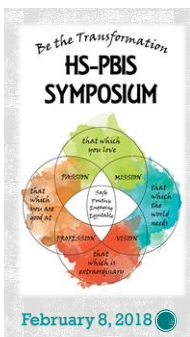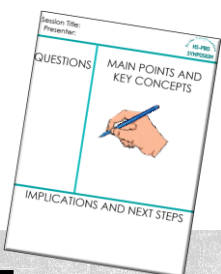High School PBIS Symposium 2018
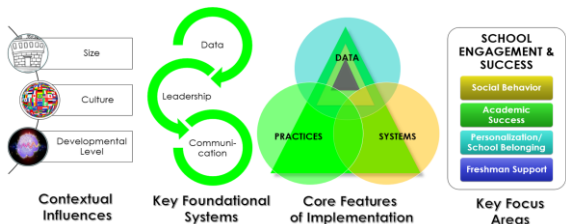
Starting Strong: Building Universal Supports for 9th Graders

Mimi McGrath Kato

UNIVERSITY OF OREGON | College of Education

Be the Transformation
HS-PBIS SYMPOSIUM

February 8, 2018

Authentic Engagement

Be the Transformation
HS-PBIS SYMPOSIUM

Session Title:
Presenter:

QUESTIONS | MAIN POINTS AND KEY CONCEPTS

IMPLICATIONS AND NEXT STEPS

Size

Culture

Developmental Level

Data

Leadership

Communi-cation

DATA

PRACTICES   SYSTEMS

SCHOOL ENGAGEMENT & SUCCESS

Social Behavior

Academic Success

Personalization/ School Belonging

Freshman Support

Contextual Influences | Key Foundational Systems | Core Features of Implementation | Key Focus Areas

Flannery and Kato, 2012

High School PBIS Implementation Model

Session Outline

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Why          4 Key        Examples
Freshmen?    Practices
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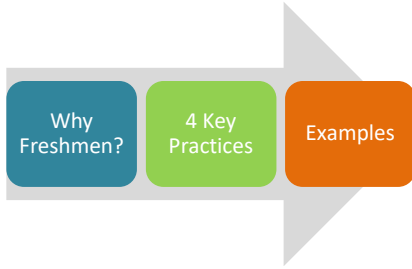
Session Objectives

- Identify how PBIS systems can be utilized and amplified to increase support for 9th graders

- Identify three data factors to consider in the support of 9th graders

- Describe how to utilize upperclassmen to support 9th graders

Why Freshmen: FACT or FICTION???

- Research indicates that students are twice as likely to fail a class in 9th grade than in any other grade.

- In a large multi-school study, 15% of students performing in the top quartile of their 8th grade class were found to be off track by the end of their 9th grade year.

- The national SWIS dataset demonstrates that 9th grade behavioral infractions in high schools across the country dramatically outnumber those of students in the upper grades.

- Lower attendance during the first 30 days of 9th grade is a stronger indicator that a student will drop out than any other 8th grade predictor, including test scores, other indicators of academic achievement, and age.

- Students who fall behind in 9th grade have a graduation rate 30% lower than that of student who are able to stay on track during the 9th grade year.

- 9TH GRADE IS A CRITICAL YEAR

  - ALL STUDENTS STRUGGLE

  - ACADEMIC AND BEHAVIOR

Fact or Fiction References

1. Southern Regional Educational Board. (2002). *Opening doors to the future: Preparing low achieving middle grade students to succeed in high school.* Atlanta, GA: Author.

2. Allensworth, E. M., & Easton, J. Q. (2005). *The on-track indicator as a predictor of high school graduation.* Chicago, IL: Consortium on Chicago School Research. Retrieved from www.consortium-chicago.org/publications/p78.html

3. Flannery, K. B., Fenning, P., McGrath Kato, M., & Bohanon, H. (2013). A descriptive study of office disciplinary referrals in high schools. *Journal of Emotional Behavior Disorders, 21*, 138-149. doi: 10.1177/1063426611419512

4. Jerald, C. D. (2006). *Dropping out is hard to do: Issue Brief.* Center for Comprehensive School Reform and Improvement. Washington, DC. Retrieved from www.cenerforsci.org/files/CenterIssueBriefJune06.pdf

5. Allensworth, E. M., & Easton, J. Q. (2007). *What matters for staying on track and graduating in Chicago Public High Schools.* Chicago, IL: Consortium on Chicago School Research. Retrieved from http://ccsr.uchicago.edu/content/publications.php?pub_id=116
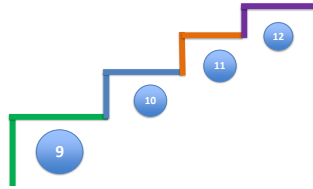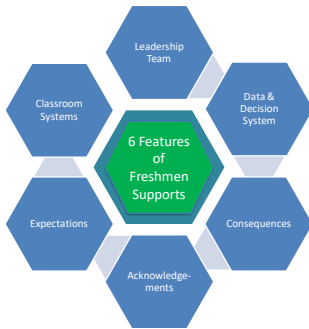
Protective Factors

- Connection to school
- Understand key knowledge and skills
- Positive relationships with teachers and staff
- Positive relationships with older peers

Amplify PBIS for 9ᵗʰ Graders!

The fundamental purpose of PBIS is to make schools more effective, efficient & equitable learning environments.
- PREDICTABLE
- CONSISTENT
- POSITIVE
- SAFE

12

11

10

9

Leadership
Team

Classroom
Systems

Data &
Decision
System

6 Features
of
Freshmen
Supports

Expectations

Consequences
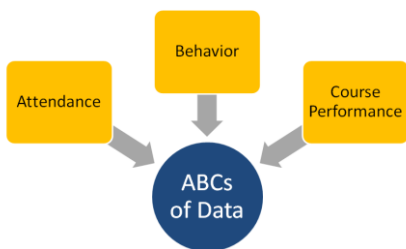
Acknowledge-
ments

Freshmen Leadership Team

- Implement *SYSTEMS* to support freshmen
- Coordinate with SWPBIS Team
- Regular meetings
- Focus in on Freshmen- wide efforts
- Scaffolded approach to SWPBIS
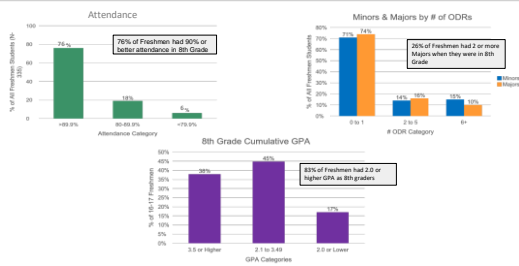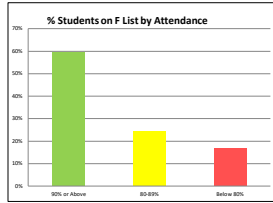- Monitor Fidelity & Outcomes

~15%

~80% of Students
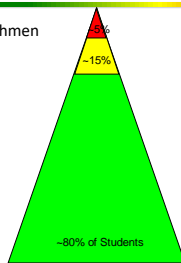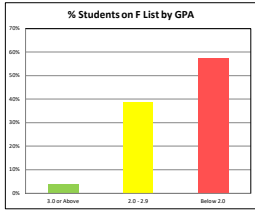
4 Key Practices
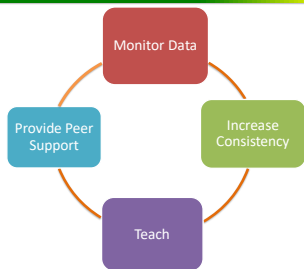
Use Data Based Decision Making

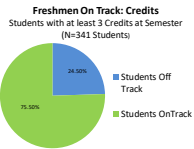## 2016-17 Freshmen Class: ABCs

Utilize Multiple Data Types to Dig Deeper

% Students on F List by GPA

% Students on F List by Attendance

On Track: Credits Earned at Sem 1

Freshmen On Track: Credits
Students with at least 3 Credits at Semester
(N=341 Students)

- 24.50% Students Off Track
- 75.50% Students OnTrack

% Students by # Credits Earned v. Attempted

- Credits Attempted
- Credits Earned
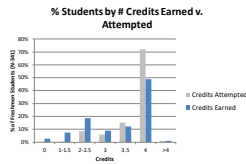
Data Goals: Communication

FLT language
- 85% of 9th graders at 90% or higher attendance
- 85% of 9th graders with zero F grades
- 90% of 9th graders on track to graduation

Student & family language
- 90% attendance ("max 8 days" or "fewer than 5")
- Passing grades in all classes
- 6+ credits

"A student who is just 10 minutes late each day misses 30 hours of teaching and learning over the course of the school year. A student who is absent from school 1½ days each month on average from kindergarten through high school loses a YEAR of education."
-Supt. Welcome Letter 2017-2018
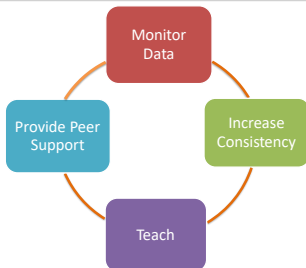
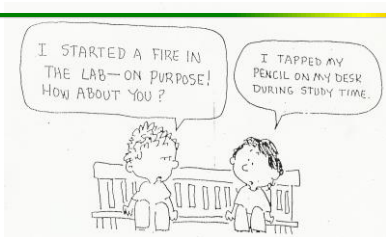## Data Goal Communication Examples
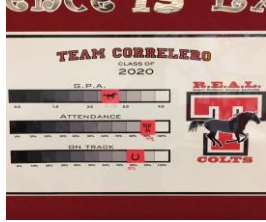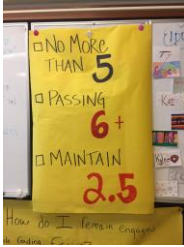
Data Activity

1. Think about the 3 data goals we recommend.

> •X% of 9th graders at 90% or higher attendance
> •X% of 9th graders with zero F grades *OR* with X GPA
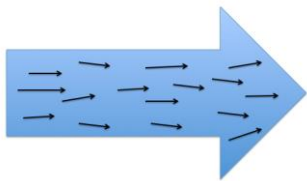> •X% of 9th graders on track to graduation (credits)

2. What are possible goals for your freshmen?
3. How can you access these data?
4. How might you communicate these?

4 Key Practices

Consistency: It's About the Adults

GOT COMMON?
Developing an effective systems approach

Common Vision & Values

Common Language

Common Experience
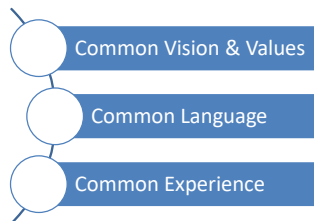
Classroom Systems

- Consistent, Predictable, Positive Environment
- Common teacher practices to support student learning

Examples include:
- *Behavior definitions*
- *Stand in hallways during passing periods*
- *Greet students at the door*
- *4:1*
- *Pre-correcting*

Assignment Tracker

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4 Key Practices

- Monitor Data
- Increase Consistency
- Teach
- Provide Peer Support

Identifying Freshmen Expectations

- Link to your SW expectations
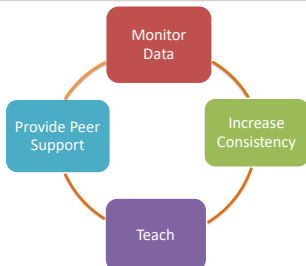- Universal: "How to do school"

SCHOOL ENGAGEMENT

SELF-DIRECTED
LEARNERS!

Teaching Freshmen
"How to Do School"

- Identify content

- Teach brief lessons

- Smallest change to yield greatest impact

- Relevant for ALL students

- Integrating school wide expectations

School Engagement

BEHAVIORAL
- Doing school work
- Positive Conduct
- Participation (classwork & extracurricular)

COGNITIVE
- Relevance of school
- Motivation; willingness to apply effort
- Ability to self-regulate

EMOTIONAL
- Sense of belonging
- Connection to school
- Sense of support at school

Freshmen Expectations

School Engagement

⬇
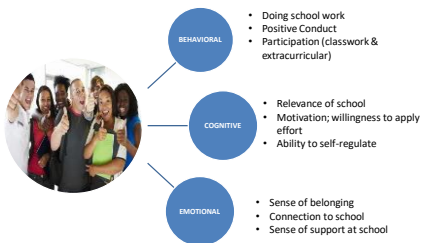
Self-Directed Learners

Behavioral: Getting Work Done
- Prioritizing
- Using a Planner
- Study Strategies
- Developing a Study Plan

Cognitive: Getting to Graduation
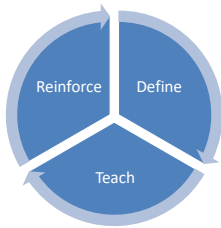- On Track to Graduation
- On Track in Classes
- Reading a Transcript

Emotional: Getting Connected
- Communication
- Getting Involved
- Teacher Allies
- Accessing Resources

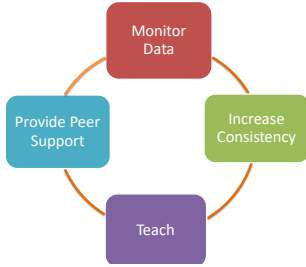## Freshmen Expectations

Reinforce — Define — Teach

Jigsaw Activity

- Chat with your neighbors!
- Talk to at least three different people to generate a list….

What knowledge and skills are essential for your freshmen to know and be able to do?

REMEMBER:
The smallest change to yield the biggest impact!

4 Key Practices

Why Peer Support?

- Freshmen are striving for autonomy, especially from adults (Daddis, 2008; 2011; Russell & Bakken, 2002).

- Engagement can be enhanced through positive relationships with older peers (Dennison, 2000; Karcher, 2005).

- Peer mentors 1-2 yrs older than mentees facilitate social and academic development; these peers understand the rules and develop positive strategies to overcome issues or problems (DuBois, Holloway, Valentine & Cooper, 2002; Gensemer, 2000; Karcher, Nakkula, & Harris, 2005).

Peer Support Job Description

- "Navigators" to school environment and 'how to do school'
  - Coach and model

- Support freshmen engagement across domains
  - **Behavioral Engagement** (academic enablers and school rules)
  - **Cognitive Engagement** (motivation, work tasks, self-regulation)
  - **Emotional Engagement** (school belonging, connection to and support by peers and teachers)

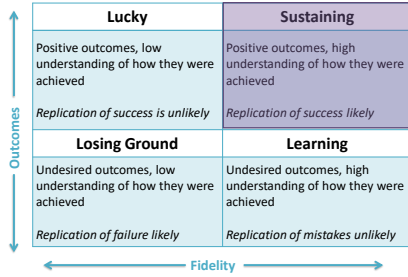## Peer Support Tasks
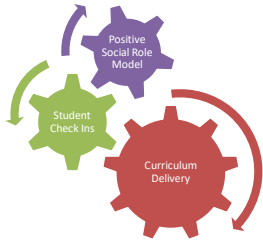
Peer Support Activity

- Turn & Talk:
  - How does your high school utilize student leaders?

  - What existing groups of upperclassmen leaders could be trained to provide 9th grade support?

Connecting Outcomes & Fidelity

Lucky	Sustaining
Positive outcomes, low understanding of how they were achieved	Positive outcomes, high understanding of how they were achieved
Replication of success is unlikely	*Replication of success likely*
Losing Ground	**Learning**
Undesired outcomes, low understanding of how they were achieved	Undesired outcomes, high understanding of how they were achieved
Replication of failure likely	*Replication of mistakes unlikely*

Outcomes (vertical axis)

◄───── **Fidelity** ─────►

Monitoring Fidelity and Outcomes Related to Freshmen Expectations

- Fidelity: *Did we do what we said we were going to do?*

  We have to know the answer to this question BEFORE we can ask if it worked!
  - Initial Teaching
  - Agreements
  - Acknowledgements

- Outcomes: *Did it work?*
 - Freshmen Expectations Knowledge & Skills
  - ABC's

Average Score by Teacher

(Bar chart with teachers L, K, J, I, H, G, F, E, D, C, B, A)
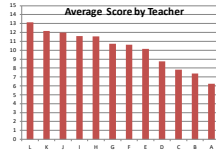
Show me the Data!
Exemplar Freshmen Outcomes

Indicator	15-16 Goal	15-16 Year End	16-17 Goal	16-17 Year End
GPA	2.5	2.49	2.5	2.6
Honor Roll	25%	18%	25%	28%
On Track (6+ Credits)	85%	72%	80%	81%
Attendance	92%	86%	90%	93%

Indicator	16-17 Goal	16-17 Year End
GPA above 2.5	70%	70%
On Track (6+ Credits)	85%	86%
Attendance 90% or better	90%	75% (overall was 92%)

4 Key Practices

- Monitor Data
- Increase Consistency
- Teach
- Provide Peer Support
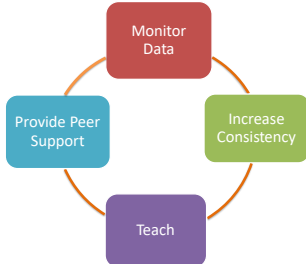
Recommendations for Implementation

- Keep doing what already works
- Implement practices that are evidence based
- Always look for the smallest change that will produce the largest effect
- Do not add something new without also defining what you will stop doing to make the addition possible
- Be sure you have a solid system for monitoring fidelity and outcomes

Contact

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