Wilder Research

Spring 2015 Training Report and School Status Update—Cohort 9 and 10
Summary of results from school training and implementation fidelity measures
May 2015

This school status report provides a detailed account of the spring 2015 trainings and a summary of the current status of schools participating in the 2-year training sequence and implementing Positive Behavioral Interventions and Supports (PBIS) in Minnesota as of May 2015. 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 spring 2015 school status report provides a summary of the current status of schools in training that are implementing PBIS in Minnesota. The Minnesota Department of Education (MDE) and Regional Training Partners (RIPs) sponsor three training sessions per year for schools that are participating in Minnesota's 2-year training sequence for PBIS. 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.**

This report summarizes the results of the spring 2015 training surveys and data collected to measure implementation fidelity.

- There are a total of 56 Cohort 9 schools that are in their second year of training.
- There are a total of 53 Cohort 10 schools are in their first year of training.

Wilder Research is contracted to evaluate the PBIS initiative statewide. As a part of the PBIS evaluation, surveys are conducted with school teams that 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, and data entered for the TIC and SAS is the basis of this report.

Training attendance

Schools in their first year of training (Cohort 10 in 2014-15) receive two days of training at each of three points during the year, and schools in their second year of training (Cohort 9 in 2014-15) receive one day at each of three points during the year. Overall, attendance for the spring 2015 trainings was very high. Every Cohort 9 school team attended spring training. Of the Cohort 10 school teams only one was absent both days of training. All Metro and South region school teams attended both days of training, with the exception of one Metro school team, whose attendance on day one was unreported.

Overall, the majority of administrators attended most of the training. Of note, 11 administrators from the metro region in Cohort 9 did not attend the winter training. All administrators from Cohort 10 in the Metro and South regions attended both days of training. Only four administrators were absent on day two, and three had partial attendance, all from the North region.

The SLT and the RIPs should continue to emphasize the importance of administrator attendance at PBIS trainings to increase administrator attendance. See Figure 1.

1. **Spring 2015 training attendance by Cohort (number of school teams / administrators attended)**

	Cohort 9		
	Metro	**North**	**South**
team - full	27	13	16
team - partial	0	0	0
team - not attended	0	0	0
administrator - full	16	12	15
administrator - partial	0	0	0
administrator - not attended	11	1	1
Total number of teams	**27**	**13**	**16**

	Cohort 10, day 1				Cohort 10, day 2		
	Metro	**North**	**South**		**Metro**	**North**	**South**
team - full	20[1]	18	13	team – full	21	15	13
team - partial	0	0	0	team – partial	0	3	0
team - not attended	0	1	0	team - not attended	0	1	0
administrator - full	21	14	13	administrator – full	21	12	13
administrator - partial	0	0	0	administrator – partial	0	3	0
administrator - not attended	0	5	0	administrator - not attended	0	4	0
Total number of teams	**21**	**19**	**13**	**Total number of teams**	**21**	**19**	**13**

[1] *Attendance was not reported for one school from the Metro region on day 1.*

Overall training satisfaction

School teams were asked to indicate on a web-based 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. In Cohort 9, only a small group of schools in the metro region, and a few schools in the North and South regions, indicated some dissatisfaction with the training. Cohort 10 schools reported an overwhelmingly positive response to the training. The few schools that indicated some dissatisfaction were in the South Region. See Figure 2.

2. **School team ratings: "Overall, this training was a positive, worthwhile learning experience."**
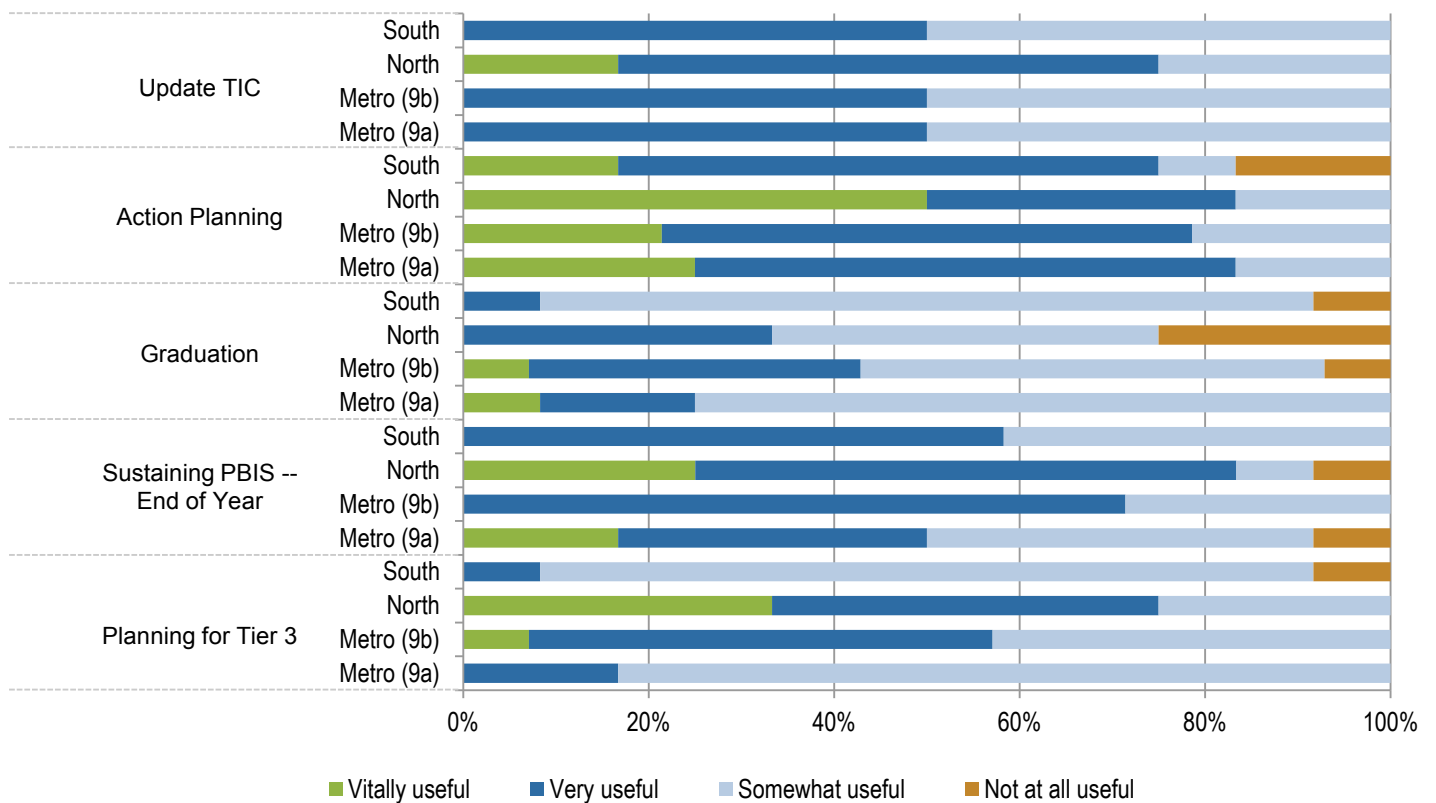
	Cohort 9				Cohort 10		
	Metro 9a	**Metro 9b**	**North**	**South**	**Metro**	**North**	**South**
Strongly agree	8%	31%	50%	0%	55%	47%	46%
Agree	67%	69%	33%	83%	45%	47%	46%
Disagree	25%	0%	17%	17%	0%	0%	8%
Strongly disagree	0%	0%	0%	0%	0%	6%	0%

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 9 (Year 2), the "Update TIC" and "Action Planning" sessions were most likely to be viewed as vitally or very useful by most school teams, although a small number of teams from the South region reported the "Action Planning" session as not helpful. The "Sustaining PBIS" and "Planning for Tier 3" sessions were also viewed as very or somewhat useful. The training with the most indications of not useful was the "Graduation" session. The responses indicate there is moderate variation between regions, and between schools in the same region. Overall the South region was more likely to report sessions as not helpful at all. The only session schools from the South region rated as vitally useful was "Action Planning". The metro region schools showed mixed responses across the sessions, but both metro groups indicated an overwhelmingly positive response the "Action Planning" session. Of all the regions, North region schools were the most likely to find all of the sessions vitally helpful. See Figure 3.
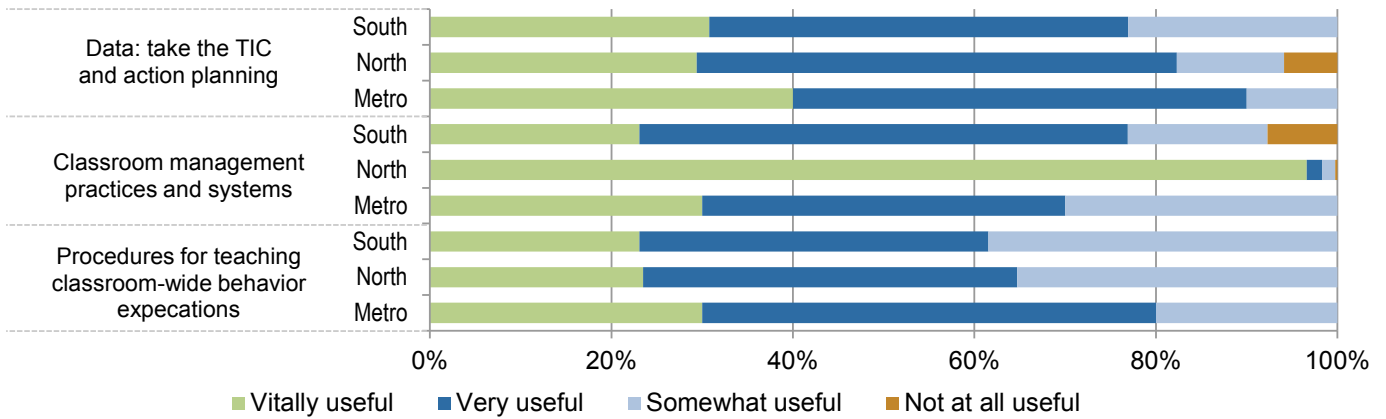
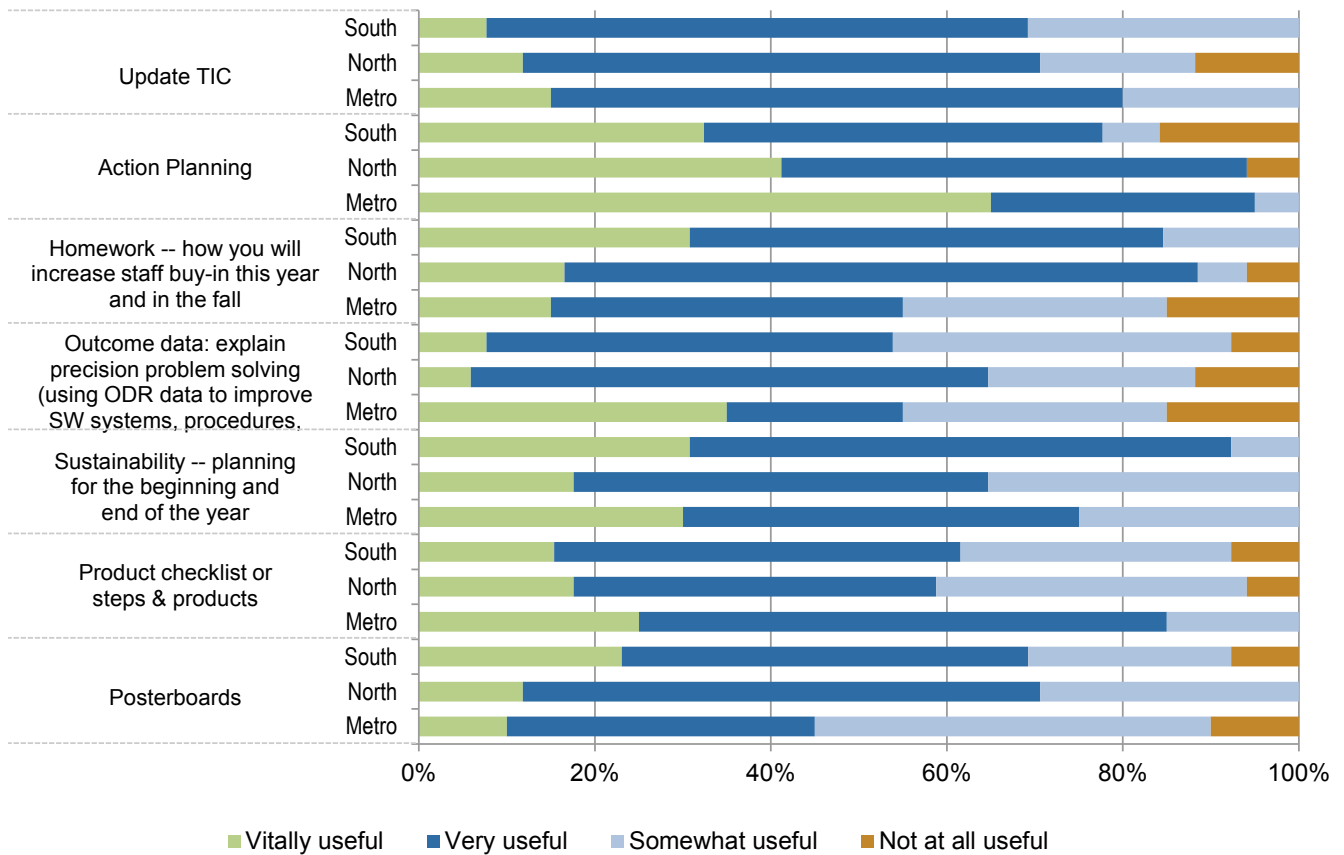3. **Cohort 9: Ratings of specific training content areas**

For Cohort 10 (Year 1), "Take TIC and review PBIS action planning process," "Action planning," and "Procedures for teaching classroom wide behavior expectations" were most likely to be rated as vitally or very useful. The sessions "Sustainability: planning for the beginning and end of the year" and "Data: take the TIC and action planning" were also rated to be vitally or very useful by school teams. For each of the other sessions, school teams in all regions were likely to rate them as "very useful" or "somewhat useful." On the other hand, the session "Outcome Data," was rated the least useful overall. See Figure 4.

4. Cohort 10: Ratings of specific training content areas

Day 1

Legend: Vitally useful, Very useful, Somewhat useful, Not at all useful

Categories (top to bottom):
- Data: take the TIC and action planning (South, North, Metro)
- Classroom management practices and systems (South, North, Metro)
- Procedures for teaching classroom-wide behavior expectations (South, North, Metro)

Day 2

Legend: Vitally useful, Very useful, Somewhat useful, Not at all useful

Categories (top to bottom):
- Update TIC (South, North, Metro)
- Action Planning (South, North, Metro)
- Homework -- how you will increase staff buy-in this year and in the fall (South, North, Metro)
- Outcome data: explain precision problem solving (using ODR data to improve SW systems, procedures, (South, North, Metro)
- Sustainability -- planning for the beginning and end of the year (South, North, Metro)
- Product checklist or steps & products (South, North, Metro)
- Posterboards (South, North, Metro)

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. Some school teams from the North region and south region in Cohort 9 disagree that the training information was clearly presented. One-third of Cohort 9 school teams from the Metro region and one-forth from the North and South regions disagree that the training was comfortably paced, and a similar number of the Cohort 10 North region school teams reported disagreement with this as well. See Figure 5.

5. Ratings of training effectiveness

	Cohort 9				Cohort 10		
	Metro (9a)	Metro (9b)	North	South	Metro	North	South
The training information was clearly presented.							
Strongly agree	8%	23%	42%	0%	30%	12%	31%
Agree	92%	77%	42%	83%	70%	77%	69%
Disagree	0%	0%	8%	8%	0%	12%	0%
Strongly disagree	0%	0%	8%	8%	0%	0%	0%
The training information was comfortably paced.							
Strongly agree	0%	31%	25%	0%	30%	12%	23%
Agree	67%	54%	50%	75%	55%	53%	77%
Disagree	25%	15%	8%	25%	15%	29%	0%
Strongly disagree	8%	0%	17%	0%	0%	6%	0%
The presenters demonstrated expertise in the topic.							
Strongly agree	17%	31%	50%	67%	50%	35%	69%
Agree	83%	69%	42%	33%	50%	65%	31%
Disagree	0%	0%	0%	0%	0%	0%	0%
Strongly disagree	0%	0%	8%	0%	0%	0%	0%
The training enhanced my understanding of PBIS.							
Strongly agree	0%	23%	42%	0%	45%	18%	31%
Agree	75%	77%	42%	83%	55%	71%	62%
Disagree	25%	0%	0%	17%	0%	6%	8%
Strongly disagree	0%	0%	17%	0%	0%	6%	0%
The training will improve my practices in school.							
Strongly agree	25%	15%	42%	8%	30%	29%	31%
Agree	58%	85%	42%	92%	70%	59%	69%
Disagree	17%	0%	8%	6%	0%	12%	0%
Strongly disagree	0%	0%	8%	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 three statements about the training resources and materials provided as well as their confidence in the ability to train other school staff on the information presented at PBIS training. A majority of Cohort 9 and 10 teams in all regions indicated they were satisfied with the local or concrete examples provided at training. From Cohort 9, one-quarter of metro 9a and South region school teams disagree that local or practical examples of the concepts were covered. The vast majority of all teams from all regions thought that trainers were available to support their team during the training. Additionally, most teams from all regions agreed that they are confident in their abilities to meet with school staff and train these staff or team members on topics learned at training. Some teams in all regions in Cohort 9 and the South region in Cohort 10 indicated they are not confident to present or train on PBIS training topics to school staff. See Figure 6.

6. **Ratings of training resources**

	Cohort 9				Cohort 10		
	Metro (9a)	Metro (9b)	North	South	Metro	North	South
I am confident in my ability to meet with school staff and train staff or team members on the topics learned today.							
Strongly agree	25%	39%	33%	8%	30%	47%	31%
Agree	58%	62%	58%	75%	70%	53%	54%
Disagree	17%	0%	0%	0%	0%	0%	15%
Strongly disagree	0%	0%	8%	17%	0%	0%	0%
Trainers were available to support my team during this training.							
Strongly agree	33%	46%	58%	33%	60%	41%	69%
Agree	67%	54%	33%	67%	40%	59%	31%
Disagree	0%	0%	0%	0%	0%	0%	0%
Strongly disagree	0%	0%	8%	0%	0%	0%	0%
Local or concrete examples of concepts covered were provided.							
Strongly agree	8%	23%	58%	0%	50%	0%	54%
Agree	67%	77%	33%	75%	50%	88%	39%
Disagree	25%	0%	8%	25%	0%	12%	8%
Strongly disagree	0%	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.

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 school teams in both cohorts fully or partially updated their PBIS Action Plan and reviewed their ODR data. A few school teams in Cohort 10, with the exception of teams from the North region, did not update their PBIS action plan at training or in the past two weeks. Two-fifths of teams from the South region in Cohort 9 did not update their action plans. While the majority of school teams reported fully or partially completing a review of their ODR data, some teams from all regions in all cohorts did not review this data at training or in the past two weeks. See Figure 7.

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

	Cohort 9				Cohort 10		
	Metro (9a)	Metro (9b)	North	South	Metro	North	South
Update your school's PBIS Action plan							
Fully completed	42%	14%	8%	8%	40%	59%	23%
Partially completed	50%	79%	83%	50%	50%	41%	69%
Not completed	8%	7%	8%	42%	10%	0%	8%
Review your school's Office Discipline Referral (ODR) data							
Fully completed	58%	36%	58%	42%	55%	53%	31%
Partially completed	17%	43%	33%	42%	40%	41%	39%
Not completed	25%	21%	8%	17%	5%	6%	31%

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. TIC and SAS incidence are reported here. The BoQ is not used with schools that are in training and the State Leadership Team recently changed the qualification criteria so that all schools in Cohorts 1-8 (who have completed the two-year training sequence) are eligible to take the BoQ in the spring of 2015.

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 the SLT data calendar, schools in training should complete at least one TIC by the end of August, another by the end of November, and a third at the end of March. (School teams are typically instructed to complete the TIC at each of the PBIS training sessions throughout the year.)

The majority of schools in training from all regions (N=76) completed the TIC all three times, and a large group (N=29) completed the TIC twice, aligned with MDE's data calendar. Every school in Cohort 10 completed at least 2 TICs so far this year. Only a couple (N=2) of schools completed the TIC once and the same number (N=2) of schools have not completed the TIC yet this year, all in Cohort 9. The number of TICs completed through this spring from Cohorts 9 and 10 are included in Figure 8 below.

8. Number of TICs completed during fall and winter 2014 (by Cohort)

Cohort 9 (N=56)	0 TICs	1 TIC	2 TICs	3 TICs
Metro (N=27)	0	0	7	20
North (N=13)	1	2	3	7
South (N=16)	1	0	6	9
Total for cohort 9	*2*	*2*	*16*	*36*
Cohort 10 (N=53)	**0 TICs**	**1 TIC**	**2 TICs**	**3 TICs**
Metro (N=21)	0	0	4	17
North (N=19)	0	0	6	13
South (N=13)	0	0	3	10
Total for cohort 10	*0*	*0*	*13*	*40*
Total for cohorts 9 & 10 combined (N=109)	**2**	**2**	**29**	**76**

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. A majority of teams in almost all regions reported "Establish commitment" to be a strength, except for the South region in Cohort 9 where half of school teams indicated this to be a strength and the other half indicated it was a challenge. Most teams across all regions reported that "Establish and maintain team" and "Establish school wide expectations: prevention systems" were strengths. Most school teams from both cohorts in all regions rate "Self-assessment" to be strength, however, over three-quarters of schools in the south region in Cohort 10 said that self-assessment is a challenge. Two-thirds of school teams from the metro region in Cohort 9a and over half of teams from the metro and south regions in Cohort 10 report classroom behavior support systems to be a challenge. Of note, some teams from the south region (17%) in Cohort 9 and the metro (20%) and south regions (31%) in Cohort 10 have not started this component of their PBIS program. Nearly one-fifth of schools from the metro region 9a and one-quarter of schools from the south region in Cohort 10 report that their school does not have an established information system. Over half of schools from the north region in Cohort 10 report establishing an information system is a challenge. Many schools from all regions report that they "have not started" the "Build capacity for function-based support" component of their PBIS program. Three-quarters of schools from the north region in Cohort 9 and over half (59%) of school teams from the north region in Cohort 10 noted that this was a challenge. See Figure 9.

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

	Cohort 9				Cohort 10		
	Metro (9a)	Metro (9b)	North	South	Metro	North	South
Establish commitment							
It's a strength	75%	93%	75%	50%	80%	77%	69%
It's a challenge	25%	7%	25%	50%	20%	24%	31%
Have not started	0%	0%	0%	0%	0%	0%	0%
Establish and maintain team							
It's a strength	83%	100%	92%	75%	85%	88%	85%
It's a challenge	17%	0%	9%	25%	15%	12%	15%
Have not started	0%	0%	0%	0%	0%	0%	0%
Self-assessment							
It's a strength	83%	57%	83%	67%	70%	71%	15%
It's a challenge	17%	36%	17%	25%	30%	29%	77%
Have not started	0%	7%	0%	8%	0%	0%	8%
Establish school-wide expectations: prevention systems							
It's a strength	75%	93%	83%	83%	90%	82%	62%
It's a challenge	25%	7%	17%	8%	10%	18%	38%
Have not started	0%	0%	0%	8%	0%	0%	0%
Classroom behavior support systems							
It's a strength	33%	71%	58%	50%	15%	53%	15%
It's a challenge	67%	29%	42%	33%	65%	41%	54%
Have not started	0%	0%	0%	17%	20%	6%	31%
Establish information system							
It's a strength	75%	71%	58%	75%	60%	41%	31%
It's a challenge	8%	29%	33%	17%	35%	59%	46%
Have not started	17%	0%	8%	8%	5%	0%	23%
Build capacity for function-based support							
It's a strength	42%	36%	0%	33%	30%	29%	23%
It's a challenge	42%	29%	75%	33%	45%	59%	31%
Have not started	17%	36%	25%	33%	25%	12%	46%

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 PBIS systems throughout the school. For Cohort 10 schools, the SAS should be completed once in the fall and once in the spring to be on track with the SLT data calendar. The majority of schools in Cohort 10 (N=48) completed at least one SAS

this school year. Five schools from Cohort 10 did not complete the SAS. For Cohort 9 schools, the SAS only needs to be completed once during the school year, and around one-quarter (N=13) of these schools have already completed a SAS this year. See Figure 10.

10. Number of SAS completed during fall and winter 2014 (by Cohort)

Cohort 9 (N=56)	0 SAS	1 SAS	2 SAS
Metro (N=27)	21	5	1
North (N=13)	6	6	1
South (N=16)	14	2	0
Total for cohort 9	*41*	*13*	*2*
Cohort 10 (N=53)	**0 SAS**	**1 SAS**	**2 SAS**
Metro (N=21)	2	19	0
North (N=19)	3	4	12
South (N=13)	0	13	0
Total for cohort 10	*5*	*36*	*12*
Total for cohorts 9 & 10 combined (N=109)	**46**	**49**	**14**

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 SLT recommendations. The School-Wide Information System (SWIS) is the most commonly used system because it is offered to schools by MDE to use free of charge during their 2-year training sequence. There are 25 Cohort 9 schools that use only SWIS. Slightly more (N=35) Cohort 10 schools use only SWIS compared to Cohort 9. Schools in Cohort 9 are more likely to only use another data system (N=27). Sixteen schools in Cohort 10 use non-SWIS systems. Three schools in Cohorts 9 and 10 are listed as "unknown" as to what their data system is. See Figure 11.

11. Behavioral data system used, Cohorts 9 & 10

	SWIS only	SWIS + some other data system	Non-SWIS	Unknown
Cohort 9 (N=56)	25	2	27	2
Cohort 10 (N=53)	35	1	16	1

Issues to consider and recommendations

Based on the 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 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.

Attendance. Overall, team attendance for spring training was very high. All teams except for one school team in Cohort 10 from the north region attended training. Despite high attendance by school teams, administrator attendance for the Cohort 9 metro region was low. Over one-third (35%) of Cohort 10 north region admins did not make it to day one of training, and day two showed an increase in partial attendance. Wilder Research and the SLT should further investigate the impact of administrator attendance on the school's ability to reach full implementation of PBIS by the end of the two-year training sequence and ongoing sustainability.

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. School teams in both cohorts rated the "Action Planning" and "Updating the TIC" to be very useful. Much of the other training content was rated as either vitally, very, or somewhat useful by school teams. "Graduation" was rated the least useful by school teams. The SLT should continue to use feedback to plan trainings that allow for team time and action planning balanced with training content.

School teams from both cohorts were asked in the open-ended format to provide their opinions about which were the most and least useful parts of training. School teams from Cohort 9 in all regions stated the most useful parts of this training were: "Team time/planning time," "Networking/idea sharing/collaboration," "FBA," and "Sustainability." Similarly, schools from Cohort 10 said that "Team time/planning time," and "Networking," were the most helpful part of training. Notably, many schools from the metro region in Cohort 10 said that the "Precision Problem Solving session" was one of the **most useful parts of training.** Below are some of their comments, edited for clarity:

> *We got tons of work and planning time which was nice. We were able to plan things to review with staff as soon as this week and make plans for our first round of FBAs.—Cohort 9 team, metro region*
>
> *FBA gave us a starting point and generated questions- wish we had more time for this. –Cohort 9 team, north region*
>
> *We loved the action planning yesterday! We were able to focus on continuing goals we had and get some tangible ideas from other schools. We appreciated the time to share out and see people's tangible steps and procedures.–Cohort 10 team, metro region*
>
> *Precision Problem Solving—now we have a way to talk about data in PLCs and as a PBIS team!–Cohort 10 team, metro region*

School teams also provided feedback about the **least useful parts of training**. Schools from Cohort 9 indicated that the least useful part of training for them were "FBA". Schools from cohort 10 found the presentations regarding data to be the least useful part of training. Below are some comments from school teams, edited for clarity:

> *Going over FBAs again--this was done at a previous training and so it felt redundant.—Cohort 9 team, south region*
>
> *FBA information was not useful only because we aren't at that point yet.—Cohort 9 team, metro region*
>
> *The data information was the least useful - we have had significant training in this already.—Cohort 10 team, north region*
>
> *The data presentation was a lot of information without much interaction and reflection time to process.—Cohort 10 team, metro region*

Use of data. 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. 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) is provided to schools in order to review their ODR/outcome data. This will be especially critical for future cohorts with the roll out of the Tiered Fidelity Inventory (TFI) tool for Cohort 11 schools in the 2015-2016 school year. Additionally, it would be beneficial to include a training survey question about how schools plan to use their PBIS data or how they are currently using data to make decisions. This would provide further insight for future technical assistance.

Action planning items. Teams in Cohorts 9 and 10 were asked to name the top three priority items that their school team will focus on in their PBIS action plan based on their most recent TIC or SET evaluation. For school teams from the metro and north regions in Cohort 9, Data was the most common priority item listed followed by a variety of other items. Lesson plans/matrix/teaching expectations was the most common priority for Cohort 9 teams in the south region. Cohort 10 teams in the metro and south regions also prioritized Lesson plans/matrix/teaching expectations based on their most recent TIC or SET. The north region school teams in Cohort 10 prioritized buy-in. See Figure 14 below for school teams' self-reported priorities based on their most recent TIC or SET.

12. **School teams' top action planning priorities based on the TIC and SET by cohort and region** (themes are shown from most to least commonly reported)

Cohort 9

Metro	Data (n=13)	Rewards/recognition (n=9)	Lesson plans/matrix/teaching expectations (n=7)	Buy-in (n=2)	Sustainability (n=2)
North	Data (n=5)	Tier 2 and/or 3 (n=5)	Lesson plans/matrix/teaching expectations (n=4)	Buy-in (n=3)	Sustainability (n=2)
South	Lesson plans/matrix/teaching expectations (n=5)	Buy-in (n=3)	Data (n=3)	Rewards/recognition (n=2)	Sustainability (n=1)

Cohort 10

Metro	Lesson plans/matrix/teaching expectations (n=9)	Data (n=7)	Behavior referral system (n=6)	Rewards/recognition (n=4)	Buy-in (n=4)
North	Buy-in (n=7)	Data (n=4)	Lesson plans/matrix/teaching expectations (n=3)	Engaging the community (n=4)	Behavior referral system (n=1)
South	Lesson plans/matrix/teaching expectations (n=6)	Rewards/recognition (n=5)	Buy-in (n=4)	Data (n=4)	Behavior referral system (n=2)

TIC and SAS. The majority of school teams have completed the TIC and the SAS in alignment with MDE's training calendar. Only a couple of schools (N=2) in Cohort 9 have not completed the TIC twice yet this year and very few (N=2) have not completed the TIC at all. Twelve schools in Cohort 10 have completed two TIC's and the rest have completed all three. Most (N=48) schools in Cohort 10 have completed the

SAS this year. Many (N=42) Cohort 9 schools have not completed the SAS yet this year, although they only have to complete one SAS assessment this year at their school. The SLT 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 most schools reported data systems usage, very few schools (N=3) in Cohorts 9 and 10 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.

Other comments. Schools were given the option to provide other comments at the end of the training survey. A few schools from Cohort 9 in all regions commented in particular on the sustainability piece of the training. Two schools from the north region want the training homework timeline to be clarified. A few schools in Cohort 10 are interested in getting more concrete examples of PBIS implementation at the school level. Below are their comments, edited for clarity:

> *What IS needed to sustain for ten years without turn over? What key components should we ensure we have? – Cohort 9 team, metro region*

> *As demands of teachers and staff increase, and the role of the PBIS team often absorbs much of the "work" involved, I would love more information on how to creatively assist with engagement and ongoing commitment. I know some of that comes through sustainability training.—Cohort 9 team, metro region*

> *In the future, it would be best to give new groups the exact things that should be accomplished by the end of this training - like having the matrix done. The first training, it seemed like we were supposed to have stuff done but had no training to do so - we were very frustrated. Then the past two trainings we had already completed what was being discussed so we were very bored. I think that a timeline needs to be developed.—Cohort 9 team, north region*

> *We would really like more of a road map on what to do and when.—Cohort 10 team, north region*

> *It was nice to see a "checklist" of what to do, have done, look forward to with PBIS.—Cohort 10 team, south region*

> *We would like to see guidance in developing behavior lesson plans, how to encourage support from administration, and ideas for acquiring funding.—Cohort 10 team, south region*