LINKING SCHOOL CLIMATE DATA TO ACADEMIC OUTCOMES

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American Institutes for Research

Roger Weissberg
University of Illinois, Chicago and CASEL
Overview

- Why is it Important to Link Climate and Academic Data
- Who Needs to Know What and Why
- How to Communicate Data
- Modes for Presenting Data for Analysis and Use
- How Can Survey Data Be Connected to Interventions
- How Can Survey Data Be Connected to Academic Data
Why is it Important to Link Climate and Academic Data

- Enhancing students’ connection to school, commitment to achieve, and social, emotional, and civic competencies should improve both academic performance and positive development (Greenberg et al., 2003; McNeeley, Nonnemaker, & Blum, 2002; Osher et al., 2008; Zins et al., 2004).

- Some students experience barriers to learning (social, economic, health) that even the best instruction cannot overcome (Adelman & Taylor, 2000; Osher, Dwyer, & Jackson, 2004).
What Gets Measured is What Gets Done
Logic Model for Safe and Successful Schools

Strategic and Evidence-Based Learning Supports and Effective Opportunities To Learn

Safe, Caring, Cooperative, Well-Managed, and Engaging Learning Environments

Effective Instructional, Behavioral, and Emotional Supports

Greater Attachment, Engagement, and Commitment to School

Teach SEL Competencies

• Self-awareness
• Social awareness
• Self-management
• Relationship skills
• Responsible decision making

Less Risky Behavior, More Assets, and Positive Development

Better Academic Performance and Success in School and Life
The Importance of the Conditions for Learning

<table>
<thead>
<tr>
<th>Safety</th>
<th>Support, Care, &amp; Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Physically safe</td>
<td>• Meaningful connection to adults</td>
</tr>
<tr>
<td>• Emotionally safe</td>
<td>• Experience of Care &amp; Respect</td>
</tr>
<tr>
<td>• Treated fairly and equitably</td>
<td>• Strong bonds to school</td>
</tr>
<tr>
<td>• Avoid risky behaviors</td>
<td>• Positive peer relationships</td>
</tr>
<tr>
<td>• School is safe and orderly</td>
<td>• Effective and available support</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Challenge &amp; Engagement</th>
<th>Social Emotional Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>• High expectations</td>
<td>• Emotional intelligence</td>
</tr>
<tr>
<td>• School is connected to life goals</td>
<td>• Self Regulation</td>
</tr>
<tr>
<td>• Strong personal motivation</td>
<td>• Culturally competence</td>
</tr>
<tr>
<td>• Academic Engagement</td>
<td>• Responsible and persistent</td>
</tr>
<tr>
<td>• Rigorous academic opportunities</td>
<td>• Cooperative team players</td>
</tr>
<tr>
<td></td>
<td>• Contribute to school community</td>
</tr>
</tbody>
</table>

Osher et al., 2008
Who Needs to Know What and Why
Functions

- Persuasion and Motivation
- Transparency
- Performance Management
- Surveillance
- Accountability
- Continuous Quality Improvement
- Guide Action
- Collaboration
Different People May Need Different Information At Different Times For Different Purposes

- Policy Makers
- State, District, and School Leaders
- State, Regional, District, and School Level TA Providers
- School Leadership Teams
- Community Leaders and Agencies
- School Staff
- Students
- Families
How to Communicate Data
Coming to Judgment

- **Stage 1: Lack of awareness**—Being unaware of the importance of school safety, supportive environments, student mental health, and their links to academic improvement.

- **Stage 2: Awareness**—Becoming aware of the importance of school safety, supportive environments, student mental health, and their links to academic improvement.

- **Stage 3: Urgency**—Feeling a need to address these matters.

- **Stage 4: Looking for answers**—Searching for ways to improve school safety, student support, student mental health, and academic performance.

- **Stage 5: Resistance**—Resisting possible solutions.

- **Stage 6: Weighing the choices**—Rationally weighing choices and balancing the pros and cons of different choices.

- **Stage 7: Intellectual acceptance**—Changing their attitude so that they are ready to support the school improvement effort.

- **Stage 8: Full acceptance**—Implementing an individual and a schoolwide commitment to change behavior and to implement change to benefit the school community as a whole.

Yankelovich, 1991; Osher, Dwyer, Jackson, 2004
**Concerns Based Adoption Model (CBAM)**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 0, Awareness</td>
<td>- Involve teachers, administrators, community leaders in discussion and decisions</td>
</tr>
<tr>
<td>Stage 1, Informational</td>
<td>- Provide clear and accurate information  &lt;br&gt; - Relate changes to current practices  &lt;br&gt; - Share information in a variety of ways</td>
</tr>
<tr>
<td>Stage 2, Personal</td>
<td>- Legitimize the existence and provide opportunities for the expression of personal concerns  &lt;br&gt; - Show how change can be implemented in small steps over time</td>
</tr>
<tr>
<td>Stage 3, Management</td>
<td>- Answer specific “how to” questions  &lt;br&gt; - Provide training and answers that address the specific “how to” issues that often produce management concerns  &lt;br&gt; - Avoid considering future impact at this time</td>
</tr>
<tr>
<td>Stage 4, Consequence</td>
<td>- Provide positive feedback and needed support  &lt;br&gt; - Provide opportunities for people to learn from other similar efforts and/or models  &lt;br&gt; - Share information obtained through evaluations</td>
</tr>
<tr>
<td>Stage 5, Collaboration</td>
<td>- Provide opportunities for people to work collaboratively to address shared concerns  &lt;br&gt; - Help collaborators establish reasonable expectations of, and guidelines for, the collaborative effort</td>
</tr>
<tr>
<td>Stage 6, Refocusing</td>
<td>- Encourage individual interests in “finding a better way”  &lt;br&gt; - Help individuals channel their ideas and energies into productive activities</td>
</tr>
</tbody>
</table>
Communicating Results

- Present a lot of data in a friendly format
- Provide actionable information
- Multiple formats for varying audiences
School Level Report

- Sent directly to schools
- Guide school action
Safe and Respectful Climate

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.
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.

EXEMPLARY
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.
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

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 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 Safe and Respectful Climate**

This table shows the percentage of students in your school who provided each response to questions about safety and respect.

### Physical Safety

**How safe do you feel?**

<table>
<thead>
<tr>
<th>Question</th>
<th>Not Safe</th>
<th>Somewhat Safe</th>
<th>Mostly Safe</th>
<th>Very Safe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Outside around the school?</td>
<td>25</td>
<td>42</td>
<td>26</td>
<td>6</td>
</tr>
<tr>
<td>2. In the hallways and bathrooms of the school?</td>
<td>12</td>
<td>32</td>
<td>38</td>
<td>18</td>
</tr>
<tr>
<td>3. In your classes?</td>
<td>4</td>
<td>14</td>
<td>40</td>
<td>42</td>
</tr>
</tbody>
</table>

**How much do you agree with the following statements about your school?**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. I worry about crime and violence in school.</td>
<td>6</td>
<td>25</td>
<td>45</td>
<td>25</td>
</tr>
<tr>
<td>5. I feel safe when security is present.</td>
<td>15</td>
<td>37</td>
<td>39</td>
<td>9</td>
</tr>
<tr>
<td>6. I sometimes stay home because I don’t feel safe at school.</td>
<td>41</td>
<td>41</td>
<td>12</td>
<td>5</td>
</tr>
</tbody>
</table>

### Emotional Safety

**Most students in this school:**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Don’t really care about each other.</td>
<td>4</td>
<td>34</td>
<td>46</td>
<td>16</td>
</tr>
<tr>
<td>8. Like to put others down.</td>
<td>5</td>
<td>23</td>
<td>55</td>
<td>17</td>
</tr>
<tr>
<td>9. Don’t get along together very well.</td>
<td>4</td>
<td>32</td>
<td>48</td>
<td>16</td>
</tr>
<tr>
<td>10. Just look out for themselves.</td>
<td>5</td>
<td>32</td>
<td>46</td>
<td>17</td>
</tr>
<tr>
<td>11. Treat each other with respect.</td>
<td>20</td>
<td>47</td>
<td>28</td>
<td>5</td>
</tr>
</tbody>
</table>

**How much do you agree with the following statements about your school?**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Students at this school are often teased or picked on.</td>
<td>3</td>
<td>18</td>
<td>52</td>
<td>27</td>
</tr>
<tr>
<td>13. Students at this school are often threatened or bullied.</td>
<td>3</td>
<td>21</td>
<td>51</td>
<td>76</td>
</tr>
</tbody>
</table>
High School Directory

- Guide for families to support school choice
- High school fair
- Prominent on CPS web site
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 (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. 16)
Truman College, 1145 W. Wilson Ave. (Aug. 16)

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
Roberto Clemente Community Academy

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
Contact Dr. Nguyen-Trung Hieu
Web: clementehs.org
Instruction Area 21
Grades 9-12
Enrollment 2,354
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 Ortmann
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, CISO networking, culinary arts, fashion design and information technology.
Honors classes are available to qualified students in all core subjects.
Advanced Placement (AP) courses 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

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Outcomes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshmen Graduating within Five Years</td>
<td>53%</td>
<td>29 of 57</td>
<td>46%</td>
</tr>
<tr>
<td>Graduates Enrolled in College or Postsecondary Education</td>
<td>26%</td>
<td>64 of 61</td>
<td>13%</td>
</tr>
<tr>
<td>Graduates Not Attending College Who are Employed</td>
<td>51%</td>
<td>16 of 45</td>
<td>68%</td>
</tr>
<tr>
<td><strong>Academic Progress</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet/Exceed PSAE State Standards</td>
<td>13%</td>
<td>44 of 68</td>
<td>10%</td>
</tr>
<tr>
<td>Freshmen On-Track to Graduate</td>
<td>60%</td>
<td>29 of 68</td>
<td>68%</td>
</tr>
<tr>
<td>Average ACT</td>
<td>14.8</td>
<td>51 of 62</td>
<td>Illinois avg. 20.1</td>
</tr>
<tr>
<td>Students Making Expected Gains</td>
<td>34%</td>
<td>51 of 68</td>
<td></td>
</tr>
<tr>
<td>Students Enrolled in Advanced Placement Classes</td>
<td>3%</td>
<td>34 of 61</td>
<td></td>
</tr>
<tr>
<td>Students Scoring 3+ on Advanced Placement Exams</td>
<td>34%</td>
<td>10 of 27</td>
<td></td>
</tr>
<tr>
<td>Made NCLB Adequate Yearly Progress</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Connection

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Days Absent per Student</td>
<td>24.1</td>
<td>42 of 79</td>
<td>22.9</td>
</tr>
<tr>
<td>Students Reporting Participation in Extracurricular Activities</td>
<td>62%</td>
<td>70 of 66</td>
<td></td>
</tr>
<tr>
<td>Students Reporting a Safe and Respectful School Climate</td>
<td>62%</td>
<td>56 of 85</td>
<td></td>
</tr>
<tr>
<td>Students Reporting High Expectations at School</td>
<td>78%</td>
<td>34 of 85</td>
<td></td>
</tr>
<tr>
<td>Students Reporting Supportive Teachers and Staff at School</td>
<td>78%</td>
<td>29 of 85</td>
<td></td>
</tr>
</tbody>
</table>

School Characteristics

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Qualified Teachers</td>
<td>70%</td>
<td>60 of 60</td>
<td></td>
</tr>
<tr>
<td>Average Days Absent per Teacher</td>
<td>9.3</td>
<td>42 of 86</td>
<td></td>
</tr>
<tr>
<td>School Cleanliness</td>
<td>Available Fall 2007</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

call 773-553-1000
visit www.cps.k12.il.us
### SCORRCARD

#### STUDENT OUTCOMES

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Score</th>
<th>CPS Rank</th>
<th>Trends, Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen Graduating within Five Years</td>
<td>72%</td>
<td>9 of 61</td>
<td>59% 68% 72%</td>
</tr>
<tr>
<td>Graduates Enrolled in College or Post-secondary Education</td>
<td>54%</td>
<td>15 of 71</td>
<td></td>
</tr>
<tr>
<td>Graduates Not Attending College Who Are Employed</td>
<td>52%</td>
<td>14 of 71</td>
<td></td>
</tr>
</tbody>
</table>

#### ACADEMIC PROGRESS

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Score</th>
<th>CPS Rank</th>
<th>Trends, Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet/Exceed PSAE State Standards</td>
<td>40%</td>
<td>8 of 77</td>
<td>35% 39% 40%</td>
</tr>
<tr>
<td>Students Exceeding State Standards</td>
<td>1%</td>
<td>14 of 77</td>
<td></td>
</tr>
<tr>
<td>Freshmen On-Track to Graduate</td>
<td>77%</td>
<td>6 of 78</td>
<td>60% 70% 77%</td>
</tr>
<tr>
<td>Average ACT</td>
<td>17.2</td>
<td>11 of 77</td>
<td>Illinois avg. 20.1</td>
</tr>
<tr>
<td>Students Scoring 20 or Higher on the ACT</td>
<td>21%</td>
<td>10 of 77</td>
<td></td>
</tr>
<tr>
<td>Students Making Expected Gains</td>
<td>55%</td>
<td>10 of 89</td>
<td></td>
</tr>
<tr>
<td>Students Enrolled in Advanced Placement Classes</td>
<td>11%</td>
<td>11 of 69</td>
<td>8% 12% 11%</td>
</tr>
<tr>
<td>Students Scoring 3+ on Advanced Placement Exams</td>
<td>29%</td>
<td>5 of 56</td>
<td>31% 35% 29%</td>
</tr>
<tr>
<td>Made NCLB Adequate Yearly Progress</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### STUDENT CONNECTION

<table>
<thead>
<tr>
<th>Year</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STUDENT CONNECTION</td>
<td>2005</td>
<td>2006</td>
<td>2007</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Average Days Absent per Student</td>
<td>27</td>
<td>59 of 102</td>
<td>18.9</td>
</tr>
<tr>
<td>Students Reporting Participation in Extracurricular Activities</td>
<td>71%</td>
<td>39 of 95</td>
<td>16.7</td>
</tr>
<tr>
<td>Students Reporting a Safe and Respectful School Climate</td>
<td>91%</td>
<td>19 of 95</td>
<td>27</td>
</tr>
<tr>
<td>Students Reporting Academic Rigor at School</td>
<td>81%</td>
<td>30 of 95</td>
<td></td>
</tr>
<tr>
<td>Students Reporting Supportive Teachers and Staff at School</td>
<td>63%</td>
<td>69 of 92</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL CHARACTERISTICS</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of National Board Certified Teachers</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Days Absent per Teacher</td>
<td></td>
<td>Available Fall 2008</td>
<td></td>
</tr>
<tr>
<td>School Cleanliness</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents Reporting Satisfaction with School</td>
<td>35%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents Completing Satisfaction Survey</td>
<td></td>
<td></td>
<td>16%</td>
</tr>
</tbody>
</table>
How Can Survey Data Be Connected to Interventions
Intervention Selection Calculus

X Intervention works with
Y Children and Youth
   In Z context
When you do:
   A, B, & C
And you don’t alter
   D & E
Or add
   F & G
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
Lions-Quest

Intervention Level: Prevention/Development
Approval: No CPS resources available
Grades: K-12

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.

What the Experts Say

My Voice, My School

"We got what we were looking for. The training brought us together before school started in the fall. We laughed, talked.
What the Experts Say

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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?

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
Planning Process Model: Start

2 Current Status of Things
- Assets, Capacities, & Needs

Strategies
- District
- School
- Students
- School Staff
- Families

Changed: Capacity Behavior
- School
- Students
- Staff
- Families

1 Goals
Operationalize

2 Current Status of Things
Assets, Capacities, & Needs

Strategies
• District
• School
• Students
• School Staff
• Families

3 Changed: Capacity Behavior
• School
• Students
• Staff
• Families

1 Goals
Strategize & Plan

2 Current Status of Things Families

4 Strategies

3 Objectives

1 Goals
Dashboard Approach

- Small Number Of Metrics
- Right Metrics
  - What Is Measured
  - How It Is Conceptualized
- Actionable
Work at Three Levels

Provide coordinated, intensive, sustained, culturally competent, individualized, child- and family-driven and focused services and supports that address needs while building assets.

Provide Individualized Intensive Supports

Development Activities
Implement strategies and provide supports that address risk factors and build protective factors for students at risk for severe academic or behavioral difficulties.

Build a School-Wide Foundation
Universal prevention and youth development approaches, caring school climate, positive and proactive approach to discipline, personalized instruction, cultural competence, and strong family involvement.
Academic Improvement Model

What we do for students who have high risk factors

What we do for students who have risk factors

What we do for all students

Academic Achievement Plan General Resources
Academic Improvement Model

<table>
<thead>
<tr>
<th>Academic Achievement Services</th>
<th>Conditions for Learning Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>What we do for students who need high levels of support</td>
<td></td>
</tr>
<tr>
<td>What we do for students who need additional support</td>
<td></td>
</tr>
<tr>
<td>What we do for all of our students</td>
<td></td>
</tr>
</tbody>
</table>
Student Connection Toolkit

- School resource
- Customized information
- Criteria for listing programs
  - Availability to all schools
  - Capacity to support
  - Researched based
  - Alignment to strategies
  - CPS tested
Roberto Clemente Community Academy High School
2007 Student Connection Survey Results

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