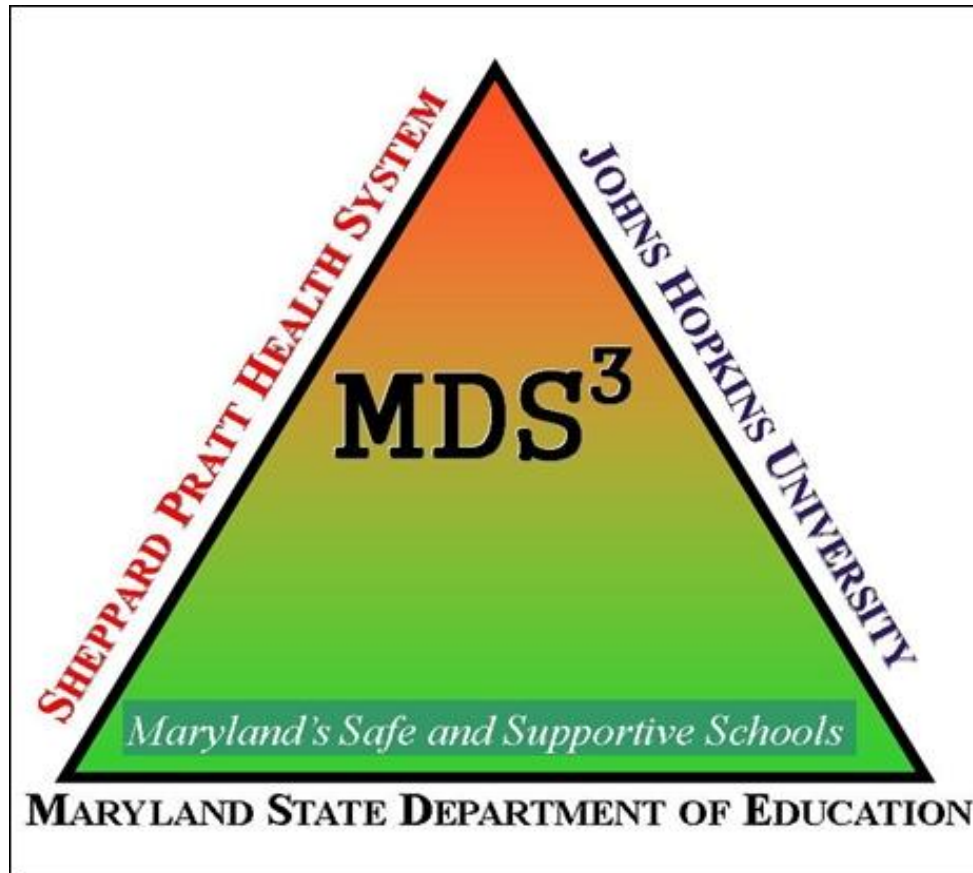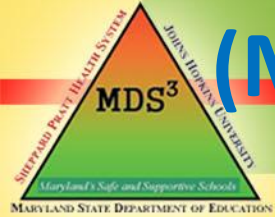# Management, Evaluation and Implementation of Maryland's S3 Initiative

Andrea Alexander, M.S., LCPC, Maryland State Department of Education

Katrina Debnam, Ph.D., Johns Hopkins University

Patricia Hershfeldt, Ed.D., Sheppard Pratt Health System

Maryland Safe and Supportive Schools (MDS3)

Implementation
"develop capacity in schools
to improve"

Research and evaluation
"sustainable system to measure"

Administration
"facilitate and manage implementation and disseminate outcomes to stakeholders"

MDS3 Initiative

- Funding: U.S. Department of Education's Office of Safe and Healthy Students (OSHS)

- Number of awards: 11 states :

  Arizona, California, Iowa, Kansas, Louisiana, Maryland, Michigan, South Carolina, Tennessee, West Virginia and Wisconsin are S3 Grantees in the first cohort

- Length: 4 years (October 2010-2014)

- Partners: MSDE, Sheppard Pratt Health System, Johns Hopkins University

- Other stakeholders: Office of Safe and Healthy Students and S3 Technical Assistance Center and National Technical Assistance Center on PBIS

MDS3 Goals

1) Assess school climate, student engagement, and the school environment,

2) Implement evidence-based programs (EBPs) to meet student needs, based on survey

3) Improve conditions for learning,

4) Reduce school violence and substance use, and improve student engagement and the school environment to support student learning.

Foundational Frameworks

- Positive Behavioral Interventions and Supports (PBIS)
- Data-based decision-making
- 3-tiered public health prevention model
- National Implementation Research Network Model of Program Implementation (coaching)
- Community Supports (Communities that Care)

PBIS Training in Maryland (Universal)
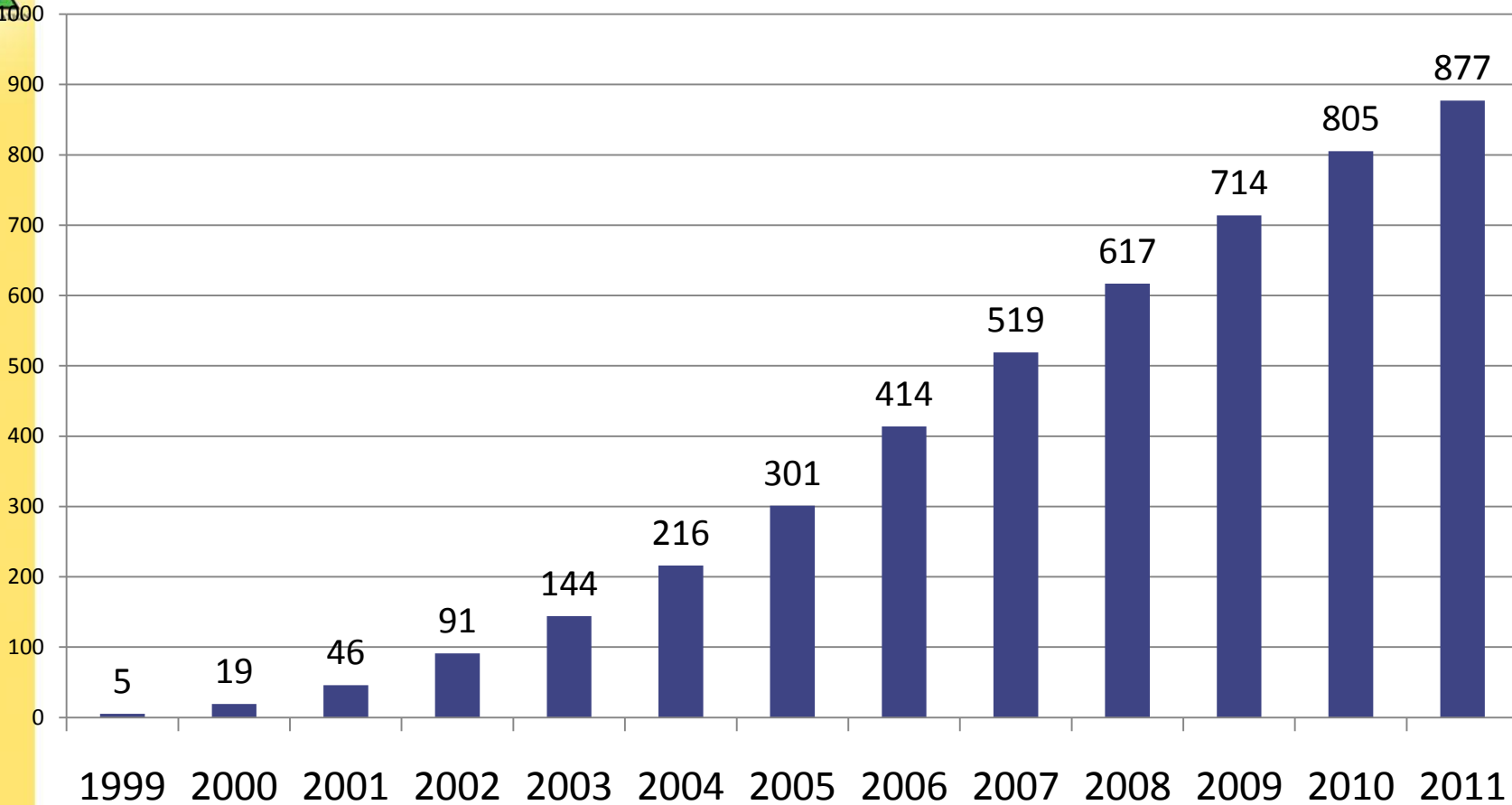
NOTE: If a school has been retrained only the most recent training year is included above.

KEYS TO 11 YEARS OF PBIS IMPLEMENTATION

- Commitment of leadership at State, District and School levels
- Private, Public, University partnership
- Implementation Standards and Protocols developed and implemented
- INFRASTRUCTURE developed to support State and Regional Training Capacity
- State-wide impact:
  - 877 schools in all 24 systems trained
  - 740 implementing Tier 1/Universal PBIS with fidelity.
- PBIS Maryland WEBSITE and DATABASE (www.pbismaryland.org)

TIER I: *Core, Universal*

GOAL: 100% of students achieve at high levels
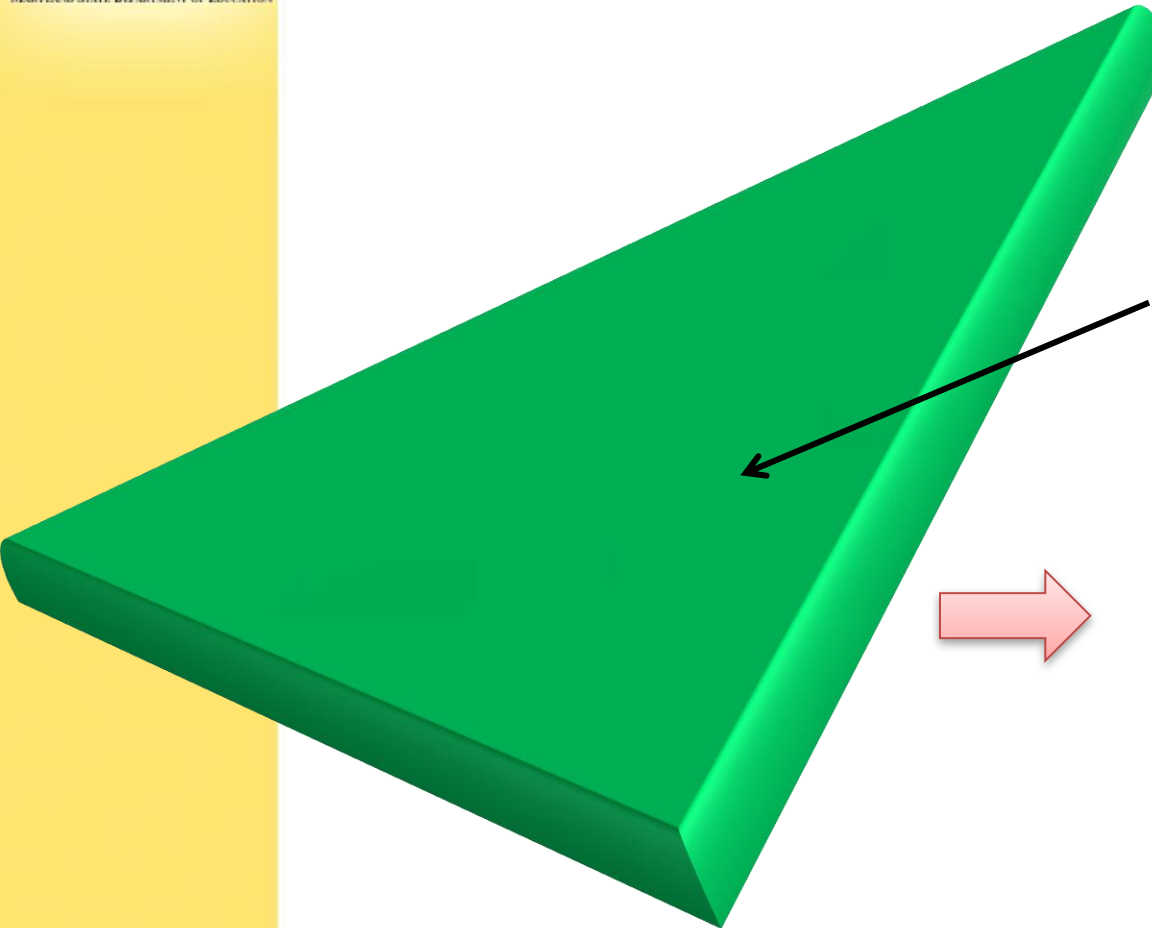
Tier I: Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students.

Tier I: Effective if <u>at least</u> 80% are meeting benchmarks with access to Core/Universal Instruction.

Tier I: Begins with clear goals:

1. What exactly do we expect all students to learn ?

2. How will we know if and when they've learned it?

3. How you we respond when some students don't learn?

4. How will we respond when some students have already learned?

   Questions 1 and 2 help us ensure a guaranteed and viable core curriculum

National TA Center for PBIS
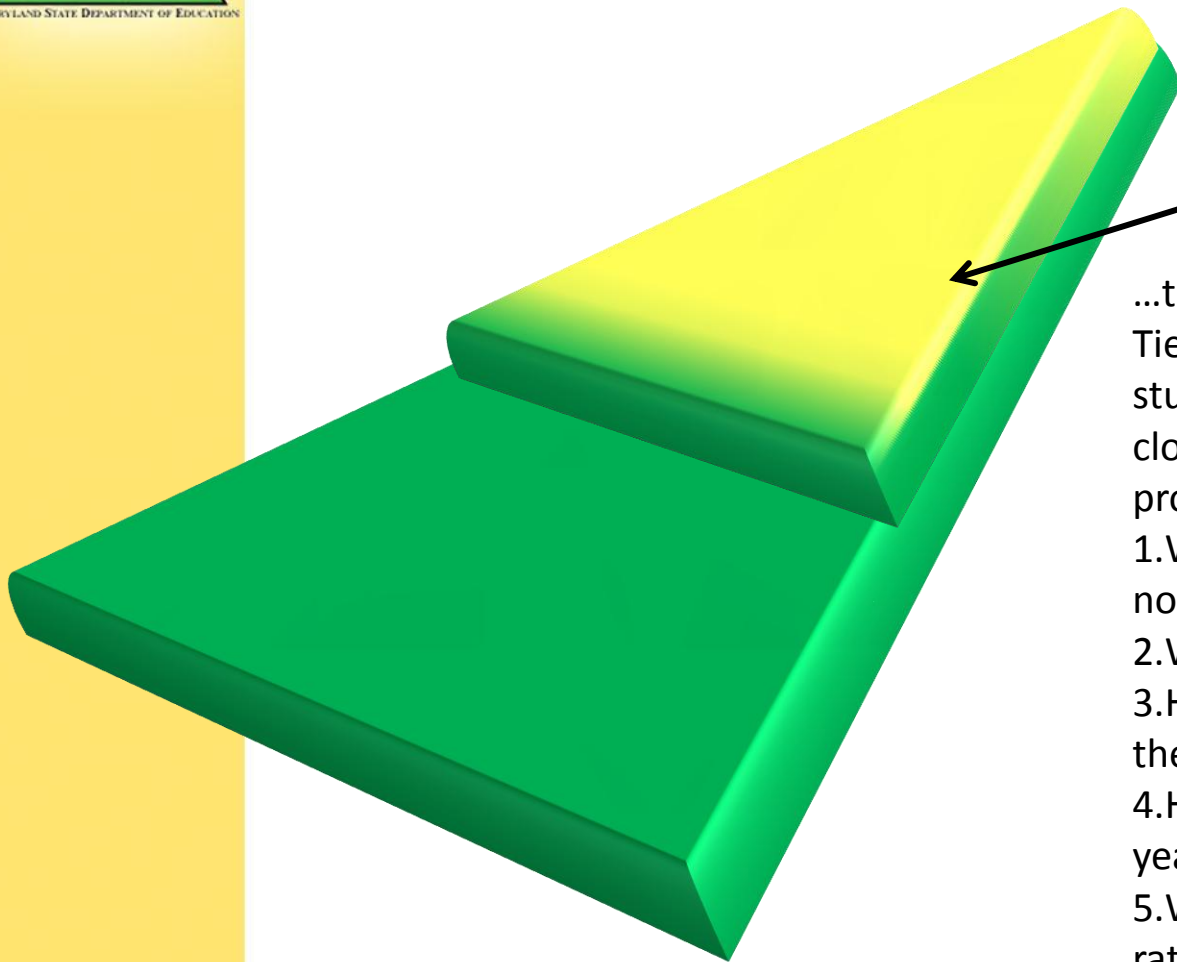
8

TIER II: *Supplemental, Targeted*

Tier II

For approx. 20% of students

Core

+

Supplemental

...to achieve benchmarks

Tier II Effective if at least 70-80% of students improve performance (i.e., gap is closing towards benchmark and/or progress monitoring standards).

1. Where are the students performing now?
2. Where do we want them to be?
3. How long do we have to get them there?
4. How much do they have to grow per year/monthly to get there?
5. What resources will move them at that rate?

National TA Center for PBIS

9

TIER III:
Intensive, Individualized

Tier III

For Approx 5% of Students

Core

+

Supplemental

+

Intensive Individual Instruction

…to achieve benchmarks

1. Where is the students performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.

10

Planning and Launching MDS3

- Recruitment
- ***Formula for Climate profile score***
- ***Sustainable*** statewide, web-based school climate measurement system for students, parents, and school staff.

- Randomize to either the ***Intervention or Focus (comparison) condition***.

- Assignment of School Climate Specialists to Intervention Schools

- Ongoing data collection, SCS intervention, District/Community Supports and State supports will contribute to sustainability

Local School System Participation in MDS3

- 60 Maryland comprehensive high schools (grades 9-12) from systems that agree to goals and outcomes of the project
- 52 High Schools currently enrolled from:
  - Baltimore County (22 Schools)   - Anne Arundel (8 Schools)
  - Wicomico (4 Schools)   - Somerset (2 Schools)
  - Dorchester (2 Schools)   - Washington (2 Schools)
  - Queen Anne's (2 Schools)   - Charles (6 Schools)
  - Caroline (2 Schools)   - Worcester (2 Schools)

  (In the process of recruiting up to 8 additional schools adding two school systems)
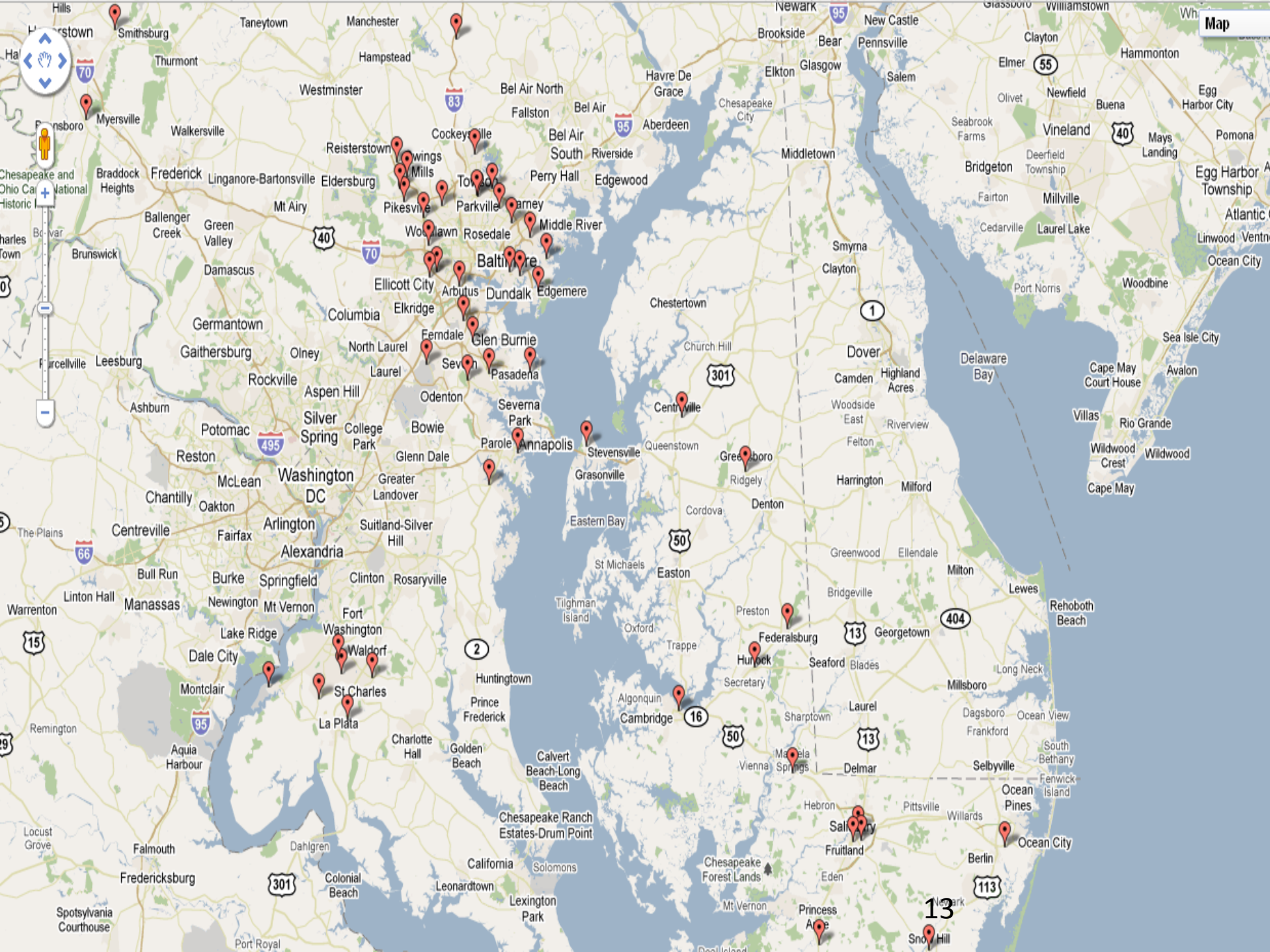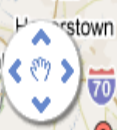
Building an Initiative Using Lessons Learned

- No Train and Hope
- High Schools require additional supports to successfully launch PBIS and implement it with fidelity.
- Coaching is NECESSARY and supported by evidence (NIRN)
- School Liaisons need to have a small school to staff person ratio (PBIS Plus–6:1; MDS3 3:1)
- Need to make the Comparison/Focus School condition worthwhile for schools.

Maryland Safe and Supportive Schools (MDS3)
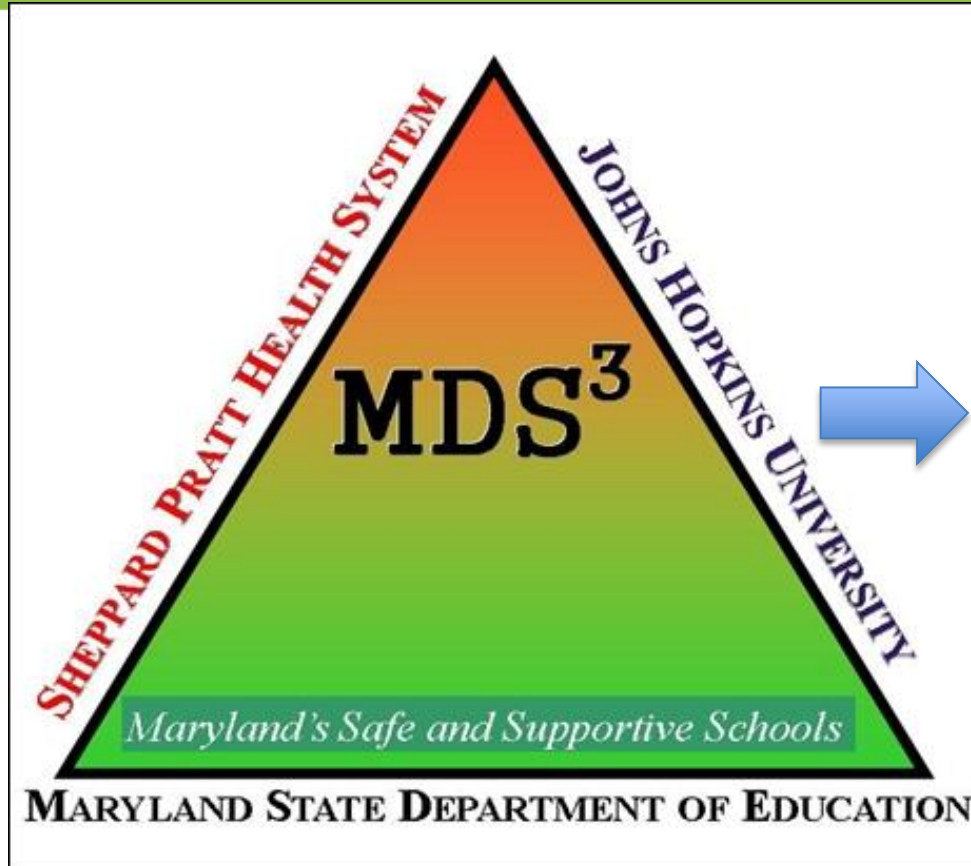
Implementation
"**develop capacity in schools to improve**"

Research and evaluation
"**sustainable system to measure**"

Administration
"**facilitate and manage implementation and disseminate outcomes to stakeholders**"

School Climate and Academic Achievement

- Disruptive and aggressive behaviors are the most common reasons for office referrals and suspensions (Irvin et al., 2006; Pas, Bradshaw, & Mitchell, in press; Walker et al., 1996)

- Student discipline problems are also among the most common factors contributing to teacher and staff turnover (Ingersoll, 2001).

- Particular concern in high schools
  - high rates of challenging behaviors negatively affect the climate
  - distract both students and staff from focusing on academic goals (Jimerson et al., 2000).

- Significant levels of violence, bullying, and other behavior problems in schools create conditions that negatively impact learning

Methodology

- **Design**
  - 3 years (spring 2011 through summer 2014)
  - All 52 schools participated in the data collection activities
    - 29 "implementation schools" who are implementing the MDS3 Initiative
    - 23 schools are in the "focus" or control group
      - Schools were randomly assigned to these groups

MDS3 evaluation of school climate
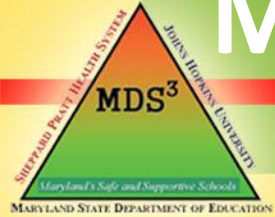
- MDS3 School Climate Survey

- School-wide Evaluation Tool (SET)/ Individual Student Systems Evaluation Tool (ISSET)

- School Site Visits

MDS3 School Climate Survey
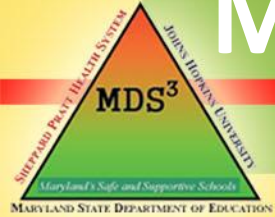
- Research-based measure developed by a team at Johns Hopkins Center for Prevention of Youth Violence in collaboration with state partners
  - Items derived from previously published and validated measures
  - Focus groups with youth and district staff
- Gather data from students (151 items), staff (105), and parents (65) around each of these targeted areas of school

MDS3 School Climate Survey
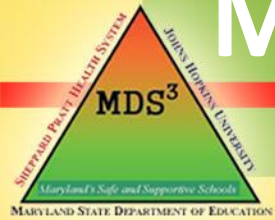
SAFETY
- **Physical Safety –** I feel safe at this school.
- **Bullying –** During the current school year have you been bullied?
- **Social-Emotional Wellbeing –** It is OK to hit someone if they hit me first.
- **Substance Use –** During the past 30 days, how many days did you have 1 drink of alcohol?

ENGAGEMENT
- **Relationships and Connectedness –** I feel like I belong.
- **School Participation and Academic Emphasis –** I like this school.
- **Parental Involvement –** This school tries to involve parents or guardians.
- **Culture of Inclusion and Equity –** Teachers believe that all students can do well if they try.

ENVIRONMENT
- **Order and Discipline –** Disruptions by other students can get in the way of my learning.
- **Physical Environment –** The school has a bright and pleasant appearance.
- **Supportive Services –** This school has programs to deal with violence and conflict among students.

What kind of school do you want your school to be?
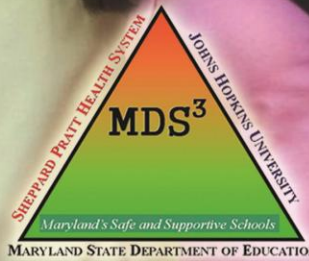
MDS3 Climate Survey

Date: March 1st-May 15th

Complete the MDS³ Climate Survey.

It only takes a few minutes and is anonymous.

This survey will help us better understand how staff, students and parents perceive your school and to develop ways to help improve school climate.

MDS³

JOHNS HOPKINS UNIVERSITY

SHEPPARD PRATT HEALTH SYSTEM

Maryland's Safe and Supportive Schools

MARYLAND STATE DEPARTMENT OF EDUCATION

The MDS3 initiative is sponsored by the Maryland State Department of Education to measure and improve school climate in high schools throughout Maryland

Results from MDS3 Spring 2011

Safety
- 83.0% feel safe at school
- 25.0% reported being bullied during the school year
- 31.7% reported that other students try to stop bullying
- 20.2% often or very often feel sad
- 64.9% reported that substance use is a problem at their school

Engagement
- 67.5% feel they belong at school
- 81.2% feel their teachers encourage them to work hard
- 43.9% feel their parents are informed when they do well
- 57.9% feel students of all races are treated equally

Environment
- 60.5% report that disruptions in the classroom get in the way of their learning
- 49.4% report the school building is clean and well-maintained
- 63.6% report that students who need help with their problems are able to get it at school

Accessing Survey Results On-Line

- All results are available (in real time) on-line through a password protected web-site
- 3 Report Options
  - **Quick Report** – all data for all schools (given level of access)
  - **Executive Summary** - specific items for selected school (students only)
  - **Advanced Report** – sorting function
- Download all data into excel file
- Subset of data publically posted
  - School Profile Scores: 71 core items
  - Many schools also post data on school web-site

SET/ISSET

- The School Wide Evaluation Tool (SET) and Individual Student Systems Evaluation Tool (ISSET) document the types of programs schools are using to support student behavior and learning

- The SET/ISSET includes brief interviews with an administrator, the student support team leader, random staff and students, observations, and a review of specific school documents
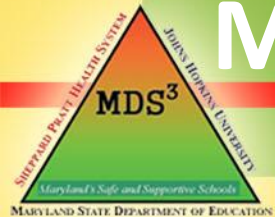
MDS3 Site Visits

- Partially funded by William T. Grant Foundation (PI:Bradshaw)
  - 25 classrooms per school (≈1500 per time point)
  - 30+ non-classroom locations
- Using handheld devices to collect data
- Instruments
  - **Assessing School Settings: Interactions of Students & Teachers (ASSIST):** Rusby et al. (2001); Cash & Debnam
    - Praise, opportunities to respond, punishing statements, transitions, supervision, positive interactions, engagement, aggressive behavior etc.
    - Both event based and global ratings
  - **School Assessment for Environmental Typology (SAfETy)**: Bradshaw, Lindstrom Johnson, Milam, & Furr-Holden
    - Features of the school environment that encourage access control, surveillance, territoriality, physical maintenance, and behavioral management (e.g., disorder, substance use, broken windows)
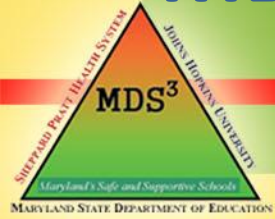
Maryland Safe and Supportive Schools (MDS3)
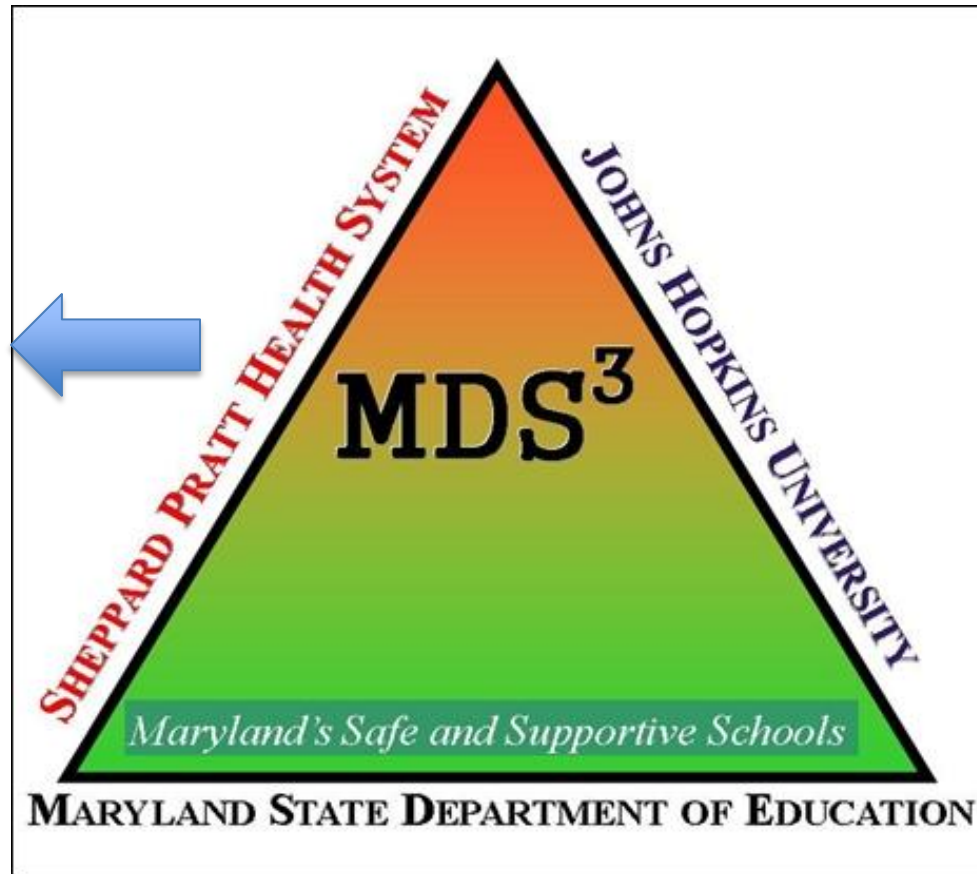
Implementation
"**develop capacity in schools to improve**"

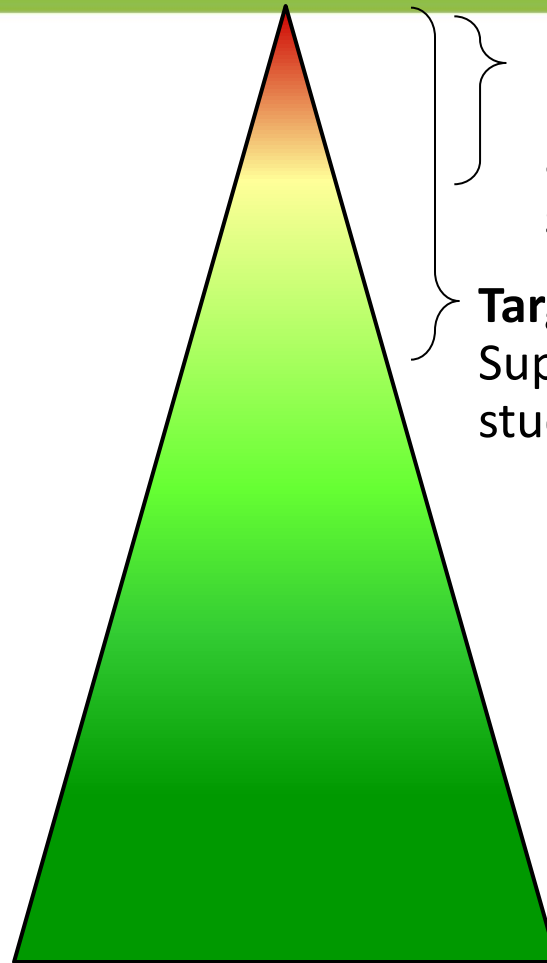**Research and evaluation**
"**sustainable system to measure**"

Administration
"**facilitate and manage implementation and disseminate outcomes to stakeholders**"

MDS3: A Multi-tiered System of Support

Intensive Intervention
Individualized, functional assessment, highly specific for **few**

Targeted Intervention
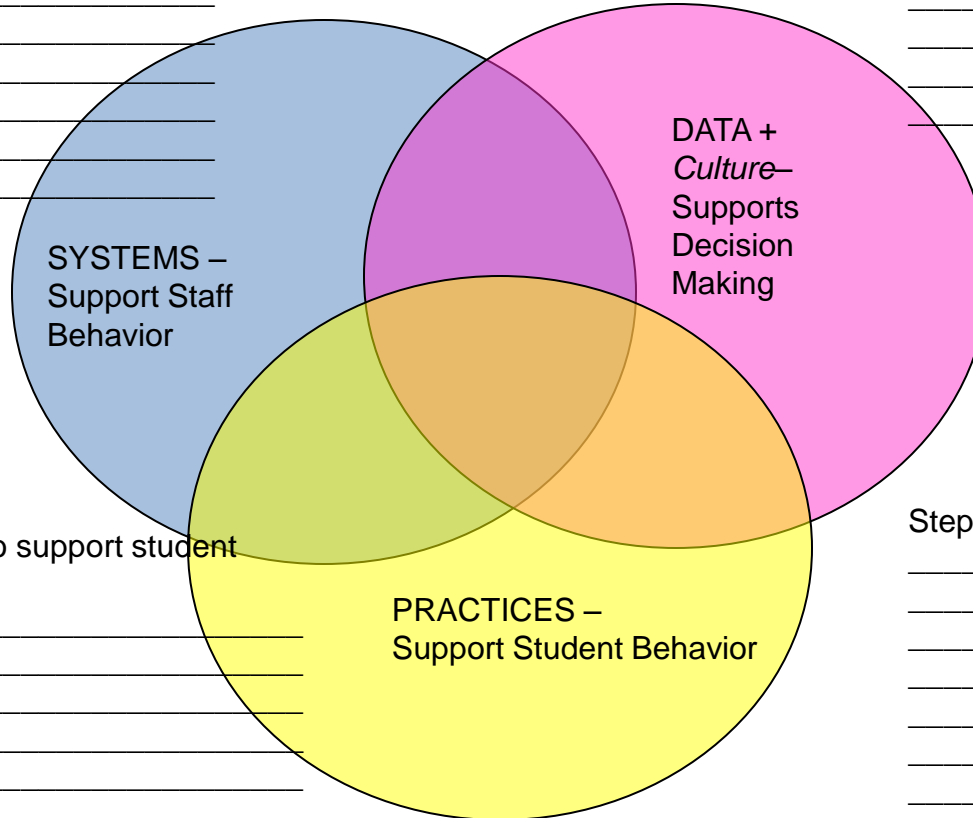Supplemental, **some** students, reduce risk

Universal Prevention
Core Instruction, **all** students, preventive, proactive

Students within Schools

MDS3 Implementation Plan – page 1   Check and Connect

Valued Outcome: _____

Step 1: What does the data say?
_____
_____
_____
_____
_____

Step 4: What will we do to support staff?
_____
_____
_____
_____
_____

SYSTEMS –
Support Staff
Behavior

DATA +
Culture–
Supports
Decision
Making

PRACTICES –
Support Student Behavior

Step 3: What will we do to support student behavior?
_____
_____
_____
_____
_____
_____
_____

Step 2: What is the goal?
_____
_____
_____
_____
_____
_____
_____
_____

Roles of the School Climate Specialist

Support to Leadership

Skill Coach for Practitioners

Systems Change Coach (Facilitator/ Communicator)

Organizational/Systems Change OR The Development of Effective, Productive, Collaborative Systems that create optimal *Conditions for Learning*
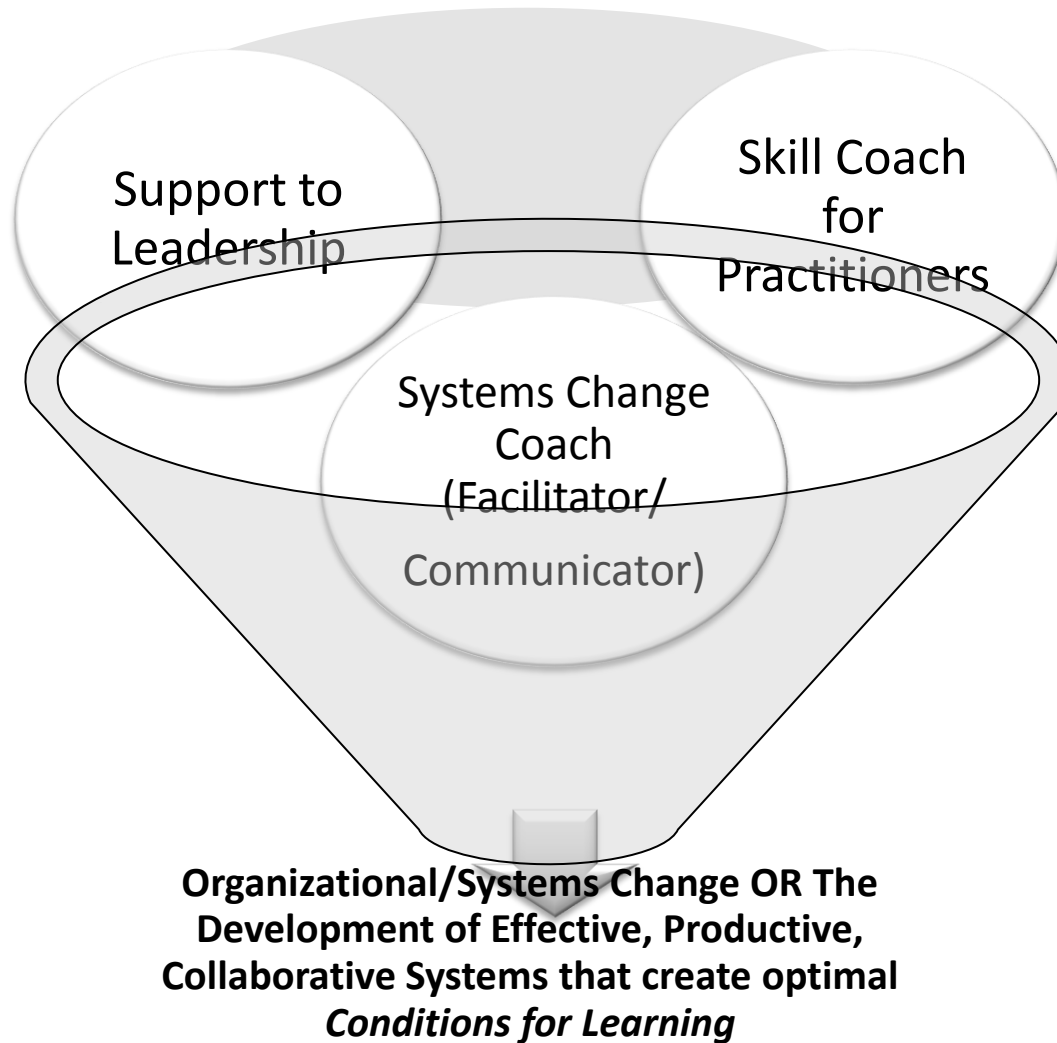
Menu of Evidence-Based Programs

- **Positive Behavioral Interventions and Supports**
  - (PBIS; Sugai & Horner, 2006)
  - 3 tiered prevention model, focused on climate and behavior management
- **Olweus Bullying Prevention Program**
  - (Olweus, 2007)
  - Bullying and school climate
- **Botvin's Life Skills program**
  - (Botvin et al., 2006)
  - Substance abuse prevention
- **Check-in/Check-Out**
  - (Hawken & Horner, 2003)
  - Mentoring and behavior management
- **Check & Connect**
  - (Anderson et al., 2004)
  - Mentoring and truancy prevention
- **Cognitive Behavioral Intervention for Trauma in Schools**
  - (Kataoka et al., 2003)
  - Focused on mental health issues (e.g., anxiety, depression)

MDS3 School Climate Model:
% Time Spent on "Valued Outcomes"

School Climate

Engagement 43%
Check and Connect
Culturally Responsive Teaching

- Relationships
- Respect for Diversity
- School Participation

Safety 10%
Olweus Bully Prevention
Botvin Life Skills

- Emotional Safety
- Physical Safety
- Substance Use

Environment 47%
Check in Check Out
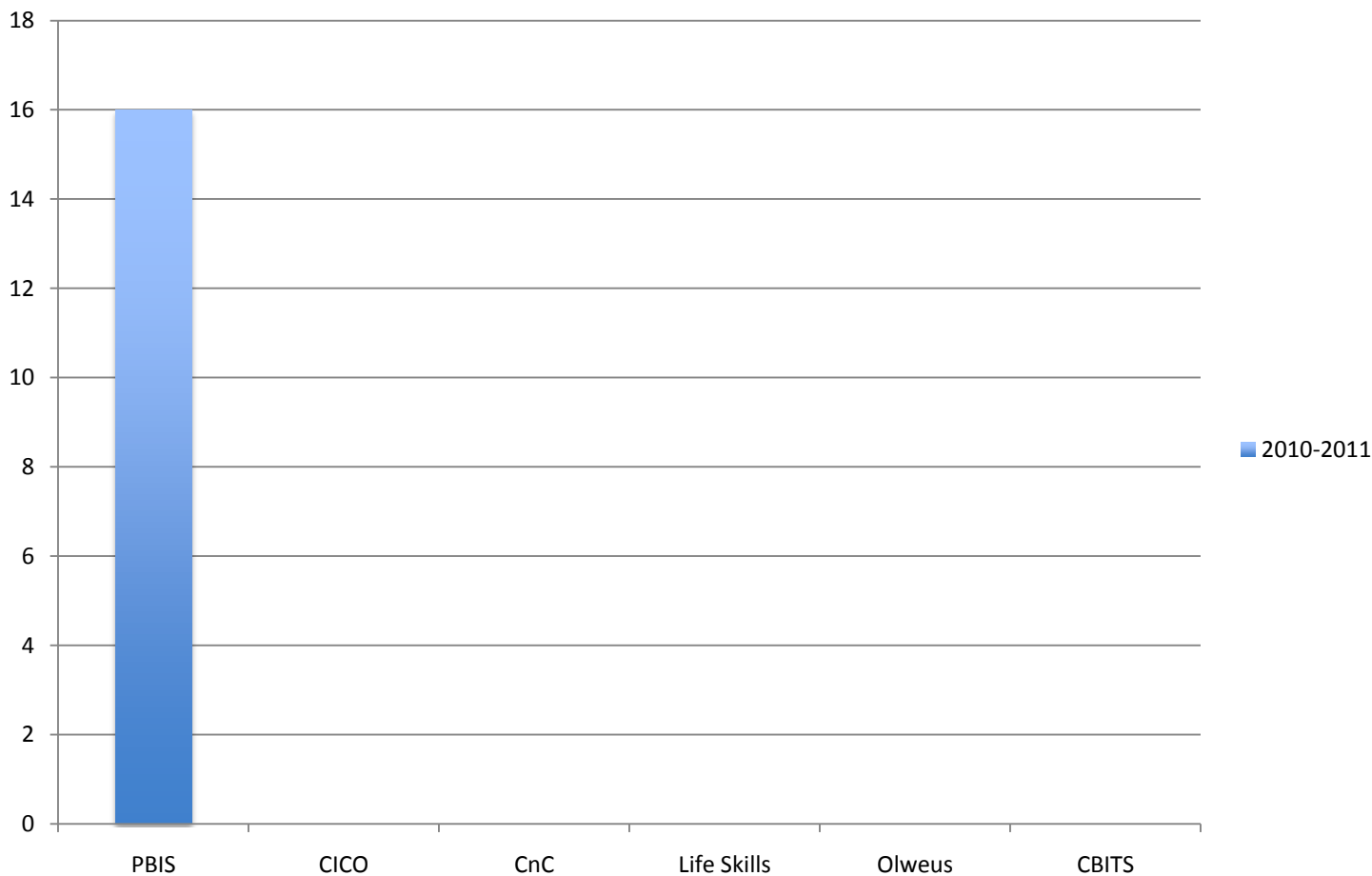+ Academic Support
CBITS & Mental Health Awareness

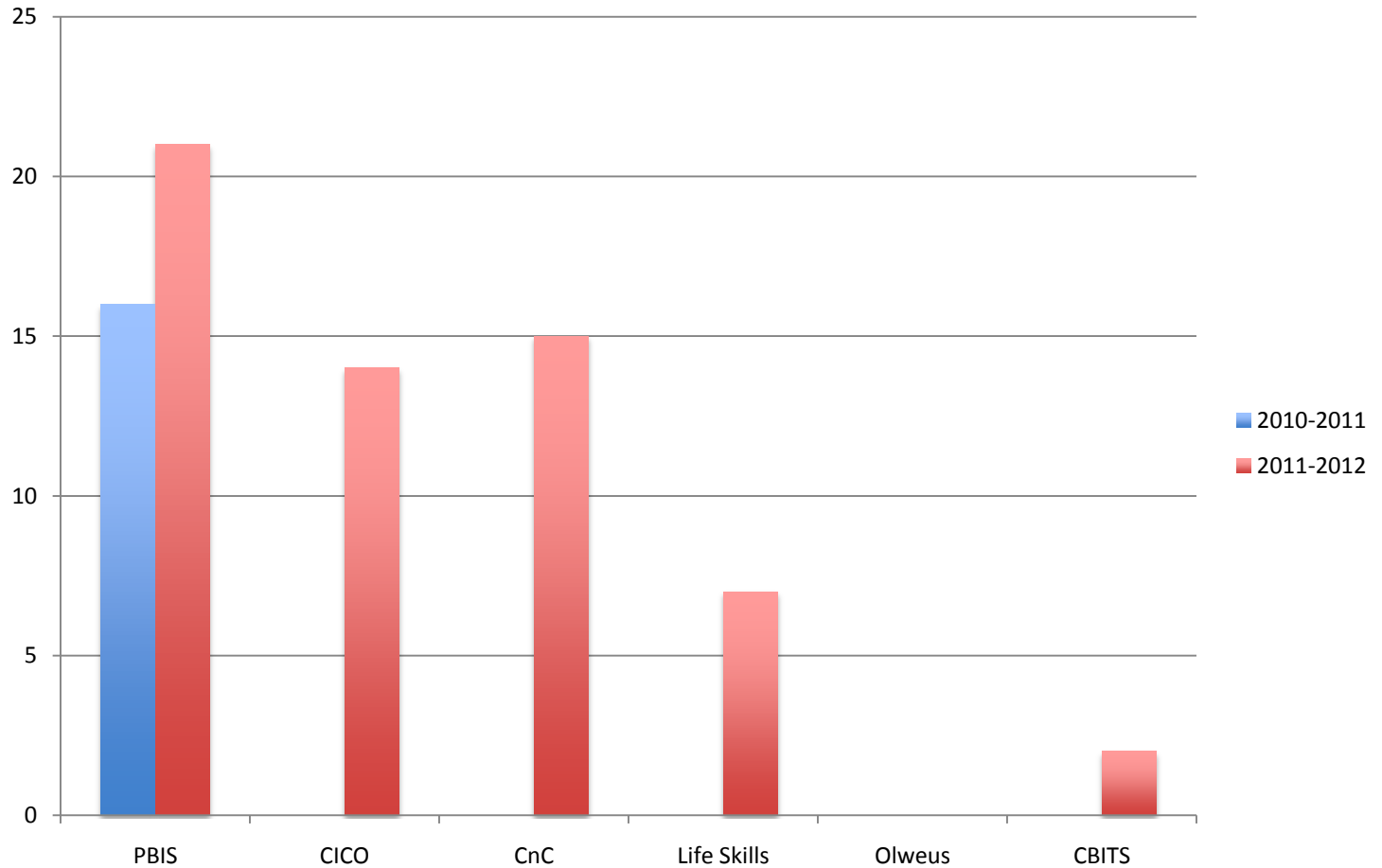- Physical Environment
- Academic Environment
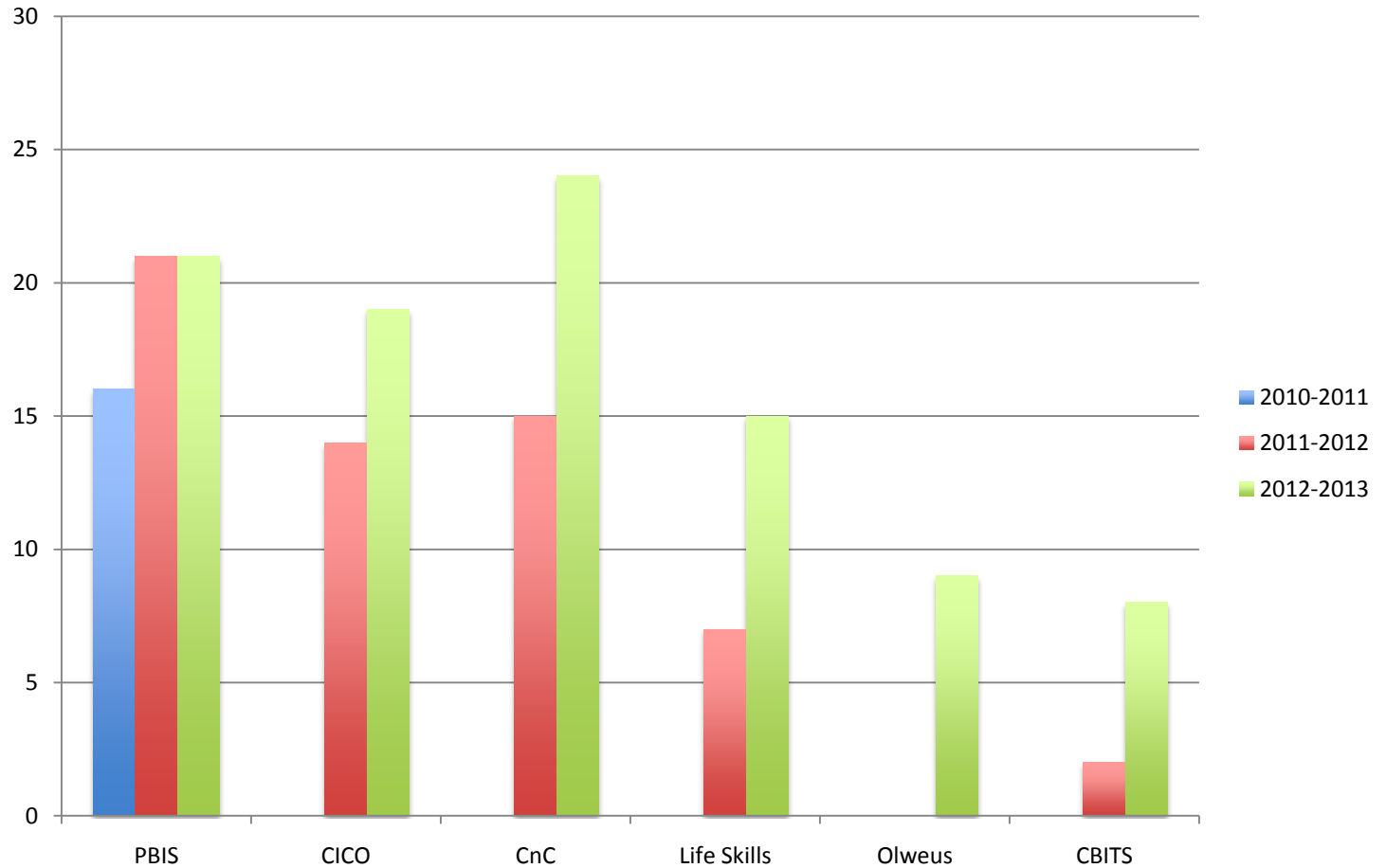- Wellness
- Disciplinary Environment

Evidence-Based Programs Implemented 2010-2011

Evidence-Based Programs Implemented 2010-2011 and 2011-2012

Evidence-Based Programs
Anticipated Implementation for Year Two

User: patti

MDS3 Online Visit Log Database:

Change Password

Climate Specialists

Schools And Scores

Timesheet

Home

List / Edit Visits

Add a Visit

Edit the following visit and task information as necessary:

Visit Information		
	Visit Log ID:	1
	Visit Date: (YYYY-MM-DD)	2011-10-31
	Duration of Visit (hours):	2
Update	School:	District CCPS : North Point High School
	Climate Specialist:	Patti, Hershfeldt
	Intervention:	Tier I - Foundational Work
	Work linked to SIP (Y/N):	Yes
	Work linked to SW expectations (Y/N):	Yes
	Comments (65K char max):	

List of Tasks:

Number of tasks: 0 : Sum of task percentages: 0 %

	Task Category	Task Subcategory	
	Data	TA for elements of Data- Based Decision Making	
Add Task	Coaching Type	Group Coached	Percentage Of Time
	Teaching/Transfer of new skill set	Whole Faculty	50 %
	(optional) Individual Role:	(optional) Type of Group:	

Coaching: % Of Time Spent w/ Each Group
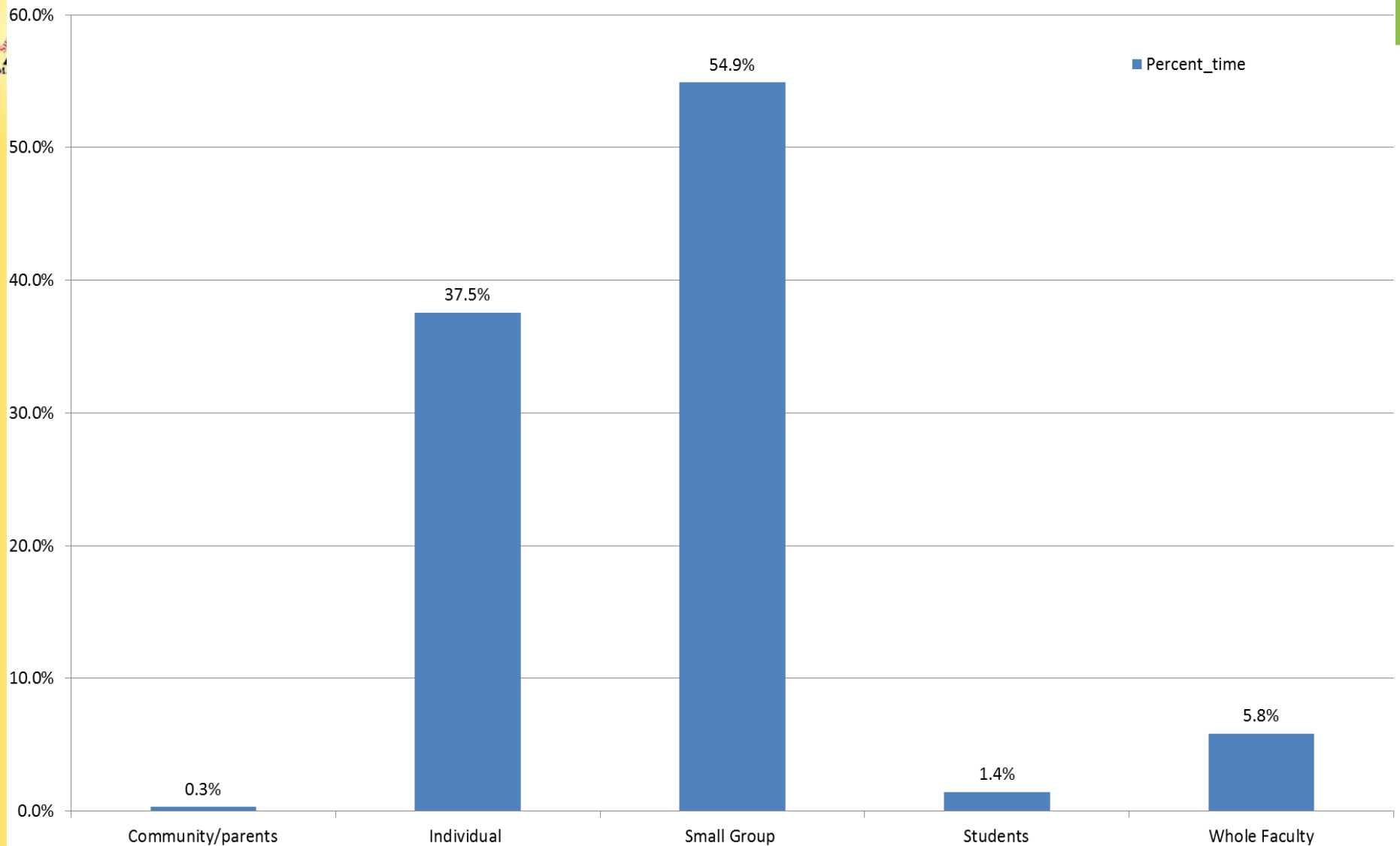
Coaching: % Of Time Spent On Each Type Of Coaching
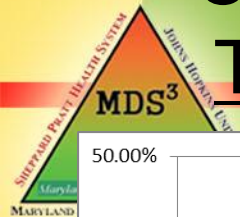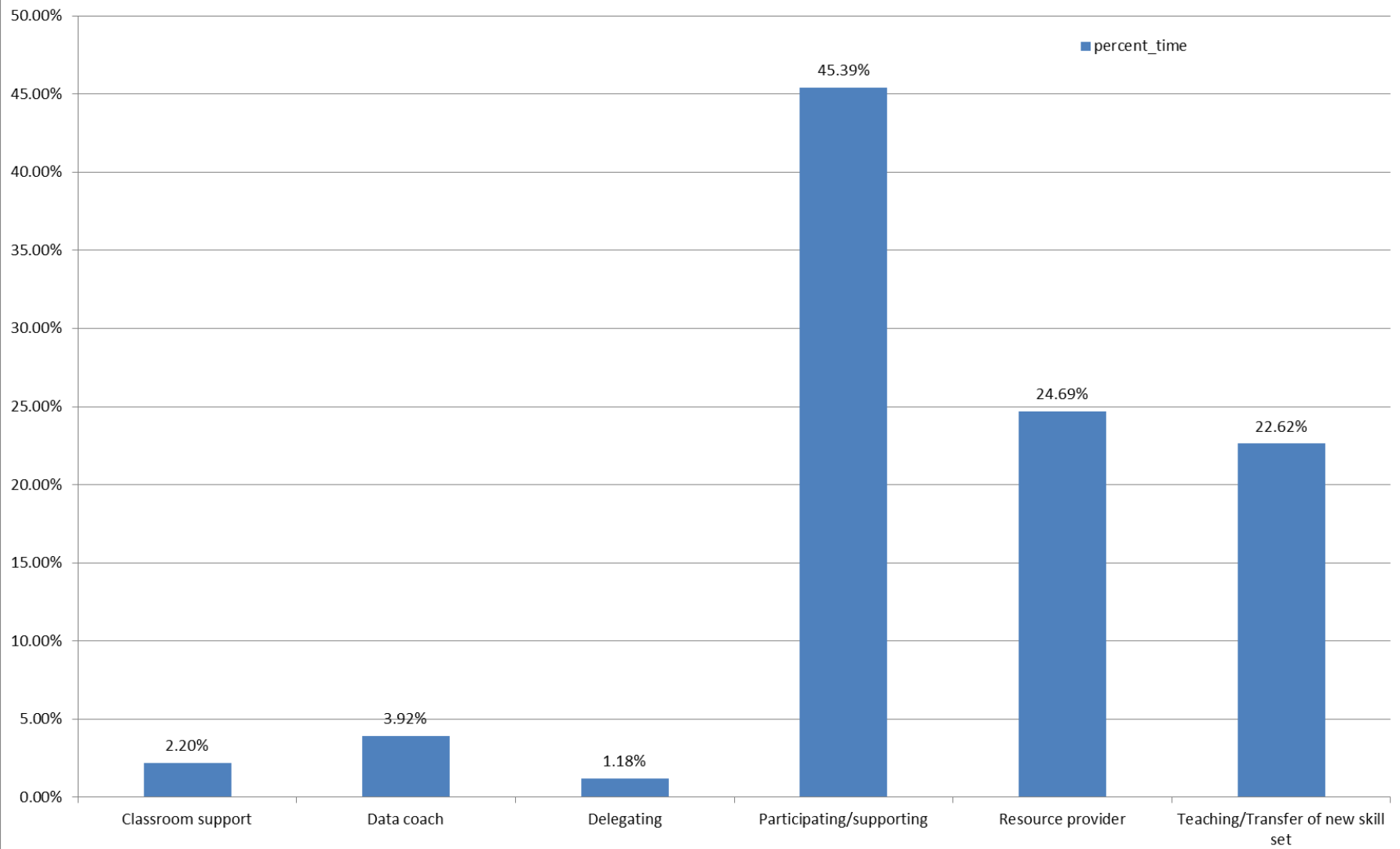
Percentage Of Time Spent On…
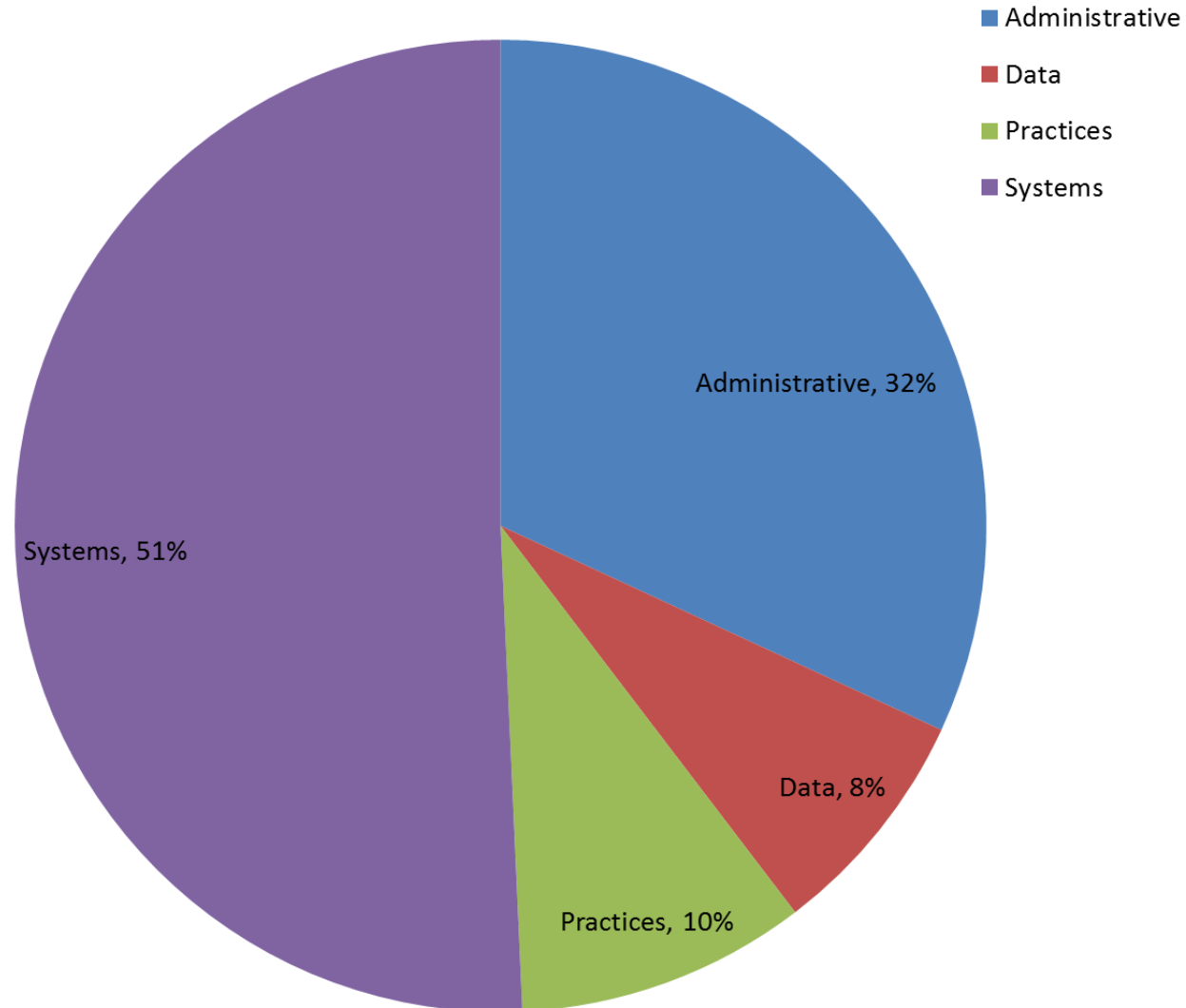
Challenges

What is a School Climate Specialist?

School leadership opposition
Staff buy-in
Lack of systems structure
"B.D.T.R.B. Syndrome" *Been Down This Road Before*

Involvement of whole staff

Success thus far

- Greater visibility of PBIS
- More schools allowing staff to attend trainings
- More positive reactions from staff regarding managing behaviors in the classroom
- Increased staff buy-in of the process and philosophy
- Alignment of MDS 3 Survey with District Strategic Plan

Lessons Learned in the School Climate Specialist Role

- Administrator buy-in is critical for success but…

- Support may look different from school-to-school

- Flexibility is key in maintaining healthy relationships with school teams

- Serve as a guide- facilitate don't direct

- Involve community whenever possible – to promote sustainability

- Celebrate even the smallest of successes

- Remember… we are guests in the schools!
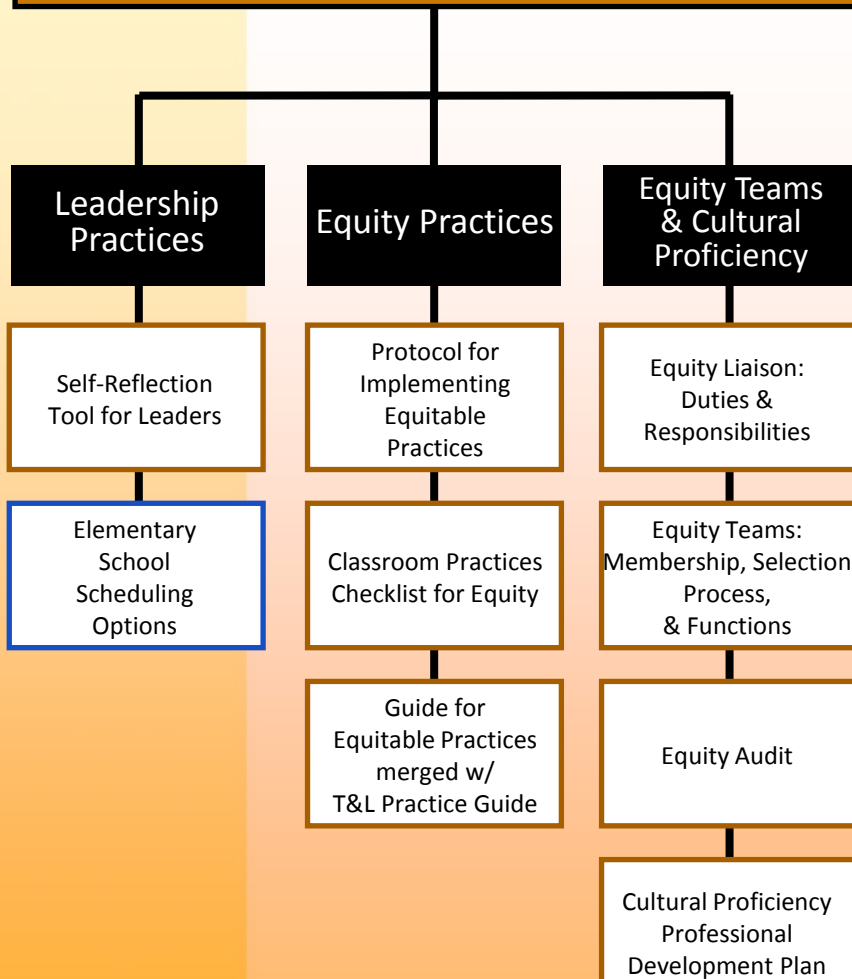
Alignment w/district initatives

- The importance of alignment
- Eliminating The Achievement Gap -ETAG (Anne Arundel County Public Schools)
- Role district support has played
  – Showcasing and highlighting project at different venues: committees
  – Focusing and reframing approach with district leadership on *multi-tiered systems of support*
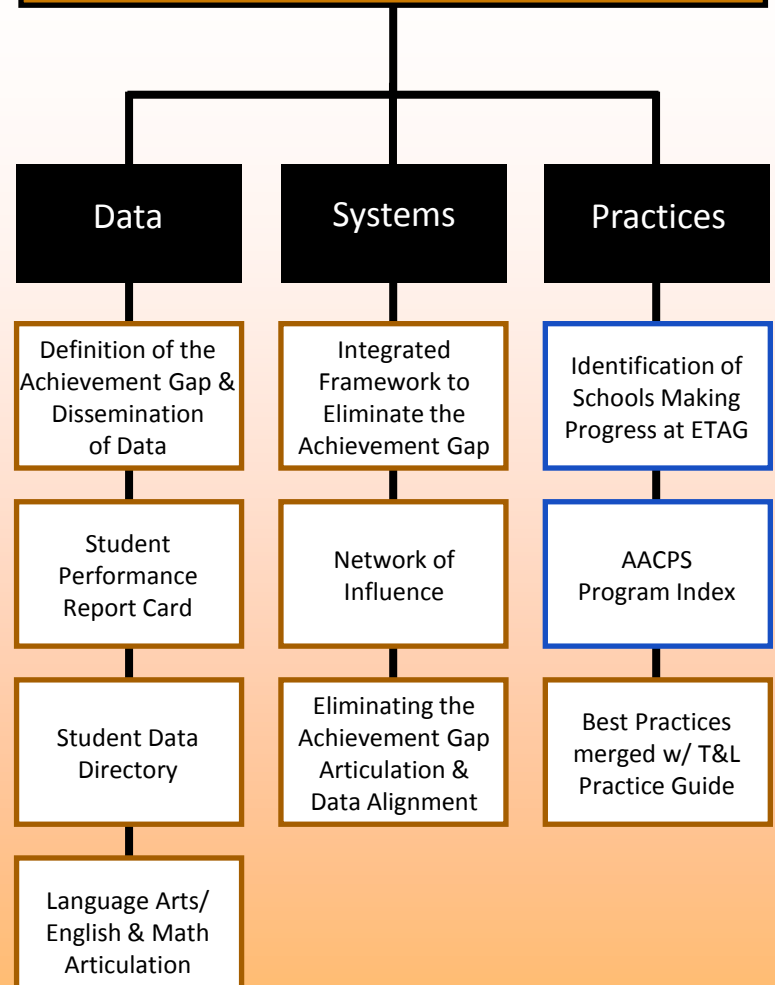
Eliminating the Achievement Gap
Action Management Plan

Culture & Leadership

Leadership Practices

- Self-Reflection Tool for Leaders
- Elementary School Scheduling Options

Equity Practices

- Protocol for Implementing Equitable Practices
- Classroom Practices Checklist for Equity
- Guide for Equitable Practices merged w/ T&L Practice Guide

Equity Teams & Cultural Proficiency

- Equity Liaison: Duties & Responsibilities
- Equity Teams: Membership, Selection Process, & Functions
- Equity Audit
- Cultural Proficiency Professional Development Plan

Structures

Data

- Definition of the Achievement Gap & Dissemination of Data
- Student Performance Report Card
- Student Data Directory
- Language Arts/ English & Math Articulation

Systems

- Integrated Framework to Eliminate the Achievement Gap
- Network of Influence
- Eliminating the Achievement Gap Articulation & Data Alignment

Practices

- Identification of Schools Making Progress at ETAG
- AACPS Program Index
- Best Practices merged w/ T&L Practice Guide

MDS³
SHEPPARD PRATT HEALTH SYSTEM
JOHNS HOPKINS UNIVERSITY
Maryland's Safe and Supportive Schools
MARYLAND STATE DEPARTMENT OF EDUCATION

What We Hear from MDS3 Schools

- "You have all been so supportive of CHS and there really is a difference in that school this year thanks in large part to the MDS3 work."
  - *V. Carter, Supervisor of Secondary Student Services*

- "MDS3 is making a difference with our young men and women and we are looking forward to even more success. Go Owls!"
  - *T. Sholdice, Principal DHS*

- "In order to really change the climate, we have to take every opportunity this grant provides us…staying on top of things and learning how to make our system better is the way that we're really going to change our culture,"
  - *V. DiBella, Vice Principal WLHS*

Share Your Thoughts…

Any Comments?

Questions?

Andrea Alexander, M.S.   aalexander@msde.state.md.us

Katrina Debnam, PhD.   kdebnam@jhsph.edu

Patti Hershfeldt MSEd., Ed.D.   phershfeldt@mds3online.org

"No significant learning occurs without a significant relationship."

Dr. James Comer