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

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A Multi-Tiered System of Supports

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

We Coach
District Leaders
Who Coach
School-Based Leaders
Who Coach
Teachers
Who Coach
Students & Families

What We Do

Who inform culturally responsive practices to address local needs.
The Role of Data In PBIS

OUTCOMES

SYSTEMS

DATA

PRACTICES

Source: Center on PBIS

The Role of Data In PBIS

OUTCOMES

SYSTEMS

DATA

PRACTICES

Source: Center on PBIS
Data-Based Decision Making

Data is used to make decisions at:
- Every tier of support
- Every step of the Problem-Solving Process

Define
What's the problem?

Analyze
Why is it occurring?

Evaluate
Is it working?

Implement
What are we going to do?
**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

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**FLPBIS Project’s Evaluation Timeline**

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

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### FLPBIS Project’s Evaluation Timeline

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### Collecting data alone is not enough!

- Lamp
- Pie chart
- Question mark
- Graph
- Bar chart
- Gear
Creating a System to Make Data Available, Interconnected, and Usable to Implementers

Relevant data are...

Available + Linked to Action Planning + Easy to Understand

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

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

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

**Evolution of FLPBIS’ Data Reports: Excel Spreadsheets**

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**Benchmarks of Quality Scores**

(% of schools scoring 70+)

- 2006-2006: 42%
- 2007-2008: 62%
- 2008-2009: 60%
- 2009-2010: 60%
- 2010-2011: 60%
- 2011-2012: 60%
- 2012-2013: 60%
- 2013-2014: 60%
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- 2019-2020: 60%
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- 2023-2024: 60%
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- 2026-2027: 60%
- 2027-2028: 60%
- 2028-2029: 60%
- 2029-2030: 60%
- 2030-2031: 60%
- 2031-2032: 60%

**Percentage of Schools**

- 2006-2006: 42%
- 2007-2008: 62%
- 2008-2009: 60%
- 2009-2010: 60%
- 2010-2011: 60%
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- 2021-2022: 60%
- 2022-2023: 60%
- 2023-2024: 60%
- 2024-2025: 60%
- 2025-2026: 60%
- 2026-2027: 60%
- 2027-2028: 60%
- 2028-2029: 60%
- 2029-2030: 60%
- 2030-2031: 60%
- 2031-2032: 60%
Evolution of FLPBIS’ Data Reports:
Web-based Programmed Static Graphs & Charts

PBC - Tier 1 Critical Elements

Bar Graph: Percent of Schools in Fall and Spring

Pie Chart: Percent of Schools with Effective Core (77.7%) and Percent of Schools with Ineffective Core (22.2%)

Schools are considered to have an “Effective” core curriculum for behavior if 40% or more of their student body receives multiple referrals over the course of a school year.

DOGBERT CONSULTS

YOU NEED A DASHBOARD APPLICATION TO TRACK YOUR KEY METRICS.

THAT WAY YOU’LL HAVE MORE DATA TO IGNORE WHEN YOU MAKE YOUR DECISIONS BASED ON COMPANY POLITICS.

WILL THE DATA BE ACCURATE? OKAY, LET’S PRETEND THAT MATTERS.
Evolution of FLPBIS’ Data Reports:

Available + Easy to Understand + Linked to Action Planning

Interactive Data Dashboards Based on PBIS Implementation Early Warning Indicators

FLPBIS Data Dashboards
https://pbsis.usfweb.usf.edu/Account/Login
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

District Storytelling Example

Freytag's Pyramid & Data Stories

- **Introduction**: Set-up/Background
- **Rising Action**: Supporting Facts
- **Climax**: Main Insight
- **Resolution**: Recommendation
- **Conclusion**: Next Steps

Once Upon a Time…

There was a school district

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

That engaged in PBIS…

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

Percent of Schools with an Effective Core

PBIS Implementation Early Warning System

- Fidelity
- Outcomes
- Equity
- Professional Development

20% of your schools need support to reach Tier 1 implementation fidelity.
62.79% of your schools reported increasing discipline outcomes.
32.35% of your schools reported significantly disproportionate discipline outcomes.
All of your schools received professional development within the last 3 years.
They found that most of their schools and students responded positively.

Percent of Schools with an Effective Core

- PBIS Tier 1 is effective for 3 out of every 4 PBIS schools
  - 33 schools with effective core

- 10 schools have more than 20% of students receiving 2+ referrals
And when they didn’t, they could find out if they need support to implement more effectively.

Need support to reach Tier 1 implementation fidelity (BoQ < 70%)

Reported an ineffective core (>20% of students received more than one ODR)

? Schools Reported an Ineffective Core and Poor Implementation Fidelity.

And target those identified schools with the support they need.

4 Schools Reported an Ineffective Core and Poor Implementation Fidelity.
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.

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

32.35% of your schools reported significantly disproportionate discipline outcomes.
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

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<td>Positive, authentic; Students, family, community</td>
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<td>E</td>
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<td>Climate, systems &amp; policy variables; District, school &amp; classroom levels</td>
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<tr>
<td>D</td>
<td>Discipline</td>
<td>Implementation of policies/procedures</td>
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And the District Lived Happily Ever After…

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

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
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

They implemented well! At least for a while.
And they watched their Referral Rate decline, until it also did not.

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?
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 Establishment: 50.00%
- Effective Procedures for Dealing: 63.64%
- Evaluation: 38.44%
- Faculty Commitment: 50.00%
- Implementation Plan: 53.85%
- Lesson Plans for Teaching Expectations: 64.67%

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

Reduce Office Referral Rate

Define What's the problem?
Analyze Why is it occurring?
Evaluate Is it working?
Implement What are we going to do?

Not implementing PBIS with fidelity
Staff buy-in is and has been low
They pledged to obtain staff buy-in come hell or high water. Well, let’s hope there’s not high water this year!

What school or district questions do you have?

https://pbs.usfweb.usf.edu/Account/Login
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
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**FLPBIS Project’s Next Steps**

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

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