

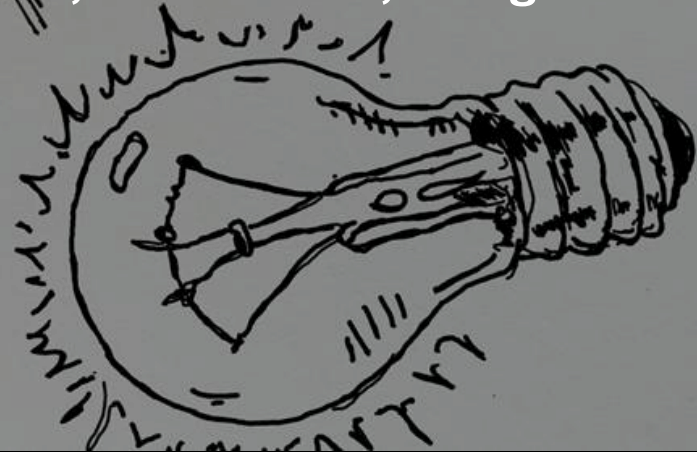
Tier 1 Data Tools



By the end of this session, you will...

- Know how to find Tier 1 data tools on the MO SW-PBS website.
- Choose your own adventure:
 - As a group, choose which tools you want to explore, learn to use, and gather more information on.

LEARNING
OUTCOMES



Types of Tools

- Assessment Calendar
- Data Based Decision Making
 - DBDM Solution Plan (Word)
 - DBDM/Solution Plan (Google Doc)
- Data Collection and Reporting
 - ODRs/Incident Reports
- Fidelity
 - TFI/SAS Comparisons
- Climate Surveys





Where



THRIVING TOGETHER

BUILDING CONNECTIONS FOR TEACHER
WELL-BEING AND STUDENT SUCCESS

Registration is now open!

MISSOURI SW-PBS SUMMER INSTITUTE * TAN-TAR-A CONFERENCE CENTER * JUNE 3-4, 2025

New to **MO SW-PBS?**

GET STARTED NOW!

Expanding Your Knowledge of MO SW-PBS? Learn More Here!

Classroom

Tier 1

Tier 2

Tier 3



Tier 1 Overview

Tier 1 Readiness

Tier 1 Effective Teaching & Learning Practices (ETLPs)

Tier 1 Courses

Tier 1 Guide & Resources

Tier 1 Data Tools

DBDM/Solution Plan Google Form

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Tier 1 Data Tools

[Home](#)

The efficient and effective collection and use of data is key to successful implementation of SW-PBS. Data is used to make important decisions that target adult actions to address student needs. It is used to monitor student outcomes and implementation. Finally, data is used to help schools "tell their story," thereby promoting their efforts and the positive outcomes achieved for their students.

MO SW-PBS has developed a set of free Tier 1 Data Tools to assist schools in developing a system for ongoing monitoring.

- + [Annual Assessment Schedule](#)
- + [Data Based Decision Making Tools](#)
- + [Data Collection and Reporting Tools](#)
- + [Fidelity Checks](#)
- + [School Climate Surveys and Reporting Tools](#)

For a full set of tools and resources related to Ongoing Monitoring, please see the [Tier 1 Workbook & Resources](#) page.

[TIER 1 WORKBOOK & RESOURCES](#)



Tier 1 Data Tools

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Annual Assessment Schedule

Tool	Description
2024-2025 MO SW-PBS Data Collection Schedule	Schedule for data submissions for the current school year
Student Outcome Data	This worksheet provides prompts to assist teams to collect data around student outcomes. In May, Missouri SW-PBS teams will receive a link to upload this data into the Online Data System. This data is data not collected by MO DESE, and is used to monitor the impact of SW-PBS on students.

- Data Based Decision Making Tools
- Data Collection and Reporting Tools
- Fidelity Checks
- School Climate Surveys and Reporting Tools

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Tier 1 Data Tools


[Home](#)

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+ Annual Assessment Schedule

- Data Based Decision Making Tools

Tool	Description
 DBDM/Solution Plan	Two page form that takes teams through a 4 step process of using schoolwide ODR data for selecting a specific, evidence based response to address schoolwide problems.
DBDM/Solution Plan Learning Module	Video describing step by step procedures and rationale for using the DBDM/Solution Plan for solving schoolwide behavior problems













+ Data Collection and Reporting Tools

+ Fidelity Checks

+ School Climate Surveys and Reporting Tools

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[TIER 1 WORKBOOK & RESOURCES](#)






Annual Assessment Schedule	
Data Based Decision Making Tools	
Data Collection and Reporting Tools	
Tool	Description
 Big 5 Hand Graph Tool (small schools)	Simple paper and pencil tool for tracking and charting monthly ODR data (small schools).
 Big 5 Hand Graph Tool (large schools)	Simple paper and pencil tool for tracking and charting monthly ODR data (small schools).
 Big 5 Generator (2023-2024)	Excel Spreadsheet that provides summary monthly and cumulative Big 5 Data charts. Provides information for teams to make simple problem statements. SWIS norms are from 2022-2023 (latest available), except for K-12 norms (2017-2018 is latest available). Norms will be updated once national center publishes the latest norms.
 Per Day Generator (11-11-19)	Used to compare school's ODR data to SWIS norms from the previous school year.
 Big 5 Generator Tally Sheet	Used in conjunction with the Big 5 Generator. Administrators use this tool to keep track of Big 5 data points as they process ODRs. Monthly sums are then entered into the Big 5 Generator.
 Per Day Generator (11-11-19)	Used to compare school's ODR data to SWIS norms from the previous school year.
 Data Collection Tool	Excel Spreadsheet for monitoring schoolwide ODR data. Includes a number of standard charts that include charts of Big 5 data, an individual student dashboard, and the capacity for drill down. Triangle generator updated with 2022-2023 SWIS Norms.
 Data Collection Tool for Google Sheets	Google Sheets spreadsheet for monitoring schoolwide ODR data. Includes a number of standard charts that include charts of Big 5 data, an individual student dashboard, and the capacity for drill down. Click on the link, then click on "Make Copy" to save your own copy to your Google Drive. Sharing access should be on a need to know basis.
 Data Collection Tool Instructions	Instructions for how to use the Data Collection Tool.
 Early Childhood Data Collection Tool	Data Collection Tool adapted for early childhood programs.
 Disproportionality Calculator	This excel spreadsheet calculates disproportionality metrics for any outcome by race, ethnicity, and disability status. Calculations include risk index, risk ratio, risk difference, raw differential representation, and effect size. All you need to enter is the enrollment by the different groups, and the number of outcomes experienced by each group.
 Base Rate Calculator	Excel Spreadsheet used to calculate a school or district's projected capacity, actual need, and actual capacity to serve the needs for students at all three tiers of support.



Tier 1 Data Tools








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- + Annual Assessment Schedule
- + Data Based Decision Making Tools
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- Fidelity Checks
- | Tool | Description |
|--|--|
|  SAS 4.0 Definitions | New definitions to help schools interpret and respond to questions on the new SAS 4.0 |
|  SAS 3.0/TFI 2.1 Triangulation Tool | Spreadsheet for comparing SAS 3.0 survey responses with TFI 2.1 assessment. The SAS 3.0 has been retired and replaced by the SAS 4.0 on the PBIS Assessment site , but archived data is still available. |
|  NEW! SAS 4.0/TFI 2.1 Triangulation Spreadsheet | Spreadsheet for comparing the new SAS 4.0 survey responses with the TFI 2.1 assessment. This spreadsheet was designed for districts, but can be used by individual schools. |
|  Loading Instructions | Directions for accessing SAS and TFI data from PBIS Assessments, and loading data into the SAS/TFI Triangulation Spreadsheet. |
|  NEW! SAS 4.0/TFI 2.1 Triangulation Spreadsheet | Spreadsheet for comparing TFI and SAS scores to help districts identify opportunities to provide support for schools. |
- + School Climate Surveys and Reporting Tools

Fidelity Checks

School Climate Surveys and Reporting Tools

Tool	Description
 MSIP-6 Compliant Valid School Climate Surveys	<p>This document contains forced copy links to Google forms that take each of the National Center on PBIS validated School Climate Surveys (SCS) and modify them to meet new MO DESE MSIP-6 requirements around school climate. The Middle/High School SCS, the Personnel SCS, and the Family SCS were all modified to meet MO DESE MSIP-6 Climate Survey Criteria. The Elementary SCS has also been added to the Google Forms, but otherwise has not been appreciably modified from the Elementary SCS on PBISAssessments.</p> <p>Use the following four Excel based reporting tools to extract actionable data from these climate surveys.</p>
 Elementary SCS Reporting Tool	School Climate Survey Reporting Tool that corresponds with the validated National Center on PBIS School Climate Survey for Elementary Students (the elementary version did not require adaptations to be MSIP-6 Compliant)
 Middle & High School SCS Reporting Tool	School Climate Survey Reporting Tool that corresponds with the validated National Center on PBIS School Climate Survey for Middle and High School Students, with additional questions to address MSIP-6 School Climate Survey Requirements
 Family SCS Reporting Tool	School Climate Survey Reporting Tool that corresponds with the validated National Center on PBIS School Climate Survey for Families, with additional questions to address MO DESE MSIP-6 School Climate Survey Requirements
 Personnel SCS Reporting Tool	School Climate Survey Reporting Tool that corresponds with the validated National Center on PBIS School Climate Survey for School Personnel, with additional questions to address MO DESE MSIP-6 School Climate Survey Requirements
 Instructional Video	Instructional video to help you set up School Climate Survey forms, google sheets, and excel reporting tools
 Video Transcript	Transcript to instructional video on setting up the school climate surveys

Note: The National Center on PBIS School Climate Surveys (and, therefore, the climate surveys modified to be MSIP-6 compliant) include demographic questions related to sexual orientation and gender identity that some may find objectionable. The surveys are completely anonymous, and only present data in the aggregate. The purpose of these questions are to monitor the school climate experienced by *all* students, staff, and family members, regardless of sexual orientation or gender identity. These questions include the option "I prefer not to respond." Furthermore, while we think it is important to ensure a positive school environment for all students, these options may be removed from the surveys.

Resource	Description
 National Center on PBIS Notice about the School Climate Surveys	National Center on PBIS position paper on the need to monitor bullying and victimization in schools regardless gender identity or sexual orientation



Tier 1 Data Tools

The efficient and effective collection and use of data is used to help schools "tell their story," thereby pr

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- + Annual Assessment Schedule
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- Tier 1 Overview
- Tier 1 Readiness
- Tier 1 Effective Teaching & Learning Practices (ETLPs)
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- Tier 1 Guide & Resources
- Tier 1 Data Tools
- DBDM/Solution Plan Google Form

plementation of SW-PBS. Data is used to make important monitor student outcomes and implementation. Finally, data and the positive outcomes achieved for their students.

tools in developing a system for ongoing monitoring.

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TIER 1 WORKBOOK & RESOURCES



DBDM/Solution Plan Google Form

Home

New! The latest version of the DBDM/Solution Plan has been streamlined, giving you the option of problem solving off of your initial Big 5 Data report, or drilling down to create more precise problem statements and targeted solutions. If you have feedback, the form does not send your Solution plan/Monitoring Meeting Report, or the report does not look right, please contact us at moswpbs@missouri.edu.

DBDM/Solution Plan and Progress Monitoring Forms

This form is designed to guide your SW-PBS school team to use Office Discipline Referral (ODR) data to develop a plan for improving student behavior, schoolwide. Please complete the plan all the way to the end. The DBDM/Solution Plan is based on the 4 questions any good data based decision-making process needs to address (Tilly 2008):

1. Do we have a problem?
2. Why do we have a problem?
3. What will we do about the problem?
4. Did our plan work?

Answers to questions determine the next question that you are presented with. To create an effective plan, be sure to answer all questions.

Finally, the best plans will be ineffective if you do not implement it. Be sure to implement the plan!

[Sign in to Google](#) to save your progress. [Learn more](#)

* Indicates required question

Email *

Your email

School/Organization Name *



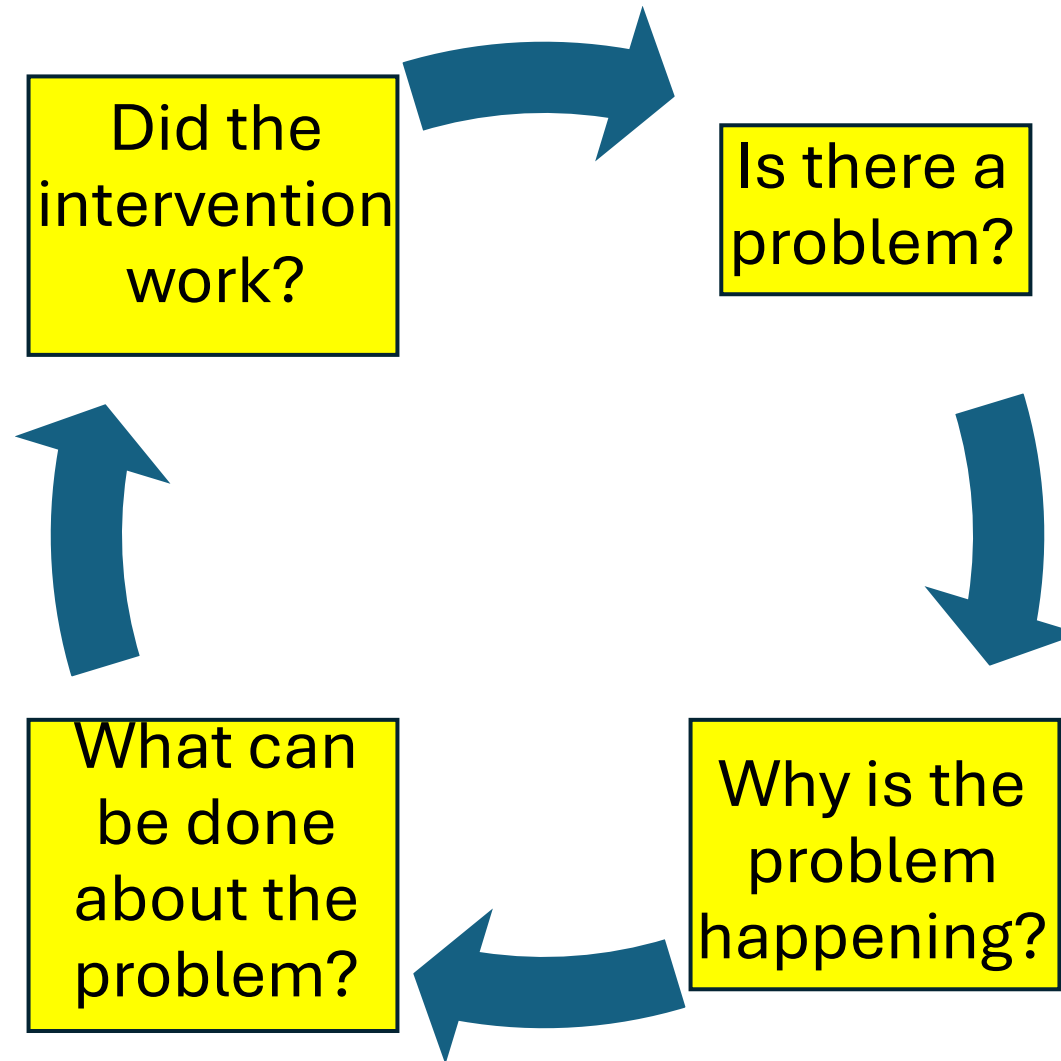
What do you need?

- Data Based Decision Making
 - DBDM Solution Plan (Word)
 - DBDM/Solution Plan (Google Doc)
- Data Collection and Reporting
 - ODRs/Incident Reports
- Fidelity
 - TFI/SAS Comparisons
- MSIP-6 Compliant Climate Surveys

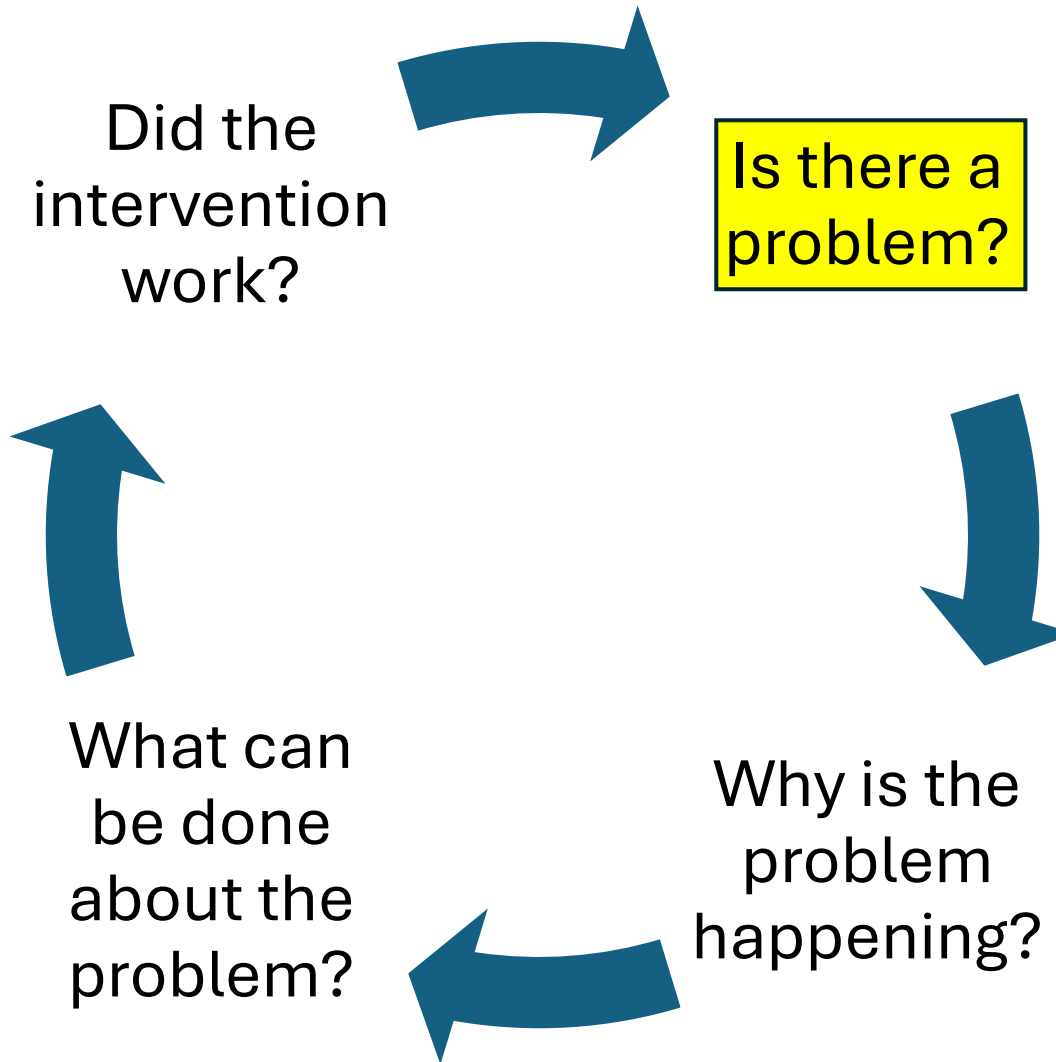
A person with a backpack is standing on a rocky cliff, taking a photo of a city and a large stadium. The person is seen from behind, wearing a dark shirt, brown shorts, and a backpack. They are holding a camera up to their eye. The city below features a large, circular stadium with a white roof. The background shows a vast body of water and distant hills under a clear sky.

Quick Overview

DBDM Solution Plan



Tilly 2008



Tilly 2008

1. Is there a problem?

Identify the Problem

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 most problem behaviors occurring? _____

When are most problem behaviors occurring? _____

Who are most frequently engaged in problem behaviors? _____
(i.e. individuals, grade level, team, etc.)

Behavior			
3. What can be done about the problem? (complete Solution Plan on back)			
Is the intervention working	Progress Monitoring: Implementation _____ Progress Monitoring: Outcome: _____ How Often? _____		
4. Is the intervention working/Did the intervention work?			
Did the intervention work		Goal Not Met	Goal Met
	Not Implemented with Fidelity	Are there obstacles to implementation? Y <input type="checkbox"/> : Modify plan to eliminate obstacles N <input type="checkbox"/> : Implement the plan	Look at data to determine why goal was achieved
	Implemented with Fidelity	Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis	Plan for sustained implementation Go back to your data; Data cycle around your most frequent behavior

Select a problem

What

Where

When

Who

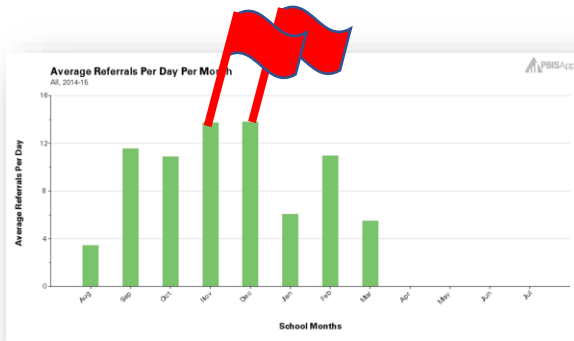
Identify a Problem

- ***How*** often?
- ***What***?
- ***Where***?
- ***When***?
- ***Who***?

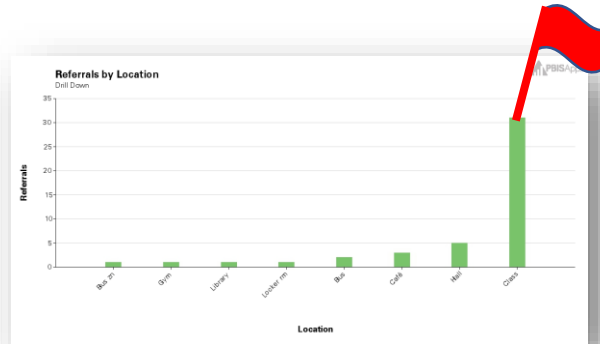
The Big-5



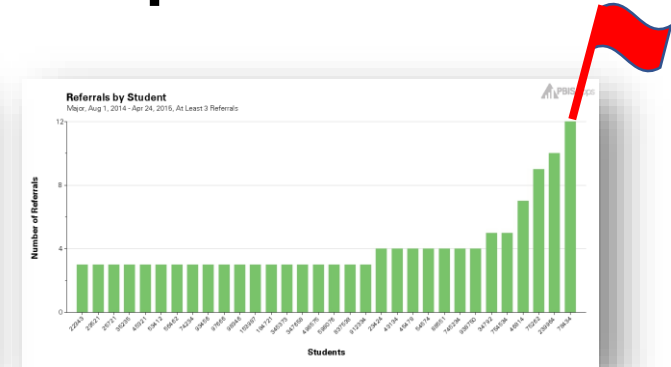
The Initial Big 5 Data Report



Per Day/Per Month



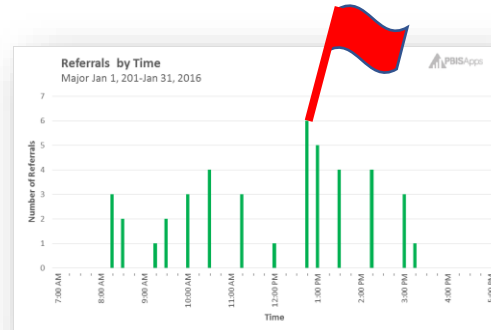
Location



Students



Problem Behavior



Time of Day

Select a red flag as a focus

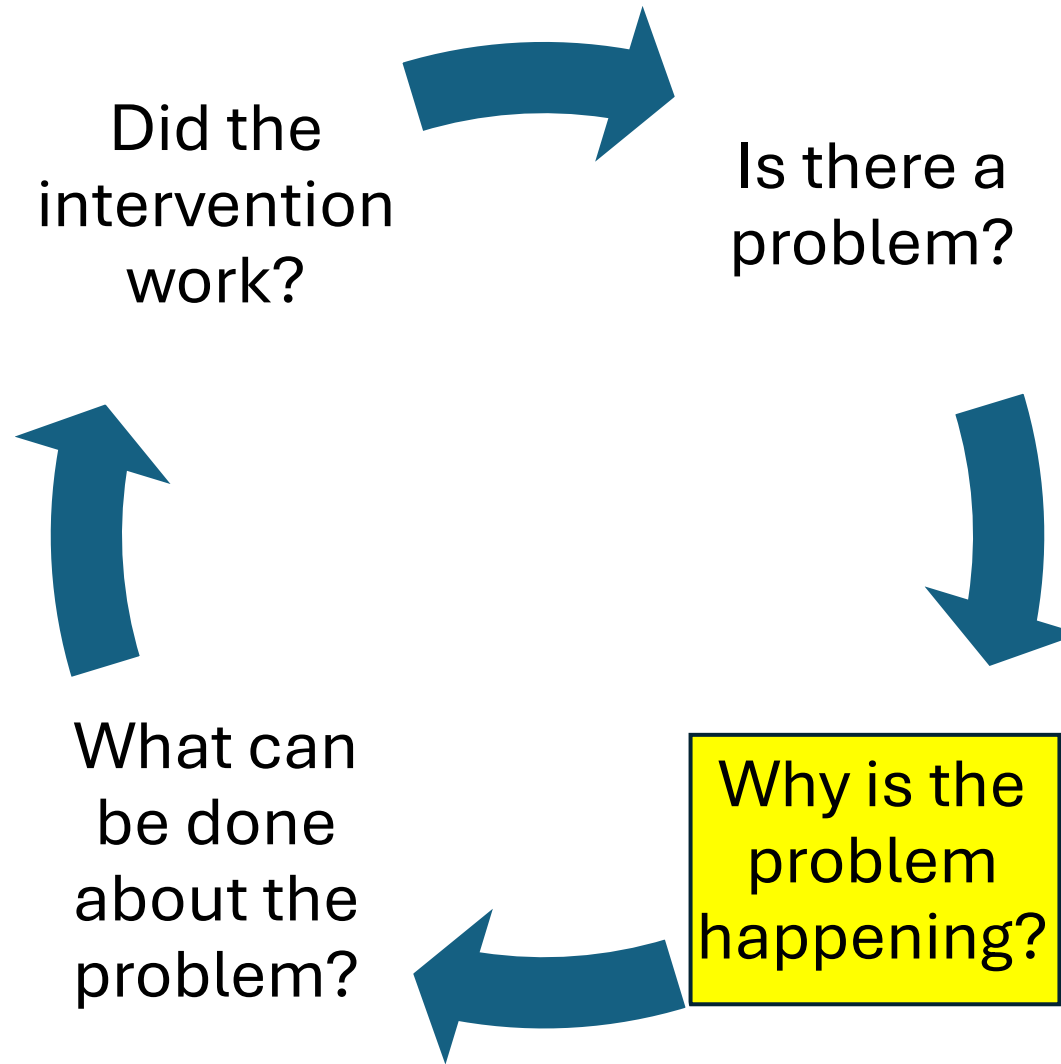
Simple Problem Statements

- There were 1.5 ODRs per day in January.
- Physical Aggression (14) and Disruption (14) were the most frequently reported behaviors.
- Most incidents occurred in the classroom (31).
- Most behavior incidents occurred at 12:45 PM (6)
- Most of the behavior incidents involved 6th Grade students (16)

Selecting a Problem on which to Focus

- Consider the number of ODRs potentially impacted.
- Select a **Focus** problem that will give you the biggest change for the least amount of effort.
- Focus area should involve 10 or more students. Rob Horner, 2011
 - 10+ = Systems Issue Personal Communication with Rob Horner, 2016
- Consider student safety.





Tilly 2008

DBDM

1. Is there a problem?				
Identify the Problem	<div style="border: 1px solid black; padding: 5px;"> <u>Big-5 Report</u> What were the average number of ODR's per day per month? _____ What is the most frequently reported problem behavior? _____ Where are most problem behaviors occurring? _____ When are most problem behaviors occurring? _____ </div>			
2. What is the context?				
Identify the problem area on which you will focus, below.				
Focus Problem	Behavior: _____	Location: _____	Time: _____	Students: _____
Define the problem	Where: _____ When: _____ Who: _____	What: _____ When: _____ Who: _____	What: _____ Where: _____ Who: _____	What: _____ Where: _____ When: _____
Replacement Behavior	_____			

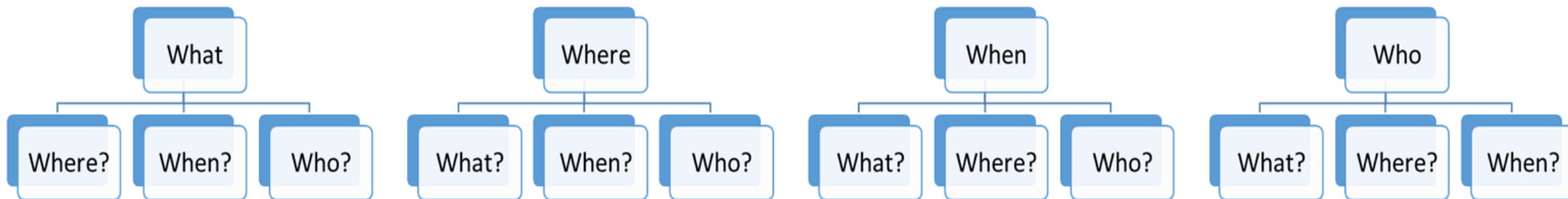
Intervention work	<div style="background-color: #d3d3d3; padding: 5px;">Not Implemented with Fidelity</div>	Are there obstacles to implementation? Y <input type="checkbox"/> : Modify plan to eliminate obstacles N <input type="checkbox"/> : Implement the plan	Look at data to determine why goal was achieved
	<div style="background-color: #d3d3d3; padding: 5px;">Implemented with Fidelity</div>	Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis	Plan for sustained implementation Go back to your data; Data cycle around your most frequent behavior

Disaggregate

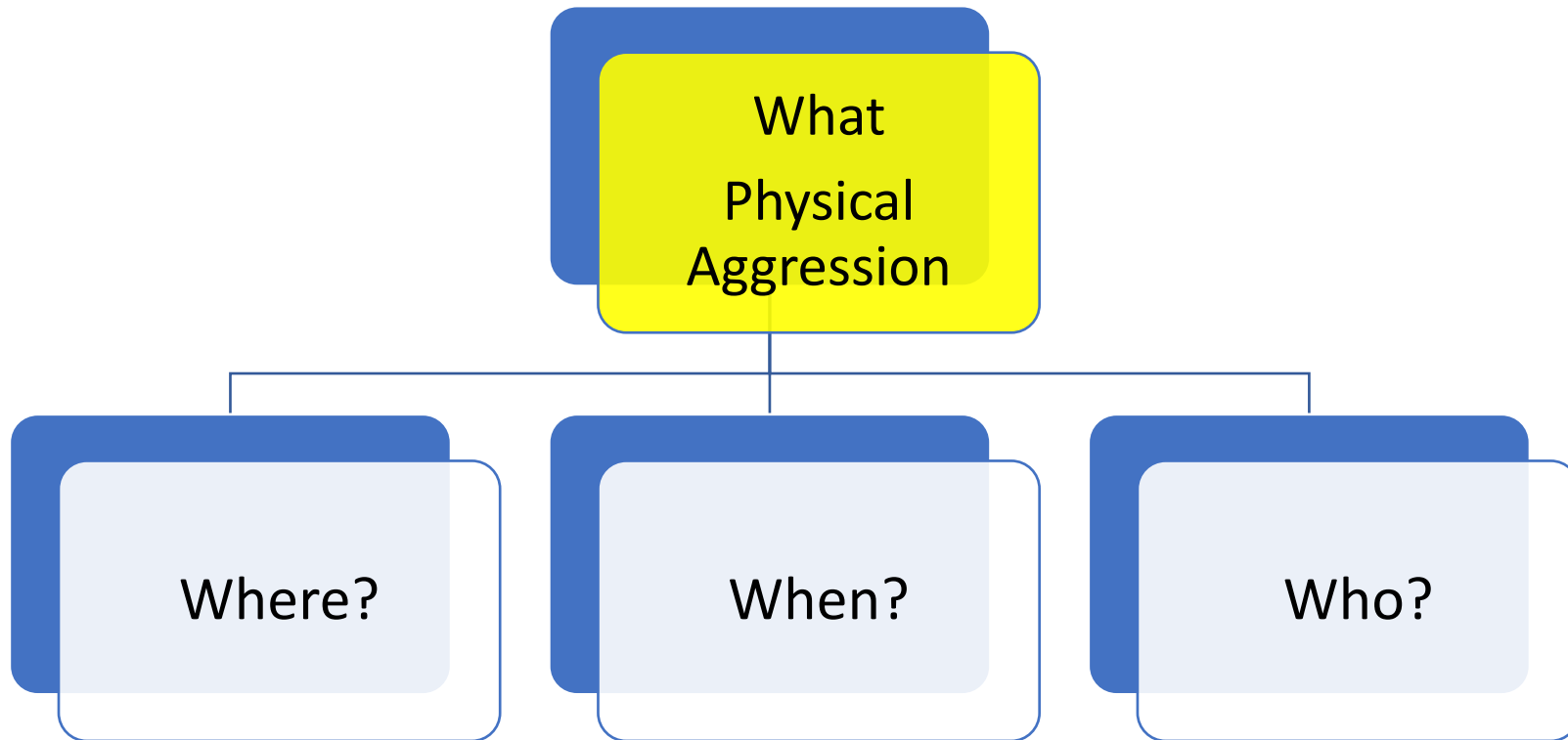
- Isolate data related to your inquiry (the problem)
 - Sort
 - Separate relevant from irrelevant
 - Filter
 - Remove irrelevant



Disaggregate



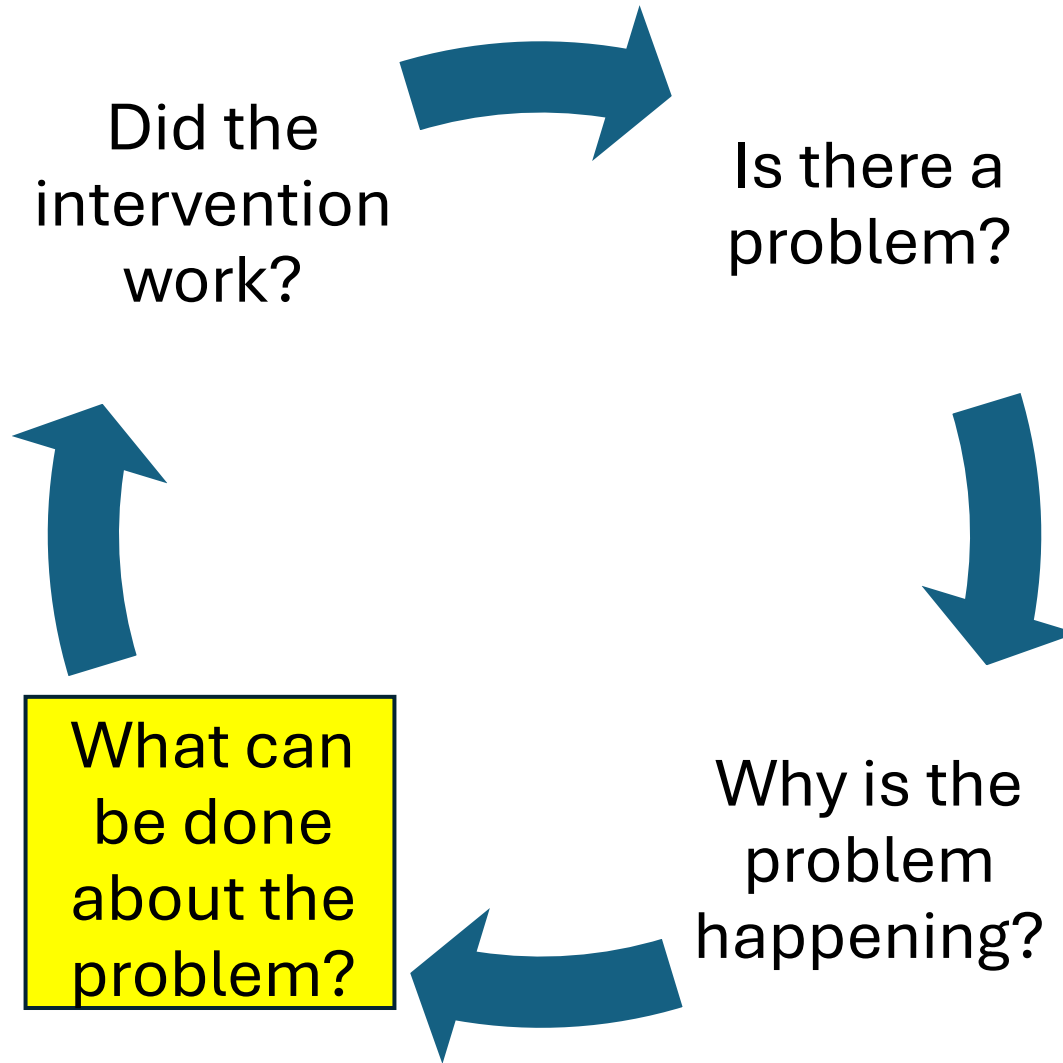
Focus Problem: Behavior



Precision Problem Statement

7th graders are engaging in physical aggression in the Halls at 1:00 PM.





Tilly 2008

Solution Plan

School _____				Month and Year _____	
Desired Outcome: _____					
Replacement Behavior: _____					
Solution Components	What are the Action Steps?	Who is Responsible?	By When?	What Professional Development and/or communication is required?	How will Fidelity be Measured?
Prevention (example: clarify expectations, rules or procedures; increase supervision; adjust task difficulty, increase OTRs)					
Teaching					
Recognition					
Corrective Consequence					

Why Do Kids Engage in Unexpected Behavior?

- They do not know the expectation.
- They are not fluent in the expected behavior.
- The unexpected behavior fulfils a need.



Gresham, Sugai, & Horner (2001)

Makings of a Schoolwide Intervention

1. Prevent
 - a) Identify replacement behavior.
 - b) Intensify active supervision.
2. Teach replacement behavior.
3. Reinforce replacement behavior.
4. Consistently correct unexpected behavior.



The Solution Plan

- Action Plan Format
 - Solution Component
 - Action Steps
 - Person Responsible
 - Target Date
 - Communication/PD
 - Evidence action step completed
 - Results Indicators

Solution Plan					
School _____			Month and Year _____		
Desired Outcome: _____					
Replacement Behavior: _____					
Solution Components	What are the Action Steps?	Who is Responsible?	By When?	What Professional Development and/or communication is required?	How will Fidelity be Measured?
Prevention (example: clarify expectations, rules or procedures; increase supervision; adjust task difficulty, increase OTRs)					
Teaching					
Recognition					
Corrective Consequence					
	What data will we Review?	Who is responsible for gathering the data?	When/How often will data be gathered?	Where will data be shared?	Who will see the data?
Progress Monitoring Data Collection	Fidelity: Benchmark:				

Adapted from PBIS Apps (2016)

Are we making adequate progress?



Monitoring Data: How will you know?

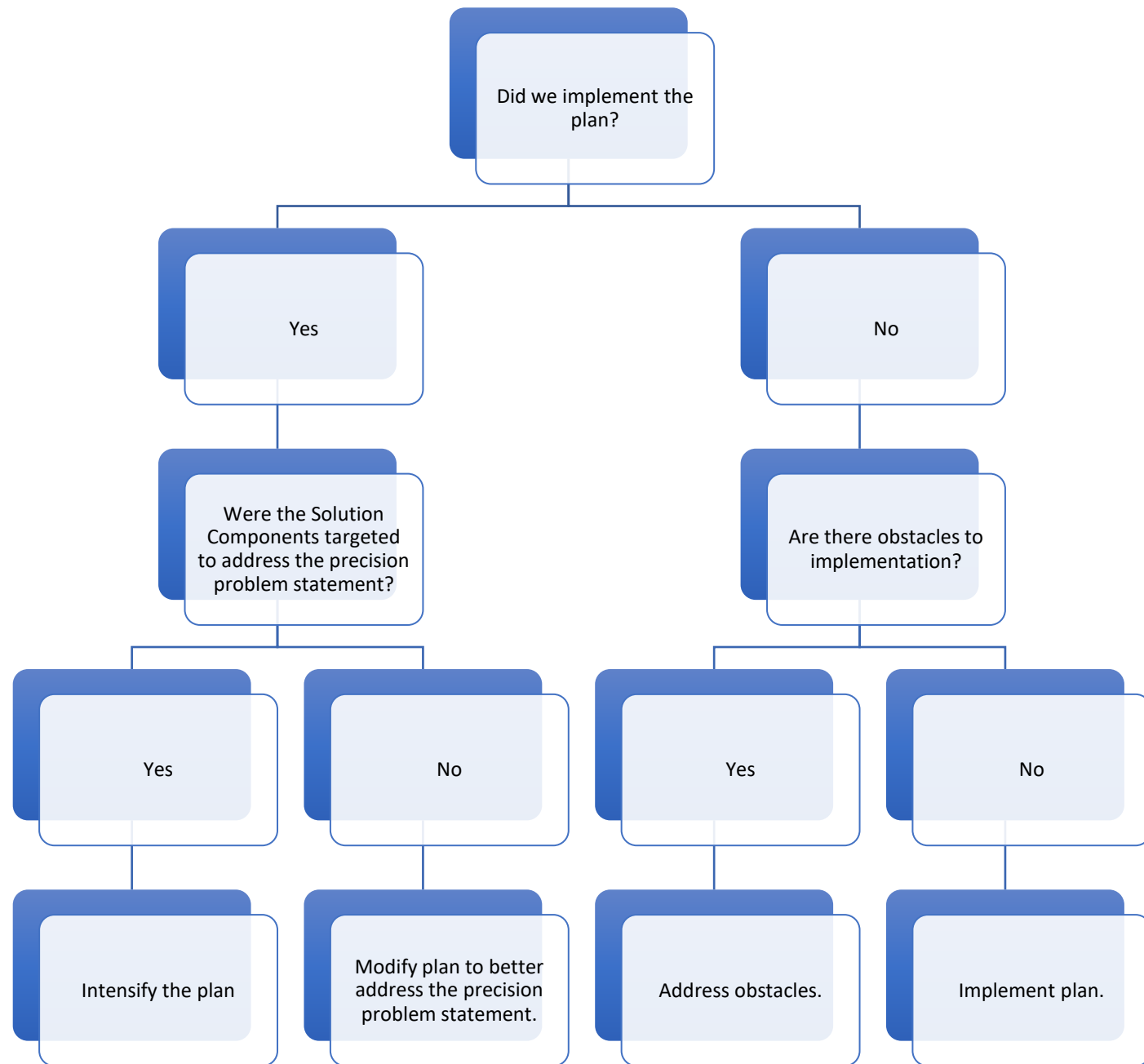
Implementation Results Indicator

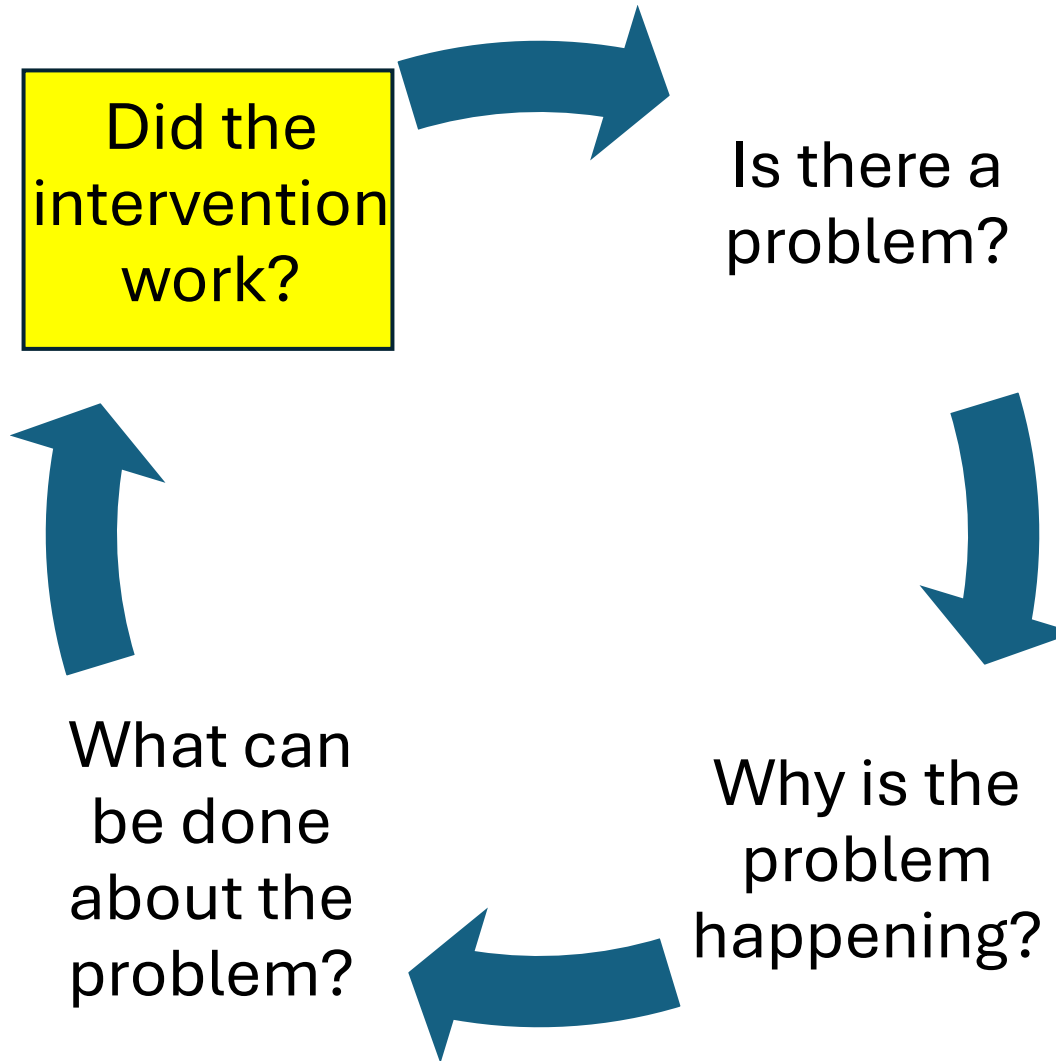
- Teacher lesson accountability sheet
- Count of tickets given to students with specific positive feed back
- Duty assignment attendance

Outcome Results Indicator

- Count of students for using conflict resolution strategy
- Count of office referrals for physical aggression







Tilly 2008

Evaluate Plan

	Goal not met	Goal met
Plan not implemented	<p>Are there obstacles to implementation?</p> <p>Yes: Modify plan to eliminate the obstacles.</p> <p>No: Implement the plan.</p>	<p>Look at data to determine <i>why</i> the goal was achieved, so you can replicate.</p>
Plan implemented	<p>Re-analyze data; develop an alternate hypotheses; modify the plan to address the alternative hypothesis.</p>	<p>Plan for sustained implementation.</p> <p>Return to data to identify a new problem to address.</p>

Then we systematically repeat...

- Creating cycles of continuous improvement.





DBDM/Solution Plan Google Form

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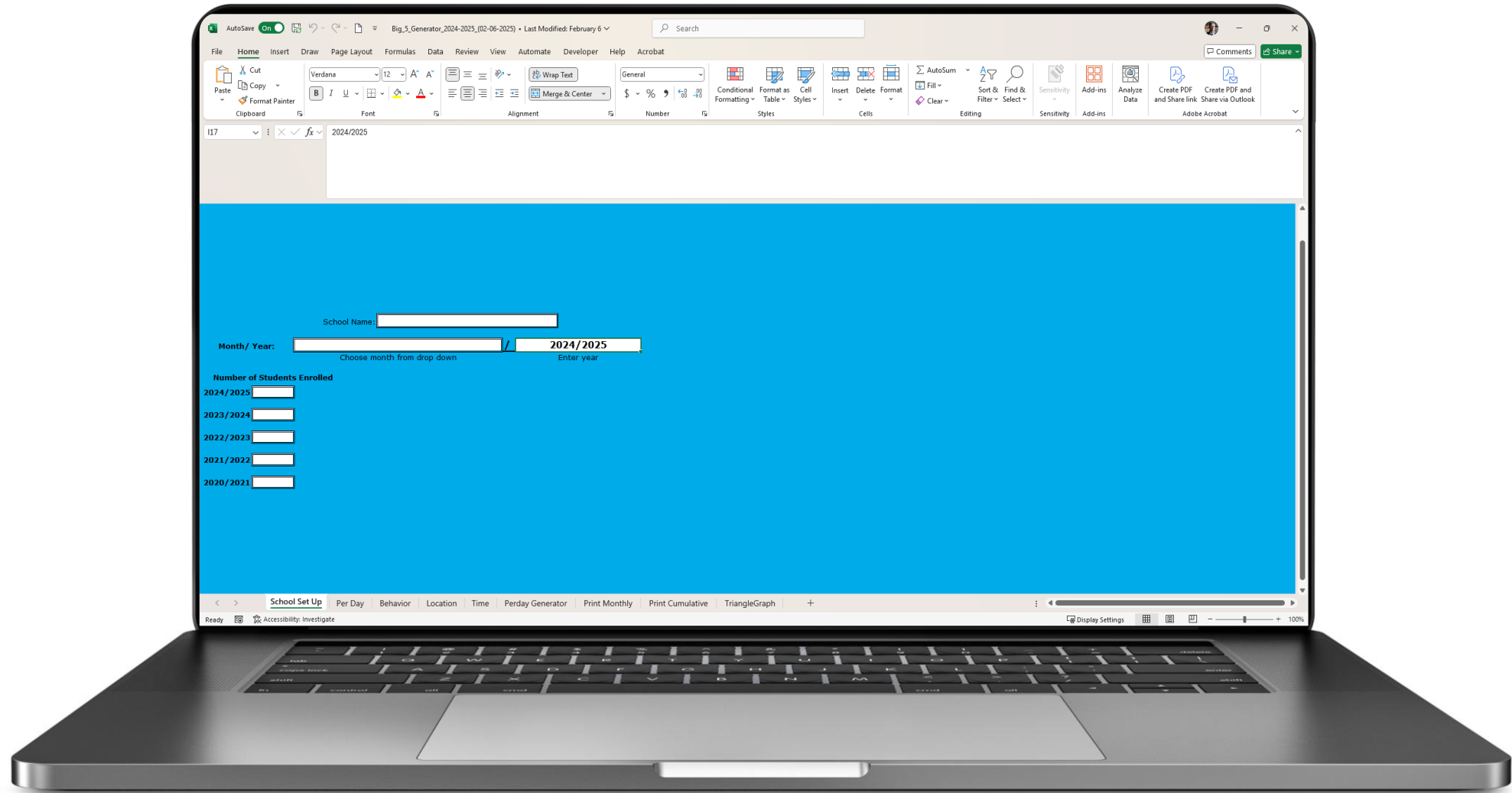
[Sign in to Google](#) to save your progress. [Learn more](#)

* Indicates required question

Email *

Your email

School/Organization Name *

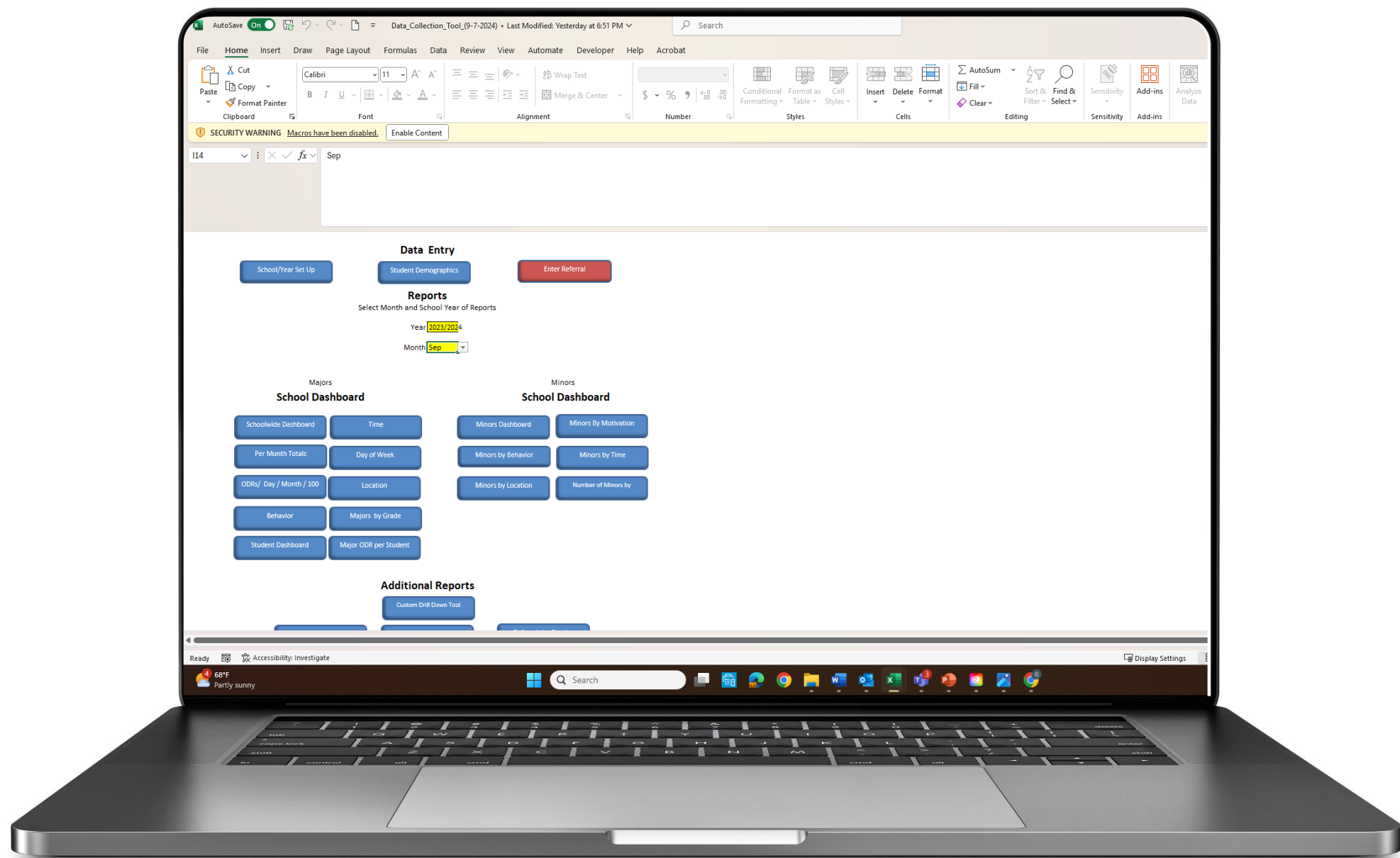


Big 5 Generator

Purpose

- Collect and report ODR data
- Form a simple problem statement
- DBDM around a simple problem statement





Data Collection Tool & EC DCT

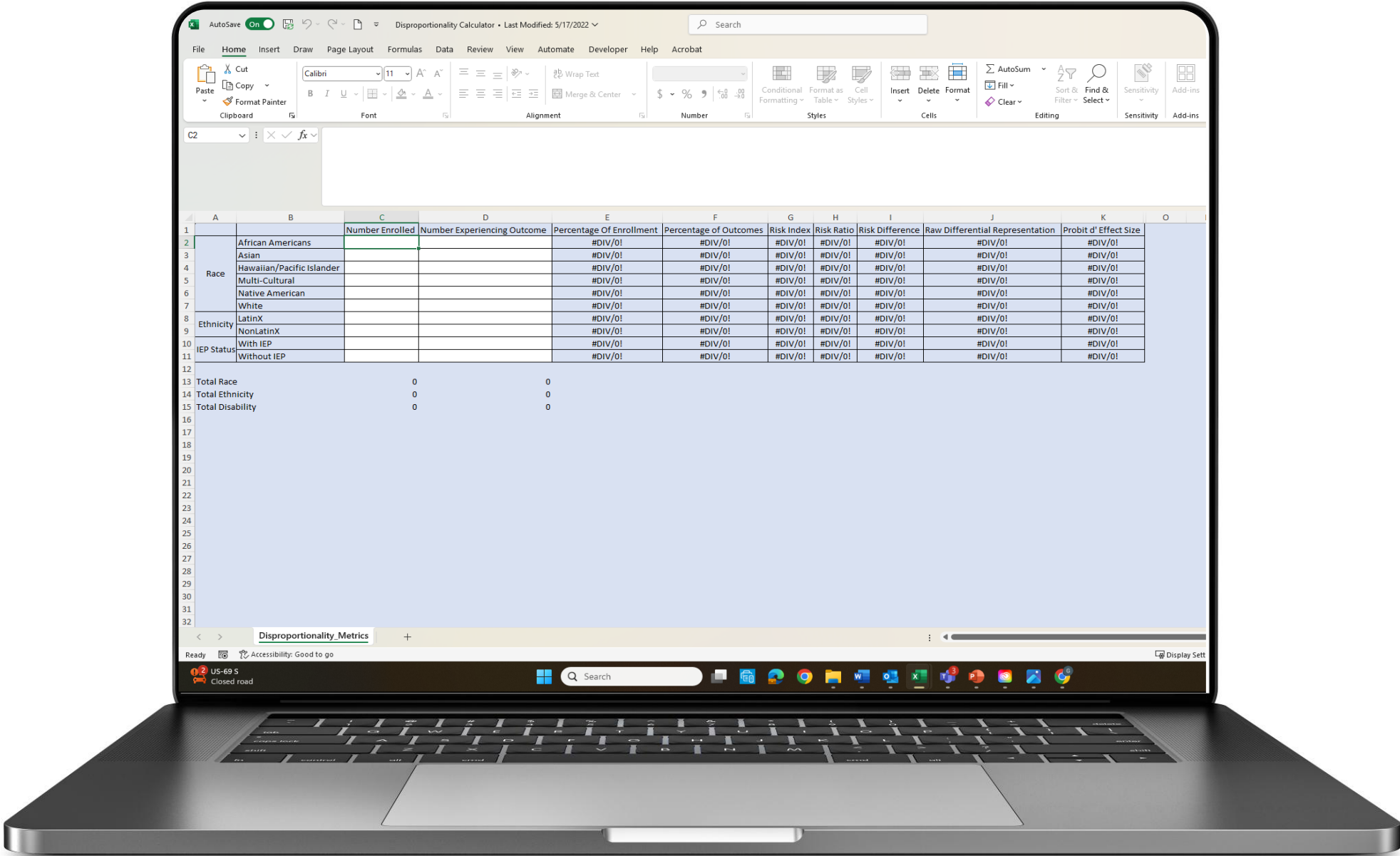
Purpose

- SWIS-like data collection & reporting tool
- Form precision problem statements
- DBDM around precision problem statements

Microsoft Excel interface showing the ribbon (File, Home, Insert, Draw, Page Layout, Formulas, Data, Review, View, Automate, Developer, Help, Acrobat) and a search bar. A green arrow points to the 'Enable Content' button in the Security Warning bar.

Dashboard interface with sections: Data Entry (School/Year Set Up, Student Demographics, Enter Referral), Reports (Select Month and School Year of Reports, Year: 2023/2024, Month: Sep), School Dashboard (Majors: Schoolwide Dashboard, Time, Per Month Totals, Day of Week, ODRs/ Day / Month / 100, Location, Behavior, Majors by Grade, Student Dashboard, Major ODR per Student; Minors: Minors Dashboard, Minors By Motivation, Minors by Behavior, Minors by Time, Minors by Location, Number of Minors by), and Additional Reports (Custom Drill Down Tool).

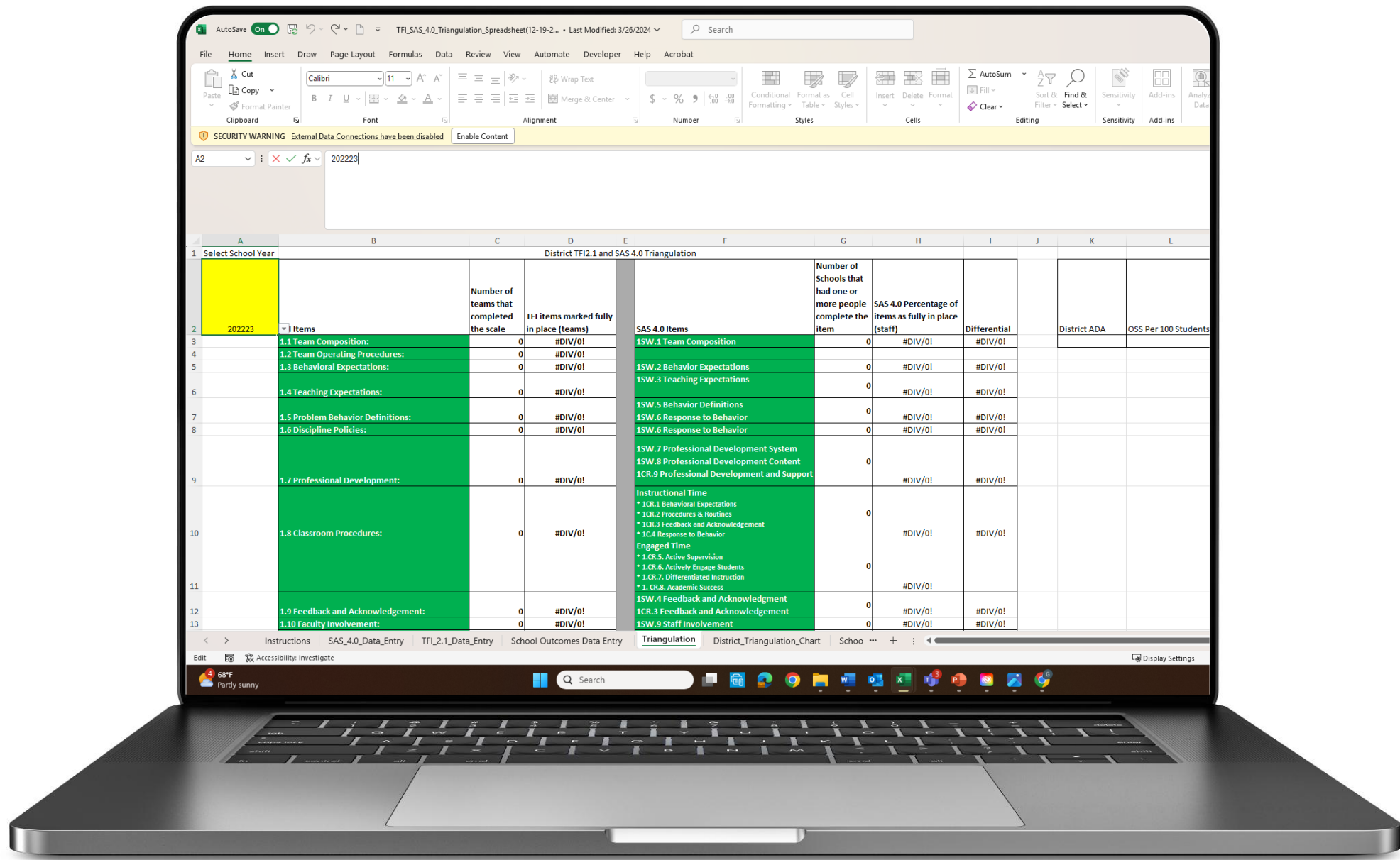




Purpose

- Identify inequitable discipline
- Determine root cause
- Address root cause



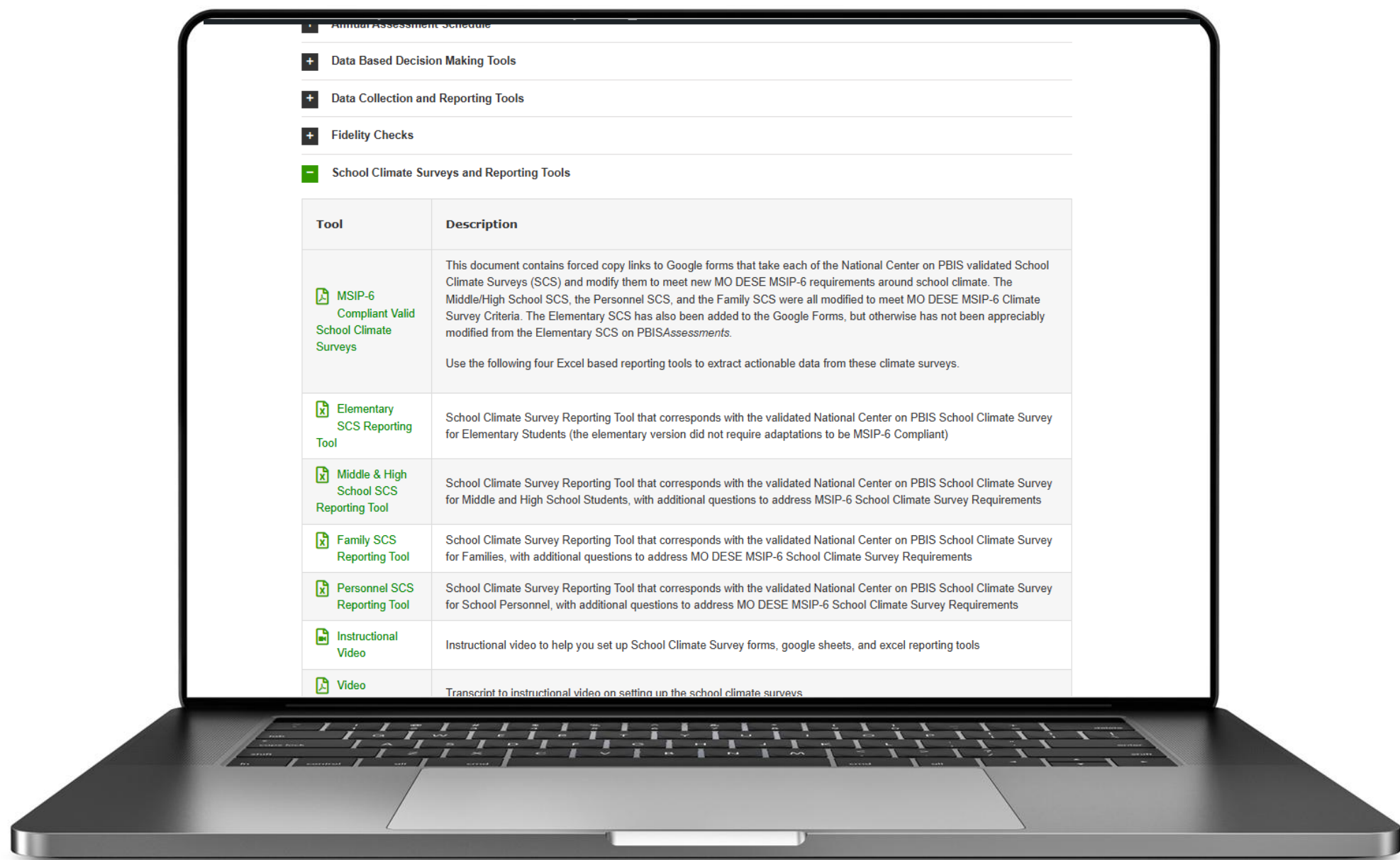


Triangulation Spreadsheet

Purpose

- Compare staff perceptions (SAS 4.0) to team perceptions (TFI 4.0) of implementation fidelity
- Identify opportunities to improve implementation and communication





MSIP-6 Compliant Climate Surveys

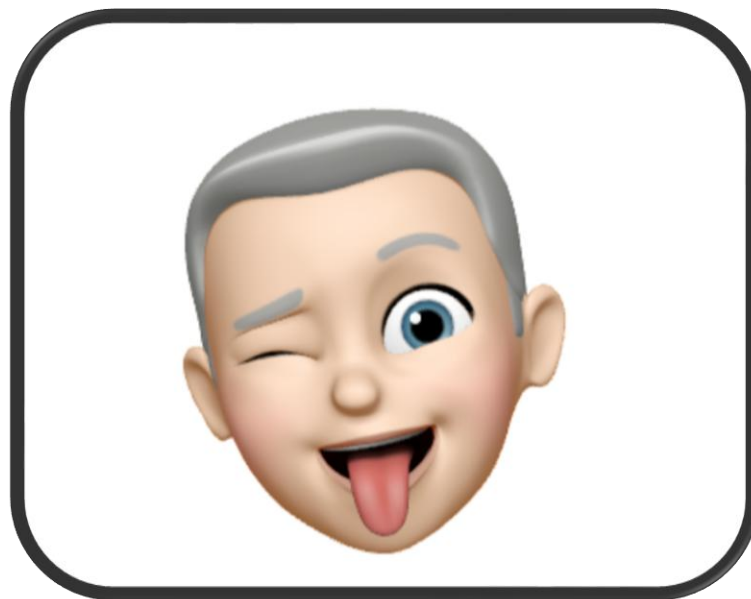


MSIP-6

- Students:
 - Does the school seek and value your voice?
- Families:
 - Does the school seek and value student voice?
 - Does the school share climate data with families?
- Staff
 - Does the school seek and value student voice?
 - Does the school share climate data with partners?
 - Does the school have a team that addresses school climate



Questions?!?



wayg@missouri.edu