Wilder Research

Winter 2014 Training Report and School Status Update— Cohort 8 and 9

Summary of results from school training and implementation fidelity measures
January 2014

This school status report provides a detailed account of the November 2013 trainings and a summary of the current status of schools in training and implementing PBIS in Minnesota as of January 2014. This report is intended for all stakeholders to better understand the status of PBIS of schools in training and help to refine training and data reporting. More information about PBIS in Minnesota can be found at: **www.pbismn.org.**

Background

This report summarizes the results of the November 2013 training surveys and data collected to measure implementation fidelity.

- There are a total of 74 Cohort 8 schools that are in their second year of training.
- There are a total of 57 Cohort 9 schools are in their first year of training.

Wilder Research was contracted to evaluate the PBIS initiative statewide. As a part of the PBIS evaluation, surveys are conducted with school teams who are participating in the training sequence (one survey was completed per school team). The results of these surveys plus administrative (attendance) records from the RIPs, data entered for the TIC and SAS, and baseline SET evaluation scores for cohort 9 is the basis of this report.

The purpose of this report is to help MDE and the RIPs improve the trainings to better meet schools' needs and best support all schools to achieve full PBIS implementation fidelity by the end of the two-year program. This report is also to be used by MDE and other PBIS stakeholders in Minnesota to understand the current status of schools in training and provide additional support if needed.

Training

The Minnesota Department of Education (MDE) and Regional Implementation Projects (RIPs) sponsor three training sessions per year for schools that are participating in Minnesota's 2-year training sequence for Positive Behavioral Interventions and Supports (PBIS).

Attendance

Schools in their first year of training (Cohort 9 in 2013-14) receive two days of training at each of three points during the year, and schools in their second year of training (Cohort 8 in 2013-14) receive one day at each of three points during the year. Overall, attendance for the November 2013 trainings was very high. All school teams in Cohort 9 attended all of the winter training. One school team in the metro region and one from the south region in Cohort 8 did not attend winter training.

Administrator attendance at winter training was also relatively high. Of note, nine administrators from the metro region, two from the north region, and one from the south region in Cohort 8 did not attend winter training. Seven administrators from the metro region and three administrators from the north region in Cohort 9 did not attend the first day of training.

Nine administrators from the metro region and four from the north region did not attend cohort 9 training on the second day. Six of the administrators from the metro region and three from the north region did not attend any of the PBIS December 2013 training dates. All cohort 9 administrators from the south region attended both days of training. See Figure 1.

1.   Winter 2013 training attendance by Cohort (number of school teams / administrators attended)

| | Cohort 8 | | |
	Metro	North	South
team - full	33	21	18
team - partial	0	0	0
team - not attended	1	0	1
administrator - full	25	19	18
administrator - partial	0	0	0
administrator - not attended	9	2	1
Total number of teams	**34**	**21**	**19**

| | Cohort 9, day 1 | | | | Cohort 9, day 2 | | |
	Metro	North	South		Metro	North	South
team - full	27	14	16	team – full	27	14	16
team - partial	0	0	0	team – partial	0	0	0
team - not attended	0	0	0	team - not attended	0	0	0
administrator - full	20	11	16	administrator – full	18	10	16
administrator - partial	0	0	0	administrator – partial	0	0	0
administrator - not attended	7	3	0	administrator - not attended	9	4	0
Total number of teams	**27**	**14**	**16**	**Total number of teams**	**27**	**14**	**16**

Overall training satisfaction

School teams were asked to indicate on a web-based feedback survey how much they agree or disagree that the training was a positive, worthwhile experience overall. The vast majority of school teams indicated that they were satisfied with the overall training experience. However, metro region schools in cohort 8 were more likely to rate their training experience lower than the other regions in their cohort. A few schools in the metro and south regions in Cohort 9 also indicated some dissatisfaction. See Figure 2.

**2.   School team ratings: "Overall, this training was a positive, worthwhile learning experience."**

| | Cohort 8 | | | Cohort 9 | | |
	Metro	North	South	Metro	North	South
Strongly agree	32%	27%	33%	52%	36%	31%
Agree	52%	73%	67%	44%	64%	63%
Disagree	16%	0%	0%	4%	0%	6%
Strongly disagree	0%	0%	0%	0%	0%	0%

Note: Combined percentages of the "strongly agree" and "agree" categories that equal 85% and above are highlighted in green indicating a high level of satisfaction. Combined percentages in the "disagree" or "strongly disagree" that equal 15% or more are highlighted in orange to indicate a lower level of satisfaction.
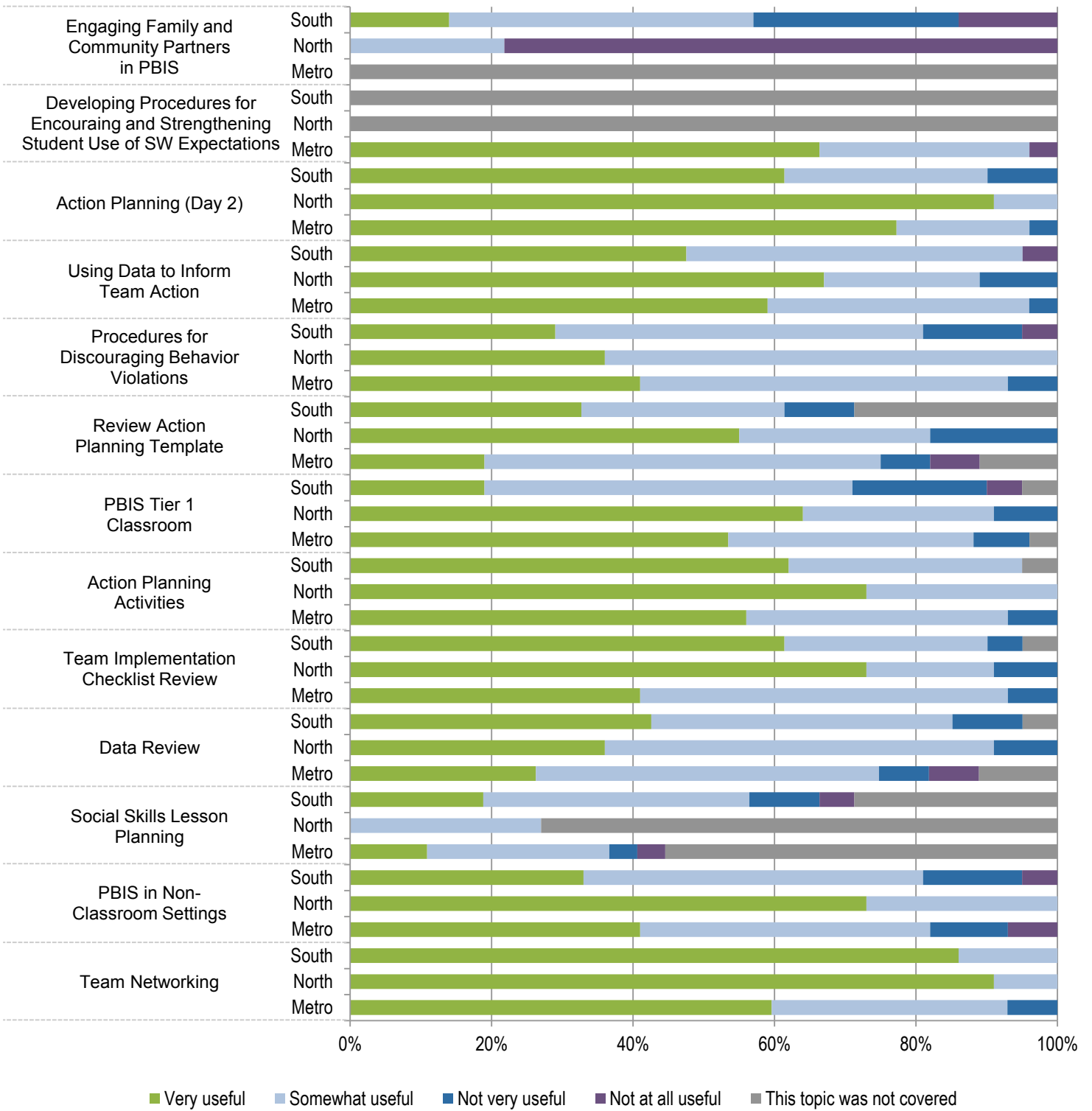
Ratings of training-specific content areas

School teams were also asked to rate how useful the specific training content areas will be in terms of helping them implement PBIS at their school. For Cohort 8 (Year 2), the "Action Planning Update and Activities" session is most likely to be viewed as very useful by school teams. The "Tier II Support" session was also viewed as very or somewhat useful. The "Family and Community: Tiers II and III," and "Data 102: Review of Data" sessions were most frequently rated as not at all helpful or listed as a topic that was not covered at training by participating school teams. See Figure 3.

3. Cohort 8: Ratings of specific training content areas

Legend: ■ Very useful ■ Somewhat useful ■ Not very useful ■ Not useful at all ■ This topic was not covered
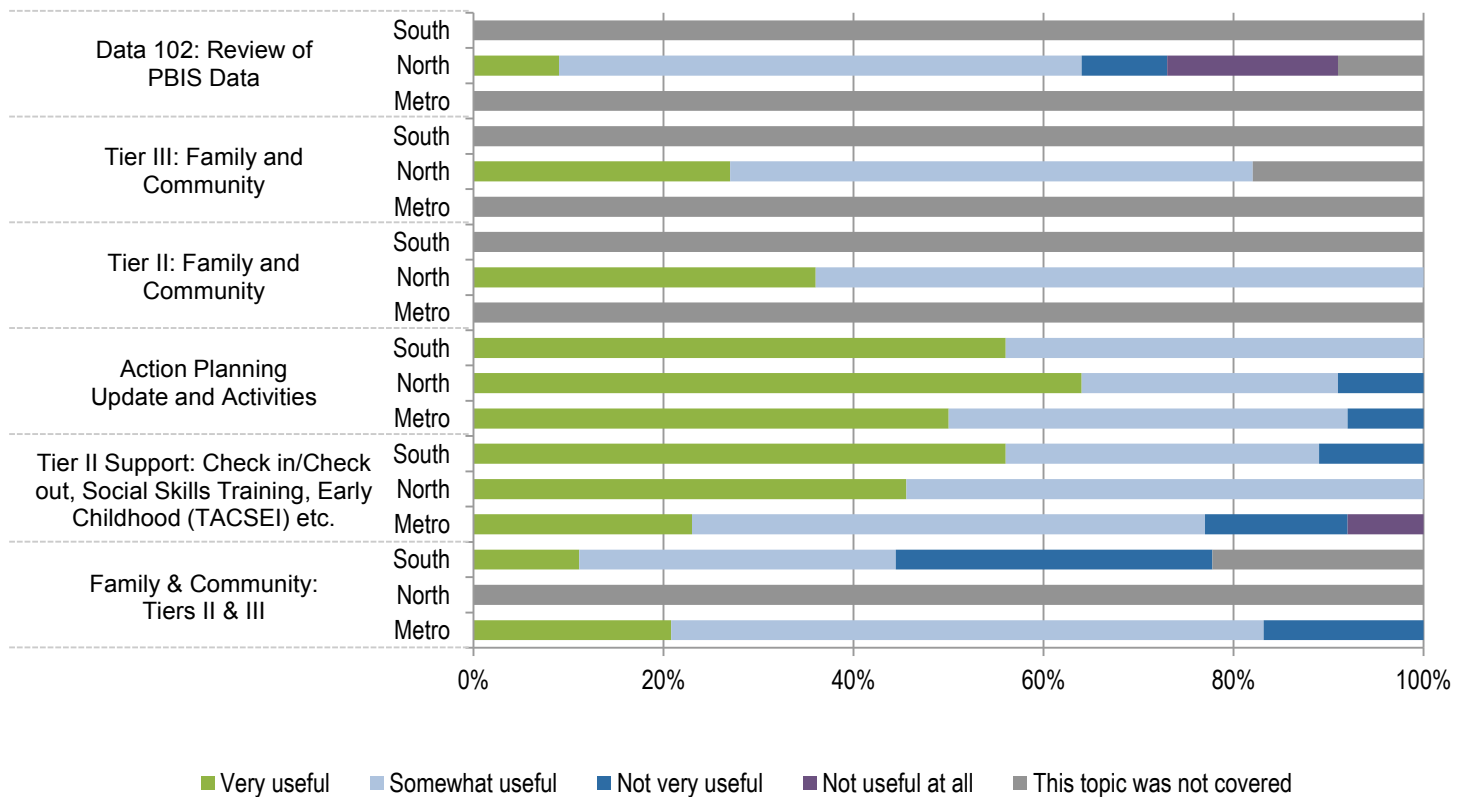
For Cohort 9 (Year 1), "Team Networking," "Action Planning (Day 2)," and "Review Action Planning Template" were most likely to be rated as very useful. The sessions "TIC Review" and "PBIS Tier 1 Classroom" were rated as very or somewhat useful. On the other hand, the session "Engaging Families and Community Partners in PBIS," was rated the least useful by the north and south regions (the metro region did not have this component at the training). Over half of schools in the metro and north regions and nearly 3 in 10 in the south region said that Social Skills Lesson Planning was a topic not covered in training. See Figure 4.

4. Cohort 9: Ratings of specific training content areas

Legend: Very useful | Somewhat useful | Not very useful | Not at all useful | This topic was not covered

Content areas (each with South, North, Metro):
- Engaging Family and Community Partners in PBIS
- Developing Procedures for Encouraing and Strengthening Student Use of SW Expectations
- Action Planning (Day 2)
- Using Data to Inform Team Action
- Procedures for Discouraging Behavior Violations
- Review Action Planning Template
- PBIS Tier 1 Classroom
- Action Planning Activities
- Team Implementation Checklist Review
- Data Review
- Social Skills Lesson Planning
- PBIS in Non-Classroom Settings
- Team Networking

Ratings of training effectiveness

School teams were also asked how strongly they agree or disagree with five statements about the effectiveness of the trainings. A majority of all school teams in all regions felt the information was presented clearly in the trainings, that the presenters demonstrated expertise in the topics, the training enhances their understanding of PBIS, and that the training will improve practices at their school. One fifth (19%) of school teams from the south region in Cohort 9 disagree that the training information was clearly presented. Nearly one-quarter (24%) of school teams from the metro region in Cohort 8 disagree that the training will enhance their understanding of PBIS. See Figure 5.

5. Ratings of training effectiveness

	Cohort 8			Cohort 9		
	Metro	**North**	**South**	**Metro**	**North**	**South**
The training information was clearly presented.						
Strongly agree	36%	46%	0%	37%	27%	0%
Agree	60%	55%	89%	56%	73%	81%
Disagree	4%	0%	11%	7%	0%	6%
Strongly disagree	0%	0%	0%	0%	0%	13%
The presenters demonstrated expertise in the topic.						
Strongly agree	40%	46%	33%	48%	73%	63%
Agree	56%	55%	56%	52%	27%	31%
Disagree	4%	0%	11%	0%	0%	6%
Strongly disagree	0%	0%	0%	0%	0%	0%
The training enhanced my understanding of PBIS.						
Strongly agree	20%	27%	11%	48%	46%	44%
Agree	56%	64%	78%	48%	55%	44%
Disagree	16%	9%	11%	4%	0%	13%
Strongly disagree	8%	0%	0%	0%	0%	0%
The training will improve my practices in school.						
Strongly agree	20%	27%	22%	48%	46%	44%
Agree	68%	64%	67%	48%	55%	50%
Disagree	8%	9%	11%	4%	0%	6%
Strongly disagree	4%	0%	0%	0%	0%	0%

Note: Combined percentages of the "strongly agree" and "agree" categories that equal 85% and above are highlighted in green indicating a high level of satisfaction. Combined percentages in the "disagree" or "strongly disagree" that equal 15% or more are highlighted in orange to indicate a lower level of satisfaction.

Ratings of training resources—activities and materials

School teams were also asked how strongly they agree or disagree with two statements about the training resources and materials provided. A majority of Cohort 8 teams in the north region and Cohort 9 teams in all regions indicated they were satisfied with the activities and materials provided. Schools from the south and metro regions in Cohort 8 were more likely to disagree that the resources, materials, and teaching aids

provided at training were helpful. Also, school teams from Cohort 8 in all regions were likely to disagree that practical classroom activities were provided at the training. Most school teams from Cohort 9 in all regions agreed that practical school-wide activities were provided. See Figure 6.

6. Ratings of training resources

	Cohort 8			Cohort 9		
	Metro	**North**	**South**	**Metro**	**North**	**South**
Practical classroom activities were provided.						
Strongly agree	16%	36%	0%	NA	NA	NA
Agree	40%	36%	56%	NA	NA	NA
Disagree	36%	27%	44%	NA	NA	NA
Strongly disagree	8%	0%	0%	NA	NA	NA
Practical school-wide activities were provided.						
Strongly agree	NA	NA	NA	26%	55%	31%
Agree	NA	NA	NA	59%	46%	69%
Disagree	NA	NA	NA	11%	0%	0%
Strongly disagree	NA	NA	NA	4%	0%	0%
The resources, materials, and teaching aids provided in training were helpful.						
Strongly agree	8%	27%	33%	26%	46%	44%
Agree	64%	73%	33%	67%	55%	50%
Disagree	28%	0%	33%	7%	0%	6%
Strongly disagree	0%	0%	0%	0%	0%	0%

Note: Combined percentages of the "strongly agree" and "agree" categories that equal 85% and above are highlighted in green indicating a high level of satisfaction. Combined percentages of the "disagree" and "strongly disagree" categories that equal 15% and above are highlighted in orange to indicate a relatively lower level of satisfaction. A value of "NA" indicates that these school teams were not asked about these items on the survey.

Satisfaction with training logistics

School teams were asked to rate several aspects of training logistics on a five-point scale. Most school teams rated the training logistics in the range of "good (3)" to "very good (4)," although many school teams also provided the rating of "excellent (5)" and very few provided any ratings of "fair (2)" or "poor (1)." Cohort 8 schools in all regions rated the comfort of the training facility of a score of "3.9" or above. See Figure 7.

7. Ratings of training logistics (average score on a 5-point scale: 1=poor to 5=excellent)

	Cohort 8			Cohort 9		
Training logistics	**Metro**	**North**	**South**	**Metro**	**North**	**South**
Convenience of the training date	3.7	3.7	4.3	3.5	3.4	3.8
Convenience of the training location	3.0	3.8	4.0	3.4	3.2	3.9
Comfort of the training facility	4.0	4.4	3.9	3.6	3.6	3.7
Length of the training	3.5	3.8	4.1	3.6	3.8	3.5

Note: Ratings of 3.9 and above are highlighted in green to indicate a high level of satisfaction with the training logistics. Ratings of 2.5 and below are highlighted in orange to indicate a relatively lower level of satisfaction.

Completion of PBIS activities

School teams were asked if they had completed key PBIS activities at training or within the past two weeks. A majority of schools fully or partially completed updating their PBIS Action Plan and reviewed their ODR Big 5 data. One in 10 (11%) Cohort 8 school teams in the south region did not update their PBIS action plan at training or in the past two weeks. Many Cohort 9 schools from all regions did not review their Office Discipline Referral (ODR) data at training or in the past two weeks. Three in 10 school teams in the north (27%) and south (30%) regions did not complete this activity, and 15 percent of teams from the metro region also did not review their ODR data. The majority of school teams in Cohort 8 reported either fully or partially reviewing their ODR Big 5 data. One in 10 (8%) schools in the metro region did not look at their Big 5 data. Use of data for planning and making decisions is a key element of training, so it would be expected that schools entering their second year should be implementing this practice regularly. See Figure 8.

8.   Completion of PBIS activities at training or within the past two weeks

	Cohort 8			Cohort 9		
	Metro	**North**	**South**	**Metro**	**North**	**South**
Update your school's PBIS Action plan						
Fully completed	46%	55%	11%	48%	55%	40%
Partially completed	46%	46%	78%	44%	46%	60%
Not started	8%	0%	11%	7%	0%	0%
Review your school's Office Discipline Referral (ODR) Big 5 data						
Fully completed	52%	55%	44%	37%	55%	30%
Partially completed	40%	46%	56%	48%	18%	40%
Not started	8%	0%	0%	15%	27%	30%

Note: Cells in the "fully completed" category that are 80% and above are highlighted in green to indicate a high level of activity completion. Cells in the "partially completed" category that are 50% and above are highlighted in blue to indicate a high level of partial completion. Cells in the "not completed" category that are 10% and above are highlighted in orange to indicate a low level of activity completion.

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 used to assess PBIS implementation fidelity among participating schools in Minnesota: SET, TIC, SAS, and the BoQ. The TIC, SAS, and baseline SET scores from August-December 2013 are reported here. The BoQ is not used with schools that are in training; however, the number of schools qualifying for the BoQ is reported below.

Team Implementation Checklist

The Team Implementation Checklist, or TIC, is a tool used by schools to measure PBIS implementation fidelity. The TIC is designed to be completed by the PBIS team three times per year to monitor activities for implementation of PBIS in a school. In order to be on track with MDE's data calendar, schools in training should complete at least one TIC by the end of August and another by the end of November. (School teams are typically instructed to complete the TIC at the August and November PBIS training sessions.) The majority of schools in training from all regions (N=111) completed the TIC twice, aligned with MDE's data calendar. Some schools (N=15) did not complete the TIC this winter, but completed it in the fall. Very few (N=5) schools have not completed the TIC yet this year. The number of TICs completed through this winter from Cohorts 8 and 9 are included in Figure 10 below.

10. Number of TICs completed during fall and winter 2013 (by Cohort)

Cohort 8 (N=74)	0 TICs	1 TIC	2 TICs
Metro (N=34)	1	8	25
North (N=21)	0	0	21
South (N=19)	1	2	16
Total for cohort 8	*2*	*10*	*62*
Cohort 9 (N=57)	0 TICs	1 TIC	2 TICs
Metro (N=27)	1	3	23
North (N=14)	1	2	11
South (N=16)	1	0	15
Total for cohort 9	*3*	*5*	*49*
Total for cohorts 8 & 9 combined (N=131)	**5**	**15**	**111**

Strengths and challenges of the TIC

School teams completed the Team Implementation Checklist (TIC) at training and were asked to identify areas of strengths and challenges based on their TIC outcomes. Nearly all teams in all regions reported "Establish commitment" and "Establish and maintain team" to be a strength. One in 10 schools in the metro (11%) and south (12%) regions in Cohort 9 said they have not established prevention systems. Over one-quarter of Cohort 9 schools in all regions report not having classroom behavior support systems. Additionally, two-fifths (41%) of schools in the south region in Cohort 9 and one-quarter (26%) of schools in the metro region in cohort 9 report not having an established information system. In contrast, most (82%) of the schools in Cohort 8 in the north region report having an established information system. See Figure 9.

Figure 9. Strengths and challenges with PBIS implementation (Based on completed Team Implementation Checklist or TIC during training)

	Cohort 8			Cohort 9		
	Metro	**North**	**South**	**Metro**	**North**	**South**
Establish commitment						
It's a strength	80%	100%	89%	85%	91%	88%
It's a challenge	16%	0%	11%	15%	9%	12%
Have not started	4%	0%	0%	0%	0%	0%
Establish and maintain team						
It's a strength	84%	91%	100%	96%	82%	88%
It's a challenge	12%	9%	0%	4%	18%	12%
Have not started	4%	0%	0%	0%	0%	0%
Self-assessment						
It's a strength	68%	73%	78%	63%	46%	69%
It's a challenge	20%	27%	22%	30%	46%	25%
Have not started	12%	0%	0%	7%	9%	6%
Establish school-wide expectations: prevention systems						
It's a strength	68%	73%	78%	52%	64%	47%
It's a challenge	28%	27%	22%	37%	36%	41%
Have not started	4%	0%	0%	11%	0%	12%
Classroom behavior support systems						
It's a strength	NA	46%	NA	19%	36%	24%
It's a challenge	NA	55%	NA	56%	36%	47%
Have not started	NA	0%	NA	26%	27%	29%
Establish information system						
It's a strength	56%	82%	56%	41%	64%	12%
It's a challenge	36%	9%	44%	33%	27%	47%
Have not started	8%	9%	0%	26%	9%	41%

Note: Cells in the "it's a strength" category that are 80% and above are highlighted in green to indicate an area of strength. Cells in the "it's a challenge" category that are 50% and above are highlighted in blue to indicate an area of challenge. Cells in the "not completed" category that are 10% and above are highlighted in orange to indicate a low level of activity completion.

Self-Assessment Survey

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 survey results is used to develop an action plan for implementing and sustaining Positive Behavioral Interventions and Supports (PBIS) systems throughout the school. For Cohort 9 schools, the SAS should be completed once in the fall and once in the spring to be on track with MDE's data calendar. The majority of schools in Cohort 9 (N=46) completed a SAS this school year. Eight schools from Cohort 9 did not complete the SAS. Of note, three schools from the south region completed the SAS twice so far this school year. For Cohort 8 schools, the SAS only needs to be completed once during the school year, and some (N=19) of these schools have already completed a SAS this fall or winter. See Figure 11.

11. Number of SAS completed during fall and winter 2013 (by Cohort)

Cohort 8 (N=74)	0 SAS	1 SAS	2 SAS
Metro (N=34)	26	8	
North (N=21)	19	2	
South (N=19)	10	9	
Total for cohort 8	*55*	*19*	*0*
Cohort 9 (N=57)	**0 SAS**	**1 SAS**	**2 SAS**
Metro (N=27)	3	24	
North (N=14)	4	10	
South (N=16)	1	12	3
Total for cohort 9	*8*	*46*	*3*
Total for cohorts 8 & 9 combined (N=131)	**63**	**65**	**3**

Behavioral data system

When schools have a behavioral data system, it allows for data-based decision-making. The data collected in these systems are used for improving school-wide behavior support. Schools should have an established behavior system in place by the beginning of their training in their first year to be aligned with MDE's recommendations. The School-Wide Information System (SWIS) is the most commonly used system because it is offered to schools by MDE during their 2-year training sequence. Slightly more schools in Cohort 9 (N=24) use a data system other than SWIS compared with Cohort 8 schools (N=17). Eleven schools in Cohorts 8 and 9 are listed as "unknown" as to what their data system is. See Figure 12.

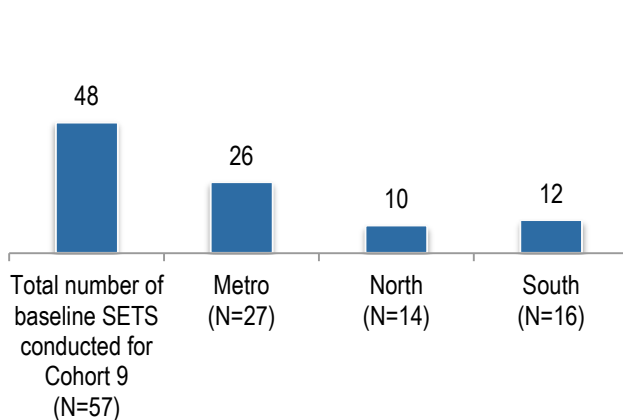**12. Behavioral data system used, Cohorts 8 & 9**
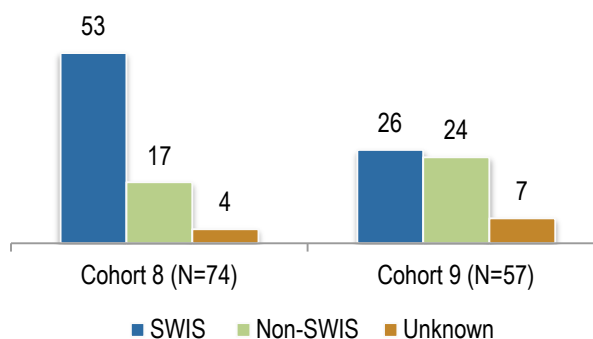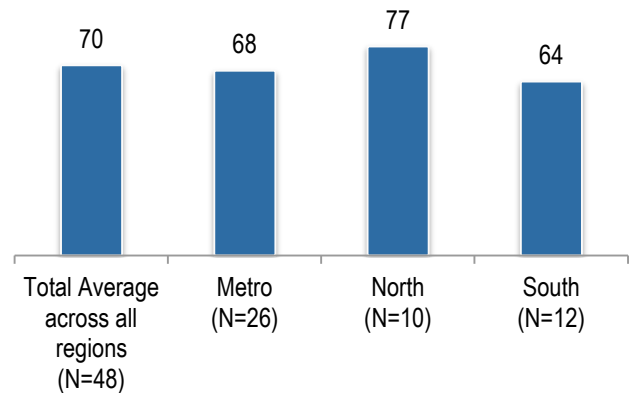

Baseline SET Evaluation

The School-wide Evaluation Tool (SET) is used to evaluate the critical features of PBIS at individual school sites by an external evaluator and demonstrates how well a school is implementing the universal tier of PBIS. This evaluation helps schools to identify areas of strengths and challenges in their PBIS initiatives. Schools are required to have three SETs done at their school over the course of the 2-year training sequence. Schools in their first year of training should receive two SETs -- once in the fall and once in the spring. Schools in their second year of training receive one SET during the spring. This report summarizes the fall baseline SET scores for Cohort 9 schools which were completed in fall 2013.

The majority of schools in Cohort 9 (N=48) had a baseline SET conducted at their school this fall. The average baseline SET score across all regions is 70 out of 100. The north region had the highest average at 77 out of 100. See Figures 13a and 13b.

**13a. Total number of baseline SETs conducted per region**

48 — Total number of baseline SETS conducted for Cohort 9 (N=57)
26 — Metro (N=27)
10 — North (N=14)
12 — South (N=16)

13b. Average baseline SET scores per region

70 — Total Average across all regions (N=48)
68 — Metro (N=26)
77 — North (N=10)
64 — South (N=12)

Benchmarks of Quality (BoQ)

Benchmarks of Quality, or BoQ, is a self-assessment tool that schools use to assess implementation fidelity of Tier 1 of PBIS. In Minnesota, 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 only complete a SET every third year. Therefore, even being eligible to complete the BoQ is an indication of implementation fidelity. During the 2012-2013 school year, 153 schools qualified for the BoQ. That is an increase of 36 schools from the previous year. Communications will be sent out in January 2014 to these schools inviting them to complete the BoQ assessment.

14. Number of schools that qualify for the BoQ

117 — Cohorts 1-6 (2012-2013)
153 — Cohorts 1-7 (2013-2014)
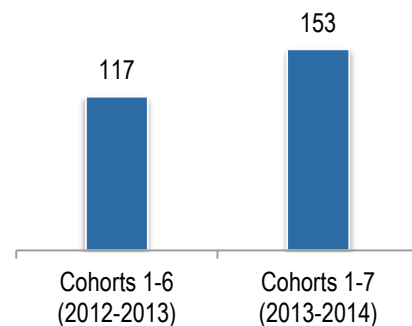
Issues to consider and recommendations

Based on the results described above, there are a few things the Minnesota PBIS Statewide Leadership Team, including the Minnesota Department of Education (MDE) and the Regional Implementation Partners (RIPs), should consider when planning future trainings and supporting schools doing PBIS. RIPs should also pay attention to areas where their particular region or a specific cohort within their region may be rating aspects of the training less favorably to determine possible causes and solutions for these specific problem areas.

Training

Session content. School teams generally expressed satisfaction with the training and provided high ratings on most aspects of the training. The majority of school teams in both cohorts also believe that the training was a positive, worthwhile experience. However, 16 percent of Cohort 8 schools in the metro region disagreed that the training was a positive, worthwhile experience. Many school teams commented that the training content was

repetitive and that they would like new training content that fits with a second year of implementation. Notably, one school team commented on the applicability of training pertaining to Tier II and III:

> *We think this training involved too much information that wasn't applicable to us. Over and over we hear that it takes a while to fully implement PBIS [Tier I] before moving to Tier II and Tier III and yet we spent the entire day talking about Tier II and III when it isn't applicable or useful at this point in our PBIS implementation.*

It is important to note that schools frequently list planning time activities such as "Action Planning" and "Updating the Action Plan," and "Team Networking" as "very useful." MDE and the RIPs should continue to provide the networking time during trainings and consider adding planning and technical assistance elements to other content areas of training. Below are a few open-ended comments from schools, edited for clarity:

> *[We would like] more sharing of ideas. For example, this morning when we shared ideas with other schools—why can't we have everyone's fun ideas of what they are doing? We would have liked more planning time with our own school team. More doing—not listening. –Cohort 8 team, Metro region.*
>
> *[We would like] more time to plan. More resources and hands-on ideas. –Cohort 8 team, Metro region*
>
> *The sharing time was very useful; we liked that we were able to talk as a school and then share things with other schools. Do more of this. Some groups only got to share successes.—Cohort 8 team, South region*
>
> *Thank you for the work time! It was wonderful.—Cohort 8 team, South region*
>
> *Two days would be good in the second year as well, because we need more work time for our teams and this is the best format for uninterrupted planning—Cohort 8 team, North region*

Use of data. Most schools in Cohorts 8 and 9 completed the TIC at training or within the weeks prior to training. The RIPs and MDE should continue to encourage teams to plan around and review outcome data to ensure this key PBIS activity of using data for decisions continues. In addition, it might be helpful for the RIPs and MDE to provide technical assistance in the areas that are deemed to be challenges and remind school teams to view their data before attending training. We also recommend that MDE and the RIPs continue to ensure time is set aside at training and that technical assistance (including providing concrete tips and tools) and data review is provided to Year 2 schools to review their outcome data.

Resources and training materials. Cohort 8 school teams in all regions did not think practical classroom activities were provided at training. Cohort 9 was not assessed on this topic. However, Cohort 9 school teams reported that they believed that practical school-wide activities were provided while Cohort 8 was not questioned about this. Additionally, Cohort 9 schools in all regions reported the resources, materials and teaching aids were helpful. However, school teams in Cohort 8 from the metro and south regions did not think they were helpful. MDE and the RIPs should consider ways of improving the resources that are provided related to school-wide activities.

Implementation fidelity measures

Most schools participating in PBIS training are on the right track and have completed many of the implementation fidelity measures and data collection with PBIS.

TIC and SAS. The majority of school teams have completed the TIC and the SAS in alignment with MDE's training calendar. However, some schools (N=15) in Cohort 9 have not completed it twice yet this year and a few (N=5) have not completed the TIC at all. MDE and the RIPs should continue to monitor schools that are not completing these measures on time and remind them to do so throughout the year.

Data Systems. Though the number of schools without data systems has decreased since fall training, a few schools (N=11) in Cohorts 8 and 9 have an unknown status as to what data systems they are using to collect ODR data for their school. Since measuring ODR data is a key outcome for PBIS, MDE and the RIPs should continue to encourage schools to have an established data system for collecting ODR data at training.

Baseline SETs. Twelve schools in Cohort 9 did not have a baseline SET evaluation done this fall. A few of these schools noted specific reasons (family crises, the weather, staff leaving the school) why they did not get a SET done this fall. MDE and the RIPs should continue to emphasize the importance of the SET evaluation at training and continue to offer incentives for those school staff who are trained SET evaluators. Additionally, Wilder will continue to work with MDE, the RIPs, and schools to ensure that SETs are being completed for all schools according to the data calendar.

Training surveys. Given that training has evolved and changed for PBIS over the years, training curricula have become different for each region. Since not all regions are receiving the same training, they are therefore not surveyed on the same topic areas. This becomes apparent by the "NA" values exhibited in some of the tables above. When administering and designing the winter training survey, MDE should also consider whether it makes sense to have one survey per cohort with a section or subset of questions that could be applicable to only one region or if it makes more sense to have completely separate surveys for each region per cohort in training. If the second option is selected, overall (statewide) reporting across regions becomes a bit more challenging and reporting methods and formatting will also need to be re-examined.