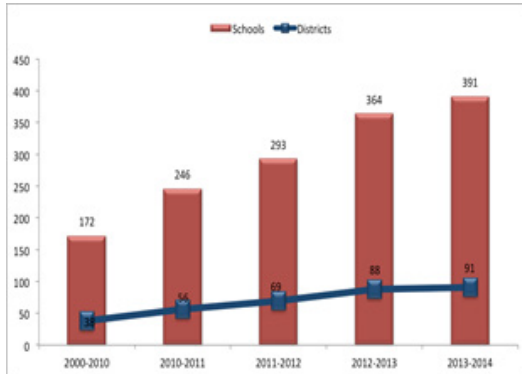


Program Purpose: To provide students with a continuum of behavioral supports, reflective of their diverse strengths and needs, in order to increase student achievement in a predictable, safe, and pro-social learning environment while eliminating racial disparities.

Population Result: Positive Behavioral Interventions and Supports (PBIS) contributes to the Connecticut State Department of Education (CSDE) goal that: “All Connecticut Learners Succeed and Leave College and Career Ready.”

Performance Measure 1

Total number of schools and districts reached as a result of PBIS training efforts



Story behind the baseline:

Since 2000, 391 of Connecticut’s public schools have completed Year 1 of PBIS training. This total represents 35% of the state’s public schools. Ninety-one (n = 91) districts have at least one school that has completed Year 1 of PBIS training. This represents approximately 55% of Connecticut’s 166 districts.

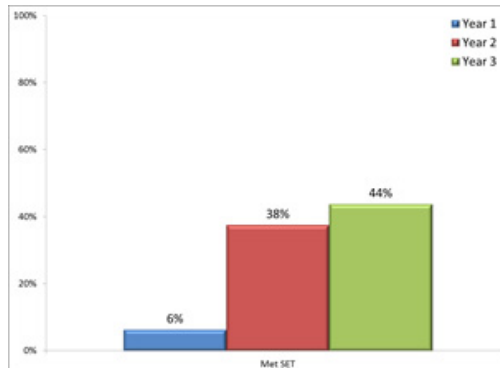
Proposed actions to turn the curve:

Increased district participation will afford the opportunity to continue:

- providing comprehensive PBIS training, technical assistance, coaching, and evaluation support to schools through SERC and RESC collaborators; and
- developing training and capacity through the PBIS Training of Trainers (SWPBIS Training Cadre) via the partnership with the Center for Behavioral Education & Research (CBER) at the University of Connecticut.

Performance Measure 2

Percentage of schools in SERC’s 2011-12 cohort implementing PBIS with fidelity



Story behind the baseline:

Implementation fidelity of PBIS at Tier I is measured annually by the School-wide Evaluation Tool (SET). The SET assesses and evaluates the critical features of PBIS across all school settings. As schools progress through the three-year training cycle, the percentage of schools meeting SET increases.

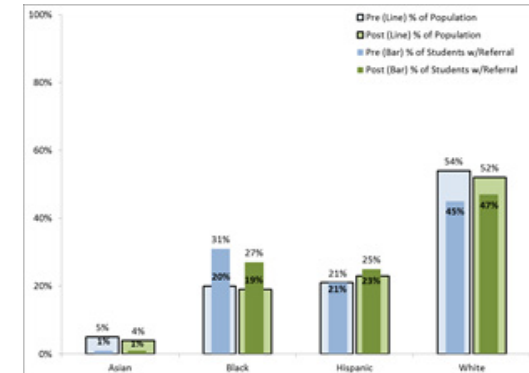
Proposed actions to turn the curve:

- SERC will ensure schools re-visit implementation of Tier I systems and practices throughout the three-year training cycle.
- SERC will improve coaches’ networking by sharing comprehensive data-review processes to examine implementation fidelity and student outcomes.
- SERC will provide support to schools based on level of implementation.

- SERC will continue to develop its technical assistance capacity by continuing to host the PBIS Training of Trainers.

Performance Measure 3

SERC’s 2011-2012 cohort pre- & post-PBIS implementation ethnicity data



Story behind the baseline:

Aggregated Office Discipline Referral (ODR) data from six schools participating in SERC’s 2011-2012 cohort that had pre- & post-PBIS implementation data demonstrate a degree of disproportionately in ODRs by race, with some racial groups overrepresented in the data and some racial groups underrepresented.

A comparison of ODRs by ethnicity pre-PBIS implementation and post-PBIS implementation show a decrease in overrepresentation of Black students in ODRs and an increase in overrepresentation of Hispanic students in ODRs. There was a decrease in underrepresentation of White students in ODRs and a slight decrease in underrepresentation of Asian students.

Proposed actions to turn the curve:

- SERC will require schools in training to disaggregate discipline data by race during data review processes.
- SERC will ensure that conversations about discipline disproportionality are embedded in all PBIS training content and technical assistance visits.