



# Colorado PBIS Initiative

## Implementation Snapshots



### Snapshot: Data Entry and Analysis

#### Benchmarks of Quality (BoQs):

- Data system is used to collect and analyze ODR data
- Additional data collected (attendance, grades, faculty attendance, surveys)
- Data analyzed monthly (minimum)
- Data shared with team and faculty monthly (minimum)
- **Data are regularly shared with families (at least monthly)**
- **Data shared is monitored for confidentiality**
- **Data gathered is disaggregated by race and ethnicity**

#### Implementation Products and Outcomes:

- School has computer application used to get access to critical local information (Big 5 reports, ODR by ethnicity, teacher, students with IEP etc)
- Team gets the information in picture (histogram) form
- School team is able to progress monitor impact of PBIS implementation (ODR, suspension, attendance, time recovered, academic benchmarks)
- Team has data analyst who is skilled at data entry, report generation and team problem solving logic
- Team acquires problem solving skills
- Team provides data summaries to school community and district

#### Learning Objectives:

- Understand difference between data need/requirement necessary for district level reports and data needs for local decision making and progress monitoring
- Understand how to collect and analyze data
- Understand how to enter and generate reports
- Understand how to use data for decision making
- Understand how to build precision statements that lead to solution development and action steps required for change in adult behavior

#### Team Activities:

- Identify data analyst on team (may be 1 -2 core team members analyze data prior to each meeting)
- Become fluent with problem solving process (using data to build precision statements, build solutions, monitor and evaluate implementation)
- Use all available data sources to screen students who may need additional supports and to target specific areas of the building
- Share/showcase results with school community

#### Research:

The research supports use of office referral patterns data analysis

Irvin, L.K., Horner, R.H., Ingram, K., Todd, A.W., Sugai, G., Sampson, N., & Boland, J. (2006). Using office discipline referral data for decision-making about student behavior in elementary and middle schools: An empirical investigation of validity. *Journal of Positive Behavior Interventions*, 8(1), 10-23.

Irvin, L.K., Tobin, T., Sprague, J., Sugai, G. and Vincent, C. (2004). Validity of office discipline referral measures as indices of school-wide behavioral status and effects of school-wide behavioral

Todd, A., Horner, R., Newton, J.S. Algozzine, B., & Algozzine, K. (2011). Effects of Team-Initiated Problem Solving on Practices of School-wide Behavior Support Teams. *Journal of Applied School Psychology interventions. Journal of Positive Behavioral Interventions* 6, 131-147.

#### What is it?

Schools need an efficient system for gathering information, a web-based computer application for data entry and report generation and a practical process for using information for decision making. These three elements give school personnel the capability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school day. Data reports need to indicate times and/or locations prone to elicit problem behaviors, and allow teachers and administrators to shape school-wide environments to maximize students' academic and social achievements

#### Supporting Implementation:

##### Role of PBIS Regional TAC:

- Work with district IT personnel to determine best way to get access to school based information
- Share SWIS demo site to district level leadership
- Provide support to district and school as a SWIS Facilitator
- Share success and challenges with district to improve best way to showcase and support schools

#### Supporting Implementation:

##### Role of Coach:

- Purpose of office referral form clear
- Use SWIS demo site to get more information about school level computer application (swis.org)
- Use examples to show how data is used, analyzed and presented
- Ensure team uses data and problem-solving logic during team meetings and staff facilitation activities



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### ***Supporting Implementation:***

#### Role of Administrator:

- Promote use of data that is reliable and represents climate in building
- Support staff to consistently report data accurately
- Work with district to understand school based need for progress monitoring
- Work with district, team and faculty to understand use of data to screen students who may need additional supports (team should have access to data that is current and relevant to school based needs)
- Allocate time for data entry and report generation
- Allocate time needed for team to build skills for running problem solving meetings
- Allow time in meetings, newsletter, etc for data summaries
- Review academic and social/behavioral data with school leadership teams
- Celebrate success with team, faculty, community and district

### ***Supporting Implementation:***

#### Role of Team:

- Utilize data within team meeting to ensure data-based decisions
- Utilize problem solving process to identify problem, develop solutions, monitor and evaluate implementation)
- Determine focus areas for implementation efforts and if more targeted or intensive supports are needed

#### Role of Staff:

- Provide feedback
- Be consistent

#### Role of Student, Family, Community:

- Read school updates, Provide feedback
- Become involved in Parent, Student, Teacher organization