



# 2013-2014 Positive Behavior Interventions and Supports School Status Report: Cohorts 1-9 August 2014

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 (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*

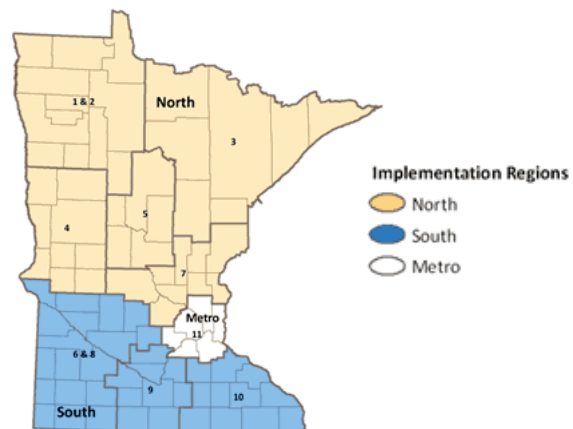
Currently, there are 395 active PBIS schools in Minnesota. The charts below illustrate number of schools by region, grade level, and training cohort.

### Number of schools (by region)

Region	Number	Percent
Metro	192	49%
North	117	30%
South	86	22%
<b>Total</b>	<b>395</b>	<b>100%</b>

### Number of schools (by cohort)

Cohort	Number	Percent
1 (2005)	9	2%
2 (2006)	10	3%
3 (2007)	30	8%
4 (2008)	30	8%
5 (2009)	44	11%
6 (2010)	73	18%
7 (2011)	68	17%
8 (2012)	74	19%
9 (2013)	57	14%
<b>Total</b>	<b>395</b>	<b>100%</b>



### Number of schools (by grade level)

Grades served	Number	Percent
Early childhood	4	1%
Elementary	226	53%
Middle school	57	13%
High school	53	13%
Early childhood/elementary	1	0%
Early childhood-7th	1	0%
Early childhood-8th	1	0%
K-8	7	2%
K-12	16	4%
Middle school/high school	12	3%
ALC	17	4%
Other	0	0%
Inactive*	26	6%
Closed*	3	1%
<b>Total</b>	<b>424</b>	<b>100%</b>

\*The total number includes inactive and closed schools.

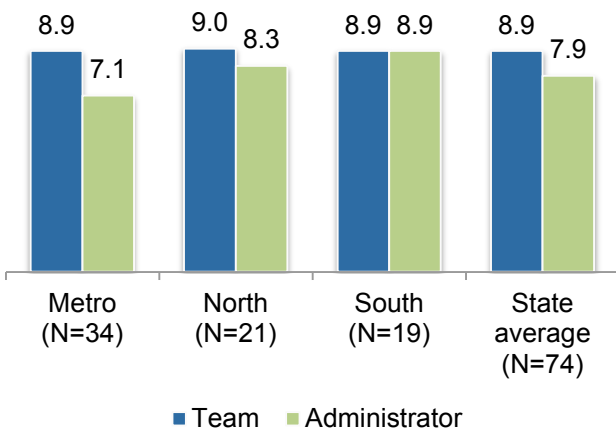
## Training indicators – only for schools currently in the 2-year sequence

For schools that are currently participating in the 2-year PBIS training sequence sponsored by the Minnesota Department of Education (Cohort 8 and 9 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 usefulness of training.

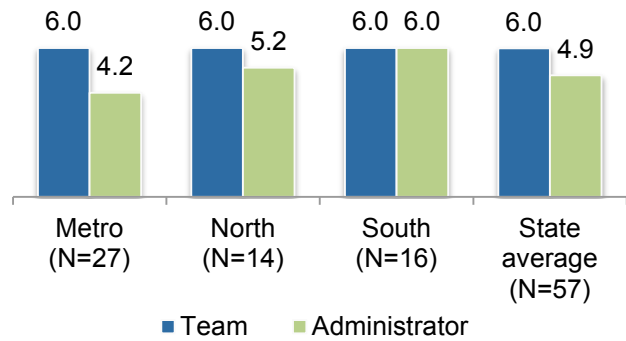
### Team attendance and administrator participation at training

Schools in the first year of training in 2013-14 (Cohort 9) had six full days of training that they are expected to attend. Schools in the second year of training in 2013-14 (Cohort 8) 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 2-year training sequence. 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. Schools and administrators in both cohorts had high rates of training attendance. Administrators in the metro region in Cohort 8 and Cohort 9 had lower average attendance in their number of training days when compared to schools in other cohorts and the state overall, while team average attendance days are similar across regions.

Average number of training days by team and administrator (Cohort 8 - Year 2 in training sequence, max.=9.0 days)



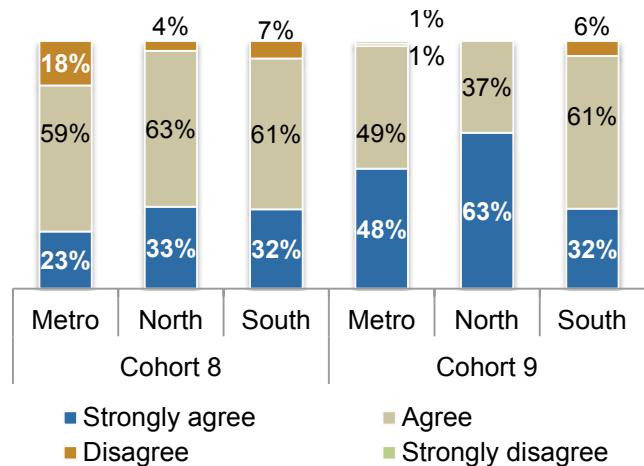
Average number of training days by team and administrator (Cohort 9 - Year 1 in training sequence, max.=6.0 days)



### Usefulness of training

Schools are asked to provide feedback on the training sessions they attended. Participants were asked how much they agree or disagree with the following statement: “Overall, this training was a positive, worthwhile learning experience.” On average, school teams rated the trainings rather highly. School teams from the metro region were more likely to disagree that the training was a positive, worthwhile learning experience. The graph below illustrates ratings from the fall, winter, and spring trainings combined for the 2013-2014 school year.

“Overall, this training was a positive, worthwhile learning experience.” (Combined results, all trainings in 2013-14).



## 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.

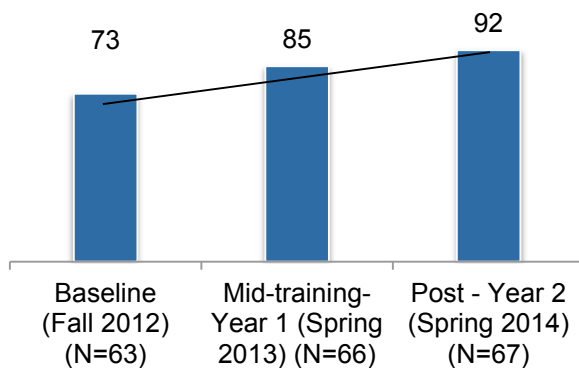
### SET scores

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. A school is considered to be implementing PBIS with fidelity if they score an average of “80” or higher on their post-implementation SET.

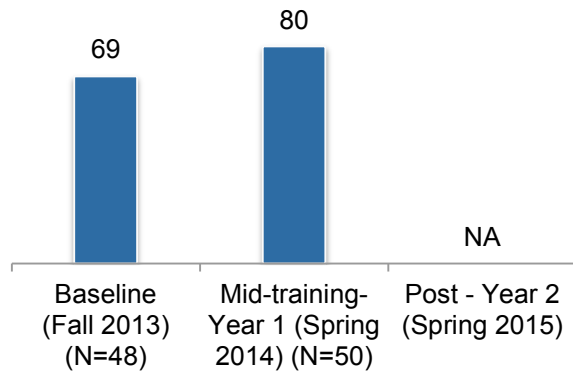
### Average SET scores for Cohorts 1-7 (Schools out of training)

Twenty-eight schools from Cohorts 1-7 completed a post-implementation SET evaluation in the Spring of 2014. Those schools had an overall average of 86 on their post implementation SET, which indicates that these schools are implementing PBIS with fidelity. Schools that are out of training should complete a SET or a BoQ at least once a year to measure implementation fidelity.

### Average SET scores for Cohort 8 (Schools in year 2 of training sequence)



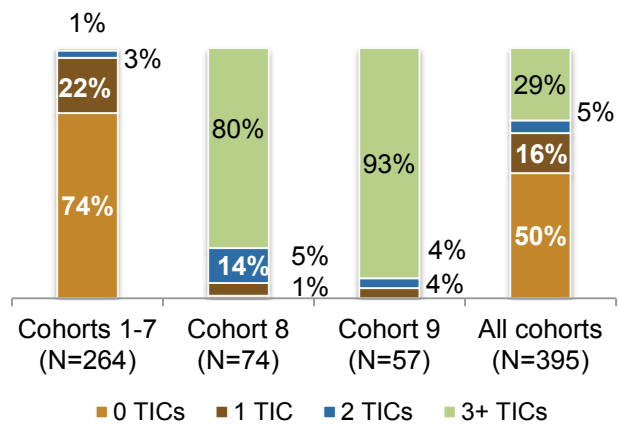
### Average SET scores for Cohort 9 (Schools in year 1 of training sequence)



### Number of Team Implementation Checklists completed

The Team Implementation Checklist, or TIC, is a tool used by schools to measure PBIS implementation fidelity. The TIC is supposed to be completed by the PBIS team at least 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.

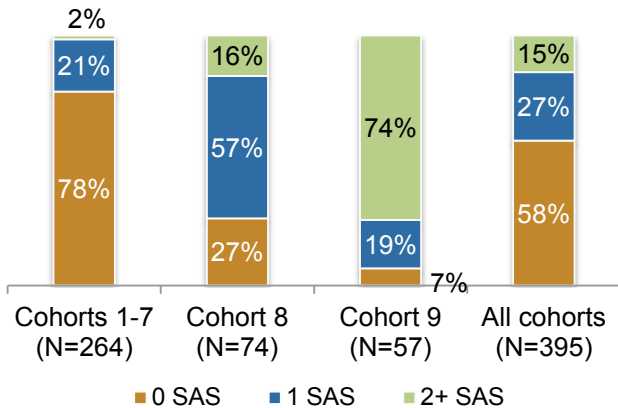
### Number of TICs completed during last school year (by cohort)



### Number of Self-Assessment Surveys completed

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 of training.

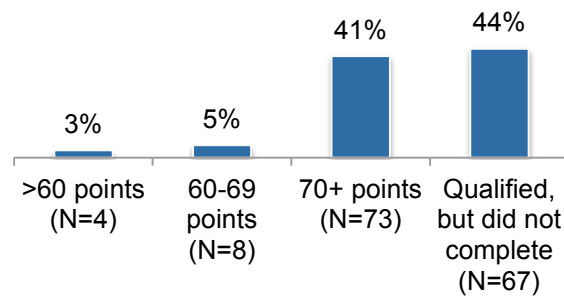
**Number of SAS completed during last school year (by cohort)**



**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 then they only need to complete a SET every third year. Therefore, being *eligible* to complete the BoQ is an indication of implementation fidelity. Only BoQ scores from the 2013-2014 school year are included. Of those that completed the BoQ in the 2013-2014 school year, the majority of schools that completed the BoQ are implementing PBIS with fidelity (as indicated by a score of 70 or more), however, many schools that qualified did not complete this assessment.

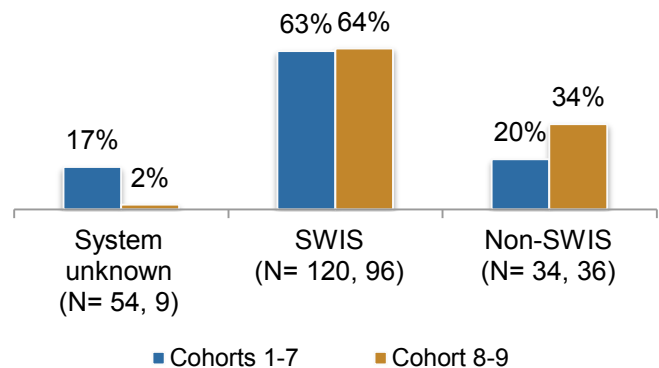
**BoQ score of Cohorts 1-7 that qualified to complete the BoQ (2013-2014 school year)**



**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. Most schools in Minnesota that are doing PBIS use SWIS, but a significant minority uses other systems, especially in Cohorts 8 and 9.

**Behavioral data system used (Cohorts 1-7 and 8-9)**



**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).

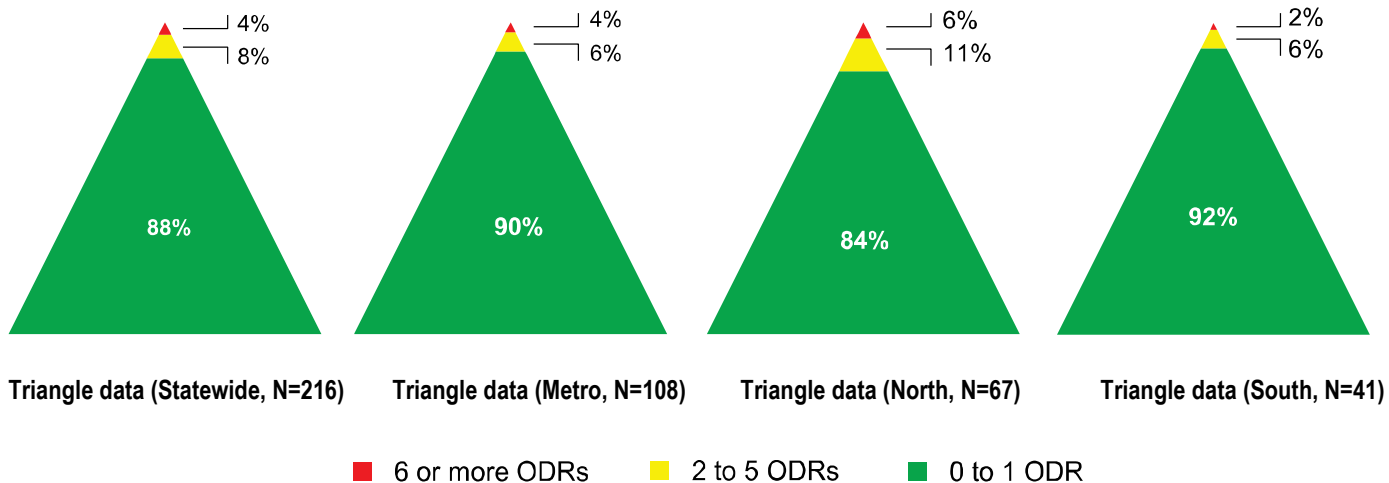
This efficiency can be maximized by minimizing the number of students who need support beyond the universal level.

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). Based on this, Minnesota schools that have been trained to implement PBIS are, on average, within the 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, 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 reported for schools in cohorts 1-9 that have completed the two-year training sequence and that have entered data through two methods: either through SWIS, or if a school uses another type of data system, they were asked to enter ODR data in an online survey. 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. Schools in all regions exceed the "80-15-5" benchmark established by PBIS, though the North region had a slightly higher percentage of schools that had a slightly higher than average amount of 6 or more ODRs.



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### For more information

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