



# 2014-2015 Positive Behavior Interventions and Supports School Status Report: Cohorts 1-10

September 2015

This Positive Behavior Interventions and Supports (PBIS) school status report provides a summary of the current status of all schools implementing PBIS in Minnesota, including participation in the Minnesota Department of Education’s training sequence, implementation fidelity assessment scores, and outcomes (as appropriate). In particular, this report highlights the patterns and trends in PBIS implementation and outcomes in Minnesota, and helps to understand the relationships between training, implementation fidelity, and outcomes. This report is intended for all stakeholders to better understand the status of PBIS in Minnesota.

## *About PBIS Schools*

Currently, there are 449 active PBIS schools in Minnesota. The charts below illustrate number of schools by region, grade level, and training cohort.

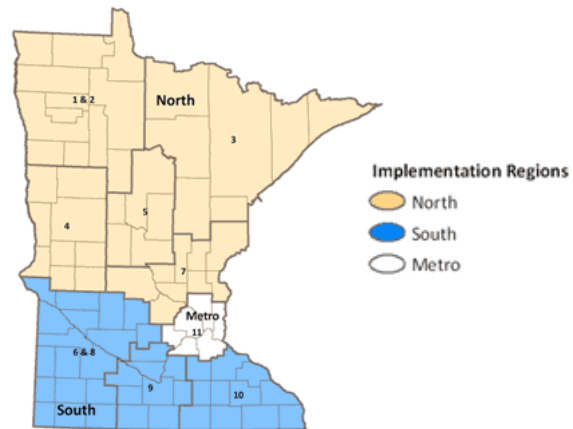
### Number of schools (by region)

Region	Number	Percent
Metro	211	47%
North	136	30%
South	101	22%
<b>Total</b>	<b>448</b>	<b>100%</b>

### Number of schools (by cohort)

Cohort	Number	Percent
1 (2005)	9	2%
2 (2006)	9	2%
3 (2007)	30	7%
4 (2008)	29	7%
5 (2009)	44	10%
6 (2010)	73	16%
7 (2011)	68	15%
8 (2012)	74	16%
9 (2013)	57	13%
10 (2014)	55 <sup>a</sup>	12%
<b>Total</b>	<b>448</b>	<b>100%</b>

<sup>a</sup> Note that Goodhue County Education District in the South Region has 3 programs, but scores are reported as one school this year.



### Number of schools (by grade level)

Grades served	Number	Percent
Early childhood	4	1%
Elementary	253	53%
Middle school	67	14%
High school	60	13%
Early childhood/elementary	1	--
Early childhood-7th	1	--
Early childhood-8th	1	--
K-8	9	2%
K-12	19	4%
Middle school/high school	12	3%
ALC	18	4%
Other*	3	--
Inactive*	28	6%
Closed*	2	--
<b>Total**</b>	<b>478</b>	<b>100%</b>

\*Other categories include schools that serve grades 7-12 and 5-8.

\*\*The total number includes inactive and closed schools.

## Training participation (data for schools currently in the 2-year sequence)

For schools that are currently participating in the 2-year PBIS training sequence sponsored by the Minnesota Department of Education (Cohort 9 and 10 schools), three indicators are used to illustrate how fully schools are participating and invested in the training: team attendance at training, administrator participation at training, and usefulness of training.

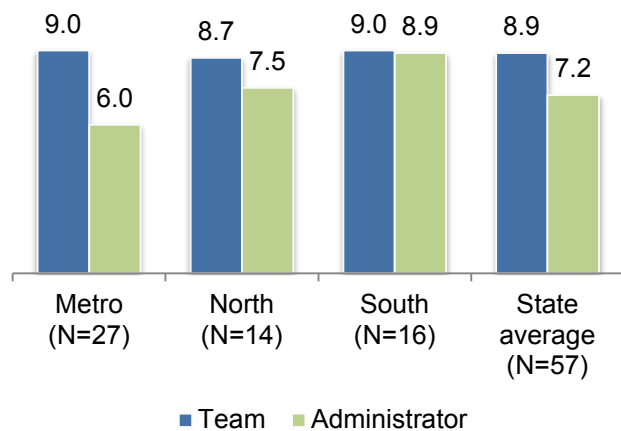
### Team attendance and administrator participation at training

Schools in the first year of training in 2014-15 (Cohort 10) had six full days of training that they were expected to attend. Schools in the second year of training in 2014-15 (Cohort 9) had six days of training in their first year and three full days of training in the second year for a total of nine days throughout their 2-year training sequence.

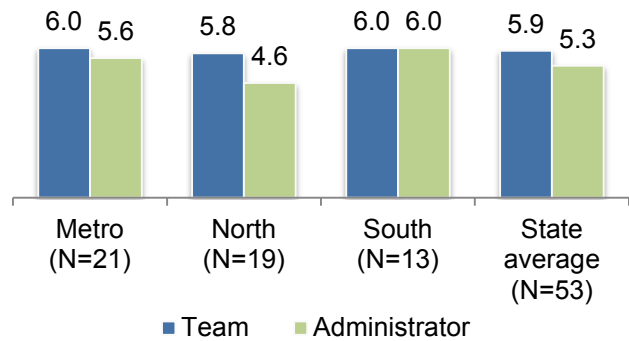
Support from administration is a key feature of schools that successfully implement PBIS. Schools that are participating in the 2-year training sequence are expected to bring an administrator (principal, vice-principal, or assistant principal) to training.

Schools and administrators in both cohorts had high rates of training attendance. Administrators in the metro region in Cohort 9 had the lowest attendance rate, with an average administrator attending 6 full days of training. Similarly, the north region in Cohort 10 had lower administrator attendance when compared to schools in other cohorts and regions, while team average attendance days are similar across regions.

### Average number of training days by team and administrator (Cohort 9 - Year 2 in training sequence, max. = 9.0 days)



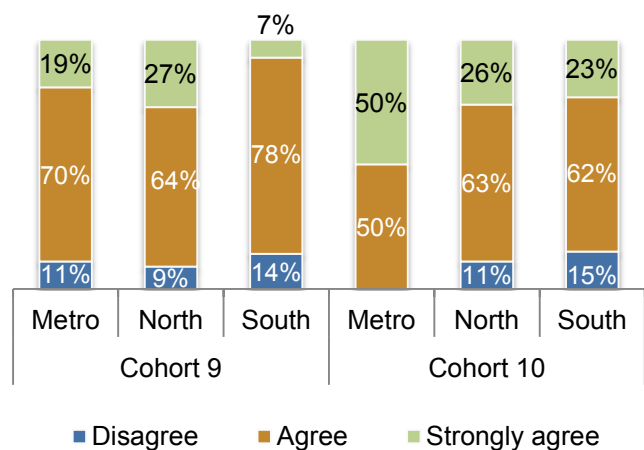
### Average number of training days by team and administrator (Cohort 10 - Year 1 in training sequence, max. = 6.0 days)



### Usefulness of training

School teams were asked to provide feedback on the training sessions they attended. Participants were asked how much they agree or disagree with the following statement: “Overall, this training was a positive, worthwhile learning experience.” On average, school teams rated the trainings rather highly. School teams from the north and south regions in Cohort 10 were more likely to disagree that the training was a positive, worthwhile learning experience. The graph below illustrates average ratings from the fall, winter, and spring trainings combined for the 2014-2015 school year.

“Overall, this training was a positive, worthwhile learning experience.” (Combined results, all trainings in 2014-15).



## Implementation fidelity measures

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 the model is implemented with fidelity. The following assessment tools are currently used to assess PBIS implementation fidelity among participating schools in Minnesota: SET scores, BoQ scores, TICs, and SAS. Next school year, the Tiered Fidelity Inventory (TFI) will be used for Cohort 11 and will replace the SET, TIC, and SAS as a way to measure implementation fidelity across all tiers of PBIS.

### SET scores

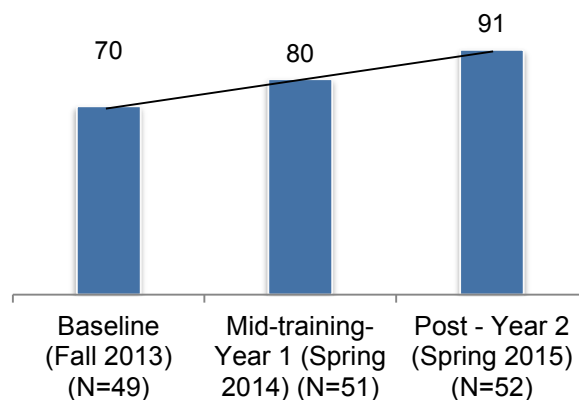
The School-wide Evaluation Tool, or SET, is used to measure implementation fidelity of tier 1 (universal tier) of PBIS. At the beginning of their training sequence, schools are asked to complete a baseline SET, which is administered by a trained SET Evaluator who is from outside the school. This baseline score is an indication of how much work the school has to do to get from where they are currently at to full implementation of PBIS. A school is considered to be implementing PBIS with fidelity if they score an average of 80 or higher on their post-training SET.

### Average SET scores for Cohorts 1-8 (Schools out of training)

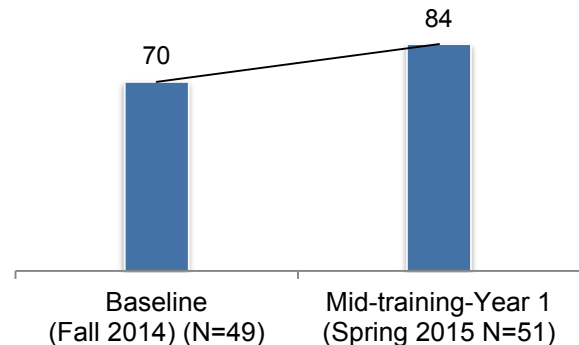
Schools that are out of training should complete a SET or a BoQ at least once a year to measure implementation fidelity. Seventeen schools from Cohorts 1-8 completed a post-training SET evaluation in the Spring of 2015. **Those schools had an overall average score of 91**, which indicates that these schools are implementing PBIS with fidelity.

For schools in Cohort 9, the average SET scores increased each time a SET was conducted, from the time of their first baseline SET to their final SET. Cohort 10 has had two SETs to date, and the average SET score of the mid-training SET is higher than the average baseline SET score.

Average SET scores for Cohort 9  
(Schools in year 2 of training sequence)



Average SET scores for Cohort 10  
(Schools in year 1 of training sequence)

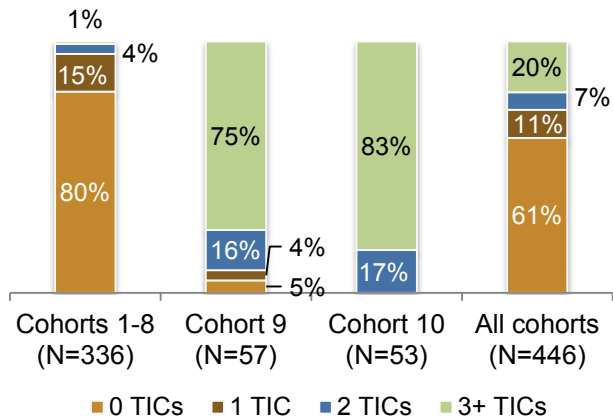


### Number of Team Implementation Checklists completed

The Team Implementation Checklist, or TIC, is a tool used by schools to measure PBIS implementation fidelity. The TIC is supposed to be completed by the PBIS teams in training at least three times per year to monitor activities for implementation of PBIS in a school. Teams out of training should complete a TIC yearly. Only TIC scores from the most recent school year are included.

This past school year, the majority of school teams in Cohort 9 (75%) and Cohort 10 (83%) completed three or more TICs. However, the majority of schools in Cohorts 1-8 (80%) did not complete any TICs this school year. See below for the number of schools completing TICs in the past school year.

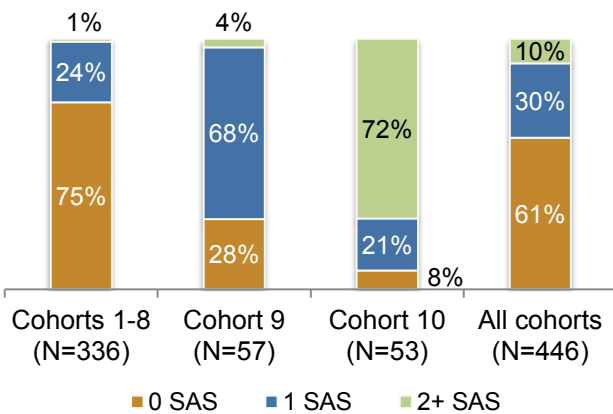
**Number of TICs completed during last school year (by cohort)**



**Number of Self-Assessment Surveys completed**

The Self-Assessment Survey, or SAS, examines the status and need for improvement of four behavior support systems: school-wide, non-classroom, classroom, and individual students. A summary of the SAS results should be used to develop an action plan for implementing and sustaining PBIS systems throughout the school. The SAS should be completed by teams in training twice during their first year and once during their second year of training. Schools out of training should complete the SAS on a yearly basis.

**Number of SAS completed during last school year (by cohort)**

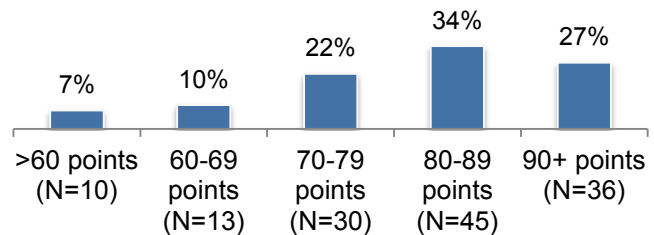


**Benchmarks of Quality**

Benchmarks of Quality, or BoQ, is a self-assessment tool that schools use to assess implementation fidelity of tier 1 of PBIS. Previously, schools that have reached a score of 80+ on the SET and have completed the 2-year training sequence are eligible to complete the BoQ every year for two years and then they only need to

complete a SET every third year. However, this year the eligibility criteria changed so that all schools out of training (Cohorts 1-8, N=336) were eligible to take the BoQ. Only BoQ scores from the 2014-2015 school year are included in this report. Of those that completed the BoQ in the 2014-2015 school year, the majority of schools (83%) are implementing PBIS with fidelity (as indicated by a score of 70 or higher). However, over half (60%) of schools that qualified did not complete the BoQ assessment (n=202).

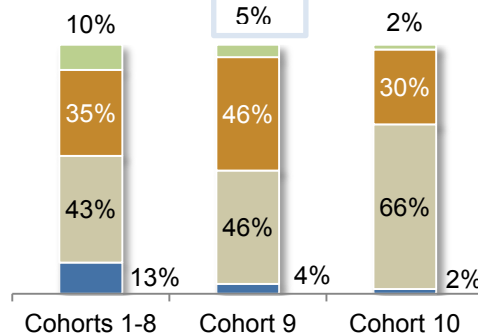
**BoQ score of schools in Cohorts 1-8 that completed the BoQ (2014-2015 school year) (n=134)**



**Behavioral data system**

The presence of a behavioral data system allows for data-based decision-making at the school PBIS team level. The data collected in these systems are used for improving school-wide behavior support. Most schools in Minnesota that are doing PBIS use the School-Wide Information System (SWIS), but a significant proportion uses other systems.

**Behavioral data system used (Cohorts 1-8, 9 and 10)**



- SWIS and another system (N=34, 3, 1)
- Non-SWIS (N=116, 26, 16)
- SWIS (N=144, 26, 35)
- System unknown (N=42, 2, 1)

*Note: Non-SWIS systems include: TIES, Infinite Campus, CLASSROOM, SKYWARD, and custom systems.*

## Outcomes – Triangle data

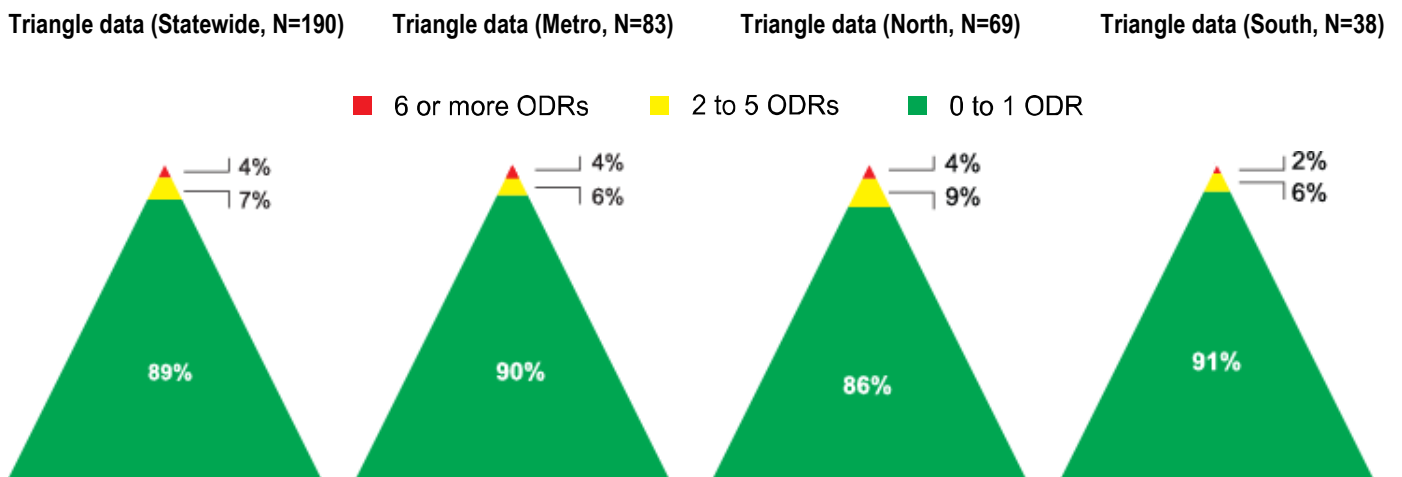
One goal of PBIS is to increase the efficiency with which schools respond to students' behavioral support needs (Sailor, Dunlap, Sugai, & Horner, 2009). This efficiency can be maximized by minimizing the number of students who need support beyond the universal level.

The smaller the percentage of students who require support beyond the universal level, the more efficiently those students can be served with the limited resources schools have available. "Socially successful" is defined as having 0-1 office discipline referrals (ODR) within a given time span, while "needing targeted interventions" is defined as having 2-5 ODR, and "needing intensive interventions" as having more than 6 ODR within a given time span (Horner, Sugai, Todd, & Lewis-Palmer, 2005).

Data are reported for schools in cohorts 1-10 that have entered data through two methods: either through SWIS, or if a school uses another type of data system, they were asked to

enter their Office Discipline Referral (ODR) data in an online survey maintained by Wilder Research. Results were combined and averaged for each region and statewide. The triangle scores are calculated using "Majors" only. Major behaviors are defined as disciplinary incidents that must be handled by *administration*. These may include, but are not limited to: physical fights, property damage, drugs, weapons, tobacco, etc.

The hallmark conceptual triangle of PBIS suggests that, when PBIS is implemented effectively, on average, 80-90% of students are socially successful with universal support alone, 5-10% require additional support in the form of targeted interventions, and 1-5% require intensive individualized support (Sugai, Horner, & Gresham 2002). Based on this, Minnesota schools that have been trained to implement PBIS are, on average, within the targets.



## Issues to consider

**School participation.** Many schools (n=128) that are out of training in Cohorts 1-8 did not submit either implementation fidelity assessment scores or discipline data. The SLT and Wilder Research should take a look at how long these schools have not been submitting any data and decide if they should be included in future analysis for reporting. RIPS could also consider inviting these schools to get reconnected with PBIS and offer incentives such as coaching, sustainability training, free TFI or BoQ facilitation, support with data systems, etc., so these schools will consider re-engagement in PBIS. Research has shown that using data about their implementation of

PBIS as well as about their outcomes (behavior data) is the most critical factor in determining PBIS sustainability at the school level.<sup>1</sup>

**Training attendance.** Administrator attendance at training by Cohort 9 schools dropped when schools entered their second year of training. The SLT and trainers should continue to emphasize the importance of administrator involvement and support, particularly as schools enter their second year. The SLT could also investigate why administrators feel less compelled to participate in training in later stages. This could be done informally at trainings in a conversational setting with teams or perhaps RIPS or trainers could reach out to schools to discuss with them individually. Another option would be to ask a question in the training survey to gauge administrator involvement.

**Data collection and Benchmarks of Quality (BoQ).** This year, the SLT changed the criteria that schools needed to have in place in order to take the BoQ. Previously, schools had to have completed the two-year training sequence and score at least an 80 on their most recent SET. The SLT changed this criteria so schools only have to be out of training to take the BoQ—the SET score requirement is no longer in place—in hopes that more schools would take the BoQ and report data. While many schools (n=134) completed a BoQ assessment, 202 did not complete this assessment. It is important to note, however, that 17 schools out of training did complete a SET. Additionally, a few (n=5) schools completed both the SET and the BoQ. Wilder Research will work with the SLT to come up with ideas on how to promote the BoQ (such as emphasizing that it is a self-assessment) and will consider updating the training material, to hopefully encourage more eligible schools to complete a BoQ.

**The Tiered Fidelity Inventory.** As the SLT rolls out the TFI as a new way to collect data for cohorts in training, RIPS and trainers should find ways to involve schools in all cohorts in this new implementation fidelity tool at data days, coaches meetings, on the PBIS website, and otherwise make it known that this is an available tool to use. The TFI workgroup has plans to create a webinar to train schools to conduct the TFI. This could appeal to schools out of training as it replaces three other implementation fidelity measures (TIC, SAS, and SET). Furthermore, schools in training could benefit from the knowledge and expertise of PBIS coaches from older cohorts, so we recommend incorporating matching between experienced PBIS schools and newer PBIS schools through a TFI no-cost exchange process for the site visits that are intended to take place as a part of the follow-up TFIs starting in Spring 2016. Wilder Research could assist in facilitating this process similar to how we have facilitated the no-cost exchange for SET assessments in previous years. .

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<sup>1</sup> McIntosh, K., Preddy, L., Uprety, G., Hume, A., Turri, M., and Mathews, S. (2013). Perceptions of Contextual Features Related to Implementation and Sustainability of School-wide Positive Behavior Support. *Journal of Positive Interventions*, 16(1), 31-43.

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### For more information

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