

2014-2018 School Climate Transformation Grant Implementation Survey Summary

Prepared by Jen Freeman, Rob Horner, & George Sugai

OSEP TA Center on PBIS

March 2018

Background

In October 2014, the Office of Safe and Healthy Students funded 12 states and 71 districts to implement a Multi-tiered Behavior Support Framework. The National PBIS Technical Assistance (TA) Center has received funding to provide technical assistance to states and districts across sites.

To assess the ongoing technical assistance needs and implementation status across School Climate Transformation Grant (SCTG) recipients, the National PBIS Technical Assistance (TA) Center conducted implementation surveys three times per year (Nov, March, May) during the first year of the project, two times per year (Nov, March) during the second year, and once per year (March) for the duration of the project. All SEA and LEAs were sent a link to an online survey and asked to complete this information electronically.

The purpose of this report is to summarize these data from October 1, 2014 through March 30, 2018 and describe how the TA center is using this information to guide the ongoing organization of TA supports across sites.

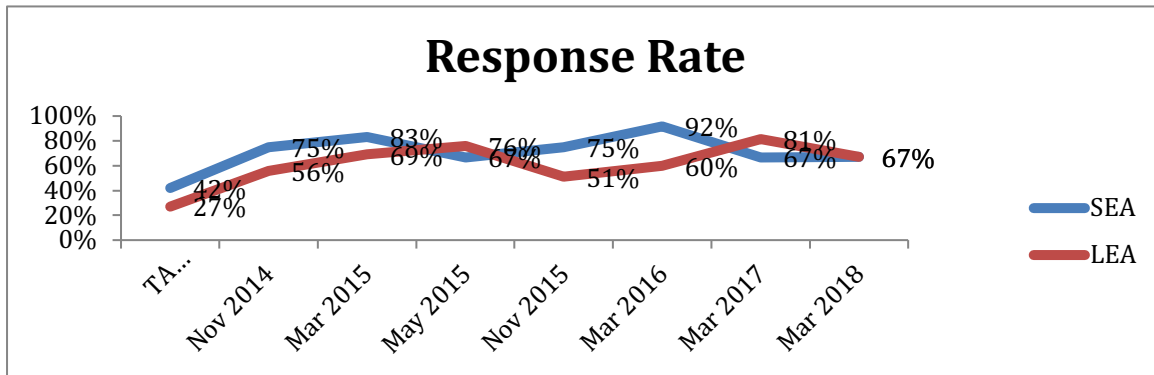
As of March 30, 2018, SCTGs are supporting work in at least 142 districts and 2404 schools.

	Elementary School	Middle Schools	High Schools	Other	Grade Span Not Reported	Districts
LEA	491	205	131	48	1054	70
SEA	218	138	101	19	0	72
Total	709	343	232	67	1054	142

Response Rate

Thank you to all SEA and LEA teams who submitted survey data. The TA center will continue to collect implementation survey data annually for the duration of the project, and we encourage SCTG recipients to continue discussions about TA needs with their TA providers as they arise.

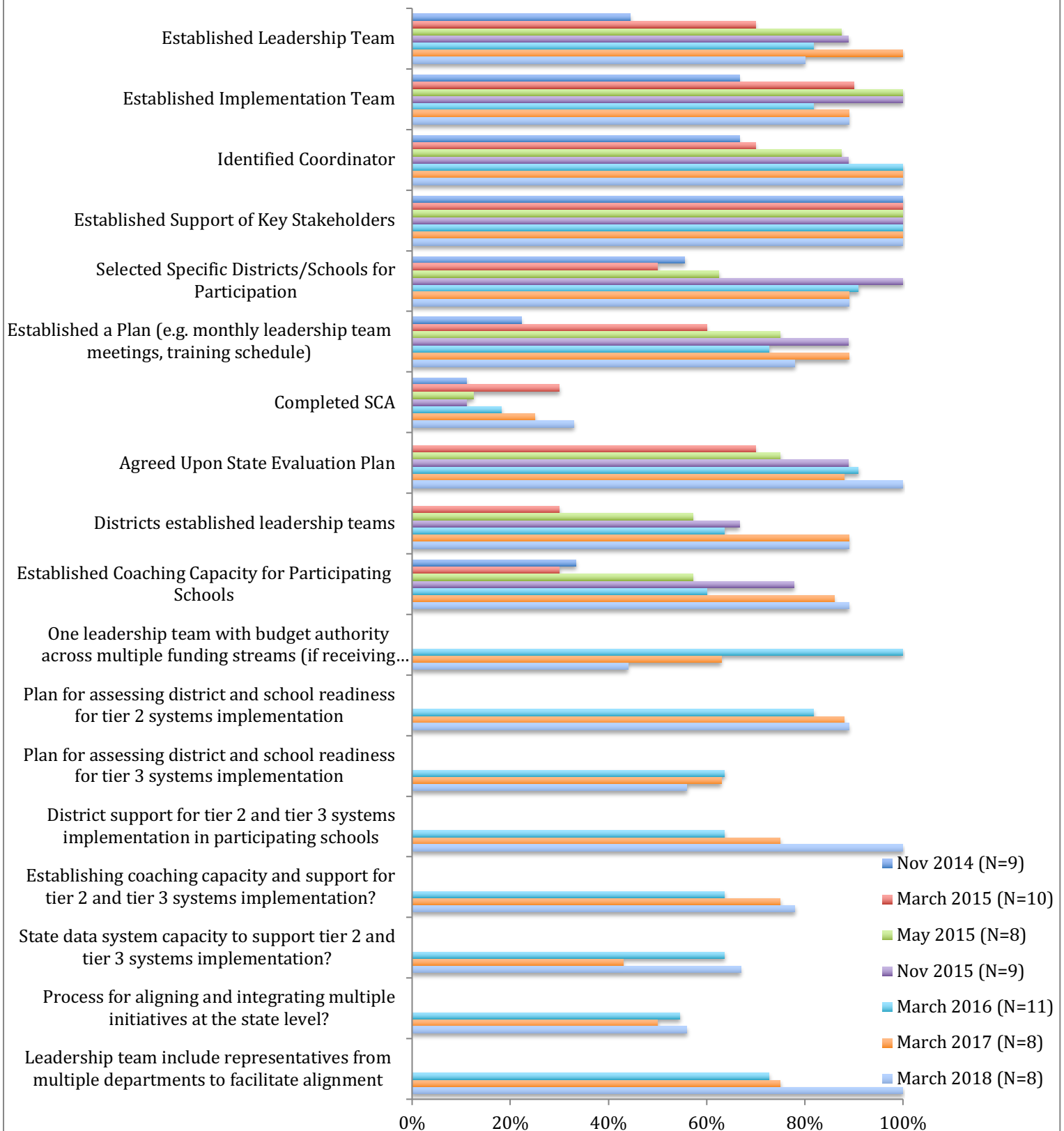
	TA Worksheet	Nov 2014 Survey	March 2015 Survey	May 2015 Survey	Nov 2015 Survey	March 2016 Survey	March 2017 Survey	March 2018 Survey
SEA	5/12 (42%)	9/12 (75%)	10/12 (83%)	8/12 (67%)	9/12 (75%)	11/12 (92%)	8/12 (67%)	8/12 (67%)
LEA	19/71 (27%)	40/71 (56%)	49/71 (69%)	54/71 (76%)	37/71 (52%)	42/70 (60%)	57/70 (81%)	47/70 (67%)



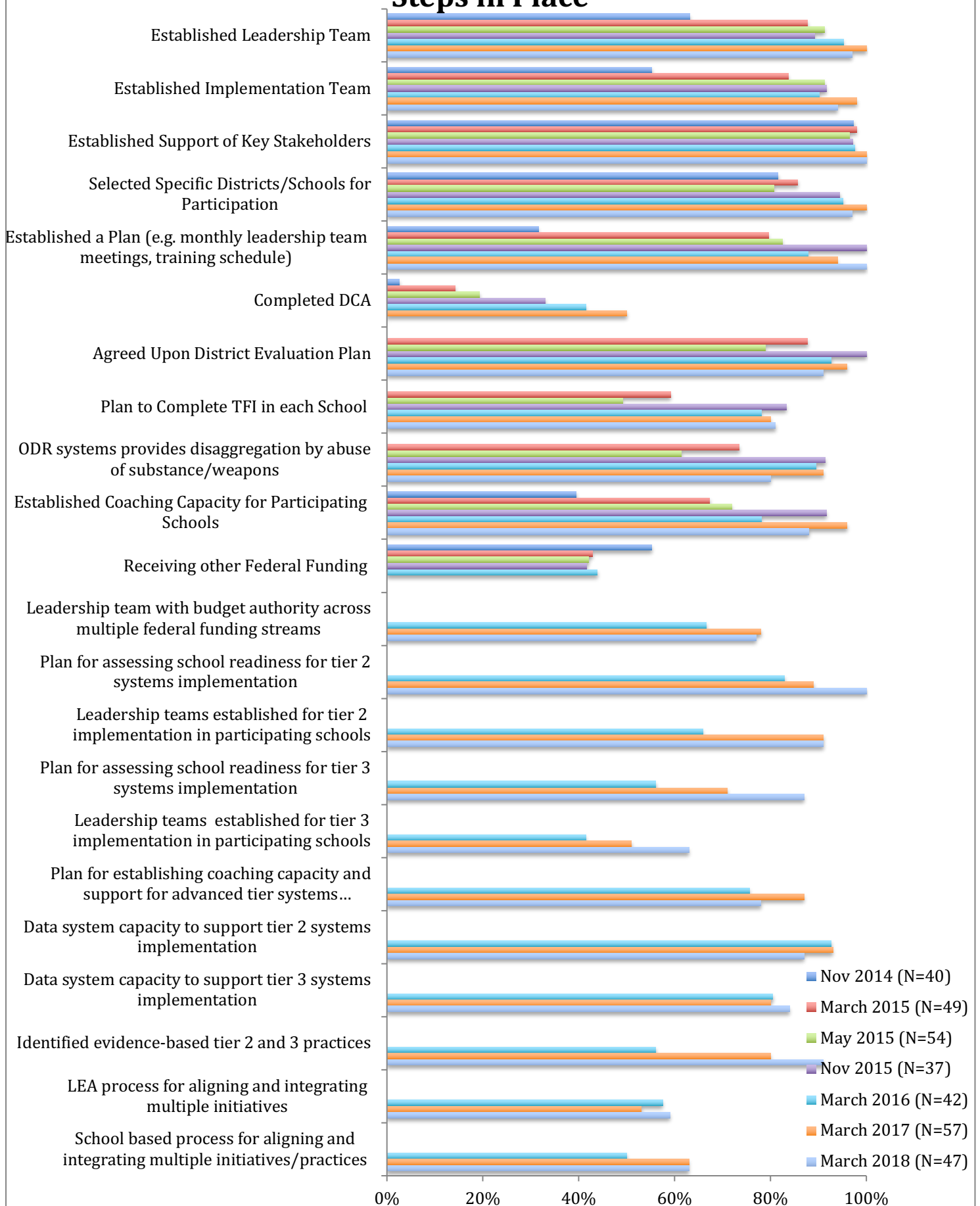
Results

In the following charts, we compare the results of implementation surveys from Nov 2014 to March 2018 in the areas of implementation steps taken and evaluation plan components. Additionally, we provide a summary of practices included in SEA and LEA implementation plans.

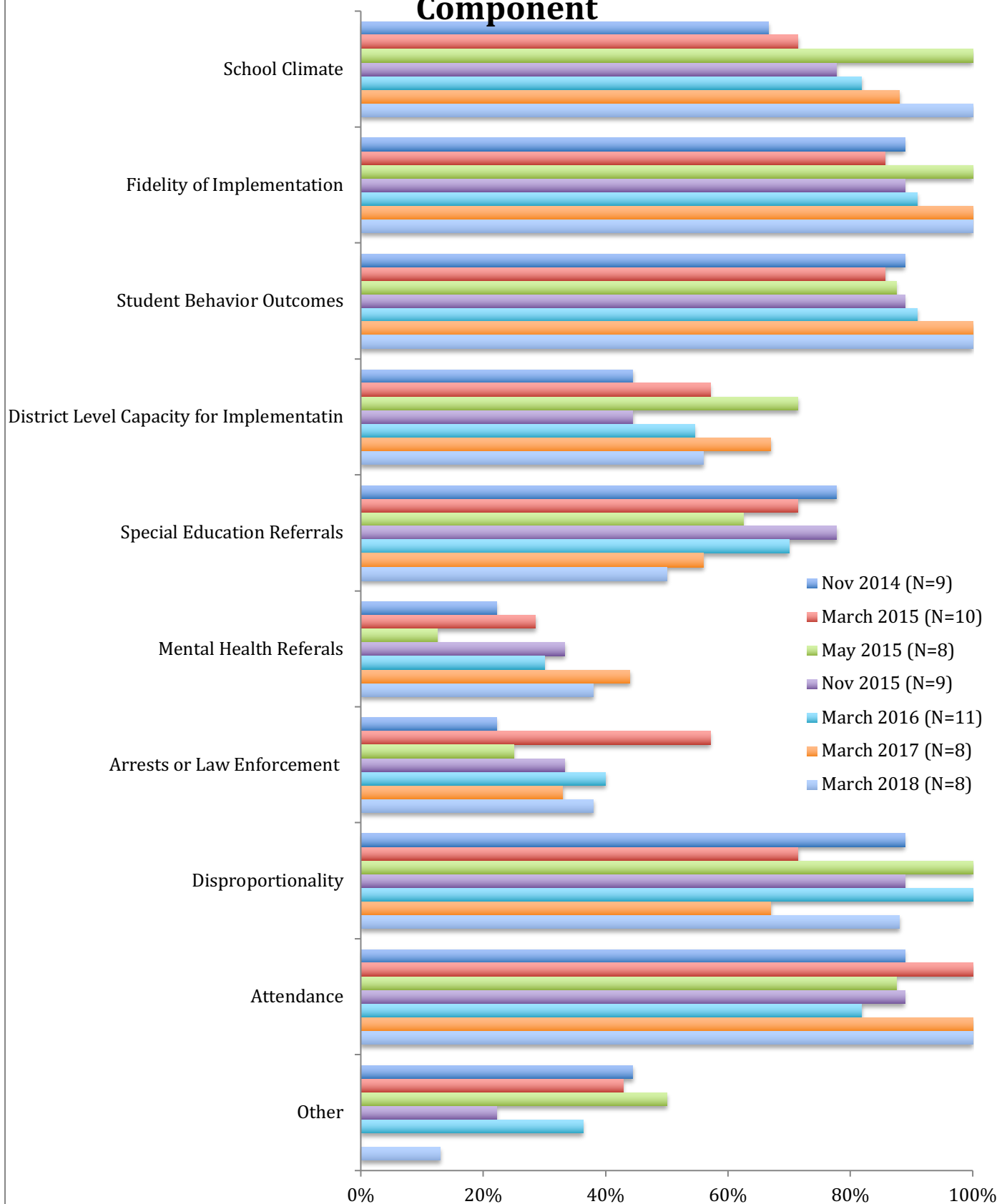
SEA: Percent of Sites Reporting Implementation Steps in Place



LEA: Percent of Sites Reporting Implementation Steps in Place



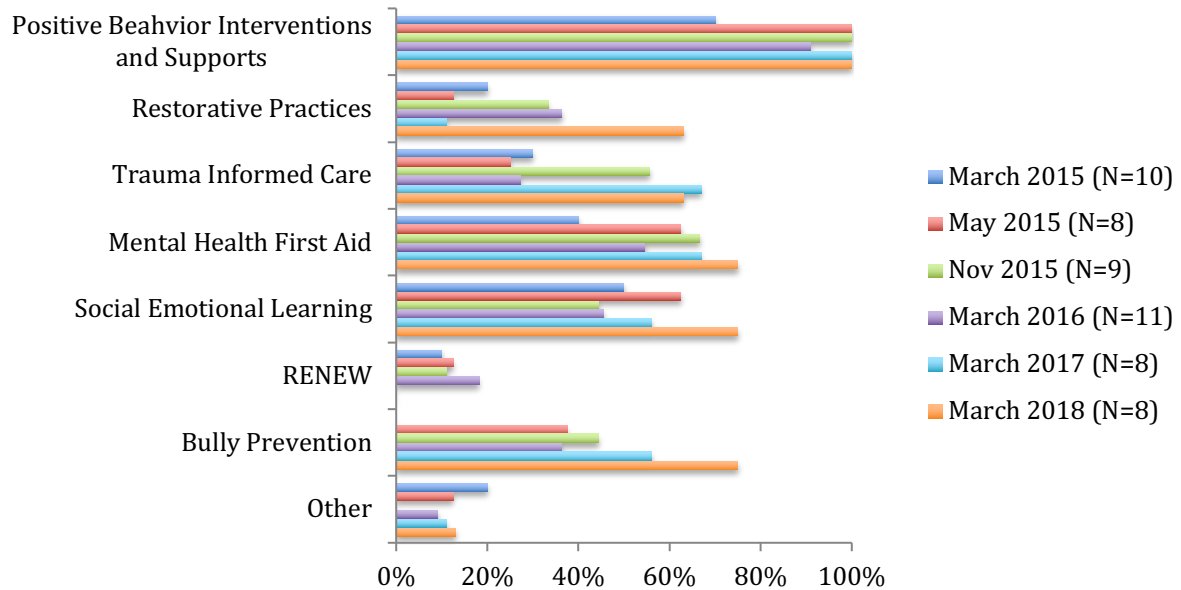
SEA: Percent of Sites Reporting Evaluation Plan Component



LEA: Percent of Sites Reporting Evaluation Plan Component

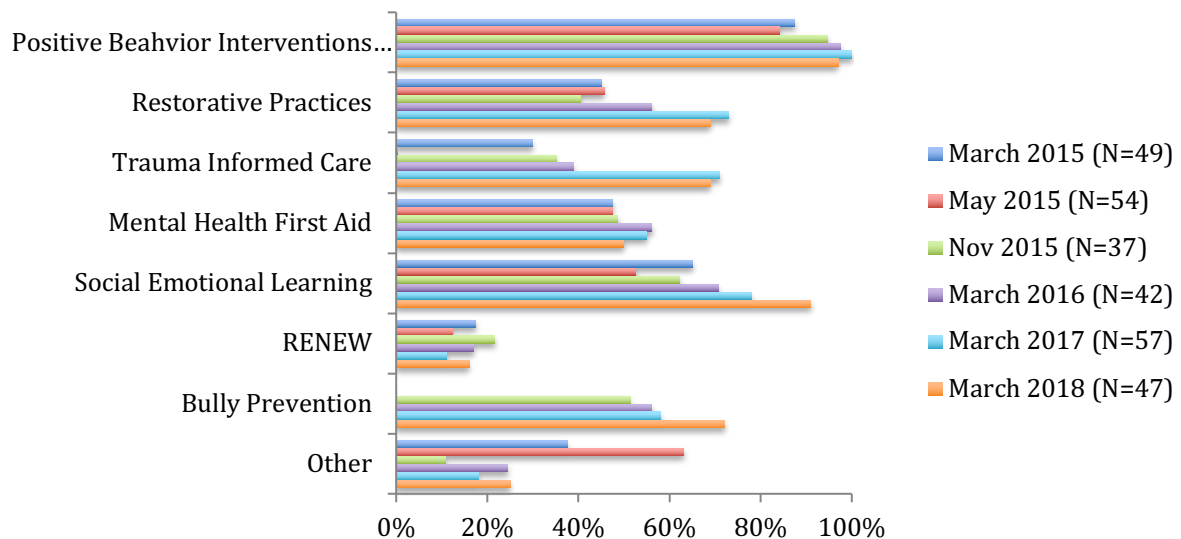


SEA: Percent of Sites Reporting Implementation Plan Component



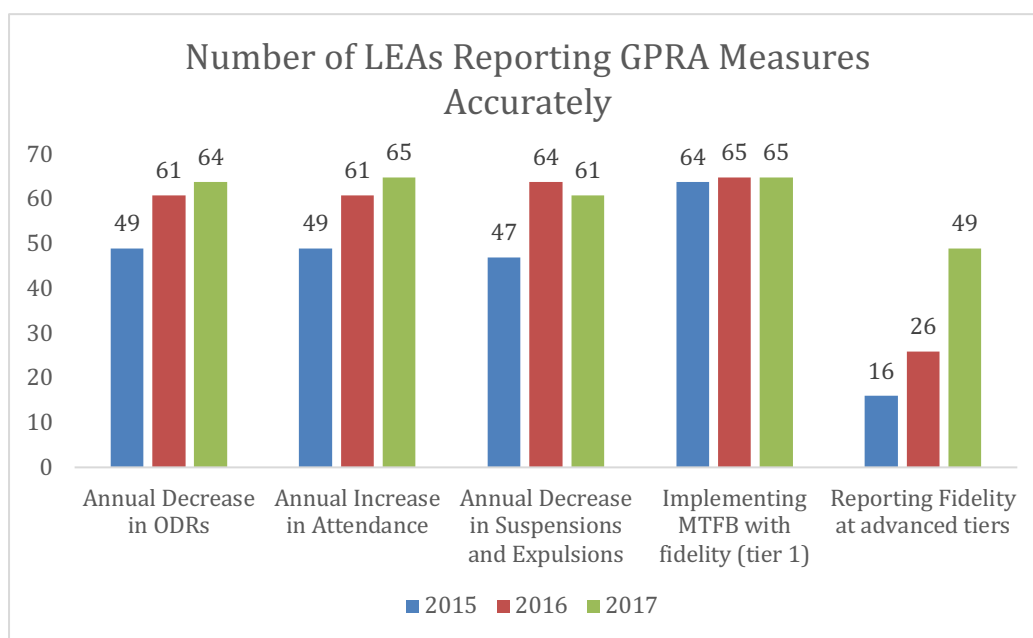
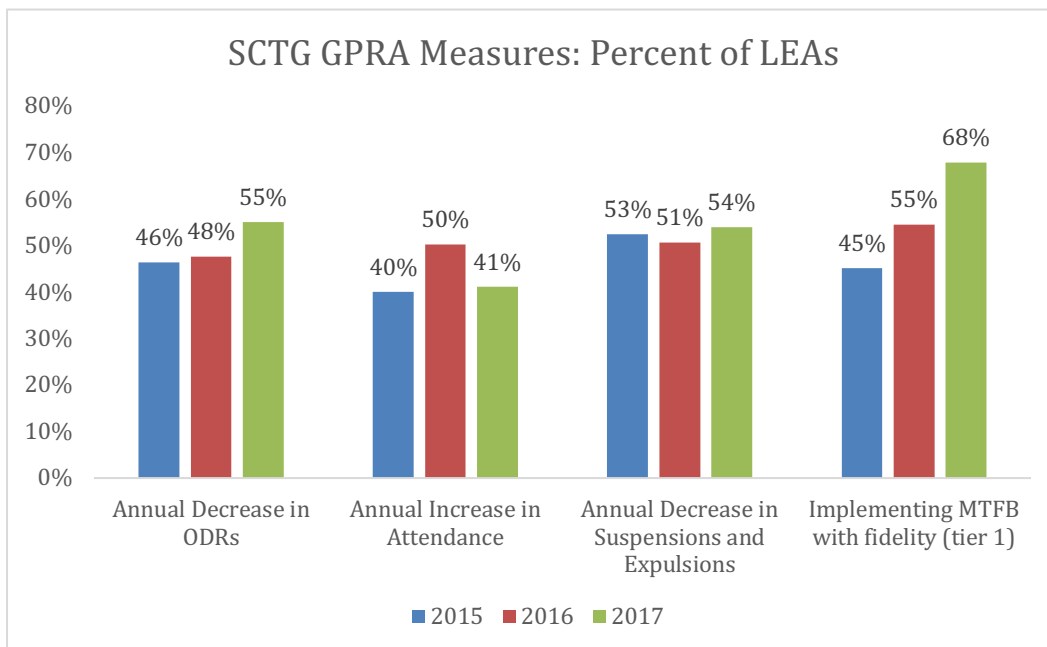
* Other includes: Violence Prevention, Family Engagement

LEA: Percent of Sites Reporting Implementation Plan Component



• Other includes: Universal Screener, SAP groups (Student Assistance Program), Prevention Dimensions, QPR, Hope Squads, Mindfulness, Conscious Discipline, Ripple Effects, The Leader in me, Suicide Prevention and Character Education, Educational Wraparound, Responsive Classroom, Diversity & Cultural Competence Training, Project Green Dot, Life skills, Second Step, Nonviolent crisis intervention, Boys Town Social Curriculum,

Implementation Outcomes: Annual Government Performance and Results Act Measures for LEA's.



Technical Assistance Data Summary

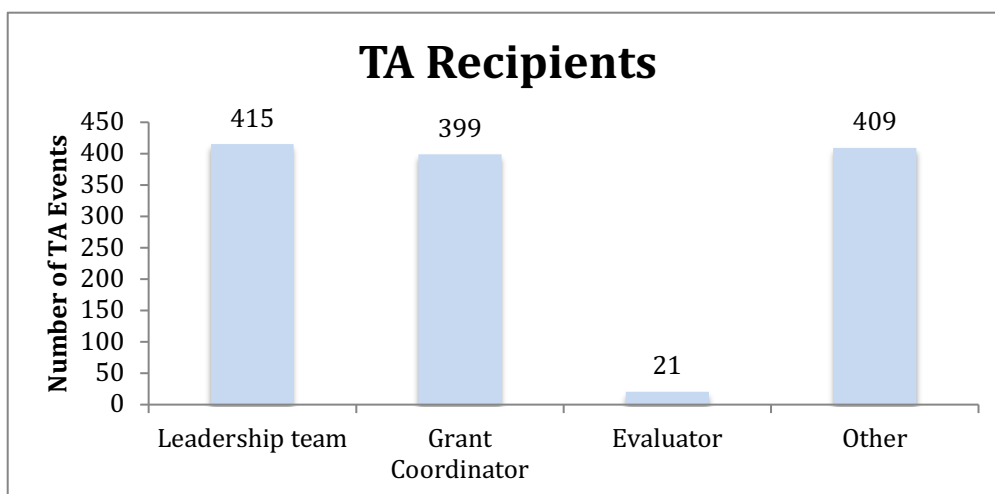
What is a TA Event?

TA support offered in person or electronically (web/email/phone) to one or more LEAs or SEAs which approximates 30 mins or more OR contains significant content information as determined by the TA provider.

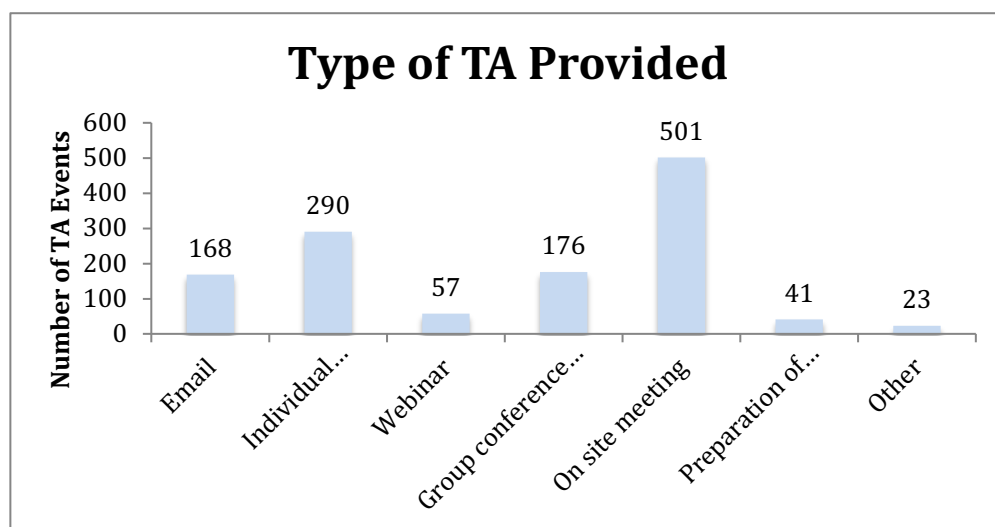
Number of TA Events to Date:

Total number of TA Events	1542
Number of unique LEAs contacted	71/71
Number of unique SEAs contacted	12/12 plus 3 additional states that have multiple LEA grants but no SEA grant

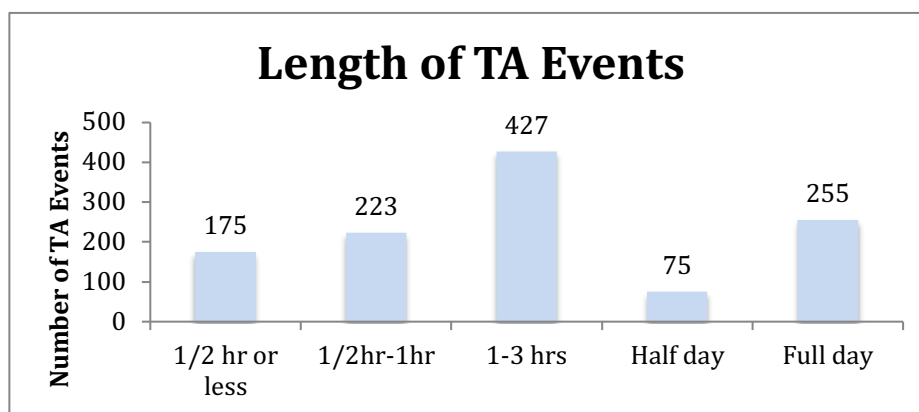
Who Received TA?



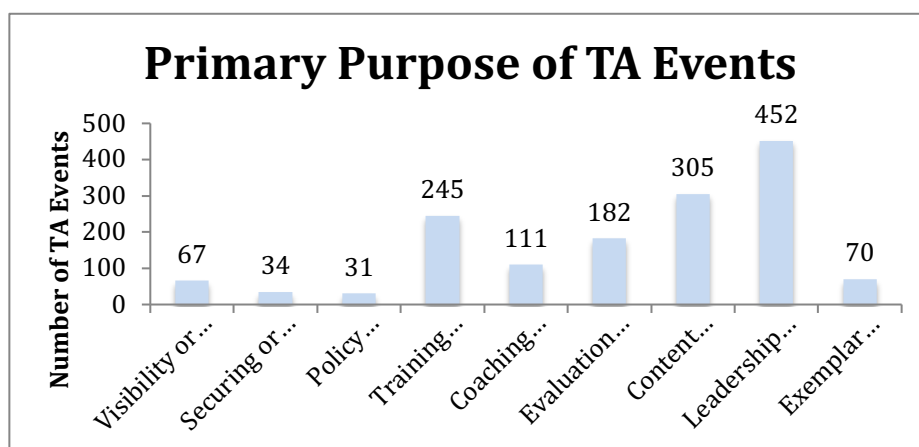
What Type of TA was provided?



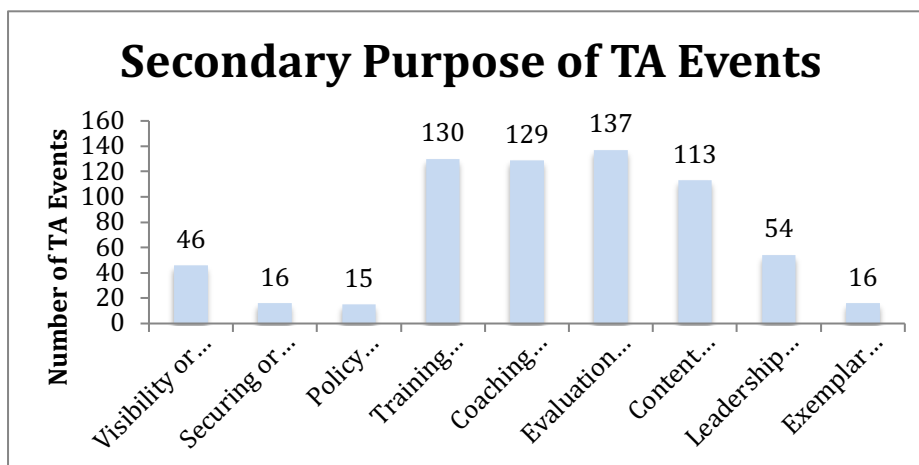
What was the length of TA events?



What was the primary purpose of TA events provided to date?



What was the secondary purpose of TA events provided to date?



Webinars

In addition to site-based TA, the National PBIS TA center has provided 18 webinars, and OSHS has provided 1 webinar available to all SCTG recipients. Three additional webinars are planned for this academic year. In addition, the TA center has

hosted 4 community of practice calls for SEA sites. Materials and videos of all webinars are available at <http://www.pbis.org/sctg/sctg-events>.

In the table below, the number of webinar attendees and the number of downloads for each webinar video are indicated. The webinar ratings by SEA and LEA attendees are summarized in the graphs below. In the final table suggestions for future webinar topics are summarized.

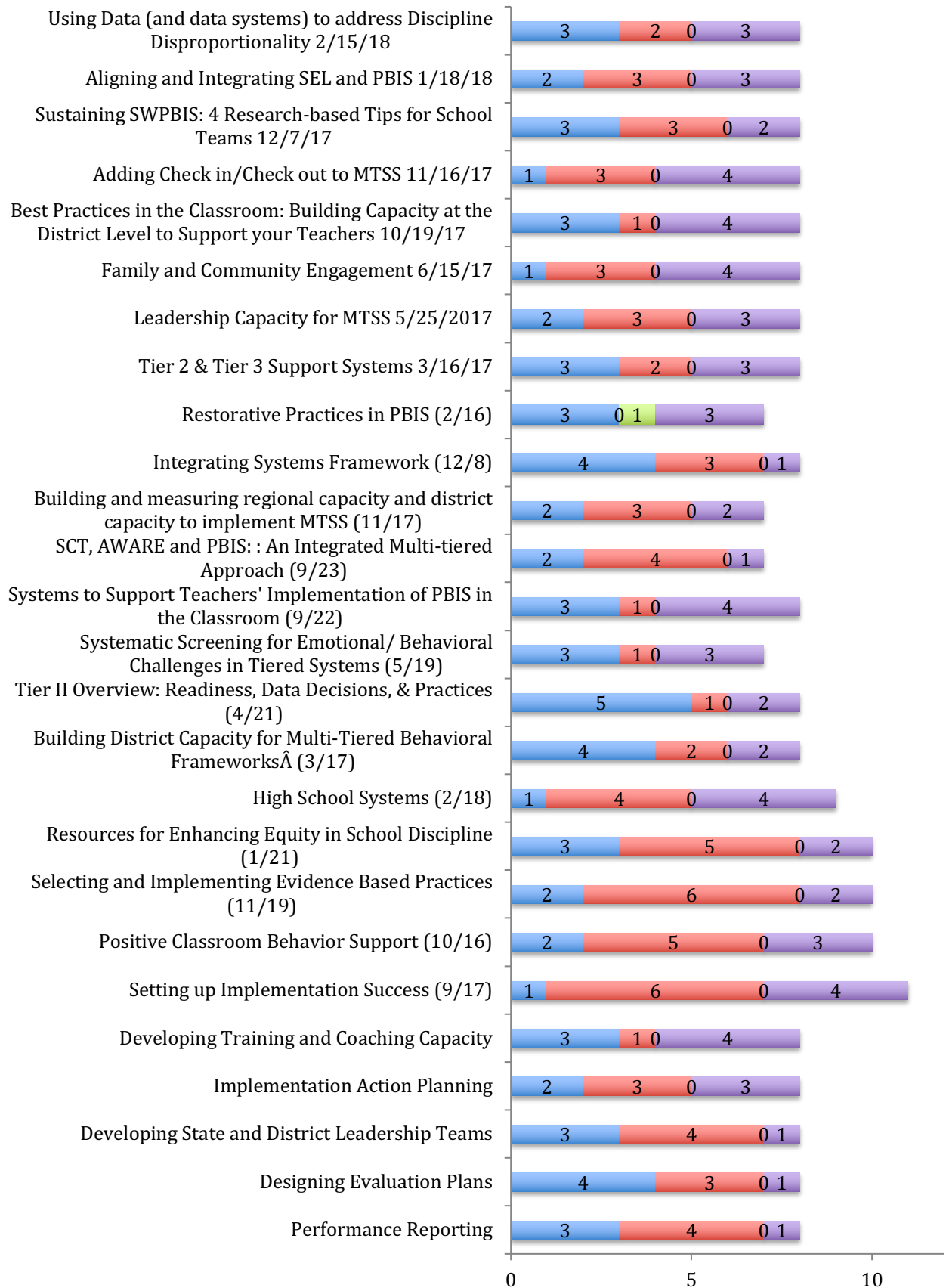
Webinar Topic	Number of Attendees	Number of Video Views/Material Downloads
Performance Reporting (1/22/15)	128	321/858
Designing Evaluation Plans (2/26/15)	105	270/821
Developing State and District Leadership Teams (3/19/15)	80	318/1065
Implementation Action Planning (4/23/15)	85	134/1773
Developing Training and Coaching Capacity (5/28/15)	70	273/1147
Setting up Implementation Success (9/17/15)		164/611
Positive Classroom Behavior Support (10/16/15)		580/1338
Selecting and Implementing Evidence Based Practices (11/19/15)		276/729
Resources for Enhancing Equity in School Discipline (1/21/16)		448/687
MTSS-B in High School: Evidence, Fidelity, and Engaging Staff (2/18/16)		343/626
Building District Capacity for Multi-Tiered Behavioral Frameworks (3/17/16)		306/445
Tier II Overview: Readiness, Data Decisions, & Practices (4/21/16)		357/553
Systematic Screening for Emotional/ Behavioral Challenges in Tiered Systems (5/19/16)		364/872
Systems to Support Teachers' Implementation of PBIS in the Classroom (9/22/16)	31	141/259
Building and Measuring Regional and District Capacity	16	52/101

to Implement MTSS (11/17/16)		
Interconnected Systems Framework (12/8/16)	30	148/254
Integrating Trauma Informed Support in MTSS (1/26/17)	63	143/271
Restorative Practices in PBIS (2/16/17)	62	57/359
Tier 2 and Tier 3 Support Systems (3/16/17)	43	311/650
Equity and MTSS (4/27/17)	38	416/577
Leadership Capacity for MTSS (5/25/17)	21	278/420
Family and Community Engagement (6/15/17)	27	378/2,728
Best Practices in the Classroom: Building Capacity at the District Level to Support your Teachers (10/19/17)	37	187 PPT: 382 Handout 1: 754 Handout 2: 171
Adding Check in/Check out to MTSS (11/16/17)	15	195 no material posted
Sustaining SWPBIS: 4 Research-based Tips for School Teams (12/7/17)	34	111/296
Aligning and Integrating SEL and PBIS (1/18/18)	53	200/437
Using Data (and data systems) to address Discipline Disproportionality (2/15/18)	25	311/650

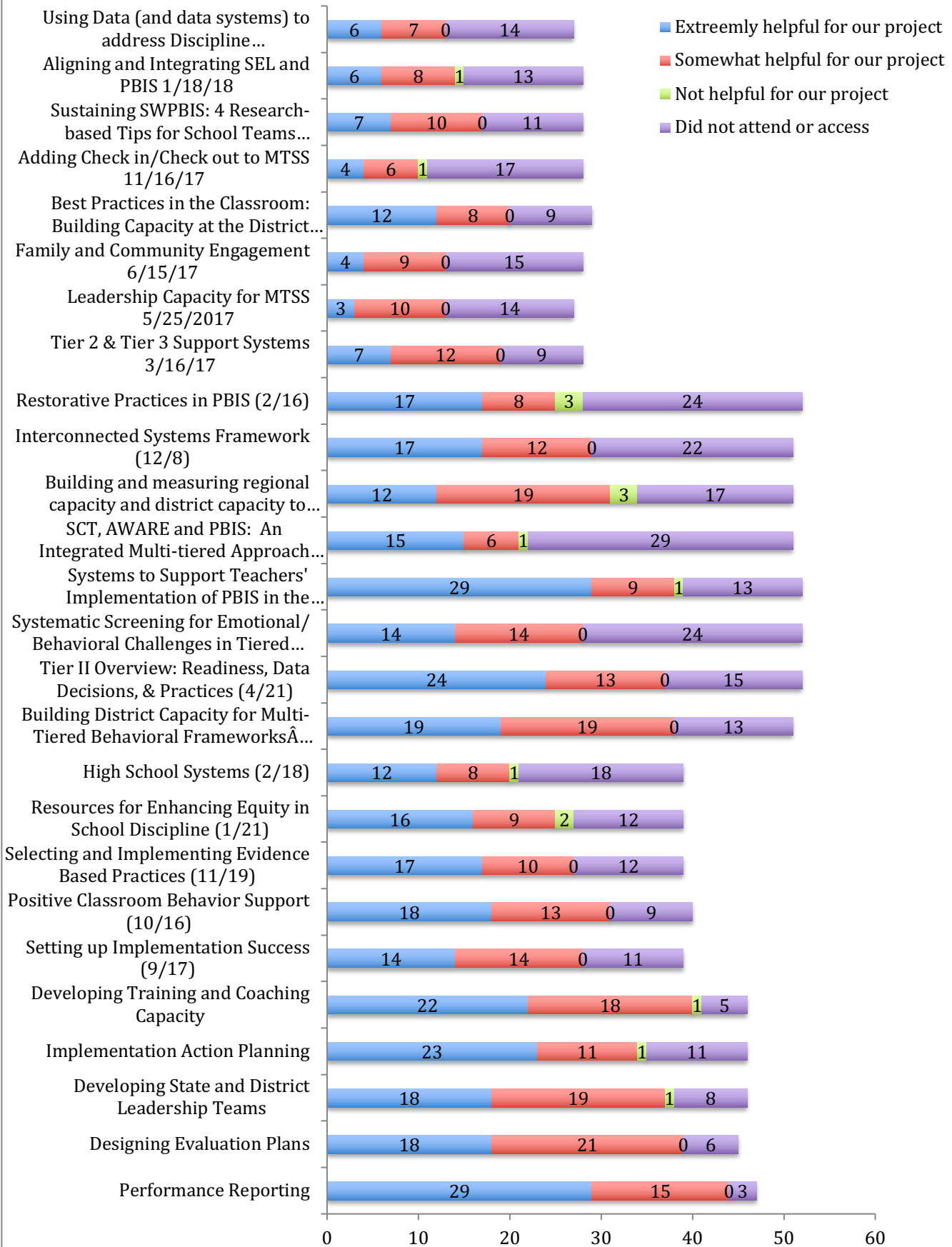
SEA Community of Practice Topic	Attendees	Number of Video Views
District Action Planning		
Aligning Multiple initiatives (6/10/16)	15	254
High school challenges (7/29/16)	12	223
Integrating AWARE, SCT, and PBIS at the district and state levels (9/23/16)	18	140
Rural challenges	18	82

SEA Webinar Ratings

- Extremely helpful for our project
- Somewhat helpful for our project
- Not helpful for our project
- Did not attend or access



LEA Webinar Ratings



In the following table, we summarize the suggestions provided by LEA and SEA participants.

Suggestions for Future Webinars	
SEA	LEA
<ul style="list-style-type: none"> • Solid team coaching practices (not necessarily focused on PBIS content) • Orientation to various state and/or district self-assessment tools and how to select • Integration of community supports (mental health, juvenile justice) within MTBF • Sustaining PBIS efforts at state and regional levels • Funding for coaching and TA supports • Ideas for consolidation of data collection platforms for tier 2 progress monitoring data 	<ul style="list-style-type: none"> • Additional tier 3 supports • High school implementation strategies for interdisciplinary strategies for teaching/reinforcing behavioral expectations • Sustainability • Definitely more about identifying and aligning Tier 2 and 3 supports • Issues associated with sustainability as we prepare for loss of grant funds • Associations between PBIS and school safety issues • Positive data sharing with staff-how to get and maintain staff/partners interest in PBIS • Trauma informed strategies to use in the classroom and then individually with students • Supports available beyond year 5 of SCTG funding • More on equity • Continued work on family engagement • Tier 2/3 coaching • Social emotional learning, alternatives to suspension, restorative justice • More on implementing the TFI • Cultural responsiveness • Disproportionality • More on alignment of PBIS with other initiatives such as school improvement • Tier 2/3 • District level leadership and alignment • School-based team structures and the problem solving process • More on building capacity to further support teachers and strategies used • Use of data to address supports and interventions • Sustainability and integration

Website

In addition to the webinar materials, the National TA center has provided a number of other documents and resources to all SCTG sites via <http://www.pbis.org/sctg>.

The main SCTG webpage has received 29,786 views and 27,152 visits. The following table lists available resources and the number of downloads for each.

Document Name	Number of Downloads
<u>2014-2017 School Climate Transformation Grant Implementation Survey Summary</u>	410
<u>Sustainability Self-Assessment for Tier 1 MTSS for school, LEA, and SEA teams</u>	3762
<u>Tier 2 Readiness Guide</u>	10493
2014-2016 School Climate Transformation Grant Implementation Survey Summary	482
Six Month TA Status Report	269
Computer Applications for Monitoring Student Outcomes: Behavior	1212
Measuring Performance within School Climate Transformation Grants	1665
SCTG-Multi-tiered Behavior Framework Overview and TA Support	1296
SCTG Technical Assistance Worksheet	909
SCTG TA PBIS overview: Coordination and Capacity-Building Technical Assistance for Multi-tiered Behavioral Frameworks	950
SCTG and Technical Assistance: Frequently Asked Questions	968
Use of SCTG Funds for Incentives and Communication Products	692
SCTG Baseline Data Summary	723

Project Directors Meeting

The National TA center has co-facilitated an annual project directors meeting as a pre-conference day aligned with the National Leadership Forum held in Chicago each fall. Topics have included multi-tiered behavioral systems, integration and alignment, equity, and implementing advanced tiers.

In the table below, suggested topics for future pre-conference days are summarized.

SEA	LEA
<ul style="list-style-type: none"> • Sustainability • How to address systems change alignment challenges at the SEA level • Organizing and using school level data to make district level decisions • How do we use results from multiple measures across multiple schools to plan at the district level? • Bring back George Sugai future of SCTG • Funding information • The last two have been fabulous—keep it up! 	<ul style="list-style-type: none"> • How schools are incorporating the SWIS data with their student information system so everyone lives in one data center, mental health supports and more information on successful programs at the high school level • *****Sustainability funding beyond the grant • High school implementation strategies • Coaching strategies at Tier 2/3 • Anticipating and addressing “plateaus” in long term implementation • Building capacity at the district level • How to integrate multiple initiatives (MTSS, PBIS, RP, SEL, etc.) LEA success stories • Association between PBIS and school safety issues • How students better internalize our expectations of behavior • Function of behavior in secondary students • Integration of instructional strategies with behavior strategies for secondary students • Cultural competency • Addressing staff turn over • Sustainability without administrator support • Supports available beyond 5 years of the grant • Tier 1 classroom practices • Coaching, how to train and coach coaches, coaching timelines, coaching best practices, coaching leadership team members to be peer, non-evaluative, coaches, how to establish a coaching culture on campus • Alternatives to suspension and restorative practices • Social emotional learning, alternatives to suspensions, restorative justice • Cultural responsiveness, • Financial resources to help sustain the work • How to ensure we don’t have silo effects • Final report • How to build coaching capacity within districts • Tips on high school implementation • Integrating mental health services into schools <p>* Indicates repeated request</p>

Summary and Next Steps

General Observations

Based on survey results from 2014-March 2018, we conclude with a few general observations:

SEA

1. The SEAs have succeeded in establishing leadership, coordination, and stakeholder coordination
2. Recent improvement has occurred in building state and district systems (e.g., coaching, data systems) for the implementation of tiers 2 and 3 and ensuring the leadership team include multiple stakeholders to facilitate alignment.
3. States have maintained the collection of School Climate, Implementation Fidelity, Student outcome, Disproportionality and Attendance data
4. States have plans for implementation, but continue to need more development of the technical support needed for improving alignment of multiple initiatives, and sustainability
5. All responding SEAs are focused on implementing PBIS with at least 60% also focused on Trauma Informed Care, Mental Health First Aid, and Social Emotional Learning. Implementing multiple initiatives will be a major area of focus.

LEA

1. The LEAs have made substantial improvement since 2014 on Leadership, coordination, school team development, information systems, coaching capacity, Tier I implementation, and launching Tier II/III implementation
2. Recent improvements have occurred in assessing school readiness for Tier II and Tier III systems and selecting evidence-based practices for advanced tiers.
3. Districts have become more focused on the collection and use of data, and are expanding the capacity of existing data systems to support Tier II/III implementation.
4. All district respondents are engaged in implementing PBIS, and at least 70% of LEAs area also focused on Restorative Practice Trauma Informed Care, Mental Health First Aid, and/or Social Emotional Learning
5. The LEAs have maintained gains in the quality and array of evaluation data they are collecting (school climate, fidelity, student outcomes, SPED referrals, Disproportionality, Attendance)
6. Sustaining current gains needs to be focus of support and TA during the final year of SCTG funding.

Technical Assistance

1. Technical Assistance is being directed primarily to SEA and LEA leadership teams and Coordinators. Most of the TA events are 1-3 hours in length and involve either Individual or On-site meetings.
2. Webinars and implementation materials continue to be accessed, and used, but the participation is becoming more targeted to sites specifically focused on the content of webinars and materials.

Next Steps

The TA center is using survey data across sites to inform the selection of webinar and conference session topics. Individual TA providers are using survey data to support the development of individualized action plans within sites. In addition to informing the organization of TA supports, the implementation survey will be used to track the progress of LEAs and SEAs as they work to develop MTBF implementation capacity.