



Positive Behavioral Interventions and Supports (PBIS): *Year-One Tier I Evaluation*

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Introduction

Background

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 need support beyond what is provided by both Tier I and 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.”

VBCPS has been involved in PBIS practices in a variety of capacities since the 2012-2013 school year, although the models guiding implementation have varied and schools’ participation in the various models of implementation has varied. During the 2012-2013 school year, one elementary school 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. VBCPS also participated in the Multi-Tiered Systems of Support – Behavior (MTSS-B) study from 2015-2016 through 2016-2017, which provided funding for school-based coaching support and professional development for school-level coaches. Beginning in 2017-2018, the current VBCPS model of implementing PBIS began, which involved embedded PBIS school-level coaching. Every VBCPS school implementing PBIS is assigned a divisionwide PBIS coach.

Schools were assigned to cohorts based on the various models of implementation over the years as well as the schools’ needs according to discipline data, school climate surveys, and input from the Department of School Leadership. Schools that were determined to be most in need were assigned to cohorts scheduled to implement PBIS Tier I practices earlier than other schools. Table 1 summarizes the number of schools in each cohort including the implementation year and the model of implementation.

Table 1: PBIS Cohorts

PBIS Cohort	Number of School Sites ⁴	Implementation Year(s)	Initial Implementation Model
Cohort 1	6 elementary schools	2012-2013 through 2015-2016	MTSS-B
Cohort 2	14 schools (4 elementary, 6 middle, 4 high)		Some state support
Cohort 3	19 schools (16 elementary, 3 middle)	2017-2018	VBCPS coaching model
Cohort 4	21 schools (17 elementary, 4 middle)	2018-2019	VBCPS coaching model
Cohort 5	24 schools (13 elementary, 3 middle, 8 high)	2019-2020	VBCPS coaching model

*Cohorts 1 and 2 transitioned to the VBCPS coaching model beginning in 2017-2018.

Purpose of Program Evaluation

After being selected for evaluation by the Program Evaluation Committee in summer 2018, the School Board approved PBIS for an evaluation readiness report on September 11, 2018. During the 2018-2019 school year, the evaluation plan was developed with the program managers, including the goals and objectives that would be assessed. The recommendation from the evaluation readiness report was that PBIS undergo a three-year

evaluation with a focus on Tier I PBIS implementation and outcomes in 2019-2020 and 2020-2021 and a focus on implementation and outcomes of PBIS Advanced Tiers in 2021-2022. The recommended evaluation plan was presented to the School Board September 10, 2019 and was approved September 24, 2019. The year-one evaluation of Tier I began in 2019-2020, but due to the COVID-19 pandemic and resulting school closure in March 2020, data collection was unable to be completed, and the year-one evaluation was postponed to 2020-2021. The other two years of the evaluation were also adjusted accordingly. A status update was provided to the School Board in December 2020 for the 2019-2020 school year.

The purpose of this year-one evaluation during 2020-2021 was to assess the PBIS Tier I implementation and related outcomes. The evaluation provides information about the divisionwide implementation plan; the components of Tier I PBIS practices, including progress toward goals related to implementation fidelity; alignment between PBIS and other division initiatives; professional learning; demographic characteristics of schools by PBIS cohort; progress toward PBIS outcome goals; stakeholders' perceptions; and cost to the school division. Information about the impact of the COVID-19 pandemic and virtual learning during 2020-2021 on the implementation of PBIS will also be addressed.

PBIS Initiative Overview

The PBIS framework to support students includes Tier I, Tier II, and Tier III practices. 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, key practices include: schoolwide positive expectations and behaviors that are defined and taught, procedures for establishing classroom expectations and routines consistent with schoolwide expectations, continua of procedures for encouraging expected behavior and discouraging problem behavior, and procedures for encouraging school-family partnerships.⁵

For students who need additional support beyond what is provided 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 need additional support beyond Tier I practices and are at risk of more serious behaviors. Tier II supports generally involve a broader range of group interventions, which can include social skills groups, self-management, and academic supports. Key components of Tier II interventions that are likely to demonstrate positive effects 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, allocated adequate resources, student desire to participate, and continuous monitoring of data.⁶

Tier III interventions focus on approximately 1 to 5 percent of students who need support beyond what is provided by both Tier I and Tier II supports. Tier III interventions are more intensive and highly personalized for each student and are handled in a team approach. The foundational systems involved in providing Tier III interventions include having a multi-disciplinary team, including someone with expertise in behavior support, and collecting intervention fidelity and student outcome data.⁷ Additionally, Tier III key practices include completing functional assessments, providing wraparound supports, and considering the local and school environment along with the student's personal learning histories.⁸

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.⁹ 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.

Program Goals and Objectives

As a result of the evaluation readiness process during 2018-2019, program goals and objectives were outlined in collaboration with program managers following a review of relevant literature. 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.

Evaluation Design and Methodology

Evaluation Design and Data Collection

The evaluation included mixed methodologies to address each of the evaluation questions, including the goals and objectives. Quantitative data were gathered through the VBCPS data warehouse where needed and through closed-ended survey questions. Qualitative data were collected through discussions with the program managers, document reviews, and an open-ended survey question. The Office of Research and Evaluation used the following data collection methods:

- Communicated with the PBIS specialist and psychological services coordinator to gather implementation-related information.
- Reviewed VBCPS PBIS program documentation.
- Collected data from the VBCPS data warehouse related to student demographic characteristics, attendance, and academic achievement (i.e., Reading Inventory).
- Administered PBIS surveys to classroom teachers, building administrators, other school instructional staff (e.g., school counselors, math and reading specialists), students in grades 4 through 12, and parents of students in kindergarten through grade 12.
- Gathered aggregate data from the student VBCPS Social-Emotional Learning (SEL) survey at the division and individual school levels.¹⁰
- Obtained division level implementation-related data using the Division Capacity Assessment (DCA) and implementation fidelity data for individual schools using the Tiered Fidelity Inventory (TFI).
- Gathered cost data from the departments of Teaching and Learning, Human Resources, and Budget and Finance.

VBCPS Data Warehouse

Quantitative data collected from the VBCPS data warehouse included student demographic characteristics, attendance data, and academic achievement as measured by the Reading Inventory (RI). For demographic

characteristics and attendance, data were based on students in prekindergarten through grade 12 because all grades in schools could have potentially been impacted by schoolwide PBIS practices. Reading inventory data were based on students in grades 3 through 9 because these are the primary grades at which the assessment is administered.

Surveys

PBIS Survey

As part of a larger survey effort of multiple initiatives, the Office of Research and Evaluation invited teachers, administrators, other school instructional staff (e.g., school counselors, math and reading specialists), students, and parents to complete survey items regarding their perceptions of PBIS. Staff and parents received an email invitation with a link to participate in the online survey in April 2021. Students accessed the survey through a link on their ClassLink dashboard. Students were directed to the survey on Google Forms, which required them to be logged into their division-created Google account and ensured students could only take the survey once. All surveys were anonymous.

Of the teachers, administrators, and other school instructional staff invited to complete the survey, 56 percent of teachers, 73 percent of administrators, and 43 percent of other instructional staff completed the survey.¹¹ Of the students in grades 4 through 12, 61 percent completed the survey. Of the parents of students in kindergarten through grade twelve invited to take the survey, 19 percent completed the survey. See Table 2 for response rates by school level.

Table 2: Staff, Student, and Parent Survey Response Rates by Level

Group	ES	MS	HS	Overall
Teachers	40%	76%	65%	56%
Administrators	67%	83%	80%	73%
Other Instructional Staff	42%	52%	43%	43%
Students (Grades 4-12)	61%	71%	54%	61%
Parents (Grades K-12)	19%	19%	17%	19%

Of the students and parents who responded to PBIS questions, the majority of students at all levels and the majority of parents at the elementary and middle school levels indicated the student was receiving instruction in person at school (see Table 3). Similar percentages of high school parents indicated that their child was receiving instruction in person at school (41%) and virtually (43%).

Table 3: Percentages of Students and Parents by Reported Instructional Option

Group	Face-to-Face			Virtual			Combination		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Students	68%	62%	55%	29 %	37%	42%	3%	2%	2%
Parents	66%	53%	41%	33%	40%	43%	2%	7%	15%

For all stakeholders, survey agreement percentages reported in the evaluation are based on those who answered the survey item (i.e., missing responses were excluded from the percentages).

Student SEL Survey

Students in grades 4 through 12 were invited to participate in the spring administration of the Social-Emotional Learning (SEL) Survey in March 2021. This survey included items aligned with the five SEL competencies: self-awareness, self-management, relationship skills, social awareness, and responsible decision making. The survey was administered as an anonymous survey, but eight schools field tested a student-identifiable survey. All student data regardless of administration type were included in the analyses.¹² Overall, 69 percent of

students in grades 4 through 12 completed the spring SEL Survey. Response rates were 70 percent at the elementary school level, 76 percent at the middle school level, and 62 percent at the high school level.

Division Capacity Assessment (DCA)

The DCA measures the division’s capacity for implementation fidelity and is completed once a year in the spring by the PBIS DIT members who discuss each item and come to consensus on the final score for each item. Virginia Department of Education representatives, who partner with the division on PBIS implementation through the VTSS initiative, attend the scoring session and answer any questions about the rubric. The DCA has a scoring rubric that is used to document if the division has ensured all necessary policies, procedures, and documentation are in place to support a successful implementation of PBIS. Results of the DCA are used to identify actions for the upcoming year.

Tiered Fidelity Inventory (TFI)

The TFI is the assessment used by VBCPS for assessing the extent to which schools are implementing PBIS with fidelity. The use of the TFI to measure the implementation of PBIS in VBCPS is a practice that was recommended as part of VTSS. 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).¹³ Schools are scored on items using a three-point scale of 0 (not implemented), 1 (partially implemented), or 2 (fully implemented). The TFI 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.¹⁴

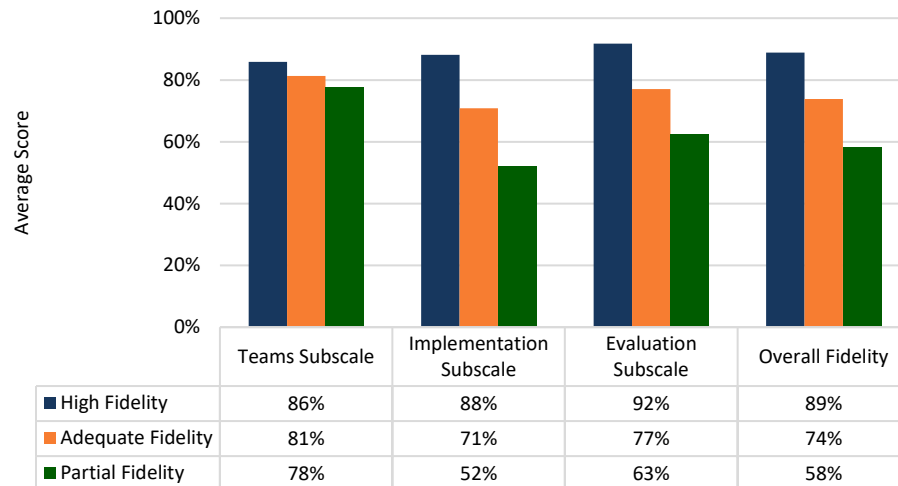
The TFI specifically for Tier I: Universal Schoolwide PBIS Features includes 15 items or “features” within three subscales including the Teams Subscale (2 items), Implementation Subscale (9 items), and Evaluation Subscale (4 items). In addition to individual item scores and subscale scores, the instrument provides an overall fidelity score. Each subscale score and the overall fidelity score represents the percentage of available points earned for the applicable items.

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,¹⁵ 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.¹⁶ Based on these research sources, for the purposes of the PBIS evaluation, schools are categorized based on their overall TFI fidelity scores as shown in Table 4.

Table 4: 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

To confirm this categorization was valid, the average TFI subscale score percentages in 2020-2021 were examined by the schools’ level of fidelity. As would be expected based on the schools’ overall fidelity categorization, there were differences on the Teams, Implementation, and Evaluation subscales between the three groups of schools (see Figure 1). Schools in the High Fidelity group had the highest percentages on each of the subscales, followed by schools in the Adequate Fidelity group and then the Partial Fidelity group.

Figure 1: Average Percentage Scores on TFI Subscales and Overall by PBIS Implementation Fidelity Level



In VBCPS, the TFI is generally 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.

During 2020-2021, the method of completing the TFI was modified due to the pandemic. The assessment was completed virtually during a school team's monthly PBIS meeting and involved the PBIS division coach and at least one administrator.¹⁷ In addition, the assessment of four items was modified and based on each school's PBIS implementation team's perceptions rather than observations and interviews at the school: behavioral expectations, teaching expectations, classroom procedures, and feedback and acknowledgement.¹⁸

The evaluation report focuses on Tier I TFI data from the 2020-2021 school year, including scores on individual feature items, subscales, and the overall aggregate. The analysis examining the impact of the pandemic included change from the previous year, 2019-2020, which only included data from schools that had a TFI score from both years ($n=63$). Where applicable, other data (e.g., survey, attendance, and academic data) were analyzed by implementation fidelity group (i.e., High Fidelity, Adequate Fidelity, and Partial Fidelity).

The original evaluation plan outlined in the PBIS Evaluation Readiness Report to examine the relationship between implementation fidelity and implementation and outcome data over time was impacted to a large extent by the COVID-19 pandemic. With the pandemic, all relevant TFI, survey, academic, and/or behavioral data were not available for the 2019-2020 and 2020-2021 school years. Therefore, a correlational method replaced the planned longitudinal evaluation design. Implementation-related and outcome-related data, largely from the PBIS survey items, were correlated with scores on the TFI. The aim of the correlation analysis was to determine the extent to which ratings on the TFI from the schools' PBIS team were related to perceptions from a wider group of stakeholders (i.e., staff and students) for an indication of the validity of the two measures used to assess implementation goals. The aim of the correlation analysis for outcome-related data was to assess the relationship between implementation fidelity and outcome measures. For correlations with subscale and aggregate TFI percentage scores, Pearson's correlation coefficients were used. For correlations with individual TFI feature items, Spearman's rank-order correlation coefficients were used due to the ordinal level of measurement (i.e., scores ranging from 0 to 2). All correlations noted in this report were statistically significant with $p < .05$. When correlations are noted for survey agreement percentages, results were based on the *total agreement* including "Agree" and "Strongly Agree." Other correlations with only the "Strongly Agree" percentages are noted where appropriate.

Evaluation Questions

The evaluation questions for this report were developed by evaluators in consultation with program managers. The evaluation questions established for the year-one Tier I evaluation were as follows:

1. What is the divisionwide implementation plan (e.g., cohorts and tiered implementation) and what progress has been made on the Virginia Tiered Systems of Supports Division Capacity Assessment (DCA)?
2. What was staff members' familiarity with PBIS and do staff have a shared understanding of the PBIS framework?
3. What are the components of Tier I PBIS practices and what progress was made toward meeting related goals and objectives?
 - a. PBIS Team Composition and Meetings
 - b. Schoolwide Expectations, Procedures, and Classroom Practices
 - c. Professional Learning Opportunities to Support PBIS Implementation
 - d. Data Review and Use
 - e. Student, Family, Community, and Staff Involvement
4. 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])?
5. What are the demographic characteristics of the students who are served by PBIS cohorts and based on schools' implementation fidelity?
6. What progress was made toward meeting the outcome goals and objectives of PBIS?
7. What was the relationship between PBIS implementation and student academic achievement as measured by the Reading Inventory?¹⁹
8. What was the additional annual direct cost to VBCPS for implementing PBIS?

Evaluation Results and Discussion

Divisionwide Implementation

The first evaluation question focused on the divisionwide implementation plan, including the progress made on the Virginia Tiered Systems of Support DCA. The implementation of PBIS 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.

PBIS Implementation Plan and Status

Table 5 below displays the PBIS cohorts, the initial implementation model when the schools in the cohort began implementing PBIS, and the division's implementation progress as of 2020-2021. During the 2017-2018 school year, VBCPS began to implement the VBCPS model for PBIS, which involved embedded school-level coaching. For the purposes of this evaluation, cohorts 1 and 2 are combined due to their initial implementation models preceding the VBCPS coaching model.

Table 5: PBIS Cohorts and Implementation Progress

PBIS Cohort	Number of School Sites²⁰	Implementation Year(s)	Initial Implementation Model	Implementation Progress as of 2020-2021
Cohorts 1 and 2	20 schools (10 elementary, 6 middle, 4 high)	2012-2013 through 2015-2016	MTSS-B and some state support	Received Tier I and Tier II training
Cohort 3	19 schools (16 elementary, 3 middle)	2017-2018	VBCPS coaching model	Received Tier I and Tier II training
Cohort 4	21 schools (17 elementary, 4 middle)	2018-2019	VBCPS coaching model	Received Tier I training
Cohort 5	24 schools (13 elementary, 3 middle, 8 high)	2019-2020	VBCPS coaching model	Received Tier I training

Note: For Cohort 2, Renaissance Academy middle school and Renaissance Academy high school are considered as two separate sites because they each received their own TFI scores. Green Run High School and Green Run Collegiate are considered one site because the campus as a whole received one TFI score. For Cohort 5, Old Donation School is considered as two separate sites at the elementary school and middle school levels because they each received their own TFI scores.

Each school that implements PBIS is assigned one of the five divisionwide PBIS coaching staff. The coaches work across multiple schools to support school leadership teams and teachers with their PBIS implementation. Each school receives professional development related to the appropriate PBIS tier being implemented, beginning with Tier I, and works with a divisionwide PBIS coach to ensure fidelity of implementation.

As of 2020-2021, all schools had received training for and begun implementing PBIS Tier I practices which is the focus of this implementation evaluation. Once schools have begun implementing Tier I practices, the fidelity of the Tier I implementation is evaluated using the TFI. After reaching and sustaining fidelity at Tier I for one year (i.e., 80% on the TFI), schools begin to focus on implementing Tier II practices the following year. In VBCPS, it is the expectation that elementary schools reach fidelity for each tier within two years and that schools at the secondary level reach fidelity within three to five years.²¹ Due to the pandemic, the initial timeline for schools to reach fidelity was adjusted forward one year with the expectation that all schools will reach fidelity on Tier I implementation by spring 2023.²²

As of the 2020-2021 school year, schools in Cohorts 1, 2, and 3 had received training for PBIS Advanced Tiers and had begun implementation of Tier II practices. Although it was planned for Cohort 4 to receive PBIS Advanced Tier training during the 2020-2021 school year, this was postponed to August 2021 due to the pandemic.²³ It is the expectation that all schools reach Tier II fidelity (i.e., 80% on the Tier II TFI) by spring 2025. Training specific to Tier III practices is planned for 2022. However, there is current work to enhance Tier III supports through professional learning related to Student Response Teams (SRT), which involves helping schools provide effective academic, behavioral, and social-emotional interventions at the Tier III level. It is the expectation that baseline data for Tier III fidelity will begin to be collected in spring 2023 for schools that have enhanced their Tier III supports, and all schools will have baseline Tier III fidelity data collected by spring 2025.

As the implementation of PBIS continues during 2021-2022, continuing challenges related to the pandemic may impact the plan noted above. As of October 2021, scheduled PBIS professional development in fall and winter 2021 was postponed to ensure staff could focus on the needs within their buildings.

Progress on the Division Capacity Assessment (DCA)

As the implementation of PBIS has progressed, VBCPS has used the DCA to assess the extent to which conditions in the school division were optimal for building capacity to effectively implement PBIS. The 2021 overall score on the DCA was 98 percent, suggesting that nearly all conditions are in place within the division for building capacity to effectively implement PBIS. This was an improvement from the 2020 DCA overall score of 81 percent and the 2019 DCA overall score of 73 percent. Improvements on the DCA were made in the following nine areas from 2020 to 2021: the division had a written process to align PBIS Effective Innovations;

the division used a communication plan; the division used a process for addressing internal barriers; the Division Implementation Team (DIT) had a process for using data for decision making; the division provided a status report on VTSS to the school board; the DIT supported the development of Building Implementation Team implementation plans for VTSS; the division used a process for selecting staff who would implement PBIS Effective Innovations; the DIT used training effectiveness data; and the DIT used coaching effectiveness data. The only area for improvement was the division having a written process for selecting Effective Innovations, including collaborating with other departments on the process.

Staff Familiarity and Understanding of PBIS

The second evaluation question focused on the extent to which staff was familiar with PBIS and had a shared understanding of the PBIS framework. Staff were asked a general survey item about their familiarity with PBIS. Overall, 97 percent of teachers, 100 percent of administrators, and 95 percent of other instructional staff indicated they were either very familiar or somewhat familiar with their school's PBIS implementation. Comparisons by school level showed that at least 95 percent of staff in each group and school level were familiar, with the exception of other instructional staff at the high school level (89%) (see Table 6).

Table 6: Percentages of Staff Who Indicated They Were Very Familiar or Somewhat Familiar With School's PBIS Implementation

Survey Group	Elem	Middle	High	Total
Teachers	98%	98%	95%	97%
Administrators	100%	100%	98%	100%
Other Instructional Staff	96%	96%	89%	95%

Comparisons by implementation fidelity group showed that staff at schools with high implementation fidelity had the highest percentage who indicated they were very familiar with their school's PBIS implementation compared to schools with adequate and partial fidelity (see Table 7).

Table 7: Percentages of Staff Who Indicated They Were Familiar With School's PBIS Implementation by Fidelity

Response	High	Adequate	Partial	Total
Very Familiar	73%	59%	37%	64%
Somewhat Familiar	25%	36%	56%	33%
Not Familiar	2%	5%	7%	3%

As would be expected based on the results above, correlation results showed that the percentage of staff overall who were very familiar with their school's PBIS implementation was significantly correlated with the TFI Implementation ($r = .59$) and Evaluation subscale ($r = .32$) scores as well as the overall Aggregate TFI scores ($r = .54$). Schools with higher TFI percentages also had higher percentages of staff who reported being very familiar with the school's PBIS implementation.

Administrators were asked additional survey items related to staff understanding of PBIS at their school. Administrators were surveyed about their staff having a shared understanding of the PBIS framework, and overall, 93 percent of administrators agreed with this item. Comparisons by level showed that all elementary school administrators and most middle school administrators agreed that their staff had a shared understanding of the PBIS framework, while 81 percent of high school administrators agreed (see Table 8). This result is not unexpected given that eight high schools recently began implementation in 2019-2020.

Table 8: Administrator Agreement Percentages Regarding Staff Having Shared Understanding of PBIS

Survey Item	Elem	Middle	High	Total
My staff has a shared understanding of the PBIS framework.	100%	93%	81%	93%

Administrators were also asked an open-ended question regarding how their school describes PBIS when communicating with stakeholders. Most administrators who responded to the question emphasized the focus on reinforcing positive behaviors and teaching students these expectations. Several administrators described their school's unique PBIS motto (e.g., Are you FLY? Focus on Safety, Lead with Respect, You are Responsible) and/or their school's PBIS expectations (e.g., Be positive, be professional, be safe). Some administrators identified the type of method used to communicate with their stakeholders (e.g., parent newsletters, posters/signs, PTA or SPC meetings, emails). A few administrators commented primarily about the school culture, consistency of the practices of PBIS, or providing support for student growth or success.

Tier I PBIS Practices and Related Goals and Objectives

The third evaluation question focused on the components of Tier I PBIS practices as well as progress toward meeting related goals and objectives. As previously mentioned, at the Tier I level, supports are provided to all students and are the basis for a school's PBIS framework. At this level, key components include a few positively framed expectations for staff and students, procedures for teaching expectations, continuum of procedures for reinforcing behaviors consistent with expectations and discouraging behaviors inconsistent with expectations, and procedures for regularly monitoring and evaluating effectiveness. Each school has a Tier I PBIS team that establishes the systems and practices and monitors data to evaluate effectiveness.

During the evaluation planning phase, goals and objectives related to the implementation of PBIS were developed. The TFI provides an overall assessment of the extent to which school personnel are applying core features of schoolwide PBIS and implementing the initiative with fidelity. For this section of the report, information and results about Tier I practices is organized around key aspects of implementation and the goals and objectives that were developed for PBIS at the division level. The Tier I features that will be discussed include the following:

- Aspects of the school leadership team such as team composition and meetings;
- Implementation of practices, including schoolwide expectations, procedures, and classroom practices;
- Professional learning opportunities that were provided to support PBIS implementation;
- Data review and use; and
- Student, family, community, and staff involvement.

Information related to goals and objectives and adjustments due to the pandemic are integrated in this section of the report where applicable.

PBIS Team Composition and Meetings

A foundational component of PBIS is having a PBIS Tier I leadership team at each school that establishes the systems and practices for Tier I support and is responsible for monitoring schoolwide data, ensuring students receive equitable access to these supports, and evaluating the initiative's effectiveness.²⁴ According to guidance from the VBCPS PBIS division coaching team posted on SharePoint, every school PBIS leadership team should be representative of the school community, consist of 6-8 members in total, and include the following: administrator, general education teachers, special education teachers, specialists (e.g., reading, math, Title 1, gifted), behavioral expertise (e.g., counselors, psychologists, social workers, student support specialists), classified staff, and team members who may provide a family perspective.²⁵

On the 2020-2021 survey, staff were asked whether they were a member of their school's PBIS leadership team. Overall, 13 percent of teachers, 70 percent of administrators, and 17 percent of other instructional staff who responded to the survey indicated they were on their school's PBIS leadership team. As shown in Table 9, nearly all elementary administrators (97%) and the majority of middle school administrators (71%) indicated they were a PBIS team member, while 38 percent of administrators indicated they were at the high school level. For teachers, higher percentages indicated they were a member at the elementary school (17%) and middle school levels (14%) than at the high school level (7%). There was less variability among school levels for other instructional staff (see Table 9).

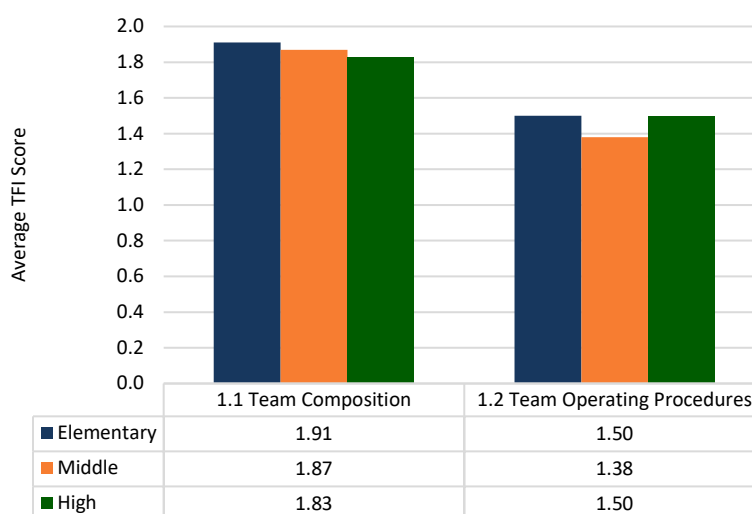
Table 9: Percentages of Staff Who Indicated They Were PBIS Tier I Team Members

Survey Group	Elem	Middle	High	Total
Teachers	17%	14%	7%	13%
Admin	97%	71%	38%	70%
Other Instructional Staff	17%	20%	17%	17%

Based on the Team Composition feature on the TFI, a school's Tier I leadership team must include a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide the following: applied behavioral expertise, coaching expertise, knowledge of student academic and behavior patterns, knowledge about the operations of the school across grade levels and programs, and student representation at the high school level only. In addition, the Team Operating Procedures TFI feature stipulates that Tier I teams are expected to meet at least monthly with a regular meeting format/agenda, minutes, defined meeting roles, and a current action plan.

As shown in Figure 2, overall, schools had higher average fidelity scores for the Team Composition item than the Team Operating Procedures item. Team Composition TFI data by school level showed that the average fidelity scores were relatively similar across school levels, ranging from 1.91 for elementary schools to 1.83 for high schools (see Figure 2). Average TFI scores for the Team Operating Procedures were lower than for the Team Composition. This was likely due to the ongoing pandemic and the impact on school staffs' priorities during 2020-2021. For the 2020-2021 school year, while schools were encouraged to continue to meet, some school teams did not meet regularly due to other priorities.²⁶

Figure 2: Average TFI Team Item Scores by School Level



Schoolwide Expectations, Procedures, and Classroom Practices

An essential PBIS practice at the Tier I level includes establishing a set of schoolwide behaviors and expectations. Each school should create a shared vision and approach to responding to student behavior through their school mission or vision statement and three to five positively-stated expectations that should be defined for each school routine and setting.²⁷ Through SharePoint, the PBIS division coaching team provided school PBIS teams with a blank matrix to outline their schoolwide expectations (see Appendix A).²⁸ The rows of the matrix should include the three to five positively-stated expectations (e.g., be respectful, responsible) and the columns should include the various settings/locations (e.g., hallway, restroom). Within the cells of the matrix, schools should provide explicit descriptions of the expected behavior (e.g., ‘walk on the right’ for Being Safe in the hallway and ‘use resources wisely’ for Being Responsible in the restroom). In addition, the PBIS division coaching team provided staff with VBCPS bus expectations that included the expectations of “Be Respectful, Be Responsible, and Stay Safe” (see Appendix B).²⁹ The descriptions of student behaviors in each of these areas were provided for entering the bus (e.g., be patient and take turns for Be Respectful), riding the bus (e.g., use a quiet voice for Be Responsible), and exiting the bus (e.g., walk for Stay Safe). It is expected that students are explicitly taught these behavioral expectations. Through SharePoint, the PBIS division coaching team provided staff with examples of ways these expectations could be taught (e.g., reviewing each and brainstorming examples at the elementary level; discussing and role playing at the high school level).³⁰

Schools must also establish schoolwide procedures for acknowledging students for positive behaviors and discouraging students for behaviors that interfere with academic and social success (i.e., consequences). Through a PowerPoint presentation, the PBIS division coaching team provided school PBIS teams with detailed examples regarding acknowledgements, including the various ways to acknowledge students for positive behaviors (i.e., immediate/high frequency, intermittent, and long-term schoolwide celebrations), various types of reinforcers (e.g., natural, material, and social), and examples of acknowledgement systems across the division.³¹ Regarding providing consequences, the VBCPS division coaching team provided school PBIS teams with examples of behaviors that may be managed within the classroom (e.g., throwing things without intent to cause harm and mocking others) and behaviors that may result in referral to the principal’s office (e.g., verbal altercation and profanity or threats).³² In addition, they provided an example flowchart of the types of interventions that may be used for classroom management and the steps needed when referring students to the office.³³

In addition, all schoolwide behaviors and expectations should be applied consistently at the classroom level with classroom expectations and routines. On the PBIS Google Site, the PBIS division coaching team provided guidance to school PBIS teams on eight PBIS Classroom Practices, including: expectations and agreements, procedures and routines, behavior feedback – acknowledgement, behavior feedback – error correction, active supervision, physical arrangement, opportunities to respond, and positive behavior game (group contingencies).³⁴ Resources were made available to school PBIS teams for each of these practices that included a detailed definition or description of the practice, the components and/or how it may be utilized in the classroom, the research behind the practice, and how to assess use of the practice.³⁵ In addition, a one-page handout was created describing each of the eight practices with direct links to the eight handouts for more details (see Appendix C).³⁶

Impact of the Pandemic

In preparation for the 2020-2021 school year, information was provided to schools through a PBIS Virtual Resources Google site regarding PBIS practices, expectations, and Tier I supports during virtual instruction. Regarding adapting Tier I supports to virtual instruction, school teams were encouraged to adapt schoolwide expectations for virtual activities; continue shared procedures, routines, and rituals in the virtual environment;

recognize strengths/interests and provide specific feedback; and redirect and reteach using schoolwide expectations in response to inappropriate behaviors.³⁷ In addition, examples of classroom strategies that could be used in both face-to-face and virtual settings were provided for all eight classroom practices (as noted above) for each school level. Additional videos were provided with information about using classroom practices to support emergency learning at home. Topics covered in the videos included creating family norms, the at-home learning environment, establishing routines for learning, positive behavior acknowledgement, maintaining momentum, and school year reflection at home.

PBIS Goal and Objectives Related to Expectations and Procedures

The goal related to PBIS expectations and procedures is **“Schools have clearly defined behavioral expectations for students and staff and established procedures for staff to implement PBIS consistently within their schools and classrooms.”** Objectives for this goal focused on (1) schoolwide behavioral expectations and classroom procedures, (2) student knowledge of expectations, and (3) consequences and acknowledgement.

Behavioral Expectations and Classroom Procedures. The *behavioral expectations and classroom procedures objective* for the PBIS expectations and procedures goal is **“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.”**

Overall, across the division, at least 94 percent of teachers, administrators, and other instructional staff agreed that their school had established positively framed expectations for student behavior, at least 84 percent of each staff group agreed that the expectations for students and staff at their school were implemented across the classrooms, and at least 83 percent of each staff group agreed that behavioral expectations were explicitly taught to students (see tables 10 and 11). Comparisons by school level showed that agreement percentages regarding these items were lowest at the high school level for each staff group, with the area of lowest agreement being teachers’ agreement that behavioral expectations were explicitly taught to students (72%).

Table 10: Teacher Agreement Percentages Regarding Behavioral Expectations and Classroom Procedures Items

Survey Item	Elem	Middle	High	Total
My school has established positively framed expectations for student behavior.	96%	95%	91%	94%
The expectations for students and staff at this school are implemented across the classrooms.	90%	83%	78%	84%
The behavioral expectations are explicitly taught to students.	93%	84%	72%	83%

Table 11: Administrator and Other Instructional Staff Agreement Percentages Regarding Behavioral Expectations and Classroom Procedures Items

Survey Item	Admin				Other Instructional Staff			
	Elem	Middle	High	Total	Elem	Middle	High	Total
My school has established positively framed expectations for student behavior.	100%	100%	96%	99%	97%	97%	89%	96%
The expectations for students and staff at this school are implemented across the classrooms.	99%	95%	91%	96%	90%	82%	77%	86%
The behavioral expectations are explicitly taught to students.	97%	95%	88%	94%	91%	85%	78%	87%

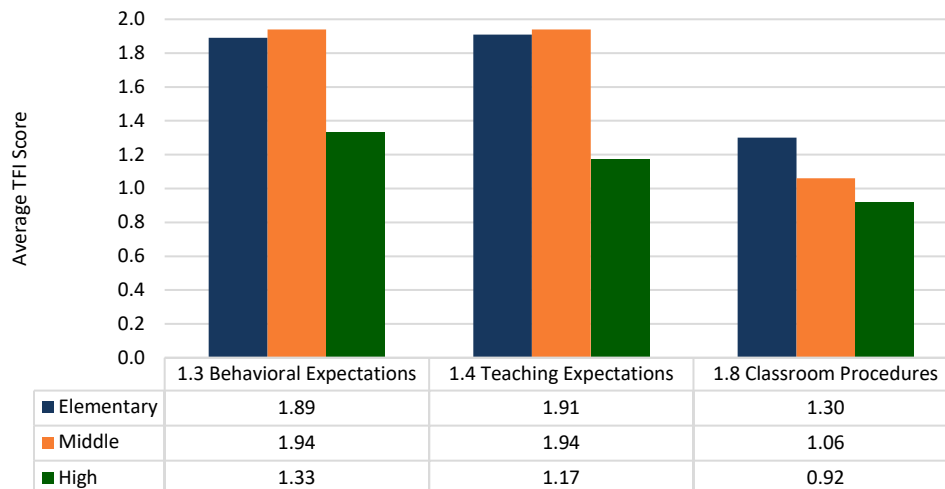
Overall, high percentages of students (at least 90%) agreed that their school had established expectations for student behavior, that the expectations for their behavior were consistent across classrooms, and that the expectations for their behavior were taught to them (see Table 12). Comparisons by school level showed that at least 88 percent of students at each level agreed with these items.

Table 12: Student Agreement Percentages Regarding Behavioral Expectations and Classroom Procedures Items

Survey Item	Elem	Middle	High	Total
My school has established expectations for student behavior.	97%	96%	95%	96%
The expectations for my behavior are consistent across the classrooms.	92%	92%	89%	91%
The expectations for my behavior are taught to me.	91%	91%	88%	90%

The three TFI items related to expectations and procedures are: Behavioral Expectations, Teaching Expectations, and Classroom Procedures. Behavioral Expectations is focused on schools having positively stated behavioral expectations with examples, while Teaching Expectations is focused on directly teaching all students the expected academic and social behavior. Classroom Procedures is focused on Tier I features being implemented within classrooms and consistency with schoolwide systems. As shown in Figure 3, overall, schools had higher average fidelity scores for the Behavioral Expectations and Teaching Expectations items than the Classroom Procedures item. Average TFI scores were also higher at elementary and middle schools compared to high schools. In addition, although not shown in the figure, across all implementation fidelity groups (e.g., High Fidelity, Adequate Fidelity, Partial Fidelity), schools had the lowest or among the lowest average score on the Classroom Procedures TFI item in comparison to other items. Specifically, schools in the High Fidelity group had a lower average score on this item (1.29) compared to other items (1.55 or above).

Figure 3: Average TFI Item Scores on Behavior Expectations, Teaching Expectations, and Classroom Procedures by School Level



When correlating schools' Behavioral Expectations TFI scores with agreement percentages on related survey items, results showed statistically significant relationships such that schools with higher TFI scores also had higher staff agreement regarding their school having established positively framed expectations for student behavior ($r_s = .25$). For the Teaching Expectations TFI item, there was a significant relationship such that schools with higher TFI scores also had higher staff agreement regarding student behavioral expectations being explicitly taught ($r_s = .33$). In addition, Teaching Expectations TFI scores were correlated with student strong agreement percentages such that schools with higher TFI scores also had higher percentages of students strongly agreeing that expectations for behavior were taught to them ($r_s = .35$). For Classroom Procedures, schools with higher TFI scores also had higher percentages of all staff strongly agreeing that the expectations for students and staff were being implemented across classrooms ($r_s = .26$). These statistically significant correlations between TFI scores and staff and student perceptions, although not particularly strong, suggest some degree of validity and reliability of the TFI and stakeholder perception data for measuring the level of PBIS implementation fidelity.

Student Knowledge of Expectations. The *student knowledge of expectations objective* for the PBIS expectations and procedures goal is **"Students know what behavior is expected of them as measured by student and teacher survey responses."** As shown in Table 13, overall, 97 percent of students agreed that they knew what behavior was expected of them at their school with little variation by school level. In addition, 90 percent of teachers overall agreed that students knew what behavior was expected of them at their school, with slightly lower agreement percentages from high school teachers (86%).

Table 13: Student and Teacher Agreement Percentages Regarding Students Knowing Behavior Expectations

Survey Group and Item	Elem	Middle	High	Total
Students - I know what behavior is expected of me at this school.	97%	97%	96%	97%
Teachers - Students know what behavior is expected of them at this school.	95%	90%	86%	90%

Correlations were also examined between survey items regarding student knowledge of expected behaviors and related TFI items (i.e., Behavior Expectations, Teaching Expectations, and Classroom Procedures), with several statistically significant relationships found. Schools with higher Teaching Expectations TFI scores had higher percentages of teachers agreeing that students know what behavior is expected of them ($r_s = .35$) and

had higher percentages of students who strongly agreed that they knew what behavior is expected of them at school ($r_s = .35$). In addition, schools with higher Classroom Procedures TFI scores had higher percentages of students agreeing ($r_s = .22$) and strongly agreeing ($r_s = .27$) that they knew what behavior is expected of them.

Consequences and Acknowledgements. The *consequences and acknowledgements* objective for the PBIS expectations and procedures goal is **“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 TFI scores of 2 on relevant TFI features (e.g., 1.5, 1.6, and 1.9) and staff and student survey responses.”** As shown in Tables 14 and 15, overall, at least 87 percent of teachers, administrators, and other instructional staff agreed that their school had determined the student behaviors that interfered with academic and social success. In addition, at least 84 percent of teachers, administrators, and other instructional staff agreed that their school had outlined procedures for staff to respond to student behaviors. The general pattern of results showed slightly lower agreement percentages at the high school level for each group, although agreement was 80 percent or higher.

Table 14: Teacher Agreement Percentages Regarding Consequences and Acknowledgements Items

Survey Item	Elem	Middle	High	Total
My school has determined the student behaviors that interfere with academic and social success.	90%	87%	84%	87%
My school has outlined procedures for staff to respond to student behaviors.	88%	85%	80%	84%

Table 15: Administrator and Other Instructional Staff Agreement Percentages Regarding Consequences and Acknowledgements Items

Survey Item	Admin				Other Instructional Staff			
	Elem	Middle	High	Total	Elem	Middle	High	Total
My school has determined the student behaviors that interfere with academic and social success.	100%	98%	93%	97%	91%	88%	83%	89%
My school has outlined procedures for staff to respond to student behaviors.	99%	93%	95%	96%	88%	85%	81%	86%

Student survey results showed that 96 percent agreed that they knew which behaviors could prevent them from being successful in school with little variation by school level (see Table 16).

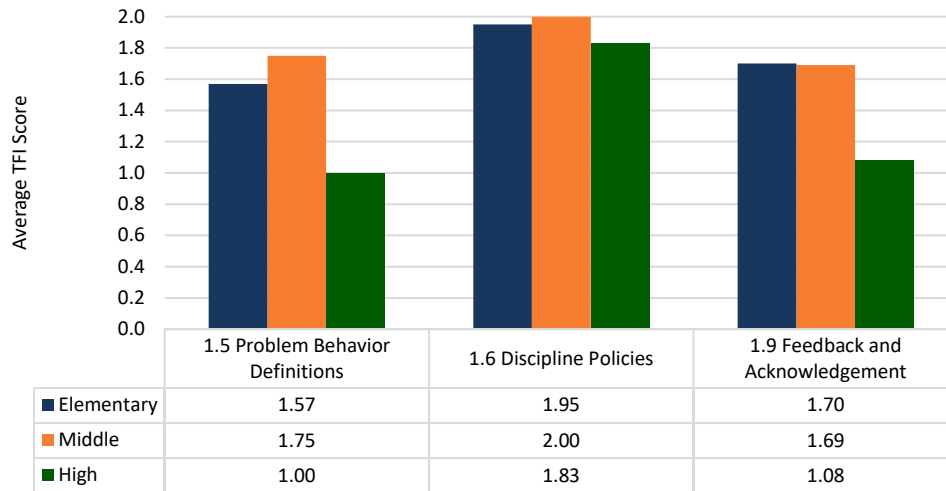
Table 16: Student Agreement Percentages Regarding Knowing Which Behaviors Could Prevent Them From Being Successful in School

Survey Item	Elem	Middle	High	Total
I know which behaviors could prevent me from being successful in school.	95%	96%	96%	96%

The three TFI items related to consequences and acknowledgements are: Problem Behavior Definitions, Discipline Policies, and Feedback and Acknowledgement. Problem Behavior Definitions is focused on schools having clear definitions for behaviors that interfere with academic and social success with a clear policy/procedure to address problems, while Discipline Policies is focused on policies and procedures that describe and emphasize proactive, instructive, and/or restorative approaches to student behavior. Feedback and Acknowledgement is focused on having a set of procedures for behavior feedback that is linked with schoolwide expectations and used across settings and in classrooms. As shown in Figure 4, overall, at each school level, schools had higher average fidelity scores for the Discipline Policies item than the Problem

Behavior Definitions and Feedback and Acknowledgement items. For the Problem Behavior Definitions and Feedback and Acknowledgement items, high schools had notably lower average TFI scores relative to the elementary and middle schools (see Figure 4).

Figure 4: Average TFI Item Scores on Problem Behavior Definitions, Discipline Policies, and Feedback and Acknowledgement by School Level



When correlating TFI scores for Discipline Policies with survey agreement percentages on related items, results showed that schools that had higher TFI scores for Discipline Policies had higher percentages of other instructional staff strongly agreeing that their school had outlined procedures for staff to respond to student behavior ($r_s = .27$). In addition, schools that had higher TFI scores on the Feedback and Acknowledgement item had higher percentages of all staff agreeing ($r_s = .29$) and strongly agreeing ($r_s = .31$) that their school had outlined procedures for staff to respond to student behavior. There were no significant correlations (i.e., relationship) between scores for the Problem Behavior Definitions TFI item and survey results.

Professional Learning

Professional learning is another key feature of PBIS implementation. In previous years, in-person two-day trainings have been provided to each cohort. However, due to the pandemic, this was not feasible in 2020-2021.³⁸ For the 2020-2021 school year, three professional learning webinars were provided to school staff in August 2020 through the PBIS Google Site. Communications about these webinars were provided through a Principal's Packet memo. One webinar entitled Culturally Responsive PBIS Implementation was an essential training made available to school teams. Two additional optional webinars entitled PBIS Classroom Practices to Support the Virtual Environment and Tips for PBIS Teams addressed the PBIS expectations for the virtual environment and types of data that could be gathered during virtual instruction (i.e., logs and anecdotal information). In addition, the PBIS division coaching team provided multiple resources to schools through the PBIS Virtual Resources Google site.

PBIS Goal and Objectives Related to Professional Learning

The PBIS goal related to professional learning is **"Professional learning opportunities provide staff with effective support and information to successfully implement PBIS Tier I within their schools and classrooms."** Objectives for this goal focused on (1) core practices, (2) classroom management, and (3) teacher confidence.

Core Practices. The *core practices objective* for the professional learning goal is “**Professional learning is provided for staff on how to teach schoolwide expectations, acknowledge appropriate behavior, correct errors, and request assistance as measured by TFI scores of 2 on TFI feature 1.7 and staff survey responses.**” Overall, at least 83 percent of teachers, 93 percent of administrators, and 84 percent of other instructional staff agreed that they received professional learning on various PBIS-related topics. Comparisons by school level showed that the highest agreement percentages were at the elementary school level and the lowest agreement percentages were at the high school level for all staff groups across each area (see tables 17 and 18). High school teachers and other instructional staff were less likely to agree that they received professional learning about the PBIS topics (69% to 78% for all but one topic).

Table 17: Teacher Agreement Percentages Regarding Receiving PBIS-Related Professional Learning

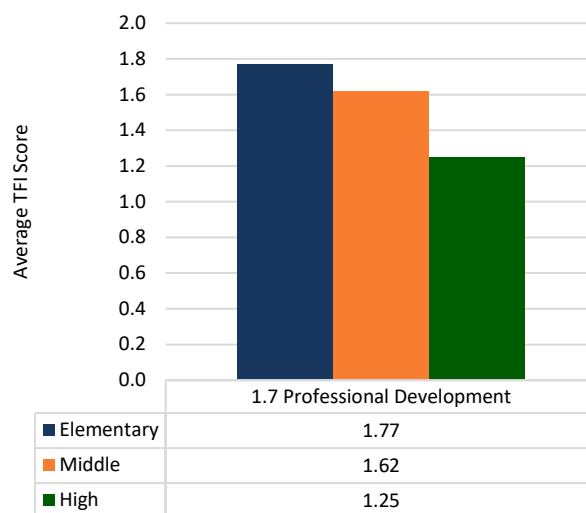
Survey Item	Elem	Middle	High	Total
Teach schoolwide expectations for behavior	93%	85%	73%	83%
Acknowledge appropriate behavior	96%	93%	83%	90%
Correct errors in behavior	91%	85%	73%	83%
Request assistance for behavior issues	88%	84%	76%	83%

Table 18: Administrator and Other Instructional Staff Agreement Percentages Regarding Receiving PBIS-Related Professional Learning

Survey Item	Admin				Other Instructional Staff			
	Elem	Middle	High	Total	Elem	Middle	High	Total
Teach schoolwide expectations for behavior	100%	95%	82%	93%	90%	87%	69%	86%
Acknowledge appropriate behavior	100%	100%	86%	96%	95%	92%	78%	91%
Correct errors in behavior	100%	98%	84%	94%	88%	84%	70%	84%
Request assistance for behavior issues	99%	93%	86%	93%	87%	84%	75%	84%

The TFI item, Professional Development, is focused on having a written process for orienting all staff on the PBIS practices: teaching expectations, acknowledgement of appropriate behavior, correcting errors, and requesting assistance. Average fidelity scores by school level in Figure 5 show that elementary schools had a higher average fidelity score followed by middle schools and then high schools, which was consistent with the pattern of staff survey results.

Figure 5: Average TFI Professional Development Item Scores by School Level



When correlating TFI scores for the Professional Development item with agreement percentages on related staff survey items, results showed statistically significant correlations. Schools with higher Professional Development TFI scores had higher percentages of their overall staff agreeing ($r_s = .27$ to $.28$) and strongly agreeing ($r_s = .27$ to $.34$) that they received professional learning on how to teach schoolwide expectations for behavior, how to acknowledge appropriate behavior, and how to correct errors in behavior.

Classroom Management. The *classroom management objective* for the professional learning goal is **“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.”** Overall, 87 percent of teachers who indicated they received professional learning in this area agreed that the professional learning they received provided them with knowledge of classroom practices to manage and respond to student behavior. Comparisons by school level showed a higher agreement percentage at the elementary school level followed by middle school and high school (see Table 19).

Table 19: Teacher Agreement Percentages Regarding Professional Learning Providing Knowledge of Classroom Management

Survey Item	Elem	Middle	High	Total
The professional learning I have received has provided me with knowledge of classroom practices to manage and respond to student behavior.	91%	87%	83%	87%

Note: Percentages exclude teachers who indicated they did not receive professional learning in this area.

Teacher Confidence. The *teacher confidence objective* for the professional learning goal is **“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.”** Overall, 95 percent of teachers agreed that they were confident in applying instructional practices to address student behavior when needed, and 98 percent agreed that they could manage and respond to student behavior concerns when needed. Comparisons by school level showed high agreement at all school levels (at least 92%) (see Table 20).

Table 20: Teacher Agreement Percentages Regarding Professional Learning Providing Confidence in Applying Practices and Responding to Behavior Concerns

Survey Item	Elem	Middle	High	Total
I am confident in applying instructional practices to address student behavior when needed.	97%	95%	92%	95%
I can manage and respond to student behavior concerns when needed.	97%	98%	98%	98%

When correlating agreement percentages on the additional professional learning survey items with related TFI scores, results showed that TFI scores were correlated with teachers' agreement regarding feeling confident in applying instructional practices to address student behavior when needed ($r_s = .27$). Although the relationship was a weak relationship, schools that had higher TFI scores for Professional Development had higher teacher survey agreement percentages.

Data Review and Use

Another key component of PBIS at all three tiers is the collection and regular use of data to screen, monitor, and assess student progress.³⁹ At the Tier I level, it is expected that PBIS leadership teams review schoolwide discipline and academic data to guide decision making and review fidelity data to evaluate implementation.⁴⁰ In addition, school personnel should view schoolwide data and provide input on Tier I practices.

Synergy is the data system used by all schools across the division. Some VBCPS schools use a Schoolwide Information System (SWIS) product to collect and monitor student discipline data to inform decision making. The SWIS Suite includes three products developed by the University of Oregon that track discipline-related information. During the 2020-2021 school year, 17 schools had a subscription for one of the SWIS products.⁴¹ Thirteen schools had a subscription to the SWIS product and four schools had a subscription to the Check-In/Check-Out SWIS (CICO-SWIS) product. The SWIS product allows staff to enter discipline referrals online and "data are summarized to provide information about individual students, groups of students, or the entire student body over any time period."⁴² The CICO-SWIS product allows staff to enter check-in/check-out intervention data in the online system and data can be summarized across five reports. This product allows school teams to monitor student progress and effectiveness of the check-in/check-out intervention.⁴³

Through SharePoint, the PBIS division coaching team provided school PBIS teams a problem-solving worksheet to help support staff using data for decision making.⁴⁴ In particular, on the worksheet, staff are asked to provide the target problem and answer the following questions: What does the data say? (e.g., what is the problem behavior, when does it occur, where does it occur), What is the SMART goal?, What will we do to support student behavior? (i.e., Prevent, Teach, Reinforce, Extinguish, Error Correction, Safety), and What will we do to support staff?.

In preparation for virtual instruction during the 2020-2021 school year, in August 2020, an optional webinar was offered to school teams focused on the types of data that could be collected during virtual instruction (e.g., student engagement as measured by logins and anecdotal information) and the ways in which the data could be used to inform decision making.⁴⁵

PBIS Goal and Objectives Related to Data Review and Use

The goal related to data review and use is **"Data are reviewed and used regularly to inform PBIS Tier I practices."** Objectives for this goal focused on (1) a discipline data system, (2) schoolwide data, and (3) fidelity data.

Discipline Data System. The *discipline data system objective* for the data review and use goal is **“School Tier I PBIS teams have a discipline data system that graphs student problem behavior as measured by TFI scores of 2 on TFI feature 1.12 and staff survey responses.”** Overall, 92 percent of the Tier I team members agreed that their team had access to student problem behavior data through a discipline data system. Comparisons by school level showed higher agreement percentages at the elementary and middle school levels than at the high school level (see Table 21).

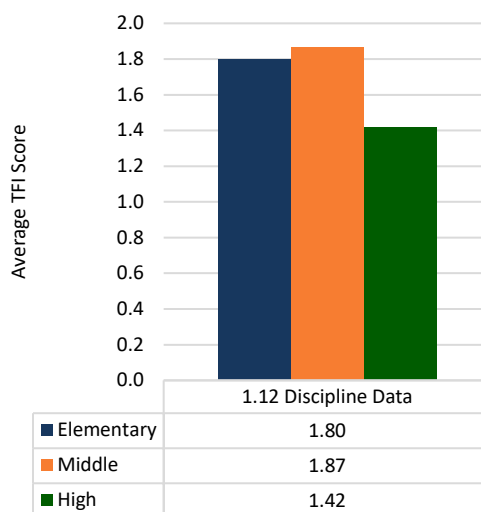
Table 21: PBIS Tier I Team Member Agreement Percentages Regarding Having Discipline Data System

Survey Item	Elem	Middle	High	Total
The PBIS Tier I team at my school has access to student problem behavior data through a discipline data system.	93%	92%	88%	92%

Note: Data include any staff member who indicated they were a PBIS Tier I team member, including teachers, administrators, and other instructional staff.

The related TFI item, Discipline Data, is focused on the Tier I team having access to graphed reports summarizing discipline data. Comparisons by level showed that elementary and middle schools had higher average fidelity scores than high schools (see Figure 6).

Figure 6: 2020-2021 Average TFI Discipline Data Item Scores by School Level



When correlating scores for the Discipline Data TFI item with agreement percentages on the related survey item, results showed a statistically significant correlation such that schools with higher TFI scores had higher percentages of team members who strongly agreed that their school’s Tier I team had access to student problem behavior data through a discipline data system ($r_s = .32$).

Schoolwide Data. The *schoolwide data objective* for the data review and use goal is **“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 TFI scores of 2 on relevant TFI features (e.g., 1.10 and 1.13) and staff survey responses.”** Overall, 83 percent of Tier I PBIS team members agreed that their team reviewed schoolwide data at least monthly to inform decision making about schoolwide practices. Team members at middle schools had the highest agreement level, while team members at high schools had the lowest agreement (see Table 22).

Table 22: Tier I Team Member Agreement Percentages Regarding Team Reviewing Schoolwide Data

Survey Item	Elem	Middle	High	Total
The PBIS Tier I team at my school reviews schoolwide data at least monthly to inform decision making about schoolwide practices.	84%	88%	76%	83%

Note: Data include any staff member who indicated they were a PBIS Tier I team member, including teachers, administrators, and other instructional staff.

In addition, overall, 71 percent of teachers, 80 percent of administrators, and 78 percent of other instructional staff agreed that teachers reviewed schoolwide data at least four times per year to inform decision making about schoolwide practices. Results varied widely by school level. Teachers and other instructional staff at the secondary level and high school administrators were notably less likely to agree that teachers reviewed schoolwide data throughout the school year to inform decision making (see tables 23 and 24).

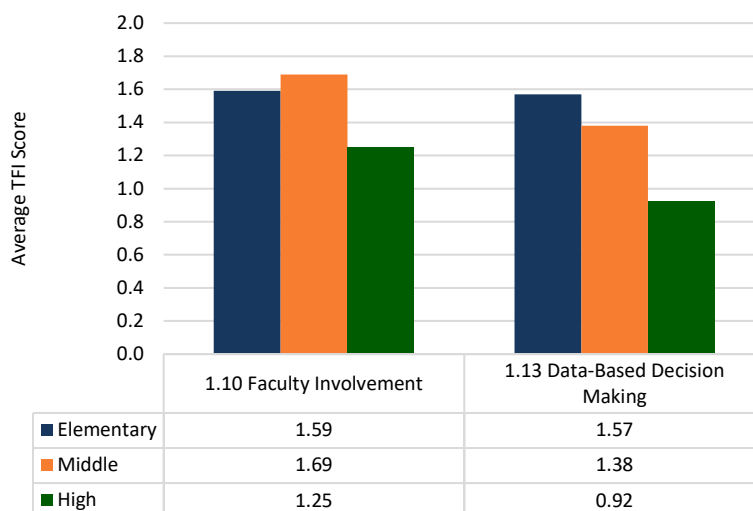
Table 23: Teacher Agreement Percentages Regarding Teachers Reviewing Schoolwide Data

Survey Item	Elem	Middle	High	Total
Teachers review schoolwide data at least four times per year to inform decision making about schoolwide practices.	83%	67%	63%	71%

Table 24: Administrator and Other Instructional Staff Agreement Percentages Regarding Teachers Reviewing Schoolwide Data

Survey Item	Admin				Other Instructional Staff			
	Elem	Middle	High	Total	Elem	Middle	High	Total
Teachers review schoolwide data at least four times per year to inform decision making about schoolwide practices.	93%	82%	59%	80%	84%	72%	65%	78%

The TFI items related to reviewing data are Faculty Involvement and Data-Based Decision Making. Faculty Involvement is focused on staff being shown schoolwide data and providing input on Tier I practices, while Data-Based Decision Making is focused on Tier I teams reviewing and using discipline and academic outcome data for decision making. Middle schools had the highest average fidelity score for Faculty Involvement and elementary schools had the highest average fidelity score for Data-Based Decision Making (see Figure 7).

Figure 7: Average TFI Item Scores on Faculty Involvement and Data-Based Decision Making by School Level

When correlating TFI scores for Data-based Decision Making with agreement percentages on the related survey item, results showed that schools with higher TFI scores had higher agreement from team members that their school's Tier I team reviewed schoolwide data at least monthly to inform decision making ($r_s = .26$). There were no statistically significant correlations between TFI scores for Faculty Involvement and survey data.

Fidelity Data. The *fidelity data objective* for the data review and use goal is **“School PBIS Tier I teams review and use Tier I fidelity data yearly to inform decision making regarding schoolwide practices as measured by TFI scores of 2 on TFI feature 1.14 and staff survey responses.”** Overall, 92 percent of Tier I PBIS team members agreed that their team reviewed and used Tier I fidelity data yearly to inform decision making about schoolwide practices. Agreement percentages at each school level were relatively high (at least 85%) but elementary and middle school team members were more likely to agree than high school team members (see Table 25).

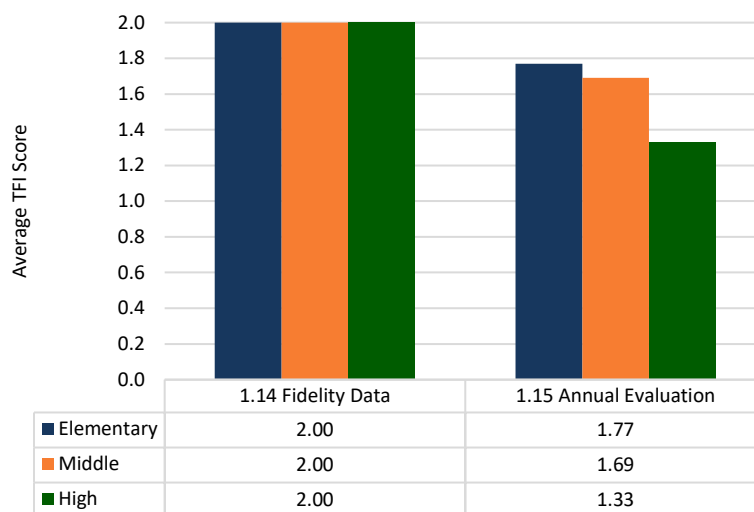
Table 25: Tier I Team Member Agreement Percentages Regarding Team Reviewing Tier I Fidelity Data

Survey Item	Elem	Middle	High	Total
The PBIS Tier I team at my school reviews and uses Tier I fidelity data yearly to inform decision making about schoolwide practices.	93%	93%	85%	92%

Note: Data include any staff member who indicated they were a PBIS Tier I team member, including teachers, administrators, and other instructional staff.

The TFI items related to reviewing fidelity data are Fidelity Data and Annual Evaluation. Fidelity Data is focused on Tier I teams reviewing and using PBIS fidelity data, while Annual Evaluation is focused on Tier I teams documenting fidelity and effectiveness of Tier I practices and sharing with stakeholders. Annual Evaluation TFI scores were not formally included as a measure of the objective, but are shown in Figure 8 for reference. Regarding Fidelity Data, the average score was a 2.00 (the maximum score) for all school levels (see Figure 8). There were no significant correlations between scores for Fidelity Data and the related survey data. For Annual Evaluation, elementary and middle schools had higher average fidelity scores than high schools.

Figure 8: Average TFI Item Scores on Fidelity Data and Annual Evaluation by School Level



Student, Family, Community, and Staff Involvement

A final key practice for Tier I PBIS involves establishing procedures for encouraging school-family partnerships.⁴⁶ In particular, schools should seek feedback from students, families, the community, and staff regarding school Tier I foundations. According to PBIS.org, “this input ensures Tier I is culturally responsive and

reflects the values of the local community.”⁴⁷ On SharePoint, the PBIS division coaching team provided staff with a handout that could be sent to families that describes what PBIS is with examples of PBIS expectations from a school within the division.⁴⁸ In addition, in partnership with the Office of Family and Community Engagement, a PBIS Stakeholder Voice Handbook was created to support staff in gathering feedback from students and families to inform procedures and behavioral supports at their schools.⁴⁹ In collaboration with the Office of Communications and Community Engagement, the PBIS division coaching team has worked to develop a PBIS website on VBSchools.com that provides details about the initiative for the community.

In fall 2019, a PBIS Student Summit was held to gather feedback from students regarding PBIS practices. In March 2021, another student summit was held virtually to again gather feedback from students. PBIS student groups from all high schools attended the event.⁵⁰

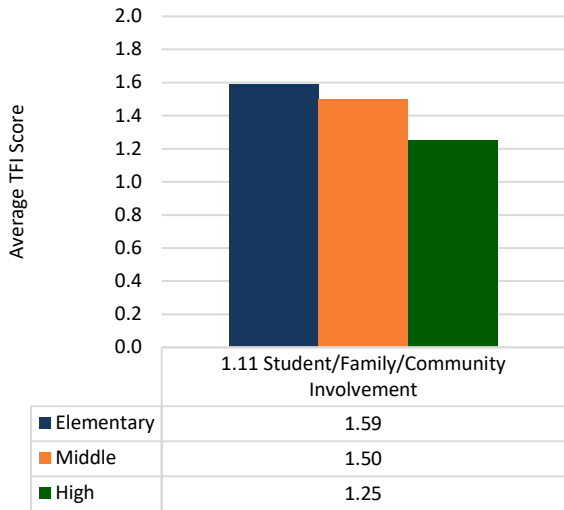
In preparation for virtual instruction during the 2020-2021 school year, the PBIS division coaching team provided activities on the VBCPS PBIS Virtual Resources site to encourage and support connection, community, and relationship-building in the virtual environment.⁵¹

PBIS Goal and Objectives Related to Stakeholder Involvement

The goal related to student, family, community, and staff involvement is **“Schools involve students, families, community, and staff during the schoolwide PBIS Tier I implementation.”** Objectives for this goal focused on (1) student, family, and community input, (2) awareness of practices and expectations, and (3) school staff support.

Student, Family, and Community Input. The *student, family, and community input objective* for the stakeholder involvement goal is **“Schools receive yearly input from students, families, and community members regarding schoolwide expectations, consequences, and acknowledgements as measured by TFI scores of 2 on TFI feature 1.11.”** The Student/Family/Community Involvement TFI item is focused on stakeholder (students, families, and community members) providing input on Tier I practices (e.g., expectations, consequences, and acknowledgements) at least annually. Elementary schools had the highest average fidelity score, while high schools had the lowest average TFI score regarding stakeholder involvement (see Figure 9).

Figure 9: Average TFI Item Scores on Student/Family/Community Involvement by School Level



Awareness of Practices and Expectations. The *awareness of practices and expectations objective* for the stakeholder involvement goal is **“Students and families are aware of practices and expectations that are part**

of PBIS implementation as measured by student and parent survey responses.” Overall, 85 percent of students agreed that their school had a system to positively recognize student behavior. All percentages were relatively high with at least 80 percent of students at each school level expressing agreement, but elementary and middle school students were more likely to agree than high school students (see Table 26).

Table 26: Student Agreement Percentages Regarding Their School Having a System to Positively Recognize Behavior

Survey Item	Elem	Middle	High	Total
My school has a system to positively recognize student behavior.	91%	86%	80%	85%

Overall, 98 percent of parents agreed that they were aware of the student behavior expectations at their child’s school and 89 percent agreed that their child’s school has a system to positively recognize student behavior. While there was little variation in agreement percentages by school level regarding awareness of behavior expectations, parent agreement was higher at the elementary school level than at the middle and high school levels regarding having a system to positively recognize behavior (see Table 27).

Table 27: Parent Agreement Percentages Regarding Awareness of PBIS Practices

Survey Item	Elem	Middle	High	Total
I am aware of the student behavior expectations at my child’s school.	98%	98%	98%	98%
My child’s school has a system to positively recognize student behavior.	95%	86%	83%	89%

Support From School Staff. The *school staff support objective* for the stakeholder involvement goal is “**School staff support the PBIS Tier I implementation at their school as measured by staff survey responses.**” Overall, high percentages of staff agreed that they supported the PBIS implementation at their school (91% of teachers, 98% of administrators, and 93% of other instructional staff). At least 88 percent of staff in each group at each school level expressed support (see Table 28).

Table 28: Staff Agreement Percentages Regarding Supporting Their School’s PBIS Implementation

Survey Group	Elem	Middle	High	Total
Teachers	93%	91%	88%	91%
Administrators	100%	98%	96%	98%
Other Instructional Staff	94%	93%	90%	93%

When correlating TFI scores for Student/Family/Community Involvement with agreement percentages on related survey items, results showed that schools with higher TFI scores also had higher percentages of students strongly agreeing that their school had a system to positively recognize student behavior ($r_s = .22$).

Summary of PBIS Implementation Fidelity by School Level and Change in Fidelity During Pandemic

Implementation Fidelity by School Level

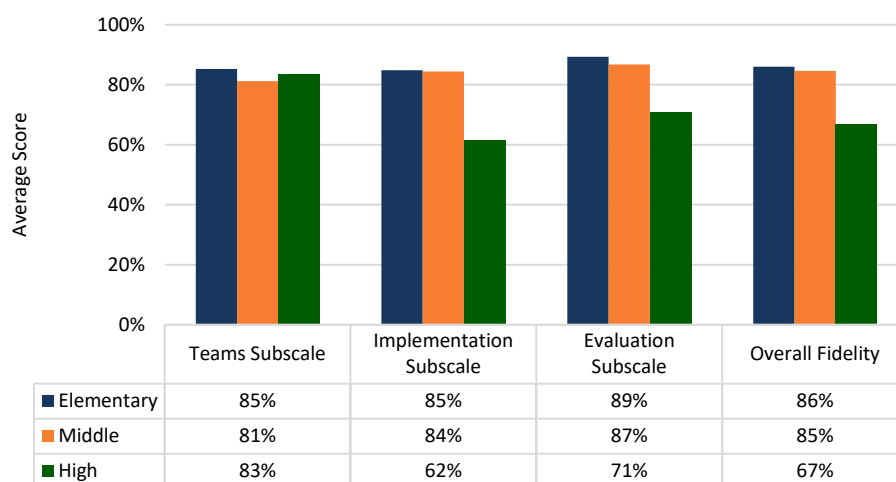
Based on the TFI data collected during 2020-2021 and the fidelity categories that were established based on the research literature, overall, 74 percent of schools (N=62) were in the “High Fidelity” group with an aggregate TFI percentage from 80 to 100. Additionally, 14 percent (N=12) of schools were in the “Adequate Fidelity” group with an aggregate TFI percentage from 70 to 79, and 12 percent (N=10) of schools were in the “Partial Fidelity” group with an aggregate TFI percentage of 69 or below. Table 29 also shows the number and percentage of sites at each school level within the fidelity groups. In 2020-2021, 80 percent of elementary schools, 88 percent of middle schools, and 25 percent of high schools were in the “High Fidelity” group with an aggregate TFI score of 80 percent or higher.

Table 29: Sites by Implementation Fidelity Category and School Level

School Level of Site	High (N=62: 74%)	Adequate (N=12: 14%)	Partial (N=10: 12%)	Total (N=84)
Elementary	45 (80%)	7 (13%)	4 (7%)	56
Middle	14 (88%)	2 (13%)	0 (0%)	16
High	3 (25%)	3 (25%)	6 (50%)	12

Figure 10 displays the average percentage points schools had on each TFI subscale, as well as the overall aggregate fidelity percentage by school level. On the Teams subscale, there was little variation among the school levels. For the other subscales and overall fidelity, elementary and middle schools were implementing PBIS with the highest degree of fidelity in 2020-2021. High schools as a group had lower implementation fidelity for the Implementation and Evaluation subscales as well as overall fidelity. This pattern was likely related to schools' experience with implementation as 8 of the 12 high schools were only in their second year of PBIS implementation during 2020-2021, with the second year being impacted by the pandemic.

Figure 10: Average Percentage Scores on TFI Subscales and Overall by School Level

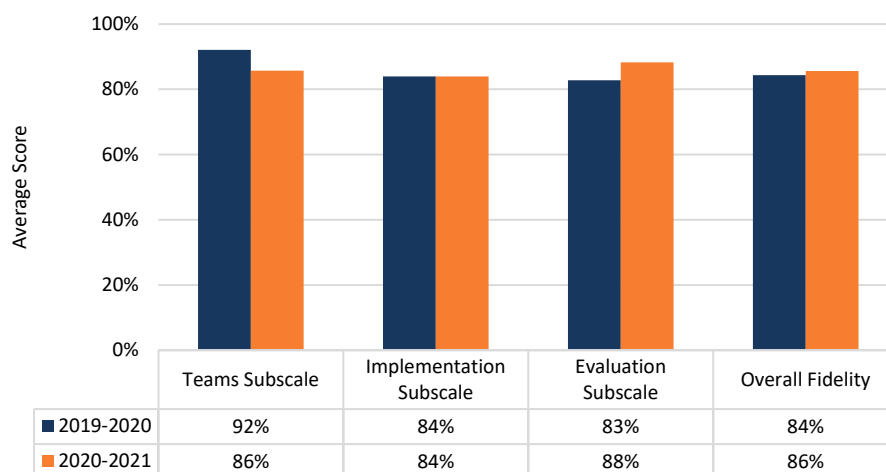


Change in Fidelity of Tier I Practices as Measured by the TFI During Pandemic

A total of 63 schools had TFI data for Tier I PBIS implementation in both 2019-2020 and 2020-2021, including 45 elementary schools, 12 middle schools, and 6 high schools.⁵² The TFI data from 2019-2020 that was available was completed before the school closure in March 2020. Of the 63 schools that had TFI data from both years, 44 percent of schools demonstrated an increase in their overall TFI fidelity score while operating during the pandemic, while 43 percent of schools demonstrated a decrease and 13 percent had no change.

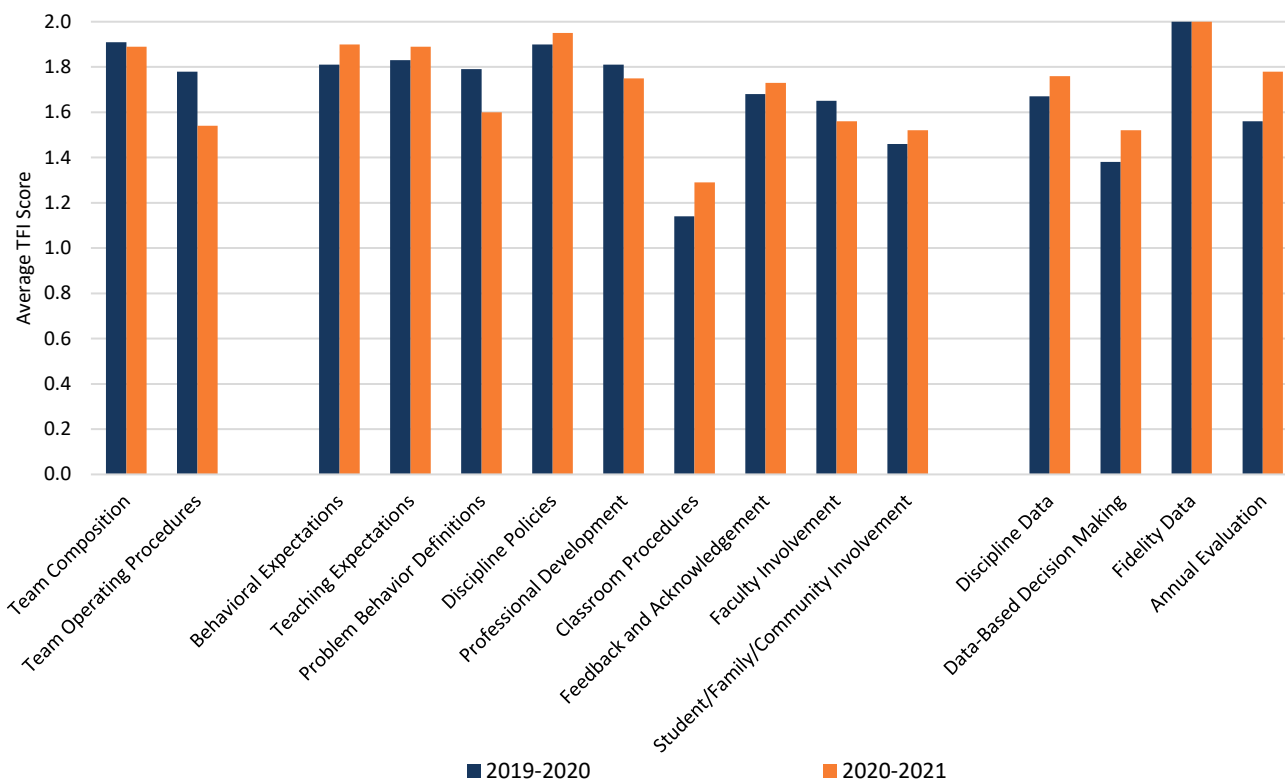
On the TFI subscales, data showed improvement in the Evaluation subscale and a slight improvement in the overall TFI score. However, there was no change in the average Implementation subscale score and a decrease in the Teams subscale score (see Figure 11).

Figure 11: Average Percentage Scores on TFI Subscales and Overall for Schools With Two Years of PBIS Fidelity Data



For the individual TFI features, data demonstrated that schools showed improvements in their PBIS implementation fidelity on nine of the fifteen (60%) features from 2019-2020 to 2020-2021 (see Figure 12). The areas with declines and potential impacts from the pandemic included: Team Composition, Team Operating Procedures, Problem Behavior Definitions, Professional Development, and Faculty Involvement.

Figure 12: TFI Average Item Scores for Schools With Two Years of PBIS Fidelity Data



Alignment Between PBIS and Division Initiatives

The fourth evaluation question focused on the alignment between PBIS and other related division initiatives (i.e., Student Response Team [SRT], Social-Emotional Learning [SEL], and Culturally Responsive Practices [CRP]). Under *Compass to 2025*, the VBCPS strategic framework, the school division has been working purposefully to align PBIS with SRT, SEL, and CRP.

PBIS and Student Response Teams (SRT)

The VBCPS Student Response Teams (SRT) process involves developing, implementing, and monitoring interventions for students in need of support to promote improvement in students' behavior, attendance, or academic performance.⁵³ The SRT process is embedded within a multi-tiered system and begins when students' needs are not met at the Tier I level. In spring 2021, SRT 2.0, which is part of an integrated system of support for students, was communicated throughout the division. The integrated system of support details tiered systems of support that include PBIS and SRT. When students require PBIS support at the Tier III level, they will receive these supports through their schools' SRT.

PBIS and Social-Emotional Learning (SEL)

In VBCPS, social-emotional learning (SEL) is defined as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”⁵⁴ SEL has five key competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. According to a guide published by the National Technical Assistance Center on PBIS, SEL competencies can be taught within the PBIS framework.⁵⁵ This guide has been offered as a resource for division staff through the PBIS SharePoint site.

According to the VBCPS PBIS Google Site, “PBIS provides a data informed decision-making process which can guide the purposeful integration of responsive and culturally appropriate Social Emotional Learning practices.” In addition, it is noted that both PBIS and SEL involve: “proactive approaches centered on teaching and reinforcing prosocial skills; linking social emotional development with academic and life success; teachers as primary change agents for student development; and student voice and family engagement.” In addition, through the PBIS Google Site, the PBIS division coaching team also provided ways SEL can be reinforced using classroom practices, including through classroom expectations and rules, procedures and routines, behavior feedback – acknowledgement, and behavior feedback – error correction. During 2020-2021 with virtual and hybrid instruction occurring due to the pandemic, examples were provided for how each of these four practices can be used to reinforce each of the five SEL competencies in a virtual setting. For example, classroom expectations and rules can reinforce self-awareness by having students reflect on their values and strengths as they support class expectations/norms.⁵⁶ Additionally, details of how to provide a foundation for social emotional learning in the hybrid classroom were discussed in a webinar by the division coaching team that was provided in August 2020 and made available on the Google site.⁵⁷

PBIS and Culturally Responsive Practices (CRP)

Culturally responsive practices (CRP) in VBCPS “bridge the gap between learning and lived culture by focusing on authentic relationships, student experiences, and pedagogy as a way to strengthen student engagement and build a culture that values both individuality and inclusivity.”⁵⁸ A field guide published by the National Technical Assistance Center on PBIS provides a framework for aligning culturally responsive practices to the components of PBIS.⁵⁹ This field guide was provided to every school in fall 2020 and made available as a resource for division staff through the PBIS SharePoint site.

In partnership with the Office for Diversity, Equity and Inclusion, an essential webinar offered in August 2020 to school PBIS teams provided details on culturally responsive PBIS in VBCPS.⁶⁰ This included understanding cultural responsiveness within the PBIS framework and the five key components of culturally responsive Tier I PBIS implementation. The primary goal of cultural responsiveness within a PBIS framework is to use PBIS principles to change school cultures and systems to enhance educational equity. Three principles guide work for culturally responsive PBIS: holding high expectations for all students, using students' cultures and experiences to enhance their learning, and providing all students with access to effective instruction and adequate resources for learning. The webinar detailed examples of ways to address the five components of culturally responsive PBIS: identity, voice, supportive environment, situational appropriateness, and data for equity.

Student Demographic Characteristics in PBIS Schools

The fifth evaluation question focused on the demographic characteristics of the students who are served by PBIS cohorts and based on schools' implementation fidelity.

Student Demographics by PBIS Implementation Cohort

Student demographic data were analyzed by school implementation cohort. For these analyses, cohorts 1 and 2 were combined due to their initial implementation models preceding the VBCPS coaching model. As shown in Table 30, schools in cohorts 1 and 2, as well as 3 had higher percentages of African American students, higher percentages of economically disadvantaged students, and lower percentages of Caucasian students than schools in cohorts 4 and 5. In addition, schools in cohort 5 had higher percentages of gifted students than students in schools in the other cohorts. This was likely related to Old Donation School being part of Cohort 5.

Table 30: Student Demographic Characteristics Based on Implementation Cohort

Student Characteristics	Cohorts 1 and 2	Cohort 3	Cohort 4	Cohort 5
	N=15,019 20 sites (10 ES, 6 MS, 4 HS)	N=11,881 19 sites (16 ES, 3 MS, 0 HS)	N=13,487 21 sites (17 ES, 4 MS, 0 HS)	N=24,609 24 sites (13 ES, 3 MS, 8 HS)
Gender				
Female	48%	49%	48%	49%
Male	52%	51%	52%	51%
Ethnicity				
African American	29%	29%	19%	20%
American Indian	0%	0%	0%	0%
Caucasian	41%	37%	51%	51%
Hispanic	14%	15%	13%	11%
Asian	5%	6%	7%	7%
Native Hawaiian/ Pacific Islander	0%	1%	1%	1%
Multiracial	10%	12%	11%	10%
Economically Disadvantaged	52%	55%	42%	35%
Identified Special Education	12%	13%	12%	10%
Identified Gifted	13%	11%	13%	22%

Demographics by 2020-2021 Implementation Fidelity Level

Student demographic data were also analyzed to determine if there were any notable differences in the schools' demographic characteristics for the three categories of implementation fidelity based on 2020-2021 TFI implementation data. The purpose of this analysis was to provide context for potential results observed based on implementation fidelity. Table 31 displays the results. Schools that implemented PBIS with adequate fidelity in 2020-2021 had higher percentages of African American students, higher percentages of economically disadvantaged students, lower percentages of Caucasian students, and lower percentages of gifted students compared to the groups of schools that implemented PBIS with high fidelity or partial fidelity.

Table 31: Student Demographic Characteristics Based on Implementation Fidelity Category

Student Characteristics	High Fidelity	Adequate Fidelity	Partial Fidelity
	N=42,719 62 sites (45 ES, 14 MS, 3 HS)	N=9,394 12 sites (7 ES, 2 MS, 3 HS)	N=12,883 10 sites (4 ES, 6 HS)
Gender			
Female	49%	47%	50%
Male	51%	53%	50%
Ethnicity			
African American	22%	29%	25%
American Indian	0%	0%	0%
Caucasian	48%	39%	47%
Hispanic	13%	14%	11%
Asian	6%	7%	6%
Native Hawaiian/ Pacific Islander	1%	1%	0%
Multiracial	10%	10%	10%
Economically Disadvantaged	44%	47%	41%
Identified Special Education	12%	12%	11%
Identified Gifted	17%	13%	18%

Note: Old Donation School is included at the elementary school and middle school levels and Renaissance Academy is included at the middle school and high school levels.

Progress Toward Meeting Outcome Goals and Objectives

The sixth evaluation question focused on progress made toward meeting the outcome goals and objectives *following the implementation of PBIS with fidelity* (i.e., high fidelity with TFI of 80% or above). To examine outcomes with fidelity, for each objective, outcome measures were analyzed for each of the three implementation fidelity groups (i.e., High Fidelity, Adequate Fidelity, Partial Fidelity). Correlation analyses were conducted between the outcome measures and the schools' TFI subscale percentage scores (i.e., Teams, Implementation, and Evaluation) and the overall TFI aggregate percentage score.

It is important to note that schools in a particular group (i.e., fidelity level) varied 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 being directly linked to implementation fidelity. This is a potential concern, especially due to examining outcome data for a measure for one year, and caution should be taken when making comparisons between groups. The focus will be on the outcome results for schools that have demonstrated implementation fidelity (i.e., High Fidelity group). Given the interruption of longitudinal data collection for key outcome measures due to the pandemic, it is not possible at this time to link PBIS implementation with outcomes given the manner in

which PBIS has been implemented in VBCPS (e.g., schools with higher need implemented sooner, relatively large number of high schools recently began implementation in 2019-2020). As the evaluation continues over the next two school years, examining the data over time may be feasible.

To provide context for the results presented in this section of the report, Table 32 displays the number of sites at each school level by implementation fidelity category. As can be seen, the majority of schools in the group are elementary schools, while the majority of the schools in the Partial Fidelity group are high schools.

Table 32: Number of Sites by Implementation Fidelity Category and School Level

School Level of Site	High (N=62)	Adequate (N=12)	Partial (N=10)	Total (N=84)
Elementary	45	7	4	56
Middle	14	2	0	16
High	3	3	6	12

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.

As shown in Table 33, for schools implementing PBIS with high fidelity, the attendance rate was 95.9 during 2020-2021. The attendance rate was slightly lower for the other groups.

Table 33: Attendance Rates by Implementation Fidelity Category

High (N=62)	Adequate (N=12)	Partial (N=10)	Total
95.9%	94.9%	95.5%	95.6%

For reference, student attendance rates by school level are shown in Table 34.

Table 34: Attendance Rates by School Level

Elem	Middle	High	Total
95.3%	96.9%	95.2%	95.6%

Students and teachers were surveyed about student engagement in school. Overall, 89 percent of students agreed that they were engaged in their learning by participating and working hard in school. Additionally, 85 percent of teachers agreed that students at their school were engaged in their learning by participating and working hard in school. Survey agreement percentages by implementation fidelity group are shown in Table 35. Students and teachers at schools with high implementation fidelity in 2020-2021 had the highest agreement percentages regarding student school engagement, followed by schools with adequate fidelity and partial fidelity.

Table 35: Student and Teacher Agreement Regarding School Engagement by Implementation Fidelity Group

Survey Group and Item	High (N=62)	Adequate (N=12)	Partial (N=10)	Total
Students - I am engaged in my learning by participating and working hard in school.	91%	87%	84%	89%
Teachers - Students at this school are engaged in their learning by participating and working hard in school.	87%	82%	78%	85%

Table 36 includes survey agreement percentages by school level for reference.

Table 36: Student and Teacher Agreement Regarding School Engagement by School Level

Survey Group and Item	Elem	Middle	High	Total
Students - I am engaged in my learning by participating and working hard in school.	95%	90%	84%	89%
Teachers - Students at this school are engaged in their learning by participating and working hard in school.	95%	85%	75%	85%

The relationship between school engagement survey results and TFI subscale and overall Aggregate percentages were analyzed using correlations. Statistically significant correlations for total agreement are shown in Table 37. Schools that had higher TFI scores also had higher percentages of students and teachers agreeing that students were engaged in school. For students, the strength of the correlations was moderate.

Table 37: Correlations Between Student School Engagement Survey Data and TFI Scores

Group	Agreement	Survey Item	Subscale or Aggregate	Correlation Value	Description ⁶¹
Student	Total Agreement	I am engaged in my learning by participating and working hard in school.	Implementation	.412	Moderate
			Evaluation	.380	Moderate
			Aggregate	.441	Moderate
Teacher	Total Agreement	Students at this school are engaged in their learning by participating and working hard in school.	Implementation	.297	Weak
			Evaluation	.242	Weak
			Aggregate	.273	Weak

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

Students and teachers were surveyed about student engagement in the classroom. Overall, 88 percent of students agreed that they were engaged in classroom lessons, and 88 percent of teachers agreed that students were engaged in classroom lessons. Agreement percentages by implementation fidelity group showed that students and teachers at High Fidelity schools in 2020-2021 had the highest agreement percentages regarding student academic engagement, followed by schools with adequate fidelity and partial fidelity (see Table 38).

Table 38: Student and Teacher Agreement Percentages Regarding Academic Engagement by Implementation Fidelity Group

Survey Group and Item	High (N=62)	Adequate (N=12)	Partial (N=10)	Total
Students - I am engaged in classroom lessons.	90%	86%	84%	88%
Teachers - Students are engaged in classroom lessons.	90%	86%	81%	88%

Table 39 includes survey agreement percentages by school level for reference.

Table 39: Student and Teacher Agreement Percentages Regarding Academic Engagement by School Level

Survey Group and Item	Elem	Middle	High	Total
Students - I am engaged in classroom lessons.	93%	89%	83%	88%
Teachers - Students are engaged in classroom lessons.	97%	89%	78%	88%

The relationship between academic engagement survey results and TFI subscale and overall Aggregate percentages were analyzed using correlations. Statistically significant correlations for total agreement are

shown in Table 40. Schools that had higher TFI scores also had higher percentages of students and teachers agreeing that students were engaged in classroom lessons. For students, the strength of the correlations was moderate.

Table 40: Correlations Between Student Academic Engagement Survey Data and TFI Scores

Group	Agreement	Survey Item	Subscale or Aggregate	Correlation Value	Description
Student	Total Agreement	I am engaged in classroom lessons.	Implementation	.389	Moderate
			Evaluation	.353	Moderate
			Aggregate	.399	Moderate
Teacher	Total Agreement	Students are engaged in classroom lessons.	Implementation	.320	Moderate
			Evaluation	.293	Weak
			Aggregate	.297	Weak

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.

Students and teachers were surveyed about their perceptions of school safety. Overall, 95 percent of students and 97 percent of teachers agreed that their school provides a safe and orderly place to learn. Agreement percentages by implementation fidelity group showed little variability in student and teacher agreement regarding their school being a safe and orderly place to learn (see Table 41).

Table 41: Student and Teacher Agreement Percentages Regarding School Safety by Implementation Fidelity Group

Survey Group and Item	High (N=62)	Adequate (N=12)	Partial (N=10)	Total
Students - My school provides a safe and orderly place for me to learn.	96%	95%	94%	95%
Teachers - This school provides a safe and orderly place for students to learn.	96%	97%	97%	97%

Table 42 includes survey agreement percentages by school level for reference.

Table 42: Student and Teacher Agreement Percentages Regarding School Safety by School Level

Survey Group and Item	Elem	Middle	High	Total
Students - My school provides a safe and orderly place for me to learn.	97%	96%	94%	95%
Teachers - This school provides a safe and orderly place for students to learn.	97%	96%	97%	97%

The relationship between school safety survey results and TFI subscale and overall Aggregate percentages were analyzed using correlations. Statistically significant correlations for total agreement are shown in Table 43. Schools that had higher TFI scores also had higher percentages of students agreeing that their school provided a safe and orderly place for them to learn. Significant correlations between the TFI scores and the percentages of students who strongly agreed that their school was a safe and orderly place are also shown because the relationship was stronger for this measure.

Table 43: Correlations Between Student School Safety Survey Data and TFI Scores

Group	Response	Survey Item	Subscale or Aggregate	Correlation Value	Description
Student	Total Agreement	My school provides a safe and orderly place for me to learn.	Implementation Aggregate	.303 .291	Moderate Weak
Student	Strong Agreement	My school provides a safe and orderly place for me to learn.	Implementation Evaluation Aggregate	.398 .289 .389	Moderate Weak Moderate

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

Students and teachers were surveyed about their perceptions of bullying at their school. Overall, 54 percent of students indicated they were not sure if bullying was a problem at their school, and 32 percent of students indicated bullying **was not** a problem (see Table 44). A majority of teachers (53%) indicated that bullying **was not** a problem at their school. Responses by implementation fidelity group showed that a slightly higher percentage of students at schools with high implementation fidelity indicated bullying **was** a problem compared to the students at schools with adequate or partial fidelity (see Table 44). In contrast, higher percentages of teachers at schools with high or adequate fidelity indicated bullying **was not** a problem than teachers at schools with partial fidelity.

Table 44: Student and Teacher Agreement Percentages Regarding Bullying by Implementation Fidelity Group

Response Option	Students				Teachers			
	High (N=62)	Adequate (N=12)	Partial (N=10)	Total	High (N=62)	Adequate (N=12)	Partial (N=10)	Total
Yes, a Problem	16%	13%	11%	14%	12%	11%	11%	11%
Not a Problem	31%	31%	32%	32%	55%	55%	46%	53%
Not Sure	53%	56%	56%	54%	33%	34%	43%	36%

Table 45 includes survey results by school level for reference.

Table 45: Student and Teacher Agreement Percentages Regarding Bullying by School Level

Response Option	Students				Teachers			
	Elem	Middle	High	Total	Elem	Middle	High	Total
Yes, a Problem	20%	15%	10%	14%	9%	16%	10%	11%
Not a Problem	33%	29%	34%	32%	66%	48%	45%	53%
Not Sure	47%	56%	56%	54%	25%	36%	45%	35%

Correlational analyses suggested that for teachers only, as the schools' Aggregate TFI percentage increased, the percentage of teachers who reported that bullying **was not** a problem also increased, although the relationship between the two data elements was weak (see Table 46). Student responses were not significantly correlated (i.e., related) with TFI subscale or aggregate scores.

Table 46: Correlations Between Teacher Bullying Survey Data and TFI Scores

Group	Response	Survey Item	Subscale or Aggregate	Correlation Value	Description
Teacher	No	Is bullying a problem at your school?	Aggregate	.223	Weak

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

Students and teachers were surveyed about their perceptions of expectations for student behavior. Overall, 89 percent of students and 87 percent of teachers agreed that there were high expectations for student behavior at their school. Agreement percentages by implementation fidelity group showed that students and teachers at schools with high implementation fidelity in 2020-2021 were most likely to agree that there were high expectations for student behavior at the school (see Table 47).

Table 47: Student and Teacher Agreement Percentages Regarding Expectations for Student Behavior by Implementation Fidelity Group

Survey Group and Item	High (N=62)	Adequate (N=12)	Partial (N=10)	Total
Students - There are high expectations for student behavior at this school.	91%	89%	86%	89%
Teachers – There are high expectations for student behavior at this school.	88%	87%	83%	87%

Table 48 includes survey agreement percentages by school level for reference.

Table 48: Student and Teacher Agreement Percentages Regarding Expectations for Student Behavior by School Level

Survey Group and Item	Elem	Middle	High	Total
Students - There are high expectations for student behavior at this school.	93%	90%	87%	89%
Teachers – There are high expectations for student behavior at this school.	93%	87%	81%	87%

The relationship between survey results about high expectations and TFI subscale and overall Aggregate percentages were analyzed using correlations. Statistically significant correlations for total agreement are shown in Table 49. Schools that had higher TFI scores also had higher percentages of students agreeing that there were high expectations for student behavior at their school. Significant correlations between the TFI scores and the percentages of students who strongly agreed that there were high expectations are also shown because the relationship was stronger for this measure. The strength of the correlations was moderate. Teacher agreement was not significantly correlated with TFI subscale or aggregate scores.

Table 49: Correlations Between Student Expectations for Behavior Survey Data and TFI Scores

Group	Response	Survey Item	Subscale or Aggregate	Correlation Value	Description
Student	Total Agreement	There are high expectations for student behavior at this school.	Implementation	.316	Moderate
			Evaluation	.323	Moderate
			Aggregate	.314	Moderate
Student	Strong Agreement	There are high expectations for student behavior at this school.	Implementation	.341	Moderate
			Evaluation	.329	Moderate
			Aggregate	.358	Moderate

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

Students and teachers were surveyed about their perceptions of student awareness of consequences for misbehaving. Overall, 93 percent of students agreed that they knew the consequences for misbehaving at their school, while 79 percent of teachers agreed that students knew the consequences for misbehaving at their

school. Agreement percentages by implementation fidelity group showed little variability in student or teacher agreement regarding student awareness of consequences for misbehaving (see Table 50).

Table 50: Student and Teacher Agreement Percentages Regarding Student Awareness of Consequences by Implementation Fidelity Group

Survey Group and Item	High (N=62)	Adequate (N=12)	Partial (N=10)	Total
Students - I know the consequences for misbehaving at this school.	92%	92%	93%	93%
Teachers - Students know the consequences for misbehaving at this school.	79%	81%	78%	79%

Table 51 includes survey agreement percentages by school level for reference.

Table 51: Student and Teacher Agreement Percentages Regarding Student Awareness of Consequences by School Level

Survey Group and Item	Elem	Middle	High	Total
Students - I know the consequences for misbehaving at this school.	91%	93%	92%	93%
Teachers - Students know the consequences for misbehaving at this school.	80%	77%	79%	79%

The relationship between survey results about student awareness of consequences for misbehaving and TFI subscale and overall Aggregate percentages were analyzed using correlations. There were no statistically significant correlations for total agreement, but one for the percentage of students who strongly agreed with the survey item (see Table 52). Schools that had higher TFI scores also had higher percentages of students who strongly agreed that they were aware of consequences for misbehaving, with the relationship being moderate in strength. Teacher agreement was not significantly correlated with TFI subscale or aggregate scores.

Table 52: Correlations Between Student Awareness of Consequences Survey Data and TFI Scores

Group	Response	Survey Item	Subscale or Aggregate	Correlation Value	Description
Student	Strong Agreement	I know the consequences for misbehaving at this school.	Implementation	.435	Moderate
			Evaluation	.305	Moderate
			Aggregate	.426	Moderate

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

Teachers were surveyed about the effectiveness of the rules for student behavior. Overall, 80 percent of teachers agreed that the rules for student behavior are effective at their school. Agreement percentages by implementation fidelity group showed teachers at schools with high and adequate implementation fidelity had slightly higher agreement percentages than teachers at schools with partial fidelity (see Table 53). Teacher agreement regarding rules for student behavior was not significantly correlated with TFI subscale or aggregate scores.

Table 53: Teacher Agreement Percentages Regarding Rules for Student Behavior Being Effective by Implementation Fidelity Group

Survey Group and Item	High (N=62)	Adequate (N=12)	Partial (N=10)	Total
The rules for student behavior are effective at this school.	80%	81%	78%	80%

Table 54 includes survey agreement percentages by school level for reference.

Table 54: Teacher Agreement Percentages Regarding Rules for Student Behavior Being Effective by School Level

Survey Item	Elem	Middle	High	Total
The rules for student behavior are effective at this school.	85%	79%	77%	80%

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.

For the group of schools, 82 percent of the student responses to the self-management items were agreement responses on the VBCPS SEL survey.⁶² As shown in Table 55, comparisons by implementation fidelity group showed little variability in the percentage of student agreement responses to the self-management items.

Table 55: Percentages of Self-Management Item Responses With Agreement by Implementation Fidelity Group

SEL Competency	High (N=62)	Adequate (N=12)	Partial (N=10)	Total
Self-management	82%	81%	83%	82%

Table 56 includes results by school level for reference.

Table 56: Percentages of Self-Management Item Responses With Agreement by School Level

SEL Competency	Elem	Middle	High	Total
Self-management	81%	81%	83%	82%

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.

Overall, 90 percent of the student responses to the self-awareness items, 94 percent of the social awareness items, 88 percent of the relationship skills items, and 87 percent of the responsible decision-making items were agreement responses on the VBCPS SEL survey. Aggregated ratings for the SEL competencies are shown in Table 57 by implementation fidelity group. For each of the competencies, there was little variability in the percentage of responses that were agreement responses on the self-awareness, social awareness, and relationship skills items. For responsible decision making, a higher percentage of responses were agreement responses in schools with partial implementation fidelity. This could be related to there being more high schools in the Partial Fidelity group and high school students being more likely to agree to these survey item (see Table 57).

Table 57: Percentages of SEL Item Responses With Agreement by Implementation Fidelity Group

SEL Competency	High (N=62)	Adequate (N=12)	Partial (N=10)	Total
Self-awareness	90%	90%	91%	90%
Social awareness	94%	94%	94%	94%
Relationship skills	89%	88%	88%	88%
Responsible decision making	86%	84%	88%	87%

Table 58 includes results by school level for reference.

Table 58: Percentages of SEL Item Responses With Agreement by School Level

SEL Competency	Elem	Middle	High	Total
Self-awareness	90%	90%	91%	90%
Social awareness	94%	93%	94%	94%
Relationship skills	91%	88%	87%	88%
Responsible decision making	86%	86%	88%	87%

The correlations between agreement percentages on SEL competency items and TFI subscale and overall aggregate TFI scores were analyzed. As shown in Table 59, student agreement percentages on responsible decision-making items were negatively correlated with Implementation subscale TFI scores such that as the TFI score increased, the agreement percentages decreased. This is likely related to the impact that high schools in the Partial Fidelity group had on the result.

Table 59: Correlations Between SEL Survey Data and TFI Scores

Competency	Subscale or Aggregate	Correlation Value	Description
Responsible decision making	Implementation	-.25	Weak

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.

Students were surveyed about their perceptions of having positive relationships with other students. Overall, 88 percent of students agreed that they had positive relationships with other students at their school with minimal variation by school level. Agreement percentages by implementation fidelity group showed little variability in student agreement regarding having positive relationships with other students (see Table 60).

Table 60: Student Agreement Percentages Regarding Having Positive Relationships With Other Students by Implementation Fidelity Group

Survey Item	High (N=62)	Adequate (N=12)	Partial (N=10)	Total
I have positive relationships with other students at this school.	88%	87%	88%	88%

Table 61 includes survey agreement percentages by school level for reference.

Table 61: Student Agreement Percentages Regarding Having Positive Relationships With Other Students by School Level

Survey Item	Elem	Middle	High	Total
I have positive relationships with other students at this school.	89%	87%	89%	88%

The relationship between survey results about positive relationships with students and TFI subscale and overall Aggregate percentages were analyzed using correlations. There were no statistically significant correlations for total agreement, but one for the percentage of students who strongly agreed with the survey item (see Table 62). Schools that had higher TFI scores also had higher percentages of students who strongly agreed that they had positive relationships, with some of the relationship being moderate in strength.

Table 62: Correlations Between Student Positive Relationships Survey Data and TFI Scores

Group	Agreement	Survey Item	Subscale or Aggregate	Correlation Value	Description
Student	Strong Agreement	I have positive relationships with other students at this school.	Implementation	.332	Moderate
			Evaluation	.384	Moderate
			Aggregate	.381	Moderate

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

Teachers were surveyed about their perceptions of being treated with respect by students and supported by administrators. Overall, 96 percent of teachers agreed that students at their school treated them with respect and 87 percent agreed that they felt supported by school administrators at their school. Agreement percentages by implementation fidelity group showed little variability in teacher agreement regarding students treating them with respect and feeling supported by school administrators (see Table 63). Teacher agreement regarding these items was not significantly correlated with TFI Implementation or Evaluation subscale or aggregate scores.

Table 63: Teacher Agreement Percentages Regarding Being Treated With Respect and Supported by Implementation Fidelity Group

Item	High (N=62)	Adequate (N=12)	Partial (N=10)	Total
Students at this school treat me with respect.	95%	96%	96%	96%
I feel supported by school administrators at this school.	87%	88%	87%	87%

Table 64 includes survey agreement percentages by school level for reference.

Table 64: Teacher Agreement Percentages Regarding Being Treated With Respect and Supported by Implementation Fidelity Group

Survey Item	Elem	Middle	High	Total
Students at this school treat me with respect.	96%	94%	96%	96%
I feel supported by school administrators at this school.	89%	86%	87%	87%

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

Teachers were surveyed about their perceptions of teachers supporting one another to meet students' needs. Overall, 93 percent of teachers agreed that teachers and other adults at their school supported one another to meet the needs of all students. Agreement percentages by implementation fidelity group showed little variability in teacher agreement (see Table 65). Teacher agreement regarding this item was not significantly correlated with TFI subscale or aggregate scores.

Table 65: Teacher Agreement Percentages Regarding Teachers Supporting One Another to Meet Student Needs by Implementation Fidelity Group

Survey Group and Item	High (N=62)	Adequate (N=12)	Partial (N=10)	Total
Teachers and other adults at my school support one another to meet the needs of all students.	93%	93%	94%	93%

Table 66 includes survey agreement percentages by school level for reference.

Table 66: Teacher Agreement Percentages Regarding Teachers Supporting One Another to Meet Student Needs by School Level

Survey Item	Elem	Middle	High	Total
Teachers and other adults at my school support one another to meet the needs of all students.	94%	93%	93%	93%

PBIS and Student Academic Achievement

Although student achievement, student behavior, and teacher retention data are often used as indicators for evaluating PBIS, based on input from the VBCPS PBIS Evaluation Readiness Committee, discipline and academic achievement measures, as well as teacher retention 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, the evaluation plan included an examination of academic, behavior, and teacher retention data as part of an evaluation question. However, for the 2020-2021 school year, teacher retention, disciplinary referrals, and disciplinary outcomes were not examined due to the impact of the pandemic on these variables. Student performance on the Reading Inventory (RI) was used to examine academic achievement. Standards of Learning (SOL) tests were not included due to the impact of the pandemic on the participation in the state assessments.

Academic Achievement

Performance on the RI was based on the percentage of students who met the benchmark indicating they were reading on grade level. Students in grades 3 through 9 who took the RI were included in the analysis. Overall, 70 percent of students who took the RI during 2020-2021 were reading on grade level (see Table 67). Comparisons by school level showed that a higher percentage of high school students met the benchmark (78%) than elementary school (68%) and middle school students (69%).

Table 67: Percentages of Students Reading on Grade Level by School Level

Elem	Middle	High	Total
68%	69%	78%	70%

Comparisons by implementation fidelity group showed that a higher percentage of students at schools with partial fidelity (75%) met the benchmark on RI than students at schools with high (69%) and adequate implementation fidelity (68%) (see Table 68). This was a result of the majority of schools in the Partial Fidelity group being high schools where higher percentages of students were reading on grade level. There were no statistically significant correlations between the percentage of students meeting the RI benchmark and TFI scores.

Table 68: Percentages of Students Reading on Grade Level by Implementation Fidelity Group

High (N=62)	Adequate (N=12)	Partial (N=10)	Total
69%	68%	75%	70%

Additional Cost

The final evaluation question focused on the cost to VBCPS for PBIS during 2020-2021. Cost data were collected from the departments of Teaching and Learning, Human Resources, and Budget and Finance for the following areas: PBIS-specific resources or materials, technology, professional learning, staffing, and local

travel. Table 69 summarizes the costs. According to the coordinator of psychological services, the costs of PBIS implementation were greatly reduced during the 2020-2021 school year due to the pandemic.⁶³ In particular, there was less travel for professional learning and little travel to schools during the school year in comparison to previous years.

Table 69: PBIS Costs for 2020-2021

Category	2020-2021 Cost
Resources or Materials	\$4,181
Technology	\$6,390
Professional Learning	\$11,605
Staffing	\$433,311
Local Travel	\$25
Total	\$455,512
Grant Funds (i.e., resources/materials, technology, some professional learning)	\$19,776
Total to VBCPS	\$435,736

For the 2020-2021 school year, PBIS-specific resources or materials totaled \$4,181 and were covered by grant funds. Technology costs, which covered the data system SWIS for 17 schools, totaled \$6,390 and were also covered by grant funds. Professional learning costs totaled \$11,605. The majority of this cost (\$9,205) was covered by grant funds. Local travel due to coaches traveling to schools was minimal for the 2020-2021 school year.

Nearly all of the cost for the initiative was related to staffing, which included salaries and benefits for four PBIS coaches and the PBIS specialist. Salaries for the PBIS specialist and PBIS coaches totaled \$307,977, and benefits totaled \$82,599 for fringe benefits and \$42,735 for health insurance. The staffing costs totaled approximately \$433,311.

The total cost of the initiative during 2020-2021 was approximately \$455,512. Taking into account the grant funding that covered expenses during 2020-2021 of \$19,776, the total cost to the school division was approximately \$435,736.

Summary

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). The purpose of this year-one evaluation during 2020-2021 is to assess the PBIS Tier I implementation and related outcomes.

Beginning in 2017-2018, the current VBCPS model of implementing PBIS began, which involved embedded PBIS school-level coaching. As of 2020-2021, schools in all cohorts had received training for and begun implementing PBIS Tier I practices. As the implementation of PBIS has progressed, VBCPS has used the Division Capacity Assessment (DCA) to assess the extent to which conditions in the school division were optimal for building capacity to effectively implement PBIS. The 2021 overall score on the DCA was 98 percent, suggesting that nearly all conditions are in place within the division for building capacity to effectively implement PBIS. The division has used the Tiered Fidelity Inventory (TFI) to assess the extent to which schools are implementing PBIS with fidelity. Schools were categorized based on their overall Tier I TFI fidelity scores from 2020-2021,

with 62 schools in the “High Fidelity” group (i.e., score of 80% or above), 12 schools in the “Adequate Fidelity” group (i.e., score of 70% to 79%), and 10 schools in the “Partial Fidelity” group (i.e., score of 69% or below).

When staff were asked a general survey item about their familiarity with PBIS, 97 percent of teachers, 100 percent of administrators, and 95 percent of other instructional staff indicated they were either very familiar or somewhat familiar with their school’s PBIS implementation. Staff at schools with high implementation fidelity had the highest percentage who indicated they were very familiar with their school’s PBIS implementation (73%) compared to schools with adequate (59%) and partial fidelity (37%). Overall, 93 percent of administrators who responded to the survey agreed their staff had a shared understanding of the PBIS framework.

At the Tier I level, supports are provided to all students and are the basis for a school’s PBIS framework. A foundational component of PBIS is having a PBIS Tier I leadership team at each school that establishes the systems and practices for Tier I support. Of staff who completed the survey, 13 percent of teachers, 70 percent of administrators, and 17 percent of other instructional staff indicated they were on their school’s PBIS leadership team.

Tier I PBIS implementation goals included schools having defined behavioral expectations and established procedures to implement PBIS consistently within schools and classrooms; effective professional learning; regular review and use of data to inform decision making; and student, family, community, and staff involvement. Regarding school behavioral expectations and procedures, at least 83 percent of teachers, administrators, and other instructional staff agreed that their school established positively framed expectations for behavior, that expectations for students and staff were implemented across classrooms, and that behavioral expectations were explicitly taught to students. Comparisons by school level showed that agreement percentages regarding these items were lowest at the high school level for each staff group, with the area of lowest agreement being teachers’ agreement that behavioral expectations were explicitly taught to students (72%). Scores on related items on the TFI showed that schools had higher average scores on items related to establishing and teaching expectations than implementing PBIS consistently across classrooms. Comparisons by level showed that high schools had lower average scores on these TFI items than elementary schools and middle schools, though averages were low at all levels for the item focused on consistency across classrooms. The general finding that implementation fidelity was lower at high schools as a group was likely related to the PBIS Tier I implementation schedule where 8 of the 12 high school sites were only in their second year of implementation. Further, implementation was impacted by the pandemic from March 2020 through the 2020-2021 school year.

Regarding professional learning, at least 83 percent of teachers, administrators, and other instructional staff agreed that they received professional learning on various PBIS-related topics, including teaching schoolwide expectations for behavior, acknowledging appropriate behavior, correcting errors in behavior, and requesting assistance for behavior issues. Comparisons by school level showed that the lowest agreement percentages were at the high school level for all staff groups across each professional learning topic area. Regarding the data review and use goal, overall, 92 percent of PBIS Tier I team members who responded to the survey agreed that their team had access to student problem behavior data through a data system, and 83 percent agreed that their team reviews schoolwide data at least monthly to inform decision making. Lower percentages of teachers, administrators, and other instructional staff agreed that teachers review schoolwide data to inform decision making about schoolwide practices, especially at the secondary levels (from 59% to 82% of middle school and high school teachers, administrators, and other instructional staff agreed).

Data related to the stakeholder involvement goal showed that students and parents had awareness of PBIS practices at their school with 85 percent of students and 89 percent of parents agreeing that their school had a

system to positively recognize student behavior. In addition, at least 91 percent of teachers, administrators, and other instructional staff agreed that they supported their school's PBIS implementation.

When examining school TFI scores overall, results showed that elementary and middle schools were implementing PBIS with the highest degree of fidelity. High schools as a group had lower overall fidelity scores as well as lower scores on Implementation and Evaluation subscales. Comparisons of TFI scores from 2019-2020 to 2020-2021 showed that of the 63 schools that had TFI data from both years, 44 percent of schools demonstrated an increase in their overall TFI fidelity score while operating during the pandemic, while 43 percent of schools demonstrated a decrease and 13 percent had no change. Specific areas with declines and potential impacts from the pandemic included: Team Composition, Team Operating Procedures, Problem Behavior Definitions, Professional Development, and Faculty Involvement.

Outcome goals for the PBIS initiative included the following when PBIS is implemented with fidelity: students are engaged in school, students and teachers have positive perceptions of school safety and discipline procedures, students learn to regulate their emotions and demonstrate social-emotional competence, and students and teachers have positive perceptions of school climate. To examine the outcome goals, results were analyzed by the three fidelity groups (i.e., High Fidelity, Adequate Fidelity, Partial Fidelity). Data related to the student engagement goal showed that compared to students and teachers at schools in the adequate and partial groups, higher percentages of students and teachers at schools in the High Fidelity group agreed that students were engaged in learning by participating and working hard in school and that students were engaged in classroom lessons.

Regarding the school safety and discipline procedures goal, students and teachers at schools in the High Fidelity group were most likely to agree that there were high expectations for student behavior at the school. In addition, teachers at schools with high and adequate implementation fidelity had slightly higher agreement percentages than teachers at schools with partial fidelity regarding the rules for student behavior being effective. There was little variability in student and teacher agreement percentages by implementation fidelity group regarding the school being a safe and orderly place to learn and students knowing the consequences for misbehaving.

Data related to the social-emotional competency goal showed little variability by implementation fidelity group in the percentage of student agreement responses to self-management, self-awareness, social awareness, and relationship skills items. For responsible decision making, a higher percentage of responses were agreement responses in schools with partial implementation fidelity than high and adequate fidelity, though this could be related to there being more high schools in the Partial Fidelity group and high school students being more likely to agree to these survey items.

Regarding the school climate goal, there was little variability by implementation fidelity group in student agreement percentages regarding having positive relationships with other students and teacher agreement percentages regarding students treating them with respect, feeling supported by school administrators, and teachers supporting one another to meet students' needs.

The final evaluation question focused on the additional cost to VBCPS for divisionwide PBIS during 2020-2021. Costs were related to the following areas: PBIS-specific resources or materials, technology, professional learning, staffing, and local travel. A portion of costs for professional learning were paid by grant funds. The total cost of the initiative to VBCPS during 2020-2021 was approximately \$435,736.

Recommendations and Rationale

Recommendation #1: Continue PBIS with modifications noted in recommendations 2 through 4. (*Responsible Group: Department of Teaching and Learning*)

Rationale: The first recommendation is to continue PBIS with modifications noted in the recommendations below. Based on School Board Policy 6-26, following an evaluation, a recommendation must be made to continue the initiative without modifications, continue the initiative with modifications, expand the initiative, or discontinue the initiative.

Recommendation #2: Continue to support high schools in implementing core Tier I PBIS practices, including providing professional learning on PBIS topics and ensuring students are taught expectations. (*Responsible Group: Department of Teaching and Learning*)

Rationale: The second recommendation is to continue to support high schools in implementing core Tier I PBIS practices, including providing professional learning on PBIS topics and ensuring students are taught expectations. Overall, implementation fidelity results from 2020-2021 showed that high schools were implementing PBIS with the lowest degree of fidelity. In 2020-2021, 80 percent of elementary schools, 88 percent of middle schools, and 25 percent of high schools were in the High Fidelity group with an aggregate TFI score of 80 percent or higher. This is likely due to the Tier I implementation schedule where 8 of the 12 high school sites were only in their second year of implementation. Further, implementation was impacted by the pandemic from March 2020 through the 2020-2021 school year. The Implementation subscale of the TFI showed that the average percentage score for high schools was 62 percent. When asked about having received professional learning on PBIS-related topics, from 69 to 76 percent of high school teachers and other instructional staff agreed that they received professional learning about teaching schoolwide expectations for behavior, correcting errors in behavior, and requesting assistance for behavior issues. In addition, when surveyed about explicitly teaching students behavior expectations, 72 percent of high school teachers and 78 percent of other high school instructional staff agreed that behavioral expectations were explicitly taught to students. In addition, the largest discrepancy across levels was found on the Teaching Expectations TFI item where high schools had the lowest average score (1.17 on a 0 to 2 scale).

Recommendation #3: Ensure schools are implementing PBIS practices and procedures consistently across classrooms. (*Responsible Group: Department of Teaching and Learning*)



Rationale: The third recommendation is to ensure schools are implementing PBIS practices and procedures consistently across classrooms. On the TFI, the Classroom Procedures item assesses the extent to which Tier I features (e.g., schoolwide expectations, routines, acknowledgements, continuum of responses) are implemented within classrooms and consistent with schoolwide systems. Compared to all other features on the TFI, schools divisionwide had the lowest average score on the Classroom Procedures item in 2020-2021, and Classroom Procedures was the item with the lowest or among the lowest average score for all school levels. This finding was consistent with TFI data from 2019-2020. In addition, schools with high overall implementation fidelity still had a low average score on this item (1.29) compared to the other items (1.55 or above on a 0 to 2 scale).

Recommendation #4: Provide protocols for and encourage time allocation for staff to review schoolwide data to inform decision making at the secondary levels. (*Responsible Group: Department of Teaching and Learning*)

Rationale: The fourth recommendation is to provide protocols for and encourage time allocation for staff to review schoolwide data to inform decision making at the secondary levels. At middle and high schools, 63 to 67 percent of teachers, 59 percent of high school administrators, and 65 to 72 percent of other instructional staff agreed that teachers reviewed schoolwide data at least four times per year to inform decision making about schoolwide practices. In addition, the Data-Based Decision Making TFI item, which focuses on Tier I teams reviewing and using discipline and academic outcome data for decision making, was among the lowest average TFI scores for both high schools and middle schools. It is recognized that allocating time for staff to review schoolwide data is challenging due to the competing priorities associated with the COVID-19 pandemic and that this recommendation may not be fully feasible until conditions return to normal.

Appendix A

School-wide Matrix

Location  Expectations 				

Appendix B



VIRGINIA BEACH CITY PUBLIC SCHOOLS BUS EXPECTATIONS

	ENTERING	RIDING	EXITING
BE RESPECTFUL	<ul style="list-style-type: none"> • Be patient and take turns entering • Share seat when needed 	<ul style="list-style-type: none"> • Follow adult directions • Keep your hands, feet and all objects to yourself 	<ul style="list-style-type: none"> • Clean up after yourself • Put trash in trash can
BE RESPONSIBLE	<ul style="list-style-type: none"> • Be at bus stop ready for the bus to arrive • Use kind words • Use a quiet voice • Use school appropriate language 	<ul style="list-style-type: none"> • Use kind words • Use a quiet voice • Use school appropriate language • Keep items in book bags and keep them closed 	<ul style="list-style-type: none"> • Use kind words • Use school appropriate language • Bring all items off the bus you brought on the bus
STAY SAFE	<ul style="list-style-type: none"> • Use the handrails • Find your seat quickly • Face forward, sit on the seat, back on the back and feet on or toward the floor 	<ul style="list-style-type: none"> • Sit in your safety position until you exit the bus • Keep the aisle clear • Follow code of conduct with all technology 	<ul style="list-style-type: none"> • Walk • Be patient and take turns leaving your seat



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Appendix C



CLASS EXPECTATIONS & AGREEMENTS

Expectations are outcomes. Agreements provide clear meaning of what expectations look like in the classroom. A dependable system of expectations and agreements provides structure for students and helps them to be engaged with instructional tasks. It can create a sense of belonging and ownership. Plan for active teaching and reteaching of these expectations and agreements initially, and provide reinforcement consistently.

Critical Foundation: Classroom expectations should be a collaborative contract created and agreed upon by each member of the classroom. Ensure that your agreements benefit all students and not one group more than another. Consider and discuss differences between home, neighborhood and school expectations.

PROCEDURES & ROUTINES

Procedures and routines are an established way of doing something in the classroom and school environment that becomes a sequence of actions regularly followed. Procedures and routines create predictability, safety and structure in the classroom and a productive learning environment which can create a sense of belonging. Consider what students need to know to move throughout their school day efficiently to develop routines. Use a variety of attention or transition signals. Involve students in the development of these procedures and routines.

Examples to consider:

- How do we participate in discussions?
- Where do we place our belongings?
- How do we transition within the classroom?

OPPORTUNITIES TO RESPOND

Opportunities to respond are specific and instructionally deliberate invitations to individual students or groups of students to provide a verbal, written, or gestural response to a prompt. High rates of opportunities to respond during instruction increases the likelihood that students will be engaged in the given task and demonstrate appropriate and on-task behaviors. Responses can be individual, unison or mixed. **Critical Foundation:** Consider students' developmental level, cultural background, and learning styles as you increase opportunities for responding.

BEHAVIOR SPECIFIC FEEDBACK: ACKNOWLEDGEMENT

Behavior specific acknowledgment is verbal/written feedback that is *descriptive, specific*, delivered *contingent* upon student/s demonstration of expected behavior, and it is delivered frequently (goal is a 4:1 ratio of acknowledgement to error correction). Behavior specific acknowledgement provides increased opportunities for building positive relationships with students and reinforcement of critical academic and social emotional skills. **Critical Foundation:** Connect acknowledgement to class agreements and values which are meaningful to the student/s. Recognize strengths and interests and provide brief and specific feedback. Establish relationships with students to determine and support the most effective feedback method.

BEHAVIOR SPECIFIC FEEDBACK: ERROR CORRECTION

Error Correction is an informative statement to student by teacher following occurrence of undesired behavior. Effective responses to inappropriate behavior are *calm, consistent, brief, immediate and respectful*. Error correction identifies the undesired behavior and is used as an opportunity to teach replacement behavior. Error correction is a part of the continuum of responses to inappropriate behavior. The continuum can include redirection, reteaching, choice and private conferencing. **Critical Foundation:** Corrective feedback involves several key actions:

1. Validate students. Ask them to share their experiences and listen non-judgmentally.
2. State the positive intent of students' behaviors when teaching situational appropriateness, and hold high expectations for each student.
3. Provide specific instructions regarding why student behaviors are necessary in certain school settings.
4. Provide encouraging, skill-based, non-judgmental correction when needed.

PHYSICAL ARRANGEMENT

The physical arrangement of the classroom is a preventative practice that positively impacts student performance in the classroom. Consider student voice when planning classroom arrangement, and ensure that all students in the class can see their lives, histories, cultures, and home languages incorporated into the classroom environment. This practice involves 3 key actions:

Define Traffic Patterns: Traffic patterns are clearly defined and allow movement without disrupting others.

Arrange Desks and Furniture: Desks and furniture arrangements are built around the types of instructional activities and are arranged for maximum student and teacher visibility and access.

Organize Materials: Materials are clearly labeled, easily accessible, and organized for ease of use. When designing lessons, consider student groupings, location, and activity level.

ACTIVE SUPERVISION

Active Supervision allows teachers to monitor student learning, identify students needing additional support, and promotes increased on-task student behavior during instructional activities. This practice involves 3 key actions:

Move: Your movement should be: constant, random, proximal, and target predictable problem areas in your room.

Scan: Scan the room looking for appropriate and inappropriate behaviors, making eye contact frequently.

Interact: Provide frequent positive feedback and interactions to encourage, reinforce, and correct behaviors. Identify opportunities to pre-correct and provide additional instruction on appropriate behaviors.

POSITIVE BEHAVIOR GAME (GROUP CONTINGENCIES)

The Positive Behavior Game (PBG) is a quick (about 10 minutes) game lead by the teacher that reminds and reinforces students for using school-wide expectations, and routines in the classroom. The PBG encourages appropriate behaviors by specifically acknowledging students engaged in desired behaviors. This is an opportunity for a win-win situation for teachers and students which offers students the time for targeted practice and offers teachers the opportunity for increased reinforcement.

Endnotes

¹ Source: <https://www.pbis.org/pbis/tiered-framework>

² Source: <https://www.pbis.org/pbis/tiered-framework>

³ Source: www.pbis.org

⁴ Notes: For Cohort 2, Renaissance Academy middle school and Renaissance Academy high school are considered as two separate sites because they each received their own TFI scores. Green Run High School and Green Run Collegiate are considered one site because the campus as a whole received one TFI score. For Cohort 5, Old Donation School is considered as two separate sites at the elementary school and middle school levels because they each received their own TFI scores. For later analyses by cohort, cohort 1 and 2 are combined due to their initial implementation models preceding the VBCPS coaching model.

⁵ Source: <https://www.pbis.org/pbis/tier-1>

⁶ Source: <https://www.pbis.org/pbis/tier-2>

⁷ Source: <https://www.pbis.org/pbis/tier-3>

⁸ Source: <https://www.pbis.org/pbis/tier-3>

⁹ Source: <https://www.pbis.org/resource/pbis-a-brief-introduction-and-faq>

¹⁰ Published division and high school data may differ than data presented in the current report due to data from students from the Advanced Technology Center (ATC) and Technical and Career Education Center (TCE) not being included due to ATC and TCE not being assessed on PBIS implementation fidelity.

¹¹ Staff from the ATC and TCE were not included in percentages due to ATC and TCE not being assessed on PBIS implementation fidelity.

¹² Students from the Advanced Technology Center (ATC) and Technical and Career Education Center (TCE) were not included due to ATC and TCE not being assessed on PBIS implementation fidelity.

¹³ 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

¹⁴ 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.

¹⁵ 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

¹⁶ 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

¹⁷ Source: VBCPS Principal's Packet Memo. Positive Behavioral Interventions and Supports (PBIS) Tiered Fidelity Inventory (TFI) Spring 2021. December 17, 2020.

¹⁸ Source: K. DiMaggio and D. Brown, personal communication, July 8, 2021.

¹⁹ Based on the evaluation plan, this evaluation question was planned to examine 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). However, as of 2020-2021, availability and validity of data in all these areas was impacted by the COVID-19 pandemic. Academic data from the Reading Inventory is the only academic data that is included in the current report.

²⁰ Notes: For Cohort 2, Renaissance Academy middle school and Renaissance Academy high school are considered as two separate sites because they each received their own TFI scores. Green Run High School and Green Run Collegiate are considered one site because the campus as a whole received one TFI score. For Cohort 5, Old Donation School is considered as two separate sites at the elementary school and middle school levels because they each received their own TFI scores. For later analyses by cohort, cohorts 1 and 2 were combined due to their initial implementation models preceding the VBCPS coaching model.

²¹ Source: K. DiMaggio, personal communication, November 3, 2021.

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- ²² Source: K. DiMaggio and D. Brown. An Update of the Work Implementing and Sustaining Positive Behavioral Intervention and Supports (PBIS). VBCPS School Board Planning, Performance, and Monitoring Committee. October 5, 2021.
- ²³ Source: K. DiMaggio and D. Brown. An Update of the Work Implementing and Sustaining Positive Behavioral Intervention and Supports (PBIS). VBCPS School Board Planning, Performance, and Monitoring Committee. October 5, 2021.
- ²⁴ Source: <https://www.pbis.org/pbis/tier-1>
- ²⁵ Source: Guidance: Forming Your PBIS Leadership Team. Available on PBIS VBCPS Sharepoint website under Tier 1 Critical Elements 1.1 and 1.2 Teaming.
- ²⁶ Source: K. DiMaggio, personal communication, October 21, 2021.
- ²⁷ Source: <https://www.pbis.org/topics/school-wide>
- ²⁸ Source: Blank School-wide Matrix Template. Available on PBIS SharePoint under Tier 1 Critical Elements 1.3 Behavior Expectations.
- ²⁹ Source: VBCPS Bus Expectations. Available on PBIS SharePoint under Tier 1 Critical Elements 1.3 Behavior Expectations Folder.
- ³⁰ Source: Example files. Available on PBIS SharePoint under Tier 1 Critical Elements 1.4 Teaching Expectations.
- ³¹ Source: Teaching and Acknowledgement Systems Powerpoint. Provided by Dayla Brown. Available on PBIS SharePoint under Tier 1 Critical Elements 1.9 Acknowledgement.
- ³² Source: Sample Class vs. Office. Available on PBIS SharePoint under Tier 1 Critical Elements 1.5 and 1.6 Class vs. Office – Flowchart.
- ³³ Source: Sample Behavior Flow Chart. Available on PBIS SharePoint under Tier 1 Critical Elements 1.5 and 1.6 Class vs. Office – Flowchart.
- ³⁴ Source: PBIS Classroom Practices. Available on PBIS Virtual Resources Google Site. <https://sites.google.com/vbschools.com/pbis-resources/pbis-classroom-practices>
- ³⁵ Source: PBIS Classroom Practices. Available on PBIS Virtual Resources Google Site. <https://sites.google.com/vbschools.com/pbis-resources/pbis-classroom-practices>
- ³⁶ Source: K. DiMaggio and D. Brown. An Update of the Work Implementing and Sustaining Positive Behavioral Intervention and Supports (PBIS). VBCPS School Board Planning, Performance, and Monitoring Committee. October 5, 2021.
- ³⁷ Source: Tier 1 Virtual Support. Available on PBIS Virtual Resources Google Site. <https://sites.google.com/vbschools.com/pbis-resources/tier-1-virtual-support>
- ³⁸ Source: Source: K. DiMaggio and D. Brown, personal communication, October 6, 2020.
- ³⁹ Source: <https://www.pbis.org/pbis/tiered-framework>
- ⁴⁰ Source: <https://www.pbis.org/pbis/tier-1>
- ⁴¹ Source: K. DiMaggio, personal communication, October 6, 2021.
- ⁴² Source: Educational and Community Supports – Products. <https://ecs.uoregon.edu/turning-points/>
- ⁴³ Source: <https://www.pbisapps.org/products/cico-swis>
- ⁴⁴ Source: Problem-solving Worksheet. Available on PBIS SharePoint under Tier 1 Critical Elements 1.12 and 1.13 Data.
- ⁴⁵ Source: K. DiMaggio and D. Brown, personal communication, October 6, 2020.
- ⁴⁶ Source: <https://www.pbis.org/pbis/tier-1>
- ⁴⁷ Source: <https://www.pbis.org/pbis/tier-1>
- ⁴⁸ Source: PBIS One Pager. Available on PBIS SharePoint under Tier 1 Critical Elements 1.11 Stakeholder Involvement.
- ⁴⁹ Source: K. DiMaggio and D. Brown. An Update of the Work Implementing and Sustaining Positive Behavioral Intervention and Supports (PBIS). VBCPS School Board Planning, Performance, and Monitoring Committee. October 5, 2021.
- ⁵⁰ Source: K. DiMaggio and D. Brown. An Update of the Work Implementing and Sustaining Positive Behavioral Intervention and Supports (PBIS). VBCPS School Board Planning, Performance, and Monitoring Committee. October 5, 2021.

⁵¹ Source: Virtual Activities that Promote Connection and Community. Building Community in the Virtual Space. Available on PBIS Virtual Resources Google Site. <https://sites.google.com/vbschools.com/pbis-resources/building-community-in-the-virtual-space>

⁵² Data for Renaissance Academy were analyzed separately for middle school and for high school because both levels had separate TFI scores that varied. Green Run Collegiate and Green Run High School received TFI scores for the overall campus and is considered one site.

⁵³ Source: Responding to Student Needs: School Guide to the Student Response Team Process (2017 Update).

⁵⁴ Source: Social Emotional Learning in VBCPS. SEL Framework. Available on SEL in VBCPS. SEL Stockpile Google Site. <https://sites.google.com/vbschools.com/selstockpile/home?scrlybrkr=f16d9c91>

⁵⁵ Source: Barrett, S., Eber, L., McIntosh, K., Perales, K., & Romer, N. (2018). Teaching Social-Emotional Competencies within a PBIS Framework. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

⁵⁶ Source: Student Well-being and Social Emotional Learning. Available on PBIS Virtual Resources Google Site. <https://sites.google.com/vbschools.com/pbis-resources/student-well-being-and-social-emotional-learning>

⁵⁷ Source: PBIS Classroom Practices: A Foundation for Social Emotional Learning in the Hybrid Classroom. Available on PBIS Virtual Resources Google Site. <https://sites.google.com/vbschools.com/pbis-resources/fall-2020-pbis-webinars>

⁵⁸ Source: Culturally Responsive Practices VBCPS Infographic. Available at <https://drive.google.com/file/d/1FPJhFNL6Z0NT-UO1xhqWn-hcrAgYU-Rc/view>

⁵⁹ Source: Levenson, M., Smith, K., McIntosh, K., Rose, J., & Pinkelman, S. (2016). PBIS Cultural Responsiveness Field Guide: Resources for trainers and coaches. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

⁶⁰ Source: Culturally Responsive PBIS. Fall 2020 PBIS webinars. Available on PBIS Virtual Resources Google Site. <https://sites.google.com/vbschools.com/pbis-resources/fall-2020-pbis-webinars>

⁶¹ Strength of correlation coefficients was defined as follows: .1 to .3 as weak; between .3 and .7 as moderate; .7 to 1.0 as strong. According to SAGE Research Methods Datasets. (2015). Learn about Pearson's Correlation Coefficient in SPSS with Data from the Consolidated Stat Performance Report (2012-2013). Retrieved from <https://methods.sagepub.com/base/download/DatasetStudentGuide/pearson-in-edfacts-cspr-2013>.

⁶² Overall, 31,446 students in grades 4 through 12 took the VBCPS SEL survey in spring 2021.

⁶³ Source: K. DiMaggio, personal communication, October 6, 2021.

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