



EVALUATING YOUR COMMUNITY SCHOOL

USING DATA TO GUIDE PROGRAM DEVELOPMENT AND
SERVICE DELIVERY

WORKSHOP OVERVIEW

- Needs assessment
- Developing a “Big-Picture Logic Model” or Strategic Plan
- Developing a “Table of Needs and Actions”
- Making data collection and analysis part of organizational culture
- Using data to tell a story, then taking ACTION
- Questions and answers

NEEDS ASSESSMENT

- Define the stakeholder groups
- Determine the questions
- Conduct focus groups and interviews
- Analyze data by looking for themes (needs and strengths)

ACTIVITY

Look at qualitative data:

- * What are the themes?
- * How many times does each theme appear?
- * Give an overview of highest priorities



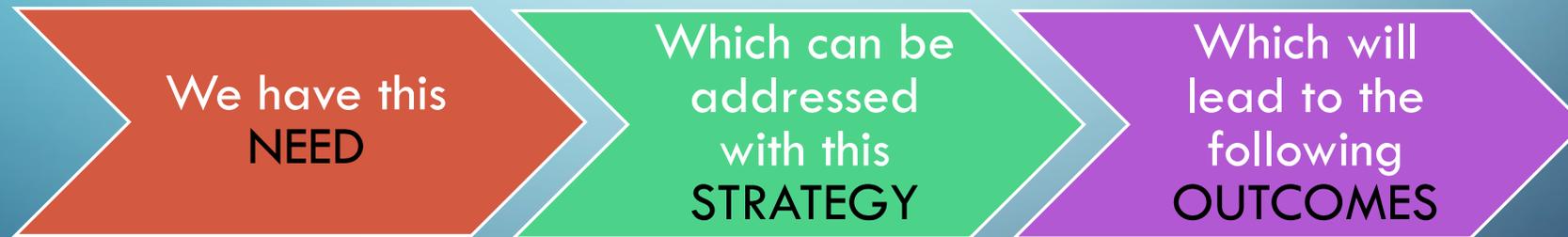
BIG PICTURE LOGIC MODEL

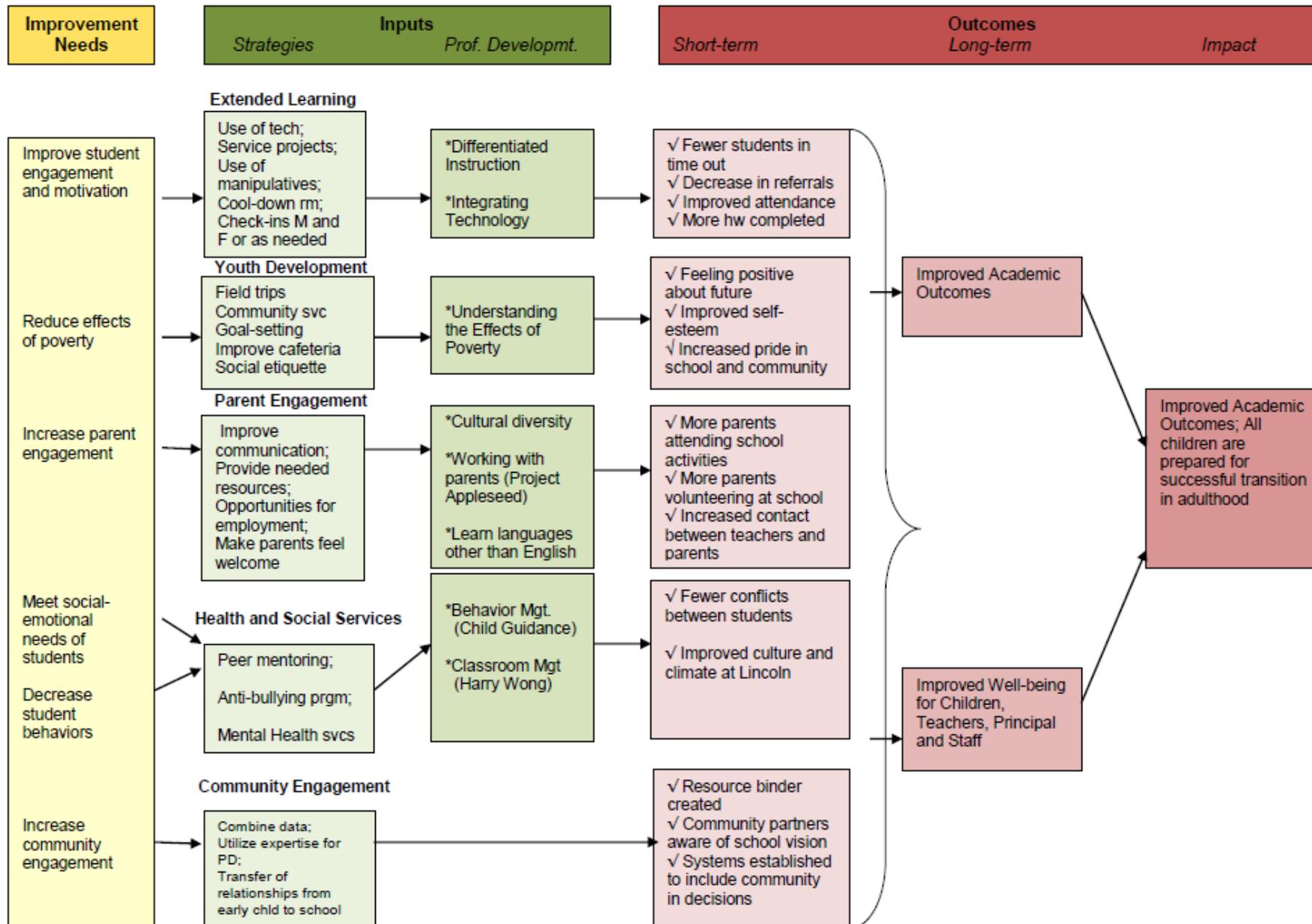
Major priorities/needs:

1. Student engagement
2. Effects of poverty
3. Parent engagement
4. Social-emotional needs of students
5. Student behaviors
6. Community engagement

DEFINE STRATEGIES FOR EACH AREA OF NEED

- Look to research and best practice
- Use the Theory of Action to link needs to strategies to outcomes





CALL A PARTY AND MOBILIZE THE STAKEHOLDERS!!!



You can NOT do this alone!

SO WE HAVE A LOGIC MODEL...NOW WHAT?

Who is going to do **what**?

When?

How will we know if we are successful?



TABLE OF NEEDS AND ACTIONS

Perceived Needs/Problems/Priorities	Recommended Intervention(s)	Person/Partner Responsible	Possible Outcomes	Data Sources
1. Improve student engagement in learning and reduce/prevent behavioral problems	YOUTH DEVELOPMENT and LEADERSHIP; PREVENTION			
	<ul style="list-style-type: none"> ●Use of technology ●Service projects ●Field trips ●Sports ●Book club: Common Core 	Teachers	<ul style="list-style-type: none"> √ Fewer students in time out √ Decrease in referrals √ Improved attendance √ Reduction in “students at risk” √ Improved teacher self-efficacy 	<ul style="list-style-type: none"> ▪ Discipline records ▪ Attendance records ▪ Quarterly Risk Reports ▪ Self-efficacy survey for teachers
	<ul style="list-style-type: none"> ●PBIS-like program ●Peer mediation 	PBIS Team		
	<ul style="list-style-type: none"> ●Peer mentoring ●Gang Prevention 	Boys and Girls Club		
	<ul style="list-style-type: none"> ●Drug Prevention 	BOCES		
	<ul style="list-style-type: none"> ●PD – Differentiated Instruct./Data-Driven Instruction/Common Core Learning Standards ●PD- Paraprofessionals 	Betsy Smith/ Jenn Bashant (CASDA)		
	<ul style="list-style-type: none"> ●PD – Integrating technology 	Kathy Terpening, CASDA		

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2. Reduce the effects of poverty and social exclusion (lack of opportunity structures) from the school's perspective	<ul style="list-style-type: none"> ● Student goal-setting ● Teach social etiquette ● Book club: Understanding the effects of poverty (Teaching with Poverty in Mind, Eric Jensen) ● Book club – Beyond the Bake Sale, Ann Henderson) 	Teachers	<ul style="list-style-type: none"> √ Students feeling more positive about the future √ Improved self-esteem √ Increased pride in school and community 	<ul style="list-style-type: none"> ▪ Self-Efficacy Survey for students ▪ School Culture and Climate Survey (students, teachers and staff, parents)
	<ul style="list-style-type: none"> ● Improve cafeteria 	Principal	√ Improved academic outcomes	<ul style="list-style-type: none"> ▪ Guided reading/math
	<ul style="list-style-type: none"> ● Build and implement a summer school program ● Build and implement an extended day program 	Principal, Community Schl Coord., CASDA, Teaching & Learning Coach		<ul style="list-style-type: none"> ▪ Fountas and Pinelle scores ▪ Interim assessments in ELA/math

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<p>3. Empower parents as partners in their children's education (This is to include both psychological empowerment through new knowledge and awareness, as well as access to material benefits and resources)</p>	<ul style="list-style-type: none"> ●Improve communication between school and home ●Provide opportunities for employment ●Create a welcoming environment for parents ●Adult education and career skills development ●Recruit and maintain parents as members of the School-Based Support Team ●Recruit and maintain parents as members of the School-Based Leadership Team ●Support parents in advocating for their children ●Learn about, understand and breakdown the barriers to good attendance ●PD – Cultural Diversity ●PD – Working Effectively with Parents ●PD – Learn languages other than English 	<p>Community School Coordinator (CSC) and Family Empowerment Facilitator (FEF)</p> <p>Washington Irving</p> <p>Principal</p> <p>Family Empowerment Facilitator</p>	<ul style="list-style-type: none"> √ Increased attendance at school events and conferences √ Increased number of volunteer hours √ Increased number of volunteers trained √ Improved student attendance √ Decreased student tardiness √ Increased enrollment in afterschool program and summer school as time progresses √ Increased self-efficacy of parents √ Improved culture and climate 	<ul style="list-style-type: none"> ▪ Attendance logs ▪ Volunteer log ▪ Attendance records ▪ Self-Efficacy Survey ▪ Culture and Climate Survey

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4. Meet the Social-Emotional Needs of Students	SOCIAL SERVICES <ul style="list-style-type: none"> ●Mental health counseling ●Early mental health screenings ●Behavior management training for teachers/staff and parents ●Referrals to outside agencies ●Advocacy ●Assessment and diagnosis ●Mental health awareness for school staff, parents and students 	NE Parent and Child (Mental Health Partner)	<ul style="list-style-type: none"> √ Fewer conflicts between students √ Decreased student behaviors √ Improved culture and climate √ Improved academic outcomes √ Improved attendance √ Increased access to mental health services (less wait time) 	<ul style="list-style-type: none"> ▪ Time out slips ▪ Referrals ▪ Culture and Climate Survey ▪ Guided reading/math levels ▪ Fountas and Pinelle scores ▪ Interim assessments in ELA/math ▪ Attendance records ▪ Wait time data from NE Parent and Child

TABLE OF NEEDS AND ACTIONS

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5. Meet the Health Needs of Students	<p>HEALTH SERVICES</p> <ul style="list-style-type: none"> ● preventive health and dental services ● Build trusting partnerships and relationships with parents/caregivers ● Provide education to families about the Affordable Care Act 	Ellis Medicine School-Based Clinic	<ul style="list-style-type: none"> √ Improved academic outcomes √ Improved attendance √ Increased access to health services (upon implementation of health clinic – date TBD) 	<ul style="list-style-type: none"> ▪ Guided reading/math levels ▪ Fountas and Pinelle scores ▪ Interim assessments in ELA/math ▪ Attendance records ▪ Ellis records on services provided

TABLE OF NEEDS AND ACTIONS

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6. Foster community engagement through reciprocity and genuine partnerships where both the school and the community benefit	<ul style="list-style-type: none"> ●Combine data ●Utilize expertise for PD ●Transfer relationships from early childhood to school ●Offer specific skill sets to parents and students ●Continuing education ●Offer resources, both material and time ●Provide both learning and career opportunities ●SBLT meetings to include community partners 	Ellis Hospital; NE Parent and Child; CASDA; Washington Irving; BOCES; Local businesses; Schenectady Foundation; Schenectady County Community College; Churches; Bigelow Corners	<ul style="list-style-type: none"> √ Resource binder created √ Community partners aware of school vision and mission √ Systems developed to include community in decisions √ Communication and collaboration between partners √ Development of a Roles and Responsibilities chart 	6. Foster community engagement through reciprocity and genuine partnerships where both the school and the community benefit

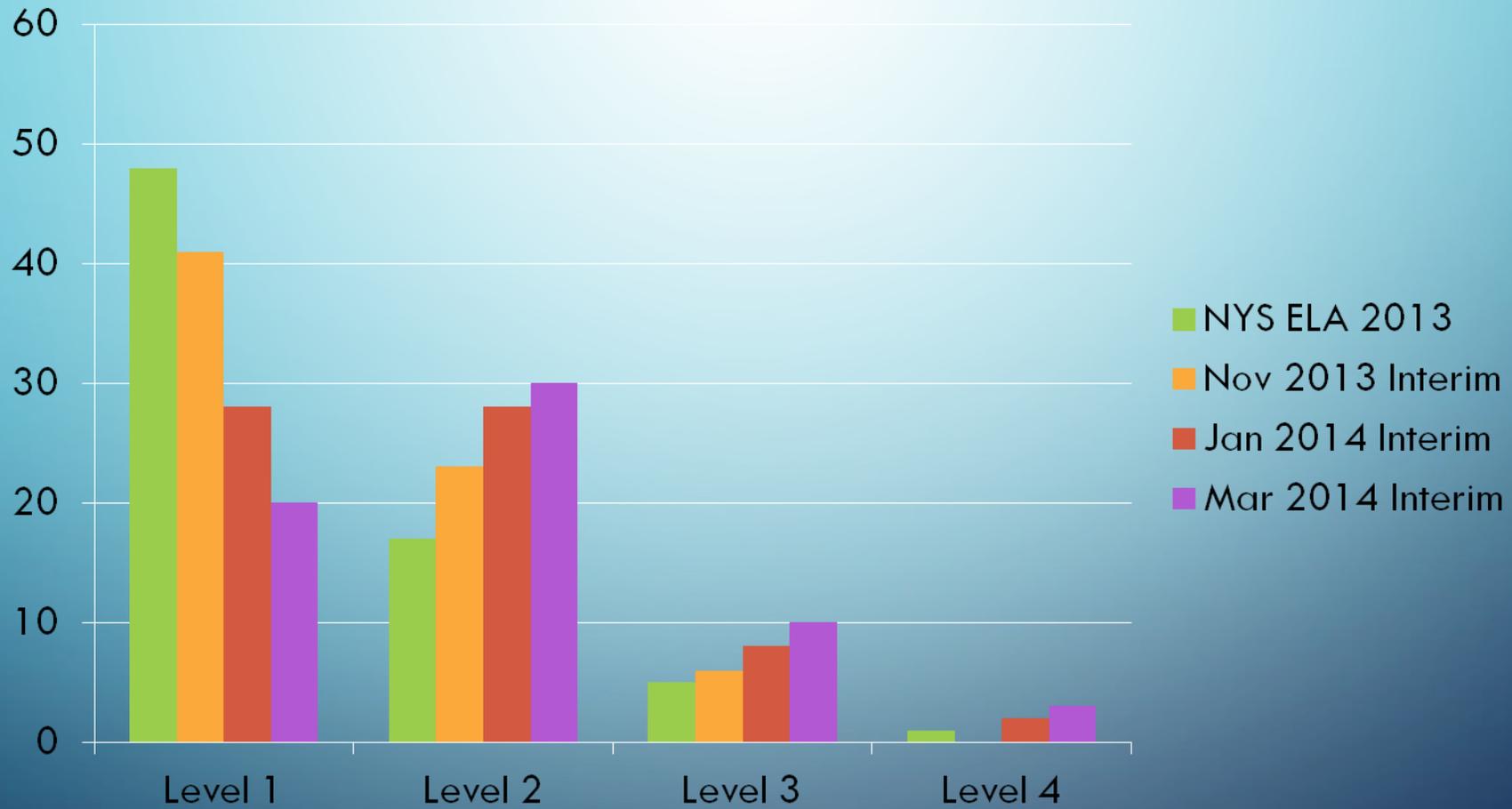
“THIS IS HOW WE DO BUSINESS”

- What are the ways you currently incorporate data into your school’s culture?
- What are the possibilities?

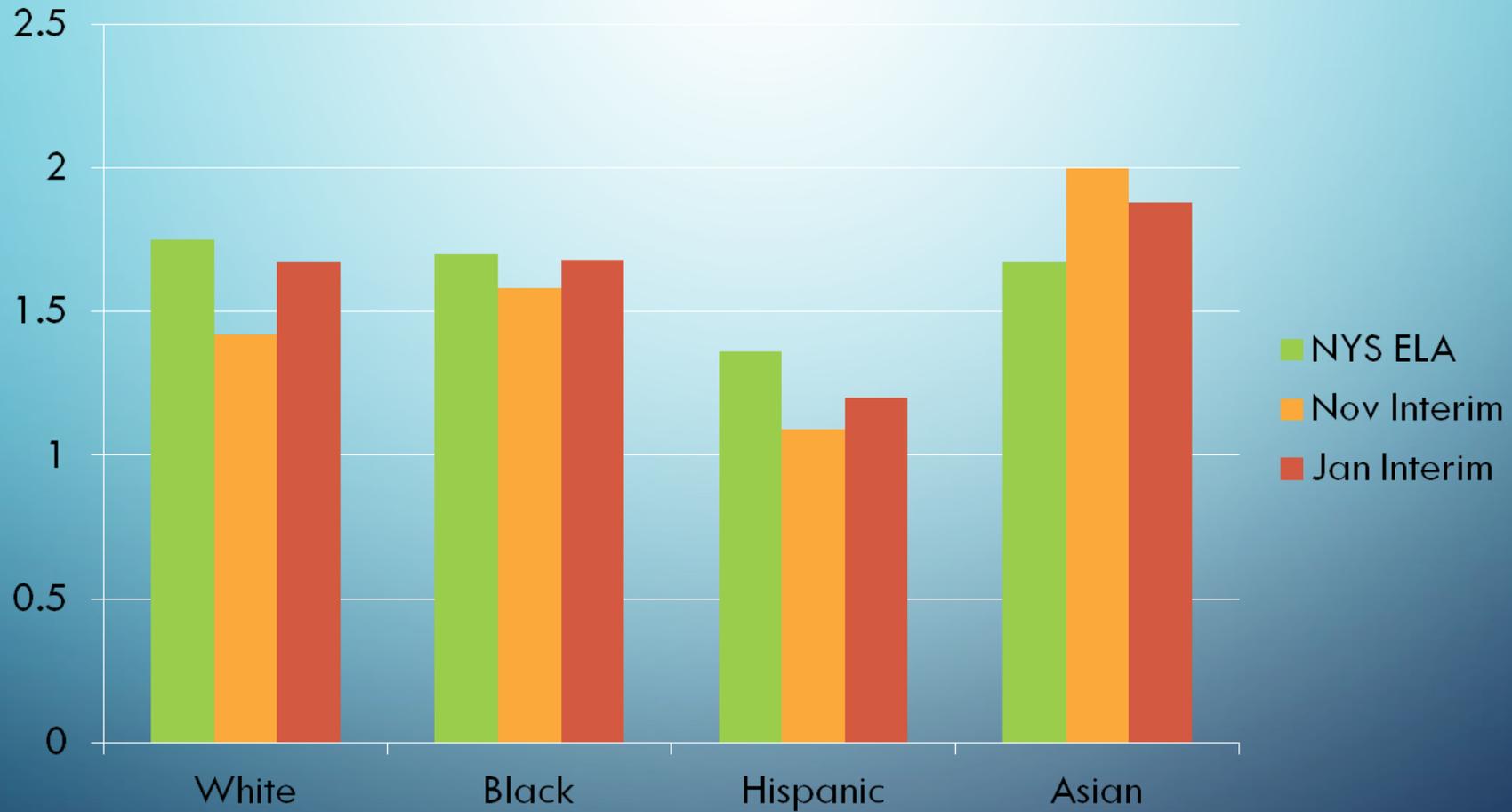
TELL A STORY WITH THE DATA...THEN TAKE ACTION

- Look at sub-populations (ethnicity, grade, teacher, SPED, ELL)
- Look at progress, not just proficiency
- Are we delivering the right services to the right kids?

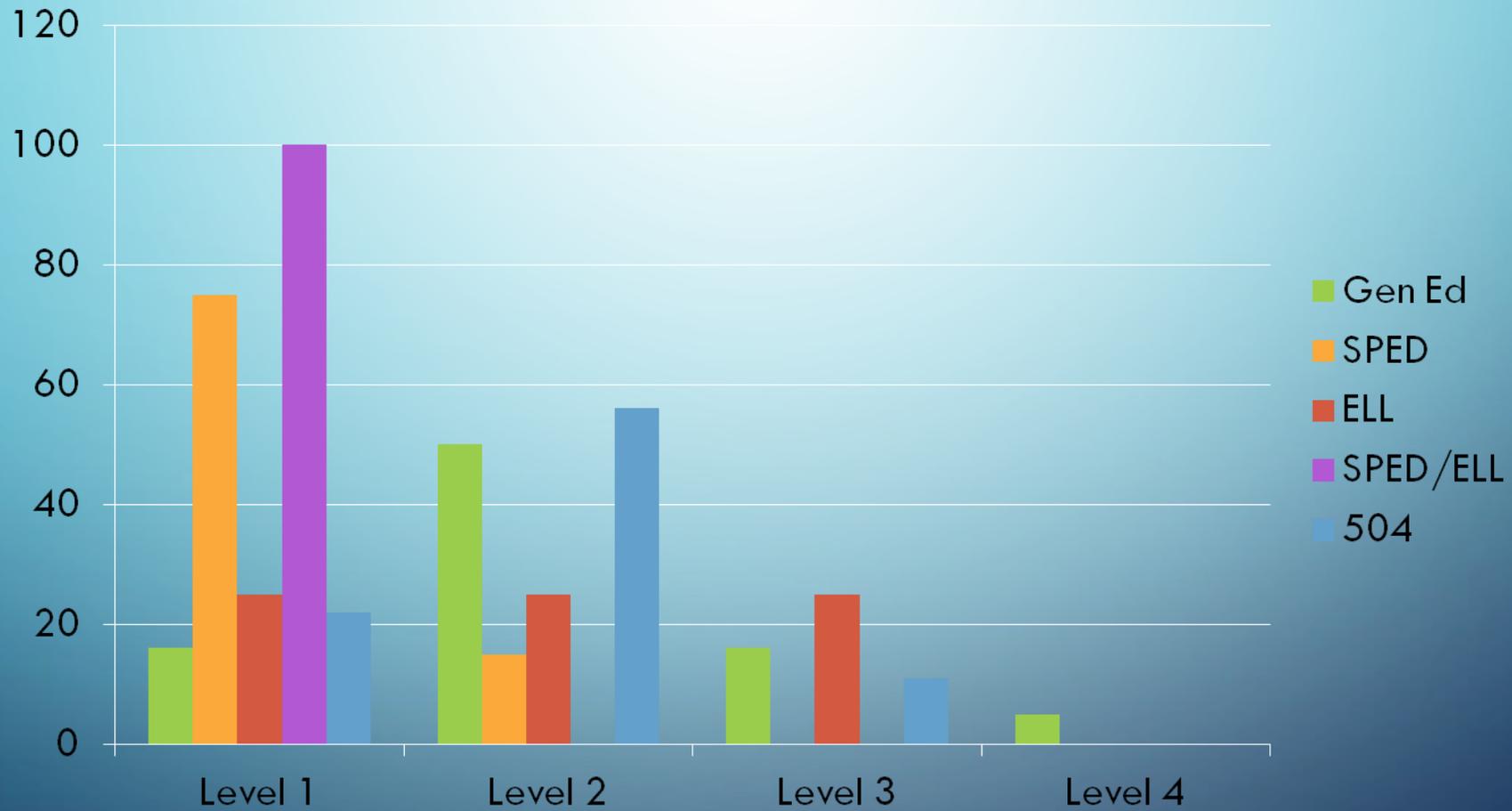
ELA COMPARISON OF SCORES FOR GRADE 5



AVERAGE SCORES BY ETHNICITY (GR. 4)



JAN 2014 INTERIM SCORES BY GROUP



HAVE WE BEEN SUCCESSFUL? IF NOT, WHAT CAN WE DO DIFFERENTLY?





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