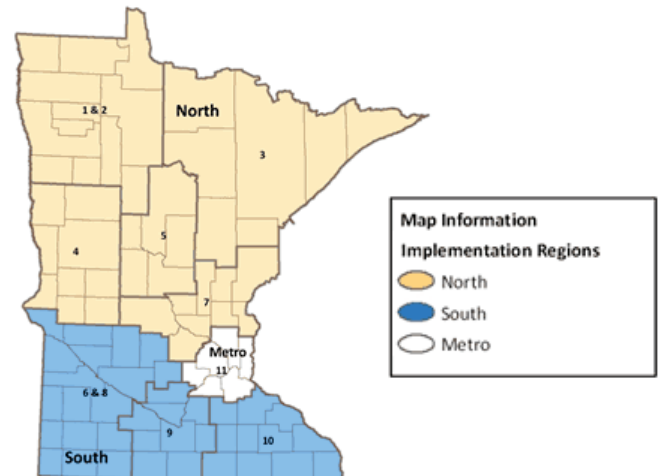




2012-2013 PBIS School Status Report

Cohorts 1-8
September 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	Percent
Metro	187	51%
North	108	29%
South	72	20%
Total	367	100%

Number of schools (by grade level)

	Number	Percent
Early childhood	4	1%
Elementary	196	53%
Middle school	56	15%
High school	51	14%
Early childhood/elementary	1	0%
Early childhood-8th	1	0%
K-8	4	1%
K-12	16	4%
Middle school/high school	8	2%
ALC	11	3%
Other	1	0%
Inactive	16	4%
Closed	2	1%
Total	367	100%

Number of schools (by cohort)

Cohort	Number of Schools
1 (2005)	9
2 (2006)	10
3 (2007)	41
4 (2008)	32
5 (2009)	46
6 (2010)	76
7 (2011)	76
8 (2012)	77
367	100%

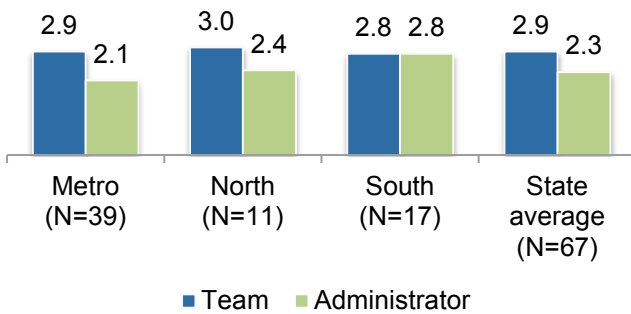
Training indicators – only for schools currently in the 2-year sequence

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.

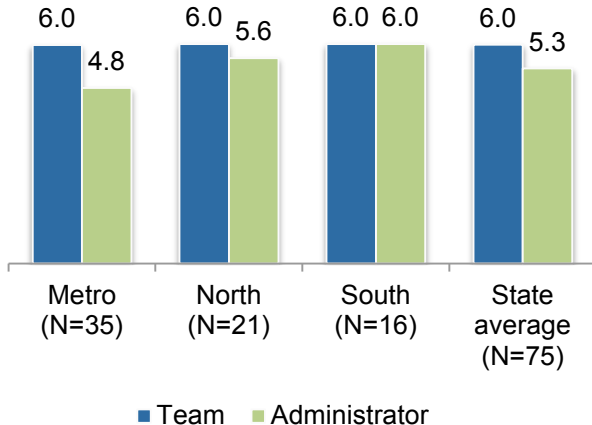
Team attendance and administrator participation at training

Schools in the first year of training in 2012-13 (Cohort 8) had 6 full days of training that they are expected to attend. Schools in the second year of training in 2012-13 (Cohort 7) 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 7 - Year 2 in training sequence)



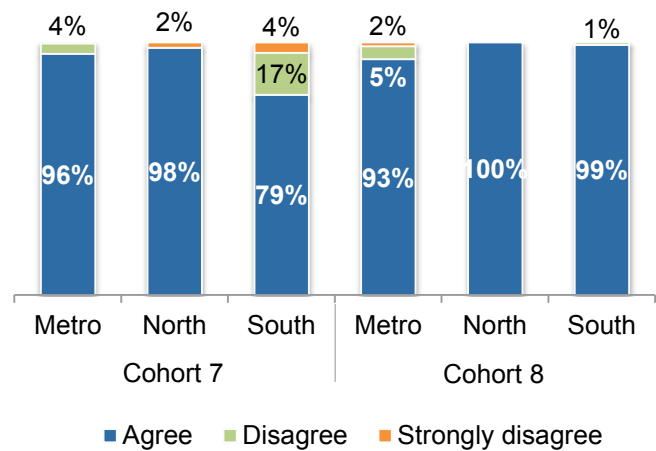
Average number of days attended training by team and administrator (Cohort 8 - Year 1 in training sequence)



Usefulness of training

Schools that participate in the training sequence 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.” The graph below illustrates average scores of the fall, winter, and spring trainings for the 2012-2013 school year. Scores range from 1=strongly disagree to 4=strongly agree.

School team ratings of training utility



Note: Combined percentages of the “strongly agree” and “agree” categories that equal 85% and above are highlighted in green indicating a high level of satisfaction.

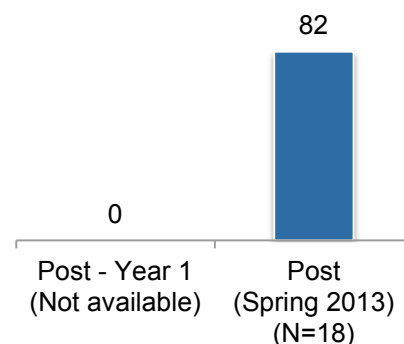
Implementation fidelity measures

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

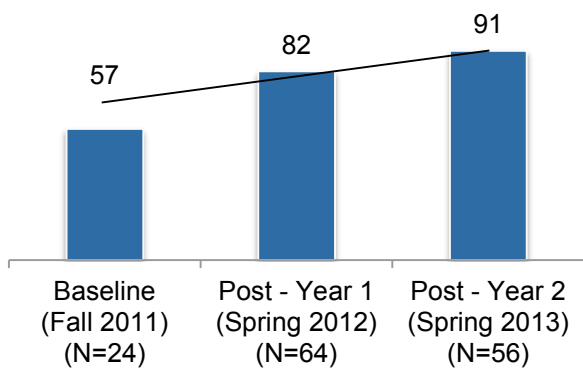
The School-wide Evaluation Tool, or SET, is used to measure implementation fidelity of tier 1 (universal tier) of PBIS. At the beginning of their training sequence, schools are asked to complete a baseline SET, which is administered by a trained SET Evaluator who is from outside the school. This baseline 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 1-6 (Schools out of training)

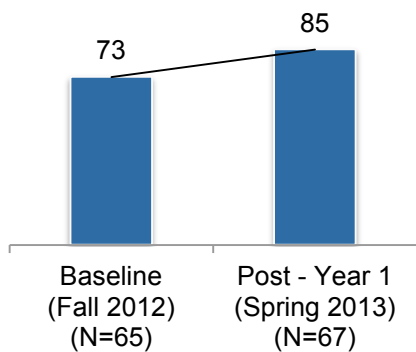


Note: Historical data for Cohorts 1-6 are not readily available to calculate scores at Baseline or for Post-Year 1.

Average SET scores for Cohort 7
(Schools in year 2 of training sequence)



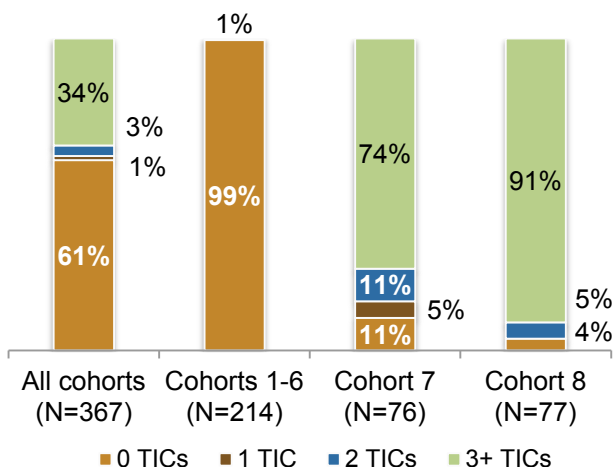
Average SET scores for Cohort 8
(Schools in year 1 of training sequence)



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.

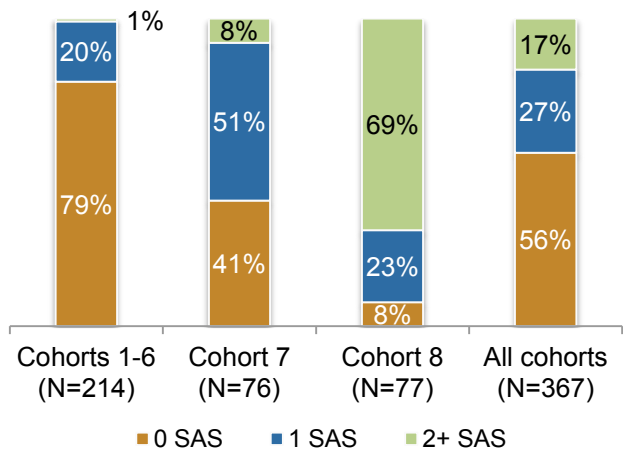
Number of TICs completed during last school year
(by cohort)



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.

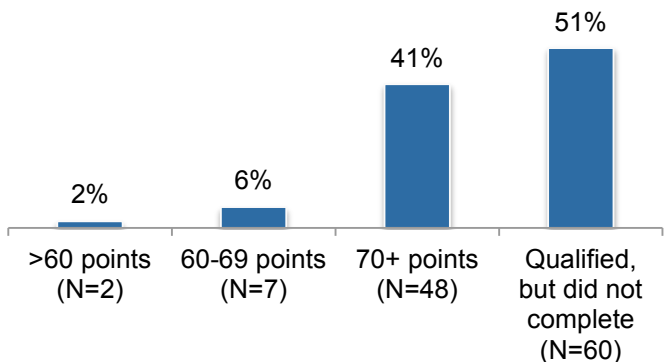
Number of SAS completed during last school year
(by cohort)



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.

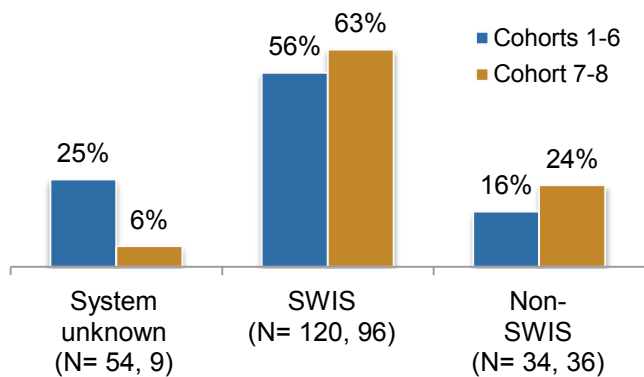
BoQ score of Cohorts 1-6 that qualified to complete the BoQ



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 1-6 and 7-8)



Note: Non-SWIS=School uses one of the following systems: TIES, Infinite Campus, CLASSROOM, SKYWARD, or a custom system. For schools that are considered to be "Inactive", it is unknown what type of behavioral data system is used.

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).

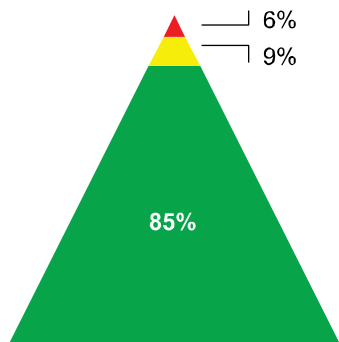
This efficiency can be maximized by minimizing the number of students who need support beyond the universal level.

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).

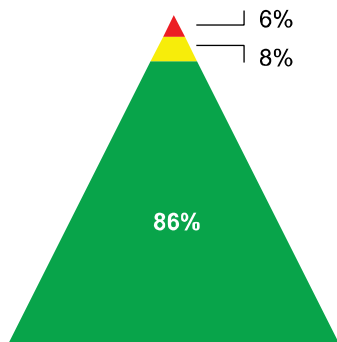
The smaller the percentage of students who require support beyond the universal level, the more efficiently those students can be served with the limited resources schools have available. "Socially successful" is defined as having 0-1 office discipline referrals (ODR) within a given time span, while "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 reported for schools in cohorts 1-8 that have completed at least two years of training and that have entered data through SWIS. The triangle scores are calculated using "Majors only".

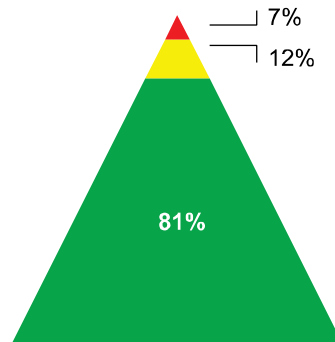
Triangle data (Statewide, N=127)



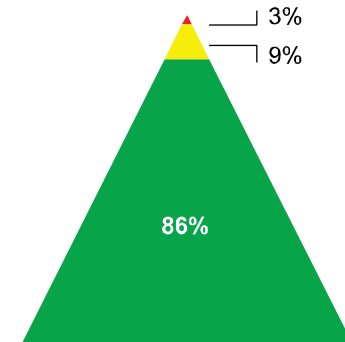
Triangle data (Metro, N=74)



Triangle data (North, N=30)



Triangle data (South, N=23)



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

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For more information

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