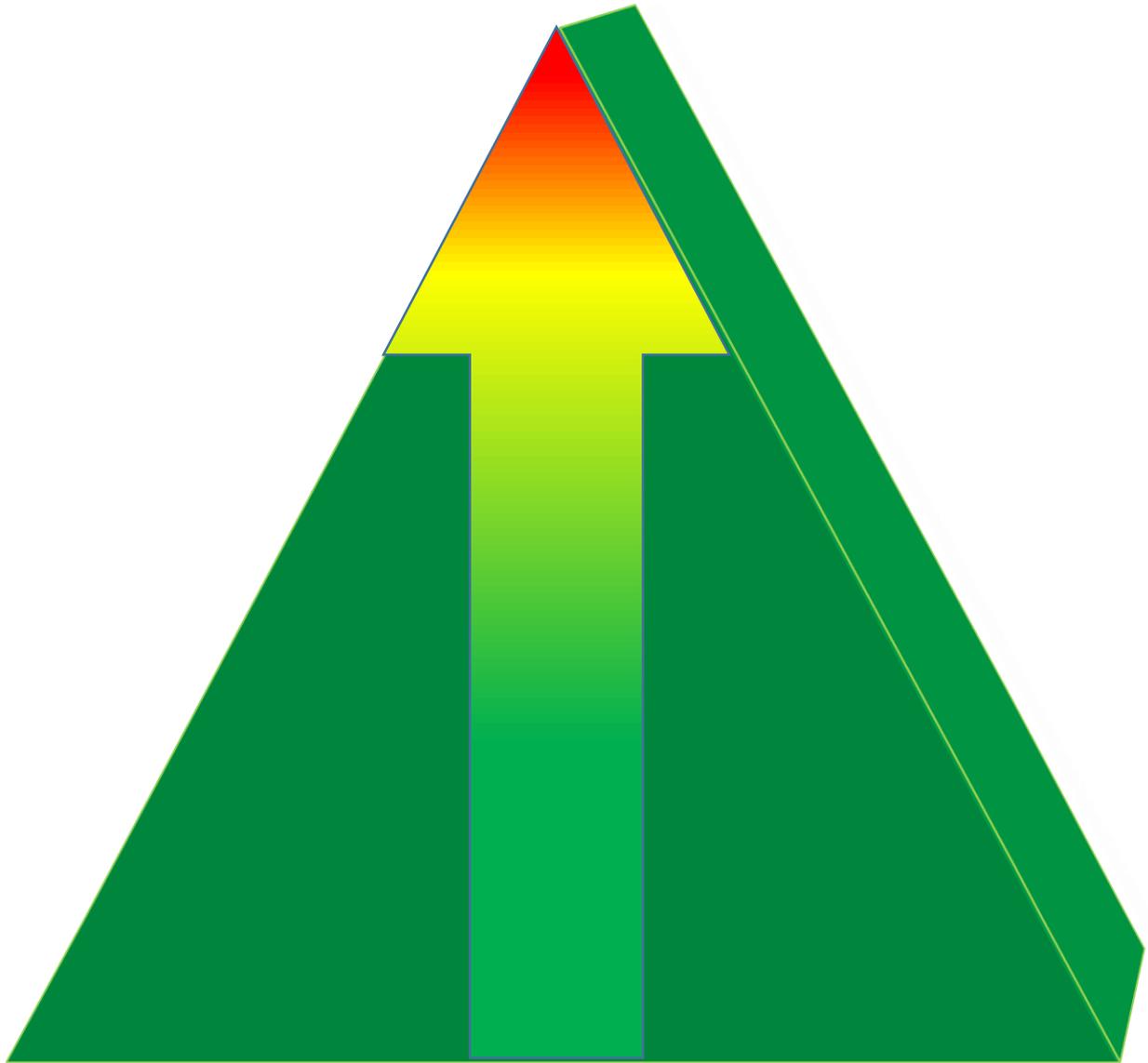


Positive Behavioral Interventions & Supports

PBIS Iowa



2013-2014 ANNUAL REPORT

Susan Bruce, PBIS State Consultant
Iowa Department of Education

Robin Galloway, PhD
RISE, Iowa State University

Iowa School-Wide PBIS Annual Report

VISION

All schools in Iowa will implement a sustainable, multi-tiered system of support focusing on safe, healthy, and caring learning environments that include well defined systems, practices, and data at each tier, resulting in improved behavioral and academic outcomes.

MISSION

As part of the Iowa Department of Education Learning Supports, we will develop, support and guide cross-agency implementation of a statewide comprehensive integrated system of Positive Behavioral Interventions and Supports for families, schools and communities to support all children and youth.

During 2011-12, the PBIS State Leadership team (PBIS-SLT) developed a 3 year action plan based upon the results of the Leadership Team Self-Assessment Survey. This plan was reviewed annually and updated as indicated by progress made in each of the identified goal areas. The team focused on 8 primary goals as listed:

- Maintain the state leadership team to guide and monitor statewide implementation efforts
- Develop a coaching network to support schools
- Collect and analyze data to inform fidelity and the impact of implementation on student outcomes
- Collaborate with and integrate other initiatives
- Standardize training across tiers
- Increase trainer skills in order to extend targeted and intensive supports for students
- Disseminate information to stakeholders
- Celebrate and recognize accomplishments of participating schools

AEA PBIS COORDINATORS

Keystone	De Blanchard dblanchard@aea1.k12.ia.us
AEA 267	Jackie Fober jfober@aea26712.ia.us
Prairie Lakes	Melissa Wurth mwurth@aea8.k12.ia.us
Mississippi Bend	Jill Yates jyates@aea9.k12.ia.us
Grant Wood	Tammy Beener tbeener@gwaea.org
	Mary Andres mandres@gwaea.org
Heartland	Bess Wood bwood@aea11.k12.ia.us
Northwest	Jennifer Collins jcollins@nwaea.org
Green Hills	Patrick Rabbitt prabbitt@ghaea.org
Great Prairie	Julie Thomas julie.thomas@gpaea.org
State PBIS Consultant	Susan Bruce susan.bruce@iowa.gov

Extent SW-PBIS is Implemented

The Iowa Department of Education (IDoE) has invested significantly in the “scaling up” of PBIS statewide in K-12 public schools. According to the State Implementation and Scaling-up of Evidence-based Practices Center (SISEP) significant investment in attempts to improve education will be “worth it” if it helps further the education of students and benefit their families. The center suggests that “scaling up” innovations in education means that at least 60% of the students who could benefit from an innovation are experiencing that innovation in their education setting. Figure 1 shows that in 6 years, the total number of PBIS schools increased 5 fold. Figure 2 indicates that during the 2013-14 school year 25% of the students enrolled in Iowa’s K-12 public schools attended schools implementing PBIS.

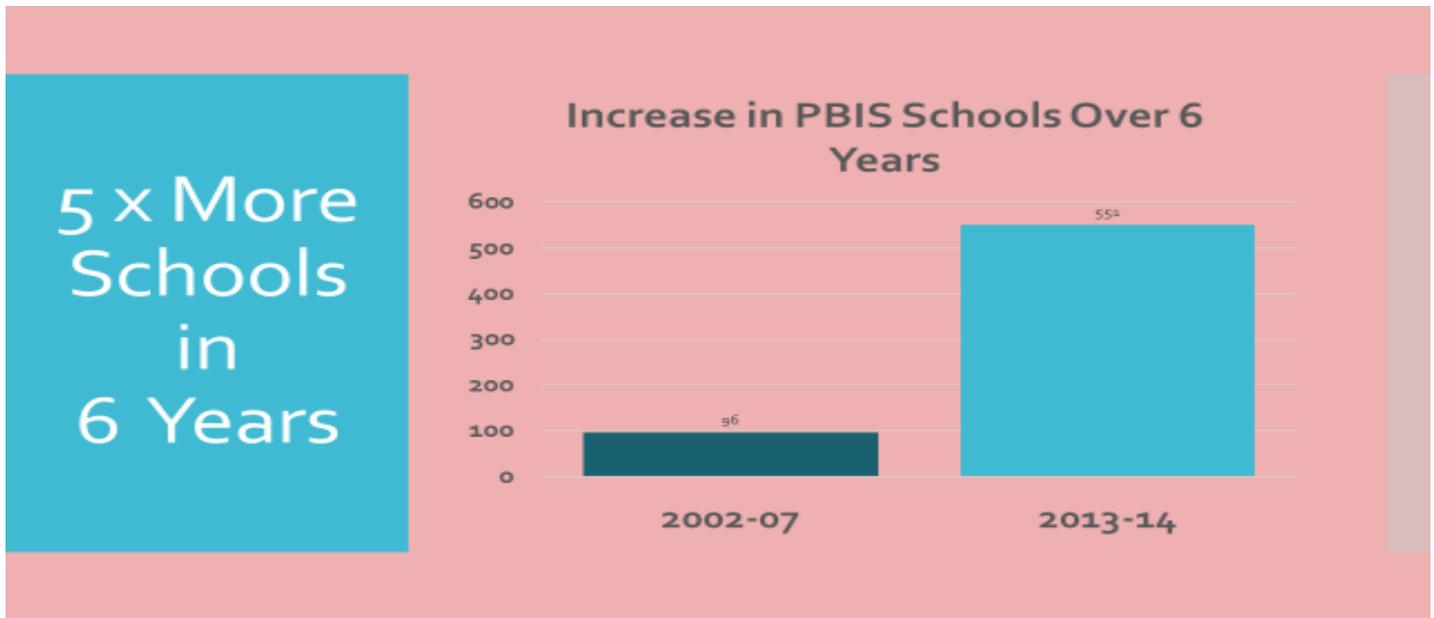


Figure 1

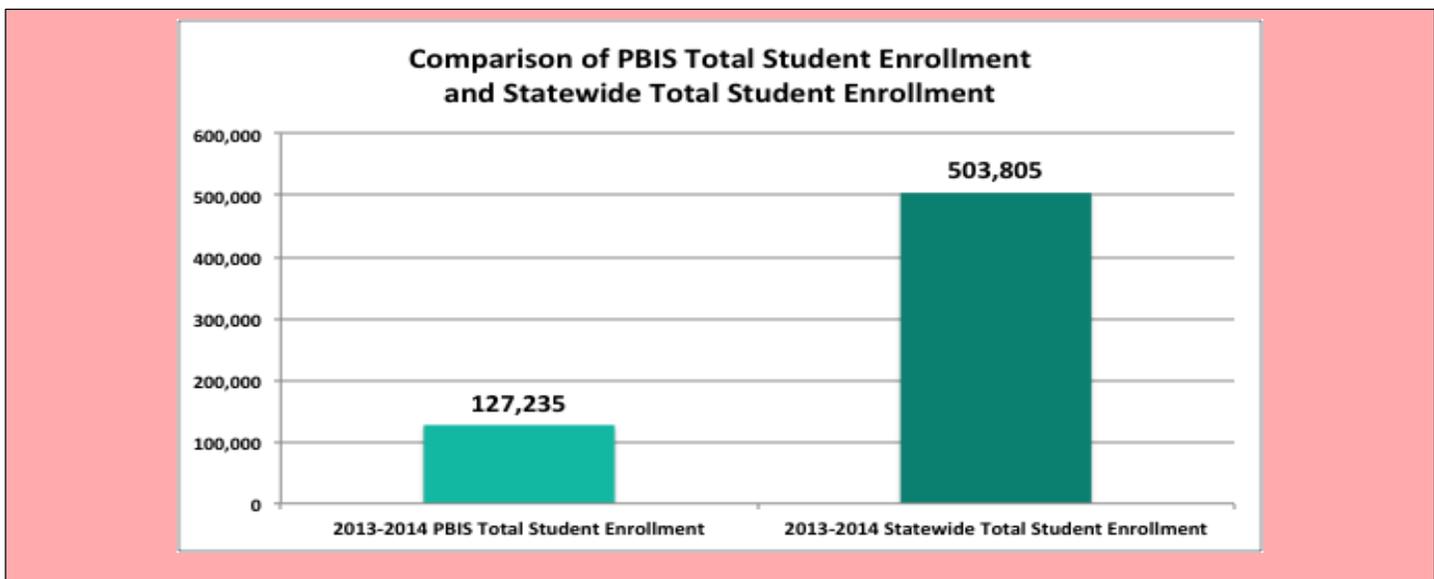


Figure 2

Training Progress and Technical Support

PBIS Coordinators, responsible for regional coordination, monitoring, training and coaching activities, are based in each of the 9 Area Education Agencies (AEAs). FTE is determined at each AEA. Three AEAs provide 1.0 FTE, one AEA provides 2.0 FTE and the remaining AEAs range from .5 - .8 FTE. Two urban districts have one district coordinator each who are directly responsible for all PBIS work. Currently, these AEA coordinators are providing training and coaching services to 500 schools in 163 districts. Figure 3 below shows the yearly increase in the number of schools supported. This represents an average annual expansion of 25%.



Figure 3

Research indicates that training alone does not result in successful implementation of an initiative a school or district has adopted. On-site support for staff in developing systems, applying new skills and analyzing data create a greater opportunity to build fluency, and ensure accurate application and fidelity of implementation. The PBIS-SLT is working toward:

- Establishing a statewide coaching network
- Increasing professional development opportunities for coaches
- Providing technical assistance to schools at the necessary level as indicated by implementation data

Tier 1 Training Completed/In Progress (n=262)

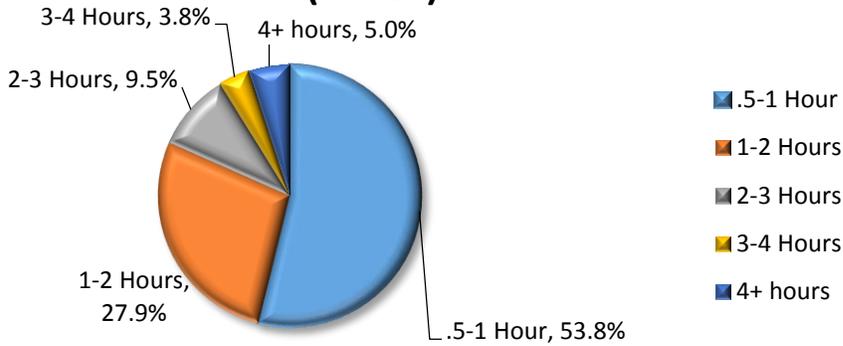


Figure 4

Tier 2 Training Completed/In Progress (n=231)

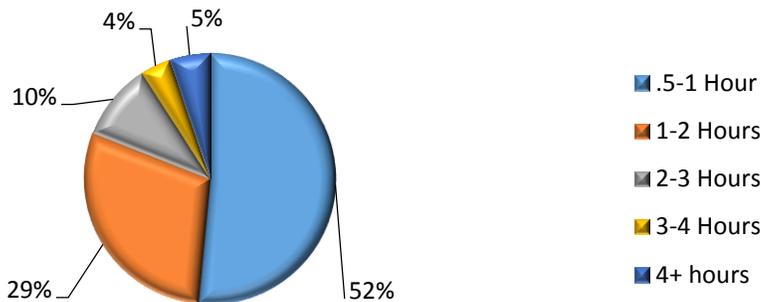


Figure 5

Tier 3 Training Completed/In Progress (n=105)

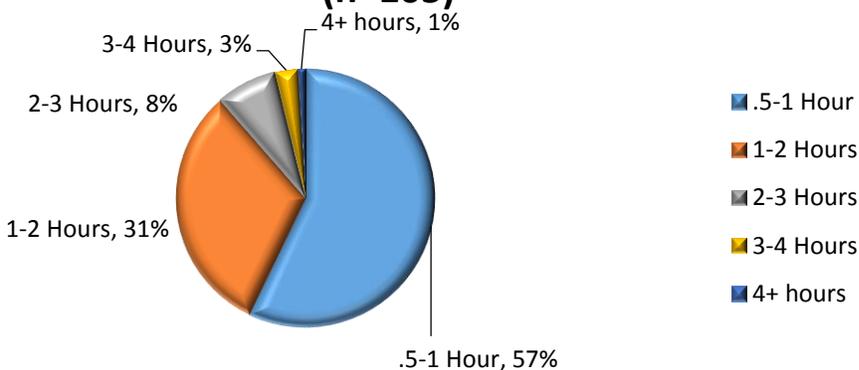


Figure 6

Figures 4, 5 and 6 represent responses from school based teams when requested to provide an estimate of time in which they received technical assistance per month. Technical assistance could be provided by an external coach, a person assigned to the school through the district or AEA, or an AEA coordinator or trainer, with assistance occurring outside of the regular training schedule. This included face to face visits, phone calls, email communications, and support occurring through technology.

The following coaching and technical assistance goals are ongoing and currently in progress:

- Researching and developing a position paper on the impact of coaching and amount of coaching that supports teams to fidelity of implementation.
- Extending the reach of technical assistance through coaches meetings and providing targeted training in a variety of formats
- Improving coaching structures within the AEA's
- Developing a coaching network to support LEAs

Extent PBIS was Implemented with Fidelity

Measuring Fidelity of Implementation

Fidelity of implementation refers to the extent core features of PBIS are implemented as designed. Guidance for evaluating PBIS is provided by the PBIS National Technical Assistance (TA) Center. PBIS-IA utilizes the evaluation tools and recommended evaluation schedule as provided by the National PBIS TA Center. Figure 7 below outlines the tools used at each tier and the criteria for meeting fidelity.

Level of Implementation	Evaluation Tool	
UNIVERSAL Level (Tier 1)	BOQ = Benchmarks of Quality (Summative for Tier 1)	Who: Coach/Team Frequency: Annually after initial implementation Fidelity Score: 70% Overall
	SAS = Self-Assessment Survey	Who: Staff Frequency: Annually Fidelity Score: 80% School-wide
	SET = School-wide Evaluation Tool	Who: SET Evaluator Frequency: Annually until 2 times in a row achieve 80/80 Fidelity Score: 80 on Expectations Taught / 80 Overall Mean Score
TARGETED Level (Tier 2) INTENSIVE Level (Tier 3)	BAT = Benchmark for Advanced Tiers (Summative for Tiers 2/3)	Who: Tier 2 Team Frequency: Annually

Figure 7

Collecting Data

Schools implementing PBIS submit fidelity and discipline data for analysis annually. This effort was coordinated by each of the AEA PBIS Coordinators. Data was collected through the PBIS Data Collection Survey twice a year. Mid-year data was collected in January of 2014 for progress monitoring and end of year data was collected in June of 2014.

Figure 8 below shows the percentage of schools within each AEA that reported complete data sets for the end of year data reporting period and the increase in reporting over three years. While there has been an increase each year the state would ideally like the data to represent 85% or greater of the schools implementing to effectively monitor PBIS statewide.

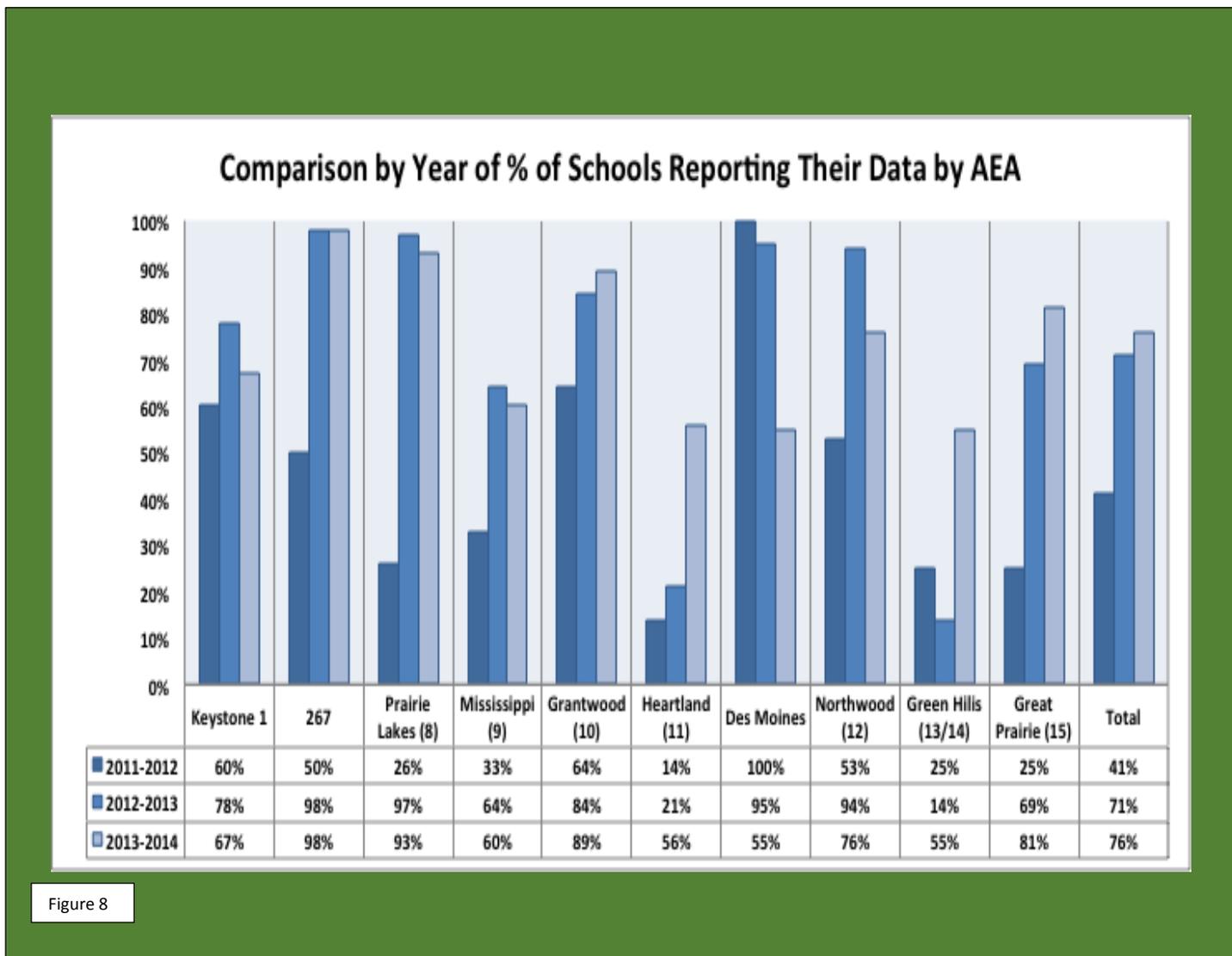


Figure 8

Note: Figure 8 indicates that from 2011-12 to 2013-14 the overall % of schools implementing PBIS reporting their data to the IDoE increased from 41% to 76%.

Evaluation Tools and Fidelity

During 2012-13, a new assessment was introduced. Teams that scored 80% two consecutive times on the Team Implementation Checklist had the option to utilize the Benchmarks of Quality (BOQ) to measure Tier 1 implementation fidelity. In 2013-14, the BOQ was no longer optional, and became the specified tool for assessing fidelity. The BOQ consists of 53 items across 10 critical elements that identifies areas of strength and need for future action planning and sustained implementation of universal systems. Figure 9 below shows the percentage of schools by grade levels that met or did not meet fidelity using the BOQ.

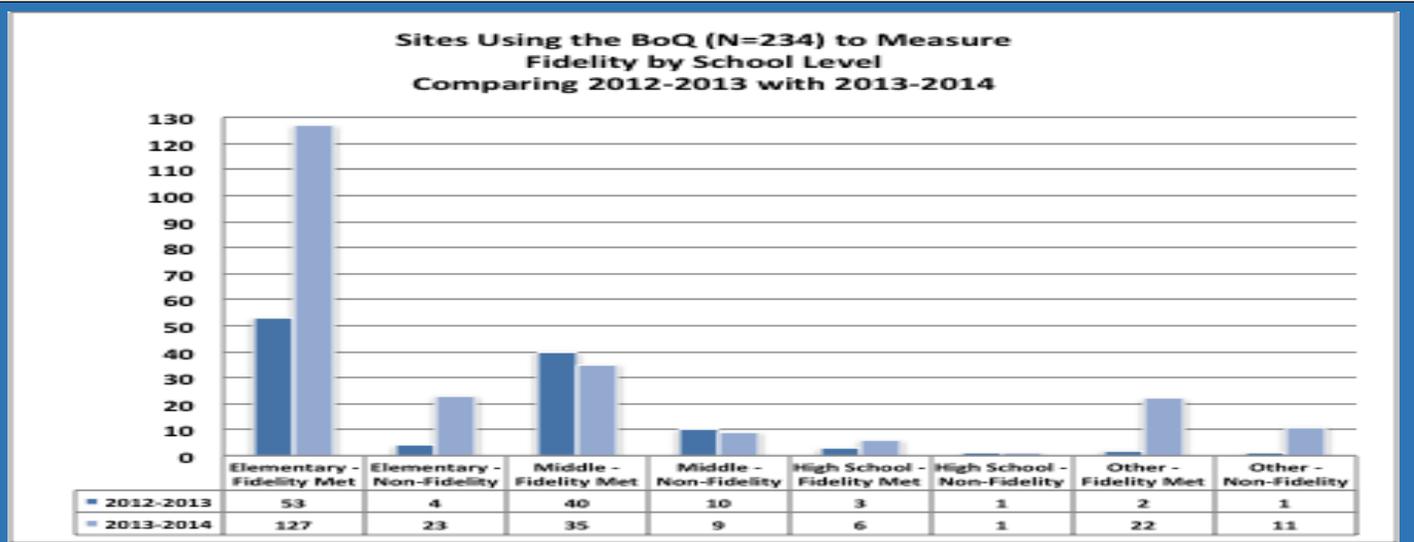


Figure 9

The evaluation schedule for the 2013-14 school year also included using the Benchmarks for Advanced Tiers (BAT) to assess implementation status for Tiers 2 and 3. The BAT consists of 56 items across 10 critical elements. School teams used the BAT to build an action plan and to identify next steps in the implementation process. Schools with at least one Tier 2 intervention in place were requested to report the 3 subscales: Foundations, Tier 2 Support Systems, and Tier 3 Support Systems. Figure 10 shows that 40% of schools reporting scores met fidelity for Tier 2 systems.

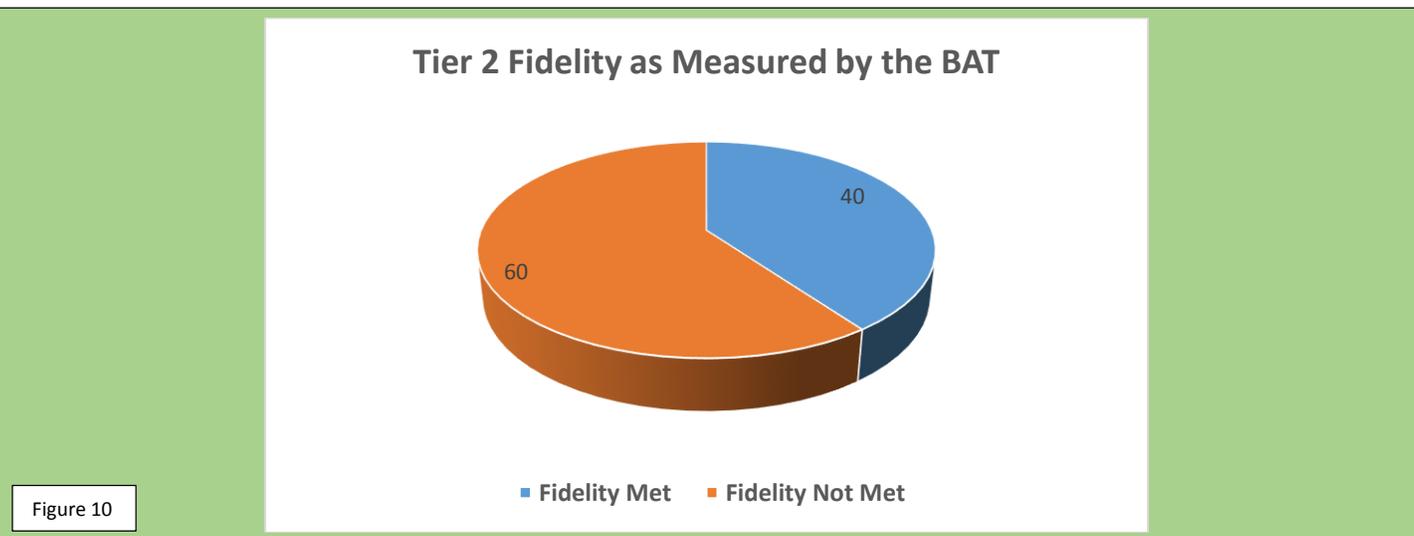


Figure 10

PBIS schools collect office discipline referrals (ODRs) using several data systems across the state, including self-developed spreadsheets. In addition to entering data on the school's student information system, 38% of PBIS schools have elected to use the School-Wide Information System (SWIS) available from the PBIS National TA Center. ODR forms include information that promotes data based decision making and assists teams with determining if PBIS is related to a reduction in problem behavior. Information collected informs the team of how many behavior problems occurred, who is involved, when they happened, where they happened and what specific behaviors were observed. Teams are trained to develop a problem statement and develop action steps to address the problem. After implementing an action, the team then reviews data and determines if there has been a change in reported student problems. The expected response to the multi-tiered framework of PBIS is 80%-15%-5%. In other words, 80% of the student population are expected to respond appropriately to universal practices and will have received 0 – 1 ODRs. 15% of the students will have received 2 – 5 referrals and may require targeted supports, while 5% will have received 6 or more referrals and require more intensive supports.

Statewide Reduction in Problem Behaviors

Iowa's PBIS schools have continued to show the expected response to the prevention and intervention framework. Figure 11 below compares 3 years of ODR data and indicates a slight increase in the percentage of students responding to universal practices with a decrease for students needing targeted and intensive supports.

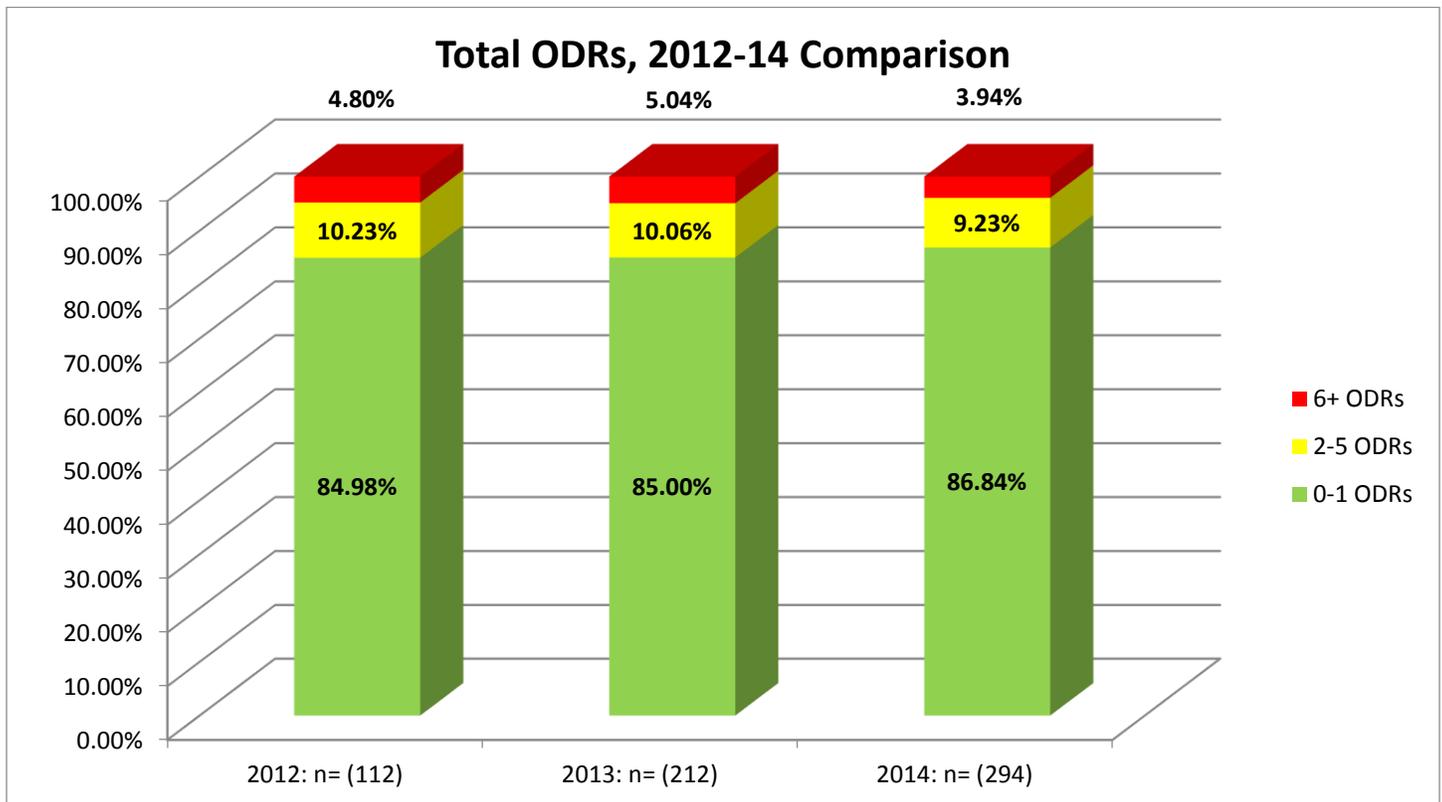


Figure 11

Statewide Reduction of Problem Behaviors by School Level

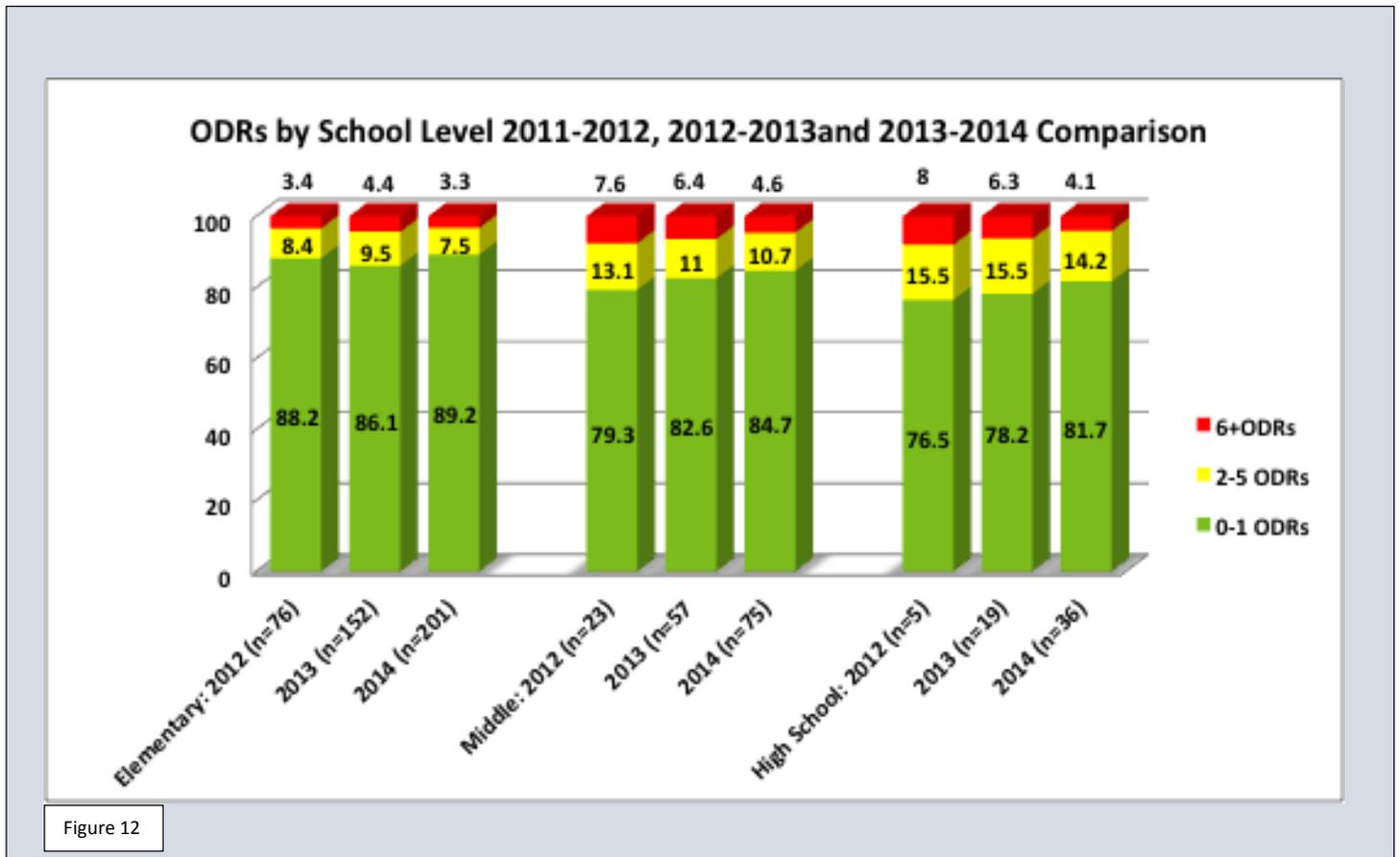


Figure 12

Figure 12 indicates a positive trend across three years at the elementary, middle and high school levels with an increase in the number of students receiving 0 -1 ODR and a decrease in the number of student receiving 6 or more ODRs.

How Iowa's ODR Rate Compares to Nation

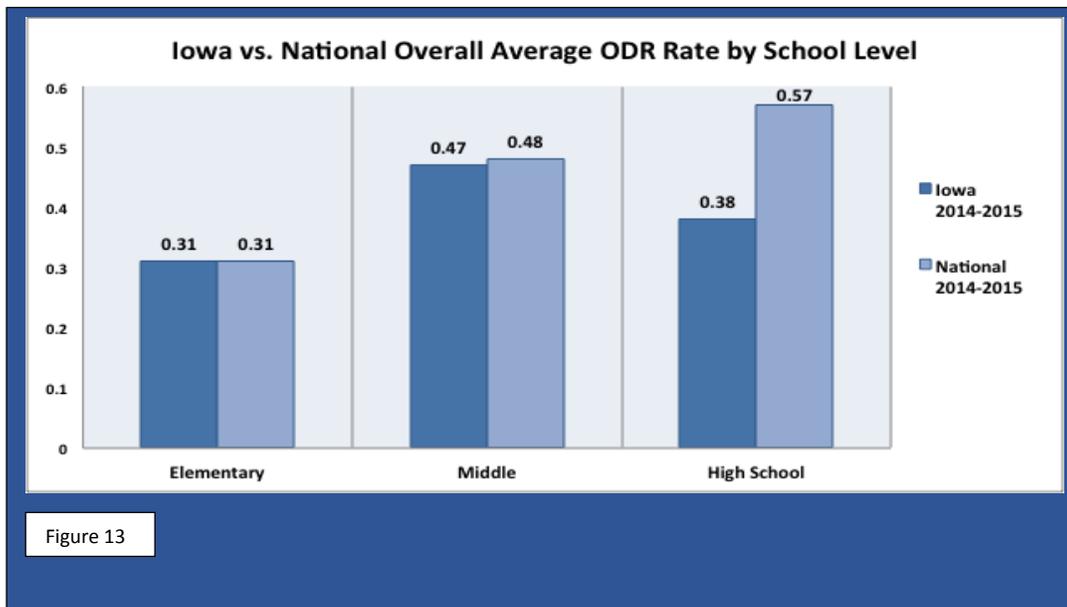


Figure 13

Figure 13 compares the national overall average rate for ODRs with the state's PBIS schools implementing with fidelity overall average ODR rate. The data show that Iowa's elementary and middle school average ODR rates are essentially equal to the national averages. However, Iowa's overall high school ODR rate is .21 lower than the national average.

The quality, or fidelity, with which evidence-based practices, such as PBIS are implemented, is an important factor for achieving successful outcomes. Figure 14 below compares ODR data over 3 years for Iowa's schools implementing PBIS where fidelity has been met and not met. Although schools not implementing with fidelity are within the expected response rate, schools meeting fidelity consistently show fewer students needing support beyond the universal level than do schools not implementing with fidelity.

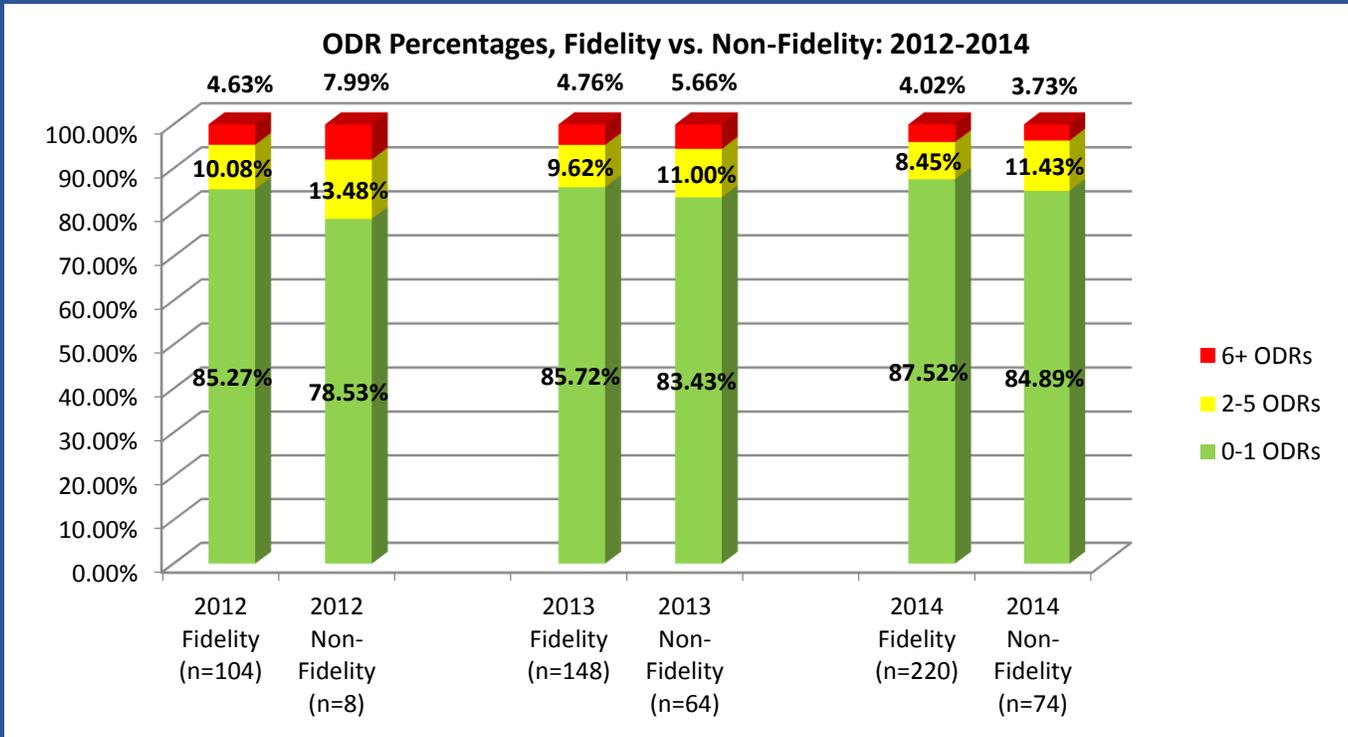


Figure 14



Most Frequent Problem Behaviors and Locations

Figures 15 and 16 show the problem behaviors that resulted in the highest number of ODRs and the locations with the highest ODRs respectively. Data show that physical aggression and fighting is the greatest problem behavior and has increased while the second greatest problem behavior disrespect has decreased. The two locations resulting in the most ODRs are the playground seeing a decrease over time and the classroom showing an increase. Data indicate that schools have likely been able to implement strategies on the playground (considered a common area) resulting in fewer ODRs and that classroom teacher professional development around behavior management skills may be necessary to decrease problem behaviors in the classroom.

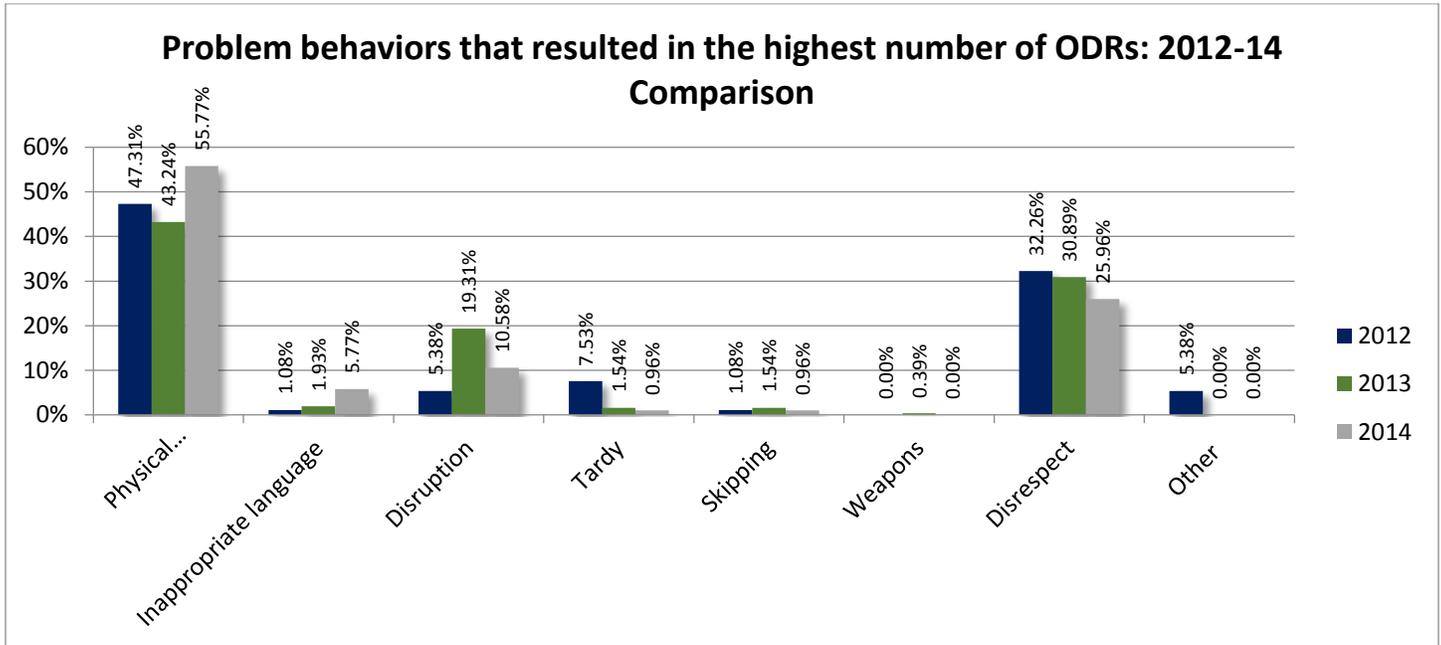


Figure 15

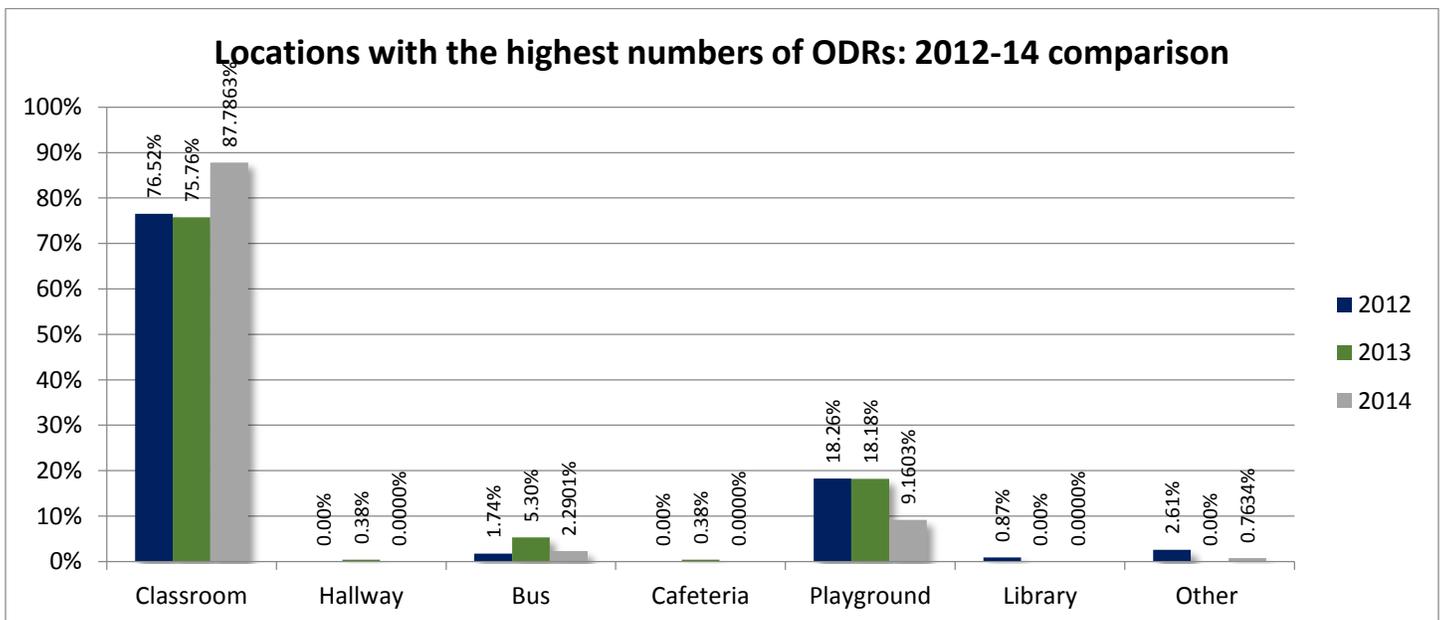


Figure 16

Decreasing Out-of-School Suspensions (OSS)

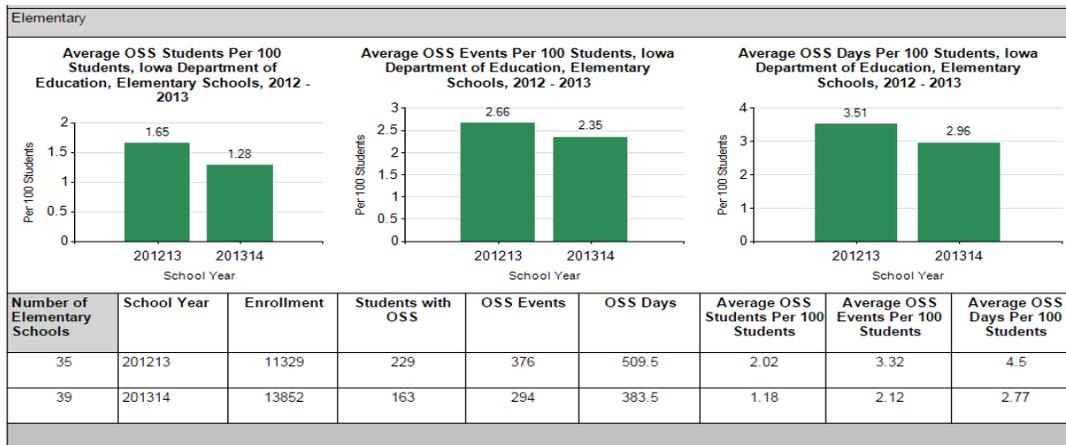


Figure 17

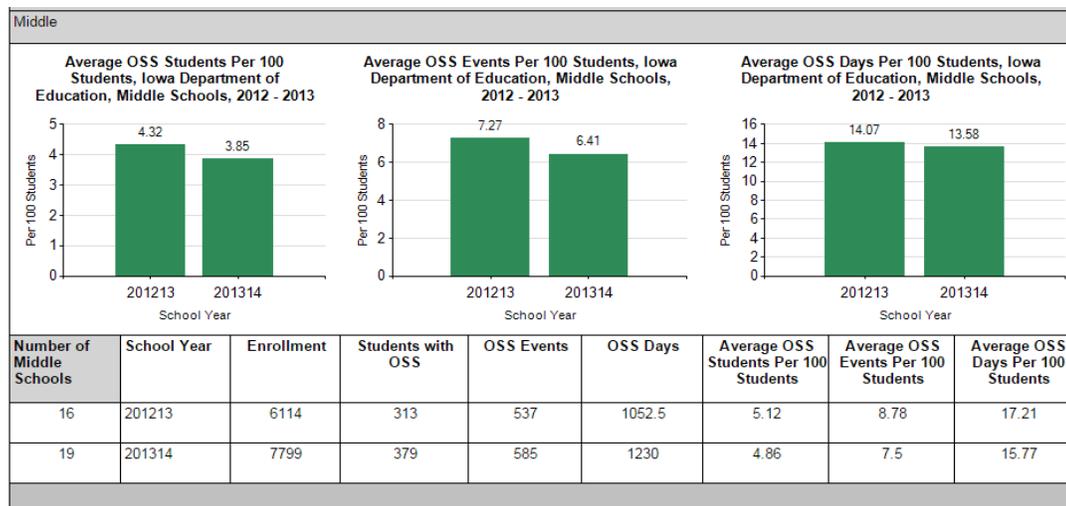


Figure 18

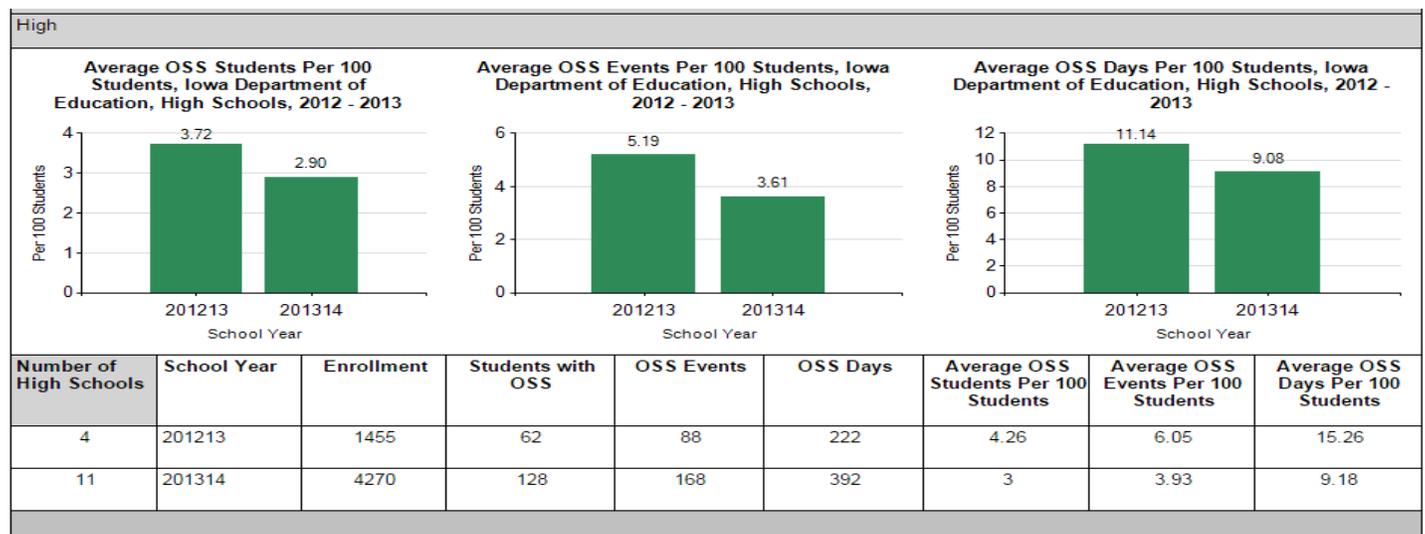


Figure 19

Note the number of schools with OSS data are low compared with the actual number of schools implementing PBIS in the state of Iowa. To date OSS data can only be retrieved from schools using the School-Wide Information System (SWIS) developed by the University of Oregon.

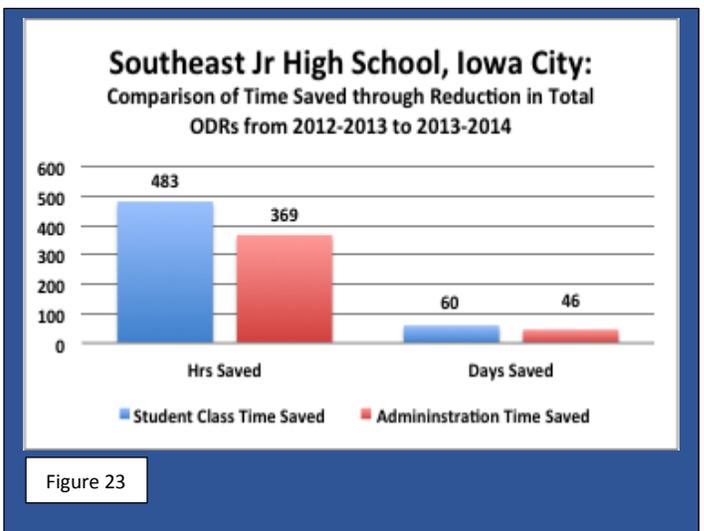
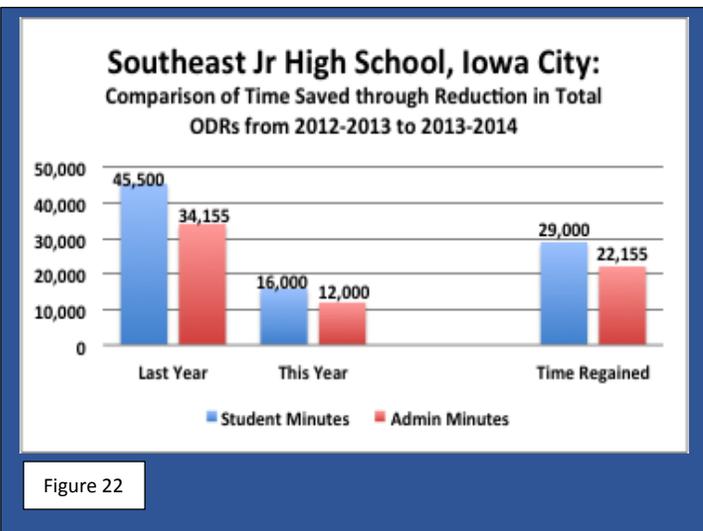
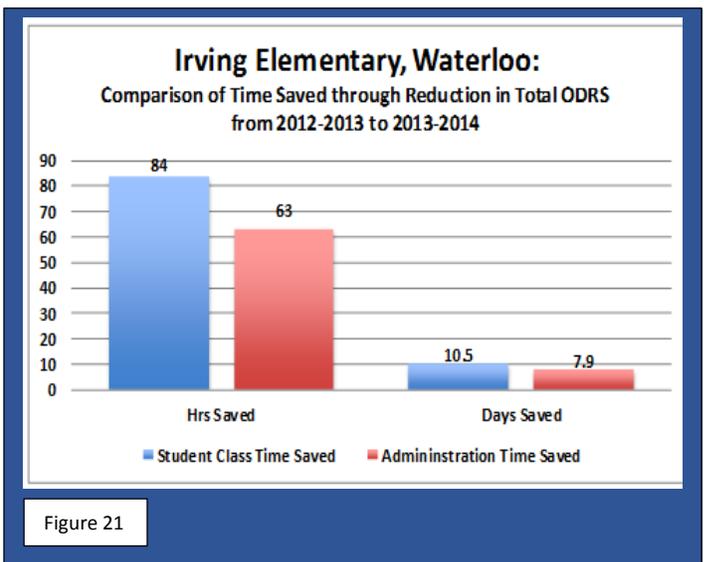
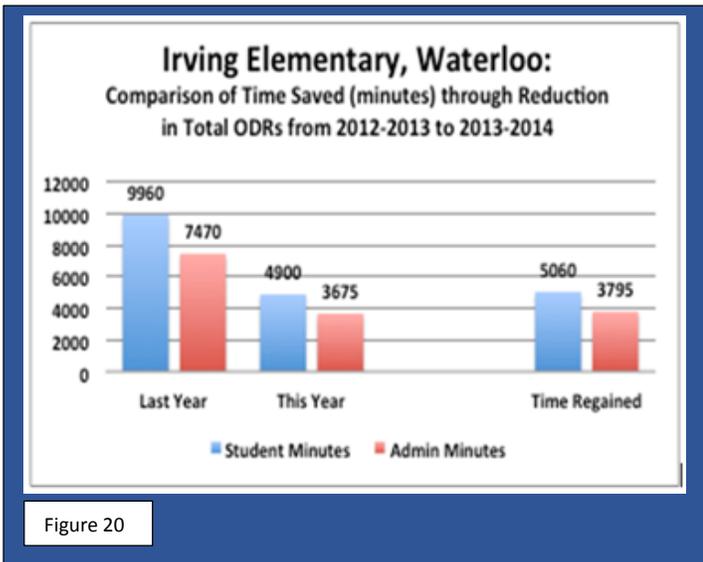
None-the-less Iowa's Out of School Suspension data are very encouraging. Comparing 2012-13 with 2013-14 results show a decrease in OSS for elementary middle and high schools.

Schools Regain Instructional and Administrative Time

Every Minute Counts!

Figures 20 - 25 compare the total ODRs from 2012-13 to 2013-14 and indicate the student and administrator time regained as a result of a reduction in Office Discipline Referrals (ODRs). Each major ODR is assigned a **conservative** number of minutes for both the student (20 minutes) and the administrator (15 minutes) when calculating time regained.

- Figure 21 shows that Irving Elementary, Waterloo Community School District regained 10.5 days of student instruction time and 7.9 days of administrator time during the 2013-14 school year.
- Figure 22 shows that Southeast Jr High School, Iowa City Community School District regained 60 days of student instruction time and 46 days of administrator time during the 2013-14 school year.



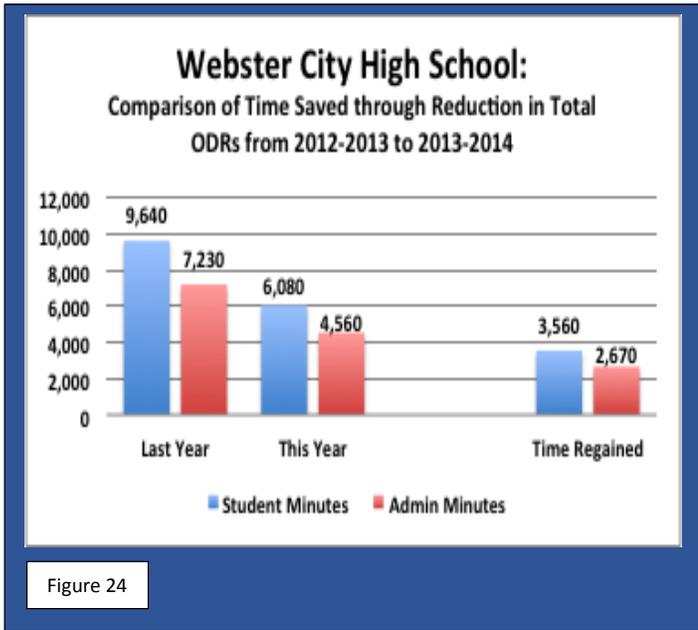


Figure 24

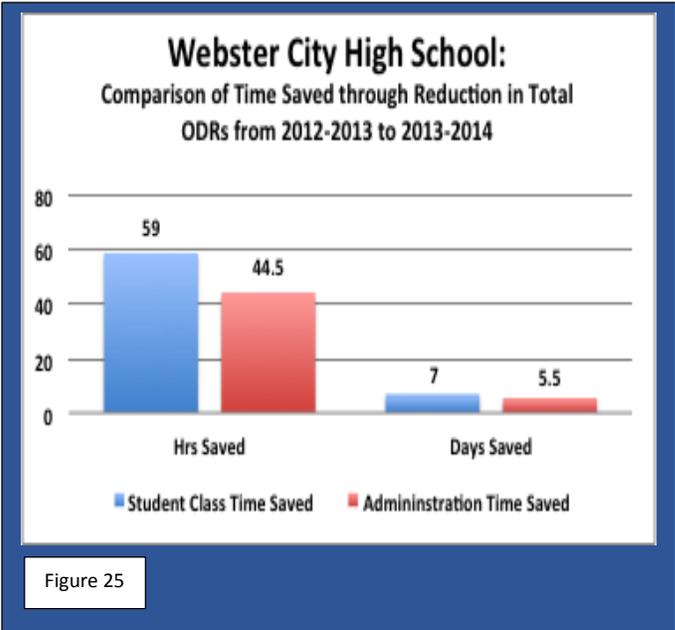
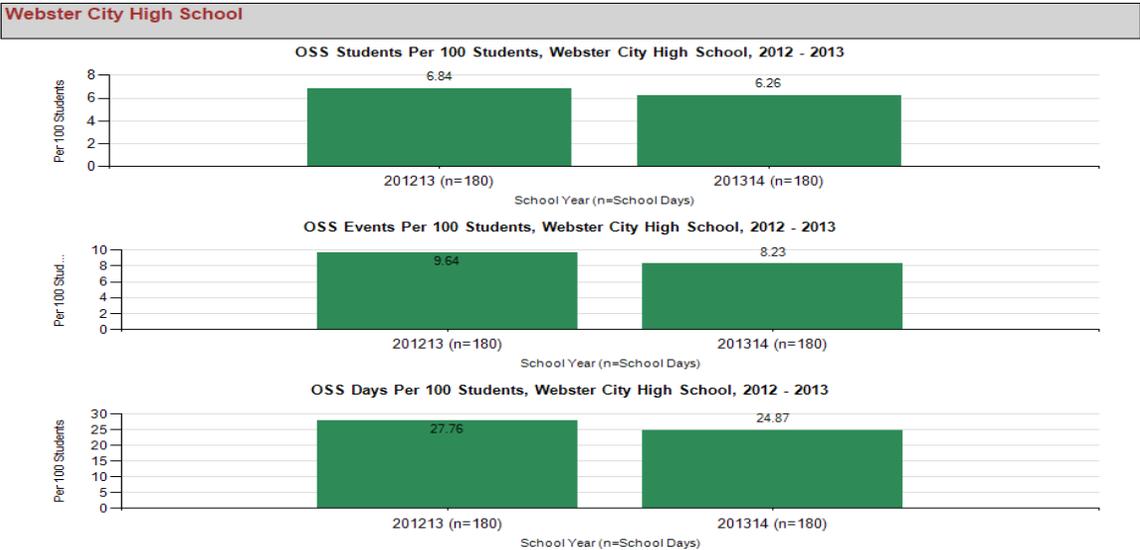


Figure 25

Figure 25 above shows that Webster City High School, Webster City Community School District, regained 7 days of student instruction time and 5.5 days of administrator time during the 2013-14 school year. The result of time saved for both students and administration demonstrates how effective PBIS implemented with fidelity can be for schools. The district saved a conservative total of 77.5 days of student instruction time and 59.9 days of administration time over the course of the 2013-2014 school year. A resource highly valued with the increasing demands placed on schools to improve student instruction. In addition, the Webster City High School is beginning to see a drop in OSS % per 100 students (see Figure 26 below).



School Year	Enrollment	Students with OSS	OSS Events	OSS Days	OSS Students Per 100 Students	OSS Events Per 100 Students	OSS Days Per 100 Students
201213	643	44	62	178.5	6.84	9.64	27.76
201314	559	35	46	139	6.26	8.23	24.87

Figure 26

Impact of Tier 2 Interventions

Comparing the ODR% of schools implementing Tier 2 interventions and implementing with fidelity with those not implementing with fidelity the data indicate that schools not implementing with fidelity fail to stay within the 80% (0-1 ODR) - 10% (2-5 ODRs) - 5% (6 or > ODRs) ratio at the universal and secondary levels (see Figures 27 and 28).

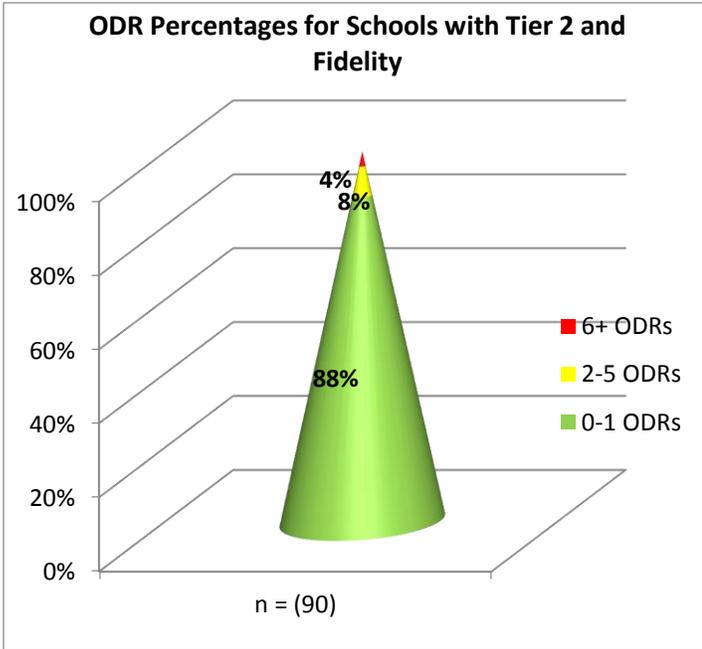


Figure 27

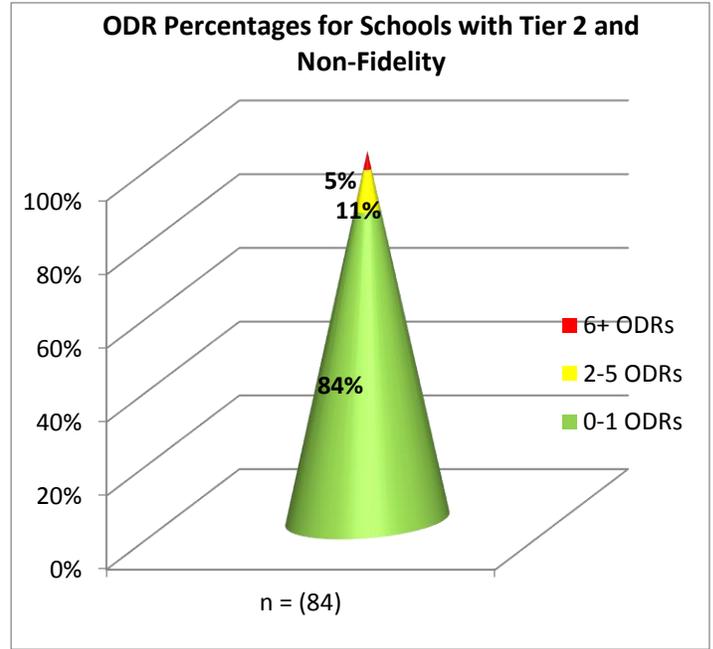


Figure 28

Figure 29 shows that schools implementing Tier 2 interventions and implementing PBIS with fidelity have a greater % of students responding to the Tier 2 interventions compared with schools not implementing PBIS with fidelity.

Number of students responding to Tier 2 supports, Fidelity vs. non-Fidelity

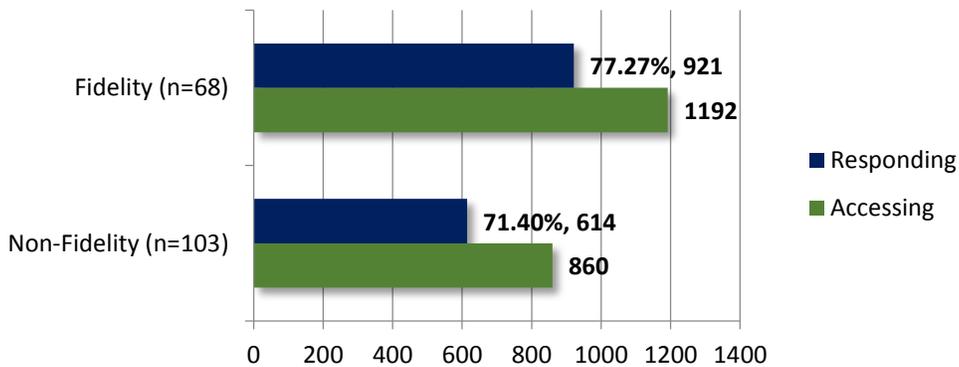


Figure 29

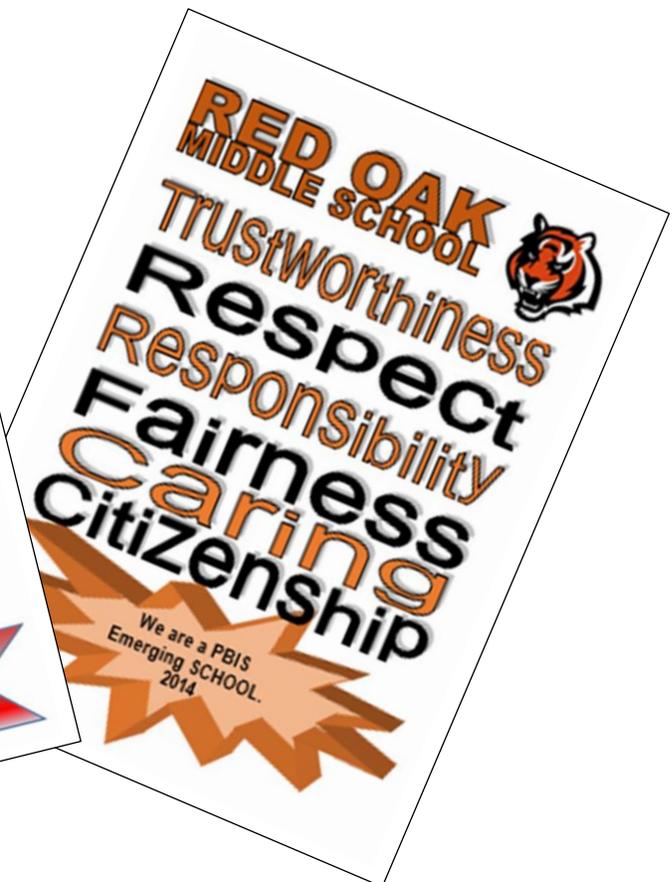
Honoring School Success

Forty schools across the state were recognized for their success with PBIS development, implementation and sustainability. Schools applied for one of six levels for which they qualified and submitted supporting documents to AEA PBIS Coordinators for review and endorsement.

The Emerging School Award was opened to teams trained in 2013-14 who developed all products for implementation. During 2014, the team rolled out their systems to students, staff and families. Ten schools received the Emerging PBIS School Award.

Emerging PBIS School Awards

Eldora–New Providence Elementary (E-NP CSD)	Keystone AEA
Red Oak Middle (RED OAK CSD)	Green Hills AEA
Walnut Elementary (WALNUT CSD)	Green Hills AEA
De Soto Intermediate (ADEL-DESOTO-MINBURN CSD)	Heartland AEA
Sunnyside Elementary (BURLINGTON CSD)	Great Prairie AEA
Kinsey Elementary (SIOUX CENTER CSD)	Northwest AEA
Liberty Elementary (SIOUX CITY CSD)	Northwest AEA
Spalding Catholic – Alton (MOC-FV CSD)	Northwest AEA
Spalding Catholic – Granville (MOC-FV CSD)	Northwest AEA
Loess Hills Elementary (SIOUX CITY CSD)	Northwest AEA



Teams were eligible for the Honor School Award if they taught and acknowledged expectations and instituted a continuum of consequences for behaviors not consistent with the expectations. In addition, Honor schools utilized data to make decisions and to update action plans to enhance implementation.

<u>Honor PBIS School Awards</u>	
Washington Elementary (CHARLES CITY CSD)	AEA 267
Lincoln Elementary (CHARLES CITY CSD)	AEA 267
Westwood Elementary (ANKENY CSD)	Heartland AEA
Horizon Elementary (JOHNSTON CSD)	Heartland AEA
Perry Elementary (PERRY CSD)	Heartland AEA
Newell-Fonda Elementary (N-F CSD)	Prairie Lakes
Prairie Valley Elementary (PRAIRIE VALLEY)	Prairie Lakes
North High (SIOUX CITY CSD)	Northwest AEA
Spalding Park Elementary (SIOUX CITY CSD)	Northwest AEA
Ireton Elementary (WEST SIOUX CSD)	Northwest AEA
Hawarden Elementary (WEST SIOUX CSD)	Northwest AEA

The Honor Plus level was awarded to schools that met fidelity for Tier 1 on the BoQ and used this assessment to begin the development of a multi-tiered action plan to include Tier 2 systems and practices.

<u>Honor Plus PBIS School Awards</u>	
Lambert Elementary (WEST DELAWARE CSD)	Keystone AEA
Jefferson Elementary (MASON CITY CSD)	AEA 267
Western Hills Elementary (WEST DES MOINES CSD)	Heartland AEA
Summit Middle (JOHNSTON CSD)	Heartland AEA
North Hill Elementary (BURLINGTON CSD)	Great Prairie AEA
Grimes Elementary (BURLINGTON CSD)	Great Prairie AEA
Washington Elementary (FAIRFIELD CSD)	Great Prairie AEA
Libertyville Elementary (FAIRFIELD CSD)	Great Prairie AEA
Keokuk High (KEOKUK CSD)	Great Prairie AEA
West Monona Middle (WEST MONONA CSD)	Northwest AEA

Two schools were awarded the Banner level. Each school maintained fidelity for Tier 1 implementation, had a Tier 2 team in place that used a decision rule to identify students needing support, and used a progress monitoring process for students receiving targeted supports. Banner schools had at least 50% of the critical elements for Tier 2 in place and at least 50% of identified students receiving targeted supports responded to the intervention. Teams applying for Banner Plus completed the Banner application and continued with the Banner Plus section. Three schools met criteria for this level. Banner Plus schools have at least 80% of the critical elements for Tier 2 in place and at least 70% of their students identified as receiving targeted supports responded to the intervention.

<u>Banner PBIS School Awards</u>	
Eleanor Roosevelt Middle (DUBUQUE CSD)	Keystone AEA
Xavier Elementary (WESTERN DUBUQUE CSD)	Keystone AEA
<u>Banner Plus PBIS School Awards</u>	
Robert Blue Middle (EAGLE GROVE CSD)	Prairie Lakes
Feelhaver Elementary (FORT DODGE CSD)	Prairie Lakes
Gehlen Catholic (LeMARS CSD)	Northwest AEA

Paramount schools must meet the criteria for all previous levels of recognition and have 80% of the critical elements for the Intensive Tier in place with at least 50% of identified students provided with intensive supports responding to the intervention. Intensive supports should match student need and a process to progress monitor the impact of the individualized behavior plan must be in place. Four schools met criteria for this award and have sustained all efforts as they progressed to full implementation.

<u>Paramount PBIS School Awards</u>	
Starmont Elementary (STARMONT CSD)	Keystone AEA
East Sac Elementary – Sac City (EAST SAC CSD)	Prairie Lakes
East Sac Elementary – Wall Lake (EAST SAC CSD)	Prairie Lakes
Stratford Elementary (STRATFORD CSD)	Prairie Lakes

PBIS IA State Leadership Team Meeting Evaluation

Participants rated each month's PBIS Leadership Team Meeting using a survey addressing three major categories and the overall perception of the meeting (See Figure 31). Ratings of 4.5 or higher are considered an excellent result for an effective and efficient meeting. In August of 2012 the participants rated all three major categories lower than was typical particularly for questions addressing the following: meeting felt relaxed, norms were followed, all stakeholders were present and had a voice, appropriate data was provided and the meeting was balanced between content provided, discussion and work group time. Feedback was sought from the Leadership Team to address their concerns and efforts were made to prepare for and facilitate the meetings to improve participant satisfaction. Figure 31 indicates that over the course of 2012-2013 through 2013-2014 the participant average rating for each category and overall consistently improved resulting in 4.5 or higher.

Average of Leadership Meeting Participant Evaluation Categories Comparing 2012-2013 to 2013-2014

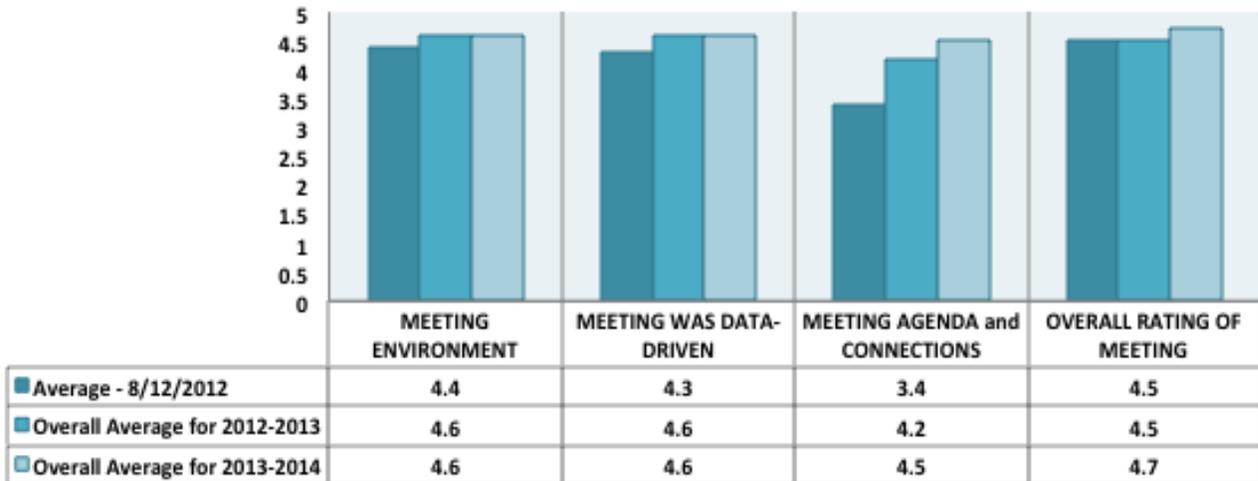


Figure 31

PBIS At a Glance

- **An average of 25% increase in schools, annually since 2008**
- **At the end of the 2014 school year, 500 schools were supported by AEA and district coordinators, trainers and coaches**
- **76% of all schools required to report data, submitted complete data sets including fidelity and discipline data**
- **81% of the schools reporting the overall score for the BoQ, met fidelity for Tier 1**
- **40% of the schools reporting the Tier 2 Systems score obtained using the BAT, met fidelity for Tier 2**
- **The overall percentages of ODRs in elementary, middle and high schools as evidenced by triangle data, improved each year for the past 3 years**
- **Iowa's average ODR rate in elementary, middle and high schools, is either consistent with or lower than the national ODR rate for those grade levels**
- **Schools meeting fidelity at Tiers 1 and 2 show a larger percentage of positive student response to universal and targeted supports**
- **Average out of school suspensions per 100 students decreased in elementary, middle and high schools**
- **40 schools were recognized for meeting criteria for establishing and implementing PBIS systems and practices**