

## Systems/Data/Practices in High Schools : What Have We Learned?

Illinois Forum 2009

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This was supported in part by grants from the Institute of Education Science, U.S. Department of Education (R324A070157). Opinions expressed herein are the authors' and do not reflect necessarily the position of the US Department of Education, and such endorsements should not be inferred.

Special thanks to K. Brigid Flannery, Bonnie Doren, Pam Fenning, Hank Bohannon, Kimberly Their, Nadia Katul, Mimi McGrath, Stephanie Presley for their work on the development, collection and analysis  
2007-2009

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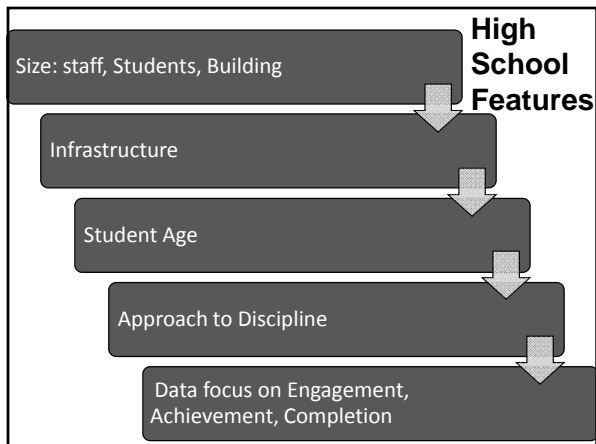
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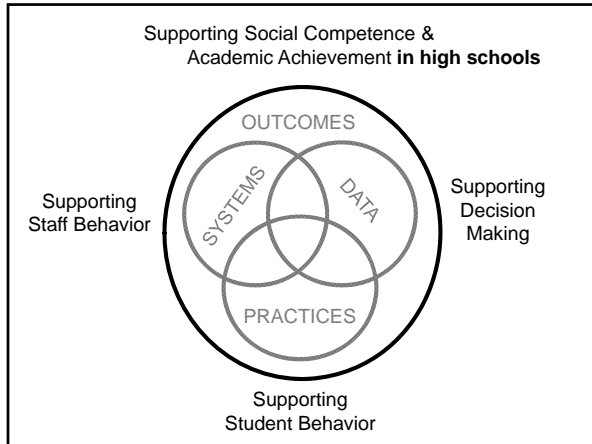
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Outcomes - Systems - Data - Practice

- **Focus on school completion, student engagement, student achievement**
- **Look at both academic and behavioral data**

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Outcomes-Systems - Data - Practices

- **Slow down and put the systems in place**
- **Build the infrastructure**
- **Provide professional development**

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Slow down, put the systems in place

- **Obtain consensus**
- **Prioritize so staff aren't overwhelmed with multiple mandates**
- **Administrative support and coordination**
- **Strategies for staff and students to be informed and involved**
- **Support necessary philosophical shifts**

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**Build the Infrastructure**

<b>Administrative team</b>	<ul style="list-style-type: none"><li>• Clear vision</li><li>• Getting the entire team on board</li><li>• Communication with PBS team</li></ul>
<b>PBS Team</b>	<ul style="list-style-type: none"><li>• Representation</li><li>• Distributive leadership</li><li>• Effective meeting strategies</li></ul>
<b>Communication</b>	<ul style="list-style-type: none"><li>• Who's involved in communication</li><li>• Predictable, consistent, frequent</li><li>• Use multiple strategies</li></ul>

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Outcomes -Systems - Data - Practices

- Slow down and put the systems in place including staff buy in
- Infrastructure
- **Professional development**
  - Connects high schools to one another
  - Ongoing professional development vs 'train and hope'
  - Address strategies to shift old values and attitudes about school discipline and use of acknowledgements

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### Outcomes- Systems - Data - Practices

- Show data to indicate that SWPBS is working
- Collect both social behavior and academic
  - Engagement, achievement, completion
  - Cross communication of data systems
- Use data for decision making
  - Examine by grade and other subgroups
  - Examine motivation data (function) and consequences

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### Outcomes - Systems - Data - Practices

- **Set of expectation/rules – comprehensive, involvement**
- **Openly discuss acknowledgement and consequence systems and align with school culture**
- **Consistency /inconsistency of practices across teachers and staff**

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<b>Outcomes</b>	<ul style="list-style-type: none"><li>• School completion, student engagement, student achievement</li><li>• Academic and social behavior</li></ul>
<b>Systems</b>	<ul style="list-style-type: none"><li>• Slow down</li><li>• Build infrastructure</li><li>• Provide focused professional development</li></ul>
<b>Data</b>	<ul style="list-style-type: none"><li>• Use data to show impact</li><li>• Collect academic and social behavioral data</li><li>• Decision making : by grade, subgroups, motivation, consequences</li></ul>
<b>Practices</b>	<ul style="list-style-type: none"><li>• Expectations/rules – comprehensive &amp; involvement</li><li>• Discuss/model acknowledgement &amp; consequences</li><li>• Build consistency</li></ul>

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