

Evaluation Planning & Reporting for School Climate Transformation Grant Sites

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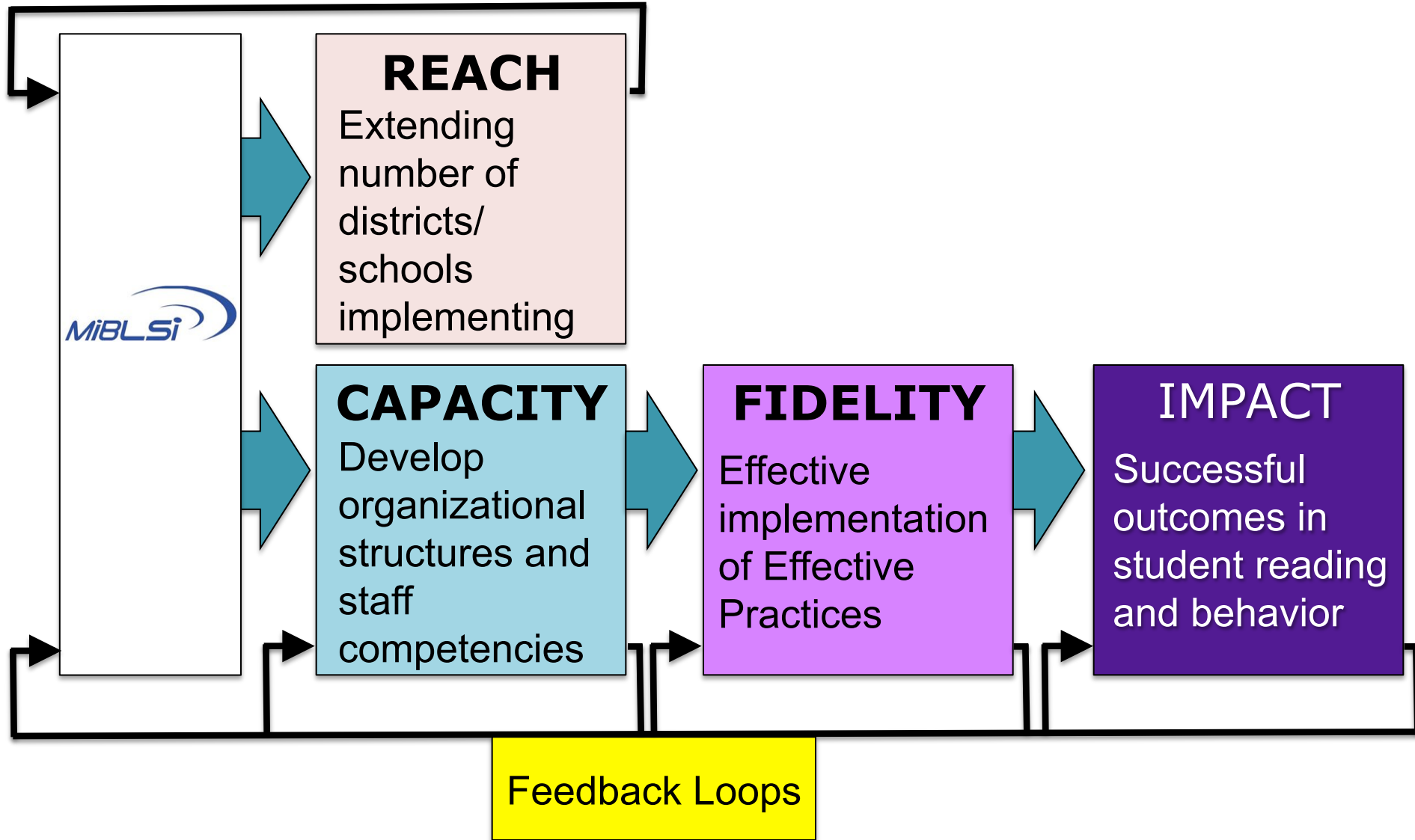
2015 National PBIS Leadership Forum

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Several Purposes of Assessments

- **Audit**
 - for “taking stock” of current strengths/ weaknesses and action planning
- **Formative evaluation**
 - for improving program while it is in the process of being implemented
- **Summative evaluation**
 - for improvement of future reiterations

MiBLSi Evaluation Components



Performance Indicators/GPRA: SEA

- The number of training and technical assistance events provided by the SEA School Climate Transformation Grant Program to assist LEAs in **implementing a multi-tiered behavioral framework.**
- The number and percentage of LEAs provided training or technical assistance by the SEA School Climate Transformation Grant Program that report **an improvement in knowledge and understanding of the implementation of a multi-tiered behavioral framework.**
- The number and percentage of schools in LEAs provided training or technical assistance by the SEA School Climate Transformation Grant Program that **implement a multi-tiered behavioral framework.**

Performance Indicators

1. The number and percentage of schools in LEAs provided training or technical assistance by the SEA School Climate Transformation Grant Program that **implement a multi-tiered behavioral framework.**

Metric	Possible Measure
Number of schools implementing MTBF within LEAs receiving TA support.	Demographic Logs
The fidelity of MTBF implementation in schools receiving support (Tier I, Tier II, Tier III)	Tiered Fidelity Inventory

Number of Schools Implementing MTBF Example

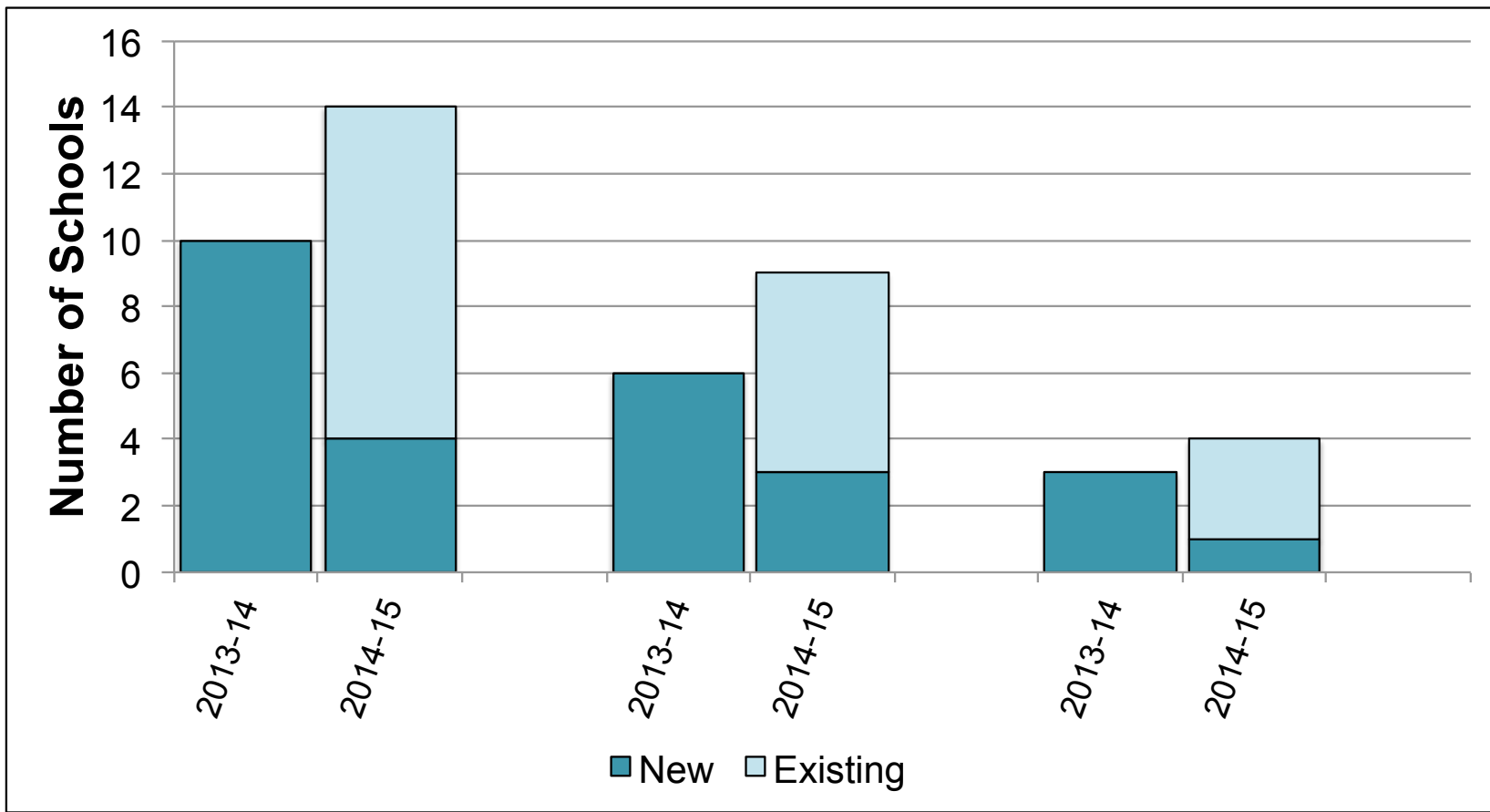
	Number of Schools in Participating District(s)	Number of Schools Implementing		Percent of Schools Implementing	
		2013-14	2014-15	2013-14	2014-15
Elementary	24	10	14	42%	58%
Middle	12	6	9	50%	75%
High	8	3	4	38%	50%

Cumulative Implementing Schools Chart Example

Elementary

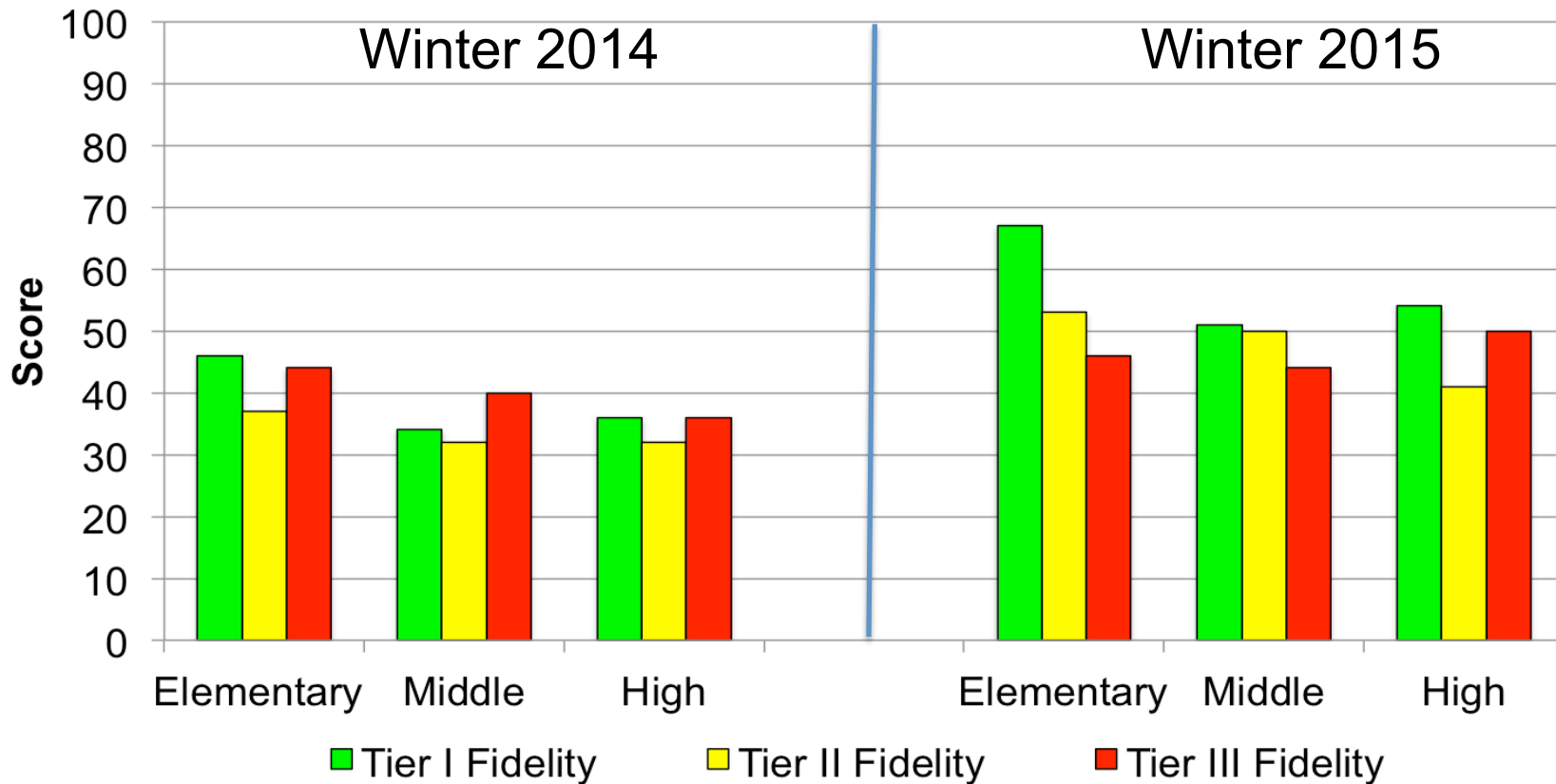
Middle

High



Implementation Fidelity Summary Example

Average Fidelity Subscale



Performance Indicators

2. The number of training and technical assistance events provided by the SEA School Climate Transformation Grant Program to assist LEAs in **implementing a multi-tiered behavioral framework.**

Metric	Possible Measure
Number and length of training, and TA events	Training and TA Logs
Perceived value and quality of training and TA events	Training and TA Evaluations

Training Record Example

Date	Training Topic	Duration	District	Schools	Number of Participants
1/27/15	School Wide PBIS Day 1- Elementary	1 day	Charlton Public Schools	<ul style="list-style-type: none"> • Carlton Early Elementary • Charlton Upper Elementary 	22
2/10/15	School Wide PBIS Day 1- Secondary	1 day	Alton Community Schools	<ul style="list-style-type: none"> • Westview High School • Robertson High School 	14
2/12/15	School Wide PBIS Day 1- Elementary	1 day	Williamsburg Consolidated Schools	<ul style="list-style-type: none"> • Pinewood Elementary • Hickory Elementary • Maple Hill Elementary • Sand Lake Elementary 	31
	TOTALS	3 days	3 Districts	8 Schools 6 Elementary 2 Secondary	67 Participants

Training Perception Example

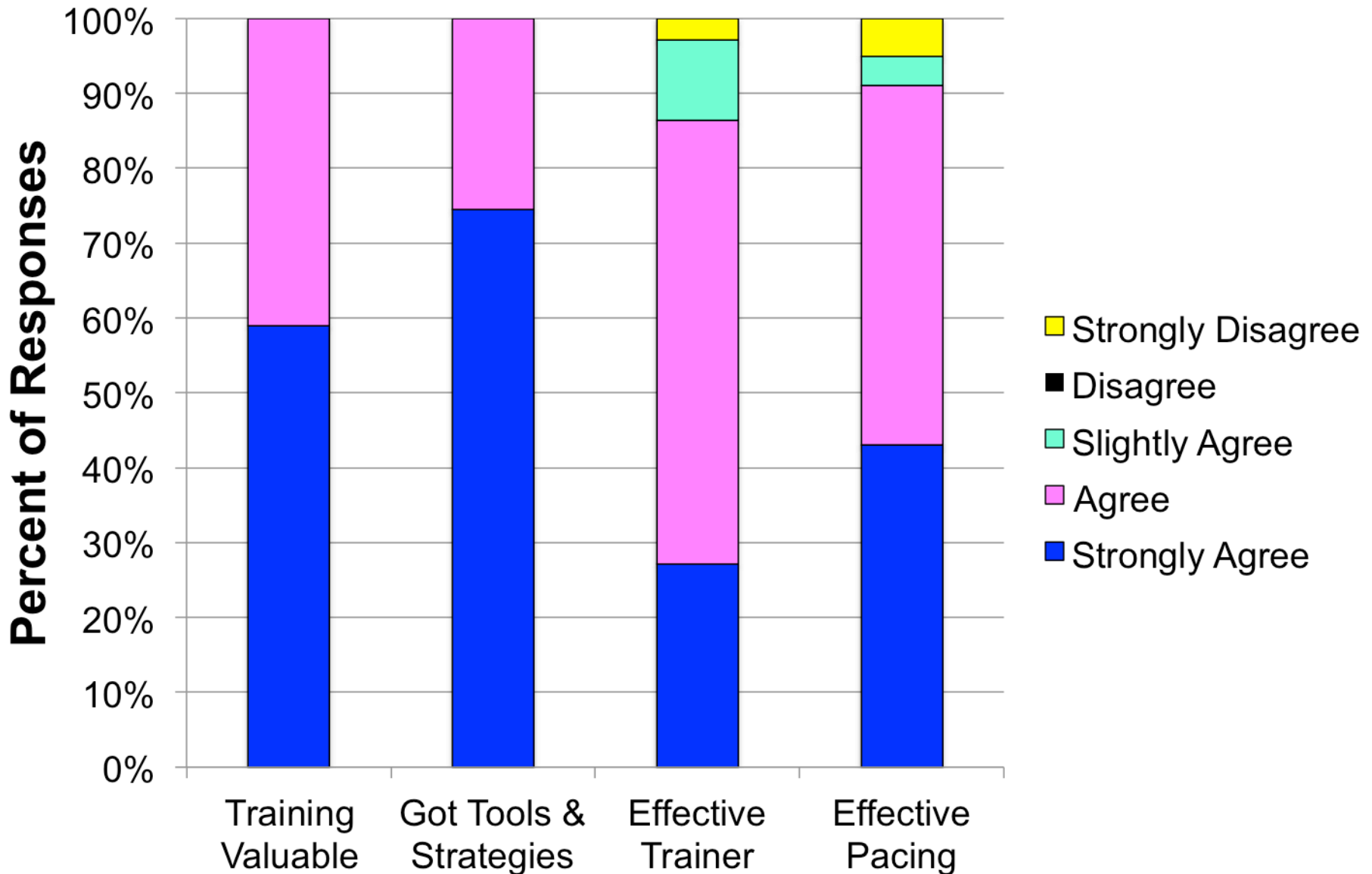
Training Evaluation Form

Workshop Title: *School Wide PBIS Day 1*

Date: *1/27/15*

Question	Strongly Agree	Agree	Slightly Agree	Disagree	Strongly Disagree
1. Today's learning was a valuable use of my time.		X			
2. I am leaving with tools and strategies to successfully complete the next steps (assignment, communication, activities) that were identified in today's session.	X				
3. The trainer(s) presented the content in such a way that promoted active engagement, opportunities for processing, and time for participants to work together.		X			
4. The pacing and amount of material presented were appropriate for the time allocated.			X		

Training Perception Example



Retrospective Self Assessment Example

Instructions: Read the definitions for each skill dimension. Reflect on your current knowledge and practice (as of right now) and your knowledge and practice at the beginning of this training. Read each behavioral statement below the definition and circle the number for each item that best describes your behavior. *Please be honest with yourself.*

1 = Not Competent/Need More PD 2 = Developing Competence 3 = Competence
4 = Mastery

Before Training				Question	After Training			
1	2	3	4		1	2	3	4
X				1. I can articulate the purpose of implementation team as it relates to the implementation of Positive Behavioral Interventions & Supports (PBIS).				X
	X			2. I can summarize our building's data related to office discipline referrals			X	
	X			3. I can create a behavior expectation matrix that define the expectation and examples of each expectation within an identified setting.			X	
X				4. I can describe the purpose of teaching behavior expectations.			X	

Performance Indicators

3. The number and percentage of LEAs provided training or technical assistance by the SEA School Climate Transformation Grant Program that report **an improvement in knowledge and understanding of the implementation of a multi-tiered behavioral framework.**

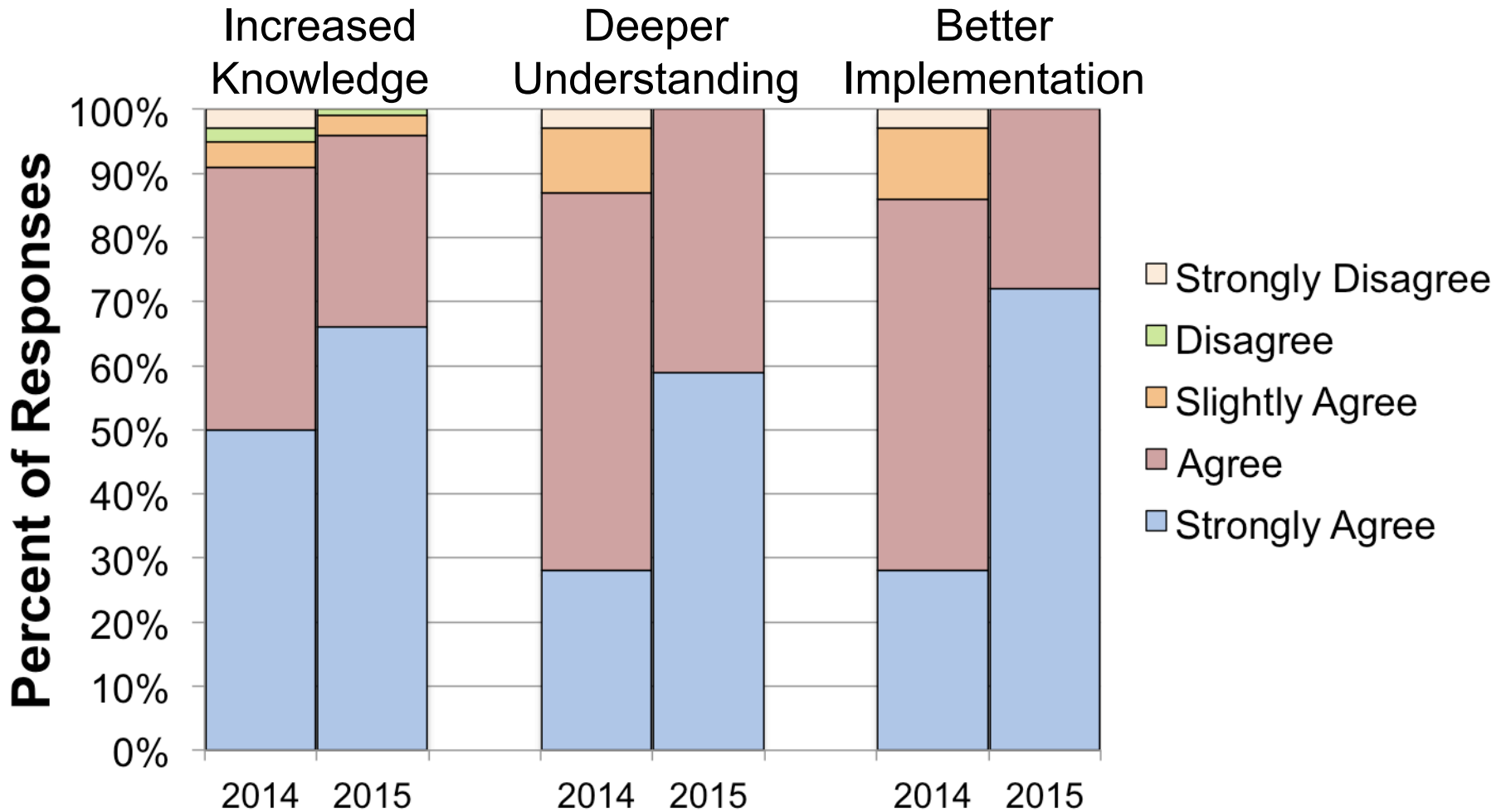
Metric	Possible Measure
Number of LEAs (Leadership Teams) receiving TA	Training and TA Logs
Perceived value and quality of training and TA events	Training evaluations

Knowledge and Understanding Example

Participant Knowledge and Understanding Survey

Question	Strongly Agree	Agree	Slightly Agree	Disagree	Strongly Disagree
1. As a result of participating in this project, I have an increased my knowledge of key features of a Multi-Tiered Behavioral Framework		X			
2. As a result in participating in this project, I have a deeper my understanding of how to effectively implement a Multi-Tiered Behavioral Framework	X				
3. As a result in participating in this project, I feel that our schools can better implement a Multi-Tiered Behavioral Framework.		X			

Knowledge and Understanding Annual Survey Example

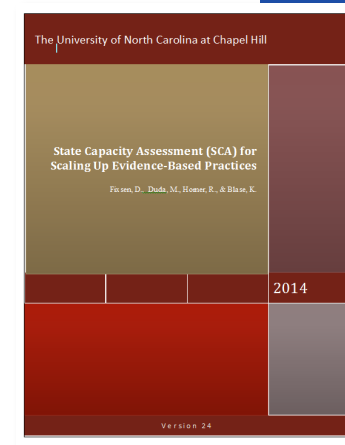


Measures of SEA/LEA Capacity

www.sisep.org

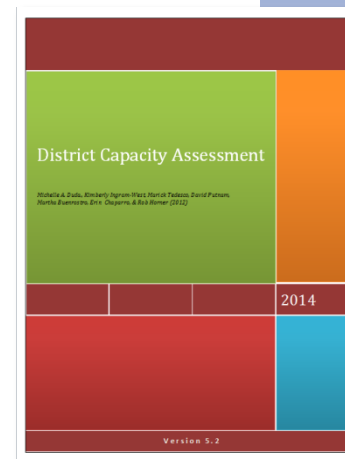
State Capacity Assessment (SCA)

- Assessment of extent to which state department has capacity to implement evidence-based practices at scales of social significance?
- No Cost, from OSEP's SISEP TA-Center www.sisep.org; www.scalingup.org
- Scores: Total, Sub-scale, Item
- Used for initial assessment, action planning, progress monitoring

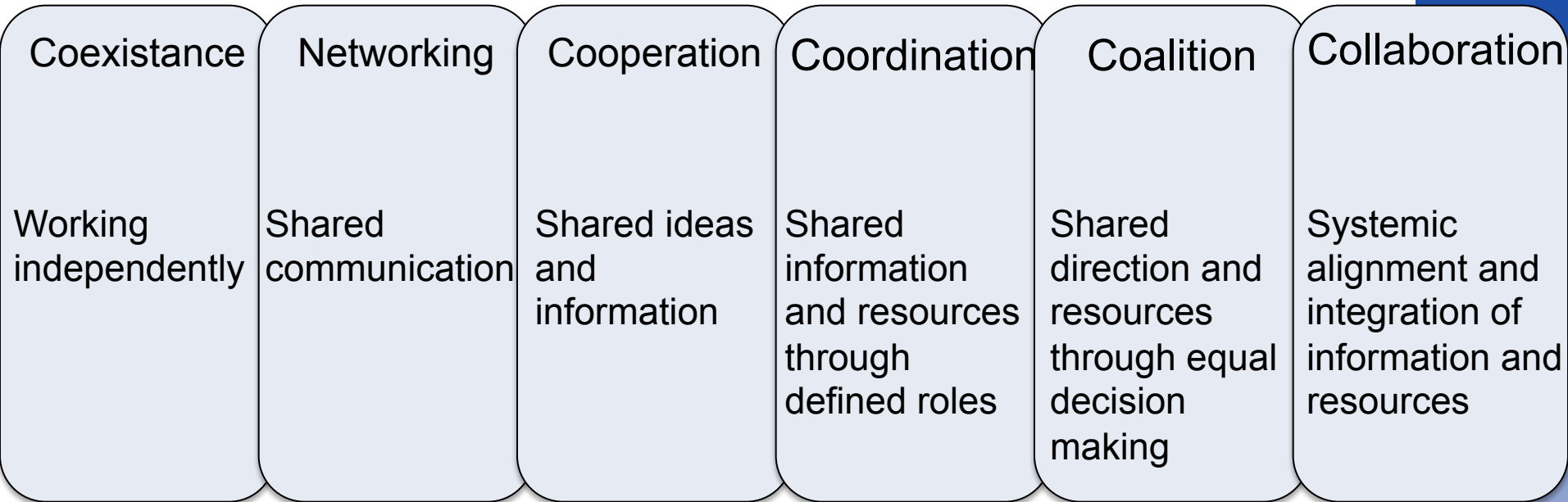


District Capacity Assessment (DCA)

- Assessment of extent to which a school district (or region) has capacity to implement evidence-based practices at scales of social significance?
- No Cost, from OSEP's SISEP TA-Center
- Scores: Total, Sub-scale, Item
- Used for initial assessment, action planning, progress monitoring



The Collaboration Continuum



Investment

Risk

Benefit

Lesson Learned

- Teams need to be taught how to analyze and use data
- Emphasis on directing resources to need and removing competing activities
- As we grow, it is even more important to systematic gather data that is accurate and then act on the data for continuous improvement
- More work is needed in developing feedback cycles