PBISAssessment

Coordinator's Guide

July 2016

PBISApps

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Overview

Who Should Use this Guide?

The purpose of the PBIS Assessment Coordinator Guide is to provide PBIS Assessment coordinators a reference for coaching and supporting schools using the surveys available in PBIS Assessment. This guide provides an overview of each survey as well as information about how the surveys are scored in the application. Much of the information found in this manual is also available online at www.pbisapps.org.

What is PBISApps?

PBISApps is a not-for-profit group, developed and operated by Educational and Community Supports (ECS), a research unit at the University of Oregon. The PBISApps team manages a series of educational tools related to the implementation of multi-tiered systems of support (MTSS). These tools include the School-Wide Information System (SWIS) Suite, PBIS Assessment, and PBIS Evaluation. These applications have been implemented in more than 25,000 schools in the US and abroad. PBISApps has been making schools safer and more productive places for over 10 years by empowering educators to make data-based decisions as problems emerge.

What is PBIS Assessment?

PBIS Assessment is a web-based application designed to assist in high-fidelity, sustained implementation of school-wide positive behavioral interventions and supports (SWPBIS). A major feature of SWPBIS is the commitment to ongoing assessment of implementation. PBIS Assessment provides surveys for teams to take as they examine their level of SWPBIS adoption and guides them through the process for improving implementation to benefit students, families, and the overall school culture. Surveys are completed online with reports available after a survey is submitted.

PBIS Assessment improves the efficiency and accuracy with which surveys can be used to complete four purposes:

1. Initial assessment of discipline practices to determine how SWPBIS should be adopted.

2. Implementation assessment of the fidelity with which schools use SWPBIS procedures.

3. Sustained assessment of SWPBIS implementation at all three tiers to promote ongoing use of core SWPBIS features.

4. Assist in designing action plans to improve implementation fidelity.

About the QR Codes

The QR codes in this manual direct you to video tutorials or additional content as supplements to the written instructions. To use the QR codes, you need a smartphone or tablet with internet access and software that can read and interpret the codes.

There are many free QR code reader apps found in your device's app store – for example, the Apple App Store for iOS, Google Play for Android, or Windows Phone Store for Windows Phone. To download an app, search "QR code reader" in the app store on your device and download.

An example of a QR code.

All videos can be found on our website www.pbisapps.org by navigating to Resources > Video Tutorials in the main navigation.

Coordinator Role

Each school subscribed to PBIS Assessment starts by connecting with a local PBIS Assessment coordinator. The coordinator sets up users and enables schools to take any number of surveys offered through PBIS Assessment.

In this role, coordinators agree to:

- Assist schools/districts/states to develop an evaluation plan for assessing the fidelity of PBIS implementation.

- Schedule times for schools to conduct surveys.

- Enter survey data for the SET and ISSET.

- Train school personnel how to enter survey data.

- Coach school teams how to use data from PBIS Assessment for decision making and action planning.

A coordinator's responsibilities may overlap with those of an external SWPBIS coach. It is important to clearly identify the distribution of tasks to ensure each school has both the coaching and coordination support needed to use PBIS Assessment most effectively.

HERE'S A TIP

If there is no coordinator located near your school, we encourage you to identify someone within your district to become a coordinator. Complete the Local Coordinator Information Form and submit the form to accounts@pbisassessment.org.

Surveys

The surveys available on PBIS Assessment measure a specific aspect of a school's MTSS implementation. The following provides information about each survey and how to incorporate it into the school's local evaluation plan.

Benchmarks for Advanced Tiers (BAT)

The BAT allows school teams to self-assess the implementation status of Tier II and Tier III behavior support systems within their school.

The BAT is designed to answer three questions:

- Are the organizational elements (Foundations) in place for implementing Tier II and Tier III behavior support practices?

- Is a Tier II support system in place?

- Is a Tier III support system in place?

The results of the BAT guide action plan development helping teams define what specific steps will be taken to promote sustainability and improve implementation of Tier II and Tier III supports.

BAT QUICK FACTS

What: Annual assessment of Tiers II and III support systems

Who: Team and external coach consensus

How: Score 56 items across 10 subscales, using a 0-2 scoring scale

When: Annually

Benchmark: 80% on Total Score

Reports: Total, Subscale, Items

Who Uses the BAT?

Teams who consistently scored 80% or higher on the Monitoring Advanced Tiers Tool (MATT) when assessing their Tiers II and III implementation may consider moving to the annual BAT survey. Coordinators and school teams involved with Tier II and Tier III support complete this survey together and enter the results into PBIS Assessment.

How Do You Take the BAT?

The teams involved with Tier II and Tier III supports along with their external coach take the BAT during a team meeting. As a group, they review each item, reach consensus on a score, and enter the score into PBIS Assessment. Each question is scored using a 0-2 scale (0 = Not Yet Started, 1 = Partially in Place, 2 = Fully in Place). The results of the BAT help when developing an action plan for improving Tier II and III implementation and to identify next steps in the implementation process. Teams can track total, subscale, and item scores from year to year.

When Do You Take the BAT?

The BAT is taken annually after a team has been trained in Tier II and Tier III supports and has consistently reached benchmark scores for the MATT.

Available Reports

The BAT provides three reports within PBIS Assessment: Total Score, subscale, and Items. The option to download the information is also available.

Total Score Report

The Total Score is the summary score for each of the following three scales:

- Foundations
- Tier II Interventions
- Tier III Interventions

Summary scores are calculated by taking the sum of all the responses in each scale and dividing by the total number of points possible in each scale. Schools implementing with fidelity will meet at least 80% for Foundations, Tier II, and Tier III.

Subscale Report

The subscale Report displays the points achieved within each subscale. The subscale scores are calculated by taking the sum of all the responses in each subscale and dividing by the total number of points possible in each subscale.

Items Report

The Items report provides each of the BAT item scores the respondent submitted.

Report Breakdown

The items associated with each subscale and the subscales associated with each scale of the BAT are as follows:

Scale	Subscale	Items
Foundations	Implementation of SWPBIS (Tier I)	1 – 3
	Faculty Commitment (Tier II-III)	4 – 6
	Student Identification (Tier II-III)	7 – 10
	Monitoring and Evaluation (Tier II-III)	11 – 12

Scale	Subscale	Items
Tier 2	Targeted Support Systems (Tier II)	13 – 17
	Implementation (Main Tier II Strategy)	18 – 27
	Monitoring and Evaluation (Main Tier II Strategy)	28 – 31
Tier 3	Intensive Support Systems (Tier III)	32 – 43
	Assessment and Plan Development (Tier III)	44 – 53
	Monitoring and Evaluation (Tier III)	54-56

Benchmarks of Quality (BoQ)

The BoQ is an annual assessment school teams use to identify scales of success and scales for improvement in Tier I SWPBIS implementation.

The BoQ allows school teams to:

- Examine their Tier I implementation fidelity
- Document whether the Tier I implementation has been effective
- Identify strengths and weaknesses in the Tier I implementation

BOQ QUICK FACTS

What: Annual self-assessment of Tier I support systems

Who: Team and external coach consensus

How: Score 53 items across 10 subscales, using a scoring scale ranging from 0-3

When: Annually

Benchmark: 70% on Total Score

Reports: Total, Subscale, Items

Who Uses the BoQ?

Teams who consistently scored 80% or higher on the Team Implementation Checklist (TIC) when assessing their Tier I implementation may consider

moving to the annual BoQ survey. Coordinators and school teams involved with Tier I support complete this survey together and enter the results into PBIS Assessment.

How Do You Take the BoQ?

The teams involved with Tier I support along with their external coach complete the BoQ during a team meeting. As a group, they review each item, reach consensus on a score, and enter the score into PBIS Assessment. The BoQ includes 53 items scored using scales ranging from 0-3. The results of the BoQ help when developing an action plan for improving Tier I implementation and to identify next steps in the implementation process. Teams can track total, subscale, and item scores from year to year.

When Do You Take the BoQ?

The BoQ is taken annually after a team has been trained in Tier I supports and has consistently reached benchmark scores for the TIC.

Available Reports

The BoQ provides three reports within PBIS Assessment: Total Score, subscale, and Items. The option to download the information is also available.

Total Score

The total score is the percentage of points received within each subscale out of a total number of possible points. The BoQ total score is calculated by taking the sum of all the responses and dividing by the total number points possible. Schools implementing with fidelity will meet a total score of at least 70%.

Subscale

The subscale report displays the points achieved within each subscale. The subscale scores are calculated by taking the sum of all the responses in each subscale and dividing by the total number of points possible in each subscale.

Items

The Items report provides each of the BoQ item scores the respondent submitted.

Report Breakdown

The items associated with each subscale of the BoQ are:

Subscale	Items
PBIS Team	1 – 3
Faculty Commitment	4 – 6
Discipline Procedures	7 – 12
Data Entry & Analysis	13 – 16
Expectations	17 – 21
Recognition	22 – 28
Teaching	29 – 34
Implementation Plan	35 – 41
Classroom Systems	42 – 48
Evaluation	49 – 53

Early Childhood Benchmarks of Quality (ECBoQ)

The ECBoQ is an annual assessment school teams use to identify scales of success and scales for improvement in Tier I SWPBIS implementation for their early childhood setting.

The Early Childhood Benchmarks of Quality (ECBoQ) allows school teams to:

- Examine their Tier I implementation fidelity

- Document whether the Tier I implementation has been effective

- Identify strengths and weaknesses in the Tier I implementation

ECBoQ QUICK FACTS

What: Annual assessment of Tier I support systems for the early childhood setting

Who: Team and external coach consensus

How: Score 47 items across 9 subscales, using a 0-2 scoring scale

When: Annually

Benchmark: 80% on Total Score

Reports: Total, Subscale, Items

Who Uses the ECBoQ?

Schools using the ECBoQ are early childhood settings interested in assessing Tier I implementation on an annual basis. Coordinators and school teams involved with Tier I support complete this survey together and enter the results into PBIS Assessment.

How Do you Take the ECBoQ?

The teams involved with Tier I support along with their external coach complete the ECBoQ during a team meeting. As a group, they review each item, reach consensus on a score, and enter the score into PBIS Assessment. The ECBoQ includes 47 items scored using a 0-2 scale (0 = Not in Place, 1 = Partially in Place, 2 = In Place). The results of the ECBoQ help when developing an action plan for improving Tier I implementation and identifying next steps in the implementation process. Teams can track total, subscale, and item scores from year to year.

When Do You Take the ECBoQ?

The ECBoQ is taken annually after a team has been trained in Tier I supports.

Available Reports

The ECBoQ provides three reports within PBIS Assessment: Total Score, subscale, and Items. The option to download the information is also available.

Total Score

The total score is the percentage of points received within each subscale out of a total number of possible points. The total score is calculated by taking the sum of all the responses and dividing by the total points possible. Schools implementing with fidelity will meet a total score of at least 80%.

Subscale

The subscale report displays the points achieved within each subscale. The subscale scores are calculated by taking the sum of all the responses in each subscale and dividing by the total number of points possible in each subscale.

Items

The Items report provides each of the ECBoQ item scores the respondent submitted.

Report Breakdown

The items associated with each subscale of the ECBoQ are:

Subscale	Items
Establish Leadership Team	1 - 6
Staff Buy-In	7 - 8
Family Involvement	9 - 12
Program-Wide Expectations	13 - 18
Strategies for Teaching and Acknowledging the Program-Wide Expectations	19 - 21
All Classrooms Demonstrate the Adoption of the "Teaching Pyramid"	22 - 27
Procedures for Responding to Challenging Behavior	28 - 33
Staff Support	34 - 41
Monitoring Implementation and Outcomes	42 - 47

Individual Student Systems Evaluation Tool (ISSET)

The ISSET is a research assessment used to evaluate the implementation status of Tier II and Tier III systems within a school from an outside perspective.

Information gathered using the ISSET allows teams to:

- Assess features in place
- Determine annual goals
- Evaluate ongoing efforts
- Design and revise procedures
- Compare year-to-year efforts

It is recommended schools use results from the ISSET in conjunction with other surveys to create a complete picture of a school's Tier II and Tier III implementation status.

ISSET QUICK FACTS

What: External evaluation of Tier II & Tier III systems

Who: External Evaluator

How: Score 21 items across 7 subscales, using a scoring scale ranging from 0-2

When: Annually

Benchmark: 80% on Total Score

Reports: Total, Subscale, Items

Who Uses the ISSET?

School teams or districts wanting an outside evaluation of Tier II and Tier III implementation will request a trained ISSET evaluator to conduct interviews and review products related to SWPBIS. Coordinators enter ISSET scores in PBIS Assessment on behalf of the evaluator and school. Coordinators and school teams review ISSET reports in PBIS Assessment.

HERE'S A TIP

Once your school has consistently reached 80% on the ISSET total scores for all three areas, you should consider moving to an annual, less resource-intensive, self-assessment survey like the TFI or the BAT.

How Do You Take the ISSET?

A trained ISSET evaluator administers the survey at the school. Two types of data sources are used to score the ISSET:

- **Interviews**: A 15-minute interview with an administrator, a 30-minute interview with the behavior support team leader, and 1-minute interviews with five staff members

- **Permanent Product Review**: A review of current behavior support plans, functional behavior assessments, and multiple documents outlining the procedures for interventions to provide students with additional social support.

The ISSET is scored across 21 items and takes two to three hours to complete. Coordinators enter ISSET scores in PBIS Assessment on behalf of the evaluator and school. Coordinators and school teams review ISSET reports in PBIS Assessment.

When Do You Take the ISSET?

The ISSET is administered annually. Some schools opt to take both a fall and spring ISSET during the first year as a pre- and post-evaluation. The ISSET may also be used for grant and project evaluation as a pre- and post-evaluation at the beginning and end of the project or annually.

Available Reports

The ISSET provides three reports within PBIS Assessment: Total Score, subscale, and Items. The option to download the information is also available.

Total Score

The Total Score report displays the summary score for each of the following three scales:

- Foundations

- Targeted

- Individualized Intensive.

Summary Scores are calculated by taking the sum of all the responses in each scale and dividing by the total number of points possible in each scale. Schools implementing with fidelity will meet at least 80% for Foundations, Targeted, and Individualized Intensive scales.

Subscale

The subscale report displays the points achieved within each subscale. The subscale scores are calculated by taking the sum of all the responses in each subscale and dividing by the total number of points possible in each subscale.

Items

The Items report provides each of the ISSET item scores the respondent submitted.

Report Breakdown

The items associated with each subscale and the subscales associated with each scale of the ISSET are as follows:

Scale	Subscale	Items
Foundations	Commitment	A1 – A5
	Team-Based Planning	B1 – B3
	Student Identification	C1 – C5
	Monitoring & Evaluation	D1 – D5
Targeted Interventions	Implementation	E1 – E4
	Monitoring & Evaluation	F1 – F2
Individualized Interventions	Assessment	G1 – G3
	Implementation	H1 – H6
	Monitoring & Evaluation	I1 – I2

Monitoring Advanced Tiers Tool (MATT)

The MATT is a monthly or quarterly survey school teams use to self-assess progress in Tier II and Tier III systems implementation. The MATT has four parts:

- The Training Presentation for Coaches – Coaches use this video to prepare for the first administration of the MATT.

- The Coaches' Interview Guide – Coaches use this to help the team as it completes the MATT.

- The Team Scoring Guide – Coaches and teams complete the scores together

- The Action Plan

MATT QUICK FACTS

What: Monitor progress of Tiers II and III support systems

Who: External Evaluator

How: Score 21 items across 7 subscales, using a scoring scale ranging from 0-2

When: Annually

Benchmark: 80% on Total Score

Reports: Total, Subscale, Items

Who Uses the MATT?

Teams at initial implementation of Tier II and Tier III systems of support or teams implementing Tiers II and III for a short period of time may use the MATT. As a group, coordinators and school teams involved with Tier II and Tier III support complete the MATT Team Scoring Guide and enter the results into PBIS Assessment.

HERE'S A TIP

Once your school has consistently reached 80% or above on the MATT and no longer requires the frequent assessment schedule, you should consider moving to the BAT. The BAT will measure Tier II and III implementation on an annual basis rather than monthly or quarterly.

How Do You Take the MATT?

The teams involved with Tier II and Tier III supports along with their external coach complete the MATT during a team meeting. As a group, they review each item together, reach consensus on a score, and enter the score into PBIS Assessment. The MATT includes 22 items scored using a 0-2 scale (0 = Not Started, 1 = In Progress, 2 = Fully in Place). The MATT takes 15-20 minutes to complete.

When Do You Take the MATT?

The MATT is taken 3-4 times a year, or as often as monthly after a team has been trained in Tier II and Tier III supports.

Available Reports

The MATT provides three reports within PBIS Assessment: Total Score, subscale, and Items. The option to download the information is also available.

Total Score

The Total Score report displays the summary score for each of the following scales:

- Tier II Interventions (or Practices)

- Tier III Interventions. (or Practices)

Schools implementing with fidelity will meet at least 80% for Tier II Implementation and Tier III Implementation. It is possible to meet benchmark criteria (80%) in one scale and not the other.

Subscale
The subscale report displays the points achieved within each subscale. The subscale scores are calculated by taking the sum of all the responses in each subscale and dividing by the total number of points possible in each subscale.

Items
The Items report provides each of the MATT item scores the respondent submitted.

Report Breakdown
The items associated with each subscale and the subscales associated with each scale of the MATT are as follows:

Scale	Subscale	Items
Tier II	Tier I Critical Elements	A 1
	Tier II Organizational Elements	B 1 - 7
	Tier II Critical Elements	C 1 - 7
Tier III	Tier I Critical Elements	A1
	Tier III Organizational Elements	B 1 - 7
	Tier III Critical Elements	D 1 - 7

Note: Tier I Critical Elements (A 1) and Tier II & III Organizational Elements (B 1 – 7) are used in the calculations for both the Tier II Summary Score and the Tier III Summary Score.

School Climate Survey

The School Climate Survey is a set of multi-dimensional surveys to measure student perceptions of school climate. The surveys are brief, reliable, and valid for assessing perceived school climate among students in grades 3-12. Each survey includes a set of demographic questions about the participant and a number of questions related to school climate with Likert-type response options. Surveys include:

- School Climate Survey: Elementary
- School Climate Survey: Middle/High

Who Uses the School Climate Survey?
School teams wanting to gain a student perspective on the overall climate in the building will use the School Climate Survey. To know which survey a school should administer – the Elementary vs. the Middle/High – follow the guidance below:

- **Elementary:** Survey students between grades 3-5. (If the elementary school includes grade 6, these students should also complete the elementary survey.)

- **Middle/High:** Survey students between grades 6-12.

Note: For schools spanning grade ranges (e.g., K-8 schools), it is best to administer the elementary survey to students in grades 3-5 and the middle/high survey to students in grades 6 and above as each survey has been validated only with these grades.

How Do You Take the School Climate Survey?
Each multiple-response survey is to be completed individually by every student under the guidance of teachers or other appropriate school personnel. For schools with larger enrollment, it is recommended to sample a minimum of 100 students each time the survey is administered.

HERE'S A TIP
All questions in the School Climate Survey must be answered or the survey will not save. Students opting not to answer demographic questions may select "Prefer not to answer".

PBIS Assessment coordinators work with school teams to:

- **Schedule the survey:** Each time schools decide to administer the School Climate Survey, coordinators can help teams determine how they will administer the survey and who will take it. It is important to follow district procedures to notify parents about the survey and offer them the opportunity to opt their student out of the administration. Example notifications are provided in the survey's manual if no district form is available.

- **Establish open/close dates for the survey window:** Once the survey window opens, all students will use the available link to the School Climate Survey in PBIS Assessment along with instructions for submitting their responses ahead of the close date. The survey window should allow respondents enough time to complete the survey and should close at least 24 hours before the reports are needed for decision making. When the survey window closes, PBIS Assessment summarizes the individual responses providing a summary available to view the next day.

When Do You Take the School Climate Survey Suite?

As an outcome tool, the School Climate Survey is typically taken annually. If a school opts to take it twice in a year, the first administration should happen in the first 45 days of school and the last administration should happen in the last 45 days of school.

Available Reports

The School Climate Survey provides seven reports within PBIS Assessment. The option to download information is not available.

- Total Score
- Mean Scores by Ethnicity/Race
- Mean Scores by Gender
- Mean Scores by Grade
- Mean Scores by Item
- Mean Scores by Sexual Orientation
- Items

Total Score

The Total Score is the overall average score for the survey. Total scores are calculated by taking the sum of all the responses and dividing by the number of questions multiplied by the number of respondents.

$$\frac{Sum\ of\ Responses}{(\#\ of\ Survey\ Questions \times \#\ of\ Respondents)} = Total\ Score$$

Mean Scores by Ethnicity/Race, Gender, Grade, Sexual Orientation

The demographic Mean Scores display the survey's total score within each self-identified demographic group. Mean scores are calculated by taking the sum of all the responses and dividing by the number of questions on the survey multiplied by the number of respondents in the identified group.

$$\frac{Sum\ of\ Responses}{\substack{(\#\ of\ Survey\ Questions \times \\ \#\ of\ Respondents\ in\ the\ Identified\ Group)}} = Mean\ Score$$

HERE'S A TIP
In Mean Scores by Ethnicity/Race, Gender, and Sexual Orientation, no averages will display for groups with five or fewer respondents to the survey.

Mean Scores by Item

The Mean Scores by Question displays the average score for each survey question. Mean scores are calculated by taking the sum of the scores for the identified question and dividing by the number of respondents.

Items

The Items report provides an average score for each of the School Climate Survey questions by Race/Ethnicity, Gender, Grade, and All categories. The average is calculated by taking the sum of the respondent scores for each item and dividing by the number of respondents in the given group.

The School Safety Survey (SSS)

The SSS is an annual multiple-response survey to determine perceived risk and protective factors for the school. Teams use the SSS summary to determine what training and support may be needed related to school safety and violence prevention in the school. Results may be tracked over time to see if risk factors decrease and protective factors increase when implementing SWPBIS as well as in the development of action plans.

Who Uses the SSS?

The multiple-response survey is to be completed individually by a minimum of five representative educators including

- An administrator

- Custodial staff member

- Supervisory/classified staff member

- Certified staff member

- Office staff member

SSS QUICK FACTS

What: Perception of risk and protective factors related to safety

Who: Representative staff members across school

How: Score 33 items across 2 subscales, using a 0-3 scoring scale

When: Annually

Benchmark: N/A (Outcome Measure)

Reports: Subscale, Items, Other

How Do You Take the SSS?

PBIS Assessment coordinators work with school teams to:

- **Identify educators to complete the survey:** Respondents will identify their role in the school, score 17 Risk Factors and 16 Protective Factors using a 0-3 scale (0 = Not at All, 1 = Minimally, 2 = Moderately, 3 = Extensively), and answer six optional questions related to school safety and violence.

- **Establish open/close dates for the survey window:** Once the survey window opens, all staff members will use the available link to the SSS in PBIS Assessment along with instructions for submitting their responses ahead of the close date. The survey window should allow respondents enough time to complete the survey and should close at least 24 hours before the reports are needed for decision making. When the survey window closes, PBIS Assessment summarizes the individual responses providing a summary available to view the next day.

When Do You Take the SSS?

As an outcome tool, the SSS is typically taken annually. The results of the SSS guide development of an action plan that defines what specific steps will be taken to minimize or reduce risk factors and strengthen or implement protective factors.

Available Reports

The SSS provides three reports within PBIS Assessment: subscale, Items, and Other. The option to download information is also available.

Subscale

The subscale report provides the Risk Ratio and the Protection Ratio derived from the submitted responses. The scores are calculated by taking the sum of the individual responses in each subscale, dividing by the number of people who responded with a value (0, 1, 2, or 3), and finally, divide that number by three.

Note: Respondents have the option to respond to items as "Not Applicable" or "Don't Know." These items will not be counted in the report calculations.

Items

The Items report provides an average score for each of the SSS items the respondents submitted.

The average is calculated by taking the sum of the respondent scores for each item in each subscale and dividing by the number of people who responded with a numeric value (responses of Not Applicable or Don't Know are excluded).

Other
The SSS provides educators with the opportunity to put in writing their responses to six optional questions. The Other report displays these responses.

Report Breakdown
The items associated with each subscale of the SSS are as follows:

Subscale	Items
Risk Factors	1 - 17
Protective Factors	18 - 33

School-Wide Evaluation Tool (SET)
The SET is a research assessment used to evaluate the critical features of Tier I SWPBIS from an external perspective.

Information gathered from the SET can be used to:

- Assess features in place
- Determine annual goals
- Evaluate ongoing efforts
- Design and revise procedures
- Compare year-to-year efforts

It is recommended schools use the results from the SET in conjunction with other surveys to create a complete picture of your school's Tier I implementation status.

SET QUICK FACTS

What: External evaluation of Tier I SWPBIS

Who: External Evaluator

How: Score 21 items across 7 subscales, using a scoring scale ranging from 0-2

When: Annually

Benchmark: 80% on Implementation Average and 80% on Expectations Taught

Reports: Subscale, Items

Who Uses the SET?
School teams or districts wanting an outside evaluation of Tier I implementation will request a trained SET evaluator to conduct interviews and review products related to SWPBIS. Coordinators enter SET scores in PBIS Assessment on behalf of the evaluator and school. Both coordinators and school teams review SET reports in PBIS Assessment.

HERE'S A TIP
Once your school has consistently met 80% on Expectations Taught and 80% on Implementation Average, you should consider moving to an annual, less resource-intensive, self-assessment like the BoQ or TFI.

How Do You Take the SET?
A trained SET evaluator administers the survey at the school. Two types of data sources are used to score the SET:

- **Interviews**: An administrator interview with 21 questions rated on a 0-2 scale (0 = Not Started, 1 = In Progress, 2 = Fully in Place), 10 staff and 15 student interviews related to SWPBIS practices. Questions for the staff and student interviews are informed by the administrator interview responses.

- **Product Review**: The SET evaluator receives a school tour and reviews all available SWPBIS materials.

The SET score is calculated by combining all of the information from the administrator, staff and student interviews, building observations, and materials review. It takes about two hours to

complete. Coordinators enter SET scores into PBIS Assessment on behalf of the evaluator and school. Coordinators and school teams review SET reports in PBIS Assessment

When Do You Take the SET?

The SET is administered annually. Some schools opt to take a fall and spring SET during the first year as a pre- and post-evaluation. The SET may also be used for grant and project evaluation as a pre- and post-evaluation at the beginning and end of the project or annually.

Available Reports

The SET provides two reports within PBIS Assessment: subscale, Items. The option to download the information is also available.

Subscale

The subscale report displays a percentage of points achieved for each subscale, as well as an overall implementation average. The subscale scores are calculated by taking the sum of all the responses in each subscale and dividing by the total number of points possible in each subscale. The Implementation Average is calculated by taking the sum of the subscale percentages and dividing by seven. Schools implementing with fidelity will meet at least 80% for Expectations Taught and 80% on Implementation Average.

Items

The Items report provides each of the SET item scores the respondent submitted.

Report Breakdown

The items associated with each subscale of the SET are as follows:

Subscale	Items
Expectations Defined	A1 – A2
Expectations Taught	B1 – B5
Reward System	C1 – C3
Violations System	D1 – D4

Subscale	Items
Decision Making	E1 – E4
Management	F1 – F8
District Support	G1 – G2

School-wide PBIS Tiered Fidelity Inventory (TFI)

The TFI gives teams a single survey to guide implementation and sustained use of SWPBIS. Using the TFI, teams measure the extent to which school personnel apply the core features of SWPBIS at all three tiers – either individually or collectively. Teams may take the TFI as:

- An initial assessment to determine if they are using, or need, SWPBIS

- A guide for implementation of Tier I, Tier II, and/or Tier III practices

- An index of sustained SWPBIS implementation

- A metric for identifying schools for recognition within their state implementation efforts.

TFI QUICK FACTS

What: Monitor progress of Tiers I, II, and/or III school-wide support systems

Who: Team and external coach consensus

How: Score 45 items across 3 Tiers (Tier I: 15 items, Tier II: 13 items, Tier III: 17 items), using a 0-2 scoring scale

When: Quarterly or Annually

Reports: Total, Scale, Subscale, Items

HERE'S A TIP

Time is a valuable resource for your schools; PBISApps encourages you to consider using the TFI as an efficient way to measure fidelity of implementation at all three tiers using one survey. For more information related to administering and scoring the TFI, please visit pbisapps.org.

Who Uses the TFI?

Coordinators and the school team involved with systems of support complete this survey together and enter the results into PBIS Assessment. Often the TFI is completed with input from Tier I, Tier II, and /or Tier III teams if these are independent groups. It is strongly recommended that the TFI be completed with an external SWPBIS coach as facilitator.

How Do You Take the TFI?

The team involved with school-wide systems of support completes the TFI during a team meeting with the support of an external coach. Together, they review each item, come to consensus, and enter the implementation scores into PBIS Assessment. The TFI includes 45 items scored using a 0-2 scale (0 = Not Implemented, 1 = Partially Implemented, 2 = Fully Implemented). Teams new to taking the TFI may need as much as 30 minutes to score each tier. More practiced teams can score each tier in about 15 minutes. Teams use the results of the TFI to develop action plans for improving the implementation of school-wide systems of support and to plan next steps in the implementation process. Scores for each of the three tiers can be tracked from year to year.

When Do You Take the TFI?

As a progress monitoring tool, the TFI is typically used quarterly (3-4 times per year). If teams use the TFI to assess the tiers individually during the year, is recommended teams use the TFI on an annual basis to assess all three tiers of PBIS implementation collectively. When a team consistently scores more than 70% of the items on the TFI as fully implemented, the team may want to begin using the TFI annually instead of quarterly.

Available Reports

The TFI provides four reports within PBIS Assessment: Total Score, Scale, subscale and Items. The option to download the information is also available.

Total Score

The total score is the percentage of points received out of the total number of possible points. The total score is calculated by taking the sum of all the responses and dividing by the total points possible (90). Total Score reports for teams assessing fewer than three tiers are still scored out of 90 points possible.

Scale

The subscale report provides the percentage of points achieved within each of the three tiers as listed in the table below. The subscale scores are calculated by taking the sum of all the responses for each tier and dividing by the total number of points possible for that tier.

Subscale

The subscale report displays the percentage of points earned within each subscale of each tier. The subscale is calculated by taking the sum of all the responses within each subscale and dividing by the number of possible points in that subscale.

Items

The Items report provides each of the TFI item scores the respondent submitted.

Report Breakdowns

The items associated with each subscale and the subscales associated with each scale of the TFI are as follows:

Scale	Subscale	Items
Tier I	Teams	1, 2
	Implementation	3-11
	Evaluation	12-15
Tier II	Teams	1-4
	Interventions	5-9
	Evaluation	10-13
Tier III	Teams	1-4
	Resources	5-7
	Support Plans	8-13
	Evaluation	14-17

The Self-Assessment Survey (SAS)

The SAS is an annual multiple-response survey identifying staff perception of the implementation status and improvement priority for school-wide, classroom, non-classroom and individual student support systems. Results of the SAS help identify the staff priorities for promoting sustainability and improving SWPBIS implementation.

SAS QUICK FACTS

What: Perception of SWPBIS implementation across systems

Who: All staff

How: Score 33 items across 2 subscales, using a 0-3 scoring scale

When: Annually

Benchmark: N/A

Reports: Total, Subscale, Items

Who Uses the SAS?

The multiple-response survey is to be completed individually by as many educators at the school as possible.

How Do You Take the SAS?

PBIS Assessment Coordinators work with school teams to identify the open/close dates for the survey window. The survey window should allow respondents enough time to complete the survey and should close at least 24 hours before the reports are be needed for decision making. When the survey window closes, PBIS Assessment summarizes the individual responses providing a summary available to view the next day.

Once the survey window opens, all staff members will use the available link to the SAS in PBIS Assessment along with instructions for submitting their responses ahead of the close date.

Respondents will identify their role in the building and score items across four systems:

- School-wide
- Non-Classroom
- Classroom
- Individual Students.

Items in each subscale are scored on their current implementation status (0 = Not in Place, 1 = Partially in Place, 2 = In Place) as well as their priority for improvement (0 = Low, 1 = Medium, 2 = High).

HERE'S A TIP

The Priority for Improvement should be determined based on whether a respondent perceives the item to be a priority for the school to work on improving. This is not a determination of whether the respondent perceives the item to be a valuable component of PBIS.

When Do You Take the SAS?

The SAS is taken annually.

Available Reports

The SAS provides three reports within PBIS Assessment: Total Score, subscale, and Items. The option to download the information is also available.

Total Score

The Total Score report displays the current status as well as the improvement priority for each of the four scales. Reports related to the scale's current status display the percent of staff who believe the system is fully in place, partially in place, or not in place. Reports related to the scale's improvement priority display the percent of staff who believe the system has a high, medium, or low priority for improvement.

Subscale

The subscale report provides the average response to the seven subscale elements of the School-wide System and an overall School-wide System Implementation Average. The scores are calculated by taking the sum of the individual responses in each subscale, dividing by the number of people who responded, and finally dividing that number by the number of points possible in each subscale. The SAS Implementation Average is calculated by taking the sum of the subscale percentages and dividing by seven.

Note: There are no subscale reports for the other three scales of the SAS (non-classroom, classroom, and individual student)

Items

The SAS Items report displays the percent of respondents who found each item's current status to be fully in place, partially in place, or not in place. For the same item, it also displays the percent of respondents who found the item's priority for improvement to be a high, medium, or low priority.

The SAS Items report can be displayed with colors corresponding to whether the majority of respondents found the item to be in place, partially in place, or not in place.

- Red = 50% or fewer of the staff members found the item to be fully in place

- Yellow = greater than 50% but fewer than 80% of the staff members found the item to be fully in place.

- No Color = 80% or more staff members found the item to be fully in place.

HERE'S A TIP

Sometimes the use of color can be overwhelming to a new team with many items colored red. A coordinator who has studied the responses ahead of time can choose the "No Color" option and direct the team to items needing team attention.

Report Breakdown

The scales of the SAS as well as the items associated with School-Wide subscale are as follows:

Scale	Elements	Items
School-Wide	Expectations Defined	1
	Expectations Taught	2
	Reward System	3
	Violations System	4–8
	Monitoring	10–12
	Management	9, 14–16
	District Support	17–18
Non-Classroom	*No subscale Report Available*	
Classroom	*No subscale Report Available*	
Individual Students	*No subscale Report Available*	

Team Implementation Checklist (TIC)

The TIC is a progress monitoring tool used to assess Tier I implementation.

Teams using the TIC will be able to:

- Examine their Tier I implementation fidelity – Are we doing what we said we would do?

- Identify Tier I implementation elements as in place, partially in place, or not in place to inform action planning – What are our strengths that we can acknowledge? What could we do to improve?

TIC QUICK FACTS

What: Monitor progress of Tier I support systems implementation

Who: Team and external coach consensus

How: Score 22 items across 10 subscales, using a 0-2 scoring scale

When: Monthly or Quarterly

Benchmark: 80% of the Total Score

Reports: Total, Subscale, Items

Who Uses the TIC?

Teams working toward initial Tier I implementation or who have implemented Tier I for a short period of time may want to monitor their implementation progress using the TIC. Coordinators and the school PBIS team complete the TIC together and enter the results into PBIS Assessment.

HERE'S A TIP

Once your school has consistently scored a Total Score of 80% or above on the TIC, it may consider moving to taking the BOQ. The BOQ requires less frequent administration as it is an annual self-assessment.

How Do You Take the TIC?

The teams involved with Tier I supports along with its coach complete the TIC during a team meeting. Together, they review each item, reach consensus, and enter the scores into PBIS Assessment. The TIC includes 22 items scored using a 0-2 scale (0 = Not

Started, 1 = In Progress, 2 = Fully in Place). The TIC takes 10-15 minutes to complete.

When Do You Take the TIC?

As a progress monitoring tool, the TIC is taken quarterly (3-4 times per year). Optionally, teams in the early stages of implementation may choose to take the TIC as frequently as monthly.

Available Reports

The TIC provides three reports within PBIS Assessment: Total Score, subscale, and Items. The option to download the information is also available.

Total Score

The total score is the percentage of points received within each subscale out of a total number of possible points. The total score is calculated by taking the sum of all the responses and dividing by the total points possible. Schools implementing with fidelity will meet a total score of at least 80%.

Subscale

The subscale report displays points achieved within each of the seven TIC subscales. The subscale scores are calculated by taking the sum of all the responses in each subscale and dividing by the total number of points possible in each subscale.

Items

The Items report provides each of the TIC item scores the respondent submitted.

Report Breakdown

The items associated with each subscale of the TIC are as follows:

Subscale	Items
Establish Commitment	1-2
Establish & Maintain Team	3-5
Self-Assessment	6-8
Establish School-Wide Expectations	9-14
Classroom Behavior Support Systems	15-16
Establish Information Systems	17

Evaluation Planning

Evaluating implementation fidelity is at the foundation of SWPBIS. When evaluating implementation, teams should regularly ask these questions:

1. To what extent was SWPBIS implemented as designed?

2. To what extent was SWPBIS implemented with fidelity?

3. Are we doing what we said we would do?

When planning for evaluation, it is all about context. Decisions should be determined based on what is needed for continuous quality improvement within the local setting. It is important to determine which surveys to take, how often to take them, and how to integrate evaluating survey results into an educational setting. Whether planning occurs at the school, district, or state level, here are some components you might want to consider during your discussions about evaluation planning:

- **Questions:** What questions do we want to answer about school- or district-level implementation of PBIS?

- **Tools:** What surveys are already embedded in our evaluation process?

- **Tiers:** What is the current implementation status for each PBIS tier at the district level? At the school level? (e.g. sustaining, scaling up, initial exploration, initial adoption, etc.)

- **Perceptions:** Whose input do we need for decision making (e.g., team, external evaluator, staff perception)?

- **Timelines:**

  - Which decision-making and meeting cycles are already in place

  - What is the team or staff availability to participate relative to other initiatives and activities throughout the year

  - How often will you report outcomes to schools, the district, the region, or the state?

Example District Evaluation Plans

The following are example district-level evaluation plans for the next three years. Each plan is developed based on the local context.

District A: New TFI Adoption

District A finds schools struggling for the time to take lots of surveys to measure fidelity of implementation in their buildings. The district would like for schools to try taking the TFI as a way to increase efficiency with the limited time and resources currently available.

Evaluation Questions:

1. What is our baseline at Tiers I, II, and III, and what is our progress through the year?

2. Has our SWPBIS implementation improved across years?

3. How do our individual staff members rate our implementation?

4. Are our self-assessments consistent with data from outside evaluators?

Survey	Year One			Year Two			Year Three		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
TFI Tier I	●	●	●			●			●
TFI Tier II	●		●	●	●	●			●
TFI Tier III	●		●			●	●	●	●
SAS	●		●			●			●

District B: Sustaining Implementation

District C has sustained Tier I implementation for three years. It consistently scores over 80% on the TIC. Recently, the district has started its initial implementation of Tiers II and III.

Evaluation Questions:

1. In which scales of our SWPBIS implementation are we doing well, and in which scales do we need more training?

2. Has our SWPBIS implementation improved across years?

3. How do our staff members rate our SWPBIS implementation?

4. How are we doing in our Tier II and Tier III implementation?

Survey	Year One			Year Two			Year Three		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
BoQ			●			●			●
SAS	●			●			●		
SSS		●			●			●	
MATT	●	●	●	●	●	●	●	●	●

District C: Struggling with Implementation

District-wide implementation began five years ago in District C. Schools have struggled to meet criteria. The district would like to focus on a more targeted evaluation cycle and include the TFI for progress monitoring at the tiers where schools struggle the most.

Evaluation Questions:

1. Which schools do not meet the SET benchmark?

2. In which scales of our SWPBIS implementation are we doing well, and in which scales do we need more training?

3. How can we tailor our training and evaluation to meet the needs of each school?

4. Has our SWPBIS implementation improved across years?

5. How do our staff members rate our SWPBIS implementation?

Cohort 1 Evaluation Plan (Strong SWPBIS Implementation)

All schools complete the surveys in the first section below.

Survey	Year One			Year Two			Year Three		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
SAS		●			●			●	
BoQ	●								
Safety Survey			●			●			●
TFI (all tiers)				●			●		

Schools struggling with implementation will use the TFI for progress monitoring at tiers where additional improvement is focused.

TFI (by focus tier)					●	●		●	●