PBISApps

PBIS Assessment:
Using Survey Tools to Guide PBIS Implementaton Fidelity

OR RtI Conference 2018

April 25-27, 2018
Eugene Hilton
Eugene, Oregon

ECS EDUCATIONAL AND COMMUNITY SUPPORTS

UNIVERSITY OF OREGON | College of Education

Presenter

Bert Eliason
Research Associate
training@pbisapps.org

PBISApps

ECS EDUCATIONAL AND COMMUNITY SUPPORTS

PBISApps is run by Educational and Community Supports (ECS), a research unit at the University of Oregon since 1977. Lead by Kent McIntosh, PhD, ECS focuses on federal and state funded projects supporting research, teaching, and technical assistance through the PBIS OSEP Technical Assistance Center.

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PBISEvaluation

Upcoming Trainings

SWIS Facilitator Certification
Glen Allen, VA (INVITATION ONLY)
February 27 – March 1

SWIS Facilitator Certification
Athens, GA (INVITATION ONLY)
February 28 – March 2

VIEW ALL »

PBISApps Login How-To

Agenda

- Rationale for assessment and evaluation in PBIS
- Overview of the PBIS Assessment surveys and tools
- Developing evaluation plans
- Open discussion

Who do we have at our assessment table?

PBISApps

Why evaluation?

PBISApps

Resources: PBIS.org

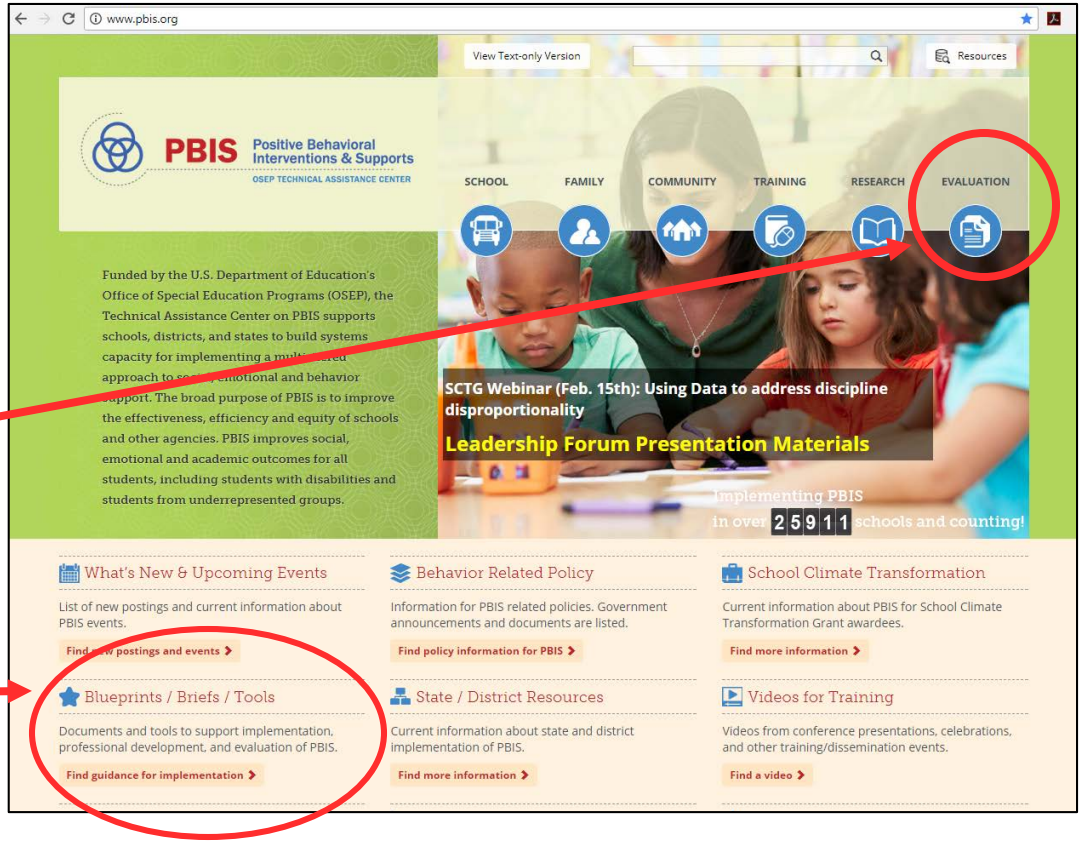
National Technical Assistance Center

PBIS.org

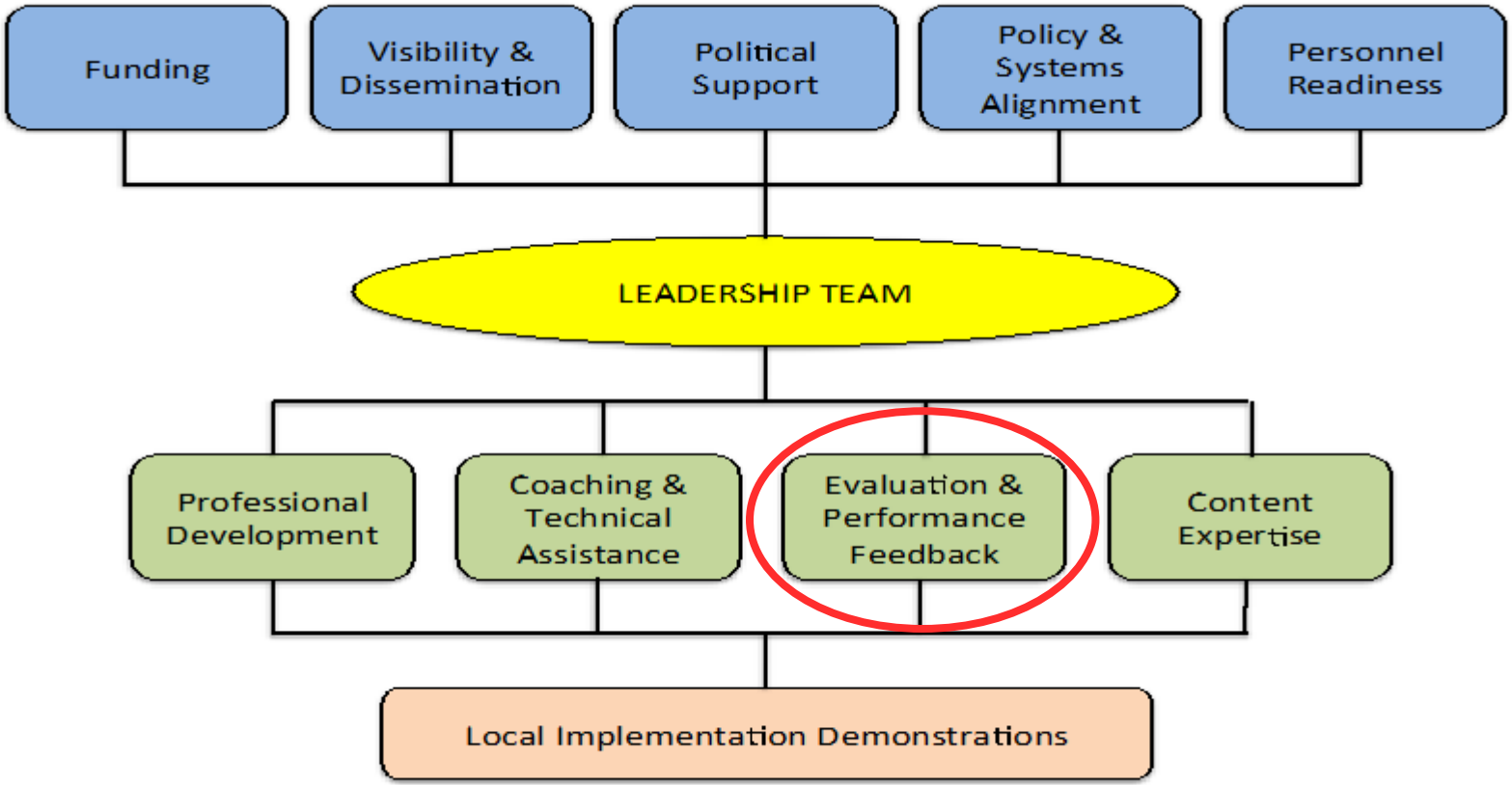
- School
- Family
- Community
- Training
- Research
- Evaluation

Blueprints

- PBIS Implementers Blueprint
- PBIS Evaluation Blueprint



Resources: PBIS Blueprint Framework



Resources: PBIS.org

National Technical Assistance Center

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- School
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Blueprints

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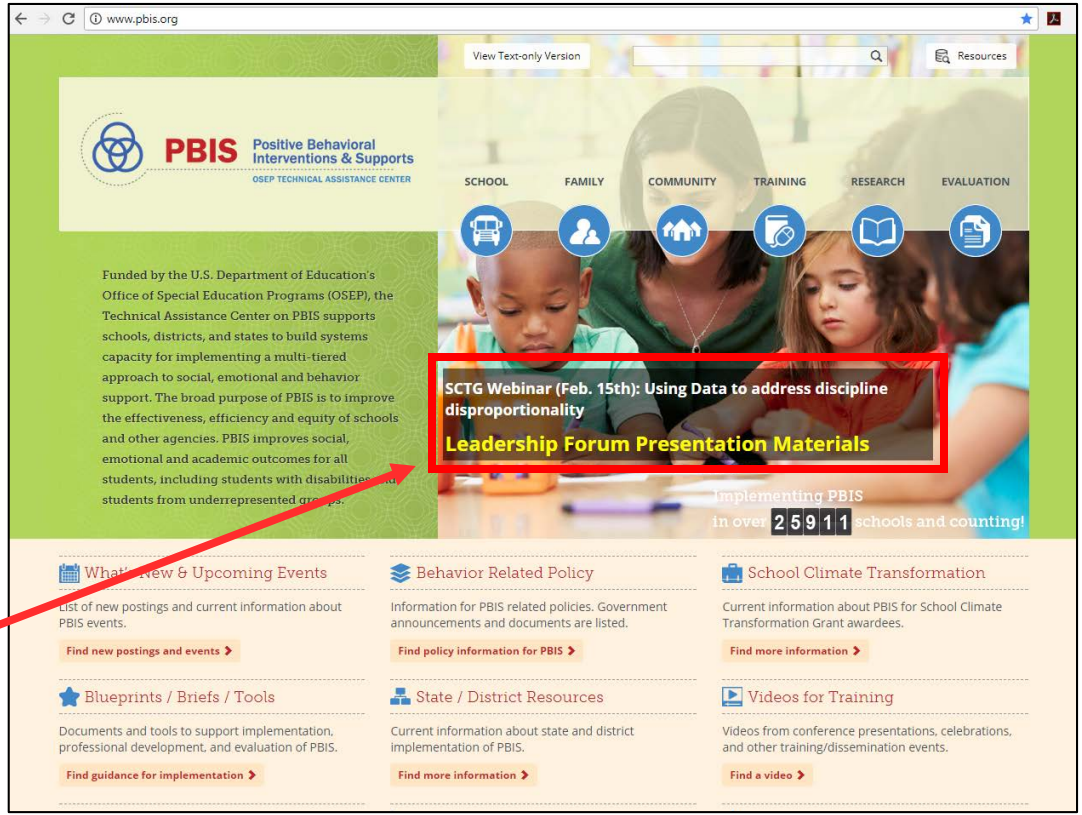
- PBIS Evaluation Blueprint

Important Notices

Forum 17 – Evaluation within PBIS



Resources: PBIS Forum 17 Practice Brief

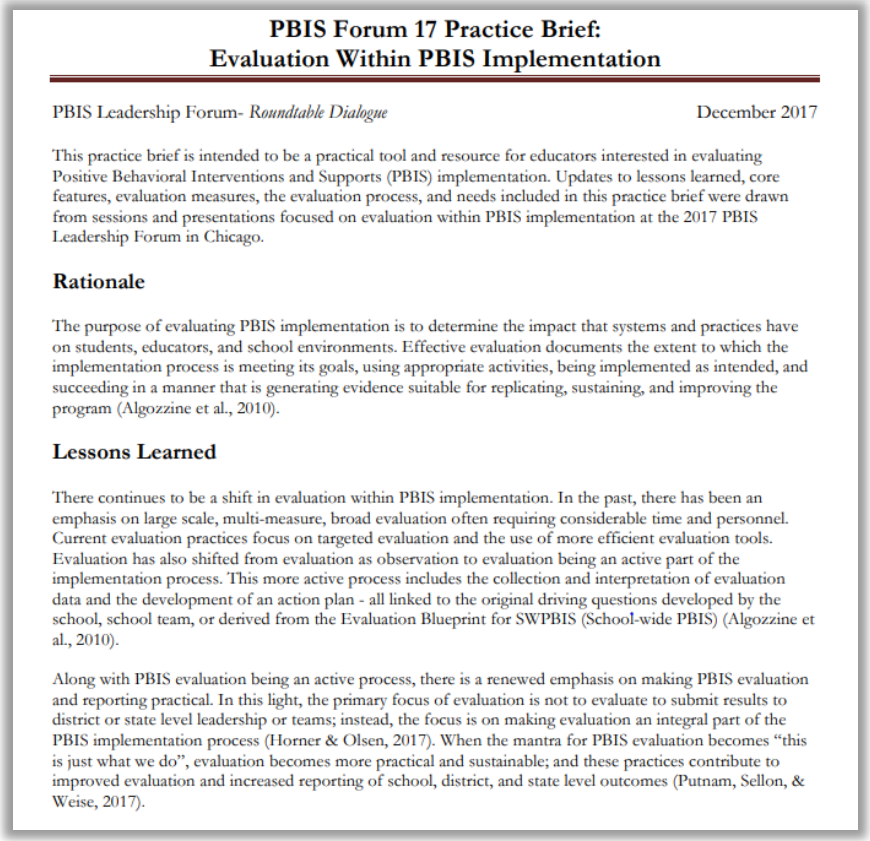
Effective Evaluation within PBIS

Determines impact of systems and practices

- Stakeholders and Environments

Documents the extent to which we are

- Meeting goals
- Using appropriate activities
- Implementing as intended
- Generating evidence for:
  - Replicating
  - Sustaining
  - Improving implementation



PBIS Forum 17 Practice Brief:
Evaluation Within PBIS Implementation

PBIS Leadership Forum- *Roundtable Dialogue* December 2017

This practice brief is intended to be a practical tool and resource for educators interested in evaluating Positive Behavioral Interventions and Supports (PBIS) implementation. Updates to lessons learned, core features, evaluation measures, the evaluation process, and needs included in this practice brief were drawn from sessions and presentations focused on evaluation within PBIS implementation at the 2017 PBIS Leadership Forum in Chicago.

Rationale

The purpose of evaluating PBIS implementation is to determine the impact that systems and practices have on students, educators, and school environments. Effective evaluation documents the extent to which the implementation process is meeting its goals, using appropriate activities, being implemented as intended, and succeeding in a manner that is generating evidence suitable for replicating, sustaining, and improving the program (Algozzine et al., 2010).

Lessons Learned

There continues to be a shift in evaluation within PBIS implementation. In the past, there has been an emphasis on large scale, multi-measure, broad evaluation often requiring considerable time and personnel. Current evaluation practices focus on targeted evaluation and the use of more efficient evaluation tools. Evaluation has also shifted from evaluation as observation to evaluation being an active part of the implementation process. This more active process includes the collection and interpretation of evaluation data and the development of an action plan - all linked to the original driving questions developed by the school, school team, or derived from the Evaluation Blueprint for SWPBIS (School-wide PBIS) (Algozzine et al., 2010).

Along with PBIS evaluation being an active process, there is a renewed emphasis on making PBIS evaluation and reporting practical. In this light, the primary focus of evaluation is not to evaluate to submit results to district or state level leadership or teams; instead, the focus is on making evaluation an integral part of the PBIS implementation process (Horner & Olsen, 2017). When the mantra for PBIS evaluation becomes "this is just what we do", evaluation becomes more practical and sustainable; and these practices contribute to improved evaluation and increased reporting of school, district, and state level outcomes (Putnam, Sellon, & Weise, 2017).

http://www.pbis.org/Common/Cms/files/Forum17_Presentations/RDQ%206%20Brief%20-%20Evaluation.pdf

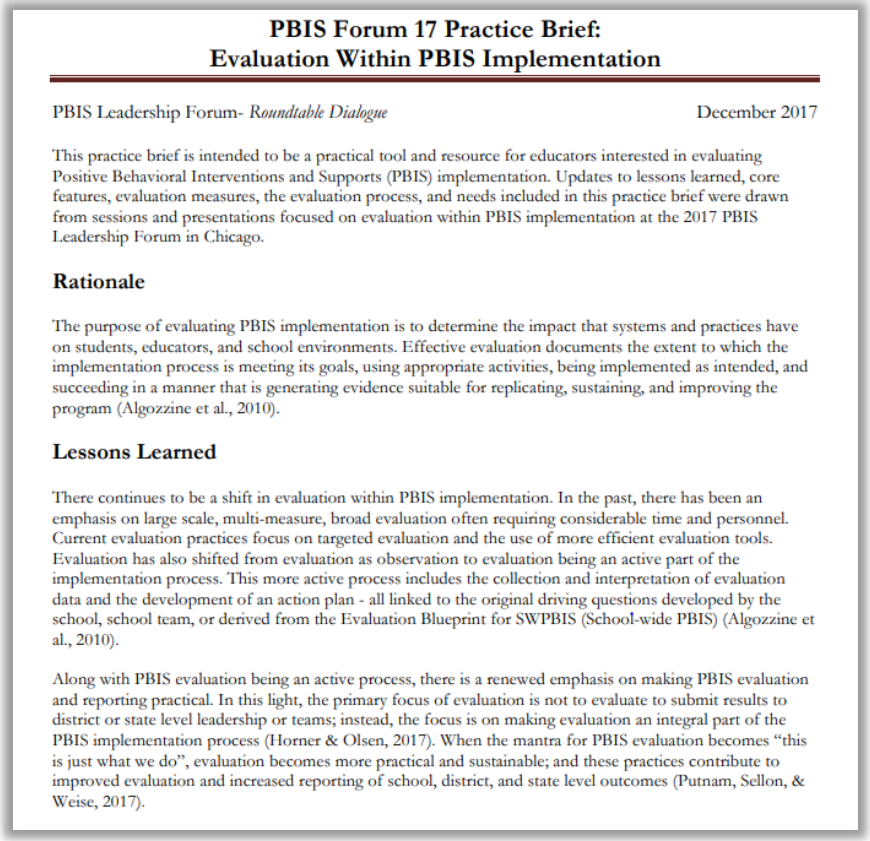
Resources: PBIS Forum 17 Practice Brief

Lessons Learned:

Simply completing measures to evaluate PBIS is insufficient!

To increase effectiveness, sustainability and accountability…

- Evaluation should be done with **coaching**!
- Results must be used for
  - **Intentional action planning**
  - **Program improvement!**



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http://www.pbis.org/Common/Cms/files/Forum17_Presentations/RDQ%206%20Brief%20-%20Evaluation.pdf

Action Plans

- An action plan is created to ensure adequate implementation of the tasks and strategies.
- Action plans show everyone –

  WHO will do WHAT by WHEN
- Action plans that are published –

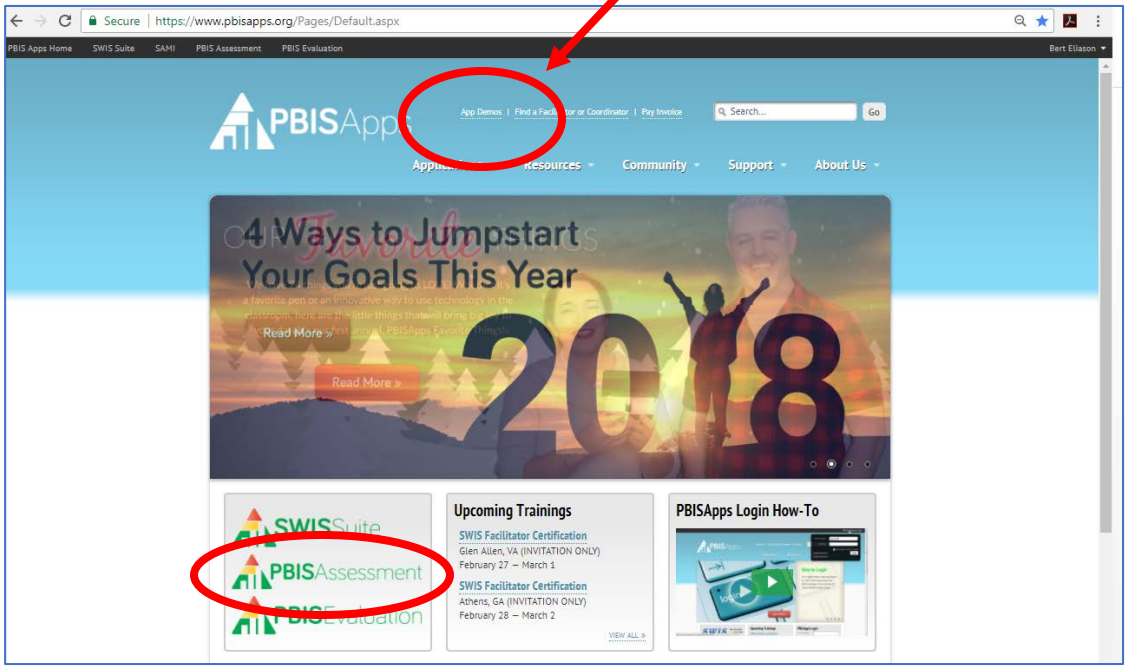
  Help create accountability

Resources: PBISApps.org

PBIS Apps website

- Applications
  - SWIS Suite
  - PBIS Assessment FREE
  - PBIS Evaluation
- Resources
  - Video Tutorials
  - User Guides &Materials
  - Training & Webinars
- Support
  - Email
  - Chat
  - Phone

Application Demos



Resources: PBIS Assessment

PBIS Apps website

- Applications
  - **PBIS Assessment - FREE**
- Surveys
  - Progress Monitoring
  - Annual Assessment
  - Research
- Access
  - Surveys
  - Information

Surveys

PBIS Assessment includes surveys for research, for annual assessment, and for progress monitoring of SWPBIS. Each survey has been developed to meet the data requirements of SWPBIS usage in schools. Select any survey below to find out more about it.

Current surveys available are:

- Benchmarks for Advanced Tiers (BAT)
- Benchmarks of Quality (BoQ)
- Early Childhood Benchmarks of Quality (ECBoQ)
- Individual Student Systems Evaluation Tool (ISSET)
- Monitoring Advanced Tiers Tool (MATT)
- School Climate Survey
- School Safety Survey (SSS)
- School-wide Evaluation Tool (SET)
- Self-Assessment Survey (SAS)
- Team Implementation Checklist (TIC)
- Tiered Fidelity Inventory (TFI)

Find More Out About Surveys »

	Research Tool	Annual Assessment Tool	Progress Monitoring Tool
All Tiers		TFI	
Universal Intervention (Tier I)	SET	BoQ SAS ECBoQ	TIC
Targeted & Intensive Interventions (Tiers II & III)	ISSET	SAS BAT	MATT
Outcome Tool/Instrument: School Climate Survey, School Safety Survey			

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PBIS Assessment

….designed to assist in high-fidelity, sustained implementation of school-wide PBIS…

them through the process for how to improve implementation to benefit students, their families, and the overall school culture. Surveys are completed online with reports immediately available as soon as a survey is submitted.

know how to add users or send out
links please take a look at the video series link above. The videos in order of appearance are: Manage Multiple Response Surveys, Add Users, and Edit Users.

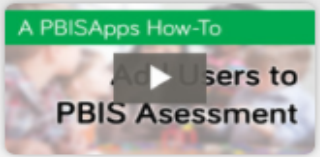
PBIS Assessment

Overview

PBIS Assessment is a web-based application designed to assist in high-fidelity, sustained implementation of school-wide positive behavioral interventions and supports (SWPBIS). A major feature of SWPBIS is the commitment to ongoing assessment of implementation. PBIS Assessment provides surveys for teams to take as they examine their level of SWPBIS adoption and guides them through the process for how to improve implementation to benefit students, their families, and the overall school culture. Surveys are completed online with reports immediately available as soon as a survey is submitted.

School Login Codes are Now Survey Links

School codes have been replaced by survey links in PBIS Assessment 2. If you are a respondent, please contact your PBIS Coordinator for your link. If you are a coordinator and need to know how to add users or send out links please take a look at the video series link above. The videos in order of appearance are: Manage Multiple Response Surveys, Add Users, and Edit Users.



District coordinators use PBIS Assessment to determine which schools are collecting and using data, how schools are progressing, and what support may be of greatest value for any one team. It also allows them to coordinate when teams will take surveys to align with the district's evaluation plan.

PBIS Assessment improves the efficiency and accuracy with which surveys can be used to complete four purposes:

1. Initial assessment of discipline practices to determine how SWPBIS should be adopted.
2. Implementation assessment of the fidelity with which schools use SWPBIS procedures.
3. Sustained assessment of SWPBIS implementation at all three tiers to promote ongoing use of core SWPBIS features.
4. Assist in designing action plans to improve implementation fidelity.

Try the PBIS Assessment Demo »

Get PBIS Assessment »

Resources: PBISApps.org > Assessment

PBIS Assessment – FREE

Local Assessment Coordinator

- Webinar
- Videos

Local Coordinator Information Form

Getting PBIS Assessment

Step 1: Identify the Coordinator Role

Each school subscribing to PBIS Assessment starts by connecting with a local PBIS Assessment coordinator. The coordinator is trained in the use of PBIS Assessment and how to administer all of the surveys. Contact one today to get started with PBIS Assessment.

If there isn't a coordinator near your school, we encourage you to identify someone within your district to become a coordinator. In this role, coordinators agree to:

1. Assist schools/districts/states to develop an evaluation plan for assessing the fidelity of PBIS implementation.
2. Schedule times for schools to conduct surveys.
3. Enter survey data for the SET and/or ISSET.
4. Train school personnel how to enter survey data including the TFI, TIC, SAS, BoQ, ECBoQ, SSS, MATT, and BAT.
5. Coach school teams how to use data from PBIS Assessment for decision making and action planning.

If you or someone from your district is interested in becoming a PBIS Assessment coordinator for your school, complete the Local Coordinator Information Form and submit the form to accounts@pbisassessment.org.

Licensing?

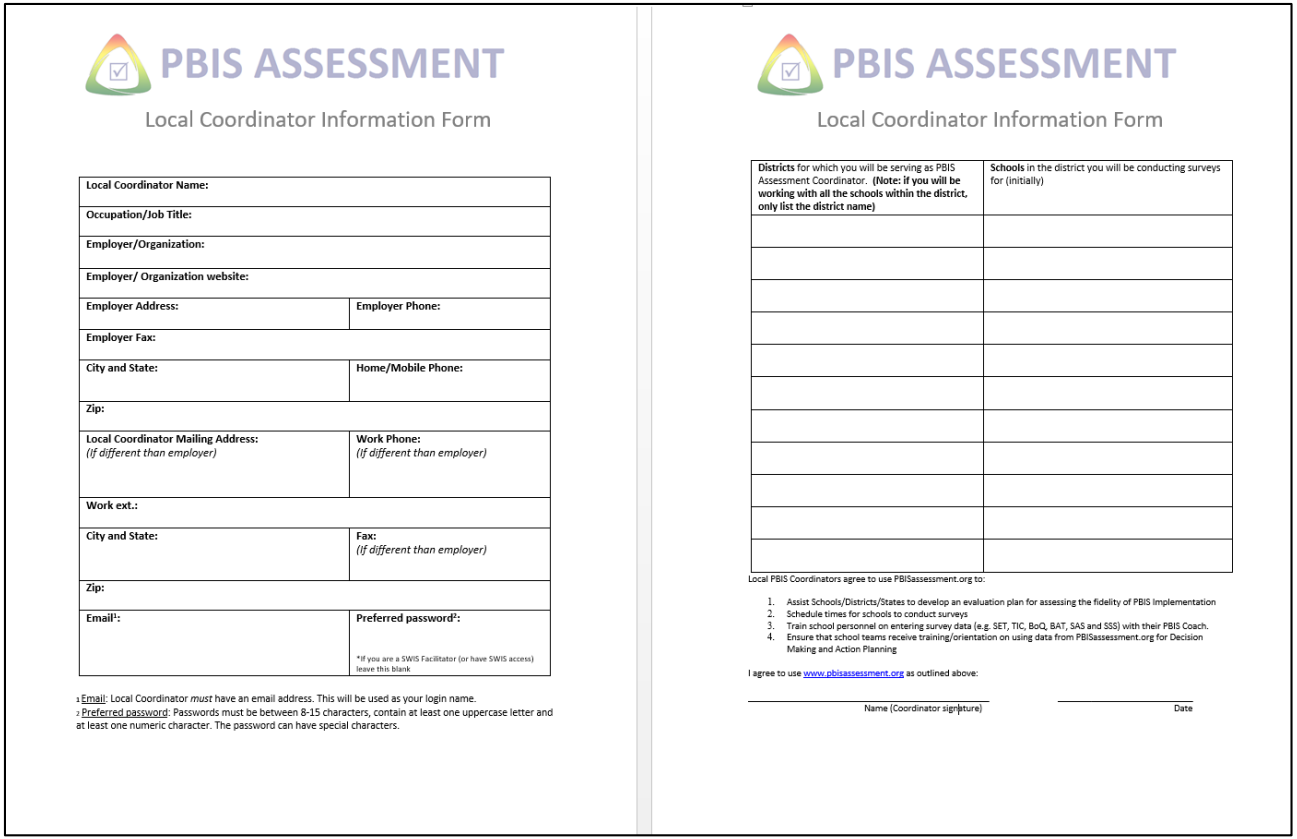
PBIS Assessment is *free* for every school interested in collecting survey data for their building. There is no license agreement required to activate your PBIS Assessment account. Simply contact your coordinator and ask to get started with PBIS Assessment.

Resources: Local Coordinator

PBIS Assessment – FREE

Local Coordinator Information Form

…so why have all this?



PBIS ASSESSMENT

Local Coordinator Information Form

Local Coordinator Name:	
Occupation/Job Title:	
Employer/Organization:	
Employer/ Organization website:	
Employer Address:	**Employer Phone:**
Employer Fax:	
City and State:	**Home/Mobile Phone:**
Zip:	
Local Coordinator Mailing Address: *(If different than employer)*	**Work Phone:** *(If different than employer)*
Work ext.:	
City and State:	**Fax:** *(If different than employer)*
Zip:	
Email[1]:	**Preferred password[2]:** *If you are a SWIS Facilitator (or have SWIS access) leave this blank

[1] Email: Local Coordinator *must* have an email address. This will be used as your login name.
[2] Preferred password: Passwords must be between 8-15 characters, contain at least one uppercase letter and at least one numeric character. The password can have special characters.

PBIS ASSESSMENT

Local Coordinator Information Form

Districts for which you will be serving as PBIS Assessment Coordinator. **(Note: If you will be working with all the schools within the district, only list the district name)**	**Schools** in the district you will be conducting surveys for (initially)

Local PBIS Coordinators agree to use PBISassessment.org to:

1. Assist Schools/Districts/States to develop an evaluation plan for assessing the fidelity of PBIS Implementation
2. Schedule times for schools to conduct surveys
3. Train school personnel on entering survey data (e.g. SET, TIC, BoQ, BAT, SAS and SSS) with their PBIS Coach.
4. Ensure that school teams receive training/orientation on using data from PBISassessment.org for Decision Making and Action Planning

I agree to use www.pbisassessment.org as outlined above:

Name (Coordinator signature) Date

Call to Action

"Never initiate an intervention without having a plan for evaluating the implementation of that intervention."

Robert Horner

Evaluation **Fidelity** Questions

1. To what extent was SWPBIS implemented as it was designed? *(consider the evidence-based components)*
2. To what extent was SWPBIS implemented with fidelity? *(are the adults doing their part)*

Are we doing what we said we would do?

Audience Question #2

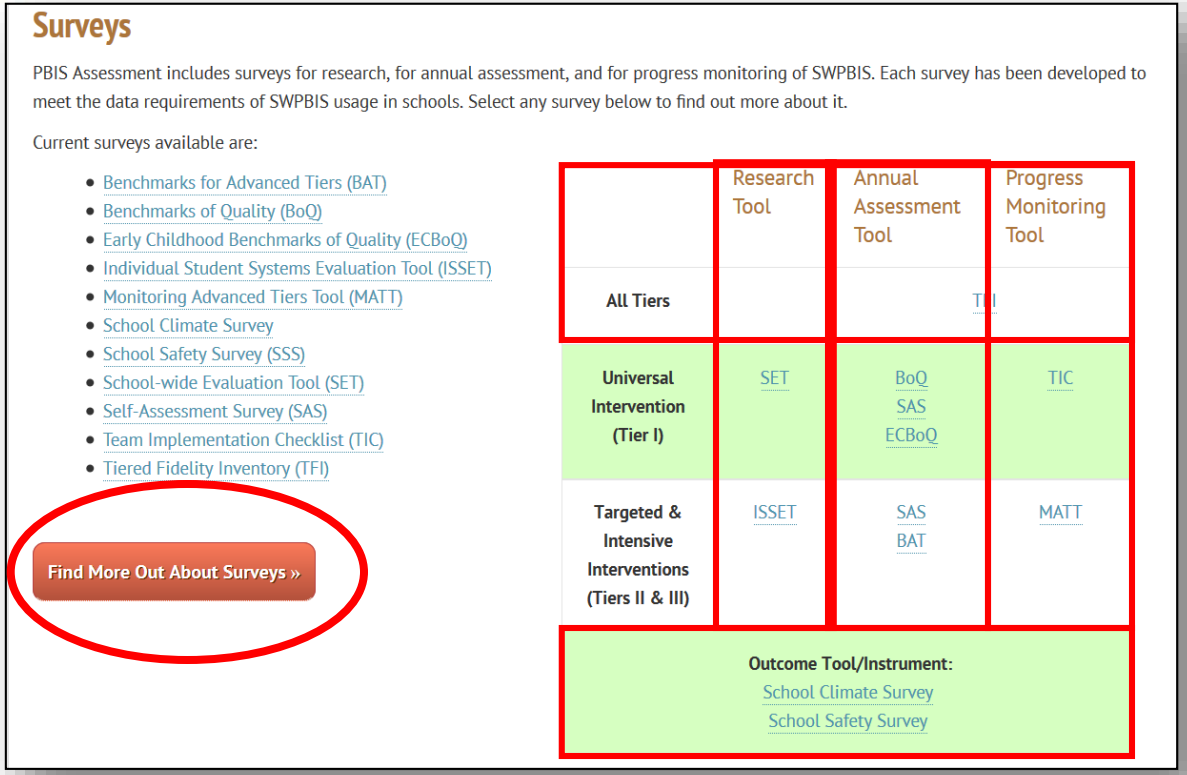
Does your district or school currently have a PBIS implementation evaluation plan?

PBISAssessment

Surveys & Tools

PBISApps

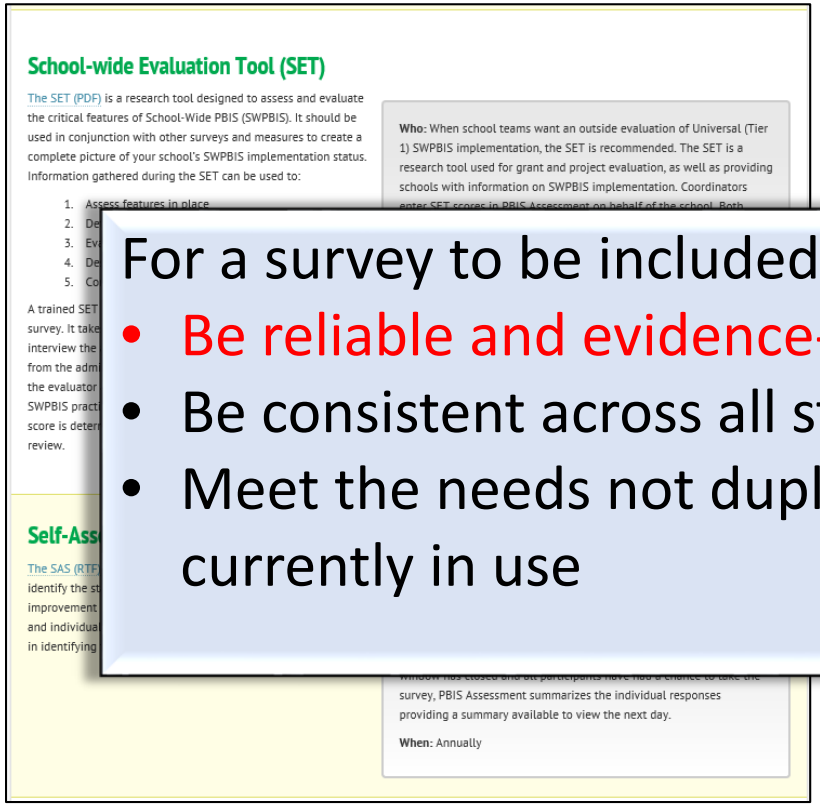
PBIS Assessment Survey Menu

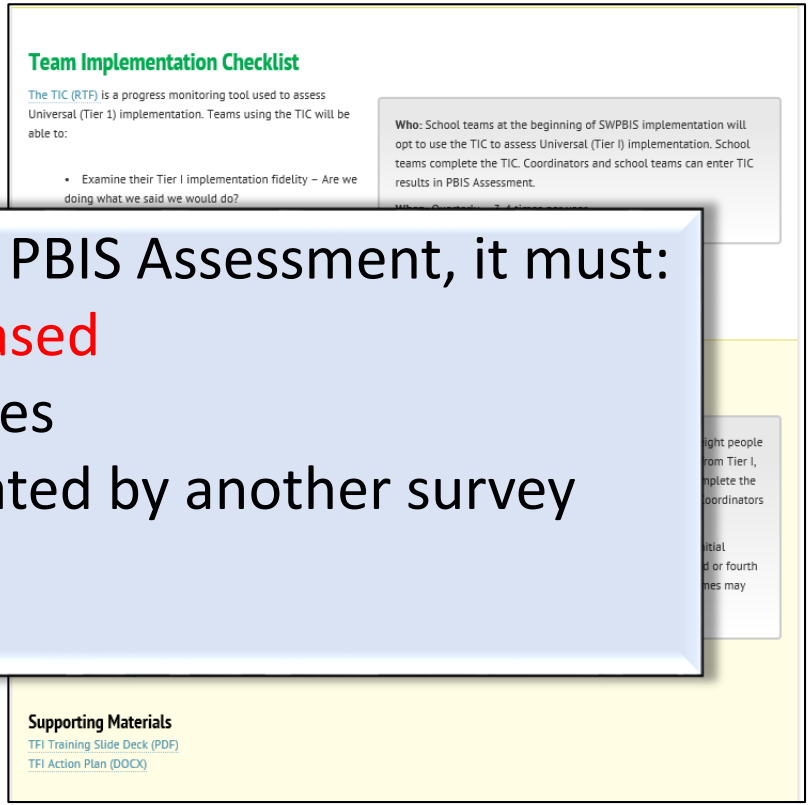


- TFI
- TIC
- MATT
- BoQ/ ECBoQ
- SAS
- BAT
- SET
- ISSET
- SCS
- SSS

www.pbisapps.org > Applications > PBIS Assessment

Find Out More About Surveys





For a survey to be included in PBIS Assessment, it must:

- Be reliable and evidence-based
- Be consistent across all states
- Meet the needs not duplicated by another survey currently in use

Tiered Fidelity Inventory

Tiered Fidelity Invento

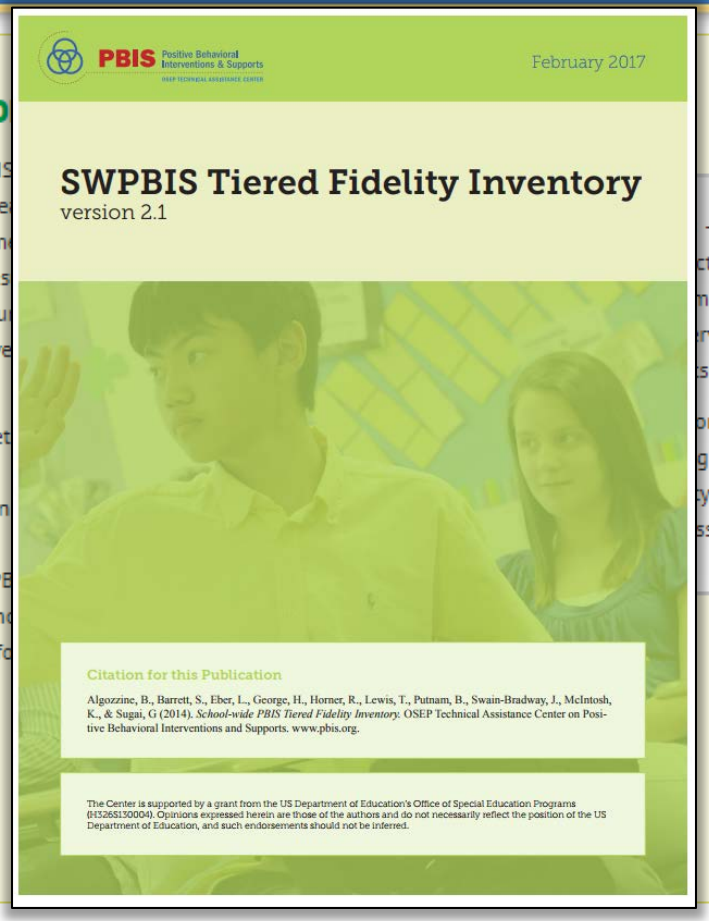
The TFI (PDF) is based on earlier PBIS
TIC, SAS, BAT, MATT). The TFI gives te
valid, reliable survey to guide implem
of SWPBIS. Using the TFI, teams meas
school personnel apply the core featu
tiers – either individually or collective
TFI as:

- An initial assessment to det
need, SWPBIS
- A guide for implementation
III practices
- An index of sustained SWPB
- A metric for identifying sch

their state implementation effo

Supporting Materials

TFI Training Slide Deck (PDF)
TFI Action Plan (DOCX)



– a team of three to eight people
ct coach – with input from Tier I,
mmended the team complete the
rving as a facilitator. Coordinators
s in PBIS Assessment.

onduct the TFI as an initial
g the survey every third or fourth
y three consecutive times may
ssessment.

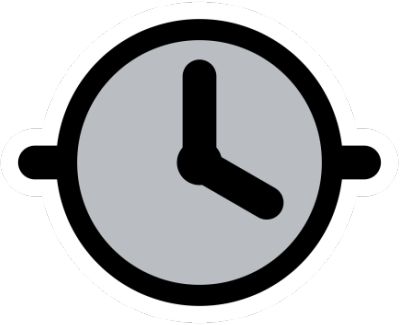
Evaluation Action Planning

Tools

Which tools answer your district/ schools' evaluation questions?

Timeline

When and how often will you administer the tool(s)?



Reporting

How and how often will you report results to schools and to the district?

Decisions about Evaluation Tools

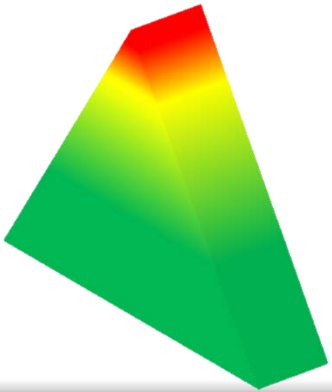
Type of Tool	Note	Tools Available in PBIS Assessment	
		Tier I	Tier II/ Tier III
Annual Assessment	**Minimum Standard**	TFI, BoQ, ECBoQ, SAS, School Safety Survey, School Climate Survey	TFI, BAT
Progress Monitoring	Highly Recommended	TFI, TIC	TFI, MATT
Research Tool	Usually optional	SET	ISSET

Additional Considerations

In which phase(s) of implementation are your schools/sites?

Exploration & Adoption → Installation → Initial Implementation → Full Implementation

Does your district/school need to evaluate Tier I, Tier II, Tier III, or all three?



District Examples: **Evaluation Plans**

PBISApps

District A: Scenario & Questions

Scenario

- Newly implementing SWPBIS
- Grant requires specific research tools in addition to standard fidelity monitoring

Evaluation Questions

- What is our baseline and progress through the year?
- Are we improving on our implementation of PBIS?
- How do individual staff members rate implementation
- Are our self-assessments consistent with data from outside evaluators?

District A: Evaluation Plan

Measure	Year 1			Year 2			Year 3		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
TIC	X	X	X	X	X	X	X	X	X
SET	X		X			X			X
SAS	X		X			X			X
Safety	X		X			X			X
Climate		X			X			X	

District A: Evaluation Plan

Measure	Year 1			Year 2			Year 3		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
TFI T1	X	X	X	X	X	X	X	X	X
TFI WT	X		X			X			X
SAS	X		X			X			X
Safety	X		X			X			X
Climate		X			X			X	

District B: Scenario & Questions

Scenario

- Implementing SWPBIS for three years
- Previously used TIC and SET but consistently over 80%

Evaluation Questions

- In what specific areas in PBIS are we strong, and in which areas do we need more training?
- Are we improving on our implementation of PBIS?
- How do staff members rate our PBIS implementation?
- How is our implementation of Tiers II & III?

District B: Evaluation Plan

Measure	Year 1			Year 2			Year 3		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
MATT	X	X	X	X	X	X	X	X	X
BoQ			X			X			X
SAS	X			X			X		
Climate		X						X	

District B: Evaluation Plan

Measure	Year 1			Year 2			Year 3		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
TFI	T2	T2	T2	T3	T3	T3	T3	T3	T3
TFI			T1/T3			T1/T2			T1/T2
SAS	X			X			X		
Climate		X						X	

District C: Scenario & Questions

Scenario

- Implementing SWPBIS for five years as a district
- Some schools doing well, others not making progress
- Previously attempted to standardize tools for all schools

Evaluation Questions

- Which schools are not meeting the SET benchmark?
- In what specific PBIS areas are we strong, and in which do we need more training?
- How can we tailor our training & evaluation to meet the needs of various schools?
- Are we improving on our implementation of PBIS?
- How do staff members rate our PBIS implementation?

District C: Evaluation Plan (**Cohort 1**)

*Schools doing **well***	Year 1			Year 2			Year 3		
Measure	**Fall**	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**
MATT	X	X	X	X	X	X	X	X	X
BoQ	X			X			X		
SAS		X			X			X	
Climate		X			X			X	

District C: Evaluation Plan (Cohort 2)

*Schools **not** doing well*	Year 1			Year 2			Year 3		
Measure	**Fall**	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**
TIC	X	X	X	X	X	X	X	X	X
SET	X			X			X		
SAS		X			X			X	
Climate		X			X			X	

District D: Scenario & Questions

Scenario

- District wants to bring RtI Social Behavior and Academics together to create one evaluation plan

Evaluation Questions

- In what specific PBIS areas are we strong, and in which areas do we need more training?
- In what specific academic areas are we strong, and in which areas do we need more training?
- How can we tailor our training/evaluation to meet the needs of various schools?
- How can we schedule our evaluations so that we are not overwhelming schools?

District D: Evaluation Plan *(Nieves, 2012)*

Measure	Year 1			Year 2			Purpose
	Fall	Winter	Spring	Fall	Winter	Spring	
TIC	X	X	X	X	X	X	Fidelity
SAS	X			X			Fidelity
Safety		X			X		Outcomes related to protective & risk factors
SET			X			X	Fidelity
AimsWeb	X	X	X	X	X	X	Screening/ Progress Monitoring
SAT 10			X			X	Summative Evaluation
DIBELS	X	X	X	X	X	X	Screening/ Progress Monitoring

District E: Scenario & Questions

Scenario

- Newly implementing district
- Working on building staff buy-in and monitoring initial progress toward PBIS implementation
- District has adopted TFI

Evaluation Questions

- What is our baseline at Tiers I, II, and III; and what is our progress through the year?
- Are we improving our implementation of PBIS?
- How do individual staff members rate our implementation?
- Are our self-assessments consistent with data from outside evaluators?

District E: Evaluation Plan

	Year 1			Year 2			Year 3		
Measure	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
TFI	T1	T1	T1			T1			T1
TFI	T2		T2	T2	T2	T2	T2		T2
TFI	T3		T3			T3	T3	T3	T3
SAS	X		X			X			X
Climate		X			X			X	

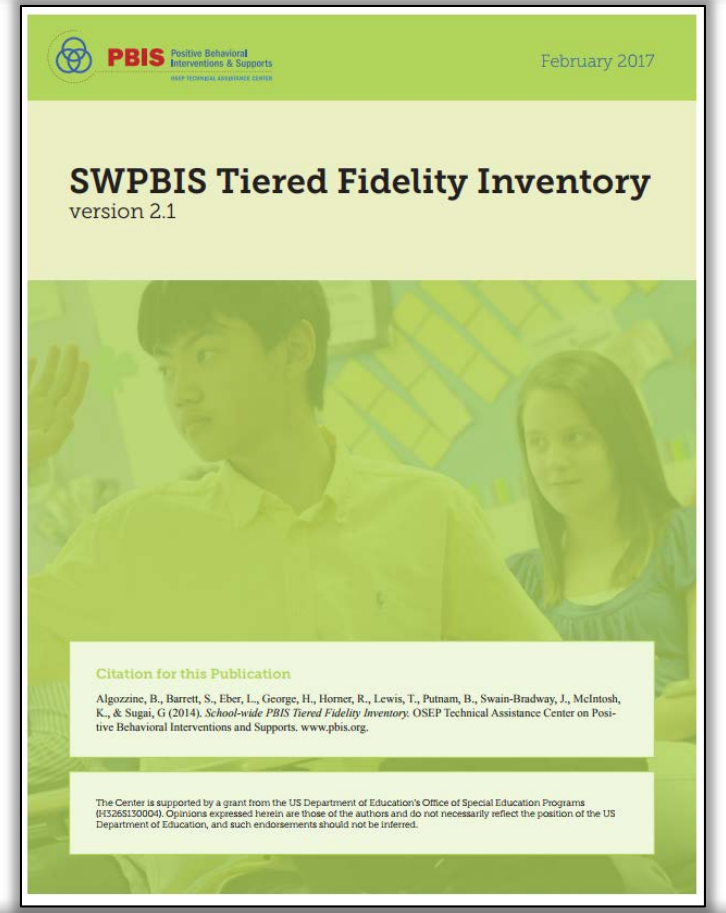
Tiered Fidelity Inventory

45 Items about implementation fidelity

- 15 items at Tier 1
- 13 items at Tier 2
- 17 items at Tier 3

PBIS Teams score items as

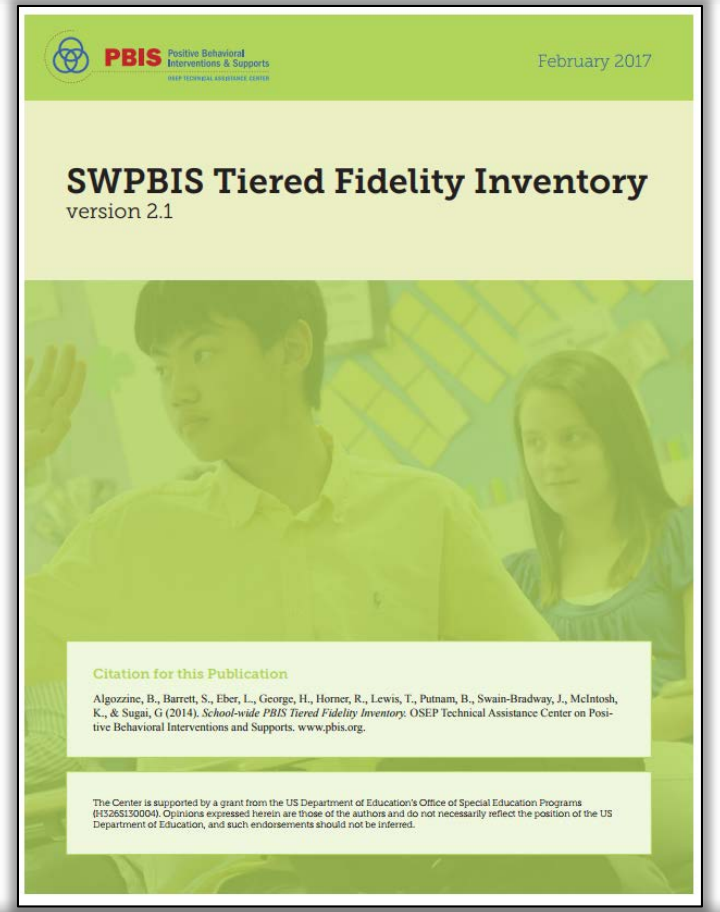
- 2 = Fully Implementing
- 1 = Partially Implementing
- 0 = Not Implementing Yet



Tiered Fidelity Inventory

Reports

- Total Score
- Scale Score (Tiers)
- Subscale Score (Tier Elements)
- Items Score



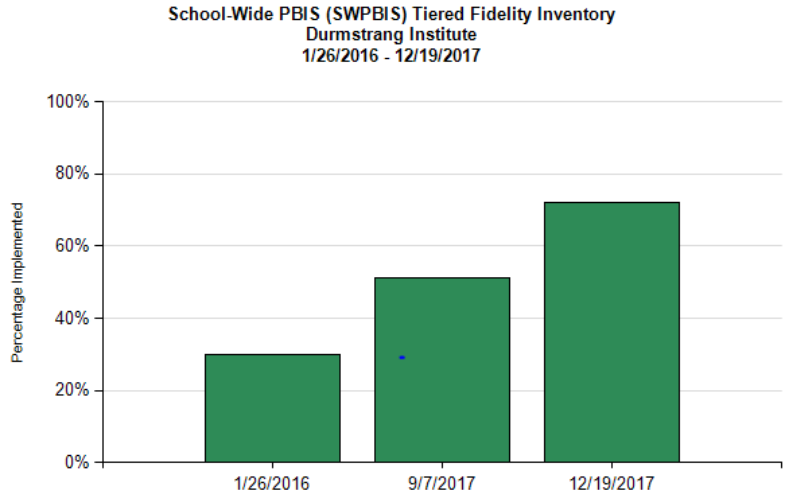
TFI Total Score Report

Total Score Report

- Percent of items implemented
  - 45 Items
  - 2 Points each
  - Percent of 90 possible points

SWPBIS TFI 2.1 - Total - SWPBIS TFI 2.1 - Durmstrang Institute

Durmstrang Institute
London, Winnemac



Date Completed	Total Percentage
1/26/2016	30%
9/7/2017	51%
12/19/2017	72%

TFI Scale Report

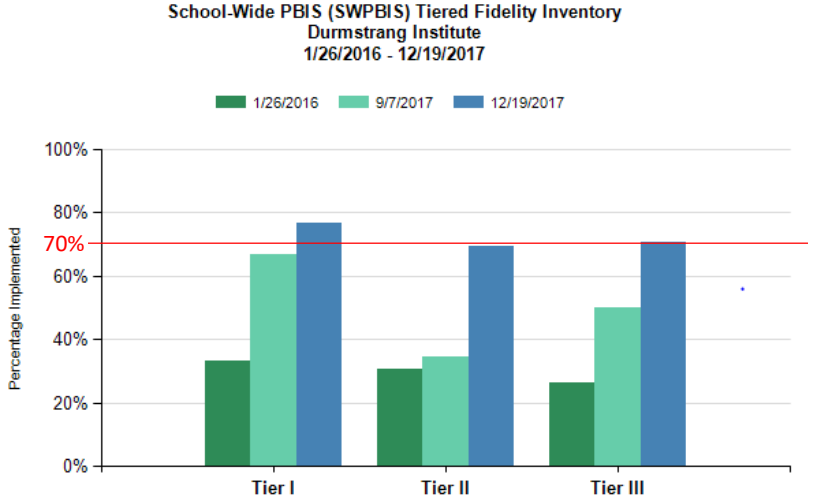
Scale Report

- % Implemented at each tier
  - Tier 1 benchmark is 70%
    - Correlated with positive outcomes
    - Improved behavior
      - Fewer referrals
      - Fewer suspension
      - Increased attendance
  - Tier 2 & 3 technically, no benchmark
    - Can use same 70% for now

SWPBIS TFI 2.1 - Scale - SWPBIS TFI 2.1 - Durmstrang Institute

Durmstrang Institute

London, Winnemac



Date Completed	Tier I	Tier II	Tier III
1/26/2016	33%	31%	26%
9/7/2017	67%	35%	50%
12/19/2017	77%	69%	71%

TFI Subscale Report

Tier 1

- Teams
- Implementation
- Evaluation

Tier 2

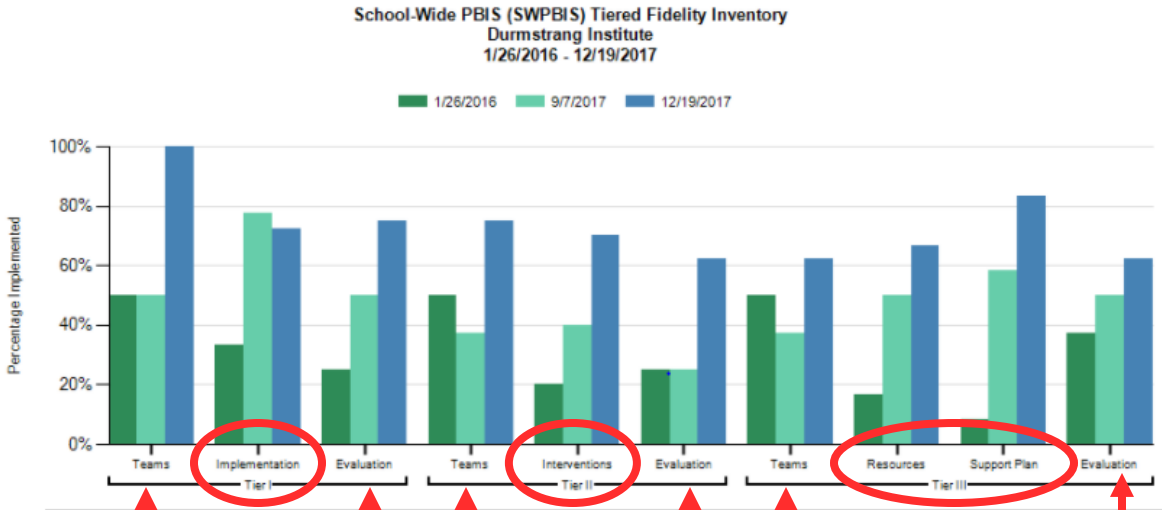
- Teams
- Interventions
- Evaluation

Tier 3

- Teams
- Resources
- Support Plans
- Evaluation

SWPBIS TFI 2.1 - Subscale - SWPBIS TFI 2.1 - Durmstrang Institute

Durmstrang Institute
London, Winnemac



	Tier I			Tier II			Tier III			
Date Completed	Teams	Implementation	Evaluation	Teams	Interventions	Evaluation	Teams	Resources	Support Plan	Evaluation
1/26/2016	50%	33%	25%	50%	20%	25%	50%	17%	8%	38%
9/7/2017	50%	78%	50%	38%	40%	25%	38%	50%	58%	50%
12/19/2017	100%	72%	75%	75%	70%	62%	62%	67%	83%	62%

TFI Items Report

Tier II: Targeted SWPBIS Features

Teams	1/26/16	9/7/17	12/19/17

School Year: 2017-18

Date Completed: 1/26/2016 - 12/19/2017

Tier I: Universal SWPBIS Features

Teams	1/26/16	9/7/17	12/19/17
1. Team Composition: Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	1	1	2
2. Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	1	1	2
Feature 1 Total:	2 of 4	2 of 4	4 of 4

implementers; and evaluations are shared with staff and district leadership.

Feature 6 Total: 2 of 8 2 of 8 5 of 8

Context is King

In district-wide assessment, planning for it is all about

CONTEXT

Your settings,

your needs!

Consider Your Current Tools

- Which surveys are your districts/schools currently using?
- Do your surveys answer the evaluation questions:
  - Are we implementing SWPBIS as it was designed?
  - Are we implementing SWPBIS with fidelity?
- Do your surveys assess the tiers you are implementing?
- Do you want to assess all tiers of PBIS implementation?

Consider Need For Different Tools

- Do you need a research tool?
- Are you “topping out” of the surveys you currently use?
- Do you need to customize your evaluation plan for the schools, or will one evaluation plan fit for all schools?
- Is your evaluation plan manageable for schools?
- Is there more survey information that we need?

PBISApps.org > PBIS Assessment > Find out More about Surveys

Session Summary Statements

PBISApps

Session Summary Statements

- Evaluation is an integral part of PBIS!
- Annual assessment is only a minimal effort!
- Progress monitoring is additionally important!
- Assessments should be used to inform an action plan!
- PBIS Assessment is a free tool designed to assist in high-fidelity, sustained implementation of school-wide PBIS!

Poll Question #3

Will your district/ team be able to develop or revise your PBIS implementation evaluation plan?

Evaluation Reports

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Basic Report Content

- Context
- Inputs (tools, resources, data sources)
- Impact on SWPBIS Fidelity
- Impact on Student Outcomes
- Implications for the Future

(PBIS Evaluation Blueprint, 2010)

Context

- Define SWPBIS
- Define goals of the specific project
- Define stakeholders
- Identify evaluation questions

Input

Who received what support and from whom?

- District Leadership Team
- Local Capacity Building

  Training, Coaching, Behavioral Expertise, Evaluation
- School Teams

Impact on SWPBIS Fidelity

District Team

- SWPBIS District Leadership Team Self-Assessment - *pbis.org*
- District Capacity Assessment - *sisep.org*

Capacity Development

- Number of Tier I trainers/coaches available
- Number of Tier II and Tier III behavioral experts available
- Evaluation Capacity

School Team

- Tier I
  (TFI, TIC, BoQ, SAS, SET)
  - Collectively
  - By Training Cohort
  - By Individual School
- Tier II/Tier III
  (TFI, MATT, BAT, SAS, ISSET)
  - Collectively
  - By Training Cohort
  - By Individual School

Impact on Student Outcomes

Behavior

- Discipline Referrals
- Suspension/ Expulsion
- Attendance
- Drop/out Graduation
- Disproportionality (ODRs, suspension & expulsion)

Academic

- Curriculum-based measures (CBM)
  Oral Reading Fluency, DIBELS, AimsWeb
- Standardized Measures
  State & National math, reading, science, writing assessments

Environment

- School Climate Survey
  Elementary
  Middle/High
- School Safety Survey
  Protective Factors
  Risk Factors

Impact Summary & Implications

Impact Summary

- Overall advances to-date
- Areas of strength
- Areas for potential improvement
- Areas in need of adaptation

Implications

- Plans for the next 3-5 years
- Specific plans for improvement or adaptation
- Narrowing future evaluation questions

State Examples: **Evaluation Reports**

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Report Examples

Annual PBIS Evaluation Report Examples

- Florida
- Missouri
- North Carolina
- Illinois
  short & long version

Check out examples at www.pbis.org

Florida Annual Report

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Percent of Schools Trained in Districts	3
Percent of Active Trained Districts	3
Number of Schools Trained by Year	3
Number of Trainings and Technical Assistance Activities	4
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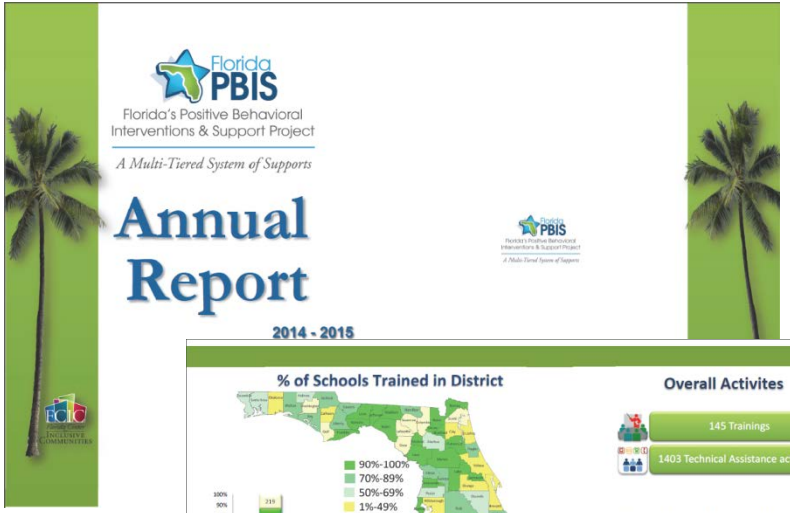

Missouri Annual Report

MISSOURI SCHOOLWIDE POSITIVE BEHAVIOR SUPPORT

2014 Annual Report

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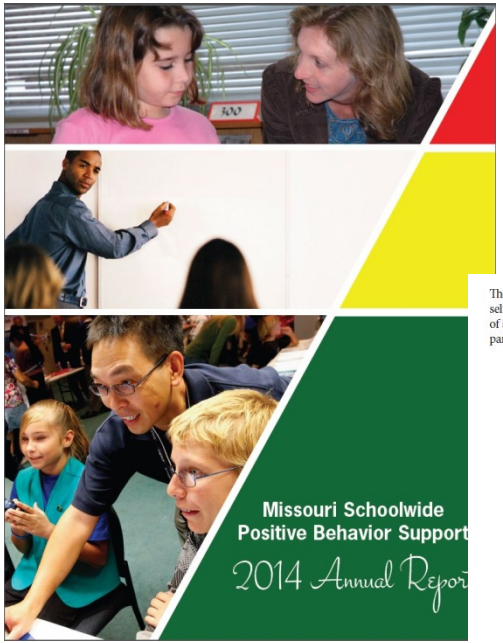
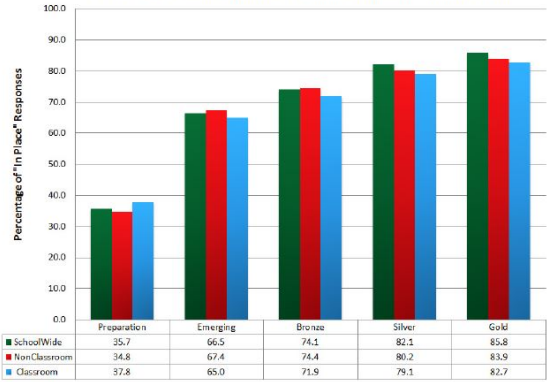


The Self-Assessment Survey (SAS) has long been considered a reliable and valid self-reporting measure that can help guide self-assessment and action planning by school level teams. More recently, the SAS has proven to be a reliable predictor of sustainable implementation of SW-PBS (McIntosh, et al., 2010). Numerous Missouri schools volunteered for and participated in the sustainability research of McIntosh and colleagues.

13-14 Self-Assessment Survey By Component & Recognition Level



	Preparation	Emerging	Bronze	Silver	Gold
SchoolWide	35.7	66.5	74.1	82.1	85.8
NonClassroom	34.8	67.4	74.4	80.2	83.9
Classroom	37.8	65.0	71.9	79.1	82.7

When sorting SAS outcomes across the survey subscales of Schoolwide, NonClassroom, Classroom and Individual as well as by MO SW-PBS recognition/implementation fidelity levels, the data suggests that as schools demonstrate fidelity of implementation the perceptions of staff and other stakeholders regarding implementation increased.

District or School: **Evaluation Reports**

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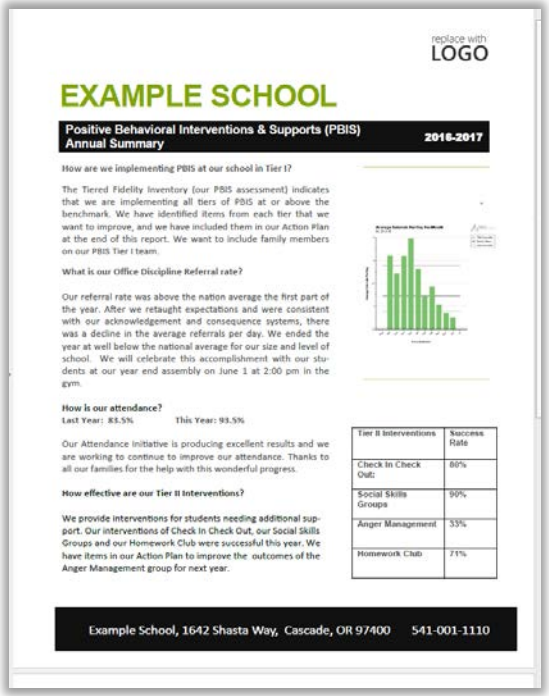
School Evaluation Summary Example

Annual Summary for Stakeholders

Shares about PBIS implementation

- Short – 2-3 pages
- Clear – Goal, context, progress and outcomes
- Map for future – Action plan



replace with LOGO

EXAMPLE SCHOOL

Positive Behavioral Interventions & Supports (PBIS) Annual Summary **2016-2017**

How are we implementing PBIS at our school in Tier I?

The Tiered Fidelity Inventory (our PBIS assessment) indicates that we are implementing all tiers of PBIS at or above the benchmark. We have identified items from each tier that we want to improve, and we have included them in our Action Plan at the end of this report. We want to include family members on our PBIS Tier I team.

What is our Office Discipline Referral rate?

Our referral rate was above the nation average the first part of the year. After we retaught expectations and were consistent with our acknowledgement and consequence systems, there was a decline in the average referrals per day. We ended the year at well below the national average for our size and level of school. We will celebrate this accomplishment with our students at our year end assembly on June 1 at 2:00 pm in the gym.

How is our attendance?

Last Year: 83.5% **This Year: 93.5%**

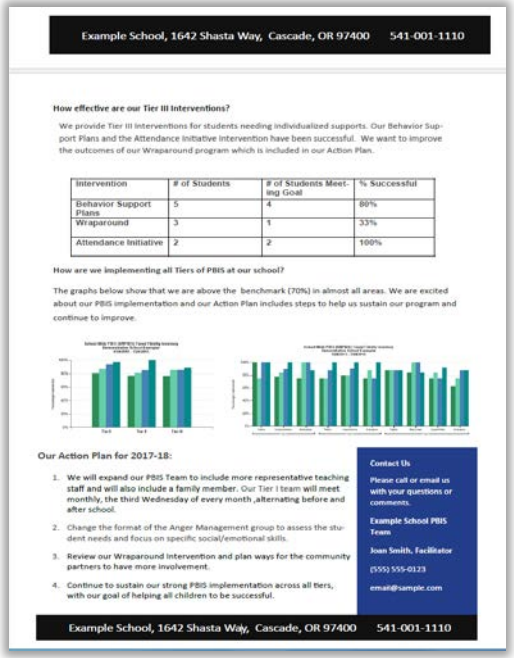
Our Attendance Initiative is producing excellent results and we are working to continue to improve our attendance. Thanks to all our families for the help with this wonderful progress.

How effective are our Tier II Interventions?

We provide interventions for students needing additional support. Our interventions of Check In Check Out, our Social Skills Groups and our Homework Club were successful this year. We have items in our Action Plan to improve the outcomes of the Anger Management group for next year.

Tier II Interventions	Success Rate
Check In Check Out:	80%
Social Skills Groups	90%
Anger Management	33%
Homework Club	71%

Example School, 1642 Shasta Way, Cascade, OR 97400 541-001-1110



Example School, 1642 Shasta Way, Cascade, OR 97400 541-001-1110

How effective are our Tier III Interventions?

We provide Tier III interventions for students needing individualized supports. Our Behavior Support Plans and the Attendance Initiative intervention have been successful. We want to improve the outcomes of our Wraparound program which is included in our Action Plan.

Intervention	# of Students	# of Students Meeting Goal	% Successful
Behavior Support Plans	5	4	80%
Wraparound	3	1	33%
Attendance Initiative	2	2	100%

How are we implementing all Tiers of PBIS at our school?

The graphs below show that we are above the benchmark (70%) in almost all areas. We are excited about our PBIS implementation and our Action Plan includes steps to help us sustain our program and continue to improve.

Our Action Plan for 2017-18:

1. We will expand our PBIS Team to include more representative teaching staff and will also include a family member. Our Tier I team will meet monthly, the third Wednesday of every month ,alternating before and after school.
2. Change the format of the Anger Management group to assess the student needs and focus on specific social/emotional skills.
3. Review our Wraparound Intervention and plan ways for the community partners to have more involvement.
4. Continue to sustain our strong PBIS implementation across all tiers, with our goal of helping all children to be successful.

Contact Us

Please call or email us with your questions or comments.

Example School PBIS Team

Joan Smith, Facilitator

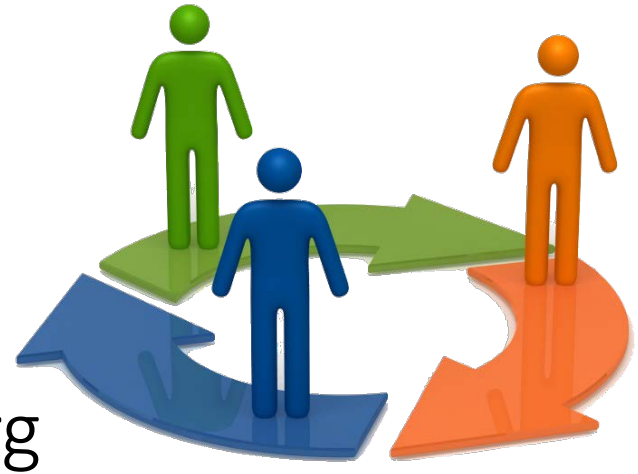
(555) 555-0123

email@sample.com

Example School, 1642 Shasta Way, Cascade, OR 97400 541-001-1110

Share Your Examples...please!

PBIS Applications is always looking for district and regional examples to share so we can all learn!



Send to: training@pbisapps.org

Additional Resources

Visit www.PBISApps.org

Applications

Find out more about available tools & surveys

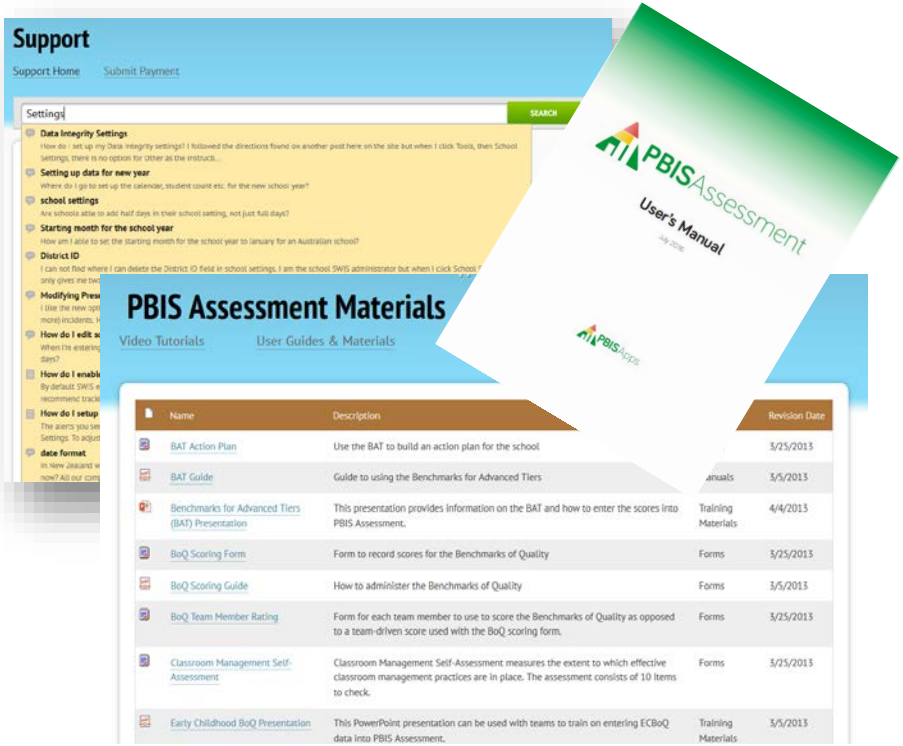
Resources

Video Tutorials
User Guides & Materials (printables)
Training & Webinars

Supports

Articles (Frequently Asked Questions)
Contact Information

Local facilitators and coordinators



Email: support@pbisapps.org
Phone: 855-455-8194

Q & A Opportunity

PBISApps

Call to Action

"Never initiate an intervention without having a plan for evaluating the implementation of that intervention."

Robert Horner

PBISApps

PBIS Assessment:
Using No-Cost, Valid and Reliable Surveys to Improve PBIS Implementation at Your School

Central Oregon PBIS Conference 2018

April 23, 2018

Bend, Oregon

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