2007-2008 Final Report
Positive Behavior Support: Team Training and Technical Assistance Project

Goal 1: The Florida PBS Project **Deliverables** will include manuals, reports, videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the Project (See Project Performance Accountability Forms).	**Outcomes**
1.1. The PBS Project will develop and disseminate at least 10 new products for distribution throughout the State. These products will include Positive Outlook Newsletters, revised school-wide, targeted group and individual student PBS training curricula, and behavioral problem-solving approaches, as well as additional products that will be identified through state, district and school planning meetings. 1.2. The PBS Project will develop and submit quarterly and annual reports to BEESS within the designated time frame and on the appropriate forms. 1.3. The PBS Project will develop and submit an analysis of outcome data to BEESS each year as part of the annual report and will post the report on the website for all districts and schools to review.	1.1 The FL-PBS Project has developed over 20 user-friendly training and technical assistance materials across all levels of PBS (school-wide, classroom, targeted group, individual students). The following materials have been developed: intensive/individual training and TA process, RTI and Behavior trainings, revised secondary training, revised coaches' training, team leader training, 3 newsletters, updated website, expanded online data collection, a TA paper on RtI for Behavior, an article on building district capacity, 2 online articles posted on the Project and the OSEP TA Center on PBIS websites: (a) How to Get PBS in My School and (b) RTI and Behavior), 2 book chapters in the new "Handbook of Positive Behavior Support" (2008) on: (a) Primary-Tier Interventions and Supports and (b) Systems Change and the Complementary Roles of In-Service and Pre-service Training in SWPBS, a new DVD on RtI for Behavior, Tier 2 and 3 progress monitoring tools, PS/RtI for behavior case studies, etc. These materials may be able to be accessed at the FLPBS Project website at http://flpbs.fmhi.usf.edu. In addition, over 1000 DVDs were distributed across the state and nation. The PBS website received 1,000,000 hits last year. In and out-of-state comments indicate that it is the exemplar/model PBS website across the country. 1.2 Quarterly and Annual Reports were submitted in the required format and by the specified date. 1.3 Data analysis accompanies this narrative report. The report will be posted by January 2009.

Goal 2: The Florida PBS Project will provide an array of **Training, Technical Assistance, and Dissemination** activities aimed at increasing the capacity of districts to implement PBS for all students (See Project Performance Accountability Forms).	
2.1. The PBS Project will provide multiple day trainings, participant stipends, and ongoing technical assistance to a maximum of 100 schools per year at the school-wide, targeted group, classroom, and individual PBS levels. Projects funds can support approximately 1800 training days/stipends that will be distributed across all four levels of support based on state-wide and district planning needs.	2.1 Over 109 school-based teams were trained in initial SWPBS trainings, 115 teams completed "Booster" training or retraining, and 90 teams completed Targeted Group/Classroom Training. In total, 324 teams were trained across the levels of PBS. Over 1900 participants were involved in training activities.
2.2. The PBS Project will provide annual trainings and ongoing technical assistance to up to 100 first year and over 300 experienced "Coaches" or facilitators. PBS Coaches' trainings in the Fall will be provided regionally in 4 areas of the State. New PBS Coaches will be trained and oriented through a Coaches' Readiness Packet (i.e., a training packet) distributed by the PBS District Coordinators.	2.2 Thirty-six (36) coaches' training and technical assistance activities were provided to over 276 participants from across the State. A one-day Coaches Training occurred in six areas of the state.
2.3. The PBS Project will provide the Fifth Annual School-Wide Implementer's Forum on School-wide PBS to up to 250 participants who have been previously trained in school-wide approaches to network, brainstorm new ideas, share outcomes and barriers, and recognize new PBS Model Schools.	2.3 The Implementer's Forum was cancelled as a result of the expansion of training activities across all three Tiers and the collaboration with the RtI project. Assessment by Project personnel was that the Forum did not produce the impact required to justify the expenditure of funds for stipends and transportation.

2.4. The PBS Project will provide Booster School-wide PBS Training to up to 100 teams and 400 participants on-site or via the web. District Coordinators will be encouraged to arrange and provide the Booster sessions with only web and training material support from the PBS Project. Re-trained schools will be encouraged to attend a condensed one-day "booster" session.	2.4 1-2 day booster trainings/re-trainings were provided to 115 schools and over 550 participants last year.
2.5. The PBS Project will maintain 30 Web-based PBS modules for new and established teams. Additional modules will be added throughout the year, and the Project will continue to explore the possibility of providing an on-line training course.	2.5 The website maintains modules on school-wide, individual and classroom PBS. All of these modules have been moved to our PBS project website for more efficient access by school personnel.
2.6. The PBS Project will provide the School-Wide Information System (SWIS) Training for up to 50 schools interested in using the data-management system. Training may be provided on-site or via phone and computer (internet) link up. Additional training will be provided to established schools who wish to use the CICO (Check-In, Check Out) database system of SWIS designed to collect data on students involved in secondary level interventions.	2.6 Over 266 schools have active SWIS licenses as on 10/22/08. At least 18 SWIS trainings were provided during this past year. SWIS trainings are provided now via phone and in the future via the internet.
2.7. The PBS Project will provide up to 30 conference or district presentations regarding PBS at the request of district, state, or national inquiries. The PBS Project staff will continue to provide national leadership on systems change and best practices in PBS.	2.7 Project staff continued to provide presentations across the State to almost all BEESS sponsored conferences, including Reading First, AMM, FCEC, etc. Project staff provided 15 presentations and workshops (invited and accepted via peer review) at the Fifth Annual Conference on Positive Behavior Support in Chicago in March 2008. Additionally, Project staff also conducted 6 invited presentations at the National School-wide Implementers' Forum in Chicago in October 2008. Over 30 state and national presentations were completed in 2007-2008.
2.8 The PBS Project will meet with PBS Coaches in up to 40 districts up to 6 times per year to	

review progress of schools. PBS staff will meet directly with Coaches in new districts and will be available via conference calls and e-mail for coaches in established districts.

2.9. The PBS Project will utilize the Benchmarks of Quality results to assist 40 districts and over 300 schools in establishing action plans for the coming year. Fidelity of implementation of SWPBS will be measured once each year and the results will be used for Project-, district- and school-level planning. Additional implementation measures for secondary and tertiary interventions will be piloted during the year.

2.10. The PBS Project will produce new training and technical assistance materials in a variety of formats (video, web, manuals, training curricula, etc.). The FL PBS Project is recognized as a national leader in the dissemination of evidence-based, quality curricula, and materials. During this year, the FL PBS Project will develop and disseminate 10 additional user-friendly training and technical assistance materials, 200 DVDs of the school-wide PBS process for dissemination to districts and schools, and maintain and update the PBS website to provide new information at least quarterly to increase hits to over 1,000,000 per year.

2.11. The PBS Project will collaborate with the State's RTI Project in the delivery of effective support systems for all students, students at-risk, and student with severe behavior problems. This collaboration may

2.8 PBS Project staff attended 62 district and coaches meetings. Staff attend all meetings for first year districts and then targeted meetings for established districts. Staff are constantly available by phone or email for contact with district coordinator and coaches. Overall, 380 training and TA activities occurred with district personnel including coaches.

2.9 The PBS Project received Benchmarks of Quality results from 280 schools. Data about the fidelity of implementation of Tier 1 PBS are presented in the accompanying graphs and charts. Overall, schools improved their BoQ scores across years and schools that have higher BoQ scores also see substantially different student academic and behavioral outcomes as compared to lower implementing schools. Tier 2 and 3 BoQs and a new instrument, the PBS Implementation Checklist (PIC), are being piloted with districts and will be used in Spring 2009.

2.10 The FL-PBS Project has developed over 20 user-friendly training and technical assistance materials across all levels of PBS (school-wide, classroom, targeted group, individual students). The following materials have been developed: intensive/individual training and TA process, RTI and Behavior trainings, revised secondary training, revised coaches' training, team leader training, 3 newsletters, updated website, expanded online data collection, a TA paper on RtI for Behavior, an article on building district capacity, 2 online articles posted on the Project and the OSEP TA Center on PBIS websites: (a) How to Get PBS in My School and (b) RTI and Behavior), 2 book chapters in the new "Handbook of Positive Behavior Support" (2008) on: (a) Primary-Tier Interventions and Supports and (b) Systems Change and the Complementary Roles of In-Service and Pre-service Training in SWPBS, a new DVD on RtI for Behavior, Tier 2 and 3 progress monitoring tools, PS/RtI for behavior case studies, etc. These materials may be able to be accessed at the FLPBS Project website at http://flpbs.fmhi.usf.edu. In addition, over 1000 DVDs were distributed across the state and nation. The PBS website received 1,000,000 hits last year. In and out-of-state comments indicate that it is the exemplar/model PBS website across the country.

2.11 The PBS Project has been collaborating with the PS:RtI project in district and state trainings, with material development and with systems change activities as part of the

include co-training at state and regional training activities, developing consistent language and processes, and developing comprehensive data systems for academic and behavioral evaluation.	State's Transformation Team Process. We have presented at a number of national and state conferences and at the district level. Currently, we are collaborating on regional meetings (~24) designed to assist the districts to develop their RtI plans for implementation at the district and school levels.
Goal 3: The Florida PBS Project will measure **Student Performance** (academic and behavioral outcomes) by school and district (See Project Performance Accountability Forms).	
3.1 Student and school academic performance as measured by the FCAT will continue to be monitored in schools implementing Positive Behavior Support to determine initial and long-term impacts of an effective behavior support process on the academic performance of all students and students with problem behaviors. Over 90% of PBS schools will experience an increase in the total number of points earned on the FCAT after their first year of implementation. 3.2 Over 50% of Florida's PBS schools will be implementing with high fidelity. 3.3 Schools implementing PBS with fidelity should experience an average decrease in office discipline referrals of 30% or more. 3.4 School implementing SWPBS with fidelity should average 30% fewer in-school and out-of-school suspensions each year.	3.1 Data system is in place and all required data sources are being gathered. See following data analysis report. 56% of PBS schools experienced an increase in the total number of points earned on the FCAT Level 3 reading after their first year of implementation. Schools implementing Tier 1 PBS increased the average percentage of the lowest 25% of students making gains on FCAT reading by 2 percentage points. Elementary, middle and high schools realized a larger percentage of students reaching level 3 or higher on FCAT reading after their first year of Tier 1 PBS implementation (elementary up 2 pts or 3%, middle up 2 pts or 4%, high up 1 pt or 2 1/2%). Schools categorized as "other" were the only school type for which a lower average number of students reached level 3 after the first year of implementation (down 1 pt or 2%). 3.2 Over 79% of Florida's PBS schools are implementing with high fidelity. 3.3 Schools implementing PBS with fidelity averaged 29% fewer office discipline referrals compared to low implementing schools. 3.4 School implementing SWPBS with fidelity averaged 47% fewer in-school and 54% fewer out-of-school suspensions compared to low implementing schools.

Goal 4: The Florida PBS Project will document **Service Delivery** activities to districts, schools and students through a variety of methods (See Project Performance Accountability Forms).	
4.1 The PBS Project will maintain a state-of–the-art, comprehensive evaluation system that documents and analyzes the data related to student outcomes, implementation process, and consumer satisfaction of FL PBS Project activities. 4.2 The PBS Project will utilize data from the established evaluation system to redesign FL PBS Project activities at mid year and end of year. 4.3 The PBS Project will maintain quarterly and annual written reports, yearly data, and monthly dialogs to BEESS contact. 4.4 The PBS Project will develop two research studies for dissemination to the state and national PBS network regarding FL PBS Project activities. Research studies will be based on critical questions related to implementation of PBS within schools or districts and will be used to improve State and national PBS efforts.	4.1 Data system is in place and all required data sources are being gathered. See following data analysis report. 4.2 The FL PBS Project currently enters all training record forms into the BEESS database and submits the data quarterly. The Project also created a database (in Access) to hold all of the discipline and academic data derived from the participating schools. This technology allows the Project to provide formal evaluations generated from the Mid-Year and End-of-the-Year Reports and assists districts in planning, supporting, and determining the next steps for sustaining their currently trained schools and recruiting new and interested schools. 4.3 Reports submitted and monthly contacts completed. 4.4 George, H.P. & Kincaid, D. (2008). Building District-wide Capacity for Positive Behavior Support. *Journal of Positive Behavioral Interventions, 10*(1), 20-32. George, H.P., Kincaid, D. & Pollard-Sage, J. (2008). Primary Tier Interventions and Supports. In G. Sugai, R. Horner, G. Dunlap & W. Sailor (Eds.), *Handbook of Positive Behavior Support*, pp. 375-394. Childs, K. Kincaid, D., & George, H. (in review). A Model for Statewide Evaluation of a Universal Positive Behavior Support Initiative, Resubmitted to the *Journal of Positive Behavior Interventions.* English, C.L. & George, H.P. (2008). School-Wide Positive Behavior Support in Schools Struggling Academically. *Association for Positive Behavior Support Newsletter, 6*(2), 1-3.

Outcome and Evaluation Data for
Annual Report 2007-2008

The following graphs and tables summarize the current outcome and evaluation data gathered by the PBS Project.
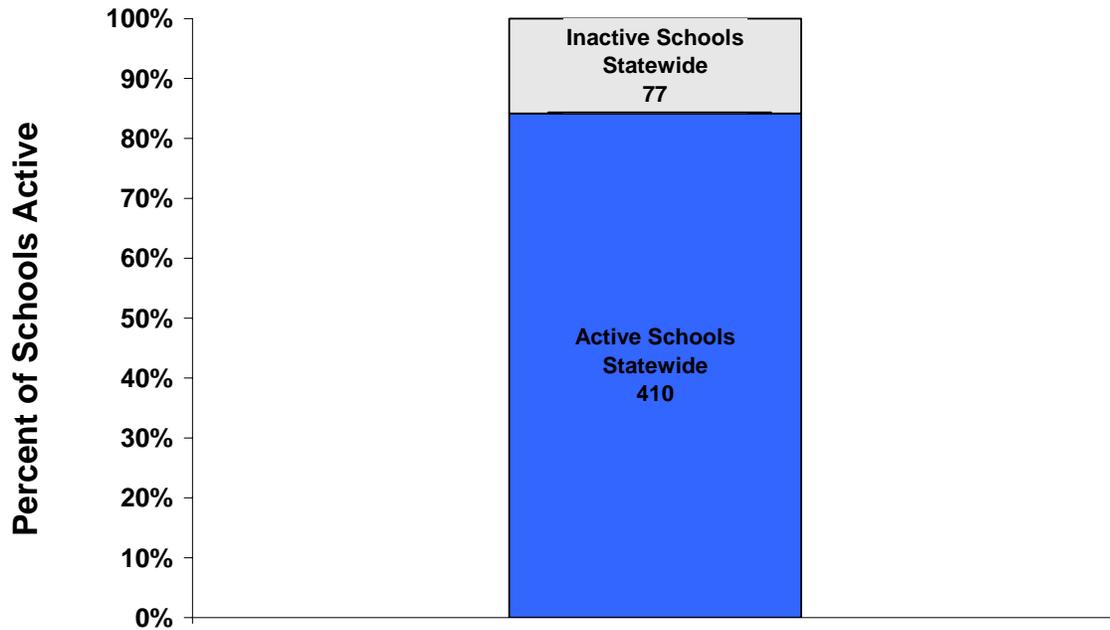
This report contains the following:

1) Florida schools receiving PBS training
   a) Number of Florida schools trained in PBS and the status of their participation
   b) Number of Florida schools receiving initial PBS training each year 2002-2008
   c) Number of Florida schools implementing at each Tier
2) Florida's PBS Project Consumer Satisfaction
   a) Percent of trainees indicating level of satisfaction
   b) Percent of district coordinators indicating level of satisfaction
3) Implementation fidelity for Tier 1:Universal PBS
   a) Average Benchmarks of Quality scores for 2004-2005 through 2007-2008 school years
   b) Percent of Florida schools implementing with fidelity
   c) Number of schools receiving Model School status across school years
4) PBS Schools' Team Functioning
   a) Team Process Evaluation 2006-2007 through 2007-2008
5) Florida PBS schools' overall discipline outcome data
   a) Change in discipline outcomes (ODR, ISS, OSS) between baseline and Year 1
   b) Change in discipline outcomes (ODR, ISS, OSS) by school type
6) Florida PBS schools office discipline referral data
   a) Office discipline referral rates before and after implementation
   b) Office discipline referral rates for elementary and middle schools; baseline through 3 years
   c) Office discipline referral rates by implementation level across years
7) Florida PBS schools In-School suspension data
   a) ISS rates before and after implementation
   b) ISS rates before and after implementation by school type
   c) ISS rates across school years by implementation level
8) Florida PBS schools Out-of-School suspension data
   a) OSS rates before and after implementation
   b) OSS rates before and after implementation by school type
   c) OSS rates across school years by implementation level
9) Florida PBS 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
10) Factors related to PBS implementation
   a) School-Wide Implementation Factors survey results

1) a

Description of Data   The graph below depicts the total number of schools that have received training in Tier 1 PBS between May, 2002 and May, 2008. Of the 487 schools that have received training, 410 (84%) were active in May of 2008.

Florida Schools Trained in PBS

Inactive Schools Statewide 77

Active Schools Statewide 410

Percent of Schools Active (y-axis: 0% – 100%)

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 2008. 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).

Florida Schools' Initial PBS Training
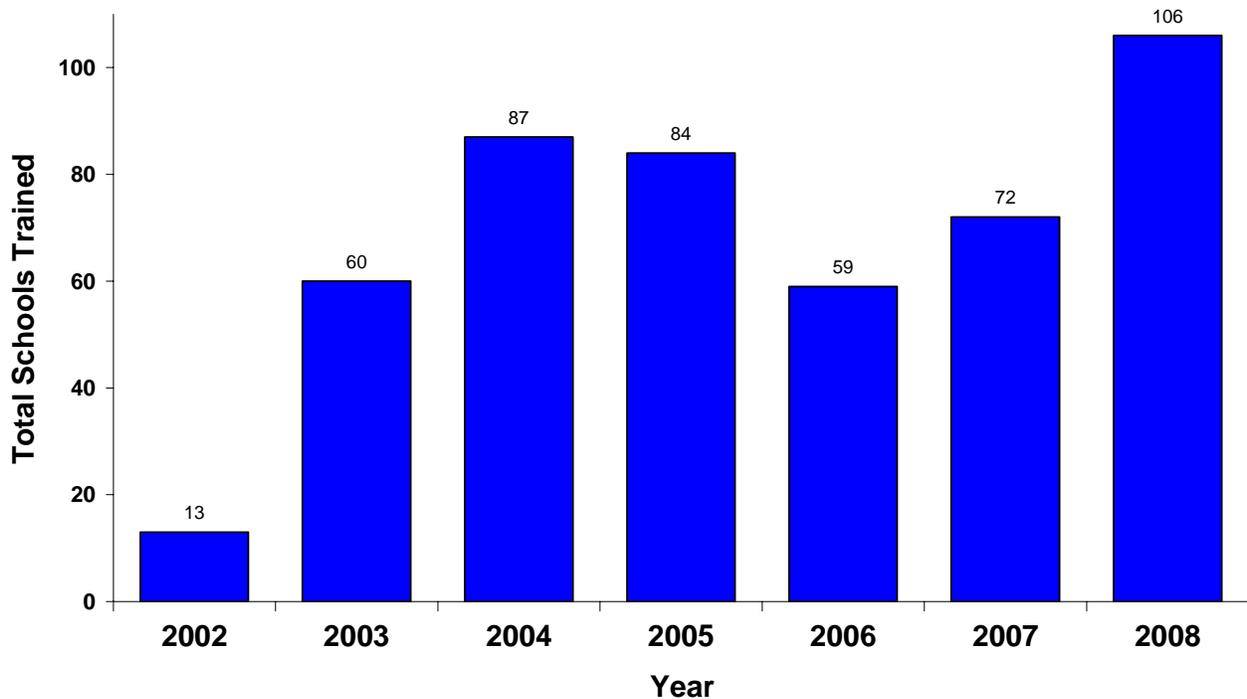
Explanation of Data More schools participated in initial Tier 1 training during 2008 than any previous year. The 106 schools trained in 2008 represent an 18% increase over the year with the next highest number of schools trained (2004).

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 2007.
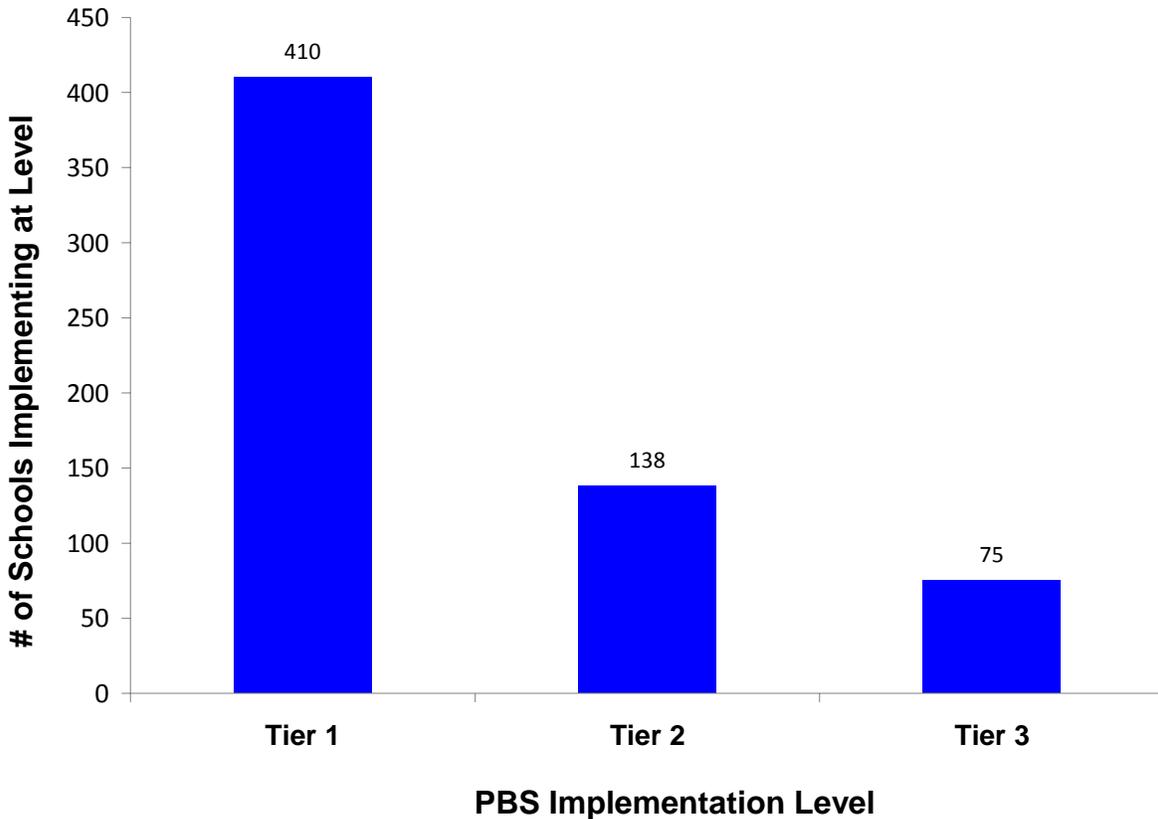
Explanation of Data Approximately one third of PBS schools are implementing at the Tier 2: Supplemental level. Less than 20% of schools reported implementing PBS at the Tier 3: Intensive level.
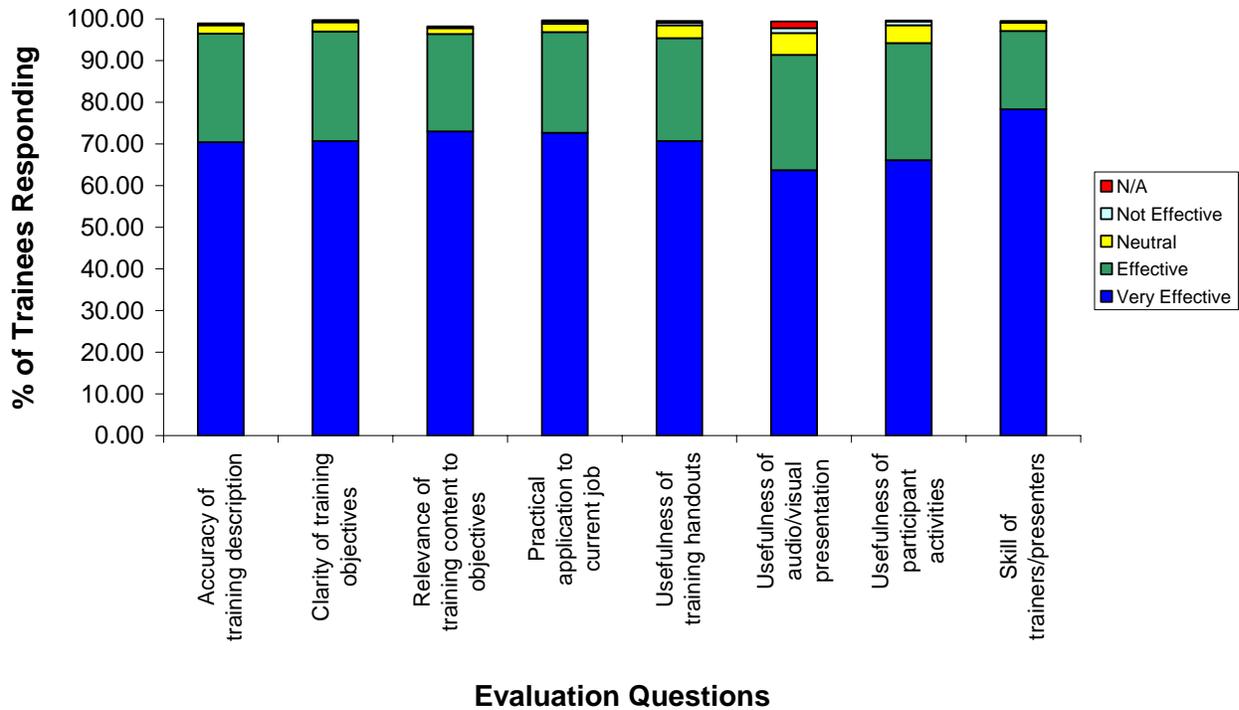
Project Response to Data The Project's Tier 2 and 3 training and support expanded during the 2007-2008 school year. After evaluating the impact of those trainings, a revised and enhanced version of Tier 2 training was provided in 5 regional sites during the 2008-2009 school year. Also, the Project has revamped its training and support for Tier 3 to incorporate district level systems assessment and planning prior to training individuals and/or schools.

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.

Florida PBS Project Training Evaluation Results

Legend:
- N/A
- Not Effective
- Neutral
- Effective
- Very Effective

Y-axis: **% of Trainees Responding** (0.00 to 100.00)

X-axis categories: Accuracy of training description; Clarity of training objectives; Relevance of training content to objectives; Practical application to current job; Usefulness of training handouts; Usefulness of audio/visual presentation; Usefulness of participant activities; Skill of trainers/presenters
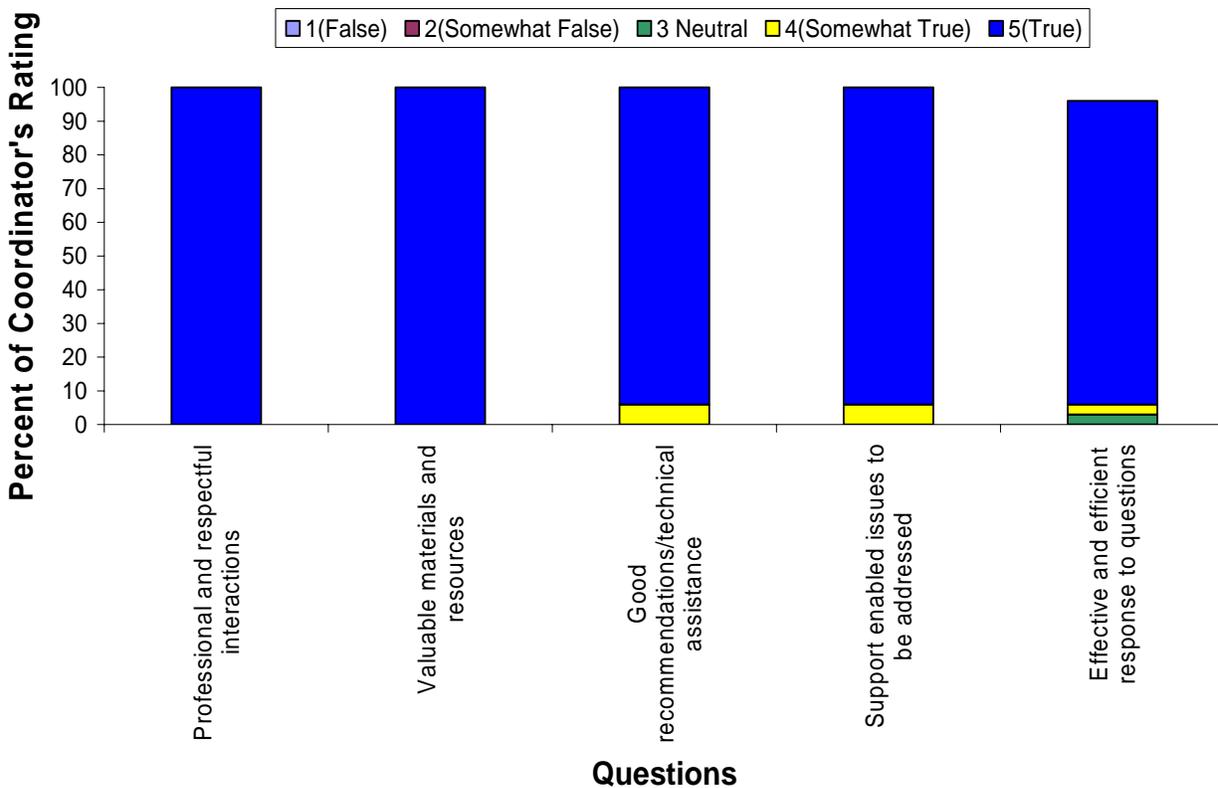
Evaluation Questions

Explanation of Data Over 90% of training participants rated each question related to evaluation of the training as effective or very effective. The highest rated item was "skill of trainers/presenters."

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 thirty-one district coordinators who completed the questionnaire.

District Coordinator's Satisfaction of Services

Legend: □ 1(False) ■ 2(Somewhat False) ■ 3 Neutral □ 4(Somewhat True) ■ 5(True)

Y-axis: **Percent of Coordinator's Rating**

X-axis categories: Professional and respectful interactions; Valuable materials and resources; Good recommendations/technical assistance; Support enabled issues to be addressed; Effective and efficient response to questions

X-axis label: **Questions**

Explanation of Data Over 90% of district coordinators rated each question related to project services as True. Two items received a rating of "true" from all district coordinators; professionalism/respect and valued materials/resources.

2) b (continued)

Suggestions for Improving Technical Assistance

- Develop a pro-active schedule to establish regular updates to ensure contact is on-going and not problem-focused i.e. bi-monthly conference calls, quarterly face-to-face with D.C. and tech PBS
- Hard to say, staff is responsive and professional.
- Keep it the same as much as possible. Michelle White is great!
- Very complete info well planned.
- More time with us!
- Things have been working very well. Michelle and I co-train Tier I and it has been effective.
- Possibly presenting some information via audio (coordinator's) and considering face to face, Tier I
- None- Jenna is awesome!
- It was difficult for me since I got in on the project late. I will be sure to connect with Kim with any questions that come up.
- None right now. May need some with on-line modules when they are used for the 3 day training.
- Keep doing what you're doing.

What they liked about Technical Assistance

- My PBS tech. liaison is a vivacious person and positive. She's an excellent trainer.
- Very personalized, made to specifics of small district.
- Technical support, web-site, Tier II Training
- Use of PBS staff to address different sections kept meeting flowing nicely.
- We can call Michelle any time. She answers emails immediately. She has good ideas.
- We always have great assistance- Michelle is visible, knowledgeable, supportive and available.
- Table talk, sharing, honest answers are things are not always clear.
- Attended & facilitated district meetings, flexibility, training, support.
- Very extensive & flexible.
- Always quality. Always respond timely.
- Very knowledgeable & competent
- The staff is always very professional & willing to assist.
- Project Staff are always responsive to our district needs.
- Appropriate & useful content in on-site training. Quick responses. Friendly personnel, knowledgeable.
- Always available, great support.
- Modules and Teleconferencing is already in "the works."
- Jenna is accessible & responds quickly when we have questions/needs.
- Folks were super knowledgeable. Collaboration with other districts was great.
- Good info put on-line so it is easy to share with others in the district.
- Always prompt and willing to help! Provides a variety of support that covers many needs.

Other Comments

- Jenna is excellent, knowledgeable and energetic. However, she is difficult to communicate with due to our schedules.
- Thanks you, as always, for all you do! You are appreciated.
- PBS Staff all are strong supporters of PBS and it makes going back to district renewed to invigorate district schools to get on board. Data you provide is very helpful to share with administration.
- Funding = our biggest problem (Charlotte Co) we have people willing to give their own time for this worthy cause.
- It's great to see how the PBS project evolves and changes items, procedures etc. to come up with the best possible product.
- I work with 9 school districts – Donna Doelman - and I would love to become trainers so we can conduct initial (Tier I), Tier II and Tier III – trainings as needed. We have several districts in our region who would like their entire districts trained – also for booster training. I would love for at least 2 of my districts to be pilot programs – need to follow up with each district.
- Karen was very flexible & accommodating with the Pasco staff this summer.
- Would like to see how to combine RtI & PBS so all are working together. DOE has RtI person come to our district as we have 3 pilot schools. Would like to have PBS staff person come at the same time to show how these will fit together. Also include ESE staff.
- Great presentation.
- Stephanie is wonderful!

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 2007-2008.

Average BoQ Score by Academic Year

■ **2004-2005**   □ **2005-2006**   ▨ **2006-2007**   ▤ **2007-2008**
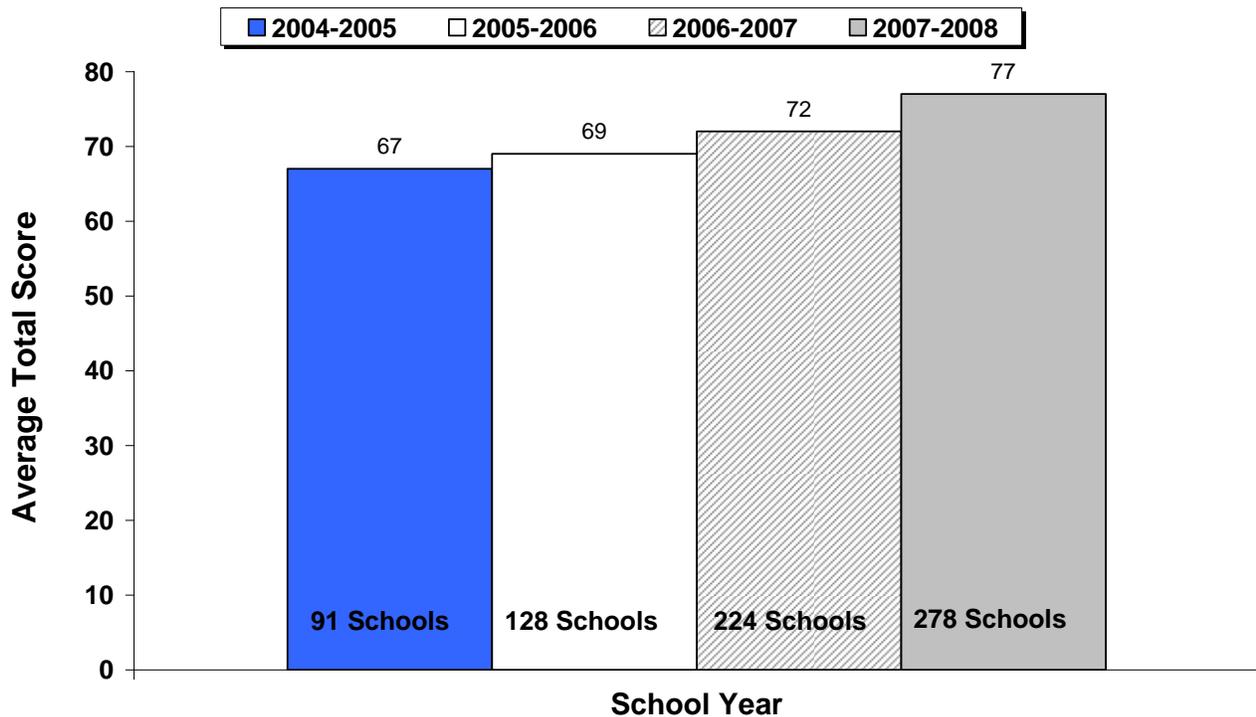
Explanation of Data The average score on the Benchmarks of Quality has increased each subsequent year of administration with the largest increase in average score occurring between the 2006-2007 and 2007-2008 school years.

Project Response to Data As more schools are implementing Tier 1 PBS with fidelity, the Project has begun the development and validation of an instrument to assess fidelity of implementation the Tier 2 and Tier 3 levels. The Tier 2/3 Benchmarks of Quality will be piloted in the spring of 2008-2009.

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 2007-2008.
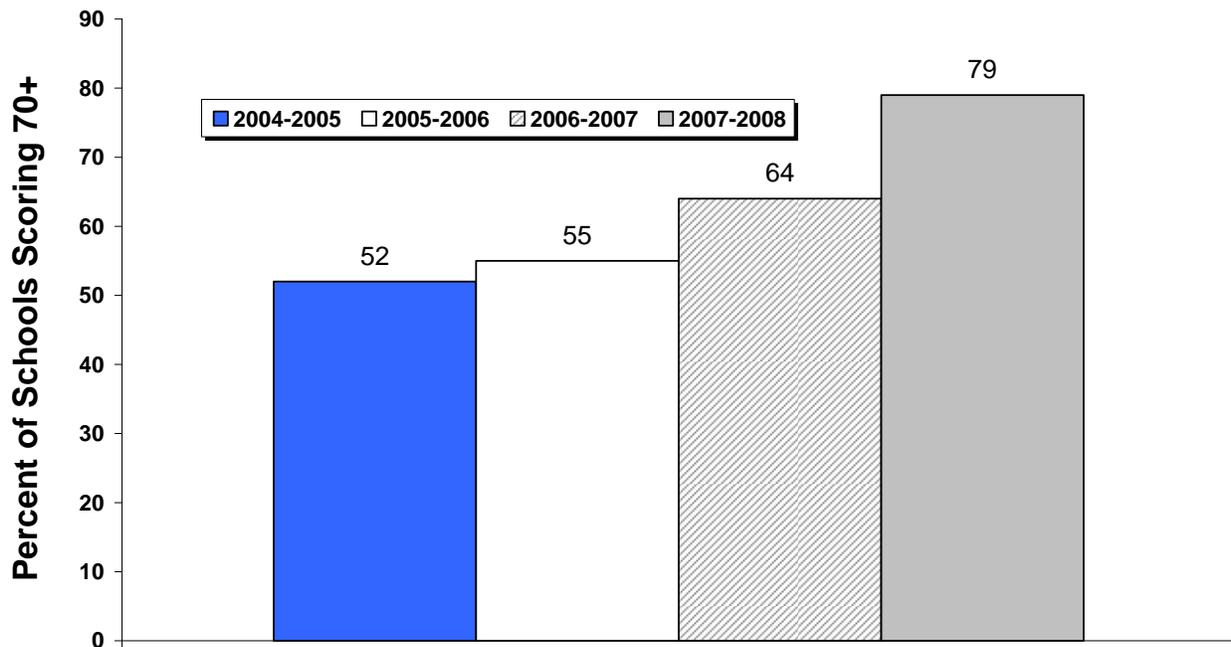
Explanation of Data   Nearly 20% more of Florida schools are implementing Tier 1 PBS with fidelity than in the previous school year. That represents nearly 80% of trained schools.
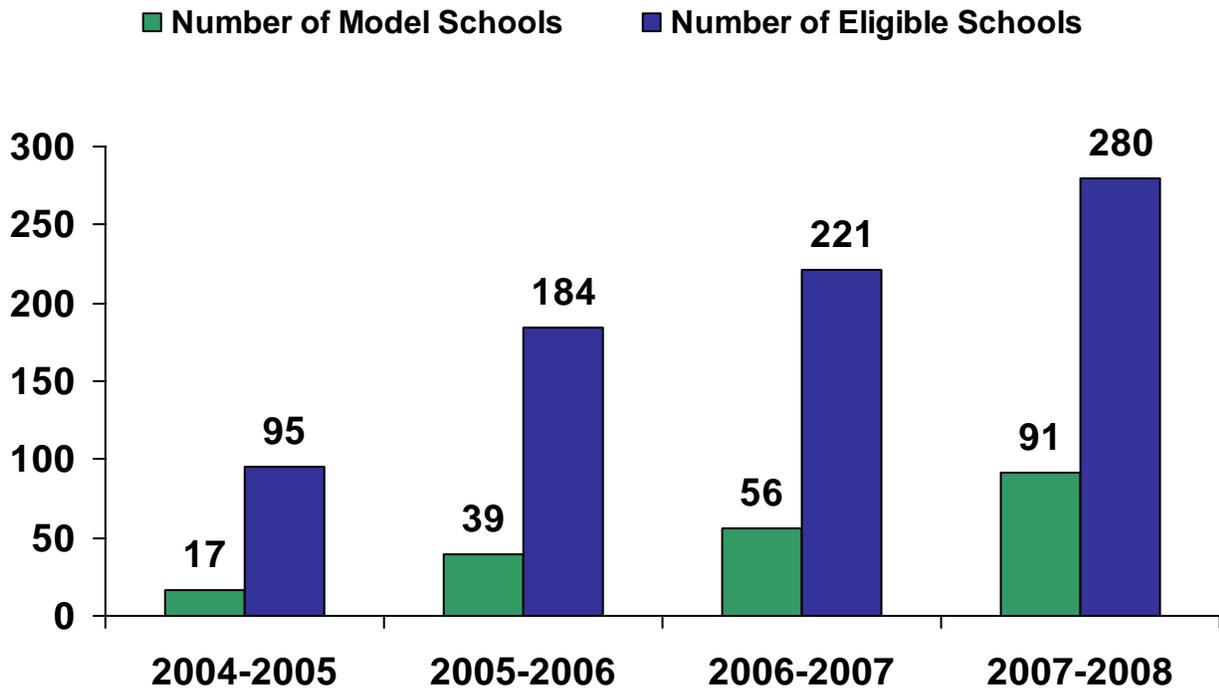
Project Response to Data   The Project will continue to provide the training and technical support that has enabled schools to implement at this high level of fidelity while enhancing the training and support provided to schools at Tier 2 and Tier 3 PBS.

3) c

FLORIDA'S PBS MODEL SCHOOLS
Percentage 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

■ **Number of Model Schools**   ■ **Number of Eligible Schools**

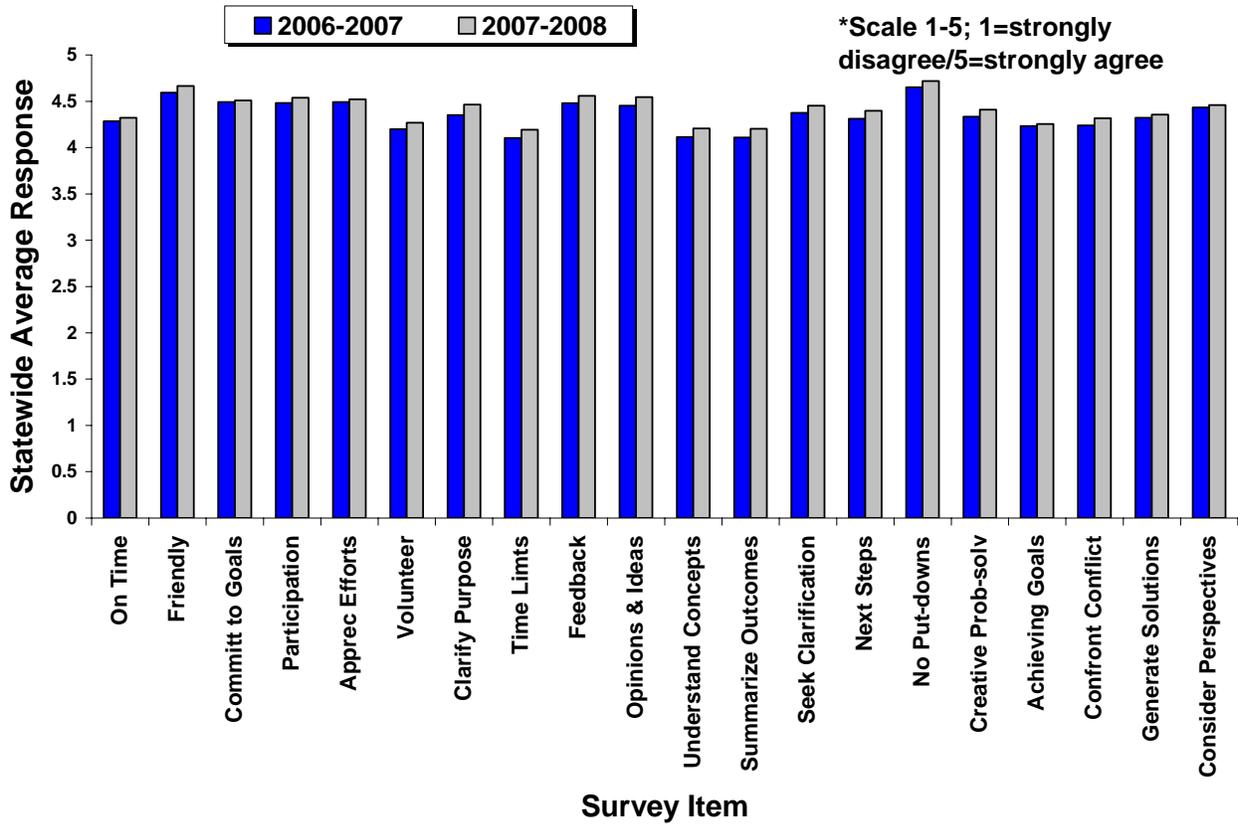| School Year	Number of Model Schools	Number of Eligible Schools
2004-2005	17	95
2005-2006	39	184
2006-2007	56	221
2007-2008	91	280

Explanation of Data The number of model schools increased each of the four school years. Furthermore, the percentage of eligible schools achieving model school status has increased each school year from 18% in 2004-2005 to 33% in 2007-2008.

FLPBS Annual Report 2007-2008 Evaluation Data

4) a

SCHOOL-WIDE TEAM PROCESS EVALUATION

Description of Data The chart below depicts the average response by team members across the state to each item on the Team Process Evaluation. This instrument evaluates team functioning and effectiveness.

Legend: ■ 2006-2007 □ 2007-2008

*Scale 1-5; 1=strongly disagree/5=strongly agree

Y-axis: **Statewide Average Response** (0 to 5)

X-axis: **Survey Item**

Survey Items: On Time, Friendly, Committ to Goals, Participation, Apprec Efforts, Volunteer, Clarify Purpose, Time Limts, Feedback, Opinions & Ideas, Understand Concepts, Summarize Outcomes, Seek Clarification, Next Steps, No Put-downs, Creative Prob-solv, Achieving Goals, Confront Conflict, Generate Solutions, Consider Perspectives

Explanation of Data Florida's PBS schools report a very high level of team functioning with all of the items receiving an average score of at least a 4 on a scale of 1-5.

Project Response to Data   Given the lack of usefulness in the data collected by the Team Process Evaluation, schools will no longer be required to complete this instrument for the 2008-2009 school year. It will be available to schools and/or districts at their discretion.

5) 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 per 100 students, and days of OSS per 100 students between the baseline year and Year 1 of PBS implementation across all participating schools for which this 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.*

Percentage Change in Discipline Outcome Between Baseline and Year 1
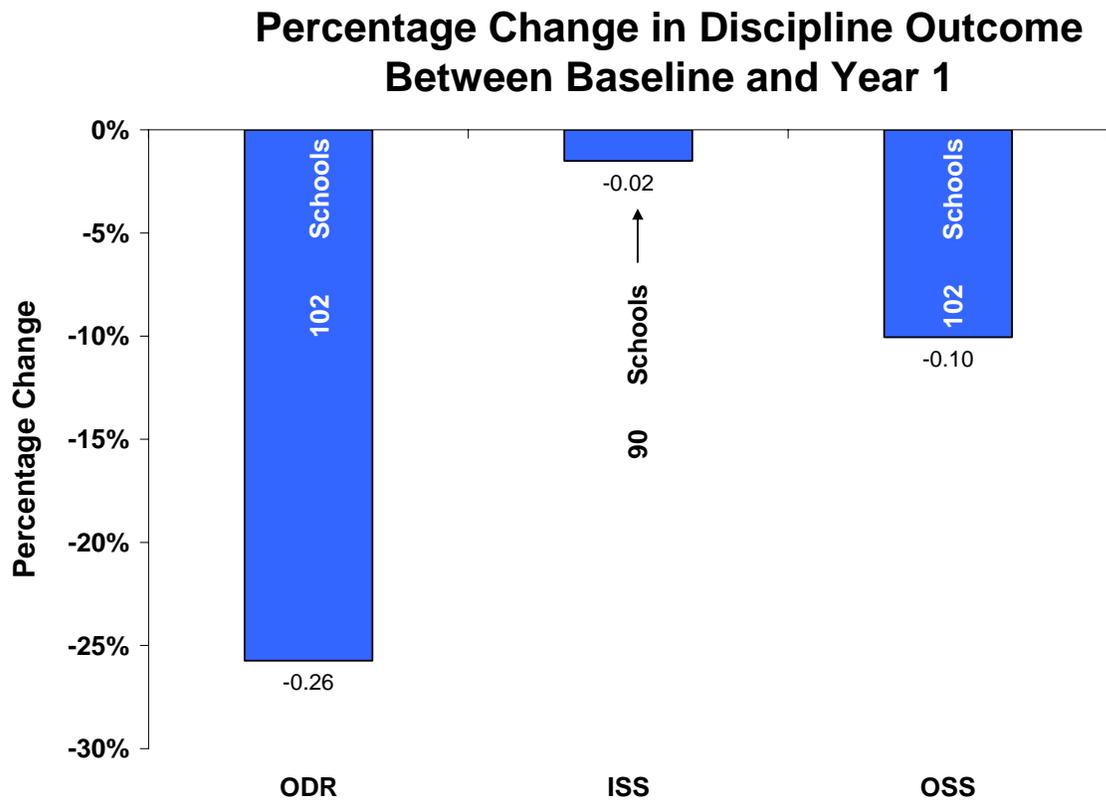
Explanation of Data   The data show that the average school decreased the number of ODRs by more than 25% after their first year of implementation, decreased the number of days of ISS by 2% and decreased the number of days of OSS by 10%.

Project Response to Data   The Project is working to understand why participating schools are not realizing the outcome effects on ISS and OSS as powerfully as they are for ODRs.

5) b

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 this 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
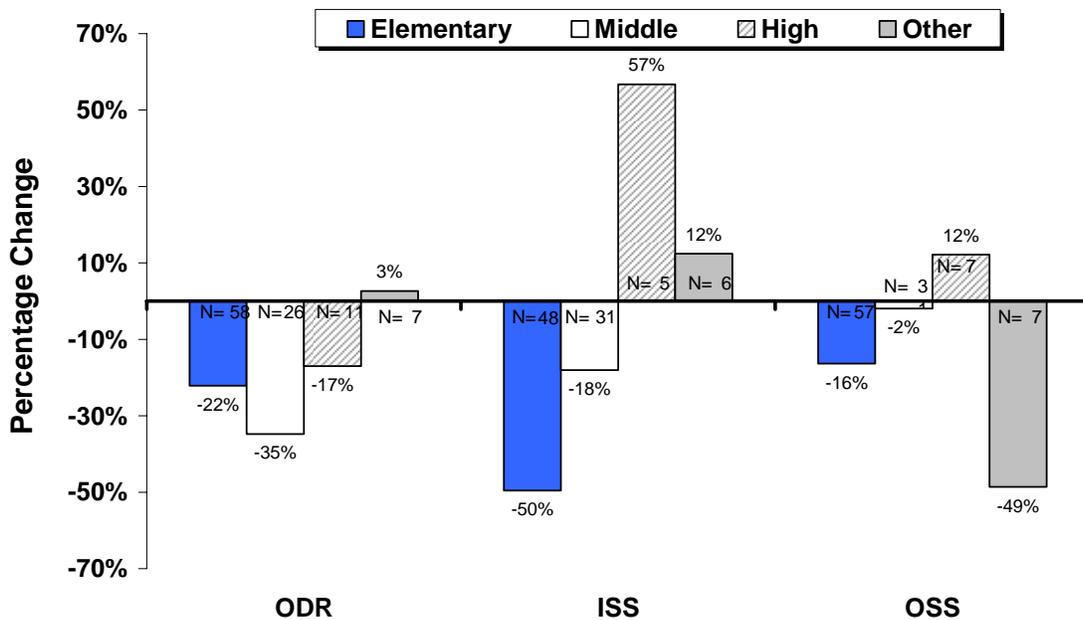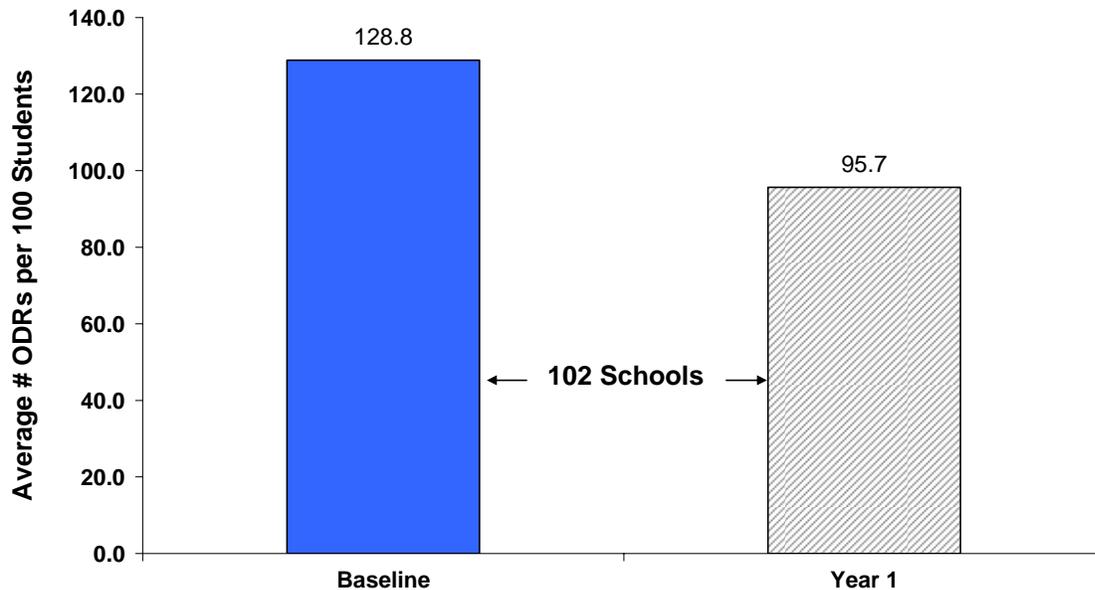

Explanation of Data   When compared to other school types, elementary schools realize the greatest reduction in discipline measures after one year of implementation. Middle schools also realized a reduction in discipline measures with the largest reduction noted in ODRs. The average change for high schools was a reduction in ODRs, however, the average number of days of ISS and OSS were higher. The "other" category of schools showed a decrease in days of OSS and an increase in ODRs and days of ISS. *Note: The high school and "other" school data should be viewed with caution due to the small number of schools represented in this chart.*

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
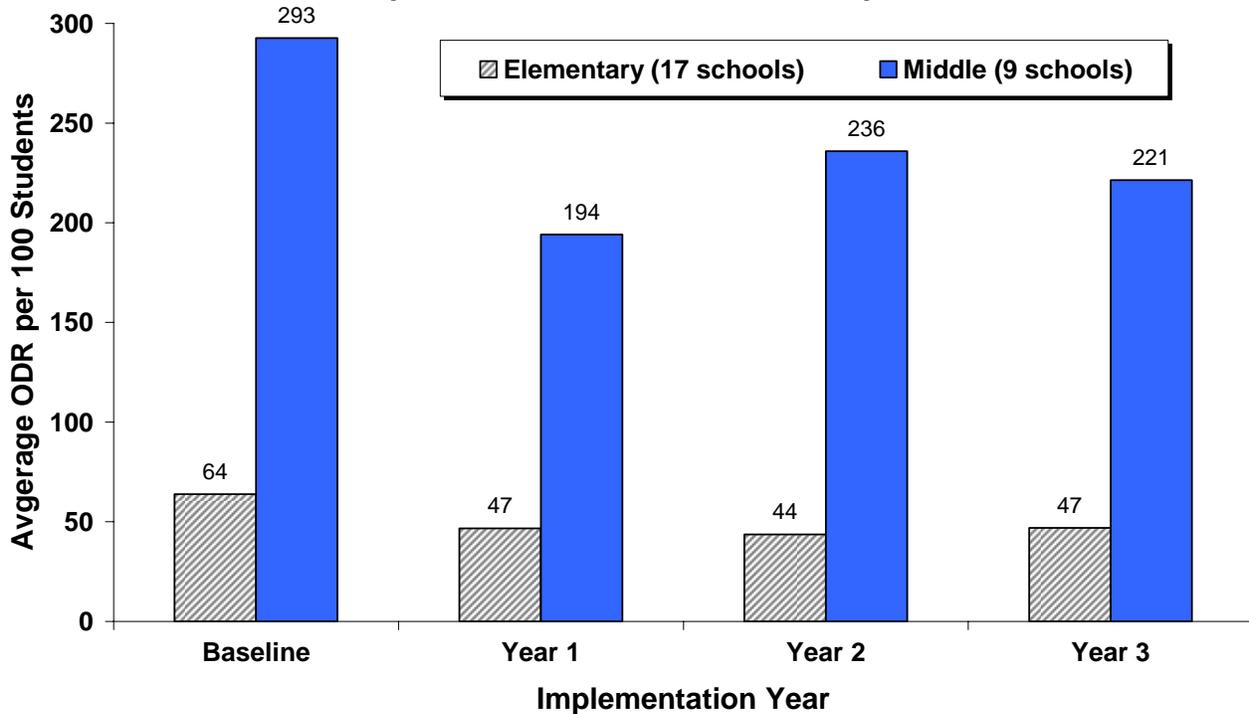

Explanation of Data   The average school realized approximately 25% fewer office discipline referrals in their first year of implementation when compared to the previous year.

6) 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 the longitudinal data for 17 elementary and 9 middle schools.

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

Legend: ▨ Elementary (17 schools) ■ Middle (9 schools)

Y-axis: Avgerage ODR per 100 Students

| Implementation Year	Elementary	Middle
Baseline	64	293
Year 1	47	194
Year 2	44	236
Year 3	47	221

X-axis: Implementation Year

Explanation of Data Both elementary and middle schools report a lower rate of ODRs after implementation of Tier 1 PBS. The rate of ODRs fluctuates slightly over three years of implementation, but remains at least 28% lower than baseline for elementary schools and 20% lower for middle schools.

6) 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 high 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
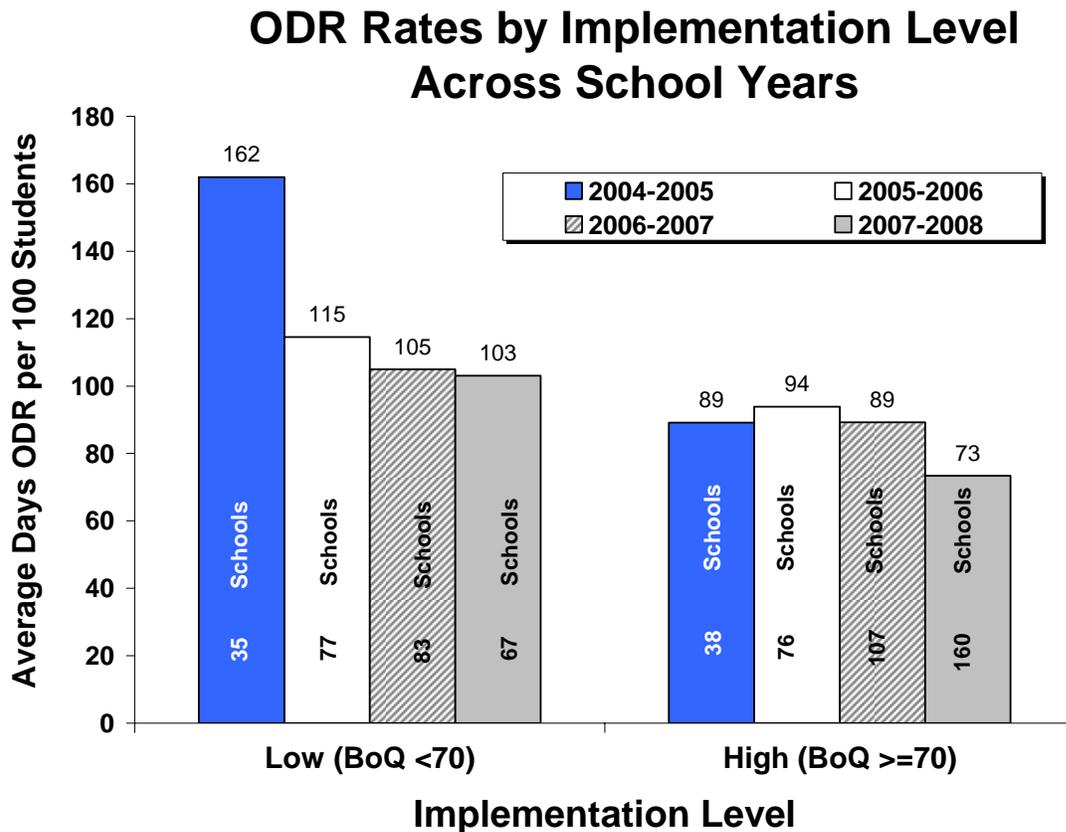
Explanation of Data   Over the last four school years, schools implementing Tier 1 PBS with fidelity reported a lower number of ODRs than schools implementing with lower fidelity. In 2004-2005 higher implementing schools reported 45% fewer ODRs per 100 students. They reported 18% fewer in 2005-2006, 15% fewer in 2006-2007, and 29% in 2007-2008. For the last 3 school years, both lower and higher implementing schools reported fewer ODRs each subsequent year.

7) 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 includes 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

45.9

45.2

←— **90 Schools** —→

Average Days ISS per 100 Students

|	
Baseline	**Year 1**
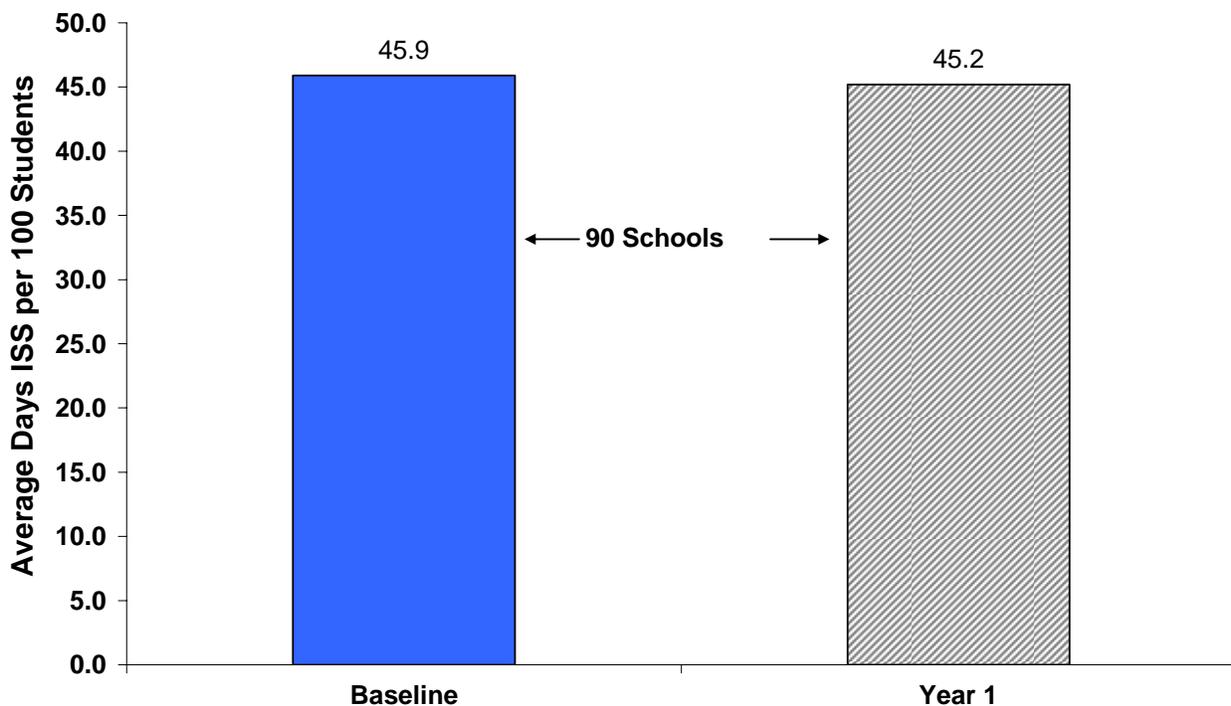
Explanation of Data   Little overall difference is reported in average days of ISS per 100 students during their first year of implementation of Tier 1 when compared to the previous implementation year. The difference in average days of ISS after year 1 of implementation was 2%.

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/Year 1 by School Type
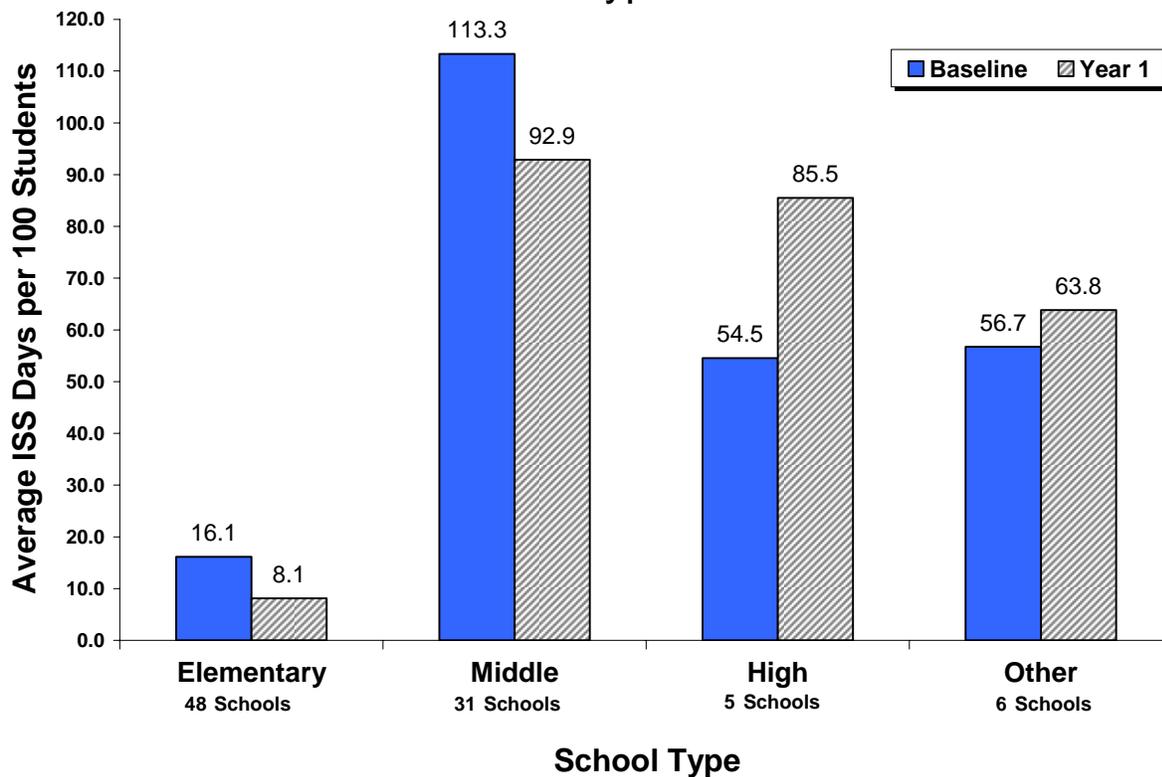
Explanation of Data   Elementary and middle schools reported fewer average days of ISS after year 1 of implementation of Tier 1 PBS; with elementary schools reporting 50% and middle schools reporting 18% fewer days of ISS. High and "other" schools both reported a higher average rate of ISS days. It should be noted that only 6 schools are represented in the data for high and "other" school types.

7) 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 with lower fidelity across 4 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
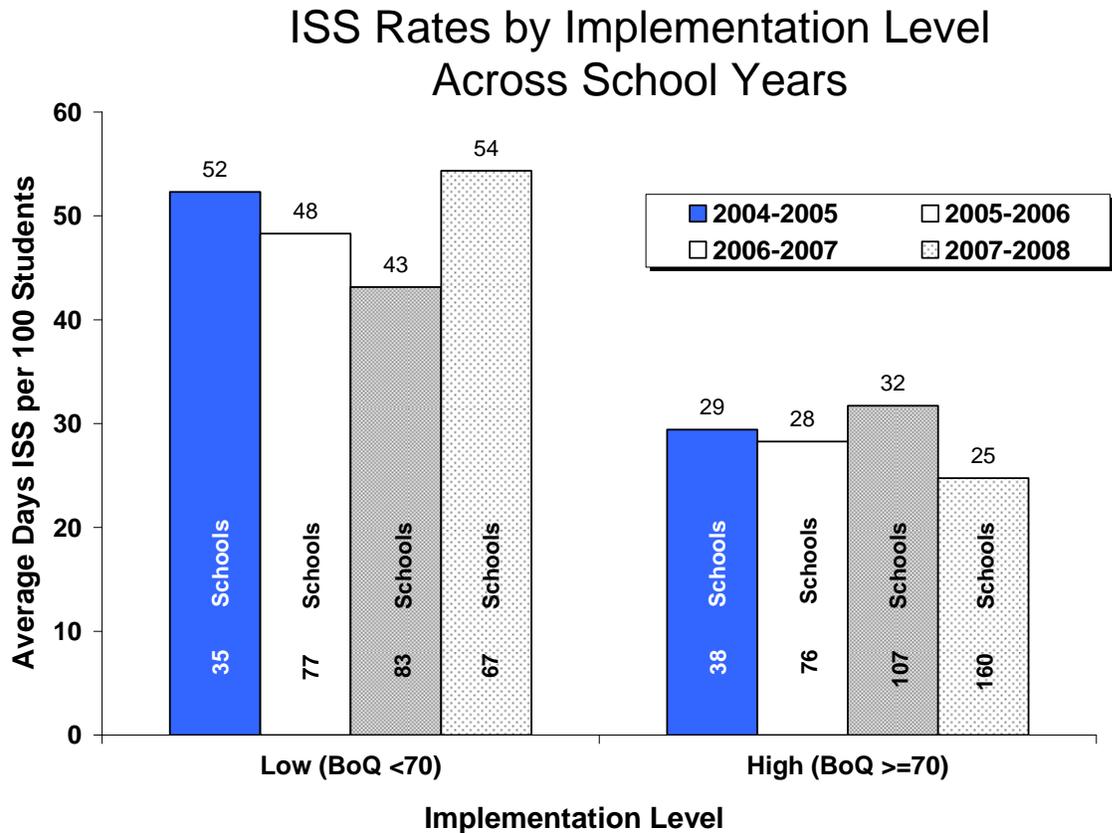
Explanation of Data Schools implementing with higher fidelity report a lower rate of days of days of ISS for each of the four school years from 2004-2005 through 2007-2008. Both lower and higher implementing schools are on a general trend of fewer days of ISS during each subsequent year with the exception of 2007-2008 for lower implementing schools, and 2006-2007 for higher implementing schools. 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 42% across the four years.

8) a

OUT OF SCHOOL SUSPENSION (OSS) DATA
From 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
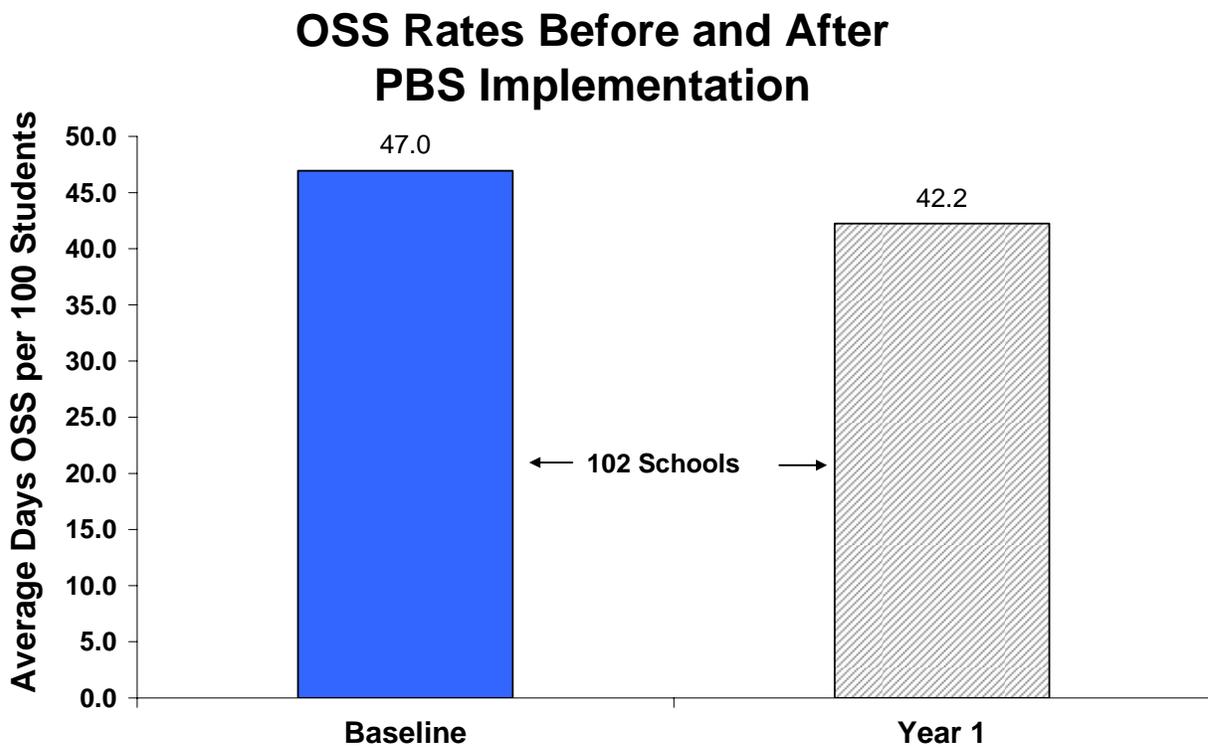
Explanation of Data Overall, PBS schools reported 10% fewer average days of OSS per 100 students during their first year of implementation of Tier 1 PBS when compared to the year previous implementation year.

8) 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.

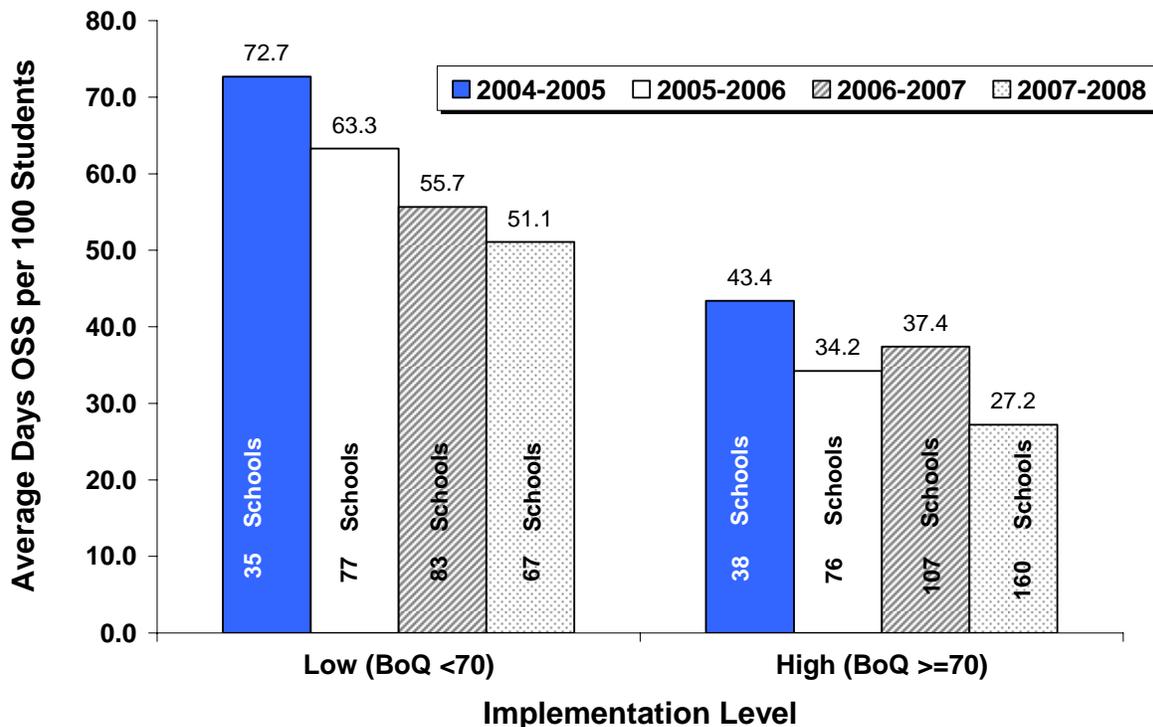## Average Days OSS Days Baseline/Year 1 by School Type
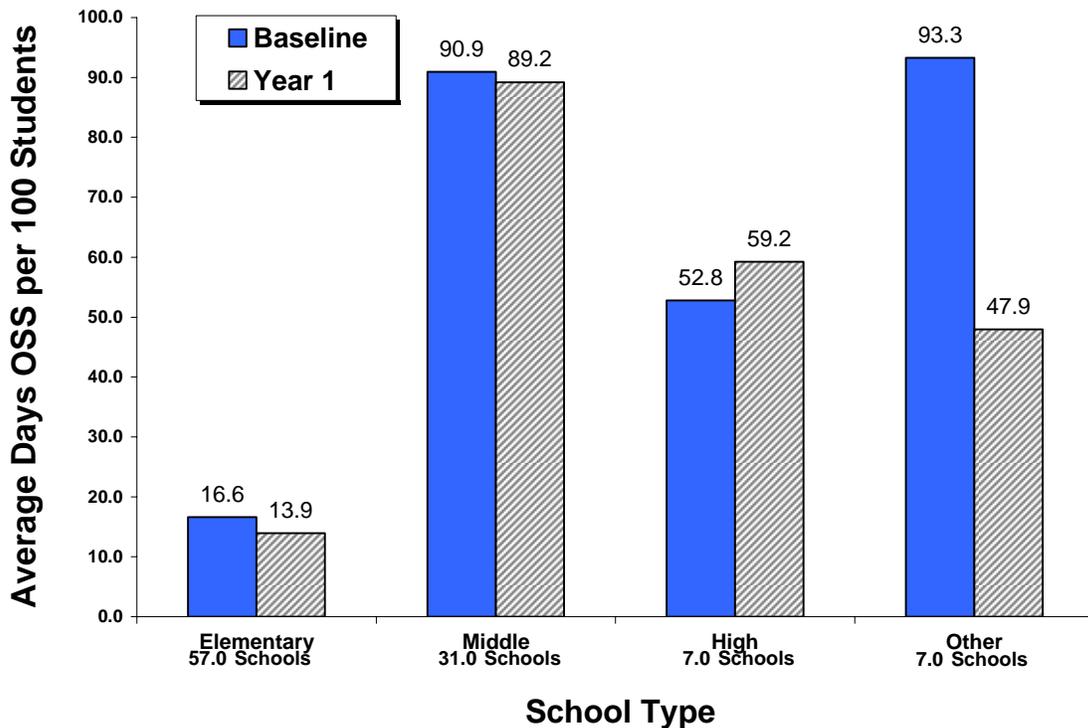
Explanation of Data   Overall, middle schools report a higher rate of OSS than the other school types whereas elementary schools report the lowest rate of OSS. All school types except high schools reported a lower rate of OSS after implementation of Tier 1 PBS. Schools categorized as "other" reported the greatest decrease (49%). Elementary schools reported a 16% decrease and middle schools reported a 2% decrease.   The average change for high schools was an 11% 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.*

8) c

Description of Data The chart below illustrates the difference in rates of days of OSS for schools implementing with higher fidelity and those with lower fidelity across 4 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

Legend: ■ 2004-2005 □ 2005-2006 ▨ 2006-2007 ▧ 2007-2008

Y-axis: Average Days OSS per 100 Students (0.0 to 80.0)

X-axis: Implementation Level

Low (BoQ <70):
- 72.7 — 35 Schools (2004-2005)
- 63.3 — 77 Schools (2005-2006)
- 55.7 — 83 Schools (2006-2007)
- 51.1 — 67 Schools (2007-2008)

High (BoQ >=70):
- 43.4 — 38 Schools (2004-2005)
- 34.2 — 76 Schools (2005-2006)
- 37.4 — 107 Schools (2006-2007)
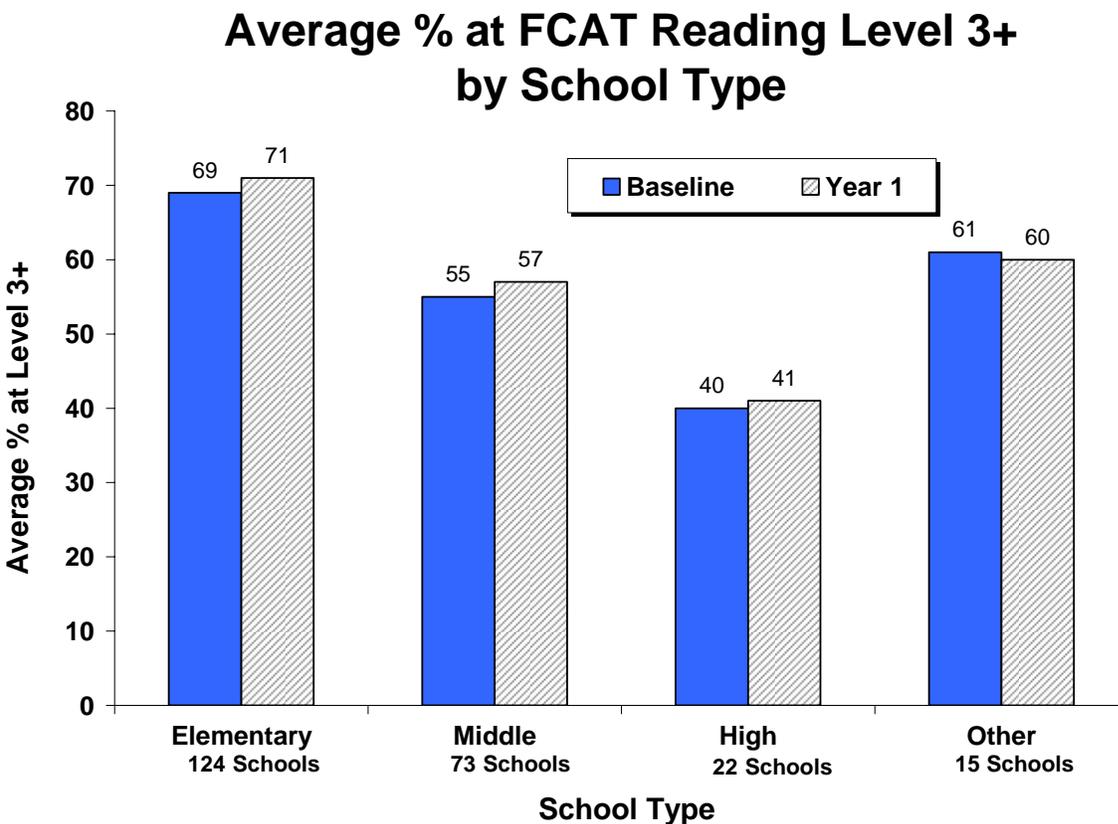- 27.2 — 160 Schools (2007-2008)

Explanation of Data Schools implementing with higher fidelity report a lower rate of days of OSS for each of the four school years from 2004-2005 through 2007-2008. 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, with an overall average difference of 41% across four years.

9) a

> # SCHOOL ACADEMIC DATA
> ## Level 3+ Reading by School Type

> <u>Description of Data</u> This chart provides a comparison of the average percentage of students reaching level 3 or above on FCAT Reading 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

| School Type	Baseline	Year 1
Elementary (124 Schools)	69	71
Middle (73 Schools)	55	57
High (22 Schools)	40	41
Other (15 Schools)	61	60

> <u>Explanation of Data</u> Elementary, middle and high schools realized a larger percentage of students reaching level 3 or higher on FCAT reading after their first year of Tier 1 PBS implementation. Schools categorized as "other" were the only school type for which a lower average number of students reached level 3 after the first year of implementation.

9) 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.

Average % of Lowest 25% w/Gains in Reading
Before and After PBS Implementation
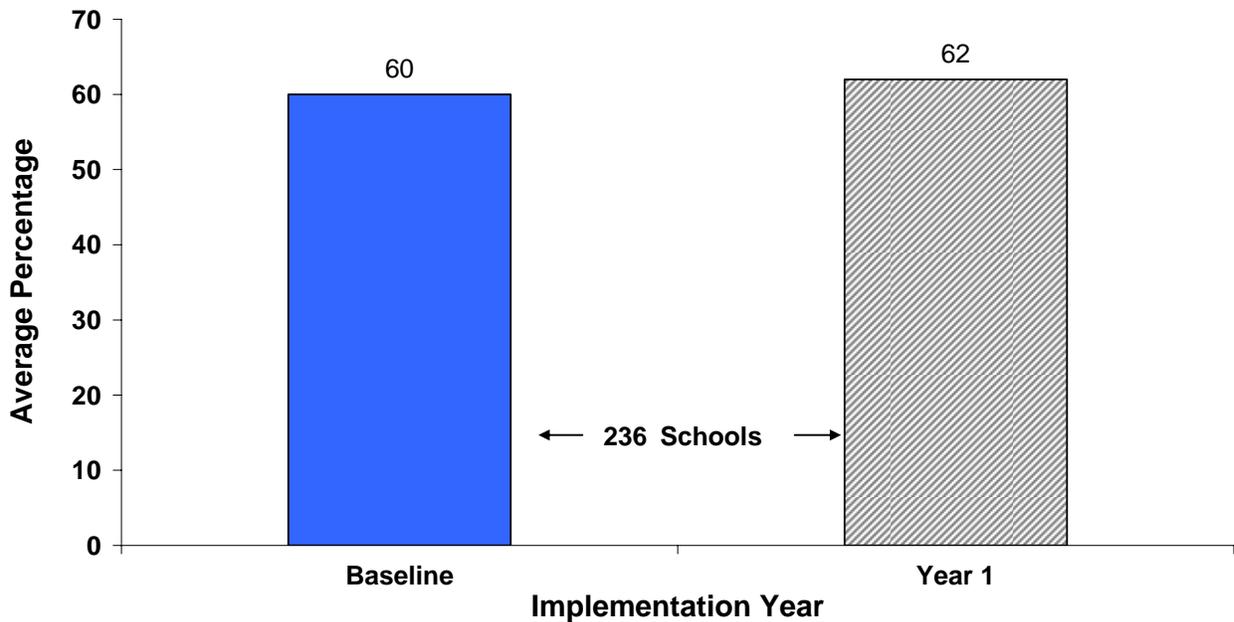
Explanation of Data   Schools implementing Tier 1 PBS increased the average percentage of the lowest 25% of students making gains on FCAT reading by 2 percentage points.

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

<u>The Survey</u> 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."

<u>Participant Information</u> For the 2008 SWIF survey, there were 103 respondents representing 24 school districts in Florida.

Highest Rated <u>Helpful</u> Items	Highest Rated <u>Problematic</u> Items
Clearly defined expectations and rules	Discipline data are shared w/faculty regularly
A reward system that works	Discipline data reviewed regularly
Students' responses to rewards/activities	Discipline data are entered regularly
Discipline data is used to make decisions	Administrator's availability for PBS meetings
PBS Team is representative of school staff	School has consequences that are consistent
Administrator rewards students	Administrator stability from year to year
PBS Coach's guidance with process	Staff's belief about effectiveness of PBS
PBS Team is cohesive	Staff time available for implementation
Administrator input about PBS implementation	Administrator's time involved in implementation
Administrator is committed to PBS	Discipline data are used to make decisions

<u>Discussion of Results</u> Items rated as problematic generally differed from t hose 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: Helpful Items	Most Frequent Open Response: Problematic Items
Administrative support	Faculty buy-in
Dedicated, effective, cohesive team	Time to train staff
Reward system	Inconsistent implementation
Staff commitment	Holding meetings
District support	Lack of rewards for teachers

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, lack of rewards for teachers). In contrast, the items identified as helpful tended to be related to commitment and participation (administrative support, PBS team, staff commitment, district support).