



Florida's Positive Behavior Support:
Rtl for Behavior Project

Annual Report 2008-2009:

Outcome and Evaluation Data

Our Mission

Increasing the capacity of Florida's school districts to address problem behavior using positive behavior support through a Response to Intervention framework.

What we do...

Provide training and technical assistance to districts across the state in the development and implementation of positive behavior supports at the school-wide, targeted group, classroom and individual student levels

This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, Louis de la Parte Florida Mental Health Institute funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.



Outcome and Evaluation Data for Annual Report 2008-2009

The following graphs and tables summarize the current outcome and evaluation data gathered by the FLPBS:RtIB Project.

This report contains the following:

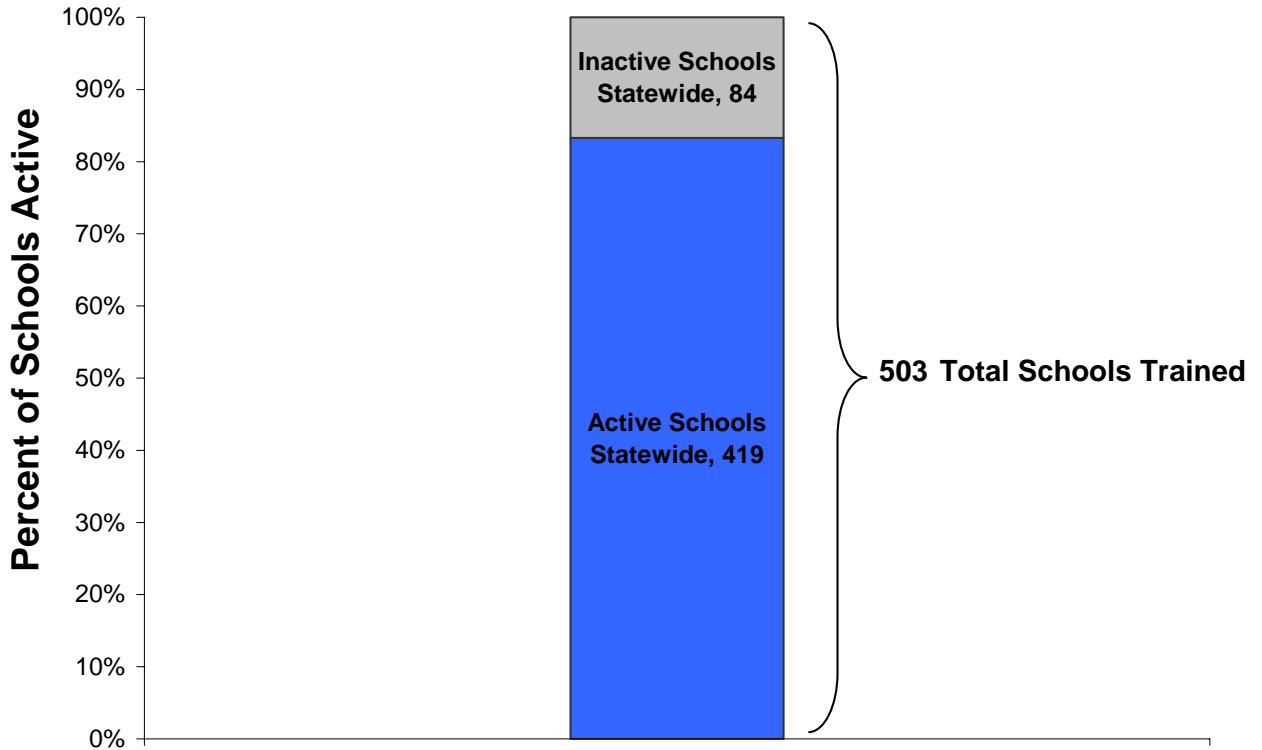
- i) The Florida districts with active District Leadership Teams working with the Project
 - 1) Florida schools receiving PBS training
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 - b) Percent of district coordinators indicating level of satisfaction
 - 3) Implementation fidelity for Tier 1:Universal PBS
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 - 8) Florida PBS:RtIB schools' academic outcome data
 - a) Percent of students reaching level 3+ on FCAT Reading by school type
 - b) Percent of the lowest 25% making gains in reading before and after implementation
 - 9) Factors related to PBS implementation
 - a) School-Wide Implementation Factors survey results

1) a

Number of Florida Schools Trained in PBS

Description of Data The graph below depicts the total number of schools that have received training in Tier 1 PBS for the 2008-2009 school year. Of the 503 schools that had received training, 419 (67%) were active at the end of the 2008-2009 school year.

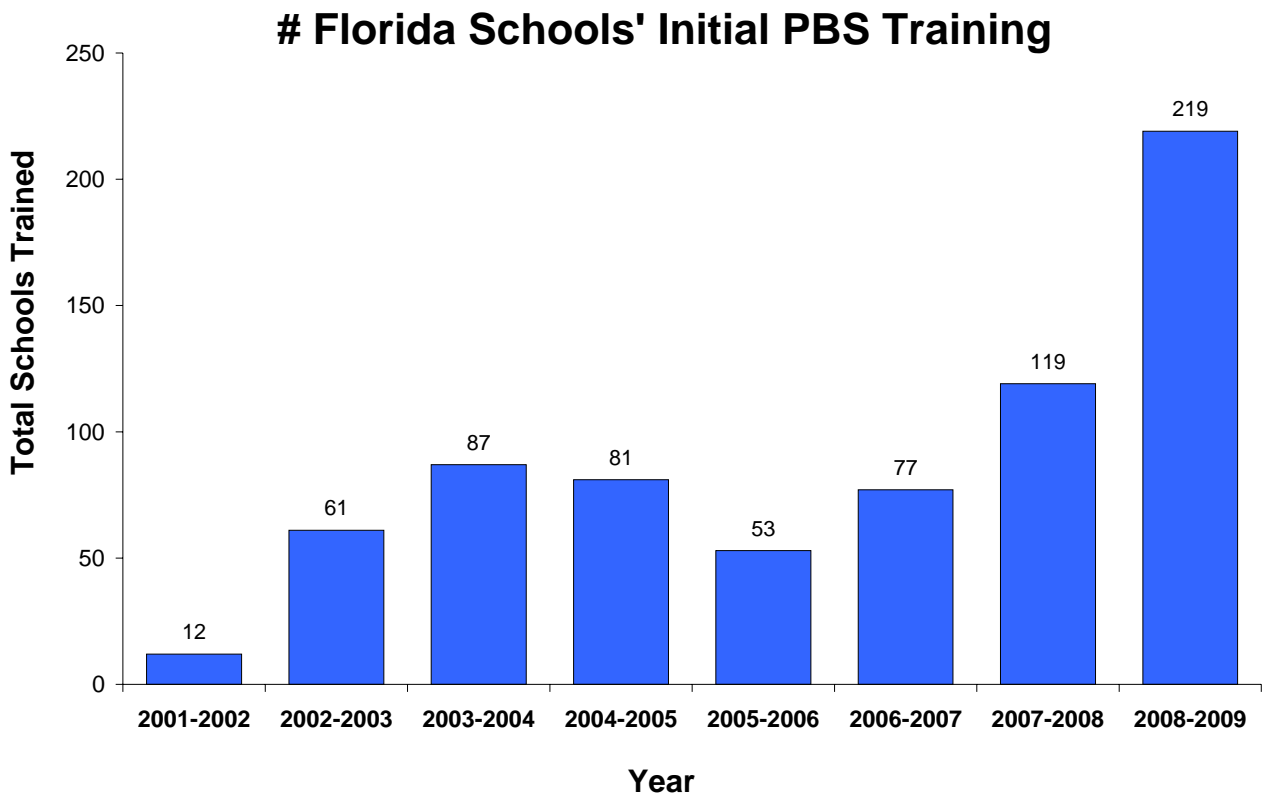
Florida Schools Trained in PBS



1) b

Florida Schools Receiving Initial Training in PBS

Description of Data The graph below depicts the number of schools receiving initial training in Tier 1 PBS from 2002 through August, 2009. These numbers do not reflect the schools that were retrained, received booster training, or training at other levels of PBS (classroom, Tier 2: Supplemental or Tier 3: Intensive).

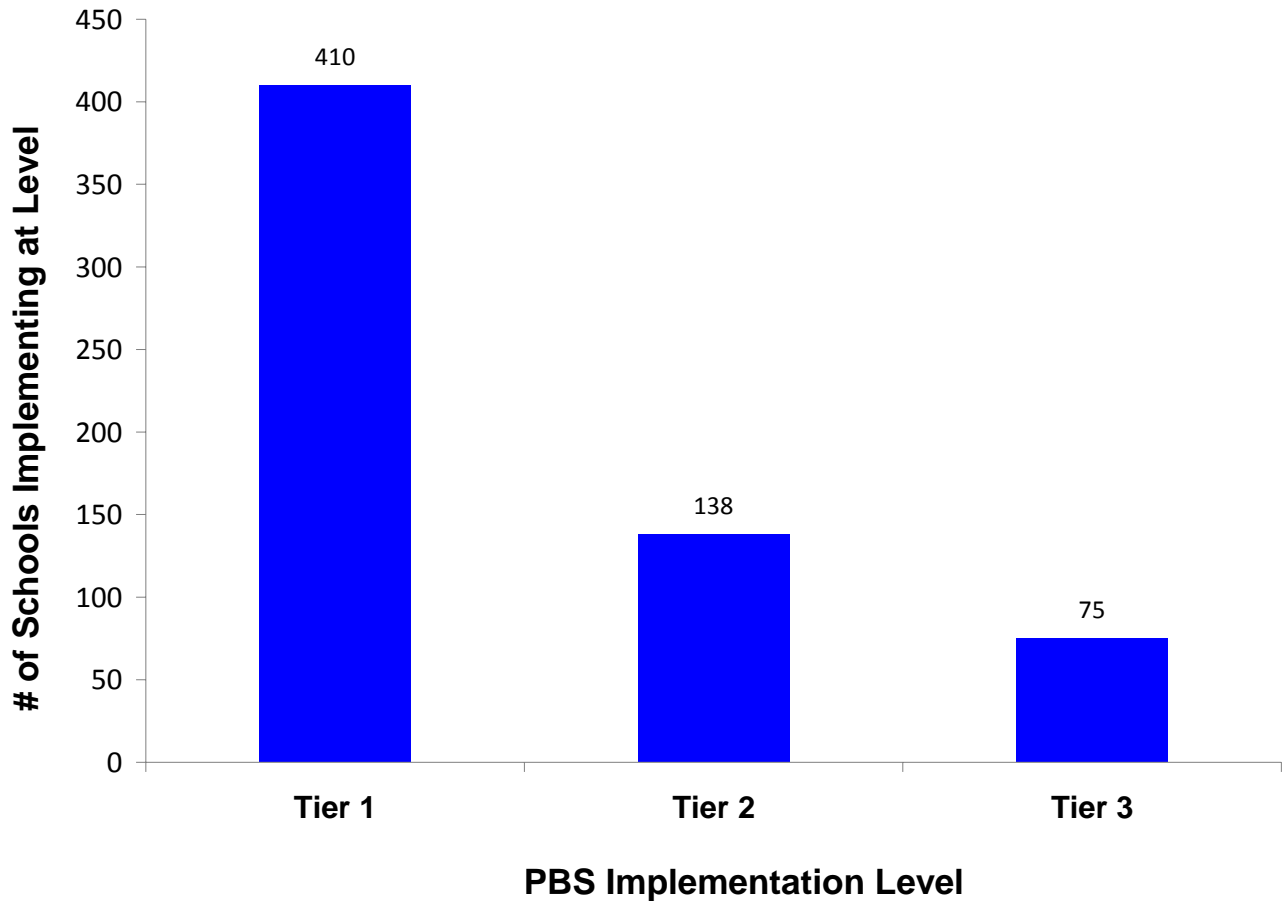


Explanation of Data More schools participated in initial Tier 1 training during the 2008 -2009 school year than any previous year. The 219 schools trained in 2008 - 2009 represent an 84% increase over the year with the next highest number of schools trained (2007-2008).

1) c

PBS Schools Implementing at each Tier

Description of Data The graph below depicts the number of schools **reporting** that they are implementing each Tier of PBS (Tier 1: Universal, Tier 2: Supplemental, and Tier 3: Intensive) according to the School Profile completed in the fall of 2008.



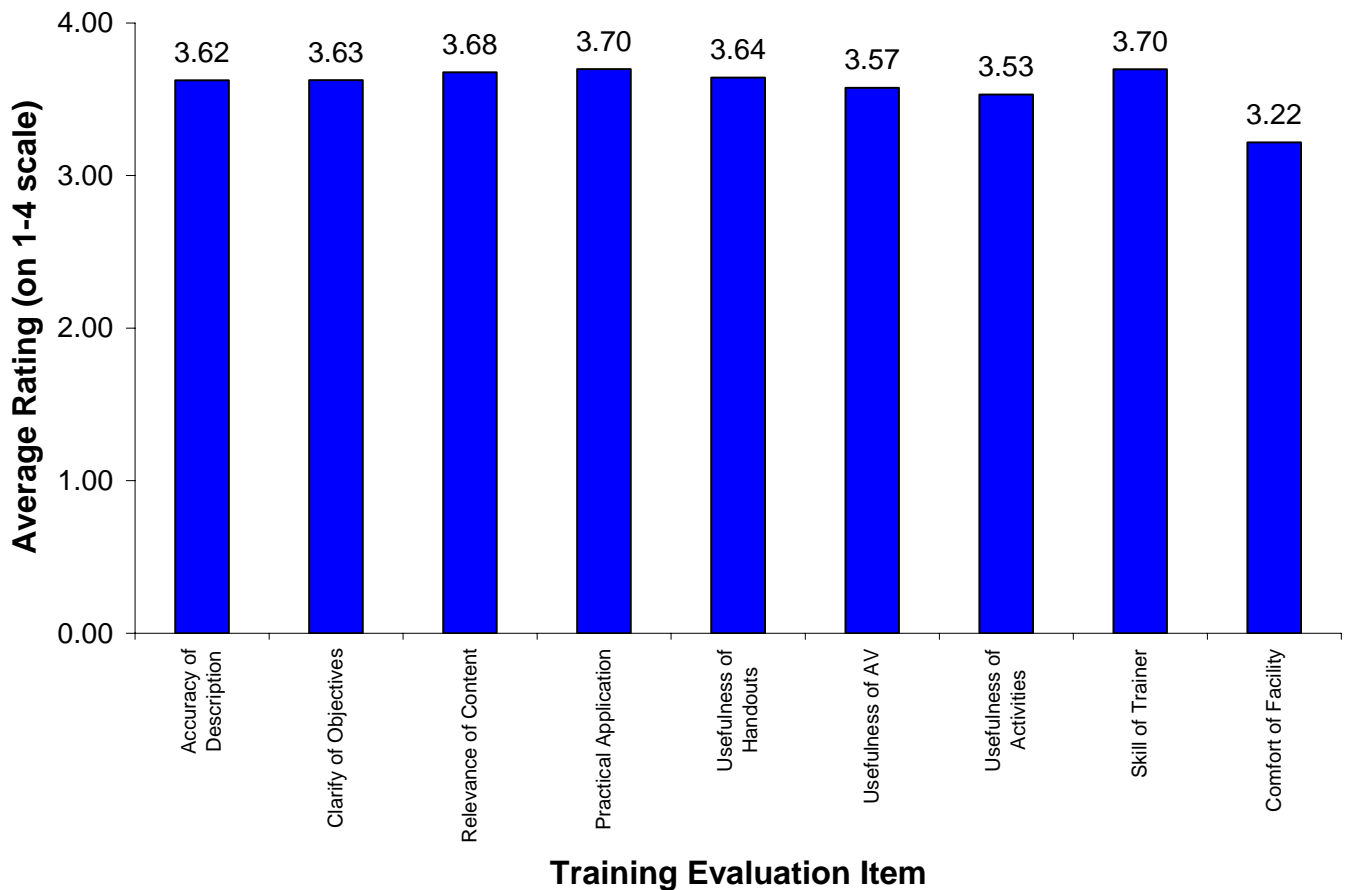
Explanation of Data During the 2008-2009 school year, approximately 34% of PBS schools are implementing at the Tier 2: Supplemental level. Less than 20% of schools reported implementing PBS at the Tier 3: Intensive level.

Project Response to Data The Project's Tier 2 training and support expanded during the 2008-2009 school year with Tier 2 training provided in 7 regional sites, serving 279 people from 125 schools from 26 different districts. The Project restructured its training and support for Tier 3 to focus on district level systems assessment and planning prior to training individuals and/or schools. During the 2008-2009 school year, Project staff worked with 8 districts assessing processes, procedures and plans; developing action plans; and assisting them through reaching their unique Tier 3 goals.

2) a

Percent of Trainees Indicating Level of Satisfaction w/Training

Description of Data The graph below shows the average response to training evaluation questions for all trainees participating in trainings provided by Florida's PBS Project staff during this project evaluation period. The rating scale was from 1 (not effective) to 4 (very effective).

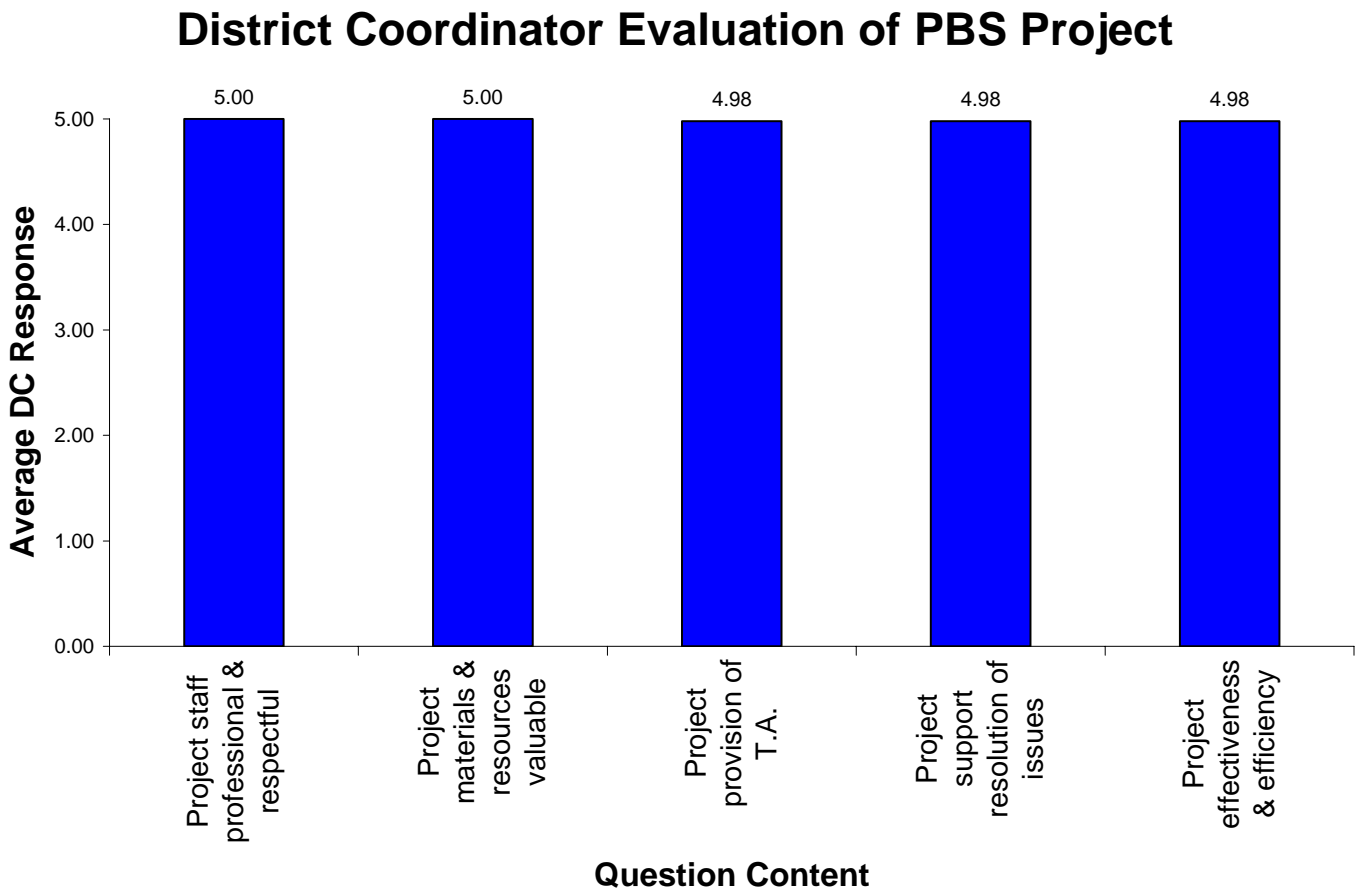


Explanation of Data Over 90% of training participants rated each question related to evaluation of the training as effective (3) or very effective (4). The highest rated items were "practical application" and "skill of trainers/presenters."

2) b

Percent of District Coordinators Indicating Level of Satisfaction w/Services

Description of Data The graph below shows the average response to Project performance evaluation questions by the 9 PBS District Coordinators who completed the questionnaire.



Explanation of Data District Coordinators identified as “True” or “Somewhat True” each area of satisfaction. The Project is disappointed in the return rate of the survey (9 of 61 districts reporting) and will revise the method of responding for future surveys.

2) b (continued)

Suggestions for Improving Technical Assistance

- Definitive list of items needed (suggestions)
- Descriptions of what can be used to build a model school report
- Continue use of Adobe meetings
- More specific interventions for each tier
- SWIS has had some issues for 09-10 SY. If issues are known they should be notifying districts and schools to avoid schools bombarding DC with issues.
- No envelope provided, dates need to be changed or deadlines.

What they liked about Technical Assistance

- Access to national resources of ideas, programs that have proven successful
- Training
- Assistance is available, timely, professional, and useful
- Blends with Rtl needs
- Having a point of contact
- Very realistic! Heather is a great presenter
- Staff is very professional and supportive
- Personal assistance and the training is outstanding
- For the 7 years the project has provided excellent TA to Polk Co. Schools
- I have been especially impressed with the responsiveness to individual needs of the district
- All PBS staff is professional and positive about resolving issues
- The quick response to questions. They respect our opinions and limitations of the district
- Everything!

Other Comments

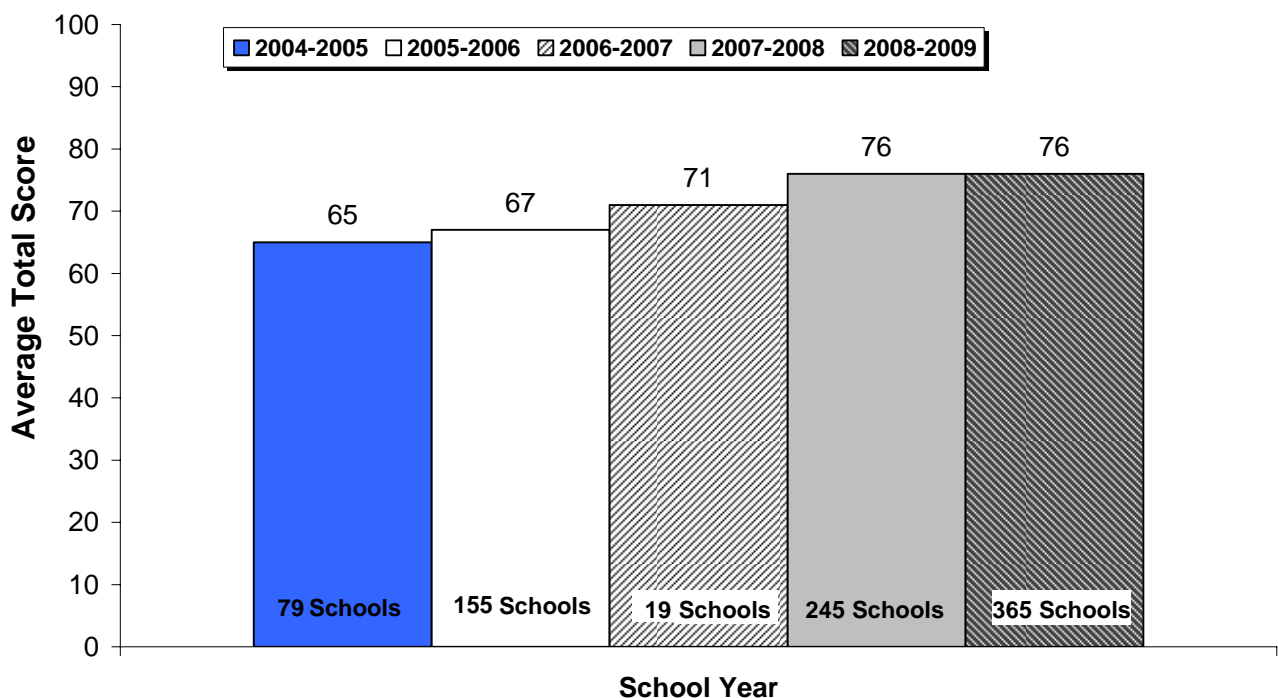
- It has been difficult to meet the training needs of our district due to the capacity of the project. We look forward to new ways in which to meet the demand
- Concerned that the larger scale training will not be as effective as training in person
- SWIS looks like it will be helpful to schools as long as it is up and running
- Best program I know of that the state supports. Very high quality staff through the organization
- We love Therese!

3) a

BENCHMARKS OF QUALITY (BoQ) SCORES

Description of Data The graph below depicts the average total BoQ scores for the schools that completed a Benchmarks of Quality for school years 2004-2005 through 2008-2009.

Average BoQ Score by Academic Year



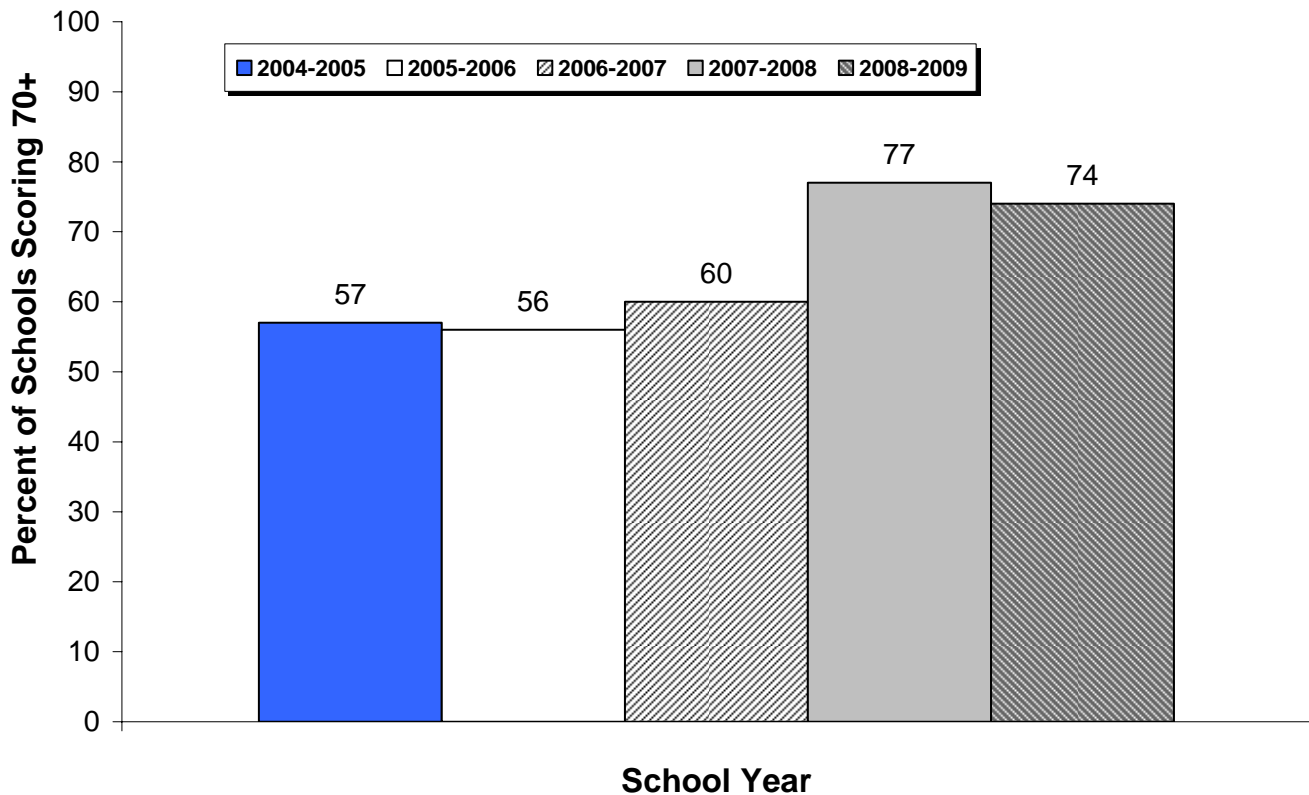
Explanation of Data The average total score on the Benchmarks of Quality remained constant from the 2007-2008 school year to the 2008-2009 school year with the average active school scoring 76%. A score of 70 or above indicates fidelity of implementation.

Project Response to Data Implementation fidelity is of critical importance to the PBS:RtIB Project. As the Project scales up at an increasingly rapid pace, we are dedicated to maintaining the high level of implementation fidelity participating schools have typically achieved. The evidence from the BoQ indicates that although we increased the number of schools by nearly 50%, the level of implementation has remained stable across schools.

3) b

BENCHMARKS OF QUALITY (BoQ) SCORES % of Schools Implementing w/Fidelity

Description of Data The graph below depicts the percent of Florida schools implementing with fidelity (total BoQ score of at least 70) for the schools that completed a Benchmarks of Quality for school years 2004-2005 through 2008-2009.



Explanation of Data Nearly three quarters of the active schools were implementing with fidelity (scoring at least a 70 on the Benchmarks of Quality). This number is down slightly (3%) from the previous school year, but still remains significantly above the 2004-2005 through 2006-2007 school years when the percent of schools implementing with fidelity reached a high of 60%.

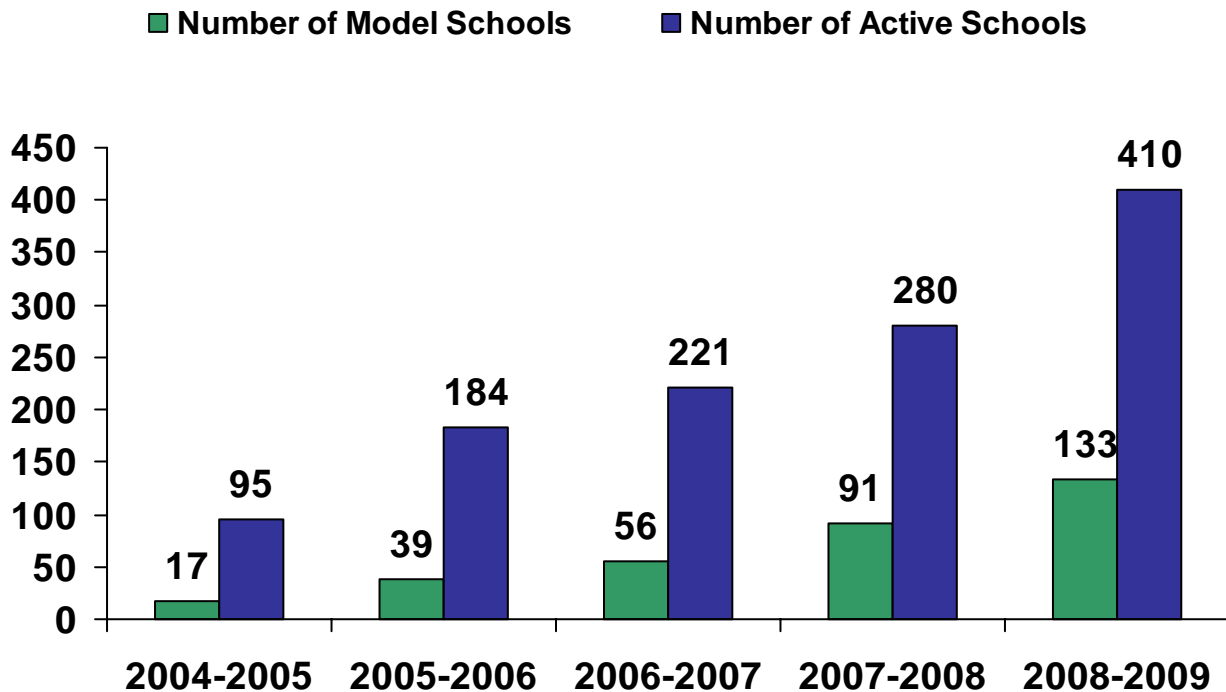
Project Response to Data The slight decrease in the percentage of schools achieving a high level of fidelity (as measured by scoring at least a 70 on the BoQ) may be influenced by the fact that the average BoQ score for schools in their first year of implementation is lower than 70%. With nearly 50% of implementing schools being in their first year, the slight decrease is reasonable.

3) c

FLORIDA'S PBS MODEL SCHOOLS Number of Schools Across School Years

Description of Data The chart below shows the number of model schools and the number of eligible schools (actively participating with Florida's PBS in Tier 1 PBS) across four schools years from 2004-2005 through 2007-2008.

Florida's Model Schools

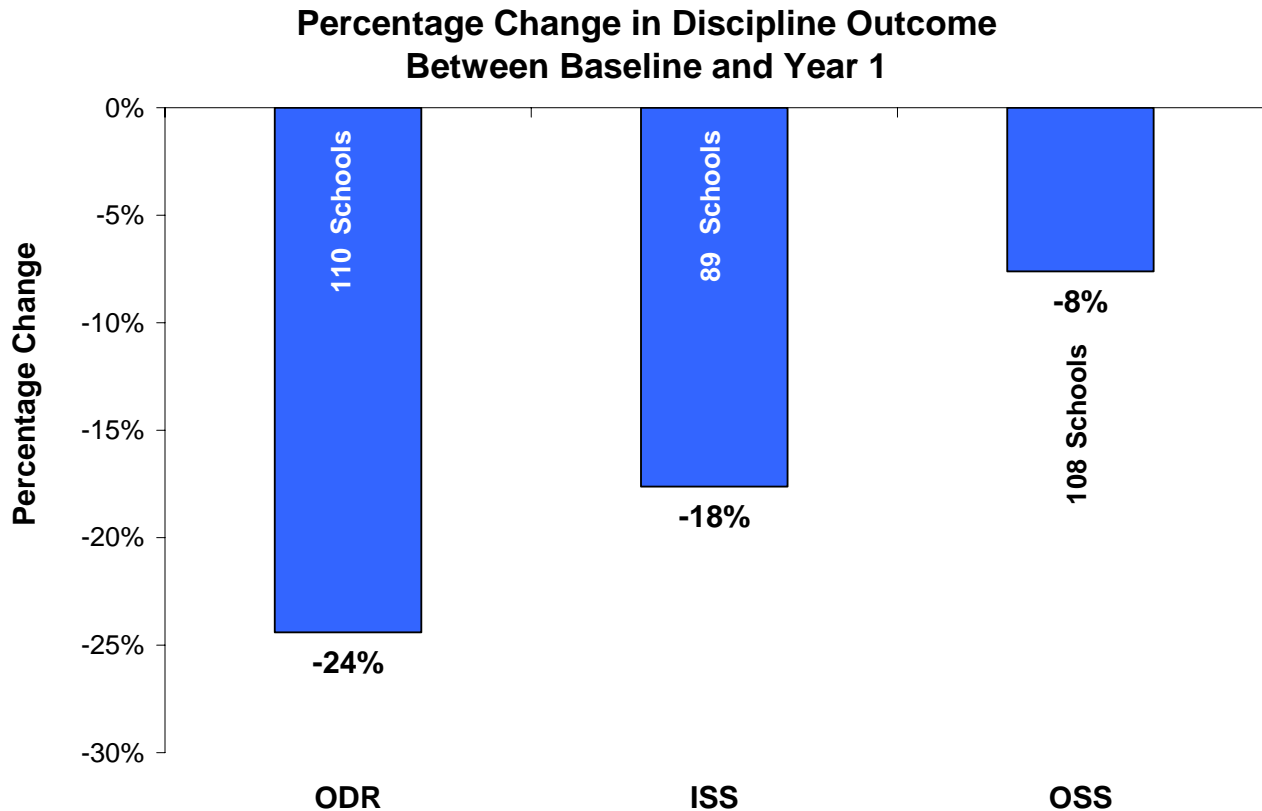


Explanation of Data The number of model schools increased each of the five school years. The percentage of eligible schools achieving model school status was 32% compared to 33% in the previous school year. Of the 133 schools, 25 achieved Gold status, 72 achieved Silver, and 34 achieved Bronze.

4) a

CHANGE IN DISCIPLINE OUTCOME DATA

Description of Data The chart below depicts the percentage change in the average number of ODRs, days of ISS, and days of OSS per 100 students between the baseline year and Year 1 of PBS implementation across all participating schools for which these data were available (the number of schools for each category of data is provided). *Note: The data were not specific to one particular school year.*



Explanation of Data The average school reporting baseline and year 1 outcome data realized a decrease in Office Discipline Referrals (ODRs), days of In School Suspension (ISS), and days of Out of School Suspension (OSS). The decrease was greatest for ODRs, with the smallest impact realized for days of OSS.

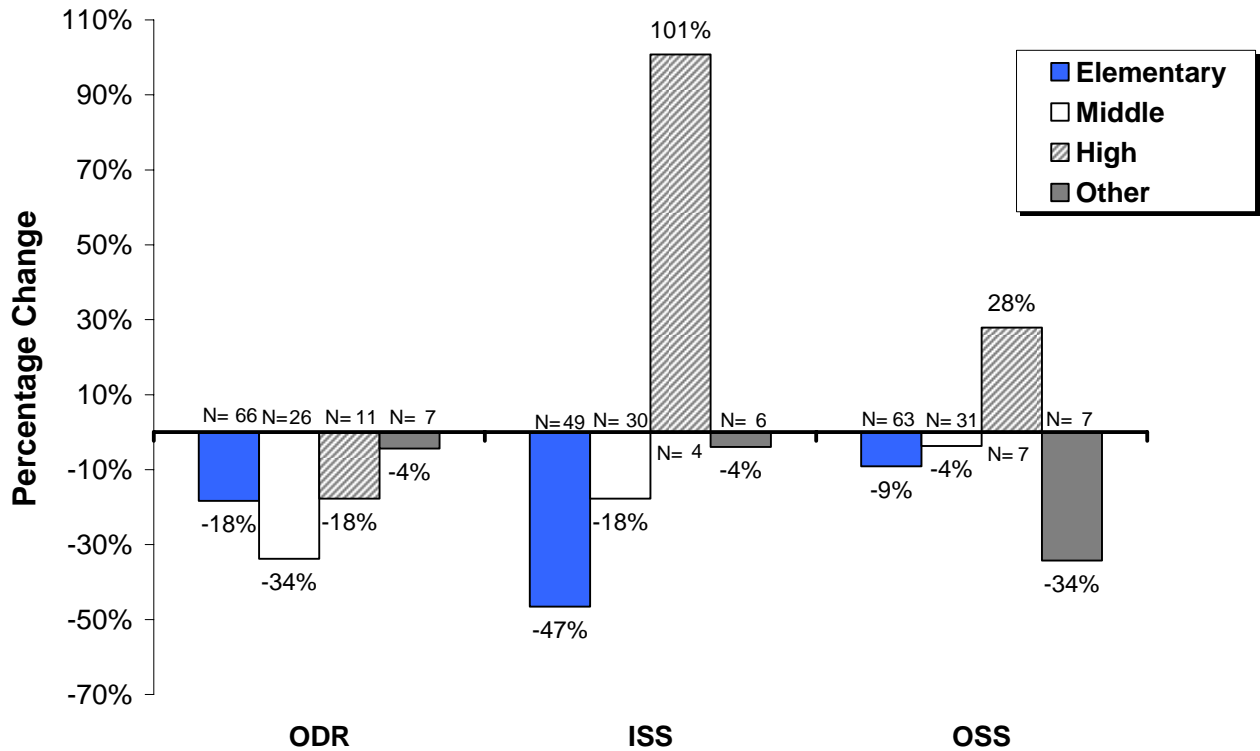
Project Response to Data The Project continues to explore the overreliance on out-of-school suspensions.

4) b

CHANGE IN DISCIPLINE OUTCOME DATA by School Type

Description of Data The chart below depicts the percentage change in the average number of ODRs, days of ISS, and days of OSS per 100 students between the baseline year and Year 1 of PBS implementation across all participating schools for which these data were available (the number of schools for each category of data is provided). This information is broken down by school type (elementary, middle, high, and "other"). Note: Alternative/center schools are not included due to the variable nature of their data. "Other" schools include those with irregular grade ranges such as K-8.

**% Change in ODR, ISS, OSS Rates per 100
Students After 1yr Implementation (by School Type)**



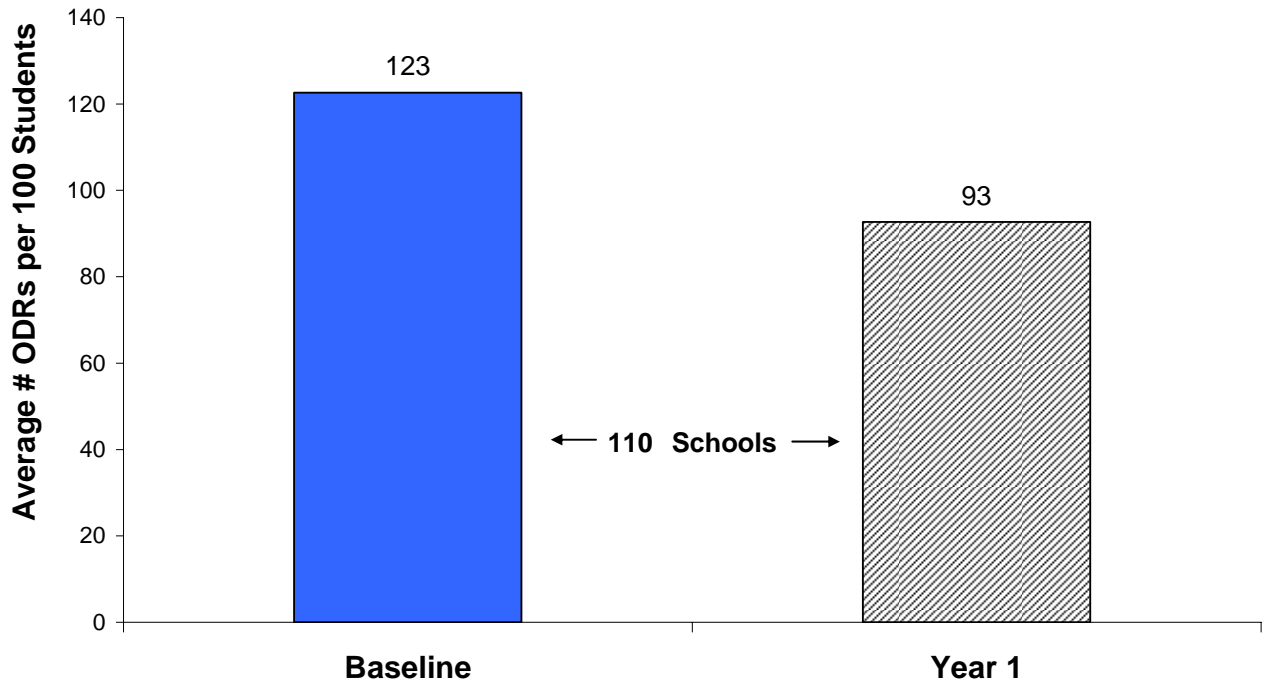
Explanation of Data When outcome results are disaggregated, a differentiation across school types is discovered. Middle Schools had the greatest decrease in Office Discipline Referrals (34%), while Elementary and High Schools had similar decreases (18%). Elementary Schools had a much greater decrease in days of ISS (47%) than did Middle Schools (18%). The data from the 4 represented High Schools had over a 100% increase in days of ISS. The reduction in days of OSS was slight for Elementary and Middle schools with the handful of schools categorized as "other" having the greatest decrease (34%). Once again, High Schools realized an overall increase in the number of days of OSS. (*Note the very small number of high schools represented in this chart and that an increase from a total of 5 days to 10 days could represent a 100% increase*).

5) a

OFFICE DISCIPLINE REFERRAL (ODR) DATA Before and After Implementation

Description of Data The chart below shows the average number of office discipline referrals during baseline (the year prior to implementation) and after 1 year of implementation. These data were available for 102 of Florida's PBS schools from the school years 2003-2004 through 2007-2008.

Office Discipline Referral Rates Before and After PBS Implementation



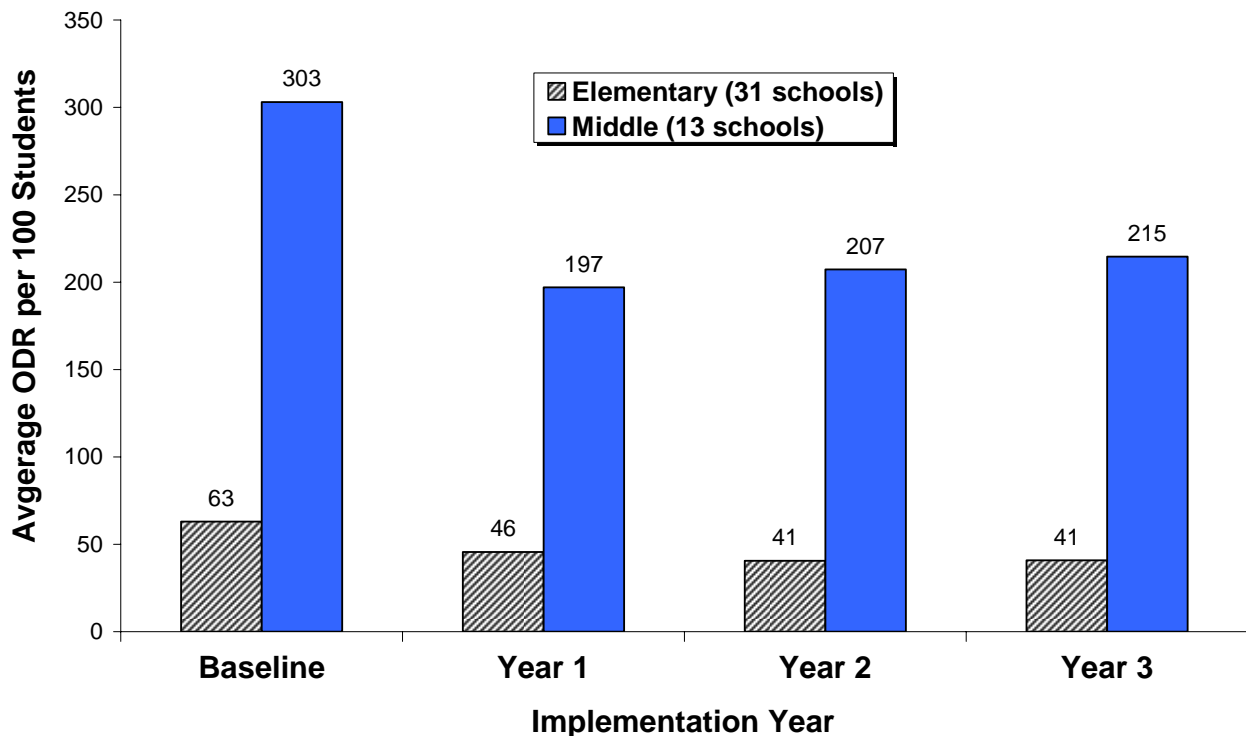
Explanation of Data The average school realized 24% fewer office discipline referrals in their first year of implementation when compared to the baseline year.

5) b

OFFICE DISCIPLINE REFERRAL (ODR) DATA w/Baseline & 3 Years Outcome Data

Description of Data The chart below provides a comparison of the rate of office discipline referrals before implementation and for 3 consecutive years of implementation. The Project has longitudinal data for 17 elementary and 9 middle schools.

ODR Rates for Middle/Elementary Schools (w/Baseline & 3 Yrs Data)



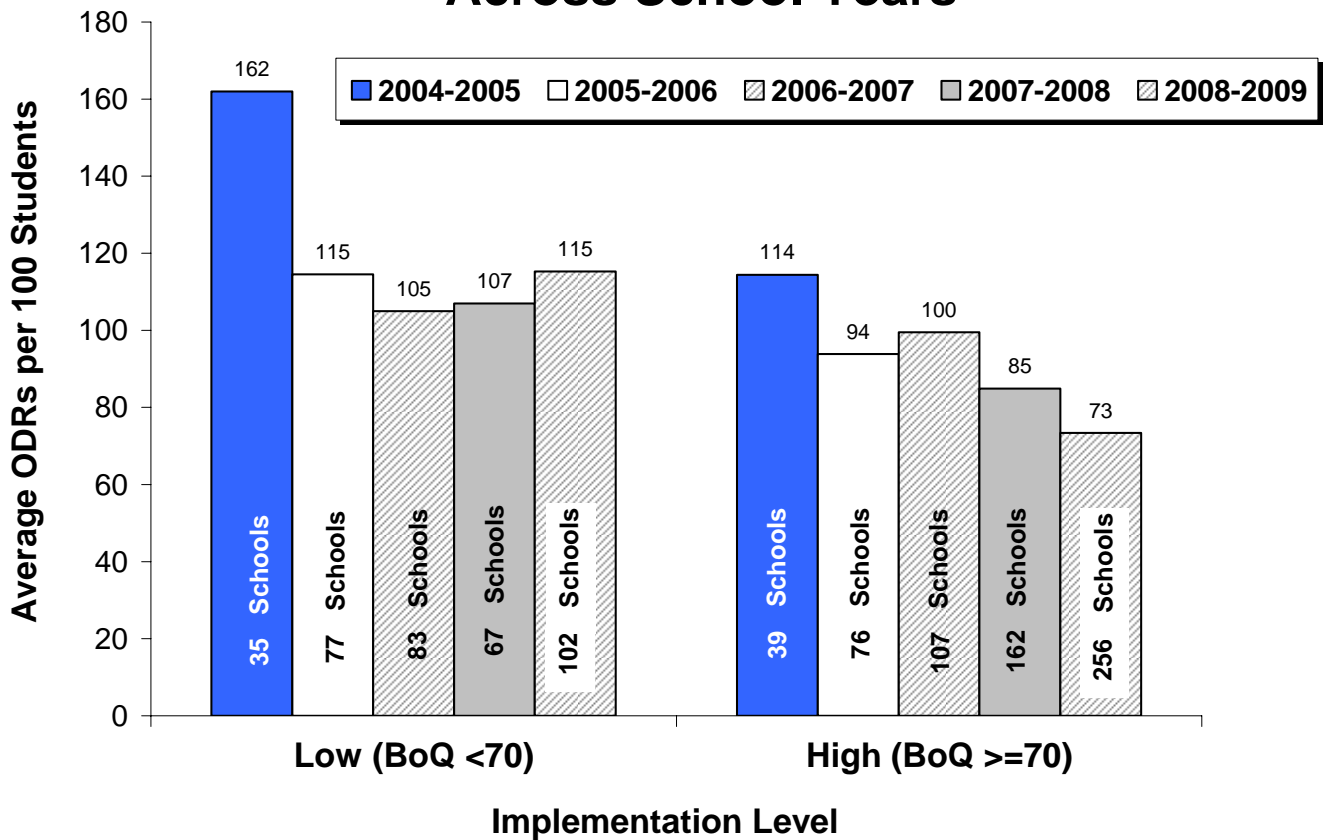
Explanation of Data Both Elementary and Middle Schools reported a lower rate of ODRs after implementation of Tier 1 PBS. The rate of ODRs fluctuated slightly over three years of implementation, but remained at least 27% lower than baseline for elementary schools and 29% lower for middle schools.

5) c

OFFICE DISCIPLINE REFERRAL (ODR) DATA For High and Low Implementers

Description of Data The chart below shows the average number of office discipline referrals reported by schools that are implementing with higher fidelity (score a 70+ on the Benchmarks of Quality) and those implementing with lower fidelity (less than 70 on the Benchmarks of Quality) across multiple school years.

ODR Rates by Implementation Level Across School Years



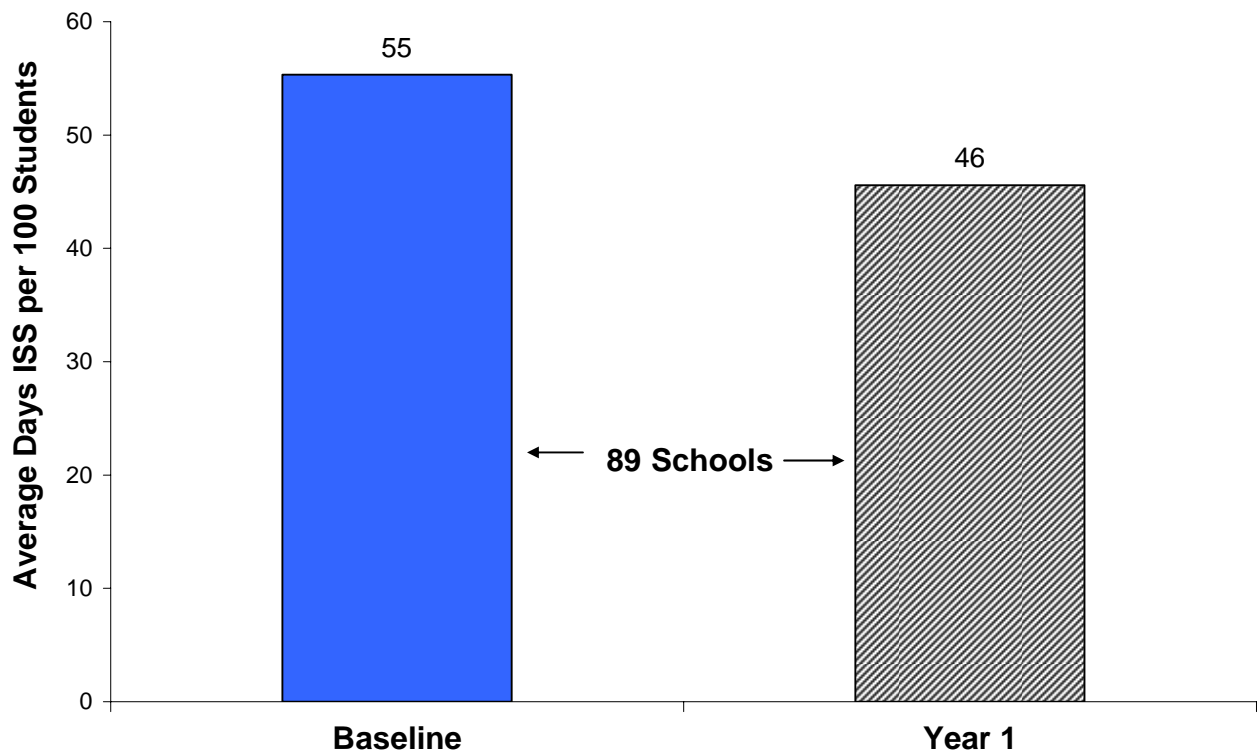
Explanation of Data Over the last five school years, schools implementing Tier 1 PBS with higher fidelity reported fewer average ODRs than schools implementing with lower fidelity by an average of 30%. During the 2008-2009 school year, higher implementing schools reported 37% fewer ODRs per 100 students; the greatest difference reported over the five year span. In 2004-2005 higher implementing schools reported 30% fewer ODRs per 100 students. They reported 18% fewer in 2005-2006, 5% fewer in 2006-2007, and 21% fewer in 2007-2008. For the past 3 school years, higher implementing schools reported fewer ODRs each subsequent year. The average number of ODRs for lower implementing schools increased slightly in the last two years, but remained 30% lower than the year with the highest number; 2004-2005.

6) a

IN SCHOOL SUSPENSION (ISS) DATA From Before and After Implementation

Description of Data The chart below illustrates a comparison of the average days of ISS per 100 students before and after implementation of Tier 1 PBS. These data include elementary, middle, high, and “other” schools. Alternative/center schools are not included due to the variability of their populations and data. “Other” includes schools with irregular grades (i.e. K-8).

ISS Rates Before and After PBS Implementation



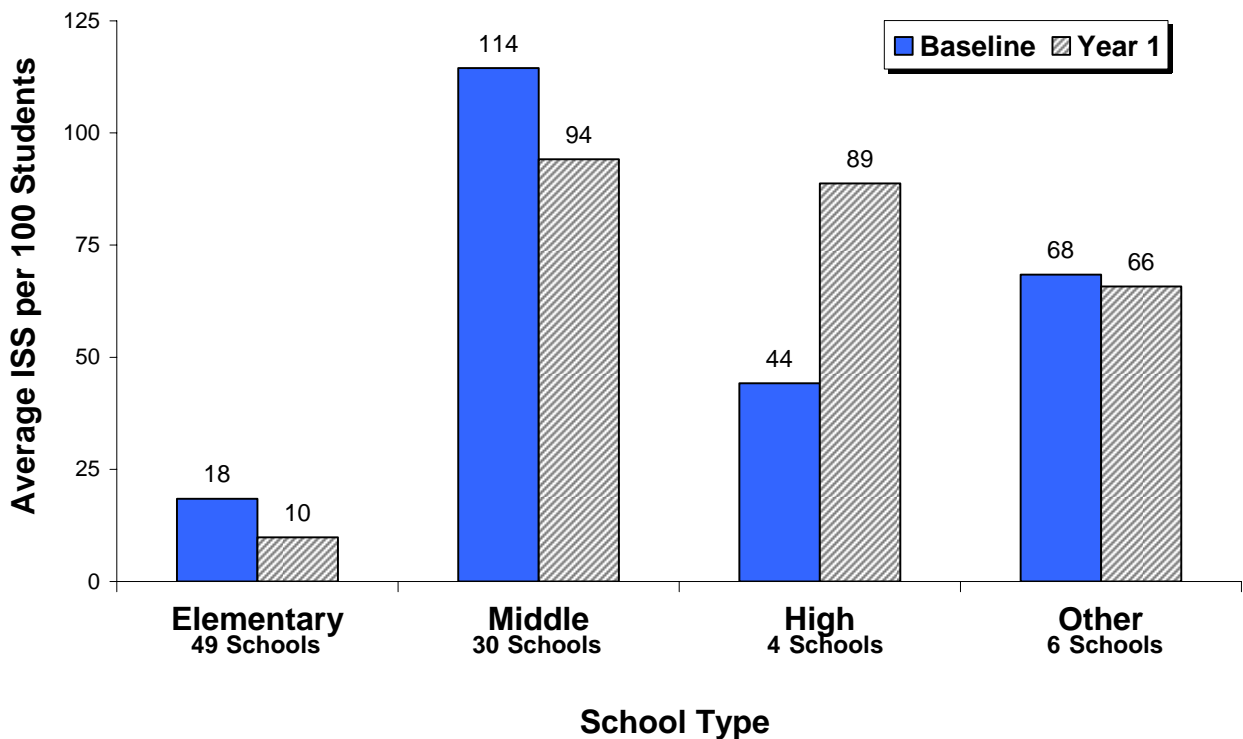
Explanation of Data An overall decrease of 18% is reported in average days of ISS per 100 students during their first year of implementation of Tier 1 when compared to the previous implementation year.

6) b

IN SCHOOL SUSPENSION (ISS) DATA By School Type

Description of Data The chart below shows a comparison of ISS rates between baseline year and the first year of Tier 1 PBS implementation for four different school types; elementary, middle, high, and “other.” Note: Alternative/center schools are not included due to the variable nature of their data. “Other” schools include those with irregular grade ranges such as K-8.

Average ISS Days Baseline/Year1 by School Type



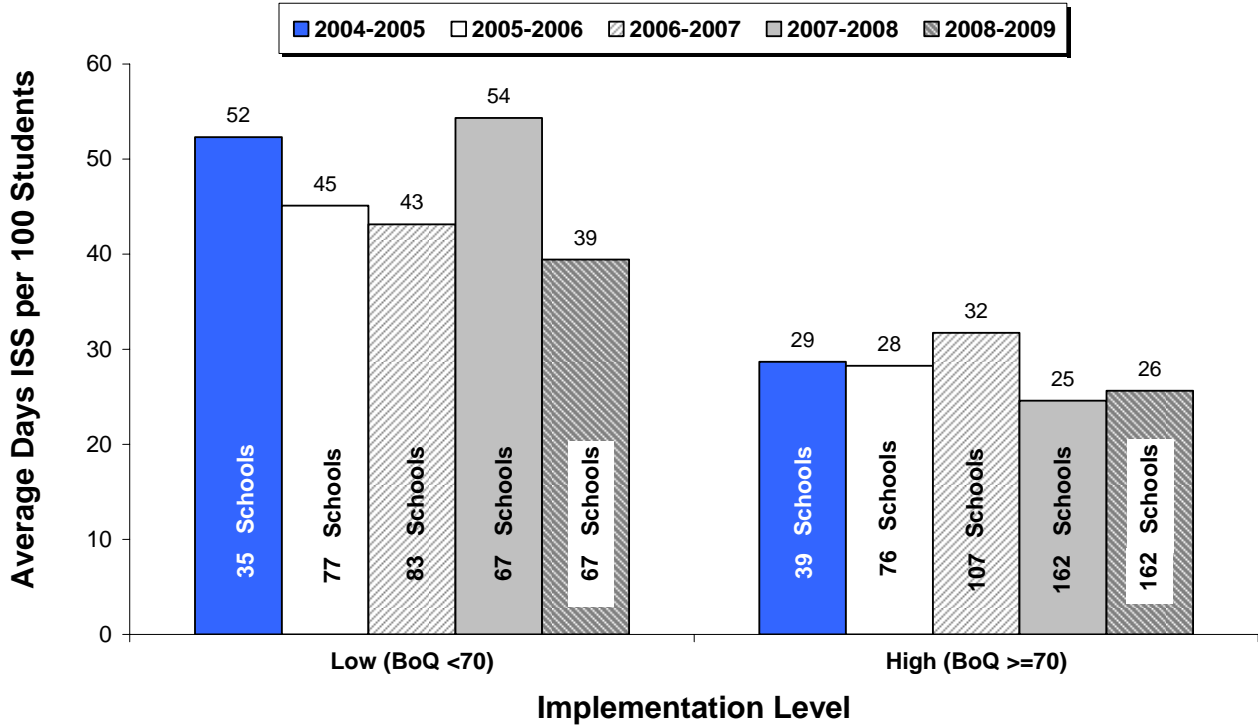
Explanation of Data Each school type except High Schools reported a decrease in average days of ISS per 100 students during their first year of implementation of Tier 1 when compared to the previous implementation year. The difference in average days of ISS after year 1 of implementation was 44% for Elementary, 18% for Middle, 3% for schools categorized as “other”. The average increase for the 4 reporting high schools was 50%.

6) c

IN SCHOOL SUSPENSION (ISS) DATA For High and Low Implementing Schools

Description of Data The chart below illustrates the difference in rate of days of ISS for schools implementing with higher fidelity and those implementing with lower fidelity across 5 school years. The number of participating schools and their level of implementation vary by school year. The number of schools represented is noted on each bar.

ISS Rates by Implementation Level Across School Years



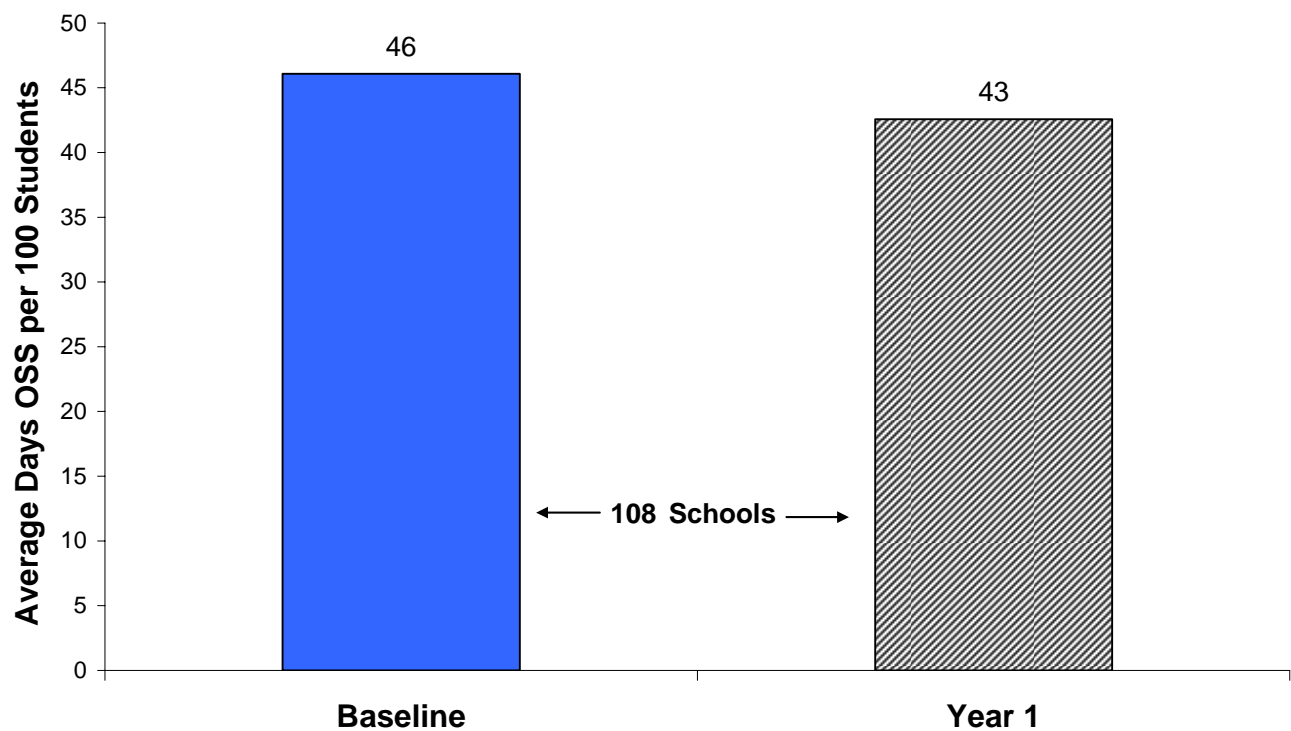
Explanation of Data Schools implementing with higher fidelity report a lower rate of days of ISS for each of the five school years from 2004-2005 through 2007-2008 and had a slight (1%) increase in ISS rate for the 2008-2009 school year. Lower implementing schools decreased the average days of ISS by 28% in the 2008-2009 school year. The difference between higher and lower implementing rates of days of ISS ranges from a low of 26% in 2006-2007 to a high of 54% in 2007-2008 with an overall average difference of 40% across the five school years.

7) a

OUT OF SCHOOL SUSPENSION (OSS) DATA Before and After Implementation

Description of Data The chart below illustrates a comparison of the average days of OSS per 100 students before and after implementation of Tier 1 PBS. These data include elementary, middle, high, and “other” schools. Alternative/center schools are not included due to the variability of their populations and data. “Other” schools are those with irregular grades (i.e. K-8).

OSS Rates Before and After PBS Implementation



Explanation of Data When all school types are combined, the average change in days of OSS per 100 students is an 8% decrease after the first year of implementation when compared to baseline numbers.

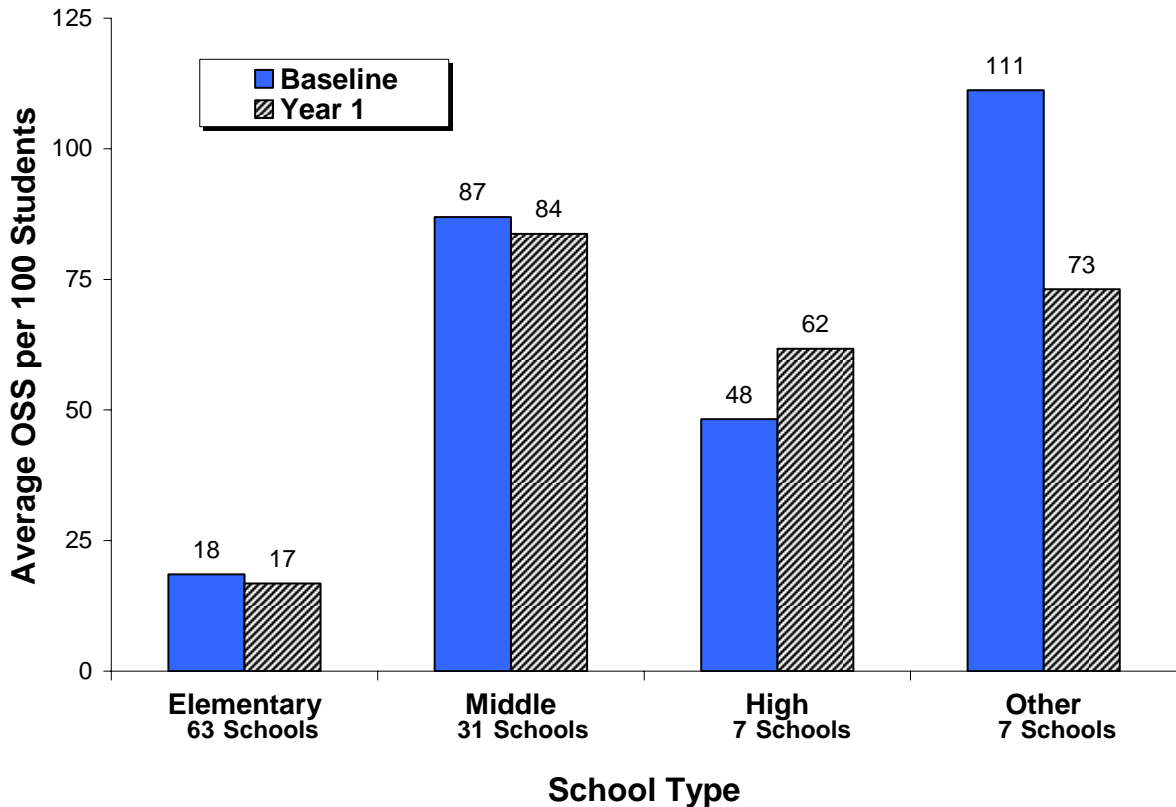
Project Response The Project continues to explore methods of intervention that will realize a great impact on out-of-school suspensions.

7) b

OUT OF SCHOOL SUSPENSION (OSS) DATA By School Type

Description of Data The chart below shows a comparison of OSS rates between baseline year and the first year of Tier 1 PBS implementation for four different school types; elementary, middle, high, and “other.” Note: Alternative/center schools are not included due to the variable nature of their data. “Other” schools include those with irregular grade ranges such as K-8.

OSS Rates Baseline/Year 1 by School Type



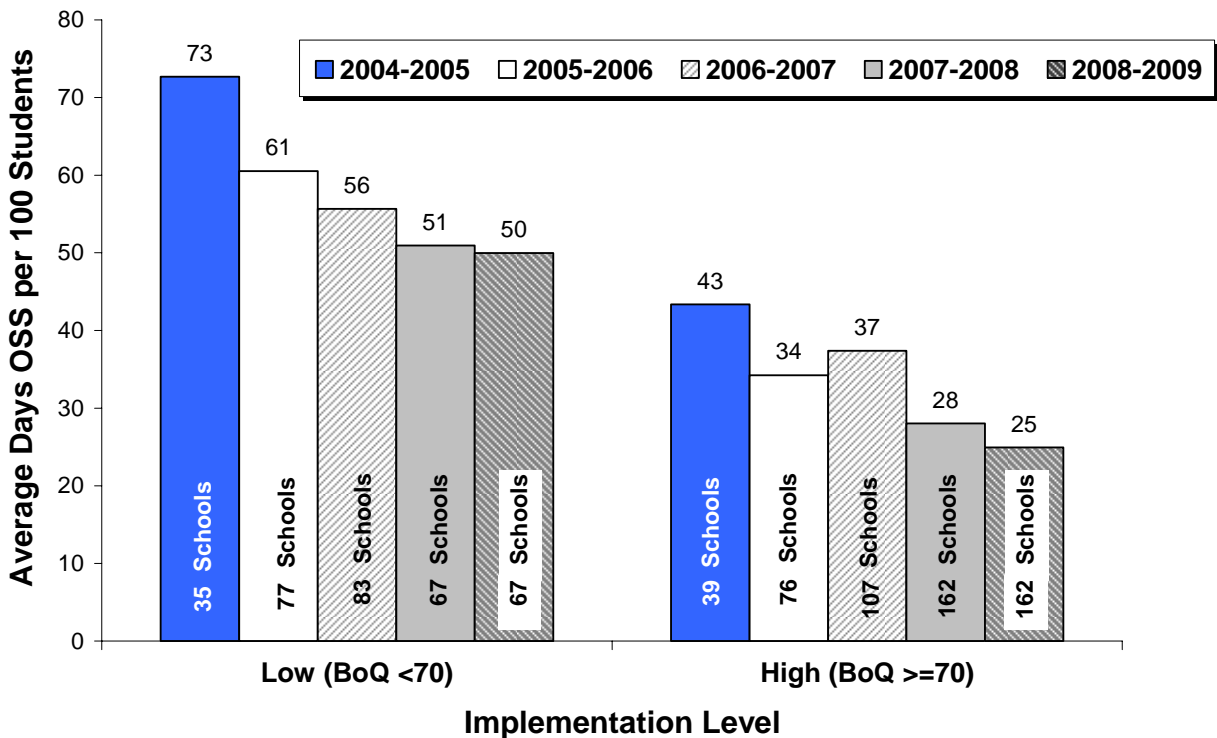
Explanation of Data Overall, schools categorized as “other” report a higher rate of OSS than the other school types whereas elementary schools report the lowest rate of OSS. All school types except high schools reported a lower rate of OSS after implementation of Tier 1 PBS. Schools categorized as “other” reported the greatest decrease (34%). Elementary schools reported a 5% decrease and middle schools reported a 3% decrease. The average change for high schools was an 23% increase. Note: Due to the small number of schools represented in this average (7 high schools and 7 “other” schools), these data for those types should be viewed with caution.

7) c

OUT OF SCHOOL SUSPENSION (OSS) DATA For High and Low Implementing Schools

Description of Data The chart below illustrates the difference in rates of days of OSS for schools implementing with higher fidelity and those implementing with lower fidelity across 5 school years. The number of participating schools and their level of implementation vary by school year. The number of schools represented is noted on each bar.

OSS Rates by Implementation Level Across School Years



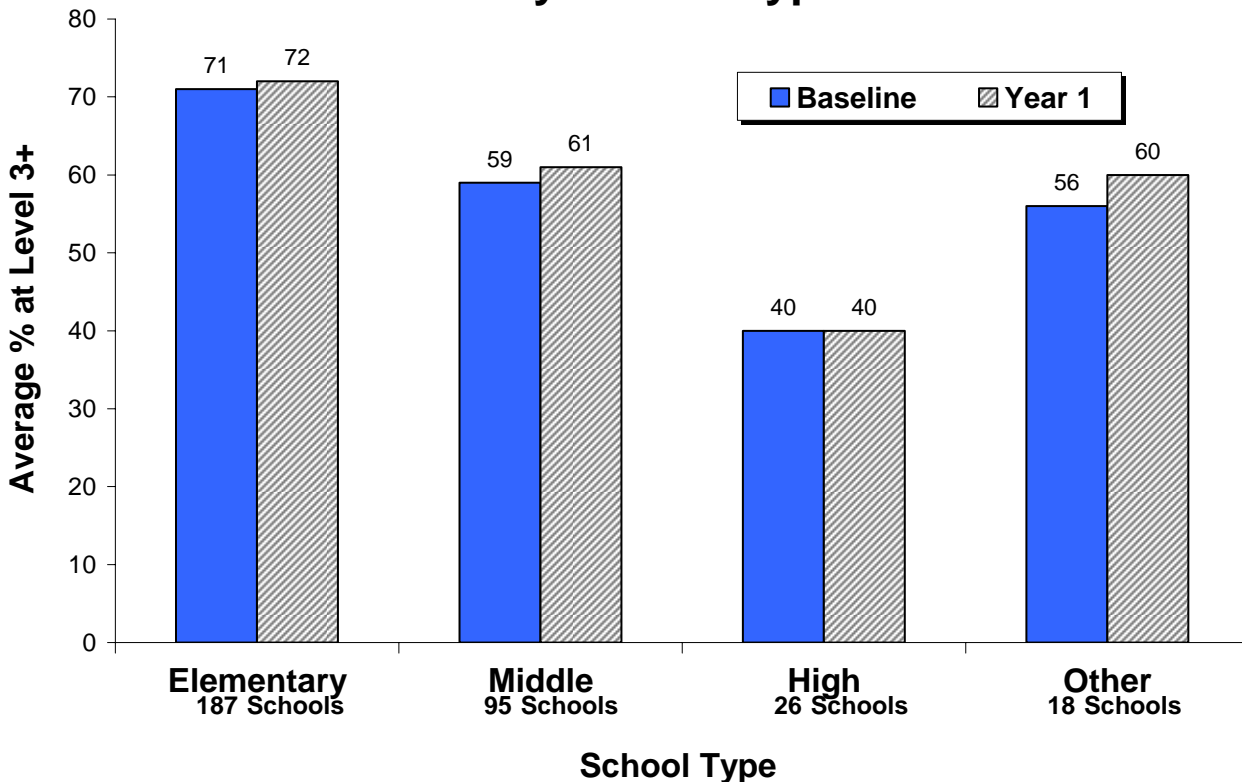
Explanation of Data Schools implementing with higher fidelity reported a lower rate of days of OSS for each of the five school years from 2004-2005 through 2008-2009. Both lower and higher implementing schools are on a general trend of fewer days of OSS during each subsequent year. The difference between higher and lower implementing rates of OSS was 40% in 2004-2005, 45% in 2005-2006, 33% in 2006-2007, 47% in 2007-2008, 50% in 2008-2009, with an overall average difference of 43% across five years.

8) a

SCHOOL ACADEMIC DATA Level 3+ Reading by School Type

Description of Data This chart provides a comparison of the average percentage of students reaching level 3 or above on FCAT Reading (indicating students reading with proficiency) for schools prior to and after implementation of Tier 1 PBS broken down by school type. Note: Alternative/center schools are not included due to the variable nature of their data. "Other" schools include those with irregular grade ranges such as K-8.

Average % at FCAT Reading Level 3+ by School Type



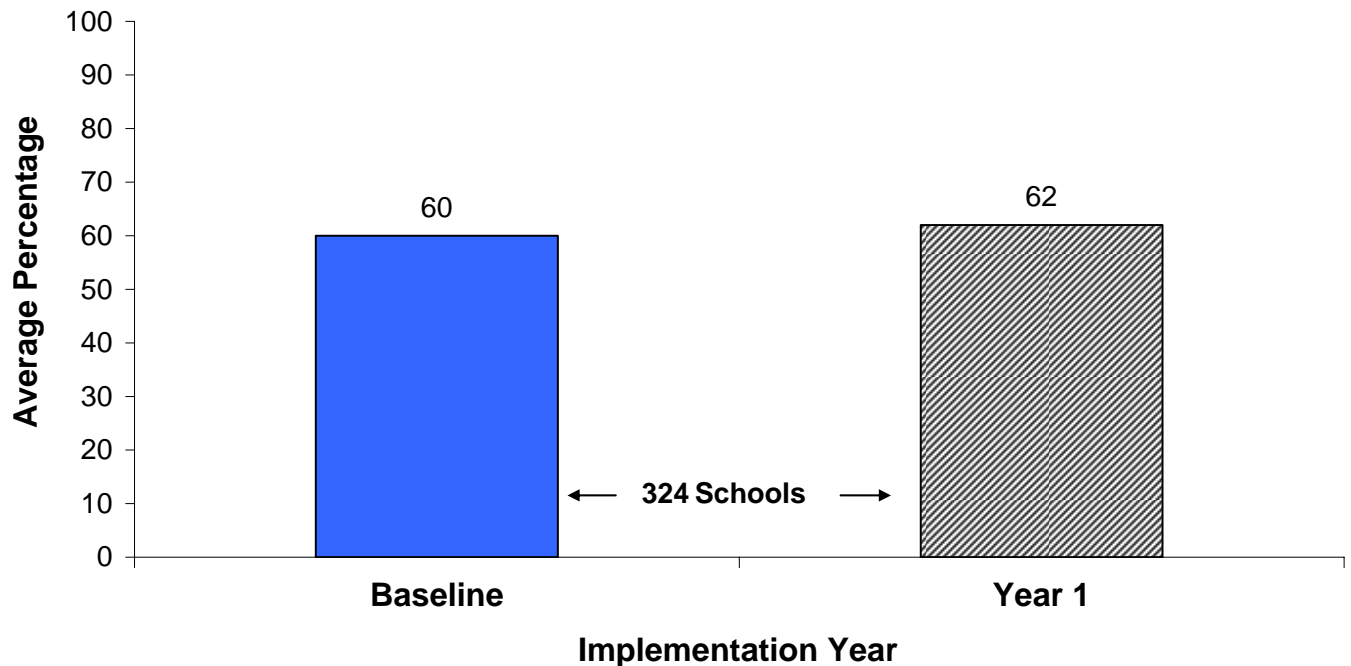
Explanation of Data Elementary, middle and "other" schools realized a larger percentage of students reaching level 3 or higher on FCAT reading after their first year of Tier 1 PBS implementation. High Schools were the only school type for which there was no change in the average number of students reached level 3 after the first year of implementation.

8) b

SCHOOL ACADEMIC DATA Lowest 25% Making Reading Gains Before & After Implementation

Description of Data The chart below provides a comparison of the average percentage of the lowest 25% of students making gains in FCAT reading before and after implementation of Tier 1 PBS.

Avg of Lowest 25% of Students w/Reading Gains Before and After PBS Implementation



Explanation of Data Schools implementing Tier 1 PBS increased the average percentage of the lowest 25% of students making gains on FCAT reading by 3 percentage points.

9) a

(SWIF)
SCHOOL-WIDE PBS IMPLEMENTATION FACTORS
Annual Survey Results 2008-2009

The Survey The SWIF is a web-based survey using SurveyMonkey.com. School coaches are asked to encourage all team members of PBS schools to participate in the survey. In addition to demographic information about the respondent and their school, participants are asked to rate critical elements as to whether they are “helpful” or “problematic” with respect to implementation of Tier 1 PBS. Each item was rated on the following scale:

“Problematic, Somewhat Problematic, Somewhat Helpful, Helpful, or No Influence”

In addition, respondents were provided space to comment on any other things perceived to be “helpful” and “problematic.”

Participant Information For the 2008-2009 SWIF survey, there were 220 respondents representing 67 schools from 25 school districts in Florida.

Highest Rated <u>Helpful</u> Items	Highest Rated <u>Problematic</u> Items
Expectations and rules clearly defined	Staff belief about effectiveness of PBS
Representative team	Data shared with faculty
Committed team	Staff consistency in following discipline process
Administrator’s willingness to reward students meeting expectations	Staff philosophy
Students’ response to rewards	Effective, consistent consequences
Coach available	Staff time to implement
Coach consistency	Recognizing faculty for participation
Administrator’s commitment to PBS	Staff input on PBS
Team able to meet regularly	2 nd administrator following discipline process
Team available for PBS activities	Principal following discipline process

Discussion of Results Items rated as problematic generally differed from those identified as helpful. Highly rated helpful items tended to be related to administrative support and team functioning. Highly rated problematic items were related to discipline data and staff participation.

(SWIF Results Continued)

Most Frequent Open Response: <u>Helpful</u> Items	Most Frequent Open Response: <u>Problematic</u> Items
Committed, dedicated, cohesive team	Staff buy-in
Reward system	Time
Administrative support	Consistency of implementation
Staff buy-in/support	Funding
Expectations/rules taught	Training
District support	Consequences
Funding	Administrative support

Discussion of Results When given an open forum to identify items that were helpful or problematic to implementation, the items identified as problematic tended to relate to staff (faculty buy-in, time to train staff, inconsistent implementation). In contrast, the items identified as helpful tended to be related to commitment and participation (administrative support, PBS team, staff commitment, district support).