The PBIS Evaluation **Blueprint**:

Choosing Measures and District-Level Planning

2023 APBS Conference Jacksonville, FL - Session F05

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Session Description

This session will describe example measures of reach, process, capacity, fidelity, and outcomes described in the PBIS Evaluation Blueprint and examples of district evaluation planning procedures and schedules from districts at various stages of implementation.

Session Objectives

1. Review features of the PBIS Evaluation Blueprint
2. Identify popular and new measures of reach, process, capacity, fidelity, and outcomes available through PBISApps
3. Describe evaluation planning in two districts implementing PBIS

Presenter Introductions

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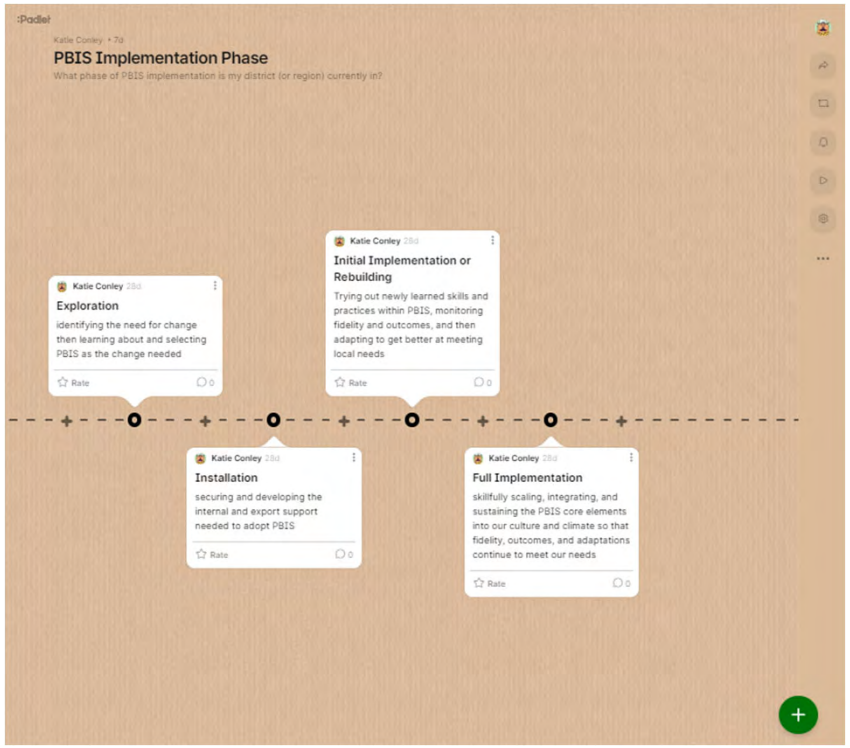
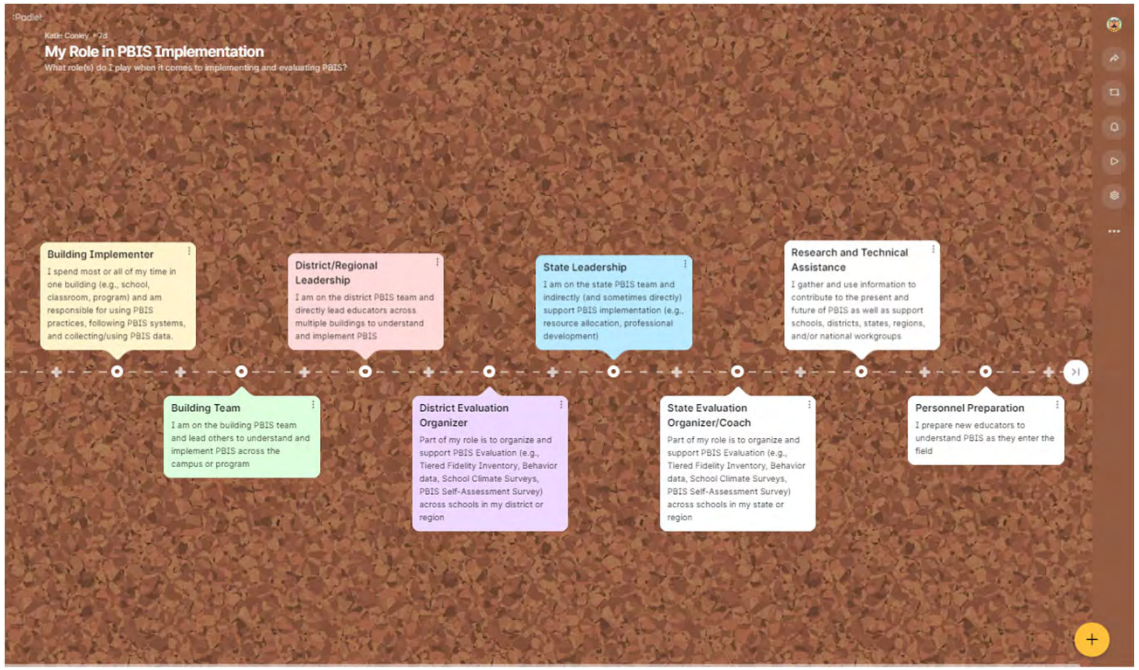
Session Expectations

Activity 1: Audience Intro and Roles



Padlet: https://padlet.com/kconley12/pbis-implementation-phase-c4qcl4bngz9b43w9

Activity 2: Where is my district (or region or state)?



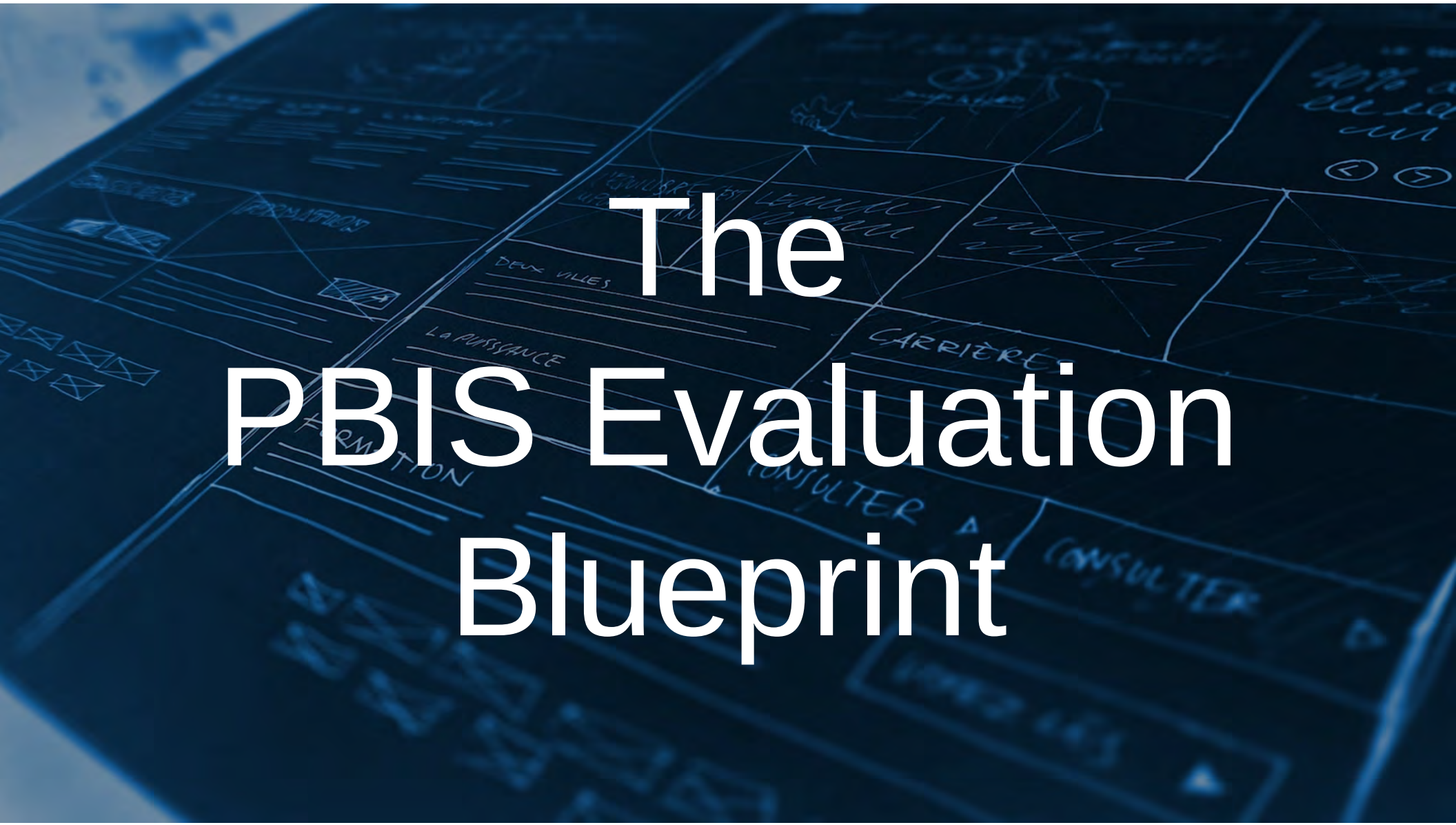
https://padlet.com/kconley12/my-role-in-pbis-implementation-equdwdql95qwux1b

Agenda

1. The PBIS Evaluation Blueprint

2. PBISApps Decision System Tools

3. Evaluation Stories from the Field



The PBIS Evaluation Blueprint

PBIS Evaluation Blueprint

Do Less Better!

Table 1. Common Evaluation Questions by Area and Measures

Area	Common Questions	Common Measures
Reach. Who is participating in PBIS?	• How many students/schools/districts/community organizations are involved? • To what extent has PBIS implementation scaled across the district/region/state? • To what extent has PBIS implementation sustained?	• Counts of schools • Counts of students
Process. What is happening with the PBIS initiative?	• What leadership team activities have been completed? • What PBIS professional development (i.e., training, coaching, evaluation) has been delivered? • To what extent was the professional development delivered with fidelity?	• DSFI/TFI Action plan completion • PD Calendar • PD activity evaluations • SISS: Stakeholder Input and Satisfaction Survey
Capacity. What is the ability of the organization to implement and sustain PBIS?	• What is the organization's capacity to implement and sustain PBIS? • What resources are available to support PBIS adoption, installation, and sustained implementation? • To what extent has PBIS implementation improved capacity for the organization to replicate, sustain, or scale up PBIS?	• DSFI: District Systems Fidelity Inventory • DCA/RCA/SCA: District/Regional/ State Capacity Assessment • SSFI: State Systems Fidelity Inventory
Fidelity. Are the core features of PBIS being implemented?	• What percent of implementing schools measured fidelity of implementation? (Tier 1, Tier 2, Tier 3) • To what extent is PBIS implemented as intended in schools? (Tier 1, Tier 2, Tier 3) • Are the specific practices within PBIS implemente intended? • What schools can serve as model schools for local implementation demonstrations?	• TFI: Tiered Fidelity Inventory • Team Meeting Fidelity Checklist • SEB Lesson Plan calendar
Outcomes. Is the initiative achieving valued outcomes and worth sustaining?	• To what extent do schools implementing PBIS with show desired changes in student outcomes? (e.g., rates, academic achievement, graduation, SEB out student satisfaction, equity) • To what extent do schools implementing PBIS with show desired changes in other areas of schooling? adult perception, staffing, policies)	

Planning

1. Identify the Purpose - Summative or Formative? How are we going to use the data?
2. Identify Key Stakeholders
3. Select the Evaluation Team - Who will be responsible for collecting, summarizing, and reporting out on the data.

Conducting Evaluations

Define the Timeline

Take into consideration personnel commitments as well as adequate time for collection, summarization, and decision making based on reports.

Choose your Measures

It's rare that one measure will capture all the data you're looking for.

Are you trying to measure student outcomes?

Are you trying to measure adult fidelity of implementation?

It's a great idea to explore the surveys that are available to you so that you can make an informed decision on which ones will be the best fit for your situation.

DO LESS BETTER

Reporting Evaluation Results

1. Introduction -

   Go over context, goals and objectives, introduce the key stakeholders, and the evaluation questions.

1. Process -

   Discuss which measures were used, how the data was collected, and how that data was analyzed.

3. Results -

   These will be tailored based on the specific context, goals, and measures used.

4. Summary and Recommendations -

   What is the status of the initiative, how successful is it, and what changes need to be made to improve it?

Using Results for Continuous Improvement

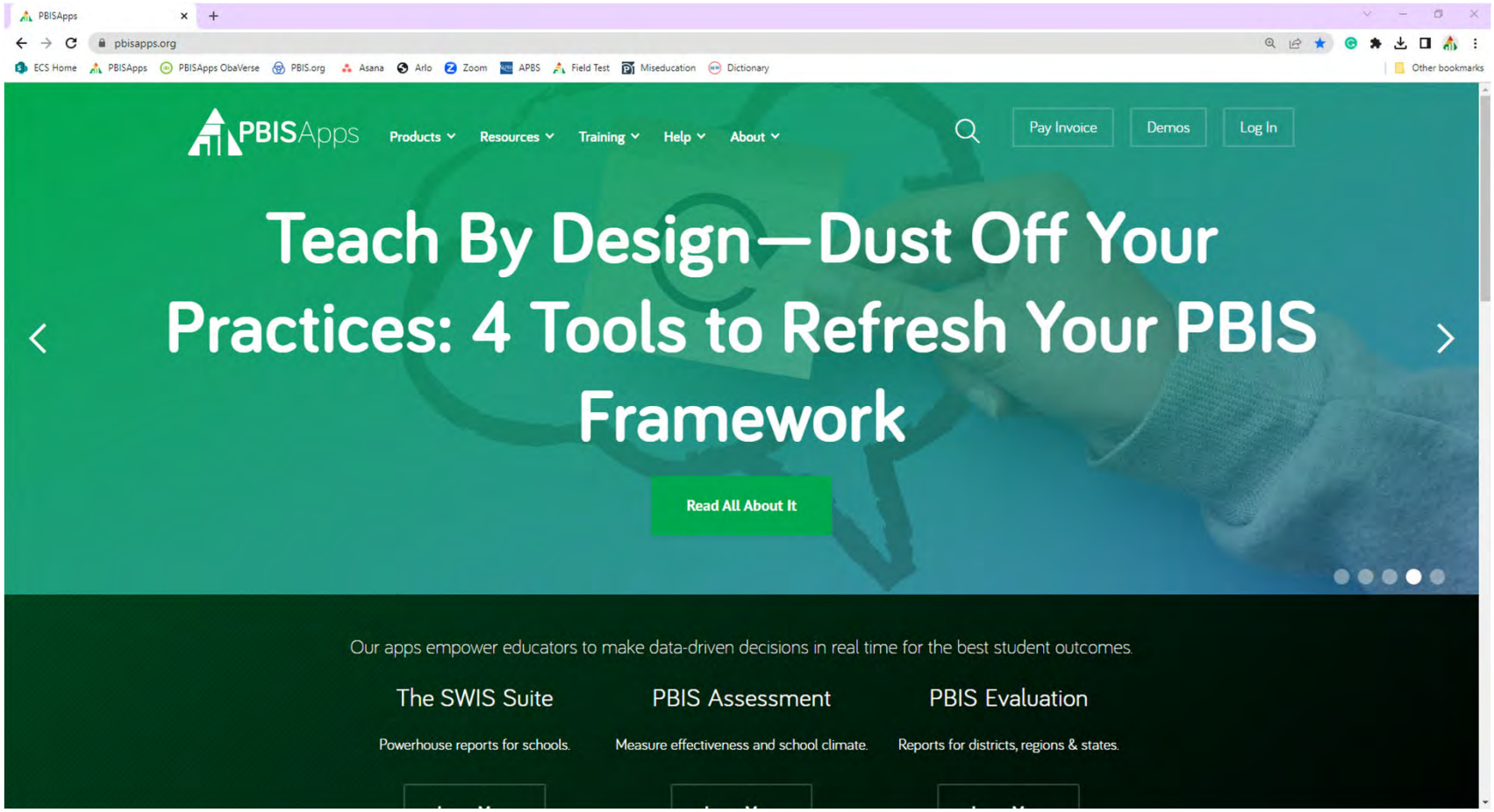
1. Share results with key stakeholders
2. Use evaluation results to improve the initiative
3. Identify improvements for the next evaluation cycle

Evaluation Timeline and Organization Ideas

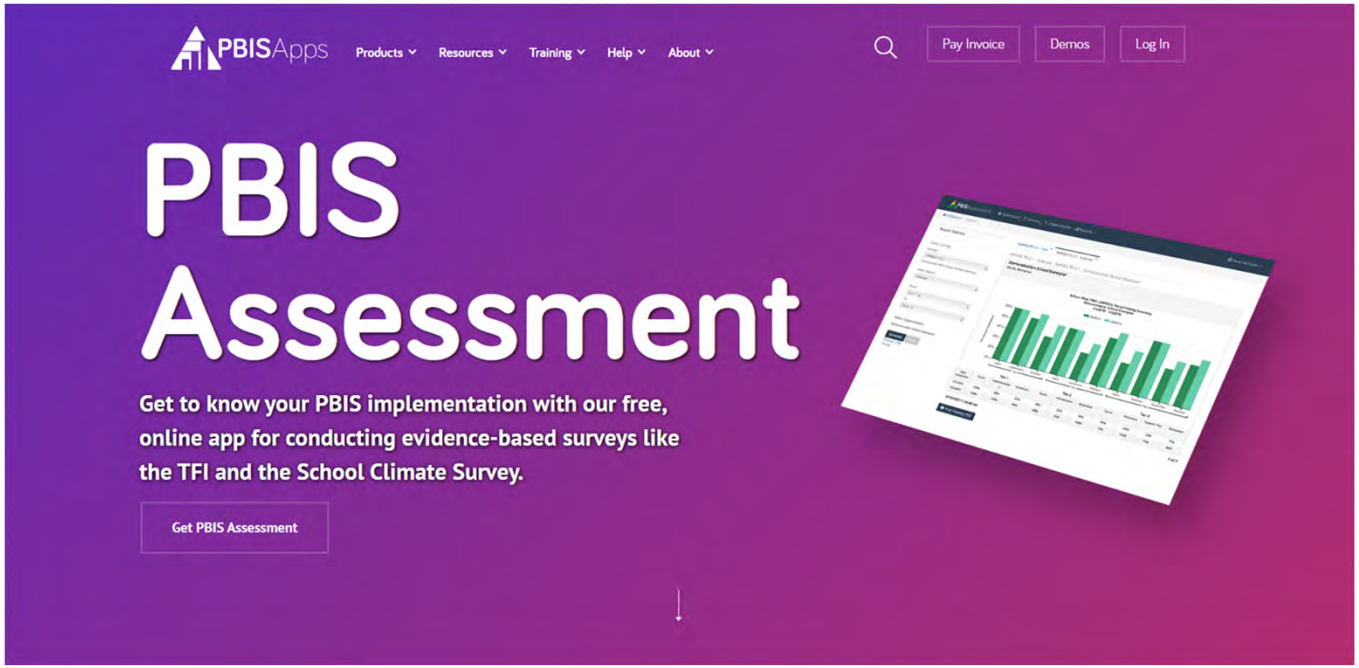
	Year 1			Year 2			Year 3		
Measure	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
TFI	T1	T1	T1			T1			T1
TFI	T2		T2	T2	T2				
TFI	T3		T3						
SAS	X		X						
Climate		X			X				

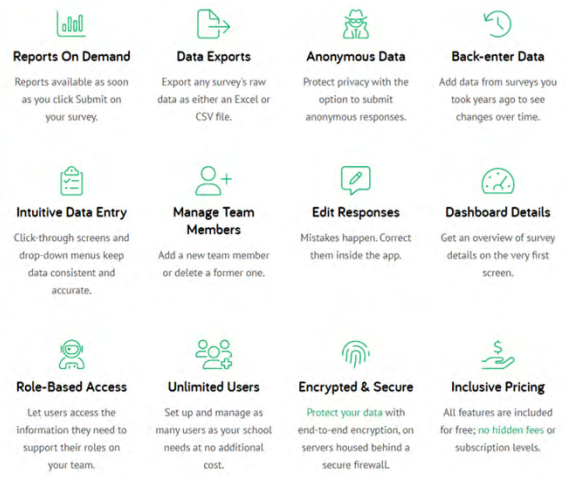
Grade Levels	School Name	Tier 1	Coach	Tier 2	Coach	Tier 3	Coach
K-5	[redacted] Elementary	Phase: Installation TFI Score: 53% Date Given: 8/2020	[redacted]	Phase: TFI Score: Date Given:		Phase: TFI Score: Date Given:	
9-12	[redacted] High School	Phase: Installation TFI Score: 27% Date Given: 8/2021	[redacted]	Phase: TFI Score: Date Given:		Phase: TFI Score: Date Given:	
9-12	[redacted] High School	Phase: Full TFI Score: 87% Date Given: 3/2021	[redacted]	Phase: Installation TFI Score: 50% Date Given:3/2021		Phase: TFI Score: Date Given:	
K-8	[redacted] Community K-8	Phase: TFI Score: Date Given:		Phase: TFI Score: Date Given:		Phase: TFI Score: Date Given:	
K-5	[redacted] lementary	Phase: ??? TFI Score: 87% Date Given: 12/2019	[redacted]	Phase: TFI Score: Date Given:		Phase: TFI Score: Date Given:	
6-8	[redacted] Middle School	Phase: TFI Score: Date Given:	[redacted]	Phase: TFI Score: Date Given:		Phase: TFI Score: Date Given:	
K-5	[redacted] Elementary	Phase: Full TFI Score: 93% Date Given: 8/2021	[redacted]	Phase: Full TFI Score: 92% Date Given: 8/2021	Heather / Jessica	Phase: Full TFI Score: 88% Date Given: 8/2021	[redacted]
6-8	[redacted] Middle School	Phase: TFI Score: Date Given:		Phase: TFI Score: Date Given:		Phase: TFI Score: Date Given:	
K-5	[redacted] Elementary	Phase: ??? TFI Score: 87% Date Given: 3/2019	[redacted]	Phase: ??? TFI Score: 58% Date Given: 10/2019		Phase: TFI Score: Date Given:	
9-12	[redacted] High School	Phase: Exploration TFI Score: Date Given:		Phase: TFI Score: Date Given:		Phase: TFI Score: Date Given:	

PBISApps.org Tools and Resources for Eval



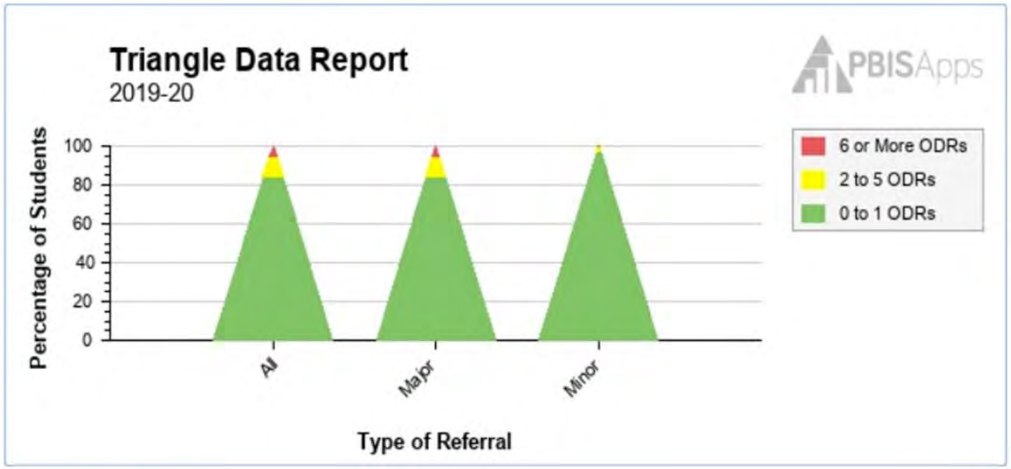
PBIS Assessment





Free to use, tell your PBIS Coach to sign up!

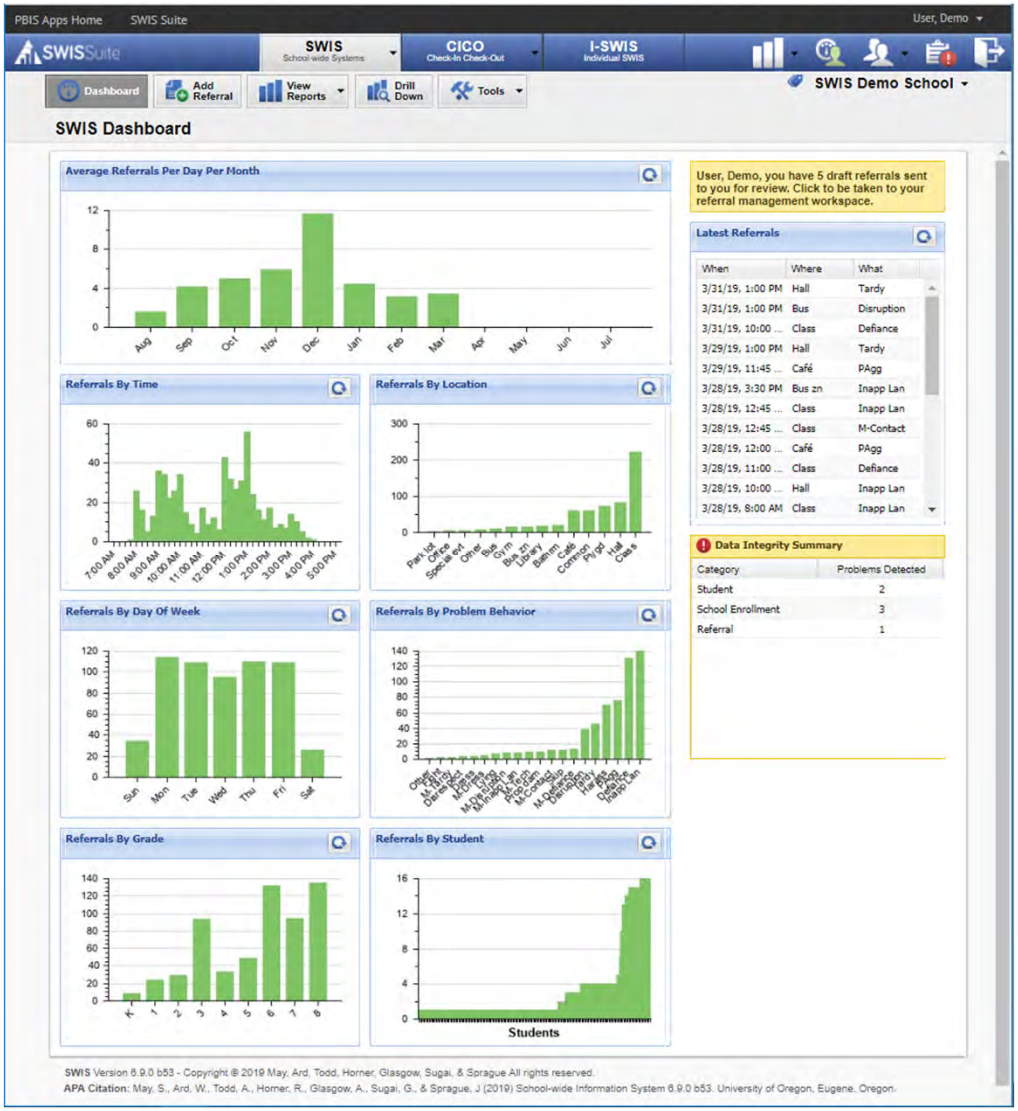
SWIS (Referrals)



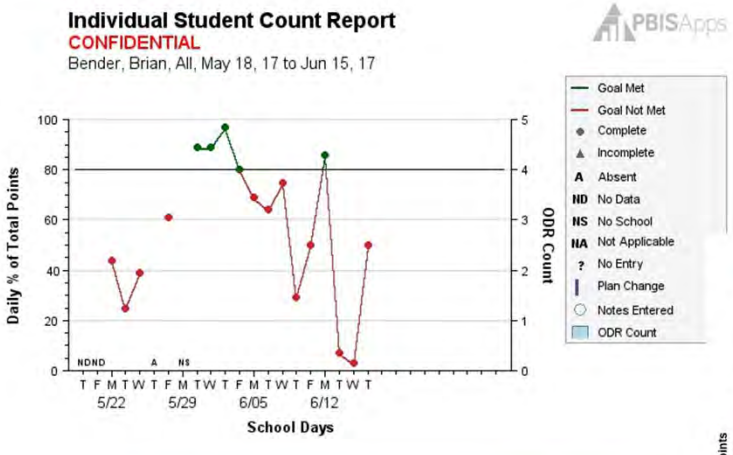
Triangle Data Report

Students With (n) Referrals

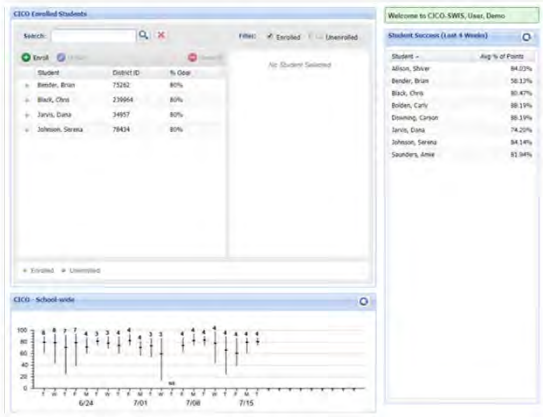
		0	1	0 or 1	2-5	6+	Total
All	**#**	314	112	**426**	**55**	**23**	**504**
All	**%**	62.30%	22.22%	**84.52%**	**10.91%**	**4.56%**	**100.00%**
Major	**#**	325	101	**426**	**55**	**23**	**504**
Major	**%**	64.48%	20.04%	**84.52%**	**10.91%**	**4.56%**	**100.00%**
Minor	**#**	454	39	**493**	**11**	**0**	**504**
Minor	**%**	90.08%	7.74%	**97.82%**	**2.18%**	**0.00%**	**100.00%**

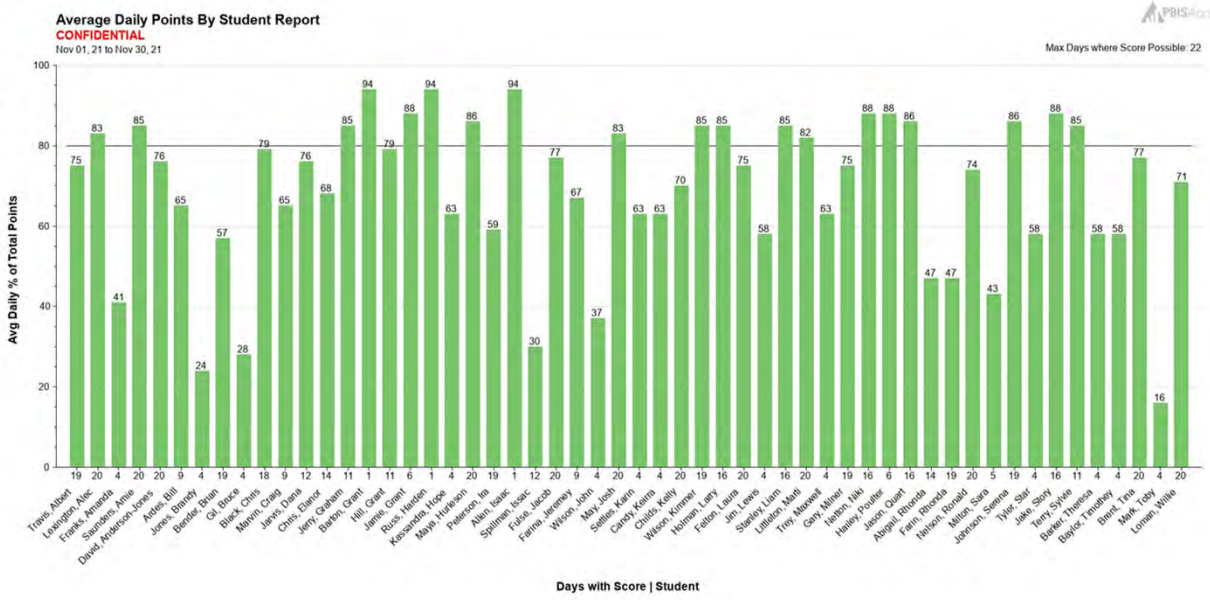


Check-In Check-Out SWIS (point cards)

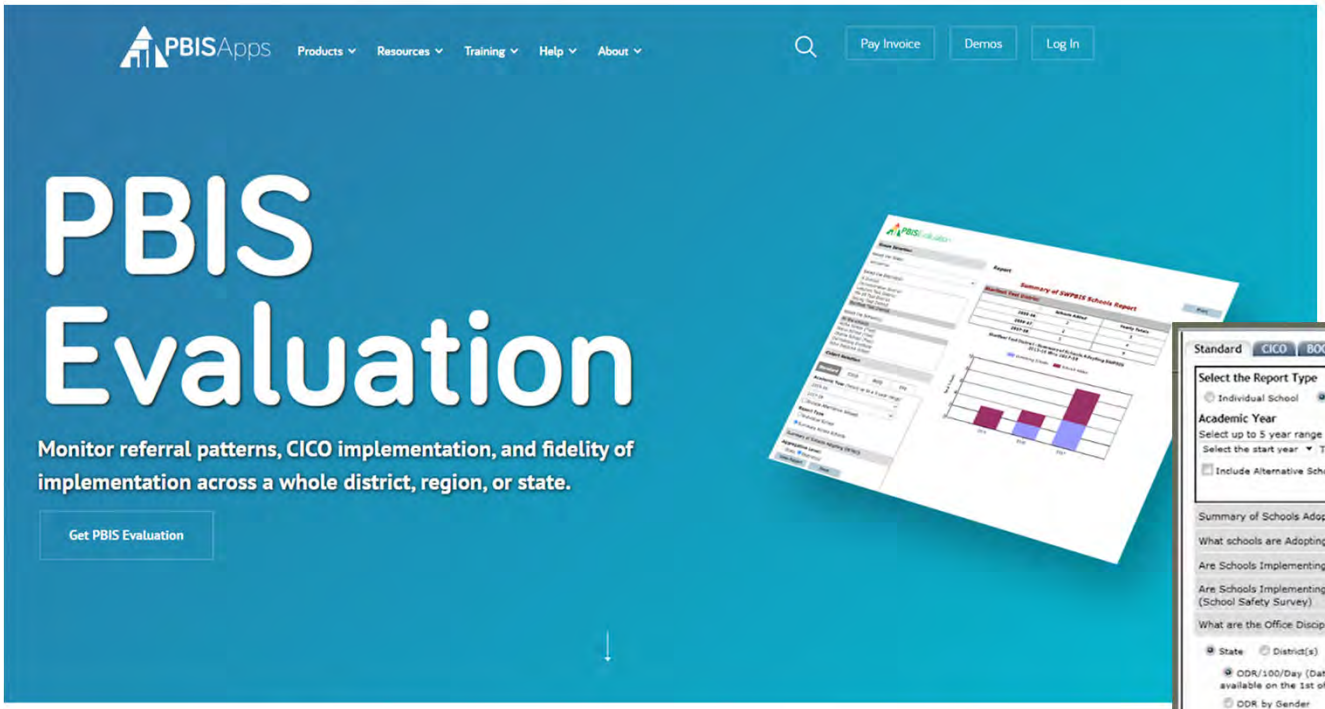


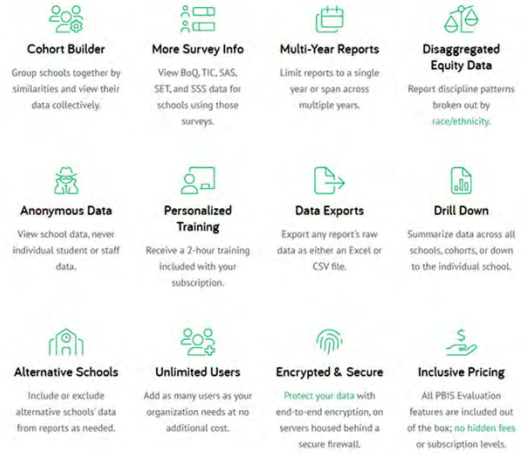
CICOSWIS

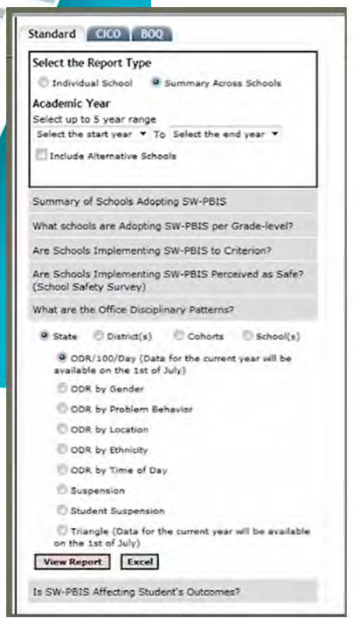




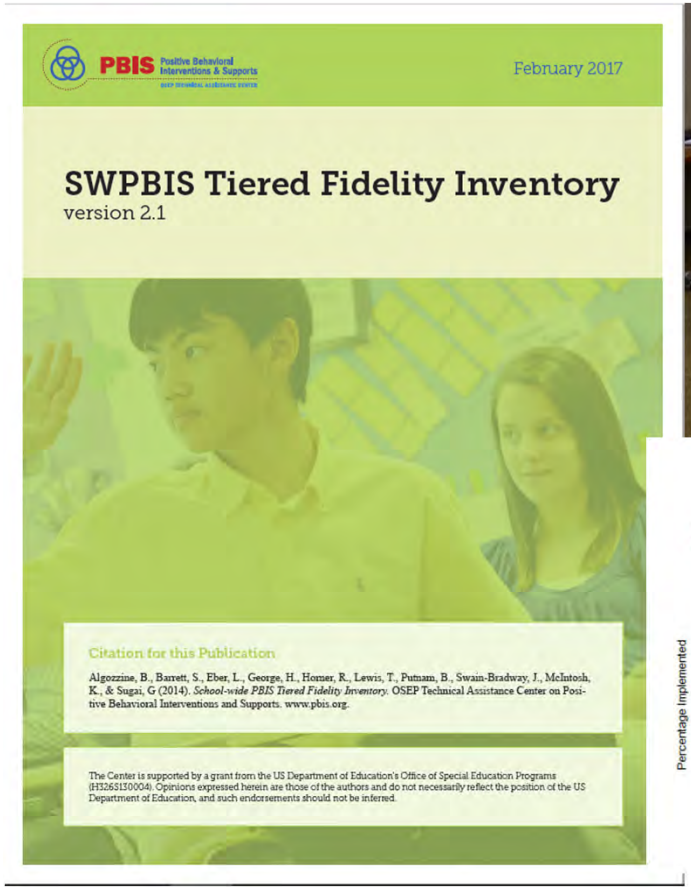
PBIS Evaluation

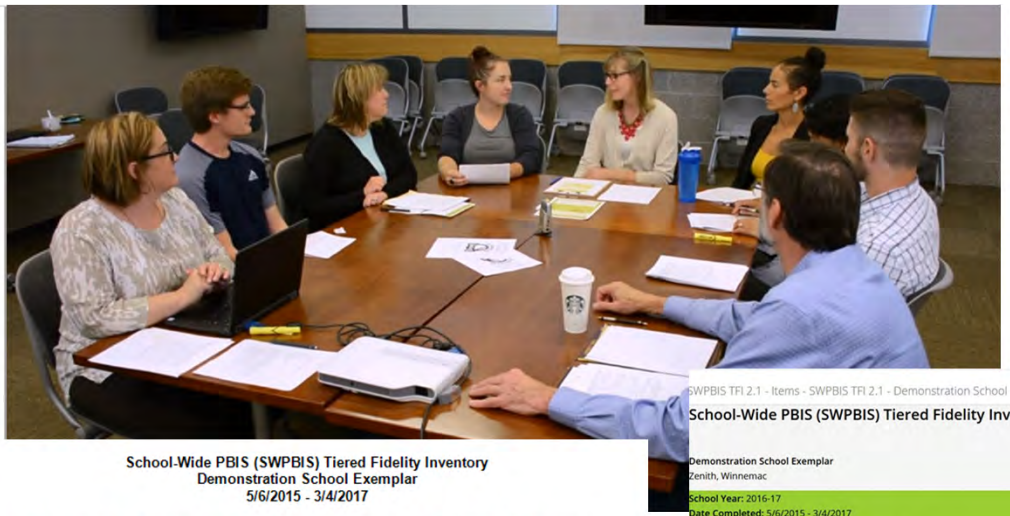


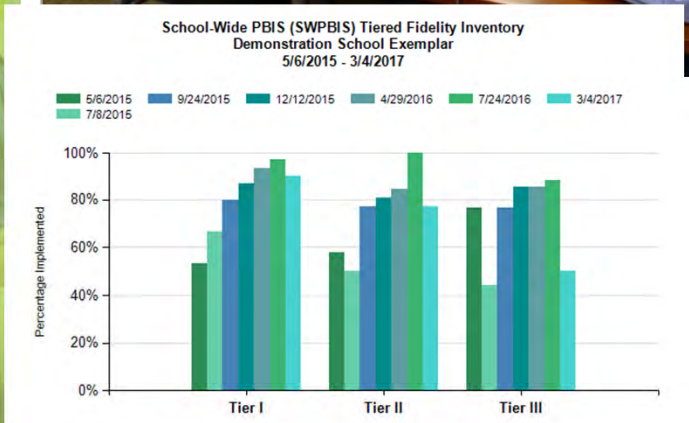




SWPBIS Tiered Fidelity Inventory (TFI)







SWPBIS TFI 2.1 - Items - SWPBIS TFI 2.1 - Demonstration School Exemplar

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory

Demonstration School Exemplar
Zenith, Winnemac

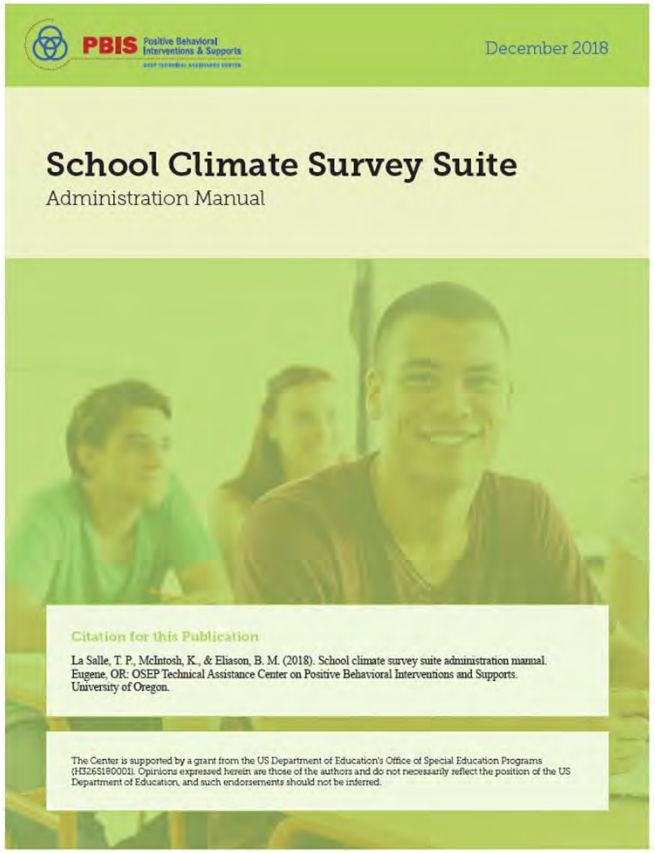
School Year: 2016-17
Date Completed: 5/6/2015 - 3/4/2017

Tier I: Universal SWPBIS Features

Teams	5/6/15	7/8/15	9/24/15	12/12/15	4/29/16	7/24/16	3/4/17
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	2	2	1
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.	2	2	2	1	2	2	2
Feature 1 Total:	3 of 4	3 of 4	4 of 4	3 of 4	4 of 4	4 of 4	3 of 4

Implementation	5/6/15	7/8/15	9/24/15	12/12/15	4/29/16	7/24/16	3/4/17
3. Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	1	1	2	2	2	2	2
4. Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	0	1	1	1	2	2	2

School Climate Survey Suite *(Student, Family, Staff)*



School Climate Survey

The School Climate Survey (PDF) is a set of multi-dimensional surveys to measure student perceptions of school climate. The surveys are brief, reliable, and valid for assessing perceived school climate among students in grades 3-12. Each survey includes a set of demographic questions about the participant and a number of questions related to school climate with Likert-type response options. Surveys include:

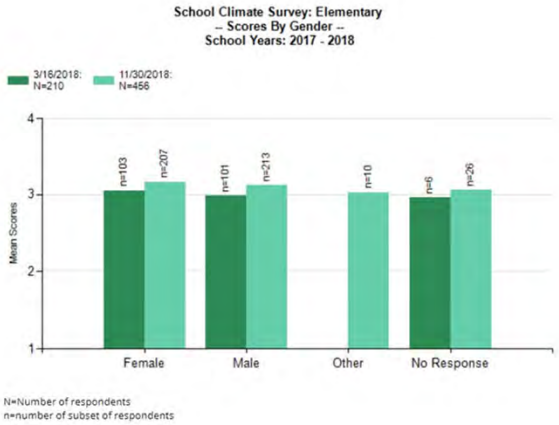
- School Climate Survey: Elementary
- School Climate Survey: Middle/High

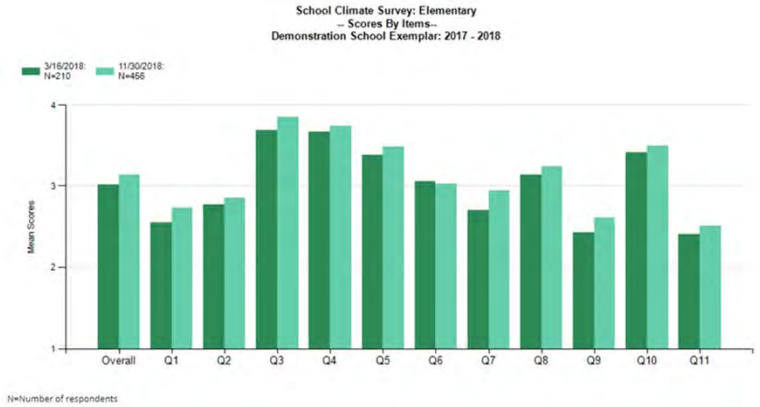
Students take the survey under the guidance of teachers or other school personnel.

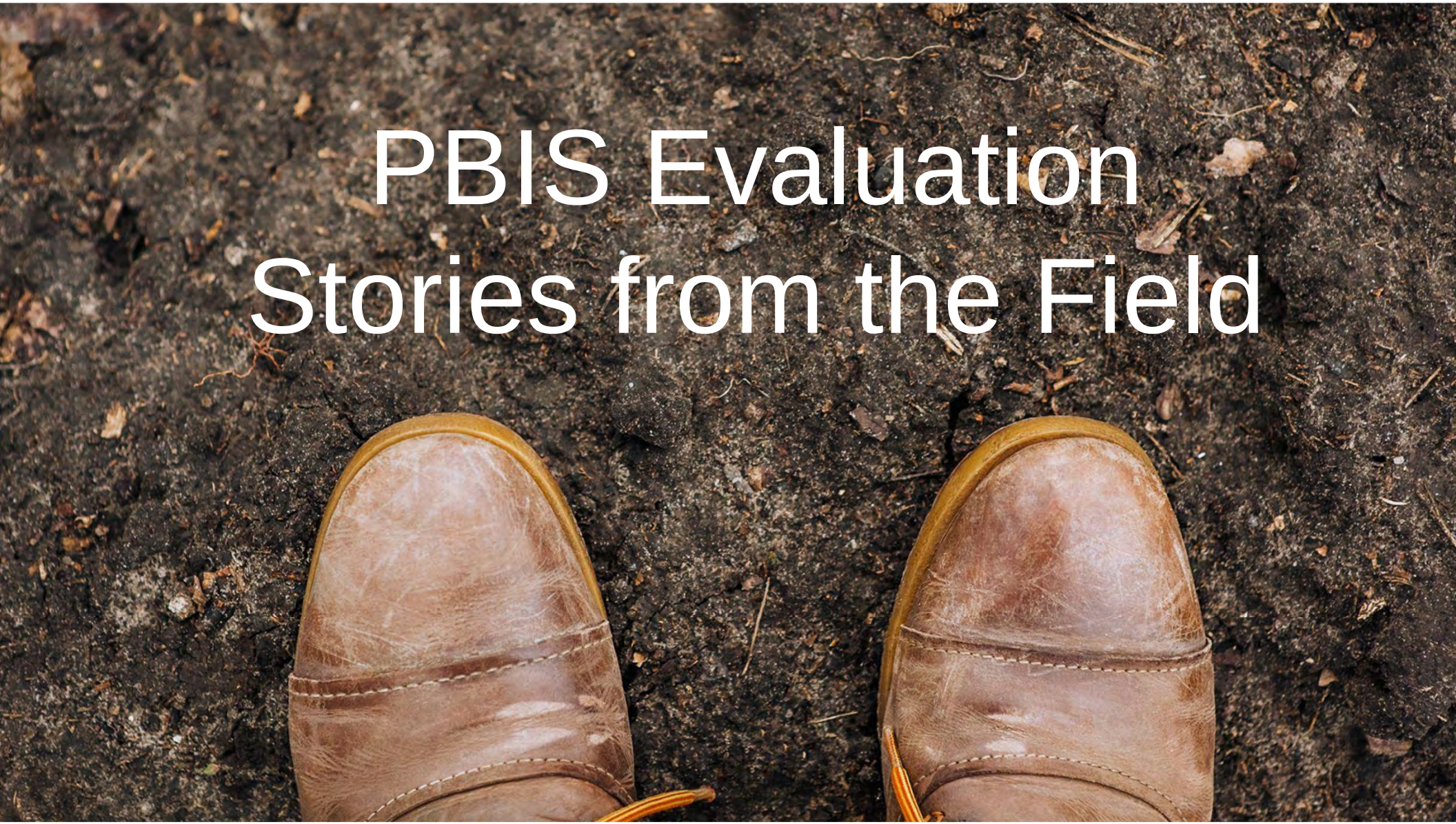
Who: School teams wanting to gain a student perspective on the overall climate in the building will use the School Climate Survey. To know which survey a school should administer – the Elementary vs. the Middle/High – follow the guidance below:

- **Elementary**: Survey students between grades 3-5. (If the elementary school includes grade 6, these students should also complete the elementary survey.)
- **Middle/High**: Survey students between grades 6-12.

When: As an outcome tool, the School Climate Survey is taken annually. If taken twice a year, the first administration should happen in the first 45 days of school and the last should happen in the last 45 days of school.






PBIS Evaluation
Stories from the Field

Reach

Who is participating in PBIS?

MSAD #17

- 2nd year of District Wide implementation of PBIS
  - ~3,200 students
- Expectation that all schools and programs implement PBIS
  - 10 schools on 11 campuses
  - 1 HS, 2 MS, 8 Elem (K-6)
- Strong state support of PBIS

Pittsfield Public Schools

- 20+ years of PBIS implementation
- Expectation that all schools and programs implement PBIS
  - 15 schools and programs
- Strong state support of PBIS - Academy model implemented in 2014
  - Schools have participated in multiple academy rounds for implementation support

Slide 25

1 Katie to find state outlines for top corners

PBIS Applications, 2/22/2023

Process

What is happening with the PBIS initiative?

MSAD #17

- Participation in the PBIS Cohort
  - Yearly PBIS Conference
  - Coaches meetings
  - Team meetings
- District PBIS team meetings w/ external coach
  - DSFI completion
  - Biweekly meetings to determine action steps
- PBIS check-ins during all admin meetings
- Monthly PBIS coaches meetings
- Building based PBIS work integrated in PD calendar
- First “annual” Healthy & Resilient Student Summit to combine district’s PBIS Coaches, SEL, and MTSS teams for one of our four strategic pillars

Pittsfield Public Schools

- Twice yearly district-wide planning summits
  - All schools bring their PBIS teams to 2 four hour summits
  - June and August
  - Professional development and team time to update handbook
  - Review data and plan for year
- Monthly PBIS Coaches meetings
- NEPBIS Conference attendance

Capacity

What is the ability of the organization to implement and sustain PBIS?

MSAD #17

- Cohort model fades support over three year commitment for sustainability of Tier I
- Advanced cohorts are available through state structure
- District level team develops systems reflective of the DSFI without external coach
- District leader participation in ToT
- ME PBIS Fall Conference through Title II
- SWIS and Panorama to inform action steps at building and student levels
- Action step within our Healthy and Resilient strategic pillar

Pittsfield Public Schools

- No formal evaluation process (yet!)
- Panorama intervention data
  - Do students in the “red” for behavior have a plan?
- Universal Screening
- Capacity to meet Tier 1 needs but continue to work on Tier 2 and Tier 3 outside of the special education process
- Tier 2/Tier 3 Academy through NEPBIS

Fidelity

Are the core features of PBIS being implemented?

MSAD #17

- All schools participate in the Tiered Fidelity Inventory (TFI) 1-2 times yearly
- HS and MS have new principals this year so are at the beginning of implementation
- Two of the elementary schools were in previous cohorts so have “rebooted” to reach the threshold of implementation fidelity
- One of the elementary schools in year two of the cohort has met the threshold for implementation fidelity

Pittsfield Public Schools

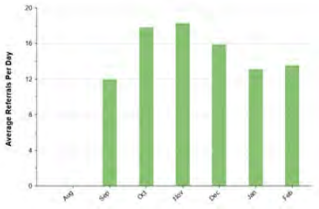
- Tiered Fidelity Inventory (TFI)
  - Completed once per year
  - Reviewed at yearly summit
- TFI Tiers 2 & 3
  - Completed by high schools (participating in advanced tiers cohort)
- District TFI Team supports

Outcomes

Is the initiative achieving valued outcomes and worth sustaining?

MSAD #17

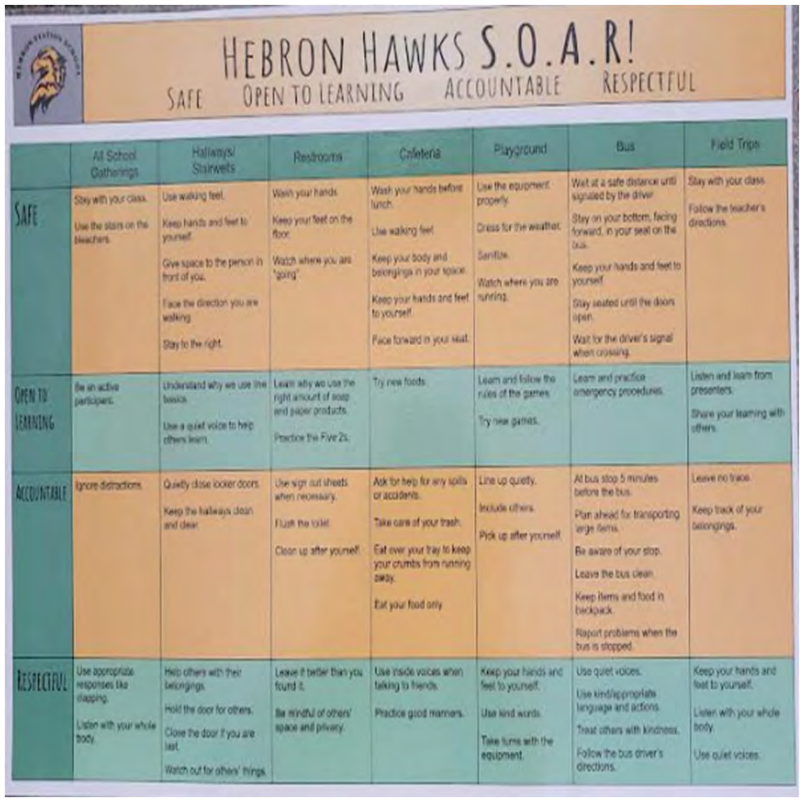
- Otisfield Community School Admin Interventions
  - 18% 20-21
  - 15% 21-22
- Guy E Rowe Elementary Suspensions
  - 13.39% 18-19
  - 6.32% 19-20
  - 4.43% 20-21
  - 1.45% 21-22
- Oxford Hills Middle School
  - 45% Chronically absent (<90% attendance)
    - 54% 21-22
    - 45% 22-23
  - Serious attendance issues (<80% attendance)
    - 18% 21-22
    - 13% 22-23
  - Unable to participate in PBIS Celebration (dances)
    - October- 20 Students
    - November- 40 Students
    - February- 17 Students
    - March- 13 students



Pittsfield Public Schools

- Monthly data pulls connected to SST data (behavior, attendance, academic grades & assessment data, SEL)
  - PBIS teams are drivers of Tier 1
- Student survey data reviewed at the district and school level -
  - Student survey data shows increases in Sense of Belonging and Engagement in school

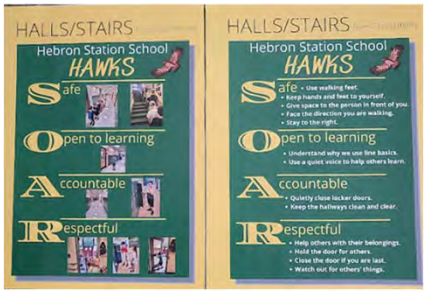
MSAD 17 Artifacts



HEBRON HAWKS S.O.A.R!

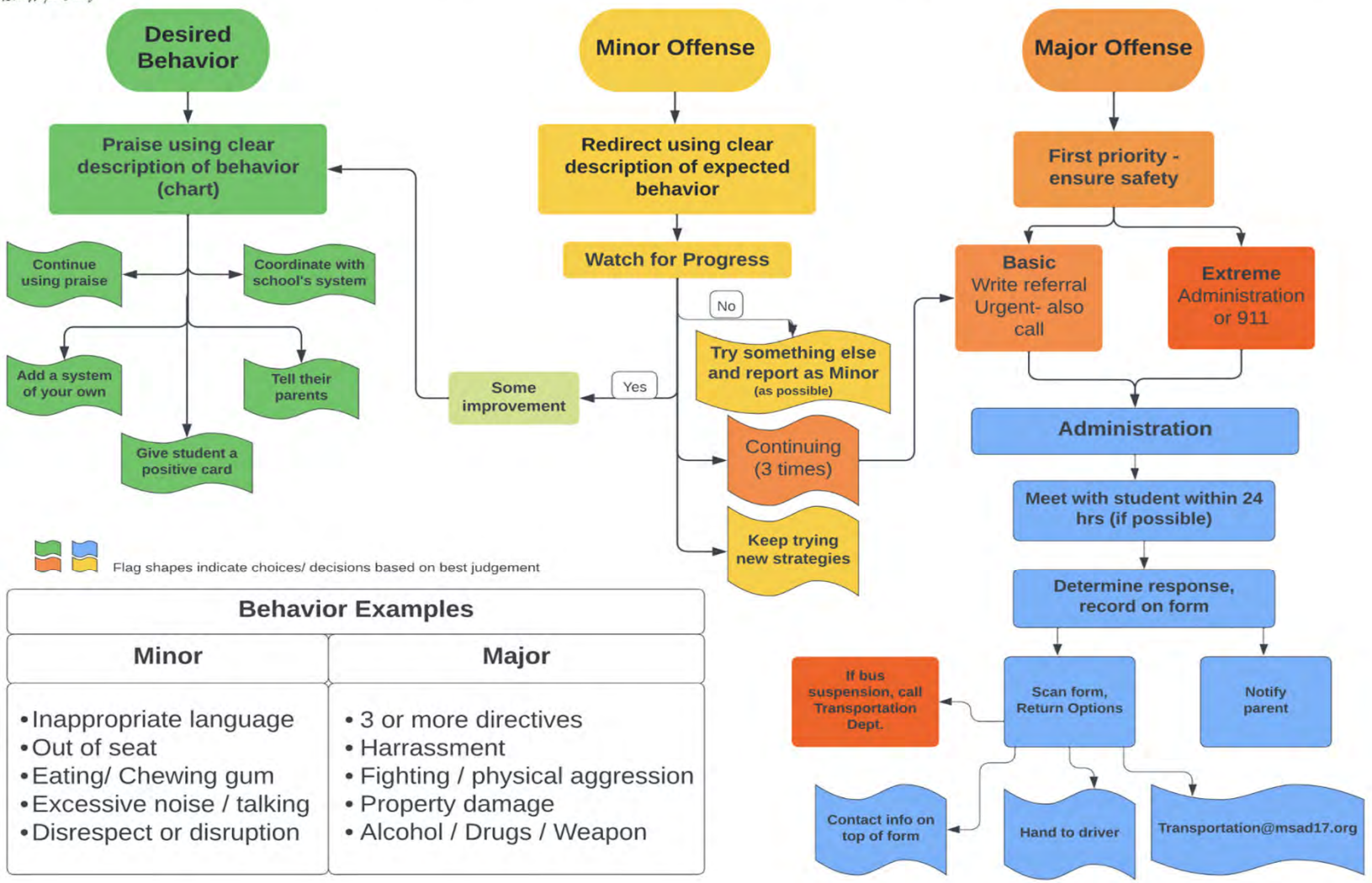
SAFE OPEN TO LEARNING ACCOUNTABLE RESPECTFUL

	All School Gatherings	Hallways/ Stairwells	Restrooms	Cafeteria	Playground	Bus	Field Trips
SAFE	Stay with your class. Use the stairs on the bleachers.	Use walking feet. Keep hands and feet to yourself. Give space to the person in front of you. Face the direction you are walking. Stay to the right.	Wash your hands. Keep your feet on the floor. Watch where you are "going".	Wash your hands before lunch. Use walking feet. Keep your body and belongings in your space. Keep your hands and feet to yourself. Face forward in your seat.	Use the equipment properly. Dress for the weather. Sanitize. Watch where you are running.	Wait at a safe distance until signaled by the driver. Stay on your bottom, facing forward, in your seat on the bus. Keep your hands and feet to yourself. Stay seated until the doors open. Wait for the driver's signal when crossing.	Stay with your class. Follow the teacher's directions.
OPEN TO LEARNING	Be an active participant.	Understand why we use line basics. Use a quiet voice to help others learn.	Learn why we use the right amount of soap and paper products. Practice the Five 2s.	Try new foods.	Learn and follow the rules of the games. Try new games.	Learn and practice emergency procedures.	Listen and learn from presenters. Share your learning with others.
ACCOUNTABLE	Ignore distractions.	Quietly close locker doors. Keep the hallways clean and clear.	Use sign out sheets when necessary. Flush the toilet. Clean up after yourself.	Ask for help for any spills or accidents. Take care of your trash. Eat over your tray to keep your crumbs from running away. Eat your food only.	Line up quietly. Include others. Pick up after yourself.	At bus stop 5 minutes before the bus. Plan ahead for transporting large items. Be aware of your stop. Leave the bus clean. Keep items and food in backpack. Report problems when the bus is stopped.	Leave no trace. Keep track of your belongings.
RESPECTFUL	Use appropriate responses like clapping. Listen with your whole body.	Help others with their belongings. Hold the door for others. Close the door if you are last. Watch out for others' things.	Leave it better than you found it. Be mindful of others' space and privacy.	Use inside voices when talking to friends. Practice good manners.	Keep your hands and feet to yourself. Use kind words. Take turns with the equipment.	Use quiet voices. Use kind/appropriate language and actions. Treat others with kindness. Follow the bus driver's directions.	Keep your hands and feet to yourself. Listen with your whole body. Use quiet voices.



Positive Behavioral Interventions and Support

MSAD #17



Behavior Examples

Minor	Major
• Inappropriate language • Out of seat • Eating/ Chewing gum • Excessive noise / talking • Disrespect or disruption	• 3 or more directives • Harrassment • Fighting / physical aggression • Property damage • Alcohol / Drugs / Weapon

Bus Expectations

Oxford Hills School District	I am Safe	I am Respectful	I am Responsible
Before the Ride	★ I wait at a safe distance until signaled by the driver.	★ I use appropriate language. ★ I treat others with kindness.	★ I am at my bus stop 5 minutes before the bus arrives. ★ I arrange to transport large items a different way.
During the Ride	★ I stay in my seat, facing forward. ★ I keep my hands to myself. ★ I keep my voice level low.	★ I use appropriate language. ★ I treat others with kindness.	★ I follow driver instructions. ★ I am aware of my stop. ★ I keep items and food in my backpack. ★ I use technology responsibly.
After the Ride	★ I stay seated until the door opens. ★ I wait for the driver's signal when crossing the street.	★ I use appropriate language. ★ I treat others with kindness.	★ I leave the bus clean. ★ I report any non-emergency problems to the driver or a teacher after the bus is stopped.

The Public Schools of Pittsfield
PITTSFIELD
TOWN 1761 CITY 1891
BEGIGNO NUMINE
MASSACHUSETTS
First Schoolhouse 1766

On Time Challenge December 2021!

What does it look like to be on time?

- Be in your assigned classroom before the 2nd bell (late bell) rings.
- No passes in the first or last 5 minutes of class.

GIFT CARD

- Be on the lookout for tickets from your teachers for being on time to your classes.
- If you earn a ticket/s, you can drop them off in the main office.
- 2 tickets will be drawn each Friday of December - the 3rd, the 10th , and the 17th - and prizes will be awarded!

PITTSFIELD HIGH SCHOOL

Prepared. Respectful. Responsible.

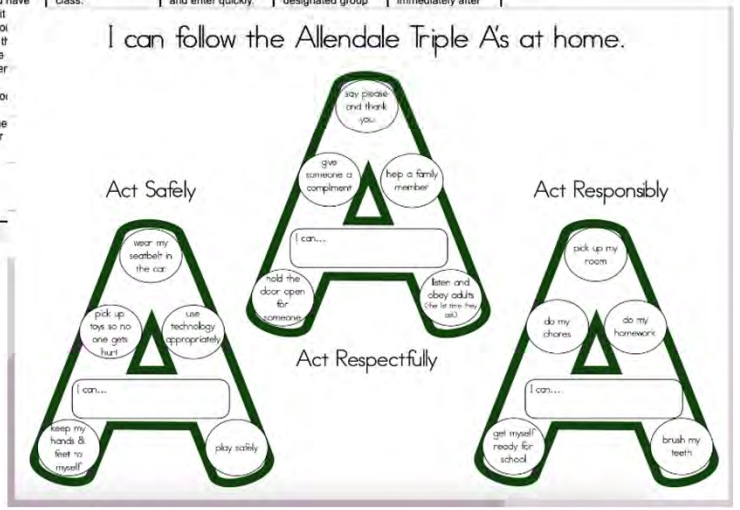
At Pittsfield High School we will be prepared to succeed, respectful of our community, responsible for our actions.

	Classroom	Technology	Stairways	Hallways/ Lobby	Cafeteria/ Lunch Hallway	Off Campus	Bathrooms	Assemblies	Late Arrival	Field Trips	School Counseling
Prepared	-Be on time -Attend regularly -Always try your best -Be here, Be now. -Materials ready to use -Remain in classroom during class time.	-Arrive at school with a charged chromebook and your charger. -Put phones and headphones away once seated -Follow directions to sign out a chromebook if you have forgotten yours.	-Know which stairways are up and down stairways. -Knowing which stairway to take for the quickest route to class. -Planning route from class to class.	-Monitor your time to get to class -Keep to the right when travelling through the hallway -Use E-Hall Pass for any travel during class time.	-Check space before you leave and keep track of personal belongings -Students and food should only be in designated area for lunch -Arrive and Depart from Lunch on time.	-Be back to class on time. -Be prepared with money. -Only leave during designated lunch times.	-Have E-Pass Pass ready on your computer for a pass. -Use the bathroom before arriving at school -Know how many passes you have each day (3/day)	- Personal belongings left in the classroom - Actively listening.	- Arrive at the front doors on East St. -Ring the bell, and be ready to give your name and look into the camera	-Bring in signed permission slip -Come to field trip with necessary personal belongings and assignment (if applicable)	-Request an appointment with your school counselor through E-Hall Pass or E-Mail. -When you have an appointment, come on time and begin your E-Hall Pass.
Respectful	-Follow classroom rules -Be respectful to classroom, peers and teacher. -Do your own work -Tell the truth	-Carry chromebooks in a bag when in hallways -Carry chromebooks with two hands when in the classroom. -Always place a Chromebook on a desk or table. -Keep water and food away from Chromebook.	-Walking on the right of the stairway -Keep moving when on stairs	-Request pass at an appropriate time in class. -Allow others to pass -Use appropriate language -Use appropriate noise level -Stay 3 feet away from others when possible. -Keep hands and body off of other people, lockers and walls.	-Be courteous to all staff and students -Maintain personal boundaries -Use manners when interacting with Cafeteria staff	-Follow rules of restaurants -Clean up your own lunch. -Maintain safety and school wide expectations. -Be a positive PHS representative.	-Request a pass at an appropriate time in class. -Wait for teachers to approve before filling out the pass. -Wash your hands. -Use the bathroom for its purpose.	- Courteous - Engaged with the speaker/entertainment - Follow directions from staff.	- Give your first and last name to the secretary and state politely that you're a student at PHS	-Be courteous to bus driver as well as any staff member at the field trip location -Be a positive PHS representative.	-If your School Counselor has someone in their office, please take a seat and wait your turn rather than stand in the doorway. -If the School Adjustment Counselor's door is closed and you have a pass, take a seat outside the office.
Responsible	-Work together appropriately -Keep classroom clean. -Actively participating	-Have Clever, Canvas, E-Hall Pass, Flex Time Manager and PBIS Rewards open as tabs on your computer for easy access. -Visit appropriate and relevant websites. -Use the Chromebook Repair form for any broken or lost technology items.	-Using the up and down stairways correctly. -Follow the stairway signs. -Technology away while using stairs.	-Wear bag to hold school chromebooks and other class materials. -Start and end pass in a timely manner on E-Hall Pass	-Check space before you leave and keep track of personal belongings -Put trash in cans -Push in your chair -Wipe up any spilled drinks or food from tables.	-Wear school ID -Use the crosswalks -Only leave during designated lunch times. -Use appropriate exits. -Visit restaurants only in walking distance.	-Create a pass for the area you have asked to visit -Return to yo class within t minutes time frame, and er pass. -Keep bathro clean -Report issue your teacher	- Arrive with your class.	- Listen for the click and enter quickly.	-Stay with designated group	-Return to class immediately after

BE RESPECTFUL

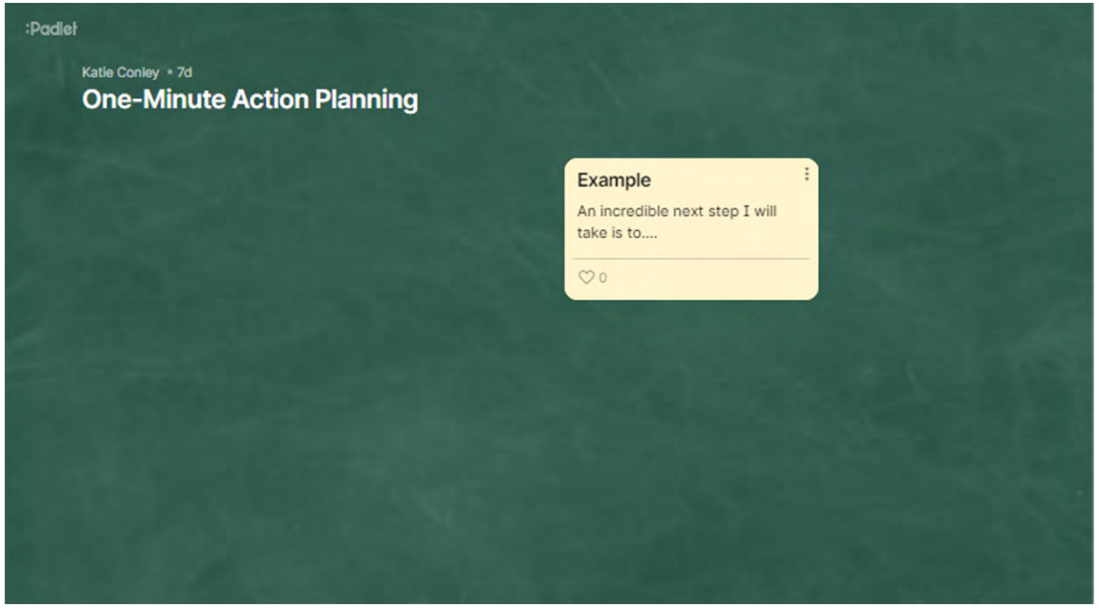
BE PREPARED

BE SAFE



Activity 3: One-Minute Action Planning

Padlet: https://padlet.com/kconley12/one-minute-action-planning-ov73vndocdqjgkky



References

Center on Positive Behavioral Interventions and Supports (December 2020). Positive Behavioral Interventions and Supports (PBIS) Evaluation Blueprint. University of Oregon. www.pbis.org.

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Morris, K., Lewis, T., & Mitchell, B. (June, 2022). Drilling Down District Data: Analyzing Reach and Fidelity of PBIS Implementation. Center on PBIS, University of Oregon. www.pbis.org

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The Expanding World of PBS:
SCIENCE, VALUES, AND VISION
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conference.apbs.org

The PBIS Evaluation **Blueprint**:

Choosing Measures and District-Level Planning

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