

**ANNUAL REPORT  
CHAMPs  
Fort Bend ISD  
Student Support Services  
2010-11**

**A. Description:**

CHAMPs is a proactive and positive approach to classroom management. Implementing CHAMPs into Fort Bend classrooms is a district-wide initiative that help teachers establishes clear expectations with logical and fair responses to student misbehavior. CHAMPs allow teachers to spend less time disciplining and more time teaching. Teachers are equipped with a design to teach students how to behave responsibly and be productive contributors. Because misbehavior impacts academics, efforts to promote discipline must be directly aligned with academics. Students' unmet needs will impact behavior. Many times we punish the "neediest" students. CHAMPs positive approach to classroom management will help campuses and teachers establish common goals, guidelines for success, positive expectations, and motivate students to succeed. CHAMPs is a research-based prevention and intervention that is implemented as a TIER I intervention.

**B. Significant activities in 2010-11:**

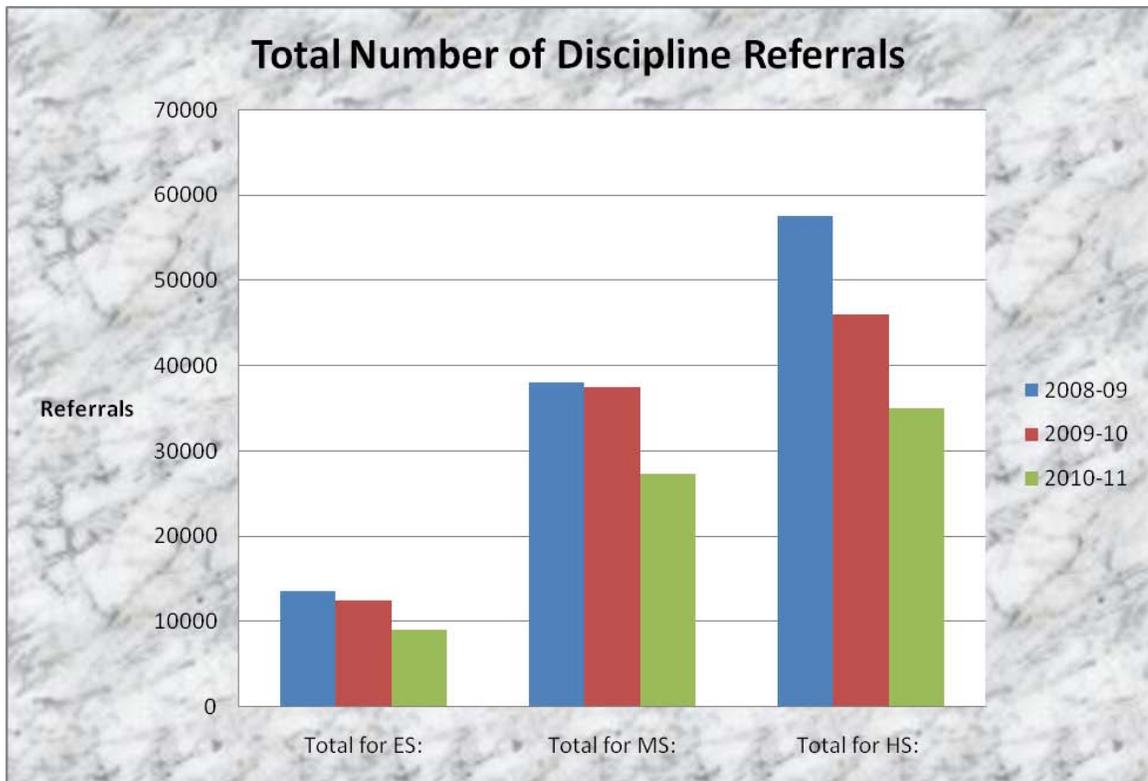
- In year three of District-wide implementation of CHAMPs, 33 campuses received the CHAMPs campus day training on August 17<sup>th</sup> through August 19<sup>th</sup>, and 14 campuses received training on January 3, 2011. Seventy-one campuses have received CHAMPs training.
- CHAMPs Administrators trainings were provided on August 4<sup>th</sup> at Leadership Institute and on August 10<sup>th</sup> to focus on the administrator's role with CHAMPs implementation.
- CHAMPs trainings were provided to the New Teacher Academy on August 9<sup>th</sup> and 11<sup>th</sup> to promote positive behavior support and effective classroom management.
- CHAMPs trainers and Administrator Liaisons attended the district trainings during the 2010-11 school year to collaborate and gain professional development ideas and strategies for on-going CHAMPs implementation at the building level.
- CHAMPs implementation information was provided to principals on January 6<sup>th</sup>, 13<sup>th</sup> and 20<sup>th</sup>.
- CHAMPs campus visits were conducted to assess how best to support schools with the CHAMPs initiative; implementation feedback was shared at the district trainings.
- CHAMPs data was highlighted in the National School of Character district application. The successful implementation of CHAMPs contributed to FBISD being named the 2011 National School District of Character. Safe and Civil Schools' creators, Dr. Randy Sprick, will co-author an article with Ilene Harper, Assistant Director of Student Support Services for FBISD. The article will be featured in the September issue of Education Leadership. Also, Safe and Civil Schools will sponsor Ilene Harper's travel to the 15<sup>th</sup> Annual Safe and Civil Schools National Conference to promote continuous improvement and sustainability of CHAMPs.

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**C. The data:**

The outcomes from the CHAMPs initiative were communicated positively throughout the district. Baseline discipline referral data was collected on CHAMPs campuses. The total number of discipline referrals and suspensions for CHAMPs campuses decreased at the elementary, middle and high school level (figures 1.1 and 1.2).

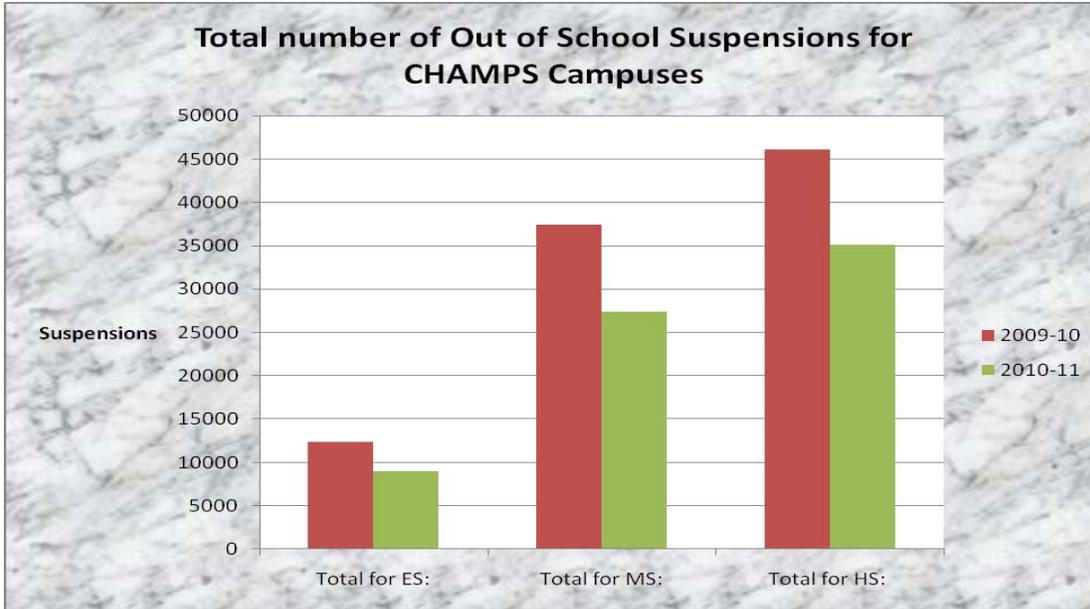
Figure 1.1



The total number of discipline referrals for CHAMPs campuses continues to decrease from year to year. The elementary CHAMPs campuses showed a decrease from 12,344 to 9,020 (27% decrease) discipline referrals; the middle school campuses showed a decrease from 37,450 to 27,328 (27% decrease) and high school campuses showed a decrease 46,038 to 35,053 (24% decrease). In addition to the focus to reduce discipline referrals, in-school and out school suspensions were also targeted to increase positive student behavior and promote a safe school environment (figures 1.2 and 1.3).

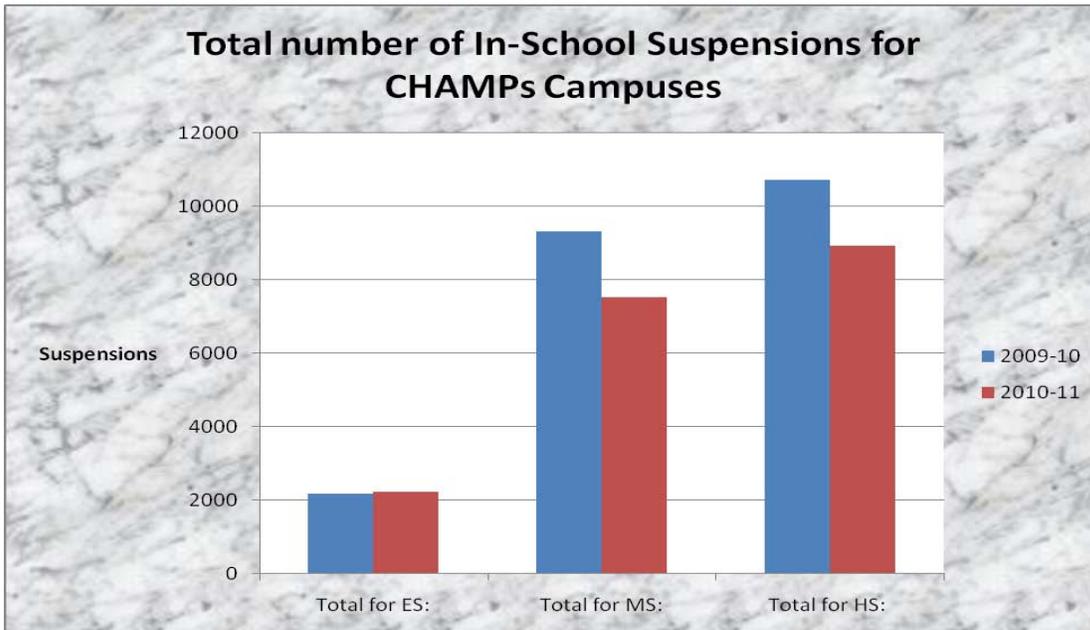
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Figure 1.2



The total number of out-of-school suspensions decreased at every level. The elementary level showed a decreased from 2,822 to 2,418, middle school level decreased from 5,058 to 3,224 and high school level from 5,911 to 5,901.

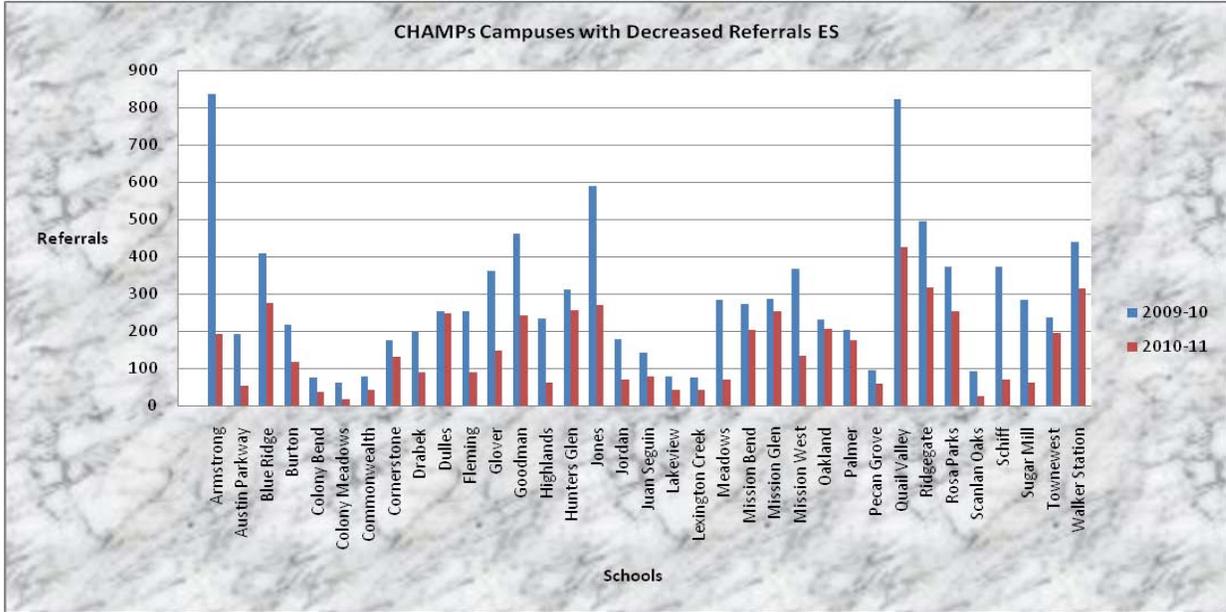
Figure 1.3



While the elementary level showed a slight increase in-school suspensions, both middle and high school level showed a decrease.

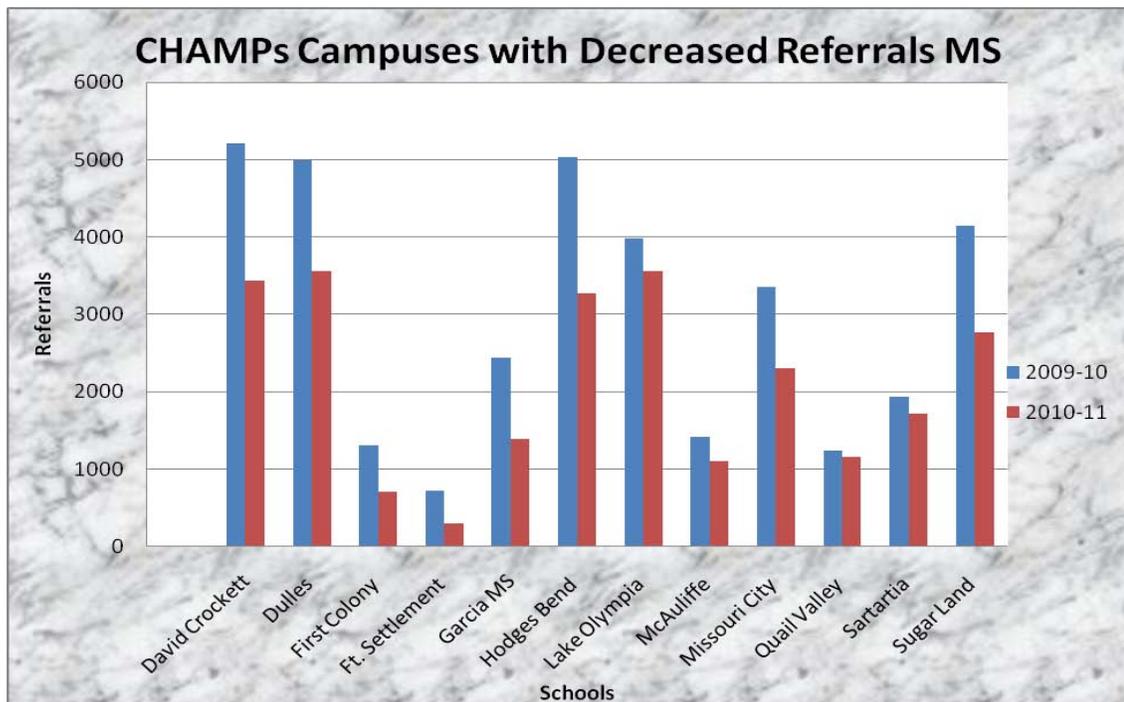
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Figure 1.4



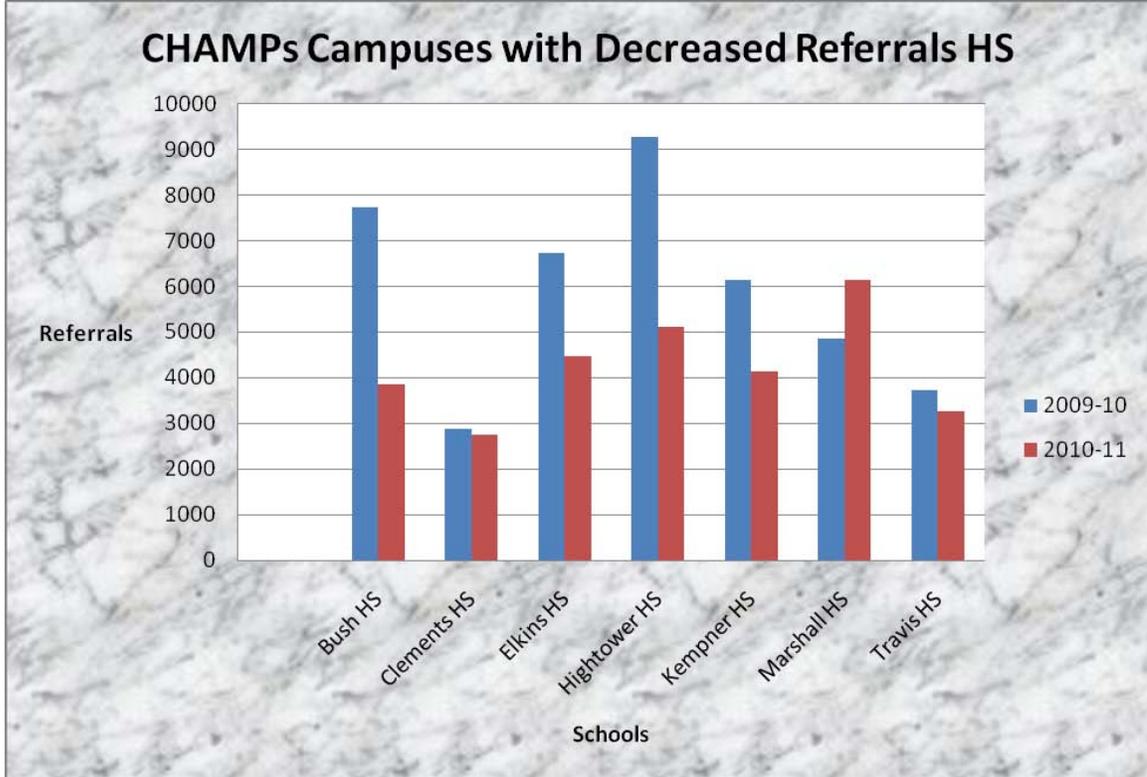
Thirty-five of the 44 elementary campuses, twelve of the thirteen middle school campuses and six of the seven high school campuses showed a decrease in disciplinary referrals from 2009-10 to 2010-11 (figures 1.4, 1.5 & 1.6).

Figure 1.5



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Figure 1.6



*Note: Six of the nine high school CHAMPs campuses showed a decrease in discipline referrals. Two high schools campuses are not included because the staff has not received the CHAMPs training.*

Seventeen campuses showed a substantial decrease in discipline referrals. Fifteen elementary CHAMPs campuses showed a 50% or higher reduction, one middle school campus showed a 59% reduction and one high school campus showed a 51% reduction in discipline referrals (figures 1.7, 1.8, & 1.9)

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Figure 1.7

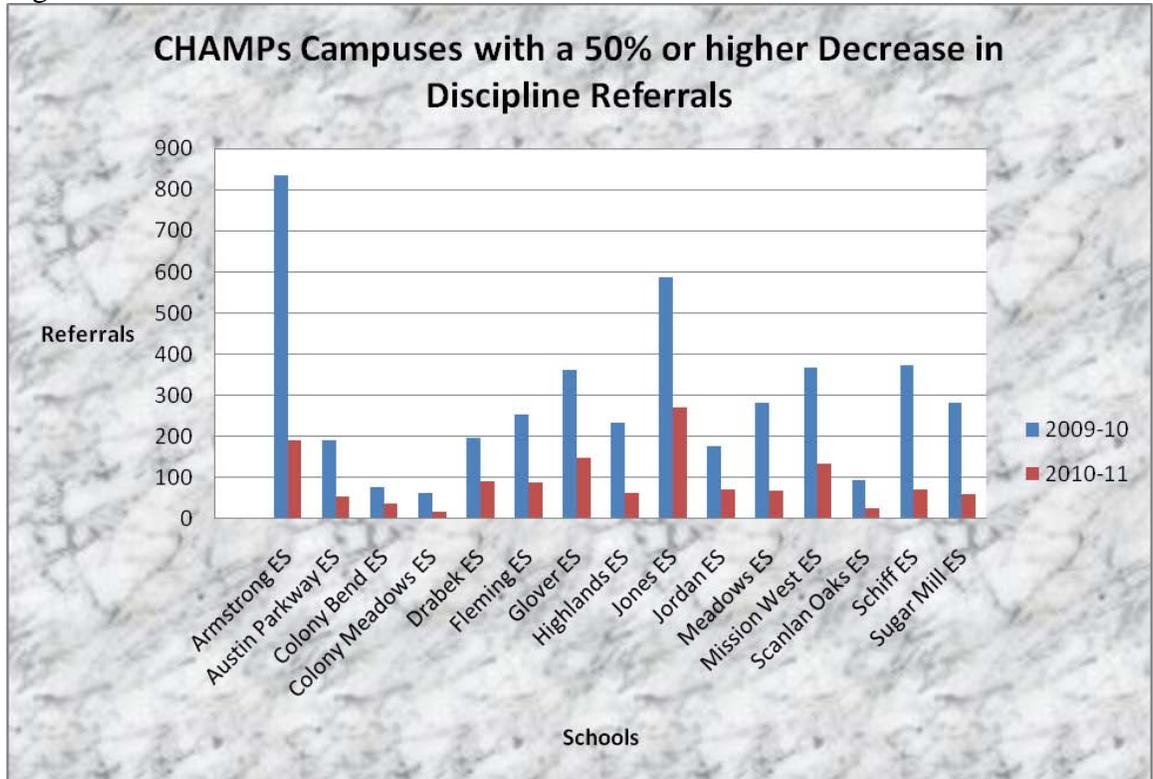
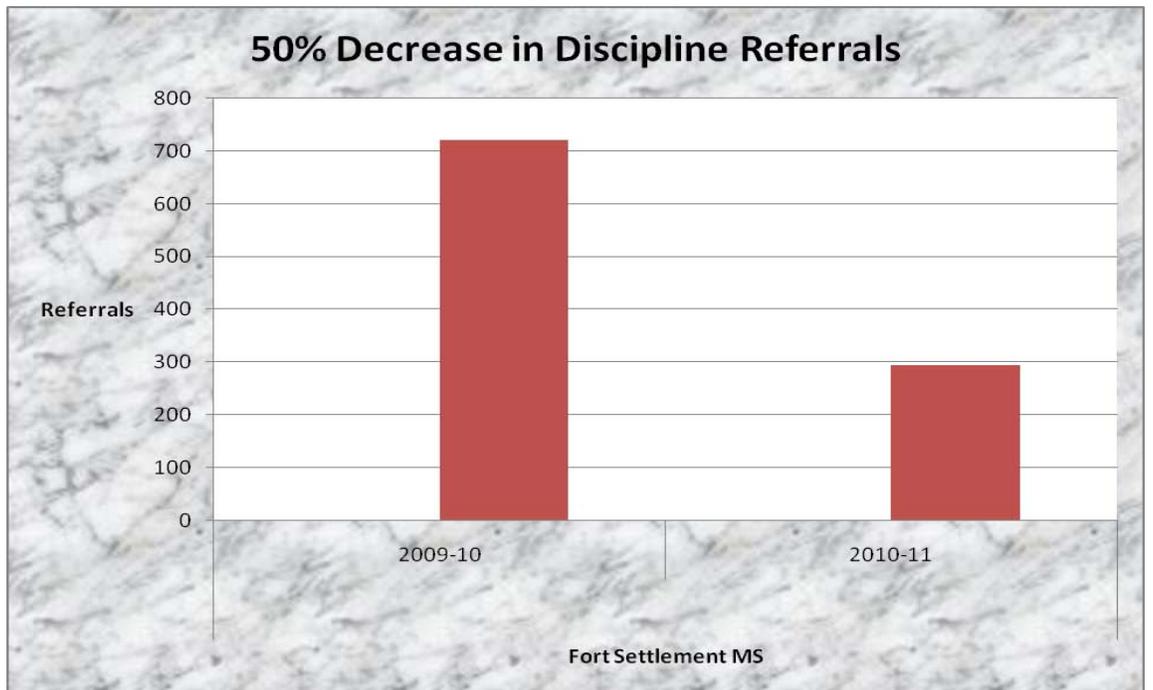
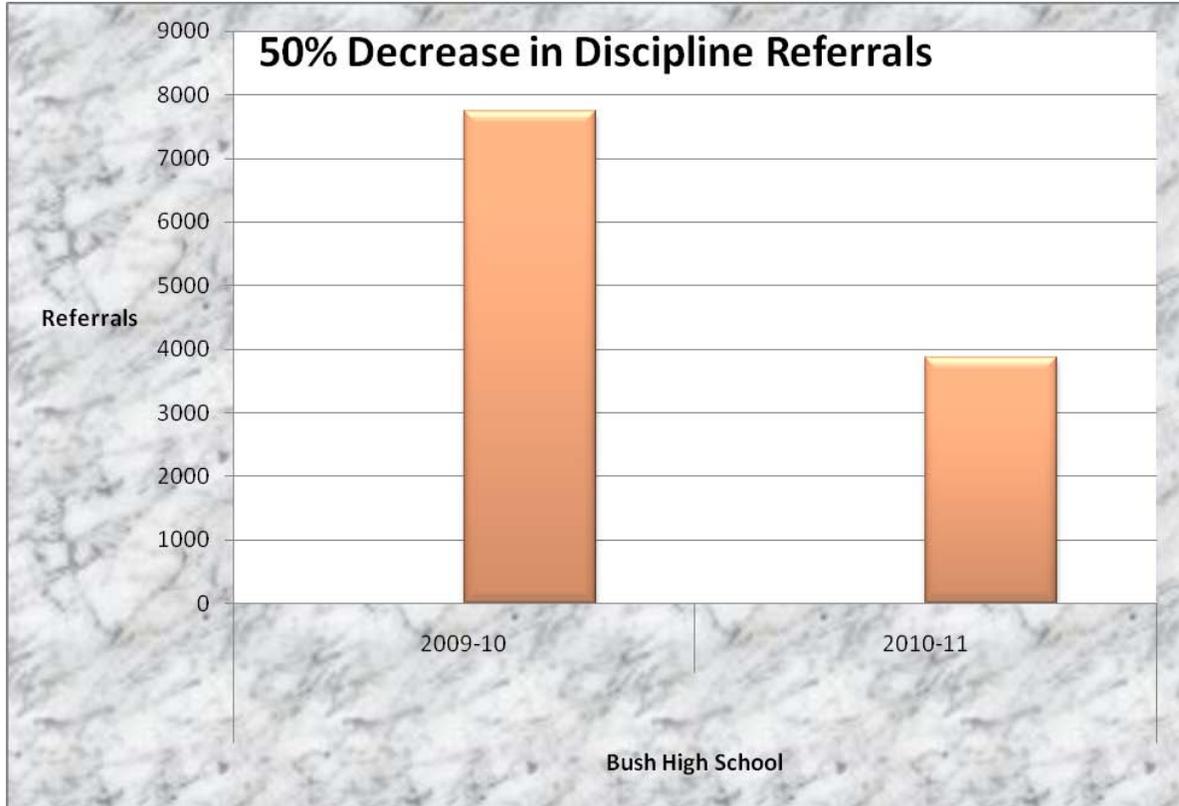


Figure 1.8



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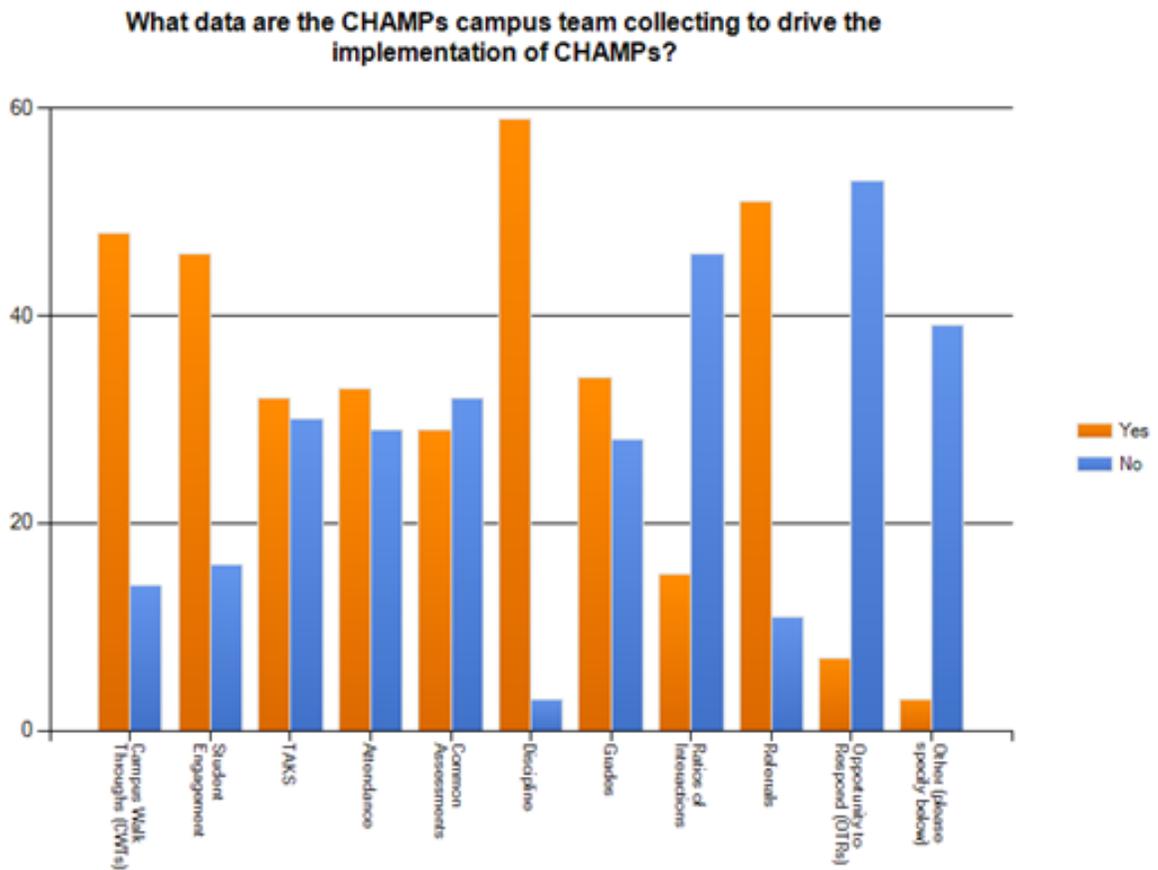
Figure 1.9



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An on-line CHAMPs Campus Assessment survey was completed by 62 of the 71 (88%) CHAMPs campuses; a 15% increase from last year. The survey outlined key components of the implementation process and provided campus feedback on indicators that were consistent with high, medium, and low level CHAMPs implementation. The participants surveyed reported collecting the following data listed in figure 2.1.

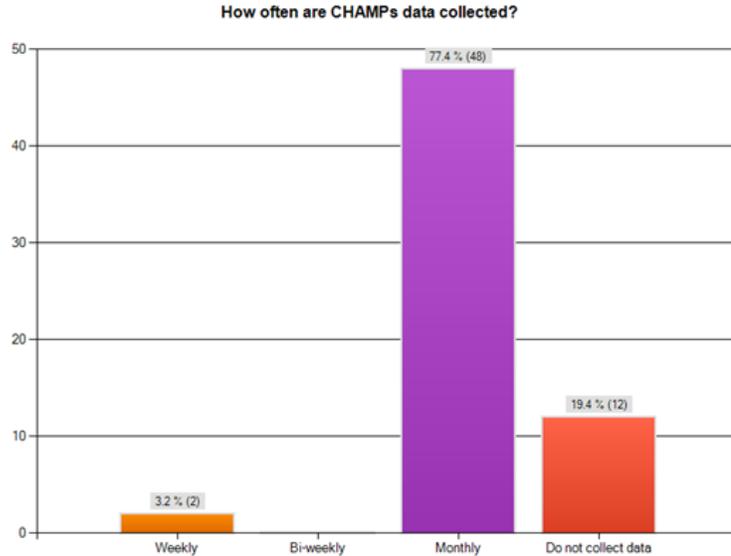
Figure 2.1



Note: Other category included more detail information such as discipline referrals by teachers or over periods of time.

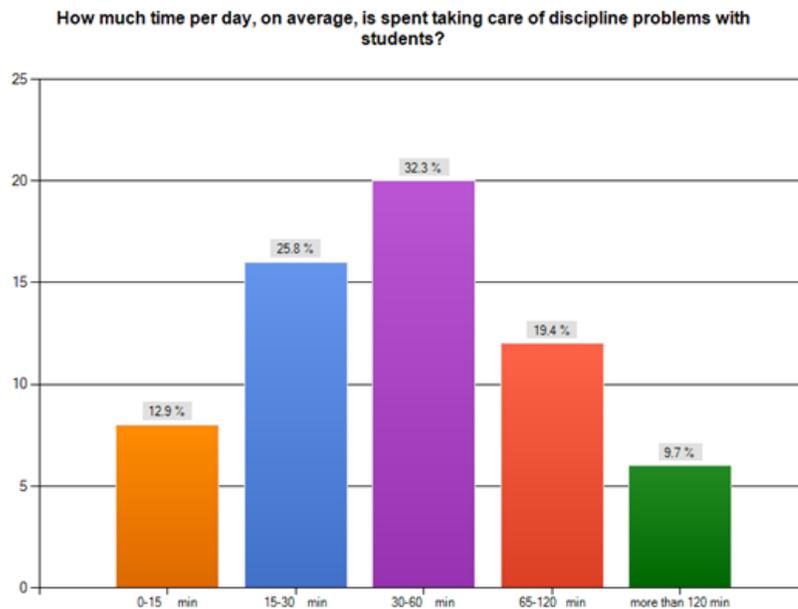
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Figure 2.2



The results of the survey in figure 2.2 indicated that over 77.4% of the campuses surveyed collected CHAMPs data on a monthly basis up from 72% in the 2009-10 school year. One of the goals of implementing CHAMPs Classroom Management System is to reduce the amount of instructional time loss because of discipline issues. The results from the survey indicated that the amount of time campuses spent with discipline issues decreased in 2010-11 school year. The number of campuses that reported 30-60 minutes daily increased from 24.3% to 32.3% and the campuses that reported 65-120 minutes daily decreased from 29.7% to 19.4% (see figure 2.3).

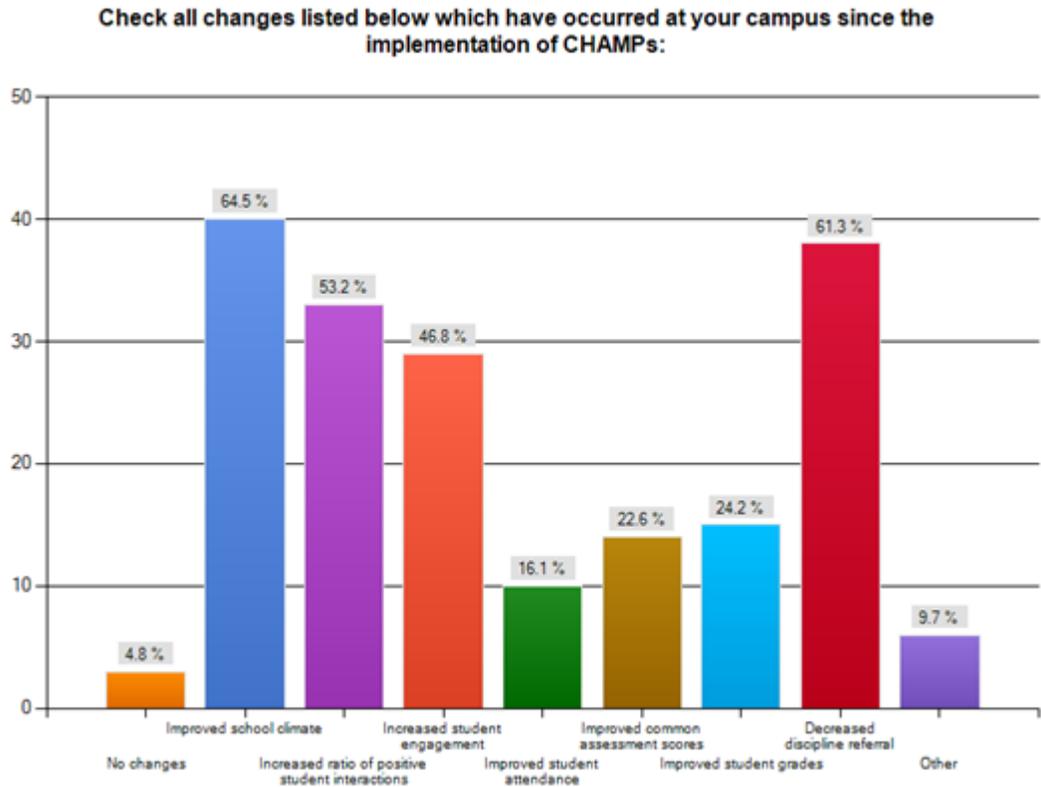
Figure 2.3



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In addition to decreased discipline referral data, some CHAMPs campuses reported other positive benefits of implementing CHAMPs (see figure 2.4). Also, campuses reported improved or better transition between tasks, improved student rapport and overall improved classroom behavior.

Figure 2.4



Campuses that reported full staff participation in the recommended activities (attendance in campus and district CHAMPs trainings, monthly meetings with CHAMPs campus team members, monthly collection of data) and those that met all requirements to be a CHAMPs campus were consistent with medium to high level implementation. Conversely, campuses with little evidence of CHAMPs, inconsistent data collection, incomplete CHAMPs campus documents and poor attendance at district trainings was consistent with low implementation.

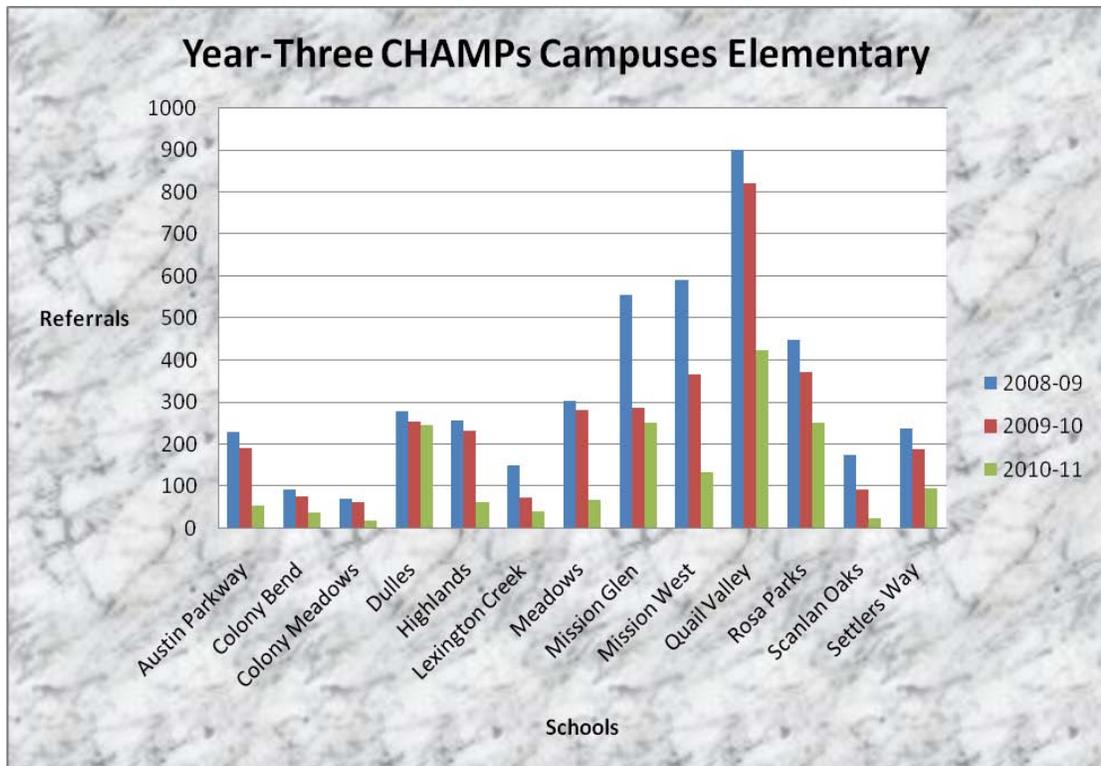
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**D. Trends from previous years:**

Staff buy-in with implementing CHAMPs is continuously increasing. In the 2008-09 school year CHAMPs training was provided to 30 campuses and a CHAMPs refresher training was provided to new teachers in February 2009. The training was well-received and the teachers commented on how much they needed the information before the school year. In the 2009-10 school year a modified CHAMPs training was introduced at the New Teacher Orientation in August as well as 21 new campuses received CHAMPs training. The 2010 New Teacher Orientation training was very successful and will be held again in August 2011. Furthermore, twenty-four teachers and administrators participated with the CHAMPs Train the Trainer training in June 2011 and twenty-two campuses are signed up for a CHAMPs training in August 2011.

The number of discipline referrals in the three-year CHAMPs campuses fluctuated each year. However, several campuses showed a steady decline in the number of discipline referrals (see figures 3.1, 3.2 & 3.3). There were 13 elementary schools, three middle schools and two high schools that showed a consistent three-year decrease in discipline referrals.

Figure 3.1



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Figure 3.2

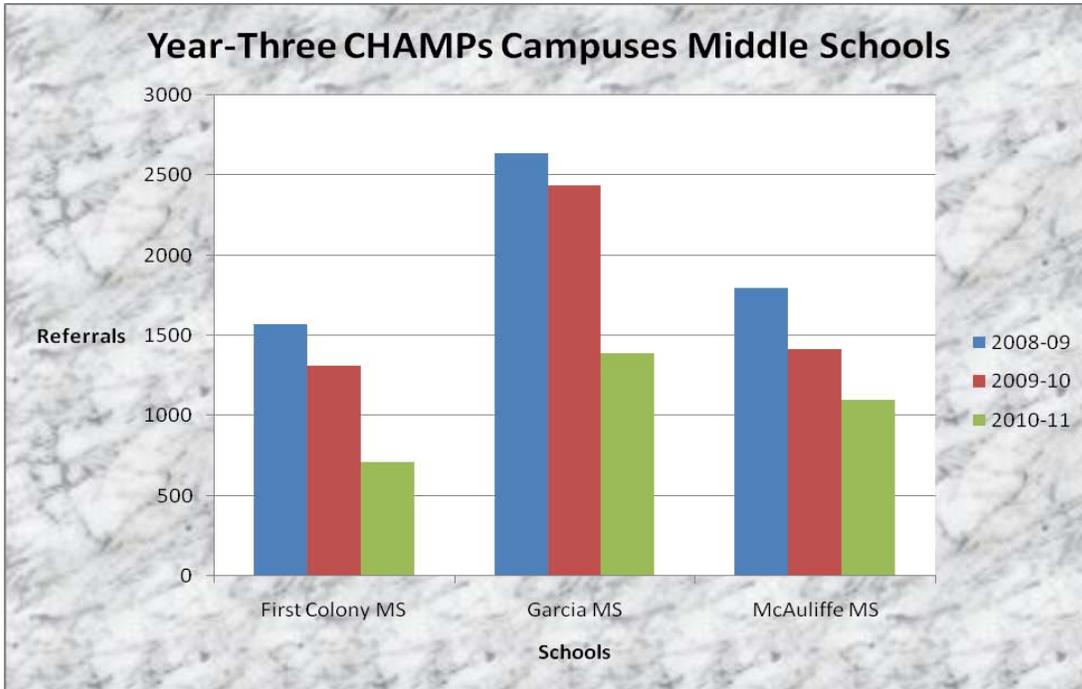
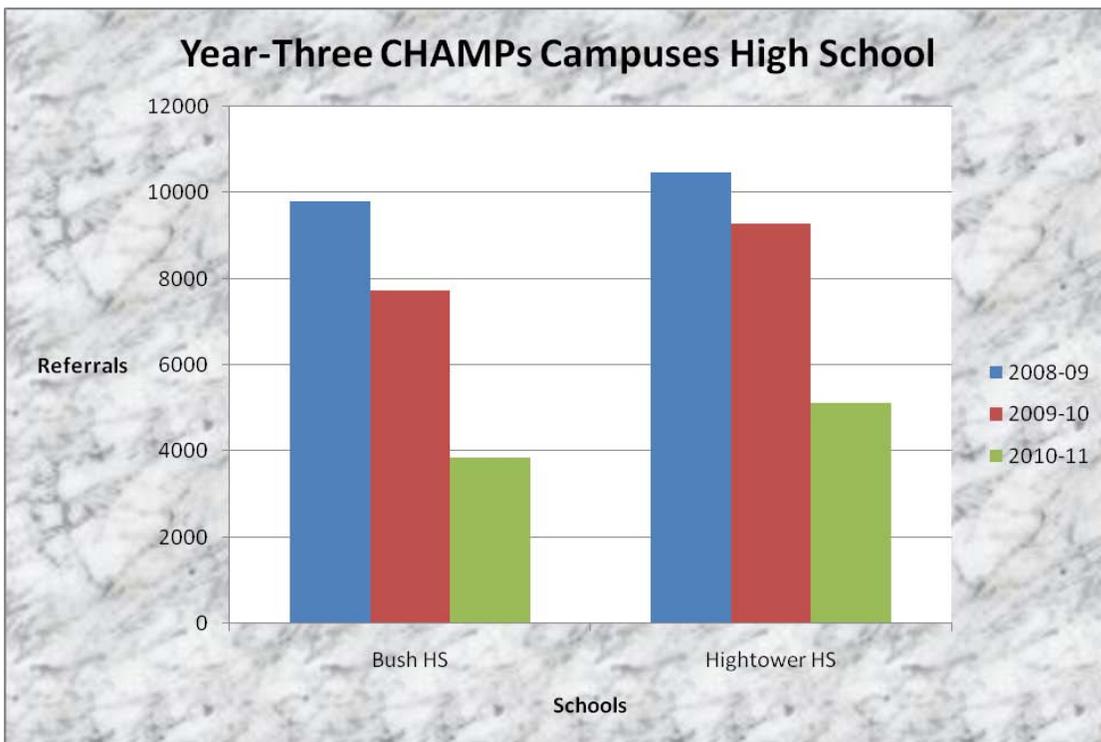


Figure 3.3



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**Summary:**

Fort Bend has experienced great success over the three-year implementation of CHAMPs. Referral numbers are down and school climates throughout the district have improved. Seventy-one of seventy-three Fort Bend campuses have been trained in CHAMPs Classroom Management system. Fifty-three of seventy-one campuses (up from 37 in 2009-10) showed a decrease in referrals. Seventeen campuses (up from seven in 2009-10) had a 50% or higher decrease in referrals. Thirty campuses were trained in the 2008-09 school year; twenty-one campuses received CHAMPs training in 2009-10 and twenty-two campuses are scheduled for CHAMPs refresher training in August 2011. "Every student is entitled to a high quality education in a safe environment." Fort Bend ISD provides positive behavior support to students through Randy Sprick's Safe & Civil Schools CHAMPs framework.

**Recommendations:**

- Train the two remaining high school campuses in CHAMPs.
- Provide on-going CHAMPs training during the 2011-12 school year.
- Require 100% of Fort Bend ISD schools to complete the CHAMPs Survey.
- Identify uniform procedures for entering and tracking discipline referrals in Skyward at every level.
- Provide follow-up CHAMPs trainings for new teachers.
- Expand the implementation of CHAMPs by providing training to Fort Bend ISD police officers and bus drivers.
- Sustain fidelity of the model by creating more in depth training of CHAMPs, CHAMPs Coaching, and the Foundations trainings.
- Review Foundations data (if available) from the pilot campuses.