What Works in Ohio Schools: Using an Improvement Process to Meet the Needs of the Whole Child

Dr. Jill Jackson, Emily Jordan, and Anna Miller
Overview

• Introduce *Each Child, Our Future*, the Ohio Department of Education’s strategic plan, and additional resources provided by the Office of Integrated Student Supports.

• Describe the components of an improvement process.

• Practice applying components of an improvement process to meet the needs of the whole child.
Students receive high quality instruction aligned with well rounded content standards

Students have the right conditions and motivation for learning

Each Child, Our Future
Ohio’s Strategic Plan
Each Child, Our Future
Ohio’s Strategic Plan

**Vision**
In Ohio, each child is **challenged** to discover and learn, **prepared** to pursue a fulfilling post-high school path and **empowered** to become a resilient, lifelong learner who contributes to society.

**One Goal**
Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:
- Enrolled and succeeding in a post-high school learning experience, including an adult career/technical education program, an apprenticeship and/or a two-year or four-year college program;
- Serving in a military branch;
- Earning a living wage; or
- Engaged in a meaningful, self-sustaining vocation.

**Four Learning Domains**
- **Foundational Knowledge & Skills**
  - Literacy, numeracy and technology
- **Well-Rounded Content**
  - Social studies, sciences, languages, health, arts, physical education, etc.
- **Leadership & Reasoning**
  - Problem-solving, design thinking, creativity, information analytics
- **Social-Emotional Learning**
  - Self-awareness & management, social awareness, relationship skills, responsible decision-making

**Three Core Principles**
- Equity
- Partnerships
- Quality Schools

**10 Priority Strategies**
1. Highly effective teachers & leaders
2. Principal support
3. Teacher & instructional support
4. Standards reflect all learning domains
5. Assessments gauge all learning domains
6. Accountability system honors all learning domains
7. Meet needs of whole child
8. Expand quality early learning
9. Develop literacy skills
10. Transform high school/provide more paths to graduation
Office of Integrated Student Supports
Integrated Student Supports

The Office of Integrated Student Supports contributes to Ohio’s efforts to support the whole child.

- Nutrition
- Safe Schools
- Positive Behavioral Interventions and Supports (PBIS)
- Trauma Informed Schools
- School Based Health Care
- Attendance
- Vulnerable Youth
- Family and Community Engagement
- Creating Caring Communities
- Social and Emotional Learning
School and Community Partners can…

1. Heighten awareness of how non-academic supports facilitate academic outcomes in classroom, school, district and community.

2. Implement a whole child framework. Addressing the needs of all students in context with their family, school and community.

3. Integrate school and community system of services.

4. Educators, students, families and communities participate in prevention and intervention strategies focused on behavioral health and violence prevention/promotion.

5. Students showing signs of risk are efficiently identified and referred to system of services.
A Whole Child Approach is about Adult Behavior

Adults create the environments that help students succeed.
What Does “Whole Child” Mean?
Improvement Process
# Improvement Processes in Ohio

<table>
<thead>
<tr>
<th>Education</th>
<th>Education</th>
<th>Education</th>
<th>Prevention</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio Improvement Process</td>
<td>Positive Behavioral Interventions and Supports</td>
<td>CCIP Application</td>
<td>Strategic Prevention Framework</td>
<td>Community Health Improvement Plan</td>
</tr>
<tr>
<td>School-wide</td>
<td>School-wide and selected students</td>
<td>School-wide</td>
<td>Population or Community Intervention</td>
<td></td>
</tr>
<tr>
<td>Identifying Critical Need</td>
<td>Data Review</td>
<td>Planning Tool</td>
<td>Community Health Assessment</td>
<td></td>
</tr>
<tr>
<td>Research and Select EB Strategies</td>
<td>Create PBIS Implementation Plan</td>
<td>SMART Goals</td>
<td>Planning</td>
<td></td>
</tr>
<tr>
<td>Plan for Implementation</td>
<td>Implementation of Plan (Evidence Based Practices at each tier)</td>
<td>Strategies and Action Steps</td>
<td>Implementation &amp; Evidence-Based Prevention Approaches</td>
<td></td>
</tr>
<tr>
<td>Implement and Monitor</td>
<td>Monitoring and Evaluation</td>
<td>District Goal and Monitoring</td>
<td>Evaluation</td>
<td></td>
</tr>
<tr>
<td>Examine, Reflect, Adjust</td>
<td>Sustainability</td>
<td>Sustainability</td>
<td>Sustainability</td>
<td></td>
</tr>
</tbody>
</table>

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Ohio Improvement Process
Partnership

To effectively address the holistic needs of a student, we need a holistic team.
Building the Structure

Build the structure (teams) that can carry out the improvement process.

- District Team
- Building Team
- Teacher Team
- PBIS Team
- Other Team?
Identify Critical Needs
Identify Critical Needs

Data is collected and analyzed by school and community professionals to:

• Identify needs of the staff, students and families
• Identify gaps in services and professional development.
• Pinpoint a common agenda among school and community partners
• Determine plans, partners, professional development, programs and services
Data Driven Decision Making

What data is currently collected and analyzed by your school?

What data could teams include to meet the needs of the whole child?
School and Community Data

- District and School Data (i.e. graduation rate, attendance, PBIS data, discipline data)
- Health Department Data (i.e. local health department data, and YRBS data)
- Police Department Data (i.e. juvenile arrest data, truancy data)
- Alcohol and Mental Health Board Data (i.e. ATOD use)
- Community Partners Data (i.e. United Way and Local Hospitals)
- Program Evaluation
- Tracking Process Activities
- Pre and Post test
Data Driven Decision Making

• Environmental Scan (District/School)
  • What programs and services do we have?

• Needs Assessments (District/School/Community Agency)
  • What programs and services do students need?
  • What professional development do administrators and staff need?
Data Analysis

• Drill down using: Local Causes Technique, Root Cause Technique or 5 Whys Technique
• Customize reports by grade, gender, race, etc.
• Prioritize needs
Research and Select Evidence Based Strategies
Selecting Interventions

Selecting interventions involves these components:

• Address continuum of support
• Identify effective interventions based on data
• Ensure fit between interventions and the school or community
• Provide professional development for staff to promote implementation and sustainability of intervention
Continuum of Supports

- Tertiary: Few
- Secondary: Some
- Primary: All
## Prevention/Intervention Approaches

<table>
<thead>
<tr>
<th>Public Health Approach</th>
<th>Who</th>
<th>Academic (RTI)</th>
<th>Behavior (PBIS)</th>
<th>BH Prevention and Promotion</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicated/Targeted/Tertiary</td>
<td>High-risk/Identified problems <em>Individual attention</em></td>
<td>1:1 Instruction, Increased Time, Tutoring, 504 or IEP</td>
<td>FBA/BIP, Individual Counseling, Wraparound Services</td>
<td>Information and referral, Individual intervention/treatment plan</td>
<td>Tailored action plan, Intensive case management with coordination of public agency and legal as needed</td>
</tr>
<tr>
<td>Selective/Secondary</td>
<td>At-risk <em>Small groups</em></td>
<td>Small Group Supplemental Instruction</td>
<td>CICO, Behavior Chart/Plan, Small Group Skill Development</td>
<td>Peer support groups, Education for specific groups</td>
<td>Personalized early outreach (phone tree; letters home), Connect with mentor</td>
</tr>
<tr>
<td>Universal</td>
<td>All settings Communities <em>All students</em></td>
<td>Core Curriculum</td>
<td>3-5 Behavior Expectations, Teach Appropriate Behavior, Reinforce Appropriate Behavior</td>
<td>Social Norms, Media Campaigns</td>
<td>Community-wide messaging campaign</td>
</tr>
</tbody>
</table>
Effective Programs and Practices

2015 CASEL Guide
Effective Social and Emotional Learning Programs
Middle and High School Edition
Collaborative for Academic, Social, and Emotional Learning
Ohio’s Evidence-Based Clearinghouse

Ohio’s Evidence-Based Clearinghouse
You don’t need a Ph.D. in statistics to be empowered by evidence – to bring about powerful change for your students. Ohio’s Empowered by Evidence resources can help you make strategy decisions that will have a positive impact on your students.

GETTING STARTED

Identifying Critical Needs
Different students in different districts all have different needs. Carefully assess your students’ district needs and your district’s capacity and resources before selecting evidence-based strategies.

Research and Select Evidence-Based Strategies
Districts and schools often have many options when it comes to addressing their students’ needs. How do you decide what path to pursue? Resources like the Ohio Evidence-Based Clearinghouse can help you find the evidence-based strategies that are best for you.

Examine, Reflect, Adjust
Once you start implementing an evidence-based strategy, you want to know it is working. Look at the data. Are you seeing the improvements you expected?

Building Up the Evidence-Base
When you evaluate the strategies being used in your districts and schools, you are contributing to the broader understanding of how evidence-based strategies work.
Selection Considerations

• Does this match our priority of needs?
• What evidence is there to support the effectiveness of this program or practice?
• What outcomes does this program/practice impact?
• Do we have the capacity for implementation with fidelity?
• How much class time is necessary to conduct the program?
• What is the cost?
Plan for Implementation
Selection Considerations

• What is the level of buy-in among administration and staff?
• How much professional development is needed for staff?
• Who will implement the program?
• Who will monitor fidelity of implementation?
Implement and Monitor
Implementation

Schools and community based agencies implement mutually reinforcing prevention strategies and interventions with fidelity
Progress Monitoring and Outcomes

• On-going monitoring of fidelity and progress
Progress Monitoring and Outcomes

School and Community Partners should use data to:

- Monitor progress of the plan and the programs.
- Monitor fidelity of implementation.
- Prepare to make adjustments to the plan and to sustain services and activities.
Examine, Reflect and Adjust
Evaluation

Areas for evaluation and sustainability:
• Planning
• Partnerships
• Programming
• Funding
• Initial data sets
Examine, Adjust, Reflect

Communicate progress:
• Share data back with staff, students, parents
• Reports = progress and growth
• Focus groups = areas for improvement
Questions?
Thank you for your time!
Contact Us

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Resources

Education.ohio.gov

State Support Team

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www.pbis.org

www.pbisapps.org

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