fresno county office of education
Larry L. Powell, Superintendent

Special Education Local Plan Area
Trina Frazier, SELPA Administrator

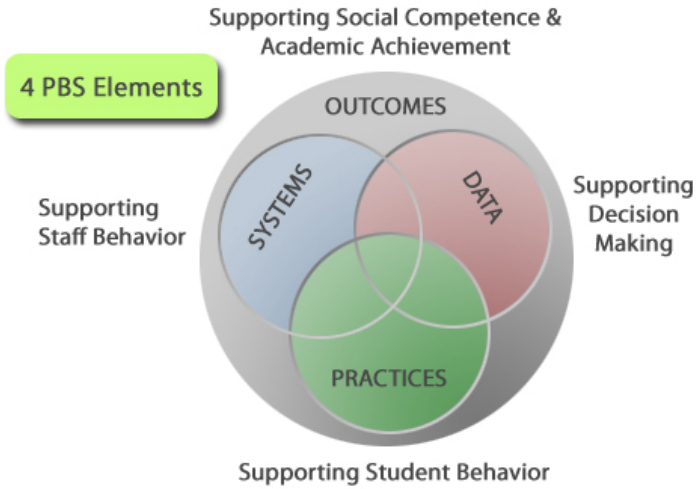
FRESNO COUNTY DEPARTMENT OF BEHAVIORAL HEALTH - OUTCOMES

PROGRAM TITLE: Prevention and Early Intervention School Based Programs (PEISBP) Kindergarten through 8th Grade

PROVIDER: Fresno County Special Education Local Plan Area (SELPA) Positive Behavior Interventions & Supports (PBIS) Fresno County Office of Education (FCOE)

PROGRAM DESCRIPTION: Positive Behavior Interventions and Supports (PBIS) is an evidenced-based approach to early identification and prevention of students' behavioral/emotional problems. The prevention framework allows children and youth early access to evidence-based academic and behavioral practices prior to onset of severe behavior/emotional challenges. PBIS is not an intervention, curriculum, or program, rather, PBIS is a decision-making framework established to guide select, integrate, and implement evidence-based practices to achieve positive outcomes for all students. Schools organize their continuum of practices and interventions in a multi-tiered logic model. The tiers typically include a universal level (e.g., All students receive preventative services), a targeted level (e.g., Students requiring more interventions in addition to the school-wide or universal practices), and a tertiary level (e.g., Students requiring individual and intensive level of supports).

In general, PBIS emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices.



These four elements are guided by six important principles:

- Develop a continuum of scientifically based behavior and academic interventions and supports
- Use data to make decisions and solve problems
- Arrange the environment to prevent the development and occurrence of problem behavior
- Teach and encourage pro-social skills and behaviors
- Implement evidence-based behavioral practices with fidelity and accountability
- Screen universally and monitor student performance & progress continuously

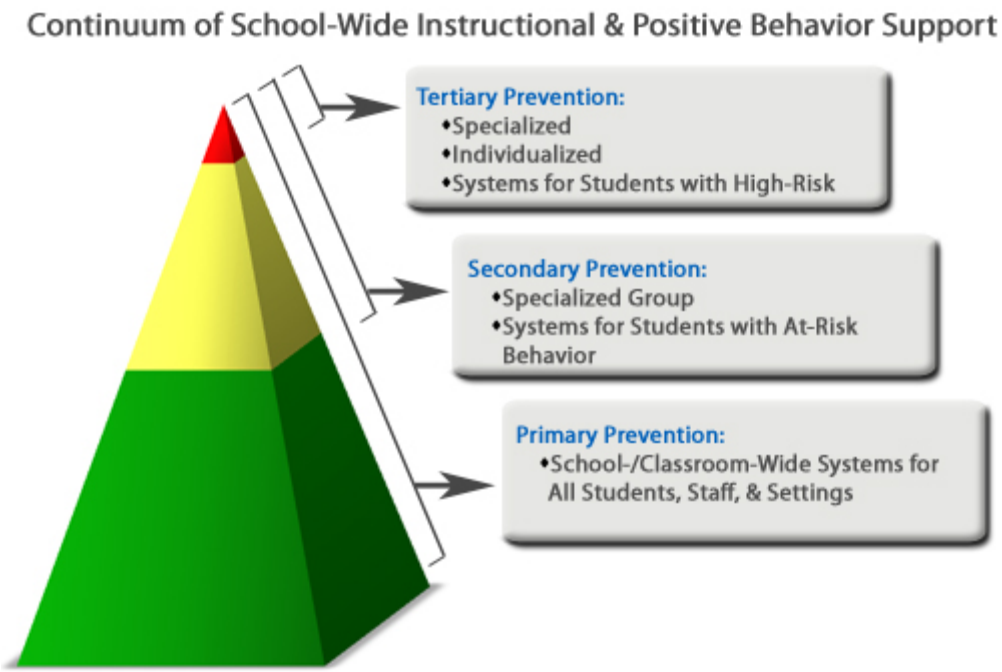
Expected Outcomes:

Schools that establish systems with the capacity to implement PBIS with integrity and durability have teaching and learning environments that are

- Less reactive, aversive, dangerous, and exclusionary, and
- More engaging, responsive, preventive, and productive
- Address classroom management and disciplinary issues (e.g., attendance, tardies, antisocial behavior),
- Improve supports for students whose behaviors require more specialized assistance (e.g., emotional and behavioral disorders, mental health), and
- Most importantly, maximize academic engagement and achievement for all students.

PBIS Continuum:

PBIS schools organize their evidence-based behavioral practices and systems into an integrated collection or continuum in which students experience supports based on their behavioral responsiveness to intervention. A three-tiered prevention model requires that all students receive supports at the first level. If the behavior of some students is not responsive, more intensive behavioral supports are provided at the secondary level or a highly individualized intensive behavior plan at the third level.



When schools implement primary prevention practices which include establishing school wide expectations clearly posted throughout the school site, 85% of students will respond positively and schools will see an increase in positive behavior and a decrease in discipline referrals. In spite of these implemented practices, approximately 15% of students will need support at the secondary prevention level. This will include extra support and time with an adult daily. Within this 15% of students, schools can expect that 5% of students will need additional supports and will require a specific behavior plan be written to address their behavior needs.

PROGRAM DEMOGRAPHICS FOR AUGUST 2012 – MAY 2013

- 63 K-8 SCHOOLS SERVED ACROSS FRESNO COUNTY
- COHORT I = 18
- COHORT II = 31
- COHORT III = 14

  COHORT REFERS TO SCHOOLS RECEIVING PBIS TRAINING THROUGH SELPA OF FCOE. COHORT I BEGAN PBIS IMPLEMENTATION THE 2010-2011 ACADEMIC SCHOOL YEAR; COHORT II BEGAN PBIS TRAINING THE 2011-2012 ACADEMIC SCHOOL YEAR; COHORT III BEGAN PBIS TRAINING THE 2012-2013 ACADEMIC SCHOOL YEAR.

- AVERAGE ENROLLMENTS (AS REPORTED FOR 2011-2012 ACADEMIC SCHOOL YEAR, CA DEPARTMENT OF EDUCATION WEBSITE [DATAQUEST]):
  - COHORT I: 662
  - COHORT II: 526
  - COHORT III: 714

Ages Served:

Adults Receiving Training:

- Average enrollments:
  - Cohort I had 785 Adult staff members attend trainings
  - Cohort II had 285 Adult staff members attend trainings
  - Cohort III had 164 Adult staff members attend trainings

Children:

- Students between ages five to fourteen
    - All students enrolled in the thirty-four schools implementing PBIS are positively affected by this program. As school culture improves, negative student behavior decreases, achievement and safety increases, and academic and behavioral supports are more accessible to students with intensive needs.

DATES of OPERATION

- May 2010-Present

DATES of DATA REPORTING PERIOD

- May 2010 - May 2013

TABLE 1. TOTAL NUMBER OF FRESNO COUNTY SCHOOLS RECEIVING PBIS IMPLEMENTATION TRAINING BY SELPA OF FCOE.

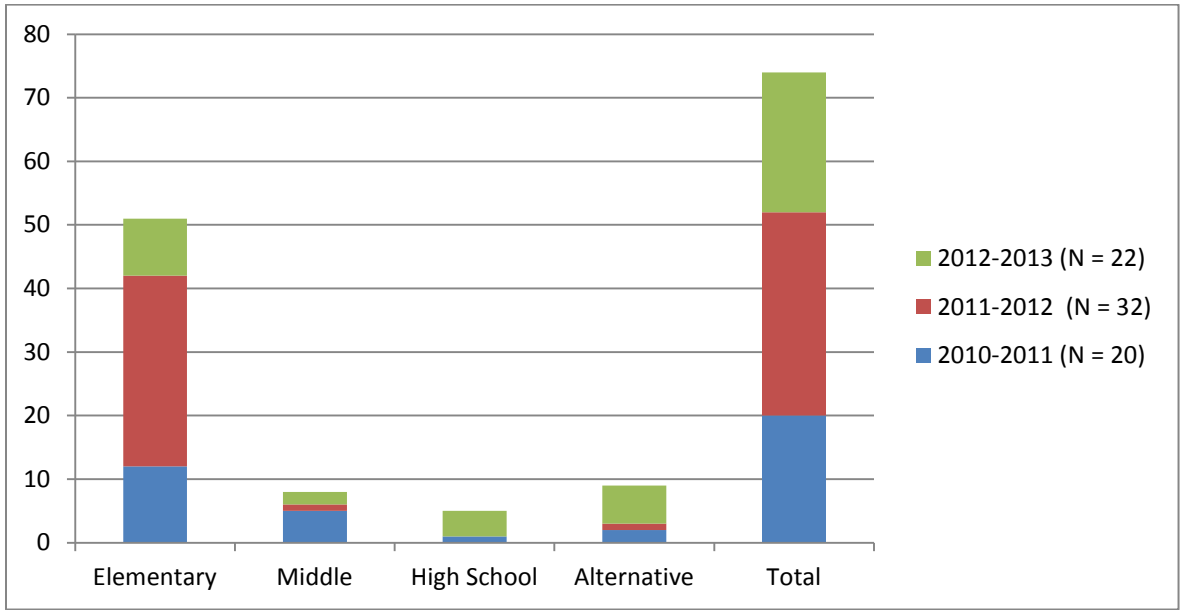


TABLE 1 REPORTS THE NUMBER OF FRESNO COUNTY SCHOOLS RECEIVING PBIS IMPLEMENTATION TRAINING BY SELPA OF FCOE. AS SHOWN, THE MAJORITY OF SCHOOLS ARE ELEMENTARY, FOLLOWED BY ALTERNATIVE. IN TOTAL, THERE ARE 63 SCHOOLS ACROSS COHORTS 1-3 RECEIVING PBIS IMPLEMENTATION TRAINING BY SELPA OF FCOE.

OUTCOME GOAL	OUTCOME DATA
1) SELPA of FCOE will provide quality trainings on the implementation of PBIS framework to Cohort 1, 2, & 3 schools. The PBIS Training Evaluation Tool is being used to assess the perceived training effectiveness of schools and coaches. The measure includes 9 items rated on a four-point scale (1 = Strongly Disagree to 4 = Strongly Agree). See Appendix A for copy of PBIS Training Evaluation Tool.	To date, FCOE has provided a total 16 trainings on PBIS implementation across the 2012-2013 academic year to Cohort 1-3 schools. Cohort 1 schools have participated in 5 trainings on implementation of Tier 1 and 2 supports: three for school teams (10/11/12, 2/7/13, 4/11/13) and two for coaches (10/16/12, 11/6/12). Average scores across trainings were 3.68 indicating a high level of agreement on training effectiveness. Cohort 2 schools have received three trainings on implementation of Tier 2 supports: three trainings for school teams (10/11/12, 2/7/13, 4/11/13) and two for coaches (10/16/12, 11/6/12). Average scores exceeded 3.34 across trainings, indicating that participants felt the trainings were effective. Cohort 3 schools have received four trainings on implementation of Tier 1 (universal) supports: three trainings for school teams (9/11/12, 10/30/12, 3/5/13) and three for coaches (9/18/12, 11/8/12, 3/7/13). Average scores exceeded 3.50 across trainings, indicating the perceived effectiveness of trainings among participating school teams and coaches effective. See Appendix B for total evaluation scores

2) Does training and TA increase knowledge of risk and protective factors?

The PBIS-based School Safety Survey assesses a school's level of risk and protective factors in place to address safety and violence prevention. The scale includes 33 items rated on a four-point scale (0 = Not at All to 3 = Extensively) to yield risk and protective factor scores. The risk scale includes 17 items, whereas the protective scale includes 16 items. Higher protective scores indicate that a school has or is implementing factors to prevent and respond to school violence (e.g., crisis and emergency response plans), with lower risk scores indicative of lower levels of risk factors (e.g., illegal weapons).

across training dates.

School Safety data was collected in October 2012 and April 2013 across Cohorts 1, 2, and 3. For each cohort, risk and protective scores are reported across school types: elementary, middle school, high school, and alternative/other.

For Cohort 1, scores were:

	Fall 2012		Spring 2013	
	Risk	Protective	Risk	Protective
Elementary (N = 11)	47.55	72.00	48	71.60
Middle School (N=5)	46.80	69.20	47.60	67.40
High School (N = 4)	49.75	70.25	50.75	71.25
Alternative/ Other (N = 2)	68	57	67	61.50

As shown, Cohort 1 risk and protective scores remained relatively stable across the 2012-2013 academic year. Nonetheless, protective scores were greater than risk scores across data collection periods.

For Cohort 2, scores were:

	Fall 2012		Spring 2013	
	Risk	Protective	Risk	Protective
Elementary (N = 27)	38.81	81.19	38.22	81.85

Middle School (N = 2)	51.50	74.50	51.50	77.50
Alternative/ Other (N =3)	42.00	86.33	40.67	81.33

Cohort 2 risk and protective factor scores were relatively the same across the 2012-2013 academic year. Nonetheless, protective scores were greater than risk scores across data collection periods.

For Cohort 3, scores were:

	Fall 2012		Spring 2013	
	Risk	Protective	Risk	Protective
Elementary (N = 10)	44.00	72.70	44.80	74.30
Middle School (N = 3)	51.67	69.33	51	69.33
High School (N = 7)	49.17	70.17	49.14	73.57
Alternative/ Other (N = 7)	53.14	72.14	51.83	72.50

Cohort 3 risk and protective factor scores were relatively the same across the 2012-2013 academic year. Nonetheless, protective scores were greater than risk scores across data collection periods.

As reported, protective scores were larger than risk scores indicating that schools receiving PBIS implementation training from FCOE have response plan for school safety and violence in place, and risk factors are being addressed.

Subsequent data collection will be used to examine sustainability of protective factors.

Appendices C-E report the risk and protective scores across Cohorts 1, 2, 3.

3) Does PBIS implementation enhance resilience and protective factors?

Two measures are used to examine whether PBIS implementation enhances resilience and protective factors. These include the PBIS-based Benchmark of Advanced Tiers (BAT) survey and number of students enrolled in Tier 2 supports.

The BAT is a measure of the implementation status of Tiers 2 and 3 behavior support systems within schools. In particular, the measure addresses whether (a) a Tier 2 support system is in place, and (b) a Tier 3 support system is in place. The BAT is completed by PBIS school teams involved in Tier 2 and 3 supports to guide action planning activities. The BAT includes 56 items that address implementation of multi-tier supports, with each item rated on a 3-point scale (0 = not yet started; 1 = partially in place; and, 2 = fully in place). Scores are reported on a 0 to 100 scale. Higher scores indicate schools have Tier 2 and Tier 3 supports in place.

Tier 2 enrollment rates provides a measure of the number of students identified as eligible to receive Tier 2 (small group) supports; or, those not responding to Tier 1 (universal) supports. It would be expected that PBIS implementation would lead to enhanced resilience of the learning environment to meet individual student needs with (a) increased BAT

Across Cohorts 1, 2, and 3 schools, BAT scores were collected in October of 2012 and March of 2013.

October 2012 BAT scores across cohorts:

	Cohort 1	Cohort 2	Cohort 3
Elementary	34.80	39.30	20.50
Middle School	46.50	71.00	-
High School	78.33	-	25.00
Alternative/Other		92.00	17.00

March 2013 BAT scores across cohorts:

	Cohort 1	Cohort 2	Cohort 3
Elementary	72.25	88.26	12
Middle School	62.50	91	-
High School	80.50	-	13.33
Alternative/Other	50	74	30

As reported, Cohort 1 scores increased across school types from the fall to the spring. For example, Elementary BAT scores increased from 34.80 to 72.25, whereas high school scores increased from 78.33 to 80.50.

scores, and (b) decline of the number of students enrolled in Tier 2 supports.	Similar score gains are reported for Cohort 2 schools. For example, elementary school BAT scores increased from 39.30 to 88.26 across the academic year. The only decrease in scores was for alternative schools from an average score of 92 in the fall to 74 in the spring. Notably, the total number of alternative schools was three (3). As expected, BAT scores were notably lower among Cohort 3 scores than Cohort 1 and 2 scores. This is attributed to the fact that Cohort 3 trainings are focused on implementation of Tier 1 supports. As reported, elementary and high school BAT scores decreased over time, whereas those for alternative/other schools increased. Notably, the total number of school types in which BAT scores collected was less than 3 (e.g., 3 high schools). Additional information would need to be collected to determine extent to which Tier 1 PBIS implementation may be influencing the ways in which elementary and high schools are examining their existing Tier 2 and 3 supports. Appendices F-H provides graphs reporting Cohorts 1-3 BAT scores. For Fall 2012, the number of students in Tier 2 supports across schools within Cohorts 1, 2, and 3 are reported below:

	Cohort 1	Cohort 2	Cohort 3
Elementary	12.22	13.48	3.00
Middle School	28.67	44.00	20.00
High School	53.67		46.00
Alternative/Other		19.00	5.20

For Spring 2013, the number of students in Tier 2 supports across schools within Cohorts 1, 2, and 3 are reported below:

	Cohort 1	Cohort 2	Cohort 3
Elementary	25.56	18.93	7.11
Middle School	26.67	33	35
High School	86.67	-	46
Alternative/ Other	-	22.33	5.40

As shown, there were changes in the number of students in Tier 2 supports. Cohort 1 elementary schools and high schools reported an increase, whereas middle schools reported a slight

decrease.

As similar trend was reported for Cohort 2 schools with a slight increase among elementary and alternative schools, whereas middle schools reported on average a noticeable decrease in the number of students enrolled in Tier 2 supports.

Cohort 3 schools had an increase in the number of students enrolled in Tier 2 supports among elementary and middle schools. Notably, there were no changes reported among high schools and very minimal change for alternative/other schools.

4) To increase safe learning environments by decreasing bullying and aggressive behavior.

The School-Wide Information System (SWIS) is being used to measure school-wide problem behaviors, including: office discipline referrals and suspension rates. SWIS is an electronic data management system used by schools to track and monitor school-wide problem behaviors. Data can be disaggregated by student (e.g., sex, race/ethnicity) and school-wide (e.g., location, time of day) characteristics. PBIS trainers collected school disciplinary data, including minor and major office discipline referrals and suspension rates, in October 2012 and again in April 2013. Examples of minor office discipline referrals are; Inappropriate language, disruption, tardy. Examples of major office discipline referrals are; Fighting, possession of a weapon, property destruction.

Disciplinary data was collected in the October of 2012 and April of 2013 and included: minor office discipline referrals, major office discipline referrals, and suspension rates. For this report, results are reported across Cohorts 1, 2, and 3 by school type: elementary, middle school, high school, and alternative/other. Results are for the number of office discipline referrals and suspension rates from beginning of school year (August) to October 2012 and April 2013.

For Cohort 1, minor and major referrals were:

	October 2012		April 2013	
	Minors	Majors	Minors	Majors

Elementary	213.50	38.75	91.33	54.67
Middle School	342.00	11.00	494.67	108.67
High School	59.00	51.75	199.50	208.50
Alternative/ Other	300	410	219.50	368

As reported, Cohort 1 schools had higher rates of minor ODRs compared to majors across school types (e.g., elementary) for both fall and spring data collections. As reported, the number of minor and major ODRs from fall to spring indicates that overall disciplinary rates did not increase exponentially over the academic year. For example, alternative/other schools reported 410 major ODRs through October and 368 from October to April of 2013. Thus, over a longer period of time, the number of major ODRs among alternative/other schools was lower than for a shorter amount of time at the beginning of the year.

For Cohort 2, minor and major referrals were:

	October 2012		April 2013	
	Minors	Majors	Minors	Majors
Elementary	28.13	13.42	66.11	27.63
Middle School	569.00	61.00	630	439
Alternative/ Other	70.00	1.50	13	10.50

Across data collection periods (October, April), for Cohort 2, the number of minor ODRs exceeded major ODRs. As shown, middle

schools reported the highest number of minor and major ODRs across data collection periods. Nonetheless, across school types, there were only moderate increases in the number of minor and major ODRs from beginning of the year to end-of-year data collection. For example, whereas the number of majors for elementary schools was 13.42 for the October data collection, the number of incidents only increased to 27.63 for the spring data collection. Likewise, alternative/other schools reported 1.50 major ODR incidents through October and 10.50 for the academic year through April.

For Cohort 3, minor and major referrals were:

	October 2012		April 2013	
	Minors	Majors	Minors	Majors
Elementary	24.83	9.43	41.86	43.14
Middle School	61.50	51.00	169	148.50
High School	1850.00	135.33	2446	238
Alternative/ Other	135.67	52.67	373	147

Overall, Cohort 3 reported higher incidents of minor ODRs compared to major ODRs across data collection periods. The exception is for elementary schools who reported slightly higher major ODRs in the spring data collection period. Despite higher minor and major ODRs for the spring, these rates are relative to those that occurred at the beginning of the school year. For example, among elementary schools, the number of minor ODRs across the academic year was 41.86, as compared to 24.83 at the beginning of the year. This suggests an increase of only 17.03 across a longer period of time. Similar trends can be seen across other school types.

For October 2012 and April 2013*, Cohorts 1, 2, and 3, suspension rates were:

	Cohort 1	Cohort 2	Cohort 3
Elementary	12.00 (26.18)	3.63 (14.22)	4.11 (16.20)
Middle School	31.40	74.00	26.33

	(89.60)	(129.50)	(41.33)
High School	35.00 (192.25)	-	71.29 (169.86)
Alternative/Other	243 (291)	30.67 (81.33)	12.86 (59.14)

Note. April 2013 suspension rates in parenthesis.

Suspension rate data is reported across cohorts by school type (e.g., elementary). It is important to note that average number of suspension for the Spring is the cumulative total for the entire school year, and thus includes the number reported in the Fall.

Cohort 1 data reports that alternative/other schools had the largest average number of suspensions across data collection time points, followed by high school, middle schools, and then elementary schools.

The difference between Cohort 1 elementary Fall and Spring rates was 14.18, indicating that across data collection periods there was only a moderate increase in suspensions over an extended time period. A similar trend is found for middle schools, which had an average difference of 58.2. The largest difference was for high schools with a value of 157.25, whereas alternative/other schools reported a difference of 48.

Cohort 2 data shows that middle schools reported the highest average number of suspension across data collection points,

followed by alternative/other and elementary schools. Differences in suspension rates from Fall to Spring for elementary, middle, and alternative/others schools were: 10.59, 15, and 46.28, respectively.

Cohort 3 data indicates that high schools had the highest number of suspension across the school year. The difference between Fall and Spring suspension rates across elementary, middle, and high schools was: 12.09, 15, and 98.57, respectively. Among alternative/other schools, it was 46.28.

CDE data provides a basis to examine suspension rates across academic years prior to PBIS implementation. As reported across Cohorts, suspension rates have steadily declined across academic years leading up to PBIS implementation. Among Cohort 1 schools, there were notable declines in suspension rates following 1 year of PBIS implementation.

Cohort 1 Suspension Rates (CDE Data):

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Elementary School	48	45	126	40	32.83
Middle School	335	290	507	197	94.4

Cohort 2 Suspension Rates (CDE Data):

	2008-2009	2009-2010	2010-2011	2011-2012
Elementary Schools	52.78	68.87	60.31	21.85
Alternative	106.67	133.75	98.50	128.00

Cohort 3 Suspension Rates (CDE Data):

	2008-2009	2009-2010	2010-2011	2011-2012
Elementary School	56.75	60.80	48.56	26.86
Middle School	72	76.00	244	10
High school	304	125	412	319
Alternative	71.25	96	101	62.33

As related to this outcome, differences in school demographics and sample sizes do not allow accurate comparisons to be made across school types and cohorts.

See Appendices I-N for graphs of Cohorts 1, 2, and 3 minor and major office discipline referral rates.

See Appendices O-Q for graphs of Cohorts 1, 2, and 3 suspension rates.

5) Do training and technical assistance provided by SELPA of FCOE increase method health status, early-age attachment, social support, and academic achievement

Schools' Academic Performance Index (API) scores obtained from CA Department of Education Data Quest are being used to monitor potential influence of PBIS implementation on school-wide academic achievement. Increased API scores indicate improvements in students' academic achievement.

CDE data is being used to document schools' annual API to monitor the effect of PBIS implementation on school-wide academic achievement. The latest available CDE data is reported in this outcomes report, which is for the 2011-2012 school year. Average API scores are reported according to school type and cohort.

Cohort 1 data reports that API scores have steadily increased over the past five academic years. From Year 1 to Year 2 of PBIS implementation, average API scores increased by approximately 10 points among elementary schools and 7 points among middle schools.

Cohort 1 API across academic Years

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Elementary Schools (N = 12)	696.18	721.31	751.65	755.60	765.06
Middle Schools (N = 5)	658.25	642.00	720.33	697.78	704.96

Cohort 2 data indicates a steady increase in API scores across elementary and alternative/other schools across academic years. These values serve as baseline data because this cohort began PBIS implementation during the 2011-2012 academic year. Subsequent year API scores will be used to inspect continued gains in students' learning outcomes.

Cohort 2 API across Academic Years

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Elementary Schools (N = 32)	762.47	775.67	795.39	810.27	809.94
Alternative (N = 3)	828.67	845.00	868.67	876.00	880.30

Cohort 3 data provides a basis to examine students' learning outcomes over time, since PBIS implementation began this 2012-2013 academic year. Inspection of the data indicates a general increase in API scores over time leading up the year of PBIS adoption.

Cohort 3 API across Academic Years

	2008-2009	2009-2010	2010-2011	2011-2012
Elementary (N = 7)	752.86	765.71	784.43	792.29
Middle School (N = 1)	736.00	730.00	781.00	757.00
High School (N = 3)	681.67	701.67	722.33	730.00
Alternative/ Other (N = 3)	513.00	552.33	579.67	581.33

6) To analyze the school workplace and develop strategies to improve the climate and health of schools.

Two PBIS-based measure are being used to investigate the extent to which the school workplace and the development (or implementation) of strategies to improve the climate and health of PBIS implementing school. The first measure is the Benchmark of Quality (BoQ), whereas the second measure is the Team Implementation Checklist (TIC). Reported scores for this report were collected in October of 2012 and serve as a baseline measure for subsequent data collection in Spring of 2013.

The PBIS-based BoQ assesses a school's areas of strength and weaknesses to guide PBIS team action planning. The measure consists of 53 items rated by PBIS school teams on a two- to four-point scale. In total, it assesses ten critical elements of a school's strengths and weaknesses, including: PBIS 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 plan; Classroom systems; and, Evaluation. Scores are reported on a scale of 0 to 100, with higher scores indicative of schools implementing and sustaining the critical elements to provide effective school-wide positive behavior supports.

See Appendices R-T for graphs of Cohorts 1, 2, and 3 API scores.

BoQ and TIC scores are reported for school types (e.g., elementary, middle) across Cohorts.

Fall 2012 and Spring 2013 BoQ scores across Cohorts 1, 2, and 3 were:

	Cohort 1	Cohort 2	Cohort 3
Elementary	60.91 (90.83)	67.50 (91.87)	35.20 (81.57)
Middle School	56.00 (81.00)	88.00 (86.50)	19.67 (74)
High School	72.75 (92.00)	-	24.43 (63.43)
Alternative/Other	42 (80.50)	67.00 (89.33)	38.14 (75.00)

Note. Spring 2013 scores in parentheses.

As shown, Fall 2012 Cohort 1 scores ranged from 42 (Alternative) to 60.91 (Elementary), whereas they were slightly higher for Cohort 2 (range: 67 to 88). The slightly higher Cohort 2 scores may be attributed to them being within the same district as Cohort 1 schools. Here, Cohort 2 schools had one year of exposure to PBIS practices prior to receiving SELPA of FCOE training. As would be expected, Cohort 3 scores were lowest since they just began receiving training this academic year (2012-

The PBIS-based TIC assesses the implementation of features of school-wide positive behavior supports. These include: Establish commitment; Establish & maintain team; Self-assessment; Establish school-wide expectations: Prevention Systems; Classroom behavior support systems; Establish information system; and, Build capacity for function-based support. The scale includes 22 items that are rated on a 3-point scale (i.e., 0 = Not started; 1 = In progress; and 2 = Achieved). High scores are indicative of school achieving features in place to implement school-wide positive behavior supports with fidelity. Scores are reported according to whether features are Partially in-place or Fully in-place. Scores are reported on a scale of 0 to 100. High levels of implementation fidelity are indicative with higher Fully in-place scores than Partially in-place scores.

2013).

Spring 2013 data is also provided to examine degree to which scores increased across the academic year.

Cohort 1 data shows that scores increased across school types. Both high schools and elementary schools had scores that exceeded 90, indicating that these schools have the critical elements in place to provide effective school-wide positive behavior supports.
Likewise, alternative/other schools and middle schools had Spring scores that exceeded 80.

Cohort 2 Spring scores indicated significant gains made in the implementation of critical features to effectively provide school-wide positive behavior supports.

Appendix J reports BoQ scores across schools within Cohorts 1, 2, and 3.

TIC scores are reported according to whether PBIS features are Partially or Fully in-place. Higher Full scores are indicative of schools having the core PBIS features in place.

For Cohort 1, TIC scores were:

	Fall 2012		Spring 2013	
	Partial	Full	Partial	Full
Elementary	27.38	39.21	32.21	63.27

Middle School	14.80	43.86	42.00	54.40
High School	17.35	48.88	37.50	59.25
Alternative/ Other	100	-	66.00	31.50

As reported, Cohort 1 scores indicated a higher level of features Fully in-place compared to Partially in-place.

For Cohort 2, TIC scores were:

	Fall 2012		Spring 2013	
	Partial	Full	Partial	Full
Elementary	37.36	34.36	17.32	74.98
Middle School	9.09	0.86	25.00	70.46
High School	-	-	-	-
Alternative/ Other	33.33	50.03	24.25	75.75

As shown, Cohort 2 scores indicate a higher level of features Partially in-place, largely due to only being in Year 2 of implementation.

For Cohort 3, TIC scores were:

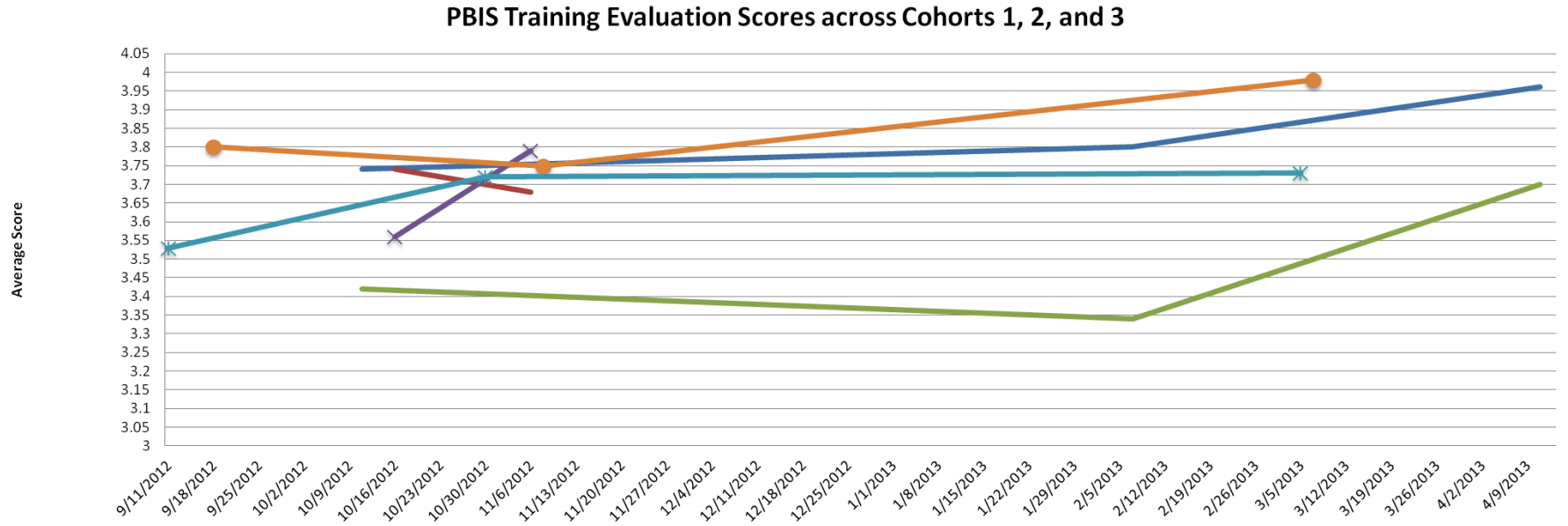
	Fall 2012		Spring 2013	
	Partial	Full	Partial	Full
Elementary	38.29	16.38	34.52	59.08
Middle School	38.00	21.33	21.00	72.67
High School	26.68	31.12	30.42	57.75
Alternative/ Other	27.39	30.88	31.62	52.21

	As reported, Cohort 3 scores indicate a higher level of Partially in-place factors associated with poviding school-wide positive behavior supports. Appendices K – M provide graphs displaying Cohort 1, 2, and 3 TIC scores.

Appendix A
PBIS Training Evaluation Form

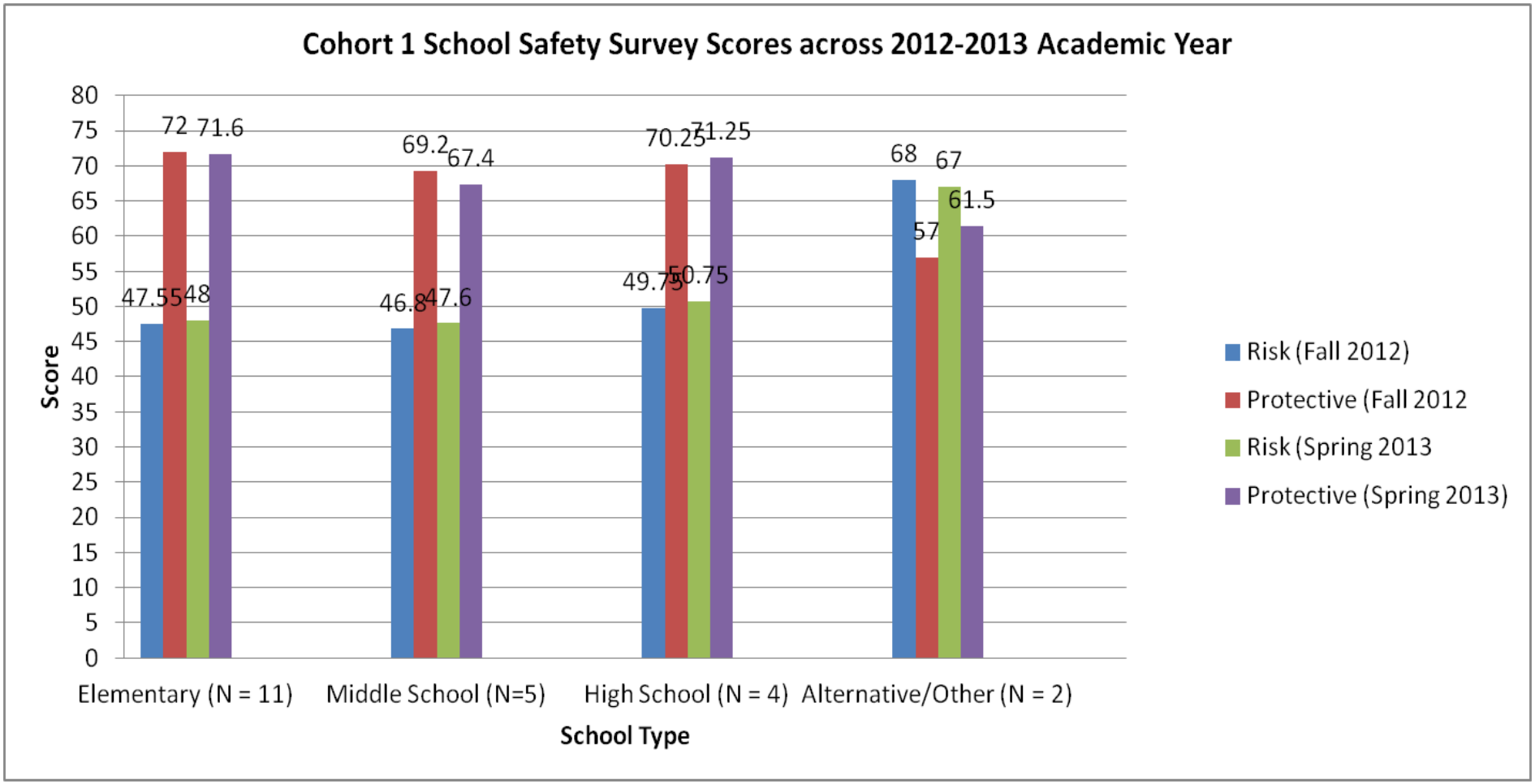
Directions: Circle the response that best reflects your opinion	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
1. The training goals were clearly defined and reviewed frequently with checking for understanding.				
2. Trainers were adequately prepared to present the content.				
3. The trainers were knowledgeable about the content and were able to respond to participant's questions, and share experiences to support understanding.				
4. Materials and technology were organized well and in good working condition.				
5. The trainers presented the content in such a way that promoted active engagement, opportunities for processing, working and/or learning the content.				
6. The pacing of the presentation and amount of material presented was appropriate for the time allocated.				
7. As a result of this training, school leadership teams have a good understanding of the expectations for next steps of implementation.				
8. The trainers were sensitive to the need for differentiation toward schools at differing levels of implementation.				
9. I would recommend this professional development activity to my colleagues.				
The highlight of the training was?				
How could future trainings be improved?				
Other comments:				
For more information, please visit: www.pbis.org				

Appendix B
PBIS Training Evaluation Scores across Cohorts 1, 2, & 3



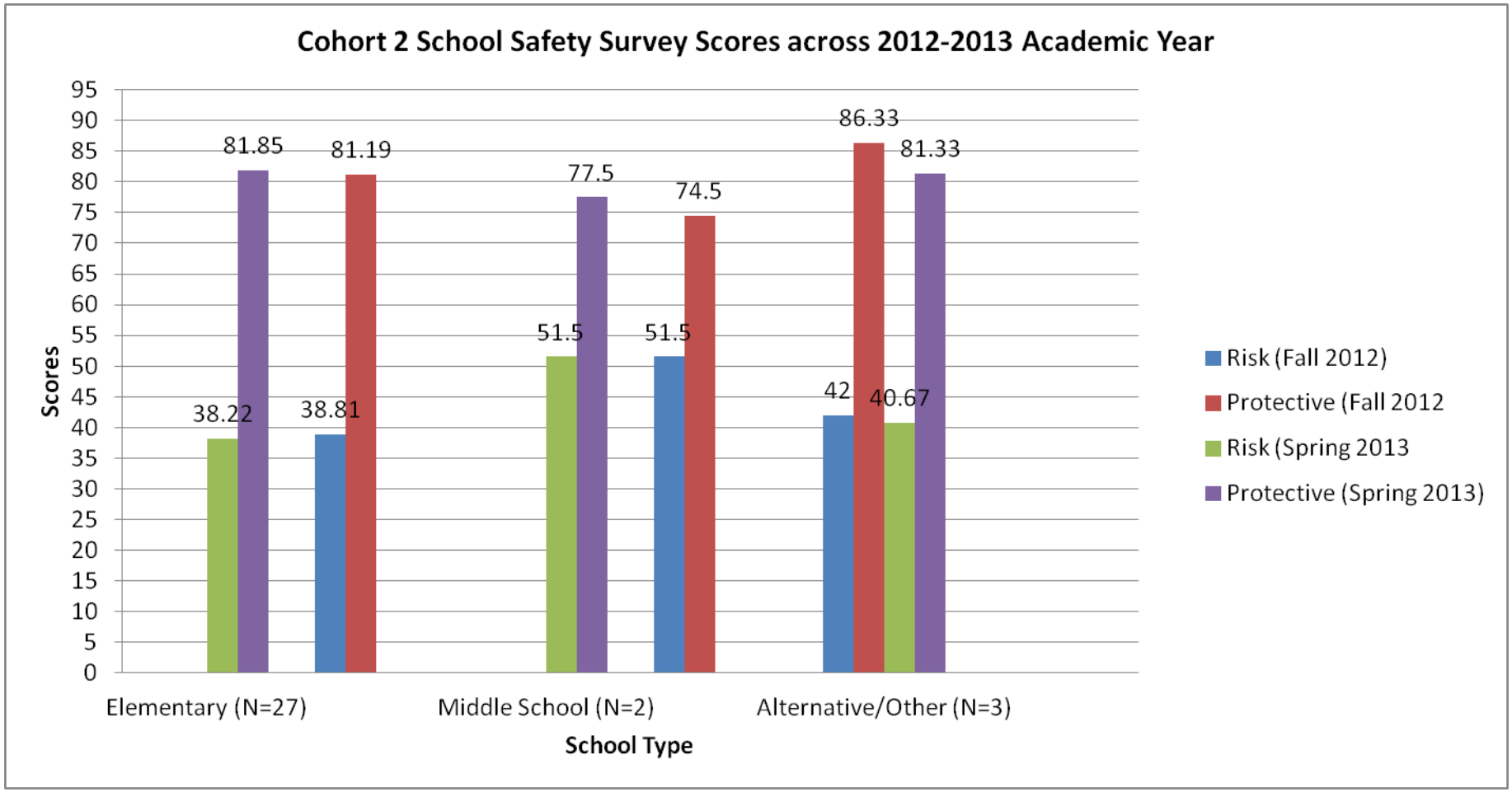
	9/11/2012	9/18/2012	10/11/2012	10/16/2012	10/30/2012	11/6/2012	11/8/2012	2/7/2013	3/5/2013	3/7/2013	4/11/2013
Cohort 1 Teams			3.74					3.8			3.96
Cohort 1 Coaches				3.74		3.68					
Cohort 2 Teams			3.42					3.34			3.7
Cohort 2 Coaches				3.56		3.79					
Cohort 3 Teams	3.53				3.72				3.73		
Cohort 3 Coaches		3.8					3.75			3.98	

Appendix C
Cohort 1 School Safety Survey Scores across 2012-2013 Academic Year

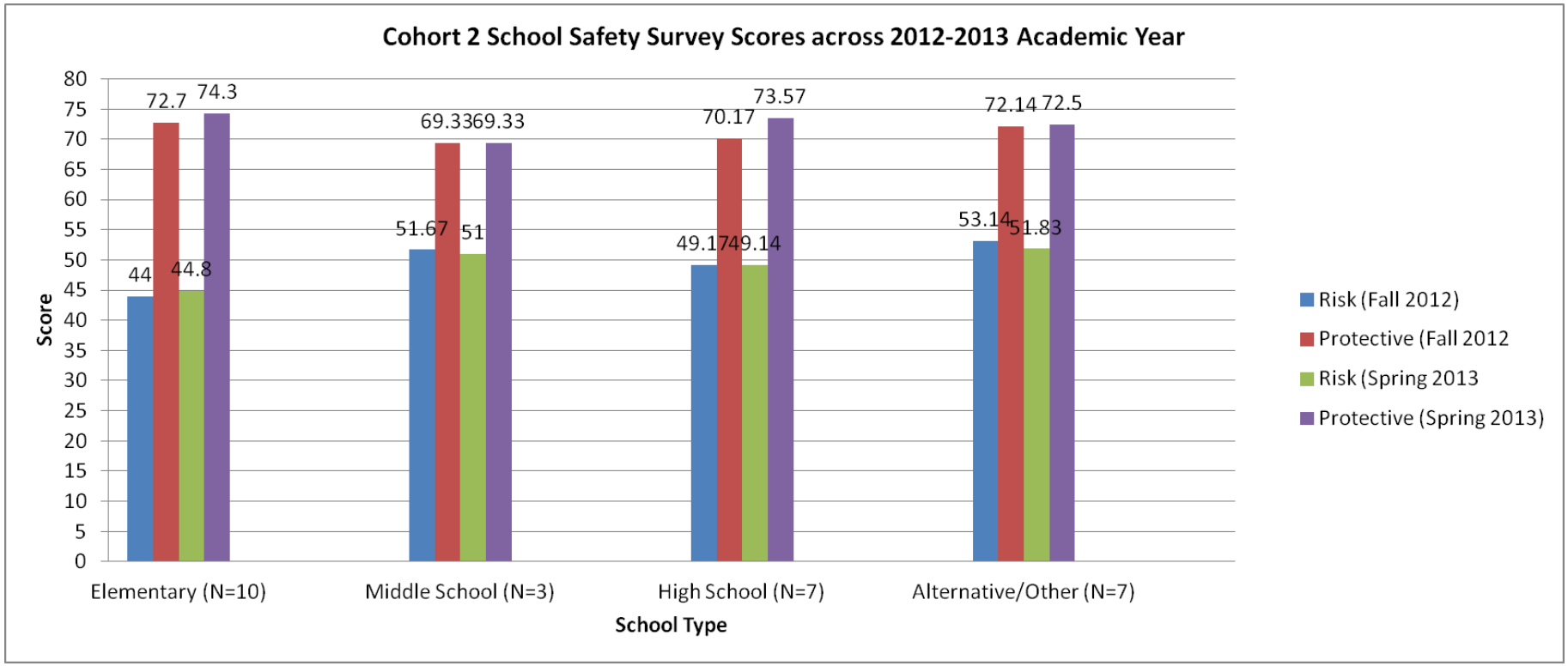


Higher protective scores indicate that a school has or is implementing factors to prevent and respond to school violence (e.g., crisis and emergency response plans), with lower risk scores indicative of lower levels of risk factors on campus (e.g., illegal weapons).

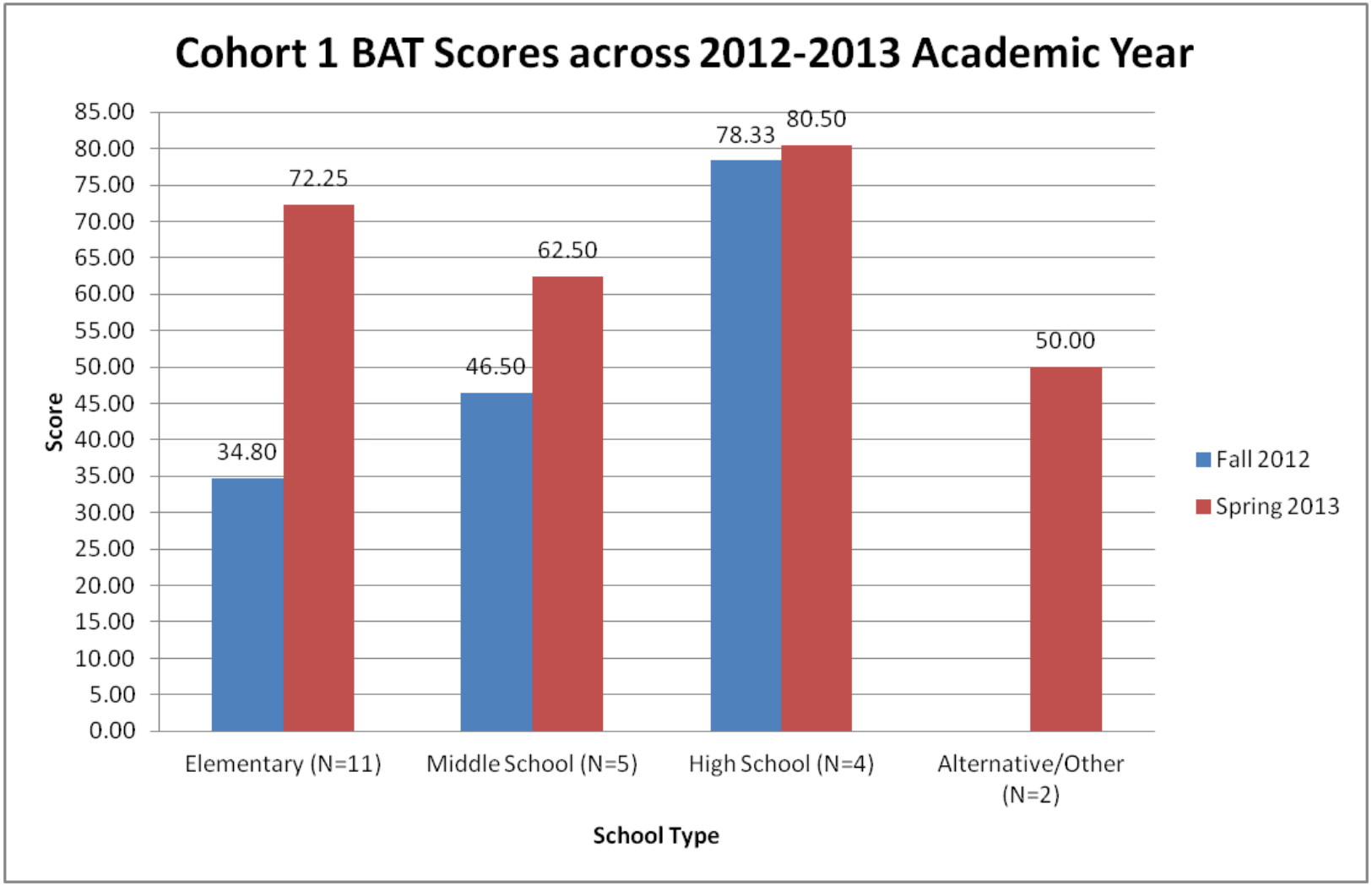
Appendix D
Cohort 2 School Safety Survey Scores across 2012-2013 Academic Year



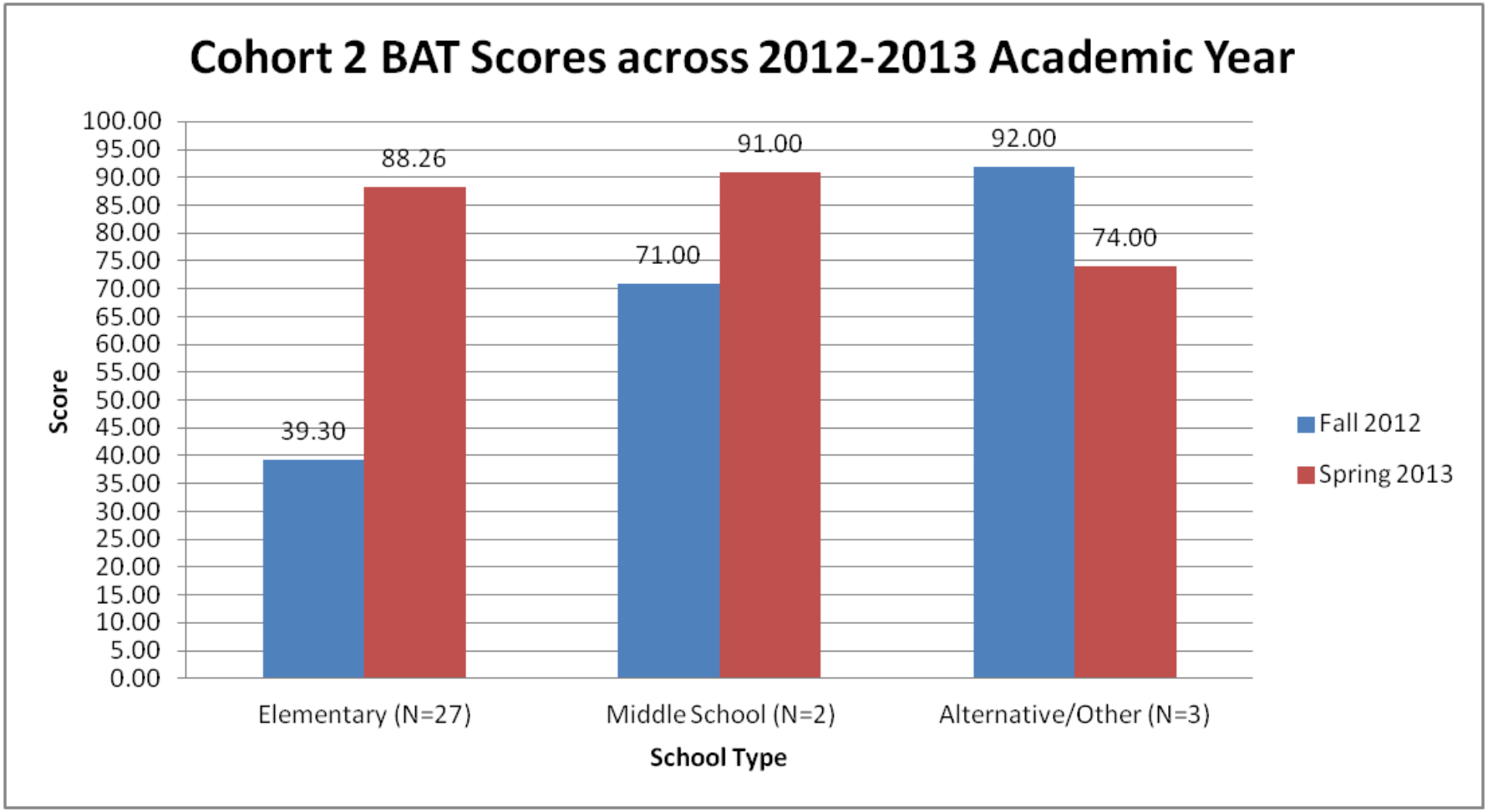
Appendix E
Cohort 3 School Safety Survey Scores across 2012-2013 Academic Year



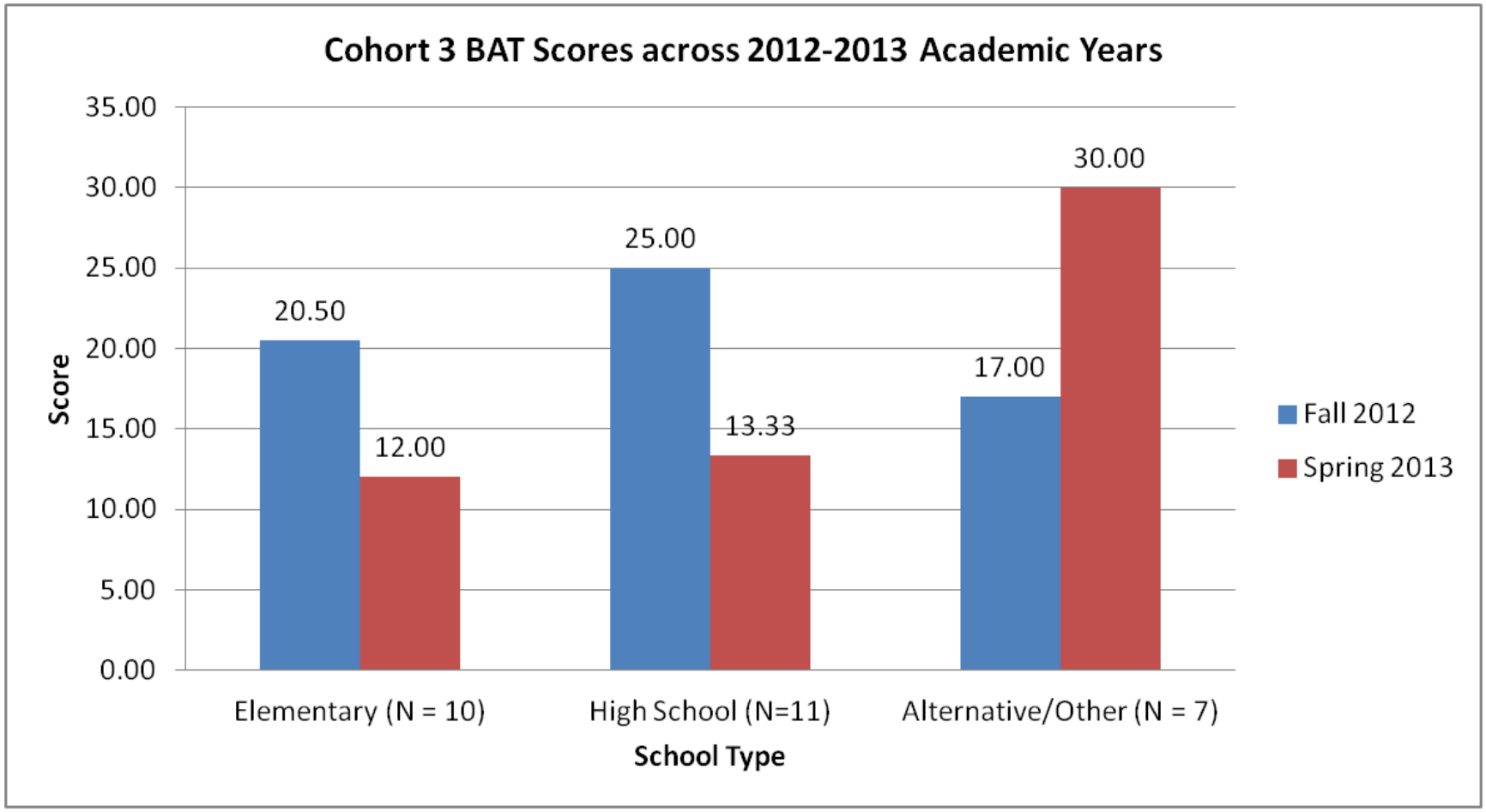
Appendix F
Cohort 1 Benchmark of Advanced Tiers across 2012-2013 Academic Year



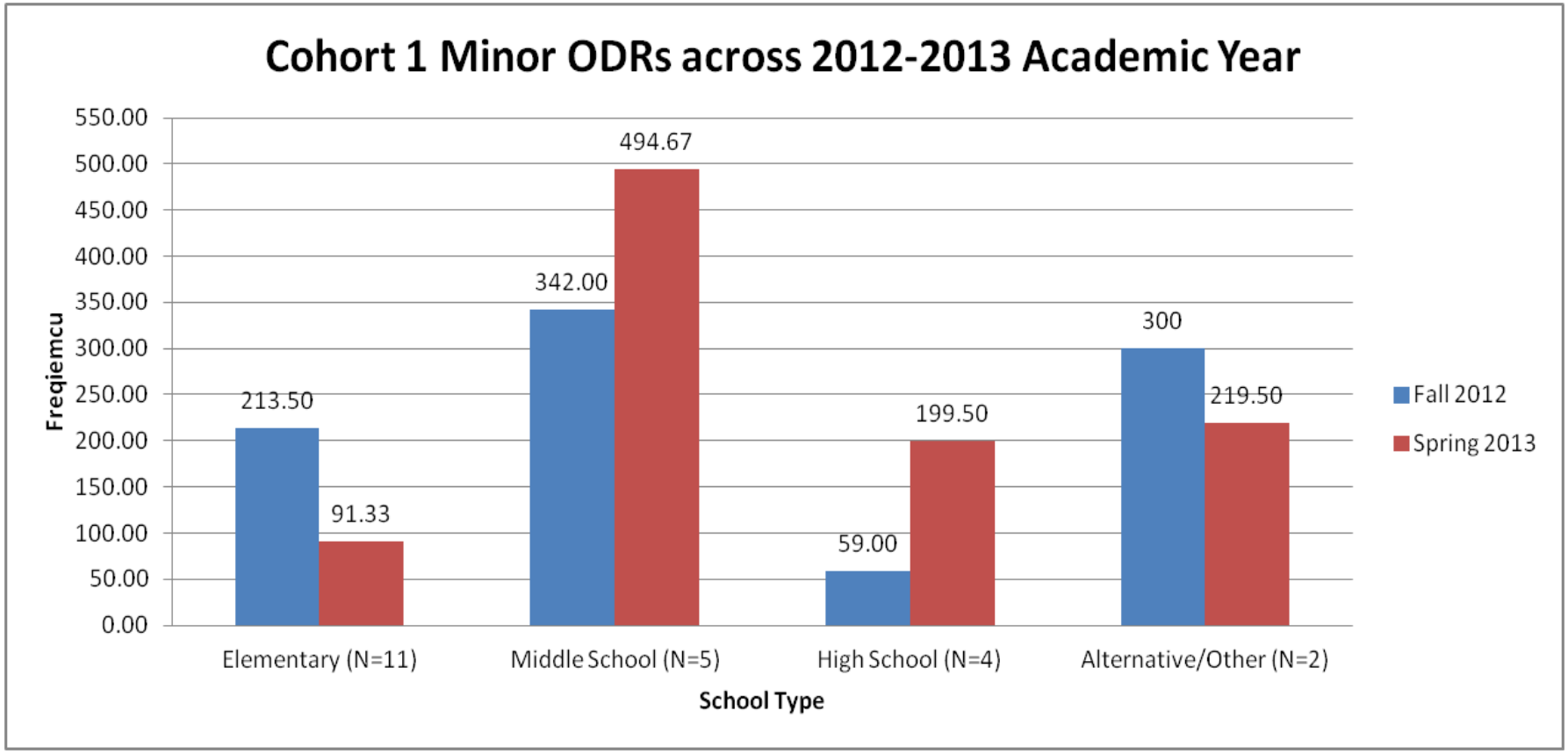
Appendix G
Cohort 2 Benchmark of Advanced Tiers across 2012-2013 Academic Year



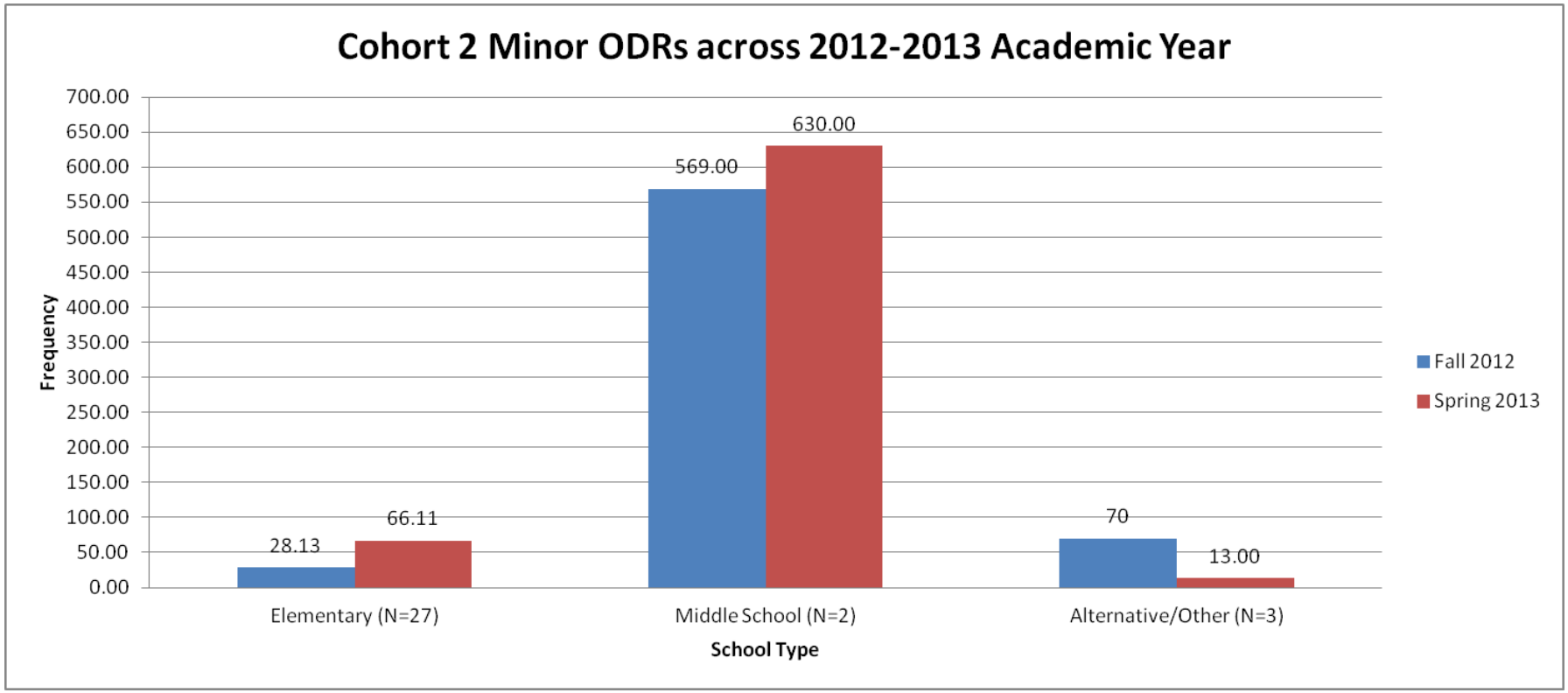
Appendix H
Cohort 3 Benchmark of Advanced Tiers across 2012-2013 Academic Year



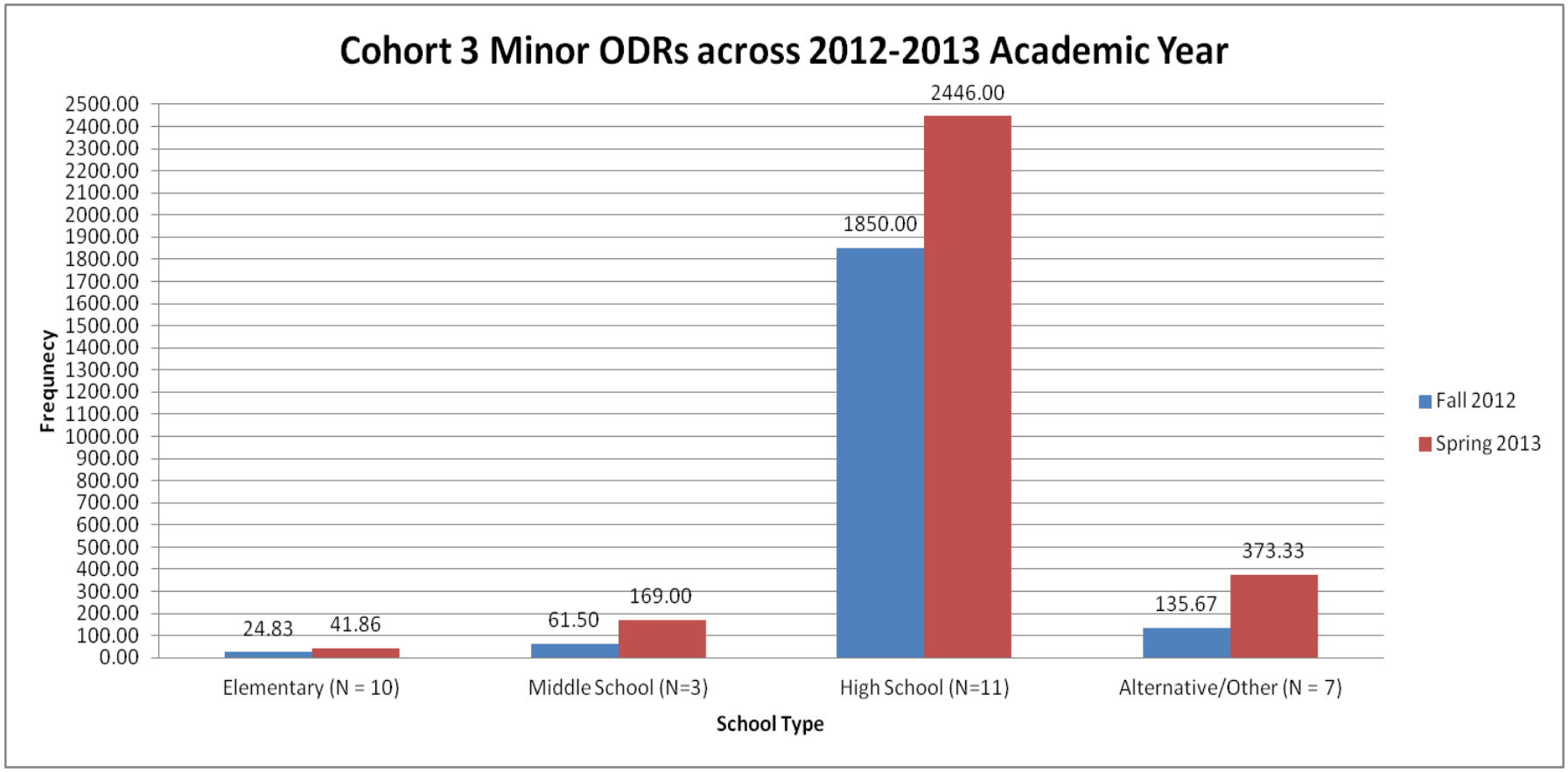
Appendix I
Cohort 1 Minor Office Discipline Referral Rates across 2012-2013 Academic Year



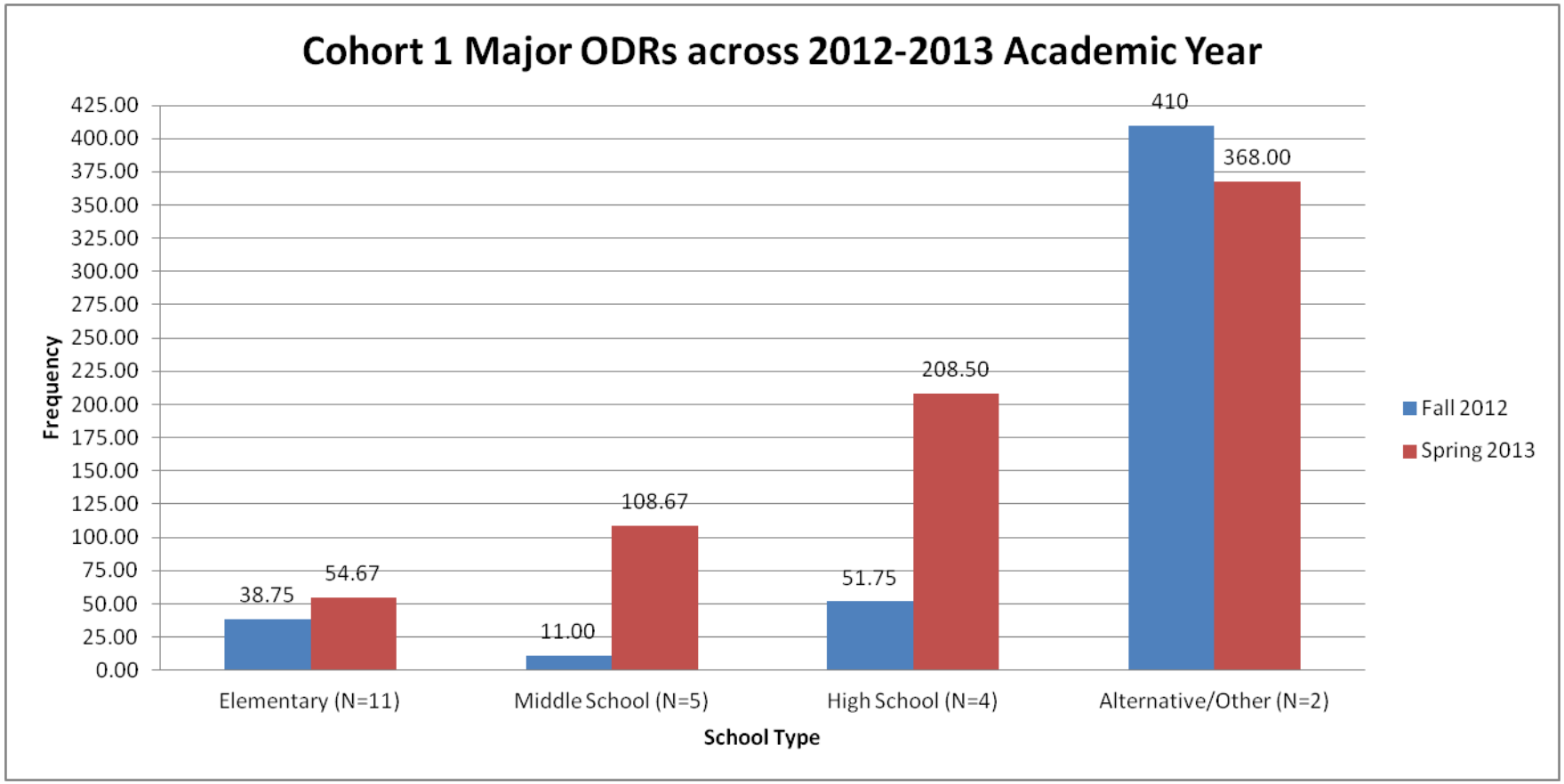
Appendix J
Cohort 2 Minor Office Discipline Referral Rates across 2012-2013 Academic Year



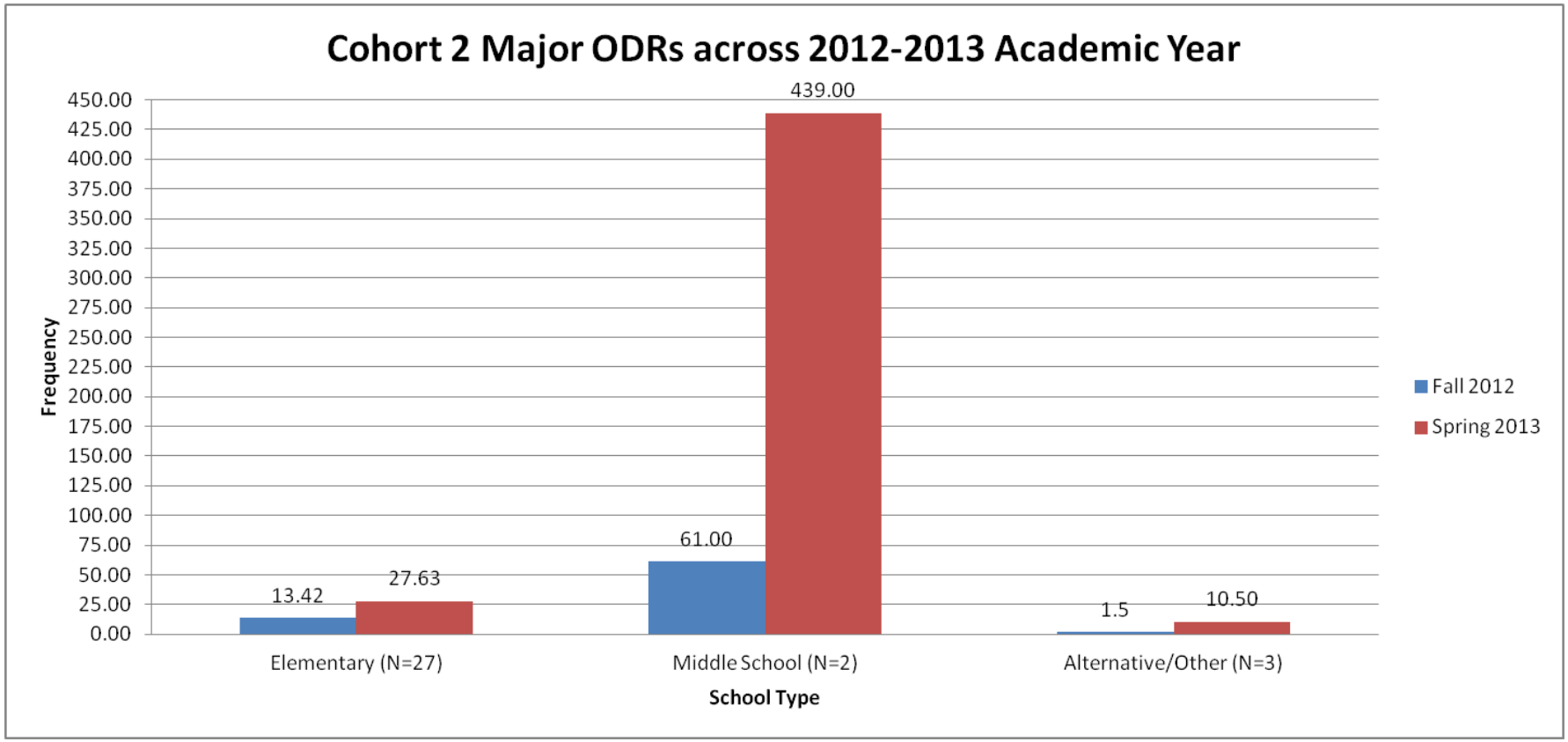
Appendix K
Cohort 3 Minor Office Discipline Referral Rates across 2012-2013 Academic Year



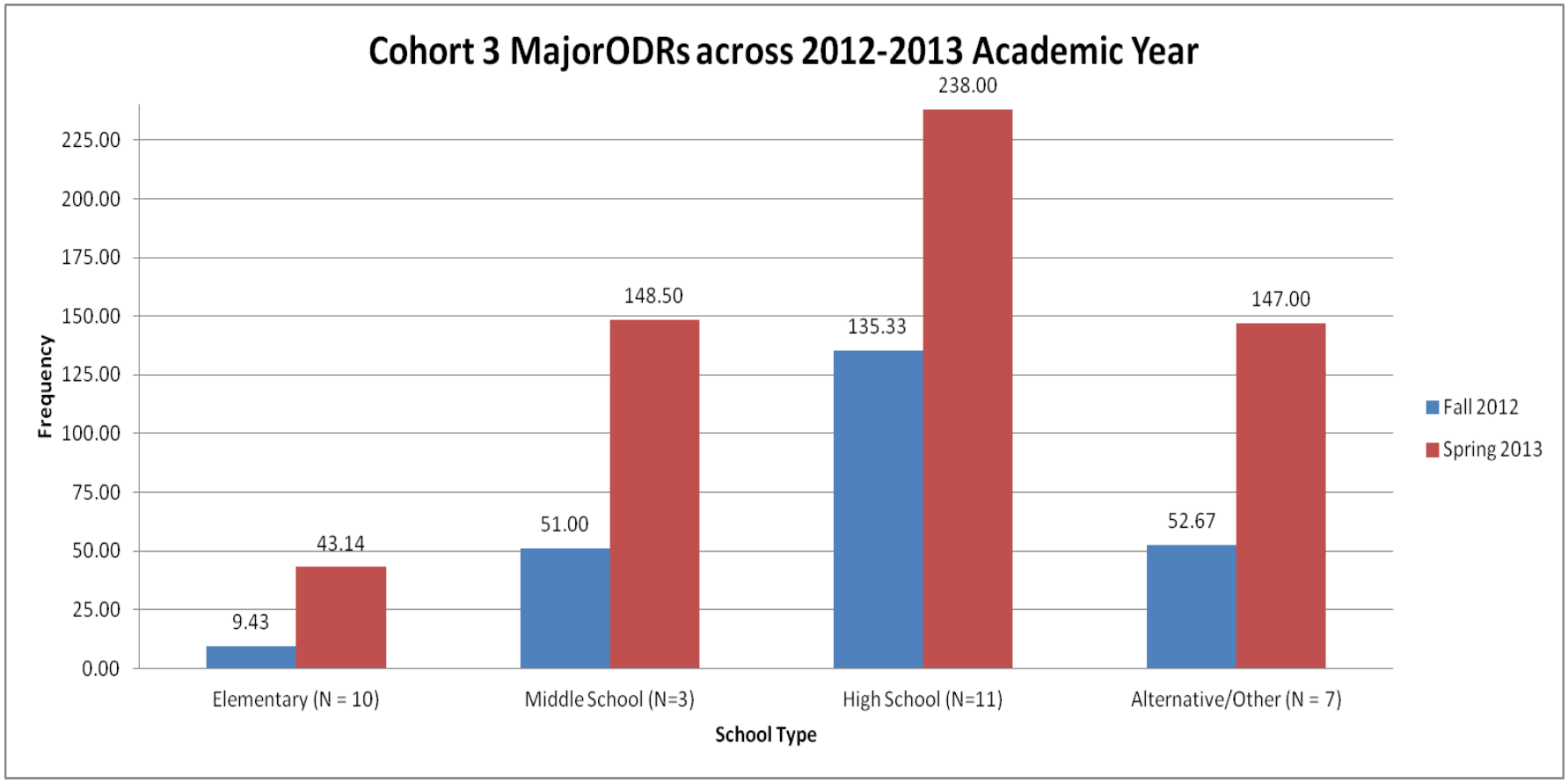
Appendix L
Cohort 1 Major Office Discipline Referral Rates across 2012-2013 Academic Year



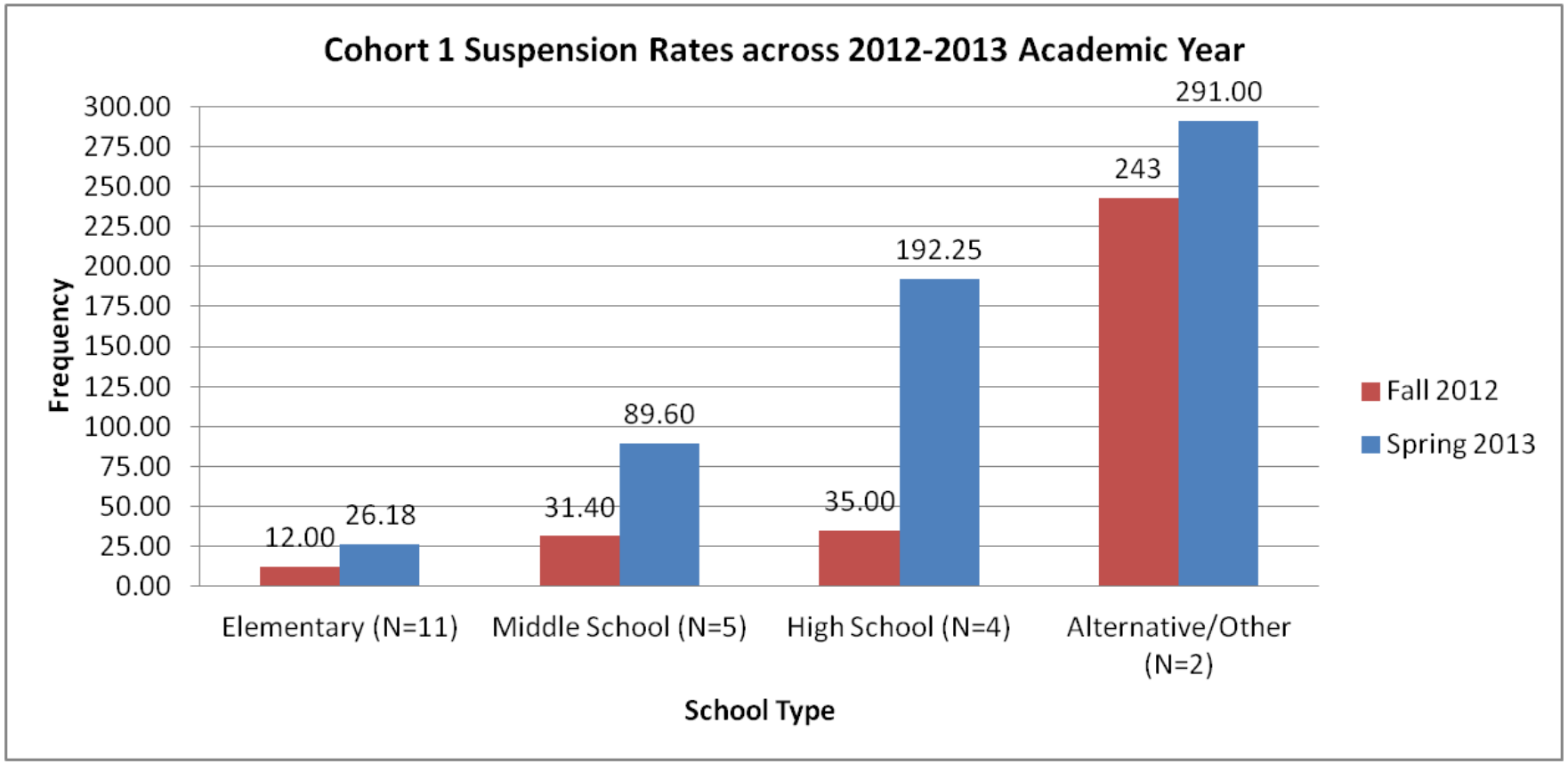
Appendix M
Cohort 2 Major Office Discipline Referral Rates across 2012-2013 Academic Year



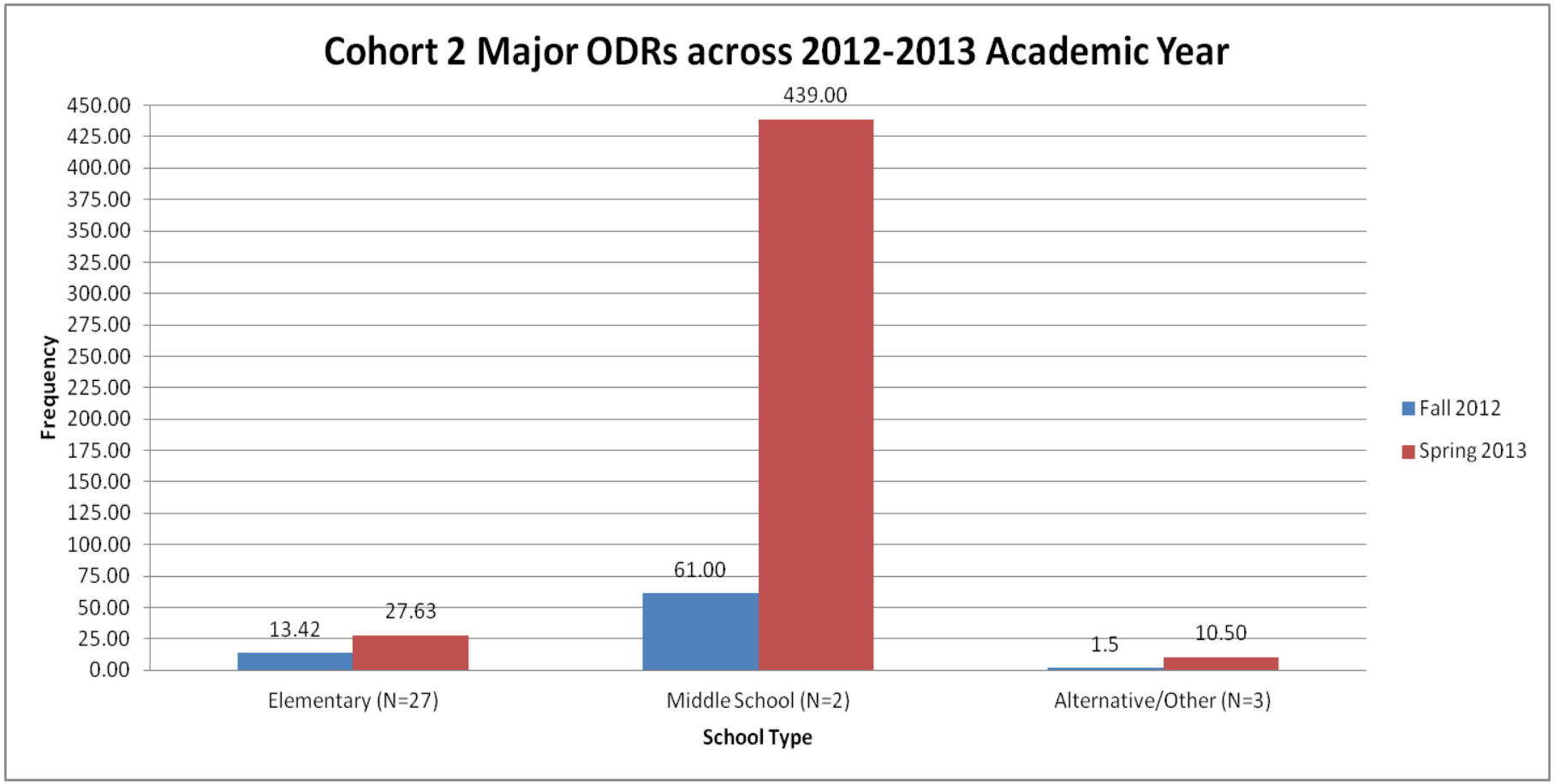
Appendix N
Cohort 3 Major Office Discipline Referral Rates across 2012-2013 Academic Year



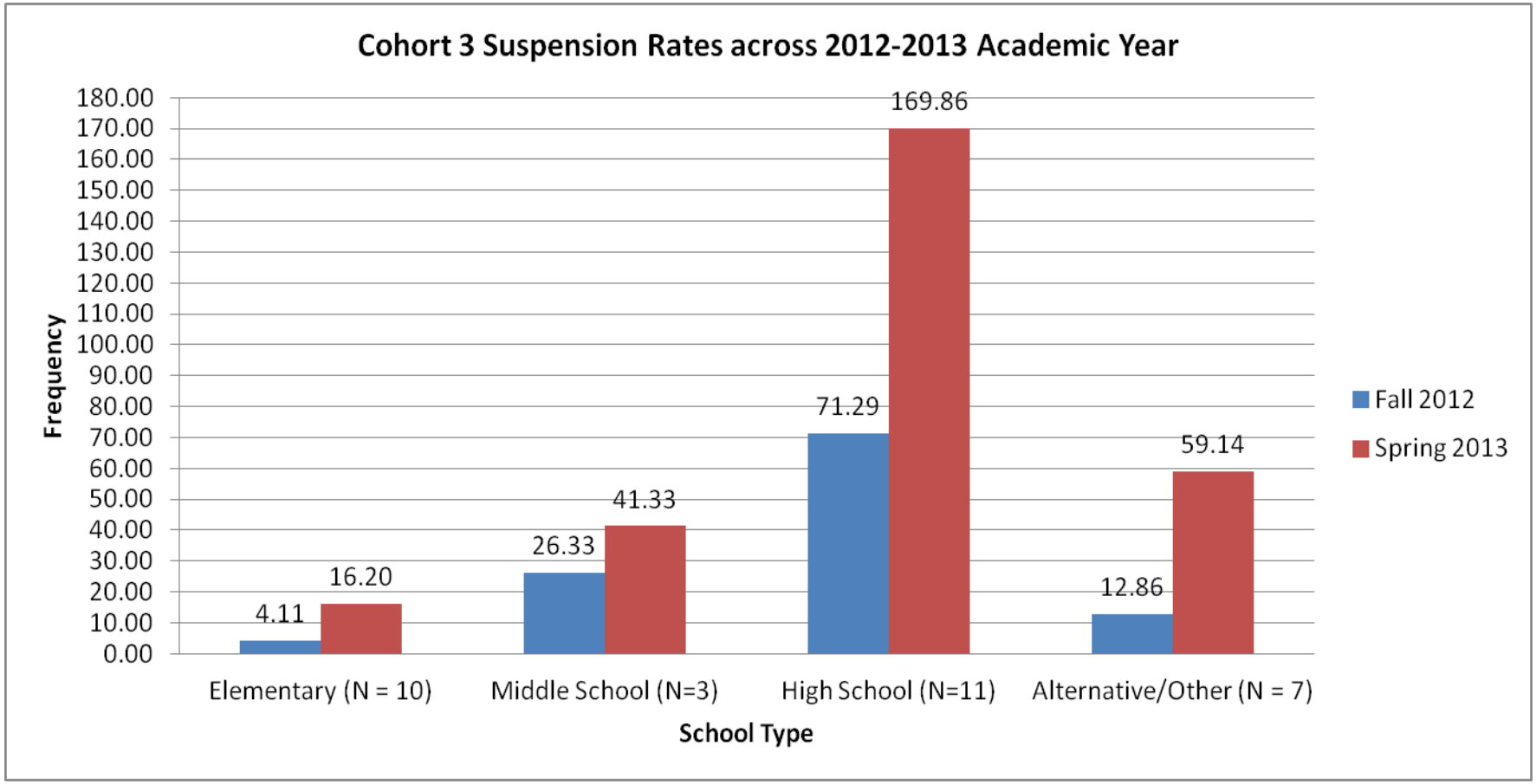
Appendix O
Cohort 1 Suspension Rates across 2012-2013 Academic Year



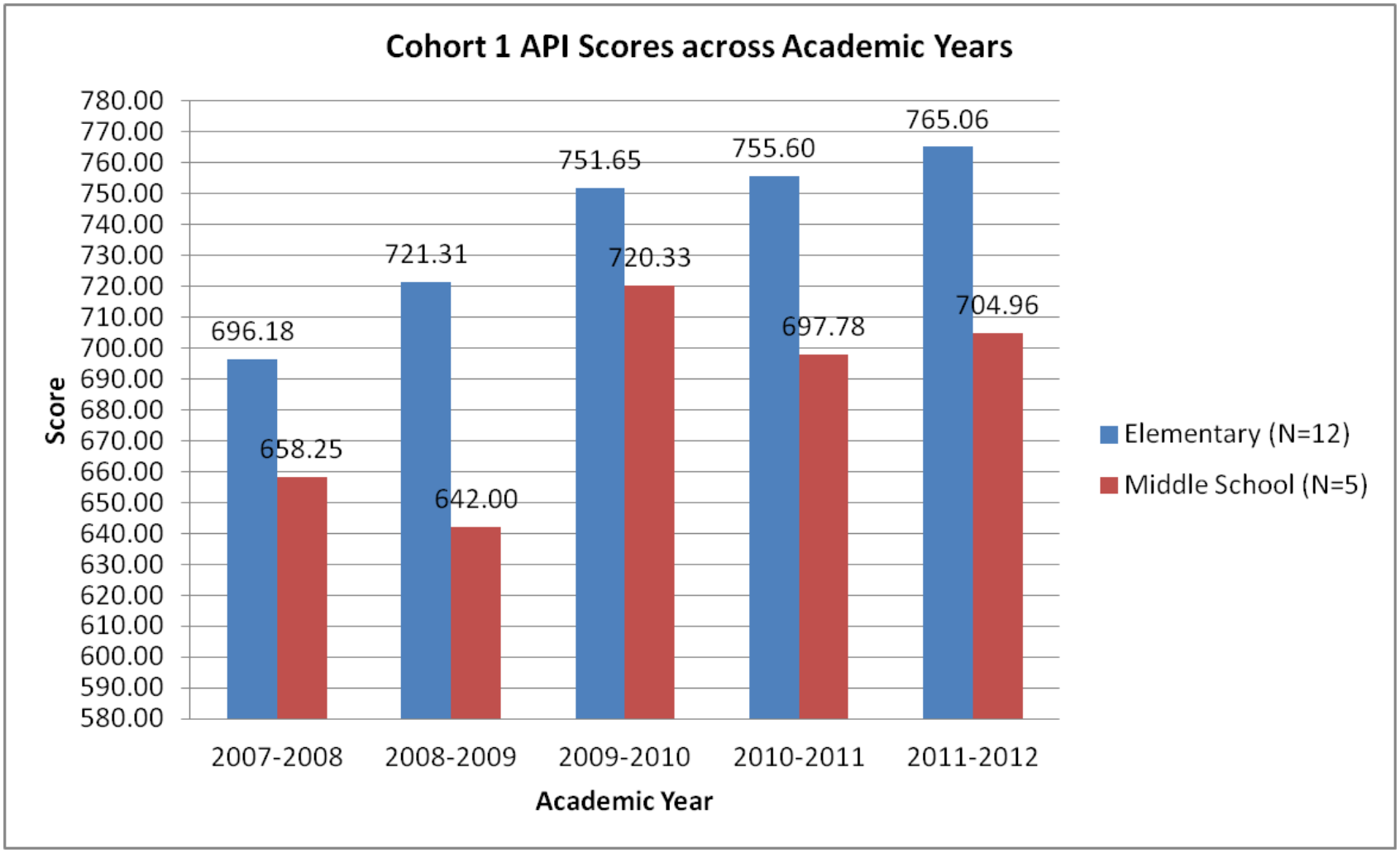
Appendix P
Cohort 2 Suspension Rates across 2012-2013 Academic Year



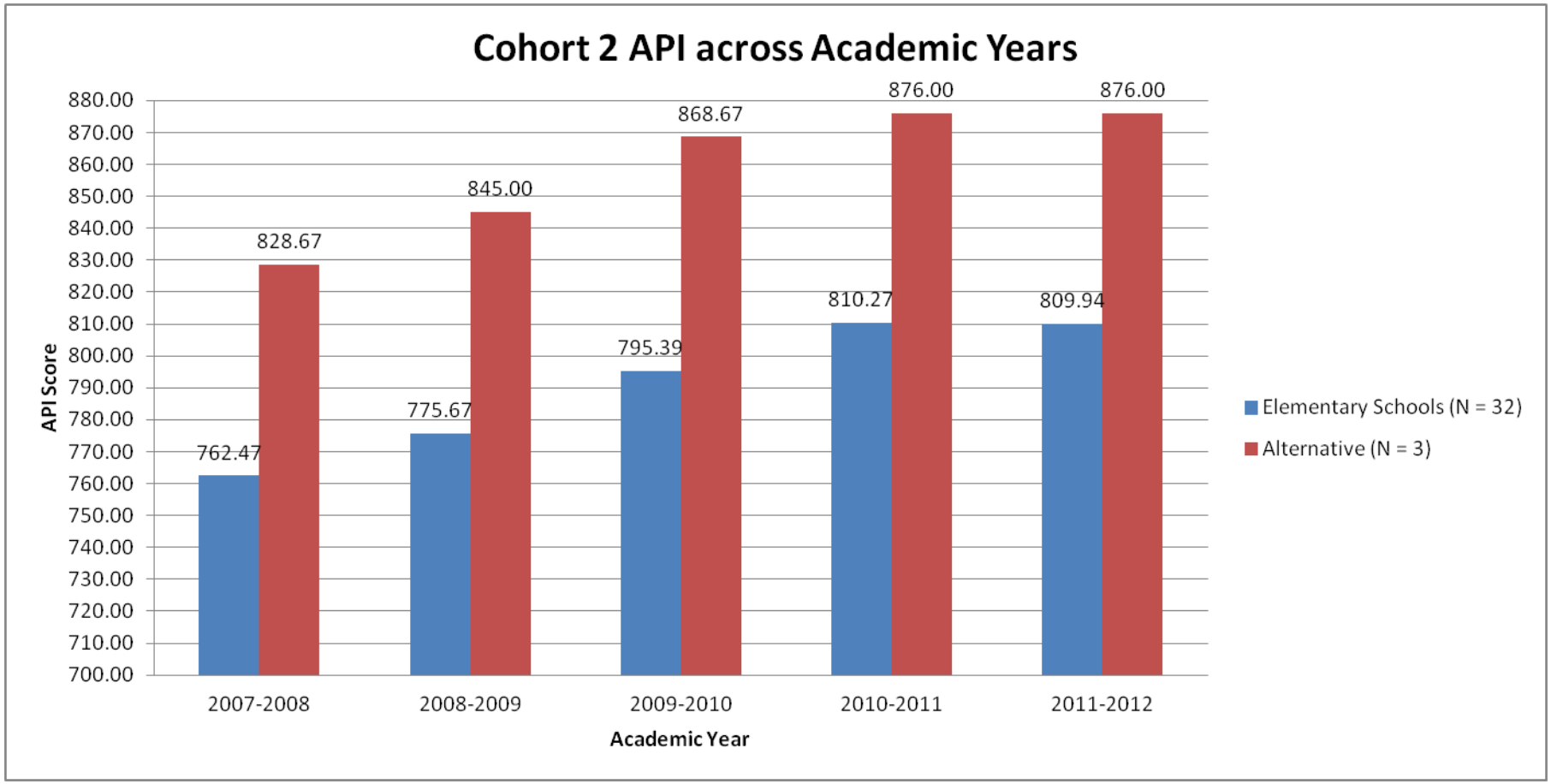
Appendix Q
Cohort 3 Suspension Rates across 2012-2013 Academic Year



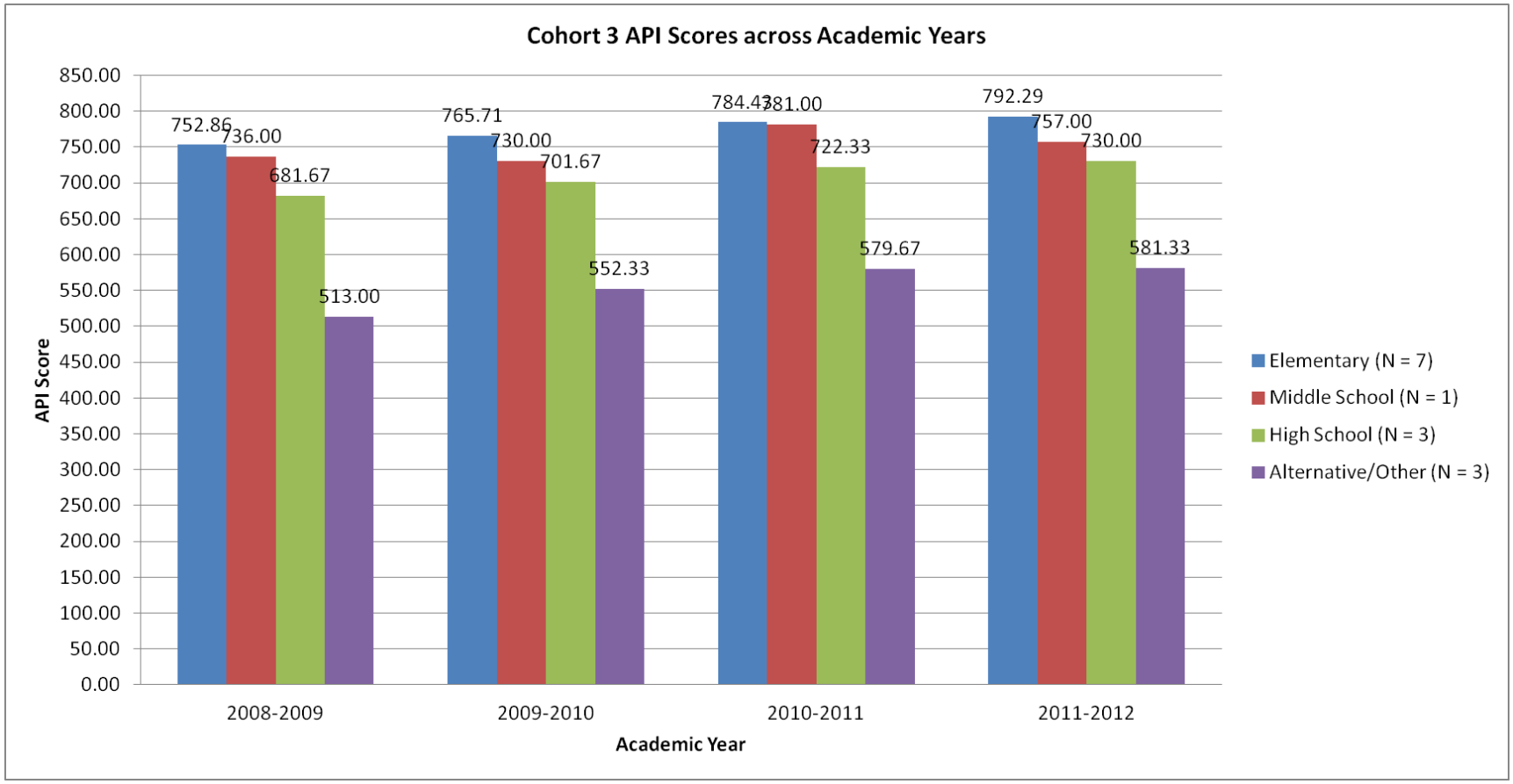
Appendix R
Cohort 1 API Scores across Academic Years



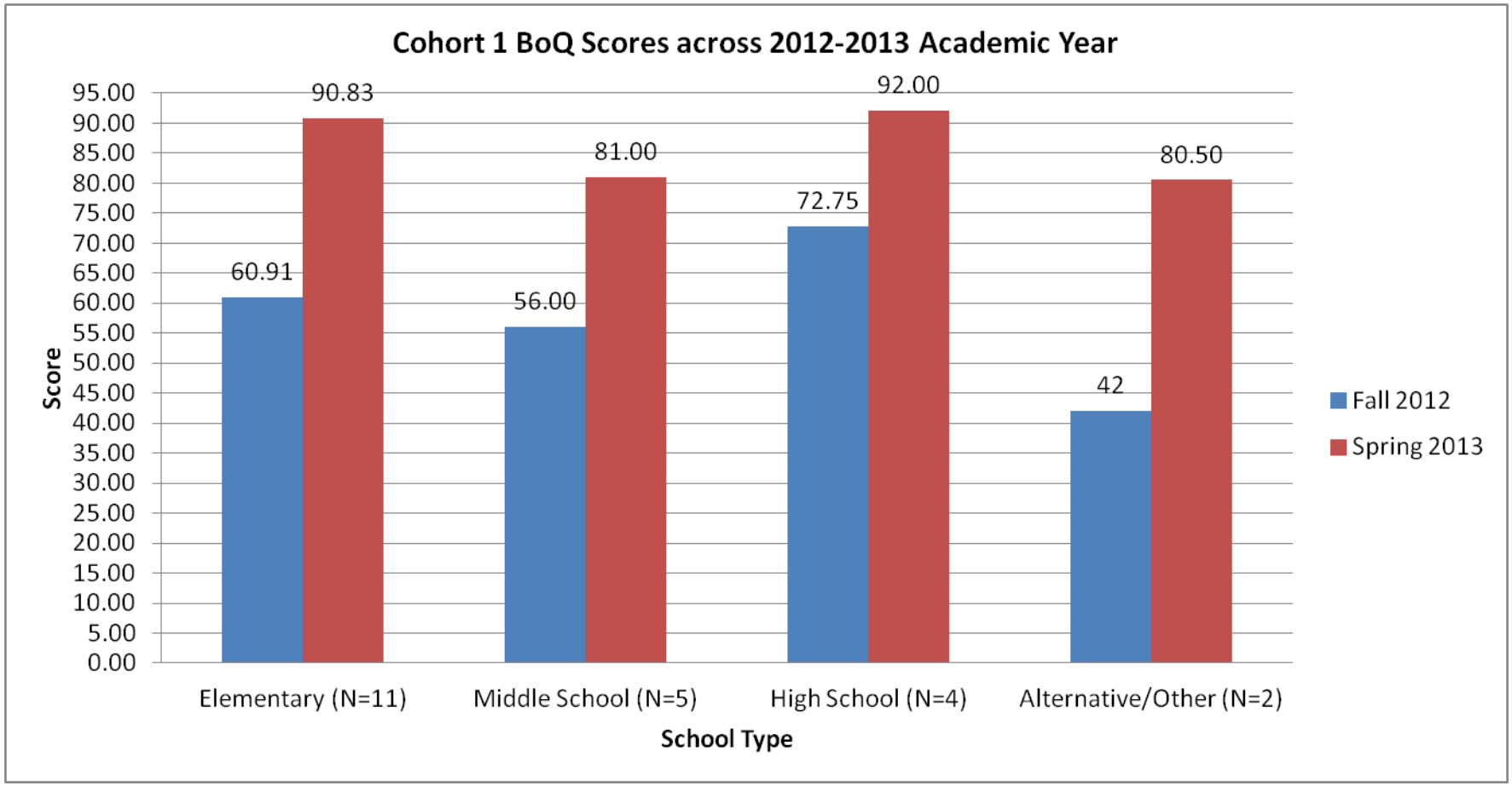
Appendix S
Cohort 2 API Scores across Academic Years



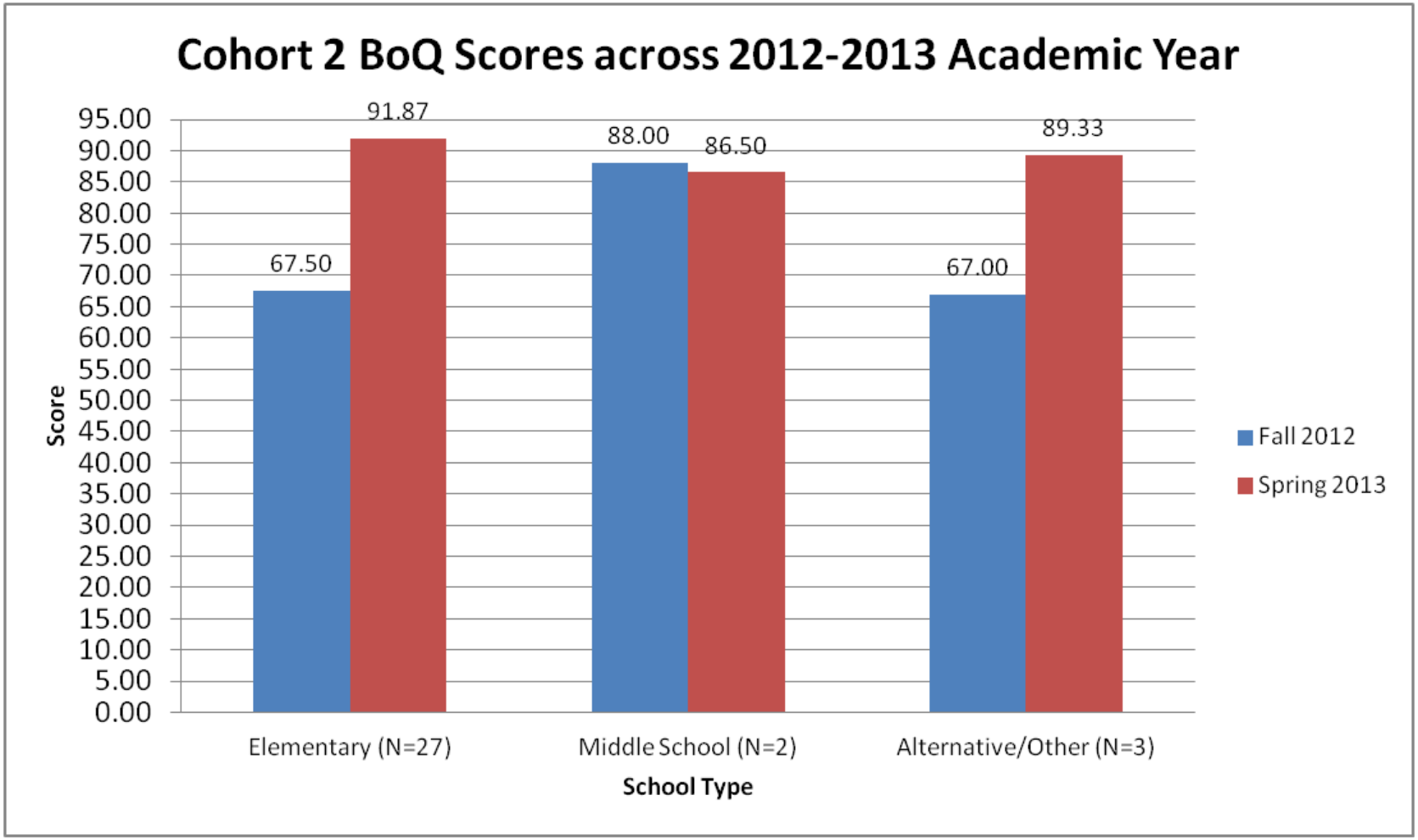
Appendix T
Cohort 3 API Scores across Academic Years



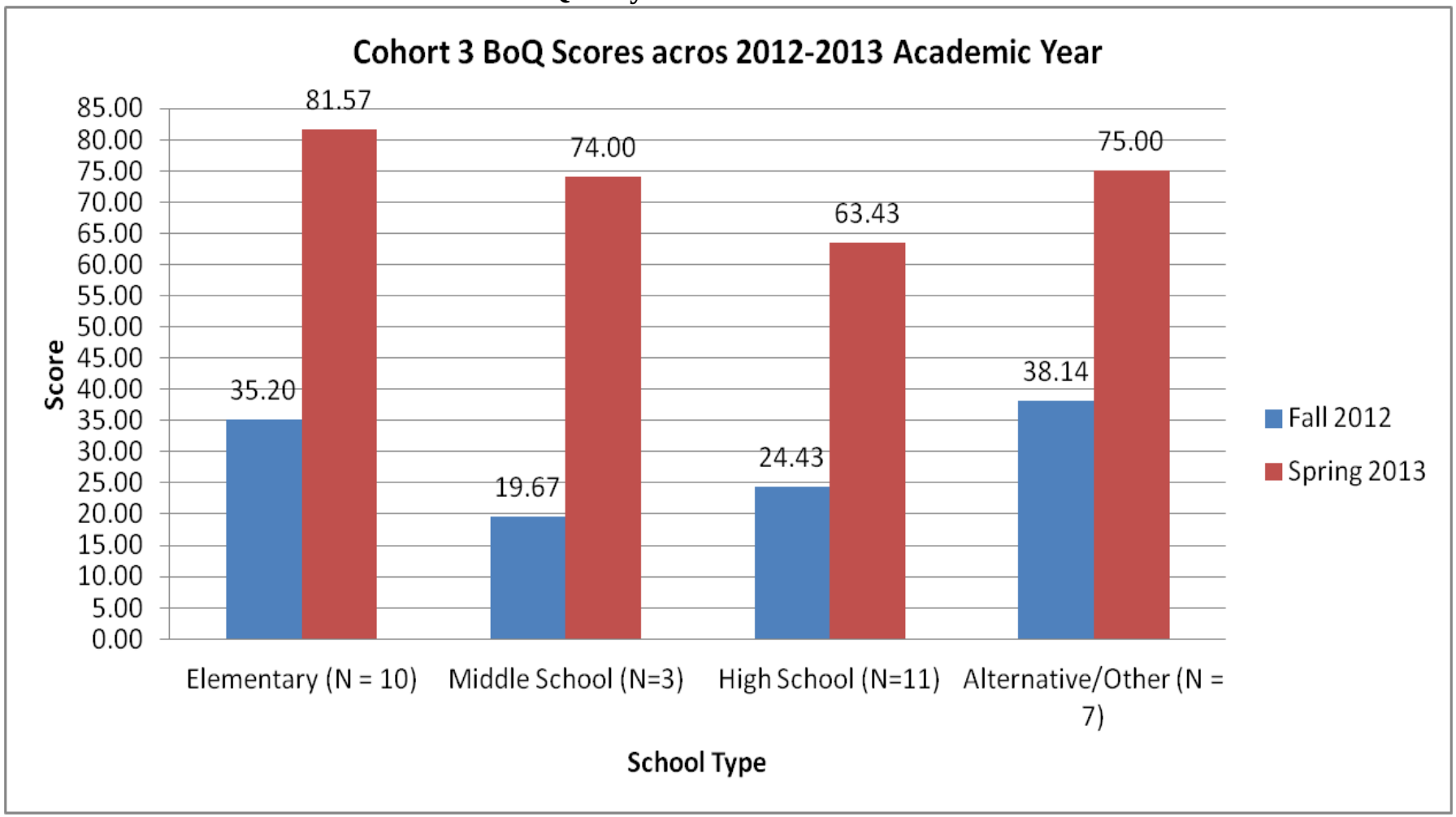
Appendix U
Cohort 1 Benchmark of Quality Scores across 2012-2013 Academic Year



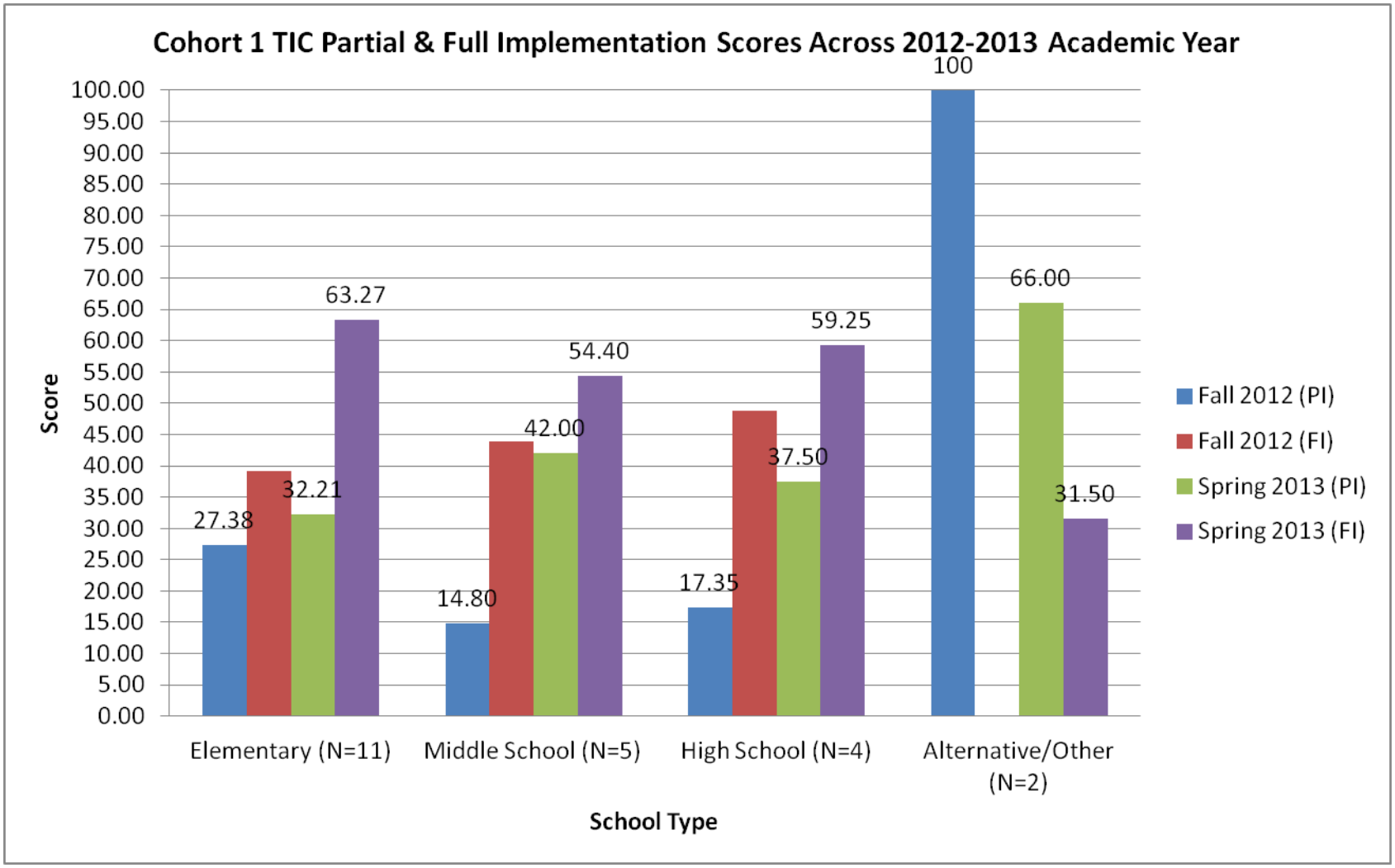
Appendix V
Cohort 2 Benchmark of Quality Scores across 2012-2013 Academic Year



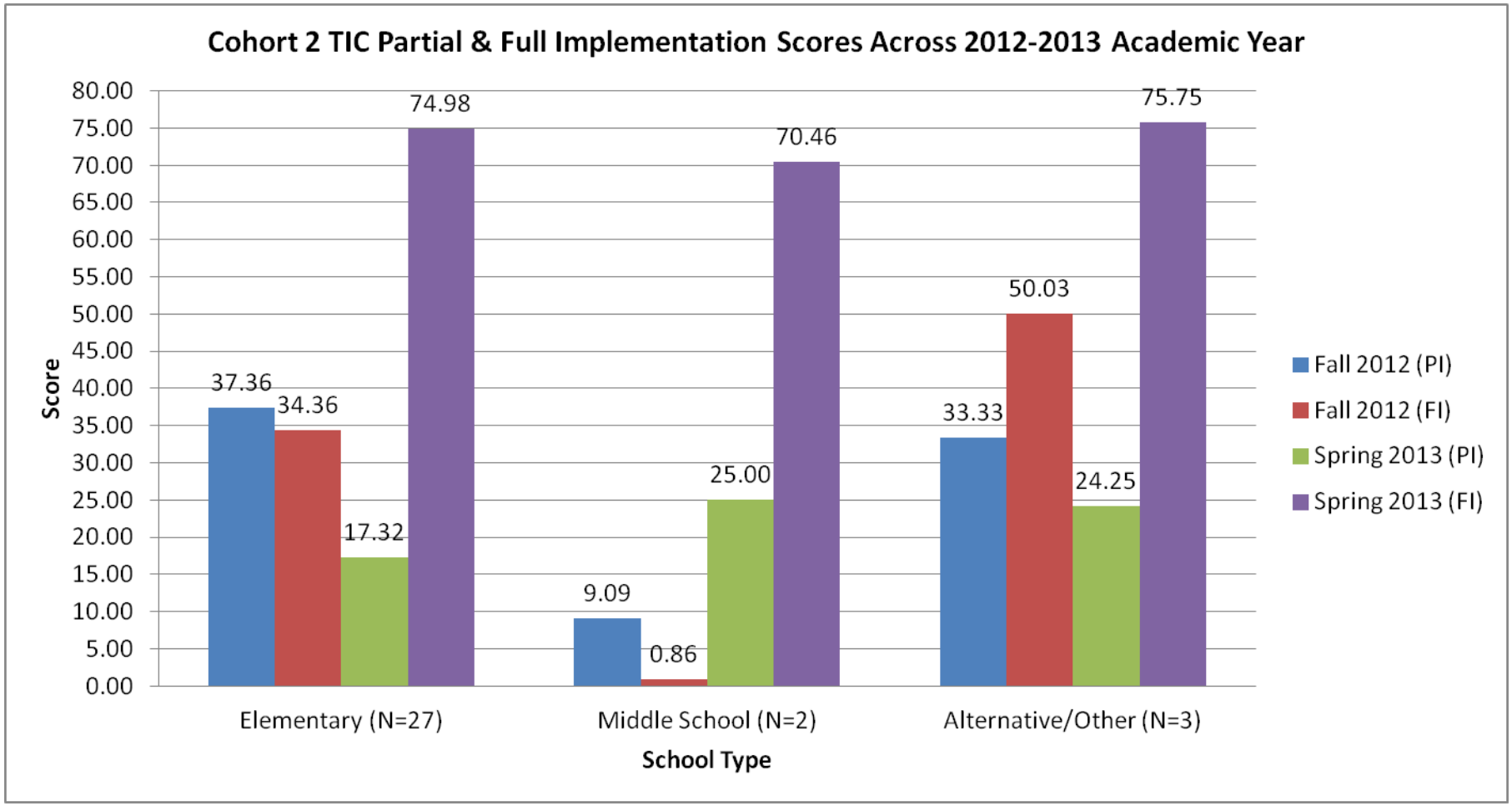
Appendix W
Cohort 3 Benchmark of Quality Scores across 2012-2013 Academic Year



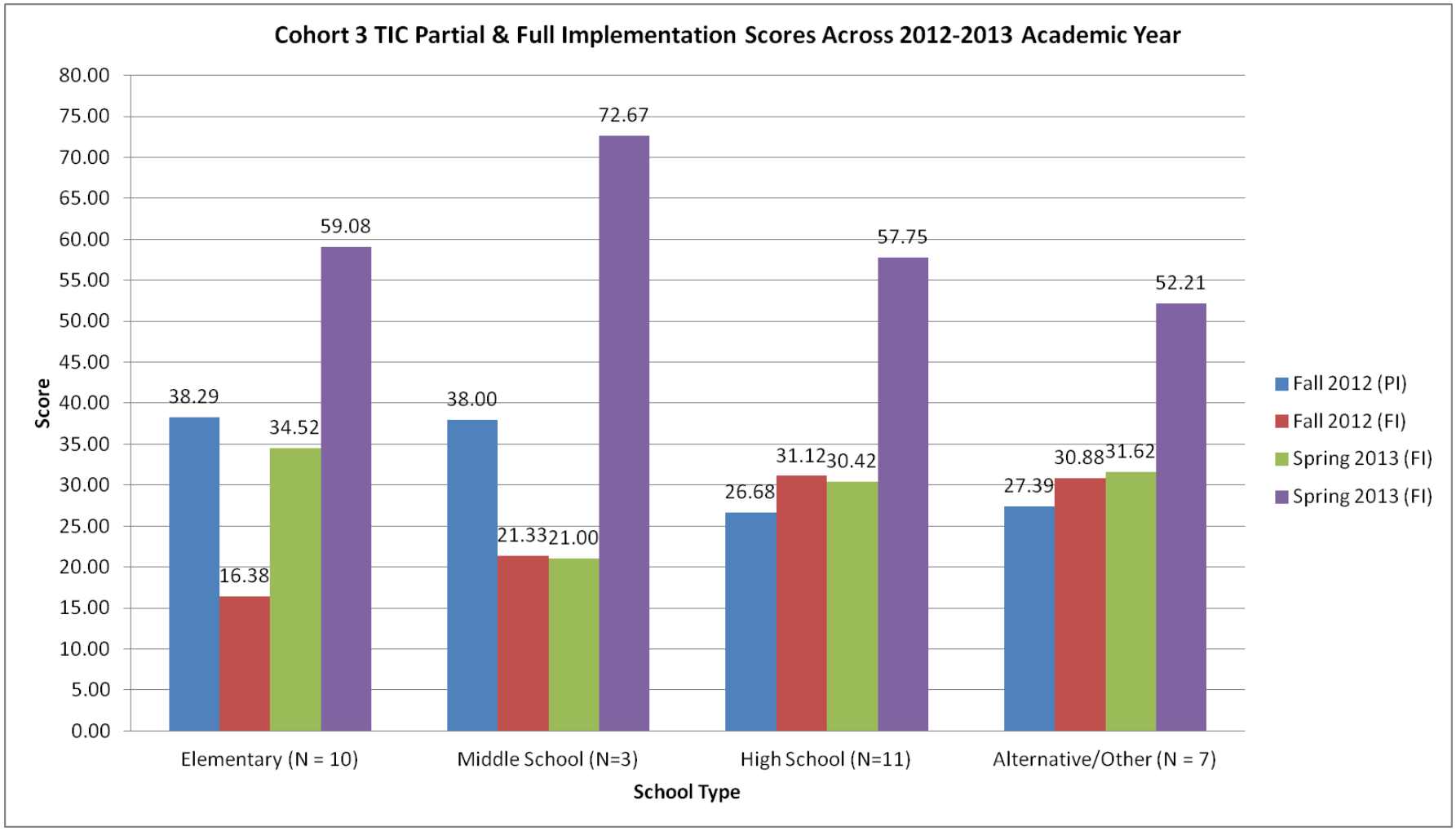
Appendix X
Cohort 1 TIC Partial & Full Implementation Scores Across 2012-2013 Academic Year



Appendix Y
Cohort 2 TIC Partial & Full Implementation Scores Across 2012-2013 Academic Year



Appendix Z
Cohort 3 TIC Partial & Full Implementation Scores Across 2012-2013 Academic Year



Silas Bartsch in Kings Canyon Joint Unified

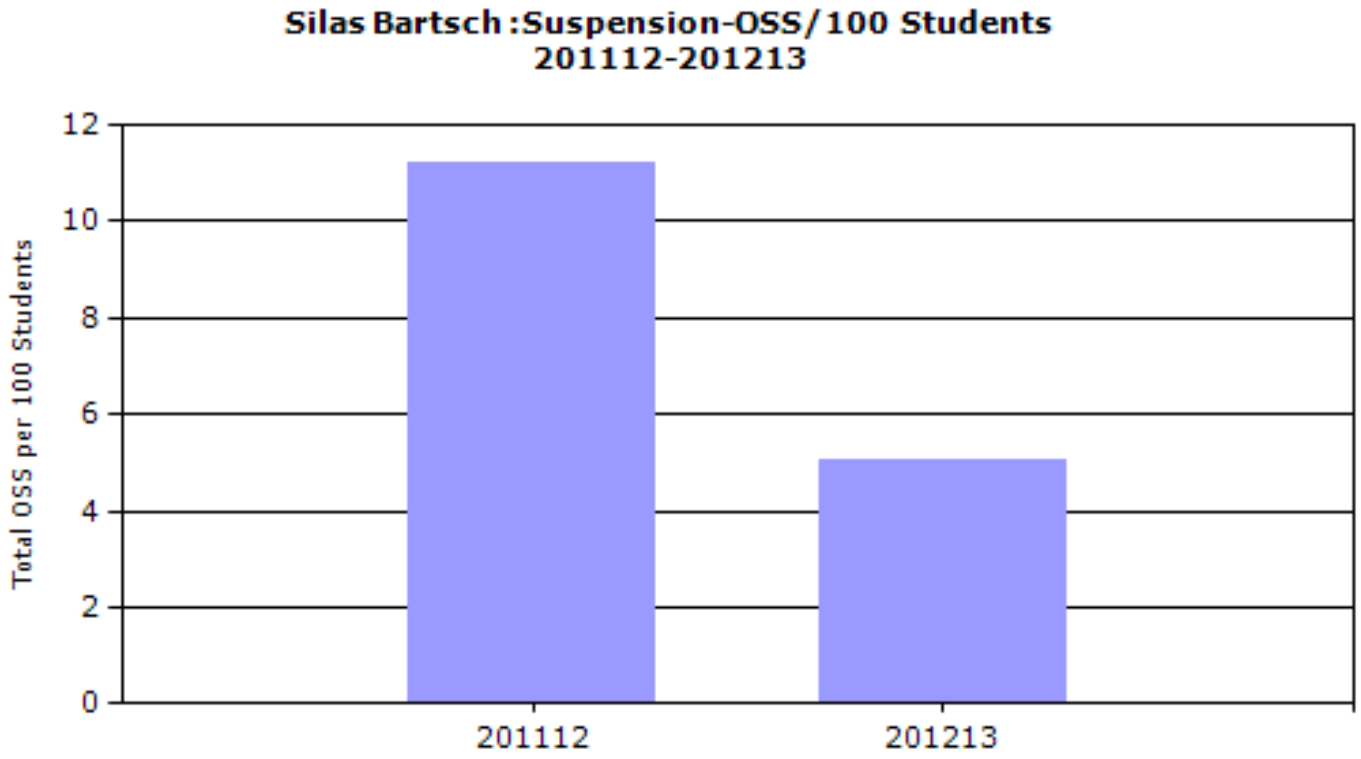


Figure 1. This chart illustrates the total number of suspensions per one hundred students at Silas Bartsch School during the 2011-2012 school year as compared to the 2012-2013 school year.

SY 11-12/12-13 Suspension Comparison - First 120 Days

	Number Of Students Suspended			Total Suspension Days			Expulsions		
School	11-12	12-13	Diff	11-12	12-13	Diff	11-12	12-13	Diff
BI	3	1	-2	21	1	-20	0	0	0
HB	14	4	-10	63	33	-30	1	2	1
HK	0	11	11	0	19	19	0	0	0
MA	17	10	-7	27	27	0	0	1	1
MK	28	20	-8	68	31	-37	0	0	0
RO	20	3	-17	35	26	-9	0	1	1
TE	18	7	-11	42	18	-24	0	1	1
SA	25	6	-19	64	14	-50	0	0	0
ST	29	28	-1	104	67	-37	2	1	-1
LI	3	3	0	3	3	0	0	0	0
RB	4	1	-3	5	3	-2	0	0	0
PO	2	0	-2	2	0	-2	0	0	0
HA	27	0	-27	81	0	-81	0	0	0
EC	73	46	-27	337	190	-147	3	6	3
RV	39	33	-6	136	126	-10	2	2	0
GP	96	51	-45	429	181	-248	5	4	-1
CE	279	129	-150	921	598	-323	9	11	2
CW	101	94	-7	464	388	-76	5	1	-4
CL	0	0	0	0	0	0	0	0	0
PE	52	13	-39	510	57	-453	16	1	-15
PA	23	27	4	141	237	96	3	7	4
PL		3	N/A		10	N/A			N/A
TOTAL	853	490	-363	3453	2029	-1424	46	38	-8

NOTES:

Data Source: Aeries ATT

Day counted if all periods or the all day attendance mark = S

SY 11-12 Date Range: 08/10/2011 - 01/20/2012

SY 12-13 Date Range: 08/15/2012 - 01/25/2013

Figure 2. Comparative data across Central Unified School District indicating the number of students suspended, the total suspension days and the number of expulsions during the first 120 days of the 2011-2012 school year and the 2012-2013 school year.

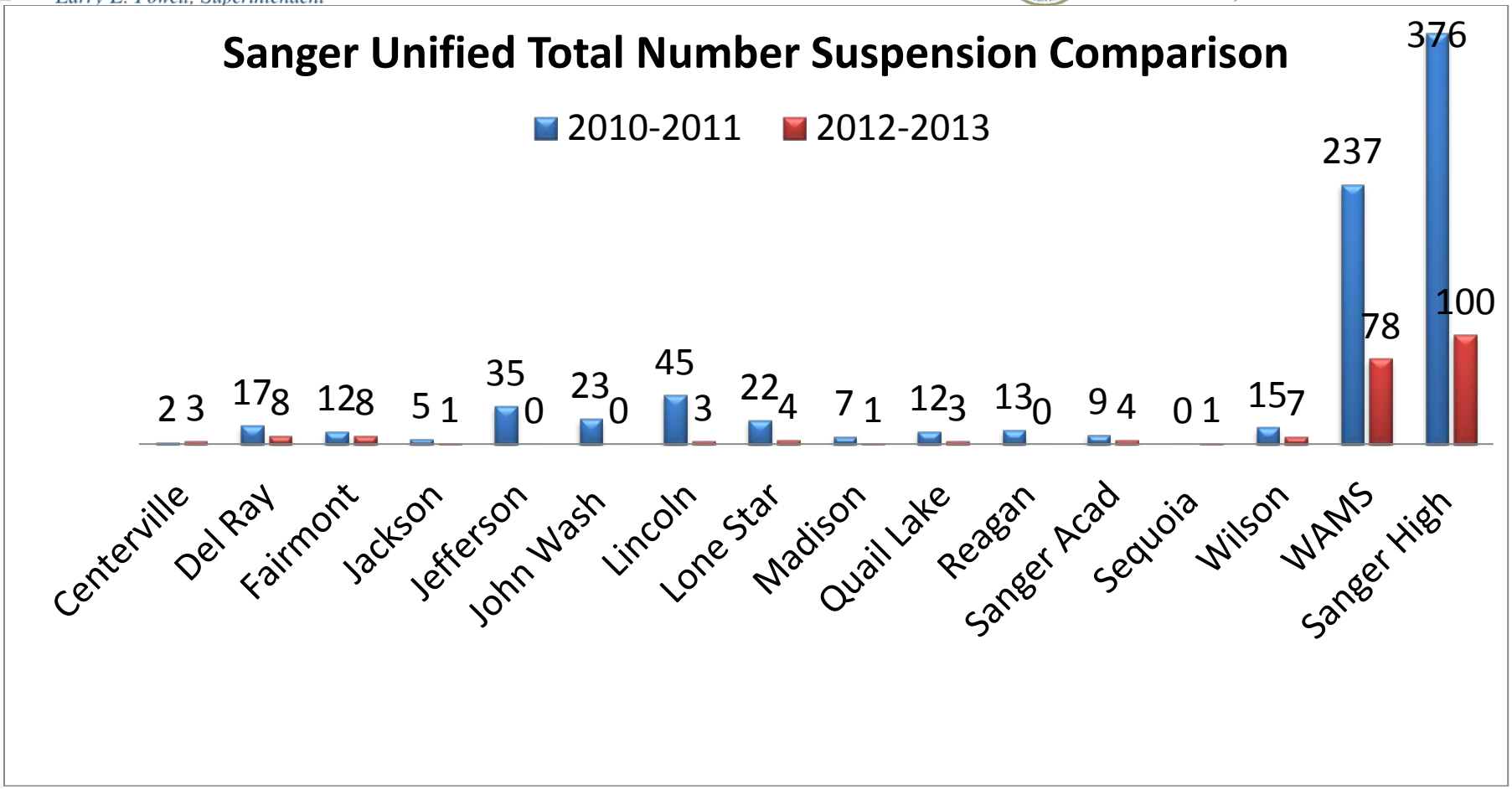


Figure 3. Two year comparative data illustrating suspension rates throughout Sanger Unified School District during the 2010-2011 school year and the 2012-2013 school year.