



Survey & Evaluation Guide

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Overview

Who Should Use this Guide?

The purpose of the PBIS Assessment Survey and Evaluation Guide is to provide PBIS Assessment coordinators a reference for coaching and supporting schools using the surveys available in PBIS Assessment. This guide provides an overview of each survey as well as information about how the surveys are scored in the application. Much of the information found in this manual is also available online at www.pbisapps.org.

What is PBISApps?

PBISApps is a not-for-profit group, developed and operated by Educational and Community Supports (ECS), a research unit at the University of Oregon. The PBISApps team manages a series of educational tools related to the implementation of multi-tiered systems of support (MTSS). These tools include the School-Wide Information System (SWIS) Suite, PBIS Assessment, and PBIS Evaluation. These applications have been implemented in more than 25,000 schools in the US and abroad. PBISApps has been making schools safer and more productive places for over 10 years by empowering educators to make data-based decisions as problems emerge.

What is PBIS Assessment?

PBIS Assessment is a web-based application designed to assist in high-fidelity, sustained implementation of school-wide positive behavioral interventions and supports (SWPBIS). A major feature of SWPBIS is the commitment to ongoing assessment of implementation. PBIS Assessment provides surveys for teams to take as they examine their level of SWPBIS adoption and guides them through the process for improving implementation to benefit students, families, and the overall school culture. Surveys are completed online with reports available after a survey is submitted.

PBIS Assessment improves the efficiency and accuracy with which surveys can be used to complete four purposes:

1. Initial assessment of discipline practices to determine how SWPBIS should be adopted.
2. Implementation assessment of the fidelity with which schools use SWPBIS procedures.
3. Sustained assessment of SWPBIS implementation at all three tiers to promote ongoing use of core SWPBIS features.
4. Assist in designing action plans to improve implementation fidelity.

About the QR Codes

The QR codes in this manual direct you to video tutorials or additional content as supplements to the written instructions. To use the QR codes, you need a smartphone or tablet with internet access and software that can read and interpret the codes.

There are many free QR code reader apps found in your device's app store – for example, the Apple App Store for iOS, Google Play for Android, or Windows Phone Store for Windows Phone. To download an app, search “QR code reader” in the app store on your device and download.



An example of a QR code.

All videos can be found on our website www.pbisapps.org by navigating to Resources > Video in the main navigation.

Coordinator Role

Each school subscribed to PBIS Assessment starts by connecting with a local PBIS Assessment coordinator. The coordinator sets up users and enables schools to take any number of surveys offered through PBIS Assessment.

In this role, coordinators agree to:

- Assist schools/districts/states to develop an evaluation plan for assessing the fidelity of PBIS implementation.
- Schedule times for schools to conduct surveys.

- Train school personnel how to enter survey data.
- Coach school teams how to use data from PBIS Assessment for decision making and action planning.

A coordinator’s responsibilities may overlap with those of an external SWPBIS coach. It is important to clearly identify the distribution of tasks to ensure each school has both the coaching and coordination support needed to use PBIS Assessment most effectively.

HERE’S A TIP



If there is no coordinator located near your school, we encourage you to identify someone within your district to become a coordinator. Complete the Local Coordinator

Information Form and submit the form to accounts@pbisassessment.org.

Surveys

The surveys available on PBIS Assessment measure a specific aspect of a school’s MTSS implementation. The following provides information about each survey and how to incorporate it into the school’s local evaluation plan.

Tier 1 Benchmarks of Quality (BoQ)

The BoQ is an annual assessment school teams use to identify scales of success and scales for improvement in Tier I SWPBIS implementation.

The BoQ allows school teams to:

- Examine their Tier I implementation fidelity
- Document whether the Tier I implementation has been effective
- Identify strengths and weaknesses in the Tier I implementation

BOQ QUICK FACTS

What: Annual self-assessment of Tier I support systems

When: Annually

Benchmark: 70% on Total Score

Who: Team and external coach consensus

Reports: Total, Subscale, Items

How: Score 53 items across 10 subscales, using a scoring scale ranging from 0-3

Who Uses the BoQ?

Teams who consistently scored 80% or higher on the Team Implementation Checklist (TIC) when assessing their Tier I implementation may consider moving to the annual BoQ survey. Coordinators and school teams involved with Tier I support complete this survey together and enter the results into PBIS Assessment.

How Do You Take the BoQ?

The teams involved with Tier I support along with their external coach complete the BoQ during a team meeting. As a group, they review each item, reach consensus on a score, and enter the score into PBIS Assessment. The BoQ includes 53 items scored using scales ranging from 0-3. The results of the BoQ help when developing an action plan for improving Tier I implementation and to identify next steps in the implementation process. Teams can track total, subscale, and item scores from year to year.

When Do You Take the BoQ?

The BoQ is taken annually after a team has been trained in Tier I supports and has consistently reached benchmark scores for the TIC.

Available Reports

The BoQ provides three reports within PBIS Assessment: Total Score, subscale, and Items. The option to download the information is also available.

Total Score

The total score is the percentage of points received within each subscale out of a total number of possible points. The BoQ total score is calculated by taking the sum of all the responses and dividing by the total number points possible. Schools implementing with fidelity will meet a total score of at least 70%.

Subscale

The subscale report displays the points achieved within each subscale. The subscale scores are calculated by taking the sum of all the responses in each subscale and dividing by the total number of points possible in each subscale.

Items

The Items report provides each of the BoQ item scores the respondent submitted.

Report Breakdown

The items associated with each subscale of the BoQ are:

Subscale	Items
PBIS Team	1 - 3
Faculty Commitment	4 - 6
Discipline Procedures	7 - 12
Data Entry & Analysis	13 - 16
Expectations	17 - 21
Recognition	22 - 28
Teaching	29 - 34
Implementation Plan	35 - 41
Classroom Systems	42 - 48
Evaluation	49 - 53

Early Childhood Benchmarks of Quality (ECBoQ)

The ECBoQ is an annual assessment school teams use to identify scales of success and scales for improvement in Tier I SWPBIS implementation for their early childhood setting.

The Early Childhood Benchmarks of Quality (ECBoQ) allows school teams to:

- Examine their Tier I implementation fidelity
- Document whether the Tier I implementation has been effective
- Identify strengths and weaknesses in the Tier I implementation

ECBoQ QUICK FACTS

What: Annual assessment of Tier I support systems for the early childhood setting

When: Annually

Benchmark: 80% on Total Score

Who: Team and external coach consensus

Reports: Total, Subscale, Items

How: Score 47 items across 9 subscales, using a 0-2 scoring scale

Who Uses the ECBoQ?

Schools using the ECBoQ are early childhood settings interested in assessing Tier I implementation on an annual basis. Coordinators and school teams involved with Tier I support complete this survey together and enter the results into PBIS Assessment.

How Do you Take the ECBoQ?

The teams involved with Tier I support along with their external coach complete the ECBoQ during a team meeting. As a group, they review each item, reach consensus on a score, and enter the score into PBIS Assessment. The ECBoQ includes 41 items scored using a 0-2 scale (0 = Not in Place, 1 = Partially in Place, 2 = In Place). The results of the ECBoQ help when developing an action plan for improving Tier I implementation and identifying next steps in the implementation process. Teams can track total, subscale, and item scores from year to year.

When Do You Take the ECBoQ?

The ECBoQ is taken annually after a team has been trained in Tier I supports.

Available Reports

The ECBoQ provides three reports within PBIS Assessment: Total Score, subscale, and Items. The option to download the information is also available.

Total Score

The total score is the percentage of points received within each subscale out of a total number of possible points. The total score is calculated by taking the sum of all the responses and dividing by the total points possible. Schools implementing with fidelity will meet a total score of at least 80%.

Subscale

The subscale report displays the points achieved within each subscale. The subscale scores are calculated by taking the sum of all the responses in each subscale and dividing by the total number of points possible in each subscale.

Items

The Items report provides each of the ECBoQ item scores the respondent submitted.

Report Breakdown

The items associated with each subscale of the ECBoQ are:

Subscale	Items
Establish Leadership Team	1 - 7
Staff Buy-In	8 - 9
Family Engagement	10 - 13
Program-Wide Expectations	14 - 20
Professional Development and Staff Support Plan	21 - 27
Procedures for Responding to Challenging Behavior	28 - 34
Monitoring Implementation and Outcomes	35 - 41

Feedback and Input Survey (FIS)

The FIS is a set of four surveys for schools team to learn about how students, school personnel, and family members are experiencing the school's behavior support systems and obtain detailed feedback for increasing the effectiveness, efficiency, equity, and sustainability of those systems. Surveys include:

- Feedback & Input Survey: Elementary
- Feedback and Input Survey: Secondary
- Feedback and Input Survey: School Personnel
- Feedback and Input Survey: Family

Teams use responses separately or in combination to increase voice and choice in how Tier 1 behavior support systems can make schools more welcoming, inclusive, and safe for each group. Each survey includes a set of demographic questions about the participant and a mix of yes/no and open-ended questions.

FIS QUICK FACTS

What: Assess school-wide community experiences of Tier 1 behavior support systems and a chance to provide feedback on how to improve those systems

Who: Students, school personnel, and families

How: Elementary, 21 yes/no items and 15 open-ended questions

Secondary, 21 yes/no items and 15 open-ended questions

School Personnel, 31 yes/no items and 16 open-ended questions

Family, 17 yes/no items and 7 open-ended questions

When: Annually

Benchmark: N/A

Reports: Total, Subscale, Scores by Group, Items, Comments

Who Uses the FIS?

School teams use the FIS to increase faculty, student, and family involvement overall. Administer-

ing the FIS is one way teams can meet the expectation defined in the Tiered Fidelity Inventory items 1.10 and 1.11.

Taking the FIS vs the School Climate Survey

Schools might be interested in administering the School Climate Survey (SCS) to solicit school-wide feedback. Although there are similarities between the SCS and the FIS, these surveys have different items and purposes.

- The SCS is a **formal** measure with strong evidence of reliability and validity for measuring perceptions of school climate across a 4-point scale. The results help identify the current status of school climate and as well as monitor progress over time.
- The FIS offers your school-wide community a place to share their direct **feedback** with decision-makers. The results inform action plans to improve Tier 1 behavior support systems.

How Do You Take the FIS?

PBIS Assessment coordinators work with school teams to:

- **Schedule the survey:** Each time schools decide to administer the FIS, coordinators can help teams determine how they will do it and who will take it. It is important to follow district procedures to notify families about any survey students take and offer families the opportunity to opt their student out of the administration.
- **Establish open/close dates for the survey window:** Once the survey window opens, respondents use the available link to the FIS in PBIS Assessment to submit their responses ahead of the close date. The survey window should allow respondents enough time to complete the survey and should close at least 24 hours before the reports are needed for decision making. PBIS Assessment provides aggregated reports available on demand as respondents submit their surveys.

When Do You Take the FIS?

As a feedback tool, the FIS should be taken any time feedback about school-wide systems is desired, especially before the team creates or updates the school's action plan (e.g., in the spring before the TFI is completed). We recommend taking the FIS annually.

Available Reports

The following reports are available for each FIS administered. The option to download information is also available.

- Total Score
- Subscale
- Mean Scores by Ethnicity/Race, Gender, and Grade (Elementary and Secondary Only)
- Mean Scores by Item
- Comments
- Locations (Elementary and Secondary Only)
- Communication (Family Only)
- Resources & Support (Family Only)

Total Score

The Total Score is the overall average score for the survey. Total scores are calculated by taking the sum of all the Yes/No responses and dividing by the number of Yes/No items in the survey multiplied by the number of respondents.

$$\frac{\text{Sum of Responses}}{(\# \text{ of Survey Questions} \times \# \text{ of Respondents})} = \text{Total Score}$$

Subscale Score

The Subscale Score is the average score for each of the subscales in a given survey. The subscale scores are calculated by taking the sum of all the Yes/No items within the subscale and dividing by the number of Yes/No items in the subscale multiplied by the number of respondents. Note: Some subscales include a combination of scored yes/no items, open-ended questions, as well as selectable items. While every question provides feedback for a subscale, only the scored yes/no items contribute to the overall score for each subscale.

$$\frac{\text{Sum of Yes/No Responses}}{(\# \text{ of Yes/No Subscale Items} \times \# \text{ of Respondents})} = \text{Subscale Score}$$

Elementary and Secondary Subscales Breakdown

Subscale	Items
Expectations	1-5
Acknowledgement	6-8
Discipline	9-10
Safety	11, 14-15
Respect	16-19
Connections	20-23
Satisfaction	24
Your Perspective (unscored)	N/A*

* This subscale includes open-ended questions only

School Personnel Subscale Breakdown

Subscale	Items
School-wide Behavior Expectations	1-9
Teaching	10-12
Acknowledgement Systems	13-18
Responding to Unwanted Behavior	19-22
Respect	23-26
Data-based Decision Making	27-30
Satisfaction	24
Your Perspective	31

Elementary Subscale Breakdown

Subscale	Items
Respect	3-4
Connections	5-9
Shared Decision-making	10-11
Expectations	12-14
Acknowledgement Systems	15-16
Discipline Systems	17-20
Satisfaction	24
Our Perspective (unscored)	N/A*

* This subscale includes open-ended questions only

Mean Scores by Ethnicity/Race, Gender, Grade

The demographic Mean Scores display the survey's total score within each self-identified demographic group. Mean scores are calculated by taking the sum of all the responses and dividing by the number of questions on the survey multiplied by the number of respondents in the identified group.

$$\frac{\text{Sum of Responses}}{(\# \text{ of Survey Questions} \times \# \text{ of in the Identified Group})} = \text{Total Score}$$

Mean Scores by Item

The Mean Scores by Item displays the average score for each survey item. Mean scores are calculated by taking the sum of the scores for the identified item and dividing by the number of respondents.

Items

The Items report provides an average score for each of the FIS questions by Race/ Ethnicity, Gender, Grade, and All categories. The average is calculated by taking the sum of the respondent scores for each item and dividing by the number of respondents in the given group.

Comments

The Comments report provides responses to open-ended questions within the survey. The report displays each question in bold followed by all answers submitted in response.

Selectable Items (Locations, Communication, and Resources & Support)

Some questions in the FIS ask respondents to choose from a list of options. The Locations, Communication, and Resources & Support reports summarize the choices respondents made. These reports list the options from most to least frequently selected.

School Climate Survey

The School Climate Survey is a set of multi-dimensional surveys to measure stakeholder perceptions of school climate. The surveys are brief, reliable, and valid for assessing perceived school climate among students in grades 3-12, as well as their families, and all school personnel. Teams can use each survey separately or in combination to assess perceptions. Each survey includes a set of demographic questions about the participant and a number of questions related to school climate with Likert-type response options. Surveys include:

- School Climate Survey: Elementary
- School Climate Survey: Secondary (brief)
- School Climate Survey: Secondary (extended)
- School Climate Survey: School Personnel
- School Climate Survey: Family

SCHOOL CLIMATE SURVEY QUICK FACTS

What: Assess stakeholder perceptions of school climate.

School Personnel: 29 items scored on a 4-point rating scale

Who: Students, school personnel, and families.

Family: 21 items scored on a 4-point rating scale.

How: *Elementary:* 11 items scored on a 4-point rating scale

When: Annually

Secondary (brief): 9 items scored on a 4-point rating scale

Benchmark: N/A

Secondary (extended): 36 items scored on a 4-point rating scale

Reports: Total, Subscale, and Items

Who Uses the School Climate Survey?

School teams wanting to gain an overall perspective on the climate in the building will use the School Climate Surveys. To know which student survey a school should administer – the Elementary vs. the Secondary – follow the guidance below:

- **Elementary:** Survey students between grades 3-5. (If the elementary school includes grade 6, these students should also complete the elementary survey.)
- **Secondary (brief or extended):** Survey students between grades 6-12.

Note: For schools spanning grade ranges (e.g., K-8 schools), it is best to administer the elementary survey to students in grades 3-5 and the secondary survey to students in grades 6 and above as each survey has been validated only with these grades.

Secondary Brief vs Extended

Secondary schools trying to decide whether to take the extended or the brief version should follow the guidance below:

- **Extended:** A more comprehensive version of the survey, the extended version includes subscales to identify more specific areas for intervention. Use this version as an annual assessment.
- **Brief:** With fewer than 10 questions, this version can be used more frequently throughout the year for progress monitoring, especially when examining changes in perceptions by student subgroups.

How Do You Take the School Climate Survey?

Each multiple-response survey is to be completed individually by every respondent. Student surveys should be completed under the guidance of teachers or other appropriate school personnel. For schools with larger enrollment, it is recommended to sample a minimum of 100 students each time the survey is administered.

HERE'S A TIP

All questions in the School Climate Survey must be answered or the survey will not save. Students opting not to answer demographic questions may select "Prefer not to answer".

PBIS Assessment coordinators work with school teams to:

- **Schedule the survey:** Each time schools decide to administer the School Climate Survey, coordinators can help teams determine how they will administer the survey and who will take it. It is important to follow district procedures to notify families about any survey students take and offer families the opportunity to opt their student out of the administration. Example notifications are provided in the survey's manual if no district form is available.
- **Establish open/close dates for the survey window:** Once the survey window opens, respondents will use the available link to the School Climate Survey in PBIS Assessment along with instructions for submitting their

responses ahead of the close date. The survey window should allow respondents enough time to complete the survey and should close at least 24 hours before the reports are needed for decision making. PBIS Assessment summarizes the individual responses providing a summary available to view the next day after the survey window closes.

When Do You Take the School Climate Survey Suite?

As an outcome tool, the School Climate Survey is typically taken annually. If a school opts to take it twice in a year, the first administration should happen in the first 45 days of school and the last administration should happen in the last 45 days of school.

Available Reports

The following reports are available for each School Climate Survey administered. The option to download information is also available.

- Total Score
- Subscale (Secondary [extended version], Family, and School Personnel only)
- Mean Scores by Ethnicity/Race
- Mean Scores by Gender
- Mean Scores by Grade (Elementary and Secondary [brief and extended versions] only)
- Mean Scores by Item
- Mean Scores by Sexual Orientation (Secondary [brief and extended versions] only)
- Items

Total Score

The Total Score is the overall average score for the survey. Total scores are calculated by taking the sum of all the responses and dividing by the number of questions multiplied by the number of respondents.

$$\frac{\text{Sum of Responses}}{(\# \text{ of Survey Questions} \times \# \text{ of Respondents})} = \text{Total Score}$$

Subscale Score

The Subscale Score is the average score for each of the subscales in the secondary extended, school personnel, and families surveys. The Subscale scores are calculated by taking the sum of all the responses in the subscale and dividing by the number of items in the subscale multiplied by the number of respondents.

$$\frac{\text{Sum of Responses}}{(\# \text{ of Subscale Items} \times \# \text{ of Respondents})} = \text{Total Score}$$

Secondary (Extended Version) Subscale Breakdown

Subscale	Items
School Connectedness	1-5
Peer Social Support	6-8
Adult Social Support	9-12
Cultural Acceptance	13-17
Social/Civic Learning	18-23
Physical Environment	24-27
School Safety	28-31
Order and Discipline	32-36

School Personnel Subscale Breakdown

Subscale	Items
Staff Connectedness	1-6
Structure for Learning	7-12
School Safety	13-16
Physical Environment	17-20
Peer/Adult Relations	21-26
Parental Involvement	27-29

Family Subscale Breakdown

Subscale	Items
Teaching and Learning	1-3
School Safety	4-8
Interpersonal Relationships	9-15
Institutional Environment	16-18
Parent Involvement	19-21

Mean Scores by Ethnicity/Race, Gender, Grade, Sexual Orientation

The demographic Mean Scores display the survey's total score within each self-identified demographic group. Mean scores are calculated by taking the sum of all the responses and dividing by the number of questions on the survey multiplied by the number of respondents in the identified group.

$$\frac{\text{Sum of Responses}}{(\# \text{ of Survey Questions} \times \# \text{ of Respondents in the Identified Group})} = \text{Mean Score}$$

HERE'S A TIP

In Mean Scores by Ethnicity/Race, Gender, and Sexual Orientation, no averages will display for groups with five or fewer respondents to the survey.

Mean Scores by Item

The Mean Scores by Question displays the average score for each survey question. Mean scores are calculated by taking the sum of the scores for the identified question and dividing by the number of respondents.

Items

The Items report provides an average score for each of the School Climate Survey questions by Race/Ethnicity, Gender, Grade, and All categories. The average is calculated by taking the sum of the respondent scores for each item and dividing by the number of respondents in the given group.

HERE'S A TIP

Hover your cursor over any bar on the Mean Scores by Question graph or any average score in the Items report table to see the full question.

School-wide PBIS Tiered Fidelity Inventory (TFI)

The TFI gives teams a single survey to guide implementation and sustained use of SWPBIS. Using the TFI, teams measure the extent to which school personnel apply the core features of SWPBIS at all three tiers – either individually or collectively. Teams may take the TFI as:

- An initial assessment to determine if they are using, or need, SWPBIS
- A guide for implementation of Tier I, Tier II, and/or Tier III practices
- An index of sustained SWPBIS implementation
- A metric for identifying schools for recognition within their state implementation efforts.

TFI QUICK FACTS

What: Monitor progress of Tiers I, II, and/or III school-wide support systems	items, Tier II: 13 items, Tier III: 17 items), using a 0-2 scoring scale
Who: Team and external coach consensus	When: Quarterly or Annually
How: Score 45 items across 3 Tiers (Tier I: 15	Reports: Total, Scale, Subscale, Items

HERE'S A TIP



Time is a valuable resource for your schools; PBISApps encourages you to consider using the TFI as an efficient way to measure fidelity of implementation at all three tiers using one survey. For more information related to administering and scoring the TFI, please visit pbisapps.org.

Who Uses the TFI?

Coordinators and the school team involved with systems of support complete this survey together and enter the results into PBIS Assessment. Often the TFI is completed with input from Tier I, Tier II, and /or Tier III teams if these are independent groups. It is strongly recommended that the TFI be completed with an external SWPBIS coach as facilitator.

How Do You Take the TFI?

The team involved with school-wide systems of support completes the TFI during a team meeting with the support of an external coach. Together, they review each item, come to consensus, and enter the implementation scores into PBIS Assessment. The TFI includes 45 items scored using a 0-2 scale (0 = Not Implemented, 1 = Partially Implemented, 2 = Fully Implemented). Teams new to taking the TFI may need as much as 30 minutes to score each tier. More practiced teams can score each tier in about 15 minutes. Teams use the results of the TFI to develop action plans for improving the implementation of school-wide systems of support and to plan next steps in the implementation process. Scores for each of the three tiers can be tracked from year to year.

When Do You Take the TFI?

As a progress monitoring tool, the TFI is typically used quarterly (3-4 times per year). If teams use

the TFI to assess the tiers individually during the year, is recommended teams use the TFI on an annual basis to assess all three tiers of PBIS implementation collectively. When a team consistently scores more than 70% of the items on the TFI as fully implemented, the team may want to begin using the TFI annually instead of quarterly.

HERE'S A TIP

It is recommended teams taking the TFI for the first time examine all three tiers. If the resulting action plan focuses only on one or two tiers, then future progress monitoring might include only those tiers addressed in that action plan. Though the TFI may be used to assess only one or two of the tiers, it is most useful for the end-of-year TFI to assess all three tiers.

Available Reports

The TFI provides four reports within PBIS Assessment: Total Score, Scale, subscale and Items. The option to download the information is also available.

Total Score

The total score is the percentage of points received out of the total number of possible points. The total score is calculated by taking the sum of all the responses and dividing by the total points possible (90). Total Score reports for teams assessing fewer than three tiers are still scored out of 90 points possible.

Scale

The subscale report provides the percentage of points achieved within each of the three tiers as listed in the table below. The subscale scores are calculated by taking the sum of all the responses for each tier and dividing by the total number of points possible for that tier.

Subscale

The subscale report displays the percentage of points earned within each subscale of each tier. The subscale is calculated by taking the sum of all the responses within each subscale and dividing by the number of possible points in that subscale.

Items

The Items report provides each of the TFI item scores the respondent submitted.

Report Breakdowns

The items associated with each subscale and the subscales associated with each scale of the TFI are as follows:

Scale	Subscale	Items
Tier I	Teams	1, 2
	Implementation	3-11
	Evaluation	12-15
Tier II	Teams	1-4
	Interventions	5-9
	Evaluation	10-13
Tier III	Teams	1-4
	Resources	5-7
	Support Plans	8-13
	Evaluation	14-17

The Self-Assessment Survey (SAS)

The SAS is an annual multiple-response survey identifying staff perception of the implementation status and improvement priority for school-wide, classroom, non-classroom and individual student support systems. Results of the SAS help identify the staff priorities for promoting sustainability and improving SWPBIS implementation.

SAS QUICK FACTS

What: Perception of SWPBIS implementation across systems	When: Annually
Who: All staff	Benchmark: N/A
How: Score 33 items across 2 subscales, using a 0-3 scoring scale	Reports: Total, Subscale, Items

Who Uses the SAS?

The multiple-response survey is to be completed individually by as many educators at the school as possible.

How Do You Take the SAS?

PBIS Assessment Coordinators work with school teams to identify the open/close dates for the survey window. The survey window should allow respondents enough time to complete the survey and should close at least 24 hours before the reports are needed for decision making. When the survey window closes, PBIS Assessment summarizes the individual responses providing a summary available to view the next day.

Once the survey window opens, all staff members will use the available link to the SAS in PBIS Assessment along with instructions for submitting their responses ahead of the close date.

Respondents will identify their role in the building and score items across four systems:

- School-wide
- Classroom
- Non-Classroom
- Individual Students.

Items in each subscale are scored on their current implementation status (0 = Not in Place, 1 = Partially in Place, 2 = In Place) as well as their priority for improvement (0 = Low, 1 = Medium, 2 = High).

HERE'S A TIP

The Priority for Improvement should be determined based on whether a respondent perceives the item to be a priority for the school to work on improving. This is not a determination of whether the respondent perceives the item to be a valuable component of PBIS.

When Do You Take the SAS?

The SAS is taken annually.

Available Reports

The SAS provides three reports within PBIS Assessment: Total Score, subscale, and Items. The option to download the information is also available.

Total Score

The Total Score report displays the current status as well as the improvement priority for each of the four scales. Reports related to the scale's current status display the percent of staff who believe the system is fully in place, partially in place, or not in place. Reports related to the scale's improvement priority display the percent of staff who believe the system has a high, medium, or low priority for improvement.

Subscale

The subscale report provides the average response to the seven subscale elements of the School-wide System and an overall School-wide System Implementation Average. The scores are calculated by taking the sum of the individual responses in each subscale, dividing by the number of people who responded, and finally dividing that number by the number of points possible in each subscale. The SAS Implementation Average is calculated

by taking the sum of the subscale percentages and dividing by seven.

Note: There are no subscale reports for the other three scales of the SAS (non-classroom, classroom, and individual student)

Items

The SAS Items report displays the percent of respondents who found each item’s current status to be fully in place, partially in place, or not in place. For the same item, it also displays the percent of respondents who found the item’s priority for improvement to be a high, medium, or low priority.

The SAS Items report can be displayed with colors corresponding to whether the majority of respondents found the item to be in place, partially in place, or not in place.

- Red = 50% or fewer of the staff members found the item to be fully in place
- Yellow = greater than 50% but fewer than 80% of the staff members found the item to be fully in place.
- No Color = 80% or more staff members found the item to be fully in place.

HERE’S A TIP

Sometimes the use of color can be overwhelming to a new team with many items colored red. A coordinator who has studied the responses ahead of time can choose the “No Color” option and direct the team to items needing team attention.

Report Breakdown

The scales of the SAS as well as the items associated with School-Wide subscale are as follows:

Scale	Elements	Items
School-Wide	Expectations Defined	1
	Expectations Taught	2
	Reward System	3
	Violations System	4-8
	Monitoring	10-12
	Management	9, 14-16
	District Support	17-18
Non-Classroom	<i>No subscale Report Available</i>	
Classroom	<i>No subscale Report Available</i>	
Individual Students	<i>No subscale Report Available</i>	

Evaluation Planning

Evaluating implementation fidelity is at the foundation of PBIS. When evaluating implementation, teams should regularly ask these questions:

1. To what extent was PBIS implemented as designed?
2. To what extent was PBIS implemented with fidelity?
3. Are we doing what we said we would do?

When planning for evaluation, it is all about context. Decisions should be determined based on what is needed for continuous quality improvement within the local setting. It is important to determine which surveys to take, how often to take them, and how to integrate evaluating survey results into an educational setting. Whether planning occurs at the school, district, or state level, here are some components you might want to consider during your discussions about evaluation planning:

- **Questions:** What questions do we want to answer about school- or district-level implementation of PBIS?
- **Tools:** What surveys are already embedded in our evaluation process?
- **Tiers:** What is the current implementation status for each PBIS tier at the school level? Across multiple schools within the same district or region? (e.g., exploration, installation, initial implementation, or full implementation)
 - **Exploration:** Exploration involves an assessing your current assets as well as your current needs to determine how closely your systems and practices fit those needs, and the overall feasibility of your implementation.
 - **Installation:** Installation involves building the infrastructure necessary to implement the program or practice, which includes building practitioner and organizational capacity.
 - **Initial Implementation:** Initial implementation includes the initial efforts of staff to use the program or practice, with attention to using data for continuous improvement.
 - **Full Implementation:** Full implementation occurs as staff use the program or practice successfully, and population-level outcomes are achieved.

- **Benchmarks for each Phase:** How do we know which phase of implementation a given tier is in? Every school's context is different. Below are some recommendations for knowing when a given tier has moved from one phase to another.
 - **Exploration and Installation:** Tiers scoring below 70% on the TFI fall in the Exploration and Installation phases.
 - **Initial Implementation:** Tiers scoring right around 70% on the TFI fall in the Initial Implementation phase.
 - **Full Implementation:** Tiers scoring above 70% on at least two TFI administrations can be considered in the Full Implementation phase.
- **Perceptions:** Whose input do we need for decision making (e.g., team, external evaluator, staff perception)?
- **Timelines:** When are we going to do what we planned?
 - Which decision-making and meeting cycles are already in place
 - What is the team or staff availability to participate relative to other initiatives and activities throughout the year
 - How often will you report outcomes to schools, the district, the region, or the state?

HERE'S A TIP



Looking for more information about creating your own evaluation plan? PBISApps offers a free webinar focused specifically on the topic. Check out our website for upcoming dates!

HERE'S A TIP



The Center on PBIS has a great resource for even more information about evaluating your PBIS implementation. The *PBIS Evaluation Blueprint*

details the evaluation process, the tools you'll use, and the outcomes you'll monitor from initial adoption through sustained implementation. You can download a copy for free from The Center's website at www.pbis.org.

Example Evaluation Plans

The following are example evaluation plans. Each plan is developed based on the local context.

Example A: Newly Implementing Schools and Schools Struggling with Tier 1 Implementation

Some of the schools in this example are struggling in their Tier 1 implementation; others are just starting on their PBIS implementation journey.

Evaluation Questions

1. What is our baseline and what is our progress through the year?
2. Has our SWPBIS implementation improved?
3. How do our individual staff members rate our implementation?
4. Are we on track with our overall implementation plan?

Considerations for this Evaluation Plan

- Define an overall decision rule for the each phase of implementation so schools know where they land in

their specific context. Our recommendation is to use 70% on the TFI as a benchmark. For example: If I take the TFI in the fall and score below 70%, I will conduct another TFI in winter and/or spring as part of my school's evaluation plan. Then, if we score 70%, I will plan to take the TFI just once as part of the upcoming year's plan. If we didn't score 70% in the spring, I would plan on conducting the TFI quarterly during the following year to keep tabs on our progress.

- Schools in the earlier in phases of implementation (Exploration and Installation) should expect to conduct more frequent surveys for on-going progress monitoring.
- Once they reach the TFI benchmark of 70%, schools can monitor their progress less frequently, while still keeping an eye on overall implementation efforts to ensure they continue to sustain their progress.
- The timeframes below are suggestions, not absolutes. Schools should do what makes sense for their context.
- Always be considerate of other assessment windows as well as the impact these surveys have on your staff, families', and students' time.

Example A Evaluation Plan

Survey	Exploration and Installation			Initial Implementation			Full Implementation		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
TFI Tier 1	•	•	•		•			•	
TFI Tier 1 Walkthrough Tool	•		•		•			•	
SAS	•		•			•		•	
Climate Survey		•			•			•	

Example B: Sustaining Implementation

Example B has sustained Tier 1 implementation for three years. They scored at least 70% on the TFI the last two times they conducted the survey. Recently, the district has started its initial implementation of Tiers 2 and 3.

Evaluation Questions

1. In which scales of our SWPBIS implementation are we doing well, and in which scales do we need more training?
2. Has our SWPBIS implementation improved?
3. How do our staff members rate our SWPBIS implementation?
4. How are we doing in our Tier 2 and Tier 3 implementation?

Considerations for this Evaluation Plan

- Define an overall decision rule for the each phase of implementation so schools know where they land in their specific context. Our recommendation is to use

70% on the TFI as a benchmark. For example: If I take the TFI in the fall and score below 70%, I will conduct another TFI in winter and/or spring as part of my school's evaluation plan. Then, if we score 70%, I will plan to take the TFI just once as part of the upcoming year's plan. If we didn't score 70% in the spring, I would plan on conducting the TFI quarterly during the following year to keep tabs on our progress.

- This school will likely be at different phases of implementation for each tier. Match the frequency of your assessment with the phase you're in for any given tier. For example: As you are getting started with Tier 2, you'll want to assess it more frequently. Then, as you meet the benchmark of 70%, switch to assessing it less frequently.
- For Tiers 2 and 3, implementation is a bit more specialized, so you'll want to assess at least twice during initial implementation.
- The timeframes below are suggestions, not absolutes. Schools should do what makes sense for their context.
- Always be considerate of other assessment windows as well as the impact these surveys have on your staff, families', and students' time.

Example B Evaluation Plan

Survey	Exploration and Installation			Initial Implementation			Full Implementation		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
TFI Tier 1		•			•			•	
TFI Tier 2	•	•	•	•		•		•	
TFI Tier 3	•	•	•	•		•		•	
SAS		•			•		•		
Climate Survey		•							•