

**ANNUAL REPORT
CHAMPs
Fort Bend ISD
Student Support Services
2009-10**

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 allows 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 2009-10:

- In year two of District-wide implementation of CHAMPs, 44 campuses received the CHAMPs campus day training on August 14th---August 20th. Over 2200 Fort Bend employees were trained.
- A CHAMPs video of FBISD classrooms was created to capture effective CHAMPs strategies being utilized to promote student learning and positive behavior support. The video was viewed by over 200 FBISD administrators at the district meeting in September 2009. Also, a CHAMPs brochure outlining the purpose, expectations and key benefits was created to help promote fidelity with implementation.

Expectations for CHAMPs Campuses
<ul style="list-style-type: none">▪ Complete CHAMPs Campus Agreement▪ Complete CHAMPs Campus Feedback Form▪ Attend Administrator CHAMPs Training▪ Complete CHAMPs Campus Day Training▪ CHAMPs Administrator Liaison attends district trainings▪ Complete CHAMPs Assessment Survey

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Key Benefits of CHAMPs
<ul style="list-style-type: none">▪ Clear expectations with logical/fair responses▪ Less time monitoring discipline/ more time teaching▪ Tools to motivate students to do their best▪ Class disruptions and referrals are reduced▪ Improved climate▪ Increased student achievement▪ Respectful and civil interactions

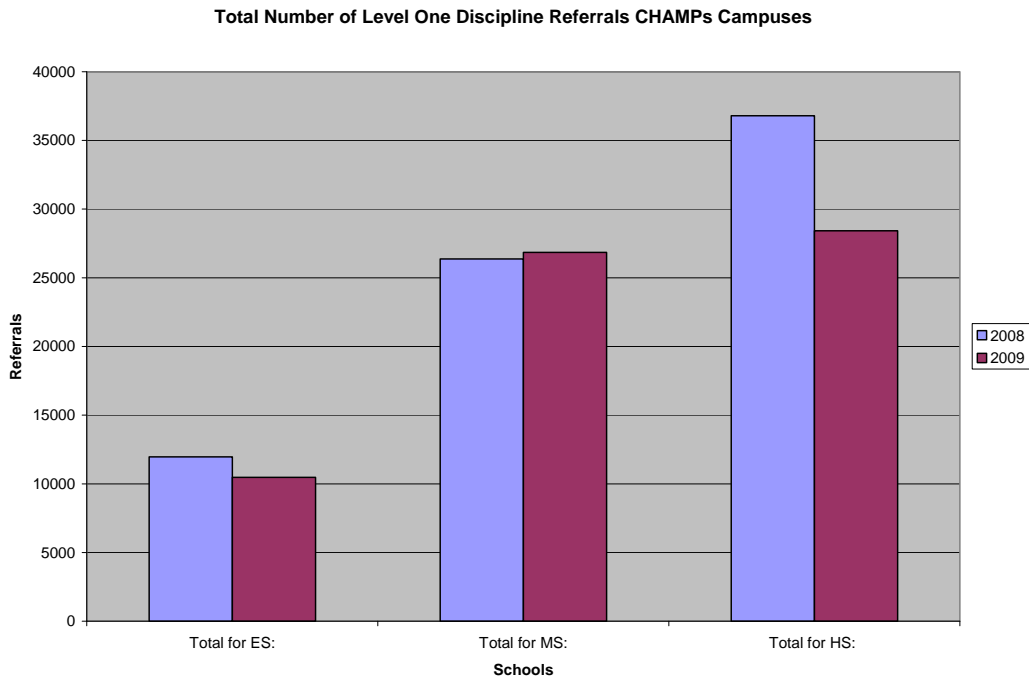
- A total of 3009 FBISD employees received CHAMPs training for the 2009-10 school year. Seven campuses received CHAMPs training in January 2010 bringing the total campuses trained over the past two years to 51.
- CHAMPs trainings have been provided to 38 elementary schools, eight middle schools, four high schools and one specialized school. The LSSPs and Special Education Facilitators provided on-going training during the 2009-10 school year. A CHAMPs administrator liaison and district trainer were assigned to each of the 51 campuses. The CHAMPs Campus Agreement required each campus to select a CHAMPs campus team to drive the implementation. District quarterly meetings were held for collaboration and continuous improvement. Safe and Civil Schools, the creators of CHAMPs, provided on-going training and staff development for CHAMPs.
- Student Support Services and Special Education collaborated to provide CHAMPs training through-out the district. A Fort Bend District Administrator attended the National Safe and Civil Schools Conference to develop strategies for sustainability and building district capacity for continuous improvement with the CHAMPs initiative.
- A Train the Trainer CHAMPs training was provided in the spring for administrators.
- Mandatory district trainings were held for CHAMPs district trainers and administrator liaisons. Seventy-one CHAMPs trainers and administrator liaisons received over 30 hours in CHAMPs training from Safe and Civil Schools and the district trainings. The CHAMPs district trainings were engaging and resourceful for everyone. Several administrators presented on how they were implementing CHAMPs at their campuses. Also, CHAMPs campus visits were conducted to assess how best to support schools with the CHAMPs initiative and the feedback was shared at the district trainings.

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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 level one discipline referrals for CHAMPs campuses decreased at the elementary and high school level.

Figure 1.1



Thirty of the 38 elementary campuses, three of the eight middle school campuses and four of the four high school campuses showed a decrease in level one disciplinary referrals from 2008-09 to 2009-10 (figures 1.2, 1.3 & 1.4).

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Figure 1.2

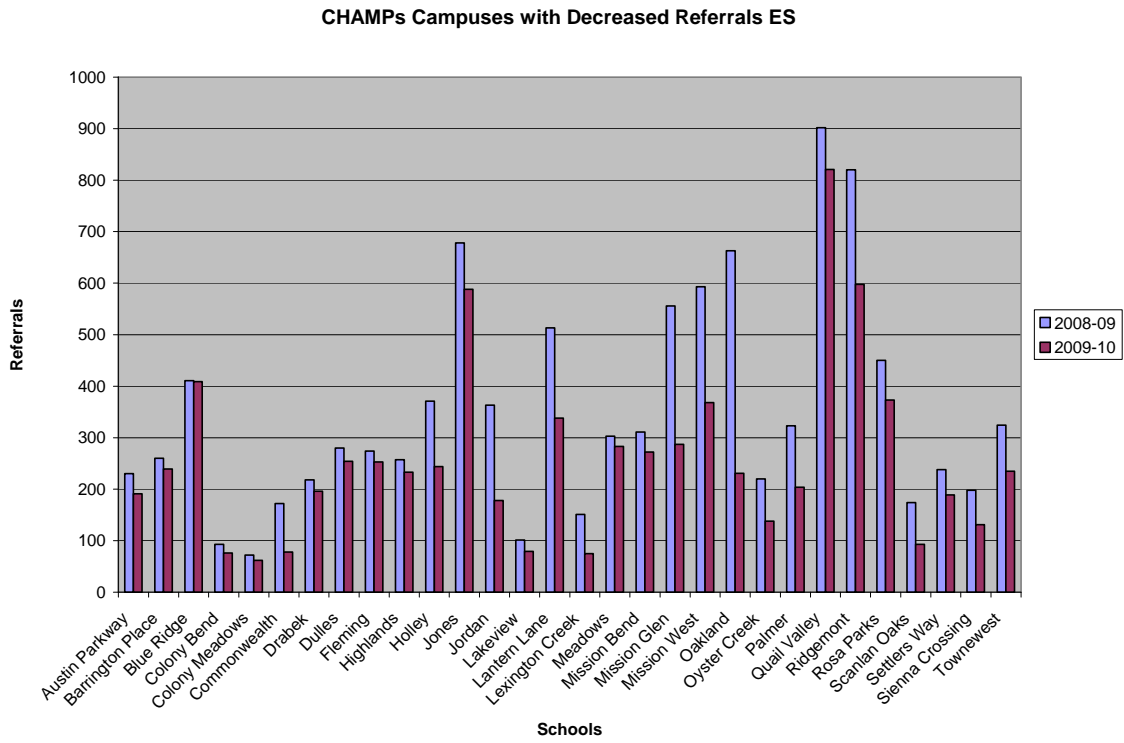
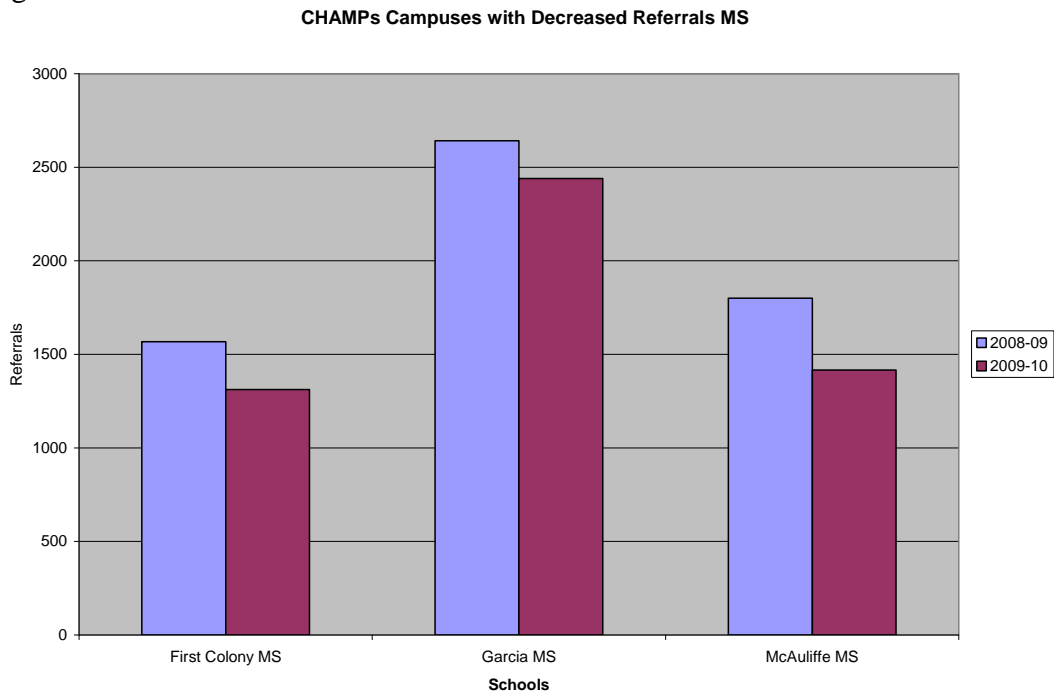
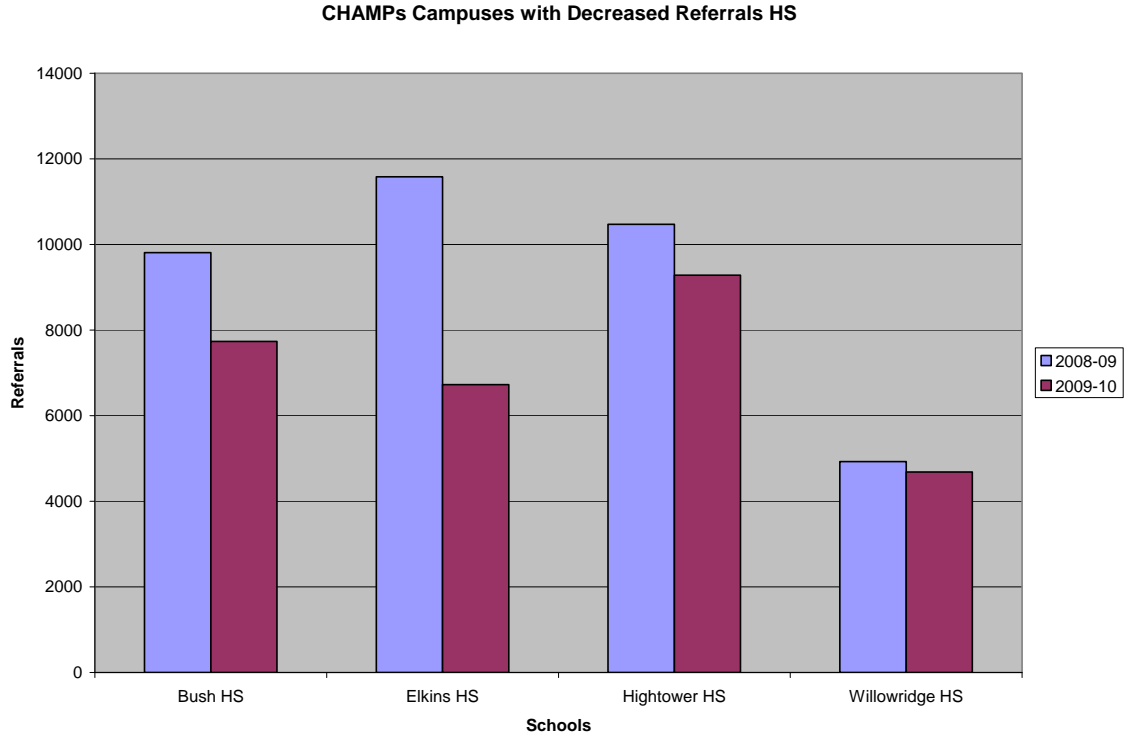


Figure 1.3



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Figure 1.4



Note: All high school CHAMPs campuses showed a decrease in discipline referrals.

Several campuses showed a substantial decrease in discipline referrals. Six elementary CHAMPs campuses showed a 47% or higher reduction and one high school campus showed a 42% reduction in discipline referrals.

Barbie Herrington, the principal of Oakland Elementary, stated the following:

“Implementing CHAMPs gave us a framework to improve discipline campus wide at Oakland. This framework provided teachers in the classroom and staff members throughout the campus with a plan and with consistency for appropriate student behavior. In the process, we had a 78% decrease in the number of discipline referrals from 2008-09 to 2009-10! We are sold on CHAMPs!”

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Figure 1.5

CHAMPs Campuses with Decreased Referrals ES (47% or higher)

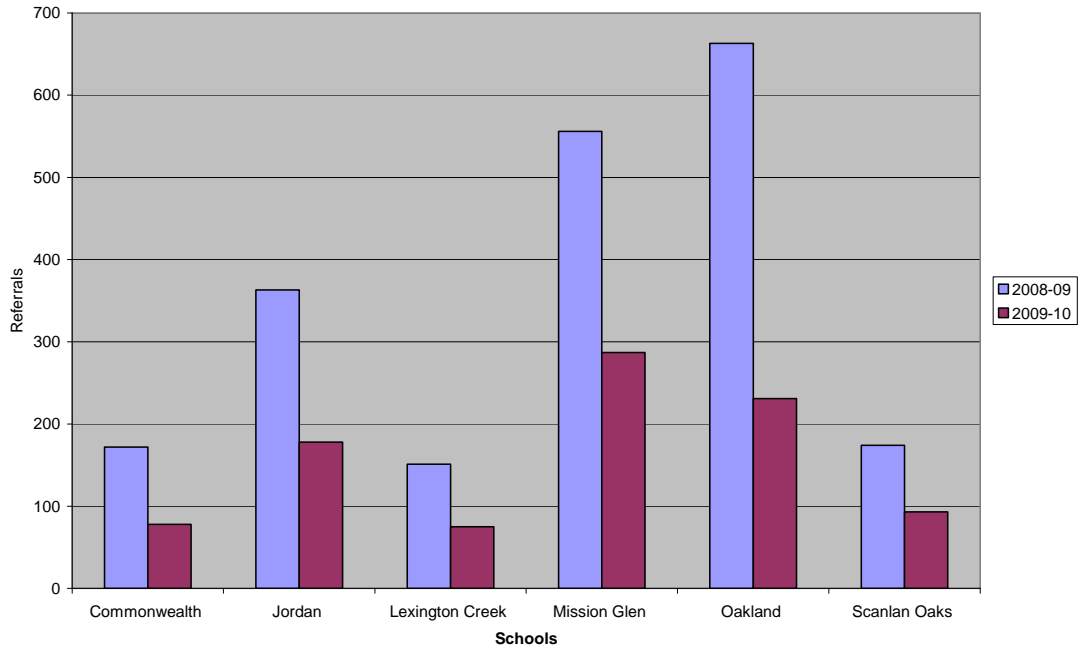
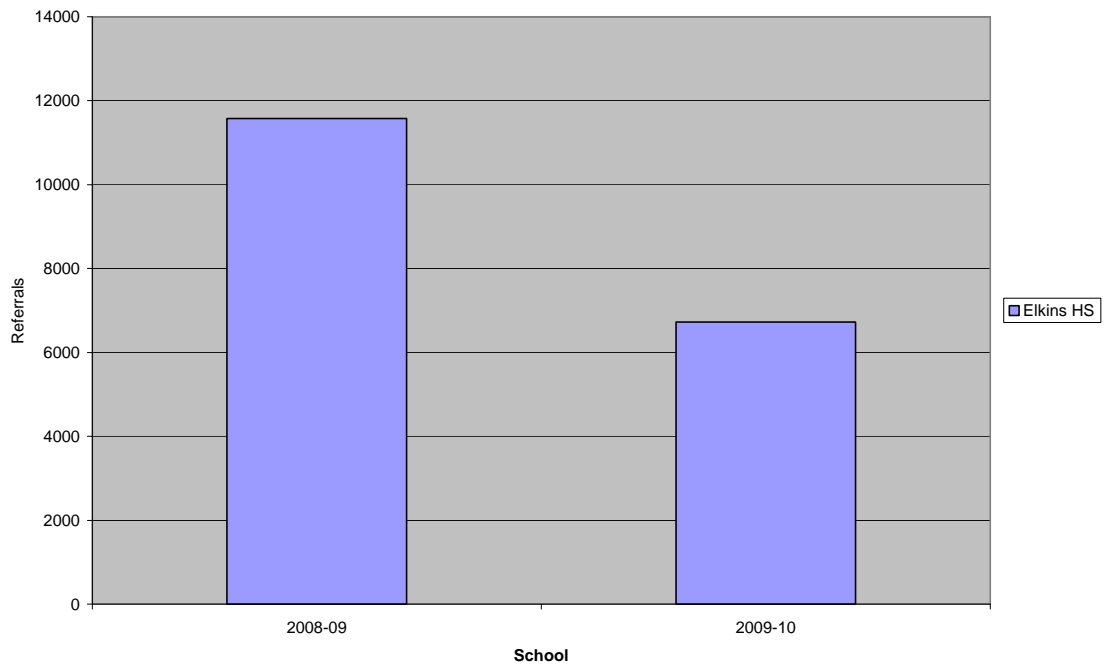


Figure 1.6

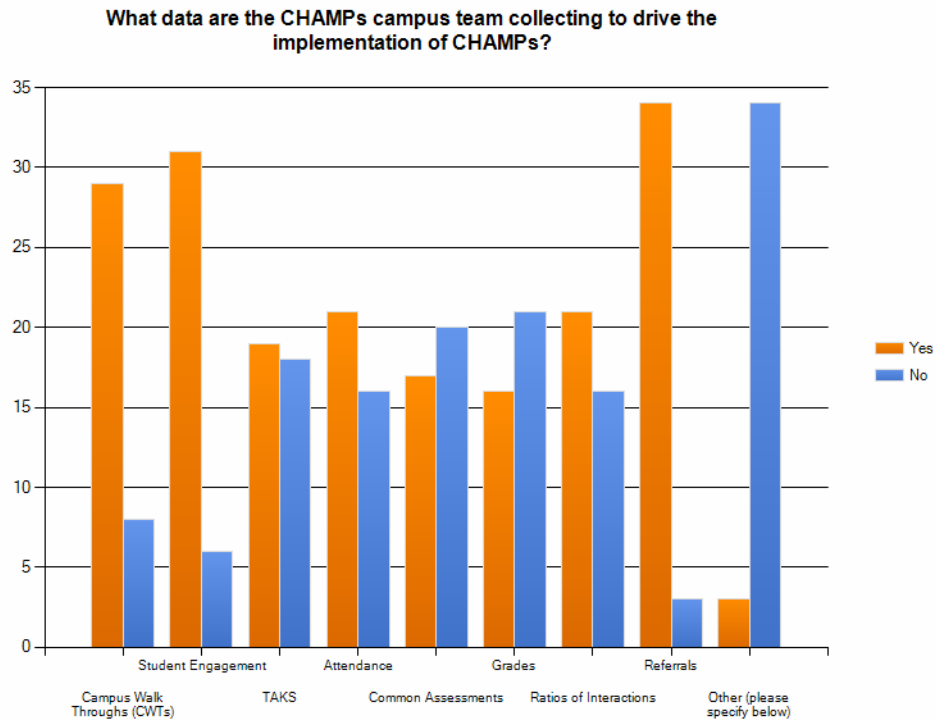
CHAMPs HS Campus Decreased Referrals (42%)



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An on-line CHAMPs Campus Assessment survey was completed by 37 of 51 campuses. 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.

The results of the survey in figure 2.2 indicated that over 62% of the campuses surveyed collected CHAMPs data on a monthly basis. In figure 2.3 a cross tabulation between how often CHAMPs data were collected and the percentage reduction in discipline referrals indicated that weekly, bi-weekly, and monthly data collection campuses were more likely to show a decrease in discipline referrals than the campuses that collected data on more than a monthly basis. Over 71% of the campuses that reported collecting data on more than a monthly basis showed no change in discipline referrals. The results indicate that there is direct correlation between collecting CHAMPs data on at least a monthly basis and reducing discipline referrals.

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Figure 2.2

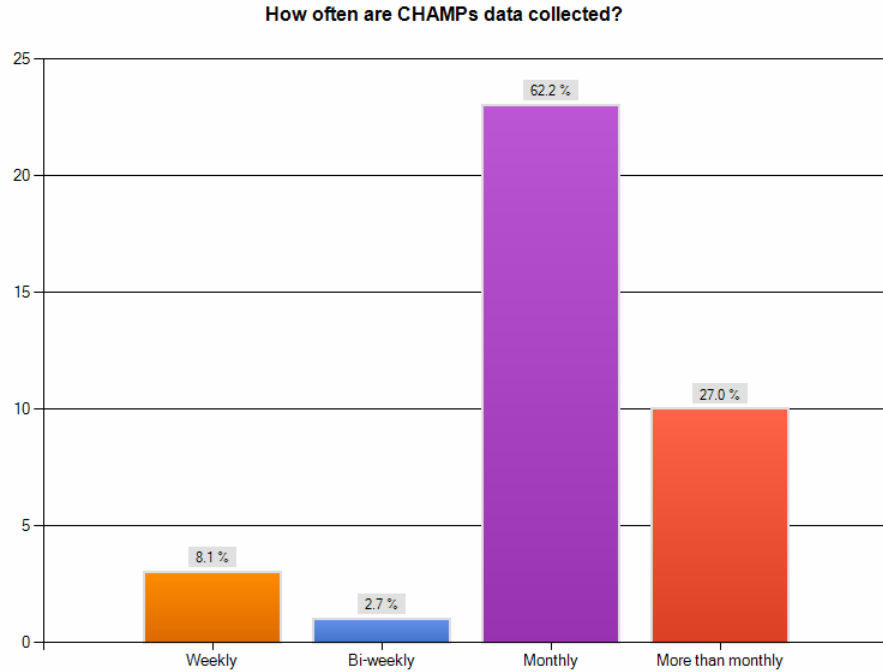
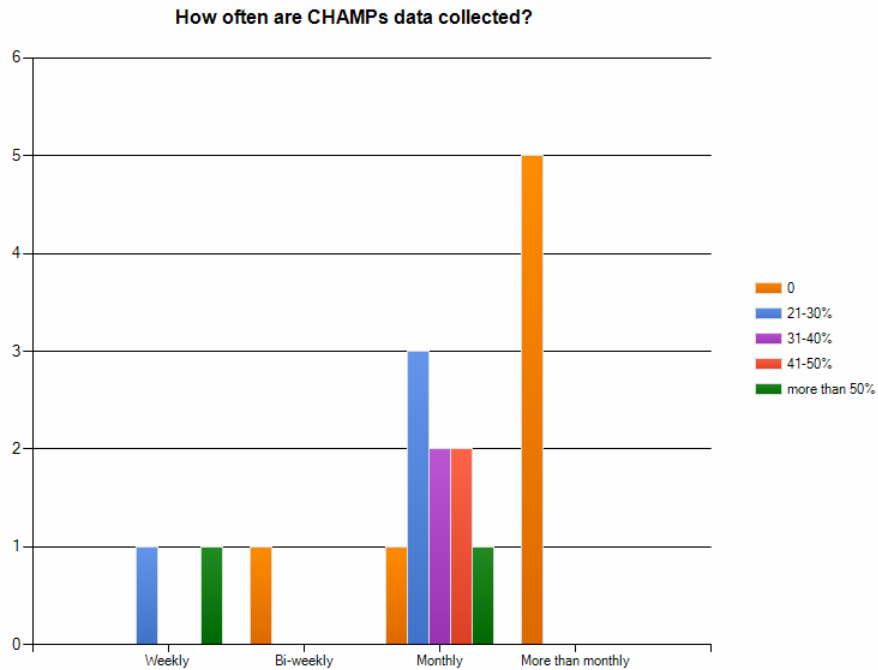


Figure 2.3

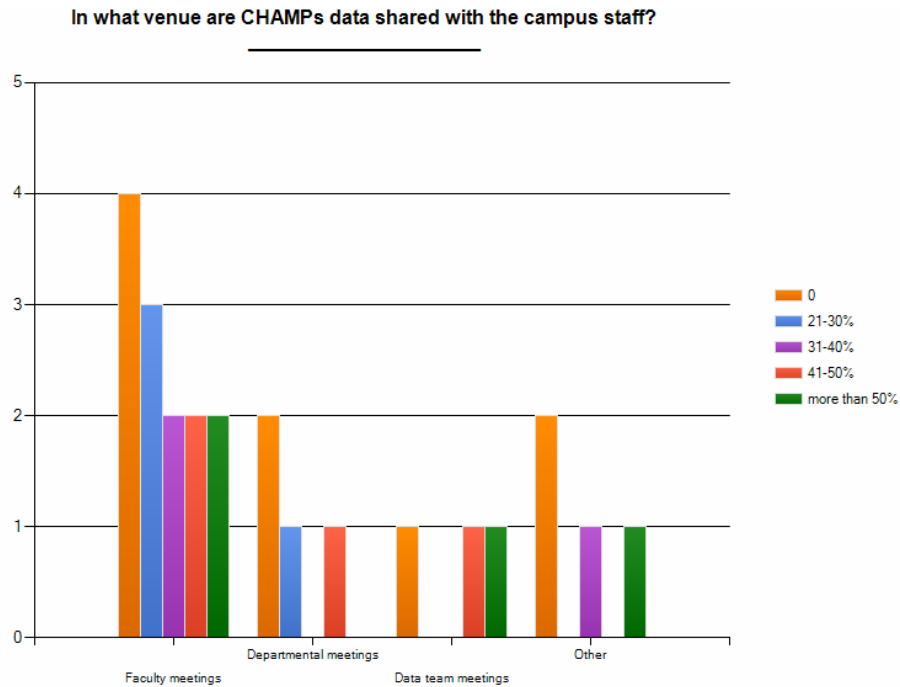


Note: Crosstab between how often CHAMPs data was collected and the percentages of discipline referral reduction

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Campuses showed varied results when the number of discipline referrals was correlated to the venue in which CHAMPs data were shared. The crosstab indicated that the most significant reduction in discipline referrals happens most often when data are presented in data team meetings or in focused staff meetings.

Figure 2.4



Note: Crosstab between the venue CHAMPs data were presented and the percentages of discipline referrals reduction (Other—CBLT, steering or team meeting)

One of the goals of implementing the 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 varied (see figure 2.5). However, in a cross tabulation of how much time per day was spent taking care of discipline issues and the percentages of discipline referrals reduction showed that campuses with a 31-40% reduction in discipline referrals spent the least amount of time per day with discipline issues (see figure 2.6). The results indicated that less instructional time was lost at those campuses because only 15-30 minutes daily was spent with discipline issues.

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Figure 2.5

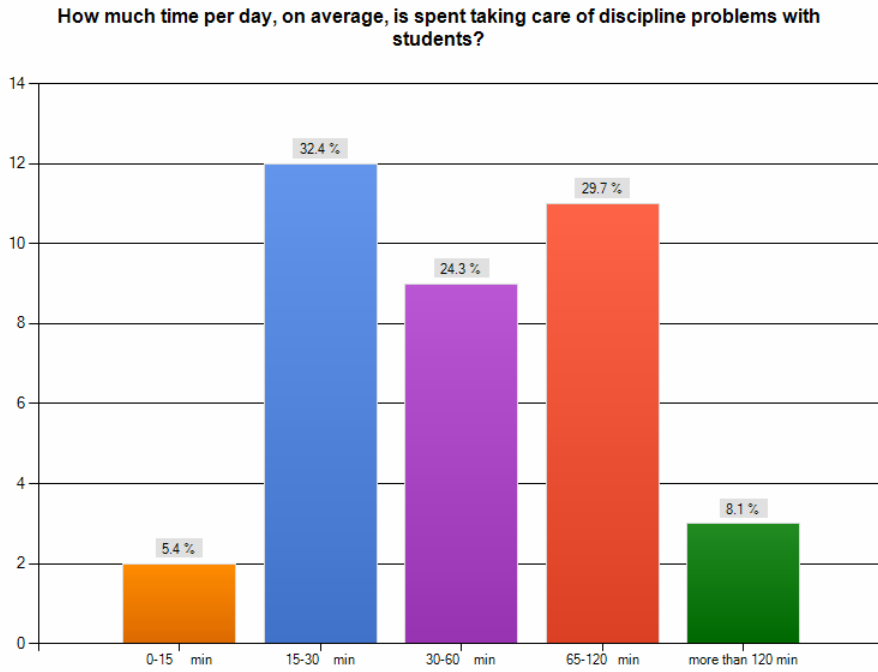
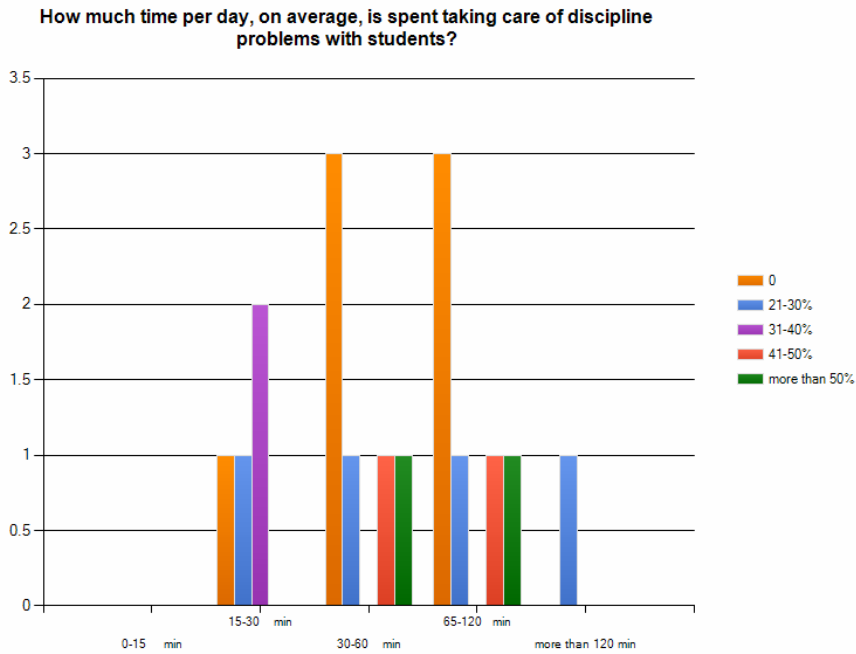


Figure 2.6



Note: The percentages represent the reduction in discipline referrals

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In addition to the reduction in discipline referrals, some CHAMPs campuses reported other positive benefits of implementing CHAMPs (see figure 2.7). Also, campuses reported improved or better transition between tasks, improved student rapport and overall improved classroom behavior. Some participants reported that CHAMPs was not fully implemented this school year and are working toward full implementation for next year.

Figure 2.7

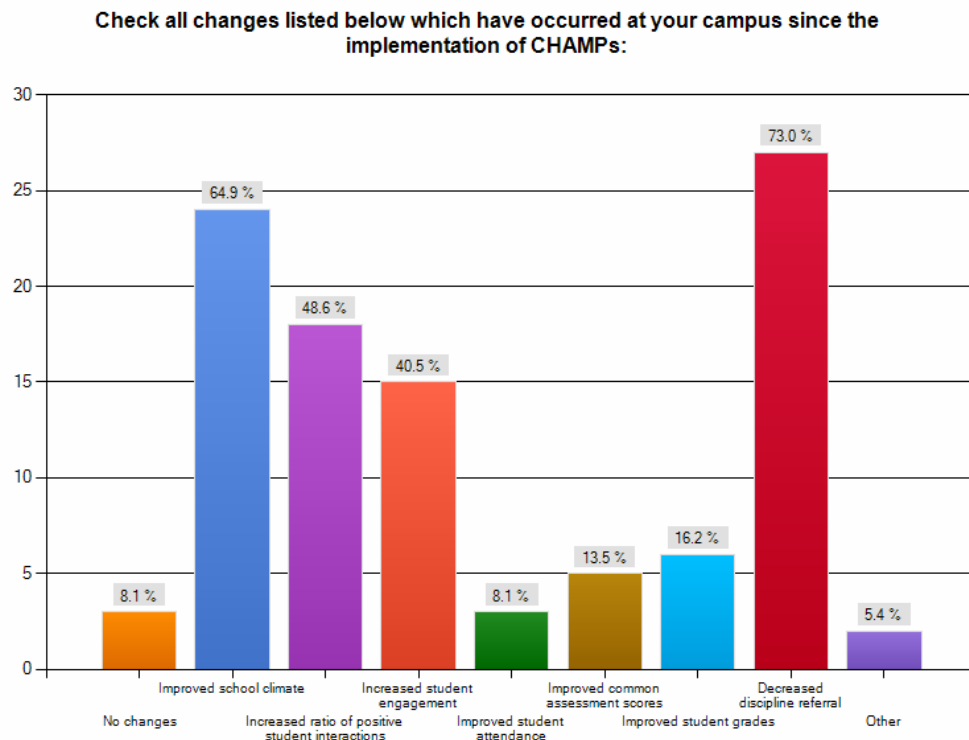
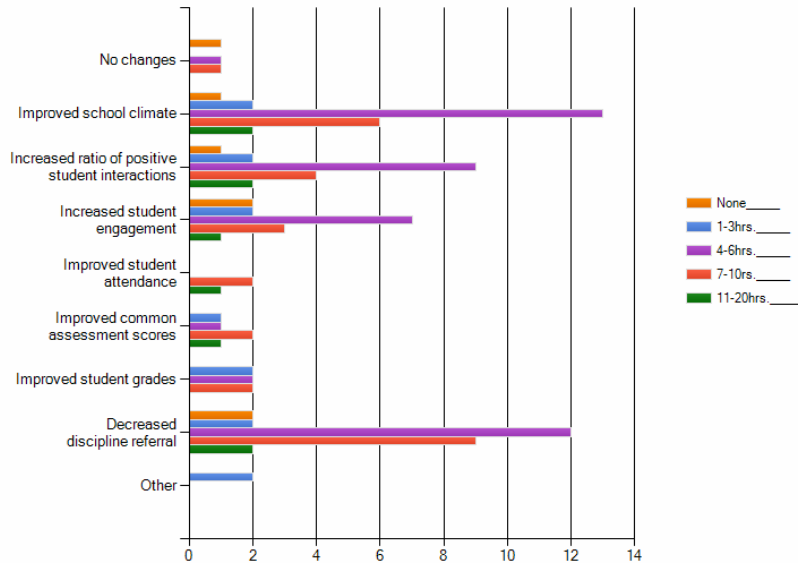


Figure 2.8 shows a cross tabulation between the positive changes identified and the number of hours of CHAMPs training campuses received. The results of the survey indicated that 4-6 hours of CHAMPs training made a significant impact on school climate, positive student interactions, student engagement and discipline referrals. Campuses that received 7-10 hours had a similar impact. However, surprisingly, campuses that received 11-20 hours did not indicate the same results. The survey question regarding CHAMPs training included teachers, counselors, administrators and support staff; however, the break-down of how much training for each group was inconclusive.

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Figure 2.8
Check all changes listed below which have occurred at your campus since the implementation of CHAMPs:



Campuses that reported full staff participation in 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 were consistent with low implementation.

D. Trends from previous years:

Staff buy-in with implementing CHAMPs is continuously increasing. In the 2008-09 school year 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 held in August 2009. The New Teacher Orientation training was very successful and will be held again in August 2010.

The number of discipline referrals in two-year CHAMPs campuses fluctuated each year (see figures 3.1, 3.2 & 3.3). However, several campuses showed a steady decline in the number of discipline referrals. There were four elementary schools, two middle schools and three high schools that showed a consistent two-year decrease in discipline referrals (figures 3.4, 3.5 & 3.6). Furthermore, thirty-two campuses are signed up for a CHAMPs training in August 2010 and the CHAMPs Administrator training will be held at the Leadership Institute Training on August 4, 2010.

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Figure 3.1

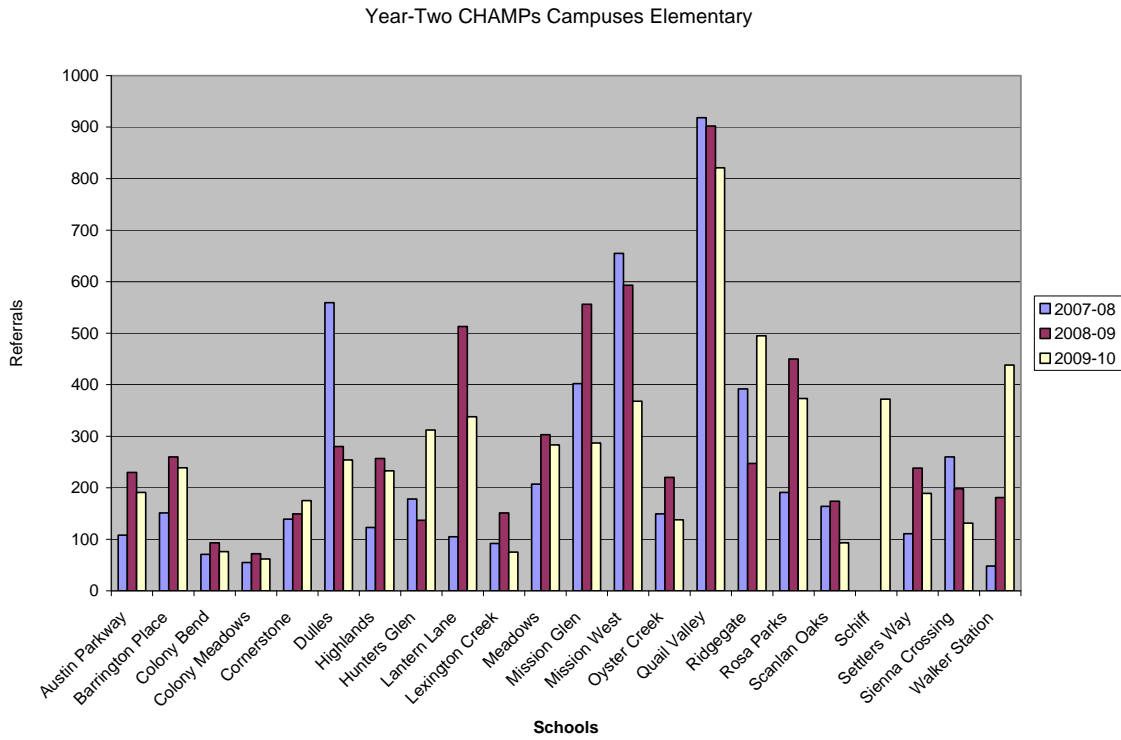
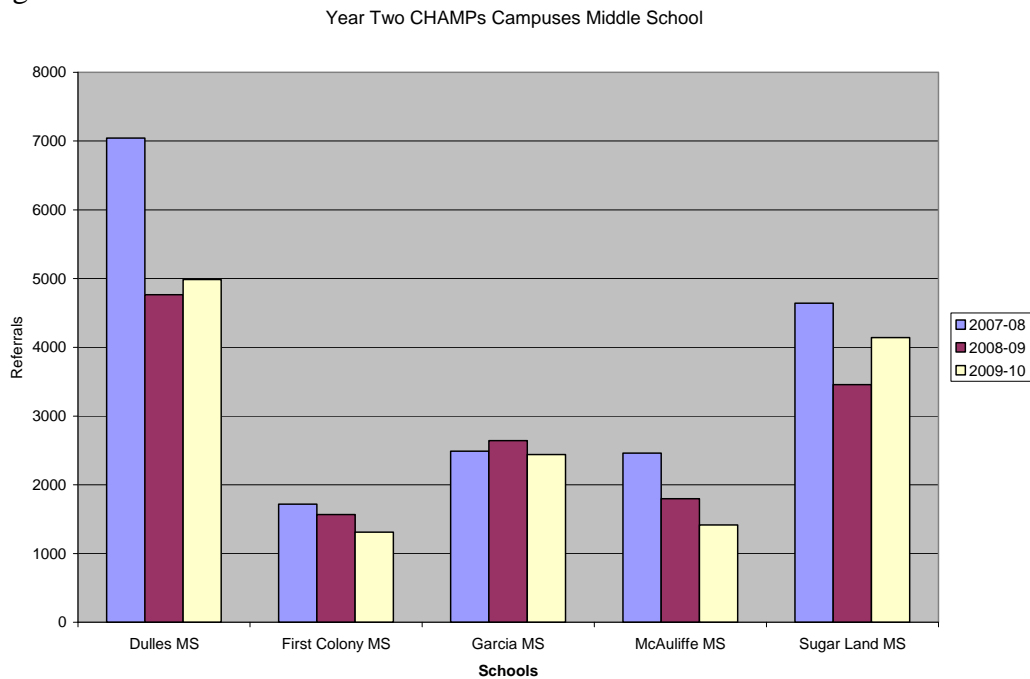


Figure 3.2



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Figure 3.3

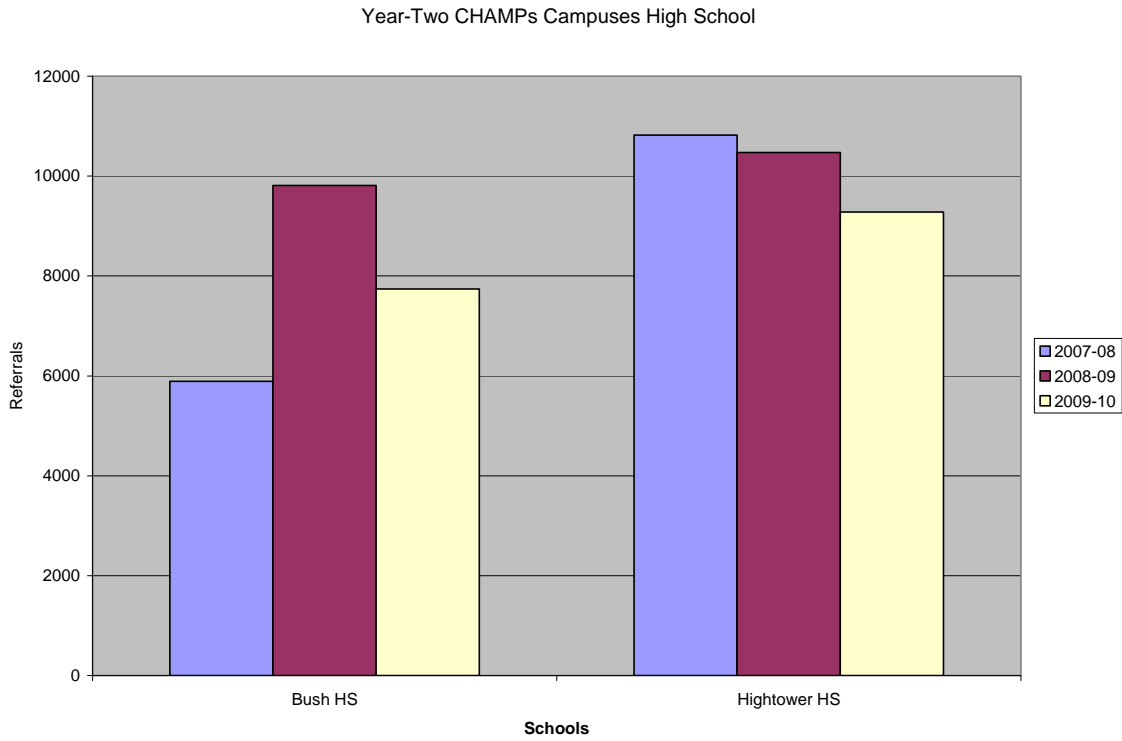
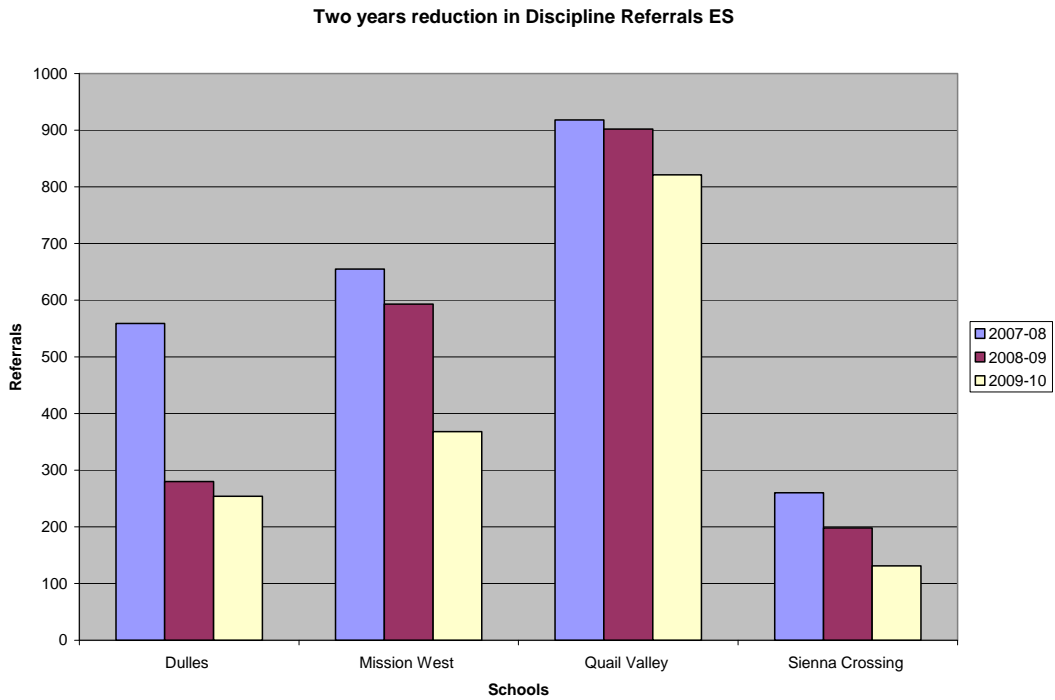


Figure 3.4



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Figure 3.5

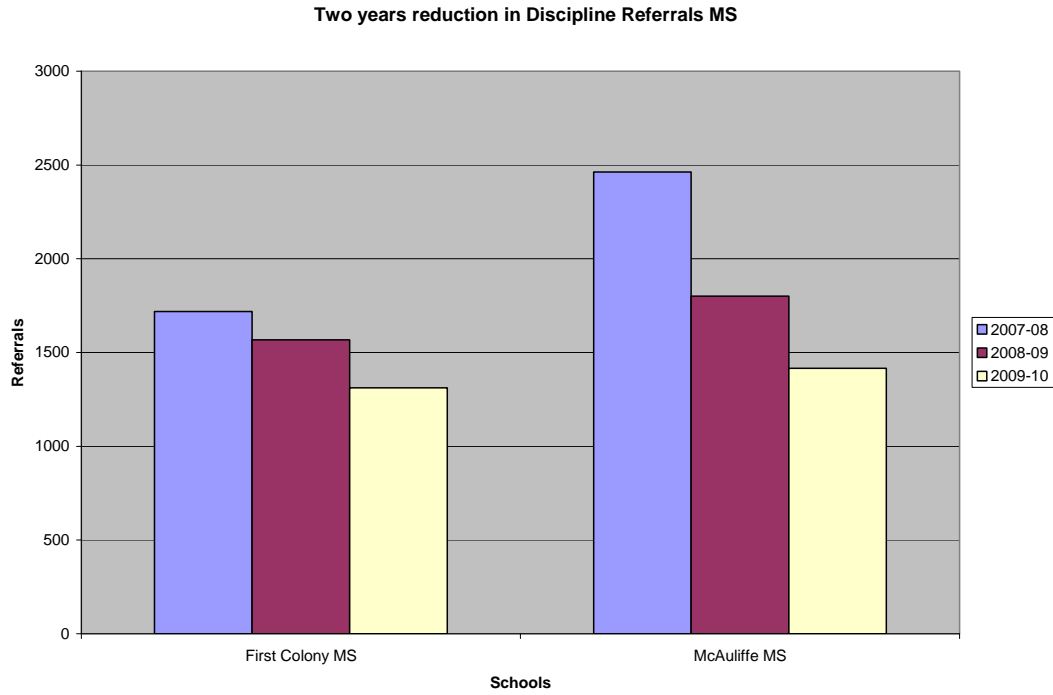
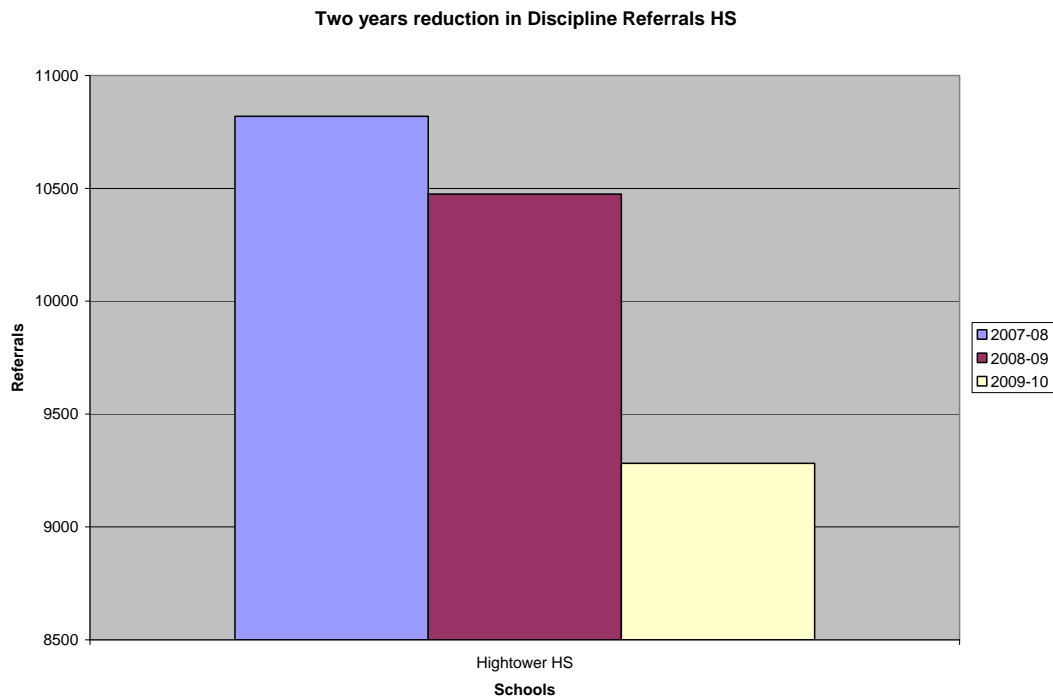


Figure 3.6



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Summary:

Implementing CHAMPs into Fort Bend classrooms is a three-year district-wide initiative. Fifty-one of seventy Fort Bend campuses have been trained in CHAMPs Classroom Management system. Thirty campuses were trained in the 2008-09 school year, twenty-one campuses received CHAMPs training in 2009-10 and the remaining 19 campuses are scheduled for training in the 2010-11 school year. Fort Bend ISD has experienced much success with the CHAMPs initiative. The total number of level one discipline referrals for CHAMPs campuses has decreased. The elementary CHAMPs campuses showed a decrease from 11, 962 to 10, 475 level one discipline referrals. While the middle school CHAMPs campuses did not show a total decrease in level one referrals, three of the eight campuses did show a decrease in numbers and two of the eight campuses have shown a steady decline in level one discipline referrals. Furthermore, all of the high school CHAMPs campuses showed a decrease in level one discipline referrals from 36, 793 to 28,429.

Dawn Westfall, assistant principal of Lexington Creek, made the following statement:

“We are very excited that the discipline referrals have dropped so dramatically in such a short amount of time! As well, it is no coincidence that we have attained exemplary status for the first time in many years! Certainly much of our success can be attributed to our teachers and staff and their fidelity in implementing CHAMPs consistently throughout our building. Lexington Creek has a calm, yet engaging environment, in which all students are able to achieve!”

Campuses with medium to high implementation had strong evidence of CHAMPs, consistent data collection and monitoring procedures, and full commitment to the CHAMPs campus requirements. Campuses with low implementation of CHAMPs had several indicators in common such as inconsistent implementation of CHAMPs campus requirements that will be the focus for improvement this upcoming year.

Recommendations:

- Require 100% of Fort Bend ISD schools to receive CHAMPs training by 2010-11
- Require 100% of Fort Bend ISD schools to complete CHAMPs Agreement
- Require 100% of Fort Bend ISD schools to complete 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