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| **Implementation** **Snapshot**  **Evaluation Feature: Data-Based Decision Making (1.13)** | |
| ***What is it?***  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. | |
| ***Scoring Criteria:***  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 | ***Possible Data Sources/Implementation Products***   * Data decision rules * Staff professional development calendar * Tier I Implementation Manual * Team meeting minutes |
| ***Supporting Implementation*** | |
| **Role of District Coordinator:**   * Work with administrators and coaches to access the necessary data for teams to make data-based decisions * Coordinate with IT to ensure databases allow teams to input and analyze the necessary data * Connect administrators and coaches with resources to assist teams with data-based decisions   **Role of Administrator:**   * Work with District Coordinator and coaches to access resources to assist teams with data-based decisions * Regularly review data prior to and after team meetings * Work with data analyst to ensure he/she has ready access to data prior to and following team meetings * Participate in discussions about data-based decision making during team meetings   **Role of Coach:**   * Work with District Coordinator and Administrator to identify resources to assist teams with data-based decision-making * Receive additional support from TBSP about using data and data-based decision making, as needed * Attend team meetings * Help guide discussions about data-based decision making as necessary | **Role of Team:**   * Attend Tier I team meetings * Attend Tier I training * Include data discussions on team meeting agendas (Team Lead) * Have discussions and make data-based decisions during team meetings (Data Analyst) * Receive additional support from TBSP about using data and data-based decision making, as needed   **Role of Staff:**   * Participate in PD offered by the Tier I team * Contribute and adhere to referral procedures * Provide feedback as necessary   **Role of Student, Family, Community**   * Be familiar with referral procedures * Provide feedback as necessary |
| ***Additional Resources and Research*:** | |
| **Practitioner Resources**   * TBSP Brief: Data-Based Decision Making: Using Data to Make Informed Decisions in RTI2-B * TBSP Brief: Evaluating Social Validity: Practice Guide for Evaluating Social Validity for RTI2-B * TBSP Tip Sheet: Completing the Student Risk Screening Scale-Internalizing and Externalizing Behavior (SRSS-IE) * TBSP Materials: Tier I Data Planning Form, ODR Review, Questions to Consider When Reviewing ODR Data, Sharing Data with Your School Example Presentation * TBSP Data Webinars: Using Office Discipline Referral Data in Tier I Meetings and Helping School Leadership Teams Understand Universal Behavior Screeners and Fidelity of Implementation * TBSP Coaches Webinar: How to Run an Effective Team Meeting Using Data * TBSP How-To Video Series: Helping Schools Conduct Universal Behavior Screeners   **Research**   * Primary and Secondary Prevention of Behavior Difficulties: Developing a Data-informed Problem-solving Model to Guide Decision Making at a School-wide Level (Ervin, 2007) * Concurrent Validity of Office Discipline Referrals and Cut Points Used in Shoolwide Positive Behavior Support (McIntosh, 2009) * Using Systematic Screening Procedures to Identify Students Who are Nonresponsive to Primary Prevention Efforts: Integrating Academic and Behavioral Measures (Kalberg, 2010) * Using Office Discipline Referral Data for Decision Making About Student Behavior in Elementary and Middle Schools: An Empirical Evaluation of Validity (Irvin, 2006) * Validity of Office Discipline Referral Measures as Indices of School-Wide Behavioral Status and Effects of School-Wide Behavioral Interventions (Irvin, 2004) * The Sustainability of Schoolwide Positive Behavior Interventions and Supports (Coffey & Horner, 2012) * Academic Achievement and School-Wide Positive Behavior Interventions and Supports (Angus & Nelson, 2013) * Implementing Schoolwide Positive Behavior Interventions and Supports in High Schools: Contextual Factors and Stages of Implementation (Swain-Bradway et al., 2015) | |



(Adapted from Susan Barrett, Maryland PBIS)