



11-12 Evaluation Report

SPRING 2013

ABOUT THE INITIATIVE

The North Carolina Positive Behavior Intervention and Support Initiative is a prevention and early intervention strategy supported by the Exceptional Children Division of the NC Department of Public Instruction through IDEA.

Vision :: All schools in North Carolina will implement Positive Behavior Intervention and Support as an effective and proactive process for improving social competence and academic achievement for all students.

Mission :: Provide leadership, professional development, resources, and on-going support for schools to successfully implement Positive Behavior Intervention and Support.

Action :: The North Carolina Positive Behavior Intervention and Support (PBIS) sites are working to integrate their Safe Schools Plans, Character Education efforts and strategies, and discipline efforts in order to make schools caring and safe communities for learning.

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CELEBRATING STATEWIDE ACHIEVEMENTS

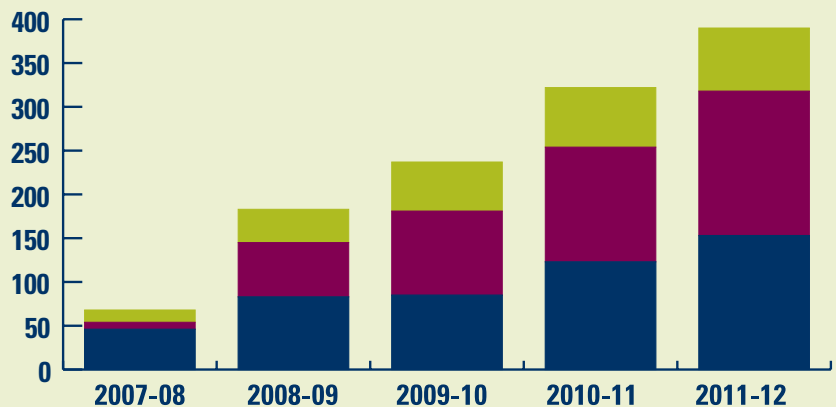
Beginning with the 2007-08 school year, schools participating in the North Carolina Positive Behavior Intervention and Support (PBIS) Initiative could apply for recognition by documenting ongoing administrator participation, an active PBIS team, and an in-school coach and by providing evidence of implementation progress. Three levels of implementation are recognized:

PBIS Green Ribbon Schools :: Green Ribbon schools have completed Module 1 team training and begun PBIS implementation. They have attained at least a Level 1 on the Implementation Inventory and 80% total on the School-wide Evaluation Tool (SET).

PBIS Model Schools :: Model schools have completed all of the requirements for Green Ribbon Schools and have completed Module 2 training. They have also achieved a Level 2 on the Implementation Inventory and 90% total SET score.

PBIS Exemplar Schools :: Exemplar schools have completed requirements for Green Ribbon and Model Schools and have completed all three team training Modules. They have scored a Level 3 or higher on the Implementation Inventory and 95% total on the SET. At least two consecutive years of required behavioral, attendance, and academic data shows improvement, and they have documented at least one additional data element that they are tracking as a team (e.g. Self-Assessment Survey, Staff Retention Data, Climate Surveys, Referral Information for Special Education, Direct Behavior Rating, etc.).

PBIS SCHOOLS EARNING RECOGNITION



	2007-08	2008-09	2009-10	2010-11	2011-12
Exemplar	14	38	56	68	72
Model	8	62	96	131	165
Green Ribbon	46	83	85	123	153

CONTEXT

NC PBIS INITIATIVE CRITICAL FEATURES

- Leadership Team** :: Representative stakeholders meet regularly to support effort.
- Coordination** :: State and local coordinators manage day-to-day operations.
- Funding** :: Implementation is supported with targeted state-approved funds.
- Visibility** :: Ongoing local, state, and national dissemination efforts are evident.
- Political Support** :: Leadership Team reports annually on activities and outcomes.
- Training Capacity** :: Team of trainers is available to build and sustain practices.
- Coaching Capacity** :: Individuals are available to support emerging practices.
- Demonstrations** :: Large number of schools available for model demonstrations.
- Evaluation** :: Process is in place for collecting and reporting information on: implementation of action plan, use of Statewide PBIS (SWPBIS), or impact on student outcomes.

PBIS IMPLEMENTING SCHOOLS CRITERIA

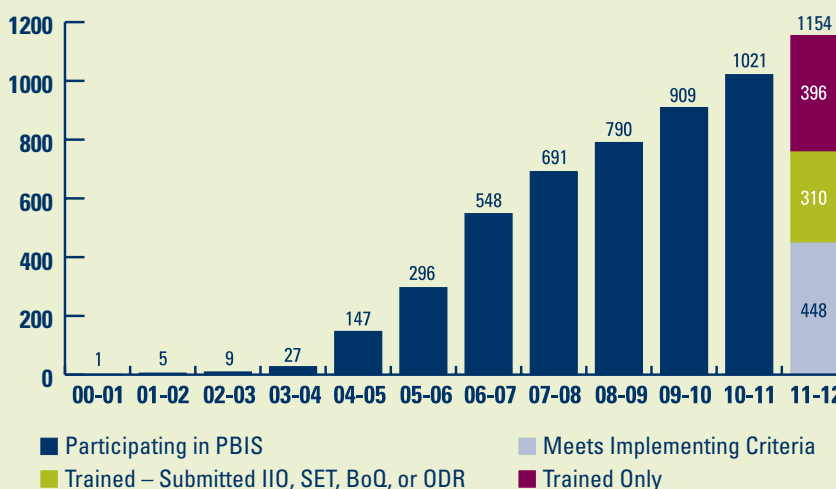
As more schools participate in the PBIS Initiative the NC PBIS State Leadership Team recognized the importance of determining which schools were actively implementing PBIS. The PBIS Initiative conducted a census survey and put implementing criteria in place. At the end of the 2011-12 school year, schools meeting the following criteria were identified as implementing:

- have completed at least PBIS Module 1
- submitted complete data: ODR spreadsheet, IIO, and SET/BoQ
- submitted current Action Plan to local coordinator
- have a trained school administrator
- earned an overall score of at least 80 on the SET within three years of initial training

Schools not meeting these criteria were identified as trained.

The PBIS Initiative continues to grow. At the end of the 2011-2012 school year, 1154 schools statewide were trained or implementing, representing 46% of the state's 2512 schools.

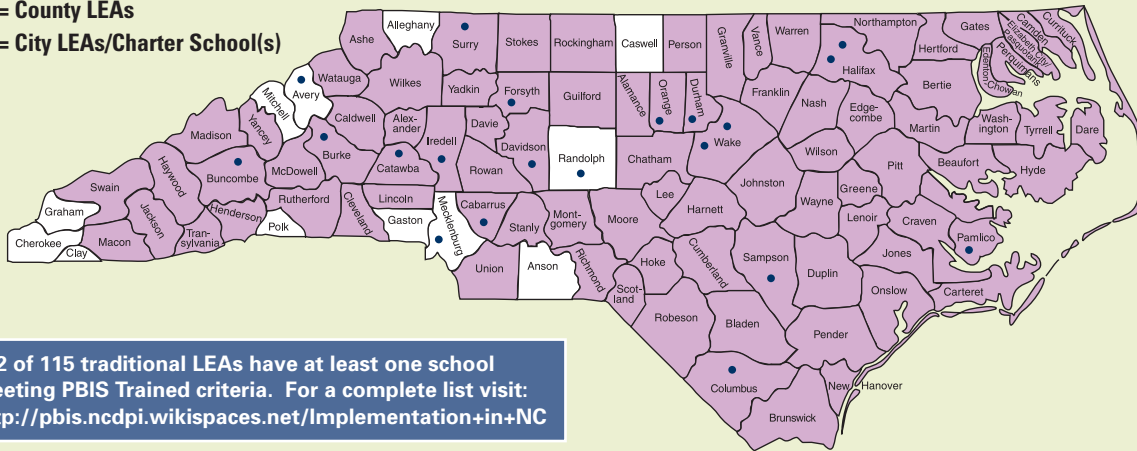
SCHOOLS PARTICIPATING IN PBIS INITIATIVE



CONTEXT

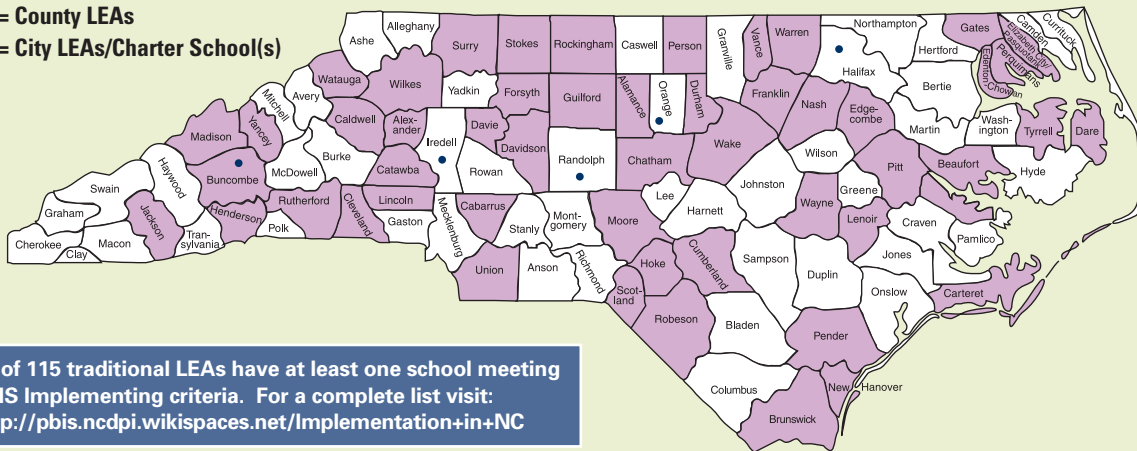
POSITIVE BEHAVIOR INTERVENTION & SUPPORT IN NORTH CAROLINA COUNTIES WITH AT LEAST ONE TRAINED SCHOOL 2011-12

- = County LEAs
- = City LEAs/Charter School(s)

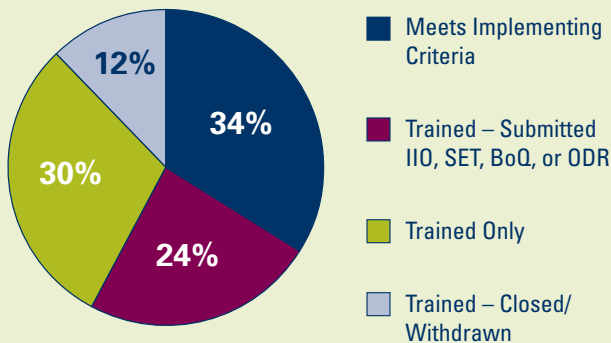


POSITIVE BEHAVIOR INTERVENTION & SUPPORT IN NORTH CAROLINA COUNTIES WITH AT LEAST ONE IMPLEMENTING SCHOOL 2011-12

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STATUS OF ALL SCHOOLS EVER TRAINED IN PBIS AT THE END OF SY 11-12



Over 1300 schools have been trained since the start of the initiative (149 schools have closed or withdrawn over the course of implementation). In the first year the Initiative applied criteria to determine the status of trained schools still participating, 66% of participating schools submitted at least one of the requested data indicators, and 39% of participating schools met implementing criteria.

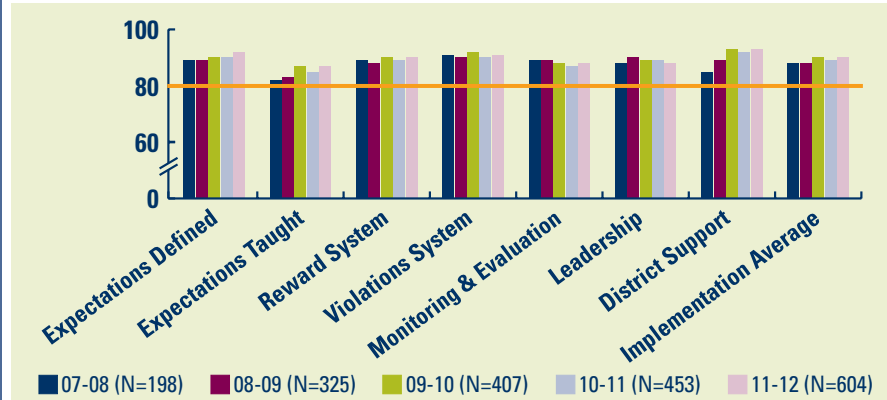
FIDELITY

SCHOOL-WIDE EVALUATION TOOL (SET)

The SET is a research-validated instrument that is designed to assess and evaluate the critical features of school-wide PBIS, and results in a score that indicates fidelity of PBIS implementation critical for achieving expected outcomes. The goal is for a school to achieve 80% or higher overall and on each of the SET subscales: expectations defined, behavioral expectations taught, system for rewarding behavioral expectations, system for responding to behavioral violations, monitoring and decision-making, management, and district-level support.

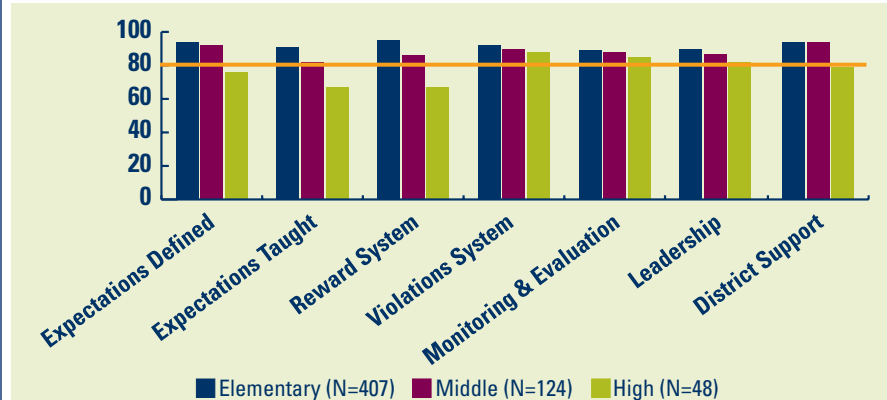
While the number of schools submitting SET data has tripled in the last five years, average scores have remained above the recommended standard of 80% across all subscales.

SET AVERAGES ACROSS SCHOOL YEARS



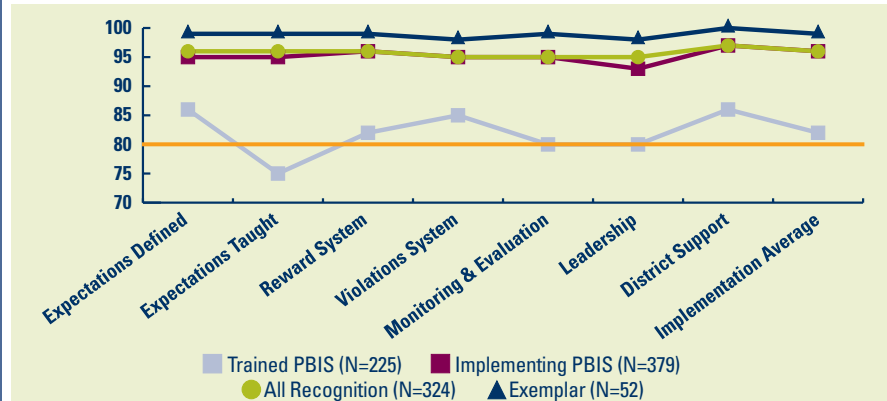
SET subscale score averages varied across grade levels. Averages for elementary and middle schools were above 80% for all subscales, while averages for high schools were above 80% on 3 of 7 subscales.

SET AVERAGE ACROSS GRADE LEVELS



Schools meeting Implementing Criteria have higher average SET scores than Trained schools. Average SET scores for Exemplar schools are higher than for other groups. Of note is the District Support average for Exemplar schools, which is 100%.

SET AVERAGES AND IMPLEMENTATION STATUS



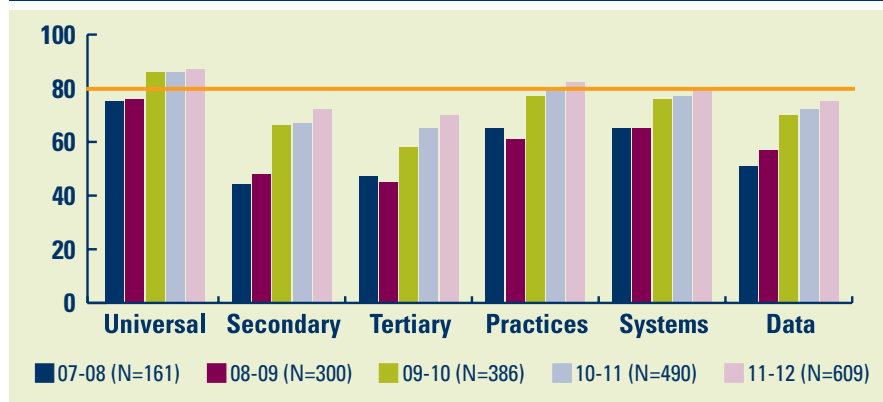
FIDELITY

IMPLEMENTATION INVENTORY ONLINE (IIO)

The Implementation Inventory yields fidelity of implementation data across the full PBIS continuum of behavior support.

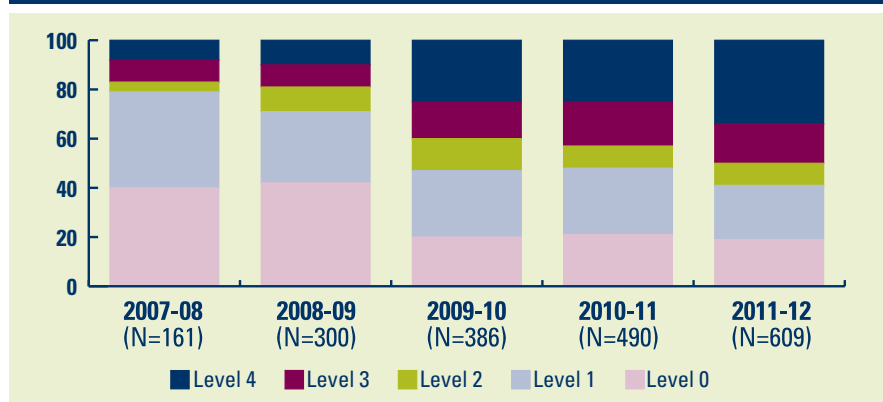
- Level 0 < 80% on all subscales
- Level 1 ≥ 80% on Universal subscale
- Level 2 ≥ 80% on Universal and Secondary subscales
- Level 3 ≥ 80% on Universal, Secondary, and Tertiary subscales
- Level 4 ≥ 80% on Universal, Secondary, Tertiary, Practices, Systems and Data subscales

IIO AVERAGES ACROSS SCHOOL YEARS



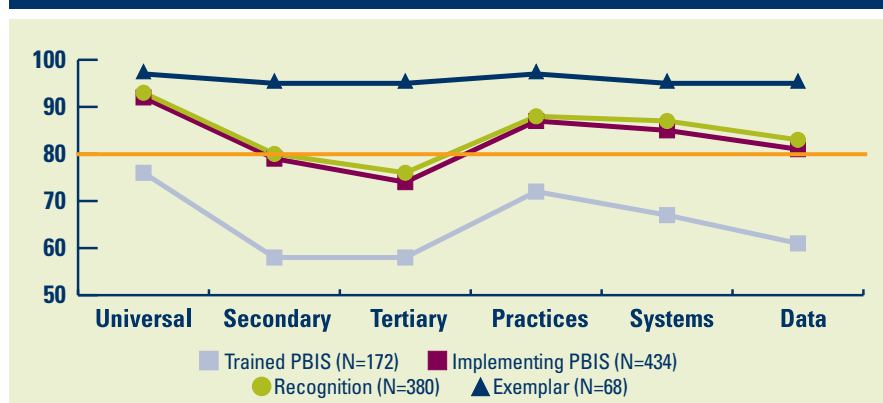
Number of scores submitted and subscale averages on the IIO continued to increase in the 2011-12 school year. For the first time, averages on 3 of the 6 subscales were at or above 80%.

PROPORTION OF IIO SCORES AT EACH LEVEL



The proportion of schools scoring Level 3 or 4 on the IIO continues to increase even as the total number of IIOs submitted grows. About 50% of reporters scored a level 3 or 4.

IIO AVERAGES AND IMPLEMENTATION STATUS



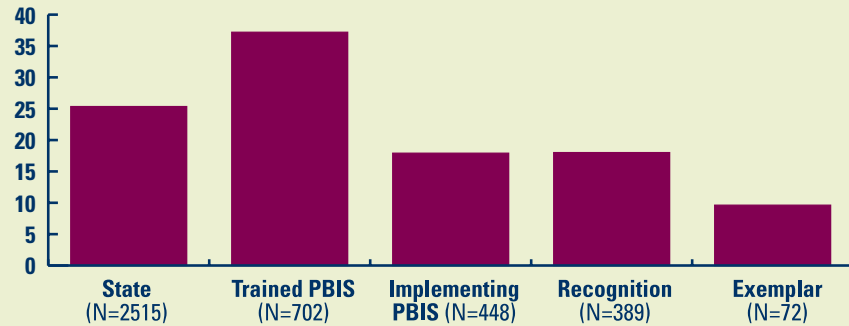
Schools meeting Implementing Criteria have higher IIO averages than Trained schools. Average IIO scores for Exemplar schools are higher than for other groups.

IMPACT

The North Carolina Positive Behavior Intervention and Support Initiative is focused on improving social competence and academic achievement for all students. Information from impact evaluation indicators reflects the extent to which targeted outcomes are being and/or likely to be achieved.

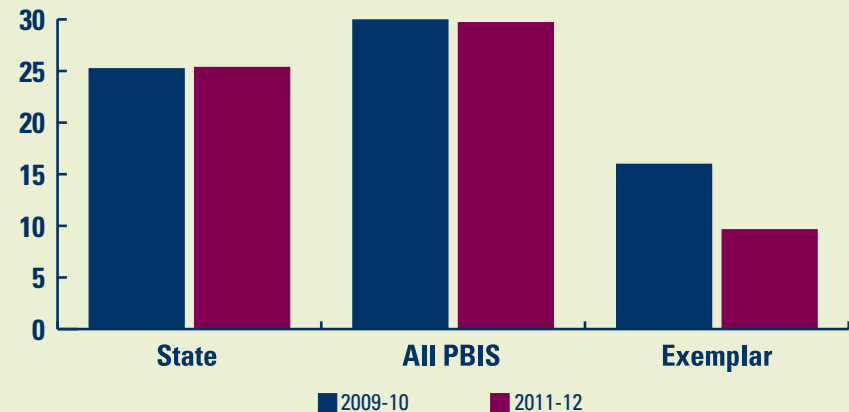
Average school rates of Out-of-School Suspension are lower in PBIS schools meeting Implementing Criteria. Average rates for Exemplar PBIS schools are less than half that of all schools statewide.

AVERAGE RATES OSS/100 STUDENTS



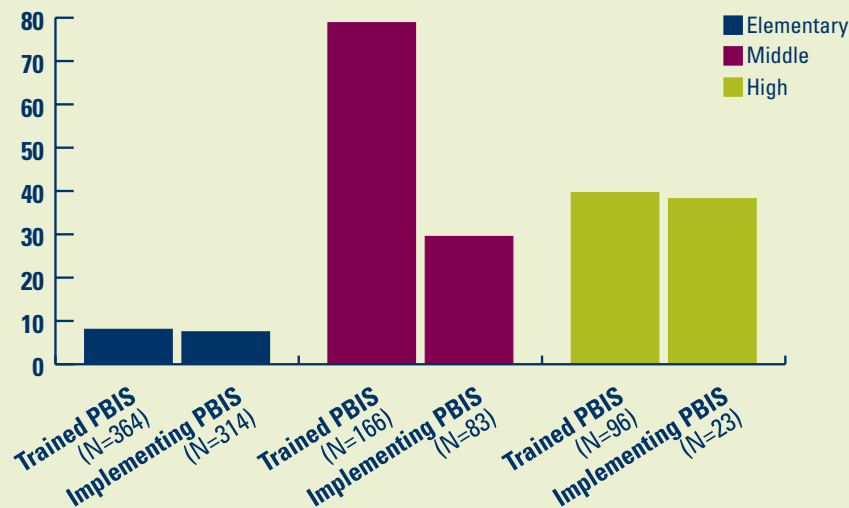
While averages of school rates of Out-of-School Suspension per 100 students have remained steady between 2009-10 and 2011-12 for the state and for all schools participating in PBIS, average rates have decreased for Exemplar schools.

AVERAGE RATES OSS/100 STUDENTS



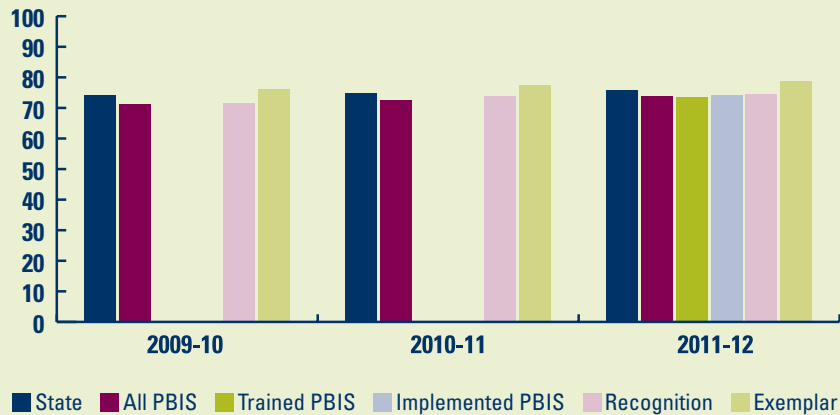
Average rates of Out-of-School Suspension per 100 students are lower across grade levels for schools that meet PBIS Implementing Criteria, with the largest difference seen at the middle school level.

AVERAGE RATES OSS/100 STUDENTS ACROSS GRADE LEVELS



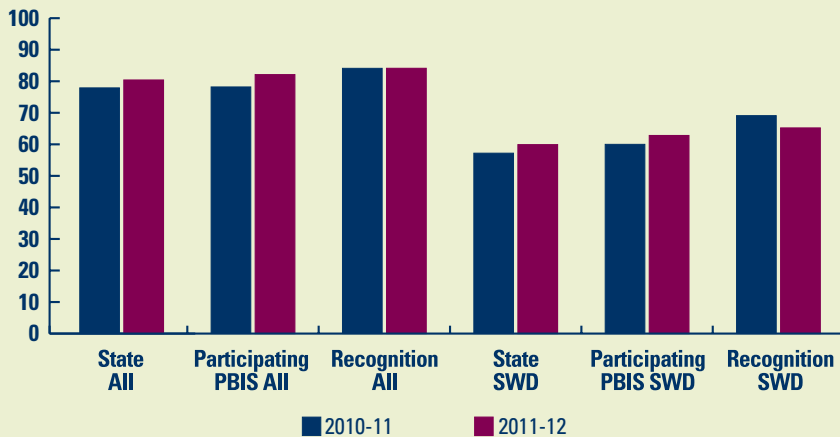
IMPACT

AVERAGE PERFORMANCE COMPOSITE



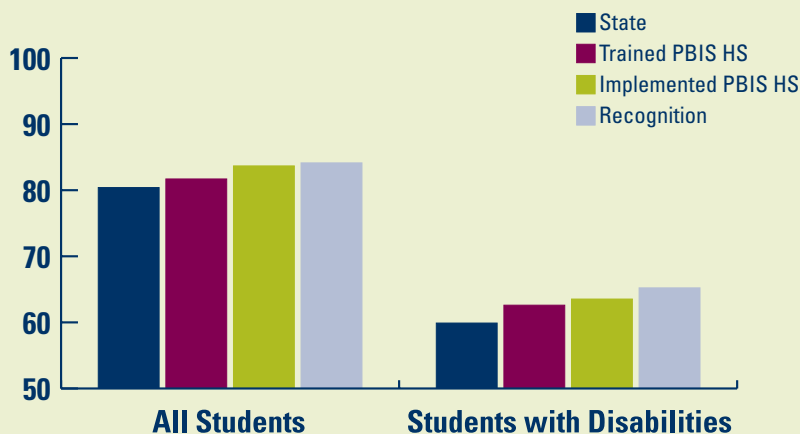
PBIS Schools earning Exemplar recognition have a higher average Performance Composite than the statewide average Performance Composite for three years.

GRADUATION RATES OVER TIME



While the state graduation rates for all students and students with disabilities increased from 2010-11 to 2011-12, graduation rates for both groups at high schools participating in PBIS continued to exceed state rates.

2011-12 GRADUATION RATES



Graduation rates at high schools implementing PBIS were higher than the 2011-12 state average for all students and for students with disabilities, with schools earning recognition having the highest graduation rates.

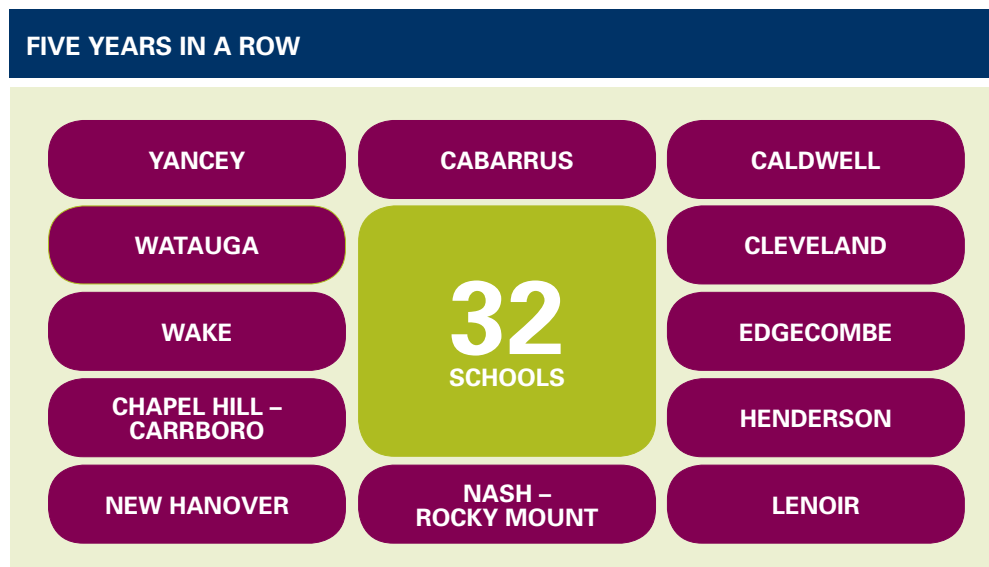
BIG IDEAS FROM THE 11-12 EVALUATION REPORT

Each year, the Evaluation Report is used to share statewide PBIS implementation and outcome data. Here are the big ideas from this year's report.

- Just like schools and LEAs use data to evaluate their implementation of PBIS and problem-solve ways to improve, the State PBIS Team uses evaluation data to refine and strengthen professional development and technical assistance. Therefore, every school that contributes PBIS data actually helps all PBIS schools in North Carolina.
- The number of schools statewide submitting data is at an all time high. In particular, the number of SET and IIO scores submitted annually has more than tripled in the last five years. Even with this increase in the amount of data received, average scores continue to climb.
- Schools that implement PBIS with higher fidelity also demonstrate more positive behavior and academic outcomes.

CELEBRATING 5 YEARS OF SCHOOL RECOGNITION

2011-12 was the fifth anniversary of NC PBIS Recognition. During those five years, 32 schools in 12 LEAs have earned recognition all five years.



Of these schools, only 3 have earned Exemplar Recognition all 5 years: **Burnsville Elementary** and **South Toe Elementary in Yancey County**, and **Swift Creek Elementary in Wake County**. We look forward to celebrating continuing success with our PBIS implementing schools!



Public Schools of North Carolina
State Board of Education | Department of Public Instruction
Exceptional Children Division

The North Carolina Positive Behavior Intervention and Support Initiative is part of the North Carolina State Improvement Program funded through IDEA.

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