IMPROVING SCHOOL CONDITIONS FOR STUDENT LEARNING

NATIONAL ASSOCIATION OF STATE TITLE I DIRECTORS MEETING
JULY 2017 | WASHINGTON, DC
OBJECTIVES

- Know the requirements in A.6 of the ESSA consolidated State Plan
- Understand the main ideas of how MTSS can assist states in improving conditions for learning
- Identify resources and tools for further information and assistance
AGENDA

- Review the ESSA consolidated State Plan requirement regarding school conditions
- Explore the main ideas of implementing MTSS to improve conditions for learning
- Provide State example
- Provide tools and resources
PRESENTERS

- Christine Pilgrim
- Monitoring and State Improvement Planning Division, Office of Special Education Programs

- Renee Bradley, Ph.D.
- Research to Practice Division, Office of Special Education Programs
SCHOOL CONDITIONS
ESEA SECTION 1111(G)(1)(C)

A.6

- Describe how the SEA will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing:
  - Incidences of bullying and harassment
  - The overuse of discipline practices that remove students from the classroom
  - The use of aversive behavioral interventions that compromise student health and safety
Implementing Multi-tiered Systems of Behavioral Support to Improve Conditions for Learning
1. Climate is context for success

2. Climate generally measured by stakeholder report

3. Academic & behavior success is interactive

4. Impact of evidence-based interventions affected by implementation context & fidelity

5. MTSS is systems framework logic for organizing selection & implementation of evidence-based practices
1. Climate is context for success

- Affects outcomes
- Affected by outcomes
- Climate is malleable

Bradshaw, CASEL, La Salle, et al.
2. Climate generally measured by stakeholder report

- Learning history & experiences
- Observations
- Others’ reports
- Disciplinary sub-climate
- Verbal report & actions & experiences

SCHOOL CLIMATE
- Individual & group level construct
- Refers to shared beliefs, values, & attitudes
- Shapes interactions between & among students, teachers, & administrators &
- Sets parameters of acceptable behavior & norms for school

3. Academic & behavior success is interactive

- Behavior affects academic
- Academic affects behavior

Algozzine, Bradshaw, Cartledge, Kame‘enui, Nelson, Wehby, et al.
4. Impact of evidence-based interventions affected by implementation context & fidelity

- Climate
- Implementation fidelity
- Contextual/cultural responsiveness

**Table:**

<table>
<thead>
<tr>
<th>PRACTICE</th>
<th>IMPLEMENTATION</th>
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<tbody>
<tr>
<td>Effectively</td>
<td>Maximum Student Benefits</td>
</tr>
<tr>
<td>Not Effective</td>
<td>Effective</td>
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*Fixsen & Blase, 2009*

**CULTURE** is extent to which group of individuals engage in overt & verbal behavior reflecting shared behavioral learning histories, serving to differentiate the group from other groups, & predicting how individuals within the group act in specific setting conditions.

*Fallon, Kratochwill, McIntosh, O’Keeffe, Sanetti, Vincent*
5. MTSS is systems framework logic for organizing selection & implementation of evidence-based practices

- Decision-based data system
- Team facilitated
- Sustained through administrator priority & policy

Blase, Fixsen, Goodman, Horner, McIntosh, Walker, et al.
http://www.pbis.org/whats-new

Climate Change     ESSA
Alignment     Family Engagement
Equity     Bullying/Hate
Academic + Behavior     MTSS

Technical Brief
School Climate: Academic Achievement and Social Behavior Competence
Center for Positive Behavioral Interventions and Supports
September 14, 2016

1. What is the purpose of an emotional and social climate?
   The purpose of this technical brief is to provide an operational and applied overview of emotional climate. Understand emotional and social climate and develop strategies to improve emotional and social climate. The goal is to improve academic achievement and behavioral competence.

Technical Brief
Every student succeeds Act: Why School Climate Should Be One of Your Indicators
Center for Positive Behavioral Interventions and Supports
November 29, 2016

1. What is purpose of this brief?
   The purpose of this brief is to describe the Every Student Succeeds Act (ESSA) and to provide examples of how schools can use school climate data to identify and address needs.

2. What does ESSA require for school climate?
   The Every Student Succeeds Act (ESSA) requires schools to measure school climate using student and teacher reports. The goal is to identify areas for improvement and develop strategies to improve school climate.


Introduction
 PBIS promotes a data-driven, evidence-based approach to addressing behavioral and academic problems. The goal is to create a school environment that supports all students, regardless of their needs. The technical guide provides strategies for aligning interventions, programs, and practices to support students' success.

PBIS PRACTITIONER’S GUIDE
National Climate Change: 5 Ways Schools Can Positively and Preemptively Support All Students
October 8, 2017

National Climate Change
Recent headlines have highlighted the dangerous side effects of climate change, but there is still much to be learned and understood. As a result, schools and teachers have recently increased their focus on teaching students about the impact of climate change on society and the environment.
The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts, and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.


Improving School Conditions for Learning: 
A State Example
An intensive technical assistance system for the implementation of an integrated reading and behavior Multi-Tiered System of Support (MTSS) model that focuses on research-based practices and implementation science to ensure sustainability and scalability
KEY CONCEPTS

- Invest in Systems
- Support fidelity of effective practices
- Standardize key features and contextualize implementation
## ALIGNMENT AND INTEGRATION

<table>
<thead>
<tr>
<th><strong>Alignment</strong></th>
<th><strong>Integration</strong></th>
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<tbody>
<tr>
<td>• Correct positioning for effective/efficient performance</td>
<td>• Different parts of a system are made a functional and structural whole</td>
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<tr>
<td>• Core features of practices and support of these practices are aligned across the system</td>
<td>• Resources are leveraged to build upon each other</td>
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<tr>
<td></td>
<td>• Integration</td>
</tr>
<tr>
<td></td>
<td>Cross Content</td>
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<td>Cross Department</td>
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<td>Cross Agencies</td>
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MODEL FOR ORGANIZING DISTRICT MTSS SUPPORT

School District

Structure

Cabinet Team

Cabinet Liaison

Implementation Planning Team

MTSS Coordinator

Training and Coaching Providers

Management and Coordination Information Performance Feedback

Vision Facilitative Administration Selection

Feedback Loop

Delivery

Schools

Resources

Training Coaching
OUR FOCUS

- We know what it takes to improve school climate and reduce behaviors that interfere with access to instruction.
- We need to get better at supporting educators to implement and sustain effective practices.
PROFICIENCY ON 4\textsuperscript{TH} GRADE READING ASSESSMENT AND PERCENT OF MAJOR DISCIPLINE REFERRALS FROM CLASSROOM: 132 ELEMENTARY SCHOOLS

<table>
<thead>
<tr>
<th>Percent of Students Proficient</th>
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<tr>
<td>100%</td>
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<tr>
<td>90%</td>
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<tr>
<td>80%</td>
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<td>70%</td>
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<tr>
<td>20%</td>
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<tr>
<td>10%</td>
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<td>0%</td>
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- **Schools with <50% Major Discipline Referrals from Classroom**
- **Schools with >50% Major Discipline Referrals from Classroom**
FOCUS ON IMPLEMENTING WITH FIDELITY

Average Change Over one Year in Major Discipline Referrals: One District Example
(13 elementary schools)

- Increase 8%
- Decrease 14.6%

Not met fidelity criteria (5 schools) Met fidelity criteria (8 schools)
Genesee Intermediate School District (ISD) supports PBIS implementation in 17 LEAs and 75 schools within their region, including Flint Community Schools. Genesee ISD’s capacity assessment results improved from 52% last year to 71% this year. Currently, the average fidelity score for the schools in Genesee ISD is 68% on tier 1 with 46 schools achieving fidelity criteria on tier 1. Schools implementing PBIS from Spring 2016 to Spring 2017 have demonstrated a reduction of 914 days (or just over 5 years when calculated based upon 180 school days) suspensions for students with disabilities.
During the past year, Genesee Intermediate School District has supported 60 schools from 12 districts within their region

- 58% of schools have met criteria on the Tiered Fidelity Inventory
- For students with disabilities
  - 188 days of instructional time recovered from previous year (previously associated with addressing problem behavior)
  - 9% reduction in out-of-school suspension
Kenwood Elementary in Cadillac was a priority school (bottom 5% of Michigan Schools) and is now off the priority schools list and is in the 59th percentile of schools in Michigan. The school personnel attribute their turn around in part to improving school climate through PBIS.

A Look at Including Chronic Absenteeism in a MTSS
CHRONIC ABSENTEEISM

RECOMMENDATION FROM ATTENDANCE WORKS

- Encourage schools to incorporate attention to attendance into a multi-tiered system of support (MTSS).

- Focus on prevention and early intervention and leverage a framework that many educators are familiar with.
CONTINUUM OF SUPPORTS

Universal Prevention
For all students

Targeted Intervention
For some students

Intensive Intervention
For few students
ADDRESSING CHRONIC ABSENTEEISM

ATTENDANCE WORKS

(ATTENDANCEWORKS.ORG)

- Coordinated school and interagency response
- Legal intervention (last resort)

TIER 3

- Personalized early outreach
- Action Plan address barriers and increases engagement
- Caring mentors

TIER 2

- Engaging school climate
- Positive relationships with students and families
- Impact of absences on achievement widely understood
- Chronic absence data monitored
- Good and improved attendance recognized
- Common barriers identified and addressed

TIER 1

Students missing 20% or more of school (severe chronic absence)

Students missing 10-19% (moderate chronic absence)

Students missing 5-9% (at risk)

Students missing less than 5% (satisfactory)
A MULTI-TIERED FRAMEWORK

Should incorporate...

- Efficient allocation of limited organizational resources to address student need
- Intensity of supports with interventions linked directly to functional assessment of problem
- Structures to ensure staff implement practices with fidelity
POSSIBLE CONTRIBUTING FACTORS TO CHRONIC ABSENTEEISM

<table>
<thead>
<tr>
<th>Direct Focus of PBIS</th>
<th>Additional Interventions</th>
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<tbody>
<tr>
<td>• Not feeling connected (caring adults/friends)</td>
<td>• Physical health issues (asthma)</td>
</tr>
<tr>
<td>• Not feeling safe at school (bullying behavior)</td>
<td>• Mental health issues (anxiety)</td>
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<tr>
<td>• Behavior issues (suspensions for problem behavior)</td>
<td>• Lack of, or inconsistent transportation</td>
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<tr>
<td>• Not feeling academically successful in school</td>
<td>• Family issues (need to watch siblings)</td>
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<td></td>
<td>• Not feeling safe traveling to school/home</td>
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BENEFITS OF PBIS TO ADDRESS CHRONIC ABSENTEEISM

- Multi-tiered framework use to effectively and efficiently provide supports
- Problem solving based on data (for intervention planning and continuous improvement)
- Many contributing factors of chronic absenteeism are directly addressed by PBIS
- Focus on systems to ensure fidelity and sustainable implementation
RESOURCES & NEXT STEPS

- www.pbis.org
- www.osepideasthatwork.org
Questions?