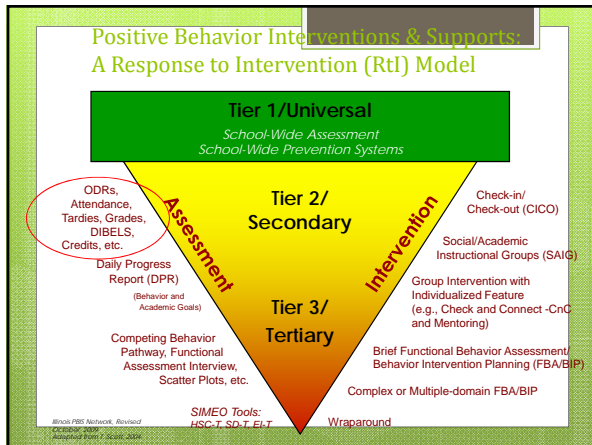


Session 37: Top Ten Ways to Use Academic and Behavioral Data in High Schools

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Establish Procedures for On-going Monitoring and Evaluation Data Collection and Use

Why do we use data?


- Data gives a picture of what's happening behaviorally in the school
- Sets baseline to measure improvement
- Identifies need
- Guides intervention planning
- Progress monitors interventions



To Data. . . .
and Beyond

Toy Story 3, A Disney Pixar Film, 2010

“Use your head!”




Take 5

- Write down some statistical information about your school which might influence the culture or the academic achievement of your school/students.

“Terrain seems a bit unstable. No readout yet if the air is breathable. And there seems to be no sign of intelligent life anywhere.”

- Alton High School
 - 2000 students
 - 36% minority
 - 51% low income
 - 190 staff
 - Urban setting
 - Unit District




"My ship has crash-landed here by mistake."

PBIS

- Introduced in 1998
- Successfully implemented at the elementary level and middle school levels
- Beyond unsuccessful at the high school level

● HS People #%\$*& PBIS


- 2006 Introduction of Illinois Character Education Grant



"Don't even think about it, cowboy."

To discipline means to instruct a person to follow a particular code of conduct.

- The first thing that we had to attack was the perspective of the teachers
- The behavior of the students would not change until adults responded differently
- The result of "Courageous Conversations"




"Use Your Head!"

Take 5


- What are you doing within your school to encourage staff participation in PBIS?

OR

- What are you doing to ensure that your school staff understands how PBIS works?




"This isn't flying. This is falling with style!"



Initiatives designed to change the perception of PBIS

- Administrator assigned to each level
 - Attend the PBIS meetings
 - Monitor the PBIS work
 - Support the PBIS initiatives
- Internal coaches designated – teacher leaders
- PBIS interwoven with PLC


"I need to repair my turbo boosters. Are you still using fossil fuels, or have you discovered crystalline fusion?"



The Revolutionary Work of Essential Skills' Team

- Represent each core department on the universal team
- Report out on PBIS work
 - at each monthly department meeting
 - Connect behavior and instruction

"Use Your Head!"



Take 5

- What types of data would you collect ?
- What would you do with this data?

"But we're not on my planet, are we?"

Types of data that we collect:

- Behavior
 - Number of IDs given out daily
 - Detentions/ISD by grade, race, and type
 - Suspensions and expulsions by grade, race and type
 - Students involved in CICO and other group initiatives
 - ODRs by student and disaggregated by majors and minors
 - ODRs by staff person



Will somebody please explain what's going on?"

- Academic Data
 - Failures by department
 - Failures by grade
- Alignment of Essential Skills with ACT Readiness Skills
- Analysis of % of Critical Thinking vs. Knowledge Based Questions on local assessments
- Increasing the level of student engagement




That's not a laser - that's a little lightbulb that blinks.

How do we use our data?

- To Make All Decisions – both management and academic
- To Celebrate
 - Data reinforces those things that we are doing well!




Rex:What're we gonna do, Buzz?
Buzz Lightyear: Use your head!
Rex: But I don't wanna use my head!



Run – Don't Walk to Response to Intervention

Academic and Behavior Interventions
 Are Inherently Connected



I may not be a smart dog,
 but I know what roadkill is


Through Professional Learning Communities, we focus on:

- Continual learning for staff through collaboration
- Shifting from teaching to facilitating learning
- Professional dialogue regarding academic achievement through PLC teams
- Connecting vocabulary between instructional practices and PBIS
 - Universal – Differentiation Instruction/universal reinforcers
 - Secondary – Extended Block, Read 180, elimination of lower level classes/Check-in, Check-out
 - Tertiary – Self-contained, credit recovery/WRAP
- Use of data to drive instructional/management decisions

"My eyeballs could have been sucked from out of their sockets!"

	2007	2008	2009	2010
Enrollment	2342	2234	2165	1965
School Days	174	174	174	170
# of ODRs	13205 56%	6665 30%	7448 34%	6387 33%
# of ODRs (w/out minors)	N/A	N/A	4725	3782
ODRs/IEPs	4158 18%	2262 10%	2182 10%	1876 9.5%
# Suspensions	387 17%	384 17%	288 13%	292 15%
# Expulsions	20	25	19	13


"Years of Academy training wasted."



	2008 527 freshmen		2009 513 freshmen		2010	
English	34	36	27	36	28	14
Math	24	26	21	42	21	34
Science	54	39	47	53	32	23

"Are you saying you want to lodge a complaint with Star Command?"


- Believe in your mission and vision
- Communicate your vision clearly
- Transformation is a (slow) process
- Persistence pays off
- Data **NEVER** lies
- Change happens one person at a time



Buzz Lightyear: Hold on, this is no time to be hysterical!
Hamm the Piggy Bank: This is the perfect time to be hysterical.
Rex the Green Dinosaur: Should we be HYSTERICAL?
Slinky Dog: No!

**If you don't feed the teachers,
they eat the children**


- Mentor your teachers in the same manner that you expect teachers to mentor their students
- Encourage teacher leadership
- Celebrate all of your successes – *no matter how small*
- Keep success in perspective **and celebrate often**




"Use Your Head!"

Take 5

- List 5 specific things that you can do upon your return that will foster the culture of PBIS?





"Well then, let's climb aboard."

AT AHS


- Everyone runs the school
- Everyone has access to data
- Everyone has a voice to contribute
- Everyone IS PBIS

"You mean it has hyperdrive?"

<http://www.youtube.com/watch?v=vWclgyyIfUs>

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Before you leave the session...

- Take a moment to reflect on the session
- Record your thoughts in the back of your program booklet
- These notes will assist you in completing the online evaluation after the conference
- Your comments are valued and assist in developing future conference sessions
