



Positive Behavioral Interventions and Supports

Data Report and Summary 2014-2015

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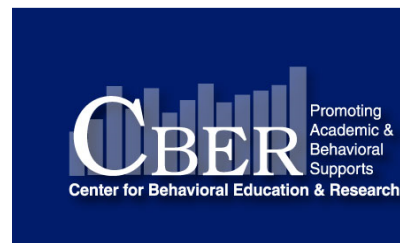


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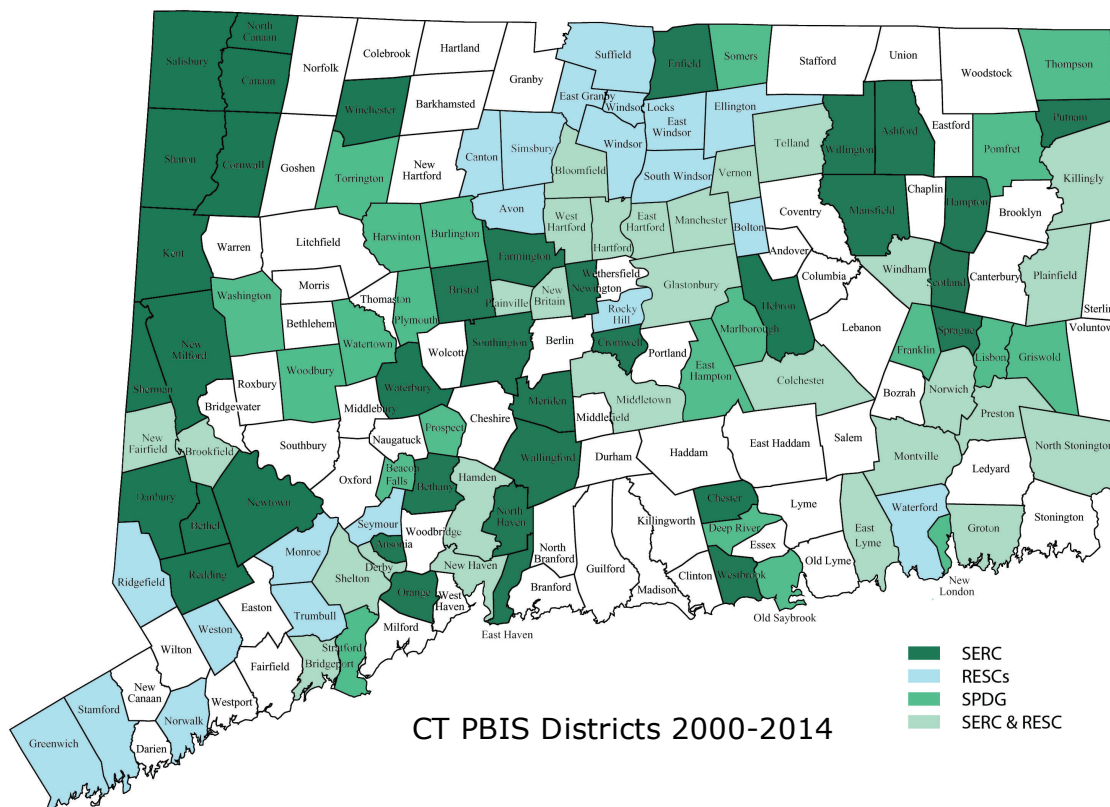
What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is a systems approach to teaching and managing behavior in schools. The goal of establishing a PBIS system is to enhance the capacity of schools, families, and communities to create and maintain positive school environments so all students can achieve academically and socially. PBIS involves a continuum of evidence-based practices for all students, supported by all staff, and sustained in both classroom and non-classroom settings (such as hallways, buses, and restrooms). PBIS uses a systemic approach so that otherwise isolated parts of the school operate in tandem. Taking a behavioral approach to school-wide discipline creates an environment in which staff serves an important part of helping students achieve outcomes by choosing more effective, efficient, and desirable behaviors.

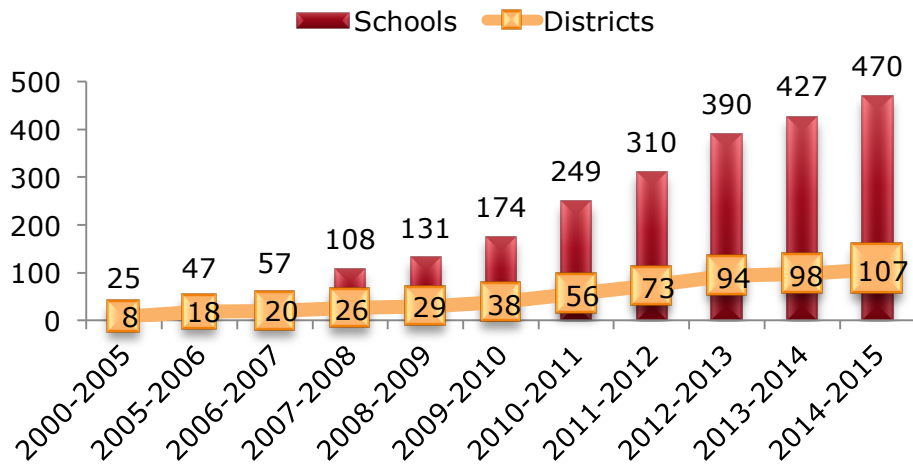
PBIS in Connecticut

SERC joined with the Center for Behavioral Education & Research (CBER), the Connecticut State Department of Education (CSDE), and Regional Educational Service Centers (RESCs) to establish the Connecticut PBIS Collaborative. The Collaborative continues to work to standardize Connecticut's approach to training and supporting districts and school-based teams in PBIS implementation through shared training materials and resources. SERC has also developed a comprehensive statewide database of all schools trained by SERC and the RESCs.

In the fall of 2014, Connecticut was one of twelve states awarded the School Climate Transformation Grant (SCTG). Connecticut's focus is on building capacity of state-level PBIS trainers and coordinators, building capacity of districts to coordinate and implement PBIS, and aligning with current funding sources.



CT Schools & Districts Trained in PBIS 2000-2015

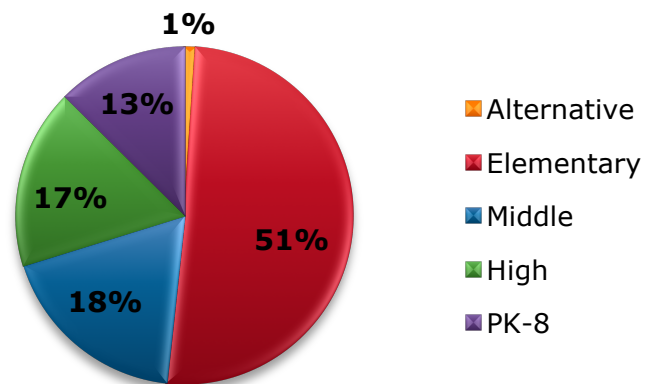


As of 2014-2015

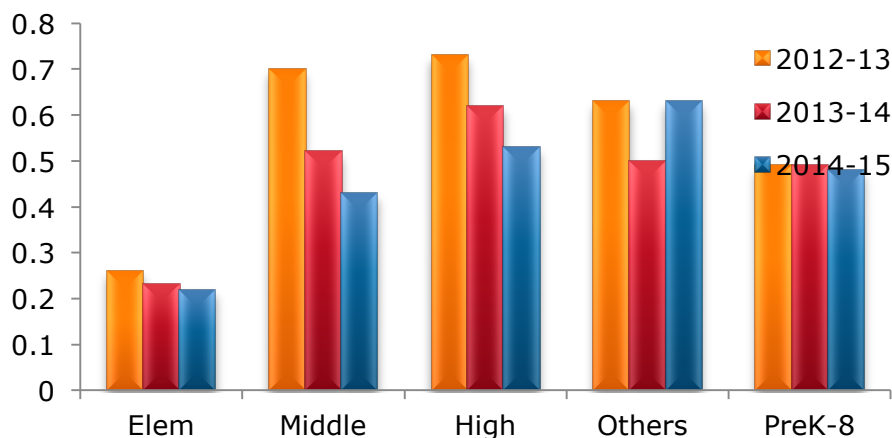
- Approximately 39% of all Connecticut schools have received at least one year of PBIS training.
- Approximately 63% of all Connecticut school districts have had at least one school receive PBIS training.

CT Schools Trained in PBIS by Grade Level, 2015

- The percentage of middle and high schools that have received PBIS training has increased from 22.5% of schools trained in 2008-2009 to 35% in 2014-2015.



Average Number of Office Discipline Referrals per 100 Students Per Day by Grade Level, 2015



- The average number of Office Discipline Referrals decreased from 2012-2013 to 2014-2015 across all grade levels, with the exception of "Other." The Other category includes alternative settings and schools servicing Prek-Grade 12.

SERC CT PBIS Training Series

SERC aligns PBIS coordination and professional learning opportunities with the model from the National PBIS TA Center. SERC provides various avenues for schools to receive support for PBIS implementation, including participation in individual district or school contracts, participation in the State Personnel Development Grant (SPDG), or through the statewide training series as outlined below.

CT SERC Statewide PBIS Training Series

YEAR 1	
<ul style="list-style-type: none"> ➤ Establishing Universal Behavior Management Systems ➤ Staff Buy-in ➤ Data Management ➤ Preparation for Universal Implementation 	1 Half-day Administrators Meeting
	4.5 Days Team Training
	1.5 Days Coaches Meetings
	1 Half-day SWIS Training
YEAR 2	
<ul style="list-style-type: none"> ➤ Advanced Data Management ➤ Improving Universal Systems ➤ Non-classroom Systems ➤ Classroom Systems ➤ Preparation for Secondary Implementation 	3 Days Team Training
	2 Half-day Coaches Meetings
	1 Half-day CICO-SWIS Training
YEAR 3	
<ul style="list-style-type: none"> ➤ Overview of Tertiary Systems ➤ Sustainability and Maintenance of Universal and Secondary Systems 	3 Days Team Training
	2 Half-day Coaches Meetings
	1 Half-day SET Evaluator Training

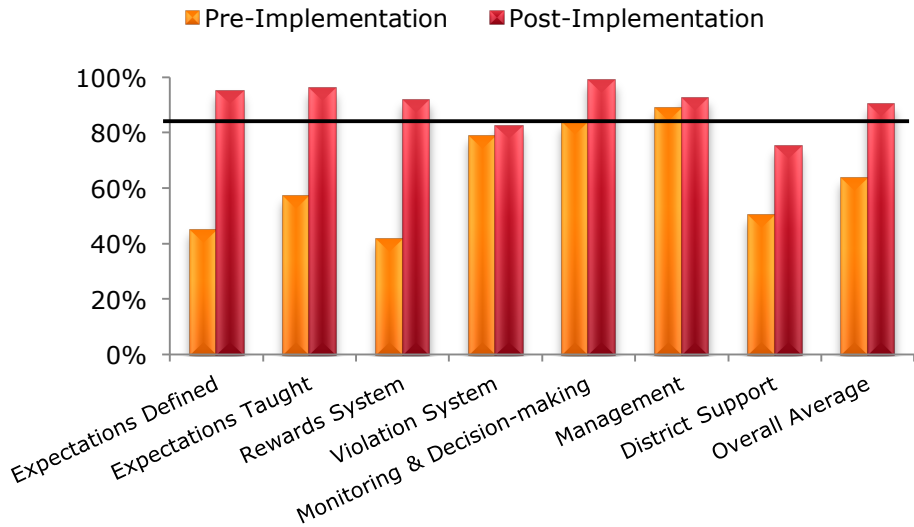
Focus on 2012-2015 Cohort

In 2012-2013, 18 schools entered SERC's PBIS statewide training series. Over the course of three years, these schools were trained to monitor progress and report implementation fidelity and student outcome data. Both sets of data from this cohort are presented in the following graphs. The graphs include data from 10 of the 18 schools reporting all three years of implementation fidelity data, and 4 of those 10 schools, which also reported three years of student outcome data.

Implementation Fidelity Data – Cohort 2012-2015

Results from the School-wide Evaluation Tool (SET), a survey performed by an external evaluator, and the Self-Assessment Survey (SAS), a survey completed by all school staff members, reveal information about similar components of Tier I PBIS implementation. Both surveys are completed annually by schools in SERC’s PBIS statewide training series.

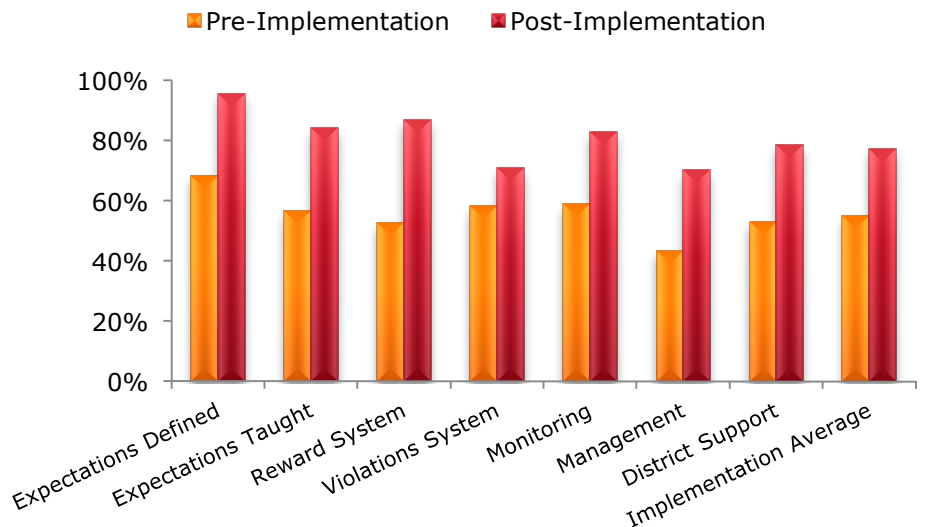
Cohort 2012-2015 SET Pre- and Post-Implementation (N=10)



- Implementation fidelity improved across all major components from pre- to post-implementation.
- The largest growth was seen within “Expectations Defined” and “Rewards System.”

Cohort 2012-2015 SAS Pre- and Post-Implementation (N=10)

- Implementation fidelity improved across all major components from pre- to post-implementation.
- The largest growth was seen within “Expectations Taught” and “Rewards System.”



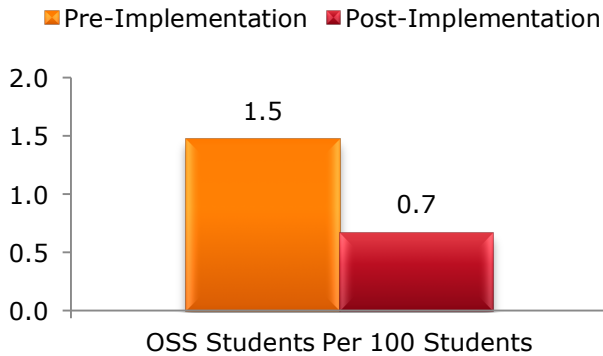
Comparison of SET and SAS Data, Pre- and Post-Implementation

Data from these two surveys confirm growth of implementation fidelity across all major components over two years. In addition, both surveys point to the largest growth in development of school-wide behavioral expectations and a school-wide system for reinforcing expected behaviors.

Student Outcome Data – Cohort 2012-2015

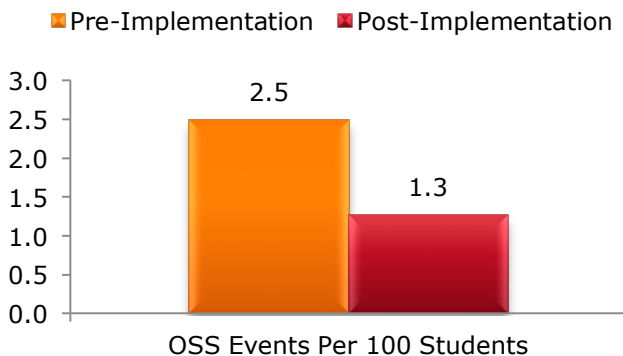
Schools participating in SERC’s statewide training series are provided with and encouraged to use the School-wide Information System (SWIS) for, at minimum, the three years in which they are involved in the training series. SWIS is a Web-based data collection system that tracks Office Discipline Referral (ODR) information.

Average Number of Students Receiving Out-of-School Suspension per 100 Students, Pre- and Post-Implementation (N=4)



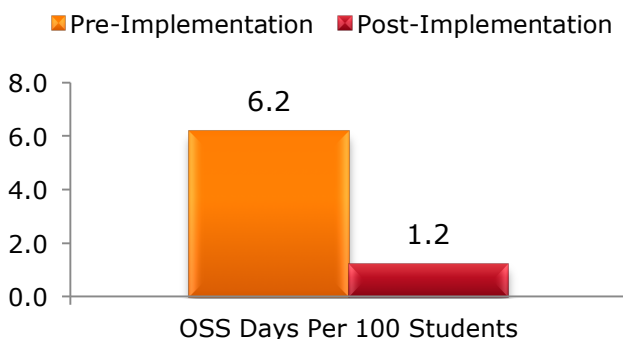
- The average number of students receiving out-of-school suspension decreased by 53% from pre- to post-implementation.

Average Number of Events Resulting in Out-of-School Suspensions per 100 Students, Pre- and Post-Implementation (N=4)



- The average number of events resulting in out-of-school suspension decreased by 48% from pre- to post-implementation.

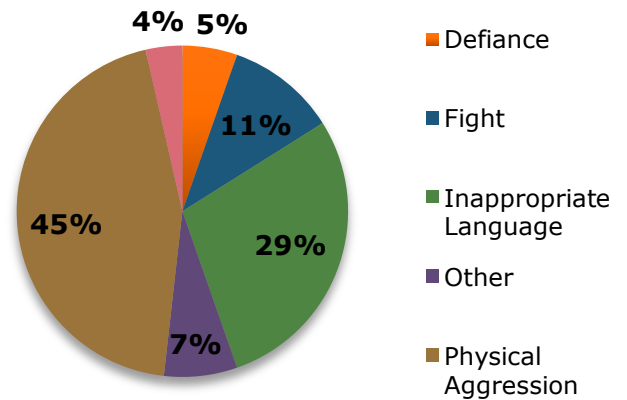
Average Number of Days of Out-of-School Suspension per 100 Students, Pre- and Post-Implementation (N=4)



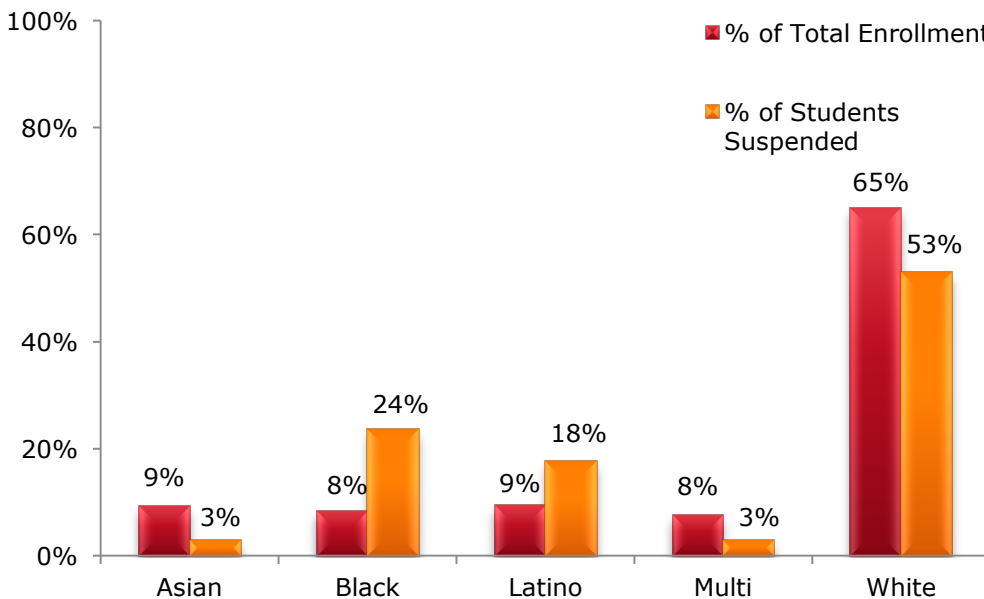
- The average number of days of out-of-school suspension decreased by 81% from pre- to post-implementation.

Out-of-School Suspension by Problem Behavior, Post-Implementation (N=4)

- The majority of out-of-school suspensions resulted from incidents of 'Physical Aggression' (45%).
 - 88% of these referrals were given to male students.
- Almost a third of out-of-school suspensions resulted from incidents of 'Inappropriate Language' (29%).



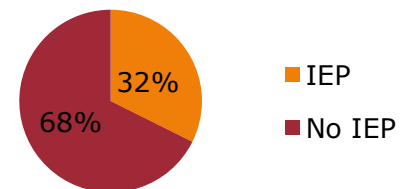
Percentage of Students Suspended vs. Percentage of Total Enrollment by Ethnicity, Post-Implementation (N=4)



- White students make up 65% of the entire student population, but they are 53% of the students who received a suspension, revealing under-representation in the data.
- Black students make up 8% of the entire student population, but they are 24% of the students who received a suspension, revealing over-representation in the data.

Out-of-School Suspension by IEP Status, Post-Implementation

- 32% of students receiving an out-of-school suspension had an IEP.
 - Of those students with IEPs, 45% were black, 18% were Latino, and 36% were white.



Connecticut PBIS Model Schools Project

Recognizing Connecticut schools for exemplary implementation of School-wide Positive Behavioral Interventions and Supports

Award Levels

Connecticut's PBIS Model Schools Project has two award levels.

CT PBIS Model Banner Schools

are implementing PBIS with fidelity as measured by the School-wide Evaluation Tool (SET) and Benchmarks of Quality (BoQ) and are seeing positive behavioral outcomes as a result of implementation.

Banner Schools are highlighted at statewide events, on SERC's PBIS Web site, and in PBIS publications.

CT PBIS Model Demonstration Schools

are implementing PBIS with high fidelity, are seeing positive student outcomes, and are prepared to serve as a demonstration site.

Model Demonstration Schools have the privilege of hosting site visits during the school year to share and celebrate their success with external visitors interested in learning about PBIS.

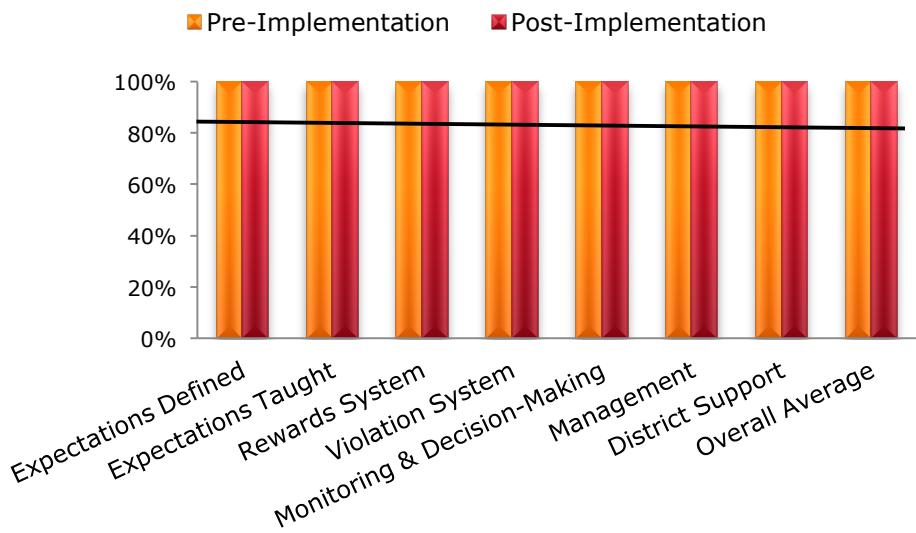
CT PBIS Model Banner Schools awarded in 2014-2015	CT PBIS Model Demonstration Schools awarded in 2014-2015
Betsy Ross Arts Middle Magnet School New Haven, CT	Overbrook Elementary School East Haven, CT
Ellington Center School Ellington, CT	
Great Path Academy at Manchester Community College Hartford, CT	Environmental Sciences Magnet at Mary Hooker School Hartford, CT
John S. Martinez School New Haven, CT	

Environmental Sciences Magnet at Mary Hooker School, Hartford, CT

"We have school-wide expectations which are taught and monitored. Students earn incentives for positive behaviors. Students who earn HAWK Talon Tokens can visit the school store to purchase school supplies, uniforms, agendas, and other assorted items.

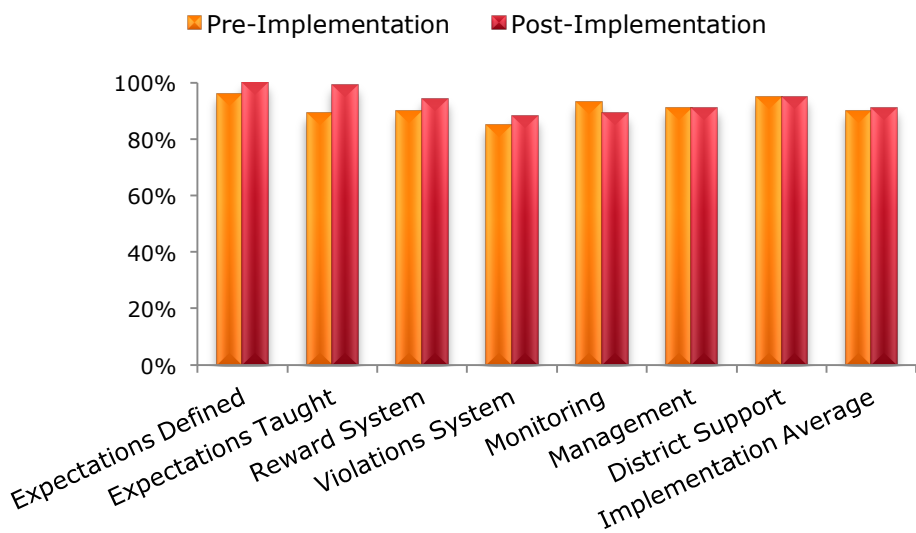
Teachers meet weekly to review programs and data, which help address areas of concerns before they become problems. Twice a month, the Safe School Climate Team meets to review practices, implement programs, and monitor the fidelity of our PBIS program."

Mary Hooker SET Pre & Post



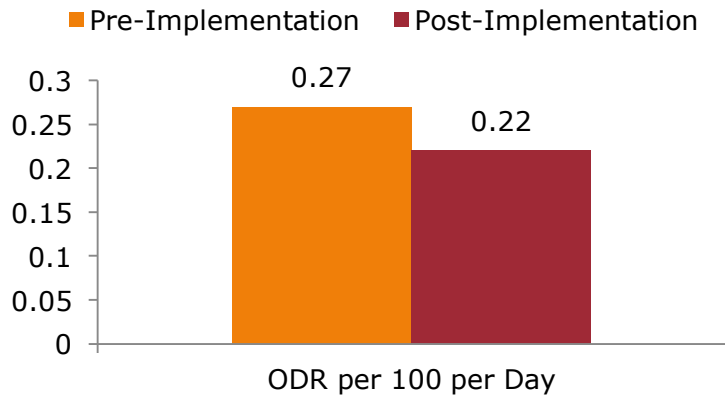
➤ Pre- and- post implementation data from ESM demonstrate sustained fidelity across all components of Tier 1 PBIS.

Mary Hooker SAS Pre & Post



➤ Pre- and-post SAS data demonstrate sustained or increased fidelity of implementation at Tier 1.

Mary Hooker ODR/100/Day



- Pre- and post- office discipline referral data depict a 19% decrease of in the average number of referrals per 100 students per school day.

ESM: School Wide Expectations

At ESM all students, faculty, staff, parents, and guests will follow the **HAWKS Rule** by:

Having Respect



Acting Responsible

Working Together

Keeping Safe

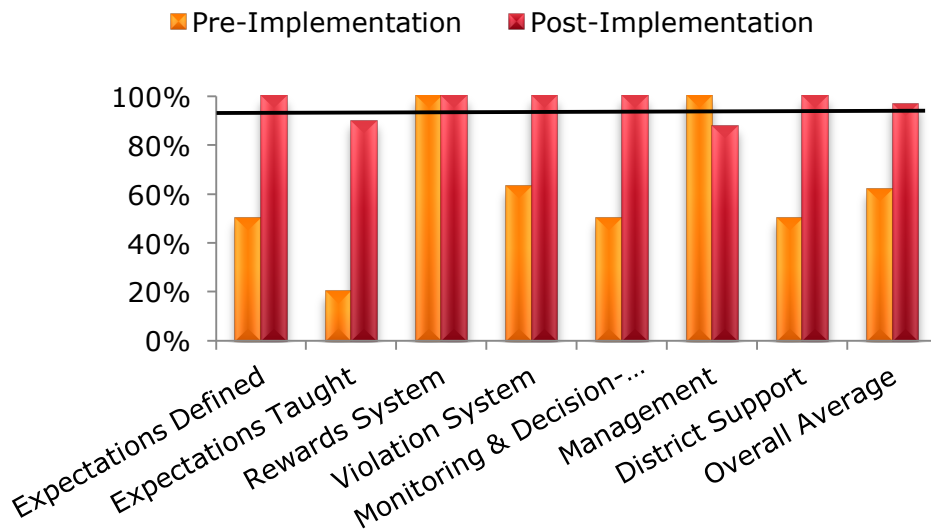
Soaring to Success



Overbrook Elementary School, East Haven, CT

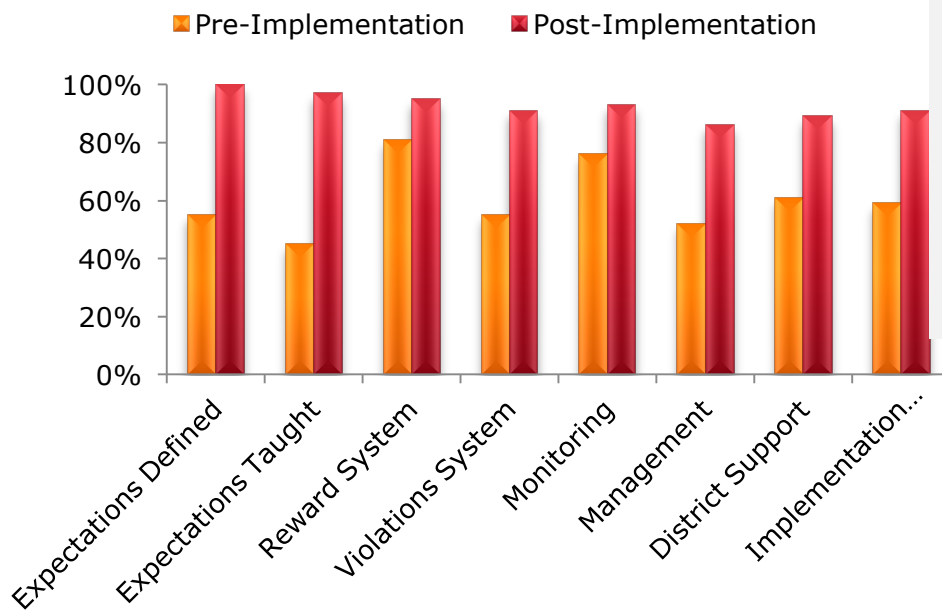
Our mission at Overbrook School is to provide a nurturing environment in order to model and reflect our core values of respect, responsibility, and safety. Through differentiated and data-driven instruction, our students will become readers and problem solvers and will develop a genuine love of learning.

Overbrook SET Pre & Post



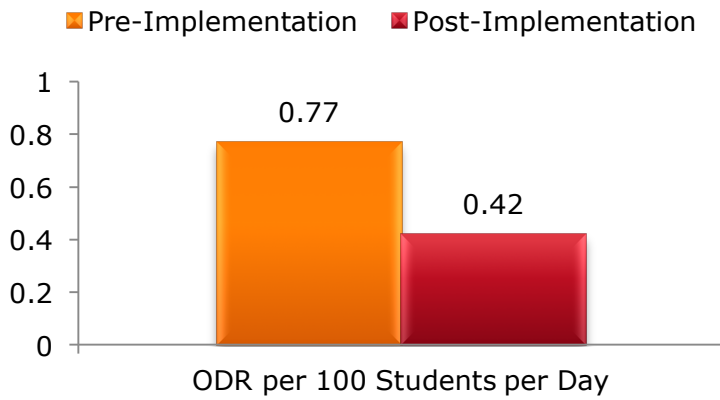
- Overbrook’s pre- and post-implementation data showed an increase in 6 of the 8 categories on the SET.
- The greatest gains were in “Expectations Taught” and “Monitoring and Decision-Making.”

Overbrook SAS Pre & Post



- Pre- and-post SAS data demonstrate an increase to fidelity of implementation at Tier 1.

Overbrook ODR/100/Day



- Pre- and-post office discipline referral data depict a 45% decrease in the average number of referrals per 100 students per school day.

At Overbrook, we are "hopping" to success by treating each other with respect and by taking responsibility for our learning and for the safety of all.



Summary

As of 2014-2015, approximately 39 percent of Connecticut's schools from more than 60 percent of the state's districts have completed at least one year of the PBIS training series. Nationally and statewide, the majority of schools participating in PBIS are at the elementary level. However, the percentage of middle and high schools participating in training has increased over the last several years. In 2008-2009, approximately 23 percent of all schools trained in Connecticut were middle and high schools. By 2014-2015, that number had grown to nearly 35 percent.

A review of the statewide office discipline referral data for the last three years reveals that the average number of referrals has decreased across all grade levels with the exception of the "other" grade category. "Other" includes alternative programs and schools with grades Kindergarten through 12.

This report examined data for a cohort of schools that began training in 2012-2013 and completed training in 2014-2015. Data for this cohort demonstrates improved fidelity of implementation across all components assessed. The largest growth in fidelity according to multiple surveys was in systems for acknowledging or reinforcing behavior.

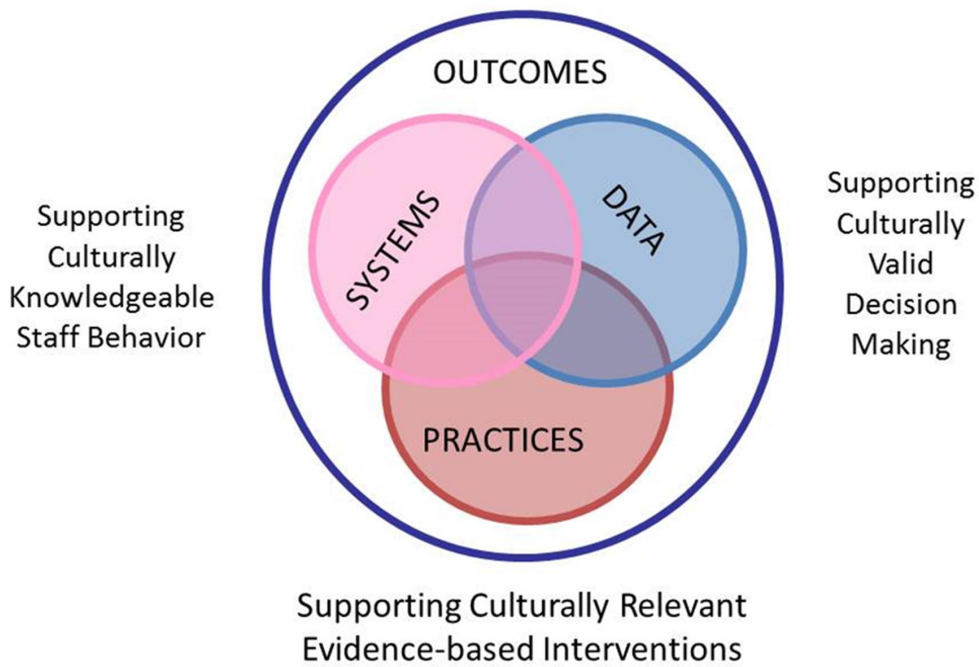
The cohort outcome data indicate a trend similar to the statewide data of decreases in office referrals and suspensions. Nevertheless, the cohort data continue to confirm overrepresentation of black and Latino students in discipline data.

In an effort to provide all schools with examples and exemplars, SERC continues to recognize demonstration and banner sites through the Model Schools Project. In 2014-2015, four schools were awarded banner status. This year's Banner Schools represent all grade levels, and the teams serve as a resource for other school-based teams. Two Model Demonstration Sites represent grades K-8. The Model Demonstration Sites host a number of sessions throughout the year to give others the opportunity to see and hear implementation of PBIS in action.

In 2015-2016, Connecticut schools will continue to have opportunities for PBIS training through the School Climate Transformation Grant, the State Personnel Development Grant, and other sessions offered by the SERC and the RESC's. Connecticut's PBIS Collaborative will provide a platform to ensure that training and technical assistance communicates the core features needed to implement the PBIS framework to fidelity. Booster Sessions will be provided to assist schools in enhancing various components such as Tier 2 practices or family engagement. The SERC PBIS website, www.ctserc.org/pbis, continues to be a resource for both new and "seasoned" implementers.



Supporting Culturally Equitable Social
Competence & Academic Achievement



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