



*...the educational prism through which students realize meaning and purpose in their lives...*

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**TO: Members, Board of Education  
Dr. Constance Collins, Superintendent**

**FROM: Kevin M. Anderson, Ed.D.**

**RE: Student Performance: Academic and Behavioral (1st trimester Fall 2009)**

**DATE: Jan. 26, 2010**

This report summarizes 1st trimester information from our common assessments, including a first look at the prediction capabilities of PASeries to ISAT scores, and our discipline reporting systems (SWIS and PowerSchool). Also included is performance information from the recent summer school programs and student comments about the summer school experience.



**OAK PARK ELEMENTARY SCHOOL DISTRICT 97**  
**Oak Park, Illinois**

January 26, 2010

**Student Performance: Academic and Behavioral (1st Trimester)**

**Goal Statements Addressed:**

- a. Guide the ongoing monitoring of student achievement throughout the year, using both classroom and testing data to assess progress
- b. Oversee and lead the implementation of scientifically research based initiatives which result in a decrease in suspensions and expulsions

**Strategic Plan Connections:**

The Strategic Plan end results that are most closely tied to this report are:

1. (1.3) Adapt instruction to meet the needs of different academic abilities and learning styles.
2. (1.10) Develop a program to promote a positive classroom and school environment where children feel safe and welcome.
3. (1.11) Determine whether to continue, discontinue, or modify academic programs based on data.
4. (4.8) Provide each child with the models and techniques through which to develop self-discipline.

The purpose of this report is to provide the Board of Education with a look at student performance and behavioral data from various data sources currently in use within the District for the 1<sup>st</sup> trimester of the 2009 - 2010 school year. The information in this report is provided in four sections:

1. Common assessment information from PASeries and Benchmark
2. Prediction capabilities of PASeries scores compared to ISAT performance
3. Summer school academic information and student comments
4. Discipline information from the 1st trimester

## **1. Common Assessment Information from PASeries and Benchmark**

The practice of administering periodic common assessments was established in the 2006-2007 school year for the purpose of monitoring student progress. Since that time, the system has been refined as we become more familiar with the processes and the data. During the 2009-2010 school year:

- Students in grades three through five are tested in math and reading 3 times during the year,
- Math tests specific to course level are given at the middle schools at the beginning and end of the year to replace the grade-specific tests given the previous years,
- Middle school language arts teachers are giving tests associated with their pilot textbooks 3 times during the year.

Year	2006-2007	2007-2008	2008-2009	2009-2010
Math	Grades 2-8	Grades 3-8	Grades 3-8	Grades 3-8
Reading/L.A.	No common assessments administered	Grades 3-5	Grades 3-5 Pilot in 6-8 during 3 <sup>rd</sup> trimester	Grades 3-8

### **Elementary School Common Assessments**

In grades three through five, students take progress assessment tests from Pearson's PASeries. These tests return scores that are on a continuous scale from beginning reader or mathematician through high school level and can easily be used to track student progress throughout the year and over longer periods of time. As a result of discussions with teachers and principals, the number of assessments in math was reduced to 3 last year to lessen the impact on lost classroom instructional time. In reading, 3 assessments are still being given. Also, a screener test was previously given to start the year. At this time, only Mann Elementary administers the screener assessment during the first two weeks of school. The initial grade-level tests are given in late September and early October. Mid-year testing is done in January/February, and the final assessments are scheduled for late April and early May.

### **Middle School Common Assessments**

The assessments administered in the middle schools cover math and language arts/reading but do not produce scores on a scale that allow us to draw conclusions about overall student proficiency. Rather, they provide a picture of our students' success at mastering the material in our math and language arts courses. In math, the pre-course assessments are given at the beginning of the school year to let teachers see which key concepts and skills require attention in order for students to be successful with the year's curriculum. A final assessment will be given in May that demonstrates degree of mastery over the appropriate coursework taken by the student.

In reading/language arts, a common assessment was developed last year using standards-based materials supplied by the preferred new language arts textbook that is being piloted this year. This assessment is based on unit coverage within the textbook and will be given at least twice this first year. Upon the formal adoption of the new textbook series, the assessments will be reviewed for any possible revisions prior to the 2010 – 2011 year.

**1<sup>st</sup> Trimester Results: Grades 3-5**

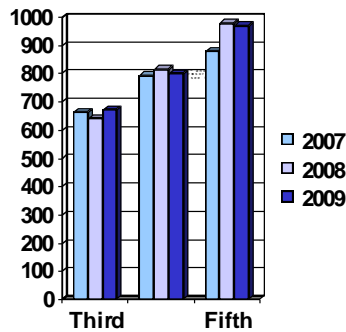
## Elementary Math

- Most students take grade level test
- Accelerated students take higher level

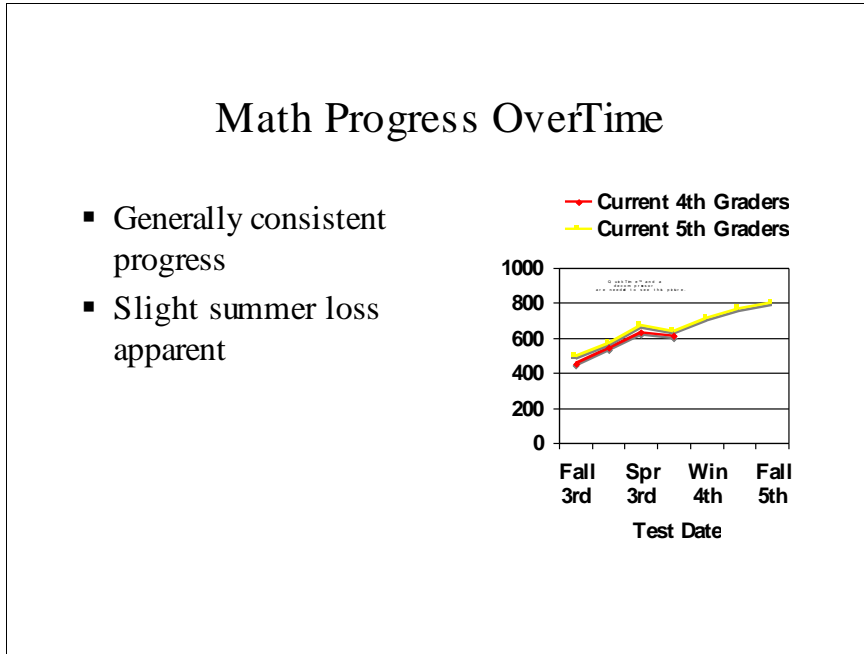
Student's grade level	Test Level					Total tested
	Third	Fourth	Fifth	Sixth	Seventh	
Third	530	16				546
Fourth		510	42			552
Fifth			404	125	4	533

## Elementary Math

- Comparing cohorts of students (quartile scores)



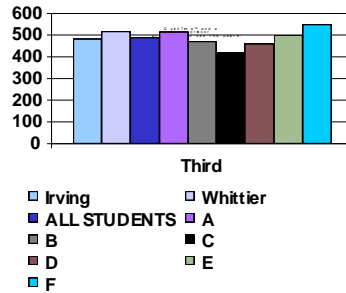
As can be seen in the slides above, teachers are starting to use the various testing levels available in the PASeries. This is giving them a better picture of student understanding of topics, no matter the skill level of the students. It should also be noted that the cohorts for each grade level are making very good progress from year to year, with similar growth levels noted annually.



The above slide shows growth for common cohorts of students currently in 4<sup>th</sup> and 5<sup>th</sup> grades. The slides below show results by school, with Irving and Whittier identified due to recent AYP status.

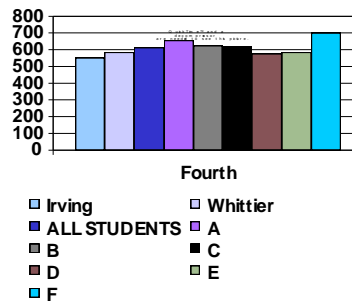
## Math Results by School (3)

- Third grade:  
Noticeable variability across schools (range = 132Q; only 88Q excluding school C)
- Average or better results at Irving and Whittier to start year



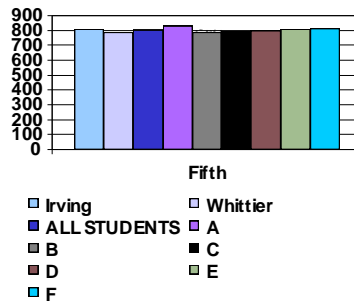
## Math Results by School (4)

- Fourth grade: More variability across schools than at third grade (range = 144Q; 104 Q excluding school F)
- Both Irving and Whittier start the year slightly below average



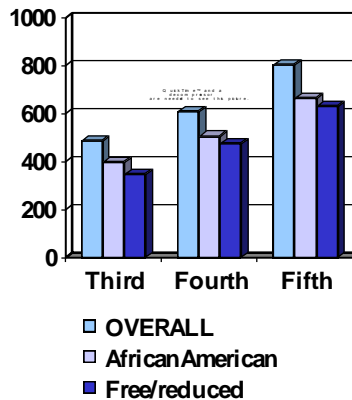
## Math Results by School (5)

- Fifth grade: Little variation across schools (range = 43Q)
- Irving and Whittier comparable to other schools to begin the year



## Math Results by Subgroup

- Scores for African American and low income students lag at all grade levels
- Gap appears to widen with grade level



Compared to the national norms for annual growth on the PASeries, District 97 students are making annual math progress equal to or exceeding national rates. However, as seen in the slide above, there is still a substantial achievement disparity between key subgroups and the District as a whole. The gap is evident by the time 3<sup>rd</sup> grade testing begins and slowly widens through the 5<sup>th</sup> grade. Subgroups are making progress, just not at a pace fast enough to narrow the gap.

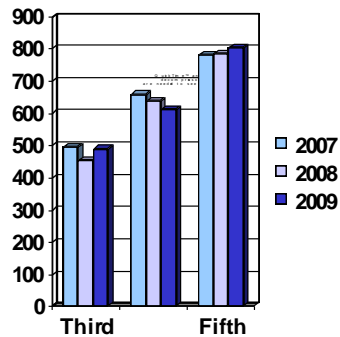
## Elementary Reading

- Grade level tests available at three reading levels:
  - Below level: aimed at students below 20th percentile for grade level
  - On level: 20th to 79th percentile
  - Above level: 80th percentile and above for grade level
- Test levels assigned as requested by teacher

Student grade level	Test Level			Total tested
	Below	On	Above	
Third	19	532	28	579
Fourth	28	417	96	541
Fifth	21	334	161	516

## Elementary Reading

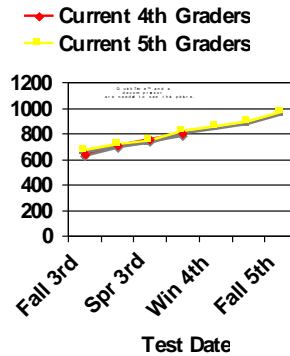
- Comparison of student cohorts across years of testing (lexile scores)





## Reading Progress OverTime

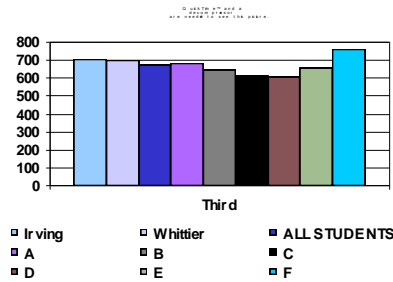
- Consistent progress
- Little difference from one cohort to next
- No apparent summer loss



Similarly to math, reading progress on the PASeries in reading shows steady growth. However, there is no similar “summer lag” as seen in math. Also, the current 4<sup>th</sup> and 5<sup>th</sup> grade cohorts show almost identical score lines.

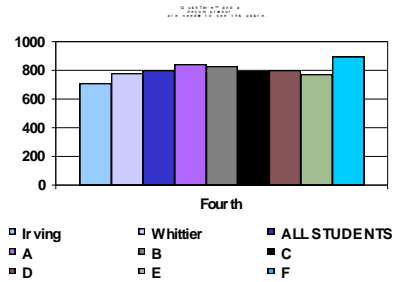
## Reading Results by School (3)

- Third grade:  
Considerable  
variability across  
schools (Range =  
154L)
- Irving and Whittier  
start year above  
average



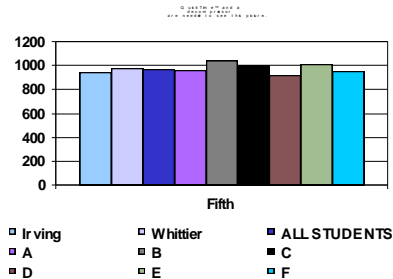
## Reading Results by School (4)

- Fourth grade: Even greater variability across schools (Range = 188L)
- Irving lowest overall and Whittier slightly below average to start the year



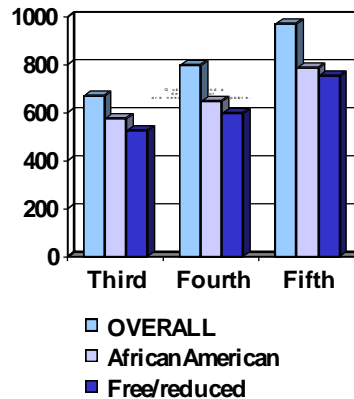
## Reading Results by School (5)

- Fifth grade: Least variability across schools (Range = 124L)
- Irving slightly below and Whittier slightly below average to start the year



## Reading Results by Subgroup

- Similar pattern to that seen with Math
- Gap appears to widen from one grade level to next



Compared to the national norms for annual growth on the PASeries, District 97 students are making annual reading progress equal to or exceeding national rates. However, as seen in the slide above, there is still a substantial achievement disparity between key subgroups and the District as a whole. The gap is evident by the time 3<sup>rd</sup> grade testing begins and slowly widens through the 5<sup>th</sup> grade. Subgroups are making progress, just not at a pace fast enough to narrow the gap. Also, please note that the scales change slightly for each graph due to the quirks of the reporting program. This can lead to a misleading first review of the growth bars.

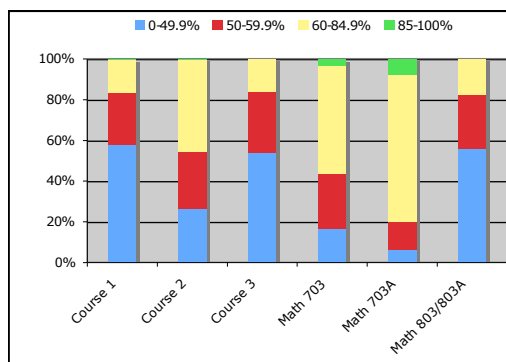
### 1<sup>st</sup> Trimester Results: Grades 6 - 8

## Middle School Math

- Change in testing this year
  - All tests tied to math course, not grade level
- Six different tests used; selected by Math Dept
  - Course 1, Course 2, and Course 3 for grade level sections
  - 703 Benchmark, 703A Benchmark, 803/803A Benchmark for advanced students
- Students will take same test in May to determine course coverage

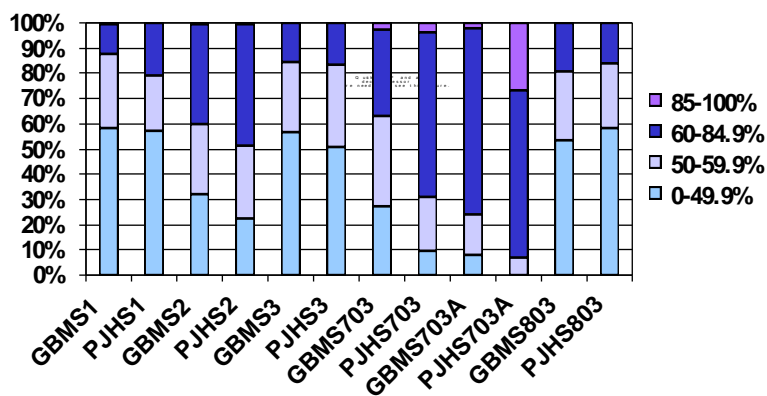
## Middle School Math

- Wide variability in scores across tests
- Percent of students with at least half correct ranges from low of 42% (Course 1) to high of 94% (Math 703A)



## Middle School Math by School

- Wide variability in scores on some tests

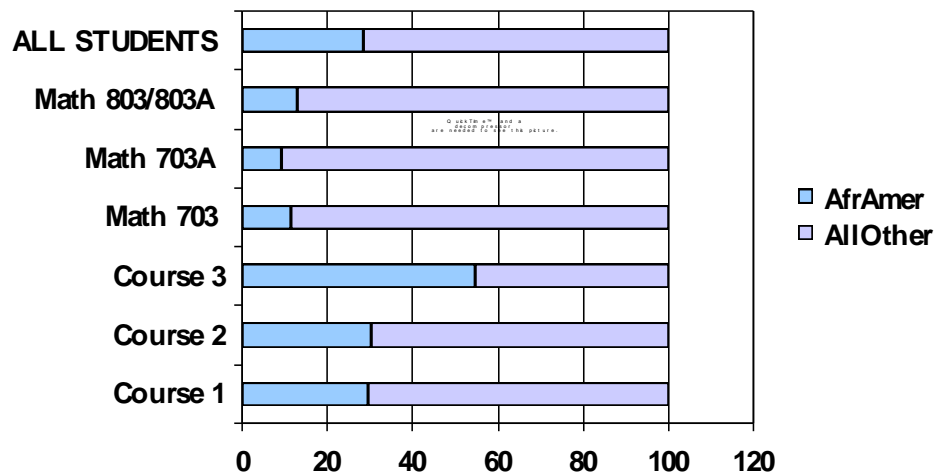


Scores on the early year assessment that previews course material for the entire year show that students in first year algebra classes (703, 703A) tend to have more previous mastery of upcoming course content than do students in other classes. At Julian, students

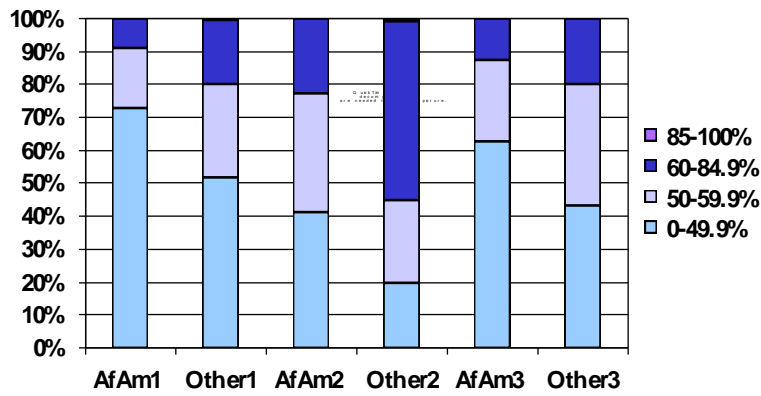
in 703A all scored above the 50% mark in the pre-assessment of full-year content. Brooks was very close, with only about 8% of the enrolled students not scoring 50% or higher. It is also important to keep in mind that the last half of the algebra course (803, 803A) covers the most difficult material, so it is not surprising that incoming students have less prior mastery of this content.

One of the goals of the District has been to increase the number of minority students enrolled and succeeding in more advanced math classes. The three slides below show the enrollment data for the middle school math classes, as well as the comparative scores for minority students on the early year assessment. In general, minority students, specifically those who are African-American, are still enrolled in lower numbers and demonstrate lower math skills in relation to middle school content.

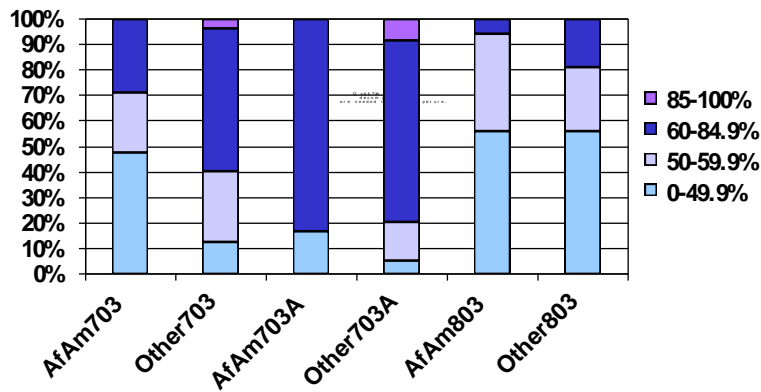
## Ethnic Distribution by Math Course



## Middle School Math Scores by Ethnicity: Courses 1, 2, and 3



## Middle School Math Scores by Ethnicity: Advanced Level Courses

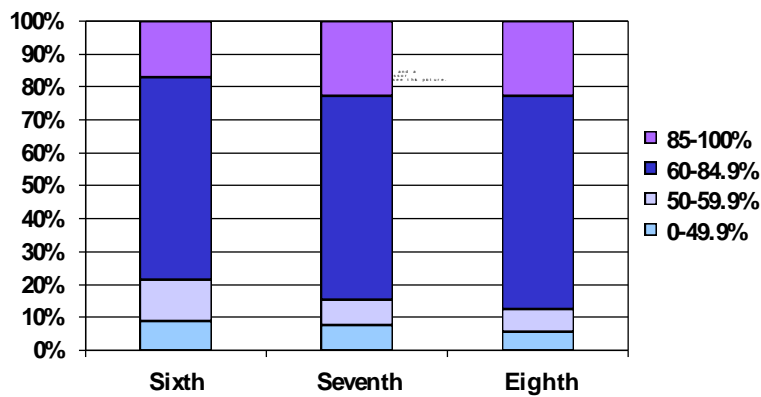


## Middle School Language Arts

- First year of testing
  - Tests piloted last spring
- Tests cover several units of new text series
- Selected by Language Arts Dept from series materials
- Three testing periods
  - November (units 1-3)
  - February (units 4-6)
  - May (units 7-9)

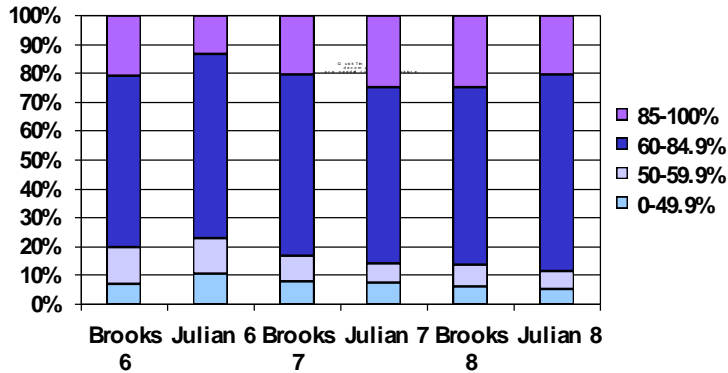
## Middle School Language Arts

- Similar success across grade levels
- Fewer than one in ten students scored below 50%



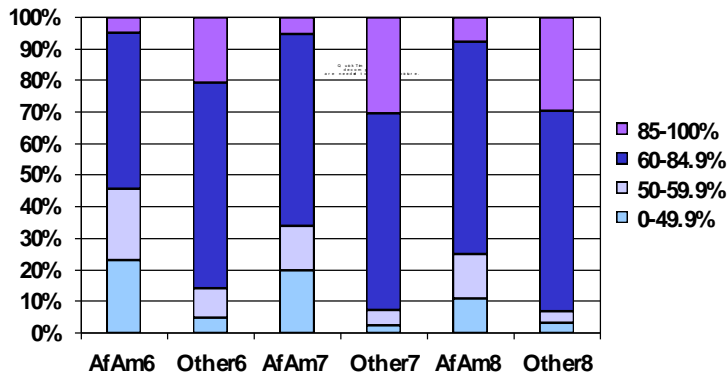
## Middle School LA by School

- Similar pattern of success across schools



## Middle School LA by Ethnicity

- Lower level of success among African-American students across all grades
- Overall improvement from sixth to eighth grade



The first administration of the middle school language arts assessment covered the initial chapters in the textbook. Unlike the math assessment, it was a view of material covered rather than of material upcoming. The goal of this assessment was to see if the curriculum mapping conducted during the adoption was valid and whether students mastered the material presented. Viewing the percentages on these graphs, about 45% of African-American students would have received a score in 6<sup>th</sup> grade lower than 60%. In comparison, about 15% of all other students didn't achieve a score of 60% or higher.



## **Looking Ahead**

Of continued concern is the fact that subgroups of our students do not post the gains we need to have in order to narrow the achievement gap. Although every group improves over the course of the school year, the groups that start the year at a lower achievement level also appear to progress at a slower rate. This tends to widen the gap across many years. (Note that in the exhibits above, results are not reported for students with IEPs because they are not tested by PASeries in sufficient quantity for results to have reliability.)

Although common assessment results at the elementary schools show growth throughout over time, there is much room for improvement. Data collected through these tests and other means, such as the progress monitoring that is part of the Response to Intervention program, must be used to help identify those students needing additional attention and their specific needs. In addition, support provided through Title I should continue to be reviewed as to its impact on our District's most academically needy students.

At the middle schools, tests given at the start of the year should provide math and language arts teachers with information about what their students already know as well as what they need to know. A comparison with end of year scores should show student progress at the same time that it points out topics and skills that require more emphasis in the future.

These test results clearly show that while our students score very well overall, there is further work to be done if we hope to achieve success for every student.

## **2. Predictability of ISAT Performance from PASeries Assessments**

When selecting the PASeries set of assessments for use in grades 3-5, Pearson Educational Products described the use of the assessments in predicting performance on upcoming ISAT tests. With at least two administrations of the PASeries assessments, ISAT predictability was touted to be quite high. Having administered the the PASeries for a couple years now, we began a look at the capability of the assessments to help predict ISAT performance. The following slides outline what has been found thus far.

Research question: How effectively can PASeries scores be used to predict student performance on ISAT reading tests in grades 3-5?

## PA Series Test Overview

- Testing in Reading and Math
- Fall, Winter, and Spring test dates
- Most students in grades 3 through 5
- Categorizes students as:
  - Academic Warning
  - Below Standards
  - Meets Standards
  - Exceeds Standards

## Reading Data File

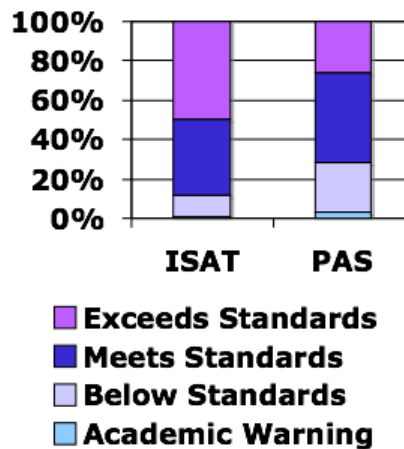
- From 2008-2009 school year
- Started with pool of all students with scores from state testing
  - Deleted students not currently enrolled and for whom no PA Series scores are available
  - Retained students not currently enrolled but who have both PA Series and state test scores
  - Retained students currently enrolled who have state test score but no PA Series score
- N = 1670

## Sample Characteristics

- 94.5% are current students
- 98.5% took the ISAT; rest took IAA
- 90.2% took the PASeries
- Distribution by grade:
  - 35.1% third
  - 32.6% fourth
  - 32.2% fifth

## Comparison by Proficiency: Reading

- Students overall outperform PASeries category on ISAT
- PASeries Progress 1 test administered in early October



Slide above: On ISAT, only about 12% of students fail to meet standards, compared with about 28% on PASeries. If comparison is made to January PASeries results, the distributions will be more similar, but using the October scores gives us several more months in which to work with students of concern.

Slide below: Of greatest interest are students whose ISAT performance is over-predicted by PASeries -- those below the colored diagonal: 1.1% of the students (n=4) who were in the Below Standards category for PAS scored in the Academic Warning range on ISAT, 2.6% of the students (n=18) who were in the Meets Standards category of PASeries did not meet standards on the ISAT, AND 9.7 % of the students (n=38) who were in the Exceeds Standards category on PASeries had scores that were in the Meets Standards range for the ISAT.

## Predicting ISAT Reading

- Cross-tabulate student PASeries category with ISAT category
- Correctly predict category for 53.2% of students

	ISAT Warning	ISAT Below	ISAT Meets	ISAT Exceeds
PAS Warning	12.0	62.0	22.0	4.0
PAS Below	1.1	32.8	56.9	9.3
PAS Meets	0.0	2.6	46.1	51.3
PAS Exceeds	0.0	0.0	9.7	90.3

# Predicting ISAT Reading

- Collapsing categories to Below and Meets Standards
- Correctly predict category for 81.3%

	ISAT Does Not Meet	ISAT Meets
PAS Does Not Meet	10.9	17.5
PAS Meets	1.2	70.4

Slide above: Of greater interest than predicting the specific category is whether the PASeries scores can correctly distinguish between those who will meet standards and those who will not. Collapsing the categories Academic Warning and Below Standards into a single category and doing the same with Meets and Exceeds Standards, yields the chart shown above. In only 1.2% of the sample (18 students) does the PASeries score suggest the student will meet standards when in fact the student did not (false positive).

## Over-Predicted Students: All

- Students whose PAseries overpredicts ISAT performance (n=60):
  - 11.6% free/reduced (sample: 18.0%)
  - 18.3% African-American (23.2%)
  - 51.7% male (47.3%)
  - 68.3% fifth grade (32.2%)
  - 30.0% (n=18) are students predicted to Meet Standards but who scored Below

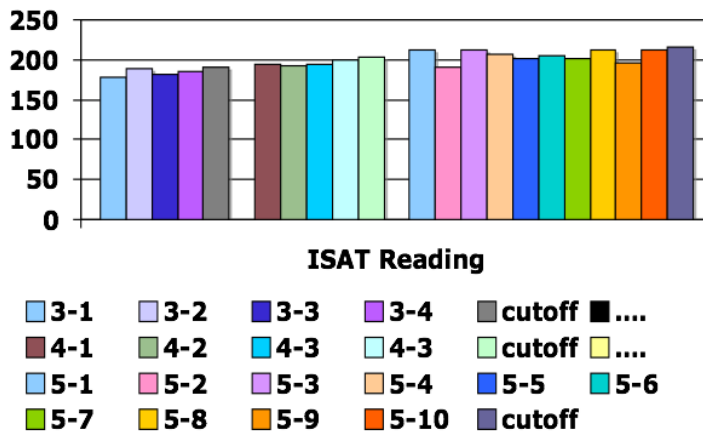
The slide above refers to all students whose ISAT category was over-predicted by PAseries, a total of 60 students. Only 18 of these students were incorrectly predicted to meet standards when in fact they did not.

## Over-Predicted Students: Did not meet standards

- Students whose PAseries performance incorrectly predicted meet standards on ISAT (n=18):
  - 16.7% free/reduced (sample: 18.0%)
  - 22.2% African-American (23.2%)
  - 50.0% male (47.3%)
  - 55.6% fifth grade (32.2%)

The slide above focuses on the 18 students who were predicted to meet standards based on PAseries but who in fact did not. Except for the preponderance of fifth graders, their demographics are similar to the sample as a whole.

## Over-Predicted Students: How close were they to the cutoff?



Slide above: Over-predicted students were within relatively few points of the grade level cutoff for meeting standards. In third grade, they were from 3 to 13 points away; in fourth grade, the range was from 4 to 11 points; and in fifth grade, the range was from just 2 points (4 out of 10 students) to 24 points.

## Predicting ISAT Reading: Lexile Scores

- Both PASeries and ISAT provide Lexile scores of student reading level
- Scatterplot graphs both Lexile scores
- Correlation coefficient = .741

## Missing Data

- 159 students with state test scores have no PASeries score with which to predict. How do they differ?
  - One-third are free-reduced (students with scores: 16.4%)
  - 39.6% African-American (21.4%)
  - 42.1% third grade (34.2%)
  - 15.1% took IAA (.1%)
  - 42.2% currently in special placement or self-contained special ed
  - 39% scored below standards on ISAT (12.2%)

PASeries scores can't be used to predict ISAT performance when the tests are not given. Students who do not have a PASeries progress 1 reading test score are very different statistically from the population who do.

## Math Data File

- From 2008-2009 school year
- Started with pool of all students with scores from state testing
  - Deleted students not currently enrolled and for whom no PASeries scores are available
  - Retained students not currently enrolled but who have both PASeries and state test scores
  - Retained students currently enrolled who have state test score but no PASeries score
- N = 1675

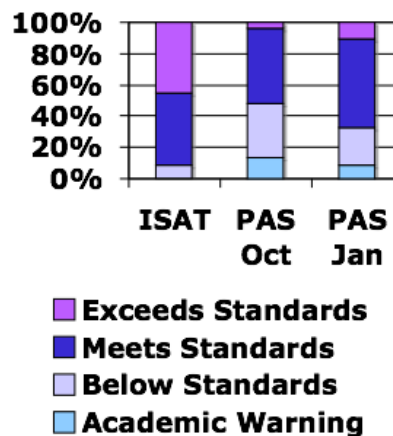


## Sample Characteristics (Math)

- 94.1% are current students
- 98.6% took the ISAT; rest took IAA
- 92.6% took the PASeries
- Distribution by grade:
  - 35.1% third
  - 33.0% fourth
  - 31.9% fifth

## Comparison by Proficiency: Math

- Students perform much better on ISAT than on PAS
- PAS tests designed on continuum of skills; may not match curriculum sequence



On ISAT, only about 9% of students fail to meet standards, compared with almost 50% on PASeries in October. By January the PASeries results have improved to the point that only about 1/3 of the students are categorized as not meeting standards.

## Predicting ISAT Math

- Cross-tabulate student PASeries category from **October** and **January** tests with ISAT category
- Correctly predict category for just 20.1% of students in Oct and 36.5% in January
- Under-predict performance for 79.8% in Oct and 64.0% in Jan

October

	ISAT Warning	ISAT Below	ISAT Meets	ISAT Exceeds
PAS Warning	0.9	32.4	58.8	7.9
PAS Below	0.0	6.1	69.9	24.0
PAS Meets	0.0	0.3	28.8	71.0
PAS Exceeds	0.0	0.0	0.0	100.0

January

	ISAT Warning	ISAT Below	ISAT Meets	ISAT Exceeds
PAS Warning	1.4	46.4	50.7	1.4
PAS Below	0.0	10.7	78.1	11.2
PAS Meets	0.0	0.0	40.7	59.3
PAS Exceeds	0.0	0.0	0.0	100.0

In sharp contrast to the results for reading, the PASeries test for math severely under-predicts student performance on ISATs (ISAT scores end up higher than predicted).

## Predicting ISAT Math

- Collapsing categories to Below and Meets Standards
- Correctly predict category for 58.8% in October and 74.3% in January

October

	ISAT Does Not Meet	ISAT Meets
PAS Does Not Meet	6.7	24.7
PAS Meets	0.1	52.1

January

	ISAT Does Not Meet	ISAT Meets
PAS Does Not Meet	6.9	26.7
PAS Meets	0.0	67.4

If we are using PASeries to try to predict ISAT results in math, we are never in danger of failing to identify a student who needs help. By under-predicting ISAT math results, we would be providing extra help to students who may not actually need the help.

## Missing Data :Math

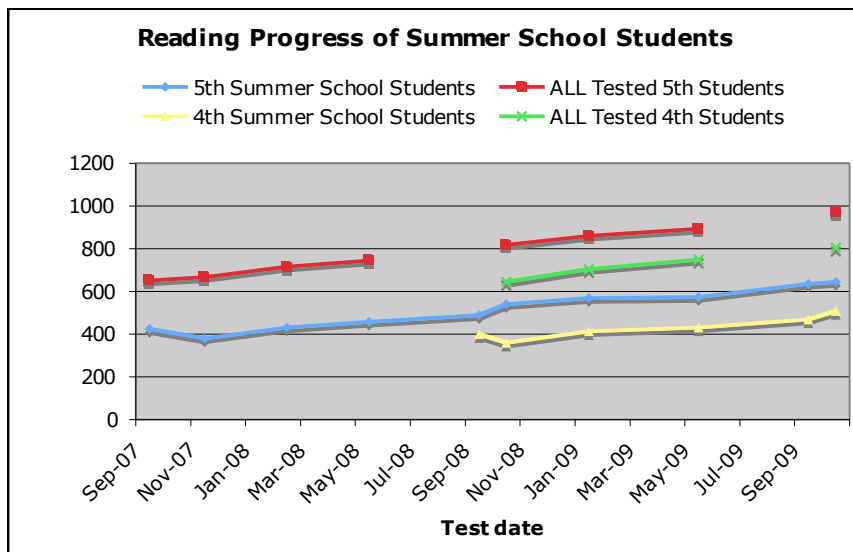
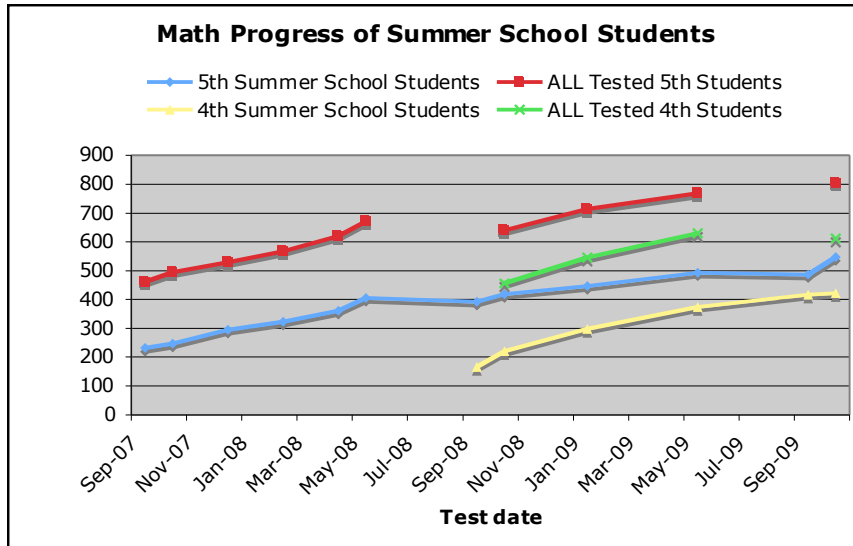
- 159 students with state test scores have no PASeries score with which to predict. How do they differ?
  - 39.2% free-reduced (students with scores: 17.9%)
  - 46.6% African-American (2.4%)
  - 31.1% took IAA (1.4%)
  - 86.5% currently in special placement or self-contained special ed
  - 45.9% scored below standards on ISAT (8.8%)

The vast majority of the students who do not take the PASeries math tests appear to be in self-contained special education classrooms or special placement.

Summary: The PASeries assessments do predict performance on the ISAT in reading and math in ways that help us to identify student learning needs. In reading, the PASeries does a very good job of predicting the actual performance level on March ISAT tests. In math, PASeries under-predicts ISAT performance, resulting in more students being identified for additional help. This is far better than over-predicting, which would mean we are not identifying those students needing help at critical times.

### **3. Summer School PASeries Data and Student Comments**

Graphs below show the PASeries math and reading scores of students who are currently in 4<sup>th</sup> and 5<sup>th</sup> grade and who attended summer school. Gaps in the lines are because those students did not take a summer PASeries assessment.



These charts indicate the average scores of students in 4<sup>th</sup> and 5<sup>th</sup> grades currently who attended summer school over the past 2 years. It is clearly evident from these numbers that students attending summer school have math and reading scores quite a bit lower than the rest of the of their classmates. Also, the score gap widens even with summer interventions.

	5th Summer School Students	ALL Tested 5th Students	4th Summer School Students	ALL Tested 4th Students
MATH				
Sep-07	232	460		
Oct-07	247	496		
Dec-07	295	529		
Feb-08	323	568		
Apr-08	361	621		
May-08	404	671		
Sep-08	392		166	
Oct-08	418	640	221	455
Jan-09	446	715	298	546
May-09	493	768	374	630
Sep-09	487		416	
Oct-09	548	805	422	612

	5th Summer School Students	ALL Tested 5th Students	4th Summer School Students	ALL Tested 4th Students
READING				
Sep-07	425	652		
Nov-07	381	667		
Feb-08	431	715		
May-08	458	745		
Sep-08	489		401	
Oct-08	539	818	360	644
Jan-09	570	860	414	704
May-09	572	894	431	750
Sep-09	635		469	
Oct-09	644	971	508	804

While students make growth, it is not large enough or fast enough to lessen the gap in comparison to their classmates. It is evident that additional measures need to be taken, both during the school year and during the summer, to help these students improve their mastery of grade level math and reading skills. (Note: DIBELS scores were requested, if possible, to be part of this report. These scores are kept at each building and were not available in a common format for this report.)

### **Student Comments Following Summer School**

Student comments were collected from Middle School Academy students. These comments are attached at the end of this report.

## **4. Discipline Information for the 1st Trimester, 2009 - 2010 School Year**

### **Elementary Schools**

Positive Behavioral Interventions and Supports (PBIS) is a problem-solving program that uses building based discipline and academic data to make decisions. It is an instructional approach to behavior and management in the classroom. School Wide Information System (SWIS) is a web based information system used to gather, summarize, and use office referral information. Teachers use SWIS data to drive the PBIS process in their buildings. Through the use of SWIS, elementary administrators and staff are able to evaluate individual student behavior, group behavior, behavior occurring in specific locations, and behavior occurring at specific segments of the school day.

As a tool used to gather data to bring about change in school and individual classroom behavior, SWIS is not designed to be used for district wide discipline reporting beyond the monitoring of time and incident data. SWIS is an efficient, reliable, and confidential strategy for managing office referrals. Because of the confidential nature of the data, SWIS is not the most practical method of reporting Out of School Suspensions (OSS) and/or In School Suspensions (ISS). Out of School Suspensions are relatively rare in the elementary schools, so this is not a problem for this report. In School Suspensions do occur more frequently, but still not a level that would be reportable. To report these suspensions would make it quite easy to identify the individual students involved.

Below, you will find a brief summary of the SWIS data. Please note that this monitoring information is not necessarily consistent across schools. The differences in reported SWIS data could be a result of dissimilar definitions of the behavior. The inconsistencies can also be construed as a result of some schools being new to PBIS while other schools are more familiar with the program.

As you read the information below, keep in mind that the numbers represent all K-5 behaviors, both major and minor. In fact, very few (eleven) of the office referrals reported through SWIS have led to either OSS or ISS for children in the elementary buildings. Of those eleven OSS incidents, the majority of the incidents were for fighting.

#### **Beye School**

- Average referrals per day – 0.3.
- Problem behavior - the majority of referrals were for fighting.
- Referrals by location - most of the incidents occurred in the classroom.
- Referrals by time - the majority of incidents occurred between 10:00 and 10:30.
- Referrals by student – no one student received more referrals than any other child.

#### **Hatch School**

- Average referrals per day – 0.42.

- Problem behavior - minor defiance was the most prevalent.
- Referrals by location - most of the incidents occurred on the playground and the classroom.
- Referrals by time - most of the incidents occurred around 10:00 and from 11:30 until 12:00.
- Referrals by student - two children had a majority of the referrals.

#### Holmes School

- Average referrals per day – 0.09.
- Problem behavior - minor physical contact was the most prevalent incident.
- Referrals by location - the incidents occurred mainly on the playground and the classroom.
- Referrals by time - the incidents occurred around 10:15 and 11:30.
- Referrals by student - there was no single student referred more than any other child.

#### Irving School

- Average referrals per day – 0.5.
- Problem behavior - minor disruptions were the most referred incidents.
- Referrals by location - most incidents occurred on the playground and the classroom.
- Referrals by time - most incidents occurred at 10:00 and 11:30.
- Referrals by student - there was no clear indication of any one student receiving more referrals than others.

#### Lincoln School

- Average referrals per day – 0.08.
- Problem behavior - fighting and physical aggression were the most referred incidents.
- Referrals by location - most incidents occurred on the playground.
- Referrals by time - the incidents occurred between 11:30 and 12:00.
- Referrals by student - no one child received more referrals than any other student.

#### Longfellow School

- Average referrals per day – 0.6.
- Problem behavior - fighting and minor defiance/disrespect were the most reported incidents.
- Referrals by location - the incidents occurred on the playground and the classroom.
- Referrals by time - most incidents occurred between 11:30 and 12:15.
- Referrals by student - three children had a majority of the referrals.

### Mann School

- Average referrals per day – 0.19.
- Problem behavior - fighting.
- Referrals by location – classroom.
- Referrals by time – spread evenly throughout the day.
- Referrals by student - Two children had a majority of the referrals.

### Whittier School

- Average referrals per day – 0.16.
- Problem behavior – most referrals were for fighting/physical aggression.
- Referrals by location – most referrals occurred on the playground or in the classroom.
- Referrals by time – most incidents occurred between 11:30 and 12:00.
- Referrals by student – there was no one child receiving more referrals than any other child.

Below you will find information prepared by staff at each elementary building outlining programs developed through PBIS to date. While some staff submitted longer entries, all buildings are doing a great number of PBIS activities around pro-active discipline.

### **Longfellow:**

- \* Creating an on campus video - featuring "Bear Necessity" (our mascot) and what it means to be respectful, responsible, and safe at Longfellow. (Premiere - late January).
- \* Trimester I Celebration - all school bingo - including our PKP students
- \* Started a secondary intervention - Check In - Check Out with very positive results toward better behavior for 7 students
- \* Playing host to a mentoring program to formally start after winter break
- \* There are photos of 1<sup>st</sup> Trimester celebration and PBIS winners on our Blog. Access the Blog from the Longfellow web page.

### **Irving:**

At Irving we just recently had our first All School PBIS Celebration that was a dance with a DJ in the mini-gym with strobe lights and a smoke machine! The kids did the limbo, the hokey pokey, the cha-cha slide, and many other dances together. We had a blast!

In the first trimester the students earned 6,787 eagle slips and received 81 office referrals (minors and majors). So in the second trimester, our school goal is to decrease the amount of office referrals and increase the number of eagle slips so that we can have an All School Pajama Day for our second All School PBIS Celebration at the end of the second trimester.



## **Beye:**

Looking at our current data, Beye has a total of 21 office referrals, the majority due to fighting/physical aggression, in the classrooms, in the mornings, across grade levels 1-5, with 3 repeat offenders. We used this information to plan for the following:

### School-wide:

Looking at last year's number of office referrals during the first trimester (26), Beye set a goal of less than 20 office referrals during this first trimester. We achieved that goal and had a school-wide celebration on the afternoon of November 24th. Students were able to wear their "paw-jamas" and the Lake Theater donated "pawp-corn" for everyone!

2nd trimester goal: less than 20 office referrals (a big goal, we had 42 office referrals during the second trimester last year - our bar is set high!). If we reach it, we will have an all school dance the last week of February with a DJ in the gym. 2 sessions, one hour each for K-2nd and 3-5th. This DJ teaches specific dances (Macarena, hokey pokey, etc.)

### Class wide:

October Booster - Set a social classroom goal focusing on something that is difficult for them (i.e. walking quietly through the hallways, lining up, entering building quietly, etc.). If achieved, they were able to have a reward of their choice, within reason.

November Booster - used "golden" paws to focus on 3 areas for three weeks. We targeted our hot spots, which were the playground, the cafeteria and "peaceful" classroom.

December Booster - Each class set an academic goal (i.e. everyone turns in homework, everyone finishes writing prompt, everyone writes in complete sentences, etc.) and if achieved, the class will get a mystery prize ("Mr. E" prize). This means Mr. E will come into each class for 15 minutes and do something fun with the kids.

January Booster - We will have an all school assembly, re-teaching one or two cool tools (using TIC and SWIS results).

### Individual:

- Paw passes given for following the B's. Friday drawing for prizes and classroom banner.
- No office referrals for the week = dancing to the cha-cha slide at the end of the day on Friday.
- "Paws-itive Character" wristbands = Every student got one before winter break.
- "Paws-itive Character" ribbons and pledge cards to be used as incentives and boosters for January's all school assembly and February booster.
- Data and program has been shared by Karen Foleno at every staff meeting, November PTO meeting, and by Jonathan in his Beyestander column, every PTO meeting and Principal Coffee.

### Staff Responses:

- PBIS helps keep the focus on positive behavior. First graders love the reward of Paws Passes and check their own behavior when others around them are rewarded. It is working really well at Beye and I think it is a great program! (First grade teacher)
- It helps all staff "speak the same language," and by that I especially mean the specials teachers, as we see the whole school. The expectations are the same school-wide and if / when we discuss behavior, everyone knows what we're talking about and we, the teachers, have the weight of the whole school staff behind us. (Special area teacher)
- PBIS is wonderful for all ESL students, but especially for one kindergarten student. He is working on learning appropriate behavior in a variety of settings. (ESL teacher)
- As a specialist, I really think it evens out the expectations for all of the classes. Specialists can tell at twenty paces which teachers have consistent, high, behavioral expectations for their students (and which ones do not!). In the past, we just had to struggle with upholding our own standards, but now it seems like classroom teachers are stepping it up. My one concern would be early intervention for teachers who are still struggling with behavior in their classroom.

### **Julian:**

Julian is on its way to implementing the second month of the Julian All-Stars Program, which is celebrating students of the month. One girl and one boy are selected for each team per month. Their names are announced over the intercom after the weekly raffle, the students receive \$5 gift cards certificate, and take turns saying the afternoon announcements throughout the month. The students are also featured on a bulletin board display in their team area. Staff and students have enthusiastically embraced this celebration.

### **Holmes:**

1. Our PBIS Celebration for this trimester will take place upon return from break. We're planning a dance party for K-2, then for 3-5. Prior to the dancing, we'll congratulate our students on their excellent behavior this year. We'll also remind them of the school-wide expectations as they return.
2. After Winter Break, we'll be working with a parent volunteer to make a video of students, staff, and parents talking about PBIS and the expectations. This video will be used to reinforce the expectations to our current students and staff. It will also be used in the future to inform new school families about the program.
3. Also, Ms. Hackmiller provided a behavior incentive which involves her working outside on the roof based upon the number of days we had in November with no office behavior referrals. Each day added more minutes to her time on the roof.

### **Lincoln:**

One of Lincoln goals is for staff to recognize homerooms for being respectful, responsible, and helpful. When a staff sees this behavior, that homeroom is given a huge WOW slip and once they collect ten, they get a celebration. Some of the classrooms have celebrated by having pajama day, a popcorn party, sundae and a movie, and the list goes on. The students love these celebrations.

Also, since we already give the children WOW slips, we now enter their names in a special PBIS raffle every time they get 10 WOW slips. We also have a special raffle for staff for their efforts towards PBIS.

In the month of January we are looking to do a Booster for students lining up properly and entering the building quietly. We will consult the staff on the celebration once the goal is achieved.

### **Whittier:**

October, we set a school-wide goal: each classroom working together on being respectful, being responsible and being powerful with peace in any school setting. Each classroom had a goal of earning at least 3 wildcats. The celebration and date was a surprise which students worked hard to achieve. As a result, the kids earned 45 minutes to play games in their classrooms!

### **Hatch:**

Hatch has been using Tiger Tickets and Tiger Heads as an incentive to maintain appropriate behavior. Tiger Tickets are handed to individuals. The tickets are placed in a box for weekly drawings. Tiger Heads are issued to a class when they receive a compliment from an adult (visitors, volunteers, staff, etc.). Tiger Heads are accumulated and earn the class various rewards at different intervals. We had our first all school celebration at the end of November where all students gathered to play bingo. We now have a 6-foot inflatable tiger who visits 1 class per week based on "love letters" written by their teacher addressing the positive things about their class.

### **Mann:**

Mann is in its second year of PBIS. This year staff and students are openly embracing the PBIS philosophy. Students are given "horseshoe hoorays" (HSH) for the 3 B's : be respectful, be responsible, be compassionate. There is a raffle drawing at the end of every week for prizes. Students in grades 3-5 can also collect "horseshoe hoorays" for the horseshoe hooray store. Once a month students can "buy" prizes with their horseshoe hoorays, prizes range from 5-60 HSHs. 5th grade teachers have also created a menu of options for students to earn and trade in horseshoe hoorays (i.e. buy time to be a helper in kindergarten, help the engineer, and the option to choose their own seat). The students are responding beautifully to the PBIS program and we've seen an overall reduction in major office referrals.

In December PBIS sponsored a hot staff breakfast. The PBIS team cooked Belgian waffles, souffles, cakes and served coffee and fruit. Staff members were very excited and appreciative. The breakfast united staff members and served as a boost for staff to continue to support PBIS incentives. Each month we also have staff appreciation by conducting a raffle (2 staff members a month) with prizes. The monthly celebration was board game bonanza. The students were encouraged to bring board games from home and 20-25 minutes in each classroom was dedicated to playing board games. The students truly enjoyed the celebration. The music teacher also worked with upper grade classes to create a PBIS school song/chant incorporating the 3 B's. In January we are planning our all school assembly.

### **Brooks:**

We started the year with a building wide rotation of students receiving information for successful performance related to all venues in the building.

We have adjusted our Eagle Card incentive to be more interactive. Students receive a card immediately for having been recognized as appropriate and then place that card in a large bin. Every Thursday names are drawn and the winning students are able to pick a reward from a collection that has been put together by Ms. Hefner and the PBIS committee. These rewards are primarily \$5.00 gift cards. Winners' pictures are compiled into a collage on the bulletin board in the main office.

We are planning a building wide celebration that will attempt to recognize all students in their quest to establish respectful, responsible, and peaceful qualities to their lives.

We continue to try to accentuate elements of character strengthening and decision-making skills through our Advisory activities.

Banners were proposed to be created and placed in the hallways, but they have been delayed temporarily.

## **MIDDLE SCHOOL**

The middle school discipline numbers provided here are generated through PowerSchool. PowerSchool has a very good format for gathering discipline data at the middle school level, so SWIS is not currently used at Brooks and Julian. Charts below provide information from PowerSchool for both Out of School Suspensions (OSS) and In School Suspensions (ISS).

### 1<sup>st</sup> Trimester Report - Out of School Suspensions (OSS) – District

Race	Number of Students Receiving Out of School Suspensions	Single Suspensions	Multiple Suspensions	1-2 Days	3-4 Days	5-6 Days	7-9 Days	10+ Days
AA Females	5	5	0	2	2	0	0	1
AA Males	16	13	3	10	2	1	0	3
WH Females	2	1	1	3	0	0	0	0
WH Males	7	4	3	7	0	2	0	1
HI Females	1	1	0	0	0	0	0	1
HI Males	0	0	0	0	0	0	0	0
Multi Racial	0	0	0	0	0	0	0	0
<b>TOTAL</b>	31	24	7	22	4	3	0	6

### 1<sup>st</sup> Trimester Report – Out of School Suspensions (OSS) – Julian

Race	Number of Students Receiving Out of School Suspensions	Single Suspensions	Multiple Suspensions	1-2 Days	3-4 Days	5-6 Days	7-9 Days	10+ Days
AA Females	1	1	0	0	0	0	0	1
AA Males	6	6	0	4	0	0	0	2
WH Females	0	0	0	0	0	0	0	0
WH Males	2	1	1	3	0	0	0	0
HI Females	1	1	0	0	0	0	0	1
HI Males	0	0	0	0	0	0	0	0
Multi Racial	0	0	0	0	0	0	0	0
<b>TOTAL</b>	10	9	1	7	0	0	0	4

## 1<sup>ST</sup> Trimester – Out of School Suspension (OSS) - Brooks

Race	Number of Students Receiving Out of School Suspensions	Single Suspensions	Multiple Suspensions	1-2 Days	3-4 Days	5-6 Days	7-9 Days	10+ Days
AA Females	4	4	0	2	2	0	0	0
AA Males	10	7	3	6	2	1	0	1
WH Females	2	1	1	3	0	0	0	0
WH Males	5	3	2	4	0	2	0	1
HI Females	0	0	0	0	0	0	0	0
HI Males	0	0	0	0	0	0	0	0
Multi Racial	0	0	0	0	0	0	0	0
<b>TOTAL</b>	21	17	4	14	4	3	0	2

During the 1<sup>st</sup> trimester of the 2009/2010 school year, there were twelve incidents of fighting and two incidents of disrespect resulting in an OSS. The other actions were a result of a wide range of behaviors.

### In-School Suspensions

#### 1<sup>st</sup> Trimester Report – In School Suspension (ISS) – District

Race	Number of Students Receiving In School Suspensions	Single Suspensions	Multiple Suspensions	1-2 Days	3-4 Days	5-6 Days
AA Females	4	3	1	5	0	0
AA Males	32	18	14	48	5	2
WH Females	1	1	0	1	0	0
WH Males	14	10	4	18	1	0
HI Females	1	1	0	1	0	0
HI Males	0	0	0	0	0	0
Multi Racial	3	2	1	4	0	0
Asian	1	1	0	1	0	0

<b>TOTAL</b>	56	36	20	78	6	2
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### 1<sup>st</sup> Trimester Report – In School suspension (ISS) - Julian

<b>Race</b>	<b>Number of Students Receiving In School Suspensions</b>	<b>Single Suspensions</b>	<b>Multiple Suspensions</b>	<b>1-2 Days</b>	<b>3-4 Days</b>	<b>5-6 Days</b>
<b>AA Females</b>	2	2	0	2	0	0
<b>AA Males</b>	14	9	5	18	5	2
<b>WH Females</b>	0	0	0	0	0	0
<b>WH Males</b>	5	3	2	6	1	0
<b>HI Females</b>	1	1	0	1	0	0
<b>HI Males</b>	0	0	0	0	0	0
<b>Multi Racial</b>	2	2	0	2	0	0
<b>Asian</b>	1	1	0	1	0	0
<b>TOTAL</b>	25	18	7	30	6	2

### 1<sup>st</sup> Trimester Report – In School Suspension (ISS) – Brooks

<b>Race</b>	<b>Number of Students Receiving In School Suspensions</b>	<b>Single Suspensions</b>	<b>Multiple Suspensions</b>	<b>1-2 Days</b>	<b>3-4 Days</b>
<b>AA Females</b>	2	1	1	3	0
<b>AA Males</b>	18	9	9	30	0
<b>WH Females</b>	1	1	0	1	0
<b>WH Males</b>	9	7	2	12	0
<b>HI Females</b>	0	0	0	0	0
<b>HI Males</b>	0	0	0	0	0
<b>Multi Racial</b>	1	0	1	2	
<b>TOTAL</b>	32	18	14	48	0

Similar to the incidents leading to an OSS, the majority of incidents leading to an ISS were fighting.

As part of the presentation to the Board on Jan. 26, we will provide a quick comparison of the discipline numbers that match up from the similar period last year.

Dr. Kevin M. Anderson  
Assistant Supt. for Teaching and Learning

Dr. Kelly Baird  
Curriculum Coordinator

Harla Hutchinson  
Teacher-Leader for Technology and Student Assessment

Attached Document: Summer School Comments – Middle School Academy  
(The numbers indicate the number of respondents with similar answers.)



**What I liked about summer school was...**

31 Teachers  
Homework was easy

**What I didn't like about summer school was...**

27 Homework  
9 Exams

8	short hours Not hours		Exams were hard Hours
12	The snacks	25	Wake up time
5	having breaks	7	It was hard to get up every day
7	I learned more	4	Having to write everyday
	Writing my own stories		Getting help from teachers
6	Reading Pac-Man	4	It's in summer The people in it
9	I made friends		Writing what teacher wanted me to write
19	I had friends that were here	4	Too long
6	Learning new things	6	Having to come Far from my house
7	It was fun, cool It was a very funny classroom	4	It's boring
14	Doing math	9	Doing work Mrs. XXX was a little mean and nice
5	Geography	5	It's a little bit hard
2	Reading "Bud not Buddy" Starting time	2	The work, but lots of it was fun
6	Writing		Me talking too much
3	Books we read the people, the respect, the work I learned to read better		Atlas and dictionary Small classroom no helper teacher
6	I got to learn new things I got to meet different people Thrive class		Sometimes I feel like I have to go to ss Waiting outside ss are to short
6	Work was easy	3	Nothing
3	Short I learned to stay focused Had teachers from 6th grade		Walgreen problem
6	Nothing	3	Math work
3	Had fun It was calm Mrs. XXX	2	Some of the kids were annoying When people act phony When I have to walk upstairs teachers were hard not being able to go to Indiana because of ss
3	That I passed on my progress I can use more proper English Algebra and LA Getting out		Character class
2	having something to do not forgetting the stuff I learned	2	Everything
6	Reading "The Outsiders"	4	Having to do all of the classes Nothing
3	Doing the maps in Mr. XXX's class Writing, social studies, math	2	Some teachers didn't really help Spending my whole AM in school
8	Silent ball	2	Rules Waste of time
		3	Teachers
		3	Writing

3 movies  
2 Playing basket bullseye  
playing a social studies game  
Mrs. XXX  
4 the math games  
5 Ms. XXX' class  
2 Ms. XXX's class  
playing music in class  
gave me something to do  
Ms. XXX  
2 Ms. XXX  
the last day of school  
learning how to control my anger

2 too much homework in reading  
projects  
2 persuasive essay  
2 the noisy-ness  
3 teacher yelling for no reason  
2 unfairness  
Mrs. XXX being mean  
4 mean people  
XXX  
2 Social studies class  
Mr. XXX  
Learning  
2 chairs we sat in

you can get sent home if you forgot your pencil or homework  
can't wear short shorts  
the disrespect  
my goofy class  
I can't blame anyone but myself for being here  
healthy snacks  
the cold air

**Next year, I think summer school would be better if...**

there were no exams

24

I wasn't in it

4

If not in ss would be having fun

We get to write what we want to write  
Longer or more breaks outside  
2 I studied a lot  
Everything was the same  
we only had to only do math on the board and if  
had longer math section  
Study and read more  
4 Starting later  
9 have less homework  
if there wasn't any ss  
we had a longer break & instead of 2 teachers 3  
they had a way to teach all the classes they wanted  
Longer breaks will make it better  
it wasn't in summer  
we can have class outside sometimes  
they extended the time we should be here  
2 the teachers would explain the material  
I don't care cuz I'm not gonna be here  
4 it was shorter and quicker  
we had less papers in Ms. XXX's class  
Read more books like "The Outsiders"  
I joined willingly  
we had more games  
if there were organized seats  
the teachers were strict on kids about doing stuff  
more time to do handwriting in class  
I don't have class with XXX  
better teachers  
Mr. XXX wasn't here  
we could bring our computer games with us  
2 bigger room  
I would listen and turn in homework  
Get a better director  
there was more science and less LA  
it's fine the way it is