Reducing Gaps in Student Performance by Addressing Student Behavior

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Review360®

NCLB and AYP

- NCLB introduced sub group progress analysis as a requirement for meeting AYP

- AYP has identified the existence of a gap in achievement, not only between majority and minority students and economically disadvantaged students and non-economically disadvantaged students, but between Special Education and General Education students.

- The achievement gap in special education becomes further amplified when examining issues of race, gender, and disability groups.

- The largest achievement gaps are often found within the EBD population.

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What Do You Think Are the Most Important Factors in Closing the Gap?

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Closing the Achievement Gap for Students with Disabilities

- Access to the General Ed Curriculum
- Participation and Progress in the GenEd Curriculum
- Accommodations and Modifications
- Supports and Services

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Why Addressing Behavior Matters….

- Problem Behavior Disrupts the Learning Environment
  - High performing schools have fewer behavioral incidents

- Disruptive Student Behavior Associated with Negative Outcomes
  - Early onset highly predictive of dropout and failure

- Greatest Achievement Gap for Students with Behavioral Issues
  - Students with EBD most at risk

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Research Findings ...

- Of students with disabilities, those with emotional behavioral disorders are most likely to drop out of school.

- Students with emotional/behavioral disorders were less likely to drop out if they spent more time...

    – In general education settings,

    – Receiving behavioral supports, and

    – In schools that maintained high expectations of special education students.

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Types of Disruptive Student Behavior...

- Crisis Behaviors (Harm to Others)
  - Exhibited by fewer than 1% of your students

- Serious Acts of Disruption
  - Exhibited by approximately 10% of your students

- Behavioral Problems that Disrupt the Classroom
  - Exhibited by approximately 15% of your students

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How Does Your School Deal With Disruptive Students?

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How Does Your District/School Intervene with Disruptive Student Behavior?

- Building Level Interventions

  – Office Referrals, Suspensions, Alternative Placements

- Implement District Level Initiatives

  – PBIS, Discipline management programs, SEL, etc…

- Call for District Specialists

  – Behavior Specialists, School Psychologists, Consultants

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Challenges in Addressing Behavior

- Multiple Issues Compete for Time and Money

- School Systems Designed to Address Academics

- Severe Behavior Overwhelms the System

- Public Demand for Academic Accountability

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Obstacles to Implementing Behavioral Systems

- Belief: "Why do good things for bad kids?"

- Emphasis on Academics

- Fail to make the behavior and academic connection

- Limited Funding and Decentralized Initiatives

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Designing Effective Behavioral Systems...

- Identify Targeted Behaviors

- Create Objectives for Changing Behaviors

- Utilize Research Based Strategies for Identified Behaviors

- Collection of Progress Data
  - Behavior Progress
  - Strategy Effectiveness

- Use Data to Drive Instructional and Behavioral Decisions

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Review360® - An Integrated Behavior Approach

Expert Behavioral Coach

– Delivers web-based instructional support and professional development to implement and sustain best practices

– Provides research-based behavioral interventions and strategies

– Creates individualized student behavioral plans aligned with district processes and or IEP goals and objectives

Guides and Sustains Systemic Implementation

– Aligns behavioral practices

– Monitors, assesses, and communicates implementation efforts

Behavioral Assessment & Progress Monitoring System

– Facilitates the collection and analysis of student behavioral data

– Tracks student progress

– Aggregates behavior progress

– Produces useful reports for communicating progress

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Effective Systemic Behavioral Implementations Require...

Thoughtful Integration

- Avoid over-engineering processes

- Capitalize on existing processes

- Give your teachers what they want

- General vs. Special Education Teacher Wants and Needs

Poor Integration = Implementation Failure

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Review360® - Professional Development

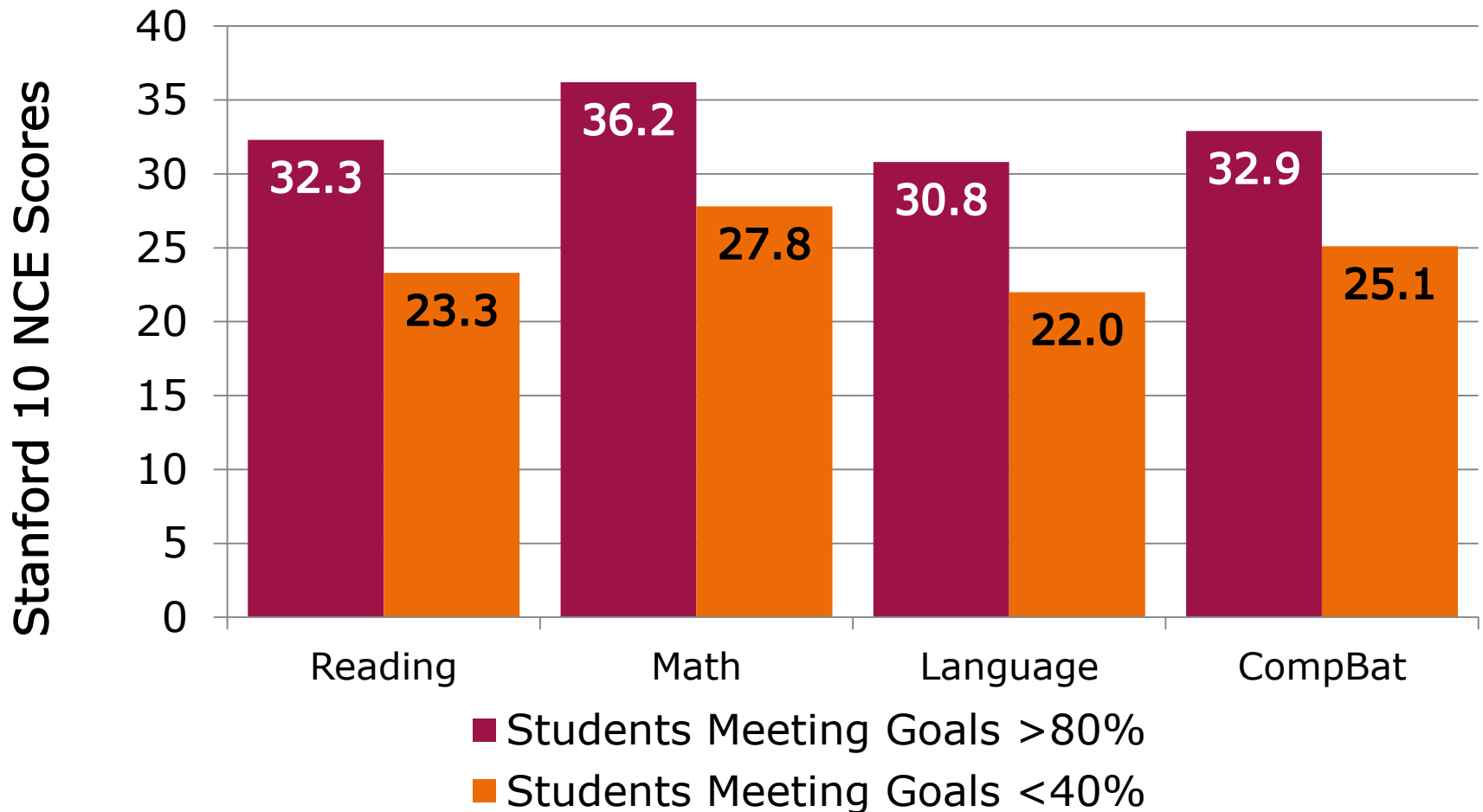Online Classroom Management Professional Development Modules

- Structuring classrooms for inclusion in SPED and GenEd settings

- Implementing procedures and routines

- Establishing reinforcements

- Developing positive classroom interactions

- Correcting misbehavior

- Analyzing chronic misbehavior

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Study 1 - Review360® and Behavioral & Academic Outcomes: 2008-09 Cohort

- 260 students included in the study, Emotionally Disturbed is the Primary Handicapping Condition (PHC) for 64%, Specific Learning Disabilities is the PHC for 27%, while 9% have a PHC of Other Health Impairments. All students included in the study were identified because of their disruptive behaviors in the classroom and school.

- Of the students included in the study, 30% attended Elementary School during the 2008-09 school year. Additionally, 53% were in Middle School, and 17% were in High School.

- The ethnic breakdown of the students that participated in the study is the following: 64% African American, 30% Hispanic, and 6% White.

- Of the students in the study, 87% were identified as Economically Disadvantaged during the 2008-09 school year.
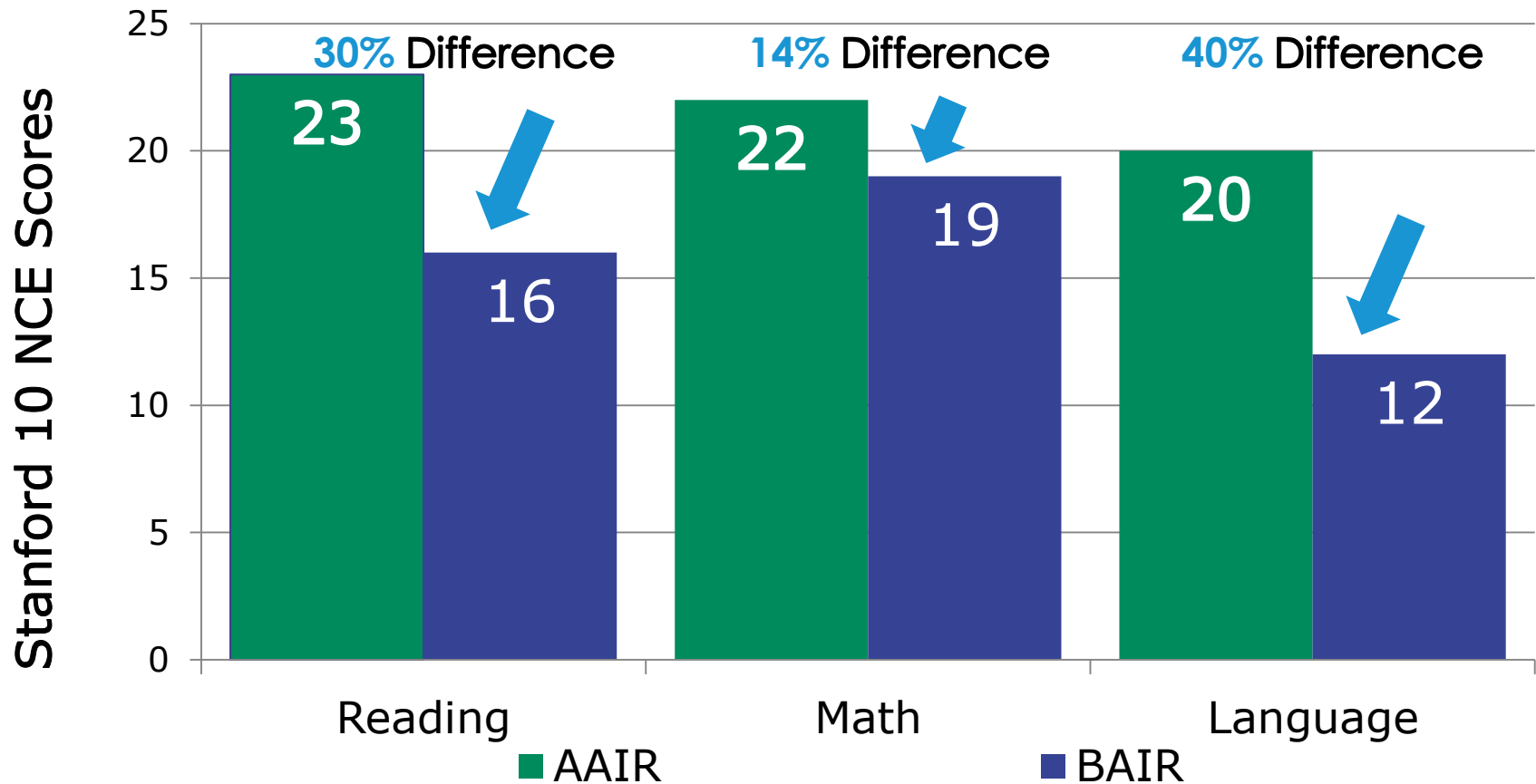
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Behavioral Progress and Academic Achievement

Comparison Based on Students' Behavioral Progress

Stanford 10 NCE Scores

	Reading	Math	Language	CompBat
Students Meeting Goals >80%	32.3	36.2	30.8	32.9
Students Meeting Goals <40%	23.3	27.8	22.0	25.1

■ Students Meeting Goals >80%
■ Students Meeting Goals <40%

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Behavioral Progress and Academic Achievement

Comparison Based on Rates of Teacher Implementation

Stanford 10 NCE Scores

30% Difference — Reading: AAIR 23, BAIR 16
14% Difference — Math: AAIR 22, BAIR 19
40% Difference — Language: AAIR 20, BAIR 12

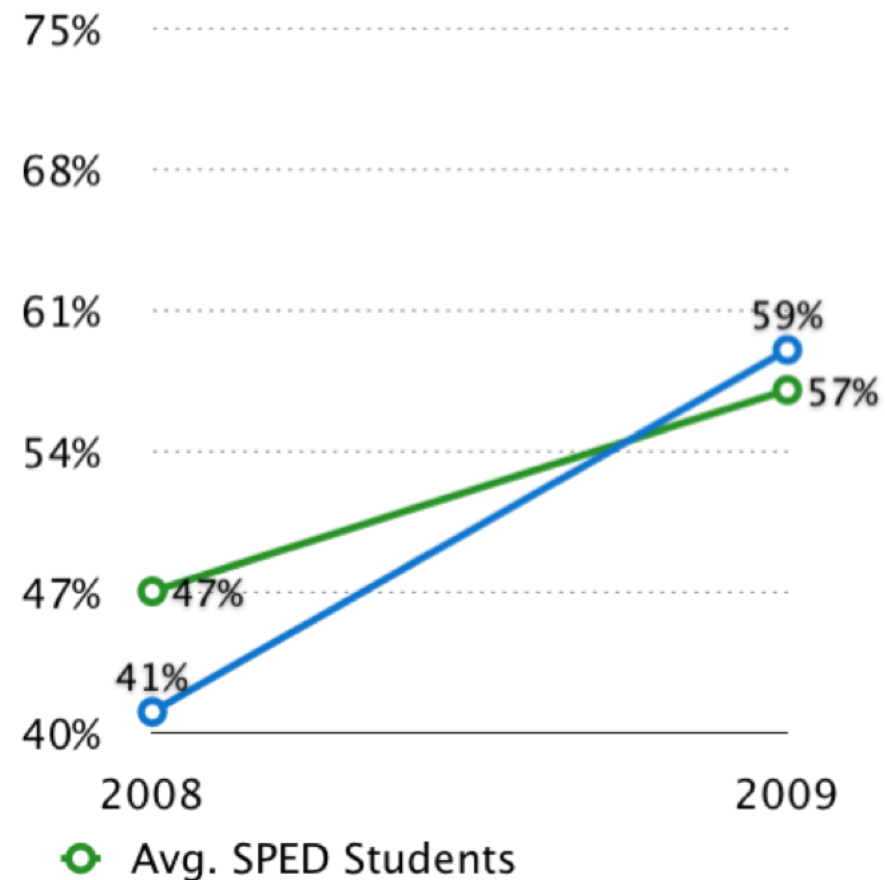■ AAIR   ■ BAIR

AAIR=Above Average Implementation Rate / BAIR=Below Average Implementation Rate / AIR=90 Days of Student Data
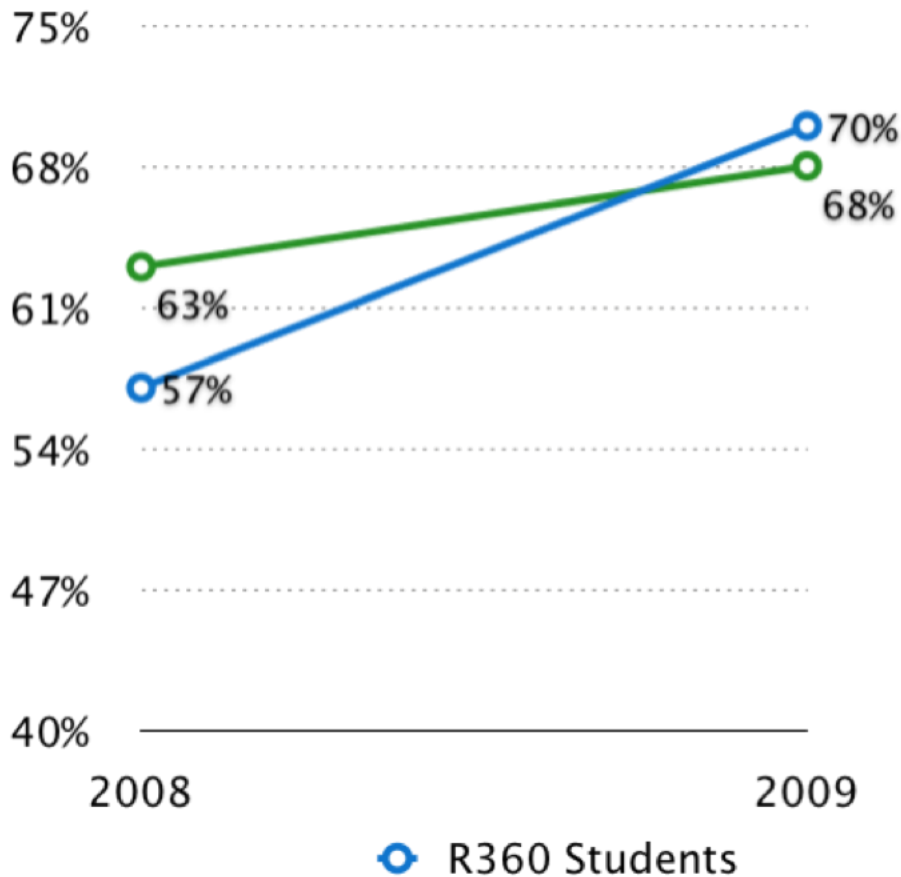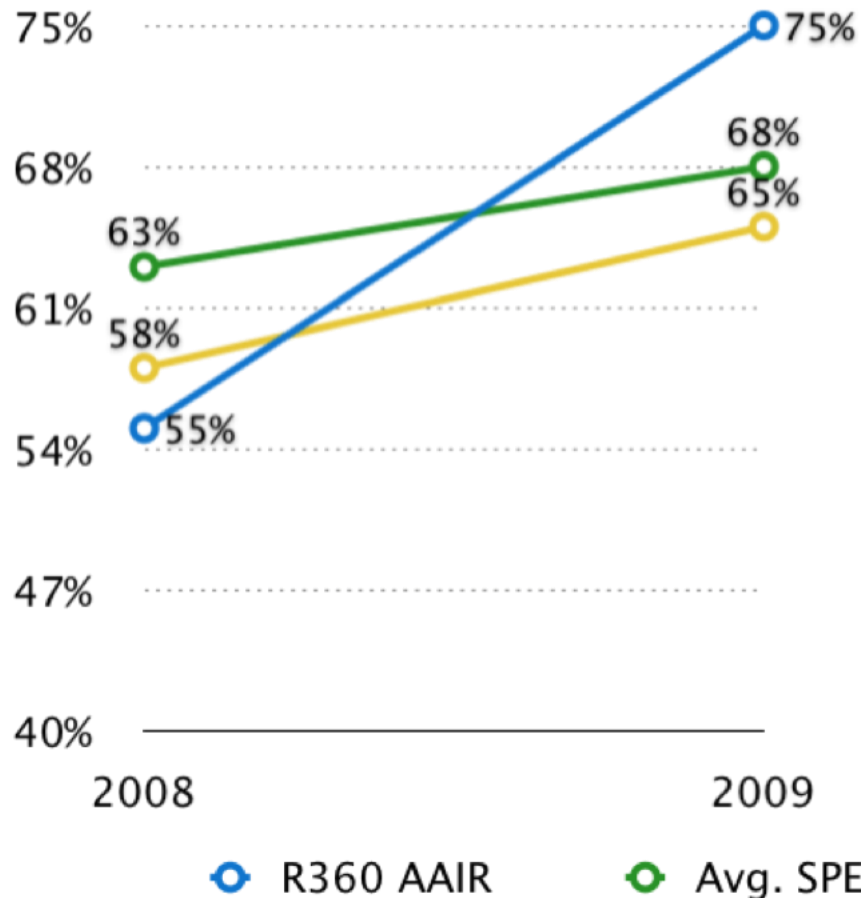
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Behavioral Progress and Academic Achievement

TAKS Reading

TAKS Math

R360 Students
Avg. SPED Students

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Behavioral Progress and Academic Achievement

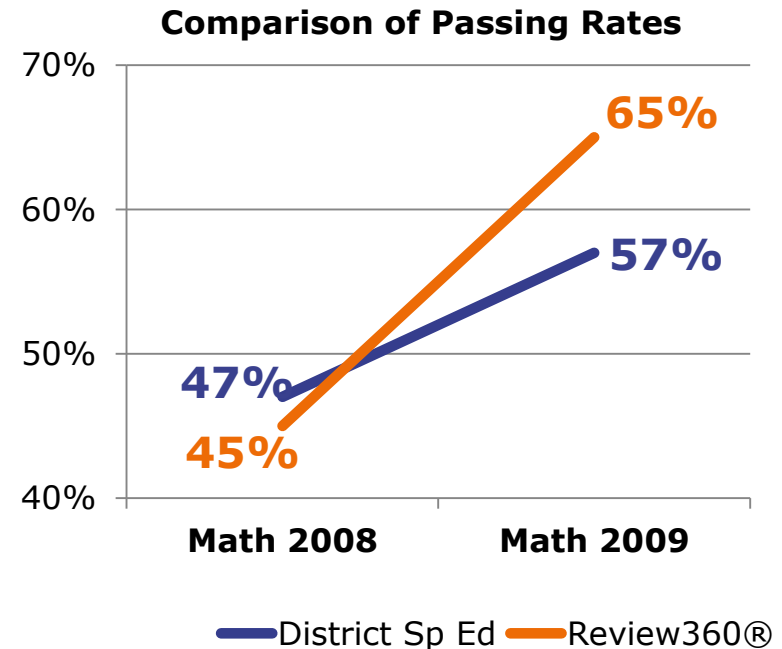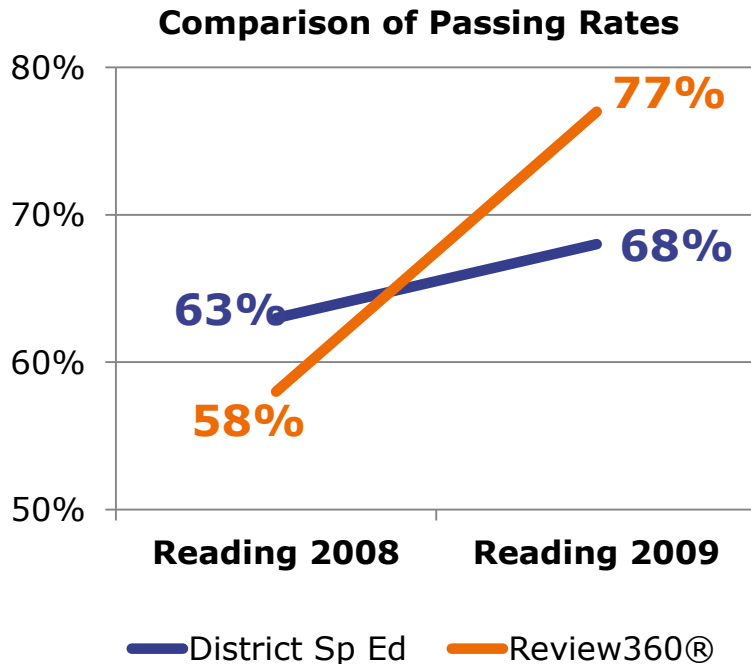TAKS Reading

TAKS Math

Legend: R360 AAIR / Avg. SPED Students / R360 BAIR
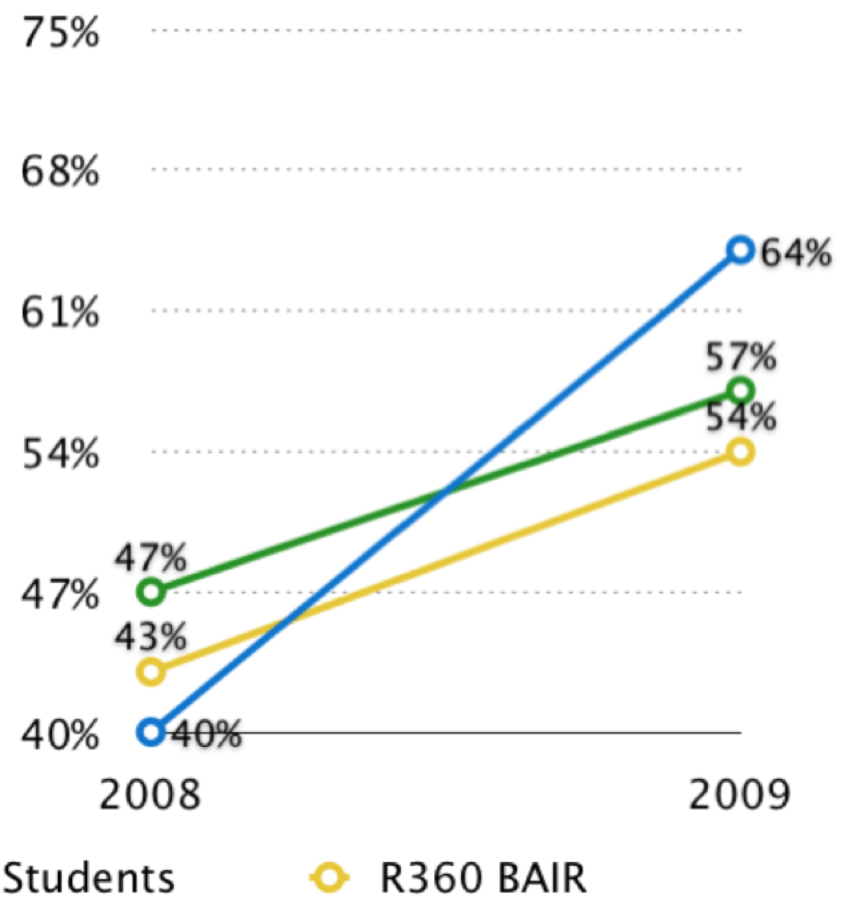
AAIR=Above Average Implementation Rate / BAIR=Below Average Implementation Rate / AIR=85 Days of Student Data

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Study 2 - The Impact on the Gap in Performance of African American Students in Special Education
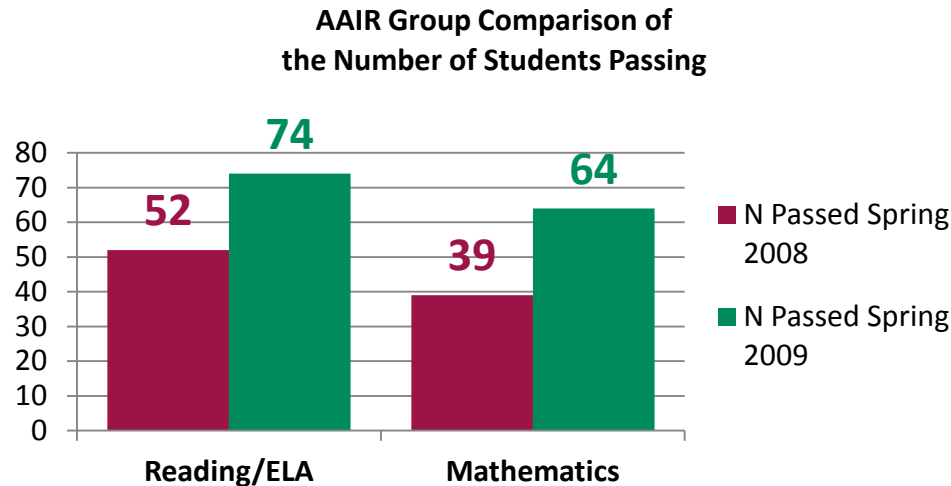
- The study investigates the impact of Review360® on the behavioral and academic performance of a group of African American Special Education students with behavioral plans in Review360® during the 2008-09 school year. The study focused on the prevalence of achievement gaps and the impact of disproportionality.

- The samples were comprised of 167 African American students: 89% Economically Disadvantaged; 34% Elementary School students, 53% Middle School students, and 12% High School students; 87% male and 13% female; and 68% Emotionally Disturbed, 10% Otherwise Health Impaired, and 22% Learning Disabled.

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Study 2 – Comparison of Behavioral and Academic Progress

For African American students in the study, participation in Review360® had a significant positive impact on student academic passing rates. On the Reading measure, the passing rate improved 33% (or 19 percentage points) from 58% Passing in 2008 to 77% passing in 2009. On the Math TAKS, the passing rate improved 44% (20 percentage points) from 45% to 65%. These rates of improvement were notably greater than the District's Special Education results which indicated that, on average, student passing rates improved by 8% in Reading and by 21% in Math.

Comparison of Passing Rates (Reading): District Sp Ed — 63% (Reading 2008) to 68% (Reading 2009); Review360® — 58% (Reading 2008) to 77% (Reading 2009).

Comparison of Passing Rates (Math): District Sp Ed — 47% (Math 2008) to 57% (Math 2009); Review360® — 45% (Math 2008) to 65% (Math 2009).

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Study 2 - Comparison of Academic Progress

**AAIR Group Comparison of
the Number of Students Passing**

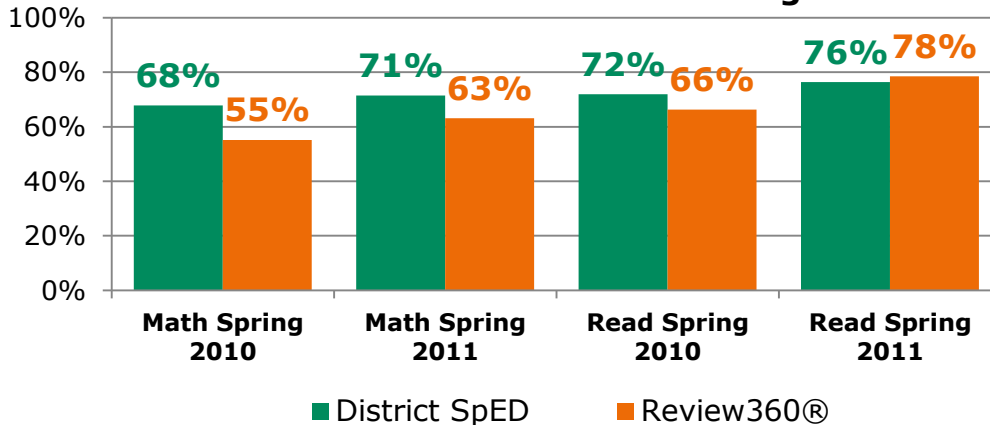**Improvement**   42%   64%

When teachers' consistency of implementation is examined, students are more likely to pass. Of 167 African American students studied, 92 of the students fell in the AAIR group. Within this subset, only 52 passed Reading and 39 passed Math in 2008. After receiving consistent positive behavioral support during the 2008-09 school year, 22 more students passed Reading and 25 more students passed Math. This represents an increase in the number of students passing of 42% in Reading and 64% in Math.

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Study 3 - Review360® and Behavioral & Academic Outcomes: 2010-11 Cohort

- The study is a replication of the first study concentrating the focus on Elementary and Middle School students. The study investigates the impact of Review360® on the behavior and academic performance of a group of 300 students with behavioral plans in Review360® for the 2010-11 school year.

- Student Behavioral Performance is measured by determining the ratio of times they met their daily goals and objectives. Student academic improvement in Reading/English Language Arts and Mathematics is measured by state assessment. Median split methodology (M=90 sessions) was employed to categorize students in either an Above Average Implementation Rate (AAIR) Group or a Below Average Implementation Rate (BAIR) Group.

- Of the students included in the study, 36% attended Elementary School during the 2010-11 school year and 64% were in Middle School.

- The ethnic breakdown of the students that participated in the study is as follows: 57% African American, 33% Hispanic, and 10% White or Asian.

- Of the students in the study, 91% were identified as Economically Disadvantaged during the 2010-11 school year.

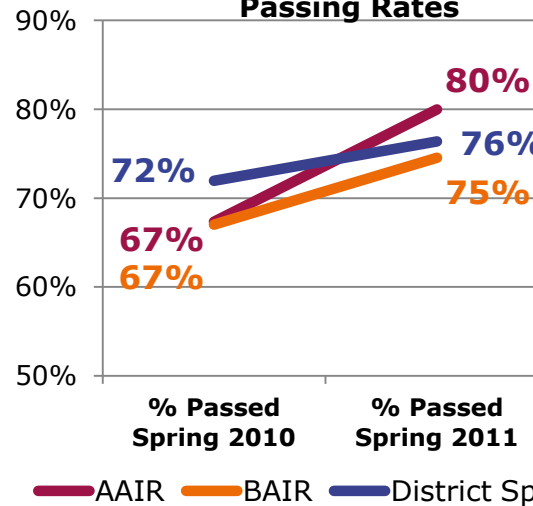**PEARSON**

Study 3 - Comparison of Academic Progress

Academic Percent Passing Rates

Bar chart legend: ■ District SpED ■ Review360®

Values:
- Math Spring 2010: District SpED 68%, Review360® 55%
- Math Spring 2011: District SpED 71%, Review360® 63%
- Read Spring 2010: District SpED 72%, Review360® 66%
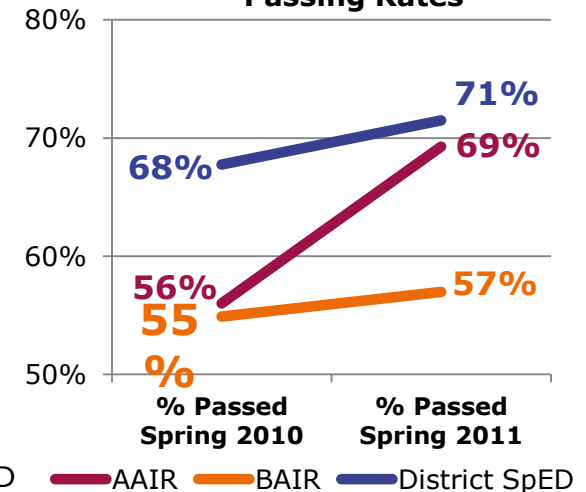- Read Spring 2011: District SpED 76%, Review360® 78%

When teachers' consistency of implementation groups are applied to the analysis of passing rates, the impact of Review360® becomes even more evident. On the Reading TAKS, students with teachers that exhibited Above Average Implementation Rates (AAIR), improved their passing rate 19% (13 percentage points) which is an improvement rate that is more than 3 times greater than the District's Special Education Benchmark. On the Math TAKS, students from the AAIR group improved their passing rate 23% (13 percentage points) which is almost 6 times greater than the District's average improvement.

Participation in Review360® had a positive impact on student passing rates regardless of the level of implementation consistency. On the Reading TAKS, the passing rate improved 18% (or 12 percentage points) from 66% Passing in 2010 to 78% Passing in 2011. On the Math TAKS, the passing rate improved 15% (8 percentage points) from 55% to 63%. These rates of improvement were notably greater than the District's Special Education Benchmarks which indicated that, on average, student passing rates improved by 6% in Reading and by 4% in Math.

Comparison of Math Passing Rates

- AAIR: % Passed Spring 2010 = 67%, % Passed Spring 2011 = 80%
- BAIR: % Passed Spring 2010 = 67%, % Passed Spring 2011 = 75%
- District SpED: % Passed Spring 2010 = 72%, % Passed Spring 2011 = 76%

Legend: —AAIR —BAIR —District SpED

Comparison of Reading Passing Rates

- AAIR: % Passed Spring 2010 = 56%, % Passed Spring 2011 = 69%
- BAIR: % Passed Spring 2010 = 55%, % Passed Spring 2011 = 57%
- District SpED: % Passed Spring 2010 = 68%, % Passed Spring 2011 = 71%

Legend: —AAIR —BAIR —District SpED

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Conclusions

- Review360® had an impact on the Behavioral performance of all students that participated in the program.

- A systematic use of well established behavioral strategies based in the principles of PBIS produce consistent positive results for students and are associated with greater behavioral improvement and subsequent academic gains.

- Academic gains are linked to the degree of participation. The High Participation group exhibited greater academic improvement in both Reading/English Language Arts and Mathematics than their Low participation cohorts as measured by the State Assessment.

- Students that participated in Review360®, are traditionally some of the hardest students to teach because of the disruptive behavior they engage in, yet the improvement in passing rates they exhibited were greater then the rate found for all Special Education students in the district.

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Reclaiming Students with Emotional/Behavioral Problems

- Intervene Early

- Make a Significant Connection

- Identify and Track Problem Behaviors

- Teach Social/Behavioral Skills

- Alter the In School Environment

- Offer Meaningful Coursework

- Provide Vocational Opportunities and Training

- Encourage Participation in School Activities/Affiliation with Peers

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Thank you

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