

**A MULTIFACETED APPROACH TO GROWING BUSINESS BY IMPROVING
MARKETING AND PROGRAM PERFORMANCE**

by

Jon McAllister

An education leadership portfolio submitted to the Faculty of the University of Delaware in partial fulfillment of the requirements for the degree of Doctor of Education in Education Leadership

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ABSTRACT

Providence Service Corporation (PSC) is a for-profit human services organization that operates behavior alternative education programs across Delaware since 2007. After years of growth and expansion, growth (revenue) began to stagnate in 2015 which was the problem motivating the various products and initiatives undertaken for my ELP.

The goal of growing our business requires a number of improvement strategies to enhance outcomes across our schools and programs. The goal also requires new and effective ways to communicate a positive message to current and potential clients. Both of these strategies required better ways to use data: improved data analysis allowed us to identify and remedy weaknesses in the quality of our service. It also provided evidence of our programs' efficacy that we use for marketing purposes.

As a result of these efforts, we have launched new service lines, identified areas for improvement, and have begun new ways to enhance our services. We have marketed our programs effectively, and secured new clients, as well as expanded our business with current clients. Our proficiency in data analysis has improved, and we use data in new ways to better our programs. Revenue has improved.

Chapter 1

A MULTIFACETED APPROACH TO GROWING BUSINESS BY IMPROVING MARKETING AND PROGRAM PERFORMANCE

Introduction

Providence Service Corporation is a large, privatized human services company with a workforce of nearly nine thousand employees serving millions of clients annually in over 43 states. Most of our work nationwide is clinical (e.g. outpatient counseling), although our work in Delaware is unique: we are the only state where PSC operates discipline-alternative schools, wherein we utilize our expertise in mental health to provide behavior-modification interventions and supports to students in grades kindergarten through high school.

We are currently the largest provider of alternative education services in Delaware, based on the number of students enrolled with us. We serve students with major behavior problems; they have been removed from their public schools because they have been expelled, incarcerated, or seriously disruptive. Public schools pay us to educate these students and provide them interventions that ameliorate their misbehavior. The typical student is African American, male, and low socio-economic status.

I am the Director of Operations for PSC's Delaware office. Since joining the company in 2007, I have been a teacher and a building administrator. My current role has broadened my responsibility to include all of our operations statewide, which include

five brick and mortar discipline-alternative schools, seven in-school alternative-to-suspension classrooms, and nine emotional support classrooms. These latter two programs involve our staff working within public schools to provide services to students with behavioral and/or emotional needs. I have direct oversight of our fiscal health, our quality of services, and the growth of our operations.

Chapter 2

PROBLEM STATEMENT AND IMPROVEMENT GOALS

Problem Statement

Our business growth (i.e. revenue) has slowed significantly over the past few years. This is a problem we need to address. One way to address this slow-down in growth is to create more visibility and information about our services to Delaware's public schools. We currently serve students from 13 school districts and 5 charter schools. Delaware has 19 school districts and 25 charter schools, so there is certainly an opportunity to attract new customers. At the same time, there is evidence of a larger demand for the kinds of services we provide, so growing our business seems possible.

We serve about 600 students daily across all of our programs statewide. Yet in the 2015-2016 school year, Delaware public schools levied over 49,000 suspensions to over 17,000 students and experienced over 4,000 school crimes ("State of Delaware," 2016). Every year there are no fewer than 10 requests for proposals (RFPs) furnished by Delaware school districts in an effort to partner with private organizations to serve students with behavioral and/or emotional needs. Thus, it is clear there is a larger market in Delaware for the services we provide.

One focus of this ELP is on improving marketing through new communications and through maintaining positive relations with customers we have. New communications helps us reach new customers and so does maintaining positive relations

with customers we have. Delaware is a small state; there is frequent communication among networks of educators, and reputation around quality of service matters for future business.

Another focus of my ELP is on program improvement. To be effective in attracting and retaining new customers, it is imperative that we not only market well, but we must also have a positive message to communicate and be able to document success. We cannot be successful as an organization and grow new business if we are unable to document positive outcomes for our students. We have not done enough to analyze program and student outcomes to identify and document strengths, identify ways in which we can improve, and identify areas where we need to collect more and better data. This is also a focus of my ELP.

Improvement Goals

The goals for my ELP can be put into three categories – categories which organize my presentation of my artifacts:

(1) Better communication and outreach to create more awareness and favorable views of PSC's service. As described above, there is a larger market for our services in Delaware; attracting new customers requires marketing.

(2) New and/or strengthened tools and practices. To strengthen and expand our business, we need to create new services lines and be effective with the current services we provide, or we risk losing business we have worked hard to get.

(3) Improved data analysis and evaluation of outcomes. We need to analyze organizational data to learn about our practices and outcomes in order to document effectiveness and find ways to improve.

Chapter 3 is divided into three sections to describe my work in these three categories. A few artifacts have characteristics serving both marketing and new program development and thus could have gone in one category or the other; I put them in the section where they fit best.

Chapter 3
IMPROVEMENT STRATEGIES

Communications and Outreach

Appendices 1, 6, 7, and 12

Appendices 1, 6, 7, and 12 present different types of communications and new program development initiatives to create business opportunities with new and existing payers and to improve our success with students. Appendix 1 is a PowerPoint presentation. It is targeted toward Delaware school and districts administrators, explains the over-representation of African American youth in Delaware's discipline data, cautions that this is an issue schools and districts need to attend to, and suggests ways that schools and districts can close that gap. We once had it on our website and would pass it along to client districts for their free use. Appendix 6 is aimed at charter schools and Appendices 7 and 12 are aimed at creating new service lines with pre-existing payers.

Appendix 6 is a presentation for charter school audiences intended to market our programs to them. The reason for seeking out opportunities to partner with charter schools in New Castle County is the relative dearth of alternative education resources available to these programs, at least from the county consortium level. Charter schools lack representation on all three counties' Consortium of Discipline Alternative Programs, or CDAP.

Appendix 7, our Good to Great event, was originally envisioned as a symposium to get feedback from school leaders from the local public schools that we serve. The idea was to provide an opportunity for public schools to formally share their experiences with us on the subject of students transitioning from our schools into theirs, and the associated successes and challenges therein, with two main objectives: gather important feedback so that we can better tailor our student transition and follow up services, and communicate to the attendees our newest effort to enhance post-transition success. Planning the event grew more difficult as we struggled to accommodate a large group's schedule, so we changed our plan and instead conducted a series of visits to individual schools, meeting with teachers, administrators, counselors, and deans. Because this changed plan entailed more time on our part, we reduced the scope of our outreach to concentrate just on the largest school district, Christina School District. We visited all seven middle and high schools over the course of five weeks. This modified plan did not produce as many overall "contacts" as envisioned in the original Good to Great plan, but had the advantage of producing a higher level of engagement and more information exchange with the school we visited.

These meetings with the Christina schools were informative. We were able to learn about the types of resources available to students transitioning from our programs into the public schools (e.g. transitioning "off bell" from class to class; assignment to a staff or student mentor), and thus were able to place these resources in the recommendations section of our student transition plans.

The meetings were also beneficial in that they yielded much information on how to better tailor our services (i.e. provide more frequent follow up visits), and allowed us to communicate to the public schools about our newest efforts to improve transition success. This last point carried political benefits as well: our public schools responded positively to the idea that we were expending our own resources to better serve students even after they transitioned back to the public schools.

Another benefit to these meetings was the planning and eventual blueprint for a novel process in the student transition phase: the public schools, in collaboration with Providence, would introduce the transitioning student to the Providence employees who worked in that school serving our various in-school service models (i.e. In School Alternative Program, or ISAP). Even though these adults were strangers to these students initially, these PSC staff had been through the same behavioral health training as our on-site teachers. The school-based staff used the same lexicon and background understandings, and utilized the same de-escalation interventions that the students were familiar with from their time spent in our on-site programs. These staff, employees of Providence, would attend the initial transition meeting with the student for introduction purposes, and would provide extra help and mentoring throughout the student's adjustment period. Research shows that students transitioning from alternative schools back into regular public schools need extra individualized attention and support from school personnel (Owens & Konkol, 2004; Gresham, 2015; Havik, Bru, & Ertesvåg, 2015).

Appendix 12 is a PowerPoint presentation for the Capital School Board in Dover on a new program that serves students in the evening, similar to some districts' twilight programs. It was a successful presentation in that the school board voted to move forward with the program, and thus a new operation and business line was launched.

Appendix 1 is another component of my communications and outreach efforts – a training module for school district personnel that can help address what is commonly referred to as the “discipline gap” (Kinsler, 2011; Losen, Hodson, Keith, Michael, Morrison, & Belway, 2015). My analyses of demographic data on of our current students indicate a troubling disproportionality in number of African American students, and especially males (Appendix 4). This is a challenge we need to address and it is a problem almost all Delaware schools need to address. This “hot button” issue has prompted some local policy makers and legislators to take action, including proposed Senate Bill 239, which, if ratified, would censure schools that disproportionately punish minority students. As mentioned in the artifact description, this type of communication tool has to be done carefully and sensitively as districts — all districts, including our partnering districts — are wary of drawing negative attention. We have used this tool in presentations to our local schools in an effort to spotlight the issue and underscore some of the social justice challenges we face collectively.

New Tools and Practices in the School

Appendices 2, 3, 8, 9, 10 & 13

Recently, within the past two years, some school district clients have expressed to us their concern regarding the performance of our students post transition. This has

motivated my efforts to help PSC strengthen our “post transition” services. We do not currently do an adequate job of capturing data on their performance post transition, and we are not effective enough in continuing to help transitioned students perform well once they return to their home schools. Artifacts below reflect efforts to address this need.

The effort to enhance student outcomes post transition begins while the students are still in our care, and continues into their transition to their public schools. We author the transition plan (Appendix 2) while the students are still with us but when their transition is imminent. We also hold the transition celebration (Appendix 10) on the eve of their transition as a way to fete their accomplishments and instill in them the sense that they have accomplished something worthwhile. Our hope is that these celebrations help reinforce the magnitude of our students’ accomplishments and remind them that they can control their behavioral and academic trajectories; in other words, the celebrations will reinforce to them that they possess the skills necessary to succeed, and thus not to doubt themselves.

Appendix 8 reflects another step in our effort to improve student performance post transition. This artifact is a policy brief to educate staff about the scope, strategies, and importance of our post transition work. The policy brief was distributed to every colleague via email and reviewed in detail amongst school administrators, as well as their teams of student support staff who would eventually go on to conduct the follow up visits. I found the policy brief to be very effective in summarizing our purposes and methodologies and explaining our logic for carrying out this endeavor. This last part was particularly useful in that our colleagues tasked with visiting our transitioned students –

our Student Support Specialists – expressed to me how important it is to ensure these students’ continued success, and that they (the visiting staff) were unaware of how little standardization existed between each program in doing so. The lesson learned from using the policy brief was that our staff greatly appreciates knowing the logic and purpose in our decision-making. The policy brief was very well received – inspiring, even.

Our Student Support Specialists, the individuals who visited the public schools to meet with our former students and collect progress data, were then provided with Follow Up Service Training. The PowerPoint component of this is shown in Appendix 9. This training occurred during the first two weeks of our ten-month colleagues’ return to work, which occurs each year around mid-August. I delivered the training to each program’s cadre of student support specialists. The methodology and how-to behind the training was straightforward. Most staff trainees intuitively grasped the process, which consisted of personal meetings and interviews with students and collecting data on the student’s progress; most staff members were enthusiastic about the purpose and the process. The policy brief complemented the PowerPoint training in that the policy brief explained the process in more depth and provided greater theoretical justification (i.e. what our problem was and how we were going to solve it).

Our new outpatient clinic (Appendix 3) is another source of extra support and individualized attention for our students transitioning to their regular public school. The services from the “Providence of Delaware” clinic allow students to receive ongoing counseling services. These services enhance the likelihood of student success by giving

them and their parents/guardians extra guidance and emotional health support. The main goal is to decrease the likelihood of students' recidivism. Because our outpatient clinic is new, we still have a relatively small number of transitioned students currently enrolled. However, the marketing efforts described in Appendices 3 and 7 are aimed at growing this service. The more students participate, the higher our success rates; and this leads to satisfied clients and new customers.

At the same time the clinic increases our service capacity as we add new customers. As we add customers, the clinic can generate new revenue via insurance and Medicaid billing.

Appendix 13 is a policy statement created by the Christina School District regarding their stewardship of recently transitioned students. During our Good to Great visits (Appendix 7) we emphasized the need for support of post-transition students and shared our new policy with the district's administrators, which may have encouraged them to create their own similar policy. The Christina policy document reflects principles presented in our Policy Brief in Appendix 8 (i.e. reviewing student performance numerous times shortly after their transition). The Christina policy was enacted for the beginning of the 2016 school year, and it has elicited greater oversight of transitioned students on the part of the Christina district. We are pleased that they have created policy to more closely monitor the performance of recently transitioned students, and we feel we had some agency in its innovation. We also consider it evidence of our positive relationship with the district, as well as the degree to which we are influential of their practices.

Improved Data and Reporting Systems

Appendices 4, 5, and 11

Research on students in alternative programs shows some have good results on some metrics (i.e. behavior referrals; suspensions) and more mixed results on others (e.g., attendance); and also different types of programs have different levels of success (Carruthers, & Baenen, 1997; Quinn, Poirier, 2006; Sexton & Turner, 2010; Wilkerson, Afacan, Perzigian, Justin, & Lequia, 2016). One concern about studies of the efficacy of alternative placement programs is “apples and oranges” comparison – use of different behavior metrics between alternative and traditional schools or use of the same metrics but constructed in subtly different ways. Overall, the research is mixed enough that in any given locale, those who contract with alternative programs want to see documentation of results. Some of our stakeholders, such as the New Castle County Consortium of Discipline Alternative Schools, want to see better outcomes data from PSC to document results. That is one important reason we need to get better at data collection and analysis. The other reason is that better process and outcomes data are needed for PSC decision-makers to guide our efforts to improve our programs – which lead to more business success.

Appendix 4 (“On Better Data Use at PSC”) presents a position statement on better data use at PSC followed by an analysis of student outcomes data.¹ The first portion draws on literature and argues for a more systematic approach to data collection and use

¹ The analysis is based on data from our largest school.

within PSC's schools. This artifact provides a framework useful for analyzing what data we have, how we use it, and what better data collection/use systems we should consider. The second portion of the artifact presents an empirical analysis to examine how students performed while in one of our programs – our largest school. The results are positive – improvement is demonstrated on three different metrics (suspensions, absences, GPA) with gains on two of the three metrics large enough to achieve statistical significance. This is based on “Paired Sample T-tests” analyses: GPAs rose and suspensions and absences fell. The improvements in GPA and suspension achieved statistical significance; the improvement in absence rate did not. These results are evidence that our program improves student outcomes while they are with us; and these results can give us outcome data useful to demonstrate program results.

Appendix 5 – our post-transition student performance database – was created so that we could better understand how students performed once they left our programs and to allow us to better tailor our services to help students succeed once back inside a public school.

Based on my experience and reading, data-driven longitudinal post-transition follow-up assessment is not a topic of published research. I did not find any research studies tracking the long-term progress of post-alternative placement, post-transition previously expelled students.² I am referring specifically to students who have been alternatively placed due to extreme misbehavior and disruption. Whether or not this is

² This is based on searching through academic databases of published research, including *Expanded Academic ASAP* and *Education Source*.

done by other organizations like ours is difficult to know. To my knowledge, this is not done much, perhaps not at all, as evidenced by the lack of research on this subject and that detailed reporting of post-transition outcomes is not required in Delaware for tracking the progress of students that have transitioned back to Delaware schools from placements in alternative programs. The closest thing to longitudinal data on transitioned students from alternative educational programs currently required in Delaware is in the reports to the Department of Education from the Consortium Discipline Alternative Programs (CDAP). These reports present aggregate results on students comparing their current performance in an alternative program to their performance prior to placement in the alternative program (i.e., their behavior and achievement records from back in their original school). This is the kind of analysis done and presented in Appendix 4 (2013-2014 data from Parkway North). However, in 2015 the Department of Education established a new requirement that student suspension totals from transitioned students be tracked in their home schools for a period of 90 days, and that that total be included in the CDAP report. That data marks the extent of any follow-up efforts required by the state.

It is not surprising that this sort of analysis and reporting is rare given how hard it is to do. It requires tracking the progress of large numbers of students transitioning back on different schedules to many different schools with different administrative systems and data systems; additionally, there is the challenge of accumulating multiple measures of progress for each student recorded over a lengthy period of time since “post transition success” by definition means multiple semesters.

The data analysis presented in Appendix 5 — the longitudinal progress-tracking data — is a new process for us. To capture this post-transition data, designated members of each program — typically the respective program’s Student Support Specialists — identify a minimum of three students who would be transitioning forward at the beginning of the 2015-16 school year at their home schools, having just successfully completed a program within a PSC school. We made these selections during the summer of 2015, and then began training on the data collection process (see Appendices 8 & 9).

The endeavor went well in that we were able to adhere to our design’s timelines and methodology of visiting students every few weeks at their home schools and capturing data on them via interviews and school records. We did not need to hire any additional staff members to complete this task, which meant there was no additional cost. Originally we explored the idea of developing a tool (e.g. an app or a web-based questionnaire) to assist with this data collection process. What we found was that the simplest way to record the data was to utilize a laptop computer with the student database open on its screen while interviewing students. Data collected during the meeting and interview was recorded in a pre-designed Excel spreadsheet. This process, the structure and content of the data set, and selected analyses are presented in Appendix 5.

Another artifact in the data analysis category is my evaluation of our “Positive Behavioral Support” system (Appendix 11). Students are in PSC because they have significant behavioral problems and have been expelled from a public school. PSC employs “Positive Behavioral Support” — a behavioral improvement program based on very clear and specific code of conduct rules backed up by an incentive system. The PBS

system is designed to reinforce positive behavior. Because the ability of our teachers to implement PBS with fidelity to the program's design and principles is so crucial to the success of our educational program, it was important to evaluate it.

Appendix 11 presents the results of my PBS program evaluation. I analyzed student discipline data, administered a survey, and conducted interviews. The results of my discipline data analysis indicated the PBS system reduces suspensions and behavior referrals. I compared rates of suspensions and behavior referrals of our students before they entered our program to their current rates after placement in our program. For both the "before" and "current" measures, I used a "referral #s/month" ratio to create a standardized metric across the students. (For a more detailed explanation of the metric, see Appendix 11.) On both measures, there were substantial improvements once students entered our program. The average student experienced a reduction in suspensions from 2.1 per month to .3 per month, and a reduction in referrals per month from 7.9 to 4.5. A Paired-Samples T-test analysis showed the reduction suspensions was large enough to be statistically significant at the $P=.05$ level. The reduction in referrals was substantial – an effect size of almost a full standard deviation – close to, but not large enough to achieve statistical significance ($P=.10$).

The student interviews and student surveys revealed helpful suggestions on how to improve the PBS system, and also revealed that lack of fidelity to the PBS design compromised the program's efficacy. Student responses suggested that student interest in PBS decreases as they perceive less fidelity to its design, especially as it affected their own certitude of receiving their rewards (e.g. if students felt as though the school store

may not open according to schedule, they lost interest in the school currency used there to purchase rewards). This validates the importance of being consistent in delivering a promised reward — we have to make sure we do this — even if other features of the program are not implemented fully or consistently among all teachers, being consistent in the system of incentives is critical.

Staff surveys suggested that staff felt as though some components of PBS were not fully understood by all staff members, resulting in variances to how and when certain rewards were given to students. Considering the high importance of students feeling a sense of certainty around the rewards process, it became apparent that we needed to improve our staff training.

Also, the evaluation emphasized the importance of gathering qualitative data from students via interviews. This idea surfaced again in the interviews we conducted of transitioned students: their responses and interactions with our transition specialists were hugely important in predicting their success rate and giving us a better understanding of what was really going on in their personal lives that might impact their school success. Overall the PBS evaluation supported that our practices were effective, but also revealed weak spots where some improvement was needed.

Chapter 4

IMPROVEMENT STRATEGIES RESULTS

The efforts of my ELP yielded numerous positive results, chief among them two new service lines (the outpatient clinic and the evening program), new partnerships with charter schools, and an improved method of capturing and reporting data on transitioned students. What follows are further reflection on and analyses of results of the improvement initiatives described in the artifacts.

Communications and Outreach

Appendices 1, 6, 7, and 12

The communications and outreach efforts have yielded strong financial results. Appendix 6 – our presentation to charter schools – helped us create more partnerships with charter schools and secure an additional \$210,000 in annual revenue in 2016. The majority of this revenue came from contracts with elementary and middle level charter schools that sent us misbehaving students whom we placed in our various brick and mortar alternative schools for a fee. Other revenue came from serving charter students with our outpatient clinic and evening school program. This was a major success financially speaking, and it opened the door to the strong possibility of growing our business with charter school payers, many of which have never before used outside vendors for these types of services. They are an untapped market.

Appendix 12 — the evening school proposal — was also successful in that it helped launch a new service line with a guaranteed minimum annual revenue of \$144,000. More revenue is a function of the number of students Capital School District sends to us over the course of a school year. The program has great potential to be a service line for charter high schools that need to remove misbehaving students. These charter schools are unable to send students to many of our brick and mortar alternative schools because spots there are reserved for non-charter public schools. We just scratched the surface of the potential in the 2015-2016 school year when we had two charter high school students attend the evening program, resulting in about \$20,000 in revenue. The plan now is to duplicate this program in New Castle County, where there is a greater concentration of charter schools.

The Discipline Gap PowerPoint in Appendix 1 turned out to be an effective tool in communicating key aspects of our mission and vision to our own colleagues. This was not its original purpose, but we used it to demonstrate to our staff the reality of public schools in Delaware. It is hard to gauge how effective it was in its original purpose, which was to serve as a tool for our partnering schools and community agencies to address disproportionality in discipline data across public schools. We did not have any type of counting mechanism that measured how often it was accessed from our website, which is something we are looking to add to any such tool we employ in the future.

The Good to Great events have been successful on a few different levels. They deepened our personal relationships with many of the administrators in the Christina School District because we sat with them at their respective schools and troubleshooted some

of the challenges facing our transition process. It also yielded great ideas for interventions we can add to the students' transition plans (Appendix 2). The energy and momentum generated from these meetings helped lead the Christina School District to create their own transition follow up policy that looks remarkably similar to ours, which is not surprising because we shared ideas with them. The policy can be seen in Appendix 13. We were excited that they created this policy that complements our own; it evidences the greater emphasis they are placing within their own organization on the success of transitioned students. We also appreciate their new policy because it requires that the district author their own transition plan for the student, which has begun to supplant the plans that Providence authors.

New Tools and Practices in the School

Appendices 2, 3, 8, 9, 10, & 13

The transition plan template created for our students (Appendix 2) was well received by the local schools with which we are partnered. It is a big improvement over prior practice: handing over the transitioning student's latest individual service plan (ISP), which was not written for the express purpose of assisting the student's transition process. However, the transition plans we authored for Christina School District have begun to be phased out because of their use of their own internally created document. Right now we are still authoring transition plans for Christina students, but shortly they will be replaced by transition plans authored by the district. The concept of writing transition plans with the singular purpose of easing the challenge of transitioning a student from an alternative program to his home school is long overdue, and we are

pleased with this development. The district now requires its own building-level administrators to author these.

We will continue to refine and improve our own transition plans developed for other schools and districts and continue to use more student outcome data to help determine best practices for the plans' creation and use.

The outpatient clinic brochure (Appendix 3) has been successful from a revenue standpoint in that it helped double our outpatient clinic revenue from two years ago to last year (\$20,000 to \$40,000). This is still a minute percent of our overall revenue, but it is trending in the right direction. The purpose of the brochure was to enroll more students into the clinic; the percent enrolled more than doubled from two years ago to last year. The brochure is effective, but it is not enough by itself to create the type of growth we want to see in the clinic. The clinic is still not yielding the type of revenue we desire (our goal is at least \$100,000 in annual revenue). To build off the momentum of the brochure, we have created a website with more information and created business cards with contact information to distribute to potential clients.

All of our staff read the policy statement (Appendix 8), which was the goal. Its purpose was straightforward: to educate colleagues and staff about strengthening post-transition follow up services. Informal feedback about the brief was positive. As mentioned earlier, staff appreciated learning more about the rationale and vision for post-transition follow up services. The brief will need to be updated as we consider new ways to improve our follow up policy, but having a template makes this easy.

Appendix 9 — follow up service training — was a complement to Appendix 8 and had a straightforward purpose of educating our student service specialists in the proper methods of visiting transitioned students and collecting appropriate data. It was successful: our student service specialists did a great job adhering to the timeline of visitations, and the public school administrators praised them often for their professionalism and effectiveness.

The transition celebration (Appendix 10) was intended to be utilized regularly across all programs, but has only taken hold in two of them, and only partially in one of those two. The enthusiasm, positivity and encouragement that we intended to create from these celebrations occurred with elementary school students and their families at Positive Change Academy. The students are visibly delighted during their celebration and parents often tell us how much they and their children enjoyed the fanfare. We need to rethink how to create a meaningful culminating event for our secondary students; our initial approach did not meet our expectations in terms of enthusiasm and positivity. It is more challenging to engage adolescents.

That Christina district institutionalized its own post-transition plan modeled on our own (Appendix 13) is evidence of the success of this initiative. It is very encouraging that Christina has so fully bought into a formal post-transition support process. I envision partnering with them to try to expand this type of policy to all of our partnership districts. We will also look at data on the success of Christina students from last year to this year to help gauge its impact.

Improved Data and Reporting Systems

Appendices 4, 5 and 11

Appendix 11 succeeded in helping us improve our PBS practices. In fact, the evidence of our PBS efficacy in Parkway North is revealed in part in the analysis I did for Appendix 4, in which the reduction of school suspensions from pre-program to intra-program was significant.

The data analyses shown in Appendix 4 helped reveal areas of positive outcomes in student performance and the magnitude of gains (e.g. student GPA) and helped reveal areas where we need to try and improve (student attendance). These analyses also helped us answer, and be able to document, the “big” question of whether students are improving when they are in our program. The favorable evidence will contribute to meaningful marketing data we will use moving forward.

Appendix 5 yielded negative and positive results: it revealed areas of strength and weakness associated with transitioned student performance, and it marked the creation of a new way of collecting and utilizing data. However, the efforts to frequently visit our transitioned students did not seem to have the benefits we had hoped for. As expressed in Appendix 8, the Policy Brief, we were aiming for a high level of post transition success for all of our students: no suspensions, passing all courses, and a 90% attendance rate. However, the student outcome data for transitioned students was not strong; of the thirty-one students we followed, very few attained our hoped-for benchmarks.

My key lessons from Appendix 5 are as follows. First, our effort to create this data collection and heightened follow-up represents a significant addition to our overall

service delivery in that we now stand committed to overseeing student performance post program. Second, we need to broaden our follow-up sample and collect more data to be more certain about post-transition outcomes, since what is described in Appendix 5 is the initial trial. This will take at least another 6 months to a year. Third, we need a more realistic initial benchmark for student performance post transition. We can hopefully elevate this benchmark and make it more demanding as post-transition student performance improves. Fourth, we need to improve the transitioned students' performance, and this type of data collection will allow us to do so.

Chapter 5

REFLECTIONS ON LEADERSHIP DEVELOPMENT

My skills as a scholar grew as a result of my participation in the EdD program. I think of this in two categories.

First, it helped me be more informed about program decision-making. Vendors regularly solicit goods and services to use in our schools; their corresponding narrative and data must be taken with a grain of salt, especially as its motive is to paint itself in the best possible light. Interestingly though, my organization – unlike a public school – is also soliciting services to current and potential payers, and therefore must also capture and promulgate data that furthers its business interests.

Secondly, my ability to measure the quality of various service components has improved through data analysis and program evaluation. Since it is difficult to know the outcomes of decisions and actions if we do not have measures of outcomes, our organizational ability

I am now more able to gather and analyze organizational data for decision making about programs and for use in marketing. With regard to data use for decision making, we now more regularly collect and analyze data on the progress of students in our programs and after they transition. This helps us understand better how students are progressing and helps illuminate causal relationships necessary to control outcomes. This type of discovery has improved through my academic study of research methods and

through leadership exercises done while in the EdD program. For instance, discovering the correlation between the quality of our transitioned students' relationships with their teachers and their performance on behavioral and academic metrics has validated our commitment to tending closely to student-teacher relationships.

The overall financial health of our operations is the second most important performance indicator – after quality of services – from my supervisors' point of view, and a large portion of my responsibility is growing the business. Through the honing of my educational leadership skills I can become more effective at demonstrating the success of programs and leveraging that success into continued growth.

The EdD program's focus on the role of the partner in the development of educational leaders has also been important and fulfilling. This dovetails with my organization's stress on having a relational rather than a transactional relationship with our clients and partners. The EdD program's focus on assessing, knowing, and developing our own set of leadership skills has contributed to growth in my relationship skills. I now make it a point to involve as many stakeholder perspectives as I can, and will make it a point to communicate my rationale behind a decision or policy. In my role as State Director I supervise and mentor other education leaders, and stress to them the importance of being transparent in our decision-making. This is a principal element of effective relationships.

Interestingly, the word "relationship" has great capital within our programs. We tell our colleagues and our students – as well as our other stakeholders, such as payers and parents – that one of the greatest tools we wield within our schools is the quality of

relationships that exist between student and staff. The ability to form and maintain quality relationships is typically a major social skill deficit within our students, and remedying this deficit with targeted counseling is a significant treatment component within our programs.

I have an expanded network of friends and colleagues as a result of my participation in the EdD program. When considering them and other leaders I have come to know personally through my tenure in my position, I have concluded that the most effective leaders are not necessarily the smartest academically or those with the best understanding of policy. It is most often the leaders who can form and maintain positive relationships with stakeholders that are most successful.

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APPENDICES

Appendix A

PROFESSIONAL DEVELOPMENT ON CLOSING THE DISCIPLINE GAP

Introduction

PSC's programs serve a predominantly African American student population; this subgroup is significantly over-represented in all of our schools. Unfortunately, this phenomenon – called the Discipline Gap – is prevalent throughout the country. African American students are more likely than their white peers to be suspended, expelled, arrested, and alternatively placed (Carey, 2014; Tobin & Vincent, 2011; Mapp, Thomas, Clayton, 2006; Griner, & Stewart, 2013). We see it as part of our mission to schools to share strategies with potential to minimize or, ideally, eliminate the discipline gap and the over-representation of African American youth in alternative placement.

Utilization

This PowerPoint presentation is intended for a school or district to gather ideas or best practices from its contents; the message herein is that schools can proactively combat the discipline gap by setting clear goals that, if realized, would limit over-representation; providing targeted professional development to staff on cultural awareness; mining for variables amongst minority students that predict their likelihood of getting into trouble; and having very open and frank conversations with their stakeholders on the status quo of student discipline and its demographic data.

We had placed this presentation on our website as well as passed it off to several school and district leaders. We have since removed it from our website after the transition of our parent company from Providence to Molina, but we plan to place it back up once we are given permission to do so.

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A Growth Plan toward Eliminating the Overrepresentation of Minority Students in Delaware's Suspensions and Alternative Placement Data

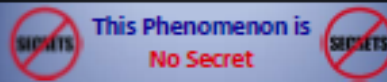
The Problem

African American students are vastly over-represented in Delaware's discipline statistics (suspensions, expulsions, alternative education referrals).

Statewide

- ✓ AA students are three times more likely to be suspended than their white peers.
- ✓ AA students represent 31% of total public school enrollment in Delaware, but represent 64% of total suspensions and 52% of students suspended 10 or more days.

Parkway Academy's Student Breakdown 2013-2014



"High black student suspension rate seen as concern." *The News Journal*, Estaban Parra, March 21, 2014

"Coalition wants school discipline changes." *The News Journal*, Mathew Albright, June 12, 2014

"School discipline is broken and in need of a fix." *The News Journal*, Shannon Griffin, January 9, 2014

We Begin with Data



- ✓ Disaggregating district and building behavior data by demographics
- ✓ Regular taskforce meetings at the district and building level to examine these data
- ✓ Accountability to equitably low benchmark minimums of suspensions/expulsions



Data Continued



- ✓ Track and map geographic data of suspensions/expulsions to identify "hot spots."
- ✓ Identify students living within the hot spots and target them for additional resources.
- ✓ Bring awareness to school personnel of these areas and their students.



Staged Training

Stage 1: Leader Orientation (Year 1)

- ✓ Communicate current school discipline data and performance metrics
- ✓ Create targets for student discipline (10% rule)
- ✓ District-level taskforces charged with examining clustered data



Staged Training

Stage 2: Awareness and Reinforcement of Pre-existing Efforts (Year 1)

- ✓ Capture buy-in and create awareness amongst building staff using data.
- ✓ Train all teachers in the codes of conduct and PBS systems.
- ✓ Reinvest in classroom management training and redouble efforts aimed at improving school climate.



Staged Training

Stage 3: New Approaches (Year 2)

- ✓ Train teachers and administrators in cultural competence and trauma informed care.
- ✓ Provide training on the fair and equitable application of school policies
 - Code of conduct
- ✓ Create feedback loop from parents, families, school personnel, and students on the fairness of current school discipline policies.



Staged Training

Stage 4: Targeted Interventions (Year 2)

- ✓ Family outreach initiatives targeting geographical behavior "hot spots."
- ✓ Application of individualized interventions for students with a history of misbehavior (regardless of their classification).
- ✓ After-school resources targeting students prone to misbehavior.



Staged Training

Stage 5: Evaluate, Report, Adjust (Year 3)

- ✓ Look at behavioral data trending over the past two years
- ✓ Readjust "hot spot" maps
- ✓ Accountability mechanisms for target metrics
- ✓ Make alterations to target lagging clusters



Goals

Year 1:

- ✓ Increase staff awareness and understanding of school codes of conduct and PBS systems.

Year 2:

- ✓ Decrease the number of behavior referrals and school-based offenses by 35%; increase student/family participation in school & community-based services and wellness center activities by 40%.

Year 3:

- ✓ Decrease the overall suspension rate to 8%, with no over-representation of any demographic.

Appendix B

TRANSITION PLAN TEMPLATE

Introduction

The transition plan template was born from the idea that we need to do a better job assisting the public schools in managing our students during and after their transition back from our program into their home school. The transition plan describes effective individualized interventions. Prior to this document's creation, the only document we used for this purpose was our Individualized Service Plans, or ISPs, which we found to be inadequate for assisting staff in the public school help the student transition back into the public school successfully.

An Addition to the ISP

We create ISPs for our students within 2 or 3 weeks of their arrival to our programs. These documents are similar to an Individualized Education Plan, or IEP, used for special education students in that they describe a student's needs, his background, his disabilities (if any), fast and slow triggers, and, most importantly, effective staff interventions and strategies. When students transition back to their public schools, we have traditionally handed these ISPs over to the public school staff as a tool to help them know and understand the students and help them be successful. What we found, however, is that the ISP serves more as a history of interventions used within our alternative programs and does not always have crossover application within a public

school. The ISP was not created for the purpose of informing public schools of effective interventions; however, it came to serve that purpose because we did not have designated “transition plan” document to use. The major weakness of the ISP is that it describes interventions that we used within our programs but that are not always applicable or feasible in a public school. Some examples of interventions that have limited or no crossover application include the use of a “cool down room” (usually these do not exist in a public school) or having the student take a “brain break” — stepping out of the classroom for a few minutes under staff supervision.

The transition plan is designed to remedy these shortcomings by adding interventions that are more feasible in public schools. Determining these interventions can and often should be done with the support and input of the public schools. The transition plan also captures from the ISP the most useful data for the public schools, and displays it front and center. This includes the student’s strengths, weaknesses, and triggers.

When we first rolled out the ISP in November, 2015, we determined that a best practice regarding its creation involved our collaboration with the public school that would be soon receiving our student. We wanted to ensure that the transitions we would list on the document were feasible; we also wanted to ensure that the public school’s administration had an opportunity to look at the transition plan prior to the transition meeting, and thus had an opportunity to provide feedback. This led to the following arrangement for authoring, sharing, and coming to agreement on the transition plan:

- 1) We contact the administrators at the student's public school and inform them that student John Doe is transitioning soon, and then share with them our prescribed interventions that they can use to support John Doe's success;
- 2) The administrators provide us feedback on what seems feasible and what is not, and give us any additional suggestions or feedback of their own regarding their ideas on appropriate interventions;
- 3) We use their feedback to appropriately edit the transition plan;
- 4) We share the final transition plan with them via email and provide an opportunity for them to give us any final feedback;
- 5) We present the transition plan to the school's administration, the student, and the student's family upon the student's transition meeting at the public school;
- 6) Signatures on the plan indicate all parties agree to it.

Transition Summary Plan

Student name: Jane Doe Providence Program: Douglass
Grade: 10 ID #: 068642
District: CSD Transitioning forward to: NCCo High School

Date of Entry to Providence

Date of Exit from Providence

Presenting problem:

Summary of Transcript at Providence

Summary of Behavioral/Attitudinal Progress at Providence:

--

Strengths:

--

What works/effective interventions:

--

Triggers:

--

Signatures:

Student Name _____	Date _____
Parent/Guardian Name _____	Date _____
School Representative Name _____	Date _____
Providence Representative Name _____	Date _____

Appendix C

OUTPATIENT CLINIC BROCHURE

Introduction

A sizable literature advocates that urban schools take on more health and social services – sometimes called an “integrated services model” – so that children and families can get more and easier access to health and social services in one setting – the school (Dryfoos, 2008; Maguire, 2000; Martino-McAllister, Thompson, & Caulkins, 2001; Santelli, Vernon, & Lowry, 1998; Walter, Gouze, Cicchetti, Arend, Mehta, & Schmidt, 2011). While there are many challenges associated with implementing such a model, the benefits to families with limited economic resources can be substantial.

In September 2015, PSC launched an outpatient clinic to provide individual, group, and family counseling to our students (although not limited to our students) in school or our state offices. We bill the students’ Medicaid or private insurance to keep the families’ out-of-pocket costs low. The clinic’s primary function is to provide free or inexpensive mental health services for our students and their families, and to do so in school, during school hours, to minimize cancellations and travel hardships that office-based work often brings. Another purpose of the clinic is to provide continuing mental health counseling to students once they transition from our programs into their public schools; in these scenarios our clinicians can visit the public school and counsel the

students there, or they can counsel them in our state office or any appropriate public location (e.g. a library or afterschool learning center).

Starting a new initiative like this is always a challenge. Our school staff needed to learn the process of referring students to its services. We began informing students' families of its existence during their intake meetings at our schools, but they would often not follow up with us to complete the clinic's enrollment process. We also needed to educate the families of our current students whose intake meetings occurred prior to the clinic's existence. The number of students and families who took advantage of our clinic had always been less than we anticipated. Among other strategies to increase use of the clinic, we developed a brochure to help market its services.

Utilization and Effect

Our goal is to enroll students in our clinic upon the intake meeting that precedes their first day in our programs. We are now using the new brochure to provide our families with more information and with a resource they can refer to. We sent these brochures home with students who were already attending our program when we launched the clinic and we also mailed them home to their families. We also placed them in our Youth Empowerment Program's lobby to inform clients there as well.

The brochure has proven effective thus far. It helps answer questions for our students' families that they may have initially not presented during the students' intake meetings. It has been a huge help in marketing the clinic to our students who were already enrolled in our programs when the clinic launched. We have also posted a PDF version of the brochure on our website for clients to access at any time. This has been

especially important because we discovered that most of our staff do not have full knowledge and expertise regarding the outpatient clinical services to be able to answer questions posed from our clients. The brochure has enabled them to distribute information that also contains contact information for clients with additional questions.

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Outpatient Clinic Brochure (page 1)



Frequent Questions?

Why Choose POD?

- Specialized Treatments
- Professional & Caring
- School and Community Support
- Experienced Staff
- Psychiatric Coordination

How much does it cost?

- Medicaid Accepted
(most plans \$0 cost)
- Private Insurance Accepted
(most plans minimal cost)
- Self-Pay accepted

Who We Are

About Us

Pathways is a human services organization that spans across 40 states and Canada. PSC is renowned for providing human services to youth, adults, and their families.

Pathways Of Delaware's mission is simple: *We deliver exceptional value by creating healthy communities through exceptional people working side by side.*

Pathways of Delaware vision is to *meet the holistic needs of clients by providing a diverse and synergistic array of services in their schools, homes, and communities*

Contact Us

Phone: 302-573-05073

Email:

Karen.mcelreavey@pathwayshealth.com

Web: www.pathwayshealth.com



*THE
POD
CLINIC*

Pathways of Delaware Outpatient Clinic

302-573-5073



THE POD CLINIC
101 Rogers Road, Suite 102
Wilmington, De 19801

Outpatient Clinic Brochure (page 2)

Our Mission

It is the mission of Pathways of Delaware (POD) outpatient clinic to provide high quality, culturally sensitive behavioral health services in the school and community, by employing highly skilled Licensed Clinicians and Master's Level Clinicians to provide evidence-based support for life's challenges.



Contact us at 302-573-5073 to speak with an intake coordinator who will answer any questions and assist you with scheduling an intake appointment

A Trauma Informed Care Organization

Guiding Principles

- SAFETY
- TRUSTWORTHINESS
- CHOICE
- COLLABORATION
- EMPOWERMENT

"Without this program, I can't imagine where (our child) would be in school or home."

- G.R.
(Parent of client)



Caring & Professional

At Pathways of Delaware we understand that all people struggle at times and our caring and professional staff can help with:

- attention deficit
- school issues
- behavioral problems
- depression
- stress management
- grief recovery
- divorce recovery
- anxiety and phobias
- domestic abuse
- sexual abuse
- self-esteem
- substance abuse
- emotional trauma
- parenting challenges and many other issues.

Appendix D

POSITION STATEMENT ON PSC “DATA USE” ASPIRATIONAL MODEL AND EMPIRICAL ANALYSES OF STUDENT OUTCOME DATA

In his address at the Fourth Annual IES Research Conference (IES, 2009),
“Robust Data Gives Us The Roadmap to Reform,” Arne Duncan said:

I am a deep believer in the power of data to drive our decisions. Data gives us the roadmap to reform. It tells us where we are, where we need to go, and who is most at risk.... We will ask millions of teachers to use student achievement data and annual growth data to drive instruction and evaluation.

Duncan’s exhortation for more and better data use in schools is reflected in a large literature on education and school reform (Bernhardt, 2004; Bernhardt, 2015; Boudett, City, & Murnane, 2005; Creighton, 2007; Latess, 2008). This literature stresses that school decision-makers should have access to well developed and comprehensive information systems. These systems should allow decision makers to be able to monitor school performance and processes with a variety of measures and use this information to link inputs and processes to performance outcomes (Figure 4.1).

PSC can and should do more data-driven decision-making and should make more use of outcomes data to document success and to identify and fix weaknesses. What is shown in Figure 1 is a model of what, ideally, a data-based decision making system would look like. The model is ideal and something we can work toward. It is not

presented to suggest that PSC needs to do all of this, but it is a useful framework to use for planning and improvement in our own data systems.

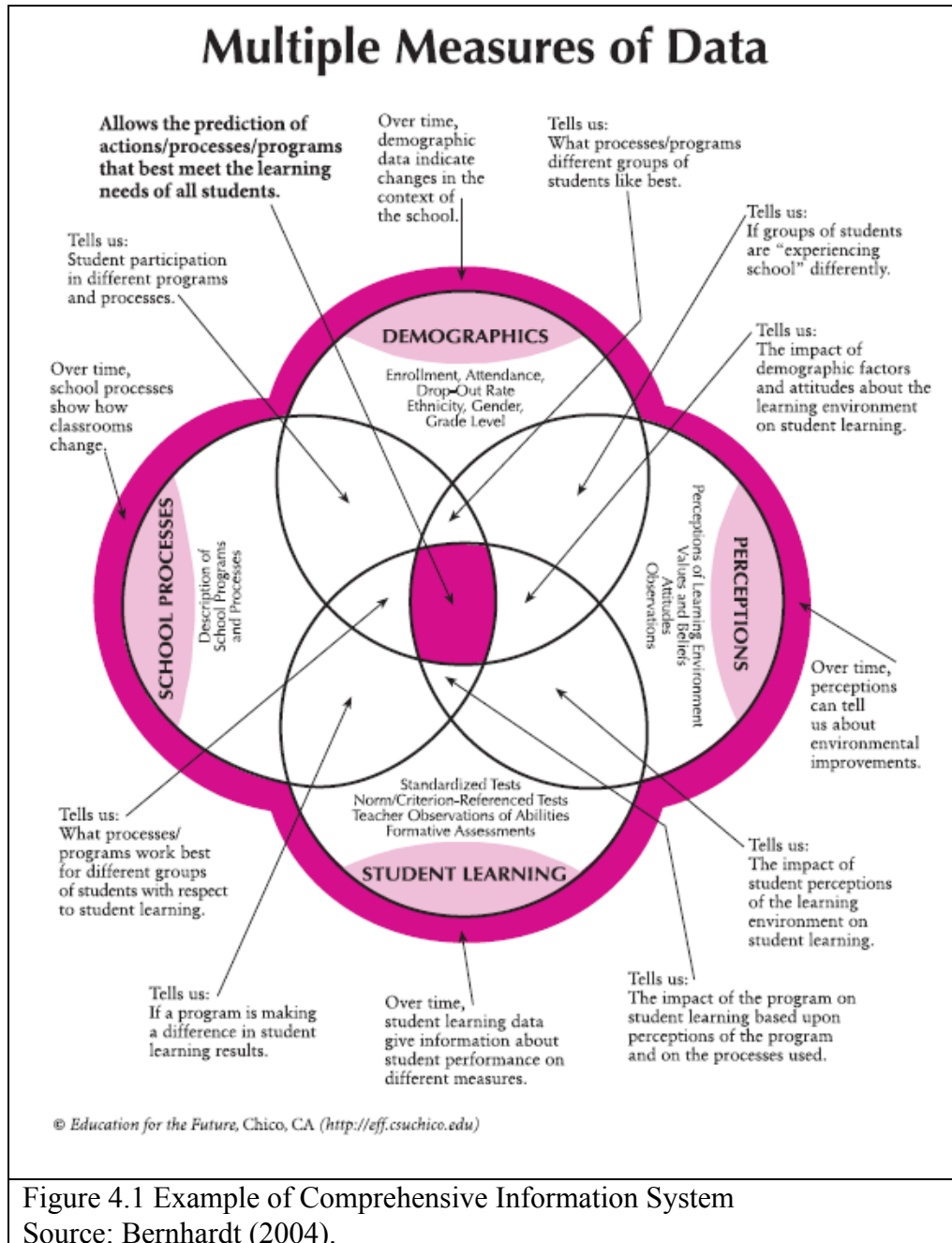
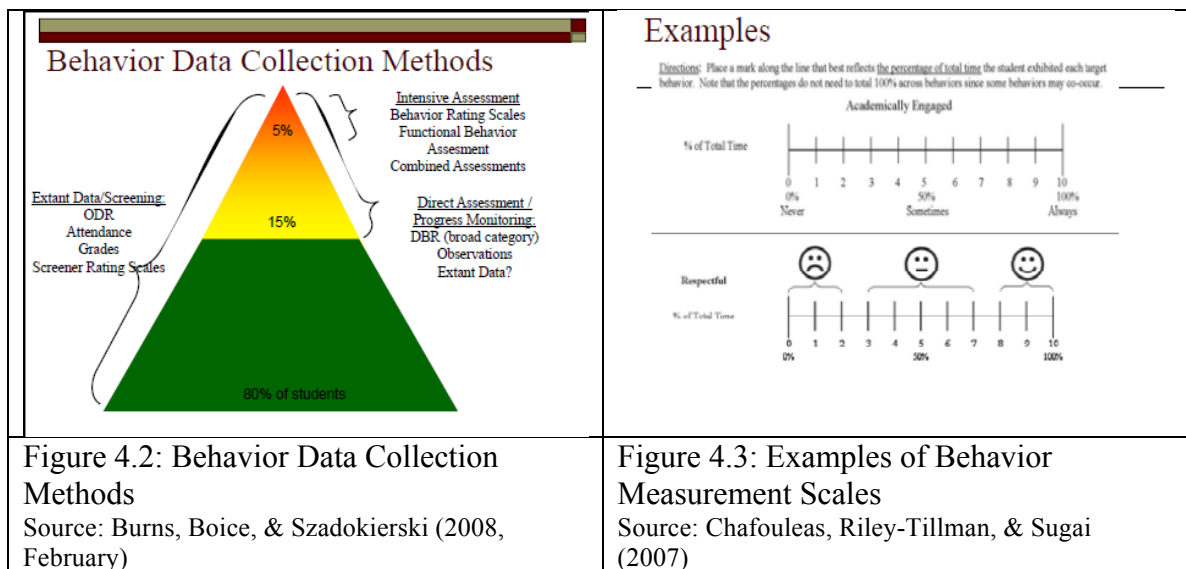


Figure 4.1 Example of Comprehensive Information System
Source: Bernhardt (2004).

A related literature addresses more specifically the challenge of measuring and record-keeping related to the behaviors of at-risk and special education students, which is PSC's client population (Baer, Harrison, Fradenburg, Petersen, & Milla, 2005; Boice-Mallach, n.d.; Grunbaum, Kann, Kinchen, Williams, Ross, Lowry, & Kolbe, 2002; Libbey, 2004). This literature focuses on the at-risk population of students, stresses the critical importance of frequent monitoring of student progress supported by good data collection systems (Figure 4.2). This literature offers concepts, instruments, and scales to aid in measurement and record keeping to help support student academic persistence. Boice-Mallach (2010), for instance, provide a collection of practical strategies, procedures, and tools for measuring student behavior (Figure 4.3 is a sample). These will be reviewed for PSC's purposes of improving data for monitoring student behavior and program outcomes.

Compared with models from literature on data driven decision-making, PSC's data systems fall short. We have very little post-transition data and also have room to improve in analyzing and using the data we have. Once students are out of our program and back in their schools, we have little information on their progress and success beyond the information collected by staff during occasional post-transition meetings with students. This information, however, is not standardized or systematically collected, is not stored in a management information system, and is not easily accessible.



PSC’s lack of post-transition data is a concern. Even more concerning is that several of our public schools have told us that too often our students do not perform satisfactorily upon their return to the public school from our programs. We recently lost a bid for additional contracts with one New Castle County school district because, as they told us directly, our students are not performing well post transition. While this information is anecdotal, without adequate data of our own, it is hard to respond to client concerns. It is essential we do more to support our students post-transition and that we have better records of their post-transition progress. In addition, PSC needs to be able to report to the state department of education that our programs are effective with students.

The longevity of PSC students' success post transition is of vital importance to their overall academic trajectory; it is also a key indicator of our efficacy at transforming troubled youth. Lacking sufficient post transition data, we are unable to know whether changes in behavior and academic performance we observe over the short term, endure

over the long haul. Thus, it is hard to know how and where we may need to make adjustments in our practices and resource allocations to maximize long-term student outcomes. From a business perspective, not having adequate data is a significant disadvantage because we are unable to document the durability of behavioral changes in our students and unable to exert influence over our students' post transition success. If students are not performing well post transition, our customers – school districts with whom we have contracts – could grow dissatisfied. If we are unable to document effectiveness we may over time lose customers.

Successful organizations are those that constantly seek to evaluate their productivity and performance to identify way to improve. First things first, though: we need a benchmark. As Louis Gerstner, Jr., CEO of IBM, stated, “No successful institution in the world pursues a strategic direction without establishing performance benchmarks and continuously measuring progress.”

Analysis of Student Performance Outcomes:

Part 1 - Introduction and Purpose

This report represents student performance of 6th through 12th graders in a discipline alternative school; the report compares their pre-program performance metrics with their intra-program performance metrics in key areas, most notably in the number of absences they accrued, the number of suspensions they received, and their overall GPA. The students' performance is controlled for several demographic features, including gender, race, and socio economic status (whether or not they received free lunch). The analysis reports on a number of important questions:

- How much do students grow, or improve, throughout the program?
- Is either gender outperforming the other?
- Is any particular race (i.e. black, white, Asian, etc.) performing better or worse than others?
- Is being classified as low income (i.e. qualifying as free or reduced lunch) a predictor of performance?

Table 4.1 shows the variables in the data set.

Table 4.1 Explanation of Labels and Coding		
1	Gender	M = Male; F = Female
2	Free-lunch elig status	Student eligible or not eligible for free lunch based on household income; N = not eligible for free lunch; Y = eligible for free lunch
3	Ethnic.	Three ethnicities represented are black, white, and Hispanic.
4	Months in program	Duration of time a student has spent in the program, in two-month intervals, ranging from 1 to 2 months to 36 to 38 months.
5	Days in prgm	Number of days spent in the program
6	LEP	Limited English Proficiency
7	Pre-prgm suspensions	The number of suspensions students received prior to enrolling at our program
8	Post-prgm suspensions	The number of suspensions students received after receiving our interventions
9	Pre-prgm absences	The number of absences students experienced prior to enrolling at our program.
10	Post-prgm absences	The number of absences students
11	Pre-prgm GPA	The grade point average (GPA) students possessed prior to enrolling at our program.
12	Post-prgm GPA	The grade point average (GPA) students possessed after receiving our interventions.

Part 2 - Comparing Student Counts in Demographic Categories and Length of Stay in Program

Counts for student demographic categories represented

Table 4.2 shows student totals for each ethnicity – black, Hispanic, and white – and disaggregates based on eligibility for free or reduced lunch. Black students make up the overwhelming majority of students: 127 out of 157, or 81%. Free or reduced lunch students make up an even larger percentage of students: 82%, or 130 out of 157. Males represent 110 out of 157 students, or 70%. Although these statistics represent one program, they are similar to all of our programs’ demographics.

Table 4.2 Free or Reduced Lunch by Demographic						
free-lunch elig status			Ethnic			Total
			Black	Hispanic	White	
N	Gender	F	3		5	8
		M	11		8	19
	Total		14		13	27
Y	Gender	F	37	0	2	39
		M	76	5	10	91
	Total		113	5	12	130
Total	Gender	F	40	0	7	47
		M	87	5	18	110
	Total		127	5	25	157

Males versus females in free lunch versus not free lunch category

Table 4.3 reveals that of the girls that are not on free lunch, 62.5% are white, despite the fact that white girls represent only 15% of their gender’s student enrollment. White boys are also over-represented, although not as much as their female counterparts,

in the category of non-free lunch eligible: they represent 42% of their gender in that category, while only representing 16% of their gender school wide. White students as a whole, both male and female, are over-represented in the category of non-free lunch eligible, representing 48% of students in that category despite comprising only 16% of the total population. Black students are about 15% over-represented in the free-lunch category.

Table 4.3 Free or Reduced Lunch by Demographic and Gender							
free-lunch elig status				Ethnic			Total
				Black	Hispanic	White	
N	Gender	F	Count	3		5	8
			% within Gender	37.5%		62.5%	100.0%
	M		Count	11		8	19
			% within Gender	57.9%		42.1%	100.0%
	Total		Count	14		13	27
			% within Gender	51.9%		48.1%	100.0%
Y	Gender	F	Count	37	0	2	39
			% within Gender	94.9%	0.0%	5.1%	100.0%
	M		Count	76	5	10	91
			% within Gender	83.5%	5.5%	11.0%	100.0%
	Total		Count	113	5	12	130
			% within Gender	86.9%	3.8%	9.2%	100.0%
Total	Gender	F	Count	40	0	7	47
			% within Gender	85.1%	0.0%	14.9%	100.0%
	M		Count	87	5	18	110
			% within Gender	79.1%	4.5%	16.4%	100.0%
	Total		Count	127	5	25	157
			% within Gender	80.9%	3.2%	15.9%	100.0%

Length of stay in program by ethnicity

Table 4.4 displays the mean duration of days spent within the program, disaggregated by ethnicity. An ANOVA was conducted to compare the differences of the mean duration by the demographic groups. Results reveal that none of the means (days in program) differ from each other by a statistically significant margin.

The average length of stay for black students was 162 days longer than for white students. Hispanic students, on average, finished in between the blacks and whites in terms of duration: 98 days longer than white students but 64 days less than black students.

Table 4.4 Days in Program by Ethnicity				
Ethnic.	Mean	Range	N	Std. Deviation
Black	521.65	1341	127	363.657
Hispanic	457.80	673	5	275.922
White	359.48	1077	25	304.376
Total	493.79	1341	157	355.786

Length of stay in program by gender

Table 4.5 shows the mean duration of days spent within the program, disaggregated by gender. The differences of means are not statistically significant. Male students stayed on average 94 days less than their female counterparts. With only 41 female students in the entire population, however, any outlier who stayed for a particularly long time would have pulled this average up considerably more than any outlier amongst the male students, who, with 110 students, represented more than twice the number of females. The differences of means are large enough to be noteworthy, but not large enough to achieve statistical significance.

Table 4.5 Days in Program by Gender				
Gender	Mean	Range	N	Std. Deviation
F	559.02	1303	47	370.206
M	465.92	1222	110	347.431
Total	493.79	1341	157	355.786

Length of stay in program by Free Lunch or non Free Lunch

Table 4.6 displays the mean length of stay disaggregated by free or reduced lunch qualification. Interestingly, the mean length of stay for non-free or reduced lunch students was 66 days greater than for free or reduced lunch students. However, the difference between these means (length of stay) is not statistically significant.

Table 4.6 Days in Program by Free or Reduced Lunch				
Free Lunch Elig Status	Mean	Range	N	Std. Deviation
N	548.89	1108	27	362.286
Y	482.35	1341	130	354.763
Total	493.79	1341	157	355.786

Part 3 - Comparing Academic Outcomes by Demographic Categories

Pre versus post-program performance by race

Table 4.7 shows comparisons of black versus white students on mean numbers of suspensions, absences, and GPA “pre-program” and also by “post-program.” A statistical significance test was done using the Independent Samples T-test. None of the differences between means in these comparisons are statistically significant at $P=.05$.

The mean performance of black students improved in all three areas, while whites improved in mean suspensions and mean GPA, but regressed in absences. White students saw greater mean improvements GPA and suspensions versus black students; white students also had worse overall pre-program performance averages than black students in suspensions and GPA (i.e. more pre-program suspensions and lower pre-program GPA).

Table 4.7 Pre versus Post-Program					
	Ethnic.	N	Mean	Std. Deviation	Std. Error Mean
Pre-prgm suspensions	Black	127	6.465	7.4491	.6610
	White	25	7.600	9.6954	1.9391
Post-prgm suspensions	Black	127	.480	1.2009	.1066
	White	25	.320	.9000	.1800
Pre-prgm absences	Black	127	21.55	15.421	1.368
	White	25	16.52	22.166	4.433
Post-prgm absences	Black	127	19.51	25.484	2.261
	White	25	17.12	27.715	5.543
Pre-prgm GPA	Black	127	1.022411	1.0451414	.0927413
	White	25	.896080	1.1372202	.2274440
Post-prgm GPA	Black	127	2.0650	1.03637	.09196
	White	25	2.1032	1.26266	.25253

Pre versus post-program performance by free and reduced lunch qualification

Table 4.8 shows comparisons of “free lunch” students versus those not on free lunch on mean numbers of suspensions, absences, and GPA “pre-program” and also by “post-program.” A statistical significance test was done using the Independent Samples T-test. None of the differences between means in these comparisons are large enough to achieve statistical significance.

In terms of an overall pattern, free lunch students fared worse in all three pre-program performance metrics versus students who did not qualify for free lunch. Free lunch students fared better than non free lunch students in their post program performance in both suspensions and GPA, thus recording bigger mean improvements. Both categories of students saw almost equal improvements in mean post-program absences.

Table 4.8 Pre versus Post Program Performance by Lunch Status				
Free Lunch Elig Status		N	Mean	Std. Deviation
Pre-prgm suspensions	Yes	130	7.038	8.3605
	No	27	5.296	4.9210
Post-prgm suspensions	Yes	130	.423	1.1471
	No	27	.519	1.1222
Pre-prgm absences	Yes	130	22.77	20.640
	No	27	16.44	11.400
Post-prgm absences	Yes	130	20.18	26.237
	No	27	14.85	21.399
Pre-prgm GPA	Yes	130	.971271	1.0687572
	No	27	1.051222	.9734411
Post-prgm GPA	Yes	130	2.0888	1.03371
	No	27	1.9530	1.24611

Part 4 – Review of Findings and Main Conclusions

(Are Students Improving While In The Program?)

Table 4.9 below shows the overall mean scores for our three main performance metrics, pre versus post-program. Results show improvement in all three metrics, with improvements in two of the three metrics being large enough to achieve statistical

significance based on a Paired Samples T-test analysis. The greatest improvement is in suspensions, then in GPA, and then absences.

The data show a large decrease in the mean number of suspensions per student over the course of their participation in the program: the mean drops roughly 93%, from 6.7 per year to .439. A decrease in the number of suspensions students receive can be interpreted as successfully stabilizing their behavior, which is arguably the most important goal of the program.

The increase in the mean GPA from pre to post program is slightly over 1 point on the traditional 4-point scale. The mean GPA more than doubles, going from .985 to 2.06, demonstrating scholastic achievement for the average student.

The mean improvement in attendance is not statistically significant and is smaller than the other two major metrics: the mean number of absences drops from 21.68 preprogram to 19.26 post program. Both the pre and post program data suggest that absenteeism is a troubling factor in the average student, and should be a focus in trying to improve the program.

Collectively, the data provide favorable evidence of the overall effectiveness of the program as measured by student improvement. The evidence suggests that the average student makes significant gains in achievement and behavior from participation in the program.

Table 4.9 Pre versus Post-Program Performance Mean Scores (Paired Samples T-test Results)					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-prgm suspensions	6.739*	157	7.8912*	.6298
	Post-prgm suspensions	.439*	157	1.1398*	.0910
Pair 2	Pre-prgm absences	21.68	157	19.485	1.555
	Post-prgm absences	19.26	157	25.487	2.034
Pair 3	Pre-prgm GPA	.985020*	157	1.0504255*	.0838331
	Post-prgm GPA	2.0655*	157	1.07007*	.08540

* Statistically significant at P=.001

Appendix E

IMPROVING POST-TRANSITION FOLLOW UP DATA

Introduction

After PSC students go back to their home school, PSC staff conduct follow-up visits to re-establish contact, monitor progress, and provide additional support if needed. Historically, this process is done through conversations with students and reviews of students' recent records in their public school (e.g. report cards, attendance, behavior.), but this process has not lead to any systematic data collection or analysis. In the past, individual staff members doing their follow-up site-visits with their students have for the most part individually maintained their own data on their caseload of students. PSC does not have an adequate central collection and storage of the follow-up data to be able to analyze what data are collected, the quality of the data, and aggregate outcome for our students who have returned to their home schools. It will be a large under-taking to improve our capacity for centrally collecting, storing, and analyzing these data. This artifact is a step in this direction.

For this artifact I explored the potential for improving our post-transition follow-up data so we can more efficiently and effectively monitor the post-transition success of our students and evaluate the effectiveness of our post-transition supports. I reviewed the site-visit protocols used by staff to record information on their caseload of students and compiled all the data for one year for a sample of students into a single database. This,

then, gave me the opportunity to review the quality of the data, to analyze what kinds of information and reports this data can provide, and make recommendations for ways to improve this database. Following is a report on this effort.

How Post-transition Data Are Collected

PSC staff visited the transitioned students at their schools in accordance with a pre-determined timeline: the first visit was within five days of the school year commencing; the second visit was within fifteen days; the third was within twenty-five days, etc., up through the entire school year, for nine visits in total. The visiting staff would bring with them a laptop computer and input the student data during the student interviews, most of which would occur in an empty office or board room, where just the student and the PSC staff member were present. Some information was gleaned via student records provided to our visiting staff in the main office, prior to interviewing the student; these data included things like number of absences, number of tardies, etc.

Data Currently Collected: The Variables in the Database

Table 5.1 shows the post-transition information collected for each student after they have returned to their home school.

Table 5.1 Variables of the Post-transition Database		
Variable #	Variable Name/Label	Scale (if applicable)
1	School	
2	District	
3	Grade	
4	DOB	
5	Race	
6	Gender	
7	Date of Transition	
8	Special Ed?	
9	Free/Reduced Lunch?	

10	Length of time @ PSC (marking periods).	
11	Limited English Proficiency?	
12	Date of Visit	
13	Status	
14	# of absences	
15	# of tardies	
16	# of failing classes	
17	# of suspensions	
18	Are you still living at your home address?	
19	Are you still living with (parent / guardian)?	
20	Are you still taking your medication regularly?	
21	Are you currently on probation?	
22	Are you involved in any outside services? If so, which?	
23	How is your relationship with (parent / guardian)? On a scale of 1-5, 5 being the best.	
24	How are your classes going?	1 (worst) to 5 (best)
25	How do you like your teachers?	1 (worst) to 5 (best)
26	How do you like your classmates	1 (worst) to 5 (best)
27	Are you participating in extra curriculars?	

Screen Shots of Actual Student Data Base

These screen shots come directly from the Excel database that our various programs used to capture and analyze student performance post transition. All names have been changed to ensure anonymity.

3A-Date	3B-Status	3C-# of absences	3D-# of	3E-# of failing	3F-# of	3G-Are you still living at your home	3H-Are you still living with (parent / guardian)?	3I-How is your relationship with (parent / guardian)?	3J-Are you still taking your medication regularly?
9/19/15	A	0	Marquann wasn't happy to see me, I asked him if something was going on, Is attendance is good, but he has been sent to time out quite a few times. He still has an advocate coming out to check on him from wraparound Delaware. -Charlotte Miller-Lacy				yes	5	N/A
09/25/15	A	0					yes	5	Yes
9/23/15	A	3					yes	4	No
9/8/15		5					both	5	n/a
9/8/15		0					both	4	n/a
10/8/15	E	1					both	5	n/a
10/8/15	E	0						4	Y
10/8/15	E	1						4	N
10/8/15	E	0						5	N
10/9/15	E	0						5	Y
10/9/15	E	0						4	N, he does not
10/10/15	E	0	3	0	0	Y	Y	3	N
10/9/15	E	0	0	2	0	Y	Y	4	N
10/8/15	E	1	1	1	0	Y	Y	5	N
10/16/15	E	8	3	1	0	Y	Y	5	N/A
10/10/15	E	1	0	0	0	Y	Y	5	N/A
10/7/15	E	0	1	0	0	Y	Y	1	Y
10/8/15	E	0	2	2	1	Y	Y		N/A
10/8/15	E	0	1	1	0	Y	Y		N
10/10/15	E	1	1	0	0	Y	Y	5	Y
10/14/15	E	1	1	3	0	N	Y	5	N
10/8/15	E	0						5	N
10/8/15	E	0	Rahsaan says that he is having a great year so far. He is looking forward to homecoming and the start of basketball season. He doesn't have a favorite class or teacher but says he has a good relationship with staff members and his peers. Rahsaan seems motivated to					4	Y
10/8/15	E	0						5	Y
10/9/15	E	0							
10/8/15	E	2						3	N
10/8/15	E								
10/8/15	E	2	0	0	0	Y	Y	2	Y

District	Grade	DOB	Race	Gender	Date of Transition	Special Ed?	Free/Reduced Lunch?	Length of time @ PSC (marking periods).	Limited English Proficiency ?
Smyrna	12	2/4/02	Black	M	6/7/15	N	Y	4	N
Lake Forest	8	7/16/05	White	F	6/7/15	N	Y	3	N
Capital	12	12/18/01	Black	F	6/7/15	N	Y	8	N
CSD	9			F	9/1/15	N	Y	1	N
CSD	10		Black	M	9/1/15	N	Y	6	N
CSD			Hispanic	M	9/1/15	N	Y	1	
Appoquinimink	8	6/11/05	White	M	9/2/15	Y	N	2	N
Appoquinimink	9	6/28/04	Black	F	8/28/15	Y	Y	5	N
Appoquinimink	10	7/15/04	Hispanic	M	8/28/15	Y	N	1	N
Brandywine	8	12/12/05	Black	M	8/26/15	Y	Y	2	N
Brandywine	8	2/6/05	Black	M	8/26/15	N	N	1	N
Brandywine	9	3/14/05	Black	M	8/26/15	N	Y	5	N
Brandywine	8	8/24/05	Black	F	8/25/15	Y	N	1	N
Christina	9	7/5/05	Black	F	8/19/15	N	Y	6	N
Christina	11	6/6/02	Black	M	8/27/15	Y	Y	3	N
Christina	10	7/26/04	Black	F	8/1/15	N	N	4	N
Christina	9	10/29/04	Black	M	8/21/15	N	Y	1	N
Christina	9	1/2/05	Black	F	8/26/15	N	N	2	N
Christina	9	7/7/05	Black	F	8/31/15	N	Y	1	N
Christina	9	6/7/03	Black	F	9/19/15	Y	Y	2	N
Colonial	9	10/4/03	Hispanic	M	7/29/15	Y	N	4	N
Colonial	11	9/19/02	Black	M	7/28/15	N	N	3	N
Colonial	11	1/28/03	Black	M	7/28/15	N	Y	2	N
Colonial	10	5/22/02	White	F	8/11/15	N	Y	3	N
Colonial	8	10/20/05	Black	M	7/17/15	N	Y	1	N
Red Clay	10	4/26/02	Black	M	8/12/15	Y	Y	1	N
Red Clay	11	4/2/02	Black	M	8/14/15	N	Y	2	N
Red Clay	11	7/25/02	Black	F	8/27/15	Y	Y	4	N

Full Data Set Showing All Variables Compiled For Each Student (Nine Follow-up Visits)

Last name	2J-Are you still taking your medication regularly?
First name	2K-Are you currently on probation?
Providence Program	2L-Are you involved in any outside services? If so, which?
Home Address	2M-How are your classes going?
School	2N-How do you like your teachers?
District	2O-How do you like your classmates
Grade	2P-Are you participating in extra curriculuar?
DOB	3A-Date
Race	3B-Status
Gender	3C-# of absences
Date of Transition	3D-# of tardies
Special Ed?	3E-# of failing classes
Free/Reduced Lunch?	3F-# of suspensions
Length of time @ PSC (marking periods).	3G-Are you still living at your home address?
Limited English Proficiency?	3H-Are you still living with (parent / guardian)?
1A-Date	3I-How is your relationship with (parent / guardian)?
1B-Status	3J-Are you still taking your medication regularly?
1C-# of absences	3K-Are you currently on probation?
1D-# of tardies	3L-Are you involved in any outside services? If so, which?
1E-# of failing classes	3M-How are your classes going?
1F-# of suspensions	3N-How do you like your teachers?
1G-Are you still living at your home address?	3O-How do you like your classmates
1H-Are you still living with (parent / guardian)?	3P-Are you participating in extra curriculuar?
1I-How is your relationship with (parent / guardian)?	4A-Date
1J-Are you still taking your medication regularly?	4B-Status
1K-Are you currently on probation?	4C-# of absences
1L-Are you involved in any outside services? If so, which?	4D-# of tardies
1M-How are your classes going?	4E-# of failing classes
1N-How do you like your teachers?	4F-# of suspensions
1O-How do you like your classmates	4G-Are you still living at your home address?
1P-Are you participating in extra curriculuar?	4H-Are you still living with (parent / guardian)?
2A-Date	4I-How is your relationship with (parent / guardian)?
2B-Status	4J-Are you still taking your medication regularly?
2C-# of absences	4K-Are you currently on probation?

2D-# of tardies	4L-Are you involved in any outside services? If so, which?
2E-# of failing classes	4M-How are your classes going?
2F-# of suspensions	4N-How do you like your teachers?
2G-Are you still living at your home address?	4O-How do you like your classmates
2H-Are you still living with (parent / guardian)?	4P-Are you participating in extra curriculuars?
2I-How is your relationship with (parent / guardian)?	5A-Date
5B-Status	7J-Are you still taking your medication regularly?
5C-# of absences	7K-Are you currently on probation?
5D-# of tardies	7L-Are you involved in any outside services? If so, which?
5E-# of failing classes	7M-How are your classes going?
5F-# of suspensions	7N-How do you like your teachers?
5G-Are you still living at your home address?	7O-How do you like your classmates
5H-Are you still living with (parent / guardian)?	7P-Are you participating in extra curriculuars?
5I-How is your relationship with (parent / guardian)?	8A-Date
5J-Are you still taking your medication regularly?	8B-Status
5K-Are you currently on probation?	8C-# of absences
5L-Are you involved in any outside services? If so, which?	8D-# of tardies
5M-How are your classes going?	8E-# of failing classes
5N-How do you like your teachers?	8F-# of suspensions
5O-How do you like your classmates	8G-Are you still living at your home address?
5P-Are you participating in extra curriculuars?	8H-Are you still living with (parent / guardian)?
6A-Date	8I-How is your relationship with (parent / guardian)?
6B-Status	8J-Are you still taking your medication regularly?
6C-# of absences	8K-Are you currently on probation?
6D-# of tardies	8L-Are you involved in any outside services? If so, which?
6E-# of failing classes	8M-How are your classes going?
6F-# of suspensions	8N-How do you like your teachers?
6G-Are you still living at your home address?	8O-How do you like your classmates
6H-Are you still living with (parent / guardian)?	8P-Are you participating in extra curriculuars?
6I-How is your relationship with (parent / guardian)?	9A-Date
6J-Are you still taking your medication regularly?	9B-Status
6K-Are you currently on probation?	9C-# of absences
6L-Are you involved in any outside services? If so, which?	9D-# of tardies
6M-How are your classes going?	9E-# of failing classes
6N-How do you like your teachers?	9F-# of suspensions
6O-How do you like your classmates	9G-Are you still living at your home address?
6P-Are you participating in extra curriculuars?	9H-Are you still living with (parent / guardian)?

7A-Date

7B-Status

7C-# of absences

7D-# of tardies

7E-# of failing classes

7F-# of suspensions

7G-Are you still living at your home address?

7H-Are you still living with (parent / guardian)?

7I-How is your relationship with (parent / guardian)?

9I-How is your relationship with (parent / guardian)?

9J-Are you still taking your medication regularly?

9K-Are you currently on probation?

9L-Are you involved in any outside services? If so, which?

9M-How are your classes going?

9N-How do you like your teachers?

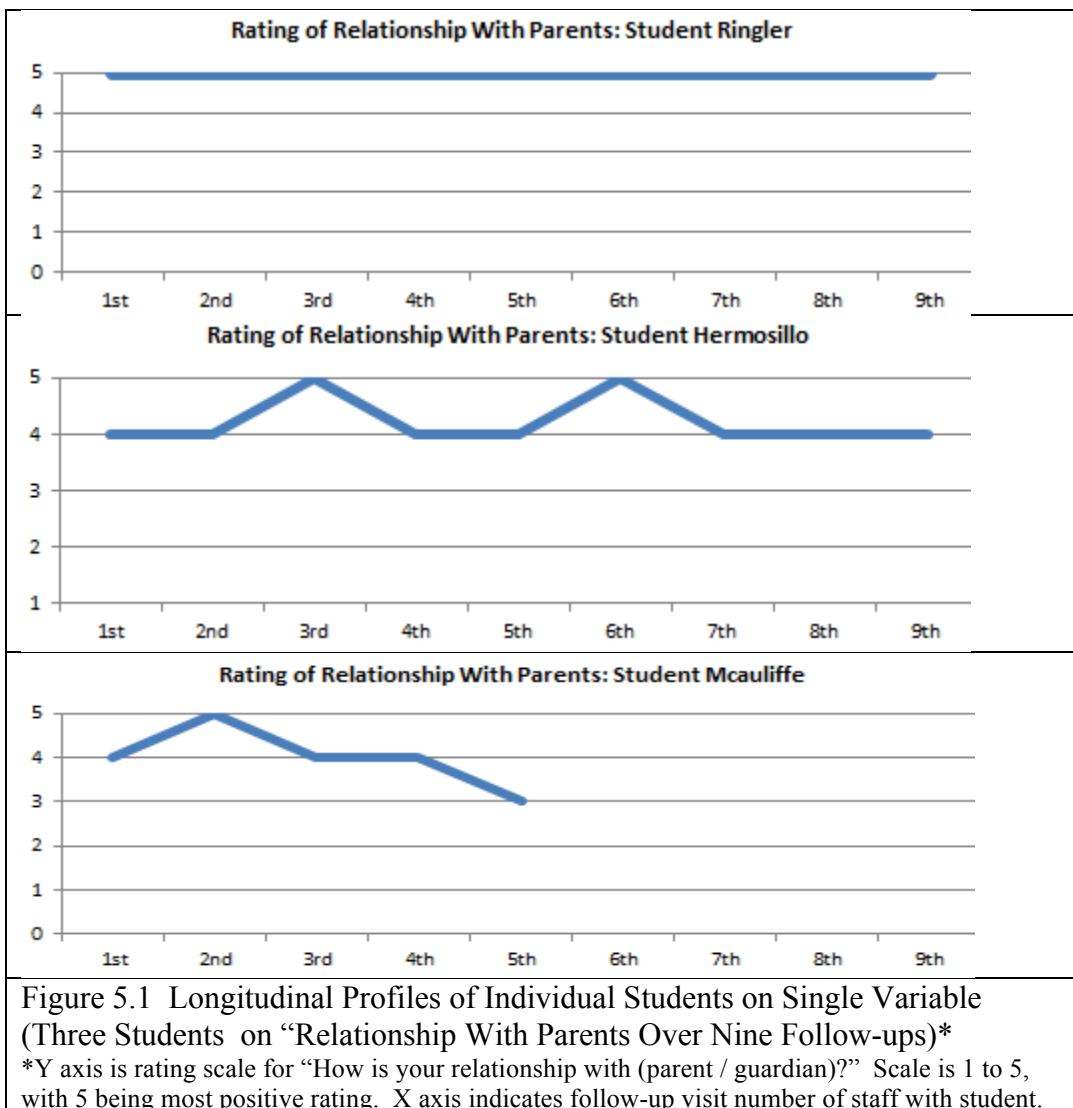
9O-How do you like your classmates

9P -Are you participating in extra curriculuar?

Example #1 of Possible Analyses and Reports:

Tracking Individual Students' Progress

One type of report shows information on individual students' status or progress over a series of follow-up visits with PSC staff members. In this example, the profiles of three students are shown (all names are fictitious). Note, the third chart reveals a declining relationship with the parent and no data after the 5th follow-up visit.



Example #2 of Possible Analyses and Reports:
Tracking Individual Students' Progress

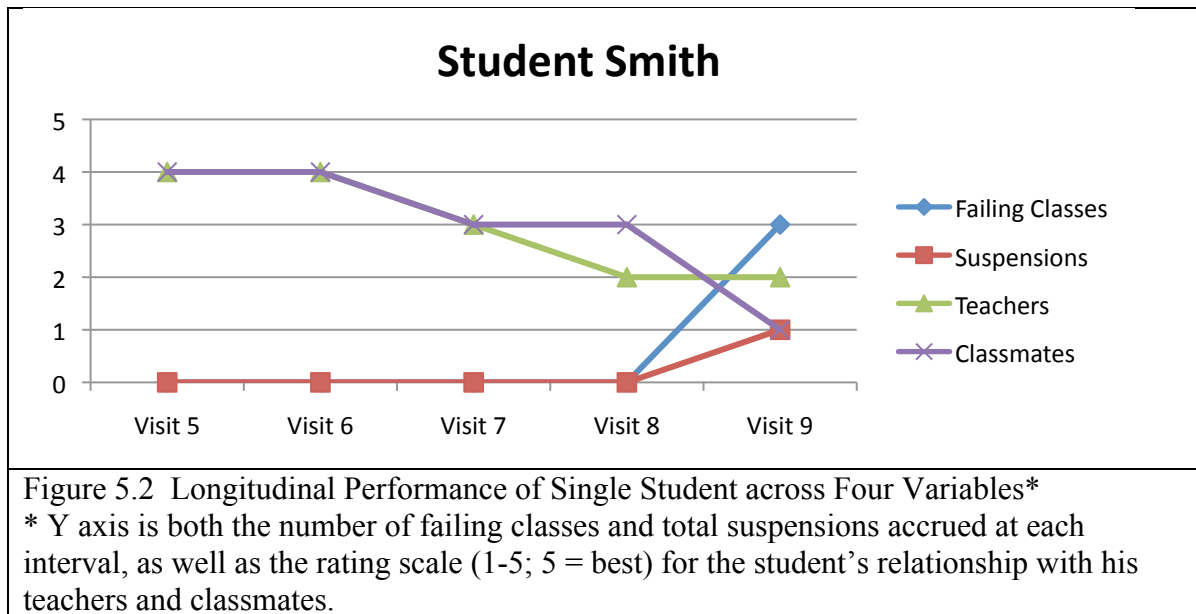


Figure 5.2 shows the performance of a student – his real name is changed – across the final five visits. The Y axis serves to chart his self-reported score on the quality of his relationships with his teachers and classmates, based on the 1-5 (5=best) scale; the Y axis also represents the total number of suspensions and failing classes he has experienced. These data logically had an inverse relationship to one another, as demonstrated in the trend lines: as his relationships with his teachers and classmates worsened, his number of suspensions and failing classes rose. These types of analyses can help reveal how certain variables – e.g. a student's relationship with his classmates – might predict his performance in other metrics. Predictive variables might differ from student to student, but aggregating them across whole cohorts may reveal common relationships.

Example #3 of Possible Analyses and Reports:

Tracking Aggregated Students Progress

Figure 5.3 charts the aggregated number of negative occurrences experienced by the 31 students during our first five visits (days 1 through 60). Our students' individual performances across these four metrics determine whether or not they are "successful" by our definition of success: having accrued zero suspensions, zero failing classes, avoiding outside placement, and attending at least 90% of the school year. These data help us glean the most challenging hurdles for recently transitioned students, as well better understand how student performance changes over time. The data show the significant number of negative occurrences that have occurred by the 5th visit, which occurred around the 60th school day of the academic year; in fact, every variable more than doubled in total number between the second and fifth visit

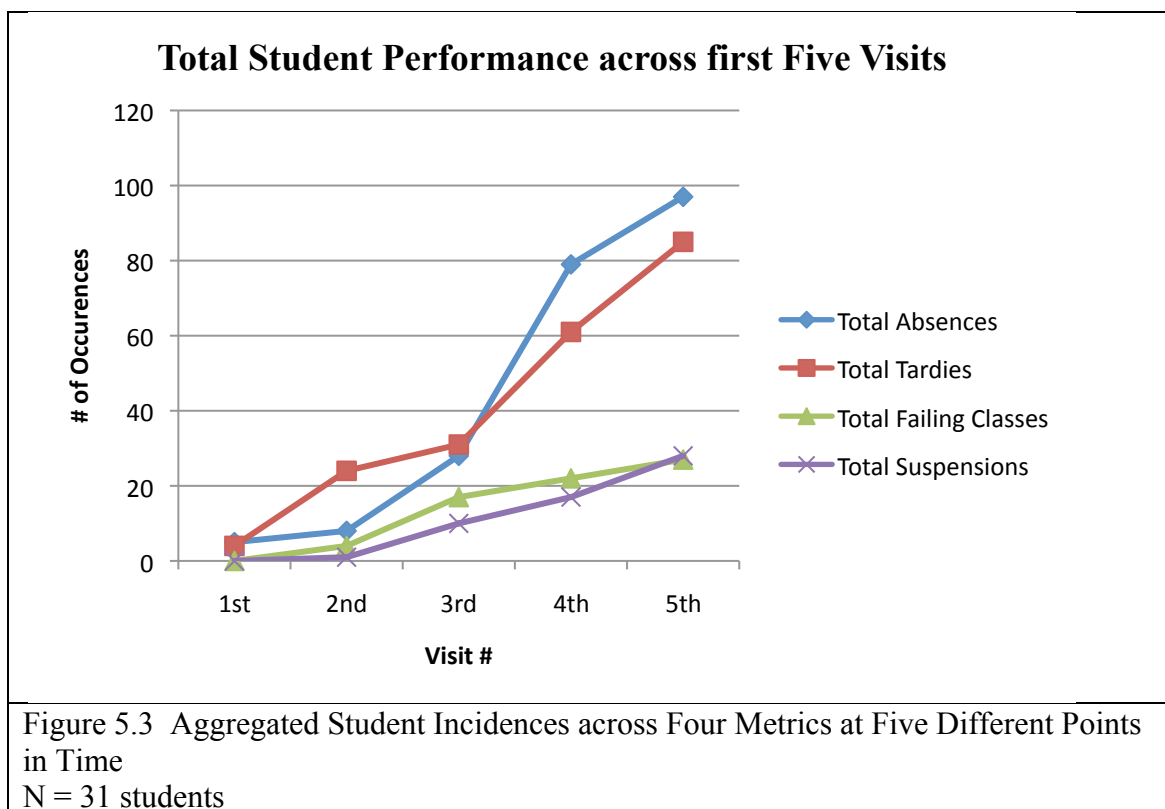


Figure 5.4 shows the number of “failures” that had occurred at each of the first 5 visits. The total number represented by the fifth visit exceeds the total number of students – 31 – because a student could have “failed” based on more than one metric (i.e. he could have both failed classes and accrued suspensions). The trend lines – each of which demonstrates an inverse relationship to student performance – demonstrates the sharply declining performance of students by the fifth visit across these metrics, with academic performance/grades proving to be the most challenging hurdle. These data help clarify the aggregate performance of our students at various points throughout the school year, and help predict performance trends.

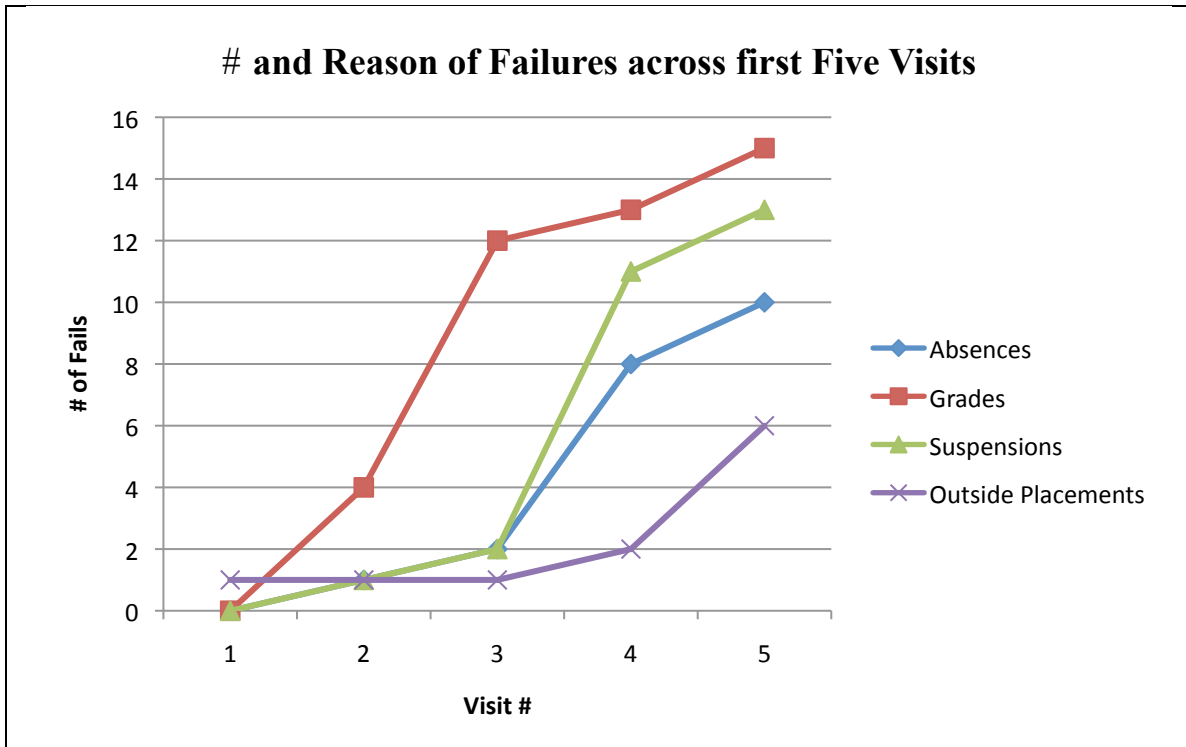
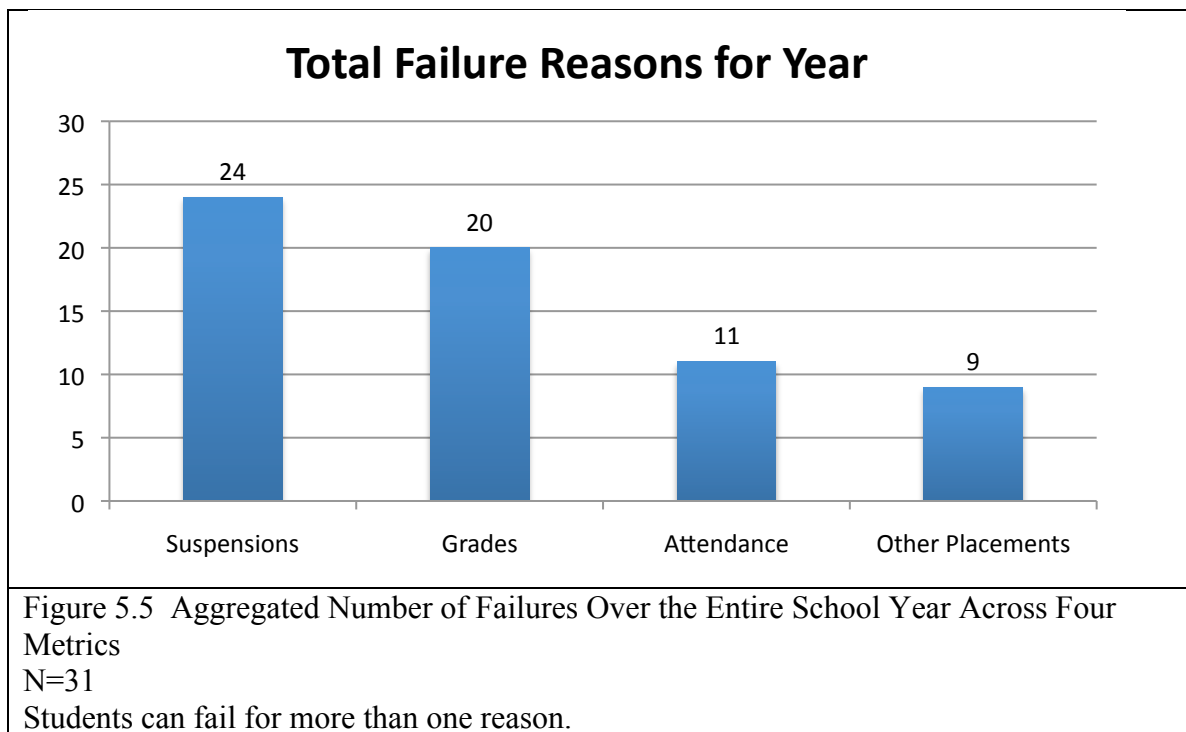


Figure 5.4 Total Aggregated Incidences of “Failure”* across Four Metrics at Various Intervals

N = 31

*An incidence of failure is based on the definition of having one or more of the following occurrences: a suspension, a failing grade, an outside placement, or having had missed 10% or greater of the school days. A student can fail according to more than one metric.

Figure 5.5 shows the total number of students who “failed” for the school year, disaggregated by reason. Inclusive of longitudinal data across the entire school year (for some students), this type of report helps demonstrate the most frequently occurring misstep experienced by our students, and helps paint a picture of the aggregate performance of a cohort of transitioned students. Based on this chart, we need to especially focus our remediation and stabilization efforts on student misbehavior and academic post transition.



Possibilities For Improving Site-based Data Collection

With Portable Electronic Device

One of the goals in the proposal was to ascertain the most efficient and cost-effective method of collecting student data during the visits to their home schools. At the outset of this ELP project, I proposed that a web-based application, or “app,” installed on a hand-held device was worth exploring as a possible mobile data collection tool (see Figure 5.6 showing examples).

After considering hardware and software costs along with the cost and time of new training that would be required, we decided it was not feasible at this time to pursue this technology. We did not have such an app ready when we began collecting the data at the beginning of the school year, but just as important, we found that the method of

having the data collector simply type in the data onto his laptop computer worked very well. Our employees who conducted these follow up visits brought with them their company-issued laptops – which we had already purchased for them for other purposes, hence not requiring any additional cost solely for this endeavor – and input the student data in real time during student interviews and reviews of their e-school data printouts. This process went so well that we continued its use throughout the rest of the school year. Using an app on a device would have required the purchase of the devices, which we did not already have for staff use, but would have also potentially slowed down the data entry process, as these tablets do not come with a standard keyboard for easy and efficient typing.

Our main focus on next steps will be continuing to work to improve the quality and usability of the data we collect (described above) when staff conduct follow-up visits with our transitioned students. We would like to reduce the number of instances where data are coded inconsistently, which requires time later on in cleaning and correcting data, and develop new and better ways to analyze and use the data for planning and evaluation.



Figure 5.6 Types of Currently Available Hand-held Technologies With Data Collection Apps

Appendix F

CHARTER SCHOOL PRESENTATION

Introduction

One important sector for our services is charter schools. Below I describe the rationale and the marketing efforts I have led to better serve our charter clientele.

Charter schools operate with greater independence as compared with traditional (non-charter public schools). The rationale for state laws enabling charter schools is to create schools with more independence from the heavy regulatory apparatus governing the public education system (as expressed in Delaware code on charters).³ With this independence comes a more precarious existence and, typically, tighter budgets.

Literature on charters shows that charters have lower levels of funding to support professional development for staff, purchases of new curriculum materials and

³ According to Delaware code (14 Del. Code §501) the legislative intent is described as: “The purpose of this chapter is to create an alternative to traditional public schools operated by school districts and improve public education overall by establishing a system of independent "charter" schools throughout the State. To that end, this chapter offers members of the community a charter to organize and run independent public schools, free of most state and school district rules and regulations governing public education, as long as they meet the requirements of this chapter, and particularly the obligation to meet measurable standards of student performance. Schools established under this chapter shall be known as "charter schools." This chapter is intended to improve student learning; encourage the use of different and innovative or proven school environments and teaching and learning methods; provide parents and students with measures of improved school and student performance and greater opportunities in choosing public schools within and outside their school districts; and to provide for a well-educated community.”

technologies, and infrastructure upgrades (Arsen & Yongmei, 2012; Clark, Gleason, Tuttle & Silverberg, 2015; Knaak & Knaak, 2013). Charters also typically serve higher proportions of minority and low-income students (Raymond, 2014).

In Delaware, and in Wilmington in particular, charter schools lack the resources available to non-charters for handling misbehaving students: charters are not members of the county-wide consortium discipline boards, meaning they cannot easily place students in to alternative schools that serve public school students, and they typically lack the resources to fund similar alternatives.

Charter schools, unlike non-charter publics, are beholden to enrollment numbers for their solvency. Expelling a student requires a prorated payback of his state funding, which may make a charter even less likely to move forward with expulsion. To underscore just how challenging the financial situation is amongst Delaware charter schools, in the last ten years a number of charters have closed due to insolvency, while others have been placed on watch for the same reason, including Pencader Charter School, the Delaware MET, Reach Academy, and Prestige Academy.

Utilization and Effect

Part of our mission is to provide effective and affordable services for charter students. Since we began this effort I have done extensive outreach to and we have contracted with numerous charter schools in Wilmington to provide outpatient clinical services (for which we also use the brochure in artifact 3), professional development for staff, and space in our alternative programs at a relatively inexpensive rate. Two examples – one of my presentations and a marketing brochure – are shown below. This

has both grown our business as well as provided an opportunity for students with challenging behaviors to receive special intervention services.

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Presentation to Charter Schools on Providence Service Corporation's Services

Presentation to Charter Schools on Providence Service Corporation's Services

PSC Background in Delaware

- ▶ Since 2007 we have specialized in serving students over 6,000 who have unique behavioral health needs. We currently serve over 500 student daily.
- ▶ Our goal is to provide students with targeted interventions to remedy their behavioral health challenges.
- ▶ We blend education and behavioral health to place students on the right path.

PSC Background

- ▶ As a human services organization, we serve over 13 million clients annually in over 43 states & 10 countries, with over 15,000 employees.
- ▶ Since our founding in 1997, we have served youth and adults in service lines such as outpatient counseling, substance abuse rehabilitation, ACT services, and therapeutic foster care.

Charter Schools' Challenges

- ▶ Charter schools are excluded from CDAP programs.
- ▶ Charter schools cannot send behaviorally-challenged students back to their public schools mid-year.
- ▶ Charter schools are beholden to enrollment numbers.

PSC's Brick & Mortar Schools

- ▶ Charter schools can place students K-12 in two PSC schools: Parkway North and Positive Change, both located in Wilmington.
- ▶ Students receive individualized academic and behavioral health interventions aimed at successfully restoring them into their sending school.

PSC's In-school Alternative Program (ISAP)

- ▶ PSC-operated classroom, staffed by a PSC colleague, embedded within the public school.
- ▶ Schools place students in classroom for up to 25 days in lieu of out-of-school suspension.
- ▶ Students receive group counseling and academic support as they complete their class work.

PSC's Emotional Support Classrooms (ESC)

- ▶ PSC-operated classroom embedded within the public school; serves up to 12 students.
- ▶ Staffed by 4 PSC colleagues: a clinician; a behavior interventionist; two certified teachers.
- ▶ Students receive PSC's individualized services within their own school.

PSC's Outpatient Counseling

- ▶ PSC licensed clinician provides individual and group counseling to students in school or at a public location.
- ▶ We can bill Medicaid, private insurance, or the client directly at no cost to the school.
- ▶ Our clinician can also provide family-based counseling.

Marketing Brochure for Charter Schools on Providence Service Corporation's Services



Providence's Emotional Support Classroom model is designed for students with severe psychological needs who have not been responsive to traditional school supports and interventions.



A powerful model
that works for our
children!



PSC of Delaware
101 Rogers Rd.
Wilmington, DE 19801
(302) 573-5073
www.providenceofdelaware.com

Emotional Support Classrooms



*A dynamic school-
based program of the
Providence Service
Corporation*



Our Goals Are Student-Centered:

- To teach students with severe emotional needs the skills to be successful in a traditional school setting.
- To increase instructional time and improve their ability to develop internal controls and constructive ways to respond to the school environment.
- To emphasize treatment guided by an empirically supported approach
- To enhance positive outcomes for students in terms of psychological functioning, behavioral control, and academic performance.

An effective, proven program...

- Consistent student transition into less restrictive settings
- Decreases in internalizing and externalizing behaviors as shown in SFSS scores
- Mastery of five pro-social skills in the Skill-Streaming curriculum
- Significant reduction in time spent in tantrum/de-escalation

69%
increase in
literacy
skills

**Staff
to student
ratio**

1:3

- Significant reduction in time spent with administration for disciplinary reasons
- Marked increase in Math and Reading DCAS scores and GPA
- Progressive discipline model using Restorative Practices
- Largest and highest performing alternative education programs in Delaware

Appendix G

GOOD TO GREAT EVENT

Introduction

Central to our mission of increasing the likelihood of student success post transition is greater communication between our programs and the public schools they serve. We developed the idea of hosting a “Good to Great” event –a symposium to share ideas with and get feedback from public school personnel from nearby districts. We wanted to communicate about our operations, with a primary focus on student transition and follow up services. A key purpose was to receive feedback on how to improve our transition services, while we would make suggestions on ways that public schools can better serve transitioned students.

Utilization and Effect

We originally intended to host one large event that many public school colleagues would attend. That became hard to do given the complicated planning and logistics involved with coordinating among different schools and districts, all with different schedules. So, instead we opted to plan a series of visits, beginning with Delaware largest district. We visited all seven middle and high schools in the Christina School District, and met with their administration each time, with the purpose of strengthening transition services, and called these meetings “Transition Symposiums.”

The most significant outcome these meetings was an agreed-upon process of connecting our transitioning students (those leaving our programs and coming back into these public schools) with our PSC colleagues in our In-School Alternative Program, or ISAP. These PSC colleagues used the same interventions and had the same lexicon that our students had grown accustomed to in our programs; these colleagues quickly became friendly faces, whom they would meet during their transition meeting, and to whom they could turn for support.

The other significant outcome was that we learned about the common interventions used in these public schools, which enabled us to then prescribe these same interventions in our transition plans. Prior to these meetings, we were less clear on what services and interventions were available for students transitioning into the public schools.

Agenda from “Good to Great” Meetings

Transition Symposium

AGENDA

1. Welcome/introductions

2. **Purpose**

a. Why are we here?

- We are visiting you today to learn about the resources that are available to transitioning students from our schools.
- We want to increase the level of success after they transition.
- To **Determine available resources** that will assist in the development of:
 - *Comprehensive* (all inclusive) *transition plans*
 - *Feasible* (practical) *transition plans*

Problems

- We currently prepare *data-driven* transition plans that are developed from information that is gathered at Parkway and/or Douglass.
 - Current plans (not feasible/unrealistic)
 - Recidivism rates
 - Plans meet compliance
 - Created in a vacuum (without knowledge of available resources from the school)
- Comprehensive schools are:
 - unaware of PSC services

- unaware of PSC processes
- unaware of PSC role in the transition process
-

Process

- **4 Stages**
 - **Pathway Interdisciplinary Determination Meeting**
 - 4 Keys
 - Attendance
 - Academics
 - Behavior
 - Counseling
 - **Christina/Pathway Determination Meeting**
 - **Identification of Transitioning Students**
 - **Finalization of: (See handouts)**
 - **ISP (*Individual Success Plan*)**
 - **Transition Plan**
 - **Newly Proposed**
 - **Pathway/Comprehensive School “Pre-Transition” Meeting**
 - **Transition Meeting**

Progress

- **ISAP (check-in, accountability, mediator, Push-in/Pull-out. Etc.)**
- **Mentors**
- **Follow-Up (Pathway}**
- **Ideas**

Appendix H

POLICY BRIEF



Policy Brief

Strengthening Follow Up Services

The Problem

Our mission encompasses not just our school-based programs, but includes supporting students to succeed upon their return to their public schools. Unfortunately, we have little data that allows us to know whether our students are performing well once they transition. Therefore, we do not know whether students successful in our programs here at Providence continue to be successful over the long haul. Consequently, we do not know where or how to improve our follow up services because we do not presently know how or why our students are succeeding or failing at their public schools.

The solution

We will need to focus much more of our energy and resources on collecting data about our transitioned students, on

monitoring them, and on understanding how our transitioned students are currently performing. With this information we will identify and utilize strategies to improve their performance at their public schools.

New policy

We are going to undertake a new policy that will change when and how we provide services to students after their transition forward from a Providence program. We will visit them more often and collect more and better data to help us determine where and how to improve post transition outcomes. With better information we can design more targeted interventions for our transitioned students.

What is success?

Currently, for students in our programs, we know what success looks like: achieving our “4 keys” which allows them to transition forward to their public schools. But what does post transition success look like? We do not yet have a definition, nor do we know how many of our students are performing well post transition.

Definition of success

Currently we have no definition of post transition success, so we need to create one and test it. We will utilize the following benchmarks to define a “success goal” for our students’ performance post transition:

- No suspensions.
- Passing all classes.
- 90% attendance.

We can declare that a student has been a success if he or she achieves these benchmarks for at least one year after his transition.

Goals

Long-term outcomes

The long-term goal is to improve the quality of our follow up services so that *90% of our students are achieving our definition of success.*

Is this goal feasible?

As we begin to collect data on our transitioned students we will begin to establish a baseline and then determine if this goal of 90% success is feasible. The initial challenge is that we currently have

very little longitudinal data that can serve as a baseline for our students’ performance post transition. Once we begin collecting and analyzing more data, we will know whether this goal is too lofty and may make adjustments.

Short-term outcome

Our short-term goal is to collect enough data to initially make a determination of our students’ baseline performance. Then we will be able to identify where our students are failing: i.e., are too many being suspended? Are too many dropping out, failing classes, or missing too many days of school? With our established baseline we will also be able to identify variables that may predict success or failure: i.e. are our boys faring better than our girls? Are students doing better than others based on the school, or even school district, to which they return? Are students from a single-parent household more likely to fail than one from a two-parent household? Knowing how these variables might affect our students’ performance back at their public school will help us leverage our resources in a more targeted way.

Timelines for goals

We hope to establish our transitioned student performance baseline by **January 1, 2016**. This means we must begin collecting data now.

Once we have the baseline identified, we can begin to adjust our follow up services accordingly. We must continue to monitor data even after our baseline creation so that we can make necessary adjustments. It will take at least one

year – all of 2016 - of delivering improved, heightened follow up services to affect such a lofty goal of 90% success rate. Thus we aim to have our 90% success rate realized by *January 1, 2017*.

Strategies for improving services

Transition Plans

We will author transition plans to be utilized by the student, his family, and his public school staff. These will include strategies and interventions intended to help elicit the student's success at his public school. These should be a natural outgrowth of the student's ISP, but must be altered for use at the student's public school.

Transition Meetings

At the student's transition meeting, the student, his family, the PSC staff member, and the public school staff will review the transition plan together and allow for questions or comments by any party. The student and his family will have already read the transition plan prior to this meeting. This meeting's desired outcome is for all parties to affirm their understanding of the plan and to agree as to its viability. Necessary changes will be made prior to the first follow up meeting 5 days later, and will be shared then.

More frequent visits

We will visit our transitioned students sooner after their arrival at their public

schools and more often. The following represents the intervals with which we will conduct a follow up visit post transition-

- 5 school days post transition
- 15 days.
- 25 days. At this interval we will also meet with the student's public school staff to discuss the efficacy of his transition plan.
- 40 days
- 60 days
- 90 days. We will again meet with the public school staff to discuss the transition plan and make any revisions.
- 120 days
- 150 days
- 180 days, marking one academic year of placement post transition.

Responding to challenges

We will communicate to our students' public school staff that we are available for contact anytime, and encourage them to reach out to us if a challenge arises (e.g. if a student gets into trouble; begins missing school, etc.). We will problem solve with the public school staff and provide interventions as necessary, including more frequent school visits, home visits, family outreach, and stakeholder meetings.

Family outreach

Staying connected to our students' families will help us stay better informed of the students' overall health and well-being. We will connect with the student's parent(s) with the same frequency that we visit him at school, and will take that opportunity to both

share and receive important information regarding the student.

More and better data

Our PSC staff conducting the follow up visits will be trained on how to collect and centralize data, including how to use the associated technology (i.e. the web based apps or file sharing systems with which we will record data). They will also be trained on what types of qualitative questions to ask. Other PSC leaders will do most of the data analysis.

Appendix I

FOLLOW UP SERVICE TRAINING

Follow Up Services Training & Information

Step 1 – Create your Database

Use the excel document entitled "Post-transition database."

Input the students' names and other static information now: Columns A through O.

DO NOW – Let's review each data piece and discuss how to capture/code (including qualitative data).

Step 3 – Visit the Students

- ▶ Dress professionally
- ▶ Adhere to the times/dates
- ▶ Come prepared with charged laptop
- ▶ Check in with each school's contact person upon arrival
- ▶ Acquire E-school printouts prior to meeting with student.
- ▶ Meet with student privately.
- ▶ Note any other important qualitative data via a Microsoft Word file, one for each student.
- ▶ Inform student of the next scheduled visit.

What to do with Alarming Data

If a student's performance metrics are substandard –

1. Alert your Principal.
2. Call parent/guardian.
3. Inform the home school's contact person.

Step 3 Continued

When visiting a student for the first time...

1. Explain why we are doing this.
2. Inform of the frequency of the visits.
3. Inform that data will be shared, and with whom (including student's parents).

Step 4 – Save and Share Data

Once all data has been collected for each visit, save on your device and upload to box.com.

On the first of each month, email your spreadsheet to me and your Principal.

Appendix J

TRANSITION CELEBRATION

Introduction

Two key principles of the Positive Behavior Support model in schools (PBS) are (a) publicly acknowledging good behavior and (b) making clear and visible the system of incentives for good behavior (Lassen, Steele, & Sailor, 2006; Bradshaw, Mitchell, & Leaf, 2010.). Research indicates these principles are even more important and efficacious when utilized in alternative schools for at-risk students (Carter, 2003; Gagnon, Rockwell, & Scott, 2008; Oswald, Safran, & Johanson, 2005; Tilleczek, Furlong, & Ferguson, 2010; West-Olatunji, Shure, Garrett, Conwill, & Rivera, 2008).

We recently created a transition celebration to recognize and honor students who have performed well in our programs and whose transition is thus imminent. Once we have conferred with the school districts and confirmed a student's transition, we honor his achievement with the celebration in the days or weeks prior to his transition meeting.

Purpose and Rollout

Students must meet certain proficiency thresholds in order to transition; hence, earning the privilege of transitioning is worth celebrating and always comes in the wake of high achievement both academically and behaviorally. Many of our students have not had much to celebrate in their academic careers, and this is an opportunity to give them and their families something to feel positively about. It also reinforces the message that they

can be successful if they remain focused on their goals; we want these students to remember that as they transition back into their public schools.

Besides being a feel-good event that brings joy to the students, staff, and families, it is also an opportunity for other students to see firsthand the worthiness and fulfillment of earning the right to transition.

The transition celebrations were enjoyable and meaningful for the elementary students, although, unfortunately, some of our older, adolescent-age, students displayed less enthusiasm. The younger students and attending family members clearly enjoyed themselves and the recognition and we will build on this and explore ways to strengthen the experience for our older students.

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Transition Celebration Certificate, Agenda, and Pictures

Below is a Transition Celebration agenda from one of our programs. This particular program serves students in Kindergarten and elementary school, so the corresponding artifacts are somewhat juvenile in nature.

2016 Transition Celebration

Positive Change Academy

June 9, 2016



- | | | |
|------|------------------------|---------|
| I. | Opening Remarks | 10:00am |
| II. | Presentation of Awards | 10:10am |
| III. | Refreshments | 10:20am |
| IV. | Farewell | 10:30am |

These youngsters, all in grades 1 through 5, have just been called up one by one to receive their individual certificates commemorating their successful transition, which they are now holding for the photo.



Below is the certificate we distributed to each student during the transition celebration.

TRANSITION CERTIFICATE This certificate is proudly presented to (NAME REDACTED) For successfully reaching the 4 Keys and transitioning from Positive Change Academy Dated this 8th day of June, 2016	
_____ PRINCIPAL	_____ TEACHER

Appendix K

PROGRAM EVALUATION: PARKWAY ACADEMY'S POSITIVE BEHAVIOR SUPPORT

Executive Summary

A program evaluation was conducted to determine the overall efficacy of Parkway Academy's PBS program, as well as its fidelity to its design. Parkway Academy is an alternative school in Wilmington, Delaware, that serves public school students grades 5-12 placed there due to behavior problems. Parkway aims to remediate their behavior via a PBS program that uses, among other things, rewards to reinforce positive behavior.

Students at Parkway undergo a triaging of their behavior severity upon intake, and then embark on a personalized plan designed for them by their counselors, as part of PBS. Students are taught the expected behaviors, receive group and/or individualized counseling, and receive rewards when appropriate behavior is displayed. The evaluation sought to determine if the PBS program was effective at curbing misbehavior, as well as whether or not its implementation of the rewards component followed its design with fidelity. The evaluation focused on one process and one outcome question, designed to focus its analysis:

Process Question: Did staff implement the rewards component of the PBS system with fidelity?

Outcome Question: Did the PBS program reduce behavior referrals and student suspensions?

The process question used survey data from both students and staff, and interview data from students, to determine fidelity to the rewards component. It also used observation data. The results were that there was a high degree of fidelity to almost all of the principal rewards elements, with a few areas that were not implemented according to the design. The two elements that suffered from the poorest fidelity to design were the acquisition of input from the students concerning the types of rewards that were highly desirable and therefore most likely to be effective at eliciting positive behavior, and the consistency with which the school store was open for student use.

The outcome used data from the school's central database to compare student totals in both suspensions and behavior referrals from pre program to post program, using the individual students' data from their last year within their traditional public schools as baseline. The results were that students experienced an overall reduction in referrals and suspensions. Because the evaluation was completed mid-year, year-end totals could not be used for comparison purposes. Instead, ratios of suspensions and referrals to months in school were used. Data from these metrics showed that the average student experienced a reduction in suspensions from 2.08 per month to .32 per month, and a reduction in referrals per month from 7.88 to 4.52.

Introduction

Purpose of the Evaluation

This evaluation aims to judge the overall efficacy of Parkway Academy's Positive Behavior Support program, or PBS, by determining if, at the end of a set length of time, students received fewer suspensions and behavior referrals than they did at their sending school in that same time span. The evaluation also aims to determine the degree of fidelity surrounding the implementation of rewards. The avenues for exploration stemming from this process question include whether students were allowed to provide input regarding the types of rewards they desire, whether students received rewards when the program design determined they should, and if students were adequately taught how and when to receive rewards.

Description of the Program

A Positive Behavior Support program is an important tool in creating and maintaining a strong school environment. In a behavioral alternative school like Parkway Academy, maintaining a strong environment that is mostly free from disruptive behaviors can be a daunting challenge, making the success of its PBS program even more paramount. Students are referred to Parkway from their traditional public schools due to misbehavior. The majority of their sending schools also operate PBS, which means that these students did not meet much success in their first encounters with such a program. Therefore, Parkway's PBS must do things differently and do them well in order to be more effective.

The program begins by training staff on how PBS works: what types of behavior are expected from students, how to track that behavior, how to determine a student's level of severity, and, finally, how to levy appropriate interventions. Interventions can be in the form of rewards - these are most often called "primary interventions" - but also can be in the form of more focused, specialized services, like individual and group counseling. As students enter the program, Parkway's clinician and behavioral health staff, based on data from their sending school, determine their levels of behavior severity. They are also given a behavioral health screening called a JIFF, or Juvenile Inventory for Functioning. The aggregate data these measures provide allow Parkway's staff to determine what level of individualized or group counseling and instruction they require.

Students then learn how the program works: what types of behavior are expected from them, what types of disciplinary measures they face if they break the rules, and what types of rewards they can expect by demonstrating appropriate behavior. They also learn how to navigate the process of acquiring rewards; that is, they learn how to bank their Panther Bucks (school store currency), how to spend them at the school store, and how to utilize the privileges afforded to them via their point cards.

The students all have a point card that captures their behavior for the week. Students can earn up to three points in each class and structured period, like lunch or breakfast, by demonstrating appropriate behavior. At the end of the week, their points are tabulated and the students receive certain rewards or privileges based on their totals. If students earn 90% or more of their points, for instance, they may partake in a pizza party on Monday, may come out of uniform on Thursday and Friday, and earn a raffle

ticket for monthly prize drawings. They also earn two passes to go to the gymnasium for free recreational time, and earn one free snack item from the cafeteria's snack bar. These rewards diminish at each point percentage threshold; the last significant threshold is 70% of the weekly points, for which a student earns two passes to go to the gymnasium.

Students also earn Panther Bucks, or school store currency, for demonstrating exceptional behavior. This is often behavior that goes above and beyond what is merely expected, and can include things like helping a staff member or classmate. Students bank these Panther Bucks by signing them and turning them back into certain designated staff members, who tabulate student totals. The school store is opened twice a week, on Wednesdays and Fridays, and students can spend their currency on things like out-of-uniform passes, preferential seating passes, and tangible items like clothing, electronics, and jewelry.

The theory behind PBS is that students will respond well to positive reinforcement, and will thus behave appropriately. The students who require it will receive the more focused interventions mentioned above, but most students should respond favorably to the use of rewards, motivating them to behave. PBS is a mechanism intended to improve a school's overall climate by reducing misbehavior, encouraging good behavior, and motivating students to attend school. Attendance is often a criterion for the evaluation of PBS, although for this program, it was not included for a reason: many Parkway students are mandated by terms of their probation to attend school, and thus would most likely attend even if they were not motivated to do so by the program.

These terms of their probation are often begun after their referral to the school, which would make comparing their attendance numbers pre and post program a muddy process.

Evaluation Questions

1) Process Question

Did staff implement the rewards component of the PBS system with fidelity?

2) Outcome Question

Did the PBS program reduce behavior referrals and student suspensions?

The process question is meant to determine if the rewards component of the program was implemented as it was originally intended. The use of rewards to reinforce appropriate behavior is just one part of the program, but it is an important one. Giving students the rewards that were promised to them under the stated conditions is the endeavor that requires the most fidelity; in other words, the whole rewards process quickly loses efficacy in shaping behavior if students perceive that the rewards are meted out inconsistently. Another element of the rewards component that requires fidelity is whether or not students are adequately trained on how to receive the rewards, or how to take advantage of their earned privileges; lastly, student input needs to be captured periodically to determine what rewards are desirable and thus effective at motivating positive behavior. If it was determined that the rewards component was not implemented with fidelity, the corresponding data yielded from the outcome question would not be an authentic assessment of the program's theory. If the fidelity is compromised, the efficacy of the program follows suit, and the reduction in suspensions and referrals that stand as one of the program's goals will not be realized.

The outcome question seeks to determine how effective the program was at preventing and reducing suspensions and behavior referrals. These data support the claim of a stronger school climate by demonstrating that misbehavior has been reduced. A school climate can be operationalized through many different data sets - attendance, school spirit, etc. - but the level of misbehavior is certainly a cogent one. The program should be deemed unsuccessful if it did not reduce suspensions and behavior referrals, and thus should undergo significant change to shore it up.

Process Question #1: Survey and Interview Design and Methodology

Sample

The sample for the process question is the 21 staff members and 20 randomly selected students at Parkway Academy. Of the 26 staff members, 5 were excluded from the survey either due to absences or because of their total detachment from the rewards system (i.e. maintenance staff, front office staff). Parkway had 69 students on roster when the surveys were administered, but 16 students were in outside agencies (e.g. incarcerated; attending full day drug rehabilitation programs, etc.) The staff was surveyed in an all-staff meeting held in our computer lab.

Ten students were interviewed for the purpose of answering the process question. They were randomly selected from the 53 attending students by assigning them each a number from 1 to 53; a computer program then randomly selected ten numbers from the 53 total.

Observation data was also used to answer the process question, sampling the students and staff. The evaluator observed three relevant phenomena to determine if they

occurred consistently when they ought to have, based on the program's design: pizza parties, extra gym periods, and the opening of the school store.

The outcome question sampled the entire population, except those aforementioned students who have spent the entire school year up to that point in an outside agency. The students' data was retrieved from Parkway's central database, and compared to their data from their home schools.

Variables

The process question variables are whether or not students received the rewards that they felt they had earned, as well as whether they were asked to weigh in on what types of rewards would be desirable and effective at motivating them to behave appropriately. Their level of understanding of the rewards process is another variable; more specifically, did they know how to earn rewards and what rewards corresponded to what behavior measures. When capturing data from the staff, the variables were similar, but the data surrounding them will come from the staff perspective: whether or not staff members felt that students received the rewards that were promised them and how thoroughly the students were taught the rewards process are two such variables. Another is the staff's individual perspective on whether or not students were permitted to give input on the nature of the rewards.

Regarding the observation data, the variables were whether or not the staff levied the intangible rewards in accordance to the program's timeline, such as the aforementioned opening of the school store.

The outcome question variables are the number of suspensions and referrals that the students had received by the end of the study.

Instruments

The student survey asked students to indicate whether they agree or disagree, and to what degree, with a series of statements. Students were asked whether they were informed of the rewards and how they are earned. They were also asked whether or not they received the rewards when they felt that they earned them, and if their timeline of receipt was consistent with their expectations. In other words, if the program as they understood it is designed for them to receive a pizza party on the Mondays after the weeks in which they earned it, did they receive it consistently on Monday, or did the party sometimes occur on Tuesdays, or even later? They will also be asked if they were tapped for input regarding the nature of the rewards, and, if so, how often.

The student interview asked them five general questions about the program. It sought to capture their opinions and recommendations for the point cards and panther bucks.

The staff survey will be designed similarly to the student survey. It asked staff to indicate how much they agreed or disagreed with a series of statements that are meant to discern whether or not they perceived that students were being given rewards that they had earned, whether the students were taught the rewards system, and whether students were tapped for feedback on the types of rewards. It also ask if they had been consistent in their meting out of rewards - e.g. did they give Panther Bucks and point card points consistently and for the appropriate behaviors.

The instrument for the observation data was an observe-and-report chart that used a checklist to determine if things like pizza parties occurred in a consistent and timely manner.

The central database is the primary instrument for capturing outcome data. The totals for student suspensions and referrals will be compared to the totals experienced by the same sample of students at their home schools.

Data Collection Procedures

I administered the survey to a random sample of 20 students during 4th period. The students were placed in the computer lab to undergo the online survey. Staff had been trained to inform the students that the survey sought to improve the PBS program, and that an improved system may result in better rewards and an improved school climate, thus motivating the students to complete the survey. Student interviews were conducted in the library; I conducted 2 interviews each day for one week, keeping each interview less than 20 minutes.

I gave the staff survey at a whole school meeting purposefully held in the computer lab, making sure to tell the staff to answer honestly and assuring them that their responses are confidential.

Data Analysis

The student and staff surveys were designed so that agreeing with a statement is a positive, while disagreeing is a negative. Two examples may read like this: "I was taught what type of behavior was expected of me" and "I was given the rewards that I had earned." These responses corresponded with a 1 to 4, where 4 is a strong agreement and

a 1 is a strong disagreement. The results are be quantified, and the mean response for each question will be calculated.

The interviews followed a similar line of questions, but they were more open ended. Their data was examined qualitatively: did students generally feel that they received rewards that they earned? Were there many instances in which they did not? I used elementary counting to total the number of times students indicated positively or negatively regarding the fidelity of the rewards.

The outcome question data was analyzed by entering the suspension and referral totals for each student into an Excel spreadsheet. The data was retrieved from Parkway's central database. These were not year-end totals, because the study did not pull data from the entire year, only from September through November. Instead, ratios of suspensions per month and referrals per month were used. These two ratio totals were then compared side by side to the totals yielded at their home schools, also expressed in per-month ratios. These data from their home schools were retrieved from the students' individual referral packets that Parkway receives prior to the students' intake meetings. These packets include these numbers, and they thus can be easily plucked and placed into a spreadsheet. This process of placing these data into a spreadsheet for each student was already underway for a different purpose, so this pre-program data was readily available and in a spreadsheet format. To determine effect, I ran a paired sample t test that yielded whether or not the results are statistically significant.

Survey and Interview Results

Process Question: Did staff implement the rewards component of the PBS system with fidelity?

The results shown in Table 11.1 reveal an overall high degree of fidelity to the rewards component. Any mean score above a 2.5 indicates a favorable response; all means were above that threshold. The question with the lowest mean score was "I am often asked to provide suggestions or feedback to staff on the types of point card rewards that I would want" with a 2.8. The similar question - "I am often asked to provide suggestions or feedback to staff on the types things that should be for sale at the panther store" - yielded a similar mean of 2.9, which was comparatively low in relation to the other questions' means. Not surprisingly, question #14 that asked about the quality of the rewards for the point card points indicated a relatively low opinion from the students, with a mean of 2.9. These data support the notion that more emphasis ought to be placed on collecting student input on the types of rewards that they would like to see. Otherwise, the program runs the risk of using rewards that do not serve to motivate the students.

Table 11.1 Fidelity of Teacher Implementation of Rewards System: Student Opinions

Survey Item	N	%	N	%	N	%	N	%	Me an	SD	Ttl N
I know and understand how the point card works.	7	35	9	45	4	20	0	0	3.2	0.8	20
I know what rewards correspond to each point card percentage total.	6	30	11	55	3	15	0	0	3.2	0.7	20
I have been trained/taught how the point card works.	4	20	11	55	5	25	0	0	3	0.7	20
I usually earn the amount of point card points that I think I deserve.	7	35	9	45	3	15	1	5	3.1	0.9	20
The rewards I have earned by my point card are given to me on time.	9	45	5	25	5	20	1	5	3.1	0.9	20
The rewards I can earn on my point card are good enough to make me want to behave well.	9	45	5	25	5	25	1	5	3.1	1	20
I am often asked to provide suggestions or feedback to staff on the types of point card rewards that I would want.	5	25	8	40	5	25	2	10	2.8	1	20
I know what types of behavior will earn panther bucks.	6	30	10	50	4	20	0	0	3.1	0.7	20
I have been taught/trained on how the panther bucks work.	9	45	9	45	2	10	0	0	3.7	0.7	20
I earn panther bucks when I feel I have deserved them.	6	30	10	50	2	10	2	10	3	0.9	20
Staff has consistent expectations for panther bucks.	7	35	7	35	6	30	0	0	3	0.8	20
The items that I can purchase at the panther store make want to earn panther bucks.	8	40	7	35	4	20	1	5	3.1	0.9	20
I am often asked to provide suggestions or feedback to staff on the types things that should be for sale at the panther store.	6	30	7	35	5	25	2	10	2.9	1	20
Overall, the quality of the rewards on the point card makes me want to earn my points.	6	30	8	40	5	25	1	5	2.9	0.9	20
I am allowed to go to the panther store at least one time per week.	7	35	9	45	3	15	1	5	3.1	0.9	20
I usually know how many panther bucks I have.	5	25	10	50	4	20	1	5	2.9	0.8	20
I receive panther bucks when I deserve them.	7	35	7	35	6	30	0	0	3	0.8	20
Whenever I am promised a panther buck, I receive one.	7	35	9	45	3	15	1	5	3.1	0.9	20

Data from student interviews support the notion that more effort should be placed on capturing student input concerning rewards. Five questions were asked of the students during the interview, and question #3, "How do you feel about the process with which staff captures your input on the school store?" revealed a weakness there. Nearly all the students - 90% of them - indicated that they did not know the process. The overwhelming majority, 70% of them, indicated that they did not feel there is a process, and these same students indicated that they had never been asked to give input. Only

three students indicated that they been asked, and all three of those indicated that they had only been asked once.

Table 11.2 Process of Capturing Student Input on Types of Rewards: Student Interview Responses		
Response	n	Percent
I don't know the process.	9	90
There is no process.	7	70
I have never been asked.	7	70
I have been asked once.	3	30

N = 10

The other questions asked the students for their general thoughts on or recommendations for the PBS program. Most said they liked it, and recommended that the rewards be improved and/or that more input from students should be used to determine effective rewards. Individual recommendations for what constituted better rewards were disparate, but their commonality was to include the students in their determination, and to open the school store more regularly. Data from question #5 - How could staff improve the panther bucks/school store? - are shown in table 11.3.

Table 11.3 How to Improve the School Store: Student Opinions		
Response	n	Percent
Get better rewards.	7	70
Open the school store more often.	8	80
Don't close the school store to punish the students.	7	70
Ask the students for input on rewards.	9	90

N = 10

Complementing the survey data is an overwhelming majority of students indicating that more input should be gathered from the students on the types of rewards. Eighty percent answered that the school store should be open more often, and seventy percent indicated that they disagreed with staff periodically closing the school store for the day due to school-wide misbehavior. This habit is most likely the cause behind the inconsistency in its schedule.

The staff survey is parallel in form and content to the student survey. The results are generally similar to the results of the student survey, indicating a generally high degree of fidelity of teacher implementation of the PBA rewards system. The results are presented in Table 11.4.

Table 11.4 Fidelity of Teacher Implementation of Rewards System: Teacher Opinions										
Survey Item	N	%	N	%	N	%	N	%	Mean	SD
Students seem to know and understand how the point card works.	10	48	8	38	3	14	0	0	3.3	0.7
Students receive training or instruction on how the point card works.	5	24	10	48	6	29	0	0	3	0.7
Students receive their point card rewards consistently.	7	33	7	33	6	29	1	5	3	0.9
Students receive their point card rewards within the timeline that is expected.	6	29	11	52	4	19	0	0	3.1	0.7
Students know what types of rewards correlate with each point card level (e.g. 70%, 80%, etc.)	8	38	12	57	1	5	0	0	3.3	0.6
Students seem to earn the amount of points on their point cards that they deserve.	6	29	11	52	3	14	1	5	3	0.8
Students are asked to provide feedback on the types of point card rewards that they would like.	3	14	5	24	12	57	1	5	2.4	0.8
Students seem to know and understand how the panther bucks system works.	7	33	13	62	1	5	0	0	3.3	0.6
Students receive training or instruction on how panther bucks work.	5	24	12	57	4	19	0	0	3	0.7
If a student does something deserving of a panther buck, he will receive one.	7	33	11	52	3	14	0	0	3.2	0.7
Staff has consistent expectations for what is deserving of panther bucks.	7	33	7	33	6	29	1	5	3	0.9
Students receive panther bucks if they are promised to them, even if they receive them at a later time.	5	24	13	62	2	10	1	5	3	0.7
Students always receive panther bucks if they have done something to earn them.	7	33	11	52	3	14	0	10	3.2	0.7
Students are asked to provide feedback on the types of prizes/items that they would like in the panther store.	4	19	8	38	9	43	0	0	2.8	0.8
The panther store is open on a consistent schedule.	3	14	9	43	8	38	1	5	2.7	0.8

The lowest mean score, a 2.4, indicating a generally unfavorable opinion, is from question #7 asking whether the students are asked to provide feedback on the point card rewards. This question, asked of the students, also yielded the lowest mean score from their survey's data. Another low mean was from the last question, asking staff whether

"the panther store is open on a consistent basis." The 2.7 mean indicates a generally favorable response, but nearly 45% of respondents disagreed with the statement. The third lowest mean, 2.8, was from question #14, asking the staff if they felt "students are asked to provide feedback on the types of prizes/items that they would like in the panther store." This and the first question's generally unfavorable responses bolster the notion that more effort ought to be put toward gathering the input from students regarding the types of rewards that they would like to see. Overall, however, the staff survey data suggests a generally favorable outlook from staff toward the fidelity of the rewards component.

For three weeks, from November 4 through November 22, 2013, I kept a checklist that captured observation data regarding the levying of rewards on a consistent schedule. Three types of rewards were observed: pizza parties (scheduled for Mondays for students with at least 90% of their point card points); extra gym periods (scheduled for Tuesdays and Thursdays for students with at least 70% of their point card points), and the opening of the school store (scheduled for Fridays, and is open for all students to come shop). The table below captures the data.

Table 11.5 Rewards Scheduled Versus Rewards Given			
Reward	# of times observed	# of scheduled occurrences	Ratio
Pizza party	3	3	100%
Extra gym	6	6	100%
School store	3	2	66%

N = 12

Table 11.5 indicates that there was a high degree of fidelity to the rewards timeline, with two out of the three components - pizza parties and extra gym periods -

occurring with total fidelity to the design. The school store had a less-than-perfect ratio, at 2 out of the 3 times, or 66% of the time. On one particular Friday, the school climate was unacceptable and the staff decided to not open the school store. Overall, however, the data suggest a high degree of fidelity.

Outcome Question: Did the PBS program reduce behavior referrals and student suspensions?

To capture the outcome data, a paired sample t test was run to determine the mean decline of suspensions per month and referrals per month that students experienced pre to post program. The outcome question seeks to determine if the PBS program resulted in students experiencing a decline in these consequences, but students' lengths of stay with us differ considerably, making their post program data uneven as far as the sample size. There is also some unevenness in their length of stay at their traditional schools prior to their referral to our program. Data on suspensions and referrals preprogram is only captured from the school year in which they were referred; thus, a student who was referred in October of any given school year will have a considerably smaller pre-program sample size than a student referred in May. Thus, the data is broken down into the consequence per month ratio. The post-program data is retrievable via Parkway's central database. The pre-program data was retrieved from the students' individual files, which include their pre-program data. The table below indicates the average decline in suspensions per month and referrals per month.

Table 11.6			
Suspensions & Referral Totals - Pre-program to Post-program			
Measure	Pre Program $\bar{x}$	Post Program $\bar{x}$ SD	T- value
Suspensions / month	2.08	.32	4.82 (p = <.05)
	1.67	.72	
Referrals / month	7.88	4.52	.11 (p=>.1)
	2.93	3.63	

N=53

Table 11.6 shows a large decline in suspensions per month from pre program to post program, and an even larger decline in referrals per month. The average student received 2.08 suspensions per month prior to coming to Parkway, a ratio that fell to .32 while in the program. The numbers for referrals from pre to post program are 7.88 per month to 4.52 per month, respectively. The t score indicates that the results for suspension reductions are statistically significant, although not so for the reductions in referrals. This data bodes well for the program's success, and it is easy for one to infer that the program is working as it is intended.

Conclusions and Recommendations

The data leaves one to conclude that the program is successful, in that it reduces student suspension and referral totals. The outcome data makes this overwhelmingly clear. The process data also leaves one to conclude that the rewards component is being

implemented as it was designed, with some room for improvement in the arena of student input. The following recommendations are intended to improve the program -

1. Capture student input more frequently on the types of rewards offered.

The data from both surveys and the student interview makes it overwhelmingly clear that the designed process of asking students what types of rewards they would like to see is not being implemented. The questions with the lowest mean scores from both the staff and student surveys asked about this process. Ninety percent of the students interviewed suggested gathering their input as a way to improve the school store. The same percentage indicated that they were unaware of the process staff uses for capturing this input. This is a dangerous prospect, considering that if the desirability of the rewards wanes, the students will not strive for them.

2. Open the school store with more consistency and more often

The staff survey indicated that nearly 45% of staff felt that the school store was not open consistently, and the observation data supports this notion. While averages can be misleading with small numbers, the store was still only opened 66% of the time that it was supposed to open. Data from the student interview also revealed that the student perception was a lack of consistency in the opening of the school store, mainly due to staff decisions to close it in the wake of school-wide misbehavior. Eighty percent of students interviewed also indicated that they felt it should be open more often.

3. Improve the types of rewards offered via the point card and school store.

Question #14 from the student survey asks students their opinions on the quality of the rewards offered via the point card, and 30% indicated a low opinion. This is consistent

with the problem of not asking students for input on the rewards. On the student survey, 70% of students recommended using better rewards at the school store. This recommendation can be complemented by the first recommendation, which is to seek input from students on the types of rewards they would like.

4. Apply more focused interventions for students in the wake of behavior referrals.

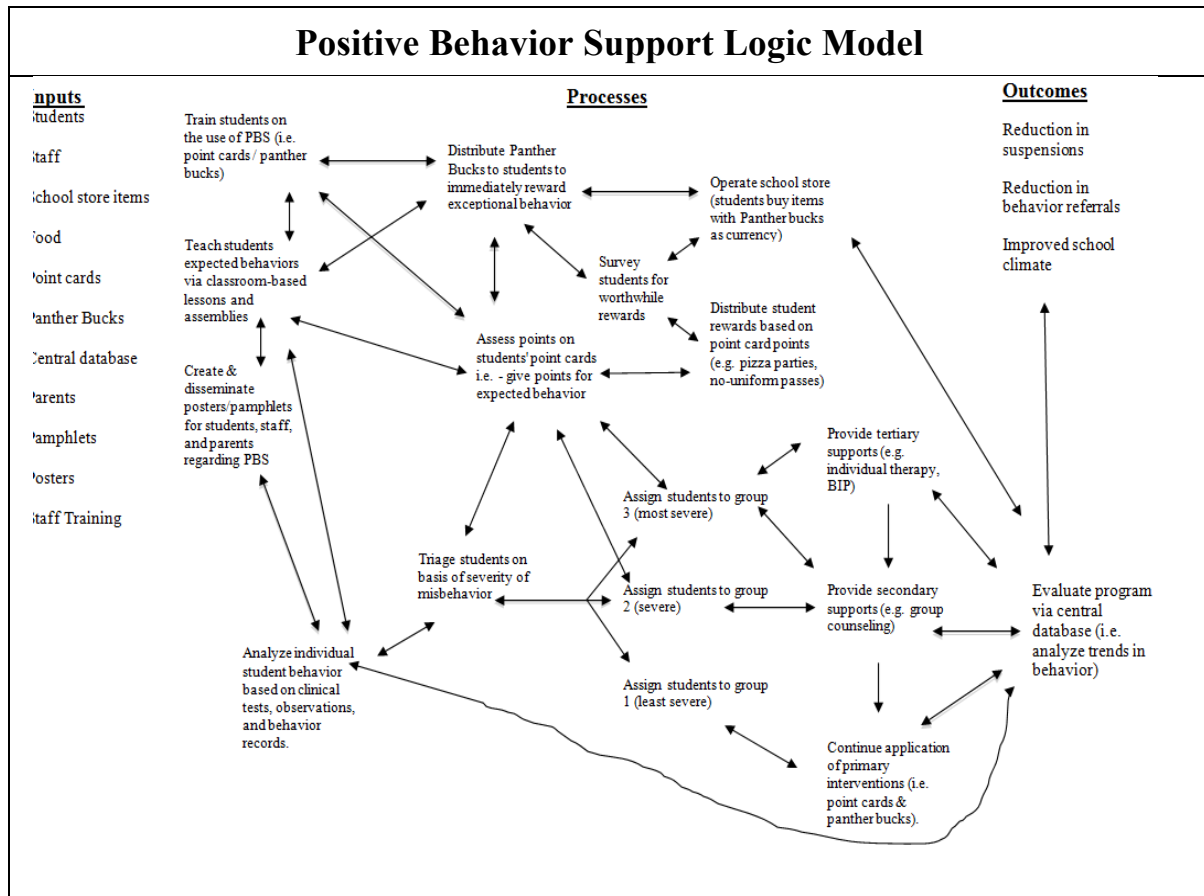
The decrease in student referrals was sizable, but proved not to be statistically significant. The program should aim to reduce referrals even more by designing intervention plans with consideration of the type of misbehavior being perpetrated by the individual student.

5. Improve staff training on use of the panther bucks with the aim of improving the consistency of expectations amongst staff for what type of student behavior warrants a panther buck.

Staff responses to question #14 on their survey indicate that 6 staff members, or nearly 30%, felt that staff does not have consistent expectations for what types of student behavior deserves a panther buck. Student responses to a similar question - #11 on their survey - further this notion, with 6 students, or 30%, indicating that staff do not have consistent expectations.

Appendices for
Program Evaluation: Parkway Academy's Positive Behavior Support

Student Interview
1) What are your general thoughts on the PBS point card? 2) What are your general thoughts on the PBS panther bucks/school store? 3) How do you feel about the process with which staff captures your input on the school store? 4) How could staff could improve the point card? 5) How could staff could improve the panther bucks/school store?



Statement of Rationale

PBS, or Positive Behavior Support, is a program designed to improve school climate and reduce misbehavior by reinforcing positive behavior. It uses rewards -e.g. food, prizes, school store currency, etc. - as incentives to obey school rules. In this particular model, all students carry a weekly point card on which they are given points based on good behavior. They earn rewards and privileges based on the amount of points they accrue weekly. Staff can also give students Panther Bucks as an immediate reward for good behavior, which students can then use at the school store. These incentives - the

point cards and panther bucks - are considered the model's primary interventions. Students that do not respond well to these interventions alone will receive secondary interventions, which are most often group-based, such as group counseling or specialized classrooms. The small population that does not respond to either primary or secondary interventions then receives tertiary interventions, which are more intensive and individualized, such as one on one counseling. Meta-analyses of PBS systems suggest that, on average, roughly 85% of a school's population will respond favorably to primary interventions; 10% will require secondary interventions; and a further 5% will require tertiary interventions (Evanovich & Scott, 2016). A successful PBS system should yield a reduction in student misbehavior, as evidenced by a decrease in behavior referrals and suspensions. Outcome evaluations will determine if we are meeting our goals of reducing misbehavior, and allow us to adjust certain processes as necessary. Notice, too, that the important component of acquiring feedback from students regarding the potency of the incentives is included. The program is rendered impotent if the students do not value the rewards for which they are to strive.

References

Evanovich, L., & Scott, T. (2016). Facilitating PBIS Implementation: An Administrator's Guide to Presenting the Logic and Steps to Faculty and Staff. *Beyond Behavior*, 25(1), 4-8.

Appendix L

EVENING PROGRAM PROPOSAL

Introduction

Capital School District, whose students we serve at Parkway Central in Dover, approached us over the summer of 2015 to ask us for help in solving a problem of theirs: they frequently reached the capacity of students they could send to Parkway Central (they have ~35 “slots” available yearly), and they needed to find an alternative to the homebound instruction that these students would otherwise receive once the capacity was at Parkway Central was reached. We proposed an evening program, often called a “twilight” program, which would operate after-hours at Parkway Central, and would deliver the same type of services as Parkway Central’s day program.

Implementation

This operation launched in early October 2015 after I presented it to the Capital School Board in September. Our school buses transport the students to and from the program, so no parental transportation is required; students attend Monday through Thursday from 4 to 7 pm. They receive therapeutic counseling services, teacher-driven instruction (middle school), and a blend of both teacher-driven instruction and online, computer based learning (high school). They also participate in Restorative Practice circles daily.

The program began with the sole purpose of providing an alternative to homebound instruction for secondary students whose behavior predicated their removal from their home school, and for whom there was no more room at Parkway Central's day program. The program evolved, however, to allow for more troublesome students – i.e. students who displayed worse behavior – to move from the day program into the evening program, where their behavior was more easily controlled due to less student movement and fewer students altogether. This allowed for students who are otherwise better suited for the day program to move from the evening program into the day program, essentially allowing our administration at Parkway Central to move students from either program into the other in search of the best fit.

We purposefully structured the evening program to operate different than the day program so that it could better suit students not successful in the day program. Ideas and best practices that we mined from current research include less student movement throughout the day; even smaller classes than our day program; and an opportunity to participate in work or volunteer opportunities in the community (D'Angelo & Zemanick, R, 2009; Guerin & Denti, 1999.)

The program currently serves ~30 students at any given time, with some students having graduated while enrolled, and others having transitioned into the day program, or, in some scenarios, right back into their home schools. Beyond the additional revenue this program has brought our operations (we the district a flat rate of \$6,000 per month for up to 20 students, and \$50 per day per student afterwards), we are especially pleased that this operation so nicely aligns with our belief that homebound services are wholly

inadequate for students who suffer from misbehavior. There is a body of literature that attests to these inadequacies (Nelson, Benner, Lane, & Smith, 2004; Smith, 2013); we feel confident that our evening program, with its counseling component, will actually serve to remedy student behavioral challenges instead of simply keeping them at home with only 5-7 hours of academic tutoring per week. What is more, we have been able to contract with charter schools in Kent County for this service; charter schools, as I mentioned in Appendix 6, typically have no other recourse with misbehaving students than to place them on homebound.

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Evening Program Proposal

Providence Service Corporation of Delaware's Proposal to Provide Evening School Services

An alternative to traditional homebound services

Brief History of PSC of Delaware

- ▶ Launched Parkway North, the state's largest alternative school, in 2007.
- ▶ Currently the largest provider of alternative education in Delaware.
- ▶ Launched Parkway Central in Dover in 2010.
- ▶ Parkway Central – currently serving Capital students– is the highest performing consortium alternative school in Delaware.

The Proposal Details –

- ▶ PSC transports students to Parkway Central Monday through Thursday, 3 to 6 pm, where they receive an array of academic and support services.
- ▶ Students partake in traditional instruction, credit recovery, group and individual counseling, social and emotional learning, and more.
- ▶ Students earn their transition back into their home schools by meeting standards of attendance, academics, and behavior.

Advantages –

- ▶ Synergy between Parkway Central and the Evening School Program.
- ▶ A holistic service provision for students (beyond simply providing academic support).
- ▶ Opportunities for student collaboration/ participation with PSC's Youth Empowerment Program.

Advantages –

Service Comparison between traditional homebound and ESP –

	Academic Support		Counseling & Behavioral Support		Total Multidisciplinary Services	
	Per Day	Per Week	Per Day	Per Week	Per Day	Per Week
Traditional Homebound Services*	1 hour	5 hours	N/A	N/A	1 hour	5 hours
ESP	1.75 hours	7 hours	1.25 hours	5 hours	3 hours	12 hours

Capital makes room for struggling students

New program will educate students with behavioral problems

By **David Paulk**
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Posted Sep. 30, 2015 @ 3:00 am

A large number of students with behavioral problems has prompted the Capital School District to expand its programs at Parkway Academy Central, the county-wide school that educates wayward students. The decision came during the Sept. 16 Board of Education meeting after Jon McAllister from Providence Corporation—Parkway's owner—presented a program to the board. The new evening program has classes for students who were unable able to get into the existing Parkway day program. Like its daytime counterpart, it will

Appendix M

CHRISTINA SCHOOL DISTRICT POLICY

 ALTERNATIVE PLACEMENT TRANSITION/ISA PROCEDURES FOR REGULAR ED/SPECIAL ED STUDENTS	
ALTERNATIVE PLACEMENT TRANSITION (Students who have returned from a CDAP placement) To Begin - Regular Education Students - Complete "Student Manual Success Plan" - Special Education Students - Complete FBA – Functional Behavior Assessment and BIP – Behavior Intervention Plan - TO BE COMPLETED ONLY BY SCHOOL ED 10th Day - Required 10 day review - Revise SMSP or FBA/BIP, if needed - Conference (via phone) with parent/guardian regarding changes to the plan - Document revision date 15th Day - Required 15 day review - Revise SMSP or FBA/BIP, if needed - Conference (via phone) with parent/guardian regarding changes to the plan - Document revision date - If no demonstrated improvement based off of revised plan, inform parent/guardian and student that a recommendation will be made to Student Services for alternative placement effective day 20 - For Special Education students, all Special Education Protocols must be followed 20th Day - Required 20 day review - Review SMSP or FBA/BIP with parent/guardian and student - Building makes a decision to recommend Option 1 or Option 2 Option 1 - Student returns to regular schedule and will follow CSD Student Manual Option 2 - Recommend alternative placement and submit revised CDAP packet, including 20 day plan/review documentation, to Bob Klatzkin	ISA ASSIGNMENT (Students being considered for an ISA program) To Begin - Regular Education Students "Student Manual Success Plan" needs to have been in place for 10 days for students who are entering ISA based on Level 6 criteria - Complete "Student Manual Success Plan" for students who are in violation of a Level 7 or Level 8 infraction - Special Education Students - FBA – Functional Behavior Assessment and BIP – Behavior Intervention Plan needs to have been in place for 10 days for students who are entering ISA based on Level 6 criteria – TO BE COMPLETED ONLY BY SCHOOL ED - Complete FBA – Functional Behavior Assessment and BIP – Behavior Intervention Plan for students who are in violation of a Level 7 or Level 8 infraction - TO BE COMPLETED ONLY BY SCHOOL ED 10th Day - Required 10 day review - Revise SMSP or FBA/BIP, if needed - Conference (via phone) with parent/guardian regarding changes to the plan - Document revision date 15th Day - Required 15 day review - Revise SMSP or FBA/BIP, if needed - Conference (via phone) with parent/guardian regarding changes to the plan - Document revision date - If no demonstrated improvement based off of revised plan, inform parent/guardian and student that a recommendation will be made to Student Services for alternative placement effective day 20 20th Day - Required 20 day review - Review SMSP or FBA/BIP with parent/guardian and student - Building makes a decision to recommend Option 1 or Option 2 Option 1 - Student returns to regular schedule on day 25 and will follow CSD Student Manual Option 2 - Recommend alternative placement and submit revised CDAP packet, including 20 day plan/review documentation, to Bob Klatzkin - Student remains in ISA pending alternative placement

SMSP or FBA/BIP must have input from student and parent/guardian inclusive of signatures

