Two Strategies to Increase High School Success: Freshmen Success Curriculum and Academic Seminar

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Session Outline

Key Features of PBIS at the High School level

Freshmen Success

Academic Seminar
Session Objectives

• Identify recommendations from school retention literature that increase the likelihood a student will graduate
• List major components of universal and secondary tier supports for high school students
• Describe rationale for targeting freshman for school-based supports
• Describe a Tier -2 classroom-based intervention that targets work completion
Action Planning

- Where are we in our implementation?
- What do I hope to learn?
- What did I learn?
- What will I do with what I learned?
Academic failure (Allensworth & Easton, 2005; Balfanz, & Herzog, 2005),

Problem behavior (e.g. disruption, disrespect, etc.) (Sweeten, 2006; Tobin & Sugai, 1999)

Poor teacher relationships (Barber & Olson, 1997)

History of grade retention (Allensworth et al, 2005),

Low attendance (Balfanz, & Herzog, 2005; Jerald, 2006; Neild & Balfanz, 2006)

Diagnosed with a disability (NTLS-2, ; Wagner, Newman, Cameto, Levine, Garza, 2006).
NO BABY ON BOARD
SO FEEL FREE TO SMASH INTO THE BACK OF US

Shovel
Brain Development

• Prefrontal Cortex- *You’ve got one and you use it!*
  – Responsibility, organization, prioritization center

• Amygdala- *Kicking it Teen Style!*
  – Between 12-25 years old (approximate) brain is undergoing massive restructuring
    • Infant / Toddler: massive “fixing” of neurological pathways
    • Adolescence: realignment of pathways, white matter development, amygdala over compensating
Supporting Graduation

• ABCs
  – Attendance
  – Behavior
  – Completion of Work

• Multi-pronged approach beginning with universal climate of support
  – Target vulnerable groups
  – Intensity match
Supportive Climates

• High Expectations + High Supports
  – Frequent, positive adult interactions (Christenson, Lehr, & Anderson, 2003)
  – Home school connection (Sinclair, Christenson, Lehr, & Anderson, 2003)
  – Predictable, structured day /activities (Lee and Burkham, 2003)
  – Social and Academic supports (Kemple, Herlihy, & Smith, 2005).

• Fewer “basic” level classes

• More advanced classes, with adequate support (Jerald, 2006)
Activity

1. What is currently in place within your schools to provide:
   a. Positive adult interactions?
   b. Increase home / school interactions?
   c. Create / ensure predictability of the school day?
   d. Merge social and academic supports?
High School Implementation of SWPBIS

HS Contextual Influences → Key Foundational Systems → Core Features of Implementation → Key HS Focus Areas

- HS Contextual Influences:
  - Size
  - Culture
  - Developmental Level

- Key Foundational Systems:
  - Data
  - Leadership
  - Communication

- Core Features of Implementation

- Key HS Focus Areas:
  - School Engagement and Success
  - Social Behavior
  - Academic Success
  - Personalization / School Belonging
  - Freshmen Support
Freshmen Success: Building a Solid Foundation for Success
Research indicates that students are twice as likely to fail a class in 9th grade than in any other grade.

**FICTION – 3-5 TIMES MORE LIKELY**

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.

**FICTION – 25% OF HIGH ACHIEVING STUDENTS**

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.

**FACT**

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

**FACT**

Students who fail in 9th grade are 30% less likely to graduate than students who are able to stay on track during their 9th grade year.

**FICTION – 59% LOWER GRAD RATE IF OFF TRACK AS FRESHMEN**
Activity References


Engagement, Defined

**BEHAVIORAL**
- Doing school work
- Positive Conduct
- Participation (classwork & extracurricular)

**COGNITIVE**
- Relevance of school
- Motivation; willingness to apply effort
- Ability to self-regulate

**EMOTIONAL**
- Sense of belonging
- Connection to school
- Sense of support at school
Freshmen Success: Universal Support

Systems
- Embedded into school structure and culture
- Preventative MTSS
- Freshmen-wide Leadership Team
- Data-based Decision Making

Curriculum
- Engagement-focused Content
- Acquisition and Application
- Peer Navigator Support
Freshmen Success Curriculum

• 14 lessons
• Approximately 45 minutes
• Delivered by Teacher & Peer Navigators
• Lessons w/ Exit Tickets
• Check-Ins
• Front-loaded in year
## FS Curriculum

<table>
<thead>
<tr>
<th>Domain</th>
<th>Curriculum Units and Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Engagement</td>
<td>Getting Work Done</td>
</tr>
<tr>
<td>(academic enablers and school rules)</td>
<td>- Use a planner or similar device</td>
</tr>
<tr>
<td></td>
<td>- Prioritize tasks and develop plans to accomplish them</td>
</tr>
<tr>
<td></td>
<td>- Develop a study plan for test preparation</td>
</tr>
<tr>
<td></td>
<td>- Demonstrate test taking strategies for various test types</td>
</tr>
<tr>
<td></td>
<td>Getting Along</td>
</tr>
<tr>
<td></td>
<td>- State schoolwide expectations</td>
</tr>
<tr>
<td></td>
<td>- Demonstrate classroom expectations and routines</td>
</tr>
<tr>
<td></td>
<td>- Demonstrate classroom participation strategies</td>
</tr>
<tr>
<td>Cognitive Engagement</td>
<td>Getting to Graduation</td>
</tr>
<tr>
<td>(motivation, work tasks, self-regulation)</td>
<td>- Identify a direction for the future – career goal, school relevance</td>
</tr>
<tr>
<td></td>
<td>- Know graduation is attainable</td>
</tr>
<tr>
<td></td>
<td>- Identify what graduation requirements are and where to locate</td>
</tr>
<tr>
<td></td>
<td>- Identify if on track and how to get/stay on track for graduation</td>
</tr>
<tr>
<td></td>
<td>- Develop an action plan to improve current academic status</td>
</tr>
<tr>
<td>Emotional Engagement</td>
<td>Getting Connected</td>
</tr>
<tr>
<td>(school belonging, connection to and support by peers and teachers)</td>
<td>- Identify school resources/supports: academic and social</td>
</tr>
<tr>
<td></td>
<td>- Identify how and when to ask for help</td>
</tr>
<tr>
<td></td>
<td>- Identify extracurricular opportunities in school and community that align with interest areas and describe how to get involved</td>
</tr>
<tr>
<td></td>
<td>- Identify and practice how to get teachers on your side</td>
</tr>
</tbody>
</table>
Remember: Key HS Systems

Leadership

Data

Communication
FS: Leadership System

• Freshmen Leadership Team
  – Separate team or subteam of SW Leadership Team
  – Regular meetings
  – Use Data for Decision Making
  – Focus in on Freshmen-wide efforts – a scaffolded approach to SWPBIS
FS: Communication Systems

The single biggest problem in communication is the illusion that it has taken place.

GEORGE BERNARD SHAW

- Agreements and dialogue among all Freshmen Teachers
- Utilize similar systems as SW efforts
Teacher Agreements

• Post lesson objectives and daily assignments
• PRE-Failure protocol
• Planner use protocol (student-led)
• Grades updated by the 1st and 15th of each month
• Make one positive parent phone call per week
FS: Data Systems

• Attention to Behavior AND Academics
• Complicated by need to integrate multiple data sources
<table>
<thead>
<tr>
<th>On-Track Indicators</th>
<th>Early Warning Indicators</th>
<th>Course Performance in Core Subjects</th>
<th>GPA</th>
<th>Credits</th>
<th>State Tests</th>
<th>Attendance</th>
<th>Office Discipline Referrals</th>
<th>Additional Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Track</td>
<td>Lacking 1 graduation requirement</td>
<td>Behind 1 Credits</td>
<td>2.0 to 2.49</td>
<td>Meeting credit graduation requirement for grad plan year</td>
<td>Level 2 on State Tests</td>
<td>5% or more absences per quarter or semester</td>
<td>4 or less Level I and/or minor referrals</td>
<td>Disengagement, No extra curricular involvement, Substance Abuse, High Mobility, Mental health issues, Free/Reduced lunch, Foster/group home, Transient/Homeless, Parent unemployment, Student employment, Changes in behavior/appearance, More recent traumatic event, Missed guidance appointments, No show for yearbook picture</td>
</tr>
<tr>
<td>Off-Track</td>
<td>Lacking 2 graduation requirements Failing 1-3 classes</td>
<td>Behind 3 credits</td>
<td>Less than 2.0</td>
<td>Not passed both sections of 10th grade State Tests or retakes No concordant scores</td>
<td>10% absences per quarter or semester</td>
<td>5 or more Level I and/or Level II ODRs per semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highly Off-Track</td>
<td>Lacking 2 or more graduation requirements Currently failing 3 or more classes</td>
<td>Behind 4 or more credits</td>
<td>Less than or equal to 1.5</td>
<td>Not passed 10th grade State Tests or retakes No concordant scores</td>
<td>15% or more absences per quarter or semester</td>
<td>5 or more Level II ODRs for fighting/profanity/disruption per semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extremely Off-Track</td>
<td>Meeting no graduation requirements 2-3 Years Behind</td>
<td>Not meeting cohort graduation plan</td>
<td>Less than or equal to 1.0</td>
<td>Not passed 10th grade State Tests or retakes No concordant scores</td>
<td>20% or more absences per quarter or semester</td>
<td>Established pattern of severe behavior Level II &amp; III ODRs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
% of Student with D/F by Core Class

- **60% C or better**
- **79% C or better**
- **75% C or better**
- **76% C or better**
- **89% C or better**
- **72% C or better**
% of Freshmen by Credit Accumulation Group

- 7.48% (26 students) for 2.5 Credits
- 6.61% (23 students) for 2.0 Credits
Curriculum Knowledge Test

FS Curriculum Knowledge Test: Percent Correct by Item

- **Fall 2012**
- **Winter 2013**
- **Spring 2013**
Academic Seminar Curriculum:

Defined, example, data
Secondary Supports

• Increase structure and consistency ✓
• Increase positive adult interactions ✓
• Link academic and social supports ✓
• Increase home engagement ✓

• Are readily and continuously available ✓
• Increase progress monitoring ✓
Academic Seminar

• Tier 2 Support
  – Class
    • 45 minutes
    • Meets every day
    • 5 -7 minute entry task to orient student to tasks / skills
    • 10-15 minutes of explicit instruction and practice in organizational skills
    • 25-30 minutes in homework completion- applying organizational skills
      – Curriculum (www.PBIS.org search HS-BEP)
  – More complex than CICO
  – Additional “layer” of T2
  – Addresses work avoidance
Academic Seminar

• Class functions as:
  – Extension of & Intensified Universal Tier:
    • Expectations
    • Acknowledgements

• Addition of Organization Skill Set
  – Explicit instruction
  – Frequent practice opportunities
  – Explicit, frequent acknowledgement for demonstration of organization skills
  – *Flexible* skill set: student needs, school demands
Conceptual Framework

• Kansas University Learning Strategies
  – Teaching organizational skills to students with learning disabilities results in significant gains in grades *without* re-teaching or supplementing content skills.

• Best practices in teaching tell us to:
  – Increasing scaffolding
  – Increase opportunities to practice correctly
  – Increase reinforcement of skill fluency

• PBIS tells us to:
  – Create systems of support to maximize efficiency and effectiveness
Organization Skill Set

- Student Guided Supports
- Goal Setting
- Tracking Progress
- Planner
- Notebook
- Graduation Plan
- Test Taking
- Study Skills

- Utility across content areas
- Immediate access to classroom reinforcers
How Are Schools Doing This?

• FLEXIBILITY!
• Use DATA!
  – Freshman Seminar
  – Junior / Senior Transition Course
  – Revamped Study Hall
  – Elective
  – In conjunction with CICO:
    • To address work avoidance
# School Successes

<table>
<thead>
<tr>
<th>School Demographics</th>
<th># students per term</th>
<th>% successful each term</th>
<th>% “Repeaters”</th>
<th>% requiring additional supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Total Enrollment</td>
<td>Academic Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Archibald</td>
<td>800</td>
<td>80-90</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>Ingenuity</td>
<td>800</td>
<td>80-90</td>
<td>60%</td>
<td>30%</td>
</tr>
<tr>
<td>World *</td>
<td>200</td>
<td>12-15</td>
<td>95%</td>
<td>30%</td>
</tr>
<tr>
<td>Canter **</td>
<td>1,300</td>
<td>90-110</td>
<td>90%</td>
<td>25%</td>
</tr>
</tbody>
</table>

* Percentages represent average over the past 4 years.

** World High School is an international baccalaureate school.

** Exceptionally good at in-classroom differentiation of content
Baraboo High School

Baraboo, WI
Kristin Mashak

• **Current Position**
  – Academic Seminar Teacher
    • Baraboo High School

• **Previous Positions**
  – 8\textsuperscript{th} Grade Special Education Teacher
    • Jack Young Middle School
  – K-5 Special Education Teacher
    • East Elementary School
By the Numbers

• Total Enrollment = 989
  – Senior Class = 233
  – Junior Class = 258
  – Sophomore Class = 255
  – Freshmen Class = 243
2013-2014

THE DATA
Last Year: Progress Check – Week 6 - 2013

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Students</th>
<th>Number of Fs</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>120</td>
<td>304</td>
</tr>
<tr>
<td>10</td>
<td>74</td>
<td>154</td>
</tr>
<tr>
<td>11</td>
<td>102</td>
<td>232</td>
</tr>
<tr>
<td>12</td>
<td>76</td>
<td>153</td>
</tr>
<tr>
<td>Totals</td>
<td>385</td>
<td>897</td>
</tr>
</tbody>
</table>
# Last Year

**Semester 1**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Students</th>
<th>Number of Fs</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>93</td>
<td>213</td>
</tr>
<tr>
<td>10</td>
<td>35</td>
<td>72</td>
</tr>
<tr>
<td>11</td>
<td>61</td>
<td>124</td>
</tr>
<tr>
<td>12</td>
<td>53</td>
<td>85</td>
</tr>
</tbody>
</table>

**Semester 2**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Students</th>
<th>Number of Fs</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>58</td>
<td>120</td>
</tr>
<tr>
<td>10</td>
<td>45</td>
<td>102</td>
</tr>
<tr>
<td>11</td>
<td>46</td>
<td>96</td>
</tr>
<tr>
<td>12</td>
<td>34</td>
<td>68</td>
</tr>
</tbody>
</table>
5-Year Progression

5-Year Freshmen Trend

- 2009
- 2010
- 2011
- 2012
- 2013

Number of Freshmen with Fs vs Number of Fs
THE SOLUTION
Purpose of Academic Seminar

• Success skills in all academic settings
• Improve attendance
• Provide check-ins/check-outs
• Promote academic success
• Start small with freshmen and build
Students Selected

- Grades from 8th grade
- Teacher recommendations
- WKCE results
- Explore results
- Risk Factors
Implementation

• No more than 70 students
• Take the top “most needy” students
• Provide adequate time for addressing AS curriculum, time to practice skills, and work completion
• Start with basics including the curriculum, then build-in CICO/BEP
Challenges

- Teacher communication
  - Assigned assignments
  - Long-term projects
  - Upcoming tests
  - Missing assignments
- Limited materials and resources
- $0 assigned for budget
- Limited technology in/out of school
- Planning curriculum for blocked classes all year
Successes

• Students LOVE the class
• Teachers report they see improvement in skills and work completion
• Teachers report they see more students taking ownership of their work
• Students report they care about school and their grades
Routine

• Entrance Slip
• CNN Student News
• Lesson (New and/or Review)
• Homework Completion
  – Update Planners
  – Check Grades
  – Make homework completion schedule
• Exit Slip
• Participation Form
THE DATA
### This Year

<table>
<thead>
<tr>
<th>School Year</th>
<th>Students</th>
<th>Number of Students</th>
<th>Number of Fs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>9th Grade</td>
<td>120</td>
<td>304</td>
</tr>
<tr>
<td>2014</td>
<td>9th Grade</td>
<td>70</td>
<td>132</td>
</tr>
</tbody>
</table>

**2013 & 2014 Freshmen Comparison - Week 6 Progress Grades**

- **2013 Freshmen**
- **2014 Freshmen**
6-Year Comparison

Freshmen - Numbers with Fs

Number of Freshmen with Fs

Number of Fs

Horizontal axis title
### 2014 - 9th Grade Breakdown
(6-Week Progress Report)

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Number of Fs</th>
<th>Total Students Counted</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Freshmen</td>
<td>70</td>
<td>132</td>
<td>243</td>
</tr>
<tr>
<td><strong>Gen Ed (no supports)</strong></td>
<td>18</td>
<td>24</td>
<td>139</td>
</tr>
<tr>
<td><strong>Academic Seminar</strong></td>
<td>21</td>
<td>34</td>
<td>60</td>
</tr>
</tbody>
</table>

**Number of Students and Classes Failing**

- **All Freshmen**
- **Gen Ed (no SPED or Supports)**
- **Academic Seminar**
## 2013 and 2014 Differences
(6-Week Progress Report Period)

<table>
<thead>
<tr>
<th></th>
<th>Difference in # of Students</th>
<th>Difference in # of Fs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>50</td>
<td>172</td>
</tr>
<tr>
<td>Sophomores</td>
<td>41</td>
<td>98</td>
</tr>
<tr>
<td>Juniors</td>
<td>21</td>
<td>107</td>
</tr>
<tr>
<td>Seniors</td>
<td>6</td>
<td>48</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>118</strong></td>
<td><strong>425</strong></td>
</tr>
</tbody>
</table>
2013 and 2014 Differences (6-Week Progress Report Period)

2013 and 2014 - Number of Students and Classes Failing at the 6-Week Progress Report

- 2013 - Students
- 2014 - Students
- 2013 - # of Fs
- 2014 - # of Fs

Years: 9th, 10th, 11th, 12th, Totals

Numbers: 0 to 1000
Factors that Support Freshmen Success

• Academic Seminar
• iRISE
• Homework Lunch
• New Grading Policy
• Consistency with consequences
• Common Planning Times
• PLCs
• Enrichment Period
WHY IS ACADEMIC SEMINAR SUCCESSFUL?
The Facts

• Provides a consistent, supportive adult
• Provides structure to structure
• Directly teaches academic skills
• Provides students adequate time and necessary resources to complete work
Student Evidence

• Journal:

Does Academic Seminar help you be successful in school? Explain using details.
Does AS help you be successful?

- “Yes, most of the time I have my work done but when I don’t or need help on it, I know I can get it in this class.”

- “Yes! Because it’s a small class so it’s easier to concentrate while doing my homework. It keeps me organized, and I can see my grades all the time to see what classes I need to work on. It really does help!”
Does AS help you be successful?

• “Yes. I can get my homework done so it’s not missing, and people in this class aren’t judgmental.”

• “It helps me because I can get my work done and I learn how to be more respectful towards teachers and students.”

• “Yes it does because it gives me back-up support in my classes.”
Student Evidence

• Journal:

Describe/ “sum-up” Academic Seminar in 3-4 sentences.
Describe Academic Seminar

• “Academic Seminar is a class that helps you with your late work or work that you don’t understand. So, that also means it helps with not having late work in classes. If you have all of your work done, you can read a book and that is always a nice way to start a morning.”
Describe Academic Seminar

• “Academic Seminar is an organization class that helps kids on class assignments, maybe late work, and projects. It also is a class where there is common grade checks so you can see what classes you are having a hard time in.”
Describe Academic Seminar

• “Academic Seminar is a learning class that helps you become a better student and helps you with your work. It also helps you pass your classes and turn in your work on time. She teaches you how to ask for help and to be a responsible student.”
Describe Academic Seminar

• “Academic Seminar is where you learn how to be a better student. For example, learning what to do and what not to do while a teacher is talking. This seems like common sense, but some people still have a hard time with it. This is teaching us for the future as well as in the work business. Also, Academic Seminar helps give you time to get caught up on work for classes.”
Describe Academic Seminar

• “Academic Seminar is a class to help us learn easier ways to do things. We learned how to respect others and ask for help.”

• “Academic Seminar is an elective class in which you get chosen to be in. It’s a supporting class to help you finish and be efficient with your time. It also helps you stay organized.”
Contact – Kristin Mashak

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Baraboo, WI 53913

Phone
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Email
kmashak@barabooschools.net
• Systematically increasing structure around the skills we want kids to utilize every day
  – High utility: will work in every classroom
  – Quick to master = quick success
  – Intensity matching
  – Data driven
Questions / Discussion Time

General Questions and Let’s think back ...
Action Planning

• What did I learn?

• What will I do with what I learned?
Thank you!

• We appreciate your time and attention.

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