

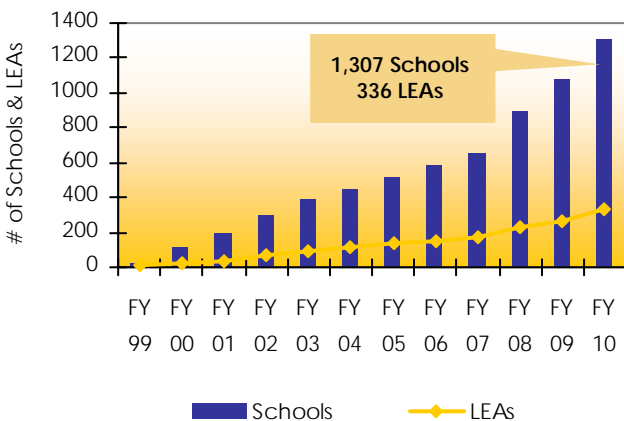


Illinois Leads the Nation in PBIS Implementation

Over 1,300 Schools in 12 Years

School-wide Positive Behavior Interventions and Supports (PBIS) are currently being implemented in approximately 13,700 schools and 49 states across the country. Illinois continues to lead the nation with the largest number of implementing schools. As of June 30, 2010, PBIS was being implemented in 1,307 Illinois schools within 336 Local Education Agencies (LEAs), including 314 districts, 13 special education cooperatives, and 9 regional offices of education. A total of 190 new schools were trained to begin PBIS during the 2009-10 school year including 34 high schools. This growth trend is expected to continue for the next three to five years.

Illinois PBIS Schools & LEAs

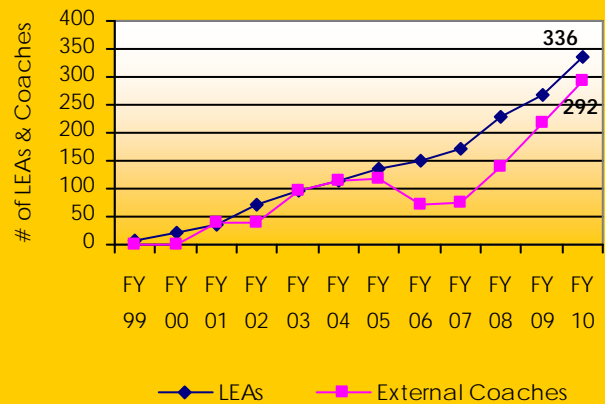


Dramatic Increase in Coaching Capacity

Coaching Supports Expansion and Sustainability

Coaching is a critical feature to ensure schools are able to effectively implement the systems, data, and practices of PBIS. During FY10, the Illinois PBIS Network continued to partner with LEAs to expand their External Coaching capacity and provide the necessary hands-on technical assistance to schools. This layering of support from the state level, to LEAs, to individual schools allows for effective expansion and scaling-up of PBIS. As of June 30, 2010, 288 LEAs had designated personnel to provide PBIS coaching within districts. Over the past three years, the number of External Coaches has grown from 76 to 292, a 280% increase. The Network continues to support External Coaches through a variety of training and technical assistance efforts. See www.pbisillinois.org for the 2010-11 External Coaches Support Plan.

Illinois LEAs Adopting PBIS & External Coaches



Statewide PBIS Summary Report



FIDELITY

Measuring Tier 1 Fidelity

The Illinois PBIS Network uses multiple tools to measure implementation fidelity of Tier 1 systems. As the Network continues to scale-up, the focus has shifted from an outside assessment of a school's fidelity to the school team completing a self-assessment of their own fidelity.

The *Team Implementation Checklist (TIC)* is a self-assessment tool used by Tier 1 teams to guide activities and planning. It is used quarterly during initial implementation.

The *Benchmarks of Quality (BoQ)* allows the Tier 1 teams to measure the degree to which their school is implementing the Tier 1 level of school-wide PBIS, and is completed by school teams annually. Schools began using the BoQ in Illinois in the 2008-09 school year.

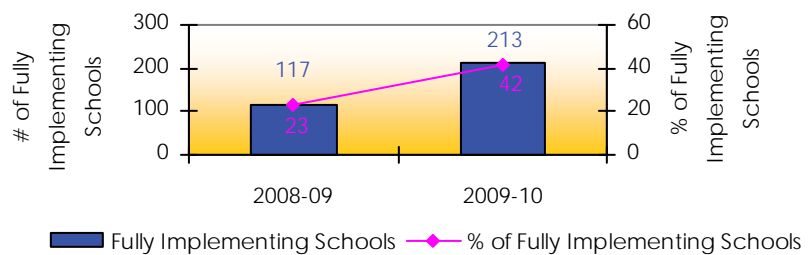
The *School-wide Evaluation Tool (SET)* is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year. The SET results are used to assess features that are in place and to design and revise procedures as needed. The tool is administered by an outside evaluator.

More Schools Reach Fidelity

Largest Group of Schools Achieve Full Implementation

As we expand PBIS in Illinois, more schools are trained each year with close to 600 schools initiating PBIS during the past three years. To ensure fidelity, schools learn to self-assess progress and use the data to improve implementation. A review of fidelity data for the two largest groups of schools trained (245 schools in FY08 and 265 schools in FY09) shows promising results. A combination of self-assessment (TIC and BoQ) and external review data (SET) indicates that these schools have achieved fidelity in large numbers. In fact, between FY09 and FY10 the number of these schools fully implementing increased by 82%.

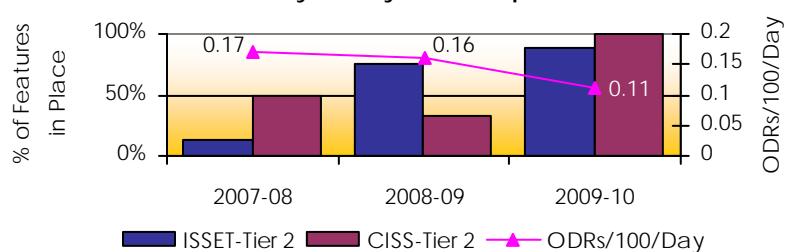
Schools Trained in FY08 and FY09 Fidelity Measures Across 2 Years



Office Discipline Referrals Decline as Fidelity of PBIS Rises

As a Tertiary Demo site, **Clearview Elementary, Waukegan School District 60**, has participated in self-assessment and external review of Tier 2/3 fidelity since 2007-08. They used the Checklist for Individual Student Systems (CISS) to self-assess their Tier 2/3 implementation while an outside evaluator administered the Individual Student Systems Evaluation Tool (ISSET). Clearview has improved their ability to self-assess fidelity, as measured by greater agreement between an external evaluator and team self-assessment. They have subsequently experienced a 35% decline in office discipline referrals (ODRs).

Clearview Elementary Fidelity and Discipline Data Over 3 Years

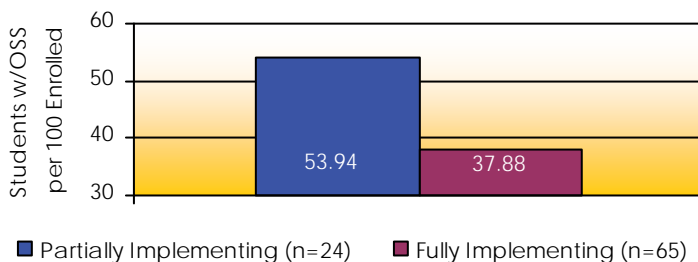


Suspensions Decrease with Implementation Fidelity

visit
www.pbisillinois.org
 for the detailed FY10 Illinois PBIS Network Annual Progress Report

As in previous years, the connection between fidelity of Tier 1 implementation and decreases in problem behavior are evident in the 2009-10 data. When comparing a group of middle schools reaching full implementation on a fidelity measurement tool to schools that were only partially implementing, less suspension days and less students experiencing suspensions were observed. Middle schools that have reached full implementation demonstrate 30% fewer students with suspensions (37.88 students per 100 vs. 53.94 per 100), as well as 15% fewer suspension days (46.84 days per 100 vs. 55.12 per 100), than partially implementing middle schools. As schools move from partial to full implementation, teachers and administrators are better equipped to prevent problem behavior and students benefit from more instructional time.

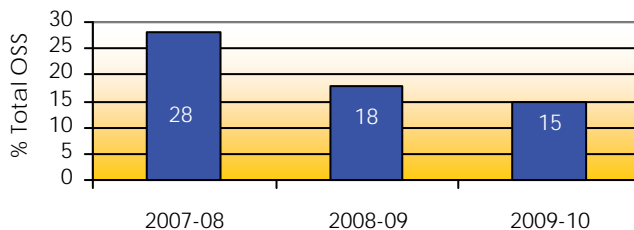
Students with Suspensions in Partially & Fully Implementing Middle Schools



Achievement and Behavior Gains for Students with IEPs

In their third year of PBIS, **Abbott Middle School, Elgin U-46**, reached fidelity with a 97% on the Benchmarks of Quality (BoQ). Achieving recognition as a “Fully Implementing” PBIS school, Abbott made steady academic gains in reading and math despite their high-risk demographics. The achievement gap between students with and without Individualized Education Programs (IEPs) is getting smaller as students with disabilities experience greater academic success. Office discipline referrals (ODRs) among students with IEPs have decreased over the last three years and the percentage of out-of-school suspensions (OSS) for students with IEPs decreased from 28% in 2007-08 to 15% in 2009-10.

Abbott Middle School Suspensions for Students with IEPs Over 3 Years



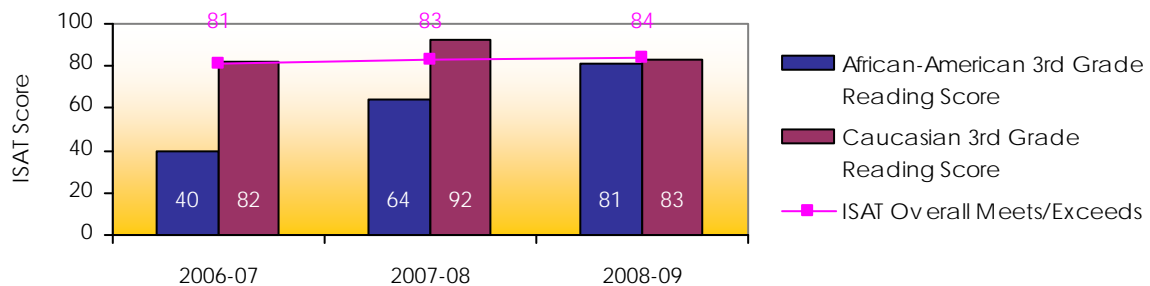


SUSTAINABILITY

Benefitting Students of All Ethnicities

An important consideration with PBIS is the effect on all students, including those most at risk. **John Muir Literacy Academy, Schaumburg School District 54**, currently in their fourth year of PBIS implementation, provides evidence of success for all populations. They reached fidelity of Tier 1 PBIS in 2008 with a SET score of 100/82, and they sustained fidelity with a SET score of 100/96 in 2010. Over the past three years, the school has made gains in overall Illinois Standards Achievement Test (ISAT) scores, as well as diminishing the achievement gap between African-American and Caucasian students. Teachers have made common assessments of essential skills students need to master ISAT subjects and adapted and enriched instruction for the benefit of all students.

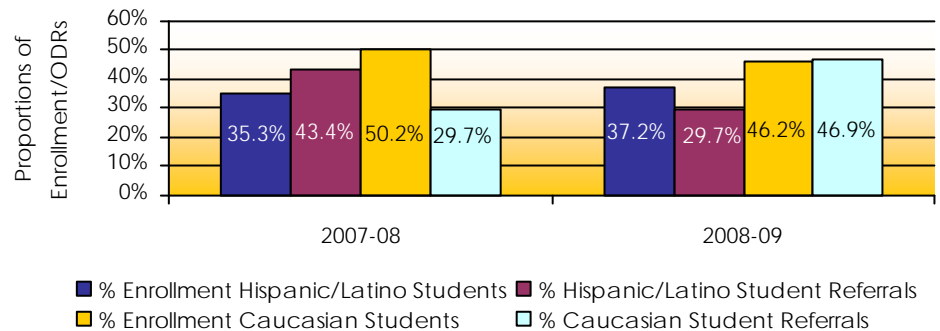
John Muir Literacy Academy ISAT Scores Over 3 Years



Eliminating Disparity in Discipline Practices

North Elementary School, School District 45 of DuPage County, currently in their fourth year of PBIS implementation, has seen large changes in student demographics and has a history of high student mobility. Training staff to prevent disruption and disrespect with proactive strategies has helped to address the higher proportion of office discipline referrals (ODRs) for minority students. The school team consistently monitors their student behavioral outcomes data to identify trends needing to be addressed. Over the last two years, discipline referrals for Hispanic/Latino students have decreased from 43.4% of total school ODRs, to 29.7%, even though the number of Hispanic/Latino students increased by 2%.

North Elementary Changes in ODR Data Over 2 Years



"Looking at the data opened our eyes to the real issues our school needed to address."

- Debbie Guzan, former Principal of North Elementary School, Principal of York Center School, School District 45 of DuPage County

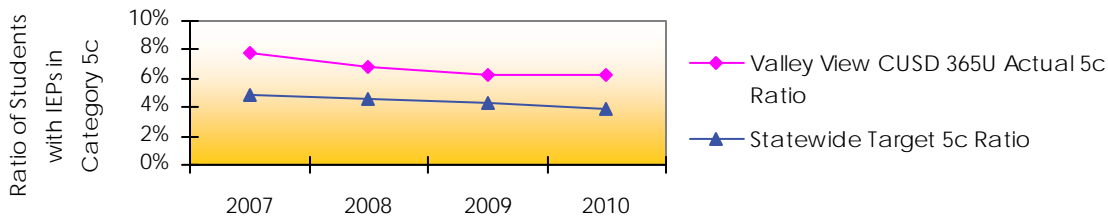
Tertiary Demo District Successfully Includes Students with IEPs

The Illinois State Board of Education State Performance Plan (SPP) indicators measure the percent of students with Individualized Education Programs (IEPs) who are included in general education. **Valley View CUSD 365U** effectively applies data-based decision-making interventions, emphasizing early remediation of problem behaviors. During the past four years, the district has experienced dramatic improvement in state target goals for inclusion in general education (SPP Indicator 5a)* and reducing placements in self-contained special education classrooms (SPP Indicator 5b). These successes have been maintained at rates better than the state target for FY09 and FY10. The graph below illustrates that highly restrictive out-of-school placements (SPP Indicator 5c) have been reduced by 22% since 2007. Recent district-wide results on the Individual Student Systems Evaluation Tool (ISSET) show that 81% of Tier 2 features are in place. Strengthened Tier 3 supports, including function-based behavior supports and Wraparound plans, have facilitated effective interventions for students with complex needs.

“Problem-solving teams are no longer immediately jumping to thoughts of placement, but instead are thinking outside of the box and implementing behavioral strategies.”

-David Hehl, Director of Student Services, Valley View CUSD 365U

Valley View Students with IEPs Served in Separate Placements



*See the FY10 Illinois PBIS Network Annual Progress Report for more information on SPP Indicators.

Network Focus on Family/Community Partnerships

More Family Voice in State and Local PBIS Activities

The Illinois PBIS Network is committed to increasing family and community voice in PBIS implementation. To achieve this goal, the Network launched a multi-faceted action plan in FY10 to encourage family and community participation in statewide Network activities. As an initial step, PBIS schools were surveyed and 64 family members serving on school or district PBIS teams were identified and offered different options for participating in Network activities. A total of 25 family members expressed interest in activities such as conferences, networking meetings, and membership on the Statewide Leadership Team. Family members partnered with the Network for the 2010 PBIS Summer Leadership Conference by participating in sessions and two Family Team Member Network meetings. The same opportunities will be available to families and community members who participate in the upcoming Winter Leadership Conference. Six family members have also become standing members of the Statewide Leadership Team. Plans are underway to provide regional networking meetings for family members who participate in their school or district PBIS leadership teams.

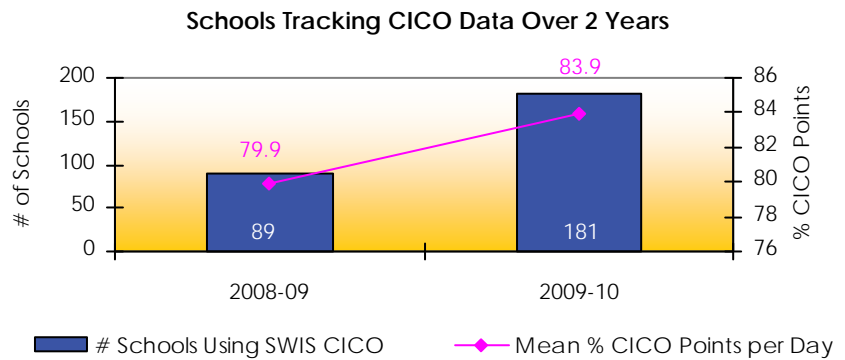


OUTCOMES

CICO Intervention Leads to Student Success

Check-in/Check-out (CICO) is a Tier 2 intervention that builds upon a school's Tier 1 systems by providing some students a higher frequency of scheduled, positive feedback from adults regarding the school-wide behavior expectations. A Daily Progress Report (DPR) is used to track student success, which is defined as meeting their daily goal at least 70% of the time. Over the last two years, the number of schools using CICO and tracking their data in School-wide Information System (SWIS) has more than doubled, from 89 to 181. The percentage of daily points students achieve continues to increase, rising from 79.9% in 2008-09 to 83.9% in 2009-10.

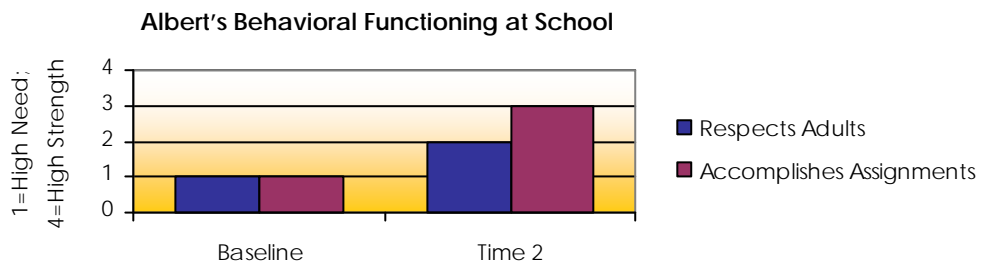
For more information on CICO and other Tier 2/Tier 3 interventions, please refer to the FY10 Tier 2/Tier 3 Summary Report.



Wraparound Rebuilds School-Parent Relationship

Student Experiences Behavioral Improvement

Albert, a sixth-grade male student, had difficulty controlling his anger and staying focused in class. Albert was not responsive to staff redirection. Support was provided immediately via CICO, a Social Academic Instructional Group (SAIG), and a function-based behavior plan. Albert still experienced difficulties. The principal and other staff reached out to his mother and a Wraparound team was formed. Albert was assigned to a different SAIG to help develop better coping and conflict resolution skills at school. His mother enrolled him in gymnastics to address the need for positive peer relationships in the community. Recognition of the significance of family voice led to full engagement of Albert's mother who had a strained relationship with staff at his former school. Within a few months, Albert's behavior showed signs of improvement. The Home, School, Community Tool (HSC-T) data shown below illustrates marked improvement in Albert's ability to complete assignments on time and be more respectful toward adult staff.

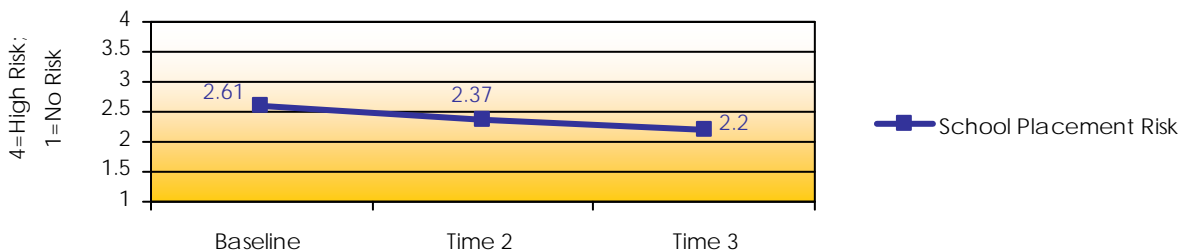


Tier 3 Intervention Leads to Decrease in Restrictive Placements

Teams supporting students receiving Tier 3 interventions rated the perceived risk of school placement failure for these students. At baseline, 85% (134) of the students were at some risk, with 38% at moderate or high risk of experiencing failure in their current school placement. Findings suggest that when these students receive Tier 3 supports within PBIS schools, out-of-school placement risk decreases. To further support these findings, school placements for the same sample were examined at 180 days into the Tier 3 intervention. A total of 132 (84%) students had maintained their educational placement identified at baseline, with an additional 9 students (6%) actually decreasing their restrictiveness of education environment.



School Placement Risk Decreases Over Time

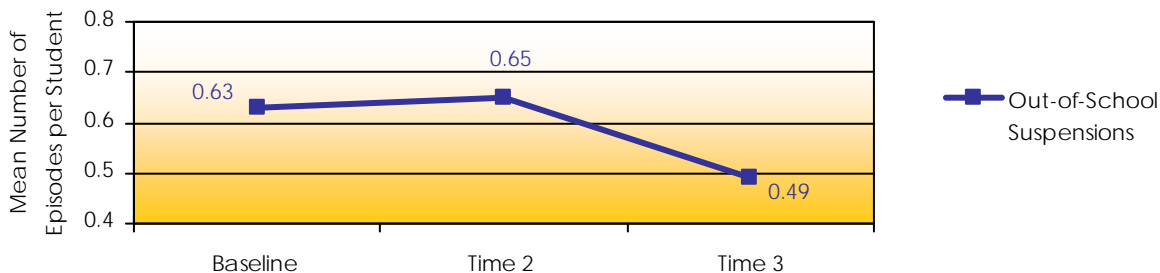


Suspensions Decline with Tier 3 Intervention

Maintaining Supports Over Time Proves Beneficial

Out-of-school suspensions (OSS) were examined for the 158 students in the FY10 Tier 3 study cohort. In the 90 days preceding Tier 3 intervention, students were suspended on average .63 times. Approximately three months later, the OSS rate slightly increased (.02) for the study sample. After seven months of Tier 3 intervention however, episodes of OSS decreased (.14). Further examination of suspension data revealed that the number of students with two or more suspensions also decreased within the seven month assessment period. At baseline, 42 students (27% of the sample) had received two or more suspensions each, and seven months later the number dropped to 35 students, a decrease of 17%.

Out-of-School Suspensions Decline



Statewide Leadership Team Advances PBIS Implementation

FY10 marked the fifth consecutive year that the Illinois PBIS Statewide Leadership Team has supported quality expansion and sustainability of PBIS in Illinois schools and Local Education Agencies (LEAs). Effective action planning by work groups has led to major accomplishments in key focus areas.

Highlights of FY10:

- A record number (456) of schools were recognized for PBIS implementation progress at five levels: 1 Exemplar, the first ever, 17 Fully Implementing, 139 Implementing, 197 Emerging, and 102 Start-Up.
- For the fourth consecutive year, Illinois legislators received personal letters thanking them for their support and highlighting successful PBIS schools in their districts to encourage on-site visits.
- U.S. Representative Phil Hare (IL-17) supported the expansion of PBIS in schools through an amendment he authored for the H. R. 4247 Keeping All Students Safe Act.
- PBIS was referenced in approximately 30 newspapers, school and district newsletter articles, or websites.
- A new Educational Environment (EE) work group was added to support schools with improving their EE data.
- The Demonstrations work group drafted a plan to address disproportionate school discipline practices through the application of the PBIS framework.
- Implementation of a rubric to assess community, mental health, and school integration was piloted in five districts.
- The Network authored the May 2010 issue of the Illinois Principals Association Building Leadership: A Practitioners Bulletin, "Addressing Ethnic Disproportionality in School Discipline through Positive Behavior Interventions and Supports (PBIS)."

Important Target Areas for FY11-15:

- Expand plans to reduce the disproportionate use of punitive discipline and school exclusion practices, which result in higher rates of school failure for some students.
- Continue implementation of the Tier 2/3 systems, data, and practices identified and tested through the four-year federal Tertiary Demonstration Project in approximately 90 Illinois LEAs.
- Continue with the sustainability and replication process for high school implementation.



About the Network

The Illinois PBIS Network is the Positive Behavior Interventions & Supports component of the Illinois Statewide Technical Assistance Center (ISTAC) - an Illinois State Board of Education funded initiative promoting effective practices to benefit all children.

The Illinois PBIS Network builds capacity of schools, families, and communities to promote social and academic success of all students, including those with emotional/behavioral and other disabilities. Key focus areas of the Illinois PBIS Network include:

- **Prevention-based** school-wide systems of positive behavior support
- **Data-based decision-making** for instruction of behavior and academics
- **Wraparound planning** for students with complex emotional/behavioral needs & their families
- **Community-based** supports for families, youth & schools

Statewide Contacts

Statewide Director

Lucille Eber, lucille.eber@pbisillinois.org

Director of Operations

Brian Meyer, brian.meyer@pbisillinois.org

Technical Assistance Directors

Kimberli Breen, kim.breen@pbisillinois.org

Marla Dewhirst, marla.dewhirst@pbisillinois.org

Ami Flammini, ami.flammini@pbisillinois.org

Susan Gasber, susan.gasber@pbisillinois.org

Sheri Luecking, sheri.luecking@pbisillinois.org

Steve Romano, steve.romano@pbisillinois.org

Evaluation Coordinator

Danielle Phillips, danielle.phillips@pbisillinois.org

Tertiary Evaluation & Research Coordinator

Jennifer Rose, jen.rose@pbisillinois.org

Communication Coordinator

Michelle Grimms, michelle.grimms@pbisillinois.org

Research Consultants

Kelly Hyde, kelly.hyde@pbisillinois.org

Gita Upreti, gita.upreti@pbisillinois.org

Illinois State Board of Education

Educational Consultant

Barbara Sims, bsims@isbe.net