Positive Behavior Interventions and Support in Knox County Schools: A Preliminary Study

Technical Report

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Overview

Positive behavior intervention and support (PBIS) is an evidence based framework for establishing the social culture and behavior needed to achieve desired behavioral and academic outcomes for students. PBIS is not a prescribed curricular intervention but rather an intervention strategy that aims to alter a school's organizational context to implement a multi-tiered behavioral prevention framework. Its procedures are rooted in basic and commonly understood behavioral, social learning, and organizational principals. At its core, PBIS consists of three tiers of interventions: All students receive basic preventive support in the lowest level tier and moving up the tiers results in increasingly intensive interventions that are designed to meet the needs of individual students. The intervention strategies applied in each of the three tiers are tailored by each site to meet the unique needs of their student body and to make the best possible use of available resources.

Ideally, the primary level of intervention, commonly referred to as tier one, is implemented across the entire school and it is applied in classroom settings as well as in all other school contexts. Core features of the primary tier of intervention include clearly articulated behavioral expectations, frequent acknowledgement for meeting school-wide behavioral expectations, and a continuum of logical consequences for problem behavior. Primary prevention is implemented by the entire school staff including teachers, administrators, administrative support staff, cafeteria workers, custodial staff, and bus drivers. Tier one interventions are sometimes called school-wide PBIS, or SWPBIS, due to their comprehensive and all-encompassing nature. At high level, the goals of primary interventions are to establish a social culture in which students expect and support appropriate behavior from each other.

The secondary level of intervention, tier two, is designed for students who aren't responding to the primary level of support. Tier two intervention strategies vary from one implementation to the next and are typically a decision made by the school level PBIS leadership team based on expected student needs, staff skill levels, and available resources. Some examples of tier two interventions include Think Time, Check in Check Out (CICO), and Check and Connect. It is important to note that all students who receive tier two supports also continue to receive primary level supports as well.

Tertiary supports are designed for students that are not responding to tier one and tier two interventions. This level of intervention typically involves a very small percentage of the student body. However, tier three interventions are very intensive and require a significant investment of time and resources in addition to a high level of expertise to inform implementation. At this level of intervention, a functional behavior assessment (FBA) is

typically conducted and the results are combined with other academic and social information to build a comprehensive behavior support plan.

Many schools across the country have some type of behavioral intervention in place but only a portion of them fit the PBIS framework. In August 2015, about 21,000 schools across the country have implemented some form of the tiered system described above and a significant amount of research has been conducted on the efficacy of PBIS. Researchers have demonstrated that PBIS can be implemented with fidelity in a wide variety of contexts and at multiple school levels. In addition, research has shown that PBIS is sustainable. At the school level, research has shown that PBIS is effective at multiple tiers of service in reducing undesirable behavior, overall improved organizational health, and improved perceptions of schools being a safe environment. At the student level, many studies use office discipline referrals (ODR) as an indicator of undesirable behaviors. Students in schools where PBIS has been implemented have been shown to be less likely to receive ODR and at-risk students in PBIS schools have been shown to be significantly less likely to receive ODR. Research into the effects of PBIS on student achievement has shown promising but somewhat less conclusive results.

PBIS in Knox County Schools

The term PBIS takes on a variety of meanings in different school settings across the district. Over the past few years, schools have independently implemented different behavioral initiatives and labeled them PBIS which has led to ambiguous understanding of the term. In most of those cases, some of the key components that comprise PBIS were missing from the initiatives. Knox County Schools began offering district-level training and support for the PBIS framework during the Fall of SY1415 to schools that volunteered to take part. In October of 2014, district level behavioral specialists met with fourth grade teachers at Sarah Moore Greene Magnet (SMG) to plan for a pilot implementation of PBIS which began in late November. Initial results of the pilot were positive and the program was expanded to the third grade at SMG in January. PBIS was also started for the first and third grades at Green Magnet during the month of January. Mooreland Heights implemented PBIS in April of 2015 for its fourth grade students. Following SY1415, Knox County offered a district led, voluntary two day training during the summer of 2015 on the subject of PBIS. Nine elementary schools, three middle schools and most high schools sent staff to attend. The elementary and middle schools that elected to attend the summer training also implemented school-wide PBIS at the start of SY1516. The participating schools are listed in the table below and will be the focus of this study.

Table 1: PBIS Participation

School	Level	PBIS Classroom
Beaumont Magnet	Elementary	SY1415, SY1516
Chilhowee Intermediate	Elementary	
Green Magnet Academy	Elementary	SY1516
Lonsdale Elementary	Elementary	SY1415, SY1516
Mooreland Heights Elementary	Elementary	
Mount Olive Elementary	Elementary	
Norwood Elementary	Elementary	
Sarah Moore Greene Magnet	Elementary	SY1415, SY1516
Sunnyview Primary	Elementary	
Northwest Middle School	Middle	
South Doyle Middle School	Middle	
Vine Middle Magnet	Middle	

Methodology

Although PBIS was piloted within three elementary schools during SY1415, a more structured and consistent implementation of the program in Knox County Schools started at the beginning of the current school year. Differences in both the timing and structure of each the three pilot programs make evaluation very difficult, if not impossible, for SY1415. Therefore, data collected for this report will serve as a baseline for future evaluation efforts.

The primary goal for PBIS in Knox County Schools is to reduce negative student behaviors and encourage positive student behaviors. Office discipline referral data at each school were used as a proxy to measure the volume of negative student behaviors at each location. Data from the KCS student information system and from other applications such as SWIS were combined to determine the number of ODRs at each school during the first semesters of SY1415 and SY1516. An analysis was conducted to compare ODR trends from the first semester of SY1415 to the same time period during SY1516 in order to determine if the implementation of PBIS has had any early impact on office referrals.

A second goal of PBIS in Knox County Schools is to improve the ability of educators and other school staff to appropriately address student behavior. An anonymous survey was conducted to gather staff perception data related their experiences with PBIS training and support in addition to perceptions about how competent they feel with the application of PBIS. In addition, a representative from the KCS REA office conducted several site visits and spoke with staff members at each site that have been involved in implementing PBIS at their

schools to garner more quantitative data. The results from the survey were compiled at the district level as well as at the individual school level, and a trends analysis was conducted at both levels.

A tertiary goal of the PBIS implementation was that the program be implemented with fidelity and in a manner that is sustainable. To help evaluate the fidelity of implementation, survey data was collected from staff members at each PBIS location and site visits were conducted for addition quantitative data. Again, the results from the survey were compiled at both the district and individual school level; a trends analysis was conducted at both levels.

Results: Reduction in Negative Student Behaviors

As mentioned above, office discipline referrals were used as a proxy to gauge negative student behaviors for each PBIS site. At the elementary level, the total number of ODRs declined at six of nine schools when the first semester of SY1516 was compared to the first semester of SY1415 (See Figure 1). Beaumont Magnet, Lonsdale, and Mount Olive decreased the number of discipline referrals at their schools by over 25% while referrals at Sarah Moore Greene Magnet and Green Magnet fell by more than 50%. The reduction in ODRs at those schools is an encouraging sign for the program at the elementary level. Only Sunnyview Elementary showed a sizeable increase in the number of ODRs that were issued this year compared to last year which may be suggestive of the effectiveness of implementation at that location. It is important to note that complete referral data was not available for Mooreland Heights during SY1415 so a year-over-year comparison was not possible. The data shown for Mooreland Heights in Figure 1 are only incidents that resulted in out of school suspensions since those were entered into the KCS student information database.

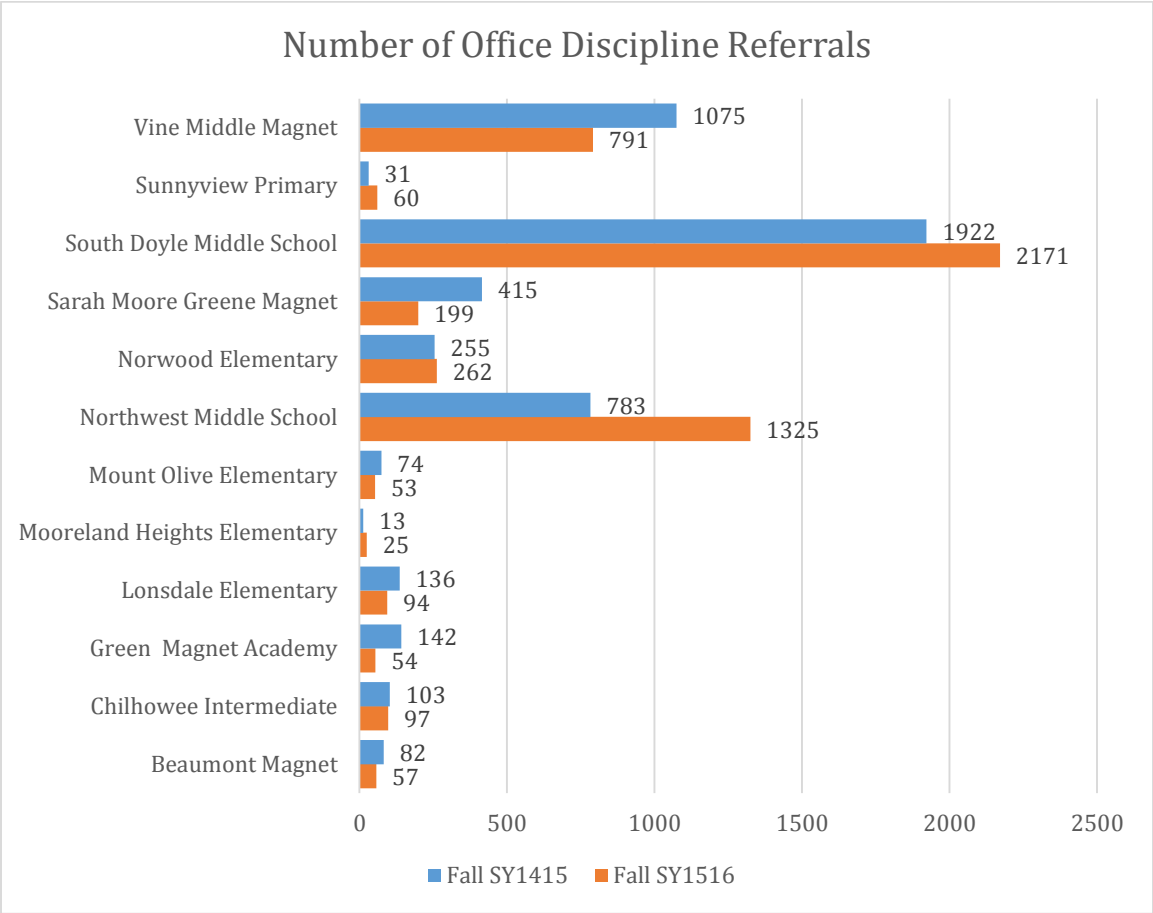

Figure 1: Count of Office Discipline Referrals

At the middle school level, Vine Middle recorded 1075 discipline referrals during the fall of SY1415 compared to 791 referrals during the fall of SY1516, a decrease of -26.4% (See Figure 2). The other two middle schools, South Doyle and Northwest, both experienced increases in ODRs.

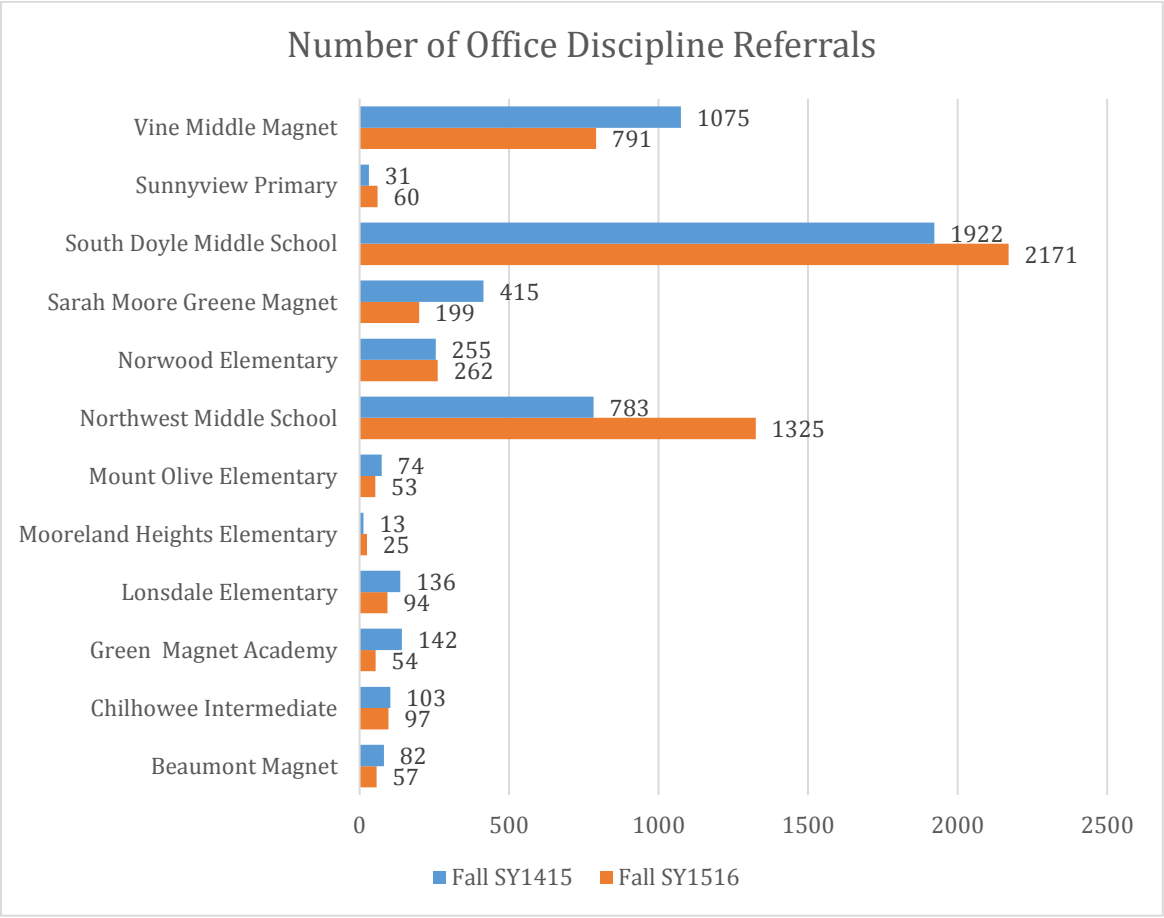

Figure 2: Count of Office Discipline Referrals

The largest year-over-year increase in referrals occurred at Northwest, but procedural changes that were put in place during the summer of 2015 that may be responsible for most of the difference. Staff members at Northwest indicated that a greater emphasis was being placed on data in decision making for student discipline in SY1516 and that they have been documenting many more minor conduct issues than in the past. Since the standard by which students were referred to the office significantly changed between SY1415 and SY1516, the prior year does not provide a good baseline for comparison at Northwest Middle.

Discipline incidents that resulted in out of schools suspensions were also examined since they typically represent the most serious negative student behaviors. Five of twelve PBIS schools had fewer out of school suspensions in the first semester of SY1516 than in the same time period in SY1415 (See Table 2). Vine Middle, Beaumont Elementary, Lonsdale and Sarah Moore Greene Magnet all had large drops in their numbers of suspensions. The reduced suspensions at these three sites resulted in students being present at school 169 more days in the first semester of this school year than the previous year. It is not possible to establish that PBIS was the cause of these declines but it is a positive sign.

Table 2: Discipline Incidents that Resulted in Out of School Suspensions

	Discipline Incidents which resulted in OSS/Remands			Days missed due to OSS		
	2015	2016	Change	2015	2016	Change
Beaumont Magnet	74	52	-22	74	52	-22
Chilhowee Intermediate	6	7	1	6	7	1
Green Magnet Academy	35	28	-7	35	28	-7
Lonsdale Elementary	13	5	-8	13	5	-8
Mooreland Heights Elementary	4	25	21	4	25	21
Mount Olive Elementary	3	8	5	3	8	5
Northwest Middle School	368	410	42	365	397	32
Norwood Elementary	5	7	2	4	7	3
Sarah Moore Greene Magnet	96	53	-43	96	53	-43
South Doyle Middle School	519	586	67	510	569	59
Sunnyview Primary	2	2	0	2	2	0
Vine Middle Magnet	272	163	-109	264	160	-104
Total	1397	1346	-51	3391	3329	-63

Results: PBIS Survey

A survey on the topic of PBIS was delivered to 451 staff members at each of the 12 PBIS schools that are the focus of this study. Of the 451 people that were invited to take part in the survey, 287 responded, which constitutes a response rate of approximately 64%. Table 3 details how many responses were received from each site. The survey was comprised of 29 questions. One of the questions was free response but the other 28 questions asked respondents to the rate how much they agreed or disagreed with a statement that was related to one of the three main research themes. A full listing of the survey results can be found in Appendix A.

Table 3: Number of PBIS Survey Respondents by School

School	Number of Respondents
Beaumont Elementary	22
Chilhowee Elementary	15
Green Magnet	27
Lonsdale Elementary	17
Mooreland Heights Elementary	25
Mount Olive Elementary	15
Northwest Middle	23
Norwood Elementary	26
Sarah Moore Greene Magnet	31
South Doyle Middle	49
Sunnyview Primary	13
Vine Middle	22
Other (please specify)	2
Total	287

A total of six questions were included in order to address the issue of teacher preparedness for PBIS and student discipline. At the district level, a large majority of the responses to each of the six questions were agreeable (See Figure 3). Responses were very positive when asked about teaching behavioral expectations, rewarding students for positive behaviors, and the notion that PBIS gets easier to employ as time passes with 94%, 87%, and 80% favorable responses respectively. Interestingly, respondents at nearly every site were least agreeable to the idea that the staff at their school had an adequate understanding of PBIS with 26% disagreeable responses.

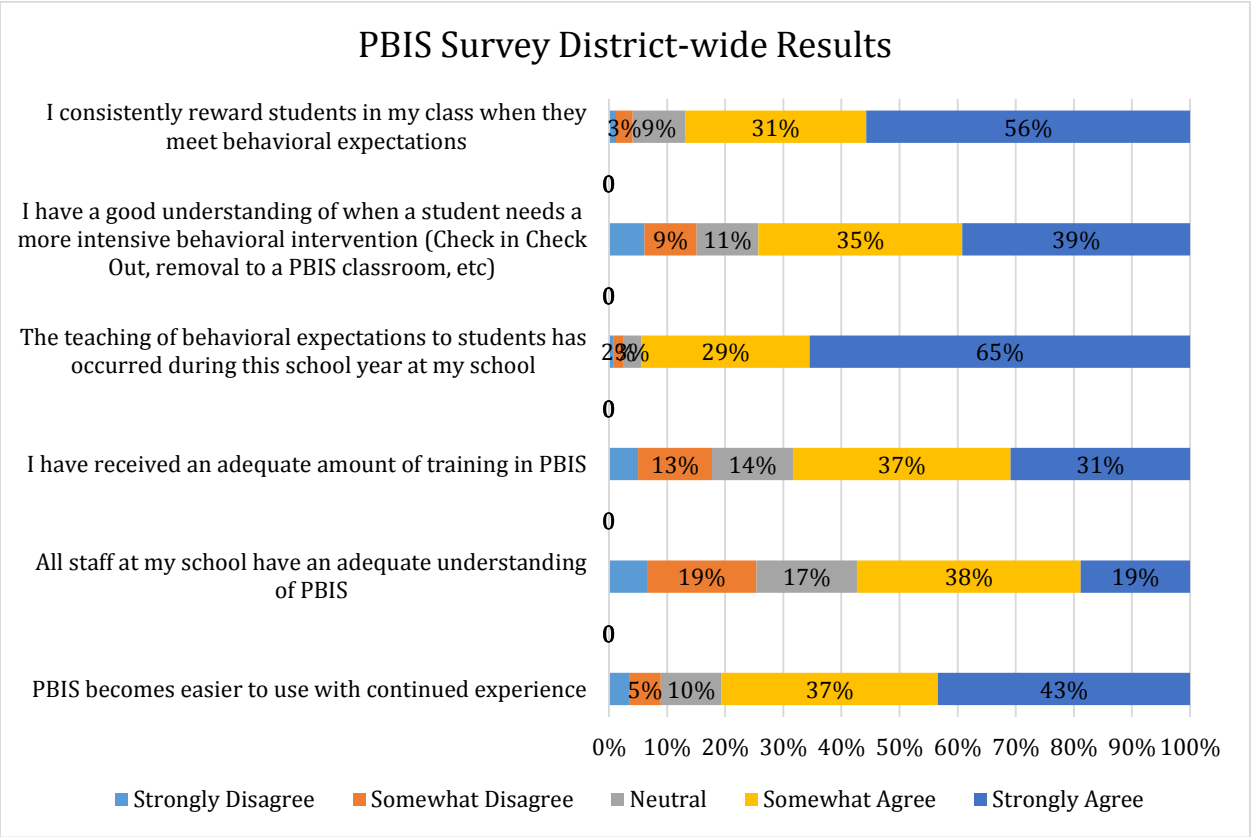

Figure 3: District PBIS Survey Results for Questions Related to Teacher Preparedness

When the results were disaggregated at the school level, there were two questions whose responses did not match district level trends. For the most part, respondents to the survey submitted favorable responses on the subject of PBIS training (See Figure 4) at each individual school. However, respondents from Chilhowee, Mount Olive, and Sunnyview were notably less positive about the amount of training that they had received. About 28% of responses from Chilhowee, 50% of the responses from Mount Olive, and 50% of responses from Sunnyview disagreed that they had received an adequate amount of professional development on the subject of PBIS training.

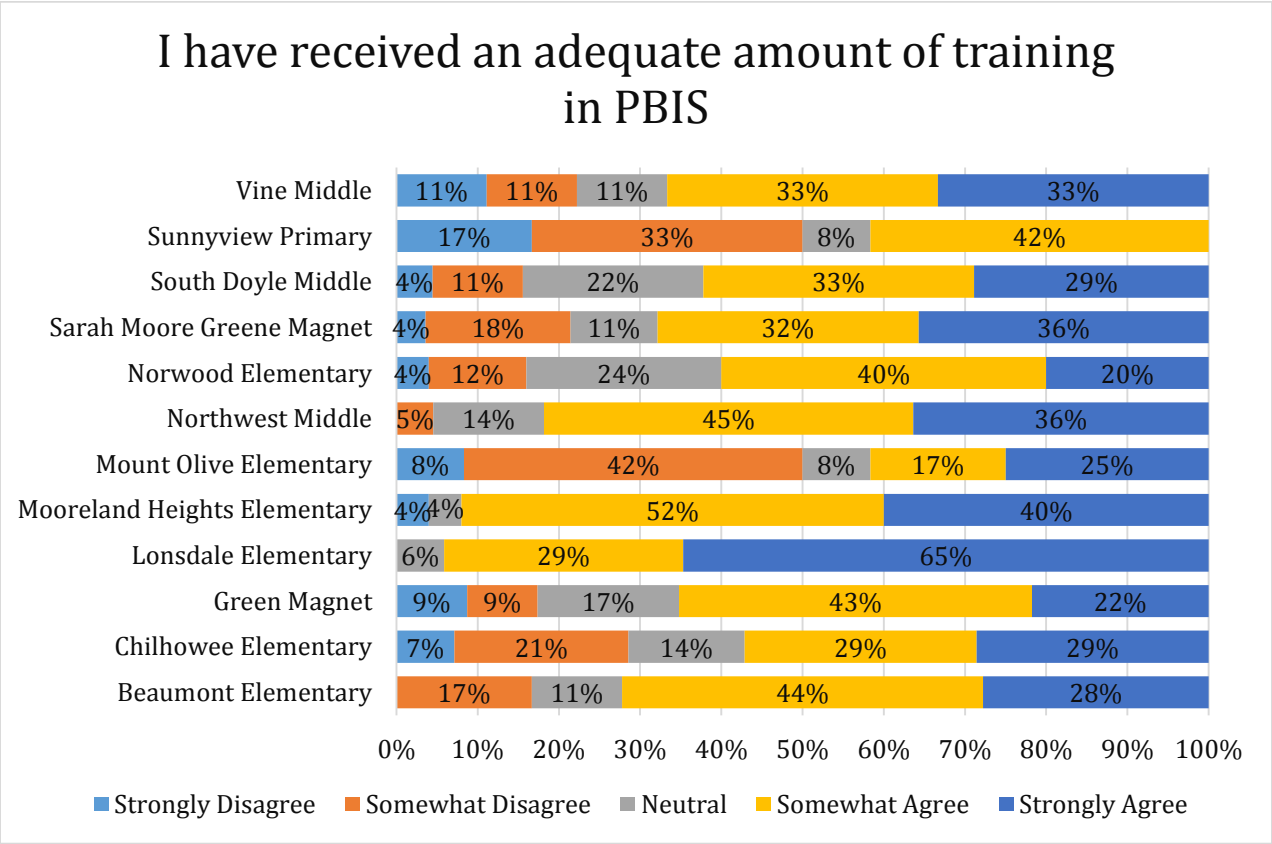

Figure 4: School Level Results for PBIS Survey

The district employed the 'train the trainer' model for this program, which relies on school based personnel to be trained and then deliver the training to the rest of the staff at their school. One of the challenges with this type of training is that the quality of training is sometimes diminished further down the ladder. It is possible that training sessions that occurred at each school were of variable quantity and quality.

The second question with school level responses that were distinctly different from the district level was on the topic of how well school staff understand PBIS. The school level results for this question are shown in Figure 5. More than 25% of responses at seven of the twelve PBIS schools either strongly disagreed or disagreed with this question. There is also a large percentage of neutral responses to this question.

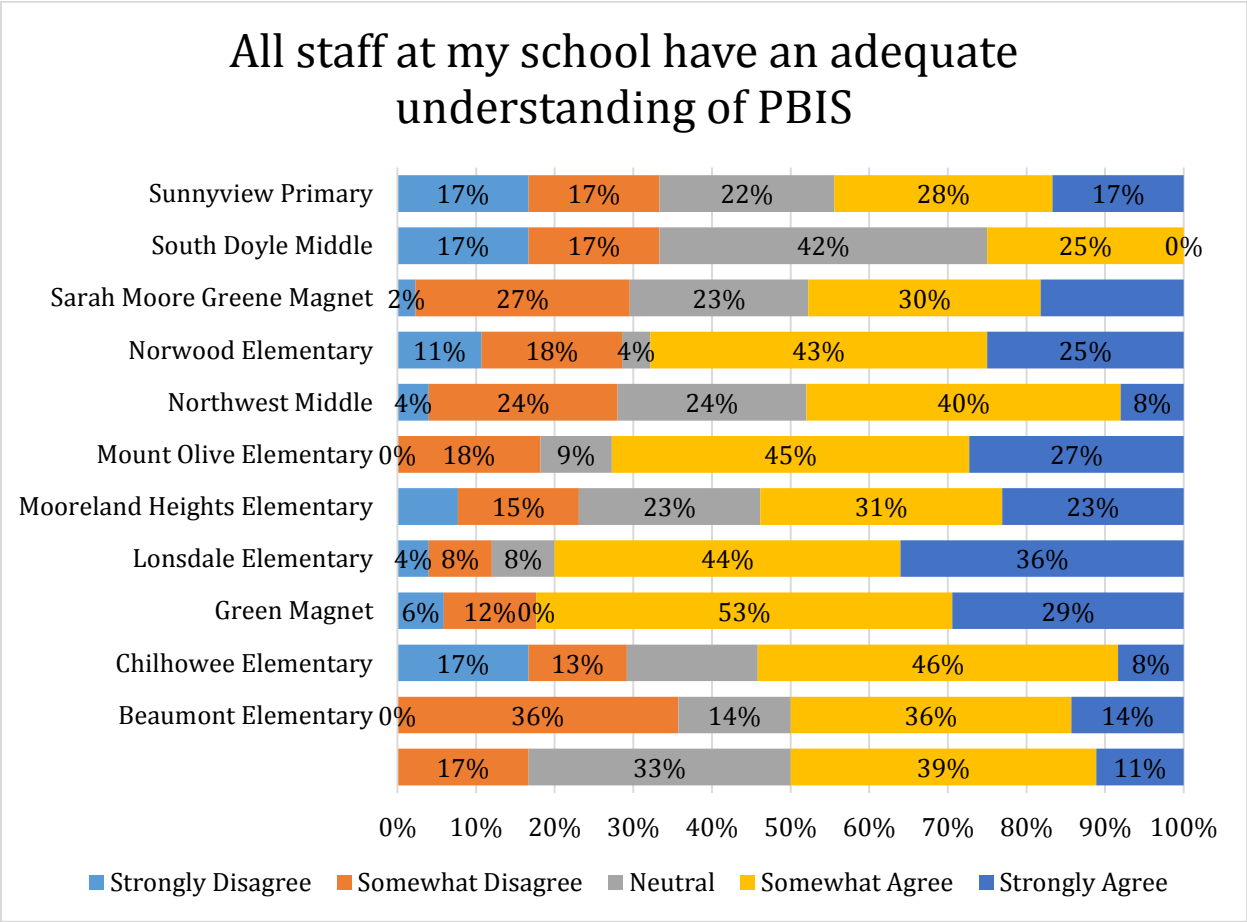

Figure 5: School Level Results for PBIS Survey

It is a little contradictory that respondents felt well trained for the most part but that they were less convinced that other staff in their school adequately understand PBIS. It is possible that they felt well trained but that the training was less effective for others at their school. In any event, the sentiment that school staff were either unsure or disagree that their coworkers adequately understand PBIS may be an indication that additional training is needed by some.

The remainder of the survey asked respondents to rate their attitudes towards key components of PBIS including school-wide behavioral communication, rewards systems, administration, use of behavior-related data, district level support, and the perceived level of effectiveness that PBIS has on student behaviors at their schools. At the district level, there was broad agreement that school-wide strategies were in place to teach students about appropriate behaviors, clearly communicate behavioral expectations, and that regularly used rewards systems are in place (See Figure 6). When disaggregated at the school level, responses from Sunnyview and Chilhowee were less positive on several of the questions shown in Figure 6. 27% of respondents at Sunnyview and 23% of respondents at Chilhowee

disagreed that behavioral expectations were posted in highly visible places, which is anomalous when compared to the other PBIS schools. Additionally, approximately 23% of respondents at Chilhowee disagreed that there was a school-wide strategy in place to teach behavioral expectations. However, over 93% of respondents at each of those schools did agree that students know and understand behavioral expectations so those two sites may communicate expectations to students in a different manner. It is also worth noting that Chilhowee and Sunnyview also had the largest proportion of disagreeable responses regarding having a rewards system in place and using it regularly to reward good behaviors.

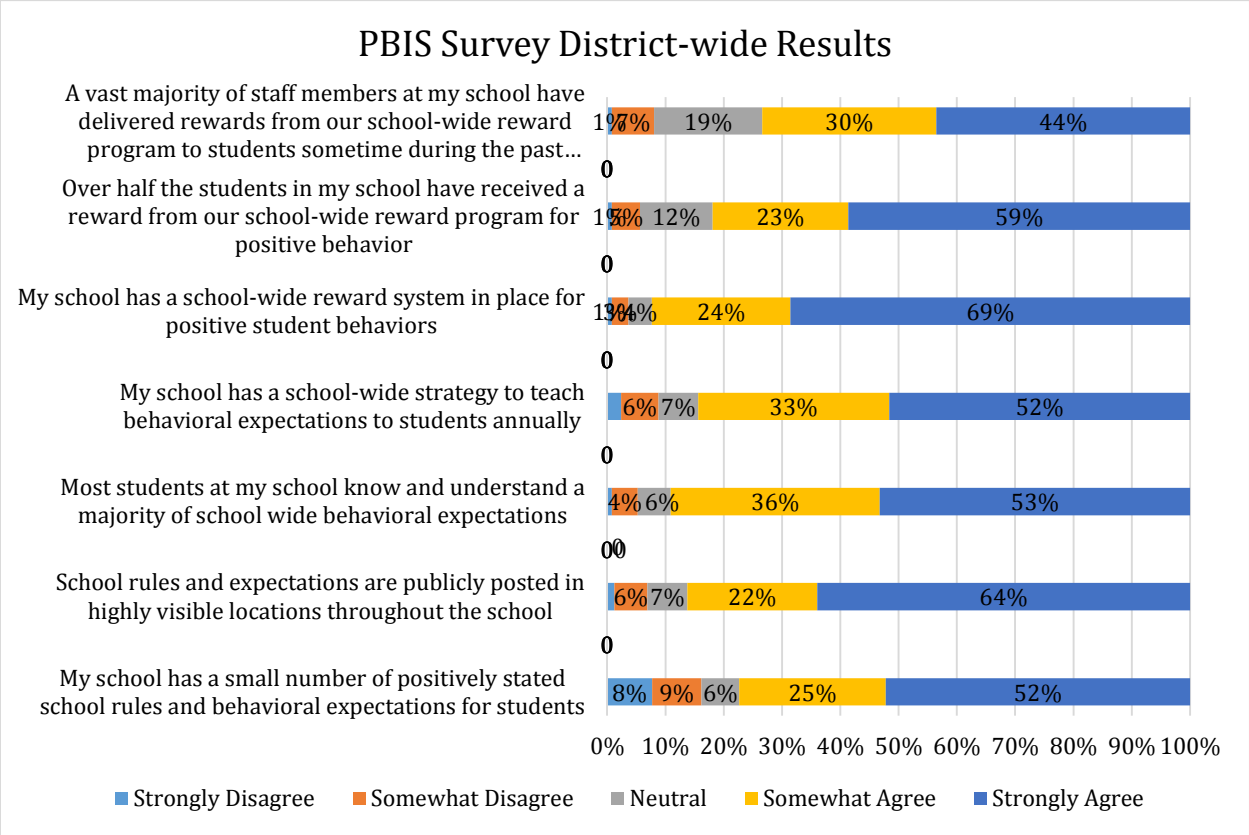

Figure 6: District Level PBIS Survey Results for Questions about Key Program Components

Respondent sentiment towards the use of data in discipline decision making was, at the district level, slightly less positive that most other areas of the survey. At the school level, a large portion of respondents at nearly every school disagreed or were neutral that behavioral data was used for problem solving, which suggests that they weren't aware if it was being used (See Figure 7). The same pattern was true for respondents at over half of the PBIS schools when asked if student discipline data was presented to the staff several times each year. The responses to this item may have been influenced by the fact that only half of the school year has taken place, but it may also be an area for improvement since PBIS very heavily relies on the use of discipline data to inform school-wide behavioral processes

and procedures. The fact that there was such a large proportion of neutral responses to the questions about data usage may also indicate a communication problem between the schools' PBIS teams and the rest of the staff.

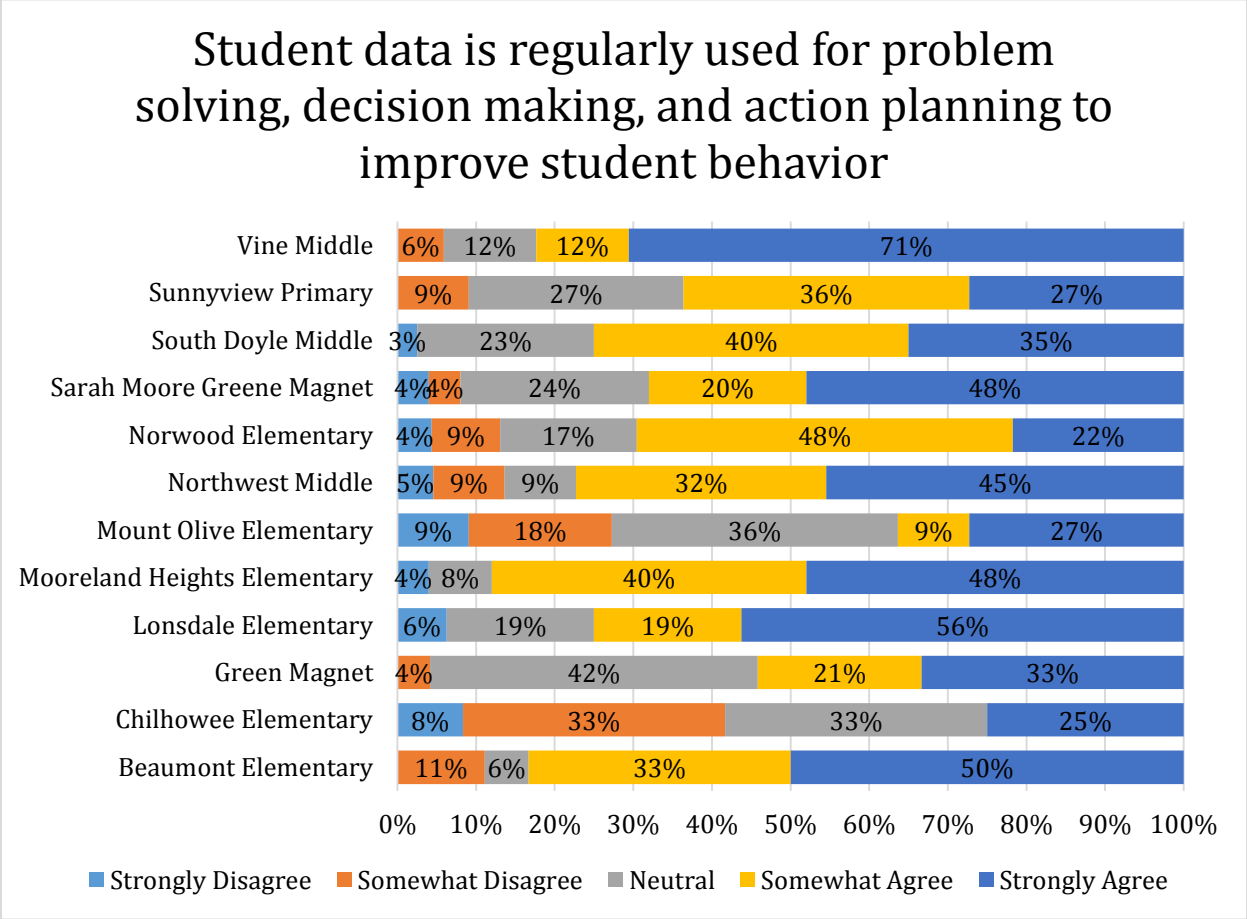

Figure 7: School Level Results for PBIS Survey

It is also interesting that responses were not as positive at several schools regarding the agreement between staff and school administration about which behavior issues should be handled in the classroom versus the office. Responses to this item varied quite a lot by school, from over 54% disagreeable responses at one school to less than 5% at another (See Figure 8). The wide variability in response to this item at different schools may suggest that there is some friction between school administration and the rest of the staff on this topic at some of the PBIS schools. It may also be possible that staff at some schools feel much more included in the formulation of discipline processes within their own building.

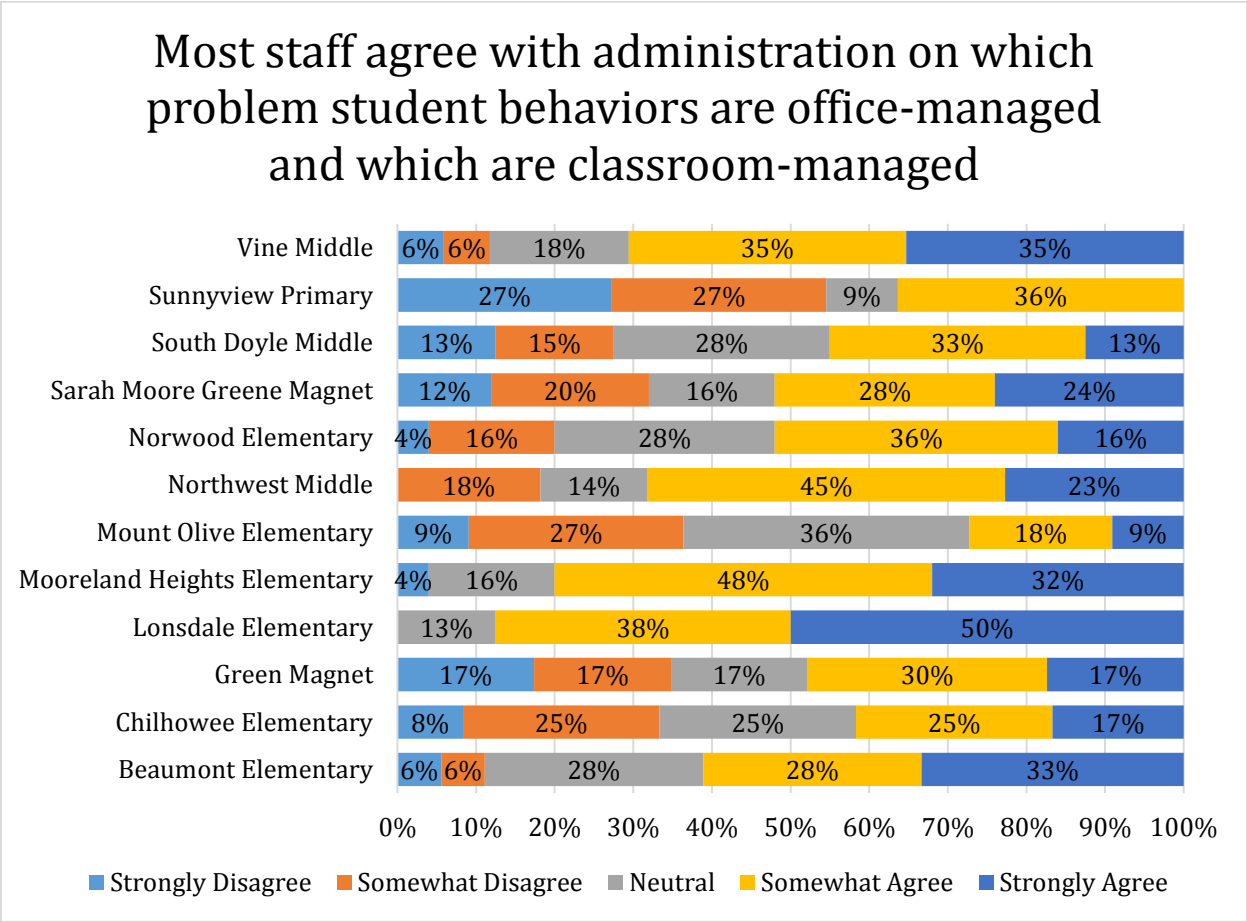

Figure 8: School Level Results for PBIS Survey

Respondents were asked whether or not multiple tiers of interventions were in place at their school and 75% of the responses were agreeable across the district. At the school level, over half the respondents from Sunnyview and Mount Olive responded that they disagreed that multiple tiers of interventions were in place (See Figure 9). Several other schools had large proportions of neutral responses as well. This is concerning since utilizing multiple tiers of interventions to address both positive and negative student behaviors is the central idea of PBIS.

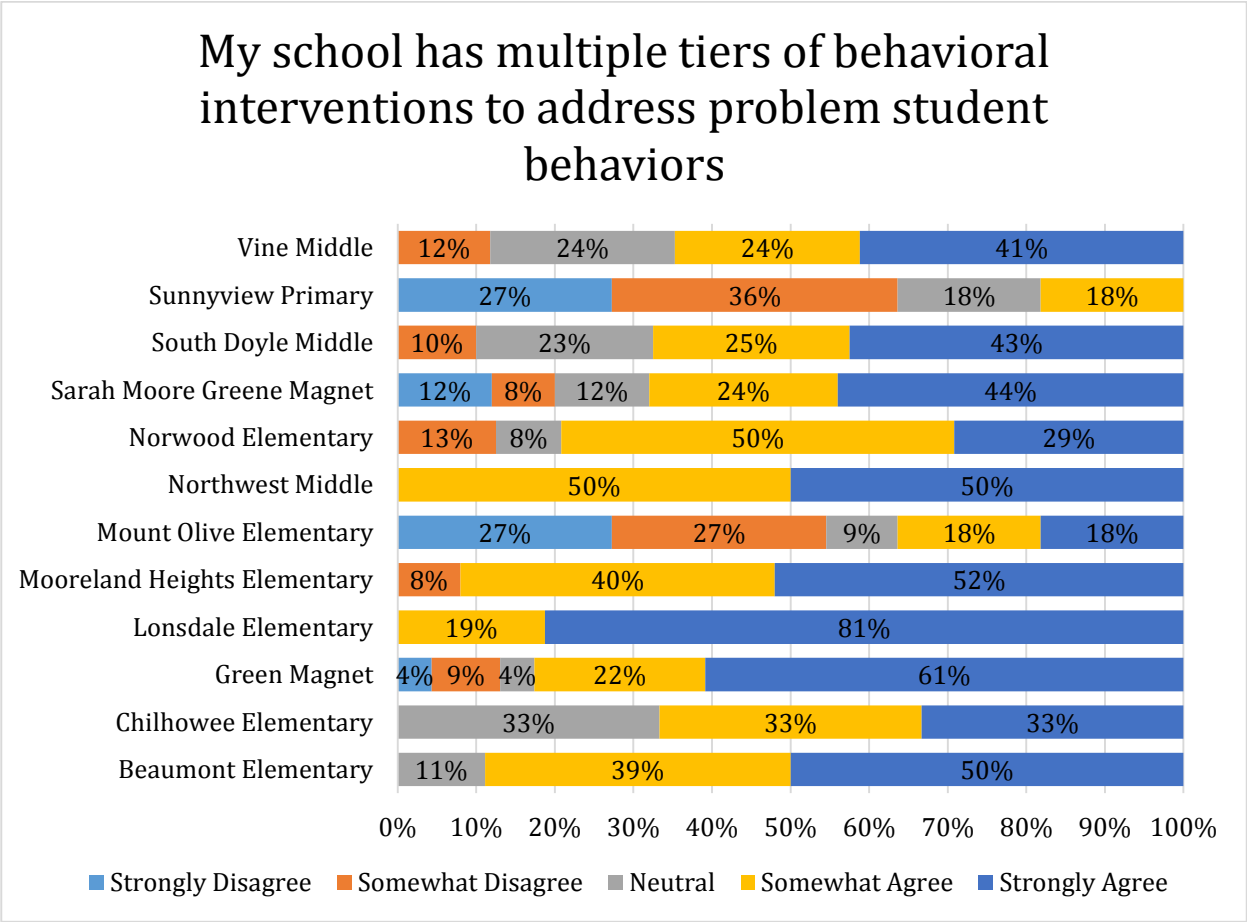

Figure 9: School Level Results for PBIS Survey

The final few questions on the survey addressed respondents' feelings toward the efficacy of PBIS as a behavior intervention in addition to how well the program was being supported by their administration and the district (See Figure 10). Responses were largely positive across the district about the effectiveness and importance of PBIS at their schools. 72% of respondents agreed that PBIS is effective for a majority of the students at their school. In addition, 87% of respondents reported that PBIS serves a critical need within their school and that the program is supported by a majority of the staff (73% agreeable). Respondents also expressed largely positive attitudes about the importance the administration at their schools places on PBIS. Responses were less agreeable on the topic of support of PBIS from the district. 22% of respondents did not agree that the district provided adequate support for PBIS and 19% did not agree that they have regular access to district PBIS expertise.

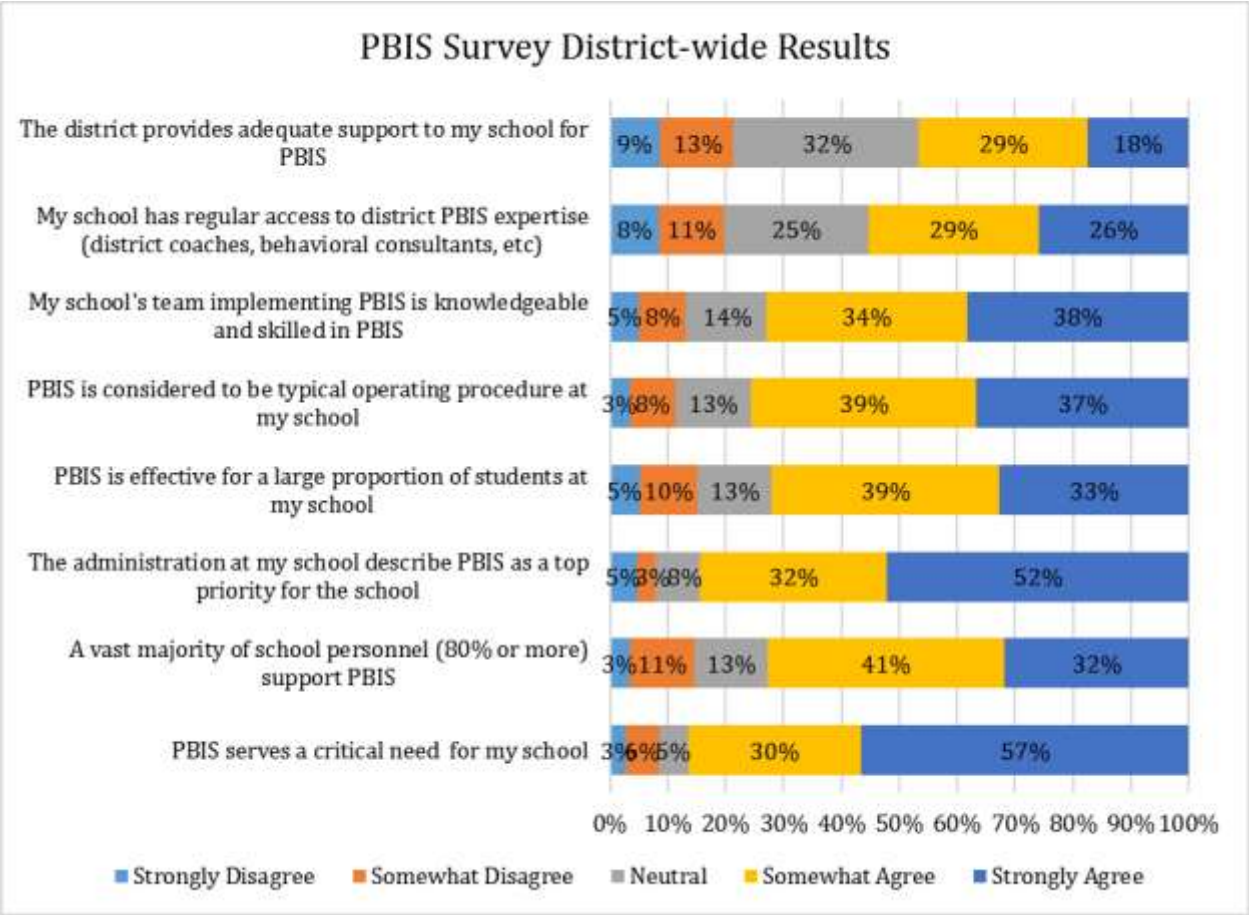

Figure 10: District Survey Responses to Question Related to Program Sustainability

Conclusions and considerations

Fidelity of implementation and program sustainability were the primary focus of this narrative since this is the first year that PBIS has been implemented in Knox County Schools and limited data is available for evaluation. However, a year-over-year comparison in the number of office discipline referrals revealed that the number of office discipline referrals declined in 7 of 12 schools with substantial decreases at Sarah Moore Green, Lonsdale, Green, Beaumont, and Vine. Additionally, the number of discipline incidents that resulted in out of school suspensions was lower in the first part of this year compared to the same timeframe last year at five PBIS schools. These results are preliminary, but are an encouraging sign for the program. To get a sense of teacher attitudes towards the program and the fidelity with which it is being implemented, a survey was administered at all twelve PBIS schools. The main themes that emerged after the responses were analyzed are:

- Attitudes were generally positive regarding PBIS across the district

- Staff at PBIS schools believed that the program served a critical need in their schools
- Staff strongly believed that behavioral expectations are clearly communicated and that students understand the behavioral expectations at their school
- Nearly all PBIS schools had school-wide reward systems in place to reinforce positive student behavior
- All but two schools had strong agreement that a tiered system of behavior intervention was used at their school to address student behavior
- There was some contention between school administration and staff about which behaviors should be office managed
- There was strong agreement that each school had a PBIS team, but staff at some schools were unaware if student behavior data was being used in action planning
- There were several schools that did not agree that they had received an adequate amount of training on the subject of PBIS
- Across the district, attitudes were less positive about district level support for PBIS

Overall, the responses from the survey cast the program in a fairly positive light but there are areas that could be improved upon, as well as, some things to consider for the future. First, large portions of respondents from Sunnyview, Mt. Olive, and Chilhowee did not feel that they had received adequate training in PBIS, and respondents at nearly all schools were less positive regarding the level of support they receive for PBIS from the district. Also, about 10% of the written comments on the PBIS survey alluded to the need or desire for additional training at a particular school. Going forward, one of the challenges for this program will be to provide adequate support from the district level. It is clear that school personnel desire more ongoing professional development for PBIS but the number of people that are dedicated to the program is limited. Providing support will become even more challenging in the future as more schools elect to take part in PBIS.

If PBIS is a strategic priority, then it may also be advisable to put some form of fidelity checks in place to quickly identify teachers or schools that have strayed from the PBIS framework. One of the common themes heard during our site visits is that consistency across the entire school is crucial to the proper functioning of PBIS and that it is easy "to fall back into old habits as a teacher." Elements of the TEAM rubric are consistent with effective PBIS practices and could be emphasized by school administrators during teacher evaluations to address classroom-level fidelity. It may also be beneficial if a school wide fidelity check were conducted once or twice each year. The SET (School-wide Evaluation Tool) is widely used and freely available tool that can be used to assess critical components of PBIS at the school

level (Appendix B). It is very comprehensive and would require a fairly significant investment of time to apply at every PBIS school so it would likely need to be adapted for use in Knox County.

From an evaluation standpoint, REA will continue the program evaluation for PBIS throughout the rest of the school year and into next year school year. The survey provided a lot of information about whether key components of PBIS were in place but it did not address how effectively they were being used. To get a sense of how effectively they are being put to use, more site visits have been planned to meet with school level PBIS teams and to conduct focus groups within PBIS schools. Meetings will also be scheduled with program leadership to determine which indicators we hope to impact as a result of PBIS. Some academic data will be available for analysis this summer and additional discipline data will be incorporated as well.

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Appendix A

		School						
		Beaumont Elementary	Chilhowee Elementary	Green Magnet	Lonsdale Elementary	Mooreland Heights Elementary	Mount Olive	All PBIS Schools
PBIS serves a critical need for my school.	Strongly Disagree	0.0%	0.0%	0.0%	0.0%	4.0%	0.0%	2.7%
	Somewhat Disagree	5.6%	21.4%	4.2%	5.9%	4.0%	25.0%	5.8%
	Neutral	5.6%	0.0%	0.0%	0.0%	4.0%	0.0%	5.0%
	Somewhat Agree	27.8%	42.9%	37.5%	23.5%	16.0%	33.3%	29.8%
	Strongly Agree	61.1%	35.7%	58.3%	70.6%	72.0%	41.7%	56.6%
A vast majority of school personnel (80% or more) support PBIS.	Strongly Disagree	0.0%	0.0%	8.0%	0.0%	4.0%	0.0%	3.4%
	Somewhat Disagree	5.6%	14.3%	16.0%	11.8%	0.0%	33.3%	11.1%
	Neutral	22.2%	28.6%	8.0%	0.0%	0.0%	8.3%	12.6%
	Somewhat Agree	27.8%	28.6%	48.0%	47.1%	24.0%	33.3%	41.0%
	Strongly Agree	44.4%	28.6%	20.0%	41.2%	72.0%	25.0%	31.8%
The administration at my school describe PBIS as a top priority for the school.	Strongly Disagree	0.0%	7.1%	0.0%	0.0%	4.0%	16.7%	4.7%
	Somewhat Disagree	11.1%	0.0%	4.2%	0.0%	0.0%	0.0%	3.1%
	Neutral	5.6%	14.3%	4.2%	0.0%	0.0%	8.3%	7.8%
	Somewhat Agree	27.8%	21.4%	29.2%	35.3%	8.0%	25.0%	32.3%
	Strongly Agree	55.6%	57.1%	62.5%	64.7%	88.0%	50.0%	52.1%
PBIS is effective for a large proportion of students at my school.	Strongly Disagree	5.6%	0.0%	4.3%	0.0%	4.0%	0.0%	5.1%
	Somewhat Disagree	0.0%	14.3%	8.7%	11.8%	0.0%	25.0%	10.1%
	Neutral	11.1%	21.4%	0.0%	5.9%	4.0%	16.7%	12.8%
	Somewhat Agree	55.6%	42.9%	56.5%	23.5%	40.0%	25.0%	39.3%
	Strongly Agree	27.8%	21.4%	30.4%	58.8%	52.0%	33.3%	32.7%
PBIS becomes easier to use with continued experience.	Strongly Disagree	5.6%	7.1%	4.3%	0.0%	4.0%	0.0%	3.5%
	Somewhat Disagree	0.0%	0.0%	8.7%	0.0%	4.0%	8.3%	5.4%
	Neutral	11.1%	14.3%	0.0%	5.9%	4.0%	16.7%	10.5%
	Somewhat Agree	38.9%	28.6%	34.8%	35.3%	44.0%	33.3%	37.2%
	Strongly Agree	44.4%	50.0%	52.2%	58.8%	44.0%	41.7%	43.4%
PBIS is considered to be typical operating	Strongly Disagree	0.0%	7.1%	0.0%	0.0%	4.0%	0.0%	3.5%
	Somewhat Disagree	11.1%	21.4%	8.7%	0.0%	0.0%	16.7%	7.8%
	Neutral	16.7%	7.1%	0.0%	5.9%	0.0%	25.0%	13.2%

procedure at my school.	Somewhat Agree	27.8%	42.9%	56.5%	47.1%	28.0%	33.3%	38.8%
	Strongly Agree	44.4%	21.4%	34.8%	47.1%	68.0%	25.0%	36.8%
My school's team implementing PBIS is knowledgeable and skilled in PBIS.	Strongly Disagree	5.6%	0.0%	4.3%	5.9%	4.0%	7.7%	5.0%
	Somewhat Disagree	5.6%	14.3%	13.0%	0.0%	4.0%	15.4%	8.1%
	Neutral	33.3%	14.3%	8.7%	5.9%	4.0%	30.8%	14.0%
	Somewhat Agree	27.8%	50.0%	26.1%	29.4%	44.0%	23.1%	34.5%
	Strongly Agree	27.8%	21.4%	47.8%	58.8%	44.0%	23.1%	38.4%
All staff at my school have an adequate understanding of PBIS.	Strongly Disagree	0.0%	0.0%	16.7%	5.9%	4.0%	7.7%	6.5%
	Somewhat Disagree	16.7%	35.7%	12.5%	11.8%	8.0%	15.4%	18.8%
	Neutral	33.3%	14.3%	16.7%	0.0%	8.0%	23.1%	17.3%
	Somewhat Agree	38.9%	35.7%	45.8%	52.9%	44.0%	30.8%	38.5%
	Strongly Agree	11.1%	14.3%	8.3%	29.4%	36.0%	23.1%	18.8%
I have received an adequate amount of training in PBIS.	Strongly Disagree	0.0%	7.1%	8.7%	0.0%	4.0%	8.3%	5.0%
	Somewhat Disagree	16.7%	21.4%	8.7%	0.0%	0.0%	41.7%	12.7%
	Neutral	11.1%	14.3%	17.4%	5.9%	4.0%	8.3%	13.9%
	Somewhat Agree	44.4%	28.6%	43.5%	29.4%	52.0%	16.7%	37.5%
	Strongly Agree	27.8%	28.6%	21.7%	64.7%	40.0%	25.0%	30.9%
My school has regular access to district PBIS expertise (district coaches, behavioral consultants, etc).	Strongly Disagree	0.0%	7.1%	8.7%	0.0%	8.0%	16.7%	8.5%
	Somewhat Disagree	0.0%	14.3%	13.0%	0.0%	4.0%	25.0%	11.2%
	Neutral	38.9%	64.3%	17.4%	23.5%	8.0%	25.0%	25.1%
	Somewhat Agree	44.4%	14.3%	26.1%	23.5%	64.0%	16.7%	29.3%
	Strongly Agree	16.7%	0.0%	34.8%	52.9%	16.0%	16.7%	25.9%
The district provides adequate support to my school for PBIS.	Strongly Disagree	0.0%	0.0%	8.7%	0.0%	8.0%	23.1%	8.8%
	Somewhat Disagree	0.0%	14.3%	13.0%	0.0%	4.0%	30.8%	12.6%
	Neutral	50.0%	71.4%	21.7%	29.4%	16.0%	15.4%	32.1%
	Somewhat Agree	33.3%	14.3%	21.7%	35.3%	56.0%	15.4%	29.0%
	Strongly Agree	16.7%	0.0%	34.8%	35.3%	16.0%	15.4%	17.6%
My school has a small number of positively stated school rules and behavioral	Strongly Disagree	5.6%	0.0%	4.3%	6.3%	16.0%	0.0%	7.7%
	Somewhat Disagree	0.0%	7.7%	13.0%	0.0%	8.0%	0.0%	8.5%
	Neutral	11.1%	0.0%	0.0%	0.0%	8.0%	8.3%	6.5%
	Somewhat Agree	5.6%	38.5%	26.1%	31.3%	16.0%	50.0%	25.1%

expectations for students.	Strongly Agree	77.8%	53.8%	56.5%	62.5%	52.0%	41.7%	52.2%
School rules and expectations are publicly posted in highly visible locations throughout the school.	Strongly Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%
	Somewhat Disagree	0.0%	23.1%	0.0%	6.3%	4.0%	8.3%	5.7%
	Neutral	11.1%	7.7%	0.0%	12.5%	0.0%	8.3%	6.9%
	Somewhat Agree	16.7%	23.1%	4.5%	18.8%	20.0%	41.7%	22.3%
	Strongly Agree	72.2%	46.2%	95.5%	62.5%	76.0%	41.7%	64.0%
Most students at my school know and understand a majority of school wide behavioral expectations.	Strongly Disagree	0.0%	0.0%	4.5%	0.0%	0.0%	0.0%	0.8%
	Somewhat Disagree	5.6%	0.0%	9.1%	0.0%	0.0%	0.0%	4.4%
	Neutral	11.1%	7.7%	4.5%	0.0%	0.0%	8.3%	5.6%
	Somewhat Agree	27.8%	61.5%	18.2%	31.3%	24.0%	50.0%	35.9%
	Strongly Agree	55.6%	30.8%	63.6%	68.8%	76.0%	41.7%	53.2%
My school has a school-wide strategy to teach behavioral expectations to students annually.	Strongly Disagree	0.0%	0.0%	8.7%	0.0%	0.0%	0.0%	2.4%
	Somewhat Disagree	0.0%	23.1%	17.4%	0.0%	0.0%	8.3%	6.4%
	Neutral	22.2%	15.4%	0.0%	0.0%	0.0%	8.3%	6.8%
	Somewhat Agree	22.2%	23.1%	34.8%	12.5%	44.0%	58.3%	32.8%
	Strongly Agree	55.6%	38.5%	39.1%	87.5%	56.0%	25.0%	51.6%
The teaching of behavioral expectations to students has occurred during this school year at my school.	Strongly Disagree	0.0%	0.0%	4.3%	6.3%	0.0%	0.0%	0.8%
	Somewhat Disagree	0.0%	0.0%	4.3%	0.0%	0.0%	0.0%	1.6%
	Neutral	11.1%	0.0%	0.0%	0.0%	0.0%	16.7%	3.2%
	Somewhat Agree	11.1%	46.2%	30.4%	12.5%	20.0%	50.0%	28.9%
	Strongly Agree	77.8%	53.8%	60.9%	81.3%	80.0%	33.3%	65.5%
My school has a school-wide reward system in place for positive student behaviors.	Strongly Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%
	Somewhat Disagree	5.6%	23.1%	0.0%	0.0%	0.0%	8.3%	2.8%
	Neutral	0.0%	15.4%	17.4%	0.0%	4.0%	0.0%	4.0%
	Somewhat Agree	22.2%	15.4%	21.7%	18.8%	20.0%	16.7%	23.8%
	Strongly Agree	72.2%	46.2%	60.9%	81.3%	76.0%	75.0%	68.5%
Over half the students in my school have received a reward from our school-wide reward program for positive behavior.	Strongly Disagree	0.0%	7.7%	0.0%	0.0%	0.0%	0.0%	0.8%
	Somewhat Disagree	5.6%	15.4%	0.0%	0.0%	0.0%	0.0%	4.8%
	Neutral	5.6%	23.1%	13.0%	12.5%	4.0%	8.3%	12.4%
	Somewhat Agree	22.2%	23.1%	26.1%	12.5%	24.0%	16.7%	23.3%
	Strongly Agree	66.7%	30.8%	60.9%	75.0%	72.0%	75.0%	58.6%

A vast majority of staff members at my school have delivered rewards from our school-wide reward program to students sometime during the past several months.	Strongly Disagree	0.0%	0.0%	4.2%	0.0%	0.0%	0.0%	0.8%
	Somewhat Disagree	0.0%	7.7%	8.3%	0.0%	8.0%	0.0%	7.3%
	Neutral	16.7%	30.8%	8.3%	18.8%	4.0%	0.0%	18.5%
	Somewhat Agree	44.4%	38.5%	25.0%	18.8%	40.0%	33.3%	29.8%
	Strongly Agree	38.9%	23.1%	54.2%	62.5%	48.0%	66.7%	43.5%
My school has a documented system for addressing and reporting specific behavioral violations.	Strongly Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	9.1%	2.4%
	Somewhat Disagree	0.0%	8.3%	17.4%	0.0%	0.0%	36.4%	4.1%
	Neutral	0.0%	0.0%	4.3%	0.0%	4.0%	9.1%	4.5%
	Somewhat Agree	38.9%	58.3%	34.8%	25.0%	28.0%	18.2%	33.9%
	Strongly Agree	61.1%	33.3%	43.5%	75.0%	68.0%	27.3%	55.1%
My school has multiple tiers of behavioral interventions to address problem student behaviors.	Strongly Disagree	0.0%	0.0%	4.3%	0.0%	0.0%	27.3%	4.1%
	Somewhat Disagree	0.0%	0.0%	8.7%	0.0%	8.0%	27.3%	9.0%
	Neutral	11.1%	33.3%	4.3%	0.0%	0.0%	9.1%	11.5%
	Somewhat Agree	38.9%	33.3%	21.7%	18.8%	40.0%	18.2%	31.1%
	Strongly Agree	50.0%	33.3%	60.9%	81.3%	52.0%	18.2%	44.3%
I have a good understanding of when a student needs a more intensive behavioral intervention (Check in Check Out, removal to a PBIS classroom, etc.)	Strongly Disagree	0.0%	16.7%	8.7%	0.0%	0.0%	18.2%	6.1%
	Somewhat Disagree	11.1%	8.3%	8.7%	12.5%	0.0%	18.2%	9.0%
	Neutral	16.7%	16.7%	8.7%	6.3%	8.0%	18.2%	10.6%
	Somewhat Agree	22.2%	25.0%	43.5%	37.5%	44.0%	18.2%	35.1%
	Strongly Agree	50.0%	33.3%	30.4%	43.8%	48.0%	27.3%	39.2%
I consistently reward students in my class when they meet behavioral expectations.	Strongly Disagree	0.0%	0.0%	4.3%	0.0%	0.0%	0.0%	1.2%
	Somewhat Disagree	0.0%	8.3%	8.7%	0.0%	0.0%	0.0%	2.9%
	Neutral	11.1%	16.7%	8.7%	0.0%	12.0%	0.0%	9.0%
	Somewhat Agree	22.2%	8.3%	21.7%	18.8%	36.0%	30.0%	31.1%
	Strongly Agree	66.7%	66.7%	56.5%	81.3%	52.0%	70.0%	55.7%
Most staff agree with	Strongly Disagree	5.6%	8.3%	17.4%	0.0%	4.0%	9.1%	8.6%

administration on which problem student behaviors are office-managed and which are classroom-managed.	Somewhat Disagree	5.6%	25.0%	17.4%	0.0%	0.0%	27.3%	13.9%
	Neutral	27.8%	25.0%	17.4%	12.5%	16.0%	36.4%	20.8%
	Somewhat Agree	27.8%	25.0%	30.4%	37.5%	48.0%	18.2%	34.3%
	Strongly Agree	33.3%	16.7%	17.4%	50.0%	32.0%	9.1%	22.4%
My school has a team of staff members established to address student behavior.	Strongly Disagree	0.0%	8.3%	4.3%	0.0%	4.0%	9.1%	2.0%
	Somewhat Disagree	0.0%	16.7%	0.0%	0.0%	0.0%	0.0%	4.9%
	Neutral	5.6%	8.3%	4.3%	6.3%	4.0%	18.2%	6.5%
	Somewhat Agree	27.8%	25.0%	21.7%	12.5%	44.0%	27.3%	34.3%
	Strongly Agree	66.7%	41.7%	69.6%	81.3%	48.0%	45.5%	52.2%
Student data is reviewed regularly by my school's student behavior team.	Strongly Disagree	0.0%	8.3%	0.0%	0.0%	4.0%	18.2%	2.9%
	Somewhat Disagree	0.0%	25.0%	4.3%	0.0%	0.0%	9.1%	3.3%
	Neutral	5.6%	41.7%	43.5%	18.8%	0.0%	27.3%	17.8%
	Somewhat Agree	27.8%	0.0%	17.4%	25.0%	56.0%	27.3%	27.3%
	Strongly Agree	66.7%	25.0%	34.8%	56.3%	40.0%	18.2%	48.8%
Student data is regularly used for problem solving, decision making, and action planning to improve student behavior.	Strongly Disagree	0.0%	8.3%	0.0%	6.3%	4.0%	9.1%	3.3%
	Somewhat Disagree	11.1%	33.3%	4.2%	0.0%	0.0%	18.2%	6.6%
	Neutral	5.6%	33.3%	41.7%	18.8%	8.0%	36.4%	20.5%
	Somewhat Agree	33.3%	0.0%	20.8%	18.8%	40.0%	9.1%	28.7%
	Strongly Agree	50.0%	25.0%	33.3%	56.3%	48.0%	27.3%	41.0%
Student discipline data is presented to school staff several times each year.	Strongly Disagree	0.0%	33.3%	12.5%	0.0%	4.0%	45.5%	9.3%
	Somewhat Disagree	5.6%	33.3%	25.0%	0.0%	0.0%	18.2%	9.3%
	Neutral	5.6%	33.3%	12.5%	12.5%	8.0%	18.2%	12.6%
	Somewhat Agree	22.2%	0.0%	16.7%	37.5%	60.0%	9.1%	31.7%
	Strongly Agree	66.7%	0.0%	33.3%	50.0%	28.0%	9.1%	37.0%
		Northwest Middle	Norwood Elementary	Sarah Moore Greene Magnet	South Doyle Middle	Sunnyview Primary	Vine Middle	All PBIS Schools
PBIS serves a critical need for my school.	Strongly Disagree	0.0%	4.2%	0.0%	4.5%	8.3%	11.1%	2.7%
	Somewhat Disagree	4.5%	4.2%	7.1%	2.3%	0.0%	0.0%	5.8%
	Neutral	0.0%	8.3%	3.6%	11.4%	25.0%	0.0%	5.0%

	Somewhat Agree	18.2%	20.8%	25.0%	40.9%	33.3%	38.9%	29.8%
	Strongly Agree	77.3%	62.5%	64.3%	40.9%	33.3%	50.0%	56.6%
A vast majority of school personnel (80% or more) support PBIS.	Strongly Disagree	0.0%	3.8%	3.6%	4.5%	0.0%	11.1%	3.4%
	Somewhat Disagree	0.0%	19.2%	3.6%	13.6%	16.7%	11.1%	11.1%
	Neutral	4.5%	15.4%	14.3%	20.5%	25.0%	5.6%	12.6%
	Somewhat Agree	59.1%	34.6%	42.9%	45.5%	33.3%	55.6%	41.0%
	Strongly Agree	36.4%	26.9%	35.7%	15.9%	25.0%	16.7%	31.8%
The administration at my school describe PBIS as a top priority for the school.	Strongly Disagree	4.5%	4.0%	3.6%	4.8%	0.0%	16.7%	4.7%
	Somewhat Disagree	4.5%	4.0%	3.6%	4.8%	0.0%	0.0%	3.1%
	Neutral	0.0%	8.0%	14.3%	11.9%	16.7%	11.1%	7.8%
	Somewhat Agree	31.8%	36.0%	39.3%	45.2%	33.3%	38.9%	32.3%
	Strongly Agree	59.1%	48.0%	39.3%	33.3%	50.0%	33.3%	52.1%
PBIS is effective for a large proportion of students at my school.	Strongly Disagree	4.5%	0.0%	7.1%	6.8%	25.0%	5.6%	5.1%
	Somewhat Disagree	4.5%	12.5%	14.3%	15.9%	8.3%	5.6%	10.1%
	Neutral	4.5%	29.2%	10.7%	18.2%	8.3%	22.2%	12.8%
	Somewhat Agree	50.0%	41.7%	25.0%	40.9%	25.0%	33.3%	39.3%
	Strongly Agree	36.4%	16.7%	42.9%	18.2%	33.3%	33.3%	32.7%
PBIS becomes easier to use with continued experience.	Strongly Disagree	0.0%	4.0%	3.6%	2.3%	8.3%	5.6%	3.5%
	Somewhat Disagree	4.5%	16.0%	3.6%	9.1%	0.0%	0.0%	5.4%
	Neutral	4.5%	8.0%	10.7%	13.6%	33.3%	16.7%	10.5%
	Somewhat Agree	36.4%	44.0%	39.3%	40.9%	33.3%	22.2%	37.2%
	Strongly Agree	54.5%	28.0%	42.9%	34.1%	25.0%	55.6%	43.4%
PBIS is considered to be typical operating procedure at my school.	Strongly Disagree	0.0%	4.0%	7.1%	2.3%	8.3%	11.1%	3.5%
	Somewhat Disagree	0.0%	12.0%	3.6%	13.6%	0.0%	5.6%	7.8%
	Neutral	9.1%	16.0%	10.7%	22.7%	25.0%	22.2%	13.2%
	Somewhat Agree	50.0%	36.0%	28.6%	34.1%	58.3%	38.9%	38.8%
	Strongly Agree	40.9%	32.0%	50.0%	27.3%	8.3%	22.2%	36.8%
My school's team implementing PBIS is knowledgeable and skilled in PBIS.	Strongly Disagree	0.0%	4.0%	7.1%	2.3%	16.7%	11.1%	5.0%
	Somewhat Disagree	0.0%	16.0%	14.3%	7.0%	8.3%	0.0%	8.1%
	Neutral	0.0%	20.0%	3.6%	18.6%	25.0%	16.7%	14.0%
	Somewhat Agree	40.9%	44.0%	35.7%	30.2%	33.3%	27.8%	34.5%

	Strongly Agree	59.1%	16.0%	39.3%	41.9%	16.7%	44.4%	38.4%
All staff at my school have an adequate understanding of PBIS.	Strongly Disagree	0.0%	4.0%	10.7%	2.3%	16.7%	16.7%	6.5%
	Somewhat Disagree	18.2%	24.0%	17.9%	27.3%	16.7%	16.7%	18.8%
	Neutral	9.1%	24.0%	3.6%	22.7%	41.7%	22.2%	17.3%
	Somewhat Agree	45.5%	40.0%	42.9%	29.5%	25.0%	27.8%	38.5%
	Strongly Agree	27.3%	8.0%	25.0%	18.2%	0.0%	16.7%	18.8%
I have received an adequate amount of training in PBIS.	Strongly Disagree	0.0%	4.0%	3.6%	4.4%	16.7%	11.1%	5.0%
	Somewhat Disagree	4.5%	12.0%	17.9%	11.1%	33.3%	11.1%	12.7%
	Neutral	13.6%	24.0%	10.7%	22.2%	8.3%	11.1%	13.9%
	Somewhat Agree	45.5%	40.0%	32.1%	33.3%	41.7%	33.3%	37.5%
	Strongly Agree	36.4%	20.0%	35.7%	28.9%	0.0%	33.3%	30.9%
My school has regular access to district PBIS expertise (district coaches, behavioral consultants, etc).	Strongly Disagree	9.1%	0.0%	7.1%	6.7%	41.7%	16.7%	8.5%
	Somewhat Disagree	9.1%	32.0%	7.1%	11.1%	25.0%	0.0%	11.2%
	Neutral	22.7%	28.0%	17.9%	28.9%	8.3%	27.8%	25.1%
	Somewhat Agree	27.3%	24.0%	25.0%	22.2%	25.0%	33.3%	29.3%
	Strongly Agree	31.8%	16.0%	42.9%	31.1%	0.0%	22.2%	25.9%
The district provides adequate support to my school for PBIS.	Strongly Disagree	9.1%	3.8%	10.7%	8.9%	33.3%	10.5%	8.8%
	Somewhat Disagree	13.6%	26.9%	14.3%	15.6%	16.7%	0.0%	12.6%
	Neutral	22.7%	30.8%	32.1%	31.1%	33.3%	47.4%	32.1%
	Somewhat Agree	27.3%	30.8%	17.9%	28.9%	16.7%	36.8%	29.0%
	Strongly Agree	27.3%	7.7%	25.0%	15.6%	0.0%	5.3%	17.6%
My school has a small number of positively stated school rules and behavioral expectations for students.	Strongly Disagree	18.2%	0.0%	11.5%	7.1%	9.1%	6.3%	7.7%
	Somewhat Disagree	13.6%	21.7%	15.4%	4.8%	0.0%	6.3%	8.5%
	Neutral	0.0%	13.0%	11.5%	4.8%	0.0%	18.8%	6.5%
	Somewhat Agree	27.3%	26.1%	19.2%	31.0%	27.3%	12.5%	25.1%
	Strongly Agree	40.9%	39.1%	42.3%	52.4%	63.6%	56.3%	52.2%
School rules and expectations are publicly posted in highly visible locations throughout the school.	Strongly Disagree	0.0%	0.0%	3.8%	0.0%	18.2%	0.0%	1.2%
	Somewhat Disagree	9.1%	8.3%	0.0%	4.8%	9.1%	6.3%	5.7%
	Neutral	0.0%	8.3%	7.7%	7.1%	36.4%	0.0%	6.9%
	Somewhat Agree	18.2%	29.2%	26.9%	31.0%	27.3%	6.3%	22.3%
	Strongly Agree	72.7%	54.2%	61.5%	57.1%	9.1%	87.5%	64.0%

Most students at my school know and understand a majority of school wide behavioral expectations.	Strongly Disagree	0.0%	0.0%	3.8%	0.0%	0.0%	0.0%	0.8%
	Somewhat Disagree	4.5%	4.2%	3.8%	11.9%	0.0%	0.0%	4.4%
	Neutral	0.0%	0.0%	7.7%	14.3%	0.0%	5.9%	5.6%
	Somewhat Agree	36.4%	45.8%	30.8%	35.7%	72.7%	29.4%	35.9%
	Strongly Agree	59.1%	50.0%	53.8%	38.1%	27.3%	64.7%	53.2%
My school has a school-wide strategy to teach behavioral expectations to students annually.	Strongly Disagree	0.0%	0.0%	11.5%	2.4%	0.0%	0.0%	2.4%
	Somewhat Disagree	0.0%	8.0%	11.5%	7.1%	0.0%	0.0%	6.4%
	Neutral	0.0%	0.0%	11.5%	11.9%	0.0%	11.8%	6.8%
	Somewhat Agree	31.8%	36.0%	26.9%	23.8%	63.6%	41.2%	32.8%
	Strongly Agree	68.2%	56.0%	38.5%	54.8%	36.4%	47.1%	51.6%
The teaching of behavioral expectations to students has occurred during this school year at my school.	Strongly Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%
	Somewhat Disagree	0.0%	8.0%	3.8%	0.0%	0.0%	0.0%	1.6%
	Neutral	4.5%	0.0%	0.0%	4.9%	9.1%	0.0%	3.2%
	Somewhat Agree	13.6%	32.0%	46.2%	31.7%	18.2%	35.3%	28.9%
	Strongly Agree	81.8%	60.0%	50.0%	63.4%	72.7%	64.7%	65.5%
My school has a school-wide reward system in place for positive student behaviors.	Strongly Disagree	0.0%	0.0%	0.0%	2.4%	9.1%	0.0%	0.8%
	Somewhat Disagree	0.0%	4.2%	3.8%	0.0%	0.0%	0.0%	2.8%
	Neutral	0.0%	0.0%	0.0%	4.9%	9.1%	0.0%	4.0%
	Somewhat Agree	18.2%	33.3%	26.9%	26.8%	45.5%	17.6%	23.8%
	Strongly Agree	81.8%	62.5%	69.2%	65.9%	36.4%	82.4%	68.5%
Over half the students in my school have received a reward from our school-wide reward program for positive behavior.	Strongly Disagree	0.0%	3.8%	0.0%	0.0%	0.0%	0.0%	0.8%
	Somewhat Disagree	9.1%	3.8%	7.7%	4.9%	20.0%	0.0%	4.8%
	Neutral	4.5%	7.7%	15.4%	22.0%	30.0%	5.9%	12.4%
	Somewhat Agree	27.3%	38.5%	19.2%	22.0%	20.0%	17.6%	23.3%
	Strongly Agree	59.1%	46.2%	57.7%	51.2%	30.0%	76.5%	58.6%
A vast majority of staff members at my school have delivered rewards from our school-wide reward program to students sometime	Strongly Disagree	0.0%	0.0%	0.0%	0.0%	10.0%	0.0%	0.8%
	Somewhat Disagree	9.1%	12.5%	11.5%	12.2%	0.0%	0.0%	7.3%
	Neutral	4.5%	16.7%	23.1%	34.1%	30.0%	29.4%	18.5%
	Somewhat Agree	36.4%	29.2%	30.8%	17.1%	40.0%	23.5%	29.8%
	Strongly Agree	50.0%	41.7%	34.6%	36.6%	20.0%	47.1%	43.5%

during the past several months.								
My school has a documented system for addressing and reporting specific behavioral violations.	Strongly Disagree	0.0%	0.0%	8.0%	0.0%	27.3%	0.0%	2.4%
	Somewhat Disagree	0.0%	4.0%	0.0%	0.0%	0.0%	0.0%	4.1%
	Neutral	9.1%	8.0%	4.0%	7.5%	0.0%	0.0%	4.5%
	Somewhat Agree	27.3%	40.0%	20.0%	40.0%	63.6%	23.5%	33.9%
	Strongly Agree	63.6%	48.0%	68.0%	52.5%	9.1%	76.5%	55.1%
My school has multiple tiers of behavioral interventions to address problem student behaviors.	Strongly Disagree	0.0%	0.0%	12.0%	0.0%	27.3%	0.0%	4.1%
	Somewhat Disagree	0.0%	12.5%	8.0%	10.0%	36.4%	11.8%	9.0%
	Neutral	0.0%	8.3%	12.0%	22.5%	18.2%	23.5%	11.5%
	Somewhat Agree	50.0%	50.0%	24.0%	25.0%	18.2%	23.5%	31.1%
	Strongly Agree	50.0%	29.2%	44.0%	42.5%	0.0%	41.2%	44.3%
I have a good understanding of when a student needs a more intensive behavioral intervention (Check in Check Out, removal to a PBIS classroom, etc.)	Strongly Disagree	0.0%	0.0%	4.0%	7.5%	27.3%	11.8%	6.1%
	Somewhat Disagree	4.5%	16.0%	8.0%	7.5%	0.0%	17.6%	9.0%
	Neutral	0.0%	12.0%	12.0%	20.0%	0.0%	0.0%	10.6%
	Somewhat Agree	54.5%	40.0%	24.0%	30.0%	54.5%	23.5%	35.1%
	Strongly Agree	40.9%	32.0%	52.0%	35.0%	18.2%	47.1%	39.2%
I consistently reward students in my class when they meet behavioral expectations.	Strongly Disagree	0.0%	0.0%	0.0%	5.0%	0.0%	0.0%	1.2%
	Somewhat Disagree	0.0%	4.0%	0.0%	5.0%	9.1%	0.0%	2.9%
	Neutral	9.1%	8.0%	8.0%	15.0%	0.0%	5.9%	9.0%
	Somewhat Agree	50.0%	44.0%	32.0%	32.5%	18.2%	35.3%	31.1%
	Strongly Agree	40.9%	44.0%	60.0%	42.5%	72.7%	58.8%	55.7%
Most staff agree with administration on which problem student behaviors are office-managed and which are classroom-managed.	Strongly Disagree	0.0%	4.0%	12.0%	12.5%	27.3%	5.9%	8.6%
	Somewhat Disagree	18.2%	16.0%	20.0%	15.0%	27.3%	5.9%	13.9%
	Neutral	13.6%	28.0%	16.0%	27.5%	9.1%	17.6%	20.8%
	Somewhat Agree	45.5%	36.0%	28.0%	32.5%	36.4%	35.3%	34.3%
	Strongly Agree	22.7%	16.0%	24.0%	12.5%	0.0%	35.3%	22.4%
My school has a team of staff	Strongly Disagree	0.0%	4.0%	0.0%	0.0%	0.0%	0.0%	2.0%

members established to address student behavior.	Somewhat Disagree	9.1%	12.0%	0.0%	7.5%	0.0%	11.8%	4.9%
	Neutral	9.1%	8.0%	0.0%	12.5%	0.0%	0.0%	6.5%
	Somewhat Agree	22.7%	48.0%	24.0%	47.5%	36.4%	52.9%	34.3%
	Strongly Agree	59.1%	28.0%	76.0%	32.5%	63.6%	35.3%	52.2%
Student data is reviewed regularly by my school's student behavior team.	Strongly Disagree	4.5%	8.7%	0.0%	0.0%	0.0%	0.0%	2.9%
	Somewhat Disagree	4.5%	0.0%	4.0%	2.6%	0.0%	0.0%	3.3%
	Neutral	22.7%	8.7%	32.0%	10.3%	9.1%	5.9%	17.8%
	Somewhat Agree	27.3%	39.1%	8.0%	30.8%	36.4%	17.6%	27.3%
	Strongly Agree	40.9%	43.5%	56.0%	56.4%	54.5%	76.5%	48.8%
Student data is regularly used for problem solving, decision making, and action planning to improve student behavior.	Strongly Disagree	4.5%	4.3%	4.0%	2.5%	0.0%	0.0%	3.3%
	Somewhat Disagree	9.1%	8.7%	4.0%	0.0%	9.1%	5.9%	6.6%
	Neutral	9.1%	17.4%	24.0%	22.5%	27.3%	11.8%	20.5%
	Somewhat Agree	31.8%	47.8%	20.0%	40.0%	36.4%	11.8%	28.7%
	Strongly Agree	45.5%	21.7%	48.0%	35.0%	27.3%	70.6%	41.0%
Student discipline data is presented to school staff several times each year.	Strongly Disagree	9.1%	0.0%	24.0%	0.0%	18.2%	0.0%	9.3%
	Somewhat Disagree	13.6%	8.0%	4.0%	0.0%	36.4%	0.0%	9.3%
	Neutral	18.2%	8.0%	12.0%	17.5%	9.1%	0.0%	12.6%
	Somewhat Agree	22.7%	48.0%	36.0%	35.0%	36.4%	23.5%	31.7%
	Strongly Agree	36.4%	36.0%	24.0%	47.5%	0.0%	76.5%	37.0%

Office of Accountability
Department of Research, Evaluation, and Assessment

Appendix B

School-wide Evaluation Tool (SET)

Version 2.1

- Data Collection Protocol

Conducted annually.

Conducted before school-wide positive behavior support interventions begin.

Conducted 6-12 weeks after school-wide positive behavior support interventions are implemented.

School-wide Evaluation Tool

(SET)

Overview

Purpose of the SET

The School-wide Evaluation Tool (SET) is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year**.** The SET results are used to:

1. assess features that are in place,
2. determine annual goals for school-wide effective behavior support,
3. evaluate on-going efforts toward school-wide behavior support,
4. design and revise procedures as needed, and
5. compare efforts toward school-wide effective behavior support from year to year.

Information necessary for this assessment tool is gathered through multiple sources including review of permanent products, observations, and staff (minimum of 10) and student (minimum of 15) interviews or surveys. There are multiple steps for gathering all of the necessary information. The first step is to identify someone at the school as the contact person. This person will be asked to collect each of the available products listed below and to identify a time for the SET data collector to preview the products and set up observations and interview/survey opportunities. Once the process for collecting the necessary data is established, reviewing the data and scoring the SET averages takes two to three hours.

Using SET Results

The results of the SET will provide schools with a measure of the proportion of features that are 1) not targeted or started, 2) in the planning phase, and 3) in the implementation/ maintenance phases of development toward a systems approach to school-wide effective behavior support. The SET is designed to provide trend lines of improvement and sustainability over time.

School-wide Evaluation Tool

(SET)

- Implementation Guide

School _____	**Date** _____
District _____	**State** _____

- Step 1: Make Initial Contact

- Identify school contact person & give overview of SET page with the list of products needed.
- Ask when they may be able to have the products gathered. Approximate date: _____
- Get names, phone #'s, email address & record below.

Name_____ Phone_____

- *Email*

_____

_____

Products to Collect

1. _____ Discipline handbook
2. _____ School improvement plan goals
3. _____ Annual Action Plan for meeting school-wide behavior support goals
4. _____ Social skills instructional materials/ implementation time line
5. _____ Behavioral incident summaries or reports (e.g., office referrals, suspensions, expulsions)
6. _____ Office discipline referral form(s)
7. _____ Other related information

• Step 2: Confirm the Date to Conduct the SET
• Confirm meeting date with the contact person for conducting an administrator interview, taking a tour of the school while conducting student & staff interviews, & for reviewing the products. Meeting date & time: _____
• Step 3: Conduct the SET
• Conduct administrator interview. • Tour school to conduct observations of posted school rules & randomly selected staff (minimum of 10) and student (minimum of 15) interviews. • Review products & score SET.
• Step 4: Summarize and Report the Results
• Summarize surveys & complete SET scoring. • Update school graph. • Meet with team to review results. Meeting date & time: _____

School-wide Evaluation Tool

(SET)

Scoring Guide

School _____		**Date** _____
District _____		**State** _____
Pre _____	**Post** _____	**SET data collector** _____

Feature	• Evaluation Question	**Data Source** (circle sources used) P= product; I= interview; O= observation		**Score : 0-2**
A. Expectations Defined	1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/ behavioral expectations? (0=no; 1= too many/negatively focused; 2 = yes)	Discipline handbook, Instructional materials Other _____	**P**	

	2. Are the agreed upon rules & expectations publicly posted in 8 of 10 locations? (See interview & observation form for selection of locations). (0= 0-4; 1= 5-7; 2= 8-10)	Wall posters Other _____	**O**	
B. Behavioral Expectations Taught	1. Is there a documented system for teaching behavioral expectations to students on an annual basis? (0= no; 1 = states that teaching will occur; 2= yes)	Lesson plan books, Instructional materials Other _____	**P**	
	2. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____	**I**	
	3. Do 90% of team members asked state that the school-wide program has been taught/reviewed with staff on an annual basis? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____	**I**	
	4. Can at least 70% of 15 or more students state 67% of the school rules? (0= 0-50%; 1= 51-69%; 2= 70-100%)	Interviews Other _____	**I**	
	5. Can 90% or more of the staff asked list 67% of the school rules? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____	**I**	
C. On-going System for Rewarding Behavioral Expectations	1. Is there a documented system for rewarding student behavior? (0= no; 1= states to acknowledge, but not how; 2= yes)	Instructional materials, Lesson Plans, Interviews Other _____	**P**	
	2. Do 50% or more students asked indicate they have received a reward (other than verbal praise) for expected behaviors over the past two months? (0= 0-25%; 1= 26-49%; 2= 50-100%)	Interviews Other _____	**I**	
	3. Do 90% of staff asked indicate they have delivered a reward (other than verbal praise) to students for expected behavior over the past two months? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____	**I**	
D. System for Responding to Behavioral Violations	1. Is there a documented system for dealing with and reporting specific behavioral violations? (0= no; 1= states to document; but not how; 2 = yes)	Discipline handbook, Instructional materials Other _____	**P**	
	2. Do 90% of staff asked agree with administration on what problems are office-managed and what problems are classroom–managed? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____	**I**	

	3. Is the documented crisis plan for responding to extreme dangerous situations readily available in 6 of 7 locations? (0= 0-3; 1= 4-5; 2= 6-7)	Walls Other _____	**O**	
	4. Do 90% of staff asked agree with administration on the procedure for handling extreme emergencies (stranger in building with a weapon)? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____	**I**	
E. **Monitoring & Decision-Making**	1. Does the discipline referral form list (a) student/grade, (b) date, (c) time, (d) referring staff, (e) problem behavior, (f) location, (g) persons involved, (h) probable motivation, & (i) administrative decision? (0=0-3 items; 1= 4-6 items; 2= 7-9 items)	Referral form (circle items present on the referral form)	**P**	
	2. Can the administrator clearly define a system for collecting & summarizing discipline referrals (computer software, data entry time)? (0=no; 1= referrals are collected; 2= yes)	Interview Other _____	**I**	
	3. Does the administrator report that the team provides discipline data summary reports to the staff at least three times/year? (0= no; 1= 1-2 times/yr.; 2= 3 or more times/yr)	Interview Other _____	**I**	
	4. Do 90% of team members asked report that discipline data is used for making decisions in designing, implementing, and revising school-wide effective behavior support efforts? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____	**I**	
F. **Management**	1. Does the school improvement plan list improving behavior support systems as one of the top 3 school improvement plan goals? (0= no; 1= 4th or lower priority; 2 = 1st- 3rd priority)	School Improvement Plan, Interview Other _____	**P** **I**	
	2. Can 90% of staff asked report that there is a school-wide team established to address behavior support systems in the school? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____	**I**	
	3. Does the administrator report that team membership includes representation of all staff? (0= no; 2= yes)	Interview Other _____	**I**	
	4. Can 90% of team members asked identify the team leader? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____	**I**	
	5. Is the administrator an active member of the school-wide behavior support team? (0= no; 1= yes, but not consistently; 2 = yes)	Interview Other _____	**I**	
	6. Does the administrator report that team meetings occur at least monthly? (0=no team meeting; 1=less often than monthly; 2= at least monthly)	Interview Other _____	**I**	
	7. Does the administrator report that the team reports progress to the staff at least four times per year?	Interview Other _____	**I**	

	(0=no; 1= less than 4 times per year; 2= yes)			
	8. Does the team have an action plan with specific goals that is less than one year old? (0=no; 2=yes)	Annual Plan, calendar Other _____	**P**	
G. **District-Level Support**	1. Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? (0= no; 2= yes)	Interview Other _____	**I**	
	2. Can the administrator identify an out-of-school liaison in the district or state? (0= no; 2=yes)	Interview Other _____	**I**	

Summary Scores:	A = /4	B = /10	C = /6	D = /8	E = /8
	F = / 16	G = /4	Mean = /7		

- Administrator Interview Guide

Let's talk about your discipline system

- Do you collect and summarize office discipline referral information? Yes No If no, skip to #4.
- What system do you use for collecting and summarizing office discipline referrals? (E2)
  - What data do you collect? _____
  - Who collects and enters the data? _____
- What do you do with the office discipline referral information? (E3)
  - Who looks at the data? _____
  - How often do you share it with other staff? _____
- What type of problems do you expect teachers to refer to the office rather than handling in the classroom/ specific setting? (D2)

- What is the procedure for handling extreme emergencies in the building (i.e. stranger with a gun)? (D4)

- *Let's talk about your school rules or motto*
- Do you have school rules or a motto? Yes No If no, skip to # 10.
- How many are there? _____
- What are the rules/motto? (B4, B5)

- What are they called? (B4, B5)

- Do you acknowledge students for doing well socially? Yes No If no, skip to # 12.

- What are the social acknowledgements/ activities/ routines called (student of month, positive referral, letter home, stickers, high 5's)? (C2, C3)

- *Do you have a team that addresses school-wide discipline? If no, skip to # 19*
- Has the team taught/reviewed the school-wide program with staff this year? (B3) Yes No
- Is your school-wide team representative of your school staff? (F3) Yes No
- Are you on the team? (F5) Yes No
- How often does the team meet? (F6) _____
- Do you attend team meetings consistently? (F5) Yes No
- Who is your team leader/facilitator? (F4) _____
- Does the team provide updates to faculty on activities & data summaries? (E3, F7) Yes No
  If yes, how often? _____

- Do you have an out-of-school liaison in the state or district to support you on positive behavior support systems development? (G2) Yes No
  If yes, who? _____

- What are your top 3 school improvement goals? (F1)

- Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? (G1) Yes No

• Additional Interviews

In addition to the administrator interview questions there are questions for Behavior Support Team members, staff and students. ***Interviews can be completed during the school tour.*** Randomly select students and staff as you walk through the school. Use this page as a reference for all other interview questions. Use the interview and observation form to record student, staff, and team member responses.

Staff Interview Questions
Interview a minimum of 10 staff

- What are the _____ (school rules, high 5's, 3 bee's)? (B5)
  (Define what the acronym means)

- Have you taught the school rules/behavioral expectations this year? (B2)

- Have you given out any _____ since _____? (C3)
  (rewards for appropriate behavior) (2 months ago)

- What types of student problems do you or would you refer to the office? (D2)
- What is the procedure for dealing with a stranger with a gun? (D4)
- Is there a school-wide team that addresses behavioral support in your building?
- Are you on the team?

Team Member Interview Questions

- Does your team use discipline data to make decisions? (E4)
- Has your team taught/reviewed the school-wide program with staff this year? (B3)
- Who is the team leader/facilitator? (F4)

Student interview Questions
Interview a minimum of 15 students

- What are the _____ (school rules, high 5's, 3 bee's)? (B4)
  (Define what the acronym means.)

- Have you received a _____ since _____? (C2)
  (reward for appropriate behavior) (2 months ago)

- Interview and Observation Form

	• Staff questions (Interview a minimum of 10 staff members)							• Team member questions			**Student questions**	
	What are the school rules? Record the # of	*Have you taught the school rules/ behave. exp. to stude*	*Have you given out any ____ ____ __ since*	*What types of student problems do you or*	*What is the procedure for dealing with a stra*	*Is there a team in your school to address*	*Are you on the team? If yes, ask team questions*	*Does your team use discipline data to make*	*Has your team taught/ reviewed SW program w/staff this year?*	*Who is the team leader/ facilitator?*	*What are the (school rules)?* Recor	*Have you received a ____ ____ __ since*

	rules known.	*nts this year?*	___ ___ _? (2 mos.)	*would you refer to the office?*	*nger with a gun?*	*school-wide behavior support systems?*		*decisions?*			d the # of rules known	*e* ___ ___ __?
1		Y N	Y N			Y N	Y N	Y N	Y N		1	Y N
2		Y N	Y N			Y N	Y N	Y N	Y N		2	Y N
3		Y N	Y N			Y N	Y N	Y N	Y N		3	Y N
4		Y N	Y N			Y N	Y N	Y N	Y N		4	Y N
5		Y N	Y N			Y N	Y N	Y N	Y N		5	Y N
6		Y N	Y N			Y N	Y N	Y N	Y N		6	Y N
7		Y N	Y N			Y N	Y N	Y N	Y N		7	Y N
8		Y N	Y N			Y N	Y N	Y N	Y N		8	Y N
9		Y N	Y N			Y N	Y N	Y N	Y N		9	Y N
10		Y N	Y N			Y N	Y N	Y N	Y N		10	Y N
11		Y N	Y N			Y N	Y N	Y N	Y N		11	Y N
12		Y N	Y N			Y N	Y N	Y N	Y N		12	Y N
13		Y N	Y N			Y N	Y N	Y N	Y N		13	Y N
14		Y N	Y N			Y N	Y N	Y N	Y N		14	Y N

15		Y N	Y N			Y N	Y N		Y N	Y N		15	Y N
Total												Total	

	Front hall/ office	Class 1	Class 2	Class 3	Cafeteria	Library	Other setting (gym, lab)	Hall 1	Hall 2	Hall 3
Are rules & expectations posted?	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Is the documented crisis plan readily available?	Y N	Y N	Y N	Y N	Y N	Y N	Y N		X	X