JCPS School Climate Transformation Grant Performance Report June 2015

JCPS builds capacity for implementing a sustained, school-wide multi-tiered behavioral framework.
In Jefferson County Public Schools (JCPS), Positive Behavior Interventions and Supports (PBIS) training has occurred since the 2013-14 school year. Initially, schools were identified due to their high number of referrals, suspensions, and disproportionality rates. School administration identified a comprehensive team of individuals to attend monthly training to learn how to create their PBIS framework, including Universal/Tier 1 supports for all students. The framework includes data collection and analysis, school-wide expectations, and action planning. During the initial year of training, JCPS partnered with a national trainer (Safe and Civil Schools: Susan Isaacs), state trainer (Kentucky Center for Instructional Discipline: Mike Waford), and university trainer (University of Louisville: Dr. Terry Scott) to provide training to different cohorts of school teams. During the first year of training, 53 schools were trained in how to create their PBIS framework. Specifically, the grant supports training and implementation for schools with the highest suspension and disproportionality trained by the national trainer from Safe and Civil Schools.

During the 2014-15 school year, the focus was to build capacity by offering continued training to the schools with the highest suspension and disproportionality. The 23 schools identified in this cohort, continued to receive monthly training. They also received a coaching/school visit from their national trainer to help with implementation.

In January 2015, the District PBIS Coordinator began training for the first district-led PBIS cohort of schools. Training lasted for six months and was completed in June 2015. This group of schools was not only district-led, but was the first group to be district supported during their initial training phase. All additional schools that are trained in the creation of their initial PBIS framework will be trained and supported by local district personnel. As of June 2015, a total of 75 schools have been trained in the creation of their PBIS framework and universal tier one supports (see table 1).

JCPS enhances capacity by providing training and technical assistance to schools.
During the 2014-15 school year, a District PBIS Coordinator was hired in late September 2014. This is a district funded position. After receiving the School Climate Transformation Grant funds, the district approved the hiring of four additional position to support the work of PBIS. The District PBIS Support team was created in March 2015 to assist and support schools with implementation and monitor progress. The team includes a District PBIS Coordinator, Intervention Specialist, and four District PBIS Leads for a total of 6 personnel. The District PBIS Support team created a working plan to guide their work for the remainder of the school year. The goal of the working plan was to ensure that each school team felt supported, understood the role of the District PBIS Support team, and created an action plan to be used to start the 2015-16 school year. The working plan included eight steps:
Step 1: The introductory meeting was used to introduce the work of the District PBIS Support team and ask questions regarding current status of implementation and future needs. The meeting was also used to help establish a trusting relationship with PBIS school leads and school teams.
Step 2: The School Readiness/Implementation Checklist was used to measure current status of implementation, celebrate successes, and help to guide the work of the PBIS team for the rest of the school year.
Step 3: The focus was on data collection, monitoring, analysis, and evaluation. The District PBIS support team gathered information about what materials were being used to analyze data. They trained school teams how to review content for comprehensiveness and use the "Big Five of Discipline Data" to ask critical questions when exploring and analyzing data.
Step 4: Each school was to create a document that used data analysis to form and modify the school-wide plan of action. All schools initially trained completed a PBIS action plan by the end of the 2014-15 school year. The PBIS action plan will be used to guide school team on next steps for PBIS implementation throughout the 2015-16 school year.

Step 5: All PBIS trained schools have identified school-wide expectations that are taught to students and staff members for each of their common areas. PBIS school teams were to create lesson plans to be used to teach students about expectations for each of their common area. Each PBIS team was encouraged to include a timeline for when those lesson plans would be reviewed to ensure maximum compliance as part of the PBIS framework (beginning of school, after long weekends and breaks, etc.).

Steps 6 – 8: The focus of these steps was on evaluation of implementation. The district created a formal Culturally Responsive PBIS walkthrough in collaboration with several district divisions: Academic Support Programs, Data Management, Planning, and Program Evaluation, and Diversity, Equity and Poverty Programs. This walkthrough was conducted on all schools initially trained in the 2013-14 school year. All PBIS schools completed the Benchmarks of Quality (BoQ) and used results to monitor progress and complete their PBIS Action Plan. The last step focused on classroom management. School teams who identified the need for classroom management training and support were given tools to help determine their specific needs. The District PBIS Support team used this feedback to develop summer PD as support for PBIS school teams.

In February 2015, the District PBIS support team created a series of trainings to support the work of PBIS district-wide and to focus on specific district initiatives that could be integrated into the PBIS framework, called PBIS Implementation Trainings. PBIS school teams were encouraged to send one to two team members to training to learn about each topic and to carry the information learned back to the PBIS school team. For the first training, the PBIS support team partnered with the district's Data Management, Planning, and Program Evaluation Division to offer training for PBIS School Leads on the topic of Data Exploration (collection, analysis, and monitoring). The use of data is a central component to the success of PBIS implementation. In this session, PBIS teams explored the issues around data quality, availability, sharing, and use to support the work of PBIS school teams. Participants learned where to find data, and how to share the information with staff to maximize its use. Participants also learned how to question what data points are missing to make a complete data picture. There were 61 attendees who represented 42 school teams.

For the second and third trainings, the District PBIS Support team partnered with the district's Diversity, Equity and Poverty Programs Division to offer training on Culturally Responsive PBIS (CRPBIS) and PBIS and Restorative Practices (RP). Participants who attended the second training in March 2015 were taught that Culturally Responsive PBIS (CRPBIS) is a process-oriented framework aimed at restructuring school cultures through understanding the impact of educational and socio-political processes to make improvements to behavior outcome disparities, the racialization of school discipline, and exclusion and marginalization of non-dominant students and families. Participants learned that CRPBIS implementation follows the interceptive five processes for remediating school cultures with local stakeholders by fostering social agency and continuous collective innovation of local stakeholders. Behavior and academic prevention and intervention practices of CRPBIS aim to address the local cultural contexts and interaction patterns that undergird culturally responsive and research-based early intervening, capacity building, intensive instruction, specialized student and teacher supports, and individualized supports. The CRPBIS training had 79 attendees who represented 40 school teams.

Participants who attended the third training in April 2015 learned how to integrate Restorative Practice into their school PBIS framework. Participants learned how to use Restorative Practice to prevent repetitive behaviors and to improve school and classroom climate. The professional development opportunity focused on the concepts of Restorative Practice that repair harm, offer accountability, and build community. They learned that this method serves simultaneously as a reactive and proactive approach to discipline and is a derivative of the evidence-based program called Restorative Justice. Our last training for PBIS school leads had 74 attendees representing 42 school teams.

After meeting with PBIS school teams and allowing each team to identify specific needs, the District PBIS Support team determined that there was a district-wide universal need for classroom management training. The District PBIS Support team created a series of professional development sessions that use the trainer of trainers model with the focus on classroom management. This series of professional development includes a total of 12 sessions offered over four days. Each training session lasts two hours and topics include rules and expectations, physical space,

procedures and routines, acknowledgement/building relationships, de-escalation versus escalation, active (effective) supervision, motivation and ratios of interaction, opportunities to respond, activity sequence and offering choice, continuum of responses, maintaining compliance, and academic success and task difficulty. The PBIS Summer Development Institute will be offered every week during the months of June and July. While intent of the professional development opportunity is to build capacity at schools trained in the PBIS framework, all JCPS schools were invited to send representatives to attend training.

JCPS demonstrates a partnership with a technical assistance provider, such as the PBIS Technical Assistance Center.
The JCPS District PBIS Support team has partnered with several PBIS trainers. Our national partner is Safe and Civil Schools. We consult with Susan Isaacs who has Kentucky ties but works for the national organization. She is our consultant who trains the schools identified in this grant. We also partner with the Kentucky Center for Instructional Discipline (KYCID). Mike Waford is the director of KYCID and he also trained three cohorts of schools in creating the initial PBIS framework. The District PBIS Support team also partners with the University of Louisville on the Academic and Behavioral Intervention (ABRI) project. The school liaison attends our district PBIS trainings and the district PBIS Support team attends all of the ABRI trainings. The plan for fall 2015 is to contract out for support on external coaching at the district level.

The Grant Coordinator has participated in or listened to all of the webinars offered to SCT grantees from the PBIS Technical Assistance Center. The team also uses resources that are available through the national website and plans to send representatives to the National PBIS Forum in October 2015.

JCPS includes LEA-wide assessment to determine whether there has been any disproportionate discipline of minority students or students with disabilities.
JCPS district and school leaders are able to monitor disproportionality trends comparing year to year with real time data on suspension incidents for all student groups by race and disability status which empowers schools with formative data on disproportionate suspensions to make changed throughout the year. Each administrator in every school is provided a monthly email with live disproportionality data which is able to be drilled down to the student level.

In the JCPS SCT Grant schools there was a reduction in disciplinary referrals overall for Black students in 61% of the schools (14/23), and a reduction in suspension incidents for Black students in 48% of the schools (11/24). In terms of students with disabilities (ECE) within the JCPS SCTG Schools there was a reduction in disciplinary referrals overall for ECE students in 65% of the schools (15/23), and a reduction in suspension incidents for ECE students in 33% of the schools (8/24).

JCPS provides for the development of a detailed plan that will promote fair and effective disciplinary practices, based on data from the LEA-wide assessment.
In an effort to continue working towards implementing fair and effective disciplinary practices based on the data, several systemic initiatives are planned for JCPS: (1) a dynamic interactive behavior referral dashboard so schools can see visually with graphs patterns of behavior referrals with respect to location, race, gender, grade, incident type, resolution type, top teachers and students with referrals etc. Up until this point the dashboards have been focused on suspensions and attendance (not all behavior referrals); (2) The districts Code of Conduct was revised last year to reflect the movement towards more fair and less exclusionary discipline including alternative strategies like restorative practices. The code will continue to be revised for on-going improvements in the policies that will lead to more fair and effective practices; (3) related, in an effort to ensure that school administrators are adhering to the code of conduct, a red flag system will be designed to provide a warning flag whenever an administrator gives a consequence that is not aligned with the current code of conduct. This will provide a systemic way to ensure that there is accountability for following the code of conduct which will support the work of PBIS; (4) Ongoing training which will help promote fair and effective discipline will occurring throughout the 15-16 school year. This also includes the integration of cultural Responsiveness and PBIS, Restorative Practices and PBIS, and how to effectively

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use data to ensure discipline approaches are effective and consistent and applied equitably; (5) JCPS collect annual survey data from middle and high school students with a construct that measures discipline fairness. Each PBIS school is being provided that survey data to help them understand the students perspective around the fairness and consistency of the schools disciplinary practices.

Performance and GPRA Measures

1. **Number and percent of schools that report an annual decrease in office disciplinary referrals.**
Project Goal 1: Decrease office disciplinary referrals [Number and percent of schools that report an annual decrease in office disciplinary referrals.]

The referral data demonstrate that 15 of the 23 schools (65%) demonstrated a decrease in disciplinary referrals. A total of 12 schools (52%) demonstrated a decrease of 5% or more, and 11 of these schools decreased by 10% or more.

Target	Actual N with decrease	Actual % with decrease
18 of 23 schools	15 schools	65%

GPRA: Describe how the SCTG program has enabled you to move toward a reduction in disciplinary referrals.
The SCTG program has enabled us to move toward a reduction in disciplinary referrals in the majority of project schools due to the support provided for PBIS trainings on Tier I implementation across schools coupled with the new access to and use of discipline data that is required as part of implementation being used by district and school leaders and PBIS teams. Additionally, the grant has supported a district-wide culture change which is occurring in large part due to the district leadership commitment to becoming a PBIS district.

2. **Number and percent of schools that report an annual improvement in the attendance rate.**
Project Goal 2: Improve attendance rate [Number and percent of schools that report an annual improvement in the attendance rate.]
The attendance data demonstrate that 8 of the 23 schools (35%) had an increase in their attendance rate. A total of 3 schools (13%) had an increase of .69 or greater in attendance.

Target	Actual N with increase	Actual % with increase
18 of 23 schools	8	35%

GPRA: Describe how the SCTG program has enabled you to move toward an improvement in attendance rates.
The SCTG program has enabled us to move toward an improvement in attendance rates in some of our project schools due to the support being provided with PBIS training of the schools coupled with access to attendance data schools are able to monitor on a daily basis through a data dashboard attendance rates compared to last year overall and for each student group based on race, disability status and language learners.

3. **Number and percentage of schools that report an annual decrease in suspensions and expulsions, including those related to possession or use of drugs or alcohol.**
Project Goal 3: Decrease out-of- school suspensions [Number and percentage of schools that report an annual decrease in suspensions and expulsions, including those related to possession or use of drugs or alcohol.]
The suspension data demonstrate that 11 of the 23 schools (48%) decreased their out of school suspension incidents from last year. A total of 9 schools (39%) decreased their out of school suspensions by 5% or more. The highest was a 44% decrease in suspensions in one school

Target	Actual N with decrease	Actual % with decrease
18 of 23 schools	11	48%

GPRA: Describe how the SCTG program has enabled you to move toward a decrease in suspensions and expulsions.
The SCTG program has enabled us to move toward a reduction in suspensions in almost half of the project schools due to the support provided for PBIS trainings that address Tier II and III behaviors, access to student level

suspension data to identify students for interventions, the coaches provided to schools, as well as trainings on alternatives to suspensions. Additionally, the district recently changed the code of conduct to support the reduction in suspensions for more minor offenses.

4. **Number and percentage of schools annually that are implementing the multi-tiered behavioral framework with fidelity.**

Project Goal 4: Provide long-term support and training for successful school implementation of PBIS. [Number and percentage of schools annually that are implementing the multi-tiered behavioral framework with fidelity.]
The Benchmarks of Quality was administered to teams at the end of the implementation year. Based on the BOQ findings, 5 of the 23 schools (22%) met the benchmark of 75 total score points that demonstrates continuous progress in implementing the PBIS multi-tiered behavioral framework with fidelity as measured by the Benchmarks of Quality. Importantly, 13 of the schools (56%) had a score above 60 points indicating they are approaching fidelity of implementation. Additionally, other measures of fidelity are being used to assess fidelity of implementation to triangulate with the BOQ data. These include student survey data and school walkthrough data. These findings will be shared in the additional information section/addendums to the report.

N	Actual N	Actual %
20	5	22%

GPRA: Describe the number and percentage of schools that are implementing the multi-tiered behavioral framework with fidelity, if any.
The District PBIS Support team partnered with the district's curriculum management department to create a district-wide guidebook on Multi-Tiered Systems of Support (MTSS). The group included members from various departments, school locations, and community partners. Specifically, the behavior focus of the guidebook used training materials and samples from PBIS district-wide trainings and schools implementing their PBIS framework. The MTSS guidebook will be distributed to all school and district office staff during the 2015-16 school year.

5. **Describe your plan for continuing the project (sustainability/capacity building) and disseminating the project results.**
The District PBIS Support team created a website to be used as a district-wide resource for school teams implementing PBIS. All training materials, videos, and resources are available for uploaded on the website and are available for download by PBIS school team members. PBIS school teams can also submit their meeting minutes.

The District PBIS Support team created a newsletter that is distributed quarterly to all administrators and stakeholders with articles, resources, and highlights on the work of schools implementing PBIS. The District PBIS Committee and the School Climate Transformation Grant Committee will receive updates on project results. Additionally, individual schools are being provided with their own outcome data on various measures and tools to continually assess their progress throughout the year and share with their whole staff to help capacity building and sustainability. Also, the lessons learned from implementing the CR-PBIS model and evaluation findings will be shared with the wider educational evaluation audience to inform the larger body of PBIS work in the research.

The District PBIS Support team has committed to offering initial PBIS training to all schools who are still in need of training. One of the upcoming cohorts will be solely devoted to the Early Childhood Department. Seven Early Childhood sites will provide school teams to attend training on how to create their PBIS framework. The District Support team will partner with a professor from the University of Louisville (Dr. Andy Frey) to provide this training. The District PBIS Support team will co-train with Dr. Frey to ensure the appropriate context is provided. Two additional cohorts of schools will be added during the 2015-16 school year. Each cohort consists of approximately 10 schools ranging from elementary, middle, and high schools. These cohorts will be trained by a district trainer who understands the dynamics and priorities of the district. All schools will be supported through the process by the District PBIS Support team. The team will visit school sites every other week to meet with the PBIS school team or the PBIS school lead to offer guidance and support.

6. Describe any unanticipated outcomes or benefits from the project, barriers or challenges, and lessons learned.
One of the toughest challenges to implementation is school administrative support and thus school-wide buy-in. In several schools, we found that school administration did not attend training was not a part of the PBIS school team. When teams needed to make important and critical decision, they were halted in the process because they had to gain permission from school administration. School administration who do not attend training typically do not understand the context of the requests or importance of the work of the team. Our goal for 2015-16 school year is to have a school administrator for every school attend school team training to understand the context and importance of the work of the team.

In terms of evaluation findings, data revealed that 2 key challenges schools are facing in terms of implementation include (1) the administrative teams finding time for the PBIS team to train with the whole faculty due to other competing district mandates for use of time with the whole school faculty, (2) the ongoing entry and mobility of high intensive needs students throughout the year. We are conducting an analysis of the relationship between the highly mobile students and disciplinary trends. In terms of data tracking issues for the evaluation, the district-wide change in the process of disciplinary referral data entry wherein all teachers will enter referrals online will likely cause an increase in the referral data due to increased number of people entering across the year.

PROJECT TIMELINE

DATE	Milestones/Benchmarks of Quality	Person Responsible
September 30, 2014	**PBIS Coordinator hired (district-funded position)** The official start date of District PBIS Coordinator was September 22, 2014. The PBIS District Support team received one additional personnel in January 2015. The official start date for the Intervention Specialist who supports PBIS was January 21, 2015.	Project Director
December 31, 2014	**Hire 4 PBIS District Leads (grant-funded)** The official start dates for four PBIS District Leads were February 23, 2015 and March 2, 2015. All personnel was hired by March 2, 2015. The District PBIS Support team was created in March 2015.	Project Director
By June 30, 2015	**1) Schools complete and post school-wide expectations (guidelines of success). Guidelines are visible and staff and students can readily state guidelines as measured by school/classroom walk-throughs.** Each school team developed school-wide expectations during PBIS training. School teams were then required to create lesson plans to teach students and staff member about their school-wide expectations. The District PBIS Support team monitored and supported schools who were unable to complete this requirement during the initial year of training. **2) Teachers develop a Classroom Management Plan. They create and teach lesson plans for school and classroom expectations, as measured by Benchmarks of Quality annual self-assessment.** As a part of the working plan created by the District PBIS Support team, each school had the opportunity to identify specific needs with the focus on classroom management. The District PBIS Support team will offer the PBIS Summer Professional Development Institute during the months of June and July 2015. Each PBIS school team was encouraged to identify one to two team members to attend the trainer of trainers sessions and create a plan for how the training will be transferred to their school.	1) District PBIS Support Team: PBIS Coordinator, 4 District PBIS Leads, 1 Intervention Specialist 2) PBIS School Teams (23 teams) lead and monitor

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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective: Decrease office disciplinary referrals   [ ] Check if this is a status update for the previous budget period.

1. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Number and percent of schools that report an annual decrease in office disciplinary referrals.	GPRA					15/23	65%

Explanation of Progress: The referral data demonstrate that over half of the schools – 15 of the 23 schools (65%) demonstrated a decrease in disciplinary referrals. A total of 12 schools (52%) demonstrated a decrease of 5% or more, and 11 of these schools had a decrease of 30% or higher. In order to facilitate ongoing analysis and use of referral data, a dashboard has been developed for schools and district PBIS coaches to start using in the 15-16 school year. The dashboard allows teams to access live referral data and visually see trends with respect to race, ECE, poverty, incident types, location, top students and staff with referrals, consequence patterns, etc.

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
18 of 23 project schools (78%) report an annual decrease in office disciplinary referrals of 5% or greater.	Project		18/23	78%		12/23	52%

Explanation of Progress: The target set was 78% of our schools would reduce referrals by 5% or greater. While we didn't meet the target, over half of the schools made significant decreases in their referrals. Ongoing implementation of Tier I, II, and III programs along with the use of new data tools we expect will facilitate reduction of referral in all schools.

1.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
18 of 23 project schools report an annual decrease in disproportionate office disciplinary referrals for minority students (African-American) of 5% or greater.	Project		18/23	78%		13/23	57%

Explanation of Progress: The disaggregated referral data demonstrates that while we didn't meet our 78% target, over half of the schools (57%) also reduced their referrals for Black students from the prior year. The ongoing intentional integration of cultural responsiveness and inclusion with PBIS trainings we expect will help facilitate decreased disproportionality in referrals. The data dashboards also emphasize the intersection of race and gender and grade level to help identify more detailed trends than single categories.

1.c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
18 of 23 project schools report an annual decrease in disproportionate office disciplinary referrals for ECE (Special Education) students of 5% or greater.	Project		18/23	78%		14/23	61%

Explanation of Progress: The disaggregated referral data demonstrates that while we didn't meet our 78% target, over half of the schools (61%) also reduced their referrals for ECE students from the prior year. The ongoing intentional integration of cultural responsiveness and inclusion with PBIS trainings we expect will help facilitate decreased disproportionality in referrals. The data dashboards also emphasize the intersection of race and gender and grade level to help identify more detailed trends than single categories.

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2. Project Objective: Improve attendance rate   [ ] Check if this is a status update for the previous budget period.

2. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Number and percent of schools that report an annual improvement in the attendance rate.	GPRA					8/23	35%

Explanation of Progress: The attendance data demonstrate that 8 of the 23 schools (35%) had an increase in their attendance rate. A total of 3 schools (13%) had an increase of .69 or greater in attendance which was the target set based on their prior year attendance data. Attendance has been a challenge district-wide particularly at the middle and high school levels. We intend that PBIS schools will continue to use the attendance dashboard which offers them the ability to monitor attendance on a daily basis that allows for comparison to the prior year school-wide and for each student group based on race, disability status and language learners.

In terms of the wider context towards improvement, the state of KY recently passed legislation that changed the compulsory schooling age from age 16 to age 18. Thus, in JCPS this coming school year, there will be more systemic opportunities for intervention with 16-17 year old students who would have dropped out and in the past where systemic intervention was not required and not as likely to happen. In 15-16 for the first time, intervention is required after 6 unexcused absences the pupil personnel department that will trigger intervention.

2.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
18 of 23 project schools (78%) report annual improvement in attendance rate of .69% or greater.	Project		18/23	78%		3/23	13%

Explanation of Progress: The target of having 18 schools improve attendance at a .69% or greater was not met as our performance data show that 3 of the 23 schools had improved attendance by .69% or greater. However, when considering any degree of improvement, 13 of the 23 schools improved their attendance rates by at least .10%.

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2.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
18 of 23 project schools report an annual improvement in the attendance rate for minority students (African-American) of .69% or greater.			18/23	78%		4/23	17%

Explanation of Progress: The target of having 18 schools improve attendance at a .69% or greater was not met as our performance data show that 4 of the 23 schools had improved attendance by .69% or greater for Black students. However, when considering any degree of improvement, 11 of the 23 (48%) schools improved their attendance rates for Black students by at least .10%.

2.c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
18 of 23 project schools report an annual improvement in the attendance rate for ECE (special education) students of .69% or greater.			18/23	78%		5/23	22%

Explanation of Progress: The target of having 18 schools improve attendance at a .69% or greater was not met as our performance data show that 5 of the 23 schools had improved attendance by .69% or greater for ECE students. However, when considering any degree of improvement, 15 of the 23 (65%) schools improved their attendance rates for ECE students by at least .10%.

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3. Project Objective: Decrease suspensions and expulsions

[ ] Check if this is a status update for the previous budget period.

3. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Number and percentage of schools that report an annual decrease in suspensions and expulsions, including those related to possession or use of drugs or alcohol.	GPRA					11/23	48%

Explanation of Progress: JCPS does not expel students so the data reflect suspensions only. The suspension data demonstrate that over half of the schools - 11 of the 23 schools (48%) demonstrated a decrease in suspensions. District-wide suspensions have increased but this is mostly due to elimination of system wide program that was masking the degree of exclusions occurring (see appendix for more details and the charts). While the program schools increased suspensions overall by 11%, the exclusions of students in the schools have actually decreased by 10%. Importantly, this year the district has increased emphasis on ensuring that school and student level suspensions got into the hands of all key administrators and staff at each school. Each month schools are provided live data trends and reflection questions for suspension data as well as a list of students with the accumulated number of suspension days. In order to facilitate ongoing analysis and use of referral and suspension data, a dashboard has been developed for schools and district PBIS coaches to start using in the 15-16 school year. The dashboard allows teams to access live suspension data and visually see trends with respect to race, ECE, poverty, incident types, location, monthly trends, etc. Additionally, ongoing code of conduct changes and the integration of restorative practices in PBIS training will support further reductions in exclusions.

3.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
18 of 23 schools (78%) report an annual decrease in suspensions (JCPS does not use expulsions), including those related to possession or use of drugs or alcohol of 5% or greater.	Project		18/23	78%		9/23	39%

Explanation of Progress: The target set was 78% of our schools would reduce suspensions/expulsions by 5% or greater. While we didn't meet the target, 39% of schools did decrease suspensions by at least 5% - with the highest being a 44% decrease in one school. Ongoing implementation of Tier I, II, and III programs along with the use of new data tools, restorative practices, and ongoing code of conduct policy revisions we expect will facilitate reduction of suspensions in all schools.

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3b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
18 of 23 project schools report an annual decrease in suspensions for minority students (African-American) of 5% or greater.			18/23	78%		10/23	43%

Explanation of Progress: The disaggregated suspension data demonstrates that while we didn't meet our 78% target, almost half of the schools (43%) reduced suspensions for Black students from the prior year by at least 5%. When considering exclusions, there was an overall 12% decrease in exclusions average for PBIS schools (see appendix). Importantly, the ongoing intentional integration of cultural responsiveness, equity and inclusion with PBIS trainings we expect will help facilitate decreased disproportionality in suspensions. The data dashboards also emphasize the intersection of race and gender and grade level to help identify more detailed trends than single categories.

3.c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
18 of 23 project schools report an annual decrease in suspensions for ECE students of 5% or greater.			18/23	78%		8/23	35%

Explanation of Progress: The disaggregated suspension data demonstrates that while we didn't meet our 78% target, 35% of schools reduced ECE (students with disabilities) suspensions from the prior year. Also, when considering exclusions (see charts in additional information), 11 schools reduced exclusions and there was an average decrease of 6% in exclusions for program schools. The ongoing intentional integration of cultural responsiveness and inclusion with PBIS trainings we expect will help facilitate decreased disproportionality in suspensions. The data dashboards also emphasize the intersection of race and gender and grade and grade level to help identify more detailed trends than single categories.

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4. Project Objective: Implementing multi-tiered behavioral framework with fidelity [ ] Check if this is a status update for the previous budget period.

4. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Number and percentage of schools annually that are implementing the multi-tiered behavioral framework with fidelity.	GPRA		/			5 /23	22%

4.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
20 of 23 schools (87%) will make continuous progress in implementing the PBIS multi-tiered behavioral framework with fidelity as measured by the Benchmarks of Quality.	Project		20 /23	89%		5/23	22%

Explanation of Progress: The Benchmarks of Quality was administered to teams at the end of the implementation year 1 (14-15). Based on the BOQ findings, 5 of the 23 schools (22%) met the benchmark of 75 total score points that demonstrates continuous progress in implementing the PBIS multi-tiered behavioral framework with fidelity as measured by the Benchmarks of Quality. Importantly, 13 of the schools (56%) had a score above 60 points indicating they are approaching fidelity of implementation. The areas of strength in terms of fidelity of implementation overall are with the team cohesiveness, data use and setting/reinforcing behavior expectations for students. Multiple measures of fidelity are being used to assess fidelity of implementation to triangulate with the BOQ data. These include student survey data and school walkthrough data. These findings will be shared in the additional information section/addendums to the report and within the districts internal report currently being compiled.

In terms of evaluation findings around implementation challenges, data revealed that 2 key challenges schools are facing in terms of implementation include (1) the administrative teams finding time for the PBIS team to train with the whole school faculty due to other competing district mandates for use of time with the whole school faculty, (2) the ongoing entry and mobility of high intensive needs students throughout the year. We are conducting an analysis of the relationship between the highly mobile students and disciplinary trends.

ED 524B

School Climate Transformation Grant Performance Report

Jefferson County Board of Education   **PR/Award #: S184G140354**
OMB Control Number: 1894-0008   **Expiration Date: 06/30/2017**
Additional Information for Evaluation

Referrals – Overall

School	1314 Referrals	1415 Referrals	Referrals change N	Referrals change %	5% or greater decrease
Ballard High	1578	1293	-285	-18%	*
Crosby Middle	3005	883	-2122	-71%	*
Doss High Career Academy	3240	3595	355	11%	
Eastern High	5630	6646	1016	18%	
Fern Creek Traditional High	2942	2153	-789	-27%	*
Frost Middle	1592	728	-864	-54%	*
Highland Middle	1072	777	-295	-28%	*
Iroquois High Career Academy	2790	2823	33	1%	
Kammerer Middle	1043	770	-273	-26%	*
Knight Middle	551	487	-64	-12%	*
Moore Traditional	1578	1673	95	6%	
Myers Middle @Wagner	2126	1202	-924	-43%	*
Olmsted Academy North	1781	2529	748	42%	
Pleasure Ridge Park High	2483	1664	-819	-33%	*
Ramsey Middle	372	669	297	80%	
Seneca High Career Academy	3961	3799	-162	-4%	
Shawnee*	5343	5181	-162	-3%	
Southern High Career Academy	4186	2872	-1314	-31%	*
Stuart Middle	835	1291	456	55%	
Thomas Jefferson Middle	2577	3266	689	27%	
Valley High Career Academy	2532	804	-1728	-68%	*
Waggener Traditional High	2682	2521	-161	-6%	*
Western High	4918	4889	-29	-1%	
Total	**58817**	**52515**	**-6302**	**-11%**	**12**
*will be Valley Prep forward					

Referrals – Black

School	1314 Black Referrals	1415 Black Referrals	Blackreferrals change N	Blackreferrals change %	5% or greater decrease
Ballard High	1056	806	-250	-24%	*
Crosby Middle	2571	736	-1835	-71%	*
Doss High Career Academy	2172	2228	56	3%	
Eastern High	3078	3220	142	5%	
Fern Creek Traditional High	1932	1450	-482	-25%	*
Frost Middle	1227	545	-682	-56%	*
Highland Middle	916	652	-264	-29%	*
Iroquois High Career Academy	1836	2069	233	13%	
Kammerer Middle	808	657	-151	-19%	*
Knight Middle	206	171	-35	-17%	*
Moore Traditional	956	985	29	3%	
Myers Middle @Wagner	1742	1075	-667	-38%	*
Olmsted Academy North	1215	1576	361	30%	
Pleasure Ridge Park High	1315	922	-393	-30%	*
Ramsey Middle	286	516	230	80%	
Seneca High Career Academy	2736	2633	-103	-4%	
Shawnee*	3554	3404	-150	-4%	
Southern High Career Academy	1911	1426	-485	-25%	*
Stuart Middle	458	677	219	48%	
Thomas Jefferson Middle	1744	2109	365	21%	
Valley High Career Academy	1607	468	-1139	-71%	*
Waggener Traditional High	1877	1709	-168	-9%	*
Western High	4200	3992	-208	-5%	*
Total	**39403**	**34026**	**-5377**	**-14%**	**13**

School Climate Transformation Grant Performance Report
Jefferson County Board of Education   PR/Award #: S184G140354
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Additional Information for Evaluation

Referrals – ECE (Special Education)

School	1314 ECEreferrals	1415 ECE referrals	ECE referralas change N	ECE referrals change %	5% or greater decrease
Ballard High	240	246	6	3%	
Crosby Middle	880	236	-644	-73%	*
Doss High Career Academy	454	629	175	39%	
Eastern High	943	1126	183	19%	
Fern Creek Traditional High	708	528	-180	-25%	*
Frost Middle	282	121	-161	-57%	*
Highland Middle	206	113	-93	-45%	*
Iroquois High Career Academy	790	479	-311	-39%	*
Kammerer Middle	245	154	-91	-37%	*
Knight Middle	182	142	-40	-22%	*
Moore Traditional	351	331	-20	-6%	*
Myers Middle @Wagner	341	307	-34	-10%	*
Olmsted Academy North	581	599	18	3%	
Pleasure Ridge Park High	329	242	-87	-26%	*
Ramsey Middle	117	194	77	66%	
Seneca High Career Academy	884	932	48	5%	
Shawnee*	1664	1569	-95	-6%	
Southern High Career Academy	687	579	-108	-16%	*
Stuart Middle	144	175	31	22%	
Thomas Jefferson Middle	663	653	-10	-2%	
Valley High Career Academy	394	172	-222	-56%	*
Waggener Traditional High	536	348	-188	-35%	*
Western High	1263	1051	-212	-17%	*
Total	**12884**	**10926**	**-1958**	**-15%**	**14**
*will be Valley Prep forward					

Suspensions – Overall

School	1314 suspensions	1415 suspensions	suspension change N	suspension change %	5% or greater decrease
Ballard High	381	347	-34	-9%	*
Crosby Middle	592	524	-68	-11%	*
Doss High Career Academy	294	335	41	14%	
Eastern High	435	407	-28	-6%	*
Fern Creek Traditional High	400	389	-11	-3%	
Frost Middle	239	152	-87	-36%	*
Highland Middle	336	558	222	66%	
Iroquois High Career Academy	382	662	280	73%	
Kammerer Middle	206	231	25	12%	
Knight Middle	258	145	-113	-44%	*
Moore Traditional	742	726	-16	-2%	
Myers Middle @Wagner	249	188	-61	-24%	*
Olmsted Academy North	202	263	61	30%	
Pleasure Ridge Park High	296	349	53	18%	
Ramsey Middle	71	387	316	445%	
Seneca High Career Academy	358	397	39	11%	
Shawnee*	361	695	334	93%	
Southern High Career Academ	445	534	89	20%	
Stuart Middle	219	171	-48	-22%	*
Thomas Jefferson Middle	304	390	86	28%	
Valley High Career Academy	714	585	-129	-18%	*
Waggener Traditional High	353	321	-32	-9%	*
Western High	402	404	2	0%	
Total	**7878**	**9160**	**1282**	**16%**	**9**

Exclusions – Overall

Due to a district-wide programmatic change that eliminated an alternative program for suspended students, the suspension incidences have increased district-wide. However, the exclusion of students had decreased. Exclusion takes into account the STOP program incidents since students were excluded from their school and were not provided transportation to the alternative site.

School	1314 suspensions	1314 suspensions+stop	1415 suspensions	Exclusion Change N	exclusion change %
Ballard High	381	501	347	-154	-31%
Crosby Middle	592	929	524	-405	-44%
Doss High Career Academy	294	294	335	41	14%
Eastern High	435	549	407	-142	-26%
Fern Creek Traditional High	400	416	389	-27	-6%
Frost Middle	239	269	152	-117	-43%
Highland Middle	336	478	558	80	17%
Iroquois High Career Academy	382	460	662	202	44%
Kammerer Middle	206	527	231	-296	-56%
Knight Middle	258	260	145	-115	-44%
Moore Traditional	742	754	726	-28	-4%
Myers Middle @Wagner	249	280	188	-92	-33%
Olmsted Academy North	202	262	263	1	0%
Pleasure Ridge Park High	296	373	349	-24	-6%
Ramsey Middle	71	328	387	59	18%
Seneca High Career Academy	358	362	397	35	10%
Shawnee*	361	432	695	263	61%
Southern High Career Academ	445	448	534	86	19%
Stuart Middle	219	417	171	-246	-59%
Thomas Jefferson Middle	304	319	390	71	22%
Valley High Career Academy	714	724	585	-139	-19%
Waggener Traditional High	353	381	321	-60	-16%
Western High	402	402	404	2	0%
Total	**8239**	**10165**	**9160**	**-1005**	**-10%**

*will be Valley Prep forward

School Climate Transformation Grant Performance Report
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Suspensions – Black

School	1314Black suspensions	1415 Black suspensions	Black suspension Change N	Black suspension change %	5% or greater decrease
Ballard High	272	236	-36	-13%	*
Crosby Middle	506	439	-67	-13%	*
Doss High Career Academy	210	226	16	8%	
Eastern High	280	222	-58	-21%	*
Fern Creek Traditional High	263	247	-16	-6%	*
Frost Middle	191	116	-75	-39%	*
Highland Middle	283	470	187	66%	
Iroquois High Career Academy	239	478	239	100%	
Kammerer Middle	161	193	32	20%	
Knight Middle	100	50	-50	-50%	*
Moore Traditional	449	452	3	1%	
Myers Middle @Wagner	205	166	-39	-19%	*
Olmsted Academy North	127	182	55	43%	
Pleasure Ridge Park High	163	218	55	34%	
Ramsey Middle	52	281	229	440%	
Seneca High Career Academy	253	277	24	9%	
Shawnee*	220	451	231	105%	
Southern High Career Academy	236	261	25	11%	
Stuart Middle	123	89	-34	-28%	*
Thomas Jefferson Middle	189	249	60	32%	
Valley High Career Academy	466	345	-121	-26%	*
Waggener Traditional High	265	211	-54	-20%	*
Western High	320	325	5	2%	
Total	5573	6184	611	11%	10

*will be Valley Prep forward

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Exclusions – Black

School	1314 black suspensions+stop	1415 Black suspensions	Black exclusions change N	Black exclusions change %
Ballard High	368	236	-132	-36%
Crosby Middle	787	439	-348	-44%
Doss High Career Academy	210	226	16	8%
Eastern High	357	222	-135	-38%
Fern Creek Traditional High	275	247	-28	-10%
Frost Middle	219	116	-103	-47%
Highland Middle	402	470	68	17%
Iroquois High Career Academy	290	478	188	65%
Kammerer Middle	410	193	-217	-53%
Knight Middle	102	50	-52	-51%
Moore Traditional	457	452	-5	-1%
Myers Middle @Wagner	228	166	-62	-27%
Olmsted Academy North	172	182	10	6%
Pleasure Ridge Park High	209	218	9	4%
Ramsey Middle	256	281	25	10%
Seneca High Career Academy	255	277	22	9%
Shawnee*	256	451	195	76%
Southern High Career Academy	236	261	25	11%
Stuart Middle	230	89	-141	-61%
Thomas Jefferson Middle	197	249	52	26%
Valley High Career Academy	475	345	-130	-27%
Waggener Traditional High	286	211	-75	-26%
Western High	320	325	5	2%
Total	6997	6184	-813	-12%
*will be Valley Prep forward				

Suspensions – ECE (Special Education)

School	1314ECE suspensions	1415 ECE suspensions	ECE suspension changeN	ECE suspension change %
Ballard High	47	75	28	60%
Crosby Middle	132	142	10	8%
Doss High Career Academy	58	84	26	45%
Eastern High	90	66	-24	-27%
Fern Creek Traditional High	86	86	0	0%
Frost Middle	41	19	-22	-54%
Highland Middle	58	84	26	45%
Iroquois High Career Academy	85	117	32	38%
Kammerer Middle	42	40	-2	-5%
Knight Middle	96	44	-52	-54%
Moore Traditional	152	123	-29	-19%
Myers Middle @Wagner	37	42	5	14%
Olmsted Academy North	67	83	16	24%
Pleasure Ridge Park High	36	52	16	44%
Ramsey Middle	22	101	79	359%
Seneca High Career Academy	92	98	6	7%
Shawnee*	97	159	62	64%
Southern High Career Academy	96	123	27	28%
Stuart Middle	40	33	-7	-18%
Thomas Jefferson Middle	76	76	0	0%
Valley High Career Academy	77	110	33	43%
Waggener Traditional High	86	56	-30	-35%
Western High	86	70	-16	-19%
Total	1699	1883	184	11%
*will be Valley Prep forward				

School Climate Transformation Grant Performance Report

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Additional Information for Evaluation

Exclusions – ECE (Special Education)

School	1314ECE suspension+stop	1415 ECE suspensions	ECE exclusion change N	ECE exclusions change %
Ballard High	68	75	7	10%
Crosby Middle	210	142	-68	-32%
Doss High Career Academy	58	84	26	45%
Eastern High	114	66	-48	-42%
Fern Creek Traditional High	88	86	-2	-2%
Frost Middle	48	19	-29	-60%
Highland Middle	78	84	6	8%
Iroquois High Career Academy	99	117	18	18%
Kammerer Middle	108	40	-68	-63%
Knight Middle	96	44	-52	-54%
Moore Traditional	154	123	-31	-20%
Myers Middle @Wagner	39	42	3	8%
Olmsted Academy North	79	83	4	5%
Pleasure Ridge Park High	49	52	3	6%
Ramsey Middle	102	101	-1	-1%
Seneca High Career Academy	95	98	3	3%
Shawnee*	123	159	36	29%
Southern High Career Academy	96	123	27	28%
Stuart Middle	64	33	-31	-48%
Thomas Jefferson Middle	78	76	-2	-3%
Valley High Career Academy	82	194	112	137%
Waggener Traditional High	87	56	-31	-36%
Western High	86	70	-16	-19%
Total	2101	1967	-134	-6%
*will be Valley Prep forward				

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Attendance – Overall

School	1314	1415	Change Rate	.69 or greater increase
Ballard High	94.40%	94.50%	0.10%	
Crosby Middle	95.50%	96.00%	0.50%	
Doss High Career Academy	91.70%	92.90%	1.20%	X
Eastern High	95.20%	95.20%	0.00%	
Fern Creek Traditional High	93.70%	93.70%	0.00%	
Frost Middle	98.50%	94.70%	-3.80%	
Highland Middle	98.60%	98.70%	0.10%	
Iroquois High Career Academy	95.60%	95.70%	0.10%	
Kammerer Middle	98.90%	95.70%	-3.20%	
Knight Middle	93.80%	94.40%	0.60%	
Moore Traditional	96.60%	96.80%	0.20%	
Myers Middle @Wagner	95.00%	95.10%	0.10%	
Olmsted Academy North	98.20%	98.30%	0.10%	
Pleasure Ridge Park High	96.70%	96.30%	-0.40%	
Ramsey Middle	95.60%	95.10%	-0.50%	
Seneca High Career Academy	91.60%	92.30%	0.70%	X
Shawnee*	98.30%	97.30%	-1.00%	
Southern High Career Academy	92.40%	92.40%	0.00%	
Stuart Middle	98.00%	93.90%	-4.10%	
Thomas Jefferson Middle	94.70%	95.10%	0.40%	
Valley High Career Academy	95.30%	96.70%	1.40%	X
Waggener Traditional High	91.70%	91.70%	0.00%	
Western High	96.10%	96.30%	0.20%	
Total Average Attendance	95.48%	95.17%	-0.32%	3
* Valley Prep moving forward	0.00%	97.90%		

Attendance – Black

School	1314Black	1415Black	Black Change Rate	Black .69 or greater increase
Ballard High	93.40%	93.90%	0.50%	
Crosby Middle	93.60%	94.60%	1.00%	X
Doss High Career Academy	92.30%	93.10%	0.80%	X
Eastern High	94.50%	94.80%	0.30%	
Fern Creek Traditional High	93.80%	93.70%	-0.10%	
Frost Middle	98.60%	94.70%	-3.90%	
Highland Middle	98.30%	98.30%	0.00%	
Iroquois High Career Academy	96.00%	95.70%	-0.30%	
Kammerer Middle	98.80%	95.40%	-3.40%	
Knight Middle	94.80%	95.70%	0.90%	X
Moore Traditional	97.10%	96.90%	-0.20%	
Myers Middle @Wagner	94.80%	94.90%	0.10%	
Olmsted Academy North	98.50%	98.60%	0.10%	
Pleasure Ridge Park High	96.70%	96.20%	-0.50%	
Ramsey Middle	95.40%	94.70%	-0.70%	
Seneca High Career Academy	92.00%	92.20%	0.20%	
Shawnee*	98.40%	97.30%	-1.10%	
Southern High Career Academy	93.20%	92.90%	-0.30%	
Stuart Middle	98.30%	94.80%	-3.50%	
Thomas Jefferson Middle	95.20%	95.20%	0.00%	
Valley High Career Academy	95.30%	97.00%	1.70%	X
Waggener Traditional High	91.60%	92.10%	0.50%	
Western High	96.10%	96.50%	0.40%	
Total Average Attendance	95.51%	95.18%	-0.33%	4
* Valley Prep moving forward	0.00%	97.90%		

Attendance – ECE (Special Education)

School	1314ECE	1415ECE	ECE change rate	ECE .69 or greater increase
Ballard High	93.40%	94.10%	0.70%	
Crosby Middle	93.70%	94.70%	1.00%	
Doss High Career Academy	92.60%	93.50%	0.90%	
Eastern High	95.10%	95.30%	0.20%	X
Fern Creek Traditional High	93.60%	94.10%	0.50%	
Frost Middle	98.40%	95.40%	-3.00%	X
Highland Middle	98.80%	98.40%	-0.40%	
Iroquois High Career Academy	94.90%	95.20%	0.30%	X
Kammerer Middle	98.70%	95.60%	-3.10%	
Knight Middle	93.50%	94.50%	1.00%	
Moore Traditional	96.30%	96.80%	0.50%	X
Myers Middle @Wagner	94.70%	93.40%	-1.30%	X
Olmsted Academy North	97.80%	98.00%	0.20%	
Pleasure Ridge Park High	96.60%	96.30%	-0.30%	
Ramsey Middle	95.00%	94.20%	-0.80%	
Seneca High Career Academy	90.70%	92.00%	1.30%	
Shawnee*	98.30%	97.20%	-1.10%	
Southern High Career Academy	93.10%	93.20%	0.10%	
Stuart Middle	97.90%	93.40%	-4.50%	
Thomas Jefferson Middle	94.50%	95.00%	0.50%	
Valley High Career Academy	96.20%	97.10%	0.90%	
Waggener Traditional High	91.50%	92.00%	0.50%	
Western High	95.70%	96.80%	1.10%	
Total Average Attendance	95.26%	95.05%	-0.21%	5
* Valley Prep moving forward	0.00%	98.20%		

Benchmarks of Quality (14-15 End Of Year Totals by Site)

School	Total Ratio	PBS Team Ratio	Faculty Commitment Ratio	Discipline Ratio	DataRatio	Expectations Ratio	Rewards Ratio	Lessions Ratio	Implementation Ratio	Evaluation Ratio	Classroom Ratio
Ballard High School	7%	50%	0%	36%	0%	0%	0%	0%	0%	0%	0%
Crosby Middle School	64%	67%	50%	82%	88%	91%	63%	44%	46%	54%	64%
Doss High School	45%	33%	50%	64%	38%	91%	31%	44%	15%	38%	50%
Eastern High School	54%	100%	33%	64%	75%	55%	38%	56%	54%	46%	50%
Fern Creek Traditional High School	10%	17%	17%	36%	25%	9%	0%	0%	0%	8%	7%
Frederick Law Olmstead Academy Nor	62%	50%	50%	91%	63%	64%	63%	33%	62%	62%	64%
Highland Middle School	42%	50%	67%	73%	38%	36%	38%	44%	23%	38%	36%
Iroquois High School	45%	83%	83%	55%	88%	45%	6%	44%	15%	38%	57%
John L Ramsey Middle School	46%	83%	33%	73%	50%	27%	31%	44%	54%	31%	50%
Kammerer Middle School	47%	100%	50%	55%	63%	55%	31%	33%	31%	38%	50%
Knight Middle School	81%	100%	83%	82%	88%	91%	56%	78%	85%	77%	93%
Moore Traditional School	47%	83%	67%	64%	75%	55%	44%	22%	23%	31%	43%
Myers Middle School	61%	100%	83%	73%	63%	82%	38%	44%	38%	62%	64%
Pleasure Ridge Park High School	53%	100%	67%	91%	63%	55%	19%	44%	38%	54%	50%
Robert Frost Middle School	72%	100%	83%	91%	75%	64%	44%	56%	77%	69%	86%
Seneca High School	51%	83%	50%	64%	50%	82%	44%	56%	38%	31%	43%
Southern High School	76%	83%	50%	82%	75%	91%	75%	78%	85%	77%	57%
Stuart Middle School	75%	100%	67%	100%	88%	82%	69%	33%	69%	69%	79%
Thomas Jefferson Middle School	71%	83%	83%	82%	50%	91%	56%	56%	54%	85%	79%
Valley Traditional High School	49%	100%	67%	64%	50%	64%	44%	33%	23%	38%	43%
Waggener Traditional High School	58%	67%	67%	73%	63%	64%	38%	44%	54%	62%	64%
Western High School	50%	50%	33%	64%	75%	91%	44%	11%	31%	46%	50%

Student Survey: Discipline Fairness and Behavior Expectations

- Three items were added to the Safe and Drug Free School Survey administered to middle and high school students in JCPS during Spring of 2014 and Spring 2015. These items center on student perceptions of discipline in terms of fairness, consistency and expectations.

- **Pre-Post Student Survey Results**

School	1314			1415		
	Punishments for student misbehavior at this school are fair	Students at this school understand expectations for their behavior	Students receive the same punishments for breaking the same rules	s for student misbehavior at this school are fair	Students at this school understand expectations for their behavior	receive the same punishments for breaking the same rules
Ballard High	55.4	59.5	47.2	55.1	53.4	45
Crosby Middle	66.9	57.4	57.2	71	59.4	60.8
Doss High Career Academy	56.6	56.8	51	57.3	50.8	48.6
Eastern High	54.2	59.5	47.1	49.2	59.2	43.6
Fern Creek Traditional High	57.1	56.4	49.7	68	62	57.1
Frost Middle	61.2	43.4	48.5	63.6	62.2	57.6
Highland Middle	70.8	50.3	56.5	61.9	40.4	47.2
Iroquois High Career Academ	61.8	55.1	53.2	58.1	51.5	52.5
Kammerer Middle	60.9	47.1	48.2	63.3	53.6	47.6
Knight Middle	47.5	51.9	46.3	59	50	51.8
Moore Traditional	56.5	46.8	49	56.8	47.1	44.1
Myers Middle @Wagner	55.1	42.8	50.8	57.5	52.6	52.5
Olmsted Academy North	61.7	54.8	51.1	60.1	52	51.4
Pleasure Ridge Park High	61.7	59.8	49.6	61.2	62.9	49.8
Ramsey Middle	64.1	56.4	56.5	60.7	57.6	55.5
Seneca High Career Academ	55.6	57.8	49.7	50.6	50.7	45.2
Shawnee*	47.6	52.2	49.3	53.9	55.1	48.6
Southern High Career Acader	55	52.1	44.8	56.1	52.9	45.7
Stuart Middle	57.3	46.2	49.2	54.7	42.9	47.1
Thomas Jefferson Middle	56.6	56.1	52.6	62.7	58.2	51.2
Valley High Career Academy	47.4	52.9	45.1	54.2	49.1	48.2
Waggener Traditional High	61.5	62.6	54.4	58.4	59.2	51.6
Western High	52	62.8	46.8	56.6	59.9	52.7

- **Pre-Post Student Change**
- Over half of the schools increased student's perception of punishment fairness and students understanding behavior expectations.

School	Change		
	Punishments for student misbehavior at this school are fair	Students at this school understand expectations for their behavior	Students receive the same punishments for breaking the same rules
Ballard High	-0.3	-6.1	-2.2
Crosby Middle	4.1	2	3.6
Doss High Career Academy	0.7	-6	-2.4
Eastern High	-5	-0.3	-3.5
Fern Creek Traditional High	10.9	5.6	7.4
Frost Middle	2.4	18.8	9.1
Highland Middle	-8.9	-9.9	-9.3
Iroquois High Career Academ	-3.7	-3.6	-0.7
Kammerer Middle	2.4	6.5	-0.6
Knight Middle	11.5	-1.9	5.5
Moore Traditional	0.3	0.3	-4.9
Myers Middle @Wagner	2.4	9.8	1.7
Olmsted Academy North	-1.6	-2.8	0.3
Pleasure Ridge Park High	-0.5	3.1	0.2
Ramsey Middle	-3.4	1.2	-1
Seneca High Career Academ	-5	-7.1	-4.5
Shawnee*	6.3	2.9	-0.7
Southern High Career Acader	1.1	0.8	0.9
Stuart Middle	-2.6	-3.3	-2.1
Thomas Jefferson Middle	6.1	2.1	-1.4
Valley High Career Academy	6.8	-3.8	3.1
Waggener Traditional High	-3.1	-3.4	-2.8
Western High	4.6	-2.9	5.9
Total	1.1	0.1	0.1
	13	12	10
	57%	52%	43%

Culturally Responsive-PBIS Walkthroughs

☐ **Walkthrough Constructs**

Construct	N of items	Total possible	Sample Items: During the time of the walkthrough...
Safety and procedures	6	18	-Do the common area appear to have an adequate number of adults/supervisors for the size and context of the area? -Is student entry into the area orderly? -Is there crowding during transitions?
School wide expectations and appearance	5	21	-Are there 3-5 positively stated school-wide expectations/guidelines for success posted -Student work and visual posters demonstrate positivity and school pride -Area is clean, clutter, and litter free
Productivity and routines	4	18	-Students appear familiar with routines and procedures -% of students engaged in activity appropriate to the setting -Time allotted for the task
Positive, respectful and equitable School Environment (focus on interactions between adults/students students/students and adult/adult; and equity)	15	46	-Adults speak to all students with dignity and respect when providing correction. - student interactions are positive and respectful -Verbal and non-verbal adult behaviors demonstrate positive interactions/relationships with students -Corrections to student behavior stated is specific and reinforces school-wide expectations. -Posters and student work reflect the diversity of the student body

☐ **Process**

- o Walkthroughs were completed on all grant schools. 4 team members that represent data management and Diversity and equity department were trained and conducted walkthroughs. High inter-rater reliability among team was established.

- o 2 observers – 2 ½ hour visits including debrief with Principal sharing preliminary feedback on what was observed (strengths and areas for growth) .

  - ▪ During feedback with Principals we are also inquiring about the top challenges they feel they need more district support with so we can communicate that back to district leadership and PBIS team.

- o More detailed report for coaches and school teams & follow-up supports from coaches/PBIS district team.

- o Continued emphasis on modeling for schools what we are asking them to do with students and staff – remain positive, focus on strengths and give specific next steps to support manageable implementation.

☐ **Summary of Findings**

- o As expected implementation appears to vary widely across schools at each level.

- o Some key findings around support needs have emerged from the informal interviews conducted after each walkthrough with Principals. When available, some of the PBIS team members joined the debriefs following the walkthroughs.

  - ▪ Principals and PBIS leads would like more "how to's" specifically, and TIME to meet with whole staff to communicate PBIS work to get whole staff on board

  - ▪ Principals would like best practice resources/materials for specific areas like effective use of ISAP, class cutting consequences, restorative practices, and effective alternatives to suspensions especially for

18

students with chronic misbehavior, neighborhood vs school cultural clashes, etc.

- In elementary and middle school grades, the Principals shared that one of their biggest challenges in terms of PBIS implementation is with Tier III students who come in and out throughout the whole school year which can disrupt the Tier III intervention system in terms of time and individual attention capacity for those students because. The additional resources that may be needed to support Tier III students don't usually follow the students as they move throughout the year. This coupled with the already large concentrations of poverty in many of the schools is one of the main challenges identified by Principals.

☐ **Other PBIS data related supports to PBIS schools**

   o In addition to discipline referral data and trends, the school teams have received during training:

- Analysis of suspended students vs. non suspended reading proficiency data to reinforce connections between academic and discipline data

- Safe and drug free student survey data (middle and high) on student/student physical and emotional violence as students' perception of discipline fairness and extent to which other students understand expectations for behavior.

- Professional Development training on data use focusing on need for consistency of administering discipline and data entry process (clean and consistent data), how to access school climate data and ways to use the data with staff and students to re-focus and improve communication and maintain an emphasis on school climate.

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☐ **Sample Walkthrough Report to Schools**

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Overview

The Purpose:

The PBIS walkthroughs are being conducted to help the district gauge overall implementation progress and provide formative feedback to district and school staff on strengths and support needs. The findings in this report are not intended to be used for punitive purposes. The district PBIS support and evaluation team are committed to engaging in a positive approach to long-term change while providing feedback to help facilitate specific and manageable implementation progress.

Keep in Mind:

We are well aware that a two hour walkthrough offers a very small snapshot in time. As such, **these walkthrough findings do not provide the full picture of implementation efforts your team and school have been engaged in.** A meaningful assessment of implementation at each school site requires a holistic view of various data points (e.g., Benchmarks of Quality, teacher and student survey data, discipline data) – but we do hope this will be a helpful piece of feedback.

The Process:

A team of four observers were trained on a walkthrough tool and demonstrated high reliability at the start of this process. The observer's independent scores were averaged to get total scores. The debriefs occurring after each walkthrough with Principals and other staff (when available) are being summarized to communicate to the district PBIS leadership staff where they may need to increase and targeting future support to schools and school PBIS teams.

The Tool:

The walkthrough instrument focuses on various aspects of PBIS implementation that schools received training on beginning in the 13-14 school year. The tool incorporates items used in many districts across the country around the key constructs in this report.

How to Use:

Please review this report with your team and consider the areas for growth and those constructs with lower scores. In the areas with lower scores, please review the notes section for specific issues to consider addressing with your team and district PBIS support person. **Importantly, we also hope you communicate the strengths that were noted to celebrate the great efforts you and your staff are making despite the challenges you face.**

Executive Summary

The illustration below provides a quick glance of the findings for each walkthrough construct, as well as the counts of positive and negative interactions observed. Specific construct scores for each section with notes are in the findings section.

Summary of Findings

Safety, Procedures & Transitions

LOW MEDIUM HIGH

Productivity and Routines

LOW MEDIUM HIGH

Expectations & Appearance

LOW MEDIUM HIGH

Positive, Respectful Environment

LOW MEDIUM HIGH

Positive to Negative

During the walkthrough window, the following number of positive to negative interactions were observed:

9 Positive / **7** Negative

Below is the summary provided following the walkthrough that reflect overall areas of strength and growth also reflected in the construct scores on the following page.

Areas of Strength	Areas for Growth
▪ Beautiful visual demonstrations of school pride, student work and diversity represented very well! ▪ Building clean and bright	▪ Consider adding expectation posters to ALL common areas (hallways, restrooms, stairwells) with staff and student input. ▪ Consider increasing adult supervision during transitions/hallways/stairwells ▪ Consider explicitly communicating the use of common language among all staff

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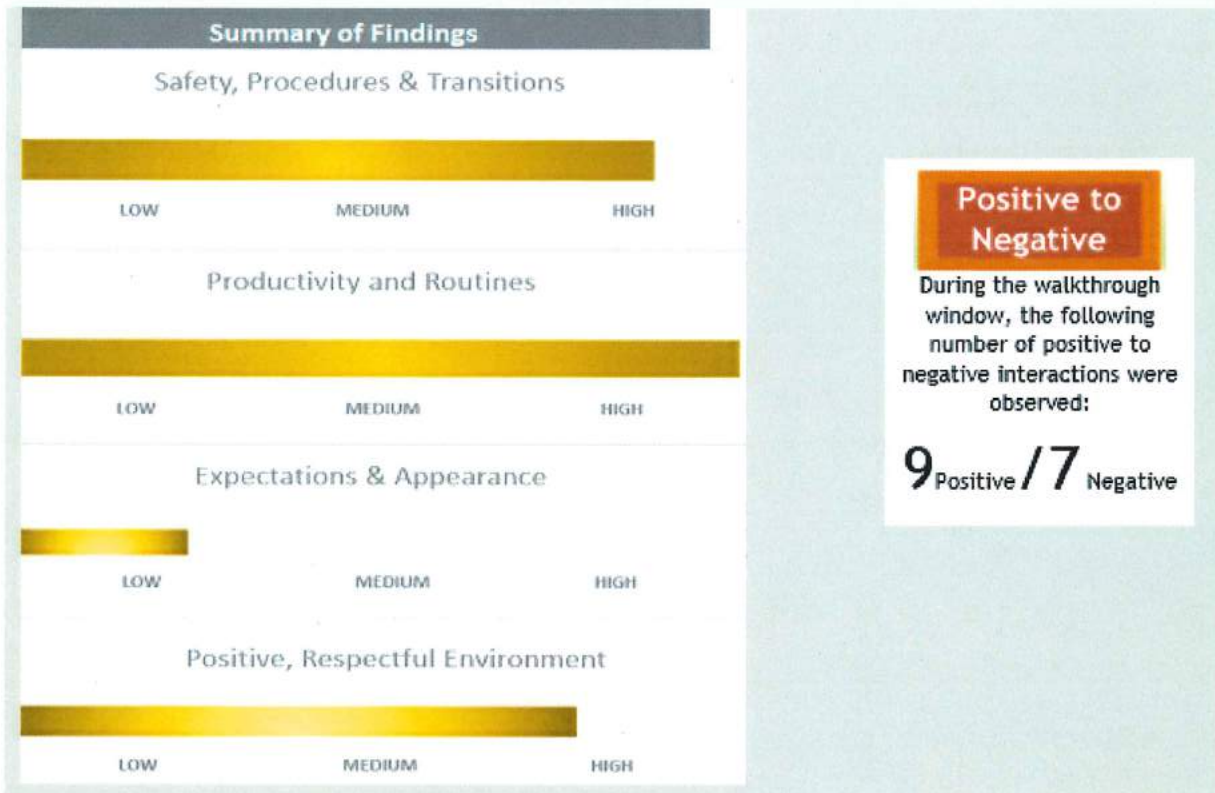OMB Control Number: 1894-0008   Expiration Date: 06/30/2017
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Results

Safety, Procedures & Transitions

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Area	Possible	Score	Notes and Considerations
Cafeteria	6	5	
Stairwells	6	6	- Increase supervision when students exit cafeteria
Restrooms	6	5	- Work towards orderly entry of restrooms
Total	**18**	**16**	

Productivity & Routines

21

Area	Possible	Score	Notes and Considerations
Cafeteria	7	7	
Stairwells	7	7	-students generally appear to know routines and procedures in common areas
Restrooms	7	7	
Total	**21**	**21**	

School-wide Expectations and Appearance

5

Area	Possible	Score	Notes and Considerations
Cafeteria	5	4	- Ensure the behavior expectation posters accompany the consequence posters in cafeteria
Stairwells	5	1	- Post behavior expectations in stairwells, restrooms and hallways
Restrooms	5	0	- Observed a teacher re-enforcing stairwell expectations to her class!
Hallways	3	0	- Very nice visual acknowledgement of students making gains outside of a
Total	**18**	**5**	classroom; 3rd floor particularly nice student work and great science display!

Positive, Respectful and Equitable School Environment

36

	Possible	Score	Notes to Consider
Positive Interactions	22	18	- In cafeteria and in office and one hallway the interactions were very positive - however during hallway walks, there were
Correcting Behavior	12	8	several classrooms where teacher - student interaction was
Respect for Diversity	3	3	audibly loud and negative indicating possible classroom
Cleanliness	3	2.5	management challenges.
Overall Climate	6	4.5	- Very nice displays of diversity, colorful and bright.
Total	46	36	

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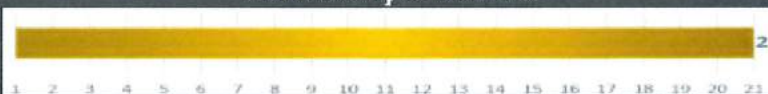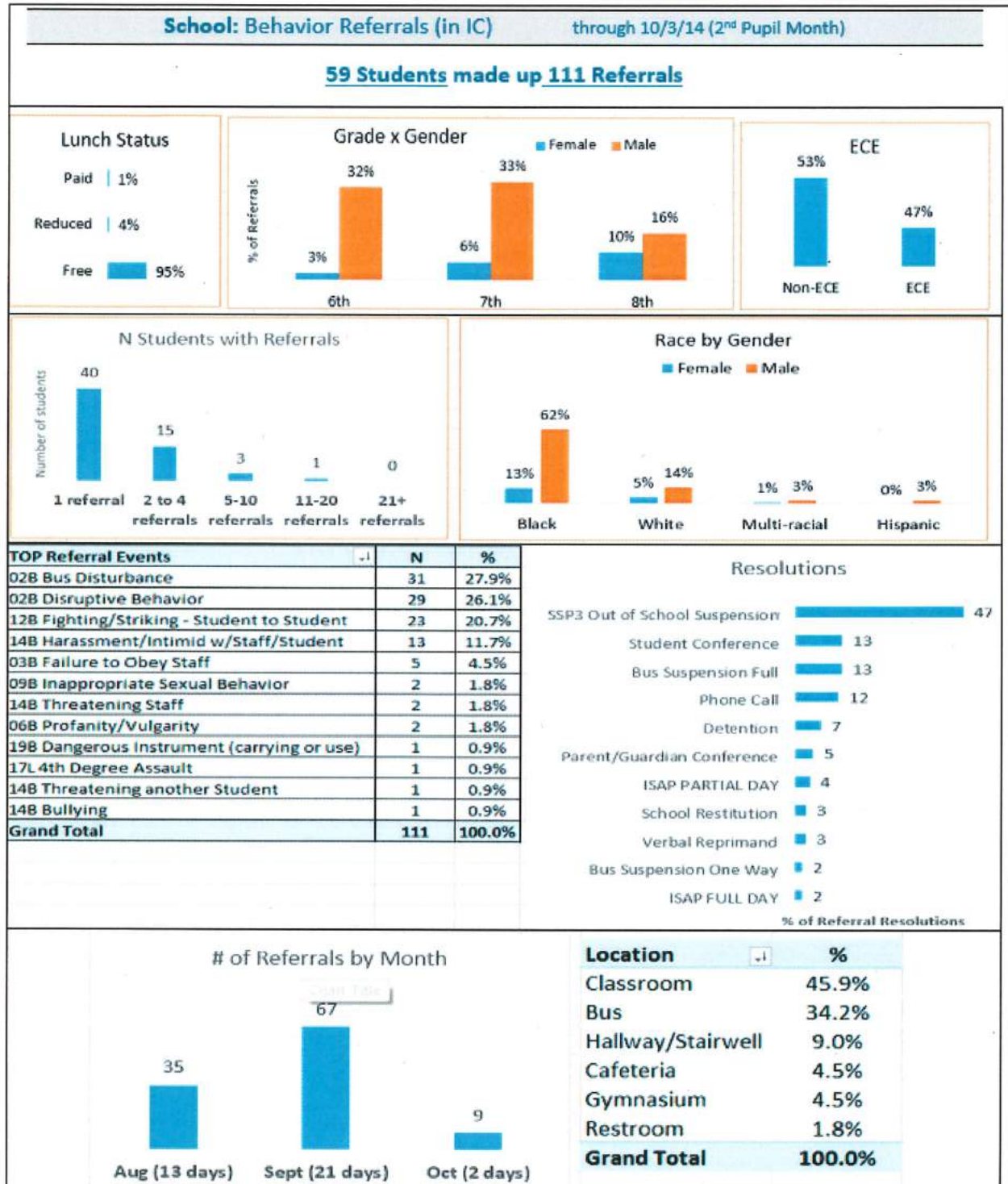Additional Information for Evaluation

Example Data Reports PBIS teams use in training and with staff to review Discipline Data

School: Behavior Referrals (in IC)   through 10/3/14 (2nd Pupil Month)

59 Students made up 111 Referrals

Lunch Status
- Paid | 1%
- Reduced | 4%
- Free | 95%

Grade x Gender (Female / Male) — % of Referrals
- 6th: 3% / 32%
- 7th: 6% / 33%
- 8th: 10% / 16%

ECE
- Non-ECE: 53%
- ECE: 47%

N Students with Referrals (Number of students)
- 1 referral: 40
- 2 to 4 referrals: 15
- 5-10 referrals: 3
- 11-20 referrals: 1
- 21+ referrals: 0

Race by Gender (Female / Male)
- Black: 13% / 62%
- White: 5% / 14%
- Multi-racial: 1% / 3%
- Hispanic: 0% / 3%

TOP Referral Events	N	%
02B Bus Disturbance	31	27.9%
02B Disruptive Behavior	29	26.1%
12B Fighting/Striking - Student to Student	23	20.7%
14B Harassment/Intimid w/Staff/Student	13	11.7%
03B Failure to Obey Staff	5	4.5%
09B Inappropriate Sexual Behavior	2	1.8%
14B Threatening Staff	2	1.8%
06B Profanity/Vulgarity	2	1.8%
19B Dangerous Instrument (carrying or use)	1	0.9%
17L 4th Degree Assault	1	0.9%
14B Threatening another Student	1	0.9%
14B Bullying	1	0.9%
Grand Total	111	100.0%

Resolutions (% of Referral Resolutions)
- SSP3 Out of School Suspension: 47
- Student Conference: 13
- Bus Suspension Full: 13
- Phone Call: 12
- Detention: 7
- Parent/Guardian Conference: 5
- ISAP PARTIAL DAY: 4
- School Restitution: 3
- Verbal Reprimand: 3
- Bus Suspension One Way: 2
- ISAP FULL DAY: 2

# of Referrals by Month
- Aug (13 days): 35
- Sept (21 days): 67
- Oct (2 days): 9

Location	%
Classroom	45.9%
Bus	34.2%
Hallway/Stairwell	9.0%
Cafeteria	4.5%
Gymnasium	4.5%
Restroom	1.8%
Grand Total	100.0%

Top 10 Students and Staff

dents listed by Student ID and Staff names available to school administrators upon request

Top 10 Students ⌄	N	Top Staff	N
425723	13	Staff A	33
419580	8	Staff B	16
219876	5	Staff C	7
517068	5	Staff D	6
493504	4	Staff E	6
242259	4	Staff F	4
423041	4	Staff G	4
491132	3	Staff H	3
515119	3	Staff I	3
423201	3	Staff J	2

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Screenshots of data dashboard: Attendance and Suspensions by Groups

14-15 School Suspension & Attendance Statistics Through School

#1 Suspension Reason: 12B
Fighting/Striking - Student to Student

Printer-Frie

	Current Enrollment Statistics				Suspension Statistics (for ALL suspensions...not just the #1 Reason)											
	Student Count		% of Population		Distinct Students Suspended		# of Suspensions		% of Suspensions		Disproportionality Gap				Total Days Suspended	
	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year	PY RATE	CY RATE	PY White-Black Gap	CY White-Black Gap	Prior Year	Current Year
Asian	946	981	3.5%	3.6%	26	31	34	43	0.5%	0.6%	2.7%	3.2%	-	-	146	166
Black or African American	9725	10074	36.1%	36.5%	2245	2386	4085	4476	64.1%	64.2%	23.1%	23.7%	-14.6%	-14.8%	13326	14213
Hispanic / Latino	1685	1951	6.3%	7.1%	155	178	235	253	3.7%	3.6%	9.2%	9.1%	-	-	909	789
White	14110	14038	52.4%	50.8%	1195	1248	1914	2074	30.0%	29.7%	8.5%	8.9%	-14.6%	-14.8%	6604	6340
Other	477	579	1.8%	2.1%	67	79	109	130	1.7%	1.9%	14.0%	13.6%	-	-	355	367
Totals:	26943	27623	-	-	3688	3922	6377	6976	-	-	13.7%	14.2%	-	-	21340	21875
At Risk	16154	16711	60.0%	60.5%	3058	2893	5456	5265	85.6%	75.5%	18.9%	17.3%	-	-	17869	16059
ECE	2196	2467	8.2%	8.9%	598	716	1117	1349	17.5%	19.3%	27.2%	29.0%	-	-	2095	2524
ESL	1960	1075	7.3%	7.3%	145	79	190	105	3.0%	1.5%	7.4%	7.3%	-	-	758	351
Gap	18578	19515	69.0%	70.6%	3307	3576	5816	6439	91.2%	92.3%	17.8%	18.3%	-	-	19115	19957

Attendance Statistics									
Bus Suspensions (#/Days)		Attendance Rate		Excused Absences		Unexcused Absences		ISAP	
Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year
0/0	8/10	97.0%	97.1%	3167	3272.5	3732.5	3753	33	25
166/408	140/394	95.4%	95.2%	39062	41514	101201.5	114611	4156	2911
9/32	9/22	95.6%	95.4%	7263	8746.5	15058	19517.5	257	228
42/410	39/110	95.4%	95.3%	86661	90966	105054	113280	2538	1589
0/0	6/9	95.9%	95.2%	2627	3416.5	3782	5123	158	88
217/850	202/545	95.5%	94.5%	138780	147915.5	228828	256284.5	7142	4841
191/779	157/316	94.9%	95.3%	86613	87610.5	179728.5	182082.5	208	195
53/92	44/108	95.1%	95.0%	11712.5	13353.5	26223.5	32869.5	22	38
17/57	2/1	95.9%	95.0%	6873.5	4126	12993.5	8458.5	5	2