Using Data-Based Decision-Making to Effectively Differentiate District-Level Supports

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Omaha Public Schools

Every student. Every day. Prepared for success.

Session Outcomes

By the end of this session, you will…

- Discover the critical features of a data-based decision-making model.

- Consider the data sources available to support decision-making for various district-level supports.

- Consider the outcomes of a tiered-coaching approach

Session Expectations & Attention Signal

- **Responsible**
  - **Engage is session activities**
  - **Silence cell phones, reply appropriately**

- **Respectful**
  - **Be an active listener, open to new ideas**
  - **Respond promptly to attention signal**

Omaha Public Schools

87 total schools
8 additional programs

65 elementary schools

12 middle schools

9 high schools

1 K-12 virtual school

4 new schools
opened in fall of 2022

1 new school
opening fall of 2023

51,776 students
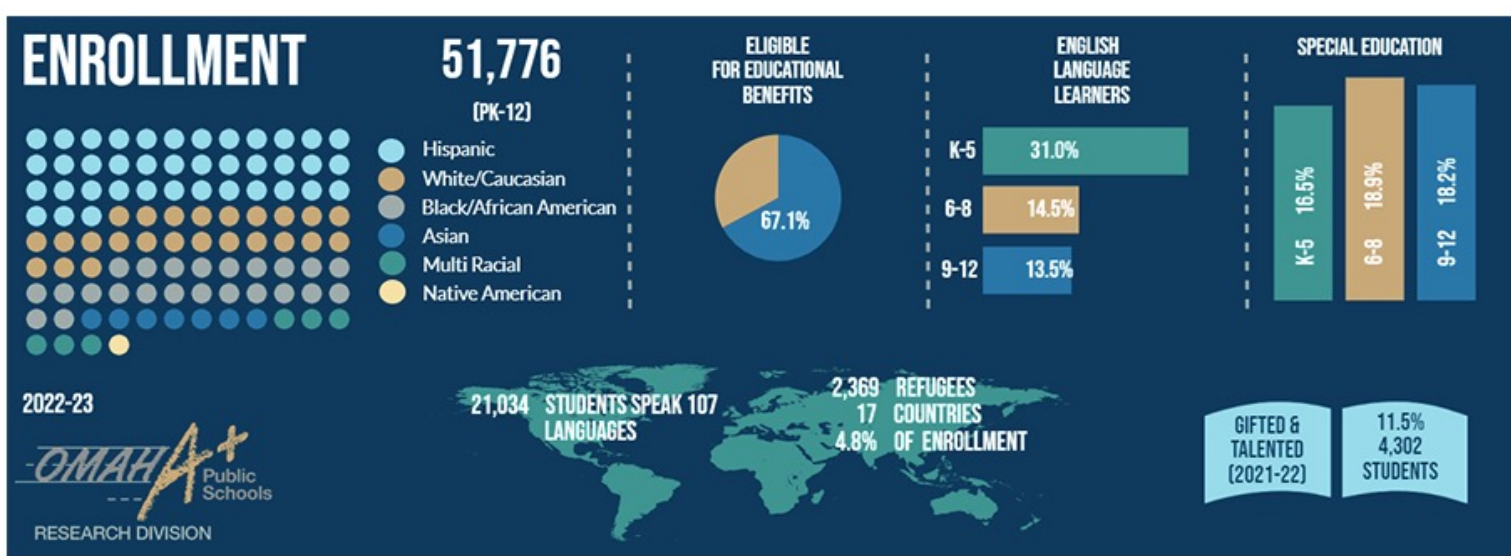Nearly one in six students in Nebraska attends Omaha Public Schools

107 languages
spoken by students and families

OMAH A+ Public Schools

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Student Demographics

ENROLLMENT 51,776 (PK-12)

- Hispanic
- White/Caucasian
- Black/African American
- Asian
- Multi Racial
- Native American

2022-23

OMAHA+ Public Schools
RESEARCH DIVISION

ELIGIBLE FOR EDUCATIONAL BENEFITS
67.1%

ENGLISH LANGUAGE LEARNERS
K-5 31.0%
6-8 14.5%
9-12 13.5%

SPECIAL EDUCATION
K-5 16.5%
6-8 18.9%
9-12 18.2%

21,034 STUDENTS SPEAK 107 LANGUAGES

2,369 REFUGEES
17 COUNTRIES
4.8% OF ENROLLMENT

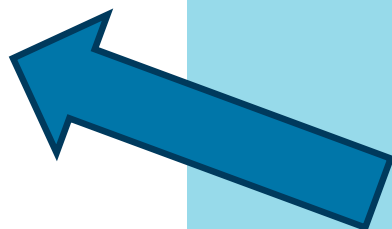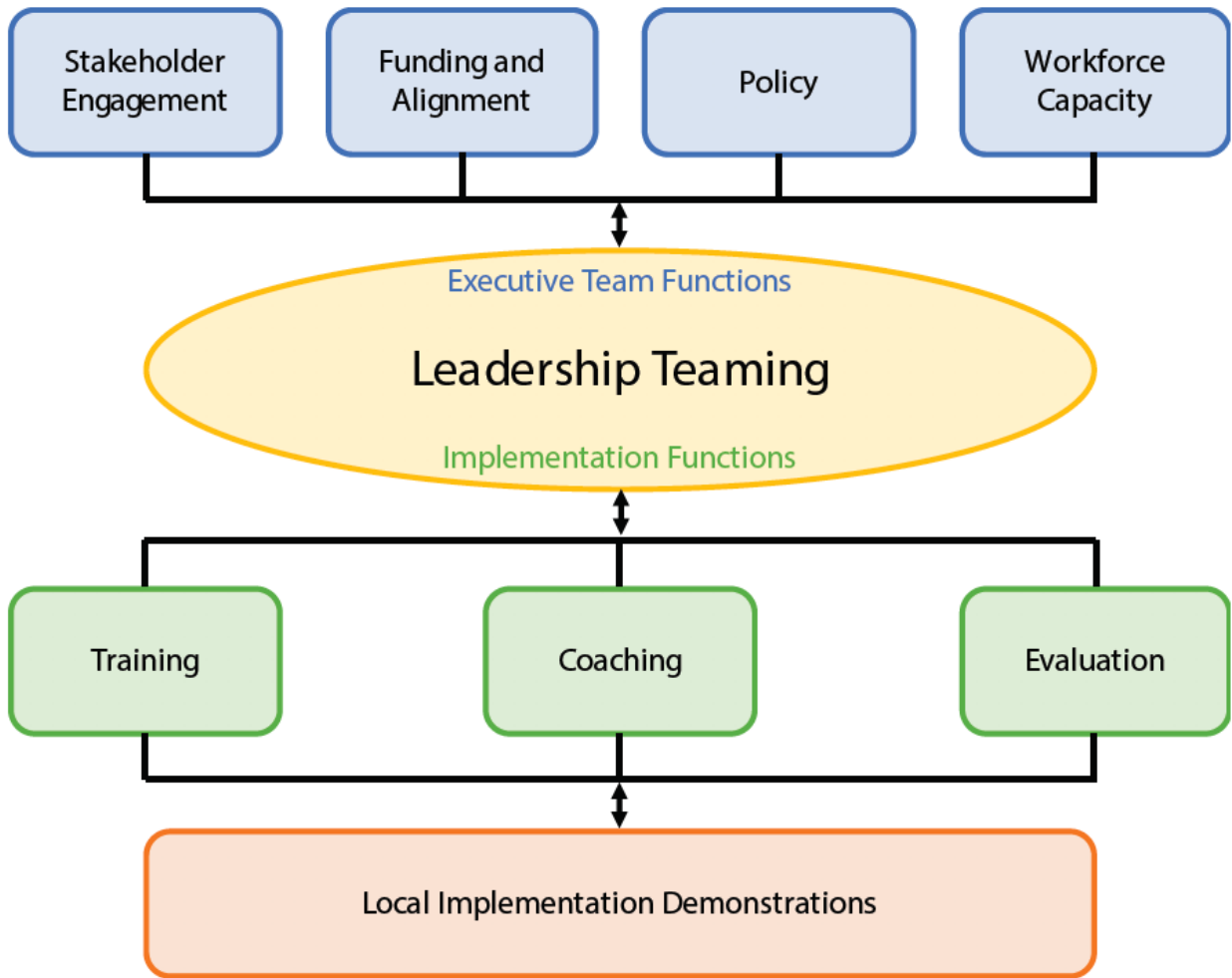GIFTED & TALENTED (2021-22)
11.5% 4,302 STUDENTS

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MTSS-B Implementation in the Omaha Public Schools

- Phased approach beginning in 2015-2016
- All schools/programs implement Tier 1
- All schools/programs working towards Tier 2 and 3 implementation

- MTSS-B implementation is included in our OPS Strategic Plan of Action.

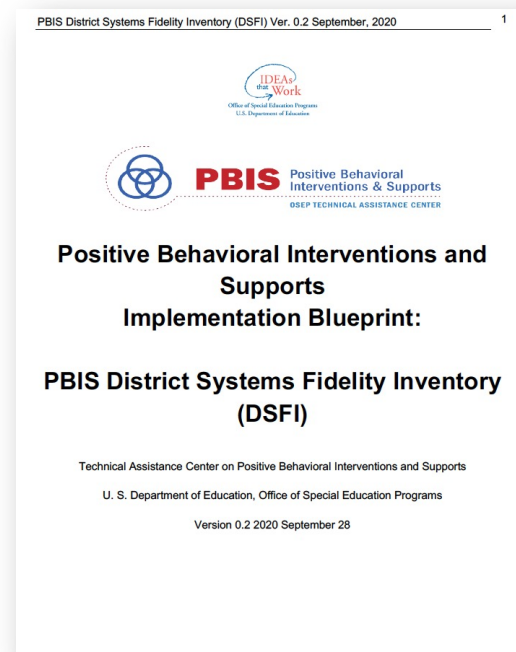Stakeholder Engagement | Funding and Alignment | Policy | Workforce Capacity

Executive Team Functions

Leadership Teaming

Implementation Functions

Training | Coaching | Evaluation

Local Implementation Demonstrations

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Plan – Do – Check – Act

No Shortage of Available Data

District Systems Fidelity Inventory (DSFI)

- 8.1 Evaluation Plan
- 8.2 Data Collection Systems
- 8.3 Evaluation Feedback Loop
- 8.4 Differentiated Supports
- 8.5 Assessment and Evaluation Process
- 8.6 Student Identification Data
- 8.7 Level of Use
- 8.8 Student Performance Data
- 8.9 Annual Evaluation
- 8.10 Acknowledgement of Progress
- 8.11 Internal Evaluation Capacity

PBIS District Systems Fidelity Inventory (DSFI) Ver. 0.2 September, 2020   1

IDEAs that Work
Office of Special Education Programs
U.S. Department of Education

PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

Positive Behavioral Interventions and Supports Implementation Blueprint:

PBIS District Systems Fidelity Inventory (DSFI)

Technical Assistance Center on Positive Behavioral Interventions and Supports

U. S. Department of Education, Office of Special Education Programs

Version 0.2 2020 September 28

OMAHA Public Schools

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8.2 Data Collection Systems

- District and school level data systems (e.g., data collection tools and applications) are in place to (a) promote consistent collection and entry of common data (e.g., team accomplishments, schools involved, fidelity, outcomes disaggregated by subgroup), (b) reflect a range of settings and stakeholders (e.g., community data, student and family perceptions), (c) identify schools or classrooms needing additional training and coaching support, and (d) enable continuous decision-making and feedback at all levels (i.e., district, school, classroom).
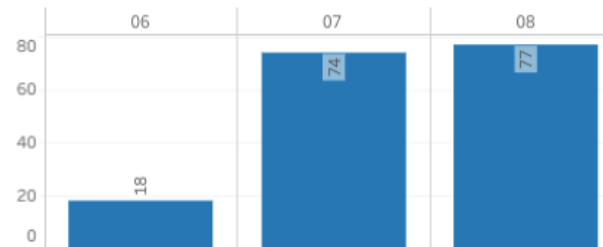
Behavior Dashboard (Tableau)

- Events by…
  - Day of the Week
  - Time of the Day
  - Grade Level
  - Location
  - Problem Behavior
  - Possible Motivation
  - Staff
  - Students

Events by Day of Week

Mon	Tue	Wed	Thu	Fri
54	29	48	19	19

Events by Grade

06	07	08
18	74	77
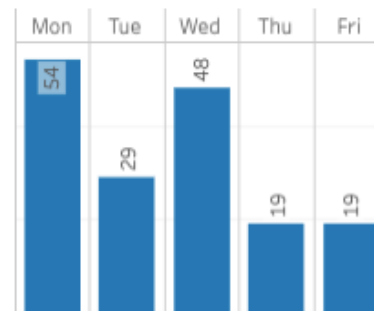
Monthly Team Reviews

MTSS-B
Multi-Tiered Systems of Support for Behavior

Big 5 Data Analysis & Solution Planning

Please use this document to collaborate as a team. You may type directly into the spaces provided or print this document for convenience.

Identify Outcomes: What is the overall outcome that your school is seeking?

Identify Current Status: The Big 5 Report

What were the average number of ODR's per day per month?	What is the most frequently reported problem behavior?	Where are the most problem behaviors occurring?	When are the most problem behaviors occurring?	Who are most frequently engaged in problem behavior?

Analyze: Select an area for intensive analysis.

Consider the antecedents for the behavior, as well as *when*, *where*, *why* and *who*. Record your notes to the right as your team discusses the data.

Based on your analysis, write a precision statement.
The focus for the month of (month) was (behavior) in the (location) at (time) and performed by (students).

MTSS-B
Multi-Tiered Systems of Support for Behavior

Solution Planning: Collaborate to develop an action plan that includes *prevention, teaching, recognition, and corrective consequences.* For each stage, identify the action step components. Once the plan is complete, determine a progression monitoring methodology.

What action steps will we take?		
	PREVENT: What can we do to *prevent* this behavior?	• • • •
	TEACH: How will we teach or reteach expected behaviors?	• • •
	RECOGNIZE: How will we use specific positive feedback to reinforce expected behaviors?	• • •
	CORRECT: What strategies will we use to discourage inappropriate behavior?	• • •

8.2 Data Collection Systems

A. Has the district identified the common data that will be collected in every building?

B. Does the district collect feedback data from community stakeholders (e.g., families) connected to progress and outcomes?

C. Does the district collect fidelity of implementation data, staff requests for additional support, screening data, and office discipline referral data to tailor/target support for schools and classrooms?

D. Does the district data system allow for instantaneous access to graphed reports on A, B, and C to facilitate efficient feedback and decision-making across all tiers and levels?

8.4 Differentiated Supports

- Data system is in place for identifying school teams in need of additional training and coaching support.

Process for Tiering Schools

- Review of available, related data.
  - Tiered Fidelity Inventory (TFI)
  - Self-Assessment Survey (SAS)
  - Behavior Events
  - Suspensions

Tier 1 Universal Supports

- 5 Tier 1 Building Coach Meetings
- 5 Tier 2 Building Coach Meetings
- MTSS-B SharePoint Training & Resource Library
- Tiered Fidelity Inventory Walkthrough
- MTSS-B Supervisor / Lead Teacher Attendance at One MTSS-B Meeting

- Technical Assistance Requests (as needed)
- "Office Hours" on Staff Workdays
- Monthly MTSS-B Building Coach Newsletter Emails
- Semester Data & Solution Plan Review
- MTSS-B Positive Postcards

Tier 2 Targeted Supports

- Increased Number of Coaching Visits
- Classroom Observations with data review debrief
- Building Administration Collaboration (1/semester)

Tier 3 Intensive Supports

- MTSS-B Supervisor/Teacher Leader Support with Tiered Fidelity Inventory Completion
- Faculty Professional Development Presentations
- Collaboration with MTSS-B Building Coach to Plan Meeting Agendas and Action Plan Items
- Increase number of site visits
- Repeated classroom observations with data review debrief

Strategic Plan of Action
Monitoring

- Every school/program will reduce behavior events by 3% annually.

- Quarterly cross department collaboration with data reviews.
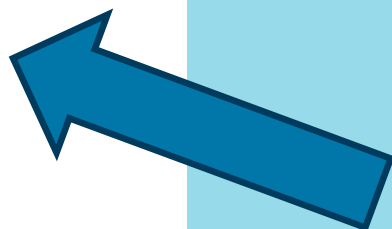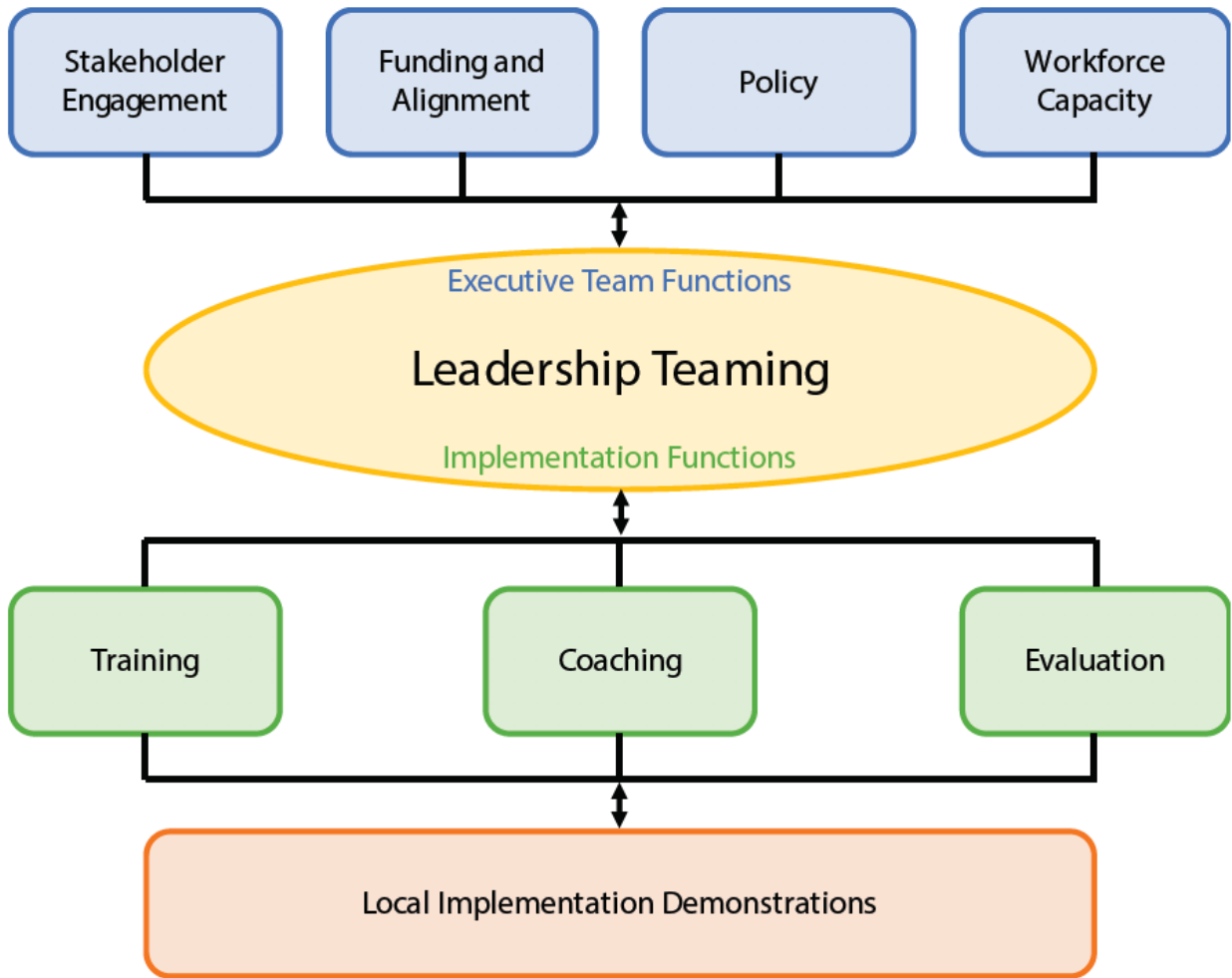
Thank you!
Questions?

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