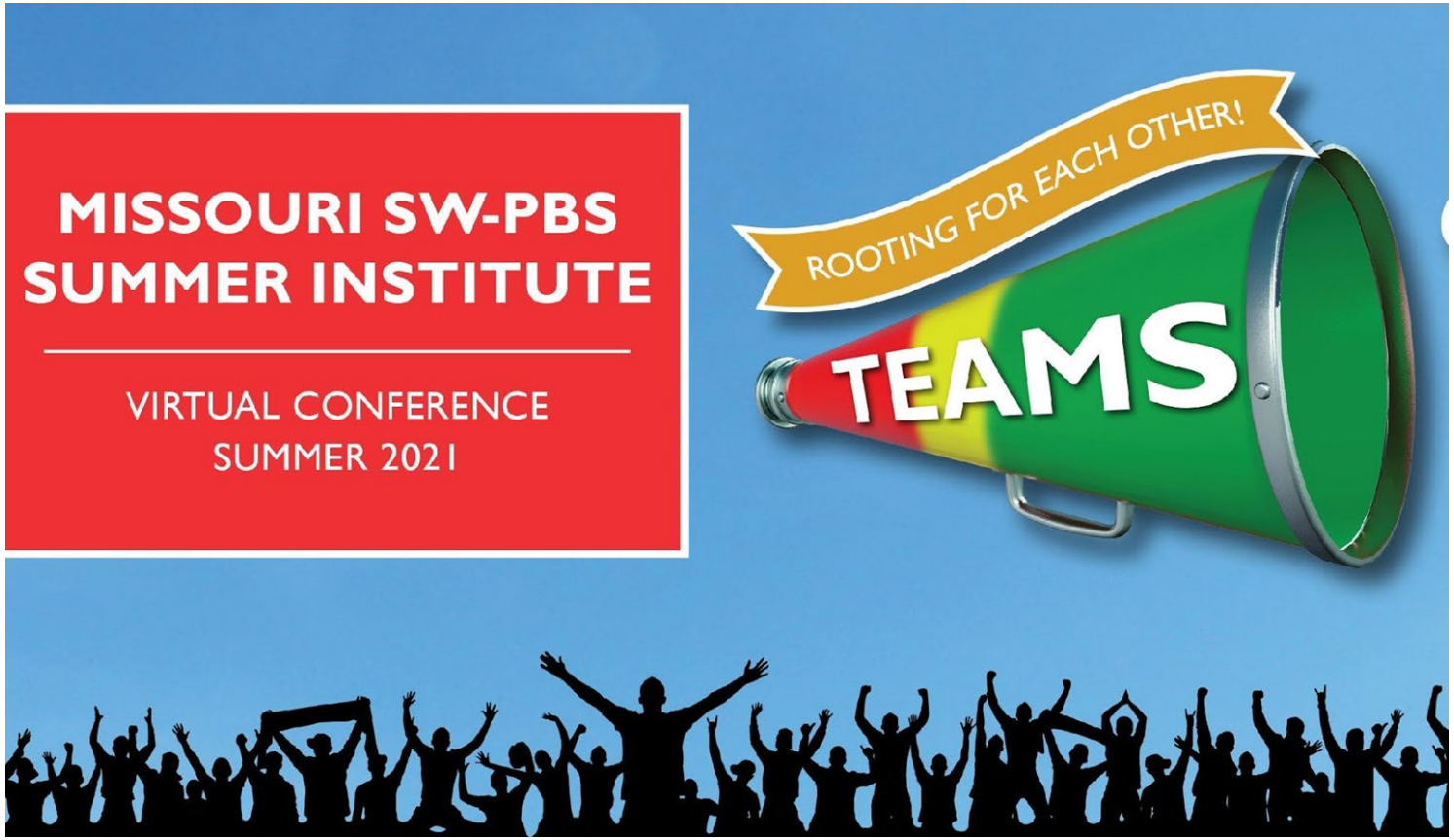
Welcome to DATA WEEK!
June 16-17



THANK YOU FOR JOINING THE KEYNOTE ADDRESS

Keynote Speaker –
Heather Hatton, Ph.D.

Implementation Fidelity and Sustainability: Celebrations from the MO SW-PBS Initiative

Begins at 9:00 a.m.

Tweet about your experience!

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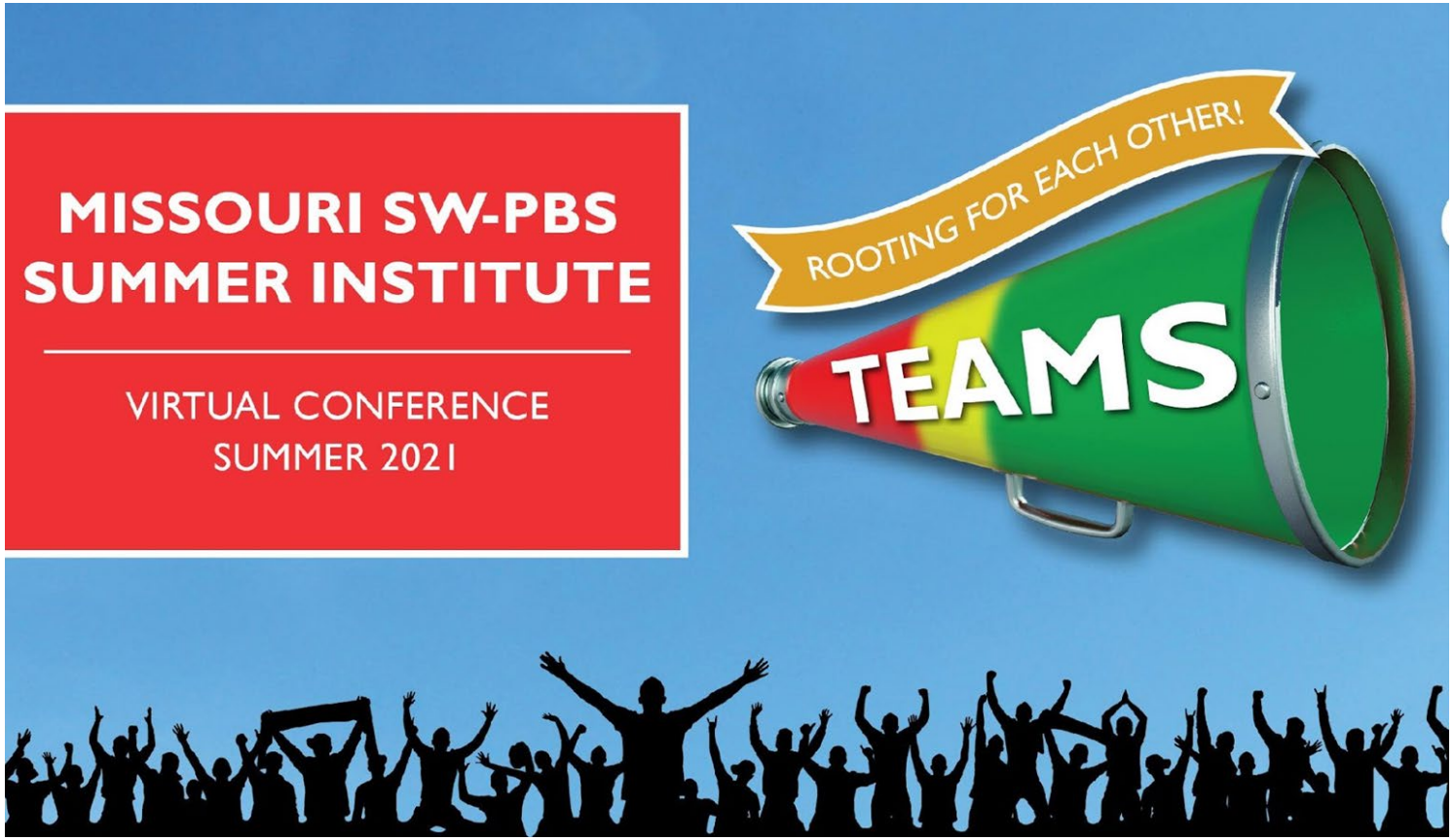
June 16-17



Your microphone will be muted for this session.

Your camera will be off for this session.

Tweet about your experience!

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Implementation Fidelity and Sustainability: Celebrations from the MO SW-PBS Initiative

HEATHER L. HATTON, PH.D.

UNIVERSITY OF MISSOURI

MU CENTER FOR SW-PBS

Introductions & Expectations

HEATHER L. HATTON, PH. D.

ASSISTANT RESEARCH PROFESSOR

EXPECTATIONS:

Interact with me

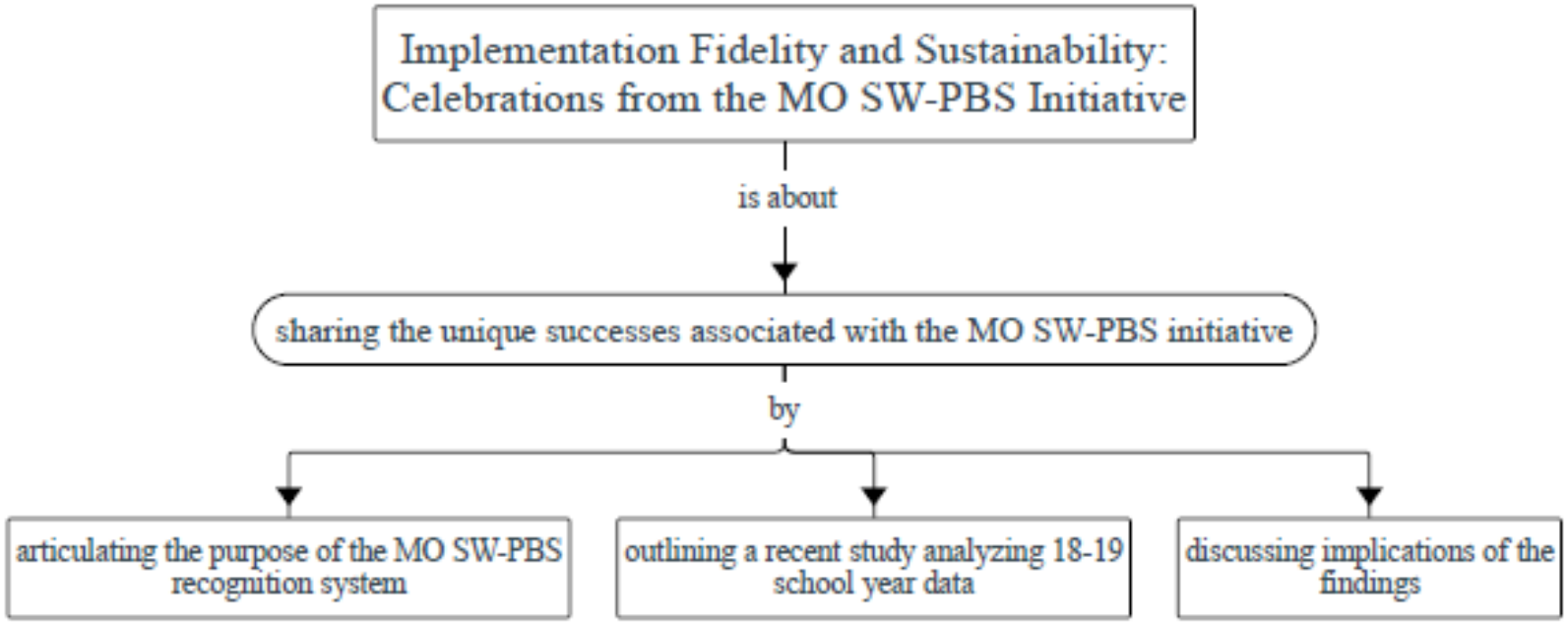
- Respond to polls
- Use the Q & A

Interact with each other

- Use the chat

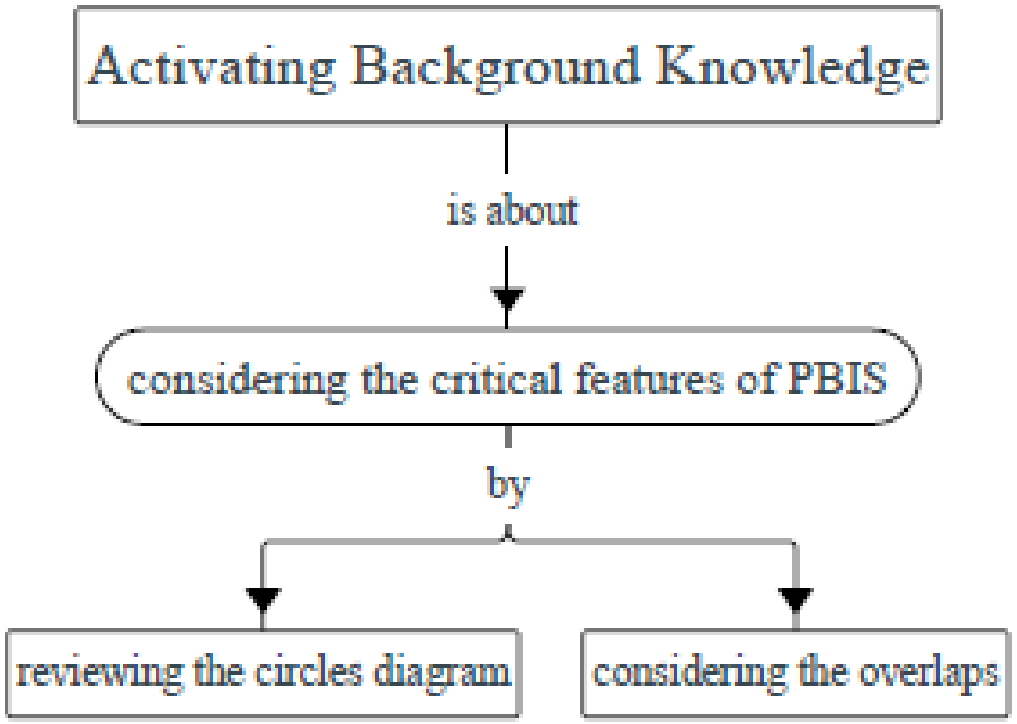
Objectives & Guiding Questions

1. What makes evaluating the effects of PBIS challenging?
2. How do schools demonstrate active engagement in the work of PBIS?
3. What relationships exist between recognition status and critical outcomes?
4. What are the potential advantages and disadvantages of implementing a recognition system?

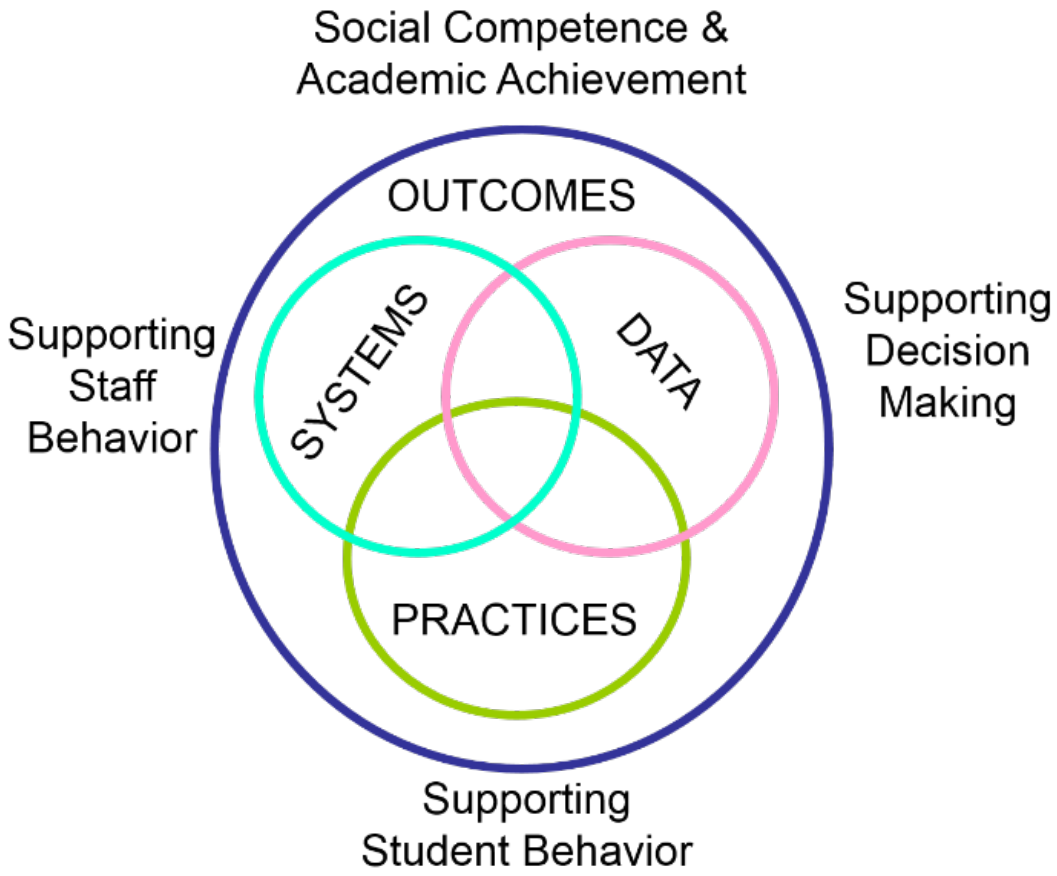


Activating Background Knowledge

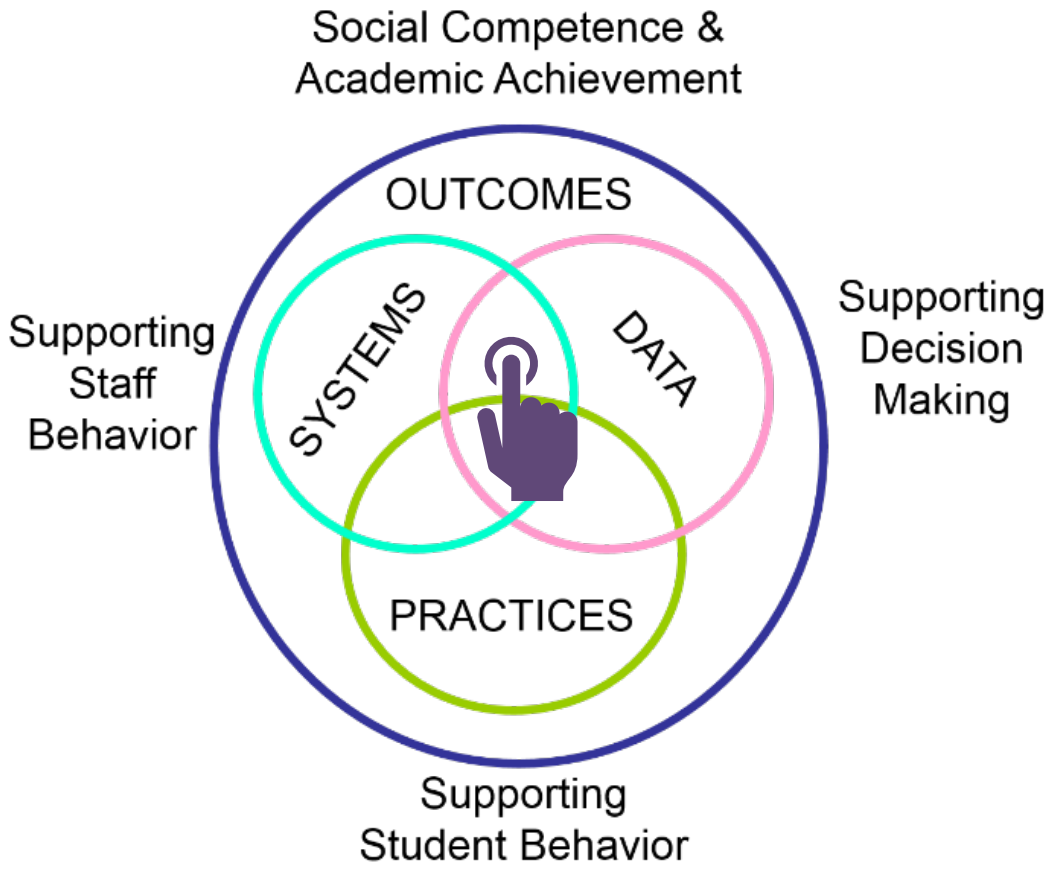
1. What are the critical features of PBIS?
2. How do the critical features of PBIS interact?
3. What makes evaluating the effects of PBIS challenging?



Critical Features of PBIS



Interaction of Critical Features



Data Systems

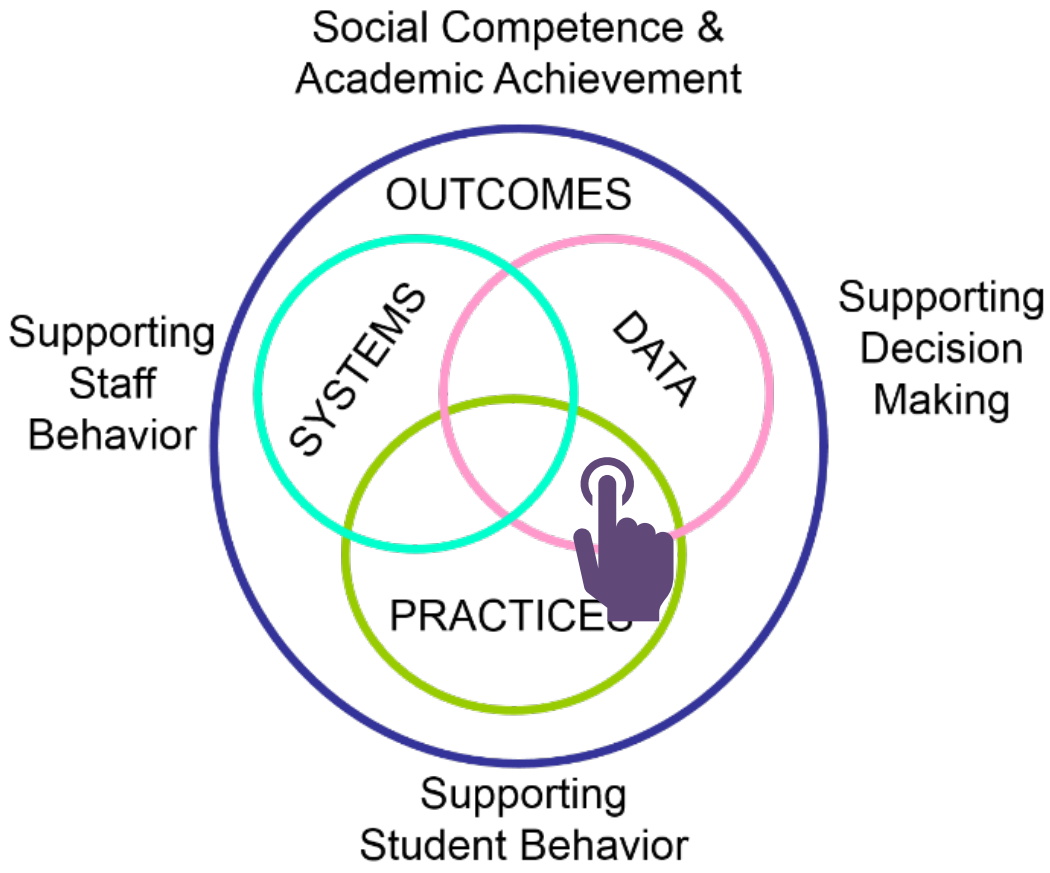
Data collection

Data entry

Data retrieval

Team operating procedures

Interaction of Critical Features



Data Practices

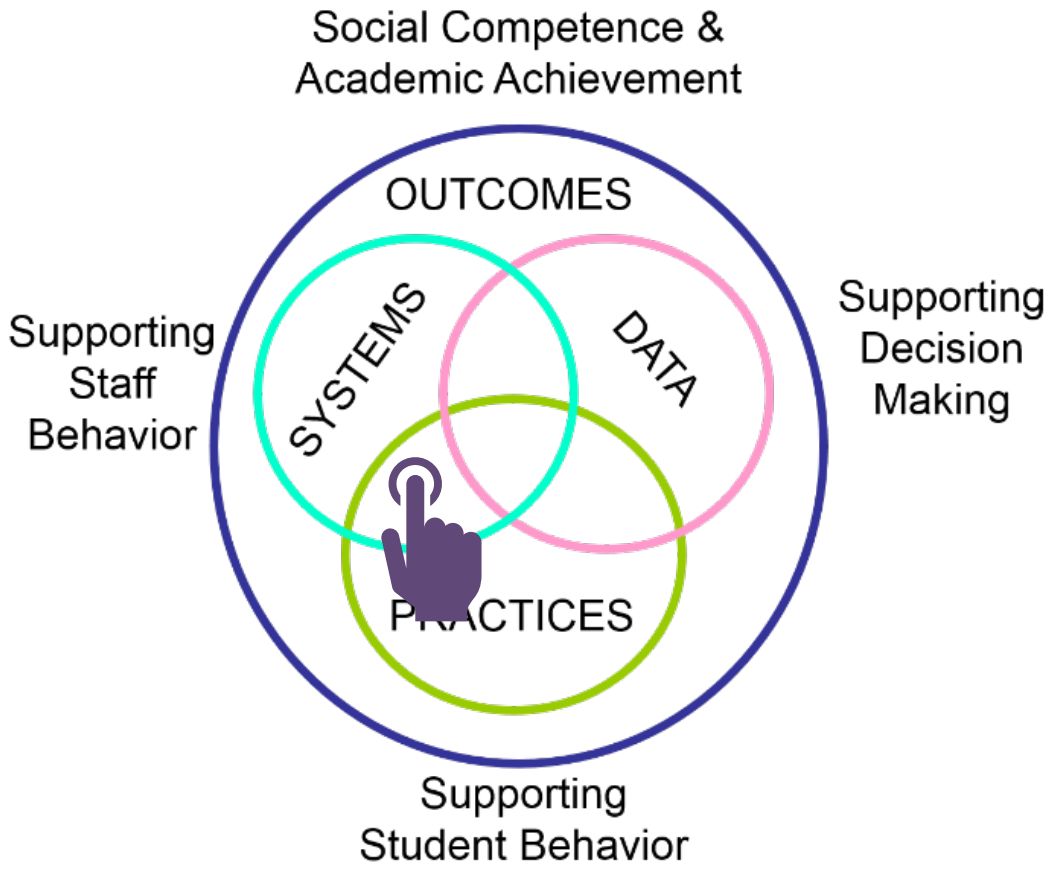
Data analysis protocol

Data decision rules

Resource alignment

Funding allocation

Interaction of Critical Features



Systems for Implementing Practice

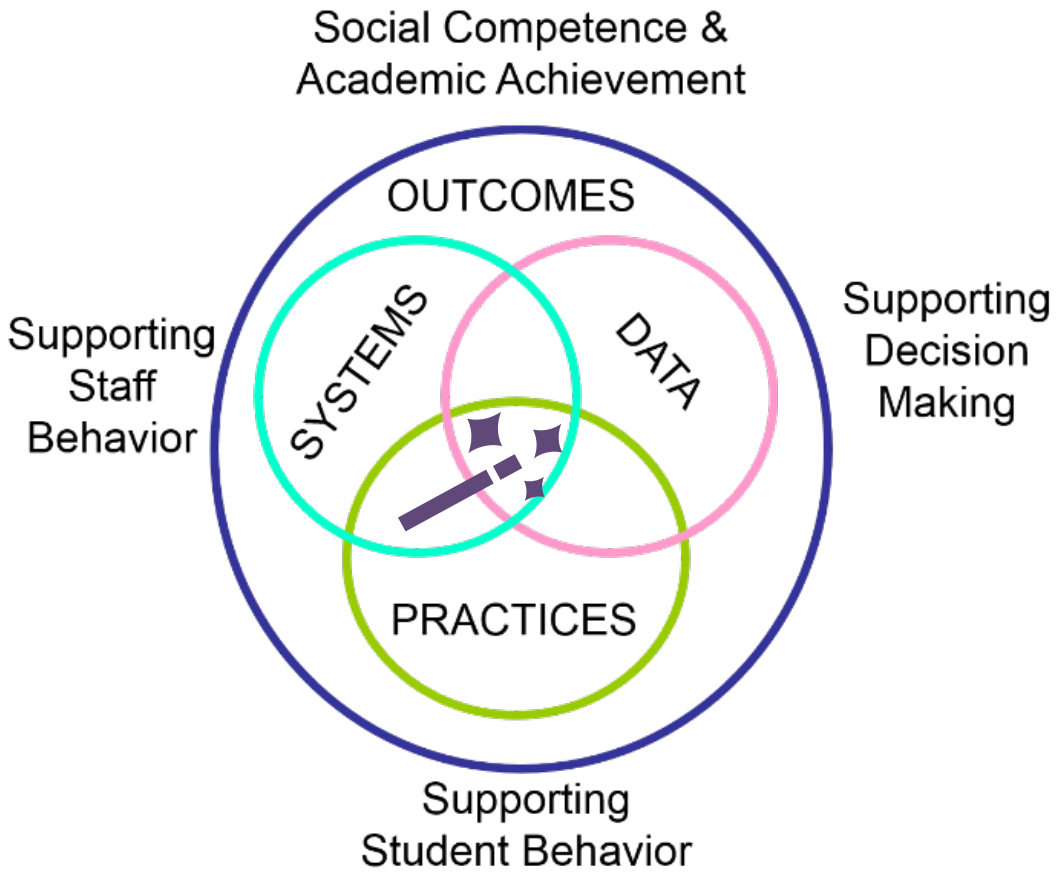
Team composition

Professional development

Stakeholder engagement

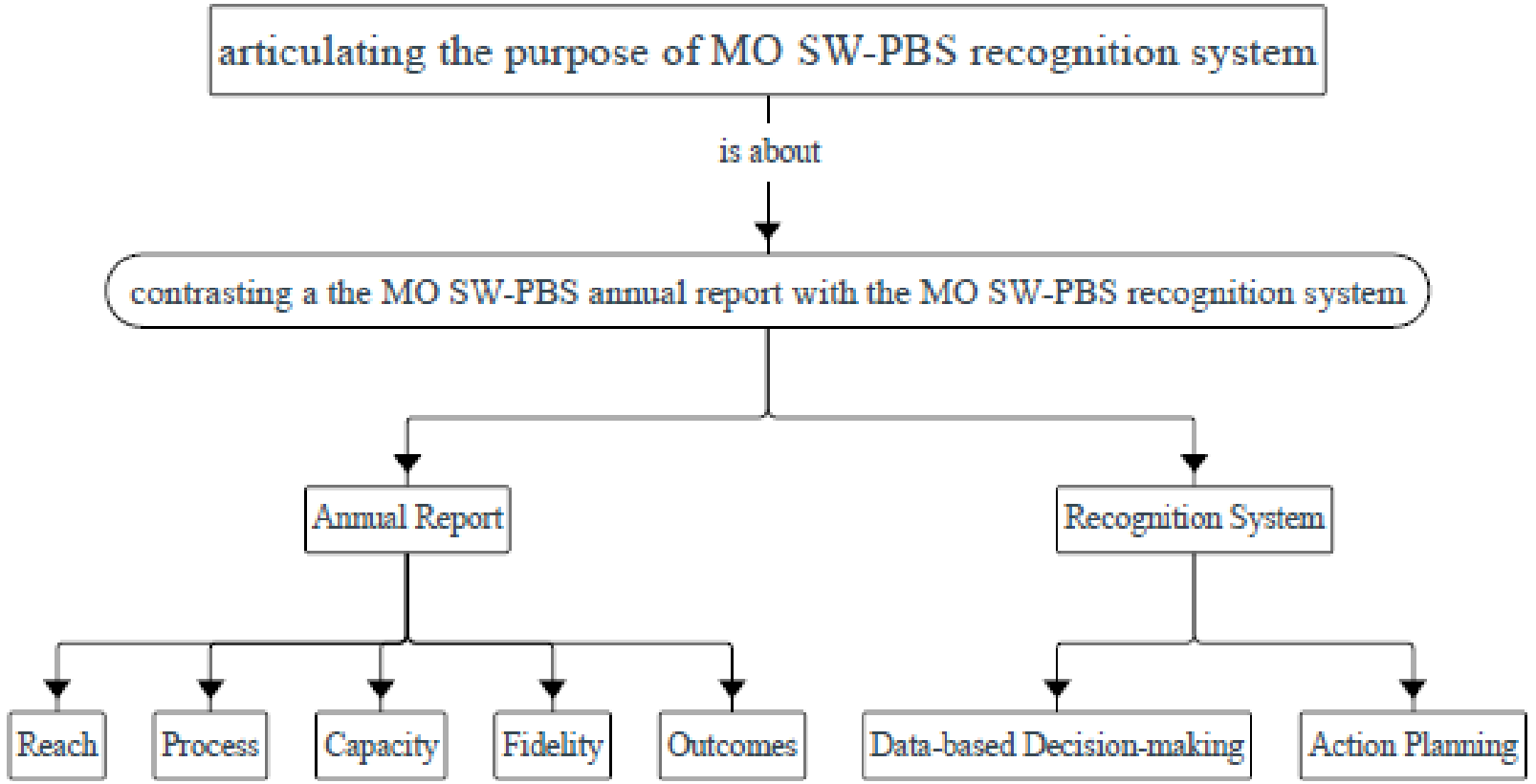
Policy review

Interaction of Critical Features



Purpose of the Recognition System

1. How would you describe the MO SW-PBS annual report?
2. What is the roll of the annual report in the MO SW-PBS initiative?
3. How would you explain the MO SW-PBS recognition system?
4. How do schools demonstrate active engagement in the work of PBIS?



Annual Report

CENTER ON PBIS Positive Behavioral Interventions & Supports

EVALUATION BLUEPRINT

Table 1. Common Evaluation Questions by Area and Measures

Area	Common Questions	Common Measures
Reach. Who is participating in PBIS?	• How many students/schools/districts/community organizations are involved? • To what extent has PBIS implementation scaled across the district/region/state? • To what extent has PBIS implementation sustained?	• Counts of schools • Counts of students
Process. What is happening with the PBIS initiative?	• What leadership team activities have been completed? • What PBIS professional development (i.e., training, coaching, evaluation) has been delivered? • To what extent was the professional development delivered with fidelity?	• DSFI/TFI Action plan completion • PD Calendar • PD activity evaluations • SISS: Stakeholder Input and Satisfaction Survey
Capacity. What is the ability of the organization to implement and sustain PBIS?	• What is the organization's capacity to implement and sustain PBIS? • What resources are available to support PBIS adoption, installation, and sustained implementation? • To what extent has PBIS implementation improved capacity for the organization to replicate, sustain, or scale up PBIS?	• DSFI: District Systems Fidelity Inventory • DCA/RCA/SCA: District/Regional/ State Capacity Assessment • SSFI: State Systems Fidelity Inventory
Fidelity. Are the core features of PBIS being implemented?	• What percent of implementing schools measured fidelity of implementation? (Tier 1, Tier 2, Tier 3) • To what extent is PBIS implemented as intended in schools? (Tier 1, Tier 2, Tier 3) • Are the specific practices within PBIS implemented as intended? • What schools can serve as model schools for local implementation demonstrations?	• TFI: Tiered Fidelity Inventory • Team Meeting Fidelity Checklist • SEB Lesson Plan calendar • CICO-FIM Tool • Wraparound Integrity Tool
Outcomes. Is the initiative achieving valued outcomes and worth sustaining?	• To what extent do schools implementing PBIS with fidelity show desired changes in student outcomes? (e.g., discipline rates, academic achievement, graduation, SEB outcomes, student satisfaction, equity) • To what extent do schools implementing PBIS with fidelity show desired changes in other areas of schooling? (e.g., adult perception, staffing, policies)	• Office Disicpline Referrals (ODRs) • Exclusionary Practices Data (isolated time-out, seclusion, detention, suspension, expulsion) • Restraint Data • Disproportionality Data • Academic Achievement • Attendance • Tardiness • SEB Competence Measures • School Climate Surveys

Recognition System

Missouri SW-PBS School Recognition Application Preparation Worksheet
2017-2018

The purpose of the Missouri SW-PBS School Recognition Program is to identify and recognize Missouri schools for successful implementation of Schoolwide Systems of Positive Behavior Support. Criteria are based on effective implementation of the essential components outlined by the OSEP Center on Positive Behavioral Interventions and Support.

Successful applicants will demonstrate exemplary performance in the following areas:

1. Use of data to direct instruction, problem solving and intervention efforts
2. Active use of creative and engaging recognition systems
3. Implementation of SW-PBS throughout the school environment
4. Systemic orientation of new students, parents and staff throughout the year
5. Active instruction for social and behavioral skills

Instructions:

- Complete and submit the Recognition Application Google Form (use this worksheet to help you prepare the information).
- All additional materials must be completed and submitted by mail or electronically to your Regional SW-PBS Consultant no later than April 16, 2018.
- Materials regularly submitted to consultants need not be resubmitted.
- Notification of the award will be made by May 11, 2018.

RECOGNITION RECIPIENTS MUST AGREE TO SERVE AS DEMONSTRATION SITES FOR SW-PBS.

Demonstration sites may be called on to share their success in the following ways: (1) allow representatives from schools or districts to visit your building and attend a SW-PBS Leadership Team meeting, (2) share materials related to implementation, (3) provide data and other aspects of the implementation process for publication purposes, (4) participate in videos or other electronic tutorials produced by MO SW-PBS, and (5) arrange for SW-PBS information from your district/school to be displayed on your website.

To be considered for the Missouri SW-PBS School Recognition Program, this application and supporting documents must be submitted in accordance with the established timelines and meet all criteria.

DATA SUBMISSION AND ASSESSMENT REQUIREMENTS

	SAS	SSS	SET or TFI	Quarterly Data
Tier 1	70% on Schoolwide, Non-Classroom and Classroom Subscales completed by 80% of Staff	Completed by a minimum of 5 staff. (Completion by 80% of staff and participation by students and parents is encouraged.)	SET 80%/80% OR TFI Tier 1 70%	Quarter 1, 2, & 3 Team Meeting Minutes & Big 5 Data OR Solution Plan
Tier 2	ABOVE	ABOVE	SET 90%/90% OR TFI Tier 1 70% AND Tier 2 TFI Subscale Completed	ABOVE
Tier 3	ABOVE	ABOVE	SET 90%/90% OR TFI Tier 1 70% AND Tiers 2 & 3 TFI Subscales Completed	ABOVE

School or Program Name: _____
District Name: _____
Preparer's Name: _____
Preparer's Email: _____
Administrator's Name: _____
Administrator's Email: _____
School Website: _____
RPDC Region: _____

Applying for Recognition Level:
☐ Bronze (Tier 1 with fidelity)
☐ Silver (Tiers 1 & 2 with fidelity)
☐ Gold (Tiers 1, 2, & 3 with fidelity)

Number of Certified Building Staff: _____

Did 80% of Certified Staff Complete the Self-Assessment Survey (SAS) in 2017-2018?
(Find this data on the PBISapps.org website, SAS "Total Score" report.)
School-wide Percentage in Place: _____
Non-Classroom Percentage in Place: _____
Classroom Percentage in Place: _____

Indicate all tiers at which your school has received instruction/support from SW-PBS consultants.
Tier 1: ___ Preparation ___ Emerging ___ Emerging Advanced
Tier 2: ___ Tier 2 ___ Tier 2 Advanced
Tier 3: ___ Tier 3 ___ Tier 3 Advanced
___ Maintenance

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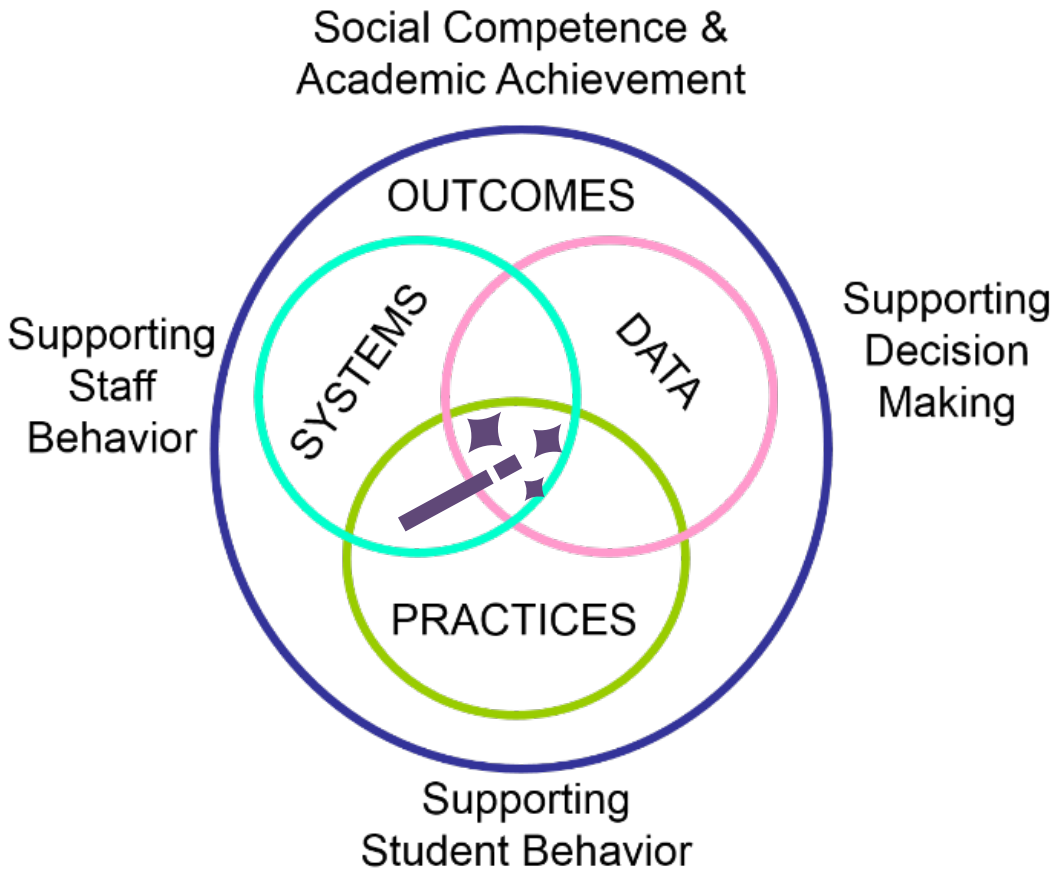
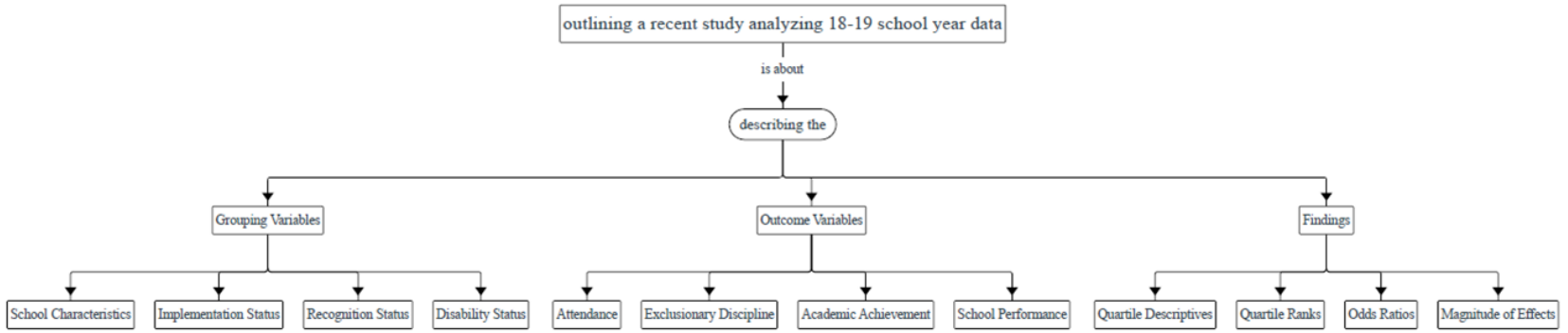
Interaction of Critical Features



Study Analyzing 2018-19 School Year Data

1. How would you describe the analysis of the 2018-19 data from the MO SW-PBS initiative?
2. How would you characterize the results of the analysis of the 2018-19 data?
3. What relationships exist between recognition status and critical outcomes?



Grouping Variables

Group			Description	n
Full sample			A sample of schools from pulled from all public schools in Missouri	1084
	Not implementing (Control)		Missouri public schools not implementing PBIS. Propensity score matched to schools implementing PBIS on critical demographic variables	542
	Implementing		Schools implementing PBIS in Missouri	542
		No recognition	Schools implementing who did not apply for recognition or applied and did not earn recognition	412
		Recognition	Schools implementing who earned recognition	130

Outcome Variables

Variable	Measure	All Students		Students with Disabilities	
		Mean	SD	Mean	SD
Attendance Rate	Percentage of hours students were in attendance	89.67	20.10	88.31	20.57
Out of School Suspension	Rate of OSS incidents per 100 students	25.17	34.51	8.63	16.53
Academic Achievement – Communication Arts	Percentage of students scoring in the top 2 categories on the MAP	36.49	21.15	13.41	13.36
Academic Achievement – Math	Percentage of students scoring in the top 2 categories on the MAP	30.71	20.77	11.10	13.14
Quartile Rank	Quartile the school's data falls in for a given variable	n/a	n/a	n/a	n/a

Findings

Quartile Ranges

Quartile Distribution

Odds Ratios

- Statistical Significance
- Clinical Significance

Quartile Ranges

Quartile 1	Quartile 2	Quartile 3	Quartile 4
25% of schools	25% of schools	25% schools	25% schools
271 schools	271 schools	271 schools	271 schools
Less Desired	*for attendance and academic achievement*		More Desired
More Desired	*for out of school suspension*		Less Desired

Quartile Ranges

	Variable	Quartile 1	Quartile 2	Quartile 3	Quartile 4
All Students	Attendance	≤ 93.2%	93.3 – 94.5%	94.6 – 95.4%	≥ 95.5%
	OSS	≤ 0.61	0.62 – 2.8	2.9 – 9	≥ 9.1
	MAP – CA	≤ 21.8%	21.9 – 39.9%	40.0 – 51.6%	≥ 51.7%
	MAP – Math	≤ 13.6%	13.7 – 31.2%	31.3 – 46.5%	≥ 46.5%

Quartile Ranges

	Variable	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Students with Disabilities	Attendance	≤ 91.6%	91.7 – 93.5%	93.6 – 94.6%	≥ 94.7%
	OSS	≤ 2.2	2.3 – 12.4	12.5 – 33.0	≥ 33.1
	MAP – CA	≤ 0.9%	1.0 – 10.6%	10.7 – 19.9%	≥ 20.0%
	MAP - Math	≤ 0.9%	1.0 – 7.4%	7.5 – 16.6%	≥ 16.7%

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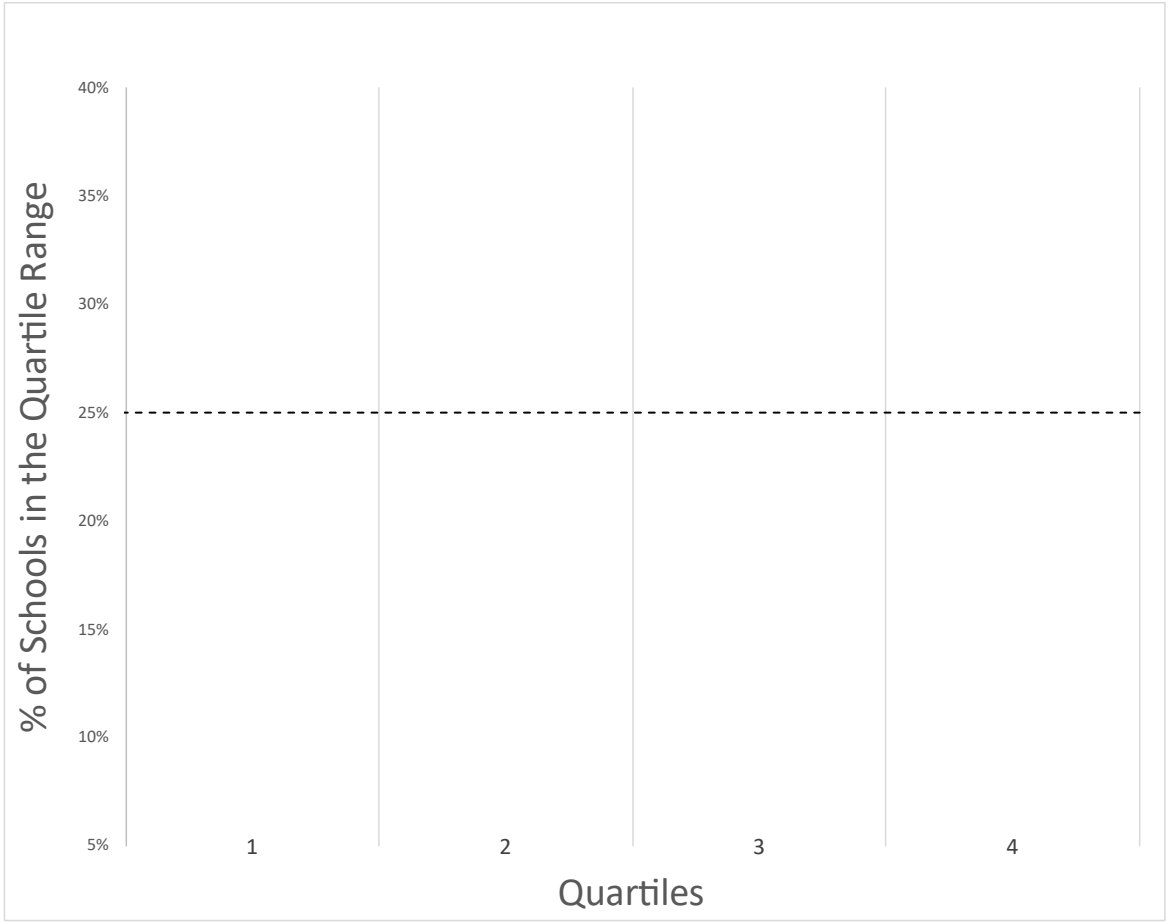
Quartile Distributions



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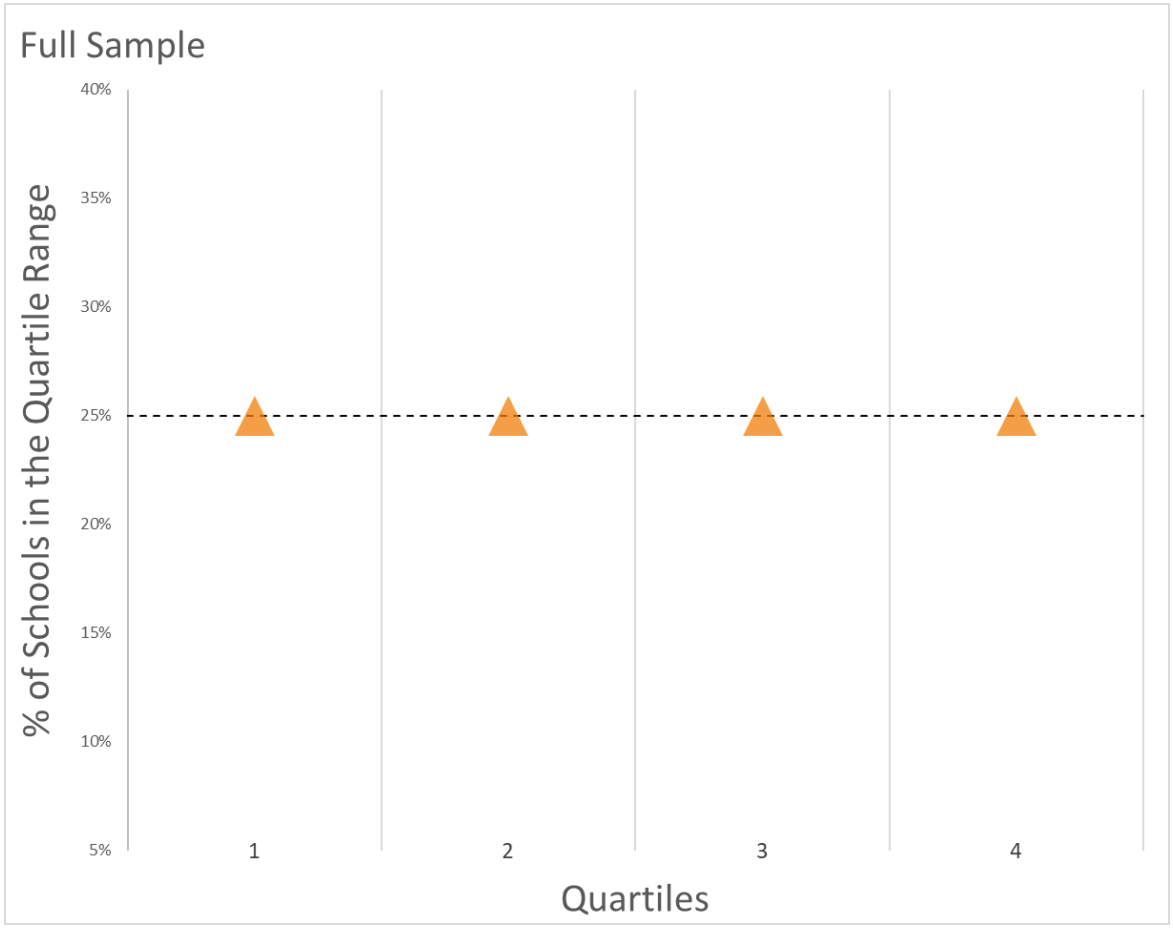

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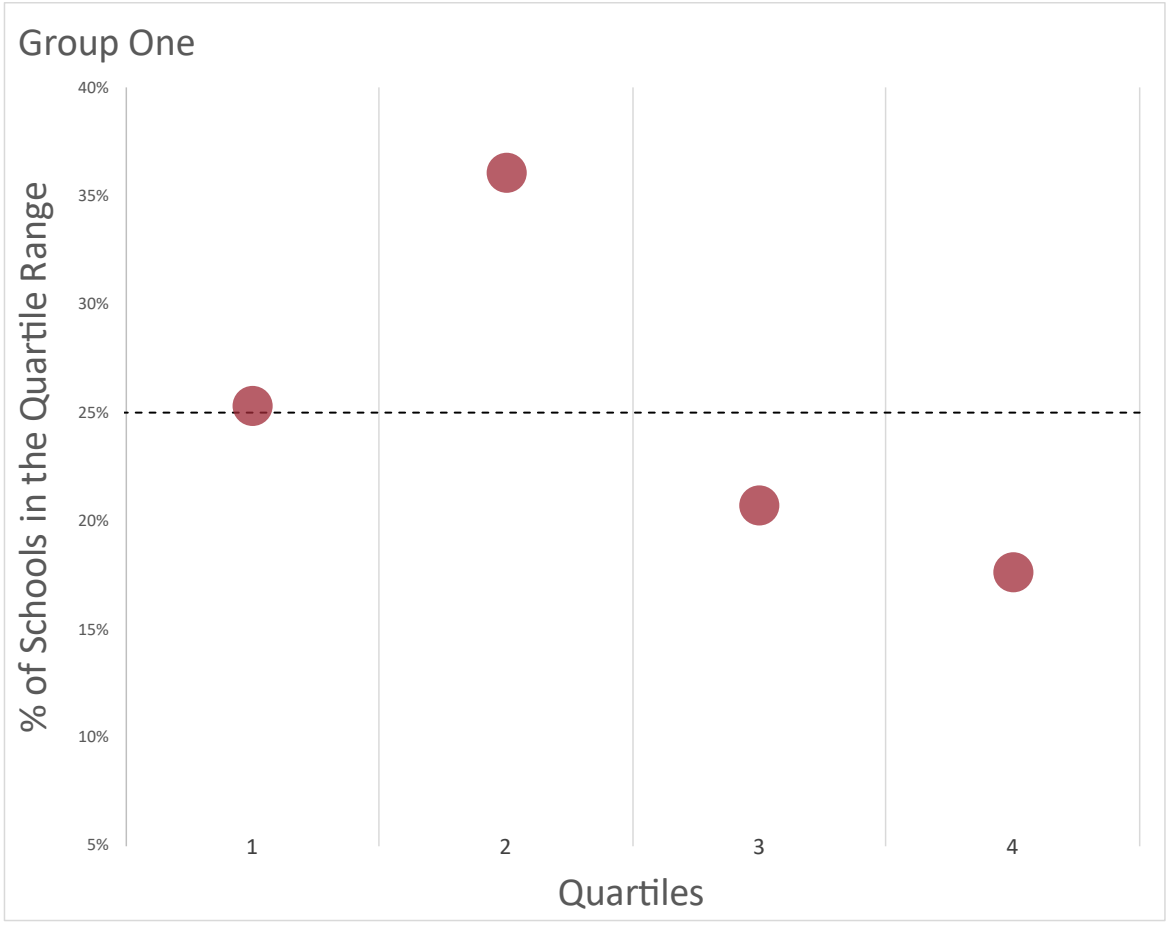

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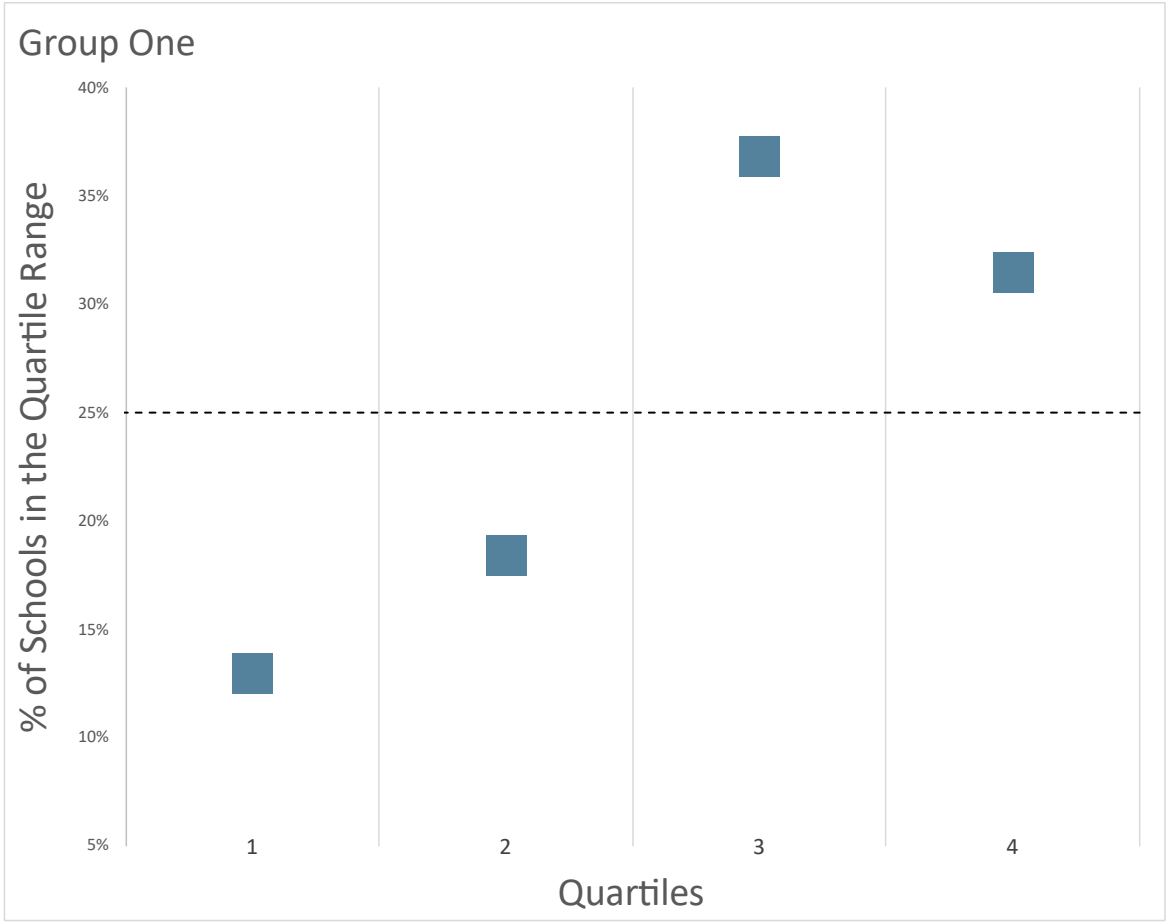
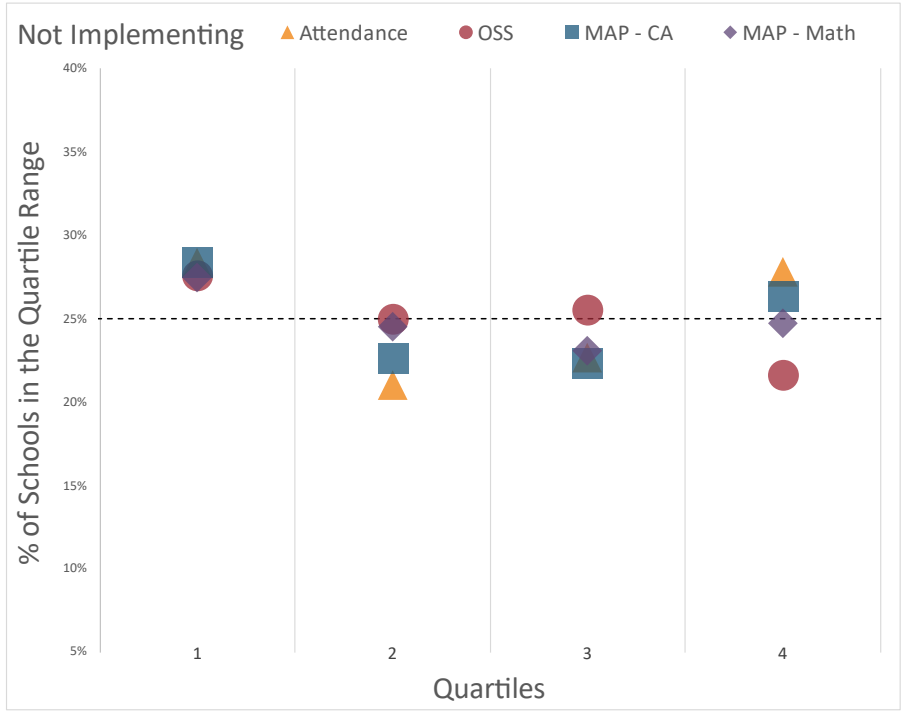


Quartile Distributions – All Students

NOT IMPLEMENTING



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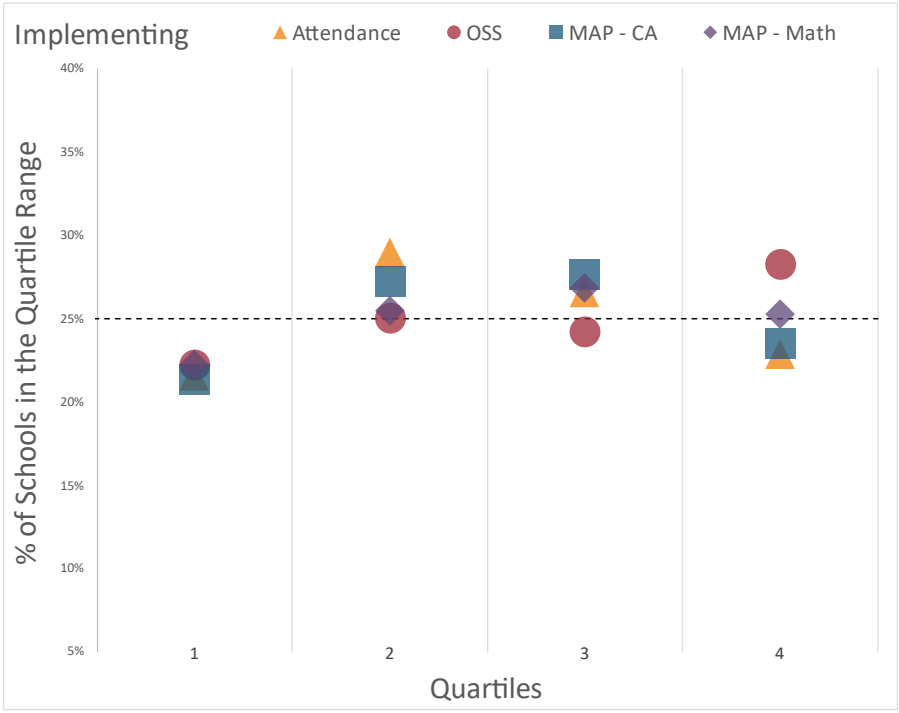
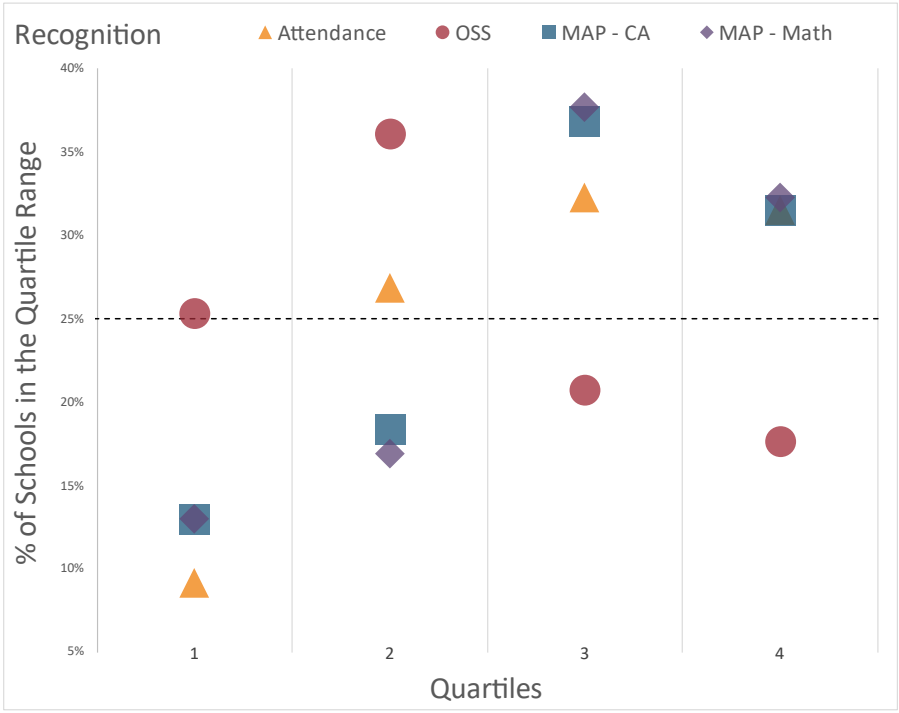


Quartile Distributions – All Students

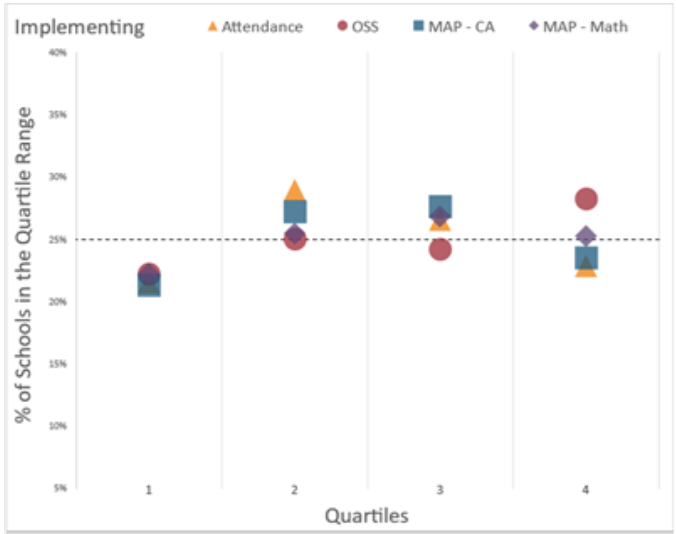
WITHOUT RECOGNITION

WITH RECOGNITION



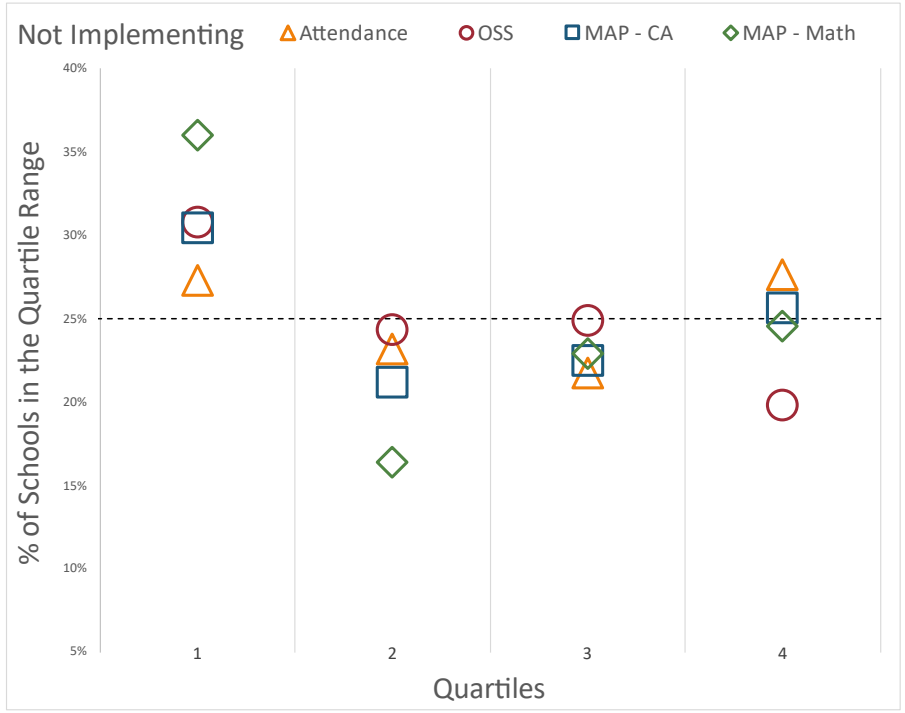
At-a-Glance

All Students



Quartile Distributions – Students with IEPs

NOT IMPLEMENTING



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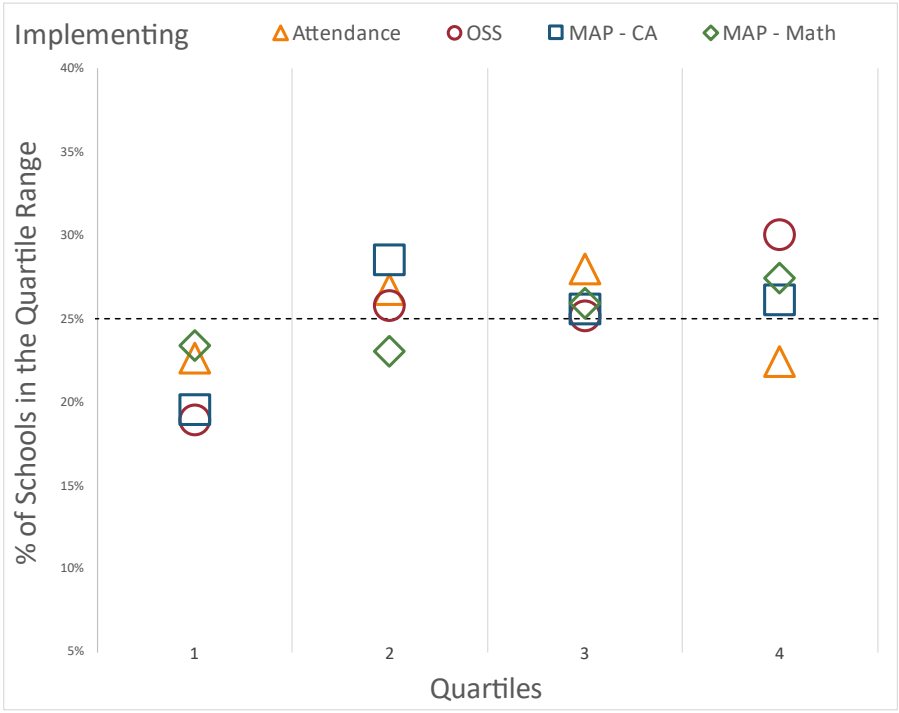
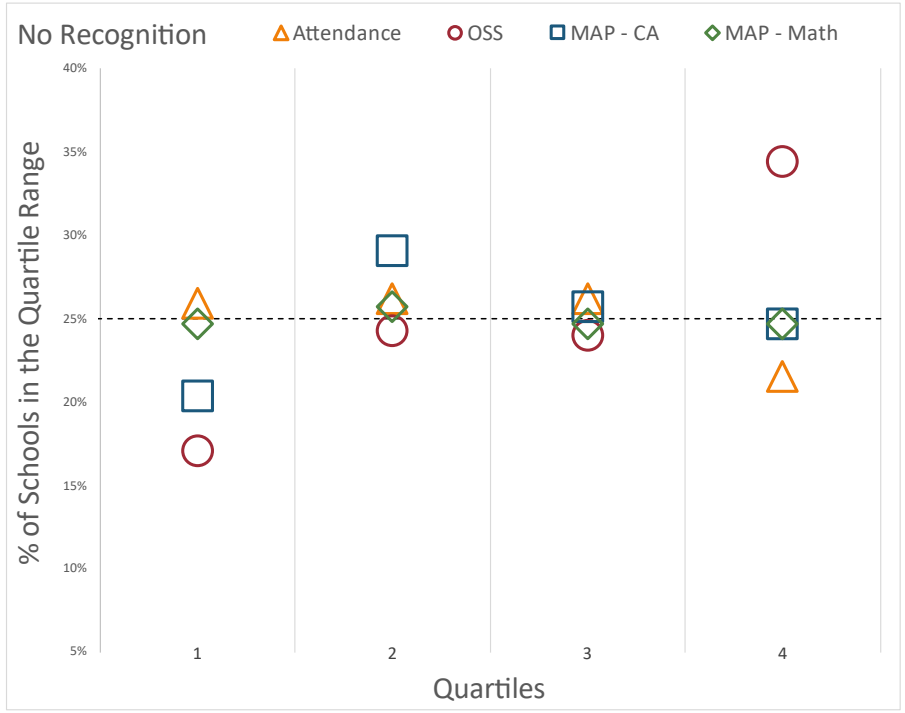
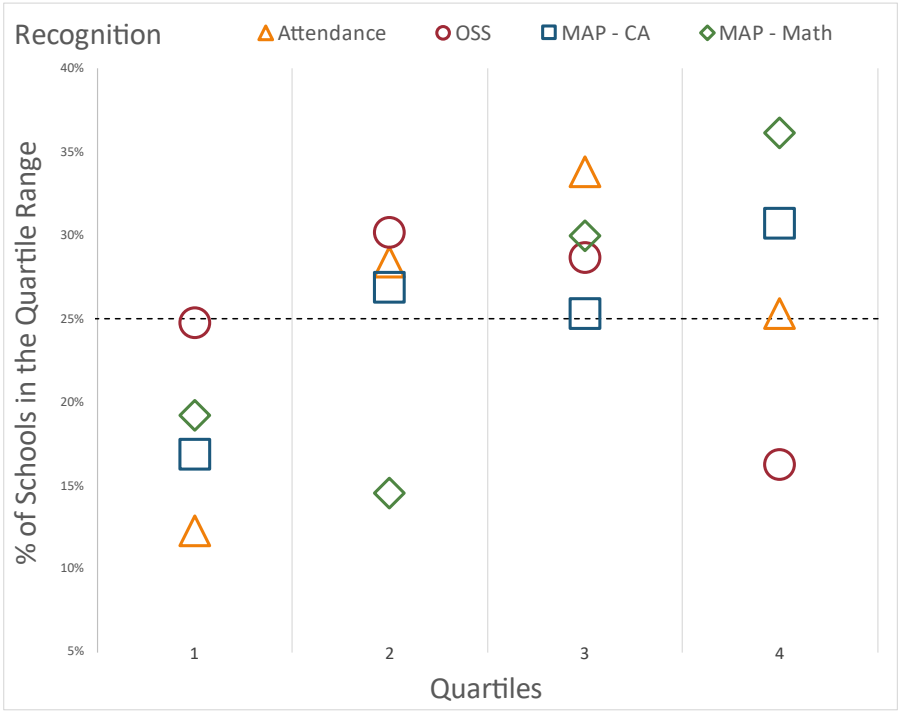


Quartile Distributions – Students with IEPs

WITHOUT RECOGNITION

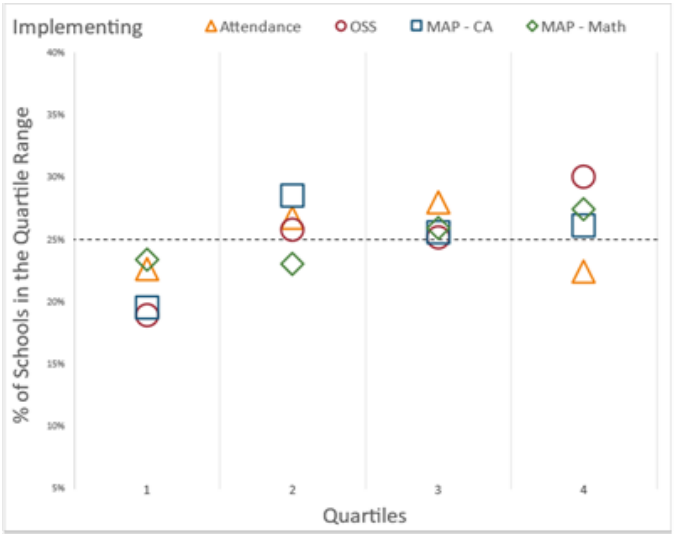


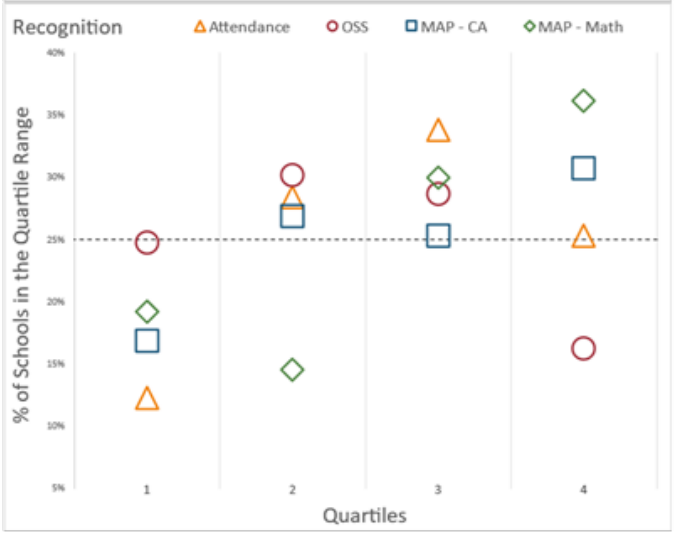
WITH RECOGNITION



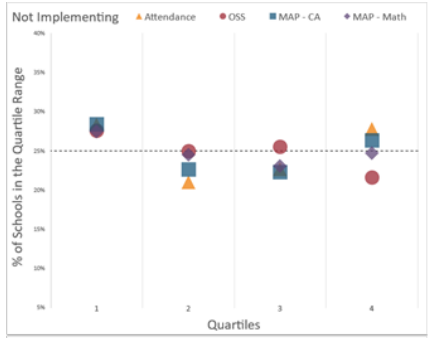
At-a-Glance

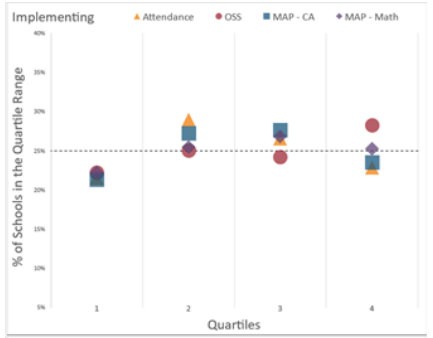
Students with Disabilities





At-a-Glance


Not Implementing
Attendance
OSS
MAP - CA
MAP - Math
% of Schools in the Quartile Range
Quartiles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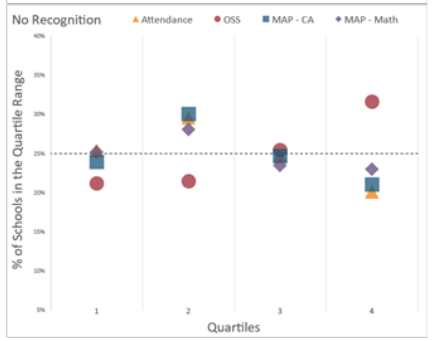
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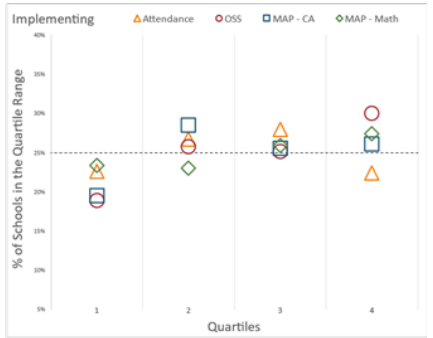
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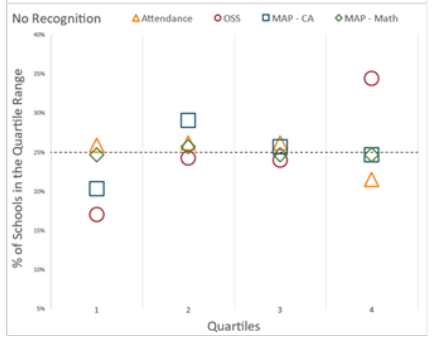
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Odds Ratios

The odds of Group A having outcomes in a higher quartile are _____ compared to Group B.		
½ as Likely	no different	2 times more likely
0.5	1.0	2.0
Better for discipline outcomes		Better for academic outcomes

Odds Ratios

		Implementation v. No Implementation	No Recognition v. No Implementation	Recognition v. No Recognition	Recognition v. No Implementation
All Students	Attendance	1.01	0.85	2.01	1.71
	OSS*	1.32	1.53	0.55	0.85
	MAP – CA	1.11	0.95	1.96	1.85
	MAP – Math	1.17	0.99	1.99	1.97

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Students with Disabilities	Attendance	1.01	0.91	1.53	1.39
	OSS*	1.69	1.99	0.53	1.06
	MAP – CA	1.27	1.20	1.27	1.52
	MAP – Math	1.39	1.24	1.67	2.07

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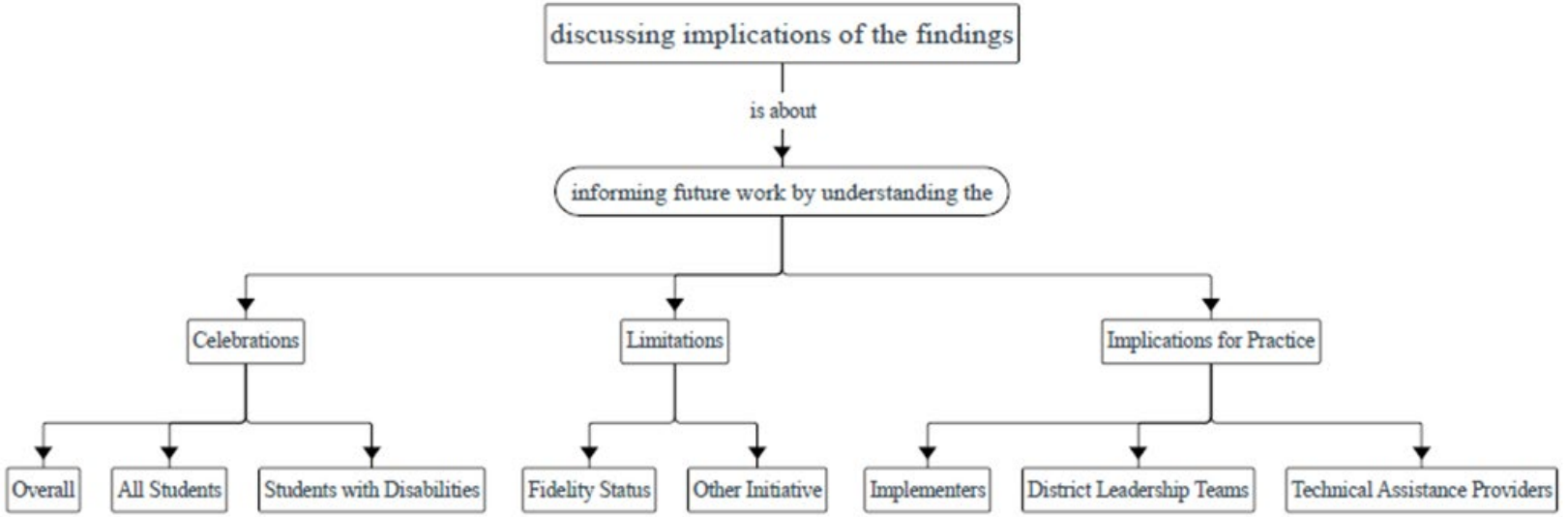
Implications of the Findings

1. What are the potential advantages and disadvantages of implementing a recognition system?
2. What is the roll of the recognition system in the MO SW-PBS initiative?



Celebrations – All Students

Desired Changes in	For Schools Earning Recognition Compared to
Attendance Exclusionary Discipline MAP – Communication Arts MAP - Math	Schools not applying for or earning recognition
Attendance MAP – Communication Arts MAP – Math	Schools not implementing

Celebrations – Students with Disabilities

Desired Changes in	For Schools Earning Recognition Compared to
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Celebrations – Overall

Desired Changes in	For Schools Earning Recognition Compared to
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MAP – Communication Arts MAP – Math	Schools not implementing

Limitations

Single year of data

While quartile ranks generally improve students with disabilities still experience an overall gap in outcomes

Lacking an analysis comparing schools achieving implementation fidelity but not earning recognition to schools earning recognition.

Cannot account for the effects other initiatives or interventions on campuses.

Implications

Implementers	• Prioritize data-based decision making and action planning • Make data accessible and relevant to stakeholders

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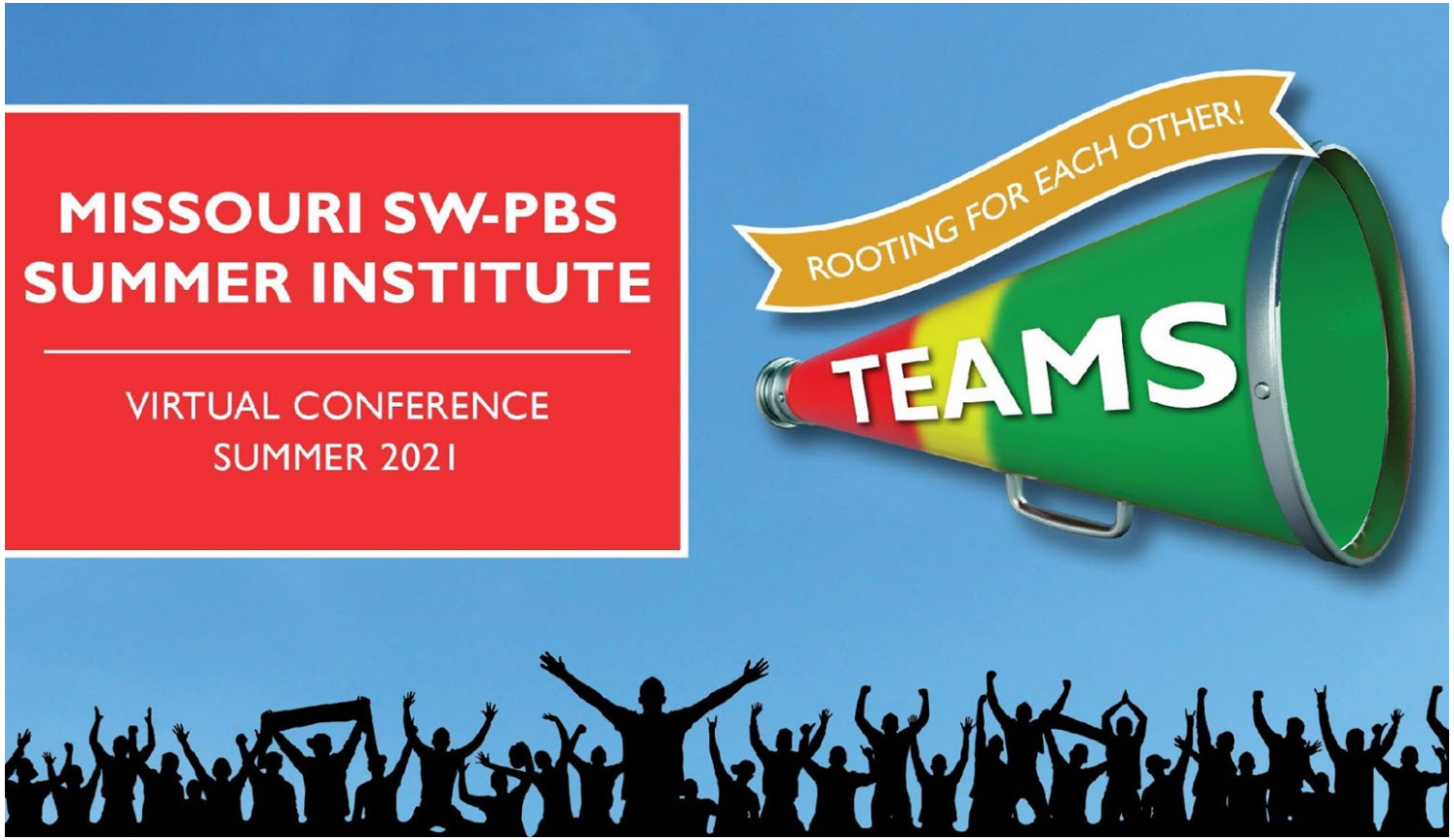
District Leadership Teams	• Create systems to make data-based decision making easier, faster, and better • Create systems to support and encourage schools in the application for recognition • Celebrate the use of data-based decision making, action planning, and recognition

Implications

Implementers	• Prioritize data-based decision making and action planning • Make data accessible and relevant to stakeholders
District Leadership Teams	• Create systems to make data-based decision making easier, faster, and better • Create systems to support and encourage schools in the application for recognition • Celebrate the use of data-based decision making, action planning, and recognition
Technical Assistance Providers	• Work with state, regional, and district leadership to encourage and facilitate data-based decision making • Frame recognition as an implementation support

Welcome to DATA WEEK!
June 16-17



THANK YOU FOR JOINING US!

Please complete the Evaluation Survey.

Session 1 will start at 10:45 a.m.

Use the Zoom link posted on our website to join the next session.