



Data-Informed Decision Making for Tier I School Teams Workbook - July 2024

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Feature	Possible Data Sources	Scoring Criteria
	Subscale: Evaluation	
1.12 Discipline Data: Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.	 School policy Team meeting minutes Student outcome data 	 0 = No centralized data system with ongoing decision making exists 1 = Data system exists but does not allow instantaneous access to full set of graphed reports 2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day, and student
1.13 Data-based Decision Making: Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.	 Data decision rules Staff professional development calendar Staff handbook Team meeting minutes 	 0 = No process/protocol exists, or data are reviewed but not used 1 = Data reviewed and used for decision-making, but less than monthly 2 = Team reviews discipline data and uses data for decision-making at least monthly. If data indicate an academic or behavior problem, an action plan is developed to enhance or modify Tier I supports
 1.14 Fidelity Data: Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually. 	 School policy Staff handbook School newsletters School website 	0 = No Tier I SWPBIS fidelity data collected 1 = Tier I fidelity collected informally and/or less often than annually 2 = Tier I fidelity data collected and used for decision making annually

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented



Feature	Possible Data Sources	Scoring Criteria
1.15 Annual Evaluation: Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year- by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.	 Staff, student, and family surveys Tier I handbook Fidelity tools School policy Student outcomes District reports School newsletters 	 0 = No evaluation takes place, or evaluation occurs without data 1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/ or not shared with stakeholders 2 = Evaluation conducted at least annually, and outcomes (including academics) shared with stakeholders, with clear alterations in process based on evaluation

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented



Participants will:

- Understand what a structured problem-solving process entails and how data is used throughout the process
- Establish the role of the school team in the problem-solving process
- Analyze data to identify red flags to begin the process of a root-cause analysis
- Practice defining problems with precision and establish goals
- Start to determine practices and systems needed to achieve an identified goal
- Establish a process to monitor outcomes and fidelity of the implementation plan
- Develop a shared understanding of the role of a data analyst

Reflective Activity	Guiding Questions/Notes
Overview	
How are you ensuring that your Tier 1 is healthy at the core?	
Define: What is the prob	olem?
Exploring Data Sources	DIDM-for schools data sources and red flags
Identifying Red Flag/s	What do you Notice ? What do you Wonder ?



Developing a Problem Statement	What, who, when and where. How precise can you get? (<u>worksheet pg. 2</u>)
Analyze: Why is the prob	blem occurring?
Stakeholder Feedback	How are you currently obtaining student and family feedback?
	Which stakeholder groups do you need to obtain feedback from? Who is the problem impacting?
	Discuss the method(s) by which feedback will be gathered.
Step 1: Developing a Precision Statement	Revisit your problem statement. Individually brainstorm as many possible contributing factors of the problem that you can. <i>Use data to justify your claims!</i>
Step 2: Developing a Precision Statement	Categorize/cluster the possible root causes. <i>Consider what additional information may be needed</i> .



Step 3: Developing a Precision Statement	Social Behavior Statement: The most significant concern of the team is (what), defined as It is taking place most often(where, includes location) and the behavior occurs (frequency) and is most likely to happen(when) The students most often engaging in this behavior are (who) The team believes this behavior is a result of (why) Academic: The most significant concern of the team is (what) defined as and is evidenced by Students (who) are most likely to experience difficulty with this skill. The team believes this issue is due to (why)
Start a SMART Goal	Revisit your draft precision statement. Practice developing a SMART goal based on that statement.
Implement: What are we	e going to do about the problem?
Team time reflection:	How was it approached?
Think of an intervention you have been involved with.	What was strong?
	Was anything missing?
Resource Mapping	What is already in place to address this problem?



Selecting Practices	 On what areas might you focus when selecting practices to address your precision statement? Pre-teach Teach Cue Practice with feedback Reinforce Error Correction 	
Develop Solutions for Systems		
Evaluate: Is the Plan Wo	rking?	
Evaluate fidelity & outcomes		



Closing				
Call to Action!	What is an immediate next step to facilitate a DIDM process at your school?			
	What support does your school need to implement DIDM?			

Building-Level MTSS

Growth & benefit are central. Must reflect learning opportunities for all students.

Invest in **Systems!!!** (Leadership teams, support professional learning and coaching)

Differentiate and ensure outcomes are reflective of all students. SYSTEMS OAA PRACTICES OUTCOMES

Prioritize efficient and effective **practices** (evidence, culture, context) **Data** informs decisions about screening, progress monitoring, fidelity, and equitable outcomes.

Data Informed Decision Making



Florida Positive Behavioral Interventions & Supports Project

Figure 3.8: General Features of Tier 1 Standards of Practice

	Instruction			
	Explicit and systematic instruction in skills and strategies			
	Consistent instructional routines are taught and used			
	Frequent student opportunities to respond			
	Affirmative and corrective feedback provided to students			
	Whole-group instructional activities to engage all learners			
	Small-group instruction for students who need it			
	Building of students' background knowledge			
	Development of oral language through student discourse			
	Curriculum			
	High-quality and evidence-based materials			
	Scope and sequence that address the needs of your learners			
	Culturally relevant materials for your student population			
	Grade-level content provided to all students			
	Supplemental materials to enhance areas of need in core materials			
Environment				
	Classroom rules and expectations are explicitly taught			
	Physical learning space is conducive to learning (for example, comfortable temperature)			
	Classroom rules and expectations are consistently reinforced			
	A schoolwide discipline structure is in place for responding to instances of unwanted behavior			
	A variety of methods are used to build relationships with and among students			
	Classrooms are physically set up in a way that is conducive to learning			
	Agreed-on schedule for instructional minutes			
	A variety of active engagement strategies for students			

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Data-Informed Decision Making: Division

DATA/Evidence of Need:			
Using the data, develop a precision statement. Who? What? When? Where? Why?			
Outcome (Set a goal):			
Key Practices: What key practices will the schools commit to imple	ementing wit	h fidelity? Na	ame and define them.
Action Plan	Who?	When?	Fidelity Measures
Key Systems: How will the division support the school in the imple	ementation o	f new practio	ces?
Action Plan	Who?	When?	Fidelity Measures
Data/Progress Monitoring: (Did we do what we said we would do	? With fidelit	y? Outcomes	? Are we making progress?)

Behavior

- Office Discipline Referrals (ODRs)
- Suspension/Expulsion
- Attendance
- Nursing/Counselor Visits
- Minor incident reports
- At-risk factors
- Fidelity (TFI) data

Academics

- Universal screening data
- Benchmark data
- Common formative assessments (classroom performance)
- Progress monitoring data
- Historical SOL results
- Early Warning Systems (EWS)

Mental Wellness

- School Climate & Safety
- Nurse/Counselor Visits
- Student Engagement
- Community Data: statistics on the prevalence of mental illness in your community and trends in the use of mental health services

<u>Attendance</u>

- Truancy
- Chronic absenteeism
- Suspension
- Expulsion
- Absences due to health

Climate

- Student/Parent/Staff climate surveys or focus groups
- Harassment/bullying
- Hot spots (environment)
- Physical aggression/fighting
- Attendance (staff and student)

Family Engagement

- Participation in events & programs
- Participation in the creation of learning and behavior expectations
- Attendance at leadership meetings representative of the school community
- Delivery of supplies and supports to meet basic family needs

Student Voice

- Student focus groups
- School climate surveys
- Student membership on Tier 1 team
- Youth Risk Behavior Survey (YRBS)

Community Engagement

- Two-way communication with community partners
- Support (funds, products, time, mentorships, etc.)
- Collaboration with Tier II and Tier III service providers

Additional Data Sources

- Disaggregated Behavior and Academic Data
- Graduation rates and types of diplomas (standard vs. advanced) for different groups
- Enrollment in Honors and AP classes
- Community data: poverty, unemployment, incarceration, etc.

	List of Potential Data Sources				
Data Source	Where is the data stored (which system)?	Who has access?	How often is the data collected/updated?	Who inputs the data?	What does the data tell you about your students/teachers/school?

Download a copy here: https://tinyurl.com/redflagdata

Team Activity:

Independently write down what you notice about your red flag/issue/data.

- What questions do you have?
- Why might the red flag/issue be happening?

Add your I notice and I wonders to the columns below:

I Notice	I Wonder ??
Example: I notice that male students are	Example: I wonder what correlations exist
suspended at twice the rate as female	between students' discipline, attendance, and
students	academic rates

As a team, have everyone share out their "I Notice" and "I Wonders" from above. Can any notices or wonderings be grouped together? Group your team's notices and wonderings into categories below.

Red Flag(s)				
dentified Red Flag:				
Key components "Red Flag"				
Vhat is the problem?				
Who is having the problem?				
When is the problem occurring?				
Vhere is the problem occurring?				
Why is the problem occurring?				

Download a copy here: https://tinyurl.com/redflagdata

Tools for Faculty, Staff, Student, and Family Feedback

10 Basics of Conducting Focus Groups

A resource that helps you think through the purpose of creating focus groups, how to assemble a group, and how to facilitate the group meeting(s).

Basics of Conducting Focus Groups Written by Carter McNamara, PhD Focus groups are a powerful means to evaluate services or test new ideas. Basically, focus groups are interviews, but of 6-10 people at the same time in the same group. One can get a great deal of information during a focus group session.

Preparing for Session 1. Identify the major objective of the meeting. 2. Carefully develop five to six questions (see below).

Listening to Students: Sample Focus Group and Survey Materials

A complete guide to developing focus groups and student surveys, along with sample survey procedures and questions.



Interview for Empathy

A brief one-page guide on why and how to conduct empathy interviews. This resource can be used for developing and facilitating interviews with students, families, and faculty.



PBIS School Climate Survey Manual

A complete guide to creating and administering school climate surveys, along with an example climate survey.

SCHOOL CLIMATE SURVEY (SCS) SUITE MANUAL

Blank Fishbone Diagram



Brainstorming Our "Why" - Anywhere School

"Why is 35% of the student population at-risk of being chronically absent, particularly within secondary schools among students being reported as economically disadvantaged?"

- Lack of communication with families about attendance procedures and supports and their student's current attendance record
- 2) Health concerns (short-term illness, chronic illness, and medical/dental/mental health appointments)
- 3) Personal stress (depression/ sadness, stressed/upset, family emergencies)
- 4) Transportation difficulties; food and housing insecurity
- 5) Challenges associated with poverty: lack of health and mental health resources, affordable housing, transportation concerns, witnessing or being a victim of violence
- School stress (perception of difficulty with schoolwork, lack of preparedness for a class, and avoidance of a teacher, class, or student)
- 7) Lack of school connectedness or perception of relevance for reaching future goals
- 8) Disproportionate rates of suspension for economically disadvantaged students

Root Causes of Chronic Absenteeism

Barriers

- Chronic and acute illness
- Family responsibilities or home situation
- Trauma
- Poor transportation
- Housing and food insecurity
- Inequitable access to needed services
- System involvement
- Lack of predictable schedules for learning
- Lack of access to tech
- Community violence

Aversion

- Struggling academically and/or behaviorally
- Unwelcoming school climate
- Social and peer challenges
- Anxiety
- Biased disciplinary and suspension practices
- Undiagnosed disability and/or disability accommodations
- Caregivers had negative educational experiences

Disengagement

- Lack of challenging, culturally responsive instruction
- Bored
- No meaningful relationships to adults in the school (especially given staff shortages)
- Lack of enrichment opportunities
- Lack of academic and behavioral support
- Failure to earn credits
- Need to work conflicts with being in high school

Misconceptions

- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Lose track and underestimate TOTAL absences
- Assume students must stay home for any symptom of illness
- Attendance only matters in the older grades
- Suspensions don't count as absence



www.attendanceworks.org

https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/root-causes/

Lack of communication with families about attendance procedures and supports and their student's current attendance record

Faculty and staff are unsure of district policy

Only sent home once at the beginning of the year in the handbook

Not prominent on the website

Hard to reach the families of chronically absent students

Faculty and staff are unsure who is responsible for reaching out to families

Students don't feel like they belong/are accepted at school

Students have jobs and work late hours

Lack of scaffolding in instruction

Instruction primarily focuses on "drill and kill" teaching strategies Anywhere School Fishbone Example

Why is 35% of the student population at-risk of being chronically absent, particularly among 7th and 8th grade students being reported as economically disadvantaged?

Increase in reported anxiety and depression among students

School stress (perception of difficulty with schoolwork, lack of preparedness for a class, and avoidance of a teacher, class or student)

Things to Consider: Ecological Factors

Ecological Factor	Examples
School Climate	Collaborative decision making; order & discipline; parent involvement; staff dedication to student learning (e.g., beliefs); physical structure; established procedural routines; recognition for positive behavior; school pride & student involvement, continuous improvement culture, etc.
Relationships	<u>Teacher-student</u> relationships – expectations; mentoring, encouragement <u>Family-child</u> relationships – parenting style & involvement in child's education <u>Peer</u> relationships – interpersonal skill development; support group network Each – opportunities for positive or negative social reinforcement
Instruction	Instructional planning, management, delivery, and evaluation practices; opportunities for feedback (positive or negative reinforcement; extinction; DRO, etc.); hierarchy of skills focus
Curriculum	Match of content with student skills and culture; opportunities for deep vs. surface learning. Alignment with education standards for promotion/graduation
Instructional Environment	Classroom management and arrangement; predictable classroom routines; home-school collaboration & congruence of performance expectations; enriched and engaging activities, recognition for positive behavior/ acad performance
Learner	Skills or abilities, physical (e.g., vision impaired) and neurological factors (e.g., ADHD; TBI), developmental history, nutritional experiences, motivation (attention or escape/avoid)
School Organization	Efficiency of resource allocation to provide supports matched to needs; supports for fidelity of instruction/interventions; scheduling systems, teaming and student grouping structures, education service delivery methods (e.g., tiered system of supports)

Precision-Problem Statements

Below are two potential guides that could be used to help craft a precisionproblem statement. Please do not feel as though you have to use either. As long as your precision-problem statement includes the who, what, when, where, and why it will help you in your data-informed decision making.

> What is happening? Who is impacted? When is it happening? Where is it happening? Why is it happening?



Social Behavior Statement:

The most significant concern of the team is (what)_____, defined as_____. It is taking place most often(where, includes location)_____ and the behavior occurs (frequency)_____ and is most likely to happen(when)_____. The students most often engaging in this behavior are (who)_____. The team believes this behavior is a result of (why)____.

Academic:

The most significant concern of the team is (what)_____ defined as_____ and is evidenced by_____ Students (who)_____ are most likely to experience difficulty with this skill. The team believes this issue is due to (why)____.

Write your practice Precision-Problem Statement below:

Setting Goals

Key Concept:

Goal-setting is the **critical pivot** in the problem solving process. In this step, we shift to a positive framing of what we want to happen. What behavior do we <u>want</u> students to demonstrate <u>instead of</u> the behavior we identified in the problem statement?

"You should not propose to reduce a problem behavior without also identifying alternative, desired behaviors the person should perform instead of the problem behavior."

O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). *Functional assessment for problem behavior: A practical handbook* (2nd ed.). Pacific Grove, CA: Brooks/Cole.

Goals constructed during this process should be SMART.

Specific

- Name the behavior you want to see.
- Is the behavior described specifically and is it an acceptable replacement for the behavior defined in the problem?

Measurable

- Define the evidence of success.
- Does the evidence specified in the goal **link** to the evidence that concerned you when you defined a problem?

Achievable

- Think carefully about what is reasonable...both for outcome and condition. Achievable goals are key for long-term motivation around improvement.
- Can we meet this goal?

Realistic

- Verify the goal's relevance to the identified problem and the school's priorities.
- Do we expect accomplishing this goal to reduce or resolve the concern we identified? Do our goal and problem MATCH?

Timely

• Identify the timeframe in which you expect to accomplish this goal.



Resource map

Subject or Curriculum Strand:

Tier: 1

Universal Screeners	Evidence-based Practices	How is progress monitored? How often?	How is acceptable growth or performance defined?	Data that indicates the need for differentiated intervention or supports (Entry Criteria to Tier 2)	How is fidelity of implementation measured?	How are parents informed and/or involved?	Who is needed to implement? How often is the practice implemented?

Download a copy here: https://tinyurl.com/tier1map

Selection of Evidence Based Practices for Reading, Math, and Behavior: Is it the right thing to do? Do we think we can do it the right way?

DATA		PRACTICES	SYSTEMS
NEED		EVIDENCE	RESOURCES
É	Do we have data that supports the need?	Is there research to support its use?	Is there time and money for adequate training?
É	Have we considered parent and community support?	Is there research to support its use with a particular population?	Is the technology department able to support the EBP if needed?
É	Will this EBP support a school improvement or continuous improvement goal?	Is the effect size sufficient?	Is there time and money for adequate coaching?
Ć	Is there data specific to the EBP that can serve as a component of progress monitoring?	Is it cost-effective or is there something less expensive that yields similar results?	READINESS
É	Can the data be communicated to students (feedback) and parents?	Is there a fidelity checklist or tool?	Does the leadership team support the EBP?
É	Is there a system in place to evaluate the data to determine outcomes?	FIT	Did the leadership team obtain buy-in?
		Are there competing initiatives?	Have committed staff members to been selected to implement?
		Is there clarity about where the initiative fits in the tiered system?	CAPACITY
		Is there sufficient time in the schedule for the EBP?	Has the coach or expert on the EBP been identified as a primary assistant and communicator?
			Is the EPB easily replicated ?
			Does the division support the EBP?
			Can families be shown how to support the FBP?

Resources:

Collaborative on Academic, Social and Emotional Learning: www.casel.org

Evidence Based Intervention Network: http://ebi.missouri.edu/

Evidence-Based Behavioral Practices: http://www.ebbp.org/

National Center on Intensive Interventions http://www.intensiveintervention.org/

Promising Practices http://www.promisingpractices.net/

SAMHSA Registry of Evidence-Based Program and Practices: http://nrepp.samhsa.gov/Index.aspx

RTI Action Network http://www.rtinetwork.org/

What Works Clearinghouse by the USDOE Institute of Education Sciences: Using Student Achievement Data to Support Instructional Decision Making http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf

DATA	PRACTICES	SYSTEMS
NEED	EVIDENCE	RESOURCES
Does the data suggest that this EBP was successful?	Has fidelity of implementation been measured?	Are the materials organized and categorized by an assigned person?
Has the data been mined to determine the subgroups for whom the EBP was successful?	Is there evidence of an instructional match between student need and the EBP?	Is on-going assistance available in terms of coaching and training?
Does the data suggest that this EBP is still needed?	FIT	CAPACITY
	Does the EBP continue to support the school or division priorities?	Are there a sufficient number of trained implementers?
	Does the EBP align with the standards and teaching matrix?	 Is the EBP incorporated into a long-range plan to support outcomes

Step One: Consider all of the resources from the resource mapping. Is it complete?

Step Two: Evaluate current EBPs, eliminate ones that aren't getting desired outcomes and select new EPBs as needed.

Step Three: Complete a Tier Definition document that outlines the EBPs to be used in school and division.

The Hexagon: An Exploration Tool

The Hexagon can be used as a planning tool to guide selection and assess the fit and feasibility of potential programs and practices for use. It includes three **program indicators** and three **implementating site** indicators.





Component	Description	ACTION PLAN
Prevention	How can we avoid the problem in that location?	Adjust seating / materials Post expectations/routines Staff training (i.e. discipline flowchart, behavior feedback) Colored hall passes for students Adjust schedule/brain breaks Improve communication with students and/or families Group Contingencies Increase the variety of opportunities to respond, scaffolding or formative assessment Increase behavior specific praise ratio (sp. for a certain behavior)
Teaching	How can we define, teach, and monitor what we want?	Teach expectations in key location Model and provide opportunity for practice Have student/s help teach the expectation Morning announcements for reinforcement Embed precorrection/reflection of a specific SEL skill before or after instructional activities
Recognition	How can we systematically acknowledge positive behavior?	Focus an existing school-wide reinforcement on a specific matrix expectation Survey students/staff for preferences Have students give staff/peers acknowledgement Create class, grade level and school wide goals Use function-based reinforcers
Extinction	How can we prevent problem behavior from being rewarded?	Use 'signal' for asking student to 'stop', alerting for transition or gauging work level Brief correction Encourage others to ignore problem behavior Differential reinforcement (increase reinforcement for desired behavior)
Corrective Consequences	How can we systematically respond to problem behavior?	Intervene early (Brief, Respectful, Immediate, Calm, Consistent) 'Think time' / Reflection sheet Send to another room to continue working Restrict access to a specific location Restrict choices provided Follow discipline flowchart
Safety	Do we need additional safety precautions?	Separate student/s from others if student/s cannot maintain self-control Adjust adult supervision or transition times Procedures established for major problem behaviors (documented on flowchart) Training on escalation cycle responses

Solution Components	What are the Action Steps?	Who is Responsible?	By When?	How will Fidelity be Measured?	What <i>Systems</i> need to be put in place?
Prevention	Increase active supervision	Vice Principals All staff	Ongoing	Staff visible in the indoor and outdoor common areas	Reminder to staff about the expectation to be visible in common areas (inside and outside) – email and faculty meeting Follow-up with staff who are not meeting expectation
Teaching	Teach behavioral expectations for the commons and hallways	Teachers will teach commons & hallways expectations to their HR classes	January 15	Sheet posted next to PBIS bulletin board in faculty lounge for people to sign and indicate they did it	Incentives will be for the grade level which can have 10 students tell the principal the expectations first: • set up plan for principal to gather information from students Remind teachers where to find lesson plans; provide support to new teachers
Recognition	Spirit Rally and Dance Recognition tickets for school store	PBIS team will coordinate	Rally by January 31 st Tickets by January 10 th	Spirit Rally & Dance Tickets used at the spirit store	
Extinction	Post weekly data Encourage all students to work for the spirit rally	All staff	Ongoing	Weekly data posted in commons & hallway	Data analyst will compile data and make poster with information
Corrective Consequence	Active supervision and continued early consequence (minor/major ODR)	All Staff	Ongoing	Staff visible in hallways	
	What data will we look at?	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 & principal share report with teachers	Weekly	Emailed to staff and posted in hallways & common areas for students	All staff and students

Solution Components	What are the Action Steps?	Who is Responsible?	By When?	How will Fidelity be Measured?	What <i>Systems</i> need to be put in place?
Prevention					
Teaching					
Recognition					
Extinction					
Corrective Consequence					
	What data will we look at?	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					

Elementary Sample Root Cause Analysis

Sample Issue #1: Out-of-School Suspensions (Elementary School Setting)

Identified Problem: Over the past five school years, there has been a 34 percent increase in office referrals and a 22 percent increase in suspensions at the school.

Data used during root-cause analysis process: Office referral data, qualitative notes from office referrals, 34 family interviews (of frequently referred students), 40 student surveys (students with >3 office referrals), staff survey to assess student's emotional regulation skills, demographic data, and crime rate data.

Data-driven hypothesis of functions/causes of problem:

- 1. Increase in aggressive or threatening behaviors.
- 2. Many students are unable to navigate through peer-conflicts effectively.
- 3. Many students lack coping skills that allow them to control their emotions.
- 4. Students have experienced trauma that has made it difficult to regulate their emotions.

Elementary Sample Tiered Support Plan

Sample Issue #1: Out-of-School Suspensions (Elementary School Setting)

Possible Tiered Targeted Supports based on above Root Cause Analysis:

- **Tier 1-** Coping strategies added to schoolwide expectations and taught to every student. Visuals posted throughout the building to reinforce coping skill strategies. Community workshop on how to enforce social-emotional skills outside of the school building. Community public television runs two minute spots on coping strategies. Newspaper runs a one-page ad on coping strategies.
- **Tier 2-** Small group workshops with students who have been suspended in the past (for physical aggression or threatening behaviors). Students will work on developing emotional regulation and conflict resolution skills. Groups will be run by school counselors or school psychologists. School counseling department will partner with the local Taekwondo studio to provide five, free after-school enrichment sessions for these students that includes mindfulness practices (five sessions will reoccur every other month).

With a parent partner, the Assistant Principal will arrange a meeting with the football coaches of the local recreation league (many of the targeted students

participate in the league) to share the issues and discuss how they can partner to evoke change with the students. During the meeting they will share strategies so that it can be used in other settings. For example, how to calm down after a bad call. Additionally, to build relationships and support students, the school will work to make sure that a staff member attends local football games on the weekend to show support for students outside of school. Team schedules will be posted in the teacher workroom for sign-up.

• **Tier 3-** If suspensions continue, after tier 2 supports are in place, a support meeting should be called to determine what additional supports the family might need (such as: after school programs, mentoring, food/clothing needs, parent workshops through mental health agency, outside counseling support, individual counseling sessions with school counselor, etc.).

Secondary Sample Root Cause Analysis

Sample Issue #2: Attendance (Secondary School Setting)

Identified Problem: 46 students have 25 absences or more and over 100 are being monitored for attendance concerns.

Data used during root-cause analysis process: *qualitative data from attendance secretary, parent interviews, family and student interviews (of students chronically absent), student survey, academic and career plans, and resource map of afterschool activities.*

Data-driven hypothesis of functions/causes of problem:

- 1. Some chronically absent students do not want to come to school.
- 2. Some chronically absent students do not feel connected or like they belong at school.
- 3. Some chronically absent students do not understand the purpose of school or its connection to their interests.

Some chronically absent students indicated they do not have a plan for after graduation.

Secondary Sample Tiered Support Plan

Sample Issue #2: Attendance (Secondary School Setting)

Possible Tiered Targeted Supports based on above Root Cause Analysis:

- **Tier 1** Increase clubs and student organizations to offer a wider variety of options (using community volunteers and organizations) and increase days for after-school transportation (currently after-school transportation is only offered on Tuesdays and Thursdays). Clubs under consideration: running club, art club, photography club, school blog club, Gay-Straight Alliance (GSA) club, and community service club. Students will be completing an interest survey at the start of the year to identify which clubs/organizations would be the best fit. The goal is to have an additional 15 clubs/organizations started by the end of the school year and to increase student's after-school participation by 30 percent (based on baseline participation data from previous school year).
- **Tier 2** If attendance concerns continue, after an attendance plan is written and implemented (when a student exceeds five unexcused absences), a mentorship support is offered. Students identified for this support will have a staff or community mentor to help them feel more connected at school. Mentors will be

trained by the school counseling department and will be given their assigned student's academic and career plan to explore and discuss during the first meeting. Community mentors will be supplied by the local hospital, police department, fire department, YMCA, and local law firm. Mentors will meet with students the first and second Tuesday of each month, during homeroom for 20-30 minutes. The grocery store behind the school has agreed to supply muffins/doughnuts for the first meeting. (An estimated total of 130 students will receive mentorship support at some point during the school year, 15 percent of the student population.)

• **Tier 3**- At the start of the school year, an assigned mentor, a school social worker, school psychologist, school counselor, or administrator will meet with families of students that absence totals fall in the top 5 percent of students (during the previous school year). This meeting will go beyond the attendance plan to create detailed individualized post-graduation plans that directly connect to their education and link community opportunities. Barriers to attendance such as health, mental health needs, and basic needs, will be revisited and addressed. Punitive measures will not be discussed during the meeting. Instead the focus will be on support and relationship building. Staff members can meet with families at school or in their homes (whichever the family prefers). (Total of 46 students received this support).

VTSS Team Meeting and Problem-Solving Action Planning Form

Today's Meeting:	Click here to enter a date.	Time: Click	Location: Click	Facilitator: Click	Minute Taker: Click	Time Keeper:
		Process Observer:	Division/school coach who can make sure meetings are held with fidelity	Encourager:		
Next Meeting:	Click here to enter a date.	Time: Click	Location: Virtual	Facilitator: Click	Minute Taker: Click	Time Keeper:
		Process Observer:		Encourager:		
Team Members (bold a	re present today):				

Norms: *Don't forget to develop norms!*

Today's Agenda Items	Next Meeting Agenda Items	Potential Problems Raised
1. Celebrations	1. Put identified new items here that are brought up	1. Use this space to document concerns that need
2. Announcements	during meetings. Use this as a way to keep the	further data, information for others not at the
3. Administrative/General Information and Issues	team on task and discussing only those agenda	meeting, barriers that might need help addressing,
4. Implementation Planning and/or Issues	items reserved for the meeting	etc.
Previously defined issues or concerns		
New issues or concerns		
You will not likely cover all of these at every meeting.		
Plan strategically!		

Administrative/General Information and Issues

Information for Team, or	Discussion/Decision/Task (if applicable)	Who? / When ?
Issue for Team to Address		
Celebrations – 5 minutes		
Announcements – 5 minutes	No more than 5 minutes and ONLY those announcements that cannot be disseminated through other means i.e. email, written here for team to read later, etc.	
Administrative/General Information and Issues	Use this space to discuss general business and tasks that are completed as part of coordination, development, implementation and evaluation of systems and procedures related to day-to-day implementation. Other discussion items could include: planning for visits from consultants, school improvement; grant opportunities or announcements; budgets; opportunities for family engagement, etc.	

Adapted from Todd, A.W., Horner, R.H., Newton, J.S., Algozzine, R.F., Algozzine, K.M., Frank, J.L. (2011). Effects of team-initiated problem-solving on decision making by schoolwide behavior support teams. Journal of Applied School Psychology, 27(1), 42-59.

Download a copy here: https://tinyurl.com/vtssblankagenda

Implementation Planning	This is reserved to discuss the status of your implementation plan for VTSS (see Implementation Plan format).
and/or Issues	
Previously Defined Issues or	Celebrations, barriers, updates/directives from executive leadership team
Concerns	
The areas highlighted are the	Fidelity of Implementation to date:
new layers to our meetings! We	Not started
are moving from	Partially Implemented
implementation ONLY to	Implementing with Fidelity
implementation and problem	□ Stopped
solving outcomes thru the use	
of EBPs.	Outcomes to date:
Data driven Issues or	Brief description including driving factors, previous successes, barriers, updates/directives from executive leadership
<mark>Concerns</mark>	team
Refer to Decision Making	
Form for action planning!	

Evaluation of Team Meeting (Mark your ratings with an "X")	Our Rating			
	Yes	So-So	No	
1. How well did we use our norms of collaboration in the meeting today?				
2. In general, did we do a good job of tracking whether we're completing the tasks we agreed on at previous meetings?				
3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings?				
4. In general, are the completed tasks having the desired effects on student behavior?				
5. Are we using our data in a meaningful way?				

If some of our ratings are "So-So" or "No," what can we do to improve things? Click here to enter text.

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[INSERT LOGO HERE]

TIPS Meeting Minutes Guide

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	Date	Time (begin and end)	Location	Facilitator	Minute Taker	Data Analyst	
Today's Meeting							
Next Meeting							

Team I	Members & Attendance (I	Place "X" to left of name if pres	ent)		

Today's Agenda Items:		Agenda Items for Next Meeting
1.	4.	1.
2.	5.	2.
3.	6.	3.

Systems Overview

Overall Status Tier/Content Area	Measure Used	Data Collection Schedule	Current Level/Rate

Problem Solving Process

Date of Initial Meeting:					Date(s) of Review Meetings	
Brief Problem Description (e.g., studen	nt name, group identif	ier, brief item description):	:			
Precise Problem → Statement What? When? Wher? Who? Why? How Often?	Goal and → Timeline What? By When?	Solution → Actions By Who? By When?	Identify Fidelity → and Outcome Data What? When? Who?	I M P	Did it work? (Review current levels and compare to goal)	
			What fidelity data will we collect? What? When? Who?	L E M	Fidelity Data:	<i>Outcome Data</i> (Current Levels):
			What outcome data will we collect? What? When? Who?	E N T S O L U T	Level of Implementation Not started Partial implementation Implemented with fidelity Stopped Notes:	Comparison to Goal U Worse No Change Goal met Notes:
Current Levels:				I O N S	Nex Continue current plan Modify plan Discontinue plan Other Notes:	t Steps

Date of Initial Meeting:	ate of Initial Meeting:						
Brief Problem Description (e.g., studen	nt name, group identifie	er, brief item description)					
Precise Problem → Statement What? When? Wher? Who? Why? How Often?	Goal and → Timeline What? By When?	Solution → Actions By Who? By When?	Identify Fidelity → and Outcome Data What? When? Who?	I M P	Did it work? (<i>Review current levels and compare to goal</i>)		
Current Levels:			What fidelity data will we collect? What? When? Who? What outcome data will we collect? What? When? Who?	L E M E N T S O L U T I O N S	Fidelity Data: Level of Implementation Not started Partial implementation Implemented with fidelity Stopped Notes: Continue current plan Modify plan	Outcome Data (Current Levels): Comparison to Goal Worse No Change Improved but not to goal Goal met Notes:	
					Discontinue plan Other Notes:		

Notes:

[Paste new problem table(s) as needed]

Organizational/Housekeeping Task List

Item	Discussion	Decisions and Tasks	Who?	By When?

Evaluation of Team Meeting (Mark your ratings with an "X")		Our Rating		
	Yes	So-So	No	
1. Was today's meeting a good use of our time?				
2. In general, did we do a good job of <i>tracking</i> whether we're completing the tasks we agreed on at previous meetings?				
3. In general, have we done a good job of actually <i>completing</i> the tasks we agreed on at previous meetings?				
4. In general, are the completed tasks having the <i>desired effects</i> on student behavior?				



DATA ANALYST RESPONSIBILITIES

BEFORE Team Meeting

- Advises Backup Data Analyst in advance if unable to attend meeting so that Backup Data Analyst is prepared to assume role
- Reviews data:
 - ✓ Gathers current data for previously-defined problems
 - ✓ Identifies Potential New Problems (if any)
 - Asks Facilitator to add any potential New Problems to list of agenda items for upcoming meeting
 - ✓ Makes the following available at meeting, as appropriate:
 - Drill Down or other reports (to share current levels of previously-defined problems or precision statements for potential new problems
 - Data about current levels of all problems (old and new)

Data can be made available to team members through creating spreadsheets, charts, graphs, etc. This can be shared digitally or hard copies can be prepared; however access to data is needed during meeting if questions arise or further drill down is required.

DURING Team Meeting

- Presents overview of findings from review of current data and initiates discussion of:
 - ✓ Status and effectiveness of currently implemented solutions, especially as compared against team's goal, timeline, and decision rule for a targeted problem
 - ✓ Identification of new problems (if present in data)
- Is an active participant in meeting

Based on the team meeting in the video, identify **3** features that are put in place to structure the meeting, **2** questions that you might have from this video, and **1** way that you can see this influencing your team meetings.

3	FEATURES TO STRUCTURE MEETINGS
2	
1	WAY THIS MIGHT INFLUENCE YOUR TEAM MEETING





Data Informed Decision Making: School Based

DATA/Evidence of Need: Here we	DATA
answer the questionIs there a	You can:
problem?	Attach data analyst worksheet
	Attach charts, graphs, reports
	 Electronically link to charts, graphs, reports in a shared
	folder for meeting minutes
Using the data, develop a precision statement.	Precision Statement
Who? What? When? Where? Why?	Here we precisely define the problem or decision to be made. The definition
	should include:
Social Behavior Statement: The most significant	Who is having the problem?
concern of the team is (what), defined as It is	What is the problem exactly?
taking place most often (where, includes	• When is it happening?
location)and the behavior occurs	• Where is it happening?
(frequency)and is most likely to happen	• Why is it happening?
(when) The students most often engaging in	
this behavior are (who) The perceived	When answering these questions, in particular, the WHY, you should also
motivation for this behavior is	consider the following (remember, the team's role is to provide the support
	necessary for teachers to make change in instructional practices):
Academic: The most significant concern of the team	• Are there/were there critical supports in place to make the change? Is
is (what)defined asand is evidenced	there/was there adequate professional learning, coaching,
by Students (who)are most	administrative support, performance feedback and data for making
likely to experience difficulty with this skill.	'real time' decisions?
	• Were the right action steps and activities taken at the right time to
Other clarifying information (including how	ensure implementation fidelity?
academics and behavior may be impacting each	 Were the right people taking responsibility for guiding the change
other).	process?

Outcome (Set a goal): Set a goal that is achievable,	 Were the practices or innovations learnable, teachable, doable and readily assessable in practice? Was there sufficient support for barrier busting? See "Ecological Factors" Handout. Outcome (Set a goal):
time bound and has explicit criteria for success.	Is your goal SMART?
Key Practices: What key practices will the schools commit to implementing with fidelity? Name and define them.	Key Practices: First, refer to your resource maps for the specific area. Are you implementing a practice that works? Do you already have practices that work but that might just need 'tweaking' for fidelity, scaling up to another area or grade level, etc. Remember that the practice(s) you select should be teachable, learnable, doable, and readily assessed in practice.We know what works in education. Does your school/division subscribe to Hattie's "list" of positive effect sizes? Marzano? Anita Archer?Other places to check for EBPs: Collaborative on Academic, Social and Emotional Learning:

			But we don't just select randomlyor based on personal preferences of the team. Utilize a SELECTION PROCESS! <i>Hint: There is one in your workbook and your coaches can help you</i> !
			Did you identify a "problem" that was instructional? Curricular? Environmental? If so, you want to select a practice that is a good match!
Action Plan 1.	Who?	When?	Action Plan: Be very specific here about what you want schools and teachers to do. By when? How will you know?
Key Systems: How will the team su in the implementation of new prac	ipport tl tices?	ne school	Key Systems: Think here of your "systems" circle. What professional learning, coaching, performance feedback (Do you give performance feedback on instructional practices?), administrative support, funding, other resources, etc. are needed for the teachers and other staff to be able to implement the practices with fidelity?
Action Plan 1.	Who?	When?	Action Plan: Include actions for providing: a clear definition of what you want the teachers to do (action steps/by when); professional learning; coaching; administrative support; performance feedback; who should be monitoring progress at the school level (in charge of the innovation) and who should report progress to the division level team; who should schools go to for support with barrier busting?
Data/Progress Monitoring: Did we we would do? With fidelity? Outco making progress?	e do wha mes? Ar	t we said e we	Data/Progress Monitoring: Be sure to include fidelity AND outcome data. We cannot begin to assess outcomes if we have not implemented with fidelity.

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