CRPBIS Implementation Rubric

The CRPBIS Implementation Rubric, created by PBIS Indiana is an assessment tool used by PBIS Indiana trainers to determine if a school has implemented their PBIS plan with enough fidelity to gain model site status.

Posted on PBIS Assessments (https://www.pbisapps.org/Applications/Pages/PBIS-Assessment.aspx) is this statement: “A major feature of SWPBIS is the commitment to ongoing assessment of implementation. PBIS Assessments provides surveys for teams to take and use to evaluate and examine their level of SWPBIS adoption and guide them through the process for how to improve implementation to benefit students, their families, and the overall school culture.”

Although the PBIS Assessment surveys, Benchmarks of Quality (BoQ), Self-Assessment Survey (SAS), School-wide Evaluation Tool (SET), Team Implementation Checklist (TIC), help schools improve general implementation of PBIS, they lack the ability to measure the progress made when schools are creating a Culturally Responsive PBIS (CR-PBIS) plan. PBIS Indiana trainers were assigned to work with six designated emerging model site schools. Based on observations and discussions, the trainers discovered that there was a discrepancy between results of the PBIS Assessment Surveys and the actual practices, procedures, and outcome data from the school sites. As a result, the CR Implementation Rubric was created to assist PBIS trainers in providing feedback to the model site school leadership teams in order to improve their implementation fidelity and ensure that culturally responsive practices are embedded in the PBIS plan.

The CR Implementation Rubric is organized into nine components based on the PBIS framework; School-Wide Leadership Team, School-Wide Expectations, Location-Specific Behaviors, Acknowledgement System, Infraction System, Data Based Decision Making, Family and Community Engagement, School Climate and Environment, and District Support. Each component has a list of criteria that includes surveys and documents that schools can use to show evidence that they have met the criteria. The evidence includes scores from the BOQ, SET, SAS, and the TIC. Using the evidence submitted the degree to which criteria are met is rated; from highest to lowest, exemplary, proficient, emerging and novice. These four levels provide clear information on the degree to which the evidence submitted meets the criteria. The experiences of trainers and the knowledge of researchers are combined to determine, based on this criteria, CR-PBIS performance from novice to exemplary.

**Components:**

*School-Wide Leadership Team:* The school wide leadership team criteria evaluates the extent to which the school leadership is representative of the school’s population (i.e. family input represented, the leadership team mirrors the student demographic, and an administrator). Additionally this component emphasizes the necessity of incorporating equity discussions, and culturally responsive practice into the PBIS plan.
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School-Wide Expectations: School wide expectation criteria addresses the concrete expectations of the school as outlined in PBIS plans. The addition that the CRPBIS Implementation Rubric brings is that these expectations will be applied equally to all persons and groups in the building. The criteria address students’ families and their involvement in the formation of the school wide expectations.

Location-Specific Behaviors: Positively stated expectations that are brief, developmentally appropriate and posted in the language students know and understand is the criteria used to address location specific behaviors. These expectations are to be explicitly taught, using multiple teaching strategies that are culturally responsive.

Acknowledgement System: The acknowledgement system criterion evaluates the implementation of a system that reflects cultural preferences of acknowledgement, with clearly defined criteria for earning acknowledgement. The system is used consistently, is publically documented, and include acknowledgement of the adults in the building.

Infraction System: The infraction system criterion documents a system for appropriate responses to problem behavior and a communication system to inform stakeholders. Additionally, within the infraction system are clear distinctions between what behavior is managed by staff in their location vs. being sent to the office.

Data-Based Decision Making: The criteria for data based decision making addresses the need for disaggregated data in order to address the issue of disproportionate use of discipline based on ethnicity, socioeconomic status, disability and gender; while also creating hypotheses about the practices that create the disproportionality.

Family and Community Engagement: Items concerning family and community engagement address the school’s ability to learn from family and community in a two way relationship that includes the school being involved off site with families and communities.

School Climate and Environment: School climate and environment items address the need for the school’s demographic diversity to be reflected within the school environment. For example, families have access to school information and materials through the use of interpreters and first language postings, and signs, pictures, displays, materials all reflect the diversity of the student body.

District Support: Items on district supports identify the ways in which the school receives adequate, consistent and institutionalized support for implementing the CR-PBIS plan.

The CRPBIS Implementation Rubric is currently used to help schools determine their implementation of culturally responsive PBIS and is used to help schools to identify areas of excellence and improvement.