

# Project Prevent: GPRA Measures and More!

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- **P2 Grantee Meeting, Chicago October 2016**
- **Online Learning Events**
  - P2 GPRA webinar
  - Topics of interest cross-grantee
- **Grantee Forums: 2<sup>nd</sup> Wed of month from 3:00-4:30 pm ET**
  - Feb 8                Using Data to Inform Practice and Decision-Making
  - March 8            Grantees to determine topic
  - April TBD          Using Data to Inform Practice and Decision-Making
  - May 10             Grantees to determine topic
  - Sept 13             Grantees to determine





# **WELCOME!**

**Nicole White, OSHS, U.S. Department of Education (ED)**

# Agenda



1 Data Collection Review

2 Data Reporting

3 Using Data

4 Focus on Engagement

5 School Climate Improvement Resource Package (SCIRP)

6 Wrap-up

# Polling Question #1



■ What is your main role in the Project Prevent grant?

- ☐ Project Director
- ☐ Project Manager/Coordinator
- ☐ Evaluation Team Member
- ☐ Other (please type in the chatbox)

## Polling Question #2



- Did you participate in the initial P2 GPRA webinar in January 2015, or view it afterwards on the TA Gateway?
  
- ☐ Yes
  
- ☐ No
  
- ☐ Don't know



# **Data Reporting:**

# **PROJECT PREVENT**

# **PERFORMANCE MEASURES**

# DATA COLLECTION REVIEW: The 3 Project Prevent (P2) Performance Measures



**Grantees must provide data related to the following project performance measures at baseline and each follow up year to determine:**

1. Annual decrease in violent, aggressive, and disruptive behavior in schools served by the grant;
2. Annual increase in the number of students in schools served by the grant receiving school-based and community mental health services to address students needs resulting from exposure to violence; and
3. Annual increase in the school engagement\* of students in the schools served by the grant.

**\*School engagement means participation in school-related activities and the quality of school relationships, which may include relationships between and among administrators, teachers, parents, and students.**





## Reminders

- Be sure to measure each GPRA in the same way each year so measurement is consistent across time.
- If you add, drop, or change *participating* schools between reporting years, add details to your *Annual Performance Report (APR)*, in:
  - The *Explanation of Progress* section of your *Project Status Chart* for each GPRA submission page, and
  - The *Executive Summary* section of your APR.



### Annual decrease in violent, aggressive, and disruptive (VAD) behavior in schools served by the grant

- **Annual Report of:** Number (count) of such incidents (behaviors) occurring in participating schools in each year of grant
- **Data Source:** School-based incident records
- **Measurement:** Simple additive measure of number of *referrals to school personnel or law enforcement* for violent behaviors + aggressive behaviors + disruptive behaviors
- **Definitions and Examples of VAD Incidents:** See 1/23/15 webinar and Q&A document on TA Gateway (*GPRA Measures and Baseline Data Collection*), at [[LINK](#)].



### How to get to an accurate GPRA measure #1

- Include **all three types of incidents** (violent + aggressive + disruptive), defined as per OSHS guidance in 1/23/15 webinar and Q&A document on TA Gateway.
- Do not count number of students; **count number of incidents.**
- Do not count the number of disciplinary actions (e.g., expulsions, suspensions); **count number of incidents.**
- **Double check your GPRA:** GPRA submitted **should be one total number for all participating schools combined.** If your notes include sub-totals per school or incident type that are of interest internally, be sure the total GPRA number submitted sums correctly.





**If you have a question, please type it in the chat pod or share it verbally.**

# Performance Measure #2

## REVIEW of OSHS GUIDANCE



**Annual increase in the number of students in schools served by the grant receiving school-based (SMH) and community mental health (CMH) services to address students' needs resulting from exposure to violence**

**Annual Report of:** Number (count) of students in participating schools receiving such services

**Data Sources:** School mental health records and referrals to community mental health services

**Measurement:** Simple additive measure of the number of students receiving SMH services + the number referred to (*and who received services from*) CMH services to address needs resulting from exposure to violence

**Definitions:** See 1/23/15 webinar and Q&A document on TA Gateway (*GPRA Measures and Baseline Data Collection*), at [[LINK](#)].



### How to get to an accurate GPRA measure #2

- Include the **number of students** who received SMH and CMH services **for exposure to violence**.
- How is “exposure to violence” defined? The definition should be based on categories from OJJDP’s National Survey of Children’s Exposure to Violence (NatSCEV) survey. See details and link in 1/23/15 webinar and Q&A document on TA Gateway.
- **If your CMH provider will not provide the number of students seen, you can report the number referred and make a note in the “notes” section of your submission.**
- **Double check your GPRA:** GPRA submitted should be one total number for all participating schools combined. If your notes include sub-totals per school or SMH vs CMH, be sure the total measure submitted sums correctly.





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## Annual increase in the school engagement\* of students served by the grant

\*School engagement means participation in school-related activities and the quality of school relationships, which may include relationships between and among administrators, teachers, parents, and students.

**Annual Report of:** Results of survey data analysis that measures school engagement and students' participation in extracurricular activities

**Data Source:** Survey data from students in participating schools, as well as *optional* survey data from school administrators, teachers, and/or students' parents

**Measurement:** A single Engagement score for all participating schools combined.

**Definitions:** "Participation in school-related activities" is defined as participation in extracurricular activities. For further detail, see 1/23/15 webinar and Q&A document on TA Gateway (*GPRA Measures and Baseline Data Collection*) at [[LINK](#)].





### How to get to an accurate GPRA measure #3

- The GPRA submitted should be **one total number for all participating schools combined** (i.e., for your district).
- If your notes include sub-scores of Engagement per school or sub-scales of Engagement, be sure the GPRA submitted is **one score for the entire Engagement domain for all participating schools combined**.
- For each year of the grant, the same survey items should be included in the Engagement score, administered to the same respondent group(s) (students, instructional staff, non-instructional staff, and/or parents).



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# **Beyond GPRA Reporting:**

## **USING DATA TO INFORM PRACTICE AND DECISION MAKING**



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## Making your data work for you!

- **Comparing data across schools within a single year:** How do the data look for *each school* when comparing them to each other?
  - When comparing counts, be careful to take into account the size of each school (e.g., VAD incidents or students seen by MH as a percentage of all students in the school).
- **Comparing data across time:** How do the data *for the district* look when compared from year to year? Are the data moving in the desired direction?
- **Comparing across schools across time:** How do the data look for *each school* from year to year? Which schools are not moving in the desired direction or are moving more slowly than the others?
- **Comparing Engagement scores:** Besides the comparisons above, compare each school's score to the score for the district: How do the data for each *participating* school compare with the district's data for Engagement?



## For those schools facing challenges:

- What unique challenges is each facing, and what specific supports are needed?
- What do stakeholders within the school community need to become more engaged in providing supports to students?
- Which interventions are being implemented with fidelity?
- What school's data suggest different interventions are needed or that interventions are working?

**Participating vs Non-Participating Schools:** If you are doing a comparison study with non-participating schools (without interventions), how do they compare with those schools that are participating (implementing interventions)?

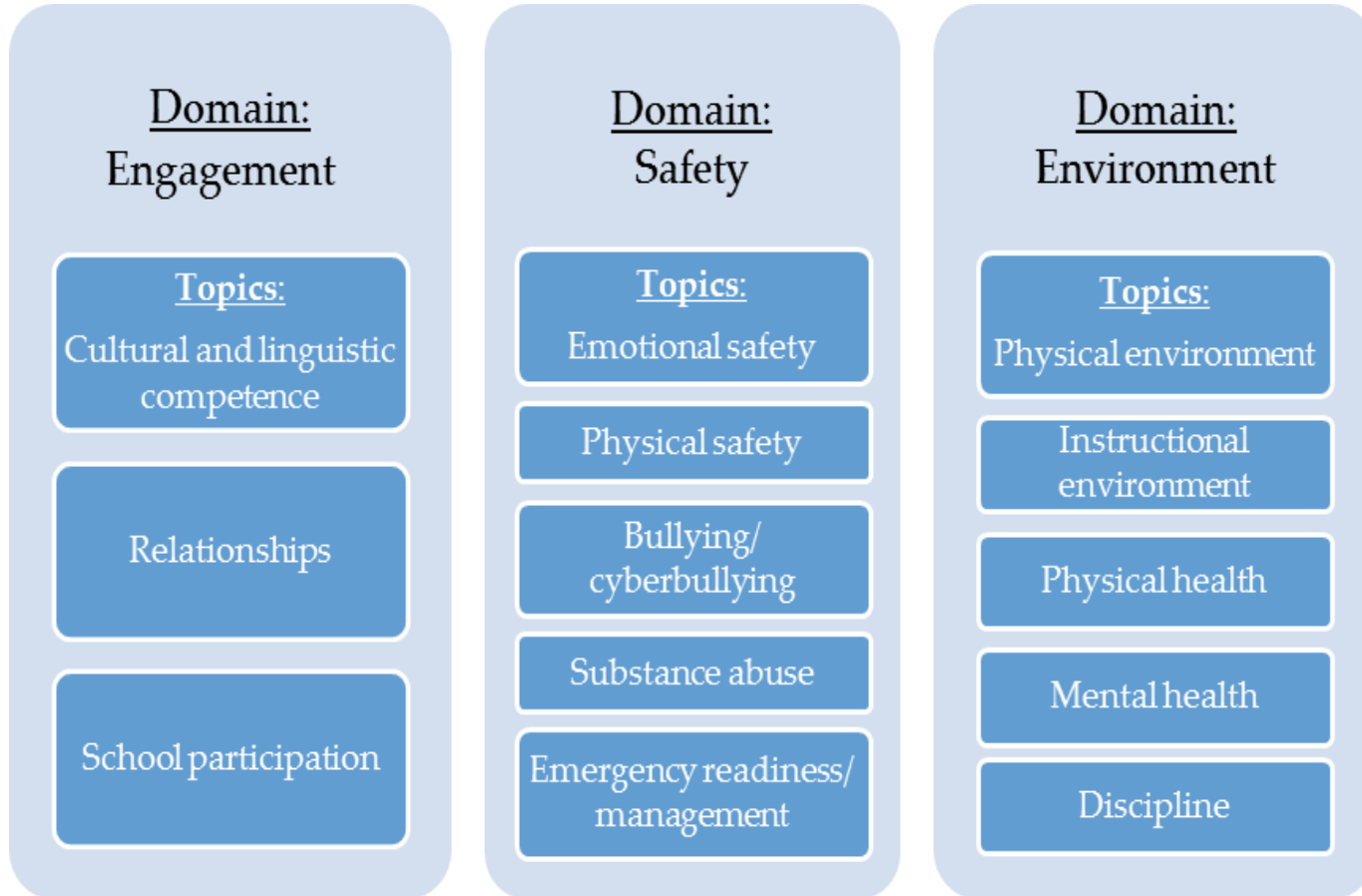


# **Focus on Engagement:**

# **INTERPRETING AND USING ENGAGEMENT DATA**

# USING DATA: Model of School Climate

## (Example from ED School Climate Surveys (EDSCLS))





## REPORTING ENGAGEMENT DATA

Report one number for the Engagement domain (scale score or mean) for all participating schools combined.

## USING ENGAGEMENT DATA

**Engagement topic areas (components or sub-scales)** are often more actionable than the larger Engagement domain; e.g., the EDSCLS Engagement topic areas are:

- Cultural and Linguistic Competence (CLC)
- Relationships
- Participation

Users can **dig deeper** into the data for these topic areas and their composite items to see where needs are greatest and to target resources.



# Interpreting and Using ENGAGEMENT and Its Topic Areas : COMPARISONS



*Besides the comparisons already discussed, Engagement and topic area scores can be compared:*

**Across student characteristics**; e.g., students'

- Gender
- Race/Ethnicity
- Grade

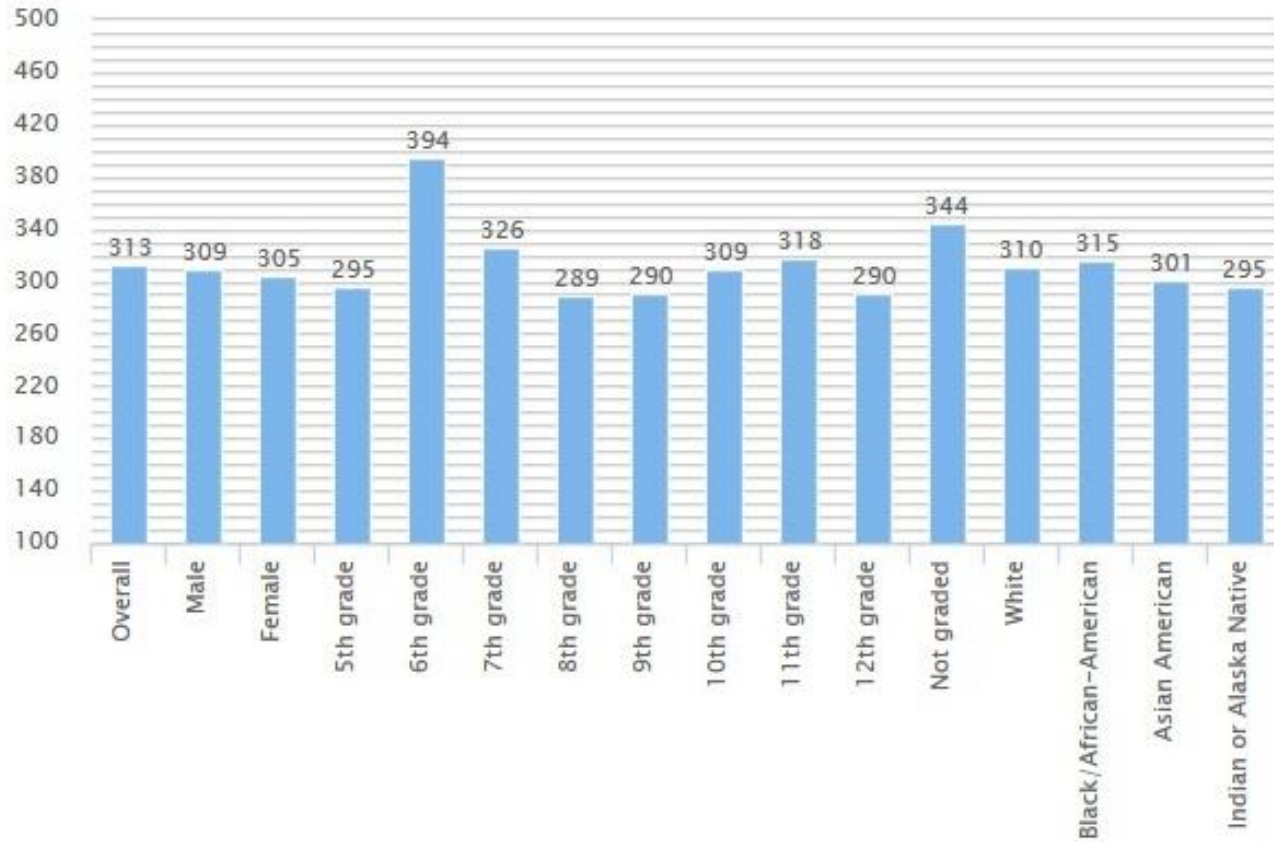
**Within a district or school**, compare scores across categories of student characteristics (e.g., boys vs girls) within the district or a school.

**Across schools and to District**, compare scores across categories of student characteristics (e.g., boys in school A vs. boys in school B) or (boys in school A vs. boys in district).

**Across time**, compare scores across categories from year to year (e.g., girls in year 1 vs girls in year 2) in the district or in a school.



# Reporting Scale Score for Engagement or a Topic Area: Overall and Disaggregated (EDSCLS example)



## Polling Question #3



**(PDs or their representatives only) Have you or anyone on your team worked with your participating schools to compare their building-level data across time, for **GPRA #1: Number of VAD incidents?****

- ☐ **Yes, worked with all participating schools**
- ☐ **Yes, worked with some, but not all schools**
- ☐ **No, haven't worked with any participating schools**
- ☐ **Don't know**

## Polling Question #4



(PDs or their representatives only) Have you or anyone on your team worked with your participating schools to compare their building-level data across time, for **GPRA #2: Number of students seen by mental health services for needs due to exposure to violence?**

- ☐ Yes, worked with all participating schools
- ☐ Yes, worked with some, but not all schools
- ☐ No, haven't worked with any participating schools
- ☐ Don't know



## Polling Question #5



**(PDs or their representatives only) Have you or anyone on your team worked with your participating schools to compare their building-level data across time, for **GPRA #3: Student Engagement or any of its topic areas or sub-scales?****

- ☐ **Yes, worked with all participating schools**
- ☐ **Yes, worked with some, but not all schools**
- ☐ **No, haven't worked with any participating schools**
- ☐ **Don't know**



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# **New Resource:**

# **SCHOOL CLIMATE IMPROVEMENT RESOURCE PACKAGE**

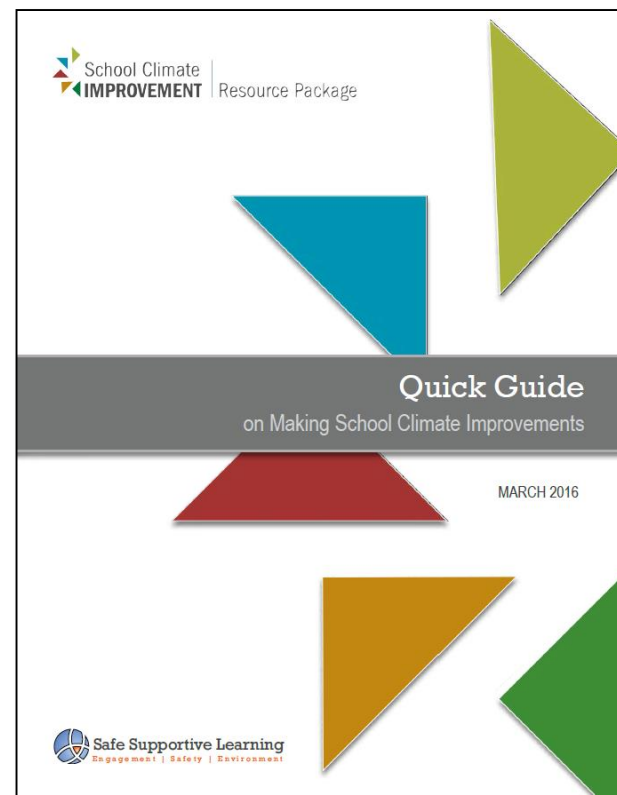


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# School Climate Improvement Resource Package (SCIRP)



- NCSSLE has developed a **suite of resources** to help educators analyze and understand local school climate survey data.
- Useful for EDSCLS users *as well as* non-EDSCLS users.
- The SCIRP includes **practical advice and information** to support the implementation and sustainability of local school climate improvement efforts.
- The first installment of these resources is the Quick Guide on Making School Climate Improvements.





# SCIRP Components (for EDSCLS and non-EDSCLS users)



- **SCIRP Customization Tool:** 5 short questions that take you to the part of the SCIRP you are interested in.
- **Reference Manual,** expands on the Quick Guide, includes information and resources on: Planning, Engaging Stakeholders, Collecting and Reporting Data, Choosing and Implementing Interventions, Monitoring and Evaluating School Climate Improvement Efforts
- **Data Tools:** Data Analysis worksheet, Data Interpretation Guide, and a Discussion Guide for each topic area in the model of School Climate
- **Action Guides** for various stakeholders
- Short- and Long-term **Strategies** for improving climate
- **Online Interactive Modules**

**SCIRP can be found on the NCSSLE website at:**  
<https://safesupportivelearning.ed.gov/scirp/about>



## UPDATE!

- ED and AIR are working to release the next updated platform. All grantees using the EDSCLS will be notified as soon as it is released.
- The operating system (OS) in the current platform is no longer supported. ED and AIR are working to update the OS and will release the new platform as soon as possible.
- Our best estimate of a release date for the new platform is February or March.
- ED and AIR are preparing an email to be sent to EDSCLS users with more detailed information about using the current platform on the website and about updates to the new platform.

# What's Next?



- **Upcoming forums for Project Prevent grantees this spring, digging deeper into interpreting and using data, focusing on parts of the SCIRP.**
- **A link to a recording to today's webinar as well as a full list of Questions & Answers will be available on the Project Prevent Grantee Gateway.**
- **To access the Gateway, follow these instructions:**
  1. Navigate to this URL: <https://p2grantees.groupsie.com/join>.
  2. Create your profile.
  3. The recording, slides and Q&A will be located in the P2 Subgroup "File Cabinet."
  4. For a tour of Groupsie, the Gateway platform, go to: <https://vimeo.com/1678428>.

# Questions?



**If you have a question, please type it in the chat pod or share it verbally.**

# Thank You for participating today!



## QUESTIONS?

- For questions about **your grant and/or data collection and reporting**, please contact: Nicole White ([Nicole.White@ed.gov](mailto:Nicole.White@ed.gov) )
- For questions about **interventions, implementation, and technical assistance**, contact Jeanne Poduska ([Jpoduska@air.org](mailto:Jpoduska@air.org)) or your TA Specialist.
- For questions about **GPRA data collection and reporting, or using the SCIRP**, contact Sally Ruddy ([Sruddy@air.org](mailto:Sruddy@air.org)) or Pia Peltola ([Ppeltola@air.org](mailto:Ppeltola@air.org)).
- For questions about **downloading and using the EDSCLS**, contact the Help Desk at [edscls@air.org](mailto:edscls@air.org) or call (866) 730-6735.



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