Using Data to Identify & Evaluate Student Support Interventions

AUCD
November 18, 2019
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School-wide Systems -
Create a Positive School Environment that is:

Predictable

Common language, vision, & experience

Positive

Recognition for prosocial behavior

Safe

Common language, vision, & experience

Consistent

Adults use similar expectations

4 Key Elements

Culturally Knowledgeable Staff Behavior

Culturally Equitable Academic & Social Behavior Competence

Culturally Relevant Evidence-based Interventions

Culturally Valid Decision Making

Social Competence & Academic Achievement

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

Reno, NV 89557-0502

3

Tier 1: Universal Supports

For all students and staff:

1. Clear set of **expectations** for whole school
2. Procedures for **teaching** expectations
3. Continuum of procedures for **encouraging** expectations
4. Continuum of procedures for **discouraging** inappropriate behavior
5. Procedures for on-going **monitoring** and evaluation

Problem Identification

Problem Analysis

Plan Implementation

Plan Evaluation
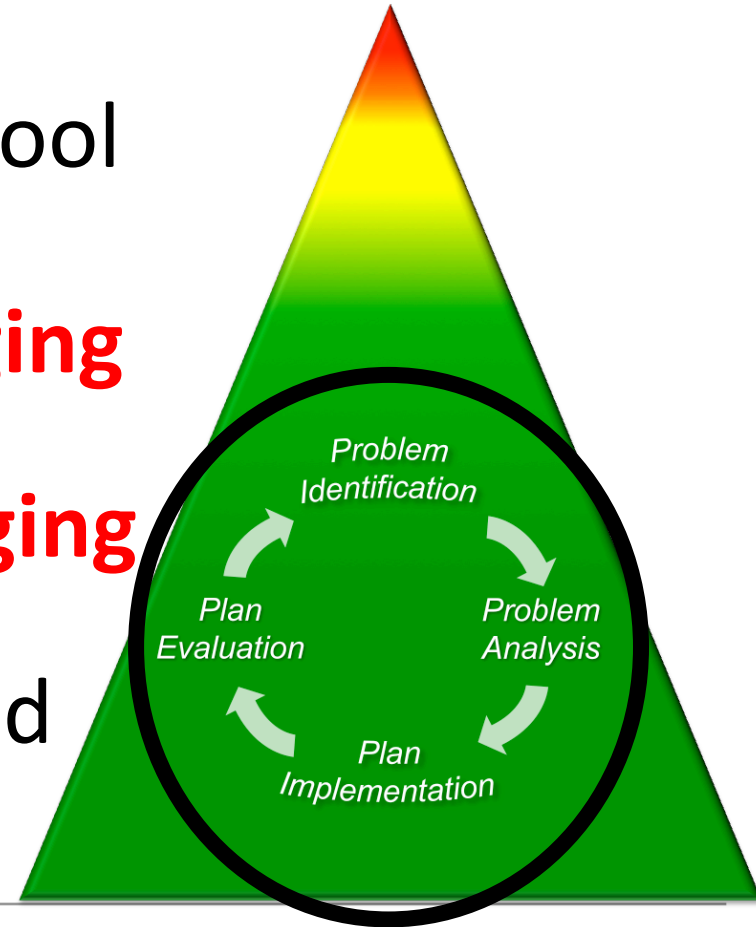
Tier 2: Targeted Interventions

- For high-risk and at-risk students:
  - These students represent less than 25% of school enrollment
  - They account for over 50% of behavioral incidents
  - They consume significant amounts of time and resources

Problem
Identification

Problem
Analysis

Plan
Implementation

Plan
Evaluation
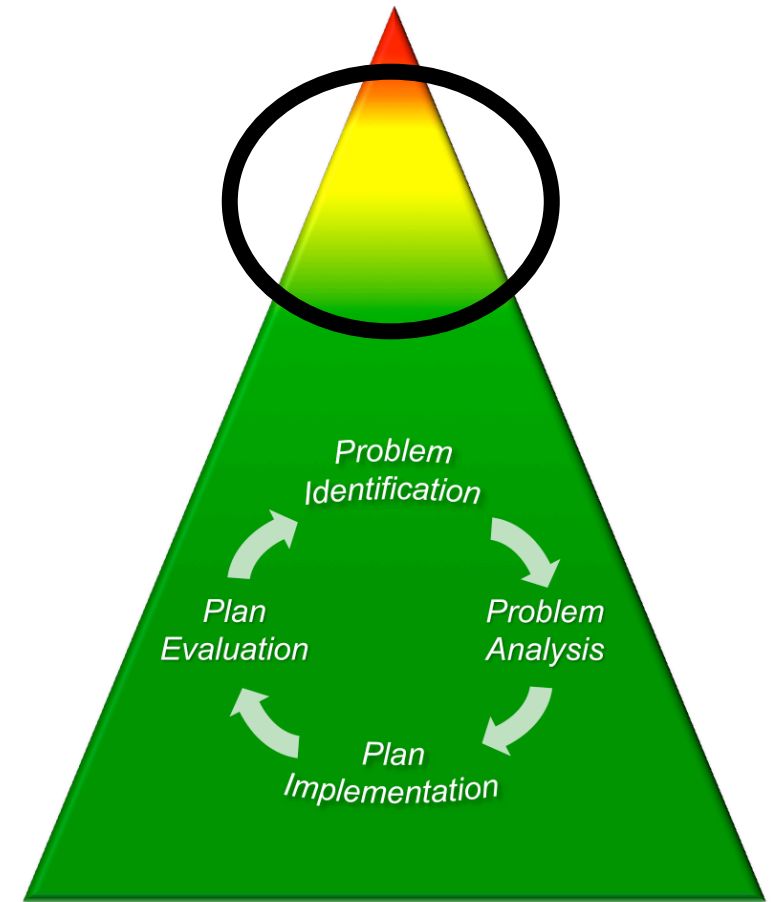
Tier 3: Individualized Interventions

- For high-risk students:

  - History of severe problem behaviors

  - Demonstrated resistance to intervention

  - An intensive system of support is needed
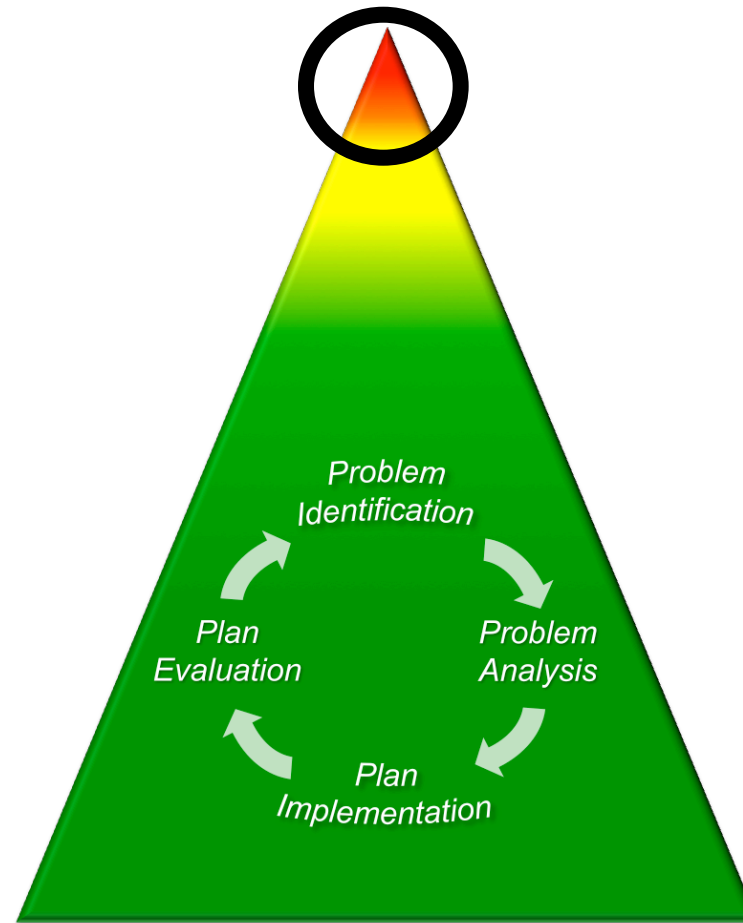
EVALUATE

EQUITY

Implicit Bias

- Implicit bias refers to our brief, immediate (automatic) reactions to events (Hughes & Barn-Holmes, 2013)

- Researchers have found evidence that most people have some form of these biases because they stem from our natural tendency to make associations to help us organize our social worlds.

Beyond Admiring Implicit Bias

Implicit Bias

- Has become a buzz-word

- Right now it's culturally fused with diversity training
  - In education: largely around ethnic/racial disparities

Make the Conversation Productive

- Assume positive intent
  - Consciously choosing to believe that people have good intentions
- **We don't know what we don't know**
  - "But I treat everyone the same!"
    - (That's "not me" phenomenon)
  - Stop assuming that implicit bias is the result of *bad people*

Enhancing Evaluation

1. Who is accessing tiered supports?

2. Is the **access** equitable?

3. Are the **outcomes** equitable?

Notice....

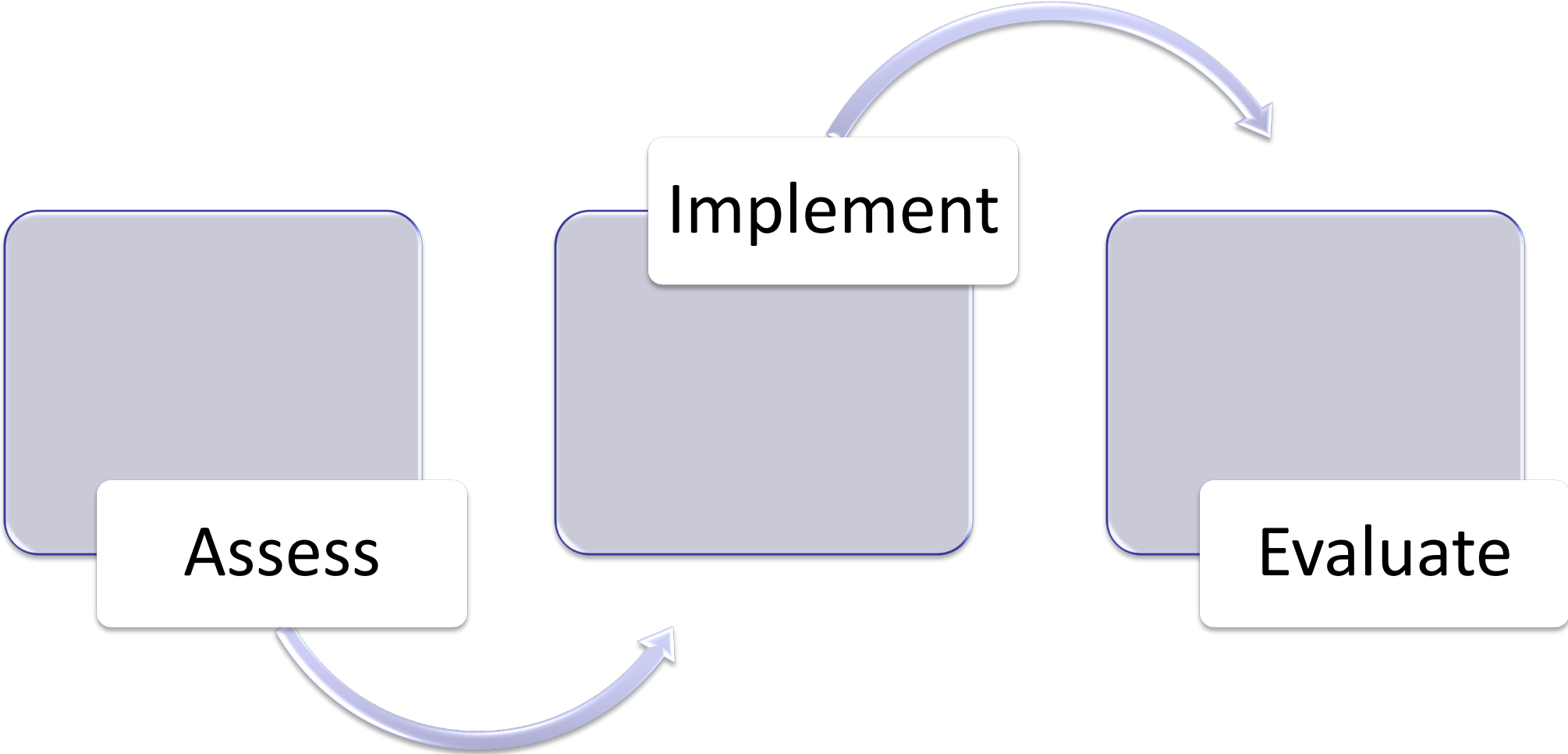# USING ADVANCED TIER DATA

The Process

Assess

Implement

Evaluate

Do we have a problem?

From General to Precise

Data can be analyzed to identify answers to these critical questions

Who

What

When

Where

Why

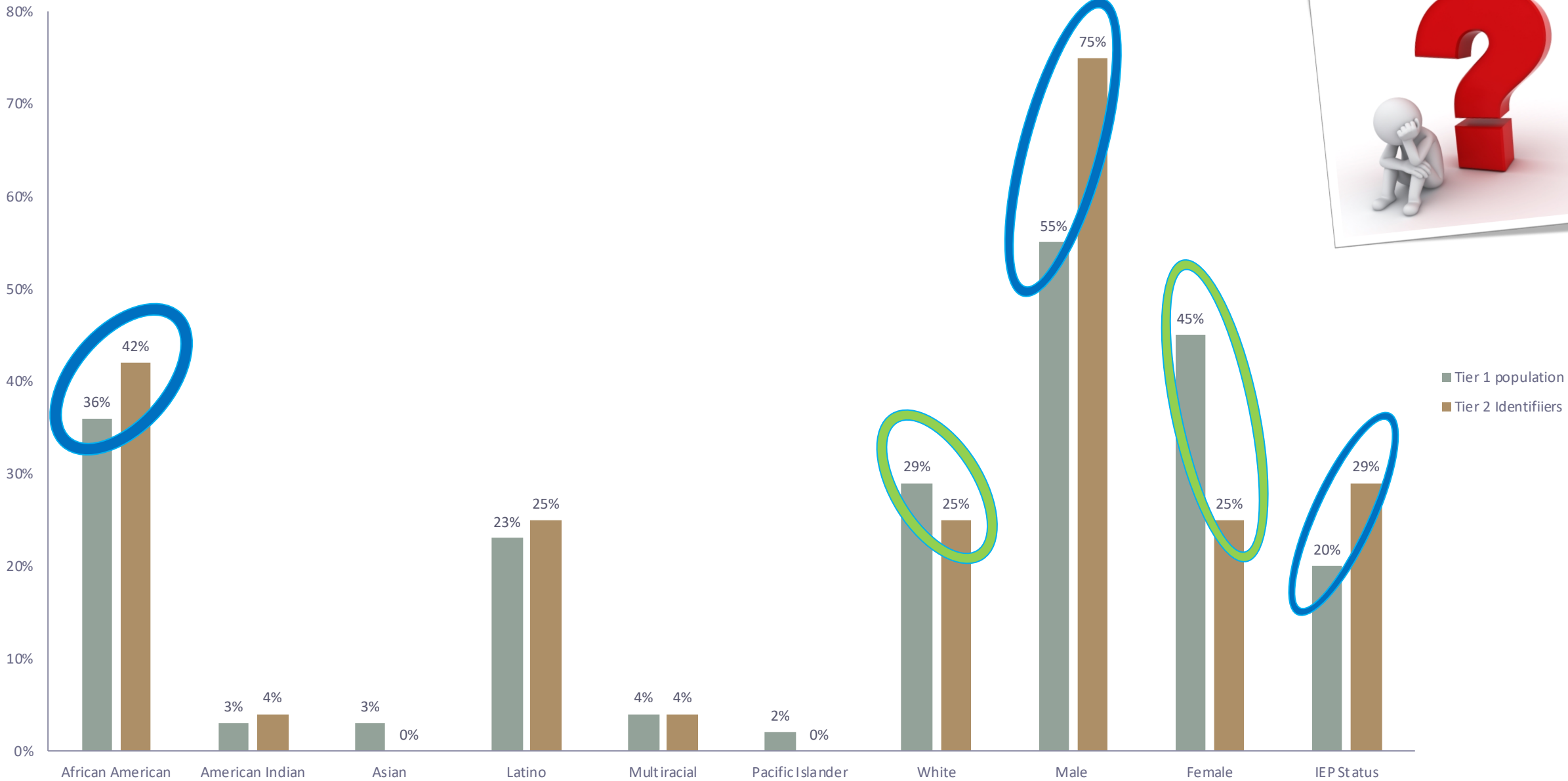| Tier 2 Intervention	# of Students in Intervention	Tier II Identifiers (%)		Tier 1 Proportion (%)		Intervention Success Rate (%)
		Ethnicity African American: ___ American Indian: ___ Asian: ___ Latino: ___ Multiracial: ___ Pacific Islander: ___ White: ___ Other: ___		**Ethnicity** African American: ___ American Indian: ___ Asian: ___ Latino: ___ Multiracial: ___ Pacific Islander: ___ White: ___ Other: ___		
		Gender Male	Female	**Gender** Male	Female	
		Disability (IEP) Yes	**Status** No	**Disability (IEP)** Yes	**Status** No	

Tier III PD 4

Tier 3 Intervention	# of Students in Intervention	Tier 3 Identifiers (%)		Tier 1 Proportion (%)		Intervention Success Rate (%)
Brief FBA/Basic BIP (Competing Pathways)		**Ethnicity** African American: ___ American Indian: ___ Asian: ___ Latino: ___ Multiracial: ___ Pacific Islander: ___ White: ___ Other: ___		**Ethnicity** African American: ___ American Indian: ___ Asian: ___ Latino: ___ Multiracial: ___ Pacific Islander: ___ White: ___ Other: ___		
		Gender Male	Female	**Gender** Male	Female	
		Disability (IEP) Yes	**Status** No	**Disability (IEP)** Yes	**Status** No	
Compreh. FBA & BIP (P-T-R)		**Ethnicity** African American: ___ American Indian: ___ Asian: ___ Latino: ___ Multiracial: ___ Pacific Islander: ___ White: ___ Other: ___		**Ethnicity** African American: ___ American Indian: ___ Asian: ___ Latino: ___ Multiracial: ___ Pacific Islander: ___ White: ___ Other: ___		
		Gender Male	Female	**Gender** Male	Female	
		Disability (IEP) Yes	**Status** No	**Disability (IEP)** Yes	**Status** No	
RENEW		**Ethnicity** African American: ___ American Indian: ___ Asian: ___ Latino: ___ Multiracial: ___ Pacific Islander: ___ White: ___ Other: ___		**Ethnicity** African American: ___ American Indian: ___ Asian: ___ Latino: ___ Multiracial: ___ Pacific Islander: ___ White: ___ Other: ___		
		Gender Male	Female	**Gender** Male	Female	
		Disability (IEP) Yes	**Status** No	**Disability (IEP)** Yes	**Status** No	

Tier 2 Intervention	# of Students in Intervention	Tier II Identifiers (%)		Tier 1 Proportion (%)		Intervention Success Rate (%)
CICO	24	**Ethnicity** African American: 42% American Indian: 4% Asian: 0% Latino: 25% Multiracial: 0% Pacific Islander: 0% White: 25% Other:		**Ethnicity** African American: 36% American Indian: 3% Asian: 3% Latino: 23% Multiracial: 4% Pacific Islander: 2% White: 29% Other:		
		Gender Male 75%	Female 25%	**Gender** Male 55%	Female 45%	
		Disability (IEP) Yes 29%	**Status** No 71%	**Disability (IEP)** Yes 20%	**Status** No 80%	

Tier 1 Proportion to Tier 2 Identifiers

Do we have a problem?

Legend:
- Tier 1 population
- Tier 2 Identifiers

Category	Tier 1 population	Tier 2 Identifiers
African American	36%	42%
American Indian	3%	4%
Asian	3%	0%
Latino	23%	25%
Multiracial	4%	4%
Pacific Islander	2%	0%
White	29%	25%
Male	55%	75%
Female	45%	25%
IEP Status	20%	29%

20

From General to Precise

Who — Over: African American, Males, IEP
Under: White, female

What — Tier 2

Data can be analyzed to identify answers to these critical questions

When — How students are identified
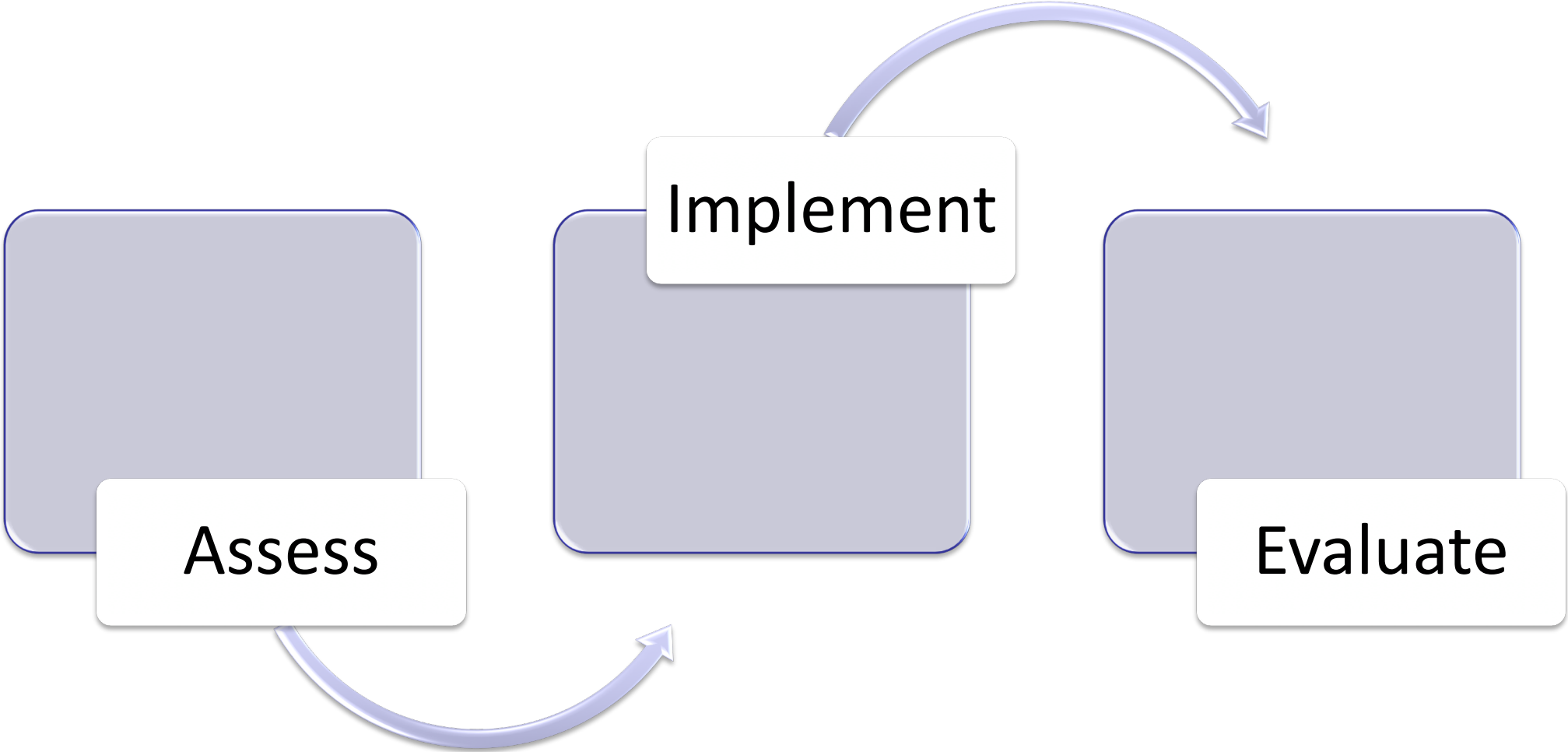
Where — CICO

Why — Systems Issue
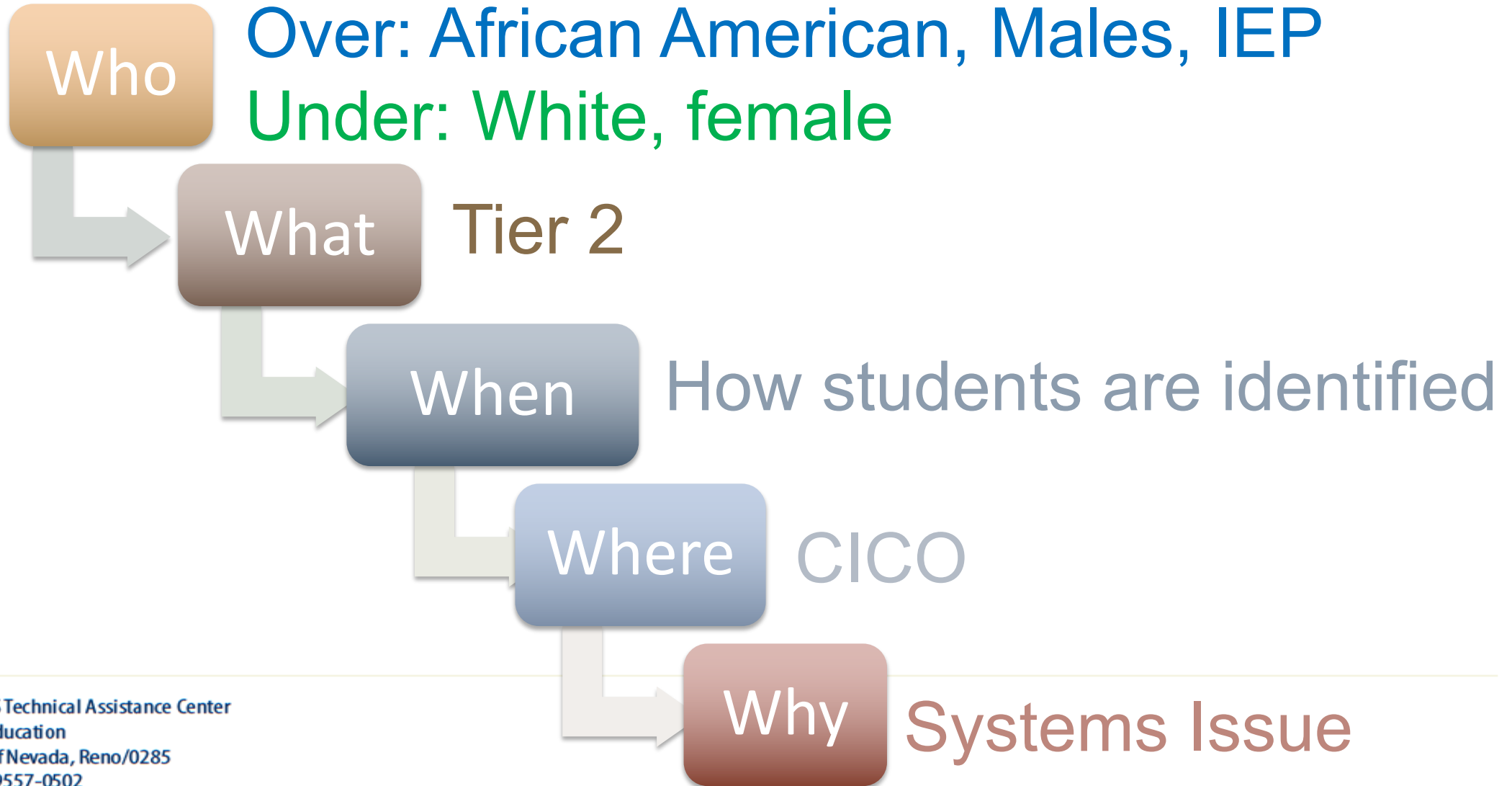
Problem Analysis

- **Why is it happening?**
  - Systems may not be culturally responsive
  - Explicit or Implicit Bias
    - Disproportionality across all settings indicates explicit bias
    - Disproportionality in specific settings indicates implicit bias
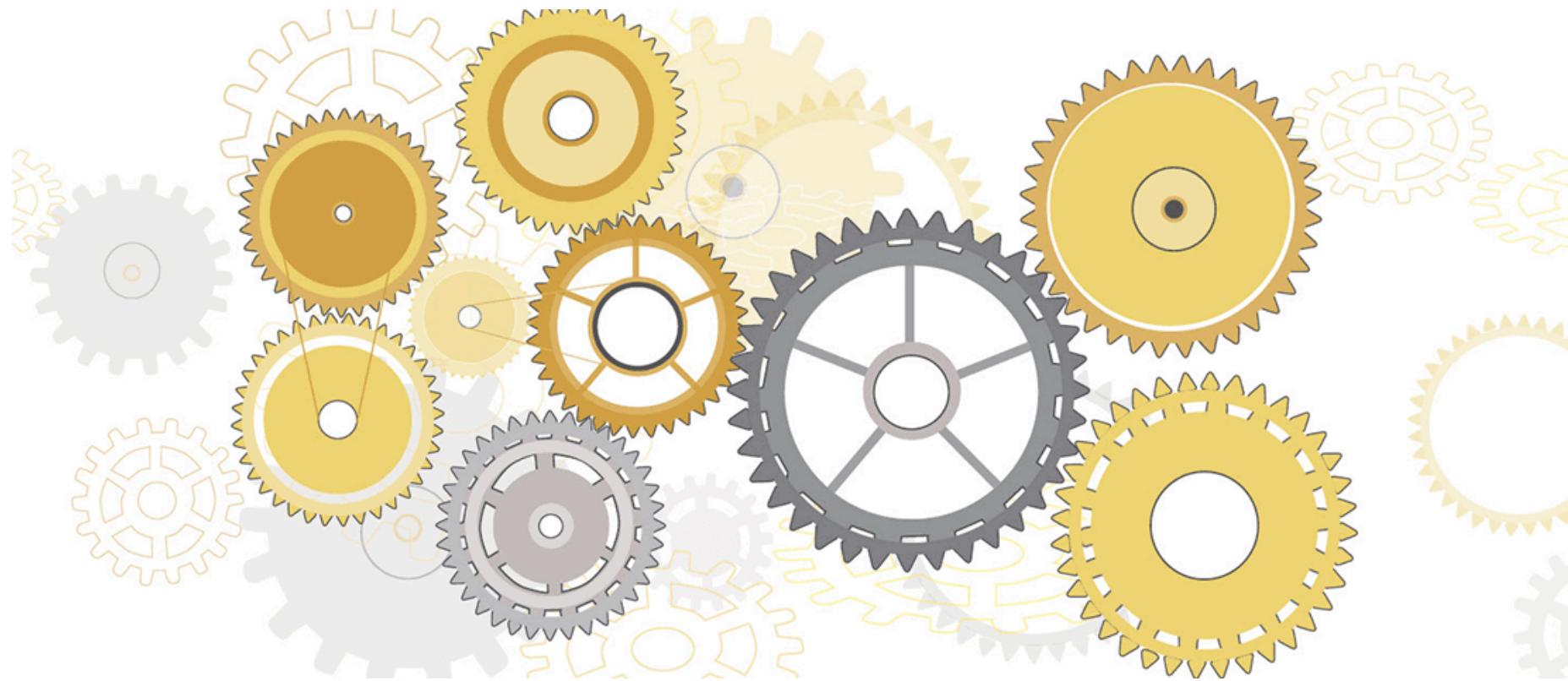
The Process

Who Gets Access To Advanced Tier Supports?

- Currently how are students referred or identified to advanced tier interventions?

1.Systems DDR

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ISS/OSS

SBAC

Nurse Referrals/Visits

Counselor Visits

GPA

Truancy Citations

Data!

Citizenship Grades

Parent Contacts

MAPS Testing

Attendance

ODRs

Safe School Professional Nominations

Universal Screening Scores

Teacher Nominations

Set Floors and Ceilings with Data

- Determine what the threshold is for students who need tier 2 support

- ALSO determine the cap for students who need more intensive supports
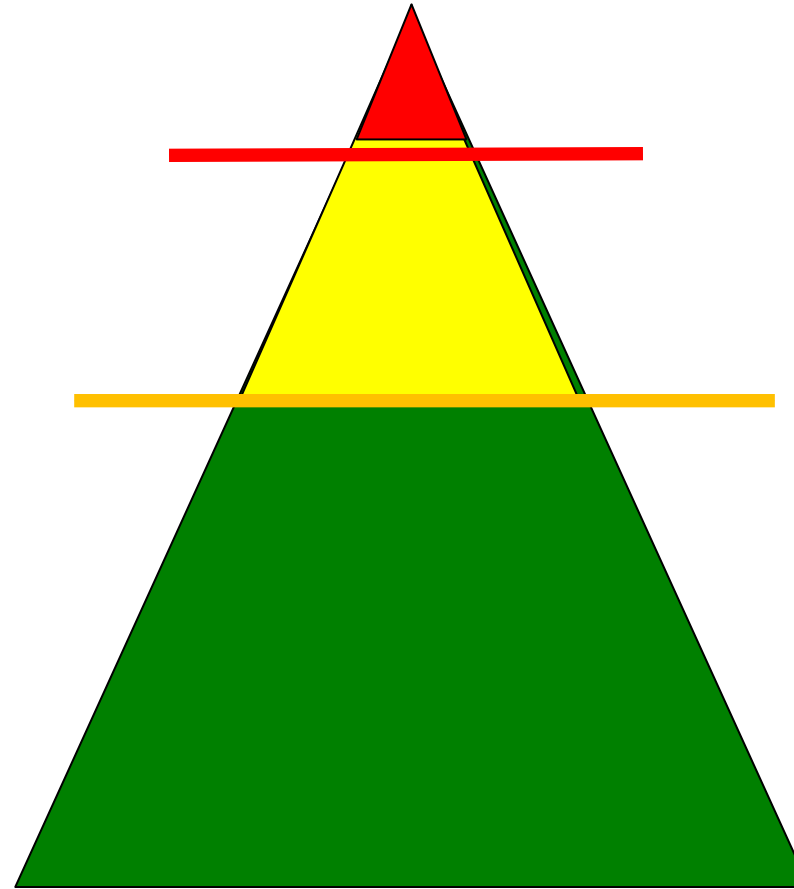
Set Floors and Ceilings with Data

- Determine what the threshold is for students who need individualized supports beyond Tier 2

- ALSO determine the cap for students who need more intensive supports
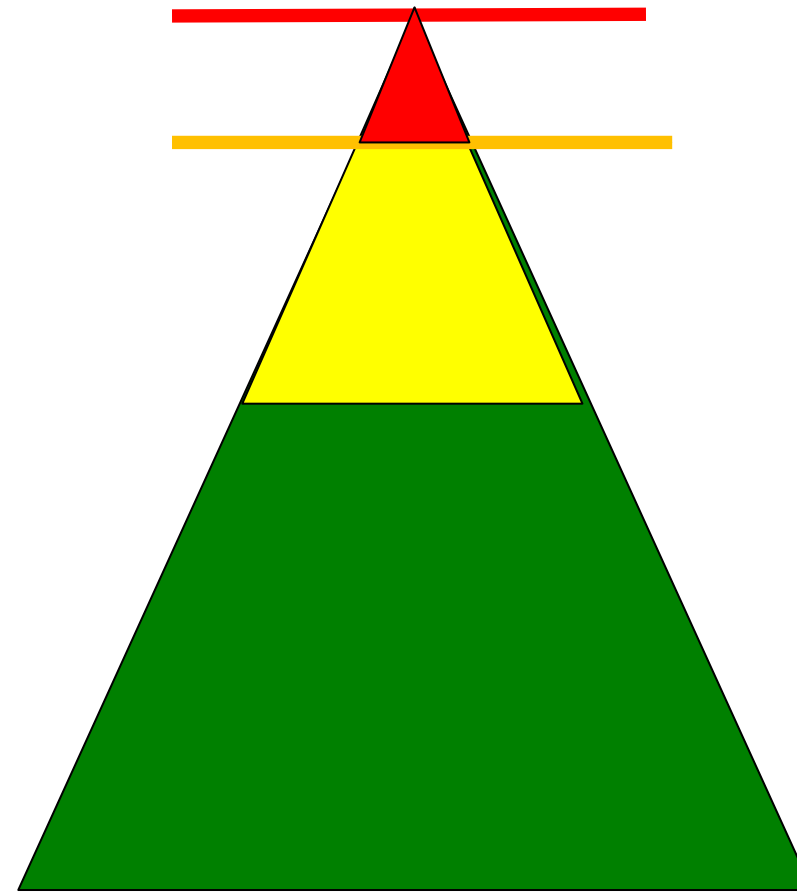
Triangulate Data

Triangulate data for students at moderate and high risk

5th Grade Students	Moderate Score (E/I)	ODRS (M/m)	Attendance	Academic Concerns
Kaci	I (3)	1 M 2 m	80%	Low
Jodie	E (11) & I (4)	0	75%	Significant
Kathryn	I (2)	1 m	98%	Moderate

A Future Goal

Lastname	Firstname	ID	Attendance Q2		Behaviors Q2	Credits Earned Q1	Q2	MTSS Tier Q3	4
▨▨	▨◯▨	2160855	⬆	88.09%	0	2.00	2.00		
▨▨▨	▨◯▨	2087201	⬇	42.40%	0	2.00	0.50	2	
▨▨▨▨	▨▨▨▨	2075688	⬇	77.89%	0	2.00	1.50		
▨▨▨▨	▨▨▨▨	2139099	⬇	85.94%	0	1.50	1.50		
▨▨▨▨	▨▨▨	2084499	⬆	94.36%	0	2.50	2.00	1	
▨▨▨▨▨	◯▨▨	2082624	⬆	97.49%	0	1.00	1.00		
▨▨▨▨	▨◯▨	2074866	⬇	77.28%	0	2.00	2.00		
▨▨▨▨	▨▨▨	2075266		59.34%	0	N/D	2.00		
▨▨▨▨	▨▨◯▨	2108919	⬆	70.77%	0	1.00	2.50		
▨▨▨▨	▨▨▨	2146032	⬆	90.83%	0	2.00	2.00	1	
▨▨◯▨▨	▨▨▨	2074520		98.49%	0	N/D	1.50	1	
▨▨▨▨	▨▨▨	2074414		N/D	N/D	N/D	N/D	1	
▨▨▨▨	◯▨▨	2065187	⬆	95.23%	0	2.50	2.50	1	
▨▨▨	▨▨▨▨	2093051		N/D	N/D	N/D	N/D	1	
▨▨▨▨▨▨	▨▨◯▨	2095669	⇨	75.66%	0	2.00	2.00		
▨▨▨▨	▨▨▨▨	2077120	⬆	95.98%	0	1.00	1.00		
▨▨▨▨	▨▨◯▨		N/D		N/D	N/D	N/D	1	
▨▨▨▨	▨▨▨	2106269		N/D	N/D	N/D	N/D	1	
▨▨▨▨▨	▨▨▨	2498825	⬆	90.45%	1	1.50	1.00		
▨▨▨▨	▨▨▨	2069960	⬆	85.32%	0	2.00	1.50		
▨▨▨▨	▨▨▨▨	2088639		83.19%	0 ⬆	2.00	1.50		
▨▨▨▨	◯▨	2092215		N/D	N/D	N/D	N/D	1	
▨▨▨▨	▨◯▨	2471122		N/D	N/D	N/D	N/D	1	
▨▨◯	▨▨▨▨	2043852		77.28%	0	N/D	0.50	2	
BURGOYNE	JAYDE	2102691		N/D	N/D	N/D	N/D	1	

All Together Now…

Identify Data Sources → Triangulate Data → Identify Students → Identify Need → Select Tier Practices

Develop Practice DDRs

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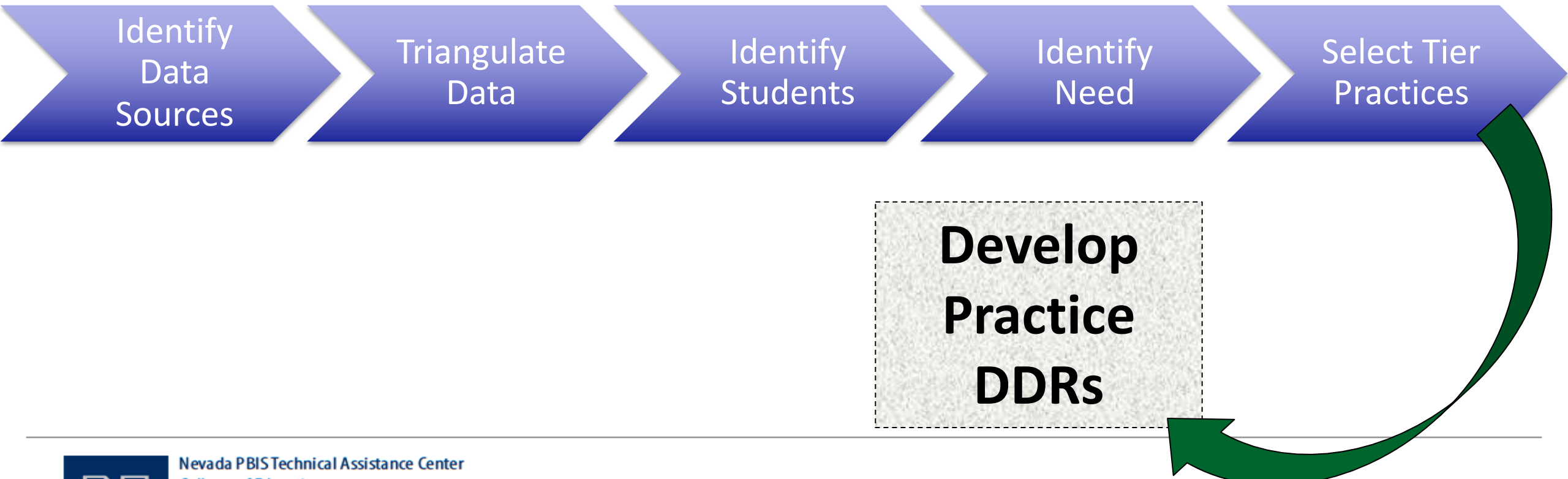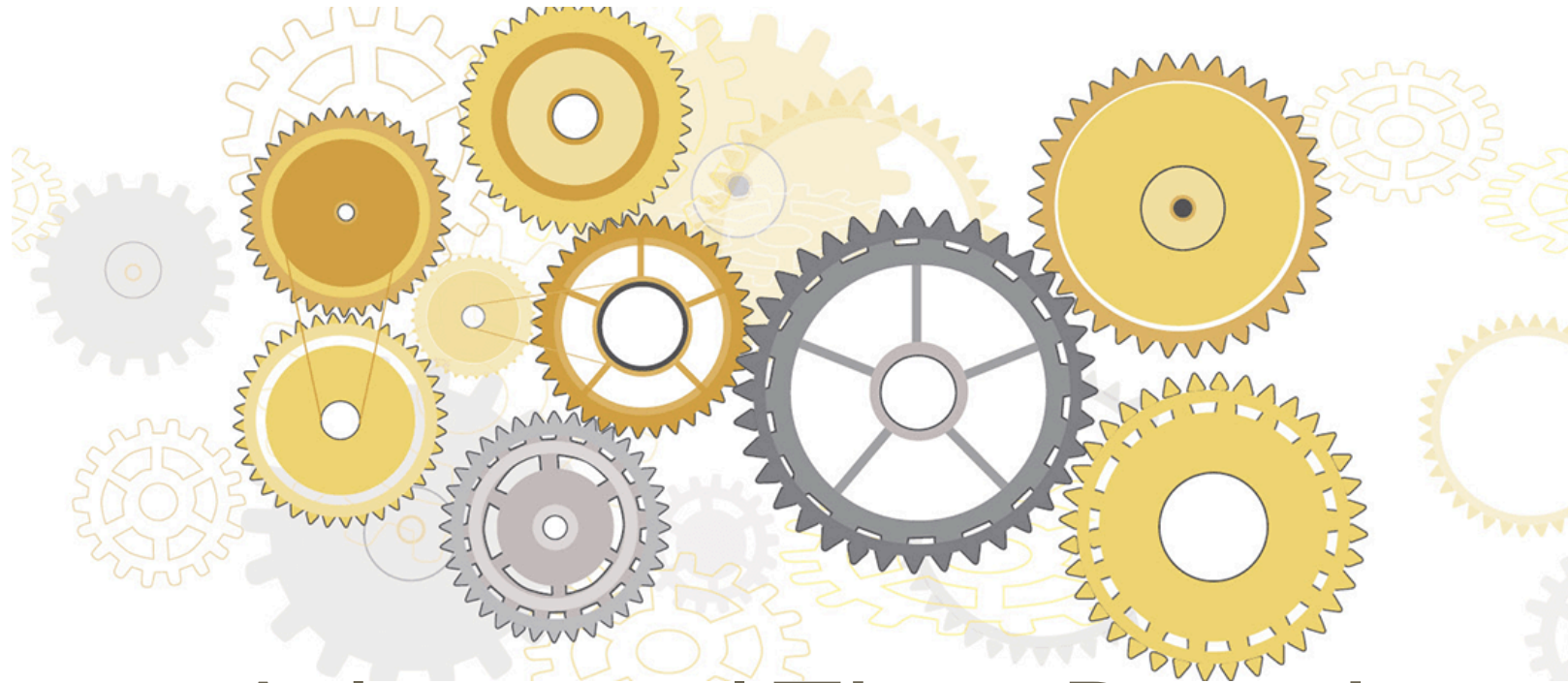
2. Advanced Tiers Practice
DDR

Data Decision Rules (DDR)

Having predetermined criteria for:

- How students get access to, and…

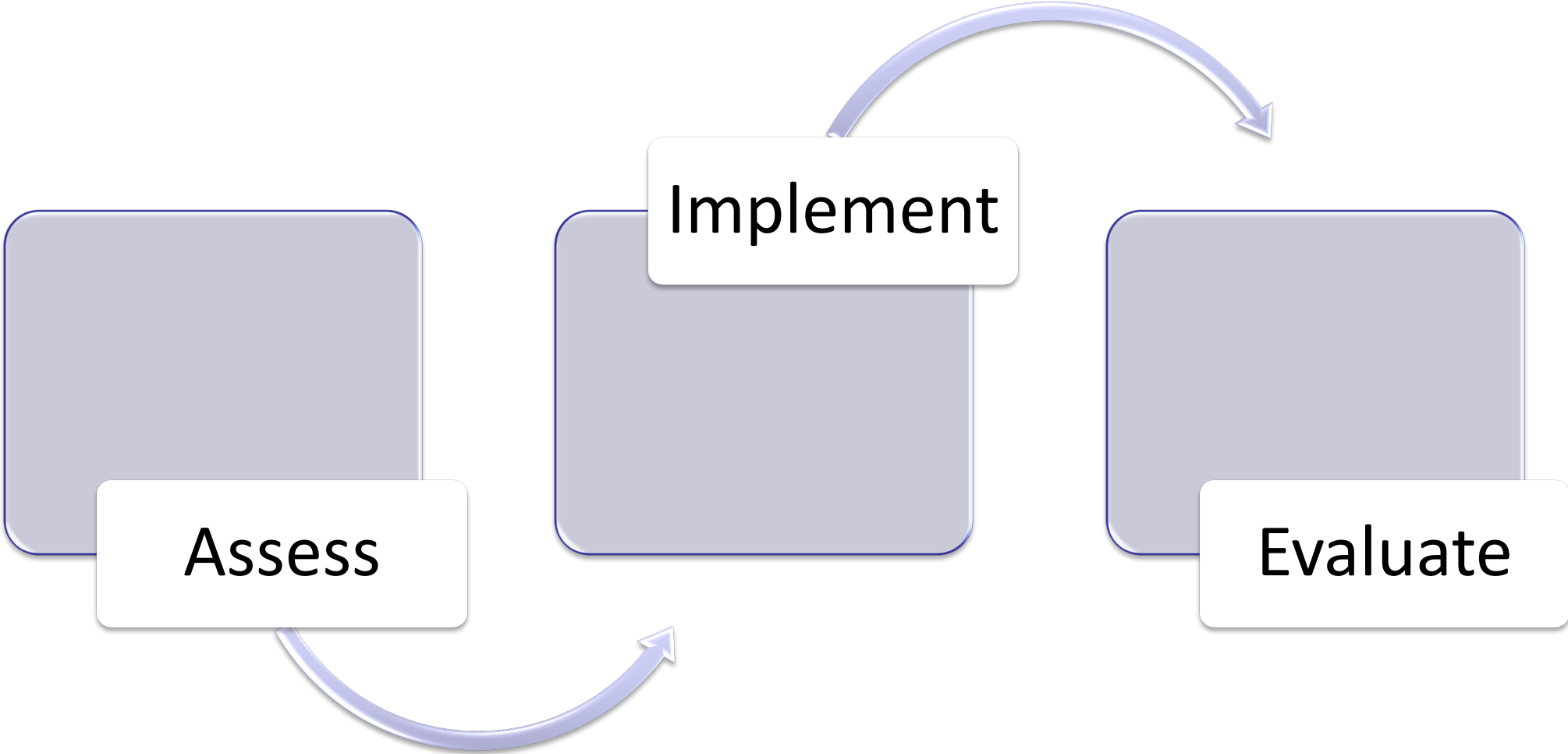- How students graduate out of interventions

Example Data Decision Rules

Support/ Interventions	Description	Entry Criteria	Data to Progress Monitor	Exit Criteria
Small group social skills instruction: Skills Streaming Curriculum	Small group instruction by counselor or other trained interventionist. Lessons taught based on identified needs in student group. 20 min, 4x per week. "Internalizers" group separate from "externalizers" group	SRSS-IE: E7 or I5= Moderate or High Risk **AND** Office Discipline Referrals (ODR): 2+ for social/peer challenges **AND** "Needs Improvement" on Report Card social indicators	ODRs earned for social/peer challenges Scores on Weekly Progress Report Attendance in group	SRSS-IE low risk ODRs earned=0 Improvement on report card social indicators Mastery of lessons related to target skill(s) in group

Example DDR

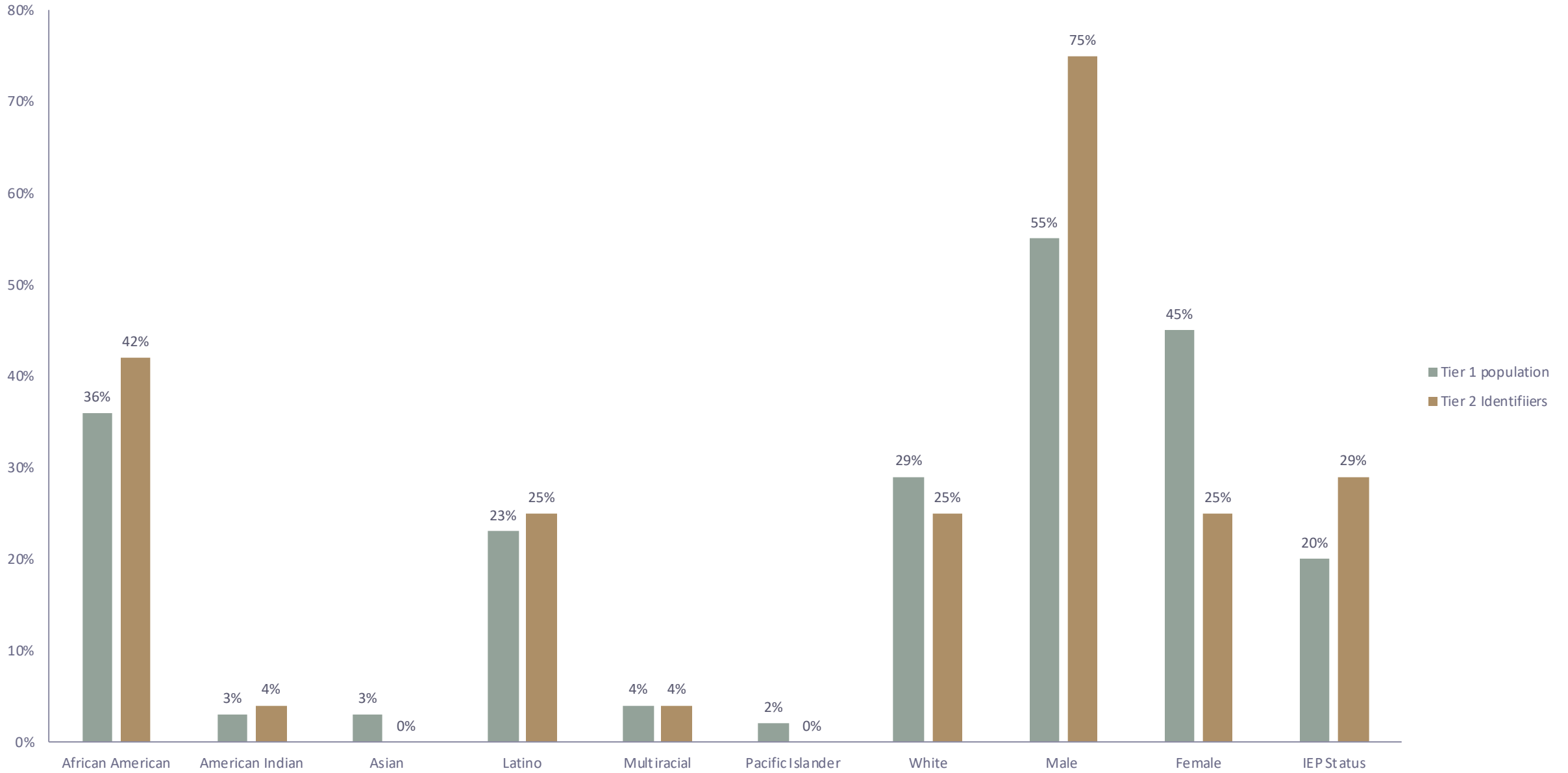| Support	Description	Conducted by	Entry Criteria	Data to Progress Monitor	Exit Criteria
Brief FBA Competing Pathway	For students with **mild to moderate** problem behaviors (behaviors that are **NOT dangerous** or occurring in many settings) Relatively **simple** and **efficient** process to guide behavior support planning	School-based personnel (e.g., **teachers, counselors, administrators**)	(1) SSRS: IE: **High Externalizing** (9-21 ES; M/HS) **High Internalizing** (4-15 ES; 6-18 M/HS) *AND/OR* (2) Minor ODR ≥ 6 *AND/OR* (3) All ODR ≥ 6 *AND/OR* (4) Tier 2 performance monitoring data unsuccessful *AND/OR* (5) Academic High Risk on Universal Screener	Individual plan progress monitoring (I.e. Behavior rating scale)	Positive behavior change as indicated on data collection procedures SRSS: IE: Externalizing: **Low** (0-3 ES; M/HS) to **Moderate risk** (4-8 ES; M/HS) Internalizing: **Low** (0-1 ES; 0-3 M/HS) to **Moderate** risk (2-3 ES; 4-5 M/HS) Academic risk reduced on Universal Screener
Comprehensive FBA & Behavior Intervention Plan	Students with **moderate to severe** behavioral problems; may be **dangerous and/or occurring in many settings** **Time-intensive** process that also involves archival records review, family- centered planning, and collaboration with agencies outside of school	Professionals trained to conduct functional assessments with students with severe problem behaviors (e.g., **school psychologists, behavior specialists**)	1) SSRS: IE: High Externalizing (9-21) High Internalizing (4-15 ES) *AND/OR* (2) Academic High Risk on Universal screener *AND/OR* (3) Major ODR ≥ 6 *AND/OR* (4) Brief FBA unsuccessful	Individual plan progress monitoring (I.e. Behavior rating scale)	Positive behavior change as indicated on data collection procedures SRSS: IE: Low (0-3) to Moderate risk (4-8) Externalizing Low (0-1) to Moderate risk (2-3) Internalizing Academic risk reduced on Universal Screener

The Process

Assess

Implement

Evaluate

Tier 2 Intervention	# of Students in Intervention	Tier II Identifiers (%)		Tier 1 Proportion (%)		Intervention Success Rate (%)
		Ethnicity African American: ___ American Indian: ___ Asian: ___ Latino: ___ Multiracial: ___ Pacific Islander: ___ White: ___ Other: ___		**Ethnicity** African American: ___ American Indian: ___ Asian: ___ Latino: ___ Multiracial: ___ Pacific Islander: ___ White: ___ Other: ___		
		Gender Male	Female	**Gender** Male	Female	
		Disability (IEP) Yes	**Status** No	**Disability (IEP)** Yes	**Status** No	

1) How well did it meet the need?

2) For whom was it most effective?

Tier 1 Proportion to Tier 2 Identifiers

Category	Tier 1 population	Tier 2 Identifiers
African American	36%	42%
American Indian	3%	4%
Asian	3%	0%
Latino	23%	25%
Multiracial	4%	4%
Pacific Islander	2%	0%
White	29%	25%
Male	55%	75%
Female	45%	25%
IEP Status	20%	29%

Questions To Consider During Evaluation

1) How many students participated in advanced tier supports during the school year?

2) How many of the participants successfully completed a self-management phase and subsequently graduated from the program?

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Some Things To Consider During Evaluation

3) From all the students who at some point during the school year qualified to participate in a Tier 2 Intervention, how many were also at some point evaluated for special education eligibility?

4) Determine whether any specific subgroups of students were served in Tier 2 Interventions (e.g. culturally, linguistically, socio-economically, or ethnically diverse populations).

Some Things To Consider During Evaluation

5) Was the percentage of students in subgroups who participated in advanced tier supports proportional to the percentage of the overall student population?

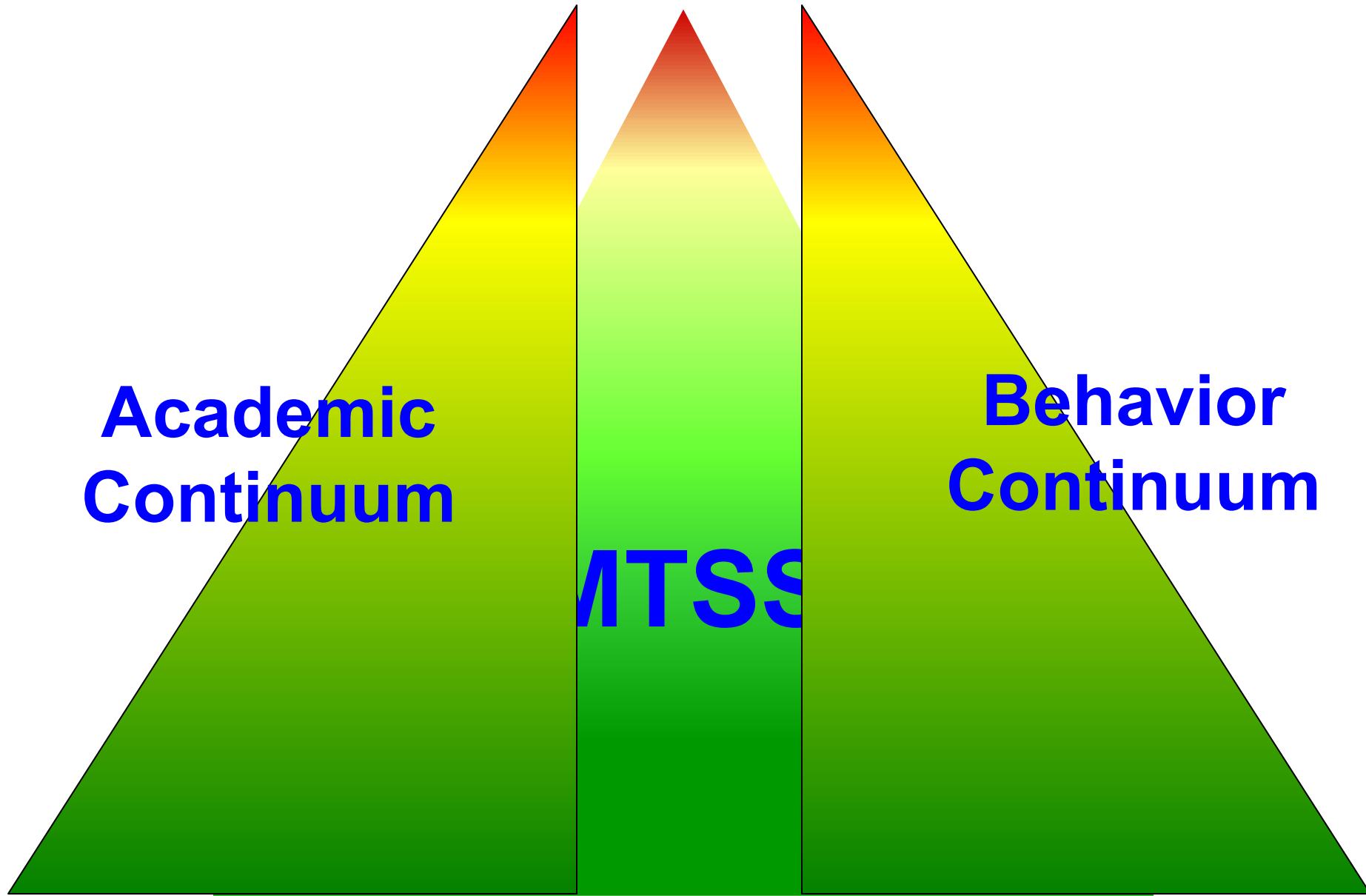6) Were outcomes from each support similar across all student groups across tiers?

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- 7) Among students who graduated were there differences in attendance, tardies, major or minor discipline events, or grades associated with the number of school days before the intervention versus during and after?

Addressing Potential Disproportionate Outcomes

July 2017

Benchmarks of Equality? School-Wide Positive Behavior Interventions and Supports and School Discipline Risk and Disparities for Black and Hispanic Students

Christopher M. Barclay

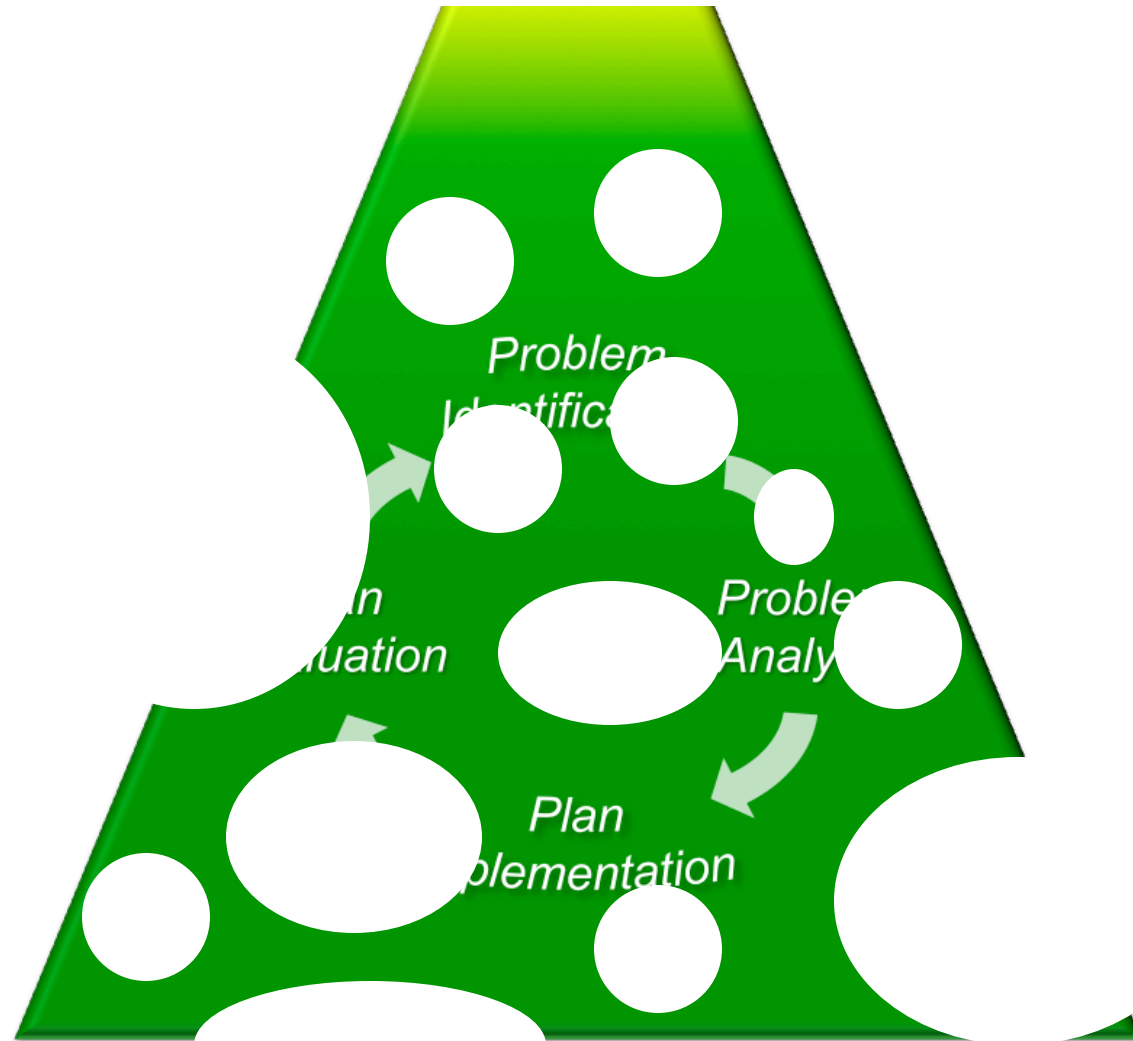## Preventing School Failure: Alternative Education for Children and Youth

Strategies for Preventing Disproportionate Exclusions of African American Students

Tary J. Tobin [a] & Claudia G. Vincent [a]

[a] University of Oregon , Eugene, OR, USA

Assess Tier 1 Too!

Universal & Higher Tiers
Worksheet #1

Intervention	# of Students in Intervention	Higher Tier Identifiers (%)		Tier 1 Proportion (%)		Intervention Success Rate (%)
Universal audit	All students	**Ethnicity** African American: ___ American Indian: ___ Asian: ___ Latino: ___ Multiracial: ___ Pacific Islander: ___ White: ___ Other: ___		**Ethnicity** African American: _10.22_ American Indian: _1.02_ Asian: _2.04_ Latino: _18.61_ Multiracial: _4.29_ Pacific Islander: _1.02_ White: _51.53_ Other: __		**Risk Ratio's:** African American: _.42_ American Indian: _.40_ Asian: _.30_ Latino: _.76_ Multiracial: _.67_ Pacific Islander: .40_ White: _.65_ Disability IEP:____
		Gender Male	Female	**Gender** Male 55%	Female 45%	
		Disability (IEP) Yes	**Status** No	**Disability (IEP)** Yes 11.25%	**Status** No 88.75%	
CICO	16	**Ethnicity** African American: _30_ American Indian: _10_ Asian: _0_ Latino: _20_ Multiracial: _5_ Pacific Islander: _0_ White: _25_ Other: ___		**Ethnicity** African American: _10.22_ American Indian: _1.02_ Asian: _2.04_ Latino: _18.61_ Multiracial: _4.29_ Pacific Islander: _1.02_ White: _51.53_ Other: __		
		Gender Male 75%	Female 75%	**Gender** Male 55%	Female 45%	
		Disability (IEP) Yes 10%	**Status** Yes 10%	**Disability (IEP)** Yes 11.25%	**Status** No 88.75%	

In Summary

- We want to hear from you!
  - -Questions
  - Comments
  - Feedback