C1 - Reporting, & Using State-level PBIS Data

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Key Words: Data, Recognition, Evaluation

When Working In Your Team

Consider 5 Questions

- How does this compare to our priorities?
- Who would do this work?
- Where would this work live (e.g., responsibility)?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?

California PBIS Coalition

A collaborative organization using evidence-based, culturally relevant practices to build the capacity for all stakeholders in the implementation of PBIS as a multi-tiered system following the National PBIS Blueprints for professional development, implementation, and evaluation.

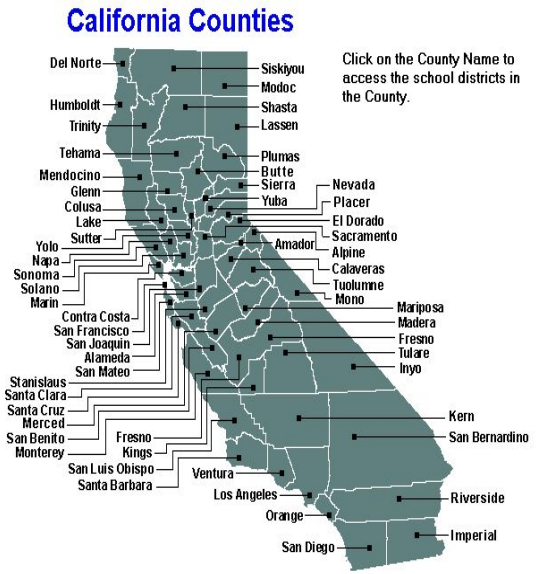
Goals for Session

- Gain an understanding about how state level data can be used to drive growth and scalability of PBIS using State Recognition System
- Learn key features of state recognition helps to motivate districts to use PBIS Assessments
- How a state recognition system helps to increase fidelity, scalability and growth.
- Lessons learned in building state recognition system

State Level | County Office | District Level | School Level

PBIS Core Leadership Statewide

58 Counties



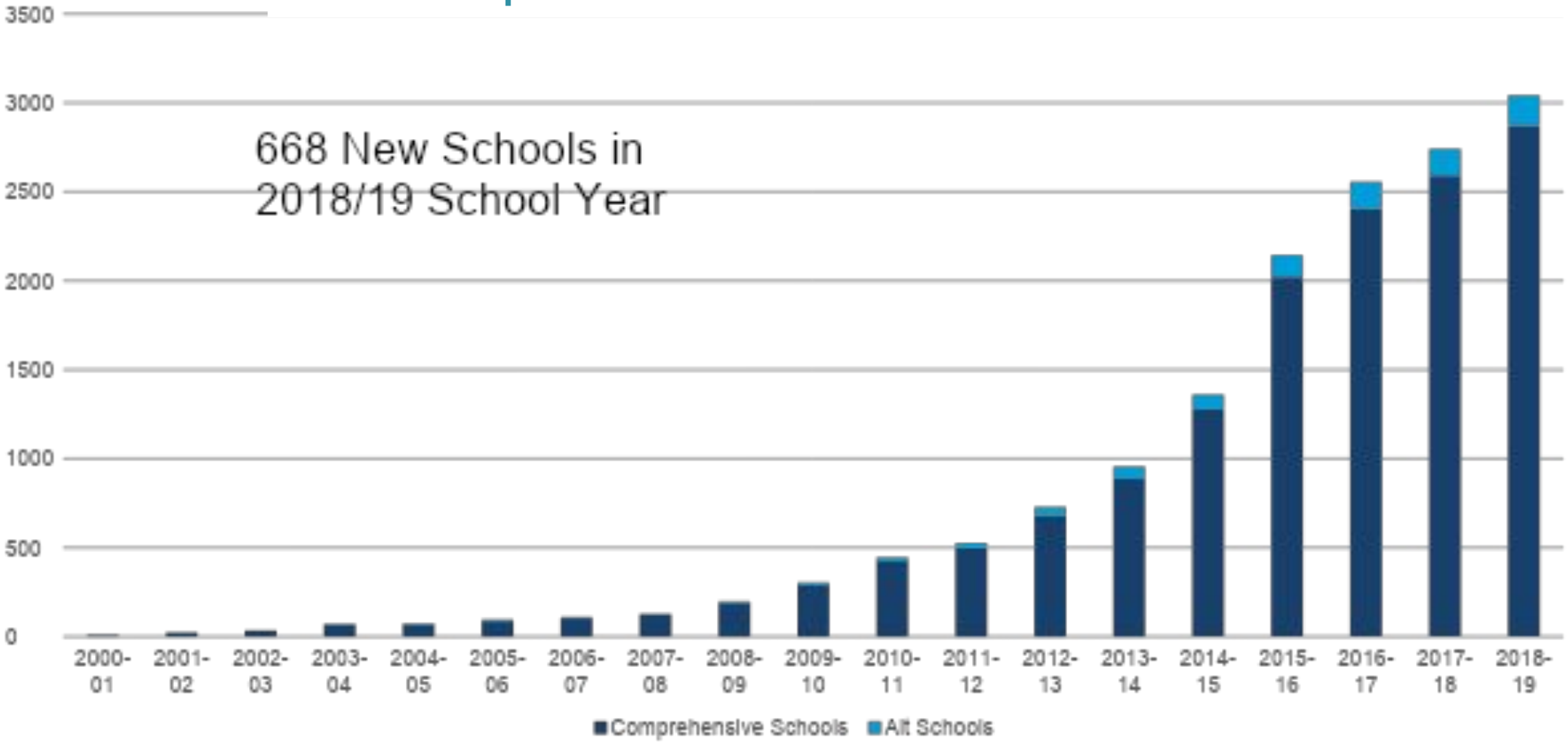
1,037 Districts

6.4 Million Students in 10,521 Schools

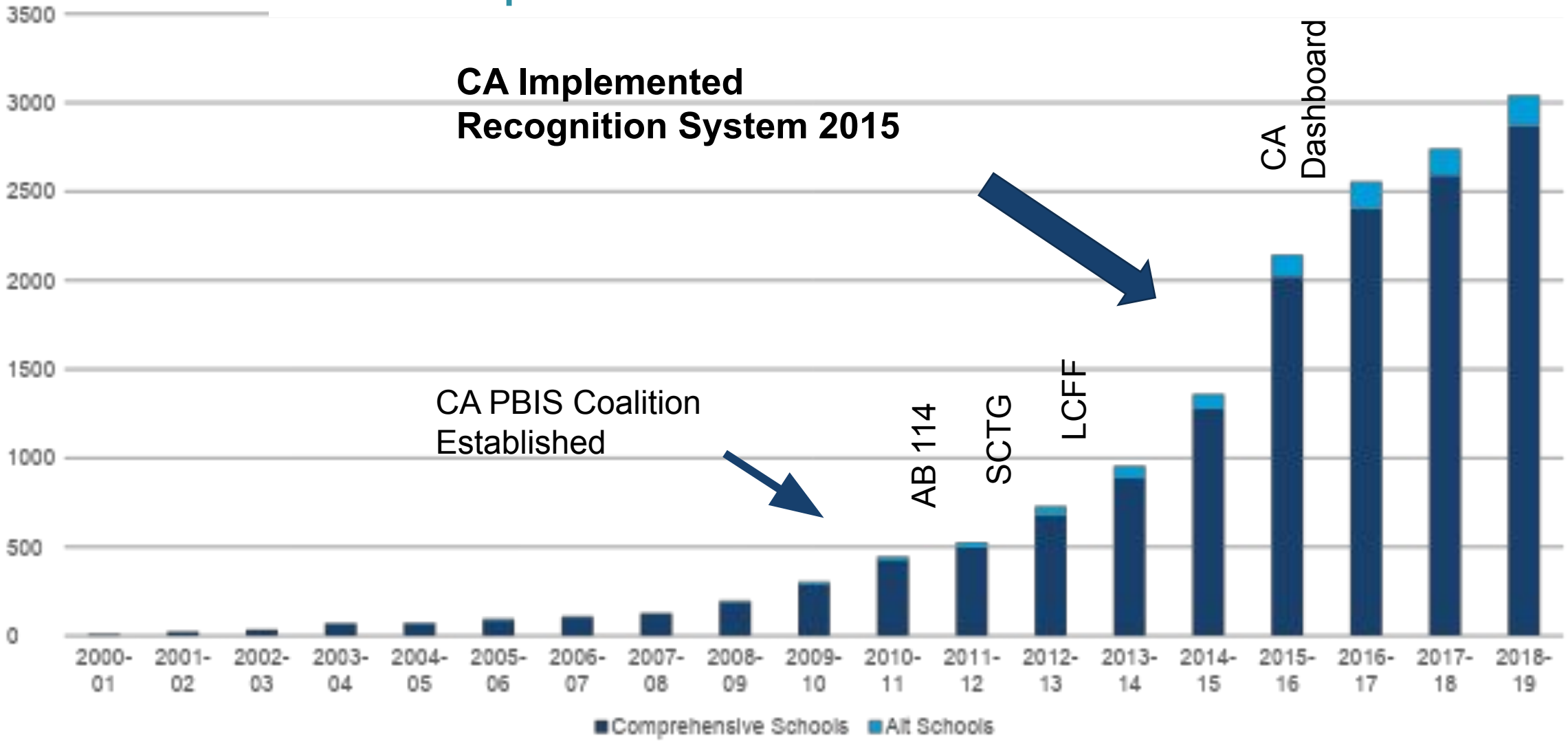
25 school districts account for approximately 30% of this enrollment number

ed-data.org/state/ca

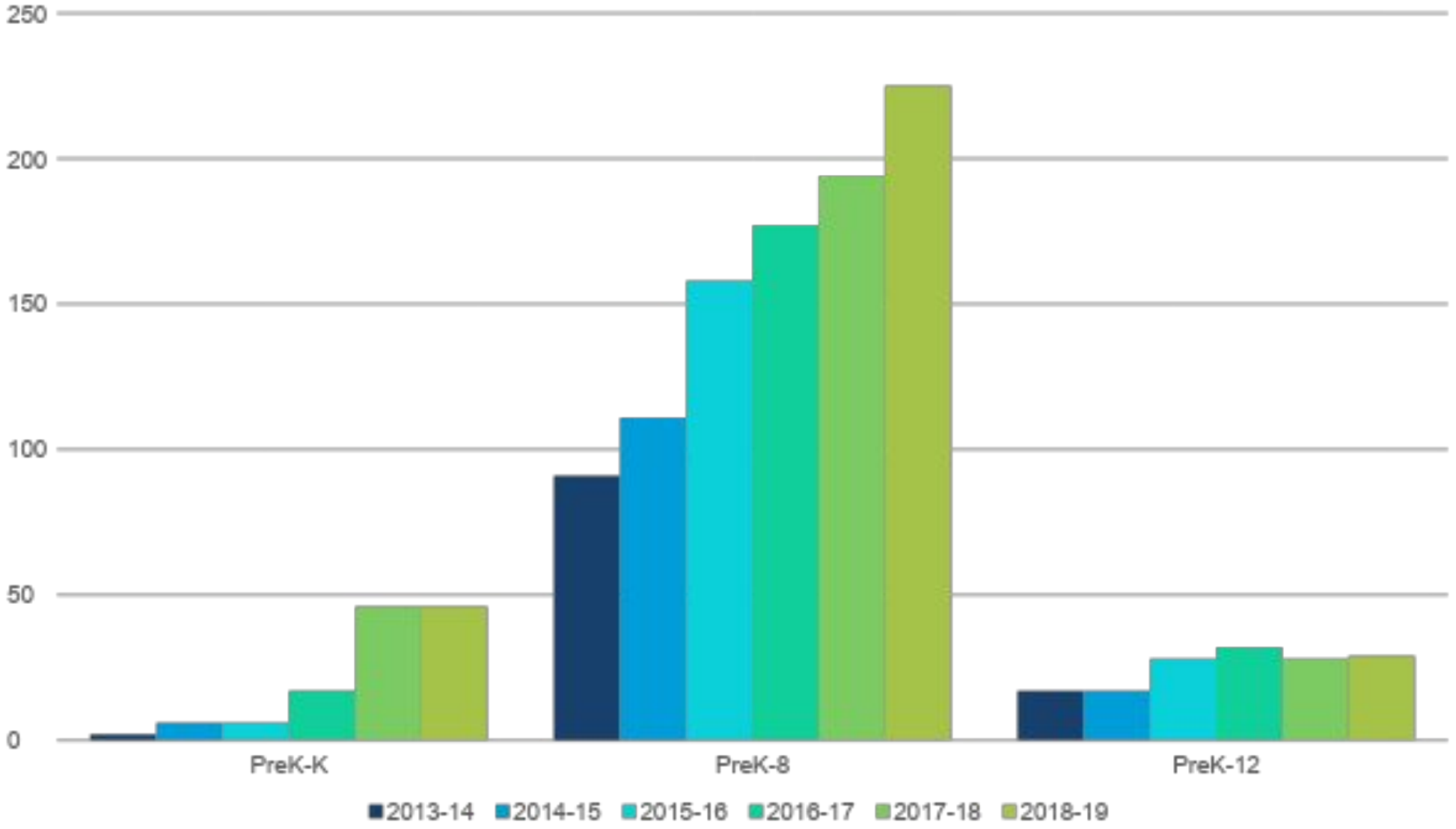
PBIS Implementation: California 2019



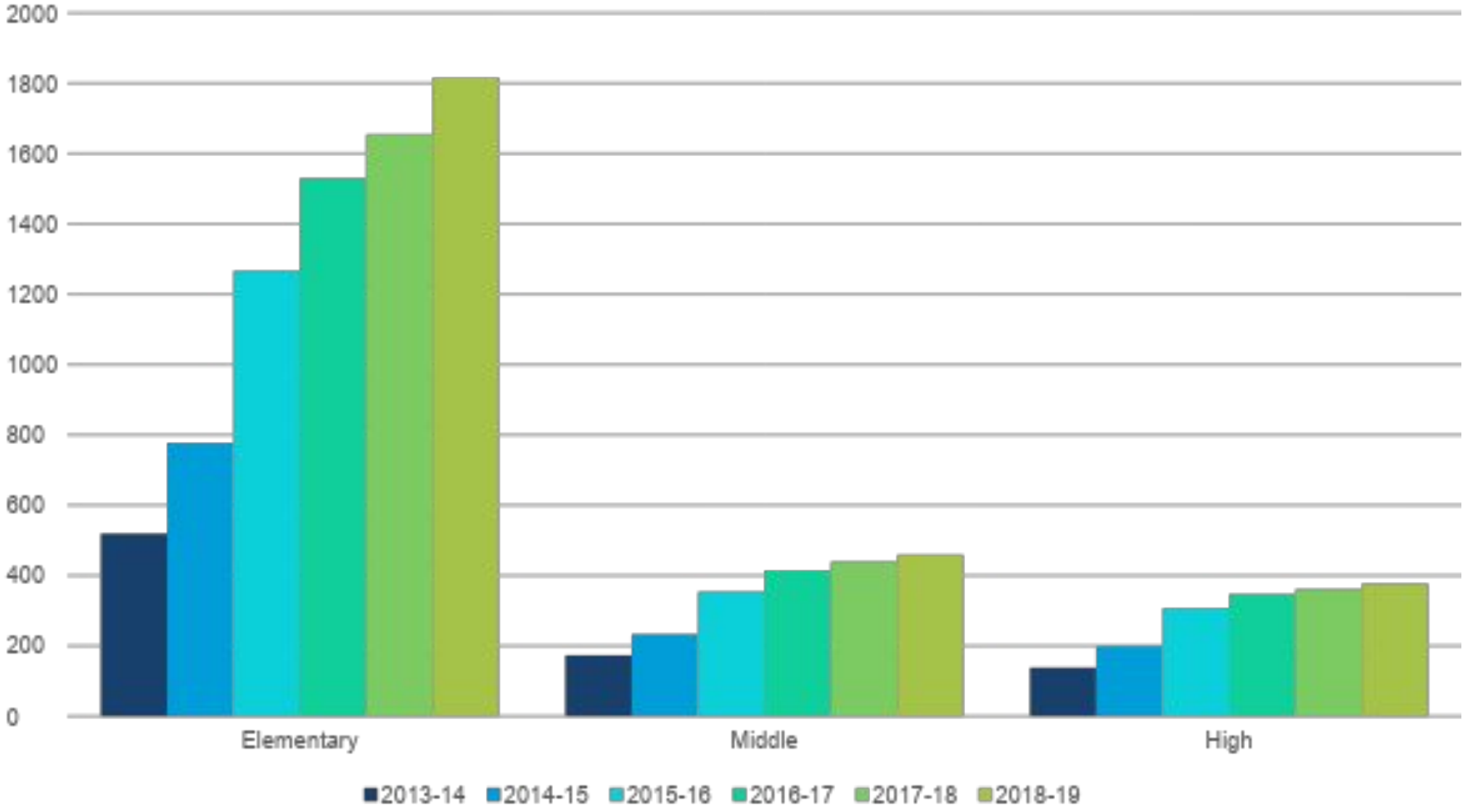
PBIS Implementation: California 2019



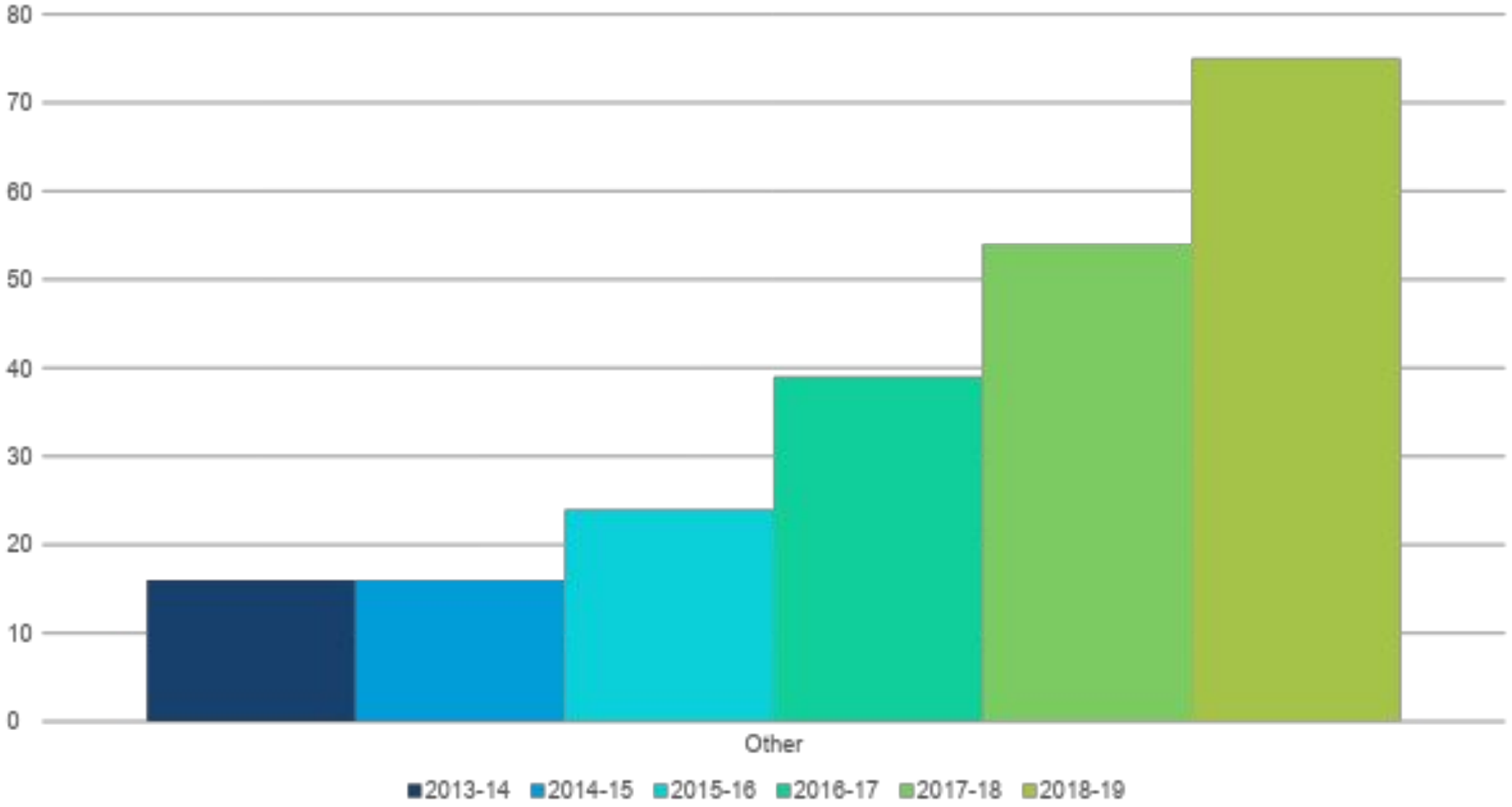
CA ~ Schools Including Pre-K 2013-2019



CA ~ Schools Including Elem – High School



CA ~ Other Not General Ed.



CA PBIS Coalition ~ Supporting Implementation of PBIS

- California PBIS Coalition (CPC) formed in 2011
- Dedicated to providing a standard of practice for PBIS through the work of regional technical assistance centers across the state
- Systematic Implementation
- Building policy and political support for student safety, wellness and achievement
- Engage with key stakeholders
- Emphasize use of Implementation Science & Tools
- Establish network of education leaders

CA PBIS Coalition ~ Supporting Implementation of PBIS

- Regional TA Centers focus on the critical implantation principles:
  - Develop a continuum of scientifically based behavior, social emotional and academic interventions and supports
  - Use data to make decisions and solve problems
  - Arrange the environment to prevent the development and occurrence of problem behavior
  - Teach and encourage pro-social skills and behaviors
  - Implement evidence-based behavioral practices with fidelity and accountability
  - Screen universally and monitor student performance & progress continuously

California PBIS Coalition Activities:

- Annual CA PBIS Conference
- Regional Coaching Networks
- Website: www.pbisca.org
- CA PBIS Video Library
- **State Recognition System**
  - Acknowledging the growth of schools using PBIS and Achieving Outcomes for Students

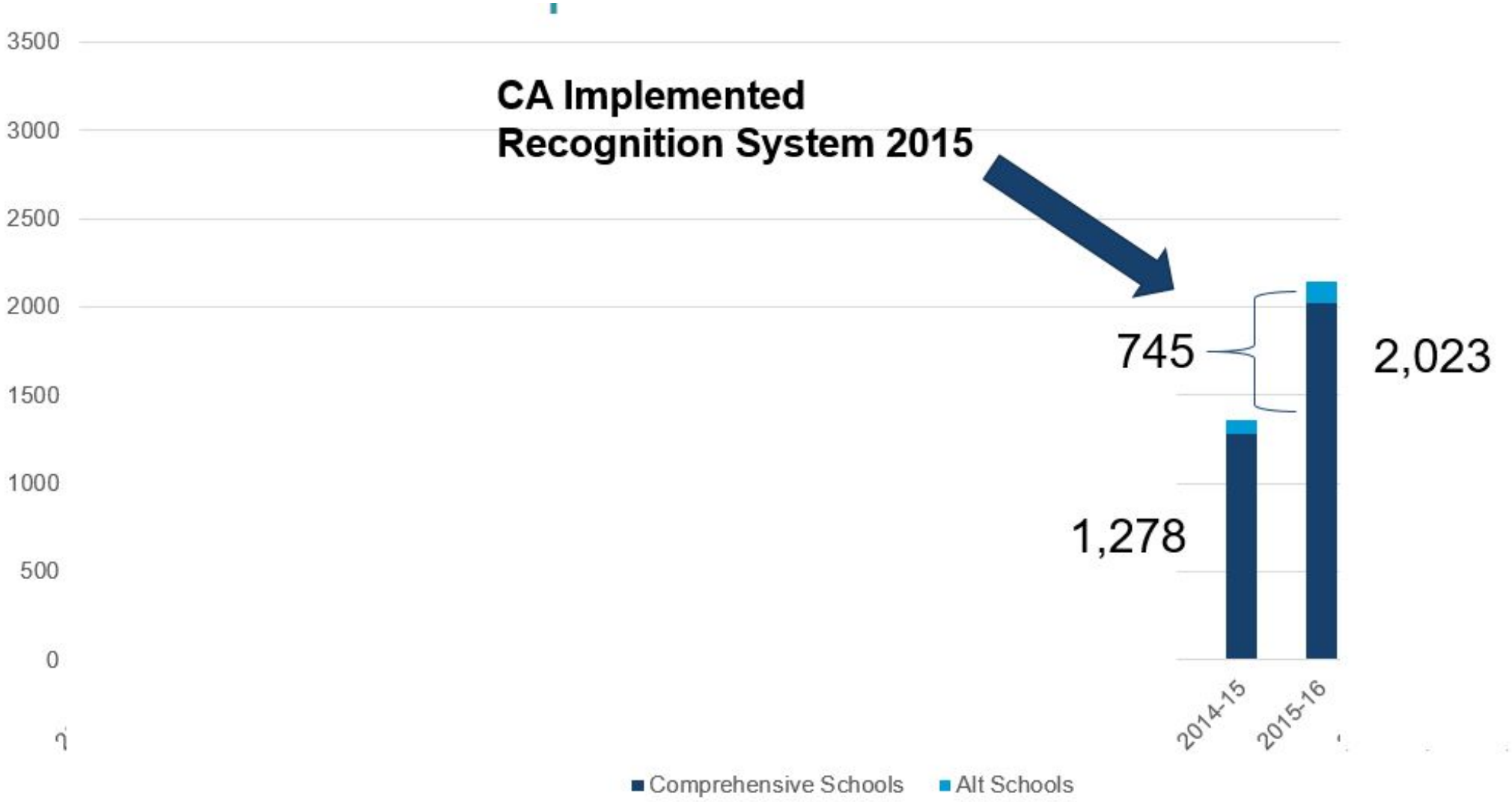
Strategy to Build Sustainably Growth and Improved Outcomes "CA PBIS State Recognition System"

1. Identify schools implementing PBIS
2. Support Elements of Nation Blueprint
3. Introduce and reinforce use of PBIS Assessments and Tier Fidelity Inventory (TFI)
4. Teach schools how to use PBIS Assessments and TFI
5. Identify areas in need of technical assistance
6. Celebrate success of schools implementing PBIS

Identify Schools Implementing PBIS

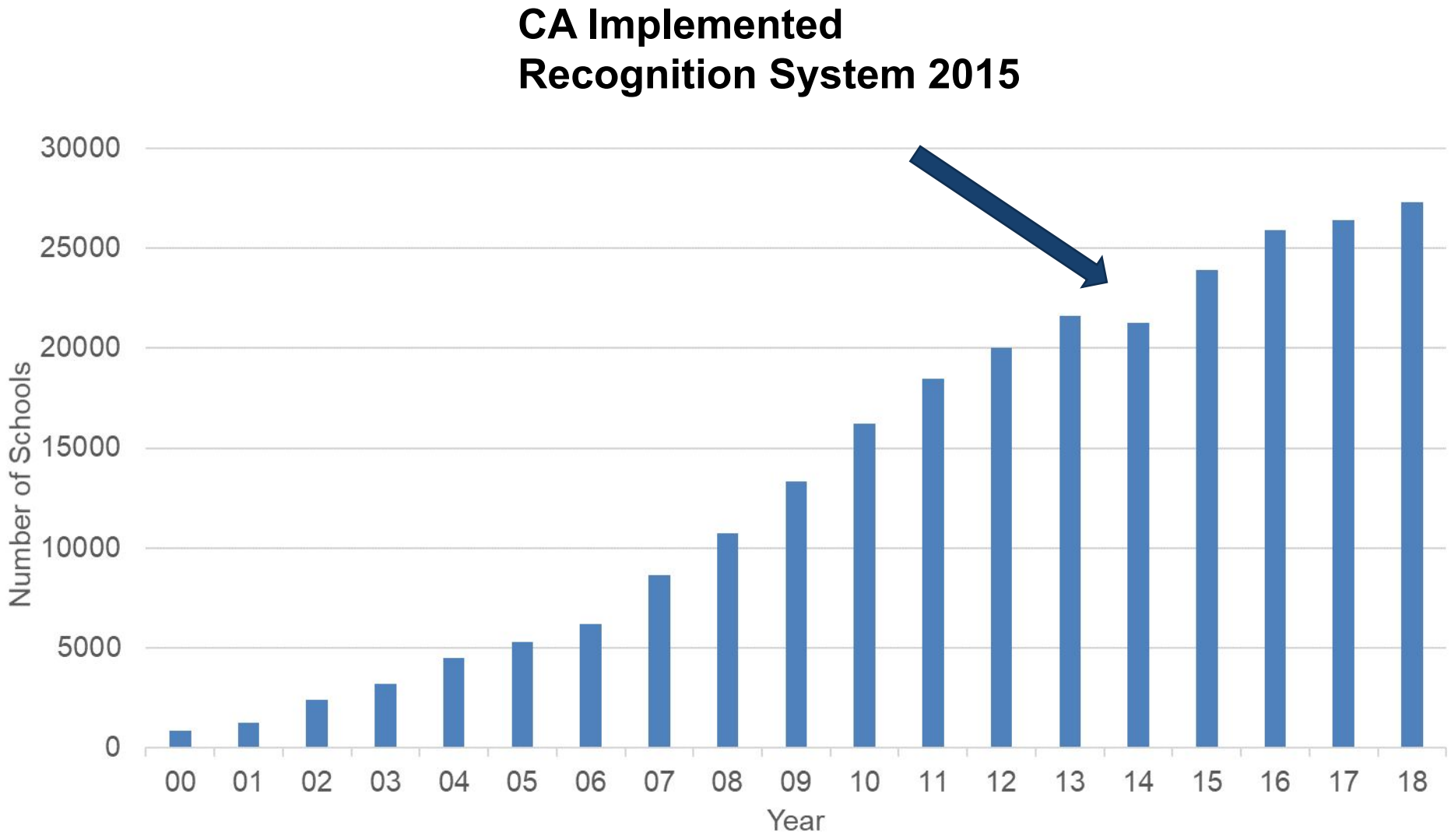
- Over 10,000 schools in California
- PBIS Recognition requires use of Tier Fidelity Inventory.
- Allowed for CA PBIS to identify schools be incorporating them

PBIS Implementation: California 2019



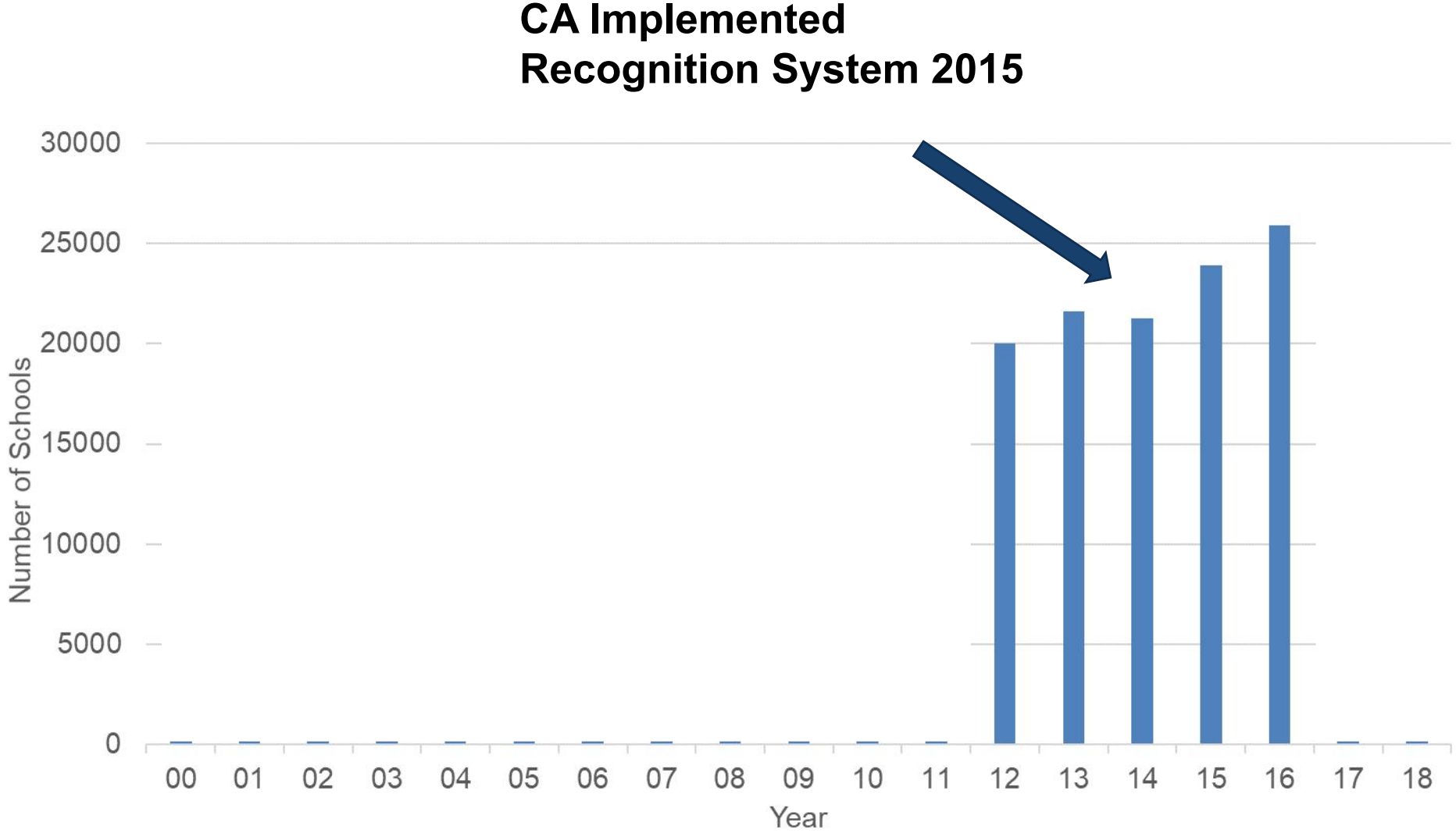
U.S. Schools Using PBIS

August 2019



U.S. Schools Using PBIS

August 2019



Support Elements of National Blueprint

2019 RECOGNITION CRITERIA AT-A-GLANCE				

2019 RECOGNITION CRITERIA

1				
1. Tiered Fidelity Inventory (TFI) entered online at PBIS Assessment. *TFI must be completed with an authorized External Reviewer (the TFI must be completed after the ERAT training date) *External Reviewer must have completed ERAT Training during the 2017-18 or 2018-19 School year). Criteria 1 Video Link	Submit TFI online through PBIS Assessment account with an External Reviewer. Tier 1 TFI score of 40% or higher.	Submit TFI online through PBIS Assessment account with an External Reviewer. Tier 1 TFI score of 70% or higher.	Submit TFI online through PBIS Assessment account with an External Reviewer. Tier 1 TFI score of 70% or higher. AND Tier 2 ***or*** 3 TFI score of 70% or higher.	Submit TFI online through PBIS Assessment account with an External Reviewer. Tier 1 TFI score of 70% or higher. AND Tier 2 TFI score of 70% or higher. AND Tier 3 TFI score of 70% or higher.

2019 RECOGNITION CRITERIA

2				
2. Provide Current Major ODR % Data (0-1, 2-5, 6+) •SWIS Users •Non-SWIS Users *Note, percentage must add up to 100%. *EXAMPLE:* •*0-1 Referral = 82%* •*2-5 Referrals = 15%* •*6+ Referrals = 3%* *Total student population = 100%* *Criteria 2 Video LInk*	Provide % of total population with major referrals: • 0-1 Referral • 2-5 Referrals • 6+ Referrals	Provide % of total population with major referrals: • 0-1 Referral • 2-5 Referrals • 6+ Referrals	The percentage of the school population with major referrals must be as follows: • 80-100% of total population with 0-1 referral • 0-15% of total population with 2-5 referrals • 0-5% of total population with 6 or more referrals	The percentage of the school population with major referrals must be as follows: • 80-100% of total population with 0-1 referral • 0-15% of total population with 2-5 referrals • 0-5% of total population with 6 or more referrals

2019 RECOGNITION CRITERIA

3					
3. Provide 2018 CA School Dashboard color for suspension *Note: if your school site does not have a CA Dashboard suspension indicator for 2018, then a narrative that describes a downward suspension trend may be provided. This narrative must include suspension data and must represent at least two consecutive years ending in the 2018-19 school year. Examples Criteria 3 Video Link	NA	NA	2018 CA Dashboard suspension indicator should be either Yellow, Green, or Blue (see additional info below). If a school site falls in the **Orange** range, or **does not have a CA Dashboard color indicator** for suspensions, then a narrative that describes a downward suspension trend may be provided. This narrative must include suspension data and must represent consecutive years ending in the 2018-19 school year.	2018 CA Dashboard suspension indicator should be either Green or Blue (see additional info below). If a school site falls in the **Yellow** range, or **does not have a CA Dashboard color indicator** for suspensions, then a narrative that describes a downward suspension trend may be provided. This narrative must include suspension data and must represent consecutive years ending in the 2018-19 school year.	

2019 RECOGNITION CRITERIA

3

Criteria 3 Suspension Reduction Description Example/Non Example:

Example 1: While our school's CA Dashboard indicator fell in the Orange range for the 17-18 school year, we have made significant reductions in suspensions this year. Through the first 120 days of school last year, our site had suspended 55 students. With virtually no change to our enrollment, our site has suspended 35 students through the first 120 days of school this year.

Non-Example: While our school's CA Dashboard indicator fell in the Orange range for the 17-18 school year, we have made significant reductions in suspensions through this year. We have begun implementing Check in Check out and have also increased student access to mental health services. These changes have resulted improved school climate and increased access to instruction. We are confident that these changes will result in our falling in the Green range on the suspension indicator of the CA Dashboard next

2019 RECOGNITION CRITERIA

4				
4. Action Plan Documentation *Note: the **TFI item identified for improvement must align with the action steps**. For example, item 1.1 address team composition, the action steps should address team composition **Example: Our Tier 1 Team will expand our operating procedures to address item 1.1. Deane will invite a classified staff representative to Tier 1 meetings and will recruit multiple parents by June 1, 2019* *Criteria 4 Video Link*	Report one TFI feature from **Tier 1** the PBIS team has identified to improve. Report the steps/action item(s) the team has identified to improve that feature (note the steps/action must align with identified TFI feature and must include who will do what when).	Report one TFI feature from **Tier 1** the PBIS team has identified to improve. Report the steps/action item(s) the team has identified to improve that feature (note the steps/action must align with identified TFI feature and must include who will do what when).	Report one TFI feature from **Tier 1** & one feature from **Tier 2 OR 3** the PBIS team has identified to improve. Report the steps/action item(s) the team has identified to improve **each** feature (note the steps/action must align with identified TFI feature and must include who will do what when).	Report one TFI feature from each tier (**Tier 1, 2, AND, 3**) the PBIS team has identified to improve. Report the steps/action item(s) the team has identified to improve **each** feature (note the steps/action must align with identified TFI feature and must include who will do what when).

2019 RECOGNITION CRITERIA

5				
5. Identify 2017-18 advanced Tier (i.e., Tier 2/3) intervention(s), how intervention progress is monitored, number of students receiving this intervention and percentage of those students responding to this interventions. **Tier 2 Example: a. Check in Check out, b. progress is monitored by summarizing daily progress report points, c. 45 students participated, d. 35 of the 45 (78%) responded to this intervention* **Tier 3 Example: a. School Based Wraparound, b. progress is monitored by summarizing discipline referrals and attendance rates, c. 4 students participated, d. 3 of the 4 (75%) responded to this intervention* *Criteria 5 Video Link*	NA	NA	1. Report at least one Tier 2 or 3 intervention 2. Define how progress is monitored for the identified intervention 3. Report the number of students participating in the identified intervention 4. Report the percentage of students responding to the identified intervention AND 70% of those students have responded to the above intervention.	**For Tier 2** 1. Report at least one Tier 2 intervention 2. Define how progress is monitored for the identified intervention 3. Report the number of students participating in the identified intervention 4. Report the percentage of students responding to the identified intervention AND 70% of those students have responded to the above intervention. **For Tier 3** 1. Report at least one Tier 3 intervention 2. Define how progress is monitored for the identified intervention 3. Report the number of students participating in the identified intervention 4. Report the percentage of students responding to the identified intervention AND 70% of those students have responded to

2019 RECOGNITION CRITERIA

6				
6. Evidence of Academic Impact **Note: Example data include but are not limited to: CA School Dashboard Data, MAP Data, SBAC interim assessment data, district assessment data, Graduation rates, A-G completion rates, curriculum based assessments. Note that trends can be for the school or for a target group (e.g., Low SES).* *Date trends must include consecutive years Criteria 6 Video Link	NA	NA	Write a short summary (100 words or less) of how the school has sustained and/or improved academic outcomes for the past 2+ school years (2017-2018 through 2018-2019). Report specific academic data verifying this academic trend.	Write a short summary (100 words or less) of how the school has sustained and/or improved academic outcomes for the past 3+ school years (2016-2017, 2017-2018, 2018-2019). Report specific academic data verifying this academic trend.

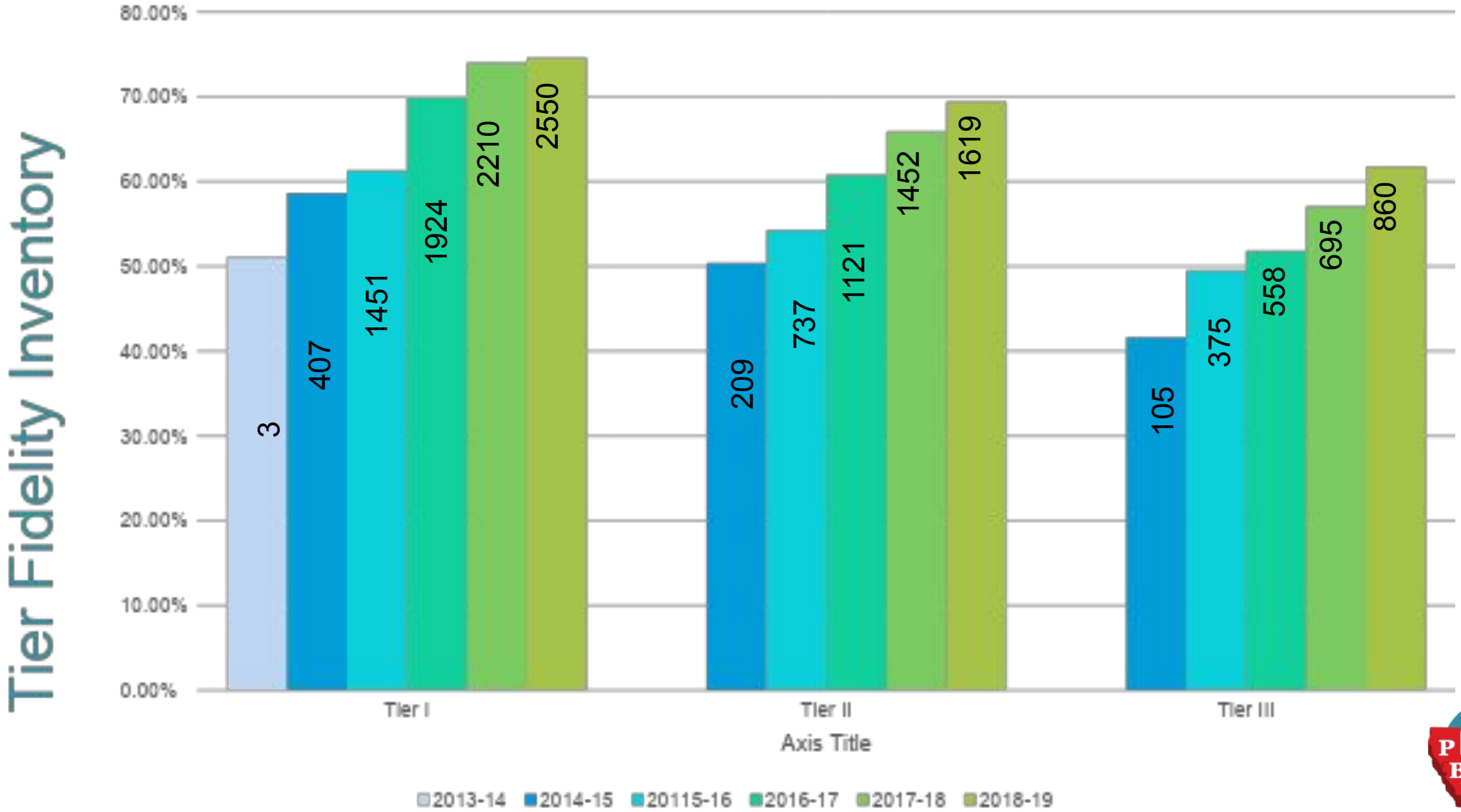
2019 RECOGNITION CRITERIA

7

7. School and Classroom Walkthrough Criteria 7 Video Link	External Reviewer has visited classrooms. **Samples of an EBP Classroom Walkthrough** Tool can be found HERE. EBP Classroom Assessments are based on the *Supporting and Responding to Behavior* document found HERE.	External Reviewer has visited classrooms. **Samples of an EBP Classroom Walkthrough** Tool can be found HERE. EBP Classroom Assessments are based on the *Supporting and Responding to Behavior* document found HERE.	External Reviewer has visited at least 10% of classrooms. Of those classrooms visited, 80% demonstrated at least 3 evidence-based classroom practices. **Samples of an EBP Classroom Walkthrough** Tool can be found HERE. EBP Classroom Assessments are based on the *Supporting and Responding to Behavior* document found HERE.	External Reviewer has visited at least 10% of classrooms. All classrooms visited demonstrated 4 or more evidence-based classroom practices. **Samples of an EBP Classroom Walkthrough** Tool can be found HERE. EBP Classroom Assessments are based on the *Supporting and Responding to Behavior* document found HERE.

Introduce and reinforce use of PBIS Assessments and Tier Fidelity Inventory (TFI)
Teach schools how to use PBIS Assessments and TFI

- (TFI) initial assessment to determine the extent to which a school is using (or needs) PBIS
- 70% or better school indicates a school has the systems in place to achieve and sustain outcomes
- Assessment to measure implementation at all three tiers of support, and a tool to guide action planning for further implementation efforts
- Evaluation of TFI Showed:
  - Strong construct validity for assessing fidelity at all three tiers
  - High usability for action planning
  - Strong relations with existing PBIS fidelity measures
  - Implications for accurate evaluation planning are discussed

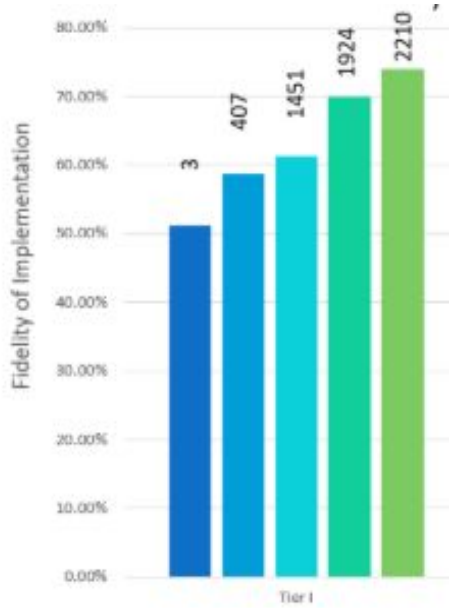

Tier Fidelity Inventory
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
3
407
1451
1924
2210
2550
209
737
1121
1452
1619
105
375
558
695
860
Tier I
Tier II
Tier III
Axis Title
2013-14
2014-15
20115-16
2016-17
2017-18
2018-19

Tier Fidelity Inventory

- (TFI) initial assessment to determine the extent to which a school is using (or needs) PBIS
- 70% or better school indicates a school has the systems in place to achieve and sustain outcomes
- Assessment to measure implementation at all three tiers of support, and a tool to guide action planning for further implementation efforts
- Evaluation of TFI Showed:
  - Strong construct validity for assessing fidelity at all three tiers
  - High usability for action planning
  - Strong relations with existing PBIS fidelity measures
  - Implications for accurate evaluation planning are discussed

PBIS Outcomes "A California Study":

- In a school implementing with fidelity,
  - A student is 37% less likely to have received 1 OSS
  - A Hispanic student is 33% less likely to have received 1 OSS
  - A student is 37% less likely to have received 1 or more OSS
  - A Black student is 28% less likely to have received 2 or more OSS
  - Is 35% less likely to lose a day to OSS
  - A student with a disability is 69% less likely to be referred to an alternative setting for disciplinary reasons



Journal of Exceptional Children
"Effect of SWPBIS on Disciplinary Exclusions for Students With and Without Disabilities" Gage, Grasley-Boy, Lombardo, 2017

External Review System

PBIS:ERATS

Login Register

The intent of the Authorized External Reviewer requirement is to:

1. Ensure teams have adequate coaching and support while taking the TFI
2. Ensure that the scores are meaningful for the purpose of recognition

An Authorized External Reviewer must complete the PBIS:ERATS and may hold any of the following roles:

1. An external PBIS coach (i.e. this person is not on staff at your school site)
2. A district level PBIS coach
3. A PBIS regional trainer/coach
4. Other professionals who are supporting your implementation and who are not members of your site PBIS team

Examples	Non-examples
• An External PBIS Coach • District Level Coach • Regional Trainer • MTSS Coach	• Classroom Teacher in your School • Administrator at your school • Classified site staff

CA PBIS Coalition

Watch Video

Back to Review Materials page...

Identify Areas for Technical Assistance

- Use data regionally:
  - Criteria for Recognition
  - Tier Fidelity Inventory

Tier I					
Subscale	**Item**	**Current Score**	**Action(s)**	**Person(s) Responsible**	**Timeline**
Teams	1.1 Team Composition				
	1.2 Team Operating Procedures				
Implementation	1.3 Behavioral Expectations				
	1.4 Teaching Expectations				
	1.5 Problem Behavior Definitions				
	1.6 Discipline Policies				
	1.7 Professional Development				
	1.8 Classroom Procedures				
	1.9 Feedback and Acknowledgment				

Celebrate Success of Schools Implementing PBIS

After five years of hard work, we now have every school recognized by the PBIS Coalition - Platinum, Gold, and two Silvers. Thanks for establishing an award we actually have to work toward to achieve, and that focuses on a continuous improvement model".

Standard School District

Paul Myers, Superintendent

"Among other like-districts in the State (enrollment 40,000), IUSD is obtained 100% participation in the Recognition process with 100% success at being recognized at the Bronze, Silver, Gold, and/or Platinum level". (40 Schools)

PBIS Coalition

Lessons Learned and Information Gained for Decision Making

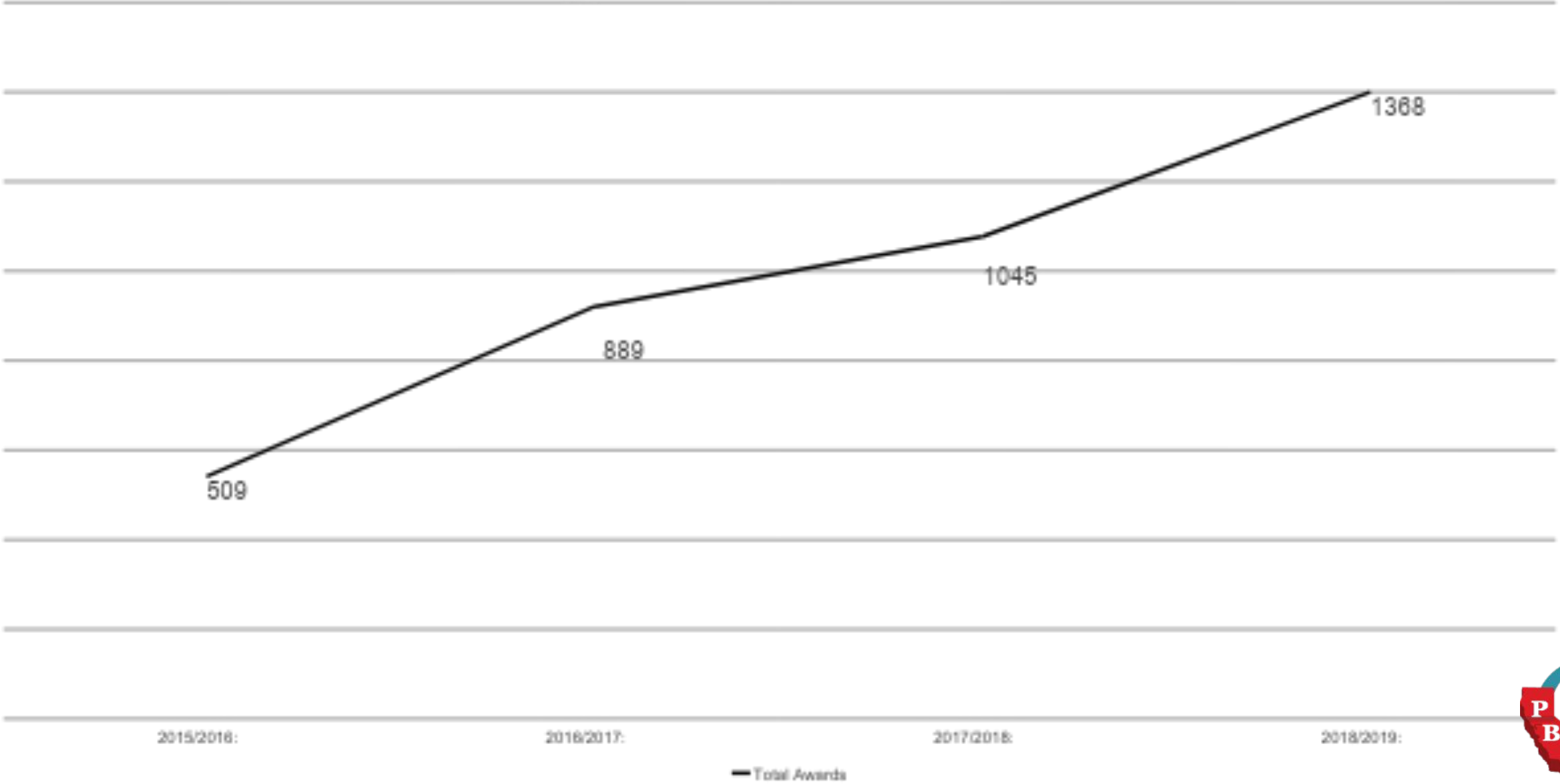
What does our data say about implementation of recognition?

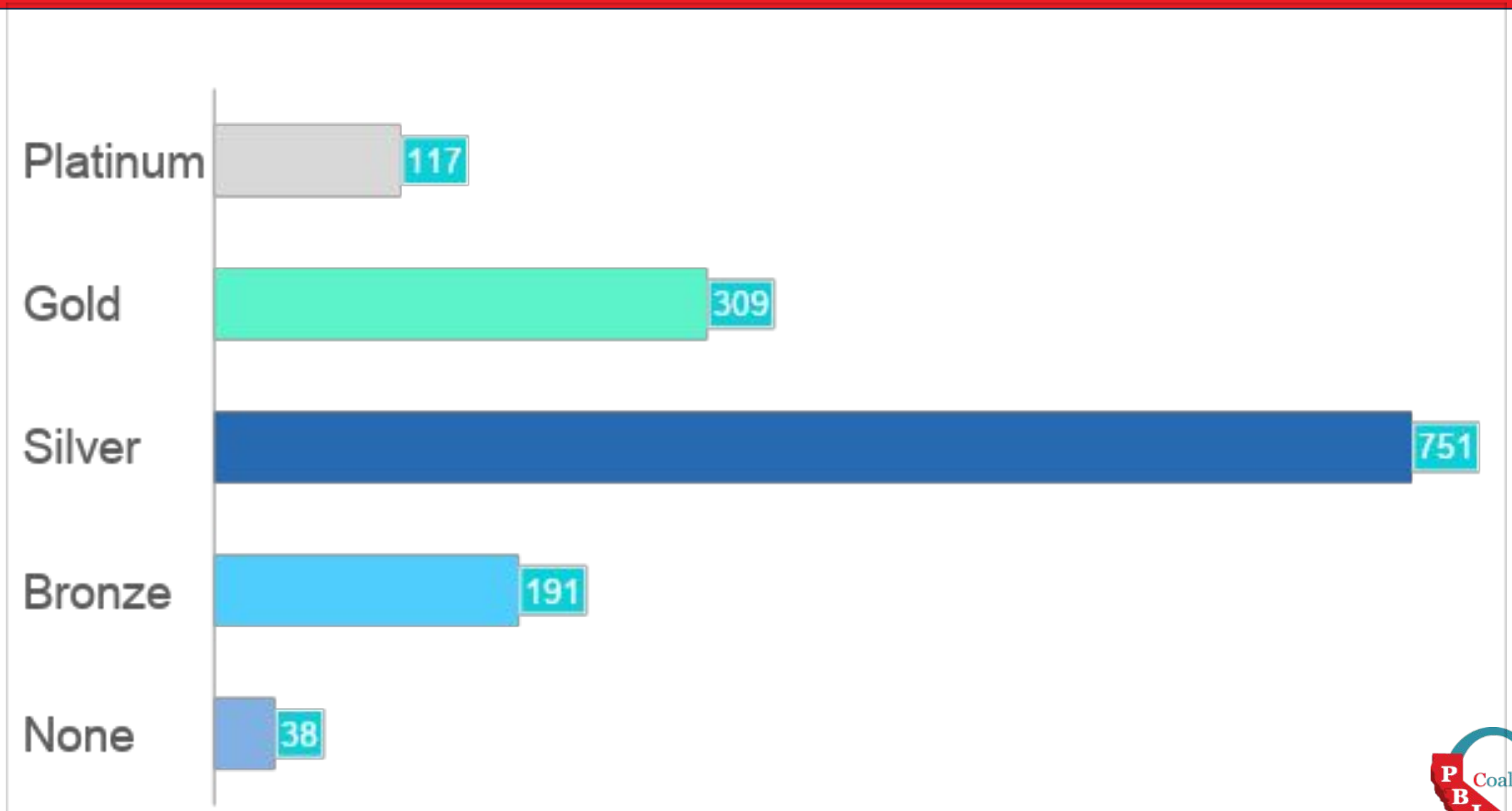
Make no doubt about it:

1. Recognition is important and takes some effort two things effort to coordinate
2. It is all about fidelity and student outcomes
3. Schools and staff are highly invested, like the rest of us, to be recognized for hard work.

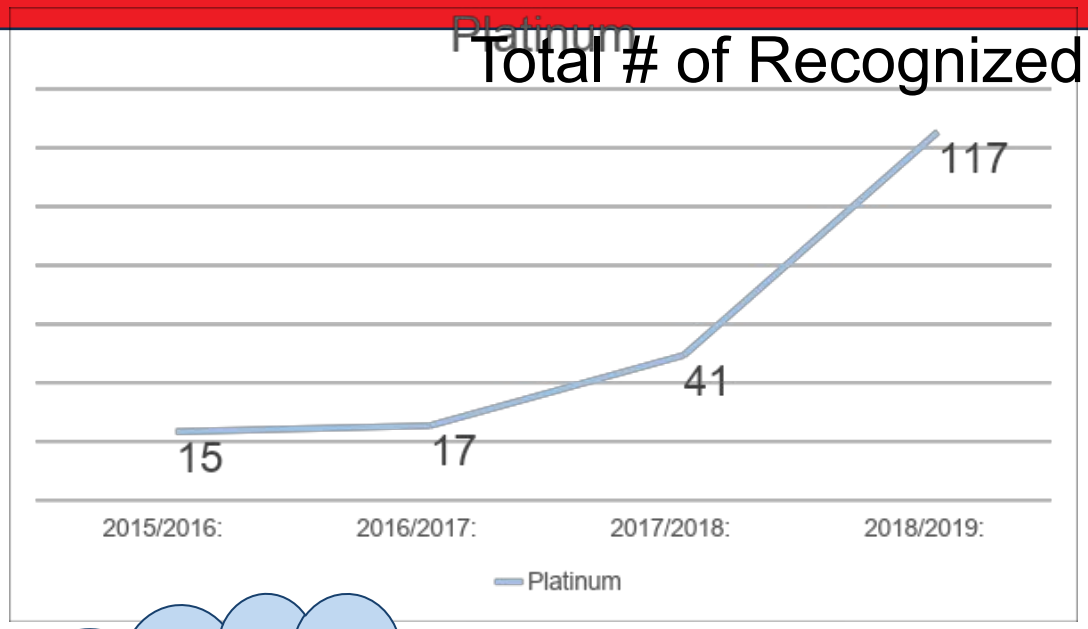
Now Let's Get Excited About Some Data!

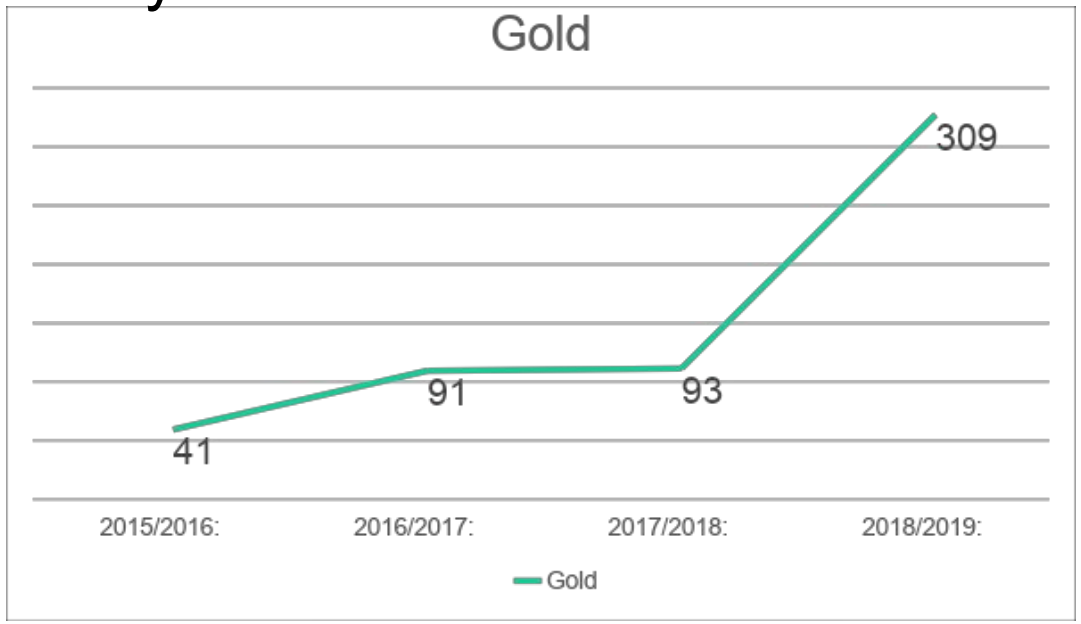
Total # of Recognized PBIS Schools: 2015/16 to 2018/19



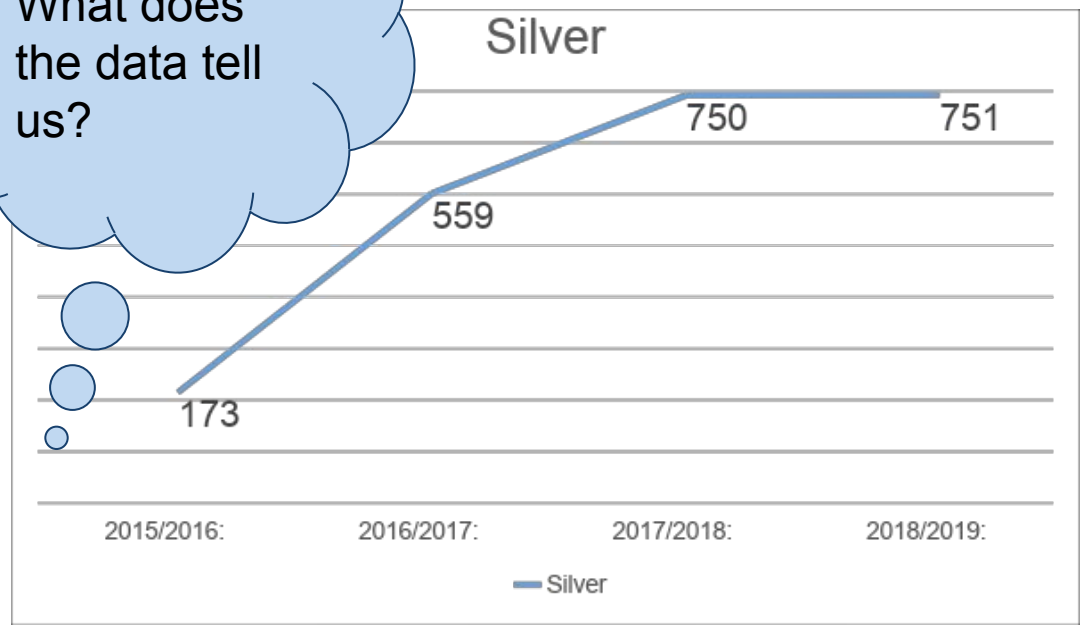

Platinum
117
Gold
309
Silver
751
Bronze
191
None
38

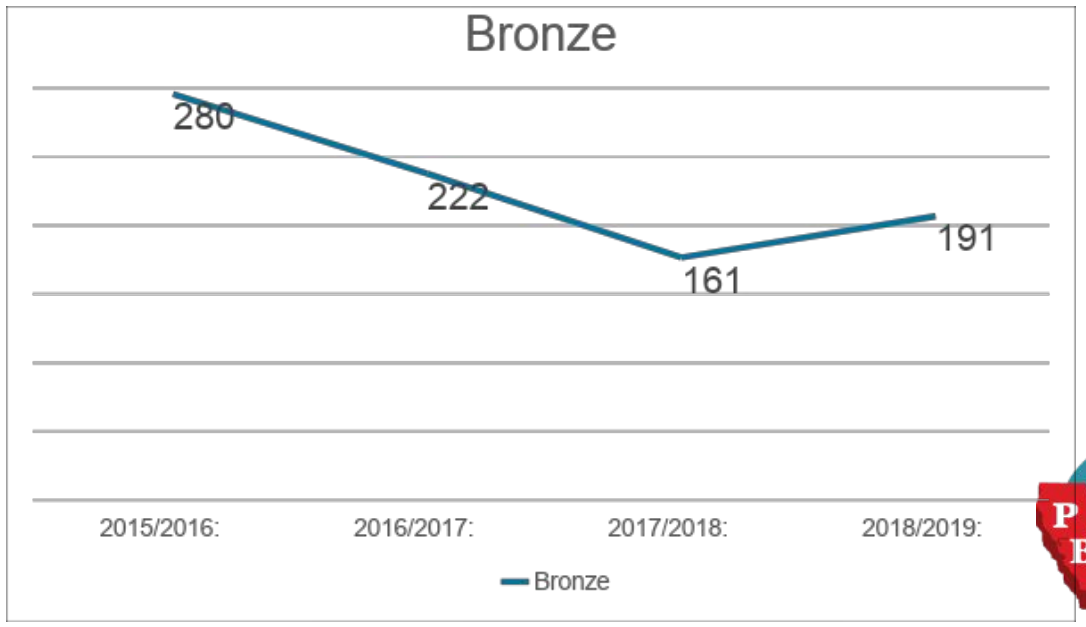
Total # of Recognized Schools by Medal 2016 - 2019

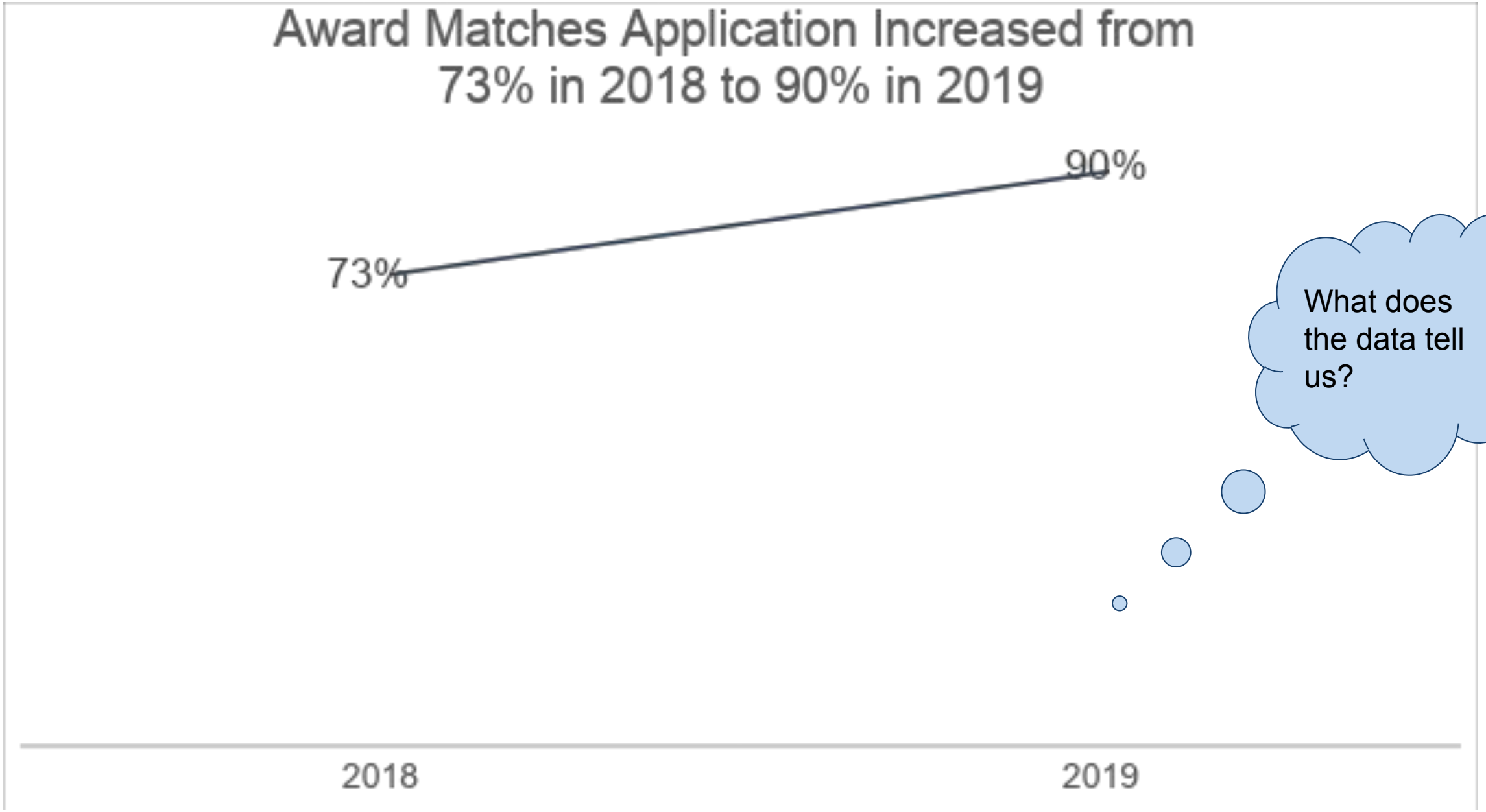




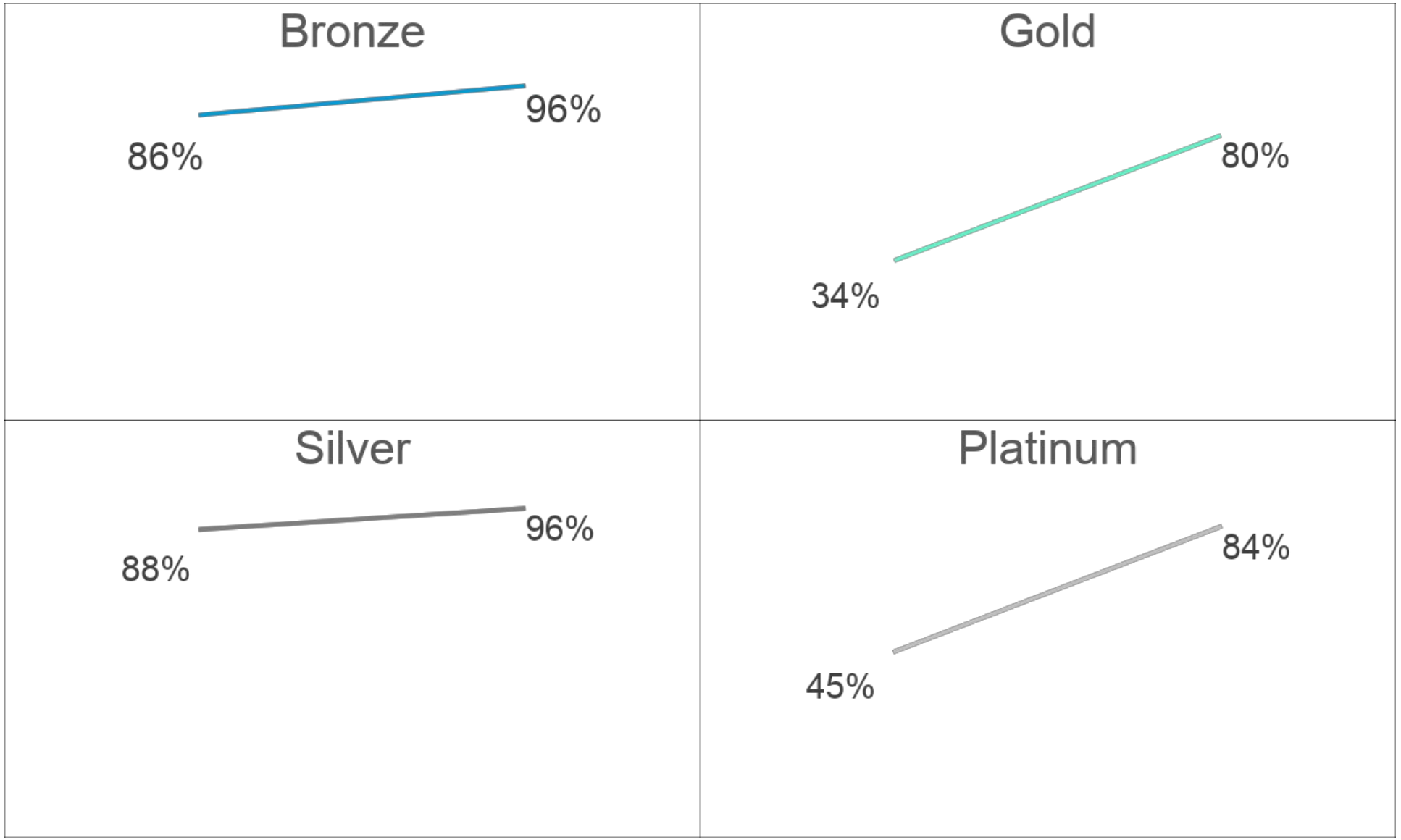
What does the data tell us?

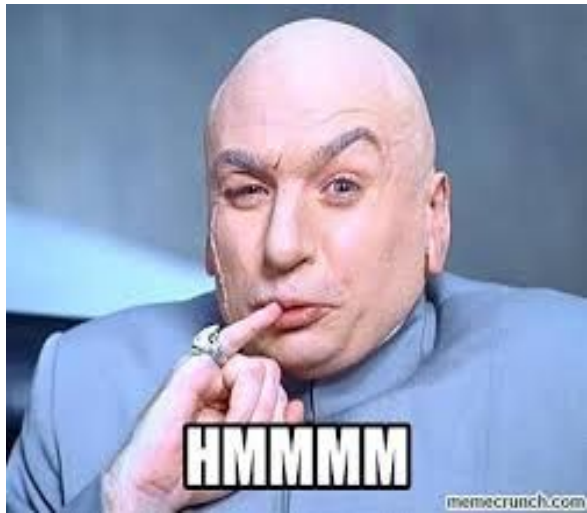





Award Matches Application Increased from 73% in 2018 to 90% in 2019
90%
73%
What does the data tell us?
2018
2019

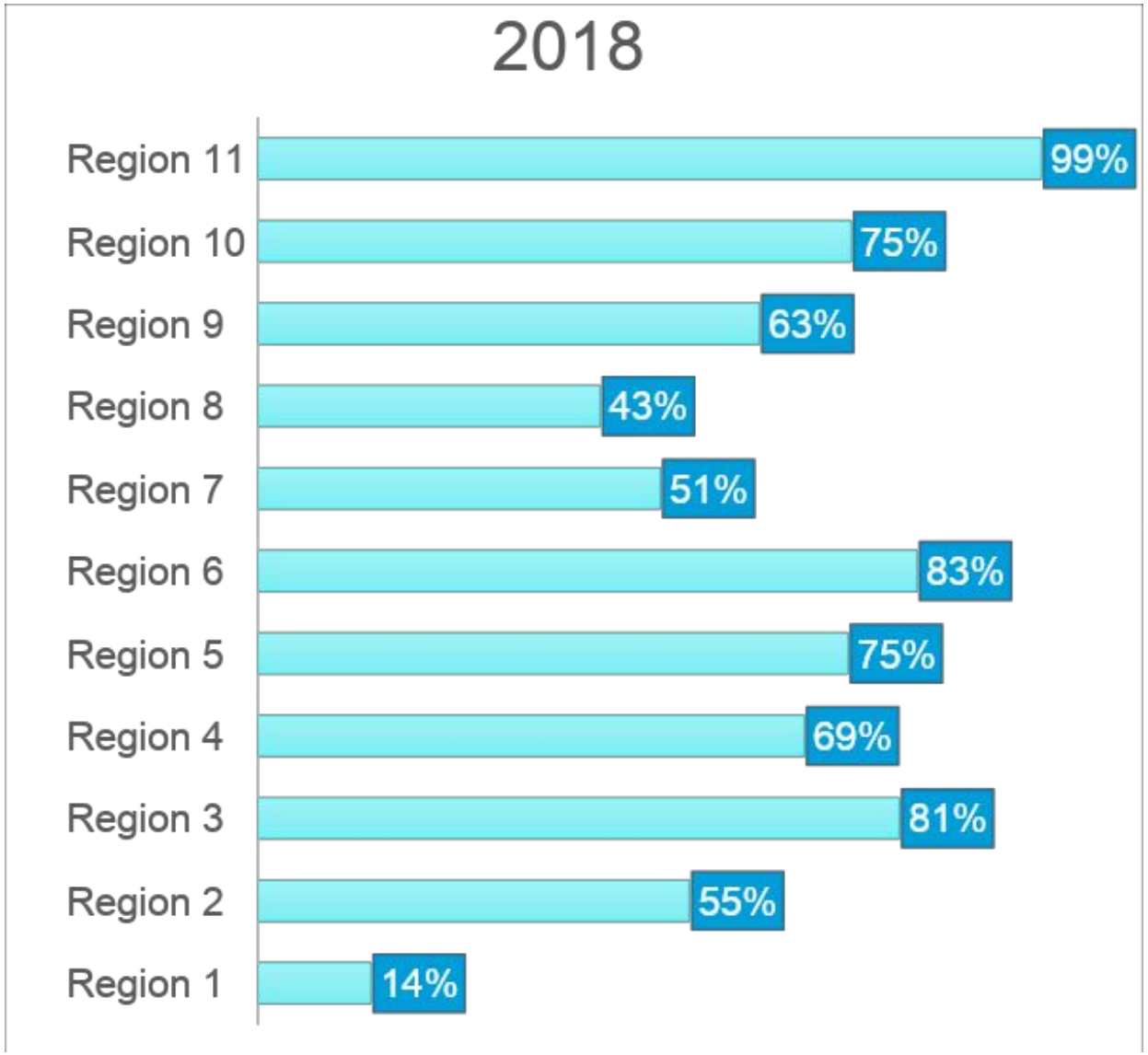
Award Match by Metal: 2018 to 2019

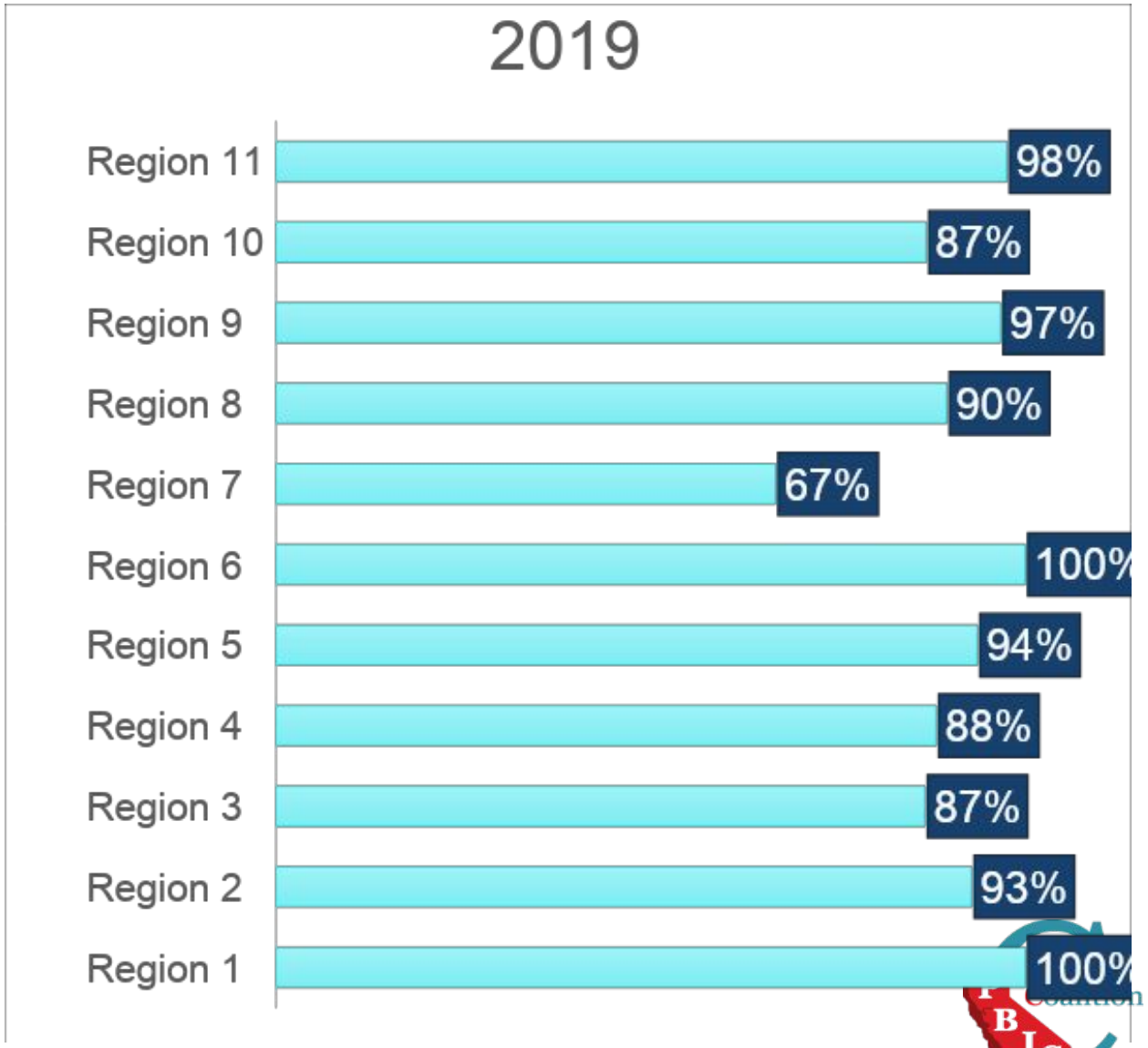




Where is PBIS being Implemented in CA and How are Schools Doing?

Percent Award Matched Application by Region





CPC State Recognition

2018/2019

Platinum Recognition (117 Schools)

Gold Recognition (309 Schools)

Silver Recognition (751 Schools)

Bronze Recognition (191 Schools)

Total: 1,420

PBIS Coalition

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October 28th and 29th

Post Conference October 30th

www.pbisca.org

CALIFORNIA PBIS COALITION

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California PBIS Coalition

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