Minnesota
PBIS

# 2012-2013 PBIS Mid-Year School Status Report
Cohorts 1-8
January 2013

This PBIS school status report provides a summary of the current status of all schools implementing PBIS in Minnesota with regard to participating 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

Number of schools (by region)

	Number of schools	Percent
Metro	187	51%
North	108	30%
South	71	19%
Total	366	100%

Map Information
Implementation Regions
- North
- South
- Metro
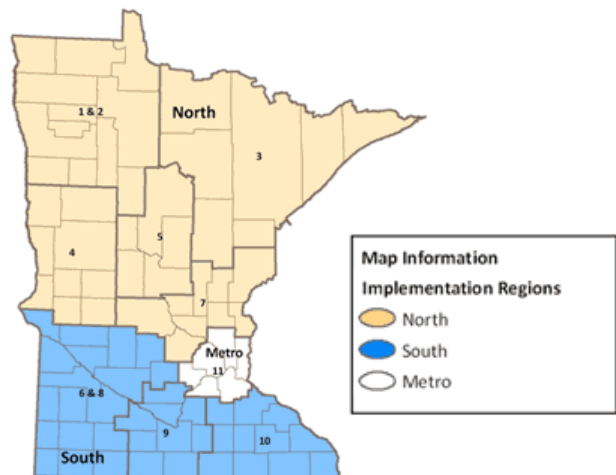
Number of schools (by grade level)

	Number of schools	Percent
Early childhood	4	1%
Elementary	199	54%
Middle school	57	16%
High school	53	14%
ALC	11	3%
K-12	15	4%
Elementary/Middle school	4	3%
Middle/High school	7	2%
School closed/Don't know	5	1%
Inactive	11	3%
Total	366	100%

Number of schools (by cohort)

| Cohort	Number of schools		Cohort	Number of schools
1 (2005)	9		5 (2009)	46
2 (2006)	10		6 (2010)	76
3 (2007)	41		7 (2011)	76
4 (2008)	32		8 (2012)	76

Training indicators – only for schools currently in the 2-year sequence

For schools that are currently participating in the 2-year PBIS training sequence, two indicators are used to illustrate how fully schools are participating and invested in the training: team attendance at training and administrator participation at training. Administrators (principal, vice-principal, or assistant principal) are expected to participate in the training sessions and are an important actor to ensure PBIS implementation at their school.

Team attendance and administrator participation at training
Through December 2012, schools in the second year of training in 2012-13 (Cohort 7) had 2 full days of training**.** Schools in the first year of training in 2012-13 (Cohort 8) are expected to attend 4 full days of training. Support from administration is a key feature of schools that successfully implement PBIS.

Average number of days of training attended by team and administrator (Cohort 7 - Year 2 in training sequence)
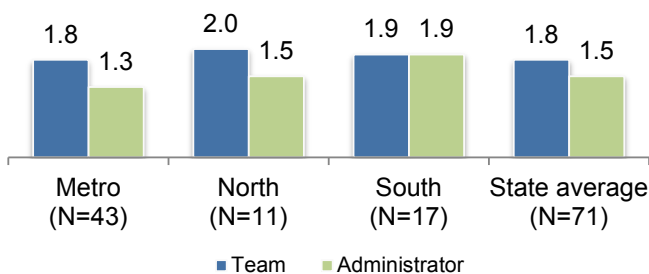
Average number of days of training attended by team and administrator (Cohort 8 - Year 1 in training sequence)
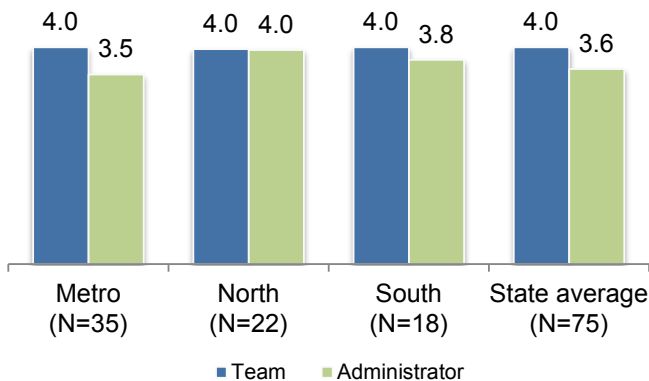

Implementation fidelity measures

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. The following assessment tools are used to assess PBIS implementation fidelity among participating schools in Minnesota.
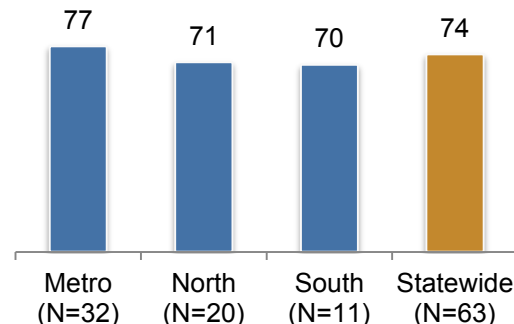
SET scores
The School-wide Evaluation Tool, or SET, is used to measure implementation fidelity of tier 1 (universal tier) of PBIS. At the beginning of their training sequence, schools are asked to complete a baseline SET, which is administered by a trained SET Evaluator who is from outside the school. 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. Sixty-three out of the 76 schools, or 83 percent, in Cohort 8 submitted their SET scores.

**Average Baseline SET overall scores (2010-2012)**
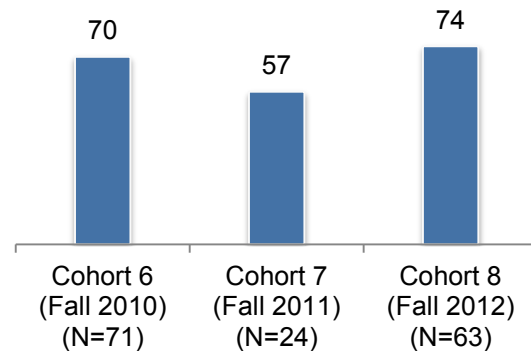
Note: *Fewer Baseline SET evaluations were conducted in Fall 2011 as a result of the statewide government shutdown.*

Average Baseline SET overall scores for Cohort 8 (by region)

Percent of Cohort 8 schools with a baseline SET score of at least 80 overall with at least an 80 teaching expectations sub-score (commonly known as 80/80) (by region)
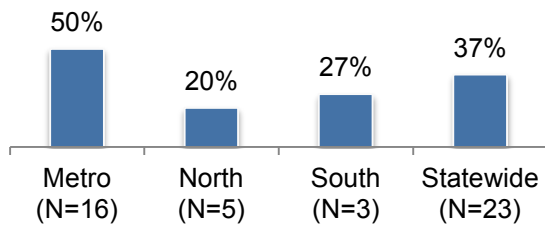

Note: Percent is based on the total number of schools in Cohort 8 for the given region.

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. Only TIC scores for cohorts in training during Fall 2012 are included.

Number of TICs completed during Fall 2012 (by cohorts in training)
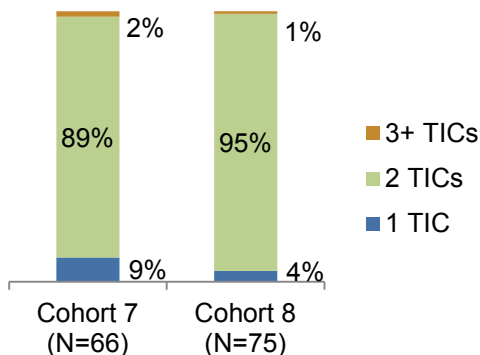
Self-Assessment Survey

The Self-Assessment Survey, or SAS, examines the status and need for improvement of four behavior support systems: (a) school-wide, (b) non-classroom, (c) classroom, and (d) 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.

Number of SAS completed by Cohort 8 during Fall 2012 (by region)
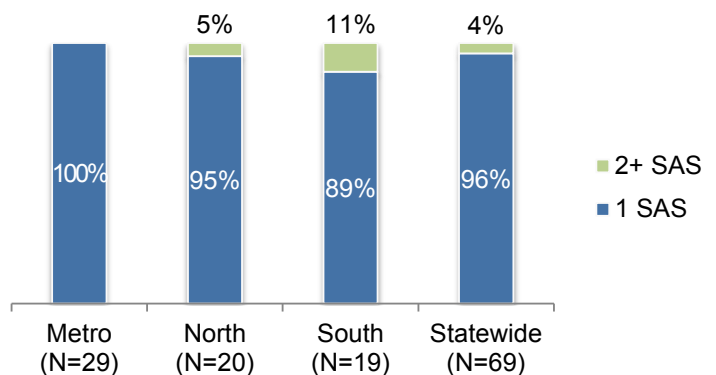
BoQ Qualifying Schools

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 qualify to complete the BoQ every year for two years and only complete a SET every third year. Therefore, even qualifying to complete the BoQ is an indication of implementation fidelity. Of the 214 schools in Cohorts 1-6, 121 schools, or 57 percent, qualify to complete the BoQ in Spring 2013.

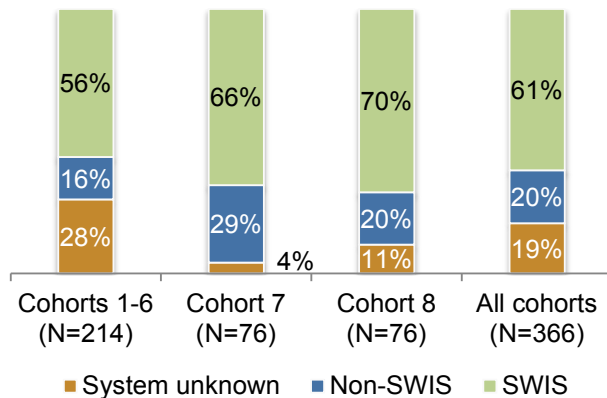**Number of BoQ qualifying schools in 2012 and 2013 (by region)**
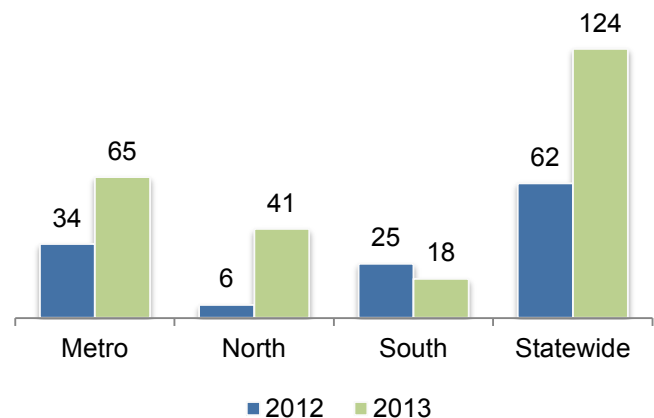
Note: In 2012, schools must have scored 80/80 or higher on their most recent SET to qualify for the BoQ. In 2013, school must have scored an overall implementation score of 80 or higher on their most recent SET to qualify for the BoQ.
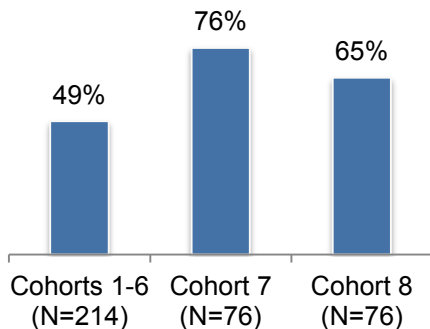
Behavioral data system

The presence of a behavioral data system allows for data-based decision making. The data collected in these systems are used for improving school-wide behavior support and for understanding changes in the behavioral climate at a school.

Behavioral data system used (Cohorts 1-6, 7, and 8).

	Cohorts 1-6 (N=214)	Cohort 7 (N=76)	Cohort 8 (N=76)	All cohorts (N=366)
SWIS	56%	66%	70%	61%
Non-SWIS	16%	29%	20%	20%
System unknown	28%	4%	11%	19%

■ System unknown ■ Non-SWIS ■ SWIS

Note: Non-SWIS=School uses one of the following systems: TIES, Infinite Campus, CLASSROOM, SKYWARD, or another system.

Submitted ODR data in Fall 2012 (Cohorts 1-6, 7, and 8).

Cohorts 1-6 (N=214)	Cohort 7 (N=76)	Cohort 8 (N=76)
49%	76%	65%

Note: *Entered data in September, October, or November 2012 through the PBIS-MN ODR Data Entry System or SWIS.*

Outcomes – Triangle Data

One goal of PBIS is to increase the efficiency with which schools can 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.

Triangle data are only available at the end of the school year. These data will be reported in the School Status Report in Summer 2013.