



REVERSING ADVERSE EDUCATIONAL OUTCOMES (AEO)

Executive Summary

Research in education suggests that one of the most critical factors used to explain low performance of students on standardized tests across the Commonwealth of Pennsylvania, is directly correlated with the lack of understanding and resulting pedagogy that takes into account the need for trauma informed educational practices.

The NAACP in conjunction with the Trauma Informed Education Coalition, the William Penn School District administrative team and the Cheyney University School of Education and Leadership Studies collaborated on an *Adverse Educational Outcomes (AEO) Model*, as a means of reversing current and historical low performing standardized test results and related educational outcomes in the state of Pennsylvania.

The proposed *Adverse Educational Outcomes (AEO) Model* is intended as a statewide funding / budgetary allocation that will enable school districts to identify; evaluate; and, assess school level student-centered needs in order to provide the necessary social-emotional support systems needed to impact students' academic and overall developmental achievement.

The *Adverse Educational Outcomes (AEO) Model* is proposed as a major factor, to be added to the State's Basic Education Funding Formula in order to help mitigate the negative impact of students' traumatic experiences. As a result (when funded), the *AEO Model* becomes an essential element to establish equity in the Pennsylvania Basic Education Funding Formula.

Through the use of a range of educational based data indicators that highlight and confirm *Adverse Educational Outcomes*, the successful use of budgeted funds can be allocated and measured by school-based and School District-wide student variables that will produce a funding factor. This will in turn lead to equitable funding for Generative and Supportive Student Services. Thus, an action plan to reverse *Adverse Educational Outcomes (AEO)* will emerge in the form of a **Research -Based Best Practices for Mitigating Trauma as an Impediment to School Performance**.

This intervention model is a systemic and holistic approach. It relies upon School Programming Components, identified Resources / Associated Cost (TBD- to be determined), as well as Measurement of Impact variables. The oversight for implementation of the *Adverse Educational Outcomes (AEO) Model* is proposed as a School District entity that involves collaborative consultations, professional development and data –driven decision making within the context of the role of the Classroom Teacher, School Counselor and other educational personnel as well as community – based supportive resources.

(The NAACP wishes to extend thanks to the sources of input and support for the *Adverse Educational Outcomes Model*, and the expertise extended by the Pennsylvania State Education Committee; The administrative staff of the William Penn School District; the Education Unit of Cheyney University of Pennsylvania; the Media Area Unit of the NAACP, and the Trauma Informed Education Coalition.)



Research supports the understanding that the low student test outcomes across Pennsylvania on state mandated assessments are related to the pervasive psychological and emotional traumas experienced by school aged children. For this reason, we are proposing that an ***Adverse Educational Outcomes*** factor be added to the Basic Education Funding Formula to help mitigate the negative impact of traumatic experiences. We believe this is essential to establish equity in the Basic Education Funding Formula.

INDICATORS - Adverse Educational Outcomes:

Below Basic and Basic Scores
High number of Discipline Referrals
High Concentration of Referrals to Law Enforcement
High Drop-Out Rates
Low Graduation Rates
Number of 504 Accommodation Plans
Number of IEPs
High Remediation Rates
High Truancy Rates

We propose that equitable distribution for this can be determined by simple mathematics using the relevant frequency of specific data available in the Pennsylvania Information Management System (PIMS) and suggest the following approach.

1. Run a bar graph for each of the INDICATORS for each school district.
 - Provide a data profile that allows policy makers to gain insight as to the current status of each of Pennsylvania's school districts.
2. Compare the graphs per INDICATORS per district.
 - Provide a comparative analysis of school districts to determine the relative rank based on the AEO model
3. Extract the highest districts across the INDICATORS.
 - Make a determination of the high risk of trauma districts as to the relatively well achieving districts
4. Create Relative Frequencies per INDICATOR.
 - Provide a ratio analysis of districts based on school by school profiles.
5. Use those relative frequencies to create a bar graph that compares districts in a way that yields range.
 - Establish a categorization that provides the depth of need and funding allocation.
6. Set the range delineators for the equity factor to address the impact of trauma on student performance.
 - Provide cutoffs and set limitations associated by categories.
7. Set the weight and compute the AEO amount to be added to a district's funding.
 - Determine an agreed upon funding range based on the cut offs. Use the Campaign for Fair School Funding suggested "base cost" of \$7.266 per student and the Campaign's definition for average daily membership (ADM) as the student count process; apply the following formula to determine AEO dollar amount:



For each funding range, the AEO factor = (ADM x .12*) x Base Cost x Range Weight. The product is added to the district funding amount.

For districts in the high AEO range: AEO factor = (ADM x .12) x \$7,266 x .60.

For districts in the median AEO range: AEO factor = (ADM x .12) x \$7,266 x .40.

For districts in the low AEO range: AEO factor = (ADM x .12) x \$7,266 x .20.

* The factor of 12% is assigned to account for the students who experience emotional and psychological trauma, but who may well fall outside of the Fair Funding Coalition’s identified elements of poverty, ELL, homelessness and foster care. Such students, while they may be neither poor, nor homeless, nor live in foster care; do fall into others of the 14 categories of trauma as identified in the *Diagnostic and Statistical Manual* where their conditions are due to such experiences as child maltreatment, catastrophic events or illness, grief, or loss. Twelve per cent was chosen as it represents one fifth of the sixty per cent of children sited in research as living with trauma. The AEO factor will be factor number five to be added to the base cost.

Definition of Adverse Educational Outcomes (AEO):

- High number of students scoring *Below Basic* and *Basic* - school district raw score of mandatory test results that fall within the Pennsylvania Department of Education definitions
- High number of Discipline Referrals – school district raw score of documented disciplinary action as a consequence of student behavior
- High Concentration of Referrals to Law Enforcement - school district raw score of student incidents in which law enforcement is involved
- High Drop-Out Rates - school district raw scores of students who leave school prior to completion of the K-12 mandates
- Low Graduation Rates – school district raw scores of students who leave school with a high school diploma
- Number of 504 Accommodation Plans – school district raw scores of students served under the Americans with Disabilities Act
- Number of IEPs –school district raw scores of students serviced under the Individuals with Disabilities Education Act
- High Remediation Rates – school district raw scores of students requiring remediation under mandatory testing regulations
- High Truancy Rates – school district raw scores of unexcused student absence as reported through PIMS (Pennsylvania Information Management System)

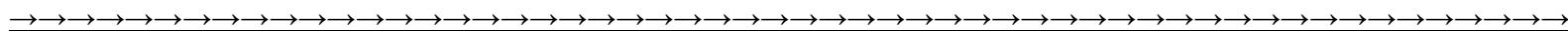
↑ State Mandated Test Scores

↑ Graduation Rates

↑ Daily School Attendance

Successful use of funds can be measured by↑ outcome indicators.

AEO as a funding factor = Equitable funding for Generative and Supportive Student Services



Successful use of funds can be measured by↓ outcome indicators.

↓ Below Basic and Basic Scores

↓ Number of Discipline Referrals

↓ Concentration of Referrals to Law Enforcement

↓ Drop-Out Rates

↓ Number of IEPs

↓ Remediation Rates

↓ Truancy Rates



Research Based Best Practices for Mitigating Trauma as an Impediment to School Performance

This intervention model must be systemic. Ideally, it will be understood as a statewide approach which is undergirded and supported by the Pennsylvania Department of Education. Redundancy is purposely built in to the Measurement of Impact as in a holistic system, in which none of the components are effective unless all of the components are effective.

Classroom Teacher’s Role	Resources/ Associated Cost (TBD)	Measurement of Impact*
Recognize Refer Support Resilience <ul style="list-style-type: none"> • Non-therapeutic classroom Intervention • Trauma Informed Classroom management 	Specific and on-going professional development	↓Below Basic and Basic State Test Scores ↓ Number of Discipline Referrals ↓ Referrals to Law Enforcement ↓ Drop-Out Rates ↓Number of IEPs ↓Remediation Rates ↓Truancy Rates (*Classroom Teacher-Derived Data)

School Counselor’s Role	Resources/ Associated Cost (TBD)	Measurement of Impact*
<u>K – 12 Inclusive</u> Trauma Screening Social and Emotional Skills Training <ul style="list-style-type: none"> • Conflict Resolution • Grief Groups • Anger Management Groups Teacher Support Referral to Mental Health Services <u>Middle and High School Specific</u> Advisement Recommendation	Specific continuing education in Area of Trauma Informed Education Training in Trauma Screening	↓Below Basic and Basic State Test Scores ↓ Number of Discipline Referrals ↓ Referrals to Law Enforcement ↓ Drop-Out Rates ↓Number of IEPs ↓Remediation Rates ↓Truancy Rates (*Cross Referenced School Counselor’s Data Files)

School Programming Components	Resources/ Associated Cost (TBD)	Measurement of Impact*
Full Time Counselors Full Time Nurse Regular Services of School Psychologist Mentoring Program Music Program Arts Program Physical Education Program	Staffing Levels Availability/ Access to School Program Components Development of Community Partnerships used to offset cost where non-certified personnel can be used.	↓Below Basic and Basic State Test Scores ↓ Number of Discipline Referrals ↓ Referrals to Law Enforcement ↓ Drop-Out Rates ↓Number of IEPs ↓Remediation Rates ↓Truancy Rates



<p>Protocol for Student Care Resultant to Traumatic Event</p> <p>Extracurricular Activities</p> <ul style="list-style-type: none"> • Clubs and Special Interest Groups • Sports <p>Homework Help</p> <p>Parenting Classes</p>		<p>(*Aggregated School-wide Data Profiles)</p>
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District Administration Oversight	Resources/ Associated Cost (TBD)	Measurement of Impact – Data Findings
<p><u>Develop and Monitor District/ School’s AEO Plan</u></p> <p><u>Consistent Quarterly/ Monitoring and Assessment of:</u></p> <p>Discipline Referrals by School</p> <p>Truancy Rates by School</p> <p>Referrals to Law Enforcement by School</p> <p>IEP Referrals by School</p> <p><u>Annual Assessment of Remediation Needed by School</u></p> <p>District-wide AEO Plan</p> <p>(Summative District-wide Action Plan with Data-driven Recommendations for Effective Practice)</p>	<p>This requires a specific use of technology as well as assigned use of personnel. It does not appear to require an increase in current expenditures.</p> <ul style="list-style-type: none"> • Technology-Driven • Assigned Personnel, e.g., Standing Committee on AEO (comprised of various professional levels of individuals) 	<p style="text-align: center;">Building Level/ Schools</p> <ul style="list-style-type: none"> • Decrease in Below Basic and Basic State Test Scores • Decrease in Discipline Referrals • Decrease/Elimination of Referrals to Law Enforcement <p style="text-align: center;">District Level</p> <ul style="list-style-type: none"> • Decrease in Drop-Out Rates • Decrease in Number of IEPs • Decrease in Remediation Rates • Decrease in Truancy Rates <p>*Increase in Students Scoring Proficient and Advanced Proficient</p> <p>*Increase in Graduation Rates</p>