

***Charleston Achieving Excellence:
Office of Student Support Services
PBIS Update***

December 13, 2010

**Dr. Lisa Herring,
Executive Director**

Student Support Services Organizational Overview

Office of Student
Support Services

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graph TD; A[Office of Student Support Services] --- B[Office of Exceptional Children]; A --- C[Assessment and Support Services]; A --- D[Health Services]; A --- E[Prevention and Intervention Services]; A --- F[Guidance and Counseling Services]; A --- G[Liberty Hill Academy]; A --- H[Alternative Education Programs];
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Office of
Exceptional
Children

Assessment
and Support
Services

Health
Services

Prevention
and
Intervention
Services

Guidance
and
Counseling
Services

Liberty Hill
Academy


Alternative
Education
Programs

If we provide effective, student-centered, collaborative support services to schools, parents and students, then there will be a positive impact on closing the achievement gap and increasing the graduation rate for CCSD.

Department of Prevention and Intervention

Dr. Robert Stevens, Director

If we create a systems approach to enhancing the schools' ability to educate all children by developing **research based, school-wide and classroom discipline systems** then we can **reduce referrals, suspensions and expulsions** which will lead to increased attendance and graduation rate and closing the achievement gap.



Key Initiatives and Programs

1-Strategic focus on closing the Behavior and Achievement Gap

2-Quality Training and Support for RTI and CORE Team

3-Decrease the district number of suspensions and expulsions

4-Increase the graduation rate



CCSD Goals

1. **Increase Student Achievement** – orderly schools and classes with a positive climate score highest on all measures of achievement.
2. **Increase Graduation Rate** – As a form of Response to Intervention (RTI) PBIS provides a framework of **support for all students, especially those who are identified as at risk.**
3. **Reduce the Achievement Gap** – a school-wide initiative that teaches all students positively and consistently, with the same rules and expectations, **is the only way to reduce disproportional punishments.**

What is PBIS?

Evidence based approach to school-wide discipline, that has been recognized by the US Department of Education and the SC Department of Education as the preferred model to improve school climate.

Its fits well with other school reform initiatives such as HSTW, Accelerated Schools, and Middle Grades Matter. It is recognized by all major education agencies/departments as the preferred model and can be supported by funds from Title I, Title II, IDEA, etc.

Designing School-Wide Systems for Student Success

Academic Systems

Behavioral Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

← 1-5%

1-5% →

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

← 5-10%

5-10% →

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

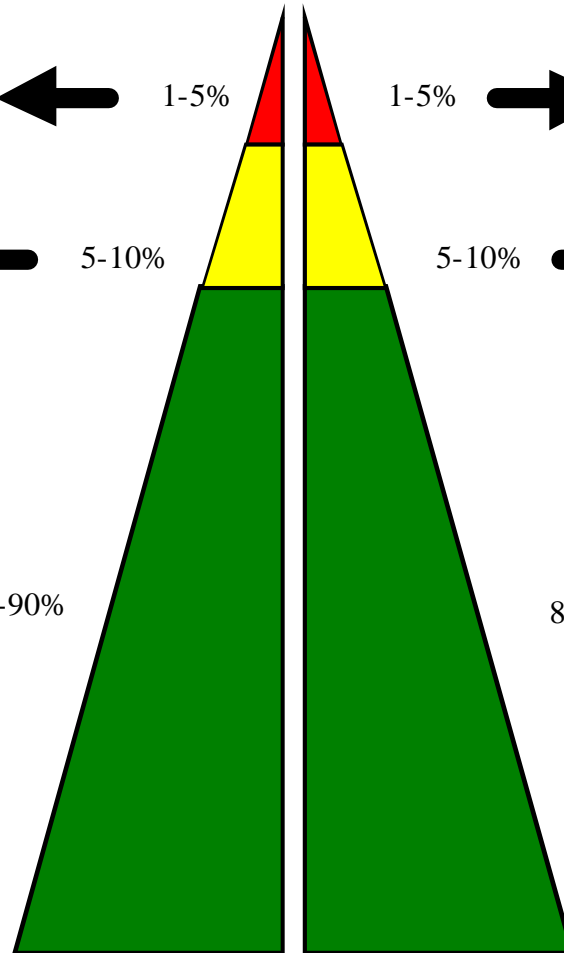
- All students
- Preventive, proactive

← 80-90%

80-90% →

Universal Interventions

- All settings, all students
- Preventive, proactive



How do we Implement School-wide PBIS Systems

1. Common **purpose** & approach to discipline
(Everyone in the school agrees)
2. Clear set of **positive expectations & behaviors**
(What do we want our students to look like)
3. Procedures for **teaching** expected behavior
(Teach behavior just like academic subject)
4. Continuum of procedures for **encouraging** expected behavior
(Acknowledge students when they are meeting expectations)
5. Continuum of procedures for **discouraging** inappropriate behavior
(Have consistent and appropriate consequences)
6. Procedures for on-going **monitoring** & evaluation
(Data, progress monitoring, review, improve)

One measure of discipline in CCSD

In CCSD during the 2005-2006 school year:

- ▶ 17,716 Total Suspensions
- ▶ 181 Total Expulsions

In CCSD during the 2009-2010 school year:

- ▶ 12,412 Total Suspensions
- ▶ 132 Total Expulsions

CCSD Suspension DATA

for Selected PBIS Schools*

School	06-07	09-10
Lambs Elem	34	13
Laing Middle	133	87
CE Williams Middle	255	197
Ladson Elem	64	33
Hursey Elem	58	27
Hunley Park Elem	79	47
NCES	150	90

*Schools Scoring 90% on the SET a nationally tested implementation measure.


After starting PBIS Schools Report A Reduction In Office Referrals

▶ Midland Park ES	90% Reduction in Office Referrals
▶ Laing Middle School	35% Reduction in Office Referrals
▶ Pepperhill ES	22% Reduction in Office Referrals
▶ North Charleston ES	25% Reduction in Office Referrals
▶ Haut Gap Middle School	27% Reduction in Office Referrals
▶ Lincoln High School	20% Reduction in Office Referrals
▶ Ladson ES	36% Reduction in Office Referrals
▶ Memminger Elementary	48% Reduction in Office Referrals
▶ Hunley Park Elementary	36% Reduction in Office Referrals
▶ James Island Middle	32% Reduction in Office Referrals
▶ Corcoran Elementary	27% Reduction in Office Referrals


Exemplar Schools

Each year we evaluate schools based on nationally used instruments and determine which PBIS schools have implemented PBIS most effectively.

In 09-10 CCSD and the SC State Department of Education recognized 8 CCSD schools as Exemplar.

- ▶ CE Williams MS
 - ▶ Laing MS
 - ▶ Pepperhill ES
 - ▶ Hunley Park ES
 - ▶ Lambs ES
 - ▶ Ladson ES
 - ▶ Hursey ES
 - ▶ North Charleston ES
- 

Challenges we must overcome

- ▶ Overuse of reactive management (Get Tough)
 - ▶ Adoption of non-evidence based practices
 - ▶ Non-use of information to guide decision making
 - ▶ Academic-behavior disconnect
 - ▶ Inefficient use of time
 - ▶ Non-measurable outcomes
 - ▶ “Train-n-hope” teaching & learning
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If a child.....

- ▶ “If a child doesn’t know how to read, *we teach.*”
- ▶ “If a child doesn’t know how to swim, *we teach.*”
- ▶ “If a child doesn’t know how to add, *we teach.*”
- ▶ “If a child doesn’t know how to drive, *we teach.*”
- ▶ “If a child doesn’t know how to behave, *we...*

PUNISH?”

“Why can’t we finish the last sentence as automatically as we do the others? (Herner, 1998)