



Welcome to Today's Webinar!

Using Data to Identify Programmatic Interventions

This event will start at 11:00 a.m. E.T.

Welcome to Today's Webinar



Audio Information

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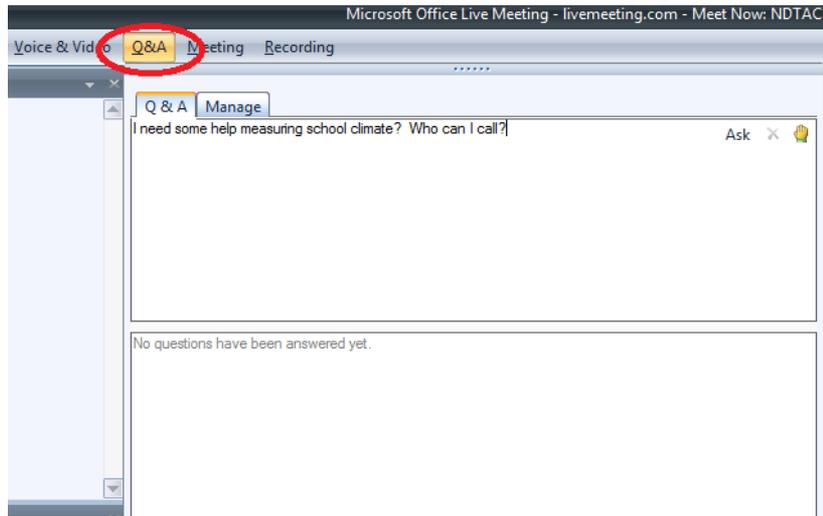
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Q&A



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Evaluation



Safe and Supportive Schools
Engagement | Safety | Environment

Participant Feedback

Establishing Supportive Relationships between Teachers, Staff, Students and Families
Wednesday, February 17, 2011

Please provide us with your feedback on today's Webinar by answering the questions below. The form should only take a few minutes to complete and all responses will be completely anonymous. Your participation is voluntary.

*1. My role can best be described as (please check as many as apply):

- | | | |
|--|--|-----------------------------------|
| <input type="checkbox"/> Community Member | <input type="checkbox"/> School/District Administrator | <input type="checkbox"/> Teachers |
| <input type="checkbox"/> Family Member | <input type="checkbox"/> State Administrator | |
| <input type="checkbox"/> School Support Staff Member | <input type="checkbox"/> Student | |

An event evaluation will appear as the last slide in the presentation. Please input your answers *directly* into the slide. All answers are *completely anonymous* and are not visible to other participants.

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The Safe and Supportive Schools Technical Assistance Center



- Funded by the U.S. Department of Education's Office of Safe and Healthy Students.
- Provides training and support to states, including 11 grantees funded under the Safe and Supportive Schools Program and other state administrators; administrators of districts and schools; teachers; support staff at schools; communities and families; and students.
- Goal is to improve schools' conditions for learning through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments.

*The content of this presentation was prepared under a contract from the U.S. Department of Education, Office of Safe and Healthy Students to the American Institutes for Research (AIR). This presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor do they imply endorsement by the U.S. Department of Education.



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Springboard

Roles

School/District Administrators
Teachers
School Support Staff
State Administrators
Community & Family

Topics

Engagement
Environment
Safety
School Climate Measurement



Safe Routes to School

State in Focus

California

The California Department of Education (CDE) has posted 2010-2011 School Climate Report Cards (SCRC) for eligible high schools from districts participating in the Safe and Supportive Schools (S3) initiative. View report cards on [CDE's School Climate Report Card website](#). Learn more about [CDE's S3 program](#).



[View California Profile](#)

Partner Highlights

Revised FERPA Regulations

December 01, 2011

The U.S. Department of Education announced new regulations to safeguard student privacy while giving states the flexibility to share school data that can be helpful in judging the effectiveness of government investments in education. "Data...

[Full post](#) | [All posts](#)

Technical Assistance

Need help improving the conditions for learning in your school, district, or state? [Get Help](#)

Upcoming Events

Using Data to Identify Programmatic Interventions

Dec 14 4:00 pm - 5:30 pm ET
Dec 15 11:00 am - 12:30 pm ET

[Learn More](#)



[View Events](#)

Increasing Survey Response Rates and Engagement for Family, School Staff, and Special Populations

Jan 18 4:00 pm - 5:30 pm ET
Jan 19 11:00 am - 12:30 pm ET

[Learn More](#)

Research

USED released a new report summarizing current approaches in the 46 states with anti-bullying laws and the 41 states that have created anti-bullying policies as models for schools. [Full report](#)

An NIJ study has found that school-level interventions reduced dating violence as much as 50 percent in 30 New York City public schools. [Full report](#)

News Clips

December 13, 2011

Facebook Provides First-of-a-Kind Service To Help Prevent Suicides

The new service enables Facebook users to report a suicidal comment they see posted by a friend to Facebook.

[Full story](#)





Which of the following best describes your current role?

- State Education Personnel
- District or School Administrator
- Teacher or School Support Staff
- Community or Family Representative
- Student
- Researcher
- Other



Which of the following reflects your most pressing issue?

- Using school climate data to identify needs
- Identifying types of programmatic interventions that can address identified needs
- Selecting programmatic interventions that can be implemented effectively within a school or district



Using Data to Identify Programmatic Interventions

David Osher, Ph.D., American Institutes for Research



Safe and Supportive Schools
Engagement | Safety | Environment



1 About programmatic interventions

2 Using data to identify programmatic intervention needs

3 Identifying the type of programmatic intervention(s) needed to address needs

4 Selecting programmatic interventions that can be implemented effectively within a school or district

About Programmatic Interventions



What Do We Mean by Programmatic Interventions?



- **Any program, strategy, activity, service, or policy for school or community settings that:**
 - creates positive relationships between students and adults
 - promotes parent and community engagement
 - promotes the character, social, and emotional development of students
 - prevents and reduces youth crime, violence, harassment, bullying, and the illegal use of drugs, alcohol, and tobacco
 - enables school communities to manage student behaviors effectively while lowering suspensions and expulsions
 - provides other needed social and emotional supports for students
 - provides or improves access to social services



On What Evidence Should Programmatic Interventions Be Based?



- Programmatic interventions should be based **on matching the needs and capacities of the local context with the best available evidence, including, where available, strong or moderate evidence.**
 - **Strong evidence** means evidence from studies with designs that can support causal conclusions (i.e., studies with high internal validity), and studies that, in total, include enough of the range of participants and settings to support scaling up to the State, regional, or national level (i.e., studies with high external validity).
 - **Moderate evidence** means evidence from previous studies with designs that can support causal conclusions (i.e., studies with high internal validity) but have limited generalizability (i.e., moderate external validity) or from studies with high external validity but moderate internal validity.

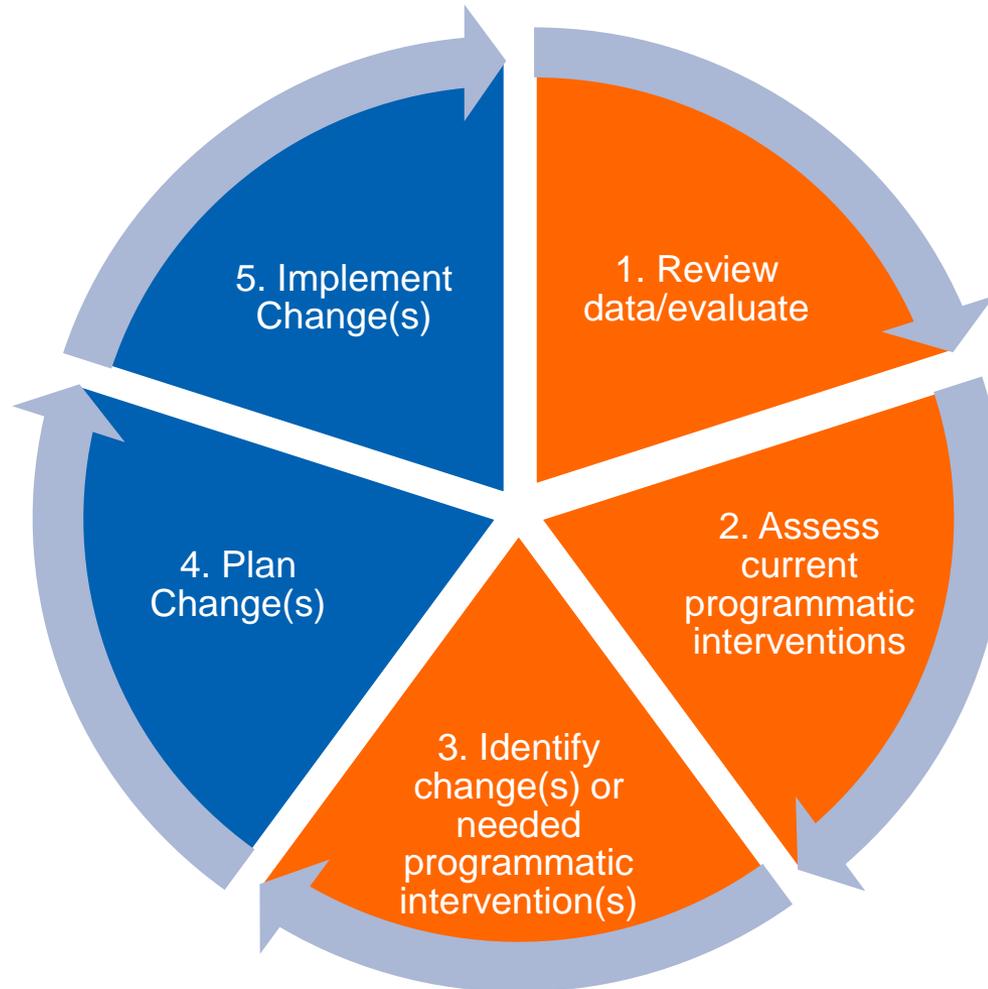


What Challenges Do Schools and Districts Often Face?



- **Using school data to identify what types of interventions are needed.**
- **Selecting the interventions that you will be able to implement to address your particular needs.**





1. Systematically Review Data to Identify Needs



- **Bring together school climate team.**
 - Ideally use a current group to review data, and plan and implement programmatic interventions.
 - Creating a parallel team is not efficient.
 - Parallel teams can reduce *value*.
 - Parallel teams usually separate climate from the academic mission of school.
 - Focus on school's human resources and time.
- **Make it inclusive yet efficient.**
- **Connect to intervention team(s) (e.g. Student Support Teams).**



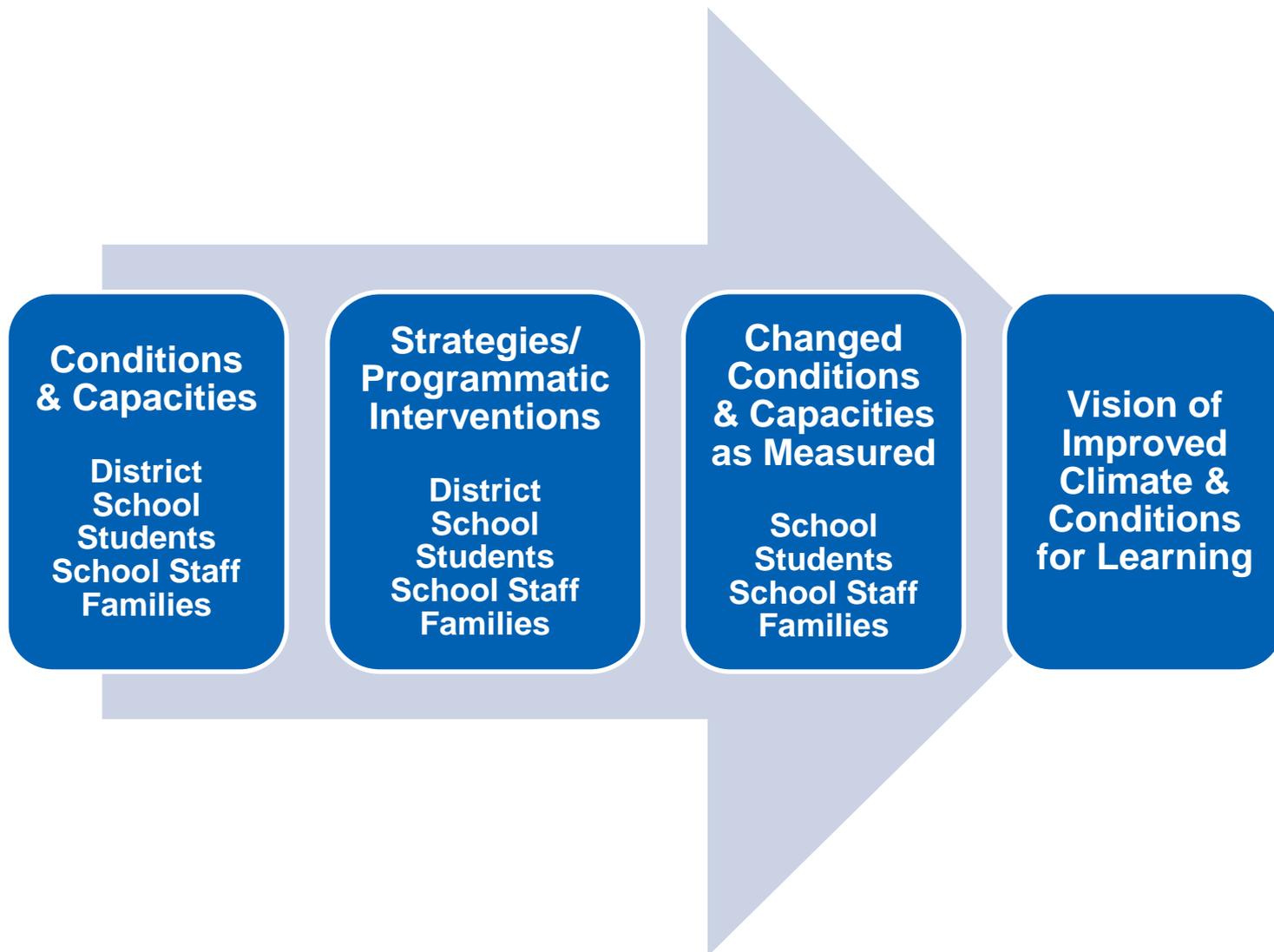
1. Systematically Review Data to Identify Needs (continued)



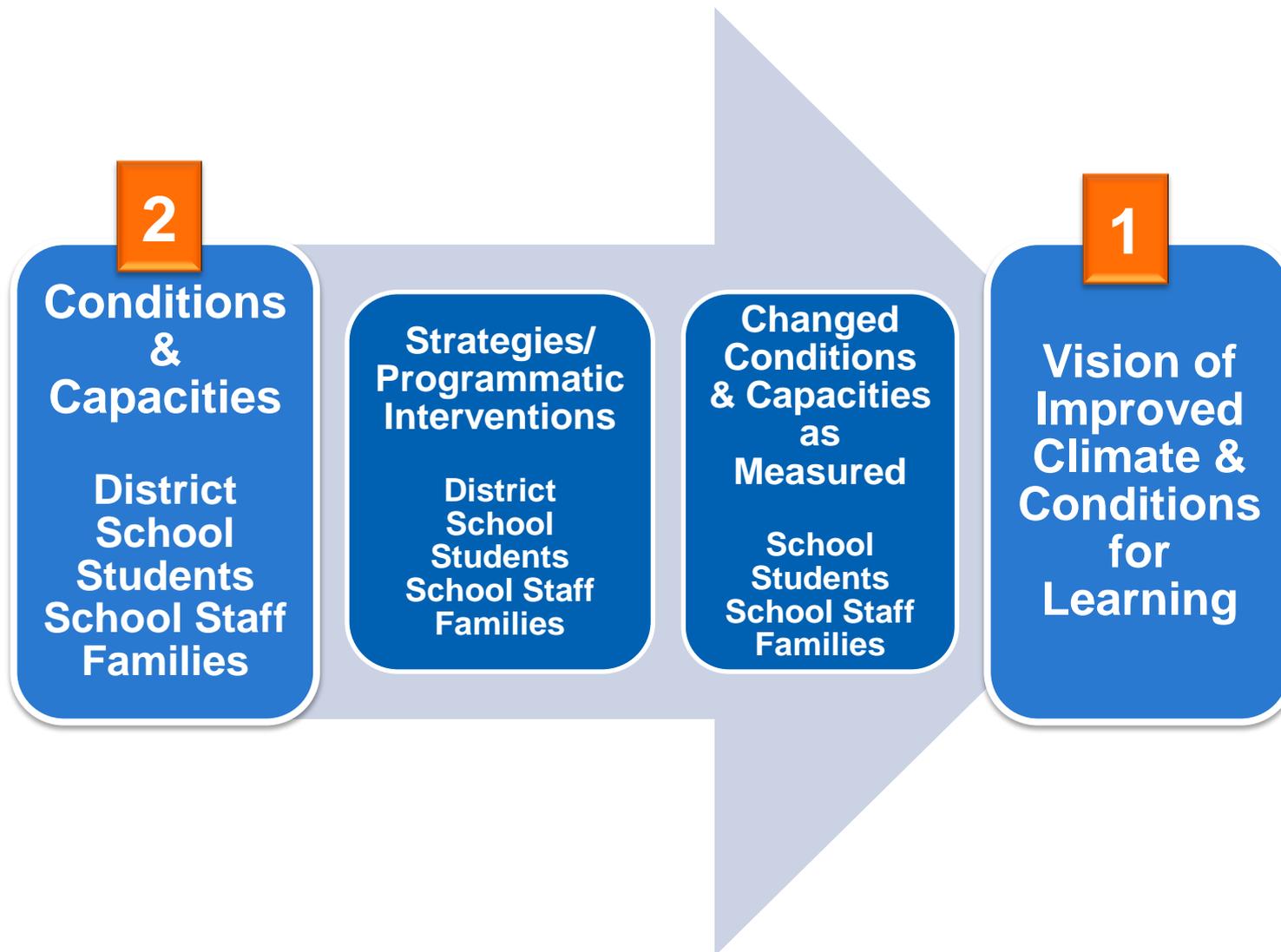
- Analyze data to determine need and prevalence of need.
- **Align with** existing **vision statement** plans for school/district (e.g., School Improvement Plans; District Strategic Plans).
- Select target areas related to identified needs (e.g., what are the specific areas of interest; intended outcomes).



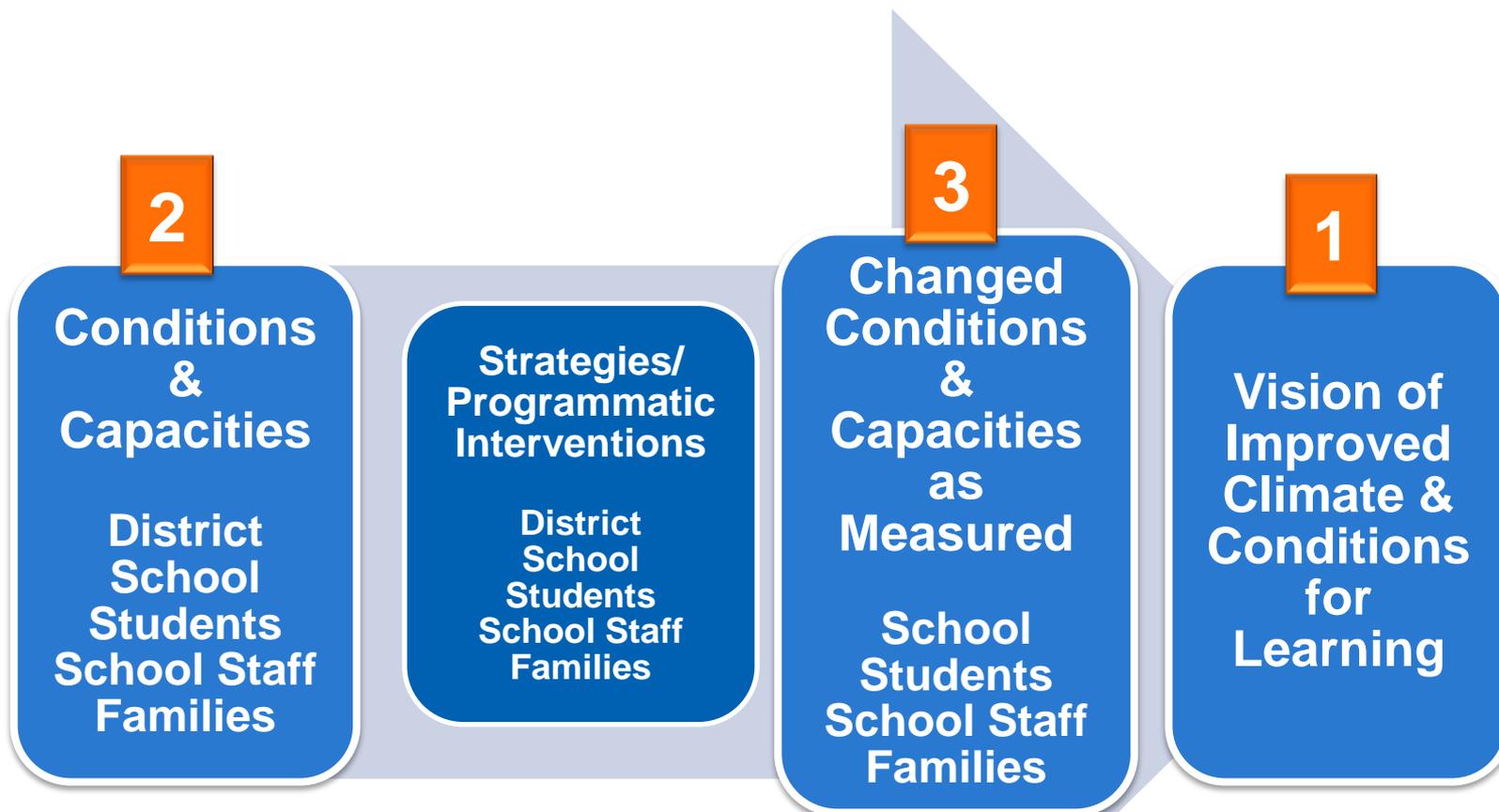
Logic Model: Approach to Using Data to Identify Programmatic Interventions



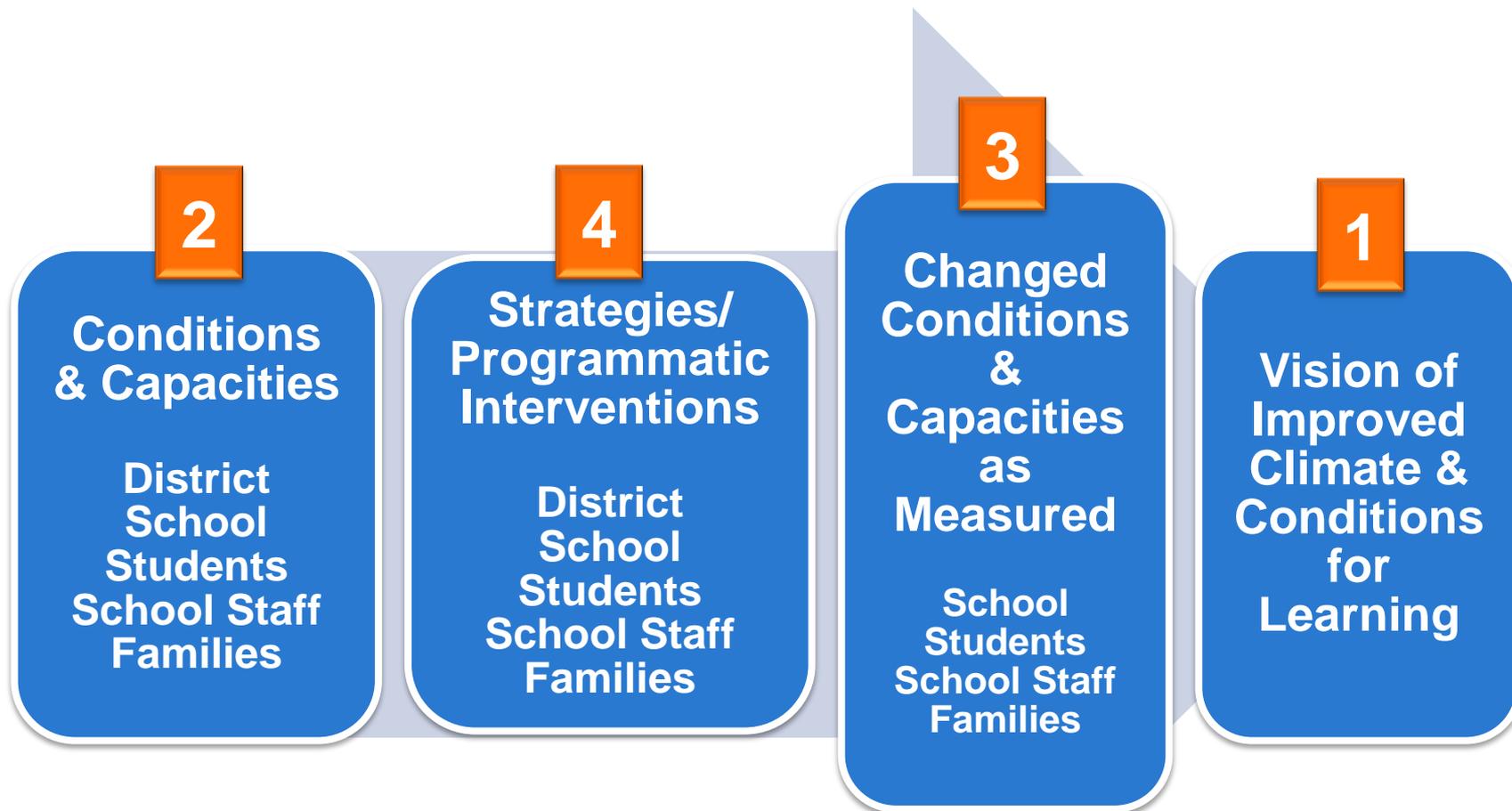
Logic Model: Approach to Using Data to Identify Programmatic Interventions



Logic Model: Approach to Using Data to Identify Programmatic Interventions



Logic Model: Approach to Using Data to Identify Programmatic Interventions



2. Assess Current Programmatic Interventions Relating to Your Needs



- Identify **relevant** programmatic interventions that are currently in place within the school.
- Review the data for current programmatic interventions (e.g., outcome and process data, what is and is not working well).
- Identify other programmatic interventions that address target area and needs.
- Review and discuss programs and practices in relation to:
 - Need
 - Fit
 - Resources – sustainability
 - Strength of evidence
 - Readiness for replication
 - Capacity to implement



3. Identify Change(s) or Needed Programmatic Interventions



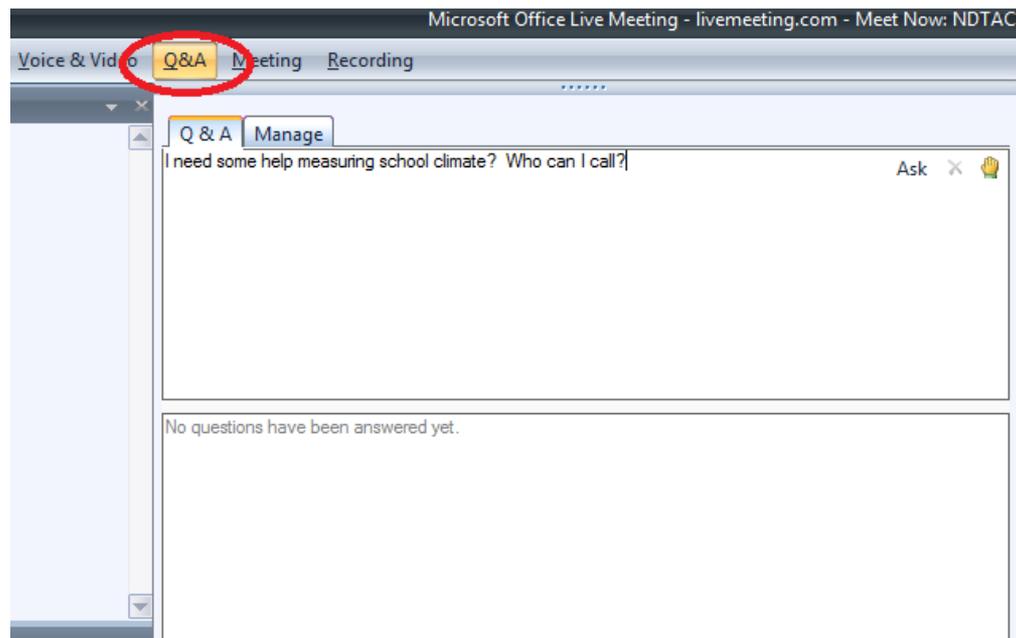
- Select programmatic interventions for consideration based on assessment results.
- Develop methods to promote consideration and gain “buy-in” for a range of impacted stakeholders.
 - Address different level’s of readiness and interests.
 - Listen to logistical concerns and recommendations on how to implement.
 - Consider example of Cleveland’s decision to use PATHS.
- Analyze and use the information and results of these activities.
- Recommend selected programmatic interventions to building, district, or state leadership.



Questions?



If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.



Using Data to Identify Programmatic Intervention Needs



The First Challenge: How to Interpret and Use All the Data





- **Identify needs.**

- What is the issue?
- Who does it involve?
- What are the targets of the intervention and where to intervene?

- **Identify interventions.**

- Is there evidence of program effects?

- **Monitor and evaluate.**

- How is the intervention being implemented?
- Is it realizing short term benchmarks?
- What were the results of implementing the intervention?



What Is the Problem? Where Do You Intervene?



■ Is it:

- The fish (individuals)
- The water (the ecology)
- Both



■ Is it:

- The fish (individuals)
 - e.g., *Universal SEL and targeted anger management*
- The water (ecology)
 - e.g., *PBIS*
- Both
 - e.g., *PBIS plus wrap around and/or SEL*



What Are the Root Causes And How Can They Be Addressed?



- Do not just address symptoms (e.g. troubling behavior).
- Determine what the factors that underlie the problem OR gap are.
 - Why is it happening or absent?
 - What can be done to prevent it from happening again or to (if there is a gap) promote it?
 - Are there “low hanging fruit” and are they the right fruit?



Why Use Data to Identify Programmatic Interventions?



- An analysis of strengths and needs helps determine what programmatic interventions should address.
- Comprehensive reviews of quantitative and qualitative data are key to making the best choices.



What Data Are Needed to Identify Programmatic Interventions?



Information That Can Be Quantified:

- School climate survey data (e.g., items on engagement, safety, **support**, environment)
- School archival data (e.g., attendance, graduation rates, truancy)



Qualitative and Descriptive Information:

- Qualitative data (e.g., focus groups, interviews)
- Information on school programs (e.g., how many, which, staffing, students served, outcomes **for different groups of students**)
- Information on related community programs (e.g., health, tutoring programs that may be housed or serve students after school)



What are the Strengths and Limits of Different Types of Data?



■ Surveys

- Breadth
- Confidentiality
- Quantifiable
- Can measure attitudes and perceptions

■ Focus Groups and Interviews

- Depth
- Meaning and nuance
- Less quantifiable

■ Archival Data

- Behavioral patterns
- Dependent on “Natural Raters” (e.g., decision to suspend)
- Assessments



Which Measures Should Be Used?



- **It depends on the measure and how it can be interpreted.**
 - Which measures could have policy implications?
(e.g., Achievement; school removal?)
 - Which measures could have practice implications?
(e.g., Do culturally and linguistically diverse families feel respected by school staff?)
 - Which measures are particularly relevant to your vision, goals, or understood needs?
(e.g., disparities in bad outcomes (e.g., drop outs) as well as disparities in good outcomes (graduation with “honors”))
 - Which measures are leading versus lagging?
(e.g., Conditions for Learning as a *leading* indicator and drop out warning systems as well as graduation rates as *lagging* indicators)



How Can Data Be Transformed into Actionable Information?



- Drowning in data
- Transforming data into actionable information that is useful and useable
- Example: Working with scale items versus individual items



How Should Data Be Analyzed?



- Disaggregate your data to **identify targets**
 - **School level analysis:** Consider data by school, school type and level, school and student characteristics (e.g., are the problems more prevalent in particular types of schools?).
 - **Classroom level analysis:** Consider classroom differences by grade, teacher characteristics, and student characteristics (e.g., are the problems greater in particular grades?).
 - **Student level analysis:** Consider data by grade, gender, race, ELL and disability status, SES, etc. (e.g., identify disparities through risk ratios).
- Study data longitudinally.
 - **Trends and patterns:** Use at least three data points if possible (over three years or three data collections).
 - Identify trends.
 - Look for cohort effects.

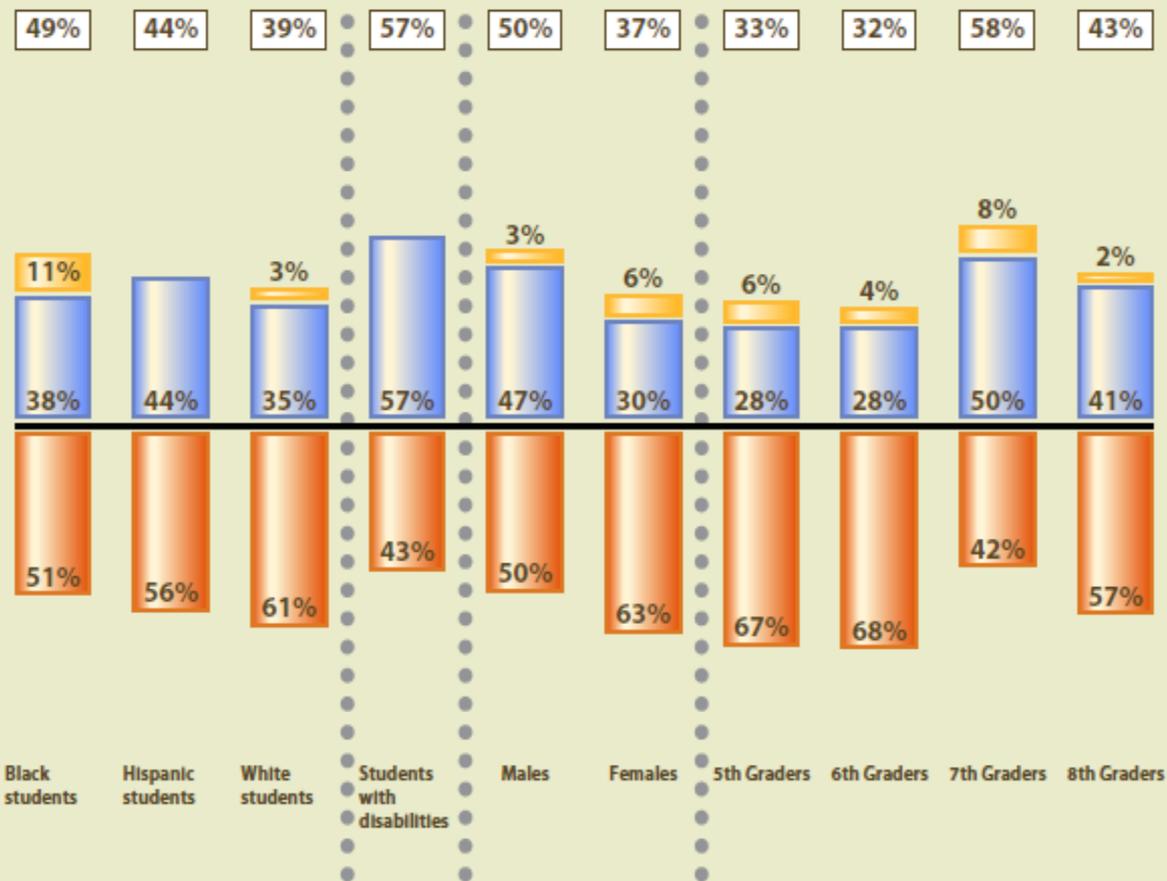


Data Disaggregated by Groups of Students: Cleveland Example



Results by Groups of Students

Percent Adequate or Above



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



Polling Question #3



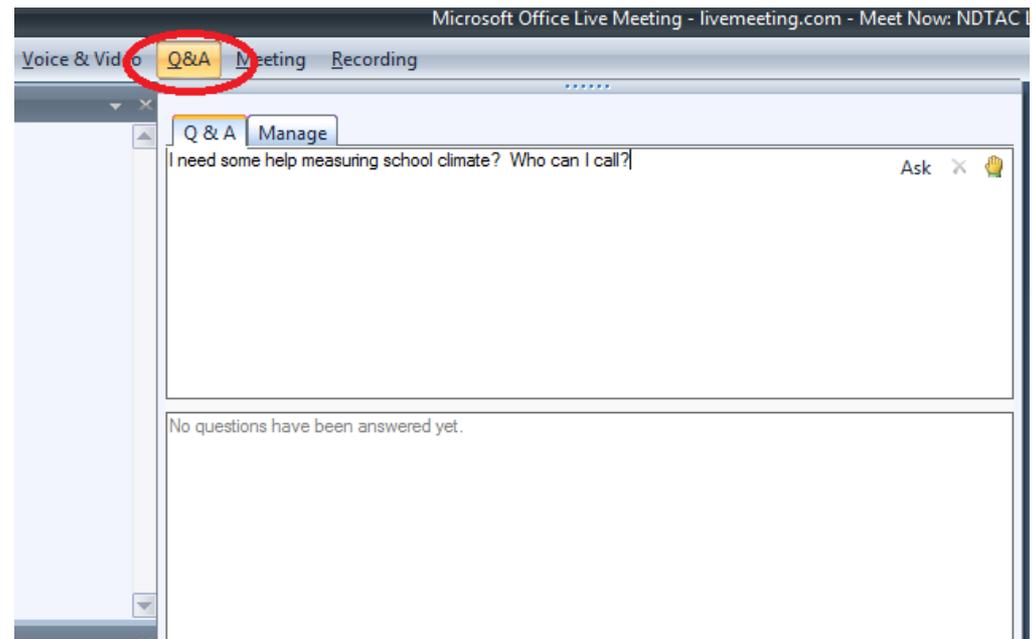
Based on your review of data so far, what is the most significant issue your school/district is facing?

- Racial/ethnic differences
- Gender differences
- Grade differences
- Meeting the strengths and needs of Special Education students
- Meeting the strengths and needs of other special populations

Questions?



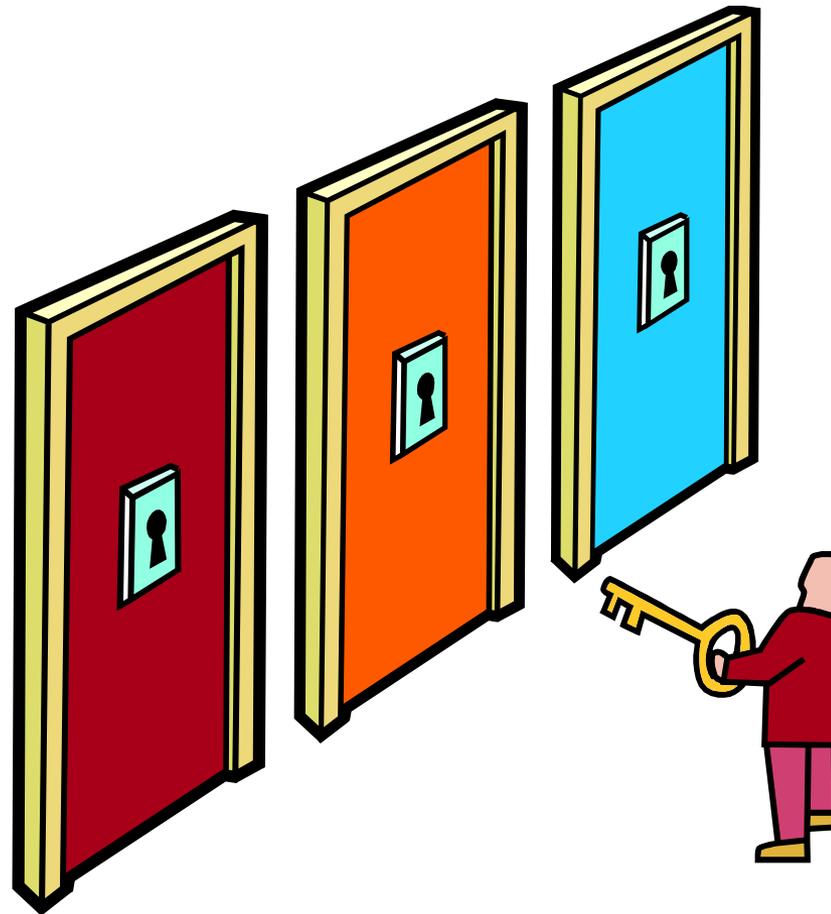
If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.



Identifying the Type of Programmatic Interventions Needed to Address Target Areas



The Second Challenge: How to Select the Type of Programmatic Intervention



Where Do You Intervene?



Provide Individualized Intensive Supports

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

Intervene Early & Provide Focused Youth Development Activities

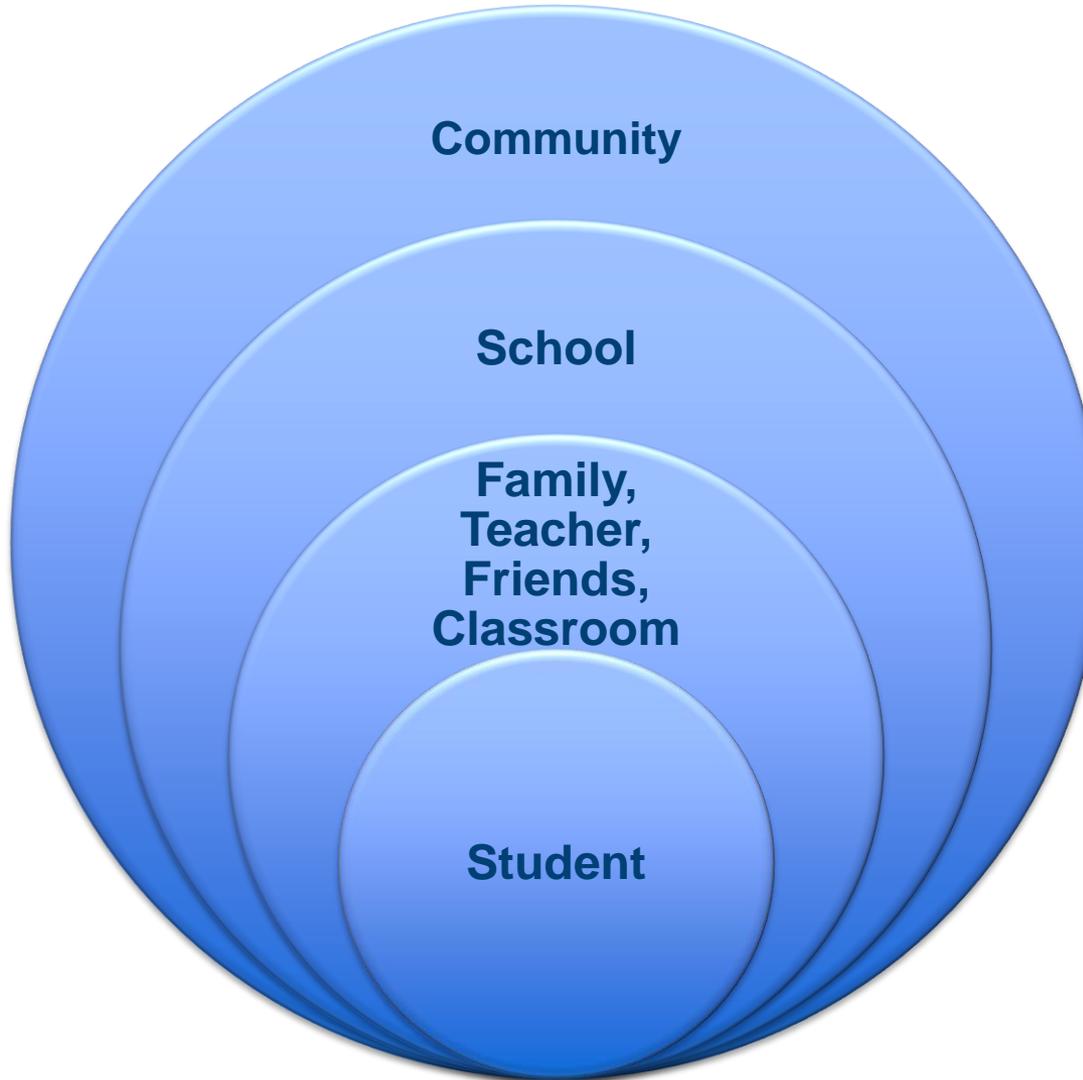
Implement strategies and provide supports that address risk factors and build protective factors for students at risk for severe academic or behavioral difficulties.

Build a School-wide Foundation

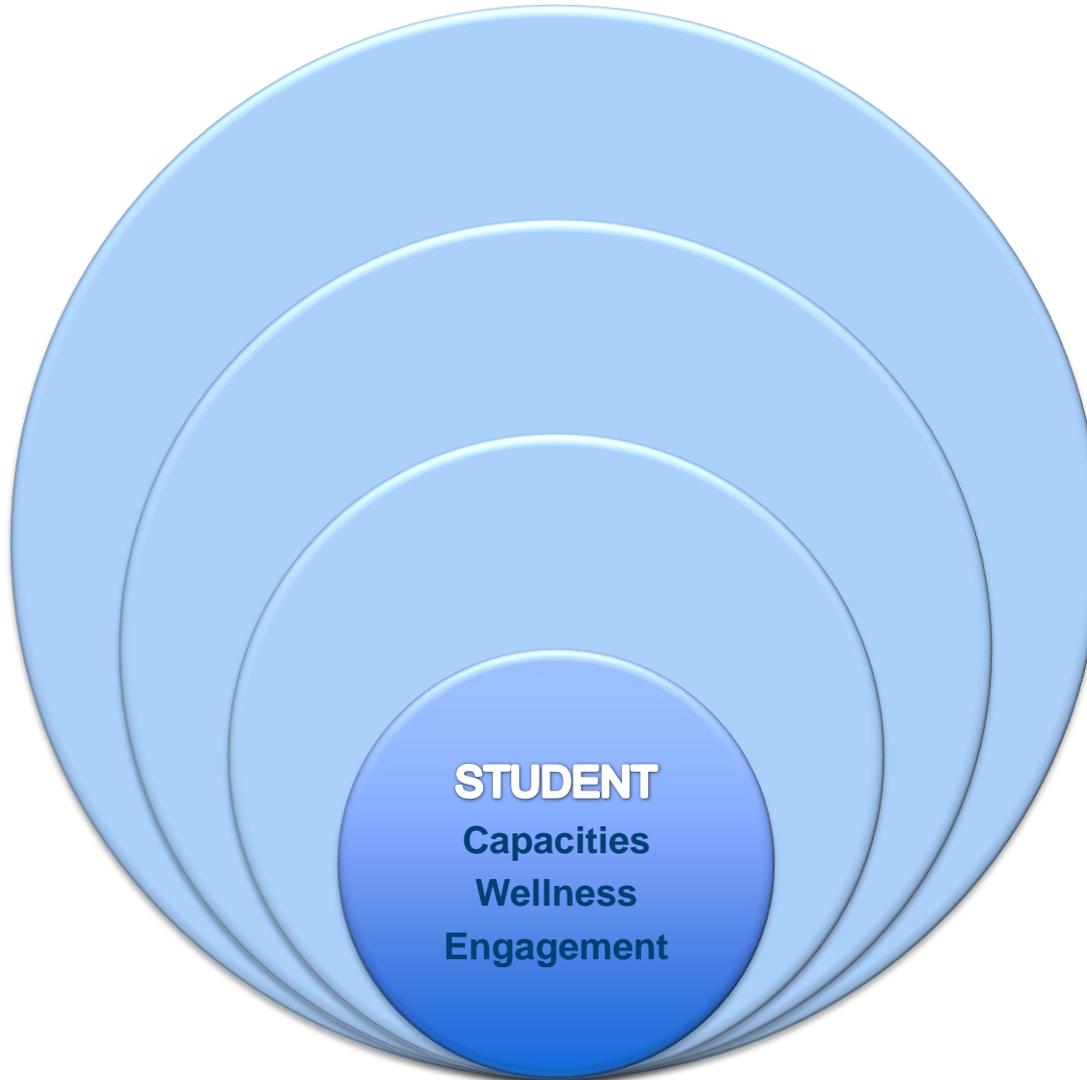
Universal prevention & youth social skill development approaches, caring school climate, positive & proactive approach to discipline, personalized instruction, cultural competence, & strong family involvement.



Where Do You Intervene?



Where Do You Intervene?



Where Do You Intervene?



Where Do You Intervene?







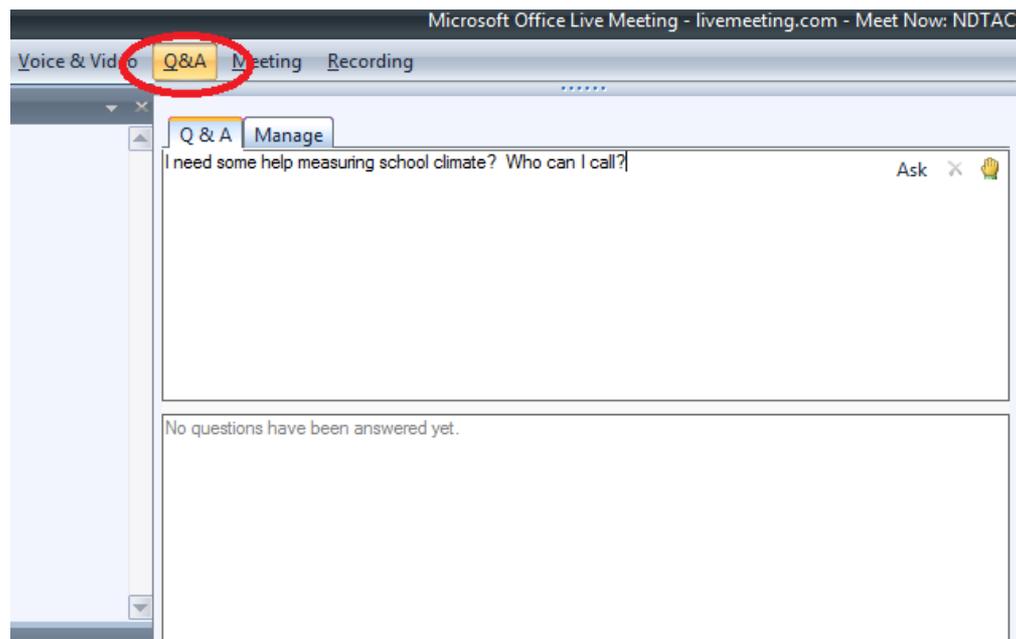
At what level of intervention is your school/district/State most focused?

- Universal: building a school-wide foundation
- Targeted: intervene early & provide focused youth development activities
- Intensive: provide individualized intensive supports
- More than one of the above

Questions?



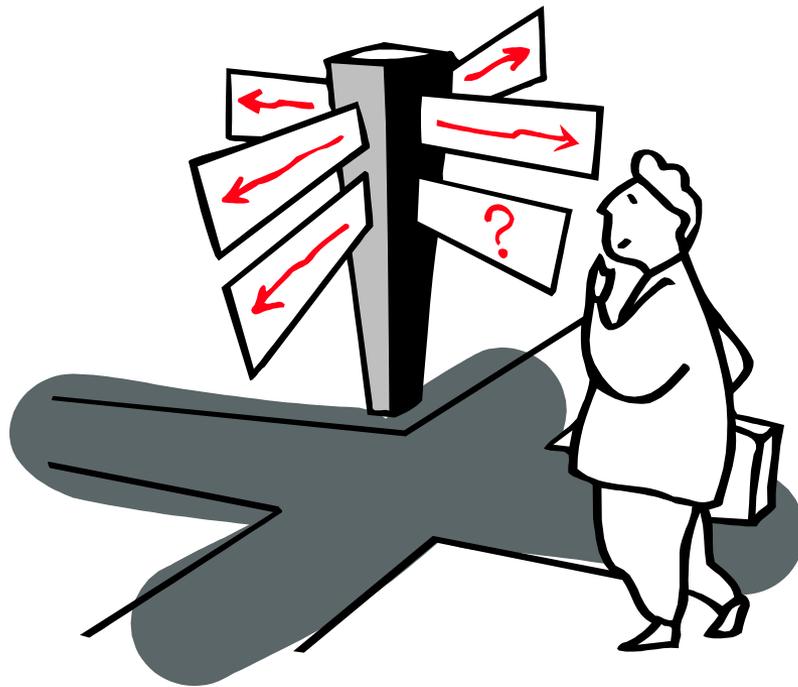
If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.



Selecting Programmatic Interventions That Can Be Implemented Effectively within a School or District



What Criteria Should Be Used to Evaluate Programmatic Interventions?



- **Outcomes**
- **Information on differential effects**
- **Cost and cost benefits**
- **Staffing and logistical implications**
- **Flexibility**
- **Compatibility**
- **Training and support needs**
- **Implications for instructional time**
- **External support needed & available**





- **Not all programmatic interventions are equal due to different:**
 - Notions of evidence
 - Depth of evidence
 - Types of outcome data collected
 - Criteria for selection on a particular “list”
- **There is a whole range of programmatic interventions. (See <http://safesupportiveschools.ed.gov/index.php?id=32>.)**
- **Every list of programmatic interventions has its own focus and criteria.**
 - Mythological standards for inclusion
 - Depth of evidence
 - Importance of randomized control trials
 - Number of experimental studies (WWC vs. Blueprints)
 - Focus





- **Look for underlying design principles of each program.**

- **Make sure school interventions align with:**

- Each other
 - Pedagogical assumptions
 - Language
 - Demands on teachers and students

- **School structure**

- Schedule
- Staffing patterns

NOTE: structure can be re-engineered to align with the intervention

- **School culture**

- Interventions have to be consistent with the school culture OR become part of the school culture.





- **Be data informed in your choices—don't throw solutions, or parachute programs, at problems.**
- **Do not exhale after you identify the intervention—plan, monitor, evaluate, and refine.**



The Glass May be “Half-Filled”: The Bullying Example



- **Campbell Collaboration meta-analysis of 44 program evaluations**
 - Overall, programs are effective.
 - Bullying decreased by 20-23%.
 - Victimization decreased by 17-20%.
 - If 20% in School of 1000 with a bullying rate of 30%, this meant a drop from 300 students being bullied to 240 students being bullied.
 - Programs worked better:
 - In Norway
 - With older children



The Glass May be “Half-Filled”:The Efficacy/Effectiveness Gap Example



- **There is a difference between efficacy results and effective results.**
 - Interventionists may be less skilled and pressed by competing demands (e.g., graduate students versus teachers).
 - Treatment students may be more complex.
 - The intensity of effort and expectation may be different.
- **Hence, it is important to examine the implementation records for interventions.**



Did the Intervention Address the Right Fish?



- **Did it address cultural and linguistic differences or provide information that can be employed to address cultural differences?**
- **Did it address variation in impact among different individuals who received the treatment?**



What is the Target of the Intervention?

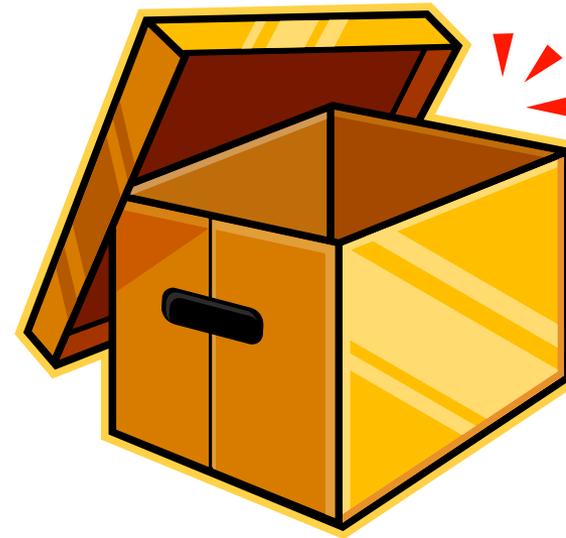


- **Environmental Features or Conditions for Learning**
- **Risk Factors**
- **Protective Factors**
- **Assets**





- **What is it that really makes the difference?**
- **What are the mechanisms of change?**



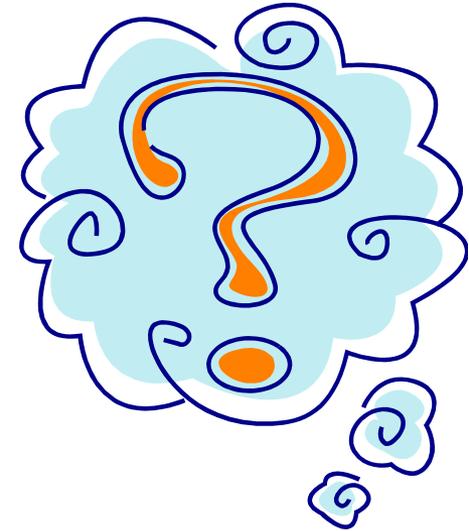


■ One Evidence-Based Universal Intervention

- Look at class as a whole—little impact
- Look at the most aggressive kids—impact
- Look at girls—little impact
- Look at boys—impact

■ One Evidenced-Based Treatment Intervention

- Youth with serious antisocial behavior—yes
- In psychiatric crisis—no



Was there an Efficacy/Effectiveness Gap: Did the Study Forget The Water?



The significance of the water

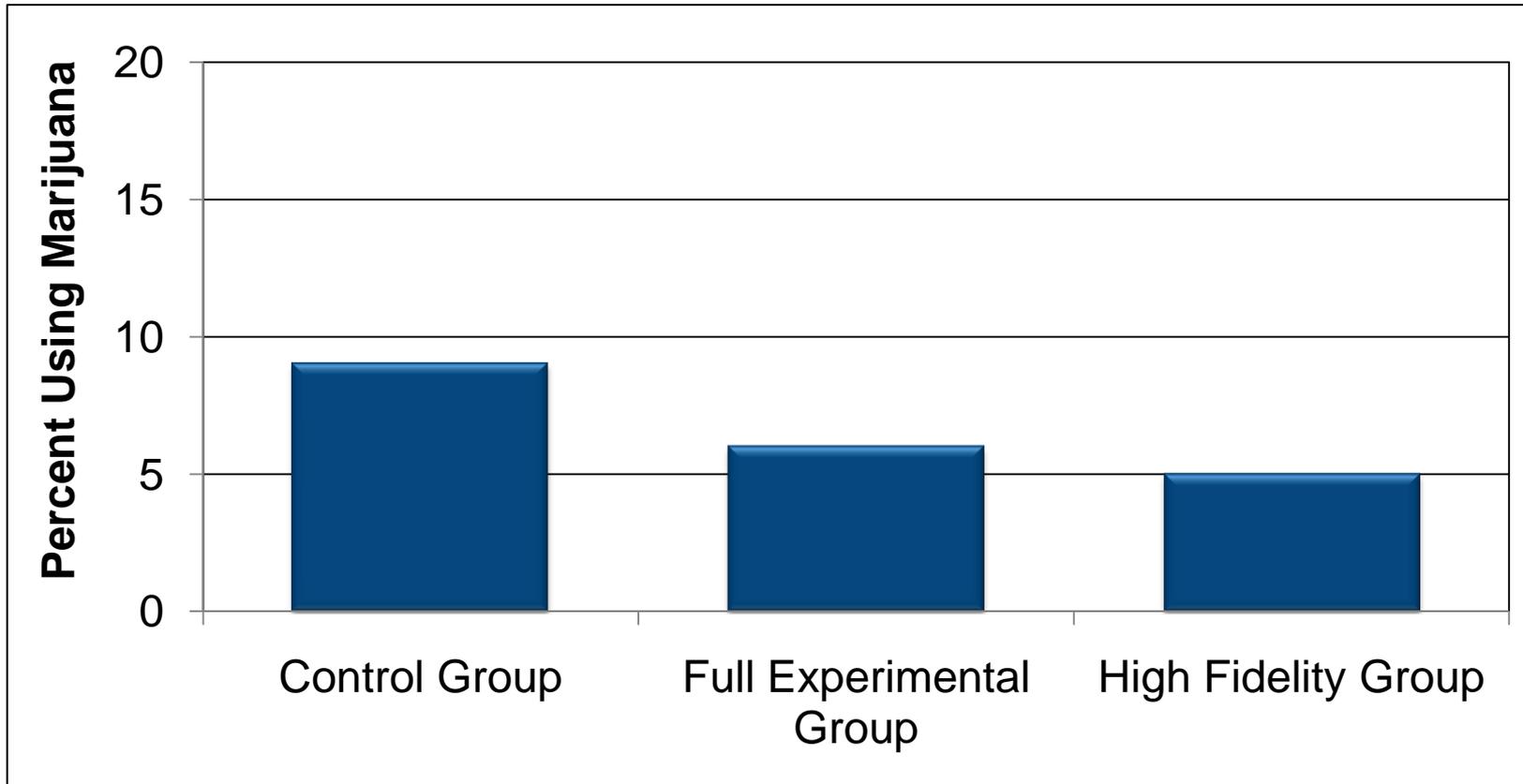
- **2 dangers:**
 - Context stripping
 - Ignoring the role of context
- **Contextual factors:**
 - Readiness
 - Capacity to implement
 - explicit
 - intrinsic, but important



Why Is the Fidelity of Implementation Important?



Example from Evidenced-Based Substance Abuse Prevention Intervention



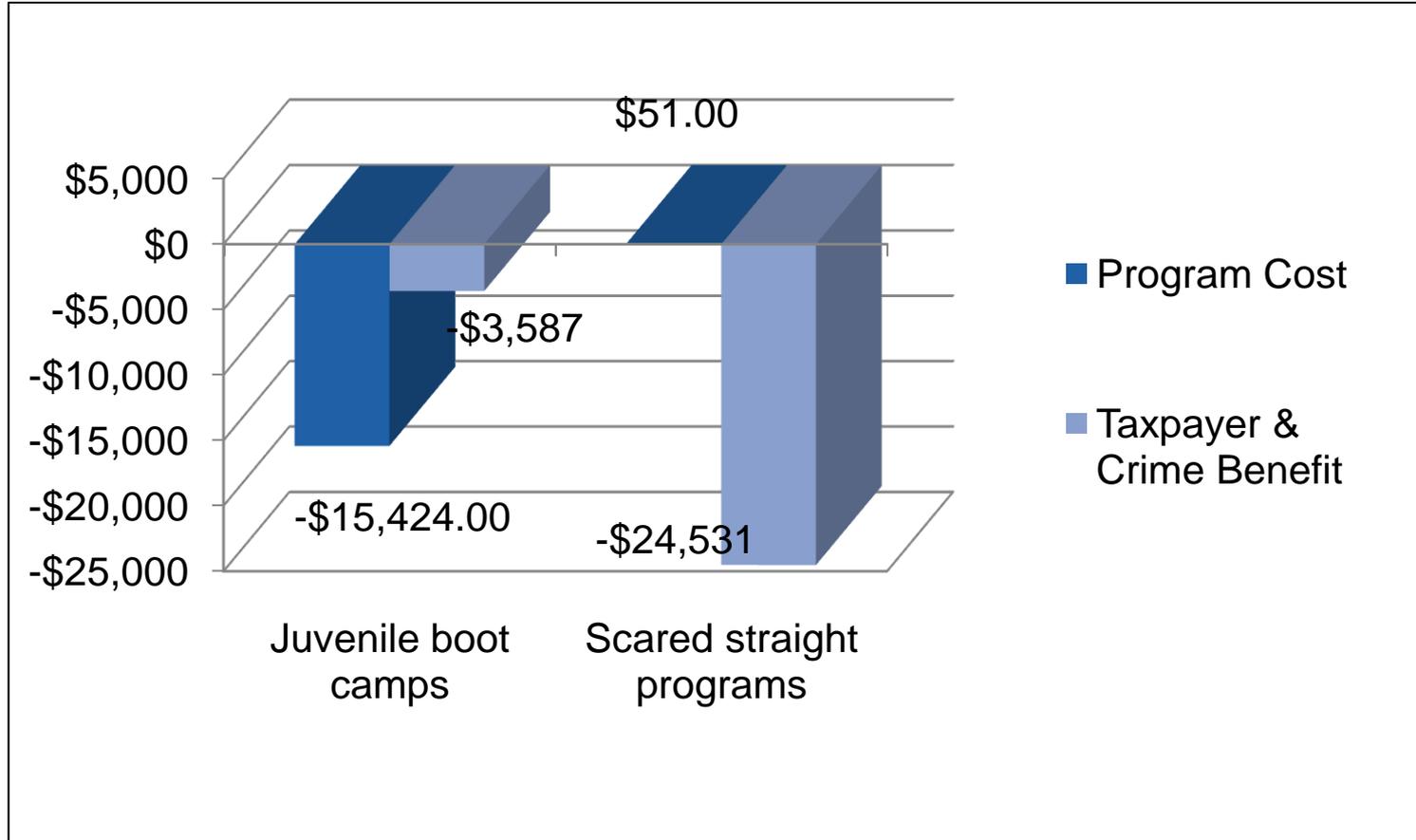
What Costs Should Be Considered?



- **Cost of implementing a programmatic intervention:**
Can we afford it?
- **Cost effectiveness of a programmatic intervention:**
Can we REALLY afford it?
- **Long-term cost benefits of programmatic intervention:**
Can we afford to not do it?



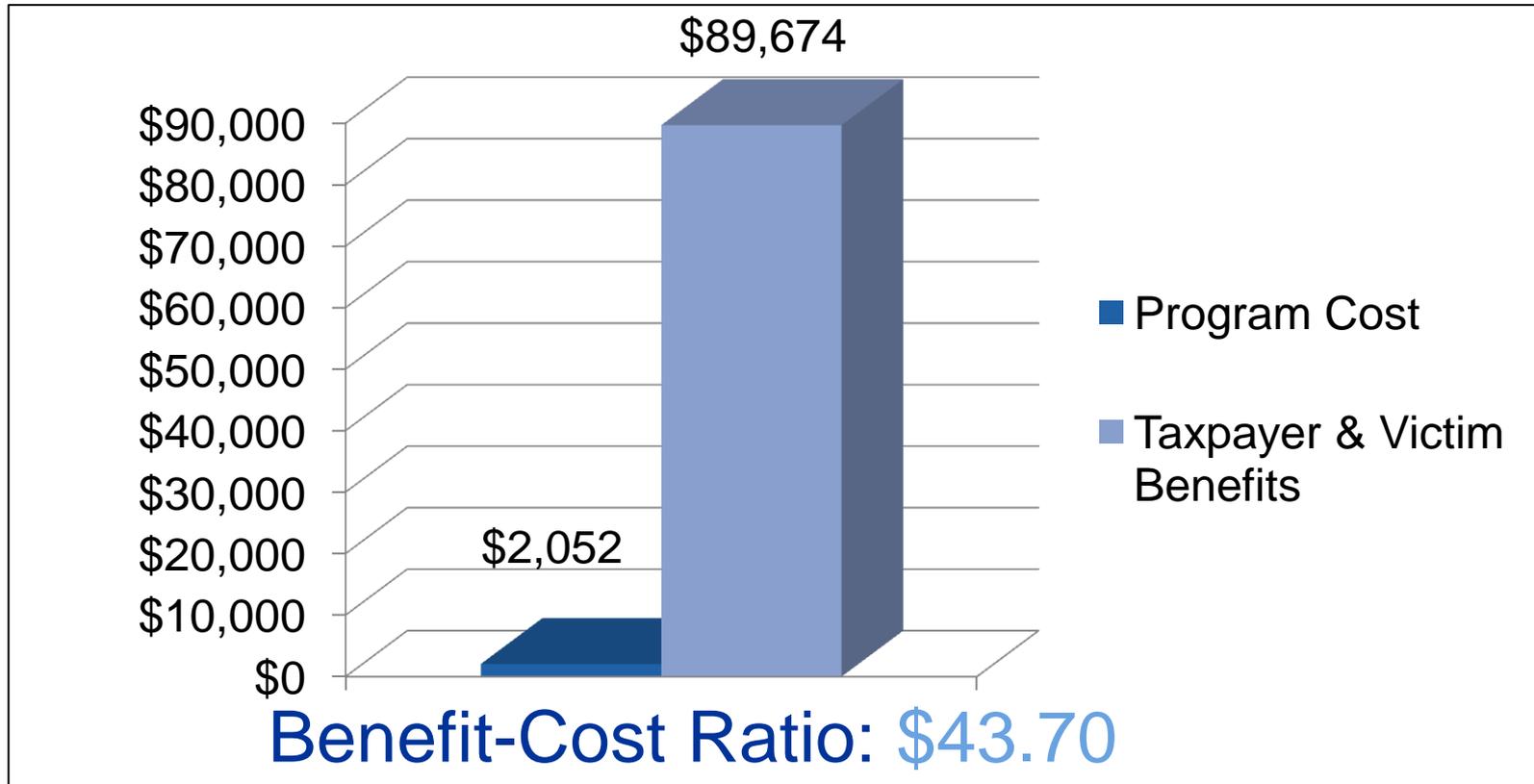
Cost Considerations: Juvenile Program Costs Example



Cost Considerations: Cost Benefit Example



Example of an Evidence-Based Juvenile Justice Intervention



Polling Question #5



Based on your past experience, which of the following do you anticipate providing the greatest challenge as you select programmatic interventions for your school, district or State?

- School/district/State culture
- Incompatibility with other programs
- Lack of appropriate staff to implement
- Securing other needed resources
- Time it will take to get it approved to stay on schedule
- None of the above



Take Aways

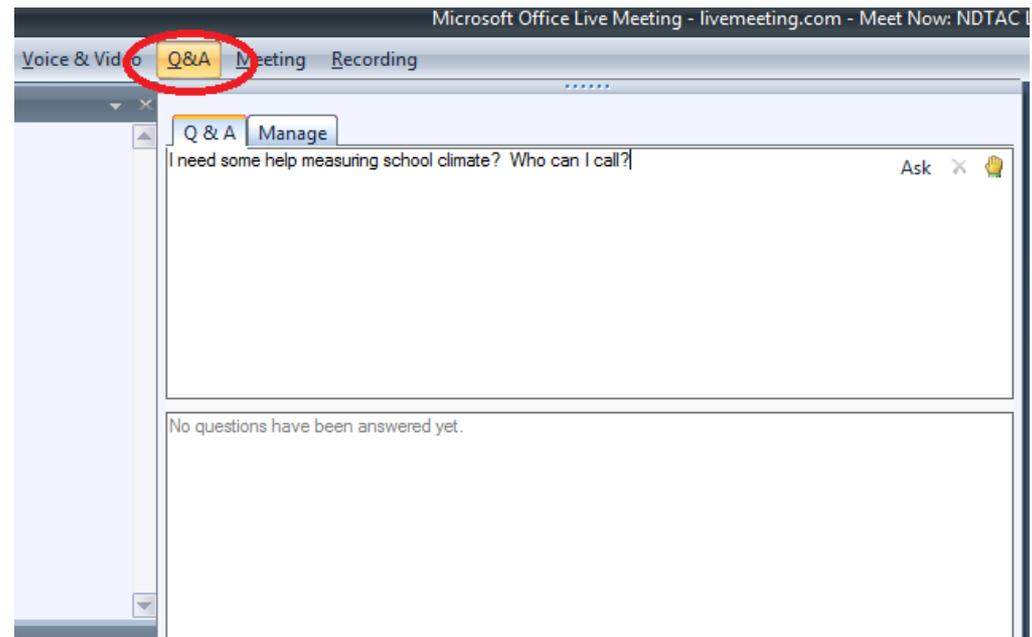


- Establish school climate team (ideally pre-existing group) that will work together throughout school climate improvement process. (See SSSTA's [Webinars on school climate teams](#).)
- Thoroughly examine a range of data, including disaggregated school climate survey data, to identify target areas.
- Ensure you identify the appropriate intervention types for your students'/school's needs – Look for interventions that have been demonstrated to accomplish:
 - the types of improvements you want
 - with the types of student, staff, and implementation capacities you have
 - in similar settings
 - that can align with other things that are going on in your school and district.
- Refer to resources that can help teams.
 - Systematically undergo improvement process (SSSTA's *Identifying and Implementing Programmatic Interventions*, NIRN's *Installation Stage Assessment*).
 - Locate potential programmatic interventions (SSSTA's *List of EBP Resources*).

Questions?



If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.





1. NIRN. (2011). Assessment of Implementation Stages. Retrieved from http://sisep.fpg.unc.edu/sites/sisep.fpg.unc.edu/files/resources/Installation_Stage_Assessment.docx on December 5, 2011.
2. Doll, B., Zucker, S., & Brehm, K. (2004). *Resilient classrooms: Creating healthy environments for learning*. New York: Guilford Press.
3. Ttofi, M.M., Farrington, D.P., & Baldry, A.C. (2010). Effective programs to reduce school bullying. In D.W. Springer and A.R. Roberts (Eds.), *Juvenile Justice and Delinquency* (pp. 167-185). Sudbury, Mass: Jones and Bartlett, in press.
4. Botvin,G.J., Baker,E., Dusenbury,L., Botvin,E.M., Diaz,T. (1995). JAMA, 273, 1106-1112.
5. Osher, D. M., & Quinn, M. M., Poirier, J. M., & Rutherford, R. B. (2003). Deconstructing the pipeline: Using efficacy, effectiveness, and cost-benefit data to reduce minority youth incarceration. *New Directions for Youth Development*, 2003 (99), 91–120.



- **Increasing Survey Response Rates and Engagement for Family, School Staff, and Special Populations**

January 18, 2012 4:00 pm – 5:30 pm ET

January 19, 2012 11:00 am – 12:30 pm ET

- The FY11 schedule of Safe and Supportive Schools TA Center Webinars will be posted as soon as it is available.