

2016-17 Update of Implementation Outcomes for Schools Implementing School-wide Positive Behavior Interventions and Supports (SWPBIS) in the School District of Philadelphia

Overview

This summary is a follow up to the 2014-15 and 2015-16 School Climate report and focuses on outcome updates for schools implementing School-wide Positive Behavior Interventions and Supports (SWPBIS) in the School District of Philadelphia. Included here are: (1) details about measures of fidelity of implementation and individual school results on those measures; (2) student outcomes including attendance, suspensions, expulsions; and (3) PSSA achievement levels. District-wide survey data will be included in a future brief.

Fidelity of Implementation

SET

One measure used to assess SWPBIS fidelity of implementation is the School-Wide Evaluation Tool (SET). The SET assesses the following seven areas: (a) expectations defined, (b) behavioral expectations taught, (c) acknowledgement procedures, (d) correction procedures, (e) monitoring and evaluation, (f) management, and (g) district-level support. Fidelity of implementation is met when a school scores at least 80% on the behavioral expectations taught. Twenty-six schools were administered the SET in the 2016-17 SY. Out of these 26 schools, 15 met fidelity in 2016-17. For the eleven schools that did not meet fidelity with the SET, nine of these were in their first year of implementation. Generally, as schools gain more experience with SWPBIS, they tend to meet fidelity.

BOQ

A second measure used to monitor SWPBIS implementation and progress is the Benchmarks of Quality (BoQ). While the SET is administered by an outside team, the BoQ is administered by the internal team at the school with support from the coach. Team members may choose to complete the form with the coach (who is external and not a part of school personnel), or have the coach add their own perspective into the scoring at a separate time. The elements assessed by the BoQ include: SWPBIS 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. Twenty-four schools were administered the BOQ in the 2016-17 SY. Of these 24 schools, 17 schools met fidelity. One school that was administered the BOQ did not complete the process. Of the seven schools that did not meet fidelity on the BOQ, one of these schools was in its first year of implementation.

TFI

A third measure of fidelity used to assess SWPBIS implementation and progress is the Tiered Fidelity Inventory (TFI), which can be applied separately and independently to interventions at Tier 1, Tier 2 and/or Tier 3. Fidelity for a specific Tier is met if the score for that Tier is at least

80%. In 2016-17, the TFI was used exclusively to evaluate fidelity of Tier 2 activities. The TFI was not used at schools that were not yet implementing interventions at the Tier 2 level. Eight schools were administered the TFI in the 2016-17 SY. Of these 8 schools, 4 met fidelity.

Outcomes

Attendance

Of the 40 schools currently implementing SWPBIS, 10 have experienced an increase in attendance from their baseline year. Eight of these 10 schools are those that have been implementing for a full three years. The other two schools that experienced an increase in attendance are part of Cohort 3, having begun implementation in the 16-17SY. Two schools did not experience a change in attendance.

Suspensions

Of the 40 schools currently implementing SWPBIS, 25 have experienced an increase in the percentage of students with zero suspensions. Eighteen of these 25 have been implementing SWPBIS for at least two full years.

Expulsions

Expulsions are rare in the School District of Philadelphia. Similar to the 2015-16 SY, for the 2016-17 SY, no school implementing SWPBIS recorded an expulsion.

Achievement

ORE examined achievement for PBIS schools (excluding those that just started PBIS in 2016-17) versus other District (“non-PBIS”) schools. After controlling for 2015-16 attendance and suspensions, PBIS schools scored significantly higher on the 2016-17 English PSSAs (10.3 points higher than in 2015-16), than the non-PBIS schools who experienced a gain of 3.9 points. A second analysis looked at the same outcome, except this time controlled for 2014-15 attendance and suspensions. Results of this analysis were similar in that PBIS schools scored significantly higher on the English PSSAs (10.3 points higher than on the 2015-16 English PSSA) than non-PBIS schools (4.2 points higher than on the 2015-16 PSSA).

Further analyses of PSSAs and fidelity of implementation reveal a statistically significant relationship between the score a school receives on the teacher component of the SET and PSSA Science scores. In other words, schools that have higher ratings on the teacher component of the SET also tended to have higher PSSA Science scores. However, it is not possible to determine whether implementation of SWPBIS is *causing* improvements in PSSA scores. This caution is reinforced by the finding that no other significant relationships existed between other measures of fidelity and standardized test scores.

Next Steps

ORE will continue to monitor these outcomes of student attendance, suspensions, expulsions, and achievement. A report detailing outcomes for the 2017-18 and 2018-19 school years is expected to be available by Fall 2019.