



Spring 2019 PBIS School Status Updates for Cohorts 13 and 14

Summary of implementation fidelity assessments and data use

September 2019

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 spring 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, the number of Self-Assessment Surveys (SAS) taken, and the types of data systems used by:

- 53 school teams that are in their second year of training (Cohort 13)
- 47 school teams are in their first year of training (Cohort 14)¹

Tiered Fidelity Inventory

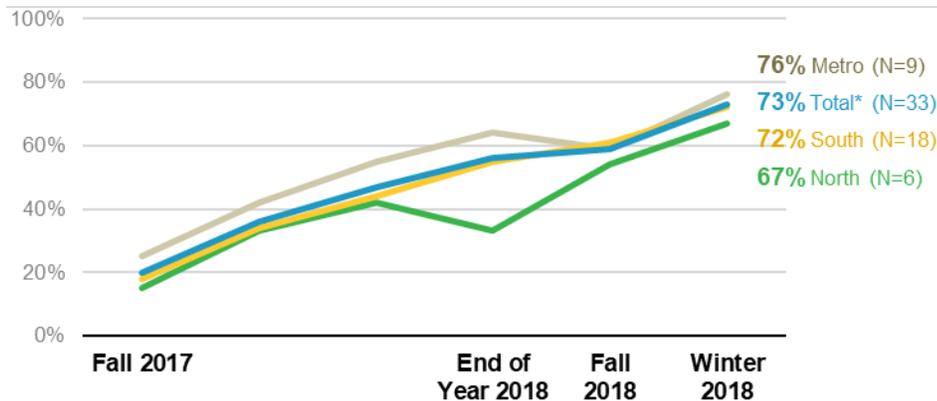
The PBIS State Leadership Team expects that school teams in their first year of training (Cohort 14) will score at least 50% on their Tier 1 TFI at spring training. As it is their second year of training, Cohort 13 school teams are expected to meet the 70% implementation fidelity benchmark at spring training. Some key findings from the spring 2019 TFI assessments include:

- The overall average Tier 1 TFI scores for Cohort 14 increased and the overall average for Cohort 13 decreased. The overall average for Cohort 14 increased by 14 percentage points since Winter 2018 (Figure 1).
- The average score for all teams in each region was 72%, which exceeded the 70% benchmark. On average, school teams in Cohort 13 from the North and South regions are implementing PBIS with fidelity according to their TFI scores, while school teams from the Metro fell just below this threshold.
- Cohort 14 school teams from each region, on average, exceeded the winter training benchmark (60%) (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 and an additional TFI assessment is completed at their school with an external evaluator. The external evaluator visits their partner school and completes a “walk-through” to interview staff and students in addition to completing the TFI facilitation session. 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% or better for each of the three tiers of PBIS.

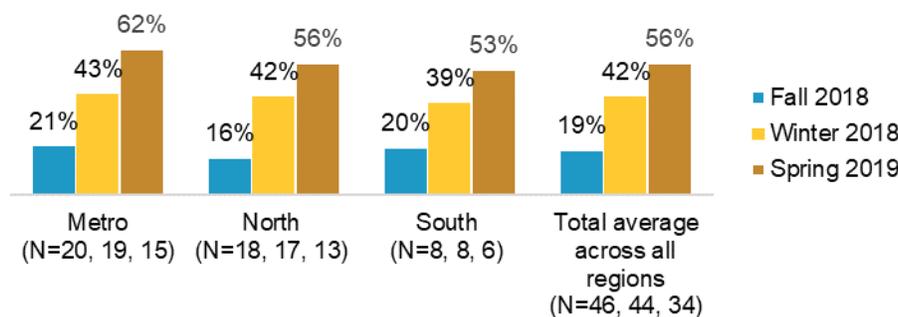
¹ There were smaller numbers of school teams from the North region (N=9) in Cohort 13 and the South region (N=8) in Cohort 14. Caution should be used when interpreting results from these regions.

1. Average Tier 1 TFI scores by region—Cohort 13 (Fall 2017 through Spring/End of Year 2019)



*Total is the average across all regions for all completed TFIs

2. Average Tier 1 TFI scores by region—Cohort 14 (Fall 2018-Spring 2019)



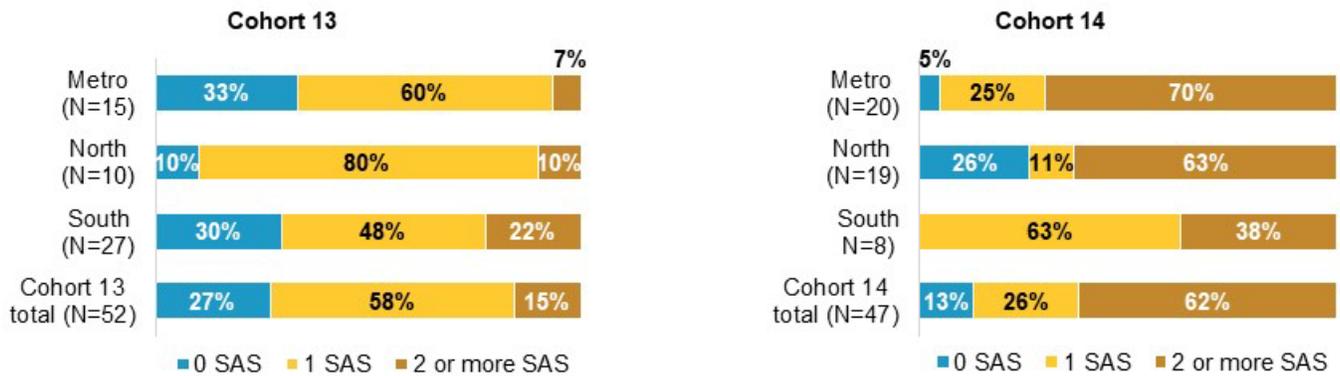
Self-Assessment Survey

For schools in their first year of training (Cohort 14), the SAS should be completed once in the fall and once in the spring. For schools in their second year of training (Cohort 13), school teams need to complete a SAS once at the end of the year. Some key findings include:

- Nearly three-quarters (73%) of school teams in Cohort 13 have completed a SAS as of June 2019 (Figure 3). However, 27% of school teams in Cohort 13 did not complete a SAS during the 2018-2019 school year. The North region had the highest percentage of SAS completion (90%).
- Eighty-eight percent of school teams from Cohort 14 have completed at least one SAS assessment during the 2018-2019 school year. Of these, 62% completed two or more SAS assessments. However, 26% of school teams in the North region did not complete a SAS this school year. All school teams from the South region have completed a SAS.

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.

3. SAS completed by Cohorts 13 and 14 during the 2018-2019 school year (by region)



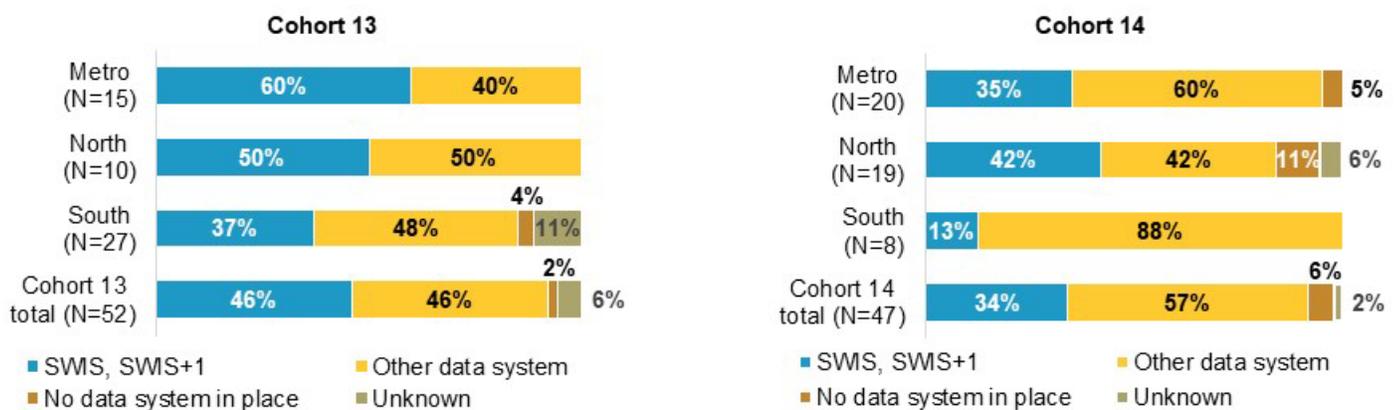
Behavioral data system

At 2019 spring 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:

- Sixty percent Metro schools and half of schools from the North region in Cohort 13 report they use SWIS or SWIS and another data system (Figure 4). Very few schools from the South region (4%) report they had no data system in place.
- Nine in ten school teams from all regions in Cohort 14 have a data system in place. Higher proportions of schools in the Metro and South regions report using a data system other than SWIS. Eleven percent of school teams from the North region report they do not have a data system in place.

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.

4. School behavioral data systems, Cohorts 13 & 14



Sharing key data with school staff

At spring training, Cohort 13 and 14 school teams were asked about how often they share implementation fidelity and outcome (ODR) data with school staff. School teams from Cohort 14 were asked about their level of confidence in sharing these types of data with other school staff. School teams from Cohort 13 were also asked if they disaggregate data by gender, disability or special education status, and/or race/ethnicity. Key findings include:

- The majority of Cohort 13 teams reported sharing implementation fidelity and outcomes data at least once a year, though some schools from the Metro and North regions indicated they have not shared or do not share this data with school staff (Figure 5). Higher proportions of school teams from the North region in Cohort 14 report they have not shared or do not share implementation fidelity data. Conversely, 58% of school teams from the North region in Cohort 14 report they share their outcome data “every other month or more.”
- Most school teams in Cohort 14 reported that they felt confident in sharing both types of data with other school staff. School teams from the North and South regions in Cohort 14 were more confident in sharing outcome data than sharing implementation data with other school staff (Figure 6).
- Higher proportions of school teams from the Metro region reported that they disaggregate data by race/ethnicity, gender, and by disability or special education status compared with school teams from the North and South regions (Figure 7).

5. Frequency of implementation and outcome data sharing with other school staff (Cohort 13 & 14)

	Cohort 13			Cohort 14		
	Metro (n=11)	North (n=10)	South (n=20)	Metro (n=18)	North (n=12)	South (n=6) ^d
Implementation fidelity data sharing						
Every other month, or more often ^a	0%	10%	5%	6%	0%	0%
Two to five times a year ^b	55%	30%	50%	39%	17%	50%
Once a year	27%	50%	40%	33%	17%	0%
Have not shared/Do not share ^c	18%	10%	5%	22%	67%	50%
Outcome data sharing						
Every other month, or more often ^a	36%	40%	30%	28%	58%	0%
Two to five times a year ^b	27%	50%	40%	33%	8%	50%
Once a year	18%	0%	25%	11%	0%	0%
Have not shared/Do not share ^c	18%	10%	5%	28%	33%	50%

Note. Percentages in table may not equal 100% due to rounding.

^a: Includes "Once a month or more" and "Every other month" response options

^b: Includes "Three to five times a year" and "Twice a year" response options

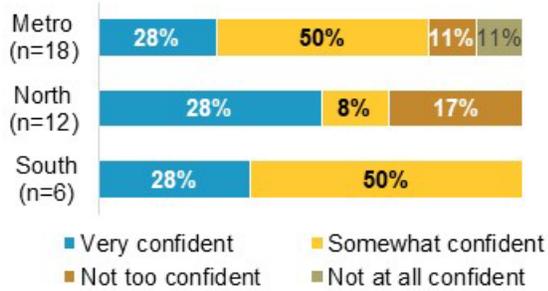
^c: Includes "Have not shared" and "Does not share" response options

^d: Due to the small number of schools in the South region who answered this survey question, please use caution when interpreting and comparing results.

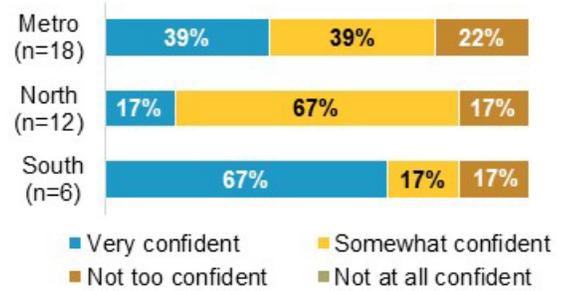
Schools from Cohort 14 were asked to rate their degree of confidence regarding sharing implementation fidelity and outcome data with other school staff (Figure 6). Most schools from each of the regions report they are confident in sharing implementation fidelity data with other school staff. However, 22% of school teams from the Metro region report they are not too confident to share this data. While all schools from the South region indicated they were confident in sharing outcome data with other school staff, some school teams from the Metro and North regions reported lower levels of confidence with regard to sharing this data. Eleven percent of school teams from the Metro region were not at all confident in sharing ODR data with other school staff.

6. Confidence level of sharing implementation fidelity and outcome data with other school staff—Cohort 14 (N=36)

Confidence level of sharing outcome data

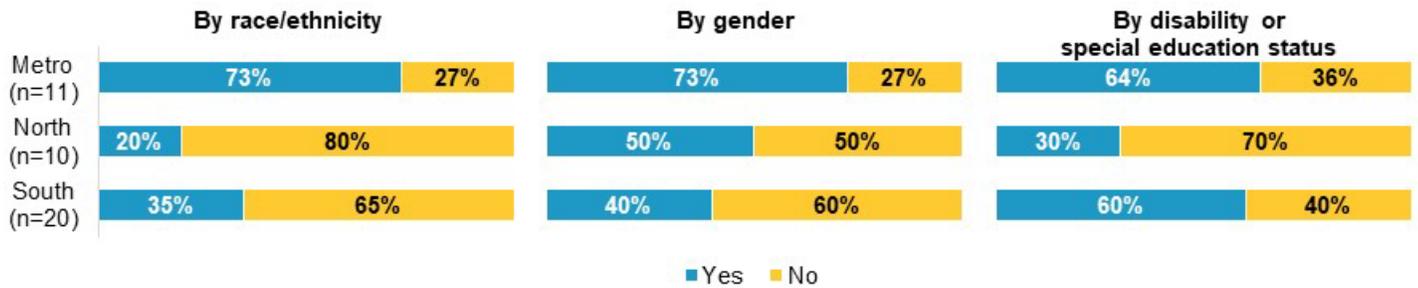


Confidence level of implementation fidelity data



Cohort 13 schools were asked to identify whether or not they disaggregate ODR data by race/ethnicity, gender, or disability or special education status (Figure 7). 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. Eighty percent of school teams from the North region and two-thirds of school teams from the South region report they do not disaggregate data by race.

7. ODR data disaggregation by region—Cohort 13 (N=41)



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.

The SLT and the RIPs should continue to support of schools in training by encouraging them to complete and use their TFI and SAS data.

This year, the SLT, in an attempt to garner a higher response rate of school teams participating in the external TFI evaluation and walk-through, changed the requirements of when a school team had to complete a TFI. School teams, instead of taking a TFI at Spring 2019 training, were set up with a partner school and encouraged to do the TFI and the TFI walk-through on their own instead. In previous years, school teams completed one TFI assessment at spring training and another one with an external evaluator. However, fewer school teams completed a TFI in the Spring of 2019 compared to the previous times during the school year. As a result, the SLT decided they would require all TFI assessments will take place during training and the walk-through will be optional for school teams. Of note, overall average TFI scores also decreased by one percentage point from Winter 2018 training to Spring 2019 training for Cohort 13—this could be due to the small number of schools completing a TFI. The average TFI score for Cohort 14 rose from 42% to 56%, which is above the benchmark for Spring training (50%).

Twenty-seven percent of school teams from Cohort 13 also did not complete a SAS. The majority of Cohort 14 school teams have completed a SAS. The SLT and the RIPs should continue to tailor their supports to school teams in order to be sure they are getting the most out of training, working to improve TFI scores, and are in line with MDE’s assessment calendar to complete a TFI and SAS.

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

Most school teams have a data system that collects outcome (ODR) data. While most Cohort 13 school teams report sharing implementation fidelity at least once a year, some school teams in all regions report that they have not shared or do not share this data. Also, Cohort 14 school teams from the Metro and North region were more likely to be confident in sharing outcome data compared with implementation fidelity data. Of note, Cohort 14 school teams noted that while they felt confident sharing this data, over one-quarter of teams from the Metro and one-third from the North report that they “have not shared or do not share this data.” Similar proportions of school teams said the same of outcome data. This illustrates a gap with data sharing—schools note they feel confident to share this data, but many of them do not. The RIPs and trainers should continue to provide some technical assistance around sharing these types of data with other school staff. There are a variety of interactive data sharing techniques that would align well with PBIS, such as hosting a data party and creating an interactive data placemat so school staff can understand and buy in to using their data.

Issues to consider (continued)

Educate school teams around the importance of data disaggregation and explore reasons why school teams choose not to do so.

School teams from the Metro region are more likely to report that they disaggregate data by race/ethnicity, gender, and disability or special education status. However, there are still a few school teams in this region that do not disaggregate this data. School teams from all regions were more likely to report they disaggregate data by gender compared to race/ethnicity or disability or special education status. Additionally, school teams from the North region were less likely to report they disaggregate their data. The RIPs and trainers should continue to emphasize the importance of data disaggregation and work with schools to do this using SWIS or their data system so teachers and staff can more accurately address behavioral issues and other issues such as implicit bias or lack of community involvement with a school's PBIS initiative.

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For more information

This summary presents highlights of the spring 2019 Regional PBIS Trainings in Minnesota, which are sponsored by the Minnesota Department of Education. For more information, contact Nicole MartinRogers at Wilder Research, 651-280-2682.

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