

DC Data Reflection Tool for  
Yearly District Data Review & Problem Identification

DC's should access their PBSES District Level Report Tab (Yearly Planning) for accessing data related to the below guiding questions. DC's can use this reflection tool to identify areas of concerns related to outcomes and fidelity for presenting to the District Leadership Team at the Yearly Implementation Planning (YIP) meeting. **For questions marked with an \* use the districts in-house data system as needed and appropriate. TA Specialists can work with district personnel for resources on making district in-house data system work for problem-solving.**

| How are we doing as a district with our students' behavioral outcomes?<br>(Standard Questions)   |   |                         |                   |
|--|---|-------------------------|-------------------|
| Guiding Question   | Other Questions to Consider?  | Concerns with Outcomes? | Summary Statement |
| 1. What percent of schools are PBIS trained and active? How many are inactive?   |   |                         |                   |
| 2. What percent of total PBIS schools provided ALL required outcome data from last year?   |   |                         |                   |
| 3. What percent of total PBIS schools have received a model school status (bronze or higher) in the past school year and historically?               |   |                         |                   |
| 4. <i>What top themes are evident from the district's school climate survey results (if applicable)?*</i>  |   |                         |                   |
| 5. What percent of schools have an effective core (Tier 1) for behavior across all schools that are implementing PBIS? (80%+ students have 0-1 ODR). | a. <i>Based on disaggregated subgroup data, are there any groups for which core (Tier 1) is NOT effective?*</i><br>b. What patterns exist for different school types (ES, MS, HS, Alt)?   |                         |                   |
| 6. How do discipline rates differ for schools with "high implementation" levels compared to schools with "low implementation" levels?                | a. How has this pattern changed over time?<br>b. What patterns exist for different school types (ES, MS, HS, Alt/Ctr)?  |                         |                   |
| 7. How do ODR per 100 per day rates compare with the past?   | a. How many ODRs per 100 students are generated on a daily basis? (Avg. referrals per day)?<br>b. What patterns exist for different school level types (ES, MS, HS)?  |                         |                   |
| 8. How do OSS per 100 per day rates compare with the past?   | a. How many OSS incidents occur on average per month?<br>b. What patterns exist for different school level types (PK, ES MS, HS)?<br>c. How does this rate compare to state averages? (above or below the mean for FL PBIS schools by type of school) |                         |                   |

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**Can any concerns regarding student behavioral outcomes be explained by low PBIS implementation fidelity? (Standard Questions)**

| Guiding Questions   | Other Questions to Consider? | Concerns with Fidelity? | Summary Statement |
|---|------------------------------|-------------------------|-------------------|
| 9. What percent of all PBIS schools have (Tier 1) BOQ scores above 70% of total possible points?            |                              |                         |                   |
| 10. What percent of schools fall within the fidelity threshold for each of the critical elements of Tier 1? |                              |                         |                   |
| 11. What percent of schools fall within the fidelity threshold for sections of the Tier 1 Walkthrough?      |                              |                         |                   |

**How are we doing as a district with our students' behavioral outcomes? (Enhanced Questions)**

| Guiding Questions   | Other Questions to Consider?   | Concerns with Outcomes? | Summary Statement |
|---|--|-------------------------|-------------------|
| 12. Is the district experiencing disproportionate discipline in any subgroups (at or above 2.5 for ODR or OSS)? If so, what % of schools and for which subgroups? | a. Based on disaggregated subgroup data for ALL students (district-wide), are there any groups experiencing disproportionate discipline outcomes?<br>b. Which schools are reporting disproportionate outcomes? |                         |                   |
| 13. <i>What percentage of total students have chronic absenteeism?*</i>   | a. How many instructional days are lost to OSS & Absences combined?  |                         |                   |
| 14. <i>What percentage of students w/high ODR rates (2+) or OSS incidents (1+) also demonstrate academic concerns?*</i>   |  |                         |                   |

**Can any concerns regarding student behavioral outcomes be explained by low PBIS implementation fidelity? (Enhanced Questions)**

| Guiding Questions   | Other Questions to Consider?  | Concerns with Fidelity? | Summary Statement |
|---|---|-------------------------|-------------------|
| 15. What percent of schools have (Tier 2 & 3) TFI score at or above 70% of total points? (fidelity threshold)           |   |                         |                   |
| 16. Are there any schools that need targeted supports (e.g., district level Tier 2 or 3 TA)? If so, what needs/support? | a. What patterns exist for different school types (ES, MS, HS, Alt/Ctr)?<br>b. Does the type of improvement needed differ depending on school type? |                         |                   |