

## **Winter 2015 Training Report and School Status Update— Cohort 9 and 10**

**Summary of results from school training and implementation fidelity measures  
January 2015**

This school status report provides a detailed account of the November 2014 trainings and a summary of the current status of schools participating in the 2-year training sequence and implementing PBIS in Minnesota as of January 2015. This report is intended for all stakeholders to better understand the status of PBIS of schools in training and help to refine training and data reporting. More information about PBIS in Minnesota can be found at: [www.pbismn.org](http://www.pbismn.org).

### *Background*

This winter 2015 school status report provides a summary of the current status of schools in training that are implementing PBIS in Minnesota. The Minnesota Department of Education (MDE) and Regional Training Partners (RIPs) sponsor three training sessions per year for schools that are participating in Minnesota's 2-year training sequence for Positive Behavioral Interventions and Supports (PBIS). This report is intended for all stakeholders to better understand the status of PBIS of schools in training and help to refine training and data reporting. More information about PBIS in Minnesota can be found at: [www.pbismn.org](http://www.pbismn.org).

This report summarizes the results of the November 2014 training surveys and data collected to measure implementation fidelity.

- There are a total of 56 Cohort 9 schools that are in their second year of training.
- There are a total of 53 Cohort 10 schools are in their first year of training.

Wilder Research is contracted to evaluate the PBIS initiative statewide. As a part of the PBIS evaluation, surveys are conducted with school teams who are participating in the training sequence (one survey was completed per school team). The results of these surveys plus administrative (attendance) records from the RIPs, data entered for the TIC and SAS, and baseline SET evaluation scores for cohort 10 is the basis of this report.

**Note: The response rate for the training survey in Cohort 10 in the North region was low (n=6). Therefore, survey results for this region in this cohort should be interpreted with caution.**

### *Training attendance*

Schools in their first year of training (Cohort 10 in 2014-15) receive two days of training at each of three points during the year, and schools in their second year of training (Cohort 9 in 2014-15) receive one day at each of three points during the year. Overall, attendance for the November 2014 trainings was very high. All school teams in Cohort 10 attended all of the winter training. One school team in the north region in Cohort 9 did not attend winter training.

Overall, the majority of administrators attended most of the training. Of note, nine administrators from the metro region in Cohort 9 did not attend winter training. Administrators from Cohort 10 were less likely to attend the second day of training. For example, six administrators from the metro region and nine from the north region did not attend cohort 10 training on the second day (which is an increase from two metro and six north administrators that did not attend on the first day). Two of the administrators from the metro region and five from the north region did not attend any of the PBIS November 2014 training dates.

All cohort 10 administrators from the south region attended both days of training. The SLT and the RIPs should continue to emphasize the importance of administrator attendance at PBIS trainings. See Figure 1.

**1. Winter 2014 training attendance by Cohort (number of school teams / administrators attended)**

	Cohort 9		
	Metro	North	South
team - full	27	12	16
team - partial	0	0	0
team - not attended	0	1	0
administrator - full	18	10	15
administrator - partial	0	0	0
administrator - not attended	9	3	1
<b>Total number of teams</b>	<b>27</b>	<b>13</b>	<b>16</b>

	Cohort 10, day 1			Cohort 10, day 2			
	Metro	North	South	Metro	North	South	
team - full	21	19	13	team – full	21	19	13
team - partial	0	0	0	team – partial	0	0	0
team - not attended	0	0	0	team - not attended	0	0	0
administrator - full	19	13	13	administrator – full	15	10	13
administrator - partial	0	0	0	administrator – partial	0	0	0
administrator - not attended	2	6	0	administrator - not attended	6	9	0
<b>Total number of teams</b>	<b>21</b>	<b>19</b>	<b>13</b>	<b>Total number of teams</b>	<b>21</b>	<b>18</b>	<b>13</b>

**Overall training satisfaction**

School teams were asked to indicate on a web-based feedback survey how much they agree or disagree that the training was a positive, worthwhile experience overall. The vast majority of school teams indicated that they were satisfied with the overall training experience. A few schools in the metro region in Cohort 9 and the north and south regions in Cohort 10 indicated some dissatisfaction with the training. See Figure 2.

**2. School team ratings: “Overall, this training was a positive, worthwhile learning experience.”**

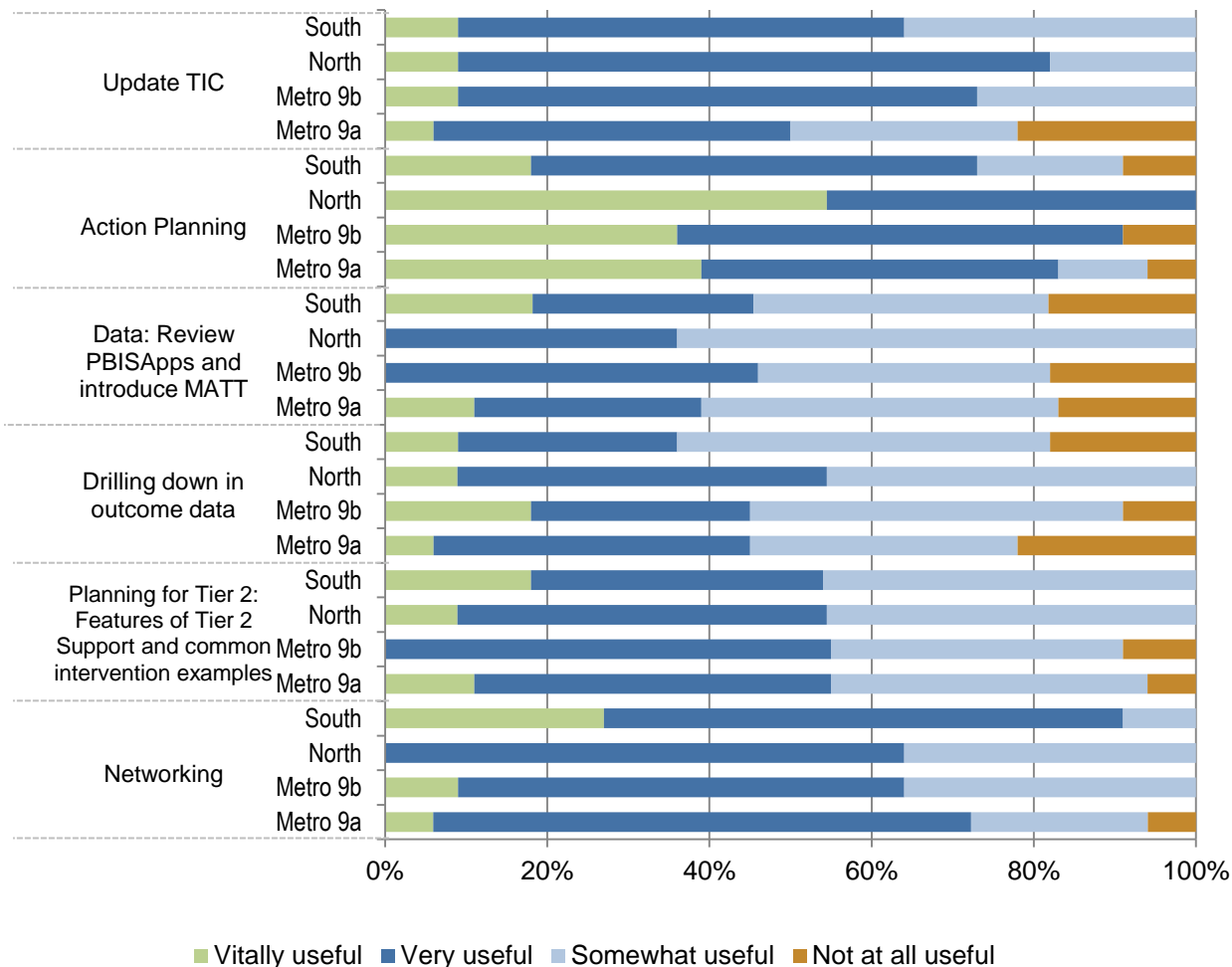
	Cohort 9				Cohort 10		
	Metro 9a	Metro 9b	North	South	Metro	North	South
Strongly agree	44%	46%	64%	36%	50%	50%	31%
Agree	50%	46%	36%	64%	50%	33%	54%
Disagree	6%	9%	0%	0%	0%	17%	8%
Strongly disagree	0%	0%	0%	0%	0%	0%	8%

**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. Combined percentages in the “disagree” or “strongly disagree” that equal 15% or more are highlighted in orange to indicate a lower level of satisfaction.

### Ratings of training-specific content areas

School teams were also asked to rate how useful the specific training content areas will be in terms of helping them implement PBIS at their school. For Cohort 9 (Year 2), the “Action Planning” and “Update TIC” sessions were most likely to be viewed as vitally or very useful by school teams. The “Networking” and “Planning for Tier 2” sessions were also viewed as very or somewhat useful. The “Drilling down in outcome data,” and “Data—Review PBISApps and introduce MATT” sessions were most frequently rated as not at all helpful by participating school teams. See Figure 3.

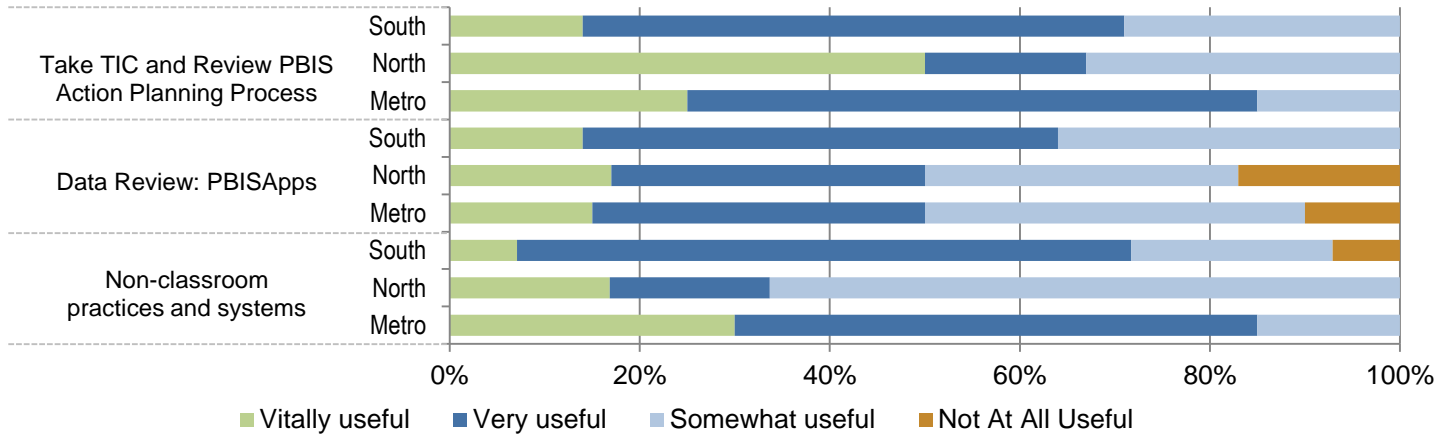
#### 3. Cohort 9: Ratings of specific training content areas



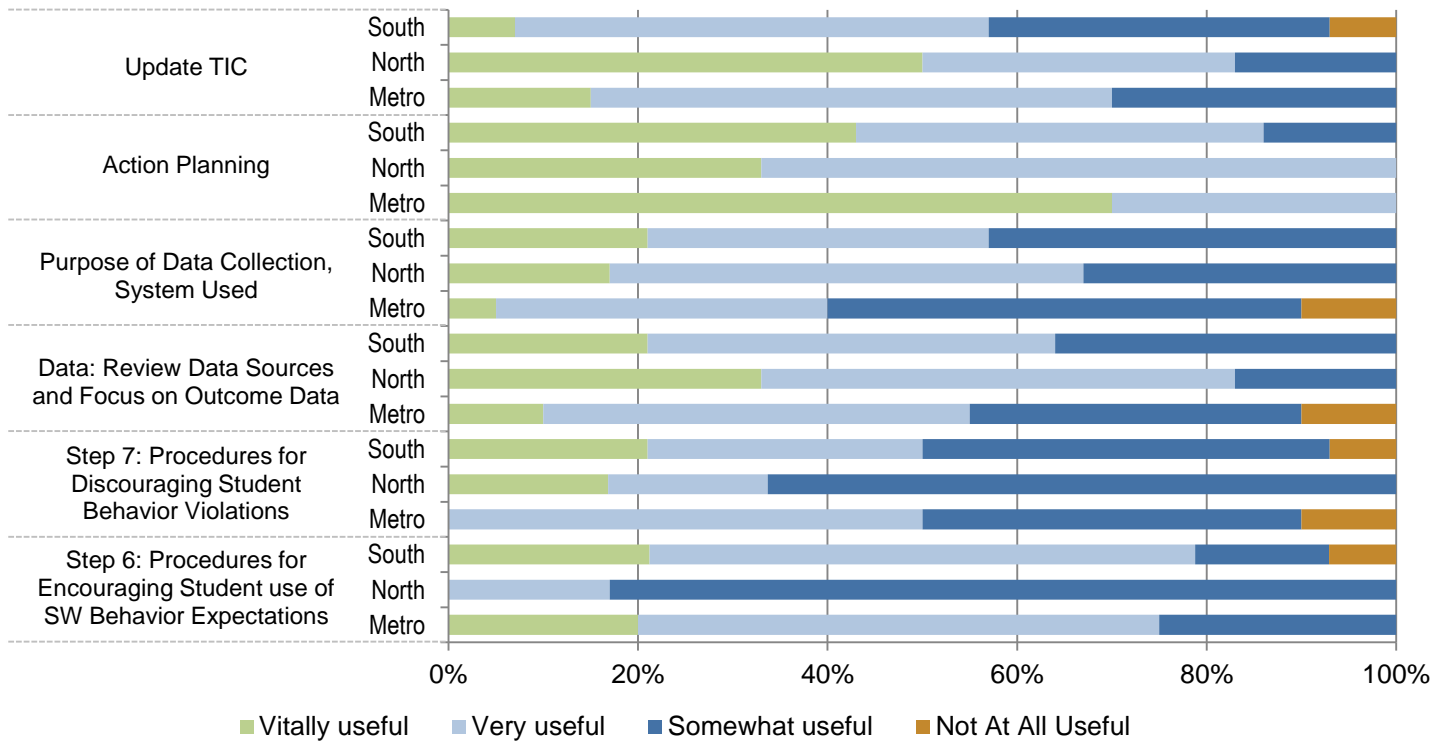
For Cohort 10 (Year 1), “Take TIC and Review PBIS Action Planning Process,” “Action Planning,” and “Update TIC” were most likely to be rated as vitally or very useful. The sessions “Non-Classroom Practices and Systems” and “Data: Review Data Sources and Focus on Outcome Data” were also rated to be vitally or very useful by school teams. For each of the other sessions, school teams in all regions were likely to rate them as “very useful” or “somewhat useful.” On the other hand, the session “Data Review: PBISApps,” was rated the least useful by the metro and north regions. See Figure 4.

4. Cohort 10: Ratings of specific training content areas

Day 1



Day 2



## Ratings of training effectiveness

School teams were also asked how strongly they agree or disagree with five statements about the effectiveness of the trainings. A majority of all school teams in all regions felt the information was presented clearly in the trainings, that the presenters demonstrated expertise in the topics, the training enhances their understanding of PBIS, and that the training will improve practices at their school. Some school teams from the north region and south region in Cohort 10 disagree that the training information was clearly presented. One-third of school teams from the north region and a similar number from the south region in Cohort 10 disagree that the training was comfortably paced. Nearly one in five school teams from the metro region and the south region in Cohort 9 disagreed that the training was comfortably paced. Some school teams from the north and south regions in Cohort 10 disagreed that the training will enhance their understanding of PBIS. See Figure 5.

### 5. Ratings of training effectiveness

	Cohort 9				Cohort 10		
	Metro (9a)	Metro (9b)	North	South	Metro	North	South
<b>The training information was clearly presented.</b>							
Strongly agree	39%	18%	46%	46%	35%	0%	0%
Agree	61%	82%	46%	55%	65%	83%	77%
Disagree	0%	0%	9%	0%	0%	17%	8%
Strongly disagree	0%	0%	0%	0%	0%	0%	15%
<b>The training information was comfortably paced.</b>							
Strongly agree	33%	36%	36%	46%	30%	0%	23%
Agree	61%	46%	55%	36%	70%	67%	46%
Disagree	6%	18%	9%	18%	0%	33%	23%
Strongly disagree	0%	0%	0%	0%	0%	0%	8%
<b>The presenters demonstrated expertise in the topic.</b>							
Strongly agree	33%	36%	64%	64%	60%	33%	54%
Agree	67%	55%	36%	36%	40%	67%	39%
Disagree	0%	9%	0%	0%	0%	0%	0%
Strongly disagree	0%	0%	0%	0%	0%	0%	8%
<b>The training enhanced my understanding of PBIS.</b>							
Strongly agree	28%	18%	36%	27%	45%	50%	31%
Agree	67%	73%	55%	64%	55%	17%	54%
Disagree	6%	9%	9%	9%	0%	17%	8%
Strongly disagree	0%	0%	0%	0%	0%	17%	8%
<b>The training will improve my practices in school.</b>							
Strongly agree	33%	9%	36%	27%	45%	50%	23%
Agree	56%	82%	64%	64%	55%	50%	69%
Disagree	11%	9%	0%	9%	0%	0%	0%
Strongly disagree	0%	0%	0%	0%	0%	0%	8%

**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. Combined percentages in the “disagree” or “strongly disagree” that equal 15% or more are highlighted in orange to indicate a lower level of satisfaction.

## Ratings of training resources—activities and materials

School teams were also asked how strongly they agree or disagree with three statements about the training resources and materials provided as well as their confidence in the ability to train other school staff on the information presented at PBIS training. A majority of Cohort 9 and 10 teams in all regions indicated they were satisfied with the activities and materials provided at training. Schools from the south region in Cohort 10 were somewhat more likely to disagree that local or practical examples of the concepts were covered. The majority of all teams from all regions thought that trainers were available to support their team during the training. Additionally, most teams from all regions agreed that they are confident in their abilities to meet with school staff and train these staff or team members on topics learned at training. Some teams from the metro 9a and north regions in Cohort 9 and the south region in Cohort 10 did not feel confident to present or train on PBIS training topics to school staff. See Figure 6.

### 6. Ratings of training resources

	Cohort 9				Cohort 10		
	Metro (9a)	Metro (9b)	North	South	Metro	North	South
<b>Local or practical examples of the concepts covered were provided.</b>							
Strongly agree	33%	9%	73%	36%	25%	50%	62%
Agree	56%	82%	27%	64%	75%	50%	23%
Disagree	6%	9%	0%	0%	0%	0%	8%
Strongly disagree	6%	0%	0%	0%	0%	0%	8%
<b>Trainers were available to support my team during this training.</b>							
Strongly agree	56%	91%	64%	36%	65%	67%	39%
Agree	44%	9%	36%	64%	35%	33%	54%
Disagree	0%	0%	0%	0%	0%	0%	0%
Strongly disagree	0%	0%	0%	0%	0%	0%	8%
<b>I am confident in my ability to meet with school staff and train staff or team members on the topics learned today.</b>							
Strongly agree	22%	18%	18%	36%	25%	33%	15%
Agree	61%	82%	64%	64%	70%	67%	69%
Disagree	17%	0%	18%	0%	5%	0%	8%
Strongly disagree	0%	0%	0%	0%	0%	0%	8%

**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. Combined percentages of the “disagree” and “strongly disagree” categories that equal 15% and above are highlighted in orange to indicate a relatively lower level of satisfaction. A value of “NA” indicates that these school teams were not asked about these items on the survey.

## Completion of PBIS activities

School teams were asked if they had completed key PBIS activities at training or within the past two weeks. A majority of school teams in both cohorts fully or partially completed updating their PBIS Action Plan and reviewed their ODR Big 5 data. However, some school teams, with the exception of teams from the metro 9b region, in Cohort 9 did not update their PBIS action plan at training or in the past two weeks. While the majority of school teams reported fully or partially completing a review of their ODR “Big 5” data, some teams from all regions in all cohorts (except the metro 9b region) did not review their Office Discipline Referral (ODR) data at training or in the past two weeks. **Use of data for planning and making decisions is a key element of training, so it would be expected that schools entering their second year should be implementing this practice regularly.** See Figure 7.

### 7. Completion of PBIS activities at training or within the past two weeks

	Cohort 9				Cohort 10		
	Metro (9a)	Metro (9b)	North	South	Metro	North	South
<b>Update your school’s PBIS Action plan</b>							
Fully completed	50%	18%	18%	36%	65%	83%	21%
Partially completed	39%	82%	64%	46%	35%	17%	79%
Not completed	11%	0%	18%	18%	0%	0%	0%
<b>Review your school’s Office Discipline Referral (ODR) Big 5 data</b>							
Fully completed	61%	55%	27%	46%	55%	67%	7%
Partially completed	22%	46%	46%	36%	35%	17%	71%
Not completed	17%	0%	27%	18%	10%	17%	21%

**Note:** Cells in the “fully completed” category that are 80% and above are highlighted in green to indicate a high level of activity completion. Cells in the “partially completed” category that are 50% and above are highlighted in blue to indicate a high level of partial completion. Cells in the “not completed” category that are 10% and above are highlighted in orange to indicate a low level of activity completion.

## 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, TIC, SAS, and the BoQ. The TIC, SAS, and Cohort 10 baseline SET scores from August-December 2014 are reported here. The BoQ is not used with schools that are in training and the State Leadership Team recently changed the qualification criteria so that all schools in Cohorts 1-8 (who have completed the two-year training sequence) are eligible to take the BoQ in the spring of 2015.

## 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. In order to be on track with the SLT data calendar, schools in training should complete at least one TIC by the end of August and another by the end of November. (School teams are typically instructed to complete the TIC at the August and November PBIS training sessions.) The majority of schools in training from all regions (N=85) completed the TIC twice, aligned with MDE’s data calendar. Some schools (N=22) completed the TIC once this school year. Very few (N=2) schools have not completed the TIC yet this year. The number of TICs completed through this winter from Cohorts 9 and 10 are included in Figure 8 below.

### 8. Number of TICs completed during fall and winter 2014 (by Cohort)

<b>Cohort 9 (N=56)</b>	<b>0 TICs</b>	<b>1 TIC</b>	<b>2 TICs</b>
Metro (N=27)	0	6	21
North (N=13)	1	5	7
South (N=16)	1	4	11
Total for cohort 9	2	15	39
<b>Cohort 10 (N=53)</b>	<b>0 TICs</b>	<b>1 TIC</b>	<b>2 TICs</b>
Metro (N=21)	0	0	21
North (N=19)	0	4	15
South (N=13)	0	3	10
Total for cohort 10	0	7	46
<b>Total for cohorts 9 &amp; 10 combined (N=109)</b>	<b>2</b>	<b>22</b>	<b>85</b>

### Strengths and challenges of the TIC

School teams completed the Team Implementation Checklist (TIC) at training and were asked to identify areas of strengths and challenges based on their TIC outcomes. Nearly all teams in all regions reported “Establish commitment” and “Establish and maintain team” to be a strength. Over half (55%) of schools in the south region in Cohort 9 said that self-assessment is a challenge while 29 percent of school teams from the same region in Cohort 10 report that they “have not started” this component of the TIC. The majority of school teams from the north and south region in Cohort 9 and half of teams from the north region in Cohort 10 report classroom behavior support systems to be a challenge. One in ten (11%) schools from the metro region 9a report that their school does not have an established information system. Over half (55%) of schools from the north region in Cohort 9 report establishing an information system is a challenge. A number of schools from Cohort 10 report that they “have not started” classroom behavior support systems or establishing an information system. Many schools from all regions report that they “have not started” the “Build capacity for function-based support” component of their PBIS program. See Figure 9.



**9. Strengths and challenges with PBIS implementation (Based on completed Team Implementation Checklist or TIC during training)**

	Cohort 9				Cohort 10		
	Metro (9a)	Metro (9b)	North	South	Metro	North	South
<b>Establish commitment</b>							
It's a strength	83%	100%	82%	100%	75%	83%	64%
It's a challenge	17%	0%	18%	0%	15%	17%	36%
Have not started	0%	0%	0%	0%	10%	0%	0%
<b>Establish and maintain team</b>							
It's a strength	89%	100%	82%	91%	85%	100%	100%
It's a challenge	11%	0%	18%	9%	10%	0%	0%
Have not started	0%	0%	0%	0%	5%	0%	0%
<b>Self-assessment</b>							
It's a strength	83%	91%	64%	46%	75%	83%	36%
It's a challenge	11%	9%	27%	55%	20%	17%	36%
Have not started	6%	0%	9%	0%	5%	0%	29%
<b>Establish school-wide expectations: prevention systems</b>							
It's a strength	94%	100%	73%	91%	75%	83%	64%
It's a challenge	6%	0%	27%	9%	10%	17%	29%
Have not started	0%	0%	0%	0%	15%	0%	7%
<b>Classroom behavior support systems</b>							
It's a strength	50%	46%	27%	27%	20%	17%	29%
It's a challenge	44%	36%	73%	64%	45%	50%	36%
Have not started	6%	18%	0%	9%	35%	33%	36%
<b>Establish information system</b>							
It's a strength	67%	64%	36%	46%	35%	33%	7%
It's a challenge	22%	36%	55%	46%	40%	33%	43%
Have not started	11%	0%	9%	9%	25%	33%	50%
<b>Build capacity for function-based support</b>							
It's a strength	33%	46%	36%	18%	20%	17%	7%
It's a challenge	44%	36%	46%	64%	35%	33%	50%
Have not started	22%	18%	18%	18%	45%	50%	43%

**Note:** Cells in the “it’s a strength” category that are 80% and above are highlighted in green to indicate an area of strength. Cells in the “it’s a challenge” category that are 50% and above are highlighted in blue to indicate an area of challenge. Cells in the “not completed” category that are 10% and above are highlighted in orange to indicate a low level of activity completion.

## Self-Assessment Survey

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 survey results is used to develop an action plan for implementing and sustaining PBIS systems throughout the school. For Cohort 10 schools, the SAS should be completed once in the fall and once in the spring to be on track with the SLT data calendar. The majority of schools in Cohort 10 (N=44) completed a SAS this school year. Nine schools from Cohort 10 did not complete the SAS. For Cohort 9 schools, the SAS only needs to be completed once during the school year, and a few (N=8) of these schools have already completed a SAS this fall or winter. See Figure 10.

### 10. Number of SAS completed during fall and winter 2014 (by Cohort)

<b>Cohort 9 (N=56)</b>	<b>0 SAS</b>	<b>1 SAS</b>	<b>2 SAS</b>
Metro (N=27)	22	5	0
North (N=13)	12	1	0
South (N=16)	14	2	0
Total for cohort 9	48	8	0
<b>Cohort 10 (N=53)</b>	<b>0 SAS</b>	<b>1 SAS</b>	<b>2 SAS</b>
Metro (N=21)	1	20	0
North (N=19)	5	14	0
South (N=13)	3	10	0
Total for cohort 10	9	44	0
<b>Total for cohorts 9 &amp; 10 combined (N=109)</b>	<b>57</b>	<b>52</b>	<b>0</b>

## Behavioral data system

When schools have a behavioral data system, it allows for data-based decision-making. The data collected in these systems are used for improving school-wide behavior support. Schools should have an established behavior system in place by the beginning of their training in their first year to be aligned with SLT recommendations. The School-Wide Information System (SWIS) is the most commonly used system because it is offered to schools by MDE to use free of charge during their 2-year training sequence. Slightly more schools in Cohort 9 (N=27) use a data system other than SWIS compared with Cohort 10 schools (N=16). Three schools in Cohorts 9 and 10 are listed as “unknown” as to what their data system is. See Figure 11.

### 11. Behavioral data system used, Cohorts 9 & 10

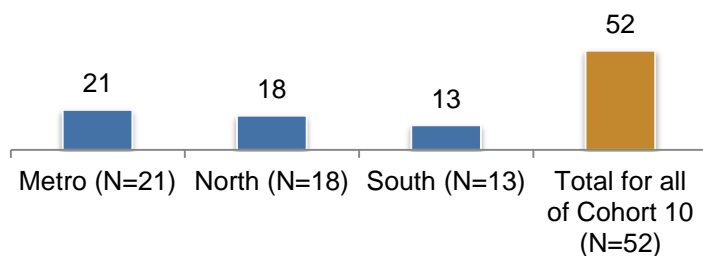
	<b>SWIS only</b>	<b>SWIS + some other data system</b>	<b>Non-SWIS</b>	<b>Unknown</b>
Cohort 9 (N=56)	25	2	27	2
Cohort 10 (N=53)	35	1	16	1

## Baseline SET Evaluation

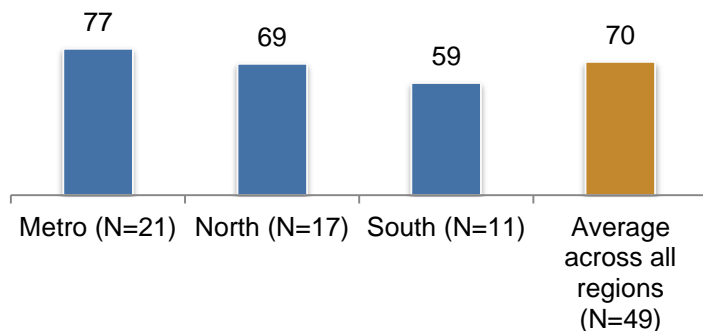
The School-wide Evaluation Tool (SET) is used to evaluate the critical features of PBIS at individual school sites by an external evaluator and demonstrates how well a school is implementing the universal tier of PBIS. This evaluation helps schools to identify areas of strengths and challenges in their PBIS initiatives. Schools are required to have three SETs done at their school over the course of the 2-year training sequence. Schools in their first year of training should receive two SETs -- once in the fall and once in the spring. Schools in their second year of training receive one SET during the spring. This report summarizes the fall baseline SET scores for Cohort 10 schools which were completed in fall 2014.

All but one school in Cohort 10 (N=52) had a baseline SET conducted at their school this fall. Three evaluators did not report SET scores for the fall baseline SETs, so these schools are not included in the overall average scores for their regions. The average baseline SET score across all regions is 70 out of 100. The metro region had the highest average at 77 out of 100. See Figures 12 and 13.

### 12. Total number of baseline SETs conducted per region



### 13. Average baseline SET scores per region



## Issues to consider and recommendations

Based on the results described above, there are a few things the Minnesota PBIS Statewide Leadership Team, including the Minnesota Department of Education (MDE) and the Regional Implementation Partners (RIPs), should consider when planning future trainings and supporting schools doing PBIS. RIPs should also pay attention to areas where their particular region or a specific cohort within their region may be rating aspects of the training less favorably to determine possible causes and solutions for these specific problem areas.

## Training

**Attendance.** Overall, team attendance for winter training was very high. All teams except for one school team in Cohort 9 from the north region attended training. Despite high attendance by school teams, administrator attendance for the metro and north regions in both cohorts was not as high. Administrators were less likely to attend the second day of training. We should further investigate the impact of administrator attendance on the school's ability to reach full implementation of PBIS by the end of the two-year training sequence.

**Session content.** School teams generally expressed satisfaction with the training and provided high ratings on most aspects of the training. The majority of school teams in both cohorts also believe that the training was a positive, worthwhile experience. However, 17 percent of Cohort 10 schools in the north region and 16 percent in the south region disagreed that the training was a positive, worthwhile experience.

School teams from both cohorts were asked in the open-ended format to provide their opinions about which were the most and least useful parts of training. School teams from Cohort 9 in all regions stated the most useful parts of this training were: "Team time/planning time," "Networking," "Tier 2," and "Data presentations." Similarly, schools from Cohort 10 said that "Team time/planning time" and "Data presentations" were the most helpful part of training. Notably, many schools from the north region in Cohort 9 said that the "school site visit" was one of the **most useful parts of training**. Below are some of their comments, edited for clarity:

*Networking and time to work with our team [were the most useful]. We got a lot done in terms of putting data together and looking at it.—Cohort 9 team, south region*

*We had the opportunity to look over Tier 2 programs and intervention plans. There were also great resources available for us to review. —Cohort 9 team, metro region*

*Learning that the data is more than just what is on SWIS and identifying what other data we will seek out and use [was helpful]. —Cohort 10 team, metro region*

*The site visit was the most useful. There was a small group ratio with the facilitators in charge of our site visit. We had a good opportunity to ask questions and discuss PBIS with the facilitators. —Cohort 9 team, north region*

School teams also provided feedback about the **least useful parts of training**. Schools from both cohorts in all regions reported that the data collection and information sessions were not as useful as some other parts of training. Below are some comments from school teams, edited for clarity:

*The data piece [was the least useful]. There was no drilling down, it was just a review of terms. [We] would have liked to have a way to practice how to drill data down and share. —Cohort 9 team, metro region*

*The data collection piece content was very useful, but it was difficult for us to use that information since our school is just starting to collect data. —Cohort 10 team, metro region*

*Drilling down in outcome data and data review (our team was aware of how to do this already). —Cohort 9 team, south region*

*The data information presentation [was the least useful]. We know it is important, but our school is not using SWIS.—Cohort 10 team, south region*

**Use of data.** Most schools in Cohorts 9 and 10 completed the TIC at training or within the weeks prior to training. The RIPs and MDE should continue to encourage teams to plan around and review outcome data to ensure this key PBIS activity of using data for decisions continues. In addition, it might be helpful for the RIPs and MDE to provide technical assistance in the areas that are deemed to be challenges, such as classroom behavior support systems, establishing information systems, and building capacity for function based support. We also recommend that MDE and the RIPs continue to ensure time is set aside at training and that technical assistance (including providing concrete tips and tools) and data review is provided to Year 2 schools to review their ODR/outcome data.

**Action planning items.** Teams in Cohorts 9 and 10 were asked to name the top three priority items that their school team will focus on in their PBIS action plan based on their most recent TIC or SET evaluation. For school teams from all regions in Cohort 9, Use of Data was the most common priority item listed followed by a variety of other items. Cohort 10 teams in the metro and north regions also prioritized Use of Data based on their most recent TIC or SET. See Figure 14 below for school teams’ self-reported priorities based on their most recent TIC or SET.

**14. School teams' top action planning priorities based on the TIC and SET by cohort and region** (themes are reported from most commonly reported to least commonly reported)

<b>Cohort 9</b>					
Metro	Data (n=15)	Tier 2 interventions (n=9)	Lesson plans (n=5)	Defining expectations (n=5)	Rewards systems (n=4)
North	Data (n=4)	Rewards systems (n=2)	Majors/Minors (n=2)	Lesson plans (n=1)	Matrix (n=1)
South	Data (n=7)	Staff buy-in (n=3)	Tier 2 interventions (n=3)	Communication (n=2)	
<b>Cohort 10</b>					
Metro	Data (n=5)	Majors/Minors (n=4)	Lesson planning (n=4)	Matrix (n=4)	
North	Data (n=4)	Reward systems (n=2)	Matrix (n=1)	Lesson plans (n=1)	
South	Buy-in (n=7)	Referral form (n=4)	Matrix (n=4)	Data (n=3)	

**Other comments.** School teams were asked to provide additional comments on any more information that they wished to receive but did not get at training. A few teams commented that they would like more time to set aside to learn how use data and how to interpret data. Two teams in different regions also suggested differentiated training based on where schools are at in implementing PBIS. Some comments are provided below, edited for clarity:

*How to interpret data and use it. –Cohort 10 team, south region*

*We would like to have to have time to break apart the data and be shown what to look for and what the data means.—Cohort 10 team, north region*

*Driving down data—need practical application in order to bring this information back to the building effectively. –Cohort 9 team, metro region*

*It would be helpful to assess where teams are at and train us accordingly to our needs, instead of all of us starting at the beginning—Cohort 10 team, north region*

*We would like more examples of functioning PBIS in schools. Just to see what other schools have done.  
–Cohort 9 team, metro region*

*We wanted information on procedures for discouraging student behavior, but the examples that were given were not relevant to our situation. They seemed to be more elementary-based. –Cohort 10 team, metro region*

**Implementation fidelity measures.** Most schools participating in PBIS training are on the right track and have completed many of the implementation fidelity measures and data collection with PBIS.

**TIC and SAS.** The majority of school teams have completed the TIC and the SAS in alignment with MDE’s training calendar. However, some schools (N=15) in Cohort 9 have not completed the TIC twice yet this year and very few (N=2) have not completed the TIC at all. Seven schools in Cohort 10 have completed one TIC and the rest have completed two. Most (n=44) schools in Cohort 10 have completed the SAS this year. Some (n=8) Cohort 9 schools have completed the SAS already even though they only have to complete one SAS assessment this year at their school. MDE and the RIPS should continue to monitor schools that are not completing these measures on time and remind them to do so throughout the year.

**Baseline SETs.** All but one school in Cohort 10 received a baseline SET evaluation this fall. A few of these schools do not have scores entered as of yet and Wilder will continue to work with those schools to ensure that they are reported. MDE and the RIPS should continue to emphasize the importance of the SET evaluation at training and continue to offer incentives for those school staff who are trained SET evaluators. The “no-cost exchange” method, while labor-intensive during the matching phase, appears to be successful in the sense that a large number of schools are able to receive an assessment from a trained outside evaluator and participating schools benefit from having a trained SET evaluator on their teams who has seen what other schools are doing with PBIS firsthand.

**Data Systems.** Though the number of schools without data systems has decreased since fall training, a few schools (N=3) in Cohorts 9 and 10 have an unknown status as to what data systems they are using to collect ODR data for their school. Since measuring ODR data is a key outcome for PBIS, MDE and the RIPS should continue to encourage schools to have an established data system for collecting ODR data at training.

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### For more information

This summary presents highlights of the Winter 2015 Regional PBIS Trainings in Minnesota, which are sponsored by the Minnesota Department of Education.

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