C1 - Reporting, & Using State-level PBIS Data

Presenters:
Michael Lombardo
Rebecca Mendiola
Barbara Kelley

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?
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

668 New Schools in 2018/19 School Year
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 implementation 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
CALIFORNIA PBIS COALITION

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

CA Implemented Recognition System 2015

- Comprehensive Schools
- Alt Schools

Years:
- 2014-15
- 2015-16

Counts:
- 2014-15: 745
- 2015-16: 2,023
- 2015-16: 1,278
U.S. Schools Using PBIS

August 2019

CA Implemented Recognition System 2015
U.S. Schools Using PBIS
August 2019

CA Implemented Recognition System 2015
Support Elements of National Blueprint
# 2019 RECOGNITION CRITERIA

<table>
<thead>
<tr>
<th>Tiered Fidelity Inventory (TFI) entered online at PBIS Assessment.</th>
<th>Submit TFI online through PBIS Assessment account with an External Reviewer.</th>
<th>Submit TFI online through PBIS Assessment account with an External Reviewer.</th>
<th>Submit TFI online through PBIS Assessment account with an External Reviewer.</th>
<th>Submit TFI online through PBIS Assessment account with an External Reviewer.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>TFI must be completed with an authorized External Reviewer (the TFI must be completed after the ERAT training date)</em></td>
<td>Tier 1 TFI score of 40% or higher.</td>
<td>Tier 1 TFI score of 70% or higher.</td>
<td>Tier 1 TFI score of 70% or higher.</td>
<td>Tier 1 TFI score of 70% or higher.</td>
</tr>
<tr>
<td><em>External Reviewer must have completed ERAT Training during the 2017-18 or 2018-19 School year.</em></td>
<td>AND Tier 2 or 3 TFI score of 70% or higher.</td>
<td>AND Tier 2 TFI score of 70% or higher.</td>
<td>AND Tier 3 TFI score of 70% or higher.</td>
<td></td>
</tr>
</tbody>
</table>
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%

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

Criteria 2 Video Link
### Criteria 3

<table>
<thead>
<tr>
<th>3. Provide 2018 CA School Dashboard color for suspension</th>
<th>NA</th>
<th>NA</th>
<th>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.</th>
</tr>
</thead>
</table>

*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](#)
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 year.
### 2019 RECOGNITION CRITERIA

#### 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

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 1 &amp; one feature from Tier 2 OR 3</th>
<th>Each Tier (Tier 1, 2, AND, 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report one TFI feature from Tier 1 the PBIS team has identified to improve.</td>
<td>Report one TFI feature from Tier 1 &amp; one feature from Tier 2 OR 3 the PBIS team has identified to improve.</td>
<td>Report one TFI feature from each tier (Tier 1, 2, AND, 3) the PBIS team has identified to improve.</td>
</tr>
</tbody>
</table>

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 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 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).
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 intervention.

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

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 the above intervention.
## 2019 Recognition Criteria

### 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

<table>
<thead>
<tr>
<th></th>
<th>NA</th>
<th>NA</th>
<th>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.</th>
<th>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.</th>
</tr>
</thead>
</table>

Criteria 6 Video Link
<table>
<thead>
<tr>
<th>7. School and Classroom Walkthrough</th>
<th>External Reviewer has visited classrooms.</th>
<th>External Reviewer has visited classrooms.</th>
<th>External Reviewer has visited at least 10% of classrooms.</th>
<th>External Reviewer has visited at least 10% of classrooms.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria 7 Video Link</strong></td>
<td>Samples of an EBP Classroom Walkthrough Tool can be found <a href="#">HERE</a>.</td>
<td>Samples of an EBP Classroom Walkthrough Tool can be found <a href="#">HERE</a>.</td>
<td>Of those classrooms visited, 80% demonstrated at least 3 evidence-based classroom practices.</td>
<td>All classrooms visited demonstrated 4 or more evidence-based classroom practices.</td>
</tr>
<tr>
<td></td>
<td>EBP Classroom Assessments are based on the Supporting and Responding to Behavior document found <a href="#">HERE</a>.</td>
<td>EBP Classroom Assessments are based on the Supporting and Responding to Behavior document found <a href="#">HERE</a>.</td>
<td><strong>Samples of an EBP Classroom Walkthrough Tool</strong> can be found <a href="#">HERE</a>.</td>
<td><strong>Samples of an EBP Classroom Walkthrough Tool</strong> can be found <a href="#">HERE</a>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EBP Classroom Assessments are based on the Supporting and Responding to Behavior document found <a href="#">HERE</a>.</td>
<td>EBP Classroom Assessments are based on the Supporting and Responding to Behavior document found <a href="#">HERE</a>.</td>
</tr>
</tbody>
</table>
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

• (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

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

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>An External PBIS Coach</td>
<td>Classroom Teacher in your School</td>
</tr>
<tr>
<td>District Level Coach</td>
<td>Administrator at your school</td>
</tr>
<tr>
<td>Regional Trainer</td>
<td>Classified site staff</td>
</tr>
<tr>
<td>MTSS Coach</td>
<td></td>
</tr>
</tbody>
</table>

CA PBIS Coalition

Watch Video

School-wide PBIS Tiered Fidelity Inventory

External Reviewer Authorization Training

0:04 / 15:53

Back to Review Materials page...
Identify Areas for Technical Assistance

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

<table>
<thead>
<tr>
<th>Tier</th>
<th>Subscale</th>
<th>Item</th>
<th>Current Score</th>
<th>Action(s)</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teams</td>
<td>1.1</td>
<td>Team Composition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2</td>
<td>Team Operating Procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>1.3</td>
<td>Behavioral Expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.4</td>
<td>Teaching Expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.5</td>
<td>Problem Behavior Definitions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.6</td>
<td>Discipline Policies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.7</td>
<td>Professional Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.8</td>
<td>Classroom Procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.9</td>
<td>Feedback and Acknowledgment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)
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

- 2015/2016: 509
- 2016/2017: 889
- 2017/2018: 1045
- 2018/2019: 1368
What does the data tell us?
What does the data tell us?

Award Matches Application Increased from 73% in 2018 to 90% in 2019
<table>
<thead>
<tr>
<th></th>
<th>Bronze</th>
<th>Gold</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>86%</td>
<td>96%</td>
</tr>
<tr>
<td>Match</td>
<td>80%</td>
<td>34%</td>
</tr>
<tr>
<td>Improv</td>
<td>84%</td>
<td>45%</td>
</tr>
</tbody>
</table>

**CALIFORNIA PBIS COALITION**

*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

**2018**
- Region 11: 99%
- Region 10: 75%
- Region 9: 63%
- Region 8: 43%
- Region 7: 51%
- Region 6: 83%
- Region 5: 75%
- Region 4: 69%
- Region 3: 81%
- Region 2: 55%
- Region 1: 14%

**2019**
- Region 11: 98%
- Region 10: 87%
- Region 9: 97%
- Region 8: 90%
- Region 7: 67%
- Region 6: 100%
- Region 5: 94%
- Region 4: 88%
- Region 3: 87%
- Region 2: 93%
- Region 1: 100%
CPC State Recognition

2018/2019
Platinum Recognition (117 Schools)
Gold Recognition (309 Schools)
Silver Recognition (751 Schools)
Bronze Recognition (191 Schools)
Total: 1,420
Presenters:
Michael Lombardo,
mlombardo@placercoe.k12.ca.us
Rebecca Mendiola,
rebecca.mendiola@sdcoe.net
Barbara Kelley,
barbara@pbiscaltac.org
CALL FOR PAPERS OPENS JUNE 2019

Miami, FL
Hyatt Regency Miami
March 11-14, 2020

For more information, visit: conference.apbs.org
2019 California PBIS Conference
Hyatt Regency Sacramento
October 28th and 29th
Post Conference October 30th
www.pbisca.org
Please Complete the Session Evaluation to Tell Us What You Thought of This Session

Three Ways to Complete Evaluation:

1) **Mobile App**:
   - Use this slide ONLY if this presentation is being given during the C block of sessions.
   - Delete this note and the other survey slides before submitting your final slide deck.

2) **Online**: Complete the evaluation online by downloading the evaluation form at http://www.

3) **QR Code**: Scan the code here (or in your program book) and chose your session from the dropdown Menu.
California PBIS Coalition

For more information and your closest technical assistance visit [www.pbisca.org](http://www.pbisca.org)