Mission to Practice: Program Fidelity and Data Driven Decision Making

Joe Bynum
Program Manager
Abraxas Education: Chicago Schools
Why is Does Everyone Keep Talking About Data
Why are we focusing on this…

For Starters, the law requires it….

Section 401.10: Application for Eligibility

- Each provider seeking to become eligible shall be subject to the program approval process described in this Section. …

- a) … Each application shall include:

- 1) An accurate, written description of each program for which approval is requested, which shall indicate …, the data that will be collected on the outcomes achieved by those students, which must reflect the students’ learning goals as described in their respective IEPs, …
Section 401.250: Staff Training

- Each provider shall prepare and keep on file an annual plan for in-service training in areas where improvement is desirable. The provider shall identify these areas based upon an analysis of each program’s implementation in relation to the approved application and based upon data illustrating the achievement of the students served in relation to the goals and objectives stated in their IEPs...
## Comparative Scores (On-Site vs. Self-Eval vs. Maximum possible)

<table>
<thead>
<tr>
<th></th>
<th>Section #1</th>
<th>Section #2</th>
<th>Section #3</th>
<th>Section #4</th>
<th>Section #5</th>
<th>Section #6</th>
<th>Section #7</th>
<th>Section #8</th>
<th>Section #9</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Site:</td>
<td>2.96</td>
<td>2.83</td>
<td>2.94</td>
<td>2.93</td>
<td>3</td>
<td>2.95</td>
<td>2.8</td>
<td>2.89</td>
<td>2.62</td>
</tr>
<tr>
<td>Self</td>
<td>2.88</td>
<td>2.9</td>
<td>2.97</td>
<td>2.96</td>
<td>2.98</td>
<td>2.94</td>
<td>2.9</td>
<td>2.93</td>
<td>2.83</td>
</tr>
<tr>
<td>Max:</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

### Comparisons

- Average On-Site Score: 2.87
- Average Self-Evaluative Score: 2.92

### Diagaram

The bar chart compares the scores across different sections:

- **Sections**: 1 to 9
- **Scores**: 2.4 to 3.1

### Sections

- Section #1: Application and General Requirements
- Section #2: Provision of Educational Program and Classroom Records
- Section #3: Administration of State Assessment
- Section #4: Health and Safety Requirements
- Section #5: Attendance and Billing
- Section #6: Student Records
- Section #7: Staffing Requirements
- Section #8: Staff Trainings and Records
- Section #9: Expected Outcomes
Section #9

Expected Outcomes

- 401.10 a) 1): program description includes description of data to be collected regarding proposed program outcomes and student achievement

- 401.150 b): clear evidence of ongoing evaluation toward IEP

- 401.230 b): progress reviewed with parents according to IEP

- 401.250 a): ongoing in-service program with sessions based on student need and proposed outcomes
Why are we focusing on this...

So what does this mean...

- We need to have a description of what we hope to do (our Mission).

- We need to evaluate our progress towards that purpose (Program Fidelity)

- We need to USE that evaluation to progress our programming. (Data Driven Decision Making)
Mission Statements \ Goals

Non-Examples

- “Our students relentlessly pursue and create success”
- “We develop complex thinkers”
- “Our mission is to develop young men with creative minds, a sense of understanding, compassion for others, and the courage to act on their beliefs.”
Our mission and commitment is to provide our students with an alternative learning option that best supports their unique needs and helps them to secure confidence in their ability to learn, grow and be successful.

We are committed and dedicated to challenging and developing our students academically, emotionally, and socially through positive role modeling and meaningful interaction by providing a structured, safe, and quality educational setting.
Who we are...

5 Programs Adolescent Programs Across 3 Sites

3 Residential Drug and Alcohol Programs (JJ)

1 Private Therapeutic Day School

1 Alternative Program for a Public School District

<table>
<thead>
<tr>
<th>Average Length of Stay</th>
<th>2008-2009</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADA</td>
<td>40.09</td>
<td>39.99</td>
</tr>
</tbody>
</table>
Goals

SAFETY
- *Foster a positive and safe school environment for all students that promotes learning*
- Metrics: CIR, Behavior Referrals: Threats of Violence/Acts of Violence/Achievement Referrals

RESPONSIBILITY
- *We will teach our students how to set and achieve goals.*
- Metrics: Individual Goal Attainment Scaling, SRP evaluation, Character Education Participation

RESPECT
- *We will provide a positive environment that will foster responsibility, achievement, self-confidence, and mutual respect.*
- Metrics: Achievement Referrals, Behavior Referrals: Peer Disrespect/Staff Disrespect/Language

COMMUNICATION
- *Ensure our students are able to demonstrate age appropriate academic competencies and have the highest probability of graduation*
- Metrics: Pre/Post Program Academic Assessment, GPA, Academic Credit

PARTICIPATION
- *We will assist our students in becoming productive individuals who are ready and willing to work towards re-entry into a less restrictive setting.*
- Metrics: Program Completion Rates, Behavior Referrals: Participation
Safety

Foster a positive and safe school environment for all students that promotes learning

Metrics: CIR, Behavior Referrals: Threats of Violence/Acts of Violence/Achievement Referrals
Foster a positive and safe school environment for all students that promotes learning

Safety Behavioral Trend
Acts of Violence and Threats of Violence
2008-2010

Threats of Violence
Acts of Violence
Foster a positive and safe school environment for all students that promotes learning

Safety Behavioral Trend
Acts of Violence and Threats of Violence
2008-2010

- Threats of Violence
- Acts of Violence
We will provide a positive environment that will foster responsibility, achievement, self-confidence, and mutual respect.

Metrics: Achievement Referrals, Behavior Referrals: Peer Disrespect/Staff Disrespect/Language
Respect Behavior Trend
Disrespect Towards Staff\Peers and Inappropriate Language

Respect towards
Staff

Disrespect towards
Peers

Inappropriate
Language
Respect Behavior Trend
Disrespect Towards Staff\Peers and Inappropriate Language
Ensure our students are able to demonstrate age appropriate academic competencies and have the highest probability of graduation.

Metrics: Pre/Post Program Academic Assessment, GPA, Academic Credit
Ensure our students are able to demonstrate age appropriate academic competencies and have the highest probability of graduation.

<table>
<thead>
<tr>
<th>Academic Assessments</th>
<th>Change in Grade Equivalency</th>
<th>Pre\Post Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE</td>
<td>GMADE</td>
<td></td>
</tr>
<tr>
<td>Average GPA</td>
<td>3.25</td>
<td></td>
</tr>
<tr>
<td>Average Credit</td>
<td>2.96</td>
<td>per semester</td>
</tr>
</tbody>
</table>
Ensure our students are able to demonstrate age appropriate academic competencies and have the highest probability of graduation.
PARTICIPATION

We will assist our students in becoming productive individuals who are ready and willing to work towards re-entry into a less restrictive setting.

Metrics: Program Completion Rates, Behavior Referrals: Participation
We will assist our students in becoming productive individuals who are ready and willing to work towards re-entry into a less restrictive setting.
We will assist our students in becoming productive individuals who are ready and willing to work towards re-entry into a less restrictive setting.
Bridge School
Total Monthly Suspension Days
2009-2010
Bridge School
Average Daily Referrals

0 2 4 6 8 10

Bridge School
Average Daily Referrals

0 2 4 6 8 10
Common "Data" Mistakes
The Student, Not the Data Set

Individual Student Indicators

Program/School Wide Indicators
The Student, Not the Data Set

Individual Student Indicators

Program\School Wide Indicators
The Student, Not the Data Set