


Webinar: How to Complete the Benchmarks of Quality (BOQ)

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Hello! I am Nicole Beier, the Research and Evaluation Coordinator for the Wisconsin PBIS Network. In this webinar I will give an overview of the Benchmarks of Quality and a detailed explanation of how to complete this fidelity tool for PBIS. Be sure that you have version 2 of the BOQ as the PBIS Assessment website does not permit entry of Version 1. You can tell the difference between the 2 versions pretty easily. Version 1 has 4 items in the PBS team section and 100 total points while version 2 has 3 items in the PBS Team section and 107 total points.

What is the Benchmarks of Quality (BOQ)?

- Reliable, valid, efficient (takes roughly 10 minutes for team members and 60-90 minutes for coaches), and useful
- Measures degree (fidelity) of implementation of the universal level of PBIS in a school
- Allows teams to review their progress toward implementing the critical elements of PBIS
- Provides clear information regarding areas of strength and weakness in implementation efforts to be used for developing action plans
- Should be completed at least once per year in March/April/May



^The Benchmarks of Quality, or BOQ, is a reliable, valid, efficient, and useful tool for assessing the implementation fidelity of PBIS in your school. It will take about 10 minutes for each PBIS team member to complete the form, and roughly 60 to 90 minutes for your internal coach to complete. ^The BOQ was designed to assist teams with reviewing their progress toward implementing the critical elements of the universal level of PBIS. ^Completion of the BOQ will give your school clear information regarding your areas of strength and weakness in universal PBIS implementation. This information can then be used to develop an action plan for your school.

^The BOQ was designed to be completed at least once per year, generally in the Spring months of March, April, or May.

BOQ Technical Details

- 53 items – Each item worth 1-3 points depending on its importance to the PBIS process – 107 points total
- 10 Critical Elements:
 - PBS Team (3 items; 6 points)
 - Faculty Commitment (3 items; 6 points)
 - Effective Procedures for Dealing with Discipline (6 items; 11 points)
 - Data Entry & Analysis Plan Established (4 items; 8 points)
 - Expectations & Rules Developed (5 items; 11 points)
 - Reward/Recognition Program Established (7 items; 16 points)
 - Lesson Plans for Teaching Expectations/Rules (6 items; 9 points)
 - Implementation Plans (7 items; 13 points)
 - Classroom Systems (7 items; 14 points)
 - Evaluation (5 items; 13 points)



Next I will share some of the technical details of the BOQ. The BOQ consists of 53 items. Each item is worth between 1 and 3 points depending on its importance to the PBIS process. The total number of possible points on the BOQ is 107. The BOQ is further divided into 10 Critical Elements. These elements are PBS Team, Faculty Commitment, Effective Procedures for Dealing with Discipline, Data Entry & Analysis Plan Established, Expectations & Rules Developed, Reward/Recognition Program Established, Lesson Plans for Teaching Expectations/Rules, Implementation Plans, Classroom Systems, and Evaluation. Each of these critical elements has between 3 and 7 items that are worth a total of between 6 and 16 points.

BOQ Forms

- Coach Scoring Form
 - Pages 1-2 are the BOQ for the Coach to Complete
 - Page 4 is the Team Summary Form
- Scoring Guide
 - Provides operational definitions of all of the possible scores for each item – used by coach
- Team Member Rating Form
 - Simplified version of the Coach Scoring Form that doesn't require use of the Scoring Guide
 - Team members indicate whether each item is Not In Place, Needs Improvement, or In Place
- Tally Sheet
 - Used by coach to tally Team Member Rating Forms
- Critical Elements Scoring
 - Used by coach to calculate percentages for Critical Elements and Total Score



There are 5 forms used for completing the BOQ. The first is the Coach Scoring Form. Pages 1 and 2 of this form are the BOQ for the coach to complete. Page 3 is blank and Page 4 is the Team Summary Form. The second form is the Scoring Guide. This guide provides operational definitions of all of the possible scores for each item. This is used to help the coach to fill out the Coach Scoring Form. The third form is the Team Member Rating Form. This is a simplified version of the Coach Scoring Form that does not require use of the Scoring Guide. Team members indicate whether each item is Not In Place, Needs Improvement, or In Place. The next form is the Tally Sheet. This form is used by the coach to help them tally the Team Member Rating Forms. The last form is the Critical Elements Scoring Form. This can be used by the coach to help them calculate percentages for each of the Critical Elements and the Total Score.

Completing the BOQ: Step 1

- Coach completes Coach Scoring Form (pages 1 and 2) using the Scoring Guide
 - Use your best judgment based on personal experience and descriptions in the Scoring Guide
 - Complete all 53 items

Critical Elements	STEP 1				STEP 2 ++, +, or _	STEP 3
	3	2	1	0		
PBS Team	1. Team has administrative support			1	0	
	2. Team has regular meetings (at least monthly)		2	1	0	
	3. Team has established a clear mission/purpose			1	0	



Step 1 of completion of the BOQ is for the Coach to complete the Coach Scoring Form (pages 1 and 2) using the Scoring Guide. Coaches are instructed to use their best judgment based on their personal experience and the descriptions in the Scoring Guide to complete all 53 items. As you can see here, you just circle the number of points that you think your school gets for each of the 53 items.

Completing the BOQ: Step 1 – Scoring Guide

Benchmark	3 points	2 points	1 point	0 points
1. Team has administrative support	Administrator(s) attended training, play an active role in the PBS process, actively communicate their commitment, support the decisions of the PBS Team, and attend all team meetings.	Administrator(s) support the process, take as active a role as the rest of the team, and/or attend most meetings	Administrator(s) support the process but don't take as active a role as the rest of the team, and/or attends only a few meetings.	Administrator(s) do not actively support the PBS process.
2. Team has regular meetings (at least monthly)		Team meets monthly (min. of 9 one-hour meetings each school year).	Team meetings are not consistent (5-8 monthly meetings each school year).	Team seldom meets (fewer than five monthly meetings during the school year).
3. Team has established a clear mission/purpose			Team has a written purpose/mission statement for the PBS team (commonly completed on the cover sheet of the action plan).	No mission statement/purpose written for the team.

This slide shows the Scoring Guide that is used by the internal coach to help them complete the Coach Scoring Form. As you can see, the available points for each item contain descriptions of what your school would look like if you qualified for that number of points on the item. For example, item 2 says that the team has regular meetings (at least monthly). For this item, you can select 0 points, 1 point, or 2 points. You would select 0 points if your team seldom meets (that is, you have fewer than five monthly meetings during the school year). You would select 1 point if your team meetings are not consistent. That is, you have 5 to 8 monthly meetings each school year. Finally, you would select 2 points if your team meets monthly. That is, you have a minimum of 9 one-hour meetings each school year.

Completing the BOQ: Step 2

- Each team member individually completes the Team Member Rating Form and returns it to the Coach

Critical Elements	Benchmarks of Quality	In Place (++)	Needs Improvement (+)	Not In Place (-)
PBS Team	1. Team has administrative support		+	
	2. Team has regular meetings (at least monthly)			-
	3. Team has established a clear mission/purpose	++		



Step 2 of BOQ Completion is to have each team member on your PBIS team individually complete the Team Member Rating Form and then return it to the internal coach. As you see here, each team member completes each of the 53 items. The first item says “Team has administrative support”. The team member simply selects whether they believe that this item is In Place, Needs Improvement, or Not In Place and they would do the same for each item. If they believe that the item is in place, they can put two plus signs in the first column to the right of the item. If they believe that the item needs improvement, they can put one plus sign in the second column to the right of the item. Finally, if they believe that the item is not in place they can put a minus sign in the third column to the right of the item.

Completing the BOQ: Step 3

- Coach uses the Tally Sheet to tally the responses on the Team Member Rating Forms

Critical Elements	Benchmarks of Quality	In Place (++)	Needs Improvement (+)	Not In Place (-)
PBS Team	1. Team has administrative support			
	2. Team has regular meetings (at least monthly)			
	3. Team has established a clear mission/purpose			

Once the coach gets the Team Member Rating Forms back from each member of the PBIS team they use the Tally Sheet to tally the responses to each item on the BOQ from each of the Team Member Rating Forms. For example, this is showing that for the first item, Team has administrative support, 4 team members indicated that they believed that this item is Not in Place, 1 team member indicated that they believe that this item Needs Improvement, and 1 team member indicated that they believe that this item is In Place. The coach will go through and complete these tallies for each of the 53 items on the BOQ.

Completing the BOQ: Step 4

- Coach transfers the most frequent team member response for each item onto the Coach Scoring Form
- Use ++ for In Place, + for Needs Improvement, and – for Not In Place
- If there is a tie, record the higher score

Critical Elements	STEP 1				STEP 2 ++, +, or -	STEP 3
	3	2	1	0		
PBS Team	1. Team has administrative support			1	0	-
	2. Team has regular meetings (at least monthly)		2	1	0	++
	3. Team has established a clear mission/purpose			1	0	-



In the next step, the coach transfers the most frequent team member response for each item onto the Coach Scoring Form. If the most frequent team member response was In Place, the coach would put two plus signs in the Step 2 column next to the item. If the most frequent team member response was Needs Improvement, the coach would put one plus sign in the Step 2 Column next to the item. Finally, if the most frequent team member response was Not In Place, the coach would put a minus sign in the Step 2 column next to that item. If there is a tie, the coach is instructed to record the higher score.

So here is our example. As we saw on the previous slide, 4 team members indicated that they thought Item 1 was Not In Place, while only 1 team member indicated that Item 1 Needs Improvement, and 1 team member indicated that Item 1 is In Place. Thus, the most common team member response for Item 1 is Not In Place. The Coach indicated this on the Coach Scoring Form by putting one minus sign in the Step 2 Column next to Item 1.

Completing the BOQ: Step 5

- Coach compares his/her rankings with the team members' rankings and places a checkmark in the "Step 3" column on the Coach Scoring Form if there are discrepancies

Critical Elements	STEP 1				STEP 2 ++, +, or -	STEP 3	
	3	2	1	0			
PBS Team	1. Team has administrative support			1	0	-	✓
	2. Team has regular meetings (at least monthly)		2	1	0	++	
	3. Team has established a clear mission/purpose			1	0	-	



In the next step the coach compares his or her rankings with the team member rankings and places a checkmark in the Step 3 column on the Coach Scoring Form if there are discrepancies. So we will go back to our example. For item 1, the coach selected a 1 for their school and the team members most frequently selected Not In Place. So here the team members and the coach disagree on the scoring for this item. If the coach and the team members were in agreement for item one, we would have seen one plus sign in the Step 2 column next to item 1, but this is not the case. Thus, the coach puts a checkmark in the step 3 column by item 1 to indicate that there is a discrepancy between the coaches rating and the most frequent team member rating. For item 2, the coach selected a 2 for their school and the team members most frequent rating was 2 plus signs, or In Place. So here the team members and the coach are in agreement, and there is no checkmark placed in the Step 3 column for item 2.

Completing the BoQ: Defining Discrepancies

- **For items with a range of 0 to 1, no discrepancy if:**
 - Coach scored **1** AND Team said In Place (++)
 - Coach scored **0** AND Team said Needs Improvement (+)
 - Coach scored **0** AND Team said Not in Place (-)
- **For items with a range of 0 to 2, no discrepancy if:**
 - Coach scored **2** AND Team said In Place (++)
 - Coach scored **1** AND Team said Needs Improvement (+)
 - Coach scored **0** AND Team said Not in Place (-)
- **For items with a range of 0 to 3, no discrepancy if:**
 - Coach scored **3** AND Team said In Place (++)
 - Coach scored **2** AND Team said Needs Improvement (+)
 - Coach scored **1** AND Team said Needs Improvement (+)
 - Coach scored **0** AND Team said Not in Place (-)



Here is a little extra information on how to determine whether or not there is a discrepancy for each item. For items with a range of 0 to 1, if the team said the item was in place and the coach scored it a 1, there would be no discrepancy. Similarly if the team said the item needs improvement or is not in place and the coach scored it a 0, there would be no discrepancy. Any other combination would be indicative of a discrepancy.

For items with a range of 0 to 2, if the team said the item was in place and the coach scored it a 2, there would be no discrepancy. If the team said the item needs improvement and the coach scored it a 1, there would be no discrepancy. If the team said the item is not in place and the coach scored it a 0, there would be no discrepancy. Any other combination would be indicative of a discrepancy and the coach would put a checkmark in the Step 3 column next to the item.

For items with a range of 0 to 3, if the team said the item was in place and the coach scored it a 3, there would be no discrepancy. If the team said the item needs improvement and the coach scored it either a 2 or a 1, there would be no discrepancy. Finally, if the team said the item is not in place and the coach scored it a 0, there would be no discrepancy. If there was any other combination, the coach would place a checkmark in the Step 3 column next to the item.

Completing the BOQ: Step 6

- Coach completes Team Summary Report (page 4 of Coach Scoring Form) listing discrepancies, strengths, and weaknesses

Item #	Team Response	Coach's Score	Scoring Guide Description
1	-	1	Administrator(s) support the process but don't take as active a role as the rest of the team, and/or attends only a few meetings

Critical Element	Description of Areas of Strength
PBS Team	Team has regular meetings (at least monthly)

Critical Element	Description of Areas in Need of Development
PBS Team	Team has established a clear mission/purpose



Next the coach completes the Team Summary Report, which is found on page 4 of the Coach Scoring Form. In this report, the coach lists the discrepancies, strengths, and weaknesses found on the Coach Scoring Form.

In the first section, the coach records any discrepancies. For each discrepancy the coach records the item number, the most frequent team response, the score they gave the item, and the description from the Scoring Guide that goes along with the score they gave the item.

In the second section, the coach records areas of strength. For each area of strength the coach records the Critical Element and the specific items on that Critical Element that are seen as strengths.

In the third section, the coach records the areas in need of development. For each area in need of development, the coach records the Critical Element and the specific items on that Critical element that are areas in need of development.

Completing the BOQ: Step 7

- Coach presents Team Summary Report to the team
 - Discuss discrepancies with the team – share Scoring Guide descriptions for these items with the team
 - Make any necessary adjustments based on additional information provided by team members to item scores on the Coach Scoring Form
 - Celebrate successes!
 - Provide constructive feedback on weaknesses
 - Plan steps to address deficits in implementation efforts



Next the coach presents the Team Summary Report to the team. They should discuss the discrepancies with the team, including sharing the Scoring Guide descriptions for these items with the team. Following the discussion of each discrepancy, the coach should make any necessary adjustments to the item scores on the Coach Scoring Form based on the additional information provided by the team members. The coach should also help the team to celebrate their successes, and provide them with constructive feedback on any areas in need of improvement. The coach and team members can use their areas in need of improvement to create an action plan to address the deficits in their implementation efforts.

Completing the BOQ: Step 8

- Coach sums item scores, divides by 107, and multiplies by 100 on the Coach Scoring Form to obtain the overall percentage. **A percentage of 70 or higher indicates that your school is implementing PBIS with fidelity.**
- Points on each Critical Element can also be summed and divided by the number of possible points on that subscale to create a percentage. Percentages on each Critical Element can be compared. The Critical Elements Scoring form can be used to help with this procedure.



Finally, after changing any item scores based on the conversation with the team, the coach sums the item scores on the Coach Scoring Form to obtain a total score. They would then divide this total score by 107. Then they would multiply this result by 100 to obtain the overall percentage. An overall percentage of 70 or higher indicates that your school is implementing the Universal level of PBIS with fidelity.

The points on the items for each Critical Element can also be summed and divided by the total number of points possible on that Critical Element to create a percentage for each Critical Element. Percentages on each Critical Element can then be compared. The Critical Elements Scoring form can be used to help with this procedure.

Entering BOQ Data on PBIS Assessment, part 1

- Go to www.pbisassessment.org
- Login as a coordinator using your assigned username and password
 - School logins do not permit BOQ data entry – but they can access to BOQ reports



Please enter your BOQ data on the PBIS Assessment website as well. The PBIS Assessment website will calculate the total score and subscale scores for you and will store your results so you can see your school's progress over time. To enter your BoQ data, go to www.pbisassessment.org. Once you are at the site, log in as a coordinator using your assigned user name and password. Please note that only PBIS Assessment Local Coordinators can enter BOQ data – school logins do not permit BoQ data entry. School logins do, however, permit access to viewing BOQ reports.

Entering BOQ Data on PBIS Assessment, part 2

- Click on Benchmarks of Quality under the Surveys Currently Open heading on your Coordinator Dashboard
- Find the school you would like to enter data for and click on the arrow in the Actions column next to that school to launch the survey
- Select the date on which the Benchmarks of Quality was completed
- Click on the arrows (>>) to advance to the next screen
- Enter the score for each item from the Coach Scoring Form, clicking the arrows to advance to the next screen of items
- Submit your results when you have responded to each item



Once you are logged into PBIS Assessment as a Coordinator, you will see your Coordinator Dashboard. In PBIS Assessment, Benchmarks of Quality windows are always open for all schools that have already been added. For assistance adding a school, please refer to the PBIS Assessment coordinator manual. If you would like to enter BOQ data for a school that has already been added, just click on Benchmarks of Quality under the Surveys Currently Open heading on your Coordinator Dashboard. Find the school that you would like to enter the data for and click on the Arrow in the Actions column next to that school to launch the survey. When the survey is launched you will first need to select the date on which the Benchmarks of Quality was completed and then click the arrows to advance to the next screen. Then enter the scores on each item on the BOQ, clicking the arrows to advance to the next screen of items. Be sure to submit your results when you have responded to all of the items.

Generating BOQ Reports on PBIS Assessment

- Click on Reports
- Find Benchmarks of Quality
- Click on arrow to launch:
 - Total Score report
 - Subscale report
 - Items report
- Select school you would like BOQ report for, and years of BOQ results you would like included in the report
- Click on Display



After you have entered the BOQ data into PBIS Assessment, PBIS Assessment can be used to view BOQ reports. To view a report, click on Reports. Find the Benchmarks of Quality in the list of surveys, and click on the arrow under Total Score, Subscale, or Items to generate the respective reports for the BOQ. Select a school that you would like to view the BOQ report for, and the years of BOQ results you would like included in the report and then click on Display. To select multiple years, just hold the Control key down on your keyboard while clicking on the years you would like displayed.

Questions?

- Please feel free to contact me!
 - Nicole Beier
 - beiern@wisconsinPBISnetwork.org
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- Please email me and ask for a Local Coordinator Information Form if your district does not currently have access to the PBIS Assessment website.
- Thank you!



Finally, if you have any questions, please feel free to contact me, Nicole Beier, at beiern@wisconsinpbisnetwork.org or at my telephone number 608-697-8970. If your district does not yet have a Local Coordinator for the PBIS Assessment website, please email me and ask for a Local Coordinator Information Form. This will allow you to access the PBIS Assessment website, which will allow you to enter your BOQ information directly onto that site. Thank you so much for watching this webinar and for completing the BOQ and thank you also for all of your PBIS efforts.