MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

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TO: Members of the Maryland State Board of Education

FROM: Bernard J. Sadusky, Ed.D.

DATE: June 26, 2012

SUBJECT: Current data on Positive Behavioral Interventions & Supports (PBIS) and Character Counts! Efforts in Maryland Public Schools

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PURPOSE:

To provide an update to the State Board of Education about current PBIS and Character Education initiatives and data which reflect efforts to proactively plan by promoting positive mental health, reduction in school violence, and reducing the number of youth being suspended or referred for additional services because of disruptive behaviors in Maryland Schools.

BACKGROUND:

Maryland is a National Exemplar for PBIS implementation. MSDE in partnership with Johns Hopkins and Sheppard Pratt Health Systems have trained and provide ongoing technical assistance and support to 876 schools in all twenty-four local school systems (LSSs) in Maryland.

PBIS provides a framework for enhancement, adoption and implementation of a continuum of evidence based interventions to achieve academically and behaviorally important outcomes for all students. PBIS uses data-based decision-making around discipline and achievement at the school, school system, and state levels. PBIS makes it possible for schools to:

- Increase consistent use of positive teaching and reinforcement strategies among all school staff at school-wide, classroom and individual student levels;
- Reduce the use of reactive discipline measures (i.e. office discipline referrals, detentions, suspensions, expulsions) for all students;
- Increase data-based decision-making about behavior and academic instruction and reinforcement across all settings; and,
- Implement effective comprehensive supports, services and interventions for students with the most intensive behavioral and emotional needs.

A: Cumulative Detail of Trained and Implementing Schools

Year Trained	*Trained	Trained Cumulative	Implementing	Implementing Cumulative	Annual Budget	MSDE FTE
1999	4	4	3	3	$ 00	0
2000	14	18	9	12	$ 58,000	2.0
2001	27	45	18	30	$ 62,000	2.0
2002	45	90	39	69	$ 65,000	2.5
2003	53	143	41	110	$ 129,000	2.5
2004	72	215	58	168	$ 247,000	2.5
2005	85	300	68	236	$ 258,000	1.5
2006	113	413	100	336	$ 133,000	1.5
2007	105	518	87	423	$ 207,000	1.5
2008	98	616	83	506	$ 232,000	1.5
2009	97	713	87	593	$ 158,000	1.5
2010	91	804	85	678	$ 232,000	1.5
2011	72	876	67	745		1.475
*If a school has been retrained only the most recent training year is included above.						

B: Level Detail of Trained and Implementing Schools

School Level	Trained	Implementing
Elementary	430	387
Elementary/Middle	29	23
High	126	100
Intermediate	4	4
K-12	2	1
K-8	8	7
Middle	210	175
Middle/High	3	3
PreK	3	3
Special/Alternative	61	42
TOTAL	**876**	**745**

C: System Detail of Trained and Implementing Schools

System	Trained	Implementing
Allegany	16	16
Anne Arundel	78	73
Baltimore City	128	104
Baltimore Co.	79	74
Calvert	20	20
Caroline	6	5
Carroll	34	25
Cecil	19	16
Charles	32	31
Dorchester	10	6
Frederick	28	27
Garrett	5	2
Harford	14	13
Howard	60	55
Kent	10	7
Montgomery	89	81
Prince Georges	108	78
Private/ Independent	8	7
Queen Anne's	15	15
Somerset	9	6
Special	40	25
St. Mary's	13	8
Talbot	3	2
Washington	19	18
Wicomico	22	20
Worcester	11	11
TOTAL	**876**	**745**

Character Counts! Data

Character Counts is a character education initiative implemented by the Michael Josephson Institute. This initiative is comprised of the Six Pillars of Character, and all activities are centered around those character traits. Character Counts! Is currently implemented in eight Maryland districts as a framework for character education; activities that align with curricula are imbedded in classes K-12 so as not to be an add-on. Several staff members have been nationally trained and share their learning with other staff.

The Character Counts! program in these districts envisions a community where people of all ages practice the values of the Six Pillars of Character (Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship). To strengthen personal character traits in our students and community, trained community character coaches volunteer to support the public schools' character goals by presenting a weekly 15-minute lesson on the individual pillars
The Six Pillar Personal Inventory is used to evaluate the effectiveness of the program in individuals practicing the six values. It is used for ages 10-adult. The 2011 inventory showed that students ages 10-15 are significantly practicing the six values. This inventory is based on the original from the National Character Counts Organization founded by Michael Josephson.

System	Implemented Character Counts!
Caroline	9
Charles	29
Dorchester	8
Frederick	65
Kent	7
Queen Anne's	15
Talbot	9
Washington	42
TOTAL	**184**

School Type	Implementing Character Counts!
Elementary	110
High	27
K-8	1
Middle	38
Special/Alternative	8
TOTAL	**184**

EXECUTIVE SUMMARY:

Throughout the 13 years of training and implementation of PBIS, funding has been provided by the Division of Student Family and School Support and, in most years, the Division of Early Intervention and Special Education. Those funds have never been placed into a budget line item, but have been identified and expended based on available resources at year's end. In addition, staff salaries from each partner agency are provided in-kind, to continue training, district support and building interventions in Tier 2 and Tier 3.

While there has been significant success in building State and LSS capacity for training in School-Wide PBIS, the needs of LSSs and implementing schools now require training in evidence-based practices that meet the needs of students for whom PBIS is not adequate support. Unfortunately, as implementation moves to higher tiers, costs increase. As a result, Maryland's PBIS efforts are seriously under staffed and underfunded. Long range planning for such training would be greatly improved with an approved line item placed in the MSDE budget. Reasonably, there is little expectation that additional full time positions will be approved in the near future, but a consistent training budget would greatly enhance the initiative's ability to build on the existing foundation of 876 schools trained over the last 13 years.

Johns Hopkins University has conducted extensive research through three initiatives (Project Target, PBIS Plus, and MDS3) which produced findings supporting the use of PBIS in Maryland Schools. It is clear that when PBIS is implemented with ***fidelity***, it can produce significant positive outcomes with regard to reductions associated with ***school level suspensions*** and improved ***organizational health***. Students in PBIS schools were ***32% less likely to receive an office discipline referral.***

www.pbismaryland.org/BoardDocs/PBISResearchUpdate.pdf

www.pbismaryland.org/BoardDocs/BradshawPartnershipPBISMaryland2012.pdf

www.pbismaryland.org/BoardDocs/PassBradshawPBISImpandOutcomesScaleup.pdf

The next step in the progression of Character Education and PBIS Maryland is developing secondary and tertiary interventions that speak to reducing disproportionate office referrals and suspensions as it relates to gender and racial/ethnic groups. Moreover the Division of Student, Family, and School Support has several staff members working on projects to address this **issue**. We are currently researching a tool called "The Intercultural Development Inventory" which combines PBIS with cross cultural leadership and decision making. MSDE and Open Society Institute are partnering to bring resources to local school systems through professional development opportunities with national experts on the subjects of disproportionate suspension and alternatives to suspension. Moreover, by incorporating the two approaches, the professional development opportunities will be job specific; meaning policy stakeholders (LSS and MSDE) will have trainings opportunities related to policy and regulation. More excitingly, practitioners will receive individually designed resources to enhance their ability to manage challenging behaviors and alternatives to suspension.

ACTION:

For information and discussion.

BJS: MLF