

# FY12 End of Year Report

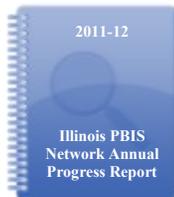


## About Us

The Illinois PBIS Network is the Positive Behavior Interventions & Supports component of the Illinois Statewide Technical Assistance Center (ISTAC) - an Illinois State Board of Education funded initiative promoting effective practices to benefit all children.

The Illinois PBIS Network builds capacity of schools, families, and communities to promote social and academic success of all students, including those with emotional/behavioral and other disabilities. Key focus areas of the Illinois PBIS Network include:

- **Prevention-based** school-wide systems of positive behavior support
- **Data-based decision-making** for instruction of behavior and academics
- **Wraparound planning** for students with complex emotional/behavioral needs & their families
- **Community-based** supports for families, youth, and schools



The detailed FY12 Illinois PBIS Network Annual Progress Report will be available in November at:

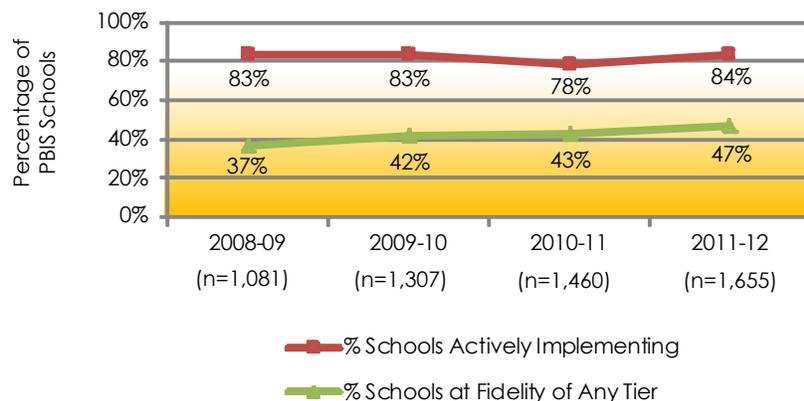
[www.pbisillinois.org](http://www.pbisillinois.org)

## Scaling Up PBIS

### Fidelity Sustains with Expansion

Over the last four years, the Illinois PBIS Network has averaged close to 200 new schools added per year, with 80% of schools continuing to actively assess their implementation. A steady increase in schools reaching fidelity has also occurred. At the end of 2011-12, the Network supported 40% of Illinois schools (n=1,655 schools) through training and technical assistance provided at state, region, and district levels, which complements local progress-monitoring and data-based decision-making. During 2011-12, 81% of Illinois PBIS schools (n=1,343 schools) were engaged in active use of one or more self-assessment and progress monitoring tools, with 783 schools reaching measured fidelity on at least one tier. These data suggest effective scaling up of PBIS statewide. This report provides examples of these fidelity implementation efforts, as well as examples of PBIS impact on the most vulnerable students and Tier 2/Tier 3 systems, data, and practices.

Illinois PBIS Implementation Status as of June 30, 2012



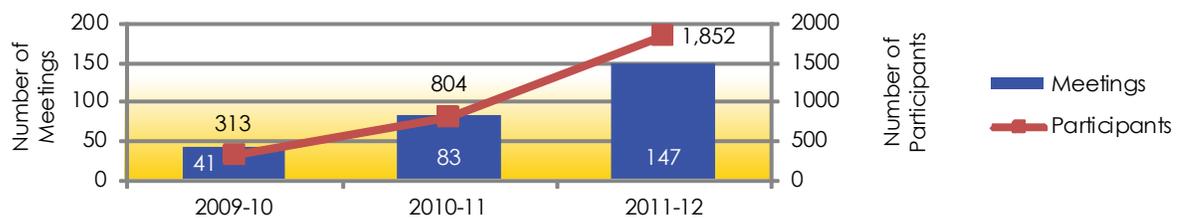
## FY12 Highlights:

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## Expanded Support for Coaches

The number of technical assistance (TA) meetings for coaches has tripled over the past three years with monthly meetings available in multiple locations statewide. During 2011-12, the Illinois PBIS Network provided 147 Coaches Network meetings to over 360 Local Education Agency (LEA) based personnel engaged in coaching PBIS implementation. The content and approach for the monthly Coaches Network meetings was developed with input from coaches and includes designated time for Tier 1 and designated time specific to Tier 2/Tier 3 TA. Tier 1 focus areas included the role of coaches, conducting effective meetings, engaging staff, and improving classroom applications of PBIS. Tier 2/ Tier 3 content emphasized structures for Universal Screening of behavior and effective delivery of small group and individualized interventions, including progress monitoring and assessing Tier 2/Tier 3 fidelity. This expanded structure allowed more coaches to access ongoing TA with the most current knowledge and tools. Increasing the frequency of active TA for coaches at all three Tiers of PBIS will continue in 2012-13.

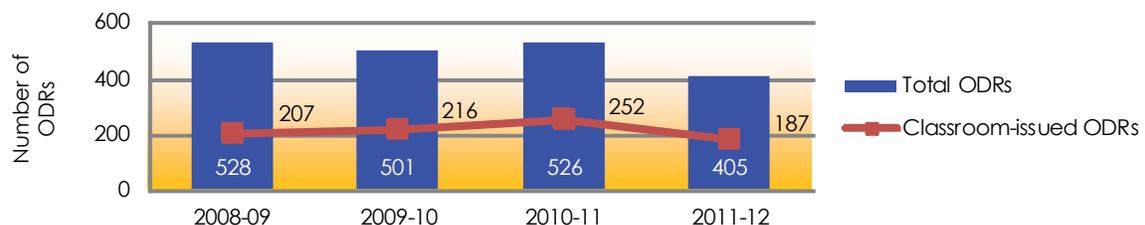
Coaches Network Meetings Statewide



## Coaching Yields Improved Outcomes at Middle School

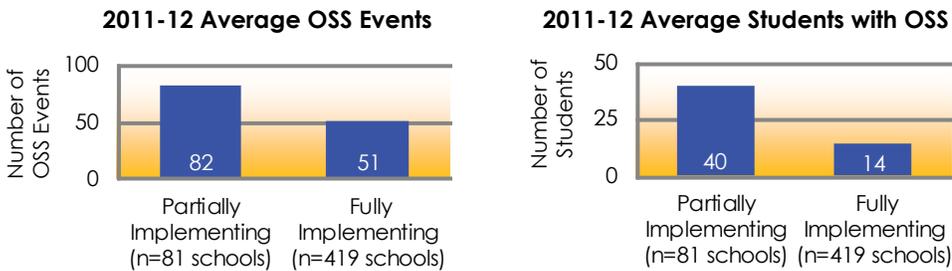
During the last year, the coaches at **Zadok Casey Middle School**, in **Mount Vernon SD 80**, participated in Illinois PBIS Network Coaches meetings, gaining skills in classroom management of problem behaviors. This was needed as 43% of the office discipline referrals (ODRs) for the previous three years were issued in the classroom. The coaches were able to apply the training from the Coaches Network meetings to help their teachers learn and practice classroom management techniques. Examples included how to provide brief, specific, and respectful responses to effectively address problem behavior and how to prevent it from occurring in the future. In the past year, this middle school's classroom-issued ODRs decreased by 26%, allowing teachers more time for instruction. The coaches plan to participate in the Coaches Network meetings again this school year to continue boosting their implementation and improving student outcomes.

Zadok Casey Middle School, Mount Vernon SD 80, ODRs 2008-12



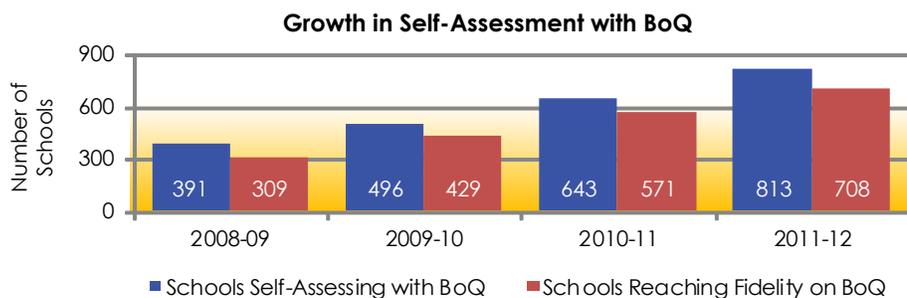
## Fidelity Impacts Outcomes

The Benchmarks of Quality, School-wide Evaluation Tool, and the Team Implementation Checklist are all used to assess Tier 1 fidelity. A statistical analysis was conducted between PBIS schools in Illinois that are fully and partially implementing Tier 1 looking at the differences in out of school suspensions (OSS). The schools at Tier 1 fidelity had, on average, 31 fewer OSS events, 51 for fidelity schools versus 82 for non-fidelity schools, a statistically significant difference ( $p < .001$ ). Schools who had reached fidelity also had fewer students with OSS, 14 students with OSS on average for schools reaching fidelity versus 40 for non-fidelity schools.



## Increase in Self-Assessment of Fidelity

Schools that reach fidelity at Tier 1 experience better student outcomes. Schools that can accurately self-assess their PBIS implementation are able to continuously improve their outcomes and will be more likely to sustain the effects over time. During the 2008-09 school year, Illinois schools were introduced to the nationally tested Benchmarks of Quality (BoQ) tool ([www.pbis.org](http://www.pbis.org)) for assessing Tier 1 fidelity. The number of schools self-assessing their fidelity and reaching fidelity has more than doubled since then, from 391 schools in 2008-09 to 813 schools using the BoQ in 2011-12. The number of schools reaching Tier 1 fidelity on the BoQ has also increased over the last four years, from 79% in 2008-09 to 87% of schools using the BoQ reaching fidelity in 2011-12. The Illinois PBIS Network will continue to support schools to ensure accurate and consistent self-assessment to maximize student outcomes.



## SWIS System Now Supports All Three Tiers

*SWIS: School-wide Information System*

Approximately 800 Illinois schools use the web-based SWIS system to access data to guide their efforts around students' behavioral outcomes at all three tiers.

### Tier 1

SWIS organizes referral and suspension data by location, offense, time-of-day, and student.

### Tier 2

SWIS allows schools to closely track progress of students involved in Check-in Check-out (CICO), social skills instruction, and other targeted group interventions using the Daily Progress Report.

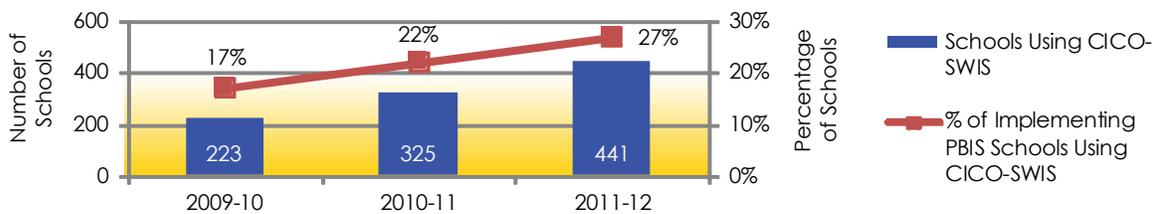
### Tier 3

Beginning in 2012-13, the Individual Student Information System (ISIS) will be available on SWIS for teams to scale up their interventions for students who need individualized supports.

## More Schools Progress Monitor at Tier 2

Check-in Check-out (CICO) is now a widely used intervention in Illinois schools implementing PBIS. Most schools employ CICO as the first simple Tier 2 intervention along a continuum of Tier 2/Tier 3 supports. This versatile intervention is the foundation for higher level interventions and is the only support some youth need, while other youth have CICO as part of a much more comprehensive and individualized plan. Progress monitoring is a critical feature of all interventions including CICO. The number of Illinois schools using the web-based CICO-SWIS progress-monitoring system has doubled in the past two years, from 223 schools in 2009-10 to 441 schools in 2011-12. There has also been an increase in students succeeding in CICO-SWIS from about 6,000 students in 2009-10 to over 16,000 in 2011-12. These data indicate that as more schools implement and progress-monitor CICO, more students experience success.

**Number and Percentage of PBIS Schools Using CICO-SWIS**

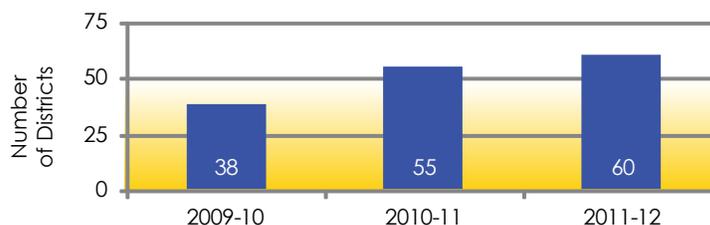


## Tier 3 Coaching Model Refined

### Building Fluency with Tier 3 Interventions

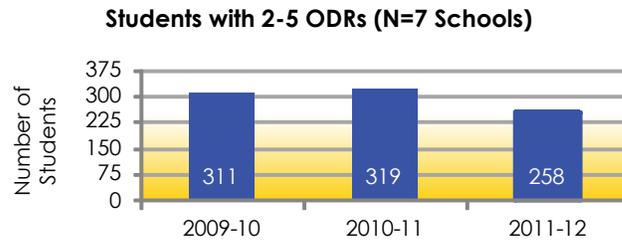
Intensive coaching and technical assistance (TA) is needed to build fluency with the more complex interventions at Tier 3. During 2011-12, strategies to increase Tier 3 coaching capacity and fluency were initiated with a focus on district and regional personnel providing coaching at Tier 2/Tier 3. In addition to the Tier 2/Tier 3 Coaches Network meetings described on page 2 of this report, the Illinois PBIS Network supported several districts with a more intensive TA process for Tier 3 facilitators. This included problem-solving real Tier 3 plans and the opportunity for feedback from other facilitators and coaches during on-site and distal learning opportunities. During 2012-13, more coaches and facilitators statewide will be able to access enhanced Tier 3 TA including direct assistance with their actual Tier 3 intervention plans via meetings and webinars. A Tier 2/Tier 3 Readiness Checklist and a description of the developing Tier 3 coaching model will be shared in upcoming Tier 2/Tier 3 Coaches Network meetings.

**Districts with Tier 2/Tier 3 External Coach**



## Universal Screening Reduces Problem Behaviors

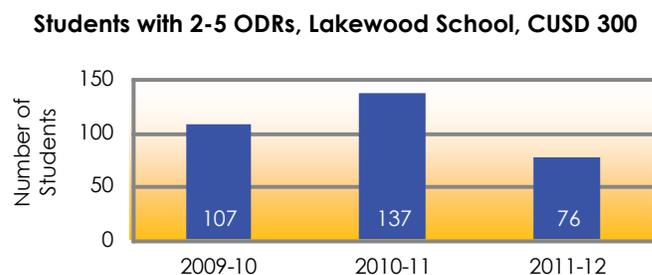
Universal Screening for behavior is an evidence-based practice for efficiently identifying students at risk of developing problem behaviors that may impede academic progress. In 2007, as part of a national demonstration process, the Illinois PBIS Network began supporting schools to conduct Universal Screening within a Tier 2/Tier 3 model of support. The Network directly supported over 60 schools in 10 districts with the process of screening, intervening, and progress-monitoring student response to intervention. Student outcome data from a sample of schools from two of the participating districts, **SD U-46** and **CUSD 300**, is shared below. In these seven demonstration schools, approximately 13% of the total student population accessed a Tier 2 intervention as a result of Universal Screening. These schools experienced a reduction of students with 2-5 office discipline referrals (ODRs) from 311 in 2009-10 to 258 in 2011-12.



The Illinois PBIS Network now offers schools information on how to conduct a Universal Screening process that consists of three elements: 1) a multi-step teacher nomination process, 2) tools for identifying students with acting out and withdrawn behaviors, and 3) expedited Tier 2 interventions for students who meet screening criteria. See [www.pbisillinois.org/curriculum/universalscreening](http://www.pbisillinois.org/curriculum/universalscreening) for more information.

## Tier 2 Fidelity Impacts Students with Repeated Behavior Problems

**Lakewood School** in **CUSD 300**, a school with a high-poverty student population, began developing their Tier 2/Tier 3 systems in 2008-09 as an Illinois and National Demonstration site. Tier 2 systems and practices were installed with fidelity per Lakewood's 2009-10 Benchmarks for Advanced Tiers and Individual Student Systems Evaluation Tool scores. This school has maintained their Tier 2 fidelity over the last three years. During 2010-11, the principal and team observed an increase in the number of office discipline referrals (ODRs) for 2010-11. They determined that additional professional development for Check-in Check-out (CICO), the simple secondary intervention most frequently used to address student problem behavior, was needed. Procedures for providing student feedback and ratings during CICO were reviewed during staff meetings to increase effectiveness. Following this team intervention, the percentage of students with 2-5 ODRs declined from 18% (137 students) to 10% (76 students), or 61 fewer students. This outcome demonstrates the value of maintaining fidelity and using data to continuously improve implementation and student outcomes.



# Tier 2 / Tier 3

## RENEW Supports High School Youth

*RENEW: Rehabilitation, Empowerment, Natural Supports, Education, and Work*

The RENEW process, developed through the University of New Hampshire, is a specific application of wraparound for older, transition-aged youth, who are at the highest risk of suspension, expulsion, alternative placement, and dropout.

RENEW focuses on increasing school engagement, employment, graduation, and post-secondary education for youth who have experienced the most system failure over time.

For more information about RENEW, visit [www.pbisillinois.org/schools/high-schools/renew](http://www.pbisillinois.org/schools/high-schools/renew).

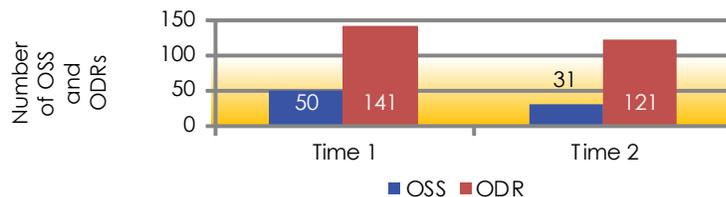
## Statewide Plan for Tier 3 Implementation

### Supporting More of the Most Vulnerable Youth

Students with disabilities are suspended almost twice as often as their general education peers; this rate is even higher for specific groups of students with disabilities, such as African American young men (U.S. Dept. of Ed., 2012). As these students get older, they are at high-risk for being excluded from or dropping out of school, resulting in poor post school outcomes. To impact this trajectory, the Illinois Statewide Technical Assistance Center (ISTAC) began the Educational Environment Demonstration (EE Demo) to support these most vulnerable youth through the wraparound-based RENEW process. During second semester of 2011-12, 14 schools in seven Illinois districts began implementing RENEW, supporting 63 students. Of these youth, 62% had Individualized Education Programs (IEPs) and 89% of them were African-American or Hispanic. For the 39 youth from this group with two or more points of data available, there was a positive shift in out of school suspensions (OSS) with a 38% drop during fourth quarter. Office discipline referrals were also reduced by 14% for this group of students.

U.S. Department of Education. 2012. "Office for Civil Rights: The Transformed Civil Rights Data Collection (CRDC)". Department of Ed report.

**OSS for Illinois High School Students with RENEW Plans (N=39 Students)**

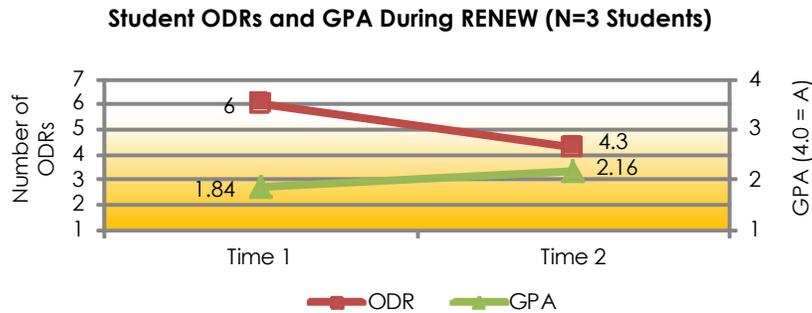


## District Commits to High School Youth with IEPs

**Waukegan CUSD 60** is continuously improving their support systems for high school (HS) youth with IEPs. Investments include Tier 3 coaching support and a District Leadership Team focused on improving Tier 2/Tier 3 supports for older youth. In January 2012, 30 staff were trained in RENEW including administrators, teachers, and clinicians with nine of them providing facilitation of the RENEW process for individual students. By June, the district had 11 HS youth with IEPs receiving full RENEW plans and another 17 youth (5 with IEPs) enrolled in a classroom-based intervention that included the mapping component of RENEW. For the 11 youth with full RENEW plans, gains included an overall 69% reduction in out of school suspensions. Preliminary results for the 17 youth in the classroom intervention are promising, including improved grades and reductions in discipline referrals. During 2012-13, the district is offering one class at each campus, doubling the number of youth who will have access. RENEW is also being used to help transition HS youth back to the general education setting from more restrictive placements.

# High School Students Succeed with RENEW

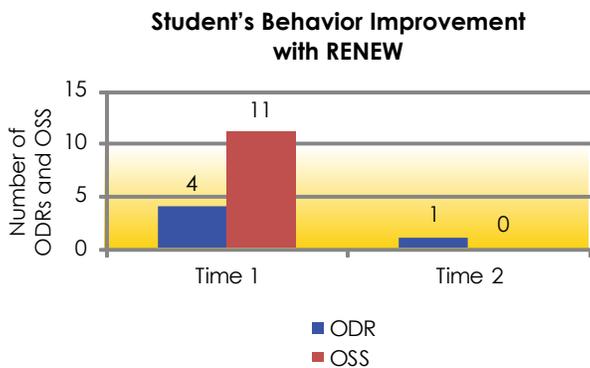
During the 2010-11 school year, social workers at **Alton High School** in **Alton CUSD 11** were trained in RENEW. As part of the planning and implementation process, the team created decision-rules to identify students eligible for RENEW plans more quickly. They developed a procedure for monitoring student outcomes and prioritizing support for students most at risk of restrictive placement. Since that time, ten students, eight with Individualized Education Programs (IEPs), have begun RENEW plans. Of the eight students, three had baseline and three month data available for analysis. Preliminary results show that these students have lowered their total office discipline referrals (ODRs) by 28% from an average of 6 per student to 4.3 in the three month period, and also increased their GPA by 15% over the same period of time.



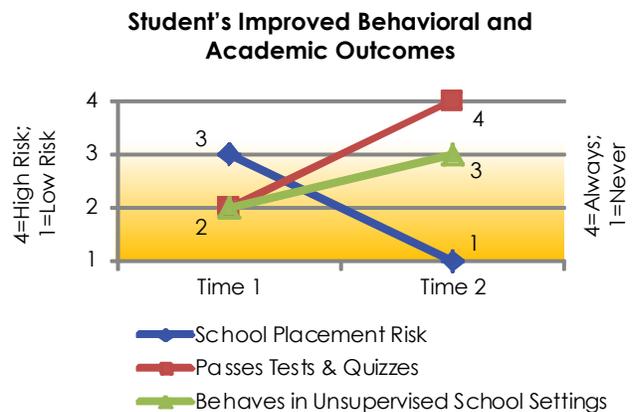
## Results for Students with RENEW Plans

High schools implementing RENEW are using data tools which allow for frequent review of relevant data to progress monitor and ensure meaningful results. Below are examples of data illustrating outcomes for two students supported by RENEW during the 2011-12 school year.

In March 2012, a RENEW plan was initiated for a twelfth grade student spending 60% or more of his day in a special education class. By June of 2012, his ODRs went down from 4 to 1, and his OSS decreased from 11 to zero. Over three months, his attendance increased as did his completion of assignments.



A ninth grader was at a high risk of placement in a more restrictive setting. Three months later his risk of being moved had decreased as had his discipline issues. Additionally, teachers reported improvement in academic performance and social interaction with peers.



# Students with Disabilities

## What is the Impact of PBIS on Students with IEPs?

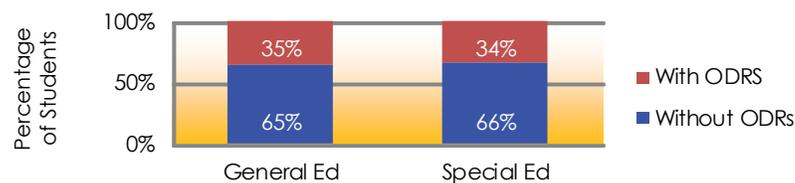
### Preliminary Results Show Benefit

Improving outcomes for students with disabilities within general education settings is a major goal of the Illinois PBIS Network. The 2010-11 school year saw significant investment in this goal through implementation of the School-wide Information System Individual Education Program (SWIS IEP) feature. The SWIS IEP feature requires that schools enter IEP status (yes or no) for each student enrolled in SWIS, allowing schools to monitor the progress of these students.

As of June 2012, approximately 760 out of 900+ Network schools using SWIS were using the IEP feature, allowing the school teams to look at office discipline referrals (ODRs) specifically for students with IEPs. This close look at ODRs for students with IEPs provides teams with a snap shot of the impact of school-wide supports on this vulnerable group. Using 2009-11 school years' data from Illinois PBIS schools, Tobin, Horner, Vincent, and Swain-Bradway (in preparation) found schools reducing their overall ODRs by 10% were more likely to reduce ODRs for students with IEPs as well. Researchers found that a larger sample (N=361) had an equivalent proportion of ODRs among students with and without IEPs. More importantly, students in special education were not disproportionately represented in ODRs. For 2009-10 and 2010-11, 35% of the students in general education had ODRs, with 34% of students in special education also receiving ODRs.

Tobin, T.J., Horner, R., Vincent, C., Swain-Bradway, J. (In preparation). Students with Individualized Education Programs and Involvement in Office Discipline Referrals. A manuscript in preparation.

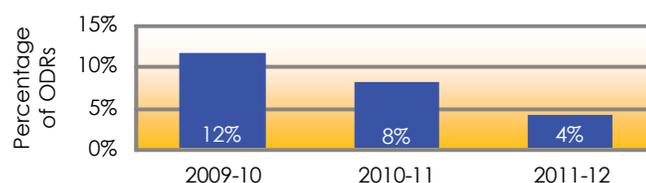
**Average Percent of Students With and Without ODRs 2009-11 (N=361 schools)**



## Students with IEPs Benefit Equally from PBIS

For the 2011-12 school year, **SD U-46** had seven schools that maintained or increased fidelity of PBIS implementation across all three tiers. One of these schools, **Parkwood Elementary School**, is using the SWIS IEP feature and experiencing dramatic reductions in the number of ODRs for students with IEPs. For the 2009-10 school year, 12% of the major ODRs were for students with an IEP. In the 2011-12 school year, Parkwood's proportion of ODRs for students with IEPs had been reduced to 4% of the total ODRs, a proportion *lower* than the 12% of students with IEPs in the school population. The lower ODR rates for students with IEPs is encouraging, given the cumulative risk factors (e.g., history of problem behavior, diagnosed with a disability, academic failure, attendance problems) that contribute to drop out over a student's school history.

**Parkwood Elementary School, SD U-46, Percentage ODRs for Students with IEPs**

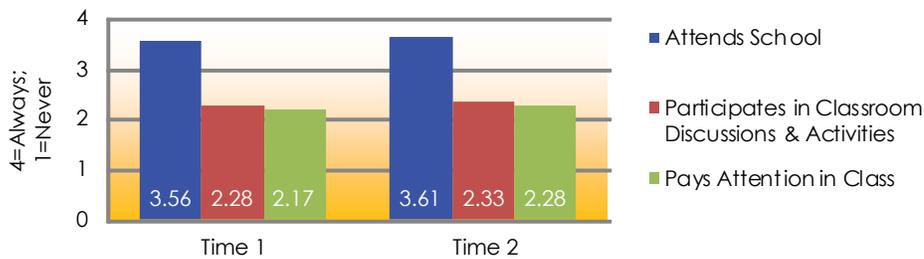


# District Invests in Tier 3 Coaching

## Improved Outcomes for Students with IEPs

**Evanston/Skokie CCSD 65** has continued to build Tier 3 capacity with consistent external coaching at advanced tiers. The district coaches have participated in the Illinois PBIS Tertiary Learning Community, which helped them to build fluency with Tier 3 wraparound interventions through networking and problem solving with Tier 3 coaches and facilitators statewide. Approximately 70% of the schools in the district have documented Tier 3 activity, with 13 Tier 3 facilitators in 12 schools actively using the Tier 3 SIMEO data system. During 2011-12, seven schools in the district had a total of 18 students supported through Tier 3 wraparound with active use of data for decision-making. These students, nine of whom had Individualized Education Programs (IEPs), saw a 14% decrease in office discipline referrals (ODRs), and experienced improvements in school attendance, homework completion, and overall academic performance.

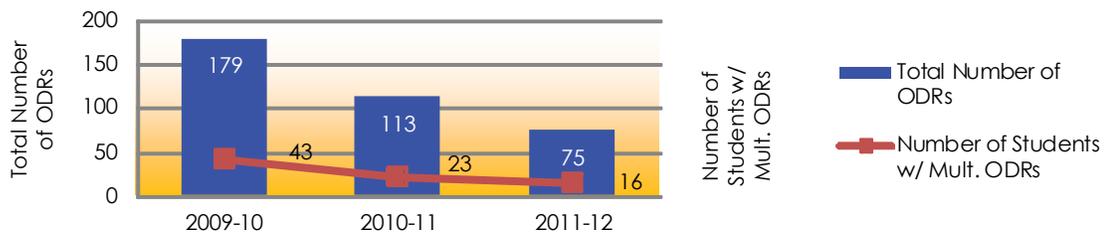
**Evanston/Skokie CCSD 65, Academic Improvements for Students with IEPs**



## Reductions in Students with Multiple ODRs

An important aspect of implementing PBIS with fidelity is ensuring that the most vulnerable youth access effective interventions for both behavior and academics. Instructional time is crucial for students with disabilities, and fewer behavioral referrals means more time in the classroom. **Gemini Junior High School** in **East Maine School District 63** has decreased the number of ODRs in their school by 58% over the last three years. During this same time period, Gemini Jr. High has also reduced the number of students receiving multiple ODRs, from 43 to 16, a 62% decrease. The academic achievement gap for students with and without IEPs was reduced by 23% on ISAT reading scores from 2009-10 to 2010-11. The percentage of students with IEPs achieving Meets/Exceeds on ISAT reading increased from 41% to 52% in the same time period.

**Gemini Junior High School, East Maine SD 63, ODR Reductions**



# Students with Disabilities



## to Guide Continuous Improvement

### Advancing PBIS

#### Partnering with Districts on Innovation

The Illinois PBIS Network is pursuing innovations with multi-tiered behavioral supports by partnering with select districts throughout the state on key focus areas. These partnerships build capacity of districts to improve outcomes for all students, as well as advancing training and technical assistance statewide. During 2011-12, partnerships focused on a range of critical topics, such as improving outcomes for students most at risk of school failure, school push-out, or placement into restrictive settings. The innovations targeting these outcomes included:

- Advancing Tier 2/Tier 3 Implementation
- Implementation of Advanced Tiers in High Schools
- Addressing Disproportionality on Ethnicity and Disability
- Bullying Prevention
- Interconnected Systems Framework of Community Mental Health Supports
- Team Initiated Problem Solving (TIPS)

### Addressing Disproportionality through Schoolwide PBIS

It has been widely-documented that students of color are disproportionately impacted by punitive school discipline. African American students are overrepresented in suspension and expulsion data relative to their enrollment. African American, Hispanic, and Latino students are also more likely than their peers to be affected by school-related arrests (The Civil Rights Project, 2012). Encouraging results were shared in a 2009 Evaluation Brief from the National PBIS Center ([www.pbis.org](http://www.pbis.org)) indicating that SWPBIS results in equal levels of reductions in discipline referrals for all ethnicities. But because students of color have been historically over represented in discipline referrals, disproportionality persists, albeit at a lower rate.

The Illinois PBIS Network is developing a tool for schools to self-assess their cultural responsiveness based on practices recommended by Sugai, O’Keeffe, and Fallon (2012). This tool is currently being piloted in selected Illinois schools exploring ways to incorporate diversity and SWPBIS. The relationship between disproportionality and student achievement is summarized and directions for using the tool to self-assess and generate action plans are provided.

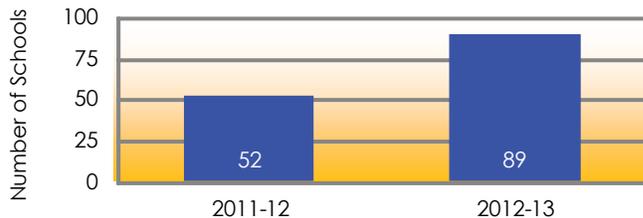
School teams are encouraged to visit [www.pbisillinois.org/curriculum/disproportionality](http://www.pbisillinois.org/curriculum/disproportionality) for more information about disparities in discipline practices associated with student race/ethnicity.

Sugai, G., O’Keeffe, B., Fallon, L. (2012). A Contextual Consideration of Culture and School-wide Positive Behavior Support. *Journal of Positive Behavior Interventions*, 14(4) pp. 197-208.

# Expanding Bullying Prevention Efforts

In 2010, the Illinois PBIS Network established a plan to implement and scale up effective implementation of bullying prevention (BP) within a multi-tiered system of behavioral supports. The plan included collaborating with national researchers, summarizing current research, holding a statewide forum, sharing information at statewide conferences, as well as providing support through Coaches Network meetings. In February 2012, district coaches and school teams representing 15 districts participated in BP team training to establish pilot sites. Eleven participating districts began implementation in Spring 2012. Three more districts are initiating schoolwide BP in Fall 2012. In the 2012-13 school year, the Illinois PBIS Network will continue to provide technical assistance to these partner districts, assisting with use of data to assess progress. This information will guide the Network in scaling up implementation to more districts across the state.

**Bullying Prevention Pilot Schools**



## Supporting Families and Communities with PBIS in Illinois

Increasing the involvement of family and community members in statewide and local planning is a goal of the Illinois PBIS Network. Results include:

- A 69% increase (from 13 in 2009-10 to 22 in 2011-12) in the number of family and community members participating in the Statewide Leadership Team (SLT) meetings.
- An increase in the number of active family and community members on school and district teams (from 59 in 2009-10 to 113 in 2011-12).
- In 2011-12, the Network began offering special Network Meetings for family and community members, and added more sessions specifically tailored to these team members at our Statewide Leadership Conferences.

## Districts Partner to Prevent Bullying

During 2011-12, 52 schools in 14 Illinois districts established pilot sites for implementing bullying prevention within their PBIS framework. An additional 37 schools in these districts will be implementing bullying prevention in Fall 2012. Training on effective bullying prevention through a multi-tiered school-wide behavioral system will be offered to additional districts during 2012-13.

### Participating Districts

- Anna CCSD 37
- CUSD 300
- Forest Park SD 91
- Galesburg CUSD 205
- Grant CCSD 110
- Jacksonville SD 117
- Meridian CUSD 223
- Oak Lawn-Hometown SD 123
- Palatine CCSD 15
- Schaumburg CCSD 54 SD U-46
- Springfield SD 186
- Summit Hill SD 161
- Wauconda CUSD 118

## Statewide Leadership Team Drives Network Progress

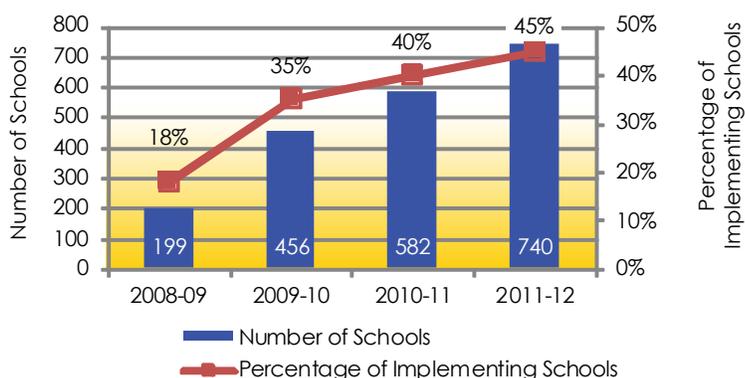
Since 2005, the Illinois PBIS Network Statewide Leadership Team, a coalition of private and public partners, has supported long-range planning, quality expansion, and sustainability of PBIS in Illinois schools. During 2012-13, the collaborative efforts of the Leadership Team's work group will again support Network partnering with Local Education Agencies to advance and innovate specific focus areas for school improvement such as: impacting disproportionality by ethnicity and disability in discipline, advancing fidelity implementation of Tier 2/Tier 3 systems, expanding Tier 3 wraparound-based RENEW process in high schools, and integrating mental health and other community supports in schools.

The Network will also continue to align with other Illinois Statewide Technical Assistance Center (ISTAC) projects with the goal of ensuring students with disabilities experience success at school and beyond. Demonstration districts are being supported by blending PBIS, Project CHOICES, and Illinois Autism Training & Technical Assistance Project field-based personnel to establish district specific ISTAC Technical Assistance teams. The focus will be impacting outcomes for students with disabilities in general education environments.

## Schools Recognized for Implementation Reach Record Level

During the 2011-12 school year, the highest number of schools ever applied and were recognized for their progress implementing PBIS, continuing a positive multi-year trend. More importantly, the percentage of implementing schools that earned recognition has also grown over the past four years. A total of 740 schools were recognized, a 27% increase over last year. This equates to 45% of all PBIS schools, up from 40% of schools last year. A total of five schools were awarded the Exemplar level, 28 Fully Implementing, 266 Implementing, 305 Emerging, and 136 Start Up. Visit [www.pbisillinois.org/schools/recognition-process](http://www.pbisillinois.org/schools/recognition-process) for a complete list of schools and information about the recognition process.

**IL PBIS Number of Schools Recognized & Percentage of Implementing Schools Recognized**



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