughs and Tier 2 Fishbowls



- DSFI Standard 8.6 (Assessment and Evaluation Process)
 - Created [walk-through observation tools](#)
 - Observers complete quick observation questionnaires
 - Checking for key-components of PBIS Tier 1 (teaching to the matrix, 4 to 1 ratio, 8 effective classroom practices)
 - Data compilation and debrief conversation occur same day with leadership
- Fishbowl Opportunities: Building PBIS teams assemble student outcome data and information about their current Tier 2 practices
 - Q & A occurs where both presenters and participants give and take information

Notes pages - structured data and content guidance



- Standard 8.10 (Acknowledgement of progress)
 - A template for [PBIS team meeting notes](#)
 - Provides teams structured guidance as they go
 - Resources to help with the utilization of data are embedded throughout
 - Links and prompts for when to complete each assessment or data collection process included
 - Prompts which stakeholders should receive data

Aligning Practice, Policy, and Goals



- DSFI
 - The ISD PBIS Leadership Team utilizes the DSFI (District Systems Fidelity Inventory)
 - With the DSFI, we've collected data on our team's perceptions of performance across 10 domains of PBIS practice
 - This tool helps us to identify strengths as well as areas for growth and informs district action planning
 - We review district goals and policy and ensure they're at the center of PBIS action steps

Aligning Practice, Policy, and Goals



- Our school board has identified it is a priority to “Ensure a culture of social and emotional literacy”
- Our Comprehensive School Improvement Plan has a goal to “Implement effective research-based instructional practices across the district in an effort to eliminate achievement gaps” with an action step written as follows:
 - District will utilize Positive Behavior Supports for grades PK - 12 to support students.

Summary: Evaluation and a Culture of Data-Based Decision Making



- By utilizing such a wide variety of data to inform actions at a building, district, and policy level, a culture of data-based decision making has been cultivated across content areas (academics, attendance, behavior)
- Providing buildings with timelines for data collection (screening windows for PBIS apps), links to the needed tools, and expectations for data to be shared during SIP presentations, we increase fidelity of buildings collecting and using the information to inform actions
- By providing structure for meetings and easy access to additional data collection and implementation tools, buildings are more likely to utilize resources and are guided through writing action steps

Danielle Starkey

MTSS-B Supervisor

Omaha Public Schools (Omaha, NE)





83 total schools

12 additional programs



63 elementary schools



12 middle schools



7 high schools



1 K-12 virtual school



4 new schools

opening in fall of 2022



1 new school

opening fall of 2023

MTSS - B



MULTI-TIERED SYSTEMS OF SUPPORT FOR BEHAVIOR

Tier 1

- Fall 2016 – 12 schools began implementation.
- All schools implementing as of Fall 2018.

Tier 2

- Fall 2018 - ? schools began implementation.
- ? schools implementing currently.

Tier 3

- Fall 2020 - ? schools began implementation.
- ? Schools implementing currently.

Systems to Support Data-based Decision Making

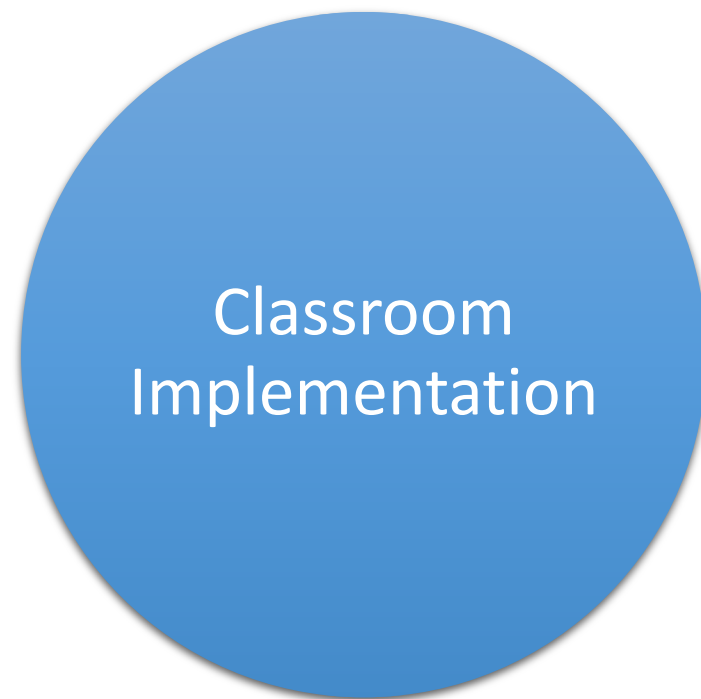


TIER 1 DATA DASHBOARD



TIER 2 DATA DASHBOARD





Building-level



District-level



In Summary

Similarities

- Started with a small group of schools to pilot.
- Adjusted based on lessons learned.
- Developed evaluation questions.
- Audited data sources.
- Consolidated to one internal data platform.

Differences

- Each district added measures valued by stakeholders.
- Tools and practice for reporting data meet contextually specific needs



Data	Practices	Systems
DSFI	Building Score Cards	Data entry
TFI	Walkthroughs	Data management
SAS	Fish Bowls	Data retrieval
SSS	Monthly Spotlight (Interventions)	Data review
	Problem Solving Team Meetings	
ODR	District Team Meetings	
Problem Solving Team Survey		
Classroom Walkthrough		



Heather Hatton

Assistant Research Professor

University of Missouri (Columbia, MO)



Virtual PBIS Leadership Forum | #PBISForum

October 26-28, 2021

DSFI Section IV: Policy

- 4.1 Vision/Mission Statement
- 4.2 Instructional Approach



4.1: Vision/Mission Statement

- **Vision statements** communicate a school district's beliefs and governing principles and express a shared understanding of what the community wants for all children.
- **Mission statements** articulate what the school district will do for students and why.
- Embed into Action Plan

Vision Statement

A community united to improve the quality of life through education.

District Mission Statement:

The Independence School District will ensure that each learner will achieve the skills and self-confidence to be successful in an ever-changing world.

District Values Statements:

- All students can learn.
- All people have the right to be accepted and treated with respect.
- Schools will be safe; orderly and caring environments.
- Effective teaching/learning is the responsibility of the family, school and community.
- High academic and behavioral standards are expected.



4.2: Instructional Approach

- Operationally define problem behaviors
- Define school-managed versus district-managed
- Flowchart of proactive instructional approaches to behavior management



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Please Complete this Session's Evaluation

Session #I2 - Establishing Systems for Evaluation & Policy

1. In the Event Platform/App:

- In “**Files**” tab,
- In “**Evaluations**” in the navigation menu
- In “**Chat**”

OR

2. QR Code



**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.*



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Strand I - District Leadership

Resources:

- [District Systems Fidelity Inventory \(DSFI\)](#)
- [PBIS District Leadership Team Practice Guide for Implementation Using the District Systems Fidelity Inventory \(DSFI\)](#)
- [DRAFT Training Slides for DSFI Strands](#)
- [Targeted Brief: Logic of District-wide Implementation](#)
- [Podcast: The Educators' Blueprint](#) – a podcast produced by the University of Missouri Center for School-wide Positive Behavior Supports
- [The School-Climate Transformation Grant \(SCTG\) webinar series from the Center on PBIS](#)
- [PBIS Evaluation Blueprint](#) (Center on PBIS)
- [Training and Professional Development Blueprint for PBIS](#) (Center on PBIS)
- [District Annual PBIS Implementation Report Template](#)
- [District Action Plan Template Aligned to the District Systems Fidelity Inventory \(DSFI\)](#)
- [Exemplar District Model for Standard Tier 2 and Tier 3 Systems and Practices](#)
- [Copy of Exemplar District Systems Fidelity Inventory \(DSFI\) Action Plan – Ferguson-Florissant \(MO\)](#)
- [Copy of Exemplar District Systems Fidelity Inventory \(DSFI\) Action Plan – Clifton Public Schools \(NJ\)](#)

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	

2020-21 PBIS Walkthrough Form

1. Major Events Observed

Check all that apply.

- ☐ Arrival
- ☐ Breakfast
- ☐ Lunch
- ☐ Hallway Movement
- ☐ Recess
- ☐ Restrooms
- ☐ Dismissal
- ☐ Classroom Instruction

Other: ☐ _____

2. Areas of strength

Check all that apply.

- ☐ Spacing / Social Distancing (Health and Safety Protocol)
- ☐ Mask Usage (Health and Safety Protocol)
- ☐ General Order / Culture of High Behavior Expectations
- ☐ Following PBIS Procedures

Other: ☐ _____

3. Areas for growth

Check all that apply.

- ☐ Spacing / Social Distancing (Health and Safety Protocol)
- ☐ Mask Usage (Health and Safety Protocol)
- ☐ General Order / Culture of High Behavior Expectations
- ☐ Following PBIS Procedures

Other: ☐ _____

4. Practices Observed (Check all that apply):

Check all that apply.

- ☐ Matrix posted
- ☐ Procedures observed
- ☐ Use of attention signal
- ☐ Active supervision
- ☐ Use of reinforcement system
- ☐ Pre-corrects

5. Number of Instances of Specific Positive Feedback related to Behaviors (“Thanks for raising your hand. That’s a great way to be respectful.”)

6. Number of Instances of General Positive Feedback related to Behavior (“Good job” “Wow, nice work!”)

7. Number of Instances of Corrective Feedback (“Please be safe by keeping your hands and feet to yourself.”)

8. Number of Instances of Ineffective Feedback (“Stop” “Shhh” “Don’t”)

9. Additional Comments related to Activities (Consider Sequencing, Choice, Task Difficulty):

10. General Takeaway

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