

Early Childhood Program-Wide Benchmarks of Quality 2024-2025 Michigan Data Summary

Introduction

The purpose of this summary report is to provide information about Michigan teams’ use of and scores on the [Early Childhood Program-Wide PBS Benchmarks of Quality](#) (EC-BOQ; Fox et al., 2017) during the 2024-2025 school year. Data for these analyses were generated from the MiMTSS Data System.

About the EC-BOQ

“The EC-BoQ helps teams examine their implementation fidelity, document whether the implementation has been effective, and identify strengths and weaknesses in the implementation for action planning. (Center on PBIS).”

The EC-BOQ is completed by an early childhood implementation team as a self-assessment. The leadership team can be at a regional, district-wide, multi-site, or single-site level.

Administrations

During 2024-2025, 26 administrations of the Early Childhood Program-Wide PBS Benchmarks of Quality were completed by 19 Michigan organizations. Both numbers increased since 2023-2024 and are the highest since EC-BOQ data entry and reporting have been available in the MiMTSS Data System in 2020, showing an upward trend (Figure 1).

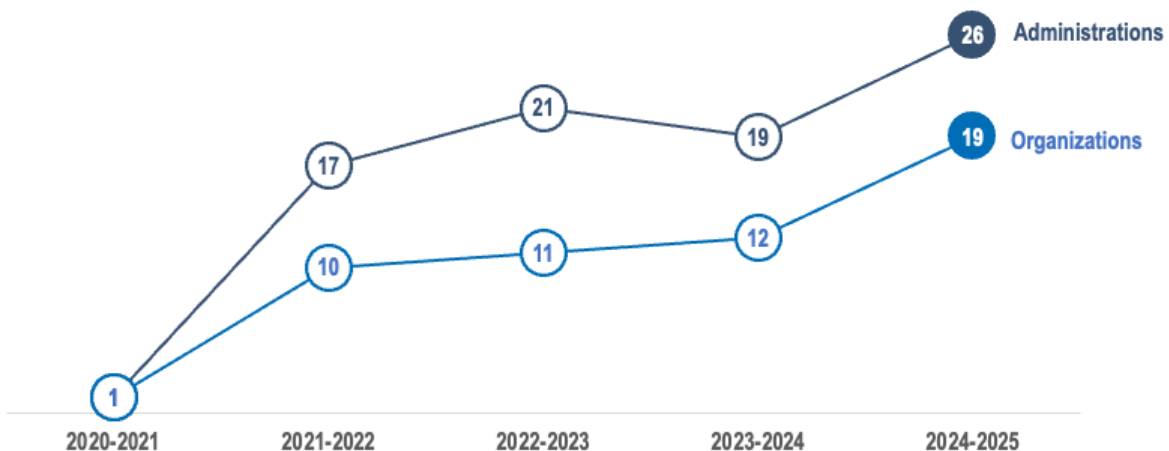


Figure 1. Counts of EC-BOQ administrations and organizations over the past five years

Table 1. Counts of EC-BOQ administrations and organizations over the past five years

Unit	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Administrations	1	17	21	19	26
Organizations	1	10	11	12	19

Total and Subscale Scores

During 2024-2025, average EC-BOQ critical elements scores ranged from 44% to 64% “In Place” (score of 2). Establish Leadership Team (64%) was the highest critical element score.

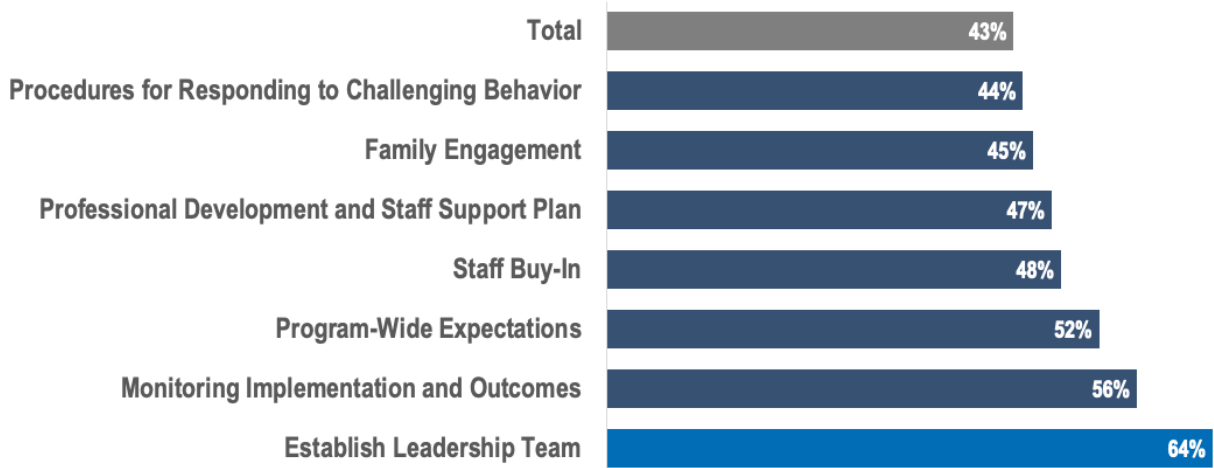


Figure 2. Average EC-BOQ total and critical elements scores during 2024-2025

Table 2. Average EC-BOQ total and elements scores during 2024-2025

Scale	Average Score
Total	43%
Procedures for Responding to Challenging Behavior	44%
Family Engagement	45%
Professional Development and Staff Support Plan	47%
Staff Buy-In	48%
Program-Wide Expectations	52%
Monitoring Implementation and Outcomes	56%
Establish Leadership Team	64%

Item Scores

The 2024-2025 average scores across all 26 administrations are presented in Table 4. Zero of 41 items had an average score of less than 0.50. Four of 41 items (10%) had an average score between 0.50 and 0.99. Nine of 41 items (22%) had an average score between 1.00 and 1.49. Twenty-eight of 41 items (68%) had an average score between 1.50 and 2.00 (max). Table 4 presents abbreviated item descriptions for readability.

Table 3. Legend for the cell background colors in Table 4

Average Item Score Background Color	White	Light Blue	Royal Blue	Navy Blue
Average Item Score Range	0.00 – 0.49	0.50 – 0.99	1.00 – 1.49	1.50 – 2.00

Table 4. EC-BOQ item average scores during 2024-2025

Item Number	Benchmark of Quality (abbreviated)	Average Score
1	Team has broad representation...	1.50
2	Team has administrative support...	1.87
3	Team has regular meetings...	1.60
4	Team has established a clear mission/purpose...	1.48
5	Program has a child discipline policy statement that includes the promotion of social...	1.58
6	Team develops an implementation plan that includes all critical elements...	1.42
7	Team reviews and revises the plan at least annually.	1.40
8	A staff poll is conducted in which at least 80% of staff indicate they are aware of and...	1.46
9	Staff input and feedback is obtained throughout the process...	1.14
10	Family input is solicited as part of the planning and decision making process...	1.13
11	There are multiple mechanisms for sharing the program wide plan with families...	1.32
12	Family involvement in the initiative is supported through a variety of mechanisms...	1.33
13	Families are involved in planning for individual children in a meaningful and...	1.25

Item Number	Benchmark of Quality (abbreviated)	Average Score
14	2-5 positively stated program-wide expectations are developed.	1.73
15	Expectations are written in a way that applies to both children and staff...	1.54
16	Expectations are developmentally appropriate and linked to concrete rules for...	1.64
17	Program staff and families are involved in the identification of the program-wide...	1.30
18	Expectations are shared with families and staff assist families in the translation of...	1.21
19	Expectations are posted in classrooms and in common areas in ways that are...	1.46
20	Strategies for acknowledging children's use of the expectations are developmentally...	0.98
21	A plan for providing ongoing support, training, and coaching in each classroom on...	1.30
22	Practice-based coaching is used to assist classroom staff with implementing the...	1.39
23	Staff responsible for facilitating behavior support processes are identified and...	1.52
24	A needs assessment and/or observation tool is used to determine training needs on...	1.38
25	All teachers have an individualized professional development or action plan related...	1.30
26	A process for training new staff in Pyramid Model and culturally responsive practices...	1.12
27	Incentives and strategies for acknowledging staff effort in the implementation of...	0.96
28	Teachers have received training related to potential bias when responding to...	1.29
29	Program staff respond to children's problem behavior appropriately using...	1.35
30	A process for responding to crises situations related to problem behavior is...	1.07
31	Teachers have opportunities to problem solve with colleagues and family members...	1.60
32	A team-based process for addressing individual children with persistent challenging...	1.14
33	An individual or individuals with behavioral expertise are identified for coaching staff...	1.44

Item Number	Benchmark of Quality (abbreviated)	Average Score
34	Strategies for partnering with families when there are problem behavior concerns...	1.37
35	Data are collected, summarized with visual displays, and reviewed by the leadership...	1.19
36	The program leadership team monitors implementation fidelity of the components of...	1.27
37	The program measures implementation fidelity of the use of Pyramid Model...	1.21
38	The program collects data on behavior incidents and program actions in response to...	1.10
39	Behavior incident and monthly program action data are analyzed on a regular basis...	0.79
40	Program-level data are summarized and shared with program staff and families on a...	0.67
41	Data are used for ongoing monitoring, problem solving, ensuring child response to...	1.08

Discussion

Early Childhood Leadership Team Implications

Leadership teams can use the [Look-Think-Act](#) resource to guide the three steps of data review and decision-making. The guide provides the information on the data to review, the questions to consider, and potential actions.

These statewide data may help early childhood leadership teams understand how their local scores from 2024-2025 compare with those of other sites using the EC-BOQ. The MiMTSS TA Center is working to promote the use of the MiMTSS Data System as a place to enter aggregated EC-BOQ scores, enabling users to access those summaries over time and across multiple sites. For example, revisions have been made to the EC PBIS Leadership Team training series offered by the MiMTSS TA Center to support data entry, including guidance on entering the EC-BOQ into the data system, a demonstration, and a job aide to reinforce the importance of consistent data submission.

State-Level Implications

The total number of leadership teams administering the EC-BOQ is trending upward and is comparable to the number of teams that have participated in the EC PBIS Leadership Team training series offered by the MiMTSS TA Center. The MiMTSS TA Center will continue to use EC-BOQ trend data to identify patterns across sites, recognizing areas where implementation is strengthening and targeting support where it is most needed. Longitudinal data will inform refinements to training content, with an emphasis on deepening modeling, guided practice, and application in areas of continued growth. EC PBIS Leadership Team Coach Community of Practice sessions will be aligned to address commonly challenging elements and provide structured problem-solving opportunities.

References

Fox, L., Hemmeter, M.L., Jack, S., Perez Binder, D., (2017). Early Childhood Program-Wide PBS Benchmarks of Quality, version 2.0.

URLs Used in Document

[Early Childhood Program-Wide PBS Benchmarks of Quality](https://www.pbis.org/resource/early-childhood-program-wide-pbs-benchmarks-of-quality-ec-boq)

(<https://www.pbis.org/resource/early-childhood-program-wide-pbs-benchmarks-of-quality-ec-boq>)

[Look-Think-Act](https://www.challengingbehavior.org/document/look-think-act-early-childhood-program-wide-pbs-benchmarks-of-quality/)

(<https://www.challengingbehavior.org/document/look-think-act-early-childhood-program-wide-pbs-benchmarks-of-quality/>)

About the MiMTSS TA Center

Michigan's MTSS (MiMTSS) Technical Assistance Center works on behalf of the Michigan Department of Education to provide a continuum of technical assistance to ISDs, districts, and schools. The mission is to support educators in building their knowledge and skills to serve all students equitably using a Multi-Tiered System of Supports framework. We are committed to helping educators use data, systems, and practices that honor individual identities and provide opportunities for all to achieve their dreams.

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