Using Evidence for Growth and Change

Hank Bohanon

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Thank you

- Center for Catholic School Effectiveness

Powerpoints

- *Participants will be able to use evidence to improve learning and teaching.*

- *Participants will be able to identify tools and techniques for gathering, analyzing, and communicating relevant process and outcome data.*

Powerpoints cont.

- *Participants will be able to identify methods for using reliable and valid data support growth.*

Outline

- Introduction
- Context of working schoolwide
- Systems and data
- Applying data decision rules for change
- Summary

Context of Working Schoolwide

Question

- Watch example - http://www.youtube.com/watch?v=o3f-zGlEl_o

- Why are both content and the method of delivery important?

Content and Delivery

- Content must be relevant
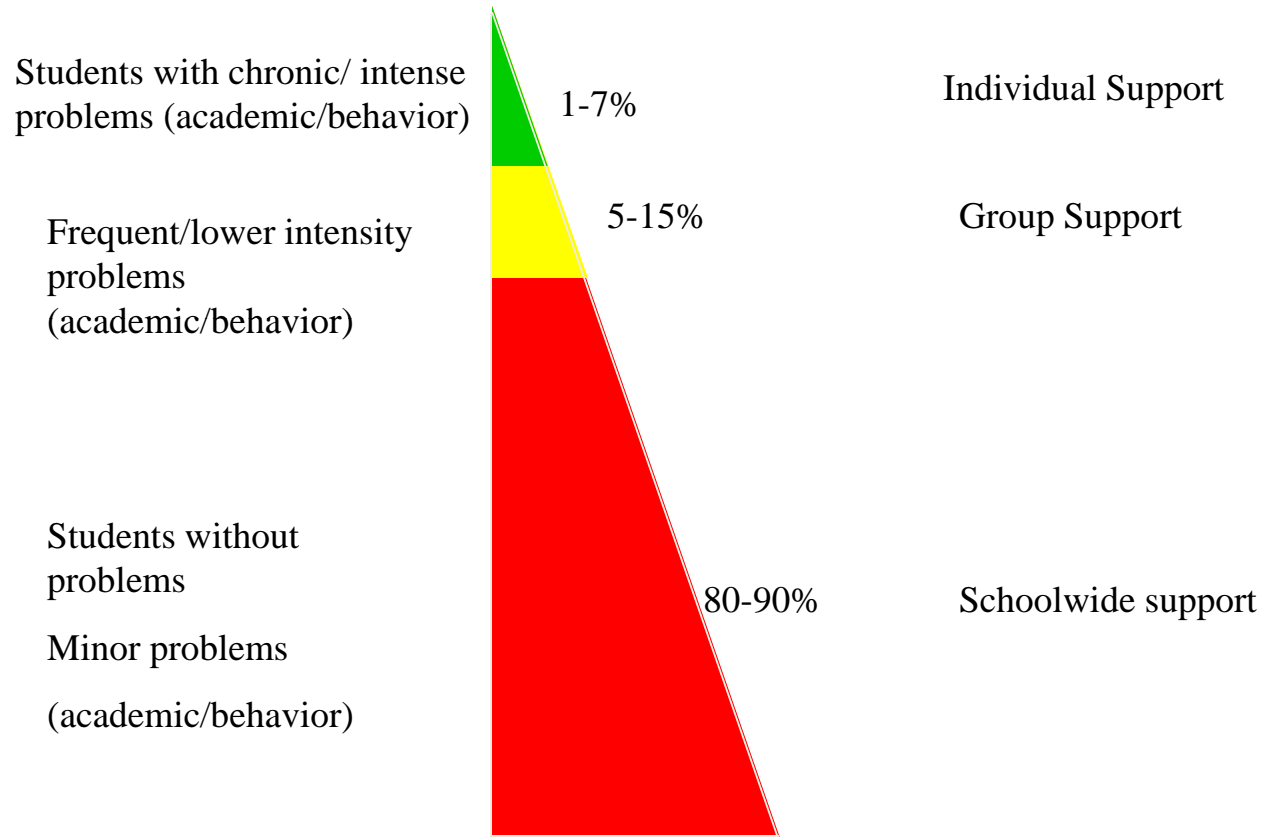- Delivery must be effective

Questions

- As educators, what can we impact?
- To what standard(s) is your curriculum aligned?
- What approaches do you take to the delivery of instruction and environmental support?

Response to Intervention

- Content, delivery, environment
- National Standards
  - College Readiness Standards
  - Common Core
- Universal Design of Learning
- Positive Behavior Support

Proportions of Students with Problem Behavior

Students with chronic/ intense problems (academic/behavior)

1-7%

Individual Support

Frequent/lower intensity problems (academic/behavior)

5-15%

Group Support

Students without problems

Minor problems

(academic/behavior)

80-90%

Schoolwide support

National Standard

OSEP-PBS

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Figure 2: Three-Tier Model

ACADEMIC SYSTEMS

Tier 3 *Intensive, Individual Interventions*

- **Individual Students**
- **Assessment - based**
- **High intensity**
- **Of longer duration**

Tier 2 *Targeted Group Interventions*

- **Some students (at-risk)**
- **High efficiency**
- **Rapid response**

Tier 1 *Core Instructional Interventions*

- **All students**
- **Preventive, proactive**

Batsche, G. M., Elliott, J., Graden, J., Grimes, J., Kovaleski, J. F., Prasse, D., et al. (2005). *Response to intervention: Policy considerations and implementation.* Alexandria, VA: National Association of State Directors of Special Education, Inc.

BEHAVIORAL SYSTEMS

Tier 3 *Intensive, Individual Interventions*
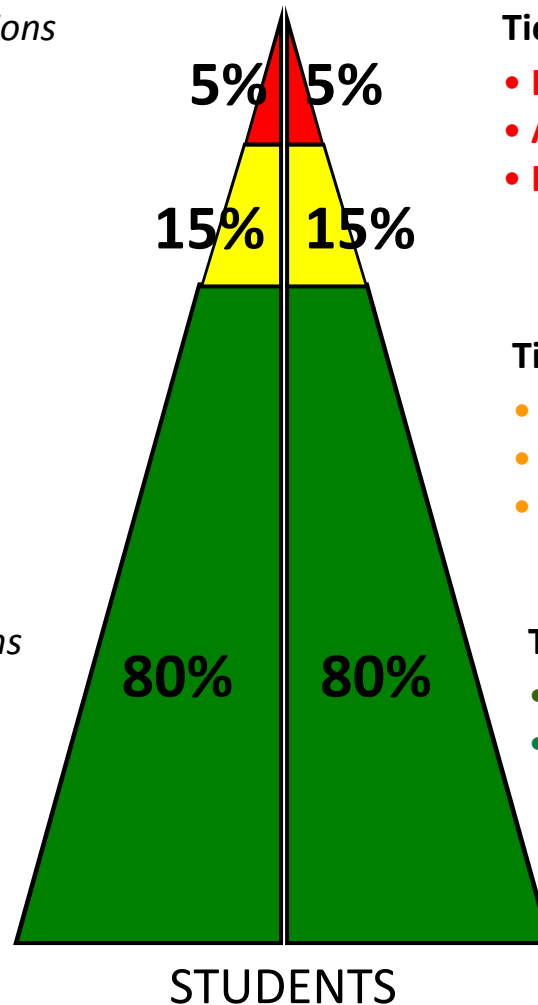
- **Individual Students**
- **Assessment - based**
- **Intense, durable procedures**

Tier 2 *Targeted Group Interventions*

- **Some students (at-risk)**
- **High efficiency**
- **Rapid response**

Tier 1 *Core Universal Interventions*

- **All settings, All students**
- **Preventive, proactive**

5% 5%

15% 15%

80% 80%

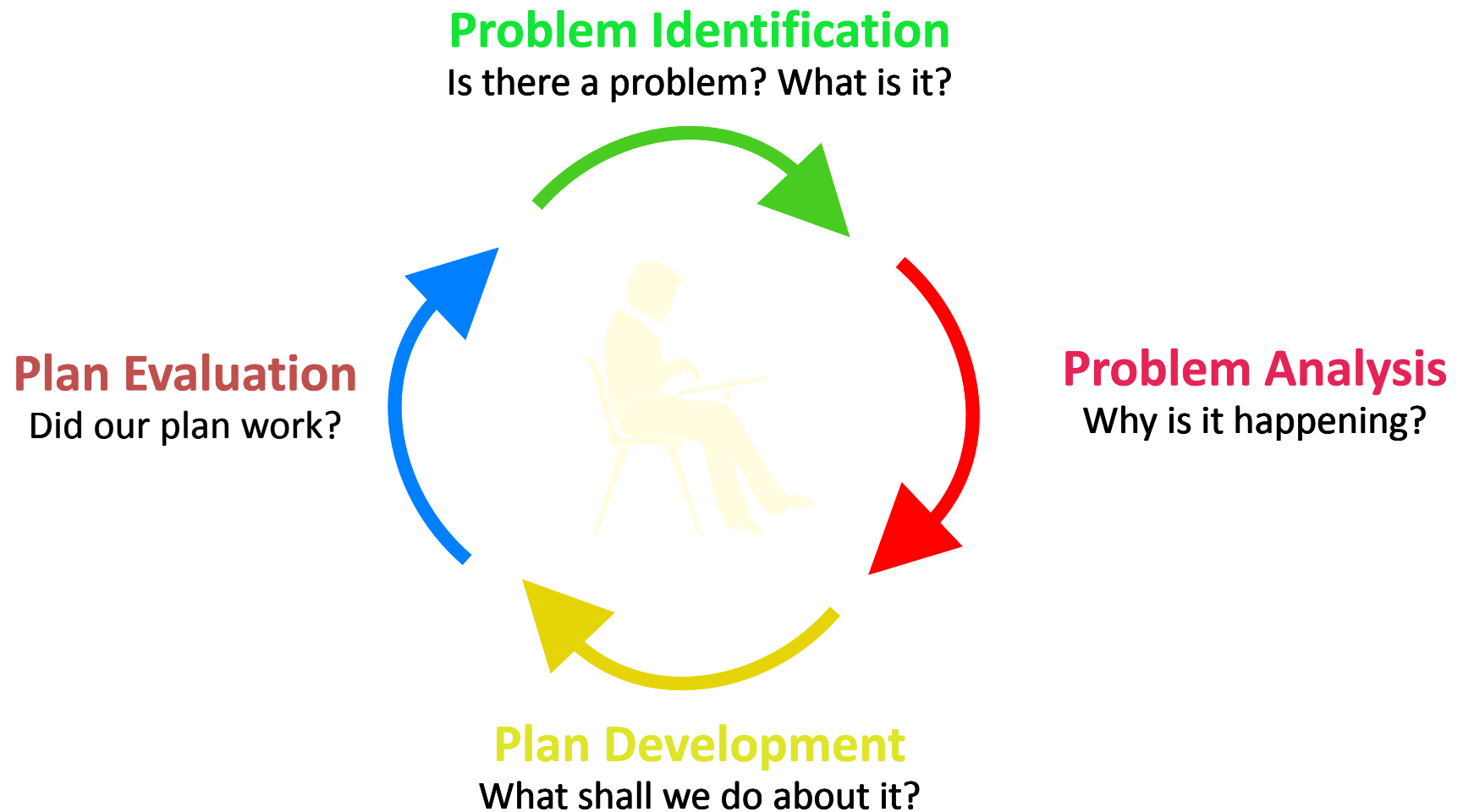STUDENTS

Response to Intervention

- Most students needs are met with strong core
- Students are screened to determine needs
- Progress monitor effectiveness
- Intervention intensity increases with needs
- Use data for screening and monitoring

National High School Center, National Center on Response to Intervention, and Center on Instruction. (2010). *Tiered interventions in high schools: Using preliminary "lessons learned" to guide ongoing discussion.*

Principles

- Behavior = *Purposive & Communicate*
- Reinforcement = *Add or take away something, behavior goes up*
- Punishment = *You do something, behavior does not occur again*
- Setting events = *before behavior*
- Discipline = *to teach*
- Shaping = *baby steps*

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Problem Solving Method

Problem Identification
Is there a problem? What is it?

Plan Evaluation
Did our plan work?

Problem Analysis
Why is it happening?

Plan Development
What shall we do about it?
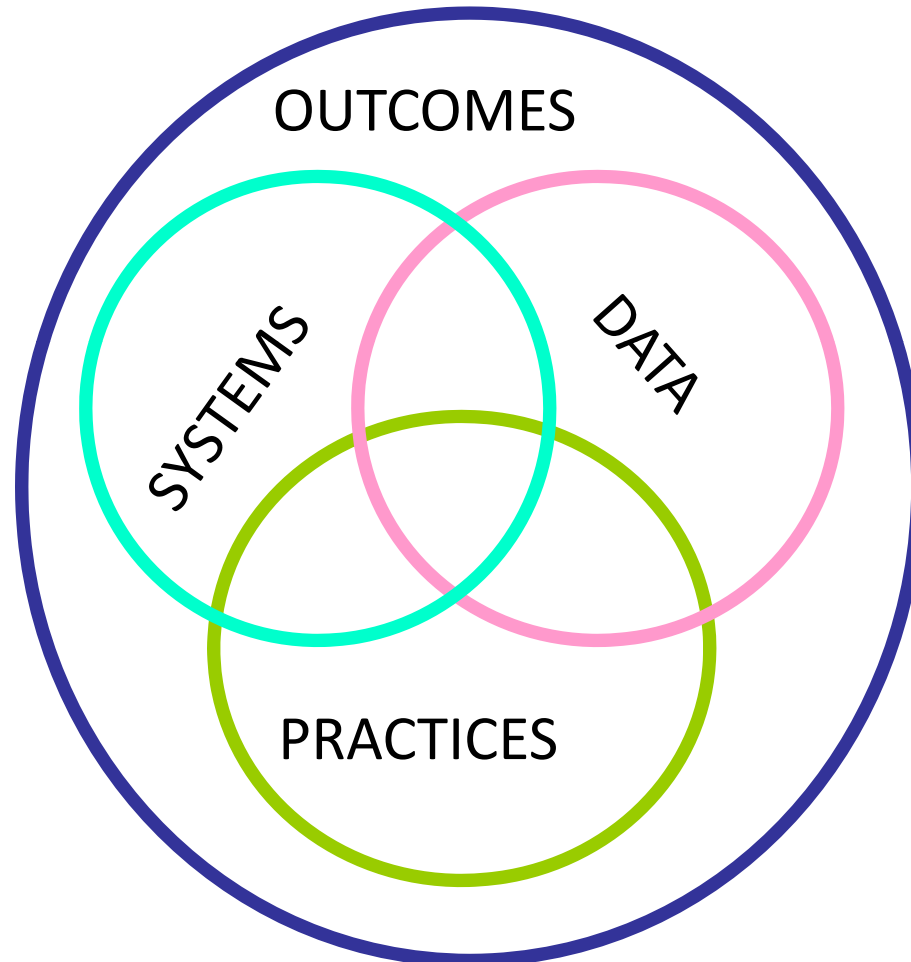
Adapted from Stacy Weber

Example

- See case study example
  - "Problem Identification"

Systems and Data

Supporting Social Competence & Academic Achievement

4 PBS Elements

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

OUTCOMES

SYSTEMS

DATA

PRACTICES

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Developing Components

- Systems – what makes it work
  - Self-Assessment Survey, Team Implementation Checklist, Benchmarks of Quality, Self-Assessment of Problem Solving Implementation

- Practices – what you do
  - School-Wide Evaluation Tool

- Data – how you know it works
  - Referral data tell you with whom to focus
  - Curriculum based measures

Steve Romano and Hank Bohanon

Why commitment and systems are important

Critical Steps

- Obtain administrative commitment
- 80% of staff support (concept)
- Top 3 goals
- Representative team
- Conducting a self-assessment
- Internal/external coaching
- Formalize data system

(OSEP, 2003)

Schoolwide Supports

- Identify expectations of the setting
- Evaluate core curriculum
- Develop team/plan/support
- Directly teach expectations

- Consistent consequences
- Acknowledgment
- Collect data
  - Communicate with staff
- On-going evaluation
- Behavioral knowledge

School X

FOREMAN STUDENTS AND STAFF STRIVE TO BE:

Positive Language

ALWAYS
TUCK IN
UNIFORM

INSIDE
VOICE
PLEASE

PRODUCTIVE

APPROPRIATE

RESPECTFUL

RESPONSIBLE

Move Quickly to assigned class

KEEP **HAND S** TO YOURSELF

Inform security staff of any problems in the hallways.

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In the Hallways…

Be Productive

Inform security or staff of any problems.

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Lesson Plans

- Objective
  - Logical Connections (rationale, prior knowledge)
  - Assess skills (pre-test)
- Strategies (Learning Process)
  - Teach
  - Model
  - Practice (guided and independent)
  - Feedback
- Resources
  - Scaffolding
- Evaluation

From Mark Shinn

Syllabi Designed to Reflect Knowledge of Instruction to Meet the Needs of Diverse Learners

- ☐ Contact Information
- ☐ Course Goals and Big Ideas
- ☐ Instructions and Directions as to How to Get Help
- ☐ Course Materials
- ☐ Behavior Expectations and Consequences
- ☐ Detailed Information About the Grading System
- ☐ Assignment Calendar with Due Dates
- ☐ Self-Monitoring Checklists
- ☐ Access to Models for Papers, Projects, Tests

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Mark Shinn (http://markshinn.org)

From Mark Shinn

Well-Designed Curriculum with a Big Ideas Focus

Carnine, D. (1994). Introduction to the Mini-Series: Educational Tools for Diverse Learners. *School Psychology Review, 23*, 341-350.

Carnine, D., Jones, E.D., & Dixon, R.C. (1994). Mathematics: Educational Tools for Diverse Learners. *School Psychology Review, 23*, 406-427.
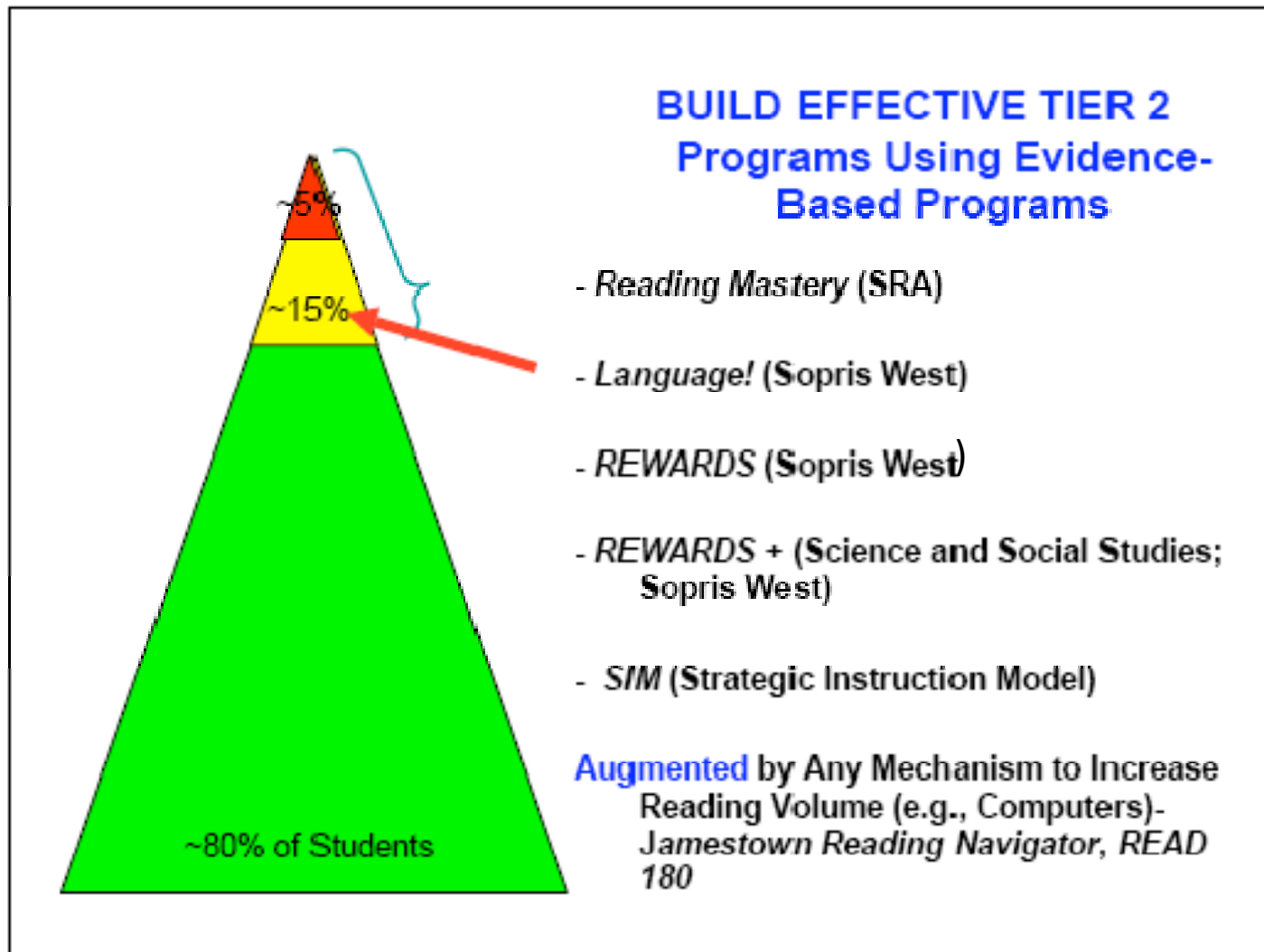
Carnine, D., Miller, S., Bean, R. & Zigmond, N., (1994). Social Studies: Educational Tools for Diverse Learners. *School Psychology Review, 23*, 428-441.

Grossen, B., Romance, N.K., & Vitale, M.R., (1994). Science: Educational Tools for Diverse Learners. *School Psychology Review, 23*, 442-463.

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Group/secondary supports

- Low "cost" interventions, used for groups of students with similar needs
- Team does some investigating to make guesses about why groups of kids are having difficulties, then designs interventions
  - About 10 students seem to be getting written up for acting out in class, doing okay academically, may need attention: check-in/check-out system with a few volunteer teachers
  - Students coming from 5th period lunch to 4th floor class seem to be late: Practice leaving lunchroom on time, getting to class, set up classroom incentive plan for being on time

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From Mark Shinn

Mark Shinn (http://markshinn.org)

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Three-tiered Approach to Prevention

- **Individual** prevention focuses on reducing the intensity and/or complexity of existing cases of problem behavior that are resistant to primary and secondary prevention efforts.

- Typically kids with 6 or more ODRs per year need intensive supports

(Blueprint Draft, PBIS Website 2002)

Individual/Tertiary supports

- Functional Behavior Assessment/Problem Solving
- Team gathers lots of information, interviews pertinent individuals, observes student in multiple settings
- Use data to hypothesize about function of student's problem behaviors and how to address needs
- Intervention designed, monitored, changed as needed

From Mark Shinn

What?

EFFECTIVE TIER 3 Programs Using Evidence-Based Programs

- REACH (SRA; CR + Spelling thru Morphographs + Reasoning and Writing)

- Corrective Reading (SRA)

- Language! (Sopris West)

No Computer-Based Programs Except to Increase Practice and Reading Volume

~5%

~15%

~80% of Students

96

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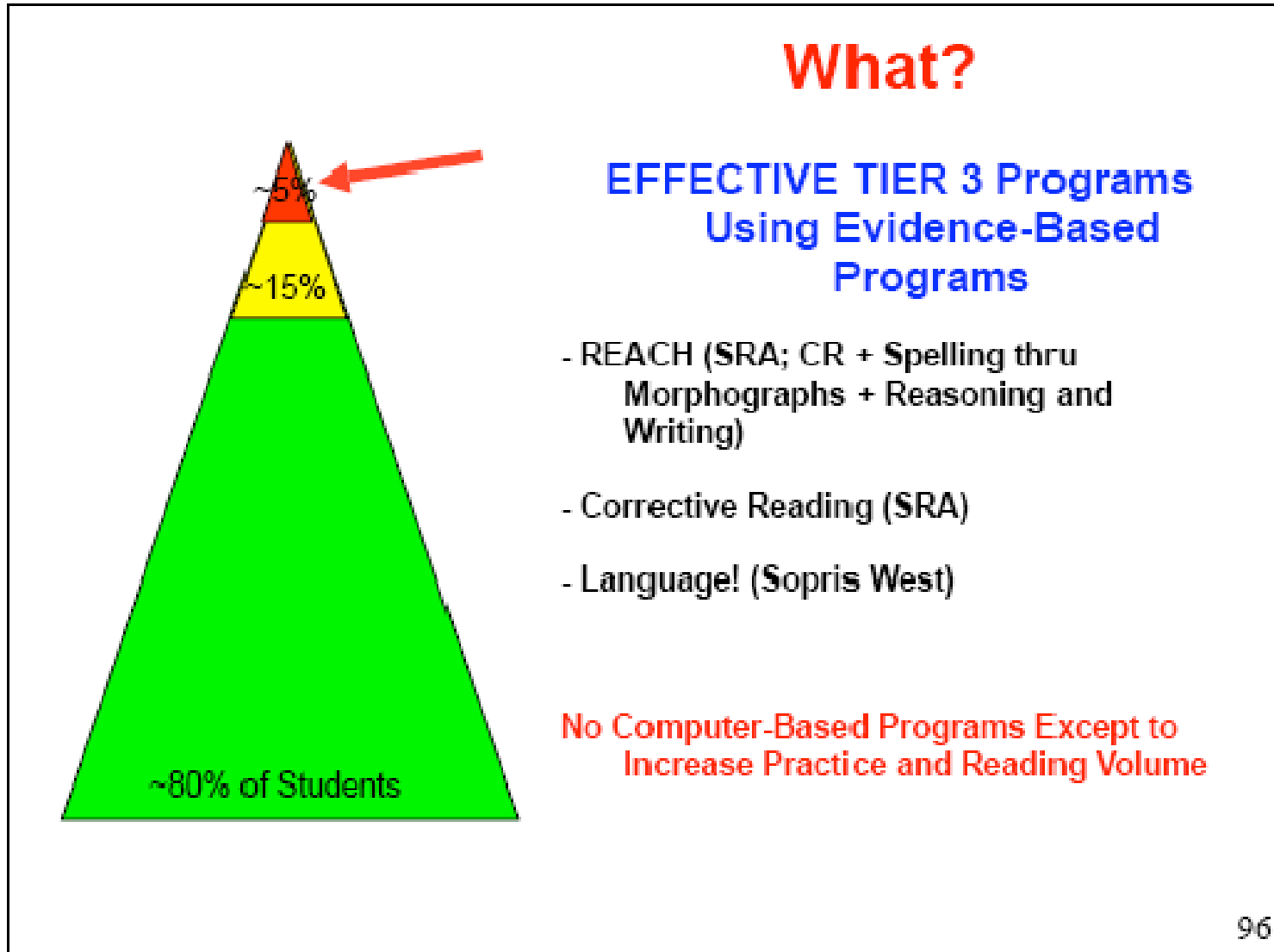
From Mark Shinn

A Great Book for Reading Problems

DIRECT INSTRUCTION READING

Fourth Edition

DOUGLAS W. CARNINE
JERRY SILBERT
EDWARD J. KAMEENUI
SARA G. TARVER
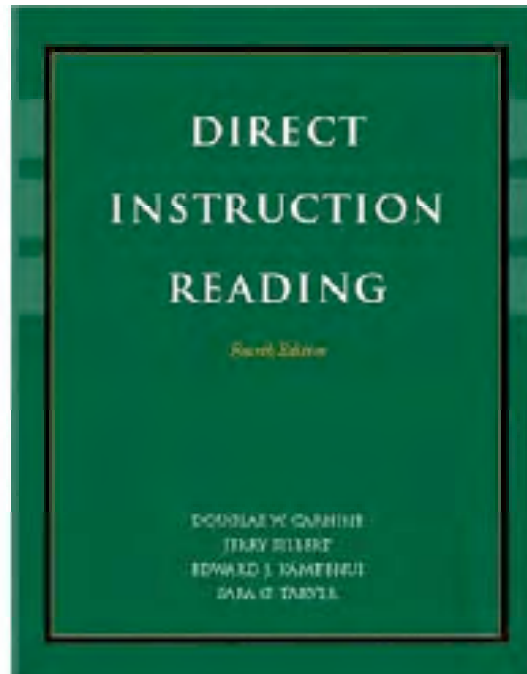
Carnine, D. W., Silbert, J., Kame'enui, E. J., & Tarver, S. G. (2004). *Direct instruction reading* (4th ed.). Upper Saddle River, New Jersey: Pearson Merrill Prentice Hall.

89

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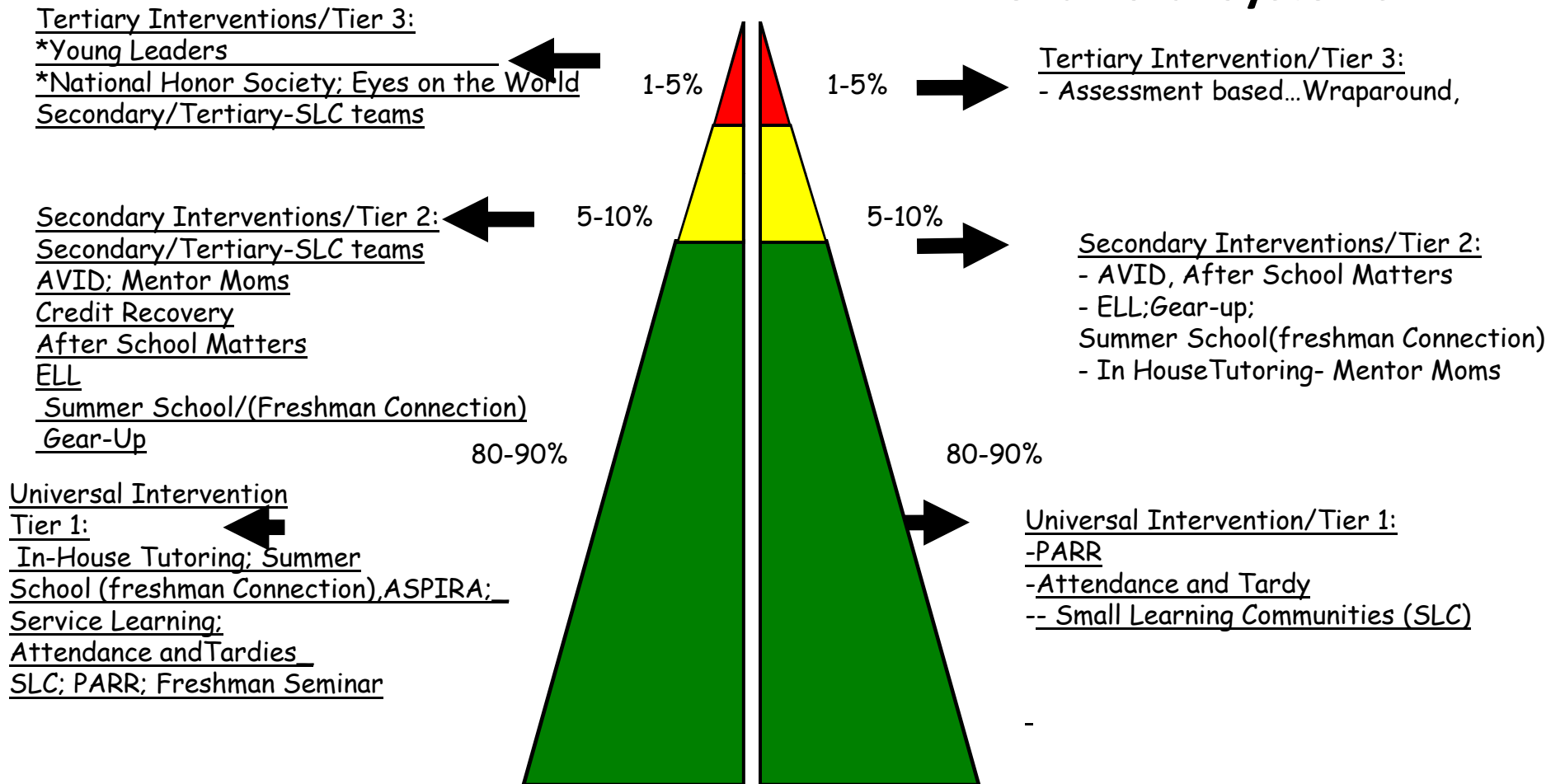
From Mark Shinn

Critical Source Book
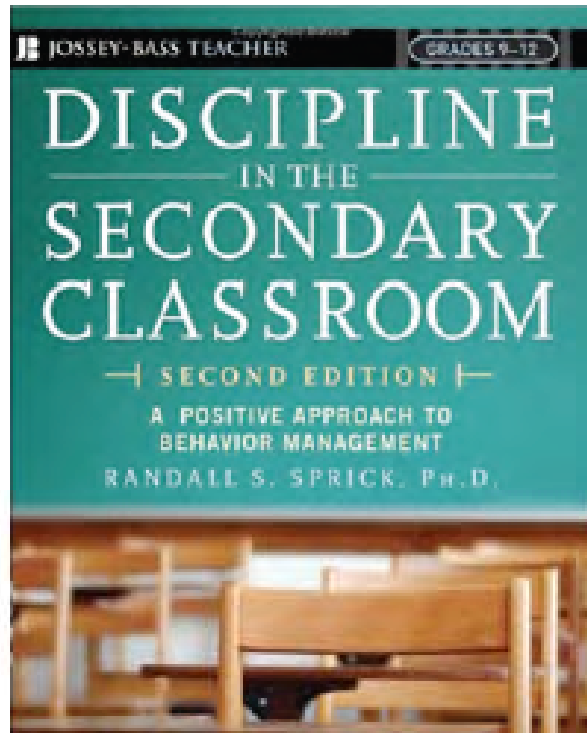
Sprick, R. S. (2006). *Discipline in the secondary classroom* (2nd ed.). San Francisco, CA: Jossey-Bass.

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Designing School-Wide Systems for Student Success
A Response to Intervention Model

Academic Systems

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

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

Universal Intervention
Tier 1:
 In-House Tutoring; Summer
School (freshman Connection),ASPIRA;_
Service Learning;
Attendance andTardies_
SLC; PARR; Freshman Seminar

Behavioral Systems

Tertiary Intervention/Tier 3:
- Assessment based…Wraparound,

Secondary Interventions/Tier 2:
- AVID, After School Matters
- ELL;Gear-up;
Summer School(freshman Connection)
- In HouseTutoring- Mentor Moms

Universal Intervention/Tier 1:
-PARR
-Attendance and Tardy
-- Small Learning Communities (SLC)

-

1-5%   1-5%

5-10%   5-10%

80-90%   80-90%

Question

- Identify programs at each tier in your school/department on the next slide for both academics and behavior.

Designing School-Wide Systems for Student Success
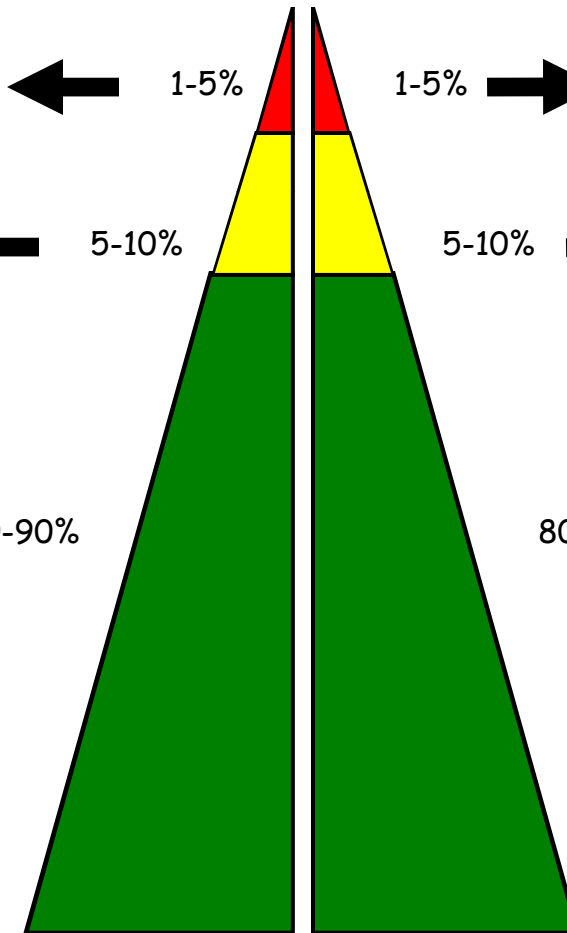## *A Response to Intervention Model*

Academic Systems

Behavioral Systems

Tertiary Interventions/Tier 3:
_____
_____
_____

Tertiary Intervention/Tier 3:
_____
_____
_____

1-5%   1-5%

Secondary Interventions/Tier 2:
_____
_____
_____

Secondary Interventions/Tier 2:
_____
_____
_____

5-10%   5-10%

80-90%   80-90%

Universal Intervention
Tier 1:
_____
_____
_____

Universal Intervention/Tier 1:
_____
_____
_____

Question

- *What are some of the key factors for high school PBS, including buy in?*
  - Take 2 minutes
  - Come back when my hand goes up
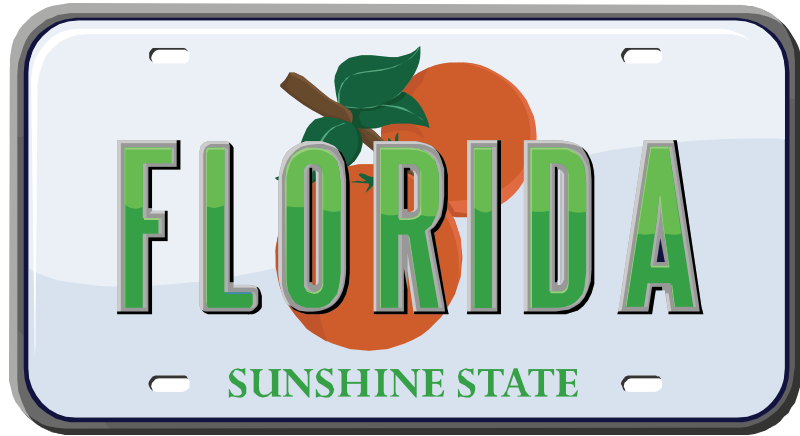
High School Issues

Systems
- Slow down, start with systems
- Address buy in
- You need administrative team support
- Professional development connects high schools
- Continuous support and professional development
- Healthy teaming
- Choose priorities

Flannery, 2009; R324A070157

Effective Meetings

- Scheduling and communication

- Creation and use of an agenda

- Meeting begins and ends on-time

- Keeping the meeting on track

- Action plan/delegating tasks

- Meeting Participation

- Dissemination of meeting notes

PARR meeting guidelines

Please avoid:	Please do:
- Discouraging participation of others (in and out of meetings) - Eye rolling, finger pointing, loud or aggressive tone of voice, "snapping" - Dominance of one voice when discussing an item - Sarcasm - Straying from the agenda "Venting" or storytelling - Bringing up individual names when discussing a negative example (students or staff) - Acting as a spectator (no real participation) - Making judgmental or intimidating comments (eg. "That's a bad idea") - Allowing a disagreement to escalate or take up more than five minutes of meeting time	- Leave each meeting with a task to do and report back on the next time - Stick to the agenda - Start and end on time - Be aware of paralanguage (facial expressions, tone of voice, etc.) and its impact on meeting climate - State any barriers or concerns respectfully, and accompany them with a suggestion for improvement - Be sure multiple voices are heard ("share the mic." And ask for input) - Limit discussion to task completion - Designate a note taker - Honor the direction of the facilitator (Grace B.) - When giving feedback, acknowledge the idea without negative adjectives, then offer an alternative

Systems/Data

- System - SET Information
  - Overall Score approximately 80%
  - Teaching @ 70%
  - Acknowledgment @ 50%

- Impact data
  - School has access to discipline and attendance data

Practice

- *To address tardies (high school) – names of students from class were put into a drawing. Four students' names were drawn at random weekly, if the student did not have a tardy they could choose a prize.*
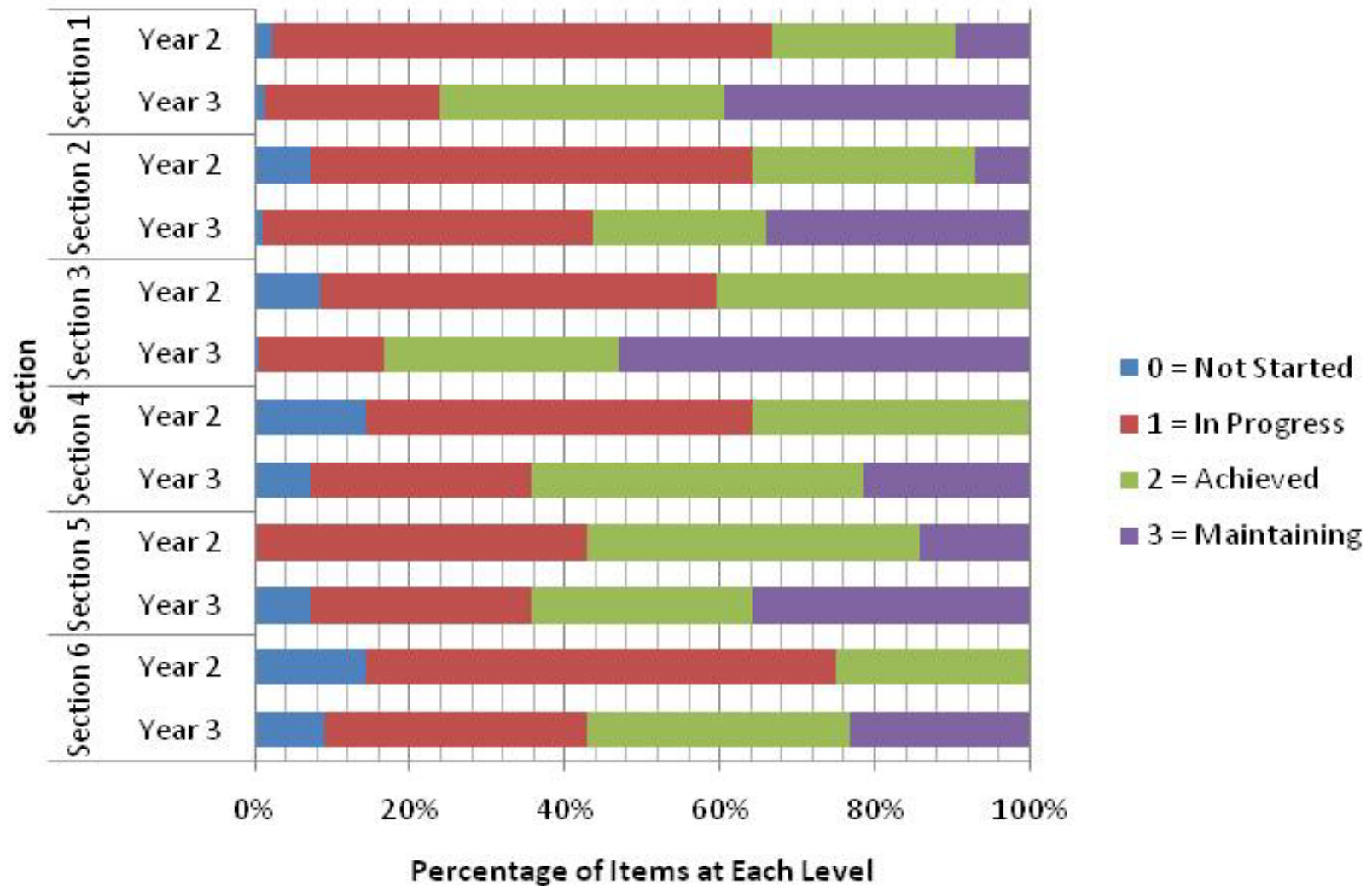
Report from School

- *Teachers were not able to sustain, teachers did not remember to conduct drawings.*

- *We can use department chairs to provide reminders and support to staff (System)*

Systems/Practices

- See sample of the SAPSI

Region 1:
Comparision Between Section by Phase on SAPSI 08 - 09

Percentage of Items at Each Level

Section

- ■ 0 = Not Started
- ■ 1 = In Progress
- ■ 2 = Achieved
- ■ 3 = Maintaining

Activity

- See Systems Analysis

Applying Data Decision Rules for Change

See Video

Qualities of Data

- Valid and reliable for screening purposes
- Repeatable
- Sensitive to growth
- Time-efficient
- Indicators of critical developmental skills
- Common student identifier

(Adapted from McIntosh et al., 2009)

Data System Criterion

- Allow easy data entry;
- Permit access to graphic displays of schoolwide (as well as individual student) data; and to
- Provide administration, teams, and faculty with information that is accurate and recent (e.g., within 48 hours)

(Horner, Sugai, Todd, & Lewis-palmer, 2005)

Types of Existing Data

- Office Discipline Referral Data
- GPA
- Credits toward graduation
- Attendance
- Failing grades
- Statewide assessments
- Existing screening data/common core

(Heppen, O'Cummings, & Therriault,2009; McIntosh, Flannery, Sugai, Braun, & Cochrane, 2008; McIntosh et al., 2009)

Treatment School 001003 ODRs 2007-2009
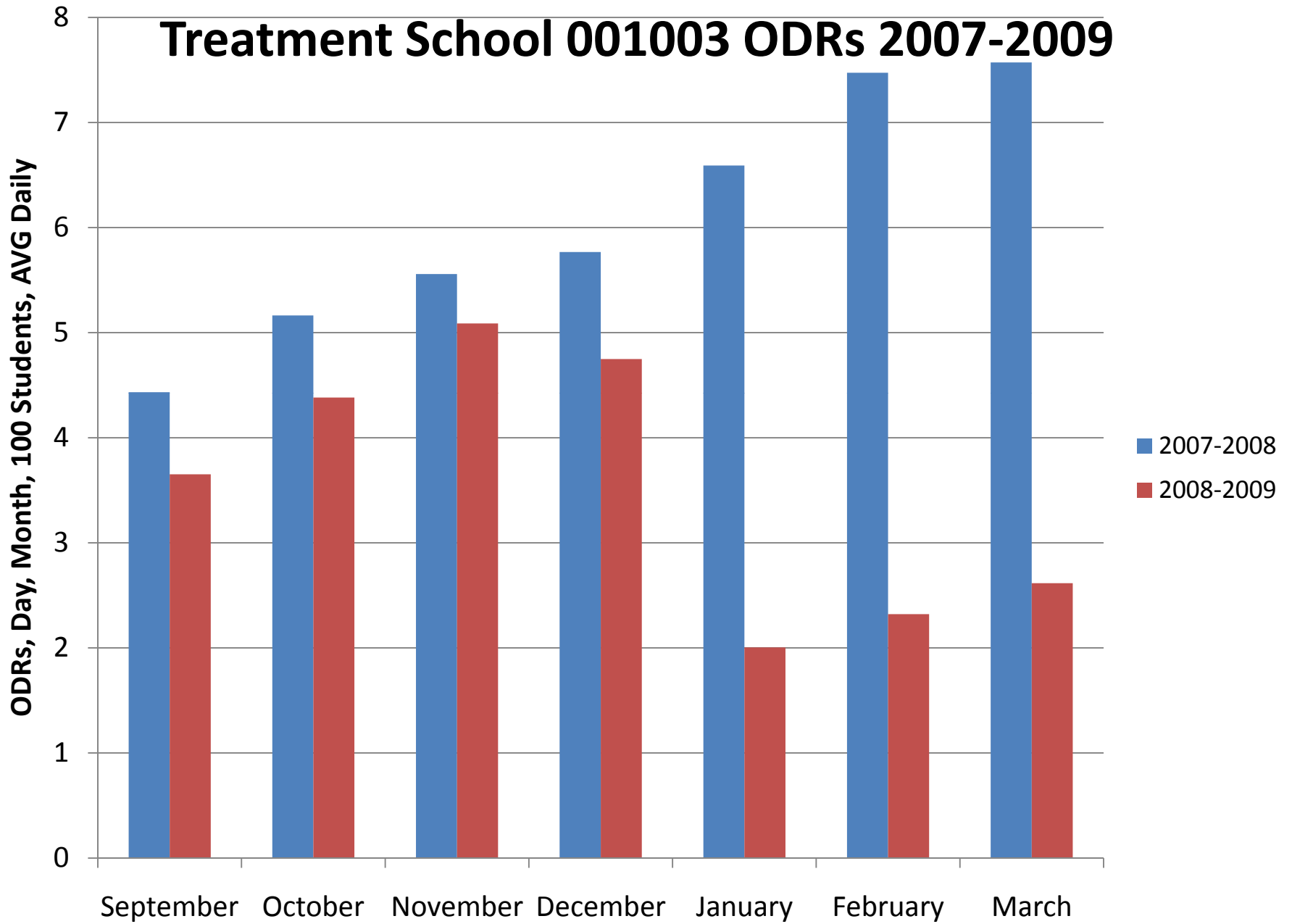
Typical High School Reader

After moving to a new town, nine-year-old Samantha and her twelve-year-old	15
brother Robert had heard of an old toboggan slide from some of the other	29
neighborhood children. They decided they needed to check it out. Supposedly, it	41
was on the northern side of the peninsula in the middle of the lake behind their new	58
home.	59
Paddling lazily, they headed across the lake in their canoe. Just as they had	73
been told, there was the decrepit, wooden-framed toboggan slide. The slide itself	86
was barely wide enough to fit a toboggan. It left only a couple of inches to spare on	104
either side before adjoining a short, wooden sidewall about six inches in height that	118
kept the toboggans from falling off. Hundreds of steep steps climbed the shoreline	131
to the top of the slide. Looking down from the top, it was evident that the slide	148
abruptly ended approximately six feet above the water.	156
Since they didn't have a toboggan, they improvised with a piece of cardboard.	169
Robert went first and flew down the slide. He used his feet against the side rails to	186
stop the contraption before catapulting himself into the muddy water below.	197

(handwritten annotation: 197%)

Mark Shinn (http://markshinn.org)

Mark Shinn (http://markshinn.org)
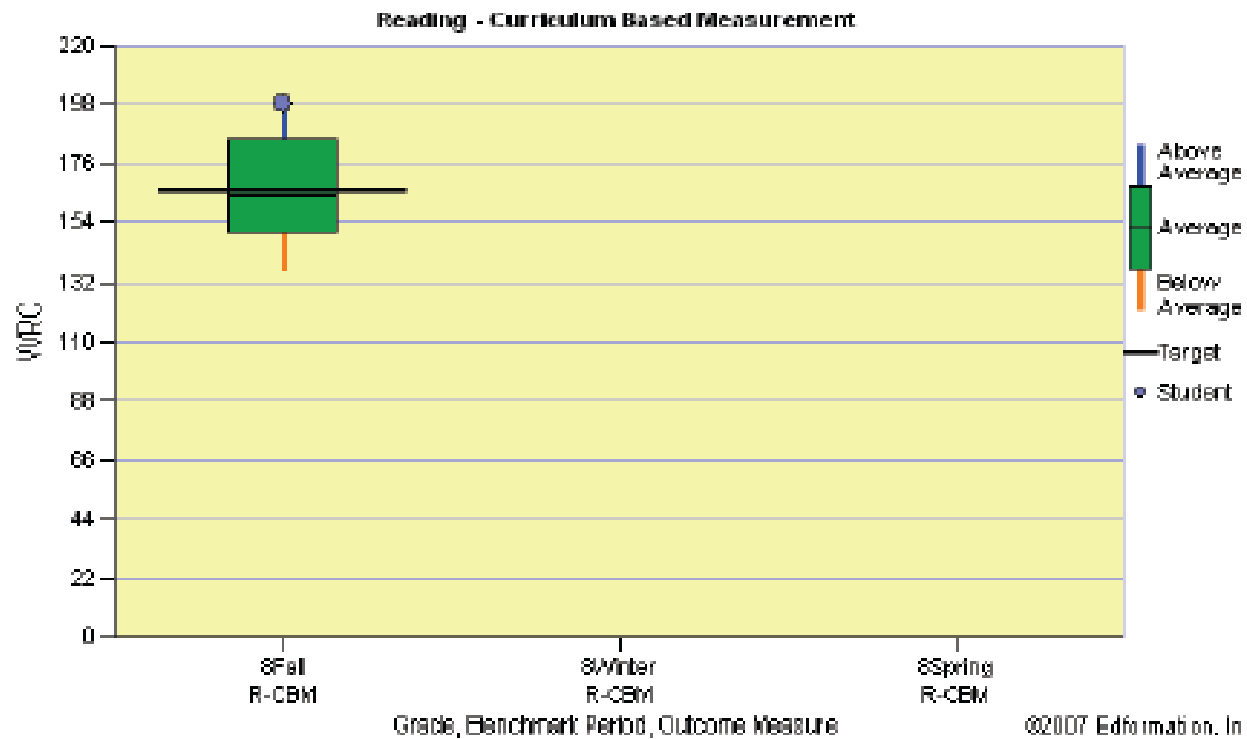
Validity Activity

- Choose an area from the rubric provided
- Identify one standard from the Early High School Standards related to the rubric
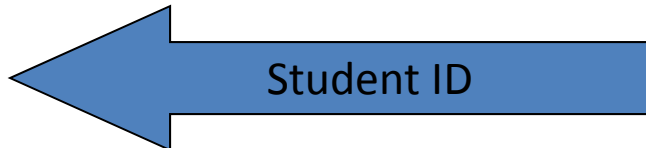- Write the number for the corresponding standard on the rubric

MISCONDUCT REPORT

SCHOOL:

UNIT NUMBER:

STUDENT/OFFENDER NAME: _____ Grade: _____

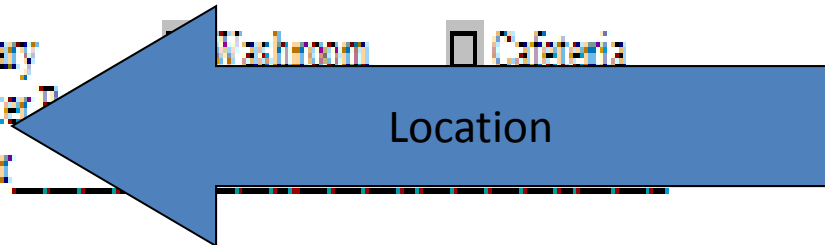   *Last*   *First*

Student ID Number _____   ⬅ Student ID

Date: _____   Time: _____
                                  AM   PM

GANG RELATED: ☐ Yes ☐ No

Area where misconduct occurred:

(Check one)   ☐ Classroom ☐ Halls   ☐ Library   ☐ Washroom ☐ Cafeteria
                 ☐ Parking Lot ☐ Gym   ☐ Locker ⬅ Location
                 ☐ Special event/assembly/field trip ☐ Other_____

NARRATIVE (If Needed):

_____

See also http://www.pbismaryland.org/schoolexamples.htm#High

WHAT IS ALL OF THIS TARDY BUSINESS?

Definition of ON TIME:

Student is 100% through the threshold of the classroom before the second bell rings.

INAPPROPRIATE entrance to class:

Appropriate way to enter the classroom:

SWIS OFFICE REFERRAL DEFINITIONS

Problem Behavior -Teacher Referral:	Definition
Inappropriate Verbal Language	Low intensity instance of inappropriate language or verbal messages that include swearing or use of words in an inappropriate way
Physical Contact	Non-serious, but inappropriate physical contact
Defiance/Disrespect/Non-compliance	Brief or low-intensity failure to respond to adult requests, including bringing food or drink other than unflavored water into the classroom/shop/gym.
Disruption	Low-intensity, but inappropriate disruption
Tardiness	Late to any class – Students should additionally always check in at the office when they are late to school; however, consequences are handled by the teacher.
Other	Any other minor problem behaviors that do not fall within the above categories

IL Public School

Teacher-Managed

- Excessive talking
- Tardy: Inform Parents
- Off Task
- Drinks/Food/Headphones (as posted)
- Missing Homework
- Not Prepared for Class
- Inappropriate Language
- Dishonesty
- PDA
- Hallway Disruption
- Passing Notes
- Cheating/Plagiarism

Office-Managed

- Attendance & Tardy
- Insubordination
- Fighting
- Vandalism
- Verbal/Physical Intimidation
- Weapons
- Gang Representation
- Cutting Class/School/Teacher Detention
- Theft
- Drug Violations
- Directed Profanity
- Arson
- Harassment (including sexual)
- Controlled Substances
- Threats
- Security Threat/Breach
- Repeated/Severe Offenses
- Dress Code Violations
- Hallway Disruption – Non Compliance

See http://www.pbismaryland.org/schoolexamples.htm#High

Reliability Activity

- Identify one behavior for which a student can be referred to an administrator in your school

- Write a measurable and observable definition of this behavior

Combined Data Using VLookup

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

Example

- See handout General Data Decisions

Final Activity

- Complete the Case Study Example, Plan questions

Questions?

Links

- College Readiness Standards
  - http://www.act.org/standard/
- Common Core
  - http://www.corestandards.org/
- Universal Design of Learning
  - http://www.cast.org/
- Positive Behavior Support
  - http://www.pbis.org/
- SWIS
  - http://www.swis.org
- Hank Bohanon
  - http://www.hankbohanon.net

Links

- National High School Center, National Center on Response to Intervention, and Center on Instruction. (2010). *Tiered interventions in high schools: Using preliminary "lessons learned" to guide ongoing discussion.* Washington, DC: American Institutes for Research. http://www.nhscenter.net/pubs/documents/HSTII_LessonsLearned.pdf

Mission #2

Help your US history team use data to develop a plan for improving students achievement on one important learning outcome for the course...