

Positive Behavioral Interventions and Supports (PBIS):
Year-Three Evaluation (Advanced Tiers)

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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 employed 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 Supports (VTSS), which provides support at the division level through grant funding and technical assistance. VBCPS also participated in the Multi-Tiered System of Supports – 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 through the Office of Student Support Services in the Department of Teaching and Learning. In addition, although schools are following the VBCPS coaching model, all schools are continuing to participate in the VTSS initiative through VDOE that provides support through grant funding and technical assistance.

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 initial model of implementation.

Table 1: PBIS Cohorts

PBIS Cohort	Number of School Sites[4]	Initial 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 5A and 5B	24 schools (13 elementary, 3 middle, 8 high)	2019-2020	VBCPS coaching model

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

Background and 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 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 building closures in March 2020, data collection efforts could not 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 year-one evaluation was presented to the School Board November 23, 2021. The year-one recommendations included continuing the program with modifications; continuing to support high schools in implementing core Tier I PBIS practices, including providing professional learning on PBIS topics and ensuring students are taught expectations; ensuring schools are implementing PBIS practices and procedures consistently across classrooms; and providing protocols for and encouraging time allocation for staff to review schoolwide data to inform decision making at the secondary level. The School Board approved these recommendations December 7, 2021. The year-two evaluation was presented to the School Board December 13, 2022. The year-two recommendations included continuing the program with modifications; investigating and implementing strategies suggested in research literature for establishing procedures for behavior feedback and consistency of PBIS practices and procedures across classrooms at the secondary level; and continuing to support school staff in their procedures related to reviewing schoolwide data to inform decision making through the use of Unified Insights. The School Board approved these recommendations January 10, 2023.

The purpose of this year-three evaluation during 2022-2023 was to assess the implementation of Advanced Tiers. Due to the status of the implementation of the Advanced Tiers as of the 2022-2023 school year, the evaluation focused specifically on Tier II practices. The evaluation provides information about the divisionwide status of PBIS implementation at all tiers, including an update on the status of Tier I implementation and progress toward recommendation areas and outcome goals related to Tier I; demographic characteristics of students at schools implementing PBIS Tier II practices during 2022-2023; staff involvement and familiarity with PBIS at the Tier II level; the components of Tier II PBIS practices, including progress toward goals related to implementation fidelity; alignment between PBIS and other related initiatives; and cost to the school division.

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 (i.e., provided to all students) and form the basis for a school's PBIS framework. At this level, key practices include the following: 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 Tier levels (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. Tier II interventions for students are continuously available, rapidly accessible, low effort for teachers, aligned with the schoolwide expectations, implemented by all staff within a school, flexible and based on assessment data, function-based, allocated with adequate resources, actively participated in by students, and continuously monitored.[6] Implementation of Tier II practices is the focus of this evaluation.

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 students' 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 systems 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 they relate 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, PBIS division 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 was a total of 12 goals and 36 objectives for the PBIS evaluation, including 4 goals for Tier I implementation, 4 goals for outcomes related to Tier I practices, and 4 goals for Advanced Tiers implementation. The Tier I implementation goals focused on behavioral expectations for students and staff and related policies and procedures, professional learning for staff, data review and usage, and stakeholder involvement. Tier I outcome goals focused on student engagement in school, perceptions of safety and discipline procedures, student emotion regulation, and perceptions of school climate. The Advanced Tiers implementation goals focused on providing effective Advanced Tiers interventions and supports, data review and usage, and professional learning. Progress toward the implementation goals related to Tier II practices are the focus of this evaluation. Progress toward goals related to Tier III based on the TFI will be monitored through the Office of Research and Evaluation's performance measurement process for the Integrated Systems of Support and Student Response Teams (SRT).

Evaluation Design and Methodology

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 and document reviews. The Office of Research and Evaluation evaluators used the following data collection methods:

- Communicated with the PBIS specialist and executive director of student support services to gather implementation-related information.
- Reviewed VBCPS PBIS program documentation.
- 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.
- Obtained division level implementation-related data using the District Capacity Assessment (DCA) and implementation fidelity data for individual schools using the Tiered Fidelity Inventory (TFI).
- Collected data from the VBCPS data warehouse related to student demographic characteristics.
- Gathered cost data from the departments of Teaching and Learning and Human Resources.

Surveys

Perception data provided in this year-three evaluation report are only for respondents from schools that were implementing PBIS practices at the relevant tiered level (i.e., Tier I, Tier II) during the 2022-2023 school year.[10] Overall, survey results presented in this evaluation focus on data collected in spring 2023 by school level. When monitoring progress related to the areas of recommendations from the year-two evaluation, there are comparisons of survey results from 2021-2022 to 2022-2023. Due to making comparisons across years to monitor the recommendations, relevant 2021-2022 survey data were reanalyzed to only include the schools that were formally implementing PBIS Tier I practices to allow for more precise comparisons (i.e., all elementary schools and middle schools along with four high school sites). Therefore, perception data from the 2021-2022 year-two evaluation report will not be comparable. In addition, perception data for groups with fewer than 10 respondents are not provided. For all stakeholders, survey agreement percentages reported throughout the report are based on those who answered the survey item (i.e., missing responses were excluded from the percentages).

PBIS Survey

As part of a larger survey effort of multiple initiatives, the Office of Research and Evaluation invited classroom 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 or related areas. Staff and parents received an email invitation with a link to participate in the online survey in April 2023. Students in grades 4 through 12 accessed the survey through a link on their ClassLink dashboard in April 2023.

Of the teachers, administrators, and other school instructional staff invited to complete the survey, 47 percent of teachers, 61 percent of administrators, and 37 percent of other instructional staff completed the survey. Of the students in grades 4 through 12, 80 percent completed the survey. Of the parents invited to take the

survey, 9 percent completed the survey. Percentages provided here are based on those who responded to the first PBIS portion of their survey. See Table 2 for response rates by school level.

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

Group	Elem	Middle	High	Overall Rate	Overall Number of Respondents
Teachers	39%	60%	57%	47%	1,578
Administrators	60%	58%	69%	61%	129
Other Instructional Staff	38%	41%	21%	37%	661
Students (Grades 4-12)	90%	83%	57%	80%	23,731
Parents (Grades K-12)	9%	8%	6%	9%	5,789

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 2023. 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 a student-identifiable survey at all schools. Parents of students at all schools could opt their child out of completing the survey. Data presented in this evaluation only include those schools that were implementing PBIS Tier I practices during the 2022-2023 school year; therefore, SEL division data summaries provided publicly are not comparable. Overall, 82 percent of students (n=23,770) in grades 4 through 12 completed the spring SEL Survey. Response rates were 89 percent at the elementary school level, 83 percent at the middle school level, and 67 percent at the high school level.

District 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 division implementation and leadership team 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 45 items across all tiers (15 items for Tier I, 13 items for Tier II, and 17 items for Tier III).[11] 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.[12] In VBCPS, the TFI is completed by a school team along with a VBCPS PBIS coach following observations of schoolwide and classroom practices and discussions regarding the TFI items. The instrument provides a description of each item that is to be rated, possible sources of data that the team may consult for determining a rating, and scoring criteria for determining the appropriate rating.

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). The TFI for Tier II: Targeted Schoolwide PBIS Features includes 13 items within three subscales including the Teams Subscale (4 items), Intervention Subscale (5 items), and Evaluation Subscale (4 items). The TFI for Tier III: Intensive Schoolwide PBIS Features includes 17 items within four subscales including the Teams Subscale (4 items), Resources Subscale (3 items), Support Plans (6 items), and Evaluation (4 items). In addition to individual item scores and subscale scores, the instrument provides an overall fidelity score for each TFI (i.e., Tier I, Tier II, Tier III). Each subscale score and the overall TFI score represent the percentage of available points earned for the applicable items. While this evaluation report focuses on schools' Tier II TFI data from the 2022-2023 school year, including scores on individual feature items, subscales, and the overall aggregate, Tier I TFI subscale and overall aggregate data are also provided as an update on Tier I implementation.

The PBIS TFI resource from 2014 indicated that generally, a fidelity score of 80 percent on the TFI at any tier is the level of implementation that will result in improved student outcomes,[13] 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.[14] Based on these research sources, for the purposes of the PBIS evaluation, schools are categorized based on their overall TFI scores as shown in Table 3.

Table 3: 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

Evaluation Design

For the year-three Advanced Tiers evaluation, the focus of the evaluation is on implementation of the Tier II PBIS practices, including the progress made toward meeting related goals and objectives. To evaluate the Tier II goals and objectives, TFI implementation data for Tier II and stakeholder perception data were analyzed. When gathering stakeholder perception data regarding Tier II practices, only staff who indicated they had any involvement with Tier II at their school were surveyed. Due to a lower number of respondents at each school who had involvement with Tier II implementation, a correlational method used in prior evaluations was not feasible. However, in the year-one and year-two Tier I evaluation reports, it was determined that the ratings on the TFI from the schools' PBIS team were significantly related to perceptions from a wider group of stakeholders in many areas, which provided an indication of validity of the two measures used to assess implementation goals.

In addition, although the primary focus of this evaluation was on Tier II PBIS implementation, this evaluation report also provides an evaluation update at the Tier I level. Tier I-related survey data and TFI data were analyzed to determine progress toward recommendations from the year-two Tier I evaluation and progress toward meeting the Tier I-related goals and objectives. It is important to note that given the interruption of longitudinal data collection for key outcome measures due to the pandemic and the impact of the pandemic itself on outcome measures, it is not possible at this time to link PBIS implementation directly with outcomes, given the manner in which PBIS has been implemented in VBCPS (e.g., schools with higher needs implemented sooner, relatively large number of high schools began implementation in 2019-2020).

Evaluation Questions

The evaluation questions for this report were developed by evaluators in consultation with program managers during the evaluation readiness process. The evaluation questions established for the year-three Advanced Tiers evaluation were as follows:

1. What is the divisionwide implementation plan and status and what progress has been made on the Virginia Tiered Systems of Supports District Capacity Assessment (DCA)?
    a. Progress on the DCA
    b. Tier I Status and Progress Update
    c. Advanced Tiers Implementation Plan and Status
2. What were the demographic characteristics of the students at schools that focused on Tier II implementation in 2022-2023?
3. What were staff members' involvement and familiarity with PBIS Tier II practices?
4. What are the components of Tier II PBIS practices and what progress was made toward meeting related goals and objectives?
    a. Tier II Team Composition and Meetings
    b. Tier II Policies and Procedures
    c. Tier II Interventions and Supports
    d. Data Review and Use
    e. Professional Learning on Intervention Delivery
    f. Summary of PBIS Tier II Implementation Fidelity by School Level and Change in Fidelity
5. What is the alignment between PBIS and other related division initiatives (i.e., Social-Emotional Learning [SEL], Student Response Team [SRT], and Integrated Systems of Support)?
6. 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 and status, including the progress made on the Virginia Tiered Systems of Supports DCA, an update on the status of Tier I implementation, and implementation of the Advanced Tiers. The implementation of PBIS is overseen by the Office of Student Support Services. The 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.

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 prior to being implemented, beginning with Tier I, and works with a divisionwide PBIS coach to ensure fidelity of implementation. 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. Similarly, after reaching and sustaining fidelity at Tier II, schools begin to focus on implementing Tier III practices the following year.

Progress on the District 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 2023 overall score on the DCA was 94 percent, which was a decrease in comparison to the 2022 and 2021 overall scores on the DCA (98%). This 2023 score remained higher than the 2020 DCA overall score of 81 percent and the 2019 DCA overall score of 73 percent.

When 2023 DCA scores were compared with 2022 scores, there were decreases for items related to the team including a designated coordinator and the division using a process for addressing internal barriers. In addition, consistent with previous years, another area of improvement was the division having a written process for selecting Effective Innovations, including collaborating with other departments on the process and consistently using the process. This Effective Innovations category on the DCA includes an analysis of the need for the practice, fit and alignment with other practices, resources needed to fully implement, and the capacity within the division to successfully use the practice.

PBIS Tier I Status and Progress Update

This year-three evaluation report includes a status update on implementation of Tier I practices, and the progress made toward the recommendations from the year-two Tier I evaluation. In addition, an update on progress made toward meeting the Tier I-related outcome goals and objectives is included in this section of the report.

Implementation Status in 2022-2023

Table 4 below displays the PBIS cohorts, the initial implementation model when schools in the cohort began implementing PBIS, and the implementation status as of 2022-2023. As previously noted, during the 2017-2018 school year, VBCPS began to implement the VBCPS model for PBIS, which involved embedded school-level coaching. Schools were assigned to cohorts, which determined the initial implementation year. As of 2022-2023, all schools had received training for and had begun implementing PBIS Tier I practices. All elementary schools and middle schools continued to implement PBIS Tier I practices during 2022-2023. Due to other competing priorities at the high school level during 2022-2023, the eight high schools in Cohort 5B were not expected to participate in professional learning related to PBIS or formally implement PBIS practices and were not assessed on the TFI during the 2022-2023 school year. However, the four high schools in Cohort 2 were expected to continue to implement PBIS practices during the 2022-2023 school year because they were part of a grant supporting PBIS implementation.[15] These high schools included Cox High School, Green Run High School/Green Run Collegiate, Kempsville High School, and Renaissance Academy. Discussions were held during the 2022-2023 school year to determine the plan for moving forward with PBIS implementation at the high school level. Discussions included a review of best practices at the secondary level and redefining the focus for PBIS implementation at high schools.

Table 4: PBIS Cohorts and Implementation Progress

PBIS Cohort	Number of School Sites[16]	Implementation Year(s)	Initial Implementation Model	Implementation Status as of 2022-2023
Cohorts 1 and 2	20 schools (10 elementary, 6 middle, 4 high)	2012-2013 through 2015-2016	MTSS-B and some state support	Implementing PBIS Tier I practices
Cohort 3	19 schools (16 elementary, 3 middle)	2017-2018	VBCPS coaching model	Implementing PBIS Tier I practices
Cohort 4	21 schools (17 elementary, 4 middle)	2018-2019	VBCPS coaching model	Implementing PBIS Tier I practices
Cohort 5A	16 schools (13 elementary, 3 middle)	2019-2020	VBCPS coaching model	Implementing PBIS Tier I practices
Cohort 5B	8 schools (8 high)	2019-2020	VBCPS coaching model	Receiving support as requested

It was the expectation that all schools would reach fidelity on Tier I implementation by spring 2023.[17] Consistent with the division's expectation, all schools that were implementing PBIS in 2022-2023 (N=76) were in the "High Fidelity" group with an aggregate TFI percentage from 80 to 100 (see Table 5). Therefore, all participating school sites had reached fidelity in their Tier I PBIS implementation in 2022-2023. This was an improvement from 2021-2022 when 91 percent of the schools (with a TFI score in both years) were in the "High Fidelity" group.[18]

Table 5: Sites by Implementation Fidelity Category and School Level

School Level of Site	High (N=76: 100%)	Adequate (N=0: 0%)	Partial (N=0: 0%)	Total (N=76)
Elementary	56 (100%)	0 (0%)	0 (0%)	56
Middle	16 (100%)	0 (0%)	0 (0%)	16
High	4 (100%)	0 (0%)	0 (0%)	4

General Perceptions

Stakeholders at schools implementing PBIS Tier I practices during 2022-2023 were provided survey items related to their general perceptions of PBIS. Overall, across all surveyed stakeholder groups and school levels, there were positive perceptions of schools having a PBIS system. As shown in Table 6, when surveyed about their school having a system to recognize positive student behavior, at least 88 percent of teachers, 94 percent of administrators, and 95 percent of other instructional staff at all school levels agreed. When students and parents were surveyed, at the elementary school level, 90 percent of students and 94 percent of parents agreed that their school had a system to recognize positive student behavior. Seventy to 83 percent of secondary students and parents at schools implementing PBIS agreed that their school had a system.

Table 6: Agreement Percentages Regarding Their School Having a System to Recognize Positive Behavior

Survey Group	Elem	Middle	High	Total
Teachers	95%	92%	88%	93%
Administrators	100%	97%	94%	98%
Other Instructional Staff	97%	95%	96%	97%
Students	90%	83%	76%	85%
Parents	94%	75%	70%	86%

When staff were further surveyed about their support of PBIS implementation at their school, all administrators agreed they supported their school's PBIS implementation. At least 84 percent of elementary

school and middle school teachers and other instructional staff agreed they supported their school's PBIS implementation, while 79 percent of high school teachers and other instructional staff agreed (see Table 7).

Table 7: Staff Agreement Percentages Regarding Supporting PBIS Implementation

Survey Group and Item	Elem	Middle	High	Total
Teachers - I support PBIS implementation at my school.	84%	87%	79%	84%
Administrators - I support PBIS implementation at my school.	100%	100%	100%	100%
Other Inst Staff - I support PBIS implementation at my school.	87%	91%	79%	88%

Parents were also surveyed about their awareness of student behavior expectations and the consequences of violating the student code of conduct. At least 95 percent of parents at all levels agreed they were aware of the student behavior expectations at their child's school and 93 percent agreed they were aware of the consequences if their child violated the student code of conduct (see Table 8).

Table 8: Parent Agreement Regarding Awareness of Behavior Expectations and Consequences

Survey Item	Elem	Middle	High	Total
I am aware of the student behavior expectations at my child's school.	98%	96%	95%	97%
I am aware of the consequences if my child violates the student code of conduct.*	93%	94%	93%	93%

Note: *Excludes respondents who indicated Not Applicable.

Progress Made Regarding Tier I Recommendations

This PBIS Tier I update includes progress made toward the recommendations from the year-two Tier I evaluation in 2021-2022. The recommendations focused on 1) the procedures for behavior feedback and consistency of PBIS practices and procedures across classrooms at the secondary level and 2) procedures related to reviewing schoolwide data at all levels. Information regarding actions taken related to these recommendation areas was gathered from the PBIS specialist. TFI and stakeholder perception data related to these recommendation areas were gathered for 2022-2023 and compared to 2021-2022. Due to making comparisons across years, as previously noted, all 2021-2022 TFI and survey data were reanalyzed to only include the schools that were formally implementing PBIS Tier I practices to allow for more precise comparisons (i.e., all elementary schools and middle schools along with four high school sites).

Behavior Feedback and Classroom Procedures at Secondary Level

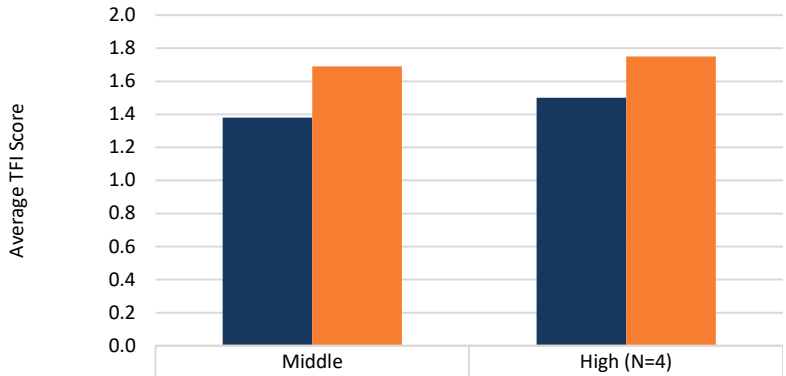
One recommendation from the year-two Tier I evaluation was to *investigate and implement strategies suggested in research literature for establishing procedures for behavior feedback and consistency of PBIS practices and procedures across classrooms at the secondary level*. Actions taken regarding this recommendation included the following:

- Office of Research and Evaluation staff shared a summary of research literature on the barriers/challenges of PBIS implementation at the secondary level and strategies suggested by the literature to address these challenges with Office of Student Support Services staff.
- Based on the research, it was determined that the focus of the PBIS implementation at high schools would be on ninth-grade students in 2023-2024.
- In July 2023, the PBIS specialist, executive director of student support services, and executive director of high schools provided direction and training to all high school principals at the 2023 Summer Leadership Conference regarding action steps to identify the needs of rising freshmen.

- High school leaders were supported in accessing student data through the Web Reporting System (WRS) and in identifying students who needed interventions and support in the areas of attendance, academic, or behavioral progress.
- Each high school leader was directed to create a plan to address the needs of the identified rising freshmen and schools were directed to put specific interventions and supports in place toward improved progress for these students.
- Additionally, in October and December 2023 and January 2024, the PBIS division coaching team will provide support and professional learning to all Cohort 5B high schools through Advanced Tiers training sessions.

In 2021-2022, the TFI items with the lowest scores at the secondary level were Feedback and Acknowledgement and Classroom Procedures. The Feedback and Acknowledgement TFI item is focused on having a set of procedures for behavior feedback that is linked with schoolwide expectations and used across settings and in classrooms, and Classroom Procedures is focused on Tier I features being implemented within classrooms and consistency with schoolwide systems. When including only the secondary schools that were assessed on the TFI during both 2021-2022 and 2022-2023 school years (i.e., Cohorts 1 through 4 and 5A schools), there were improvements in the scores on the Feedback and Acknowledgement item at the middle school and high school levels (see Figure 1).

Figure 1: Average TFI Item Scores on Feedback and Acknowledgement From 2021-2022 To 2022-2023

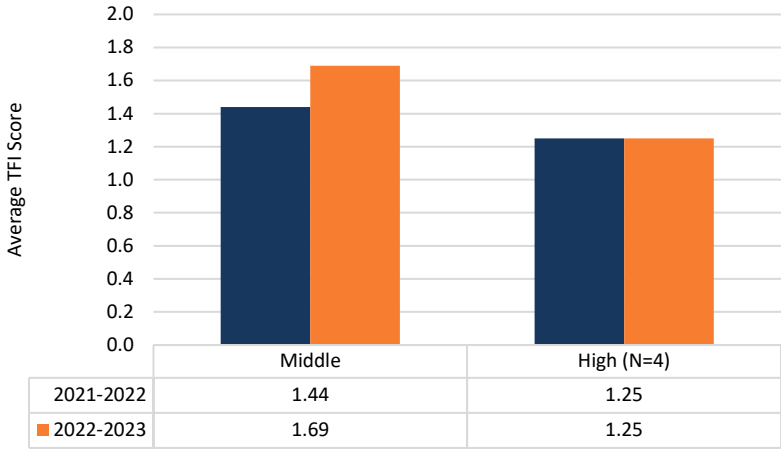


	Middle	High (N=4)
2021-2022	1.38	1.50
2022-2023	1.69	1.75

Note: The high school level data include only schools implementing PBIS practices during 2022-2023. There was an average score of 1.08 when including all schools at the high school level for 2021-2022.

In addition, including only the secondary schools that were assessed on the TFI during both 2021-2022 and 2022-2023 school years, there was improvement at the middle school level in the average TFI score on the Classroom Procedure item, while the average TFI score at the high school level remained the same (1.25) (see Figure 2).

Figure 2: Average TFI Item Scores on Classroom Procedures From 2021-2022 To 2022-2023



Note: The high school level data include only schools implementing PBIS practices during 2022-2023. There was an average score of 1.17 when including all schools at the high school level for 2021-2022.

Staff were also surveyed about perceptions related to the Feedback and Acknowledgement and Classroom Procedures TFI areas. In comparison to 2021-2022, there were increases in staff agreement percentages at the high school level regarding expectations being implemented across classrooms and being explicitly taught to students, while there were decreases or no change at the middle school level (see Table 9).

Table 9: Secondary Staff Agreement Percentages Regarding Behavioral Expectations and Classroom Procedures Items From 2021-2022 To 2022-2023

Survey Group and Item	Middle		High	
	2021-2022	2022-2023	2021-2022	2022-2023
Teachers - The expectations for students and staff at this school are implemented across the classrooms.	66%	63%	58%	61%
Other Instructional Staff - The expectations for students and staff at this school are implemented across the classrooms.	67%	63%	55%	67%
Teachers - The behavioral expectations are explicitly taught to students.	74%	74%	62%	72%
Other Instructional Staff - The behavioral expectations are explicitly taught to students.	73%	76%	61%	75%

Note: The high school level data include only schools implementing PBIS practices during 2022-2023. When including all schools at the high school level, the agreement percentages in 2021-2022 ranged from 59 percent to 63 percent.

Teachers were also asked about students knowing the consequences for their behavior and the effectiveness of school rules. In comparison to 2021-2022, there was an increase in the percentage of high school teachers agreeing students knew the consequences for misbehaving (from 67% to 71%), while there were decreases for middle school teachers (from 67% to 63%). There were also decreases in the percentages of both middle and high school teachers who agreed the rules for student behavior were effective (see Table 10).

Table 10: Secondary Teacher Agreement Percentages Regarding Student Awareness of Consequences and Rules for Behavior Being Effective From 2021-2022 To 2022-2023

Survey Group and Item	Middle		High	
	2021-2022	2022-2023	2021-2022	2022-2023
Teachers - Students know the consequences for misbehaving at this school.	67%	63%	67%	71%
Teachers - The rules for student behavior are effective.	55%	53%	52%	48%

Note: The high school level data include only schools implementing PBIS practices during 2022-2023. When including all schools at the high school level, the agreement percentages in 2021-2022 ranged from 58 percent to 69 percent.

Overall, when data related to the recommendation areas were reviewed, results showed that there was some progress at the high school level for the four high school sites that continued to implement PBIS in 2022-2023, but little progress at the middle school level. Additional analyses were conducted comparing perception data of staff at the high schools that were implementing PBIS practices during the 2022-2023 school year (i.e., Cohort 1 through 4 and 5A schools) to staff at high schools that were not formally implementing PBIS practices (i.e., Cohort 5B schools). For all survey items presented above, there were larger improvements in agreement percentages from 2021-2022 to 2022-2023 for teachers and other instructional staff at the high schools implementing PBIS practices than at the high schools not implementing PBIS practices, with the exception of the item related to the rules for student behavior being effective which had a similar decrease in agreement percentage across both school groups (see Appendix A).

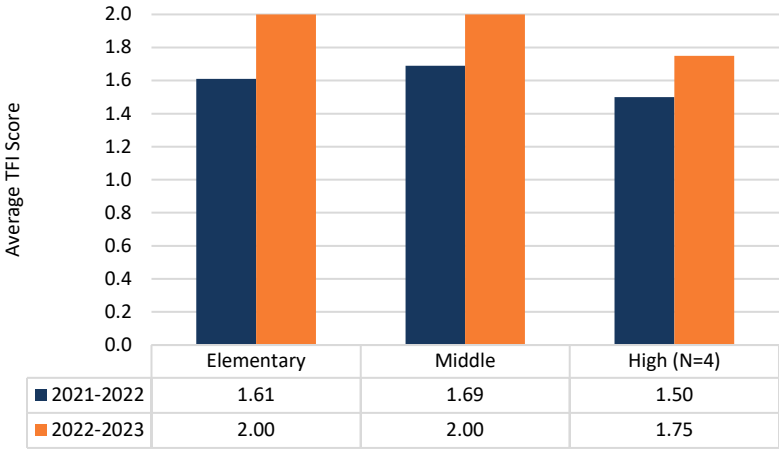
Data Review Procedures

Another recommendation from the year-two Tier I evaluation was to *continue to support school staff in their procedures related to reviewing schoolwide data to inform decision making through the use of Unified Insights*. This recommendation was relevant for all school levels. 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.[19] In addition, school personnel were expected to view schoolwide data and provide input on Tier I practices. During the 2021-2022 school year, a data analytics platform, Unified Insights, was purchased for the school division. In collaboration with Department of Technology staff, Office of Student Support Services staff worked to prepare for the platform to be used by school staff to guide decision making for PBIS. For the 2022-2023 school year, building administrators had access to data within the Unified Insights platform, and school PBIS teams, in collaboration with administrators and division coaches, were encouraged to use the platform for monitoring PBIS-related data. According to the PBIS specialist, actions taken regarding this recommendation included the following:

- PBIS specialist supported principals during principal league meetings during 2022-2023 by providing professional learning on how to use Unified Insights to access data and work through a data protocol.
- PBIS coaches provided support to school staff regarding access and use of data in Unified Insights during 2022-2023.
- During the 2023-2024 school year, there are plans for the Department of Technology staff to provide additional/advanced training for division staff.

The score on the TFI item related to reviewing schoolwide data (Discipline Data) was relatively low at the division level in 2021-2022, which led to the recommendation. The TFI Discipline Data item is focused on the Tier I team having access to graphed reports summarizing discipline data. Data for this Tier I TFI item was examined again to determine if any improvements were made. When including only the schools that were assessed on the TFI during the 2021-2022 and 2022-2023 school years (i.e., Cohorts 1 through 4 and 5A schools), there were improvements in the scores on the Discipline Data TFI item at all levels (see Figure 3), and the maximum score was reached at the elementary school and middle school levels.

Figure 3: Average TFI Item Scores on Discipline Data From 2021-2022 To 2022-2023



	Elementary	Middle	High (N=4)
2021-2022	1.61	1.69	1.50
2022-2023	2.00	2.00	1.75

Note: The high school level data include only schools implementing PBIS practices during 2022-2023. There was an average score of 1.58 when including all schools at the high school level for 21-22.

PBIS Tier I Outcome Goals and Objectives Update

This evaluation report also includes an update of progress made toward meeting the outcome goals and objectives following schools reaching high fidelity of Tier I implementation based on the TFI. Staff and student perception data are summarized for each outcome goal area by school level. Data regarding individual objectives within each goal can be viewed in the previous years' evaluation reports. All survey data in this section are based on schools that were implementing PBIS Tier I practices during the 2022-2023 school year (i.e., all elementary school, all middle school, and four high school sites). Because the schools formally implementing PBIS changed at the high school level, results for high schools and the overall total group are not comparable to data provided in prior year evaluations. At the elementary school and middle school levels, any decreases (-) or increases (+) of 5 percentage points or more in comparison to 2021-2022 survey data will be noted in the data tables.

Student Engagement

The first outcome goal related to student engagement is **"When PBIS is implemented with fidelity, students are engaged at school."** Relatively high percentages of students at all levels indicated they were engaged at school, along with high percentages of elementary school teachers indicating students were engaged (see Table 11). Middle and high school teachers were less likely to agree that students were engaged at school.

Table 11: Student and Teacher Agreement Regarding School Engagement

Survey Group and Item	Elem	Middle	High	Total
Students - I am engaged in my learning by participating and working hard in school.	94%	90%	87%	91%
Teachers - Students at this school are engaged in their learning by participating and working hard in school.	88%	68%	59%	77%
Students - I am engaged in classroom lessons.	91%	86%	84%	88%
Teachers - Students are engaged in classroom lessons.	93%	77%	68%	84%

Teachers, administrators, and other instructional staff were also specifically asked about the effectiveness of PBIS on improving student engagement. Results by school level showed that higher percentages of elementary

school and middle school staff indicated that PBIS practices improved student engagement to a large or moderate extent compared to high school staff and high percentages of elementary school and middle school administrators indicated PBIS practices improved student engagement (see Table 12).

Table 12: Percentages of Staff Indicating PBIS Practices Improve Student Engagement

PBIS practices improve student engagement at school to a large or moderate extent	Elem	Middle	High	Total
Teachers	64%	51% (+)	43%	57%
Administrators	91% (-)	94% (+)	56%	87%
Other Instructional Staff	67%	58%	40%	65%

Notes: Other response options included Small Extent and Not At All.
(+) Increase of at least 5 percentage points from 2021-2022. (-) Decrease of at least 5 percentage points from 2021-2022.

School Safety and Discipline Procedures

The next outcome goal related to school safety and discipline procedures is **"When PBIS is implemented with fidelity, students and teachers have positive perceptions of school safety and discipline procedures."** Overall, students had positive perceptions of school safety and discipline procedures at each school level (see Table 13). Teachers at each school level had positive perceptions that school was a safe and orderly place to learn, but lower percentages of teachers agreed there were high expectations for student behavior (especially at the secondary level), that students knew the consequences for misbehaving, and that the rules for student behavior were effective. Teachers at the elementary school level had noticeable declines in agreement percentages compared to 2021-2022 related to high expectations for student behavior and rules being effective.

Table 13: Student and Teacher Agreement Percentages Regarding School Safety and Discipline

Survey Group and Item	Elem	Middle	High	Total
Students - My school provides a safe and orderly place for me to learn.	95%	87%	86%	90%
Teachers - This school provides a safe and orderly place for students to learn.	89%	81%	83%	86%
Students - There are high expectations for student behavior at this school.	92%	86%	83%	88%
Teachers - There are high expectations for student behavior at this school.	79% (-)	67% (-)	68%	74%
Students - I know the consequences for misbehaving at this school.	94%	93%	91%	93%
Teachers - Students know the consequences for misbehaving at this school.	63%	63%	71%	64%
Teachers - The rules for student behavior are effective at this school.	59% (-)	53%	48%	55%

Note: (+) Increase of at least 5 percentage points from 2021-2022. (-) Decrease of at least 5 percentage points from 2021-2022.

Teachers, administrators, and other instructional staff were specifically asked about the effectiveness of PBIS on improving school safety, the consistency of discipline procedures, and student behavior as well as reducing discipline referrals. Results by school level showed that in most areas, higher percentages of elementary school and middle school staff indicated that PBIS practices improved school safety, discipline procedures, behavior, and referrals to a large or moderate extent compared to high school staff. Relatively high percentages of elementary and middle school administrators indicated PBIS practices improved these areas (see Table 14). A consistent pattern of results showed notable declines in perceptions at the elementary school level for all staff groups. Whether these declines are related to PBIS itself or to the challenges being experienced by schools

(both locally and nationally) regarding some students' behavior is unknown. The Office of Research and Evaluation will continue to assess efforts to support students' behavioral needs through a School Board approved evaluation of Behavioral and Mental Health Supports for students beginning in the 2023-2024 school year.

Table 14: Percentages of Staff Indicating PBIS Practices Improve School Safety and Related Areas

Survey Item and Group	Elem	Middle	High	Total
PBIS practices improve school safety to a large or moderate extent.				
Teachers	59% (-)	48%	44%	53%
Administrators	90% (-)	85%	56%	84%
Other Instructional Staff	61% (-)	54%	39%	59%
PBIS practices improve consistency of discipline procedures to a large or moderate extent.				
Teachers	52% (-)	44%	42%	48%
Administrators	88% (-)	88% (+)	56%	84%
Other Instructional Staff	57% (-)	50%	36%	55%
PBIS practices improve student behavior to a large or moderate extent				
Teachers	54% (-)	43% (-)	37%	48%
Administrators	91% (-)	88%	53%	85%
Other Instructional Staff	56% (-)	51%	43%	55%
PBIS practices reduce discipline referrals to a large or moderate extent.				
Teachers	49% (-)	39%	39%	44%
Administrators	86% (-)	84% (+)	44%	79%
Other Instructional Staff	52% (-)	49% (-)	35%	51%

Notes: Other response options included Small Extent and Not At All.
(+) Increase of at least 5 percentage points from 2021-2022. (-) Decrease of at least 5 percentage points from 2021-2022.

Student Emotion Regulation and Social-Emotional Competence

The next outcome goal related to student emotion regulation and social-emotional competence is **"When PBIS is implemented with fidelity, students learn to regulate their emotions and demonstrate social-emotional competence."**

Relatively high percentages of students at all school levels agreed with multiple survey items on the spring SEL survey measuring four of the SEL competencies (i.e., self-awareness, social awareness, relationship skills, and responsible decision-making). Somewhat lower percentages of students agreed with items within the self-management competency (see Table 15).

Table 15: Percentages of SEL Item Responses With Agreement

SEL Competency	Elem	Middle	High	Total
Self-management	78%	77%	81%	78%
Self-awareness	88%	88%	89%	88%
Social awareness	93%	90%	90%	91%
Relationship skills	87%	82%	82%	84%
Responsible decision making	84%	84%	87%	84%

Teachers, administrators, and other instructional staff were also specifically asked about the effectiveness of PBIS on improving students' emotion regulation and social-emotional skills.

Results by school level showed that higher percentages of elementary school and middle school staff indicated that PBIS practices improved social-emotional skills to a large or moderate extent compared to high school staff, and relatively high percentages of elementary and middle school administrators indicated PBIS practices improved students' social-emotional skills (see Table 16).

Table 16: Percentages of Staff Indicating PBIS Practices Improve Emotion Regulation and Social-Emotional Skills

Survey Item and Group	Elem	Middle	High	Total
PBIS practices improve students' emotion regulation skills to a large or moderate extent.				
Teachers	57%	47%	41%	51%
Administrators	85% (-)	85% (+)	39%	78%
Other Instructional Staff	61%	55%	48%	60%
PBIS practices improve students' social-emotional skills to a large or moderate extent.				
Teachers	58%	48%	46%	53%
Administrators	87% (-)	88%	56%	83%
Other Instructional Staff	64%	56%	36%	62%

Notes: Other response options included Small Extent and Not At All.
(+) Increase of at least 5 percentage points from 2021-2022. (-) Decrease of at least 5 percentage points from 2021-2022.

School Climate

The next outcome goal related to school climate is **"When PBIS is implemented with fidelity, students and teachers have positive perceptions of school climate."** Students were surveyed about their perceptions of having positive relationships with other students and teachers were surveyed about their perceptions of being treated with respect by students, supported by administrators, and teachers supporting one another.

Relatively high percentages of students at all levels indicated they had positive relationships with other students at school (see Table 17). In addition, relatively high percentages of teachers at all levels agreed they felt supported by school administrators at their school and teachers and other adults at their school supported one another to meet the needs of all students (see Table 17). Lower percentages of teachers, especially at the middle school level, agreed that students treated them with respect.

Table 17: Agreement Percentages Regarding School Climate Items

Survey Group and Item	Elem	Middle	High	Total
Students - I have positive relationships with other students at this school.	87%	86%	87%	86%
Teachers - Students at this school treat me with respect.	83% (-)	76%	82%	80%
Teachers - I feel supported by school administrators at this school.	84% (+)	81% (+)	85%	83%
Teachers - Teachers and other adults at my school support one another to meet the needs of all students.	91%	88%	89%	89%

Note: (+) Increase of at least 5 percentage points from 2021-2022. (-) Decrease of at least 5 percentage points from 2021-2022.

Teachers, administrators, and other instructional staff were specifically asked about the effectiveness of PBIS on improving school climate and student and teacher relationships. Results by school level showed that in most cases, higher percentages of elementary school staff indicated that PBIS practices improved school climate and student and teacher relationships to a large or moderate extent compared to secondary staff (see Table 18). High percentages of elementary and middle school administrators indicated PBIS practices improved school climate and relationships.

Table 18: Percentages of Staff Indicating PBIS Practices Improve School Climate and Student and Teacher Relationships

Survey Item and Group	Elem	Middle	High	Total
PBIS practices improve school climate to a large or moderate extent.				
Teachers	63%	49%	44%	55%
Administrators	94%	94% (+)	61%	89%
Other Instructional Staff	65% (-)	60% (+)	50%	64%
PBIS practices improve student and teacher relationships to a large or moderate extent.				
Teachers	67%	54%	55%	61%
Administrators	95%	88% (+)	72%	90%
Other Instructional Staff	67% (-)	62%	52%	66%

Notes: Other response options included Small Extent and Not At All.
(+) Increase of at least 5 percentage points from 2021-2022. (-) Decrease of at least 5 percentage points from 2021-2022.

PBIS Advanced Tiers Implementation Plan and Status

This section of the evaluation report provides information about the schools' implementation of PBIS Advanced Tiers. As shown in Table 19, as of the 2022-2023 school year, schools in Cohorts 1 through 4 had received training for PBIS Advanced Tiers and had begun implementation of Tier II practices which were assessed using the TFI in spring 2023.[20] Tier II practices implemented at these schools are the focus of this evaluation. In addition, in the winter of the 2022-2023 school year, schools in Cohort 5A received PBIS Advanced Tiers training and began implementation of Tier II practices. Due to just beginning implementation and not having time to implement all processes for Tier II during 2022-2023, these schools were not considered to have been implementing Tier II practices fully. Therefore, Tier II TFI data for Cohort 5A schools and survey data regarding perceptions of Tier II practices were not included in this evaluation report. As previously noted, schools in Cohort 5B will receive Advanced Tiers training sessions in October and December 2023 and January 2024. It is the expectation that all schools reach Tier II fidelity (i.e., 80% on the Tier II TFI) by spring 2025.

Table 19: PBIS Cohorts and Tier II Implementation Progress

PBIS Cohort	Number of School Sites	Tier II Implementation Status as of 2022-2023	Included in Evaluation of Tier II Practices
Cohorts 1 and 2	20 schools (10 elementary, 6 middle, 4 high)	Received Advanced Tiers training prior to 2022-2023 and implementing Tier II practices	Yes
Cohort 3	19 schools (16 elementary, 3 middle)	Received Advanced Tiers training prior to 2022-2023 and implementing Tier II practices	Yes
Cohort 4	21 schools (17 elementary, 4 middle)	Received Advanced Tiers training prior to 2022-2023 and implementing Tier II practices	Yes
Cohort 5A	16 schools (13 elementary, 3 middle)	Received Advanced Tiers training in winter and began implementing Tier II practices	No
Cohort 5B	8 schools (8 high)	Will receive Advanced Tiers training during 2023-2024	No

Consistent with the implementation process at Tier I and Tier II, after reaching and sustaining fidelity at Tier II for one year (i.e., 80% on the TFI), schools begin to focus on implementing Tier III practices the following year. As of the 2022-2023 school year, only one elementary school had begun implementing Tier III PBIS practices. Baseline data for Tier III fidelity was collected in spring 2023 for this school. It is the expectation of staff in the Office of Student Support Services that all schools will have baseline Tier III fidelity data collected by spring 2025.

Student Demographic Characteristics in Schools Implementing PBIS Tier II

The second evaluation question focused on the demographic characteristics of the students who were enrolled in schools that implemented PBIS Tier II practices during the 2022-2023 school year. Comparisons were made to the demographic characteristics of students who were enrolled in schools that were not implementing PBIS Tier II practices. Differences of 5 percentage points or larger between the groups are noted. As shown in Table 20, at all school levels, schools implementing PBIS Tier II practices during 2022-2023 had higher percentages of students who were economically disadvantaged and lower percentages of students identified as gifted compared to schools not implementing PBIS Tier II practices. At the elementary school and middle school levels, schools implementing PBIS Tier II practices during 2022-2023 had higher percentages of Black students and lower percentages of White students compared to schools not implementing PBIS Tier II practices. In addition, at the middle school level, there was a higher percentage of Asian students at schools implementing PBIS Tier II practices than at the schools not implementing PBIS Tier II practices. Schools implementing PBIS Tier II practices during 2022-2023 did not differ from schools not implementing PBIS Tier II practices based on any other student characteristics.

Table 20: Student Characteristics for Schools Implementing PBIS Tier II Practices

Student Characteristics	Elementary		Middle		High	
	Tier II Schools (N=43)	Non-Tier II Schools (N=13)	Tier II Schools (N=13)	Non-Tier II Schools (N=3)	Tier II Schools (N=5)	Non-Tier II Schools (N=8)
Female	49%	48%	49%	48%	47%	49%
Male	51%	52%	51%	52%	53%	51%
American Indian	<1%	<1%	<1%	<1%	<1%	<1%
Asian	6%	5%	5%*	11%*	5%	8%
Black	24%*	13%*	26%*	15%*	26%	23%
Hispanic	15%	12%	14%	12%	14%	12%
Native Hawaiian/Pacific Islander	1%	1%	<1%	1%	<1%	1%
Multiracial	12%	11%	11%	10%	10%	10%
White	42%*	59%*	44%*	52%*	45%	46%
Economically Disadvantaged	54%*	35%*	50%*	38%*	50%*	26%*
Students with Disabilities	12%	10%	13%	9%	11%	11%
English Learner Students	6%	4%	5%	5%	4%	3%
Identified Gifted	11%*	20%*	19%*	41%*	15%*	22%*

Note: Based on September 30, 2022 data. Economically disadvantaged data are based on Free and Reduced lunch percentages from the November 2022 report.
*Difference of 5 percentage points or larger.

Staff Involvement and Familiarity with Tier II PBIS Practices

The next evaluation question focused on the extent to which staff members were involved and familiar with PBIS Tier II components. Due to Tier II practices focusing on smaller groups of students needing additional support, it was expected that fewer staff members would be directly involved with Tier II practices. Staff were only provided survey items about their perceptions of Tier II practices if they indicated they had involvement with any of the Tier II practices during the 2022-2023 school year. Staff involvement with Tier II practices could have included referring a student for Tier II supports, working with a student who received Tier II supports, serving as a mentor or facilitator for a small group of students receiving Tier II supports, selecting or monitoring Tier II supports, or being a member of the PBIS Tier II team at their school.

When staff were surveyed about whether they were involved with PBIS Tier II practices, across all staff groups, higher percentages of elementary school staff indicated involvement in Tier II practices than secondary staff (see Table 21). Also, higher percentages of administrators at all levels indicated they had involvement (from 72% to 88%) compared to the other staff groups (from 24% to 43%) (see Table 21). The number of respondents who indicated they had involvement is included in Table 21 for reference.

Table 21: Percentages of Staff Who Indicated They Were Involved With PBIS Tier II Practices

Survey Group	Elem	Middle	High	Total
Teachers	43% (N=253)	36% (N=167)	24% (N=54)	37% (N=474)
Administrators	88% (N=58)	81% (N=21)	72% (N=13)	83% (N=85)
Other Instructional Staff	32% (N=118)	28% (N=30)	25% (N=6)	31% (N=154)

Staff who had involvement with PBIS Tier II practices were asked their familiarity with their school's PBIS Tier II implementation. Overall, 98 percent of teachers, 99 percent of administrators, and 99 percent of other instructional staff who were involved with Tier II practices indicated they were either very familiar or somewhat familiar with their school's PBIS implementation. Comparisons by school level showed that at least 92 percent of staff in each group and school level were familiar (see Table 22).

Table 22: Percentages of Staff Who Indicated They Were Very Familiar or Somewhat Familiar With School's PBIS Tier II Implementation

Survey Group	Elem	Middle	High	Total
Teachers	99%	98%	98%	98%
Administrators	100%	100%	92%	99%
Other Instructional Staff	99%	100%	^	99%

Note: ^Less than 10 respondents.

In addition, at least 91 percent of each staff group at all levels agreed they understood the practices that were part of their school's PBIS Tier II implementation (see Table 23).

Table 23: Staff Agreement Percentages Regarding Understanding of Tier II Practices

Survey Group	Elem	Middle	High	Total
Teachers	93%	91%	91%	92%
Administrators	100%	100%	92%	99%
Other Instructional Staff	93%	93%	^	93%

Note: ^Less than 10 respondents.

PBIS Tier II Practices and Related Goals and Objectives

The fourth evaluation question focused on the components of PBIS Tier II practices as well as progress toward meeting related implementation goals and objectives. At the Tier II level, supports are provided to 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. Tier II interventions for students that are more likely to have positive impacts are those that are continuously available, rapidly accessible, low effort for teachers, aligned with the schoolwide expectations, implemented by all staff within a school, flexible and based on assessment data, function-based, allocated with adequate resources, actively participated in by students, and continuously monitored.[21]

During the evaluation planning phase, goals and objectives related to the implementation of PBIS were developed, and implementation goals were included for the Advanced Tiers, including Tier II. The TFI provides

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

- Tier II team composition and meetings
- Tier II policies and procedures: Student identification, requesting assistance, and selecting interventions
- Tier II interventions and supports
- Data review and use
- Professional learning

PBIS Tier II Team Composition and Meetings

A foundational component of PBIS at the Tier II level is a PBIS Tier II team at each school that establishes systems and practices for students requiring Tier II support, including ensuring students receive timely access to interventions, oversee implementation, and monitor student progress and overall outcomes through data.[22] According to guidance from the VBCPS PBIS division coaching team posted on the PBIS Fundamentals Google site, PBIS Tier II teams should include the following: an administrator, team lead/coordinator, data analyst, member(s) with applied behavioral expertise, and other members with knowledge of students.[23] In addition, the VBCPS PBIS division coaching team offers suggestions for ways schools could coordinate their Tier II team meetings, including PBIS Tier I and Tier II teams meeting at different times, Tier I and Tier II team members meeting jointly, or leveraging the school's Student Response Team (SRT) to function as the Tier II team to monitor Tier II interventions.[24] It is important to note that Tier I and Tier II teams have different functions and purposes; therefore, if PBIS Tier I and Tier II teams meet jointly, the VBCPS PBIS division coaching team suggests that the teams would need to separate to discuss their different agenda items.

On the 2022-2023 survey, staff who had involvement with PBIS Tier II practices were asked whether they were a member of their school's PBIS Tier II team. Overall, 19 percent of teachers, 84 percent of administrators, and 27 percent of other instructional staff who indicated they were involved with Tier II practices indicated they were on their school's PBIS Tier II team. As shown in Table 24, most elementary school administrators (92%) and the majority of middle school (76%) and high school (67%) administrators indicated they were a PBIS Tier II team member at their school. Staff who indicated they were a member of their school's PBIS Tier II team were provided some additional survey items specifically about the operation of the team and results are noted in the appropriate sections below.

Table 24: Percentages of Staff Involved With PBIS Who Indicated They Were PBIS Tier II Team Members

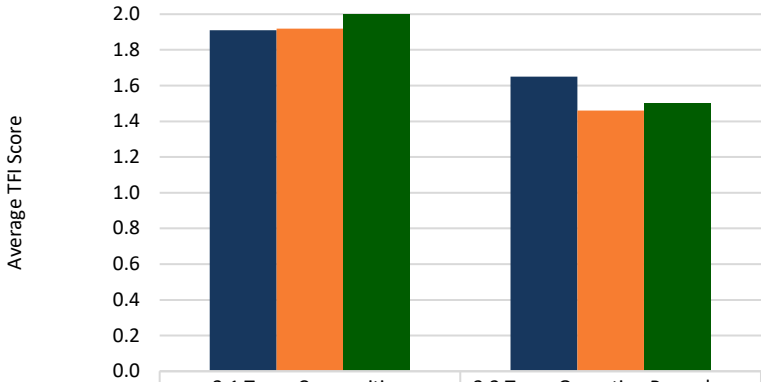
Survey Group	Elem	Middle	High	Total
Teachers	20%	18%	15%	19%
Administrators	92%	76%	67%	84%
Other Instructional Staff	26%	34%	^	27%

Note: ^Less than 10 respondents.

Based on the Team Composition feature on the TFI, a school's Tier II team must include a Tier II systems coordinator and individuals able to provide the following: applied behavioral expertise, administrative authority, knowledge of students, and knowledge about operation of school across grade levels and programs. In addition, the Team Operating Procedures TFI feature stipulates that Tier II 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 4, schools had higher average fidelity scores for the Team Composition item than the Team Operating Procedures item. The Team Composition TFI data by school level showed relatively high average scores at all levels, and the maximum score (2.0) was reached at the high school level for the Team Composition item. The Team Operating Procedures TFI data showed that the average fidelity score was higher at the elementary school level than at the secondary level (see Figure 4).

Figure 4: Average TFI Team Item Scores by School Level



	2.1 Team Composition	2.2 Team Operating Procedures
Elementary	1.91	1.65
Middle	1.92	1.46
High	2.00	1.50

Tier II Policies and Procedures

Important components of PBIS at the Tier II level are the policies and procedures related to identifying students who require Tier II supports, requesting assistance from the Tier II team, and selecting interventions. The goal related to PBIS policies and procedures is **"Schools establish policies and procedures for implementing PBIS Advanced Tiers practices."** The Tier II related objective for this goal is **"Schools have clearly defined policies and procedures for identifying students who require Tier II supports, requesting assistance, and selecting interventions as measured by scores of 2 on relevant TFI features (e.g., 2.3, 2.4, and 2.7) and staff survey responses."**

Student Identification Procedures

According to guidance from the VBCPS PBIS division coaching team posted on the PBIS Fundamentals Google site, school Tier II teams should use decision rules and multiple sources of data to identify students who require Tier II supports.[25] Decision rules are universal guidelines for determining access to increased support and allow teams to be equitable in identifying students who may need small group and/or individual interventions in addition to Tier I supports. Decision rules are generally based on multiple sources of data, including in the areas of academics, social-emotional learning, and behavior. Example forms used for screening students for Tier II supports were provided by the VBCPS PBIS division coaching team. Example decision rules include students being identified as at risk if they have five or more office discipline referrals or being at-risk if they have four to six absences within a quarter. PBIS.org provides examples of data that could be used when considering which students may need additional support: office disciplinary referrals, screening instrument scores, teacher nominations, parent and support service recommendations, and formative assessments.[26] It is suggested that schools select and use multiple techniques.

Staff who indicated they had involvement with PBIS Tier II practices were surveyed about knowing how to identify students who require Tier II support or interventions. Overall, at least 88 percent of teachers at all

levels agreed they knew how to identify students who require Tier II supports or interventions. A higher percentage of elementary school teachers agreed than secondary teachers. Nearly all administrators and other instructional staff at all levels agreed they knew how to identify students who require Tier II supports or interventions (see Table 25).

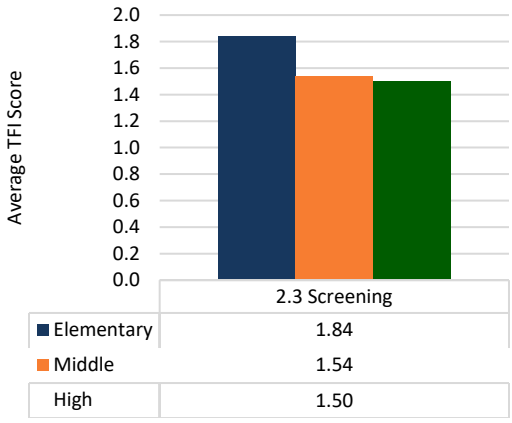
Table 25: Staff Agreement Percentages Regarding Knowing How to Identify Students Who Require Tier II Supports or Interventions

Survey Group	Elem	Middle	High	Total
Teachers	96%	88%	91%	92%
Administrators	100%	100%	100%	100%
Other Instructional Staff	97%	100%	^	97%

Note: ^Less than 10 respondents.

The TFI item related to identifying students for Tier II supports is Screening. Screening is focused on Tier II teams using decision rules and multiple sources of data to identify students who require Tier II supports. As shown in Figure 5, the average TFI score was higher at the elementary school level than the secondary levels. This pattern by level was consistent with perception data for teachers regarding their awareness of procedures for identifying students for Tier II supports.

Figure 5: Average TFI Item Scores on Screening



Request for Assistance Process

As part of the PBIS Tier II implementation, it is recommended that there is an established procedure for staff to request assistance from the Tier II team and there must be processes in place for the team to respond within 3 days. According to information provided by the VBCPS PBIS division coaching team through the PBIS Fundamentals Google site, a request for assistance form could be completed if a staff member feels that the student may require additional support or intervention prior to referring the student for administrative disciplinary action.[27] Through this Google site, the division coaching team provided sample request for assistance forms that schools could use. The sample forms include documentation of a student's behavioral or academic concerns as well as the modifications that have been attempted.

Staff who indicated they had involvement with Tier II practices on the survey were also provided survey items about having a process for staff to request assistance from Tier II teams. At least 83 percent of teachers, 92 percent of administrators, and 90 percent of other instructional staff at all levels agreed they knew how to request assistance from the Tier II team at their school to help support students (see Table 26). All administrators at the elementary school and middle school levels agreed.

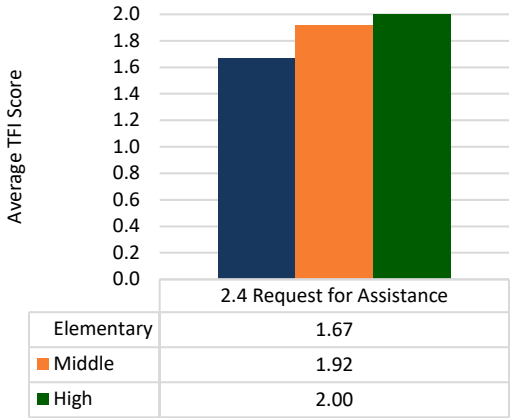
Table 26: Staff Agreement Percentages Regarding Knowing How to Request Assistance from the Tier II Team

Survey Group	Elem	Middle	High	Total
Teachers	91%	83%	87%	88%
Administrators	100%	100%	92%	99%
Other Instructional Staff	90%	90%	^	90%

Note: ^Less than 10 respondents.

The related TFI item is Request for Assistance. This TFI item focused on Tier II teams using written request for assistance forms and processes that are timely and available to all staff, families, and students. In addition, there must be a written request for assistance form and processes in place for the team to respond to requests within 3 days. As shown in Figure 6, secondary schools had higher average TFI scores than elementary schools. The maximum score (2.0) was reached at the high school level.

Figure 6: Average TFI Item Scores on Request for Assistance



Procedures for Selecting Interventions

An additional procedure that must be in place related to Tier II practices is a formal process for selecting Tier II interventions. According to guidance from the VBCPS PBIS division coaching team posted on the PBIS Fundamentals Google site, to understand and select interventions, staff must have a foundational understanding of behavior. In addition, to help understand how to intervene most effectively, staff must understand the common functions of behavior. Through the Google site, to inform the process of how to select appropriate interventions, staff were provided with information about behaviors being expressions of need as well as the various types of student needs, such as emotional, relational, physical, and control needs.[28] In addition, division staff created the VBCPS Tiered Resource Map for Social-Emotional and Behavioral Support document that includes detailed information about various supports provided throughout VBCPS. For each support listed within this document, there is information about the intended group who would receive the support, the division contact person, whether the intervention is evidence or research-based, and the type of data used for progress monitoring.[29]

As shown in Table 27, overall, at least 81 percent of teachers and 87 percent of other instructional staff at all levels and all administrators agreed they knew how to select Tier II supports or interventions to support students.

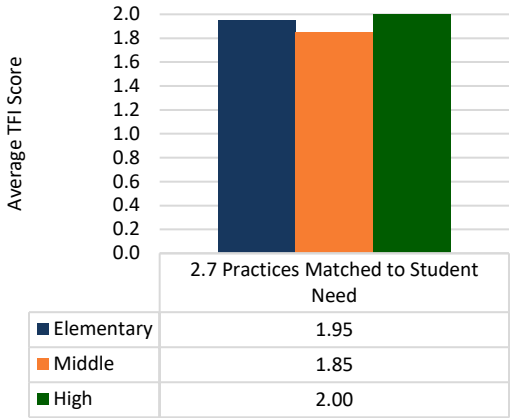
Table 27: Staff Agreement Regarding Knowing How to Select Tier II Supports or Interventions

Survey Group	Elem	Middle	High	Total
Teachers	94%	82%	81%	88%
Administrators	100%	100%	100%	100%
Other Instructional Staff	87%	90%	^	88%

Note: ^Less than 10 respondents.

The TFI item related to selecting interventions is Practices Matched to Student Need. This TFI item focused on having a formal process in place to select Tier II interventions that are matched to student need (e.g., behavior function) and adapted to improve contextual fit (e.g., culture, developmental level). As shown in Figure 7, overall, scores on this TFI item were relatively high at all school levels, and the maximum score (2.0) was reached at the high school level.

Figure 7: Average TFI Item Scores on Practices Matched to Student Need



Tier II Interventions and Supports

At the Tier II level, supports generally involve a broad range of group interventions. The TFI assessment has several suggestions related to these PBIS Tier II interventions, including Tier II support interventions providing additional instruction/time for student skill development, additional structure/predictability, and/or increased opportunity for feedback (e.g., daily progress report); Tier II supports being explicitly linked to Tier I supports and students receiving Tier II supports having access to, and included in Tier I supports; and Tier II teams having multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.

The goal related to Tier II interventions and supports is **"Schools provide appropriate and effective PBIS Advanced Tiers interventions and supports to students in need and engage the community as needed to support interventions."** Objectives for this goal focused on (1) intervention components, (2) support alignment, and (3) intervention effectiveness.

Intervention Components

According to guidance from the VBCPS PBIS division coaching team posted on the PBIS Fundamentals Google site, the critical features of an evidence-based Tier II intervention include: additional instruction on skills (i.e., prosocial, emotional, academic), increased regular feedback, increased structure and prompts, increased intensity of data collection, increased family engagement, and an efficient system for access and delivery of intervention.[30] Along with the information about features of Tier II interventions on the Google site, the division coaching team also provided examples of these features using a specific Tier II intervention, Check In

Check Out (CICO), which involves a morning check in and afternoon check out as well as repeated checks on behavior throughout the day. On the PBIS Fundamentals Google site, there is detailed information for staff about the intervention, including the critical features that the intervention provides, and the steps involved in implementing the CICO intervention process. In addition, on the PBIS Fundamentals Google site, the VBCPS PBIS division coaching team provided sample daily progress reports that can be used for providing feedback and progress monitoring when implementing interventions and supports.

The *intervention components objective* for the Tier II interventions and supports goal is **"Schools ensure that Tier II behavior support interventions provide additional instruction/time for student skill development, additional structure/predictability, and/or increased opportunity for feedback as measured by a score of 2 on TFI feature 2.6 and staff survey responses."**

Overall, slightly higher percentages of teachers indicated that Tier II supports or interventions provided students with additional structure/predictability (86%) and increased opportunity for feedback about progress (89%) than additional instruction/time for skill development (79%) (see Table 28). Comparisons by school level showed that higher percentages of elementary school and high school teachers agreed that Tier II supports or interventions included these three features than middle school teachers.

Table 28: Teacher Agreement Percentages Regarding Tier II Supports Including Three Critical Features

Survey Item: Tier II supports or interventions provide students with the following…	Elem	Middle	High	Total
Additional instruction/time for skill development	82%	74%	78%	79%
Additional structure/predictability	89%	83%	86%	86%
Increased opportunity for feedback about progress	90%	87%	91%	89%

Nearly all administrators at all levels agreed that Tier II supports or interventions included these three critical features, while from 85 to 96 percent of other instructional staff at elementary and middle school levels agreed (see Table 29).

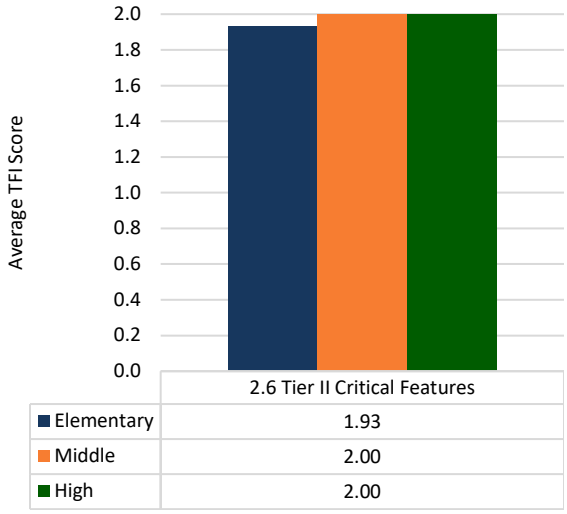
Table 29: Administrator and Other Instructional Staff Agreement Regarding Tier II Supports Including Three Critical Features

Survey Item: Tier II supports or interventions provide students with the following…	Administrators				Other Instructional Staff			
	Elem	Middle	High	Total	Elem	Middle	High	Total
Additional instruction/time for skill development	100%	100%	100%	100%	85%	96%	^	87%
Additional structure/predictability	100%	100%	92%	99%	87%	92%	^	88%
Increased opportunity for feedback about progress	100%	100%	100%	100%	91%	92%	^	91%

Note: ^Less than 10 respondents.

The TFI item related to the components of Tier II interventions and supports is Tier II Critical Features. This item is focused on Tier II behavior support interventions providing additional instruction/time for student skill development, additional structure/predictability, and increased opportunity for feedback (e.g., daily progress report). Comparisons by school level showed relatively high average TFI scores at all levels (see Figure 8). The maximum score (2.0) was reached at the middle school and high school levels.

Figure 8: Average TFI Item Scores on Tier II Critical Features



Support Alignment

Another important component of Tier II interventions and supports is their link to Tier I supports. Tier I PBIS practices provide a framework for interventions and supports that are provided at the Tier II level. Tier I supports include relationship and community building, common language of expectations, consistent structure and routines, student engagement, prosocial behavior acknowledgment, and effective responses to inappropriate behavior.[31] Therefore, Tier II supports should also be consistent with these practices (e.g., consistent language across the expectations utilized during group interventions). In addition, students who receive Tier II supports must also have access to the schoolwide acknowledgement system at the Tier I level.

The *support alignment objective* for the Tier II interventions and supports goal is **"Schools ensure that Advanced Tiers support plans are explicitly linked to all other provided supports (i.e., at other tiers of support), and students who are receiving Advanced Tiers supports have access to supports at other tiers as measured by scores of 2 on relevant TFI features (e.g., 2.8) and staff survey responses."** Overall, staff at all levels had relatively high agreement that students had access to Tier I universal supports and Tier II supports or interventions are aligned with the schoolwide expectations. At least 83 percent of teachers agreed that Tier II supports or interventions were aligned with their school's schoolwide behavioral expectations (e.g., consistent language) and at least 93 percent of teachers agreed that students who received Tier II supports or interventions also had access to all Tier I universal supports (see Table 30).

Table 30: Teacher Agreement Percentages Regarding Tier II Support Alignment With Tier I Practices

Survey Item	Elem	Middle	High	Total
Tier II supports or interventions are aligned with my school's schoolwide behavioral expectations (e.g., consistent language).	93%	83%	90%	89%
Students who receive Tier II supports or interventions also have access to all Tier I universal supports.	96%	93%	96%	95%

In addition, at least 83 percent of administrators and 87 percent of other instructional staff at all levels agreed Tier II supports or interventions were aligned with their school's schoolwide behavioral expectations and that students who received Tier II supports also had access to Tier I universal supports (see Table 31).

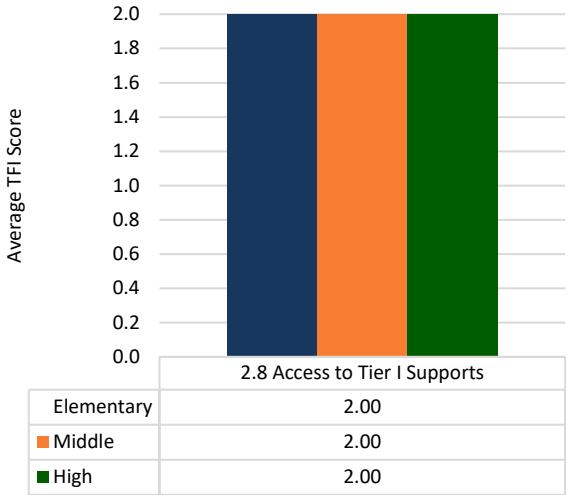
Table 31: Administrator and Other Instructional Staff Agreement Regarding Tier II Support Alignment With Tier I Practices

Survey Item	Administrators				Other Instructional Staff			
	Elem	Middle	High	Total	Elem	Middle	High	Total
Tier II supports or interventions are aligned with my school's schoolwide behavioral expectations (e.g., consistent language).	100%	100%	83%	98%	87%	90%	^	87%
Students who receive Tier II supports or interventions also have access to all Tier I universal supports.	100%	100%	92%	99%	96%	97%	^	96%

Note: ^Less than 10 respondents.

The TFI item related to support alignment is Access to Tier I Supports. This item is focused on both Tier II supports being explicitly linked to Tier I supports, and students receiving Tier II supports having access to and being included in Tier I supports. As shown in Figure 9, the average score for the Access to Tier I Supports item was a 2 (the maximum score) for all school levels.

Figure 9: Average TFI Item Scores on Access to Tier I Supports



Intervention Effectiveness

Tier II interventions should also be evidence-based and matched to individual students' needs. Through the VBCPS PBIS Fundamentals Google site, the VBCPS division coaching team provided staff with details about how behaviors are expressions of need, with specifics about the various types of student needs, including emotional, relational, physical, and control needs.[32] For each of these needs, staff were provided with various routines and supports that could be provided to support students in each of these areas. For example, for students who require support for their emotional needs, the division coaching staff provided a suggestion for using the Calming Strategies Toolbox, which includes the following strategies: Calm your body. Calm your thoughts. Express yourself. Change your space. Take care of yourself.[33]

The *intervention effectiveness objective* for the Tier II interventions and supports goal is **"School Tier II teams implement multiple ongoing behavior support interventions that have documented evidence of**

effectiveness and are matched to student need as measured by a score of 2 on TFI feature 2.5 and staff survey responses."

Only staff who indicated they were Tier II team members were surveyed about the Tier II team implementing interventions that were evidence based and matched students' needs. Nearly all Tier II team members at all levels (at least 96%) agreed that Tier II supports or interventions implemented by their school's PBIS Tier II team were evidence-based practices (see Table 32). In addition, at least 89 percent at all levels agreed that Tier II supports or interventions implemented by their school's PBIS Tier II team were matched to their students' needs.

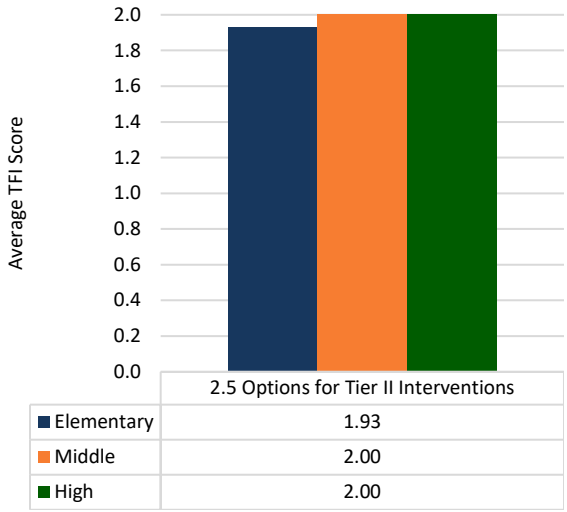
Table 32: Tier II Team Member Perceptions Regarding Tier II Supports Being Evidence-Based and Matching Students' Needs

Survey Item: Tier II supports or interventions implemented by my school's PBIS Tier II team are	Elem	Middle	High	Total
Evidence-based practices.	96%	96%	100%	96%
Matched to my students' needs.	95%	89%	94%	93%

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

The TFI item related to intervention effectiveness is Options for Tier II Interventions. Options for Tier II Interventions is focused on Tier II teams having multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need. Results showed high average TFI scores at all levels (see Figure 10). The maximum score (2.0) was reached at the middle school and high school levels.

Figure 10: Average TFI Item Scores on Options for Tier II Interventions



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.[34] At the Tier II level, it is expected that PBIS leadership teams review data related to various aspects of providing interventions for students. In particular, Tier II teams are expected to track the proportion of students who receive Tier II supports with the expectation that approximately 5 to 15 percent of students are receiving Tier II supports.[35] In addition, data for students who are receiving the Tier II supports or interventions are expected to be tracked to monitor the percentage of students who are experiencing success. The individual student data should also be used to inform decision rules to adjust the Tier II interventions or supports for students (i.e., intensify or fade support). Tier II teams are also expected to review fidelity for all

Tier II practices and annually assess the overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and ongoing support to implementers.

As previously noted, a data analytics platform, Unified Insights, was purchased for the school division during the 2021-2022 school year. During the 2022-2023 school year, building administrators had access to data within the Unified Insights platform, and school PBIS teams, in collaboration with administrators and division coaches, were encouraged to use the platform for monitoring PBIS-related data. According to the PBIS specialist, during the 2022-2023 school year, PBIS Tier II teams used systems created at their own sites, such as Google forms, to track data for students who were receiving Tier II supports or interventions.[36] In addition, the Synergy Multi-Tiered Systems of Support (MTSS) product is being piloted with four schools (two elementary schools and one school at each secondary level) during the 2023-2024 school year. This product aims to provide schools the ability to manage and track individual student data upon receiving interventions and supports.

The goal related to data review and use is **"Data are reviewed and used regularly to inform decision making on PBIS Advanced Tiers practices."** Objectives for this goal focused on (1) student progress monitoring and (2) data review to inform PBIS practices.

The *student progress monitoring objective* for the data review and use goal is **"School PBIS Tier II teams use student data and decision rules at least monthly to monitor progress and alter Tier II supports as needed as measured by a score of 2 on TFI features 2.11 and staff survey responses."** Staff who indicated they were PBIS Tier II team members were surveyed about the use of student data and decision rules to monitor progress of students participating in interventions. At least 91 percent of Tier II team members at all levels agreed their school's PBIS Tier II team monitored the progress of students participating in interventions (see Table 33).

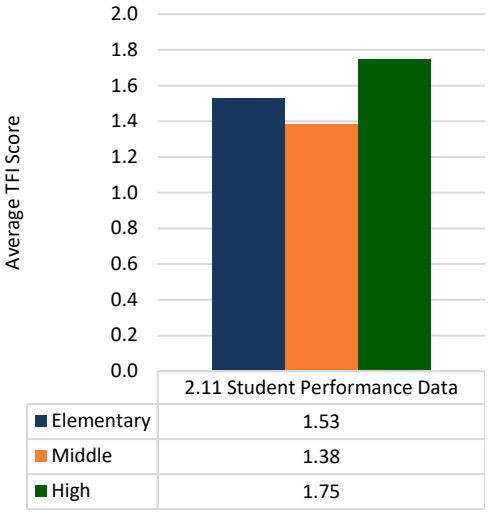
Table 33: PBIS Tier II Team Member Agreement Percentages Regarding Monitoring Progress of Students Participating in Interventions

Survey Item	Elem	Middle	High	Total
My school's PBIS Tier II team monitors the progress of students participating in interventions.	92%	91%	94%	92%

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

The TFI item related to student progress monitoring is Student Performance Data. This item is focused on Tier II team members tracking the proportion of students experiencing success (percentage of participating students being successful) and using Tier II intervention outcomes data and decision rules for progress monitoring and modification. As shown in Figure 11, high schools had the highest average score, followed by elementary schools and middle schools.

Figure 11: Average TFI Item Scores on Student Performance Data



The *data review to inform PBIS practices objective* for the data review and use goal is **"School PBIS Tier II and Tier III teams monitor and review student and fidelity data to inform decision making regarding Advanced Tiers practices as measured by scores of 2 on relevant TFI features (e.g., 2.10 and 2.12) and staff survey responses."**

When staff who indicated they were Tier II team members were surveyed about monitoring data, at least 85 percent of Tier II PBIS team members at all levels agreed their school's PBIS Tier II team monitored the proportion of students participating in Tier II supports (see Table 34). In addition, at least 87 percent of Tier II PBIS team members at all levels agreed that their team monitors the fidelity of Tier II supports or interventions (see Table 34). Overall, there were lower percentages of middle school staff who agreed that their school's PBIS Tier II team monitored data compared to elementary school and high school staff.

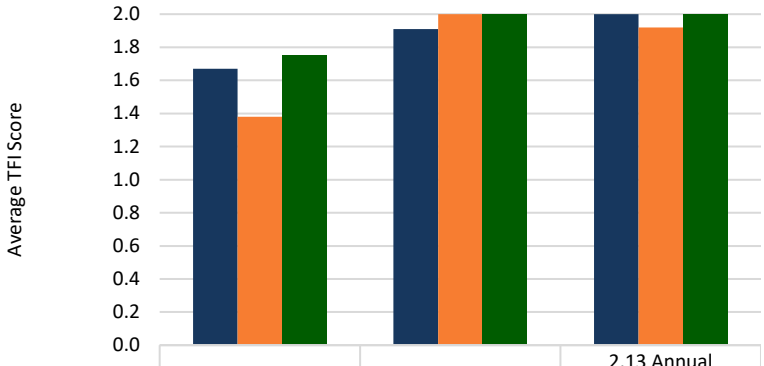
Table 34: PBIS Tier II Team Member Agreement Percentages Regarding Monitoring Data

Survey Item	Elem	Middle	High	Total
My school's PBIS Tier II team monitors the proportion of students participating in Tier II supports.	94%	85%	94%	91%
My school's PBIS Tier II team monitors the fidelity of Tier II supports or interventions.	94%	87%	94%	92%

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

The TFI items related to data review are Level of Use, Fidelity Data, and Annual Evaluation. Level of Use is focused on Tier II teams following a written process to track the proportion of students participating in Tier II supports. In addition, Fidelity Data is focused on Tier II teams having a protocol for ongoing review of fidelity data for each Tier II practice. Annual Evaluation is focused on Tier II teams assessing overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers. Annual Evaluation TFI scores were not formally included as a measure of the objective, but are shown in Figure 12 for reference. For the Level of Use item, there were higher average TFI scores at the elementary school and high school levels compared to the middle school level, which is consistent with the related perception data. Regarding Fidelity Data and Annual Evaluation, all school levels showed relatively high average TFI scores. The maximum score (2.0) was reached at the middle school and high school levels on the Fidelity Data item and at the elementary school and high school levels on the Annual Evaluation item.

Figure 12: Average TFI Item Scores on Level of Use, Fidelity Data, and Annual Evaluation



	2.10 Level of Use	2.12 Fidelity Data	2.13 Annual Evaluation
Elementary	1.67	1.91	2.00
Middle	1.38	2.00	1.92
High	1.75	2.00	2.00

Professional Learning

Professional learning is another key feature of PBIS implementation. For the 2022-2023 school year, all division schools were offered PBIS Nuts and Bolts training sessions in August 2022, which provided information related to PBIS Tier I. Other conferences that were held in August 2022 in preparation for the school year (i.e., Instructional Technology Conference, Title I Conference, VBCPS New Educator Conference) included sessions on PBIS practices. In August 2022, VBCPS bus drivers were also provided professional learning on PBIS Tier I practices. In January 2023, sessions were held for special education bus drivers and assistants as well as teacher assistants regarding PBIS Tier I practices. In April 2023, all division cafeteria staff were invited to participate in a professional learning session on PBIS and behavior basics through a recorded module. All school building leaders attended principal league meetings in September and November 2022 that provided information on PBIS related to reviewing data in Unified Insights.

Regarding professional learning for PBIS Advanced Tiers, Cohorts 1 through 4 (43 elementary schools, 13 middle schools, 4 high school sites) received PBIS Advanced Tiers training prior to the 2022-2023 school year and were prepared to implement and complete the TFI focused on Tier II practices during 2022-2023. Staff at schools in Cohort 5A (13 elementary schools, 3 middle schools) participated in Advanced Tiers training for the first time in October 2022 and January and February 2023. In March 2023, all new division assistant principals and administrative assistants were invited to participate in professional learning about PBIS and the Student Response Team (SRT) process. The PBIS division coaching team also created a series of video modules to provide staff optional lessons on PBIS Tier II practices through the PBIS Fundamentals: A Learning Series Google site.[37] On the Google website, video modules were provided for the following Tier II-related topics: Tier II overview; Tier II teaming; screening and request for assistance; options for interventions, practices matched to student need, and access to Tier I universal supports; Tier II critical features; Tier II professional development; level of use and student performance data; and Tier II fidelity and evaluation. Through this website, staff were provided information regarding screening and referring students to Tier II supports or interventions as well as aspects of implementing Tier II interventions, which included examples of progress reports and behavior feedback procedures as well as information related to monitoring students' progress using data. There is also information posted on the PBIS Resources Google site regarding Tier II Classroom strategies.[38]

The PBIS goal related to professional learning is **"Professional learning opportunities provide relevant staff with effective support and information to successfully implement PBIS Advanced Tiers practices within their school."** The objective for this goal focused on intervention delivery.

The *intervention delivery objective* for the professional learning goal is **"Professional learning is provided (e.g., teaching and coaching) to all relevant staff on intervention delivery, including referring students and implementing Tier II interventions as measured by a score of 2 on TFI feature 2.9 and staff survey responses."** Overall, relatively low percentages of staff who were involved with PBIS Tier II indicated they participated in related professional learning. Of teachers who indicated they were involved with PBIS Tier II practices, 66 percent indicated they received professional learning regarding how to refer students to Tier II supports or interventions and 69 percent indicated they received professional learning regarding how to implement Tier II supports or interventions, including using progress reports, delivering feedback, and monitoring student progress. Higher percentages of elementary school teachers indicated they received professional learning on how to refer students compared to secondary teachers, while higher percentages of elementary school and high school teachers indicated receiving professional learning on how to implement Tier II supports or interventions compared to the middle school teachers (see Table 35).

Table 35: Teacher Agreement Percentages Regarding Receiving PBIS-Related Professional Learning

Survey Item	Elem	Middle	High	Total
How to refer students to Tier II supports or interventions	73%	56%	62%	66%
How to implement Tier II supports or interventions, including using progress reports, delivering feedback, and monitoring student progress	72%	62%	70%	69%

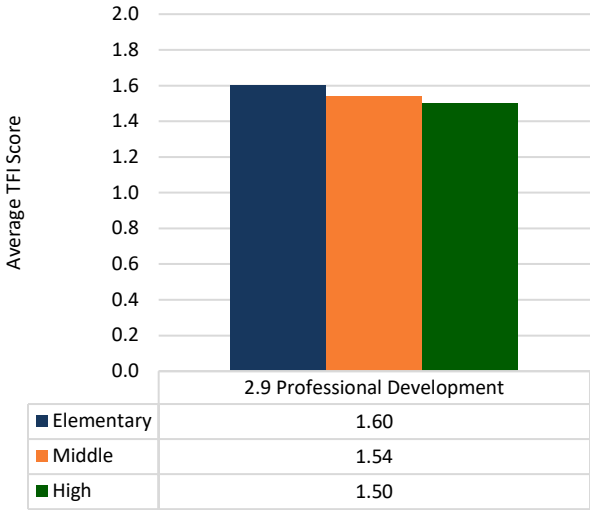
Of administrators who indicated involvement with PBIS Tier II practices, at least 80 percent at all levels indicated they received professional learning regarding how to refer students to Tier II supports or interventions and at least 75 percent indicated they received professional learning regarding how to implement Tier II supports or interventions, including using progress reports, delivering feedback, and monitoring student progress (see Table 36). In addition, overall, from 63 to 79 percent of other instructional staff at elementary and middle schools indicated they participated in professional learning in these areas.

Table 36: Administrator and Other Instructional Staff Agreement Percentages Regarding Receiving PBIS-Related Professional Learning

Survey Item	Administrators				Other Instructional Staff			
	Elem	Middle	High	Total	Elem	Middle	High	Total
How to refer students to Tier II supports or interventions	92%	80%	92%	89%	64%	66%	^	65%
How to implement Tier II supports or interventions, including using progress reports, delivering feedback, and monitoring student progress	78%	75%	83%	78%	63%	79%	^	66%

The TFI item, Professional Development, is focused on having a written process for teaching all relevant staff on how to refer students and all aspects of intervention delivery: request for assistance process, using progress reports as an instructional prompt, delivering feedback, and monitoring student progress. Average fidelity scores by school level in Figure 13 showed that elementary schools had a higher average TFI score followed by middle schools and then high schools.

Figure 13: Average TFI Item Scores on Professional Learning



Summary of PBIS Tier II Implementation Fidelity by School Level and Change

Implementation Fidelity by School Level

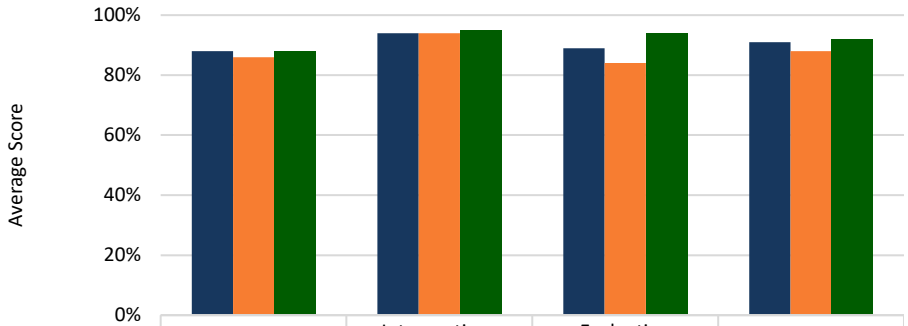
This section of the report summarizes the Tier II TFI data from schools in Cohorts 1 through 4 included in this evaluation. Based on the TFI Tier II data collected during 2022-2023 and the fidelity categories that were established based on the research literature, overall, 93 percent of schools (N=56) were in the "High Fidelity" group with an aggregate Tier II TFI percentage from 80 to 100. Additionally, 5 percent of schools (N=3) were in the "Adequate Fidelity" group with an aggregate Tier II TFI percentage from 70 to 79. One school (N=1) was in the "Partial Fidelity" group with an aggregate TFI percentage of 69 or below. Table 37 shows the number and percentage of sites at each school level within the fidelity groups.

Table 37: Sites by Implementation Fidelity Category and School Level

School Level of Site	High (N=56: 93%)	Adequate (N=3: 5%)	Partial (N=1: 2%)	Total (N=60)
Elementary	40 (93%)	2 (5%)	1 (2%)	43
Middle	12 (92%)	1 (8%)	0	13
High	4 (100%)	0	0	4

Figure 14 displays the average percentages that schools had on each TFI subscale, as well as the overall aggregate fidelity percentage by school level. The Interventions subscale had higher fidelity ratings than the Teams and Evaluation subscales. On the Teams and Interventions subscales, there was little variation among the school levels (see Figure 14). For the Evaluation subscale as well as overall fidelity, elementary schools and high schools had slightly higher average fidelity scores compared to the middle schools.

Figure 14: Average Percentage Scores on TFI Subscales and Overall by School Level

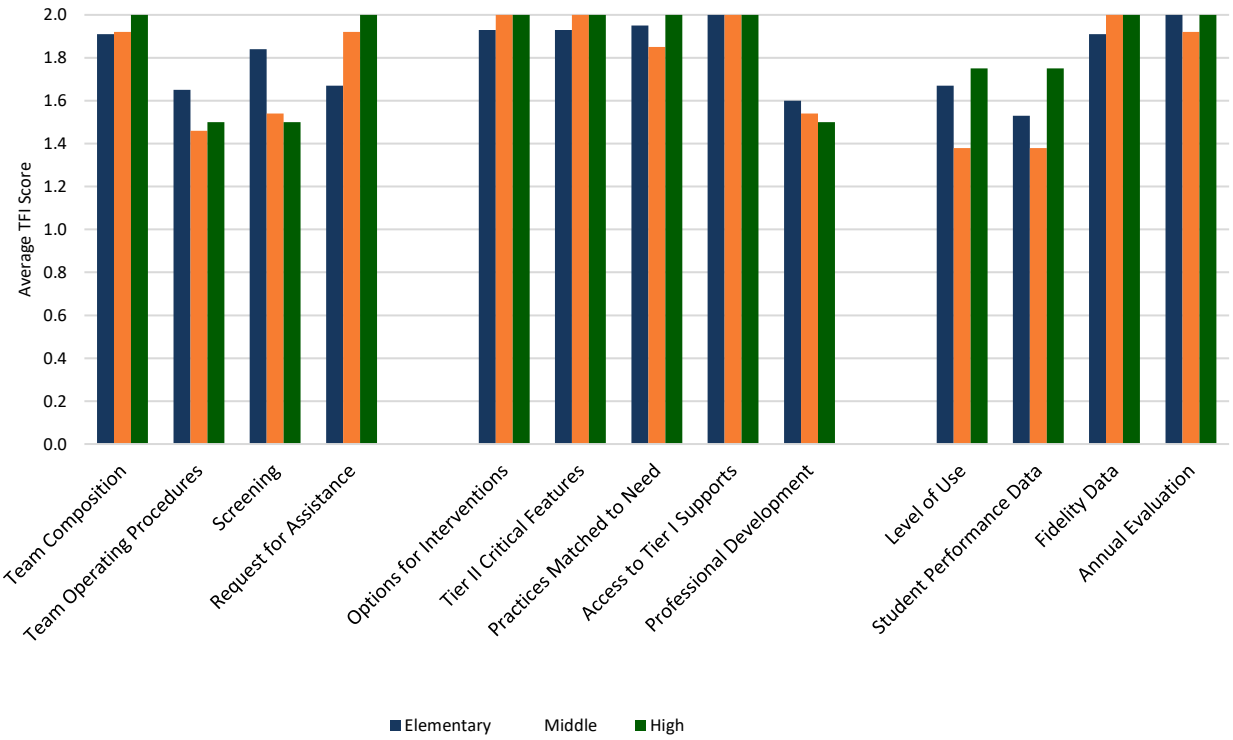


	Teams Subscale	Interventions Subscale	Evaluation Subscale	Overall Fidelity
Elementary	88%	94%	89%	91%
Middle	86%	94%	84%	88%
High	88%	95%	94%	92%

For the individual TFI features, overall, high schools had the highest average scores compared to elementary schools and middle schools, with the exception of the Team Operating Procedures, Screening, and Professional Development items, which were highest at the elementary school level (see Figure 15). There were eight items where the maximum score was reached at the high school level, while there were four items in which the maximum score was reached at the middle school level and two items at the elementary school level.

The TFI items with the lowest average score varied by school level. Across all levels, one of the areas with the lowest score was Professional Development (1.50 to 1.60), which is consistent with the perception data that showed relatively lower percentages of staff indicating they participated in related professional learning. At the elementary school level, the item with a lower score was Student Performance Data (1.53). At the secondary level, the items with lower scores were Team Operating Procedures (1.46 to 1.50) and Screening (1.50 to 1.54). In addition, there were lower scores at the middle school level on the Level of Use (1.38) and Student Performance Data (1.38) items.

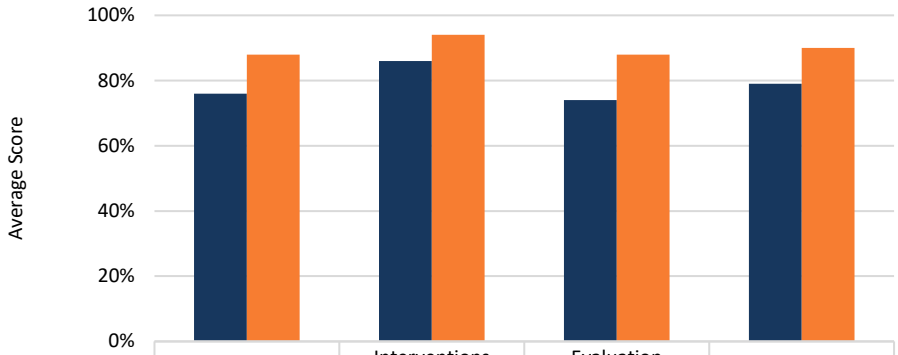
Figure 15: TFI Average Item Scores by School Level



Change in Implementation Fidelity

Of the 60 sites assessed on the Tier II TFI, 73 percent (N=44) demonstrated an increase in their overall Tier II TFI score in 2022-2023 compared to 2021-2022. In addition, 15 percent of schools (N=9) had a decrease in their overall Tier II TFI score and 12 percent of schools (N=7) had no change (although four of these schools remained at 100 percent). On the TFI subscales, overall, data showed improvement in all three subscales and in the overall TFI score (see Figure 16). Comparisons by school level showed that there was improvement in all three subscales and in the overall TFI score at all levels, with the exception of the Interventions subscale at the high school level, which remained the same from 2021-2022 to 2022-2023 (see Appendix B).

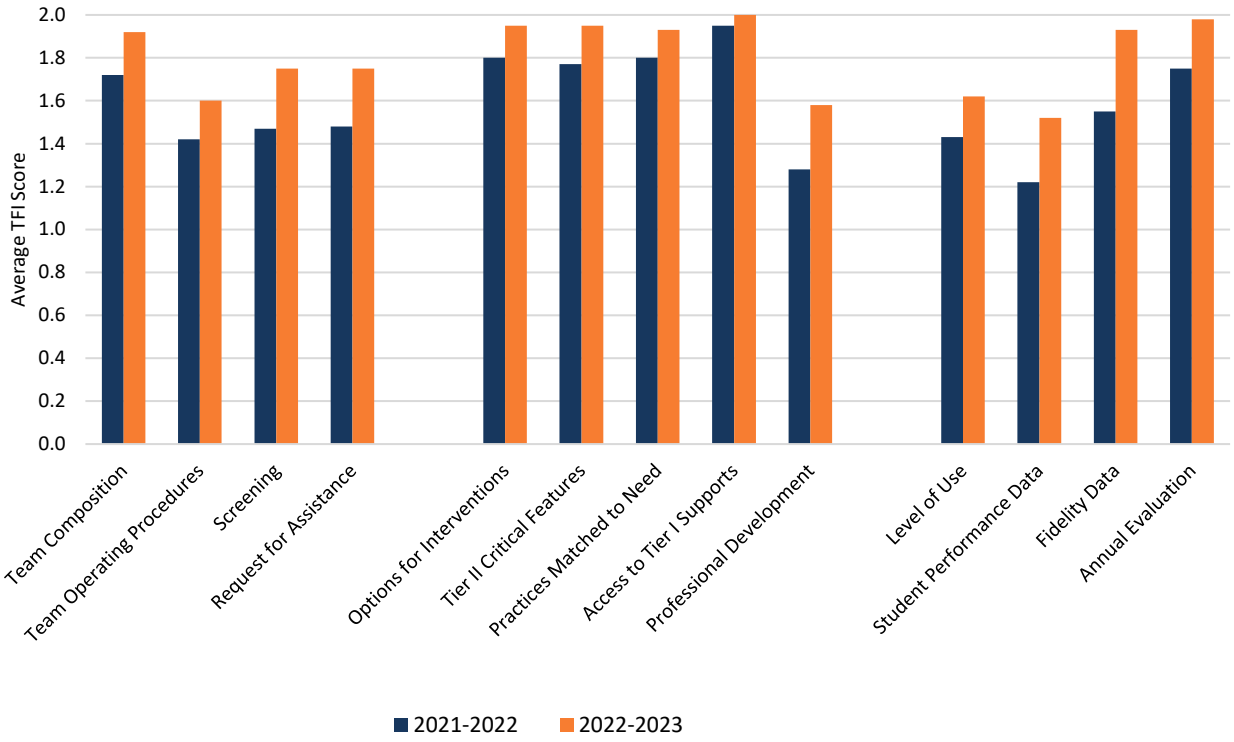
Figure 16: Change of Average Percentage Scores on TFI Subscales and Overall



	Teams Subscale	Interventions Subscale	Evaluation Subscale	Overall Fidelity
2021-2022	76%	86%	74%	79%
2022-2023	88%	94%	88%	90%

For the individual TFI features, data demonstrated that schools showed improvements in their PBIS implementation fidelity on all 13 features from 2021-2022 to 2022-2023 (see Figure 17). Comparisons by school level showed a similar pattern at the elementary school and middle school levels, with improvements in all items. At the high school level, there were improvements on 2 items and the average score was maintained on 11 items including 7 items where the maximum score was maintained (see Appendix B).

Figure 17: Change of Average Scores on TFI Items



Alignment Between PBIS and Other Division Initiatives

The next evaluation question focused on the alignment between PBIS and other related division initiatives such as social-emotional learning (SEL), Student Response Teams (SRT), and Integrated Systems of Support. According to the executive director of student support services, PBIS is the data-driven decision-making framework that is used in the school division to provide support for students' success using a tiered system, and the TFI is used to measure implementation fidelity.[39] Table 38 provides an overview of how each of the related initiatives is described in division documentation.

Table 38: Division Descriptions of PBIS and Other Related Initiatives

Initiative	Description
PBIS	**PBIS is a tiered framework** that provides consistent supports and interventions for staff and students to improve academic and behavioral outcomes (see Appendix C for PBIS Message Map). PBIS is not a replacement for discipline procedures. Instead, PBIS is VBCPS' systematic approach for ensuring staff and student needs are met.
SEL	Social Emotional Learning is formally 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. In Virginia Beach City Public Schools, **SEL is approached using a tiered system of support**. It is developed through the use of practices and strategies during Tier I instruction, as well as Tier II and Tier III levels of support to address individual student needs.
SRT	The purpose of the Student Response Team (SRT) 2.0 remains on assisting students in being successful in the classroom (K-12). **This process is structured with a tiered system of support** and begins at Tier I with teacher and administrator collaboration to ensure all students benefit from strong instructional practices and behavioral/social-emotional supports … Students who do not make adequate progress [to group level intervention], are referred to the school's Student Response Team. This multidisciplinary team meets to discuss individual students who require more intensive and individualized Tier III support.
Integrated Systems of Support	Integrated Systems of Support is defined as the integration of the processes used to proactively and responsively support the needs of students that includes: Student Response Team (SRT), Section 504, and Special Education Committee (SEC) (see Appendix D for Integrated Systems of Support Message Map). The integration provides a framework to support students in the academic, behavior, and social-emotional areas. It includes **a tiered approach to addressing students' academic, social-emotional, and behavioral needs** through data-informed decision making, intervention, and progress monitoring. It involves the use of processes to respond to student needs with progressively more intensive instruction and interventions.

Under *Compass to 2025*, the VBCPS strategic framework, the school division has been working to align various related initiatives including PBIS, SRT, and SEL, along with special education and 504 supports, as part of an Integrated Systems of Support. There are multiple documents and implementation information for these various frameworks or initiatives. Resources available to inform staff about various aspects and levels of PBIS, SEL, SRT, and Integrated Systems of Support within VBCPS, include the following:

- Compass to 2025 Resources SharePoint website that lists resources related to Integrated Systems of Support
- An Integrated Systems of Support Message Map
- Guidance Document for Tiered Systems of Support
- Integrated Systems of Support – Elementary Academic Information, which includes English/Language Arts and Math decision making flow charts
- VBCPS Tiered Resource Map for Social-Emotional and Behavioral Supports
- PBIS Message Map, which explains PBIS and its purpose in Virginia Beach City Public Schools
- PBIS Fundamentals: A Learning Series Google site
- Responding to Student Needs – SRT 2.0 Manual
- Social-Emotional Learning Stockpile (with various SEL resources included)

Although work has been done to integrate and align these initiatives, the guidance regarding the team oversight and staff involvement is described differently across documents. Throughout the Integrated Systems of Support documentation, there is reference to school teams generally, whereas within PBIS documentation, there are references to various teams, including the PBIS Tier I and Tier II teams as well as the SRT (which focuses on the PBIS Tier III level, but may also monitor Tier II interventions). Within the SRT

documentation, there is reference to the SRT team, which is noted as only being involved when implementing Tier III interventions. As additional schools work to implement advanced tier practices, additional clarity and communication, especially related to school teams and intervention monitoring, may result in more successful and efficient implementation. The following section discusses the ways in which PBIS complements and/or supports the overall Integrated Systems of Support and related initiatives.

Integrated Systems of Support

The VBCPS Integrated Systems of Support framework is defined as "the integration of the processes used to proactively and responsively support the needs of students that includes Student Response Team (SRT), Section 504, and Special Education Committee (SEC). The integration provides a framework to support students in the academic, behavior, and social-emotional areas" (see Appendix D).[40] Although the description of Integrated Systems of Support does not directly reference PBIS, within an Integrated Systems of Support Message Map created by VBCPS division staff, there is a link to a VBCPS PBIS Resources website for school teams to use to "ensure all students receive Tier I, high quality, core classroom instruction."

VBCPS division staff have also created a complementary "Guidance Document for Tiered Systems of Support," which provides general details about Instruction and Supports provided at each tier. For example, Tier I Core classroom instruction should include: whole class, daily practice, continued all year; Tier II Supplemental behavioral support should include: small group, 2-3 times per week, continued for 4-6 weeks; and Tier III Intensive interventions should include: small group and 1:1 as needed, 4-5 times per week, continued for 6-8 weeks. This guidance document also includes things for teams to consider and action steps to take prior to moving a student to a higher tier (e.g., from Tier I support to Tier II supports).[41] Within this document, at the Tier I level, the information provided about universal classroom supports details the core classroom practices from the PBIS framework. In addition, it is noted that when determining whether to move from Tier I to Tier II or from Tier II to Tier III, the PBIS team is listed as a potential resource for consultation to review data. Another document created by VBCPS division staff is the VBCPS Tiered Resource Map for Social-Emotional and Behavioral Support, which includes a list of interventions or supports that could be utilized across all three tiers.[42]

PBIS and SEL

According to a guide published by the National Technical Assistance Center on PBIS, social-emotional learning (SEL) competencies can be taught within the PBIS framework.[43] This guide has been offered as a resource for division staff through the PBIS SharePoint site. On the VBCPS PBIS Resources Google site, the PBIS division coaching team provides examples of how SEL can be supported using classroom practices, including through classroom expectations and rules, procedures and routines, behavior feedback – acknowledgement, and behavior feedback – error correction. [44] Through the VBCPS Integrated Systems of Support framework, support is provided for students' social-emotional needs.[45] VBCPS division staff have also created a Social-Emotional Learning Stockpile, which provides staff with information about SEL practices, strategies, and resources.[46] The website is referenced within the Integrated Systems of Support Message Map as another resource for school teams to use to ensure high quality, core classroom instruction.

PBIS and SRT

Within the VBCPS Integrated Systems of Support documentation, the Student Response Team (SRT) is identified as being the team that should be utilized at the Tier III level. Within the SRT 2.0 manual, the SRT 2.0 model is described as being structured within this tiered system and that students should be referred to their school's SRT when students do not make adequate progress with supports at the Tier I and Tier II levels. [47] School SRTs then provide individualized Tier III supports to students in need. Additionally, according to

guidance from the VBCPS PBIS division coaching team, schools can decide to utilize their SRTs to function as their PBIS Tier II team, which will determine access to Tier II interventions and monitor the progress of Tier II interventions.[48]

Additional Cost

The final evaluation question focused on the cost to VBCPS for PBIS during 2022-2023. Cost data were collected from the departments of Teaching and Learning and Human Resources for the following areas: PBIS-specific resources or materials, technology, professional learning, staffing, and local travel. The costs for PBIS include implementation of all tiers of the framework. Table 39 summarizes the costs.

Table 39: PBIS Costs for 2022-2023

Category	2022-2023 Cost
Resources or Materials	$4,672.24
Technology	$2,598.45
Professional Learning	$18,533.66
Staffing	$487,710.33
Local Travel	$3,212.67
Total	**$516,727.35**
Grant Funds (i.e., resources/materials, technology)	$25,804.35
Total to VBCPS	**$490,923.00**

For the 2022-2023 school year, PBIS-specific resources or materials totaled $4,672 and were covered by grant funds. Technology costs totaled $2,598, which were also covered by grant funds. Professional learning costs totaled $18,534, all of which were covered by grant funds. Local travel due to coaches traveling to schools totaled $3,213. The local travel costs were costs for VBCPS and were not covered by grant funds.

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 $349,858, and benefits totaled $93,832 for fringe benefits and $44,020 for health insurance. The staffing costs totaled approximately $487,710.

Overall, the total cost of the initiative during 2022-2023 was approximately $516,727. Taking into account the grant funding that covered expenses of $25,804, the total cost to the school division was approximately $490,923.

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 year-one and year-two evaluations during 2020-2021 and 2021-2022 focused on the PBIS Tier I implementation, while this year-three evaluation during 2022-2023 focused on the implementation of Advanced Tiers and provides an update on Tier I implementation and progress toward recommendation areas and outcome goals related to Tier I.

As the implementation of PBIS has progressed, VBCPS has used the District Capacity Assessment (DCA) to assess the extent to which conditions in the school division were optimal for building capacity to effectively implement PBIS. The 2023 overall score on the DCA was 94 percent, which was a slight decrease in comparison to the 2022 and 2021 overall scores on the DCA (98%). The division has used the Tiered Fidelity Inventory (TFI) to assess the extent to which schools are implementing PBIS with fidelity at all tiers. Schools that were implementing practices at the Tier I or Tier II level were categorized based on their overall TFI scores at that tier during 2022-2023. As of 2022-2023, all schools had received training for and had begun implementing PBIS Tier I practices; however, due to competing priorities at the high school level, eight high schools were not expected to implement PBIS practices during the 2022-2023 school year. All schools implementing Tier I practices during 2022-2023 were categorized in the "High Fidelity" group (i.e., score of 80% or above) on the Tier I TFI.

A recommendation from the year-two Tier I evaluation focused on behavior feedback and classroom procedures at the secondary level due to lower TFI item scores and staff perception data. In comparison to 2021-2022, there were improvements in scores in 2022-2023 on the two related TFI items at the middle school level. There was improvement in one related TFI item at the high school level, while the other TFI item score remained the same. Teacher and other instructional staff agreement percentages improved at the high school level from 2021-2022 to 2022-2023 regarding expectations being implemented across classrooms and explicitly taught to students as well as teacher agreement that students know the consequences for misbehaving. At the middle school level, the teacher and other instructional staff agreement percentages for most items either decreased or remained the same. In addition, teacher agreement percentages regarding the rules for student behavior being effective decreased at both secondary levels.

Another recommendation from the year-two Tier I evaluation focused on supporting school staff in their procedures related to reviewing schoolwide data to inform decision making due to lower TFI item scores in this area. There were improvements in the scores on the related TFI item at all levels from 2021-2022 to 2022-2023, and the maximum score was reached at the elementary school and middle school levels.

The Tier I related outcome goals and objectives focused on student engagement, school safety and discipline procedures, student social-emotional competence, and school climate. Relatively high percentages of students at all levels agreed with items across all four areas of the goals and objectives. In addition, relatively high percentages of teachers at all levels agreed that their school was a safe and orderly place as well as items related to school climate, including their students treating them with respect, feeling supported by their school administrator, and teachers and other adults supporting one another. Somewhat lower percentages of teachers, especially at the secondary level, agreed with items related to student engagement at school, there being high expectations for student behavior, student awareness of consequences of misbehaving, and the effectiveness of rules for student behavior.

Staff were also specifically asked about the effectiveness of PBIS improving these goal areas. Overall, higher percentages of elementary school and middle school staff indicated that PBIS practices improved these areas

to a large or moderate extent compared to high school staff. In addition, relatively high percentages of elementary and middle school administrators indicated PBIS practices improved these areas. A consistent pattern of results showed notable declines in perceptions at the elementary school level for all staff groups in comparison to 2021-2022, especially for items related to school safety and discipline procedures. Whether these declines are related to PBIS itself or to the challenges being experienced by schools (both locally and nationally) regarding some students' behavior is unknown. The Office of Research and Evaluation will continue to assess efforts to support students' behavioral needs through a School Board approved evaluation of Behavioral and Mental Health Supports for students beginning in the 2023-2024 school year.

At the Tier II level, students who need additional support beyond what is provided at the Tier I level can be provided additional supports or interventions. During 2022-2023, all schools in Cohorts 1 through 4 (43 elementary schools, 13 middle schools, 4 high school sites) had received training on and were considered to have been implementing Tier II practices fully. Based on the Tier II TFI, most schools implementing practices at the Tier II level (93%) were categorized in the "High Fidelity" group on the Tier II TFI, while 5 percent of schools were in the "Adequate Fidelity" group (i.e., score of 70% to 79%) and 2 percent of schools were in the "Partial Fidelity" group (i.e., score of 69% or below).

Overall, schools implementing PBIS Tier II practices during 2022-2023 had a higher percentage of students who were economically disadvantaged and a lower percentage of students identified as gifted at all levels compared to schools not implementing PBIS Tier II practices. At the elementary school and middle school levels, schools implementing PBIS Tier II practices during 2022-2023 had a higher percentage of Black students and a lower percentage of White students compared to schools not implementing PBIS Tier II practices. In addition, at the middle school level, there was a higher percentage of Asian students at schools implementing PBIS Tier II practices than at the schools not implementing PBIS Tier II practices.

When teachers, administrators, and other instructional staff were surveyed about whether they were involved with PBIS Tier II practices at their school, overall, higher percentages of administrators (83%) indicated involvement than teachers (37%) or other instructional staff (31%). Comparisons by level showed higher percentages of elementary school staff indicated they were involved compared to secondary staff for all staff groups. Only staff who indicate they had involvement with Tier II practices were provided additional survey items about their perceptions of PBIS Tier II practices.

Tier II PBIS implementation goals included schools establishing policies and procedures for implementing PBIS Advanced Tiers practices; providing appropriate and effective PBIS Advanced Tiers interventions and supports; regular review and use of data to inform decision making; and effective professional learning.

At the Tier II level, schools must create policies and procedures related to identifying students for Tier II supports, requesting assistance from the Tier II team, and selecting interventions. Overall, at least 81 percent of teachers, administrators, and other instructional staff at all levels agreed that they know how to identify students for Tier II supports or interventions, know how to request assistance for Tier II, and know how to select Tier II supports or interventions.

Regarding the components of Tier II supports or interventions, at least 74 percent of teachers, 92 percent of administrators, and 85 percent of other instructional staff at all levels agreed that Tier II supports or interventions provide students with additional instruction/time for skill development, additional structure/predictability, and increased opportunity for feedback about progress. In addition, at least 83 percent of teachers, 83 percent of administrators, and 87 percent of other instructional staff agreed that Tier II supports or interventions are aligned with schoolwide expectations and that students who receive Tier II supports or interventions have access to Tier I supports. Staff who indicated they were Tier II team members

were surveyed regarding Tier II supports or interventions being evidence-based practices and matched to students' needs. At least 89 percent of Tier II team members at all levels agreed.

Regarding the regular review and use of data for decision making, at least 91 percent of Tier II team members at all levels agreed that their school's Tier II team monitors the progress of students participating in supports, the proportion of students participating in Tier II supports, and the fidelity of Tier II supports. Although there were positive perceptions by team members, the TFI items related to tracking student data (i.e., Level of Use and Student Performance Data) were somewhat lower than other TFI items, especially at the elementary school and middle school levels.

When surveyed about professional learning opportunities related to intervention delivery, relatively low percentages of staff who were involved with PBIS Tier II practices indicated they participated in related professional learning. Of teachers who indicated they were involved with PBIS Tier II practices, from 66 to 69 percent of teachers, 78 to 89 percent of administrators, and from 65 to 66 percent of other instructional staff indicated they received professional learning regarding how to refer students to Tier II supports or interventions and regarding how to implement Tier II supports or interventions, including using progress reports, delivering feedback, and monitoring student progress. In addition, across all levels, one of the items with the lowest score at all levels was Professional Development (1.50 to 1.60).

An additional evaluation question focused on the alignment between PBIS and other related division initiatives. According to the executive director of student support services, PBIS is the data-driven decision-making framework that is used in the division to provide support for students' success using a tiered system, and the TFI is used to measure implementation fidelity. Under *Compass to 2025*, the VBCPS strategic framework, the school division has been working to align and integrate various related tiered initiatives including PBIS, SRT, and SEL as part of an Integrated Systems of Support. There are multiple documents with implementation information for the various initiatives. As additional schools work to implement advanced tier practices, additional clarity and communication, especially related to school teams and intervention monitoring, may result in more successful and efficient implementation.

Overall, the total cost of the initiative during 2022-2023 was approximately $516,727. Taking into account the grant funding that covered expenses of $25,804, the total cost to the school division was approximately $490,923.

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 communication efforts that address how the PBIS framework, division processes (i.e., Student Response Teams, Section 504, the Special Education Committee), and social-emotional learning align as part of integrated systems of support and the structures schools have in place to support student success. *(Responsible Groups: Department of Teaching and Learning, Department of School Leadership)*

Rationale: The second recommendation is to continue communication efforts that address how the PBIS framework, division processes (i.e., Student Response Teams, Section 504, the Special Education Committee), and social-emotional learning align as part of integrated systems of support and the structures schools have in place to support student success. The school division has been working to align and describe various related initiatives including PBIS, SRT, and SEL, along with special education and 504 supports, as part of an Integrated Systems of Support. There are multiple documents and implementation information for the various initiatives. As additional schools work to implement advanced tier practices, additional clarity and communication, especially related to teams and intervention monitoring, may result in more successful and efficient implementation. Items on the PBIS Tier II TFI related to the workings of Tier II teams were somewhat lower compared to other items. In particular, the Team Operating Procedures item, which focuses on Tier II teams meeting regularly and having defined roles and an action plan, had lower average scores, especially at the secondary level (1.46 to 1.50). In addition, TFI items related to Tier II teams monitoring data, such as tracking student progress (Student Performance Data) and proportion of students receiving supports (Level of Use), were also lower, especially at the elementary school and middle school levels (1.38 to 1.67).

Recommendation #3: Continue to work to ensure all schools have access to a divisionwide system that allows staff to effectively monitor data related to advanced tier interventions or supports. *(Responsible Group: Department of Teaching and Learning)*

Rationale: The third recommendation is to continue to work to ensure all schools have access to a divisionwide system that allows staff to effectively monitor data related to advanced tier interventions or supports. This could include Tier II or Tier III supports. During the 2023-2024 school year, the Synergy Multi-Tiered Systems of Support (MTSS) product is being piloted with three schools (one school at each level), which aims to provide schools the ability to manage and track individual student data upon receiving interventions and supports. Two PBIS Tier II TFI items that were somewhat lower than others included the Student Performance Data TFI item and the Level of Use TFI item. The Student Performance item focused on Tier II team members tracking the proportion of students experiencing success and using Tier II intervention outcome data and decision rules for progress monitoring and modification, and the Level of Use TFI item focused on Tier II teams following a written process to track the proportion of students participating in Tier II

supports. Scores on these items were lower than other TFI items, especially at the elementary school and middle school levels (1.38 to 1.67).

Recommendation #4: Provide additional professional learning opportunities for staff involved with Tier II practices regarding aspects of intervention delivery. *(Responsible Group: Department of Teaching and Learning)*

Rationale: The fourth recommendation is to provide additional professional learning opportunities for staff involved with Tier II practices regarding aspects of intervention delivery. Overall, from 65 to 66 percent of teachers and other instructional staff who were involved with PBIS Tier II practices agreed they received professional learning regarding how to refer students to Tier II supports or interventions. Similarly, from 66 to 69 percent of teachers and other instructional staff involved with PBIS Tier II practices agreed they received professional learning regarding how to implement Tier II supports or interventions, including using progress reports, delivering feedback, and monitoring student progress. In addition, one of the lowest average TFI scores at all levels was the Professional Development item, which is focused on having a written process for teaching all relevant staff on how to refer students and all aspects of intervention delivery. The average TFI scores ranged from 1.50 at the high school level to 1.60 at the elementary school level.

Appendices

Appendix A

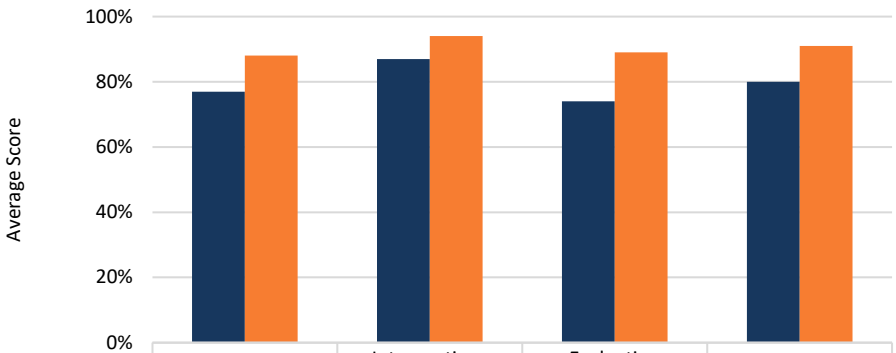
Change in High School Staff Agreement Percentages From 2021-2022 To 2022-2023 for Schools Implementing PBIS Practices and Schools Not Implementing PBIS Practices During 2022-2023

Survey Item	PBIS HS (N=4)			Non-PBIS HS (N=8)		
	2021-2022	2022-2023	Change	2021-2022	2022-2023	Change
Teachers - The expectations for students and staff at this school are implemented across the classrooms.	58%	61%	+3	65%	60%	-5
Other Instructional Staff - The expectations for students and staff at this school are implemented across the classrooms.	58%	61%	+3	65%	60%	-5
Teachers - The behavioral expectations are explicitly taught to students.	62%	72%	+10	62%	67%	+5
Other Instructional Staff - The behavioral expectations are explicitly taught to students.	62%	72%	+10	62%	67%	+5
Teachers - Students know the consequences for misbehaving at this school.	67%	71%	+4	70%	68%	-2
Teachers - The rules for student behavior are effective.	52%	48%	-4	60%	55%	-5

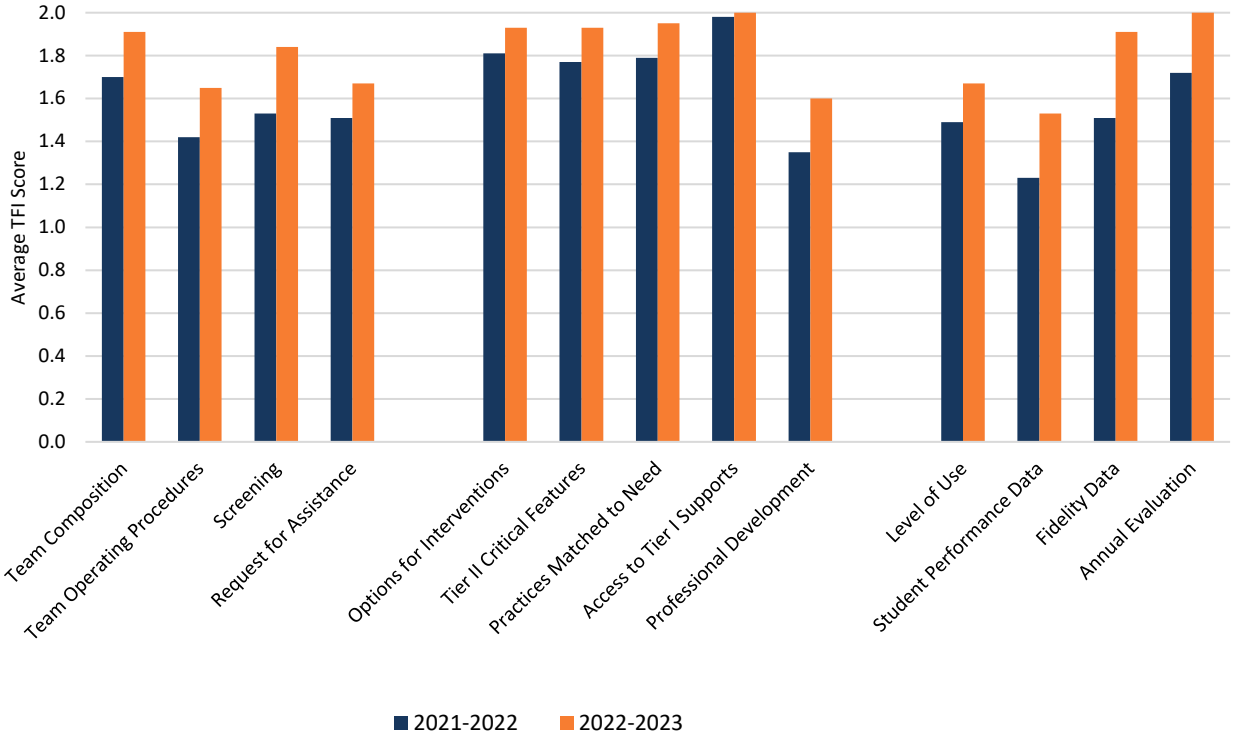
Appendix B

Change in Tier II Fidelity From 2021-2022 to 2022-2023 by School Level

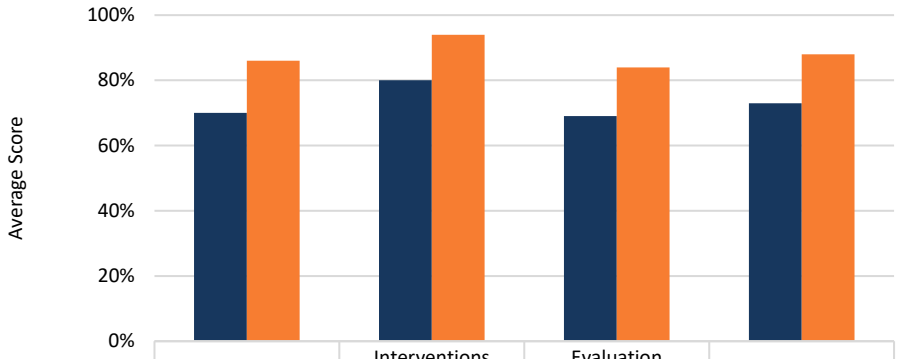
Change in Fidelity for Elementary Schools



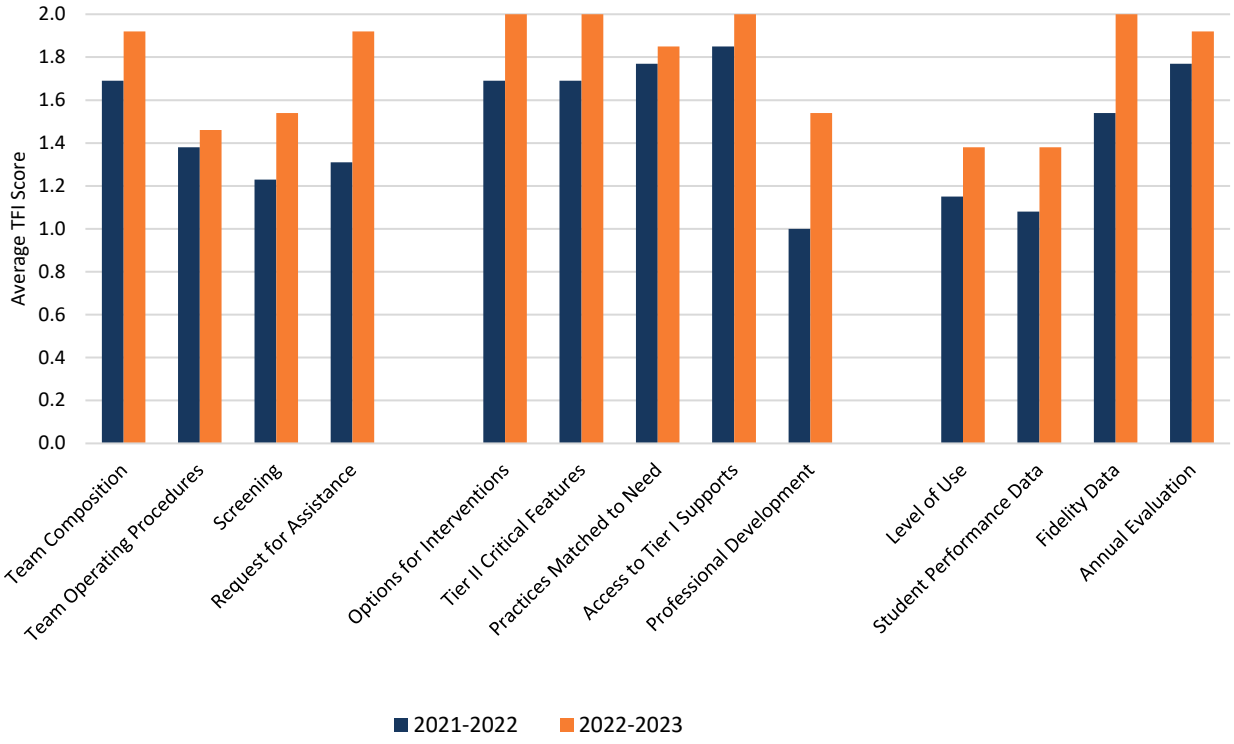
	Teams Subscale	Interventions Subscale	Evaluation Subscale	Overall Fidelity
2021-2022	77%	87%	74%	80%
2022-2023	88%	94%	89%	91%



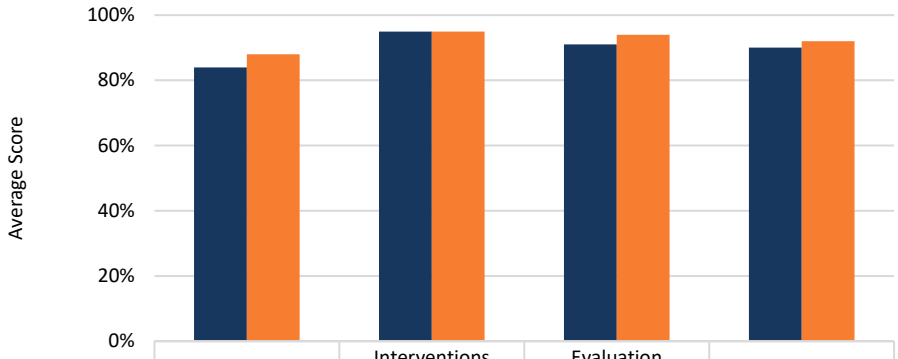
Change in Fidelity for Middle Schools



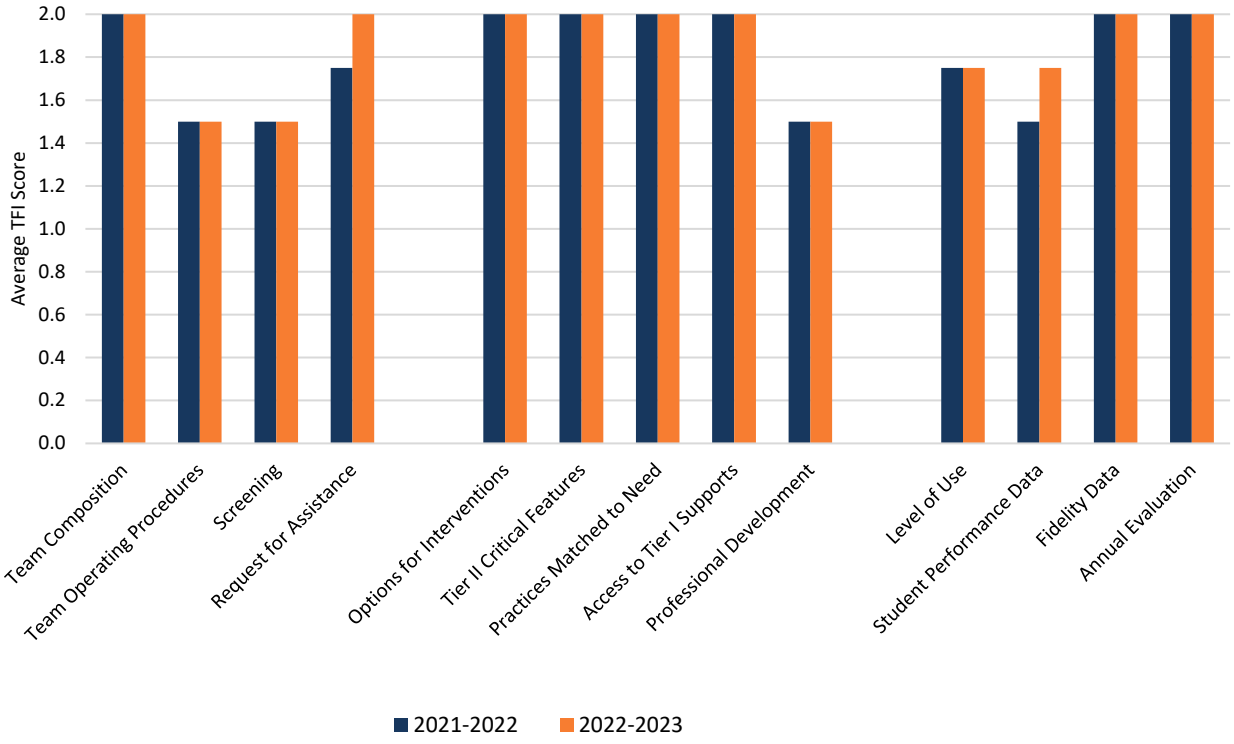
	Teams Subscale	Interventions Subscale	Evaluation Subscale	Overall Fidelity
2021-2022	70%	80%	69%	73%
2022-2023	86%	94%	84%	88%



Change in Fidelity for High Schools

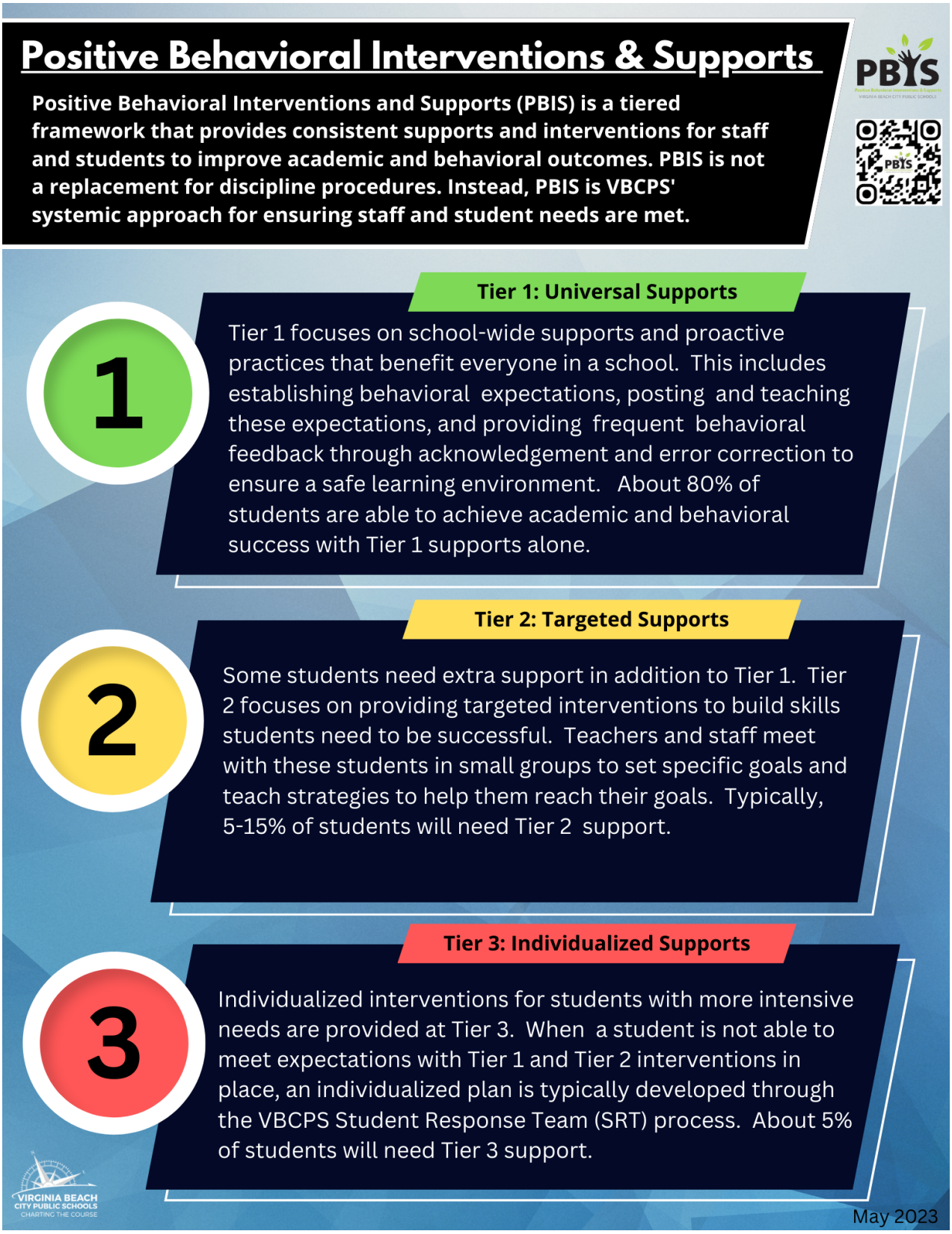


	Teams Subscale	Interventions Subscale	Evaluation Subscale	Overall Fidelity
2021-2022	84%	95%	91%	90%
2022-2023	88%	95%	94%	92%



Appendix C

PBIS Message Map



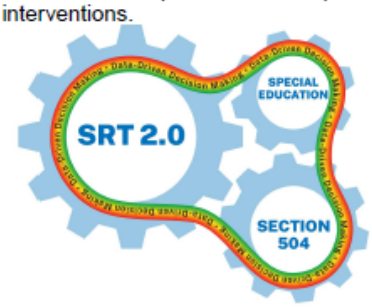
Appendix D

Integrated Systems of Support Message Map

VIRGINIA BEACH CITY PUBLIC SCHOOLS
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Integrated Systems of Support

Integrated Systems of Support Shared Language: A tiered approach to addressing students' academic, social-emotional, and behavioral needs through data-informed decision making, intervention, and progress monitoring. It involves the use of processes to respond to student needs with progressively more intensive instruction and interventions.



Integrated Systems of Support is defined as the integration of the processes used to proactively and responsively support the needs of students that includes; Student Response Team (SRT), Section 504 and Special Education Committee (SEC).The integration provides a framework to support students in the academic, behavior and social-emotional areas. These supports (interventions) are provided through a data-driven multi-tiered approach.

What School Teams Should Know?	What School Teams Should Do?
Where to access data? • Unified Insights • Panorama *Select the "Sign in with Google" button* How to analyze data? • VBCPS Data-Driven Decision Making Tool • TIPS Process • Decision Rules Module How to determine appropriate research based interventions? • Pre-Referral Intervention Manual (P.R.I.M.) • Intervention Central Attendance Works	Ensure all students receive Tier 1, high quality, core classroom instruction: • Tiered Systems of Support Document • SEL Stockpile • PBIS • VBCPS Tiered Resource Map for Social-Emotional and Behavioral support. • Behavioral Considerations Frequently review and monitor student data to inform processes (SRT, Section 504 and SEC): • SRT 2.0 Manual • VBCPS Section 504 Administrative Guidelines_3.1.2022.pdf • SEC Manual • Guidelines for Suicide Risk Assessments and Post-Crisis Procedures ○ Return to School Action Tool

February 2023

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] Cohort 1 and 2 are combined due to their initial implementation models preceding the VBCPS coaching model. 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.
[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] During the 2022-2023 school year, schools in Cohorts 1 through 4 and 5A (all elementary schools and middle schools and 4 high school sites) were implementing Tier I practices and schools in Cohorts 1 through 4 (43 elementary schools, 13 middle schools, and 4 high school sites) were implementing Tier II practices.
[11] 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
[12] 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.
[13] 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
[14] 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
[15] Source: S. Betham as communicated by R. Jamison, personal communication, October 26, 2023.
[16] Notes: For the purposes of the evaluation, cohorts 1 and 2 are combined due to their initial implementation models preceding the VBCPS coaching model. During the 2022-2023 school year, Cohort 5 was split into 5A and 5B due to differing expectations for these schools. 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 5A, 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.
[17] 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.
[18] Of the schools who had a TFI score in both years, 91 percent were in the High-Fidelity group in 2021-2022. When including all schools, the percentage of schools in the High-Fidelity group in 2021-2022 was 89 percent.
[19] Source: https://www.pbis.org/pbis/tier-1
[20] Source: S. Betham, personal communication, January 5, 2023.
[21] Source: https://www.pbis.org/pbis/tier-2
[22] Source: https://www.pbis.org/pbis/tier-2
[23] Source: Tier 2: Teaming. Available on VBCPS PBIS Fundamentals: A Learning Series Google site. https://sites.google.com/vbschools.com/pbis-essential-learning-series/tier-2/tier-2-teaming

[24] Source: Tier 2: Teaming. Available on VBCPS PBIS Fundamentals: A Learning Series Google site. https://sites.google.com/vbschools.com/pbis-essential-learning-series/tier-2/tier-2-teaming
[25] Source: Tier 2: Screening & Request for Assistance. Available on VBCPS PBIS Fundamentals: A Learning Series Google Site. https://sites.google.com/vbschools.com/pbis-essential-learning-series/tier-2/screening-request-for-assistance https://sites.google.com/vbschools.com/pbis-essential-learning-series/tier-2/tier-2-teaming
[26] Source: https://www.pbis.org/pbis/tier-2
[27] Source: Tier 2: Screening & Request for Assistance. Available on VBCPS PBIS Fundamentals: A Learning Series Google Site. https://sites.google.com/vbschools.com/pbis-essential-learning-series/tier-2/screening-request-for-assistance
[28] https://sites.google.com/vbschools.com/pbis-essential-learning-series/tier-2/tier-2-critical-features
[29] https://docs.google.com/spreadsheets/d/1nyg3kHJigbdw4xJlfyplA1LQwkUYZx-airfVHDz9s4Q/edit#gid=0
[30] Source: Tier 2 Critical Features. Available on VBCPS PBIS Fundamentals: A Learning Series Google Site. https://sites.google.com/vbschools.com/pbis-essential-learning-series/tier-2/tier-2-critical-features https://sites.google.com/vbschools.com/pbis-essential-learning-series/tier-2/tier-2-teaming
[31] https://sites.google.com/vbschools.com/pbis-essential-learning-series/tier-2/options-for-intervention-practices-matched-to-need-access-to-tier-1
[32] https://sites.google.com/vbschools.com/pbis-essential-learning-series/tier-2/options-for-intervention-practices-matched-to-need-access-to-tier-1
[33] https://drive.google.com/file/d/1sJF7YA6ADqAe6JmMFeHU1bY97iDJWgFz/view
[34] Source: https://www.pbis.org/pbis/tiered-framework
[35] https://sites.google.com/vbschools.com/pbis-essential-learning-series/tier-2/level-of-use-student-performance-data
[36] Source: C. Bucholz, personal communication, October 30, 2023.
[37] https://sites.google.com/vbschools.com/pbis-essential-learning-series
[38] https://sites.google.com/vbschools.com/pbis-resources/home
[39] Source: R. Jamison, personal communication, October 26, 2023.
[40] https://drive.google.com/file/d/1UsnrcD1e1JUCp_EeVp_kwzhEshvvF2Xy/view
[41] Guidance Document for Tiered Systems of Support. https://drive.google.com/file/d/1SRjrazKINpEIVjkDjyob_c1i8YQASZCd/view
[42] https://docs.google.com/spreadsheets/d/1nyg3kHJigbdw4xJlfyplA1LQwkUYZx-airfVHDz9s4Q/edit#gid=0
[43] 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
[44] https://sites.google.com/vbschools.com/pbis-resources/student-well-being-and-social-emotional-learning?scrlybrkr=3e37665a
[45] https://drive.google.com/file/d/1UsnrcD1e1JUCp_EeVp_kwzhEshvvF2Xy/view
[46] https://sites.google.com/vbschools.com/selstockpile/home?sa=D
[47] https://vbcps.sharepoint.com/sites/depts-TL/GuidSvrs/SRT/Documents/Responding%20to%20Student%20Needs%20SRT%202.0%20Manual.pdf
[48] Tier 2: Teaming. Available on VBCPS PBIS Fundamentals: A Learning Series Google site. https://sites.google.com/vbschools.com/pbis-essential-learning-series/tier-2/tier-2-teaming

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VIRGINIA BEACH
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November 2023