Wisconsin Positive Behavioral Interventions and Supports (PBIS) Network
2010-11 Evaluation Report

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Executive Summary

In January 2010, the CESA Statewide Network (CSN) and the Wisconsin Department of Public Instruction (DPI) formed the Wisconsin PBIS Network as a division of the Wisconsin RtI Center to provide training and technical assistance to CESAs and schools for the implementation and sustainability of PBIS.

By the end of the 2010-11 fiscal year:

- 795 schools in 167 districts, representing all CESA regions in Wisconsin, had attended tier 1 PBIS team training.
- 152 schools had attended tier 2 PBIS team training and 17 schools had attended tier 3 PBIS team training.
- 681 schools were implementing PBIS (had completed at least one PBIS fidelity tool on the PBIS Assessment website).
- 280 schools were implementing tier 1 PBIS with fidelity (met fidelity on at least one Team Implementation Checklist, Benchmarks of Quality, Self-Assessment Survey, or School-wide Evaluation Tool on the PBIS Assessment website).

In the 2010-11 fiscal year, 201 PBIS trainings were held throughout Wisconsin; 322 schools attended tier 1 PBIS team training, 110 schools attended tier 2 PBIS team training, and six schools attended tier 3 PBIS team training.

Compared to schools trained in PBIS but not implementing, schools implementing *with fidelity* had 52 percent fewer days lost to out of school suspensions, 43 percent fewer out of school suspensions, and 36 percent fewer students receiving out of school suspensions.

Schools implementing with fidelity had 14 percent fewer office discipline referrals than schools implementing but not with fidelity.

Twenty-seven schools met fidelity by July 2010 and sustained that fidelity throughout the 2010-11 school year. Those schools saw the following significant results during the 2010-11 school year:

- The percent of students scoring proficient or advanced in reading between 2008-09 and 2010-11 *increased*.
- The percent of students scoring proficient or advanced in math between 2008-09 and 2010-11 for lower performing schools *increased*.
- The percent of students identified with disabilities between 2008-09 and 2010-11 *decreased*.

As for the future, planning is underway to create a framework that blends culturally responsive practices with PBIS implementation and to create and support a demonstration site that integrates mental health practices with PBIS implementation.

Purposes and Timeframe of Evaluation Report (Expected Audiences & Uses)

This evaluation report was written to inform Wisconsin PBIS Network stakeholders and other interested parties of the current status of the Wisconsin PBIS Network. Specifically, this evaluation report covers the history and vision of the Wisconsin PBIS Network, as well as the current training, implementation, and fidelity of Wisconsin schools. It also includes the observed and anticipated outcomes of PBIS in Wisconsin schools and future goals and directions of the Wisconsin PBIS Network.

Throughout the report, areas of strength and weakness are highlighted. Information that will aid in improving the Wisconsin PBIS Network is provided. The many successes of the Wisconsin PBIS Network are highlighted throughout the evaluation report.

Expected audiences for this report include the funders of this grant at the Wisconsin Department of Public Instruction (DPI) and the Cooperative Educational Service Agency (CESA) Statewide Network. Other audiences include the Wisconsin PBIS Network State Leadership Team; representatives of professional organizations; representatives of other Wisconsin grants and initiatives such as Culturally Responsive Education for All: Training and Enhancement (CREATE), Wisconsin State Personnel Development Grant (SPDG), and Wisconsin Statewide Parent-Educator Initiative (WSPEI); institutes of higher education; local PBIS implementation teams; and parents and families.

Vision, Mission, and Foundations of the Wisconsin PBIS Network

Schools nationwide are finding new ways to encourage positive behavior in the classroom, on the playground, and in the hallways and Positive Behavioral Interventions and Supports (PBIS) is a proven method. PBIS emphasizes ensuring that students and staff understand what is expected of them. It gives teachers a framework for teaching and reinforcing positive behavior and establishing consistent consequences for inappropriate behavior. It makes data an essential element to the process for decision making and action planning.

The Wisconsin RtI Center, a collaborative project between the CESA Statewide Network and DPI, formed the Wisconsin PBIS Network in January 2010. The Wisconsin PBIS Network provides training support and technical assistance to CESAs and schools to support implementation and sustainability of PBIS to increase student success.

The goals of the Wisconsin PBIS Network are to

1. establish a positive school culture
2. increase academic performance
3. improve school safety
4. decrease problem behavior.

Vision

The vision for the Wisconsin PBIS Network is to bring about changes in Wisconsin school communities in order to maximize opportunities for students to achieve academic, social, and lifestyle skills competence through the development, dissemination, and continual evaluation of PBIS systems and outcomes.

Mission

The mission of the Wisconsin PBIS Network is to assist Wisconsin schools and districts in establishing and maintaining effective school environments that maximize the academic and behavioral competence of all learners in Wisconsin.

State Leadership Team

In April 2009, DPI formed the Wisconsin PBIS State Leadership Team. This team was charged with providing insight and advice on the design and development of a long-range plan for PBIS in Wisconsin schools, including quality training, technical assistance and evaluation, identifying resources to support PBIS, and providing input on enhancing the coordination of PBIS with other professional development initiatives in the state. The PBIS State Leadership Team met on the following dates in the 2010-11 academic year: August 16, November 9, February 8, and June 7. The August 16 meeting was attended and partially facilitated by Rob Horner and Lucille Eber. The June 7 meeting was a joint meeting with the Academic RtI State Leadership Team. The PBIS State Leadership Team will continue to meet quarterly, with an annual joint meeting with the Academic RtI State Leadership Team.

The membership roster for the Wisconsin PBIS State Leadership Team can be found in Appendix A.

Partnership with National Technical Assistance Center

The National Technical Assistance Center for Positive Behavioral Interventions and Supports (National TA Center) was established through an Office of Special Education Programs (OSEP) grant in 1998. The National TA Center has 11 partner units that work with individual states. Lucille Eber from the Illinois Positive Behavioral Interventions and Supports Network has worked on behalf of the National TA Center with Wisconsin to develop the Wisconsin PBIS Network, and she continues to support the scaling up of PBIS in Wisconsin.

At the completion of the 2010-11 school year, approximately 16,000 schools nationwide are implementing PBIS in cooperation with the National TA Center.

Schools Trained in PBIS

Staff from the Wisconsin PBIS Network and Wisconsin RtI Center have presented to groups and organizations including the following:

- Association of Wisconsin School Administrators
- CESA leadership
- CREATE
- DPI Parent Leadership Conference
- Every Child a Graduate
- Heart of the Matter
- institutes of higher education
- Safe and Supportive Schools
- SPDG Institutes of Higher Education Summer Institute

- State Superintendent's Conference on Special Education and Pupil Services Leadership Issues
- Wisconsin Association of School Boards
- Wisconsin Council of Administrators of Special Services
- Wisconsin Family Assistance Center for Education, Training, & Support
- Wisconsin School Counselors Association
- Wisconsin School Psychologists Association
- Wisconsin State Transition Initiative

The following table shows the number of Wisconsin schools that have sent teams to PBIS tier 1/universal team training.

	PreK	Elementary	Middle	High	Alternative	Multilevel	**Total Schools**	**Total Districts**
By July 2009	0	60	24	12	1	1	**98**	**unknown**
By July 2010	25	239	86	64	8	51	**473**	**114**
By July 2011	26	427	124	93	17	108	**795**	**167**

During the 2010-11 academic year, 201 PBIS trainings were held throughout Wisconsin. These trainings were generally planned and hosted by CESAs or large districts. Of the tier 1 trainings conducted during the 2010-11 school year, 76 percent were facilitated by Wisconsin trainers and 24 percent by Illinois trainers. The previous year, Illinois trainers facilitated 58 percent of the tier 1 trainings with Wisconsin trainers facilitating the other 42 percent.

In the 2009-10 fiscal year, Wisconsin had four trainers who could conduct trainings at tier 1 and one trainer who could conduct trainings at all three tiers. Compare this to the 2010-11 fiscal year, when Wisconsin had seven trainers who could conduct trainings at tier 1 and four trainers who were in the co-training process at tier 1; three trainers who could conduct tier 2 trainings with one additional trainer in the co-training process; and one trainer approved to conduct tier 3 trainings. All of these individuals and

all of the Wisconsin PBIS Network regional technical assistance coordinators are approved to conduct tier 1 administrative overviews. The trainings held throughout Wisconsin are listed in the table below.

Training	Number of Times Offered	
	2009-10	2010-11
AS50: Overview of PBIS and Necessary District Commitments	3	16
AA540: PBIS: A School Renewal Process	9	10
C100: New Coaches Orientation: Nuts and Bolts	13	30
U100: Developing your Tier 1/Universal System, Part 1	24	37
U200: Developing your Tier 1/Universal System, Part 2	26	36
UTA300: Implementing PBIS in Your School, Tier 1/Universal System, Part 3	7	19
AA696: PBIS Systems of Support: A Focus on Tier 2/Secondary and Tier 3/Tertiary Tiers	2	6
S100: Building a Tier 2/Secondary System - Creating a Seamless System of Support	7	15
S200: Formalizing Tier 2/Secondary Systems, Data & Practices	6	16
S300: Tier 2/Secondary Levels of Support: Brief FBA	1	3
S301: Tier 2/Secondary Levels of Support: Behavior Intervention Planning	1	4
T300: Tier 3/Tertiary Level Support and Data-based Decision-making through Wraparound, Part 1	1	3
T301: Tier 3/Tertiary Level Support and Data-based Decision-making through Wraparound, Part 2	1	3
AS400: District Summit	1	3

In the 2010-11 fiscal year, 322 Wisconsin schools completed the tier 1/universal team trainings. In addition, 110 Wisconsin schools completed PBIS tier 2/secondary team trainings in the 2010-11 school year, bringing the total number of schools trained at tier 2 to 152. Finally, six Wisconsin schools completed PBIS tier 3/tertiary team trainings in the 2010-11 school year, bringing the total number of schools trained at tier 3 to 17.

On August 17-18, 2010, the Wisconsin PBIS Network hosted the 2010 PBIS Coaches Training with approximately 500 participants, representing 117 school districts. Following a keynote address[1], participants attended a day and a half of breakout sessions, which included presentations by exemplar schools. Fifty-three individuals attended an additional day on August 19 that consisted of three strands of training of trainer sessions including tier 1 overviews, tier 1 team training, and tier 2/3 team training.

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[1] The keynote speaker for the 2010 conference was Rob Horner, co-director of OSEP Technical Assistance Center on PBIS.

The rate of growth in the number of trained schools in Wisconsin is particularly impressive when compared with growth in other states. The graph below shows the number of schools trained in each state in July 2008 and in July 2011.
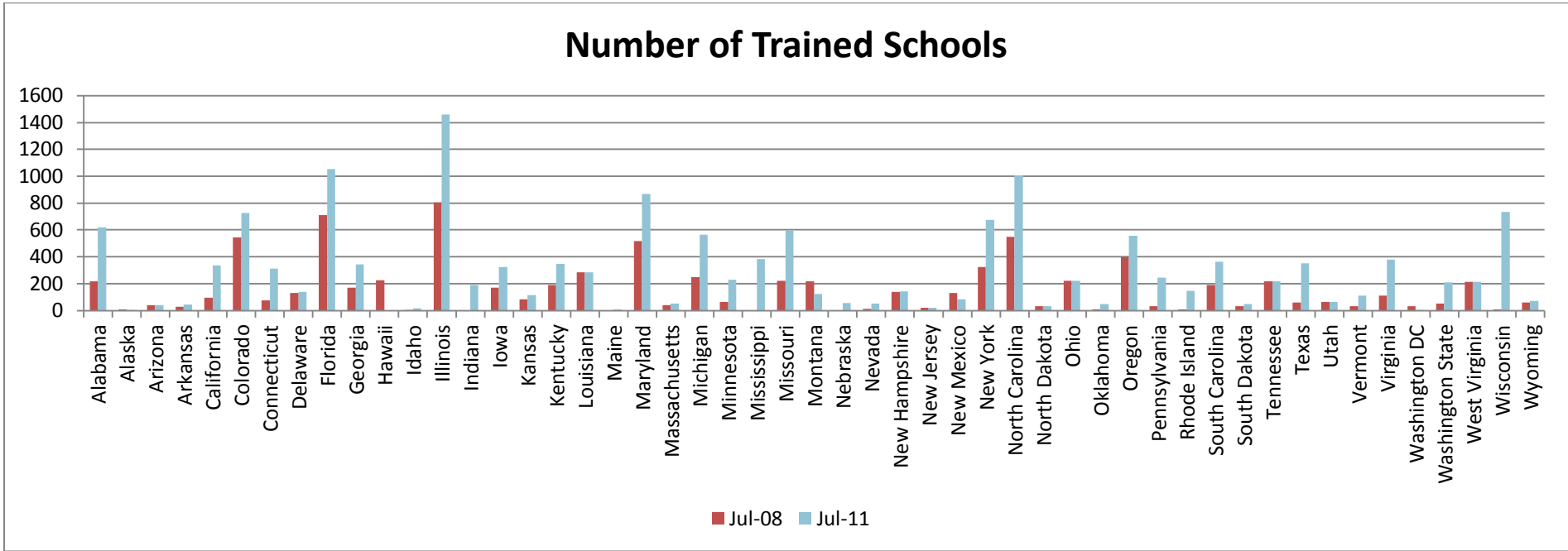
Extent Schools are Implementing PBIS

The National TA Center has developed and validated several tools to assess the fidelity of implementation of school-wide PBIS. These tools include the Team Implementation Checklist, Benchmarks of Quality, School-wide Evaluation Tool, and Self-Assessment Survey. These tools can all be completed online at the PBIS Assessment (formerly PBS Surveys) website (www.pbisassessment.org). These tools are used by school PBIS teams to assess their PBIS implementation progress. Upon completion of these tools, teams can access reports to assist them in developing action plans for enhancing their PBIS implementation. The site also provides longitudinal reports so that schools can track their implementation progress over time.

681 of the 795 (85.7 percent) trained Wisconsin schools were implementing by the end of the 2010-11 fiscal year

Staff and administrator training alone does not guarantee that PBIS will be implemented in Wisconsin schools. Thus, it is also important to discuss the number of schools that are implementing PBIS in Wisconsin. In this report, *implementing* will be operationally defined as *having attended tier 1/universal team training* and *completed at least one of the fidelity tools on the PBIS Assessment website*. Using this implementation criteria, 681 of the 795 (85.7 percent) trained Wisconsin schools were implementing by the end of the 2010-11 fiscal year. The following table shows the number of implementing schools in Wisconsin.

	PreK	Elementary	Middle	High	Alternative	Multilevel	**Total Schools**	**Total Districts**
By July 2009	0	38	17	4	2	13	**74**	**15**
By July 2010	20	156	53	25	3	57	**314**	**72**
By July 2011	25	370	109	65	13	99	**681**	**145**

As this chart shows, the number of implementing schools in Wisconsin has grown exponentially in the past couple years. The graph below shows that the implementation rate exceeded the training rate in recent months as the capacity to support trained schools in Wisconsin has increased. This indicates that the staff of the Wisconsin PBIS Network has been successful in reaching out to trained schools that had had not yet begun implementation.

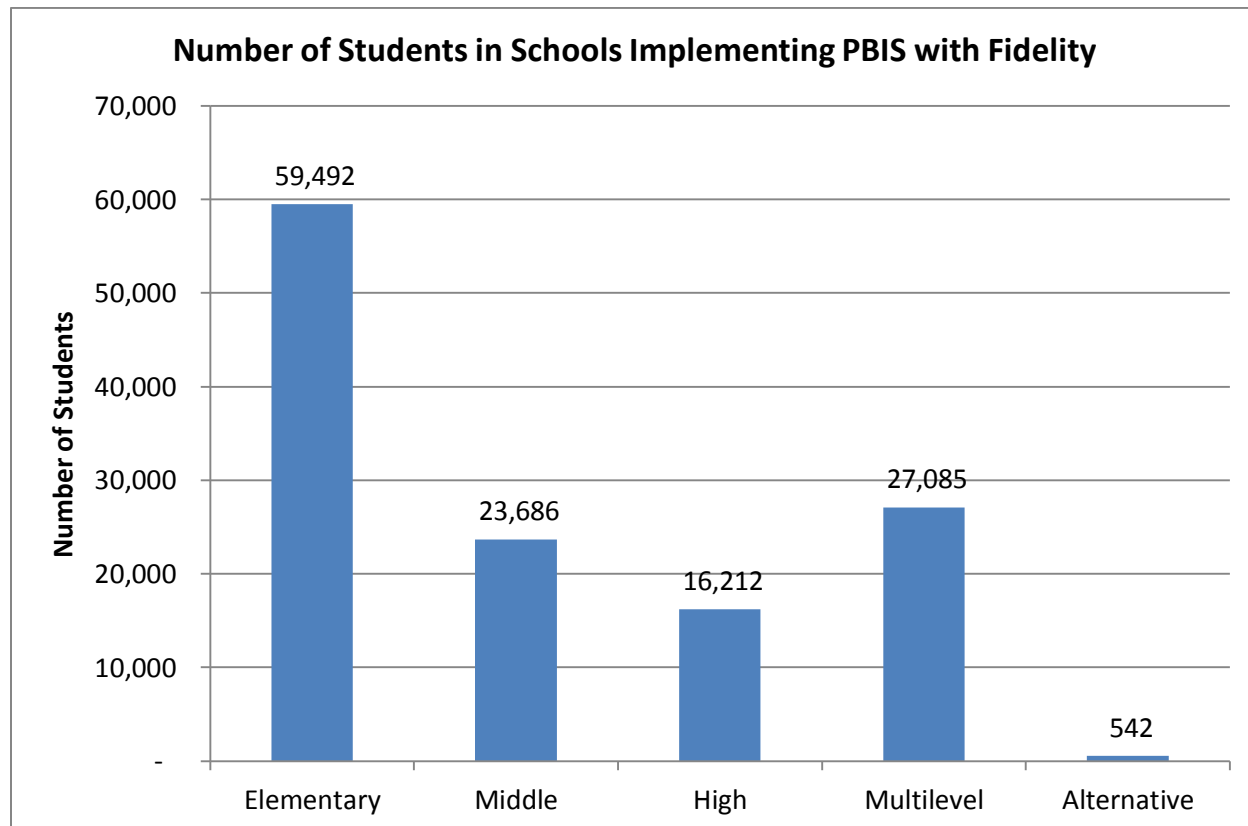**Number of Trained and Implementing Schools**
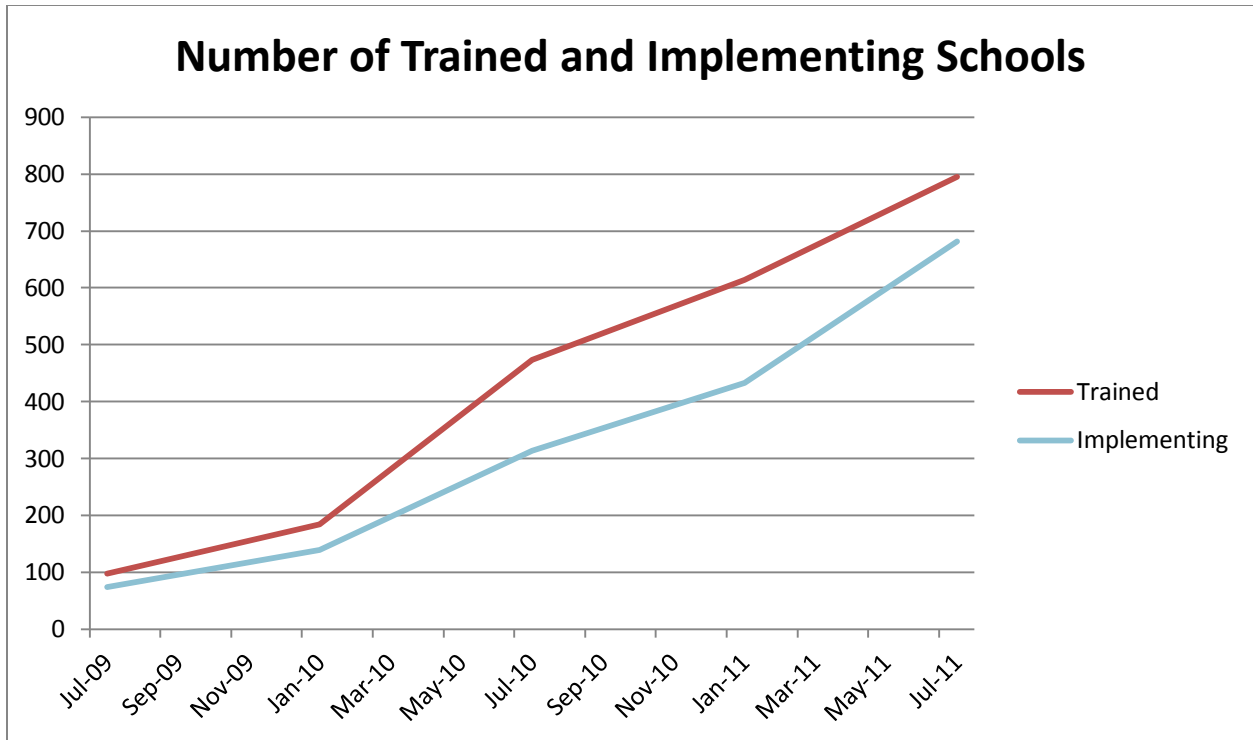
Implementing with Fidelity

Research indicates that student outcomes are more significantly impacted when PBIS is implemented with fidelity. A school is said to have reached fidelity when any one of the following criteria are met:

- 80 percent or higher implementation average on the *school-wide* section of the Self-Assessment Survey
- 80 percent or higher on the Team Implementation Checklist
- 80 percent or higher on both the *expectations taught* subscale and *overall* on the School-wide Evaluation Tool
- 70 percent or higher on the Benchmarks of Quality

By the end of the 2010-11 fiscal year, 280 (41.1 percent) of the 681 implementing schools in Wisconsin were implementing with fidelity. The table below shows the number of schools at each school level implementing with fidelity.

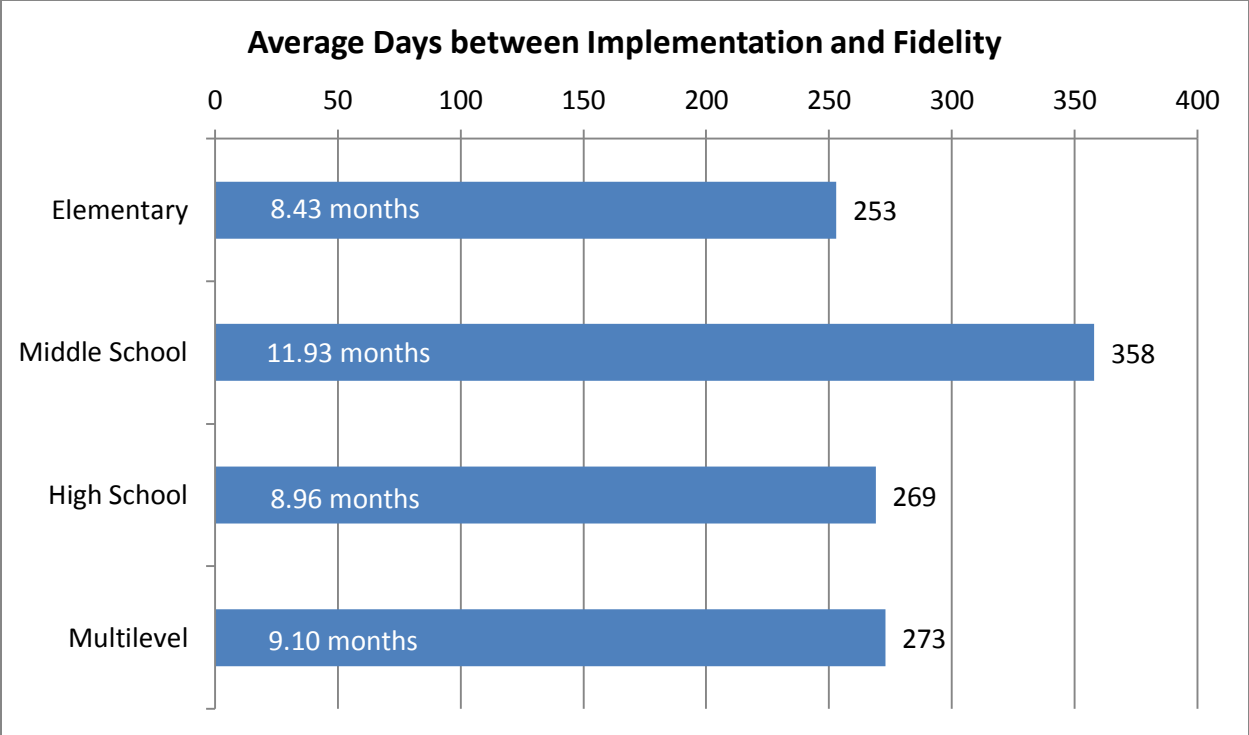|	PreK	Elementary	Middle	High	Alternative	Multilevel	**Total Schools**	**Total Districts**
By July 2009	0	4	4	0	0	0	**8**	**3**
By July 2010	1	37	16	2	1	12	**69**	**14**
By July 2011	3	157	43	17	4	56	**280**	**60**

Over 127,000 students attend the 280 schools that are implementing PBIS with fidelity in Wisconsin. The graph below shows how many students at each school level are being positively affected by high quality PBIS implementation in their schools.

Number of Students in Schools Implementing PBIS with Fidelity

School Level	Number of Students
Elementary	59,492
Middle	23,686
High	16,212
Multilevel	27,085
Alternative	542

Both the number of implementing schools and the percent of schools implementing with fidelity have grown from the previous year.

By the end of the 2009-10 fiscal year, only 68 (20.9 percent) of the 325 implementing schools in Wisconsin were implementing with fidelity. Thus, both the number of implementing schools and the percent of schools implementing with fidelity have grown from the previous year. Because PBIS is a process and many schools have been trained within the past year, this percentage is expected to continue to increase in the coming years.

The graph below shows the average number of days between initial implementation and scoring at fidelity on one of the tools on the PBIS Assessment website.

Average Days between Implementation and Fidelity

Elementary	8.43 months — 253
Middle School	11.93 months — 358
High School	8.96 months — 269
Multilevel	9.10 months — 273

Scale: 0, 50, 100, 150, 200, 250, 300, 350, 400

On average, 8.85 months elapsed between the first time a school took a fidelity tool on the PBIS Assessment website and the time that the school reached fidelity on a tool on the PBIS Assessment website. Schools took anywhere from zero months to 48.80 months to reach fidelity following completion of their first fidelity tool. Forty-nine schools reached fidelity the first time they completed a tool on the PBIS Assessment website.

External Coaches

External coaches have also been found to be an important factor in reaching fidelity. Approximately 73 percent of Wisconsin PBIS trained schools have identified an external coach. Those schools have been found to be five times more likely to reach implementation fidelity. They are also four times more likely to self-assess using the Benchmarks of Quality and score an average of 11 percent higher than schools without identified external coaches. In addition, they are twice as likely as schools without identified external coaches to use a Team Implementation Checklist and eight times more likely to complete a Team Implementation Checklist a second time.

Approximately 73 percent of Wisconsin PBIS trained schools have identified an external coach. Those schools have been found to be five times more likely to reach implementation fidelity

Finally, schools with identified external coaches are three times more likely to complete a Self-Assessment Survey a second time than schools without external coaches.

Coach	No Coach
• 73 percent of trained schools • 4 times more likely to use BOQ • 2 times more likely to take TIC once • 8 times more likely to take TIC a second time • Almost 3 times more likely to take SAS a second time • 5 times more likely to be at fidelity of implementation	• 27 percent of trained schools • 58 percent of schools in districts under 2,500 students • 17 percent of schools in districts over 2,500 students • 11 percent lower scores on BOQ

The following section will discuss observations about PBIS fidelity tools. The graphs show Self-Assessment Survey, Team Implementation Checklist, and Benchmarks of Quality scores over time. Each of these graphs shows the number of scores submitted on each of these tools with some schools submitting just one score on one measure and others submitting multiple scores on multiple measures.

Self-Assessment Survey

Typically the Self-Assessment Survey (SAS) is the first survey that is administered in PBIS schools to get baseline data on PBIS implementation and to assist schools with 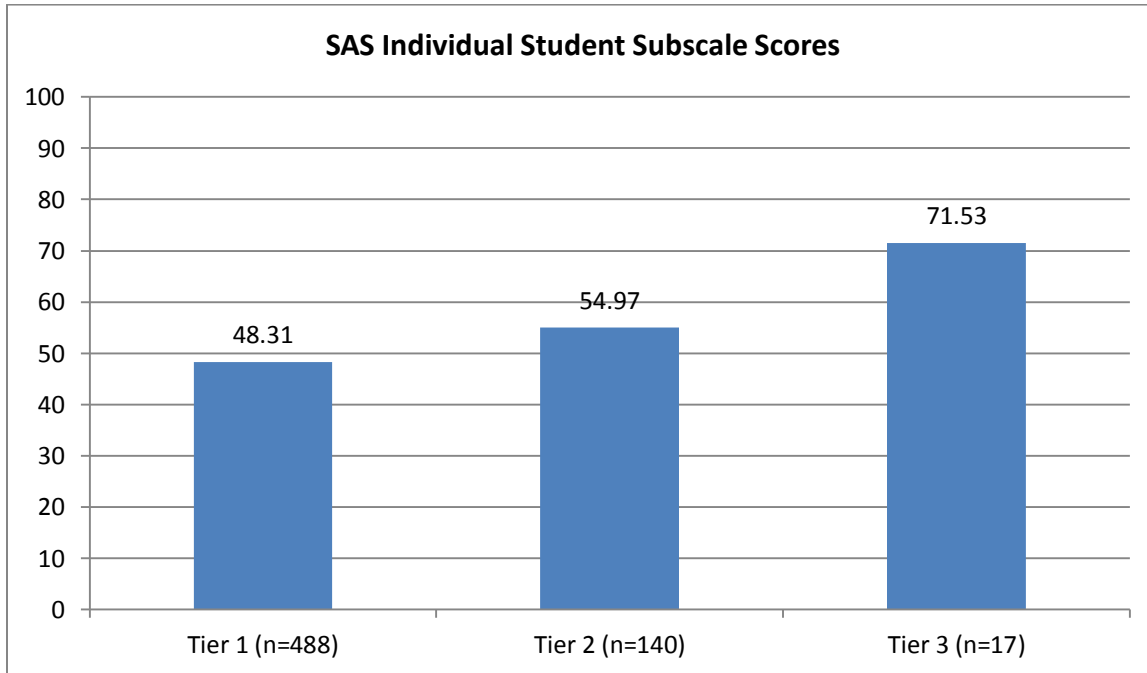obtaining buy-in for PBIS from staff. The SAS is taken by all adults who work with students in a school building. SAS scores were submitted by Wisconsin schools each year from 2006-07 to the present; very few scores were submitted in 2006-07 and 2007-08, slightly more scores were submitted in 2008-09, many more scores were submitted in 2009-10, and even more scores were submitted in 2010-11. Across all five years, 216

Across all five years, 216 scores at or above the 80 percent required to indicate fidelity were submitted, with 159 of them coming in the 2010-11 fiscal year.

scores at or above the 80 percent required to indicate fidelity were submitted, with 159 of them coming in the 2010-11 fiscal year. This is up from 47 in the 2009-10 fiscal year and 10 in the 2006-07, 2007-08, and 2008-09 fiscal years combined.
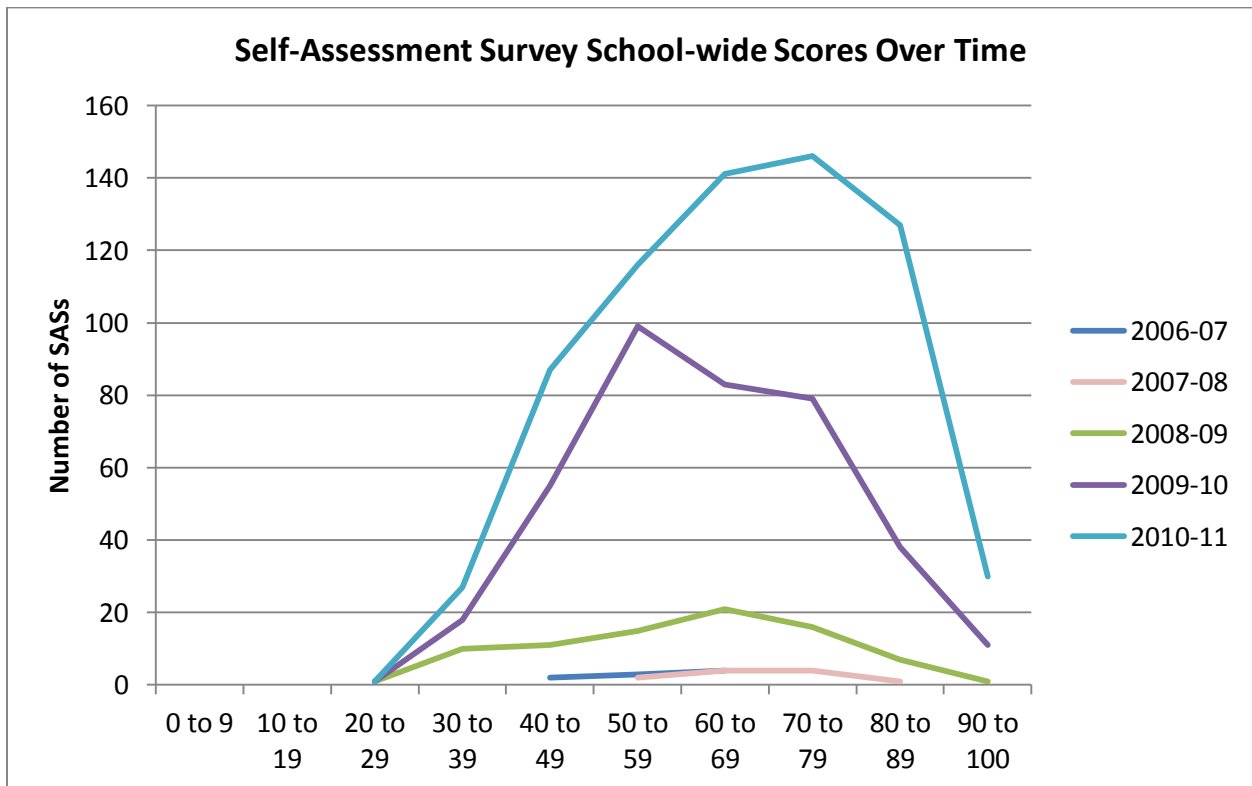

The SAS also contains a section on individual student systems. Schools trained and implementing tier 3 supports should see higher scores on this section than schools who have not yet been trained at tier 3.

Scores on the individual student systems section of the SAS were compared for schools trained at each of the three tiers using a one-way ANOVA. It was found that schools that were trained at tier 3 scored significantly higher than schools trained at tier 1 or tier 2 on the individual student section of the most recent SAS that was taken ($F(2, 642) = 29.72$, $p < .01$).

SAS Individual Student Subscale Scores

Tier	Score
Tier 1 (n=488)	48.31
Tier 2 (n=140)	54.97
Tier 3 (n=17)	71.53

Team Implementation Checklist

The Team Implementation Checklist (TIC) is typically the tool that is used most often by PBIS teams for action planning their early PBIS implementation. Very few TIC scores were submitted in 2008-09, more scores were submitted in 2009-10, and even more were submitted in 2010-11. Schools in all stages of PBIS implementation have submitted TIC scores with most scores falling below the 80 percent required to indicate fidelity. This is to be expected since the TIC is used for action planning during early implementation and does not need to be taken after a school attains 70 percent or higher on a Benchmarks of Quality. However, 190 scores at 80 percent or above were submitted in the 2010-11 school year.
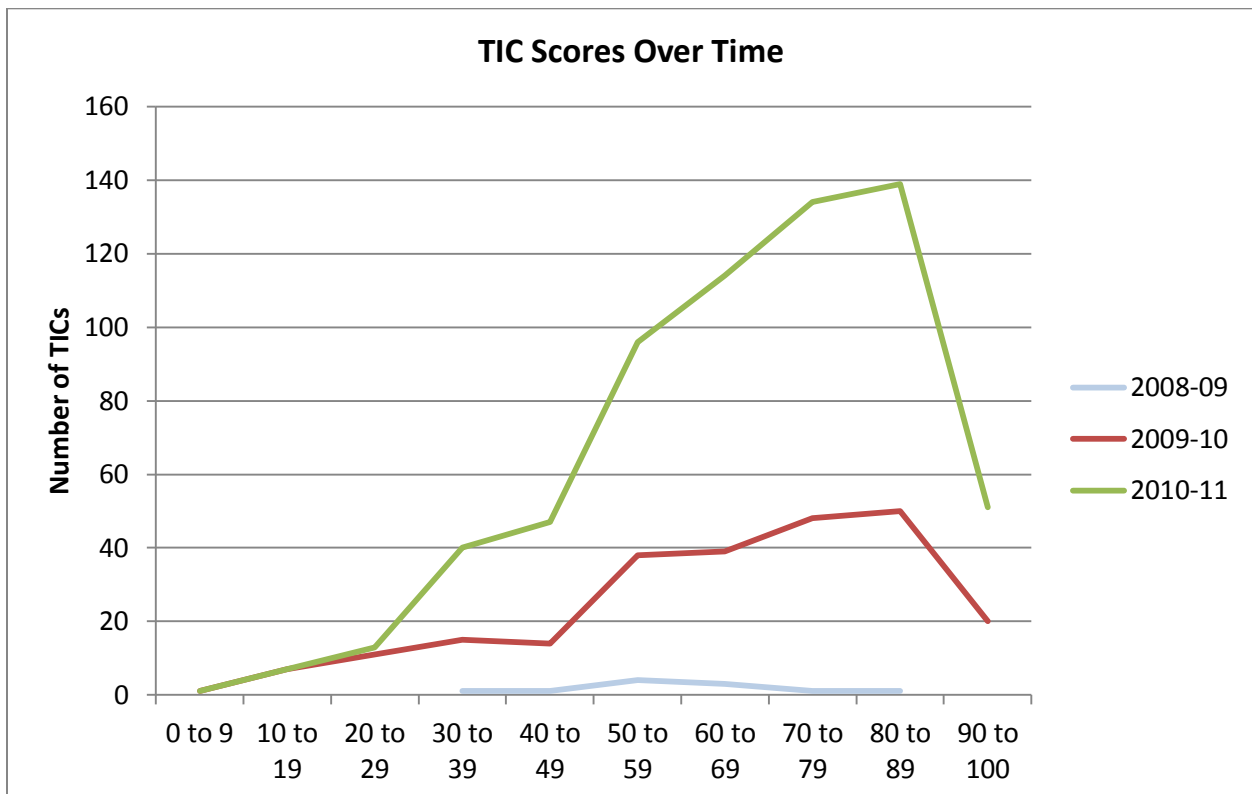

Benchmarks of Quality

The Benchmarks of Quality (BoQ) tool should be taken annually in March, April, or May by all schools implementing PBIS. The BoQ is the primary tool recommended by the National TA Center for assessing PBIS implementation fidelity and readiness for tier 2 and tier 3 team training. That said, only 47 BoQ

317 BoQs were submitted in the PBIS Assessment website in the 2010-11 school year – an increase of over 500 percent from the previous school year.

scores were submitted in Wisconsin in 2009-10, with no scores being submitted in any earlier years. A major goal of the Wisconsin PBIS Network this year was to increase the number of schools completing the BoQ in spring 2011. To reach this goal, a webinar was created and posted on the Wisconsin PBIS Network website with instructions on how to complete the BoQ. In addition, an advanced coaches

networking session was held in February via Adobe Connect to provide instruction and support on BoQ completion procedures, and this information was also presented at an external coaches forum held in April 2011. These efforts clearly paid off as 317 BoQs were submitted in the PBIS Assessment website in the 2010-11 school year – an increase of over 500 percent from the previous school year. In addition, the 2009-10 annual report stated that over half of the BoQ scores that were submitted in that school year were at or above the 70 percent required to indicate fidelity. The same is true for the 2010-11 school year.
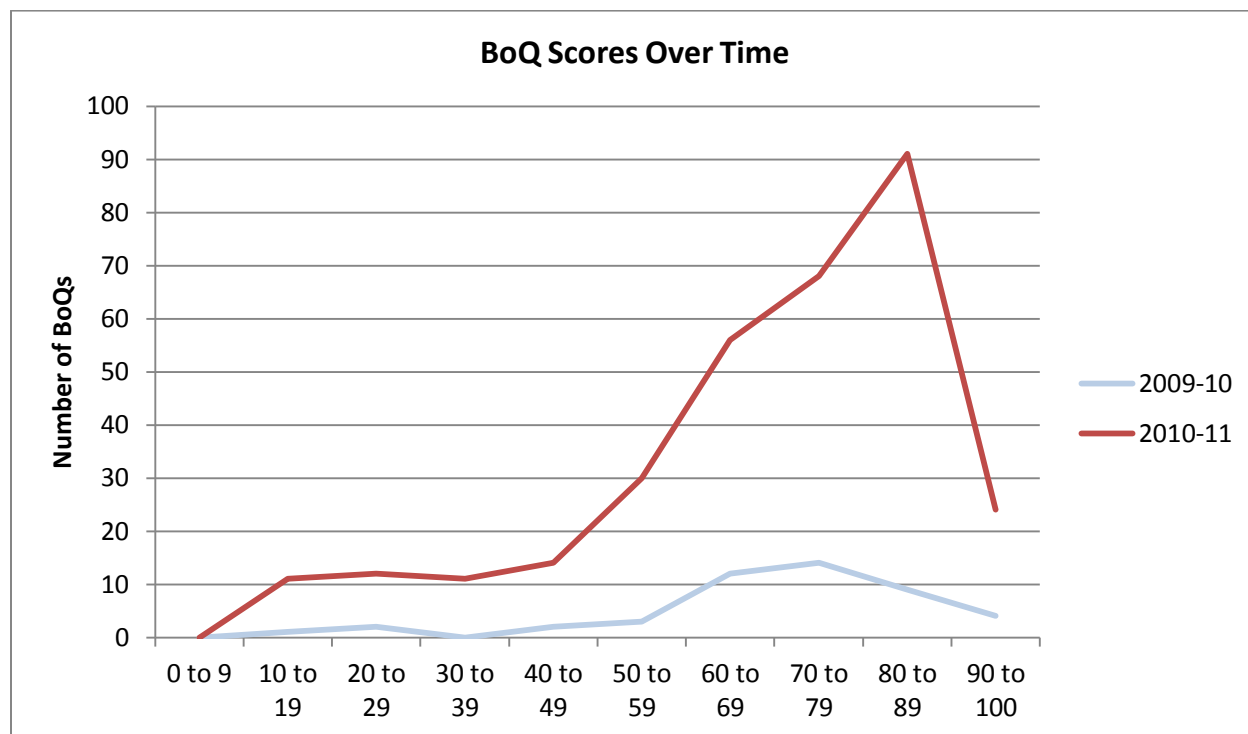
School-wide Evaluation Tool

The School-wide Evaluation Tool (SET) is designed to be completed by a trained external evaluator. The trained evaluator visits a school and completes the tool in about four hours. In February 2010, the Wisconsin PBIS Network hosted a SET evaluator training in collaboration with Milwaukee Public Schools.

In the 2010-11 school year, 121 SETs were conducted; 85 schools met fidelity criteria.

Wisconsin now has 10 trained SET evaluators. None of the SET data collected in Wisconsin prior to this training is included in the assessment of school-wide PBIS fidelity.

In the 2010-11 school year, 121 SETs were conducted; 85 schools met fidelity criteria (80 percent or greater on both the *expectations taught* subscale and *overall* score).

School of Merit Recognition

In spring 2011, the Wisconsin PBIS Network developed a process to recognize schools as Wisconsin PBIS Network Schools of Merit. School of Merit is the first level in what will likely be a three-level school

recognition program for PBIS implementation in Wisconsin. To be recognized as a School of Merit, schools had to submit an application and demonstrate at least 11 of 13 criteria:

- At least three people from the school attended days one and two of universal team training.
- School took the BoQ in the 2010-11 school year and got a score of at least 70 percent.
- School has taken at least one SAS.
- School has taken at least one TIC.
- School identifies at least one internal coach.
- School has at least three PBIS team members.
- School has at least eight PBIS team meetings in the 2010-11 school year.
- School reports office discipline referral (ODR) counts for all months of the 2010-11 school year.
- Administrator has a role in their PBIS system.
- School has both an internal and external coach in their PBIS system.
- School uses the Big Five[2] for data analysis.
- School demonstrates problem solving around data.
- School is creating or using an action plan based on fidelity data.

Twenty-three schools were recognized as Wisconsin PBIS Network Schools of Merit for the 2010-11 school year:

- Altoona – Altoona Middle
- Altoona – Pederson Elementary
- Appleton – Kaleidoscope Academy/Roosevelt Middle
- Brown Deer – Brown Deer Middle
- Crivitz – Crivitz Elementary/Middle
- Eau Claire – Robbins Elementary
- Hamilton – Woodside Elementary
- Janesville – Wilson Elementary
- Madison – Lowell Elementary
- Madison – O'Keeffe Middle
- Madison – Sherman Middle
- Monroe – Northside Elementary
- Shawano – Hillcrest Primary
- Shawano – Olga Brener Intermediate
- Sheboygan – Grant Elementary
- Sheboygan – Longfellow Elementary
- Sheboygan – Sheridan Elementary
- Sun Prairie – Horizon Elementary
- Sun Prairie – Royal Oaks Elementary
- Sun Prairie – Westside Elementary
- Tomah – Tomah Middle
- Wauwatosa – West High
- Wauwatosa – Wilson Elementary/WSTEM Charter

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[2] ODR per day per month, by location, by behavior, by time, by student

These schools were recognized at the 2011 PBIS Leadership Conference during the welcome address, and staff received name badges at the conference recognizing them as representatives of Schools of Merit. Each school also received a banner to hang in their building, and a letter of acknowledgement was sent to their district superintendent.

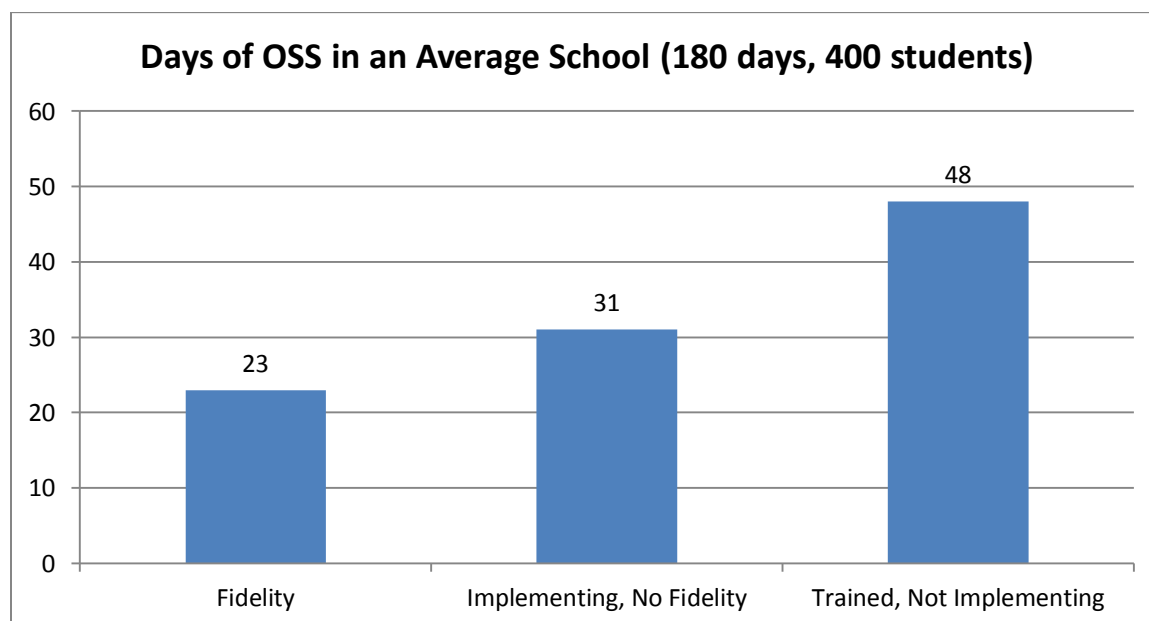## Extent Students and Others are Benefitting

Out of School Suspension and Office Discipline Referral Data

In the 2010-11 school year, 213 schools in Wisconsin used the School-wide Information System (SWIS) for data collection; 101 of which were trained by July 2010. Of the 101 schools using SWIS in 2010-11 that were trained by July 2010, 22 were implementing PBIS with fidelity, 53 were implementing PBIS but had not yet reached fidelity, and 26 were trained in PBIS but had not yet implemented PBIS. These three groups were compared on the total days of out of school suspension (OSS), incidents resulting in OSS, and number of students receiving OSS in the 2010-11 school year.

Schools implementing with fidelity had 52 percent fewer days lost to OSS than schools that were trained but not implementing.
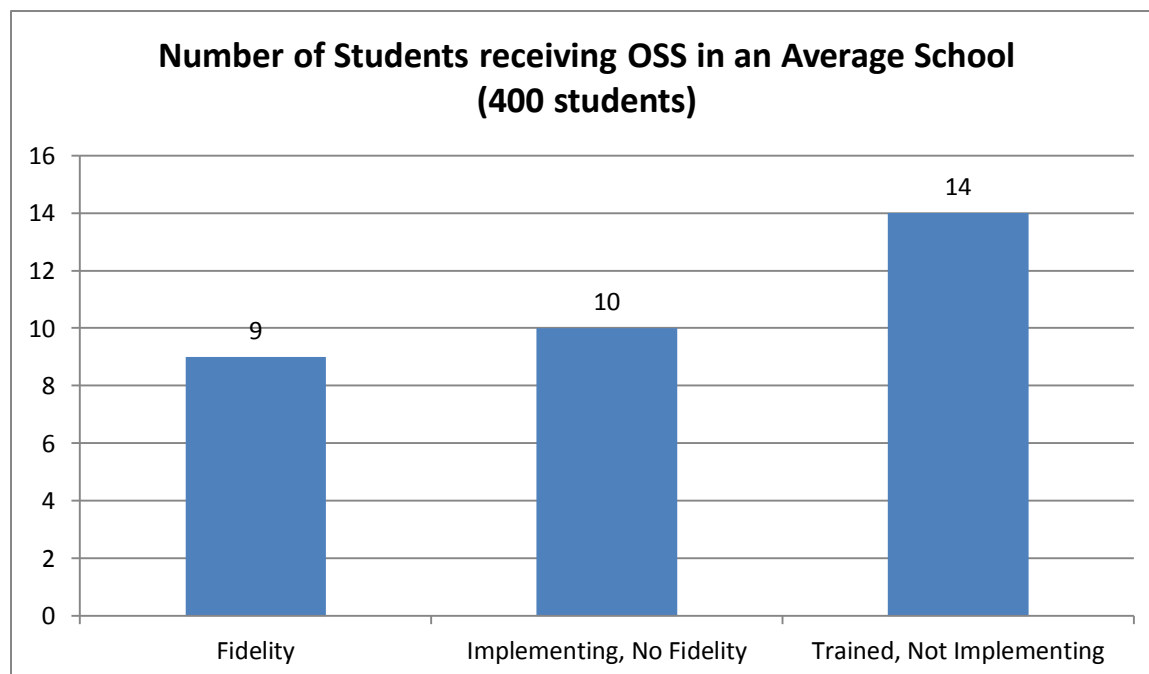
First the three groups were compared on the percent of the total days that students received OSS. Students in schools implementing PBIS with fidelity received OSS accounting for 0.03 percent of all school days, while students in schools implementing PBIS that hadn't yet reached fidelity received OSS accounting for 0.04 percent of all school days, and students in schools trained in PBIS that hadn't yet implemented received OSS accounting for 0.07 percent of all school days. An average school in Wisconsin has 180 days and 400 students, giving a total possible number of school days of 72,000 in an average school. The graph below shows the number of school days lost to OSS in an average school in each of these three groups. To summarize: schools implementing with fidelity had 52 percent fewer days lost to OSS than schools that were trained but not implementing.

Days of OSS in an Average School (180 days, 400 students)

| Group	Days of OSS
Fidelity	23
Implementing, No Fidelity	31
Trained, Not Implementing	48

Next the three groups were compared on the percent of students that received OSS. In 2010-11, 2.29 percent of students in schools implementing PBIS with fidelity received OSS, 2.61 percent of students in schools implementing PBIS without fidelity received OSS, and 3.38 percent of students in schools trained but not implementing PBIS received OSS. The graph below shows the number of students receiving OSS in an average school in each of these three groups. Schools implementing with fidelity had 36 percent fewer students receiving OSS than schools that were trained but not implementing.

Number of Students receiving OSS in an Average School (400 students)

Finally, the three groups were compared on the number of OSS per student. Schools implementing PBIS with fidelity prior to the beginning of the 2010-11 school year gave, on average, 0.07 OSS per student in 2010-11. Schools implementing PBIS but not yet with fidelity prior to the 2010-11 school year gave, on average, 0.10 OSS per student in 2010-11. Finally, schools that had been trained but hadn't yet implemented PBIS prior to the beginning of the 2010-11 school year gave 0.12 OSS per student in 2010-11. The graph below shows the number of OSS given in 2010-11 in an average school implementing with fidelity, implementing but not yet with fidelity, and trained but not yet implementing PBIS. The schools implementing with fidelity had 43 percent fewer OSS than schools that were trained but not implementing.

**Number of Out of School Suspensions in an Average School (400 students)**
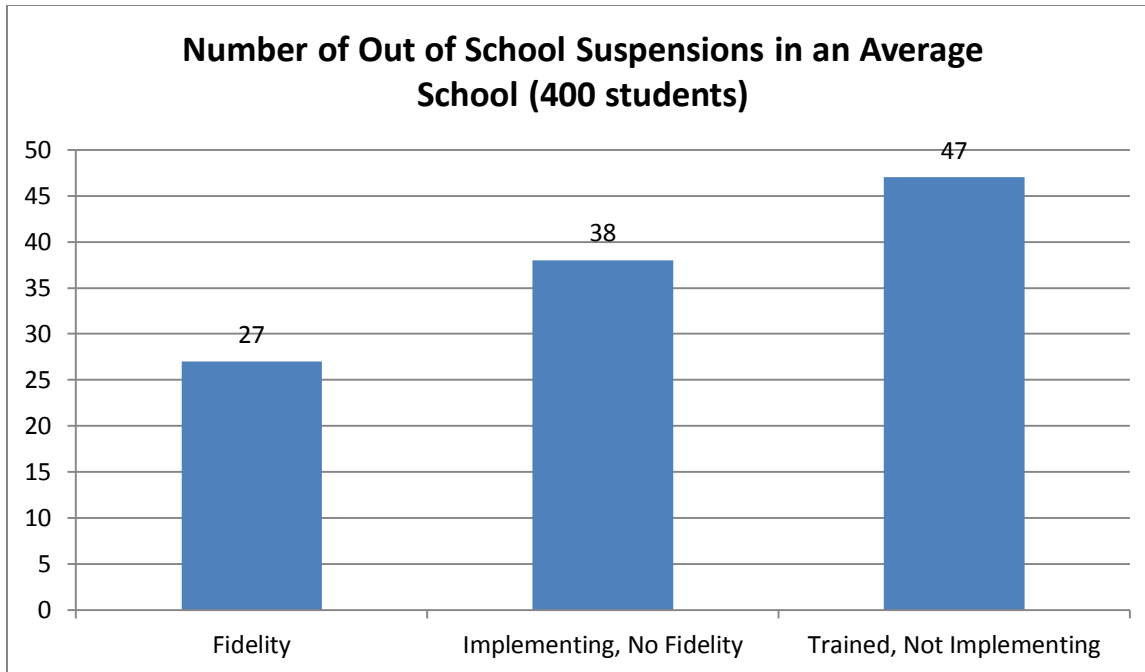
2010-11 ODR data was obtained from SWIS for schools that use SWIS and was requested via email from all schools trained by the end of the 2010-11 school year. Similar to the analyses conducted above for OSS data, 2010-11 ODR counts were compared for schools that were implementing with fidelity prior to the beginning of the 2010-11 school year and schools that were implementing but hadn't yet reached fidelity by the beginning of the 2010-11 school year. Because PBIS implementation often substantially changes the meaning and completion of ODR forms in schools, schools that hadn't yet implemented PBIS prior to the beginning of the 2010-11 school year are not included in these analyses.

ODR data was received from 28 schools that were implementing PBIS with fidelity prior to the 2010-11 school year. In addition, this data was also received from 67 schools that were implementing PBIS but had not yet reached fidelity prior to the beginning of the 2010-11 school year. The average number of ODRs per 100 students per day in 2010-11 for schools implementing PBIS with fidelity was 0.49. The average number of ODRs per 100 students per day in 2010-11 for schools implementing PBIS but not with fidelity was 0.57. The graph below shows the average number of ODRs in an average school (180 days, 400 students) implementing PBIS with and without fidelity in Wisconsin. Schools implementing with fidelity had 14 percent fewer ODRs than schools implementing but not with fidelity.

Schools implementing with fidelity had 14 percent fewer ODRs than schools implementing but not with fidelity.

Number of Office Discipline Referrals in an Average School (180 days, 400 students)

	Fidelity	Implementing, no Fidelity
	353	410
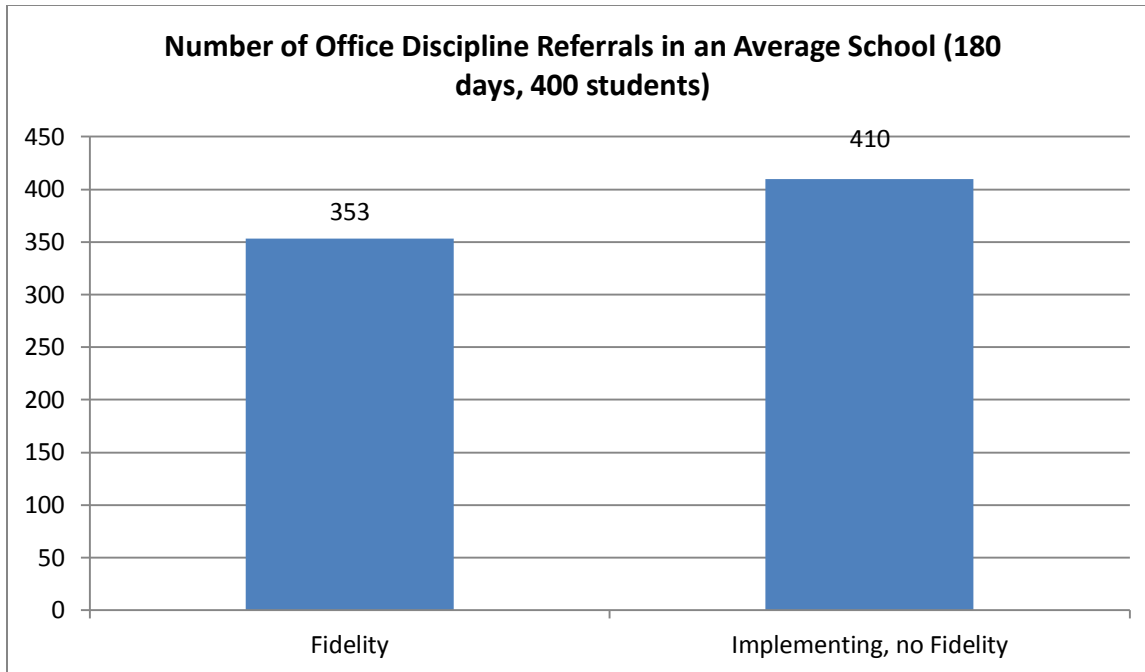
## Academic Proficiency and Participation Rates

Of the 280 schools that demonstrated fidelity on at least one fidelity tool by the end of the 2010-11 fiscal year, 27 schools demonstrated fidelity by the end of the 2009-10 fiscal year and sustained implementation at fidelity levels throughout the 2010-11 fiscal year with no regression to non-fidelity status. As a result of the sustained high quality implementation of PBIS, positive student outcomes are expected. These outcomes may include increased academic proficiency and participation rates, attendance rates, less restricted educational environment, decreased suspension and expulsion rates, dropout rates, truancy rates, specific disability rates, and ODR rates.

Of these 27 schools, 18 are elementary schools, four are middle schools, four are multilevel schools (elementary/middle or middle/high), and one is an alternative school. Nineteen of these schools first attained fidelity in the spring 2010 semester, six in the fall 2009 semester, and two in the spring 2009 semester. The schools are from 12 different districts.
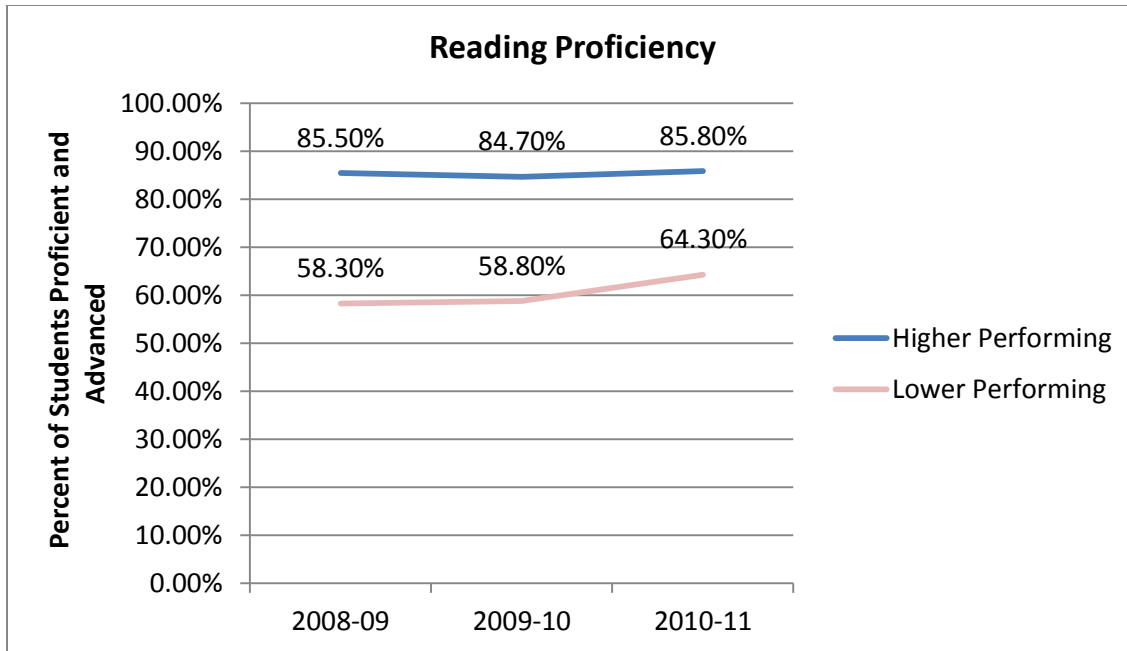
Data for 2010-11 on suspension rates, expulsion rates, dropout rates, truancy rates, and attendance rates is not yet publicly available on the DPI website. However, data on academic proficiency and participation rates is publicly available, and data on educational environment and specific disability rates was obtained from DPI. Therefore it is possible to look for changes over time (from 2008-09 to 2010-11) in academic proficiency and participation for schools sustaining high quality PBIS implementation. In addition, data is available to examine changes over time in educational environment (from 2009-10 to 2010-11) and specific disability rates (from 2008-09 to 2010-11) for schools sustaining PBIS.

To look for change over time in the percent of students scoring proficient or advanced in reading on the Wisconsin Knowledge Concepts Examination (WKCE) in the 27 schools sustaining high quality PBIS implementation, a repeated measures general linear model was used. It was found that the effect of

time was significant, $F(2, 52) = 5.20$, $p = .01$, meaning that there was a significant increase in these 27 schools in the percent of students scoring proficient or advanced in reading on the WKCE between 2008-09 and 2010-11. The graph below shows the average percent of students scoring proficient or advanced in reading over time in the schools sustaining high quality PBIS implementation.
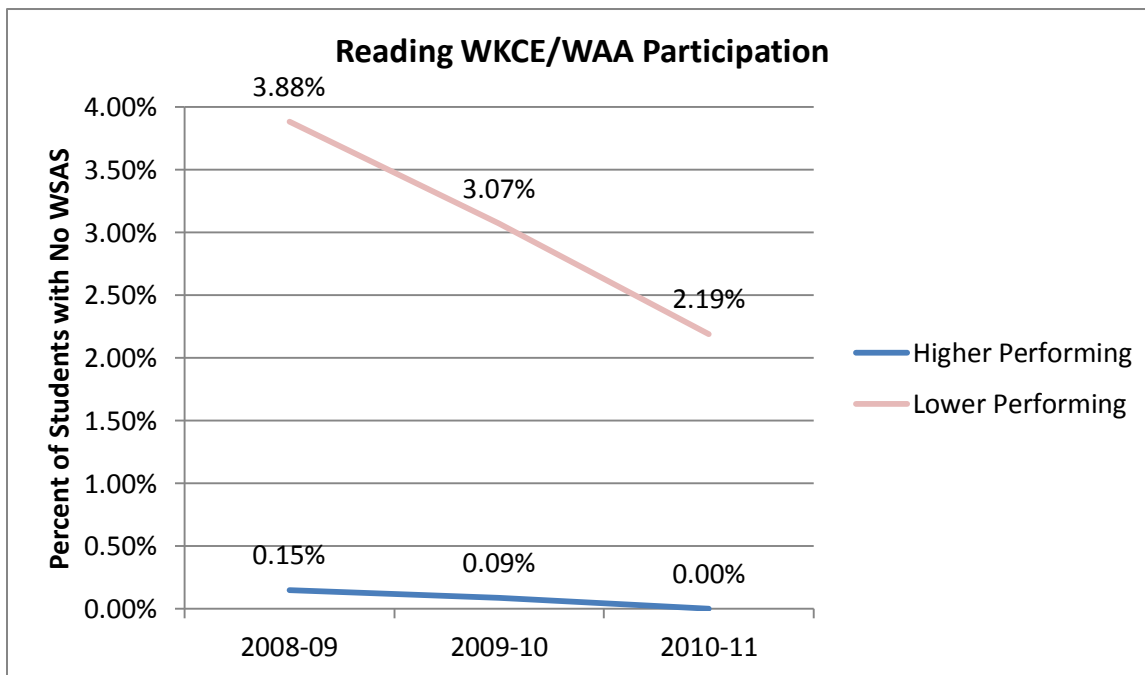
Reading Proficiency
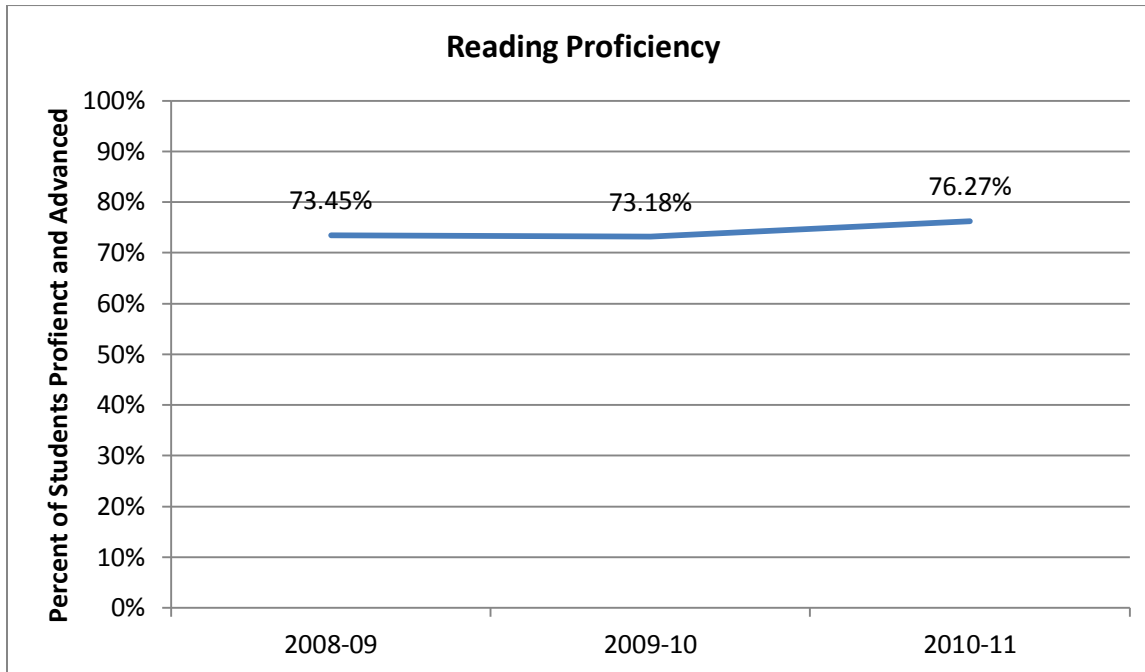
This effect is particularly strong for schools whose percent of students scoring proficient and advanced in reading was below the average of these 27 schools ($M = 73.45$ percent). Once again a repeated measures general linear model was used to determine whether there was a significant change in the percent of students scoring proficient or advanced in reading over time, whether there was a significant difference between the higher and lower performing schools in the percent of students scoring advanced or proficient in reading, and whether the interaction of time and initial score was significant. The interaction of time and initial score was significant, $F(2, 50) = 4.45$, $p = .02$. This indicates that the changes over time in the percent of students scoring proficient and advanced in the higher and lower performing schools are not the same. The graph below shows the average percent of students scoring proficient and advanced in reading over time for lower performing and higher performing schools. Lower performing schools experienced a 6 percent increase in the percent of students scoring proficient and advanced in reading while higher performing schools did not experience this increase.

Reading Proficiency

Percent of Students Proficient and Advanced

|	2008-09	2009-10	2010-11
Higher Performing	85.50%	84.70%	85.80%
Lower Performing	58.30%	58.80%	64.30%

To look for any changes over time in participation rates on the reading portion of the WKCE/Wisconsin Alternate Assessment (WAA) for the schools sustaining high quality PBIS implementation, a repeated measures general linear model was used. There was no significant change between 2008-09 and 2010-11 in the participation rates on the reading portion of the WKCE/WAA ($F(2, 52) = 1.89$, $p = .16$), but it does appear that these schools are reducing the percent of students who do not participate in the reading portion of WKCE or WAA tests. The graph below shows the percent of students with no reading Wisconsin Student Assessment System (WSAS) scores in these schools over time.

Reading WKCE/WAA Participation

Percent of Students with No WSAS

|	2008-09	2009-10	2010-11
	1.80%	1.42%	0.98%
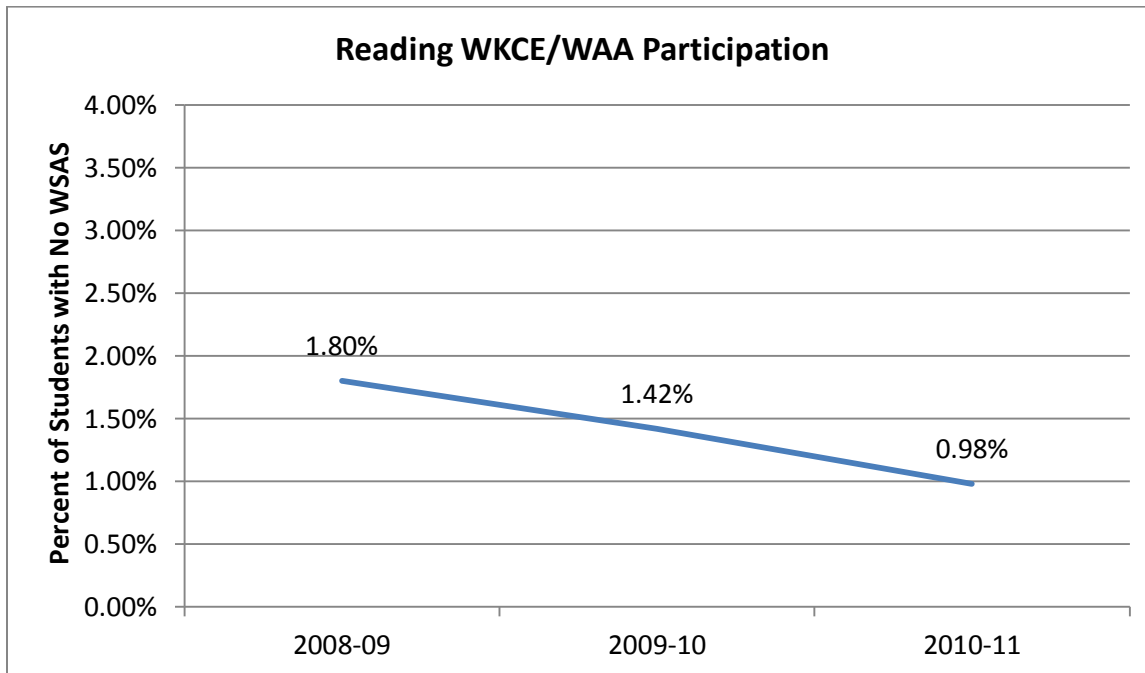
Once again this effect is particularly strong for lower performing schools. A repeated measures general linear model was used to determine whether there were significant changes in WKCE/WAA participation rates over time, whether there were significant differences between lower performing schools and higher performing schools on WKCE/WAA participation rates, and whether the interaction of time and initial score was significant on reading WKCE/WAA participation rates. While the interaction of time and initial score was not significant, $F(2, 50) =1.63$, $p = .21$, (meaning that the change over time in WKCE/WAA participation rates does not differ for higher performing and lower performing schools) it does appear that lower performing schools had a greater reduction in the percent of students with no WSAS reading scores than higher performing schools. This is shown in the graph below.

To look for change over time in the percent of students scoring proficient or advanced in math on the WKCE in the 27 schools sustaining high quality PBIS implementation, a repeated measures general linear model was used. It was found that the effect of time was not significant, $F(2, 52) = 2.08$, $p = .14$, meaning that there was no significant change in these 27 schools in the percent of students scoring proficient or advanced in math on the WKCE between 2008-09 and 2010-11. The graph below shows the slight increase in the average percent of students scoring proficient or advanced in math over time in the schools sustaining high quality PBIS implementation.

Math Proficiency
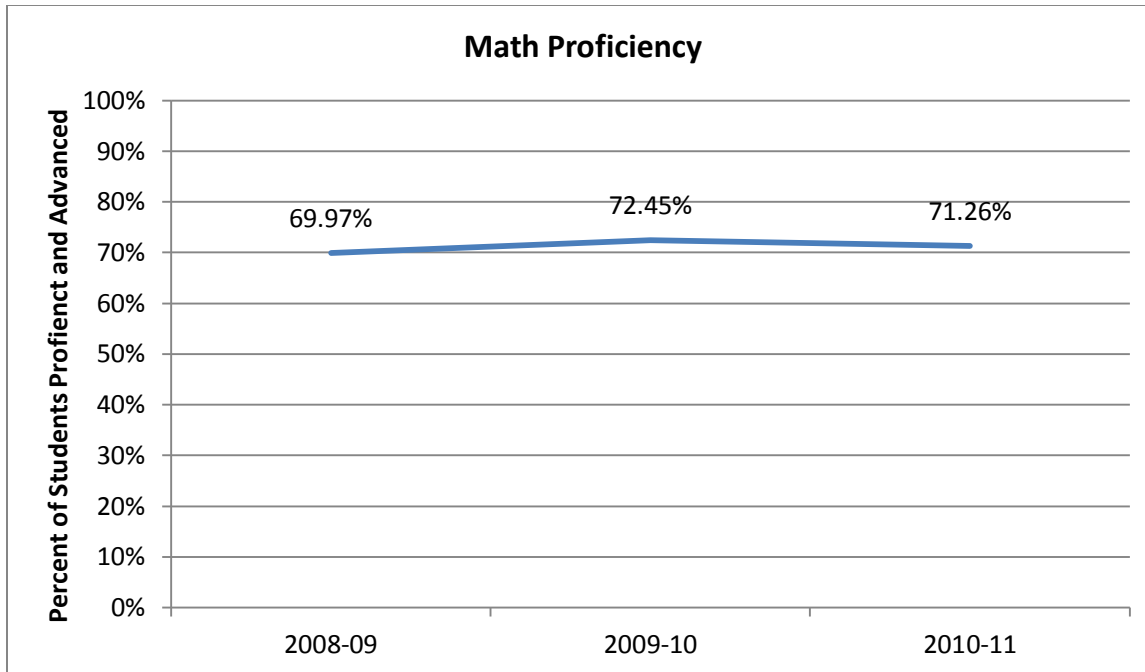
This effect is stronger for schools whose percent of students scoring proficient and advanced in math was below the average of these 27 schools (M = 69.97 percent). Once again a repeated measures general linear model was used to determine whether there was a significant change over time in the percent of students scoring proficient or advanced in math, whether there was a significant difference between higher and lower performing schools in the percent of students scoring proficient or advanced in math, and whether the interaction of time and initial score was significant. The interaction of time and initial score was significant, $F(2, 50)$ =4.45, p = .02. This indicates that the changes over time in the percent of students scoring proficient and advanced in math in the higher and lower performing schools are not the same. The graph below shows the average percent of students scoring proficient and advanced in math over time for higher performing and lower performing schools. Lower performing schools experienced a 5 percent increase in the percent of students scoring proficient and advanced in math while higher performing schools did not experience this increase.
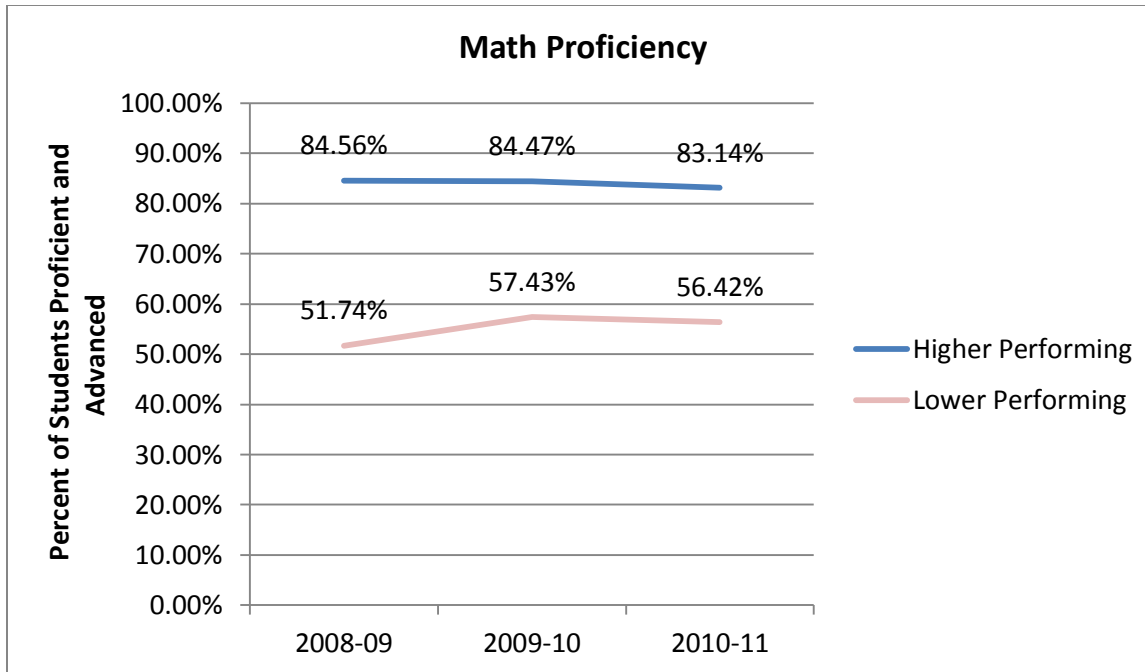
Math Proficiency

To look for any changes over time in participation rates on the math portion of the WKCE/WAA for the schools sustaining high quality PBIS implementation, a repeated measures general linear model was used. There was no significant change between 2008-09 and 2010-11 in the participation rates on the math portion of the WKCE/WAA ($F(2, 52) = 2.20$, $p = .12$), but it does appear that these schools are reducing the percent of students who do not participate in the math portion of WKCE or WAA tests. The graph below shows the percent of students with no WSAS math scores in these schools over time.

Math WKCE/WAA Participation
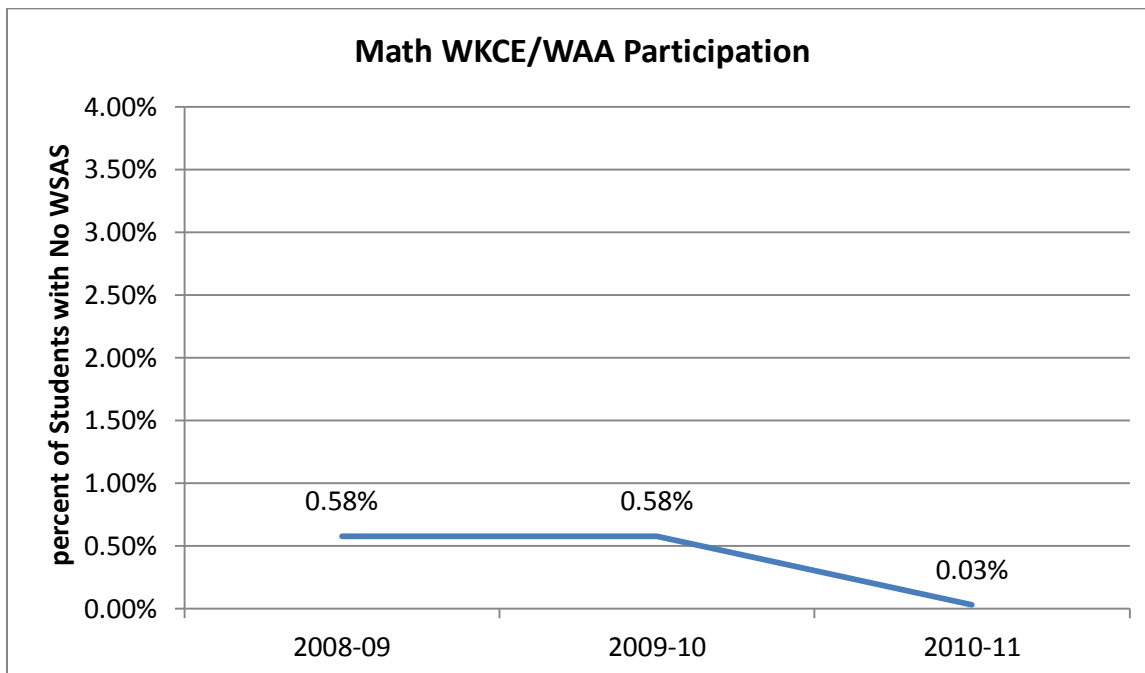
Once again this effect stronger for lower performing schools. A repeated measures general linear model was used to determine whether there were significant changes in WKCE/WAA participation rates over time, whether there were significant differences between lower performing schools and higher performing schools on WKCE/WAA participation rates, and whether the interaction of time and initial score was significant on math WKCE/WAA participation rates. While the interaction of time and initial score was not significant, $F(2, 50) = 1.97$, $p = .15$, it does appear that lower performing schools had a greater reduction in the percent of students with no WSAS scores than higher performing schools. This is shown in the graph below.

**Math WKCE/WAA Participation**
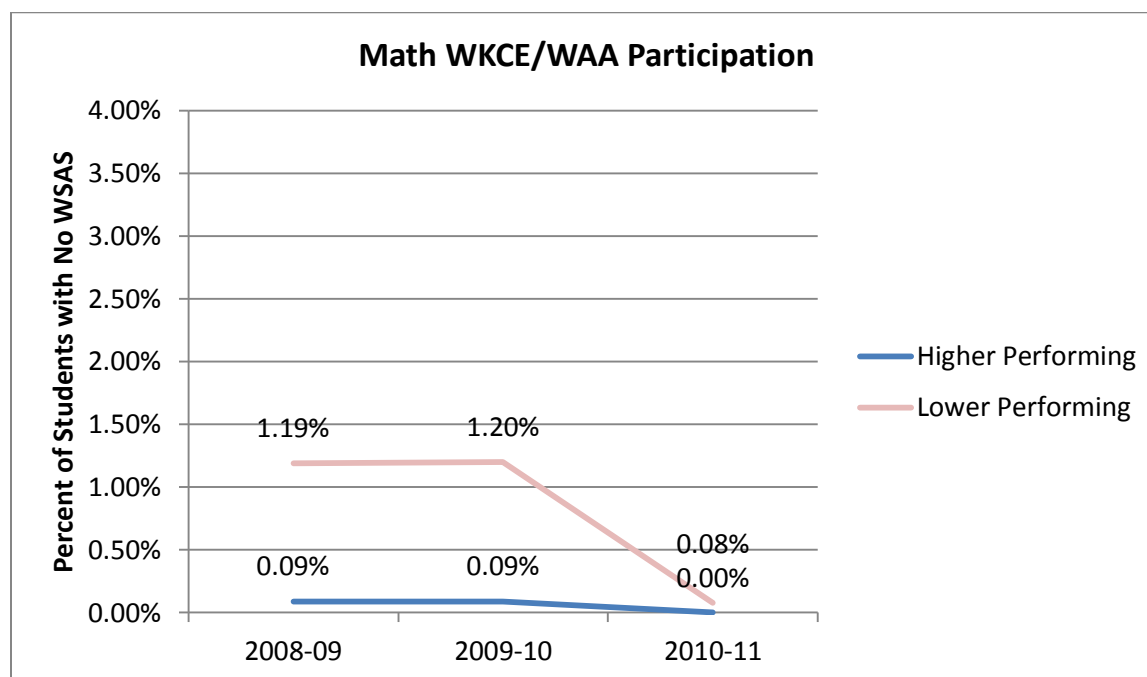
Educational Environment and Specific Disability Category

Educational environment data can also be examined longitudinally (2009-10 and 2010-11) for the 27 schools sustaining high quality PBIS implementation. A ratio was created to examine the percent of students with disabilities who are in regular classrooms 80 percent or more of the time. It was found that in these 27 schools, 67.16 percent of students with disabilities were in regular classrooms 80 percent or more of the time in the 2009-10 school year, whereas this percentage fell to 64.29 percent in the 2010-11 school year. This decrease was not significant, $F(1, 26) = 3.65$, $p = .07$.

To look for a change over time in the percentage of students with disabilities for these 27 schools over time (2008-09 to 2010-11), a repeated measures general linear model was used. A significant effect of time was found, $F(2, 52) = 5.33$, $p = .01$, meaning that there was a significant change over time in the percent of students with disabilities in these 27 schools. On average, the percentage of students with disabilities was 14.58 percent in 2008-09, 12.80 percent in 2009-10, and 13.25 percent in 2010-11 – a net decrease of 1.33 percent. At the same time, the average percentage of students with emotional

behavioral disabilities was 1.50 percent in 2008-09, and it dropped to 1.29 percent in 2009-10, holding steady at that level in 2010-11. These changes are not significant, $F(2, 52) = .67$, $p = .51$. Thus, the percentage of students with disabilities dropped from the 2008-09 school year to the 2009-10 school year, and the percentage of students with emotional behavioral disabilities also dropped at that time. The percentage of students with disabilities rose slightly from 2009-10 to 2010-11; however, that increase was not seen for students with emotional behavioral disabilities.
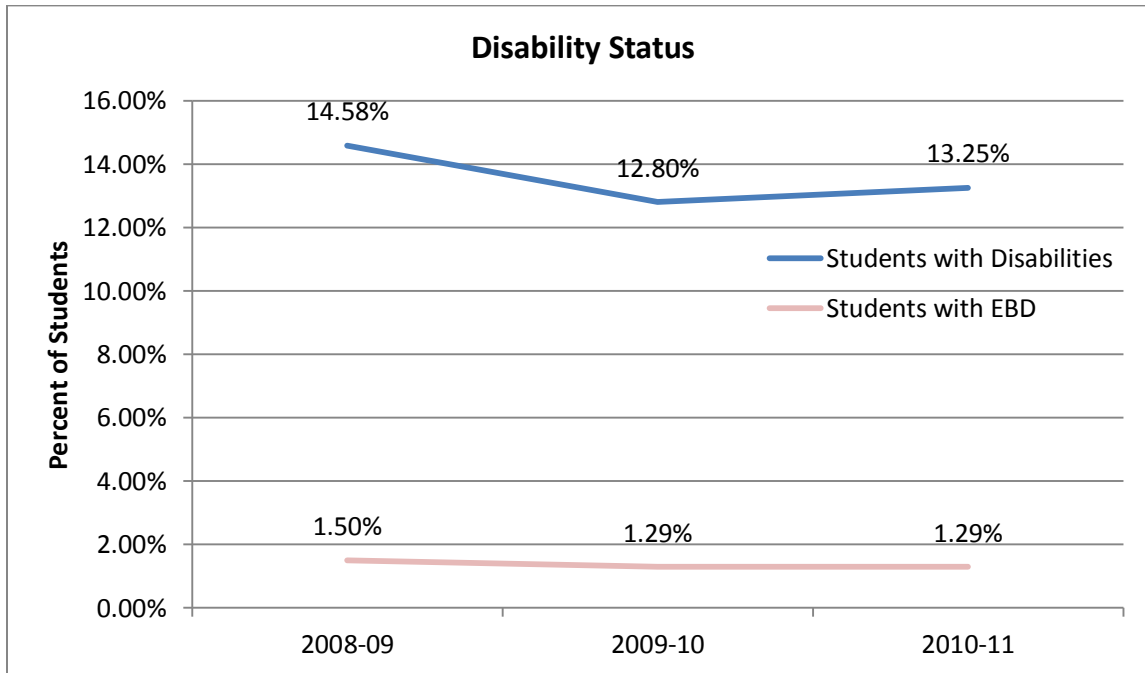
In fact, in these 27 schools, students with emotional behavioral disabilities accounted for 9.69 percent of all students with disabilities in 2008-09, 9.52 percent in 2009-10, and 8.83 percent in 2010-11. Again, this decrease is not significant, $F(2, 52) = .28$, $p = .75$.

School/District/State Capacity to Replicate, Sustain, and Improve School-wide PBIS

In the 2010-11 fiscal year, five regional technical assistance coordinators (TACs) began working for the Wisconsin PBIS Network with approximately .5 FTE per TAC. See the regions in the map below. These regions were identified because they serve roughly equal proportions of students and schools, although they vary greatly in geographical area. The TACs have been instrumental in ensuring readiness for PBIS training and in working with external coaches to assist teams in reaching fidelity in PBIS implementation.
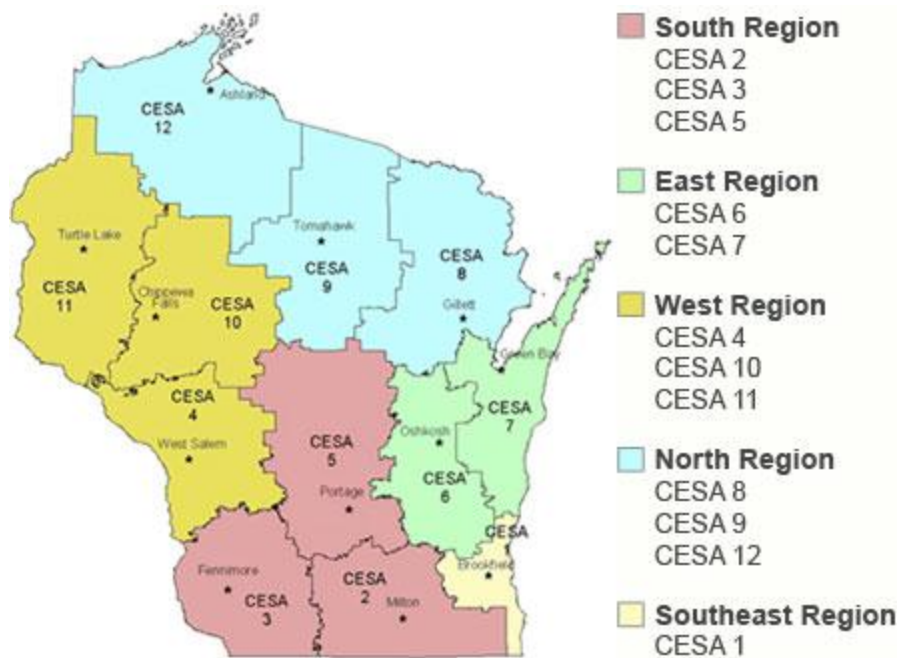
Advancements were also seen in PBIS coaching capacity in Wisconsin. The TACs partnered with CESAs and school districts to hold 48 coaches networking meetings throughout the year to allow coaches to share their knowledge, experiences, and ideas with one another. In addition, the Wisconsin PBIS Network held an advanced coaches networking session via Adobe Connect, which was attended by roughly 50 coaches statewide. Finally, the Wisconsin PBIS Network also held an external coaches forum in April, which was attended by roughly 60 coaches.

PBIS training capacity in Wisconsin also made great strides. At the beginning of the 2009-10 fiscal year, Wisconsin only had one trainer. By the end of the 2009-10 fiscal year, Wisconsin had four universal/tier 1 trainers. By the end of the 2010-11 fiscal year, three additional trainers became qualified universal/tier 1 trainers, bringing the total number of universal/tier 1 trainers in Wisconsin to seven. To become qualified, these trainers attended all universal/tier 1 trainings with a team, had PBIS coaching experience with favorable outcomes, co-trained with a qualified trainer, and led universal/tier 1 trainings with a qualified trainer present. Wisconsin now has the capacity to conduct universal/tier 1 trainings without support from outside the state.

At the beginning of the 2010-11 fiscal year, Wisconsin had one secondary/tier 2 trainer. By the end of the 2010-11 fiscal year, two additional trainers became qualified secondary/tier 2 trainers.

In October 2010, the Wisconsin PBIS Network website[3] was launched. This website greatly enhances the visibility, training, and coaching capacity of the Wisconsin PBIS Network. Through the end of the 2010-11 fiscal year, the Wisconsin PBIS Network website had 17,435 visits from 338 Wisconsin cities. The average time spent on the website by each visitor was about four and a half minutes, with visitors viewing about five pages per visit. The Wisconsin PBIS Network and Blue Door Consulting, the Wisconsin PBIS

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[3] www.wisconsinPBISnetwork.org

Network's web developer, received the 2011 Communicator Award of Distinction by the International Academy of the Visual Arts.

To further improve school-wide PBIS in Wisconsin, TIC and BoQ data from the 2009-10 school year revealed that the universal/tier 1 training curriculum left schools with some areas in need of improvement. The biggest areas in need of improvement were classroom behavior support systems, implementation plan, and lesson plans. To address these concerns, the Wisconsin universal/tier 1 trainers met four times throughout the 2010-11 fiscal year to develop a new universal/tier 1 training curriculum that more thoroughly addresses each of the elements on the BoQ. This training will be used beginning in the 2011-12 school year.

Implications and Next Steps

Expected outcomes of the Wisconsin PBIS Network include increased capacity for schools in Wisconsin to implement PBIS, increased preventative and positive approaches to discipline in PBIS schools, and increased time devoted by teachers and administrators to instruction as opposed to discipline.

Schools nationwide have seen reductions in ODRs, dropout rates, staff turnover rates, suspension and expulsion rates, and special education referral rates. Simultaneous increases in attendance rates, graduation rates, school climate, and academic achievement have also been found in schools implementing PBIS.

In order to attain these outcomes in Wisconsin, additional resources are necessary, one of which is time. Because PBIS is a process that does not happen immediately, it will take time to see many of these outcomes in Wisconsin. Schools are not expected to reach fidelity immediately after attending training, and outcomes are not expected to be seen immediately upon schools reaching fidelity. It will take sustained quality PBIS implementation in schools for Wisconsin to realize the benefits of PBIS.

Human resources are also necessary to attain many of these outcomes in Wisconsin. Schools will have more success with sustaining quality PBIS implementation if they have the support of TACs. The number of schools being trained in PBIS has been rapidly increasing; ensuring that each of these schools is prepared for training will require additional TACs. Also, many schools are now interested in attending tier 2 training, and tier 2 implementation is most likely to be successful if the school is implementing tier 1 with fidelity.

The Wisconsin PBIS Network has been approved to increase the number of TACs from 2.5 FTE in 2010-11 to approximately 6.0 FTE in 2011-12.

Additional TACs will be very useful for ensuring readiness for tier 2 training as well as boosting implementation at tier 1. The Wisconsin PBIS Network has been approved to increase the number of TACs from 2.5 FTE in 2010-11 to approximately 6.0 FTE in 2011-12. Additional Wisconsin trainers would also assist the Wisconsin PBIS Network in keeping up with the demand for training at the secondary/tier 2 and tertiary/tier 3 levels. This will ensure maximal sustainability of PBIS in Wisconsin.

As PBIS in Wisconsin scales up, it is also crucial to get district leadership teams involved in the PBIS process. Currently, many school districts in Wisconsin are having one or two schools pilot test the PBIS

process before training all schools within the district. However, district involvement and leadership are key components to success with PBIS at the building level. Without district policy, funding, and support, PBIS implementation will suffer. Therefore, it is crucial that school districts in Wisconsin realize the importance of their support in the PBIS process. Based on the current economic climate and the budget and time constraints of administrators, the Wisconsin PBIS Network has determined that district planning may be more effectively done at the individual district level, not at district summits.

Short-Term (12 Months), Specific Goals and Plans

The Wisconsin PBIS Network has many short term goals to realize in the following year. As part of the Wisconsin RtI Center, a primary goal of the Wisconsin PBIS Network is to develop and sustain strong collaboration with the Wisconsin RtI Center academic project coordinator and TACs. This will be done through weekly meetings of the Wisconsin RtI Center director and project coordinators from both the Wisconsin RtI Center and Wisconsin PBIS Network. Furthermore, monthly meetings of Wisconsin PBIS Network and Wisconsin RtI Center TACs will be held on the same date at the same location to ensure academic and PBIS TACs are in constant communication regarding supports being delivered to schools in each region. Both of these systems also help ensure that the Wisconsin PBIS Network and Wisconsin RtI Center deliver consistent messaging. Wisconsin PBIS Network TACs are encouraged to attend Wisconsin RtI Center trainings and vice versa, so that all are knowledgeable about trainings being delivered by the Wisconsin PBIS Network and Wisconsin RtI Center. The Wisconsin PBIS Network and Wisconsin RtI Center State Leadership Teams will continue to meet jointly once per year.

A major focus each year is the PBIS Leadership Team Conference. Planning has begun for the 2012 and 2013 conferences, which will be held in August in Wisconsin Dells.[4] George Sugai will be the keynote speaker for the 2012 conference, and the format is expected to be the same as the 2011 conference, with a keynote address followed by a day and a half of breakout sessions. Attendance is expected to be at around 600 participants.

Since data has shown that external coaches are important to PBIS implementation and implementation with fidelity, the Wisconsin PBIS Network is currently collaborating with CESAs to determine ways to jointly increase the use of external coaches statewide.

The Wisconsin PBIS Network will host two external coach forums in the 2011-12 school year – one in the fall and one in the spring. Each of these forums will be repeated in two locations throughout the state. Topics covered will include information on systems coaching, external coach roles and responsibilities, and data-based decision making around student outcome and process data.

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[4] At the time this report was written, the 2011 PBIS Leadership Team Conference has already taken place. The 2011 conference was held at the Kalahari Resort and Convention Center in Wisconsin Dells on August 16-17. Susan Barrett, coordinator of the Maryland PBIS Statewide Initiative, delivered the keynote address. Lucille Eber, Heather George, Steve Romano, and Marla Dewhirst joined Wisconsin trainers and TACs in leading 42 breakout sessions. Many of the breakout sessions were co-presented by Wisconsin PBIS implementing schools. Approximately 675 participants attended the 2011 PBIS Leadership Team Conference.

The Wisconsin PBIS Network will continue to make a concerted effort to use technology to increase efficiency and reduce costs for schools. Webinars and virtual meetings will be used for presentations and supports to schools and CESAs.

Following the establishment of the School of Merit program in 2010-11, the Wisconsin PBIS Network will establish a second level of recognition criteria for PBIS schools in Wisconsin, Schools of Distinction. These schools will demonstrate through their applications and implementation that they are sustaining implementation of tier 1 with fidelity and that they are seeing positive outcomes in their data as a result.

As school teams are trained at tier 2 and tier 3, it is vital that the Wisconsin PBIS Network develop tools to support teams at these levels. The PBIS Assessment website will soon release fidelity tools for these levels; however, additional tools may be necessary, especially to assist schools in reaching fidelity at these tiers. Some tools were created in 2010-11 to assist schools with tracking which tier 2 and tier 3 interventions are available to students and whether each of the interventions are effective for groups of students. However, additional fidelity tools and implementation tools will be necessary for tier 2 and tier 3 implementation.

The Wisconsin PBIS Network will be developing a school climate survey in the 2011-12 school year that schools can use to assess the school climate as reported by students, staff, and parents. This will also give the Wisconsin PBIS Network an additional data point to show the effects that PBIS is having on schools statewide.

As schools begin to implement PBIS, one of the first noticeable effects is a change in school climate. The Wisconsin PBIS Network will be developing a school climate survey in the 2011-12 school year that schools can use to assess the school climate as reported by students, staff, and parents. This will also give the Wisconsin PBIS Network additional data to show the effects that PBIS is having on schools statewide.

A number of work groups will be created in the 2011-12 school year to address several of our short term goals. A work group will be developed to enhance trainings for implementing PBIS data, systems, and practices in classrooms. As roles for pupil services personnel are changing with the adoption of PBIS, a work group will be developed with leadership from pupil services organizations to create necessary resources to support the changing roles. With leadership from parent organizations and initiatives, a work group will be developed to create systems for actively engaging parents in a meaningful manner in all levels of PBIS, from PBIS team to school, district, community, and state.

The Wisconsin PBIS Network would like to increase collaboration and involvement with institutes of higher education (IHEs), both for the inclusion of PBIS training in pre-service education and for research. Another goal is ongoing collaboration with other initiatives throughout the state. Plans are currently being made to create and support a culturally responsive PBIS framework in partnership with CREATE and the University of Wisconsin-Madison. A demonstration site will be used to study the impact of implementation of this culturally responsive PBIS framework.

The Wisconsin PBIS Network is engaging in integrated discussions and work with the Wisconsin Collaborative Systems of Care through the Department of Health Services to further develop community partnerships with schools for support of students and families. Plans are also being made to create and support a demonstration site that integrates mental health practices with PBIS implementation.

Long-Term (2-5 Years), General Goals and Plans

Over the next five years, the Wisconsin PBIS Network plans, first and foremost, to build the training and coaching capacity to address the needs of districts at all three tiers of implementation.

The tier 2 training curriculum will be redesigned to align with the Benchmarks for Advanced Tiers in much the same that the tier 1 training curriculum is now aligned with the BoQ.

In the long term, the Wisconsin PBIS Network plans to research the effectiveness of systems and practices developed in the culturally responsive PBIS and mental health integration demonstration sites. Furthermore, successful demonstration site processes will be replicated with other schools, and eventually the systems and practices will be incorporated into standard PBIS trainings.

The Wisconsin PBIS Network would also like to do research on special topics, such as investigating the

The Wisconsin PBIS Network will know that it has succeeded in meeting its goals when PBIS is "business as usual" in all schools statewide.

effect that identification of an external coach has on PBIS implementation. Other topics like this would allow Wisconsin to contribute rationale for national recommendations for PBIS implementation. To accomplish much of this research, the Wisconsin PBIS Network plans to establish relationships with the many IHEs in the state. Relationships such as this would be mutually beneficial, as universities are consistently looking for research topics, and PBIS has many areas that have not been investigated. These partnerships would also allow the Wisconsin PBIS Network to inform the IHEs of PBIS implementation in Wisconsin and to express the need for PBIS to be included in programs that educate the state's future educators and administrators.

It will take time to build capacity at all three tiers. The tertiary/tier 3 systems and practices require that trainers, coaches, and implementers have specially developed skills to help students with the most severe behavioral and academic needs. The systems and practices often also include partnerships among school, family, community, and other service providers. Systematizing this effort statewide will take time, but it is crucial for meeting the needs of these students.

The Wisconsin PBIS Network will know that it has succeeded in meeting its goals when PBIS is "business as usual" in all schools statewide. This will mean that PBIS is included in all professional development in schools and that PBIS is included in the hiring and evaluation practices of schools. In fact, the third level of PBIS recognition in Wisconsin will acknowledge schools that are including PBIS in their hiring and evaluation practices and sustaining high quality PBIS implementation.

Appendix A: Wisconsin Positive Behavioral Interventions & Supports (PBIS) State Leadership Team

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