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Teachers and Learners
Collaborating for Success
2008-2009

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TEACHERS AND LEARNERS COLLABORATING FOR SUCCESS (TLC PROGRAM) 2008-2009

EXECUTIVE SUMMARY

Goal/Strategy

- Goal 3: Strengthen Organizational Culture
- Strategy 7: Address Disparities in Student Outcomes

Program Description

- 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.
- In 2008-2009, the program expanded the number of schools served. Ten schools had previously established TLC programs. Beginning in February 2009, an additional 10 schools were added. The number of TLCs remained the same- thus, beginning in February, most TLCs were serving 2-3 schools.

Students Served

- There were 20 elementary schools that had TLCs. In general, TLCs work with the entire school, however, approximately 793 students were served with more intensive services. Most were African-American (63%), male (70%), and on free/reduced lunch (93%).
- Criteria for selection of the school sites 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.

Outcomes

- Suspensions: Since the baseline year (2003-2004), suspensions have decreased by 1% at the TLC schools. In comparison, the district's suspensions at the elementary level increased by 7%. Outcomes widely varied by school. While 7 of the 10 schools have decreased their number of suspensions, 3 schools significantly increased their number of suspensions. The additional schools added this year showed a high need for the program as they had significant increases in suspensions from fall to spring.
- When examining the 793 students that were given more intense services by the TLCs, data were mixed. Targeted students significantly increased in their number of suspensions from the first semester of 2008-2009 to the second semester of 2008-2009. However, absences for the students served by the TLCs decreased from first to second semester in 2008-2009.
- Finally, in terms of external referrals, POP referrals have increased since the previous year, but BEST referrals have decreased.
- It is not yet clear how the change in the number of schools served will impact the services or the outcome of students.

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 to participate in the TLC program: Atkinson, Camp Taylor, Crums Lane, Layne, Minors Lane, Roosevelt-Perry, Portland, Semple, Smyrna, and Watson Lane. 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.

Beginning in February 2009, an additional 10 elementary schools were added in order to serve more students with the program. Those schools were: Frayser, Mill Creek, Wellington, Foster, Eisenhower, Kerrick, Dixie, Sanders, Blake, and Hartstern.

Camp Taylor Elementary/Frayser Elementary

A TLC was shared between Camp Taylor and Frayser Elementary. At Camp Taylor, the TLC worked with several students, staff members, parents, and outside agencies in order to improve the success of many children. The TLC collaborated with the Student Recovery Program Facilitator to ensure services are provided to all in need. Social skills groups were held for students based upon need. The TLC also worked with the school counselor, Seven Counties Therapist, and classroom teachers on accommodations and interventions that would benefit the students. The TLC coordinated the Behavior Intervention Plans of those that required them and maintained communication with families over the progress of their child. The TLC monitored data collection on particular students, as well as, provided support and incentives to reward their success. Finally, the TLC was also able to conduct Embedded PD with staff which proved to be very beneficial in providing support to the staff and maintaining communication regarding student needs and concerns.

Beginning in February of 2009, the TLC also worked with Frayser Elementary, alternating a 3 day-2 day work week between schools. The principal identified 43 students in need of behavioral support. The TLC established weekly social skills groups for these students, and met with teachers regarding concerns and suggestions. The program at Frayser is just beginning and needs more time to become fully implemented and show student change.

Crums Lane/Mill Creek/Wellington Elementary

A TLC was shared between Crums Lane, Mill Creek, and Wellington. The TLC was at Crums Lane 3 days per week and provided both in-class and out-of-class support to the teachers. The TLC was also the Building Assessment Coordinator so she was in charge of all assessments that come in and out of the school. She also assisted the principal and teachers in whatever capacity needed.

The TLC was at Mill Creek once per week and worked specifically with two teachers, a first grade teacher and a third grade teacher, to provide behavioral and instructional support. She did not work directly with students at Mill Creek.

The TLC was at Wellington once per week and functioned primarily as security. She carried a walkie-talkie and responded to behavior situations along with the Family Resource Coordinator from the school.

Portland Elementary/Foster Elementary

A TLC was shared between Portland and Foster Elementary schools. At Portland, all discipline referrals were submitted to the TLC. The TLC determined the severity of the offense based on guidelines determined by the principal. Social skills were taught to the students on how to make better decisions in the future. Data was kept and reported back to the Principal regarding student's progress. Daily social skills were taught to repeat offenders.

At Foster, students were referred for social skills based on either teacher, principal, or counselor recommendations. Twice a week, the TLC had social skill lessons for students. For the students with more intense needs, the TLC worked with the classroom teacher and student whenever possible.

Layne /Eisenhower/Kerrick Elementary

Beginning in late January 2009, a TLC was split at Layne, Eisenhower, and Kerrick Elementary. Her primary role was with Layne, where her duties included addressing students with bus/school disciplinary referrals, conferencing with students that are having issues in the school, removing disruptive students from the classroom, participating in Safe Crisis Management, communicating with parents, staff, and family resource coordinator, supporting teachers with effective classroom management strategies to use with students that have challenging behaviors in the classroom, and modeling effective strategies for teachers to implement in classroom. She also helped with bus contracts, point sheets and home visits. As a whole, she was a mentor to the school staff for behavioral issues.

At Kerrick Elementary, the TLC provided a social skills group for 4th and 5th graders, as well as worked with 16 students to provide a social skills and character education group in collaboration with Tammi McDaniels.

At Eisenhower Elementary, the TLC helped design behavior intervention plans (BIPs) for two students and worked intensively with two teachers to ensure the BIPs had been implemented and worked on general classroom management strategies that would benefit the entire class setting. The TLC co-taught and modeled strategies for both teachers. The TLC also conference with students as needed and conducted home visits with the principal.

Overall, the primary goal of the TLC at Kerrick and Eisenhower Elementary was to establish and build relationships with student and staff.

Watson Lane/Dixie/Sanders Elementary

A TLC was shared between Watson Lane, Dixie, and Sanders Elementary schools. The TLC has worked with Watson Lane for 3 years, and coordinated and lead several programs/activities including: small group, whole group, and individual group counseling, attendance support programs, student recovery and CSIP component designee, mentoring program, student council sponsor, yearbook, management of bus referrals, including parent and bus compound conferences, Every1Reads coordination, and peer mediation program.

As of February 2009, the TLC expanded to 2 additional schools, Dixie and Sanders. The schedule comprised of the TLC working at Watson Lane 3 days per week and 1 day each at Sanders and Dixie. At Dixie, the TLC collaborated with the principal and counselor to provide observations (student and staff) and feedback to assist in behavior modification plans and increasing academic achievement. The TLC generally spent the day observing specific students or working

with entire class groups (generally one class), providing behavioral support and advocating for CARE for Kids goals.

Similarly at Sanders, the TLC focused on working with two classes. The TLC program also included small group social skills counseling sessions and the development of a mentoring program.

Because of the reduction of time at Watson Lane this year, the TLC program has been drastically reduced so that specific activities could not occur (such as monthly attendance lunches, student “path of excellence” awards” and a reduction in several practices (such as bus referrals- now split with security, BIPs services outlined were inconsistently implemented, less intensive mentoring programs, fewer whole class social skills lessons, and fewer peer mediation sessions.

Minors Lane/Blake Elementary

Targeted students were given additional small group support in math core content instruction by a part-time certified teacher resulting in the reduction of inappropriate behaviors, increased academic performance, and enhanced collaborative opportunities for teachers. In addition, the targeted group of students receives increased teacher support using a variety of instructional strategies addressing individual learning styles.

Atkinson Elementary

A new TLC worked at Atkinson Elementary this year. On a day-to-day basis, she worked with the students with behavioral concerns, and over the course of the school year, had over 600 behavior incidents reported to her. She worked extensively with two teachers on classroom management issues. She also taught students about how to deal with bullying in the intermediate grades and conducted parent conferences and home visits. Next year, she plans to work more proactively on integrating character education into professional development activities.

Roosevelt-Perry Elementary

The TLC program at Roosevelt-Perry is a collaborative model to assist the classroom teachers in addressing instructional and behavioral needs for students who have learning issues related to behavior. The responsibilities of the TLC collaborating teacher included modeling instructional behavioral interventions for classroom teachers, working in the classroom with small groups of targeted children to provide instructional support and behavior interventions, developing individualized plans with classroom teachers for identified students to ensure continual success, serving on the Instructional Leadership Team, Student Intervention Team, and the Student Behavior Response Team, providing training to teachers in behavior management, caring discipline, and building classroom community, maintaining Safe Crisis Management

certification, working with small groups of students to develop social skills (anger control, impulse control, problem solving/conflict resolution, organization skills, responsibility, etc.).

Semple Elementary

The TLC program at Semple focused on targeted students performing in the novice to low apprentice level in the areas of reading and/or math and also struggling with behavior. The students were all involved in focus groups, had a staff mentor, and received social skills and or character education lessons based on their individual needs.

Smyrna/Hartstern Elementary

A new TLC worked with Smyrna during the school year and at Hartstern part-time beginning in February 2009. The primary goal at Hartstern was to work with a self-contained EBD classroom and students with more intensive behavioral problems. The goal was to work with students toward being in a mainstream classroom

At Smyrna, the TLC was integral in helping develop and implement the behavioral intervention plans (BIPs). She regularly met with the principal, counselor, and classroom teachers about how strategies were implemented. Specific activities she implemented were counseling individual students, running an afterschool detention program, overseeing bus referrals and a bus seat assignment plan, and communicating with parents on student behaviors.

EVALUATION

The evaluation of the TLC program was comprised of collecting the following data:

- Number of suspensions (identified students and whole group)
- Number of referrals for POPS
- Number of referrals for BEST services
- Attendance for identified students
- Reading and Math Assessment information for identified students

Although most TLCs work with a variety of students throughout the year (e.g., bus referrals, day-to-day disruptions), they also worked with smaller groups of students with higher behavioral support needs. These identified students were extracted from TLC records in June 2009. Three schools did not to provide the names of students who received more intensive primarily due to the TLC working with the school as a whole and not with individual students. The following sections depict the data for the TLC schools as a whole and for their identified TLC students.

Number of Suspensions, Referrals for POPS, Referrals for BEST services

The table below depicts the trend data for the number of suspensions at each TLC school. The TLC program began in 2005-2006. From the baseline year, 2004-2005, to the latest year of data,

2008-2009, most schools made improvements in their number of suspensions. A total of 7 of the 10 schools decreased their number of suspensions, while 3 of the 10 schools increased their number of suspensions. As a whole, there was a 1% decrease in the number of suspensions at the original TLC schools. In comparison, the district's elementary schools increased by 7% during that same time.

For the second cohort of TLC schools, the data is primary descriptive, not evaluative, as the TLC did not begin at those schools until February of 2009. Overall, the second cohort of TLC schools demonstrate a strong need for the TLC program as all showed significant increases in suspensions in 2008-2009.

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	Change in Suspensions Since Baseline
Atkinson	16	45	87	85	64	+69
Camp Taylor	18	4	5	8	9	-10
Crums Lane	5	0	0	11	26	+6
Layne	25	9	9	9	11	-16
Minors Lane	35	11	16	6	4	-29
Roosevelt-Perry	9	12	26	48	43	+39
Portland	11	9	9	7	15	-4
Semple	26	38	39	11	12	-15
Smyrna	21	0	6	0	0	-21
Watson Lane	20	0	0	2	0	-18
All Original TLC schools	186	133	192	187	184	-2 (1% decrease)
District Elementary	1026	868	1175	1112	1093	+67 (7% increase)
Cohort 2 (Started in February 2009)						
Blake	--	--	--	41	27	-14
Dixie	--	--	--	7	16	+9
Eisenhower	--	--	--	14	13	-1
Foster	--	--	--	2	14	+12
Frayser	--	--	--	11	42	+31
Hartstern	--	--	--	15	27	+12
Kerrick	--	--	--	13	22	+9
Mill Creek	--	--	--	6	17	+9
Sanders	--	--	--	8	12	+4
Wellington	--	--	--	30	12	-18
Cohort 2 TLC Totals	--	--	--	147	202	+55 (37% increase)
District Elementary				1112	1093	-19 (2% decrease)

The following table depicts the number of students referred to POP and BEST at each school. The Positive Outreach Program (POP) provides students with additional support services such as individual mentoring, counseling, incentive improvement plans, and family and community supports, with the ultimate goal of improving student behavior and reducing the likelihood of an ECE referral. The Behavioral Education Support Team (BEST) provides educational support and behavioral interventions to identified ECE students (or students in the referral process) who are experiencing a behavioral crisis in the classroom setting. The goals of BEST include stabilizing and improving behavior, and avoiding a more restrictive placement for the student.

The data show there was wide variation in the number of referrals to BEST and POP depending on the school. Overall, the number of POP referrals increased for the original TLC schools from 2007-2008 to 2008-2009.

	Number of POP Referrals 2007-2008	Number of BEST referrals 2007-2008	Number of POP Referrals 2008-2009	Number of BEST referrals 2008-2009
Atkinson	8	6	13	8
Camp Taylor	0	0	0	5
Crums Lane	6	3	6	6
Layne	4	4	9	1
Minors Lane	0	0	0	0
Roosevelt-Perry	0	2	1	2
Portland	6	4	6	0
Semple	2	2	3	4
Smyrna	2	2	1	0
Watson Lane	0	2	0	0
Original TLC schools	28	25	39	26
Blake	--	--	5	0
Dixie	--	--	5	1
Eisenhower	--	--	5	1
Foster	--	--	2	1
Frayser	--	--	3	0
Hartstern	--	--	2	5
Kerrick	--	--	8	3
Mill Creek	--	--	2	1
Sanders	--	--	3	2
Wellington	--	--	6	2
Cohort 2 TLC schools	--	--	41	16

The data below depicts the demographic data for students who were targeted by the TLC program. Examining the 793 identified students, demographic data show they are mostly

African-American (63%), overwhelmingly male (70%), and on free/reduced lunch (93%). Over 1/3 of students had a diagnosed disability. Furthermore, data showed that 17% of students attended more than 1 elementary school in the 2008-2009 school year suggesting that a large proportion of students were not served by the TLC program consistently because of their moves.

Variable	Frequency	Percent
<i>Race</i>		
African-American	502	63.3
Hispanic	21	2.6
White	235	29.6
Other	35	4.4
<i>Gender</i>		
Female	236	29.8
Male	557	70.2
<i>Grade</i>		
K	53	6.7
1	88	11.1
2	126	15.9
3	163	20.6
4	163	20.6
5	200	25.2
<i>Lunch</i>		
Free/Reduced	741	93.4
Paid	52	6.6
<i>Retained</i>		
Yes	20	2.5
No	773	97.5
<i>ECE</i>		
Yes	297	37.5
No	496	62.5
<i>Mobility</i>		
Yes	133	16.8
No	660	83.2
<i>KCCT Reading</i>		
Novice	76	22.1
Apprentice	123	35.8
Prof/Dist	145	42.1
<i>KCCT Math</i>		
Novice	93	27.0
Apprentice	112	32.6
Prof/Dist	139	40.4

The table below depicts the Fall and Spring suspensions and attendance data for the identified students served by the TLC program. Overall, targeted students slightly increased in the number of suspensions from fall to spring, but decreased in average number of days absent from fall to spring.

	Number of TLC Students Suspended Fall 2008	Number of TLC Students Suspended Spring 2009	Average Number of Days Absent for TLC Students Fall 2008	Average Number of Days Absent for TLC Students Spring 2009
Atkinson	18	19	10.62	6.37
Camp Taylor	2	4	12.00	7.26
Crums Lane	5	12	7.66	5.32
Layne	2	6	9.31	5.43
Minors Lane	0	0	10.56	6.27
Roosevelt-Perry	14	19	9.32	5.70
Portland	4	9	10.64	7.20
Semple	4	4	9.29	5.89
Watson Lane	0	0	13.58	8.71
Original TLC schools	49	73	10.33	6.46
Blake	--	--	--	--
Dixie	--	--	--	--
Eisenhower	--	--	--	--
Foster	1	1	9.54	6.72
Frayser	9	12	10.70	7.09
Hartstern	2	1	8.72	4.81
Kerrick	2	2	11.87	7.29
Mill Creek	--	--	----	--
Sanders	1	2	9.43	5.59
Wellington	1	1	13.21	8.51
Cohort 2 TLC schools	16	19	10.58	6.67

*Blake, Eisenhower, Dixie, and Mill Creek did not have enough data

Summary and Conclusions

The TLC program underwent significant changes this year. Beginning in February, the number of schools being served by a TLC doubled, with each TLC working with 1, 2, or 3 schools. Overall, the 2008-2009 data demonstrated mixed results from the TLC program. While suspensions increased among the TLC students, attendance overall improved. The original 10 TLC schools as a whole have not decreased their number of suspensions significantly during the course of the

program, but when compared to the district's increase in the number of suspensions during the same period, the TLC schools fared relatively well. The additional 10 TLC schools added this year show a very high need for the program as they had a dramatic increase in suspensions. Lastly, POP referrals have increased since the previous year, but BEST referrals decreased.

Recommendations for future evaluations are the following:

- 1) Assess the impact of the program changes from 10 TLCs serving 10 schools to now serving 20 schools. It is possible that when a TLC is split between schools, it may result in the TLC missing key events or moments of the TLC target/priority students. The relationship with students also may not be as consistent or strong as a result, and thus student outcomes will need to be carefully evaluated.
- 2) Track longitudinal data on students who participate in the TLC program, especially those that receive a combination of services such as TLC, SRP, POP, and BEST. It is important to examine the long-term results of students who receive the more intensive services.