The District Systems Fidelity Inventory (DSFI):
A Tool for Building District PBIS Capacity

METRORESA
BUILDING LEADERS OF TEACHING AND LEARNING

Georgia Department of Education's On-Demand Professional Learning Series
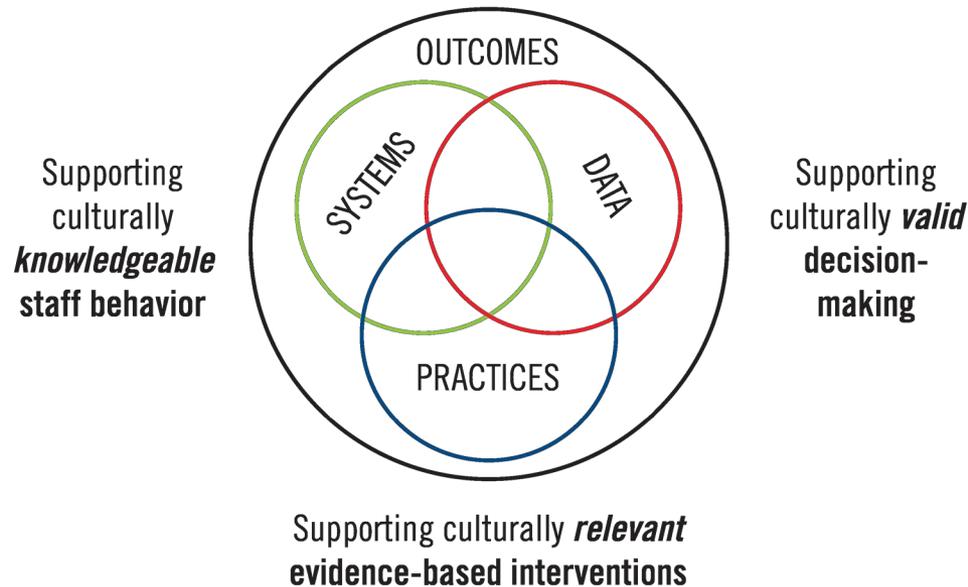**September 2020**

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Overview

1 **UNDERSTAND** the functions, foci and features of the PBIS District Leadership Team

2 **LEARN** the "how and what" of the District Systems Fidelity Inventory (DSFI)

3 **EXPLORE** ways to score and utilize the DSFI

4 **VIEW** how DeKalb County School System has utilized the DSFI to build DLT capacity

The District Leadership Team

Supporting culturally *equitable* academic & social-emotional behavior competence

Supporting culturally *knowledgeable* staff behavior

Supporting culturally *valid* decision-making

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting culturally *relevant* evidence-based interventions

"A District Leadership Team should be established to guide the assessment and action planning process as it relates to the implementation of PBIS data, practices, and systems throughout the district."

Center on Positive Behavioral Interventions and Supports (2019)

The District Leadership Team

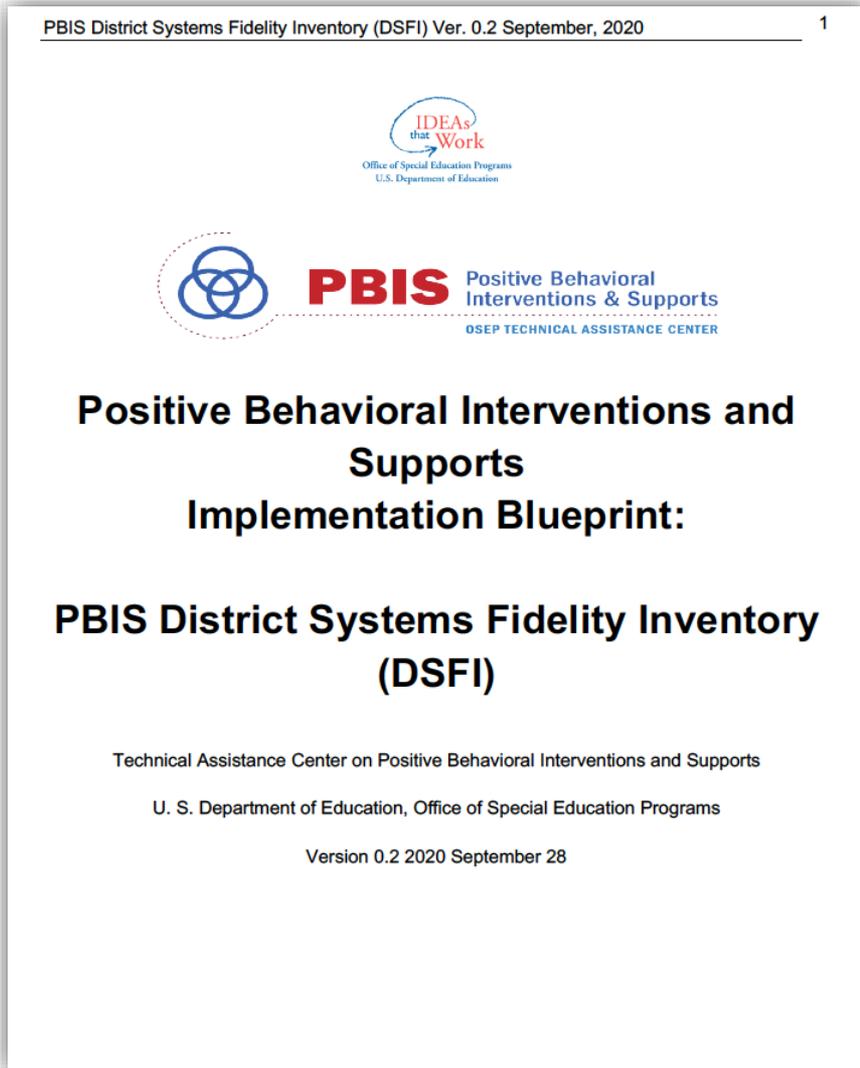## Key Functions and Foci to Sustainability
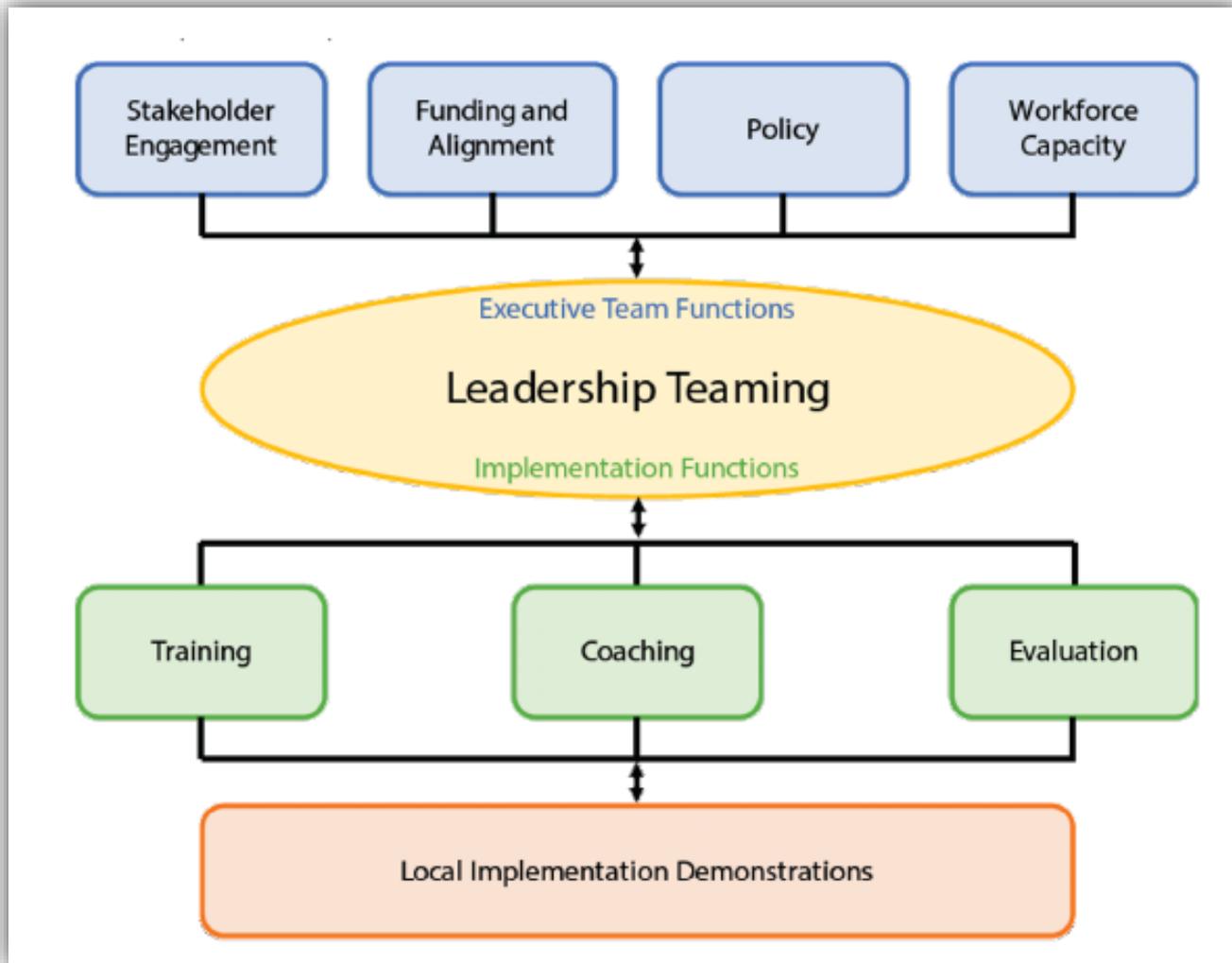
Essential Features for the DLT

Decision-Making Authority

Stakeholder Representation

PBIS Expertise

The District Systems Fidelity Inventory (DSFI)

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

A tool used to assess the current status of the essential drivers for PBIS implementation as well as current levels of implementation fidelity and student outcomes at the district-level.

- ✓ Identify current strengths to sustain and leverage
- ✓ Determining areas for growth and improvement

DSFI Logistics

Completed by the District Leadership Team

Taken annually for progress monitoring

Anticipated to take between one and two hours to complete

Criteria for scoring each item is 0, 1 or 2

A consensus approach is recommended for scoring the DSFI features

The DSFI Categories

The DSFI is divided into 9 categories which include:

1. Leadership Teaming
2. Stakeholder Engagement
3. Funding and Alignment
4. Policy
5. Workforce Capacity
6. Training
7. Coaching
8. Evaluation
9. Local Implementation Demonstrations

Section I: Leadership Teaming

Feature	Possible Data Sources	Scoring Criteria
1.1 Leadership Authority: One or more members of the District Leadership Team has the authority to make key decisions (e.g., decision-making for budget, implementation, policy, data systems).	• District Organizational Chart • Team Roles & Responsibilities	0 = No members of the District Leadership Team have authority to make key decisions. 1 = At least one member of the District Leadership Team has influence on key decision making within the organization. 2 = At least one member of the District Leadership Team has documented authority (e.g., organizational chart) to make key decisions and attends regularly.
1.2 Team Membership: District Leadership Team has representation from range of stakeholders including at least: (a) families, (b) general education, (c) special education, (d) individuals with detailed knowledge about the current social-emotional-behavioral initiatives and (e) members of the local community that have investment in youth outcomes.	• District Organizational Chart • Team Roles & Responsibilities • District Key Stakeholders List	0 = District Leadership Team does not have representation from a range of stakeholders with investment in youth outcomes from the community. 1 = District Leadership Team has a diverse range of stakeholders on their team but not representative of all the stakeholders listed in (a) - (e) **or** stakeholders do not attend regularly. 2 = District Leadership Team includes stakeholders from at least (a) - (e), stakeholders attend meetings regularly, and membership is audited annually.
1.3 Team Expertise: To ensure fidelity of implementation of PBIS practices and systems in three domains: (a) training, (b) coaching, and (c) evaluation the District Leadership Team includes individuals representing P-12 with social-emotional-behavioral expertise across the full continuum of behavior support (Tiers 1, 2, 3).	• District Organizational Chart • Teaming Protocols • Team Roles & Responsibilities	0 = District Leadership Team does not include individuals with social-emotional-learning expertise. 1 = District Leadership Team includes individuals with social-emotional-behavioral expertise across one or two but not all three tiers or not representing P-12. 2 = District Leadership Team includes individuals with social-emotional-behavioral expertise across all three tiers and from agencies representing P-12.

A Look at the DSFI

The DSFI

Use the DSFI to identify current reality and then work to align PBIS with other district initiatives to achieve valued outcomes.

Create a 3-5 year Action Plan and a 1 Year Action Plan

Suggestions for Scoring

A consensus approach is recommended for scoring the DSFI features (similar to how schools complete the TFI), but what are some other possible ways?

1 Distribute the DSFI (paper or electronically) and have individual team members complete. Then average the scores.

2 Provide time for team members to complete the DSFI independently during a meeting and then review the scores, selecting the one that received the majority.

3 Instead of taking the DSFI all at one time, focus on a few categories at a time across various meetings.

PBIS District Systems Fidelity Inventory (DSFI)

Section I: Leadership Teaming

Feature	Possible Data Sources	Scoring Criteria	B. Jamison Score	J. Crawford Score	Cacciatore Score	C. Clark Score	J. Lane Score	R. Prokopf Score	C. Edson Score	T. Nalls Score	C. Imhof Score	J. Macalady Score	C. Wise Score	S Luckett Herd Score	T. Gaskill Score
1.1 Leadership Authority: One or more members of the District Leadership Team has the authority to make key decisions (e.g., decision-making for budget, implementation, policy, data systems).	District Organizational Chart Team Roles & Responsibilities	0 = No members of the District Leadership Team have authority to make key decisions. 1 = At least one member of the District Leadership Team has indirect influence on key decision making within the organization. 2 = At least one member of the District Leadership Team has documented authority (e.g., organizational chart) to make key decisions.	2	2	2	2	2	2	2	2	2	2	2	2	2
1.2 Team Membership: District Leadership Team has representation from range of stakeholders including at least: (a) families, (b) general education, (c) special education, (d) individuals with detailed knowledge about the current social-emotional-behavioral initiatives and (e) members of the local community that have investment in youth outcomes.	District Organizational Chart Team Roles & Responsibilities	0 = District Leadership Team does not have representation from a range of stakeholders with investment in youth outcomes from the community. 1 = District Leadership Team has a diverse range of stakeholders on their team but not all the stakeholders listed in (a) - (e). 2 = District Leadership Team includes stakeholders from at least (a) - (e) and audits members annually.	1	1	1	1	1	1	1	1	1	1	1	1	1
1.3 Team Expertise: District Leadership Team includes individuals representing P-12 with behavioral science expertise		0 = District Leadership Team does not include individuals with behavioral science expertise across the full continuum of behavior support.													

Tabs: Items | Data Summaries | Subscales | Subcales Chart | Chart 1 | Chart 2

Developed by Dr. Bontia Jamison, Fergusson-Florrisant School District, Missouri

DSFI Excel Scoring Sheet – Items

Feature	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	AVG	AVG	Points Earned	% Earned	Points Possible
1.1 Leadership Authority:	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2.0				
1.2 Team Membership:	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1.0				
1.3 Team Expertise:	2	2	2	2	2	2	2	2	2	1	2	2	2	2	2	2		1.9				
1.4 Team Leadership:	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2		2.0	1.6	245	80.1%	306.0
1.5 Team Operating Procedures:	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2		2.0				
1.6 Action Planning:	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1.1				
1.7 Communication with Executive Leadership:	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2		2.0				
1.8 Communication with Key Stakeholders:	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1		1.1				
1.9 Goal Identification:	2	2	2	1	1	2	1	1	2	1	1	1	1	1	1	2		1.4				
2.1 Stakeholder Involvement:	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1		0.9				
2.2 Information Dissemination:	2	2	2	2	2	2	2	2	2	2	2	1	2	1	2	1		1.8	0.9	48	47.1%	102.0
2.3 Stakeholder Participation:	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0		0.1				
3.1 Budget Plan:	2	2	2	2	2	2	2	1	2	2	2	1	1	2	2	2		1.8				
3.2 Community Agency Alignment:	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0		0.2				
3.3. Alignment to District Outcomes:	2	2	1	1	2	2	2	1	2	2	2	1	2	1	1	1		1.5				
3.4 Alignment to Initiatives:	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0		0.8	0.8	112	41.2%	272.0
3.5 Initiative Adoption Procedures:	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0			0.4				
3.6 Options for Tiered Interventions:	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1		0.9				
3.7 Annual Alignment Review:	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1		0.9				
3.8 Operations for Tiered Interventions:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0.0				
4.1 Vision/Mission Statement:	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2		2.0				
4.2 Instructional Approach:	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2		2.0				

Developed by Dr. Bontia Jamison, Fergusson-Florrisant School District, Missouri

DSFI Excel Scoring Sheet - Summary

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	A	B	C	D
1	Subcale	Percent Earned	Total Earned	Total Possible
2	Section I:Leadership Teaming	80.1%	245	306
3	Section II:Stakeholder Engagement	47.1%	48	102
4	Section III:Resource Alignment, Funding, & Allocation	41.2%	112	272
5	Section IV:Policy & Systems Support	75.9%	129	170
6	Section V:Workforce Capacity	2.9%	3	102
7	Section VI:Professional Development	81.9%	167	204
8	Section VII:Coaching & Technical Assistance	24.3%	66	272
9	Section VIII:Evaluation	42.8%	160	374
10	Section IX:Local Implementation Demonstrations	1.0%	1	102
11	Overall DSFI Score	48.90%	931	1904

Items | Data Summaries | **Subscales** | Subcales Chart | Chart 1 | Chart 2 | ⊕

Ready

Developed by Dr. Bontia Jamison, Fergusson-Florrisant School District, Missouri

DSFI Excel Scoring Sheet - Subscales

District Systems Fidelity Inventory (DSFI)

Section	Score
Section I: Leadership Teaming	80.1%
Section II: Stakeholder Engagement	47.1%
Section III: Resource Alignment, Funding, & Allocation	41.2%
Section IV: Policy & Systems Support	75.9%
Section V: Workforce Capacity	2.9%
Section VI: Professional Development	81.9%
Section VII: Coaching & Technical Assistance	24.3%
Section VIII: Evaluation	42.8%
Section IX: Local Implementation Demonstrations	1.0%
Overall DSFI Score	48.90%
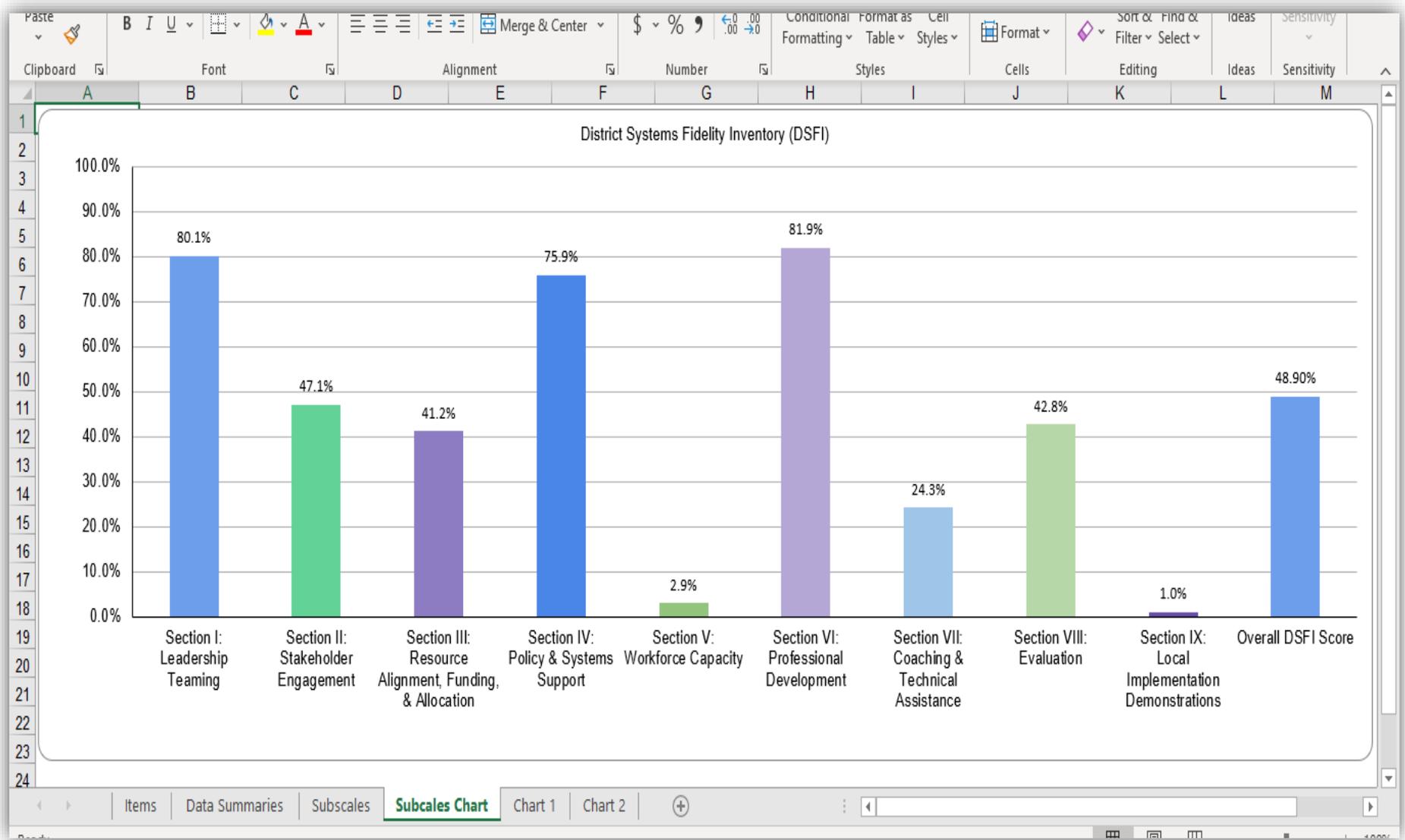
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DSFI Excel Scoring Sheet - Subscales

One District's Use of the DSFI

- Established DLT in 2015
- District Coordinator = Dr. Kishia Towns
- 2 PBIS Coaches = Cassa Andrews and Stanley Bradley

- Have had success in building infrastructure, but have struggled with regular attendance and meaningful engagement at DLT meetings
- Decided to "rebuild" and started with team members taking just the DSFI 1= Leadership Teaming and 2= Stakeholder Engagement

DeKalb DSFI Scoring and Discussion

A Few Key Highlights

2. **1.2 District Leadership Team** has representation from a range of stakeholders including at least: (a) families, (b) general education, (c) special education, (d) individuals with detailed knowledge about the current social-emotional-behavioral initiatives and (e) members of the local community that have investment in youth outcomes

- 0- District Leadership Team do... 0
- 1- District Leadership Team ha... 10
- 2- District Leadership Team in... 2

3. **1.3 Team Expertise:** District Leadership Team includes individuals representing P-12 with behavioral science expertise across the full continuum of behavior support (Tiers 1, 2, 3) to ensure fidelity of implementation of PBIS practices and systems in three domains: (a) training, (b) coaching, and (c) evaluation (e.g. special education, school counselor, school psychologist)

- 0- District Leadership Team do... 1
- 1- District Leadership Team in... 4
- 2- District Leadership Team in... 7

DeKalb DSFI Scoring and Discussion

A Few Key Highlights

5. 1.5. Team Operating Procedures: District Leadership Team meets monthly, uses standard meeting agenda and problem-solving process (e.g. Team-Initiated Problem Solving or Data-Based Decision Making) with clearly defined operating procedures

- 0- District Leadership Team do...   4
- 1- District Leadership Team ha...   5
- 2- District Leadership Team m...   3

10. 2.1 Stakeholder Involvement: A written process is developed and deployed to actively involve stakeholders (e.g. school boards, families, community organization leaders, politicians, youth) in goal setting and policy development

- 0- No process exists to involve...   0
- 1- Stakeholders are on the tea...   8
- 2- A written process is followe...   4

Action Plan / Next Steps

DSFI

Teaming

1.2 — Expand membership of DLT

1.3 Expand w/ members who have expertise.

1.5 More specific procedures needed

1.7 Improve communication
1.8 (two-way)

Engagement

2.1 Create written process
2.2 Create communication process
2.3 Encourage consistent attendance.

Add: transportation & school nutrition
Parents
community business partners
community politicians (?)

☆ "What is my role?"
"What is our task?"

Members need to be committed to the work. (Be a consistent member).

1. Commit to come back in June.

2. Find time to complete the DSFI — Please !!

3. Create organizational chart.

Action Planning Identification & Notes

Next Steps Leadership Teaming

1.2 and 1.3

- Develop **two levels of membership**: 1) A larger group with **global district and community representation** that meets once a year and 2) A smaller group tasked with **developing and implementing the action plan** that meets at least twice a year.
- Broaden DLT teams to represent **all areas and departments** within the district and ensure **key expertise.**

1.5

- Develop **Operating Procedures** for DLT (inclusive of both the larger and smaller group):
  - ✓ Team Member Roles and Responsibilities
  - ✓ Calendar of Team Meetings
  - ✓ Team Meeting Expectations
  - ✓ Meeting Agenda and Minutes Template
  - ✓ Problem-Solving Process
  - ✓ Communication Plan

Next Steps

Stakeholder Engagement
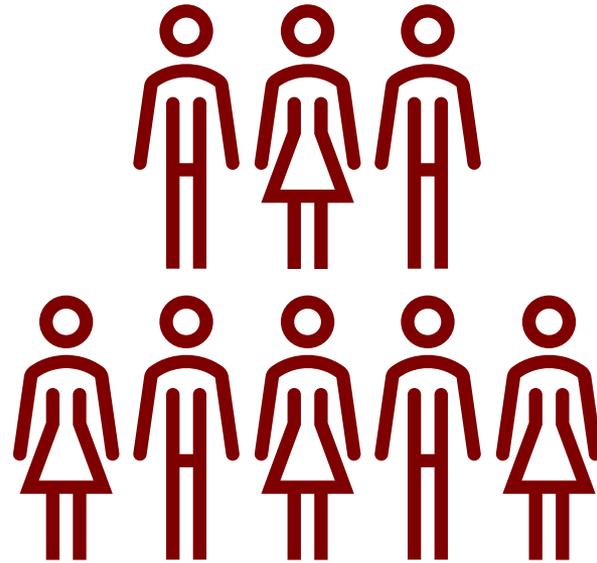
Develop a written process for how the DLT will actively involve the following stakeholders in goal setting and policy development:

Community   Business   Families   Students

Resources and References

Center on Positive Behavioral Interventions and Supports (2020). *Positive Behavioral Interventions and Supports District Systems Fidelity Inventory (DSFI) – Version 0.2*. Eugene, OR: University of Oregon. Retrieved from www.pbis.org.

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Morris, K., Guffey, T., & Powers, L. (2020). *Increasing District Capacity to Support PBIS.* Columbia, MO: MU Center for School-wide PBS, University of Missouri.

THANK YOU!

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