

Supporting high-needs schools: Understanding pathways to fidelity

Katie Meyer
Adam Feinberg
Susannah Everett
University of Connecticut

1

Presentation Outline

- What is a High Needs School?
- State Model supporting PBIS implementation
- Critical Features of Support and Outcomes

2

What is a high-needs school?

Definition
More than 30% of the enrolled students live below the poverty line (ESSA, 2015)

Schools with 75% or more of the enrolled students eligible for free or reduced lunch (NCES, 2019)

Disproportionate Enrollment
Student enrollment in high-poverty schools for each racial and ethnic group

(Every Student Succeeds Act, 2015, National Center for Educational Statistics, 2019)

3

State level Implementation Support

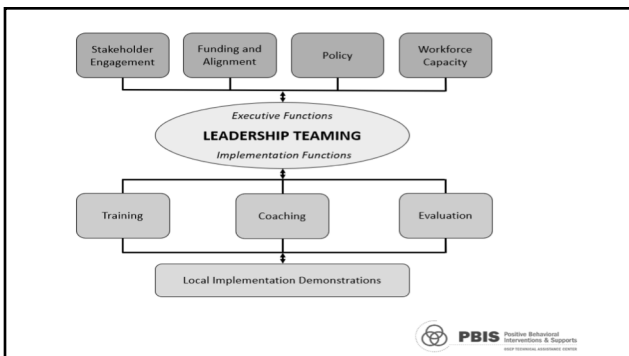
Massachusetts Department of Elementary & Secondary Education (DESE) requested a state-wide PBIS training model.

MA DESE promotes the PBIS Academy across schools that are high-need and low performing.

Model provides school & district level training and coaching in PBIS Tier 1 and 2 provided in regional cohorts.

Massachusetts PBIS Academy

4



5

PBIS Academy Tier 1: Critical Features

Training

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> 6 days Team training SWIS training Content Highlights: Development of SWPBIS plan, Classroom practices, Understanding Function of Behavior, Family Engagement 	<ul style="list-style-type: none"> 3 days Team training SWIS training Content Highlights: Integration & alignment, Classroom practices & systems, Family Engagement 	<ul style="list-style-type: none"> 2 days Team training SWIS training Content Highlights: PBIS & Sustainability, Roundtable discussions, Poster presentations

Equity, Family involvement, and Data-based decision making woven throughout training content

6

PBIS Academy Tier 1: Critical Features			Coaching
Year 1	Year 2	Year 3	
<ul style="list-style-type: none"> 3 days Coaches training 1 day on-site TA 	<ul style="list-style-type: none"> 3 days Coaches training 1 day on-site TA 	<ul style="list-style-type: none"> 2 days Coaches training 1 day on-site TA 	
Advanced skill building especially on Data-based decision making, Equity, Understanding Function of Behavior			

7

PBIS Academy Tier 1: Critical Features					Evaluation
District Leadership Capacity	Tiered Fidelity Inventory (TFI)	Team Implementation Checklist (TIC)	School Outcome Data	Social Validity Data	
District Systems Fidelity Inventory	Trainer & Team assessment of PBIS Implementation	Team assessment of PBIS Implementation	Office discipline referrals (ODRs) - some schools		Training evaluation data
Completed 1x per year	Completed 1x per year	Completed 2-3x per year	In school suspension		
			Out of school suspension		

8

PBIS Academy Tier 1: Critical Features			DISTRICT LEADERSHIP TEAMING
Year 1	Year 2	Year 3	
<ul style="list-style-type: none"> 2 half day District Trainings 3 brief District Capacity sessions 1 day District Team TA 	<ul style="list-style-type: none"> 2 half day District Trainings 3 brief District Capacity sessions 1 day District Team TA 	<ul style="list-style-type: none"> 2 half day District Trainings 1 day District Team TA 	

9

MA PBIS Academy: Participants					
Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6
12 districts	17 Districts	9 Districts	13 Districts	17 Districts	14 Districts
30 schools	28 schools	21 schools	20 schools	24 schools	29 schools
53 total districts across all cohorts					

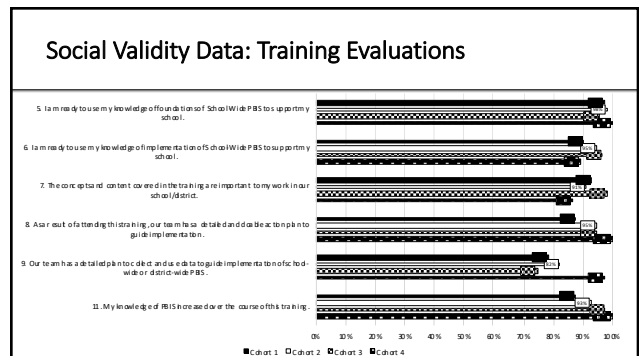
10

PBIS Academy Evaluation:

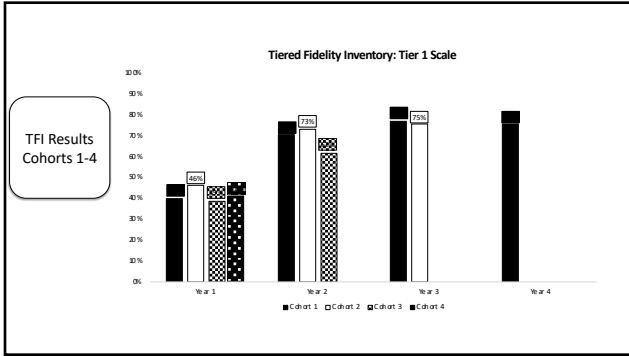
What impact does the PBIS Academy have on school level implementation fidelity?

What areas of implementation are currently effective? What areas may need some enhancement?

11



12

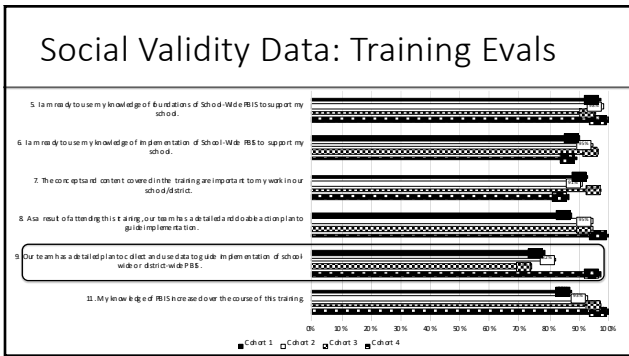


13

TFI Item Analysis: Cohort 2, End of Year 3

TFI Tier 1		
Teams	1 Team Composition	1.5
	2 Team Operating Procedures	1.62
Total		1.56
Implementation	3 Behavioral Expectations	1.85
	4 Teaching Expectations	1.77
	5 Problem Behavior Definitions	1.54
	6 Discipline Policies	1.23
	7 Professional Development	1.54
	8 Classroom Procedures	1.58
	9 Feedback and Acknowledgement	1.73
	10 Faculty Involvement	1.38
	11 Student/Family/Community Involvement	1.19
Total		1.53
Evaluation	12 Discipline Data	1.92
	13 Data-Based Decision Making	1.23
	14 Fidelity Data	2
	15 Annual Evaluation	0.88
Total		1.51

14



15

Adjustments to Support Fidelity

- Modifications made to training content for teams and coaches in response to fidelity data:
 - Discipline procedures
 - Data-based decision making
 - Family engagement
- Revised and formalized action planning review process highlighting key items on the TFI

	2 = Fully in place, 1 = Partially in place, 0 = Not in place			Total	
	Year 1	Year 2	Year 3		
Outcome Defined	1	1	2	1	9
Team Composition	1	1	1	1	7
Discipline Data	1	1	1	1	0
Outcome Reviewed	1	1	1	2	0
Outcome DDBM	1	1	1	2	0
Fidelity DDBM	1	1	2	1	0
Family/Community Membership	0	1	1	0	2
Outcome Reviewed	0	1	1	0	5
Cultural Responsive Expectations	1	1	2	0	2
Disaggregate Data	1	1	2	0	8

16