

SAMPLE - Trauma Evaluation Plan

This is an example of what an evaluation plan might look like for your school or district. If your school or district uses a different format, please do so. Use this example plan to give you guidance and considerations for selecting data points to monitor. Develop your own individual plan to identifies data points that you hope to be impacted, a schedule for collecting those data points and a process for when and how data will be collected and monitored.

Evaluation Category	Evaluation Question(s)	Data Source Options	Data Collection Schedule	Process
<p>Determine Implementation and Evaluation Plan</p>	<p>What is the current health of the community? Schools?</p> <p>What data is demonstrating need?</p>	<ul style="list-style-type: none"> ● Community Demographic Data <ul style="list-style-type: none"> ● 8% unemployment rate ● 100 opioid overdoses in county in FY18 ● School Demographic Data <ul style="list-style-type: none"> ● FY18: 83% student attendance rate ● FY18: 422 days of suspension ● FY18: 2300 ODRs district-wide ● 4% of students are placed in out of district educational settings ● 6% of staff took 7 or more personal days ● 8% of students scored in the highly elevated range on Universal Screener ● Staff, student and family perception data <ul style="list-style-type: none"> ● 74% of students 	<p>Beginning of initiative and annual review</p>	<p>Special Education Director connect with Sheriff's department on opioid overdoses and invite law enforcement to district team</p> <p>PBIS District Coach compile district-wide attendance, suspension, ODR data, and out of district settings</p> <p>Building administrators arrange for students and staff to complete School Climate Survey by April 2019</p>

SAMPLE - Trauma Evaluation Plan

		<p>responded “I feel safe at school.”</p> <ul style="list-style-type: none"> ● 68% of students responded “Teachers treat me with respect.” ● 82% of staff responded “I feel safe at my school.” ● 76% of staff responded “I feel supported by other teachers at my school.” 		
<p>Fidelity Evaluation <i>Adhering to the critical features of a program practice</i></p>	<p>To what extent have participating schools implemented a Multi-tiered behavior support at Tier I, Tier II, and Tier III with fidelity.</p>	<p>Tiered Fidelity Inventory</p>	<p>At baseline</p> <p>3x per year until fidelity reached</p> <p>Annually after fidelity</p>	<p>PBIS District Coach prompts and supports Building Coaches to complete</p> <p>School teams use data to develop/update annual action plans</p> <p>PBIS District Coach compiles district-wide data</p> <p>DCLT monitors implementation annually and uses data to plan PD and coaching</p>
	<p>What trauma informed enhancements have been made to data, system and practices at Tier I, Tier II and Tier III?</p>	<p>Tiered Fidelity Inventory Trauma Companion Guide</p>	<p>At baseline</p> <p>3x per year (Aug, Jan, May)</p>	<p>PBIS District Coach prompts and supports Building Coaches to complete</p> <p>School teams submit</p>

SAMPLE - Trauma Evaluation Plan

				<p>action plans to District Coach</p> <p>PBIS District Coach compiles district-wide data</p> <p>DCLT reflects upon implementation annually and uses data to plan PD and coaching</p>
<p>Student Outcome-Impact Evaluation <i>Assessing the difference resulting from trauma-informed focus on data, system and practices</i></p>	<p>To what extent have perceptions of school climate improved?</p>	<p>Staff, student and family perception data</p> <p>Student, Staff and Family School Climate Surveys</p>	<p>At baseline</p> <p>Annually</p>	<p>PBIS District Coach prompts and supports Building Coaches to complete</p> <p>School teams use data to plan annually</p> <p>PBIS District Coach compiles district-wide data</p> <p>DCLT monitors perception data for planning annually</p>
	<p>To what extent has implementation improved student social-emotional-behavior?</p>	<p>School Demographic Data</p> <ul style="list-style-type: none"> ● ODRs ● Suspensions ● Student attendance ● Out of district placements ● Staff attendance ● Universal screener data <p>Student/Staff Outcome</p>	<p>Schools enter data monthly</p>	<p>Building Coaches submit data monthly via district data tracker</p> <p>School teams monitor and plan with data monthly</p> <p>DCLT monitors outcome data monthly</p>

SAMPLE - Trauma Evaluation Plan

		Tracker (see below) OR Systems Response Tool		
	To what extent has implementation improved staff social-emotional-behavior?	Staff Demographic Data (e.g.: attendance) Student/Staff Outcome Tracker	Schools enter data monthly	Building Coaches submit data monthly via district data tracker School teams monitor and plan with data monthly DCLT monitors outcome data monthly
		Professional Quality of Life (Pro-QOL)	2x per year (Oct and May)	District coach prompts and supports all schools to complete Total category scores submitted via Google Form School teams use data to develop/update action plan

Sample Data Tracker

The below is a sample of how schools and a district team might track all data points to monitor the impact.

<p>Outcome Data</p> <ul style="list-style-type: none"> Measuring the impact of implementation on staff, student and community social-emotional-behavior outcomes. Identify data points based upon your own community needs. Suggested to choose at least 5 data points to monitor. See beneath data tracker for some considerations 										
	Aug/ Sept	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May/ June	Total

SAMPLE - Trauma Evaluation Plan

Data Point #1: Office Discipline Referrals										
FY18	105	206	384	186	249	305	296	364	205	2,300
FY19	76									
Data Point #2: Suspensions										
FY18	10 days	20 days	34 days	24days	46 days	85 days	75 days	95 days	33 days	422 days
FY19	8 days									
Data Point #3: Student Attendance (monthly average by percent)										
FY18	89	86	78	80	81	77	85	82	88	83%
FY19										
Data Point #4: Out of district placements (# of students as of 30th of month)										
FY18	15	17	22	20	20	21	24	27	27	Ave 21 students/month
FY19	18									
Data Point #5: Staff attendance (by days)										
FY18	20	42	83	52	63	105	112	83	68	628
FY19	13									
Data Point #6: Universal Screening Data (Behavioral)										
FY18	8% highly elevated 23% elevated						6% highly elevated 18% elevated			
FY19	7% highly elevated 19% elevated									

SAMPLE - Trauma Evaluation Plan

Perception Data Points:										
<ul style="list-style-type: none"> Measuring perceptions of school climate by student, staff and families Identify at least one data point for each population 										
Category	Aug/ Sept	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May/ June	Total
Student Perception Data Point: School Climate Survey (PBIS Apps) (by mean total score)										
FY19		3.02						3.33		
FY20		3.50								
Staff Perception Data Point: School Climate Survey (PBIS Apps) (by mean total score)										
FY19		3.75						3.5		
FY20		4.00								
Family Perception Data Point: Family Climate Survey (PBIS Apps) (by mean total score)										
FY19		3.25						3.00		
FY20		3.50								
Teacher Satisfaction Survey (Pro-QOL) (by average of compassion satisfaction score)										
FY19		52						48		
FY20		54								
Tiered Fidelity Inventory Scores	Spring 2018		Fall 2018		Spring 2019		Fall 2019		Spring 2020	
Tier 1	53%		60%							
Tier 2	20%		24%							

SAMPLE - Trauma Evaluation Plan

	Tier 3	10%	10%			
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Outcome data points to consider for monitoring impact

- Office Discipline Referrals
- Student Attendance
- Suspensions
- Expulsions
- Restraints
- Universal Screening Data (academic, social-emotional-behavioral)
- Student nurse visits (w/o medicine visits)
- Police Involvement at school
- Community mental health safety assessment / crisis calls
- Student hospitalizations
- Students moving to more restrictive placements
- Students moving to less restrictive placements
- Special Education Evaluations
- Teacher attendance (not including professional development days)
- [Professional Quality of Life](#) (Pro-QOL)
- Opioid rates
- Violence rates
- Unemployment rates
- Foster placements

*This is not an inclusive list. Your school or community may have additional data points to consider.

Perception data points to consider:

- [School Climate Surveys](#) from PBIS Apps. Student, staff and family surveys available
- [Self-Assessment Survey](#) from PBIS Apps --- Teacher perception of behavioral supports in place.
- [5 Essentials Survey](#) - Illinois
- The [Attitudes Related to Trauma Informed-Care](#) (ARTIC) scale - Cost associated. Teacher perception tool.