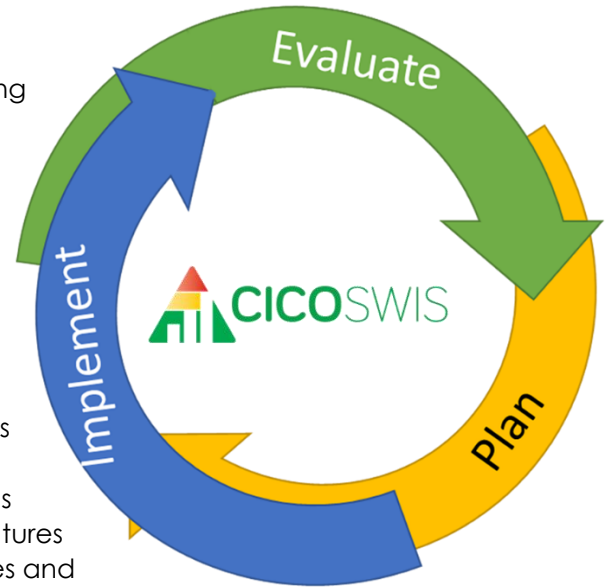


Data-based Decision Making

Data-based decision making (DBDM) is the process of planning for student success (both academic and behavioral) through the use of ongoing progress monitoring and analysis of data.

Research tells us, educators can make more effective and efficient decisions when they have the right data in the right form at the right time. CICO-SWIS provides school personnel with the information they need to be successful decision makers. For more than a decade, SWIS Suite has assisted teams to improve their internal decision making and overall support plan design for individual students and their families. CICO-SWIS, aligns with the PBIS framework and provides the needed data for both universal screening as well as progress monitoring. Sustained assessment of Tier II features improves the efficiency and accuracy of core SWPBIS features and Tier II practices and assists in designing action plans to improve implementation fidelity. (www.pbisapps.org)



SWPBIS Tiered Fidelity Inventory

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). *School-wide PBIS Tiered Fidelity Inventory*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

<p>2.10 Level of Use</p> <p>Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate.</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Is at least 5% of the total population receiving Tier II supports?</i> <input type="checkbox"/> <i>Does the school have the capacity to sustain effective supports for this proportion of students?</i> 	<p><i>Tier II supports that are used too little (e.g. 1%) or too much (e.g. 20%) are not sustainable.</i></p>
<p>2.11 Student Performance Data</p> <p>Tier II team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification.</p>	<p><i>Tier II team needs regular access to information about student success to be able to adapt and improve Tier II supports.</i></p>
<p>2.12 Fidelity Data</p> <p>Tier II team has a protocol for on-going review of fidelity for each Tier II practice.</p>	<p><i>Fidelity assessments should always be included as part of implementation practice.</i></p>