



GO HIGHER

High schools implementing an equitable, multi-level system of supports with fidelity over time show positive student outcomes.

Wisconsin's vision for education is that every learner will graduate college and career ready. How our high schools are structured has a tremendous impact on helping meet this important goal.

The implementation of an equitable, multi-level system of supports at the high school level ensures that all students have access to the quality education necessary for success. It's important to understand that the high school environment has an impact on how implementation takes place.

One difference is that implementation in high schools often takes longer (Nese, Nese, McIntosh, Mercer, & Kittelman, 2019) and seems to have more ups and downs (Hershfeldt & Flannery, 2019; Flannery & Kato, 2017). It takes time to get to full implementation (fidelity), and research shows that it can take years to see the effects of putting a new evidence-based system in place. But if you stay the course, and establish systems to ensure efficiency and sustainability, your students and staff will reap the benefits.



Why should high schools implement an equitable, multi-level system of supports?

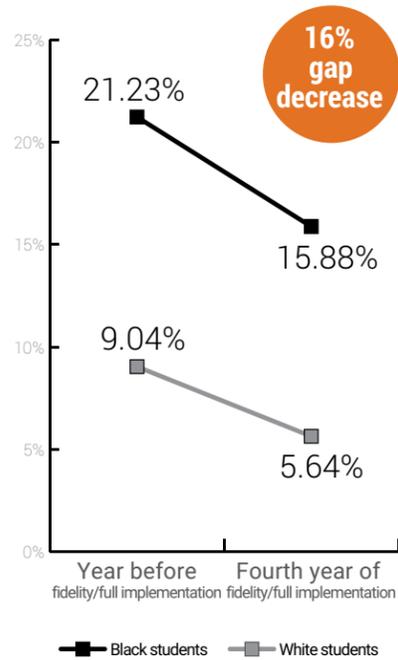
HIGHER ATTENDANCE

Implementing with fidelity has been shown to impact behavior and attendance—both critical outcomes related to graduation and post-high school success (Freeman et al., 2015a, Freeman et al., 2015b).

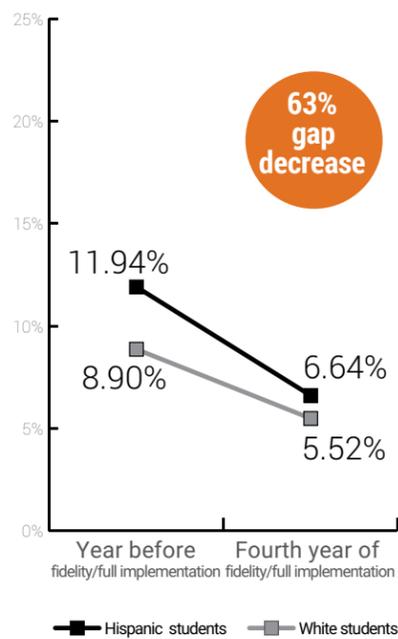
Additionally, implementing with fidelity is associated with reductions in office discipline referrals and increases in student attendance rates (Freeman, 2016).

Wisconsin high schools implementing an equitable, multi-level system of supports (in content areas of reading, mathematics, and/or behavior) with fidelity over time have decreases in suspension gaps.

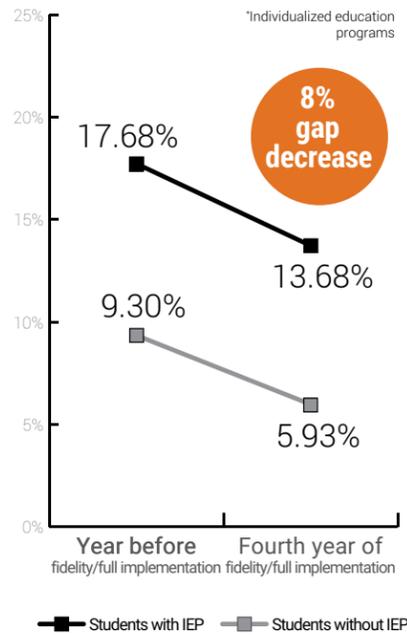
BLACK-WHITE SUSPENSION RATE GAP



HISPANIC-WHITE SUSPENSION RATE GAP



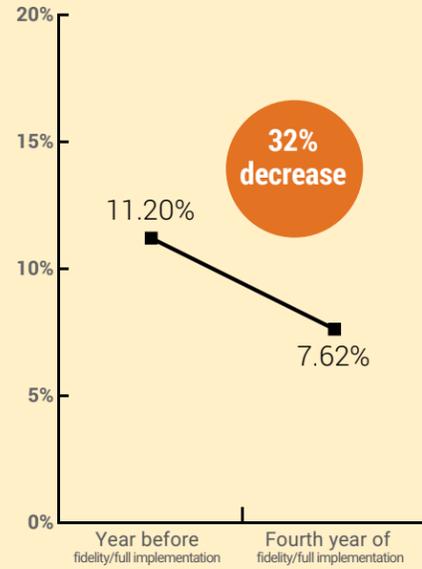
STUDENTS WITH IEPs-NO IEPs* SUSPENSION RATE GAP



What IS the significance of a gap decrease?

When we see a gap decrease, that means that the difference between two groups has been reduced. Wisconsin aims to create educational systems with equitable access to quality learning opportunities for each and every student, providing equitable outcomes for all learners.

HIGH SCHOOL SUSPENSION RATE



Wisconsin high schools implementing an equitable, multi-level system of supports (in content areas of reading, mathematics, and/or behavior) with fidelity over time have a reduced suspension rate.

What IS an equitable, multi-level system of supports?

An equitable, multi-level system of supports is a framework.

This framework helps districts and schools:

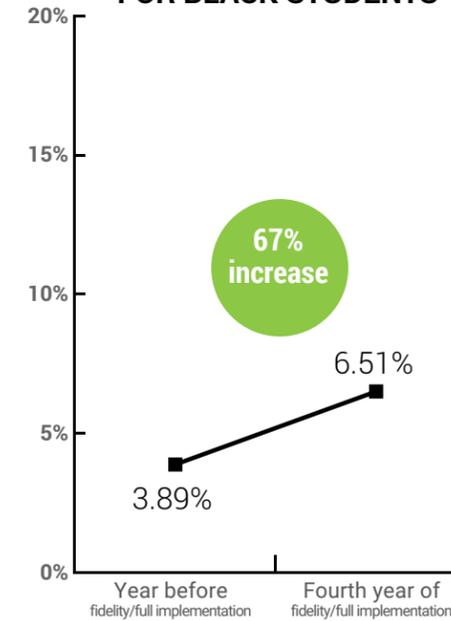
- Integrate and organize supports for learners, including developmental, academic, behavioral, social and emotional supports
- Provide equitable services, practices, and resources to every learner
- Responsively adjust the intensity and nature of supports to match learner needs based on data

Implementing equitable, multi-level systems of supports can help schools and districts across the state realize their mission to ready every learner for college and career success.

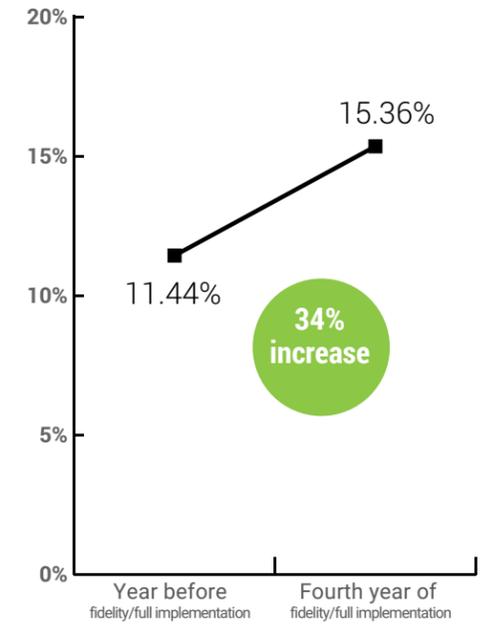
HIGHER RATES OF ADVANCED PLACEMENT

Wisconsin high schools implementing an equitable, multi-level system of supports (in content areas of reading, mathematics, and/or behavior) with fidelity over time show increased student enrollment in advanced placement (AP) classes.

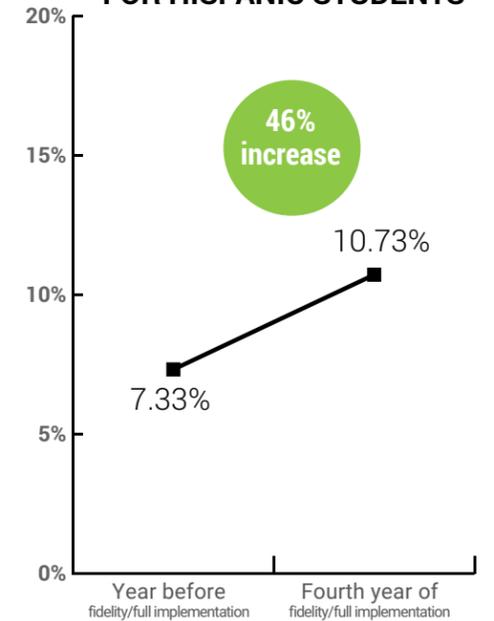
ADVANCED PLACEMENT PARTICIPATION RATE FOR BLACK STUDENTS



ADVANCED PLACEMENT PARTICIPATION RATE



ADVANCED PLACEMENT PARTICIPATION RATE FOR HISPANIC STUDENTS



HIGHER SATISFACTION

High implementation benefits staff at the high school as well.

Staff in higher implementing schools report being more effective in their work and less 'burned out' (Ross, Romer, & Horner, 2012).

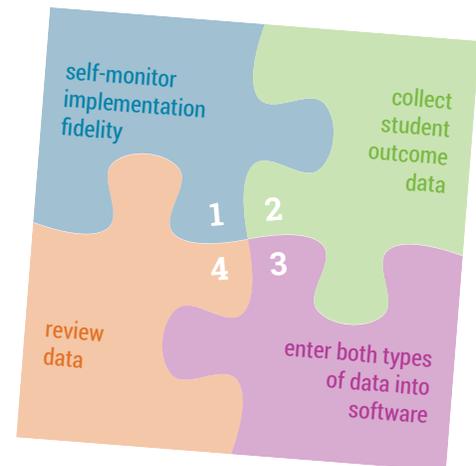


To see those outcomes, it is important to keep reflecting on adult implementation.

Improved fidelity and student outcomes

Research shows that schools only realize improved outcomes when evidence-based practices are used as intended. This is referred to as fidelity.

Student behavior outcomes improve when schools do all four of these: self-monitor their implementation fidelity, collect student outcome data, enter both types of data into software, and review their data (Pinkelman & Horner, 2017).



References

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