*Minnesota*
PBIS

2011-2012 PBIS School Status Report
Cohorts 1-7
September 2012

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.

Map Information
Implementation Regions
- North
- South
- Metro
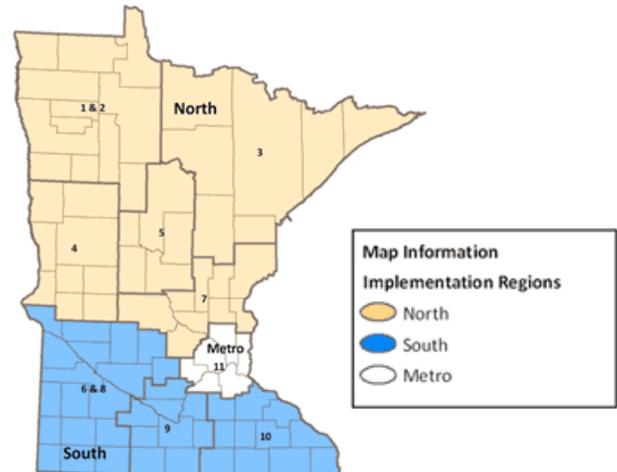
About PBIS Schools

Number of schools (by region)

	Number of schools	Percent
Metro	151	52%
North	89	31%
South	51	18%
Total	291	-

Number of schools (by grade level)

	Number of schools	Percent
Early childhood	12	4%
Elementary	149	51%
Middle school	47	16%
High school	46	16%
ALC	11	4%
K-12	13	5%
Elementary/Middle school	7	2%
Middle/High school	4	1%
School closed/Don't know	2	1%
Total	291	-

Number of schools (by cohort)

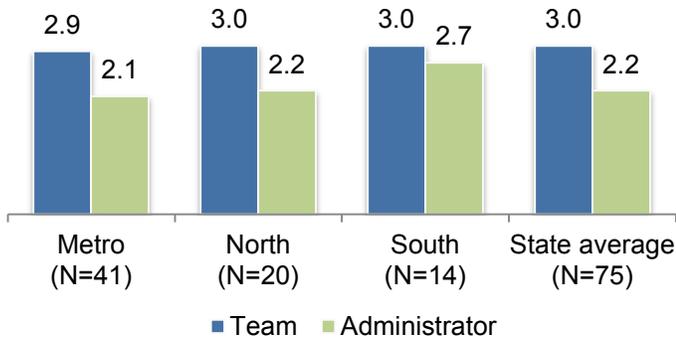| Cohort	Number of schools	Cohort	Number of schools
1 (2005)	9	5 (2009)	46
2 (2006)	10	6 (2010)	76
3 (2007)	41	7 (2011)	77
4 (2008)	32		

Training indicators – only 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, 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.
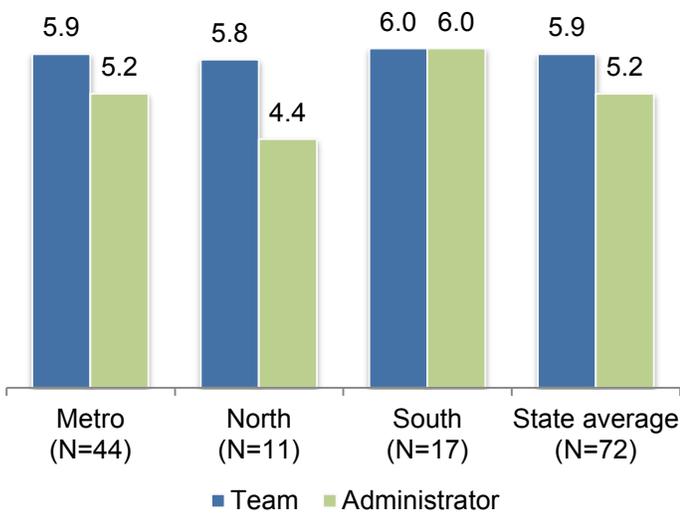
Team attendance and administrator participation at training
Schools in the first year of training in 2011-12 (Cohort 7) had 6 full days of training that they are expected to attend. Schools in the second year of training in 2011-12 (Cohort 6) had 3 full days of training. Support from administration is 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.

Average number of days attended training by team and administrator (Cohort 6 - Year 2 in training sequence)

	Metro (N=41)	North (N=20)	South (N=14)	State average (N=75)
Team	2.9	3.0	3.0	3.0
Administrator	2.1	2.2	2.7	2.2

■ Team ■ Administrator

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

	Metro (N=44)	North (N=11)	South (N=17)	State average (N=72)
Team	5.9	5.8	6.0	5.9
Administrator	5.2	4.4	6.0	5.2

■ Team ■ Administrator

Usefulness of training

Schools that participate in the training sequence are asked to provide feedback on the training sessions they attended. This indicator shows the average rating from all team members from the most recent training session they attended during the previous year on an item that asks participants how much they agree or disagree with the following statement: "Overall, this training was a positive, worthwhile learning experience." Scores range from 1=strongly disagree to 4=strongly agree.

Data are not available on usefulness of training for the 2011-12 school year.

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.
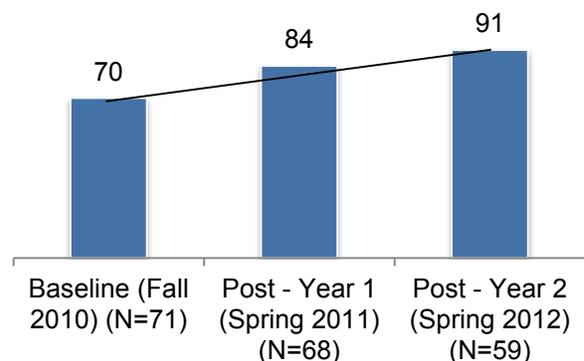
SET scores

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.

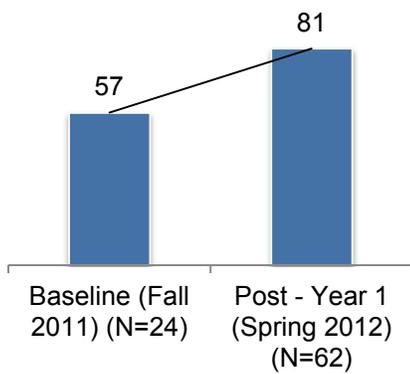**Average SET scores for Cohorts 1-5 (Schools out of training)**

Baseline (Not available)	Post - Year 1 (Not available)	Post (Spring 2012) (N=15)
0	0	84
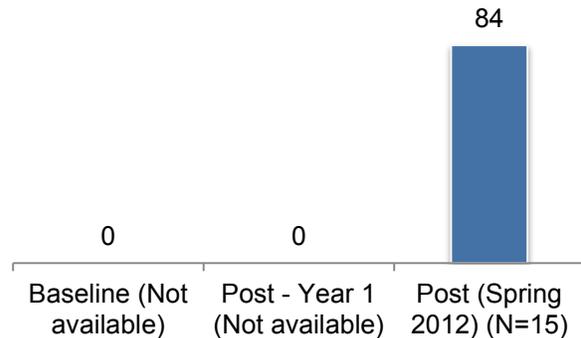
Note: Historical data for Cohorts 1-5 are not readily available to calculate scores at Baseline or for Post-Year 1.

**Average SET scores for Cohort 6 (Schools in year 2 of training sequence)**

Baseline (Fall 2010) (N=71)	Post - Year 1 (Spring 2011) (N=68)	Post - Year 2 (Spring 2012) (N=59)
70	84	91

**Average SET scores for Cohort 7
(Schools in year 1 of training sequence)**

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 from the most recent school year are included.

Figure 9. Number of TICs completed during last school year (by cohort)
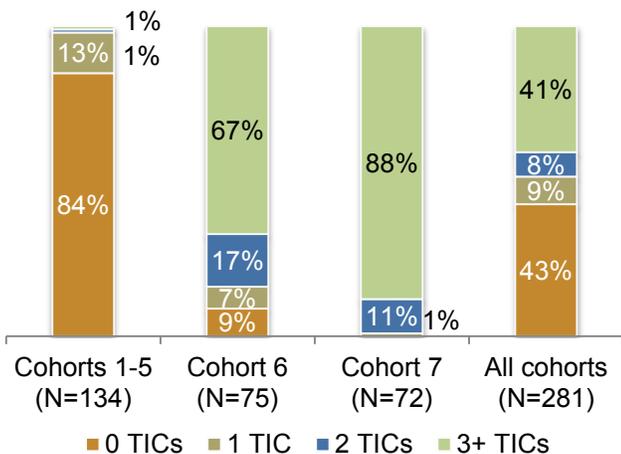
Self-Assessment Survey

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 during last school year (by cohort)
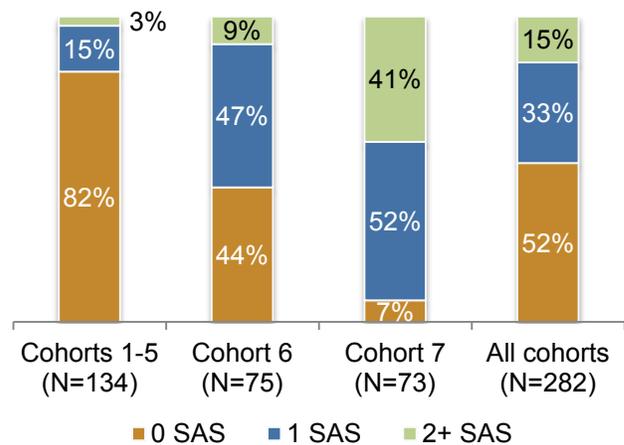
Benchmarks of Quality

Benchmarks of Quality, or BoQ, is a self-assessment tool that schools use to assess implementation fidelity of tier 1 of PBIS. 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. Only BoQ scores from the previous school year are included.
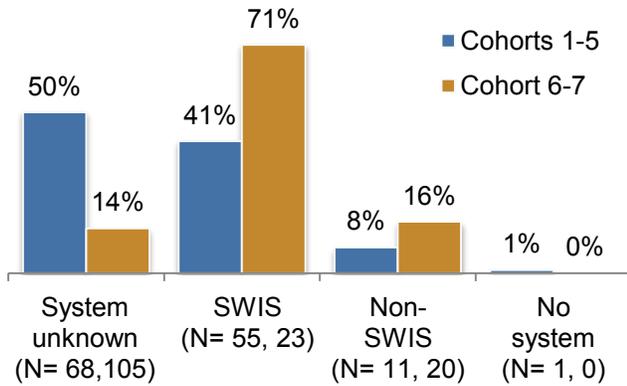
**BoQ score of Cohorts 1-5
that qualified to complete the BoQ**
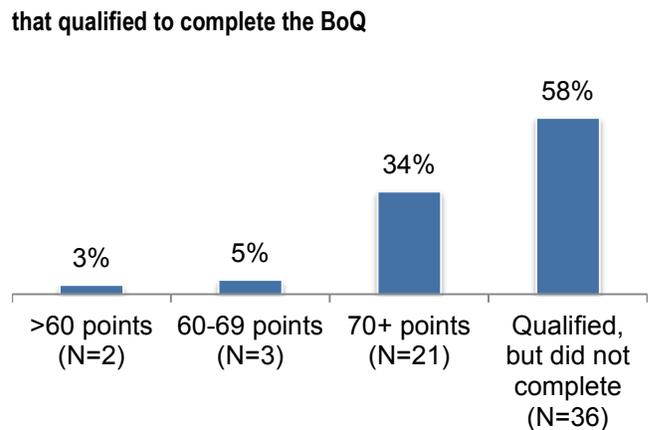
Behavioral data system

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.

Behavioral data system used (Cohorts 1-5 and 6-7)

Legend: ■ Cohorts 1-5 ■ Cohort 6-7

- System unknown (N= 68,105): 50%, 14%
- SWIS (N= 55, 23): 41%, 71%
- Non-SWIS (N= 11, 20): 8%, 16%
- No system (N= 1, 0): 1%, 0%

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

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.

The hallmark conceptual triangle of PBIS suggests that, 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).

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).
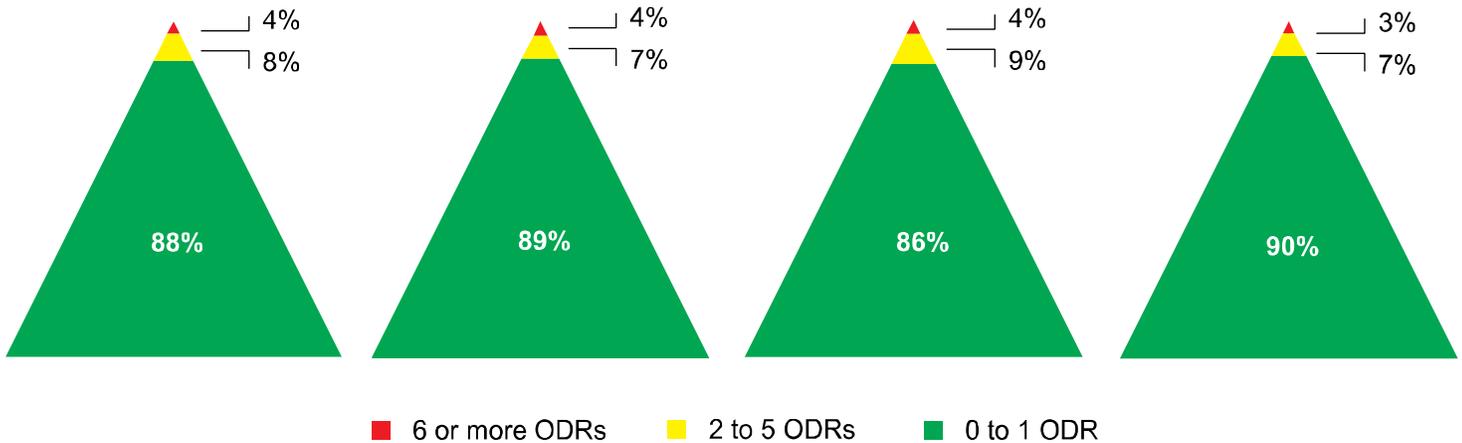
Data are only reported for schools in cohorts 1-6 that have completed at least two years of training and that have entered data through SWIS. The triangle scores are calculated using "Majors only.

Triangle score (Statewide, N=80)

4%
8%
88%

Triangle score (Metro, N=40)

4%
7%
89%

Triangle score (North, N=23)

4%
9%
86%

Triangle score (South, N=17)

3%
7%
90%

Legend: ■ 6 or more ODRs ■ 2 to 5 ODRs ■ 0 to 1 ODR