A-1 EVALUATING THE IMPLEMENTATION FIDELITY & OUTCOMES OF PBIS ADOPTION IN HIGH SCHOOL

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CONFERENCE WEBSITE: PBISFORUM.ORG
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To prepare for working with your team think about….

- How does this compare to our priorities?
- Who would do this work?
- Where would this work live (e.g., responsibility)?
- What should we stop doing to make room for this work?
- How will we assess whether it’s
  - (a) implemented well?
  - (b) working?
OBJECTIVES

- Identify sources of fidelity and outcome data to guide PBIS implementation in high schools

- Identify strategies to improve your processes of using data for decision making

PBIS FOUNDATIONS

- **All PBIS Implementation is guided by data**
  - The single smallest thing you can do to empower and improve an educational setting (classroom, school, district) is to give the right **people** the right **data** in the right **form** at the right **time** for functional decision-making.

- **Place as much emphasis on the process for data use as on the collection and reporting of data**
  - Effective educational decision-making occurs when a team has an **agreed upon rubric** for using data to **identify challenges**, develop culturally and organizationally relevant **solutions**, and monitor the **implementation and impact** of those **solutions**.
IMPLICATIONS FOR PROBLEM-SOLVING AND DECISION-MAKING

- **Are we doing what we said we would do?**
  - School-level: TFI (are we implementing PBIS)
  - Class-level: Classroom Self-Assessment (are we building effective classroom systems)
  - Student level: (are we implementing Tier II or Tier III supports as proposed)

- **Is it working?**
  - Behavior Data ..... Attendance Data … Course (Academic) Data

- **What should we do next?**
  - Problem identification
  - Solution Development
  - Implementation, evaluation, adaptation
“The single most efficient process for achieving a valued outcome in a complex system is to define, measure, and report progress toward achieving that outcome on a regular cycle.”

GILBERT (1978)
MCINTOSH, GIRVAN, HORNER & SMOLKOWSKI (2014)
- Identify Specific Schoolwide Goals
- Communicate to Stakeholders
- Monitor Progress & Implement
IDENTIFY SPECIFIC SCHOOLWIDE GOALS

- X% of students with 0-1 office discipline referrals
- X% of students with 90% or higher attendance (missing 18 or fewer days in most districts; http://www.attendanceworks.org/resources/)
- X% of students on track to graduate (credit accumulation)
- X% of students with a GPA of 2.5 or higher
- X% of students who know the taught expectations
- X% of students with 80% or higher on knowledge assessment

Go Beyond Aggregate % rates
Look by key subgroups
Ensure 9th grade focus
Communicate early & often with all stakeholders

- Staff at least monthly
- Students at least monthly
- Families at least quarterly

The single biggest problem in communication is the illusion that it has taken place.

GEORGE BERNARD SHAW
DATA GOALS: COMMUNICATION

Leadership Team 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 1 1/2 days each month on average from kindergarten through high school loses a YEAR of education.”
-Supt. Welcome Letter 2017-2018
MONITOR PROGRESS AND IMPLEMENT

- Develop Precision Statements
- Determine Fidelity Measures
- Determine Outcome Measures
- Access Data

Let’s dive a little deeper …..
AS YOU IMPLEMENT… INCLUDE SPECIFIC TASKS TO MEASURE:

- **Fidelity Data**— *Did we do what we say we were going to do? How well are the core features of a practice or system being implemented?*

  **AND**

- **Outcome Data**— *Did it have an impact?*
FIDELITY DATA: 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!

- Overall PBIS Implementation
  - Benchmarks of Quality (BoQ), Tiered Fidelity Inventory (TFI), Team Implementation Checklist (TIC), School-wide Evaluation Tool (SET), Self-Assessment Survey (SAS)……

- Post-implementation of each practice/system
  - Lessons taught, Attendance process, distribution of acknowledgements, steps for CICO ……
EXAMPLE:
ACKNOWLEDGEMENT PRACTICES & SYSTEM

- Did we do what we said we were going to do?
  - *All staff and students receive acknowledgements:* Tally by grade, ethnicity, subject, etc.
  - *All staff consistently implement:* Tally by teacher names, Teacher distribution quota
  - *Student selection of acknowledgments:* Audit of acknowledgements selected / left over
  - Teachers, staff, and students *know the acknowledgement system*
  - *Easy to implement* (Easily fit into daily activities; Avoids interruption of instructional time)?
  - ……. Other ideas…. 
FIDELITY DATA: ACKNOWLEDGING EXPECTATIONS

POWER Acts:

57/178 staff members have participated = 32%

Notable Deeds

35 staff members turned in 110 ND’s = 20%
ACTIVITY: PAIR SHARE

Think about the fidelity data you collect …..

- **Do you collect an overall implementation data** (e.g., TFI, BOQ, SET)?

- **Do you collect fidelity data on practices and systems** and if you do, **how do you collect it?**
OUTCOME DATA

Asks: Did it work? Are we having the desired impact?

- Overall PBIS Implementation
- Specific practices
  - Performance on a specific practice
FOR DATA SOURCES IN HIGH SCHOOL: WHAT STUDENT DATA DO WE NEED?

- Attendance/Tardies
  - Information including attendance for full day, and missing class, and late for class
  - By school, class and student (Percent of days attending, Percent of classes attending, Percent of classes on time)

- Behavioral Challenges
  - Office discipline referrals (e.g., disrespect), Suspensions, Expulsion (disaggregated by student, grade level, class, disability, race, gender)

- Course Work (Academic)
  - Per school, grade level, student: Number (proportion) of classes with “adequate progress” vs “at-risk for failure”

- Climate
NARROWING YOUR FOCUS

- Look at subgroups of students
- Across data types

- Attendance and grades
- Behavior and grades
- Overall attendance and period skips
- Percentage of Fs by course

By grade level
By time of day/period
By core vs elective
By ethnicity/race
...others...
ACTIVITY: PAIR SHARE

In small group – 3-4 people review your data… Answer the questions on the form and prepare to share out
% of Freshmen with >5 Period Absences by Period

Overall Freshmen Attendance Rate of 89%
% Students on D or F List by GPA

% Students on D or F List by Attendance
Freshmen without Fs

% Students by # of Fs
N = 144 students

- Students w/ at least 1 F
- Students w/ No Fs

- 29% of students have 1 F
- 22% have 2 Fs
- 23% have 3 Fs
- 11% have 4 Fs
- 6% have 5 Fs
- 5% have 6 Fs
- 3% have 7 Fs
- 1% have 8 Fs
% of Fs by Course
N= 149 students; 405 Fs
ACCESS TO DATA

Be sure the right **people** have the right **data** in the right **form** at the right **time** for functional decision-making.

- Where is your data?
- What form is it in?
- Who can put it in usable format?
- Examined on regular basis

*How can you streamline data access and utilization.....*
<table>
<thead>
<tr>
<th>Lucky</th>
<th>Sustaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive outcomes, low understanding of how they were achieved</td>
<td>Positive outcomes, high understanding of how they were achieved</td>
</tr>
<tr>
<td><em>Replication of success is unlikely</em></td>
<td><em>Replication of success likely</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Losing Ground</th>
<th>Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undesired outcomes, low understanding of how they were achieved</td>
<td>Undesired outcomes, high understanding of how they were achieved</td>
</tr>
<tr>
<td><em>Replication of failure likely</em></td>
<td><em>Replication of mistakes unlikely</em></td>
</tr>
</tbody>
</table>
STRATEGIES AND EXAMPLES:
ONE SCHOOL FOCUSED ON FRESHMEN

- Identify Specific Schoolwide Goals
- Communicate
- Monitor Progress & Implement
LET’S LOOK AT ONE SCHOOL WITH THE PROCESS

- 80% of 9th graders with 90% or higher attendance
- 85% of 9th graders with zero Fs
- 90% of 9th graders with at least 6 credits
## ATTENDANCE AFTER FIRST 30 DAYS

<table>
<thead>
<tr>
<th>Attendance rate</th>
<th>All 9th</th>
<th>w/ IEP</th>
<th>ELL</th>
<th>IEP+ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>90+</td>
<td>84%</td>
<td>75%</td>
<td>83%</td>
<td>86%</td>
</tr>
<tr>
<td>80-90</td>
<td>10%</td>
<td>14%</td>
<td>9%</td>
<td>14%</td>
</tr>
<tr>
<td>Below 80</td>
<td>6%</td>
<td>12%</td>
<td>9%</td>
<td>0%</td>
</tr>
</tbody>
</table>
**SPECIFIC GOALS**

<table>
<thead>
<tr>
<th>9th grade only</th>
<th># of Students Enrolled</th>
<th># of Students with Referrals</th>
<th>% of Students within Ethnicity Group with Referrals</th>
<th>Risk Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>196</td>
<td>19</td>
<td>9.7%</td>
<td>0.097</td>
</tr>
<tr>
<td>White</td>
<td>301</td>
<td>15</td>
<td>5.0%</td>
<td>0.05</td>
</tr>
</tbody>
</table>

Risk Ratio = \( \frac{\text{Risk Index Hispanic}}{\text{Risk Index White}} \) = 1.94
Attendance Rate Comparison
9th Graders N=553

80% of 9th graders will have an attendance rate of 90% or higher.
GOAL: 85% OF FRESHMEN WITH NO FS

COMPARED TO 2016-17:
78% OF FRESHMEN WITH NO FS (1ST SEMESTER)
80% OF FRESHMEN WITH NO FS (2ND SEMESTER)
COMMUNICATION STRATEGIES

- Initial Parent letter, followed by “nudge” letter(s)
- Pushed class data to advisory teachers & other intervention groups
- Shared data with staff monthly
GOAL

- 80% of 9th graders with 90% or higher attendance
- 85% of 9th graders with zero Fs
- 90% of 9th graders with at least 6 credits

END OF YEAR

- 78% of 9th graders with 90% or higher attendance
- 83% of 9th graders with zero Fs
- 93% of 9th graders with at least 6 credits
OBJECTIVES: HOW DID WE DO?

DISCUSSION….

- Identify sources of fidelity and outcome data to guide PBIS implementation in high schools

- Identify strategies to use to improve your processes of using data for decision making

Based on what you’ve heard today, what is hindering or helping you in moving forward with YOUR data-based decision-making?
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3) **QR Code:** Scan the code here (or in your program book) and chose your session from the dropdown Menu.
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College and Career Readiness for Transition (CCR4T)
Development and Validation of a Student Measure

Measurement Study funded by the Institute of Educational Sciences to be carried out from 2019-2023
Key personnel: Allison Lombardi, Mary Morningstar, Valerie Mazzotti, Jennifer Freeman, Hariharan Swaminathan, and Jane Rogers

Seeking school partners to:
• 2019-20 – participate in virtual focus groups, specifically secondary general and special education teachers, other school personnel
• 2020-21 OR 2021-22 - Field-test the measure in schools. Administer the CCR4T to students school-wide in an online survey format, which will take about 30-50 minutes (potentially a class period)
• 2021-22 Provide feedback on usefulness of scores, data reports. Access to data will be provided to all school partners.

• Interested in participating in focus groups? Fill out a form, visit http://ccr4t.education.uconn.edu
• Questions? Email us allison.lombardi@uconn.edu or jennifer.freeman@uconn.edu