

# Teacher and Learner Collaboration – Evaluation 2009-2010

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## **BACKGROUND**

The purpose of the Teachers and Learners Collaborating for Success (TLC) program is to assist elementary teachers with children who have issues with learning related to behavior. The program is a collaborative model intended to assist the classroom teacher in addressing instructional and behavioral needs for children. The goal is for the classroom teacher and the collaborative teacher to plan together to assist children who have issues with learning related to behavior.

The TLC program involves the collaborative teacher working in the classroom with small groups of targeted children to provide instructional support and behavior interventions. The collaborative teacher also models instructional behavioral interventions for the classroom teacher.

The following elementary schools were selected, with input from JCPS central office, to participate in the TLC program full-time: Atkinson, Blake, Crums Lane, Layne, Roosevelt-Perry, and Semple. The following schools split a full-time position between the two schools listed: Camp Taylor and Frayser, Eisenhower and Kerrick, Hartstern and Smyrna, and Dixie and Sanders. The requirements for school participation were that:

- schools must agree to participate and implement the program,
- program must be collaborative,
- selected program model must occur in the regular classroom setting,
- selected program model must focus on and ensure student success,
- common planning times must be established for the participating staff in order to successfully implement and evaluate the effectiveness of instruction and behavior interventions designed for identified students,
- school must have a fully functioning SST,
- school must implement the JCPS Student Management Plan, and
- Principal and Counselor will participate in the implementation of the program in the school.

Criteria for selection of the school site consisted of the following data: suspensions, referrals for BEST services, POPS referrals, attendance, free/reduced lunch, student needs (i.e., mobility, single parent households, poverty), academic index, reading index, novice in reading of African Americans on free/reduced lunch, and math index.

The criteria for selection of the TLC Collaborative teacher were: knowledge and experience in effective teacher collaboration, a master's degree and 5 years experience implementing differentiated instructional practices, experience in behavior management techniques, and knowledge working with community agencies to help support students and families.

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## **TLC SCHOOL LEVEL DESCRIPTORS: GOALS AND PRIMARY RESPONSIBILITIES**

Each school can use the TLC resource teacher at their discretion, within the framework provided above, to best meet their student and teacher needs. The following section provides the school's description of the school's goals for the TLC resource teacher and their primary responsibilities. This information was gathered through a principal survey and a TLC coordinator survey.

### *Atkinson*

The goals for Atkinson's TLC Program was to reduce suspensions by 40% or more and to increase student achievement by a) creating safer learning environments and b) keeping students in school more with improved attendance. The TLC Resource Teacher

- was the Director of our Positive Action Center (PAC)—this was designed to identify students who needed to learn "Replacement Behaviors" and provide instruction and support that taught those behaviors,
- was part of our Student Response Team (SRT) which was utilized to stabilize classrooms, guide teachers in classroom management strategies and respond to individual student needs,
- was a member of our Student Support Team (SST) where she helped in our individual approach to each child's needs. Through this she did home visits, family support visits and mentoring for individual students,
- was an integral part of our Instructional Coaching Team—she specifically coached teachers with high numbers of special education students and those young teachers who needed help with classroom management strategies,
- conducted Groups for Improvement (GFI)—these groups were with high needs students to address issues that involve interactions with others, coping and calming practice, etc., and
- collaborated with both our Attendance Team and our Demonstration Site Teachers in order to support improved attendance and to make home visits to bring students to school.

### *Blake*

The TLC program goal at Blake is to reduce suspensions. The primary responsibilities were:

- to assist the counselor and the principal w/behavior management plan,
- to develop a plan and collect data on repeat offenders,
- to handle all bus referrals, and
- to work with teachers on behavioral management plans for disruptive students.

### *Camp Taylor*

The primary goal is to serve as a support to at-risk students so that classroom productivity will increase and disruptive behaviors will decrease. The primary responsibilities were:

- to collaborate with teachers and counselor to develop Behavior Management Plans,
- to meet with students throughout the school day to work on social skills/self-management strategies , and
- to serve as support to students in learning environment

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## *Crums Lane*

The TLC Resource Teacher supported students' learning by helping students work through behavioral issues to be able to continue learning in their classrooms. She supported instruction by providing teachers the opportunity to maintain the focus on instruction. Before the principal arrived the TLC Resource Teacher had been given multiple tasks to support the school – these ranged from being the BAC to entering assessments on line and monitoring buses. As the year progressed, the TLC Resource Teacher moved more toward supporting student learning in engaging them in reading lessons and continuing to monitor student behavior.

## *Dixie*

Dixie's goal for the TLC was to identify intensive students and develop appropriate interventions to reduce the amount of instructional time being lost. The primary strategy to improve student behavior was with positive reinforcements and with consistent consequences. Additionally, a primary responsibility of the TLC resource teacher was to support teachers and student achievement in both instruction and in behavior.

The TLC Resource Teacher modeled behavior interventions, assisted in the development of behavior modification systems for classrooms and individual students and served as a resource for the staff in job embedded PD sessions. The following is a listing of the roles and services provided by the TLC resource teacher:

- Positive/ Behavior Needs met with phone calls home
- Behavior Intervention Strategies for new teachers introduced
- Classroom observations
- Teacher Support
- Provide materials needed for the classroom teacher as needed
- Time out for students who are in need
- Small group meetings with students who are in need of behavior strategies
- Student mentoring
- Behavior record keeping
- ECE Collaboration
- Home visits
- Accompanied classes on field trips as needed
- Bus and Behavior Referrals
- An active member of the staff in all school activities
- Planning field trips and other motivating activities for the school

## *Eisenhower*

The TLC program goals at Eisenhower were to decrease discipline referrals, suspensions, and ECE referrals for EBD. Additional expectations were to increase attendance and to develop a positive relationship with the students and their parents toward the school.

The primary responsibilities for the TLC resource teacher were:

- to support supervision during transition times (morning arrival, afternoon dismissal, class changes, and lunch times),
- provide student support/mentoring with students we targeted based on previous data,

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- conference with students regarding discipline and bus referrals,
- social skills instruction,
- parent conferences and home visits,
- work with completing BIPs and FBAs, especially the collecting and monitoring of data, and
- conduct small groups on positive school behaviors (conflict resolution, self-control, etc.).

### *Frayser*

The primary goal of the TLC program at Frayser was to serve as support to at-risk students so that classroom productivity will increase and disruptive behaviors will decrease. The primary responsibilities were:

- collaborating with teachers and counselor to develop Behavior Management Plans,
- meeting with students throughout school day to work on social skills/self-management strategies, and
- serving as a support to students in their learning environment.

### *Hartstern*

The goal of the TLC program at Hartstern was to work directly with the students individually or in small groups. The primary responsibilities include:

- being in the classroom observing behavior and giving teachers feedback (toward the beginning of the year) and working with individual and small groups,
- working extensively, including creating and designing posters, designing layout of the classroom, and co-planning and co-teaching lessons, in an EBD classroom working with a new teacher. Additionally, the TLC helped with the implementation of Math Investigations, Rigby, and Care for Kids in the EBD classroom and to encourage a full delivery of all curricular strands to meet varied needs of the classroom population,
- counseling students who exhibited frequent misbehavior in the classroom, special area, or transition areas,
- Creating program or events to invite parents into the school to establish communication between school and home (ex. tea party and picnic),
- accompanying classes on fieldtrips to assist with children who exhibited frequent uncontrollable behaviors,
- helping provide support in writing Behavior Intervention Plans and Individual Educational Plans (IEP),
- restraining or assisting in the restraint of uncontrollable violent children who presented a danger to themselves or others in the school/classroom,
- assisting with de-escalation of events or crisis situations involving students and teachers, and
- supporting the classroom teachers in the primary and intermediate classrooms.

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## *Kerrick*

The goal of the TLC at Kerrick was to provide mentoring and support for students to be more successful academically and behaviorally and to assist staff with creating a positive school climate. The primary responsibilities included:

- handling bus and office disciplinary referrals,
- contacting parents concerning student discipline,
- providing support to teachers with strategies and activities,
- developing behavior intervention plans for students,
- supervising behavior at breakfast and lunch,
- creating positive relationships between school and parents.
- assisting in the classroom, and
- providing feedback and coaching.

## *Layne*

The goals and primary responsibilities of the TLC resource teacher at Layne were:

- work with our students who have behavior problems that, without intervention, could lead to placement in self-contained behavior classes or alternate school settings,
- work with these students on anger management, impulse control strategies and options for appropriate expressions of anger,
- provide crisis intervention with these students,
- assist the teachers with the development of additional behavior management techniques to use with these children,
- collaborate in several of the classrooms who had more than one student with severe behavioral intervention,
- observe, provide feedback and work with teachers to modify classroom management strategies,
- work with teachers and our counselor to review FBAs and BIPs and to revise those as needed,
- support our students' families, assist them with their child's behaviors and provide suggestions to reinforce what their child was learning at school, and
- work with small groups of children on both social and academic skills.

## *Roosevelt-Perry*

The goal of the TLC program at Roosevelt-Perry was to help targeted students with academic and behavioral interventions so they could be successful in class. The primary responsibilities of the TLC resource teacher were:

- to meet with targeted students individually or in small groups to address or manage behavioral issues so they could be successful in class,
- to reduce out of school suspensions,
- provide support to teachers and students, and
- implement CARE for KIDS approach to discipline.

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## *Sanders*

The goals of the TLC program at Sanders were improve student behavior with positive reinforcement, improve student achievement with small group interventions, and support teacher improvement with best practices. The primary responsibilities included:

- conduct small group positive outreach,
- supervise small group math interventions (Success Maker),
- do small group reading interventions (Success Maker Reading Lunch Bunch),
- make positive calls home, behavior contracts, and Seven County Referrals,
- give teacher support at the primary level focusing on multi- sensory lessons and music/learning,
- provide teacher support at the intermediate level focusing on “Best Practice Instruction”, Math Investigations, and classroom management,
- support staff morale by finding ways to keep staff motivated, energetic, and excited about teaching and learning,
- provide job-embedded PD,
- do classroom observations w/ input for creating a better class management system that would help with create positive behavior,
- accompany classes on field trips,
- be a mentor to newer teachers,
- help run or manage the FRC when the resource teacher was not in the building, and
- act on bus referrals.

## *Semple*

The goal of Semple’s TLC program is to work collaboratively with teachers, staff, students, and parents to promote positive behavior choices and develop individual plans for our most intensive students. Another goal was to reduce behavior referrals and increase academic performance. The primary responsibilities were to:

- coach teachers and students in positive behaviors,
- create individual plans for students and collaborate w/ staff and parents to implement,
- model lessons in the classroom,
- conduct social skills group for targeted students,
- be a liaison with community resources – Seven Counties, ACUTE, IMPACT, etc.,
- be a resource for ECE teachers and other support staff regarding individual students,
- oversee “opportunity areas” in classrooms,
- provide peer mediation,
- manage the Star Student Program,
- work with individual students on behavior contracts, and
- collaborate with teachers, parents, and administrators to create and implement individual behavior intervention plans.

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## *Smyrna*

The goal of the TLC program at Smyrna was to reduce behavioral incidents and support teachers in the classroom. The primary responsibilities of the TLC resource teacher included:

- identifying targeted students in need of support service,
- working collaboratively/supportively with staff, community, and families and facilitates parent/school partnerships,
- assisting, supporting, and modeling with teachers effective classroom management strategies, instructionally and socially, including designing and implementing IBP's,
- providing training and follow-up training in behavior management,
- Evaluating, tracking, and reporting on each targeted student's progress,
- assisting in developing and maintaining targeted student progress records,
- designing and implementing effective behavior intervention plans, including social skills groups,
- receiving certification in Safe Crisis Management (SCM),
- serving on and/or advises various school teams/committees, such as SST, as appropriate,
- collaborating with 5<sup>th</sup> grade teachers on lesson design and implementation of instruction to all students embedding behavioral interventions and strategies,
- collaborating with EBD classroom teacher and assistant on lesson design and implementation,
- collaborating w/ Kindergarten classroom teachers and assistance on lesson design and embedding behavioral interventions into classroom delivery,
- processing referrals for behavior infractions across the school K-5 grades,
- supporting work of the 5<sup>th</sup> grade teachers all three intermediate classrooms.
- helping with the implementation of Math Investigations, and developed behavior plans for specific students in a specific classroom,
- collaborating w/ Kindergarten teachers to embed behavior intervention and strategies in classroom, and
- counseling students and provide due process and consequences for behavioral offences.

## **PROGRAM EVALUATION**

The purpose of the evaluation is to determine the effectiveness of this program. Effectiveness is determined by reduction in referrals (BEST and POPS), reduced suspension rates, and increased attendance for the students that are most at-risk. Each school can determine the best use of the TLC Coordinator to achieve these outcomes. The evaluation of the TLC program includes the following data:

- characteristics of the students being served,
- number of suspensions (by students and by school)
- number of referrals for POPS
- number of referrals for BEST services
- attendance for identified students

## *Student Demographics and KCCT Data*

The TLC program served 778 students this past year, compared to 793 from the year before. The demographics of the TLC program, served in 2009-2010, are:

- fairly balanced between 2<sup>nd</sup> through 5<sup>th</sup> grade (18% to 21% per grade level),

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- 61% African-American, 33% White, and 6% other,
- 68% male and 32% female,
- 93% qualify for free or reduced lunch,
- 24% ECE, and
- 6% mobility.

Additionally 24% of the students qualified for ECE services, which is higher than the district average of 14%, and 50 (6%) students that were being served change schools. Table 1: Student Demographics contains a breakdown of these totals by school.

The majority (61%) of the students did not have a KCCT score on file. These students primarily (455 out of the 485) had not taken the KCCT test or were 3<sup>rd</sup> graders in 2009-10 and have not yet received their scores. The following data represents baseline KCCT data. Of the students with KCCT scores in reading, 69 were novice (24%), 94 were apprentice (32%), and 130 were proficient/distinguished (44%). Of the students with KCCT scores in mathematics, 80 were novice (27%), 84 were apprentice (29%), and 129 were proficient/distinguished (44%). Table 2: KCCT Data provides more information by school. Further analysis will be conducted once 09-10 KCCT scores are available.

### *Attendance, Number of Suspensions, Referrals for POPS, and Referrals for BEST Services*

There was a marginal increase (+0.02) when examining the attendance percentage of the TLC schools compared to a slight decrease (-0.04) at the district level. Of the 14 schools, 6 increased and 4 decreased by less than a half a percentage point, while 2 increased and 2 decreased by more than a half a percentage point. When examining the suspension rates, one school had 0 suspensions for the third year in a row, 3 schools have a 3 year trend of decreasing suspensions, 5 schools have a three year trend of increasing suspensions, and 5 schools have fluctuated in the number of suspensions over the past three years. Overall, the suspension rate has gone up slightly (1.79) for the TLC schools as well as the district (1.46). When comparing the schools with a full-time TLC Resource Teacher to schools with a part-time TLC Resource Teacher, we notice that the attendance rate is about the same, but the schools with a full-time TLC Resource Teacher have nearly twice the suspension rate. Some possible explanations are the students may tend to act out more, these schools may be more likely to use suspension as a disciplinary action, the schools with a full-time TLC may have a greater need for the program, or a combination of the above. Table 3: School Attendance Rates and Suspensions has more details regarding the attendance rates and suspensions.

All but one of the TLC groups of students had lower attendance than the total student population (Hartstern was the lone exception). On average, the TLC students were absent 1.36% more than the student population at-large. For the TLC student groups, there was an average of 18 occurrences per school (allowing for multiple occurrences per one student), and an average of 9.75 individual TLC students per school. On average 15% of the TLC students were suspended at least one day. It is important to note that the TLC students were chosen to be in the program because they were more likely to be at-risk in areas of attendance, behavior, or grades. Table 4: TLC Student Attendance Rates and Suspensions gives a breakdown by school.

Examining the attendance of the TLC students in 2009-2010 compared to 2008-2009, there is significant increases. All schools' TLC students showed an increase in attendance, ranging from .27% to



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4.67%. The mean increase was nearly 2% per group of TLC students. The three schools that had over a 3% increase were Kerrick Elementary School (4.67%), Hartstern Elementary School (3.40%), and Atkinson Elementary School (3.08%). Dixie Elementary School, Eisenhower Elementary School, and Smyrna Elementary Schools did not have TLC attendance data from 2008-2009. For a complete listing of schools and the change in their TLC student attendance rates, see Table 5: 08-09 vs 09-10 TLC Student Attendance Rates.

When comparing the suspension data for the TLC students from 2008-2009 to 2009-2010, there is a slight overall decrease in both total number of days and the number of individual students suspended. Examining the individual schools for which we have two years of data, three schools showed a decrease in the total number of suspension days, four schools showed an increase, and two schools showed no change (one of which had 0 days suspended for both years). Similarly, when examining the individual TLC student suspension data, three schools showed a decrease, five showed an increase, and one showed no change (0 days suspended both years). There was a wide variation in this data. To examine all the schools' TLC suspension data for 2008-2009 compared to 2009-2010 see Table 6: 08-09 vs 09-10 TLC Suspensions (including days at STOP).

The original cohort of TLC schools had a reduction of 1.71 referrals to the BEST Program. Cohort II had a slight rise at .43. Both cohorts were averaging approximately 2.0 referrals per school. Of the original cohort there were no schools that were showing a three year trend of reducing referrals. Both the original cohort of TLC schools and Cohort II had an average reduction of 1.14 referrals to POP. Only Smyrna, of the original cohort, went down three consecutive years (Camp Taylor has not made a referral to POP in any of the three years). Table 7: POP and BEST Referrals shows each school number of referrals.

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TABLE 1: Student Demographics

	Atkinson	Camp Taylor	Crums Lane	Dixie	Eisenhower	Frayser	Hartstern	Kerrick	Roosevelt-Perry	Sanders	Semple	Smyrna	TOTAL
<b>TOTAL</b>	<b>116</b>	<b>31</b>	<b>110</b>	<b>80</b>	<b>81</b>	<b>30</b>	<b>29</b>	<b>101</b>	<b>58</b>	<b>65</b>	<b>47</b>	<b>30</b>	<b>778</b>
<b>GRADE</b>													
Pre-K/K	10	7	9	11	5	5	2	7	6	6	6	6	<b>80</b>
	9%	23%	8%	14%	6%	17%	7%	7%	10%	9%	13%	20%	<b>10%</b>
1 <sup>st</sup>	22	1	11	9	17	3	1	13	7	7	2	3	<b>96</b>
	19%	3%	10%	12%	21%	10%	4%	13%	12%	11%	4%	10%	<b>13%</b>
2 <sup>nd</sup>	23	2	20	14	14	4	10	16	15	5	10	7	<b>140</b>
	20%	6%	19%	18%	18%	13%	36%	16%	26%	8%	21%	23%	<b>18%</b>
3 <sup>rd</sup>	28	5	23	10	19	5	1	20	5	10	10	3	<b>139</b>
	24%	16%	21%	13%	24%	17%	4%	20%	9%	16%	21%	10%	<b>18%</b>
4 <sup>th</sup>	17	12	22	9	14	12	5	17	16	13	15	7	<b>159</b>
	15%	39%	21%	12%	18%	40%	18%	17%	28%	20%	32%	23%	<b>21%</b>
5 <sup>th</sup>	16	4	22	24	11	1	9	26	9	23	4	4	<b>153</b>
	14%	13%	21%	31%	14%	3%	32%	26%	16%	36%	9%	13%	<b>20%</b>
<b>RACE</b>													
B	72	19	60	45	56	15	25	65	43	27	27	11	<b>465</b>
	62%	31%	56%	58%	70%	50%	89%	66%	74%	42%	57%	37%	<b>61%</b>
O	8	2	4	2	3	6	2	3	5	9	2	3	<b>49</b>
	7%	6%	4%	3%	4%	20%	7%	3%	9%	14%	4%	10%	<b>6%</b>
W	36	10	43	30	21	9	1	31	10	28	18	16	<b>253</b>
	31%	32%	40%	39%	26%	30%	4%	31%	17%	44%	38%	53%	<b>33%</b>
<b>SEX</b>													
F	34	5	26	17	38	7	12	32	34	19	10	7	<b>241</b>
	29%	16%	24%	22%	48%	23%	43%	32%	59%	30%	21%	23%	<b>32%</b>
M	82	26	81	59	42	23	16	67	24	44	37	23	<b>524</b>
	71%	84%	76%	78%	53%	77%	57%	68%	41%	70%	79%	77%	<b>68%</b>
<b>AT-RISK</b>													
Free/Red.	114	28	105	73	70	29	26	88	54	60	46	22	<b>715</b>
	98%	93%	98%	95%	88%	97%	93%	89%	93%	94%	98%	73%	<b>93%</b>
Paid	2	2	2	4	10	1	2	11	4	4	1	8	<b>51</b>
	2%	7%	2%	5%	13%	3%	7%	11%	7%	6%	2%	27%	<b>7%</b>
<b>ECE</b>													
	29	8	28	11	16	15	11	17	19	13	16	6	<b>189</b>
	25%	26%	25%	14%	20%	50%	38%	17%	33%	20%	34%	20%	<b>24%</b>
<b>WITHDREW</b>													
	4	8	6	8	7	0	1	8	1	5	1	1	<b>50</b>
	3%	26%	5%	10%	9%	0%	3%	8%	2%	8%	2%	3%	<b>6%</b>

Note: Blake and Layne Elementary Schools student level data was not available.

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Table 2: KCCT Data

	Atkinson	Camp Taylor	Crums Lane	Dixie	Eisenhower	Frayser	Hartstern	Kerrick	Roosevelt-Perry	Sanders	Semple	Smyrna	TOTAL
<b>TOTAL</b>	<b>116</b>	<b>31</b>	<b>110</b>	<b>80</b>	<b>81</b>	<b>30</b>	<b>29</b>	<b>101</b>	<b>58</b>	<b>65</b>	<b>47</b>	<b>30</b>	<b>778</b>
<b>Reading</b>													
Novice	3	2	9	9	5	4	4	11	9	6	5	2	69
Apprentice	8	8	9	11	12	1	8	14	7	7	6	3	94
Proficient/ Distinguished	18	5	21	12	8	8	2	17	7	19	8	5	130
No KCCT	87	16	71	48	56	17	15	59	35	33	28	20	485
<b>Mathematics</b>													
Novice	5	7	8	8	9	3	7	11	8	6	7	1	80
Apprentice	11	1	11	9	6	5	4	14	9	5	5	4	84
Proficient/ Distinguished	13	7	20	15	10	5	3	17	6	21	7	5	129
No KCCT	87	16	71	48	56	17	15	59	35	33	28	20	485

Note: Blake and Layne Elementary Schools student level data was not available

TABLE 3: School Attendance Rates and Suspensions (~ Full-Time TLC Coordinator)

SCHOOL	ATTEND 07-08	ATTEND 08-09	ATTEND 09-10	CHANGE ATTEND 0910 - 0708	SUSP. 04-05	SUSP. 07-08	SUSP. 08-09	SUSP. 09-10	CHANGE SUSP. 0910 – 0708
Atkinson~	93.10	93.22	94.18	+1.08	16*	85	64	23	-62
Blake~	94.59	95.18	94.83	+0.24		41*	27	46	+5
Camp Taylor	93.68	94.46	93.60	-0.08	18*	8	9	18	+10
Crums Lane~	95.52	95.57	94.79	-0.73	5*	11	27	44	+33
Dixie	94.05	94.64	94.11	+0.06		7*	16	36	+29
Eisenhower	95.12	94.45	94.78	-0.34		14*	13	3	-11
Frayser	94.49	94.66	94.78	+0.29		11*	42	41	+30
Hartstern	95.11	95.28	95.18	+0.07		15*	27	11	-4
Kerrick	95.52	95.20	94.83	-0.69		13*	22	11	-2
Layne~	94.25	94.25	93.90	-0.35	25*	9	11	15	+6
Roosevelt-Perry~	93.29	94.01	93.61	+0.32	9*	48	41	31	-17
Sanders	94.12	94.23	94.20	+0.08		8*	12	5	-3
Semple~	93.91	93.95	93.74	-0.17	26*	11	12	22	+11
Smyrna	95.22	95.48	95.84	+0.62	21*	0	0	0	0
<b>TLC AVG</b>	94.43	94.61	94.45	+0.02	17.14	20.07	23.07	21.86	+1.79
<b>DISTRICT</b>	95.11	95.24	95.07	-0.04	***	12.38	12.37	13.84	+1.46
<b>TLC FT</b>	94.1	94.4	94.2	0.07	16	34	30	30	-4
<b>TLC PT</b>	94.7	94.8	94.7	0	20	9.5	18	15.6	6.1

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TABLE 4: TLC Student Attendance Rates and Suspensions (including days at STOP) vs School

SCHOOL	TLC STUDENT ATTEND 09-10	SCHOOL ATTEND 09-10	DIFF. ATTEND (TLC-SCHOOL)	TLC STUDENT TOT. SUSP. 09-10	TLC STUDENT SUSP. 09-10 (Individuals)	% of TLC STUDENTS w/ at LEAST 1 SUSP.
Atkinson	93.48	94.18	-0.70	22	10	8.6%
Camp Taylor	90.52	93.60	-3.08	12	7	22.6%
Crums Lane	94.09	94.79	-0.70	39	22	20.0%
Dixie	92.86	94.11	-1.25	52	24	30.0%
Eisenhower	93.60	94.78	-1.18	5	1	1.2%
Frayser	91.46	94.78	-3.32	22	9	30.0%
Hartstern	95.76	95.18	+0.58	4	2	6.9%
Kerrick	93.85	94.83	-0.98	12	10	9.9%
Roosevelt-Perry	92.16	93.61	-1.45	30	17	29.3%
Sanders	93.59	94.20	-0.61	3	3	4.6%
Semple	92.03	93.74	-1.71	15	12	25.5%
Smyrna	93.71	95.84	-2.13	0	0	0.0%
<b>TLC AVG</b>	<b>93.09</b>	<b>94.45</b>	<b>-1.36</b>	<b>18.00</b>	<b>9.75</b>	<b>15.0%</b>

TABLE 5: 08-09 vs 09-10 TLC Student Attendance Rates

SCHOOL	TLC STUDENT ATTEND 08-09	TLC STUDENT ATTEND 09-10	DIFF. ATTEND (0910 – 0809)
Atkinson	90.40	93.48	3.08
Camp Taylor	90.25	90.52	0.27
Crums Lane	92.67	94.09	1.42
Dixie	NA	92.86	NA
Eisenhower	NA	93.60	NA
Frayser	89.95	91.46	1.51
Hartstern	92.36	95.76	3.40
Kerrick	89.18	93.85	4.67
Roosevelt-Perry	91.51	92.16	0.65
Sanders	91.51	93.59	2.08
Semple	91.42	92.03	0.61
Smyrna	NA	93.71	NA
<b>TLC AVG</b>	<b>91.03</b>	<b>92.99</b>	<b>1.96</b>

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TABLE 6: 08-09 vs 09-10 TLC Suspensions (including days at STOP)

SCHOOL	TLC STUDENT TOT. SUSP. 08-09	TLC STUDENT TOT. SUSP. 09-10	DIFF. STUDENT TOT. SUSP. (0910-0809)	TLC STUDENT SUSP. 08-09 (Individuals)	TLC STUDENT SUSP. 09-10 (Individuals)	DIFF. STUDENT SUSP. (0910-0809)
Atkinson	60	22	-38	30	10	-20
Camp Taylor	7	12	5	6	7	1
Crums Lane	28	39	11	15	22	7
Frayser	30	22	-8	18	9	-9
Kerrick	4	12	8	4	10	6
Roosevelt-Perry	41	30	-11	30	17	-13
Sanders	3	3	0	2	3	1
Semple	10	15	5	8	12	4
Smyrna	0	0	0	0	0	0
<b>TLC AVG</b>	<b>20.33</b>	<b>18.00</b>	<b>-2.33</b>	<b>12.56</b>	<b>9.75</b>	<b>-2.81</b>

TABLE 7: POP and BEST Referrals

SCHOOL	# of POP Ref. 2007-2008	# of POP Ref. 2008-2009	# of POP Ref. 2009-2010	CHANGE from 0910 - 0809	# of BEST Ref. 2007-2008	# of BEST Ref. 2008-2009	# of BEST Ref. 2009-2010	Change from 0910 - 0809
Atkinson	8	13	10	-3	6	8	0	-8
Camp Taylor	0	0	0	0	0	5	0	-5
Crums Lane	6	6	7	+1	3	6	6	0
Layne	4	9	6	-3	4	1	2	+1
Roosevelt-Perry	0	1	1	0	2	2	4	+2
Semple	2	3	1	-2	2	4	1	-3
Smyrna	2	1	0	-1	2	0	1	+1
<b>Original TLC AVG</b>	<b>3.15</b>	<b>4.71</b>	<b>3.57</b>	<b>-1.14</b>	<b>2.71</b>	<b>3.71</b>	<b>2</b>	<b>-1.71</b>
Blake	***	5	1	-4	***	0	1	+1
Dixie	***	5	5	0	***	1	1	0
Eisenhower	***	5	1	-4	***	1	0	-1
Frayser	***	3	2	-1	***	0	1	1
Hartstern	***	2	5	+3	***	5	3	-2
Kerrick	***	8	8	0	***	3	7	+4
Sanders	***	3	1	-2	***	2	2	0
<b>Cohort 2 TLC AVG</b>	<b>***</b>	<b>4.42</b>	<b>3.29</b>	<b>-1.14</b>	<b>***</b>	<b>1.71</b>	<b>2.14</b>	<b>.43</b>

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## **PRINCIPAL RATINGS AND SUGGESTIONS**

The principals completed a short questionnaire asking them to rate “the extent to which you think the TLC program positively impacted” five areas using a five point scale. The five areas were a) climate, b) teacher and staff satisfaction, c) student behaviors, d) student academic outcomes, and e) relationship between teachers and students. The highest two rated areas were climate and student behaviors, both of which averaged a 4.08. The second highest rated areas were teacher and staff satisfaction and the relationship between teachers and students, both of which averaged 3.92. The lowest average was on student academic outcomes, which averaged a 3.77. There was not a statistically significant difference in principal ratings between those with shared TLC resource teachers and those with full-time TLC resource teachers, but full-time ratings were slightly higher in all areas but student behaviors.

The principals were asked, “What were the most difficult (least effective) aspects of the TLC program?” The difficulties covered a wide range of topics and issues. These issues were:

- job description and evaluation tool too vague,
- TLC resource teacher, who has the behavior specialist training, did not feel supported by a POP’s staff on implementing a FBA/BIP,
- Having the TLC resource teacher start after the school year had started made it more difficult for the TLC resource teacher to establish rapport with the teachers,
- Sharing the TLC resource teacher with another school was difficult, especially when they were called to their other school to “put out fires” on the opposite school’s scheduled days,
- Minimizing the time students missed from academic areas,
- Improving academics was difficult,
- TLC’s often felt they held accountable for situations beyond their control, especially some of the suspension numbers, and
- Finding time, especially when the TLC was split between multiple schools, to schedule the students and get everything done that the principal wanted done (2 responses reflected this thought).

The general comments tended to revolve around two primary themes of “great program” and “the need to continue the program at their school.” Seven schools talked about how great this program is in supporting JCPS’s most needy children, assisting teachers, and/or meeting academic and behavior goals. One school believes that their school benefitted greatly from this program and really do require a full-time TLC resource teacher. Three schools mentioned how they will miss this program next year. One in particular mentioned that pulling the TLC resource teacher after they have created a bond with the students is doing a disservice to the students.

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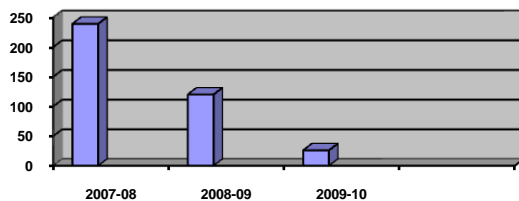
## SCHOOL REPORTED IMPACTS

Each school was asked to describe their perception and data of who was served and the impact of the TLC program. Below are the schools' responses to the impact of the TLC program at their school.

### *Atkinson*

The TLC resource teacher handled 544 total disciplinary incidents throughout the school year, involving 116 individual students. Atkinson achieved their goal of decreasing suspensions. In 2007-08 Atkinson had the most suspensions in JCPS (239); Ms. Whitlow arrived and our suspensions dropped in 2008-09 (120). Presently in 2009-10 our suspensions are at 26 with 19 days of school left. The graph below highlights the decrease in suspensions.

GRAPH: SUSPENSION DATA 2007-2008 THROUGH 2009-2010



Additionally, the principal wrote:

The TLC Program aligns perfectly with our school wide goals and our “each child” approach to student achievement. It has helped us to create an environment where we respond to each child’s needs—and help teachers to be successful as the push children to higher achievement levels. Our TLC has worked tremendously hard to affect our school’s climate, each student’s level of engagement, each teacher’s skills in classroom management, and even our overall system for supporting each child and communicating to children, each other and to families. She has also helped with our use of data to inform decisions in the building. Her support in all these areas has made the position a crucial component in our school’s success.

- Helped to keep our school climate focused on achievement and creating a caring, safe environment where each child could learn. The TLC also helped us to build better relationships with parents due to frequent and clear communications, meetings and home visits.
- Teachers were fully supported by the TLC—she helped to solve problems for individual students and modeled best practice strategies for teachers. She also served to create a place where each teacher feels supported—all behavior issues can be addressed with her in place.
- Student behaviors changed incredibly due to our TLC. Her work in classroom enabled us to be PROACTIVE and address behavior issues before they happened. She worked not only to cease negative behaviors, but teach students positive replacement behaviors—she helps our students know what they should have done, rather than only what shouldn’t have done.

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- Our academic outcomes have been extremely impressive. Despite the fact we are a very high needs school, we met Adequate Yearly Progress and have had double digit gains in all tested subject areas.
- The TLC has modeled for teachers and even students how to build relationships that work—one of her constant strategies is to role play with students so that they know how to respond to teachers in positive ways, how to be in the “learner’s position” in the classroom—she also helps teachers understand the underlying causes that lead to student misbehaviors—deepening that understanding for teachers leads to more patience and better relationships.

### *Blake*

The principal noted that the most effective aspect of the TLC program was students were dealt with quickly by having an additional staff member.

### *Camp Taylor*

The TLC resource teacher focused on 31 students throughout the school year. The TLC resource teacher worked with the teachers to develop and/or revise the Behavior Management Plans, provided teachers with a variety of strategies and techniques to use with particular children, and provided support by working in the classroom with the children during the more difficult time of day. The principal stated, “BIPS and FBAS were implemented effectively prior to request for ECE assessment, giving students and teachers support through-out the process.”

### *Crums Lane*

The Crum Lane TLC worked with 319 incidents this past school year dealing with 119 individual students. The largest categories of discipline that the TLC resource teacher dealt with were “bus referrals” (over 125 incidents) and “out of control” students (approximately 50 incidents). The principal stated, “having an individual to support instruction by monitoring and helping students work through behavioral issues is a huge advantage for a school. Our *TLC resource teacher* worked very hard every day and we greatly appreciated her energy level” (*italics – changed specific name to position title*).

### *Dixie*

The TLC resource teacher dealt with 158 incidents, comprised of 76 individual students. The principal stated, “the number of referrals reduced as the year progressed, positive relationships between staff and students were established, the modeling of appropriate interventions were all positive and effective aspects of the TLC program.” The TLC resource teacher reported the following strategies and outcomes of the TLC program: a) A school-wide discipline program was introduced and will be utilized by every teacher in the 2010-2011 school year, b) better parent/school communication, c) better classroom management, d) time out/ place to go when students are in need of a safe place to cool off or in need of an adult to council with, e) positive communication with ECE department, f) an increase of team work/collaboration in the building, g) new teacher mentoring has helped to implement a more consistent behavior management system in their classrooms, h) a decrease in suspensions, i) more classroom support by having another adult in the room or on field trips, j) helped maintain control of a classroom while it was reconstructed and a new teacher was put in place of another, this included



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counseling with students who needed 1-1 support by sitting in the class during instruction and working with them on class problems, k) developed positive relationship with students, l) created positive working and safe relationship with the adults in the building- especially when I come in and observe, they now feel that I am working with them and am not a threat, and m) planning positive activities to motivate good behavior.

### *Eisenhower*

The TLC worked with 230 incidents involving 109 individual students. The largest number of the incidents was dealing with bus referrals (140 incidents). The reported impacts of the TLC program were a) more students had in class time not lost because of behavioral issues, b) students learned skills to cope with problems that might arise during school, and c) teachers spent less time with in-class discipline problems. The principal stated, “The *TLC resource teacher* was ideal for this position. Having the right person on board made a tremendous difference. We shared common goals and worked to achieve them” (*italics* – changed specific name to position title).

### *Frayser*

The TLC resource teacher focused on 30 students throughout the year. The TLC resource teacher worked with the teachers to develop and/or revise the Behavior Management Plans, provided teachers with a variety of strategies and techniques to use with particular children, and provided support by working in the classroom with the children during the more difficult time of day.

### *Hartstern*

The TLC resource teacher worked with 29 students. All but one of these students were seen at least once a week (11 students – daily; 16 students – 3 times per week; and 1 student – weekly). The principal reported that the small group instruction was an effective way to handle situations. The principal also noted that the TLC hosted a social event and that “the parents that came were happy to come and it helped to set the tone when she did have to call about issues.” Students were able to accompany classmates on the fieldtrip and facilitate learning in another environment outside of the classroom.

### *Kerrick*

The TLC resource teacher reported working with 303 student behavior incidents with 158 individual students. Of the incidents approximately 68 were bus referrals, 53 were disruptive behavior, 41 were for conflict, and 40 were for fighting or hitting. Some of the reported outcomes included a) more students had in class time not lost because of behavioral issues, b) students with behavioral problems in class completed lessons with the TLC, and c) some students’ behavior in the classroom improved during the year. The principal at Kerrick reported one of the most effective activities conducted by the TLC resource teacher was mentoring the students and getting them involved in Louisville Urban League Saturday School program.

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### *Layne*

The principal wrote, “No child at Layne was referred for a self-contained classroom or a placement at an alternate school. Most children were able to apply the skills and strategies *the TLC resource teacher* taught them. Parents were responsive to the work she did with the child and the family. Even though our suspensions went up this year they would have been much higher had she not been there to support our struggling students. The support she gives to teachers enables them to continue teaching while the student in crisis is given the assistance they need. *The TLC resource teacher* was able to work closely with our three KTIP teachers to assist them as they refined their management systems and to help them learn how to tie their system into the school wide behavior system at Layne. The *TLC resource teacher* frequently did home visits to those families who had children who refused to take home behavior information from school or when parents refused to come for conferences” - (*italics* – changed specific name to position title)

### *Roosevelt-Perry*

The TLC resource teacher worked with 59 individual students throughout the school year. The principal reported that the TLC resource teacher reduced suspensions and supported teachers and students. The principal stated, “*the TLC resource teacher* has done a great job this year at RP (Roosevelt-Perry). Students are more aware of techniques to de-escalate a situation and they have learned some strategies to help solve problems. They also trust *the TLC resource teacher* and know they have someone to go to when they need help. She has been a wonderful addition to RP this year” (*italics* – changed specific name to position title).

### *Sanders*

The TLC resource teacher acted on 102 behavioral incidents involving 63 individual students. The principal noted that some of the most effective aspects of the TLC program were a) the TLC worked with the staff to accomplish the goals we set forth (see above), b) the TLC supported the school’s plan to make positive phone calls to parents, c) provide mentoring to our identified students, and d) small group instruction to our struggling students. The principal further wrote, “In addition, the TLC impacted the school climate by meeting the needs of students and supporting the teachers’ goals. The staff felt a sense of accomplishment rather than defeat because the TLC helped them meet their goals as they would run out of energy and time. The TLC was able to support staff with students and promote positive conversations about each step in the right direction. Additionally, the TLC was present to support ‘extra’ attention to the staff individually and in small groups. The staff at Sanders made progress with our students, families and staff by clearly focusing on specific goals for the TLC and reflecting daily on the progress.” The TLC resource teacher reported that a) a school-wide Behavior Contract was created to be used by all teachers and students, b) parent contact increased with positive phone calls and phone calls made due to behavior issues, c) small group instruction helped student scores, helped meet teacher goals and gave more adult supervision in the classroom, d) best practices in classroom management and support to the classroom teacher helped to create a more positive climate in the school towards discipline, e) helped with staff morale by maintaining a positive feeling when the adults were running out of ideas and steam, f) positive relationship with students developed - they respect and understand my expectations, and g) positive teacher relationships developed, especially when I went into a classroom.

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### *Semple*

The TLC resource teacher worked with 47 students throughout the school year. The TLC resource teacher stated that behavior referrals were reduced and overall academic progress was made from the group of targeted students. The principal noted that the most effective aspects of their TLC program were a) benchmarking and monitoring the progress of our targeted students, b) creating and implementing individual success plans for our most intensive students, and c) daily coaching and support, such as classroom modeling, social skills group, collaboration, etc. The principal stated, “our school and our students benefit greatly from the TLC Program!”

### *Smyrna*

The TLC resource teacher focused on working with 30 students. Of these 30 students, 6 met daily, 10 met three times a week, 1 met semi-monthly, and 9 met monthly with the TLC resource teacher. The principal noted the outcomes of the TLC program were a) zero suspensions with changes in student behaviors, b) proactive interventions used daily, c) stronger parent communications and partnerships, d) teachers assisted in early student identification, early interventions/plans, and early parent communication, e) staff collaborations, and f) the use of a mentoring model where student relationships developed which changed students behaviors based on this TLC/student bonding.

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## **SUMMARY**

The perceptual data received from the schools was overwhelmingly positive, with all principals and teachers seeing an impact being made with the students and staff. The TLC resource teachers spent a significant portion of their time working on student behaviors. The two primary ways that the TLC resource teachers were used were 1) to assist with discipline school-wide, where they met with 100 or more students, or 2) worked with approximately 30 students focusing on highly specific goals. The TLC resource teacher was also used to work with staff, in some cases a few selected teachers while others worked with the staff at-large. A few TLC resource teachers were assigned extra duties, such as supervising the cafeteria, overseeing a time-out room, chaperoning field trips, etc.

A significant change across all schools was a shown increase in TLC students' attendance rate compared to 2008-2009. There was not a significantly measurable change in suspensions or BEST referrals across all schools. This could potentially be explained by relatively small numbers to begin with and some schools being in the program multiple years. There was a drop of slightly over 1 POP referral for the TLC schools.

Recommendations for the TLC program are:

- 1) Develop either a model, or several models, for the schools to choose to implement. Currently, there is not a consistent practice across all schools. It seems from the current data schools are using either a whole-school model or a select group model. This will help with principal concerns that the job description is vague.
- 2) Coordinate services offered at the school with the TLC, such as RTI, SST, Care for Kids, school counselor activities, and FRYSC activities (to name a few). Although a few schools are doing this, in the school narratives there was little about the TLC resource teacher coordinating services with other providers and with other programs in the school.
- 3) Develop a standardize way of tracking the students and the TLC services provided. Many schools were very purposeful in their data collection, while others tended to use more anecdotal information.