



Fall 2020 PBIS School Status Updates for Cohorts 15 and 16

Summary of Implementation Fidelity Assessments and Data Use

November 2020

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based approach to addressing behavior issues in schools. A significant amount of research has been done to identify the critical features of PBIS. More generally, implementation science points to a specific sequence to ensure that PBIS is implemented with fidelity.

This fall status report provides information on PBIS implementation fidelity for school teams who are currently in PBIS training sponsored by the Minnesota Department of Education (MDE). The report summarizes average Tiered Fidelity Inventory (TFI) scores and the types of data systems used by:

- 70 school teams that are in their second year of training (Cohort 15)
- 53 school teams are in their first year of training (Cohort 16)

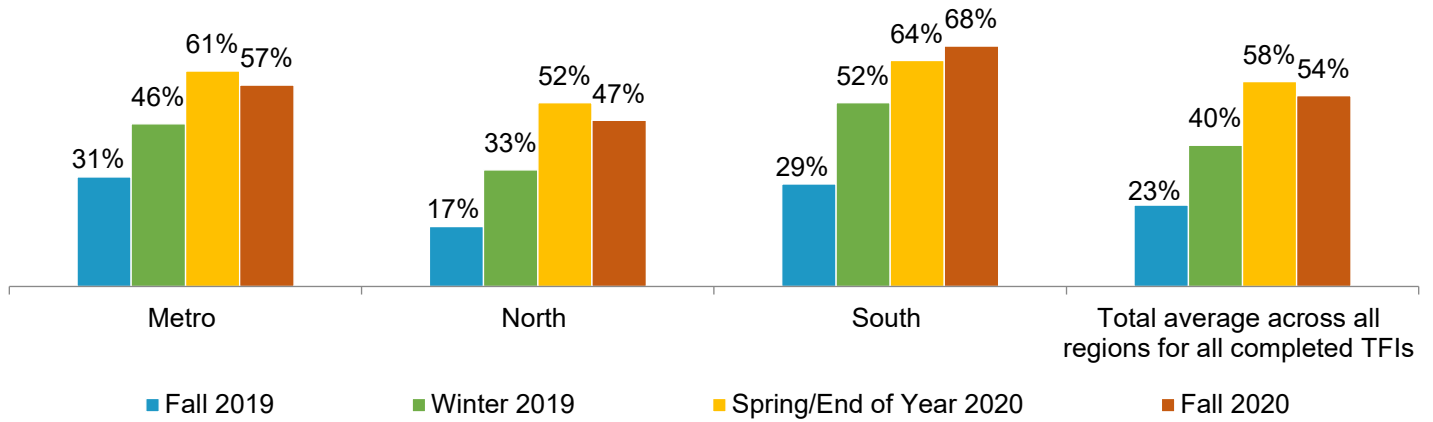
Tiered Fidelity Inventory

The PBIS State Leadership Team expects that school teams in their first year of training (Cohort 16) will score at least 20% on their Tier 1 TFI at fall training. As it is their second year of training, Cohort 15 school teams are expected to meet the 65% implementation fidelity benchmark at fall training. Some key findings from the fall 2020 TFI assessments include:

- The overall average Tier 1 TFI scores for Cohort 15 decreased by 4 percentage points since the end of the school year 2020; however, the overall average for Cohort 15 has increased by 31 percentage points since fall 2019 (Figure 1).
- The average score for all teams in Minnesota was 54% for Cohort 15, which was below the 65% fall benchmark for schools in year two of training. On average, school teams in Cohort 15 from the South region are implementing PBIS with fidelity according to their TFI scores, while school teams from the Metro and North fell just below this threshold.
- Cohort 16 school teams from all regions, on average, exceeded the fall training benchmark (20%) (Figure 2).

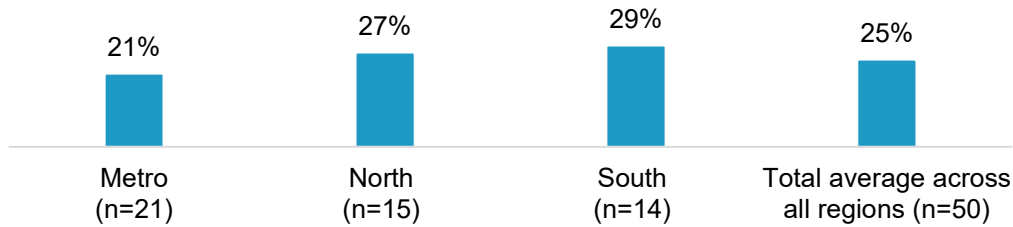
The **TFI** measures implementation fidelity for each of the three tiers of PBIS. It is designed to be taken four times per year while a school team is in training. In Minnesota, schools complete a TFI at each PBIS training. School teams also complete a “walk-through” to interview staff and students in addition to completing the TFI at least once per school year. Schools in training are currently only taking the Tier 1 portion of the TFI assessment. In order to be implementing PBIS with fidelity, a school needs to score 70 percent or better for each of the three tiers of PBIS.

1. Average Tier 1 TFI scores by region—Cohort 15 (Fall 2019 through Fall 2020)



Note. Total is the average across all regions for all completed TFIs

2. Average Tier 1 TFI scores by region—Cohort 16 (Fall 2020)

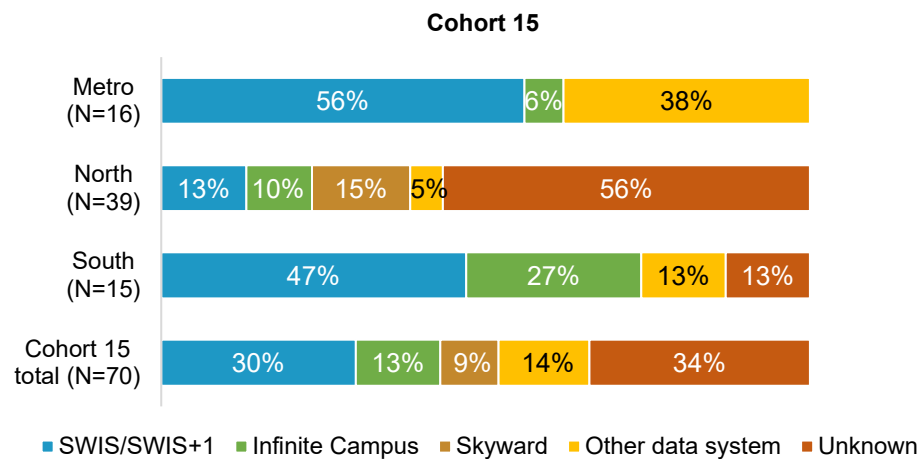


Behavioral data system

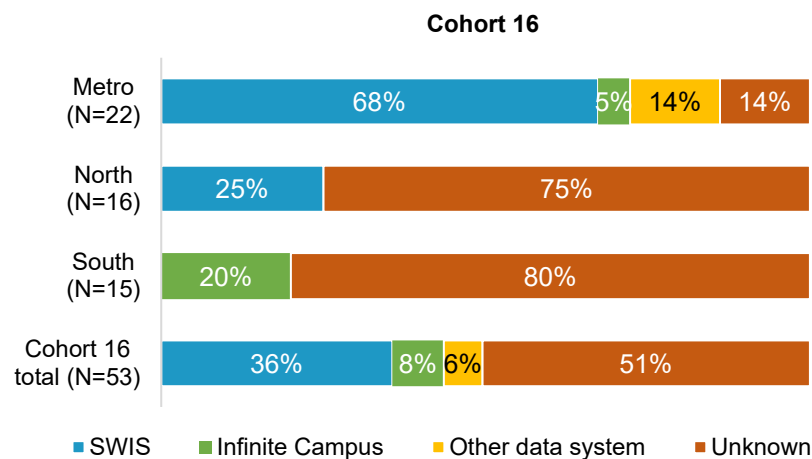
At 2020 fall training, school teams were asked to identify which ODR data system(s) they use to track data. Schools are expected to have an established behavior system in place by winter training in their first year. Some key findings include:

- All Metro schools in Cohort 15 report that they have a behavioral data system in place. Over half of school teams from the North region (53%) did not report whether or not they had a data system in place or did not answer this question on the fall training survey, therefore, their data system status is listed as “unknown”.
- Over two-thirds of Metro school teams in Cohort 16 reported they use SWIS. Most school teams from the North and South regions did not report whether or not they had a data system in place or did not answer this question on the fall training survey.

3. Schools with behavioral data system, Cohorts 15 & 16



The presence of a **behavioral data system** allows for schools to track office discipline referral (ODR) data and use this for data-based decision-making. ODR data includes whether the problem behavior, locations, possible motivations, others involved, and administrative consequences. The data collected in these systems are used for improving school-wide behavior support.



Sharing key data with school staff

At fall training, school teams were asked about how often they share implementation fidelity and outcome (ODR) data with school staff. School teams from Cohort 15 were also asked if they disaggregate data by gender, disability or special education status, and race/ethnicity. School teams from Cohort 16 were asked about their level of confidence in sharing these types of data with other school staff, and whether they updated PBIS artifacts on the current day. Key findings include:

- The majority of Cohort 15 teams reported sharing implementation fidelity and outcomes data at least once a year, though some schools from all regions indicated they have not shared or do not share this data with school staff (Figure 4).
- Most of the school teams from Cohort 16 report they do not share or do not collect implementation fidelity or ODR data, which is to be expected since this is their first year of PBIS training. However, 37% of school teams from the Metro region in Cohort 16 said they share outcome (ODR) data at least once a year.

4. Frequency of implementation and outcome data sharing with other school staff, Cohort 15 & 16

Implementation data sharing	Cohort 15			Cohort 16		
	Metro	North	South	Metro	North	South
Every other month, or more often	6%	12%	0%	5%	0%	0%
One to five times a year	75%	69%	85%	5%	20%	31%
Do not share this data	19%	19%	15%	42%	53%	54%
Do not collect this data	0%	0%	0%	47%	27%	15%
Outcome data sharing						
Every other month, or more often ^a	13%	19%	38%	16%	0%	0%
One to five times a year ^b	50%	58%	31%	21%	20%	31%
Do not share this data	38%	23%	31%	26%	53%	46%
Do not collect this data	0%	0%	0%	37%	27%	23%

Note.

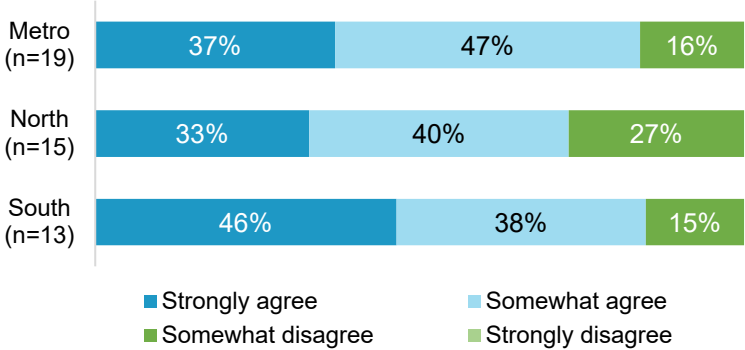
^a Percentages in table may not equal 100% due to rounding. Includes "Once a month or more" and "Every other month" response options

^b Includes "Three to five times a year" and "Once or twice a year" response options.

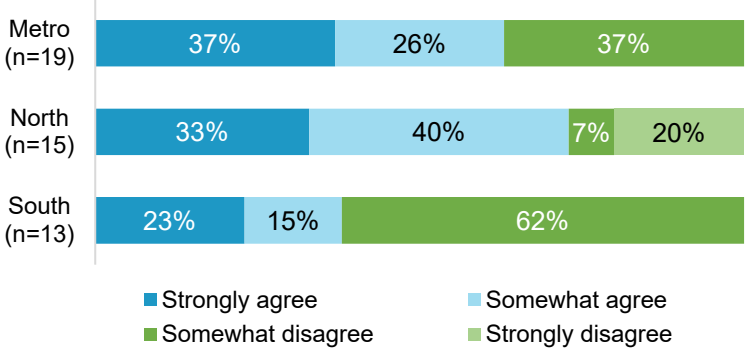
Schools from Cohort 16 were asked to rate their agreement with having the confidence to share implementation fidelity and outcome data with other school staff (Figure 5). Most schools from all three regions report they are confident in sharing implementation fidelity data with other school staff. While most schools from the North region indicated they were confident in sharing outcome data with other school staff, some school teams from the Metro (37%) and more teams from the South (62%) region reported lower levels of confidence with regard to sharing this data.

5. Confidence level of sharing implementation fidelity and outcome data with other school staff—Cohort 16 (N=47)

We are confident in our ability to share implementation fidelity data (i.e. SAS, TFI) with other school staff.

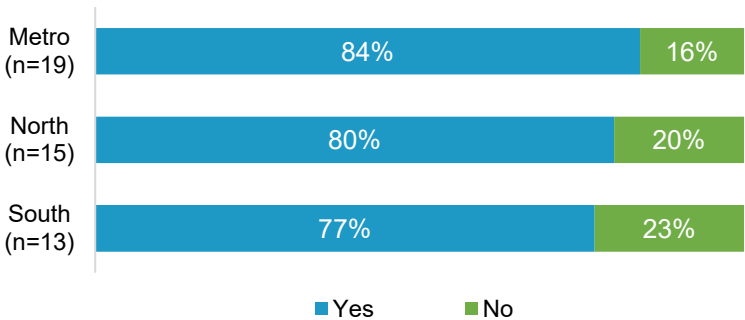


We are confident in our ability to share outcome data (e.g. office discipline referrals, or ODR) with other school staff.



Schools from Cohort 16 were asked if they had updated their PBIS artifacts on the current day. A majority of schools in all three regions reported that they had updated their PBIS artifacts (Figure 6).

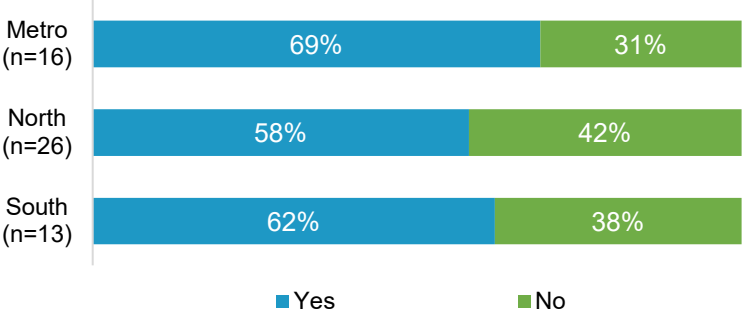
6. PBIS artifacts updated today –Cohort 16 (n=47)



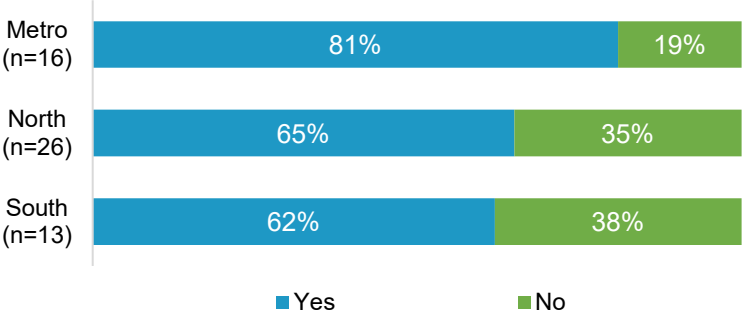
Cohort 15 schools were asked to identify whether or not they disaggregate ODR data by race/ethnicity, gender, or student disability or special education status. School teams from the Metro region were more likely to indicate that they disaggregate outcome data by race/ethnicity, gender, or disability or special education status compared with the North and South regions (Figure 7). About one-third of schools in the North and South regions report they do not disaggregate data by gender or disability or special education status. Across all regions, between 31-42% of school teams say they do not disaggregate data by race or ethnicity.

7. ODR data disaggregation by region—Cohort 15 (N=55)

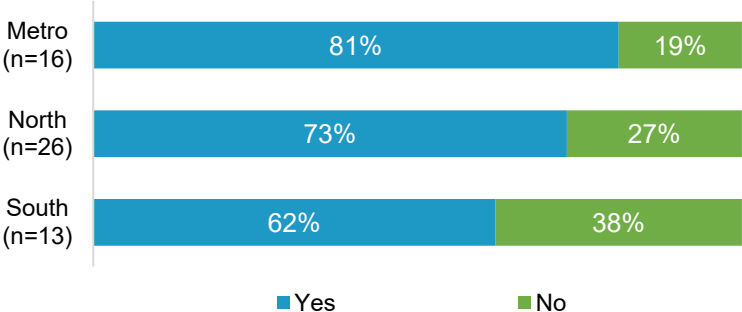
By race/ethnicity



By gender



By disability or special education status



Issues to consider

Based on the summary results described above, there are a few things the Minnesota PBIS Statewide Leadership Team (SLT), including the Minnesota Department of Education (MDE) and the Regional Implementation Partners (RIPs) should consider when planning future PBIS trainings and working with school teams.

Most schools in training are have dipped below their TFI benchmarks—the SLT and the RIPs should continue their current support of schools in training by using data to customize supports for specific schools, especially in light of the COVID-19 pandemic.

Most schools from each training cohort took the TFI during the Fall training session. The overall average TFI scores decreased slightly from End of School Year 2020 training to Fall 2020 training for schools in Cohorts 15. The decrease is not large, and is probably expected due to the shift most schools have had to endure from switching to hybrid or distance learning from in-person models. The SLT and the RIPs should continue to think creatively about PBIS implementation fidelity and how to best support schools as the pandemic continues. This means using data (i.e. quadrant analysis, individual TFI item scores) to tailor their supports to school teams in order to be sure they are getting the most out of training, implementing PBIS in a way that is customized to their school learning model, and working to improve TFI scores.

Continue to encourage school teams to track outcome data using a behavioral data system.

Per MDE, school teams should have a data system for tracking ODR data in place by Winter training of their first year. Implementing PBIS with fidelity requires collecting and using ODR data. Many schools did not have a data system in place as of Fall training. If a school team reports that they do not have a data system, RIPs should plan to follow up with them and perhaps provide technical assistance to getting a data system in place. The RIPs should also continue to emphasize collecting ODR data in different learning models and encourage school teams to learn more about how their school's data system supports data collection during COVID-19.

Encourage school teams to share data more often using creative approaches.

While most Cohort 15 school teams report sharing implementation fidelity at least once a year, some school teams in all regions report that they do not share this data. Between 69-89% Cohort 16 school teams from all stated they either did not collect or did share this data yet, however, this is not surprising given that they are new to PBIS. Of note, between 74-84% of Cohort 16 school teams from all regions indicated they strongly agreed or agreed that they are confident in their ability to share implementation fidelity data with other school staff. So while they may not collect this data or share this data, they feel confident in their ability to share it, if needed. The RIPs and trainers could potentially provide some technical assistance around sharing these types of data with other school staff, especially in the time of COVID-19. This could include more interactive virtual methodologies, or quick updates to align with the reduced time that school staff have to engage with data. Additionally, the RIPs and MDE could consider finding out why school teams appear to be less comfortable sharing outcome data. This could be done via the training survey, one-on-one coaching sessions with school teams, or a discussion topic for a regional coaches' meeting. Moreover, Wilder is conducting a case study on SWIS use and reasons why school teams stop using SWIS for tracking their data. Perhaps we can include some question items around comfort-level and training around sharing ODR data as well as methods for sharing data to find out more.

Wilder Research

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For more information

This summary presents highlights of the Fall 2020 Regional PBIS Trainings in Minnesota, which are sponsored by the Minnesota Department of Education. For more information, contact Amanda Petersen at Wilder Research, 651-280-2741 or amanda.petersen@wilder.org.

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