

## OBJECTIVES

- 1) To examine the structure of the SAS using school as the unit of analysis. **What does the SAS show?**
- 2) To examine the relation between what schools have in place and their priorities. **Are the perceived missing elements priorities for schools?**

## INTRODUCTION TO THE SAS

- **What is it?** The Self-Assessment Survey (SAS) is a survey of school staff perceptions:
  - what elements of a discipline system are in place (*Current Status*)
  - how important it is to improve each element (*Improvement Priority*)
- **How has it been used by schools?**
  - Annual Action Planning
  - Internal Decision Making
  - Assessment of Change over Time
- **What is different here?**
  - Looking across schools, not staff in individual schools

## METHODS

- **Unit of Analysis**
  - Staff at 56 schools completed the SAS
  - School-level weighted scores created for each SAS school-wide item
- **Analyses Used**
  - **FACTOR ANALYSIS** on Current Status & Improvement Priority items (18 items)
  - **CORRELATIONS** between how much elements are in place & their level of priority for the school

## RESULTS

### FACTOR ANALYSIS: CURRENT STATUS

- 3 factors emerged when analyzing for items "In Place"



### FACTOR ANALYSIS: IMPROVEMENT PRIORITY

- 1 factor emerged

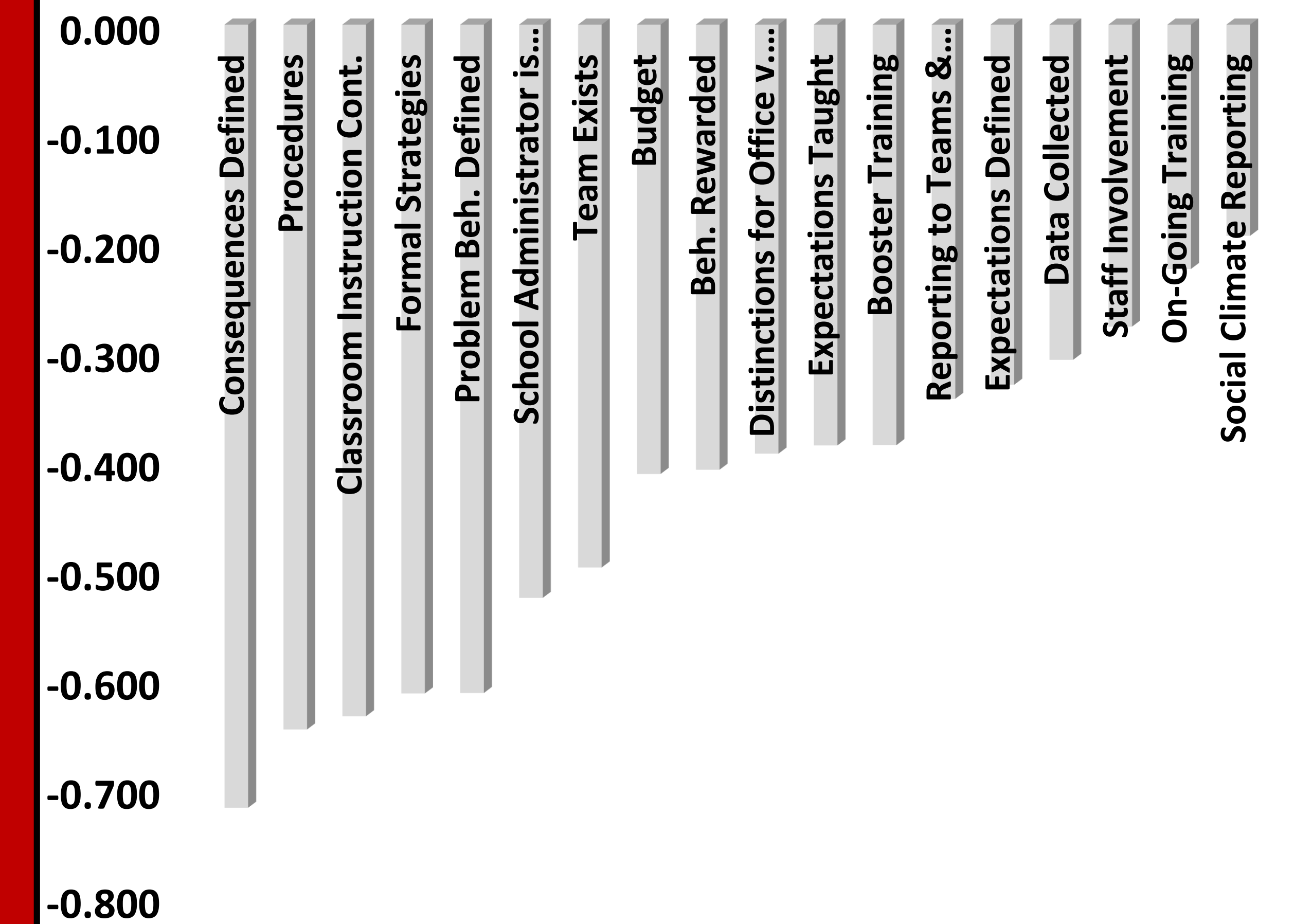


### DESCRIPTIVES OF SAS ITEMS:

In-Place Item	Mean (max=1)	Std. Error	Priority Item	Mean (Max =1)	Std. Error
Expectations Defined	.85	.02	Consequences Defined	.61	.02
Procedures	.82	.01	Classroom Instruction Cont.	.61	.02
Social Climate Reporting	.82	.02	Budget	.60	.02
School Administrator is Active	.80	.02	Problem Beh. Defined	.60	.02
Expectations Taught	.78	.02	Team Exists	.58	.02
Problem Beh. Defined	.71	.01	Staff Involvement	.57	.02
Formal Strategies	.71	.02	Booster Training	.57	.02
Beh. Rewarded	.67	.02	Distinctions for Office v. Classroom	.57	.02
Consequences Defined	.66	.02	Reporting to Teams & Faculty	.56	.02
Team Exists	.64	.02	Expectations Taught	.56	.02
Data Collected	.62	.02	Procedures	.55	.02
Distinctions for Office v. Classroom	.62	.02	Data Collected	.54	.02
Classroom Instruction Cont.	.61	.02	On-going Training	.54	.02
Staff Involvement	.58	.02	Beh. Rewarded	.53	.02
On-going Training	.56	.02	Formal Strategies	.53	.02
Reporting to Teams & Faculty	.48	.02	School Administrator is Active	.51	.02
Budget	.44	.03	Expectations Defined	.49	.02
Booster Training	.41	.02	Social Climate Reporting	.47	.02

## CORRELATIONS:

### In Place and High Priority



## CONCLUSIONS

- Discussions on what is in place (based on the SAS) at a district level may be best focused on 3 domains:
  1. *Expectations & Rewards*
  2. *Consequences*
  3. *Teaming*
- When discussing priorities for improvement, schools seem to report either most items are priorities or very few items are priorities
- What is "in place" is only mildly related to staff "priorities"
- Staff need more education on SAS
- PBIS staff need to focus even greater effort on buy-in in schools
- Staff are still focused on problem behaviors

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