Using Evidence for Growth and Change

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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-zGIEI_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

Center for School Evaluation, Intervention, & Training

OSEP-PBS

www.luc.edu\cseit
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

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

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

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”
Supporting Social Competence & Academic Achievement

4 PBS Elements

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

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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
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

<table>
<thead>
<tr>
<th>Syllabi Designed to Reflect Knowledge of Instruction to Meet the Needs of Diverse Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Contact Information</td>
</tr>
<tr>
<td>- Course Goals and Big Ideas</td>
</tr>
<tr>
<td>- Instructions and Directions as to How to Get Help</td>
</tr>
<tr>
<td>- Course Materials</td>
</tr>
<tr>
<td>- Behavior Expectations and Consequences</td>
</tr>
<tr>
<td>- Detailed Information About the Grading System</td>
</tr>
<tr>
<td>- Assignment Calendar with Due Dates</td>
</tr>
<tr>
<td>- Self-Monitoring Checklists</td>
</tr>
<tr>
<td>- Access to Models for Papers, Projects, Tests</td>
</tr>
</tbody>
</table>
Well-Designed Curriculum with a Big Ideas Focus


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

BUILD EFFECTIVE TIER 2 Programs Using Evidence-Based Programs

- Reading Mastery (SRA)
- Language! (Sopris West)
- REWARDS (Sopris West)
- REWARDS + (Science and Social Studies; Sopris West)
- SIM (Strategic Instruction Model)

Augmented by Any Mechanism to Increase Reading Volume (e.g., Computers)-Jamestown Reading Navigator, READ 180

~80% of Students

~15%

~5%

Mark Shinn (http://markshinn.org)
Designing Effective Mathematics Instruction: A Direct Instruction Approach

A Great Book for Math Problems


Mark Shinn (http://markshinn.org)
From Mark Shinn

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

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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

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From Mark Shinn (http://markshinn.org)

**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

~80% of Students

~15%

~5%
From Mark Shinn

A Great Book for Reading Problems


Mark Shinn (http://markshinn.org)
From Mark Shinn

Critical Source Book

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 and Tardies
  - 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 House Tutoring - Mentor Moms

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

• Identify programs at each tier in your school/department on the next slide for both academics and behavior.
ACTIVITY
Designing School-Wide Systems for Student Success
A Response to Intervention Model

Academic Systems

Tertiary Interventions/Tier 3:

Secondary Interventions/Tier 2:

Universal Intervention Tier 1:

Behavioral Systems

Tertiary Interventions/Tier 3:

Secondary Interventions/Tier 2:

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

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

ODRs, Day, Month, 100 Students, AVG Daily

- 2007-2008
- 2008-2009

September | October | November | December | January | February | March

- ODRs: 4, 4, 5, 6, 7, 7, 8
Typical High School Reader

After moving to a new town, nine-year-old Samantha and her twelve-year-old brother Robert had heard of an old toboggan slide from some of the other neighborhood children. They decided they needed to check it out. Supposedly, it was on the northern side of the peninsula in the middle of the lake behind their new home.

Paddling lazily, they headed across the lake in their canoe. Just as they had been told, there was the decrepit, wooden-framed toboggan slide. The slide itself was barely wide enough to fit a toboggan. It left only a couple of inches to spare on either side before adjoining a short, wooden sidewall about six inches in height that kept the toboggans from falling off. Hundreds of steep steps climbed the shoreline to the top of the slide. Looking down from the top, it was evident that the slide abruptly ended approximately six feet above the water.

Since they didn't have a toboggan, they improvised with a piece of cardboard. Robert went first and flew down the slide. He used his feet against the side rails to stop the contraption before catapulting himself into the muddy water below.
A Simple, Economical Way of Identifying Educational Need

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: ___________________________

Date: ________  Time: ________  AM  PM

Area where misconduct occurred:

(Check one)  □ Classroom  □ Halls  □ Library
□ Parking Lot  □ Gym  □ Locker Room  □ Washroom
□ Special event/assembly/field trip  □ Other ______

GANG RELATED:  □ Yes  □ No

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:
<table>
<thead>
<tr>
<th>Problem Behavior - Teacher Referral:</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate Verbal Language</td>
<td>Low intensity instance of inappropriate language or verbal messages that include swearing or use of words in an inappropriate way</td>
</tr>
<tr>
<td>Physical Contact</td>
<td>Non-serious, but inappropriate physical contact</td>
</tr>
<tr>
<td>Defiance/Disrespect/Non-compliance</td>
<td>Brief or low-intensity failure to respond to adult requests, including bringing food or drink other than unflavored water into the classroom/shop/gym.</td>
</tr>
<tr>
<td>Disruption</td>
<td>Low-intensity, but inappropriate disruption</td>
</tr>
<tr>
<td>Tardiness</td>
<td>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.</td>
</tr>
<tr>
<td>Other</td>
<td>Any other minor problem behaviors that do not fall within the above categories</td>
</tr>
</tbody>
</table>
### 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](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

<table>
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<tr>
<th>Student ID</th>
<th>HR</th>
<th>EXPLORE COMPOSITE</th>
<th>EXPLORE READING</th>
<th>EXPLORE MATH</th>
<th># of Failures</th>
<th># of ODRs</th>
<th>Days Absent</th>
<th>Not in Academic Data</th>
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</tbody>
</table>
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


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...