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IUPUI

Full Purpose Partnership Evaluation Report

PRESENTED TO THE
BOARD OF SCHOOL COMMISSIONERS
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SUBMITTED BY
EVALUATION TEAM

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Table of Contents

| | |
|--|----|
| Executive Summary | 1 |
| Introduction..... | 2 |
| Full Purpose Partnership (FPP) in Three Indianapolis Public Schools..... | 2 |
| School Family Care Coordinator (SFCC)..... | 2 |
| Systems of Care | 3 |
| Data-Based Decision Making | 4 |
| FPP School Demographics | 4 |
| Evaluation Design..... | 5 |
| Evaluation Findings | 5 |
| Evidence of Positive Behavior Interventions and Supports (PBIS)..... | 5 |
| Observations of PBIS..... | 5 |
| Services at the Intervention Levels | 8 |
| Perceptions of FPP | 9 |
| Defining FPP..... | 9 |
| Leadership..... | 9 |
| Role of SFCC..... | 10 |
| Collaboration..... | 12 |
| Impact of FPP on School and Student Outcomes | 13 |
| School Climate..... | 13 |
| Office Referrals..... | 13 |
| Academic Achievement | 14 |
| Recommendations..... | 15 |
| FPP Schools | 15 |
| School Family Care Coordinators..... | 16 |
| Data-Driven Decision-Making..... | 16 |
| Mobility..... | 16 |
| Evaluation | 17 |
| Summary..... | 17 |
| Intervention Success Story..... | 18 |

Executive Summary

The evaluation of the Full-Purpose Partnership (FPP) program is described in the following report. The executive summary highlights the major findings of the pilot program and puts forth recommendations to further enhance its effectiveness in the three schools and future FPP schools.

Strengths

- Teachers/staff/principals recognize that FPP has positively impacted the school.
- FPP principles are present in the school.
- Schools use office referral data to assist in decision making.
- The vast majority of students are receptive to FPP prevention and interventions.
- Design Team and Leadership Team interaction is cooperative and forward-thinking.
- School Family Care Coordinators (SFCCs) are integral resources in the schools.
- Principals and SFCCs work closely to implement and monitor FPP effectiveness.
- ISTEP scores have increased in math and language arts from 2003 to 2004.
- SFCCs have reached out to parents and the community.
- Collaboration among school, community, and service partners is increasing.
- School personnel were receptive to the evaluation team members and evaluation process.

Challenges

- Students and teachers report that violence continues to be a problem in the school.
- At times, school personnel do not model Positive Behavior Interventions and Supports.
- Schools use different criterion and procedures for entering office referrals in MIS.
- Office referral data follow mobile students to their new school.
- High mobility rates present a challenge for academic and behavioral consistency.
- A small number of students consistently exhibit behavior problems.
- The role of SFCC varies from building to building.
- There is little evidence of parent involvement in the schools.
- Teachers and some service partners lack a full understanding of FPP.
- Lack of baseline data prior to FPP implementation limits the evaluation design.

Recommendations

- Principals and SFCCs should be more intentional when describing FPP to teachers.
- Develop a detailed job description for SFCCs.
- Offer continued professional development opportunities for Positive Behavior Interventions and Supports training to all teachers/staff throughout the year.
- Develop a consistent procedure for entering office referral data in MIS
- Develop a procedure for “capturing” monthly office referral data in MIS.
- Develop orientation programs to facilitate transition to an FPP school.
- Collect baseline data in the year prior to implementing FPP in additional schools.

Introduction

In 2003 the Dawn Project designed and implemented a project to integrate systems of care, wraparound services, and Positive Behavioral Interventions and Supports (PBIS) in schools. This pilot project, called the Full Purpose Partnership program (FPP), was implemented in three elementary schools (20, 37, and 78) in IPS.

The FPP model combines (a) effective curricula and instruction, (b) inquiry driven, data-based decision making, (c) systems of care and wraparound principles, and (d) school-wide PBIS to promote a positive, achievement oriented school climate. A key component to FPP is a three-tiered behavior system: prevention, early intervention, and comprehensive intervention. A School Family Care Coordinator (SFCC) works full-time in the school, developing and sustaining the FPP model. The SFCCs facilitate various community resources and supports, which provide services such as mentors and mental health supports for individual students and their families. At the school level, SFCCs coordinate system of care principles and introduce school-wide behavior supports within the school.

A *Design Team*, comprised of Dr. Mary Jo Dare at IPS, Dr. Jeffrey Anderson from IUPUI, Mr. Knute Rotto of Choices, Inc., and Dr. Pamela Carrington-Rotto of PassWord Community Mentoring, Inc., developed the FPP. The Design Team meets regularly to review the progress of FPP in the three schools. A *Leadership Team*, comprised of the Design Team, FPP principals, SFCCs, and regional special education coordinators, meets monthly to discuss successes, concerns, and progress associated with implementing FPP.

FPP in Three Indianapolis Public Schools

The Full-Purpose Partnership program (FPP) has been implemented in two IPS elementary schools for two years and another IPS elementary school for one year. The presence of FPP is evidenced by at least three components: presence of an SFCC, systems of care philosophy in action, and data-based decision making to address behavior problems and to monitor academic progress.

School Family Care Coordinator

Each SFCC provides case management for the school by assessing the programs and resources currently available in the school (e.g., the school's strengths and assets) and the needs and challenges facing the school (e.g., lack of connections with community agencies). The SFCC seeks out resources to overcome identified challenges, improves home-school relationships, and connects the students, their families, and teachers to additional resources that may be needed but are not available in the school. These resources may include services related to medical needs, mental health supports, and after-school programs. The SFCC also encourages parents, teachers, and others involved to understand and to focus on student and family strengths.

Systems of Care

Implementing FPP begins by examining areas of strength and areas of improvement. Creating a Continuum of Supports *triangle* provides an easy way to explore the strengths and weaknesses of school functioning (See Figure 1). The triangle visually represents the FPP model across three levels of support: prevention, early intervention, and comprehensive intervention. The percentages indicate the proportion of students who may function at each level. At any given time, 70-80% of students do not have any noticeable academic or behavioral challenges; 10-15% of students need some additional supports to be successful in school; and 1-5% need more intensive levels of supports to be successful. The purpose of the FPP is to increase the percentage of students who respond to the prevention levels of support and to simultaneously provide individualized services to those students who do not respond to preventative supports.

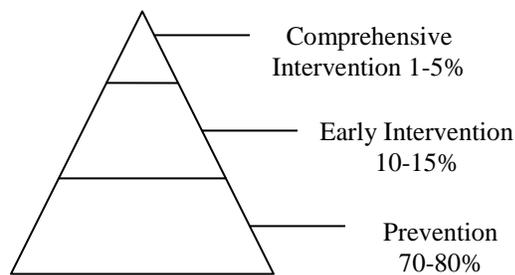


Figure 1. The Continuum of Supports Triangle

The *prevention level* of the FPP model requires the formation of a positive learning community that reduces the occurrence of challenging behaviors. High quality school supports provided at the base of the triangle will prevent fewer students from needing more intensive supports. Teachers make a commitment to treat all students with dignity, while providing a safe learning environment. In addition, classroom expectations and classroom procedures are taught until they are understood by the *entire* class. At the school level, prevention occurs when the school staff develops and fosters school-wide behavioral expectations. These include expectations for interacting with adults and for the school areas in which students spend time (entering and leaving school, cafeteria, playground, hallways, bathrooms, etc.). Each school has the equivalent of a Behavioral Intervention Team (BIT), which is called PBS Leadership in one school. The group is comprised of teachers, the principal, and the SFCC. Dr. Anderson from IUPUI often attends these meetings, providing support to the direction of the BITs. The teams focus on developing, implementing, and monitoring a comprehensive approach for overcoming barriers to student learning and positive social functioning. Based on the systems of care principles, these teams explore ways to enhance the use of existing school resources and to improve the coordination and integration of existing activities. They also discuss and agree upon the kinds of inappropriate behaviors that necessitate immediate referral to the office (e.g., serious fighting) versus behaviors that should be primarily dealt with in the classroom before an office referral (e.g., non-compliance) is made.

At the intervention levels, a more individualized support system is developed. Once a child is identified as ‘at risk’ (yellow or red) for developing emotional or behavioral challenges, the SFCC initiates a discussion with the student’s family and the BIT. Collaboratively, they identify resources and supports to address the behavioral or academic challenges facing the student. The SFCC helps coordinate services among the various providers within and outside the school building. Students may be referred for a PassWord mentor, connected with the school social worker, or referred to a mental health provider in the school. The SFCC monitors the interventions and ensures that services meet the needs of the student, while avoiding unnecessary duplication of services.

Data-Based Decision Making

A central principle guiding the FPP model is to use data to assist in decision making. To improve classroom and school-wide climate, FPP schools collect, analyze, and discuss data in order to identify potential solutions to academic and behavioral challenges. Ongoing, systematic examination of data helps principals and BITs identify possible underlying factors of specific behaviors that occur at certain times and/or in certain places. Examining data over time provides feedback on the efficacy of interventions.

FPP School Demographics

The three FPP schools were selected based on the recommendation of Dr. Dare and the receptivity of the school. Criteria for schools to participate in FPP comprised of principal acceptance and an agreement rate of at least 80% by teachers. Demographic data for the three schools were obtained from IPS in the middle of May 2005.

Table 1.

FPP School Demographic Data

| School | Enrollment | Mobility | Attendance | Ever Repeated | Receiving Special Education |
|-----------|------------|----------|------------|---------------|-----------------------------|
| School 20 | 320 | 62% | 94% | 28% | 19% |
| School 37 | 292 | 82% | 95% | 27% | 12% |
| School 78 | 382 | 90% | 95% | 29% | 18% |

According to Table 1, the schools varied in size from 292 to 382 students enrolled. Mobility rates varied in the three schools from a high of 90% (78), 82% (37), and 69% (20). Each school had similar rates of student retention. Slightly below 30% of the current student body had be retained at least once in their school career. School 37 had the lowest percentage of students receiving special education services (12%), while 20 and 78 had approximately an equal percentage of

students receiving special education services (19% and 18% respectively). For the remainder of the report, schools will be referred to as School A, B, and C, as the purpose of the evaluation is to examine the FPP pilot at three schools rather than to compare the impact of FPP among the three buildings. When school specific data reveals meaningful discrepancies, individual schools are referenced for clarification.

Evaluation Design

An independent evaluation team, headed by Dr. Joshua Smith, a faculty member at Indiana University-Purdue University Indianapolis (IUPUI), conducted the evaluation of FPP. The team consisted of Dr. Smith and five other members including a school psychology graduate student, a school counseling graduate student, and three undergraduate psychology majors. After studying the program goals and examining the theoretical principles guiding FPP, the evaluation team developed an emergent evaluation design to determine the extent to which FPP (a) was implemented in accordance with the design of FPP philosophy and (b) impacted the social, academic, and behavioral climate in the three schools. The team participated in qualitative skills training in conducting interviews/focus groups, performing school observations, and analyzing data. Weekly meetings were held to discuss evaluation progress, to share data collection questions, and to discuss preliminary findings.

The evaluation focused primarily on program implementation and the impact of FPP on school climate, office referrals, and academic achievement. The implementation of the evaluation involved a study of the stakeholder perceptions of FPP. Researchers also sought to learn the extent to which schools consistently adhered to the principles of Positive Behavior Interventions and Supports. School climate was measured by surveys, observations, and focus group discussions with parents, teachers, and students. Office referrals and academic achievement data were obtained from MIS.

Evaluation Findings

Evidence of Positive Behavior Interventions and Support

Observations of PBIS. An observation technique was employed to examine the extent to which teachers, principals, and staff in FPP schools exhibited Positive Behavior Interventions and Supports. Observations occurred at six different points including beginning of day, cafeteria, classrooms, hallways, recess, and end of day. The team members spent slightly less than 50 hours formally observing these six areas, with each observation lasting 30 minutes, except end of day observations, which were approximately 15 minutes. All incidents of inappropriate student behavior and the adult response (positive, negative, or no response) to the behavior were recorded. Additionally, adult recognition of positive student behavior was recorded. Data was collapsed across all schools to examine patterns of student behavior and adult responses in FPP schools (See Figure 2).

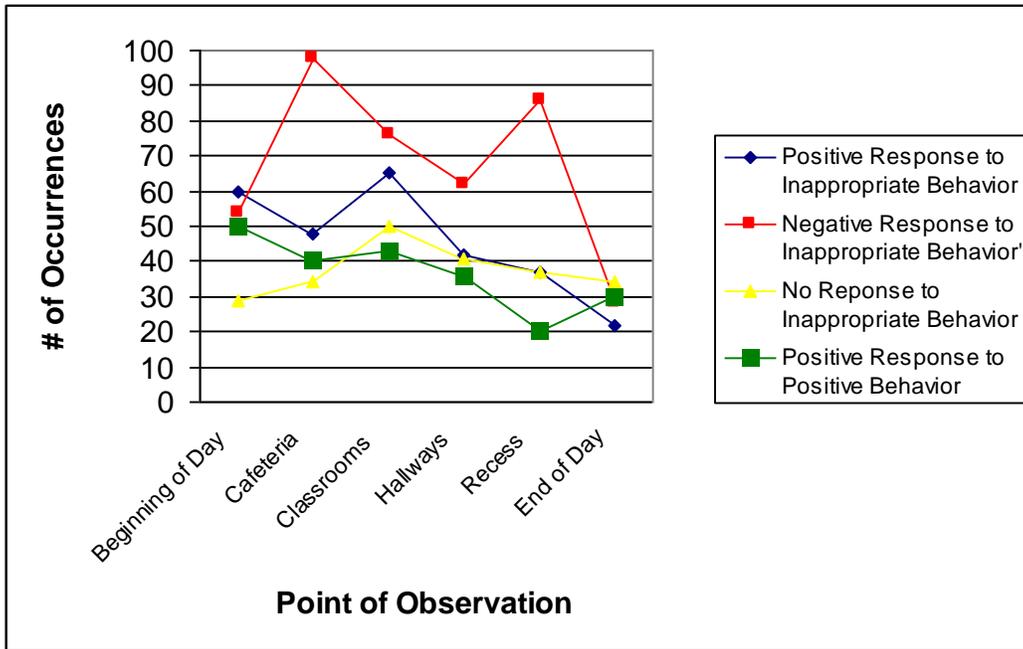


Figure 2. Incident and Response Type Occurring in the Six Observation Points.

When students entered the building at the **beginning of the day**, there was an expectation for them to enter quietly and proceed to the cafeteria for breakfast, to wait in the hallway until school began, or to proceed directly to their classroom. When students did not meet these expectations, teachers were slightly more likely to respond positively (N = 60) than negatively (N = 54). For example, students were observed loudly talking in the lobby before school began. A teacher walked by, heard the students, and said, “Let’s use our quiet voices please.” However, sometimes they had no response to inappropriate behavior (N = 29). For example, one student said, “I’m about to hit someone in the mouth,” but teachers who were nearby did not intervene. Researchers also witnessed teachers/staff spontaneously encouraging students (N = 50) with smiles and warm greetings as they entered the building quietly.

The **cafeteria** had the highest number of negative responses to inappropriate behavior. Teachers were more than twice as likely to respond negatively (N = 98) than positively (N = 48) to inappropriate behavior. For example, students were talking loudly as they entered the cafeteria, and a teacher yelled from down the hall, “You would think after 120 times of being told, you would be quiet in line.” The students lowered their heads and voices. Fifteen percent of all incidents had no response (N = 34). Teachers and cafeteria staff were also observed responding positively (N = 40). For example, when certain tables of students were quietly eating their lunches, teachers said, “201 and 202 are doing a good job!” It should be noted that one school has a “no talking policy” in the cafeteria. Overwhelmingly, negative responses to inappropriate behavior occurred most often in the cafeteria with a no talking policy.

Teachers used a variety of techniques to address inappropriate behavior in **classrooms**. Teachers were slightly more likely to respond negatively (N = 76) (e.g. yelling, threatening loss of privilege) than positively (N = 65) to inappropriate behavior in the classroom. Teachers often

ignored inappropriate behavior (N = 50), which varied in its effectiveness. For example, one girl hit a boy and told him to “shut up,” and the teacher did not respond. A couple minutes later, the same girl walked out of the classroom without a reaction from the teacher. However, teachers often responded positively when students behaved positively (N = 43) by praising good effort, recognizing students working quietly, and providing reward for students exhibiting positive behavior.

In the **hallways**, teachers/staff often responded negatively when students were talking too loud, running in the hall, or engaging in rough play (N = 62). Teachers were also observed using affirming language to recognize students who lined up quietly to use the restroom or who walked appropriately in single file to the gym (N = 42). For example, a student walked down the hall with a pass, saw the principal, and hugged her. The principal hugged the student back and said, “See ya! Have a good day!”

The second highest number of negative responses to inappropriate behavior was observed during **recess**. Teachers/staff were more than twice as likely to respond negatively (N = 86) than positively (N = 37). For example, during indoor recess a boy was acting out and the teacher responded, “[Name], if I tell you again, you can go to the office!” In comparison to other areas, positive responses to positive student behavior were relatively rare (N = 20). One positive example observed involved children playing games quietly and cooperatively, and one teacher said, “Oh, this class is looking good!” The students smiled and continued their positive behavior.

Researchers observed **the end of the day** for approximately 15 minutes for each observation, half the amount of time compared to other observation locations. Teachers were more slightly likely to respond negatively (N = 28) than positively (N = 22) when students acted out. For example, as a few students walked too far down the hallway on the way to the buses a teacher yelled, “No, you did not listen! Back up. I said the red rug.” There appeared to be a less organized supervision of student movement at the end of the day. One observer noted that the end of the day could be “chaotic” given the number of students moving through the halls and having a variety of destinations after school.

It is important to note that researchers observed a noticeable difference when substitute teachers were present in the schools. The substitutes were more likely to be observed using negative responses to student behavior. During an interview with a principal, she pointed out the challenge of having substitutes who do not know about Positive Behavior Interventions and Supports.

So for us...our next piece that we really feel is important is the substitute piece. Because we are all on the same page, but then when a substitute comes in, they are completely not on our page and they escalate a situation where we would have backed down...I can't control the subs that come in my building. It's up to whoever they are to pick it up on the line. We do have subs who return back to our building day after day. (Name) is one of our subs in our building a lot. Dr. (name) is in our building a lot, and again, when they're in our building a lot, they get our vibe, and they know where we're at, and who I am, and who the staff is. They are able to fit in and understand the piece, but those who

come and it's the first time...I'm always worried about that class because I know it's not going to be a great day.

Services at the intervention levels. The observation of PBIS was conducted without knowledge of the students' status on the triangle. Interventions provided at the yellow and red levels of the triangle were obtained from the building principals and SFCCs. Fewer students were identified in the interventions levels of the triangle in Schools A and C than predicted from FPP philosophy. School A identified 3% of students needing intervention level services (2% yellow and 1% red). School C reported that 5.7% of students were considered in the early intervention level, and 2.6% needed the most comprehensive intervention services. School B reported figures that closely mirror the support triangle estimates, with 84% of students in the prevention level, 14% in the yellow, and slightly less than 3% in the red level. Figure 3 shows the combined percentages of students identified at each level of the triangle across the three schools.

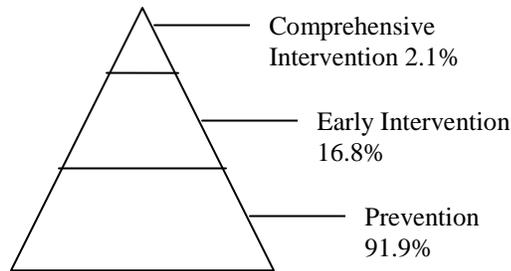


Figure 3. FPP Support Triangle Percentages

Examples of the types of services and numbers of students served by the students according to the SFCCs are reported in Table 2. Many of the services are also available in other IPS schools. However, the teachers, principals, and SFCCs on the Behavior Intervention Teams monitor and discuss students receiving services at the yellow and red levels, allowing for a coordination of supports beyond the individual services provided.

Table 2.

*Services Received at the Intervention Levels on the Supports Triangle**

| Services | School A | School B | School C |
|---------------|----------|----------|----------|
| CPS/GEI | 2 | 7 | 0 |
| Dawn Project | 0 | 4 | 1 |
| PassWord | 2 | 10 | 6 |
| Behavior Corp | 0 | 19 | 7 |
| Behavior Wrap | 0 | 4 | 3 |
| Behavior Plan | 4 | 3 | 0 |

* Note. Some students received multiple interventions.

Overall, inconsistent use of PBIS in the FPP pilot was observed. Teachers/staff responded negatively approximately 1.5 times more often than they did positively to inappropriate student

behavior. Affirmative responses (N = 219) to positive student behavior were observed most often at the beginning of the day and least likely during recess. There was evidence that PBIS was effective when positive language was used to recognize positive behavior and to respond to inappropriate behavior. Negative responses to inappropriate behavior often exacerbated the situation or only temporarily alleviated the situation. The effectiveness of coordinated interventions for students in the yellow or red areas varied from student to student. The power of positive connections to mentors and other adults in the building reinforces the importance of the systems of care philosophy to address persistent behavior problems.

Perceptions of FPP

A major component of the evaluation involved understanding how people felt about having the FPP philosophy in the schools. The primary sources for understanding stakeholder perceptions of FPP were 17 focus group discussions with teachers and 25 interviews with principals, SFCCs, parents, and FPP service partners in the schools. Each discussion or interview was audiotaped and transcribed verbatim. Transcripts were loaded into Nvivo, a qualitative data management tool, and coded by members of the evaluation team using the constant comparative method. A thorough review of the codes across the stakeholders revealed four overarching themes: (a) defining FPP, (b) leadership, (c) SFCC's role, and (d) collaboration.

Defining FPP. Interviews revealed that teachers varied in their knowledge and acceptance of FPP and how it should function in the building. When asked to describe FPP, many teachers did not know what FPP was by name. Further probing led to teachers asking questions such as, "Is that the positive behavior thing," or "Is that what (name of SFCC) does?" Many teachers and FPP partners mentioned the names of the SFCC, PassWord Mentors, Behavior Corp, social workers, or Professional Development coordinator as evidence that FPP was operating in the school. For example, one partner stated,

Well, my limited understanding is it's a collaboration of IUPUI or IU, Dawn, Choices, IPS, and PassWord plays a role in it. But those are the three bigger players. The basic purpose of it is to bring family, community, and school together in this triangle called Full Partnership. What can we do as a system to support positive outcomes for the students? What does it take, and actually take a hard look at that getting with the Choices coordinator over here, uh...having the social workers and the psychologists doing their assessments, and really trying to educate teachers to think outside the box with interventions on behaviors and supports.

In general, service partners and the majority of teachers in fact knew more about FPP and its principles than they were aware, but did not use the language of systems of care philosophy or PBIS. Principals and SFCCs indicated that they purposefully did not overemphasize the theoretical principles of FPP or PBIS to avoid overwhelming teachers. They primarily relied on the practical dimensions of the role of SFCC, modeling of PBIS, and providing data to demonstrate changes in achievement and behavior.

Leadership. While not an original focus of inquiry, building leadership emerged as an essential component of implementing and maintaining FPP. Follow up interviews and focus group

protocols were modified to elicit stakeholder perceptions of leadership in FPP schools. Teachers, partners, and SFCCs generally stated that the principal was an effective leader.

Leadership was evidenced by a strong commitment to education and children. One partner stated that violence had been reduced due to “a principal who wanders around the building and measures her teachers by stepping in on classrooms and observing them.” Another teacher stated, “One thing I feel like she’s really worked on is the instruction...how we can get better prepared for the ISTEP.” Interviews also revealed that acceptance and modeling the philosophies of FPP marks an essential leadership element. One partner stated, “She welcomed the Full Partnership piece open arms. If it’s going to enhance and help her students be better people, she’s all for it.” Another partner stated, “The principal is a vital part of the FPP and buying into the strength-based philosophy of strengths and assets to overcome barriers.”

Principals’ positive and proactive attitude emerged as an important characteristic of leadership. One partner stated, “It starts there at the head. You know, having a positive attitude and willing to try different programming.” A teacher stated, “She has a very good disposition every day even when days are very, very hard. I do appreciate the humor, the willingness to be positive.” Finally, principals were noted for their ability to collaborate, communicate, and advocate for teachers, partners, and staff when they need advocacy. One principal stated, “I really try to create a staff of collaborators.” Another teacher stated, “And, I, for one have found her very cooperative, and when I needed to...go to her, I have found her receptive, and I think that is very important.”

Observations of the principals generally echoed the statements of teachers, partners, and SFCC. Principal leadership styles differed in each school. In addition, the principals of schools where FPP had been in place for two years seemed more supportive and focused on FPP. In the school where FPP was introduced this year, the SFCC was observed taking the leadership role in promoting and implementing the principles of FPP. The principal appeared skeptical about some aspects of FPP and questioned whether all components were essential elements in her school.

A few incidents occurred when principals failed to adhere or to model PBIS principles. On two occasions, principals punished large groups of children in response to inappropriate behavior of relatively few students. The incidents were rare, but they provide a conflicting message to students and teachers, who are expected to uphold the language and principles of PBIS, regardless of the situation.

Role of SFCC. The evaluation revealed that an effective SFCC is essential to implementing FPP in a school. The three SFCCs worked collaboratively with teachers, partners, and principals to facilitate PBIS and other elements of FPP in the schools. Each SFCC described their role somewhat differently. The first SFCC commented on the importance of making connections across home, school, and community.

My role as care coordinator, I think it’s a combination of home, school and community. I think our key purpose it to make sure that we continually tie all three of those aspects together; that we makes sure that home is focusing on school and that there is a strong

communication and strong bond there. And the same thing with the school and the community. Making sure that we are developing partnerships for our community.

A second SFCC reflected on a typical day and continued with a discussion of the various meetings that she attends.

I don't think I have typical days. I think I have days that vary. I would say that in a typical day that I do a lot of interacting with the yellow and red kids. Whether it's for small group when I pull them out to do some kind of social skills training. A lot of coordinating with community members depending on what's going on within the school. We have the Peace Walk coming up and I am working with our community to get that project up and going. Meetings, depending on what meetings are in the building. It could be Positive Behavior Support, CEI, MHT. I sit in on just about every meeting, so I'm definitely in and out of a quite a few meetings throughout the week.

The third SFCC identified her commitment to students at the yellow and red levels of the triangle, and she also discussed the challenges of becoming part of the school culture. She stated,

I think that a lot of work that I do is with individual students or seeing them in groups. And then for behavior issues and social skills, because they have had difficulty maintaining that behavior in the classroom. I wouldn't say that I coordinate the different providers that are within the building, but I have had to work hard to build relationships within them to break down the barriers that I saw there were when I first came. I tried to build a cohesiveness and understanding of the role. Just because there is an agency in the school, it doesn't mean they can provide every service.

SFCC were welcomed by teachers, and according to teachers, principals, and partners, their presence is an essential piece to the success of FPP. One partner stated, "She is the key to that school succeeding." A principal stated, "I think that the care coordinator is an absolutely essential piece." SFCC leadership qualities are characterized in many ways. One partner stated,

I feel that School [#] is at such an advantage with [name of SFCC]. I see so many more things happening at that school than any of my other schools that don't have a one-on-one person and what I mean by that is a full time collaborative person. We're reaching our goals.

The principals and teachers felt that SFCCs kept the mission of the school in mind throughout all their efforts, focusing on the strengths of children, families, and the community. Taking initiative on projects within and beyond the school was noted by principals, teachers, and evaluator observations. SFCCs facilitated innovative services and programs in the school. For example, one SFCC worked with parents to make and to sell popcorn to support the Positive Behavior Rewards room in the building. Another developed an orientation packet that explained the school's philosophies for students transferring into the school. Finally, an SFCC and a principal worked together to bring an after school program for the students into the building. These accomplishments represent only a fraction of the tangible and intangible contributions made by the SFCCs.

Overall, teachers and partners were overwhelming supportive of the services provided by SFCCs and stated that their presence was integral to the school functioning. However, it was not always clear to teachers, principals, or observers how the role of SFCC was defined. By design, it appears that the needs of the students and the school dictate how the SFCC designates her efforts and supports. Common roles across the schools included increasing parent involvement, identifying community resources for the school, serving on BITs, and coordinating services for students at the yellow and red levels of the triangle.

Collaboration. The final theme that emerged in defining FPP was collaboration. SFCCs and principals spent a tremendous amount of time and energy coordinating services and facilitating collaboration among school personnel and the various service partners.

Two service partners stated,

I think that the level of collaboration in the school is extremely high. Despite our roles and our individual functions and the companies that we work for, we all feel like we are doing the same thing. We are all moving in the same direction because we meet so often we have open door to communication. We talk with teachers, families and everyone is aloud to participate in the process. I think that is a very strong piece. There are regular meetings to connect and strategize to ensure that everything is going on track. The principal, the care coordinator, the special education teachers spearhead pieces of that. There is a lot of connection and people check in with that to make sure that everyone is on the right path.

I think that the Systems of Care coordinator plays a big part in looking at organizing and coordinating people to make sure that we are working in the right direction. Making sure that all the services are communicating the mission of the school. I think that the PassWord people are a big piece of the school. They provide crucial to the success of a lot of the kids. A lot of the kids need 1:1 mentoring and hands on intervention. They need more than what the teacher can provide because of behavioral issues and different dynamics of the classroom because they are not able to cope with that structure. So, they need that person to coach them and keep them on track. I think that the wrap program at the end of the day with all the different clubs and community supports is crucial. Giving the kids something to do at the end of the day.

A teacher also stated,

I feel that I have a high level of collaboration with all those people. [Name of SCFF] and I work together. She helps problem solve with some of my kids and helps take some of my kids as rewards. She has ideas that we bounce off each other, just a listening ear. I think the rest of the staff there is a high level of academic collaboration. We talk about lessons and how to teach things. I do that with first through fifth grade teachers. I have lunch with the first grade teachers and the third grade teachers and we talk a lot. Well, I do it with all the grade levels. We kind of problem solve together and work together. Always sharing materials.

In sum, there is a positive perception of FPP in the three schools. Principal leadership and SFCC enthusiasm have contributed to an awareness of the potential impact of FPP on the school. It appears that as FPP becomes more visible in the school, teachers become more receptive to its principles. The SFCC has been integral in implementing and maintaining the progress of FPP in each school. However, there is a possibility that without clarifying the role of SFCC, people in the building will see the SFCC and FPP as synonymous, missing other essential elements of FPP.

Impact of Full Purpose Partnership on School and Student Outcomes

School Climate

A school climate survey was administered to 425 students, teachers, and parents in all three schools. One FPP school used a separate school climate survey to support their Title 1 application. Regardless, many of the items were similar across the three schools. The surveys contained 20 items scored on a 4-point Likert scale (1=strongly disagree to 4=strongly agree). Students, parents, and teachers reported that the overall school climate was positive. At all three schools, students reported high scores on items regarding their teachers and the principals. For example, “My teacher gives me homework that helps me learn,” and “The principal does a good job.” Similarly, parents reported that they were pleased with the quality of teaching and the effectiveness of the principal. Parents also reported being treated respectfully by school personnel, rating it a 3.9 out of 4. Teachers were slightly less enthusiastic about school climate. The highest scored item was, “High academic standards are expected.” Approximately half of the students at the three schools reported that violence was a problem at their school. Observations conducted at the school also revealed incidents of aggression or violence involving verbal aggression, threats of violence, and physical aggression. Additionally, teachers reported during focus groups that students had threatened them with violence.

Office Referrals

In addition to examining the overall climate of FPP schools, the evaluation examined the extent to which FPP impacted office referrals. This data was obtained from MIS. Review of the database revealed that the 2005 data represents the first year of consistent use, and therefore, comparisons to previous years are not valid. Table 3 presents the number of students receiving office referrals in each of the three FPP schools as of May 15th.

Table 3.

Office Referrals for the 2004-2005 School Year as of May 15, 2005

| | Students with 0 Referrals | Students with 1-4 Referrals | Students with 5-9 Referrals | Students with 10 or more Referrals |
|----------|---------------------------|-----------------------------|-----------------------------|------------------------------------|
| School A | 290 (88%) | 35 (10%) | 6 (2%) | 0 (0%) |
| School B | 224 (76%) | 67 (23%) | 2 (1%) | 1 (>1%) |
| School C | 296 (77%) | 57 (15 %) | 23 (6%) | 8 (2%) |

The results suggest that prevention level services are working with the vast majority of students. School C has a higher percentage of students consistently receiving office referrals. Twenty-three students had between 5 and 9 office referrals this year, and eight students received 10 or more referrals. During interviews, principals indicated that they shared office referral data with teachers and used the data to assist in decision making. Additionally, principals and SFCCs used the system to track the location and times where office referrals were most prevalent. Members of BIT reported that they used data to brainstorm possible solutions. For example, when office referral data showed an increase during a particular time of day, the principal and BIT determined that too many classes were in the hallways at that time. They slightly modified when the classes move to special area classes, and referrals at that time of day decreased.

The relative ease of recording office referrals and receiving data outputs make the system an important tool for the principals, SFCCs, and BIT. However, two problems emerged; one at the system level and the other at the building level. At the system level, one of the principals discovered that when a student transfers to her school, the students' office referrals from his or her previous school become part of the new school's data. Similarly, when students transfer out of the FPP school, his or her office referral data is transferred to the new school. This has implications for looking at trends from one year to the next. For example, in November a principal determined that her school had 60 referrals in 2005. Over the next 3 months, 50 students transferred out of the school, and 55 students moved into the school. When looking back at office referral data for November, the number of referrals may be more or less than the original 60, depending on the net gain/loss for each of the mobile students entering or leaving the school.

At the building level, teachers and principals differed on how to administer and to enter referrals into the system. Varying definitions within and across buildings make it difficult to track meaningful change in the frequency of office referrals. By definition, PBIS attempts to empower the teachers to address behavior problems in the classroom in a positive way and to reduce the incidents where a student is removed from the classroom. Once a student is sent to the office, depending on the severity of the incident and the principal's discretion, a referral may or may not be applied.

Academic Achievement

There are many factors associated with changes in achievement over years of testing, and it is likely that any affects of FPP on academic achievement are indirect and/or cumulative with other instructional interventions. A major issue throughout IPS, including FPP schools, is student

mobility. Students frequently move in and out of schools. Any examination of changes in ISTEP scores must take mobility into account. Two separate (2x3x2) repeated measures ANOVAs were conducted to see if there were significant changes on Math and Language ISTEP scores from 2003-2004. Out of 356 students, only 152 4th and 5th graders at the three schools completed ISTEP at the same building in consecutive years. Table 4 presents the increase in academic achievement by stable students at FPP schools. Overall math scores rose from 412 to 427 (F= 17.2; p < .001).

Table 4.

ISTEP Achievement Scores for Stable Students, 2003-2004

| | Language 2003 | Language 2004 | Math 2003 | Math 2004 |
|----------|---------------|---------------|-----------|-----------|
| School A | 418.44 | 430.27 | 421.55 | 426.00 |
| School B | 418.52 | 438.34 | 399.19 | 440.84 |
| School C | 424.18 | 438.05 | 416.26 | 416.05 |

Stable students at School B demonstrated the greatest gains, moving from slightly less than 400 to 440. There were no significant changes in math achievement as measured by ISTEP for the other two schools. On the language arts section of ISTEP, there was a statistically significant gain in mean achievement from 420 to 435 (F = 17.5; p < .001). All three schools demonstrated statistically significant gains for their stable student population from 2003 to 2004. FPP schools reported consistent ISTEP scores for the total population of students, and School B made significant improvements from 2003-2004 overall. The results of this analysis demonstrate the challenges for schools with high mobility rates and indicate the need for additional support services to help students transition academically and socially to their new school environment.

Recommendations

FPP Schools

Most teachers were receptive to making the necessary changes in their approach to classroom management and reactions to students' inappropriate behavior. However, they were not completely certain of the details of FPP and its guiding principles. We recommend that the Leadership Team address this limitation in the following ways. First, principals and SFCCs should be more intentional about the goals of FPP, sharing the 10 essential elements and providing some readings on systems of care and PBIS. Second, a procedure for assessing teacher's use of PBIS, including a self and peer report, should be developed and administered periodically. The process would allow teachers to examine systematically how they respond to student behavior over time. BIT meetings could serve as an opportunity to reflect on areas of improvement and to share strategies for responding to specific students and situations. Additionally, when teachers, staff, or principals fail to model PBIS, their actions must be addressed; otherwise, the culture of how students are treated in the school will not change. If some school personnel are permitted to yell and threaten students, the climate of the building will slowly deteriorate. Finally, teachers/staff/principals need continued professional development on the use of PBIS in their classrooms and the school as a whole. There was a training session

during the summer prior to FPP implementation; however, little follow-up on improving the classroom climate occurred. Professional development should aim to teach school personnel how to engage in positive language, how to prevent and respond to inappropriate behavior, and how to recognize positive behavior in their students.

School Family Care Coordinators

Now that the SFCCs have been present in the FPP schools for two years, a detailed job/role description should be developed. The three SFCCs should reflect on their experience and determine the major roles and responsibilities required for the position. The commonalities across the three experiences will serve as a template for understanding how the SFCCs interact with teachers, students, and the community. The unique characteristics of the school will serve as discussion points for incorporating the various services in all FPP schools. The resulted job/role description will provide the Design Team with criteria for exemplary performance within the philosophy of FPP. Additionally, the role description will help identify qualified candidates for future SFCC positions.

Data-driven Decision-making

Using data to assist in decision-making is integral to the success of FPP. The current system used to track office referral data is providing buildings with important, accurate, and short-term information. FPP schools have effectively used the data to address patterns in behavior issues within grades and at certain times and locations. However, when mobile students take their office referral data to another school and remove that information from the FPP schools, using data for long-term planning is questionable. Therefore, the researchers recommend that MIS add a component to the program that allows principals to download monthly data. The evaluation team could clean the data, accounting for students who entered or left the school that month. The procedure would allow for a more accurate comparison of changes over time.

Two additional concerns exist regarding data-driven decisions. First, there is a discrepancy in how office referrals are generated within and across the schools. Principals and BITs have worked to develop some general guidelines for when an office referral is warranted. However, observations and a review of the office referral data show a lack of consistency in reporting. While there are no clear answers to resolve this aspect, continued conversations about what constitutes an office referral (regardless of whether the student is physically sent to the office) will provide more accurate data to assist with decision-making. Second, there is a discrepancy in the number of students identified as “at risk” and the types of services received at the yellow and red levels of the triangle. Conversations at Leadership Team meetings and within FPP schools should continually revisit how and when students are identified and served at the intervention levels.

Mobility

Although not an original focus of the evaluation, the issue of student mobility and lack of student stability was presented time and time again. Students are moving in and out of the FPP schools, creating challenges for classroom teachers and the school climate as a whole. FPP schools and all

IPS schools should be proactive in working with students as they transfer from one IPS school to the next IPS school or another school district. FPP schools are in a position to provide coordinated services to students regardless of their time of enrollment. Mobile students need assistance making the transition to FPP schools. We recommend that FPP schools build on their orientation materials and view mobile student transition as a one-month period. In addition to providing information about school expectations, students and their families can be introduced to the services provided at the school. New students can also partner with a student mentor and have their achievement and behavior closely monitored for potential early intervention. On a larger scale, we urge IPS to investigate the issue of student mobility and encourage schools to develop transition programs to assist students and their families.

Evaluation

This evaluation utilized an emergent case study design employing multiple methods over time. To strengthen the rigor of the evaluation design and generalize the findings, we recommend continued examination of how the FPP schools progress. The current evaluation represents the implementation and impact of a pilot program. A follow up evaluation in 2005-2006 and 2006-2007 could serve to quantify and qualify the long-term impact of FPP beyond the pilot years. The evaluation team was not able to examine the impact of FPP on special education referrals, which requires the examination of student folders and an in depth study of the CPS/GEI procedures at each school. We intend to incorporate that aspect of the evaluation in the coming year. In addition to examining the impact of FPP on special education referrals, the evaluation team proposes to evaluate the impact of FPP as schools implement any recommendations approved by the Design and Leadership Teams.

A second improvement in the evaluation design involves future implementation of FPP. Researchers recommend that baseline data be collected prior to full implementation of FPP. Baseline data on academic achievement, office referrals, special education referrals, school climate, and evidence of PBIS would add to the interpretation of FPP effectiveness and address threats to external validity. A systematic pre-post evaluation would provide the necessary evidence to evaluate the extent to which FPP, when implemented in accordance with its philosophy, is associated with increases in positive school climate and academic achievement and decreases in office referrals and special education referrals.

Summary

The evaluation in the three IPS elementary schools indicates that FPP is a viable, cost-efficient program. Changing the culture of a school takes between 3-5 years; thus, for FPP to reach its full potential, the program should continue in these three schools. During the pilot implementation of FPP, we have determined that FPP has positively impacted the school climate, and there are signs that academic achievement is steadily increasing for students who remain in FPP schools. Incorporating professional development for teachers, making minor modifications to the MIS office referral programming, and developing transition programming for mobile students are likely to further enhance the impact of FPP on students, teachers, and the wider community served in the three schools.

Intervention success story. One observation team attended a fifth grade student's PassWord 521 graduation ceremony. During the morning announcements, the principal announced to the entire school that the boy had worked hard all year and was graduating from PassWord 521. Teachers and students gave him a round of applause in their classrooms. Upon entering the room where the ceremony was taking place, the observer was amazed by all the people who attended the event along with other special items in the room such as cookies, punch, and special artifacts that the family contributed to the celebration. The student entered the room wearing a graduation robe, while "Chariots of Fire" played in the background. The PassWord 521 mentor introduced the boy to the audience which included members of the community, PassWord, Choices, teachers, and peers from his current and previous school. Various speakers shared the boy's story from the past, the present, and the future. The boy took an oath at the end of the ceremony and was proud that he was finally "down to one." The audience applauded, and the boy looked so proud of his accomplishments. The observer left the ceremony feeling that the boy's life was changed in a positive way due to the multi-faceted supports from members of the community, the school, and the PassWord mentor.

We end the evaluation by stating that we are in agreement with the forward thinking statements made in several interviews and focus groups.

One teacher stated,

If this (FPP) was taken away we'd be sunk because I don't know what we'd do. I mean, what would we do if we didn't have what we have now.

Two services partners stated,

First, I think it's a good thing. It is a model, and it is a pilot, so pilots need to be assessed, reassessed, tweaked, so I just think we're going through a growing process. I think it's headed in a positive direction... We're learning what works, what doesn't work, so I think it's all about growth."

I think this school is headed in the right direction. I think the Full Partnership piece is a good piece, but it is a pilot and it is a model. We must understand that it's not a perfect science, but man just because we're taking a look at it and moving forward is an awesome piece."

In order to continue the progress noted by the participants and the evaluation team, we recommend that the Design Team consider our recommendations for improvements and that the Board of School Commissioners at Indianapolis Public School continue fiscal support of the FPP program.