E11 - Starting Strong: Utilizing PBIS to Support 9th Graders

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Haines City High School

Key Words: High School, Tier I, Systems Alignment, Transition
Session Outline

Why Freshmen?

More PBIS!

4 Key Practices to Consider

Great Examples
Why Freshmen: FACT or FICTION??

- Research indicates that students are twice as likely to fail a class in 9th grade than in any other grade.

- In a large multi-school study, 15% of students performing in the top quartile of their 8th grade class were found to be off track by the end of their 9th grade year.

- The national SWIS dataset demonstrates that 9th grade behavioral infractions in high schools across the country dramatically outnumber those of students in the upper grades.

- Lower attendance during the first 30 days of 9th grade is a stronger indicator that a student will drop out than any other 8th grade predictor, including test scores, other indicators of academic achievement, and age.

- Students who fall behind in 9th grade have a graduation rate 30% lower than that of student who are able to stay on track during the 9th grade year.
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9th Grade is a Critical Year

All students struggle academically and behaviorally.
Fact or Fiction References


Protective Factors

- Connection to school
- Understand key knowledge and skills
- Positive relationships with teachers and staff
- Positive relationships with older peers
NEW! High School Monograph

Amplify PBIS for 9th Graders!

The fundamental purpose of PBIS is to make schools more effective, efficient & equitable learning environments.

FOR 9TH GRADE....

- INCREASE **CONSISTENCY** ACROSS CLASSROOMS
- INCREASE **ACKNOWLEDGEMENTS**
- INCREASE **TEACHING**
Consistency: It’s About the Adults
Acknowledgement & Teaching Systems

- Increased frequency of teaching
- Increased variety, frequency, intensity of acknowledgements
Effective 9th Grade Practices

- Increase Consistency
- Provide Peer Support
- Teach
- Monitor Data
Use Data Based Decision Making

“The single most efficient process for achieving a valued outcome in a complex system is to define, measure and report progress toward achieving that outcome on a regular cycle.”

McIntosh, et al., 2014
## Set Goals and Monitor Progress

<table>
<thead>
<tr>
<th>Indicator</th>
<th>15-16 Goal</th>
<th>15-16 Year End</th>
<th>16-17 Goal</th>
<th>16-17 Year End</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GPA</strong></td>
<td>2.5</td>
<td>2.49</td>
<td>2.5</td>
<td>2.6</td>
</tr>
<tr>
<td><strong>Honor Roll</strong></td>
<td>25%</td>
<td>18%</td>
<td>25%</td>
<td>28%</td>
</tr>
<tr>
<td><strong>On Track (6+ Credits)</strong></td>
<td>85%</td>
<td>72%</td>
<td>80%</td>
<td>81%</td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td>92%</td>
<td>86%</td>
<td>90%</td>
<td>93%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>16-17 Goal</th>
<th>16-17 Year End</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GPA above 2.5</strong></td>
<td>70%</td>
<td>70%</td>
</tr>
<tr>
<td><strong>On Track (6+ Credits)</strong></td>
<td>85%</td>
<td>86%</td>
</tr>
<tr>
<td><strong>Attendance 90% or better</strong></td>
<td>90%</td>
<td>75% (overall attendance was 92%)</td>
</tr>
</tbody>
</table>
Utilize Multiple Data Types to Dig Deeper

**% Students on F List by GPA**

- 3.0 or Above: 0%
- 2.0 - 2.9: 40%
- Below 2.0: 60%

**% Students on F List by Attendance**

- 90% or Above: 70%
- 80-89%: 30%
- Below 80%: 0%
Data Goals: Communication is Essential!

**FLT language**
- 85% of 9th graders at 90% or higher attendance
- 85% of 9th graders with zero F grades
- 90% of 9th graders on track to graduation

**Student & family language**
- 90% attendance ("max 8 days" or "fewer than 5")
- Passing grades in all classes
- 6+ credits

“A student who is just 10 minutes late each day misses 30 hours of teaching and learning over the course of the school year. A student who is absent from school 1½ days each month on average from kindergarten through high school loses a YEAR of education.”

-Supt. Welcome Letter 2017-2018
Effective 9th Grade Practices

- Increase Consistency
- Provide Peer Support
- Monitor Data
- Teach
Teaching Freshmen
“How to Do School”

• Identify content
• Link to Schoolwide Expectations
• Teach brief lessons
• Smallest change to yield greatest impact
• Relevant for ALL students
Freshmen Expectations
Effective 9th Grade Practices

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Why Peer Support?

• Freshmen are striving for autonomy, especially from adults (Daddis, 2008; 2011; Russell & Bakken, 2002).

• Engagement can be enhanced through positive relationships with older peers (Dennison, 2000; Karcher, 2005).

• Peer mentors 1-2 yrs older than mentees facilitate social and academic development; these peers understand the rules and develop positive strategies to overcome issues or problems (DuBois, Holloway, Valentine & Cooper, 2002; Gensemer, 2000; Karcher, Nakkula, & Harris, 2005).
Selection & Placement

Training

Ongoing support

Roles & Responsibilities
Peer Support Tasks

Positive Social Role Model

Student Check Ins

Curriculum Delivery
Haines City High School
Freshman Supports
Polk County Public Schools
District at a Glance

MISSION:
Our mission is to provide a high-quality education for all students.

7th Largest in Florida
Among the 30 Largest in the United States

More than 150 Schools
More than 105,000 Students

Student Demographics:
- 39.5% White
- 2.8% Multiracial
- 35.2% Hispanic
- 20.4% Black
- 1.6% Asian
- 0.5% Indian American/Pacific Islander
Haines City High School
Haines City, FL

- 2,550 students
- 9th - 12th grade
- 200 staff members
HCHS Academies & Special Programs

- International Baccalaureate
- Academy of Media Production (AMP)
- Environmental Agriculture & Technology Academy (EATA)
- Academy of Children & Educational Studies (ACES)
- Visual Arts Academy
- Performing Arts Academy
- Junior Reserve Officer’s Training Core (JROTC)
Systems- The Problem

- 9th grade discipline extremely concerning
- Students had difficulty transitioning to high school
- Time spent on discipline = time out of classroom
- Many students coming from diverse backgrounds
- Teachers spend time focusing on standards and don’t have time to focus on other skills needed to be successful in high school
The Solution

• Create an alternative elective for ALL Freshman Students
• Utilize PBIS as a way to teach & support all students
Practices that work-

• Freshman Leadership Course-
  – Leadership Class Track
  – JROTC Track

• Designed to teach leadership skills to incoming Freshman
Empowering Students to Choose

• Visits to 8th grade feeder schools with administrator and counselors to share information, generate excitement, and allow students to sign up for their preferred track

• Informational Night for Freshman Parents
High School Experience - Get Involved!

• Dedicated 9th grade assemblies - small group to help clarify expectations
• Exposure to clubs, sports, and academies
• Leadership courses help all students learn basic skills not taught in classroom - such as notetaking
It’s about Building Positive Relationships.
PRIDE Expectations

- Posted in all classrooms and common areas
- Taught by teachers the first week of school
The Hornet Buck

- Hand out when you see someone doing the right thing.
- Reinforces PRIDE expectations
- Staff given 100 per month
Hornet Nation Store

• Store is organized by PBIS Leadership class
• Items are voted on by students
• School supplies sold
• Chance tickets popular-
  • Pizza with the Principal
  • Homecoming/Prom tickets
  • Special ticketed events-
    • Movie events, Play previews, holiday & sporting events
Pizza with the Principal
Positive Referrals

- Student who is always doing the right thing
- Student who has done a turn around
- Staff Member who has helped you make it through the day, week, 9-nine weeks
Emerald Leadership Award

One more example of teachers building relationships with students & focusing on the POSITIVE instead of Negative behavior.
Certificate of PBIS Success

This certificate is awarded to

HAINES CITY SENIOR HIGH SCHOOL

in recognition of being:

GOLD LEVEL
Model PBIS School
for 2017-2018

Don Kincaid, Project Director
Heather George, Project Co-Director
DATA.....
Is it Working?
Positive Culture- Beyond Hornet Nation

- Visitors from The Netherlands
- Presentation at PBIS Conference in Chicago
- Filmed by PCPS to showcase school culture
- Channel 10 News School of the Week
Discipline Referral Comparison

- 2014-15: 2783
- 2015-16: 2638
- 2016-17: 2202
- 2017-18: 1921
Current Discipline Referrals

August 13- September 19, 2018

- 84 referrals in August
- 65 referrals in September
Contact

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