The Role of Data in High School PBIS Implementation

Illinois PBIS Network
Positive Behavior Interventions & Supports: Coming Together to Strengthen Illinois Schools
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Session 31
Presenters and Contact Information

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Thank you!


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  Dr. Kelly Morrissey, Secondary Co-Chair

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  Dr. Kimberly Thier
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  Alissa Briggs
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  Dr. Lucille Eber
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Some Challenges Facing High Schools Today

- Student readiness to master High School Curriculum
- Advancing Technology-positives and negatives
- Adolescent behaviors associated with gaining independence
- Creating “host environments” or systems that enable adoption & sustained use of effective practices
- Drop out rate
By the end of this presentation, you will be familiar with:

• How an urban high school uses data to develop and sustain their PBIS programs
• The importance of planning to develop and maintain a successful universal initiative
• The significance of some identified evaluation tools and how they are used in decision making
• The development of a secondary initiative through the exploration of existing data
Positive Behavior Support

Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

OUTCOMES

SYSTEMS

DATA

PRACTICES

Foreman High School
Chicago, Illinois

- About 2000 students
  - 8% White
  - 17% Black
  - 72% Hispanic
  - 79% low income
  - 17% limited English proficiency

- Educational Environment
  - 77% attendance
  - 22% mobility
  - 12% dropout rate
  - 53% graduation rate

Loyola University of Chicago
Center for School Evaluation, Intervention, and Training (CSEIT)
www.luc.edu/cseit
Foreman High School Academy Structure

FOREMAN HIGH SCHOOL

- Humanities
- Math and Science
- Arts and World Languages
- Business and Technology

Freshman Academy
- FLYERS
- HIVE
- STING
- SWARM
Designing School-Wide Systems for Student Success

A Response to Intervention Model

Academic Systems

Tertiary Interventions
- Individual Students
- Assessment-Based
- High Intensity

Secondary Interventions
- Some Students (at-risk)
- High Efficiency
- Rapid Response
- Small Group Interventions
- Some Individualizing

Universal Interventions
- All Students
- Preventive, Proactive

80-90%

Behavioral Systems

Tertiary Interventions
- Individual Students
- Assessment-Based
- Intense, Durable Procedures

Secondary Interventions
- Some Students (at-risk)
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- All Settings, All Students
- Preventive, Proactive

80-90%

Adapted from "What is school-wide PBS?" OSEP Technical Assistance on positive behavioral interventions and supports. Accessed at http://www.pbis.org/schoolwide.htm
Designing School-Wide Systems for Student Success

A Response to Intervention Model

Foreman Programs

**Academic Systems**

Tertiary Interventions/Tier 3:
*Young Leaders
Credit Recovery
National Honor Society; Eyes on the World
Secondary/Tertiary-SLC teams

Secondary Interventions/Tier 2:
Secondary/Tertiary-SLC teams
AVID
Credit Recovery
After School Matters
Summer School/(Freshman Connection)
Gear-Up

Universal Intervention
Tier 1:
ROTC; Tutoring; ACT Summer
School (freshman conn).ASPIRA;
Service Learning;
College Prep; IDS, athletics;
Attend/Tardies,
Student Development; SLC; PARR

**Behavioral Systems**

Tertiary Intervention/Tier 3:
__*Young Leaders
_Eyes on the World_

Secondary Interventions/Tier 2:
AVID, After School Matters
_Gear-up;
Summer School(freshman conn)

Universal Intervention/Tier 1:
_TutoringACT; summer school (freshman
PARR: Service Learning; College Prep
ROTC;ASPIRA; athletics; Attendance,
Tardy, Student Development
Implementing PBIS in an Urban High School: A Timeline

- **2001-2002 Informal Planning**
  They wanted to look at discipline
  Interviews with staff indicated needs:
  - Clear consistent expectations
  - Improved response time from the discipline office
  - Desire to focus on the positive

- **2001-2002 Formal Planning**
  Beginning of data collection
  - Effective Behavior Support surveys (SAS)*
  - Climate data
  - Organized Referrals
  Presentation to staff; training of security

*http://www.pbisillinois.org/
EBS Survey

Loyola University of Chicago
Center for School Evaluation, Intervention, and Training (CSEIT)
STUDENTS AND STAFF STRIVE TO BE:

PRODUCTIVE

APPROPRIATE

RESPECTFUL

RESPONSIBLE

- Positive Language
- Always
- Keep Hands to Yourself
- Move Quickly to assigned class
- Inform security staff of any problems in the hallways

Inside Voice Please
Implementing PBIS in an Urban High School: A Timeline

- **2003-2004 Implementation**
  - Formed a representative team
  - Identified expectations and acknowledgment system
  - Organized Referral Data
  - Developed teaching curriculum

- **2004-2005 Informal Planning**
  - Reviewed Climate Survey* and Existing ODR data
  - Presented by LSC, Administration, External Coach
  - Priorities of Discipline and Communication

*http://www.pbisillinois.org
Safety Survey

Loyola University of Chicago
Center for School Evaluation, Intervention, and Training (CSEIT)
Buzzy Buck
DEPOT
Tuesday & Wednesday 7:10-7:40
Friday 2:45-3:15

sweatshirt 20.00
T-shirt 10.00/8-BB
beanie hat 3.00

Pencil 0.50/1BB
Pen 1.00/2BB
#2 Pencil 0.75/1BB
Generic Click Pen 1.00/2BB
Lanyard
3.50/
3BB

White 2" binder 4.00/5BB
Set of 8 dividers 2.50/3BB

Beanie baby hornet 5.00/4BB
Mini Hornet key chain 3BB
Nike Notebook 3.00/ 5BB

Eraser 0.75/2BB
Sketchbook 5.00/6BB
Rulers 1.00/ 3BB
Pencil sharpener 1.00/2BB

sports bag 15.00/12BB
cinch bag 10.00

Leather bag 12.00/ 10BB
Bell Black/Green 6.00/ 5BB
canvas backpack

Plain 2-pocket folder 1.50/2BB

Logo 2-pocket folder 2BB
Logo 2" binder 5BB

flip top bag 12.00/10BB

BB= Buzzy Bucks
There are items that can only be purchased with either BB or Money
Cash only!!
Implementing PBIS in an Urban High School: A Timeline

- **2005-2006 Formal Planning**
  Team formed by open invitation
  Reviewed implementation data
  Team Implementation Checklist (TIC)*
  ODR data

- **2005-2006 Implementation**
  Formalized team
  Set goals/priorities
  Developed teaching system (PARR)
  Started acknowledgment system
  Identified consistent consequences
  Increased visibility and administrative support
  Planned for professional development

*http://www.pbisillinois.org/
Team Implementation Checklist

Loyola University of Chicago
Center for School Evaluation, Intervention, and Training (CSEIT)
Implementing PBIS in an Urban High School: A Timeline

- **2007-2008 Sustainability**
  - Universal supports fully implementing
    - ICEPS grant; Oregon grant
  - Began development of secondary support model

- **2008-2009 Sustainability and Implementation**
  - Taking a look at current SET Results*
  - Tune-ups scheduled
    - Behavior Management in the Classroom
    - Leadership and Teaming
  - Development of Secondary Pilot
  - Preliminary Academic Initiatives
  - First year of Freshman Small Learning Communities

*http://www.pbisillinois.org/
Schoolwide Evaluation Tool

Loyola University of Chicago
Center for School Evaluation, Intervention, and Training (CSEIT)
Establish Procedures for On-going Monitoring and Evaluation:

Data collection and Use

Why do we use data?

• Data gives a picture of what’s happening behaviorally in the school
• Sets baseline to measure improvement
• Identifies need
• Guides intervention planning
• Measures effectiveness of interventions
Improving Decision-Making

From:

Problem → Solution

To:

Problem → Problem Solving Using Data → Solution Monitor Outcome
The Role of Data in Implementing Universal Academic Systems and Behavioral Systems

**Academic Systems**

- **Tertiary Interventions**
  - Individual Students
  - Assessment-Based
  - High Intensity

- **Secondary Interventions**
  - Some Students (at-risk)
  - High Efficiency
  - Rapid Response
  - Small Group Interventions
  - Some Individualizing

- **Universal Interventions**
  - All Students
  - Preventive, Proactive

**Behavioral Systems**

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Data Collection: The “Big 5”

The average number of referrals:

- Per day per month
- By type of behavior
  - By location
  - By time of day
  - By student
PARR Office Discipline Referral Data
February 2009 - By Offense

BY OFFENSE

- Disruption
- Defiance
- Language
- Fighting
- Technology
- Damage
- Drugs/Alcohol

FRESHMEN SUBSTANCE REFERRALS AND PROPERTY DAMAGE REFERRALS THIS MONTH!
PARR Office Discipline Referral Data
February 2009 - By Grade

ODR YTD

<table>
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<tr>
<th>Grade</th>
<th>Fresh</th>
<th>Soph</th>
<th>Jun</th>
<th>Sen</th>
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Total YTD: 515

FEB. 2008-2009
PARR Office Discipline Referral Data
February 2009 - By Period

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<th>Before</th>
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<td>5th Per.</td>
<td>6th Per.</td>
<td>7th Per.</td>
<td>8th Per.</td>
<td>After</td>
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<td>19</td>
<td>14</td>
<td>10</td>
<td>9</td>
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**FEB. 2008-2009**

This month 4th and 5th were tied.
Yet, we had a decrease in Early Morning ODR rates and After School ODR rates!
Let’s monitor hallways when go to lunch.
What were some changes made at Foreman after reviewing PARR data?
Data Collection

**TIC**

*Team Implementation Checklist*

- A checklist completed by the Universal Team 2-3 times a year
- Guides PBS implementation of activities throughout the year

**SAS**

*Self Assessment System*

- A survey used by school staff to evaluate the implementation of schoolwide systems
- Completed annually, usually in the spring, to assist in action planning

- Expectations defined
- Expectations taught
- Reward system
- Violations system
- Monitoring
- Management
- District support

PBS Surveys
http://www.pbssurveys.org
Data Collection: The TIC Team Implementation Checklist

Edwin G. Foreman High School Checklist Features Implementation

- Commit
- Team
- Assess
- Define
- Teach
- Reward
- Violate
- Inform
- Support

Fully Implemented
Partially Implemented
Data Collection: The SAS Self-Assessment System

Edwin G. Foreman High School Schoolwide System Analysis

Expectations Defined | Reward System | Monitoring | District Support
--- | --- | --- | ---
Expectations Taught | Violations System | Management

100 %
94 | 79 | 84 | 72 | 73 | 87 | 77 | 75 | 59 | 69 | 63 | 74
6/14/2008 | 5/6/2009
100 %
76 | 67
6/14/2008 | 5/6/2009
Data Collection: The SET School-wide Evaluation Tool

- Evaluates 28 questions across seven feature areas including
  - Expectations defined
  - Behavioral expectations taught
  - Acknowledgment procedures
  - Correction procedures
  - Monitoring and evaluation
  - Management
  - District level support
Data Sources for the SET
An interview and observation protocol

• An external expert evaluates the status of critical PBS features both before and after implementation
• Brief staff and student interviews, using random sample
• Results provide a summary score that is used
  -to determine annual goals for school-wide effective behavior support
  -to evaluate on-going efforts toward school-wide behavior support
  -to design and revise procedures as needed
  -to compare annual accomplishments toward school-wide effective behavior support.
Foreman Set Results 2008-2009
Using Data to Develop a “Tune-Up”

- Expectations Defined 100%
- Behavioral Expectations Taught 70%
- Acknowledgment System 67%
- System for Responding 75%
- Monitoring and Decision Making 100%
- Management 75%
- District Level Support 100%
- Total 84%
Tune-up Suggestions

• 1. Provide a PARR orientation to new staff and security.
• 2. Review current crisis plan with all staff, and increase visibility of crisis plan.
• 3. Create and implement “boosters” for teaching expectations.
• 4. Encourage staff to acknowledge when students demonstrate PARR behaviors by giving out buzzy bucks.
• 5. Review action plan to align activities and maintain consistency of PARR principals.
• 6. Provide professional development opportunities to maintain and develop continued PARR successes.
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<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
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<td>DARE Committee</td>
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<td>EBS Work Group</td>
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<td>Initiative, Project Committee</td>
<td>Purpose</td>
<td>Target Group</td>
<td>Staff Involved</td>
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<td>Communication sub-committee</td>
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The Role of Data in Implementing Secondary Academic Systems

Tertiary Interventions
- Individual Students
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Implementing Secondary in an Urban High School
A Timeline

2008  Informal Planning
  Secondary to be developed based on teacher referrals of individual students
  Reorganization into Small Learning Communities for freshman class
  Decision to pilot a secondary program for freshman using existing data: grades, attendance, achievement scores, followed by teacher referrals
Development of Secondary Pilot

2008 Formal Planning

Determining Decision Rules by merging data sources
Planning Secondary interventions
Secondary Pilot Decision Rules

1. Do not consider students with 18+ absences, failed all 7 classes, and 6+ ODR’s
   
   will need tertiary supports

2. Do not consider students with 0 ODR’s and 0 failures
   
   Needs can be addressed through Universal

Using these two decision rules, approximately 120 students were identified as needing secondary supports
Impact of Decision Rules on Number of Students Considered for Secondary

Typical Triangle

Distribution of 0-3

- 0 Failures: 29%
- 1-2 Failures: 27%
- 3 or more failures: 15%

0-5 or More Failures

- 0-1 Failures: 44%
- 2-4 Failures: 26%
- 5 or more failures: 11%
**Additional Secondary Pilot Decision Rules**

1. Eliminate students who have transferred or stopped coming to school
2. Eliminate students with IEP’s or bilingual classes (for pilot, only; receiving other supporting services)
3. Eliminate students who are succeeding academically, with no ODR’s during second semester
4. Review remaining pool of students individually, considering ODR motivations and teacher reports
5. Based on function of behavior, determine which secondary level intervention is most appropriate
Secondary Interventions in Pilot

• CICO Check-in Check-out

• SAIG Social/Academic Instructional Groups
**FHS Secondary Systems**

**Flowchart for Data to Identify Students**

*Note: criteria established in this process reflects the needs for this specific school*

**ATTENDANCE** – criteria established based on CPS policy regarding acceptable attendance rates for passing classes and promotion to the next grade.

- 0 – 5.5
- 6 – 17.5
- 18 +

↓

**ODRs**

- 0
- 1* – 5
- 6 +

↓

- Not appropriate for Secondary Support

**0 ODRs, 0 failures are excluded**

- Explore Function – is the behavior maintained by Attention (at least one referral with Attention marked as function) or Escape/Avoid?

**ESCAPE/AVOID**

- Examine student cases with failure data (range between 2 – 5) and Explore Scores, ISAT, or CBM data

⇒ **LUNCH BUNCH**

**ATTENTION**

- Examine student cases with failure data (range between 2 – 5) and Explore Scores, ISAT, or CBM data

⇒ **CHECK IN – CHECK OUT**

UD ED Code No. 031.9501920193
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Center for School Evaluation, Intervention, & Training  
www.cseei.org

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Positive Behavior Support

Supporting Staff Behavior

Social Competence & Academic Achievement

Supporting Student Behavior

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting Decision Making

In 2009-2010, what will Small Learning Communities and Universal (PARR) look like at Foreman?

- Data
- Secondary Supports
- Communication
- Acknowledgment
- Teaching and Learning
For 2009-2010, a new initiative: merging SLC’s and Universal (PARR)
Resources

www.pbis.org
www.pbisillinois.org
www.pbsssurveys.org
www.swis.org
www.isbe.net
www.luc.edu/cseit
www.foremanhs.org
The Role of Data in High School PBIS Implementation

- Questions???
- Answers
- Time to Reflect