



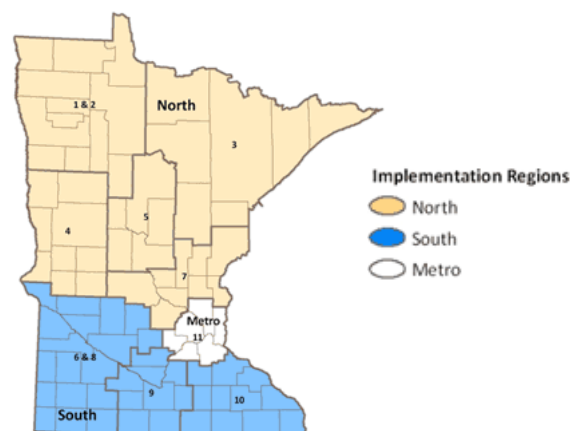
2016-17 Positive Behavior Interventions and Supports School Status Report: Cohorts 1-12

January 2018

This Positive Behavior Interventions and Supports (PBIS) school status report provides a summary of the current status of all schools implementing PBIS in Minnesota, including participation in the Minnesota Department of Education’s training sequence, implementation fidelity assessment scores, and outcomes. 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

Currently, there are 591 schools in Minnesota that have been trained by MDE to implement PBIS. The charts below illustrate the number of schools by region, grade level, and training cohort.



Number of trained schools (by region)

Region	Number	Percent
Metro	274 ¹	46%
North	171	29%
South	146	25%
Total	591	100%

Number of trained schools (by cohort)

Cohort	Number	Percent
1 (2005)	8	1%
2 (2006)	11	2%
3 (2007)	38	6%
4 (2008)	31	5%
5 (2009)	46	8%
6 (2010)	80	14%
7 (2011)	78	13%
8 (2012)	82	14%
9 (2013)	56	9%
10 (2014)	56	9%
11 (2015)	56	9%
12 (2016)	49 ¹	8%
Total	591	100%**

Number of trained schools (by grade level)

Grades served	Number	Percent
Early childhood	3	1%
Elementary	150	25%
Middle school	89	15%
High school	47	8%
Early childhood/elementary	171	29%
Early childhood-Middle School	14	2%
K-8	15	3%
K-12	3	1%
Middle school/high school	52	9%
ALC	41	7%
Other*	6	1%
Total	591	100%**

*Other categories include schools that serve grades 7-12 and 5-8.

**Percentage does not add up to 100 % due to rounding

¹ This number includes nine school teams from the Minneapolis Public School District that participated in a modified cohort training schedule.

During the 2016-17 school year, 64 schools that were not a part of any Minnesota PBIS sponsored training cohort submitted TFI or SAS data at least one time. Although these schools have not been formally trained to use PBIS, these schools are still eligible to apply for recognition school status. The number of non-cohort PBIS schools by region is outlined to the right.

Number of non-cohort schools that submitted implementation fidelity data in 2016-2017 school year (by region)

Region	Number	Percent
Metro	37	58%
North	9	14%
South	18	28%
Total	64	100%

Training participation (data for schools currently in the two-year sequence)

For schools that participated in the two-year PBIS training sequence during the 2016-17 school year sponsored by the Minnesota Department of Education (Cohort 11 and 12 schools), 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 ratings of training usefulness.

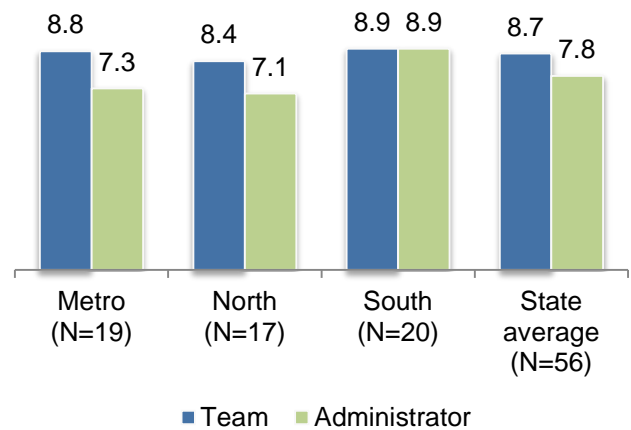
Team attendance and administrator participation at training

Schools in the first year of training in 2016-17 (Cohort 12) had six full days of training that they were expected to attend. Schools in the second year of training in 2016-17 (Cohort 11) had six days of training in their first year and three full days of training in the second year for a total of nine days throughout their two-year training sequence.

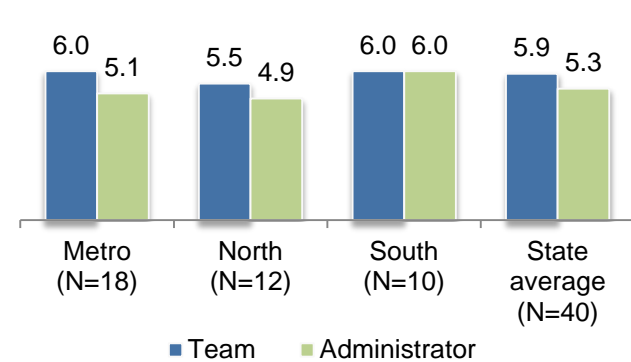
Support from administration is a key feature of schools that successfully implement PBIS. Schools that are participating in the two-year training sequence are expected to bring an administrator (principal, vice-principal, or assistant principal) to training.

Schools and administrators in both cohorts had high rates of training attendance. Administrators in the metro and north regions in Cohort 11 had the lowest attendance rate, with an average administrator attending seven full days of training. The north region in Cohort 12 had lower administrator and team attendance when compared to schools in other cohorts and regions.

Average number of training days by team and administrator (Cohort 11 - Year 2 in training sequence, max. = 9.0 days)



Average number of training days by team and administrator

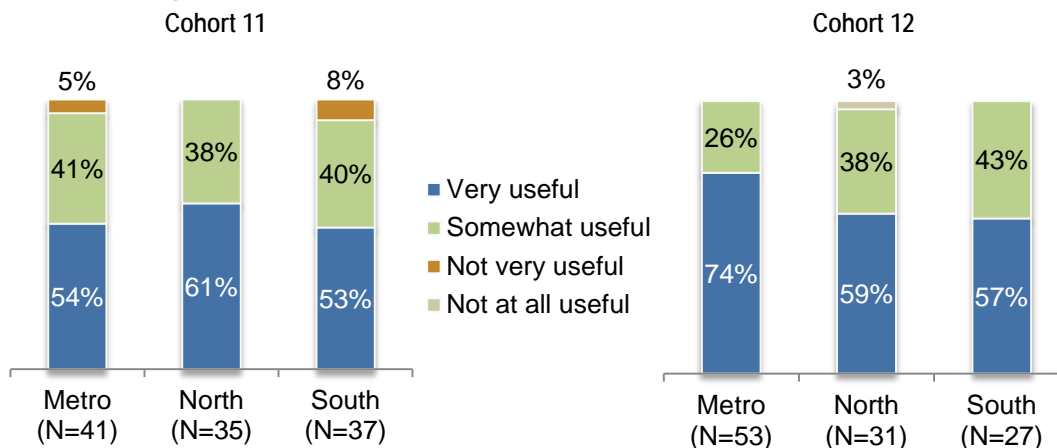


(Cohort 12- Year 1 in training sequence, max. = 6.0 days)

Usefulness of training

School teams were asked to provide feedback on the training sessions they attended. Participants were asked to rate the level of usefulness of training by answering the following question: “Overall, how useful was this PBIS training in terms of helping your team to implement PBIS in your school?” On average, school teams rated the trainings to be highly useful with at least nine in ten schools from each cohort in each region rating the training to be either very or somewhat useful. Very few school teams from the Metro and South regions in Cohort 11 and the North region in Cohort 12 reported the training to be “not very useful” or “not at all useful.” The graph below illustrates average ratings from the fall, winter, and spring trainings combined for the 2016-2017 school year.

“Overall, how useful was this PBIS training in terms of helping your team to implement PBIS in your school?”
(Combined results, all trainings in 2016-17).



Note: The total N is the combined number of school teams from each region that answered the question “Overall, how useful was this PBIS training in terms of helping your team implement PBIS in your school?” for the fall, winter, and spring training surveys. Thus, this differs from the total number of school teams from each region in Cohorts 11 and 12.

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. In general, implementation science points to a specific sequence to ensure the model is implemented with fidelity. The following assessment tools are currently used to assess PBIS implementation fidelity among participating schools in Minnesota: the Tiered Fidelity Inventory (TFI), Benchmarks of Quality (BoQ), and the Self-Assessment Survey (SAS). In the 2015-16 school year, the Tiered Fidelity Inventory (TFI) replaced two other assessments: the School-wide Evaluation Tool (SET), and the Team Implementation Checklist (TIC). Therefore, in lieu of the SET and the TIC, school teams in training are required to complete the TFI. More information about each of the assessments follows below.

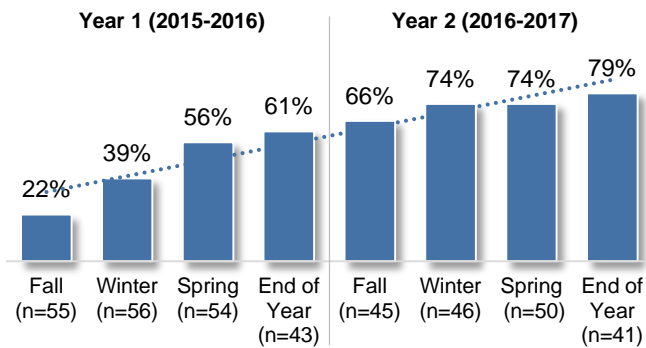
TFI scores

The Tiered Fidelity Inventory, or TFI, is used to measure implementation fidelity across all three tiers of PBIS. However, schools in training are only required to complete Tier 1 of the TFI. Schools in training complete the TFI at four points during the school year: once at each cohort training and once in the spring outside of training with an external TFI facilitator. At that time, the external facilitator completes a walk-through assessment of the school before facilitating the TFI with the school’s PBIS team. A school is considered to be implementing PBIS with fidelity if they have an overall of score 70 or higher for each tier of their TFI.

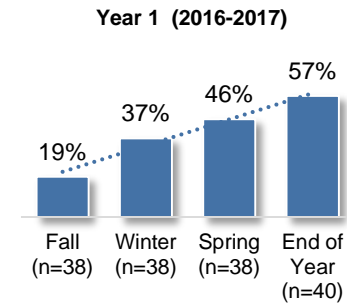
Below are the average TFI scores for Tier 1 for Cohort 11 (schools in year two of training) and Cohort 12 (schools

in year one of training). Over time, TFI scores for school teams in both cohorts rose steadily.

Average TFI scores for Cohort 11
(Schools in year 2 of training sequence)

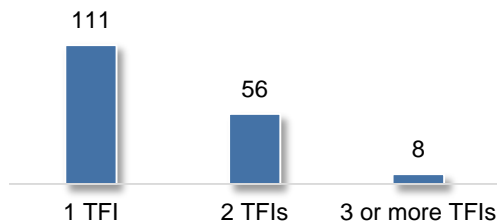


Average TFI scores for Cohort 12
(Schools in year 1 of training sequence)



It is recommended by the State Leadership Team (SLT) that schools out of training should complete a TFI three times per year to measure progress and implementation fidelity. The SLT also recommends that these be completed by an external facilitator and a walk through be completed at least once per year. Very few school teams in Cohorts 1-10 (n=8) completed the TFI at least three times during the 2016-17 school year. See figure below.

Number of TFIs completed by schools in Cohorts 1-10 during the 2016-2017 School Year



Overall, average scores for Cohort 1-10 school teams from all regions met or exceeded the 70 percent benchmark for implementation fidelity. School teams

from the South region had slightly lower average TFI scores at each point in time. See figure below.

Average TFI scores by region for Cohorts 1-10 in the 2016-2017 School Year (Schools out of training)

Region	Fall '16	Winter '16	Spring '17	End of year '17
Metro	69%	75%	75%	76%
North	70%	72%	79%	76%
South	NA	73%	54%	48%
All regions	70%	74%	73%	73%

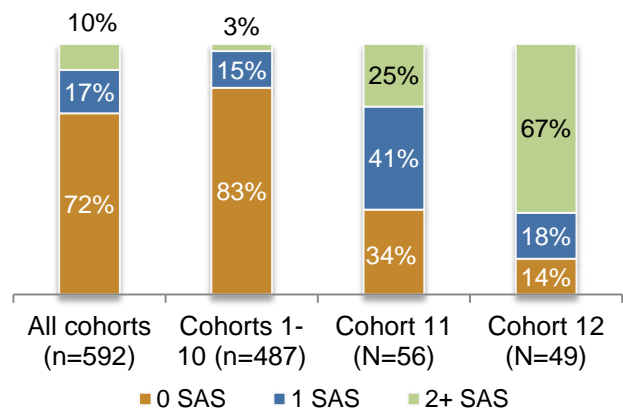
Self-Assessment Surveys

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 SAS results should be used to develop an action plan for implementing and sustaining PBIS systems throughout the school. The SAS should be completed by teams in training twice during their first year and once during their second year. Schools out of training should complete the SAS on a yearly basis.

Most school teams (83%) that were out of training did not complete a SAS assessment. One-third (34%) of school teams in Cohort 11 did not complete a SAS assessment during their second year of training. Two-thirds of schools in Cohort 12 completed at least two SAS assessments during their first year of training. See figure below.

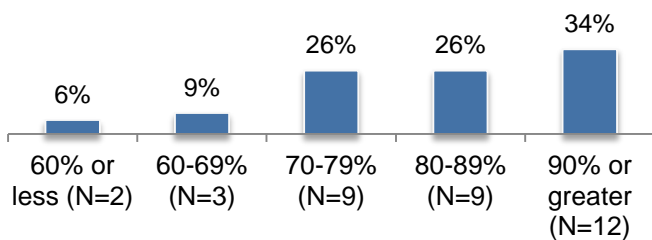
Number of SAS completed during last school year (by cohort)

Benchmarks of Quality



Schools that are out of training may choose to complete the Benchmarks of Quality, or BoQ, to assess their Tier 1 PBIS implementation fidelity. The BoQ is a self-assessment tool that is taken by school teams. If a school team chooses to complete this fidelity assessment, it is recommended they complete a BoQ once a year in the spring. All school teams out of training are eligible to take the BoQ. Of those that completed the BoQ in the 2016-2017 school year (N=35), the majority of schools (86%) are implementing PBIS with fidelity (as indicated by a score of 70% or higher).

BoQ score of schools in Cohorts 1-10 that completed the BoQ (2016-2017 school year) (n=35)



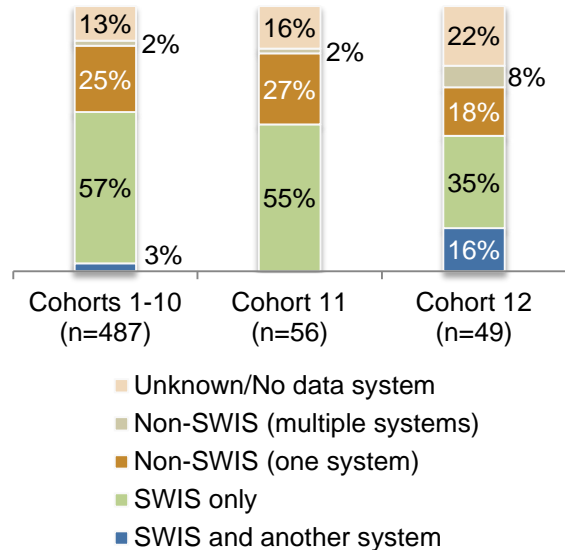
SET scores

The School-wide Evaluation Tool, or SET, is used to measure implementation fidelity of Tier 1 of PBIS. A school is considered to be implementing PBIS with fidelity if they score an average of 80 or higher on their post-training SET. Although more schools are choosing to complete the TFI or BoQ out of training, a few schools (n=6) chose to complete the SET to measure implementation fidelity. On average, these schools are implementing PBIS with fidelity. **Five out of six schools had an overall score of 80 or above**, which indicates that these schools are implementing PBIS with fidelity.

Behavioral data system

Schools are expected to have a behavioral data system in place by the winter of their first year of training. The presence of a behavioral data system allows for data-based decision-making at the school PBIS team level. The data collected in these systems are used for improving school-wide behavior support. One specific type of data tracked in these systems is office discipline referrals (ODRs). Over half of schools in Cohorts 1-10 and Cohort 11 in Minnesota use the School-Wide Information System (SWIS), but a significant proportion use other systems. Over one-third (35%) of schools in Cohort 12 use SWIS, and close to one-fifth (18%) use a data system other than SWIS. Slightly fewer (16%) Cohort 12 schools use SWIS and another data system. See figure below.

Behavioral data system used (Cohorts 1-10, 11 and 12)



Note: Non-SWIS systems include: TIES, Infinite Campus, CLASSROOM, SKYWARD, and custom systems.

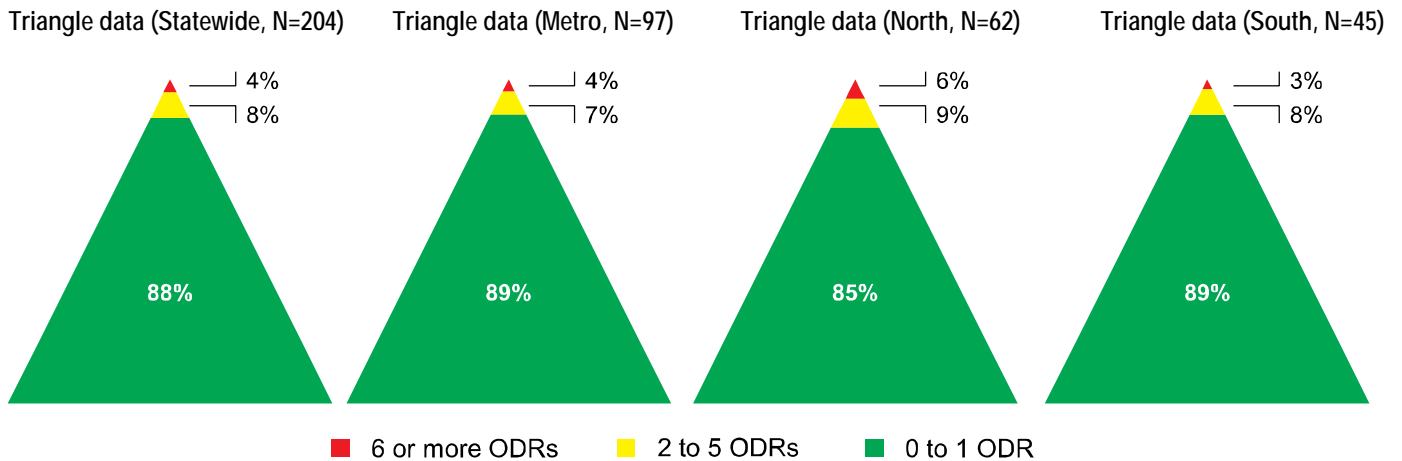
Outcomes – Triangle data

One goal of PBIS is to increase the efficiency with which schools 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, when PBIS is implemented effectively, 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). Based on this, Minnesota schools that have been trained to implement PBIS are, on average, within these targets.

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. “Needing targeted interventions” is defined as having 2-5 ODR, and “needing intensive interventions” is defined as having more than 6 ODR within a given time span (Horner, Sugai, Todd, & Lewis-Palmer, 2005).

Data are reported for schools in cohorts 1-12 that have entered data through two methods: through SWIS or through an online survey maintained by Wilder Research. Results were combined and averaged for each region and statewide. The triangle scores are calculated using “Majors” only. Major behaviors are defined as disciplinary incidents that must be handled by administration. These may include, but are not limited to: physical fights, property damage, drugs, weapons, tobacco, etc.

Overall and in each region, school teams that reported ODR data are meeting or exceeding the target of 85-15-5 set forth by the Minnesota SLT. See figures below.



Issues to consider

School participation. Many schools (n=208, or 43%) that are out of training in Cohorts 1-10 did not submit either implementation fidelity assessment scores (TFI, SAS, BoQ, or SET) or ODR discipline data. RIPs should continue inviting these schools to reconnect with PBIS and offer incentives such as coaching, sustainability training, free TFI or BoQ facilitation, support with data systems, etc., to encourage this behavior. Research has shown that using data about their implementation of PBIS as well as about their outcomes (behavior data) is the most critical factor in determining PBIS sustainability at the school level.²

Quadrant analysis for schools out of training. Currently, the SLT uses quadrant analysis for schools that are currently in training to place them in quadrants according to their TFI scores (implementation fidelity: at or below fidelity) and rating of training usefulness (perception data: high or low satisfaction). The purpose of this exercise is to examine how schools are progressing throughout training and to find ways to support schools that are in each of the four quadrants (high implementation fidelity/high satisfaction, low implementation fidelity/high satisfaction, high implementation fidelity/low satisfaction, low implementation fidelity/low satisfaction). The SLT could consider completing a quadrant analysis for schools out of training to identify ways to support them. This analysis could be based off of any of the implementation fidelity or ODR data points as well as attendance at events like coaches meetings, data days, Summer Institute, etc.

Data collection for schools out of training. Given that school teams are no longer required to complete the TIC and the SET, the SLT should focus on increasing the number of school teams completing the SAS and the TFI. Many schools that are out of training completed at least one TFI assessment this year, however, a few completed two (n=57; 10%) and only a handful (n=8; 1%) completed three or more. The recommended number of TFIs per school year for schools out of training is three times during the year plus once with a walkthrough and an external TFI evaluator. For spring 2017, Wilder Research suggests inviting school teams out of training to participate in the no-cost exchange that is completed with school teams in training for the facilitated TFI. This would ensure that more school teams are engaging with PBIS and coming closer to completing at least three TFI assessments per year.

SAS assessments. Additionally, the majority of schools in Cohorts 1-10 did not complete a SAS (83%). One-third (34%) of schools in Cohort 11 (in their second year of training) also did not complete a SAS assessment. According to the PBIS data calendar, school teams that have completed training should complete at least one SAS per school year in order to keep up with progress monitoring and using data for action planning. Perhaps the SLT, the RIPs, and trainers could consider including more SAS data at trainings, data days, and coaches meetings to encourage SAS completion and to help schools to use this data to action plan.

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² McIntosh, K., Predy, L., Uprety, G., Hume, A., Turri, M., and Mathews, S. (2013). Perceptions of Contextual Features Related to Implementation and Sustainability of School-wide Positive Behavior Support. *Journal of Positive Interventions*, 16(1), 31-43.