

# APPENDIX VI – 60

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# Self Assessment Data

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# Outcomes

PWBAT unpack SAS data

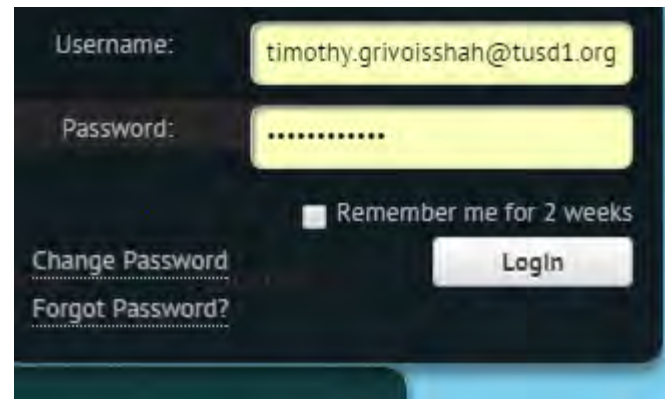
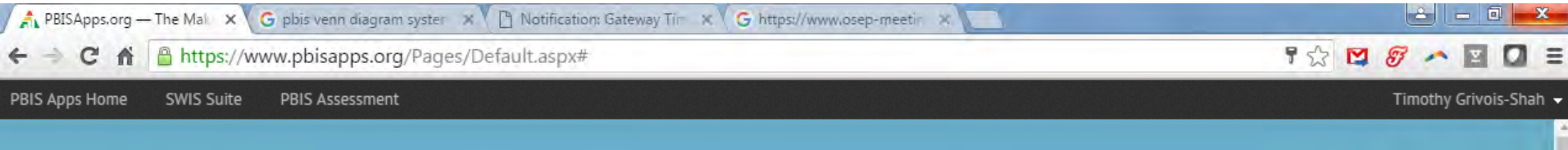
Identify priority area of focus

Explain “Where to start” to site PBIS/Leadership Team

How do I know what's  
happening?

How do *I know* that I  
know?





SAS - Total Score - SAS - Raul Grijalva Elementary School

## Self-Assessment Survey Total Score

Raul Grijalva Elementary School

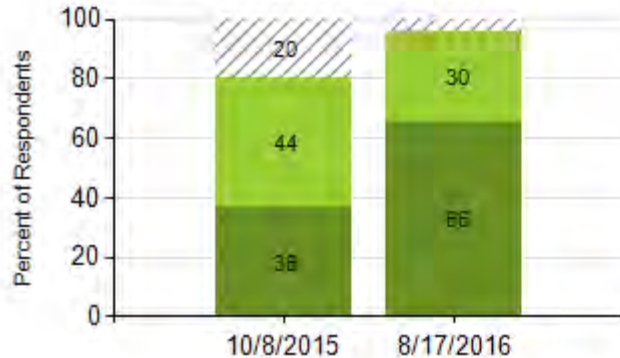
NCES ID: 040880001481

Tucson, Arizona

Tucson Unified School District

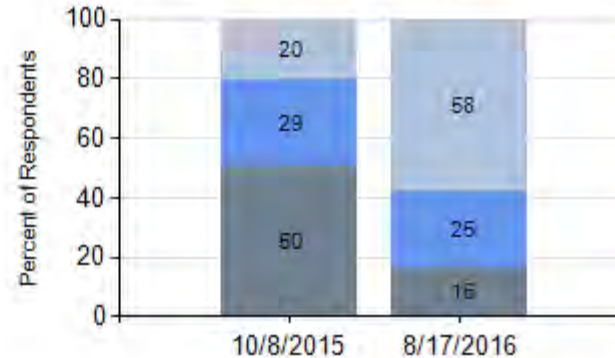
NCES ID: 0408800

**School-Wide Current Status**  
Raul Grijalva Elementary School  
10/8/2015-8/17/2016



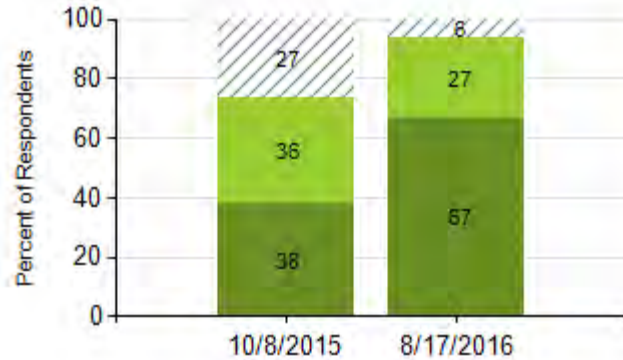
	In Place	Partial	Not
10/8/2015	36%	44%	20%
8/17/2016	66%	30%	4%

**School-Wide Improvement Priority**  
Raul Grijalva Elementary School  
10/8/2015-8/17/2016



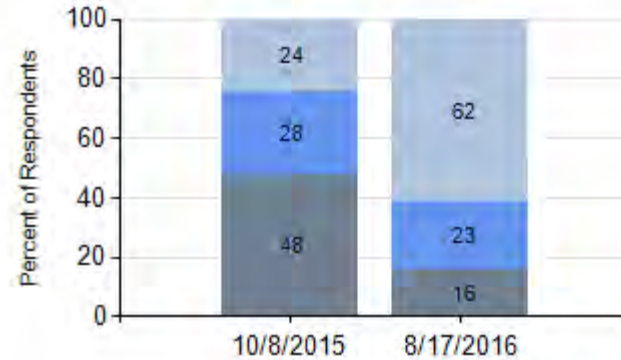
	High	Medium	Low
10/8/2015	50%	29%	20%
8/17/2016	16%	25%	58%

**Non-Classroom Current Status  
Raul Grijalva Elementary School  
10/8/2015-8/17/2016**



	In Place	Partial	Not
10/8/2015	38%	36%	27%
8/17/2016	67%	27%	6%

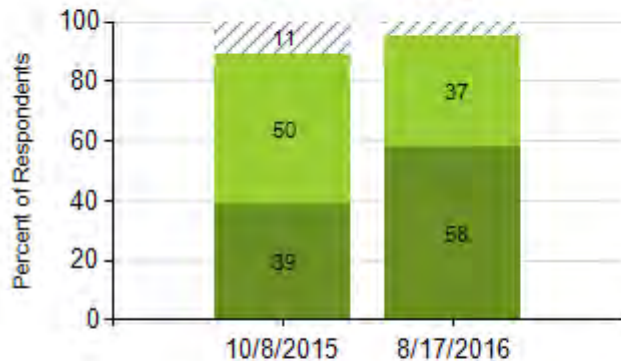
**Non-Classroom Improvement Priority  
Raul Grijalva Elementary School  
10/8/2015-8/17/2016**



	High	Medium	Low
10/8/2015	48%	28%	24%
8/17/2016	16%	23%	62%

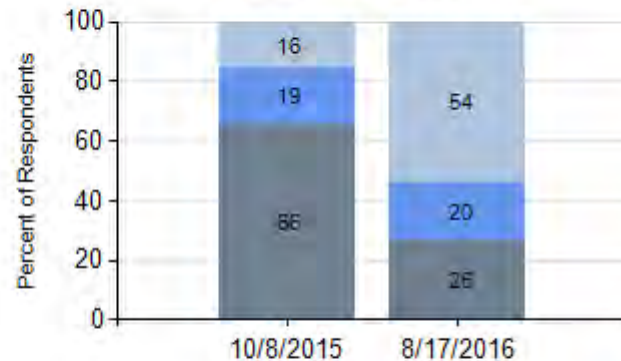


**Classroom Current Status**  
**Raul Grijalva Elementary School**  
**10/8/2015-8/17/2016**



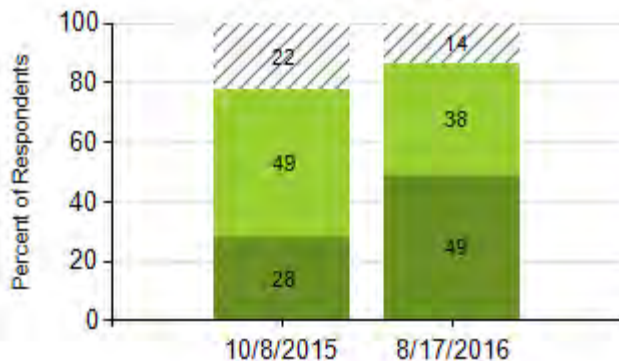
	In Place	Partial	Not
10/8/2015	39%	50%	11%
8/17/2016	58%	37%	5%

**Classroom Improvement Priority**  
**Raul Grijalva Elementary School**  
**10/8/2015-8/17/2016**



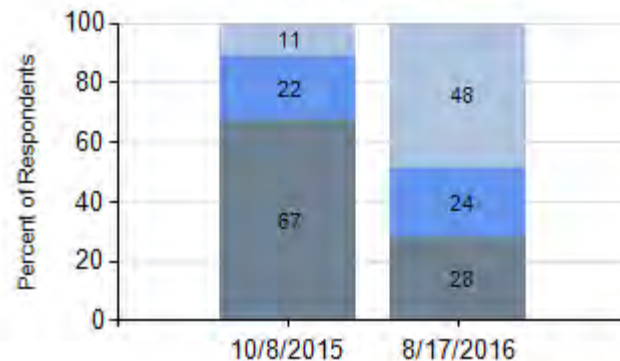
	High	Medium	Low
10/8/2015	66%	19%	16%
8/17/2016	26%	20%	54%

**Individual Current Status**  
**Raul Grijalva Elementary School**  
**10/8/2015-8/17/2016**



	In Place	Partial	Not
10/8/2015	28%	49%	22%
8/17/2016	49%	38%	14%

**Individual Improvement Priority**  
**Raul Grijalva Elementary School**  
**10/8/2015-8/17/2016**

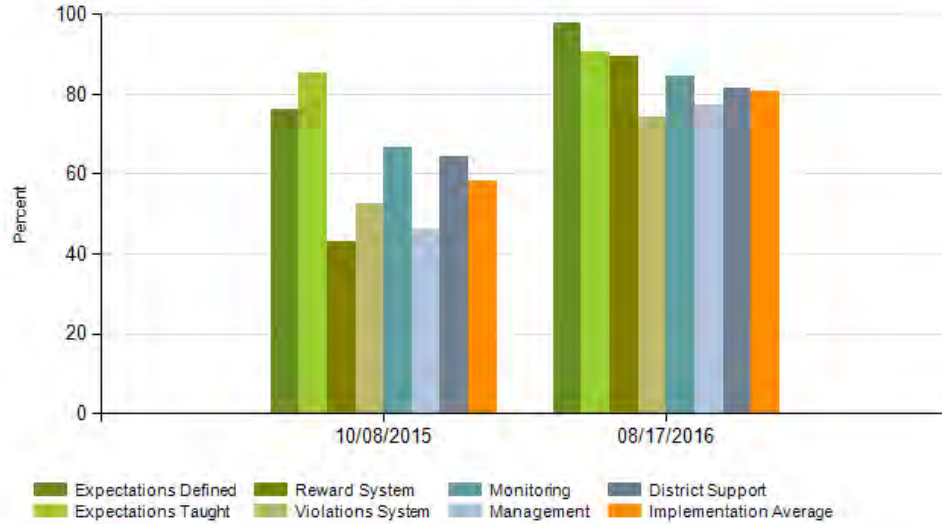


	High	Medium	Low
10/8/2015	67%	22%	11%
8/17/2016	28%	24%	48%

Raul Grijalva Elementary School  
 NCES ID: 040880001481  
 Tucson, Arizona

Tucson Unified School District  
 NCES ID: 0408800

SAS School-wide System Subscale  
 Raul Grijalva Elementary School  
 10/8/2015-8/17/2016



	Expectations Defined	Expectations Taught	Reward System	Violations System	Monitoring	Management	District Support	Implementation Average
10/8/2015	76%	85%	43%	53%	67%	46%	65%	58%
8/17/2016	98%	90%	90%	74%	85%	77%	82%	81%

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	No subscale Report Available	
Classroom	No subscale Report Available	
Individual Student	No subscale Report Available	

Select Survey

Surveys

SAS ▼

Self-Assessment Survey

Select Report

Items ▼

Activate Report Highlights

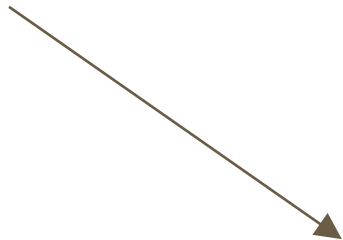
From

2013 - 14 ▼

To

2016 - 17 ▼

Select Organizations



School Year 2016-17			Number of Responses 49	Date Completed 08/17/2016		
Current Status			Feature	Improvement Priority		
In Place	Partial	Not	System: School-Wide	High	Medium	Low
96 %	4 %	0 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	8 %	3 %	89 %
80 %	20 %	0 %	2. Expected student behaviors are taught directly.	6 %	28 %	67 %
81 %	19 %	0 %	3. Expected student behaviors are rewarded regularly.	0 %	100 %	0 %
48 %	43 %	9 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	0 %	100 %	0 %
39 %	54 %	7 %	5. Consequences for problem behaviors are defined clearly.	0 %	100 %	0 %
68 %	32 %	0 %	6. Distinctions between office v. classroom managed problem behaviors are clear.	0 %	100 %	0 %
46 %	43 %	11 %	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	0 %	100 %	0 %
72 %	26 %	2 %	8. Procedures are in place to address emergency/dangerous situations.	25 %	14 %	61 %
77 %	16 %	7 %	9. A team exists for behavior support planning & problem solving.	21 %	15 %	65 %
88 %	10 %	2 %	10. School administrator is an active participant on the behavior support team.	9 %	6 %	85 %
73 %	27 %	0 %	11. Data on problem behavior patterns are collected and summarized within an on-going system.	0 %	100 %	0 %
56 %	33 %	10 %	12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	0 %	100 %	0 %

So what does my team  
need to do with these  
data?

# Summarizing and Action Planning

Data analyst (probably whomever has the data!) can use the following table to unpack the data and identify potential area(s) of focus

Action Planning = Team Planning using the basic action planning template

Input

Communication

Order

Culture

Other considerations:

Is this a communication or knowledge issue? Does it exist and no one knows?

Is it a policy issue? Are their policies supporting or interfering that may need be changed?

Is it a systems issue? Are there gaps in the PBIS structures within a system?

School: \_\_\_\_\_

Date: \_\_\_\_\_

The results from the SAS are used to (a) determine the status of PBIS in a school and (b) guide the development of an action plan for improving PBIS. The resulting action plan can be developed to focus on any one or combination of the four PBIS system areas.

Three basic phases are involved: (a) summarize the results, (b) analyze and prioritize the results, and (c) develop the action plan.

**Use the SAS Total Score and the SAS Items Report to develop an accurate summary & determine initial focus area priorities**

For each system area, follow the steps as outlined below	Overall Perception			
	School-wide In Place	Non-classroom In Place	Classroom In Place	Individual Student In Place
1. Use SAS <i>Total Score</i> & <i>Subscale</i> graphs to rate overall perspective of PBIS implementation & circle High, Med. or Low for each area ->	High Med Low	High Med Low	High Med Low	High Med Low
2. Using SAS <i>Items Report</i> , list three major strengths.	a. b. c.	a. b. c.	a. b. c.	a. b. c.
3. Using the SAS <i>Items</i> report, list three major areas in need of development.	a. b. c.	a. b. c.	a. b. c.	Targeted group or Individual interventions a. b. c.
4. For each system, circle/Highlight one priority area for focusing development activities	a. b. c.	a. b. c.	a. b. c.	a. b. c.
5. Circle or define activities for this/next year's focus to support area selected for development	a. Organize a team b. Define/teach school rules c. Define consequence systems for appropriate & inappropriate behavior d. Define a measurement system linked to school improvement goal e. Establish communication cycles with other school teams f. Develop implementation plan	a. Define/teach routines b. Supervisor/booster training & feedback sessions c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan	a. Define/teach routines/link with school wide rules b. Classroom staff boosters & feedback sessions for creating effective strategies/materials c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan	a. Process for referral & support plan design, implementation & monitoring b. Plan to develop & use FBA to support skills c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan
7. Use the PBIS Annual Action Planning form for determining management, design & implementation activities in the selected focus areas.				



School: \_\_\_\_\_

Date: \_\_\_\_\_

The results from the SAS are used to (a) determine the status of PBIS in a school and (b) guide the development of an action plan for improving PBIS. The resulting action plan can be developed to focus on any one or combination of the four PBIS system areas.

Three basic phases are involved: (a) summarize the results, (b) analyze and prioritize the results, and (c) develop the action plan.

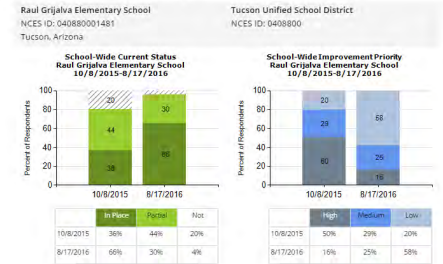
**Use the SAS Total Score and the SAS Items Report to develop an accurate summary & determine initial focus area priorities**

For each system area, follow the steps as outlined below	Overall Perception			
	School-wide In Place	Non-classroom In Place	Classroom In Place	Individual Student In Place
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2. Using SAS <i>Items Report</i> , list three major strengths.	a. b. c.	a. b. c.	a. b. c.	a. b. c.
3. Using the SAS <i>Items</i> report, list three major areas in need of development.	a. b. c.	a. b. c.	a. b. c.	Targeted group or Individual interventions a. b. c.
4. For each system, circle/Highlight one priority area for focusing development activities	a. b. c.	a. b. c.	a. b. c.	a. b. c.
5. Circle or define activities for this/next year's focus to support area selected for development	a. Organize a team b. Define/teach school rules c. Define consequence systems for appropriate & inappropriate behavior d. Define a measurement system linked to school improvement goal e. Establish communication cycles with other school teams f. Develop implementation plan	a. Define/teach routines b. Supervisor or booster training & feedback sessions c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan	a. Define/teach routines/link with schoolwide rules b. Classroom staff boosters & feedback sessions for creating effective strategies/materials c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan	a. Process for referral & support plan design, implementation & monitoring b. Plan to develop & use FBA to support skills c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan
7. Use the PBIS Annual Action Planning form for determining management, design & implementation activities in the selected focus areas.				

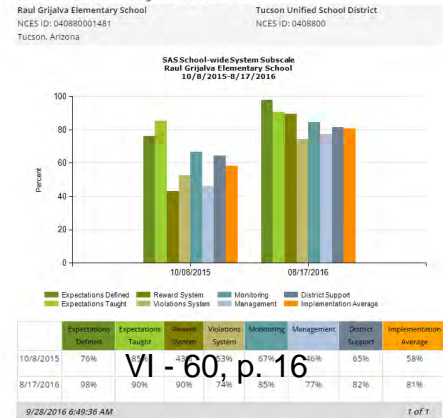
1.

SAS - Total Score - SAS - Raul Grijalva Elementary School

**Self-Assessment Survey Total Score**



**SAS School-wide System Subscale**



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School: \_\_\_\_\_

Date: \_\_\_\_\_

The results from the SAS are used to (a) determine the status of PBIS in a school and (b) guide the development of an action plan for improving PBIS. The resulting action plan can be developed to focus on any one or combination of the four PBIS system areas.

Three basic phases are involved: (a) summarize the results, (b) analyze and prioritize the results, and (c) develop the action plan.

**Use the SAS Total Score and the SAS Items Report to develop an accurate summary & determine initial focus area priorities**

For each system area, follow the steps as outlined below	Overall Perception			
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1. Use SAS <i>Total Score</i> & <i>Subscale</i> graphs to rate overall perspective of PBIS implementation & circle High, Med. or Low for each area ->	High Med Low	High Med Low	High Med Low	High Med Low
2. Using SAS <i>Items Report</i> , list three major strengths.	a.	a.	a.	a.
	b.	b.	b.	b.
	c.	c.	c.	c.
3. Using the SAS <i>Items</i> report, list three major areas in need of development.	a.	a.	a.	Targeted group or Individual interventions a.
	b.	b.	b.	
4. For each system, circle/Highlight one priority area for focusing development activities	c.	c.	c.	b.
				c.
5. Circle or define activities for this/next year's focus to support area selected for development	a. Organize a team	a. Define/teach routines	a. Define/teach routines/link with schoolwide rules	a. Process for referral & support plan design, implementation & monitoring
	b. Define/teach school rules	b. Supervise or booster training & feedback sessions	b. Classroom staff boosters & feedback sessions for creating effective strategies/materials	b. Plan to develop & use FBA to support skills
	c. Define consequence systems for appropriate & inappropriate behavior	c. Data management	c. Data management	c. Data management
	d. Define a measurement system linked to school improvement goal	d. Maintain team & communication cycle with other school teams	d. Maintain team & communication cycle with other school teams	d. Maintain team & communication cycle with other school teams
	e. Establish communication cycles with other school teams	e. Develop implementation plan	e. Develop implementation plan	e. Develop implementation plan
	f. Develop implementation plan			
7. Use the PBIS Annual Action Planning form for determining management, design & implementation activities in the selected focus areas.				

## Steps 2-3

School Year	Number of Responses			Date Completed		
2016-17	49			08/17/2016		
Current Status	Feature			Improvement Priority		
In Place	Partial	Not	System: School-Wide	High	Medium	Low
96 %	4 %	0 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	8 %	3 %	89 %
80 %	20 %	0 %	2. Expected student behaviors are taught directly.	6 %	28 %	67 %
81 %	19 %	0 %	3. Expected student behaviors are rewarded regularly.	0 %	100 %	0 %
48 %	43 %	9 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	0 %	100 %	0 %
39 %	54 %	7 %	5. Consequences for problem behaviors are defined clearly.	0 %	100 %	0 %
68 %	32 %	0 %	6. Distinctions between office v. classroom managed problem behaviors are clear.	0 %	100 %	0 %
46 %	43 %	11 %	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	0 %	100 %	0 %
72 %	26 %	2 %	8. Procedures are in place to address emergency/dangerous situations.	25 %	14 %	61 %
77 %	16 %	7 %	9. A team exists for behavior support planning & problem solving.	21 %	15 %	65 %
88 %	10 %	2 %	10. School administrator is an active participant on the behavior support team.	9 %	6 %	85 %
73 %	27 %	0 %	11. Data on problem behavior patterns are collected and summarized within an on-going system.	0 %	100 %	0 %
56 %	33 %	10 %	12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	0 %	100 %	0 %

**PBIS Team Action Planning Template**

	<u>StatusInPlace</u>	<u>StatusPartial</u>	<u>StatusNot</u>	<u>PriorityHigh</u>	<u>PriorityMedium</u>	<u>PriorityLow</u>
System:						
Activity Task Analysis (What)					Who	By When

**PBIS Team Action Planning Template**

6. Distinctions between office v. classroom managed problem behaviors are clear						
	<u>StatusInPlace</u>	<u>StatusPartial</u>	<u>StatusNot</u>	<u>PriorityHigh</u>	<u>PriorityMedium</u>	<u>PriorityLow</u>
System:						
Activity Task Analysis (What)					Who	By When

**PBIS Team Action Planning Template**

6. Distinctions between office v. classroom managed problem behaviors are clear.						
	<u>StatusInPlace</u>	<u>StatusPartial</u>	<u>StatusNot</u>	<u>PriorityHigh</u>	<u>PriorityMedium</u>	<u>PriorityLow</u>
System:	47%	49%	5%			
<b>Activity Task Analysis (What)</b>					<b>Who</b>	<b>By When</b>

**PBIS Team Action Planning Template**

6. Distinctions between office v. classroom managed problem behaviors are clear..						
	<u>StatusInPlace</u>	<u>StatusPartial</u>	<u>StatusNot</u>	<u>PriorityHigh</u>	<u>PriorityMedium</u>	<u>PriorityLow</u>
System:	47%	49%	5%	46%	44%	10%
Activity Task Analysis (What)					Who	By When

## PBIS Team Action Planning Template

6. Distinctions between office v. classroom managed problem behaviors are clear..						
	<u>StatusInPlace</u>	<u>StatusPartial</u>	<u>StatusNot</u>	<u>PriorityHigh</u>	<u>PriorityMedium</u>	<u>PriorityLow</u>
System:	47%	49%	5%	46%	44%	10%
Activity Task Analysis (What)					Who	By When
Presentation to the faculty of flowchart of office versus classroom managed. Provide scenarios, practice and collaborate major vs. minor.					R. Sanchez	Oct.
Create a new flowchart listing classroom managed versus office managed. "Put it in teacher's hand"					PBIS Team	OCT/NOV
Teachers will post Discipline flowchart in classroom.					PBIS Team	DEC
Review of discipline data to determine common trends					Leadership Team	Ongoing