Using End of Year Reports

To Set and Achieve Annual SW-PBS School Improvement Goals

Outcomes

- Understand the purpose for the EoY Reports
- Become familiar with the EoY Report
- Be able to use the EoY reports to identify opportunities for celebration and for growth
- Be able to use EoY reports to identify desired student outcomes for next year
- Be able to use EoY reports and a data based decision making model to develop a targeted action that improves student outcomes

“Why?” Use End of Year Reports

To monitor, adjust, and sustain our efforts to build systems that support practices that lead to continuous improvements in academic and social/emotional/behavioral outcomes for students

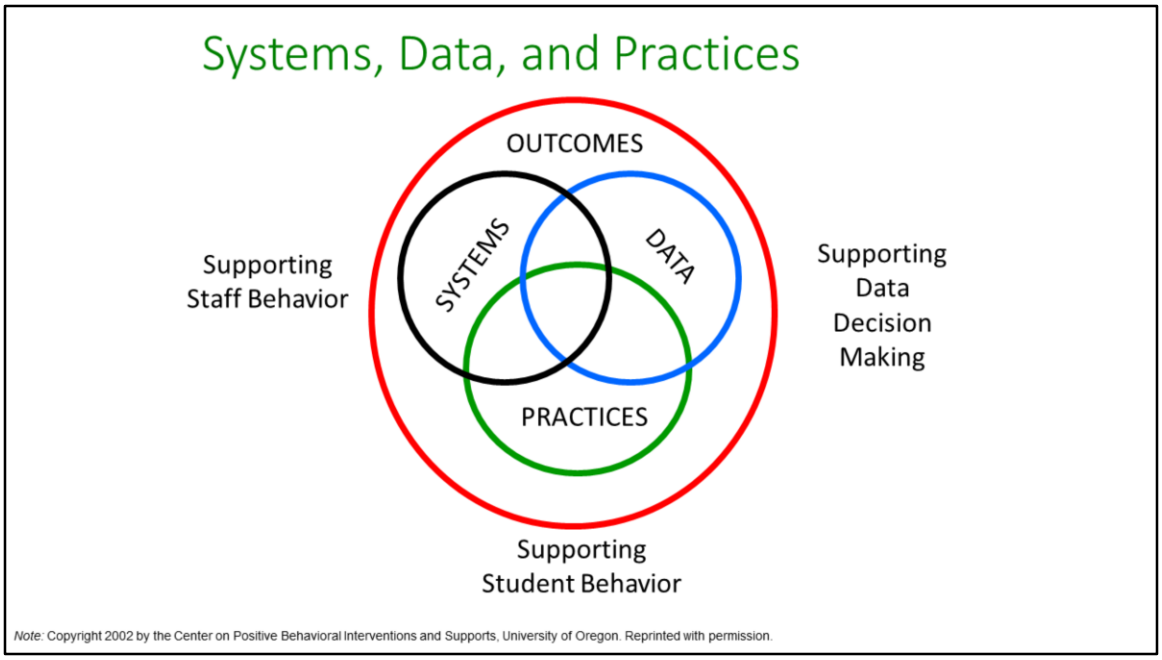
The End of Year Report (EoY) is intended to be a one stop shop for data related to social/emotional and behavioral outcomes.

It can be part of an ***annual*** review to identify ***celebrations***, ***opportunities for growth***, and areas requiring ***further analysis***

http://news.bbc.co.uk/media/images/38404000/jpg/_38404311_onestop150.jpg

Use the **End of Year Reports** and a **Data Based Decision Making (DBDM)** process to establish cycles of continuous improvement

http://previewcf.turbosquid.com/Preview/2014/07/08__00_58_32/spiral%20staircase002.jpgdc460bfe-2621-4b68-bc1b-355cd4671699Large.jpg



IT is based on: Achieving social competence and academic achievement is the most important work we do in schools. Students need to be proficient at both to become productive, well-rounded citizens and adults.
To achieve this, school districts need to create organizations based on 3 primary supports: Systems, Data and Practices. Systems are put into place to be sure that the adults are given the structure and guidance needed to run efficient and effective schools. Students need to have clear guidance, instruction and support through the Practices schools use. Data informs both Systems and Practices to be sure that the decisions made about each match what their Data is telling them.

System

"System: A group of related parts that move or work together:

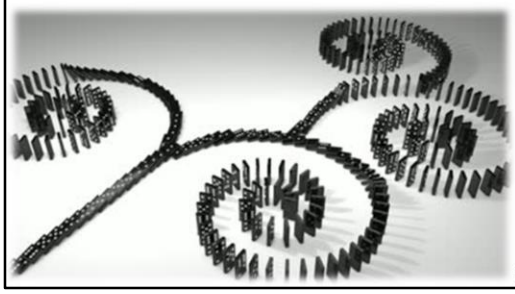
1. A regularly interacting or interdependent group of items forming a unified whole"

http://www.merriam-webster.com/dictionary/system

http://www.sharesinv.com/wp-content/uploads/articles/gears.jpg

"Interacting and Interdependent Parts"

"More 'ecological' than logical, it recognizes that simple, linear cause-and-effect explanations sometimes miss the fact that today's effect may in turn be tomorrow's cause, influencing some other part of the system." (Wagner et al, 2006)



http://ak.picdn.net/shutterstock/videos/2140415/preview/stock-footage-dominoes-effect-d-animation.jpg

Think about the relationship between academic skills and behavior

Schools are Systems

"Your system—any system—is perfectly designed to produce the results you're getting."

(Wagner, et al., 2006)

Implications of Systems Thinking

- To change results, we must change the system
- Think holistically, ecologically
- Data can sometimes be both cause and effect data
- The End of Year Report contains *essential* data interacting systems and outcomes that impact important social/emotional/ and behavioral goals

Requires Trust

- No Blame
- No Shame
- This is our data
- We are accountable for making needed change

Wagner, et al. (2006) *Change Leadership*

Can You Identify with This?

"It is not so much a lack of data, but an absence of analysis, and an even greater absence of actions driven by the data."

White 2005

Think, Pair Share: Do you have a focused set of data that your school looks at to monitor your systems, practices, and outcomes for students? Do you have a systematic process for using this data to make decisions

Think, Pair, Share

- Does your school have a focused set of data that your team looks at to monitor your systems, practices, and outcomes for students?
- Do you have a systematic process to annually review this data to make school improvement decisions?
- Or, do you sometimes feel as though when it comes to data, you are trying to drink from a fire hose, instead of a fountain?

Guiding Questions

- What data is important to collect?
- What data is important to look at?
- How do we use it to make decisions?

What Data is Important to Collect?

The End of Year Report

- Gathers Important Indicators of
  - Student Outcomes
    - Social/emotional and behavioral
    - Academic
  - Implementation Fidelity
    - Data on adult actions that impact student outcomes
  - Contextual
    - Data on setting that contributes to student outcomes

It is not all inclusive, but includes the essentials!

Student Outcome Data

- Data that demonstrates the effectiveness of our efforts on important academic, social, emotional, and behavioral goals that we have for our students

Examples of Student Outcome Data

- The number of student office discipline referrals
- Proportion of student population who qualify for special education
- Proportion of students Proficient and Advanced in Reading
- High School Graduation Rates
- Risk ratio of suspension for African American compared to white students

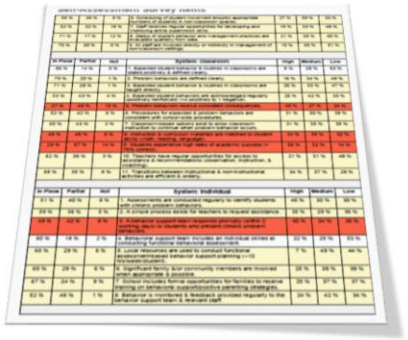
Implementation Fidelity Data

- Data that helps us to monitor whether the adults are doing what we said we would do to get the student outcomes we want

http://revtim.com/assets/pull_together.jpg

Examples of Implementation Fidelity Data

- The ratio of positive to corrective feedback in a classroom or school
- The frequency with which opportunities to respond are observed in a classroom walkthrough
- Total SAS scores
- Tier I Universal checklist



Data on Contextual Factors

- Data on factors related to the environment that set students up for appropriate or inappropriate behavior
- Data about students that may affect implementation fidelity
- Setting Events: Conditions that don't cause a certain outcome, but can make that outcome more likely
  - ME
    - Low blood sugar
    - Lack of sleep

S = Setting events
B = Behavior
C = Consequence

Examples of Contextual Factors in Schools

- Staff to student ratios
- Students qualifying for F/R lunch
- Availability of district support personnel with behavioral expertise
- Neighborhood crime rates
- Family stress (divorce; food insecurity; homelessness)
- Student mobility
- Student demographics
  - Can affect how students are treated

https://efareport.files.wordpress.com/2011/10/povertyday.gif

These contextual factors do not cause students to behave inappropriately. However, they can serve as setting events, predisposing students to respond to antecedents

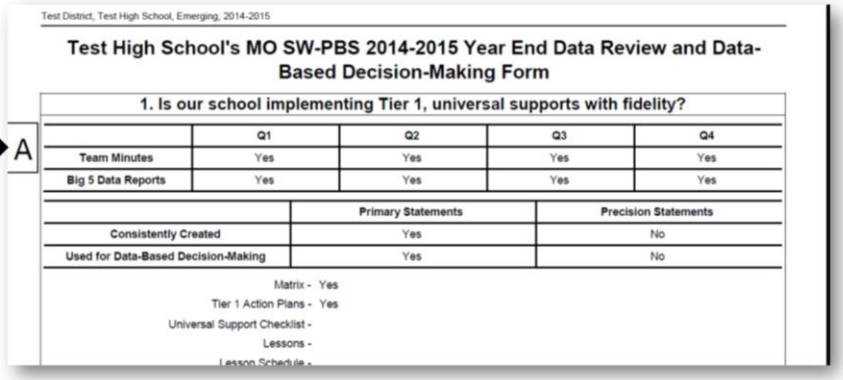
Before we move on, it is important for you to know what is in the report and how it is organized.

Partner Scavenger Hunt

- Use the Test High School End of Year Report to identify the sections where specific data can be found

Section Identifier

A



Test District, Test High School, Emerging, 2014-2015

Test High School's MO SW-PBS 2014-2015 Year End Data Review and Data-Based Decision-Making Form

1. Is our school implementing Tier 1, universal supports with fidelity?

	Q1	Q2	Q3	Q4
Team Minutes	Yes	Yes	Yes	Yes
Big 5 Data Reports	Yes	Yes	Yes	Yes

	Primary Statements	Precision Statements
Consistently Created	Yes	No
Used for Data-Based Decision-Making	Yes	No

Matrix - Yes
Tier 1 Action Plans - Yes
Universal Support Checklist -
Lessons -
Lesson Schedule -

This activity is designed to help you become familiar with what is included in the EoY report. Go to the google form. There you will find a grid

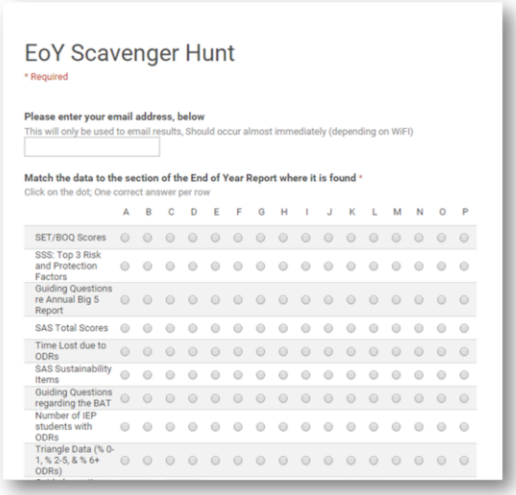
Partner Scavenger Hunt https://goo.gl/ar6b6S

We will take 10 minutes

May work in pairs

TIP: It is organized by Tier

Submit regardless of whether or not you have finished



EoY Scavenger Hunt

* Required

Please enter your email address, below

This will only be used to email results, Should occur almost immediately (depending on WiFi)

Match the data to the section of the End of Year Report where it is found *

Click on the dot; One correct answer per row

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
SET/BOQ Scores																
SSS: Top 3 Risk and Protection Factors																
Guiding Questions re Annual Big 5 Report																
SAS Total Scores																
Time Lost due to ODRs																
SAS Sustainability Items																
Guiding Questions regarding the BAT																
Number of IEP students with ODRs																
Triangle Data (% 0-1, % 2-5, & % 6+ ODRs)																

What is *NOT* Auto-loaded into the EoY

- Anything on your sheet that is highlighted in *yellow*
  - Answers to guiding questions
  - SSS Risk and Protective Factors
  - Academic Proficiency Scores
  - ADA
  - FBA/BIP Evaluation Rubric

At this point, does anyone have any questions about what is or is not included in the report?

Identifying School Improvement Goals

Enter with a Question

- What were our rates of ODRs per day per month?
- Are students responding positively to our Tier 2/3 Interventions?
- Are we improving outcomes for students with disabilities?
- Are *all* of our students making adequate and appropriate academic progress?

Inquiry: Enter with a question

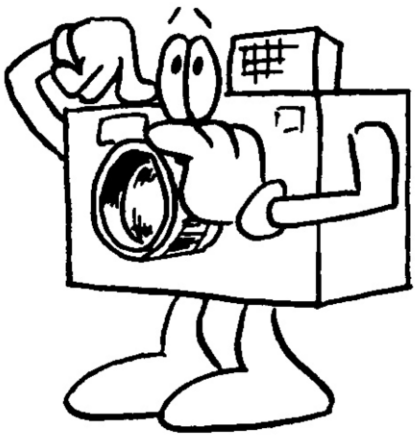
- How do you know what you do not know?
- What do you want to know?
- What information related to your inquiry is included in the EoY report?
- What additional information do you need?

I want to enter the DMR cycle with a question.

- I have scanned my data, and I see that overall our discipline data is excellent. We are increasing the proportion of our students who respond to Tier I, decreased the percentage of our kids who require Tier II interventions, and have had a slight decrease in our percentage of students who require Tier III interventions
- Fewer students with IEPs who qualify for F/R Lunch and fewer SPED teachers suggests that PBIS may be resulting in fewer students who qualify for SPED, although more complete assistance referral data would give us a clearer picture.

- Because we have fewer students receiving office referrals, we are assuming increased instructional time
- However, although our MAP scores had increased for several years, last year they fell across the board
- So, my question is: What caused our MAP scores to drop, and how can we can we get them moving in the right direction, again?

Take a snapshot of your school



Use your EoY Report to take a quick snapshot of your school. This snapshot will give you a “state of the school” picture that can help you to identify areas that

Snapshot

Celebrations	Opportunities

Using a T chart and either your school's EoY report, or The Test School EoY report, identify those areas that went well, and those that represent opportunities for growth. 80% is criteria for SAS

Treasure Hunt

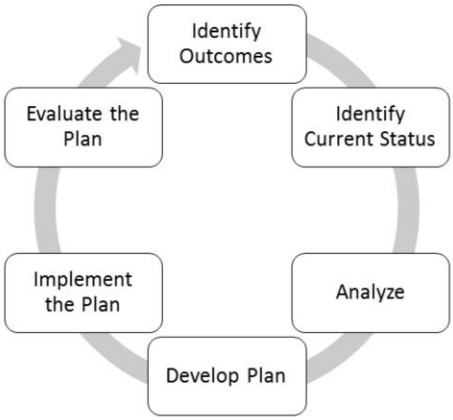
Celebrations	Opportunities
• Submitted all quarterly data	• Less than 50% of staff say expectations are recognized
• Demonstrated steady improvement in all areas of the SAS	• Scored 54% in Classroom on the SAS
• Have lessons and schedule	• 14% of our students have 6+ ODRs
• ADA for all students is 93%	• 70% of students have 0-1 ODR
	• 17% have 2-5 ODRs
	• ADA for students with disabilities is only 81%
	• 29% state curriculum and Instructional Materials are matched to students ability

We always want to take time to celebrate what is going well at our school. This information can be shared with the staff, students and their families, the superintendent and school board, and the community. It validates our efforts.

In addition, sharing opportunities for growth creates transparency, and communicates a willingness to engage in cycles of continuous improvement.

Finally, as we are also using our snapshot to search for a focus for annual improvement, we want to pay particular attention to data related to student outcomes. Our focus should always be on improving outcomes for students. We can then look for a possible relationship between these outcomes and the systems and contextual data that we have identified.

DBDM


Identify Outcomes
Identify Current Status
Analyze
Develop Plan
Implement the Plan
Evaluate the Plan

Step 1: Start with your desired outcome

- Identify school improvement goal from your snapshot and treasure hunt
- Should be Observable and measureable
- Steps 1 and 2 are really the same step; you look at your data and identify your current status. You develop a desired outcome based on the needs of the school; you then go back to your data to express where you are in relation to your desired reality.

Pick 2-3

- If everything is a priority, then nothing is!!!

Treasure Hunt

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Example: 80% or more of our students will respond to Tier 1 interventions (0-1 ODRs).

Step 2: Identify your current status

- What is the gap between where you are now, and where you want to be.

http://i.telegraph.co.uk/telegraph/multimedia/archive/01666/bike-canyon_1666343i.jpg

Snapshot

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Example: Currently, 70% of our students respond Tier I interventions

Step 3: Analyze the data

- Analysis should focus on the effects, and their possible causes
- The analysis answers the question: Why is this happening?
  - What are the ***obstacles*** that interfere with effective practice/action steps
- The analysis should produce an inference, and a resulting hypothesis
- From the snapshot, we now want to look at implementation fidelity data;
  - In particular, which implementation data is directly related to our desired outcome and the observed gap

Analyze What?!?

- End of Year Report
  - Student Outcomes
    - Social/emotional and behavioral
    - Academic
  - Implementation Fidelity
    - Data on adult actions that impact student outcomes
  - Contextual
    - Data on setting that contributes to student outcomes

Step 3 Analyze How?!?

- Disaggregate
- Triangulate

Disaggregation

To separate something into its component parts, or break apart

http://www.merriam-webster.com/dictionary/disaggregate

"Disaggregation is not a problem-solving strategy. It is a problem-finding strategy."

Victoria Bernhardt, Data Analysis, 1998

The data in my SDP data packet is disaggregated by grade level and IEP status.

Disaggregation:

- Who?
- What?
- When?
- Where?
- How much or how often?

Ways to Disaggregate

- By presence of disability
- By race or ethnicity
- By staff member
- By grade level
- By Gender
- By all of the above
- Other?

Examples of Disaggregated Data

- Over the past 3 years, we have averaged 10% fewer Special Education placements per year
- African American students at our school are 1.91 times more likely to be suspended than white students
- Ms. Smith consistently has 25% more of her students scoring above proficient in math.
- 5th grade boys at our school were 3 times more likely to receive an ODR than were 5th grade girls.
- 25% of our 3rd graders are reading at grade level

Triangulation: Narrows down the possible causes of the outcomes

- Answers the question, "Why?"

Triangulation

In olden times, seafarers used different reference points to calculate their position.

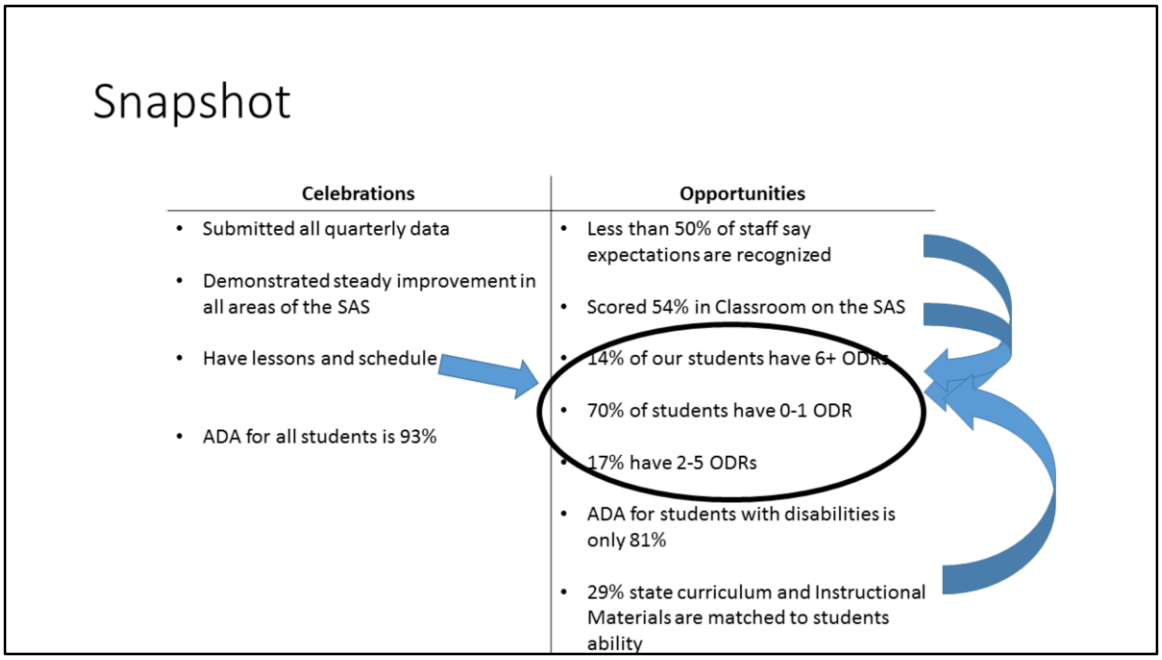
They used this information to set their course.

This is called “triangulation.”

End of Year Reports

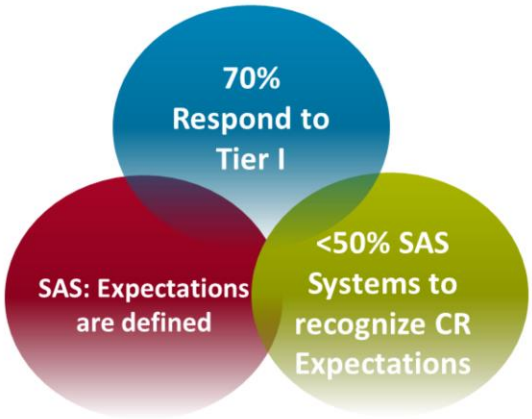
The end of year reports allow you to do something similar. It collects data from a variety of sources, allowing you to look at your systems, data and practices relative to your desired outcomes, and set a course accordingly.

Triangulation is not limited to 3 data points!

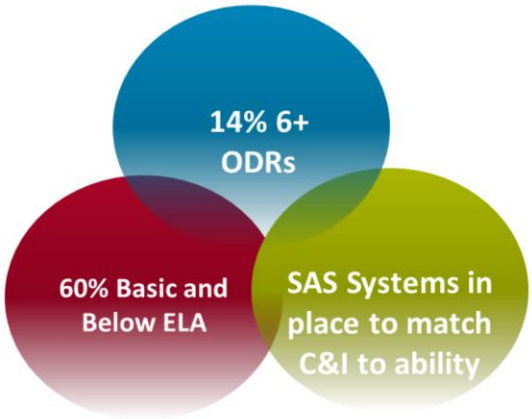


When triangulating data, we want to look for data points that are logically linked together

Triangulation



Triangulation



Triangulation Example

- 70% of students are responding to Tier I interventions
- 30% of students are not responding to Tier I
- 88% of the staff indicate expected behaviors have been clarified
- 64% and 48% of the staff indicate that expectations have been recognized at the school-wide and classroom levels, respectively
- The SAS indicates that 32% of classroom teachers stated that instruction & curriculum materials are matched to student ability is in place at the school
- The EoY report estimates that students were out of instruction due to ODRs 23,340 minutes.
- EoY Report indicates that 40% of students are proficient or advanced in ELA, and 23% are proficient or advanced in math

Triangulation

- What additional questions were raised from triangulating the data?
- What additional data would you like to have?
- Where might you find that data?

What additional questions did triangulation raise?
What additional information would you like to have?
Where might you find that information?

Turn to a shoulder partner and answer these questions?

Make an inference

- Expectations have not been taught or adequately recognized
- Students with weak academic skills behave inappropriately to avoid classroom instruction
- Time out of class due to inappropriate behavior is exacerbating the poor academic skills

Develop a Hypothesis

- If we _____, then the students will_____.

- If teachers ***teach and recognize appropriate behaviors***, more students will ***behave appropriately more of the time***.
- If teachers ***implement strategies to match the curriculum and instructional materials to student ability***, then students will ***be more successful academically, resulting in less escape motivated inappropriate behavior***.

Step 4: Make a plan

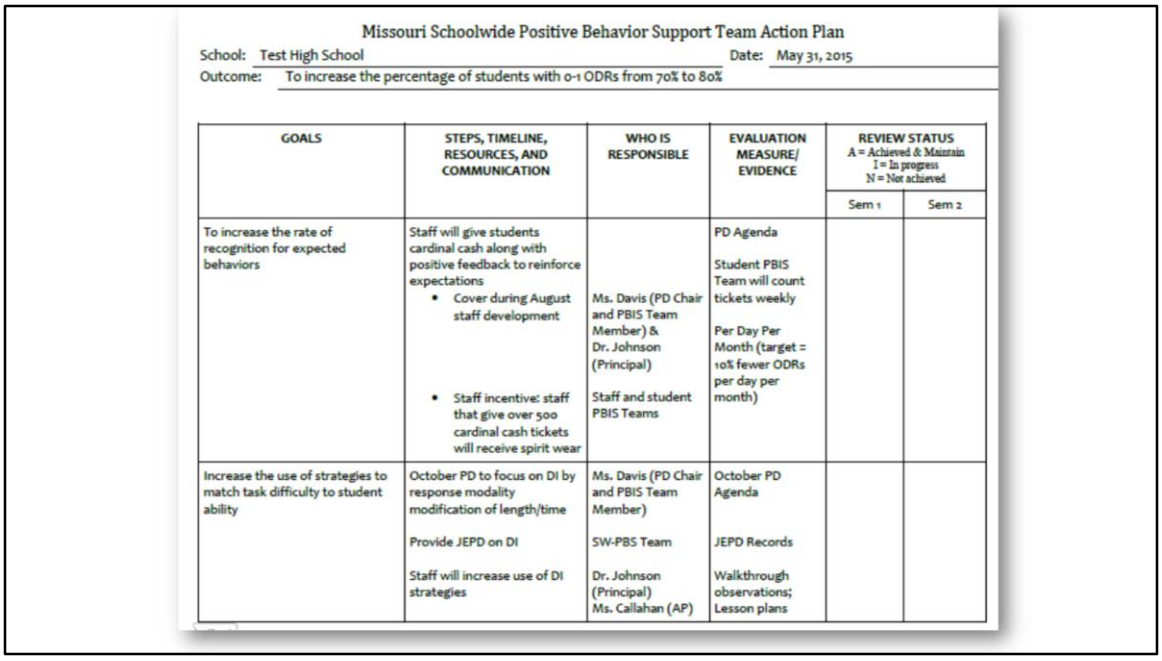
- Based on your hypothesis, develop an action plan
- Address perceived obstacles to implementation
- Action Plan should include
  - Goal
  - Action steps to achieve the goal
  - Individual responsible for each step
  - Time line/target date for each step
  - Implementation fidelity measures (how will you know you are implementing plan?)
  - Benchmark outcome measures (how will you know you are making progress towards goals?)

Missouri Schoolwide Positive Behavior Support Team Action Plan

School: _____ Date: _____

Outcome: _____

GOALS	STEPS, TIMELINE, RESOURCES, AND COMMUNICATION	WHO IS RESPONSIBLE	EVALUATION MEASURE/ EVIDENCE	REVIEW STATUS A = Achieved & Maintain I = In progress N = Not achieved	
				Sem 1	Sem 2



Missouri Schoolwide Positive Behavior Support Team Action Plan

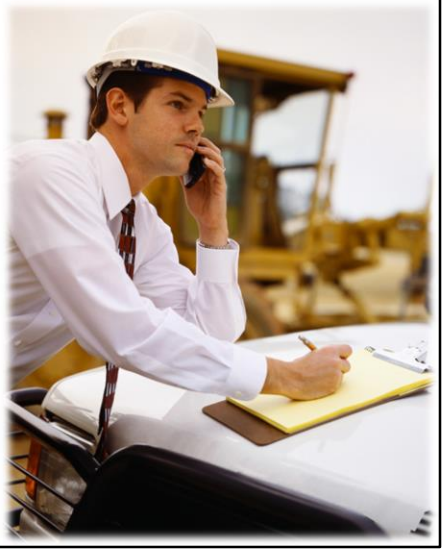
School: Test High School Date: May 31, 2015

Outcome: To increase the percentage of students with 0-1 ODRs from 70% to 80%

GOALS	STEPS, TIMELINE, RESOURCES, AND COMMUNICATION	WHO IS RESPONSIBLE	EVALUATION MEASURE/ EVIDENCE	REVIEW STATUS A = Achieved & Maintain I = In progress N = Not achieved	
				Sem 1	Sem 2
To increase the rate of recognition for expected behaviors	Staff will give students cardinal cash along with positive feedback to reinforce expectations • Cover during August staff development • Staff incentive: staff that give over 500 cardinal cash tickets will receive spirit wear	Ms. Davis (PD Chair and PBIS Team Member) & Dr. Johnson (Principal) Staff and student PBIS Teams	PD Agenda Student PBIS Team will count tickets weekly Per Day Per Month (target = 10% fewer ODRs per day per month)		
Increase the use of strategies to match task difficulty to student ability	October PD to focus on DI by response modality modification of length/time Provide JEPD on DI Staff will increase use of DI strategies	Ms. Davis (PD Chair and PBIS Team Member) SW-PBS Team Dr. Johnson (Principal) Ms. Callahan (AP)	October PD Agenda JEPD Records Walkthrough observations; Lesson plans		

Step 5: Implement Plan

- Monitor implementation fidelity measures
- Monitor benchmark outcome data



Step 6 Evaluate Plan

	Goal Not Met	Goal Met
Plan Not Implemented	Implement the plan	Go back to Big 5 data; Identify a focus for the next cycle.
Plan Implemented	Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis	

Now your turn…

- In small groups, use your EoY Report…
  - What are your celebrations?
  - What are your opportunities?
  - Do all students have similar outcomes from school?
  - Are students responding to interventions?
  - Other
- Then, use the EoY report and the DBDM to develop an action plan

Contract

- Based on today's training, what part of your practice will you change?
- Turn to a partner and share this commitment
- Volunteers to share out