

Louisiana Believes

Behavioral Intervention Redesign:
A New Model for Student Behavioral
Support and Success

Objectives

- Provide an overview of the “State of Behavior” in Louisiana
- Describe the goals of Behavioral Intervention (BI) Redesign
- Present the strategies LDOE will provide to support school system implementation of BI Redesign
- Build knowledge of the BI Redesign planning process, expectations, and funding priorities for school system plans

Agenda

- Behavioral Intervention (BI) Redesign Background and Context
- A New Vision for Evidence Based BI
- Building the BI Redesign Implementation Plan with School Systems
- Questions and Answers

BI Background and Context

2016 - 2018 Suspension and Expulsion Rates by Grade Configuration

School Year	Grade	State Cumulative Enrollment	In School Suspension Total		Out of School Suspension Total		In school Expulsion Total		Out of School Expulsion Total	
			Number	Rate	Number	Rate	Number	Rate	Number	Rate
2016-2017	K-4	297,000	9,548	3.21%	12,205	4.11%	388	0.13%	13	0.00%
2016-2017	5-8	217,590	27,991	12.86%	26,394	12.13%	1,966	0.90%	125	0.06%
2016-2017	9-12	206,593	31,812	15.40%	23,788	11.51%	2,502	1.21%	246	0.12%
2017-2018	K-4	292,041	10,803	3.70%	11,286	3.86%	391	0.13%	8	0.00%
2017-2018	5-8	220,294	29,577	13.43%	26,174	11.88%	2,260	1.03%	99	0.04%
2017-2018	9-12	206,988	31,336	15.14%	23,048	11.13%	2,598	1.26%	207	0.10%

BI Background and Context: Study Group

LDOE convened a BI Study Group from December 2017 through January 2018 to explore current practice and educational strategies for behavioral intervention.

- The Study Group was charged with the following:
 - Conduct a strategic assessment of Louisiana's current practice around behavioral supports and interventions, followed by identification of the gap between current practice compared to national best practice
 - Identification of best practice behavioral intervention and supports curriculum for educators and students
 - Benchmark levels of state and school system programming and resources around behavioral supports and recommend ideal structure for Louisiana
 - Identify best practice professional development opportunities and resources for educators to address chronic behavioral issues, effective classroom management, and to promote healthy school climate and culture

BI Redesign in Alternative Sites

An Alternative Education (AE) Study Group convened four times, March – June 2017, to evaluate alternative education alignment with what is expected in law and to consider the implications for school redesign.

In 2015-2016, more than 18,000 students were referred to an AE school or program.

- 88% of students were referred for minor to moderate behavior infractions (e.g. willful disobedience, disturbs the school/violates the rules, leaves school premises without permission, treats authority with disrespect, and habitually tardy/absent).
- AE students referred are 5 times more likely to dropout of school compared to overall state dropout rate.
- Students referred to AE were expelled an average of 2 times and suspended an average of 2.4 times annually.

Pillars of Behavioral Intervention

Over the course of the three convenings, the BI study group identified 5 pillars deemed foundational to achieve effective and evidence based systems of behavioral intervention. Each pillar includes the overall goal, outcomes and requisite practice to achieve the state goal.

- Content and Curriculum
- Accountability
- Professional Learning
- Continuum of Support
- Data Based Decision Making

Content and Curriculum

BI should utilize evidence-based content and curriculum that bolster a continuum of support and evaluated practice for student growth in academics, behavior and social/emotional learning.

Outcomes and Practice:

- Promote growth in student performance through delivery of high quality content and curriculum, aligned with Louisiana's ESSA plan
- Utilize standardized measure(s) of non-academic performance
- Promote high rates of student attendance
- Promote a reduction of rates in discipline referrals
- Encourage staff engagement through content and curricular supports

Accountability

The state should promote quality indicators of effective behavioral intervention to promote use of evidence-based BI practice and evaluate fidelity of implementation at the school system and school level.

Outcomes and Practice:

- Prioritize data integrity and clarity through expansion of resources for data reporting related to discipline and BI, including clear expectations, guidance and training
- Develop progress monitoring for implementation fidelity to ensure a routine feedback loop for school systems regarding their implementation and continuing BI practice. This should include measures of student engagement, teacher evaluation, and school leader evaluation

Professional Learning

Professional learning around BI should be prioritized in a school system's strategic planning to ensure fidelity of implementation, funding and support.

Outcomes and Practice:

- School systems should provide training/PD on all content and curriculum for BI differentiated by setting, experience and skill
- School systems should identify third party partner organizations with expertise in BI to provide on-going supports and PD to educators to enhance their effectiveness in responding to behavioral misconduct
- Behavioral intervention components should be included in teacher preparation to ensure future educators are taught evidence based BI responses and strategies
- School systems should encourage and promote educator self-care for teachers and administrators working with challenging student behavior and/or traumatic circumstances

Continuum of Support

BI should be implemented with a Multi-tier approach to student behavior and supports, utilizing an established, evidence-based framework for implementation and use.

Outcomes and Practice:

- Educators should have access to on-going support and specialized staff (such as behavioral intervention specialists) for guidance and assistance in responding to problematic student behavior
- An evidence-based BI framework should establish the philosophy and climate of a school systems approach to BI
- Family engagement should be a priority. Engagement should include high touch outreach to families with frequent communication and should be characterized by dialogue with the encouragement of family voice to foster ownership of solutions for student behavior.
- Coordinated community partnerships, including access to mental health providers, are necessary to provide extensive and intensive remediation, resources and supports to students whose needs exceed the capacity of the educators on site.

Data Based Decision Making

Data-based decision making is necessary for school systems and schools to evaluate and inform BI practice. Data based decisions must be timely, clear, accurate and specific to promote efficacy of use.

Outcomes and Practice:

- Data-based decision making should be synthesized into existing school system planning structures
- Data-based decision making must include high quality data, a feedback mechanism, progress monitoring, data tracking and data analysis to achieve effective use
- LDOE and school systems should provide specialized training on how to conduct effective data analysis and how to utilize data to inform strategic planning and practice.
- School systems should develop a data-based decision making cycle of evaluation and response to inform BI practice, in accordance with the system's model master discipline plan

Louisiana School Improvement

The Louisiana Department of Education (LDOE) supports school systems and their school improvement efforts in two ways:

2018-2019 school system plan implementation

Department Focus: Supporting Comprehensive Intervention Required (CIR) schools to execute plans that support curriculum implementation.

School System planning for 2019-2020

Department Focus: Facilitating an improved 2019-2020 school system planning process focused on schools identified as CIR and/or Urgent Intervention Required (UIR).

Louisiana School System Planning Process



CREATE A PLAN

School systems review data and identify priorities for the coming year.

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DEVELOP AN ALIGNED BUDGET

School systems budget formula funds and request competitive funds in alignment with priorities.

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IMPLEMENT WITH SUPPORT

School systems implement approved plans with support from Network teams and vendor partners.

Super App: One Application, One Timeline, One Team

The Super App is one application that allows school systems to plan for their needs, access their formula funds and apply for competitive funds on one timeline. The Super App replaces several required plans and budgets.

The Super App is due on February 1.



School System Planning Framework

The Super App is structured around the [School System Planning](#) Framework. The Framework has four domains. Within each domain are indicators, questions that school systems must answer, and the resources available to support planning.

Domain	Indicators	Questions	Resources
Core Academics	Each domain includes 4-7 indicators that describe the most important priorities within each.	Every school system will answer <i>each question in each domain</i> to illustrate its commitment to the key priorities.	Domain-specific resources are provided to assist school systems in planning for the 2019-2020 school year and effectively answering Super App questions.
Students with Diverse Needs			
Workforce Talent			
LEA Systems			

Super App: One Application, One Timeline, One Team

As part of Louisiana's ESSA plan, any school system with a school identified Urgent Intervention Required (UIR) for discipline is **required** to submit a behavior intervention plan to LDOE in a two stage process:

- **STAGE 1:** School systems will identify a selected BI Partner(s), by February 1, 2019, in the Super App.
- **STAGE 2:** School systems will submit a comprehensive BI plan to LDOE, by June 24, 2019, for consideration of approval and funding support.

There are 26 school systems identified by LDOE as required to submit a plan to LDOE for consideration of approval and funding support.

School System Engagement with Vendors

- School systems will engage vendors beginning in November to interview and select a partner able to support efforts to develop, plan and implement a BI plan.
- BI Vendors will assist school systems in conducting a data based needs assessment for BI and developing a strong MTSS plan for submission to LDOE by June 24 for consideration of approval and funding support.
- Vendors should be prepared to provide school systems with information regarding previous BI education clients and project outcomes.

BI Redesign Expectations

All UIR for discipline schools must work with a selected BI Partner to design, plan and implement a Multi-Tier System of Support (MTSS)

- MTSS prioritizes alignment of resources and support for students, teachers and staff and includes
 - Universal screening of all students for social and emotional needs,
 - Collaborative data-based decision making to guide more intensive screening and referrals,
 - Evidence based interventions for students that struggle in routine instruction and social-emotional behaviors, and
 - Frequent progress monitoring of interventions to facilitate necessary adjustments.

BI Redesign Resources and Strategies

LDOE developed and released [resources and strategies](#) to support UIR schools in development of a plan to address discipline.

- A [Behavioral Intervention Vendor Guide](#) to support school systems identifying high quality partners to support development and implementation of ESSA redesign plans
- A portfolio of [evidence based behavioral interventions](#) to assist school systems in selecting a behavioral intervention response that best fits the student population and need
- A portfolio of [evidence based social-emotional learning curriculum](#) to support effective behavioral intervention in schools and programs

BI Redesign Expectations

Core Component Description	2019-2020 Funding Priorities	Budget Projection
MTSS Plan	<ol style="list-style-type: none"> 1. Grant to work with a BI Partner to create a MTSS plan 2. Grant to fund implementation support with the BI Partner 	<ol style="list-style-type: none"> 1. Planning grant support 2. Implementation grant support - approximate range of \$10,000 up to \$45,000
Social Emotional Learning (SEL) Curriculum (Tier 1 Strategy)	Program and training costs associated with identification and implementation of a LDOE approved SEL curriculum from the vetted portfolio	Costs associated with the purchase of an SEL curricula from the vetted LDOE portfolio - approximate range of \$10,000 up to \$20,000
Evidence Based Behavioral Interventions (Tiers 1, 2, and 3)	Program and training costs of a LDOE approved BI to support selection and implementation of interventions from the vetted portfolio	Costs associated with the purchase of BI from the vetted LDOE portfolio - approximate range of \$5,000 up to \$15,000

BI Professional Learning

LDOE is hosting a [Behavioral Intervention Summit](#) January 30th, 2019

- This summit will provide professional development on evidence based behavioral interventions, implementation of a Multi-Tier System of support, new behavioral intervention resources from the LDOE and Alternative Education redesign.
- There is scheduled time for all approved LDOE BI Partners to connect with schools and school systems during the afternoon.



QUESTIONS & ANSWERS

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