



# AIR<sup>®</sup>

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# Using Data to Improve Program Implementation

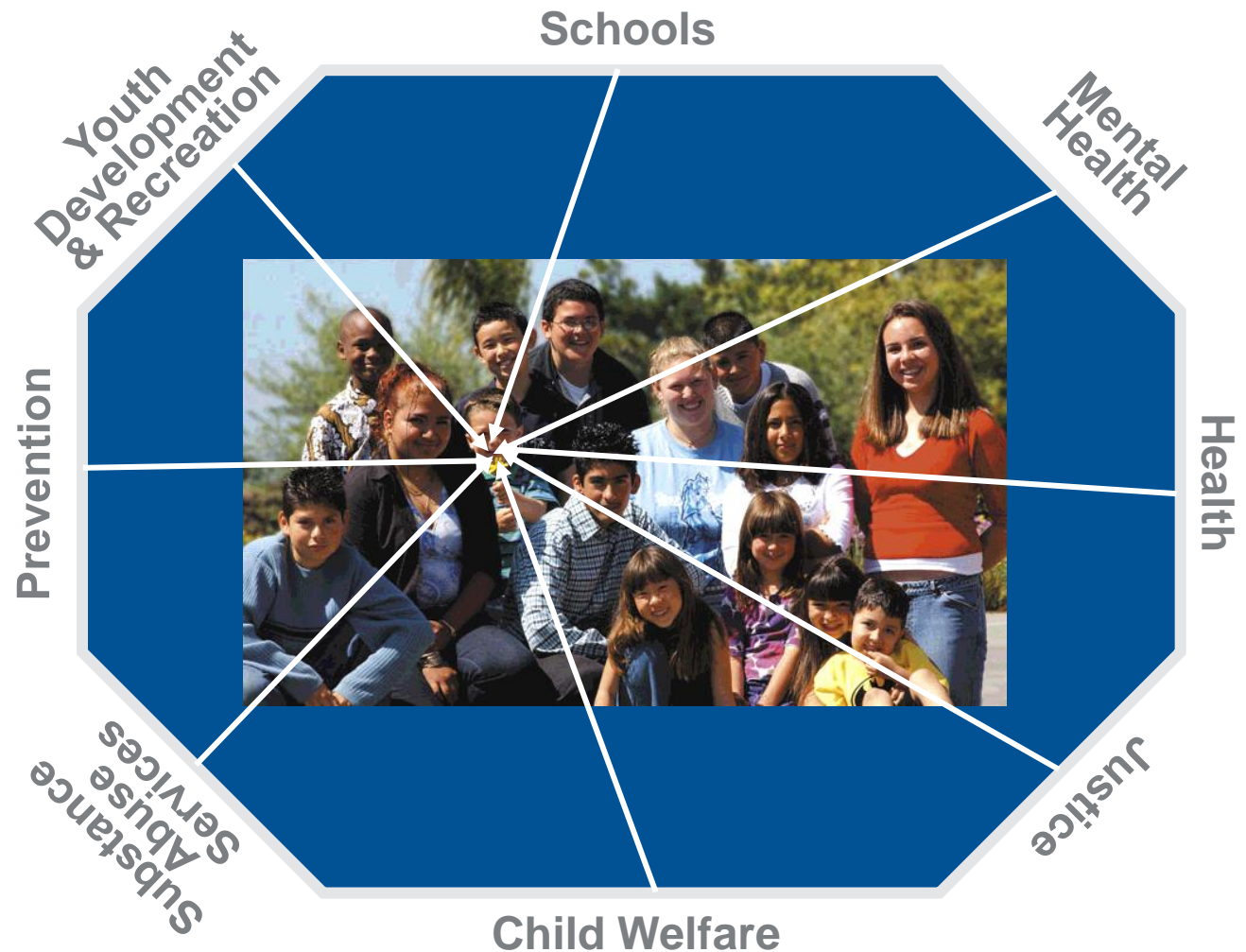
**2011 Foster Youth Education Summit**

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February 8, 2011  
David Osher, Ph.D.

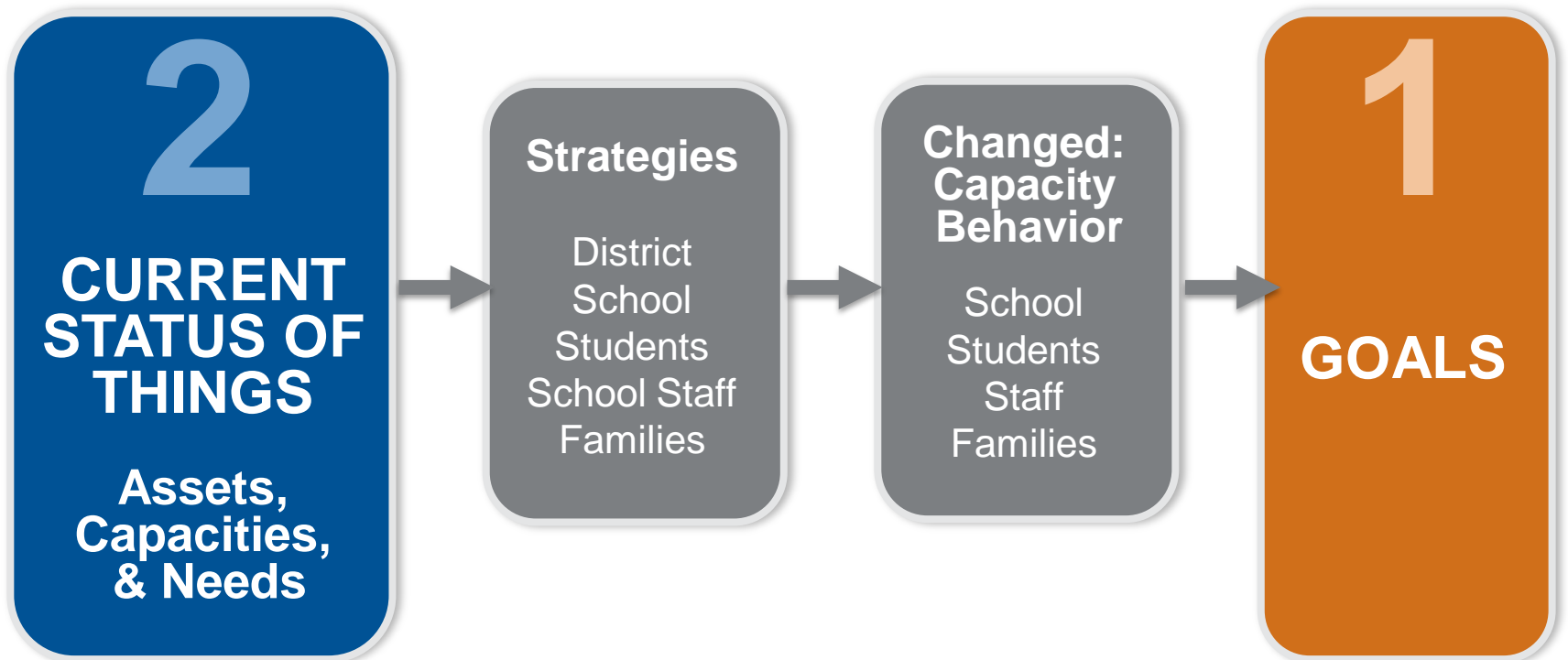
# Fragmented Perceptions and Limited Accountability



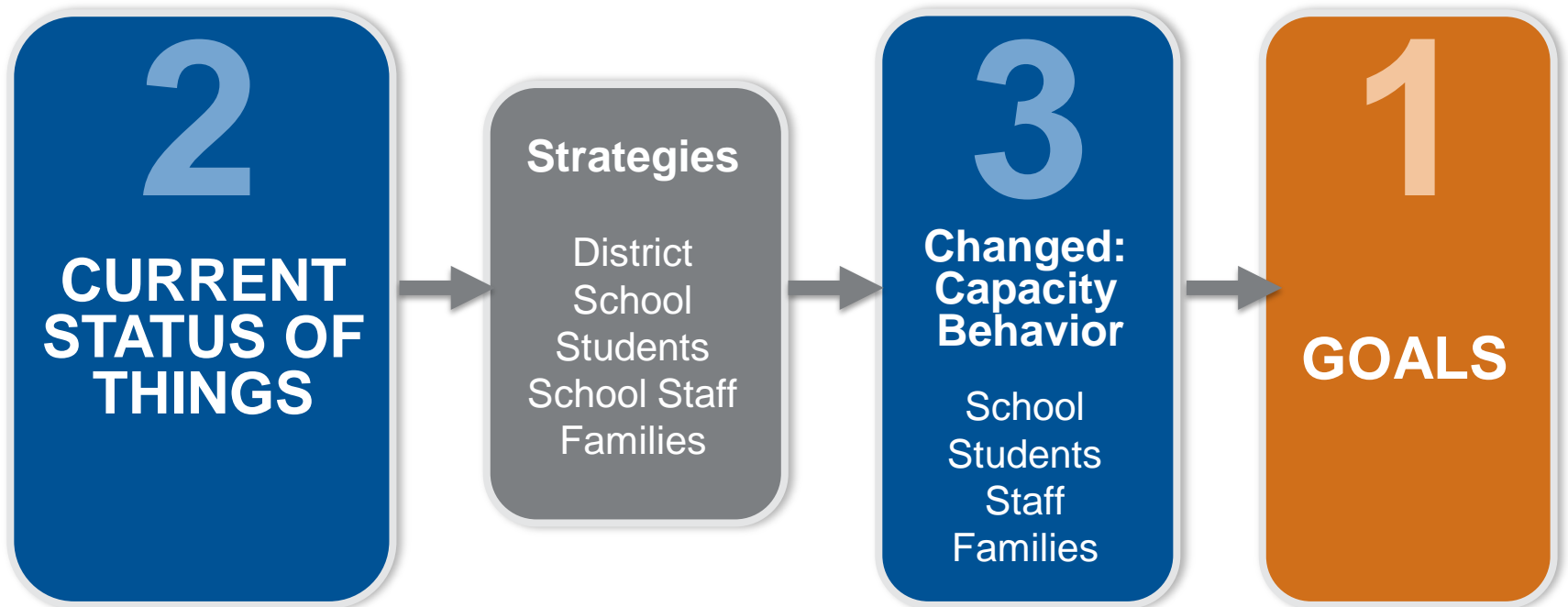
# Whose Party Is It?: Operationalizing Collaboration

- Develop Your Logic Model Together
- Ensure Everyone's Indicators are at the Table
- Use the Indicators for Continuous Quality Improvement

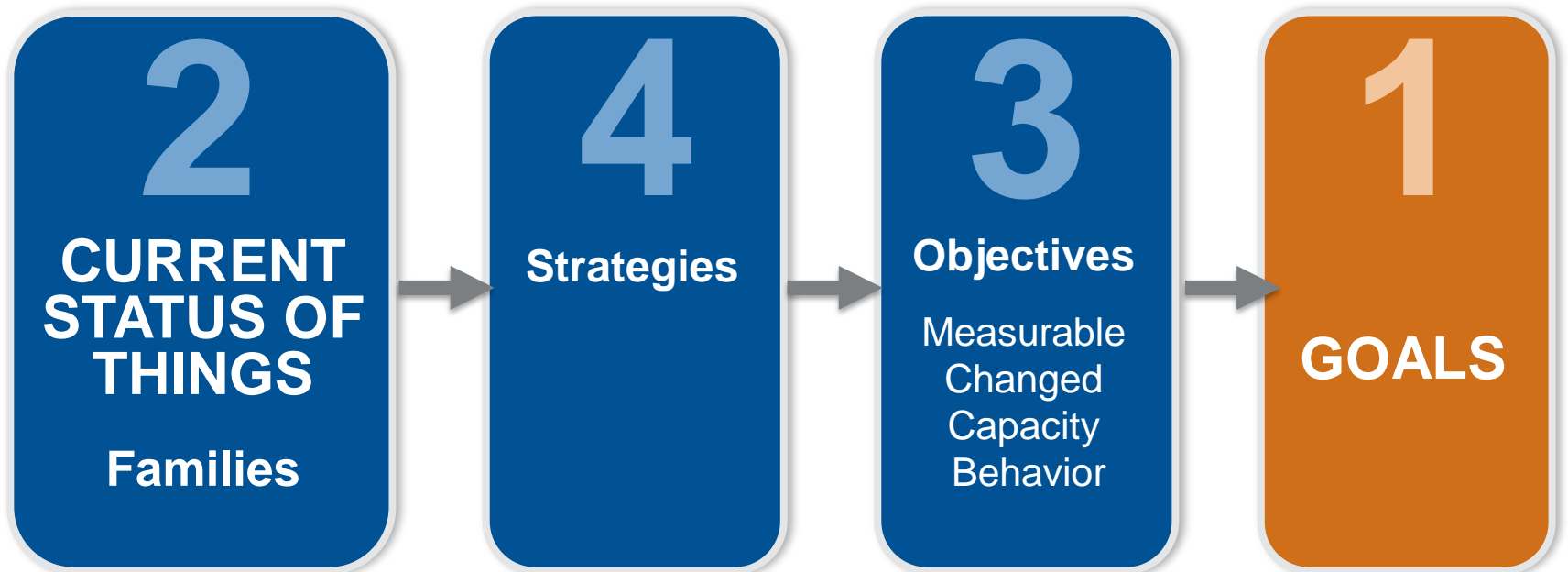
Start



# Operationalize



# Strategize & Plan



# Challenges

- Drowning in Data
- Drowning in Information
- Indicators that May Not Matter Much
- Lack of Alignment Between and Among Levels of Performance
- Competing, Unaligned, or Underaligned Indicators
- Parallel Play rather than Collaboration
- Building to Scale

# Opportunities

- Successful Use of Dashboards in Business
- Common risk and protective factors and assets across multiple systems
- Common needs across systems
- Examples of successful collaborations



# Dashboard Purpose

- Transparency
- Guide Action
- Accountability
- Continuous Improvement
- Interagency Collaboration

# Dashboard Approach

- Small Number of Metrics
- Right Metrics
  - What is measured
  - How it is conceptualized
- Actionable

# Dashboard Approach

- Aligned at Multiple Levels
- Inputs and Outputs
- Can Be Disaggregated
- Can Drill Down
- Common Indicators
- Create Common Performance Indicators

# An Example of What Can Be Done to Help Build Capacity: New York State Dashboard Development

- Deputy Secretary of Education
- Education
- Mental Health
- OCFS
- Probation
- Labor
- Division of Criminal Justice Services
- Commission on Children and Families
- High Standards
  - On Track to Thrive
  - On Track
  - Off Track



# School Level Report

- Sent directly to schools
- Guide school action

**Clemente Comm Acad H**  
**Irene Damota**  
**Response Rate: 72%**



## 2006 Student Connection Survey

Dear School Community,

As part of the High School Transformation Project, a multi-year effort focused on helping all high schools improve, CPS has produced the High School Scorecard to share data about our schools in a variety of areas. One area, Student Connection, reports information about student perceptions of safety, educational expectations, school support, social and emotional skills, and extracurricular participation, all of which have been shown to be necessary conditions for learning. These data were collected through a student survey. The survey results for your school are contained within this report.

This report is from the point of view of our students; while their perceptions may not match our own, it is essential that we value and respect their voice. Listening to what the students have to say is an important step toward keeping them engaged as partners in producing meaningful change in our schools.

The data from this survey, together with other information such as attendance, disciplinary referrals, and test gains, provide information to enhance your school's approach to student connection.

I am very proud that CPS is the first large urban school district in the country to systematically measure student connection information, share it transparently, and provide additional tools that school leaders can use to improve in this area. I am confident that your school will be able to use this information to improve the learning conditions and learning outcomes available to all our students.

Sincerely,

Arne Duncan  
 Chief Executive Officer

### What is in this report?

Pages 2-5 of this report present your school's results on the four scales of the Student Connection Survey and compare those results with the district average.

Results are shown as the percentage of students whose responses fall into the excellent, adequate, and needs improvement categories. Results are also shown for subgroups of students.

Pages 6 and 7 of this report present results for individual survey questions; these results should be interpreted with caution because individual items are not as trustworthy as scale scores.

On the back page of the report, you can find suggested next steps for using these results for school improvement. As you work with your school community to make plans for school improvement, remember to focus on all students even if the majority of students rated your school positively.

### What role can principals play?

When principals work together with staff, students, and parents on the conditions for learning in a school, powerful instructional communities are built. Principals can personally model the process of using data to make decisions about how to improve schoolwide and classroom practices.

#### Response Rate by Grade:

Freshmen	68%
Sophomores	76%
Juniors	75%
Seniors	68%

#### Percentage of students whose responses indicate that your school is performing adequately or better:

Safe and Respectful Climate	62%
High Expectations	78%
Student Support	78%
Social and Emotional Learning	73%

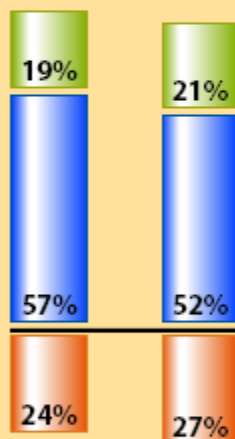
# Safe and Respectful Climate

## Overall Results

Percent Adequate or Above

76%

73%



Your School

CPS Average

## What These Results Mean

The Safe and Respectful Climate scale measures two things: how physically safe students feel and how emotionally safe students feel. Students who attend safe schools are more likely to be academically engaged and are less likely to exhibit problem behaviors such as drug use or violence. Students are less likely to drop out of safe schools. Schools must provide a safe and secure environment for all students.

In your school, 19% of students report that the level of safety is excellent. These students feel physically safe in their classes, in the hallways and bathrooms, and outside around the school. They feel emotionally safe because students treat each other with respect, get along well together, and look out for each other.

In your school, 57% of students report that the level of safety is adequate. These students feel physically safe *most* of the time, but there may be occasional fights, thefts, or vandalism. They *usually* feel emotionally safe but may occasionally be teased, bullied, harassed, or put down by other students.

In your school, 24% of students report that they do not feel safe. These students do not feel physically safe because there are regular problems with fights, thefts, or vandalism. They do not feel emotionally safe because they are *often* teased, picked on, or bullied, and they may stay at home because they do not feel safe at school.

*Some* groups of students feel less safe than others at your school. This group includes female students. *Some* groups of students feel safer than others at your school. These groups include male students and freshmen.

### EXCELLENT

Students do not worry about their physical safety. They treat one another with respect.

### ADEQUATE

Students *mostly* do not worry about their physical safety. However, there are *some* problems with regard to emotional safety.

### NEEDS IMPROVEMENT

Students worry about both their physical and emotional safety.

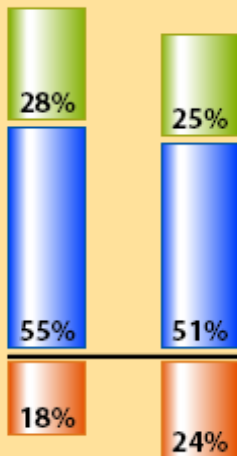
# High Expectations

## Overall Results

Percent Adequate or Above

82%

76%



Your  
School

CPS  
Average

## What These Results Mean

The High Expectations scale measures how much students perceive that teachers encourage them to think, work hard, do their best, and connect what they are learning in school to life outside of school. A rigorous curriculum, presented in a way that is relevant to students, will promote student achievement.

In your school, 28% of students report that teachers have high expectations. These students say that *most* teachers expect students to do well in school and in life, and teachers regularly connect what students are learning in school to life outside the classroom. Students think that their classes are interesting and challenging.

In your school, 55% of students report that teachers' expectations are adequate. These students think that *some* teachers expect a lot from students but that other teachers do not. They find *some* classes interesting and challenging, but other classes are routine and boring.

In your school, 18% of students report that teacher expectations need improvement. These students do not think that teachers expect them to work hard, do well in school, or attend every class. They do not feel challenged, and they say that their teachers do not explain how lessons connect to life outside the classroom.

*Some* groups of students feel less challenged than others at your school. This group includes male students. *Some* groups of students feel more challenged than others at your school. These groups include female students and juniors.

### EXCELLENT

Students think that their teachers expect *all* students to put in a high level of effort and be engaged in their coursework and extracurricular activities. Students think that *most* classes are interesting, challenging, and relevant.

### ADEQUATE

Students think that their teachers expect *most* students to put in a high level of effort and be engaged in their coursework and extracurricular activities. In addition, students think that *some* classes are interesting, challenging, and relevant.

### NEEDS IMPROVEMENT

Students think that their teachers expect *few* students in the school to perform at a high level. Students think that classes are *often* boring, and that teachers have little expectation that students will become engaged in what they are learning.

# Student Support

## Overall Results

Percent Adequate or Above

79%

75%

31%

25%

48%

49%

21%

25%

Your School

CPS Average

## What These Results Mean

The Student Support scale measures how much students feel listened to, cared about, and helped by teachers and other adults in the school. Strong relationships between teachers and students lead to higher academic achievement, even for students who have previously done poorly in school or come from disadvantaged backgrounds.

In your school, 31% of students report that the level of support is excellent. These students say that their teachers know them personally, notice when they are having trouble, and make sure that they have what they need to succeed.

In your school, 48% of students report that the level of support is adequate. These students say that although *some* teachers have a deep commitment to them, other teachers have not made any effort to get to know them beyond the classroom. These students generally feel close to at least one adult in the school.

In your school, 21% of students report that the level of support needs improvement. These students think that teachers generally do not care whether or not they succeed. They do not think that there is anyone at school who would help them with a problem.

*Some* groups of students feel less supported than others at your school. These groups include male students, freshmen and sophomores. *Some* groups of students feel more supported than others at your school. These groups include female students and juniors.

### EXCELLENT

Students think that *most* of their teachers and other adults in the school listen to them and care about them. Students report that teachers provide extra help when it is needed.

### ADEQUATE

Students think that there is at least one teacher or other adult in the school who will help them with an academic or personal problem. Students report that although *some* teachers offer extra help to those who need it, others do not.

### NEEDS IMPROVEMENT

Students think that *most* teachers and other adults in the school do not listen to them or care about them. Students report that teachers seldom interact with them beyond what is required in the classroom.



# Social and Emotional Learning

## Overall Results

Percent Adequate or Above

78%

74%

25%

22%

53%

52%

22%

26%

Your  
School

CPS  
Average

## What These Results Mean

The Social and Emotional Skills scale measures students' perception of their social and problem-solving skills. Developing students' social and emotional skills improves their grades, attendance, behavior, and attitudes toward school. Students with good social and emotional skills are less likely to drop out of school.

In your school, 25% of students report that they have excellent social and emotional skills. These students report that they resolve conflicts peacefully, solve problems creatively, and communicate effectively. They work productively in teams, get along with students who are different from them, know when to ask for help, and want to help others.

In your school, 53% of students report that they have adequate social and emotional skills. These students report that they *sometimes* have good problem-solving skills, work well in groups, and try to understand how others think and feel.

In your school, 22% of students report that their social and emotional skills need improvement. These students have trouble both asking for help and giving help to others. They have trouble resolving conflicts peacefully.

*Some* groups of students report that they are not as socially and emotionally skilled as others at your school. These groups include Hispanic students, students with disabilities, male students and freshmen. *Some* groups of students report that they are more socially and emotionally skilled than others at your school. These groups include Black students, female students and sophomores.

### EXCELLENT

Students report that they care about others, work productively with one another, and have good social skills. They believe that they have well-developed problem-solving and conflict resolution skills.

### ADEQUATE

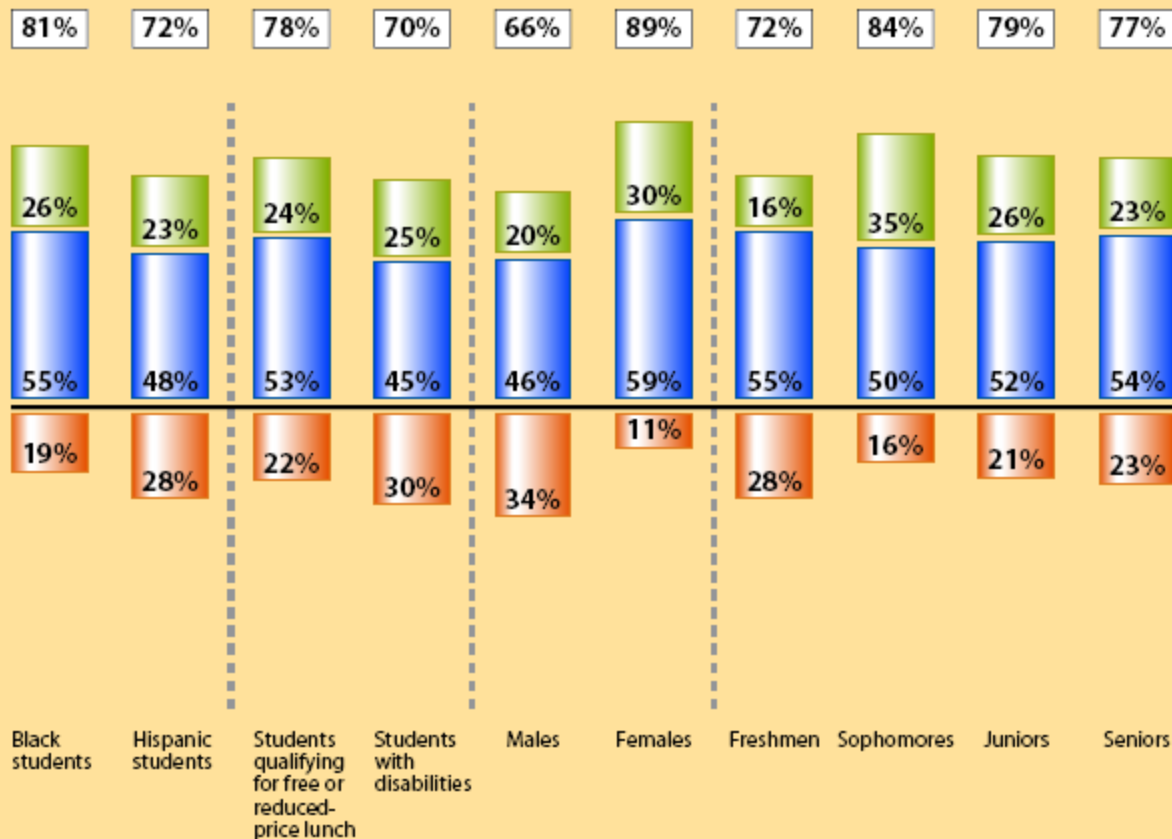
Students *sometimes* care about others, work fairly well with one another, and have moderately good social skills. Students think that they have good problem-solving and conflict resolution skills *some* of the time.

### NEEDS IMPROVEMENT

Students do not rate themselves as socially skilled. They report that they do not work well with or care about helping others. Students report having trouble solving problems and resolving conflict effectively.

## Results by Groups of Students

Percent Adequate or Above



Results are not reported for Asian/Pacific Islander students, Native American students, White students and English language learners because there were fewer than 10 students in each of these groups in your school.



# Your School's Performance on

This table shows the percentage of students in your school who provided each

## Safe and Respectful Climate

### Physical Safety

#### How safe do you feel:

	NOT SAFE	SOMEWHAT SAFE	MOSTLY SAFE	VERY SAFE
1. Outside around the school?	25	42	26	6
2. In the hallways and bathrooms of the school?	12	32	38	18
3. In your classes?	4	14	40	42

#### How much do you agree with the following statements about your school:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
4. I worry about crime and violence in school.	6	25	45	25
5. I feel safe when security is present.	15	37	39	9
6. I sometimes stay home because I don't feel safe at school.	41	41	12	5

### Emotional Safety

#### Most students in this school:

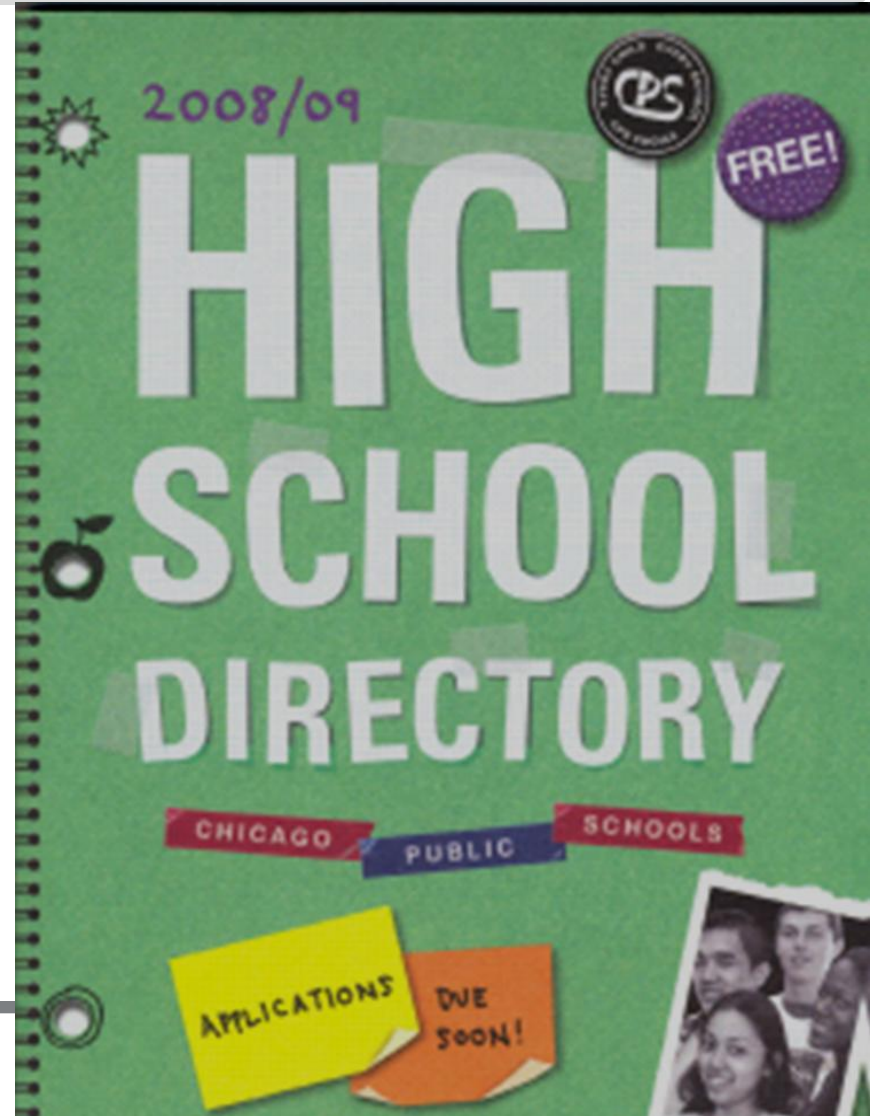
	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
7. Don't really care about each other.	4	34	46	16
8. Like to put others down.	5	23	55	17
9. Don't get along together very well.	4	32	48	16
10. Just look out for themselves.	5	32	46	17
11. Treat each other with respect.	20	47	28	5

#### How much do you agree with the following statements about your school:

12. Students at this school are often teased or picked on.	3	18	52	27
13. Students at this school are often threatened or bullied.	3	21	51	26

# High School Directory

- Guide for families to support school choice
- High school fair
- Prominent on CPS web site





## CPS NEWS

- [CPS Press Releases](#)
- [Daily News Clips](#)
- [CPS Newsletters](#)
- [Renaissance 2010](#)
- [CPS InterComm](#)

## CPS INFO

- [At A Glance / Quick Facts](#)
- [School Calendar](#)
- [CPS Budget](#)
- [Departments](#)
- [Programs and Initiatives](#)
- [HR Services / CPS Jobs](#)
- [Board Policies](#)
- [IMPACT](#)

## CPS CORE STRATEGIES

- [State of the Strategies](#)
- [Literacy](#)
- [Human Capital](#)
- [Creating More Learning Opportunities](#)

## OTHER LINKS

- [City of Chicago](#)



Dear CPS Community:

In order to visualize college, it's important for CPS students to see campus life first-hand. So City Colleges of Chicago is hosting a bus tour this week, from Aug. 14 to 17, to give our students and recent graduates, as well as their parents, a close-up view of their local college options:

Daley College, 7500 S. Pulaski Rd. (Aug. 14)  
 Olive-Harvey College, 10001 S. Woodlawn Ave. (Aug. 15)  
 The new Kennedy-King College, 6301 S. Halsted St. (Aug. 16)  
 Malcolm X College, 1900 W. Van Buren St. (Aug. 16)  
 Harold Washington College, 30 E. Lake St. (Aug. 16)  
 Wright College, 4300 N. Narragansett Ave. (Aug. 17)  
 Truman College, 1145 W. Wilson Ave. (Aug. 17)

Students and parents are encouraged to visit every school on each day that the tours are offered. Bus transportation is provided, as is a free lunch and refreshments. Tours depart Rainbow/PUSH headquarters, 930 E. 50th St., at 9 a.m. each day, and buses return at 4 p.m.

Students and parents will see that each school is a little bit different. But when it comes to the City Colleges of Chicago, there are some very important commonalities: affordability, accessibility, quality, flexible scheduling and course variety.

City Colleges of Chicago is giving our students a great opportunity, and we encourage them all to take advantage of it!

Sincerely,

Arne Duncan



[Visit The InterComm for CPS announcements](#)

## SCHOOL INFO

- [CPS Choice Directory and Scorecard \(CDS\):](#)
- [CDS - Elementary](#)
- [CDS - High Schools](#)
- [Magnet Schools / Programs](#)
- [School Locator \(SL\):](#)
- [SL - Early Childhood](#)
- [SL - Elementary or HS](#)
- [Ombuds. School Directory](#)
- [State School Report Cards](#)
- [Test Scores and More](#)
- [School Building Assessments](#)

## STUDENT INFO

- [Don't Drop Out](#)
- [Homework Tips](#)
- [Service Learning](#)
- [College is Possible](#)
- [Safety and Health](#)
- [Student Highlights](#)
- [CPS Sports](#)

# Clemente

On October 7, 2005, Clemente Community Academy was named one of 75 "Promising Schools" nationally by the Council of Chief State School Officers (CCSSO), the Bill & Melinda Gates Foundation, and the International Center for Leadership in Education (ICLE) for successfully organizing six small schools. "Success by Design and Leadership" is the motto of the six Clemente small schools.

## Neighborhood School

1147 North Western Avenue  
Chicago, Illinois 60622

**Attendance Boundaries** Yes see map  
**Phone** 773-534-4000

**Fax** 773-534-4012

**Principal** Leonard Kenebrew

**Contact** Dr. Nguyen-Trung Hieu

**Web** clementehs.org

**Instruction Area** 21

**Grades** 9-12

**Enrollment** 2,384

**Special needs students** 21%

**ELL students** 9%

## Admissions

Open to students living in attendance area. If space is available, students from outside the area may apply. Contact the school for more information.

**Contact** Renee Ortman

**Application** Standard Application, see back of book.

**Application deadline**  
December 22, 2006

**Testing** None required.

## Overview

Roberto Clemente Community Academy is an active participant in the CPS Small Schools Initiative and operates six schools-within-a-school as part of its program. MSTA is open to students from outside Clemente's attendance area. Clemente also offers several Education To Careers (ETC) tracks including an award-winning culinary arts program.

Small school teachers have helped redefine the school's emphasis on team teaching, problem solving and educational clusters. Clemente builds strong ties between school and community.

In addition to our six small schools, Clemente offers ETC clusters in architectural drafting, CISCO networking, culinary arts, fashion design and information technology.

Honors classes are available to qualified students in all core subjects.

Advanced Placement (AP) classes are offered in English language, English literature, Spanish, U.S. history, chemistry and physics. Clemente has had a successful full-time partnership with DePaul University, Northeastern University, and Northwestern University since 1997.

**Athletics** Baseball, basketball, bowling, cross country, football, soccer, softball, track, volleyball and wrestling.

## Scorecard

	Score	CPS Rank	Trends, Benchmarks		
<b>Student Outcomes</b>					
Freshmen Graduating within Five Years	53%	29 of 57	2002 46%	2003 48%	2004 52%
Graduates Enrolled in College or Postsecondary Education	26%	54 of 61			
Graduates Not Attending College Who are Employed	51%	16 of 45			
<b>Academic Progress</b>					
Meet/Exceed PSAE State Standards	13%	44 of 68	2003 10%	2004 12%	2005 13%
Freshmen On-Track to Graduate	60%	29 of 68	63%	53%	60%
Average ACT	14.8	51 of 62	Illinois avg. 20.1		
Students Making Expected Gains	34%	51 of 68			
Students Enrolled in Advanced Placement Classes	3%	34 of 51			
Students Scoring 3+ on Advanced Placement Exams	34%	10 of 27			
Made NCLB Adequate Yearly Progress	No				
<b>Student Connection</b>					
Average Days Absent per Student	24.1	42 of 79	23.9	26.6	24.1
Students Reporting Participation in Extracurricular Activities	62%	73 of 85			
Students Reporting a Safe and Respectful School Climate	62%	58 of 85			
Students Reporting High Expectations at School	78%	34 of 85			
Students Reporting Supportive Teachers and Staff at School	78%	29 of 85			
<b>School Characteristics</b>					
Highly Qualified Teachers	76%	82 of 88			
Average Days Absent per Teacher	9.3	42 of 86			
School Cleanliness	Available	Fall 2007			



# Scorecard

	Score	CPS Rank	Trends, Benchmarks		
<b>STUDENT OUTCOMES</b>			2003	2004	2005
Freshmen Graduating within Five Years	72%	9 of 61	59%	68%	72%
Graduates Enrolled in College or Post-secondary Education	54%	15 of 71			
Graduates Not Attending College Who Are Employed	52%	14 of 71			
<b>ACADEMIC PROGRESS</b>			2004	2005	2006
Meet/Exceed PSAE State Standards	40%	8 of 77	35%	39%	40%
Students Exceeding State Standards	1%	14 of 77			
Freshmen On-Track to Graduate	77%	6 of 78	69%	79%	77%
Average ACT	17.2	11 of 77	Illinois avg. 20.1		
Students Scoring 20 or Higher on the ACT	21%	10 of 77			
Students Making Expected Gains	55%	10 of 89			
Students Enrolled in Advanced Placement Classes	11%	11 of 69	8%	12%	11%
Students Scoring 3+ on Advanced Placement Exams	29%	5 of 56	31%	35%	29%
Made NCLB Adequate Yearly Progress	Yes				
<b>STUDENT CONNECTION</b>			2005	2006	2007

## STUDENT CONNECTION

2005 2006 2007

Average Days Absent per Student	27	59 of 102	18.9	16.7	27
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Students Reporting Participation in Extracurricular Activities	71%	39 of 95
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Students Reporting a Safe and Respectful School Climate	91%	19 of 95
---	-----	----------

Students Reporting Academic Rigor at School	81%	30 of 95
---	-----	----------

Students Reporting Supportive Teachers and Staff at School	63%	69 of 92
--	-----	----------

## SCHOOL CHARACTERISTICS

Number of National Board Certified Teachers	4
---	---

Average Days Absent per Teacher	Available Fall 2008
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School Cleanliness	C
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Parents Reporting Satisfaction with School	35%	Parents Completing Satisfaction Survey	16%
--	-----	--	-----



# Student Connection Toolkit

The screenshot shows the Chicago Public Schools Toolkit website. The header includes the CPS logo and the word 'Toolkit'. A navigation bar contains links for Home, About the Toolkit, How to Use Survey Data, Implementation Suggestions, Resources, Search, and Change School. The main content area is titled 'Roberto Clemente Community Academy High School 2007 Student Connection Survey Results'. It features a 'Download 2007 Survey Report PDF' link and a paragraph explaining the survey's importance. A section titled 'Safe and Respectful Climate' describes the scale and provides a list of findings. A 'Overall Results' box shows a bar chart with 9% Excellent, 72% Adequate, and 20% Needs Improvement. A link for 'Recommended programs and strategies for improving safety and climate' is at the bottom.

CHICAGO PUBLIC SCHOOLS  
**Toolkit**

Home | About the Toolkit | How to Use Survey Data | Implementation Suggestions | Resources | Search | Change School

Home

**Roberto Clemente Community Academy High School**  
2007 Student Connection Survey Results

[Download 2007 Survey Report PDF](#)

The elements of student connection measured within the Student Connection Survey have been shown, both by research and through the experience of our CPS educators, to be critical to student learning.

**Safe and Respectful Climate**

The Safe and Respectful Climate scale measures two things: how physically safe students feel and how emotionally safe students feel. Students who attend safe schools are more likely to be academically engaged and are less likely to exhibit problem behaviors such as drug use or violence. Students are less likely to drop out of safe schools. Schools must provide a safe and secure environment for all students.

The values in the graph at right reflect the percentage of students who rate your school as excellent, adequate, or needs improvement.

- **Excellent.** Students feel physically safe in their classes, in the hallways and bathrooms, and outside around the school. They feel emotionally safe because students treat each other with respect, get along well together, and look out for each other.
- **Adequate.** Students feel physically safe most of the time, but there may be *occasional* fights, thefts, or vandalism. They usually feel emotionally safe but may *occasionally* be teased, bullied, harassed, or put down by other students.
- **Needs Improvement.** Students do not feel physically safe because there are regular problems with fights, thefts, or vandalism. They do not feel emotionally safe because they are often teased, picked on, or bullied. They may stay at home because they do not feel safe at school.

[Recommended programs and strategies for improving safety and climate](#)

Click here to search for Programs & Strategies  
Student Connection Survey 2007 My Voice My School  
Click here to browse all Programs | Click here to browse all Strategies

Overall Results  
9% - Excellent  
72% - Adequate  
20% - Needs Improvement  
[Results by Groups of Students](#)

- School resource
- Customized information
- Criteria for listing programs
  - Availability to all schools
  - Capacity to support
  - Researched based
  - Alignment to strategies
  - CPS tested



## Home

# Roberto Clemente Community Academy High School

## 2007 Student Connection Survey Results



[Download 2007 Survey Report PDF](#)

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[Recommended programs and strategies for improving safety and climate](#)

Click here to search for  
**Programs  
& Strategies**

Student  
Connection  
Survey 2007  
My Voice  
My School

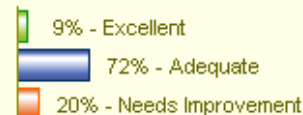
Click here  
to browse all

**Programs**

Click here  
to browse all

**Strategies**

### Overall Results



[Results by Groups of Students](#)



[Home](#) » [Search](#) » [Program](#)

## Lions-Quest®



**Intervention Level:**  
Prevention/Development

**Approval:** No CPS resources available  
**Grades:** K-12

Click here to search for  
**Programs & Strategies**



Click here to browse all **Programs**

Click here to browse all **Strategies**

[Print the whole Program](#)

Quick Tips	Description	Research	Program Components	FAQs	Contacts & Resources	My Voice, My School
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### Related Elements

[Safe and Respectful Climate - Social and Emotional Learning](#)

### Description Summary

#### Program Description

*Lions Quest programs are school-based, comprehensive, positive youth development and prevention programs for students in kindergarten through 12th grade. Programs have school, home, and community activities to promote strong character through life skills, character education, SEL, civic values, drug prevention, and service-learning education. Lions Quest supports a safe and respectful school climate by promoting positive social behaviors (e.g., speaking up for yourself, dealing with intimidation, helping others) and decreasing risk for problem behaviors, such as substance use and violence.*

[Read more](#)

### What the Experts Say

[My Voice, My School](#)

## What the Experts Say

### My Voice, My School

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"We got what we were looking for. The training brought us together before school started in the fall. We laughed, talked, and worked as a team. The program's comprehensive framework helped us create a shared vision of what we wanted to achieve with our students. The lessons presented the critical skills and provided a common experience and language for everyone in the school about more positive ways to deal with one another. In the process, we became more cohesive as a school community. We all can feel and see the difference. Our students are more responsible. I see them using conflict management skills, and they can listen and work together. Using a comprehensive program like this has given us something we could all hold on to, and that has really made a difference in our school."

#### Lynn Hodge

Administrator -

"Because of its strong support system that invites parent and community organizations to work with the school, Skills for Adolescence is a vital instrument to assist young adolescents in acquiring an appropriate knowledge base and preparing them to be productive citizens and community members."

#### Anonymous

Teacher -

[Submit my story](#) - [Read more](#)

## What does the research say?

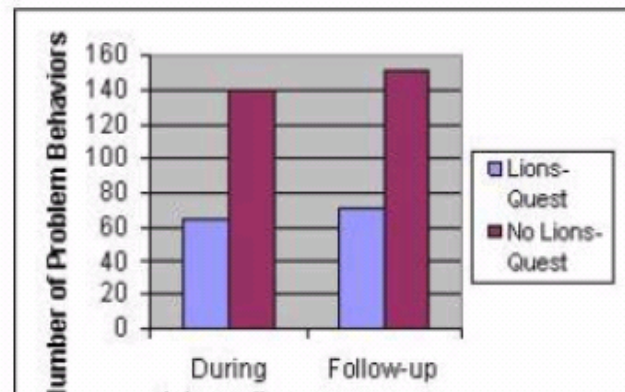
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### What does the research say?

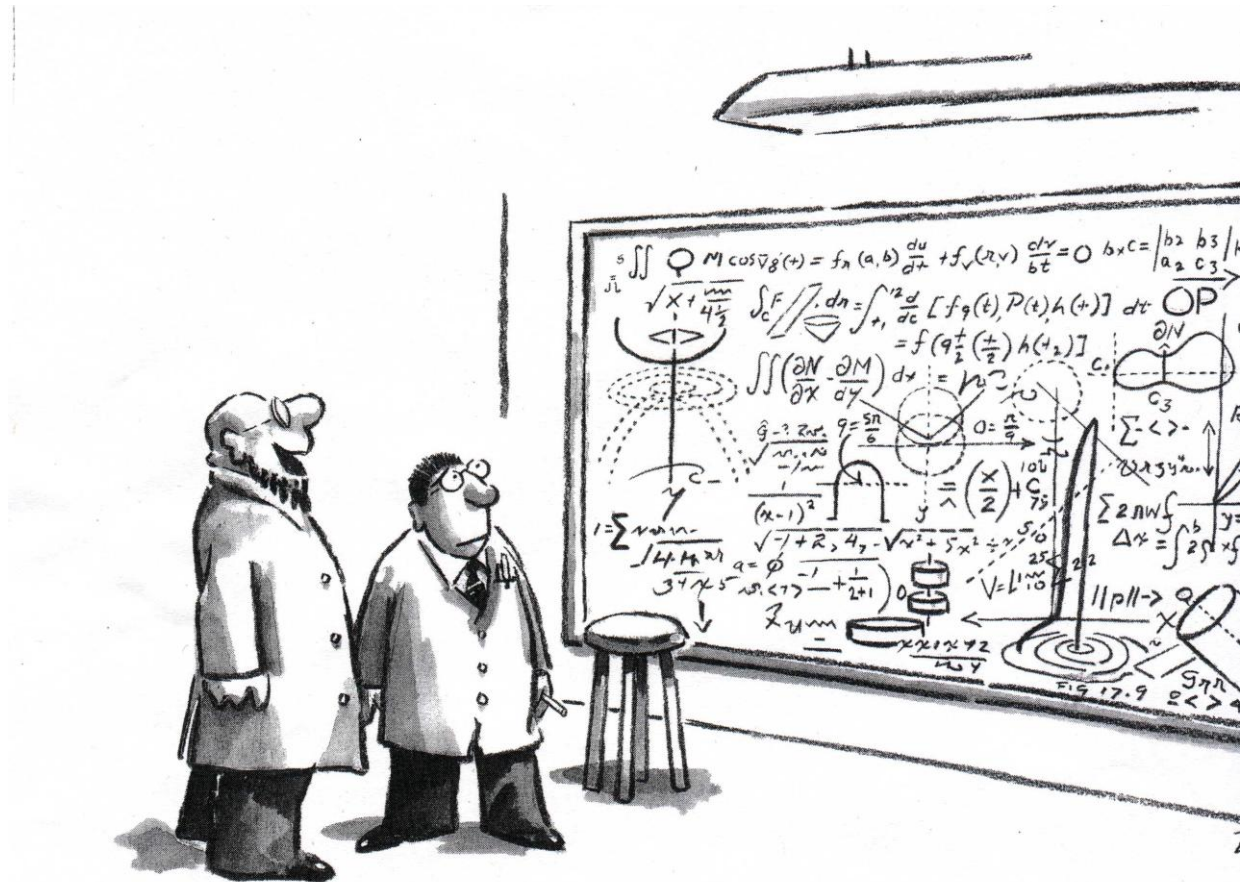
Participation in Lions-Quest helps to:

- Improve school adjustment and performance;
- Increase student knowledge about drug and alcohol use;
- Decrease problem behaviors; and
- Decrease tobacco, alcohol, and drug use.

**Graph: Effects of Lions-Quest on Problem Behaviors at One Year Follow-Up**



## 2. Selecting, Implementing, & Sustaining Evidence Based Programs and Strategies

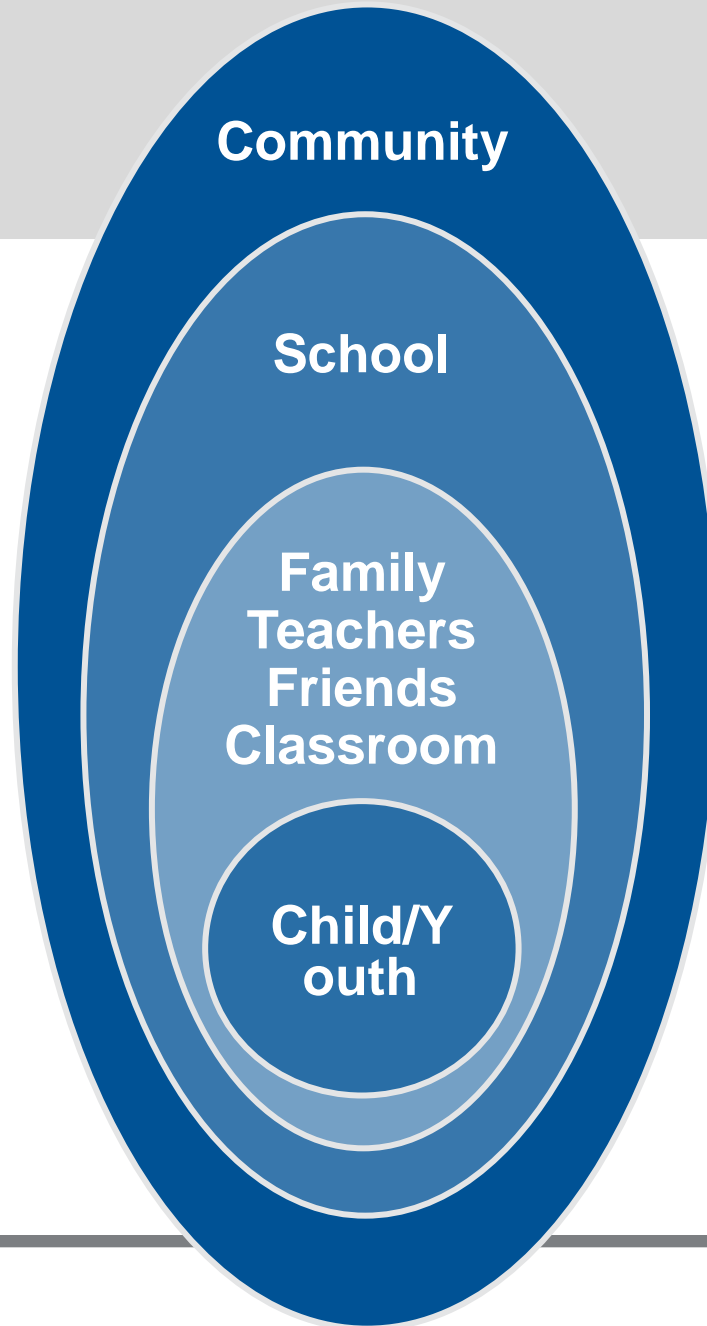


"Hey, no problem!"

# Criteria for Selecting Interventions

- The program must have documented effectiveness and be based on sound theory
- The program can be easily integrated with existing school practices.
- The program must have data that demonstrates effectiveness or ineffectiveness with particular student groups.
- Data must indicate that the program has a positive impact on student achievement.
- Program developers/sponsors must demonstrate that subscribing schools receive sufficient technical assistance.
- Program components must focus on promoting positive solutions to behavioral and emotional problems.

# Where to Intervene?



# Intervention Selection Calculus

**X** intervention works with  
**Y** children and youth  
In **Z** context.

When you do:

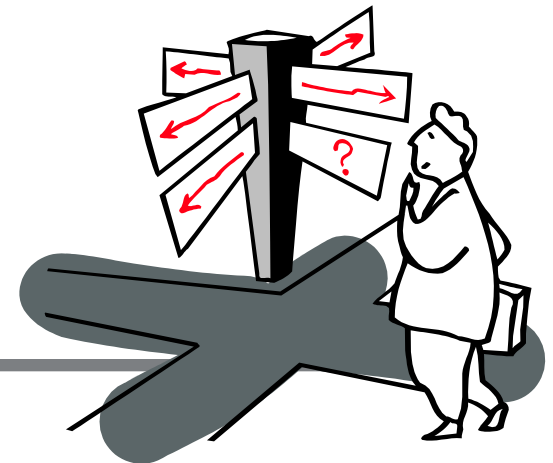
**A, B, & C**

and you don't change

**D & E**

or add

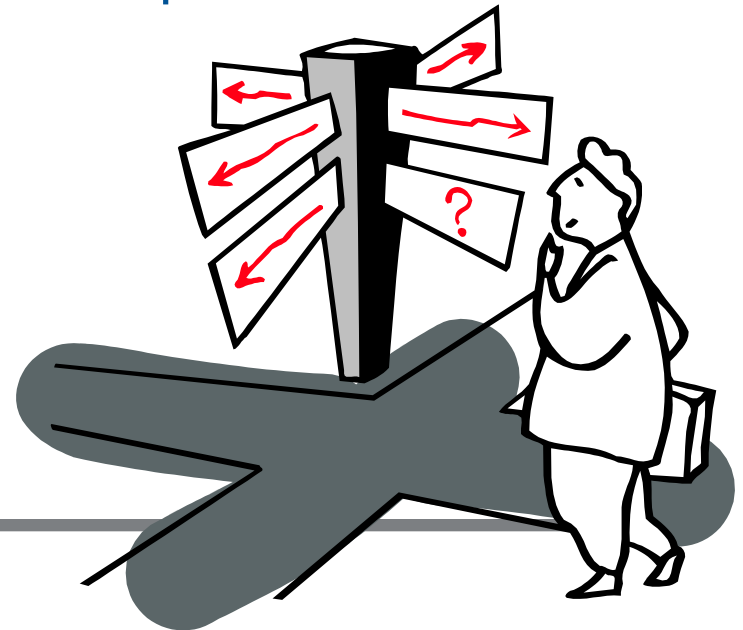
**F & G**





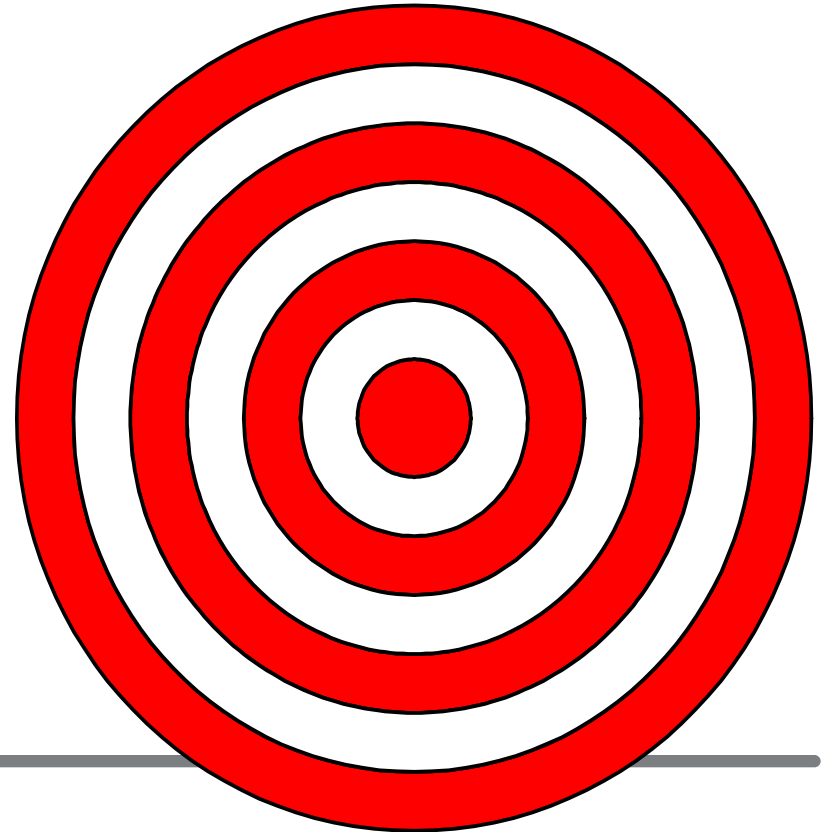
# Compatibility

- Staff Capacity;
- Fit With Other Programs;
- Fit With School/ District Environment;
- Fit With School/District History;
- Fit With School/District Leadership
- Congruence With History;
- Opportunity Cost; and
- Available Coaching



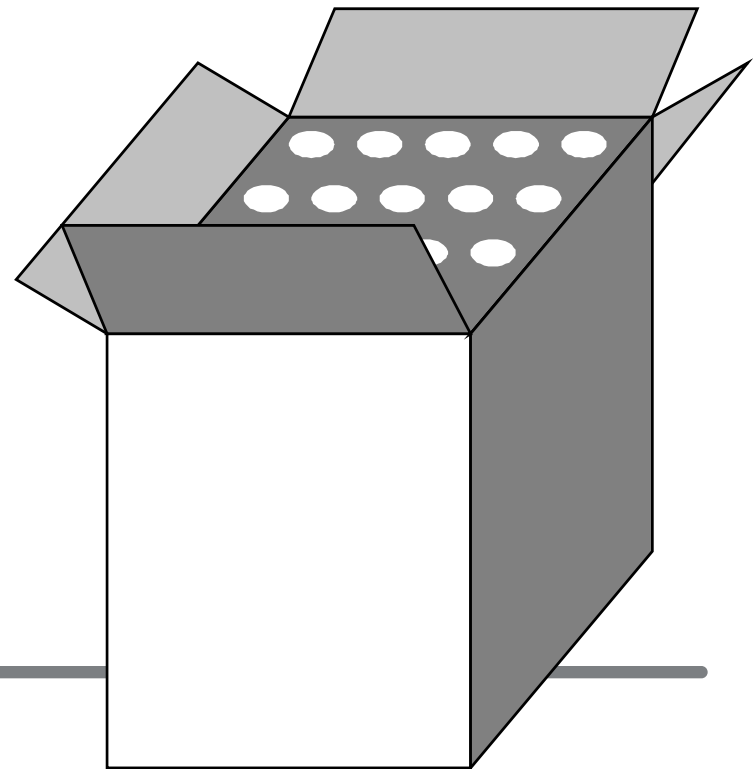
# What is the Target of the Intervention?

- Which Risk Factors
- Which Protective Factors
- Which Assets



# Unpacking the Components of An Intervention

- What is it that really makes the difference?
- Example: can wraparound work without being family and youth driven?



## Variation of Impact: Examples

- Good Behavior Game
  - Look at class as a whole--no impact
  - Look at the most aggressive kids--impact
  - Look at girls—less impact
  - Look at boys—impact
- MST
  - Youth with serious antisocial behavior – yes (4 studies)
  - In psychiatric crisis-no (1 study)



# 10 Principles of Empowerment Evaluation (Wandersman et al., 2005)

- 1 Improvement
- 2 Community Ownership
- 3 Inclusion
- 4 Democratic Participation
- 5 Social Justice
- 6 Community Knowledge
- 7 Evidence-based Strategies
- 8 Capacity Building
- 9 Organizational Learning
- 10 Accountability

# The Getting To Outcomes Process





**"Are you insane?! When I said I smelled an odor, I meant you should change his diaper, not slap one of those deodorizing discs on him!"**

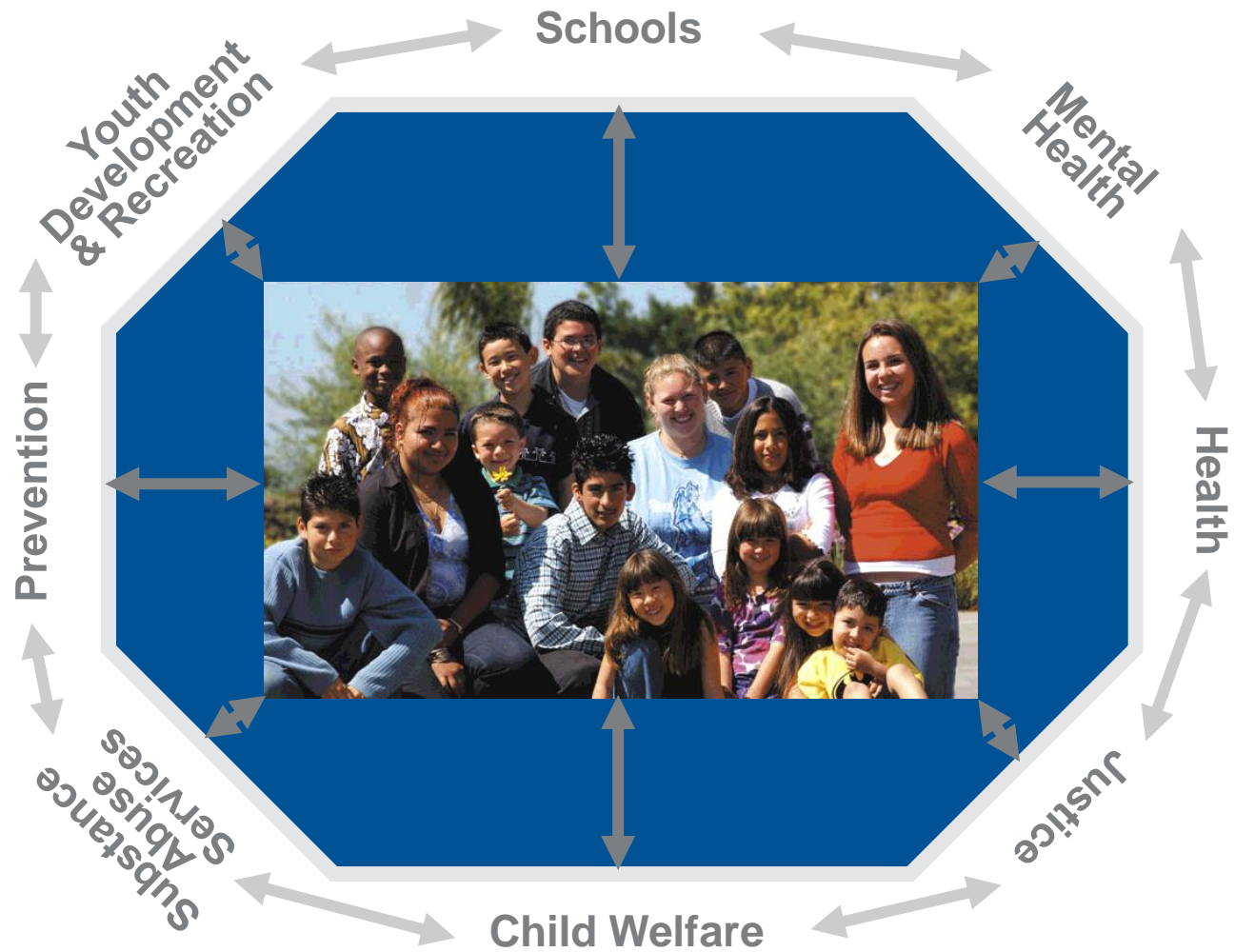


# How Not To Fix It



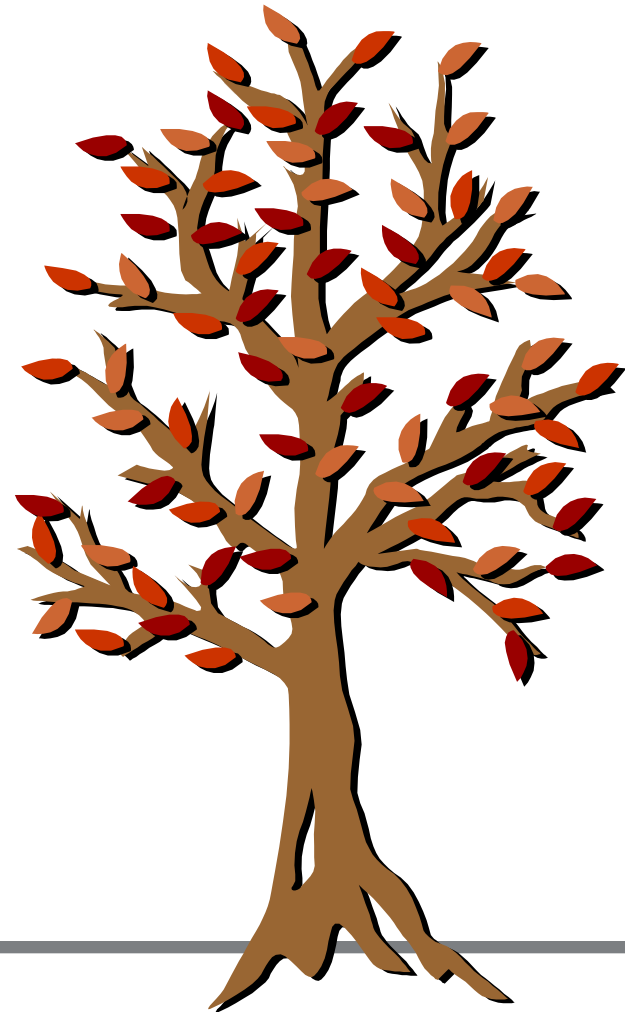
**"After we changed your oil, we noticed that your valve cover gasket was leaking a little and, well, one thing sort of led to another."**

# Collaborative Perceptions and Accountability



# Find and Address the Root Causes

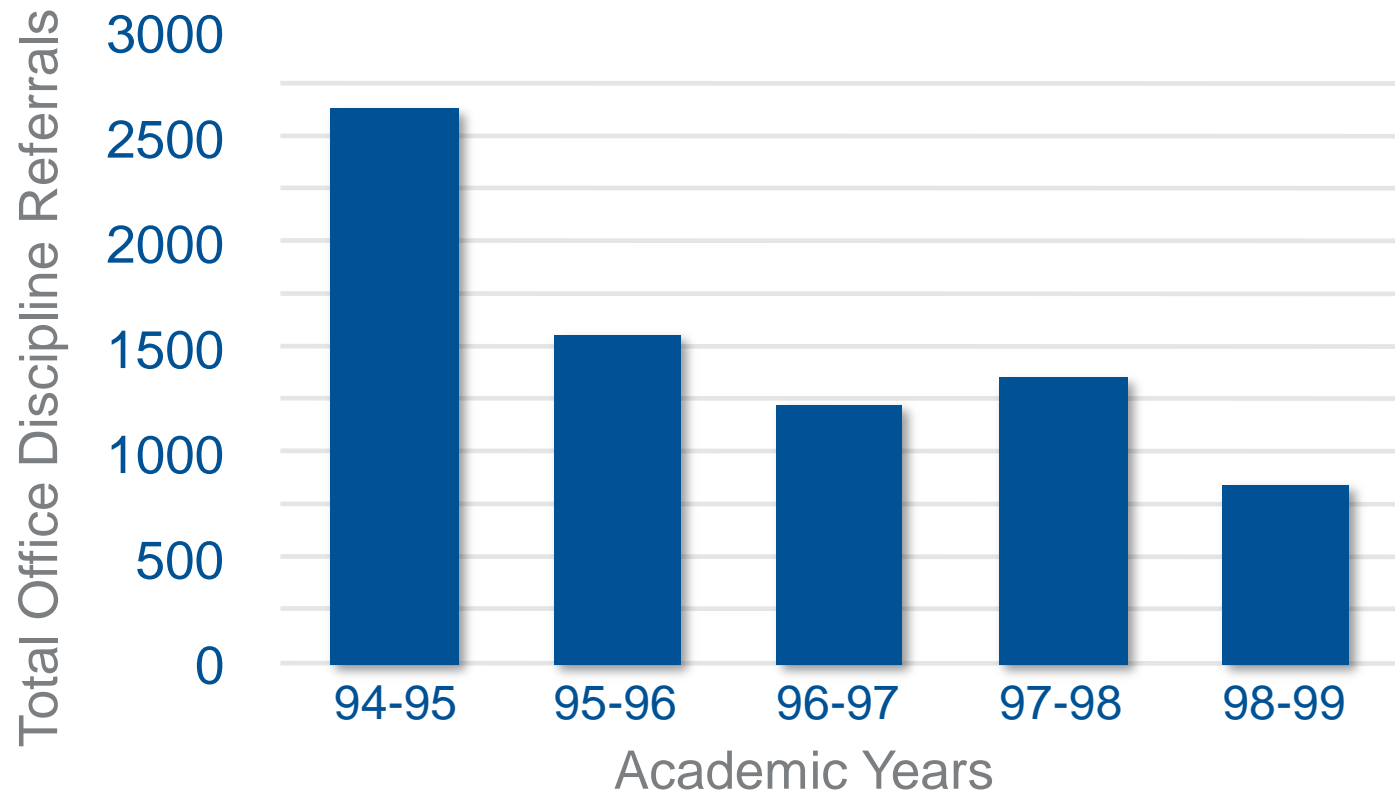
- What's the problem?
- Why is it happening?
- What can be done to prevent it from happening again?



# Conditions for Learning Matrix for Needs Assessment, Asset Mapping, & Planning

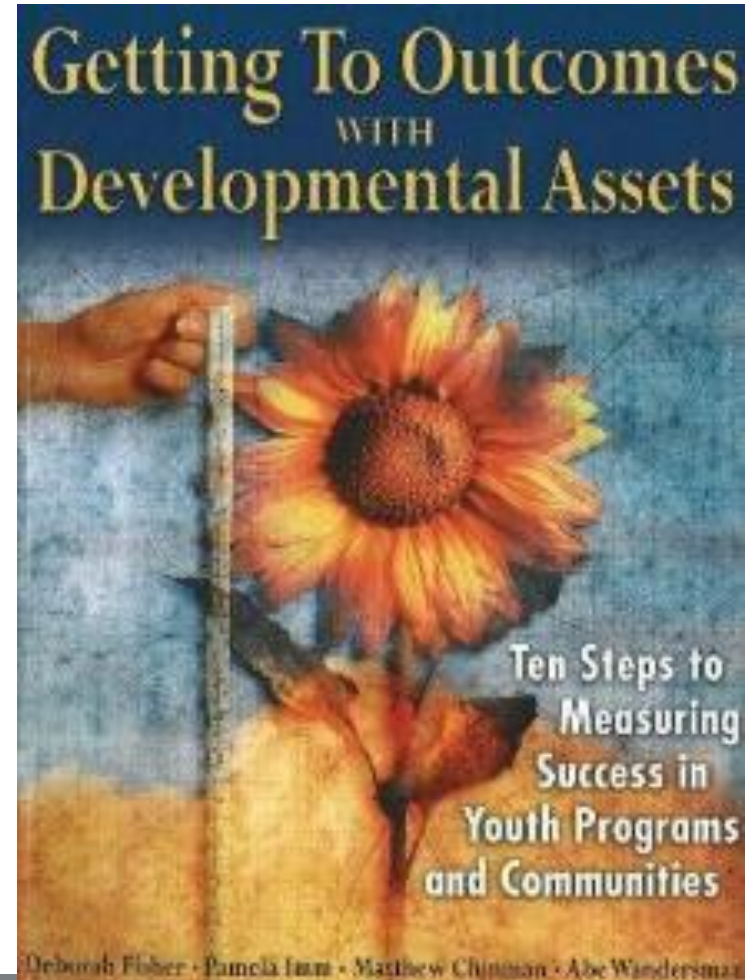
	Safety	Support	Challenge	SEL
All				
Some				
Few				

## Example of Reduction of Office Referrals in a PBIS (EBS) School: Fern Ridge Middle School, Elmira Oregon



# Manual of Text & Tools

- Overviews the A-GTO process
- Concrete examples from real settings
- Worksheets to guide actions





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