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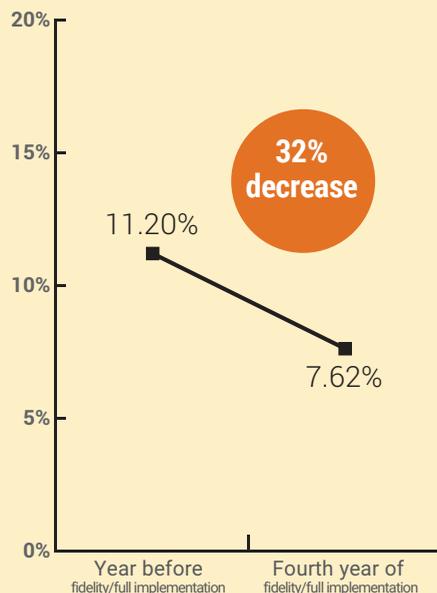
Why should high schools implement an equitable, multi-level system of supports?

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).
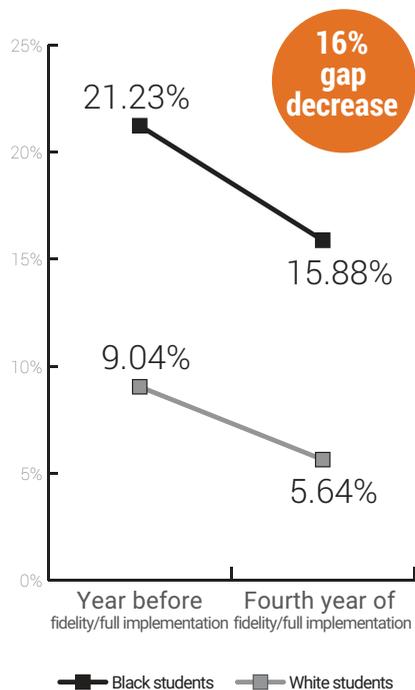
HIGH SCHOOL
SUSPENSION RATE

32% decrease

11.20%

7.62%

Year before
fidelity/full implementation

Fourth year of
fidelity/full implementation

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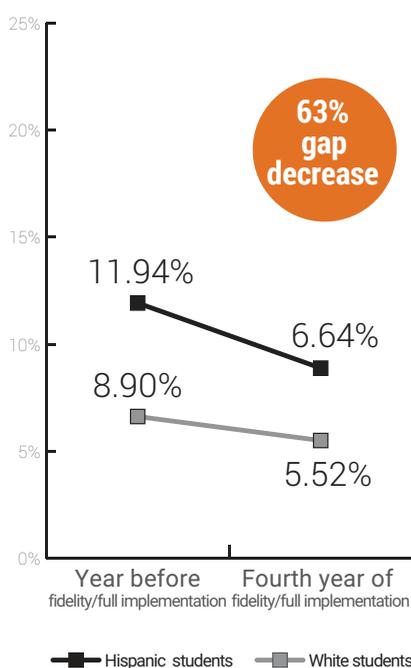
Wisconsin high schools implementing an equitable, multi-level system of supports (in content areas of reading, mathematics, and/or behavior) **with fidelity over time have decreases in suspension gaps.**
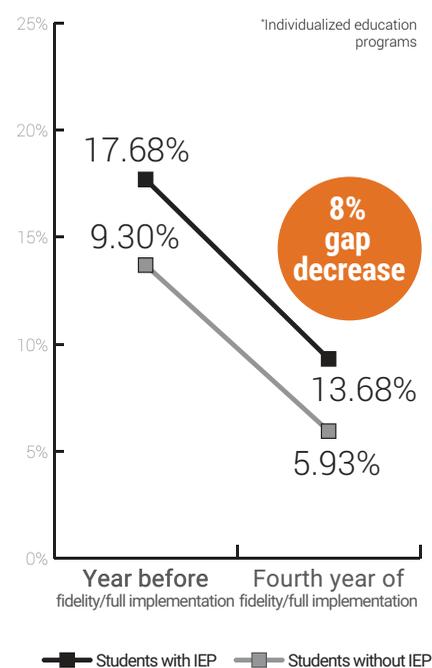
BLACK-WHITE
SUSPENSION RATE GAP

16% gap decrease

21.23%

15.88%

9.04%

5.64%

Year before
fidelity/full implementation

Fourth year of
fidelity/full implementation

■ Black students   ■ White students

HISPANIC-WHITE
SUSPENSION RATE GAP

63% gap decrease

11.94%

6.64%

8.90%

5.52%

Year before
fidelity/full implementation

Fourth year of
fidelity/full implementation

■ Hispanic students   ■ White students

STUDENTS WITH
IEPs-NO IEPs*
SUSPENSION RATE GAP

*Individualized education programs

8% gap decrease

17.68%

9.30%

13.68%

5.93%

Year before
fidelity/full implementation

Fourth year of
fidelity/full implementation

■ Students with IEP   ■ Students without IEP

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.
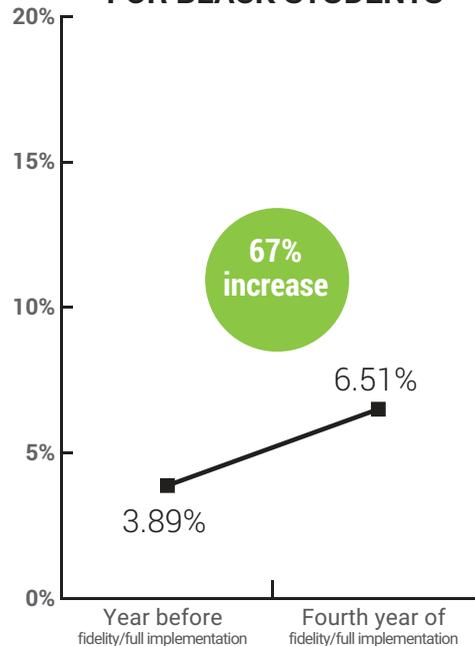
HIGHER RATES OF ADVANCED PLACEMENT

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.**
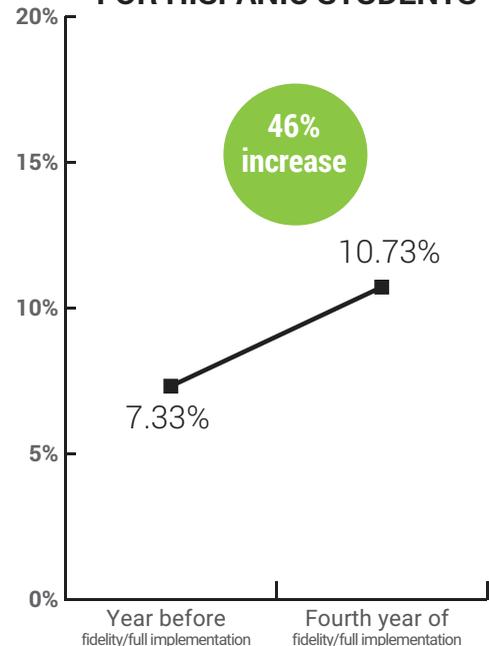
ADVANCED PLACEMENT PARTICIPATION RATE

20%

15% — 15.36%

11.44%

10%

34% increase

5%

0%

Year before
fidelity/full implementation

Fourth year of
fidelity/full implementation
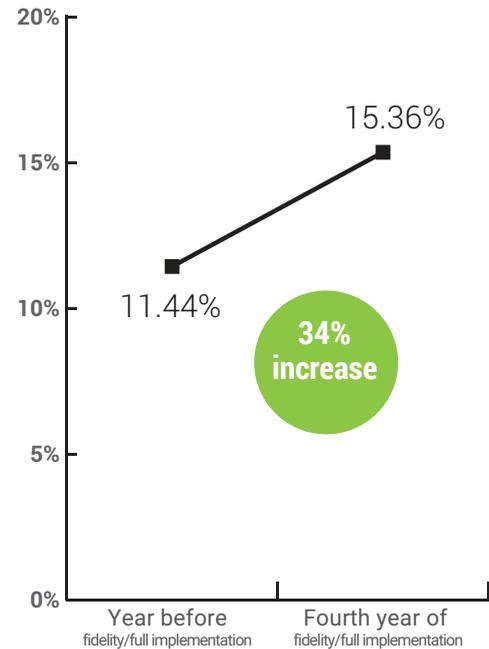
ADVANCED PLACEMENT PARTICIPATION RATE **FOR BLACK STUDENTS**

20%

15%

67% increase

10%

6.51%

5%

3.89%

0%

Year before
fidelity/full implementation

Fourth year of
fidelity/full implementation

ADVANCED PLACEMENT PARTICIPATION RATE **FOR HISPANIC STUDENTS**

20%

46% increase

15%

10.73%

10%

7.33%

5%

0%

Year before
fidelity/full implementation

Fourth year of
fidelity/full implementation

HIGHER SATISFACTION

High implementation benefits staff at the high school as well.

Staff in higher implementing schools report being more effective in their work 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).

self-monitor implementation fidelity

collect student outcome data

1 2
4 3

review data

enter both types of data into software
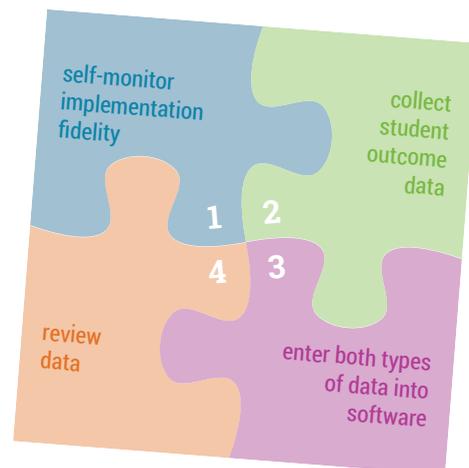
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