Positive Behavioral Interventions and Supports (PBIS)
Evaluation Readiness Report

September 2019

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Program Description and Purpose

What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an implementation framework that facilitates the selection and use of evidence-based practices and interventions within a tiered system of support.[1] Specifically, PBIS offers a framework to support students academically, socially, emotionally, and behaviorally through universal practices for all students (Tier I), targeted practices for students in need of additional support (Tier II), and indicated practices for individual students who are not fully supported by Tier I or Tier II supports (Tier III).[2] According to the National Technical Assistance Center on PBIS, the "broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools."[3] The PBIS website also indicates that "PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups."

Rather than requiring that specific interventions be implemented, PBIS provides suggestions for elements to consider when making decisions regarding interventions and practices as well as general procedures and practices across the tiered system of support. The National Technical Assistance Center of PBIS advises that successful PBIS implementation involves the interplay of four key elements when making all decisions.[4] These key elements are data, outcomes, practices, and systems. Data must be considered so that stakeholders know what information is needed to improve decision making. Student outcomes should be considered as it relates to what students need to exhibit when they are successful academically and behaviorally. Teacher and administrator practices must be considered to determine what supports are benefiting students. Finally, the internal systems that impact the educators in their use of evidence-based practices should be considered. These systems can include such things as teacher working groups, data decision rules, professional development offered, coaching supports provided, and school leadership teams.

PBIS by Tiers

The National Technical Assistance Center of PBIS has recommended several general procedures and practices that have been shown to be effective when implementing PBIS. These suggestions are provided for each tiered level of support and are the basis of PBIS fidelity measures created by the National Technical Assistance Center of PBIS, such as the Tiered Fidelity Inventory (TFI).

At the Tier I level, supports are universal and the basis for a school's PBIS framework. Tier I support is provided to all students. At this level, effective schoolwide systems have been shown to have the following key components: a common and agreed upon discipline approach, positive purpose statement, a few positively-framed expectations for staff and students, procedures for teaching expectations, continua of procedures for reinforcing behaviors consistent with expectations and discouraging behaviors inconsistent with expectations, and procedures for regularly monitoring and evaluating effectiveness.[5]

For students who are not fully supported at the Tier I level within PBIS, additional interventions can be provided at the Advanced Tiers (Tier II and Tier III). Tier II interventions focus on approximately 15 percent of students who are not fully supported by Tier I and are at risk of more serious behaviors. Tier II supports generally involve a broader range of interventions, which can include small group, social skills groups, or behavior education plans. Key components of Tier II interventions that have been shown to be effective include continuous availability, rapid access, efforts that are not labor intensive for teachers, consistency with the schoolwide expectations, implemented by all staff within a school, intervention that is flexible based on assessment data, functional assessments, regular meetings with a review team, student desire to participate, and continuous monitoring of data.[6]

Tier III interventions focus on approximately 5 percent of students who are not fully supported by both Tier I and Tier II supports. Tier III interventions are highly personalized for each student and should be handled in a team approach. The components and processes necessary for Tier III teams include a personalized team composition for each student, student or family input on team members, team members with expertise that matches students' strengths and needs, and an administrator.[7] Additionally, the teams should engage in the following: establish rapport

with the child and family, identify strengths and needs through behavior intervention planning, assist the family to develop a comprehensive plan, track progress over time, and transition to less intensive interventions as appropriate.[8]
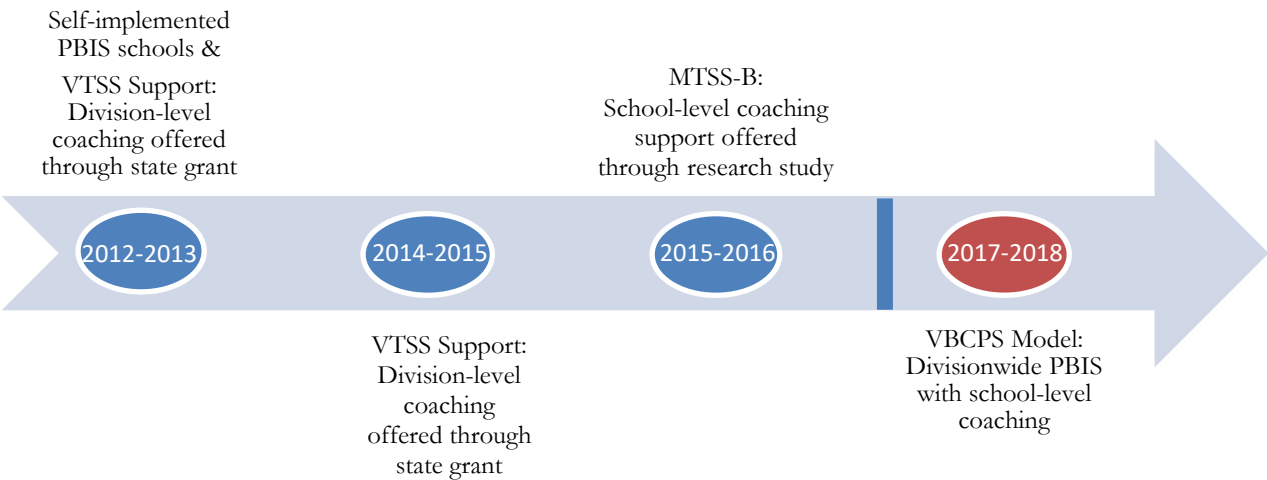
Tiered Systems of Support and PBIS in Virginia Beach City Public Schools (VBCPS)

VBCPS has been involved in PBIS practices since the 2012-2013 school year when one school chose to implement PBIS on their own with some internal support from the Office of Psychological Services.[9] In 2014-2015, seven additional schools began implementation. Also during the 2012-2013 school year, the division began participating in an initiative through the Virginia Department of Education (VDOE) called Virginia Tiered Systems of Support (VTSS), which provides support at the division level through grant funding and technical assistance.[10] Through VTSS, VDOE's Research and Implementation Center provides professional learning and division-level coaching to implement practices consistent with PBIS.[11] VBCPS has continued to receive support each year through VTSS by way of division-level coaching and support for Tier II and Tier III strategies.

VBCPS also participated in the Multi-Tiered Systems of Support – Behavior (MTSS-B) study from 2015-2016 through 2016-2017.[12] The MTSS-B study was a locally approved study commissioned by the National Center for Education Evaluation of the Institute of Education Sciences and the U.S. Department of Education and conducted by the American Institutes for Research, MDRC, Harvard University Graduate School of Education, and Decision Information Resources, Inc. Participation in the MTSS-B study provided funding for school-based coaching support and professional development for school-level coaches. Six VBCPS elementary schools participated in this study during the 2015-2016 and 2016-2017 school years.

Overall, a total of 8 schools[13] began implementing PBIS by the 2014-2015 school year and 11 schools began implementing PBIS during the 2015-2016 school year. Although implementation continued for these schools during the 2016-2017 school year, there were no additional schools that were added during 2016-2017. In 2017-2018, the current model of implementing PBIS began with PBIS school-level coaching.

Figure 1: History of Tiered Systems of Support in VBCPS

Self-implemented PBIS schools & VTSS Support: Division-level coaching offered through state grant

2012-2013

VTSS Support: Division-level coaching offered through state grant

2014-2015

MTSS-B: School-level coaching support offered through research study

2015-2016

2017-2018

VBCPS Model: Divisionwide PBIS with school-level coaching

Current PBIS Practices in VBCPS

During the 2017-2018 school year, VBCPS began to implement the VBCPS model for PBIS, which involved embedded school-level coaching. A PBIS specialist and four division-level PBIS coaches were hired to support this work. VBCPS began to develop the multi-year division implementation plan by grouping the 63 schools that had not previously implemented PBIS into cohorts with each cohort implementing PBIS in separate years from 2017-2018 through 2019-2020.[14] The schools in these cohorts were selected based on needs according to discipline data, school climate surveys, and input from the Department of School Leadership, with the schools that were most in need

implementing earlier.[15] There were 19 schools that implemented PBIS for the first time during the 2017-2018 school year and 21 schools that implemented PBIS during the 2018-2019 school year. A final cohort of 23 schools is scheduled to implement PBIS for the first time during the 2019-2020 school year.

The implementation is overseen by the Office of Student Support Services. A division implementation and leadership team consists of staff from Student Support Services, Professional Growth and Innovation, Student Leadership, School Counseling Services, Programs for Exceptional Children, Teaching and Learning, and Research and Evaluation. The implementation team meets monthly to coordinate efforts, ensure supports are in place, and review data. A District Capacity Assessment (DCA) is completed once a year in the spring to rate the divisionwide implementation of PBIS and to identify actions for the upcoming years. The DCA is a scoring rubric that documents if the division has put all the necessary policies, procedures, and documentation together to support a successful implementation of PBIS.

As previously mentioned, a hallmark of the VBCPS model is the embedded school-level coaching. Each VBCPS school that implements PBIS is assigned one of the five divisionwide PBIS coaches (one of which is also a PBIS specialist). The coaches work across multiple schools to support the school leadership teams and teachers with their implementation of PBIS. The PBIS coaches focus on creating and providing professional development to schools that meet the personalized needs of each population. Additionally, the coaches partner with the Office of Professional Growth and Innovation to develop divisionwide trainings administered virtually and face-to-face.

With cohorts at varied stages of implementation, division coaches evaluate each school's implementation fidelity in the spring using the Tiered Fidelity Inventory (TFI), which is conducted with school leaders during walk-throughs at the school and a review of documentation. The use of the TFI to measure the implementation of PBIS in VBCPS is a practice that was recommended as part of VTSS and was found to be useful by both coaches and schools. The TFI is comprised of items related to necessary administrative processes and procedures across Tier I, Tier II, and Tier III. However, schools are only assessed on the tiers they have implemented or are currently implementing. The TFI has a total of 29 items across all tiers (15 items for Tier I, 13 items for Tier II, and 17 items for Tier III).[16] Schools are scored on each item using 0 (not implemented), 1 (partially implemented), 2 (fully implemented). Items may also be totaled into subscale scores within each tier. Examples of items include team composition, team operating procedures, expectations, discipline policies, professional development, classroom procedures; stakeholder involvement; and data-based decision making. An overall score within a tier can also be calculated based on the total points received divided by the total possible points. Generally, a score of 70 or 80 percent is considered to show that a school has reached implementation fidelity.[17] Once schools have reached and sustained fidelity at a tier for one year, then they are able to focus on implementing the next tier the following year. According to PBIS.org, it takes most schools three to five years to fully implement all three tiers.[18]

Selection and Approval of Programs for Evaluation

PBIS was selected and approved for the Program Evaluation Schedule based on criteria specified in School Board Policy 6-26, adopted by the School Board on September 5, 2007. The following excerpt is from School Board Policy 6-26:

Existing programs will be evaluated based on an annual Program Evaluation Schedule which will be developed by the Program Evaluation Committee and approved by the School Board annually….On a yearly basis, the Program Evaluation Committee will present a list of programs recommended for evaluation to the Superintendent and the School Board. This listing will include the rationale for each recommendation based on an approved set of criteria. All programs will be prioritized for evaluation based on the following factors:

1. Alignment with the school division's strategic plan and School Board goals;
2. Program cost;
3. Program scale;
4. Cross-departmental interest;
5. Community/stakeholder interest in the program;
6. Availability of information on the program's effectiveness; and
7. Date of most recent evaluation.

On June 19, 2018, members of the Program Evaluation Committee were emailed with instructions to review a list of six existing educational programs along with the committee's previous average ranking for each program conducted the previous year based on the criteria above. Committee members were asked to recommend one of the six programs for evaluation. The most frequently recommended program for inclusion on the Program Evaluation Schedule was PBIS. This recommendation was primarily due to its potential to have a large, positive impact on VBCPS reaching its goals, as well as the lack of formal evaluation by the Office of Research and Evaluation. It was determined that PBIS would be scheduled for an Evaluation Readiness Report to define divisionwide measurable goals and objectives and to develop an evaluation plan. The proposed Program Evaluation Schedule was presented to the School Board on August 28, 2018. The School Board approved the 2018-2019 Program Evaluation Schedule on September 11, 2018.

Overview of Current Goals and Objectives

The internal PBIS implementation team in VBCPS set general goals for themselves and targeted implementation goals for individual schools. However, no measurable goals or objectives were formally established at the division level.[19] A review of the National Technical Assistance Center on PBIS website revealed several evaluative implementation tools, including the TFI, which is "a valid, reliable, efficient measure of the extent to which school personnel are applying the core features of school-wide PBIS" that extends across Tier I and Advanced Tiers (Tier II and Tier III).[20] Although not framed as goals for the PBIS implementation, the features noted in the TFI helped inform potential areas for goals and objectives. The PBIS.org website also provided a list of student and educator outcomes that have been found elsewhere when implementing PBIS with fidelity over multiple years, which may provide a basis for PBIS outcome goals and objectives:[21]

1. Reductions in major disciplinary infractions, antisocial behavior, and substance abuse.
2. Reductions in aggressive behavior and improvements in emotional regulation.
3. Improvements in academic engagement and achievement.
4. Improvements in perceptions of organizational health and school safety.
5. Reductions in teacher and student reported bullying behavior and victimization.
6. Improvements in perceptions of school climate.
7. Reductions in teacher turnover.

The next section of the report describes the process for developing the divisionwide measurable goals and objectives for PBIS. Input from the VBCPS PBIS Evaluation Readiness Committee and the information provided by the National Technical Assistance Center on PBIS on implementation fidelity and outcome areas served as a foundation for formulating the goals and objectives.

Process for Developing Revised Goals and Objectives

According to School Board Policy 6-26, for programs selected for an Evaluation Readiness Report, ORE evaluators will "assist program staff in defining measurable goals and objectives, as well as linkages with activities and outcomes. An Evaluation Readiness Report focusing on the outcomes of this process and baseline data (if available) will be presented to the Superintendent and School Board…." The process to complete an Evaluation Readiness Report began during the 2018-2019 school year with a review of existing documentation about PBIS (history, purpose, and available goals) by ORE evaluators. In addition, the best practices literature and other evaluations of PBIS were reviewed.

An initial planning meeting was held on December 20, 2018 with the executive director of Student Support Services, coordinator of Psychological Services, PBIS specialist, and the ORE evaluators. The meeting involved discussion of the evaluation readiness process and the need for and composition of the Evaluation Readiness Committee.

The meeting of the Evaluation Readiness Committee was held at the School Administration Building on April 2, 2019. The committee consisted of 15 members including PBIS coaches and the PBIS specialist, school administrators from each school level, a teacher, executive director and administrators from the Office of Student

Support Services in the Department of Teaching and Learning, and a director from the Department of School Leadership. Three staff members from ORE were seated at separate tables with five committee members each to facilitate collaborative discussion during the meeting.

The committee members were first asked to review a summary of the available information regarding PBIS in VBCPS, including the overview from the VBCPS intranet website. They were then asked to identify additional program elements that would ensure a complete and accurate overview of PBIS. The remainder of the meeting was devoted to identifying concepts to be included in the goals and measurable objectives for PBIS. First, the committee members brainstormed responses to a goal-related question: "If PBIS was successful, in general, what would success look like?" The committee members individually jotted ideas onto post-it notes, one idea per post-it note, and discussed their ideas with their groups. After approximately ten minutes, a spokesperson from each table shared the group's ideas with the larger group, whereupon one of the ORE evaluators served as a scribe, writing general concepts and goal areas onto large sheets of paper.

To define measurable objectives, a second question was then asked: "If PBIS was successful, what specific outcomes would be expected?" The same process of brainstorming ideas onto separate post-it notes was taken. After approximately ten minutes, a spokesperson from each table shared the group's ideas with the larger group, and an ORE scribe wrote the ideas onto the appropriate sheets of paper.

Following the meeting and review of related documents, the ORE evaluators formulated draft goals and measurable objectives, which focused on implementation of Tier I and Advanced Tiers as well as student outcomes. A second meeting with the coordinator of Psychological Services and PBIS specialist was held on May 20, 2019 to obtain any initial feedback on the draft goals and objectives. After receiving this feedback, on May 30, the draft of goals and objectives was sent to all members of the Evaluation Readiness Committee for review. The feedback received led to minor wording adjustments.

Revised Goals and Objectives

As a result of the evaluation readiness process, there were a total of 12 goals and 36 objectives for the PBIS evaluation, including 4 goals for Tier I implementation, 4 goals for Advanced Tiers implementation, and 4 goals for outcomes. The implementation goals focused on behavioral expectations for students and staff and policies and procedures, professional learning for staff, data review and usage, stakeholder involvement, and providing effective Advanced Tiers interventions and supports. The student outcome goals focused on school engagement, perceptions of safety and discipline procedures, emotion regulation, and perceptions of school climate.

Tier I Implementation Goals and Objectives

Goal 1: Schools have clearly defined behavioral expectations for students and staff and established procedures for staff to implement PBIS consistently within their schools and classrooms.

Objective 1: Schools have positively framed student and staff behavioral expectations, classroom procedures are aligned with these expectations, and these expectations are explicitly taught to students as measured by scores of 2 on relevant TFI features (e.g., 1.3, 1.8, and 1.4) and staff and student survey responses.

Objective 2: Students know what behavior is expected of them as measured by student and teacher survey responses.

Objective 3: Schools have clearly defined student behaviors that interfere with academic and social success and outlined staff procedures to respond to student behaviors (e.g., manage, acknowledge) across classrooms as measured by scores of 2 on relevant TFI features (e.g., 1.5, 1.6, and 1.9) and staff and student survey responses.

Goal 2: Professional learning opportunities provide staff with effective support and information to successfully implement PBIS Tier I within their schools and classrooms.

Objective 1: Professional learning is provided for staff on how to teach schoolwide expectations, acknowledge appropriate behavior, correct errors, and request assistance as measured by a score of 2 on TFI feature 1.7 and staff survey responses.

Objective 2: Professional learning is provided that ensures teachers have knowledge of classroom practices to manage and respond to student behavior as measured by teacher survey responses.

Objective 3: Teachers are confident in applying instructional practices related to student behavior and perceive they are capable of managing and responding to student behavior as measured by teacher survey responses.

Goal 3: Data are reviewed and used regularly to inform decision making to inform PBIS Tier I practices.

Objective 1: School Tier I PBIS teams have a discipline data system that graphs student problem behavior as measured by a score of 2 on TFI feature 1.12 and staff survey responses.

Objective 2: Schoolwide data are reviewed regularly by teachers (i.e., at least four times per year) and members of the school PBIS Tier I teams (i.e., at least monthly) to inform decision making regarding schoolwide practices as measured by scores of 2 on relevant TFI features (e.g., 1.10 and 1.13) and staff survey responses.

Objective 3: School PBIS Tier I teams review and use Tier I fidelity data yearly to inform decision making regarding schoolwide practices as measured by a score of 2 on TFI feature 1.14 and staff survey responses.

Goal 4: Schools involve students, families, community, and staff during the schoolwide PBIS Tier I implementation.

Objective 1: Schools receive yearly input from students, families, and community members regarding schoolwide expectations, consequences, and acknowledgements as measured by a score of 2 on TFI feature 1.11.

Objective 2: Students and families are aware of practices and expectations that are part of PBIS implementation as measured by student and parent survey responses.

Objective 3: School staff support the PBIS Tier I implementation at their school as measured by staff survey responses.

Advanced Tiers Implementation Goals and Objectives

Goal 1: Schools establish policies and procedures for implementing PBIS Advanced Tiers practices.

Objective 1: Schools have clearly defined policies and procedures for identifying students who require Tier II supports, requesting assistance, and selecting interventions as measured by scores of 2 on relevant TFI features (e.g., 2.3, 2.4, and 2.7) and staff survey responses.

Objective 2: Schools have established PBIS Tier III team decision rules for identifying students who require Tier III supports that use multiple data sources as measured by a score of 2 on TFI feature 3.3 and staff survey responses.

Goal 2: Professional learning opportunities provide relevant staff with effective support and information to successfully implement PBIS Advanced Tiers practices within their school.

Objective 1: Professional learning is provided (e.g., teaching and coaching) to all relevant staff on intervention delivery, including referring students and implementing Tier II interventions as measured by a score of 2 on TFI feature 2.9 and staff survey responses.

Objective 2: Professional learning is provided to all relevant staff on basic behavioral theory, function of behavior, and function-based intervention as measured by a score of 2 on TFI feature 3.7 and staff survey responses.

Goal 3: Data are reviewed and used regularly to inform decision making on PBIS Advanced Tiers practices.

Objective 1: School PBIS Tier II teams use student data and decision rules at least monthly to monitor progress and alter Tier II supports as needed as measured by a score of 2 on TFI features 2.11 and staff survey responses.

Objective 2: Aggregated school-level Tier III data are summarized and reported to teachers at least monthly on fidelity of support plans and impact on student outcomes as measured by a score of 2 on TFI feature 3.14 and staff survey responses.

Objective 3: School PBIS Tier II and Tier III teams monitor and review student and fidelity data to inform decision making regarding Advanced Tiers practices as measured by scores of 2 on relevant TFI features (e.g., 2.10, 2.12, and 3.16) and staff survey responses.

Goal 4: Schools provide appropriate and effective PBIS Advanced Tiers interventions and supports to students in need and engage the community as needed to support interventions.

Objective 1: School Tier II teams implement multiple ongoing behavior support interventions that have documented evidence of effectiveness and are matched to student need as measured by a score of 2 on TFI feature 2.5 and staff survey responses.

Objective 2: Schools ensure that Tier II behavior support interventions provide additional instruction/time for student skill development, additional structure/predictability, and/or increased opportunity for feedback as measured by a score of 2 on TFI feature 2.6 and staff survey responses.

Objective 3: Schools ensure that all Tier III student support plans include all required information (e.g., student strengths, hypothesis statement, strategies) as measured by scores of 2 on relevant TFI features (e.g., 3.8, 3.9, 3.10, 3.11, and 3.12) and staff survey responses.

Objective 4: Schools ensure that Advanced Tiers support plans are explicitly linked to all other provided supports (i.e., at other tiers of support), and students who are receiving Advanced Tiers supports have access to supports at other tiers as measured by scores of 2 on relevant TFI features (e.g., 2.8 and 3.13) and staff survey responses.

Objective 5: Schools have access to external support agencies and resources through a division contact person for planning and implementing non-school-based interventions as measured by a score of 2 on TFI feature 3.6 and staff survey responses.

Student Outcome Goals and Objectives

Goal 1: When PBIS is implemented with fidelity, students are engaged at school.

Objective 1: Students demonstrate school engagement as measured by student attendance and student and teacher survey responses.

Objective 2: Students demonstrate academic engagement in the classroom as measured by student and teacher survey responses.

Goal 2: When PBIS is implemented with fidelity, students and teachers have positive perceptions of school safety and discipline procedures.

Objective 1: The school is a safe and orderly place to learn as measured by student and teacher survey responses.

Objective 2: Bullying is not perceived to be a problem at the school as measured by student and teacher survey responses.

Objective 3: There are high expectations for student behavior at the school as measured by student and teacher survey responses.

Objective 4: Students know the consequences of misbehaving at their school as measured by student and teacher survey responses.

Objective 5: Teachers indicate that the rules for student behavior are effective as measured by teacher survey responses.

Goal 3: When PBIS is implemented with fidelity, students learn to regulate their emotions and demonstrate social-emotional competence.

Objective 1: Students successfully regulate their emotions as measured by student self-management aggregate ratings on the student VBCPS Social-Emotional Learning (SEL) survey.

Objective 2: Students demonstrate social-emotional competence as measured by student SEL aggregate ratings in self-awareness, social awareness, relationship skills, and responsible decision making on the student VBCPS SEL survey.

Goal 4: When PBIS is implemented with fidelity, students and teachers have positive perceptions of school climate.

Objective 1: Students have positive relationships with peers as measured by student survey responses.

Objective 2: Teachers are treated with respect by students and supported by school administrators as measured by teacher survey responses.

Objective 3: Teachers and other adults support one another to meet the needs of all students as measured by teacher survey responses.

Baseline Data

Schools Implementing PBIS

As of the 2018-2019 school year, 59 of 82 VBCPS comprehensive school sites[22] were implementing PBIS (72%). Implementation patterns varied by school level with higher percentages of elementary (78%) and middle schools (80%) implementing PBIS compared to high schools (33%). The divisionwide PBIS implementation plan for 2019-2020 includes a focus on implementation at the high school level with 8 of the 12 high school sites preparing for implementation.

Student Demographic Characteristics in PBIS Schools

Table 1 displays the schools' student demographic characteristics based on whether they were implementing PBIS as of 2018-2019. The data in the table are based on kindergarten through grade 12 student enrollments at the schools as of September 30, 2018. Based on PBIS implementation as of the 2018-2019 school year, **PBIS schools as a group had higher percentages of African American students, higher percentages of students receiving free or reduced priced meals, and lower percentages of students who were identified as gifted compared to non-PBIS schools**. This pattern was consistent at each school level. In addition, elementary and middle schools

implementing PBIS had lower percentages of Caucasian students compared to non-PBIS elementary and middle schools. As the evaluation process for PBIS is implemented, data regarding the effectiveness of PBIS on student or school outcomes will need to be interpreted within the context of these preexisting differences in school characteristics.

Table 1: 2018-2019 Student Demographic Characteristics Based on PBIS Implementation

Student Characteristics	ES		MS*		HS*		Overall	
	PBIS	No PBIS	PBIS	No PBIS	PBIS	No PBIS	PBIS	No PBIS
	N=23,382 (43 sites)	N=6,454 (12 sites)	N=12,779 (12 sites)	N=3,450 (3 sites)	N=5,532 (4 sites)	N=14,981 (8 sites)	N=41,693 (59 sites)	N=24,885 (23 sites)
Gender								
Female	48%	48%	50%	49%	47%	49%	48%	49%
Male	52%	52%	50%	51%	53%	51%	52%	51%
Ethnicity								
African American	25%	13%	26%	12%	29%	23%	26%	19%
American Indian	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Caucasian	44%	61%	46%	56%	49%	50%	45%	54%
Hispanic	13%	12%	13%	10%	11%	10%	12%	10%
Asian	6%	4%	5%	11%	4%	7%	6%	7%
Native Hawaiian/ Pacific Islander	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Multiracial	11%	9%	10%	10%	7%	9%	10%	9%
Economically Disadvantaged	47%	34%	43%	25%	41%	32%	45%	32%
Identified Special Education	10%	10%	12%	8%	12%	10%	11%	10%
Identified Gifted	9%	12%	16%	46%	12%	19%	11%	21%

* School sites are classified based on their highest grade level. Old Donation School is included in middle schools and Renaissance Academy is included in high schools.

Baseline Implementation Data

Tiered Fidelity Inventory (TFI)

The Tiered Fidelity Inventory (TFI) is one assessment available to school teams for assessing the extent to which the school is implementing PBIS with fidelity across all three tiers. It is based on items assessed by other schoolwide PBIS fidelity measures and has been demonstrated to have strong construct validity for assessing fidelity at each tier, strong interrater and test-retest reliability, strong relationships with other PBIS fidelity measures, and high usability for action planning.[23] The TFI for Tier I: Universal Schoolwide PBIS Features includes three subscales with multiple items or "features" including the Teams Subscale (2 items), Implementation Subscale (9 items), and Evaluation Subscale (4 items). In addition to individual item scores and subscale scores, the instrument provides an overall fidelity score. The PBIS TFI resource from 2014 indicated that generally, a fidelity score of 80 percent is the level of implementation that will result in improved student outcomes,[24] although a later 2017 resource indicated that an overall score of 70 percent or higher for Tier I is recommended for schools to be considered at or above "adequate" implementation.[25] Based on these research sources and the number of schools in Virginia Beach demonstrating various levels of fidelity, for the purposes of this evaluation, schools are categorized based on their overall TFI fidelity scores as shown in Table 2.

Table 2: Level of Fidelity Categorization Based on Overall TFI Score

| Level of Fidelity Categorization	Overall TFI Implementation Score Percentage
High Fidelity	80%-100%
Adequate Fidelity	70%-79%
Partial Fidelity	69% or below

In VBCPS, the TFI is completed by a school team along with a VBCPS PBIS coach following observations of schoolwide and classroom practices and discussions regarding the TFI items. The instrument provides a description of each item that is to be rated, possible sources of data that the team may consult for determining a rating, and scoring criteria for determining the appropriate rating. Each PBIS item is scored on a three-point scale where 0 indicates the feature is not implemented, 1 indicates the feature is being partially implemented, and 2 indicates the feature is being fully implemented. Each subscale score and the overall fidelity score represents the percentage of available points earned for the applicable items.

Although the TFI was used in VBCPS during the early years of PBIS implementation prior to 2017-2018, the two most recent years of TFI data from 2017-2018 and 2018-2019 are the only years of data that will be analyzed for the purposes of the evaluation. The school division's PBIS coaches facilitated the completion of the instrument in collaboration with the school teams during these two years and, therefore, TFI data collected in these two years were considered to be the most valid.[26] Research has shown that school teams are more accurate in completing the TFI when an external coach facilitates the process.[27]
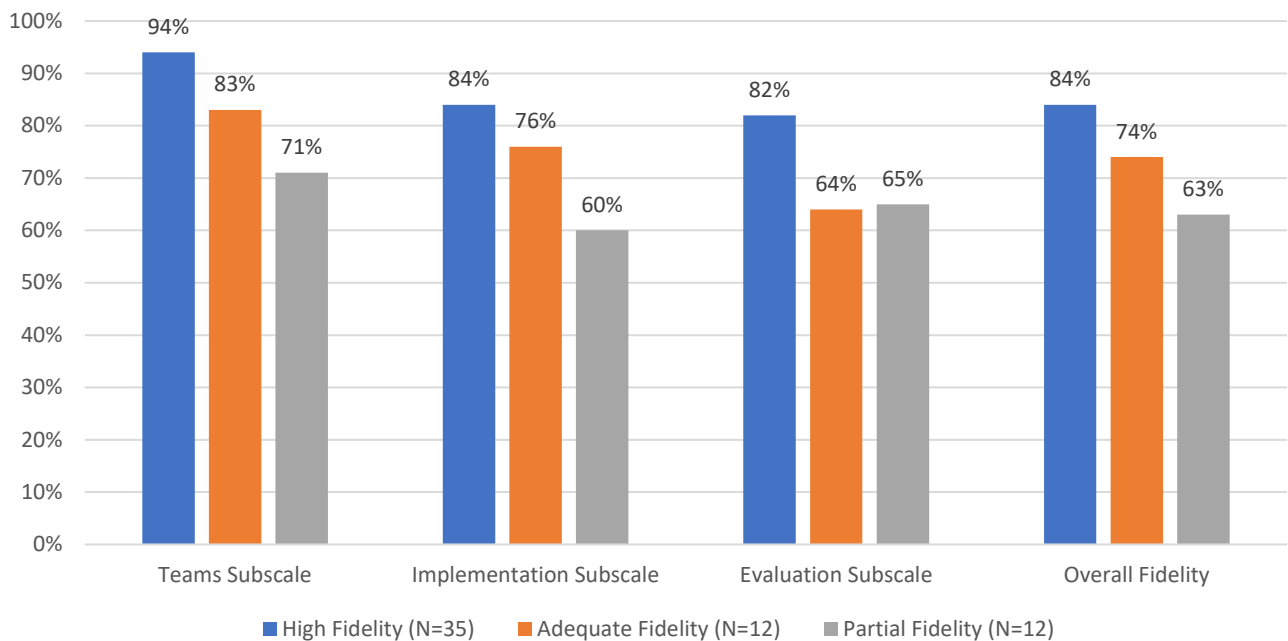
Implementation Fidelity in 2018-2019

Implementation fidelity scores on each individual item and for the subscales of the TFI were analyzed for 2018-2019 based on the school's overall fidelity categorization (i.e., High, Adequate, Partial). Figure 2 shows the TFI item average scores organized by the Teams items (2), the Implementation items (9), and the Evaluation items (4). In general, schools categorized as being "high fidelity" schools had the highest average item scores on the TFI followed by schools categorized as having "adequate fidelity" and then "partial fidelity." One exception was for the Discipline Policies TFI item where "adequate fidelity" schools had a higher average than the "high fidelity" schools. The Discipline Policies item assesses the extent to which school policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently. To earn a score of 2 (fully implemented), there must be documentation of the proactive approaches and the administrator must report consistent use. With the larger number of schools in the "high fidelity" category, this criterion may have been more difficult to meet for all 35 schools. Also, on the four Evaluation Subscale items at the far right of the chart, there were no differences between the "adequate fidelity" and "partial fidelity" schools on three of the items, and the fourth item (Annual Evaluation) was slightly higher for the "partial fidelity" schools.

Figure 2: 2018-2019 TFI Average Item Scores by Overall Level of PBIS Implementation Fidelity Level
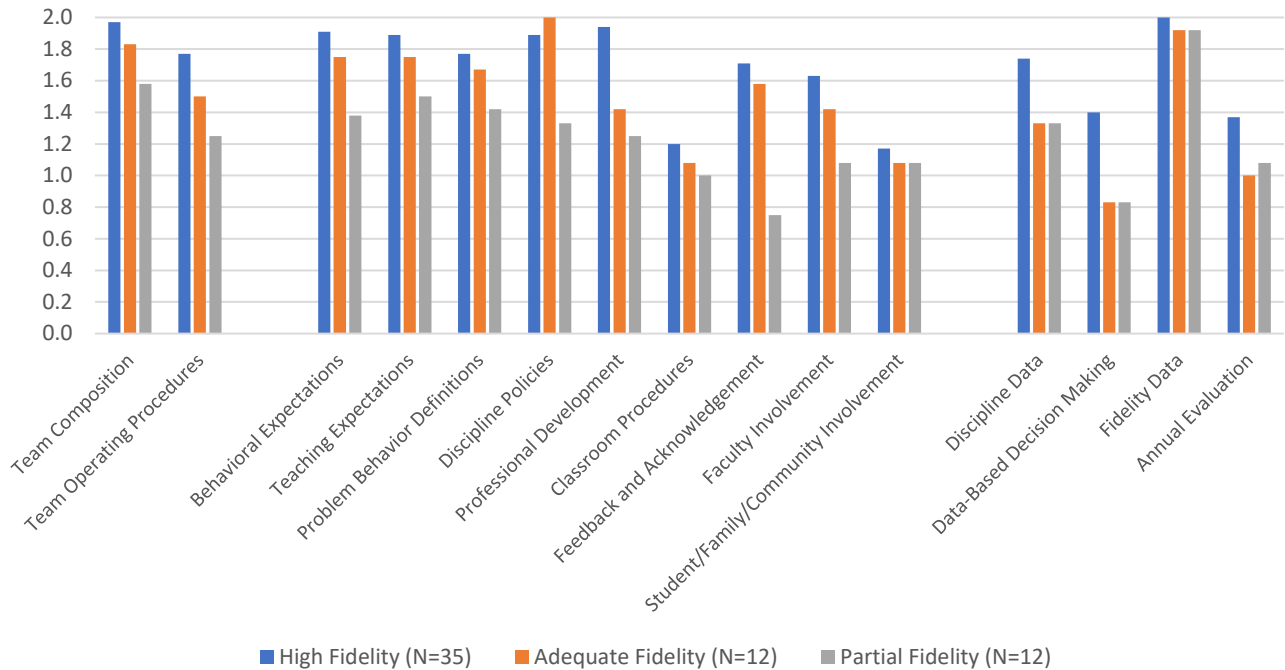
Overall, when the average TFI subscale score percentages in 2018-2019 were examined by the schools' level of fidelity, there were clear differences on the Teams and Implementation subscales between the three groups of schools (see Figure 3). The "high fidelity" schools also showed a higher fidelity percentage on the Evaluation subscale, while the differences between the other two groups were negligible.

Figure 3: 2018-2019 Average Scores on TFI Subscales and Overall by PBIS Implementation Fidelity Level

Implementation fidelity scores on the TFI were also analyzed by school level. For 8 of the 15 items assessed on the TFI, the pattern of results showed higher levels of implementation fidelity at the elementary school level, followed by middle school and then high school (see Figure 4). There were three TFI items where high schools demonstrated

higher levels of implementation including Problem Behavior Definitions (i.e., school has clear definitions for behaviors and a clear policy/procedure for addressing problems), Student/Family/Community Involvement (i.e., stakeholders provide input on expectations, consequences, and acknowledgements at least every 12 months), and Discipline Data (i.e., instantaneous access to graphed reports summarizing discipline data organized by frequency of events by behavior, location, time and day, and individual student).

Figure 4: 2018-2019 TFI Average Item Scores by School Level

ES (N=43) MS (N=12) HS (N=4)
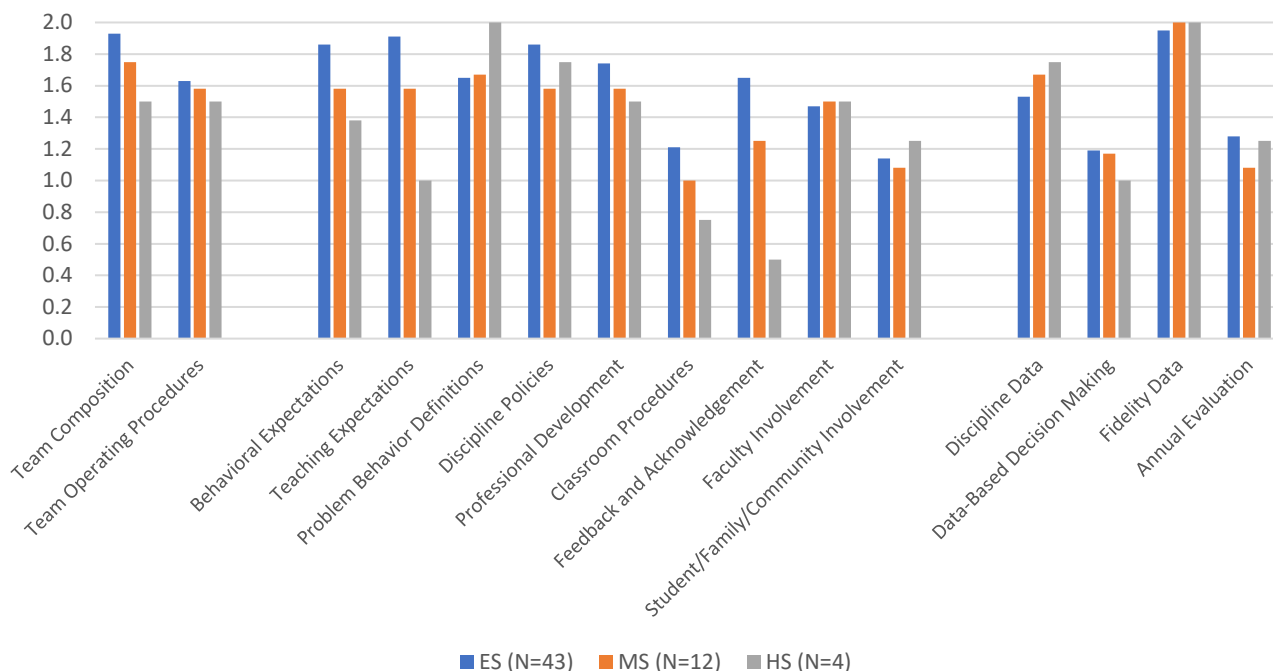
Overall implementation fidelity results from 2018-2019 showed that elementary schools were implementing PBIS with the highest degree of fidelity, followed by middle schools and then high schools (see Figure 5). Implementation results for the TFI subscales showed that this pattern was evident for both the Teams subscale and the Implementation subscale. However, results for the Evaluation subscale were similar among all three school levels. The Evaluation subscale focused on having access to discipline data, reviewing and using discipline and academic data for decision making, reviewing TFI implementation data, and documenting fidelity and effectiveness of Tier I practices. These ratings may be similar across all school levels due to the VBCPS divisionwide school support process which involves many of these aspects as schools work toward continuous improvement as part of standard practices.

Figure 5: 2018-2019 Average Scores on TFI Subscales and Overall by School Level

Legend: ES (N=43) — MS (N=12) — HS (N=4)

	Teams Subscale	Implementation Subscale	Evaluation Subscale	Overall Fidelity
ES (N=43)	89%	80%	75%	80%
MS (N=12)	83%	71%	74%	74%
HS (N=4)	75%	65%	75%	69%
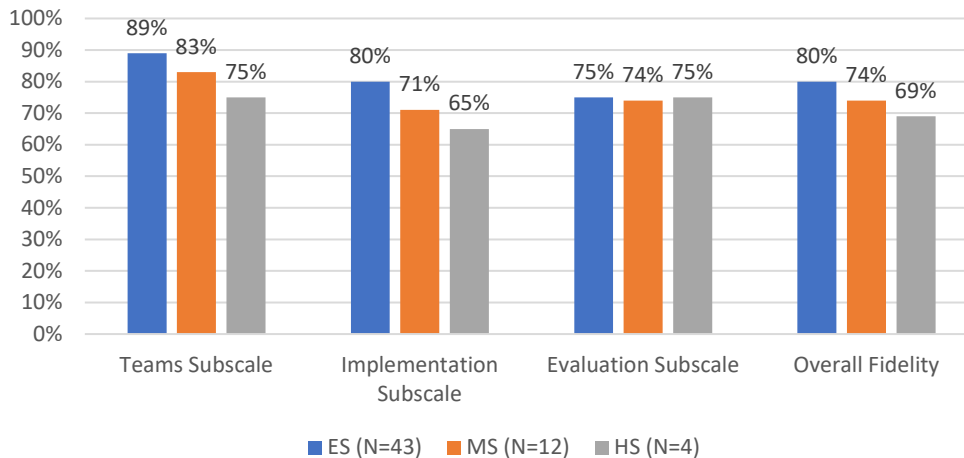
Change in Implementation Fidelity from 2017-2018 to 2018-2019

A total of 38 schools had TFI data regarding their Tier I PBIS implementation in both 2017-2018 and 2018-2019, including 26 elementary schools, 8 middle schools, and 4 high schools. **There was improved implementation fidelity for every item on the TFI with the exception of Classroom Procedures** (see Figure 6). Classroom Procedures is focused on Tier I features being implemented within classrooms and consistency with schoolwide systems. To be fully implemented, classrooms must be formally implementing all core Tier I features, consistent with schoolwide expectations.

Figure 6: TFI Average Item Scores for Schools With Two Years of PBIS Fidelity Data

Legend: 2017-2018 — 2018-2019
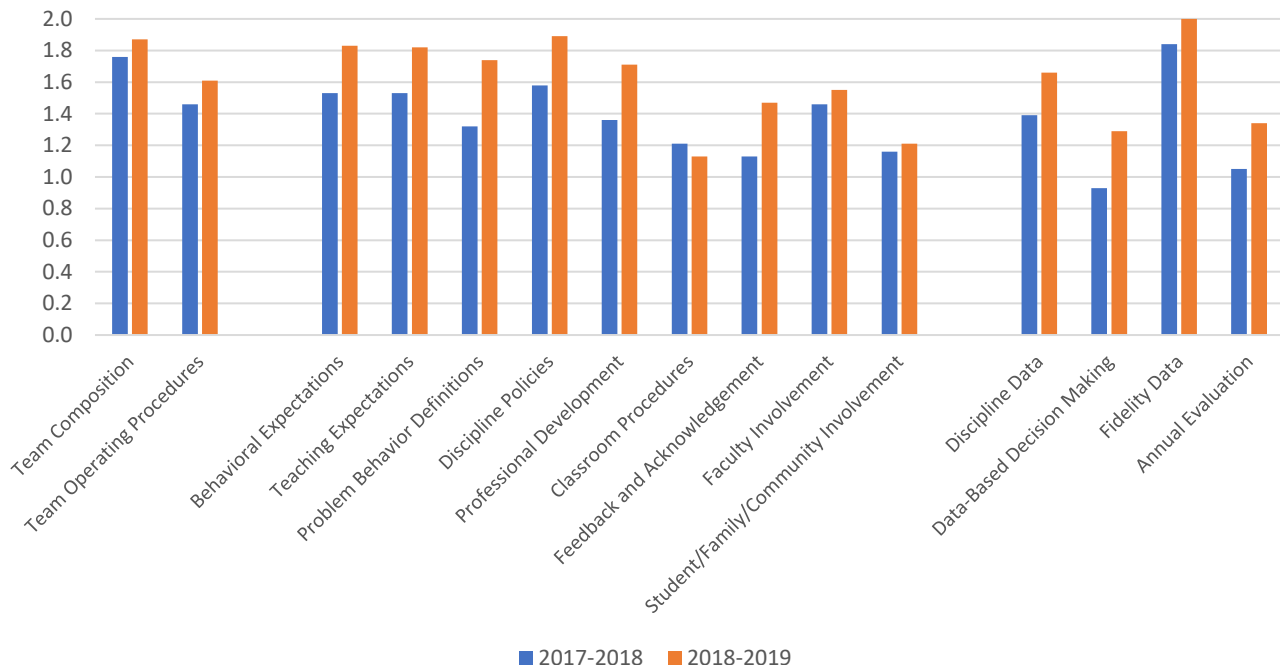
On the TFI subscales, data demonstrated that schools showed improvements in their PBIS implementation fidelity for each subscale and overall from 2017-2018 to 2018-2019 (see Figure 7). Additional data analyses indicated that schools at each level showed improvements in their overall fidelity percentages from 2017-2018 to 2018-2019. Elementary schools showed an improvement of 12 percent in 2018-2019 with an overall

fidelity percentage of 83 percent. Middle schools improved 10 percentage points to earn an overall fidelity percentage of 78 percent in 2018-2019. Finally, high schools showed an 11-percentage point improvement to reach an overall fidelity percentage of 69 percent in 2018-2019.

Figure 7: Average Scores on TFI Subscales and Overall for Schools With Two Years of PBIS Fidelity Data
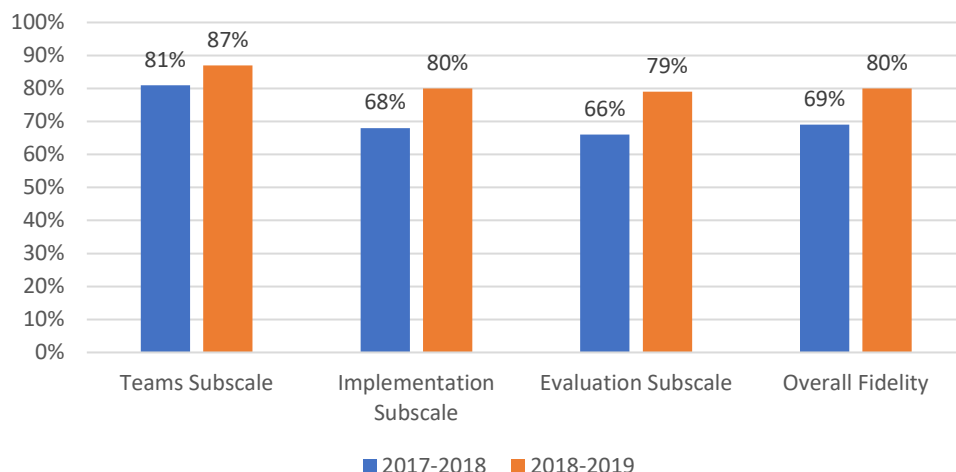
Tier I Implementation Fidelity by Length of Time Implementing PBIS

Tier I Implementation fidelity data were analyzed to determine whether schools that had been implementing PBIS for a longer period of time had higher fidelity as measured by the TFI scores in 2017-2018 and 2018-2019. Data in Table 3 suggest that **schools that are in their first year of implementing PBIS are less likely to have a high fidelity TFI score (80%-100%) compared to schools implementing PBIS for more than one year.** For example, 38 percent of schools that began implementing PBIS in 2018-2019 had a high fidelity TFI score in 2018-2019 compared to 64 to 75 percent of schools that began implementing PBIS in earlier years. Additionally, 11 percent of schools that began implementing PBIS in 2017-2018 had a high fidelity TFI score in 2017-2018 compared to 38 to 55 percent of schools that began implementing PBIS prior to 2017-2018. **However, the data also suggest that schools that implemented PBIS several years ago in 2014-2015 or 2015-2016 are not implementing PBIS at higher levels of fidelity than more recent cohorts.** In 2017-2018, a lower percentage of schools that implemented PBIS in 2014-2015 had high fidelity scores (38%) compared to schools that implemented PBIS in 2015-2016 (55%), and in 2018-2019, a lower percentage of schools that implemented PBIS in 2015-2016 had high fidelity scores (64%) compared to schools that implemented PBIS in 2017-2018 (74%). It is possible that leadership changes at schools or a shift in focus after initial implementation years could impact the extent to which schools continue improving the level of implementation fidelity every year.

Table 3: Level of Tier I Fidelity Categorization Based on Year of PBIS Implementation

Year of Implementation	Percent of Schools at High Fidelity		Percent of Schools at Adequate Fidelity		Percent of Schools at Partial Fidelity	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
2014-15* (N=8)	38%	75%	25%	13%	38%	13%
2015-16 (N=11)	55%	64%	27%	18%	18%	18%
2017-18 (N=19)	11%	74%	11%	16%	79%	11%
2018-19 (N=21)	N/A	38%	N/A	29%	N/A	33%

* Includes one elementary site that began PBIS as early as 2012-2013.

School-Level Student Demographics

Demographics by 2018-2019 Implementation Fidelity Level

Student demographic data were analyzed to determine if there were any notable differences in the schools' demographic characteristics for the three categories of implementation fidelity based on 2018-2019 TFI implementation data. Table 4 displays the results. **Schools that implemented PBIS with high or adequate fidelity in 2018-2019 had higher percentages of African American students, higher percentages of free or reduced priced meal students, lower percentages of Caucasian students, and lower percentages of gifted students compared to the groups of schools that implemented PBIS with partial fidelity or the group of schools that did not implement PBIS.**

Table 4: 2018-2019 Student Demographic Characteristics Based on 2018-2019 PBIS Implementation

Student Characteristics	High Fidelity	Adequate Fidelity	Partial Fidelity	Not Implemented
	N=23,323 35 sites (28 ES, 6 MS, 1 HS)	N=8,448 12 sites (10 ES, 1 MS, 1 HS)	N=9,922 12 sites (5 ES, 5 MS, 2 HS)	N=24,885 23 sites (12 ES, 3 MS, 8 HS)
Gender				
Female	49%	48%	48%	49%
Male	51%	52%	52%	51%
Ethnicity				
African American	28%	29%	17%	19%
American Indian	<1%	<1%	<1%	<1%
Caucasian	42%	41%	58%	54%
Hispanic	13%	13%	11%	10%
Asian	6%	6%	4%	7%
Native Hawaiian/ Pacific Islander	<1%	<1%	<1%	<1%
Multiracial	11%	10%	9%	9%
Economically Disadvantaged	47%	50%	37%	32%
Identified Special Education	11%	13%	11%	10%
Identified Gifted	10%	9%	17%	21%

* School sites are classified based on their highest grade level. Old Donation School is included in middle schools and Renaissance Academy is included in high schools.

Student Demographics By Year of PBIS Implementation

Student demographic data were also analyzed by the year that the sites began PBIS implementation. As shown in Table 5, **schools that began PBIS implementation earlier than 2018-2019 had higher percentages of African American students, higher percentages of free or reduced priced meal students, and lower percentages of Caucasian students.**

Table 5: 2018-2019 Student Demographic Characteristics Based on Year of PBIS Implementation

Student Characteristics	2014-15*	2015-16	2017-18	2018-19	Not Implemented
	N=7,370 8 sites (3 ES, 3 MS, 2 HS)	N=8,025 11 sites (7 ES, 2 MS, 2 HS)	N=12,332 19 sites (16 ES, 3 MS, 0 HS)	N=13,966 21 sites (17 ES, 4 MS, 0 HS)	N=24,885 23 sites (12 ES, 3 MS, 8 HS)
Gender					
Female	50%	48%	49%	48%	49%
Male	50%	52%	51%	52%	51%
Ethnicity					
African American	34%	27%	30%	18%	19%

Student Characteristics	2014-15*	2015-16	2017-18	2018-19	Not Implemented
	N=7,370 8 sites (3 ES, 3 MS, 2 HS)	N=8,025 11 sites (7 ES, 2 MS, 2 HS)	N=12,332 19 sites (16 ES, 3 MS, 0 HS)	N=13,966 21 sites (17 ES, 4 MS, 0 HS)	N=24,885 23 sites (12 ES, 3 MS, 8 HS)
American Indian	<1%	<1%	<1%	<1%	<1%
Caucasian	39%	48%	39%	53%	54%
Hispanic	14%	11%	14%	12%	10%
Asian	4%	5%	6%	7%	7%
Native Hawaiian/ Pacific Islander	<1%	<1%	<1%	<1%	<1%
Multiracial	9%	9%	11%	10%	9%
Economically Disadvantaged	50%	45%	51%	38%	32%
Identified Special Education	11%	13%	10%	11%	10%
Identified Gifted	13%	12%	10%	12%	21%

* Includes one elementary site that began PBIS as early as 2012-2013.

Evaluation Plan and Recommendation

According to School Board Policy 6-26, an Evaluation Readiness Report will focus on the outcomes of the evaluation readiness process and "will be presented to the Superintendent and School Board with a recommendation regarding future evaluation plans for the program." In accordance with this policy, a three-year evaluation of PBIS is recommended and the proposed plan of action for the evaluation is described in the next section.

Scope and Rationale of the Proposed Evaluation

The scope of the evaluation will include the implementation of PBIS across Tier I and Advanced Tiers supports as well as outcomes for students and teachers. The first two years of the evaluation during 2019-2020 and 2020-2021 will focus on the Tier I implementation, including the fidelity of implementation. Student and teacher outcome data will also be collected and analyzed. In the evaluation's third year during 2021-2022, the evaluation will continue to assess progress on any recommendations that are made regarding Tier I implementation but will focus on implementation at the Advanced Tiers (i.e., Tier II and Tier III supports). Student and teacher outcome goals will also continue to be assessed.

Conducting an evaluation that focuses on the PBIS implementation fidelity is consistent with previous PBIS evaluation reports. A blueprint for evaluating schoolwide PBIS published by the National Technical Assistance Center on PBIS stresses the importance of evaluating whether schools are implementing PBIS with fidelity.[28] The evaluation blueprint notes several fidelity measures that may be utilized throughout implementation, such as the Self-Assessment Survey (SAS), Schoolwide Evaluation Tool (SET), and Benchmarks of Quality (BoQ). A review conducted by Hanover Research on evaluating the efficacy of PBIS reported that the evaluative tools provided by the National Technical Assistance Center on PBIS such as these are most frequently used by schools and school districts to evaluate schoolwide PBIS implementation.[29] VBCPS has adopted the TFI as a guide for assessing PBIS implementation. Items on the TFI are based on several of the previously mentioned schoolwide PBIS fidelity measures and includes items for all tiers of implementation.[30] Consistent with the proposed evaluation plan to focus initially on Tier I, the blueprint for evaluating PBIS indicated that schools and districts generally first implement and assess Tier I (i.e., universal practices) and assess Advanced Tiers practices only when they are added.

The evaluation blueprint also provides guidance on evaluating the effectiveness of PBIS through student outcome data. The most frequently used indicators for evaluating PBIS include student behavioral data, such as discipline referrals; student attitude surveys; and student achievement data through grades or assessments. The National Technical Assistance Center on PBIS has also provided information on research-based outcomes when PBIS is implemented with fidelity. These outcomes include student behavior, academic engagement and achievement, and

perceptions of school safety and climate.[31] Based on input from the VBCPS PBIS Evaluation Readiness Committee, discipline and academic achievement measures were not specifically considered as outcome goals of PBIS implementation in VBCPS. Instead, outcome goals focused on other frequently noted outcomes such as student engagement, social and emotional learning outcomes, and student and teacher perceptions of school safety and climate. However, data regarding student discipline and achievement will be analyzed as part of one of the evaluation questions.

Proposed Evaluation Method

In preparation for this Evaluation Readiness Report, other PBIS evaluations and reports served as resources for planning the evaluation. To the greatest extent possible, the evaluation methods that are proposed are aligned with information in the literature about best practices in the evaluation of PBIS programs. The proposed evaluation will include mixed-methodologies to address each of the evaluation questions, including the goals and objectives. Goals and objectives will be evaluated based on multiple measures where possible. Student-level data will be extracted from the VBCPS data warehouse and school-level TFI data will be obtained from the PBIS specialist. To gather perception data, surveys will be administered to all key stakeholder groups including students, teachers, administrators, and parents. Qualitative data will be gathered from open-ended survey items. Further, information garnered from PBIS program documentation and from the best practices research literature will also be utilized in the evaluation.

Implementation data and outcome data will be analyzed over time to the extent measures are available, rather than only one point in time. Additionally, outcome data will be analyzed by the extent to which implementation fidelity is demonstrated by schools and by the length of time schools have been implementing PBIS given that research has indicated that multiple years of implementation may be necessary to achieve outcomes. It is important to note that schools in a particular group (e.g., fidelity level, year of PBIS implementation) vary with regard to the school level, and, therefore, differences in outcomes between high fidelity, adequate fidelity, and partial fidelity groups may reflect the differences in the group composition (e.g., school level, group demographics) rather than implementation fidelity. This is a potential concern, especially if data for a measure are only available for one year. Therefore, when examining the outcome data, the focus will be on describing the changes experienced by each group over time rather than directly comparing groups to each other. However, with any large-scale implementation over time, there are many other factors that experience change and could contribute to outcomes that are found during the evaluation period (e.g., policy changes, school leadership changes, school population changes). Therefore, while it is not possible to definitely link PBIS implementation with outcomes given the manner in which PBIS has been implemented in VBCPS, the intent is to provide data that will assist with interpreting the extent to which implementation is related to any changes in outcomes that can be documented. As additional years of valid TFI implementation data become available, longitudinal patterns based on fidelity over time will be examined. In addition, as the evaluation of PBIS progresses, outcomes based on fidelity on specific items of the TFI will be investigated. As PBIS implementation progresses and all schools are implementing Tier I of PBIS, school groups may also be constructed based on PBIS fidelity scores and VBCPS comparable school groupings to further investigate relationships between PBIS implementation and outcome data over time.

It is important to note that it is not expected that schools implementing PBIS with fidelity would necessarily exhibit improvements in every outcome area noted in the research or reflected in the VBCPS goals and objectives. Prior to implementing PBIS, schools may have strengths in one area where improvements would not necessarily be expected or possible, while they may have challenges in another area. As the evaluation process begins during 2019-2020 and progresses over several years, it is expected that information about schools' improvement areas will be collected (i.e., problem behavior, achievement, etc.). If the Office of Student Support Services works with schools to identify specific areas for improvement, the analysis of outcome data will take into account the area that schools are attempting to impact through their PBIS implementation to allow for a more nuanced analysis of outcomes.

Evaluation Design and Questions

The evaluation questions to be addressed in the evaluations are listed below. Evaluation questions that are only applicable to specific evaluation years are noted.

1. What is the divisionwide implementation plan (e.g., cohorts and tiered implementation)?

2. What are the components of Tier I PBIS practices (e.g., PBIS team composition and meetings; schoolwide expectations, consequences, and acknowledgements)? (2019-2020 and 2020-2021)

3. What are the components of Tier II PBIS practices (e.g., Tier II team composition and meetings, student identification, Tier II interventions and supports)? (2021-2022)

4. What are the components of Tier III PBIS practices (e.g., Tier III team composition and meetings, individual student support teams, student identification, Tier III support plans)? (2021-2022)

5. What is the alignment between PBIS and other related division initiatives (i.e., Student Response Team [SRT], Social-Emotional Learning [SEL], and Culturally Responsive Practices [CRP])?

    a. How does SRT support Tier II and Tier III PBIS implementation? (2021-2022)

6. What professional learning opportunities are provided to support PBIS implementation?

7. What progress has been made on the Virginia Tiered Systems of Supports Division Capacity Assessment (DCA)?

8. What are the demographic characteristics of the students who are served by PBIS cohorts and based on schools' implementation fidelity?

9. What progress has been made toward meeting the divisionwide implementation and outcome goals and objectives of PBIS? (Tier I Goals and Objectives in 2019-2020 and 2020-2021; Advanced Tiers Goals and Objectives in 2021-2022).

10. What were stakeholders' general perceptions of PBIS (i.e., administrators, teachers, students, and parents), and do staff have a shared understanding of the PBIS framework?

11. What was the relationship between PBIS implementation and teacher retention, student academic achievement, disciplinary referrals (including by student groups), and disciplinary outcome decisions (including by student groups)?

12. What was the additional annual direct cost to VBCPS for implementing PBIS?

Tables 6 through 8 outline the process of collecting data to address Evaluation Question 9 noted above. For reference, the goals and objectives can be found on pages 9 through 12.

Table 6: Data Collection Process for Tier I Implementation Objectives

Program Objective	Data Used to Evaluate Progress Toward Meeting Objectives	Measure	Data Source
Goal 1 Objective 1	TFI and staff and student perception data on schools having positively framed behavioral expectations, classroom procedures that align with these expectations, and expectations being taught to students.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 1 Objective 2	Data regarding student and teacher perceptions on students knowing what behavior is expected of them.	Percentage of respondents agreeing.	Survey
Goal 1 Objective 3	TFI and staff and student perception data on schools having clearly defined student behaviors that interfere with success and outlined staff procedures to respond to student behavior across classrooms.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey

Program Objective	Data Used to Evaluate Progress Toward Meeting Objectives	Measure	Data Source
Goal 2 Objective 1	TFI and staff perception data on professional learning being provided on how to teach schoolwide expectations, acknowledge appropriate behavior, correct errors, and request assistance.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 2 Objective 2	Data regarding teacher perceptions on professional learning providing teachers with knowledge of classroom practices to manage and respond to student behavior.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 3	Data regarding teacher perceptions on professional learning providing teachers with confidence to apply instructional practices related to student behavior and perceptions they are capable of managing and responding to student behavior.	Percentage of respondents agreeing.	Survey
Goal 3 Objective 1	TFI and staff perception data on school Tier I PBIS teams having a discipline data system that graphs student problem behavior.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 3 Objective 2	TFI and staff perception data on schoolwide data being reviewed regularly by teachers and members of the school PBIS Tier I teams to inform decision making regarding schoolwide practices.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 3 Objective 3	TFI and staff perception data on school PBIS Tier I teams reviewing and using Tier I fidelity data yearly to inform decision making regarding schoolwide practices.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 4 Objective 1	TFI data on schools receiving yearly input from students, families, and community members regarding schoolwide expectations, consequence, and acknowledgements.	TFI score on relevant TFI features.	TFI
Goal 4 Objective 2	Data regarding student and parent awareness of practices and expectations that are part of PBIS implementation.	Percentage of respondents agreeing.	Survey
Goal 4 Objective 3	Data regarding staff perceptions on school staff supporting the PBIS Tier I implementation at their school.	Percentage of respondents agreeing.	Survey

Table 7: Data Collection Process for Advanced Tiers Implementation Objectives

Program Objective	Data Used to Evaluate Progress Toward Meeting Objectives	Measure	Data Source
Goal 1 Objective 1	TFI and staff perception data on schools having defined policies and procedures for identifying students who meet requirements for Tier II supports, requesting assistance, and selecting interventions.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 1 Objective 2	TFI and staff perception data on schools having established PBIS Tier III team decision rules for identifying students who qualify for Tier III supports that use multiple data sources.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 2 Objective 1	TFI and staff perception data on professional learning being provided to all relevant staff on intervention delivery, including referring students and implementing Tier II interventions.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 2 Objective 2	TFI and staff perception data on professional learning being provided to all relevant staff on basic behavioral theory, function of behavior, and function-based intervention.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 3 Objective 1	TFI and staff perception data on school PBIS Tier II teams using student data and decision rules at least monthly to monitor progress and alter Tier II supports as needed.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 3 Objective 2	TFI and staff perception data on aggregated school-level Tier III data being summarized and reported to teachers at least monthly on fidelity of support plans and impact on student outcomes.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 3 Objective 3	TFI and staff perception data on school PBIS Tier II and Tier III teams monitoring and reviewing student and fidelity data to inform decision making regarding Advanced Tiers practices.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 4 Objective 1	TFI and staff perception data on school Tier II teams implementing multiple ongoing behavior support interventions that have documented evidence of effectiveness and are matched to student need.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 4 Objective 2	TFI and staff perception data on schools ensuring that Tier II behavior support interventions provide additional instruction/time for student skill development, additional structure/predictability, and/or increased opportunity for feedback.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 4 Objective 3	TFI and staff perception data on schools ensuring that all Tier III student support plans include all required information (e.g., student strengths, hypothesis statement, strategies).	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 4 Objective 4	TFI and staff perception data on schools ensuring that Advanced Tiers support plans are explicitly linked to all other provided supports and students who are receiving Advanced Tiers supports have access to supports at other tiers.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey
Goal 4 Objective 5	TFI and staff perception data on schools having access to external support agencies and resources through a division contact person for planning and implementing non-school-based interventions.	TFI score on relevant TFI features. Percentage of respondents agreeing.	TFI Survey

Table 8: Data Collection Process for Outcome Objectives

Program Objective	Data Used to Evaluate Progress Toward Meeting Objectives	Measure	Data Source
Goal 1 Objective 1	Data regarding student and teacher perceptions on students demonstrating school engagement and attendance.	Student attendance Percentage of respondents agreeing.	Attendance Survey
Goal 1 Objective 2	Data regarding student and teacher perceptions on students demonstrating academic engagement.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 1	Data regarding student and teacher perceptions on their school being a safe and orderly place to learn.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 2	Data regarding student and teacher perceptions on bullying not being perceived as a problem at their school.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 3	Data regarding student and teacher perceptions on there being high expectations for student behavior at their school.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 4	Data regarding student and teacher perceptions on students knowing the consequences of misbehaving at their school.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 5	Data regarding teacher perceptions on the rules for student behavior being effective.	Percentage of respondents agreeing.	Survey
Goal 3 Objective 1	Data regarding students successfully regulating their emotions.	Self-management aggregate ratings on the student VBCPS Social-Emotional Learning (SEL) survey.	Survey
Goal 3 Objective 2	Data regarding students demonstrating social-emotional competence	SEL aggregate ratings in self-awareness, social awareness, relationship skills, and responsible decision making.	Survey
Goal 4 Objective 1	Data regarding student perceptions on students having positive relationships with peers.	Percentage of respondents agreeing.	Survey
Goal 4 Objective 2	Data regarding teacher perceptions on teachers being treated with respect by students and school administrators.	Percentage of respondents agreeing.	Survey
Goal 4 Objective 3	Data regarding teacher perceptions on teachers and other adults supporting one another to meet the needs of all students.	Percentage of respondents agreeing.	Survey

Summary of the Evaluation Readiness Process

The PBIS Evaluation Readiness Committee and staff from the Office of Research and Evaluation met to discuss the evaluation readiness process and to identify measurable divisionwide goals and objectives for PBIS. As a result, a total of 12 goals and 36 accompanying objectives for the PBIS evaluation were identified, including 4 goals for Tier I implementation, 4 goals for Advanced Tiers implementation, and 4 goals for outcomes. The implementation goals focused on schools having PBIS policies and procedures, including setting behavioral expectations for students and staff, providing professional learning opportunities and effective support for staff to successfully implement PBIS, reviewing and using data to inform decision making, involving stakeholders (i.e., students, families, community) during implementation, and providing effective Advanced Tiers interventions and supports to students in need of additional support and engaging the community to support those interventions. The student outcome goals focused on students being engaged at school, students and teachers having positive perceptions of school safety and discipline procedures, students learning to regulate their emotions and demonstrate social-emotional competence,

and students and teachers having positive perceptions of school climate. Multiple objectives were identified for each goal area, and the specific objectives will be measured primarily with data from the TFI and stakeholder surveys.

As part of the evaluation readiness process, an evaluation plan was developed including evaluation questions that will be addressed, the design and methods of the evaluation, and data that will be collected and analyzed. The evaluation plan includes a three-year evaluation of PBIS beginning in 2019-2020 and continuing through 2021-2022. The first two years of the evaluation will focus on PBIS Tier I implementation and the final year of the evaluation will focus on PBIS Advanced Tiers implementation. In addition, outcome goals will be assessed each year of the evaluation.

Recommendation and Rationale

Recommendation #1: Begin a three-year evaluation of PBIS with a focus on Tier I PBIS implementation in 2019-2020 and 2020-2021 and a focus on implementation of PBIS Advanced Tiers in 2021-2022. *(Responsible Group: Planning, Innovation, and Accountability – Office of Research and Evaluation)*

Rationale: It is proposed that a three-year evaluation of PBIS begin during 2019-2020 and continue through 2021-2022. The first two years of the evaluation period will focus on PBIS Tier I implementation processes and practices that are universal and support all students, as well as outcome goals and objectives. It is proposed that the first two years of the evaluation focus on PBIS Tier I implementation because during 2019-2020, the final cohort of VBCPS schools will begin to implement Tier I. An analysis of VBCPS implementation fidelity data showed that schools that are in their first year of implementing PBIS are less likely to have a high fidelity TFI score compared to schools implementing PBIS for more than one year. Therefore, two years of evaluation focused on Tier I will allow time for all schools in the division to fully implement Tier I. In 2021-2022, the focus of the evaluation will be on implementation of Tier II and Tier III of the PBIS framework across the division, including analyzing TFI implementation data for the Advanced Tiers and continuing to analyze outcome data. Evaluation results and recommendations will be presented to the School Board after each year's evaluation.

Endnotes

[1] Source: www.pbis.org/school/swpbis-for-beginners/pbis-faqs

[2] Source: www.pbis.org/school/swpbis-for-beginners/pbis-faqs

[3] Source: www.pbis.org

[4] Source: www.pbis.org/school/swpbis-for-beginners/pbis-faqs

[5] Source: https://www.pbis.org/school/tier1supports/tier1faqs

[6] Source: https://www.pbis.org/school/tier2supports/tier2faqs

[7] Source: https://www.pbis.org/school/tier-3-supports/what-are-student-level-tier-3-systems

[8] Source: https://www.pbis.org/school/tier-3-supports/what-are-student-level-tier-3-systems

[9] Source: K. DiMaggio, N. Goulding, Personal communication, June 26, 2019.

[10] Source: Office of Student Support Services Professional Learning. Received from D. Brown, August 12, 2019.

[11] Source: https://vtss-ric.org/

[12] Source: K. DiMaggio, N. Goulding, Personal communication, June 26, 2019.

[13] Green Run High School and Green Run Collegiate were considered as one site.

[14] Source: K. DiMaggio, N. Goulding, Personal communication, June 26, 2019.

[15] Source: K. DiMaggio, Personal communication, August 8, 2019.

[16] Source: Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G. (2014). School-wide PBIS tiered fidelity inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

[17] Source: Algozzine, B., et al. (2014). School-wide PBIS tiered fidelity inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

[18] Source: www.pbis.org

[19] Source: K. DiMaggio, Personal communication, June 1, 2018.

[20] Source: https://www.pbis.org/evaluation/evaluation-tools

[21] Source: https://www.pbis.org/school/swpbis-for-beginners/pbis-faqs

[22] Green Run Collegiate and Green Run High School were considered one campus and implementation data were based on the level of implementation across the campus. Renaissance Academy at middle school and high school levels was considered as one site. Although implementation data were collected for both the middle and high school levels separately, the scores were similar and were averaged for a site-wide implementation score in order to align with the outcome data that was collected for the site.

[23] Source: McIntosh, K., Massar, M. M., Algozzine, R. F., George, H. P., Horner, R. H., Lewis, T. J., & Swain-Bradway, J. (2017). Technical adequacy of the SWPBIS tiered fidelity inventory. *Journal of Positive Behavior Interventions*, 19, 3-13.

[24] Source: Algozzine, B., et al. (2014). School-wide PBIS tiered fidelity inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

[25] Source: Mercer, S. H., McIntosh, K., & Hoselton, R. (2017) as cited in Kittelman, A., Eliason, B. M., Dickey, C. R., & McIntosh, K. (2018). How are schools using the SWPBIS tiered fidelity inventory (TFI)? OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

[26] Source: K. DiMaggio and N. Goulding, personal communication, May 20, 2019.

[27] Source: Algozzine, B., et al. (2014). School-wide PBIS tiered fidelity inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

[28] Source: Algozzine, B., Horner, R. H., Sugai, G., Barrett, S., Dickey, S. R., Eber, L., Kincaid, D., et al. (2010). Evaluation blueprint for school-wide positive behavior support. Eugene, OR: National Technical Assistance Center on Positive Behavior Interventions and Support. www.pbis.org

[29] Hanover Research. November 2013. Equitable discipline through Positive Behavioral Interventions and Supports.

[30] Source: Algozzine, B., et al. (2014). School-wide PBIS tiered fidelity inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

[31] Source: www.pbis.org/school/swpbis-for-beginners/pbis-faqs

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September 2019