The PBIS Evaluation Blueprint:
Choosing Measures and District-Level Planning

2023 APBS Conference Jacksonville, FL - Session F05

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Alan Cook and Kathleen Conley, University of Oregon, Eugene, OR
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

- Be Respectful
  - Listen attentively
  - Communicate when issues arise
  - Assume Positive Intent

- Be Responsible
  - Engage with the content/group
  - Protect your learning/focus time
  - Use and share the information

- Be a Team Player
  - Share your perspective/examples
  - Encourage others to participate
  - Make connections for now & later
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

Table 1. Common Evaluation Questions by Area and Measures

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

**Key stakeholders to keep in mind**
- Family members
- Students
- Educators (e.g., teachers or other direct implementers)
- Administrators and board members (school, district, region, state)
- Community partners and agency representatives and partners
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

<table>
<thead>
<tr>
<th>Measure</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Winter</td>
<td>Spring</td>
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<tr>
<td>TFI</td>
<td>T1</td>
<td>T1</td>
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<td>TFI</td>
<td>T2</td>
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<td>SAS</td>
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<td>Climate</td>
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<thead>
<tr>
<th>Grade Levels</th>
<th>School Name</th>
<th>Tier 1</th>
<th>Coach</th>
<th>Tier 2</th>
<th>Coach</th>
<th>Tier 3</th>
<th>Coach</th>
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<tbody>
<tr>
<td>K-5</td>
<td>Elementary</td>
<td>TFI</td>
<td>Score: Date Given:</td>
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<td>9-12</td>
<td>High School</td>
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<td>TFI</td>
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<td>K-8</td>
<td>Community K-8</td>
<td>TFI</td>
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<td>6-8</td>
<td>Middle School</td>
<td>TFI</td>
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PBISApps.org Tools and Resources for Eval

Teach By Design—Dust Off Your Practices: 4 Tools to Refresh Your PBIS Framework

Our apps empower educators to make data-driven decisions in real time for the best student outcomes.

The SWIS Suite
Powerhouse reports for schools.

PBIS Assessment
Measure effectiveness and school climate.

PBIS Evaluation
Reports for districts, regions & states.
PBIS Assessment

Get to know your PBIS implementation with our free, online app for conducting evidence-based surveys like the TFI and the School Climate Survey.

Free to use, tell your PBIS Coach to sign up!
SWIS (Referrals)
Check-In Check-Out SWIS (point cards)
PBIS Evaluation

Monitor referral patterns, CICO implementation, and fidelity of implementation across a whole district, region, or state.
SWPBIS Tiered Fidelity Inventory (TFI)
School Climate Survey Suite (Student, Family, Staff)

School Climate Survey

The School Climate Survey (SCS) 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. It is 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.

Citation for this Publication
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
<table>
<thead>
<tr>
<th>#</th>
<th>Katie to find state outlines for top corners</th>
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<tbody>
<tr>
<td></td>
<td>PBIS Applications, 2/22/2023</td>
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</table>
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
Positive Behavioral Interventions and Support

**Desired Behavior**
- Praise using clear description of behavior (chart)
  - Continue using praise
  - Coordinate with school’s system
  - Add a system of your own
  - Tell their parents
  - Give student a positive card

**Minor Offense**
- Redirect using clear description of expected behavior
  - Watch for Progress
    - Some improvement: Yes
    - No: Try something else and report as Minor (as possible)
    - Continuing (3 times): Keep trying new strategies

**Major Offense**
- First priority - ensure safety
  - Basic: Write referral, Urgent - also call
  - Extreme: Administration or 911

**Behaviors Examples**

<table>
<thead>
<tr>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate language</td>
<td>3 or more directives</td>
</tr>
<tr>
<td>Out of seat</td>
<td>Harrassment</td>
</tr>
<tr>
<td>Eating/ Chewing gum</td>
<td>Fighting / physical aggression</td>
</tr>
<tr>
<td>Excessive noise / talking</td>
<td>Property damage</td>
</tr>
<tr>
<td>Disrespect or disruption</td>
<td>Alcohol / Drugs / Weapon</td>
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</tbody>
</table>

Flag shapes indicate choices/decisions based on best judgement.

Administration:
- Meet with student within 24 hrs (if possible)
  - Determine response, record on form
    - If bus suspension, call Transportation Dept.
    - Scan form, Return Options
    - Notify parent
    - Contact info on top of form
    - Hand to driver
    - Transportation@msad17.org
# Bus Expectations

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

That Moment When U Make It On Time To Class

- 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.

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Technology</th>
<th>Stairways</th>
<th>Hallways/ Lobby</th>
<th>Cafeteria/ Lunch Hallway</th>
<th>Off Campus</th>
<th>Bathrooms</th>
<th>Assemblies</th>
<th>Late Arrival</th>
<th>Field Trips</th>
<th>School Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared</td>
<td>- On time</td>
<td>- Always try your best - Be nice, be neat - Materials ready to use - Turn off cell phones in class</td>
<td>- Arrive at school with charged Chromebook and your charger - Put phone and headphones away once seated - Follow directions to sign out a Chromebook if you have forgotten yours</td>
<td>- Know which hallways are up and down hallways - Knowing which door to take for the quickest route to class - Planning route from class to class</td>
<td>- Master your time - Go to class - Keep track of personal belongings - Students and food should only be in designated areas for lunch - Return and Depart from Lunch on time</td>
<td>- Be back to class on time - Be respectful when going to lunch - Only leave during designated lunch times</td>
<td>- Be an E-Pass and go to your computer for a pass - Use the bathroom before arriving at school - Know how many passes you have each day (3/day)</td>
<td>- Personal belongings left in the classroom - Actively learning</td>
<td>- Arrive at the front doors on East 5th - Aiding the bell, and be ready to give your name and look into the camera</td>
<td>- Bring in signed permission slip - Come to field trip with necessary personal belongings and assignment if applicable</td>
</tr>
</tbody>
</table>

| Respectful | Follow classroom rules - Be respectful to classroom peers and teacher - Do your work - Pay the highest  | Carry chromebooks in a bag when in hallways - Carry chromebooks with two hands when in the classroom - Place a Chromebook on a desk or table - Keep food away from Chromebook  | Walking on the right in the hallway - Keep moving when on stairs  | Respect pass at an appropriate time in class - Allow others to pass - Use appropriate language - Use appropriate volume level - Stay 3 feet away from others when passing - Keep hands and body of other people at risk and risk  | The courteous to all staff and students - Discuss personal boundaries with classmates when interacting with CTE staff - Be polite and respectful - Keep your hands and body of other people - At risk and risk  | Follow rules of restaurants - Clean up your own lunch - Discussion safety and school wide expectations - Be a positive PHH representative  | Request a pass at an appropriate time in class - Ask for teachers to approve before entering the pass - Hymn your hands - Use the bathroom for its purpose  | Courteous - Engaged with the speaker/meeting - Follow directions from staff  | - Give your first and last name to the secretary and state polite that you are a student of PHH  | - Be courteous to the driver as well as any staff member at the field trip location - Be a positive PHH representative  | - If your School Counselor has a phone in their office, please take a seat and wait your turn before passing through the doorway - The School Adjustment Counselor's door is always open, if you have a pass, take a seat outside the office  |

| Responsible | Work together - Appropriate Chromebook use - Participating  | - Have Clean, Cameras, E-Mail Pass, Manager and PBIS card on your computer for easy access - Use appropriate and respectful vocabulary - Use the Chromebook Repair form for any broken or lost technology items  | - Using the up and down stairs - Follow the Chromebook technology away while using stairs  | - Never bag to hold school chromebooks and other class items - Start and end class in a timely manner on E-Mail Pass  | - Check the pass before you leave - Keep track of personal belongings - Put lunch in car - Push in your chair - Wipe up any spilled drinks or food from tables  | - Water / Ice - Use the cafeteria - Only leave during designated lunch times - Dress appropriately - Eat at restaurants in a sitting distance  | - Create a pass for the area you have passed - Return to the quiet passing time frame, and so pass - Keep the room clean - Request issue your teacher  | - Give your class - Act calmly and enter quietly  | - Stay with designated group - Return to class immediately after  | - I can follow the Allendale Triple A's at home.  | - Act Respectfully  |

**BE RESPECTFUL**

**BE PREPARED**

**BE SAFE**
Activity 3: One-Minute Action Planning

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


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