

Acknowledgements

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 University of South Florida
- District PBIS Coaches
 Denver Public Schools
- Chad DeKam
- District 11 Colorado
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Materials and Resources

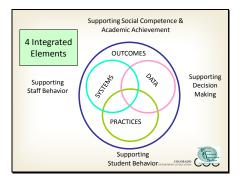
- BoQ files attached
- Colorado PBIS website: www.cde.state.co.us/pbis
- CO PBIS Universal Wikispace
- Contains folders of content and materials for BoQ
- www.copbisuniversal.pbworks.com
- PBIS Apps website www.pbisaps.org

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Module Objectives

- Identify purpose and features of the evaluation tool
- Discuss each component of BoQ Completion
- Review input of evaluation tool data into BoQ Discrepancy Spreadsheet and PBIS Assessment Website
- Investigate and interpret results
- Discuss giving feedback to sites and applying results to annual PBIS Action Plan

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Colorado Dept. of Education
Office of Learning Supports (2013-14)

Purpose of the BoQ
Fidelity of Implementation Tool Did we do what we said we'd do? Have we implemented the practices the way the research says they should be done?
Monitors implementation for Universal Behavioral/PBIS systems
Identification and assessment of "critical elements" of implementation
Supports and guides PBIS team action plan development
Aligns with PBIS training process
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	Research Tool	Annual Assessment Tool	Progress Monitoring Tool				
Universal System	System-wide Evaluation Tool (SET) Preschool SET (PreSET)*	Benchmarks of Quality (BoQ) PBIS Self Assessment Survey (SAS)	Team Implementation Checklist (TIC 3.1)				
Secondary & Tertiary Systems	Individual Student Systems Evaluation Tool (ISSET)*	Benchmarks of Advanced Tiers (BAT)* PBIS Self Assessment Survey (SAS)	In Development: Progress Monitoring for Advanced Tiers (MATT)*				
Outcome Measure: School Safety Survey and Discipline Data							
* Tool to be included in future versions							
DEFABLISHED OF DECEMBER COLDERS							

SET v	s. BoQ
<u>SET</u>	BoQ
12 hour training (1 ½ days)	 Less training time (½ day)
 Approx. 4 - 6 hours per school for completion by outside evaluator 	Less time to complete 30 minutes per team member 90 minutes review of data
Outside evaluator with limited knowledge of site	Team and coach (internal/external) comparison More sensitive to critical
implementation efforts	elements
 Can score 80% without having critical elements in place 	 Provides specific feedback of implementation process
 Feedback about products and knowledge of participants 	 More consistent scoring across different evaluators
leasuring School-wide Positive Behavior Support Implementation: ality" (Cohen, Kincaid & Childs 2007)	Development and Validity of Benchmedication COG

Why?

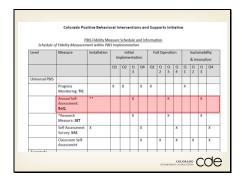
"...it is clear that schools that had higher BoQ scores (70% or higher) tended to have greater decreases in the rate of ODRs [office discipline referrals] than schools with lower BoQ scores (69% or lower)."

Measuring School-wide Positive Behavior Support Implementation: Development and Validity of BenchmediceSkapo DEPARTMENT of EXOCATION OFFER AND OFFE

PBIS team members Internal Coach External Coach or Regional IC Must be trained in administration/completion of the BoQ CDE training Work with Regional Implementation Consultant (IC)

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**Baseline **Before or soon after initial PBIS implementation **Annually thereafter **December / January / February **Mid-year check **Allows for review of data to drive implementation for rest of year **Note - District coach/IC discretion on whether to conduct SET or BoQ for yearly fidelity measure



BoQ Feature	es
53 items in 10 subscales:	
PBS Team	
Faculty commitment	
Discipline process	
Data entry and analysis	
Developing expectations	
Acknowledgement system	
Teaching lesson plans	
Implementation (action) plan	
Classroom Systems	
Evaluation	COLORADO COE

Four Components of BoQ Completion					
Mini-SET (Colorado Addition)*					
 Completed by external or internal coach prior to team completion of BoQ 					
Assess the visible "signs" of PBIS					
Includes Administrator Interview Guide					
Scoring Form					
Completed <u>individually</u> by coach/facilitator using Scoring Guide					
Completed by team members (collectively or individually)					
*Developed by DPS PBIS Coaching Team (2010) COLORADO COLO					

Four Components of BoQ Completion "Scoring Guide Describes administration process Rubric for scoring each Item BoQ Report Template (Colorado Addition) Spreadsheet to calculate discrepancy* Used to report results back to team Helps to identify strengths and next steps

Completion of BoQ Step 1 - "Mini"-SET*
OPTIONAL, but Strongly Encouraged
Can be used to assess the "signs" of PBS *Staff knowledge/use of expectations, acknowledgements, data *Student knowledge of expectations, receipt of acknowledgments *PBIS products
 Provides data to support team member/coach's rating on specific items: 2, 4, 7 - 12, 13 - 16, 17 - 20, 22, 24, 29 - 32, 35 - 41, 42, 49 - 50
Can be completed by either external or internal coach
*Developed by DPS PBIS Coaching Team (2010)

			n feedback	k fo sites	s on the	nir Univ		_		richeck, and/orto y tool.
School:									Date:	
Expectation	15:									
	Si	taff Qu	estions					Student	Questions	
What are your school wide expectations?	de the expectations out any seen the				the of's stine this	Grade / Sex/Ethnicity	What are your school-wide expectations?	gotten any or "Gotchas"?	What did you get it for?	
/	Y	N	Y	N N	Y	N		/_	Y N Y N	
-/-	Y	N	Y	N	Y	N		/	YN	
	Ý	N	Ý	N	¥	N		7	Y N	
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learning styl	sies of moth ten etc.y? strik ::: L	toimatrices Lesson Pla	ana 🗆 Ac Syste	cknowled tem	dgement	t oD	Discipline process			nges, symbols, m ::: Action Plan
✓ Has the lear					Growth	a for P	BIS Implement	tation):		

Completion of BoQ

Step 2 – Team Member Rating

- Components used:
- BoQ Scoring Form
- BoQ Scoring Guide (optional)
- "Mini" SET results
- Can be completed independently or collectively (anonymously ok)
- Ask building facilitator/internal coach to distribute to all team members

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Scoring Guide Tips

- Several items on scoring guide prove to be a challenge for teams:
- Item 7: Crisis situations includes how to handle dangerous behavior (i.e. when you need to do a room clear), not just fire drill/lockdown
- "Item 19: Rules are the bullet points (what it looks like/sounds like) under each expectation
- <u>Items 29-34</u>: Lesson plans related to school-wide
- Items 42-48: Consider all classrooms, not just their own

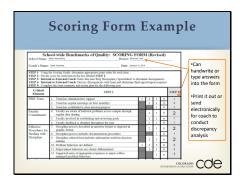
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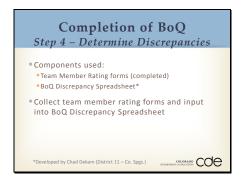
Completion of BoQ Step 3 - Coach Scoring

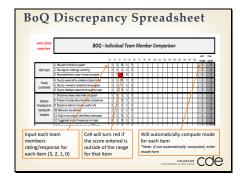
- Components used:
- BoQ Scoring Form
- BoQ Scoring Guide
 "Mini" SET results
- External or internal coach (or together)
 - Have internal coach "star" or somehow mark their feedback form (for discrepancy analysis later)
- Answer each item on Scoring Form
- Use Scoring Guide to support your answer

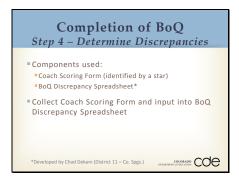
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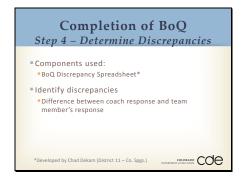


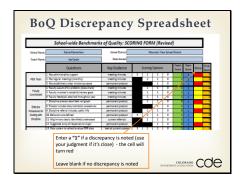


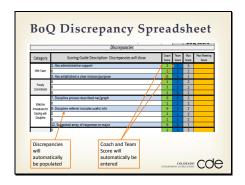




	School-wide Benchmark	s of Quality: SC	ORING FORM (Revised)
School Name	Alpine Elementary	School District	Mountain View School District
Coach Name	Joe Coach	Date Scored:	
	Questions	Key Evidence	Scoring Options Score Score Score
	Has administrative support	meeting minutes	3 2 1 0 0 2 1
P65 Team	2. Has regular meetings (monthly)	meeting minutes	2 1 9 2
	3. Has established a clear mission/purpose	permanent product	1 0 0 1
Faculty	4. Faculty aware of by problems (data share)	meeting minutes	2 1 0
Commitment	5. Faculty involved in establish/review goals 6. Faculty feedback obtained throughout year	meeting minutes meeting minutes	
	Discoline process described nav/graph	neering minutes	
Effective	Process includes documentation procedures	permanent product	
Emercine Emcadants for	9. Discipline referral includes useful info	permanent product	
Design with	10. Behaviors are defined	permanent product	1 2 1 0
Discipline	11. Maj/miners clearly identified/understood	current referrals	2 1 0 1
	12. Suggested array of responses to major	permanent product	1 0 0 1
	Enter coaches rating/respon	se from	The mode from all team member's ratings will already be populated

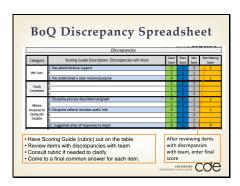


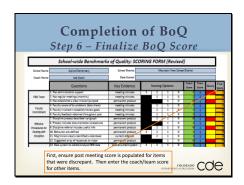


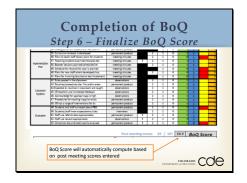


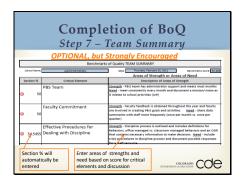
Completion of BoQ Step 5 - Team Discrepancy Review
Components used: Scoring Guide BoQ Discrepancy Spreadsheet
Team Meeting Project BoQ Discrepancy Spreadsheet Have Scoring Guide around table Discuss items with discrepancy and determine final score Have internal coach/building facilitator take notes on discussion to note strengths, challenges & possible action plan items

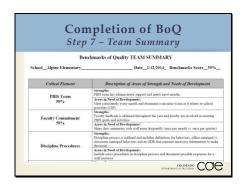
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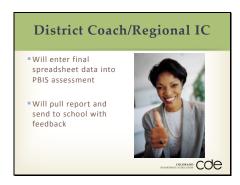






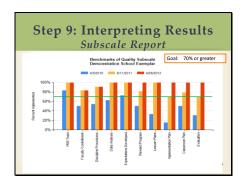


Completion of BoQ Step 8: Data Entry
Data need to be entered into PBIS Assessment website Holds information for each school across years
Holds information for all schools within district Provides information to Statewide PBIS Initiative
Send completed BoQ Discrepancy Spreadsheet to District Coach and/or Regional IC via email (will enter it into PBIS Assessment site) "Save it with your school name and date
DEPARTMENT of LOCATION



Completion of BoQ Step 9: Interpreting Results Two reports: "Total Scores "Overall percentage "Monitoring over time "Identify patterns of change across years "Subscale "Extent of implementation over 10 critical elements "Allows you to see scoring for each critical element over time



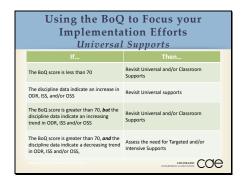


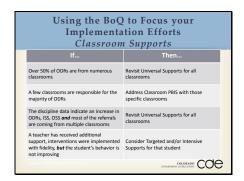
Completion of BoQ Step 10 - Action Planning
Critical feature scores provide a direct link to areas of focus (and celebrations!)
 Use graph reports and team summary from BoQ Discrepancy Spreadsheet
Combine with other data sources to determine trends
Self-Assessment Survey
(Staff perception of implementation efforts)
Translate into action
Universal Specific Action Plan or UIP

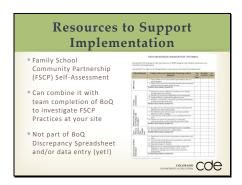


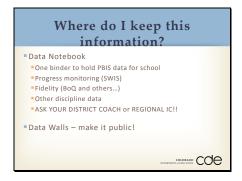


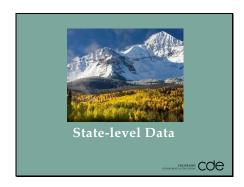
Action Planning Form for 2013-14 and Directions: Identity the major improvement occursoly that the action staps will sholy to dis recessory to explaned the major improvement life used to explaned the actions, and my additional major improvement studies, and my additional major improvement studies in major improvement studies in major improvement studies.	shukegy)ci ko dvs. Then, i rel shukegy jeorar letion also be addis	ndicate which Details should beruikmarks di. To keep th	accountability provision include the action stop ridditional mass for act a acris managerides, for	n or grant apportunity if will add to that will be taken to implement ton steps may be added. While sween, if in reconstructed that	ress. In the chart bolour provide data if the major improvement strategy, is the benefits provides space for thes schools lissue on no issue than 3 to 5	In about key action along preend fending, resources that in region represented strategies, craiger improvement strategies.
Major Improvement Strategy #1:P actions. Previous are frequently obsert or	solive Date Sady Fore-	of Climate as store.	nd Outhare	Reet Cause(x) A	ddressed:Studients do not be	al sale and/or enforms at
Accountability Previsions or Grant Op State Accorditation Other	□ Tide I	Addressed Focus Batte	by this Major Impro	overent Strategy (next all to ensention Grant (TIG)	e spry) 3 Colorado Graduation Pathways	Program (CGP)
Description of Julius Steps to Implement the Major Imprevenent Strategy	700 N	N14-19	Xey Personnel"	Procurers (Amount and Source Redens) (65th, under tool)	Implementation Benchmarks	Strius of Artice Step* in prompted, in progness, natings
Universal implementation of PBIS	Ongoing	Ongoing	Building Leadership Team	\$2,500 stipund for 0.2 FTE for fluiding couch (general fund)	Denotematic of Quality (SoQ) overall average >70% (February 2014)	In Progress
Inclus and seek faculty feedback on PSIS implementation efforts	Sept 2013	Sept 2014	All Staff, Building Laudemhip Tears		Self-Assessment Survey Subscale Report +80% Bod Faculty Commitment Section >10%	2013 Completed
Date system to collect and analyze Office Discipline Referral Data established	Out 2013	Orquing	Administrative, Office personnel, Building Leadenship Team.	SWIS data system, \$200 (governá fund)	Complete residences requestrements and purchase data suppliers 10% decreases in statements or landors from baseline (quantitaty) Wilestify proving of	Clais system purchased Oc 2013 Dissolve determination in prognoss Posting of absorcedually results in prognose
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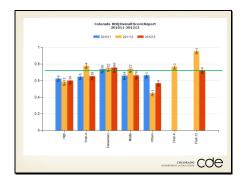


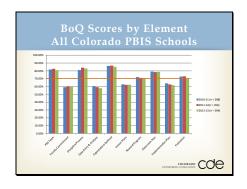


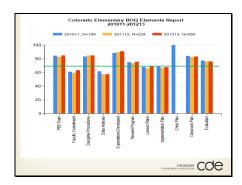


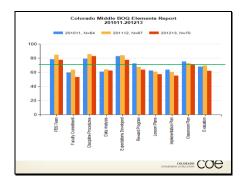


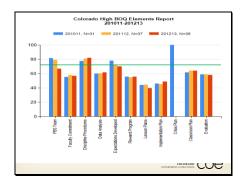


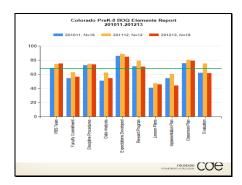


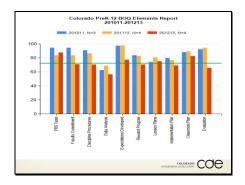












Resources t Impleme	
Colorado PBIS Initiative	BoQ Quick Check Guide
Webinars 9 0 minutes Focused on key areas: Faculty Commitment Data Entry and Analysis Lesson Plans/Cool Tools Implementation Plan	The control of t
Check www.cde.state.co.us/pbis for dates and registration	 New over of Amaging and of Learning control of Amazonia adhibitions within the New York of Grant Park. In Control of the Conference of the Grant America of the grant Monitor. This opened his change control of New York of the Conference of Conference of New York of the Conference of Conference of State of the Agriculture.
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Next Steps... Conduct (or practice conducting) "Mini"-Review BoQ Components in more SET depth "Mini"-SET Interviews Administrator Interview Observations Guide Product feedback BoQ Scoring Form BoQ Scoring Guide Product review COLORADO COE

Next Steps... Complete BoQ at your Connect with District Coach or Regional IC site(s) for support Enter BoQ data into Discrepancy ■ Email copy of BoQ Spreadsheet Discrepancy Spreadsheet with Conduct discrepancy analysis with team school name to regional IC/district coach COLORADO COE