

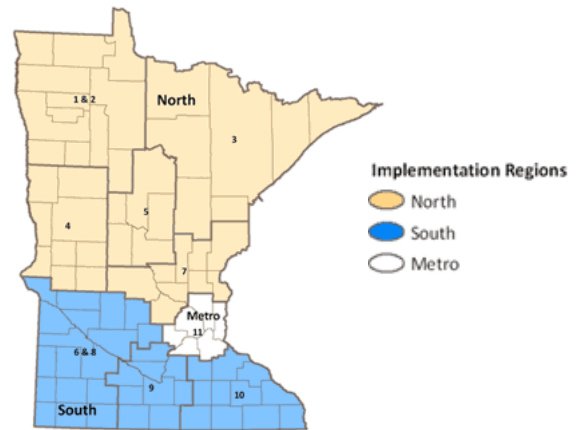


# 2017-18 Positive Behavior Interventions and Supports School Status Report: Cohorts 1-13 October 2018

This Positive Behavior Interventions and Supports (PBIS) school status report provides a summary of the current status of all schools implementing PBIS in Minnesota, including participation in the Minnesota Department of Education’s training sequence, implementation fidelity assessment scores, and outcomes. In particular, this report highlights the patterns and trends in PBIS implementation and outcomes in Minnesota, and helps to understand the relationships between training, implementation fidelity, and outcomes. This report is intended for all stakeholders to better understand the status of PBIS in Minnesota.

## About PBIS Schools

Currently, there are 651 schools in Minnesota that have been trained or are in training funded by the Minnesota Department of Education (MDE) to implement PBIS. The tables below illustrate the number of schools by region, grade level, and training cohort.



### Number of trained schools (by region)

Region	Number	Percent
Metro	288	44%
North	187	29%
South	176	27%
<b>Total</b>	<b>651</b>	<b>100%</b>

### Number of trained schools (by grade level)

Grades served	Number	Percent
Elementary (Grades PK-6)	377	58%
Middle school (Grades 5-8)	94	14%
Junior High (Grades 7-8 or 7-9)	7	1%
Senior High (Grades 9-12)	53	8%
Secondary School (Grades 7-12)	59	9%
Combined School (Grades K-12)	4	1%
ALC/ALP	24	4%
Special Education	26	4%
Other/Unknown*	7	1%
<b>Total</b>	<b>651</b>	<b>100%**</b>

\*Other categories include correctional programs, residential care, and day treatment programs.

### Number of schools trained in each cohort

Cohort	Number
1 (2005-2007)	9
2 (2006-2008)	11
3 (2007-2009)	42
4 (2008-2010)	32
5 (2009-2011)	47
6 (2010-2012)	82
7 (2011-2013)	81
8 (2012-2014)	82
9 (2013-2015)	57
10 (2014-2016)	57
11 (2015-2017)	57
12 (2016-2018)	51
13 (2017-2019)	58
<b>Total</b>	<b>651</b>

Notes. Total number includes 11 school teams in Cohorts 12 and 13 from a metro school district that participated in a modified cohort training schedule.

Schools will not sum to 651 due to 15 schools that were involved in multiple cohorts. Schools are counted in each cohort in which they were trained.

During the 2017-18 school year, 71 schools that were not a part of any Minnesota PBIS sponsored training cohort submitted implementation fidelity data (TFI, BoQ, and/or a SET) at least one time. Although these schools have not been formally trained to use PBIS, they are still eligible to apply for recognition school status. The number of non-cohort PBIS schools by region is outlined to the right.

### Training participation

For schools that participated in the two-year, MDE-sponsored PBIS training sequence during the 2017-18 school year (Cohort 12 and 13 schools), three indicators are used to illustrate how fully schools are participating and invested in the training: team attendance at training, administrator attendance at training, and ratings of training usefulness.

#### Team and administrator attendance at training

Schools in the first year of training in 2017-18 (Cohort 13) had six full days of training that they were expected to attend. Schools in the second year of training in 2017-18 (Cohort 12) had six days of training in their first year and three full days of training in the second year for a total of nine days throughout their two-year training sequence.

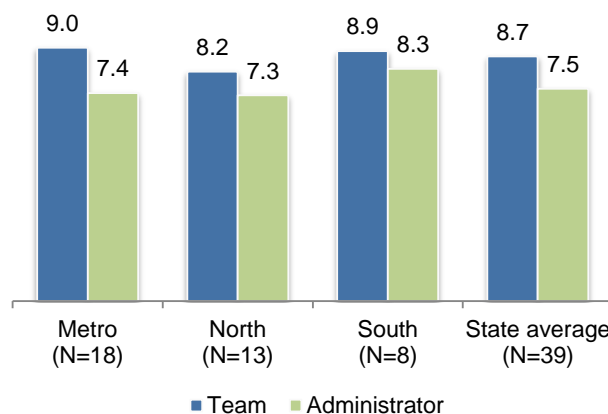
Support from administration is a key feature of schools that successfully implement PBIS. Schools that are participating in the two-year training sequence are expected to bring an administrator (principal, vice-principal, or assistant principal) to training.

Schools and administrators in both cohorts had high rates of training attendance. In Cohort 12, team attendance in the north region was lower compared to schools in other regions while administrators in the south region in Cohort 12 had the highest attendance rate. Cohort 12 administrators in the south region attended more than eight full days of training, on average. In Cohort 13, team attendance was roughly equal across regions, while administrator attendance was somewhat lower in the metro and north regions than in the south.

#### Number of non-cohort schools that submitted implementation fidelity data in 2017-2018 school year (by region)

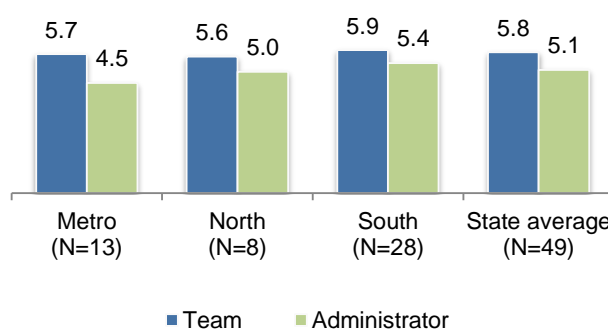
Region	Number	Percent
Metro	38	54%
North	6	8%
South	27	38%
<b>Total</b>	<b>71</b>	<b>100%</b>

#### Average number of training days by team and administrator (Cohort 12 - Year 2 in training sequence, max. = 9.0 days)



Note. N's in this chart will not match the total number of schools in the cohort. Nine schools from a metro school district follow a modified training schedule and have thus been excluded. Two schools from a south region school district with incomplete data were also excluded.

#### Average number of training days by team and administrator (Cohort 13- Year 1 in training sequence, max. = 6.0 days)

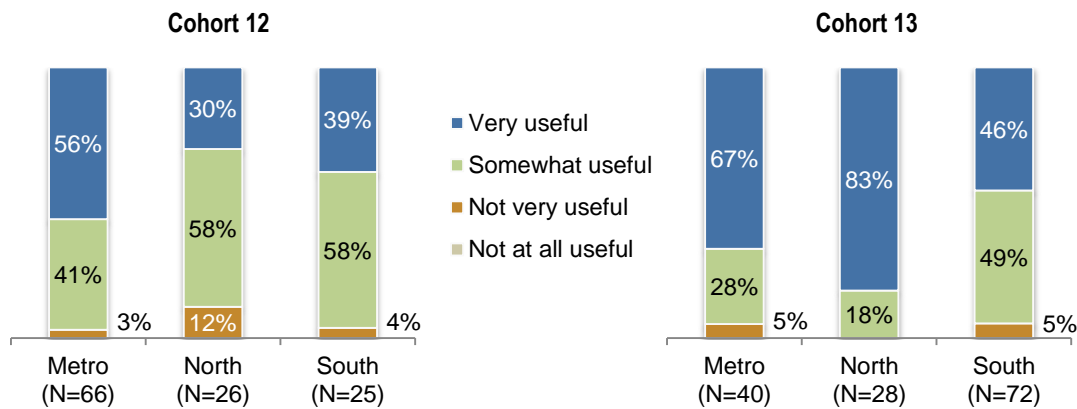


Note. N's in this chart will not match the total number of schools in the cohort. Six schools from the north region and metro region followed modified training schedules and have thus been excluded. A district from the north region had incomplete data so this was also excluded.

## Usefulness of training

School teams were asked to provide feedback on the training sessions they attended. Participants were asked to rate the level of usefulness of training by answering the following question: “Overall, how useful was this PBIS training in terms of helping your team to implement PBIS in your school?” Overall, school teams rated the trainings to be highly useful. With only one exception, 95% or more respondents rated the trainings to be either very or somewhat useful. Cohort 13 in the North region had 100% of schools rate training as either very or somewhat useful. The one exception noted above, Cohort 12 in the North region, still had 88% of schools rate training as either very or somewhat useful. The graph below illustrates the averaged usefulness ratings from the fall, winter, and spring trainings for the 2017-18 school year.

**“Overall, how useful was this PBIS training in terms of helping your team to implement PBIS in your school?”**  
(Combined results, all trainings in 2017-18).



Note: The total N is the overall number of school teams from each region that answered the question “Overall, how useful was this PBIS training in terms of helping your team implement PBIS in your school?” combined for the fall, winter, and spring training surveys. This will differ from the total number of school teams from each region in Cohorts 12 and 13.

## Implementation fidelity measures

PBIS is an evidence-based framework for preventing problem behavior, providing instruction and support for positive and prosocial behaviors, and supporting social, emotional, and behavioral needs for all students. A significant amount of research has been done to identify the critical features of PBIS. In general, implementation science points to a specific sequence to ensure the model is implemented with fidelity. The following assessment tools are currently used to assess PBIS implementation fidelity among participating schools in Minnesota: the Tiered Fidelity Inventory (TFI), Benchmarks of Quality (BoQ), and the Self-Assessment Survey (SAS). In the 2015-16 school year, the TFI replaced two other assessments: the School-wide Evaluation Tool (SET), and the Team Implementation Checklist (TIC) which were used to measure implementation fidelity as part of the cohort scope and sequence in Minnesota. Therefore, in lieu of the SET and the TIC, school teams in training are trained and coached to use the TFI to action plan

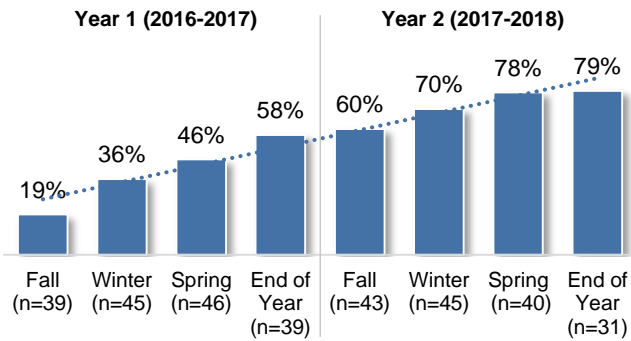
during training and so they can sustain PBIS implementation beyond training by using the TFI at least annually to measure fidelity and develop an action plan for priority items that are not fully in place. More information about each of the assessments follows below.

### TFI scores

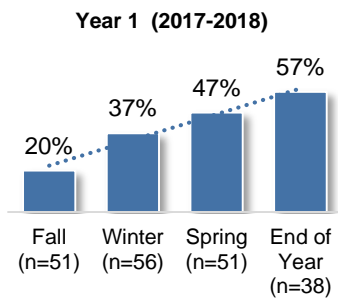
The Tiered Fidelity Inventory, or TFI, is used to measure implementation fidelity across all three tiers of PBIS. However, schools participating in PBIS cohort training are trained and coached to complete Tier 1 of the TFI. Schools in training complete the TFI at four points during the school year: once at each cohort training session and once in the spring outside of training with the support of an external TFI facilitator. At that time, the external facilitator completes a walkthrough assessment of the school before facilitating the TFI with the school’s PBIS team. A school is considered to be implementing

school-wide PBIS with fidelity if they have an overall Tier 1 scale score of 70 or higher. Below are the average TFI scores for Tier 1 for Cohort 12 (schools in year two of training) and Cohort 13 (schools in year one of training). Over time, TFI scores for school teams in both cohorts rose steadily.

**Average TFI scores for Cohort 12  
(Schools in year 2 of training sequence)**

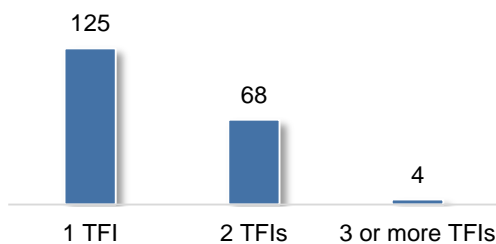


**Average TFI scores for Cohort 13  
(Schools in year 1 of training sequence)**



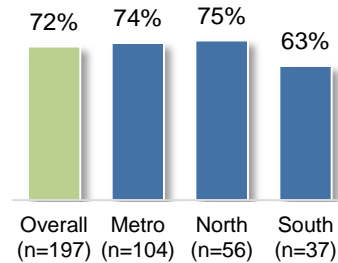
It is recommended by the State Leadership Team (SLT) that schools out of training should complete a TFI three times per year to measure progress and implementation fidelity. The SLT also recommends that these be completed by an external facilitator and a walkthrough be completed at least once per year. Out of 543 Cohort 1-11 PBIS sustaining schools, only four completed the TFI at least three times during the 2017-18 school year. See figure below.

**Number of TFIs completed by schools in Cohorts 1-11 during the 2017-18 School Year**



Statewide, average scores on the most recently completed TFI for Cohort 1-11 school teams were just over the 70 percent benchmark of implementation fidelity (72%). Scores in the South region were somewhat lower compared to the Metro and North regions. Meanwhile, the Metro region accounted for more than half (53%) of Cohort 1-11 schools completing at least one TFI in the 2017-18 school year. See figure below.

**Average Tier 1 Score of Most Recently Completed TFI in the 2017-18 School Year - Cohorts 1-11 (Schools out of training)**

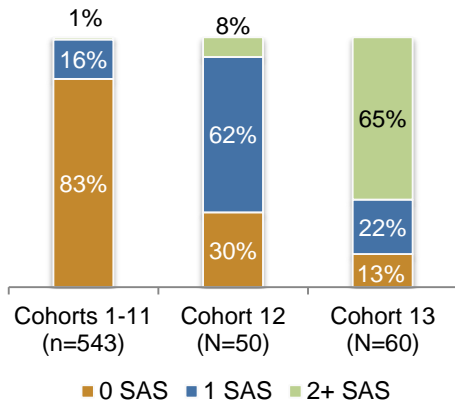


**Self-Assessment Surveys**

The Self-Assessment Survey, or SAS, examines the status and need for improvement of four behavior support systems: school-wide, non-classroom, classroom, and individual students. This is a survey of all school staff that helps to identify staff priorities for action planning, especially from staff members who are not currently on the PBIS team. It measures four of the five effective behavior support systems in schools that contribute to a positive school climate. A summary of the SAS results should be used to develop an action plan for implementing and sustaining PBIS systems throughout the school. Teams in training received support to administer and use the SAS twice during their first year and once during their second year. Schools out of training should complete the SAS on a yearly basis.

During the 2017-18 school year, most school teams (83%) that were out of training did not complete a SAS assessment. In Cohort 12, 3 out of 10 teams did not complete a SAS assessment. In Cohort 13, about 1 out of 3 teams (35%) completed less than the recommended two SAS assessments. See figure below.

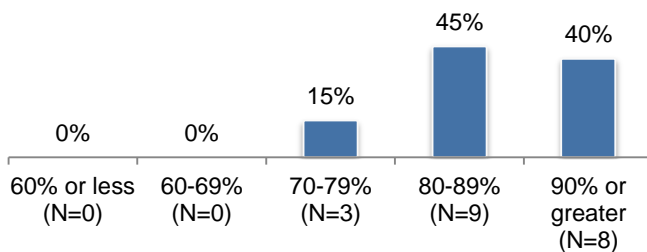
**Number of SAS completed during last school year (by cohort)**



**Benchmarks of Quality**

Schools that are out of training may choose to complete the Benchmarks of Quality, or BoQ, to assess their Tier 1 PBIS implementation fidelity. The BoQ is a self-assessment tool that is taken by school teams. If a school team chooses to complete this fidelity assessment, it is recommended they complete a BoQ once a year in the spring. All school teams out of training are eligible to take the BoQ. Every school team that completed the BoQ in the 2017-18 school year (N=20) was implementing PBIS with fidelity (as indicated by a score of 70% or higher).

**BoQ score of schools in Cohorts 1-11 that completed during the 2017-18 school year (N=20)**



**SET scores**

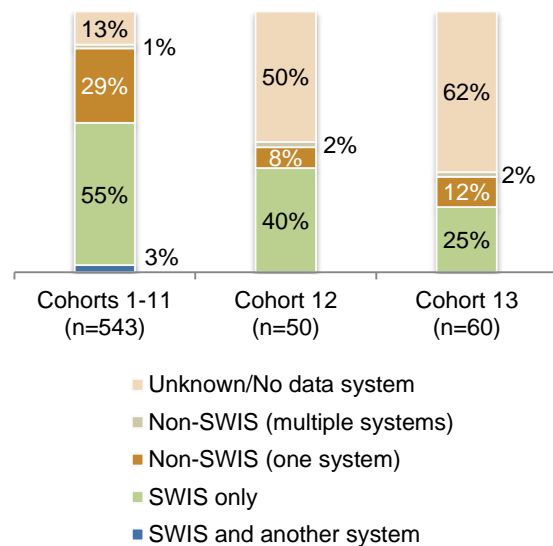
The School-wide Evaluation Tool, or SET, is used to measure implementation fidelity of Tier 1 of PBIS. A school is considered to be implementing PBIS with fidelity if they score an average of 80 or higher on their post-training SET. Although most schools are choosing to complete the TFI out of training, a few schools (n=7) completed the SET to measure implementation fidelity. **Six of the seven schools had an overall score of 80 or above**, indicating that these schools are implementing PBIS with fidelity.

**Behavioral data system**

Schools are expected to have student office discipline referral (ODR) decision system in place by the winter of their first year of training. The presence of a behavioral decision support data system for student outcomes allows school PBIS teams to precision problem solve around student outcomes to improve school climate and increase equity. The data collected in these systems are used for improving school-wide behavior support. One specific type of data tracked in these systems is office discipline referrals (ODRs).

Of schools in Cohorts 1-11, more than half (57%) use the School-Wide Information System (SWIS), while one-third (33%) use other systems. In both Cohorts 12 and 13 at least half of schools' behavioral systems are unknown. This is likely a result of a change in how this information is collected. Since the creation of the MN SW-PBIS database managed by Wilder Research, behavioral system data is collected based on ODR data stored in or submitted through that database. If a school does not submit their ODR data through either SWIS or the PBIS database, their behavioral system will be listed as unknown. Of those schools that did submit ODR data through SWIS or the PBIS database, SWIS was the most common behavioral system in both Cohorts 12 and 13 (40% and 25% of all school teams, respectively). See figure below.

**Behavioral data system used (by cohort)**



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

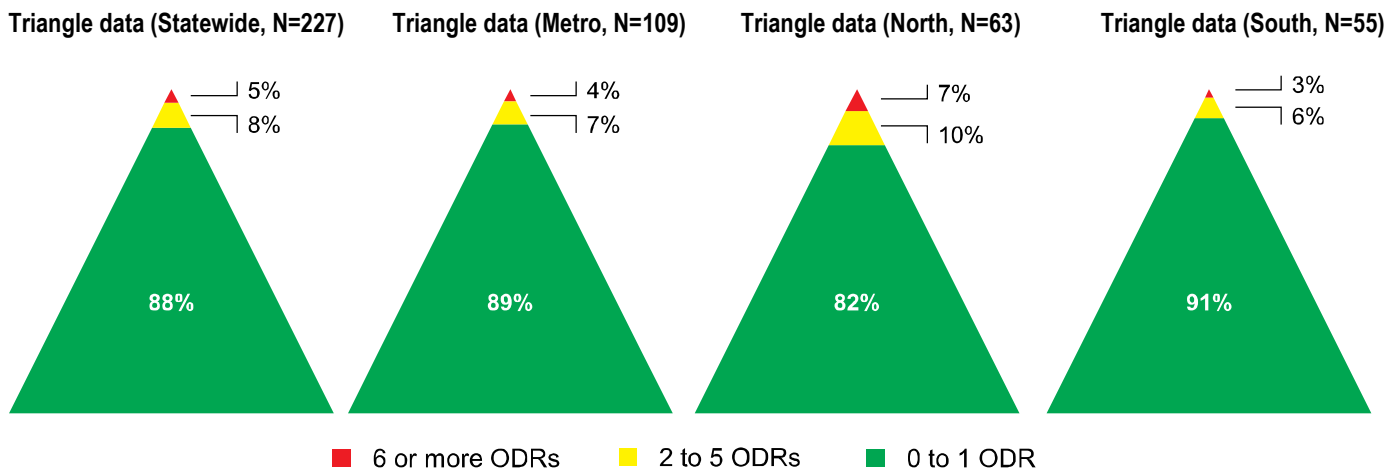
## Outcomes – Triangle data

One goal of PBIS is to increase the efficiency with which schools respond to students’ behavioral support needs (Sailor, Dunlap, Sugai, & Horner, 2009). This efficiency can be maximized by minimizing the number of students who need support beyond the universal level. The hallmark conceptual triangle of PBIS suggests that, when PBIS is implemented effectively, on average, 80-90% of students are socially successful with universal support alone, 5-15% require additional support in the form of targeted interventions, and 1-5% require intensive individualized support (Sugai, Horner, & Gresham 2002). Based on this, Minnesota schools that have been trained to implement PBIS are, on average, within these targets.

The smaller the percentage of students who require support beyond the universal level, the more efficiently those students can be served with the limited resources schools have available. “Socially successful” is defined as having 0-1 office discipline referrals (ODR) within a given time span. “Needing targeted interventions” is defined as having 2-5 ODR, and “needing intensive interventions” is defined as having more than 6 ODR within a given time span (Horner, Sugai, Todd, & Lewis-Palmer, 2005).

Data are reported for schools in cohorts 1-13 that have entered data through one of two methods: through SWIS or through the PBIS database managed by Wilder Research. Results were combined and averaged statewide and for each region. The triangle scores are calculated using “Majors” only. Major behaviors are defined as disciplinary incidents that must be handled by administration. These may include, but are not limited to: physical fights, property damage, drugs, weapons, tobacco, etc.

Overall, and in the Metro and South regions, school teams that reported ODR data are meeting or exceeding the target of 80-15-5 set forth by the Minnesota SLT. In the North region, school teams reported a slightly elevated percentage (7%) of students at the Tier 3 level. See figures below.



## Issues to consider

**School participation.** Many school teams (n=254, or 47%) that are out of training in Cohorts 1-11 did not submit either implementation fidelity assessment scores (TFI, SAS, BoQ, or SET) or ODR discipline data. RIPs should continue inviting these schools to reconnect with PBIS and offer incentives such as coaching, sustainability training, free TFI or BoQ facilitation, support with data systems, etc., to encourage this behavior. Research has shown that using data about their implementation of PBIS as well as about their outcomes (behavior data) is the most critical factor in determining PBIS sustainability at the school level.<sup>1</sup>

**Change benchmark for Year 2 Tiered Fidelity Inventory (TFI) scores.** Because the Minnesota PBIS Statewide Leadership Team wants to convey a focus on continuous improvement in implementation, we agreed at the July 2018 SLT meeting to change the TFI benchmarks for schools in their second year of training to 65 at the fall training, 70 at winter training, and 75 at spring training. (This increases the expectation to come out of the two year training sequence beyond the minimum standard for reaching full PBIS implementation fidelity.)

**Change recommendations regarding TFI completion at Spring training vs. end-of-year in-school walkthrough.** The Minnesota PBIS Statewide Leadership Team has discussed and should consider making a final recommendation regarding eliminating the Spring training TFI in favor of encouraging all schools, especially those in the second year of training, to complete an end-of-year TFI walkthrough with an outside facilitator. (The RIPs and Wilder support this process by helping schools get matched up with other schools in their region who also want to complete a walkthrough TFI.)

**Consider reducing the emphasis on the other fidelity assessment tools** in this report and on the PBIS-MN website in favor of increasing emphasis on the TFI, including expanding options for schools out of training to use Tiers 2 and 3 of the TFI.

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### For more information

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