University of New England
DUNE: DigitalUNE

All Theses And Dissertations | Theses and Dissertations

7-2019

The Effects Of Whole Child Education Safety Needs

Brittany Valdez
University of New England

Follow this and additional works at: https://dune.une.edu/theses

 Part of the Educational Assessment, Evaluation, and Research Commons, and the Educational Leadership Commons

© 2019 Brittany Valdez

Preferred Citation
Valdez, Brittany, "The Effects Of Whole Child Education Safety Needs" (2019). *All Theses And Dissertations*. 238.
https://dune.une.edu/theses/238

This Dissertation is brought to you for free and open access by the Theses and Dissertations at DUNE: DigitalUNE. It has been accepted for inclusion in All Theses And Dissertations by an authorized administrator of DUNE: DigitalUNE. For more information, please contact bkenyon@une.edu.

THE EFFECTS OF WHOLE CHILD EDUCATION SAFETY NEEDS

By

Brittany Valdez

BS (Champlain College) 2015
MS (Southern New Hampshire University) 2016

A DISSERTATION

Presented to the Affiliated Faculty of

The College of Graduate and Professional Studies at the University of New England

Submitted in Partial Fulfillment of Requirements

For the degree of Doctor of Education

Portland & Biddeford, Maine

July 30, 2019

Copyright © by
Brittany Valdez
2019

Brittany Valdez
July 24, 2019
Educational Leadership

THE EFFECTS OF WHOLE CHILD EDUCATION
SAFETY NEEDS

ABSTRACT

The research topic explored in this study are the outcome effects of the whole child education model. The purpose of the study was to examine these outcomes due to the current state of federal laws providing states and schools more flexibility to incorporate these programs into their accountability systems. The research questions sought to address the efficacy of the safety tenet of these programs and to determine if schools implementing whole child programs had demonstrated fewer suspension related incidents, increased student performance, and evidence of a safe school building, climate, and culture. The setting for this study was an elementary school district serving students in kindergarten through grade 6 in California. This district received funding for its implementation of whole child programs from the state. Data was collected from the district reported suspension incidents, major incidents reported to the state, and the Smarter Balanced assessment results for the years 2014-2015 through 2017-2018, which was the latest full year of data available. The study found an overall positive relationship between school safety and the implementation of these programs. Further study of the implementation methods and quality of implementation is recommended, including influence of other variables not considered by this study (such as student demographic data, students in grades 7-12, and schools where additional funding was not available).

Keywords: whole child education; Maslow's hierarchy of needs; school safety; student achievement

University of New England

Doctor of Education
Educational Leadership

This dissertation was presented
by

Brittany Valdez

It was presented on
July 10, 2019
and approved by:

Michelle Collay, Ph.D.
Lead Advisor
University of New England

Jacqueline Lookabaugh, Ed.D.
Secondary Advisor
University of New England

Margie McCaw, Ph.D.
Affiliate Committee Member
Cognia, Inc

ACKNOWLEDGEMENTS

The researcher would like to acknowledge those who supported the undergoing and completion of this study. The researcher thanks and acknowledges Stephanie Means, Proposal Coordinator for Cognia, Inc, for her preliminary support of locating articles and texts relevant to the topic of study. The researcher also thanks and acknowledges Mellicent Friddell, Program Manager for Cognia, Inc, for her formatting expertise. The researcher thanks and acknowledges family members as well for their encouragement and support during the course of this study. Additionally, the research would like to thank and acknowledge the advisory committee and the research team members in the University of New England's Cohort 10 for their time, effort, and support.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

CHAPTER 1

INTRODUCTION

Organizations across the nation have recognized that education needs to be about more than just academics. In response, whole child education programs have been designed by nonprofit organizations as well as federal and state governments. These programs typically recognize the importance of ensuring that every student is healthy, safe, engaged, and challenged (ASCD, 2018). Whole child education programs provide schools with curricula and resources to better ensure that students will succeed academically and as members of the community. These programs help prepare students for college and career opportunities and adapt to the changing conditions in the workplace (Educate the Whole Child, 2018).

Whole child education programs are being implemented in public schools across the nation. In cases where schooling is limited to lessons where outcomes can be measured, students are more likely to be bored, not understand the value of education, and even drop out (Educate the Whole Child, 2018). Traditional education is unable to bring a roundness to education that better promotes learning from life and improves the wellbeing of the students. Whole child education purports to be a more holistic form of education that seeks to engage students beyond traditional academics (Educate the Whole Child, 2018). This philosophy includes bringing other intelligences, such as the arts and handwork, into the classroom as well as ensuring the student is emotionally and physically well, including student safety.

Students are expected to achieve a certain score on statewide assessments to be considered proficient, which feeds into a state's record of accountability with the federal government. In some cases, these test scores are used to determine the student's ability to graduate from high school, such as in Maryland and in Texas (FairTest, 2017). However, as

assessment professionals know, teachers should use assessment results to inform student learning. “Assessment is a means, not an end” (Measured Progress, n.d., para. 1). Assessments are a measure of student progress and can be used to identify those areas in which a student struggles. However, these instruments should not be the only tool by which student success is measured.

Whole child education curriculum is based on the implementation of five distinct tenets within the classroom. These tenets provide a greater depth to education than solely focusing on student achievement in terms of assessment performance. Whole child education seeks to make sure each student is healthy, safe, supported, engaged, and challenged. These tenets are further broken down into additional indicators to measure whether this is occurring for each student (ASCD, 2018).

Through the reauthorization of the No Child Left Behind Act, the federal government recognized that having an accountability system based solely on standardized assessment data in today’s educational climate was too rigid (U. S. Department of Education, 2015). The reauthorization law provides flexibility in state accountability systems, allowing states to focus on more than just summative assessment data to respond to federal accountability requirements.

This reauthorization, known as the Every Student Succeeds Act (ESSA), provides greater context for states to move toward whole child education (U.S. Department of Education, 2015). This act provides five accountability measures for states to report to the federal government. The first four of these indicators are routine academic indicators, such as statewide assessment and graduation rates. The fifth indicator, however, provides the schools with greater flexibility to focus on “measures of school quality, climate, and safety” (Every Student Succeeds Act, 2015). As an indicator in accountability, the law provides samples of the type of school safety data that

schools can report. This includes rates of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, chronic absenteeism, and incidences of violence, to include bullying and harassment (Every Student Succeeds Act, 2015).

Many states have already embraced this new flexibility and implemented whole child education programs (California Department of Education, 2017; New York ASCD, n.d.; Texas ASCD, 2017). Recognizing the need for a focus on the different needs in a student's life, California has implemented its One System Serving the Whole Child program, particularly in its Multi-Tiered System of Support (MTSS) (California Department of Education, 2017). This implementation provides alignment with the MTSS framework.

Other national organizations, such as Educate the Whole Child and the Association for Supervision and Curriculum Development, have published whole child education techniques. Both organizations have a certification membership network available for schools to join. With these options available to schools, it is important to determine how options are being applied within schools and what effect they have on teacher perception.

Statement of the Problem

The problem addressed by this study is the impact of implemented safety standards, as prescribed by ASCD's whole child network, on overall school safety in building, climate, and culture. Whole child education initiatives have become more widely accessible to help prepare students for the 21st century. These initiatives seek to address the comprehensive needs of all students and not just teach them academically (Association for Supervision and Curriculum Development, 2018). The comprehensive needs of students must be met for them to be successful in school. An examination of how schools address student safety and other basic

needs, such as food and shelter, is important within the whole child framework. These basic needs correspond with the tiers of Maslow's hierarchy of needs.

Boosting the bottom three tiers of the hierarchy of needs will also reduce the gap in student inequality (Harper, 2018). Students who do not have the needs on these tiers met are unable to gain as much from school as those students who are consistently in the top two tiers of the hierarchy. Students of low-income families or other situations of demonstrated need (Kotok, 2017) will be able to gain equality with other students through programs associated with the hierarchy of needs. These studies considered families with demonstrated need, such as food stamp recipients and students living in neighborhoods designated by use of vouchers, as reasons why students have unmet needs. In a study published in the American Educational Research Journal, researchers found that student scores on state-administered tests were the highest about three weeks after the monthly food stamp distribution (Harper, 2018).

Many organizations (Association for Supervision and Curriculum Development, 2018; California Department of Education, 2017; Educate the Whole Child, 2018; New York ASCD, n.d.; Texas ASCD, 2017; U.S. Department of Education, n.d.) have recognized the need for whole child education, but little literature is available to describe the outcomes of such programs being implemented by schools. This study examined local safety data in schools that have implemented whole child education safety standards and determined if the implementation has led to an increase in school safety, thus meeting basic needs of students.

Traditional education does not take into account the comprehensive needs of a student or how addressing needs other than academic concerns can improve student learning. While there are whole child programs being implemented at both a state and local level (California Department of Education, 2017; Educate the Whole Child, 2018), the effects of these programs

needs to be examined. It is not enough to simply implement these programs. According to Kotter's eight step change process, an evaluation of effectiveness is key to providing for a successful implementation and, in this case, understanding if they do improve teaching and student learning (Mind Tools Content Team & Kotter, 2019). By examining existing safety data acquired by school districts within these implementations, this study begins to examine the outcome of school safety standards.

Purpose of the Study

Since whole child education programs have expanded across the nation in recent years, this study gathered safety data and sought to understand the outcome of these programs. This study aimed to determine if there is a potential correlation between implemented whole child education safety standards and school safety trends as indicated by school level discipline reports, pointing to the opportunity or need for further empirical research.

The study targeted member schools in a whole child network with the goal of using defined outcome measures to determine the effects whole child standards have had on school safety through district data aggregated from school reporting procedures. By conducting this research, the researcher was able to describe safety trends through data analysis at the selected site where these standards are implemented and used this data to help fill the gap within the literature surrounding this issue.

The study includes member schools within one California district that has adopted the whole child education model offered by state government programs, associations like Educate the Whole Child, and the Whole Child Network sponsored by the Association for Supervision and Curriculum Development (ASCD). This district was selected because it implemented the state's whole child program, received program funding, and identified key goals for the 2018-

2019 school year aligned with program implementation. One of these key goals is centered on district and school safety.

This study is not a program evaluation of the quality or fidelity of the implementation of the district's key goals or the state designated whole child framework. It is intended to fill the gap in the literature specifically around school safety data and to provide recommendations for further study of whole child education.

Research Questions

The research questions explored in this study are:

1) Do schools that implement whole child safety standards and programs achieve an outcome of reductions in incidents (both major and minor) that lead to student suspension? Is there a possible correlative effect on student achievement?
2) Does school enrollment size impact suspension rates in schools implementing whole child safety standards?
3) Do schools that implement whole child safety standards and programs have evidence of a safe school building, climate, and culture based on the following indicators (as described in the major incident codes reported to the state):
    a. Violent Incident (Injury);
    b. Violent Incident (No Injury);
    c. Weapons Possession;
    d. Illicit Drug-Related;
    e. Defiance-Only; and
    f. Other Reasons?

Conceptual Framework

The conceptual framework for this study is derived from the Multi-tiered Systems of Support (MTSS) framework (Cowan et al., 2013). This framework is an "effective way to implement integrated services that support school safety and student learning" (Cowan et al., 2013, p. 4). When considering the effectiveness of the safety tenet, the MTSS framework provides a solid foundation to examine this implementation. The state of California has integrated MTSS into their statewide programs for whole child education as well (California Department of Education, 2018).

This conceptual framework came with a limitation in its execution. Because this study examined existing reported safety data for the selected site, the conceptual framework is limited by the exclusion of staff member and student perspective. The study is also limited by the existing data, as it did not examine the overall implementation of the school safety programs by the district or schools. The study did not consider evidence of school or classroom level implementations and other staff-driven initiatives within the safety standards. Facets of MTSS requires staff input and collaboration (Cowan et al., 2013).

Assumptions, Limitations, and Scope

This study is based on several assumptions and limitations within the proposed scope. The scope of this study included evaluating the outcomes of implementation of whole child education tenets within the public-school setting. This scope did not include a longitudinal study over time. The scope also did not include an evaluation of the implementation nor any qualitative data from the student or teacher perspective. The study was limited to archived data reported to the school district and state.

The main limitation is that the study was conducted as a snapshot in time rather than longitudinal. In this snapshot, it was not possible to determine long term effects of implementing a whole child program at the school or district level. Data for previous years was examined, as available, but no future data was collected.

This study was designed to measure the outcomes of schoolwide implementation of whole child education tenets, particularly the safety tenet. However, the study was limited in the variables surrounding the implementation of these programs. Implementation is presumed and the effects were examined, but not the stages or degree of implementation. The scope of the study did not include an analysis of the implementation, only the outcomes. The outcomes were considered separate from the implementation, as no data on how the program was implemented was examined. The researcher only provided evidence that suggests the program is in place at the selected site. This decision was made due to the timeframe of the study, lack of publicly available program evaluation information, and geographic distance of the researcher.

The literature this study was based on indicates that this type of program has a positive impact. Additionally, information surrounding whole child education suggests that these programs positively impact the learning environment for students. Based on this literature, the researcher assumed that whole child education programs have a positive impact on student assessment results as well (Railey, 2017; Shanafelt et al., 2016; WBUR, 2018). The assumption was that if students have the bottom three tiers of Maslow's hierarchical needs met, they are better able to engage with instructional material which will, in turn, allow them to perform better on statewide summative assessments.

Significance

This study is significant to the educational community because the Every Student Succeeds Act provides states with greater flexibility to incorporate whole child programs within their accountability system through the law's fifth indicator (Every Student Succeeds Act, 2015). Organizations that support these programs and include whole child membership networks offer report card data showing school status of several data points within the whole child framework (ASCD, 2015); however, there is no indication provided at the school level of safety trends within local institutions.

These snapshots provide information such as the percentage of students who are overweight, the percentage of students who suffered from some form of bullying, and the percentage of students who live in a well-kept neighborhood (ASCD, 2015). A national snapshot is available as well as one for each of the fifty states. These snapshots provide recommendations of what community members can do to help improve these numbers (ASCD, 2015), but this does not indicate the school level data behind these numbers. ASCD provides recommendations specifically about student safety in these snapshots, including the recommendation that school climate should be regularly assessed through the collection of the staff, family, and student perceptions (2015). This proposed study is significant because it sought to fill that gap and provide recommendations for further studies to continue filling this void.

Definition of Terms

The following terms will be used throughout this proposed study. They will be used in the context for which they are described here and should be understood with this correlation.

County Department of Education (CDE). This is an education agency within the state of California serving districts, schools, and students within a southern County. It includes 27

school districts with more than 600 schools. About 20,000 educators are employed to serve over 500,000 students (County Department of Education, n.d.).

English Language Arts (ELA). One of the two content areas of the Smarter Balanced statewide assessments (Regents of the University of California, 2018).

Every Student Succeeds Act (ESSA). The Every Student Succeeds Act was signed into law by President Obama in December 2015 as a reauthorization of No Child Left Behind (U.S. Department of Education, n.d.).

Five Tenets. The five tenets are the basis of the whole child education system. They are written to ensure that students are healthy, safe, engaged, supported, and challenged (Association for Supervision and Curriculum Development, 2018).

Illicit Activities. This is defined in terms of sexual assault and sexual battery as well as obscene acts, profanity, and vulgarity (California Department of Education, 2018).

Longitudinal Data. This is data that can be examined over a period of time. This proposed study will review longitudinal data that is collected once each school year.

Maslow's hierarchy of needs. A five-tiered representation of needs that can be used to define a person's satisfaction in life, or a child in their education, based on which tiers are having their needs met. The five tiers are physiological, safety, love/belonging, esteem, and self-actualization (Burns, 1978).

Mathematics. One of the two content areas of the Smarter Balanced statewide assessments (Regents of the University of California, 2018).

Multi-Tiered System of Supports (MTSS). This is a program implemented by the state of California in answer to the Every Student Succeeds Act which allows for a more flexible

accountability system by states. The MTSS implementation helps support schools with whole child education (California Department of Education, 2018).

Neutral Outcome. This term is being used to describe outcomes that are neither positive (increasing trend) or negative (decreasing trend).

Safety Standards (from ASCD). Within the safety tenet of whole child education, ASCD defines ten different standards of safety for schools. These standards are designed to ensure that students are physically and emotionally safe (ASCD, n.d.).

School Staff. This will be defined as teachers and other specific classroom leaders.

Smarter Balanced Assessment Consortium (SBAC). This is a consortium that offers statewide summative assessments in the content areas of English Language Arts and Mathematics for states to administer to fulfill the federal accountability requirement (Regents of the University of California, 2018).

Statewide Summative Assessment. As a part of the accountability system provided for by the Every Student Succeeds Act, states are required to administer a statewide summative assessment once a year to students. This assessment is administered to students in third grade through eighth grade and once in high school. It covers the content areas of English Language Arts and Mathematics (Education Commission of the States, 2019).

Traditional Education. Traditional education is the standard model of education where a teacher provides lessons in subjects such as math, reading, writing, science, and social studies. In this model, students are expected to have academic mastery of these subjects (Huson, 2017).

Trending Data. This data point will be discussed in conjunction with longitudinal data. For the purpose of this proposed study, trending data will be used to reference the overall pattern

observed in the data overtime. For example, the data over a period of three years could experience an upward trend (Statistics How To, 2018).

Whole Child Education. An educational approach that focuses on a multi-tenet approach to learning above and beyond pure academics. These tenets focus on providing students with non-academic opportunities (Educate the Whole Child, 2018).

Conclusion

Using the Multi-tiered System of Supports as the framework, this study examined the outcomes of the implementation of safety standards within whole child education programs using district aggregated disciplinary and student referral data available from the selected site as well as information reported to the state and federal governments.

With the aid of federal programs, such as ESSA, student needs should be addressed at the state and local level. This will create better equity among students and open the doors for new accountability opportunities for schools and districts. States such as California and New York (California Department of Education, 2017; New York ASCD, n.d.) already have a program in place that will help educators serve the whole child and not just their educational needs. Other national associations and programs discussed in this study have created a membership system for whole child education that schools can join.

Chapter 2 will present a review of the literature that is currently available on whole child education and describe how Maslow's hierarchy of needs connects to the whole child education tenets. It will also provide additional information on the conceptual framework for this study. Further, the research methodologies present in this study will be discussed in greater detail in Chapter 3.

CHAPTER 2

LITERATURE REVIEW

The purpose of this study is to examine the outcome of the implementation of the safety tenet of whole child education within public schools. Many organizations have created curricula and protocols to address whole child education, but little is available in terms of the outcomes and effects of their implementation. This study sought to fill this gap and understand outcomes of program implementation at the district and school level. This allowed the researcher to begin constructing an understanding of how implementation of this framework impacts school safety.

Literature available in the education field suggests that there is a connection between student performance and Maslow's hierarchy of needs (Railey, 2017; Shanafelt et al., 2016; WBUR, 2018). The hierarchy of needs is a five-tiered system defined by A. H. Maslow (1908-1970) to describe how humans move from more basic physiological needs to higher level needs such as self-actualization (Burns, 1978). The five tiers, as defined by Maslow, are: physiological, safety, love/belonging, esteem, and self-actualization (Burns, 1978). According to Maslow, the top two tiers of the hierarchy can be reached only by those who have the lower three tiers fulfilled. This suggests that students who do not have the lower three tiers of basic needs met will be unable to reach the higher-level needs that will allow them to perform well academically.

The literature suggests that students who have unfulfilled needs within the lower three tiers are more likely to perform poorly in school and on statewide assessments (Shanafelt, et al., 2016). This literature review will examine various statistics for students who fall into the category of unmet needs. While all needs will be considered, emphasis will be placed on the safety need. Statewide assessment programs will be considered through this lens as well as

public policies that have been written to aid schools in addressing this growing need. Further, this literature review will identify where gaps exist in the current knowledge base.

The purpose of this literature review is to synthesize the different sources available on the topic of implemented whole child education safety standards and their outcomes. This will include defining what whole child education is, identifying the need for such programs, and providing details on existing programs. The format of the literature review will be rapid structure in order to present data from various types of sources, including empirical, non-empirical, conceptual, theoretical, and government policy. Specifically, the literature review will consider data available for public school students across the nation. The data examined will provide evidence as to the unmet needs of the students through statistics of homelessness and hunger, as well as the high stakes nature of standardized assessments. Public policy will be examined to explain what steps schools are encouraged to employ when combatting this issue. Existing programs implemented as a solution to combat this issue will also be considered. Finally, the literature review will identify where gaps exist in the current knowledge base.

Purpose of the Study

The purpose of this study is to examine the implementation of the safety tenet of whole child education within public schools. The study sought to uncover if the school building is safe physically as well as provides a student friendly, welcoming climate. Additionally, the study sought to determine if a socially equal environment is present in schools where these standards have been implemented.

Typology

The typology of this literature review follows a rapid structure literature review format. The rapid structure literature review examines sources that are empirical, non-empirical,

conceptual, theoretical, and government policy (Callahan, 2014). To comprehensively examine this topic, each of these source types must be considered because this study deals with program implementation as well as public policy.

Prominent Authors of the Study

A few authors are prominent in this study. Their work will be relied on to provide a foundation and background information for this study. These range from authors addressing the theories of the hierarchy of needs and whole child education to state and local agencies of education. Federal accountability laws were also included in this review.

J. M. Burns (1918-2014), author of the 1978 book *Leadership*, is relied on for insight into Maslow's hierarchy of needs. Additional information is pulled from Marion and Gonzales (2014) for this theory. Organizations with a focus on networks for whole child education were reviewed. These included Educate the Whole Child (2018) and the ASCD Whole Child Network (2018) due to their robust repository of information on the whole child education system. Assessment focused organizations are also featured for their subject matter expertise on standardized assessments. The United States Department of Education (n.d.) was reviewed for information on federal policy, while states offering whole child programs such as California, New York, and Texas are prominent sources of information as well.

Review of Relevant Literature

To best understand the information that is currently available regarding improving teaching and student learning through a system that educates the whole child, several pieces of data have been considered. First, statistics on the lower three tiers of Maslow's hierarchy of needs will be examined in the context of public schools and the impact of these needs on students. Next, how statewide assessments measure student achievement will be considered.

Finally, literature offering information on the Every Student Succeeds Act (ESSA) and the concept of whole child education will be presented.

The Five Needs in the Context of Public Schools

Maslow's hierarchy of needs has a relationship to the five tenets of whole child education. Each organization implementing whole child education has indicated that the student has the best opportunity to succeed when family, community members, and school personnel work together to ensure that these five tenets are met (Association for Supervision and Curriculum Development, 2018). These five tenets describe that each student should be healthy, physically and emotionally safe, actively engaged in learning, supported by caring adults, and challenged academically to help prepare for future success (Association for Supervision and Curriculum Development, 2018).

For people to have the ability to innovate, transform, and reach new aspirational heights, it is important that three basic human needs first be met. A. H. Maslow (1908-1970) defined a five-tiered hierarchy that moves a person from basic physiological needs to higher functioning cognitive needs from which they will gain self-satisfaction (Burns, 1978, p. 75). The lower three tiers are related to basic needs such as physiological, safety, and love/belonging. According to the theory, the higher two tiers, esteem and self-actualization, are only obtainable by people who have had the needs of the lower three tiers met. Figure 1.1 depicts the hierarchy of needs. Understanding the hierarchy of needs can provide a better understanding of the five tenets.

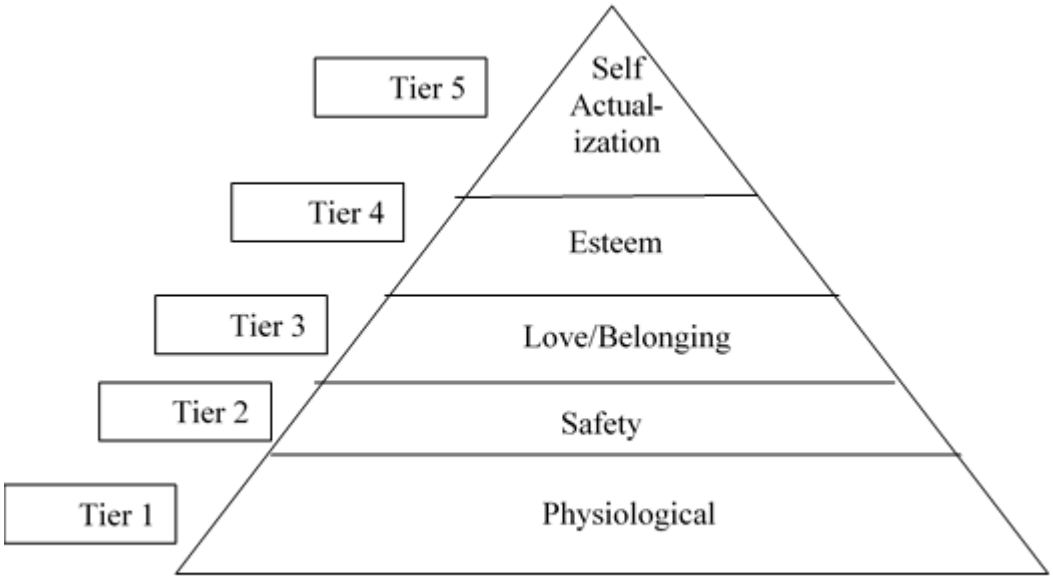

Figure 2.1. Maslow's hierarchy of needs

Maslow discussed physiological, safety, and love and belonging needs as being the most basic needs. Across the United States, there is evidence that these needs are not being met for a wide range of students (Harper, 2018; Perry, 2018; Rachidi, 2018; Stringer, 2018).

Physiological needs. The first tier in Maslow's hierarchy is physiological needs. These needs consist of the need for food, water, and shelter. Research suggests that the need for shelter is a major barrier that today's youth is facing due to situations outside their control. According to one study, one in 30 students aged 13 to 17 became homeless within the past year (Havlik, 2018, para. 1). Statistically, this represents 700,000 students nationwide. The study found that students dealing with homelessness are predisposed to high levels of stress and anxiety, which makes it difficult for them to focus on such things as schoolwork and standardized tests. Not only do homeless students worry about shelter but they often worry about food as well (Havlik, 2018).

Hunger is in the same psychological needs category as homelessness. A study by Shanafelt et al. (2016) considered the effects of food insecurity on adolescents in rural

communities when compared to their food-secure peers. The study reported that food insecure adolescents had poorer health, less exercise, and lower grades than their peers (Shanafelt et al., 2016, p. 475). The study connected this outcome of food insecurity, measured by a 9-item survey that was validated for adolescent self-report, with a lower rate of positive youth development. Participants in this study were selected based on a variety of eligibility criteria: they were proficient in English, able to access a phone and internet, were at school at the beginning of the day, and ate breakfast fewer than three days per week (Shanafelt et al., 2016).

According to Maslow's hierarchy, students who are homeless and experience hunger do not have the most basic level, lowest tier needs met. Studies like Shanafelt's have shown that students who are food insecure will perform poorly when compared to their same-aged peers who are food secure (Shanafelt et al., 2016).

Safety Needs. The second tier in Maslow's hierarchy is safety needs. Being homeless contributes to a student feeling unsafe (Perry, 2018), but a range of other factors contribute to the safety need and students feeling unsafe. A study of the state of the school building by Railey (2017) found that the quality or poor quality of a school building contributes to student achievement. A school building where students feel unsafe decreases student performance (Railey, 2017). Additionally, students may feel unsafe due to racism, LGBTQ harassment, and other kinds of bullying (Barack, 2018; U.S. Department of Health and Human Services, 2018; Vinson & Callahan, 2018)

Love and Belonging Needs. The third tier in Maslow's hierarchy is need for love and belonging. This tier is twofold and can be applied to a student's home life, community, and school life. Together, love and belonging represent the student's need for acceptance. As

bullying impacts the safety need, bullying also impacts the student's need for acceptance (U.S. Department of Health and Human Services, 2018).

Esteem Needs. The fourth tier in Maslow's hierarchy is esteem needs. This need represents the first tier that a student can achieve after having their more basic needs met. This is where they make the transition from needing to survive to needing to be challenged. The esteem need is where the student begins to desire feeling good about their work (Burns, 1978). This is where they will begin to go above the expectations of an assignment.

Self-Actualization Needs. The final tier in Maslow's hierarchy is self-actualization needs. Self-actualization will have students seeking out new processes and new ways to do things. They will no longer be following a prescribed formula and will be designing the process on their own (Burns, 1978). The self-actualization stage allows the student to participate in a higher order of thinking and problem solving (Burns, 1978).

Measuring with Statewide Assessments

Public school students are faced with demands to perform well at school. These demands often culminate in the form of an end of the year statewide assessment. In some cases, this assessment can determine whether a student graduates, moves to the next grade level, or is able to be accepted into their choice of college. Some states such as Maryland and Texas require students to pass one of these assessments before they can graduate from high school (FairTest, 2017). While this will not be an issue for students who have reached the top two tiers of the hierarchy, the literature has shown that this is not the case for those students who have unfulfilled needs in the bottom three tiers (Egalite, 2016; Gassman-Pines & Bellows, 2018; WBUR, 2018). As assessment professionals know, teachers should use the assessment results to inform student learning. "Assessment is a means, not an end" (Measured Progress, n.d., para. 1).

Assessments are a measuring stick on student progress and can be used to identify students' areas of relative strength and weakness.

Statewide assessments capture more than just student performance data. These assessments provide information for demographic subgroups of students. Results can be reviewed by student gender, ethnicity, or individual education plan (IEP) status. Other statistics collected by statewide assessment demographics can also be used to view student performance by free- or reduced-price lunch. New Hampshire collects this information for tested students (New Hampshire Department of Education, n.d). This data is displayed longitudinally from year to year and offers a percentage of proficient students who fall into this category (New Hampshire Department of Education, n.d). Most other states disaggregate by free- or reduced-price lunch status and performance on statewide assessments on their websites as well (California Department of Education, n.d.; Iowa Department of Education, 2017; Oregon Department of Education, n.d.).

Reform under the Every Student Succeeds Act

The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015. It was written as a reauthorization of the Elementary and Secondary Education Act (U. S. Department of Education, n.d.). While the act provides for accountability measures in schools, ESSA also highlights the demonstrated needs of these students by "advanc[ing] equity by upholding critical protections for America's disadvantaged and high-need students" (U. S. Department of Education, n.d., para. 6). This focus on disadvantaged and high-needs students in the federal policy allows for states and schools to make mandatory provisions and implement other programs surrounding this population of students.

This new federal policy was drafted to provide that assessment results are not the only accountability measure that states can use. The act requires that states include nonacademic measures into their accountability systems (Council of Chief State School Officers, 2017) Therefore, ESSA's new accountability requirements with the fifth indicator allows states to look beyond academic criteria for success. This fifth indicator is "an additional indicator of school quality or student success that is valid and reliable, is comparable statewide (by grade span), and allows for meaningful differentiation in school performance" (Every Student Succeeds Act, 2015).This requires that states support students who are unfulfilled in the bottom three tiers. Assessment results are still a component of the accountability expected by the federal government, but ESSA leaves the means more open to the states for control. The provisions within the ESSA law and the greater level of control offers states a platform to build a whole child education program into their accountability system (U. S. Department of Education, n.d.).

Whole Child Education

Whole child education is a model of education aimed at better preparing students for college, career, and citizenship (Association for Supervision and Curriculum Development, 2018). This approach to education seeks to "develop and prepare students for the challenges and opportunities of today and tomorrow by addressing students' comprehensive needs through the shared responsibility of students, families, schools, and communities" (Association for Supervision and Curriculum Development, 2018, para. 1). This is accomplished by ensuring each student is healthy, safe, engaged, supported, and challenged (Association for Supervision and Curriculum Development, 2018). Whole child education extends beyond academics—not to say that academics are not important—but to emphasize that taking care of the needs of the whole student is equally as important.

Five different learning outcomes have been identified by the whole child initiative (Educate the Whole Child, 2018). These learning outcomes help create a holistic approach to the student's learning. The whole child initiative targets having the student exposed to these types of learning every day (Educate the Whole Child, 2018). The five types are: cognitive-intellectual activity (associated with left brain), creative-intuitive activity (associated with right brain), structured physical movement along with unstructured self-directed play (the body), handwork for making things that can be useful, and engagement with nature and the community (Educate the Whole Child, 2018). These learning outcomes can be associated with Howard Gardner's Theory of Multiple Intelligences in which it is purported that humans have multiple intelligences and that each is different due to personal experiences (Gardner, n.d.). In this theory, Gardner advocates that students need to be taught the same concept in many different ways to reach as possible through their unique combination of intelligences (Gardner, n.d.).

Along with the five outcomes of learning recognized by the whole child education system, there are five tenets that have been identified as being necessary to educate the whole child (Morse, 2015). The five tenets are identified as:

- Tenet One: Each student is healthy and learns a healthy lifestyle;
- Tenet Two: The environment is safe physically and emotionally for students;
- Tenet Three: Students are engaged in the learning environment and are connected to the school community;
- Tenet Four: Students are being supported by caring and qualified adults; and
- Tenet Five: Students are provided with a challenging learning environment (Morse, 2015).

All five of the whole child education tenets correspond to Maslow's hierarchy of needs. Table 2.1 highlights the relationship between the five tenets and Maslow's hierarchy of needs.

Table 2.1

Relationship between Maslow's Hierarchy of Needs and Five Tenets of Whole Child Education

Maslow's Hierarchy	Corresponding Whole Child Tenet
Tier 1: Physiological (food, shelter, etc)	Health and Safety Tenet 1 & 2
Tier 2: Safety	Safety Tenet 2
Tier 3: Love and Belonging	Engaged and Supported Tenet 3 & 4
Tier 4: Esteem	Engaged Tenet 3
Tier 5: Self-Actualization	Challenged Tenet 5

Maslow's theory is used to define the likelihood of student success based on what their current needs are. Students in the lower three tiers of the hierarchy, which are physiological, safety, and love and belonging, are identified as being disadvantaged, as these levels are more concerned with basic survival than with performing well academically. The higher two tiers, of esteem and self-actualization, are ascribed to students who have the lower three tiers met and can concentrate on achieving academic excellence. Because safety is one of the lower tier needs, students who are not in a safe environment are unable to have this need fulfilled and progress to the higher two tiers.

The Safety Tenet. The whole child education program provides for safety within its second tenet, which stipulates that "each student learns in an environment that is physically and emotionally safe for students and adults" (ASCD, n.d., para. 2). This tenet links to the second tier of Maslow's hierarchy of needs in which it is described that people need to be physically and

emotionally safe. To address this tenet, the ASCD has described ten safety indicators that a school can use to measure against. These ten indicators are presented in Table 2.2.

Table 2.2

The Ten Safety Indicators of Whole Child Education (ASCD, n.d.)

1. Our school building, grounds, playground equipment, and vehicles are secure and meet all established safety and environmental standards.
2. Our school physical plant is attractive; is structurally sound; has good internal (hallways) and external (pedestrian, bicycle, and motor vehicle) traffic flow, including for those with special needs; and is free of defects.
3. Our physical, emotional, academic, and social school climate is safe, friendly, and student-centered.
4. Our students feel valued, respected, and cared for and are motivated to learn.
5. Our school staff, students, and family members establish and maintain school and classroom behavioral expectations, rules, and routines that teach students how to manage their behavior and help students improve problem behavior.
6. Our school provides our students, staff, and family members with regular opportunities for learning and support in teaching students how to manage their own behavior, and reinforcing expectations, rules, and routines.
7. Our school teaches, models, and provides opportunities to practice social-emotional skills, including effective listening, conflict resolution, problem solving, personal reflection and responsibility, and ethical decision making.

8. Our school upholds social justice and equity concepts and practices mutual respect for individual differences at all levels of school interactions—student-to-student, adult-to-student, and adult-to-adult.
9. Our school climate, curriculum, and instruction reflect both high expectations and an understanding of child and adolescent growth and development.
10. Our teachers and staff develop and implement academic and behavioral interventions based on an understanding of child and adolescent development and learning theories.

Existing Programs

Since 2015 when ESSA was signed into law, whole child education programs targeting whole child tenets have garnered increased interest at the state, federal, and local level across the country. These programs provide a variety of tools that teachers can use to implement the whole child tenets within their own classroom.

California's One System Action Team (OSAT). California is one state that has written a policy to address the needs of disadvantaged students as permitted by ESSA. The state has created a One System Action Team (OSAT) to designate programs in this arena (California Department of Education, 2017). The goal of the OSAT is to implement proven or promising research-based programs and practices (California Department of Education, 2017). Their target is to develop one system that serves the whole child (California Department of Education, 2017).

One step towards the creation of this is the California Scale Up Multi-tiered System of Supports (MTSS) Statewide (SUMS) Initiative. The goal of this program is to "enhance equitable access to opportunity; develop the whole child; and close the achievement gap for all students" (California Department of Education, 2017, para. 11). This comprehensive system

addresses student needs beyond academic needs. Students who are not examined as the whole child have difficulty performing academically due to the external pressures in their lives. These external demands require more of students' attention, particularly when in the lower tiers of Maslow's hierarchy.

Federally Sponsored Nutrition Programs. The United States Department of Agriculture provides federally sponsored nutrition programs for public schools that can combat hunger. These programs range from reduced or free lunch programs to breakfast programs to programs where students not eligible for other programs are provided with milk (United States Department of Agriculture, n.d.). Federal programs such as these are offered to a broad range of students and are not targeted to a specific demographic group. This program has eligibility criteria students must meet to qualify; these include participation in other federal programs like SNAP, household income versus family size, or status as homeless, migrant, runaway, or foster. However, the government does not consider needs of students in terms of Maslow's hierarchy of needs.

Locally Sponsored Program. Other locally sponsored programs have been tested to help students overcome the discrepancy of unfulfilled needs at the lower three tiers of the hierarchy. One such program was a 9:00 AM nutrition break that one school trialed for one academic year (Sweeney, 2006). The study found that students who participated in this nutrition break were less likely to experience tiredness, stomachache, headache, midmorning hunger, and an inability to focus (Sweeney, 2006). Sweeney found that the break allowed students to better focus on their academic work and had positive effects on the learning environment (Sweeney, 2006).

Gaps of Understanding

As comprehensive as the available literature is in discussing where students are disadvantaged by unmet basic needs and the potential of addressing these needs through whole child education, existing literature has a shortcoming regarding these programs due to a focus on implementation rather than outputs. Whole child networks are prescriptive, and they often provide a report card evaluating a state's current status with meeting students' basic needs through a variety of metrics (ASCD, 2018). However, these snapshots do not expand to consider the outcome of implementation for these programs. Without having a trend analysis of this data over time within whole child schools, it is difficult to ascertain the outcome of these programs.

Additionally, whole child education programs are addressed in various sources as to what they are and how they work. The teacher perspective is obtained in an article discussing whole child education in the context of educating second language children (Moore, 1995) or in other articles describing whole child programs overlapping with physical education (Hivner et al., 2019); however, little else is available from the teacher's point of view. Due to the limited scope of this study, the gap from the teacher's perspective will not be addressed. However, this study seeks to examine representative data from the district regarding the outputs from implementation of safety standards within the whole child education system.

Conceptual Framework

When considering a study to examine the implementation of safety standards within the whole child education system, the ethics of care was considered for the conceptual framework. While the study would benefit from this theory, it was determined to not be the best option for this examination. Instead, the conceptual framework for this study is based on the Multi-tiered Systems of Supports (MTSS).

Ethics of Care

The ethics of care concept is relatively new in terms of introduction into the learning environment (Held, 2014). There is a central focus in this idea of "the compelling moral salience of attending to and meeting the needs of the particular others for whom [people] take responsibility" (Held, 2014, p. 144). Scholars have struggled to define "care" in this concept, leaving it as imprecise (Held, 2014). It is something that can evolve based upon the precise situation under consideration. Initially popularized by feminist scholars (Shapiro & Gross, 2013), the ethics of care has been applied to the educational industry as a top priority. Care of students has been said to be a school's priority (Shapiro & Gross, 2013). This concept is made to bring care, connection, and concern into the classroom. The ethic of care allows teachers to use moral decision making to address the needs of the students (Shapiro & Gross, 2013).

Multi-Tiered Systems of Support

The MTSS provides a framework for schools to implement such things as integrated services, including safety standards (Cowan et al., 2013). This framework is used in "efforts targeting academic, behavioral, social, emotional, physical, and mental health concerns" (Cowan et al., 2013, p. 4). These areas are primary components of the whole child education system. They cross the safety standards in multiple ways, including social safety, emotional safety, and physical safety. Through the ten elements of the whole child safety tenet, this study is focusing on these three areas of safety for the students and the staff that work at the school.

Strengths and Weaknesses of the Conceptual Framework

This conceptual framework of MTSS, as used in this context, presents a unique set of strengths and weaknesses. The MTSS allows for the researcher to focus on the needs of students

beyond traditional academics, providing a solid foundation for the implementation of the whole child education programs.

The main strength of the MTSS is that it provides real-time support for students and does not wait for them to fail (Understood, 2018). The MTSS is designed to help schools improve student performance through early identification of student needs (Understood, 2018). It provides a comprehensive system to aid schools in meeting the needs of their students. MTSS is not designed solely as an academic aid, and it includes support for behavioral and social-emotional issues as well (Understood, 2018).

Another strength of MTSS is that it is not a prescribed curriculum (Rosen, n.d.). However, the framework does have a few key elements for implementation:

- Universal screening for all students early in each school year;
- Increasing levels of targeted support for those who are struggling;
- Integrated plans that address students' academic, behavioral, social and emotional needs;
- The use of evidence-based strategies;
- A school-wide approach to student support; teachers, counselors, psychologists and other specialists work as a team when they assess students and plan interventions;
- Professional development so staff can deliver interventions and monitor progress effectively;
- Family involvement so parents can understand the interventions and provide support at home; and

- Frequent monitoring of students' progress so educators can use data to help decide if more interventions are needed (Rosen, n.d.).

The weakness in using this framework is that it would benefit from a more refined empirical measure of outcomes from teachers and students in the classroom based on the MTSS inclusion requirements at the staff and community level (Cowan et al., 2013). This information will not be available in the data being examined by this study.

Conclusion

Born out of a desire to help students achieve, this literature review focused on Maslow's hierarchy of needs to better evaluate whole child education programs, which are designed to help more students achieve academic success. This study recognized what makes a student disadvantaged through the relationship with the lower three tiers of the hierarchy of needs. Further, this study recognized the local, state, and federal resources that school officials can access to help them accomplish this goal. Gaps within the current of understanding are noted and recommendations were provided on what can be done to fill these gaps. Through a strong conceptual framework built on the Multi-tiered Systems of Supports, this study provided a comprehensive analysis of the safety data for the implementation of whole child education at the school level. This can create roadmap for educational professionals to help all students achieve academic success.

Evidence of student needs can be found throughout the existing literature. This evidence discusses the statistics of students who live with unfulfilled needs in the lower three tiers of Maslow's hierarchy of needs. Data for homelessness, hunger, and other unmet needs, like safety, can be found in sources on a nationwide basis as well as state by state. This data is often linked to students having higher levels of stress and anxiety than their peers as well as earning lower

grades and generally performing poorly academically as their peers (Blank & Council of Chief State School, 2011; Egalite, 2016; Gassman-Pines & Bellows, 2018; Havlik, 2018; Kotok, 2017; Shanafelt et al., 2016; WBUR, 2018). Other sources have indicated trial programs that have been implemented to combat these issues, such as hunger during the school day.

The concept of the whole child education program and its five tenets work towards addressing these issues. This study seeks to determine the outcome of whole child education programs that address the needs, particularly the safety need, of students.

The nation has moved in a direction in education policy that will allow this to happen (U.S. Department of Education, n.d.). The fifth indicator of the Every Student Succeeds Act has provided states the opportunity to adopt programs like the whole child education system into their accountability plans. This study will examine the outcome of implemented whole child education safety standards through district aggregates and data reported to the state and federal governments.

CHAPTER 3

METHODOLOGY

The problem of practice in this study is the school implementation of whole child education with specific regard to the safety tenet. Whole child education aims to fulfill the basic needs of students in addition to providing them an academic education. To study this problem, the Multi-tiered Systems of Supports was used as the conceptual framework to address the research questions. Data used in this study was from disciplinary reports and student referrals for schools in the selected site, obtained at the district level. Other publicly available data from the state of California (Data Reporting Office, n.d.) was also considered. The data sampled came from district aggregates provided by Huntley Elementary School District (pseudonym) in a southern California county.

The research questions that this study addressed are:

1) Do schools that implement whole child safety standards and programs achieve an outcome of reductions in incidents (both major and minor) that lead to student suspension? Is there a possible correlative effect on student achievement?
2) Does school enrollment size impact suspension rates in schools implementing whole child safety standards?
3) Do schools that implement whole child safety standards and programs have evidence of a safe school building, climate, and culture based on the following indicators (as described in the major incident codes reported to the state):
    a. Violent Incident (Injury);
    b. Violent Incident (No Injury);
    c. Weapons Possession;

d. Illicit Drug-Related;

e. Defiance-Only; and

f. Other Reasons?

The methodology used to answer these questions is the intrinsic case study qualitative research method. In this research design, the case being considered is the outcome of implemented safety standards at public schools within a whole child education model.

Setting

The setting for this study is a southern California suburban county elementary school district. This district provided permission to use district aggregated data with the understanding that the district would be given confidentiality. This district, assigned the pseudonym of "Huntley Elementary School District," is part of the 30 school districts within this southern California county (County Department of Education, n.d.). Huntley Elementary School District (HESD) has 24 schools within the system, all of which are elementary schools serving students in kindergarten through sixth grade (2018). The researcher contacted the district office via email messaging and teleconference to obtain the safety related data. The school district was chosen through a purposeful sampling based on the district's receipt of grant money associated with California's whole child implementation (California Department of Education, 2018; 2019) as well as the district's own key goals related to safety.

The enactment of the ESSA provided states flexibility in their accountability system for how they close the achievement gap, increase equity, improve instruction, and increase achievement for all students (U. S. Department of Education, n.d.). With this increased flexibility, schools can take advantage of whole child education programs that include a focus on academics as well as the overall well-being of the students. California has embraced this shift in

federal policy through its implementation of the Multi-Tiered System of Supports (California Department of Education, 2018). This program provides a foundation for local education agencies in "academic, behavioral, and social-emotional learning in a fully integrated system of support that benefits all students" (California Department of Education, 2018). This provides tools for educators that allow them to identify and meet the needs of all students.

Through this statewide implementation, the program provided funding for districts to implement the whole child education system (California Department of Education, 2018). The County Department of Education selected to participate in this study received grant monies from the state of California under this program for the three years listed on their website (California Department of Education, 2018; California Department of Education, 2019; California Department of Education, 2019). These three years are the 2015-2016, 2016-2017, and 2018-2019 academic years. Data was only available for the 2015-2016 and 2016-2017 school years for this study. With the initial funding received in 2015-2016, it can be assumed that the first full year of program implementation occurred in 2016-2017. To accompany its implementation of the MTSS, HESD created a document called the *SST Resource Manual,* which describes to staff members what the program is and provides additional guidance on implementation.

Although 2018-2019 data was unavailable for this study, Huntley Elementary School District provided a framework for student safety within their key district goals for this academic year (Huntley Elementary School District, n.d.), demonstrating the district's dedication to its implementation of the whole child program. The district's goal is to create a safe and welcoming school environment for both teachers and staff. Specifically, the goal statement is "To maintain a safe and secure environment for students and staff that encourages, recognizes, and supports the development of respect, responsibility, citizenship, fairness, trust, confidence, and learning"

(Huntley Elementary School District, n.d., p. 5). The district identified the need for staff professional development as part of this key goal as well as the need for active shooter trainings. Another key performance target and indicator for this goal is to address implementing the MTSS framework with tiered-support (Huntley Elementary School District, n.d., p. 11).

Sampling

Of the 24 schools within the district, the researcher sampled 6 schools for data collection and analysis. This sample was selected by gathering the average daily enrollment, average percentage of English language learners, and average percentage of free/reduced lunch for academic years 2014-2015 through 2018-2019. The schools were then sorted from smallest to largest by the average daily enrollment for all grades. Both the smallest and largest school were included in the sample to ensure representation of the range of school size. Four additional schools were selected as well. These schools were chosen by picking every fifth school, starting with the second smallest. Table 3 presents the average daily enrollment for the 24 schools, listed as Campus 1 through Campus 24, sorted from smallest to largest.

Table 3.1

Schools in Huntley Elementary School District with Averages

Pseudonym	Total Enrollment	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	English Language Learners	Free/Reduced Lunch
Campus 1	544	95.4	71	69	71.6	73.8	80	83.2	47.33%	81.63%
Campus 2	545.4	78.6	63.8	68.8	74.4	81.4	86.4	92	39.60%	83.63%
Campus 3	605.2	69.6	84.6	89.2	88.8	90.4	92.4	90.2	61.20%	85.40%
Campus 4	619.4	108.8	84.4	88.6	84	85.6	82.8	85.2	55.73%	79.73%
Campus 5	625.2	116.2	82	86.6	86.2	85	84.4	84.8	66.70%	92.60%
Campus 6	626.4	109.2	83.2	88.6	88	85	83	89.4	62.13%	80.67%
Campus 7	644.2	106.6	82.2	87.2	87.8	94	91	95.4	68.70%	90.00%
Campus 8	656	124.8	89.6	91.8	90.2	89	87.2	83.4	67.63%	90.97%

Campus 9	699.8	89.6	90.2	97.2	101.2	106.4	105.6	109.6	43.90%	77.00%
Campus 10	704.4	106.4	89	95.6	103.8	102	105.4	102.2	51.50%	84.90%
Campus 11	712.6	107.2	96	99.8	102.2	104.2	101.2	102	41.87%	78.90%
Campus 12	717.8	107.8	86.2	98	102.4	103.6	104.8	115	59.53%	85.80%
Campus 13	772	125.2	102.4	104.8	107.8	112	110.8	109	49.57%	86.20%
Campus 14	782.2	111	111.4	116.8	115.8	114.2	110.4	102.6	42.60%	65.20%
Campus 15	782.8	101.2	107.8	110.2	116.2	118.8	117.2	111.4	50.53%	75.60%
Campus 16	813.8	138	103.6	105.8	112.4	114.8	117.2	122	54.27%	85.07%
Campus 17	817.2	120.2	100.2	105.8	118.4	119.2	125.4	128	45.47%	84.60%
Campus 18	821	131.6	115	120.4	117.4	112	113	111.6	61.77%	87.60%
Campus 19	886	153.6	119.2	119.4	124.4	125.2	121.2	123	63.90%	88.67%
Campus 20	908.4	143.6	125	118.6	126.6	129.2	131.6	133.8	62.90%	90.47%
Campus 21	914	159	125	127.8	124.8	125.2	124.2	128	66.43%	92.63%
Campus 22	942.4	163.8	126.4	126	124.6	132	136	133.6	56.27%	87.27%
Campus 23	994	175.8	150	149	138.8	129.6	130.2	120.6	63.40%	84.73%
Campus 24	1038.2	172	145.8	141	144	144.2	142.8	148.4	70.33%	94.47%

The selection process shows that Campuses 1, 6, 11, 16, 21, and 24 were examined in this study, as shown in Figure 3.1.

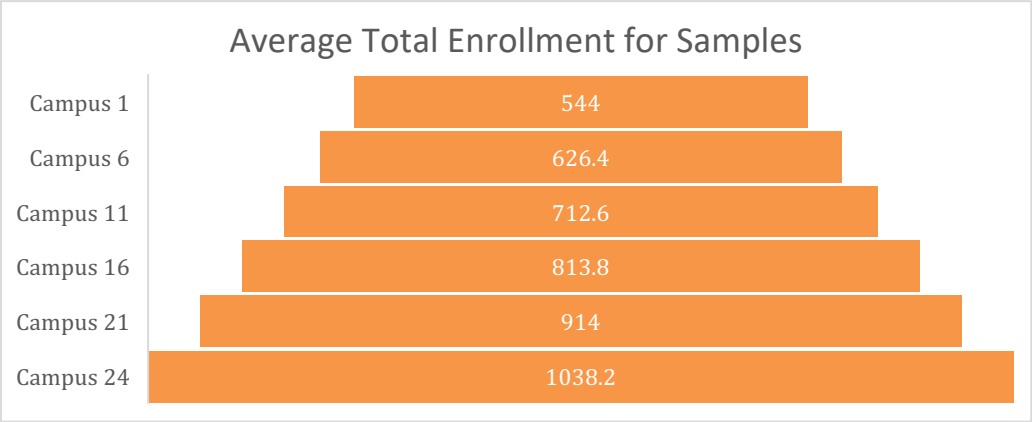

Figure 3.1. Average total enrollment

Table 3.2, below, depicts the patterns in the percentage of English language learners and free or reduced lunch for the six sample sites across the studied years.

Table 3.2

Percent English Language Learners and Free/Reduced Lunch

Sample Sites	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Averages
Campus 1 English Language Learners	**	**	48.1%	50.2%	43.7%	47.33%
Campus 1 Free/Reduced Lunch	**	**	81.7%	82.5%	80.7%	81.63%
Campus 6 English Language Learners	**	**	65.4%	63.9%	57.1%	62.13%
Campus 6 Free/Reduced Lunch	**	**	86.6%	91.7%	63.7%	80.67%
Campus 11 English Language Learners	**	**	44.8%	41.4%	39.4%	41.87%
Campus 11 Free/Reduced Lunch	**	**	80.8%	79.0%	76.9%	78.90%
Campus 16 English Language Learners	**	**	58.3%	53.0%	51.5%	54.27%
Campus 16 Free/Reduced Lunch	**	**	83.9%	87.5%	83.8%	85.07%
Campus 21 English Language Learners	**	**	68.0%	68.1%	63.2%	66.43%
Campus 21 Free/Reduced Lunch	**	**	91.9%	93.8%	92.2%	92.63%
Campus 24 English Language Learners	**	**	70.8%	71.5%	68.7%	70.33%
Campus 24 Free/Reduced Lunch	**	**	95.5%	95.7%	92.2%	94.47%

** Data Not Available

At all six sample sites, the percentage of students who are considered English language learners or receive free or reduced lunch remained relatively stable. For some sample sites, the percentage showed a decreasing trend in both categories, such as Campus 16. However, at all sites these percentages don't demonstrate any more than a 7% shift in demographics. This demonstrates stability in student population, suggesting that supplemental educational services (SES) are likely not a confounding variable for the changes observed in this study.

Participants

The participants in this study are the schools within Huntly Elementary School District. There are no human participants in this study.

Participant Rights

There are no human subjects in this study. The district level data was coded by pseudonyms to provide confidentially. The data obtained by site does not contain enough student information to connect information to individual students. This data was only presented in terms of student enrollment and grade. Additionally, school anonymity is protected through the use of pseudonyms to protect any possibly identifying information. The researcher, the institutional review board, and the researcher's committee were the only parties with access to the raw data. The researcher agreed to report on both district and school data confidentially due to the sensitive nature of the safety information being requested.

Data

This study focused on safety dependent variables, as related to MTSS's safety standards, to the exclusion of other categories of data that may relate to Maslow's lowest three tiers as prescribed by the MTSS framework (Understood, 2018). To answer these research questions, the study collected data using the intrinsic case study method. This particular methodology was selected due to the scope of this study. However, the researcher recognizes that the scope of the study prevents the collection of data from a few of the recommended areas for conducting a case study (Creswell, 2013). The researcher was unable to conduct interviews and direct observation techniques as recommended for this type of study (Creswell, 2013). Instead, the researcher relied on documentation, archival records, and physical artifacts to conduct this study (Creswell, 2013). This data was gathered in pursuit of the effects of implementation.

Because this study sought to evaluate the outcome effects of the program the district has implemented, this methodology was the best approach to collect relevant data. Bloomberg and Volpe (2016) advise this methodology requires a triangulation of data for this to be effective. Even without the inclusion of interviews and direct observation, the researcher was able to use multiple sources of data to obtain triangulation. These sources of data were from the state government, district reports based on school referrals, and assessment result data from the statewide summative assessment. This study is not seeking to create or enhance the theory and practice of whole child education. Instead, it seeks to take a deeper dive into the bounded case of the outcomes of implemented programs (Bloomberg &Volpe, 2016).

Data Collection

The data was collected from state resources that are publicly available. This data is from databases available on the California Department of Education website. It was also obtained from district aggregates for the Huntley Elementary School District. Additionally, data from the Smarter Balanced assessment, collected from the California Assessment of Student Performance and Progress website, was gathered as well.

State Sources. These resources provide disciplinary and safety data for schools and districts at a high level, reporting how many incidents of interest occurred within an academic school year without providing specific details about the incidents. Incidents are only reported by grade bands at this level, from kindergarten through grade 3 and from grade 4 to grade 6. This data is available in the form of suspension counts from the state of California (California Department of Education, 2018). Table 3.3 depicts a sample of what information these counts represent.

Table 3.3

Edited from California Suspension Counts File Structure (California Department of Education, 2018)

Violent Incident (Injury)	This Federal Offense Category includes the following California Education Code sections: • Sexual Battery/Assault: 48915(c)(4), 48900(n) • Caused Physical Injury: 48915(a)(1) • Committed Assault or Battery on a School Employee: 48915(a)(5) • Used Force or Violence: 48900(a)(2) • Committed an act of Hate Violence: 48900.3 • Hazing: 48900(q)
Violent Incident (No Injury)	This Federal Offense Category includes the following California Education Code sections: • Sexual Harassment: 48900.2 • Caused, Attempted, or Threatened Physical Injury: 48900(a)(1) • Aided or Abetted Physical Injury: 48900(t) • Harassment or Intimidation: 48900.4 • Obscene Acts, Profanity, and Vulgarity: 48900(i) • Bullying: 48900(r)
Weapons Possession	This Federal Offense Category includes the following California Education Code sections: • Possession, Sale, Furnishing a Firearm: 48915(c)(1) • Possession, Sale, Furnishing a Firearm or Knife: 48900(b) • Brandishing a Knife: 48915(c)(2) • Possession of a Knife or Dangerous Object: 48915(a)(2) • Possession of an Explosive: 48915(c)(5)
Illicit Drug-Related	This Federal Offense Category includes the following California Education Code sections: • Sale of Controlled Substance: 48915(c)(3) • Possession of Controlled Substance: 48915(a)(3) • Possession, Use, Sale, or Furnishing a Controlled Substance, Alcohol, Intoxicant: 48900(c) • Offering, Arranging, or Negotiating Sale of Controlled Substances, Alcohol, Intoxicants: 48900(d) • Offering, Arranging, or Negotiating Sale of Drug Paraphernalia: 48900(j)

Defiance-Only	Any expulsion associated with a student in which the only offense committed by a student is Disruption is considered a "Defiance-Only" incident. The Defiance-Only Category includes the following California Education Code section: • Disruption, Defiance: 48900(k)(1)
Other Reasons	This category includes the following California Education Code sections, most of which are NOT included in any of the Federal Offense Categories. The only offense that is reportable in the Federal category of "Other" is EC 48900(m)—Possession of an Imitation Firearm, the rest of the offenses are not part of the federal hierarchy. • Possession of an Imitation Firearm: 48900(m) • Possession or Use of Tobacco Products: 48900(h)(2) • Property Damage: 48900(f) • Robbery or Extortion: 48915(a)(4) • Property Theft: 48900(g)

The data collected from the state website is available beginning in academic year 2011-2012 and ending in 2017-2018 (California Department of Education, 2018). The researcher accessed all seven years of available suspension counts for Huntley Elementary School District (HESD). Data for the 2011-2012, 2012-2013, and 2013-2014 school years was used to define a baseline for HESD safety prior to the statewide implementation of the whole child education standards (ClearImpact, n.d.). To create this baseline, data from all three years was aggregated into an average for each category for suspension counts. These three years represent the historical data (ClearImpact, n.d.), as it is prior to the whole child implementation.

District Aggregated Data. District level reports from archived data of school disciplinary records was obtained from Huntley Elementary School District (HESD). The data obtained from HESD provides information for all incidents that occurred at all schools for the time period being sampled. This includes a total of both the major incidents that were reported to the state and the minor incidents that were reported only to the district. Additionally, this data is

available for each individual grade. The researcher collected incident totals for the grades where the Smarter Balanced Assessment Consortium (SBAC)is administered (grades 3-6) as well as for the academic years starting with the implementation of the safety standards (2014-2015) through the most recent year containing complete data (2017-2018).

Assessment Data. Archived data was aggregated from student assessment data with the aim of providing an additional measure of outcomes for these program implementations. The assessment data was collected from the publicly available California state summative assessment trending data from the administration of the SBAC assessment. This data was examined for student results in the two content areas available in this assessment, English Language Arts (ELA) and mathematics. Data from the SBAC tested grades of 3-6 was examined, corresponding with the elementary grades serviced by HESD. Percentages for students in all four proficiency categories (Level 1 Standard Not Met, Level 2Standard Nearly Met, Level 3Standard Met, and Level 4 Standard Exceeded) for both content areas were used.

This data is available from the earliest state administration of the assessment in 2015, which coincides with the state implementation of the Multi-Tiered System of Support (California Department of Education, n.d.; California Department of Education, 2018). Assessment data for SBAC is not available prior to the state's implementation of its MTSS. The researcher examined the percentage of students considered Novice and proficient at each of the selected sample sites, beginning with 2014-2015 and ending with 2017-2018. Assessment data from the start of the program's implementation at the school was compared to assessment data from each of the years following the initial implementation. The initial year's data from the 2014-2015 school year (California Department of Education, n.d.) was used to establish a baseline for comparison.

Data Storage

The gathered data was stored primarily on the researcher's personal portable USB hard drive. Copies of the data were backed up occasionally onto the hard drive of the researcher's personal laptop. The data was accessed from the USB hard drive on both the researcher's personal laptop as well as the laptop the researcher uses professionally. Only the researcher had access to the portable USB hard drive where the data was stored. Security of the portable USB hard drive was ensured since the researcher was the only one who had access to the device.

Analysis

The data collected for this study was analyzed using a holistic analysis approach along with a thematic analysis (Bloomberg & Volpe, 2016). The holistic approach will allow the researcher to view the entire case without needing to focus on a specific subset of the data. The thematic approach will allow for the creation of related ideas and concepts to better understand the complexity of the case rather than making generalizations (Bloomberg &Volpe, 2016). Identifying patterns and themes within the case under consideration is a component of the holistic approach coupled with thematic analytics (Bloomberg & Volpe, 2016).

Coding

The data provided by the disciplinary reports was manually coded for categories (Saldana, 2008). Codes can be used in qualitative research where data is gathered from participant observation, documents, artifacts, websites, and literature (Saldana, 2008). The three categories are: Building, Climate, and Culture. These have been derived from the ten additional facets of the safety tenet from whole child education. Using codes and sub-codes was determined to be the most useful type of data analysis to address the research questions, because coding allows for the researcher to easily identify concepts and find relations among them (CESSDA

Training Working Group, 2018). Table 3.4 describes the relationship among the three codes, the whole child safety indicators, and the collected data.

Table 3.4

Code Categories, Description, and Dependent Variables

Code Category	Description (See Table 2.2)	Dependent Variables
Building	Related to Safety Indicators 1 & 2	• Weapons Possession • Illicit Drug-Related
Climate	Related to Safety Indicators 3 & 5	• Violent Incident (Injury) • Violent Incident (No Injury) • Other Reasons
Culture	Related to Safety Indicators 6, 7 & 8	• Violent Incident (Injury) • Violent Incident (No Injury) • Defiance-Only

These codes were entered into Microsoft Excel for analysis (Learning for Action, n.d.). This program will be used to group data by academic year, codes and sub-codes. This data was then available in table format that allowed the researcher to determine emerging patterns, themes, and descriptive statistics. Comparison charts were created to compare the longitudinal trend against the established baseline for all facets.

Assessment Data

The data collected from the statewide assessment was used to examine a potential relationship between school safety and student learning from a quantitative perspective. This was

examined for a correlative relationship although this correlation does not necessarily represent causation. The quantitative perspective offered by the assessment data is in the form of proficiency percentages that is based on aggregates and not student level data. These percentages were used to create tables in Microsoft Excel that represented a different academic year. This representation was able to present the trend in the assessment data. The initial year baseline will allow the data to be analyzed as trending up or trending down, where an upward trend represents improvement from year to year and a downward trend represents decreased proficiency from year to year (Statistics How To, 2018).

This trend was used as an additional data point to consider for the overall measure of school safety. It was compared to the data gathered regarding school safety to examine the potential relationship between school safety and student achievement. This relationship won't prove correlation between school safety and student achievement, as no other variables are controlled, but it will indicate possible relationships deserving of further consideration. Because a before and after comparison cannot be completed, the researcher examined this assessment data for a longevity trend that would indicate if student assessment results are trending up, remaining the same, or trending down since the whole child implementation began and whether these trends are related to similar safety trends within the schools.

Potential Limitations, Assumption, and Benefits

This research design comes with a few benefits, assumptions, and limitations. A benefit of this design is that the safety data will be enhanced by the assessment data, providing an indication of whether school safety has a possible impact on student performance academically. The literature suggests that students integrated fully into whole child education will perform

better academically than those who aren't. Therefore, the assessment data for the schools under consideration was able to present consideration for future study of this relationship.

Additionally, the study is limited by the fact that it will not be conducting a program evaluation of the implementation of whole child education. This study is limited to examining the outputs of one particular tenet of whole child education. This analysis would benefit from future studies evaluating the implementation of whole child education. Due to the timeline and scope of the study, conducting a program evaluation of inputs is beyond the scope of the current study. As such, this limitation will be identified as a recommendation for further study. This study examined what whole child education is, opportunities for implementation, and if safety related outcomes are impacted positively or negatively in a district whose goals are in line with this implementation. With this foundation, future research should address the quality and fidelity of the implementation of whole child education programs in schools or districts against the requirements of such programs.

The timeline for the sample site's implementation of the whole child education program is an assumption based on statewide implementation and the receipt of funding. The statewide implementation of the MTSS began in 2014-2015 and the first set of funds were granted in 2015-2016. It is therefore assumed that the first, full year of implementation for Huntley Elementary School District was in 2016-2017.

Summary

This study focused on measurable outcomes (not purported implementation) of whole child education, particularly the safety tenet, from the perspective of schools engaged in those programs. It sought to discover how the program is being implemented at the school level and how students might be benefitting from its implementation. The case study research design and

triangulation of data collection in this study served to provide answers to the three research questions posed.

CHAPTER 4

RESULTS

County Department of Education (CDE) has been the recipient of California's Developing, Aligning, and Improving Systems of Academic and Behavioral Supports grant for the three years (2015-2016, 2016-2017, 2018-2019) that the grant has been available (California Department of Education, 2018). This grant was designed to provide support to districts in implementing the new accountability indicators provided by the Every Student Succeeds Act (ESSA), particularly the fifth indicator and California's MTSS program.

By receiving this grant over three years, the county was provided with a total of $45 million dollars to support whole child education and the MTSS implementation. Of the funds the county received, CDE provided $18 million of these funds as subgrants available to districts statewide in amounts up to $25,000 per local education agency (LEA) or up to $50,000 for LEA's who partnered for the proposal. Along with having access to the county's award of the state provided funds, Huntley Elementary School District (HESD) was the recipient of one of these subgrants in cohort number three (County Department of Education, n.d.). Having access to these funds for whole child education implementation made HESD a favorable site to conduct this study.

This chapter presents an analysis of the data provided from the state sources (for major incidents) and district sources (for total incidents). The analysis method introduced in chapter three is expanded upon, followed by the presentation of results. Finally, the chapter will end in a summary that ties the results into the purpose of the study.

Analysis Method

The data described in chapter 3 was analyzed using the following process. First, all data was collected from various sources, both state and district. State data was obtained from California's Data Quest website. This data included the total suspension rates for all major incidents within the sample schools that had to be reported to the state. It provided information on individual student suspension counts versus students who had been involved in more than one incident. Additionally, Data Quest provided information on each incident category (Violent Incident with injury, Violent Incident without injury, weapons possession, illicit and drug related, defiance only, and other reasons) per grade bands K-3 and 4-6 (California Department of Education, n.d.). State data was also accessed from the California School Directory to obtain the enrollment information, including English language learners and free or reduced lunch status statistics (n.d.).

Data obtained from the district was exported from the district's internal system. This information included total incidents that occurred over the four academic years being studied (2014-2015 through 2017-2018) from both major and minor incidents. Total incidents were provided by grade for grades 3-6 for each of the four years as well. The researcher obtained these data via email message and phone call with staff at the district. The research did not have direct access to the district's database.

Additionally, the SBAC results were obtained from the California Assessment of Student Performance and Progress website (California Assessment of Student Performance and Progress, n.d.). This data includes the mean scaled score across grades 3-6 as well as the percentage of students who scored in each of the four proficiency levels across the grades for years 2014-2015 through 2017-2018.

After collecting this data from these sources, it was compiled into a series of tables for each of the sample schools to better conduct a comparative analysis of each of the six campuses in the sample. This comparative analysis compared trending data across the four years to identify patterns of decrease, increase, or no change. This was used to compare each site's suspension data. Each site's suspension rate was then compared to the aggregate average suspension rate and holistic data of the other schools in the sample.

Through the inclusion of enrollment sizes, suspension rates, achievement data, and the percentage of students in the English language learner and free or reduced lunch categories, the researcher has presented sufficient data to conduct a triangulation as discussed in chapter 3. The overarching view of all the data to describe the state of the selected sample site allowed the researcher to conduct the holistic analysis. Additionally, the breakdown of the major incident categories that are reported to the state provided the researcher with the data for the thematic analysis and coding.

The sample schools were selected by using the following criteria. After establishing an average enrollment size for all 24 schools in the district for the years 2014-2015 through 2018-2019, the data was sorted from smallest to largest by average total enrollment size. The sample schools were then selected by taking the smallest school by enrollment and the largest school by enrollment size and then by taking every fifth school on the list starting with Campus 2, for a total of six sample sites.

Presentation of Results

The data for each of the six sample sites is presented below followed by data for the district, county, and state. This presentation starts with overall enrollment data, discusses the major and minor incident rates, and then describes the SBAC assessment scores. The same tables

are presented for each sample site. Following the data for the sample sites is data for the district, county, and state for cumulative enrollment, total suspensions (of major codes), and a breakdown of suspensions by code. This data includes the baseline data for the three years available prior to the statewide implementation (2011-2012 through 2013-2014).

Campus 1

Campus 1 serves students in grades kindergarten through sixth. Its population has remained stable between 2014-2015 and 2018-2019, with an average daily enrollment of 544 students. It is, on average, the school with the smallest population in the district. Figure 4.1 shows the student population overtime.

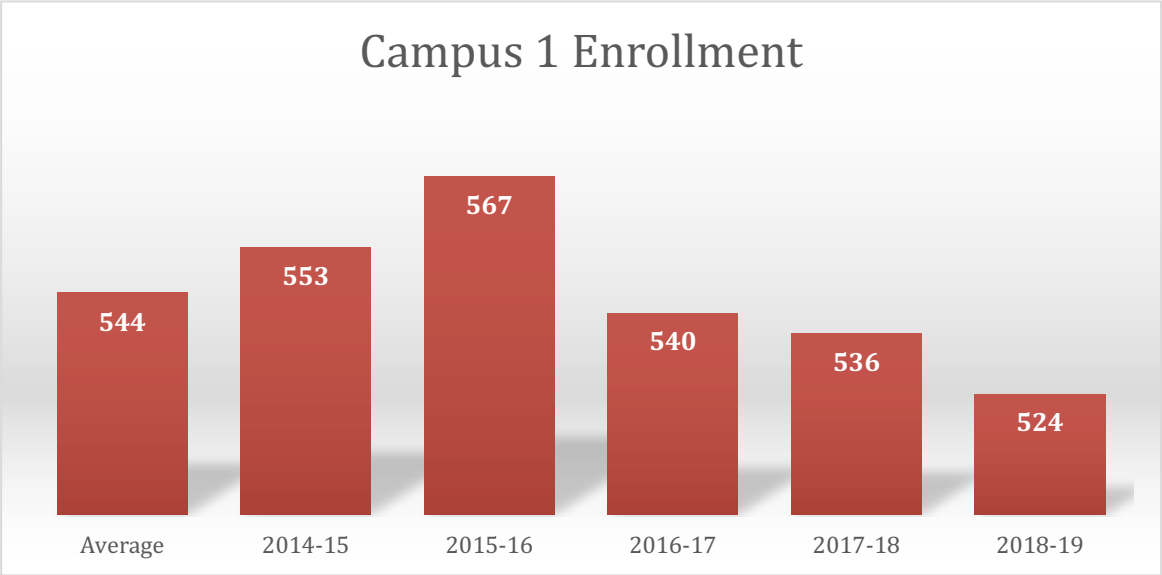

Figure 4.1. Campus 1 enrollment

The total number of suspension incidents, both major (reported to the state) and minor (tracked at the district level), for Campus 1 has shown a generally decreasing trend from 2014-2015 through 2016-2017 with a spike in 2017-2018. Figure 4.2 shows these trends. The majority of these incidents are minor and reported no further than the district level.

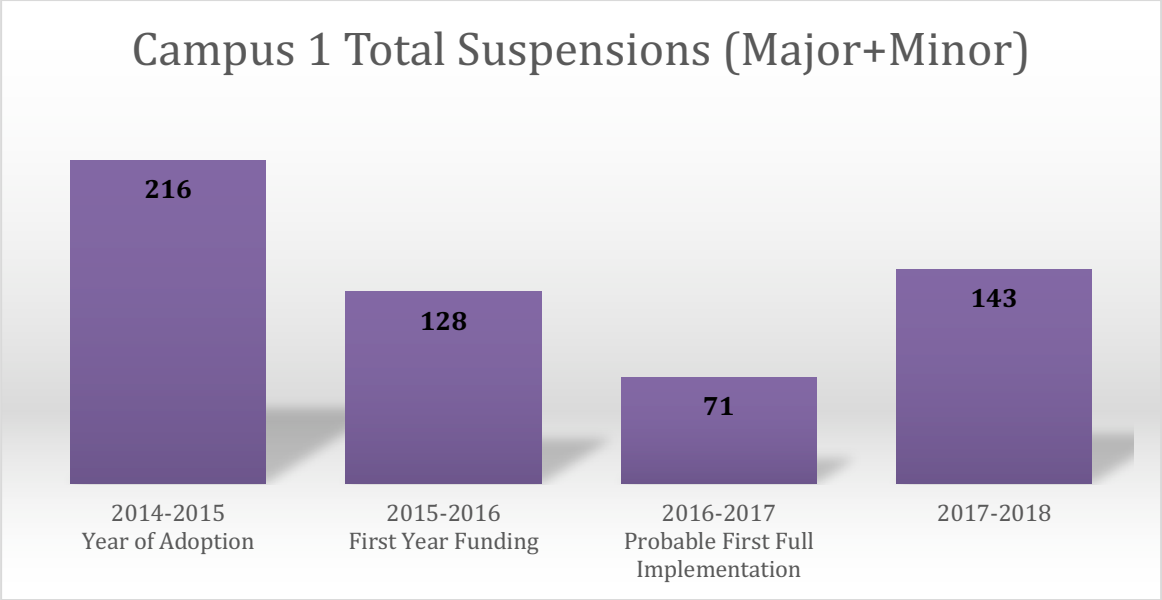

Figure 4.2. Campus 1 total suspensions

In general, major incidents at Campus 1 are stable but not high. Building related codes have the fewest number of incidents occurring across all four years while culture and climate related incidents remain the same, as depicted in Figure 4.3.

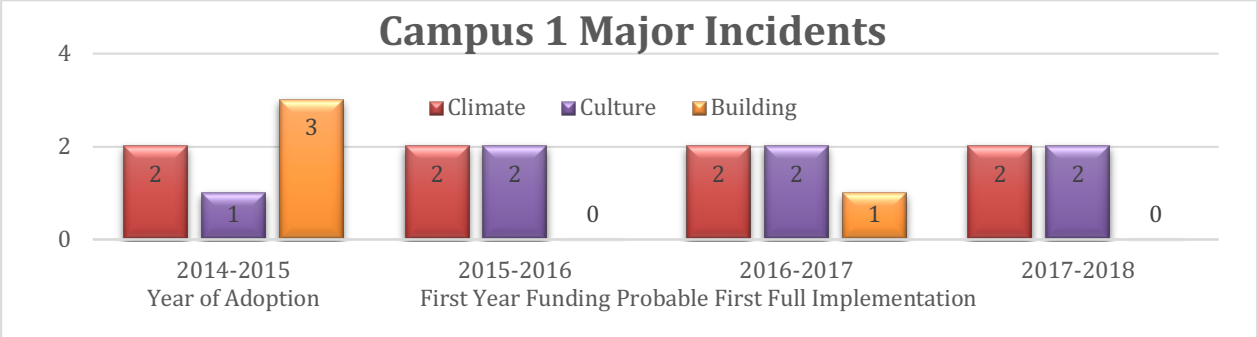

Figure 4.3. Campus 1 major incidents

Student achievement in both English language arts and math from the 2014-2015 to the 2017-2018 academic years remained consistent, depicted in Figure 4.4 and Figure 4.5.

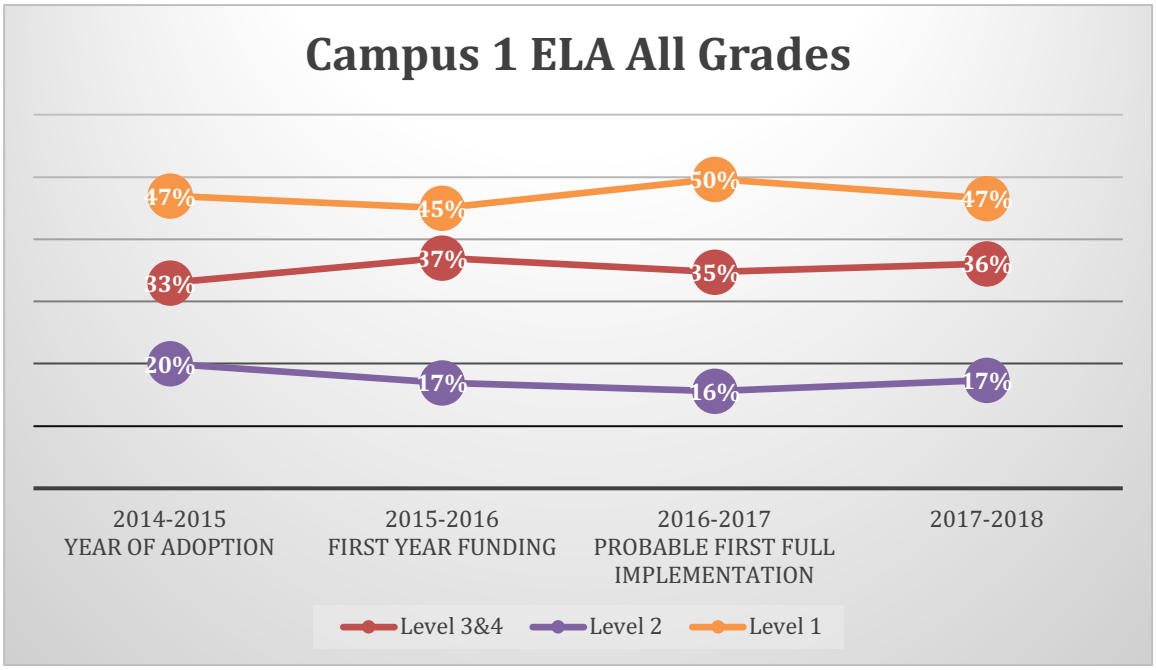

Figure 4.4. Campus 1 SBAC ELA percentages

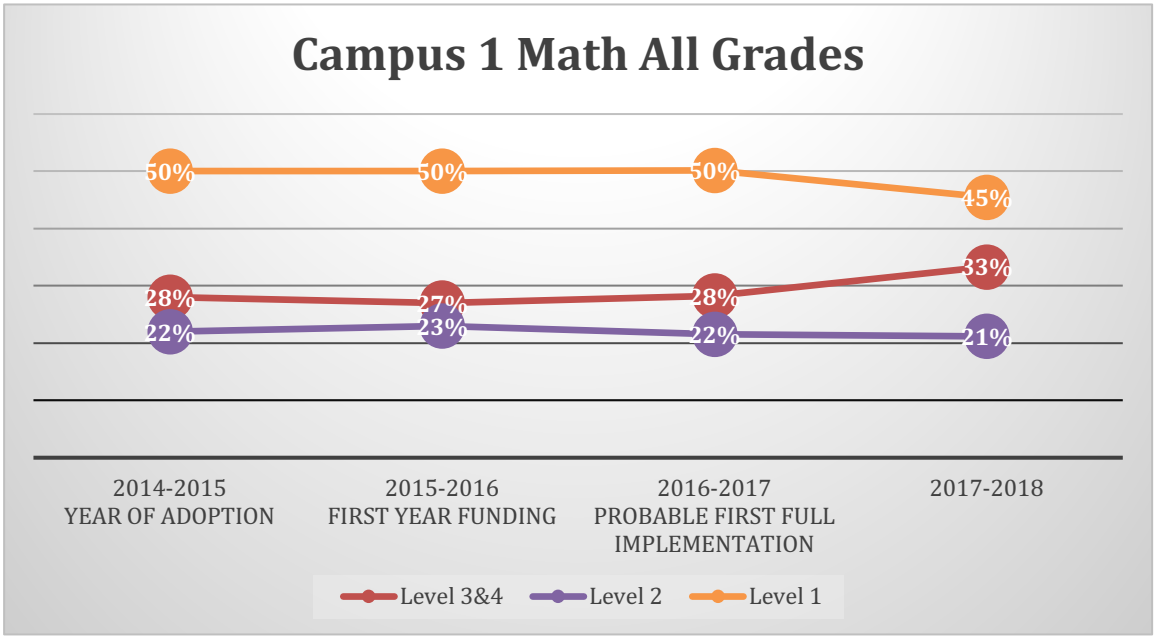

Figure 4.5. Campus 1 SBAC math percentages

Holistic View of Campus 1. In general, the population of Campus 1 has remained stable between academic years 2014-2015 and 2018-2019. The total number of suspension incidents for

this school demonstrated a decreasing trend over the years 2014-2015 until 2017-2018. These were mostly minor incidents and this pattern persisted through most of the grades. Student achievement for Campus 1 has remained consistent in both English language arts and math, including roughly 40% of students reported as Level 1 Standard Not Met and roughly 20% reported as Level 3 Standard Met. In the case of Campus 1, positive outcomes have been observed.

Campus 6

Campus 6 serves students in grades kindergarten through sixth. Its cumulative population decreased between 2014-2015 and 2018-2019, with an average enrollment of 626 students across these years. Figure 4.6 shows this population decrease.

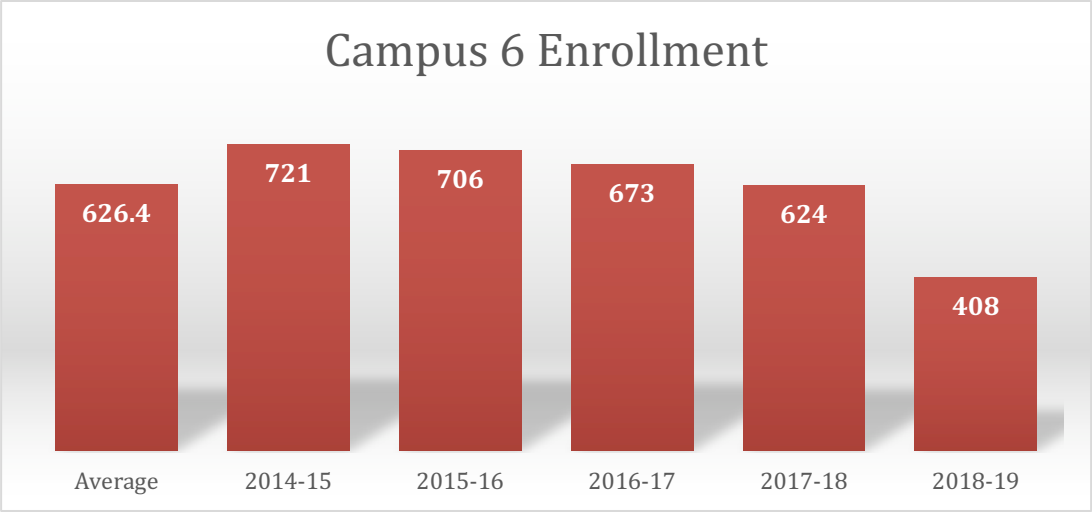

Figure 4.6. Campus 6 enrollment

The total number of suspension incidents, both major (reported to the state) and minor (tracked at the district level), for Campus 6 showed a decreasing trend from 2014-2015 through 2017-2018. The highest number of incidents occurred in 2014-2015 with 115 incidents. This

number decreased to 32 by 2017-2018, shown in Figure 4.7. The majority of these incidents are minor and reported no further than the district level.

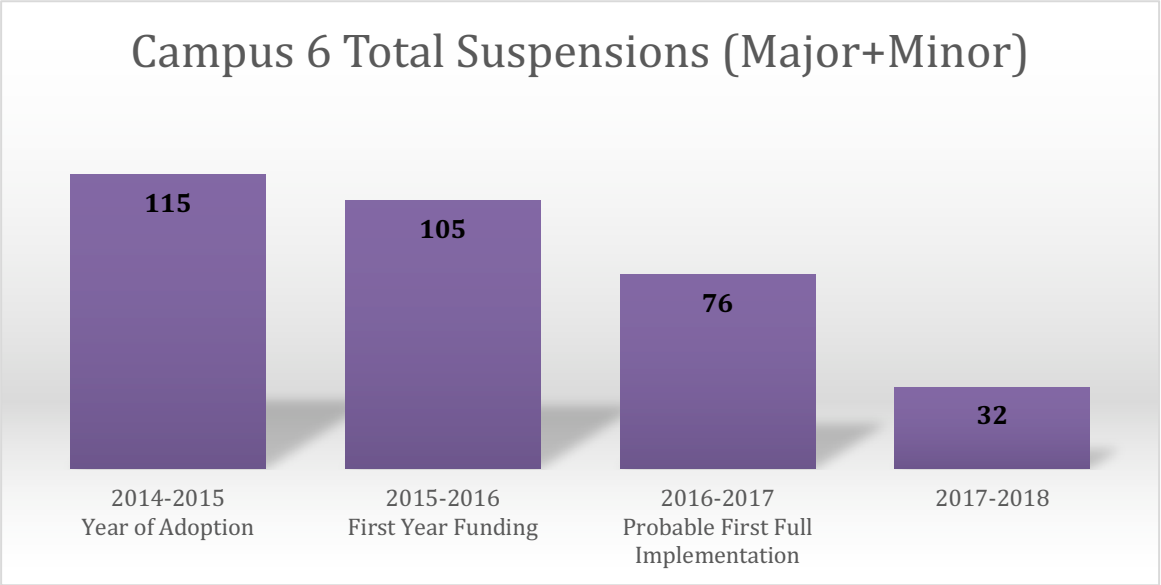

Figure 4.7. Campus 6 total suspensions

Reported major incidents were higher in the 2014-2015 academic year before declining the following year. However, by 2017-2018 these incidents increased to the same level from 2014-2015 in the areas of climate and culture. In 2014-2015, the building code had four incidents but dropped to zero in each of the following years, as depicted in Figure 4.8.

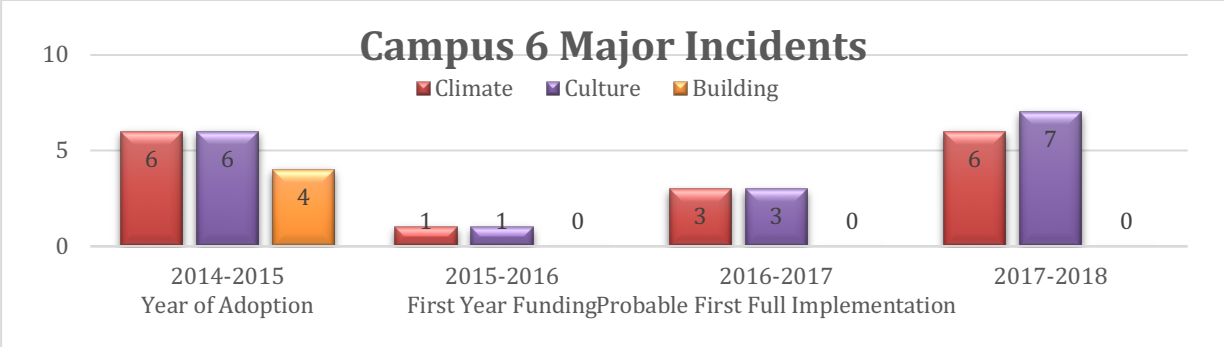

Figure 4.8. Campus 6 major incidents

Student achievement from the 2014-2015 to the 2017-2018 academic years showed a generally downward trend. The percentage of students scoring in Level 1 Standard Not Met increased from 53% in 2014-2015 to 58% in 2017-2018 for English language arts, shown in Figure 4.9. Student scores for math exhibited a similar pattern, as seen in Figure 4.10.

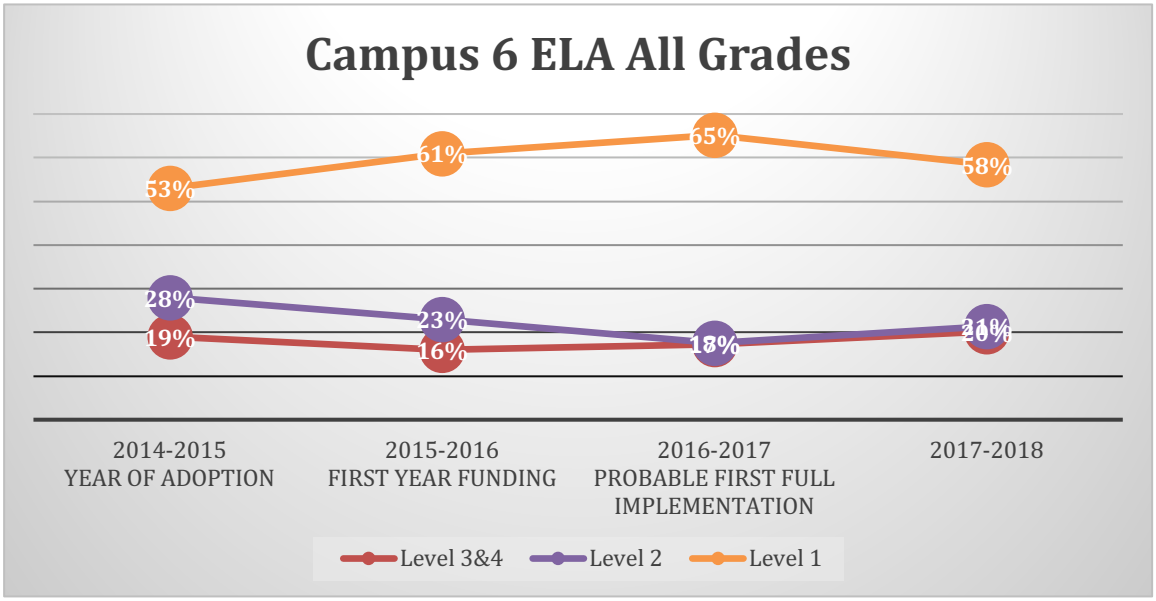

Figure 4.9. Campus 6 SBAC ELA percentages

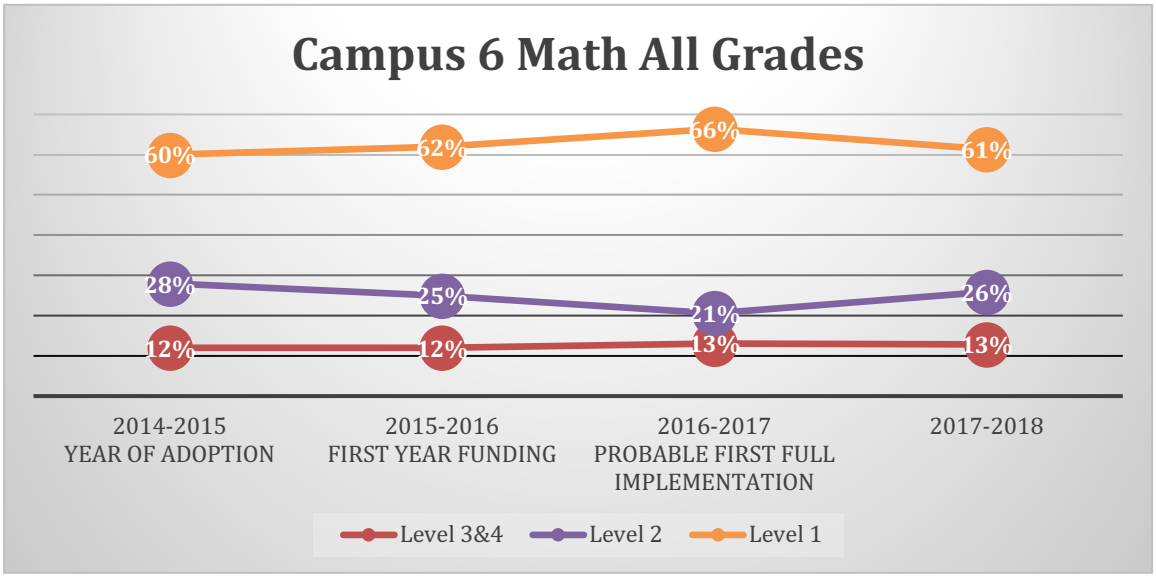

Figure 4.10. Campus 6 SBAC math percentages

Holistic View of Campus 6. In general, the population of Campus 6 decreased slowly between the academic years 2014-2015 and 2017-2018. The total number of suspension incidents for this school demonstrated a decreasing trend from 2014-2015 to 2017-2018. These were mostly minor incidents, and this pattern persisted through most grade levels. Student achievement for Campus 6 decreased for both English language arts and math from 2014-2015 to 2017-2018, with more students reported as Level 1 Standard Not Met in 2017-2018 than in 2014-2015. In the case of Campus 6, trends support a neutral outcome.

Campus 11

Campus 11 serves students in grades kindergarten through sixth. Its cumulative population has been between 690 and 725 students for all academic years, 2014-2015 through 2017-2018. This population change is shown in Figure 4.11.

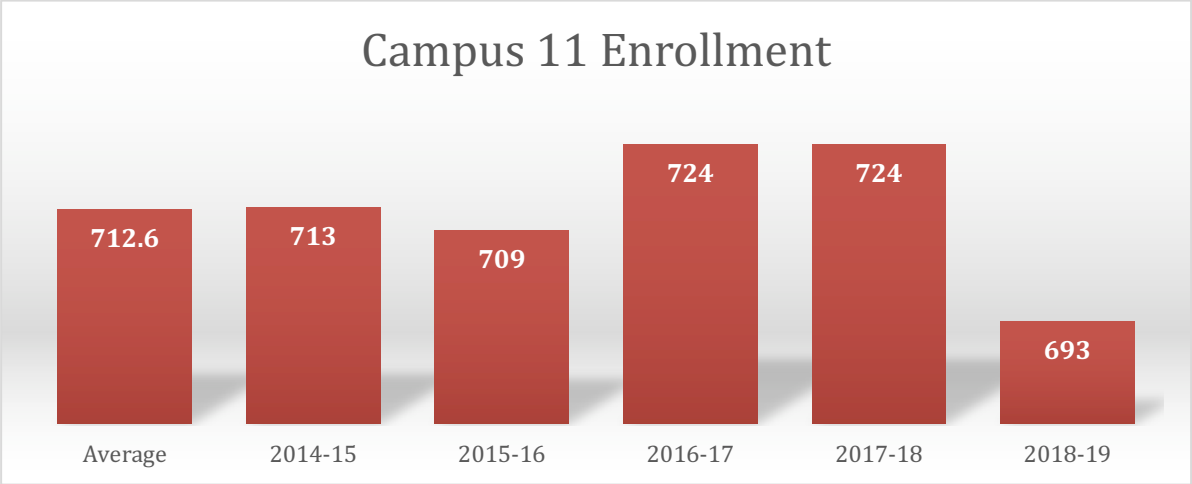

Figure 4.11. Campus 11 enrollment

The total number of suspension incidents, both major (reported to the state) and minor (tracked at the district level), for Campus 11 showed an increasing trend from 2014-2015 through 2016-2017. The greatest number of incidents occurred in 2016-2017 but decreased the

following year, depicted in Figure 4.12. The majority of these incidents were minor and reported no further than the district level.

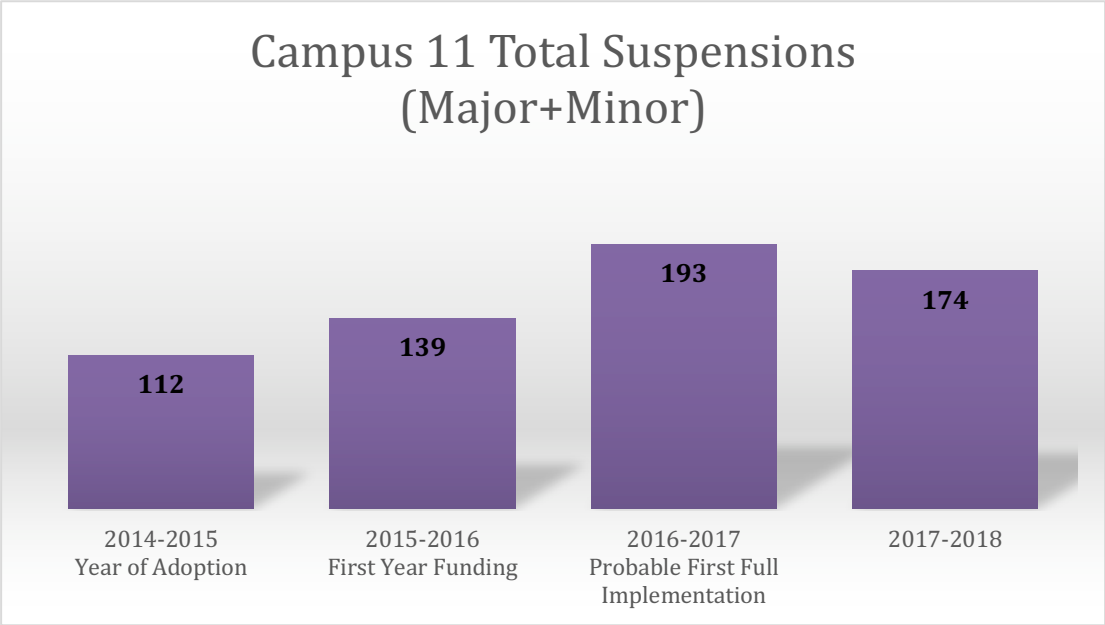

Figure 4.12. Campus 11 total suspensions

Reported major incidents remained consistent from 2014-2015 through 2016-2017 for the climate and culture code. The only incidents that occurred for the building code were in 2016-2017. All incidents experienced a dramatic drop in 2017-2018 that can be seen in Figure 4.13.

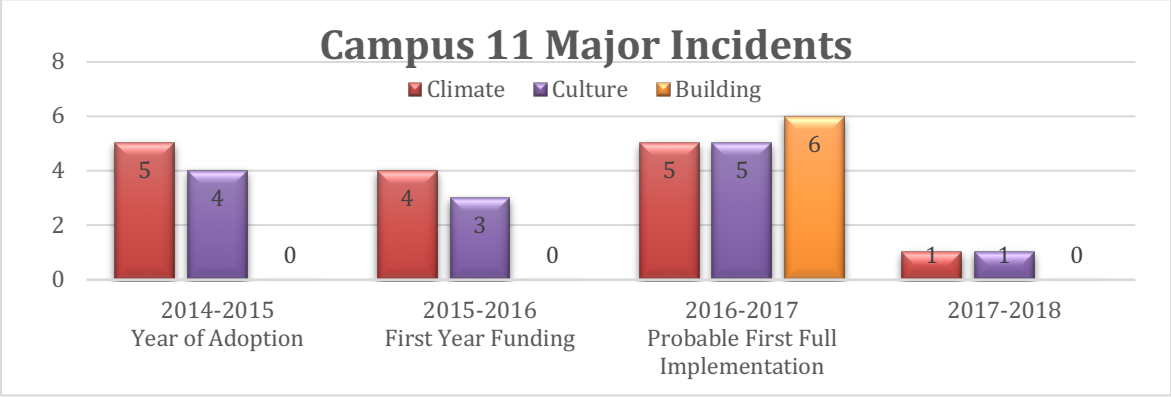

Figure 4.13. Campus 11 major incidents

Student achievement from the 2014-2015 to the 2016-2017 academic years has a generally upward trend, with a decrease occurring in 2017-2018. The percentage of students scoring in Level 1 Standard Not Met decreased from between 2014-2015 and 2017-2018 for English language arts while students scoring in Level 3 and Level 4, Standard Met or Exceeded respectively, have increased within the same timeframe, shown in Figure 4.14. Student scores for math exhibit a similar pattern, demonstrated by Figure 4.15.

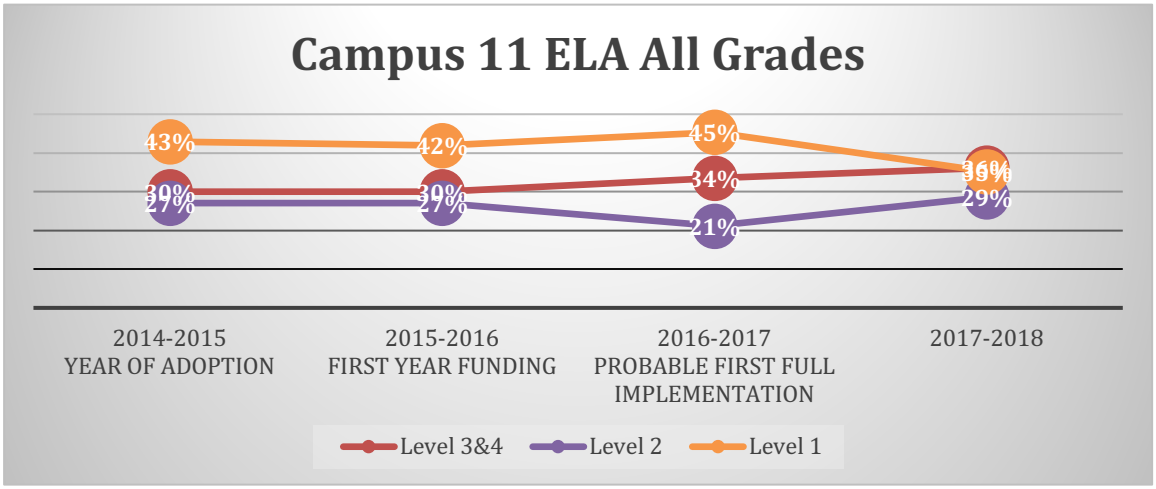

Figure 4.14. Campus 11 SBAC ELA percentages

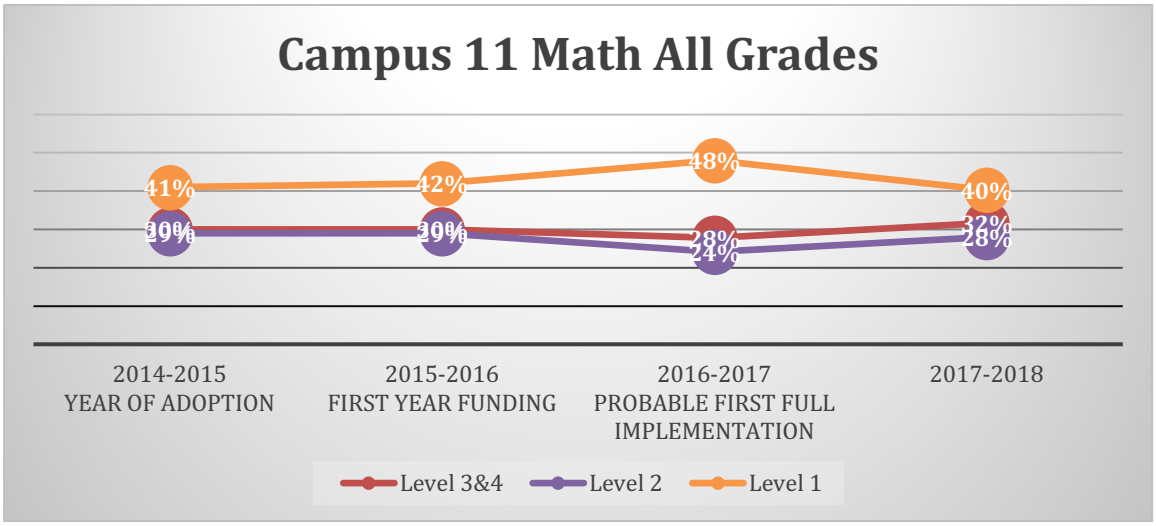

Figure 4.15. Campus 11 SBAC math percentages

Holistic View of Campus 11. In general, the population of Campus 11 remained about the same between academic years 2014-2015 and 2018-2019. The total number of suspension incidents for this school demonstrated an increasing trend over the years 2014-2015 until 2017-2018. This pattern persisted through most of the grades. Student achievement for Campus 11 demonstrated an upward trend with a decreasing number of students being reported as Level 1 Standard Not Met from 2014-2015 to 2017-2018 and an increasing amount of students being reported as Level 3 Standard Met and Level 4 Exceeded. In the case of Campus 11, neutral outcomes have been observed.

Campus 16

Campus 16 serves students in grades kindergarten through sixth. Its cumulative population was between 750 and 880 students for all academic years starting with 2014-2015 and ending with 2017-2018. The overall enrollment fluctuates up and down over time, with the largest student population attending in 2016-2017 and the smallest attending in 2014-2015. The population trends are demonstrated by Figure 4.16.

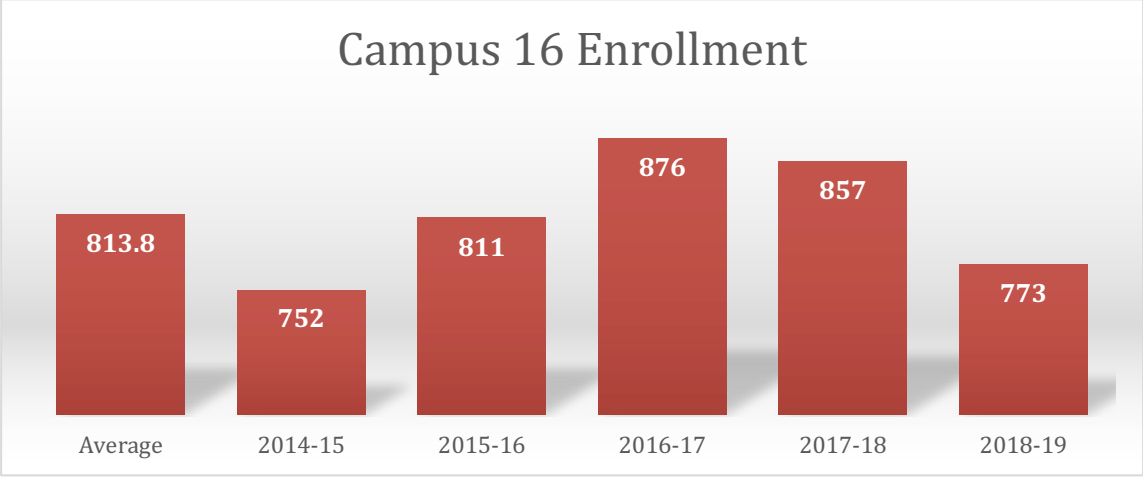

Figure 4.16. Campus 16 enrollment

The total number of suspension incidents, both major (reported to the state) and minor (tracked at the district level), for Campus 16 is consistently between 85 and 115 from academic year 2014-2015 until 2016-2017. In academic year 2018-2019, this number drops dramatically, as shown by Figure 4.17. The majority of these incidents are minor and reported no farther than the district level.

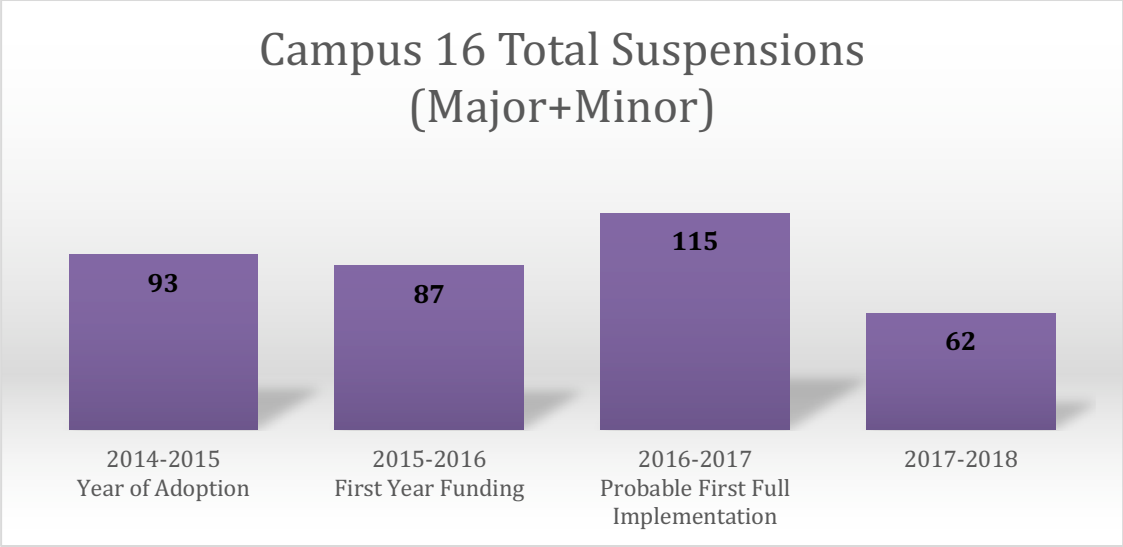

Figure 4.17. Campus 16 total suspensions

Climate and culture related incidents remained consistent in 2014-2015, 2016-2017, and 2017-2018. A major decrease occurred in 2015-2016 for these codes. The building code incidents were fewer than three incidents all four years. This data is represented in Figure 4.18.

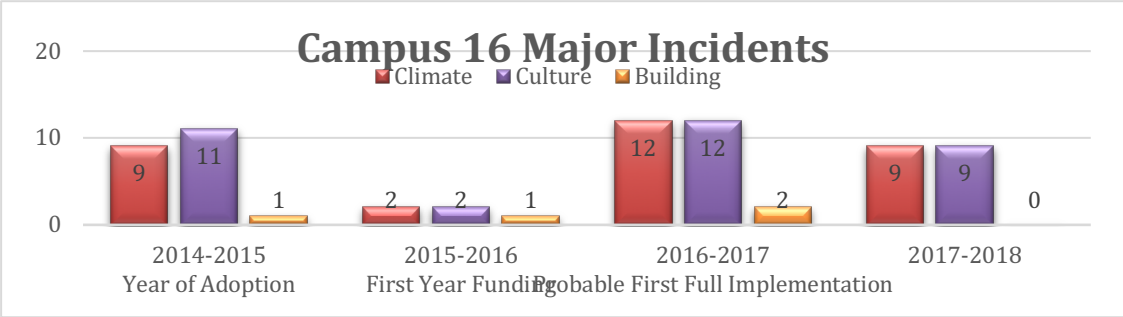

Figure 4.18. Campus 16 major incidents

Student achievement from the 2014-2015 to the 2017-2018 academic years showed little change. About 51% of students scored in the Level 1 Standard Not Met category in English language arts from 2014-2015 through 2017-2018 while between 17% and 20% of students scored in the Level 3 Standard Met category for these years. This is shown in Figure 4.19. Student scores for math demonstrated the same pattern as depicted in Figure 4.20.

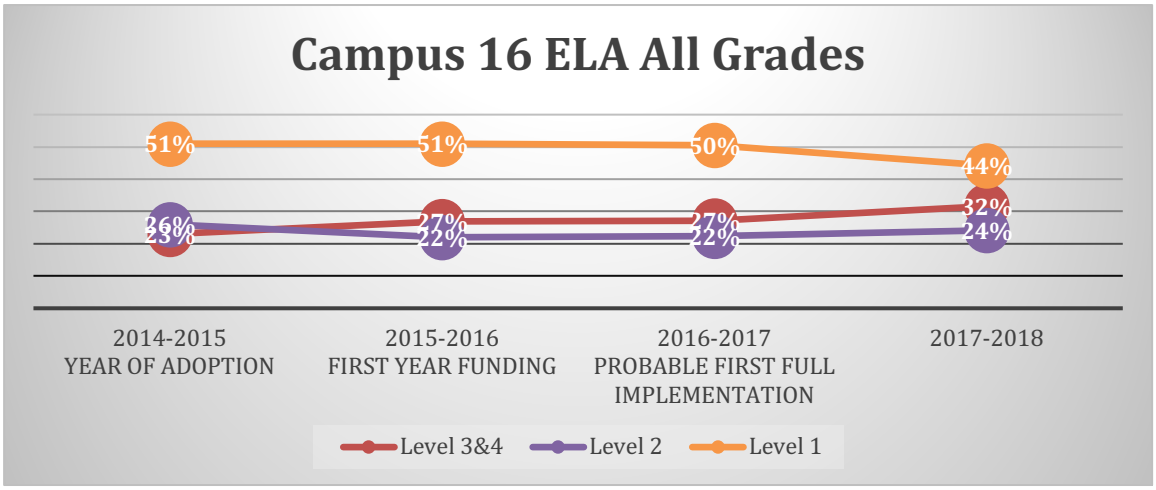

Figure 4.19. Campus 16 SBAC ELA percentages

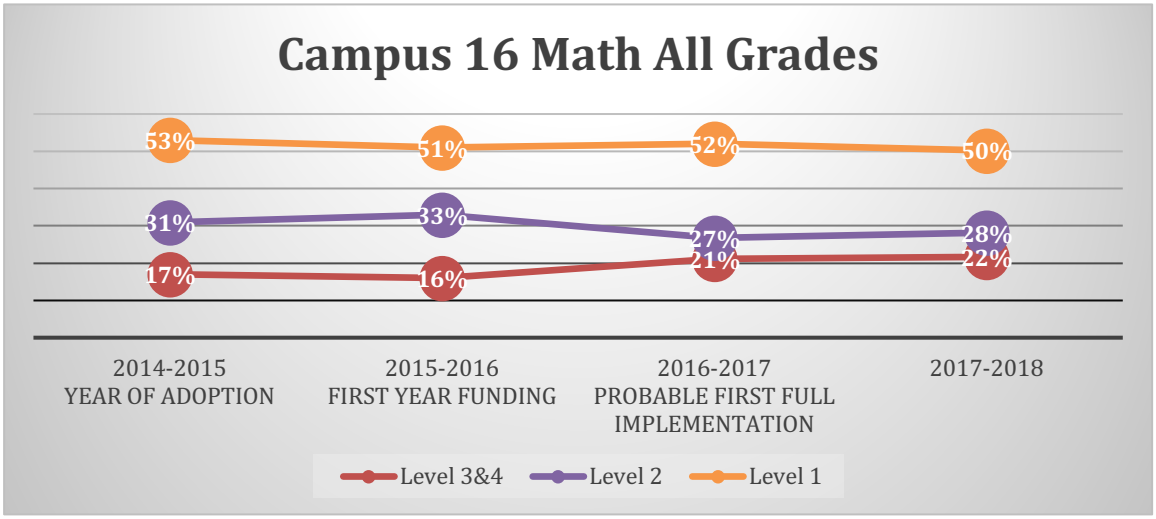

Figure 4.20. Campus 16 SBAC math percentages

Holistic View of Campus 16. In general, the population of Campus 16 fluctuated up and down between each year from academic year 2014-2015 to 2018-2019. The total number of suspension incidents remained consistent from 2014-2015 through 2016-2017 before dropping significantly in 2017-2018. Student achievement for Campus 16 remained largely consistent in both English language arts and math. In the case of Campus 16, neutral outcomes have been observed.

Campus 21

Campus 21 serves students in grades kindergarten through sixth. Its cumulative population was between 875 and 975 students for all academic years starting with 2014-2015 and ending with 2018-2019. The overall enrollment declined since 2014-2015, which is depicted by Figure 4.21.

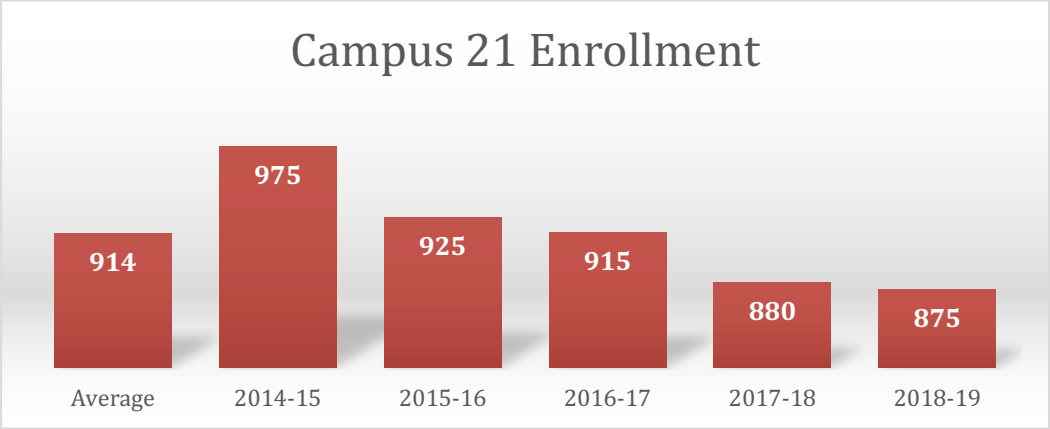

Figure 4.21. Campus 21 enrollment

The total number of suspension incidents, both major (reported to the state) and minor (tracked at the district level), for Campus 21 showed a decreasing trend over the four years. The fewest number of incidents occurred in 2015-2016. This trend is demonstrated in Figure 4.22. The majority of these incidents are minor and reported no farther than the district level.

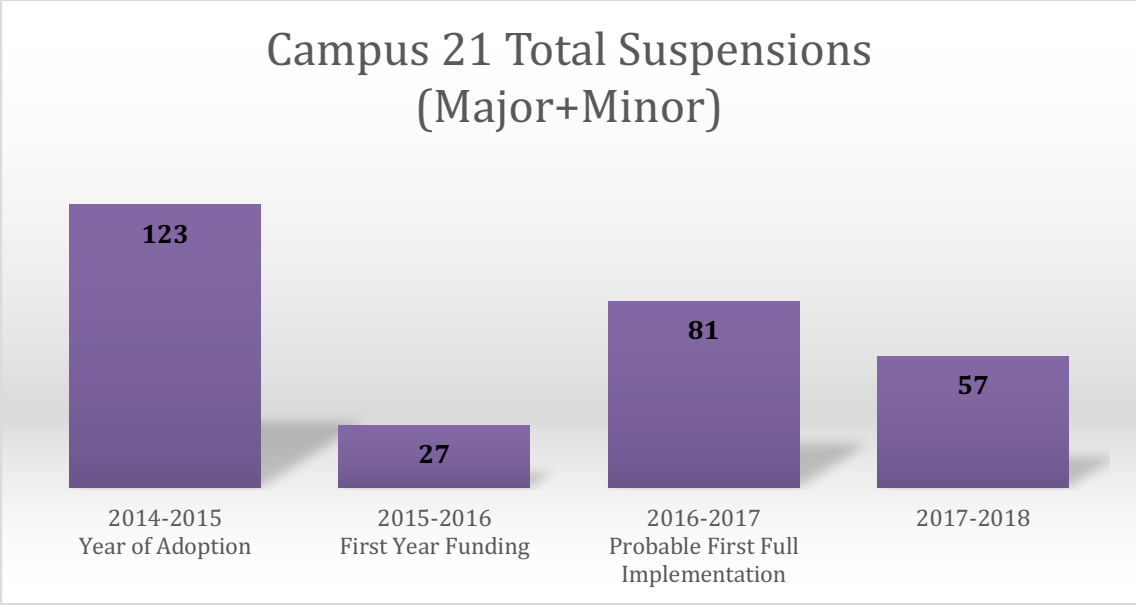

Figure 4.22. Campus 21 total suspensions

Every other year, this school experienced a spike in major incidents, starting in 2014-2015. For the academic years where these incidents spiked, 3 students were responsible for multiple incidents (see Appendix #). Across climate, culture, and building, incidents were consistently one or zero in the school years where incidents were not duplicated across students, shown in Figure 4.23.

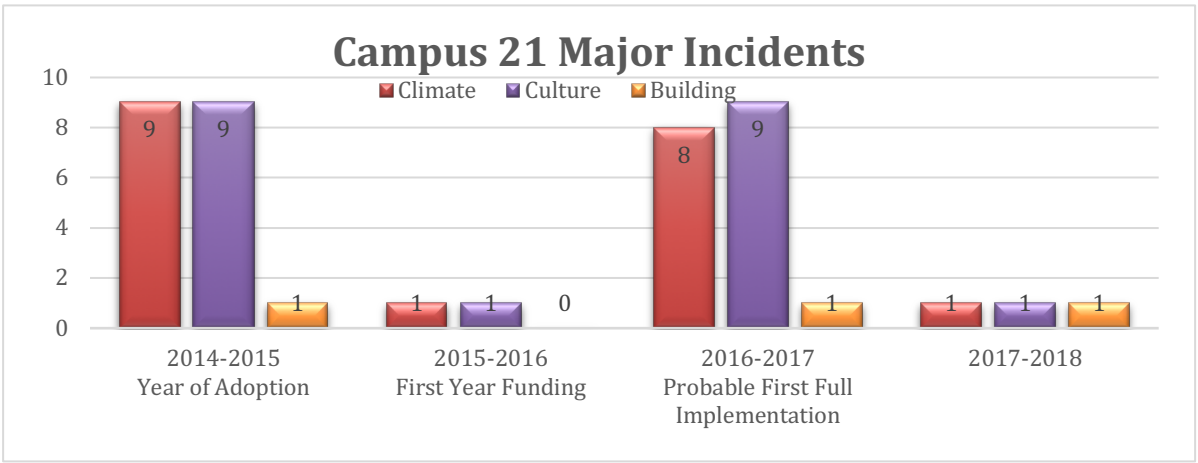

Figure 4.23. Campus 21 major incidents

Student achievement from the 2014-2015 to the 2016-2017 academic years remained consistent in both English language arts and Math. By 2017-2018, student achievement showed evidence of trending upwards, demonstrating as much as a 10% drop in students scoring in the Level 1 Standard Not Met category when compared to 2014-2015. Figure 4.24 and Figure 4.25 demonstrate these trends.

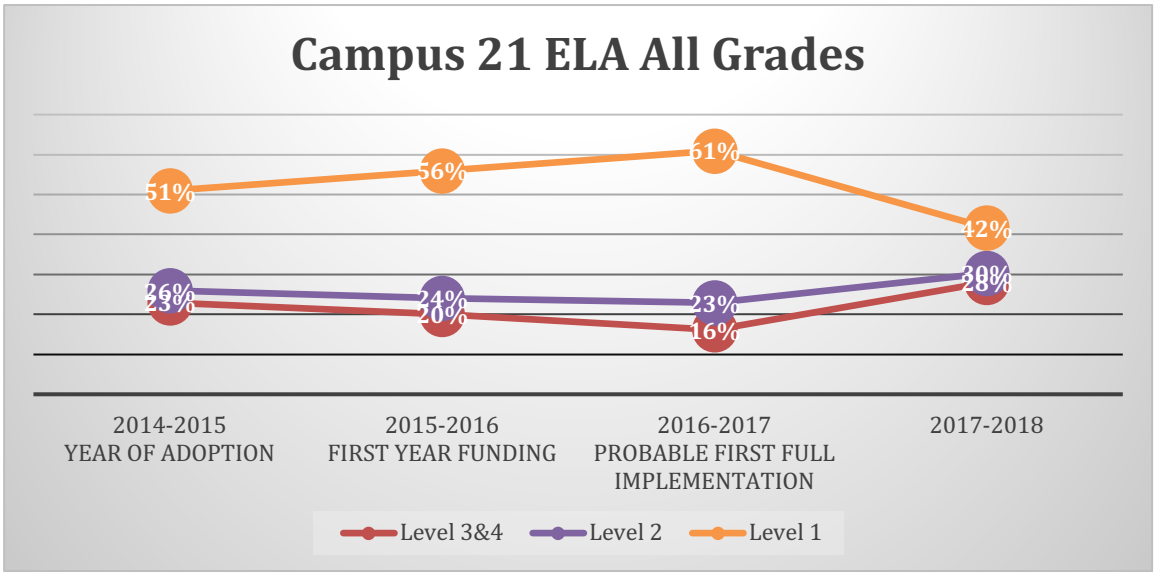

Figure 4.24. Campus 21 SBAC ELA percentages

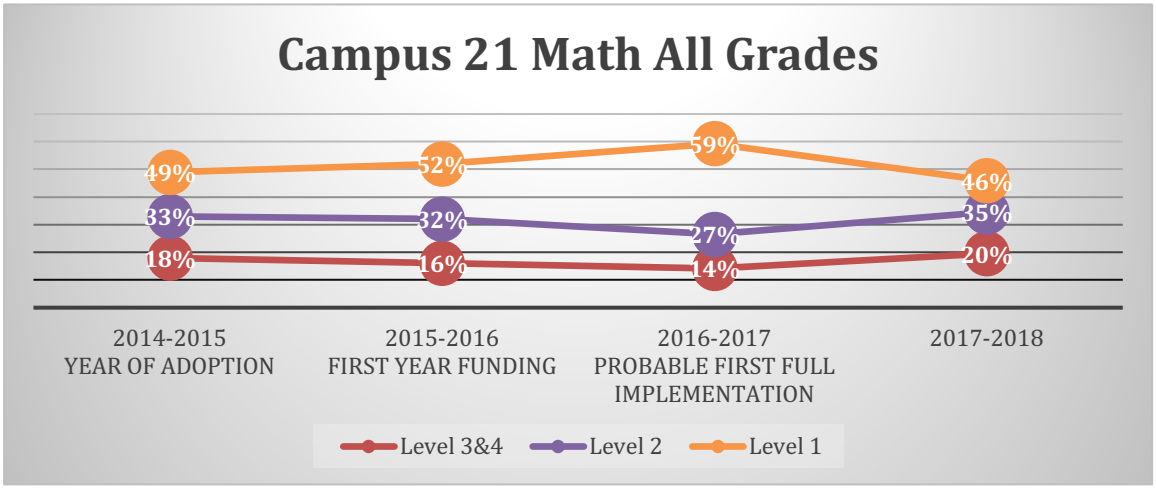

Figure 4.25. Campus 21 SBAC math percentages

Holistic View of Campus 21. In general, the population of Campus 21 remained stable between academic years 2014-2015 and 2018-2019. The total number of suspension incidents for this school demonstrated a decreasing trend over the years 2014-2015 until 2017-2018. This pattern persisted through most of the grades. Student achievement for Campus 21 has remained consistent in both English language arts and math. In the case of Campus 21, positive outcomes have been observed.

Campus 24

Campus 24 serves students in grades kindergarten through sixth. Its cumulative population has just over 1,000 students for all academic years starting with 2014-2015 and ending with 2017-2018, which is shown in Figure 4.26. On average, it is the largest school in the district.

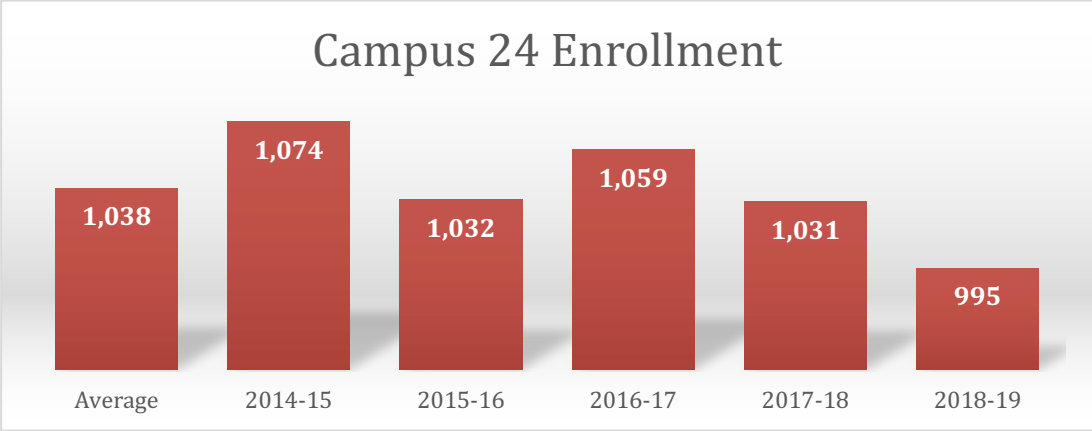

Figure 4.26. Campus 24 enrollment

The total number of suspension incidents, both major (reported to the state) and minor (tracked at the district level), for Campus 24 showed some fluctuation over the course of the four years. The incidents generally decline across all years and experienced a sharp decline in 2017-2018, depicted by Figure 4.27. The majority of these incidents are minor and reported no farther than the district level.

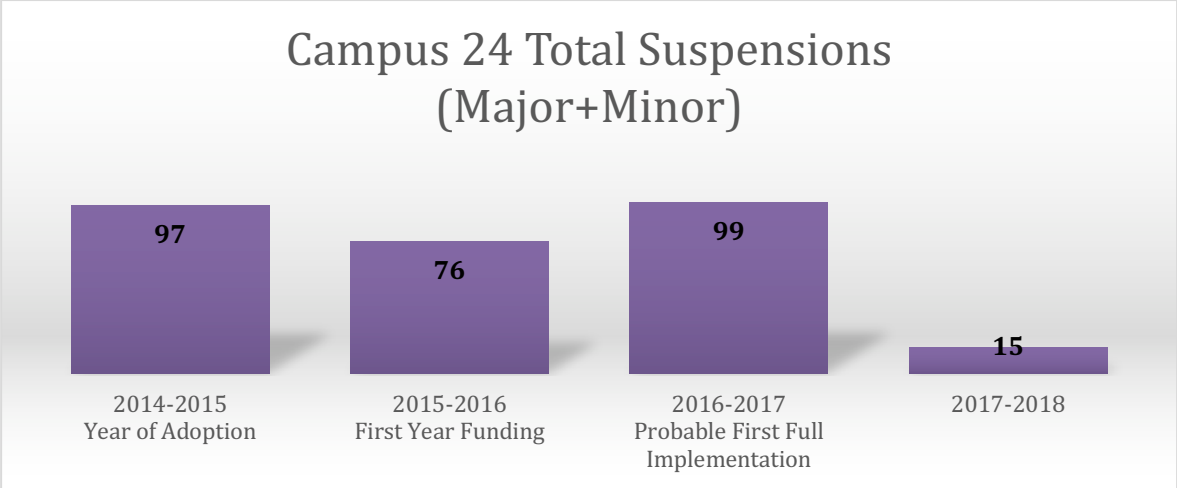

Figure 4.27. Campus 24 total suspensions

In general, incidents (major and minor) declined over these four years, where 2016-2017 is an anomaly in a higher incident count. No more than 5 incidents occurred at this school in any one academic year for climate, culture, and building codes. By 2017-2018, this school reported zero major incidents occurring. This data is shown in Figure 4.28.

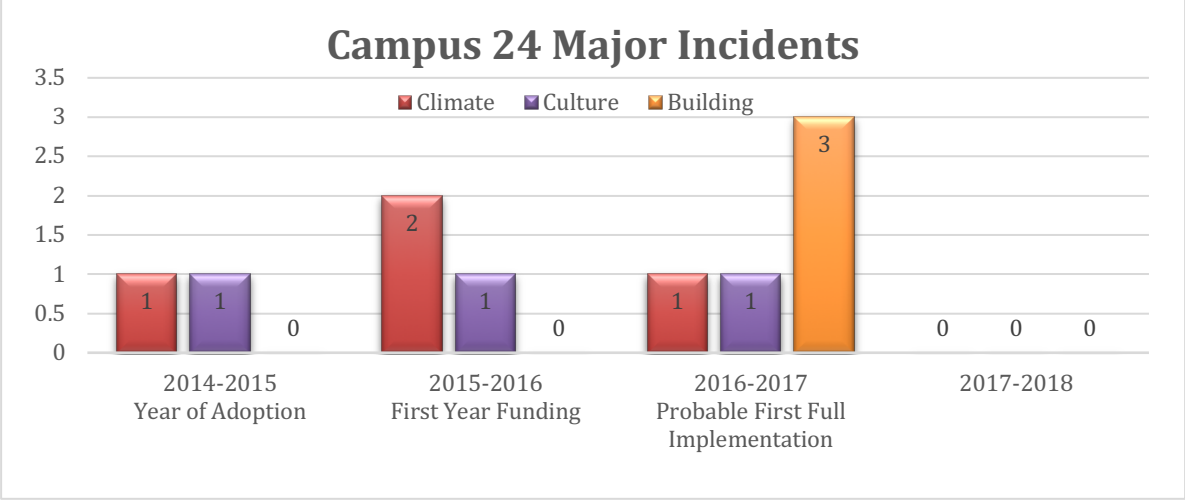

Figure 4.28. Campus 24 major incidents

Conversely, student achievement from the 2014-2015 to the 2016-2017 academic years decreased in both English language arts and math. A greater percentage of students achieved

Level 1 Standard Not Met in 2016-2017 than in 2014-2015. These percentages shift upward slightly in the 2017-2018 school year. Figure 4.29 and Figure 4.30 depict these trends.

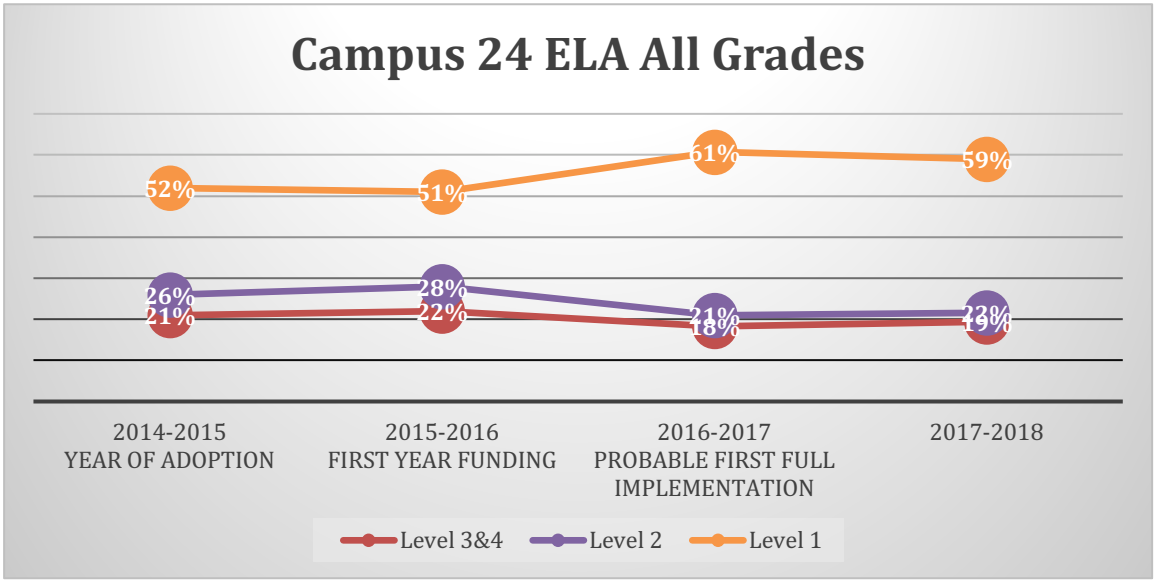

Figure 4.29. Campus 24 SBAC ELA percentages

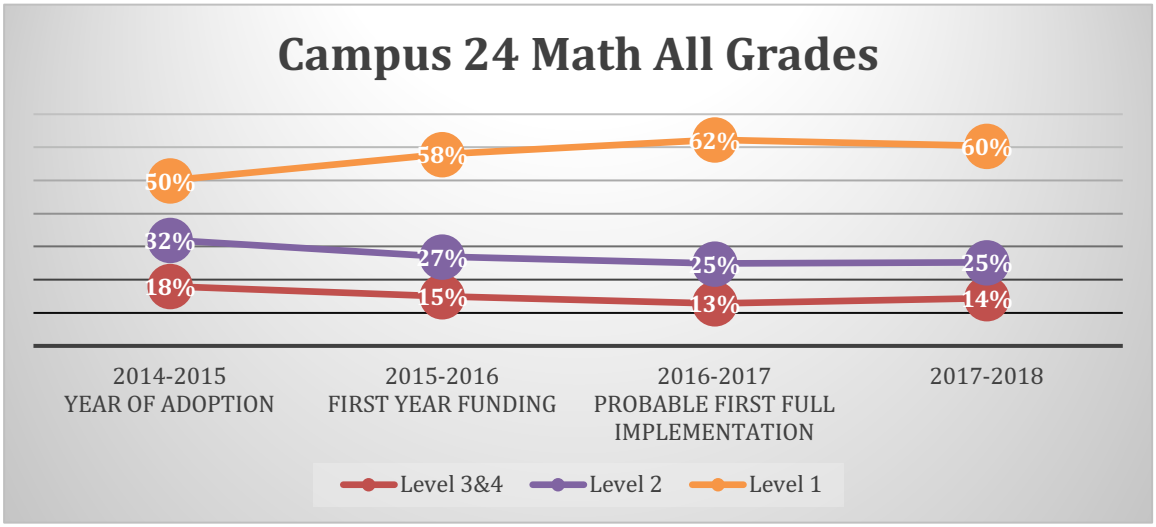

Figure 4.30. Campus 24 SBAC math percentages

Holistic View of Campus 24. In general, the population of Campus 24 has remained stable between academic years 2014-2015 and 2018-2019. The total number of suspension incidents for this school has fluctuated in no observable pattern over the years 2014-2015 until

2017-2018. However, incidents generally decreased over this time period. In 2017-2018, no major incidents for climate, culture, or building occurred. Student achievement for Campus 24 showed a generally decreasing trend with a slight uptick in 2017-2018. In the case of Campus 24, positive outcomes have been observed.

District, County, and State Data

Overall, the cumulative enrollment aggregated for the six sample sites as well as for the district, county, and state declined since the baseline years through the 2017-2018 school year. Figure 4.31 provides data for this trend.

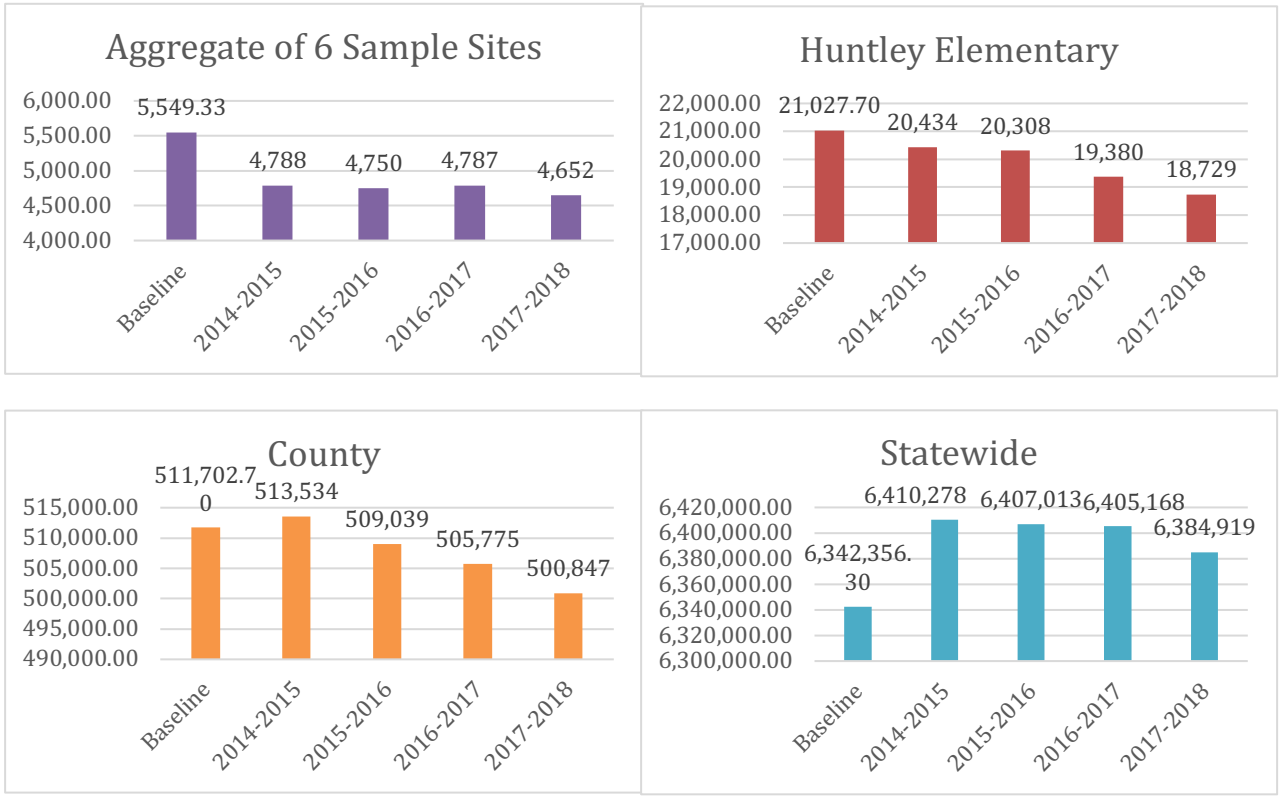

Figure 4.31. State, county, district, and sample site cumulative enrollment

Suspension rates for major incidents declined from the baseline years through 2017-2018 across the sample sites, district, and state. Conversely, the county suspension rates increased in this time period. Figure 4.32 provides a representation of this data.

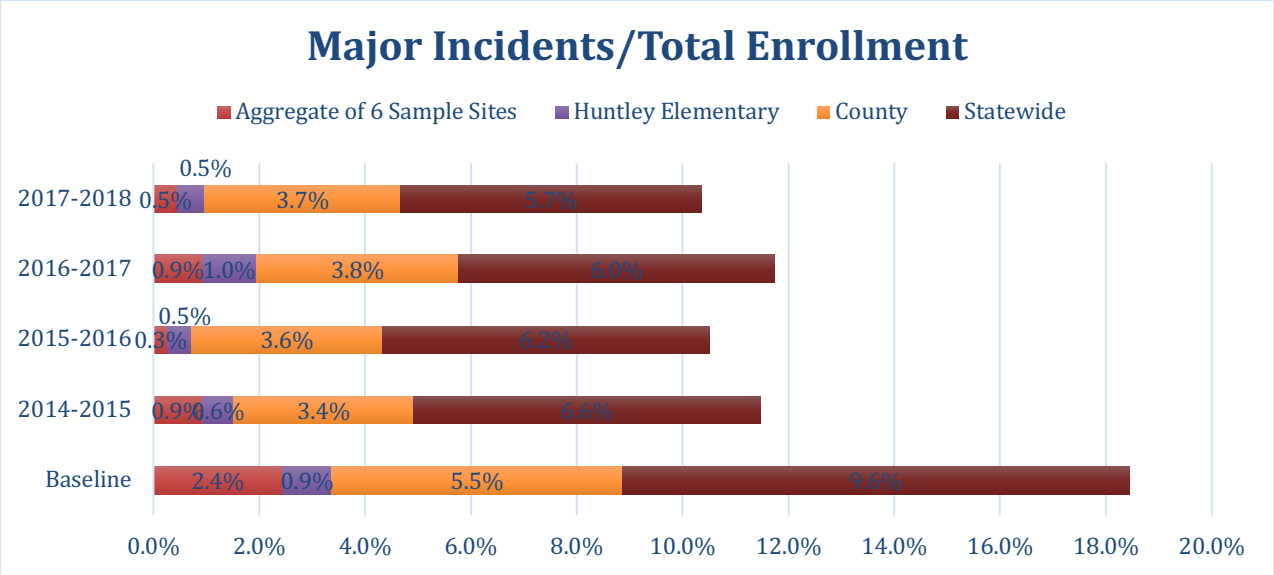

Figure 4.32. Percent of major incidents based on total enrollment

Data aggregated from the six sample sites as well as data for the district showed a decrease in building related safety incidents. However, these incidents increased county and statewide. All four groups showed a decline from the baseline in the 2014-2015 academic year where California first adopted the Multi-Tiered Systems of Support statewide. These incidents declined again in 2015-2016, the first year that Huntley Elementary School District and the six samples sites received funding associated with this implementation. Both the district and the aggregate of the sample sites spiked upwards in incidents the next year before declining once more in 2017-2018. While the data exhibits these trends, these building related incidents occur with less than 0.5% of the enrollment population each year. Figure 4.33 shows these trends.

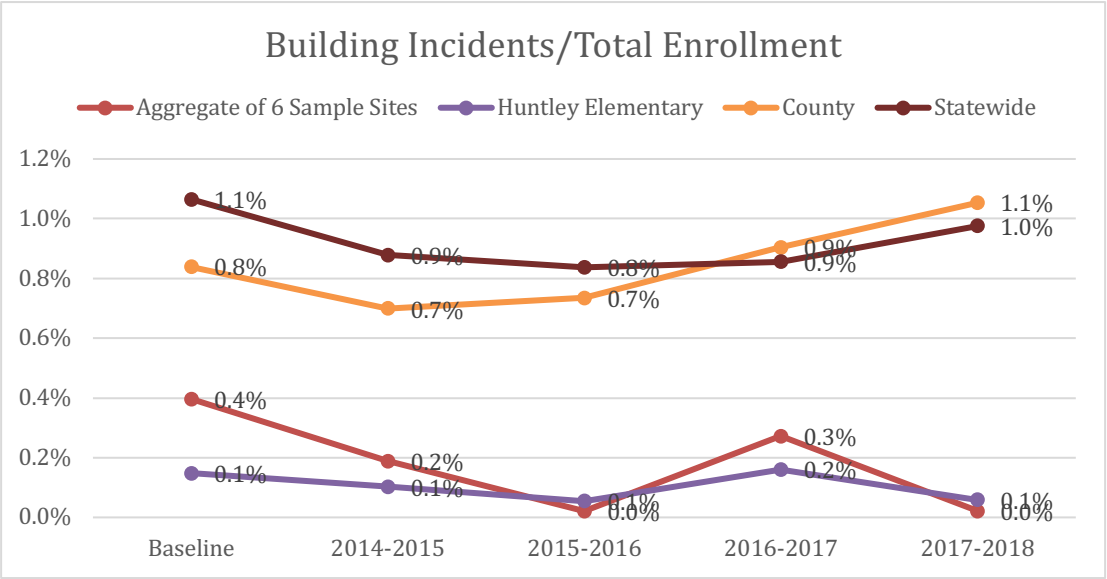

Figure 4.33. Percent of building related incidents by total enrollment

Data from all four groups demonstrated a decreasing trend in the climate code, shown in Figure 4.34. The data aggregated from the six selected sample sites showed the most dramatic decrease while data from the district, county, and state declined but with stability.

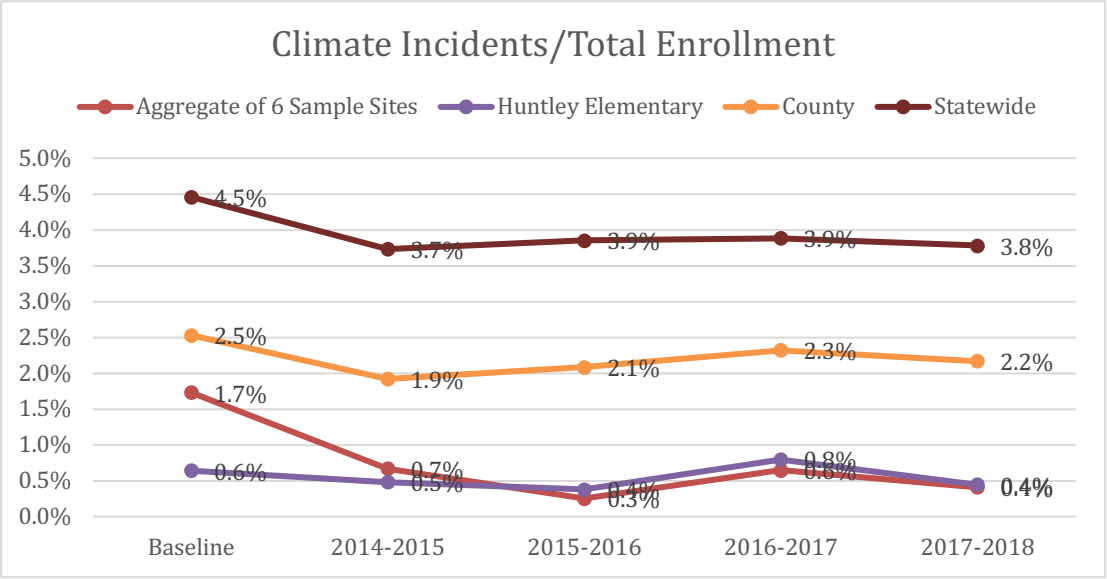

Figure 4.34. Percent of climate related incidents by total enrollment

Additionally, the four sets of data showed an overall decline in the culture related incidents. This trend is demonstrated in Figure 4.35. The six sample sites and the district incidents showed a slight increase in 2016-2017 before declining the next year.

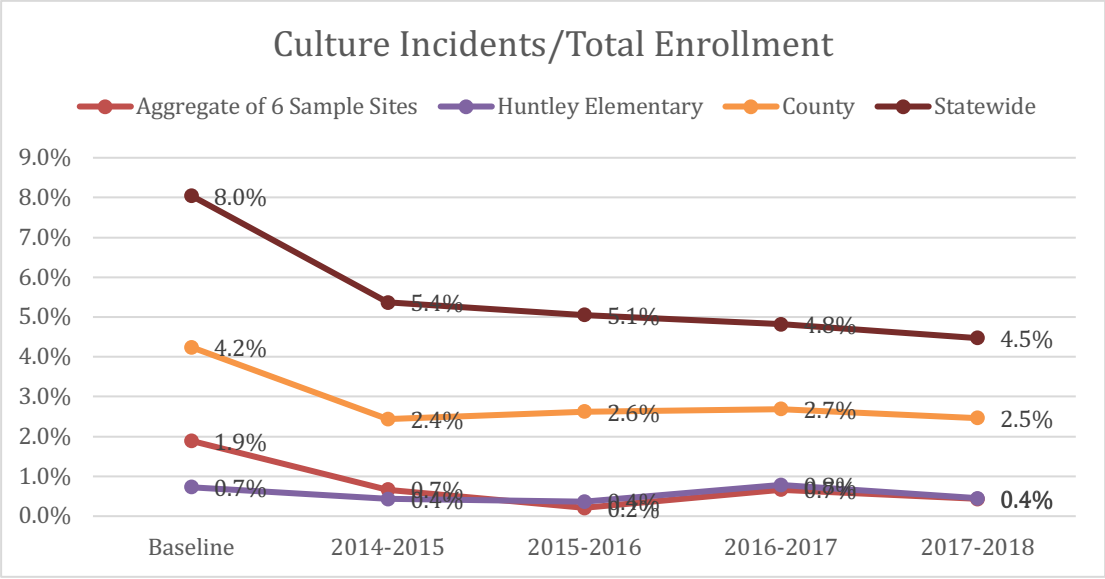

Figure 4.35. Percent of culture related incidents by total enrollment

Summary

All six sample sites presented different patterns in terms of safety data. This can be observed in Figure 4.36. However, most sample sites demonstrated that suspension rates decreased. Trends from schools in this district that were not sampled might not be reflected in the six sites that were sampled. The data aggregated from the district does suggest that, overall, suspension related incidents declined, and that school safety is up.

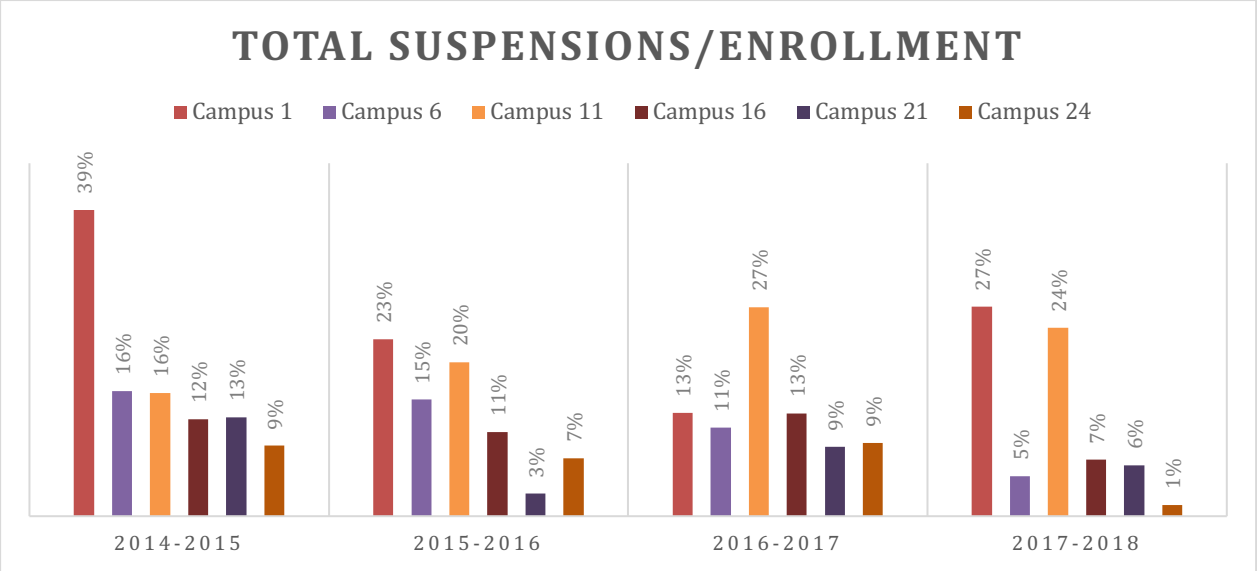

Figure 4.36. Percent of total suspension incidents of total enrollment

Overall population declined at three of the four sites that demonstrated a decreasing trend of suspension related incidents. However, these populations decreased slowly over time such that the population by 2017-2018 was not more than 100 students different than the population from 2014-2015. In some cases, the total number of suspension incidents decreased by as much as 72% (Campus 6) or 84% (Campus 24).

This data was presented to analyze the outcomes of implemented safety related whole child education programs. The statewide adoption of the MTSS occurred in 2014-2015 with the first set of associated funds being distributed in 2015-2016. This leads to the probably first full year of program implementation in 2016-2017 with a stable year following in 2017-2018. The majority of these sites experienced a decrease in suspension related incidents following this implementation and the receipt of the grant funds. Holistically, the outcomes can be perceived as being impacted positively by the implementation of the identified program. However, this correlation does not necessarily equate to causation.

CHAPTER 5

CONCLUSION

The purpose of this study was to analyze the outcomes of the presumed implementation of whole child education safety standards for a district site that had received grant funding from the state to support this implementation. These outcomes were examined in terms of student suspension rates, both major and minor incidents, as well as student achievement data through the statewide administration of the Smarter Balanced summative assessment. This data was selected based on its relation to the safety tenet prescribed by whole child education for safety in the school building, climate, and culture. This safety tenet is linked back to the safety need prescribed in Maslow's hierarchy of needs, which has been shown to effect student performance in school.

The selected site has 24 elementary schools serving grades kindergarten through 6. Enrollment population was averaged from academic year 2014-2015 through 2018-2019 and the researcher selected a sample of 6 representative schools to conduct this analysis. The results of this study indicate a possible correlation but do not prove causation between the implementation of the safety standards and the outcomes of student suspension rates and achievement.

The research questions considered by this study were:

1) Do schools that implement whole child safety standards and programs achieve an outcome of reductions in incidents (both major and minor) that lead to student suspension? Is there a possible correlative effect on student achievement?
2) Does school enrollment size impact suspension rates in schools implementing whole child safety standards?

3) Do schools that implement whole child safety standards and programs have evidence of a safe school building, climate, and culture based on the following indicators (as described in the major incident codes reported to the state):
    a. Violent Incident (Injury);
    b. Violent Incident (No Injury);
    c. Weapons Possession;
    d. Illicit Drug-Related;
    e. Defiance-Only; and
    f. Other Reasons?

Interpretation of Findings

The data examined over the four academic years following the statewide implementation of whole child education standards have yielded findings to support the hypothesis that there is a positive correlative effect between this implementation and school safety data. The data provided information on how school enrollment impact safety. The researcher was able to connect the data to the safety tenet's standards of building, climate, and culture.

RQ 1: Outcomes of Suspension Incidents and Student Achievement

A general pattern of decline for incidents leading to student suspension was observed in the data collected for the six sample schools. This data suggests that there is a correlation between these implemented standards and the safety related outcomes. Four of the sample schools experienced a decline in suspension related incidents. Campus 16 had a lower amount of suspension incidents by 2017-2018 than the site started within 2014-2015; however, due to the fluctuation in these numbers, the researcher did not qualify this difference as a decreasing trend.

Overall, the data supports that a reduction in suspension related incidents occurred following the implementation of the whole child education safety standards. The researcher also considered data on student achievement to address whether there is a correlative effect between school safety and student performance.

The four campuses where student suspension rates declined in the examined timeframe either remained consistent in student performance (Campus 1 and Campus 21) or demonstrated a decline in overall student performance (Campus 21 and Campus 24). Data for Campus 16 also remained consistent over these four academic years while the school where suspension rates increased (Campus 11) showed an upward trend in student achievement. This data does not support that there is a positive correlative effect between school safety and student performance. Other variables not included in the scope of this study are needed to determine what caused these trends.

RQ 2: Enrollment Size and Suspension Rates

All six sample schools examined in this study have students enrolled in grades kindergarten through sixth. The percent of English language learners and free/reduced lunch distribution of students at the six schools is representative of the overall district population. There does not appear to be a consistent relationship between school enrollment size and suspension rates. The data observed for the suspension rates does not indicate that a larger (Campus 24 and Campus 21) or smaller (Campus 1 and Campus 6) student population negatively or positively relate to suspension rates. These four schools experienced the decreasing trend of student suspension related incidents. The two schools with a population of students in the middle experienced an increase (Campus 11) or an inconsistent pattern (Campus 16) in suspension related incidents.

Campus 1 had a gradual decline in student population, losing about 20 students total between 2014-2015 and 2017-2018. Campus 6 and Campus 21 experienced a population decrease of about 100 students each between 2014-2015 and 2017-2018. However, Campus 24's population fluctuated up and down every other year during this timeframe. Both Campus 6 and Campus 21 had experienced a decline of over 50% in student suspension incidents, but these schools did not lose more than half of their student population.

Campus 11 experienced an increase in suspension related incidents, but the student population remained about the same during these four years. While Campus 16 experienced an inconsistent trend in suspension rates, its student population remained about the same.

The confounding variable of the decrease in student population may be a contributing factor to the decline in suspension related incidents as evidenced by Campus 6 and Campus 21 but the data for the other sites (Campus 11 and Campus 16) suggests that changing student population has little significant impact on this data. An additional confounding variable that might impact this data is the shift in student demographics, such as ethnicity. This variable was not considered as part of this study.

District, County, and State Enrollment Trends. From the established baseline until 2017-2018, the student enrollment population has decreased by 10.9% at the district level, 2.1% at the county level, and has increased by 1% statewide. The district suspension rates for major incidents has dropped nearly 50% from the baselined amount. The county suspension rates dropped by just over 10,000 incidents between the baselined amount and the 2014-2015 school year. However, this number increased between 2014-2015 and 2017-2018. The statewide total suspension rates decreased by nearly 50% from the baseline through the 2017-2018 school year.

RQ 3: Building, Climate, and Culture

Only major suspension related incidents are reported to the state of California. For the six sample schools analyzed in this study, these incidents make up less than 15 of the total suspension related incidents for any one year. The patterns for this data do not mirror the overall trends experienced by each school. However, the infrequency of these incidents does provide that these schools have evidence of a safe building, climate, and culture.

Campus 1 experienced the most major incidents in 2014-2015, with a total of 5. Over the four years, Campus 1 did not have any Illicit Drug-Related or Defiance-Only offenses and experienced only 1 offense for Other Reasons, which was in the 2014-2015 school year for a student in grades K-3, and only 1 offense for Violent Incident (Injury), which was in the 2017-2018 school year for a student in grades K-3. Most suspensions for Campus 1 occurred for Violent Incident (No Injury) or Weapons Possession related incidents.

Campus 6 had a high of ten incidents, also in the 2014-2015 school year. However, the most popular incidents for Campus 6 were Violent Incident (Injury), Violent Incident (No Injury), and Illicit Drug-Related. Campus 6 had no counts of Weapons Possession or Other Reasons and had only one count of Defiance-Only.

The most incidents for Campus 11 took place in the 2016-2017 school year with 11 major suspension related incidents. This school had no incidents of Illicit Drug-Related or Defiance-Only. Violent Incident, both with and without injury, were the two most populous offenses experienced by this school.

Fourteen was the highest number of incidents reported to the state for Campus 16 and this was in the 2016-2017 school year. Campus 16 had at least one student suspended for each of the categories every year from 2014-2015 until 2017-2018. The most popular incident was Violent

Incident (No Injury), accounting for 12 of the 14 incidents in 2016-2017 and all nine of the incidents that occurred in 2017-2018.

Campus 21 had 10 incidents each in 2014-2015 and 2016-2017. None of the students were suspended for Illicit Drug-Related or Other Reasons. Most of the incidents that occurred across all four years was for Violent Incident (No Injury).

Despite having the largest student population, Campus 24 experienced the fewest number of major suspension related incidents in total. The school's highest count was in 2016-2017 at four major incidents reported to the state. The school had no incidents of Violent Incident (Injury), Weapons Possession, or Defiance-Only.

Implications

The findings of this study have a broad range of implications for all stakeholders, from individual students to statewide educational agencies. Implementation and attention to whole child education standards demonstrate a positive correlation to changes in the school environment. Provided these implementations are funded and appropriately addressed at the school level, potential benefits can be reaped. These results suggest that these implementations have a positive effect on students and their learning environment.

As the literature suggested, students who have basic needs met from Maslow's hierarchy of needs, including safety, are better able to engage in the learning environment. Due to the generally rising trend in student achievement over the four years in which these safety standards were funded at the selected site, these results support the literature's claim of this correlation.

Recommendations for Action

These results articulate the main benefit to stakeholders of whole child education. While shifts in the student population may have an impact on the results, overall, the data supports that

implemented whole child safety standards correlate with a positive shift in suspension rates. With the federal accountability law providing states with the ability to implement these types of programs through the fifth indicator, the researcher recommends greater emphasis be placed on the tenets of whole child education.

Recommendations for Further Study

This study looked at school data-based suspension records and student population over the years under consideration. The study did not consider a multitude of other variables that could impact the safety environment of the schools. Further research could be conducted in this area based on these other variables. A regression study could be conducted to study covariates that would isolate these other variables (enrollment, SES, etc) with a control against the program implementation variables.

One such variable is the student demographic information. This study did not take into consideration student ethnicity data. Further study could be conducted on the impact that student ethnicity may have on the suspension rates. The trends noted here could be studied further by including this demographic data. Shifting student population demographics could further impact safety data. Additionally, the selected district consisted of all elementary schools with the highest grade served being sixth. Future studies could investigate safety related data at schools serving students in grades 7 through 12.

Another variable that could be studied further is the population of English language learners and those students receiving free or reduced lunch. These statistics were included in this study to provide a baseline for all 24 schools in the selected district to better narrow down the sample population. The sample schools had a similar range of students in these two categories.

Therefore, this variable was not taken into consideration for the purposes of this study. Future study on the relationship between safety data and these two categories is recommended.

A third variable that could be studied in greater detail is overall changes in student populations over time. This study provided a foundational look at student population trends as increasing or decreasing over time and included a sample of schools ranging from smaller to larger populations. This provided some impact to school suspension rates but did not appear to significantly impact the data. Additional studies regarding school size and shifting student populations could be conducted in the future to provide better linkage between the two sets of data.

This study provided correlative data between whole child implemented safety standards, improved student suspension rates, and student achievement data. However, the correlation addressed here does not equate to causation between these three sets of data. The researcher is therefore recommending that further study could entail studying these data points for this causation. A longitudinal study conducted with the same group of students over time to include a control group where such standards have not been implemented and a sample group with the implemented standards would be beneficial to furthering this research.

Additional studies could be conducted on the level of implementation and the quality of the implementation. This study only considered the safety outcomes in a site where the implementation was presumed based on the awarding of grant monies and the district's key goals. Future studies could include a program evaluation of implementations such as this coupled with the examination of the outcomes. This evaluation could also include the quality of the training and the understanding of those responsible for the implementation, such as teachers, counselors, and school administrators.

Since Maslow's hierarchy of needs provides the foundation for whole child education programs, future studies could investigate the social and emotional learning (SEL) component of whole child education. As explored by this study, whole child programs go beyond classroom academics, providing a curriculum for SEL within the classroom. SEL connects closely to Maslow's third tier, the need for love and belonging, as well as the third and fourth tenet of whole child education for being engaged and supported. Further study into this connection is recommended.

Finally, the researcher recommends that future studies provide a qualitative perspective to this topic. Qualitative data for this study could be obtained through interviewing teachers and school administrators about their implementation experiences. These interviews could be coded and explored for similar themes to discuss the quality of the implementation and the results of the implementation.

Observed Phenomenon

Two distinct phenomena were observed in the data that the researcher recommends for further study. The first is based on the data for Campus 6 and Campus 21. Both campuses were observed to experience a decrease of more than 50% in their suspension related incidents but did not lose more than half of their student population. Further study could be conducted on these two sites to determine what factors contributed to this sharp spike in the data and if the quality of their implementation of this program is related.

The other phenomenon was observed at Campus 24. Campus 24 had the largest total student enrollment across all studied years. Research shows that larger student populations tend to lead to more violent incidents (Robert et al., 2008). However, Campus 24 experienced the

fewest number of major suspension related incidents out of the sample schools. Further study could be conducted on this site to determine what factors contributed to this data.

Conclusion

With whole child education programs being more accessible to states and schools across the nation, it is important to continue studying the implementations, effects, and the outcomes of these programs. Whole child education programs have a connectional foundation to the tirs of Maslow's hierarchy of needs. Research has shown that helping students to achieve the lower three tiers of Maslow's hierarchy of needs can positively impact their ability to engage meaningfully in the classroom. Whole child education programs provide a prescription for schools to follow that can provide them guidance to help students to fulfill these needs. This study sought to provide a solid baseline for this work and why these programs are significant to education today.

This study showed that there is likely a positive correlation between whole child implementation and outcomes. Four of the six sampled sites from the original set of 24 demonstrated these positive trends. However, three of the sampled schools that experienced a decrease in suspension incidents also experienced a decrease in total student population. These decreases were shown to be unproportionable as the suspension incidents decreased by more than 50% but the student populations didn't decrease by the same percentage.

The data that was examined in this study is nascent. 2018-2019 will be the third full year of implementation and may demonstrate more significant changes in the data and effects of program outcomes. Future studies would benefit from examining a longer-term set of data.

REFERENCES

Agresti, A., & Finlay, B. (2009). *Statistical methods for social sciences* (4th ed.). Upper Saddle River (N.J.), NJ: Prentice Hall.

ASCD. (n.d.). The whole child initiative: Safe. Retrieved March 17, 2019, from http://www.ascd.org/programs/The-Whole-Child/Safe.aspx

ASCD. (2015). Whole child snapshot: Measuring whole child success across states. Retrieved February 17, 2019, from http://www.ascd.org/programs/whole-child-snapshots.aspx

Association for Supervision and Curriculum Development. (2018). *Whole child*. Retrieved from http://www.ascd.org/whole-child.aspx

Barack, L. (2018). *LGBTQ curriculum can turn schools into kinder - and safer - spaces*. Retrieved from https://www.educationdive.com/news/lgbtq-curriculum-can-turn-schools-into-kinder-and-safer-spaces/519444/

Blad, E. (2016, January 5). *ESSA Law Broadens Definition of School Success*. Retrieved April 07, 2019, from https://www.edweek.org/ew/articles/2016/01/06/essa-law-broadens-definition-of-school-success.html

Blank, R. K., & Council of Chief State School, O. (2011). *Closing the achievement gap for economically disadvantaged students? Analyzing change since No Child Left Behind using state assessments and the national assessment of educational progress*. Retrieved from https://files.eric.ed.gov/fulltext/ED518986.pdf

Bloomberg, L. D., & Volpe, M. (2016). *Completing your qualitative dissertation: A road map from beginning to end* (3rd ed.). Thousand Oaks, CA: SAGE Publications.

Burns, J. M. (1978). *Leadership*. New York: Perennial.

Bush, J., & Duplessiss, A. D. (2018, January 15). Only a revolution in educational opportunity will fulfill Martin Luther King Jr.'s dream of justice and equality. *The 74 Million* []. Retrieved from https://www.the74million.org/article/jeb-bush-ann-d-duplessis-only-a-revolution-in-educational-opportunity-will-fulfill-martin-luther-king-jr-s-dream-of-justice-and-equality/?utm_source=The%2B74%2BMillion%2BNewsletter

Cahn, S. M. (2014). *Exploring ethics: An introductory anthology* (3rd ed.). New York, NY: Oxford University Press.

California Assessment of Student Performance and Progress. (n.d.). Search smarter balanced test results. Retrieved June 29, 2019, from https://caaspp.cde.ca.gov/sb2018/Search?ps=true&lstTestYear=2018&lstTestType=B&lstGroup=1&lstCounty=30&lstDistrict=66597-000&lstSchool=0000000

California Department of Eduation. (n.d.). California School Directory. Retrieved June 29, 2019, from https://www.cde.ca.gov/SchoolDirectory/details?cdscode=30664230000000

California Department of Education. (n.d.). Suspension count by most serious offense category. Retrieved June 29, 2019, from https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspCount.aspx?year=2017-18&agglevel=District&cds=3066423

California Department of Education. (2018, November 20). File structure: Expulsion data. Retrieved April 21, 2019, from https://www.cde.ca.gov/ds/sd/sd/fsed.asp

California Department of Education. (2018, December 26). Funding results: 2015-2016. Retrieved February 14, 2019, from https://www.cde.ca.gov/fg/fo/r12/isabs15result.asp

California Department of Education. (2019, January 17). Funding results: 2016-2017. Retrieved February 14, 2019, from https://www.cde.ca.gov/fg/fo/r12/isabs16result.asp

California Department of Education. (2019, January 11). Funding results: 2018-2019. Retrieved February 14, 2019, from https://www.cde.ca.gov/fg/fo/r12/isabs18result.asp

California Department of Education. (2018, December 24). Multi-tiered system of supports. Retrieved February 14, 2019, from https://www.cde.ca.gov/ci/cr/ri/

California Department of Education. (2017). California one system serving the whole child. (Webpage). Retrieved from http://www.cde.ca.gov/eo/in/onesystem.asp

California Department of Education. (n.d.). Search smarter balanced test results. Retrieved February 17, 2019, from https://caaspp.cde.ca.gov/sb2018/Search

California Department of Education. (n.d.). Testing and accountability. Retrieved from https://www.cde.ca.gov/ta/

Callahan, J. L. (2014) Writing literature reviews: A reprise and update. *Human Resource Development Review*, *13*(3), 271–275. doi:0.1177/1534484314536705.

Center for Mental Health in Schools at UCLA. (2016). ESSA, equity of opportunity, and addressing barriers to learning. Research for school improvement and transformation. Policy Brief. (Policy Brief, February 2016). Retrieved from https://files.eric.ed.gov/fulltext/ED565303.pdf

Center for Mental Health in Schools at UCLA. (2015). ESSA: Will adding a nonacademic accountability indicator enhance student and learning supports? Research for school improvement and transformation. (Center Report, January 2016). Retrieved from https://files.eric.ed.gov/fulltext/ED565299.pdf

CESSDA Training Working Group (2017 - 2018). *CESSDA Data Management Expert Guide.* Bergen, Norway: CESSDA ERIC. Retrieved from https://www.cessda.eu/DMGuide

Civil Rights Data Collection. (2015). LEA summary of selected facts. Retrieved May 19, 2019, from https://ocrdata.ed.gov/Page?t=d&eid=26614&syk=8&pid=2278

ClearImpact. (n.d.). How to create a baseline (trend line) for an indicator: Overview. Retrieved April 21, 2019, from https://clearimpact.com/results-based-accountability/create-baseline-trend-line-indicator/

Council of Chief State School Officers. (2017). Identifying a school quality/student success indicator for ESSA: Requirements and considerations. Retrieved May 27, 2019, from https://www.ccsso.org/sites/default/files/2017-10/CCSSOIdentifyingSchoolQualityStudentSuccessIndicator1242017.pdf

County Department of Education. (n.d.). About CDE. Retrieved February 17, 2019, from http://cde.us/AboutCDE/Pages/default.aspx

County Department of Education. (n.d.). Cohort 3. Retrieved June 28, 2019, from http://www.cde.us/MTSS/Pages/Cohort-3.aspx

County Department of Education. (n.d.). School Districts. Retrieved February 14, 2019, from http://www.cde.us/SchoolDistricts/Pages/default.aspx

Cowan, K. C., Vaillancourt, K., Rossen, E., & Pollitt, K. (2013). *A framework for safe and successful schools* [Brief]. Bethesda, MD: National Association of School Psychologists.

Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (5th ed.). New York, NY: Pearson.

Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches*. Los Angeles: Sage.

Data Reporting Office. (n.d.). 2017-18 Suspension count by most serious offense category. Retrieved May 19, 2019, from

https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspCount.aspx?year=2017-18&agglevel=District&cds=3066423

Educate the Whole Child. (2018). Schools that are making it happen. Retrieved February 03, 2019, from http://www.educatethewholechild.org/whos-doing-it/

Educate the Whole Child. (2018). What is whole child education? Retrieved from http://www.educatethewholechild.org/what-is-it/

Education Commission of the States. (2019). 50-State comparison: State summative assessments. Retrieved February 17, 2019, from https://www.ecs.org/50-state-comparison-state-summative-assessments/

Egalite, A. J. (2016). How family background influences student achievement: Can schools narrow the gap? *Education Next*, *16*(2), 70-78. Retrieved from https://www.educationnext.org/files/ednext_XVI_2_egalite.pdf

Every Student Succeeds Act (2015) (enacted).

FairTest. (2017). Graduation Test Update: States That Recently Eliminated or Scaled Back High School Exit Exams (Updated August 2018). Retrieved from https://www.fairtest.org/graduation-test-update-states-recently-eliminated

Gardner, H. (n.d.). A beginner's guide to MI. Retrieved May 27, 2019, from https://www.multipleintelligencesoasis.org/a-beginners-guide-to-mi

Gassman-Pines, A., & Bellows, L. (2018). Food instability and academic achievement: A quasi-experiment using SNAP benefit timing. *American Educational Research Journal, 55*(5), 897-927. doi:10.3102/0002831218761337

Harper, A. (2018, March 29). Timing of food stamp distribution has modest impact on students' test scores. Retrieved from https://www.educationdive.com/news/timing-of-food-stamp-distribution-has-modest-impact-on-students-test-score/520156/

Harper, A. (2018, October). Researchers show how neighborhoods can have long-term impacts on children's lives. Retrieved from https://www.educationdive.com/news/researchers-show-how-neighborhoods-can-have-long-term-impacts-on-childrens/539101/

Havlik, S. (2018). The hidden homelessness among America's high school students. Retrieved from https://theconversation.com/the-hidden-homelessness-among-americas-high-school-students-88925

Held, V. (2014). The ethics of care. In S. M. Cahn (Ed.), *Exploring ethics: An introductory anthology* (3rd ed., pp. 144-149). New York, NY: Oxford University Press. (Original work published 2006)

Hivner, E., Hoke, A., Francis, E., Ricci, T., Zurlo, C., & Kraschnewski, J. (2019). When a "One Size" Model Doesn't Fit All: The Building Healthy Schools Program. *JOPERD: The Journal of Physical Education, Recreation & Dance*, *90*(2), 8–16. doi:10.1080/07303084.2018.1546629

Huntley Elementary School District. (2018, July 20). Huntley elementary school district. Retrieved March 17, 2019, from https://huntleyelementary.org/

Huntley Elementary School District. (n.d.). District goals. Retrieved March 17, 2019, from https://huntleyelementary.org/district-goals/

Huson, J. A. (2017, November 21). The advantages of traditional schools. Retrieved February 17, 2019, from https://education.seattlepi.com/advantages-traditional-schools-2140.html

Iowa Department of Education. (2017, November 15). 2016-2017 State assessment reading and math results by district and grade. Retrieved March 03, 2019, from https://educateiowa.gov/documents/proficiency-district/2018/08/2016-2017-state-assessment-reading-and-math-results-district

Kotok, S. (2017). Unfulfilled Potential: High-achieving minority students and the high school achievement gap in math. *High School Journal*, *100*(3), 183-202. doi:10.1353/hsj.2017.0007

Kotter, J. P. (2012). *Leading change*. Boston (Massachusetts): Harvard Business Review Press.

Learning for Action. (n.d.). Analyzing qualitative data. Retrieved April 21, 2019, from http://learningforaction.com/analyzing-qualitative-data

Lin, M., & Chuang, T. (2014). The effects of the leadership style on the learning motivation of students in elementary schools. Scientific Research website. Retrieved from https://file.scirp.org/Html/1-9201587_42636.htm

Marion, R., & Gonzales, L. D. (2014). The change-oriented leader: Transformational leadership theory. In *Leadership in education: Organizational theory for the practitioner* (2nd ed., pp. 155-182). Long Grove, Ill: Waveland Press.

Measured Progress. (n.d.). About us. An industry leader (Webpage). Retrieved from https://www.measuredprogress.org/about-us/

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. Jossey-Bass.

Mind Tools Content Team & Kotter, J. P. (2019). Kotter's 8-step change model: Implementing change powerfully and successfully. Retrieved January 27, 2019, from https://www.mindtools.com/pages/article/newPPM_82.htm

Moore, H. (1995). *Studies in Second Language Acquisition, 17*(3), 414-415. Retrieved from http://www.jstor.org/stable/44488494

Morse, L. L., & Allensworth, D. D. (2015). Placing students at the center: The whole school, whole community, whole child model. *Journal of School Health*, *85*(11), 785-794. doi:http://dx.doi.org.une.idm.oclc.org/10.1111/josh.12313

New Hampshire Department of Education. (n.d.). NH Performance Assessment Network. Retrieved from https://www.education.nh.gov/assessment-systems/

New York ASCD. (n.d.). NYASCD: Whole Child. Retrieved February 14, 2019, from https://www.newyorkstateascd.org/domain/40

Oregon Department of Education. (n.d.). Assessment group reports. Retrieved March 03, 2019, from https://www.oregon.gov/ode/educator-resources/assessment/pages/assessment-group-reports.aspx

Pejcinovic, B. (2015). *Using systematic literature reviews to enhance student learning.* Paper presented at 2015 ASEE Annual Conference and Exposition, Seattle, Washington. Retrieved from http://www.ieee.hr/_download/repository/Pejcinovic_FER2014_SLR_v1.pdf

Perry, A. (2018). Before assigning homework, ensure that students have a home. Retrieved from https://hechingerreport.org/before-assigning-homework-ensure-that-students-have-a-home/

Rachidi, A. (2018). Where do we go from here on child poverty? (Webpage) Retrieved from http://www.aei.org/publication/where-do-we-go-from-here-on-child-poverty/?mkt_tok=eyJpIjoiTW1RME5qTmpObUZqT0RrNCIsInQiOiJ2RU10aTQ2RmtX

RTBDeE1jRVhnY09KV3RpVHNvMnZIU1wvV2k1TlduSDkwaWxUYmJZRlpablwvTkprU3cxc1R1ckVKTXp6WkFRbzJXTGE3cEIwdndQUDMzYnFRZHdJdVwvK05QM3

Railey, H. (2017). State information request: School environment. Retrieved from https://www.ecs.org/wp-content/uploads/State-Information-Request_School-Environment.pdf

Regents of the University of California. (2018). Smarter balanced: More than just a test. Retrieved February 17, 2019, from http://www.smarterbalanced.org/

Reigeluth, C. M., & Beatty, B. J. (2003). Why children are left behind and what we can do about it. *Educational Technology*, *43*(5), 24-32. Retrieved from https://www.jstor.org/stable/44429457

Robert S. Fong, Brenda L. Vogel & Ronald E. Vogel (2008). The correlates of school violence: An examination of factors linked to assaultive behavior in a rural middle school with a large migrant population. *Journal of School Violence, 7*(3), 24-47, DOI: 10.1080/15388220801955521

Rosen, P. (n.d.). MTSS: What you need to know. Retrieved April 21, 2019, from https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/mtss-what-you-need-to-know

Saldana, J. (2008). *Coding manual for qualitative researchers*. Thousand Oaks, CA: SAGE Publications.

Shanafelt, A., Hearst, M. O., Wang, Q., & Nanney, M. S. (2016). Food insecurity and rural adolescent personal health, home, and academic environments. *Journal of School Health*, *86*(6), 472-480. doi:http://dx.doi.org.une.idm.oclc.org/10.1111/josh.12397

Shapiro, J. P., & Gross, S. J. (2013). *Ethical educational leadership in turbulent times: (Re)solving moral dilemmas* (2nd ed.). New York, NY: Routledge, Taylor & Francis Group.

Statistics How To. (2018, August 20). Trend analysis: Simple definition, examples. Retrieved April 21, 2019, from https://www.statisticshowto.datasciencecentral.com/trend-analysis/

Stringer, K. (2018). Snapshot: How many students in the public school system are homeless? Retrieved from https://www.the74million.org/article/snapshot-how-many-students-in-the-public-school-system-are-homeless/

Sweeney, N. M., Tucker, J., Reynosa, B., & Glaser, D. (2006). Reducing hunger-associated symptoms: The midmorning nutrition break. *Journal of School Nursing*, *22*(1), 32-39. doi:http://dx.doi.org.une.idm.oclc.org/10.1177/10598405060220010601

Texas ASCD. (2017, January 05). April is Texas whole child month. Retrieved February 14, 2019, from https://txascd.org/2017/01/april-is-texas-whole-child-month/

Understood. (2018, February). Multi-tier system of supports (MTSS): Fact sheet. Retrieved April 21, 2019, from https://www.understood.org/~/media/31060982a1144b48b2654ec8ec49d39e.pdf

United States Department of Agriculture. (n.d.). Child Nutrition Programs. Retrieved from Nutrition.gov Webpage https://www.nutrition.gov/subject/food-assistance-programs/child-nutrition-programs

U.S. Department of Education. (n.d.). Every Student Succeeds Act (ESSA). Retrieved from https://www.ed.gov/essa

U.S. Department of Health and Human Services. (2018). What is bullying? Retrieved from https://www.stopbullying.gov/what-is-bullying/index.html

Vinson, K., & Callahan, K. (2018). A conversation on race, gender and identity. Retrieved from https://education-first.com/a-conversation-on-race-gender-and-identity/

WBUR. (2018). Family income affects kids' success more than public vs. private school, study finds. Retrieved from http://www.wbur.org/hereandnow/2018/08/27/public-private-school-family-income-study

Wrenick, K. (2017). Do you know how many youth are homeless in your state? Retrieved from Education Commission of the States website: https://www.ecs.org/do-you-know-how-many-youth-are-homeless-in-your-state/

Appendix A

Enrollment Data Tables by Sample Site

Table A.1

Campus Enrollment Breakdown

Pseudonym	Total Enrollment	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Campus 1	544	95.4	71	69	71.6	73.8	80	83.2
Campus 6	626.4	109.2	83.2	88.6	88	85	83	89.4
Campus 11	712.6	107.2	96	99.8	102.2	104.2	101.2	102
Campus 16	813.8	138	103.6	105.8	112.4	114.8	117.2	122
Campus 21	914	159	125	127.8	124.8	125.2	124.2	128
Campus 24	1038.2	172	145.8	141	144	144.2	142.8	148.4

Table A.2

Campus 1 Enrollment Data

Academic Year	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	English Language Learners	Free/Reduced Lunch
2018-19	524	91	80	71	73	70	72	67	43.70%	80.70%
2017-18	536	103	71	70	68	76	66	82	50.20%	82.50%
2016-17	540	91	72	68	77	65	80	87	48.10%	81.70%
2015-16	567	99	66	73	67	76	95	91	**	**
2014-15	553	93	66	63	73	82	87	89	**	**
Average	544	95.4	71	69	71.6	73.8	80	83.2	47.33%	81.63%

**Data not available

Table A.3

Campus 6 Enrollment Data

Academic Year	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	English Language Learners	Free/Reduced Lunch
2018-19	408	83	43	58	54	68	47	55	57.10%	63.70%
2017-18	624	97	85	85	105	88	70	94	63.90%	91.70%
2016-17	673	104	92	106	98	79	101	93	65.40%	86.60%
2015-16	706	130	102	99	82	101	98	94	**	**
2014-15	721	132	94	95	101	89	99	111	**	**
Average	626.4	109.2	83.2	88.6	88	85	83	89.4	62.13%	80.67%

**Data not available

Table A.4

Campus 11 Enrollment Data

Academic Year	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	English Language Learners	Free/Reduced Lunch
2018-19	693	108	91	95	93	114	98	94	39.40%	76.90%
2017-18	724	104	98	103	110	95	98	116	41.40%	79%
2016-17	724	105	98	112	89	101	116	103	44.80%	80.80%
2015-16	709	100	108	91	107	112	95	96	**	**
2014-15	713	119	85	98	112	99	99	101	**	**
Average	712.6	107.2	96	99.8	102.2	104.2	101.2	102	41.87%	78.90%

**Data not available

Table A.5

Campus 16 Enrollment Data

Academic Year	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	English Language Learners	Free/Reduced Lunch
2018-19	773	122	104	113	118	90	100	126	51.50%	83.80%
2017-18	857	144	115	120	96	106	131	145	53%	87.50%
2016-17	876	156	125	96	103	134	146	116	58.30%	83.90%
2015-16	811	160	88	99	120	129	110	105	**	**
2014-15	752	108	86	101	125	115	99	118	**	**
Average	813.8	138	103.6	105.8	112.4	114.8	117.2	122	54.27%	85.07%

**Data not available

Table A.6

Campus 21 Enrollment Data

Academic Year	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	English Language Learners	Free/Reduced Lunch
2018-19	875	137	119	128	130	128	99	134	63.20%	92.20%
2017-18	880	150	123	128	122	103	138	116	68.10%	93.80%
2016-17	915	154	132	131	107	142	121	128	68%	91.90%
2015-16	925	172	139	106	137	117	127	127	**	**
2014-15	975	182	112	146	128	136	136	135	**	**
Average	914	159	125	127.8	124.8	125.2	124.2	128	66.43%	92.63%

**Data not available

Table A.7

Campus 24 Enrollment Data

Academic Year	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	English Language Learners	Free/Reduced Lunch
2018-19	995	148	149	144	125	153	126	150	68.70%	92.20%
2017-18	1,031	167	152	132	154	128	143	155	71.50%	95.70%
2016-17	1,059	183	136	159	143	148	155	135	70.80%	95.50%
2015-16	1,032	172	153	134	140	146	132	155	**	**
2014-15	1,074	190	139	136	158	146	158	147	**	**
Average	1038.2	172	145.8	141	144	144.2	142.8	148.4	70.33%	94.47%

**Data not available

Table A.8

Enrollment Aggregates of Sites, District, County, State

Name	Baseline	2014-2015	2015-2016	2016-2017	2017-2018
Aggregate of 6 Sample Sites	5,549.33	4,788	4,750	4,787	4,652
Huntley Elementary	21,027.70	20,434	20,308	19,380	18,729
County	511,702.70	513,534	509,039	505,775	500,847
Statewide	6,342,356.30	6,410,278	6,407,013	6,405,168	6,384,919

Appendix B

Smarter Balanced: Results for Each Campus

Table B.1

2014-2015 SBAC Results for Campus 1

2015 ELA					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	15%	12%	13%	13%	13%
Standard Met: Level 3	16%	18%	20%	24%	20%
Standard Nearly Met: Level 2	21%	14%	24%	22%	20%
Standard Not Met: Level 1	48%	56%	43%	41%	47%
2015 Math					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	8%	4%	8%	13%	8%
Standard Met: Level 3	25%	25%	10%	20%	20%
Standard Nearly Met: Level 2	25%	25%	25%	14%	22%
Standard Not Met: Level 1	42%	46%	56%	54%	50%

Table B.2

2015-2016 SBAC Results for Campus 1

2016 ELA					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	10%	20%	24%	12%	17%
Standard Met: Level 3	12%	21%	16%	30%	20%
Standard Nearly Met: Level 2	22%	14%	16%	18%	17%
Standard Not Met: Level 1	55%	45%	44%	40%	45%
2016 Math					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	4%	16%	18%	15%	14%
Standard Met: Level 3	12%	19%	9%	12%	13%
Standard Nearly Met: Level 2	27%	28%	22%	18%	23%
Standard Not Met: Level 1	57%	37%	52%	56%	50%

Table B.3

2016-2017 SBAC Results for Campus 1

2017 ELA					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	14.67%	14.49%	12.35%	15.73%	14.33%
Standard Met: Level 3	18.67%	15.94%	22.22%	23.60%	20.38%
Standard Nearly Met: Level 2	12.00%	18.84%	17.28%	14.61%	15.61%
Standard Not Met: Level 1	54.67%	50.72%	48.15%	46.07%	49.68%
2017 Math					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	12.00%	7.25%	13.41%	13.48%	11.75%
Standard Met: Level 3	20.00%	13.04%	14.63%	17.98%	16.51%
Standard Nearly Met: Level 2	17.33%	36.23%	17.07%	17.98%	21.59%
Standard Not Met: Level 1	50.67%	43.48%	54.88%	50.56%	50.16%

Table B.4

2017-2018 SBAC Results for Campus 1

2018 ELA					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	13.43%	29.49%	12.31%	24.36%	20.49%
Standard Met: Level 3	13.43%	10.26%	26.15%	14.10%	15.63%
Standard Nearly Met: Level 2	14.93%	14.10%	18.46%	21.79%	17.36%
Standard Not Met: Level 1	58.21%	46.15%	43.08%	39.74%	46.53%
2018 Math					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	11.94%	15.38%	12.31%	24.36%	16.32%
Standard Met: Level 3	19.40%	20.51%	13.85%	14.10%	17.01%
Standard Nearly Met: Level 2	22.39%	23.08%	18.46%	20.51%	21.18%
Standard Not Met: Level 1	46.27%	41.03%	55.38%	41.03%	45.49%

Table B.5

2014-2015 SBAC Results for Campus 6

2015 ELA					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	0%	6%	7%	3%	4%
Standard Met: Level 3	5%	12%	21%	21%	15%
Standard Nearly Met: Level 2	23%	23%	20%	45%	28%
Standard Not Met: Level 1	72%	59%	52%	31%	53%
2015 Math					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	0%	4%	2%	3%	2%
Standard Met: Level 3	10%	11%	7%	11%	10%
Standard Nearly Met: Level 2	36%	35%	18%	25%	28%
Standard Not Met: Level 1	54%	49%	73%	62%	60%

Table B.6
2015-2016 SBAC Results for Campus 6

2016 ELA					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	1%	0%	2%	6%	2%
Standard Met: Level 3	9%	12%	16%	19%	14%
Standard Nearly Met: Level 2	21%	14%	25%	31%	23%
Standard Not Met: Level 1	69%	74%	57%	44%	61%
2016 Math					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	4%	3%	0%	2%	2%
Standard Met: Level 3	14%	9%	5%	13%	10%
Standard Nearly Met: Level 2	23%	27%	30%	22%	25%
Standard Not Met: Level 1	59%	61%	65%	64%	62%

Table B.7

2016-2017 SBAC Results for Campus 6

2017 ELA					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	8.51%	10.53%	1.03%	0.00%	4.74%
Standard Met: Level 3	10.64%	11.84%	18.56%	8.70%	12.53%
Standard Nearly Met: Level 2	19.15%	17.11%	10.31%	23.91%	17.55%
Standard Not Met: Level 1	61.70%	60.53%	70.10%	67.39%	65.18%
2017 Math					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	6.38%	2.63%	2.04%	1.09%	3.06%
Standard Met: Level 3	13.83%	19.74%	7.14%	1.09%	10.00%
Standard Nearly Met: Level 2	20.21%	21.05%	19.39%	21.74%	20.56%
Standard Not Met: Level 1	59.57%	56.58%	71.43%	76.09%	66.39%

Table B.8

2017-2018 SBAC Results for Campus 6

2018 ELA					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	5.00%	3.53%	5.97%	1.11%	3.80%
Standard Met: Level 3	21.00%	12.94%	22.39%	10.00%	16.37%
Standard Nearly Met: Level 2	29.00%	16.47%	17.91%	20.00%	21.35%
Standard Not Met: Level 1	45.00%	67.06%	53.73%	68.89%	58.48%
2018 Math					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	3.00%	2.33%	4.35%	0.00%	2.33%
Standard Met: Level 3	18.00%	8.14%	7.25%	6.74%	10.47%
Standard Nearly Met: Level 2	27.00%	30.23%	23.19%	22.47%	25.87%
Standard Not Met: Level 1	52.00%	59.30%	65.22%	70.79%	61.34%

Table B.9

2014-2015 SBAC Results for Campus 11

2015 ELA					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	4%	12%	11%	11%	9%
Standard Met: Level 3	13%	21%	20%	30%	21%
Standard Nearly Met: Level 2	22%	26%	27%	35%	27%
Standard Not Met: Level 1	61%	41%	42%	25%	43%
2015 Math					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	5%	11%	6%	19%	10%
Standard Met: Level 3	19%	27%	14%	18%	20%
Standard Nearly Met: Level 2	25%	25%	32%	33%	29%
Standard Not Met: Level 1	51%	37%	47%	30%	41%

Table B.10

2015-2016 SBAC Results for Campus 11

2016 ELA					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	9%	13%	11%	9%	10%
Standard Met: Level 3	7%	17%	28%	32%	20%
Standard Nearly Met: Level 2	42%	20%	12%	34%	27%
Standard Not Met: Level 1	43%	50%	49%	25%	42%
2016 Math					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	17%	5%	10%	11%	11%
Standard Met: Level 3	22%	20%	12%	21%	19%
Standard Nearly Met: Level 2	29%	35%	22%	29%	29%
Standard Not Met: Level 1	32%	40%	55%	40%	42%

Table B.11

2016-2017 SBAC Results for Campus 11

2017 ELA					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	14.44%	15.31%	5.98%	8.91%	10.84%
Standard Met: Level 3	15.56%	21.43%	17.95%	35.64%	22.66%
Standard Nearly Met: Level 2	18.89%	19.39%	17.95%	28.71%	21.18%
Standard Not Met: Level 1	51.11%	43.88%	58.12%	26.73%	45.32%
2017 Math					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	15.22%	12.00%	5.98%	10.89%	10.73%
Standard Met: Level 3	21.74%	21.00%	7.69%	19.80%	17.07%
Standard Nearly Met: Level 2	18.48%	31.00%	24.79%	21.78%	24.15%
Standard Not Met: Level 1	44.57%	36.00%	61.54%	47.52%	48.05%

Table B.12

2017-2018 SBAC Results for Campus 11

2018 ELA					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	13.79%	17.02%	10.00%	12.93%	13.38%
Standard Met: Level 3	18.97%	28.72%	21.00%	23.28%	22.77%
Standard Nearly Met: Level 2	29.31%	22.34%	32.00%	30.17%	28.64%
Standard Not Met: Level 1	37.93%	31.91%	37.00%	33.62%	35.21%
2018 Math					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	14.66%	12.63%	12.87%	11.11%	12.82%
Standard Met: Level 3	18.10%	25.26%	16.83%	16.24%	18.88%
Standard Nearly Met: Level 2	26.72%	31.58%	17.82%	35.04%	27.97%
Standard Not Met: Level 1	40.52%	30.53%	52.48%	37.61%	40.33%

Table B.13

2014-2015 SBAC Results for Campus 16

2015 ELA					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	8%	5%	4%	8%	6%
Standard Met: Level 3	12%	15%	26%	18%	17%
Standard Nearly Met: Level 2	21%	22%	23%	36%	26%
Standard Not Met: Level 1	59%	58%	47%	38%	51%
2015 Math					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	2%	1%	4%	6%	3%
Standard Met: Level 3	17%	15%	6%	16%	14%
Standard Nearly Met: Level 2	30%	38%	28%	26%	31%
Standard Not Met: Level 1	51%	46%	63%	52%	53%

Table B.14

2015-2016 SBAC Results for Campus 16

2016 ELA					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	10%	9%	4%	6%	7%
Standard Met: Level 3	19%	19%	23%	19%	20%
Standard Nearly Met: Level 2	21%	19%	18%	30%	22%
Standard Not Met: Level 1	50%	52%	55%	46%	51%
2016 Math					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	8%	4%	1%	4%	4%
Standard Met: Level 3	20%	12%	9%	6%	12%
Standard Nearly Met: Level 2	34%	41%	23%	31%	33%
Standard Not Met: Level 1	38%	43%	67%	59%	51%

Table B.15

2016-2017 SBAC Results for Campus 16

2017 ELA					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	15.00%	17.24%	4.86%	3.51%	9.70%
Standard Met: Level 3	14.00%	9.48%	20.83%	24.56%	17.51%
Standard Nearly Met: Level 2	21.00%	20.69%	18.75%	29.82%	22.36%
Standard Not Met: Level 1	50.00%	52.59%	55.56%	42.11%	50.42%
2017 Math					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	12.00%	6.72%	6.80%	6.90%	7.88%
Standard Met: Level 3	17.00%	18.49%	6.12%	13.79%	13.28%
Standard Nearly Met: Level 2	32.00%	31.93%	20.41%	25.00%	26.76%
Standard Not Met: Level 1	39.00%	42.86%	66.67%	54.31%	52.07%

Table B.16

2017-2018 SBAC Results for Campus 16

2018 ELA					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	18.89%	16.00%	8.87%	5.07%	11.28%
Standard Met: Level 3	16.67%	19.00%	18.55%	25.36%	20.35%
Standard Nearly Met: Level 2	23.33%	21.00%	20.97%	29.71%	24.12%
Standard Not Met: Level 1	41.11%	44.00%	51.61%	39.86%	44.25%
2018 Math					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	9.89%	11.00%	4.88%	8.70%	8.41%
Standard Met: Level 3	24.18%	13.00%	7.32%	11.59%	13.27%
Standard Nearly Met: Level 2	24.18%	30.00%	23.58%	33.33%	28.10%
Standard Not Met: Level 1	41.76%	46.00%	64.23%	46.38%	50.22%

Table B.17

2014-2015 SBAC Results for Campus 21

2015 ELA					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	3%	5%	6%	3%	4%
Standard Met: Level 3	13%	15%	28%	19%	19%
Standard Nearly Met: Level 2	26%	27%	14%	36%	26%
Standard Not Met: Level 1	58%	54%	52%	42%	51%
2015 Math					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	3%	3%	3%	6%	4%
Standard Met: Level 3	17%	15%	11%	13%	14%
Standard Nearly Met: Level 2	31%	38%	30%	31%	33%
Standard Not Met: Level 1	49%	44%	56%	50%	49%

Table B.18

2015-2016 SBAC Results for Campus 21

2016 ELA					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	4%	6%	7%	6%	6%
Standard Met: Level 3	10%	13%	16%	20%	14%
Standard Nearly Met: Level 2	26%	21%	21%	30%	24%
Standard Not Met: Level 1	60%	61%	56%	45%	56%
2016 Math					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	4%	4%	4%	5%	4%
Standard Met: Level 3	19%	10%	9%	10%	12%
Standard Nearly Met: Level 2	31%	40%	29%	28%	32%
Standard Not Met: Level 1	47%	45%	59%	57%	52%

Table B.19

2016-2017 SBAC Results for Campus 21

2017 ELA					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	2.83%	4.79%	4.20%	2.29%	3.59%
Standard Met: Level 3	8.49%	8.90%	16.81%	16.03%	12.55%
Standard Nearly Met: Level 2	24.53%	12.33%	21.85%	34.35%	22.91%
Standard Not Met: Level 1	64.15%	73.97%	57.14%	47.33%	60.96%
2017 Math					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	0.93%	2.68%	1.67%	1.52%	1.77%
Standard Met: Level 3	14.02%	14.77%	10.83%	9.85%	12.40%
Standard Nearly Met: Level 2	27.10%	30.20%	22.50%	25.76%	26.57%
Standard Not Met: Level 1	57.94%	52.35%	65.00%	62.88%	59.25%

Table B.20

2017-2018 SBAC Results for Campus 21

2018 ELA					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	6.40%	7.62%	6.52%	3.51%	6.02%
Standard Met: Level 3	27.20%	20.95%	18.12%	21.93%	21.99%
Standard Nearly Met: Level 2	31.20%	29.52%	24.64%	36.84%	30.29%
Standard Not Met: Level 1	35.20%	41.90%	50.72%	37.72%	41.70%
2018 Math					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	8.00%	2.88%	3.62%	4.39%	4.78%
Standard Met: Level 3	24.00%	21.15%	7.25%	7.89%	14.76%
Standard Nearly Met: Level 2	34.40%	38.46%	34.06%	31.58%	34.51%
Standard Not Met: Level 1	33.60%	37.50%	55.07%	56.14%	45.95%

Table B.21

2014-2015 SBAC Results for Campus 24

2015 ELA					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	6%	3%	1%	7%	4%
Standard Met: Level 3	10%	9%	17%	31%	17%
Standard Nearly Met: Level 2	28%	14%	25%	36%	26%
Standard Not Met: Level 1	55%	74%	57%	25%	52%
2015 Math					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	3%	2%	2%	6%	3%
Standard Met: Level 3	18%	15%	7%	18%	15%
Standard Nearly Met: Level 2	26%	37%	29%	36%	32%
Standard Not Met: Level 1	53%	45%	61%	40%	50%

Table B.22

2015-2016 SBAC Results for Campus 24

2016 ELA					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	3%	3%	2%	6%	4%
Standard Met: Level 3	5%	15%	21%	31%	18%
Standard Nearly Met: Level 2	22%	21%	29%	37%	28%
Standard Not Met: Level 1	70%	61%	47%	26%	51%
2016 Math					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	1%	4%	1%	5%	3%
Standard Met: Level 3	8%	15%	4%	18%	12%
Standard Nearly Met: Level 2	20%	33%	27%	29%	27%
Standard Not Met: Level 1	71%	48%	68%	47%	58%

Table B.23

2016-2017 SBAC Results for Campus 24

2017 ELA					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	1.48%	3.52%	6.71%	3.03%	3.76%
Standard Met: Level 3	10.37%	7.75%	14.09%	26.52%	14.52%
Standard Nearly Met: Level 2	18.52%	14.08%	20.81%	31.06%	20.97%
Standard Not Met: Level 1	69.63%	74.65%	58.39%	39.39%	60.75%
2017 Math					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	2.96%	1.41%	1.32%	2.99%	2.14%
Standard Met: Level 3	12.59%	11.97%	7.95%	10.45%	10.68%
Standard Nearly Met: Level 2	20.74%	26.76%	23.18%	29.10%	24.91%
Standard Not Met: Level 1	63.70%	59.86%	67.55%	57.46%	62.28%

Table B.24

2017-2018 SBAC Results for Campus 24

2018 ELA					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	4.46%	5.34%	3.57%	7.74%	5.32%
Standard Met: Level 3	9.55%	16.03%	11.43%	19.35%	14.07%
Standard Nearly Met: Level 2	26.75%	14.50%	19.29%	24.52%	21.61%
Standard Not Met: Level 1	59.24%	64.12%	65.71%	48.39%	59.01%
2018 Math					
	3rd Grade	**4th Grade**	**5th Grade**	**6th Grade**	**All**
Standard Exceeded: Level 4	2.56%	2.27%	0.00%	5.16%	2.57%
Standard Met: Level 3	17.31%	9.09%	4.29%	15.48%	11.84%
Standard Nearly Met: Level 2	28.21%	34.09%	14.29%	24.52%	25.21%
Standard Not Met: Level 1	51.92%	54.55%	81.43%	54.84%	60.38%

Appendix C

Building, Climate, and Culture Comparison: Sample Sites Vs. District, Count, and State

Table C.1

Percentage of Building Related Incidents By Enrollment

Name	Baseline	2014-2015	2015-2016	2016-2017	2017-2018
Aggregate of 6 Sample Sites	0.4%	0.2%	0.0%	0.3%	0.0%
Huntley Elementary	0.1%	0.1%	0.1%	0.2%	0.1%
County	0.8%	0.7%	0.7%	0.9%	1.1%
Statewide	1.1%	0.9%	0.8%	0.9%	1.0%

Table C.2

Percentage of Climate Related Incidents By Enrollment

Name	Baseline	2014-2015	2015-2016	2016-2017	2017-2018
Aggregate of 6 Sample Sites	1.7%	0.7%	0.3%	0.6%	0.4%
Huntley Elementary	0.6%	0.5%	0.4%	0.8%	0.4%
County	2.5%	1.9%	2.1%	2.3%	2.2%
Statewide	4.5%	3.7%	3.9%	3.9%	3.8%

Table C.3

Percentage of Culture Related Incidents By Enrollment

Name	Baseline	2014-2015	2015-2016	2016-2017	2017-2018
Aggregate of 6 Sample Sites	1.9%	0.7%	0.2%	0.7%	0.4%
Huntley Elementary	0.7%	0.4%	0.4%	0.8%	0.4%
County	4.2%	2.4%	2.6%	2.7%	2.5%
Statewide	8.0%	5.4%	5.1%	4.8%	4.5%

Appendix D

Building, Climate, and Culture Number of Incidents by Type: Breakdown for Sample Sites

Table D.1

Number of Incidents for Campus 1

Campus 1	2014-2015	2015-2016	2016-2017	2017-2018
Climate (Violent Incident All+Other)	2	2	2	2
Culture (Violent Incident All+Defiance)	1	2	2	2
Building (Weapons+Drugs)	3	0	1	0

Table D.2

Number of Incidents for Campus 6

Campus 6	2014-2015	2015-2016	2016-2017	2017-2018
Climate (Violent Incident All+Other)	6	1	3	6
Culture (Violent Incident All+Defiance)	6	1	3	7
Building (Weapons+Drugs)	4	0	0	0

Table D.3

Number of Incidents for Campus 11

Campus 11	2014-2015	2015-2016	2016-2017	2017-2018
Climate (Violent Incident All+Other)	5	4	5	1
Culture (Violent Incident All+Defiance)	4	3	5	1
Building (Weapons+Drugs)	0	0	6	0

Table D.4

Number of Incidents for Campus 16

Campus 16	2014-2015	2015-2016	2016-2017	2017-2018
Climate (Violent Incident All+Other)	9	2	12	9
Culture (Violent Incident All+Defiance)	11	2	12	9
Building (Weapons+Drugs)	1	1	2	0

Table D.5

Number of Incidents for Campus 21

Campus 21	2014-2015	2015-2016	2016-2017	2017-2018
Climate (Violent Incident All+Other)	9	1	8	1
Culture (Violent Incident All+Defiance)	9	1	9	1
Building (Weapons+Drugs)	1	0	1	1

Table D.6

Number of Incidents for Campus 24

Campus 24	2014-2015	2015-2016	2016-2017	2017-2018
Climate (Violent Incident All+Other)	1	2	1	0
Culture (Violent Incident All+Defiance)	1	1	1	0
Building (Weapons+Drugs)	0	0	3	0

Appendix E

Total Major Incident Comparison: Sample Sites Vs. District, County, and State

Table E.1

Number of Major Incidents

Name	Baseline	2014-2015	2015-2016	2016-2017	2017-2018
Aggregate of 6 Sample Sites	135	44	13	44	21
Huntley Elementary	196.7	123	92	199	97
County	28,094.30	17,404	18,302	19,363	18,543
Statewide	607,567.70	420,881	396,751	381,835	363,406

Table E.2

Major Incidents Percentage of Enrollment

Name	Baseline	2014-2015	2015-2016	2016-2017	2017-2018
Aggregate of 6 Sample Sites	2.4%	0.9%	0.3%	0.9%	0.5%
Huntley Elementary	0.9%	0.6%	0.5%	1.0%	0.5%
County	5.5%	3.4%	3.6%	3.8%	3.7%
Statewide	9.6%	6.6%	6.2%	6.0%	5.7%

Table E.3

Major Incident Categories (State, County, District)

Name	Baseline	2014-2015	2015-2016	2016-2017	2017-2018
Violent Incident (Injury)					
Huntley Elementary	37.3	29	20	10	7
County	2,411.7	2,488	1,845	1,846	1,707
Statewide	48,956.0	41,634	45,022	46,358	46,433
Violent Incident (No Injury)					
Huntley Elementary	85.7	55	50	128	74
County	8,446.7	6,077	7,568	8,696	8,241
Statewide	204,204.7	177,088	182,468	184,154	179,219
Weapons Possession					
Huntley Elementary	22.0	11	7	22	10
County	905.0	733	851	1,142	985
Statewide	13,855.0	11,345	12,184	12,951	11,786
Illicit Drug-Related					
Huntley Elementary	9.0	10	4	9	1
County	3,389.3	2,857	2,890	3,433	4,291
Statewide	53,691.0	44,938	41,459	41,877	50,547
Defiance-Only					
Huntley Elementary	30.3	4	4	14	3
County	10,859.0	3,956	3,957	3,063	2,412
Statewide	257,308.3	125,415	96,421	78,238	59,808
Other Reasons					
Huntley Elementary	12.0	14	7	16	2
County	2,082.7	1,293	1,191	1,183	907
Statewide	29,552.0	20,461	19,198	18,257	15,613

Appendix F

Total Major Incidents by Type: Breakdown for Sample Schools

Table F.1

Campus 1 Major Incidents Reported to the State

Name	2014-2015	2015-2016	2016-2017	2017-2018
Total Suspensions (Major)	5	2	3	2
Unduplicated Count of Students Suspended	5	2	2	1
Violent Incident (Injury) (Grades K-3)	0	0	0	1
Violent Incident (Injury) (Grades 4-6)	0	0	0	0
Violent Incident (No Injury) (Grades K-3)	0	2	0	1
Violent Incident (No Injury) (Grades 4-6)	1	0	2	0
Weapons Possession (Grades K-3)	0	0	0	0
Weapons Possession (Grades 4-6)	3	0	1	0
Illicit Drug Related (Grades K-3)	0	0	0	0
Illicit Drug Related (Grades 4-6)	0	0	0	0
Defiance Only (Grades K-3)	0	0	0	0
Defiance Only (Grades 4-6)	0	0	0	0
Other Reasons (Grades K-3)	1	0	0	0
Other Reasons (Grades 4-6)	0	0	0	0

Table F.2

Campus 6 Major Incidents Reported to the State

Name	2014-2015	2015-2016	2016-2017	2017-2018
Total Suspensions (Major)	10	1	2	7
Unduplicated Count of Students Suspended	10	1	2	7
Violent Incident (Injury) (Grades K-3)	0	0	0	0
Violent Incident (Injury) (Grades 4-6)	3	0	1	1
Violent Incident (No Injury) (Grades K-3)	1	0	1	2
Violent Incident (No Injury) (Grades 4-6)	2	1	0	3
Weapons Possession (Grades K-3)	0	0	0	0
Weapons Possession (Grades 4-6)	0	0	0	0
Illicit Drug Related (Grades K-3)	0	0	0	0
Illicit Drug Related (Grades 4-6)	4	0	0	0
Defiance Only (Grades K-3)	0	0	0	0
Defiance Only (Grades 4-6)	0	0	0	1
Other Reasons (Grades K-3)	0	0	0	0
Other Reasons (Grades 4-6)	0	0	0	0

Table F.3

Campus 11 Major Incidents Reported to the State

Name	2014-2015	2015-2016	2016-2017	2017-2018
Total Suspensions (Major)	5	4	11	1
Unduplicated Count of Students Suspended	3	4	10	1
Violent Incident (Injury) (Grades K-3)	2	0	0	0
Violent Incident (Injury) (Grades 4-6)	0	1	2	0
Violent Incident (No Injury) (Grades K-3)	1	0	1	1
Violent Incident (No Injury) (Grades 4-6)	1	2	2	0
Weapons Possession (Grades K-3)	0	0	1	0
Weapons Possession (Grades 4-6)	0	0	5	0
Illicit Drug Related (Grades K-3)	0	0	0	0
Illicit Drug Related (Grades 4-6)	0	0	0	0
Defiance Only (Grades K-3)	0	0	0	0
Defiance Only (Grades 4-6)	0	0	0	0
Other Reasons (Grades K-3)	1	0	0	0
Other Reasons (Grades 4-6)	0	1	0	0

Table F.4

Campus 16 Major Incidents Reported to the State

Name	2014-2015	2015-2016	2016-2017	2017-2018
Total Suspensions (Major)	13	3	14	9
Unduplicated Count of Students Suspended	9	2	10	8
Violent Incident (Injury) (Grades K-3)	3	0	0	0
Violent Incident (Injury) (Grades 4-6)	0	0	0	0
Violent Incident (No Injury) (Grades K-3)	3	2	0	3
Violent Incident (No Injury) (Grades 4-6)	2	0	12	6
Weapons Possession (Grades K-3)	0	0	0	0
Weapons Possession (Grades 4-6)	1	0	1	0
Illicit Drug Related (Grades K-3)	0	0	0	0
Illicit Drug Related (Grades 4-6)	0	1	1	0
Defiance Only (Grades K-3)	1	0	0	0
Defiance Only (Grades 4-6)	2	0	0	0
Other Reasons (Grades K-3)	0	0	0	0
Other Reasons (Grades 4-6)	1	0	0	0

Table F.5

Campus 21 Major Incidents Reported to the State

Name	2014-2015	2015-2016	2016-2017	2017-2018
Total Suspensions (Major)	10	1	10	2
Unduplicated Count of Students Suspended	9	1	8	2
Violent Incident (Injury) (Grades K-3)	0	0	0	0
Violent Incident (Injury) (Grades 4-6)	0	0	1	1
Violent Incident (No Injury) (Grades K-3)	1	0	0	0
Violent Incident (No Injury) (Grades 4-6)	8	1	7	0
Weapons Possession (Grades K-3)	0	0	0	1
Weapons Possession (Grades 4-6)	1	0	1	0
Illicit Drug Related (Grades K-3)	0	0	0	0
Illicit Drug Related (Grades 4-6)	0	0	0	0
Defiance Only (Grades K-3)	0	0	0	0
Defiance Only (Grades 4-6)	0	0	1	0
Other Reasons (Grades K-3)	0	0	0	0
Other Reasons (Grades 4-6)	0	0	0	0

Table F.6

Campus 24 Major Incidents Reported to the State

Name	2014-2015	2015-2016	2016-2017	2017-2018
Total Suspensions (Major)	1	2	4	0
Unduplicated Count of Students Suspended	1	2	4	0
Violent Incident (Injury) (Grades K-3)	0	0	0	0
Violent Incident (Injury) (Grades 4-6)	0	0	0	0
Violent Incident (No Injury) (Grades K-3)	0	0	0	0
Violent Incident (No Injury) (Grades 4-6)	1	1	1	0
Weapons Possession (Grades K-3)	0	0	0	0
Weapons Possession (Grades 4-6)	0	0	0	0
Illicit Drug Related (Grades K-3)	0	0	0	0
Illicit Drug Related (Grades 4-6)	0	0	3	0
Defiance Only (Grades K-3)	0	0	0	0
Defiance Only (Grades 4-6)	0	0	0	0
Other Reasons (Grades K-3)	0	1	0	0
Other Reasons (Grades 4-6)	0	0	0	0

Appendix G

Total Suspensions Major+Minor Comparison: Enrollment Vs. Suspensions

Table G.1

Enrollment and Suspension Trends

Sample Site	2014-2015	2015-2016	2016-2017	2017-2018
Campus 1 Total Enrollment	553	567	540	536
Campus 1 Total Suspensions	216	128	71	143
Campus 6 Total Enrollment	721	706	673	624
Campus 6 Total Suspensions	115	105	76	32
Campus 11 Total Enrollment	713	709	724	724
Campus 11 Total Suspensions	112	139	193	174
Campus 16 Total Enrollment	752	811	876	857
Campus 16 Total Suspensions	93	87	115	62
Campus 21 Total Enrollment	975	925	915	880
Campus 21 Total Suspensions	123	27	81	57
Campus 24 Total Enrollment	1,074	1,032	1,059	1,031
Campus 24 Total Suspensions	97	76	99	15

Appendix H

Total Suspensions Major+Minor: Breakdown by Grade for Sample Sites

Table H.1

Campus 1 Total Suspensions (Minor+Major) by Grade

Grade	2014-2015	2015-2016	2016-2017	2017-2018
Grade 3	24	22	14	53
Grade 4	44	20	32	43
Grade 5	86	25	8	26
Grade 6	62	61	17	21
Total	216	128	71	143

Table H.2

Campus 6 Total Suspensions (Minor+Major) by Grade

Grade	2014-2015	2015-2016	2016-2017	2017-2018
Grade 3	16	14	14	10
Grade 4	8	40	28	12
Grade 5	46	29	27	4
Grade 6	45	22	7	6
Total	115	105	76	32

Table H.3

Campus 11 Total Suspensions (Minor+Major) by Grade

Grade	2014-2015	2015-2016	2016-2017	2017-2018
Grade 3	39	11	26	59
Grade 4	14	17	53	29
Grade 5	31	30	64	42
Grade 6	28	81	50	44
Total	112	139	193	174

Table H.4

Campus 16 Total Suspensions (Minor+Major) by Grade

Grade	2014-2015	2015-2016	2016-2017	2017-2018
Grade 3	26	18	8	3
Grade 4	23	10	54	5
Grade 5	14	28	8	38
Grade 6	30	31	45	16
Total	93	87	115	62

Table H.5

Campus 21 Total Suspensions (Minor+Major) by Grade

Grade	2014-2015	2015-2016	2016-2017	2017-2018
Grade 3	12	3	3	9
Grade 4	55	3	34	10
Grade 5	35	11	4	24
Grade 6	21	10	40	14
Total	123	27	81	57

Table H.6

Campus 24 Total Suspensions (Minor+Major) by Grade

Grade	2014-2015	2015-2016	2016-2017	2017-2018
Grade 3	13	21	41	4
Grade 4	46	9	17	3
Grade 5	30	25	19	6
Grade 6	8	21	22	2
Total	97	76	99	15