Making Measurement Meaningful

MICHIGAN SCHOOL-JUSTICE PARTNERSHIP

Michigan School-Justice Partnership 2014 Regional Meeting

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UNIVERSITY OF MICHIGAN

THE LEGACY CENTER FOR COMMUNITY SUCCESS

Making Measurement Meaningful

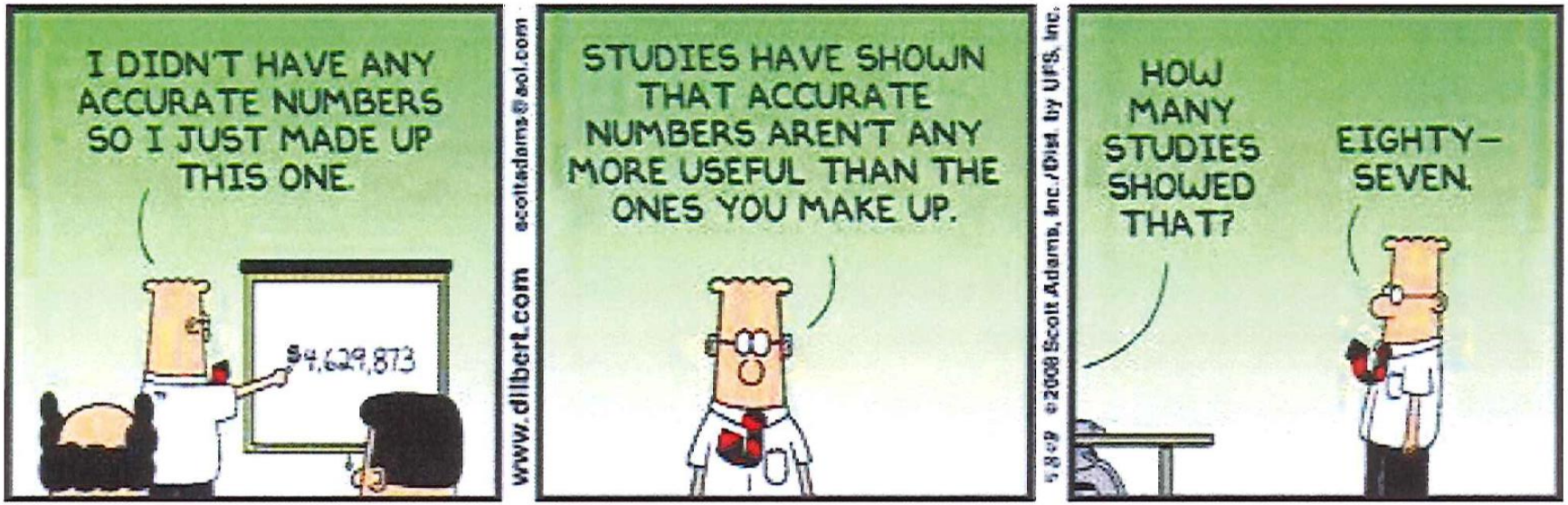
Why Measure?

"If you're not keeping score, you're only practicing."

Value of Measurements

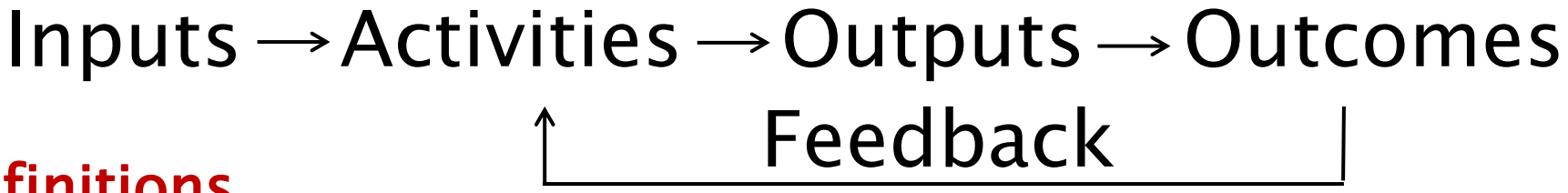
- Determine whether and to what extent progress is being realized
- Guide future strategies and investments
- Identify successes and pitfalls
- Drive accountability

Dilbert Opines on Data!



Making Measurement Meaningful

Basic Measurement Model



Definitions

Inputs—Resources used in a program—includes facilities, money, staff, equipment, etc.

Activities—Services, techniques and methodology utilized to implement programs

Outputs—Products of a program, often reported as the units of work accomplished including number of clients served, classes taught, flyers distributed, etc.

Outcomes—Benefits or changes realized by program participants including health, knowledge gained, behavior changed, etc.

Feedback—Information from quantitative measures of the degree to which Outcomes are achieved that is used to adjust/improve Activities

Making Measurement Meaningful

Why Focus on Outcomes-based Measures?

- Report the ultimate purpose of the project/program
- Describe improvements in conditions and altered status
- Illustrate the benefits for program participants

Making Measurement Meaningful

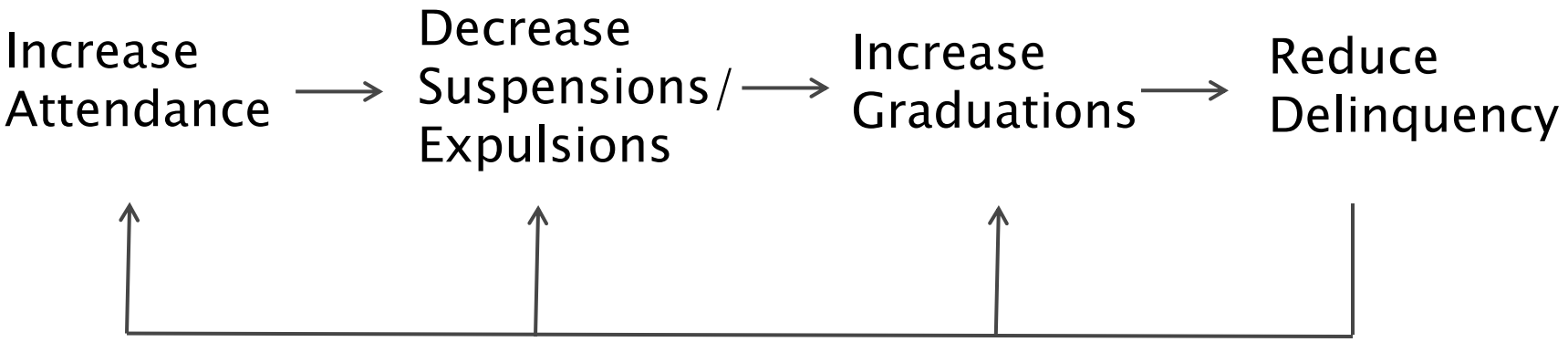
Meaningful Measurement is a Process

- Define desired Outcomes
- Establish reliable indicators of Outcomes
- Establish Measurement System
- Analyze Outcomes
- Use Feedback
- Make Adjustments

Making Measurement Meaningful

Michigan School–Justice Partnership

"Simplified" Logic Model



Time →

Making Measurement Meaningful

- **Define desired Outcomes**
  - Increase in **School Attendance**
  - Increase in High School **Graduations**
  - Reduction in **Delinquency**

- **Establish reliable indicators of Outcomes**
  - Components of Increased **School Attendance**—Reduced Absenteeism
    - Truancy
    - Suspensions
      - In-school
      - Out of school
    - Expulsions
  - Reliable definitions needed for each indicator

Making Measurement Meaningful

- **What factors might influence absenteeism?**
  - Student Factors
    - Physical Health
    - Mental Health
    - Perceptions of school
  - Family Factors
    - Socioeconomic circumstances
    - Family involvement
    - Protective services
  - School Factors
    - Culture
    - Transportation
    - Policies/Practices
    - Safety
    - Academic programs
    - Faculty
    - Facilities
  - Other??

Making Measurement Meaningful

- **Establish Measurement System**
  - Data Sources
  - Data Collection System
  - Reporting System

- **Analyze Outcomes**
  - Trends
  - Performance versus previous analyses
  - Performance versus that achieved by other programs
  - Successful strategies
  - Identification of Problems/Opportunities for Improvement

Making Measurement Meaningful

- **Possible Uses of Feedback from data analyses**
  - Improve Programs (Strategies, Tactics,…)
  - Provide direction for staff, volunteers,…
  - Identify technology/training needs
  - Guide budgets
  - Identify Benchmarks
    - Comparative Performance Data
  - Identify "Best Practices"
    - Specific Activities/Programs that result in Benchmark
    - Rapidly disseminate
    - Adapt to and adopt in local setting as appropriate

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Example of Using "Best Practices"

Reducing Expulsions

- Data on Expulsions Gathered
  - Source: Michigan Center for Educational Performance and Information (michigan.gov/cepi)
  - Summarized as "Expulsions per 1,000 students (eperks)
- "Heat Map" created to identify Benchmarks (lowest eperks)
  - Courtesy of D. J. Cole
  - Michigan Average is **1.93 eperks**

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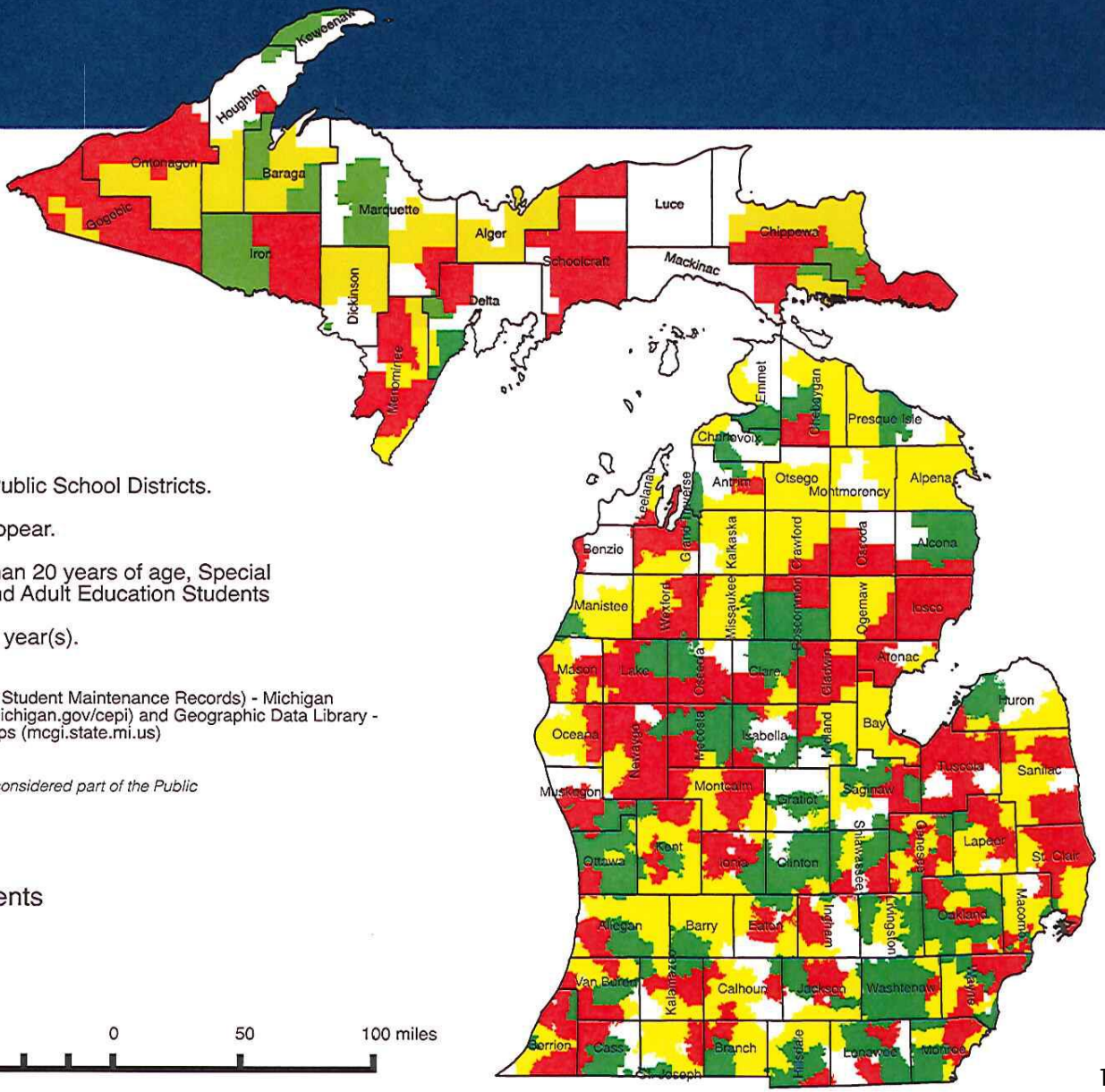
Justice. School. For All.



Expulsions by Headcount

School Years 2008-2013

Includes reported expulsions in Michigan's Public School Districts.

Only schools who reported expulsion data appear.

Excludes non-Special Ed students greater than 20 years of age, Special Ed students greater than 26 years of age, and Adult Education Students

Fall Pupil Headcount Data for the respective year(s).

Data Source: Michigan Student Data System (including Student Maintenance Records) - Michigan Center for Educational Performance and Information (michigan.gov/cepi) and Geographic Data Library - Center for Shared Solutions and Technology Partnerships (mcgi.state.mi.us)

Note: While the island of Isle Royale in Keweenaw County is considered part of the Public Schools of Calumet, it is omitted from this map for clarity.

Legend

Expulsions per One Thousand Students

- < 1
- 1 - 3
- 3 - 33

50 0 50 100 miles

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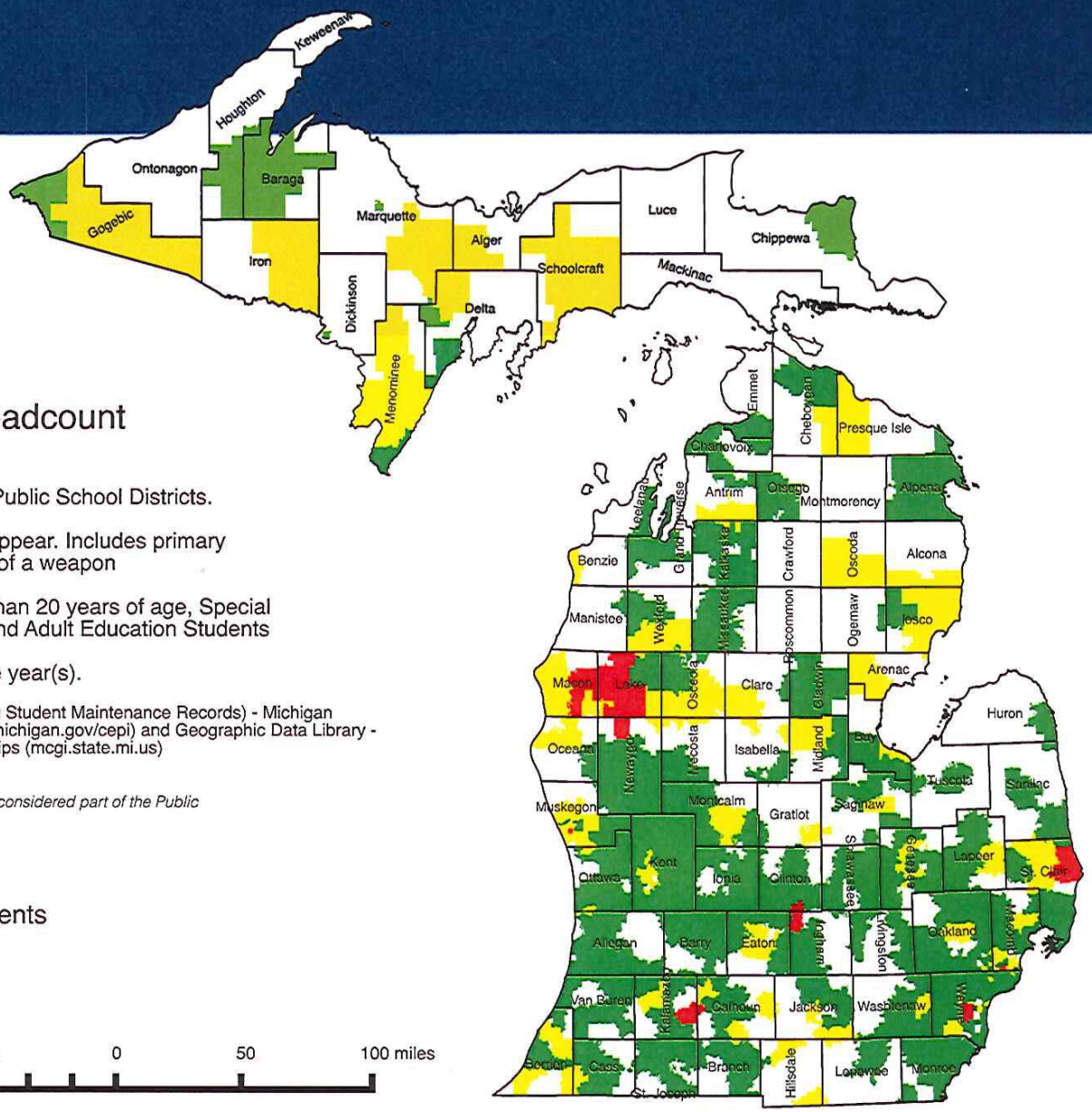

Weapons Expulsions by Headcount

School Years 2008-2013

Includes reported expulsions in Michigan's Public School Districts.

Only schools who reported expulsion data appear. Includes primary expulsion reasons classified as possession of a weapon

Excludes non-Special Ed students greater than 20 years of age, Special Ed students greater than 26 years of age, and Adult Education Students

Fall Pupil Headcount Data for the respective year(s).

Data Source: Michigan Student Data System (including Student Maintenance Records) - Michigan Center for Educational Performance and Information (michigan.gov/cepi) and Geographic Data Library - Center for Shared Solutions and Technology Partnerships (mcgi.state.mi.us)

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Legend

Expulsions per One Thousand Students

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Making Measurement Meaningful

Reducing Expulsions

- Benchmark identified from "Heat Map" at Walled Lake Consolidated School District
  - 0.13 WLCSD eperks
  - 1.93 Michigan average eperks—ranges up to 33
- Visited WLCSD to learn "Best Practices" that result in Benchmark performance
- Utilize Two Phase Approach
  - Phase I—Identification and Prevention of Student Performance and Attendance Issues
  - Phase II—Treatment and Restoration of Student Performance and Attendance Issues

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Reducing Expulsions

- Phase I—Identification and Prevention of Student Performance and Attendance Issues
  - Student Instruction Planning System (SIPS)
    - Early identification of problem student behavior in weekly school level staff meeting
    - Immediate intervention at multiple levels, as appropriate and necessary, to address identified problems
      - Student
      - Family
      - School
      - Community
    - 98+ percent of problems resolved in this Phase

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Reducing Expulsions

- Phase II—Treatment and Restoration of Students with more serious problems
  - Levels of Achievement and Transition in Education (LATE) program
    - Alternate classroom
    - On-line self-paced learning with guidance from teacher and paraprofessional
    - Scorecard developed/Points awarded for various pre-determined/stipulated considerations such as
      - Punctuality
      - Cooperativeness with staff and other students
      - Academic achievement

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Reducing Expulsions

- Phase II
  - Supplemental community resources introduced as required to address/counsel regarding related issues such as
    - Anger management
    - Substance use disorders
  - Incentives established to motivate program completion for re-entry into regular school, e.g.,
    - Partial completion, based on achieving defined Point levels, rewarded with right to practice with team

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Example of Using "Best Practices"

Reducing Absenteeism

- Midland County Community Schools Project
  - Modeled after Pathways to Potential—Sibley Community Schools Project
  - Eastlawn Elementary School
  - Floyd Elementary School
- Components
  - Address chronic absenteeism by providing access to available community resources--examples
    - Reliable transportation
    - Stable housing
    - Quality health care
    - Basic needs/safety
    - Child care

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Reducing Absenteeism

- Results
  - Eastlawn Elementary (460 students; 68% Free/Reduced Cost Lunch eligible)
    - 31% Decrease—students with >4 Absences
    - 51% Decrease—students with >7 Absences
    - 100% Attendance—October 9, 2013
  - Floyd Elementary (401 students; 65% Free/Reduced Cost Lunch eligible)
    - 25% Decrease—students with >4 Absences
    - 32% Decrease—students with >7 Absences
  - Continuing downward trend in Absenteeism in both schools

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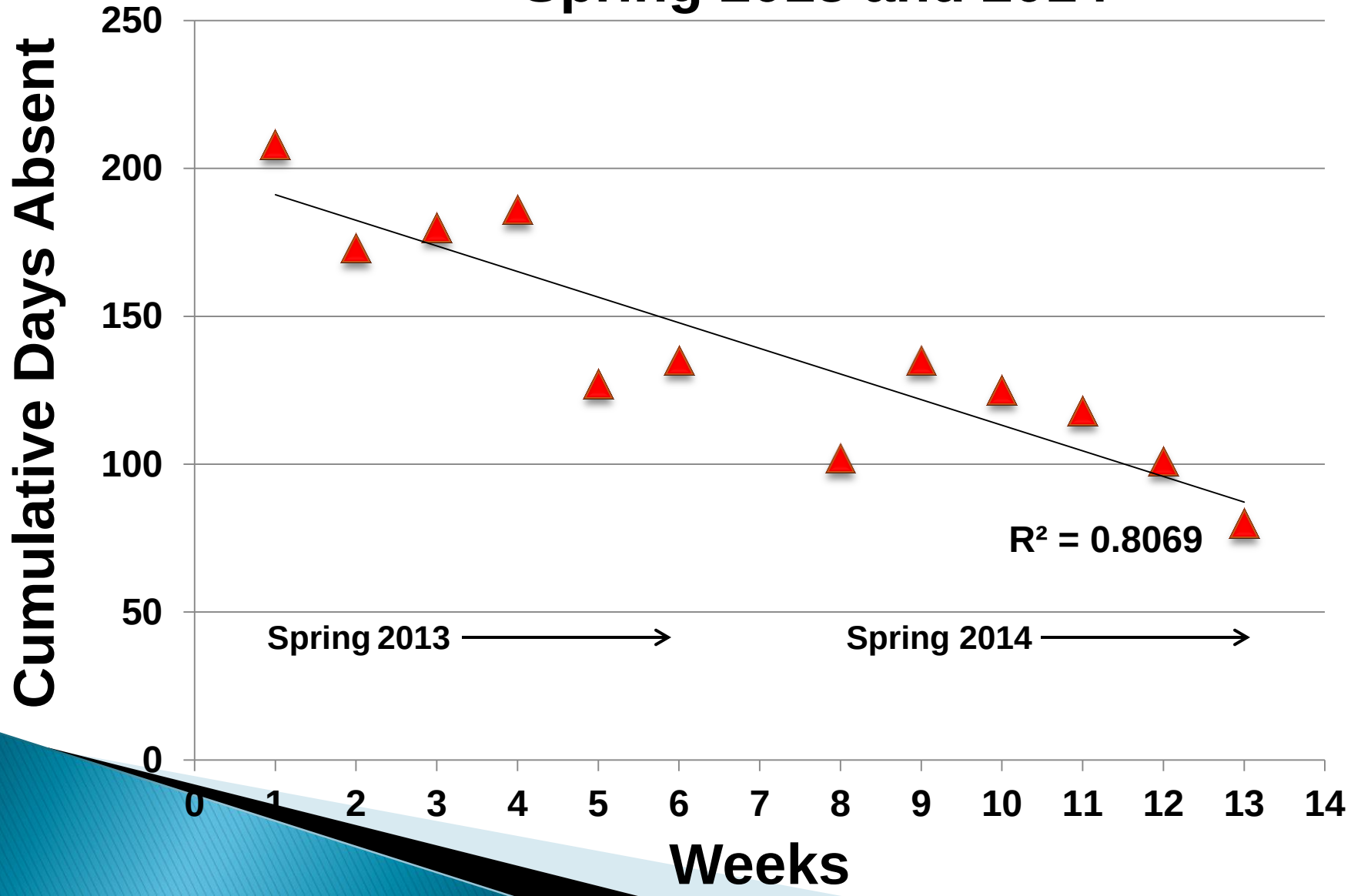
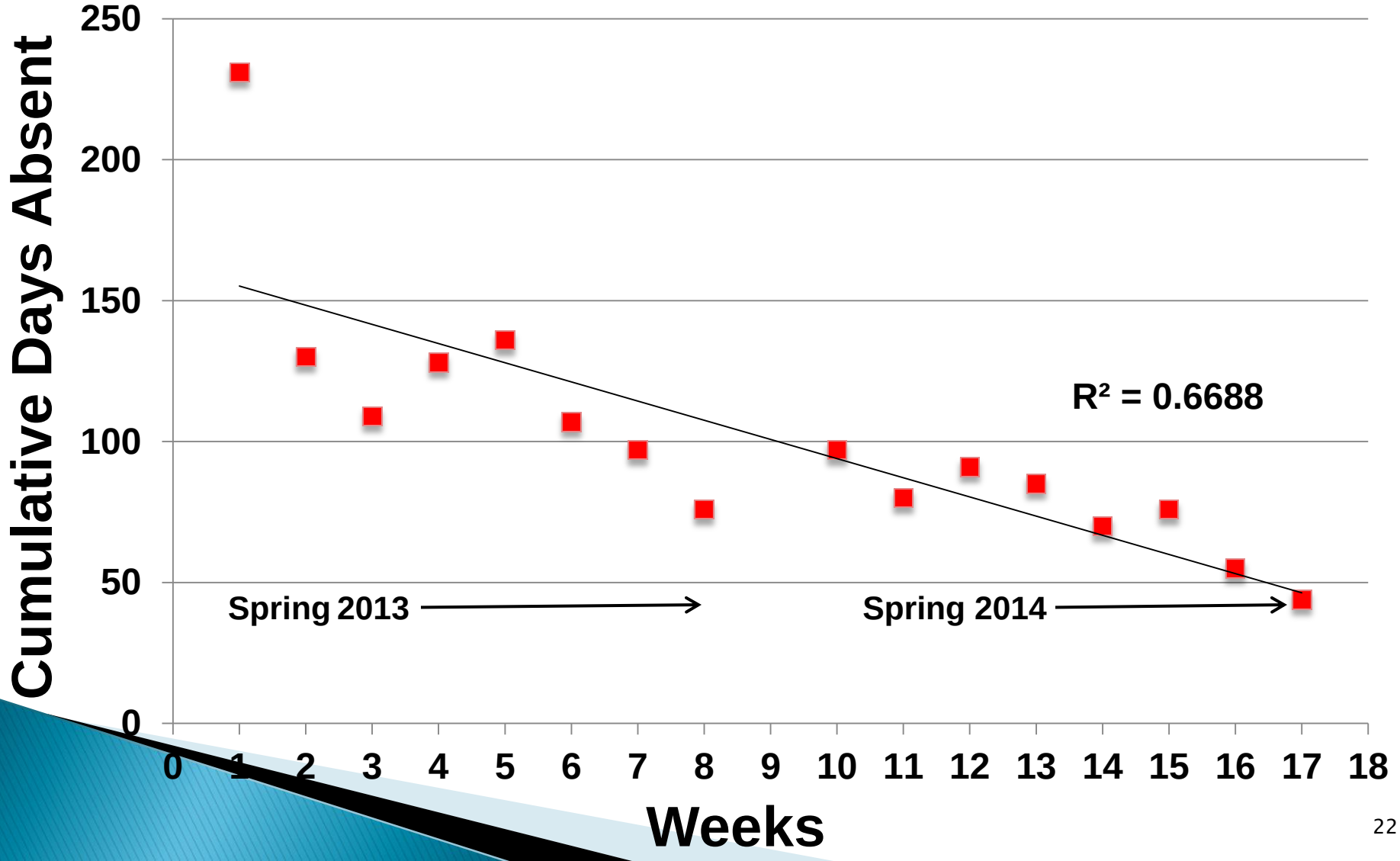
Midland County (Floyd School) Absenteeism Spring 2013 and 2014



Midland County (Eastlawn School) Absenteeism Spring 2013 and 2014



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Example of Using "Best Practices"

Reducing Truancy

- More Developmental Assets = Reduced Risk-Taking Behaviors
  - Specific Assets affect certain Risk-Taking Behaviors more than others
  - Principal Developmental Assets overall
    - Positive Peers
    - Restraint (risk avoidance)
    - Resistance (risk refusal)
    - Engagement with School

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Reducing Truancy

- Results
  - 44% of youth with 0–10 Developmental Assets skipped school once or more in the last four weeks
  - Only 6% of youth with 31–40 Developmental Assets skipped school once or more days in the last four weeks
  - 49% of youth with 0–10 Developmental Assets skipped school two or more days in the last four weeks
  - Only 2% of youth with 31–40 Developmental Assets skipped school two or more days in the past four weeks
  - Developmental Assets are effective protective factors against truancy

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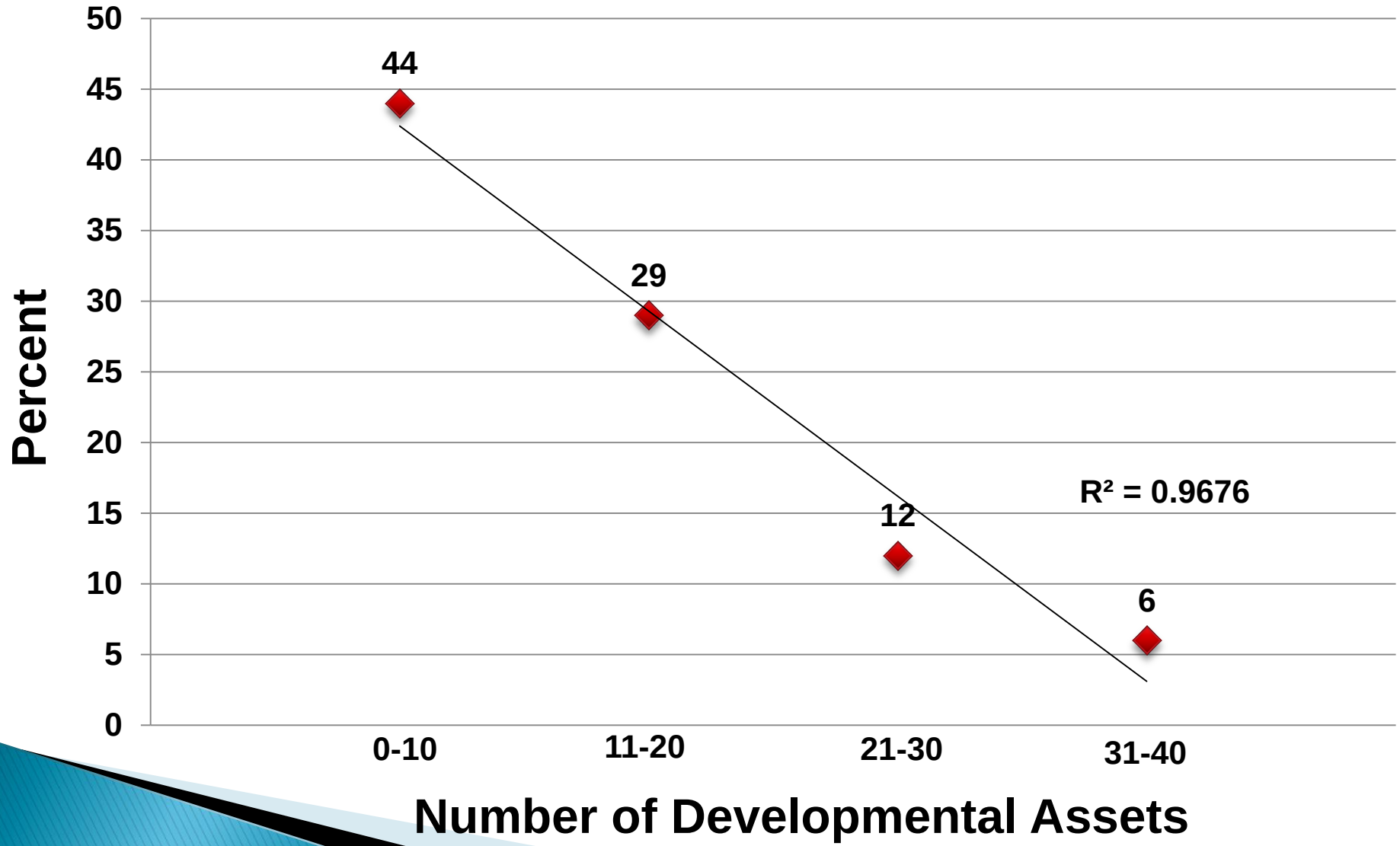
Midland County Truancy
Skipped School Once or More in the Last Four Weeks



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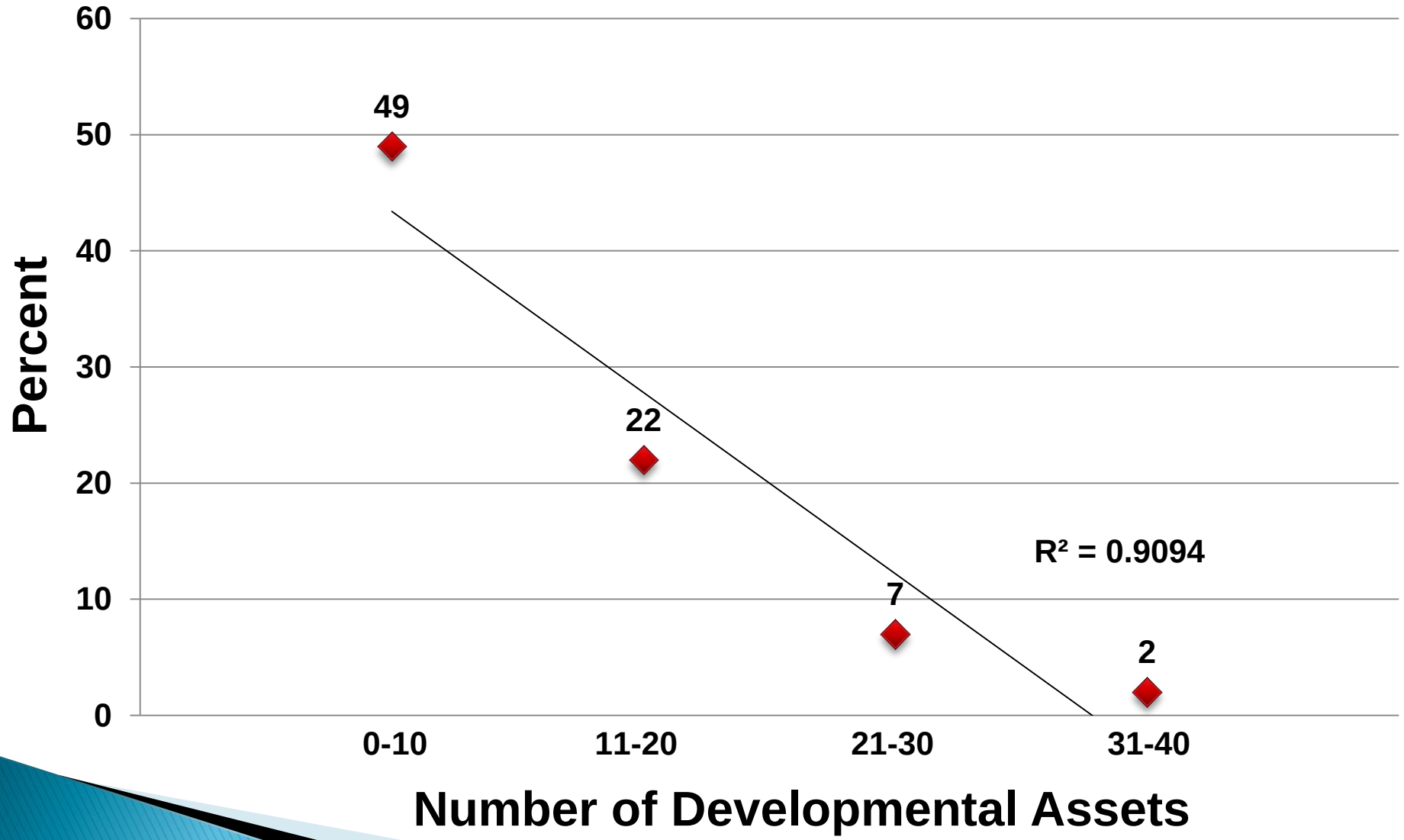

Making Measurement Meaningful

- **Value of Benchmarking and Best Practices**
  - Reliable way to rapidly
    - Improve processes
    - Realize gains using proven methods
  - Often requires modifications
    - Adapt best practice to local situations
    - Implement modified practices
  - Red flags
    - NIH
    - Possible complacency—disincentive for original approaches
  - Utilize "Collaboration and Knowledge" portal of School2Prison.com web site to share Best Practices

Making Measurement Meaningful

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Value of Measurements

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Making Measurement Meaningful

Issues/Questions for Michigan School-Justice Partnership Participants

- What Outcomes indicators do we want to measure? Consider those soonest affected, e.g.,
  - Absenteeism
    - Truancy
    - Suspensions
      - In-school
      - Out of school
    - Expulsions
  - Also consider Graduation/Drop Out Rates
- What are standardized definitions of each term?
- How will we collect and report the data?
- How will we analyze the data? Consider "Data" Team

Making Measurement Meaningful

Proposed Data Collection Form

- Complete Demographic Information
- Record
  - In-School Suspensions
  - Out-Of-School Suspensions
  - Expulsions
  - Truancies
  - Chronic Absences >10%
  - Number of Graduates
  - Number of Students Dropped Out
- Note additional information/extenuating circumstances
- Forward information to Director, School-Justice Partnership for analysis

2014-2015 District-Level School Data for School-Justice Partnership

SECTION A: School Information

Date:

County: _____ School District: _____

School Level:
- ☐ Elementary (Total N of students: _____)
- ☐ Middle (Total N of students: _____)
- ☐ High (Total N of students: _____)

School Term:
- ☐ Fall
- ☐ Winter

Students of Color: _____
(including African American, Hispanic, Native American, and Asian)

SECTION B: School Survey

Suspensions & Expulsions

Number of suspensions during this reporting term:

	In-School Suspensions	Out-of-School Suspensions	Expulsions
Overall			
Students of Color			

Truancies

Number of truancies during this reporting term:
Count: _____

Number of students with chronic absenses over 10% during the term:
Count: _____

School Drop-Outs

Number of student graduates at the end of the school year:
Count: _____

Number of students dropped out of school during this reporting term:
Count: _____

Notes

Please use this section to include additional information or extenuating circumstances critical to your school estimates.

_____
_____
_____