



Tucson Unified School District:

Evaluating the Learning Support Coordinator Role

**Final Report
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Tucson Unified School District
Evaluating the Learning Support Coordinator Role

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METHODOLOGY

The District Management Council (DMC) has been working with Tucson Unified School District to better understand how the Learning Support Coordinator (LSC) role is currently utilized and to evaluate the success of the role. The goal is to examine the effectiveness of the role across the district and to highlight opportunities for the district to consider that could increase the impact of the LSC role.

The methodology used to conduct this study was as follows:

1. Interview district staff to understand roles and responsibilities.

DMC interviewed district leaders including the superintendent, the deputy superintendent of teaching and learning, the assistant superintendent of curriculum and instruction, the senior director of assessment and evaluation, the director of the desegregation department, and the senior director of curriculum development. The interviews allowed DMC to gain a deeper understanding of the history, evolution, and vision for the Learning Support Coordinator role.

2. Conduct focus groups with Learning Support Coordinators and principals.

DMC held focus groups with Learning Support Coordinators (LSCs) and principals from the elementary, middle school, and secondary levels. In total, DMC had the opportunity to meet with over forty LSCs and approximately twenty five principals.

Focus groups provided an opportunity for both LSCs and principals to share insight into the LSC role. Through these conversations and follow-up questions, DMC was able to identify high-level trends related to the LSC role for further research. This inclusive process was beneficial to both staff and district leaders, and created a starting point for learning more about the LSC role, its impact, and its challenges.

3. Collect typical weekly schedule from each Learning Support Coordinator.

All LSCs were requested to share their typical weekly schedule for the week of April 27, 2015. Staff received an email invitation to share their schedule on an online tool, dmPlanning, and were provided one week to complete the process. Technical support was offered both via email and over the phone to all staff.

Nearly all LSCs shared their schedules via dmPlanning. Of the 62 staff members included in the study, 60 participated in the process for a participation rate of 97%. Of those, 56 LSCs completed robust schedules that are included in this analysis.

Activities included in dmPlanning were chosen based on the time study the district currently does throughout the year with LSCs, as well as input from the LSCs during focus groups and confirmation from district leadership.

4. Define success for the Learning Support Coordinator role.

Since it is critical for any program evaluation to have a clear set of measures of success to serve as the point of comparison when evaluating, a “Defining Success Workshop” was held, during which the definition of the LSC role was discussed and confirmed. DMC facilitated the workshop, which included the Tucson Unified School District leadership team, the Special Master, and the plaintiffs and legal counsel.

The role was defined within six functional areas: Positive Behavior Intervention and Supports (PBIS), restorative practices, advanced learning experiences, data management, Multi-Tiered System of Support, and assessment. A specific definition of success was written and confirmed for each functional area and corresponding metrics were identified to evaluate each functional area. After the workshop concluded, the district decided to remove assessment from the LSC role going forward, so this functional area was not included in the evaluation.

5. Conduct online surveys with LSCs, building administrators, and teachers.

DMC conducted three online surveys: one for LSCs, one for building administrators, and one for teachers.

Survey participation was high across the district:

- 87% of LSCs submitted the survey (54 LSCs)
- 82 administrators submitted the survey
- 999 teachers submitted the survey

The surveys gathered data on perceptions of the LSC role in each of the functional areas.

6. Request additional data metrics from the district related to the LSC definition of success.

Tucson Unified School District provided the DMC with a robust set of additional data related to the functional areas that comprise the defined LSC role. Data was provided for the past three years in a wide array of categories.

7. Analyze qualitative and quantitative data and identify observations and opportunities.

DMC utilized the broad set of qualitative and quantitative data collected to analyze and evaluate the LSC role. From this analysis, DMC identified observations within each of the five functional areas (excluding assessment) as well as a set of opportunities for the district to consider if the LSC role is to continue.

DMC segmented the data in numerous ways. The segmentations commonly used in this report are by school level and category of free-and-reduced lunch (FRL).

Segmentation of Analysis

1. Level of Schools

Level	<i>n</i>=
Elementary (including K-2)	49
K8 (including 3-8)	13
Middle	10
High	10

2. Free-and-reduced lunch category (FRL)

Categorization	FRL Level	<i>n</i>=
High	75% and above	48
Moderate	40%-75%	24
Low	Below 40%	10

BACKGROUND

The Learning Support Coordinator role was introduced to Tucson Unified School District five years ago under previous administration as part of the Unitary Status Plan (USP) desegregation efforts. The role was intended to advocate for underrepresented students and to improve both behavioral and academic outcomes for students.

In the 2014-2015 school year, district leadership has made a concerted effort to centralize and clarify the LSC role, with the goal of aligning the role across the district and ensuring that it is being utilized as defined. Central office leadership has focused on creating a clear vision for the role that previously was not well defined.

The district has defined the LSC role within six functional areas that should comprise the LSC's primary responsibilities. Each functional area has associated definitions of success that exist as a mechanism to guide LSCs toward the intended objectives:

1. Positive Behavioral Interventions and Supports (PBIS)

- a. Lead implementation efforts of PBIS in their buildings
- b. Ensure staff are trained and equipped in PBIS tactics

2. Restorative Practice

- a. Lead restorative practice circles/ conferences and train teachers to do so as well
- b. Informal point person in the schools for positive behavior supports, separate from disciplinary measures

3. Advanced Learning Experiences (ALE)

- a. LSCs meet with students to encourage them to pursue advanced learning experiences
- b. LSCs also focus on student support and retention within these opportunities

4. Data Management

- a. Facilitate data meeting once a month with school leadership and staff
- b. Conduct a weekly review of comprehensive data for their school, aligned to the Unitary Status Plan
- c. Ensure collection, use, and review of data as it relates to MTSS

5. Multi-tiered Support System (MTSS)

- a. Facilitate regular MTSS meetings with a building-based team (i.e. principal, classroom teachers, student equity personnel)
- b. Decide with the team which interventions (academic and/or behavioral) are appropriate
- c. Follow up on intervention implementation

6. Assessment

- a. LSCs organize testing coordination efforts for state testing, and oftentimes for interim assessments as well

The LSC role has evolved since first implemented. The additions of assessment coordination and MTSS facilitation this past year were the latest changes to the role. Tucson Unified School District leadership decided that the sixth function, assessment, will no longer be part of the LSC role going forward; as such this evaluation focuses on the first five functional areas.

Based on an average salary and benefits for the LSC role of \$45,000, Tucson Unified School District is spending approximately \$2.8 million on 62 LSCs.

COMMENDATIONS

Throughout the process of gaining a deep understanding of the Learning Support Coordinator (LSC) role, several elements of current practice emerged as areas of strength. The section below details these commendations.

1. Learning Support Coordinators are committed to serving students.

Learning Support Coordinators (LSCs) are passionate about helping students succeed and see their role as a means to doing so, while understanding their role's unique position as leaders and facilitators of school-wide initiatives. Across the district, LSCs emphasized their role from the student perspective and ultimately are focused on driving toward improved student outcomes in terms of both behavior and academics.

2. Principals and teachers value the Learning Support Coordinator role.

Overall, principals and teachers view the Learning Support Coordinator role as a valuable resource in their schools. Nearly all principals emphasized their understanding of the definition of the LSC role and the majority expressed a commitment to utilizing the role appropriately in order to keep the role. Approximately 60% of the 999 teachers surveyed as part of this study felt that the LSC is an integral position in their school. This perception appears to intensify among teachers who interact with an LSC more frequently - of the 623 teachers who stated they interact with the LSC one or more times a week, 81% agreed that the LSC was an integral position in their school.

3. District leadership is committed to evaluating and adjusting the Learning Support Coordinator role in order for it to have the greatest impact.

District leadership has taken an active role in managing the Learning Support Coordinator and has made great strides this past year to centralize and better define the role. Central office leadership has also made an effort to regularly meet with LSCs and to ensure communication is aligned regarding the role between LSCs and principals. Throughout this study, district leadership was reflective and willing to keep an open mind about the results of the research. They have designated an internal researcher within the district to further evaluate the LSC role and to lead continuous monitoring.

4. The Learning Support Coordinators are committed to their role and willing to reflect and evolve.

Throughout the study, LSCs were reflective and welcomed the effort to clarify and align their role. The LSC role has evolved over the past few years, yet LSCs largely demonstrated a commitment to their role and a willingness to take on new initiatives. Overall, LSCs wanted further clarification and additional training in order to succeed in the areas they have been assigned in order to have the most impact.

FIVE FUNCTIONAL AREAS: OBSERVATIONS

District leadership has defined success for the LSC role as it pertains to each of the five functional areas. This portion of the report provides an overview of each functional area, its definition of success, observations on the current state of that initiative, and recommendations for next steps for the district.

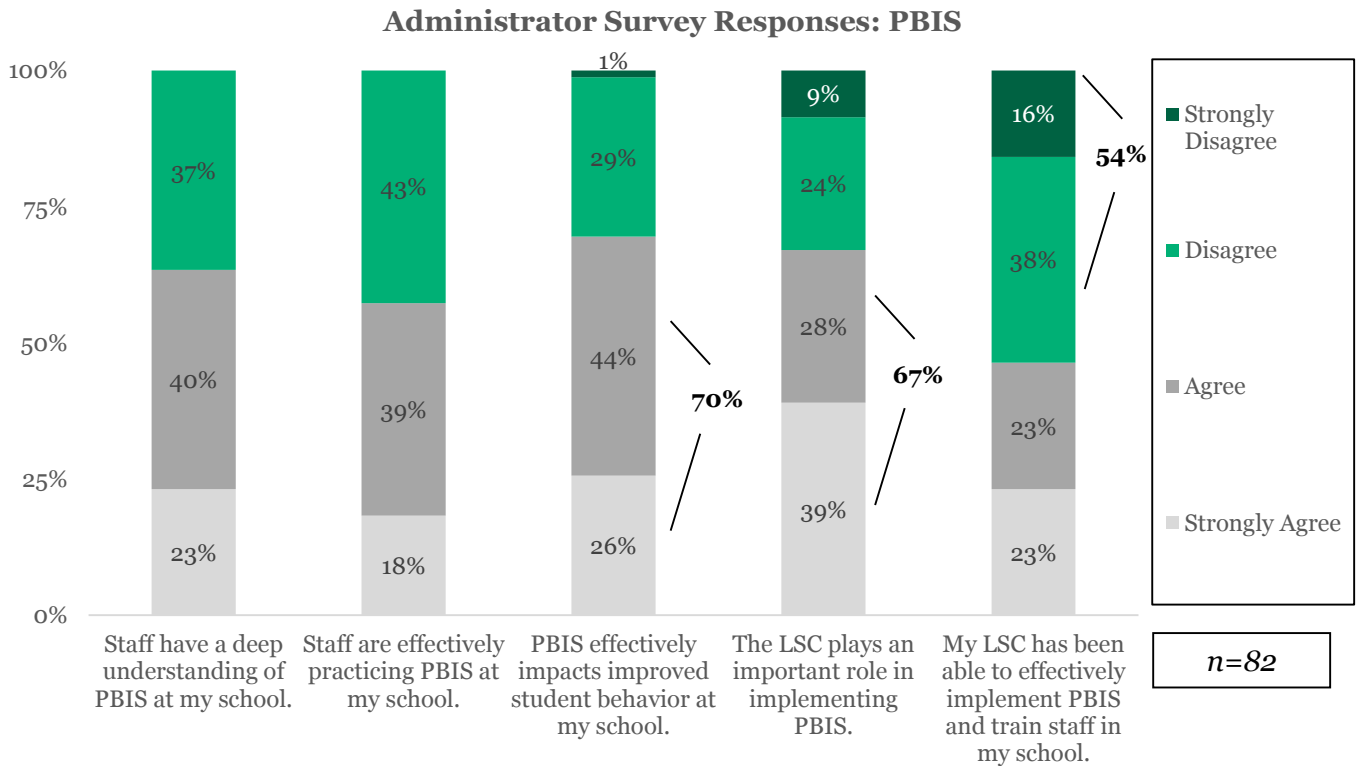
Functional Area 1 - Positive Behavior Interventions and Supports (PBIS)

Definition of Success:

- The LSC is expected to lead implementation efforts of PBIS in his / her building(s)
- The LSC will ensure staff are trained and equipped in PBIS tactics

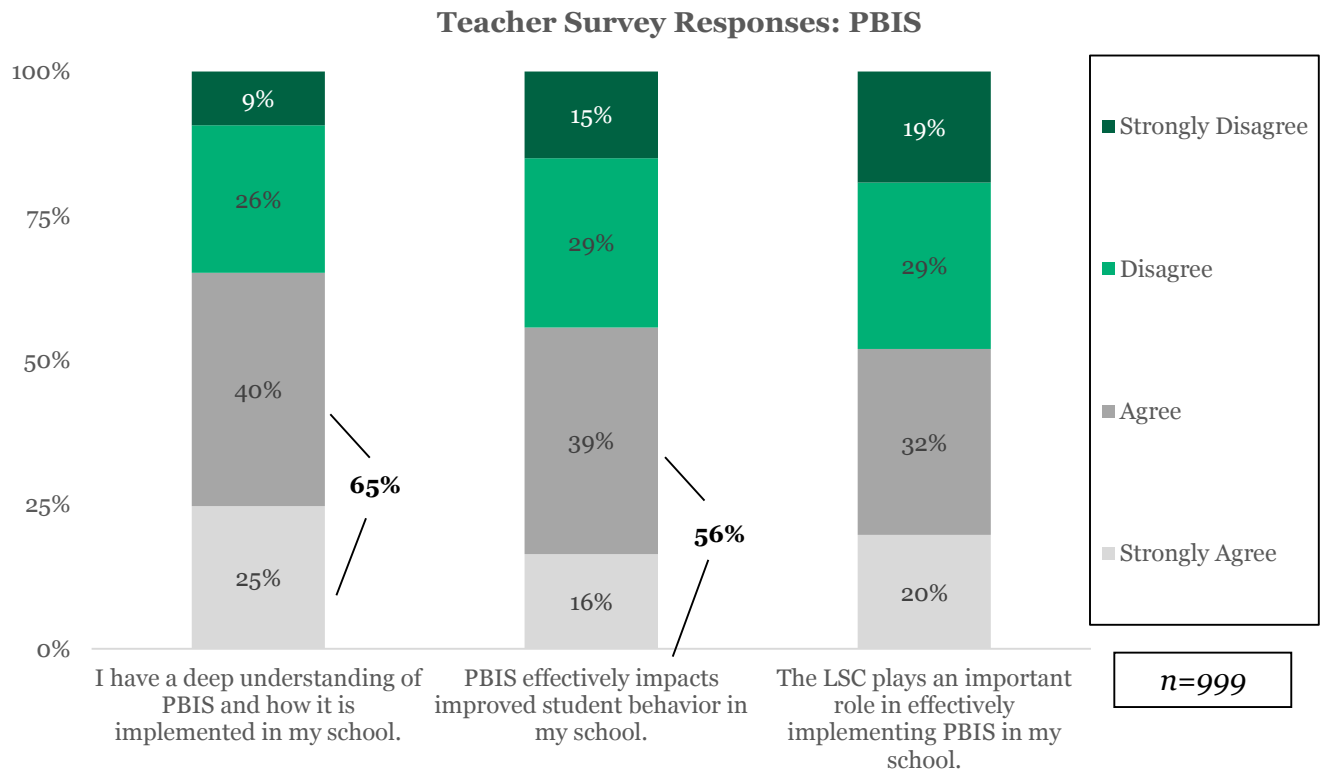
Observations:

While more than half of principals expressed a positive outlook regarding their staff's understanding and effective practice of PBIS in their buildings, there was a sizeable contingent of school leaders who expressed a more tempered assessment of PBIS implementation.



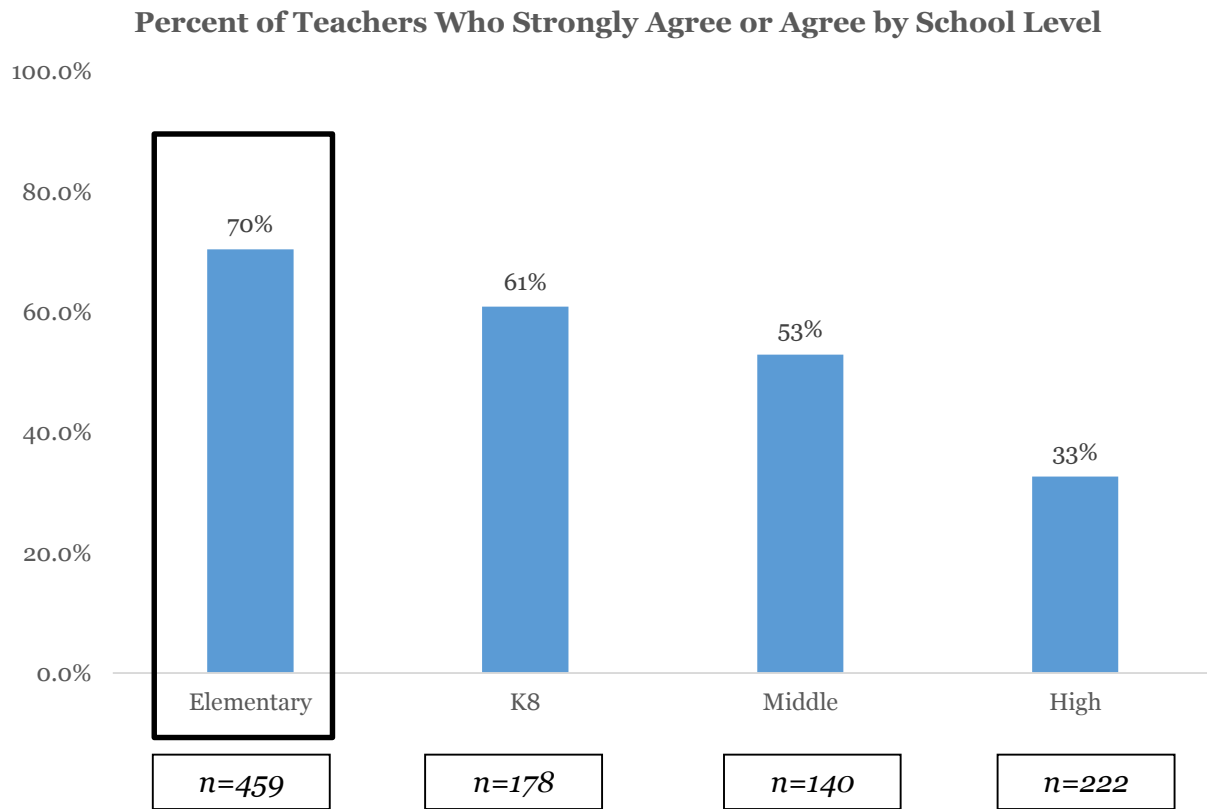
- 70% of administrators agree that PBIS effectively impacts improved student behaviors.
- 67% of administrators think that the LSC plays an important role in implementing PBIS, with 39% strongly agreeing.
- It seems effective staff training is a potential area for improvement according to administrators; 54% do not think the LSC has been able to effectively implement PBIS and train staff, with 16% strongly disagreeing

Teacher perception of PBIS also displayed a similar overall trend, though with slightly fewer positive perceptions.



- Most teachers feel that they have a deep understanding of PBIS (65%); this was aligned to principal perception of staff understanding.
- Teacher perception of the impact of PBIS is mixed; 56% either agree it effectively impacts behavior, with 16% strongly agreeing.
- The reaction is mixed as well on the perception of the LSC playing an important role in implementing PBIS.
- Teacher comments offered some additional context:
 - Some teachers noted that they were unfamiliar with the system and their answers may reflect that (the survey purposely did not include a “neutral” option).
 - A couple of teachers wrote that they disagreed with the system itself and preferred stronger discipline.
 - Others clarified that they chose disagree in regards to the LSC playing an important role because it is really a whole school effort or they perceive it as being led by administration.
 - Some teachers shared that assessment activities seemed to dominate the LCS’s time and PBIS is no longer a priority.
- Part-time LSCs were perceived as not being able to effectively implement PBIS in some cases.

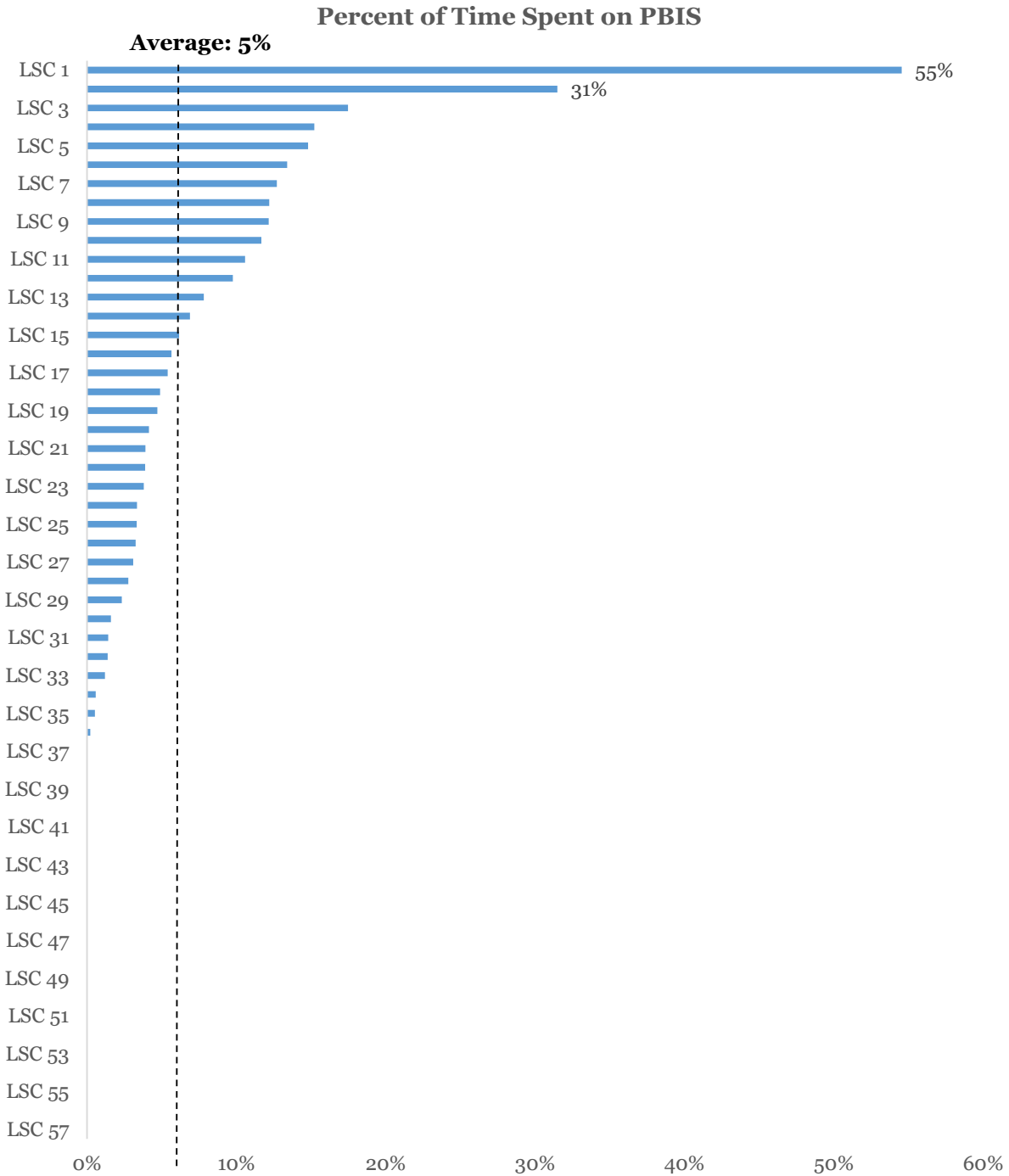
Teachers at the elementary level were most likely to agree with the survey statement, “PBIS effectively impacts improved student behavior in my school.”



PBIS may be more of a priority for LSCs at the elementary schools; LSCs at the elementary schools spent the most time on it, on average. On average, all LSCs spent less than 10% of their week on PBIS. High school was the lowest, at 1% of their week, on average.

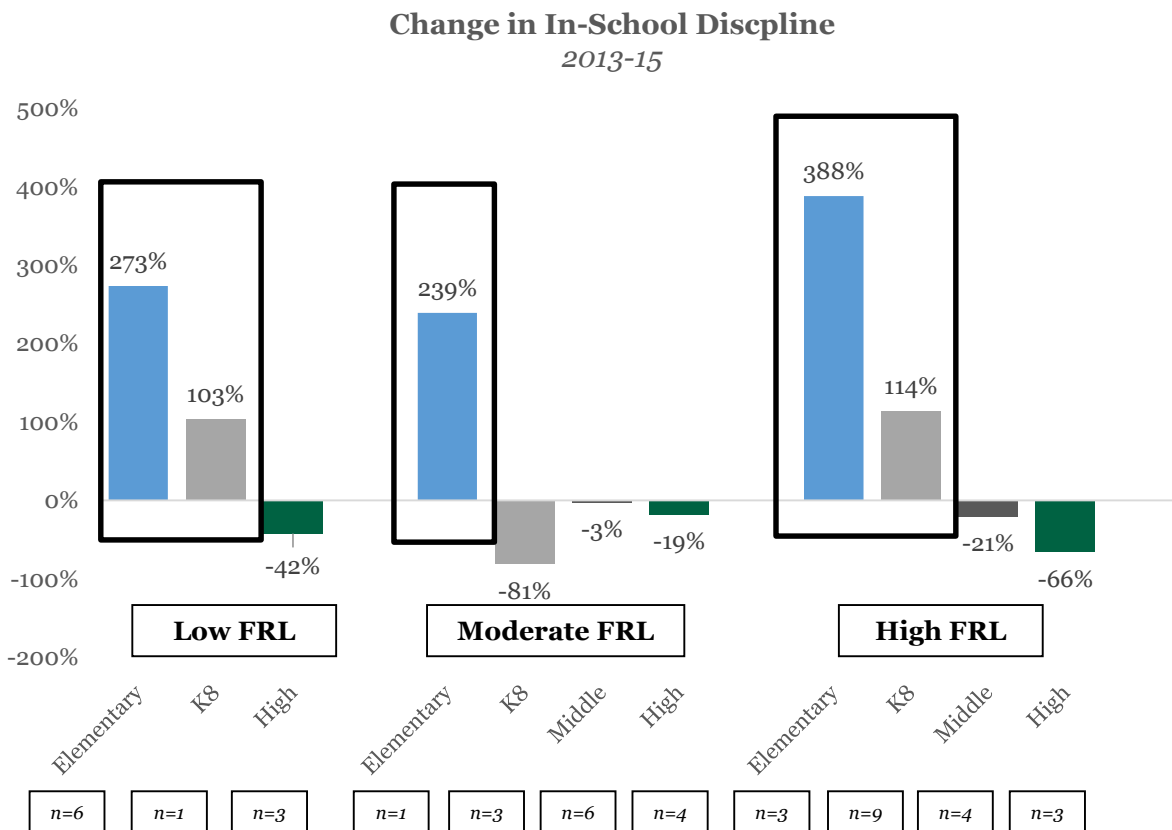
School Level	Percent of the Week Spent on PBIS Activities
Elementary	8%
K-8	3%
Middle	6%
High	1%

There is a fair amount of variation in terms of time spent on PBIS by individual LSCs. Some spent more than a quarter of their week on PBIS related activities, while others spent no time during the week snapshot. LSCs do not appear to be aligned on the time spent on PBIS during any given week across the district.



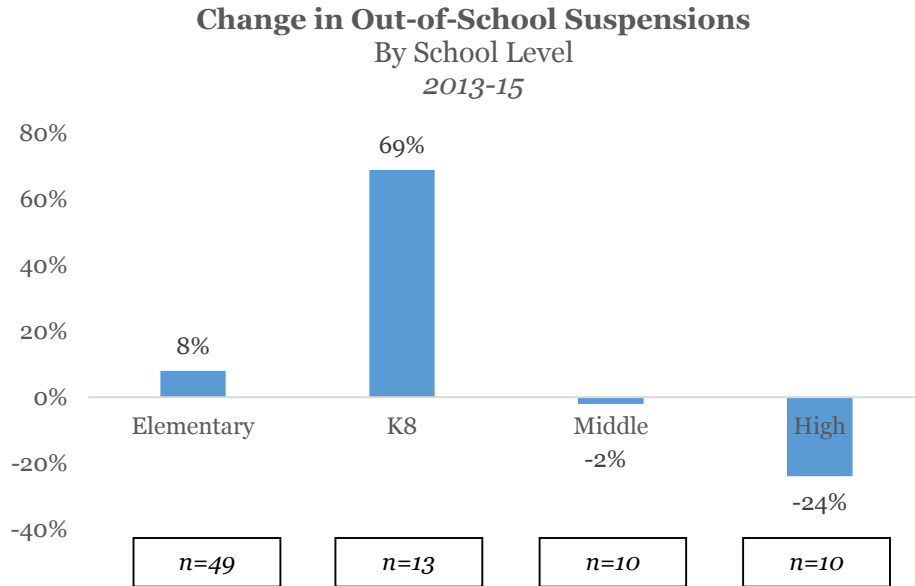
Successful implementation of PBIS should yield decreased discipline (both in-school and out-of-school suspensions) and increased attendance. In terms of these outcomes, there has not been significant district-wide improvement in either over the past three years.

In-school discipline, which includes in-school suspensions, has risen 26% across the district over the past three years as measured by the change in the percent of total enrolled students disciplined; however, this is driven by elementary schools and K8 schools, though K8 schools with moderate levels of free-and-reduced lunch (FRL) have seen a decrease.

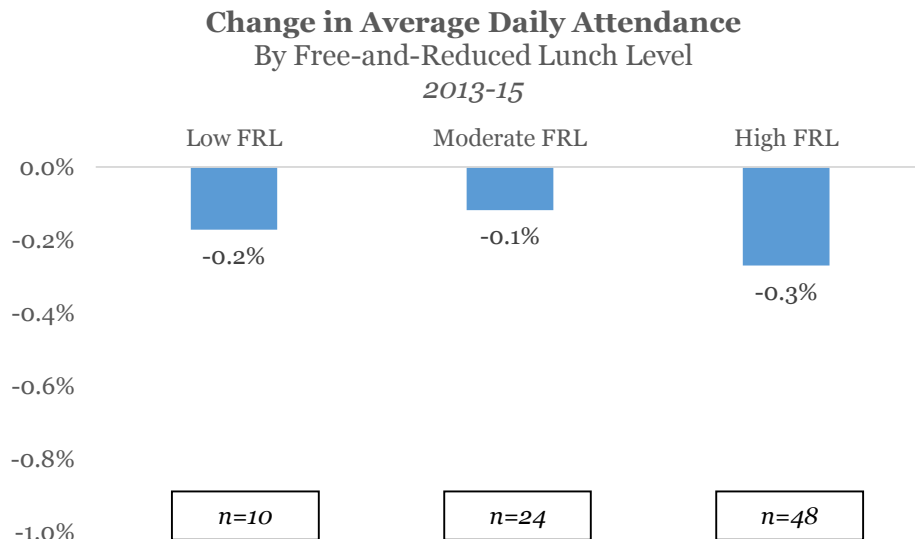


Elementary discipline incidents started out very low, but have risen, across levels of FRL, from ~1% to ~5% of total enrollment since the 2012-13 school year. Middle and high school have seen a decline of in-school discipline as a percentage of total enrollment across all levels of FRL.

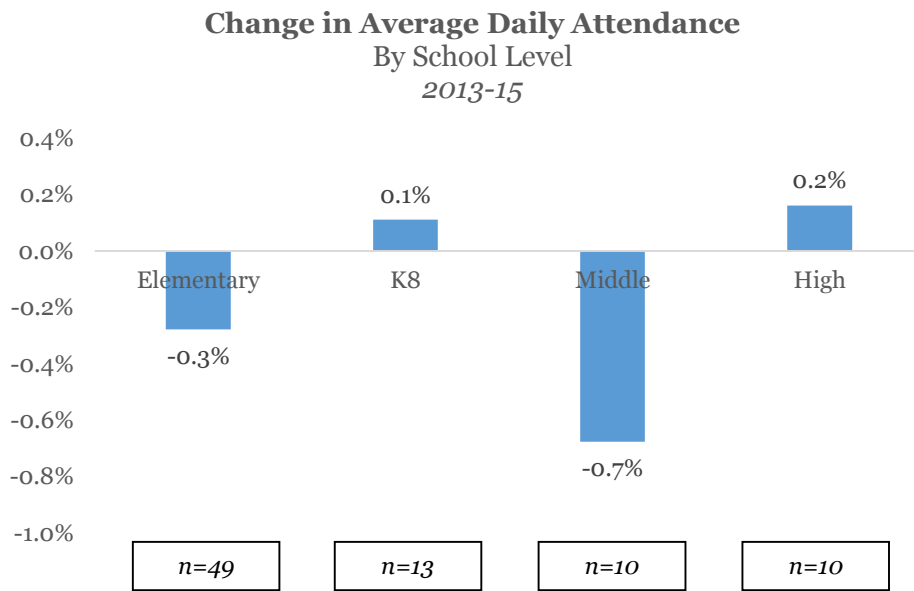
Out-of-school suspensions have increased overall by 4%, as measured by the three-year change in the percentage of enrolled students receiving out-of-school suspensions. Similarly to in-school discipline, the increase is largely seen at the K8 and elementary levels, while high schools and middle schools have seen a material and small decline, respectively.



Improved attendance is another outcome that could be a sign of successful PBIS implementation. Over the last three years, district attendance has stayed relatively flat, declining slightly (-0.2%). This decline occurred across levels of free-and-reduced lunch (FRL) level, though high poverty schools have suffered the greatest decline.

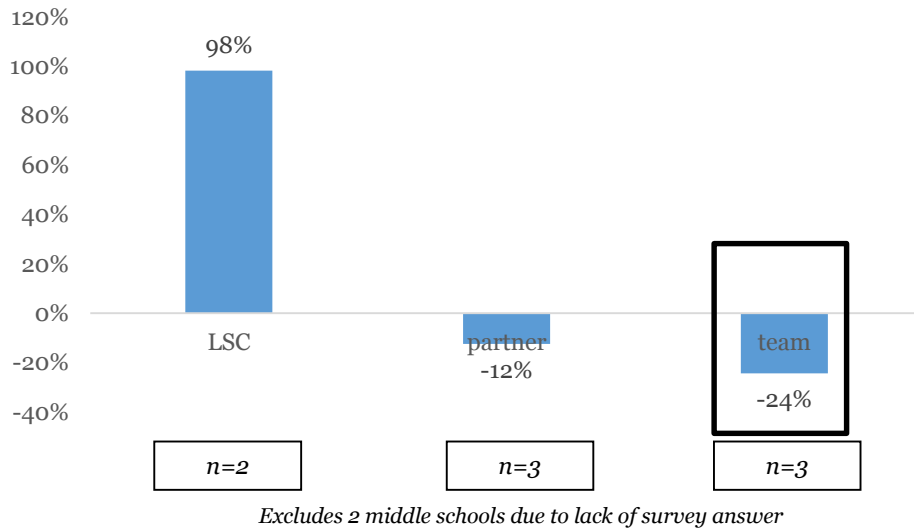


Middle school has seen the greatest decline in average daily attendance rates, while attendance for K8 and high schools slightly increased.

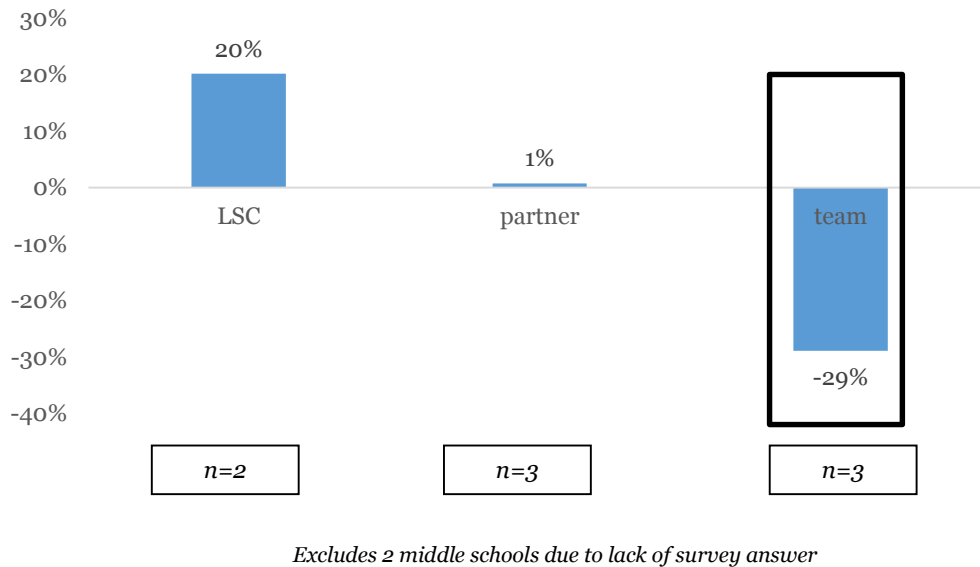


A collaborative approach to PBIS appears to work better in the middle schools based on outcome metrics. In middle schools that had a team supporting PBIS, rather than the LSC primarily, decreases occurred in both in-school discipline rates and out-of-school suspensions rates.

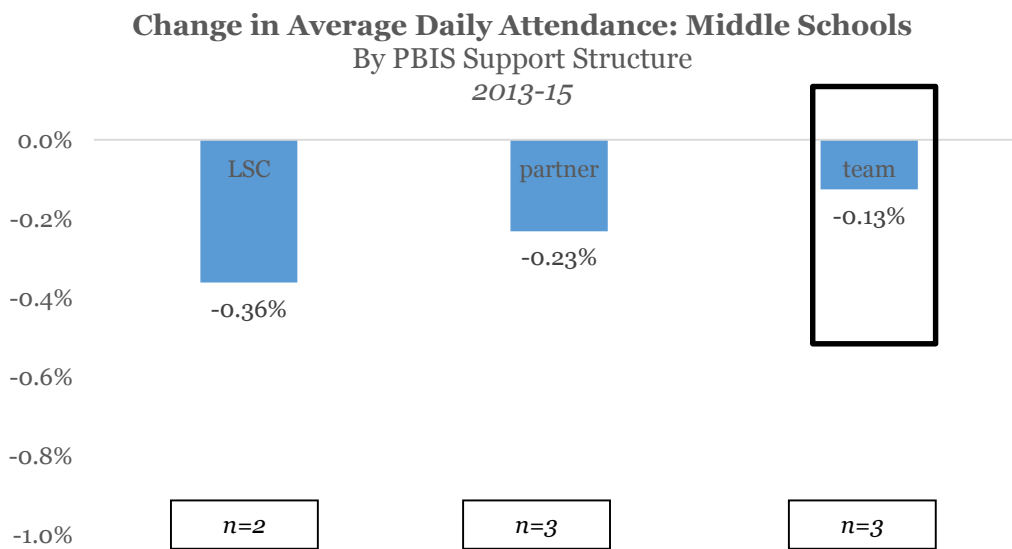
Change in In-School Discipline: Middle Schools
By PBIS Support Structure
2013-15



Change in Out of School Suspensions: Middle Schools
By PBIS Support Structure
2013-15



The average daily attendance rate decreased slightly across all middle schools over the past three years, but middle schools with a PBIS team structure experienced a lesser decline than middle schools with other PBIS support models.



Excludes 2 middle schools due to lack of survey answer

Recommended Follow-on Steps:

- The district should delve further into the variability of time spent on PBIS across the district and determine to what degree the variation is intentional and strategic (i.e. aligned to a school’s needs or its current stage of PBIS implementation) and to what degree it is driven by other factors, such as principal or LSC preference.
- The district should track and analyze the number of referrals, both positive and negative, by school. This is an important output metric of PBIS and a good metric to monitor to ensure that the district is heading the right direction toward influencing the outcome measures of decreased discipline and increased attendance. This metric is also easier to directly relate to PBIS, rather than a metric such as attendance that has multiple factors that influence it.
- The district should consider implementing a team structure to influence the high impact metrics that are outcome goals of PBIS (i.e. increased attendance, decreased discipline), as they are not metrics that can be shifted by one role alone. This is further discussed in Opportunity #3.
- The district should further investigate and consider recommending a more collaborative approach to PBIS at the middle schools; this school-wide approach to PBIS may be what is needed at this critical transition point for students from elementary school.

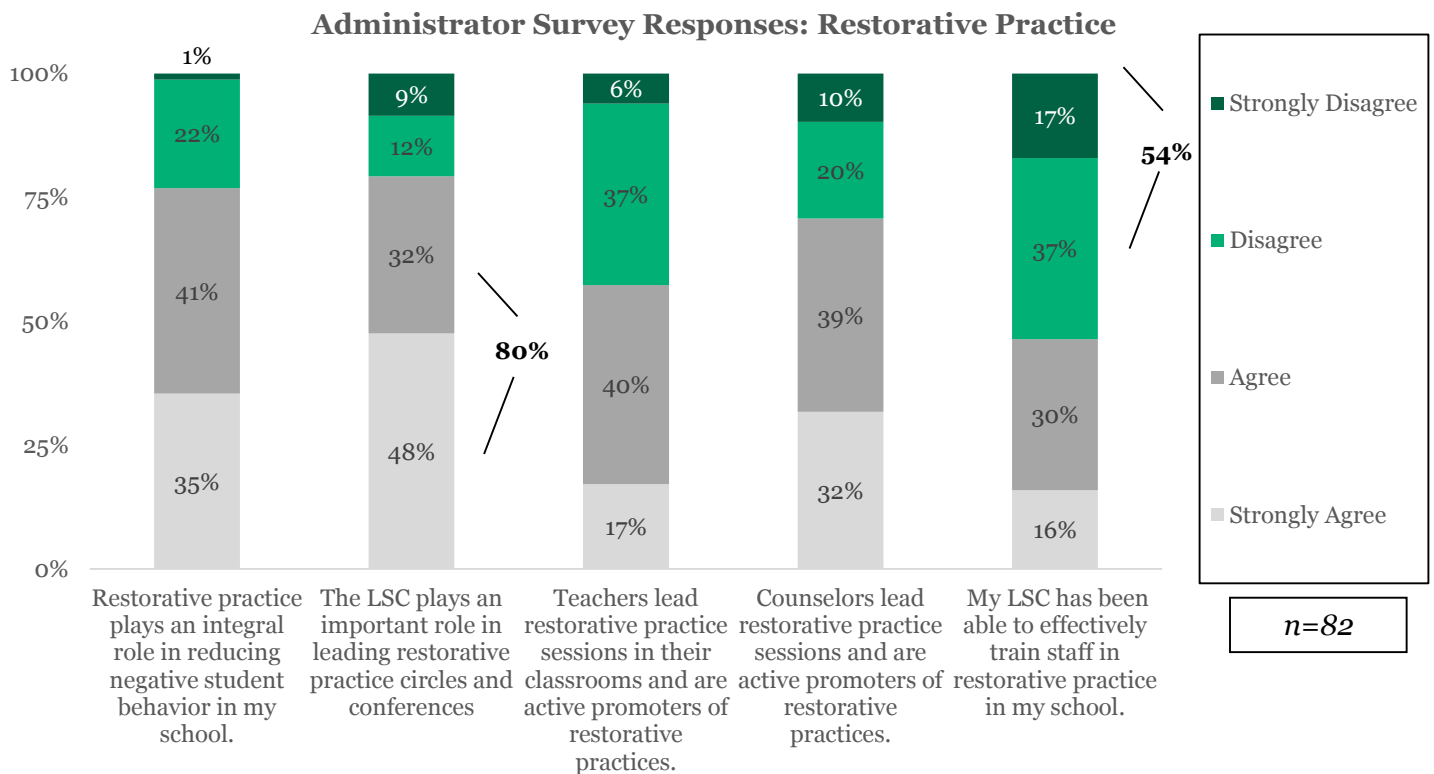
Functional Area 2 – Restorative Practices

Definition of Success:

- The LSC will lead restorative practice circles/ conferences and train teachers to do so as well
- The LSC will serve as the informal point person in the schools for positive behavior supports, separate from disciplinary measures

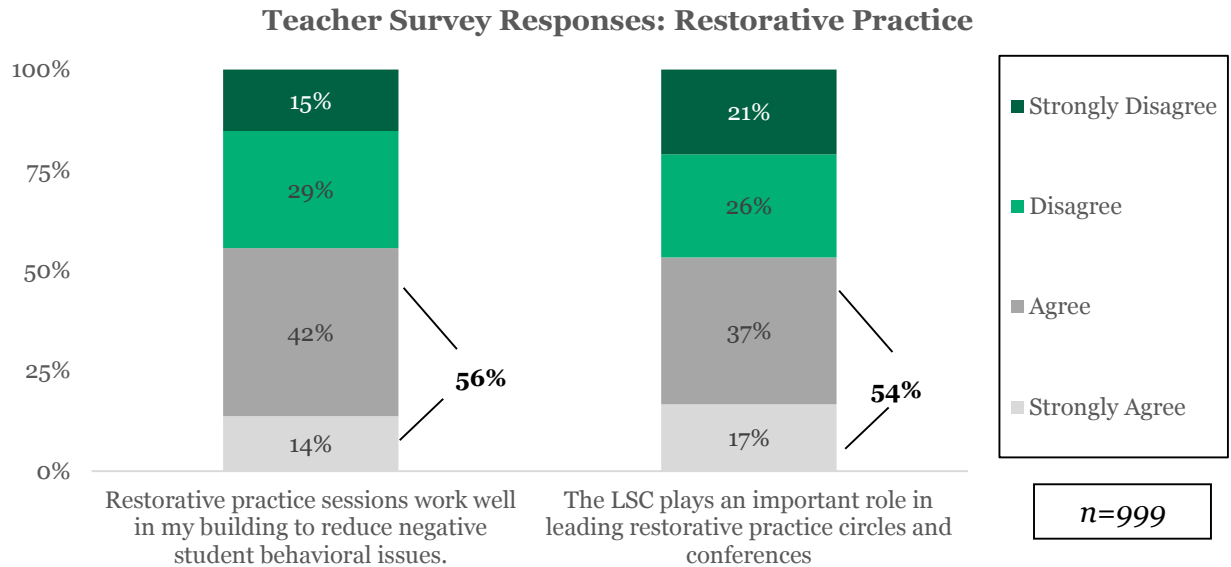
Observations:

Overall, principals had a positive view of the role of restorative practices, though the degree to which other staff are well trained and leading restorative practices varies.



- The majority of administrators agree that restorative practice plays an integral role in reducing negative student behavior in their school, with 35% strongly agreeing.
- 80% of principals believe that the LSC plays an important role in leading restorative practices, with nearly half strongly agreeing.
- Similarly to PBIS, it seems training the staff is a potential area for improvement according to administrators' perspectives; 54% do not think the LSC has been able to effectively implement PBIS and train staff, with 17% strongly disagreeing.

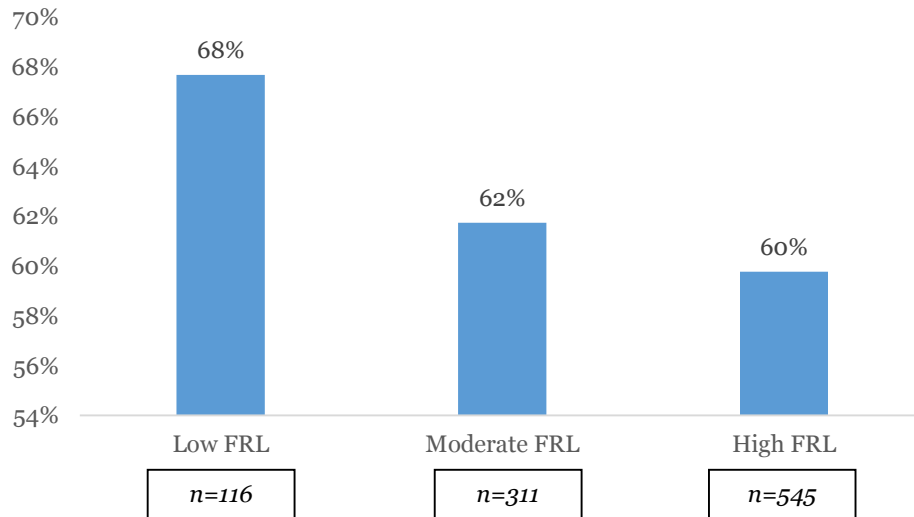
Overall, teachers did not share as positive of a view as administrators in the role of restorative practices and the LSC's involvement.



- Teachers had mixed views of how effective restorative practice sessions are in reducing negative student behavioral issues. Just over half (56%) agreed.
- A similar pattern can be seen in teachers' overall perception of the role the LSC plays in restorative practice; 54% agreed that it was an important role.
- Several teachers commented that restorative practices have decreased due to the LSC's other responsibilities; teachers mentioned either MTSS or assessment activities are taking precedence.

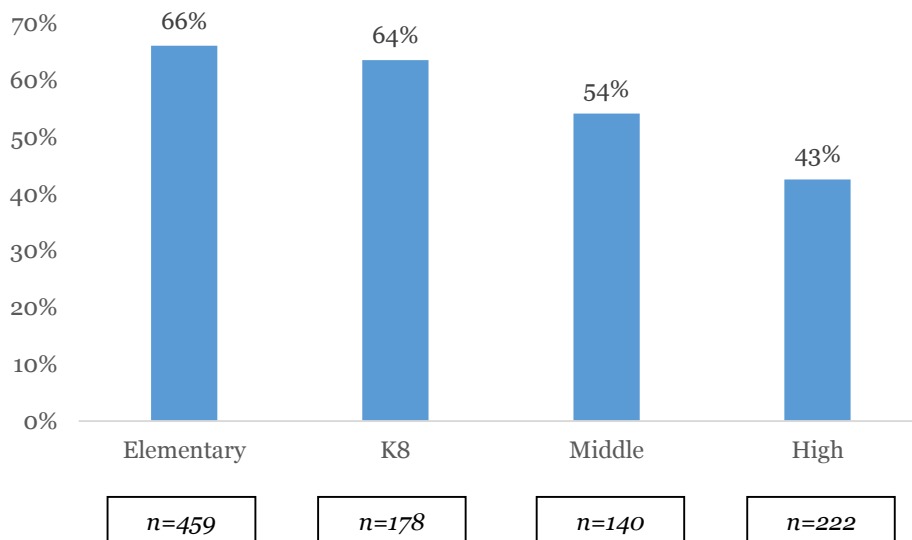
More teachers believe restorative practice to be working at schools with low levels of free-and-reduced lunch (FRL) than schools with moderate and high FRL levels. Teachers at the schools with low levels of poverty were most likely to agree with the survey statement, “Restorative practice sessions work well in my building to reduce negative student behavioral issues.”

**Percent of Teachers Who Strongly Agree or Agree
By Level of FRL**



Teachers at the elementary level were most likely to agree with the same survey statement. Overall, teachers are more positive about the effectiveness of restorative practices at the lower school levels. The lowest percentage of teachers believe it is working well at the high school level; this holds true despite levels of free-and-reduced lunch (FRL) with satisfaction ratings in the forty-percent range regardless of FRL level.

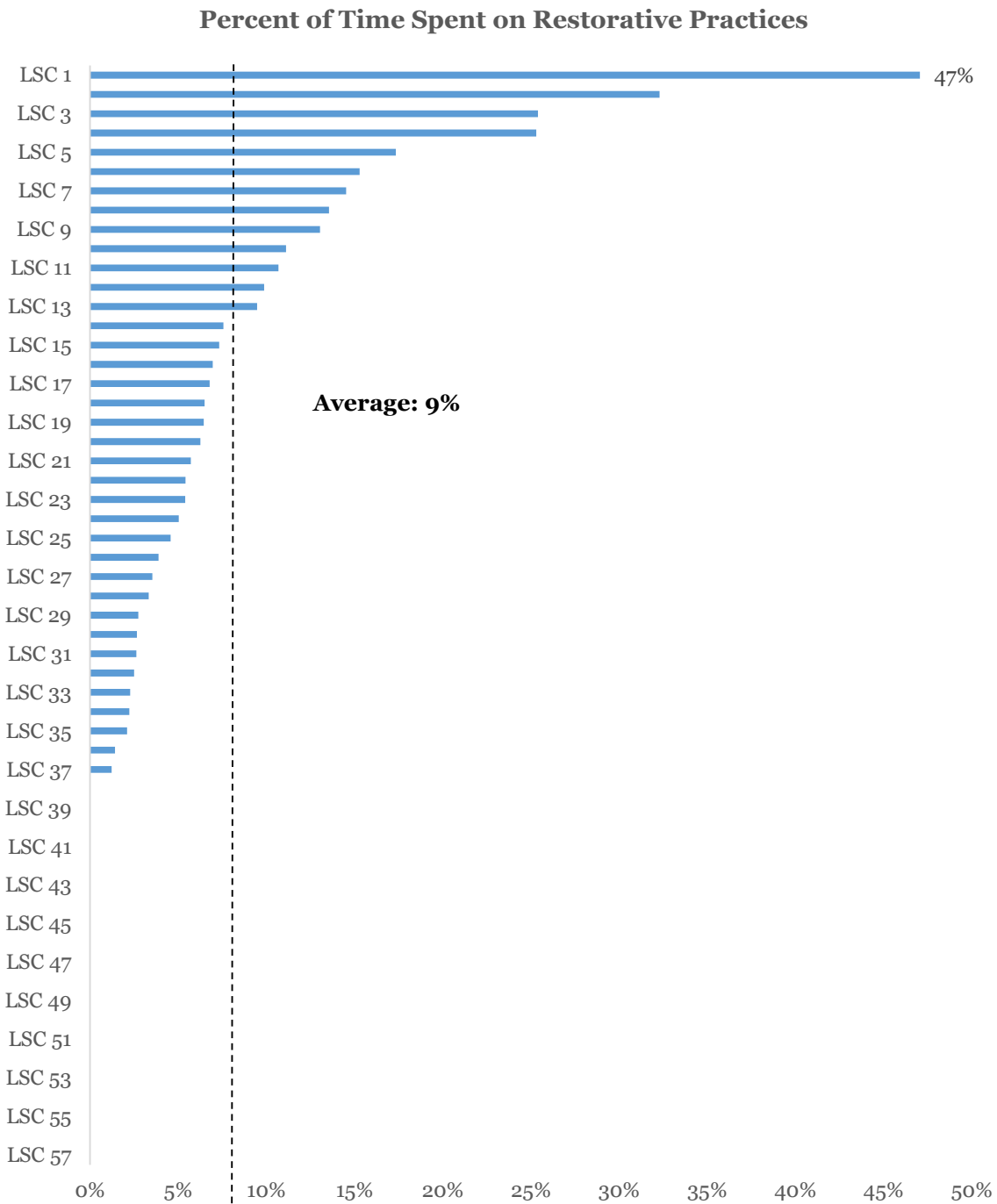
**Percent of Teachers Who Strongly Agree or Agree
By School Level**



Restorative practices is much less of a priority for high school LSCs, based on the percent of the week spent on related activities, as shared via dmPlanning.

School Level	Percent of the Week Spent on Restorative Practice Activities
Elementary	10%
K-8	8%
Middle	12%
High	2%

There is a great deal of variation by individual LSCs in terms of time spent on activities related to restorative practice.



Recommended Follow-on Steps:

- The district should consider whether the variation in time spent on restorative practices is based on school and student needs versus other factors, such as LSC comfort leading sessions and training others, or lack of time due to other initiatives.
- The district may want to further evaluate teacher comfort with leading restorative practice sessions and the extent that they are leading them in their classrooms. Part of the definition of success is for the LSC to train teachers to conduct their own restorative practice sessions as a tool to manage behavior; based on principal perception this may not be happening consistently.
- While the intended outcomes for restorative practice are aligned to those for PBIS, there is a lack of interim metrics tracked for restorative practice currently. The district should build out additional metrics to monitor the implementation and success of restorative practices. A consistent system across the district to track the number of restorative practice sessions and who leads them, for example, will allow the district to ascertain the extent to which LSCs lead the sessions versus counselors and teachers, and how often the sessions are occurring. This can then be analyzed in conjunction with already captured metrics such as discipline and behavior incidents.
- As discussed later in the report (opportunity #3), the district should clarify and communicate roles when taking a team approach, such as with several roles leading restorative practices, to ensure that the roles involved are working together as expected for greatest impact.
- More research is needed to determine why restorative practices does not seem to be working, based on teacher perception, at the high school level and in lower level schools with high poverty populations.

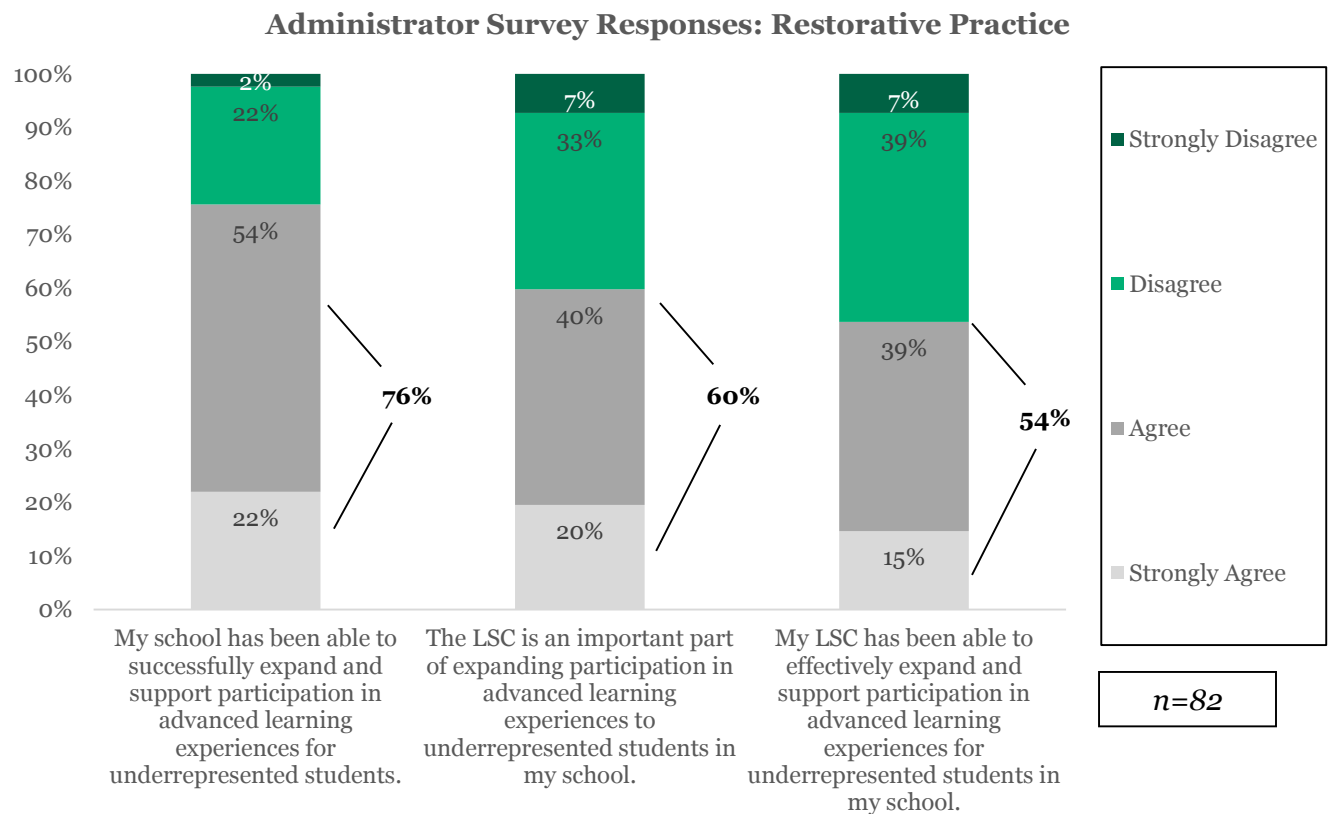
Functional Area 3 – Advanced Learning Experiences (ALE)

Definition of Success:

- LSCs should meet with students to encourage them to pursue advanced learning experiences
- LSCs also should focus on student support and retention within these opportunities

Observations:

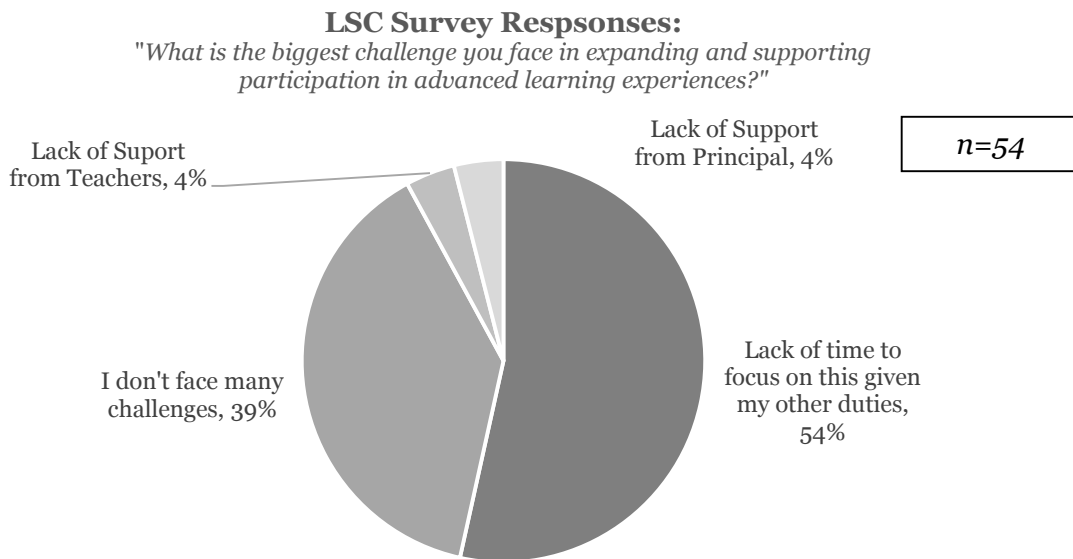
Principals overall agree that their schools have had success in expanding and supporting participation in advanced learning experiences; however, less principals agree that the LSC is an important part of this expansion.



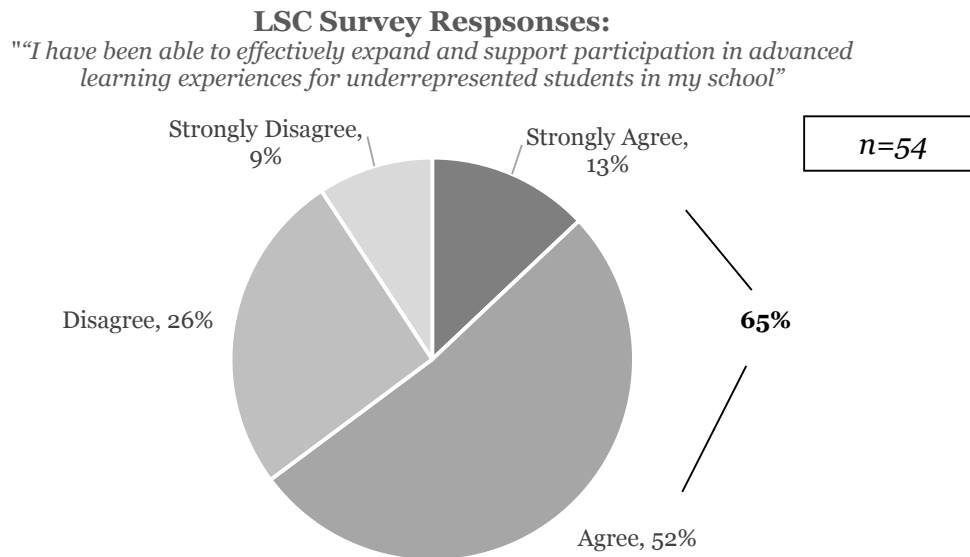
- The vast majority (76%) of principals agree that their schools have been successful in expanding and supporting participation in advanced learning experiences for underrepresented students.
- A smaller majority of principals agree that the LSC is an important part of this effort (60%).
- Just over half of principals agree that their particular LSC has been effective in this area (54%).

Principals shared that challenges in working with the LSC in ALEs span from only having a part-time LSC, a lack of time for the LSC to pursue ALE given other responsibilities, and a lack of training in this area for LSCs. Some principals shared that classroom teachers are an important part of this process, which may explain the lower rate of agreement regarding the importance of the LSC in this area. Some principals also shared that they would like to see the district provide additional options at the elementary level for gifted students in order to further drive success in this area.

Over half (54%) of the LSCs identified a lack of time as their biggest challenge in expanding ALE opportunities; however, 39% did not face many challenges.



LSCs largely felt they have been able to expand and support ALE participation; 65% either agreed or strongly agreed with the statement below:

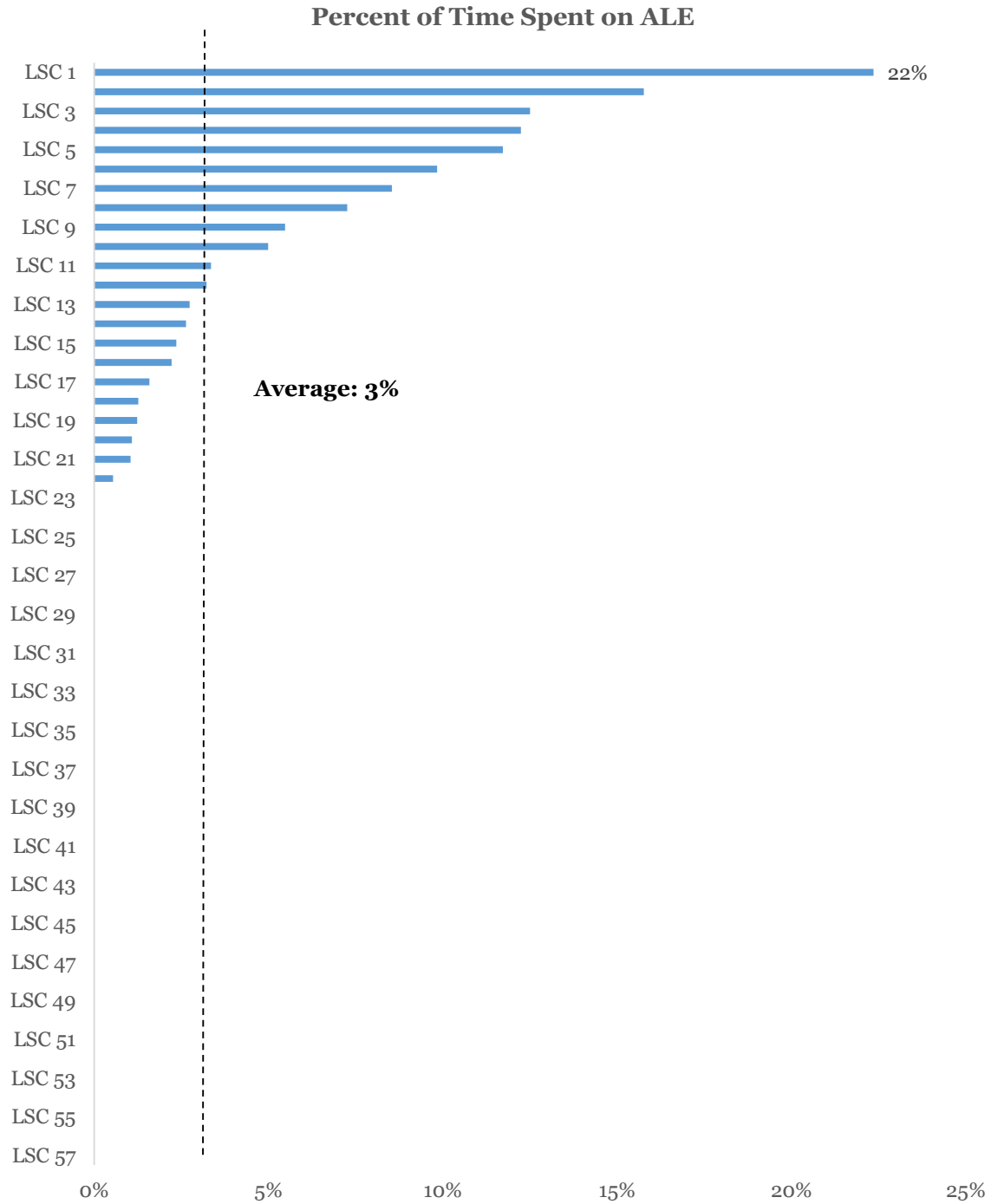


Many LSCs acknowledge that promoting ALEs was really a group effort by all staff; this reflected comments made by some principals that empathized the involvement of classroom teachers. Some elementary LSCs shared that their role within ALE is by its nature limited at the elementary schools, and really only entails GATE testing, so it is a small part of the job. Several were unclear of what this part of their jobs should look like at the elementary level and suggested more opportunities for students and more guidance of what they as the LSC should be supporting.

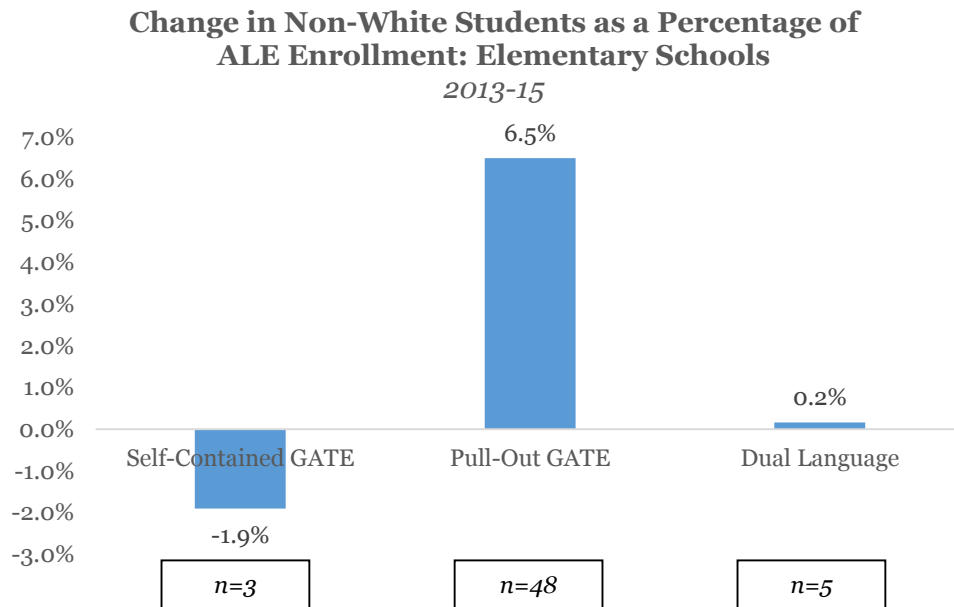
Advanced learning experiences may be an LSC activity that is particularly seasonal; based on the weekly snapshot of dmPlanning data, most LSCs spent 5% or less of their weeks dedicated to ALE tasks, with more time spent at the middle and high school levels.

School Level	Percent of the Week Spent on ALE Activities
Elementary	2%
K-8	1%
Middle	5%
High	5%

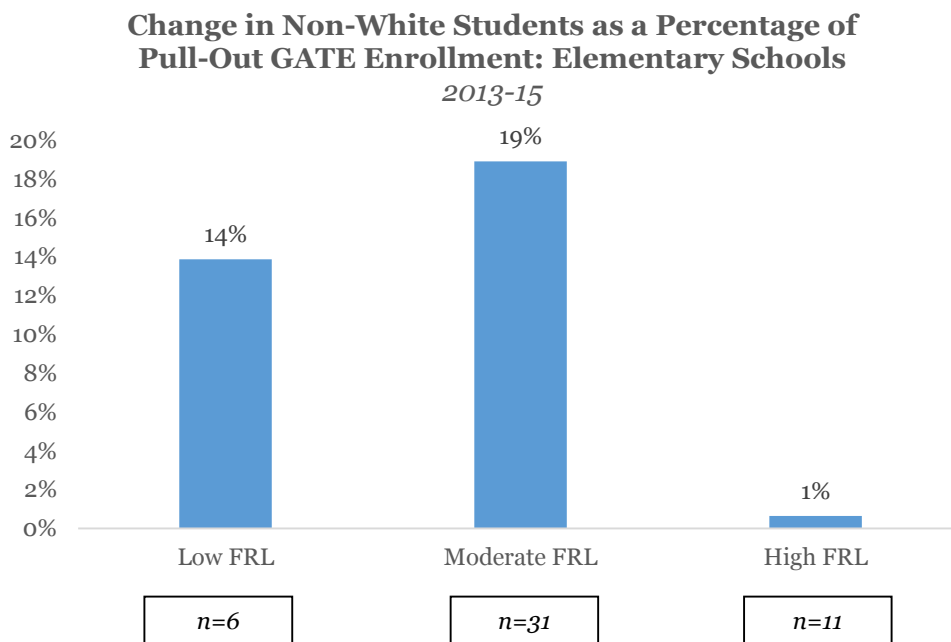
Time spent on advanced learning experience (ALE) related activities varied by individual LSC. No LSC spent more than one-quarter of their week on this initiative. The district should examine whether this variation is strategic and intentional or due to other factors, such as LSC or principal preferences.



At the elementary school level, the study examined three advanced learning experiences: self-contained GATE, pull-out GATE, and dual language opportunities.

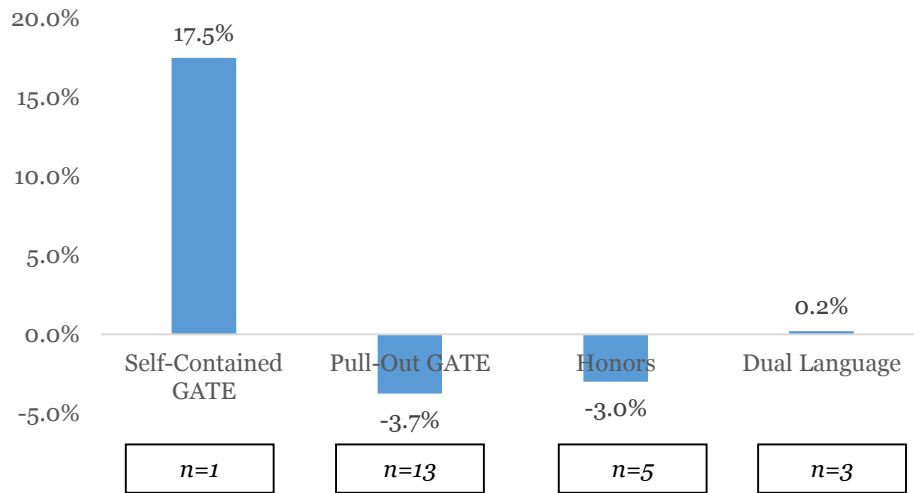


- Pull-Out GATE programs saw a 6.5% growth of non-white student participation as a percentage of total students enrolled.
- However, this growth is concentrated in the pull-out GATE programs of low (14%) and moderate (19%) FRL elementary schools. Elementary schools with high FRL have seen minimal change.



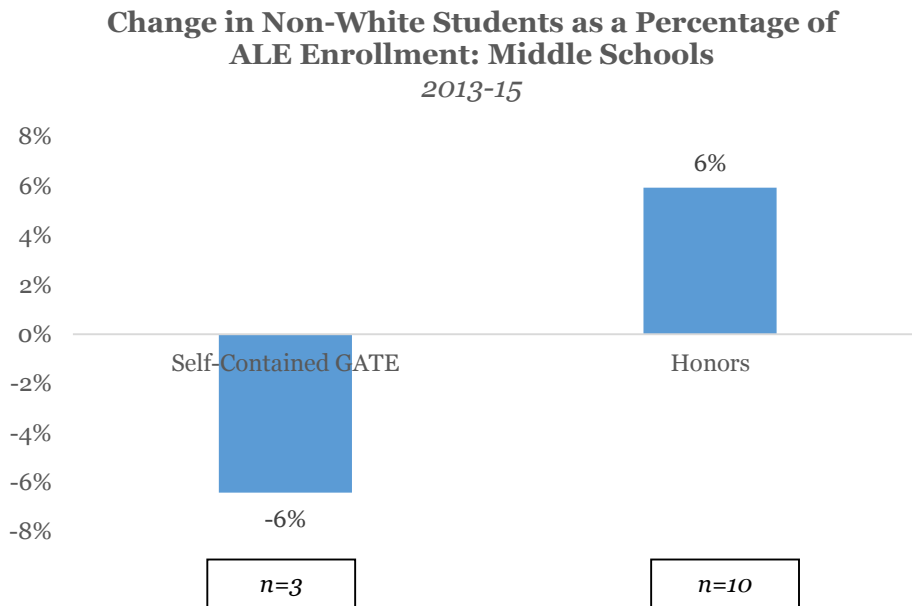
At the K8 school level, the study examined four advanced learning experiences: self-contained GATE, pull-out GATE, honors classes, and dual language opportunities.

Change in Non-White Students as a Percentage of ALE Enrollment: K8 Schools
2013-15



- One program, the self-contained GATE program at the K8 level, has seen a significant growth of non-white students as a percentage of enrollment over the past three years (17.5%).
- Other ALE programs at the K8 level have not experienced the same positive growth.

At the middle school level, the study examined two advanced learning experiences: self-contained GATE and honors classes.

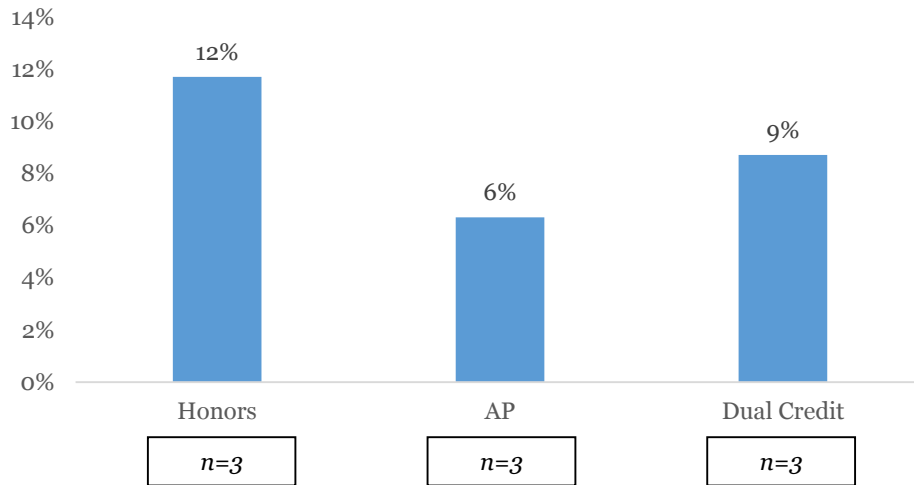


- Self-contained GATE programs overall saw a decline of non-white student participation as a percent of total enrollment of -6%, largely due to a significant decline at one school. The other two schools with programs were flat in this metric.
- Honors classes, however, saw an overall increase of 6% in non-white student participation as a percent of total enrollment, largely due to a significant increase at one school. The median increase was 4%.

At the high school level, the study examined three advanced learning experiences: honors classes, AP classes, and dual credit opportunities.

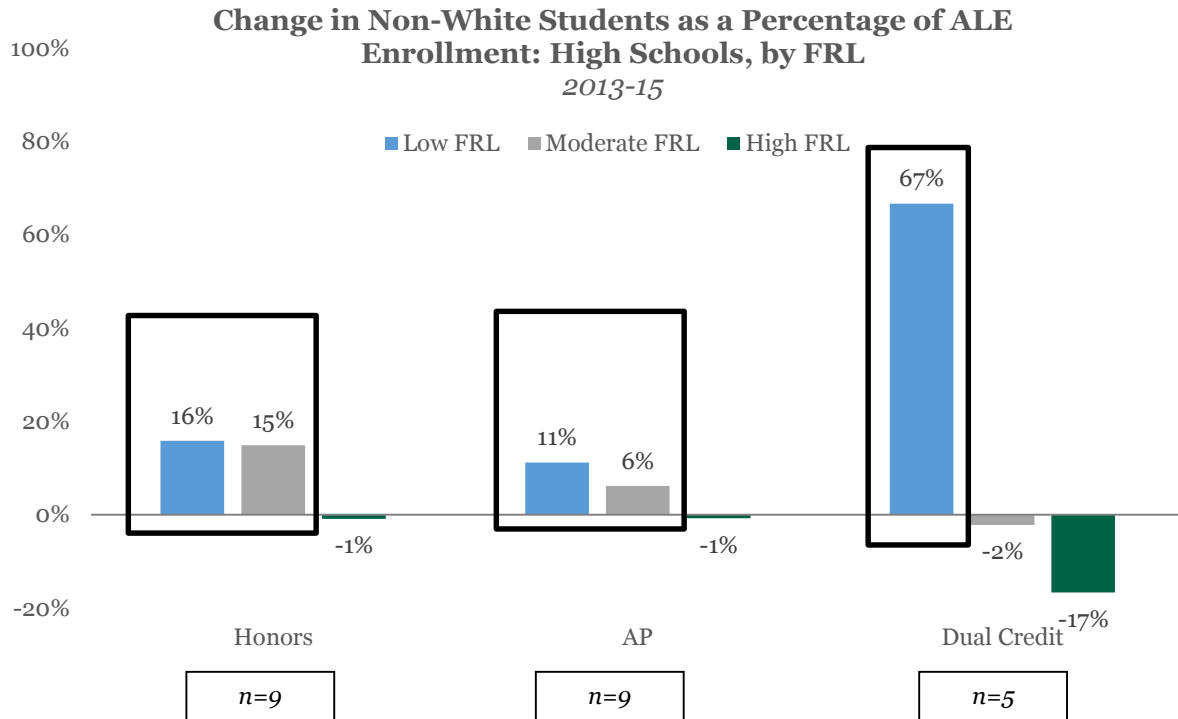
**Change in Non-White Students as a Percentage of
ALE Enrollment: High Schools**

2013-15



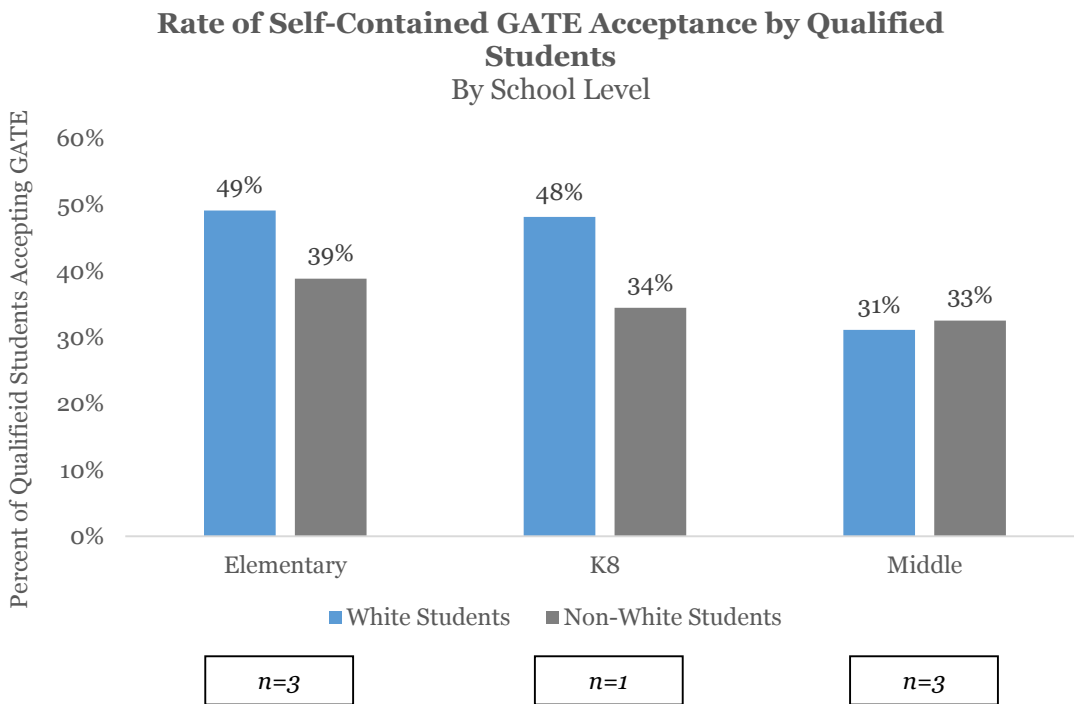
- Overall at the high school level, the enrollment of non-white students as a percentage of total enrollment has increased for all three ALEs studied.

However, the positive growth is concentrated entirely in moderate and low FRL high schools across all ALEs. High FRL high schools did not experience positive growth of non-white students as a percentage of enrollment in any ALE



While some high schools have been able to make strides in the inclusion of non-white students in ALEs, the schools where students arguably need these opportunities the most have not been able to match it.

An additional challenge within ALEs is the discrepancy between white and non-white students in terms of the number of students who qualify for GATE self-contained services and then choose to accept placement. This gap exists at both the elementary and K8 school levels. The district should further explore the role of the LSC in encouraging qualified students to pursue self-contained GATE programs and identify the strategies that have worked for schools that have been able to narrow the gap.



Recommended Follow-on Steps:

- The district should consider whether the variation in time spent on ALE related activities is intentional and strategic, or in fact due to a lack of time, as more than half of LCSs indicated that as a challenge. It also may be worth examining when during the school year time spent on ALE should increase, and by what degree, if it truly is a more seasonal focus.
- Outcome metrics are well tracked for ALE. The district may consider also building out some additional interim output measures in order to more closely track the LSC role in this initiative, such as the number of meetings LCSs hold with students and strategies used to support participation in ALEs. The district may also want to explore tracking some interim metrics that relate to the LSC's responsibility to provide retention and support within ALEs. Additional metrics will help the district narrow its evaluation of ALEs to examine LSC success within the initiative.
- Some principals indicated that the LSC may not be playing an important role in ALEs and both the principals and the LCSs shared that classroom teachers play a role in supporting students to pursue these opportunities. As further discussed in opportunity #3, the district should clarify and communicate roles within ALEs to ensure that the LSC and classroom teachers are working together as expected for greatest impact.
- While there has been encouraging progress made in ALE participation for non-white students in many areas, high poverty schools have not seen this growth. Targeted, additional research into this discrepancy will be important to figure out how to move the needle on non-white student participation in these schools.
- The district should also conduct targeted, additional research into the discrepancy between the percentage of qualified white and non-white students accepting self-contained GATE placement. While this study's analysis confirmed a discrepancy, historical data and analysis are needed to examine the trend over time and further analyze the LSC's role in encouraging participation in self-contained GATE program among qualified students.

Functional Area 4 –Data Management

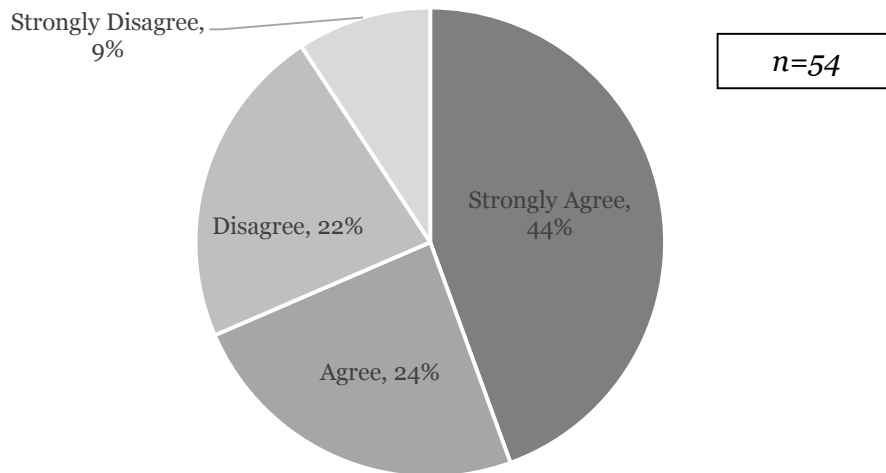
Definition of Success:

- The LSC should facilitate a data meeting once a month with school leadership and staff
- The LSC also should conduct a weekly review of comprehensive data for their school, aligned to the Unitary Status Plan
- The LSC should ensure collection, use, and review of data as it relates to MTSS

Observations:

The majority of LSCs indicated that they have a strong understanding of the metrics to be monitored for the USP, a main component of the data management roles; 44% of those who responded strongly agreed. However, a sizeable portion did not agree, including 9% who strongly disagreed. This discrepancy indicates that while most LSCs are comfortable with this role, a significant portion are not and are likely not monitoring the essential metrics.

LSC Survey Responses:
"I have a strong understanding of the data metrics to be monitored as part of ensuring that the school is line with the Unitary Status Plan."

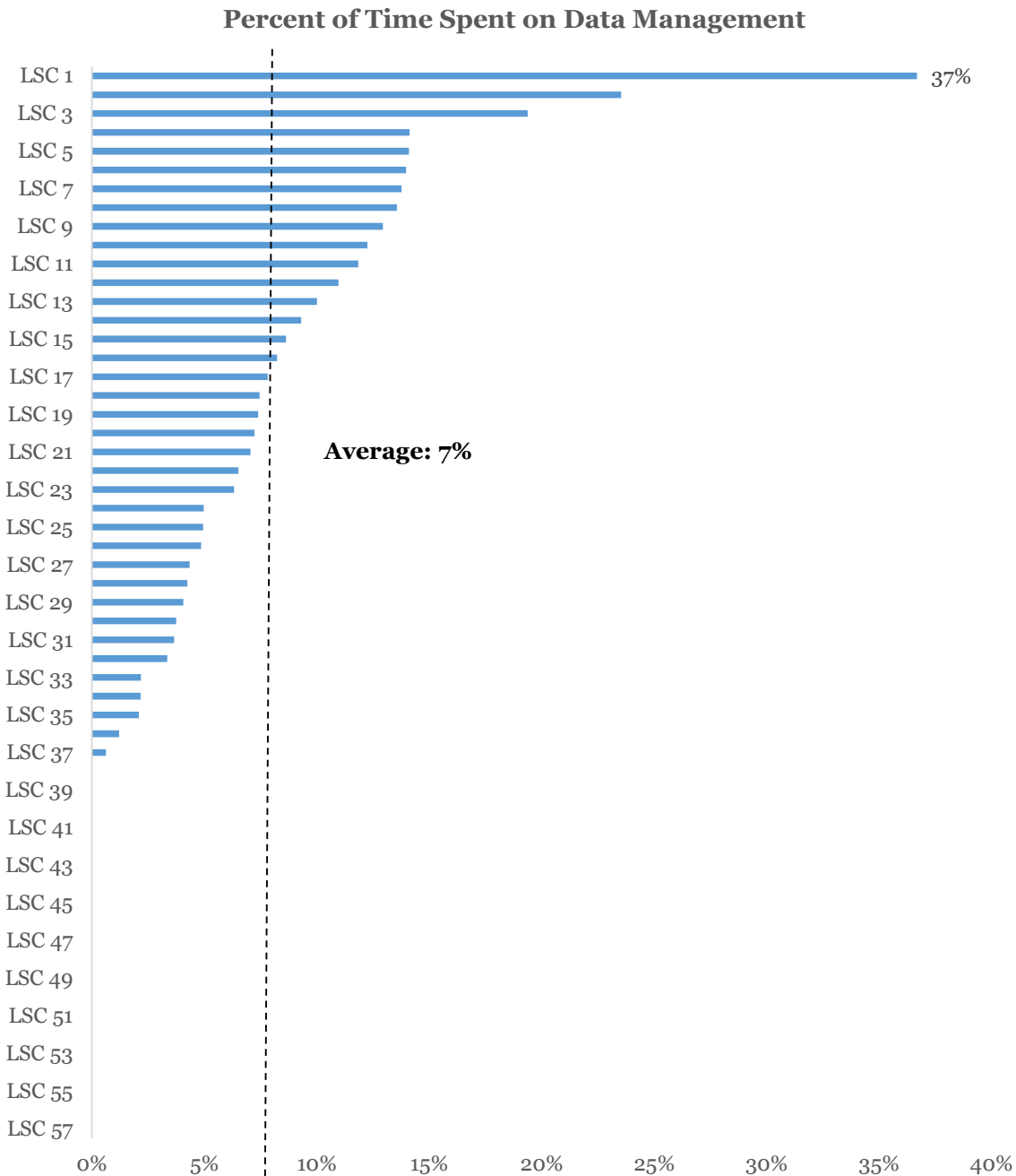


When including data meetings that the LSCs administer with parents, students, and teachers as part of their data management activities, LSCs working at the high school level are spending more time managing data compared to lower grade levels.

School Level	Percent of the Week Spent on Data Activities
Elementary	7%
K-8	5%
Middle	7%
High	9%

Includes time spent in data meetings with parents, students, and teachers.

The time that LSCs spent on data management activities varied greatly; some LSCs are spending one-third of their week on this functional area, while others spent no time. Despite a higher average of time spent on data management at the high school level, the LSCs doing the most data management are mixed throughout school levels. This indicates that variation is occurring not just across school levels, but within them as well. The average was 7%.



Includes time spent in data meetings with parents, students, and teachers.

Recommended Follow-on Steps:

- The district should address the degree of variation in terms of the percent of time LSCs are spending on data management and ascertain to what extent this is strategic and intentional.
- The data management functional area currently has the least robust system to track and monitor success. While some of the data management success will be documented in the MTSS metrics, given that data management was defined as its own functional area within the definition of success for the LSC role, the district should consider developing some interim metrics based on that definition. For example, the district could track the consistency of monthly meetings with school leadership and staff, or consistently monitor LSC understanding and compliance with monitoring USP data, etc.
- The district should clarify the role that data meetings with parents, students, and teachers should play within the data management role; if these are part of the functional area, they should be explicitly called out in the definition of success and tracked accordingly.

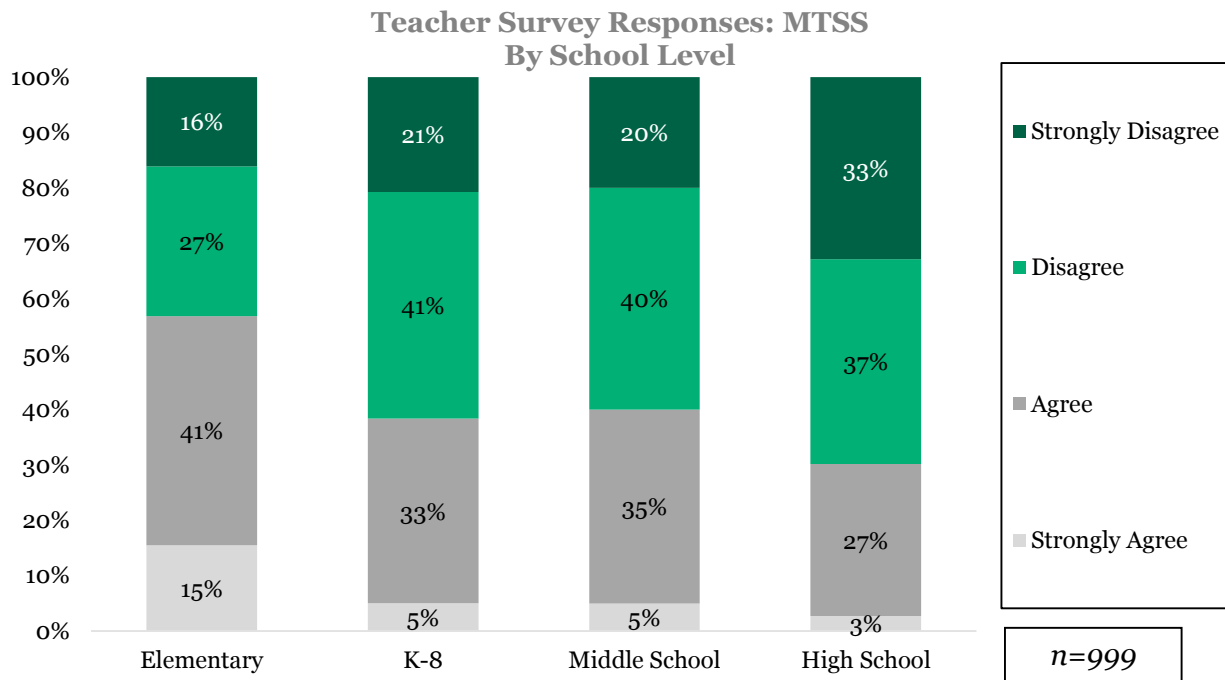
Functional Area 5 – Multi-Tiered Support System (MTSS)

Definition of Success:

- The LSC should facilitate regular MTSS meetings with a building-based team (i.e. principal, classroom teachers, student equity personnel)
- The LSC should decide with the team which interventions (academic and/or behavioral) are appropriate
- The LSC should follow up on intervention implementation

Observations:

Teachers feel most positively about MTSS at the elementary school level. At every other school level, less than half of the teachers agreed with the following statement, “Overall the MTSS process is working well in my school.”

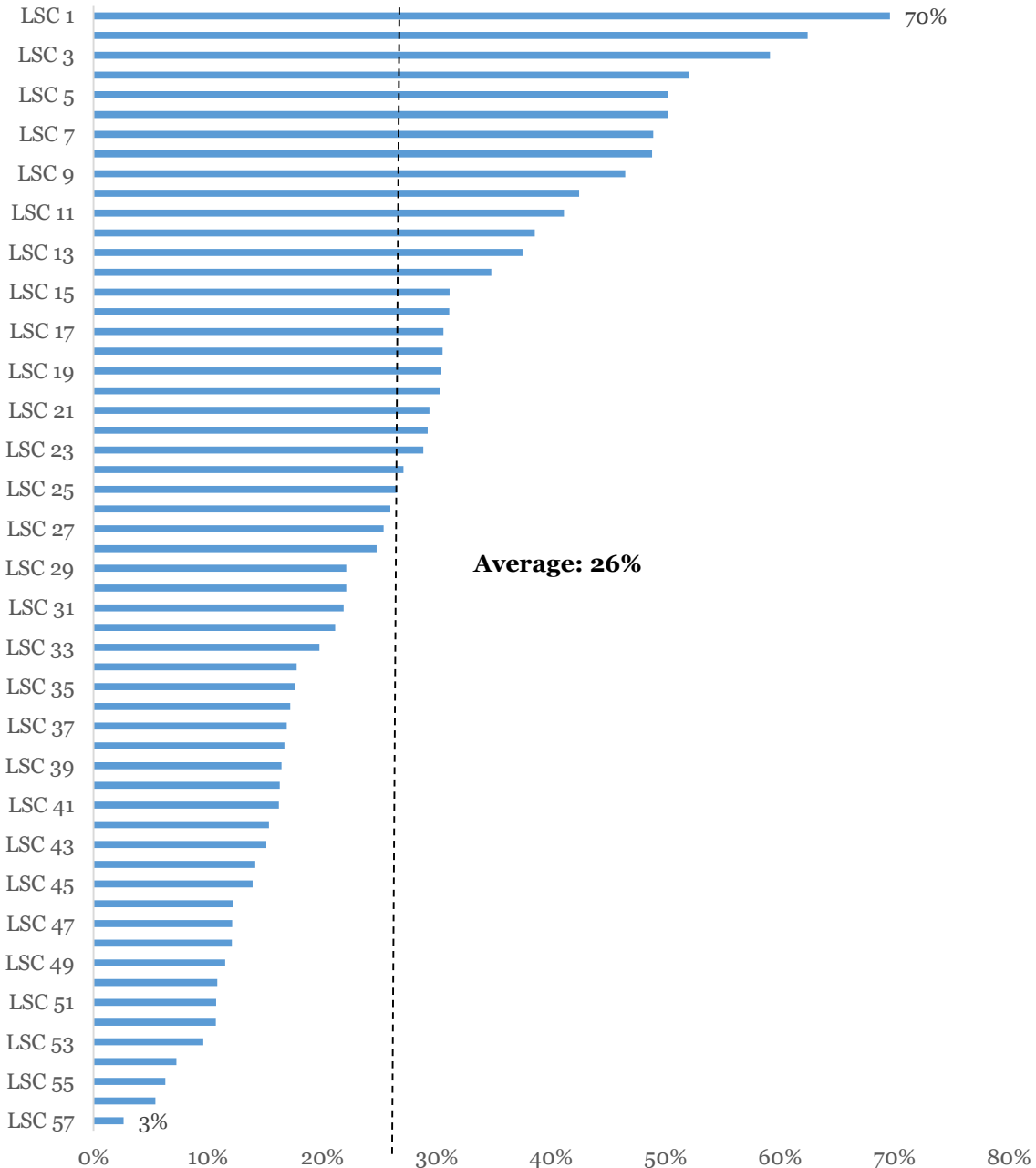


LSCs are also spending the most time on MTSS at the elementary schools; this potentially could be leading to the more positive teacher perception at the elementary school level.

School Level	Percent of the Week Spent on MTSS Activities
Elementary	33%
K-8	19%
Middle	29%
High	15%

The time that LSCs spent on MTSS varies greatly; some LSCs are spending over half of their week on MTSS initiatives, while others spent no time. The average was 26%. Of the top twenty LSCs spending the most time on MTSS, only one-half are at the elementary level, demonstrating that variation in time spent is truly at the individual LSC level, not just at the school level.

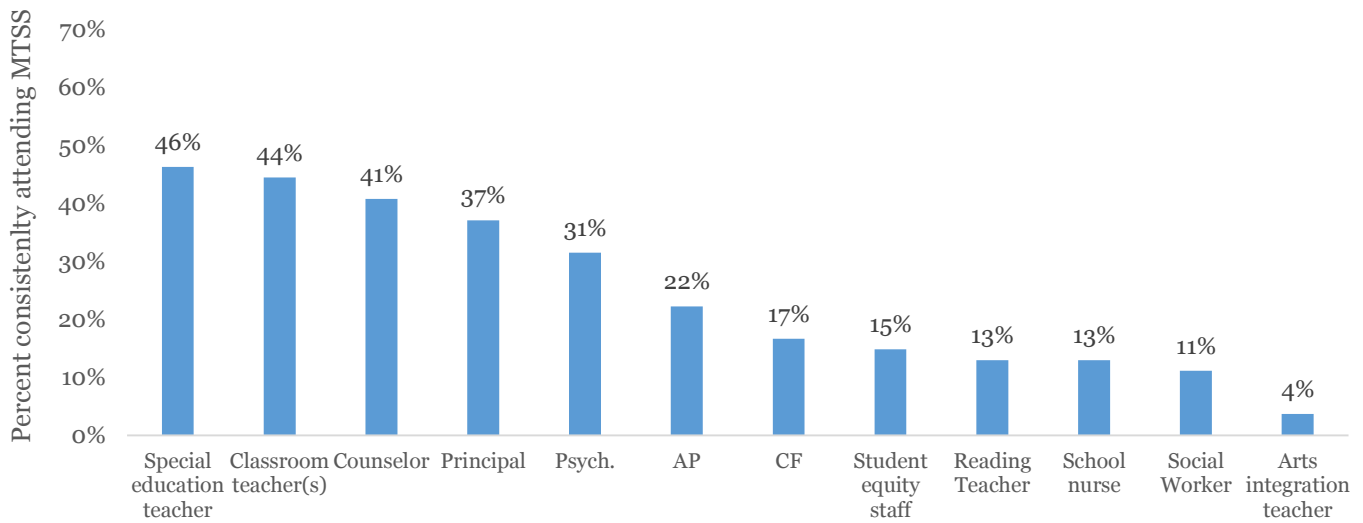
Percent of Time Spent on MTSS



Variation also exists in the size of MTSS teams across the district and the roles involved. In schools with smaller teams, the LSC is tasked with playing a much more multi-faceted role, as compared to schools that are able to devote more staff members to the team and allow the LSC to focus on the facilitator role, as defined within the LSC role.

LSCs indicated that variation existed in terms of the roles that were part of, and consistently attended, MTSS by school. The following chart demonstrates the percent of MTSS teams across the district that include the following roles consistently, based on LSC perception.

MTSS Team Attendance by Role



Recommended Follow-on Steps:

- There is a great deal of variation by school level and by individual LSC in terms of the percent of the week devoted to MTSS. The district should examine whether there is any strategic intention around this difference, or if the amount of time spent depends largely on the amount of time, or lack thereof, left after addressing other parts of the role. The district should also consider whether or not it makes sense for MTSS to be more of a focus at the elementary level, or if efforts should be made to ramp up the time spent in other levels.
- The district should continue efforts already underway to set up a system to track the newly implemented MTSS initiative, as further detailed in opportunity #3. The key will be to ensure consistency in metrics and how they are tracked across the district in order to evaluate the success of the initiative and the LSC role. The district has begun to track the number of students referred by grade and ethnicity and the number of students moved across tiers. The district should also set up the ability to evaluate the progress of students who are referred to MTSS versus their peers, in terms of both academic and behavioral outcomes.
- Despite the LCS's role as the facilitator of the MTSS process, implementing this process in schools cannot be a one-person task. For many schools that do not currently have a strong Response to Intervention (RTI) structure in place, MTSS represents a cultural shift. Other roles need to be on board and involved; in particular, the principal should play an active part in communicating the initiative to staff and ensuring that time and other staff members are dedicated to the process and the MTSS team.
- The size of the MTSS team in place at a school and the roles involved in it can vary greatly across schools and effects the role the LSC has to play in the process; the district should consider striving toward more equitable MTSS teams when possible, and when not possible, such as in smaller schools with less roles available to participate, the district should acknowledge that MTSS will be a larger lift for the LSC at that school and consider implications on the other functional areas of their role.

OPPORTUNITIES

Based on the research and analysis conducted to evaluate the LSC role and observations across each of the LSC's functional areas, the following opportunities were identified.

- 1. The district should reconsider how the LSC role is structured.**
 - a. The district should align the reporting structure of the Learning Support Coordinator role.
 - b. The district should determine the specific qualifications and experiences that are the best match for the LSC role, and should consider these factors when placing LSCs in particular schools.
 - c. The district should consider narrowing the focus of the LSC role.
 - d. The district should address the multiple sources of influence dictating how LSCs define and execute their roles.

- 2. The district should consider providing elementary schools, particularly those with higher free-and-reduced lunch populations, with access to a full-time LSC due to the higher impact exhibited by full-time LSCs.**
 - a. Concerns were highlighted by principals, teachers, and LSCs regarding the challenges inherent to a half-time LSC.
 - b. Teachers with a full-time LSC feel better equipped to deal with student behavioral issues.
 - c. Schools with full-time LSCs have experienced more positive growth in key academic outcome metrics.

- 3. If, ultimately, the LSC role continues, the district should reconsider how it captures and evaluates success for the position.**
 - a. The district should continue to develop the new MTSS initiative in order to eventually evaluate its success and the LSC role in it effectively.
 - b. The district should build upon existing monitoring structures.
 - c. Consider implementing team structures and corresponding team measures of success for impact metrics that are a challenge to disaggregate to one role.

1. The district should reconsider how the LSC role is structured.

As the LSC role is currently defined, LSCs are responsible for leading several high priority initiatives. Currently, the LSC role is centrally defined and directed, and each LSC is assigned to one or two buildings and evaluated by that school's principal. The LSCs themselves are a diverse group coming from several different previous roles.

The district should reconsider the current structure of the LSC role in order to remove unnecessary complexity from an already complex role. Four main strategies comprise this recommendation:

1. Realigning the reporting structure
2. Determining the qualifications and experience necessary for the role
3. Narrowing the focus of the role
4. Streamlining the multiple sources of influence that impact how LSCs spend their time and in which areas they focus

Reconsidering the structure via the above mentioned structural changes should enhance LSCs' ability to be more successful in leading initiatives that will ultimately improve student behavioral and academic outcomes.

1a. The district should align the reporting structure of the Learning Support Coordinator role.

Currently, the Learning Support Coordinator role is centrally defined and administratively managed by central office, but evaluated at the school level by building leadership. This hybrid model causes a disconnect in reporting structure; it poses a challenge to central leadership in that it is both difficult to ensure district-level directives are implemented with fidelity, as well as to monitor the impact that LSCs are having across the district, since the role may differ slightly by school. This misalignment in reporting structure should be addressed in order to ensure that the LSC role is being executed in line with district expectations.

While the vast majority of LSCs are spending their time as defined centrally within the LSC role, and most principals support and understand this, there are some principals who utilize the LSC in ways outside of the appropriate functions. A few LSCs expressed frustration at being pulled in various directions in their buildings based on school and principal needs, particularly in schools with less support staff besides the LSC, though this was not widespread. Over the past year, district leadership has made a concerted effort to clarify the definition of the LSC role and to align the utilization of the role across the district, but these efforts are hindered by the disconnect that exists between the central office direction and guidance disseminated to the LSCs and the fact that the LSC reports to and receives their evaluation from their school principal. Aligning the reporting structure is best practice for any role, but is particularly important for the already complex LSC role.

The primary recommendation is to keep the role centrally defined, and move evaluation of the practitioners in the LSC role centrally as well. A common thread throughout the study was the variability of different school needs; however, fully centralizing the role need not whitewash school needs. District leadership could conduct a "needs assessment" at the school level and still

involve principals in collaborative conversation to determine their building's greatest areas of needs. This assessment could be a central input into the district's process of strategically assigning an LSC to a building, and aligning the needs of that building with that LSC's strengths. Part of this needs assessment might also incorporate principal tenure, areas of strength, and areas of growth as central office determines which LSC would be the best fit for that particular school.

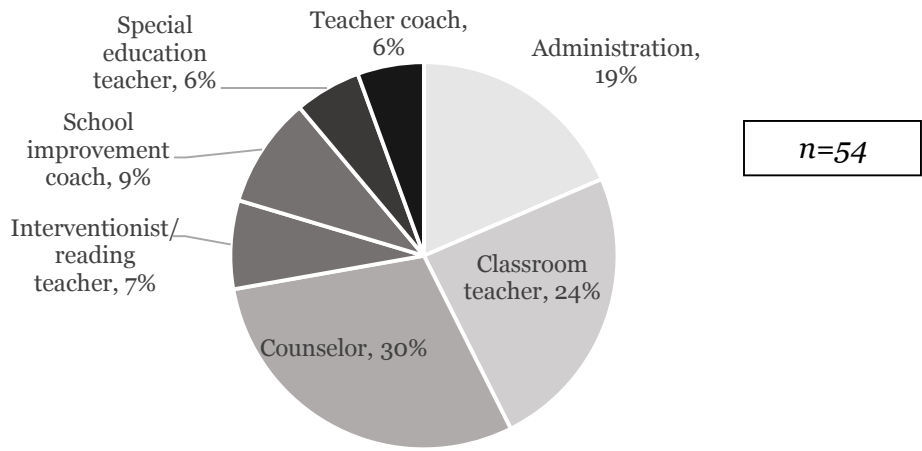
Alternately, the district could choose to fully move LSC management to the school level to align to the current evaluation structure. In acknowledgement of the variability of needs within each school, central leadership could consider granting principals the autonomy to manage the LSC role at their school with district support. The district could still maintain the current definition of the LSC role, but allow principals the discretion to manage the LSCs' time and priorities within those bounds.

1b. The district should determine the specific qualifications and experience that are the best match for the LSC role, and should consider these factors when placing LSCs in particular schools.

The LSC role is multi-faceted and requires a diverse skill set of both quantitative and qualitative abilities. In focus groups, LSCs had varying degrees of confidence about the discrete tasks within their role. Many principals reiterated this point and thought that their LSC could use more training in one or more of the functional areas (PBIS, restorative practice, advanced learning experiences, data management, and MTSS), but the training needed was not the same across the district. This seems to be due to two main factors: the need for more targeted professional development and the varying backgrounds of the LSCs.

In focus groups, some LSCs shared that while the "first generation" of LSCs received robust training in PBIS, newer LSCs have not had the same level of professional development. These newer LSCs expressed a desire for targeted training sessions where they could address this skill gap. Furthermore, when asked to rank the area in which additional professional development/training would be most useful in a survey, 49% of LSCs chose either the MTSS process or training in interventions (both types of interventions and how to utilize them) as the area in which training would be most valuable to them. This is indicative of the MTSS process being newly rolled out this year, and is in alignment with focus group discussions in which many LSCs expressed feeling ill-equipped to lead the MTSS process and assign and monitor interventions as the MTSS facilitator. MTSS may be an area where the majority of LSCs would benefit from targeted professional development sessions. The district should consider providing this more targeted professional development, and continue to monitor skill gaps and training needs among the LSC group given the unique demands of their role. This can be accomplished via LSC self-evaluations as well as principal input to determine the areas of greatest need and potentially offered during time currently allocated to administrative meetings.

The LSCs in Tucson Unified School District currently hail from seven different school-related background roles. The largest contingent is former counselors, representative of 30% of the LSCs.

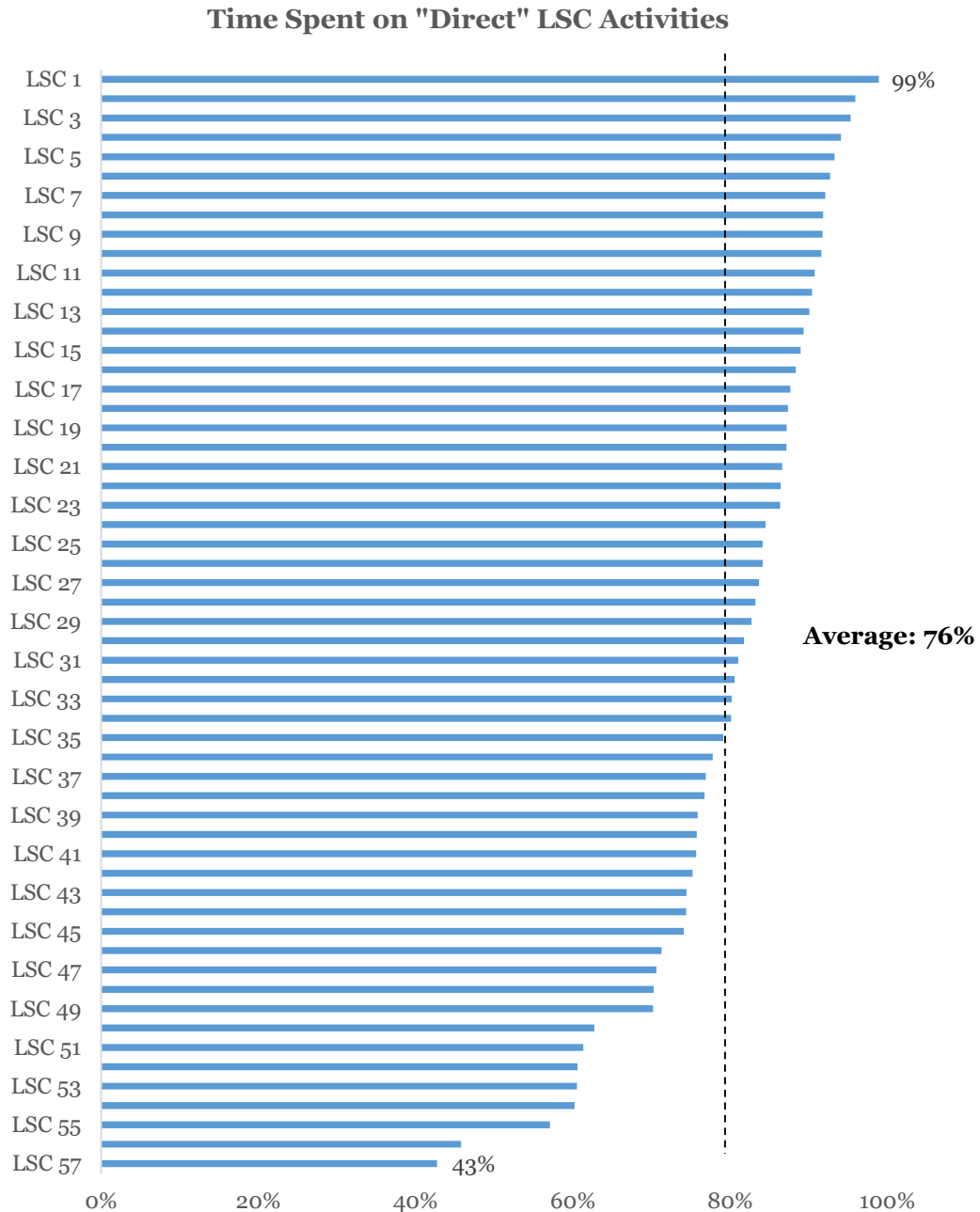


This presents a challenge, because the skill sets of LSCs will inherently be different based on their former role and experience and puts the onus on the district to ensure that each LSC is well-equipped to succeed in each functional area, each requiring different skills. While it is apparent that MTSS training would be prioritized by many LSCs, there is still a lack of consistency among areas of professional development need in general and this is typically tied to the difference in background. The survey indicated that counselors were unlikely to prioritize professional development in PBIS, which is typically more consistent with their background knowledge, but other LSCs did feel that PBIS training would be valuable.

The district does not have to hire LSCs from identical backgrounds, but should identify the skill set that seems best aligned to the role when hiring new LSCs. The district should then think strategically about the best way to address different backgrounds and skillsets, whether that is through targeted, sustained professional development and/or placing LSCs with particular strengths in the schools with the biggest challenges in that area.

1c. The district should consider narrowing the focus of the LSC role.

The LSC role is comprised of several high priority initiatives. The dmPlanning schedule sharing illustrates that there is a great deal of variance within the average percent of time that LSCs spend on tasks and that no week looks identical for any two LCSs. Direct activities were defined as any activity within the five functional areas as well as activities expected to comprise a typical week, such as a personal lunch or travel for an LSC split between two schools, and confirmed by district leadership.



On average, LSCs are spending 76% of their time on “direct” LSC activities, but there is a significant range among individual LSCs. At the high end, one LSC is spending 99% of their week on “direct” activities, while at the low end, an LSC spent only 43% of their week on activities directly related to the role. The district has made strides this past year to limit the “indirect” time spent, but it seems it is occurring to some degree in parts of the district, though certainly not all.

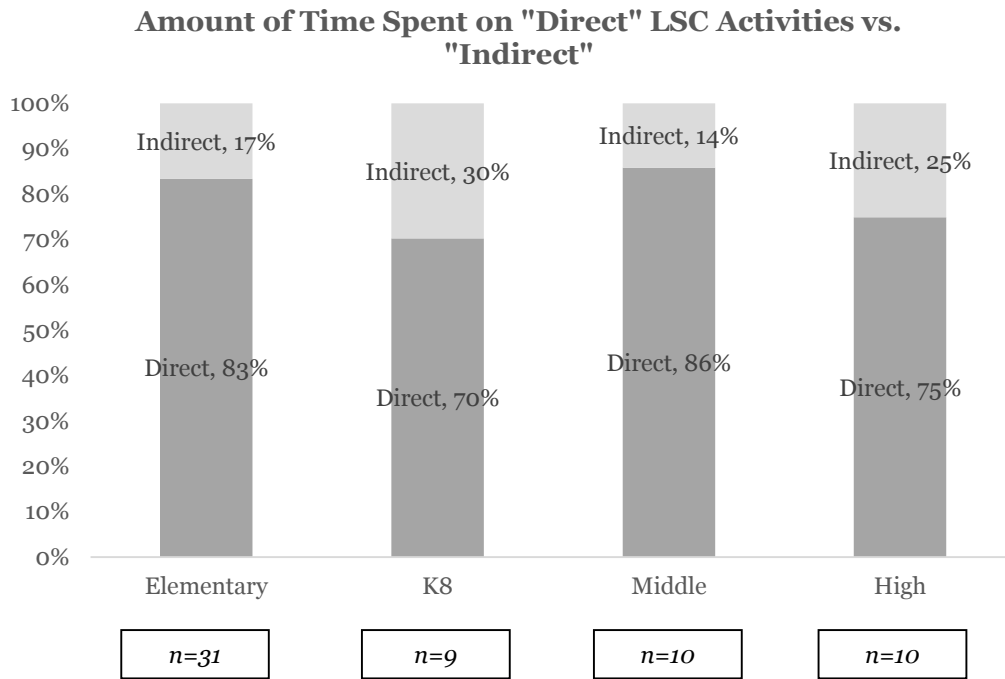
Within the defined role, MTSS (26%) and assessment (19%) are, on average, the majority of the LCS’s week. Administrative tasks (13%) and assigned school duties/coverage (6%) comprise the majority of the LSC’s “indirect” time on average.

Detailed LSC Activity Chart

Activity	% time spent
MTSS	26%
Assessment	19%
Restorative Practice	9%
Data Management	7%
PBIS	5%
Personal Lunch	4%
Parent Communication	4%
ALE	3%
Student Advocacy	0%
Unitary Status Plan reports	0%
LSC Meeting	0%
Total direct activities	76%
Administrative	13%
Assigned School Duties/ Coverage	6%
Counseling	2%
Extracurricular	2%
Discipline	2%
PD non-specific to LSC role	2%
Travel (between sites)	1%
Total indirect activities	27%
Over reported	3%

Over reported time is due to LSCs reporting additional timed worked outside of the contracted workday; due to this direct and indirect will add to 103%.

The amount of time spent on direct activities varies by school level. LSCs are spending the most time on direct LSC activities at the elementary and the middle school levels.

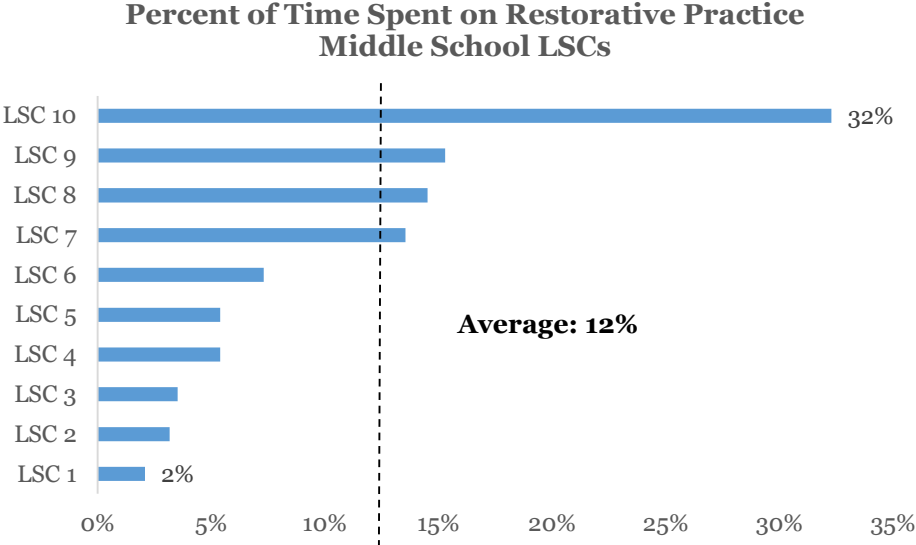


LSCs appear to prioritize different aspects of the role among the direct activities as well depending on the school level. Of note is the greater amount of time spent on activities within MTSS at the elementary and middle schools levels on average, relative to K8 and high school. The high school LSCs spent significantly more time on assessment versus their peers at other school levels, on average, and significantly less time on restorative practice and PBIS. This reiterates focus group discussion in which high school LSCs voiced that assessment has dominated their role this year at the expense of other tasks.

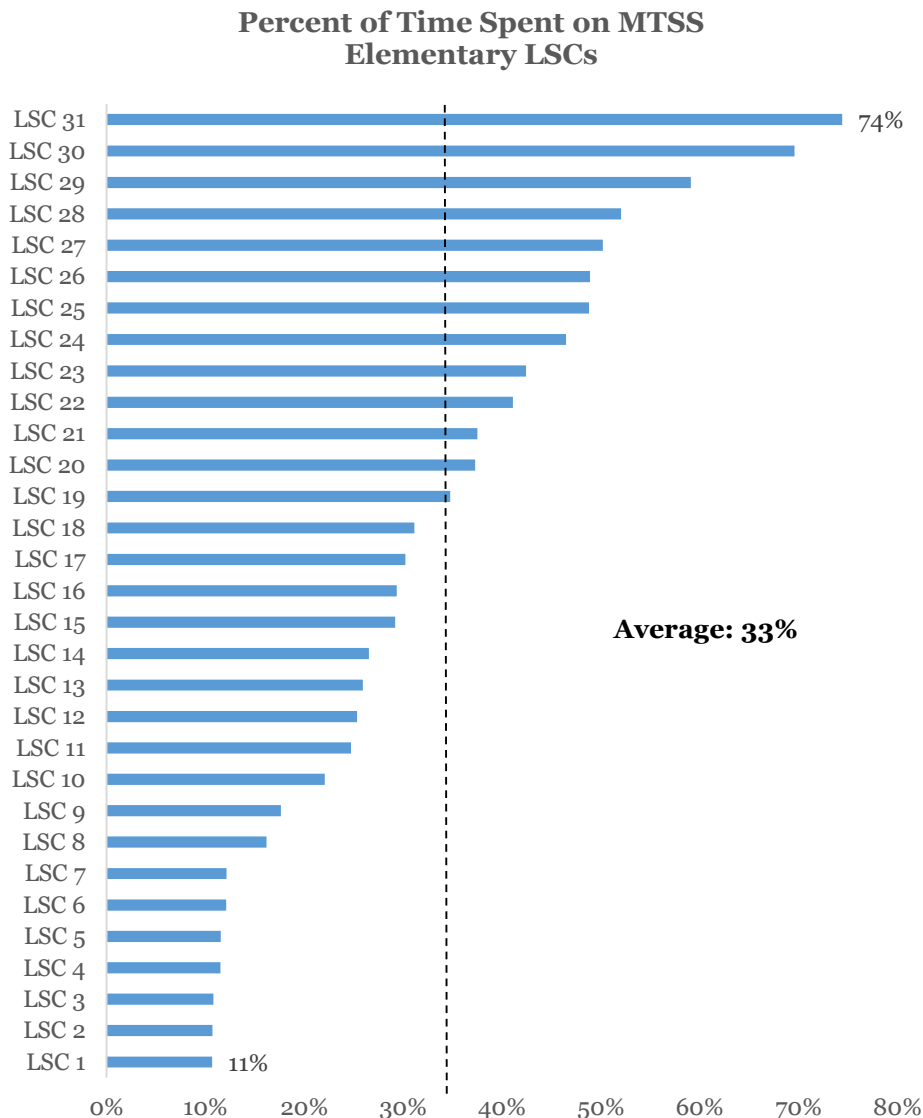
Activity	Total	Elem.	K8	Middle	High
MTSS	26%	33%	19%	29%	15%
Assessment	19%	13%	23%	18%	34%
Restorative Practice	9%	10%	8%	12%	2%
Data Management	7%	7%	5%	6%	7%
PBIS	5%	8%	3%	6%	1%
Parent Communication	4%	3%	3%	6%	4%
ALE	3%	2%	1%	5%	5%
Student Advocacy	0%	0%	1%	0%	0%
Unitary Status Plan reports	0%	2%	1%	1%	0%

Components of total direct service will not add to the total direct service exactly due to LSCs reporting additional timed worked outside of the contracted workday.

Variation also exists within school levels, between individual LSCs on a given week. For example, middle school LSCs are spending anywhere from 2% to 32% of their weeks focused on tasks that fall within restorative practice.



Another example is the variation of time as a percentage of the week spent on MTSS among elementary LSCs; some LSCs at the elementary level are spending nearly three-quarters of their time on MTSS-related activities, while others devote only 11%.



The highest percent of time (74%) spent on MTSS among the elementary LSCs exceeds the highest percent of time (70%) spent on MTSS among all LSCs due to the fact that LSC 31 is split across an elementary and a middle school; the chart above only includes the time spent at the elementary school.

These are two examples, but this degree of variation was found throughout the functional areas. In sum, the LSC role may look very different depending not only on school level, but also on the individual school and the individual LSC during any given week.

The district should decide what degree of variation makes sense both by school level and by individual school needs, and ensure that any differences that occur are intentional, rather than based on any individual or school's interpretation of the role. For instance, in a school that has a solid PBIS structure already in place, it may make sense for an LSC to dedicate less time to this

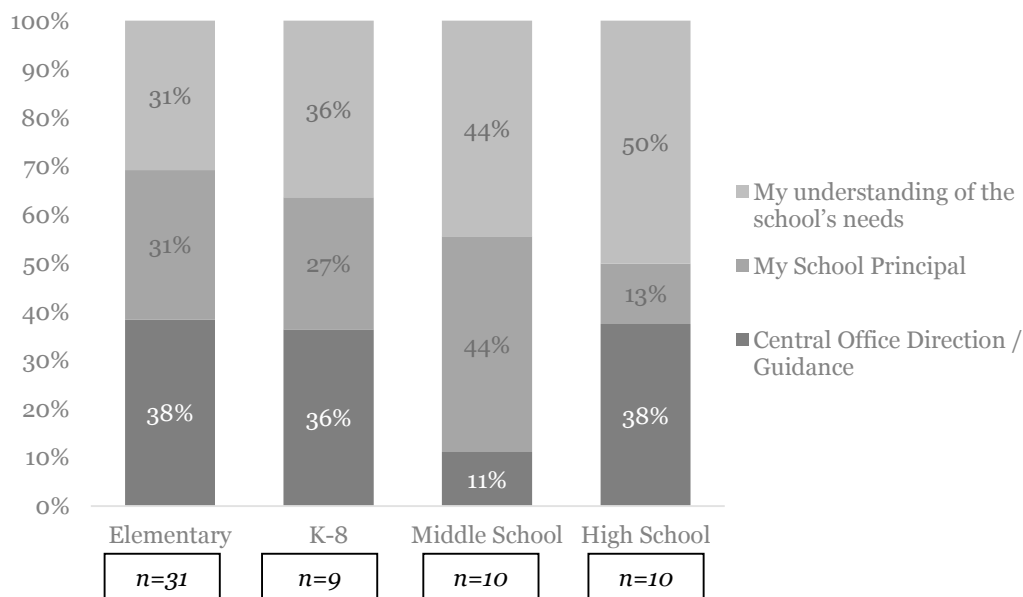
initiative, and thus be able to focus more on getting the MTSS process in place. The district should deliberately determine the degree of variation allowed given differing school needs, and then determine the appropriate balance of activities and area of focus to address those needs. If the district decides to pursue a needs assessment, central office leadership, with principal input, could determine one or two focus areas per school and then recommend ranges of how much time that school’s LSC should spend on each functional area. For instance, in a school with severe behavioral needs, it may make sense to prioritize PBIS and restorative practice, and allocate other tasks to less than 25% of that LSC’s week. Continued monitoring will be integral to ensuring that this is implemented and working well at the school level if the district does decide to move in this direction.

1d. The district should address the multiple sources of influence dictating how LSCs define and execute their roles.

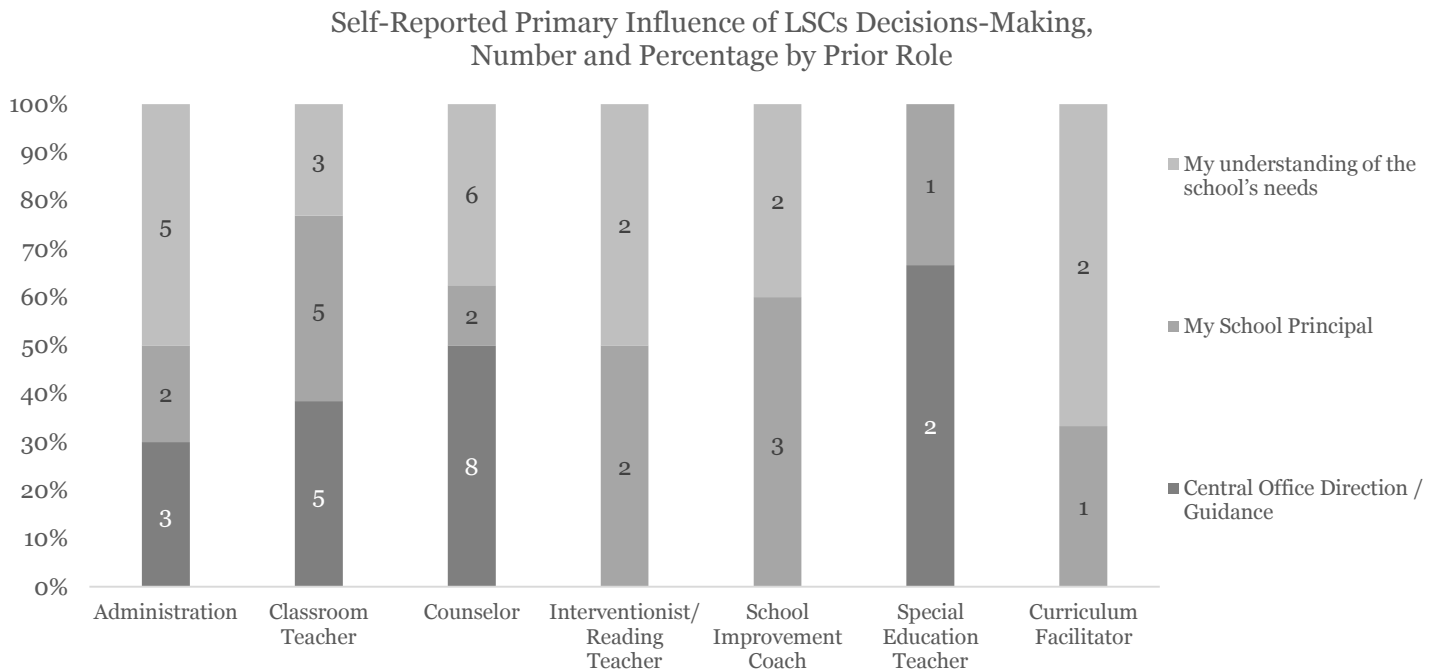
The variance in how LSCs spend their time may be at least in part due to the multiple sources of influence inherent to the role. When LSCs were asked to rank what influences their typical actions from most to least influential, between central office, the school principal, and their own understanding of the school’s needs, there was no one answer consistent across the board.

The primary influence LSCs depend on varies by school level. The primary influence at the high school is the LSC’s own understanding of the school’s needs (50% of LSCs). The percentage of LSCs who chose their own understanding of the school’s needs as the primary influence for their decisions increased as the school level increased; only 31% of elementary LSCs base their decisions on their own understanding of school needs. Despite the district’s efforts to centralize the role, on a day-to-day basis, LSCs are not primarily relying on central office guidance. Middle schools were particularly unaffected by central office guidance, on average, with only 11% of LSCs choosing this as their primary influence.

Self-Reported Primary Influence of LSCs Decision-Making
Percentage by School Level



There is also variation of primary influences by background of the LSC.



Implementation Considerations

- As currently structured, the LSC role is not set up to be aligned district-wide; additionally, some aspects of this structure may hinder LSC success. The district should enact a comprehensive restructuring of the LSC role as laid out by these recommendations in order to realize the full potential of the role.
- If the district decides to keep the LSC role and move forward with the changes in structure, central office leadership should make concerted efforts to communicate with principals in order to ensure understanding of the change.
- The district should closely monitor the LSC role during the structural change and should create a communication channel for LSCs to report concerns or questions about their role to central office, if management is to be moved fully to the district level.

2. The district should consider providing elementary schools, particularly those with higher free-and-reduced lunch populations, with access to a full-time LSC due to the higher impact exhibited by full-time LSCs.

The district currently staffs LSCs at each school using a formula based on enrollment. The result of this staffing is that some LSCs are staffed across two elementary schools and those schools have a half-time LSC, while other LSCs are assigned to one school and those schools have a full-time LSC. In total, 35 elementary schools (71%) have a half-time LSC.

Further analysis highlighted that full-time LSCs do have a greater impact across several areas; as such the district should consider providing all elementary schools with access to a full-time LSC.

This recommendation is based upon three supporting factors: concerns raised by the principals, teachers, and LSCs, teachers' perception of behavior management in their schools, and growth in academic outcome metrics.

2a. Concerns were highlighted by principals, teachers, and LSCs regarding the challenges inherent to a half-time LSC.

In focus groups, LSCs and principals both shared nearly unanimously that there are challenges with the half-time LSC model. LSCs shared the difficulty of managing several different high priority initiatives across two different schools, and most agreed that a lower enrollment does not make leading those initiatives easier or less time-consuming. Principals found the arrangement frustrating due to the nature of these initiatives; LSCs were often not on site when needed to lead restorative practice sessions or to assist with facilitating and monitoring the full MTSS process. Both LSCs and principals shared that leading PBIS implementation efforts and ensuring staff were trained and equipped in PBIS tactics was difficult when only on site half of the week. Lack of consistency was a concern throughout most of the functional areas with an LSC only on site half-time.

Numerous teachers raised similar concerns via comments in the survey, a sample of which are included below:

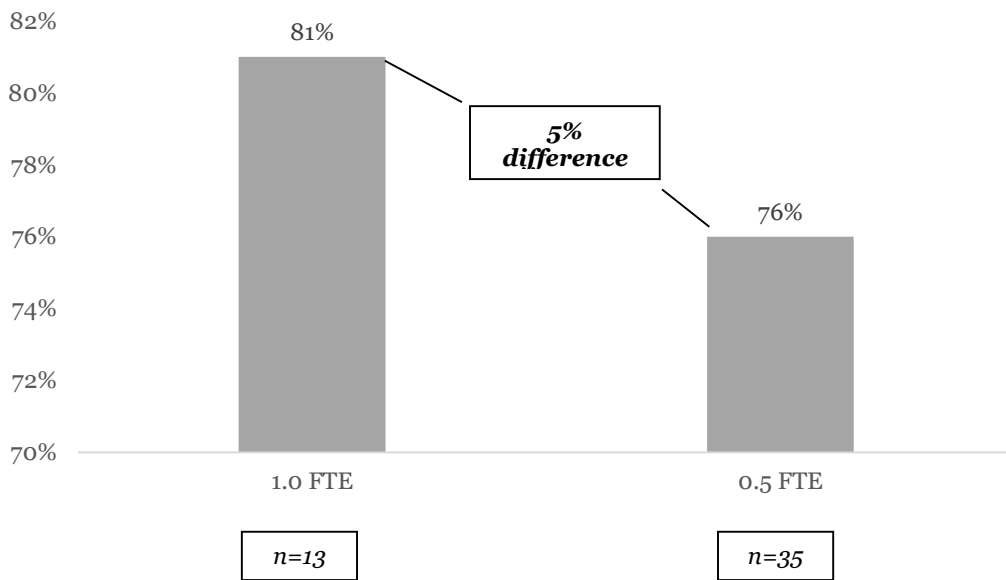
- “I feel that the LSC cannot effectively implement programs at a part-time level.”
- “Having a part-time LSC is completely ineffective at our school. Our LSC never had enough time to fully implement anything due to the fact that she had to share her time between both schools.”
- “Our LSC is pulled to 2 different schools, this is a no win situation. Each school should be provided a full-time LSC, then check to see how successful or unsuccessful the position [is].”
- “Our LSC is spread too thin. She is responsible for two schools. The school where I teach is very complicated with students who are in need of a wide variety of support.”

- “We would love to have [our LSC] here full time. He is a great asset to our school. We rely on him for many things every day.”

2b. Teachers with a full-time LSC feel better equipped to deal with student behavioral issues.

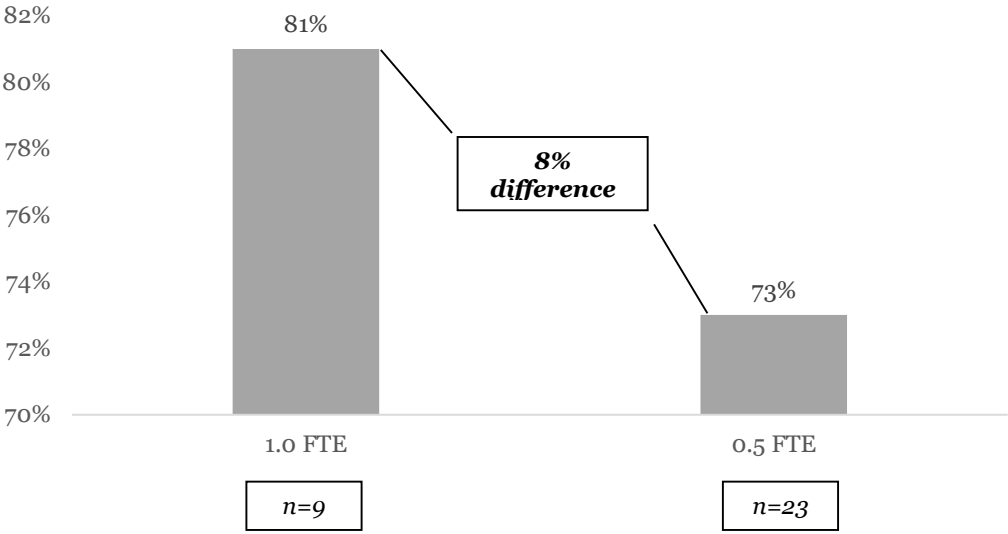
Teachers with access to a full-time time LSC indicated a deeper understanding of PBIS and its implementation within their school than teachers who had a half-time LSC at their school.

Teachers Answering Either Strongly Agree or Agree to:
“I have a deep understanding of PBIS and how it is implemented in my school.”



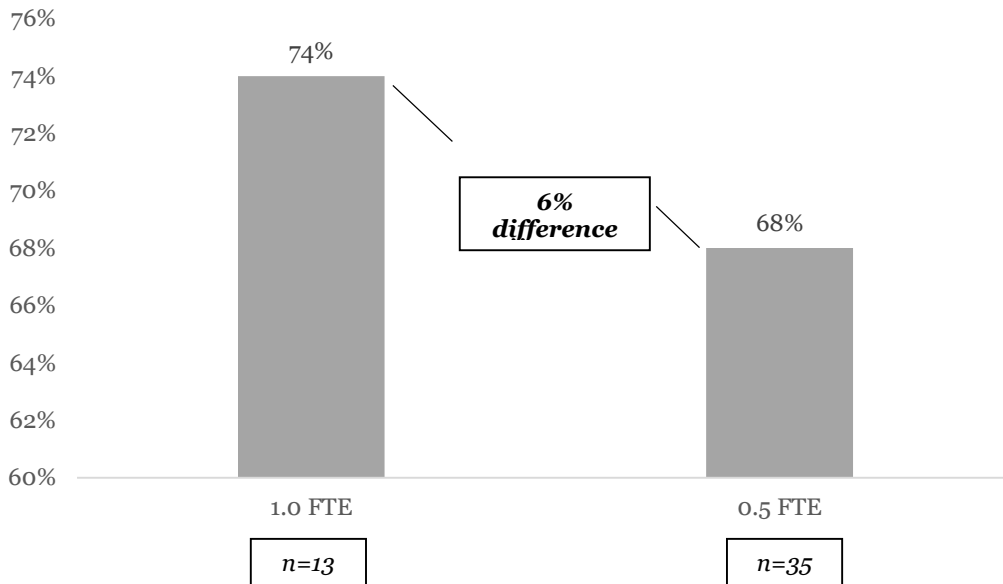
The difference in teacher understanding between a full and a half-time LSC at elementary schools was especially large in elementary schools with high free-and-reduced-lunch (FRL) populations, as defined by 75% or above.

Teachers in High FRL Schools Answering Either Strongly Agree or Agree to:
“I have a deep understanding of PBIS and how it is implemented in my school.”



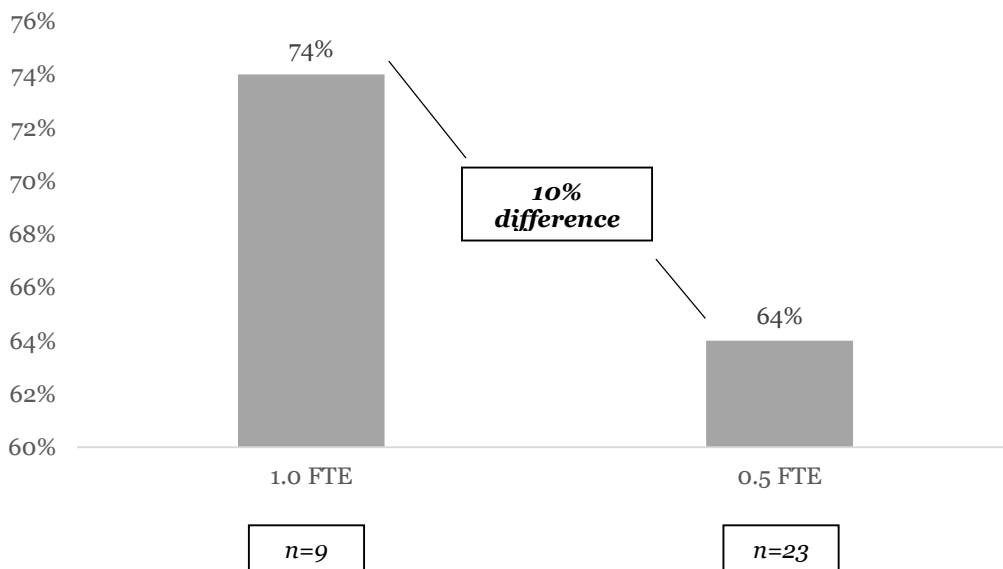
The same trend was identified in terms of teachers who believe that PBIS effectively impacts improved student behavior in their school. There is a 6% difference between teachers who strongly agreed or agreed in schools with a full-time LSC versus teachers with a half-time LSC.

Teachers Answering Either Strongly Agree or Agree to:
“PBIS effectively impacts improved student behavior in my school.”



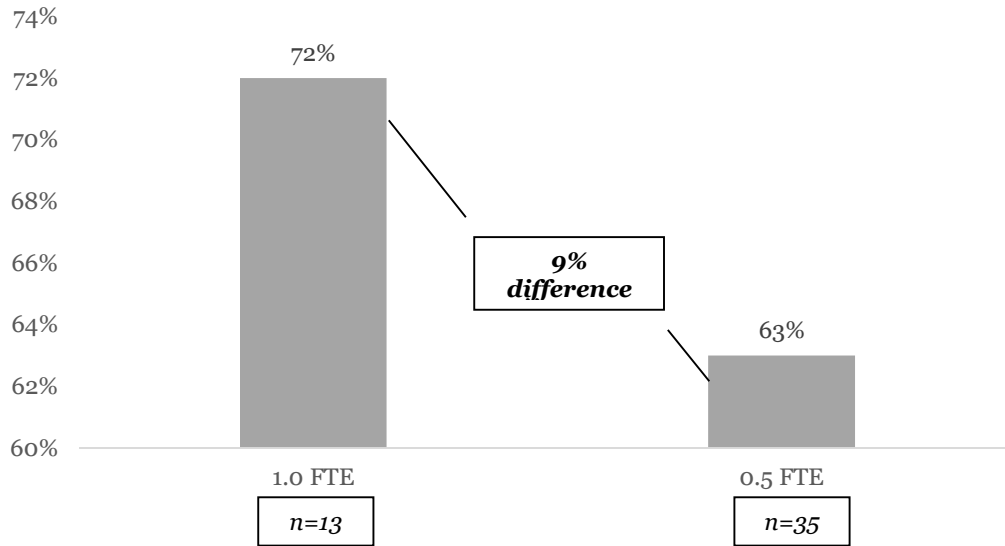
That difference is magnified when looking at only high FRL schools, where a 10% difference exists.

Teachers in High FRL Schools Answering Either Strongly Agree or Agree to:
“PBIS effectively impacts improved student behavior in my school.”



Teacher perception of the effectiveness of restorative practices follows a similar pattern. 9% more teachers with a full-time LSC agreed or strongly agreed versus teachers with a half-time LSC.

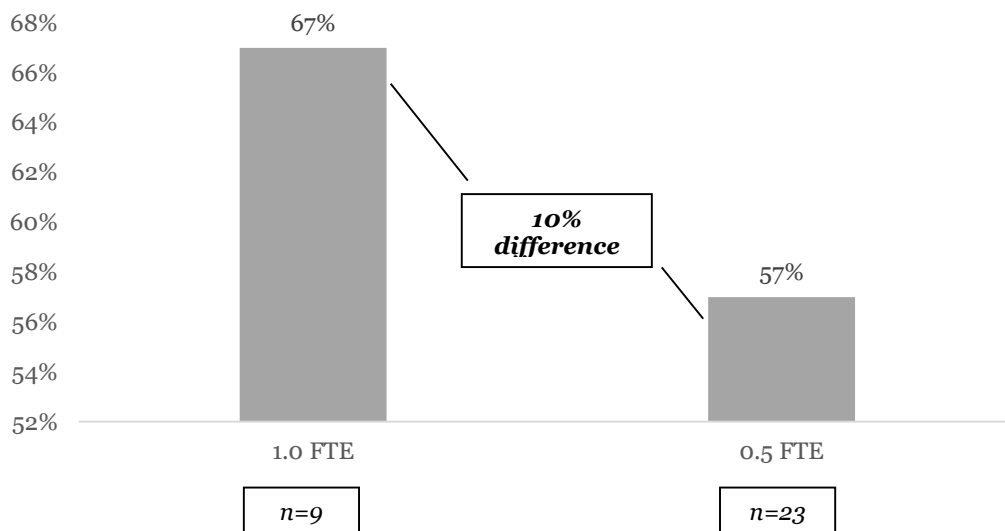
Teachers Answering Either Strongly Agree or Agree to:
“Restorative practice sessions work well in my building to reduce negative student behavioral issues.”



This difference held true for high FRL schools and increased slightly to 10%.

Teachers in High FRL Answering Either Strongly Agree or Agree to:

“Restorative practice sessions work well in my building to reduce negative student behavioral issues.”

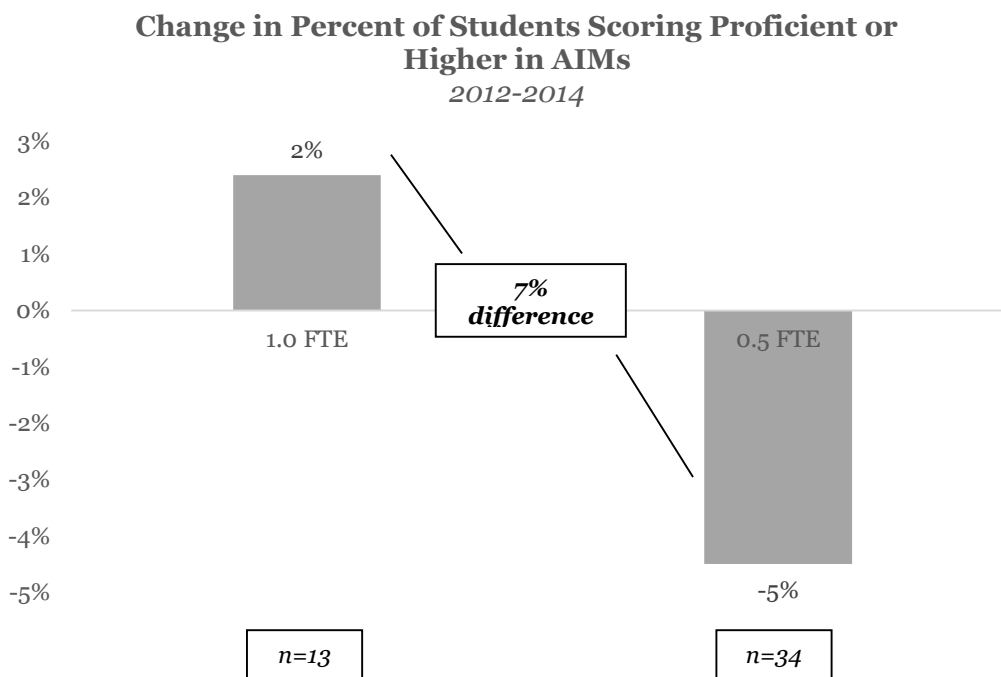


2c. Schools with full-time LSCs have experienced more positive growth in key academic outcome metrics.

Elementary schools with full-time LSCs have seen greater growth in key academic outcome metrics, indicating that full-time LSCs may have more of an impact than half-time LSCs in the academic realm as well.

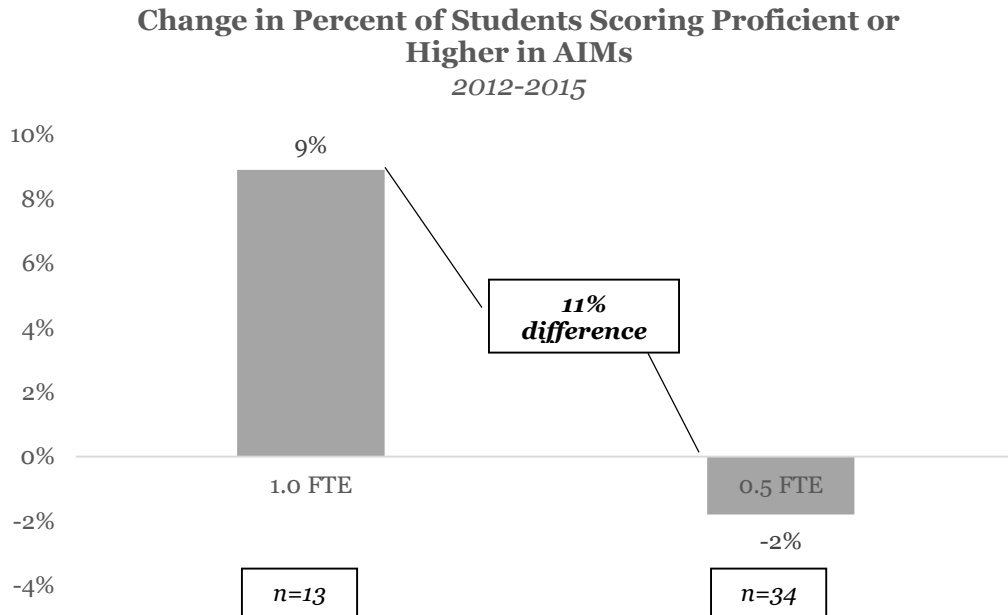
Comparison of AIMS Outcome Metrics

Elementary schools with a full-time LSC have seen a greater improvement in AIMS passing scores between 2012 and 2014 (3-year change). Schools with a half-time LSC have seen a decline of -5% over the past three years, while schools with a full-time LSC have experienced slight growth of 2%.



Passing Reflects percent of students labeled as "Meets" or "Exceeds" on both AIMS Reading and AIMS Math.

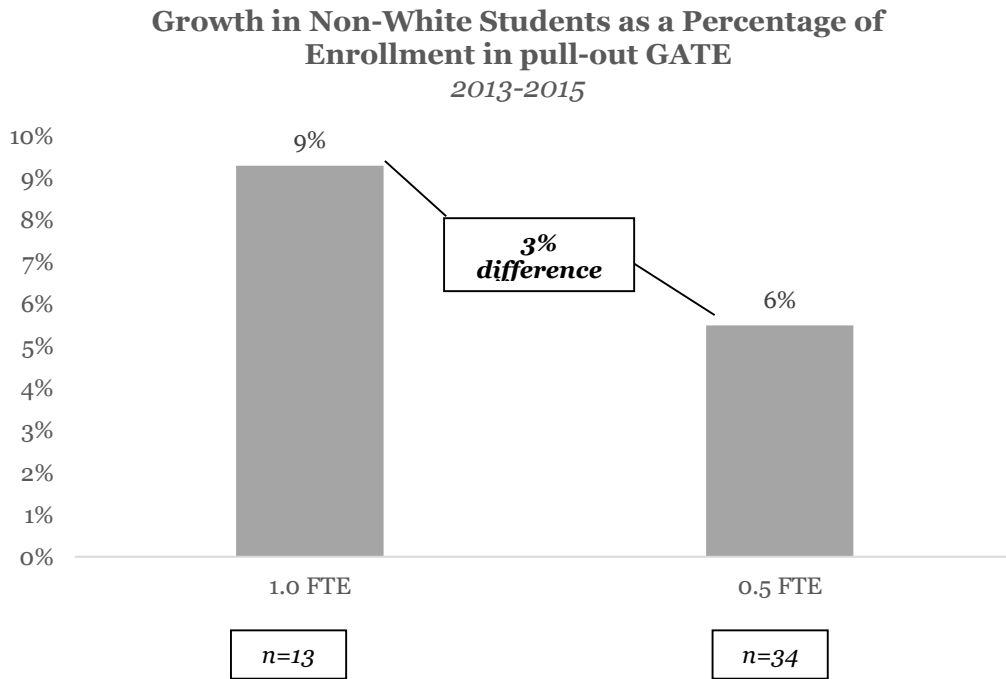
The difference widens when focusing on the percentage of students qualifying for free-and-reduced lunch passing AIMS. Schools with full-time LSCs have seen significant growth of 9% in the percentage of FRL-eligible students scoring proficient or above on average over the past three years; schools with half-time LSCs have seen a slight decline of -2% in the percentage of FRL-eligible students scoring proficient or above.



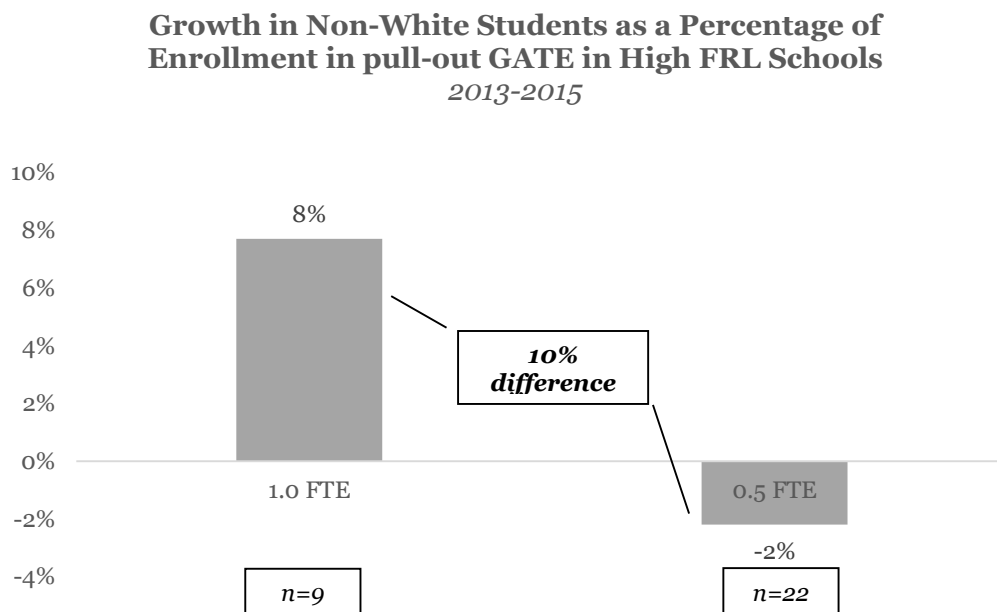
Passing Reflects percent of students labeled as "Meets" or "Exceeds" on both AIMS Reading and AIMS Math.

Comparison of Advanced Learning Experiences Metrics

In regards to advanced learning experiences, elementary schools with a full-time LSC had more growth (9%) in non-white student participation in pull-out GATE classes from 2012-15 than those schools currently staffed with a half-time LSC (6%).



In elementary schools with high free-and-reduced lunch (75% or greater), the difference was even more pronounced. Not only was there a 10% difference, but schools with a half-time LSC actually experienced a decline of -2% in the percent of non-white students as a percent of pull-out GATE enrollment, while schools with a full-time LSC experienced an 8% growth.



Implementation Considerations

- 35 elementary schools currently use a half-time LSC. Initial estimates indicate that it would cost the district ~\$800,000 to provide a full-time LSC for each of those elementary schools. This approximation is based on the average LSC salary and benefits of \$45,000; more in-depth analysis with more precise salary ranges would be required to fully vet this potential cost. However, there are possible ways for the district to consider realigning funds to support additional full-time LSCs at the elementary level. The below represents two possible strategies should this be of interest to the district:
 - Many districts have been able to cover the costs of high leverage or strategic staff, such as the LSC role, by conducting a benchmarking analysis of the number of less highly skilled staff currently in the district compared to other similar districts, and then taking advantage of attrition to move resources towards roles that more highly impact student outcomes, such as improved behavior and academic achievement.
 - The district may also want to consider ensuring all elementary schools have a full-time LSC, while moving away from LSCs at some of the higher level schools; however, more work is needed to determine which schools may not need an LSC. A needs assessment could elucidate if there are some schools with more narrow needs and enough other staff that could distribute the LSC duties across other roles, for example, use a counselor to provide restorative practice sessions.
- One middle school and two K-8 schools also have a half-time LSC, but these were not included due to the small sample size. It is possible that the findings for elementary schools would hold true for these schools as well. Further research should be conducted to determine the impact of a half-time LSC in these schools as well.

3. If, ultimately, the LSC role continues, the district should reconsider how it captures and evaluates success for the position.

If the LSC role is to continue, the district should reconsider how best to measure success for the position going forward, after enacting the restructuring changes recommended in Opportunity #1.

3a. The district should continue to develop the new MTSS initiative in order to eventually evaluate its success and the LSC role in it effectively.

The LSC role has evolved over the years, making it difficult to measure the impact of new initiatives as they are added. The most recent addition to the scope of responsibility for LSCs is facilitating the Multi-Tiered Support System (MTSS); MTSS is currently too new to be used as a meaningful input when evaluating the effectiveness of the LSC, since it was rolled out district-wide this fall. However, this will continue to remain an important functional area to evaluate going forward, and the district should ensure that MTSS is consistently implemented throughout the district in order to do so. This will require clear expectations to be set in terms of what is expected from the schools, along with clearly defined intended outcomes and definitions of success for both LSCs and principals; currently, school leadership and LSCs reported hearing mixed messages about the need to immediately fully implement the process. The district will need to clarify that full implementation is integral to the success of MTSS in order to be able to eventually effectively evaluate the effectiveness of this process and the LSC role as facilitator.

The district has already begun to set up a system to track the newly implemented MTSS initiative. The metrics identified are the number of students referred by grade and ethnicity and the number of students moved across tiers. Currently these are tracked across most schools, but not all. The key will be to ensure that all schools consistently track these metrics in a timely and accurate way. The district should also set up the ability to evaluate the progress of students who are referred to MTSS versus their peers, in terms of both academic and behavioral outcomes.

3b. The district should build upon existing monitoring structures.

The district currently monitors several key data metrics in relation to the functional areas of the LSC role. If the role of the LSC remains, the district enhance existing metrics and systems to collect metrics that relate to the definition of success within each functional area. The district has made a concerted effort to clearly define the LSC role and align it district-wide this year. The district built upon this effort to codify an evaluation framework at the Defining Success Workshop conducted as part of this study. The next step for the district should be to put into place the systems needed to track the specific metrics that will measure success as the district has defined it within each functional area, rather than leveraging existing metrics and fitting them into the most relevant functional areas.

For example, for PBIS, the district may want to consider consistently collecting more output measures, such as the number of referrals (both positive and negative). The district tracks this

to some degree, but consistency across schools is key. Currently, the metrics used to evaluate PBIS are important outcome metrics, but are broad and affected by multiple factors, i.e. attendance. By adding some intermediate interim output data to future evaluations, the district can more clearly determine whether the implementation of PBIS is in place, which should be an indicator to more positive outcome metrics such as decreased discipline incidents and increased attendance longer term.

Restorative practice metrics could also be enhanced by adding some interim metrics, such as the number of sessions conducted and by whom in each school to get a sense of how successful the LSC has been in training other staff to provide the sessions and to get a sense of restorative practices are leveraged across the district.

3c. Consider implementing team structures and corresponding team measures of success for impact metrics that are a challenge to disaggregate to one role.

There are certain high impact and high visibility metrics that, while essential to track, are difficult to disaggregate in terms of the impact that any one individual or single role can reasonably expect on fostering more favorable outcomes. These metrics, which include attendance, graduation rates, drop-out rates, etc., typically are influenced by a variety of social, environmental, and/or other factors that are external to a specific role's sphere of influence. In the case of the LSC, these metrics may not be the best measures to evaluate exclusively the impact or influence that the LSC can play in driving change. The district should continue incorporating these metrics in regular monitoring, but the LSC role should not be solely and directly evaluated based on these.

Instead, a team approach is recommended to enable more material and widespread change. As central office leadership moves forward with continued evaluations of other student support roles, the district should begin to clarify and communicate roles and how these roles fit together and support each other as a team effort. It will again be critical that the district standardize these team structures across the district (Opportunity #1) in order to enable more unified measures of success and accountability. Ensuring these roles work together will drive major outcomes over longer time horizons that no one role can influence alone.

Implementation Considerations

- In order to most effectively evaluate the role, the district should keep the role consistent over a multi-year timeframe.
- The district should continue to monitor the role over the upcoming year, and conduct a full evaluation again after two years of a consistent role definition.
- As the district moves toward full implementation of MTSS across the district, the district should consider the following:
 - The district should set up a communication channel for LSCs, ideally centralized at the district, to address questions and confusion as they roll out MTSS.
 - This real-time feedback loop is especially key in the beginning stages of implementation as it provides an opportunity to catch and correct logistical challenges that could derail an initiative.
 - Providing the LSCs access to a designated resource within central office for questions and clarifications would alleviate many of the frustrations surfaced in focus groups from LSCs who felt they had to figure it out on their own.
 - It would also address principal concerns that LSCs are not sufficiently trained to lead this initiative.
 - Furthermore, this connection point would lead to a more even implementation across schools, rather than variability based on each school's interpretation of the process.
 - The district should ensure there is access to adequate training for LSCs, administrators, and teachers since for many schools MTSS represents a cultural shift. The district could utilize a train-the-trainer model by providing the LCSs with training, and then the opportunity to clarify questions that arise from teachers and principals via the communication channel.