

Effective High School Implementation

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Components of effective implementation in high schools

★ System Readiness Components

- ★ Administrative support

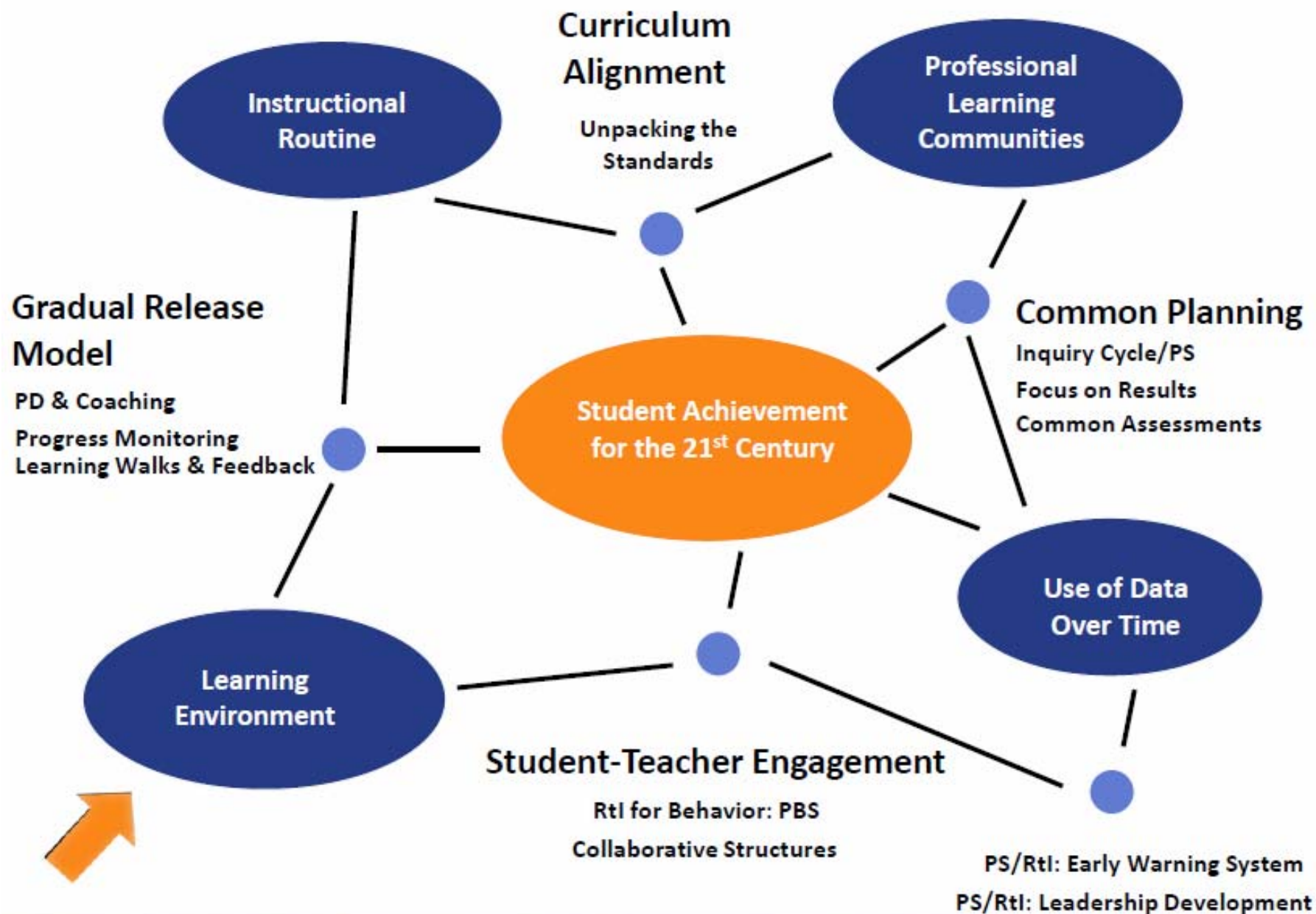
- ★ Faculty support

- ★ Access to data

★ Teams across all tiers

★ Communicating with faculty, staff and community stakeholders to enhance buy-in

★ Youth Voice- an important consideration for high school implementation



Components of Effective Implementation in High Schools
System Readiness Components

ADMINISTRATIVE SUPPORT

Organizational Health

School Leadership promotes organizational health by nurturing the development and growth of teaching staff and including diverse partners (family, community, mental health etc)

Administrative leadership support essential...but different

- Administrators actively support school staff collaboration
- Is receptive to capacity building related to EBPs
- Administrators allocate time and resources to implementation
- Administrator values the work

Components of Effective Implementation in High Schools
System Readiness Components

COMMUNICATING WITH AND SUPPORTING FACULTY/STAFF

Staff Buy In

MARZANO et al (2003)

- Meta-analysis 100 studies on Behavior Management
- 134 effect sizes
- Overall impact on student achievement was an effect size of 0.521

Study reports a 20% increase in achievement when systematic rules and procedures were implemented

What does a reduction of 850 office referrals and 25 suspensions mean?

Kennedy Middle School

- Savings in Administrative time

- ODR = 15 min
- Suspension = 45 min
- 13,875 minutes
- 231 hours

- Savings in Student Instructional time

- ODR = 45 min
- Suspension = 216 min
- 43,650 minutes
- 728 hours

- 29, 8-hour days

- 121 6-hour school days

Entering the Transformation Zone

What data point do you want to change?

- Increased attendance
- Graduation rate
- Healthy students (physical and mental health)
- Nurturing caring and supportive environments
- Closing the Global Gap

Strategies and Tools to Facilitate Faculty Buy-in/Commitment

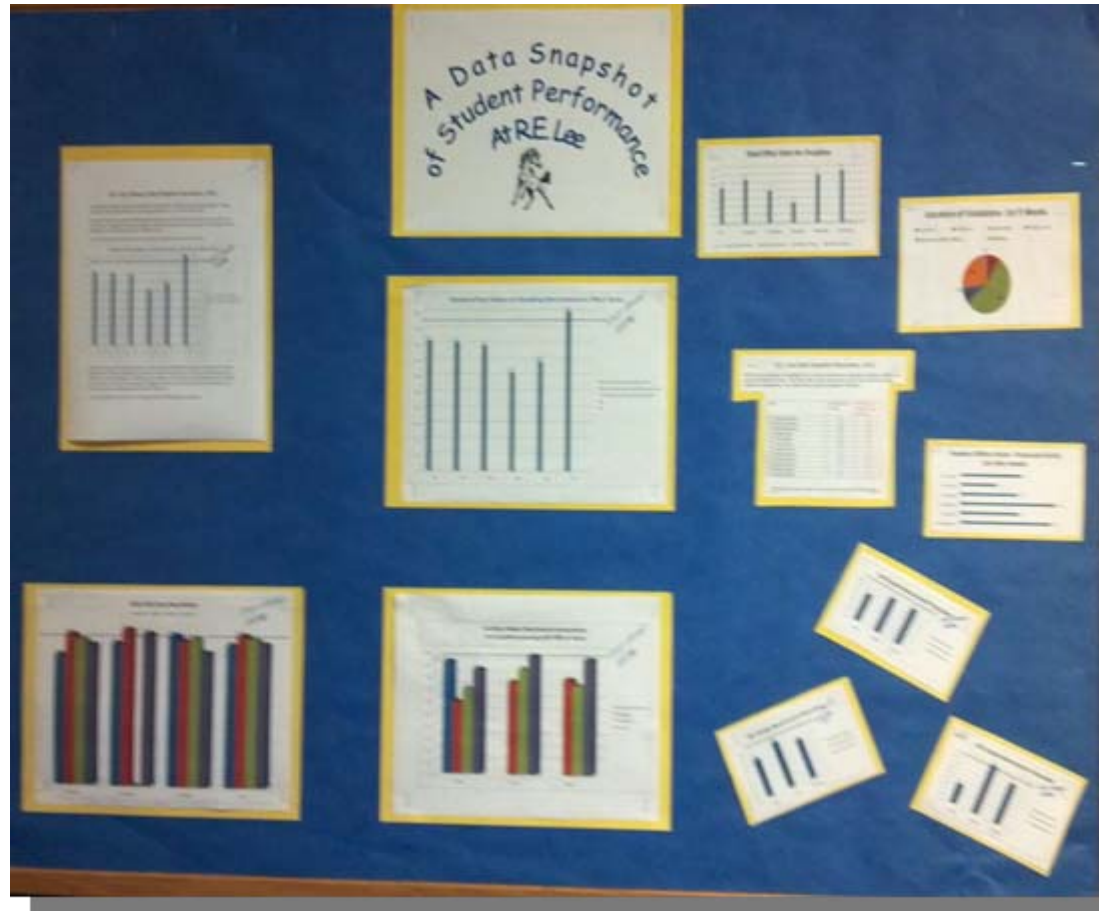
- Use the existing database (natural data sources)
- Conduct staff surveys
- Include time for getting staff feedback and providing professional learning

Connect the dots ...

School Improvement, Teacher evaluation,
Instructional Time, Stress Reduction,
Active Participant in process

Use the Data to Maintain Support

- Share visuals with staff monthly
- What's working??
- What needs more focus?
- Emphasize staff involvement



Academic AND Behavioral Data

Where are opportunities to do this?

- Grade level/core/department meetings
- Vertical team meetings
- Staff/Faculty Meetings
- Google Docs or other virtual sharing mechanisms
- Newsletters
- Professional development days
- Communities of Learners (shared learning)

PBIS “3-Circles” Problem-Solving Worksheet

Targeted Problem: _____

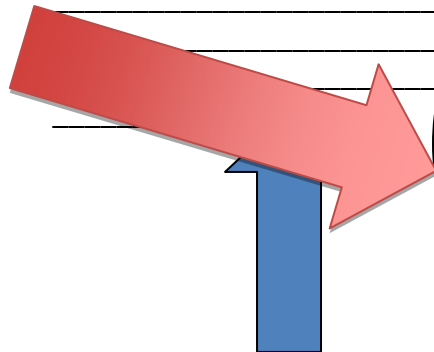
Step 4: What will we do to support staff?



Step 1: What does the data say?



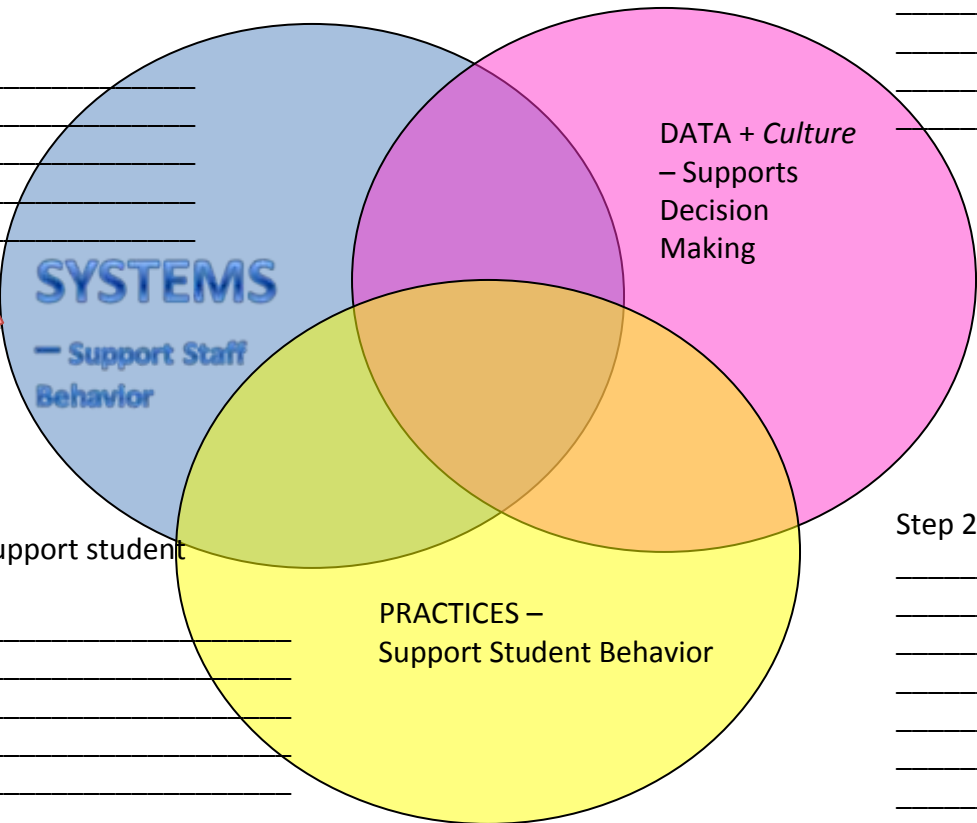
Step 2: What is the goal?



Step 3: What will we do to support student behavior?



(VDOE ESD Project, 2011)



Feedback : Give it and Get it

- 2 times per term minimum
- Especially important at high school and for students receiving Tier II supports
- Gather feedback from the participating staff
- How do teachers get feedback?

Recognize and Respond

- For adults too
 - Self Awareness
 - Family, friends identify?
- Got Stress?
 - Teacher and Principal Evaluations
 - Common Core
 - Change in Leadership (school/district)

How do we foster care across staff?

How stressed people feel in everyday life



Staff Recognition

- Care Bears
- Golden Egg Awards
 - Recognizing the ‘Good Eggs’
 - Nominations are by both staff and students, may be for any staff member
 - Recognition before peers of positive interactions and influences
 - One monthly golden egg nominee is chosen at random to receive the honor of displaying the actual “Golden Egg”

Two Minutes of Madness!!!



- Turn and ask someone from another school to share 2 things their administration does to acknowledge staff.

Recognize and Respond

- Ever had someone see a strength or recognize a talent?
- Personal invitation to group/committee?

A Teacher Inspiration Story

Components of Effective Implementation in High Schools
System Readiness Components

ACCESS TO DATA

High schools are data rich...

- Academic
 - Grades
 - Test scores
 - Performance assessment data
- Behavioral
 - Discipline referrals
 - Citizenship awards
- Social emotional
- Athletic eligibility
- Health
 - Health room visits
 - Meds (though confidentiality a consideration)

Data-Based Decision Making

Numbers to Keep in Mind

- 7-15%: Percent of total population expected to need and be supported by Tier 2 interventions
- 1-5%: Percent of total population expected to need and be supported by Tier 3 interventions
- 70%: Percent of youth (receiving intervention “X”) that should be responding to intervention
- Data-based Decision-Rules for ‘determining response’ must be defined
 - Data sources defining response are efficient
 - Ex. Daily Progress Report (DPR) cards: *Student maintains an 80% average on DPR for 4 weeks*

Screening: Early Warning Systems


- Research is clear that ninth grade is a “make or break” year. More students fail ninth grade than any other grade in high school, and a disproportionate number of students who are held back in ninth grade subsequently drop out (Herlihy, 2007).
- The most powerful predictors of whether a student will complete high school include **course performance** and **attendance** during the first year of high school (Allensworth & Easton, 2005; 2007).
- Therefore, systematic collection of student attendance and course performance data can be used to develop an effective early warning system that can also be tailored to local contexts.

<http://betterhighschools.org/ews.asp#EWS1>

<u>Early Warning Indicators</u>		Course Performance in Core Subjects	GPA	Credits	NeSA	Attendance	Office Discipline Referrals	Additional Factors
<u>On-Track Indicators</u>	On-Track	Meeting all graduation requirements Cs or better in all areas	2.5 or more	Meeting credit graduation requirement for grad plan year	Level 3 or Above or concordant scores within the same school year	4% or less absences per quarter or semester	3 or less Level I and/or minor referrals	Disengagement No extra curricular involvement Substance Abuse High Mobility
	At-Risk for Off Track	Lacking 1 graduation requirement	2.0 to 2.49	Behind 1 Credits	Level 2 on NeSA	5% or more absences per quarter or semester	4 or less Level I and/or minor referrals Level II ODRs per semester	Mental health issues Free/Reduced lunch Foster/group home
	Off-Track	Lacking 2 graduation requirements Failing 1-3 classes	Less than 2.0	Behind 3 credits	Not passed both sections of 10 th grade NeSA or retakes No concordant scores	10% absences per quarter or semester	5 or more Level I and/or Level II ODRs per semester	Transient/Homeless Parent unemployment Student employment
	Highly Off-Track	Lacking 2 or more graduation requirements Currently failing 3 or more classes	Less than or equal to 1.5	Behind 4 or more credits	Not passed 10 th grade NeSA or retakes No concordant scores	15% or more absences per quarter or semester	5 or more Level II ODRs for fighting/profanity/disruption per semester	Changes in behavior/appearance More recent traumatic event
	Extremely Off-Track	Meeting no graduation requirements 2-3 Years Behind	Less than or equal to 1.0	Not meeting cohort graduation plan	Not passed 10 th grade NeSA or retakes No concordant scores	20% or more absences per quarter or semester	Established pattern of severe behavior Level II & III ODRs	Missed guidance appointments No show for yearbook picture

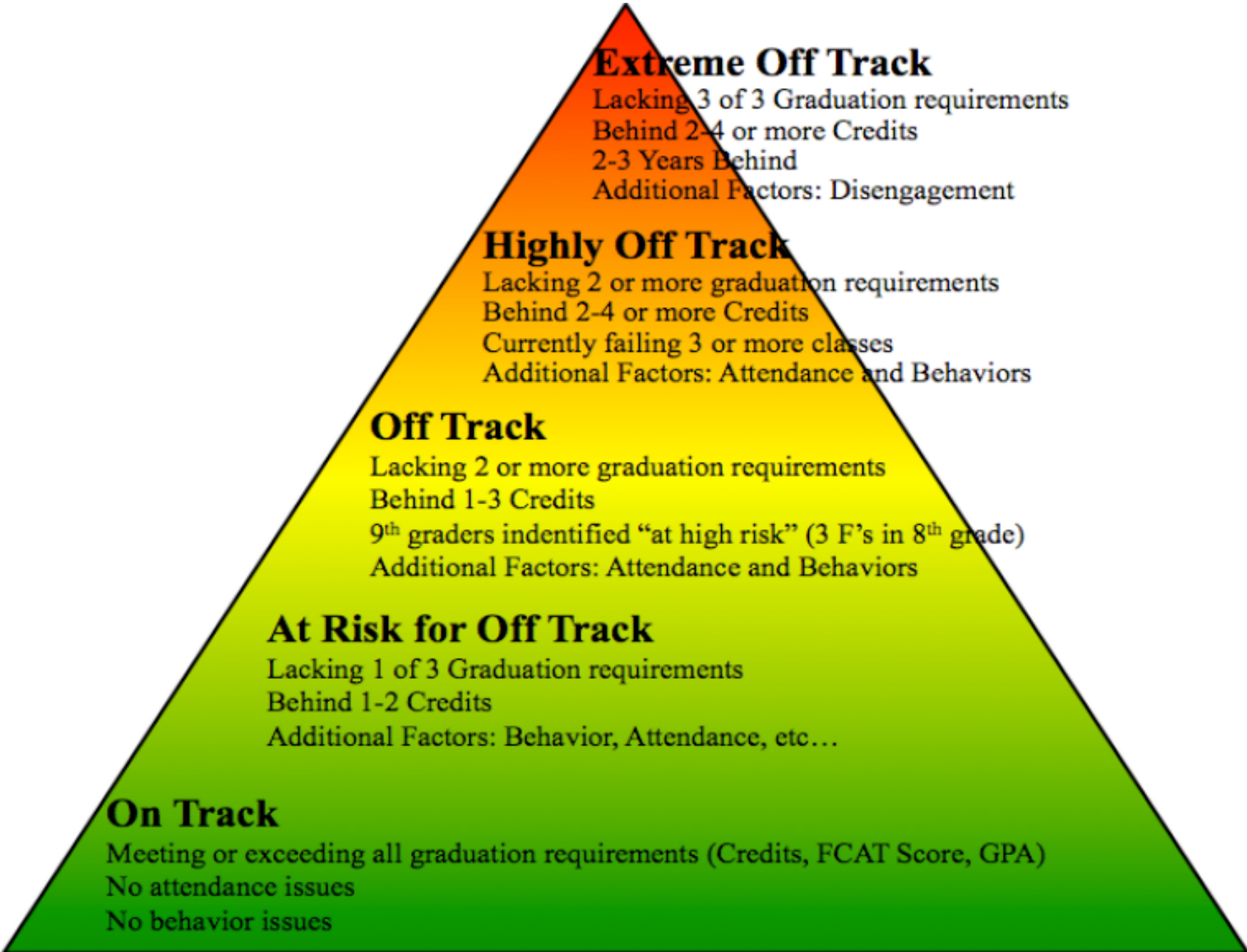
Combined Data Using V-lookup in Excel

<http://www.act.org/explore/norms/spring8.html>



Student ID	HR	EXPLORE COMPOSITE	EXPLORE READING	EXPLORE MATH	# of Failures	# of ODRs	Days Absent	Not in Academic Data
40074485	A104A	13	11	14	0	0	3	0
40200777	A115B	13	13	13	5	1	7	0
40201627	A115B	15	10	17	2	1	0	0
40576144	A116D	11	11	10	7	0	0	0
44407474	A119D	7	12	9	0	2	0	0
44470554	A110D				0	7	2	1
47141706	A111	10	10	10	1	0	3	0
47510477	A111				2	1	0	1
47644272	A103A	11	11	11	5	2	0	0

See YouTube examples: <http://www.youtube.com/watch?v=wH6jPVHnc9Q>



Extreme Off Track

Lacking 3 of 3 Graduation requirements
Behind 2-4 or more Credits
2-3 Years Behind
Additional Factors: Disengagement

Highly Off Track

Lacking 2 or more graduation requirements
Behind 2-4 or more Credits
Currently failing 3 or more classes
Additional Factors: Attendance and Behaviors

Off Track

Lacking 2 or more graduation requirements
Behind 1-3 Credits
9th graders indentified "at high risk" (3 F's in 8th grade)
Additional Factors: Attendance and Behaviors

At Risk for Off Track

Lacking 1 of 3 Graduation requirements
Behind 1-2 Credits
Additional Factors: Behavior, Attendance, etc...

On Track

Meeting or exceeding all graduation requirements (Credits, FCAT Score, GPA)
No attendance issues
No behavior issues

Year Long Warning System



Off Track Attendance

21 or more days
absent

Off Track

Academics

Failing one
or more
courses

Off Track Behavior

11 or more referrals

At-Risk Attendance

13 – 20 days absent

At-Risk Academics

1 or more D's in core
courses

At-Risk Behavior

5 to 10 referrals

On Track Attendance

12 or fewer days absent

On Track Academics

Passing all classes with a C
Or better

On Track Behavior

0 – 4 Referrals

Quarter Long Warning System 2010-2011 (Qtr. 1)



Off Track Attendance

6 or more days
absent
5%

Off Track
Academics
Failing one
or more
Courses
7%

Off Track Behavior
4 or more referrals
.03%

At-Risk Attendance
8%

At-Risk Academics
1 or more D's in core
Courses
16%

At-Risk Behavior
2 to 3 referrals
1.7%

*0%'s out of 790 Students

On Track Attendance
3 or fewer days absent
87%

On Track Academics
Passing all classes with a C
Or better
77%

On Track Behavior
0 – 1 Referrals
98%

THE SWITCH

“Before”

- 5 absences- scary note home
- 7 absences- Resource Officer Visit

“After” –Prevention/Relationship

- LOWER Threshold

- 2 absences- “Secret Mentor” (2 BY 10)
 - 2 minutes for 10 days – PREVENTION
- What amount of info would you get?
- How could you use it to alter environment or change staff behavior?

Components of Effective Implementation in High Schools

TEAMING ACROSS TIERS

Effective Teaming for Advanced Tiers



Implementation of Effective Practices with and without an Implementation Support Team

	Implementation Team	No Implementation Team
Percent of Implementation	80%	14%
Time	3 Years	17 years

Balas & Boren, 2000; Fixsen, Blase, Timbers, & Wolf, 2001

Critical Features for Implementing Advanced Tiers of Support:

- Establish decision rules for access to the intervention
- Explore data and “look” for students in need
- Interventions are linked directly to the SW expectations and/or academic goals
- Interventions are always available to students
- Monitor progress of student & intervention fidelity
- Staff are trained, receive ongoing support, and are provided feedback.

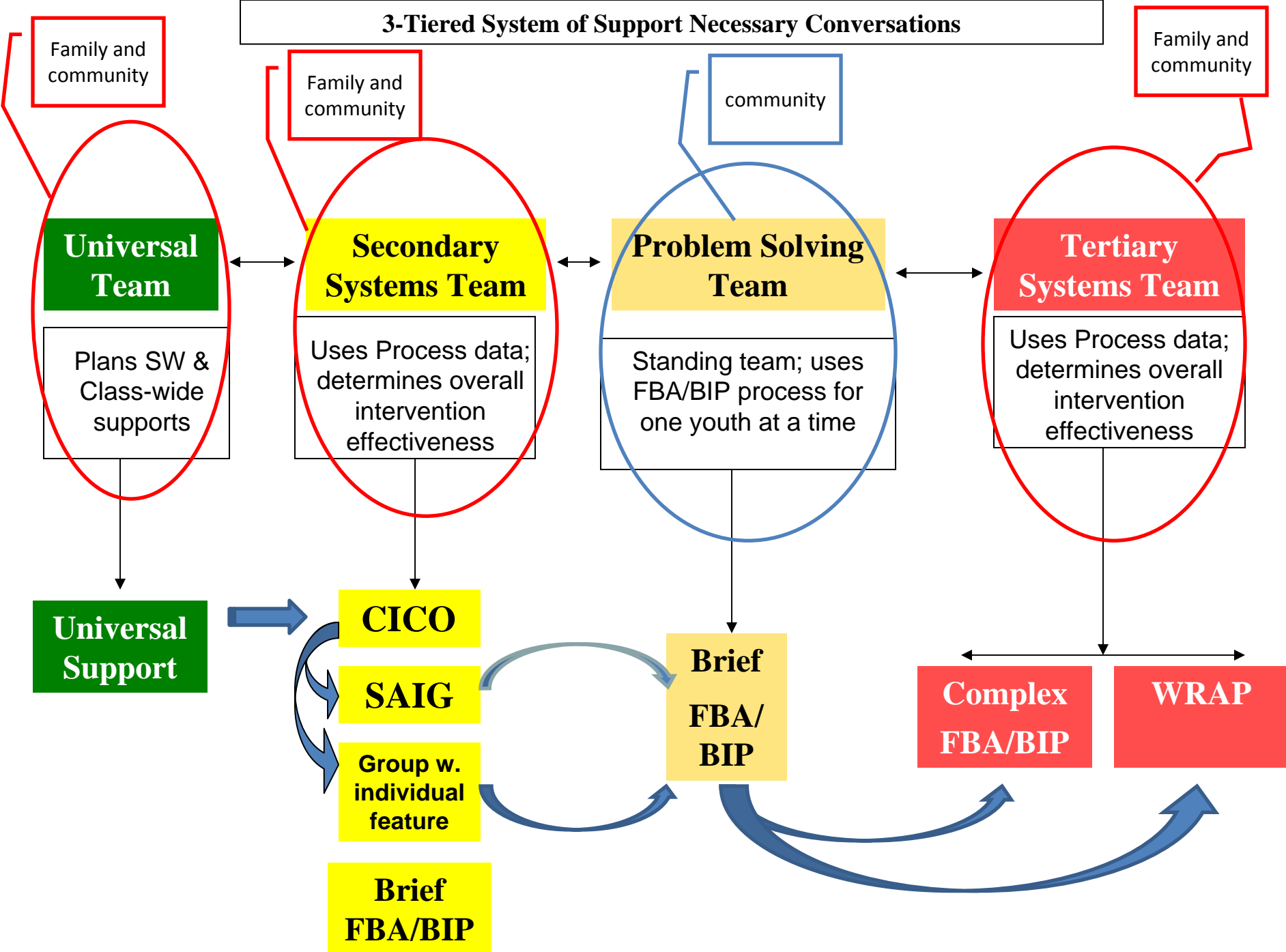
Identify Team Member Roles

- **Team Leader** - starts the meeting, reviews the purpose of the meeting, facilitates the meeting by keeping the team focused on each step
- **Recorder** - taking notes, transcribing the team's responses on flip chart paper, transparency, etc
- **Timekeeper**- monitors the amount of time available keeps the team aware of time limits by giving “warnings” (i.e., “10 minutes left”)
- **Data Specialist**- is trained in entering and accessing data from the SWIS data system
- **Behavior Specialist**- competent with behavioral principles and assists in analyzing data
- **Administrator**- actively encourages team efforts, provides planning time, feedback, and support initiatives
- **Communications** – acts as the point person for communication between the team and staff regarding PBIS and behavior issues
- **PBIS Coach**- district-level (external) or school-based (internal) individual that facilitates the team through the process, becomes the school's main contact

Secondary Systems Team Roles

- **Team Leader:** responsible for agenda & facilitation of meeting
- **Intervention Coordinators (CICO, S/AIG community agencies who may be providing or facilitating interventions, etc.):** report out on aggregate student data from interventions they facilitate (ex. “50 youth in CICO, 40 are responding”)
- **Action Plan Recorder:** a.k.a. note taker
- **Time Keeper:**
- **Family Representative:**
- **CICO Facilitator:** adult who checks students in and out in the morning and afternoon

3-Tiered System of Support Necessary Conversations



Tier 1: Leadership Team

- Communicates common vision for school-wide supports
 - Works collaboratively to establish building capacity to support all students
 - Commits resources to establish procedures for support
 - Ensure new programs are embedded/fit
 - Progress monitor implementation
 - Modify based on data
 - Action plan based on data
 - Train new staff
 - Guide training
 - Benchmarks of Quality used to assess fidelity- BOQ directly linked to your action plan
-
- Create decision rules for access for students not responding to Tier 1
 - RFA process

Tier 2 (and Tier 3): Systems Planning + Problem Solving

- Secondary Systems Planning ‘conversation’
 - Monitors effectiveness of CICO, S/AIG, Mentoring, and Brief FBA/BIP supports
 - Review data in aggregate to make decisions on improvements to the interventions themselves
 - Students are NOT discussed
- Problem Solving Team (‘conversation’)
 - Develops plans for one student at a time
 - Every school has this type of meeting
 - Teachers and family are typically invited

Interventions	CICO		Ben's Group		Homework Club		Anger Management Training					
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
July												
August												
September	7	7	0	n/a	2	2	0	n/a				
October	9	8	3	0	5	5	0	n/a				
November	15	14	3	0	10	8	4	2				
December	19	17	3	1	10	8	4	4				
January	19	15	3	0	15	13	4	3				
February	19	17			15	14	3	3				
March	20	19			15	15	3	3				
April	20	18			7	7	5	1				
May	19	18			7	7	5	4				
June	19	18			7	7	5	4				

Data-based Decision-rules for defining “response to intervention”: Please list below your data-based decision-rule to determine student 'response' for each intervention. Ex. Students received 80% or better on Daily Progress Report for 4 consecutive weeks.

CICO: *Earning 80% of points on average per day per week*

Ben's Group: *First two weeks: 70% or more per day per week, Weeks 3-10: 80% or more points per week on Ben's Card*

Anger Management Training: *80% or more points per day per week on AMT Card*

Which of these interventions should we continue to pour our resources in to?
Which of these interventions either need to be changed or eliminated?

Team meeting about Tier 2

Total time: 10 minutes

Intervention fidelity	Student response to intervention
What % of students are responding to the intervention	
IF...Less than 70% of students enrolled are responding	IF...More than 70% of students enrolled are responding
Consider what isn't working with the intervention	THEN you problem solve specific students

Develop Plan for teaming to support PBL4SW Implementation

Urgency and Priority

In order to realize improvements in student behavior and academic outcomes, implementing with fidelity should be addressed with urgency and priority.

Tier 1: Classroom System

PBL4SW Leadership team provides support

- *Connect to SW Tier 1 Implementation*
- Clear delineation of office-managed versus classroom-managed problems
- Flow Chart
 - Clear process for documentation
- Time Out of Class Form
- Training on effective teaching and behavior support strategies
- Create climate, allow time for observation and feedback

CICO Team- Subset of T1 ?

- Attend weekly or bi-weekly meetings
 - Contribute to decision making for CICO students
 - Help conduct “Orientation to CICO” meetings
 - Gather supplemental information
 - Contribute to student/staff development workshops
 - Contribute to feedback sessions
 - Complete any assigned tasks from CICO meeting
- CICO team checklist used to assess fidelity

Problem Solving Team

Student Assistance Team

- Develops & monitors plans for one student at a time
- Every school has this type of meeting
- Teachers and family are typically invited
- Each student gets 10-15 time to discuss
- *Benchmarks for Advanced Tiers used to assess fidelity (BAT), ISSET used for external evaluation*

Individual Student Team

- Student requires entire meeting
- Conduct individualized assessment
- Build intervention plan
- Develop monitoring plan
- *BAT used to track fidelity, ISSET used for external evaluation*

Teaming Structure

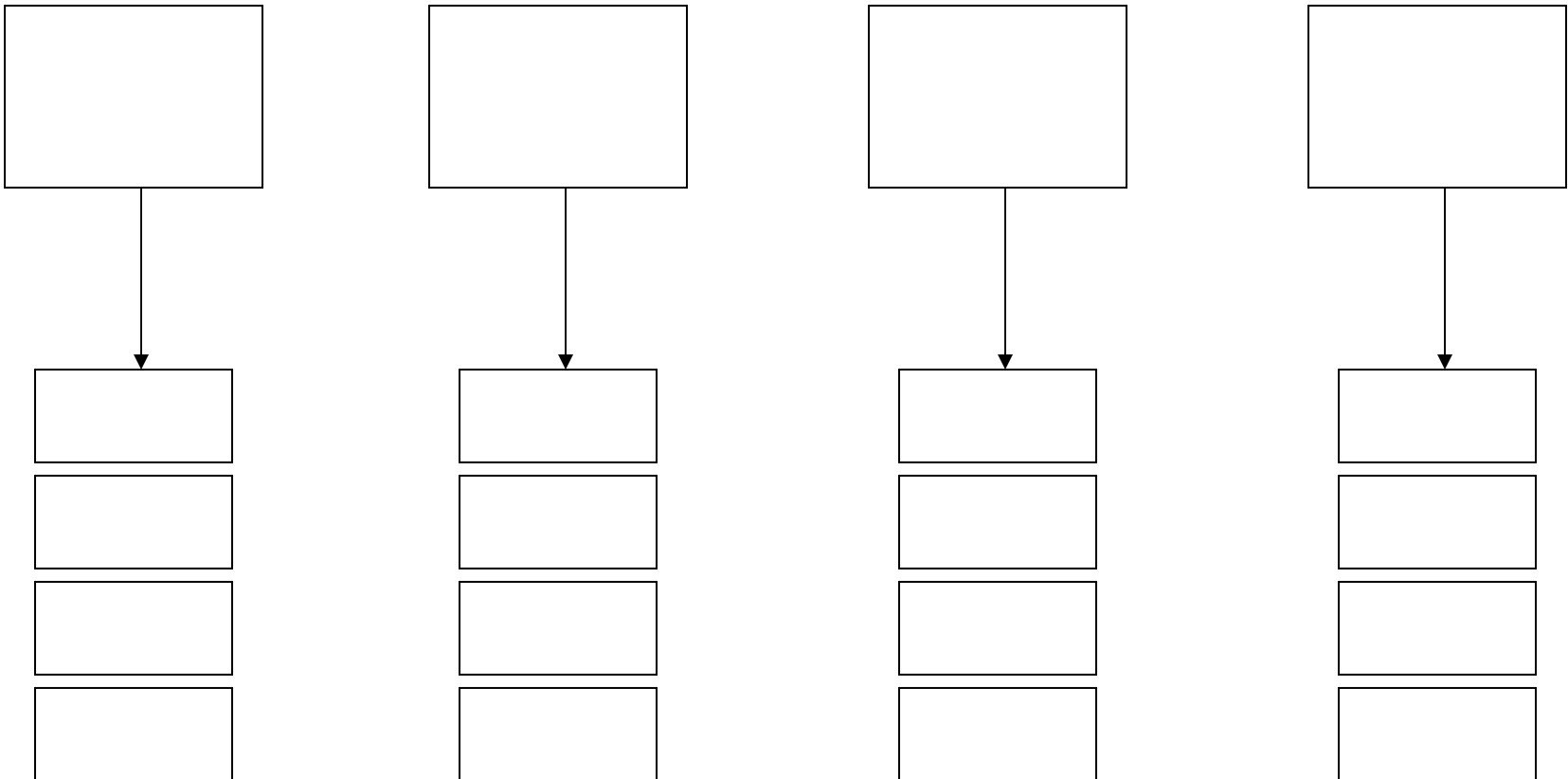
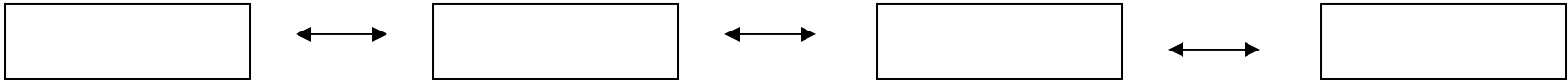
- How have you used the Working Smarter worksheet?
- List your current teams
- Define Roles and Responsibilities

Working Smarter- Systems / Staff Support

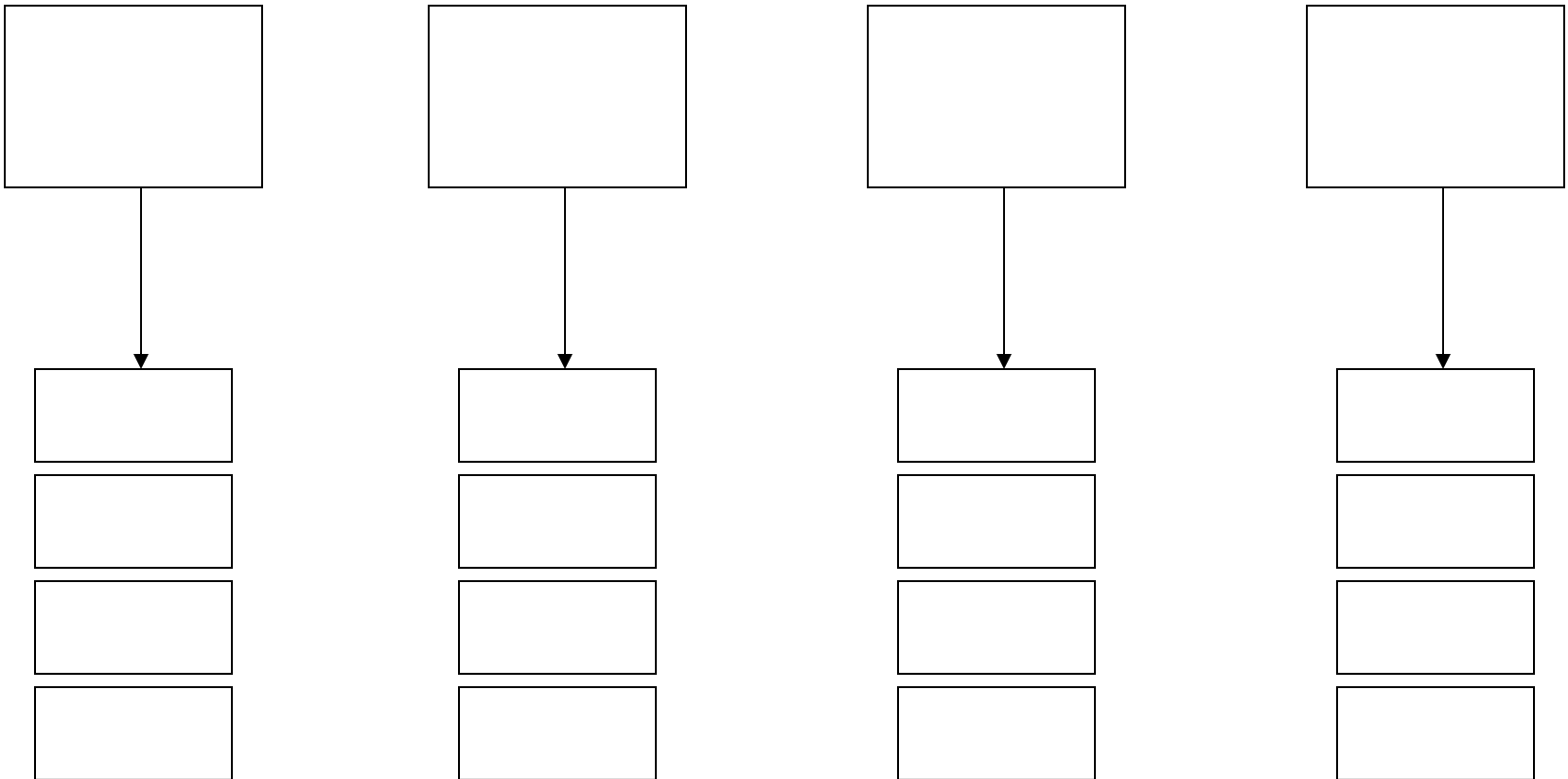
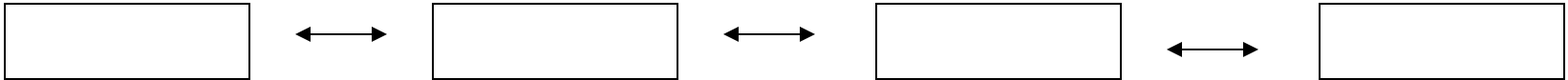
Workgroup/ Committee/ Team	Outco me/Lin k to SIP	Who do we serve? What is the ticket in?	Names of Staff	Non- negotiabl e District Mandate ?	How do we measure impact?	Overlap? Modify?
<i>Attendance Committee</i>		students	Junebug, Leo, Tom	yes	Attendance records	Yes-fold to SW PBS
<i>SW PBS Team</i>		Students staff	Ben, Tom, Lou	no	Office Referrals Attend, MIR, Nursing log ,climate	Yes- continue
<i>Safety Committee</i>		Students staff	Toni, Barb,Tom	no	Office Referrals BIG 5, climate	Yes-fold into SW PBS
<i>School Spirit Committee</i>		students	Tom	no	No	Yes-fold into SW PBS
<i>Discipline Committee</i>		students	Tom, Lou	no	Office Referrals	Yes-fold into SW pbs
<i>Student</i>		students	Steve,	yes	Discipline,	No-

Your Organization

- 1. List name of teams in 1st row,*
- 2. List functions or activities of team in 2nd row*
- 3. Use bottom cluster of boxes for student interventions (programs).*



Use arrows to indicate “**student movement**” (if youth don’t respond to X intervention, where do they go next?)



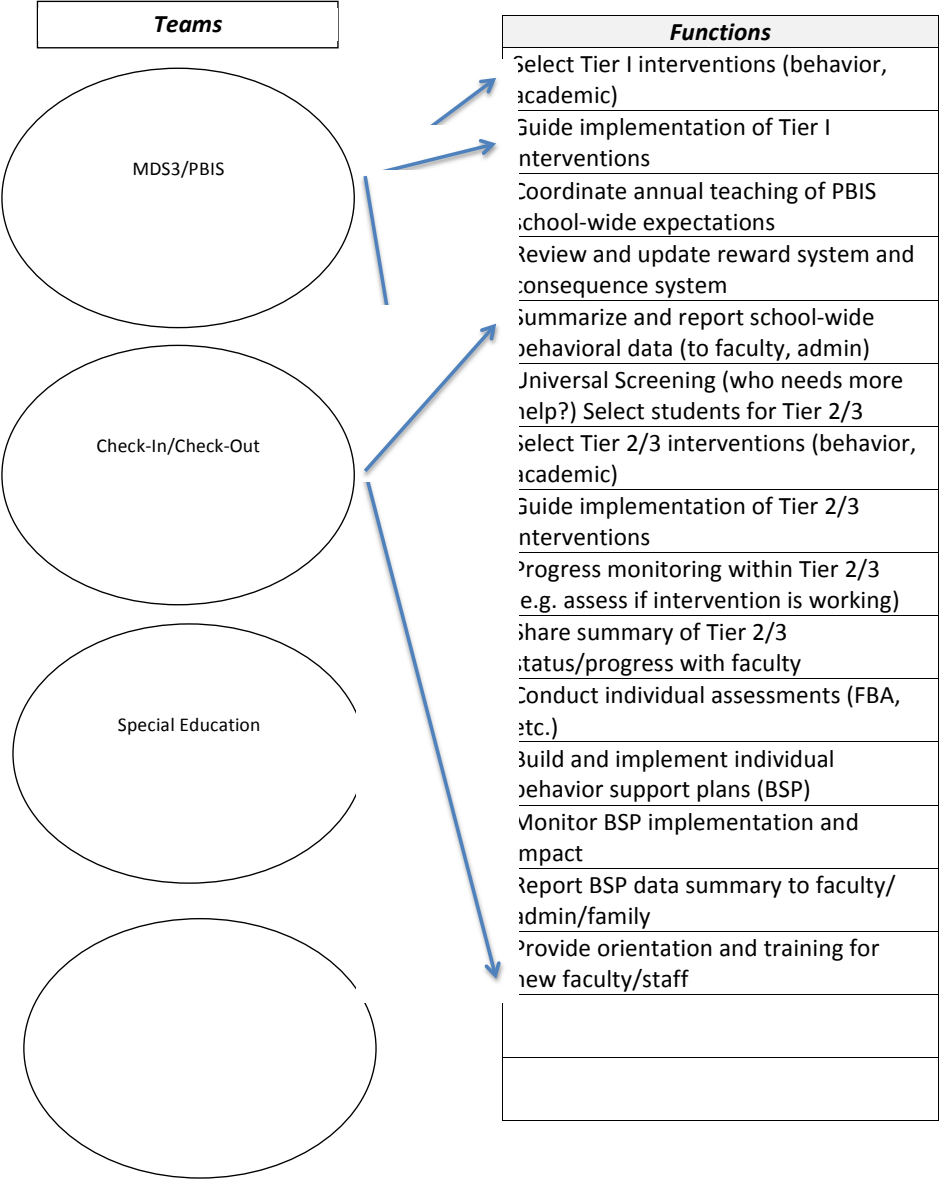
Use arrows to indicate “**student movement**” (if youth don’t respond to X intervention, where do they go next?)

Team Function Activity
 Identify teams, Identify additional functions, Map (draw) line from functions to Team
 What functions are not assigned?

Teams

Functions
Select Tier I interventions (behavior, academic)
Guide implementation of Tier I interventions
Coordinate annual teaching of PBIS school-wide expectations
Review and update reward system and consequence system
Summarize and report school-wide behavioral data (to faculty, admin)
Universal Screening (who needs more help?) Select students for Tier 2/3
Select Tier 2/3 interventions (behavior, academic)
Guide implementation of Tier 2/3 interventions
Progress monitoring within Tier 2/3 (e.g. assess if intervention is working)
Share summary of Tier 2/3 status/progress with faculty
Conduct individual assessments (FBA, etc)
Build and implement individual behavior support plans (BSP)
Monitor BSP implementation and impact
Report BSP data summary to faculty/admin/family
Provide orientation and training for new faculty/ staff

Team Function Activity
 Identify teams, Identify additional functions, & Map (draw) line from functions to Team.
 What functions are not assigned?



Components of Effective Implementation in High Schools

INVOLVING COMMUNITY STAKEHOLDERS

Community Resources

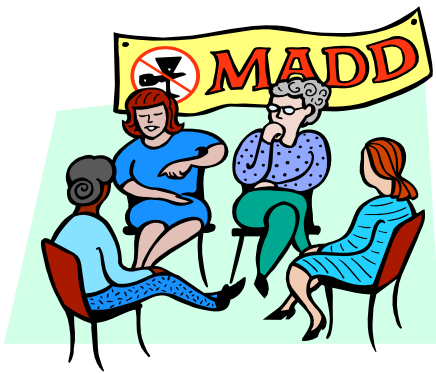
People



Economic/Business



Education



Associations

Religious



Health

Searching the Community

- Web-based Search:
 - Use search engine such as www.google.com
 - Click “Maps” at top of page and type in City, State in the Search field
 - Click “Search maps” button
 - Click “Search nearby” and enter word related to the resource (e.g. career center, hospital)
 - Verify, verify, verify!

Searching the Community

- Other Sources:
 - Local newspaper
 - Existing directories
 - Other organizations (e.g. churches, sororities, Boys & Girls clubs)
 - Friends and colleagues
 - Students and families

Community resource mapping: The purpose

- provides a process for school/community teams to identify which resources they have, which resources they need, and which resources are available in the community
- can then use this information to plan more effective use of their current resources and to create partnerships with community
- provides a way for schools/communities to share information with the community about the resources available within the school, district, and surrounding community

Resource Mapping: Identifying community resources, assess duplication and build comprehensive, sustainable resources

- ✓ Identify the geographic community
- ✓ Identify all currently participating/interested organizations
- ✓ Discuss the description of required target population
- ✓ Identify services/programs available
- Inventory each agency/organization's expenditures
- Identify funds expended but not fully matched
- Discuss spending resources collaboratively
- Assess redundancy
- Use resource map
- Develop and implement plan
- Share information and results to ensure support

Components of Effective Implementation in High Schools

YOUTH VOICE – AN IMPORTANT CONSIDERATION IN HIGH SCHOOLS

What kind of school do you want your school to be?

MDS3 CLIMATE SURVEY

DATE: MARCH 1ST-MAY 15TH

Complete the MDS³ Climate Survey.

*It only takes a few minutes
and is anonymous.*

*This survey will help us better understand how staff, students
and parents perceive your school and to develop ways to help
improve school climate.*

The MDS3 initiative is sponsored by the Maryland State Department of Education to measure and improve school climate in high schools throughout Maryland



Social Marketing



- Student involvement is the KEY to success
- Digital Learners
 - http://www.youtube.com/watch?v=_A-ZVCjfWf8
- Our Film Festival
 - Stephen Decatur High School , Worcester County, Teaching the Expectations
 - Dulaney HS, Balt. Co., Bully Prevention
 - South River HS AACPS, Character Kick-off

What have we learned?

- Advanced tier support LAYERS on top of Tier 1
- Tier 2 interventions are NOT individualized
- Teaming needs to be streamlined
- We must use data to decide who gets access to advanced tier support
- Take care of the adults too
- Youth and community are critical
- **IT TAKES A VILLAGE – NOT JUST YOU!**