

APPENDIX VI – 2



Evaluation of the Learning Supports Coordinators Position--Final Report 2015-16

Executive Summary

The Learning Supports Coordinator (LSC) position in the Tucson Unified School District (TUSD) supported increased academic performance from its inception in the 2009-10 school year until 2015-16 when the program ended. Since 2013, a Unitary Status Plan (USP) has been in effect to resolve the long-standing desegregation suit by African American and Mexican American families more than 50 years ago to establish greater equity in the district. The LSC position was charged with three functional areas crucial to meeting its requirements—Positive Behavior Interventions and Supports (PBIS), restorative practices, and Multi-Tier System of Support (MTSS). Supporting these three areas is data management, which served as a fourth functional area of responsibility.

In May 2016, a total of 59 LSCs worked in 73 of the District's 89 schools. Thirty-nine LSCs were full-time in a school, 14 were half-time in two schools, and six were half-time in a single school. Turnover among LSCs was high, with 26 of the LSCs new to the position in 2015-16 and 15 leaving during the school year.

In 2014-15, outside educational consultant District Management Council (DMC) conducted an evaluation of the LSC position in TUSD which resulted in a clarification of LSCs' responsibilities. The current evaluation builds on DMC's work and examines the impact of the position on discipline and academic performance. Process measures are LSC feedback through focus groups, comments on monthly reports, informal interviews, on-site observations, and surveys involving LSCs, principals and teachers. Outcome behavioral measures comprise violation and suspension rates. Academic measures are DIBELS, the state assessment: AzMERIT, quarterly benchmark scores, and grades. It must be noted that LSCs were not assigned any direct responsibility for academics because their primary focus was to enhance climate and culture at the school.

Four functional areas

All functional areas were implemented in schools, albeit to varying degrees. Over the course of the school year, LSCs accounted for 65,237 hours on *TimeEntry*, an online log. LSCs varied in the amount of time dedicated to each of the four functional areas depending on the type of school in which they worked. Please see the table below for the distribution of LSC activities in each functional area by grade band.

Distribution of LSC Activities in the Four Functional Areas by School Type

Grade band	PBIS	Restoratives	MTSS	Data management	Related activities	Other activities
Elementary	14%	13%	25%	17%	23%	8%
K-8	18%	16%	15%	14%	27%	10%
Middle	10%	27%	13%	18%	21%	11%
High	8%	16%	16%	19%	26%	15%
All schools	13%	18%	17%	17%	24%	11%

Note. Related activities include presentations on Guidelines for Student Rights and Responsibilities (GSRR), office tasks, communications, Professional Learning Communities (PLC) participation, and weekly and monthly meetings with school administrators regarding school trends and USP data. *Other activities* include all other non USP-specified activities in-school and out of school such as sick and personal leave.

PBIS: Elementary schools consistently used a set of PBIS practices. Higher grades also used and modified these practices to be age-appropriate. Principals and teachers increased their appreciation and understanding of PBIS with 88% of principals and 58% of teachers agreeing that PBIS was effective in improving student behavior, especially at the elementary and K-8 levels.

Restoratives: Over 90% of principals agreed that restorative circles, conferences, and consequences supported positive student behavior compared to 76% of principals in 2014-15. Yet, only about half (51%) of teachers felt that restorative practices significantly reduced problematic behavior in their school. Middle school teachers showed the lowest percentage (26% in 2015-16, down from 54% in 2014-15) of agreement that restoratives were effective, despite the fact that LSCs at middle schools spent up to 30% of their time on these practices. These results suggest that middle schools may need additional training in restoratives and a wider set of complementary strategies to encourage positive student behavior.

MTSS: LSCs spent 17% of their time overall on MTSS, exclusive of the associated data management. More teachers (52%) agreed in 2015-16 that the process was working well at their school when compared to results from teachers (45%) the previous year, suggesting that the MTSS process is better established in schools. LSCs organized student-level documentation from MTSS involvement in 2015-16 for each school so services can be continued without interruption in 2016-17 for identified students. The LSC role was to coordinate the behavioral and academic intervention services, but not to deliver them. Direct impact on academics was not expected by this evaluation from the LSC responsibilities.

Data management: Lastly, LSCs dedicated about 17% of their time to data collection, analysis, and reporting. This process included MTSS paper-based documentation and the interpretation of discipline data to complete the monthly Principal/Site Based Discipline Data Report.

In summary, the role of the LSC was to manage and monitor behavioral systems throughout the school rather than providing direct support to individual students. LSCs spent over 90% of their time on their assigned areas of responsibility. When compared to perceptions in 2014-15, more principals (88% compared to 46%) perceived their role as being effective to promote positive discipline this year and 7% more teachers regarded PBIS and MTSS—but not restorative practices—as effective.

Impact

In retrospect, from 2010 – 2015, the LSC role changed each year in an effort to meet school-based needs. With the refinement of their roles from the recommendations by the DMC report in 2014-15, LSCs implemented a sound theory of change in 2015-16 that was supported by a consistent District mission to

reduce disparities in discipline. LSCs brought passion and commitment to their schools to establish a culture of positive discipline through the use of specific strategies. The LSCs were an integral part of the school culture in 2015-16 and successfully accomplished the following tasks:

- Established a process for PBIS, restoratives, and especially MTSS on a firmer footing and implemented district policy regarding positive, restorative discipline at the school level from a supportive, non-threatening position.
- Gathered the discipline data for the monthly discipline report along with the leadership team and coordinated problem behavior at the schools on an ongoing basis.
- Trained teachers at the schools so that principals and teachers both agreed that they understood the strategies.

Their role was especially valued because their responsibilities were more clearly defined than in previous years and their positive impact on student behavior was recognized. Additionally, it is possible that the perceived value of the LSC position may have increased with the knowledge that the position was being eliminated. Principals repeatedly expressed concern about the time required to maintain the initiatives LSCs had spearheaded in surveys and site visits.

In terms of violation and suspension rates district-wide in 2015-16, the impact of LSCs was evident in specific settings. In schools where the LSC position had been filled full-time for two years, suspension rates decreased more than in schools that had part-time LSCs or vacancies in the position: for the seven elementary schools with a full-time LSC for 2 years, the decrease in suspensions was -1.1% from 2014-15 compared to other elementary schools (-0.5%). Similarly, the 19 K-8, middle and high schools with a full-time LSC for two years saw a -2.5% decrease in suspensions compared to the 15 schools where the LSC position was not filled consistently (-1.7%). These results suggest that continuity at the school site was a critical variable for LSCs to be able to establish practices and intervene with students when problems first occur. The table below shows the District wide suspension rates over two years and indicates that even though African American students exhibited the highest suspensions, they also demonstrated the greatest reduction. LSCs served as the primary implementers of positive and restorative discipline at schools. It is reasonable, therefore, to suggest that the decreased rates in violations and suspensions as well as the narrowing of the ethnic disparities in suspensions over time can be attributed, in part, to LSCs' efforts.

Suspension Rates for Racial/Ethnic Groups 3 Years (All Students)

Year	White	African Am	Hispanic	Native Am	Asian PI Am	Multi-racial
2014-15	4.31%	8.65%	4.12%	6.32%	1.54%	6.05%
2015-16	2.69%	5.15%	2.90%	4.55%	0.86%	4.03%
Change 2014-15 to 2015-16	-1.62%	-3.50%	-1.22%	-1.77%	-0.68%	-2.02%

Note. From TUSD discipline dashboard.

In summary, this evaluation found that principals and teachers expressed higher levels of appreciation for LSC efforts than in 2014-15, with evidence that LSCs contributed to the district-wide decrease in suspension rates, especially in schools where the position had been filled consistently for two years.

Looking toward next year

The LSC position was eliminated in May 2016. In 2016-17 a new position called the MTSS facilitator will assume responsibility for positive discipline in 30 of the District's neediest schools. The remaining 53 schools will incorporate the positive discipline process in their weekly Professional Learning Communities (PLCs) meetings. Intensive professional development in PLCs, PBIS, and MTSS is planned for the summer of 2016 for teachers and administrators. New software (Clarity) recently purchased by the District will aid documentation in assigning and managing interventions.

The initiatives that were established by the LSCs in 2015-16 contributed to the reduction of discipline rates across the district. Using the lessons learned from the LSC role, the new MTSS facilitator role may be strengthened by the following recommendations:

- Establishing district-wide practices for the MTSS process and a single supervisor who can provide consistent guidance;
- Providing more support for middle schools to strengthen restoratives and expand additional strategies for positive discipline;
- Providing more resources (staff, funding, space, time) for interventions;
- Integrating the MTSS process into classroom instruction and management;
- Improving data collection processes for consistency and linkages to the student information system
- Deepening the understanding and commitment to PBIS and effective restoratives through PD and other opportunities for the MTSS facilitators to share and gain knowledge.

Evaluation of the Learning Supports Coordinators Position--Final Report 2015-16

Introduction

Purpose

This report examines the activities and impact of the Learning Support Coordinators (LSCs) in Tucson Unified School District #1 (TUSD, the District) for 2015-16, the final year of the position. The LSC position predates the Unitary Status Plan (USP) intended to resolve the long-standing desegregation suit by African American and Mexican American families more than 50 years ago to establish greater equity in the district. For the last two years, LSCs have been responsible for key programs the USP identifies as crucial to an equitable and restorative school culture and climate and for supporting high academic achievement.

This report serves three purposes:

1. To describe the LSCs' work and the perceptions of LSCs, principals and teachers in establishing a positive school climate with high student achievement;
2. To examine the impact of the LSC role from metrics of student behavior and academics;
3. To recommend to the District how to build on the initiatives that the LSCs have spearheaded, in particular practices associated with the Multi-Tier System of Support (MTSS).

Background

In 2014-15, external consulting firm District Management Council (DMC) of Boston evaluated the role of the LSCs. As an initial step in their evaluation, DMC brought together TUSD leadership, Special Master Dr. Willis Hawley, the desegregation plaintiffs, and legal counsel to define the scope of the LSCs' work in six functional areas of which four were prioritized for 2015-16. The areas are:

1. Positive Behavior Interventions and Supports (PBIS) to reduce discipline incidents;
2. Restorative practices to reduce discipline incidents;
3. MTSS to reduce discipline incidents and increase academic performance;
4. Data management to ensure timely and coherent action and follow-through on interventions.

The district also placed the LSCs under the direction of central leadership. In previous years, LSCs received direction from central leadership but obtained their professional evaluation by their principal. This supervisory change removed a potential conflict of allegiance for the LSCs and the duties that they performed at the school.

Other centrally coordinated support programs to schools include dropout prevention specialists, a behavior intervention team, and Student Support Specialists (S³s). S³s and LSCs perform complementary duties. They are both deployed to specific schools with high minority concentrations, discipline issues, and/or low academic achievement. Also they are both firmly rooted in the district-wide effort to ensure student equity. The primary difference between S³s and LSCs are that the LSCs are tasked with the

coordination of systems of support at every school, whereas S³s provide academic interventions and behavioral support to individual students and their families.

Methods

This internal evaluation continues DMC's work by describing the LSCs' work, how it impacts school climate and academic performance, and how the LSC role is perceived by school administrators and teachers. Historically, LSCs documented the coordination of activities at the school level without collecting data on individualized students receiving services. In December 2015, LSCs also started to track students involved the MTSS process. Unfortunately, that data has not been linked to our current student information system and/or to student outcomes in time for this report. These limitations challenged the evaluation in ascertaining to what extent the MTSS services impacted students.

Type of Measures used in the Evaluation

This evaluation is action-based and follows Patton's utilization-focused model, that is, of focusing on the "intended use by intended users" (Patton, 1997). Both process and outcome measures were used. Process measures comprise data from site visits, focus groups, and surveys. Outcome measures comprise academic and discipline data. Table 1 summarizes the qualitative and quantitative data used in evaluating the LSC position.

Table 1. Data Used in the LSC Evaluation.

Area	Data Source	Type of Data
Academic	Grades	Outcome
	Benchmark scores	
	DIBELS	
	AzMERIT	
Behavioral	Office referrals	Outcome
	Discipline violations (non-suspensions)	
	Suspensions (in-school and out-of-school)	
Perceptions	Site visit feedback	Process
	LSC focus group feedback	
	Principal Survey	
	Teacher Survey	
	LSC Survey	

The process data consisted of:

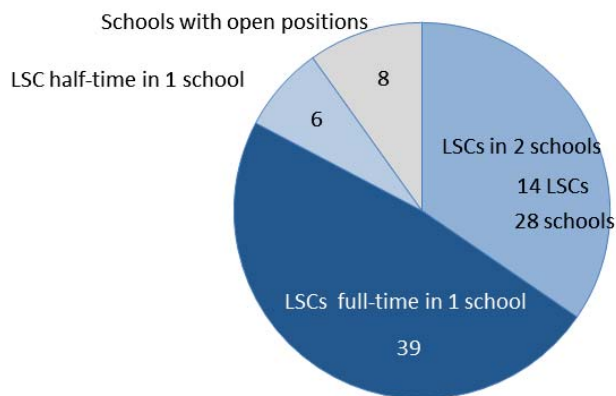
- **Site visits/Observation:** Thirty-nine visits to 33 schools (18 elementaries, 3 K-8s, 6 middle schools and 6 high schools) were conducted to observe MTSS and discipline data meetings and LSCs in situ. Sites and dates visited are in the Appendix.
- **Focus groups:** Four groups were held November 19 and 30, 2015 with LSCs (N=32). Questions included school practices of PBIS, restoratives, MTSS, training, and supports for their work.
- **Surveys:** LSC, principal, and teacher surveys were conducted online April 18-22, 2016, to elicit perspectives on the LSC initiatives (PBIS, restorative practices, and the MTSS process), on the LSC position itself, and on its impact on schools. Additionally, the surveys included specific questions from surveys conducted in 2014-15 by DMC for comparability.

School and LSC profiles

Distribution of LSCs

TUSD has 83 schools, excluding the alternative schools. In May 2016, a total of 59 LSCs were working in one or more of a total of 73 schools. An additional 8 schools had LSC positions open. Turnover among LSCs was high: 26 of the LSCs hired were new this year, 10 of whom began after October, and 15 left during the year. In January 2016, LSCs learned officially that the position would be cut at the end of the year which may have prompted some to accept other positions.

Chart 1.
Distribution of LSCs in May, 2016



Experience of LSCs

According to surveys in 2014-15 and 2015-16, LSCs are made up primarily of former counselors, teachers, and administrators. Added to this mix in 2015-16 were 7 former coordinators, data coaches, and facilitators.

Distribution of time

LSCs recorded time spent in the four functional areas, related duties, and other school activities that were not specified in the USP through an online log (*TimeEntry*). Throughout the year, LSCs logged over 65,000 hours. Activities included:

- A. Functional areas:
 - PBIS
 - Restorative practices
 - MTSS
 - Data management
- B. Related duties:
 - Parent contact
 - Observation of student behavior for PBIS or MTSS
 - Professional development

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- Professional Learning Communities (PLCs)
- Attendance
- Presentations and other activities related to the Guidelines for Student Rights and Responsibilities (GSRR)

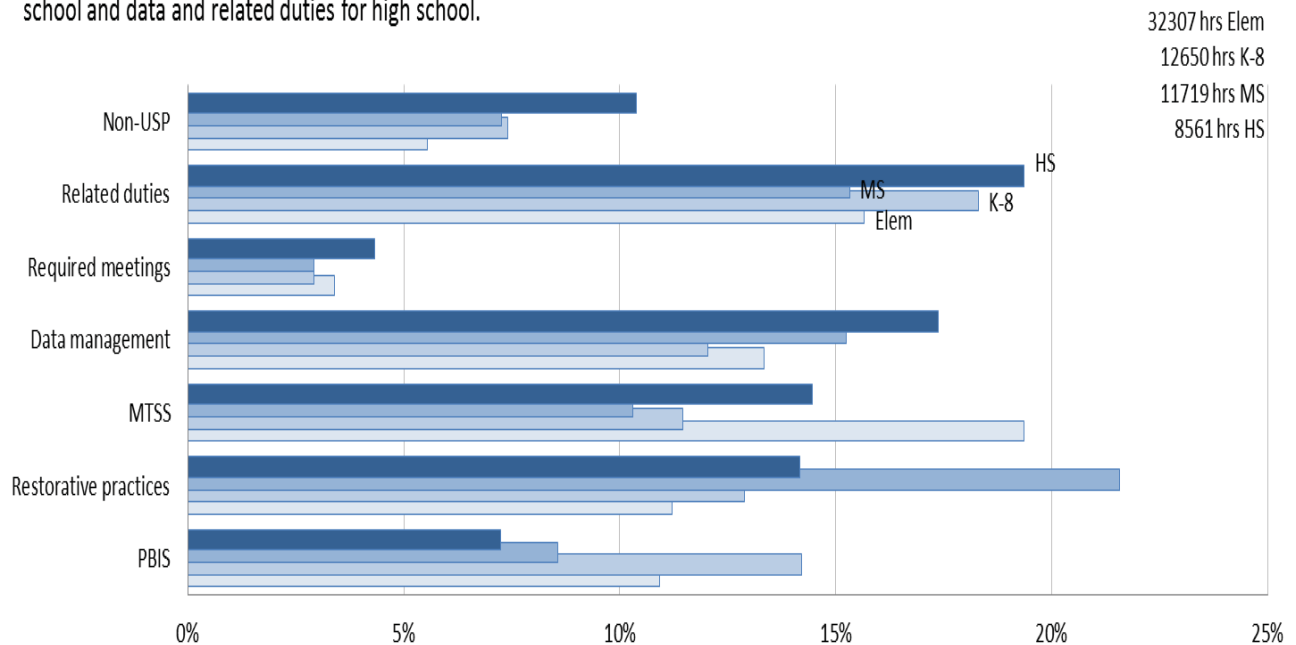
C. Other school activities:

- School assemblies
- Community-school activities
- Proctoring exams and subbing
- Personal and sick leave

How LSCs spent their time varied according to school level. Elementary LSCs spent more time on MTSS, and this proportion increased throughout the year from 21% to 28%. K-8 LSCs consistently spent about 23% of time in related duties as detailed above, and middle school LSCs spent increasing time on restoratives, up to 30% in Quarter 4. High school LSCs spent less time on data management as the school year progressed, and more time on other school activities, increasing to 34% of their time in Quarter 4. These activities included proctoring tests, meeting with counselors and administrators about student concerns, attending meetings not specified in the USP, monitoring students, and chaperoning students in off-campus activities. Chart 2 shows a distribution of LSC activities by grade bands during 2015-16.

Chart 2. 2015-16 Distribution of LSC Activities by Grade Bands: Elementary, K-8, Middle and High School.

Time spent on each functional area varies by school level.: MTSS dominates elementary, restoratives middle school and data and related duties for high school.



Functional Areas: PBIS, Restorative Practices, MTSS, and Data Management

PBIS

LSCs dedicated about 13% of their time to PBIS activities excluding data management. LSC focus groups revealed that elementary schools used a set of PBIS practices consistently throughout the district. These practices included developing and posting a school-specific matrix of what positive behavior looks like in different school locations, establishing a reward system for positive behavior with tokens that could be spent on small rewards or entered in a raffle, and public recognition of positive behavior. Upper elementary and middle school students responded better to privileges as rewards, such as a free dress day, lunch with the principal or a favorite teacher, a sixth period dance, or choosing a song for all the school to dance to in the halls. High school practices included recognizing student-teacher relationships and leadership skill development.

Widespread practices across grades to correct poor behavior included assigning students a yellow card as a warning, a red card requiring reflection on their behavior, a short time-out, or time out and reflection with a buddy teacher of the same grade or subject.

Survey questions assessed the effectiveness of PBIS in reducing problematic behaviors, how well PBIS was implemented at their school, and how well LSCs trained the staff in PBIS practices. DMC responses to similar questions from 2014-15 are included in the “DMC1415” column. Results from this year reveal an increased appreciation and understanding of PBIS by principals, teachers, and LSCs. Overall, 88% of principals and 58% of teachers agreed this year that PBIS was effective in reducing problematic behaviors, compared to 70% of principals and 55% of teachers last year. All groups perceived PBIS to be most effective at the elementary and K-8 levels, with elementary and K-8 teachers more in agreement (72%) that PBIS is an effective strategy when compared to middle and high school teachers (40%). At the middle and high school levels, a wide discrepancy existed between LSC and principal perceptions of PBIS effectiveness on one hand and teacher perceptions on the other, with middle school teachers agreeing less than half as often as principals about PBIS effectiveness.

Two weeks ago at our Pride Friday we had all the students nominate a teacher who had influenced them, who also got a privilege pass. Students had a thank you card as well to present to the teachers. It was exciting to have that. So teachers are seeing what we're trying to do and the kids are appreciating it and this builds relationships.

--High school LSC

Although only 58% of teachers agreed that PBIS is effective at reducing problematic behaviors, they felt generally confident using PBIS strategies in their classrooms (75% across all grades). This year, more teachers reported a deeper understanding of PBIS (74% compared to 65% last year) as well.

LSCs, principals, and teachers agreed that PBIS implementation and training was effective, and again elementary and K-8 staff showed higher agreement generally than did the middle and high schools. Overall, 82% of principals agreed that staff implemented PBIS effectively, compared to 57% last year. Additionally, 88% of all principals agreed that the LSC implemented PBIS and trained staff, which is an increase from 2014-15 when only 46% of principals were in agreement. This finding may be a result of the redefinition of responsibilities of the LSCs in 2015-16 to a specific set of tasks. Please refer to Table 2 for information about staff perceptions of PBIS by grade band.

Table 2. Percentage of *Agree + Strongly Agree* to Aspects of PBIS.

Item	Group	Elem	K-8	MS	HS	N	DMC 1415
PBIS impact							
PBIS is effective in reducing or preventing problematic behaviors at my school.	LSCs	92.5%	66.7%	80.0%	100%	67	
	Principals	94.3%	85.7%	75.0%	71.4%	57	70%
	Teachers	72.4%	69.4%	32.8%	44.3%	1179	55%
PBIS implementation							
PBIS is implemented effectively throughout my school.	LSCs	80.0%	55.6%	60.0%	75.0%	67	
Staff are effectively practicing PBIS in my building.	Principals	91.4%	100%	62.5%	42.9%	57	57%
I feel confident using PBIS strategies in my classroom.	Teachers	86.9%	79.9%	72.4%	56.0%	1179	
PBIS training							
I have been able to train staff in my building in PBIS.	LSCs	87.5%	77.8%	60.0%	75.0%	67	
The LSC at my school implements PBIS and trains staff in my building on PBIS.	Principals	83.9%	100%	87.5%	100%	49*	46%
I have a deep understanding of my school's PBIS matrix.	Teachers	85.3%	75.7%	75.0%	54.2%	1179	65%

*Only principals with LSCs responded to this item in 2015-16. In 2014-15, principals N=82, teachers N=999.

Principals indicated from open ended responses on surveys support for PBIS and requested to continue and strengthen what has been started (18 mentions from the 57 respondents), provide more training (16), be consistent across the district (7), and have a dedicated staff position (5). LSCs concurred with principals about the need for more training, the importance of buy-in from teachers and administrators, and the need for good incentives.

In summary, results from the surveys suggest that LSCs, principals, and teachers are committed to PBIS strategies across the district, especially from elementary and K-8 schools. When compared to last year, appreciation for and implementation of PBIS as an effective practice has increased across all job classifications. However, less than half of middle and high school teachers surveyed regarded PBIS as an effective strategy for positive discipline. Challenges at these grade levels include finding age-appropriate incentives for students and incorporating PBIS strategies consistently into the culture of the classroom.

Restorative practices

On average, LSCs spent about 18% of their time conducting restorative circles (“community talks”, “class meetings”), conferences, and actions throughout the school year, an increase of 9% from 2014-15. In middle and high schools, LSCs initiated restoratives with students in In-School Intervention (ISI),

students returning to campus from the District Alternative Education Program (DAEP) and out-of-school suspension, as well as a core practice in restoring harmony for minor disputes.

According to principals' survey responses, teachers and counselors have significantly increased their participation from 2014-15. (See Table F-4b in the Appendix.) However, when compared to other data sources such as focus groups responses, the number and type of staff conducting restoratives revealed inconsistencies. LSCs reported in focus groups that the number of teachers conducting restoratives varied widely at the elementary level from school to school. In middle and high schools, LSCs reported that a variety of staff including monitors, administrators, counselors, and teachers might conduct restoratives.

LSCs and principals regarded restorative practices as effective, with 91.2% of the principals surveyed agreeing that they reduce problematic student behavior compared to 76% in 2014-15. However, support for restoratives appears to have eroded in the last year among teachers: just more than half (51%) agreed with that restoratives reduced problematic behavior compared to 56% in 2014-15. The gap is especially evident in middle school where only 26% *agreed/strongly agreed* that restoratives were effective, which is half the number in 2014-15. See Table 3 for a distribution of survey responses.

Table 3. Percentages of *Agree + Strongly agree* to Survey Item *Restorative practice significantly reduces problematic behavior in my school.*

Group	Year	Elem	K-8	MS	HS	N
LSCs	2015-16	95.0%	66.7%	70.0%	100%	67
Principals	2015-16	91.4%	100%	75.0%	100%	57
Teachers	2015-16	64.2%	71.3%	26.0%	37.7%	1172
<i>Teachers</i>	<i>2014-15</i>	<i>66%</i>	<i>64%</i>	<i>54%</i>	<i>43%</i>	<i>999</i>

* In 2014-15, principals N=82, teachers N=999.

A closer look at middle school teachers' responses reveals that 120 of the middle school teachers who felt that restoratives did not work also perceived that students use them mainly to avoid consequences. In other words, a sense of mistrust was reported in that these teachers felt that students were taking advantage of their positive attempts to problem solve collectively and develop relationships with the students. See Table 4.

Table 4. Crosstabs: Restoratives and 'Gaming the System' According to Middle School Teachers.

		<i>Restorative practice significantly reduces problematic behavior in my school.</i>	
		<i>Agree + Strongly agree</i> N=50 (26%)	<i>Disagree + Strongly disagree</i> N=142 (74%)
<i>Students mainly use restoratives to game the system.</i>	<i>Disagree + Strongly disagree</i> N=50 (26%)	28 (14.6%) 😊	22 (11.5%) 😞
	<i>Agree + Strongly agree</i> N=142 (74%)	22 (11.5%) 😞	120 (62.5%) 😡

Note. N=192 middle school teachers responding.

LSCs were responsible for training school staff in restorative practices. However, during the focus groups they repeatedly expressed that they did not feel adequately prepared to lead restoratives and needed more training. In response, District leadership provided a three-hour training session in the spring led by an elementary LSC on using restoratives to create positive relationships. Even with this additional training, only 60% of LSCs agreed that they had trained school staff effectively in restorative practices, which is

substantially lower than the 81% who reported they had trained staff in PBIS. Principals were more generous in rating LSCs' training efforts (76% *Agreed* or *Strongly agreed*).

Just more than half of middle school teachers (55%) felt confident conducting restoratives. Of those teachers, 67 *disagreed/strongly disagreed* that restorative practices significantly reduced problematic behavior. This finding that teachers are confident in their own abilities but do not support the practice may indicate that either the practice has not been implemented with fidelity or that the effects of the practice are limited and that other strategies may be more effective. See Table 5 and Appendix Table F-4a for more detail.

Table 5. Crosstabs: Confidence Conducting Restoratives According to Middle School Teachers.

		<i>Restorative practice significantly reduces problematic behavior in my school.</i>	
		<i>Agree + Strongly agree</i> N=50 (26%)	<i>Disagree + Strongly disagree</i> N=142 (74%)
<i>I feel confident conducting restorative circles and conferences between students.</i>	<i>Agree + Strongly agree</i> N=105 (55%)	38 (19.8%) 😊	67 (34.9%) 😊
	<i>Disagree + Strongly disagree</i> N=87 (45%)	12 (6.3%) 😞	75 (39.1%) 😞

Note. N=192 middle school teachers responding.

Uneven training and implementation may have contributed to the lack of successful outcomes with restoratives especially at the middle school level. When principals were asked what actions were needed for next year regarding restoratives, they responded most frequently that more training was needed to make this strategy successful at the school (32 mentions from the 57 principals), followed by having a dedicated staff position (6), and providing more support for teachers (5). LSCs also gave high priority to comprehensive training in restorative practices as a way to increase the commitment by schools to implement this strategy with fidelity.

In summary, LSCs struggled most with the training and implementation of restoratives, especially at the middle and high school levels when compared to PBIS. Teachers in elementary and K-8 schools were supportive of the process and reported beneficial results, similar to their responses about the PBIS and MTSS processes. In contrast, the majority of teachers in the middle and high schools did not value restoratives. Restoratives may appear simple to implement, but in fact require considerable skill to implement well. Furthermore, middle and high schools relied on this strategy to resolve crises. A wider set of strategies and positive discipline supports may be needed for middle and high schools.

MTSS

LSCs spent 17% of their time overall on MTSS in 2015-16, exclusive of the associated data management. As noted above, elementary LSCs spent the highest proportion of time on MTSS.

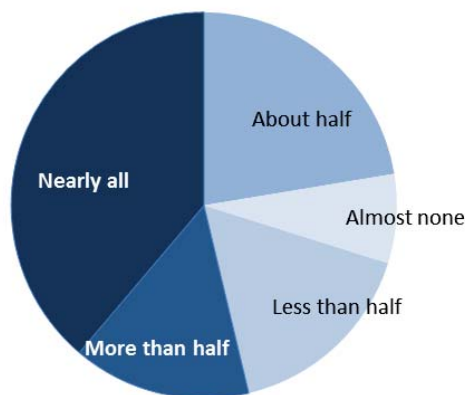
In focus groups, nine elementary and one high school LSC reported that they felt confident with the MTSS process and the rollout was much smoother than the previous year. This assessment was supported by observation of four MTSS meetings, informal conversations with LSCs during the year, and survey responses. LSCs and principals both reported increased participation on the MTSS team from administrators and teachers to interventionists, curriculum specialists, social workers, and S³s. (See Table F-4d and Chart F-4a in the Appendix). In addition, more teachers (52%) agreed in 2015-16 that the

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process was working well at their school compared to 45% last year. The process appears to be most effective with strong investment from the principal, the school psychologist, and other school staff in that order. When these positions all support the process, the result is that teachers perceive that MTSS positively supports learning.

A major concern of LSCs was their ability to follow through on the interventions decided upon by the team. Despite their concerns, 26 (39%) of LSCs reported following through with *nearly all* the students referred. Only 5 (7%) stated they were not able to follow up with little or none of their students. The main reason given for not following up was lack of time due to other responsibilities or the number of students referred. Refer to Chart 3.

Chart 3. I am able to follow up to ensure interventions are well implemented for ___ of the students referred to MTSS.



Successful implementation of MTSS practices was reported in at all school levels. However, of all teachers, fewer high school teachers in the district reported they understood the MTSS process or felt confident using Tier 1 interventions in the classroom. During site visits to five high schools, LSCs concurred that “MTSS looks different at the high school level,” and that student attendance, credits, mental health, and juvenile justice issues dominated the MTSS meetings rather than classroom performance.

At the middle school level, teachers exhibited an erosion of support for MTSS that paralleled their uneven support for restoratives. Only 23.6% of middle school teachers surveyed reported that the MTSS process was working well at their school, compared to 40% in 2014-15. In Table 6, the discrepancy between teachers’ and LSCs’ perceptions regarding understanding of the MTSS process reveals inconsistency regarding its value: half of the LSCs said the process was working well but that few teachers understood it; whereas only one quarter of teachers said it was working well although two-thirds said they understood it. This trend is also evident in high school to a lesser degree. Please see Table 6.

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Table 6. Percentage *Agree + Strongly agree* Regarding MTSS.

Item	Group	Elem	K-8	MS	HS	N
MTSS implementation						
Overall the MTSS process is working well at my school.	LSCs	87.5%	55.6%	50.0%	75.0%	67
	Principals	94.1%	100%	50.0%	85.7%	56
	Teachers	67.1%	62.4%	23.6%	39.3%	1159
Understanding of MTSS						
Teachers understand the MTSS process.	LSCs	82.5%	55.6%	20.0%	62.5%	67
I have a strong understanding of the MTSS process.	Teachers	76.8%	73.0%	66.5%	51.2%	1159
Understanding of Tier 1						
Teachers understand and implement appropriate Tier 1 interventions.	LSCs	80.0%	100%	70.0%	62.5%	67
I feel confident using MTSS Tier 1 classroom interventions.	Teachers	86.0%	86.5%	70.2%	67.8%	1159

Digging deeper into how middle school teachers' responses intersect, nearly half (46.6%) of the middle school teachers reported that even though they understood the MTSS process, it was not working well at the school. Similarly, they were pretty confident about their own Tier 1 interventions although about half said MTSS was not working (92, 48.2%). It may be possible that the teachers perceive Tier 1 interventions as effective for the majority of the students, but that nothing at all, including MTSS, intervenes effectively for a difficult few. This possibility might explain why many of these teachers (116, 60.7%) do not see MTSS as either working well or supporting their teaching work as indicated in Table 7.

Table 7. Crosstabs: MTSS and Support of Instruction According to Middle School Teachers.

		<i>MTSS is working well at my school.</i>	
		<i>Agree + Strongly agree</i> N=45 (24%)	<i>Disagree + Strongly disagree</i> N=146 (76%)
<i>The MTSS process supports my teaching work.</i>	<i>Agree + Strongly agree</i> N=66 (35%)	36 (18.8%) 😊	30 (15.7%) 😐
	<i>Disagree + Strongly disagree</i> N=125 (65%)	9 (4.7%) 😐	116 (60.7%) 😞

Note. N=191 middle school teachers responding

LSCs in focus groups, site visits, and informal conversations cited the amount of paperwork and its redundancy as an obstacle to wider buy-in to MTSS. LSCs referenced teachers' resistance to filling out the forms to the point where they would not follow through with the referral process unless the LSC filled them out. Variant forms also led to some confusion. As one LSC noted, "The district needs more clarity

with MTSS Different people are using different forms.” According to LSCs, teachers often did not understand that the purpose of adequate interventions was to meet student needs without placing them in exceptional education: they regarded MTSS as an obstacle course on a path to placement. LSCs also perceived a frequent lack of understanding of how data through the MTSS process could guide instruction by teachers.

Historically, LSCs developed their own MTSS tracking system, in excel files or on paper for students at their school. Based on feedback from LSCs, in December 2015 an online MTSS Student Log on the LSC SharePoint site was created as a consistent way to track students across the district. From December 1, 2015 to June 1, 2016, the log had 3094 entries from 67 schools, excluding independent records kept by schools without an LSC. A single student may have multiple entries for academic or behavioral concerns or both. As seen in Table 8, academic concerns were the primary focus in the lower grades. Behavioral concerns gradually increased with each grade level so that by high school, behavior concerns were about equivalent to academic ones. Counts are for each meeting at which a given student is discussed.

Table 8. Entries in MTSS Student Log.

School level	Academic	Behavior	Total
Elementary schools	1811(83%)	365 (17%)	2176
K-8 schools	272 (76%)	84 (24%)	356
Middle schools	240 (66%)	125 (34%)	365
High schools	104 (53%)	93 (47%)	197
Total	2427 (78%)	667 (22%)	3094

Principals’ recommendations for MTSS in the coming year in rank order were to:

- Dedicate a staff position to the MTSS process (16),
- Provide more training (8)
- Continue to strengthen what has been started because of the value of the process at the school site (6), and
- Increase teacher participation and understanding of the process (5).

LSCs also offered specific recommendations regarding the logistics of the position including managing paperwork, working with PLCs in the coming year, and involving staff, particularly psychologists, in the process. The success of the MTSS process is dependent upon teachers’ perceptions of its added value in supporting their instruction and commitment to use it consistently.

In summary, the MTSS process appears to have gained some traction from last year, but the application was still inconsistent across schools and even within schools. MTSS appears to be well understood by the central administration and to a lesser degree, by the principals and their site-based teams. Similar to PBIS and restoratives, teachers had a more positive perception of MTSS in elementary and K-8 schools in terms of its beneficial impact. Middle and high school teachers are wary of the process and have not seen evidence that it works in their schools. Additionally, teachers as a whole reported that they understand the MTSS process and how to implement Tier 1 interventions in their classrooms. This data suggests that the training efforts by the LSCs have been successfully implemented, but middle and high school teachers have not witnessed direct benefits in their classrooms.

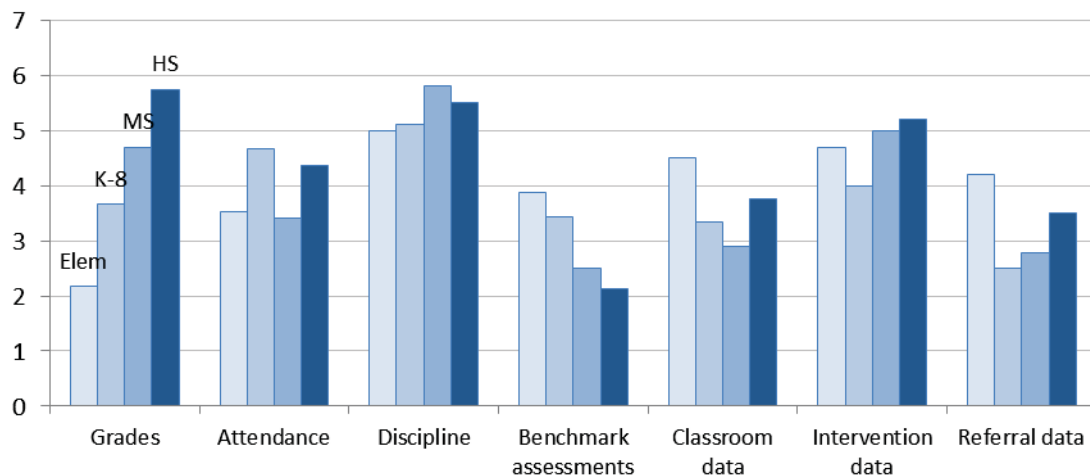
Management and Use of Data

Data from the TimeEntry log revealed that LSCs dedicated about 17% of their time to data collection, management, and entering information into the log. More specifically, the LSC tasks included MTSS documentation, entering the discipline data for the monthly Principal/Site Based Discipline Data Report, uploading documents to the LSC SharePoint site, and logging in their own time. LSCs ranked how frequently they used and monitored data in relation to MTSS and discipline reports. The data that was most prioritized by grade band were:

- Elementary Schools: Discipline data, intervention data, and classroom data;
- K-8 Schools: Discipline data, attendance data, and intervention data;
- Middle Schools: Discipline data, intervention data, and grades;
- High Schools: Grades, discipline data, and intervention data.

This data indicates that across the district, LSCs used discipline data the most frequently followed by intervention data. Grades increased in importance as the grade level rose while at the same time, benchmark assessments decreased in importance. Referral data, classroom data, attendance data, and benchmark data were not as highly prioritized for the MTSS and discipline reports. Chart 4 shows how LSCs rank ordered their use of seven data sources, with 7 as the most used and 1 as the least.

Chart 4. LSCs at all levels give high priority to discipline data.



LSCs reported an improved understanding of the discipline data required by the USP when compared to last year. Overall, LSCs *Agreeing + Strongly agreeing* in 2015-16 were 89.6%, compared to 68% last year. Principals were highly appreciative of LSCs' understanding, management, and analysis of discipline and academic data as seen in Table 9.

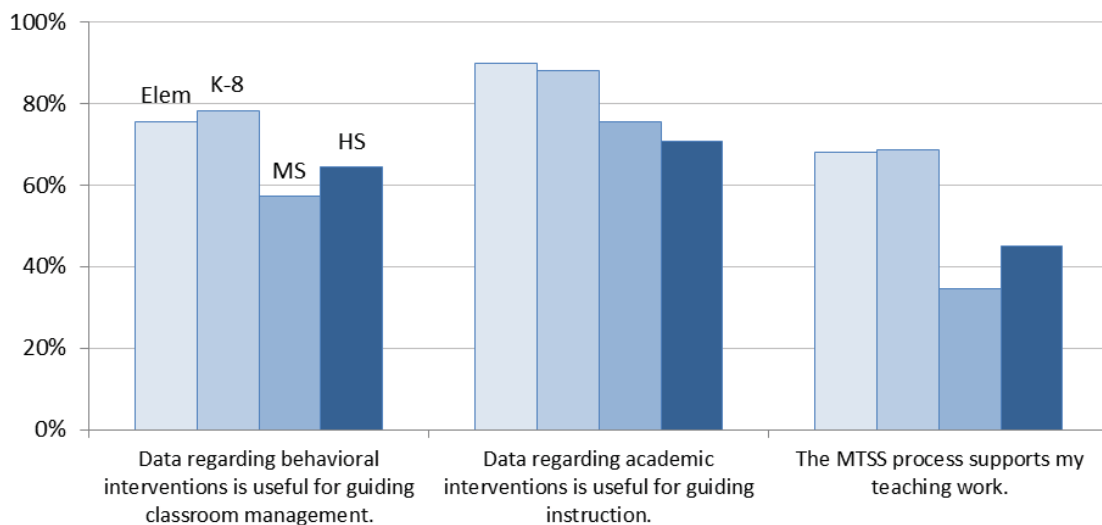
Table 9. LSC and Principal Responses Regarding Understanding and Use of USP Data.

Item	Group	Elem	K-8	MS	HS	N
I have a strong understanding of the discipline data as part of ensuring that the school is in line with the Unitary Status Plan (USP).	LSC	90.0%	66.7%	100.0%	100%	67
	Principal	100%	100%	87.5%	100%	57
I have been able to review USP data regarding discipline effectively with school leadership.	LSC	90.0%	55.6%	90.0%	100%	67
	Principal	93.5%	100%	100%	100%	49*

*Only principals in schools with LSCs responded.

Imperative to the success of MTSS is teacher buy-in. Data from PBIS and restoratives indicate that teachers at the elementary and K-8 levels had a much deeper commitment to the process and value the results more than did middle and high school teachers. This trend was also evident with MTSS. Although teachers reported that the MTSS behavioral and academic interventions were useful, they perceived the process to be something that occurred outside largely of their classroom. This sentiment was especially true at the middle and high school levels where only about 40% agreed that the MTSS process supported their teaching. In summary, MTSS was perceived by many teachers as something apart, an additional task to do, rather than an integral part of meeting students' educational needs in the classroom. See Chart 5 and Table F-4e in the Appendix for responses.

Chart 5. Teachers at the higher grades are not connecting MTSS with useful information for their classroom. n=1171



In summary, data management was an important aspect of the LSC duties because it helped to inform stakeholders of the type and frequency of interventions as well as to display how the LSCs were using their time. This effort was perceived as laborious by LSCs and took time away from direct services. The district did improve upon the data collection process with an in-house district wide webpage in 2015-16 which helped to systematize data collection. The LSC position was eliminated in May 2016 and will be replaced, in part, by new MTSS facilitators at selected schools. The new MTSS facilitators will be

trained with the new Clarity software for data collection and reporting in 2016-17 with MTSS interventions.

Summary of the Four Functional Areas

The LSC job duties were streamlined in 2015-16 based on the recommendations from the DMC report to work exclusively in the four functional areas. They were:

- PBIS to reduce discipline incidents;
- Restorative practices to reduce discipline incidents;
- MTSS to reduce discipline incidents and increase academic performance;
- Data management to ensure timely and coherent action and follow-through on interventions.

Results from the surveys, focus groups, sites visits, and *TimeEntry* logs suggest that LSCs were successful in training teachers in PBIS, restoratives, and MTSS strategies. Principals perceived the LSC role to be beneficial at their schools in developing positive relationships and reducing discipline. Principals advocated strongly for the position to be strengthened and to continue into the future. The redefinition of the LSC role together with increased training and monitoring for LSCs by central leadership in 2015-16 raised the value and effectiveness of the LSC at schools. Additionally, teachers and principals reported a greater understanding of the intent of the positive discipline strategies and all schools implemented them to a lesser or greater degree.

The first step in behavior change is to understand that a problem exists. The second step is to accept knowledge to be able to make change and the third step is to implement the knowledge into practice. In 2015-16, LSCs were successful in step one with the gathering of the discipline data for the monthly discipline report along with the leadership team as well as coordinating problem behavior at the schools on an ongoing basis. According to the data presented above, LSCs were successful in training teachers at the schools so that principals and teachers both agreed that they understood the strategies. Moreover, schools were largely successful in establishing a process for positive discipline for school-based incidents outside of the classroom. However, the third step of translating the knowledge from these strategies into action in the classroom as Tier 1 interventions was much less clear. More classroom-based observations are needed to understand how these strategies are implemented in the classroom.

For example, at the middle and high school level, the perceived lack of utility of PBIS, restoratives, and MTSS was consistently voiced by teachers throughout this evaluation. Concerns by middle school teachers and to a lesser degree, high school teachers focused on the potential of students trying to avoid the consequences of their actions. This insight suggests that secondary teachers, in particular, need additional training and support in the implementation of the strategies before they understand its value.

One elementary principal reported that over the course of one month (October 2015) that one of the monitors made 17 office referrals: "Our number one area where we are receiving 45% of our referrals are playground incidents ..." The principal and leadership team subsequently worked with the monitors on strategies to help children resolve minor disputes and report issues regularly.

The principal reported that by the end of the year, "[he] has developed a genuine rapport with the kids and they feel comfortable with him so they come to him to report minor incidents. He is meeting with Administration every Monday and he communicates daily with the leadership team. [He] is becoming proficient at minor student mediations and redirections on the playground.... [He] is an integral part of [the] PBIS team.

--Comments from Table 4, Principal/Site Discipline Monthly Report

At the elementary and K-8 levels, teachers were more supportive of these positive discipline strategies and perceived them generally as effective and contributing to an affirming school climate. Elementary teachers were most supportive of all the processes and felt that the strategies were pervasive throughout the school, both in classrooms and out. Staff at K-8 schools were also supportive, but to a lesser degree than elementary schools. This difference may be due to the 6-8 grade level teachers in the K-8 schools who regarded the processes as less valuable than the K-5 teachers.

Discipline

The recent release of *2013-14 Civil Rights Data Collection: A First Look* by the US Department of Education Office for Civil Rights indicates that disparities in discipline, particularly suspensions, are a persistent national issue. Nationally, African American K-12 students are 3.8 times as likely to receive one or more out-of-school suspensions as white students. Native American, Hispanic, Native Hawaiian or other Pacific Islanders, and multi-racial boys are also disproportionately suspended from school.

In TUSD, improved culture and climate in schools has been a priority in 2015-16. As a result, discipline violations, interventions, referrals, consequences, and suspension data reveal a shift throughout the district away from exclusionary and punitive measures toward restorative, reflective practices that retain students in their learning environment.

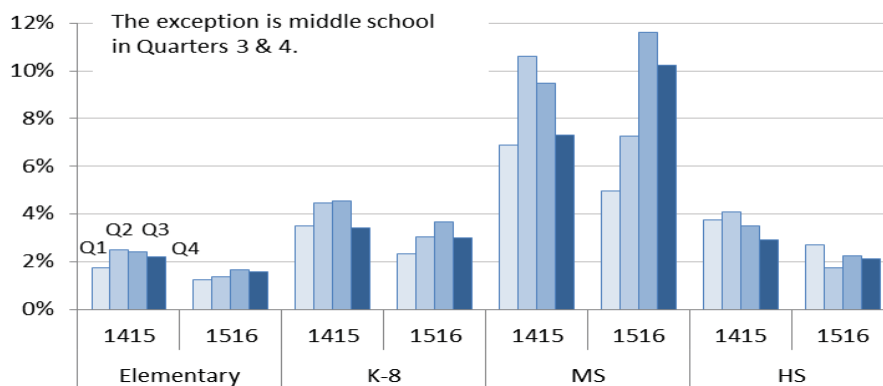
Discipline trends

Infractions that are severe, repeated, or unresolved through interventions and require a punitive consequence are recorded in the state AZSafe system. In TUSD, the District-developed “Mojave” student information system is the repository for these infractions which are in turn posted on the TUSD discipline dashboard for internal use. This dashboard is the main source used by schools and central office in analyzing discipline data.

Violations (non-suspensions)

Violations that did not result in suspension continued a downward trend from 2013-14. Compared to last year, violation rates for each quarter were lower at all grade bands. The exception is middle school, where rates in Quarters 3 and 4 (11.6%, 10.2%) rose compared to 2014-15. Refer to Chart 6 and Table C-1 in the Appendix.

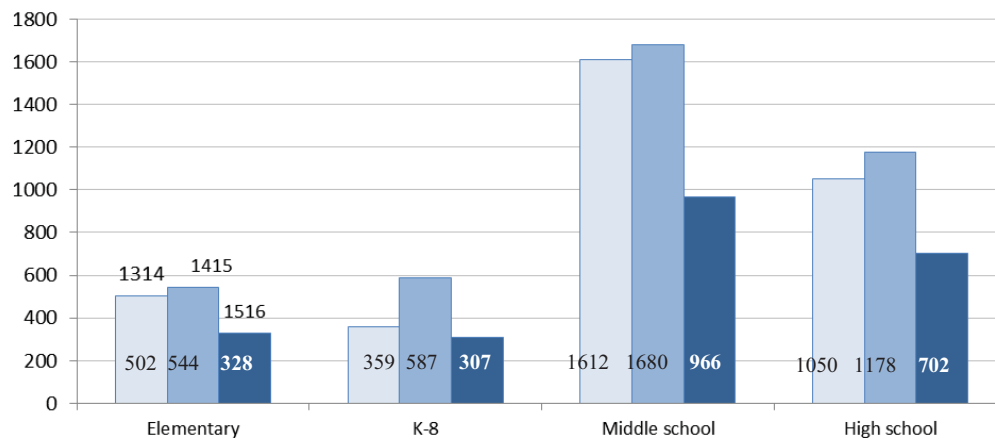
Chart 6. Violation rates are lower than last year's at each quarter.



Suspensions

In-school and out-of-school suspensions decreased significantly in 2015-16 at each grade band. Chart 7 shows numbers of distinct students with one or more suspensions each year. District efforts to keep suspended students in a learning environment included in-school short-term (ISI) and alternative long-term placement DAEP, both with counseling, restoratives, and social-emotional components. See Table C-3 in the Appendix.

Chart 7. Suspensions rose in 2014-15 and dropped dramatically in 2015-16.



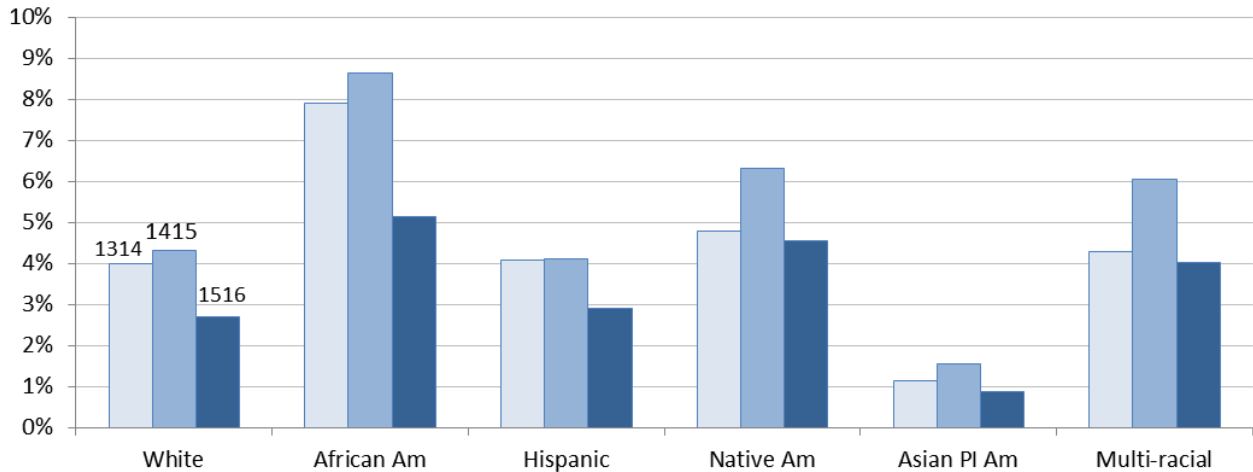
The decrease in suspensions is also evident in quarterly rates by racial/ethnic group. Rates are calculated as the percentage of distinct students of that group with one or more suspensions during that quarter. Decreases were greatest for 2014-15 rates for African American and multi-racial students as seen in Table 10 and Chart 8. Table C-4 in the Appendix shows that the decrease across groups generally holds quarter by quarter as well.

Table 10. Suspension Rates for Racial/Ethnic Groups 2 Years (All Students)

Year	White	African Am	Hispanic	Native Am	Asian PI Am	Multi-racial
2014-15	4.31%	8.65%	4.12%	6.32%	1.54%	6.05%
2015-16	2.69%	5.15%	2.90%	4.55%	0.86%	4.03%
Change 2014-15 to 2015-16	-1.62%	-3.50%	-1.22%	-1.77%	-0.68%	-2.02%

Note. From TUSD discipline dashboard.

Chart 8. Suspension rates decreased from 2014-15 to 2015-16 for all groups.



Impact of the LSC position on discipline

Full-time LSCs were assigned to schools on the basis of need; that is, they were placed first in larger schools where discipline rates were historically high and academic achievement was low. This criterion included almost all middle and high schools as well as the larger K-8s.

However, LSC turnover across the district and especially in these at-risk schools impacted the effectiveness of the LSC. As of May 2016, 26 schools had had the position filled for two years, and in only 14 the LSC was the same both years. To investigate the impact of the LSC role on discipline, schools where the full-time LSC position was filled for two years (2014-15 and 2015-16) were compared to schools where the position was vacant or part-time. Eight of the 10 middle schools, about half of the K-8s and high schools, and 7 elementary schools had a full-time LSC for two years without a month or more of interruption. Refer to Table 11.

Our LSC . . . has been active, visible, and supportive to all teachers. She has played an integral part in managing students with disruptive behaviors. It is a shame that she has to leave. Our school days ran more smoothly because of her. When she is absent, the effects are known. I don't know what we are going to do without her next year. I predict more behavior problems which will take more time away from the principals.

--Teacher survey comment

Table 11. Distribution of Schools with a Full-time LSC for 2014-15 and 2015-16.

School level	LSC < 2 years	LSC full-time 2 years
Elementary	42	7
K-8	7	6
Middle school	2	8
High school	6	5
Total	56	26

Note. High school includes Mary Meredith K-12 (LSC < 2 years).

In 2015-16, the role of the LSC was streamlined and emphasis was placed on positive discipline. Additionally, each school assembled a leadership team to review discipline incidents on a monthly basis in which the LSC was a key player. The result of these initiatives was evidenced with reduced discipline rates across all grade levels when compared to discipline rates in 2014-15. Additionally, the decrease in

suspension rates reported in the TUSD discipline dashboard was overall greater where an LSC had been full time for the past two years. Elementary schools are shown separately and on a different scale because their suspension rates were very low. Refer to Charts 9 and 10 below and Table C-5 in the Appendix.

Chart 9. Elementary suspensions decreased more in Quarters 1, 3, and 4 where the LSC was full-time for 2 years.

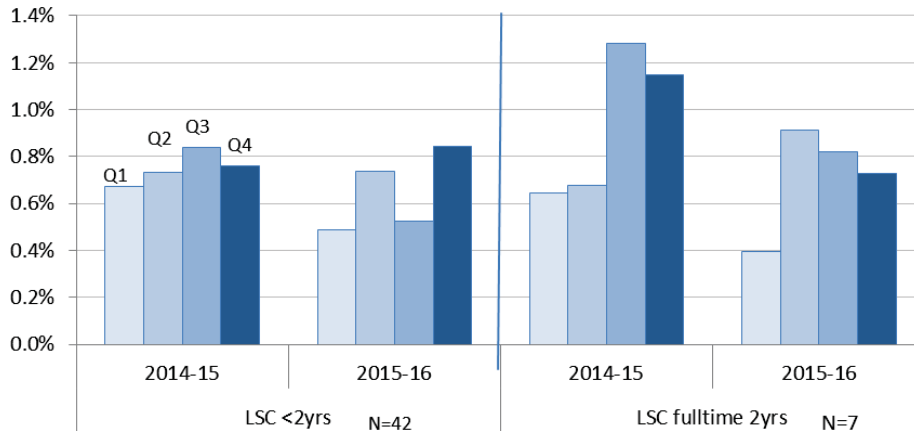
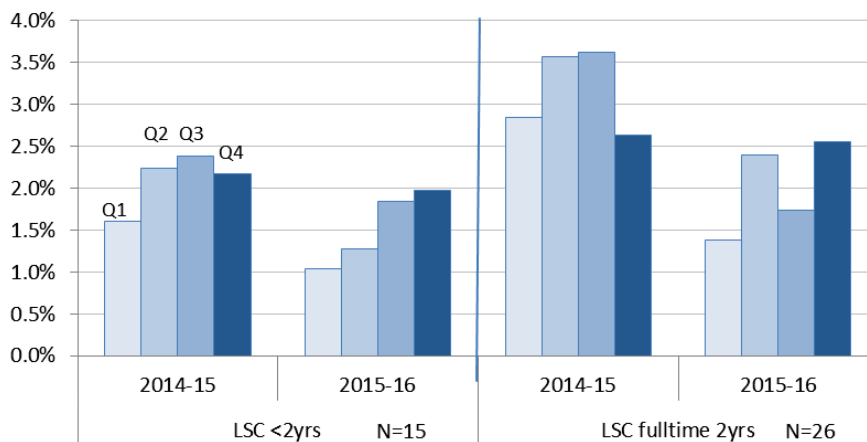


Chart 10. K-8, middle and high school suspensions decreased more in Quarters 1, 2, and 3 where the LSC was full-time for 2 years.



By race/ethnicity, schools with a full-time LSC saw a greater reduction in suspensions for all groups in elementary schools. Please note that the low numbers of white and multi-racial students in the seven elementary schools with a full-time LSC resulted in a large flux in the data. K-8, middle and high schools with a full-time LSC also saw a greater reduction in suspensions for most groups. Refer to Charts 11 and 12 and Table C-6 in the Appendix.

Chart 11. Elementaries with a full-time LSC saw a greater reduction in suspensions 2014-15 to 2015-16 for all groups.

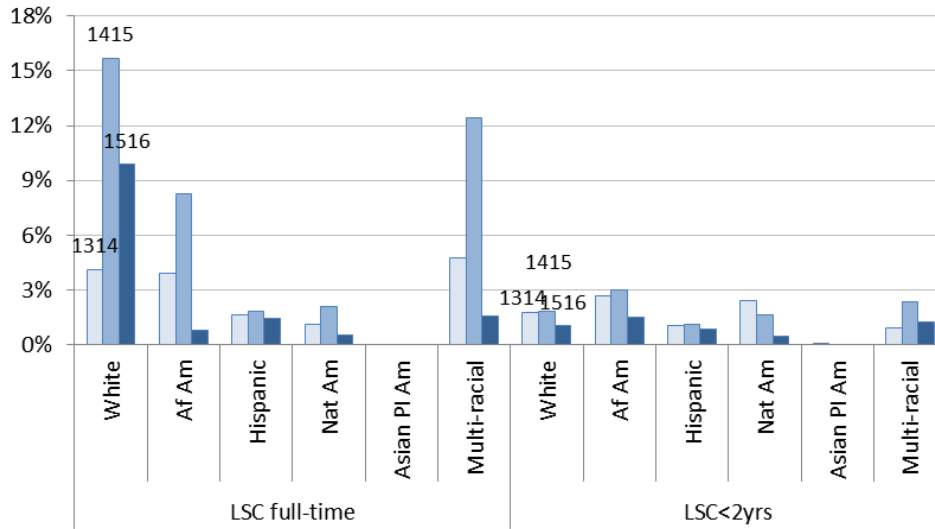
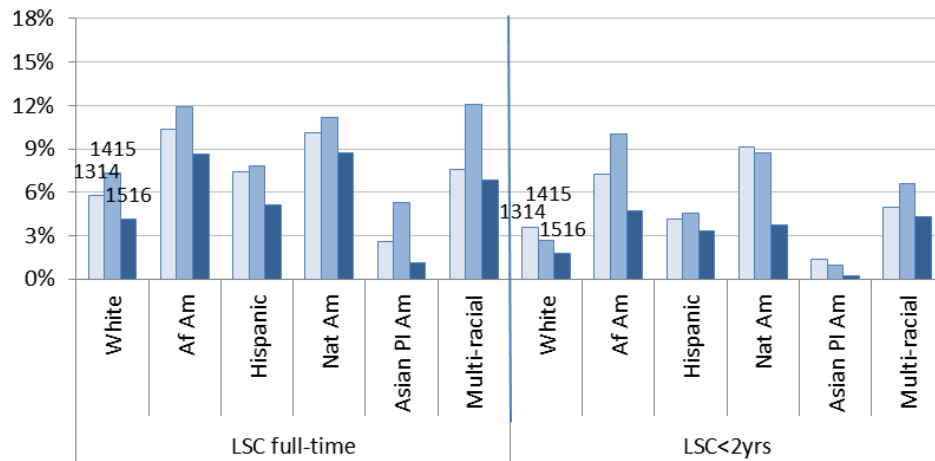


Chart 12. K-8, middle and high schools with a full-time LSC saw a greater reduction in suspensions 2014-15 to 2015-16 for most groups.



Discipline summary

Violations and suspensions have decreased at each grade level, for each quarter in 2015-16 when compared to 2014-15. Also, each racial/ethnic group saw a decline in suspensions as well as a narrowing in the disparity between African American and Hispanic student suspension rates when compared to white student suspension rates. Schools with full-time LSCs over the last two years saw a greater decrease in suspension rates from the previous year than schools without a full-time LSC quarter-by-quarter and by racial/ethnic group. LSCs served as the primary implementers of positive and restorative discipline at schools. It is reasonable, therefore, to suggest that the decreased rates in violations and suspensions are, in part, a result of the work of the LSC.

In the four functional areas including PBIS, restoratives, MTSS, and data management that the LSCs were responsible to embed into school culture, middle schools stood out as the grade band where positive discipline was least accepted. Survey responses from teachers in middle school in particular expressed wariness of the possible benefit of the positive discipline strategies. Over the last two years, middle schools have led the district in the absolute numbers of violations, and middle school violations in Semester 3 and 4 surpassed rates from the same time period in 2014-15, contrary to the general trends in elementary, K-8, or high school. (Refer to Chart 6).

In summary, the high rate of discipline violations in middle school and the wariness to adopt positive discipline strategies is concerning despite LSCs efforts. It is recommended that district discipline policies and priorities be focused on building a positive school climate for teachers as well as students in middle schools and to a lesser degree, in high schools.

Academics

Although they were not charged with instruction, LSCs' responsibility for heading up the MTSS process included the responsibility to ensure that students received the academic interventions necessary to stay at grade level. At times they did deliver academic interventions directly and logged these into TimeEntry as *MTSS-Direct academic, behavioral support*, but without student names. This category represented from 4.8% (high school) to 9.0% (elementary) of LSCs' total time entered.

Assessments

School-level assessment data comprises the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for K-2, the state assessment AzMERIT for 3-11, and quarterly benchmark assessments developed by the District to align with AzMERIT for grades 2-11. The impact of the LSC position on school-level data is dubious because the MTSS data collection webpage was not linked to individualized student data in the student information system and could not be measured.

Grades

Another area of possible impact of MTSS is in data from grades. In 2015-16, high school principals and directors monitored the number of F's awarded and provided intervention to students at-risk for not graduating on time. As a result, students in high schools who had one or more Fs in the spring (Quarter 4, 2015) showed a decrease in the number of Fs the following spring (Quarter 4, 2016). However, at the same time, the number of students with at least 1 F increased somewhat from one year to the next. This finding is not unexpected because each year some students who previously passed all courses could receive an F for the first time. About a third (33%) of students with spring Fs in 2015 were unmatched the following spring in 2016—presumably because they graduated, dropped out, or enrolled outside the district. (Refer to Table 12).

Table 12. Number of high school students and Fs in Quarter 4 (spring1) matched with same students the following spring (spring2).

Years	N students with Q4 Fs (spring 1)	Fs in Q4 (spring1)	Fs the following Q4 (spring2)	Ratio spring2/spring1 Fs
2013 to 2014	N=3076	5277	4118	.78
2014 to 2015	N=3264	5749	4399	.77
2015 to 2016	N=3203	5729	4143	.72

Summary of academics

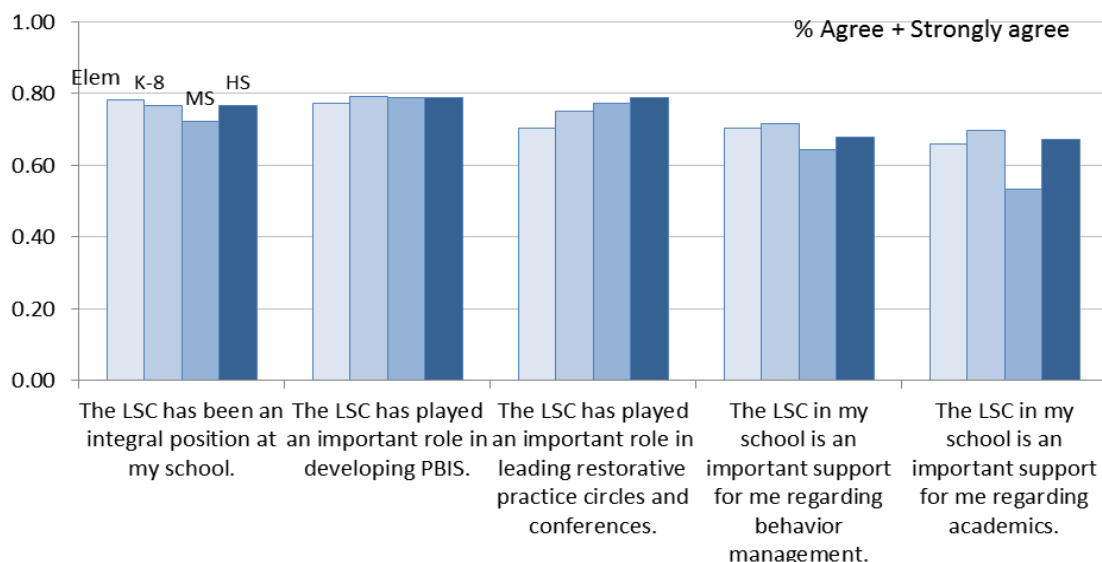
Impact of the LSCs’ efforts on academics cannot currently be linked in a meaningful way with student achievement using general school-level performance. With increased reliable data collection about students in MTSS with the introduction of Clarity, an early warning and intervention data base, future evaluations should be able to link MTSS interventions to grades to be able to determine with more confidence the effectiveness of the interventions.

LSC impact and contributions

Items from DMC’s 2015 evaluation report concerning principal and teacher perceptions of the value of the LSC position were repeated in the 2016 surveys to examine if any changes had taken place with the narrowed scope of LSC responsibilities. Of the 1,210 teachers responding to the survey, 952 (78.7%) said an LSC worked in their school. Not surprisingly, teachers were more likely to report that they interacted with the LSC three or more times a week in schools where the LSC was placed full time. Interaction between teachers and LSCs was most frequently reported as through whole-school activities such as assemblies and school professional development. Elementary teachers, however, most frequently interacted with the LSC through MTSS.

Teachers expressed a much higher level of appreciation for the LSC position than in 2014-15 (an increase in agreement by 26%), especially in activities that affected the school as a whole. Awareness that the LSC position was being terminated at the end of the school year may have also influenced respondents’ answers. Middle school teachers showed somewhat less agreement than other grade bands, although 99 middle school teachers (72.3% of those responding) agreed the LSC was an integral position at the school and 64.2% stated the LSC supported them with behavior management. The LSC position was known and the person in the position was appreciated by both principals and teachers. Nonetheless, teachers were mixed on the value of the behavioral initiatives to address discipline issues effectively with the elementary and K-8 teachers generally supporting the strategies and the middle and high school teachers generally skeptical of their effectiveness.

Chart 13. Teachers see LSCs' impact principally on school-wide measures.

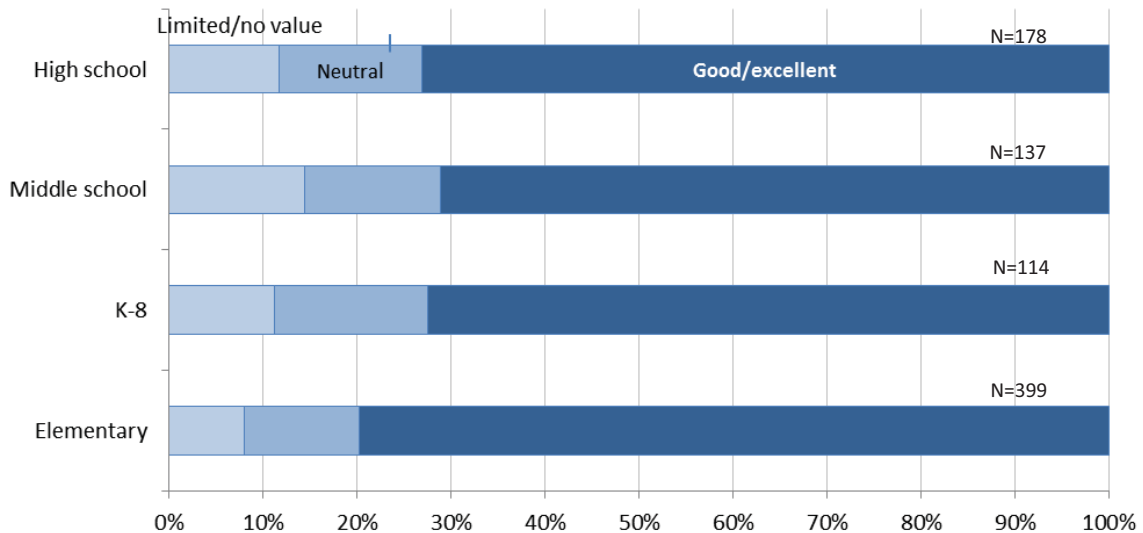


828 teachers provided optional comments about the LSC role. Their comments were collated according to the perceived value of the position from having no value at the school to being an excellent contribution to the school. Table 13 indicated how the comments were collated and Chart 14 shows the distribution of the comments. Chart 14 exhibits that teachers from all grade bands valued the LSC at their school. Seventy percent of elementary teachers said the LSC had a good or excellent impact on the school.

Table 13. Grouping of Teacher Comments about Value of the LSC Position.

Label	Description
No value	<i>Worthless, unhelpful</i> , negative impact, nothing good to say
Limited	Helpful at times but limited; limited impact because of other factors; could be helpful but mostly wasn't; part-time led to little or no impact
Neutral	Mixed contribution; descriptive of duties with no value attached; some are good & some ineffective
Good	<i>Useful, helpful</i> , an asset; appreciation that falls short of enthusiastic; <i>nice, supportive</i> ; wonderful but limited
Excellent	Enthusiastic about LSC's contribution, with expressions like <i>great, outstanding, vital, irreplaceable; awesome, wonderful; very + qualifier</i>

Chart 14. Overall, 64% of teachers said LSC impact was good or excellent.



Principals commented positively on the LSCs’ functional areas of responsibility whether separately or all lumped together and the associated improvement in school climate and student behavior. They also commented on the support that they provided to teachers and students. From the principals’ perspective, the MTSS process was the area most influenced by the LSC position, followed by support for teachers and students in the schools. See Table F-4f in the Appendix.

In focus groups and site visits, LSCs expressed their satisfaction from connecting students with effective interventions, conducting restorative circles and conferences, and encouraging positive school behavior. In surveys, they also assessed their own contribution to the school and the impact of the LSC role. The

area most frequently mentioned as their greatest contribution and impact was MTSS, followed by support and connections with staff and students and restorative practices. Refer to Table F-4g in the Appendix.

In conclusion, the LSC position lacked a sound theory of change that was supported by a consistent mission and duties for the first 4 years of the five years that the position existed. The purpose and responsibilities of the position changed almost yearly and depended largely on what the principal wanted them to do. Consequently there was little consistency or accountability for the role. Over the past two years, the District's steps to make the LSC position more effective included contracting DMC for an external evaluation in 2014-5 and acting on their suggestions to narrow the scope of LSC responsibilities and unify their supervision. Furthermore, in 2015-16, the District responded to LSCs' request for more training in restoratives. Other District initiatives underway in summer 2016 or planned--intensive training in MTSS for the new MTSS facilitators, intensive training in PLCs and PBIS, and an online intervention management system—were needs the LSCs identified in their last year.

LSCs brought to their school passion and commitment to students and to positive discipline, commitment that was more focused than in previous years. The 2015-16 new hires also brought deeper experience in data analysis and management to the school. The LSCs were successful in 2015-16 in:

- Establishing a process for PBIS, restoratives, and especially MTSS on a firmer footing and implementing district policy regarding positive, restorative discipline at the school level from a supportive, non-threatening position.
- Gathering the discipline data for the monthly discipline report along with the leadership team and coordinating problem behavior at the schools on an ongoing basis.
- Training teachers at the schools so that principals and teachers both agreed that they understood the strategies.

LSC efforts contributed to the decreased discipline rates in 2015-16, especially in schools where an LSC was placed full-time for 2 years. Moreover, the disparity in suspensions by ethnicities was narrowed particularly among African American students when compared to white students from 4.34% difference in 2014-15 to 2.46% difference in 2015-16. A major challenge to this evaluation was that LSCs' effectiveness could only be evaluated using large-scale measures that were certainly connected to their actions; but the degree to which the impact could be directly attributed to the role of the LSC was largely unknown. As DMC stated, "These metrics, which include attendance, graduation rates, drop-out rates, etc., typically are influenced by a variety of social, environmental, and/or other factors that are external to a specific role's sphere of influence. . . . [and] may not be the best measures to evaluate exclusively the impact or influence that the LSC can play in driving change."

Recommendations

Principals, teachers, and especially LSCs expressed concern about continuing PBIS, restoratives and MTSS next year without the LSC position. It is recommended that District leadership:

- Deepen teachers' understanding and use of PBIS and especially restorative practices:
 - Include research such as case studies showing their effectiveness;
 - Build commitment to their use by extending PBIS principles appropriately beyond students to the corps of teachers, school administrators, and families;
 - Maintain and possibly expand the PBIS team at each school;
 - Explore what distinguishes mediocre or perfunctory restoratives from effective ones.

- In MTSS training for teachers, shift emphasis from procedures to how MTSS furthers student learning and sound instruction;
 - Ensure time and physical space for academic and behavior interventions to take place;
 - Increase intervention resources such as tutors and community services, especially in the higher grades;
 - Use consistent terminology and procedures across schools for common understanding.

- Pay special attention to the concerns of teachers and staff at grades 6-8:
 - Assign MTSS facilitators to these schools/grades;
 - Review appropriate, effective use of ISI and DAEP; make efforts to remove any stigma attached to schools using these resources to build positive school culture;
 - Build positive relationships with teachers and other staff just as teachers are encouraged to build with students;
 - Model and promote an attitude that recognizes the special enthusiasm, curiosity, and willingness to promote social change of this age group.

Regarding the MTSS facilitator and other non-traditional positions, it is recommended that:

- The role needs to be clearly defined (while remaining responsive to school needs) and rooted in a theory of change that gives it a consistent mission year to year, even if specific tasks change;
- The role and duties need to align with district priorities;
- Training needs to be thorough, including training for late hires, with refreshers as needed, and opportunities to learn from other practitioners through a PLC or job shadowing;
- If this position is responsible for site-level training, ensure the professional development calendar is accommodated;
- Institutional-level appreciation is expressed with a professional-level pay scale;
- Adequate staffing is necessary for adequate implementation
- Improve data collection processes for consistency and linkages to the student information system to be able to assess program impact.

Appendices

A. School profiles

Table A-1. Elementary School Profiles for 2015-16.

School	LSC	FTE	LSC all year	New LSC	Enrollment Day 40	Avg Q attendance	LSC full-time 2 yrs
Banks	Pat Ojeda	0.5	yes		351	92.32%	
Blenman	Grace Delajoux	0.5		new	405	92.56%	
Bloom	Christine Meyer	0.5	yes	new	330	92.96%	
Bonillas	Phyllis Cowman	0.5	yes		425	93.43%	
Borman	Denise Murphy	0.5	yes		475	95.00%	
Borton	Ruth Nicol	0.5	yes		436	93.73%	
Carrillo	Nina Hickman	0.5	yes		285	93.96%	
Cavett	John Arroyo	0.5	yes	new	302	92.16%	
Collier	--	--	no LSC	--	221	93.90%	
Cragin	John Arroyo	0.5	yes	new	396	93.77%	
Davidson	Amy Horton	1	yes		333	91.99%	yes
Davis	Mercedes Vella	0.5			334	94.10%	
Drachman	John Fiene	0.5	yes		323	93.36%	
Dunham	Christine Meyer	0.5	yes	new	224	93.22%	
Erickson	TBA	1		--	504	91.69%	
Ford	Roxanna Rivera Pelton	0.5	yes		351	93.33%	
Fruchthendler	--	--	no LSC	--	360	95.30%	
Gale	Debra Romancho	0.5	yes		431	94.56%	
Grijalva	Daniel Sanchez	1	yes	new	703	92.14%	yes
Henry	TBA	0.5		--	361	93.07%	
Holladay	Theresa Sonnleitner	0.5		new	272	91.54%	
Howell	Ilsa Bednar	0.5	yes		352	92.02%	
Hudlow	Sofia Udner	1		new	284	92.03%	
Hughes	Ruth Ottley	0.5	yes		372	95.67%	
Johnson	Elizabeth Rodriguez-Quihuis	0.5	yes		293	91.79%	
Kellond	Andrew Kent	1		new	541	94.07%	
Lineweaver	Lynne Speight-Clark	0.5	yes		570	94.13%	
Lynn/ Urquides	John Utne	1		new	550	91.19%	
Maldonado	Mercedes Vella	0.5			353	91.43%	
Manzo	Pat Ojeda	0.5	yes		316	92.70%	
Marshall	TBA	0.5		--	289	93.23%	
Miller	Gail Masi	1	yes		657	91.90%	yes
Mission View	Liz Hoover	1	yes		225	93.74%	yes
Myers/ Ganoung	Ilsa Bednar	0.5	yes		454	92.05%	

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Table A-1. Elementary School Profiles for 2015-16 (con.)

School	LSC	FTE	LSC all year	New LSC	Enrollment Day 40	Avg Q attendance	LSC full-time 2 yrs
Ochoa	Kira Moore-Rendon	1	yes		217	88.86%	yes
Oyama	John Fiene	0.5	yes		385	90.57%	
Robison	Tanisha Tatum	1			299	92.38%	
Sewell	Jan Milligan	1	yes		428	92.94%	
Soleng Tom	Denise Murphy	0.5	yes		334	95.05%	
Steele	David Overstreet	0.5		new	308	92.06%	
Tolson	Andrea Evans	1		new	371	92.88%	
Tully	Lynne Speight-Clark	0.5	yes		368	92.09%	
Van Buskirk	Robert Garcia	0.5			703	91.79%	
Vesey	Stacey Gist	1	yes		306	93.17%	
Warren	Jodi Hekter	1	yes		429	91.11%	yes
Wheeler	Kimberly McNally	1	yes		681	93.46%	yes
White	Elizabeth Rodriguez-Quihuis	0.5	yes		327	92.88%	
Whitmore	Evan Worthington	1	yes		477	92.81%	
Wright	Grace Delajoux	0.5		new	299	92.84%	

Note. Collier and Fruchthendler opted for a curriculum specialist instead of an LSC but are included for comparison. Johnson is K-2; Drachman is K-6. Attendance and enrollment from TUSDStats.

Table A-2. K-8 School Profiles for 2015-16.

School	LSC	FTE	LSC all year	New LSC	Enrollment Day 40	Avg Q attendance	LSC full-time 2 yrs
Booth-Fickett	Kellin Lovegren	1		--	1218	90.87%	
Dietz	Murray Lewis	1	yes	new	514	91.18%	
Hollinger	Lacey Grijalva	1	yes		503	92.42%	yes
Lawrence 3-8	Carol Thomas	1	yes		334	91.15%	
McCorkle	Sonya Arvayo	1	yes		927	91.51%	yes
Miles	TBA	0.5			314	94.15%	
Morgan Maxwell	Barret Fox	1	yes	new	490	93.05%	yes
Pueblo Gardens	Nina Hickman	0.5	yes		395	93.48%	
Roberts /Naylor	Guadalupe Perez	1	yes	new	619	91.07%	yes
Robins	Ruth Nicol	0.5	yes		574	93.72%	
Rose	Marcia Wolf	1		new	833	94.05%	
Roskruge	Dale Lopez	1	yes		717	92.55%	yes
Safford	Justin Freitag	1	yes		783	88.71%	yes

Note. Attendance and enrollment from TUSDStats.

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Table A-3. Middle School Profiles for 2015-16.

School	LSC	FTE	LSC all year	New LSC	Enrollment Day 40	Avg Q attendance	LSC full-time 2 yrs
Dodge	Phyllis Cowman	0.5	yes		420	94.34%	
Doolen	Josephine King	1	yes		675	89.01%	yes
Gridley	Julie Shivanonda	1	yes	new	721	91.92%	yes
Magee	Alice Vaughn	1	yes	new	618	91.51%	yes
Mansfeld	Doralee Quintero	1	yes	new	779	90.61%	yes
Pistor	Rosalinda Rodriquez	1	yes	new	910	88.94%	yes
Secrist	Dustin Knippen	1	yes		528	85.34%	yes
Utterback	Kristen Huigens	1	yes	new	532	86.08%	
Vail	Julie Mejia	1	yes		630	89.32%	yes
Valencia	Jacqueline Lynch	1	yes	new	954	87.28%	yes

Note. Attendance and enrollment from TUSDStats.

Table A-4. High School Profiles for 2015-16.

School	LSC	FTE	LSC all year	New LSC	Enrollment Day 40	Avg Q attendance	LSC full-time 2 yrs
Catalina	Wanda Buchanan	1	yes		774	84.59%	yes
Cholla	Maria Abalos	1	yes	new	1854	83.45%	
Meredith K-12	TBA	0.5			53	85.41%	
Palo Verde	Lance Hughes	1	yes	new	1208	84.61%	yes
Pueblo	John Howe	1		new	1595	90.76%	
Rincon	TBA	1		--	1148	91.88%	
Sabino	Tammy Hille	1	yes		956	89.78%	yes
Sahuaro	TBA	1	yes	--	1745	85.40%	
Santa Rita	Luis Blanco	1	yes	new	526	88.03%	yes
Tucson	Andrea Valenzuela/ Natasha Arvayo	2	yes		3182	85.41%	yes
University	--	--	no LSC	--	1056	94.70%	

Note. University has no LSC. Tucson is the largest school and has 2 LSCs. Meredith K-12 is included with the high schools although it is K-12. Attendance and enrollment from TUSDStats.

B. Distribution of LSCs' time

Categories align with LSCs' four functional areas and other activities logged on the LSC SharePoint site.

PBIS includes planning, direct behavioral support for students, professional development and modeling for teachers, and positive recognition.

Restorative practices include circles, conferences, consequences and actions.

MTSS includes MTSS coordination, consultations with school professionals and community resources, MTSS meetings, professional development for teachers, and occasional direct academic intervention.

Data management includes data collection, analysis and reporting for PBIS and MTSS. It also includes recording the time spent on each activity.

Required meetings are the weekly (or more) meetings with school administration regarding USP issues and the monthly PBIS/discipline meeting. MTSS meetings are not recorded here.

Related duties are those that are necessary for the LSC to carry out their specific PBIS, restorative practices or MTSS duties or are required by the USP. They include parent contact, meetings besides those mentioned above, professional development received, office tasks, communication, student observation and monitoring for PBIS or MTSS, activities related to Guidelines for Student Rights and Responsibilities (GSRR), activities related to attendance issues.

Non-USP includes other school and personal activities. Other school activities are those that are not directly related to their specific duties. These include other school meetings, subbing, dealing with emergencies, school assemblies, school-community activities, monitoring students when not related to PBIS/MTSS, and helping with testing. Personal activities include sick, medical, and personal leave and lunch.

Table B-1. Elementary Schools.

Functional area	% Time Q1	% Time Q2	% Time Q3	% Time Q4
PBIS	16%	14%	12%	14%
Restorative practices	13%	14%	15%	11%
MTSS	21%	24%	27%	28%
Data management	18%	18%	15%	17%
Required meetings	5%	4%	4%	3%
Related duties	23%	19%	18%	14%
Non-USP	4%	7%	9%	12%
Total	7101.75	8217.5	10343.85	6643.85

Note. This group includes Johnson K-2 and Drachman K-6.

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Table B-2. K-8 Schools.

Functional area	% Time Q1	% Time Q2	% Time Q3	% Time Q4
PBIS	20%	17%	17%	19%
Restorative practices	18%	16%	15%	16%
MTSS	13%	15%	15%	16%
Data management	18%	15%	13%	12%
Required meetings	4%	3%	4%	3%
Related duties	23%	22%	24%	23%
Non-USP	4%	11%	12%	10%
Total	2943	3376.5	3734.95	2595.2

Note. This group includes Lawrence 3-8.

Table B-3. Middle Schools.

Functional area	% Time Q1	% Time Q2	% Time Q3	% Time Q4
PBIS	11%	11%	10%	9%
Restorative practices	22%	28%	29%	30%
MTSS	12%	12%	14%	14%
Data management	22%	22%	14%	13%
Required meetings	4%	4%	3%	2%
Related duties	23%	18%	17%	15%
Non-USP	7%	6%	13%	17%
Total	2611.75	3161.5	3683.55	2262

Table B-4. High Schools.

Functional area	% Time Q1	% Time Q2	% Time Q3	% Time Q4
PBIS	8%	9%	8%	6%
Restorative practices	18%	16%	15%	14%
MTSS	13%	19%	18%	14%
Data management	26%	20%	14%	11%
Required meetings	5%	5%	5%	2%
Related duties	26%	20%	21%	18%
Non-USP	4%	13%	19%	34%
Total	2474.75	2519.5	2430.25	1136.75

Note. This group includes Mary Meredith K-12.

C. Discipline tables

Table C-1 shows the consistent decrease in discipline violations (non-suspensions) quarter by quarter from 2014-15 to 2015-16. Only middle schools show increases in Quarters 3 and 4.

Table C-1. Violations (non-suspensions) by grade band and quarter in 2014-15 and 2015-16.

School level	School year	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Elementary	2014-15	1.8%	2.5%	2.4%	2.2%
	2015-16	1.2%	1.4%	1.7%	1.6%
K-8	2014-15	3.5%	4.5%	4.5%	3.4%
	2015-16	2.3%	3.1%	3.7%	3.0%
Middle school	2014-15	6.9%	10.6%	9.5%	7.3%
	2015-16	5.0%	7.3%	11.6%	10.2%
High school	2014-15	3.7%	4.1%	3.5%	2.9%
	2015-16	2.7%	1.7%	2.3%	2.1%

Note. From TUSD Discipline Data dashboard (Quarters 1 and 2 12/17/15, Quarters 3 and 4 6/1/16). Quarterly rates are the percentage of school enrollment with one or more violations. A student is represented only once each quarter, but will be represented in each quarter in which he/she had a violation.

The downward trend in violations holds for all racial/ethnic groups: only Hispanics show an increase in violations in 2015-16 compared to 2014-15.

Table C-2. Percentage of group with discipline violations (non-suspensions) by year, 2 years.

Year	White	African American	Hispanic	Native American	Asian PI American	Multi-racial
Quarter 1						
2014-15	3.13%	6.00%	3.17%	4.12%	1.37%	4.11%
2015-16	2.78%	4.07%	2.01%	3.48%	0.41%	3.39%
Quarter 2						
2014-15	3.98%	8.06%	4.21%	4.94%	1.51%	6.16%
2015-16	2.46%	4.97%	2.35%	3.33%	0.74%	3.74%
Quarter 3						
2014-15	4.07%	8.11%	3.63%	5.46%	2.20%	5.48%
2015-16	3.27%	5.64%	3.58%	4.12%	1.55%	3.38%
Quarter 4						
2014-15	3.30%	6.61%	2.87%	4.71%	1.91%	4.34%
2015-16	2.96%	4.89%	3.12%	4.01%	1.04%	3.64%

Note. From TUSD Discipline Data dashboard (Quarters 1 and 2 12/17/15, Quarters 3 and 4 6/1/16). Quarterly rates are the percentage of school enrollment with one or more violations. A student is represented only once each quarter, but will be represented in each quarter in which he/she had a violation.

The general decrease seen in violation rates is also seen in suspensions. For 2015-16, suspension rates are lower in absolute counts for each grade band and for each racial/ethnic group for each quarter except Quarter 4, when suspension rates rose a little for Hispanic, Native American and Asian Pacific-Islander Americans.

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Table C-3. Number of Suspended Students Each Year by Grade Band.

Grade band	2013-14	2014-15	2015-16
Elementary	502	544	328
K-8	359	587	307
Middle school	1612	1680	966
High school	1050	1178	702
Total	3523	3989	2303

Note. From Suspensions by Ethnicity and Gender 3 years 2014-16.xlsx courtesy Juliet King. Numbers are distinct students with one or more suspensions.

Table C-4. Percentage of Group with Suspensions by Year, 2 Years.

Year	White	African American	Hispanic	Native American	Asian PI American	Multi-racial
Quarter 1						
2014-15	1.52%	3.18%	1.17%	2.00%	0.49%	1.63%
2015-16	0.66%	1.40%	0.65%	0.98%	0.10%	0.86%
Quarter 2						
2014-15	1.66%	3.66%	1.62%	2.58%	0.70%	2.44%
2015-16	1.26%	2.24%	0.87%	1.28%	0.32%	1.62%
Quarter 3						
2014-15	1.77%	4.02%	1.74%	2.22%	0.40%	2.46%
2015-16	0.75%	1.77%	0.95%	1.69%	0.21%	1.25%
Quarter 4						
2014-15	1.33%	3.07%	1.21%	2.18%	0.40%	2.14%
2015-16	1.09%	2.15%	1.28%	2.21%	0.52%	1.47%

Note. From TUSD Discipline Data dashboard (Quarters 1 and 2 12/17/15, Quarters 3 and 4 6/1/16). Quarterly rates are the percentage of school enrollment with one or more suspensions. A student is represented only once each quarter, but will be represented in each quarter in which he/she had a suspension.

Tables C-5 and C-6 show possible impact of the LSC role on suspensions by quarter and by ethnicity. Elementary schools are shown separately because of their low rates and the small number of schools where LSCs were full-time for two years.

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Table C-5. Suspension Rates at Schools with Full-time LSCs Compared to Schools with Part-time or Less LSCs, 2 Years.

Group	Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Elementary schools					
2014-15	LSC <2yrs	0.7%	0.7%	0.8%	0.8%
	Full-time LSC	0.6%	0.7%	1.3%	1.1%
2015-16	LSC <2yrs	0.5%	0.7%	0.5%	0.8%
	Full-time LSC	0.4%	0.9%	0.8%	0.7%
K-8, middle and high schools					
2014-15	LSC <2yrs	1.6%	2.2%	2.4%	2.2%
	Full-time LSC	2.8%	3.6%	3.6%	2.6%
2015-16	LSC <2yrs	1.0%	1.3%	1.8%	2.0%
	Full-time LSC	1.4%	2.4%	1.7%	2.6%

Note. From TUSD Discipline Data dashboard (Quarters 1 and 2 12/17/15, Quarters 3 and 4 6/1/16). *Full-time LSC* means the full-time LSC position was filled for all of 2014-15 and eight or more months of 2015-16. High school includes Mary Meredith K-12 (*LSC <2 years*). Percentage is of the number of students with one or more suspensions each quarter out of the school enrollment, but a single student may be counted in more than one quarter.

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Table C-6. Suspension Rates by Ethnicity at Schools with Full-time LSCs Compared to Schools with Part-time or Less LSCs, 2 Years.

Group	Race/ethnicity	2013-14	2014-15	2015-16	Change 1415-1516
Elementary schools					
Full-time LSC	White	4.1%	15.7%	9.9%	-5.8%
	African American	3.9%	8.3%	0.8%	-7.5%
	Hispanic	1.6%	1.8%	1.4%	-0.4%
	Native American	1.1%	2.1%	0.5%	-1.6%
	Asian PI American	0.0%	0.0%	0.0%	0.0%
	Multi-racial	4.8%	12.4%	1.5%	-10.9%
LSC<2yrs	White	1.7%	1.8%	1.0%	-0.8%
	African American	2.6%	3.0%	1.5%	-1.5%
	Hispanic	1.0%	1.1%	0.8%	-0.3%
	Native American	2.4%	1.6%	0.4%	-1.2%
	Asian PI American	0.1%	0.0%	0.0%	0.0%
	Multi-racial	0.9%	2.3%	1.2%	-1.1%
K-8, middle and high schools					
LSC full-time	White	5.8%	7.4%	4.2%	-3.2%
	African American	10.4%	11.9%	8.6%	-3.2%
	Hispanic	7.5%	7.8%	5.1%	-2.7%
	Native American	10.1%	11.2%	8.7%	-2.5%
	Asian PI American	2.6%	5.3%	1.1%	-4.2%
	Multi-racial	7.5%	12.0%	6.8%	-5.2%
LSC<2yrs	White	3.6%	2.7%	1.8%	-0.9%
	African American	7.2%	10.1%	4.7%	-5.3%
	Hispanic	4.1%	4.5%	3.3%	-1.2%
	Native American	9.2%	8.7%	3.7%	-5.0%
	Asian PI American	1.4%	0.9%	0.2%	-0.7%
	Multi-racial	5.0%	6.6%	4.3%	-2.3%

Note. From TUSD Discipline Data dashboard, all quarters (7/14/16). Students with one or more suspensions are counted a single time for the year.

D. Academics

Table D-1. Percentage of Students at Core Instructional Level in Fall and Spring DIBELS, K-Grade 2

Race/ethnicity	Year	Fall	Spring	N students
Kinder				
White	1415	48.8%	66.0%	852
	1516	53.7%	64.3%	782
African-Am	1415	33.5%	57.6%	382
	1516	41.1%	54.9%	377
Hispanic	1415	31.2%	56.8%	2514
	1516	33.2%	54.1%	2254
Native Am	1415	27.3%	46.5%	172
	1516	34.8%	37.7%	138
Asian, PI	1415	39.5%	66.7%	81
	1516	46.0%	66.7%	63
Multi-racial	1415	37.7%	54.3%	199
	1516	45.4%	67.1%	152
Grade 1				
White	1415	58.9%	52.2%	839
	1516	67.0%	49.2%	784
African-Am	1415	53.9%	44.4%	412
	1516	53.7%	37.6%	380
Hispanic	1415	52.6%	44.2%	2621
	1516	50.2%	38.2%	2466
Native Am	1415	54.2%	29.4%	153
	1516	48.4%	26.7%	161
Asian, PI	1415	54.1%	50.0%	74
	1516	51.3%	47.4%	78
Multi-racial	1415	57.0%	53.1%	179
	1516	57.8%	39.3%	173
Grade 2				
White	1415	66.4%	59.1%	810
	1516	64.2%	53.4%	796
African-Am	1415	55.0%	47.8%	400
	1516	51.4%	39.4%	393
Hispanic	1415	53.5%	47.2%	2660
	1516	55.7%	44.7%	2497
Native Am	1415	48.8%	45.7%	162
	1516	42.8%	35.9%	145
Asian, PI	1415	60.0%	56.0%	75
	1516	54.2%	40.3%	72
Multi-racial	1415	60.4%	53.0%	149
	1516	56.9%	54.5%	167

Note. N is number of students with scores for fall, winter and spring.

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Table D-2. AzMERIT Percentage Passing (*Proficient + Highly proficient*)

Race/Ethnicity	ELA 2014-15	ELA 2015-16	ELA Change	Math 2014-15	Math 2015-16	Math Change	N 2016
Elementary (grades 2-5)							
White	44.8%	50.8%	6.0%	43.4%	49.0%	5.6%	2209
African-Am	26.1%	31.4%	5.3%	24.5%	28.8%	4.3%	926
Hispanic	26.3%	32.1%	5.8%	28.2%	33.3%	5.1%	7034
Native Am	16.0%	22.3%	6.3%	20.0%	23.1%	3.1%	461
Asian, PI	25.8%	37.8%	12.1%	40.0%	44.9%	4.9%	185
Multi-racial	38.3%	44.5%	6.3%	33.2%	39.4%	6.1%	357
Middle school (grades 6-8)							
White	38.5%	41.5%	3.0%	33.0%	30.9%	-2.2%	1890
African-Am	18.3%	18.8%	0.5%	11.1%	11.9%	0.8%	856
Hispanic	20.8%	21.9%	1.1%	17.1%	16.4%	-0.8%	6229
Native Am	14.3%	12.5%	-1.8%	7.2%	8.2%	1.0%	415
Asian, PI	36.7%	34.1%	-2.6%	39.8%	28.8%	-11.0%	167
Multi-racial	28.2%	31.4%	3.2%	22.3%	21.6%	-0.7%	287
High school (ELA grades 9 & 10; math Algebra 1, grade 10 geometry, grade 11 Algebra 2)							
White	42.0%	43.7%	1.6%	28.1%	29.9%	1.9%	2170
African-Am	21.4%	18.9%	-2.5%	8.7%	9.8%	1.0%	766
Hispanic	22.0%	21.1%	-0.8%	11.9%	11.4%	-0.5%	5402
Native Am	12.4%	13.9%	1.5%	6.9%	3.6%	-3.3%	252
Asian, PI	46.3%	44.4%	-1.9%	28.8%	29.4%	0.6%	261
Multi-racial	34.8%	37.7%	3.0%	20.8%	21.8%	1.1%	273

Note. K-8 schools are divided here by elementary and middle school grades. Middle and high school math scores are for the subject normally taken in that grade (8th grade math, 9th grade Algebra 1, 10th grade geometry). N is the number of students for ELA, which is lower than the total tested for math. Grade 11 students had no ELA test.

Table D-3. Benchmark Percentage Passing (*Proficient + Highly proficient*)

Race/Ethnicity	ELA Q 1	ELA Q 2	ELA Q 3	Math Q 1	Math Q 2	Math Q 3	N
Elementary (grades 2-5)							
White	51.5%	54.6%	53.6%	50.9%	52.7%	53.4%	3077
African-Am	36.7%	39.1%	39.6%	31.6%	36.4%	35.5%	1225
Hispanic	36.4%	40.9%	42.1%	35.4%	40.5%	42.5%	8855
Native Am	24.4%	26.9%	22.6%	25.2%	32.3%	28.0%	643
Asian, PI	50.5%	51.5%	53.1%	44.6%	46.1%	50.2%	196
Multi-racial	46.3%	49.6%	49.1%	44.1%	46.1%	48.1%	538
Middle school (grades 6-8)							
White	52.9%	52.7%	52.6%	47.5%	53.1%	55.8%	1986
African-Am	33.0%	32.5%	33.8%	24.5%	27.5%	32.1%	851
Hispanic	37.1%	36.8%	39.6%	33.2%	40.1%	43.2%	6418
Native Am	27.5%	20.0%	28.6%	21.3%	28.3%	32.2%	440
Asian, PI	54.1%	53.4%	60.1%	48.0%	53.7%	54.3%	148
Multi-racial	50.8%	49.2%	45.4%	40.4%	45.4%	50.0%	295

Table D-1. Benchmark percentage passing (*Proficient + Highly proficient*) (con.)

Race/Ethnicity	ELA		ELA	Math		Math	N
	Q 1	Q 2	Q 3	Q 1	Q 2	Q 3	
High school (ELA grades 9 & 10; math Algebra 1, grade 10 geometry, grade 11 Algebra 2)							
White	51.5%	52.3%	49.4%	37.6%	39.4%	36.8%	1709
African-Am	32.1%	30.8%	28.7%	16.1%	17.9%	18.4%	588
Hispanic	31.8%	33.7%	31.8%	19.7%	22.9%	26.6%	4313
Native Am	21.1%	22.8%	20.2%	11.1%	13.8%	17.3%	228
Asian, PI	57.9%	48.6%	59.6%	39.4%	42.1%	43.3%	183
Multi-racial	47.2%	45.9%	44.2%	28.0%	30.7%	26.4%	231

Note. K-8 schools are divided here by elementary and middle school grades. Middle and high school math scores are for the subject normally taken in that grade (8th grade math, 9th grade Algebra 1, 10th grade geometry). N is the number of matched students for ELA, which is lower than for math. Grade 11 students had no ELA test.

E. Qualitative sources

E-1. LSC Focus Groups 1-4, Semester 1 2015-16

November 19, 2015 (2:30-3:15 and 4:00-4:45 pm)

November 30, 2015 (2:30-3:15 and 4:00-4:45 pm)

Grey Room, 1010 E Tenth, Tucson AZ 85719

Participants:

Phyllis Cowman (Bonillas, Dodge MS)

Justin Freitag (Safford K-8)

Lacey Grijalva (Hollinger K-8)

Nina Hickman (Carrillo, Pueblo Gardens K-8)

Kristen Huigens (Utterback MS)

Kellin Lovegren (Booth-Fickett K-8)

Jacqueline Lynch (Valencia MS)

Dale Lopez (Roskruge K-8)

Ruth Nicol (Borton, Robins K-8)

Guadalupe Perez (Roberts-Naylor K-8)

Rosalinda Rodriguez (Pistor MS)

Julie Shivanonda (Gridley MS)

Luis Blanco (Santa Rita)

Tammy Hille (Sabino)

Lance Hughes (Palo Verde)

Josephine King (Doolen)

Julie Mejia (Vail)

Joshua Payne (Sahuaro)

Alicia Vaughn (Magee)

Stacey Gist (Vesey)

Andrew Kent (Kellond)

Gail Masi (Miller)

Christine Meyer (Dunham, Bloom)

Elizabeth Rodriguez-Quihuis (White, Johnson)

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Sofia Udner (Hudlow)
 Andrea Valenzuela (Tucson)
 Evan Worthington (Whitmore)
 Jan Milligan (Sewell)
 Kira Moore-Rendon (Ochoa)
 Ruth Ottley (Hughes)
 Tanisha Tatum (Robison)
 Carol Thomas (Lawrence)

Additional written responses:

Gail Masi (Miller) also participated in focus group
 Sofia Udner (Hudlow) also participated in focus group
 Jan Milligan (Sewell) also participated in focus group
 Denise Murphy (Borman, Soleng Tom) unable to participate; emailed responses
 Doralee Quintero (Mansfeld) unable to participate; emailed responses
 Debra Romancho (Gale) unable to participate; emailed responses

Assessment and Evaluation:

Connie Price-Johnson, facilitator
 Steve Gaarder, recording
 Kim Logan, notes and time (Focus group 1)

Questions:

1. What PBIS strategies are working well?
2. What training have you done with school staff in PBIS, restorative practices and MTSS?
3. What restorative practices are teachers and other school staff using?
4. What needs to be done to establish the MTSS process solidly at your school?
5. What supports do the LSCs need for their work to be more effective?
6. We don't currently have a consistent way to track individual students through MTSS tiers. Would entering student names on the Time Entry log when you have an MTSS meeting be feasible?
7. Other comments, or return to previous questions

Questions covered in each group:

Group 1 (1,2, 4)
 Group 2 (1, 3,5)
 Group 3 (1,2,4)
 Group 4 (3,5,6)

E-2. Site visits

Site	Date of visit	Purpose
Rincon	9/15/15	Observe MTSS meeting and discuss documentation
Robison	9/15/15	Observe proactive restorative circle and discuss documentation
Tolson	9/29/15	Observe PBIS activities
Gale	10/7/15	Observe PBIS/Discipline meeting, discuss documentation
Soleng Tom	10/8/15	Observe MTSS meeting, discuss documentation
Dunham	10/8/15	Discuss successes and challenges, data tracking
Secrist	10/8/15	Observe restorative circle during lunch detention

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Pueblo Gardens	11/18/15	Discuss successes and challenges, data tracking
Utterback	11/18/15	Discuss successes and challenges, data tracking
Van Buskirk	11/18/15	SharePoint documentation with principal
Holladay	11/18/15	Discuss successes and challenges, data with new LSC
Mission View	11/18/15, 11/20/15	Discuss successes and challenges, documentation
Cragin	11/20/15	Discuss successes and challenges, documentation
Howell	12/7/15	Discuss successes and challenges, documentation
Davidson	12/7/15	Discuss successes and challenges, documentation
Rose	12/7/15	Discuss documentation with new LSC
Lynn-Urquides	12/7/15	Discuss documentation with new LSC
Valencia	12/7/15	Discuss successes and challenges, documentation
Miller	12/7/15	Discuss successes and challenges, documentation
Kellond	12/8/15	Discuss successes and challenges, documentation
Steele	12/8/15	Discuss successes and challenges, documentation with new LSC
Secrist	12/8/15	Discuss successes and challenges
Erickson	12/8/15	Discuss documentation with AP taking over from LSC
Hollinger	12/14/15	Observe MTSS meeting and discuss challenges, successes
Mansfeld	1/14/16	Discuss decrease in violations Quarter 1-Quarter 2
Dodge	1/14/16	Discuss decrease in violations Quarter 1-Quarter 2
Vail	1/14/16	Discuss decrease in violations Quarter 1-Quarter 2
Van Buskirk	1/14/16	Discuss documentation with new LSC
Tolson	1/14/16	Discuss documentation with new LSC
Wright	1/13/16	Discuss documentation with new LSC
Sabino	3/4/16	Observe MTSS meeting and discuss challenges, successes
Catalina	3/4/16	Discuss MTSS at high school level, documentation, and hand-off
Palo Verde	3/10/16	Discuss MTSS at high school level, documentation, and hand-off
Tucson Magnet	4/1/16	Discuss low discipline incidents and other unique characteristics
Pueblo Magnet	4/6/16	Discuss documentation with new LSC
Van Buskirk	4/6/16	Discuss documentation and hand-off plans
Davis	4/6/16	Check in with returning LSC, discuss documentation, handoff
Wright	5/16/16	Discuss documentation and hand-off plans

F. Surveys

F-1. Survey: LSCs

Sent to: All LSCs

Introduction

This survey is part of TUSD's internal evaluation examining LSCs' duties and perceptions. Although the LSC position will end this year, the work you have done and continue to do is important and your observations are valued. The results of this survey will help inform future efforts to foster an equitable, positive school climate and culture.

Please respond with your current school in mind. If you work in two schools, please complete a survey for each one. If you are currently in another position, we still value your input about the LSC position, its contribution to the school(s) where you worked, and how to move forward.

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All responses are confidential and we welcome your candid thoughts. They will be grouped by grade level (elementary, K-8, middle, high school) for reporting. We may quote from individual responses when we can do so without identifying the school.

The survey will take approximately 20 minutes to complete. Remember to press “Done” when you have completed the survey.

Background

1. What level is your school?
 - a. Elementary (including K-2 and K-6)
 - b. K-8 (including 3-8)
 - e. Middle School
 - f. High School (including K-12)
2. Are (Were) you a full-time or half-time LSC at the school?
Full-time
Half-time
3. How many years have you been an LSC?
4. Have many years have you been an LSC your current school?
5. Which role most closely categorizes your primary role prior to becoming an LSC?
 - a. Counselor
 - b. Classroom teacher
 - c. Special education teacher
 - d. School improvement coach
 - e. Interventionist/ reading teacher
 - f. Teacher coach
 - g. Administration
 - h. Other (please specify)

LSC Role and Impact

Please rate how strongly you agree/disagree with the following statements:

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

PBIS

6. PBIS is effective in reducing or preventing problematic behaviors at my school.
7. I have been able to train staff in my building in PBIS.
8. PBIS is implemented effectively throughout my school.
9. Who supports PBIS implementation in your school? Please select the option that best describes your school.
 - Nearly all PBIS implementation falls to me as the LSC
 - I am mostly supported by my principal and/or assistant principal
 - I am mostly supported by the counselor
 - I am supported by a team (i.e. principal, counselor, teachers)
 - Other (please specify)

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10. What recommendations do you have for effective PBIS in your school next year?
(Open response)

Restorative practices

11. Restorative practice significantly reduces problematic behavior in my school.
12. Nearly all restorative practice sessions fall to me as the LSC.
13. Teachers lead restorative practice sessions in their classrooms and are active promoters of restorative practices.
14. Counselors lead restorative practice sessions in classrooms and are active promoters of restorative practices.
15. I have been able to train staff effectively in my building on restorative practices.

16. What recommendations do you have for effective restorative practices in your school next year?
(Open response)

Data management

17. I have a strong understanding of the discipline data as part of ensuring that the school is aligned to the Unitary Status Plan (USP).
18. I have been able to review USP data regarding discipline effectively with school leadership.
19. I have been able to collect, review, and report data effectively in my school as they relate to the MTSS process.
20. Please rank order (1-6) the following data metrics in terms of those that you use/ monitor most regularly:
 - a. Grades
 - b. Attendance
 - c. Discipline data
 - d. District benchmark data
 - e. Classroom data (notes, observations, SuccessMaker data, student work)
 - f. Interventions (from Mojave, other sources)
 - f. Referrals

MTSS

21. MTSS is working well at my school.
 22. Teachers understand the MTSS process.
 23. Teachers understand and implement appropriate Tier 1 interventions.
 24. The students who need interventions are getting referred.
 25. I train staff in my building effectively on the MTSS process.
 26. I facilitate the MTSS process effectively in my building.
 27. I follow up to ensure that the interventions are being implemented well.
28. Who is on the MTSS team at your school?
- a. Principal
 - b. Assistant Principal/ Dean of Students
 - c. Classroom teacher(s) (not including the teacher who has referred the particular student)
 - d. Counselor
 - e. Social Worker
 - f. Psychologist
 - g. Special education/ resource teacher
 - h. Interventionist/ reading teacher
 - i. Art integration teacher
 - j. Student equity staff
 - k. Curriculum facilitator/ teacher coach

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I. School nurse

Each role will have the following options listed:

Yes, and consistently attends MTSS meetings

Yes, and occasionally attends MTSS meetings

Yes, but does not attend many MTSS meetings

No

N/A, my school does not have this role or does not have MTSS in place

29. Who else is on the team or sometimes attends?

30. I follow up to ensure interventions are well implemented for ___ of the students referred to MTSS.

a. nearly all

b. more than half

c. about half

d. less than half

e. almost none

31. What might prevent you from following up with interventions for students referred to MTSS?

a. Lack of time due to other responsibilities

b. Lack of time due to the number of students referred to MTSS

c. Principal reluctance to have me go into classrooms

d. Teacher reluctance to have me in classrooms

e. I do not feel well-trained on interventions.

f. Other (please specify)

32. What recommendations do you have for an effective MTSS process in your school next year?
(Open response)

Review and reflection

33. Where do you hope to be next year?

a. MTSS specialist (new position)

b. School counselor

c. Instructional coach/teacher mentor

d. Classroom teacher

e. Exceptional Ed teacher

f. School administrator

g. Not sure

h. Retiring

i. Other (please specify)

34. What has been your greatest contribution to your school as an LSC? Please explain. (Open response)

35. What is the biggest impact the LSC position has made at your school? Please explain. (Open response)

36. What school practice/procedure has changed the most as a result of the LSC position? Please explain. (Open response)

Thank you for your time and thoughtful replies!

F-2. Survey: Building Administrators regarding LSCs

Sent to: All Principals and Assistant Principals

Introduction

This survey is part of TUSD's internal evaluation examining LSCs' duties and perceptions. Although the LSC position will end this year, the district initiatives they have coordinated will continue. Your feedback will help guide decisions about resources, support, and training to keep these initiatives going.

All responses are confidential and we welcome your candid thoughts. They will be grouped by grade level (elementary, K-8, middle, high school) for reporting. We may quote from individual responses when we can do so without identifying the school.

The survey will take approximately 15 minutes to complete. Remember to press "Done" when you have completed the survey.

Background

1. What level is your school?
 - a. Elementary (including K-2 and K-6)
 - b. K-8 (including 3-8)
 - c. Middle school
 - d. High School
2. How many years have you been an administrator? _____
3. Have many years have you been an administrator at your current school? _____

LSC Role and Impact

4. Does an LSC work at your school?
 - a. Yes, there is a full-time LSC.
 - b. Yes, there is a half-time LSC.
 - c. There was an LSC here earlier in the school year, but not now.
 - d. We don't have an LSC position at the school. (skip to 7)
5. How long have you been working with your current LSC?
 - a. Less than one year (2015-16 only)
 - b. 1-2 years (this year and last)
 - c. 2-3 years
 - d. 3 or more years
 - e. There was an LSC at my school earlier this year, but not now.
6. How many different LSCs have you had over the past 3 years?
 - a. 1
 - b. 2
 - c. 3 or more
 - d. I have not been an administrator in the school for that long.

How strongly do you agree or disagree with the following statements?
Strongly Disagree

Disagree
Agree
Strongly Agree

PBIS

7. PBIS is effective in reducing or preventing problematic behaviors at my school.
8. Staff are effectively practicing PBIS in my building. (if you do not have an LSC position at the school, skip to 10)
9. The LSC at my school implements PBIS and trains staff in my building on PBIS.

Restorative practices

10. Restorative practice significantly reduces problematic behavior in my school.
11. Teachers lead restorative practice sessions in their classrooms and are active promoters of restorative practices.
12. Counselors lead restorative practice sessions in classrooms and are active promoters of restorative practices. (If you do not have an LSC position at the school, skip to 15)
13. The LSC plays an important role in leading restorative practice circles and conferences.
14. The LSC trains staff effectively in restorative practice in my building.

Data management

15. I have a strong understanding of the discipline data as part of ensuring that the school is in line with the Unitary Status Plan (USP).
16. The LSC effectively reviews USP data regarding discipline with me.
17. The LSC is effective in collecting, reviewing, and reporting data as they relate to the MTSS process.

MTSS

18. Overall the MTSS process is working well in my school.
19. The staff at my school are well trained on the MTSS process. (If you do not have an LSC position at the school, skip to 24)
20. The LSC effectively facilitates the MTSS process in my building and determines appropriate interventions for students.
21. The LSC follows up to ensure that the interventions are being implemented well.

22. Which of the following roles is on the MTSS team at your school?

Each role will have the following options listed:

- Yes, and consistently attends
- Yes, and occasionally attends
- Yes, but does not attend
- No
- N/A, my school does not have this role or does not have MTSS in place

- a. LSC
- b. Principal
- c. Assistant principal
- d. Classroom teacher(s) (not including the teacher who has referred the particular students)
- e. Counselor
- f. Social Worker
- g. Psychologist
- h. Special education/ resource teacher
- i. Interventionist/ reading teacher
- j. Art integration teacher
- k. Student equity staff
- l. Curriculum facilitator/ teacher coach

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- m. School nurse
- n. Other: please specify

Reflection

- 23. What recommendations do you have for effective PBIS in your school next year?
 - 24. What recommendations do you have for effective restorative practices in your school next year?
 - 25. What recommendations do you have for effective MTSS in your school next year?
- (If you do not have an LSC position at the school, skip to end)
- 26. What has been your greatest contribution to your school as an LSC? Please explain. (Open response)
 - 27. What is the biggest impact the LSC position has made at your school? Please explain. (Open response)
 - 28. What school practice/procedure has changed the most as a result of the LSC position? Please explain. (Open response)

Thank you for your time.

F-3. Survey: Teachers regarding LSC responsibilities

Send to: All Teachers

Introduction

This survey is part of TUSD’s internal evaluation examining LSCs’ duties and perceptions. Although the LSC position will end this year, the district initiatives they have coordinated will continue such as PBIS (Positive Behavioral Interventions and Supports), restorative practices, and MTSS. Your feedback will help guide decisions about resources, support, and training to keep these initiatives going.

All responses are confidential and we welcome your candid thoughts. They will be grouped by grade level (elementary, K-8, middle, high school) for reporting. We may quote from individual responses when we can do so without identifying the school.

The survey will take approximately 10 minutes to complete. Remember to press “Submit” when you have completed the survey.

Background

- 2. What level is your school?
 - a. Elementary (including K-2 and K-6)
 - b. K-8 (including 3-8)
 - c. Middle School
 - d. High School
- 3. How many years have you been a teacher? _____
- 4. How many years have you been at your current school?

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LSC Interaction

5. Does an LSC work at your school?
 - a. Yes, there is a full-time LSC.
 - b. Yes, there is a half-time LSC.
 - c. There was an LSC here earlier in the school year, but not now.
 - d. We don't have an LSC position at the school. (skip to 12)
 - e. I don't know. (skip to 12)

5. How frequently do you typically interact with the LSC per week?
 - a. 0
 - b. 1-2 times
 - c. 3 or more
 - d. There is currently no LSC to interact with.

6. How do you most often interact with the LSC? (rank)
 - f. With the PLC
 - g. Doing restorative circles, conferences or consequences
 - h. Through school-wide meetings, PD and other school-wide activities
 - i. In relation to MTSS
 - j. In relation to PBIS (observing, monitoring, encouraging positive behavior)
 - k. Other _____

How strongly do you agree or disagree with the following statements?

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Contributions of the LSC

7. The LSC has been an integral position at my school.
8. The LSC has played an important role in developing PBIS.
9. The LSC has played an important role in leading restorative practice circles and conferences.
10. The LSC in my school is an important support for me regarding behavior management.
11. The LSC in my school is an important support for me regarding academics.

PBIS

12. PBIS is effective in reducing or preventing problematic behaviors at my school.
13. I have a deep understanding of my school's PBIS matrix.
14. I feel confident using PBIS strategies in my classroom.

Restorative practices

15. Restorative practice sessions work well in my building to reduce behavioral issues./ Restorative practice significantly reduces problematic behavior in my school.
16. I feel confident conducting restorative circles and conferences between students.
17. Students mainly use restoratives to game the system.

Use of data

18. Documentation of behavioral interventions is useful for guiding classroom management.
19. Documentation of academic interventions is useful for guiding instruction.

MTSS

20. Overall the MTSS process is working well in my school.

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21. I have a strong understanding of the MTSS process.
22. I feel confident using MTSS Tier 1 classroom interventions.
23. The MTSS process supports my teaching work. (If you do not have an LSC position at the school, skip to end)

Other comments regarding the LSC's work:

Thank you for your time.

F-4. Survey results

Table F-4a. Percentages of *Agree* + *Strongly agree* to aspects of restorative practice.

Item	Group	Elem	K-8	MS	HS	N
Training in restoratives						
I have been able to train staff effectively in my building on restorative practices.	LSCs	72.5%	44.4%	40.0%	37.5%	67
The LSC trains staff effectively in restorative practice in my building.	Principals	80.6%	83.3%	50.0%	75.0%	49*
I feel confident conducting restorative circles and conferences between students.	Teachers	82.7%	76.2%	54.7%	44.1%	1172
Perception of students						
Students mainly use restoratives to game the system.	Teachers	42.5%	47.6%	74.0%	57.8%	1172

*Only principals in schools with LSCs responded.

LSCs, teachers, and counselors are all more active than last year in leading restoratives, according to the groups surveyed.

Table F-4b. Percentage *Agree* + *Strongly agree* regarding participation in restoratives.

	LSC survey		Principal survey		Teacher survey	
	1415	1516	1415	1516	1415	1516
The LSC plays an important role in leading restorative practice circles and conferences.			80%	93.9%	54%	74.2%
Teachers lead restorative practice sessions in their classrooms and are active promoters of restorative practices.	52.2%		57%	75.4%		
Counselors lead restorative practice sessions in classrooms and are active promoters of restorative practices.	70.1%		71%	89.5%		

Regarding LSCs' leadership of the MTSS process, principals generally rate LSCs more favorably than LSCs do themselves. Again, the exception is in middle school.

Table F-4c. Percentage *Agree* + *Strongly agree* Regarding LSC Role in MTSS.

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Item	Group	Elem	K-8	MS	HS	N
Training in MTSS						
I train staff effectively in my building on the MTSS process.	LSCs	90.0%	66.7%	80.0%	75.0%	67
The staff at my school are well trained on the MTSS process.	Principals	91.2%	100.0%	50.0%	85.7%	56
MTSS facilitation						
I facilitate the MTSS process effectively in my building.	LSCs	95.0%	100.0%	90.0%	100.0%	67
The LSC effectively facilitates the MTSS process effectively in my building and determines appropriate interventions for students.	Principals	93.3%	100.0%	75.0%	100.0%	48*
MTSS follow-up						
I follow up to ensure that the interventions are being implemented well.	LSCs	87.5%	88.9%	70.0%	75.0%	67
The LSC follows up to ensure that the interventions are being implemented well.	Principals	90.0%	100.0%	50.0%	100.0%	48*
MTSS data management						
I have been able to effectively collect, review and report data as they relate to the MTSS process.	LSCs	95.0%	88.9%	80.0%	75.0%	67
The LSC is effective in collecting, reviewing and reporting data as they relate to the MTSS process.	Principals	93.5%	100.0%	100%	100.0%	49*

*Only principals with LSCs responded.

Compared to last year, there is a clear increase in roles and consistent participation in MTSS meetings:

Chart F-4d. Roles Identified and Percentage Responding *Yes, and consistently attends MTSS meetings.*

Role	Principal 1516	LSC 1516	LSC 1415
Principal	69.6%	61.2%	37.0%
Asst. Principal/ Dean	58.6%	58.8%	22.0%
Teacher	69.8%	65.7%	44.0%
Counselor	54.7%	51.6%	41.0%
Social worker	16.1%	20.5%	11.0%
Psychologist	28.6%	26.9%	31.0%
Ex. Ed./resource teacher	50.0%	50.7%	46.0%
Interventionist/ reading teacher	36.8%	21.1%	13.0%
Arts integration teacher	6.7%	3.3%	4.0%
Equity staff	54.2%	40.0%	15.0%
Curriculum spec.	50.0%	24.0%	17.0%
School nurse	11.1%	7.8%	13.0%

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Chart F-4a

Attendance at MTSS meetings across roles is more consistent in 2015-15 than last year according to LSCs and principals.

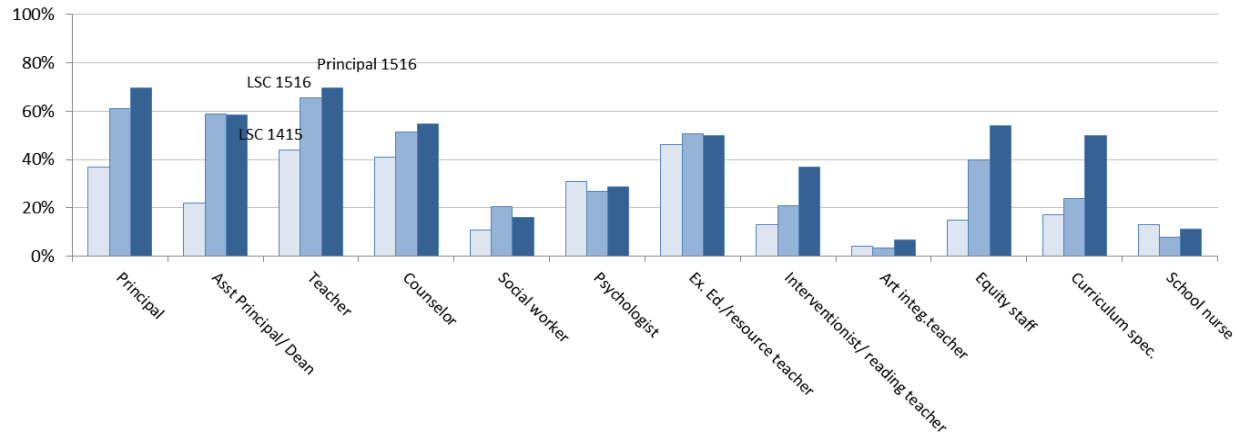


Table F-4e. LSC, Principal and Teacher Responses Regarding Understanding and Use of MTSS Data.

Item	Group	Elem	K-8	MS	HS	N
I have been able to effectively collect, review and report data as they relate to the MTSS process.	LSC	95.0%	88.9%	80.0%	75.0%	67
	Principal	93.5%	100%	100%	100%	49
Data regarding behavioral interventions is useful for guiding classroom management.	Teacher	75.7%	78.3%	57.3%	64.4%	1171
Data regarding academic interventions is useful for guiding instruction.	Teacher	89.9%	88.1%	75.5%	70.8%	1171
The MTSS process supports my teaching work.	Teacher	68.3%	68.8%	34.6%	45.1%	1159

Table F-4f. Areas of LSC Impact according to Principals.

Item	PBIS	Restoratives	MTSS	Multiple areas	Data	School climate, student behavior	Teacher, student support
What has been the current LSC's greatest contribution to your school?	1	3	12	15	1	3	10
What is the biggest impact the LSC position has made at your school?	3	5	14	5	3	8	6
What school practice/procedure has changed the most as a result of the LSC position?	4	2	19	7	0	4	6

Note. N=49

Table F-4g. Areas of LSC Impact According to LSCs.

Item	PBIS	Restorative practices	MTSS	Multiple areas	Student support w behavior, discipline, academics	Student, staff support, connection
What has been your greatest contribution to your school as an LSC?	4	10	14	9	5	11
What is the biggest impact the LSC position has made at your school?	3	6	16	13	3	18
What school practice/procedure has changed the most as a result of the LSC position?	6	6	17	13	8	3

Note. N=76

Table 13. Distribution of Teacher Comments about Value of LSC Position

	Ineffective	Limited	Neutral	Good	Excellent	N
Elementary	2.0%	5.0%	10.8%	28.6%	41.9%	399
K-8	0.9%	8.8%	14.0%	21.9%	40.4%	114
Middle school	5.1%	5.8%	10.9%	26.3%	27.7%	137
High school	5.1%	4.5%	12.4%	24.2%	35.4%	178
All	3.0%	5.6%	11.6%	26.3%	37.9%	828

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