Strategic Planning Advisory Committee Meeting #5

Thursday, August 25, 2011, 6:30 - 8:30pm
4000 Moorpark Ave. San Jose, CA 95117

6:30 – 6:40 pm Welcome back and Agenda Review Dan/Carolyn

6:40 – 7:10 pm Redwood City Community Schools Sherri/Sandra Portasio

7:10 – 7:20 pm Focus group / Parent Input Nancy/Enrique

7:20 – 7:30 pm Proposed SLS model Dave/Nancy

7:30 – 8:20 pm Initial read and breakout discussion Carolyn

8:20 – 8:25 pm Next Steps Carolyn/Dave

8:25 – 8:30 pm Next meeting and closure Carolyn
Strategic Planning Advisory Committee Meeting #4 Notes
Thursday, June 9, 2011, 5:30-8:30pm

Welcome Back and Agenda Review
Nancy Pena reviewed the agenda and welcomed guests

Review of framework and proposed modifications
- The group responded to Supervisor Dave Cortese’s memo regarding a revised Mission or Aim statement for School Linked Services. After some discussion, the group settled on the phrasing:
  - “Create and implement a model that is school-based, offering on-site collaborative services to heal and strengthen individuals, families and systems by responding to critical issues and risks among youth age 0 to 18.”
- Sal Alvarez would like to see this effort address the over-representation of Latinos involved in Juvenile Justice in the county
- Sal Alvarez suggested that we need more representation and involvement from faith-based communities
- Members expressed need for more parent involvement in school planning services, and parent education and capacity-building as part of the model
- Supervisor Dave Cortese suggested more CBOs need to be involved in service delivery, not just the current county contracted agencies
- The group emphasized themes of maximizing current resources and collaboration.

Review of current school-based services
- SLS Pilot status reports - Jennifer Klassen, District Social Worker reports there are currently 3 pilot projects at ESUHSD:
  - Assess At-Risk Incoming 9th Grade Students and Their Families, and placement in the newly proposed 2011-2012 Independent Study Program (ISP) as appropriate.
  - Coordinated School Health: Obtain training and implement this model throughout school district.
  - Independent Study Program: Hire two (2) full-time Mental Health Social Workers to work with at-risk 9th and 10th grade students and their families and provide mental health services using TF-CBT
- MHD Strengthening Families (see handouts for details) Larry Soto and Rachael Esterkin presented PEI Project 2: Strengthening Families and Children in Investment Communities
- Coordinated School Health (CSH) (see handouts for details) Brenda Carrillo, Student Health and Safety Coordinator presented on the CSH Model.
- Positive Behavior Intervention Services (PBIS) (see handouts for details) Lisa Pruitt, Program Director District and School Support Services presented on PBIS.
Franklin McKinley Children’s Initiative (FMCI) *(see handouts for details)* Dr. John Porter, Superintendent of Franklin McKinley School District and Marybeth Afflecy-Nacey, Catholic Charities, presented on FMCI.

**Discussion**

- Sal expressed the need for more Hispanic involvement.
- Committee members discussed strengths of each model and noted the following common elements or themes:
  - Growing infrastructure in the community
  - Engaging parents
  - Building on best practices
  - Deep collaboration
  - Work force development and training
  - Building over time from a strong foundation or foothold
  - Including a policy-level platform
  - Incorporating a governance structure that helps break down silos

**Next steps**
The next meeting is in late August, and a focus group will be convened with school staff to get their input on the SLS model.
School-Linked Services Planning Meeting
August 25, 2011

Review of local initiatives and models

- **Local initiatives**
  - Safe School Campus Initiative – MDT
  - MHD Strengthening Families & Children PEI Project

- **Models**
  - Positive Behavior Intervention and Supports (PBIS)
  - Coordinated School Health (CSH)
  - Franklin McKinley Children’s Initiative (FMCI), modeled after Harlem Children’s Zone
  - Redwood City Community Schools – (UCLA model of Learning Supports)
Local initiative – Safe School Campus Initiative SSCI/MDT

- **Aim:** to create safe school environment, prevent and manage critical incidents of youth violence in schools
- Trained Multi-Disciplinary Teams (MDTs) in prevention, identification and control of juvenile crime
- Formalized safety partnerships (designated school personnel, community coordinator, police liaison, youth outreach worker, probation, DA).

Local initiative – MHD Strengthening Families & Children PEI Project

- **Aim:** to provide child/family focused interventions in highest need communities to prevent and reduce serious emotional and psychological problems
- Targeted to four “investment areas” (North, Central, East, South county) defined by zip codes with high risk factors
- Regional implementation plans developed by local teams
- Four basic evidenced-based strategies:
  - Multi-level school-based interventions (e.g., Strengthening Families, PBIS)
  - Enhanced parenting support (e.g., Triple P Levels 4 & 5)
  - Child skills intervention (e.g., Trauma-Focused Cognitive Behavioral Therapy)
  - Family focused intervention (e.g., Family therapy model)
Review of Models – Coordinated School Health (CSH)

- **Aim:** To comprehensively address student health related needs in school settings to support and benefit student learning and well-being
- Includes 8 components: health education, family and community involvement, healthy school environment, physical education, nutrition services, health promotion for staff, psychological and counseling services, health services
- Strong involvement of administration, district/school health council, staff, students, families and community.
- **Outcomes:** Improved school performance/test scores, positive behavior, attendance, physical fitness, positive school culture, staff morale, sustainable system changes

Review of Models - PBIS

- **Aim:** To improve academic and behavior outcomes by implementing a framework to guide selection, integration and implementation of academic and behavioral practices
- Multi-level efforts: Primary (school wide), Secondary (at-risk), Tertiary (high risk)
- Addresses social culture/school climate, teaches behavioral expectations
- Training provided by SCCOE ($6K/school) to all school staff
- Currently being implemented at SJUSD and other districts
- **Outcomes:** reductions in expulsions, suspensions, discipline referrals, involvement in juvenile justice, increase in attendance, school connectedness, staff morale
Review of Models – FMCI

- **Aim:** Graduate all children from high school in local geographic community through establishment of a continuum of collaborative “cradle to grave” child and family supports
- Utilizes a focused, block by block intervention strategy requiring new systems of collaborations among government, schools and the community
- Creates a continuum of evidence-based strategies to support children and families with the ultimate goal to graduate all children from high school into college and careers
- Three Work groups: Self sufficient families, safe neighborhoods, education cradle to career

Review of Models - Community School

- **Aim:** Adopt and implement a unifying system of academic learning, learning supports (comprehensive, continuum of family and child supports), and management (governance, resources and operations) to improve children’s success in schools
- Three strategies: Family engagement (parent leadership, parent education, parent volunteerism), extended learning (after school, youth leadership), support (counseling, family assistance)
- Collaborative of school/community/agencies
Focus Group Feedback

Representatives from two high schools and one middle school

- Dire Resource Conditions -
  - Due to budget cuts, school principals are overloaded and preoccupied with budget and personnel issues
  - Administration of new projects and initiatives, no matter how desirable, are not an option due to current demands on school personnel
  - Times are nothing like they were when earlier SLS efforts were in place
  - The Multi-Service Team (MST) coordinator function to manage referrals from teachers and link to various service providers is stretched at best or non-existent
  - Counselors, and educational support staff are greatly reduced
  - Teachers do not have the time or bandwidth to address the multiple student concerns that they encounter in their students

- Ideal SLS Conditions
  - Sustained long term focus to achieve real change
  - Dedicated on-site service coordination staff to manage provider services
  - Emphasis on adaptability of services to particular needs of the student population; service needs to be tailored to school needs
  - Engagement and inclusion of parents and attention to family issues
  - Non-stigmatizing age and culturally appropriate strategies to engage kids
  - Ability to serve all kids and not just those who "qualify" (one stop for all!)
  - Services need to be integrated rather than provided by multiple agencies that provide different types of "counseling" services
  - Effective strategies to insure good communication with school personnel and support services
  - Training for all (parents, students, teachers, school personnel)
Latino Parent Feedback

- What is your overall impression about this SLS idea?
  - Parents are unaware of the SLS planning, but believe it is a good idea
  - They are concerned about their children receiving equal access to these services

- What services do you believe students need most at school?
  - Academic assistance
  - Physical and emotional safety
  - Counseling

- What are the top issues PARENTS face at all School levels?
  - Teachers and school officials often do not speak Spanish; are often “short” with parents, responding that their children are “doing fine”, later finding out that their children were failing academically and falling behind, then get sent to a continuation school to catch up on credits
  - Losing their homes and needing to change schools
  - Unable to help them with homework

Latino Parent Feedback

- What are the top issues students face at the Elementary level?
  - Language Barriers
  - Kids need more individual help
  - Hurtful words by other children

- What are the top issues students face at the Middle School level?
  - Peer Pressure to go against their own values
  - Gangs
  - Bullying

- What are the top issues students face at the High School level?
  - In sufficient college guidance counseling, (i.e., financial aid options, undocumented options)
  - Stress to help family financially
  - Babysitting responsibilities
Latino Parent Feedback

- What solutions do you recommend?
  - More teacher + parent communication
  - Parents need interpreters available at all the school sites
  - School staff needs cultural sensitivity training

- What solutions do you recommend to teachers and principals?
  - Meet with each student’s family
  - Match students with a classmate who can work with them and assist them academically
  - Find a school staff person to interpret, and write down the resolution on paper so both parents and schools can sign about what each commits to do
  - The school should also offer counseling and conflict resolutions amongst students, instead of simply suspending or expelling students from school

Pulling it all Together
A Proposed SLS Model
Great things are happening throughout the county despite extremely difficult financial times.

We have seen multiple examples of initiatives that are implementing key elements of the most current “evidence based” strategies that are known to improve both academic achievement and well-being of children and families.

Our SLS Plan should champion, support, leverage, and spread those strategies that are currently underway.

Our SLS Plan should reward excellence, maximize current resources, and minimize cumbersome inefficient bureaucratic processes.

Schools, counties and cities are experiencing tremendous needs among their constituents; and tremendous loss of resources.

To engage schools with the greatest needs, we must acknowledge their need for infrastructure support if they are to participate in SLS.

Our plan must include support for planning, needs assessment, stakeholder engagement, and services.

Some schools will have more robust strategies in play; others will be just beginning. Our plan must be adaptable to support schools where they are, while insuring our commitment to quality and SLS principles.
Models and Initiatives: Key Elements
What We Learned

- A passionate vision of child, family, school and community success in school, family and community
- A clear aim to achieve success by addressing root child, family, and community needs
- A Unified perspective on academic instruction and support services
- A robust continuum of supports from promotion to intensive intervention that extends out to families and communities and into students, teachers and administrators

Active engagement of families and surrounding communities

- A seamless service continuum that breaks down “silos” and eliminates redundancies in service systems and providers
- A model of governance that assures sponsorship, resources, stakeholder engagement and accountability
- An emphasis on “evidence based” practices and measured results
- Use of data to inform effective policy and practice
SLS Plan - Proposed Approach

- **Developmental** – Schools start where they are
- **Range of Options** – Schools select from model elements
- **Collaborative Structure** – Support services organized within collaborative structure
- **Application Selection Process** – Schools/districts apply and are selected for SLS status and resources
- **Resources** – SLS resources include services and one-stop technical and administrative assistance from funding entities
- **Governance and Oversight** – Staffed by funding entities and overseen by an inclusive steering council of county departments, SLS Schools, family and community leaders, and private and public sector advocates

A Developmental Approach –

- “No school left behind” philosophy: Our objective is to achieve the vision, values and outcomes of SLS in every school in Santa Clara County
- As long as minimal requirements established and endorsed by the Steering Committee are met, all schools will be engaged
- Schools will be supported to start with achievable realistic SLS components
A Range of Options –

- Required elements and characteristics must be selected from agreed upon SLS models and characteristics, beginning with those models currently viewed as reflecting SLS tenets, values, and programmatic quality.

- Requirements will be established and endorsed by the Steering Committee.

- Requirements will be based on current and emerging practices that yield the best outcomes for students, families, and schools.

A Collaborative Structure –

- Schools and Provider System entities and providers form collaborative partnerships to implement SLS model of services on school campuses.

- SLS Collaboratives would be tasked with engaging students, families and other stakeholders in reaching agreement on critical student needs, priority services that will meet those needs, and supporting the implementation of the plan.

- SLS Collaborative structure must include three levels of leadership:
  - school and county leaders who agree to sponsor SLS
  - school and county administrators/managers that oversee the campus collaborative
  - a SLS Coordinator to manage the day-to-day referrals, student services planning, and service coordination.
SLS Collaborative Design

SLS Campus Collaborative

Policy Level
School & Service
Executive Sponsors

Neighborhood Supporters
and Businesses

Administrative
School & Service
Campus Leaders

Faith Community

SLS Coordinator

Teachers

School Staff

Interns

County Services

CBO

Parents

Students

Executive Sponsors

Campus Leaders

SLS Coordinator &
Service Team

Steering Committee Governance

SLS Steering Council

Admin Team
A “Call for SLS Excellence”
Application Process

- Schools invited to join county-wide initiative to implement a “model of excellence” to support kids’ success at school, in their homes and in their communities
- Application process for schools to apply for “model of excellence” status
- An SLS excellence council reviews applications which must reflect tenets, engage families and stakeholders, be need-driven, and incorporate model program elements

Resources and Benefits for Schools

- One-Stop technical assistance for schools and providers:
  - Stakeholder engagement
  - Partnership agreements
  - Needs assessment
  - Plan development
- Single point of contract administration
- SLS Funding priority
- Funding entities “synergize” funding and procurement process
- Data collection and quality management support
- Inclusion in county grant-seeking
- Inclusion in local fundraising
- Inclusion on SLS Oversight Council
What do You Think?

- Overall Impression?

- Breakout Discussions
  1. Engagement of students, parents, and community? Jaime/Enrique
  2. Essential service elements? Sherri/Patricia C.
  3. Campus level structure? Jennifer K./Mike S.
  4. Governance and oversight? Nancy/Don M.
  5. Technical assistance and supports? Jolene/Lisa V.
  6. Other?
    - What do you like?
    - What would you change or delete?
    - What questions do you have?

Feedback and Next Steps

- Reconvene and report out
- Next meeting?
  - More extensive re-work needed
  - Ready to move to draft plan
- Next meeting time and place
Community Schools in the Spotlight

- Oakland Unified School District NOW a Community Schools District!
- A Blueprint for Great Schools- CA Department of Education
- Arne Duncan emphasizes the central role community schools play in removing barriers to learning and enhancing opportunities for students and families.
The Community School Advantage

- Garner additional resources and give principals and teachers more time to focus on their core educational mission
- Provide learning opportunities that develop both academic and non-academic competencies
- Build social capital – networks and relationships that support youth and strengthen communities
- Address social, emotional, physical and family issues that affect student learning
- Strategically link and partner to leverage programs that meet critical needs and connect to the school’s educational agenda

Elements

- Partnerships
- Shared leadership
- Coordination and Integration
Redwood City model

- Partnership with local collaborative but led by the District

- Infrastructure positions are employed by the School District but partially funded by collaborative

- Strategy to address the barriers to learning

Understanding the term

- Indicates a school’s commitment to involve families and link with stakeholders

- Implementation of a variety of co-located health and human services

- Comprehensive collaboration focused on weaving together school and community resources to enhance results for children, families, schools and neighborhoods.
Where we started

- **Local Collaborative - Redwood City 2020**
- Grew out of Healthy Start Grants
- "Just services" with some coordination. Seen separate from school
- Principal is the sole manager of the school. No shared decision-making
- Some parent involvement - focused on schools' needs
- Available funding drove programming
Every school is a community school

- Progression model
  - School with extended learning day program
  - Emerging Community Schools
  - Full Community Schools

- Community School infrastructure
  - Community School Coordinator
  - Administrative Assistant

GOVERNANCE

REDWOOD CITY SUPERINTENDENT

DIRECTOR

PRINCIPALS

CSC

SITE TEAM

CSC

SITE TEAM

CSC

SITE TEAM

CSC

SITE TEAM

CSC

SITE TEAM
**CORE STRATEGIES**

- **Family Engagement**
  - Parent Leadership
  - Parent Education
  - Parent Volunteers
  - ESL Classes
  - Computer Classes
  - Outreach
  - Dialogue
  - Volunteer Activities

- **Extended Learning**
  - After School
  - Internship Programs
  - Conflict Managers
  - Family Assistance

- **Support**
  - Counseling
  - Individual Counseling
  - Group Counseling
  - Case Management
  - Bus Passes
  - Uniform Help
  - Holiday Gift Cards

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**EVALUATION**

- Evaluation in partnership with the John Gardner Center at Stanford University - YOUTH DATA ARCHIVE
- Longitudinal study about participation and outcomes for Community Schools
- Focus on data collection and data reliability
- Ongoing project
Evaluation findings

- In 2009-10, over 70% of students or families enrolled at the four community schools participated in at least one program with many families accessing multiple services.

- Over 60 programs were available to students/families

Evaluation Findings

- Program participation was linked to growth in long-term math achievement.

- In the short-term, community school program participation was linked to students’ feeling connected to their school

- Family engagement was linked to improved English language development scores over time
Funding

- Infrastructure and services

- Infrastructure
  - Blending of collaborative funds, state grants, schools contribution; private foundations

- Services
  - Partnerships
  - Grants
Redwood City Community Schools

School systems are not responsible for meeting every need of their students. But when the need directly affects learning, the school must meet the challenge.

EXECUTIVE SUMMARY:
Redwood City Community Schools Evaluation
2009-10 End-of-Year Report

Introduction

For the past two years, the Redwood City School District (RCSD), Redwood City 2020, and the John W. Gardner Center for Youth and Their Communities at Stanford University (JGC) have partnered to examine participation and outcomes in RCSD’s four community schools. The RCSD community schools offered over 60 different family engagement, extended learning, and safety net support programs to students and their families in 2009-10. Linking program participation data to student demographic, achievement, attendance, discipline, fitness, and survey data, we examined both participation patterns in community school programs as well as the connection between community school programming and student outcomes—including attendance and students’ feelings of being cared for at school in the short term and student achievement in the long term—as outlined in the initiative logic model.

Findings

- **Participation in community school programs has increased over the last three years.** In 2009-10, over 70% of students enrolled at the four community schools in Redwood City participated in supplemental programs or had parents who participated, with many families accessing multiple services.

- **In the short-term, community school program participation was linked to students’ feeling connected to their school.** Students who accessed programs, particularly family engagement and extended learning opportunities, were significantly more likely to report feeling cared for at school over the last two years than students who did not access services.

- **Program participation was linked to growth in long-term math achievement.** Over the last four years, students whose parents accessed family engagement programs and those who accessed both safety net supports and extended learning programs for at least two years had significant achievement gains in math compared to non-participants (Exhibit 1).

- **Family engagement was linked to improved English language development scores over time.** English learner students whose parents accessed programs improved their English language development scores at a higher rate over time compared to similar students whose parents did not participate in programs, continuing a trend seen in last year’s evaluation.
Implications and Next Steps

The findings from this report point service providers toward two major ways in which community schools affect students’ outcomes:

- **Family engagement**: Results consistently show a positive link between family engagement and student outcomes. This finding points to the importance of engaging families, particularly at the middle school level, where parent involvement is lowest. Again, past research highlights strategies that can turn this finding into action. Strategies shown to be effective in engaging parents include utilizing peer-to-peer parent mentoring and providing opportunities for parent input in decision-making.

- **Sense of care**: Findings show the importance of students’ feeling cared for at school. Sense of care seems to be an explanatory factory mediating the link between participation in community school programs and in-school outcomes. This finding has implications for practice because previous research clearly shows that school staff practices can affect students’ sense of care. For example, consistently using norms of mutual respect, building individual relationships with students, and encouraging students to help one another can all increase students’ feelings of being cared for at school. Additionally, because we found that program participants began with a higher sense of care compared to non-participants, it will be important to identify and engage the families who are not already connected to their schools.

Moving forward, we will continue to work in partnership to refine the evaluation research questions and improve data collection so that we can best understand how the programs and services at community schools affect students’ outcomes. Our analyses suggest that there are underlying factors beyond the traditionally used demographic and socioeconomic characteristics that are related to both outcomes and participation. We hope to gather qualitative data related to these factors in the future. In addition, we hope to gather qualitative data to learn more about specific program practices and their relationship to student outcomes and how that knowledge can be used.
**Organizational Chart**

**Executive Director**
Facilitates communication and collaboration among partners

**Coordinating Council**
Elected / Appointed Policy Makers of Partner Agencies meet regularly to establish/maintain direction for initiatives and monitor progress

**Cabinet**
CEOs/Decision Makers of Partner Agencies meet regularly to monitor operations and identify issues

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**Community Initiatives**

**Immigrant Integration/Community Building 2011**
Strategies:
a. Community Building
b. Local leadership development
c. Direct public engagement through dialogue
d. Communications and media strategies

**Wellness 2009**
Strategies:
a. Health Promotion
   • AOD Prevention
   • Joint Facilities Use Policy
b. Daily Physical Activity
   • Walking School Buses
   • Community Bike Share
c. Access to Nutritious Food
   • School/Community Gardens
d. Leading By Example
   Workplace practices that promote healthy choices
e. Regional Planning

**Youth Development 2008**
Strategies:
a. Youth Development
   Organizations Sharing Goals and Approaches
   • Immigrant Youth
   • Professional Development
   • Youth Adult Partnerships
   • Pathways to Success
b. Positive Youth Development as primary prevention strategy

**Redwood City Community Schools 2000**
Strategies:
 a. Coordinated Services to Address Barriers to Success
b. Full Service Community Schools: Taft, Fair Oaks, Hoover, Garfield and Kennedy Middle School
   • Family Resource Centers
   • Extended Learning Opportunities
   • Family Engagement
   • Ready Schools
c. “Hybrid” Community Schools – expand key elements to other schools with need - Hawes

**Sequoia Teen Resource and Wellness Centers 2004**
Strategies:
 a. Coordinated Services to Address Barriers to Success
   • Youth Leadership Development
   • Health Promotion
   • Tutoring/academic support
   • Counseling
   • Violence Prevention
   • General/Reproductive Health Services
   • Truancy Prevention
   • School Connectedness

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**Redwood City 2020**
A Healthy Community Partnership
Promoting Health, Maximizing Resources and Deepening Impact through Interagency Collaboration, Community Building and Positive Youth Development

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**Community Partners**
- Boys and Girls Club of the Peninsula
- Citizen Schools
- El Centro de Libertad/Freedom Center
- Friends for Youth
- Police Activities League
- Peninsula Conflict Resolution Center
- Redwood City Education Foundation
- Sequoia Wellness Center/Sequoia Hospital
- Sequoia YMCA
- Spark
- StarVista (formerly Youth and Family Enrichment Services)
- Youth Leadership Institute
- Teen Talk Pregnancy Prevention

**Business Sponsors**
To be developed
Abstract

The ongoing dilemma for those expected to improve schools is how to meet our society’s basic aims for public education in ways that level the playing field. The dilemma is exacerbated by the need to do more with less. This brief approaches these matters in the context of three direct functions that are essential to school improvement: (1) facilitation of learning and development, (2) addressing barriers to learning and teaching, and (3) managing resources and school governance. The emphasis is on the short shrift given in school improvement planning to developing a unified and comprehensive system for addressing barriers to learning and teaching. In particular, the brief outlines what is involved in transforming current student and learning supports into such a system, highlights pioneering work underway across the country, and cites resources for moving forward.
School Improvement:  
A Functional View of Enabling Equity of Opportunity

From a society’s perspective, public schools are established and education is made compulsory to meet basic societal needs. In particular, schools provide ways for a society to (1) participate more directly in the socialization of the young, (2) promote economic viability, and (3) preserve the prevailing political system. From a human and civil rights perspective, public schools are seen as a way to “level the playing field” by playing a role in enabling equity of opportunity at school and for future life.

Aspects of both perspectives are reflected in vision and mission statements formulated for schools. Not evident from such abstract, idealized statements, however, are the competing ideologies and political and economic forces that shape school improvement planning and what transpires in classrooms.

As debates rage about the appropriate agenda and standards for public schools and about how best to achieve desired outcomes, the ongoing dilemma for those expected to improve schools is how to meet society’s basic aims in ways that enable equity of opportunity, not just in some but in all schools. And, the dilemma is exacerbated by the need to accomplish these complex outcomes with limited and often dwindling personnel and other resources.

Working on the Dilemma Requires a Strong Public Education System

We take as given that a strong public education system must be preserved and that many schools need improvement.

Common sense suggests that the foundation upon which good schools are built involves recruiting and retaining the best and the brightest personnel (e.g., teachers, administrators, and staff who provide student and learning supports). In most enterprises, recruitment and retention of a critical mass of the best and the brightest requires salaries that are competitive with other professional careers, strong initial preparation, and work conditions that ensure ever increasing effectiveness and opportunities for growth and advancement. Unfortunately, as is widely acknowledged, the majority of schools are not yet able to recruit and retain enough high quality personnel. Despite this, basic functions can and must be improved.

Effective schools are best understood in transactional terms. That is, effectiveness is a function of the fit between what the staff and other stakeholders bring to the situation and the situational factors that must be addressed. For example, a teacher brings a set of assimilated knowledge, skills, and attitudes, a current state of being (demographic status; immediate physiological, cognitive, and emotional states), and available institutional resources. The situation presents a host of demands and stressors which differ in terms of contextual factors such as locale, level
of schooling, and student readiness. Of course, there are considerable variations among schools and in classrooms with respect to the number of students who show up motivationally ready and able to pursue what a teacher has planned to teach on a given day. And, there are wide resource disparities among schools due to differences in family income and support for school learning. At any given juncture, the situational demands and stressors may or may not be a good fit with what the teacher, school, and home can mobilize effectively.

All this complicates meeting society’s needs and enabling equity of opportunity.

Current policy and plans for turning around, transforming, and continuously improving schools are too limited because they focus mainly on improving instruction and how schools manage resources. Although there are a variety of student support programs and services, they are marginalized in policy and practice and pursued in piecemeal and fragmented ways. Throughout many years of school reform, little or no attention has been paid to rethinking these student and learning supports. This state of affairs works against ensuring all students have an equal opportunity to succeed at school.

Policy for improving schools needs to shift from a two- to a three-component functional framework. The third component provides a unifying concept and umbrella under which all resources currently expended for student and learning supports are woven together. Properly conceived, the component provides a blueprint and roadmap for transforming the many pieces into a comprehensive and cohesive system at all levels.

From this perspective, then, there are three direct and overlapping functions that are essential to school improvement. As diagramed on the following page, these are:

1. **facilitation of learning and development** (i.e., the component focused on instruction and curriculum)

2. **addressing barriers to learning and teaching** (i.e., the component focused on enabling learning by addressing barriers to learning and teaching and re-engaging disconnected students -- sometimes called the Enabling Component, sometimes designated as the Learning Supports Component)

3. **managing resources and school governance** (i.e., the component focused on management and governance).
To enable equity of opportunity, school improvement planners must engage available personnel and other resources in ways that treat each of three components as fundamental (i.e., primary and essential). This may seem obvious but the prevailing approach to school improvement has given short shrift to the component focused on addressing barriers to learning. That is, although improvement plans incorporate some recommendations relevant to this component, there is no systemic focus on developing the type of unified and comprehensive system necessary to address the many overlapping barriers to learning and teaching and re-engage disconnected students. For example, sparse attention is given to (a) rethinking and restructuring the work of student and learning support professionals, (b) redeploying existing resources used for student and learning supports, and (c) weaving school and community resources together. As a result, there is little recognition of the role such improvements can play both in helping teachers enhance engagement and re-engagement in classroom learning and in establishing the type of caring climate in classrooms and school-wide that promotes progress and well-being.

These systemic changes are especially essential in schools that desperately need to improve equity of opportunity. And the timing is critical given the lack of balance in cutbacks and because of the inadequacy of prevailing ideas for using whatever resources are left for addressing the many problems undermining student outcomes.
Much More than Coordination!

If you think we are simply talking about improving coordination of existing programs, services, and personnel, please delve deeper. While coordination certainly is part of the picture, the essence of our focus on transforming student and learning supports involves development of a unified and comprehensive system. This calls for (1) integrating existing school resources into an enabling/learning supports component, (2) integrating the component fully into school improvement planning, and (3) integrating with community resources to fill gaps in the component. With this accomplished, the concern then becomes that of ensuring coordinated implementation within and across school and community.

Dictionary definitions help clarify the distinction between coordination and integration:

> "Coordinate: to act in harmonious combination, to work together"

> "Integrate: to bring together or incorporate parts into a whole; to combine into one unified system"

With this distinction in mind, it seems clear that enhancing equity of opportunity for success at school involves much more than coordinating interventions and linking with and collocating agency resources. The critical need is for integrating all the resources, people, and programs focused on enabling learning into a unified system to more effectively address barriers and re-engage students to enable school learning. The need is exacerbated by the economic downturn because (1) those student support staff who are not laid off will continue to be asked to help far more students than is feasible, and (2) despite limited and dwindling agency resources, there will be increased emphasis on schools making better connections with whatever limited public services are still available.

Pioneering initiatives are moving to develop a unified and comprehensive enabling/learning supports component as a fundamental function in their school improvement plans. These initiatives are pushing beyond individual and small group services and ideas such as linking with and collocating agency resources and enhancing coordination. No one denies that such strategies have a place. But the need is for unifying and reconceiving supports and fully integrating them with direct instructional and management efforts to better meet the needs of all students.

Operationalizing the Enabling/Learning Supports Component

As illustrated in the following Exhibit, the intent of an enabling/learning supports component is to support all students by both addressing interfering factors and re-engaging disconnected students. Work related to pioneering initiatives around the country is providing realistic and cost-effective guidance for operationalizing the component. The emphasis is on

- rethinking and coalescing existing student and learning support programs, services and personnel in order to develop a unified and comprehensive system
- reworking operational infrastructure to weave together different funding streams, reduce redundancy, and redeploy available resources at school and from the community.
Exhibit

An Enabling or Learning Supports Component to Address Barriers and Re-engage Students in Classroom Instruction

Range of Learners
(based on their response to academic instruction at any given point in time)

- **On Track**
  - Motivationally ready & able

- **Moderate Needs**
  - Not very motivated;
  - Lacking prerequisite knowledge & skills;
  - Different learning rates, & styles;
  - Minor vulnerabilities.

- **High Needs**
  - Avoidant;
  - Very deficient in current capabilities;
  - Has a disability;
  - Major health problems

---

### Barriers**

to learning, development, and teaching

---

### Enabling Component*

1. Addressing interfering factors
2. Re-engaging students in classroom instruction

---

### Instructional Component

- Classroom Teaching
- Enrichment Activity

---

### Desired Outcomes for All Students

1. Academic achievement
2. Social-emotional well-being
3. Successful postsecondary transition

---

**Examples of Risk-Producing Conditions that Can be Barriers to Learning**

<table>
<thead>
<tr>
<th>Environmental Conditions</th>
<th>Person Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Neighborhood</strong></td>
<td><strong>Family</strong></td>
</tr>
<tr>
<td>extreme economic deprivation</td>
<td>chronic poverty</td>
</tr>
<tr>
<td>community disorganization, including high levels of mobility &amp; unemployment</td>
<td>domestic conflict/disruptions/violence</td>
</tr>
<tr>
<td>violent, drugs, crime, etc.</td>
<td>parent/sibling substance abuse or mental illness</td>
</tr>
<tr>
<td>minority and/or immigrant isolation</td>
<td>modeling problem behavior</td>
</tr>
<tr>
<td>Lack of positive youth development opportunities</td>
<td>abusive caretaking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>School and Peers</strong></th>
<th><strong>Individual</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>poor quality school</td>
<td>medical problems</td>
</tr>
<tr>
<td>negative encounters with teachers</td>
<td>low birth weight/neurodevelopmental delay</td>
</tr>
<tr>
<td>negative encounters with peers &amp;/or inappropriate peer models</td>
<td>psychophysiological problems</td>
</tr>
<tr>
<td>many disengaged students</td>
<td>difficult temperament &amp; adjustment problems</td>
</tr>
</tbody>
</table>
| inadequate nutrition and health care

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Note: A reciprocal determinist view of behavior recognizes the interplay of environment and person variables with negative environmental conditions exacerbating person factors.
Our Center’s research and development clarifies that an enabling/learning supports component encompasses a full continuum of interventions and covers a well-defined and delimited set of classroom and schoolwide supports (see resource list). All this is operationalized as a system.

Developing the system entails

1. unifying all direct efforts to address factors interfering with learning and teaching at a school
2. connecting families of schools (such as feeder patterns) with each other and with a wider range of community resources
3. weaving together school, home, and community resources in ways that enhance effectiveness and achieve economies of scale.

Starting points include ensuring the work is fully integrated into school improvement policy and practice, reworking operational infrastructure, setting priorities for system development, and (re)deploying whatever resources are available in keeping with priorities. More specifically, the transformation:

- Reframes current student support programs and services and redeploy the resources to develop a comprehensive, multifaceted, and cohesive system for enabling learning
- Develops both in-classroom and schoolwide approaches that enhance individual student interventions— including interventions to support transitions, increase home and community connections, enhance teachers' ability to respond to common learning and behavior problems, and respond to and prevent crises
- Realigns district, school, and school-community infrastructures to weave resources together in order to enhance and evolve the learning supports system
- Pursues school improvement and systemic change with a high degree of policy commitment to fully integrate supports for learning and teaching with efforts to improve instruction and school management/governance
- Expands accountability systems both to improve data-based decision-making and reflect a comprehensive picture of students' and schools' performance that incorporates efforts to address barriers to learning and teaching.
Our Center has delineated a set of seven basic steps for how to proceed in developing a unified and comprehensive system of student and learning supports. See:

Establishing a comprehensive system of learning supports at a school: Seven steps for principals and their staff
http://smhp.psych.ucla.edu/pdfdocs/7steps.pdf

The steps include specific ways to mobilize school stakeholder commitment and how to organize staff to rethink, design, and implement the changes over the next few years as an essential and integrated component of school improvement.

Concluding Comments

External and internal barriers to learning pose some of the most pervasive and entrenched challenges to educators across the country, particularly in chronically low performing schools. Failure to directly address these barriers ensures that (a) too many children and youth will continue to struggle in school, (b) teachers will continue to divert precious instructional time to dealing with behavior and other problems that can interfere with classroom engagement for all students, and (c) there will be a continuing trend to over-refer many common learning and behavior problems for specialized services.

As Congress considers reauthorizing the Elementary and Secondary Education Act (ESEA), it is time and it is essential to include a unifying and comprehensive focus on addressing barriers to learning and re-engaging disconnected students.

At the state and regional levels, it is time and it is essential for education agencies to reorganize student and learning supports into a cohesive unit and provide guidance and capacity building support for districts to build a comprehensive, multifaceted, and integrated system of learning supports.

At the district and school level, it is time and it is essential to go beyond thinking in terms of providing traditional services, linking with and collocating agency resources, and enhancing coordination. These all have a place, but they do not address how to unify and reconceive ways to better meet the needs of the many, rather than just providing traditional services to a relatively few students.

It is time and it is essential to fundamentally rethink student and learning supports.
Appendix A

**Pioneering Initiatives are Underway!**

In motion across the country are trailblazing initiatives by state education agencies and school districts (e.g., in Louisiana, Iowa, Georgia, Florida, Arizona – see http://smhp.psych.ucla.edu/summit2002/trailblazing.htm).

For example:

- Over the past two years, Louisiana’s Department of Education has developed its design for a Comprehensive Learning Supports System and has begun district-level work. The design has been shared widely throughout the state; positions for Regional Learning Supports Facilitators have been created; and implementation is underway with first adopters (http://www.louisianaschools.net/lde/uploads/15044.pdf).

- A nationwide initiative by the American Association of School Administrators (AASA) in collaboration with our center at UCLA and Scholastic aims at expanding leaders' knowledge, capacity, and implementation of a comprehensive system of learning supports (http://www.aasa.org/content.aspx?id=7264).

- In the Tucson Unified School District, the process of unifying student and learning supports into a comprehensive system has begun with the employment of a cadre of Learning Supports Coordinators to help with the transformation at each school (http://www.tusd.k12.az.us/contents/depart/learningsupport_es/index.asp http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/tusdbrochure.pdf).

Such pioneers are moving forward to better balance cut-backs across all three components and to use remaining resources in ways that begin system building for the future.

**SEE THE BROCHURES & PAMPHLETS**

- Hawaii - Comprehensive Student Support System (CSSS)  
  http://doe.k12.hi.us/programs/csss/csss_pamphlet.pdf
- Louisiana - Overview of the state's Comprehensive Learning Supports System  
- Ohio - Student Success: A Comprehensive System of Learning Supports  
- Tucson Unified School District - Learning Supports System  
  http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/tusdbrochure.pdf
- Indian River County Public School District (FL) - Learning Supports Collaborative  
  http://smhp.psych.ucla.edu/aasa/irlsc.pdf

**REVIEW THE MAJOR DESIGN DOCUMENTS**

- Iowa Department of Education –  
Center Resources

One Hour Introductory Webinar

Our Center developed this introduction in collaboration with the American Association of School Administrators and Scholastic. It is entitled: Strengthening School Improvement: Developing a Comprehensive System of Learning Supports to Address Barriers to Learning and Teaching. https://scholastic.webex.com/scholastic/lsr.php?AT=pb&SP=TC&rID=48915112&rKey=09f14db0881f5159&act=pb

Online Leadership Institute

If the presentation whets your appetite, you and your colleagues can go into greater depth on the various topics by accessing the online Leadership Institute modules we developed in collaboration with Scholastic's Rebuilding for Learning initiative as aids in planning and system building for better addressing barriers to learning and teaching and re-engaging disconnected students. These webinar sessions are online at - http://rebuildingforlearning.scholastic.com/

The six module online institute currently includes discussion of:

I. Why new directions for student and learning supports is an imperative for school improvement.
II. Framing a comprehensive intervention system to address barriers to learning and teaching and re-engage disconnected students.
II. Reworking school and district operational infrastructure and policy to effectively build such a system.
IV. Expanding professional development related to engagement and re-engagement to include an enhanced understanding of intrinsic motivation.
V. School transformation in terms of systemic change phases and tasks.
II. Planning and strategically pursuing implementation of a Comprehensive System of Learning Supports as an integrated part of school improvement.

Books


Handbook


Center Documents Online


Funding stream integration to promote development and sustainability of a comprehensive system of learning supports. http://smhp.psych.ucla.edu/pdfdocs/fundingstream.pdf

Cut-Backs Make it Essential to Unify and Rework Student and Learning Supports at Schools and Among Families of Schools. http://smhp.psych.ucla.edu/pdfdocs/cutbacks.pdf

What every leader for school improvement needs to know about student and learning supports. http://smhp.psych.ucla.edu/pdfdocs/whateveryleader.pdf


Establishing a comprehensive system of learning supports at a school: Seven steps for principals and their staff. http://smhp.psych.ucla.edu/pdfdocs/7steps.pdf


Toolkit

Includes many resources for Rebuilding Student Supports into a Comprehensive System for Addressing Barriers to Learning and Teaching http://smhp.psych.ucla.edu/summit2002/resourceaids.htm

WANT MORE INFORMATION ABOUT ANY OF THIS?

For additional resources related to understanding how schools can better address barriers to learning and teaching and re-engage disconnected students, see http://smhp.psych.ucla.edu

The resources cited can be used for professional development related to system development and specific interventions to enhance equity of opportunity for students to succeed at school.

For anyone ready to begin the work described in this report, a good starting point is the guidance document entitled:

Establishing a Comprehensive System of Learning Supports at a School: Seven Steps for Principals and Their Staff

online at - http://smhp.psych.ucla.edu/pdfdocs/7steps.pdf

And feel free at any time to email Ltaylor@ucla.edu or adelman@psych.ucla.edu or the center email smhp@ucla.edu
SCHOOL ENGAGEMENT IMPROVEMENT PROJECT

FINAL REPORT

August 2011
1) **INTRODUCTION & RECOMMENDATIONS**
   - Sponsorship and Charge
   - Summary of Results & Learning
   - Recommendations

2) **BACKGROUND AND OVERVIEW**
   - Framing the Issues
   - SEIP Charter
   - About the Schools

3) **COLLABORATIVE PROCESSES**
   - Planning & Preparation
   - Pre-Work
   - Learning Sessions & Action Periods
   - Measurement & Reporting
   - Harvest & Closing

4) **SCHOOL PROGRESS & ACHIEVEMENT**
   - Bridges Academy
   - Clyde L. Fischer Middle School
   - Allen at Steinbeck K-8
   - Herbert Hoover Middle School

5) **PILOT RESULTS, LEARNING, & RECOMMENDATIONS**
   - Technical Content
   - Measurement
   - Collaborative Activities & Processes

**ATTACHMENTS:**
   A. About the SEIP Participating Schools
   B. National Center for School Engagement (Description)
   C. Expert Panel - Panelist Biographical Sketches
   D. SEIP Change Package (Original Technical Content)
   E. Core Measures (Original)
   F. Summary of Changes Tested
   G. Proposed/Revised Change Package
   H. Proposed/Revised Core Measures
   I. Proposed Timeline

Additional project resources and information are available on [www.sccgov.org/opd](http://www.sccgov.org/opd).
INTRODUCTION & RECOMMENDATIONS

Truancy is often considered the gateway to dropping out of school and delinquency. Educators, Community Based Organizations serving at risk youth, and juvenile justice systems partners recognize that youth who attend school are less likely to engage in criminal conduct. Those who are truant are less likely to develop the skills and resilience necessary to successfully transition into positive adult behaviors. In short, truancy is both a risk factor for and a precursor to delinquency, and thus serves as an important focus of prevention efforts.

Sponsorship and Charge

The School Engagement Improvement Project (SEIP), was formulated as a Pilot-Collaborative focused on reducing truancy, improving attendance, and improving schools’ ability to engage students. Sponsored by the Santa Clara County Juvenile Justice Systems Collaborative (JJSC), JJSC Practice & Programs Workgroup, and Department of Mental Health, SEIP supported the development of innovative and targeted solutions to improve school attendance and reduce truancy on an individual school and classroom basis, as well as, strengthen student and family engagement at the middle school level. An equally important goal of the Pilot-Collaborative was to improve schools’ capacity to effectively achieve desired improvements in the future, related to student engagement or otherwise. A final goal of the collaborative was to test and refine an efficient and effective methodology that would be applicable on a large scale and that would create a pathway for breakthrough change in middle schools in Santa Clara County.

This report is submitted to both summarize the accomplishments of the four participating schools and the pilot learning, and to present a road map for future projects endeavoring to improve attendance and reduce truancy in schools through improved student engagement.

Summary of Results and Learning

The three major goals of the School Engagement Improvement project were to:

1) Reduce truancy and improve attendance in target pilot schools that face these challenges.
2) Improve the school staffs’ capacity to create change that would improve the engagement of students and the conditions for learning.
3) Create an efficient and effective model of school engagement that could be implemented on a large scale for middle schools in Santa Clara County.

This report details the design and strategies that were used to achieve these goals using a proven change-for-improvement process which has been adapted from health care reform. Four schools were chosen as the laboratories for testing this model improvement process, each serving challenging student populations. Each school was provided with funds for professional development and release time to participate in collaborative activities.
School reformers often fall short at producing change in frontline practice. This new model of creating change for improvement used alternative approaches not typically found in educational change processes. The following key elements were tested with successful results:

1) **Frontline staff in schools were made the agents of change instead of the targets for change.** This empowered them to take charge of the change process and to monitor its implementation and evaluation of its effects on school engagement.

2) **The size and scope of making change was scaled down** to manageable levels by working with individual or small groups of students. This allowed the staff to test their ideas and see what worked and what did not work in order to observe and then predict what modifications would result in improvement, not just change. This avoided the complexities of trying to make school-wide change through mass innovation strategies typical of top down school reform efforts.

3) **These frontline staff change agents learned a new way to improve quality** in their work with students, parents and colleagues through the Plan-Do- Study-Act (PDSA) model for improvement and the necessary systems to measure change.

4) **Schools reported improved attendance and engagement of students resulting from the ideas they tested.** These changes were largely measured by observation because staff was unable to get access to the schools’ data systems to track progress over time as originally planned.

5) **Frontline staff must have access to and understanding of data to become school improvement leaders in a building.** The ideas tested, while successful at the level of observation and anecdotally, were not well documented or feasible for larger scale implementation because the lack of data was a systemic problem.

6) **The new school engagement model developed from the learning throughout the pilot holds great promise.** By incorporating the recommendations below, the adapted BTS model tested over the past year, in conjunction with the proposed “Model for School Engagement”, is well-positioned to achieve greater impact and should be used as a road map for school improvement.

**Recommendations**

The following recommendations, described in greater detail in this report, are provided as guidance to those who will design future opportunities for improving school engagement at the building level.

<table>
<thead>
<tr>
<th>Technical Content (Change Package)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Increase the practical, actionable nature and timing of the change/testable ideas – and include real-life examples wherever possible.</td>
</tr>
<tr>
<td>• Eliminate changes that are not high leverage – or at least denote those that deliver smaller benefit</td>
</tr>
</tbody>
</table>

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2
• Deliver the content in learning sessions based on the school calendar – e.g. present ideas that are relevant to the current focus of the school at particular times in the school year.

• Clarify interdependency of change concepts and ideas and the most beneficial order – e.g. present ideas in the order of that interdependency.

• Create an over-arching structure to provide greater context to the individual change concepts and associated ideas – and assure critical change concepts are not left out (e.g. academic achievement to support student attachment).

**Measurement (core measures, technical support):**

• Give all school administrators and teachers access to the school data systems

• Provide training in the use of the school data systems

• Start the measurement early (last few months of school year before and starting with the first day of school)

• Provide professional development to teachers and administrators in the use of data for improvement and the use of computers

• Integrate the improvement measures into the leadership discussions at the district and at the school level.

• Schools participating in future improvement efforts should have access to/work with staff with knowledge and ability to analyze data and trends.

**Collaborative Activities & Processes:**

• **Recruitment and School Selection:** Recruitment and school selection must be at the individual school level and with direct involvement of the school’s principal and assistant principals, rather than through district-based selection

• **Leadership:** Engagement of school leaders during Pre-Work must be more thorough and focused; these leaders would benefit from direct guidance around the Model for Improvement and the role of leadership in improvement. Specific goals of this enhanced engagement is:
  o Increase school leaders’ involvement throughout
  o Strengthen the early commitment and focus of leadership
  o Increase school leaders’ active involvement in resourcing

• **Teacher Involvement:** Improvement in student engagement simply cannot be achieved without the direct involvement of teachers, the people who have the knowledge about the classroom and the students they teach.
  o Increase release time from classroom duties to participate in team-based improvement activities, plan for and analyze tests
  o Increase continuity of teachers involved
  o Support teacher-to-teacher collaboration

• **Timing:** Significant improvement in collaborative activities can be gained simply by changing the project timing. Recommendations related to timing are delineated in Attachment H and address the following improvements:
  o **Recruitment:** To enable participation in the project to be evaluated in the context of a school’s general improvement objectives and pursue participation in
it with this in mind, recruitment should be initiated in early February and concluded by the end of March.

<table>
<thead>
<tr>
<th>Preparatory Work: School team’s preparatory work, including data readiness, should take place from April through June so teams are ready to start improvement work as soon as they return in August.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kick-off: A kick-off for leaders and teams should be held in August – before classes begin to enable tests of change to begin with the start of school.</td>
</tr>
<tr>
<td>Duration: Total project duration should be two school years, from April of Year 1, through all of Year 2 and into March of Year 3. This will allow adequate time for:</td>
</tr>
<tr>
<td>- Year 1 (April-June): Preparation</td>
</tr>
<tr>
<td>- Year 2 (August-June): Testing and implementation</td>
</tr>
<tr>
<td>- Year 3 (August-March): Spread of Year 2 changes and continued testing and implementation of new ideas</td>
</tr>
</tbody>
</table>
BACKGROUND AND OVERVIEW

Framing the Issues

Current efforts to reduce truancy by addressing the problems after students become truant are not sufficient or timely. Truancy abatement activities must be coupled with prevention strategies that engage students if they are to effectively address the scope of truancy problems. In Santa Clara County, the following truancy-related challenges and concerns have become clear and served an important frame for the SEIP’s charge:

- Local truancy rates range from 1% to 40% across school districts; at select elementary and middle school levels, truancy rates are alarming.
- Truant students are at a higher risk of involvement in drug and alcohol use, violence, and gang activity.
- Most youth crimes are committed during school hours and from 3:00 to 7:00 which contribute to daytime crime rates.
- Truancy creates funding problems for schools with poor attendance (loss of state financial aid ADA).
- There is a disproportionate rate of Latino and African American youth failing in school and entering the Juvenile Justice System.
- Habitual truant behavior is the key indicator to dropping out of school: a total of 2,328 students dropped out of middle and high schools in San Jose during 2006-2007.
- Santa Clara County had a 20% overall drop-out rate for grades 9-12 in 2006-2007.
- Compared to high school graduates, dropouts have higher rates of criminal behavior and incarceration, increased dependence on public assistance, poorer health and higher rates of mortality.

SEIP Charter

To reflect the sponsors’ charge and focus the pilot’s efforts, project staff developed the following over-arching project goal: within the next 12 months, develop, test and implement cost-effective approaches in collaboration with school districts that increase middle school students’ participation and engagement in middle school, improve school attendance by 50% and, reduces truancy by 50% in participating project target populations.

In addition, the following objectives were established to help guide efforts towards concrete, measurable results:

- Reduce absences by at least 50%
- Reduce rates and lengths of truancy (50%) 
- Enhance teacher/student/parent interactions and relationships Reduce expulsions and suspensions by at least 20%
- Improve levels of students’, parents’ and community engagement with middle school improve educational achievement

Pilot efforts were guided by the following approaches:

- Prevention efforts will be focused on middle schools and improvement will be achieved by focusing on attendance, achievement, and attachment
- Changes developed, tested, and implemented will be limited to those which are low
cost and not dependent on receiving new funding
- Changes will be strongly focused on improving student and family engagement
- Changes will be school-based, although they may involve other agency and community partners
- Attendance and truancy will be consistently measured across all participating schools

About the Schools

Four schools in Santa Clara County elected to join the collaborative. Below are brief descriptions of these schools and the focus of their involvement in the project. See Attachment A for more detailed descriptions.

**ALLEN AT STEINBECK:** Allen at Steinbeck is a Kindergarten through 8th grade school located in the southern area of San Jose known as the Almaden Valley. Twenty-six percent of students are classified as English Learners, 45% are eligible for the free/reduced lunch program. The school is currently engaged in implementation of the Positive Behavior Intervention and Supports (PBIS) framework. The target population for their SEIP project was four 4th grade classrooms.

**BRIDGES ACADEMY:** In the 2010-2011 school year, J.W. Fair Middle School was re-launched as a charter school under the name Bridges Academy. During this time of transition a new principal was brought in to spark innovation and change. The school has ongoing partnerships with CBO’s through the San Jose BEST program and worked specifically with California Community Partners for Youth (CCPY) on this project. Bridges Academy is located in the Southeast area of San Jose, known at the Santee neighborhood, with known gang entrenchment and large immigrant populations made up of primarily Latino and Vietnamese residents. 47.8% of students are classified as English Learners and 73.3% of students are eligible for the free/reduced lunch program. Bridges’ project target population was the 8th grade.

**CLYDE L. FISCHER:** Fischer Middle School serves youth in the 6th through the 8th grades; it is located in San Jose in the area known as the Hillview North neighborhood, an area known for gang entrenchment and a large Latino immigrant population. The school suffers from high truancy rates of over 50%. Fifty-one percent of students are classified as English Learners and 81.8% of students are eligible for the free/reduced lunch program. The school uses a small learning community model of education, in order to empower students to succeed. Fischer has implemented three of these Small Learning Communities, or ‘Colleges’; each College has a unique focus and an emphasis on standards-based, academically challenging curriculum. Their pilot interventions focused on classrooms in the College of Innovation, which emphasizes environmental stewardship and community service. The school receives CBO services through the San Jose BEST program and worked specifically with California Community Partners for Youth (CCPY) on this project. The target population for this project was all 8th grade students.

**HERBERT HOOVER:** Hoover Middle School serves youth in the 6th through the 8th grades; it is located in central San Jose in the Rose Garden area. 30.7% of the students are classified as English Learners and 68.1% are eligible for the free/reduced lunch program. This area has a very mixed community including very wealthy families living in large homes and low income families living in multi-family dwellings. This area is one of the oldest in the city and is known for its proximity to park space, libraries and the city center. Hoover’s target population was
approximately 100 students identified to be in need of services to increase school engagement and improve attendance.
COLLABORATIVE PROCESSES

The Santa Clara County School Engagement Improvement Project (SEIP) involved four schools for the 2010-2011 School Year. During that time, SEIP schools participated in a series of in-person collaborative learning-oriented activities and also maintained regular contact with each other and with SEIP staff via email and conference calls. Two dynamics were central to supporting their improvement efforts:

- **Expert Support**: Teams had the opportunity to interact with experts in school engagement practices and policies and quality improvement. The National Center for School Engagement (NCSE) provided this expertise; see Attachment B for a summary of this organization. Participants received guidance and expert technical assistance from NCSE and the staff improvement advisor, who helped organizations with testing and adapting changes, as well as using data for quality improvement purposes within and beyond this pilot project.

- **School Collaboration**: Throughout the Pilot-Collaborative, participating schools tested change ideas designed to improve school attendance and reduce chronic absenteeism and truancy, and then reported the results of these tests on a periodic basis to build collaboration between schools. During Learning Sessions, participating teams also shared their progress and learned from each other, as well as planned "tests of change," analyzed their progress, developed strategies for overcoming barriers, and planned for spread of successful changes.

This activity and the over-arching Pilot-Collaborative methodology were based on the Institute for Healthcare Improvement’s (IHI) Breakthrough Series (BTS) Collaborative model. This is an effective and proven multi-agency framework for improvement, particularly when the desired improvements call for a broad array of changes to improve both short-term and long-term outcomes for those served, as is the case with improving student engagement and preventing truancy. The use of this methodology was also intended to facilitate the subsequent county-wide spread of successful solutions and associated results achieved by the pilot schools and districts.

Breakthrough Series Approach
For the specific testing and implementation of changes, SEIP also used an improvement methodology developed by Associates in Process Improvement that has been tested and used in many Collaboratives and Pilot-Collaboratives, and is also used routinely in improvement efforts in a wide range of industries and organizations all over the world. The approach, called The Model for Improvement, provides a methodology to guide the improvement of quality at an accelerated pace. The Model for Improvement consists of three fundamental questions, and the Plan-Do-Study-Act cycle (based on the teachings of W. Edwards Deming) to test and implement changes in real work settings:

Planning & Preparation

During the planning and preparation phase of the project (January to May 2010), interested schools were recruited and contracted with the County Mental Health Department, which provided the administrative oversight for the project. These contracts granted each school $62,500 to support their involvement, particularly to enable hands-on teacher participation.

Also during this phase, project staff brought together experts in school engagement to inform the development of a concise, yet comprehensive set of change ideas known to increase engagement and reduce truancy (referred to as the “change package”); see Attachment C for list of experts. In general, a Change Package is a collection of change concepts and key change ideas that have proven to be effective changes for similar improvement efforts. Change Ideas are actionable, specific, and can be tested to determine whether they result in the expected improvements in the frontline practice and school environment. The resulting Change Package (see Attachment D), served as the core resource for the improvement activities undertaken by participating schools.

The experts (mentioned in the paragraph above) also helped to inform the development of core measures to be used by each school throughout the pilot. See below for a discussion of these measures and their use - and Attachment E for detailed descriptions.
Pre-Work

Once recruited and oriented to the project, each of the participating schools was provided a Pre-Work Manual to guide their preparation. The pre-work, which was completed in August and September 2010, included the following activities:

- Identify a school leader, team members and roles and complete the team roster
- Develop an aim statement, and submit to SEIP staff for review, comments and assistance
- Distribute this manual to all team members
- Hold first team meeting and make decisions about team roles and regular meeting time
- Define a pilot population with the assistance of Pilot-Collaborative school leadership
- Discuss key required measures with team members and select additional measures, as required or desired
- Register the team for Learning Session #1.
- Information was sent to you by the Pilot Director.
- Prepared a storyboard, using the format provided via email by the Director, to Learning Session #1 for presentation

Learning Sessions & Action Periods

Focused improvement activities began in October 2010 and were supported through two types of activities: learning sessions and action periods.

*Learning Sessions:* Learning Sessions were the major educational and integrative events of the Pilot-Collaborative. Teams representing Santa Clara county middle schools attended four highly interactive Learning Sessions, where they explored the elements of improving attendance and reducing truancy, as well as methods for testing and implementing changes. Through professional development sessions by the NCSE faculty, small group discussions, and team meetings, attendees had the opportunity to:

- Learn from faculty and colleagues across school sites
- Receive individual coaching from faculty and colleagues
- Gather new knowledge on subject matter and process improvement
- Share experience and collaborate on improvement plans problem-solving barriers to improvement

The Learning Session schedule and Change Concepts covered in each was as follows:

**Learning Session #1 (October 20, 2010): Finessa Ferrell (Faculty)**
- Create learning and high expectation culture in the classroom and other school settings
- Promote and reward pro-social peer to peer relationships, that enhances school safety
- Create a caring school community by implementing the characteristics of a welcoming school climate

**Learning Session #2 (December 2, 2010): Ken Seeley (Faculty)**
Targeted processes to identify and track at risk students and their families and focus efforts on “at risk” students having positive transitions
- Timely personalized, positive intervention with absent/returning students

**Learning Session #3 (February 10, 2011): Kristin Waters (Faculty)**
- Create learning and high expectation culture in the classroom and other school settings (continued)
- Promote and foster parenting skills to develop home environments that support children as students
- Establish regular and meaningful two-way communication between home and school

**Learning Session #4 (April 6, 2011):** During Learning Session #4, individual schools served as faculty and presented and taught about their changes and learning.

**Action Periods:** The time between Learning Sessions is called an Action Period. During Action Periods, teams’ worked to test and implement changes to improve student engagement in targeted population of students. Teams tested multiple changes in their schools and collected data to measure the impact of the changes. Although participants focused on their own partnering organizations, they remained in regular contact with other teams enrolled in the Pilot-Collaborative, SEIP project staff, and faculty via twice-monthly conference calls and email. In addition, Pilot-Collaborative team members shared the results of their improvement efforts, presenting descriptions of their tests of changes and the learning and results from said tests. Participation in Action Period activities was not limited to those people who attended the Learning Sessions. It was encouraged and expected that there would be participation of other team members and support persons in schools, including principals and/or assistant principals, during Action Period activities.

**Measurement & Reporting**

SEIP was about improving student engagement and attendance, not measurement. Fundamental to working on improvement, however, is the need for a feedback system to inform those people who are testing and implementing changes (for improvement) that indeed the changes are resulting in improvement (or not). Therefore, measurement played several important roles throughout SEIP. Measurement helped teams and project staff to evaluate the impact of changes made to improve attendance of the pilot population. The measurement system was designed to accelerate improvement, not slow it down. The goal was to support teams to pursue just enough measurement to be convinced that the changes being made were leading to improvement.

To that end, a set of measures were developed for use in the SEIP pilot (see Attachment E). Those measures are listed below:

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<tbody>
<tr>
<td>1. Target population</td>
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<td>2a. Attendance Rate</td>
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<td>2b. Excessive (10-19%)</td>
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<td>2c. Chronic (more than 20%)</td>
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2d. Satisfactory (less than 10%)

3. Unexcused and Excused Absence Rate

4. Truancy Rate

5. Average truancy duration or pattern of truancy

6. Percentage of students with a current grade level of “D”, or “F” in any class

7. Suspensions – out of school

8. Office referrals (look at PBIS tools)

In addition, a tool for tracking the data on a monthly (or more often) basis was given to each school.

Harvest & Closing

The final collaborative activity was a “Harvest Session”, which was a day-long session attended by three of the four teams. This session was designed to gain thorough feedback from the participants about the pilot, in terms of changes and processes that worked well, need improvement, need to be eliminated, or need to be added. During this session, participants provided feedback by:

- **Change Package**: Identifying high leverage change ideas that are essential for this work and ‘affinitize’ them into key change concepts.
- **Must Haves**: Identifying the key change ideas that must be made in order to achieve the desired improvement
- **Overcoming Challenges Incurred**: Brainstorming about challenges incurred in the process of testing, implementing and spreading changes relating to the aim of the pilot – and identifying strategies to overcome critical challenges.
- **Measures**: Identifying missing elements from the current measurement set, clarifying the value of specific current measures to their organization and goals, and creating a proposal for a set of measures for moving forward into future collaboratives.
- **Steps to Success**: Describing details or steps to accomplish each change, identify tips, examples, or items to consider for particular steps, and provide examples of tests or series of tests that were helpful
- **Capacity Building**: Developing ideas for infrastructure support that will be helpful moving forward, and identify ways that experienced teams might be helpful to the new participants.
SCHOOL PROGRESS & ACHIEVEMENTS

From October 2010 through April 2011, school teams selected ideas presented by faculty in learning sessions and/or listed in the Change Package and tested them to determine if and how they can effectively be adopted in their respective environments. Some ideas were applicable to all students school-wide, others were applicable to all students within a given classroom, while others were appropriate for selected students (those either at risk for poor attendance or with existing poor attendance patterns). Below is a summary of each school’s experience.

Bridges Academy – Franklin McKinley School District
Bridges Academy, formerly JW Fair Middle School in the Franklin McKinley School District, was one of the schools participating in the SEIP. Their team consisted of the Principal, Vice Principal, counselor, three teachers, and CBO staff. Throughout the duration of the project, Bridges staff tested several truancy interventions with both individual students and large groups. Throughout the pilot, Bridges Academy focused their improvement efforts on all 8th graders and tracked attendance and academic results. Interventions were designed for the target population, as well as specific classrooms and groups of at-risk youth.

Changes Tested:

1) **Timely, personalized, and positive interaction with returning students:** Each team member was assigned a student who had been absent the week before to welcome back to school, some team members continued meeting with the student for several weeks, other times a different student was chosen for personalized interaction the following week. Team members met with the students to discuss the reasons for absences and met, or spoke with the parents when necessary. Team members assisted in getting assignments so that students could get caught up after an absence. Team members assisted in tutoring or homework help when needed. Team members also helped connect students with resources when deemed necessary, i.e. medical appointments, grief counseling. Four staff identified and worked with nine returning students throughout the year.

*Impact & Lessons Learned:* Four of the nine students improved their overall attendance. Five of the nine students successfully caught up with school work within one to two weeks. “Listening to the challenges of the students allowed resources to be offered and utilized supporting attendance and participation.” Personalized interventions helped students to bond with a caring adult on the school campus. Team members realized the benefit in working with all the teachers that the student interacts with in order to form a more holistic approach to academic and emotional support.

2) **Create a “buddy” system in which students contact absent friends:** Most students have cell phones, and they can be a distraction in class. Teachers utilized the cell phones as an opportunity to have students volunteer to contact, via call or text, absent students. The personalized contact by student was deemed less intimidating than contact by school staff. This test lasted approximately one month according to reports from the team members.

*Impact & Lessons Learned:* Unfortunately, attendance of the students called was not reported after this intervention. However, the impact was two-fold, anecdotally,
attendance seemed to improve slightly and it mitigated the number of students who were in class trying to text their friends, thereby increasing engagement.

3) **Test and Tutor**: Assist returning students in making up missed work and tests by providing a specific time and place for them to do so. Since being increasingly behind in school work tends to exacerbate absenteeism, providing a means of getting caught up should improve attendance and academics. Teachers were emailed about the new program and could refer absent students, Test and Tutor was offered three times per week. An announcement in the daily bulletin also boosted utilization of the program. Students served ranged from 20-50 each month, attendance in the program increased each month it was offered. Team members felt that this intervention should continue into the next school year.

*Impact & Lessons Learned:* Unfortunately, students participating in the intervention were not tracked throughout the intervention; a sign in sheet was implemented late in the school year. Therefore, attendance changes of the target population were not reported for this intervention.

4) **5th Block Afterschool Homework Center (mandatory):** Parents of students who were required to participate in the homework center were called and provided with regular status updates regarding their child’s school attendance and participation in the afterschool homework center.

*Impact & Lessons Learned:* Most students required to attend the homework center increased their attendance. Many parents were monolingual Spanish speakers; counselor needed resources to communicate with parents.

5) **Homeroom:** One class created a Homeroom (30 minute period), two to three times per week that was centered on a particular activity or theme that encouraged youth to share their feelings. The teacher implemented team-building activities, discussions, and one-on-one check-ins.

*Impact & Lessons Learned:* There was no data reported with this intervention.

6) **California Community Partners for Youth (CCPY):** Bridges currently has a partnership in place with a community based organization that serves at-risk youth by providing mentoring and leadership training. CCPY worked with 30 youth who were at risk of not graduating from middle school. Of the 30 youth participating in the program only 3 youth failed to meet the graduation requirements. Attendance and academics were not specifically reported on this intervention.

*General Outcomes:* Bridges Academy, like all of the schools in the pilot program, had difficulty learning to use and track data in their attendance system. Bridges tracked school attendance and academics from November 2010 through May 2011. During this time frame, the percent of students in the target population with chronic absences decreased from a high of about 60% to roughly 15%. During the same time period the percentage of youth in the target population who were deemed truant decreased slightly, however, the percentage of students with excused absences increased.
Fischer Middle School – Alum Rock School District

Fischer Middle School in the Alum Rock School District was one of the schools participating in the SEIP. Their team consisted of the Counseling staff and several teachers, as well as CBO support from California Community Partners for Youth. Fischer chose all 8th graders as their target population, approximately 200 students. Attendance and academics were tracked for all 8th graders. Interventions were designed for the target population, as well as specific classrooms. Most of the interventions that Fischer tested built on one another, and became increasingly encompassing of more students.

Changes Tested:

1) **Personalized Phone Calls to Students/Families:** Phone calls to families of students who had three or more absences in both the 6th and 8th grades. Phone calls were designed to be timely, personalized and positive experiences for families, inquiries regarding the students and their return to school. The team also incorporated meetings with each of the students to discuss needs and the team eventually focused solely on 8th grade students.

   *Impact & Lessons Learned:* During the tests of personalized phone calls for 6th grade students, the four students who were contacted had improved attendance at school in the following weeks and only one tardy was recorded. Staff found that all of the parents of the 6th graders were open to discussing their child’s attendance. However, in further testing with 8th graders, they observed mixed results, with half of the test groups parents being combative and confrontational to staff. Most of the students on the other hand were more open to discussing their attendance issues with the counseling staff and improved their attendance after the phone calls and individual meetings.

2) **Staff Welcome Students Back to School:** Teachers have a personalized and positive interaction with the student upon returning to school, including a handshake, high five, or elbow bump, or a verbal affirmation of the students return. This intervention was eventually extended to all teachers within the College of Innovation.

   *Impact & Lessons Learned:* Students reported feeling more welcome and appreciated being greeted at the door. Result was fewer prolonged absences.

3) **Buddy System:** In addition to the student being welcomed back by the teacher, a buddy system was implemented among the students. Four to five students were grouped and responsible for informing buddies who missed school about assignments and assisted their fellow students in catching up on work. Teams were given awards for increased attendance.

   *Impact & Lessons Learned:* Students became more engaged in assignments so that they could better assist returning buddies. Students were empowered to be responsible for their own learning.

4) **Develop Missed-Work Folder System:** Develop a system to house all handouts, lectures, and assignments to assist with the academic reentry system.
Impact & Lessons Learned: Students became more engaged in assignments so that they could better assist returning buddies. Students utilized the folder to get caught up on missed assignments in a timely manner. Students were empowered to be responsible for their own learning.

5) **School wide Attendance Competition:** Peer pressure was used to promote improved attendance; the class with the best attendance rate at the end of one month was rewarded with an ice cream party.

Impact & Lessons Learned: Classes were able to monitor their attendance and saw improvements over time, however, students with attendance issues at the start were not positively impacted by the competition.

6) **Hopkins Early Warning System & Connect to CBO services:** Developed a list of 8\textsuperscript{th} graders who met one or more of the Hopkins ABC criteria (poor attendance, difficult behavior, course failure) and teachers provided further assistance utilizing the buddy system, small group instruction and student seating. Utilized Fischer’s academic at-risk list to track students on both the Hopkins list and Fischer’s existing list. Fischer’s team utilized the Hopkins list to make referrals to CBO services and developed a menu of services for students and families.

Impact & Lessons Learned: Many teachers used the Hopkins list to better support their students, however, some teachers used the list to “further target students in a negative manner”. All of the students on the academic at-risk list also matched the criteria for attendance on the Hopkins list, but not for the behavior and course failure criteria. Students presented a number of unexpected emotional issues which led to the development of new partnerships between the school and CBO’s.

7) **CBO Resource Fair for Students/ Domestic Violence Workshop for Parents:** Fischer utilized two approaches to educate students and families about domestic violence. First, a peer-to-peer education session regarding Domestic Violence and a lunch time resource fair with CBO participation was held. Secondly, the counseling staff arranged for a DV oriented CBO to provide a workshop for all parents.

Impact & Lessons Learned: Peer educators (students) were more engaged in school. Counseling staff experienced slight increase in self-referrals for dating violence. Increase in the number of students and faculty asking about available services. The parent workshop had mixed results with some parents becoming uncomfortable and leaving the workshop, while other sought assistance from the CBO privately. The Fischer counseling department experienced a slight increase in requests for assistance in finding resources for housing, food, counseling and academic support for families after the workshop.

8) **Partner with High School to provide resources to youth transitioning from middle school to high school:** Fischer counseling staff initiated dialogue with Overfelt High School counselors to assist in class placement for matriculating freshman from Fischer and improve the access to services for at-risk youth.

Impact & Lessons Learned: Based on the information Fischer shared, Overfelt is working with identified students during the summer through a summer school program.
Allen at Steinbeck K-8 – San Jose Unified School District

Allen at Steinbeck is a K-8 school. The Team at Allen at Steinbeck consisted of an Assistant Principal, Counselor, Attendance Clerk, Nurse and two Teachers. Allen’s target population was students in the fourth grade. This school, like others in the San Jose Unified School District, tried to integrate the work through this collaborative within the PBIS framework that already exists on the school campus. The team met every two weeks to discuss interventions and test ideas.

Changes Tested:

1) **Handshake in the Morning:** In an effort to build positive relationships between the students and teachers, each fourth grade teacher shook the hand of their students before entering the classroom, in a welcoming gesture.

   *Impact & Lessons Learned:* Some students were reluctant to shake the hand of their teacher without knowing why this new procedure had been implemented. Allen learned that before implementing a new change, it’s helpful to give students a rationale and options related to the change.

2) **Returning Student Check-ins:** Teachers greeted students in the morning with a handshake. If absent the day before, welcome student back with a smile and ask the student to come in during recess or after school to be shown the work missed while absent.

   *Impact & Lessons Learned:* Some students did not want to stay during recess and after school to find out what work was missed because they thought they were being punished. When it was explained that this was a support instead of punishment, students became more receptive.

3) **Give five positives for every negative:** Identified students with attendance problems were targeted to make sure that they received at least five positives each day.

   *Impact & Lessons Learned:* It was difficult to remember all the students who were targeted and to keep track so the school decided to target one student each day with positive attention.

4) **Incentive Chart:** A chart that tracked daily, weekly, and monthly attendance was placed in each classroom. The school provided prizes/incentives to the “winning” class. Additionally in each classroom, three students with poor attendance were targeted for more individualized tracking. Classrooms with perfect attendance had a sign posted on their door for a day. Students with perfect attendance received certificates.

   *Impact & Lessons Learned:* Some students were very motivated by the competition. However, there was no noticeable change in parent behavior. Allen found it difficult to maintain because it was time consuming to do it daily.

5) **Weekly Academic and Behavioral Report:** Creation of weekly update for at-risk students using draft report card was combined with goal setting for the next week. The
teachers created attendance/behavioral report cards to share with parents during parent-teacher conferences.

*Impact & Lessons Learned:* While this change showed promise, it proved overly time-consuming and so was neither sustained in the initial classroom nor spread to others.

6) **Develop Folder System:** Teachers developed a system to house all handouts, lectures, and assignments to assist with the academic reentry system.

**General Outcomes:** Since San Jose Unified School District was in the middle of a transition to a new data management system called Infinite Campus, Steinbeck staff was not yet familiar, nor trained on all the Infinite Campus capabilities. Until the training was provided in May 2011, the team was only able to collect data manually; this very labor intensive methodology resulted in minimal data tracking and therefore almost no support of their improvement activities.

**Herbert Hoover Middle School – San Jose Unified School District**

Herbert Hoover Middle School, in the San Jose Unified School District, was the fourth of the SEIP collaborating schools. Their school had mid-year leadership and team staff changes and struggled to maintain a focus on their improvement aim. The team reported only a few tests of change; they did not advance their changes beyond testing and so did not implement them with their target population (7th graders) or beyond. In the end, they did make strong inroads with data collection and measurement, which is likely to support future improvement efforts.

**Changes Tested:**

1) **On-Site Tutoring:** Self-selected and targeted 7th graders were assigned responsibilities to read to and/or tutor students in grades K-2 at Trace Elementary School, a feeder school. The targeted frequency was: reading- 1x/week; tutoring- 3x/week.

*Impact & Lessons Learned:* Students self-reported positive experiences in reading and tutoring K-2 students. Initial tests revealed both obstacles and opportunities for implementing changes that will assist in future planning for other tests.

2) **Class Meeting:** Class meetings were tested in two Special Day Class (SDC) rooms – 2nd and 5th period (initially daily, moving towards weekly) – with the goal of reducing out of class referrals for students in those class periods.

*Impact & Lessons Learned:* Initial test resulted in a reduction in RC slips and referrals, but an increase in suspensions (by one). The test revealed that teachers may need support in: opening procedures (checking for uniform compliance) and taking space protocol.
PILOT RESULTS, LEARNING, & RECOMMENDATIONS

Along with the learning by the teachers, counselors, administrators, and others at the schools, the SEIP staff was gathering knowledge about how to most effectively support improving school engagement to advise schools in Santa Clara County. This learning was in three primary areas: technical content (e.g. Change Package), measurement (e.g. Core Measures) and collaborative processes and activities (e.g. Timeline and Project Support).

The summary of learning provided here very specifically addresses the knowledge needed by schools that have the will to improve student engagement and therefore need actionable answers to the following fundamental questions:

- What are we trying to accomplish?
- How will we know that a change is an improvement?
- What changes can we make that will result in an improvement?

Technical Content

Technical Content Experience & Learning: As stated previously, project staff convened an expert panel to gather the best knowledge about how to improve student engagement and, in turn, reduce chronic absenteeism and truancy. This knowledge as captured in a Change Package (see Attachment D), was used to guide improvement efforts of the schools. An important outcome of this pilot was to advance this package so that it would become more useful and effective for any schools that choose to improve engagement and to reduce truancy. See Attachment F for a summary of changes tested by the various schools.

Reflecting on both the experience and feedback from the schools, the guidance from NCSE and other experts, this pilot project has revealed that the change package had the following strengths and weaknesses:

- All of the ideas were relevant to improving student engagement.
- Some ideas were more valuable than others, yet the change package did not differentiate these in a way that schools could use their limited time and resources to greatest effect.
- One particular change concept, “using academic achievement to enhance student attachment” was encouraged but was not selected by the schools; the lack of work in this area was concerning.
- The teams from the schools struggled with turning some changes into actionable and testable ideas, and so those changes were not as useful to the school teams and were put on hold or ignored.

Technical Content Recommendations: Based on the learning associated with technical content, both its development and use, the following improvements are recommended:

- Increase the practical, actionable nature and timing of the change/testable ideas – and include real-life examples wherever possible.
- Eliminate changes that are not high leverage – or at least denote those that deliver small benefit.
• Deliver the content in learning sessions based on the school calendar – e.g. present ideas that are relevant to the current focus of the school.
• Clarify interdependency of change concepts and ideas and the most beneficial order – e.g. present ideas in the order of that interdependency.
• Create an over-arching structure to provide greater context to the individual change concepts and associated ideas – and assure critical change concepts are not left out (e.g. academic achievement to support student attachment). The following model is recommended¹ (see Attachment G for a preliminary version of a revised change package using this model):

The changes above will require further time and effort by experts in school engagement, along with principals and teachers, who have successfully improved student engagement in their school.

¹The Chronic Care Model was developed by Ed Wagner, MD, MPH, Director of the MacColl Institute for Healthcare Innovation, Group Health Cooperative of Puget Sound, and colleagues of the Improving Chronic Illness Care program with support from The Robert Wood Johnson Foundation
Measurement

Measurement Experience & Learning: All of the schools were able to collect some of the data for the project measures. Two of the schools (Bridges and Fischer) were able to collect data for most of the measures and put the data into the tracking tool. In particular, one school, Fischer was able to collect and report data for all monthly measures for the time period of November, 2010 through June, 2011. Although, the Fischer data did show a few distinct patterns (see the apparent downward trends in both the graphs below), for the most part with only 8 data points, trends and patterns were hard to determine.

All of the schools experienced difficulty in getting the required data, even though the schools possessed electronic information systems containing most of the data needed for the SEIP measures. Even Fischer was unable to report the daily measures. Why then did the school improvement teams have so much difficulty collecting and reporting their data? Even though circumstances did differ for the various schools, a common barrier was the lack of teacher access to the data and the reporting capabilities needed for the SEIP measurement. This factor was specially demonstrated when we held a “data session” and invited several experts from the district to give instructions on getting useful data out of the information system (in this case Infinite Campus). Although the school participants did learn much from the experts during the training, the main discovery was that the teachers and school administrators did not have adequate permissions to get to the pertinent data. This was corrected during the training when an administrator called IT and had the permission level changed for those teachers and school administrators to allow access to their students’ data. Several of the schools, which previous to the training had not been able to collect and report data for the project related measures, were able to collect and report data after the training.
The second key learning about the barrier to using data to drive improvement at the schools is that the administrators and teachers do not (in general) have the technical skills to manipulate and analyze the data.

**Measurement Recommendations:** The measurement of the impact of changes is critical to successful improvement efforts. The following recommendations would help school teams to collect and utilize data in more effective ways:

- Give all school administrators and teachers access to the school data systems
- Provide training in the use of the school data systems
- Start the measurement early (last few months of school year before and starting with the first day of school)
- Provide professional development to teachers and administrators in the use of data for improvement and the use of computers
- Integrate the improvement measures into the leadership discussions at the district and at the school level.
- Schools participating in future improvement efforts should have access to/work with staff with knowledge and ability to analyze data and trends.

A revised set of Core Measures is also recommended (see Attachment H).

**Collaborative Activities & Processes**

**Collaborative Activities & Processes Experience & Learning:** A critical objective of a pilot collaborative is to test and learn about the processes and improvement supports that are the most useful to participating teams – and how to carry them out effectively. This collaborative methodology is a core component of the ‘execution framework’ referenced above and requires equal attention, in terms of gaining the knowledge to support larger scale improvement efforts that make greater gains.

**Learning Associated with Improvement Supports:** The application of the Model for Improvement was a source of great learning in the SEIP, and given its success in multitudes of industries and fields, holds great promise for improvement in schools – if the learning can be incorporated into future improvement efforts. Some of the prominent learning about the use of this model included:

- School teams gained knowledge and skills associated with running small scale tests of changes. However, they struggled to expand the scales of the tests to achieve full implementation of the change in their target populations.
- School teams learned that there is a wide range of improvement that is possible with existing resources and policies.
- School teams learned the value of working as a team to select changes to pursue and to carry out tests of those changes; however, finding the time to regularly meet as a team was a consistent challenge and therefore limited the scope of change undertaken.
- Some school teams struggled to work effectively together, especially in the absence of school leadership.
- School teams were empowered by their change efforts as they learned the value of articulating an hypothesis regarding the intended benefit of a given change and
making predictions about how a test of that change will go – before testing or implementing it; this is hoped to be a lasting change that will be applied to any and all changes that are tested and implemented.

- Project staff learned that this approach to improvement is largely unknown to most teachers and many administrators who are too often the objects of change efforts rather than the agents of change themselves. So the learning curve associated with its use was longer than anticipated.
- Project staff learned that systems thinking, central to process improvement, is also not widely understood or applied in schools. This resulted in a steeper learning curve associated with thinking of a school as system which can be improved, takes longer than anticipated.

Learning Associated with Collaborative Activities: The application of the quality improvement model (BTS) in the school environment was a novel approach and so generated a great deal of learning in terms of how to apply it in future school-based collaboratives:

- **Leadership**: Project staff learned that engaging school leadership to support participating staff is particularly challenging in the school environment and given the 9 month school calendar – and without that engagement, participating teams struggle considerably to achieve their aims to get support for change in the school.
- **Timing**: Project staff learned that the required school year schedule, with its duration, summer breaks, holidays and testing cycles substantially affects the pace and scope of change that can be achieved – and must be accommodated in the duration, sequence and pacing of collaborative activities. The piloted processes did not sufficiently accommodate the school schedule – nor fully take advantage of it.
- **Recruitment and school selection**: Schools whose principals did not establish the project as a priority initiative coordinated with other aims struggled amidst competing priorities and obligations and often felt isolated in their improvement efforts.
- **Preparatory work**: The timing, duration, and scope of the preparatory work were not ideal and resulted in missed opportunities for the school teams to achieve greater improvement at a faster rate. Support to help the school teams gather their data for the core measures was provided very late in the project, once the barriers to this data gathering was understood. Also, understanding how to run tests of change that accelerate improvement was achieved quite late in the project, also limiting the scale and scope of school’s changes.
- **Teacher Involvement**: Involving teachers, the people with the knowledge about what is happening in the classroom, is particularly challenging but absolutely critical to a teams’ success. Leadership that did not find a means to enable sufficient teacher involvement, or support their change efforts, in collaborative activities and school-based team activities - which limited the potential of their teams to make improvement gains. This was particularly true when the same teachers were not consistently involved.

Collaborative Activities & Processes Recommendations: Based on the extensive learning associated with how to support an improvement collaborative, the following changes to collaborative activities and processes are recommended.
Recruitment and School Selection: Recruitment and school selection must be at the individual school level and with direct involvement of the school’s principal and assistant principals, rather than through district-based selection.

Leadership: Engagement of school leaders during Pre-Work must be more thorough and focused; these leaders would benefit from direct guidance around the Model for Improvement and the role of leadership in improvement. Specific goals of this enhanced engagement is:
- Increase leaderships’ involvement throughout.
- Strengthen leaderships’ early commitment and focus.
- Increase leaderships’ active involvement in resourcing and supporting change activities.

Teacher Involvement: Improvement in student engagement simply cannot be achieved without the direct involvement of teachers, the people who have the knowledge about the classroom and the students they teach. Therefore, it is recommended that future collaboratives facilitate:
- Increased release time from classroom duties to participate in team-based improvement activities, plan for and analyze tests.
- Increased continuity of teachers involved.
- Support of teacher-to-teacher collaboration.

Timing: Significant improvement in collaborative activities can be gained simply by changing the project timing. Recommendations related to timing are delineated in Attachment I and address the following improvements:
- Recruitment: To enable participation in the project to be evaluated in the context of a school’s general improvement objectives and pursue participation in it with this in mind, recruitment should be initiated in early February and concluded by the end of March.
- Preparatory Work: School team’s preparatory work, including data readiness, should take place from April through June so teams are ready to start improvement work as soon as they return in August.
- Kick-off: A kick-off for leaders and teams should be held in August – before classes begin to enable tests of change to begin with the start of school.
- Duration: Total project duration should be two school years, from April of Year 1, through all of Year 2 and into March of Year 3. This will allow adequate time for critical improvement activities and would have the following durations:
  - Year 1 (April-June): Preparation
  - Year 2 (August-June): Testing and implementation
  - Year 3 (August-March): Spread of Year 2 changes and continued testing and implementation of new ideas
ABOUT THE SEIP PARTICIPATING SCHOOLS

Allen at Steinbeck – San Jose Unified School District

Demographics:
Supervisorial District #1
2009-2010 Total Enrollment: 836
Enrollment by Ethnicity:
- Hispanic/Latino – 46.8%
- White – 25.1%
- Asian – 10.5%
- African American – 8.3%
- Other/Not reported – 9.2%

Brief Description:
Allen at Steinbeck is a Kindergarten through 8th grade school located in the southern area of San Jose known as the Almaden Valley. 26.1% of students are classified as English Learners, 45% are eligible for the free/reduced lunch program. The school is currently engaged in implementation of the Positive Behavior Intervention and Supports (PBIS) framework. The target population for the project was four 4th grade classrooms.

Project Team:
Team Lead: Carlos E. Acosta, Assistant Principal
Team Expert: Patti Vongsa, Counselor
Team Expert Assistant: Jeneatte Wayman, Attendance Clerk
Team Member: Janine Paulsen, Nurse
Team Member: Robert Doss, Teacher
Team Member: Joan Roxburgh, Teacher

Bridges Academy (formerly J.W. Fair Middle School) – Franklin McKinley School District

Demographics:
Supervisorial District #2
2009-2010 Total Enrollment: 697
Enrollment by Ethnicity:
- Hispanic/Latino – 61.7%
- White – 2.2%
- Asian – 28.4%
- African American – 0.7%
- Other/Not reported – 7%

Brief Description:
In the 2010-2011 school year, J.W. Fair Middle School was re-launched as a charter school under the name Bridges Academy. During this time of transition a new principal was brought in to spark innovation
ATTACHMENT A

ABOUT THE SEIP PARTICIPATING SCHOOLS

and change. The school has ongoing partnerships with CBO’s through the San Jose BEST program and worked specifically with California Community Partners for Youth (CCPY) on this project. Bridges Academy is located in the Southeast area of San Jose, with known gang entrenchment and large immigrant populations made up of primarily Latino and Vietnamese residents. 47.8% of students are classified as English Learners and 73.3% of students are eligible for the free/reduced lunch program. Bridges had two project target populations, 40 8th grade students with the highest truancy and all 7th and 8th graders.

Project Team:
Senior Leader: Dr. Paul De Ayora, Principal
Team Lead: Jeff Bornefeld, Consultant
Team Member: Debra Matthews, Asst. Principal
Team Member: Baljeet Desai, Counselor
Team Member: Donna Leaf, Teacher
Team Member: Darlene Chan, Teacher
Team Member: Lupe Moreno-Nunez, Teacher
Team Member: Marcia Carmona, Teacher
Team Member: Griselda Galindo, Consultant

Clyde L. Fischer Middle School – Alum Rock School District

Demographics:
Supervisorial District #2
2009-2010 Total Enrollment: 626
Enrollment by Ethnicity:
- Hispanic/Latino – 85.6%
- White – 1.0%
- Asian – 7.0%
- African American – 1.8%
- Other/Not reported –4.7%

Brief Description:
Fischer Middle School serves youth in the 6th through the 8th grades; it is located in San Jose in the area known as the East Side, Alum Rock area. The school suffers from high truancy rates of over 50%. The school is located in an area of known for gang entrenchment and a large Latino immigrant population. 51% of students are classified as English Learners and 81.8% of students are eligible for the free/reduced lunch program. The school uses a small learning communities model of education, in order to empower students to succeed; Fischer has implemented three Small Learning Communities, which they call Colleges. Each College has a unique focus and an emphasis on standards-based, academically challenging curriculum. Their interventions focused on classrooms in the College of Innovation, which emphasizes environmental stewardship and community service. The school receives CBO services through the San Jose BEST program and worked specifically with California Community Partners for Youth (CCPY) on this project. The target population for this project was all 8th grade students.
ATTACHMENT A

ABOUT THE SEIP PARTICIPATING SCHOOLS

Project Team:
Senior Leader: Howard Greenfield, Principal
Team Lead: Annya Artigas, School Counselor
Team Member: Sarah Kretovics, Academic Emphasis Counselor
Team Member: Rafael Flores, Dean of Academic Affairs
Team Member: Tracy Leathers, Teacher
Team Member: Jacquie White, Teacher
Team Member: Elizabeth Alvarez, Community Liaison
Team Member: Jeff Bornefeld, Community Partner
Team Member: Griselda Galindo, Community Partner
Team Member: Alexis Hinton, Intern Counselor

Herbert Hoover Middle School – San Jose Unified School District

Demographics:
Supervisorial District #4
2009-2010 Total Enrollment: 1,033
Enrollment by Ethnicity:
  ● Hispanic/Latino – 77.3%
  ● White – 10.2%
  ● Asian – 3.9%
  ● African American – 3.7%
  ● Other/Not reported – 4.9%

Brief Description:
Hoover Middle School serves youth in the 6th through the 8th grades; it is located in central San Jose in the Rose Garden area. 30.7% of the students are classified as English Learners and 68.1% are eligible for the free/reduced lunch program. This area has a very mixed community including very wealthy families living in large homes and economically challenged families living in multi-family dwellings. This area is one of the oldest in the city and is known for its proximity to park space, libraries and the city center. Hoover’s target population was approximately 100 students identified to be in need of services to increase school engagement and improve attendance.

Project Team:
Senior Leader: Rigo Palacios, Assistant Principal Instruction
Team Lead: Emalie McGinnis, Assistant Principle Discipline
Team Member: Karen Kochenburg, DOP Counselor
Team Member: Joe Andrews, Teacher, Responsibility Center
The **National Center for School Engagement (NCSE)** was established after a decade of educational research conducted by the Colorado Foundation for Families and Children. NCSE’s mission is to improve school engagement to ensure school success for all students, particularly those most at risk of substance abuse, delinquency, and dropping out of school. *School engagement* refers to students, their families, and the entire school staff being engaged in active learning at school and school cultures that actively support the best conditions for that learning. It also includes school, family and community partnerships dedicated to school completion for *every* child. It’s not enough to get students to school -- they need to have the support to stay in school and be engaged in learning at school and at home. The NCSE approach to school success is based on an integration of the 3 A’s:

Promoting **Attendance** involves the design and implementation of evidence-based strategies to reduce excused and unexcused absences.

Promoting **Attachment** involves establishing meaningful connections with youth and their families through caring, support, and mutually-defined expectations. It includes developing positive school climates, student-centered instruction, family and community outreach, and student-focused programs and activities that facilitate academic, social and emotional growth.

Promoting **Achievement** involves ensuring that students have the tools, resources and support to complete coursework, experience academic success, accomplish academic goals tied to students’ vision of their future and successfully graduate from high school.

Since its inception in 2003, NCSE has developed dozens of tools for use in the field, conducted research and evaluation projects validating our approach to school reform, and provided thousands of hours of on-site technical assistance to schools, school districts, law enforcement agencies, courts and federal departments.
ATTACHMENT C

School Engagement Improvement Project: Strategies to Reduce Truancy and Improve Attendance

Expert Panel | Panelist Biographical Sketches

**Julie Alloggiamento** ([jalloggiamento@da.sccgov.org](mailto:jalloggiamento@da.sccgov.org))
Deputy District Attorney, Santa Clara County District Attorney’s Office

Julia Alloggiamento is a Deputy District Attorney with the Santa Clara County District Attorney’s Office. Since becoming a District Attorney in 1998, Ms. Alloggiamento has prosecuted a range of cases, including felony domestic violence, career criminal, narcotics, juvenile delinquency (including gang and sexual assault cases), and a homicide.

Prior to becoming a Deputy District Attorney, Ms. Alloggiamento practiced complex civil litigation at Morrison & Foerster, LLP in San Francisco. Out of law school, she received the prestigious position of Law Clerk to the Honorable William D. Keller in Federal District Court in Los Angeles. Ms. Alloggiamento graduated Order of the Coif and *magna cum laude* from University of California, Hastings College of Law for law school and *cum laude* with Departmental Honors from University of California, Los Angeles for her undergraduate degree.

For the last several years, Ms. Alloggiamento has been a Community Prosecutor, focusing on prevention, intervention and education in the community. Her efforts are focused on youth and include issues related to truancy, underage drinking and driving, youth gang involvement, and parent participation. Ms. Alloggiamento works closely with school districts, city and county leaders, and community based organizations to find collaborative solutions for the issues facing the families of Santa Clara County.

One of Ms. Alloggiamento’s most significant contributions has been to implement and oversee Parent Project® in our county. In this program, Ms. Alloggiamento lead the collaboration between the District Attorney’s Office, law enforcement, school districts, the Juvenile Justice Courts, community based organizations, counseling agencies, the City of San Jose and the Mayor’s Gang Prevention Task Force, and city and county leaders to bring this powerful program to Santa Clara County.

**Lois Baer** ([Lbaer@da.sccgov.org](mailto:Lbaer@da.sccgov.org))
Deputy District Attorney, Santa Clara County

Lois Baer has been a Deputy District Attorney in Santa Clara County for 20 years. In 1993, while assigned to the Juvenile Division of her office, she was asked to begin a Truancy Program. Ms. Baer established the first Truancy Program in Santa Clara County.

The original intent of the program was to pursue prosecution. Ms. Baer recognized that truancy needed an intervention as well as a prosecutorial component and included both in the program. In that capacity, all 32 school districts in Santa Clara County were contacted and trained on the legal requirements of referring cases for prosecution. Training sessions were also held for the intervention program. The training sessions that began in 1994 continue annually today. In 1997, Ms. Baer was appointed head of the Santa Clara County Truancy Abatement Collaborative.

Ms. Baer remained in that position for 16 years. Under her lead, approximately 40,000 families have been reached through the intervention program and nearly 4500 cases have been filed for prosecution. This program serves as a model for other counties throughout the State of California. While Ms. Baer currently is working in the Juvenile Delinquent Division, she continues to serve as the California District Attorneys Association’s (“CDAA”) representative on the State School Attendance Review Board. She is also the Truancy Technical Expert for and conducts an annual truancy training for CDAA. She also continues to be a regular speaker for
Nancy Danziger-Brock, MA, LMFT (danzigern@aol.com)

After thirteen years as a classroom teacher, my career in truancy prevention/attendance improvement began when I was a dropout prevention counselor in San Jose Unified School District. I attended the first meeting of what was to become The Santa Clara County Truancy Abatement Collaborative (TAC) about 15 years ago and have been a member continuously. I worked with Deputy District Attorney, Lois Baer, to pioneer the Santa Clara County Truancy Abatement Program. I developed and initiated the Attendance Improvement Program for San Jose Unified School District in 1997 and ran it successfully for nine years until my retirement. During that time, San Jose Unified School District realized increased income from ADA (Average Daily Attendance) of over $25 million. This program continues to be successful in helping children and bringing more ADA into the district. This year San Jose Unified School District reported having the second lowest dropout rate of all urban school districts in the country.

Since my retirement I have been a consultant to Alum Rock and Franklin-McKinley School Districts. The Santa Clara County Office of Education (SCCOE) retained me as a consultant to improve attendance and decrease truancy in the Alternative Schools Department (ASD). I have provided training for many school districts, made presentations at San Jose State University to students in the school counseling training programs, and was a conference workshop presenter for The Association of California School Administrators (ACSA). I founded the first Santa Clara County SARB (School Attendance Review Board) in 2008. In 2009, I was a contributor to the revision of “The California State SARB Handbook”. My work continues for SCCOE- ASD and as the chairperson of the County SARB.

Peter T. Ellis, PhD (ellisccpa@sbcglobal.net)
CCPA - The Resiliency Group

Peter Ellis is the founding partner of CCPA – Resiliency Group. Dr. Ellis has been involved in community organizing and building community capacity for the past 45 years. He continues to apply and research resiliency variables as they relate to the development of pro-social and successful child, youth, adult, and community development. Dr. Ellis has spent the last 25 years developing and researching the impact of community-driven programs designed to improve the quality of life for youth, families, and communities. The Resiliency Group at CCPA has implemented a Continuous Quality Improvement (CQI) system that allows participating agencies to learn to manage and evaluate their programs based on data and continuous improvement. Recently CCPA has successfully applied the principals of resiliency to senior services for older adults. CCPA theory of change and logic model planning and evaluation designs have been used from programs serving customers from newborn children to senior citizens. Over the last ten years, CCPA has assisted in the improvement and evaluation of $542 million in grants to community based organizations, schools, universities, and governmental agencies to serve and build capacity in communities throughout the San Francisco Bay Area. CCPA has pioneered using the CQI systems for nonprofit and other service organization using service productivity measures along with a Malcolm Baldrige Award like measure to compare similar service providers to each other call the Service Performance Index. Our CQI and Evaluation System has gone through two per reviews process that resulted in two published articles in the journal, “Evaluation and Program Planning,” an international journal published by Elsevier Science. CCPA is proud of our track record of improving efficiency and effectiveness of services and care provided by our
Also, since 1992, Dr. Ellis has provided technical assistance and consultation in applying current research about youth and family resiliency to the San José Mayor’s Gang Prevention Task Force annual strategic plan. He assisted the Task Force to develop a nationally recognized community coalition model to direct services to high-risk youth. Dr. Ellis is a past member of the Golden Feather Union School Board and past president of the Butte County School Board Association, as well as a co-founder of the University of Phoenix. Dr. Ellis earned his PhD in Community Education and Administration from the University of Michigan.

**Joanna (Jodi) Zorn Heilbrunn**  (jhelibrunn@pffac.org)
Senior Research and Policy Analyst, National Center for School Engagement (NCSE)
(NCSE is an affiliate of The Partnership for Families & Children)

Joanna Zorn Heilbrunn has been a Senior Research and Policy Analyst at The Partnership for Families & Children (The Partnership) since 2002. Jodi, as she is usually called, has worked in the field of education research for over a decade with a current focus on truancy prevention and school success. She participated with other Partnership colleagues in launching the National Center for School Engagement (NCSE) in 2004. Jodi is the primary author of an interactive online class in best practices in truancy reduction, to be launched later this month. She is also co-author of the NCSE AAA Policy and Practice Assessment, a tool being used by schools and school districts to reevaluate a host of practices with an eye toward promoting school engagement. (Both tools address middle schools independently of elementary and high schools.) Earlier projects include a cost-benefit analysis of model truancy prevention programs in Colorado, evaluations of the OJJDP Truancy Demonstration Projects and a truancy court-in-school replication, and an examination of the practice of sending truants to juvenile detention. In addition, Jodi She manages the TRAIN database for tracking the progress of students enrolled in truancy reduction programs and is the editor of the NCSE newsletter. She designed and teaches mini-classes in program evaluation and conducting focus groups.

Prior to joining The Partnership, Jodi was affiliated with the RAND Corporation for twelve years. At RAND, she contributed to numerous health care, immigration policy, and military manpower studies prior to turning her full attention to education in a longitudinal evaluation of New American Schools. Jodi holds a masters degree in sociology from UCLA and an undergraduate degree in economics from Boston University.
Biography for Louie F. Rodriguez (louiefrodriguez@gmail.com)

Dr. Louie F. Rodriguez is an assistant professor in Educational Leadership and Curriculum at California State University, San Bernardino. He is also a core faculty member of the Doctorate in Educational Leadership at CSUSB. Prior to his appointment at CSUSB, he was faculty at Florida International University in Miami. Louie is a product of the local public schools having attended Colton High School, San Bernardino Valley College, and California State University, San Bernardino where he earned a Bachelor’s degree in psychology. While a McNair Scholar at CSUSB, Louie accessed several mentors and research opportunities. After spending a summer at Harvard, he was invited to apply to a master’s degree program at Harvard—a program designed to develop educators to serve marginalized youth in public schools. Subsequently, Louie was accepted and graduated with his doctorate in Administration, Planning and Social Policy from Harvard with a focus on Communities and Schools.

An educational researcher by training, Louie is committed to research expanding educational equity, opportunity, and access for historically marginalized children in the U.S. In addition to his research, Louie has worked as a teacher and counselor in high-poverty schools and communities. Louie's research focuses on equity and access issues in urban education. Most recently he has focused on the dropout crisis, particularly among Latina/o youth. He has published on the affects of student-teacher relationships on learning; the impact testing has on school culture, and the role of students' voice in educational change.

Louie is also the co-author of Small Schools and Urban Youth: Using the Power of School Culture to Engage Students (Corwin Press, 2008).

Louie is currently conducting participatory action research with schools in the Inland Empire to promote school engagement and reduce the dropout rate, particularly among Black and Latina/o youth.

Frank R. Valadez (frankvaladez@gmail.com)

My family moved to San Jose from Santa Paula, California in 1947 and then to Hollister in 1958. After attending local schools and serving a stint in the Navy, I earned a Bachelors Degree at La Universidad de las Americas in Mexico City and a Masters, teaching and counseling credential at the University of California, Santa Barbara. While in Santa Barbara, I did internships at Milpas Outreach Counseling Clinic, serving low income families and counseled heroin addicts at the Santa Barbara County methadone clinic.

In 1974, I began my career in education, serving as a comprehensive counselor at Gilroy High School (honored with two yearbook dedications), a position I held for 25 years. Beginning with that first year, my evening hours were occupied training at risk students in bodybuilding, which became a school club and years later morphed into a class for adults which I still teach today. Enjoying my new found status as a “Chicano professional” I became involved in the community, served on the board of what is now Community Solutions and was one of the founders and past presidents of the Gilroy Mexican American Chamber of Commerce.

In 1998, I accepted a position as Gilroy Unified’s first District Attendance Officer and Counselor for At Risk Students. Starting with a clear slate, I developed and supervised a comprehensive, district-wide program to improve attendance at Gilroy’s fifteen schools. Beginning with writing and compiling the district’s first attendance policies, (published in the State SARB Manual), I established and provided; standardized procedures for all schools, incentives for students and schools with good attendance, standardized communications to
parents, sound procedures for dropping and transferring students, support to schools regarding legal references for on site procedures such as Saturday School, procedures for parents wanting to home school, and a strong foundation for legitimate SARB and Mediation procedures. In addition, I compiled cases for prosecution and supported schools by making home visits in serious cases.

During the eleven years I served as the District Attendance Officer and as the District grew from 8,500 students to 10,400, attendance improved from approximately 89% to 96%.

Tom Webb (tom.webb@fmsd.org)
Frankly McKinley School District
<table>
<thead>
<tr>
<th>SEIP Collaborative Pilot: Change Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Create learning and high expectation culture in the classroom and other school settings</td>
</tr>
<tr>
<td><strong>2.</strong> Promote and reward pro-social peer to peer relationships, that enhances school safety</td>
</tr>
<tr>
<td><strong>3.</strong> Create a Caring School Community by implementing the characteristics of a welcoming school climate (National School Climate Standards)</td>
</tr>
<tr>
<td><strong>4.</strong> Targeted processes to identify and track at risk students and their families and focus efforts on “At Risk” students having positive transitions (Early Warning System)</td>
</tr>
<tr>
<td><strong>5.</strong> Timely personalized, positive intervention with absent/returning students</td>
</tr>
<tr>
<td><strong>6.</strong> Increase Use of Community Resources/Services (like mental and physical health) by improving linkage and coordination</td>
</tr>
<tr>
<td><strong>7.</strong> Promote and foster parenting skills to develop home environments that support children as students</td>
</tr>
<tr>
<td><strong>8.</strong> Achieve high levels of parental and community involvement which includes parents in School Decisions and Develops Parent Leaders and Representatives</td>
</tr>
<tr>
<td><strong>9.</strong> Establish regular and meaningful two-way communication between home and school</td>
</tr>
<tr>
<td><strong>10.</strong> Address academic achievement gap</td>
</tr>
</tbody>
</table>
**ATTACHMENT D**

**SCHOOL ENGAGEMENT IMPROVEMENT PROJECT (SEIP)**

**CHANGE PACKAGE**

**Testable Ideas**

<table>
<thead>
<tr>
<th>1. Create learning and high expectation culture in the classroom and other school settings</th>
<th>Tiers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set up mechanisms where administration and teachers listen to what students (not just the student leaders) have to say, for example - for safety, truancy, how to engage families</td>
<td>1</td>
</tr>
<tr>
<td>Identify and create inventory of students’ strengths/skills/knowledge bases so teachers/schools can use this in the classroom to target interventions and learning methods to students’ strengths</td>
<td>2, 3</td>
</tr>
<tr>
<td>School staff welcome students back after absences, refrain from making negative/unwelcoming comments e.g. “why are you here?” “why did you come back”</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>School-wide competition (classroom to classroom within grade level) for attendance/no tardies: provide prizes/incentives (e.g., social rewards) to create peer pressure</td>
<td>1</td>
</tr>
<tr>
<td>Assist students to develop a life/career plan (e.g. Zero Drop-Out Program which had kids think about what they want in the future)</td>
<td>2, 3</td>
</tr>
<tr>
<td>Post in public places attendance rates as well as attendance policies</td>
<td>1</td>
</tr>
<tr>
<td>Regular recognition of positive behavior (pro-social), including attendance</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Create social norms or expectations that encourage students to be at school (e.g. “stay in school be cool”)</td>
<td>1</td>
</tr>
<tr>
<td>Have a welcome to middle school parent orientation in the spring before student starts middle school that establishes expectations for student behavior and performance</td>
<td>1</td>
</tr>
<tr>
<td>Provide teaching (with lesson plans) on appropriate social behavior in various school settings (e.g. cafeteria, library, etc.)</td>
<td>1</td>
</tr>
<tr>
<td>Apply group/team-based classroom management to reward appropriate classroom behavior</td>
<td>1, 2</td>
</tr>
<tr>
<td>Provide alternative programs/methods of learning for students who don’t thrive in traditional school settings</td>
<td>2, 3</td>
</tr>
<tr>
<td>Provide tutoring, including peer-assisted, during or outside of class with positive agent to de-stigmatize academic support</td>
<td>2, 3</td>
</tr>
</tbody>
</table>
### Change Package

<table>
<thead>
<tr>
<th>Action</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Link with high school/local colleges/grad students to mentor/tutor kids to improve their academic skills (fulfills service learning of college students)</td>
<td>2, 3</td>
</tr>
<tr>
<td>All teachers have and promote office hours for individualized tutoring and academic support</td>
<td>2, 3</td>
</tr>
<tr>
<td>Incentivize completion of late assignment to assure associated lesson is learned – on a standardized basis throughout the school</td>
<td>2, 3</td>
</tr>
</tbody>
</table>

#### 2. Promote and reward pro-social peer to peer relationships, that enhances school safety

<table>
<thead>
<tr>
<th>Action</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students from higher-grade levels mentor underclass students.</td>
<td>2, 3</td>
</tr>
<tr>
<td>Provide free breakfast at school to promote Attendance Support.</td>
<td>1</td>
</tr>
<tr>
<td>Train students and teachers in peace-making techniques</td>
<td>1</td>
</tr>
<tr>
<td>Conduct articulation activities with elementary and high school feeders: such as, when 5th graders tour, assign a 7th grader to follow-up with them over Summer &amp; Fall</td>
<td>1</td>
</tr>
<tr>
<td>Organize focus groups for student input addressing topics like; i.e. school safety, academic achievement.</td>
<td>1</td>
</tr>
<tr>
<td>Promote/organize student study groups where youth work together to understand material and learning activities</td>
<td>2, 3</td>
</tr>
<tr>
<td>Establish a peer mentorship program that focuses on social and academic achievement.</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Create a Student Buddy system (teams of 4-5 students) to assist and follow-up on one another and receive rewards for doing so.</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Use an on-site behavior support class to create opportunities for students to demonstrate, practice and internalize appropriate school conduct</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

#### 3. Create a caring school community by implementing the characteristics of a welcoming school climate

<table>
<thead>
<tr>
<th>Action</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>All school personnel perform welcoming and encouragement outreach to students and parents.</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>
## Change Package

### 4. Targeted processes to identify and track at risk students and their families and focus efforts on “at risk” students having positive transitions

<table>
<thead>
<tr>
<th>Description</th>
<th>Tiers</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Hopkins Early Warning System – Attendance, Behavior, Course Failure: promoting attendance through an academic intervention (Identify and Track)</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Principal or other caring staff member knows names of parents of chronically truant or absent students</td>
<td>2, 3</td>
</tr>
<tr>
<td>When any adult meets with parent and/or student, review attendance – praise or explain laws and alternatives</td>
<td>2, 3</td>
</tr>
<tr>
<td>Truancy coordinator to send an email/communication to all teachers that “Johnny” is returning and have them provide positive acknowledgement and welcome back</td>
<td>2, 3</td>
</tr>
<tr>
<td>Create an accurate and transparent data tracking system for target populations</td>
<td>2, 3</td>
</tr>
<tr>
<td>Get phone numbers from parents and auto text for absences</td>
<td>2, 3</td>
</tr>
<tr>
<td>Phone calls or conference with parents (actual personal contact) at early point (3 or more absences)</td>
<td>2, 3</td>
</tr>
<tr>
<td>Reference and describe alternative programs (e.g. independent study, Saturday school) in student handbook</td>
<td>2, 3</td>
</tr>
<tr>
<td>Truant meets every morning with caring adult Same as breakfast club idea</td>
<td>2, 3</td>
</tr>
</tbody>
</table>
### Change Package

<table>
<thead>
<tr>
<th>Provide safe ways to/from school; Create walking carpools/school buses in neighborhoods (link parents on a block who are available to walk to/from school with other kids on the block)</th>
<th>2,3</th>
</tr>
</thead>
</table>

#### 5. Timely personalized, positive intervention with absent/returning students

<table>
<thead>
<tr>
<th>One person at school site accountable for truancy – contact for absentees, parents; attends SARB/medication, knows resources</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult contacts and cares when a student does not show up for school: let student know he/she was missed at school, inquire how he/she is and ask when he/she will return to school</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Re-entry/remediation strategies for students with excessive absence prior to transition into mainstream school setting with re-entry student completing a career and education plan for their future.</td>
<td>2, 3</td>
</tr>
</tbody>
</table>

#### 6. Increase use of community resources/services (like mental and physical health) by improving linkage and coordination

<table>
<thead>
<tr>
<th>Provide CBOs to connect resources immediately (enroll) to families</th>
<th>2, 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource mapping including everything in community. Get kids involved!</td>
<td>1</td>
</tr>
<tr>
<td>Provide private and “protected” access to counseling on health and mental health issues</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Direct connection/referral to mental health provider for mental health issues</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Educate students and staff about mental health issues e.g. anxiety, depression, grief and where to go for help for yourself or a friend</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

#### 7. Promote and foster parenting skills to develop home environments that support children as
## ATTACHMENT D
### SCHOOL ENGAGEMENT IMPROVEMENT PROJECT (SEIP)
#### CHANGE PACKAGE

<table>
<thead>
<tr>
<th>students</th>
<th>1, 2, 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share information with parents at parent/teacher conference, Back-to-School Night, orientation, Sports Night: student’s attendance record; truancy law, consequences, resources, rights and responsibilities; Use DVD and video presentation to give parents information</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Parents who work with other parents; challenge parent to set long [term] plan for themselves and their kids (e.g. Parent Corp – Gear Up)</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Daily homework sign-in sheet for students to give to parents</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Identify at-risk families: confidential questionnaire for parents</td>
<td>2, 3</td>
</tr>
<tr>
<td>Create/add family liaison to identify at-risk families</td>
<td>2, 3</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>8. Achieve high levels of parental and community involvement which includes parents in school decisions and develops parent leaders and representatives</th>
<th>Tiers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize meetings with parents in the community</td>
<td>1</td>
</tr>
<tr>
<td>Organize Potluck with regular “Back to School Night” or “Open House” for whole family</td>
<td>1</td>
</tr>
<tr>
<td>Welcome parent and grandparent into the school during the day (scheduled “office hours)</td>
<td>1</td>
</tr>
<tr>
<td>Offer cultural based parent groups</td>
<td>1</td>
</tr>
<tr>
<td>Create alternative to PTA for marginalized parents/communities</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Establish regular and meaningful two-way communication between home and school</th>
<th>Tiers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share reports of absences in meetings with parents to find out causes, make referrals to services and set improvement targets (all students)</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Create a database for parents to get access to child’s up-to-date attendance</td>
<td>1</td>
</tr>
<tr>
<td>Use a communication protocol to provide regular attendance status to</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Change Package</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
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</tr>
<tr>
<td><strong>parents (letter or email; phone, phone at work; phone in evening, emergency contacts; home visit)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Utilize free media approach to student and parent education:</strong> YouTube, Twitter, MySpace, text messages</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>
## ATTACHMENT E: Core Measures

### OPERATIONAL DEFINITIONS OF CORE MEASURES

**DRAFT AS OF 3/2/2011**

<table>
<thead>
<tr>
<th>Name</th>
<th>Numerator</th>
<th>Denominator</th>
<th>freq</th>
<th>Data Collection Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Target population</td>
<td>Number of students in the target population</td>
<td>n/a</td>
<td>M</td>
<td>On the last day of the month count the total number of students in the target population</td>
</tr>
<tr>
<td>2a. Attendance Rate</td>
<td>Total number of class periods attended each day for the number of students in the target population enrolled as of that day</td>
<td>Total number of class periods each day times the number of students in the target population enrolled as of that day</td>
<td>D</td>
<td>Each day run the attendance rate calculation</td>
</tr>
<tr>
<td>2b. Excessive (10-19%)</td>
<td>Number of students in the target population who missed between 10 and 19 percent of the classes for the month</td>
<td>Number of students in target population</td>
<td>M</td>
<td>On the last day of the month count the number of students in the target population who missed between 10 and 19 percent of class for the month and divide that number by total number of students in the target population. Multiply the result by 100 to get a percentage.</td>
</tr>
<tr>
<td>2c. Chronic (more than 20%)</td>
<td>Number of students in the target population who missed 20 percent or more of the classes for the month</td>
<td>Number of students in target population</td>
<td>M</td>
<td>On the last day of the month count the number of students in the target population who missed between 10 and 19 percent of class for the month and divide that number by total number of students in the target population. Multiply the result by 100 to get a percentage.</td>
</tr>
<tr>
<td>2d. Satisfactory (less than 10%)</td>
<td>Number of students in the target population who missed less than 10 percent of the classes for the month</td>
<td>Number of students in target population</td>
<td>M</td>
<td>On the last day of the month count the number of students in the target population who missed between 10 and 19 percent of class for the month and divide that number by total number of students in the target population. Multiply the result by 100 to get a percentage.</td>
</tr>
<tr>
<td>3. Unexcused and Excused Absence Rate</td>
<td>Total number of unexcused and excused absences in the target population each day</td>
<td>Number of students in target population</td>
<td>D</td>
<td>Each day run the excused and unexcused absence rate calculation</td>
</tr>
<tr>
<td>4. Truancy Rate</td>
<td>Total number of truant students in the target population during the month</td>
<td>Number of students in target population</td>
<td>M</td>
<td>On the last day of the month run the truancy rate calculation</td>
</tr>
<tr>
<td>5. Average truancy duration or pattern of truancy</td>
<td>Number of periods for which students within the target population who were truant during the month</td>
<td>Number of students in the target population who were truant during the month</td>
<td>M</td>
<td>On the last day of the month, add up the total hours (days) for which target population students were truant. Divide that number by the number of students from the target population who were truant during the month.</td>
</tr>
<tr>
<td>6. Average GPA</td>
<td>Average GPA</td>
<td>N/A</td>
<td>M</td>
<td>On the last day of the month, get the average GPA for the target population.</td>
</tr>
<tr>
<td>7. Percentage of students with a current grade level of “D”, or “F”</td>
<td>Number of students in the target population currently with a “D”, or with an “F” in any core class</td>
<td>Number of students in target population</td>
<td>M</td>
<td>On the last day of the month, add up all the students within the target population with a current “D” or “F” grade level in any core class. Divide these 5 numbers each by the total number of students in the target population and multiply by 100 to get percentages.</td>
</tr>
<tr>
<td>8. Students Suspended – out of school</td>
<td>Number of students in the target population suspended each month</td>
<td>n/a</td>
<td>M</td>
<td>On the last day of the month, count the number of students (within the target population) with one or more suspensions during the month.</td>
</tr>
<tr>
<td>9. Suspensions – out of school</td>
<td>Number of suspensions in the target population each month</td>
<td>n/a</td>
<td>M</td>
<td>On the last day of the month, count the number of suspensions for students within the target population during the month.</td>
</tr>
<tr>
<td>10. Office referrals (look at PBIS tools)</td>
<td>Number of office referrals of students in the target population each month</td>
<td>n/a</td>
<td>M</td>
<td>On the last day of the month, count the number of office referrals for students within the target population during the month.</td>
</tr>
<tr>
<td>Change Concept</td>
<td>Allen at Steinbeck</td>
<td>Bridges Academy</td>
<td>Clyde L. Fischer</td>
<td>Herbert Hoover</td>
</tr>
<tr>
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</tr>
<tr>
<td>Create learning and high expectation culture in the classroom and other school settings</td>
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<tr>
<td>Set up mechanisms where administration and teachers listen to what students (not just the student leaders) have to say, for example - for safety, truancy, how to engage families</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Identify and create inventory of students’ strengths/skills/knowledge bases so teachers/schools can use this in the classroom to target interventions and learning methods to students’ strengths</td>
<td></td>
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</tr>
<tr>
<td>School staff welcomes students back after absences, refrain from making negative/unwelcoming comments e.g. “why are you here?” “why did you come back”</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>School-wide competition (classroom to classroom within grade level) for attendance/no tardies: provide prizes/incentives (e.g., social rewards) to create peer pressure</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Assist students to develop a life/career plan (e.g. Zero Drop-Out Program which had kids think about what they want in the future)</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Post in public places attendance rates as well as attendance policies</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular recognition of positive behavior (pro-social), including attendance</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Create social norms or expectations that encourage students to be at school (e.g. “stay in school be cool”)</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Have a welcome to middle school parent orientation in the spring before student starts middle school that establishes expectations for student behavior and performance</td>
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<tr>
<td>Provide teaching (with lesson plans) on appropriate social behavior in various school settings (e.g. cafeteria, library, etc.)</td>
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<tr>
<td>Apply group/team-based classroom management to reward appropriate classroom behavior</td>
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<tr>
<td>Provide alternative programs/methods of learning for students who don’t thrive in traditional school settings</td>
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<tr>
<td>Provide tutoring, including peer-assisted, during or outside of class with positive</td>
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</tbody>
</table>
### ATTACHMENT F

**SCHOOL ENGAGEMENT IMPROVEMENT PROJECT (SEIP)**

**SUMMARY OF CHANGES TESTED**

<table>
<thead>
<tr>
<th>Change Concept:</th>
<th>Change Description</th>
<th>Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>agent to de-stigmatize academic support</strong></td>
<td></td>
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<tr>
<td></td>
<td>Link with high school/local colleges/grad students to mentor/tutor kids to improve their academic skills (fulfills service learning of college students)</td>
<td></td>
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<tr>
<td></td>
<td>All teachers have and promote office hours for individualized tutoring and academic support</td>
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<tr>
<td></td>
<td>Incentivize completion of late assignment to assure associated lesson is learned – on a standardized basis throughout the school</td>
<td></td>
</tr>
<tr>
<td><strong>Change Concept:</strong></td>
<td>Promote and reward pro-social peer to peer relationships, that enhances school safety</td>
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<tr>
<td></td>
<td>Have students from higher-grade levels mentor underclass students.</td>
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<tr>
<td></td>
<td>Provide free breakfast at school to promote Attendance Support.</td>
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<tr>
<td></td>
<td>Train students and teachers in peace-making techniques</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conduct articulation activities with elementary and high school feeders: such as, when 5th graders tour, assign a 7th grader to follow-up with them over Summer &amp; Fall</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organize focus groups for student input addressing topics like; i.e. school safety, academic achievement.</td>
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<tr>
<td></td>
<td>Promote/organize student study groups where youth work together to understand material and learning activities</td>
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<tr>
<td></td>
<td>Establish a peer mentorship program that focuses on social and academic achievement.</td>
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<tr>
<td></td>
<td>Create a Student Buddy system (teams of 4-5 students) to assist and follow-up on one another and receive rewards for doing so.</td>
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<tr>
<td></td>
<td>Use an on-site behavior support class to create opportunities for students to demonstrate, practice and internalize appropriate school conduct</td>
<td></td>
</tr>
<tr>
<td><strong>Change Concept:</strong></td>
<td>Create a caring school community by implementing the characteristics of a welcoming school climate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All school personnel perform welcoming and encouragement outreach to students and parents.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School sponsored events to promote Community-based Organization Services.</td>
<td></td>
</tr>
<tr>
<td>Change Package: Summary of Ideas Tested</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
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</tr>
<tr>
<td>Create a Homeroom period, (approx. 20-30 min) for every day with a particular activity or theme that leads to sharing of feelings (maybe split by gender?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create a student buddy support system for tracking attendance and academic achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Change Concept:</strong> Targeted processes to identify and track at risk students and their families and focus efforts on “at risk” students having positive transitions</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>John Hopkins Early Warning System – Attendance, Behavior, Course Failure: promoting attendance through an academic intervention (Identify and Track)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal or other caring staff member knows names of parents of chronically truant or absent students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When any adult meets with parent and/or student, review attendance – praise or explain laws and alternatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Truancy coordinator to send an email/communication to all teachers that “Johnny” is returning and have them provide positive acknowledgement and welcome back</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create an accurate and transparent data tracking system for target populations</td>
<td></td>
<td></td>
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<tr>
<td>Get phone numbers from parents and auto text for absences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone calls or conference with parents (actual personal contact) at early point (3 or more absences)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Reference and describe alternative programs (e.g. independent study, Saturday school) in student handbook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Truant meets every morning with caring adult Same as breakfast club idea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide safe ways to/from school; Create walking carpools/school buses in neighborhoods (link parents on a block who are available to walk to/from school with other kids on the block)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Change Concept:</strong> Timely personalized, positive intervention with absent/returning students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One person at school site accountable for truancy – contact for teachers, parents; attends SARB/medication, knows resource</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# ATTACHMENT F

## SCHOOL ENGAGEMENT IMPROVEMENT PROJECT (SEIP)

### SUMMARY OF CHANGES TESTED

<table>
<thead>
<tr>
<th>Change Package</th>
<th>Summary of Ideas Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult contacts and cares when a student does not show up for school: let student know he/she was missed at school, inquire how he/she is and ask when he/she will return to school</td>
<td>X</td>
</tr>
<tr>
<td>Re-entry/remediation strategies for students with excessive absence prior to transition into mainstream school setting with re-entry student completing a career and education plan for their future.</td>
<td></td>
</tr>
<tr>
<td><strong>Change Concept:</strong> Increase use of community resources/services (like mental and physical health) by improving linkage and coordination</td>
<td></td>
</tr>
<tr>
<td>Provide CBOs to connect resources immediately (enroll) to families</td>
<td>X</td>
</tr>
<tr>
<td>Resource mapping including everything in community. Get kids involved!</td>
<td>X</td>
</tr>
<tr>
<td>Provide private and “protected” access to counseling on health and mental health issues</td>
<td>X</td>
</tr>
<tr>
<td>Direct connection/referral to mental health provider for mental health issues</td>
<td>X</td>
</tr>
<tr>
<td>Educate students and staff about mental health issues e.g. anxiety, depression, grief and where to go for help for yourself or a friend</td>
<td></td>
</tr>
<tr>
<td><strong>Change Concept:</strong> Promote and foster parenting skills to develop home environments that support children as students</td>
<td></td>
</tr>
<tr>
<td>Share information with parents at parent/teacher conference, Back-to-School Night, orientation, Sports Night: student’s attendance record; truancy law, consequences, resources, rights and responsibilities; Use DVD and video presentation to give parents information</td>
<td></td>
</tr>
<tr>
<td>Parents who work with other parents; challenge parent to set long [term] plan for themselves and their kids (e.g. Parent Corp – Gear Up)</td>
<td></td>
</tr>
<tr>
<td>Daily homework sign-in sheet for students to give to parents</td>
<td></td>
</tr>
<tr>
<td>Identify at-risk families: confidential questionnaire for parents</td>
<td></td>
</tr>
<tr>
<td>Create/add family liaison to identify at-risk families</td>
<td></td>
</tr>
<tr>
<td><strong>Change Concept:</strong> Achieve high levels of parental and community involvement which includes parents in school decisions and develops parent leaders and representatives</td>
<td></td>
</tr>
<tr>
<td>Organize meetings with parents in the community</td>
<td></td>
</tr>
<tr>
<td>Change Package: Summary of Ideas Tested</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
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</tr>
<tr>
<td><strong>Organize Potluck with regular “Back to School Night” or “Open House” for whole family</strong></td>
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</tr>
<tr>
<td><strong>Welcome parent and grandparent into the school during the day (scheduled “office hours”)</strong></td>
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<tr>
<td><strong>Offer cultural based parent groups</strong></td>
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<tr>
<td><strong>Create alternative to PTA for marginalized parents/communities</strong></td>
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</tr>
<tr>
<td><strong>Change Concept: Establish regular and meaningful two-way communication between home and school</strong></td>
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</tr>
<tr>
<td><strong>Share reports of absences in meetings with parents to find out causes, make referrals to services and set improvement targets (all students)</strong></td>
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<tr>
<td><strong>Create a database for parents to get access to child’s up-to-date attendance</strong></td>
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<td><strong>Use a communication protocol to provide regular attendance status to parents (letter or email; phone, phone at work; phone in evening, emergency contacts; home visit)</strong></td>
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<td><strong>Utilize free media approach to student and parent education: YouTube, Twitter, MySpace, text messages</strong></td>
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</tbody>
</table>
ATTACHMENT G: Proposed/Revised Change Package

THE SCHOOL ENGAGEMENT MODEL

- Parent Empowerment
- Resources
- Learning System Design
- Student Empowerment
- Educational Support
- Student Information System

Informed, Empowered Students & Families
- Timely & Efficient
- Student-Centered
- Attendance Attachment Achievement
- Coordinated Evidence-Based

Prepared, Proactive Educational Team

Improved Outcomes
THE SCHOOL ENGAGEMENT MODEL: Elements, Change Concepts & Testable Ideas

**Education Organization:** A school seeking to improve educational outcomes for students must be motivated and prepared for change throughout the school. Senior leadership must identify improvement as important work, and translate it into clear improvement goals and policies that are addressed through the application of effective improvement strategies, including use of incentives, that encourage comprehensive change. Effective schools improve by reporting and studying mistakes, deficiencies and feedback from all stakeholders, making appropriate changes based on what is learned. Breakdowns in communication and loss of educational progress can be prevented through agreements that facilitate communication and data-sharing as students navigate across educational settings and providers of supportive services.

<table>
<thead>
<tr>
<th>Element</th>
<th>Concept</th>
<th>Testable Ideas (From Original Change Package)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Organization</td>
<td>Create school-wide culture, organization and mechanisms that promote optimal conditions for learning</td>
<td>Change Concept: Visibly support improvement at all levels of the school, beginning with the school principal and leadership team</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o One person at school site accountable for truancy – contact for teachers, parents; attends SARB/medication, knows resource</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Principal or assistant principal knows names of parents of chronically truant or absent students</td>
</tr>
<tr>
<td></td>
<td>Develop agreements that facilitate effective response to student needs as students move across schools, school districts, alternative schools, juvenile justice facilities, residential treatment and community-based service providers.</td>
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<tr>
<td></td>
<td></td>
<td>o Create mechanisms to easily share student information with other stakeholders including probation officers, social workers, guardians’ ad litem and community-based service providers in order to coordinate team-based, best-practice educational support.</td>
</tr>
<tr>
<td></td>
<td>Create school wide high-expectation culture for learning, behavior and mutual respect</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o School-wide competition (classroom to classroom within grade level) for attendance/no tardies: provide prizes/incentives (e.g., social rewards) to create peer pressure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Regular recognition of positive behavior (pro-social), including attendance</td>
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<tr>
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<td></td>
<td>o Create social norms or expectations that encourage students to be at school (e.g. “stay in school be cool”)</td>
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<td></td>
<td></td>
<td>o Have a welcome to middle school parent orientation in the spring before student starts middle school that establishes expectations for student behavior and performance</td>
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<tr>
<td>Element</td>
<td>Concept</td>
<td>Testable Ideas (From Original Change Package)</td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
<td></td>
<td>o Utilize intentional classroom instruction (with lesson plans) on appropriate social behavior across school settings (e.g. cafeteria, library, etc.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Incentivize completion of late assignment to assure associated lesson is learned – on a standardized basis throughout the school</td>
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<td>o Create a Student Buddy system (teams of 4-5 students) to assist and follow-up on one another and receive rewards for doing so.</td>
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<td></td>
<td>o Use an on-site behavior support class to create opportunities for students to demonstrate, practice and internalize appropriate school conduct</td>
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<tr>
<td></td>
<td></td>
<td>o Reference and describe alternative programs (e.g. independent study, Saturday school) in student handbook</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Create expectations that all teaching, supportive service delivery and student interactions are done in a way that meets the cultural and linguistic needs and preferences of the student and his/her family</td>
</tr>
<tr>
<td>Create a Caring School Community by implementing the characteristics of a welcoming school climate</td>
<td></td>
<td>o School staff welcomes students back after absences, refrain from making negative/unwelcoming comments e.g. “why are you here?” “why did you come back”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o All teachers have and promote office hours for individualized tutoring and academic support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Provide free breakfast at school to promote optimal conditions for learning and on-time attendance</td>
</tr>
<tr>
<td></td>
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<td>o Conduct articulation activities with elementary and high school feeders: such as, when 5th graders tour, assign a 7th grader to follow-up with them over Summer &amp; Fall</td>
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<tr>
<td></td>
<td></td>
<td>o All school personnel perform welcoming and encouragement outreach to students and parents.</td>
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<td>o Provide safe ways to/from school; Create walking carpools/school buses in neighborhoods (link parents on a block who are available to walk to/from school with other kids on the block)</td>
</tr>
<tr>
<td>Promote and reward pro-social peer to peer relationships, that enhances school safety</td>
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<td>o Train students and teachers in peace-making techniques</td>
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<td></td>
<td>o Apply group/team-based classroom management to reward appropriate classroom behavior</td>
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<td></td>
<td></td>
<td>o Have students from higher-grade levels mentor underclass students</td>
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<td></td>
<td>o Create a Student Buddy system (teams of 4-5 students) to assist and follow-up on one another and receive rewards for doing so.</td>
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<tr>
<td></td>
<td></td>
<td>o Create a Homeroom period or Advisory(20-30 min) every day with a particular</td>
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</tbody>
</table>
## THE SCHOOL ENGAGEMENT MODEL: Elements, Change Concepts & Testable Ideas

<table>
<thead>
<tr>
<th>Element</th>
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<th>Testable Ideas (From Original Change Package)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>activity or theme that leads to sharing of feelings and attachment to school and peers</td>
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<tr>
<td></td>
<td>Monitor school improvement efforts to determine if progress is being made</td>
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<tr>
<td></td>
<td>Promote effective improvement strategies aimed at comprehensive school-wide system change</td>
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</tbody>
</table>

### Educational Support:

Classroom learning strategies need to be supported by best-practice research and teacher experience. Essential learning objectives should be shared with students every day, so they can understand the reasons behind what they are doing in class. Educators need ongoing training to stay up-to-date on the latest evidence, using new models of professional development that improve upon traditional in-service lecture presentations. To change practice, mechanisms must be created to utilize timely reminders, feedback, collaboration, discussion and other methods that increase the engagement of educators in classroom practice improvement. It is also important to involve specialists to build specific skills intended to address the more complex needs of students who are significantly behind and off-track.

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</table>
| Educational Support | Embed evidence-based strategies into daily classroom practice | o Use alternative methods for teaching that align with multiple learning styles  
o Create a classroom culture that integrates student feedback, monitoring, re-teaching, assessment, individual goal-setting and celebration of success as routine practice.  
o Promote/organize student study groups where youth work together to understand material and learning activities  
o Timely personalized, positive intervention with absent/returning students  
o Identify and create inventory of students’ strengths/skills/knowledge bases so teachers/schools can use this in the classroom to target interventions and learning methods to students’ strengths  
o Link with high school/local colleges/grad students to mentor/tutor kids to improve their academic skills (fulfills service learning of college students)  
o All teachers have and promote office hours for individualized tutoring and academic support  
o Incentivize completion of late assignment to assure associated lesson is learned – on a standardized basis throughout the school |
## THE SCHOOL ENGAGEMENT MODEL: Elements, Change Concepts & Testable Ideas

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<tbody>
<tr>
<td></td>
<td>o Create expectations that all teaching, supportive service delivery and student interactions are done in a way that meets the cultural and linguistic needs and preferences of the student and his/her family</td>
<td></td>
</tr>
<tr>
<td>Share information about evidence-based practice with teachers and school leadership to encourage their participation in continual improvement</td>
<td>o Train teachers in classroom-based conflict resolution</td>
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<tr>
<td>Use methods of delivering professional development that are proven to be effective with educators</td>
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<tr>
<td>Integrate specialist expertise to gain specific and specialized skills needed to improve classroom practice</td>
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</table>

### Learning System Design:
Improving educational outcomes for students requires transforming a system that is often reactive – intervening only when students have reached a high level of absence, course failure or disciplinary action– to one that is proactive and focused on keeping a person academically on-track, engaged in learning and attached to the school community. That requires not only determining what intervention is needed, but spelling out roles and tasks for ensuring the student benefits from structured, planned interactions designed to meet specific goals that have been set. It also requires making follow-up a standard procedure, so students aren’t left on their own. Students with more complex needs may require more intensive management for a period of time to keep them on track or get them back on track. As the diversity of schools continue to increase, it is becoming especially important for educators to further develop their cultural competency. Only through such efforts will school personnel be able to respond effectively to the diverse cultural and linguistic needs of their students and their families.

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<tbody>
<tr>
<td>Learning System</td>
<td>Define roles and distribute tasks among</td>
<td>o Timely personalized, positive intervention with absent/returning students as a specific task of at least one person</td>
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</tbody>
</table>
## THE SCHOOL ENGAGEMENT MODEL: Elements, Change Concepts & Testable Ideas

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</table>
| **Design**               | school-based teams including grade-level teaching teams, RTI teams or other student support team, counseling teams, attendance support personnel, school resource officers and the appropriate school administrators responsible for discipline and curriculum support. | o Principal or other caring staff member knows names of parents of chronically truant or absent students  
o Get phone numbers from parents and auto text for absences  
o Phone calls or conference with parents (actual personal contact) at early point (no more than 3 absences)  
o Create/add family liaison to identify and work with high-needs families  
o One person at school site accountable for truancy – contact for teachers, parents; attends SARB/medication, knows resource |
|                          | **Use systemic, planned interactions with students to support academic and behavioral improvement**                                       | o Truant meets every morning with caring adult Same as breakfast club idea  
o Adult contacts and cares when a student does not show up for school: let student know he/she was missed at school, inquire how he/she is and ask when he/she will return to school  
o Truancy coordinator to send an email/communication to all teachers that “Johnny” is returning and have them provide positive acknowledgement and welcome back  
o Provide tutoring, including peer-assisted, during or outside of class with positive agent and message to de-stigmatize a student’s need for extra support  
o Link with high school/local colleges/grad students to mentor/tutor kids to improve their academic skills (fulfills service learning of college students) |
|                          | **Create an intervention system that requires follow-up with students and integrates student feedback, monitoring of progress, academic supports, goal-setting and celebration of success as routine practice.** | o Facilitate individual learning and behavior plans with identified students  
o Provide case management services for students with complex needs, particularly those who have significant family challenges |
## THE SCHOOL ENGAGEMENT MODEL: Elements, Change Concepts & Testable Ideas

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<td>Create expectations that all teaching, supportive service delivery and student interactions are done in a way that meets the cultural and linguistic needs and preferences of the student and his/her family</td>
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</table>

### Interactive Student Information Systems:
Effective decision-making about students is virtually impossible without information systems that assure ready access to key data on individual students as well as populations of students. A user-friendly and accessible information system can enhance the educational progress of students by facilitating effective targeted response to their needs as a group or to implement an effective real-time intervention with individual students to get them back on track quickly.

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<tbody>
<tr>
<td><strong>Interactive Student Information Systems</strong></td>
<td>Provide reminders to teachers, counselors, student support teams or other school personnel to enter student information in the system accurately, frequently and by specified deadlines at minimum.</td>
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<tr>
<td><strong>Organize and utilize student data to facilitate timely and effective decision-making across a school building, including the classroom.</strong></td>
<td>Provide training to teachers and other appropriate school staff on using the student information system.</td>
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<td></td>
<td>Create an early warning system that can identify and track</td>
<td>o Targeted processes to identify and track at risk students and their families and focus efforts on “At Risk” students having positive transitions (Early Warning System)</td>
</tr>
</tbody>
</table>
## THE SCHOOL ENGAGEMENT MODEL: Elements, Change Concepts & Testable Ideas

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<tbody>
<tr>
<td></td>
<td>students by attendance, course failure and behavior.</td>
<td>o John Hopkins Early Warning System – Attendance, Behavior, Course Failure: promoting attendance through an academic intervention (Identify and Track)</td>
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<td></td>
<td>Identify relevant subpopulations for proactive support services</td>
<td>o Create an accurate and transparent data tracking system for target populations</td>
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<td></td>
<td>Share information with teachers, students, parents, school administrators and act on that information as quickly as possible</td>
<td>o Post in public places attendance rates as well as attendance policies o Create a database for parents to get access to child’s up-to-date attendance</td>
</tr>
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<td></td>
<td>Create mechanisms to easily share student information with other stakeholders including probation officers, social workers, guardians ad litem and community-based service providers in order to coordinate team-based, best-practice educational support.</td>
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</table>

**Student Empowerment:** All students make decisions and engage in behaviors that affect their education (self-management). Effective self-management support means more than telling students what to do. It means acknowledging the students' central role in creating their own future, one that fosters a sense of responsibility for their own success. It includes the use of best-practice strategies that provide opportunities to develop ownership combined with the emotional support and structure required for children as their mental and physical selves shift rapidly. Using a collaborative approach, teachers, school staff, students and families work together to define problems, set priorities, establish goals, create learning and career plans and solve problems along the way.
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| Student Empowerment         | Empower and prepare students to manage their own educational outcomes   | o Assist students to develop a life/career plan (e.g. Zero Drop-Out Program which had kids think about what they want in the future)  
 o Create a Homeroom period or Advisory (20-30 min) every day with a particular activity or theme that leads to sharing of feelings and attachment to school and peers  
 o Use an on-site behavior support class to create opportunities for students to demonstrate, practice and internalize appropriate school conduct  
 o Emphasize the student’s central role in managing their own social, emotional and academic growth.  
 o Assist students to develop a life/career plan (e.g. Zero Drop-Out Program which had kids think about what they want in the future)  
 o Use an on-site behavior support class to create opportunities for students to demonstrate, practice and internalize appropriate school conduct  
 o Set up mechanisms where administration and teachers listen to what students (not just the student leaders) have to say, for example - for safety, truancy, how to engage families  
 o Organize focus groups for student input addressing topics like; i.e. school safety, academic achievement.  
 o Establish a peer mentorship program that focuses on social and academic achievement.  
 o Have students from higher grade levels mentor younger students  
 o Conduct articulation activities with elementary and high school feeders: such as, when 5th graders tour, assign a 7th grader to follow-up with them over Summer & Fall  
 o Create a Student Buddy system (teams of 4-5 students) to assist and follow-up on one another and receive rewards for doing so.  
 | Organize and mobilize       |                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                  |

THE SCHOOL ENGAGEMENT MODEL: Elements, Change Concepts & Testable Ideas
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<td></td>
<td>community resources to provide opportunities for student development from a whole-person perspective</td>
<td>Encourage and provide opportunities for students to do community service projects and to volunteer regularly inside and outside the school building.</td>
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#### Family Empowerment

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| Family Empowerment | Increase Family Engagement in School | o Create alternative to PTA for marginalized parents/communities  
o Organize Potlucks with regular “Back to School Night”, “Open House”, Movie Nights at the school for whole family  
o Offer cultural based parent groups to create a sense of belonging  
o Welcome parents and grandparents into the school during the day (coffee group)  
o Utilize free media approach to student and parent education: YouTube, Twitter, MySpace, text messages  
o Provide safe ways to/from school; Create walking carpools/school buses in neighborhoods (link parents on a block who are available to walk to/from school with other kids on the block) |
## THE SCHOOL ENGAGEMENT MODEL: Elements, Change Concepts & Testable Ideas

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| Empower Parents (Caregivers) to take charge of their students academic success | o Share information with parents at parent/teacher conference, Back-to-School Night, orientation, Sports Night: student’s attendance record; truancy law, consequences, resources, rights and responsibilities; Use DVD and video presentation to give parents information  
  o Daily homework sign-in sheet for students to give to parents Identify at-risk families: confidential questionnaire for parents  
  o Have Parents work with other parents; to set long [term] plans for themselves and their kids  
  o Organize meetings with parents in the community [to inform them of their children’s educational rights]  
  o Create a database for parents to get access to their child’s up-to-date attendance  
  o Use a communication protocol to provide regular attendance status to parents (letter or email; phone, phone at work; phone in evening, emergency contacts; home visits  
  o Get phone numbers from parents and auto text for absences  
  o Phone calls or conference with parents (actual personal contact) at early point (no more than 3 absences)  
  o Reference and describe alternative programs (e.g. independent study, Saturday school) in student handbook  
  o Discuss student absences in meetings with parents to find out causes, make referrals to services and set improvement targets |
**Family and Community Resources**: By looking outside of itself, the educational system can enhance the quality and degree of educational outcomes for students and avoid duplicating effort. Community programs can support or expand the educational reach of schools but often very little is made of these resources.

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<tbody>
<tr>
<td>Family and Community Resources</td>
<td>Mobilize and organize community resources to meet needs of students</td>
<td>Encourage students to participate in community programs and make it easy to do so.</td>
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<tr>
<td></td>
<td></td>
<td>o Have a Resource map which includes everything in community to get kids involved!</td>
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<td>Form partnerships with community organizations to support and develop opportunities for all students and to provide interventions that fill gaps in needed services</td>
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<td>o Provide CBOs to connect resources immediately (enroll) to families</td>
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<td></td>
<td></td>
<td>o Direct connection/referral to mental health provider for mental health issues</td>
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<td></td>
<td>o Educate students and staff about mental health issues e.g. anxiety, depression, grief and where to go for help for yourself or a friend</td>
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<td></td>
<td>o School sponsored events to promote the services and activities of community-based organizations</td>
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<td></td>
<td>Advocate for policies to improve student achievement</td>
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<td>o Provide private and “protected” access to counseling on health and mental health issues</td>
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</table>
### OPERATIONAL DEFINITIONS OF SEIP CORE MEASURES

<table>
<thead>
<tr>
<th>Name</th>
<th>Numerator</th>
<th>Denominator</th>
<th>freq</th>
<th>Data Collection Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Target Population</td>
<td>Number of students in the target population</td>
<td>n/a</td>
<td>M</td>
<td>On the last day of the month count the total number of students in the target population</td>
</tr>
<tr>
<td>2. Tardiness Rate</td>
<td>Total number of times students were tardy in the target population each week</td>
<td>Number of students in target population/100</td>
<td>W</td>
<td>Every Friday, count the total number of tardies for the target population of students that week. Multiply that number by the count of school days that week. Finally, multiply that resulting number by the number of students in the target population and divide that number by 100. (note the rate is per 100 students)</td>
</tr>
<tr>
<td>3. Unexcused and Excused Absence Rate</td>
<td>Total number of unexcused and excused absences in the target population each week</td>
<td>Number of students in target population/100</td>
<td>W</td>
<td>Every Friday, count the total number of absences (both excused and unexcused) for the target population of students that week. Multiply that number by the count of school days that week. Finally, multiply that resulting number by the number of students in the target population and divide that number by 100. (note the rate is per 100 students)</td>
</tr>
<tr>
<td>3a. Chronic Absences (more than 20%)</td>
<td>Number of students in the target population who missed 20 percent or more of the classes for the month</td>
<td>Number of students in target population</td>
<td>M</td>
<td>On the last day of the month count the number of students in the target population who missed more than 20 percent of class for the month and divide that number by total number of students in the target population. Multiply the result by 100 to get a percentage.</td>
</tr>
<tr>
<td>3b. Excessive Absences (10-19%)</td>
<td>Number of students in the target population who missed between 10 and 19 percent of the classes for the month</td>
<td>Number of students in target population</td>
<td>M</td>
<td>On the last day of the month count the number of students in the target population who missed between 10 and 19 percent of class for the month and divide that number by total number of students in the target population. Multiply the result by 100 to get a percentage.</td>
</tr>
<tr>
<td>3c. Satisfactory Absences (less than 10%)</td>
<td>Number of students in the target population who missed less than 10 percent of the classes for the month</td>
<td>Number of students in target population</td>
<td>M</td>
<td>On the last day of the month count the number of students in the target population who missed less than 10 percent of class for the month and divide that number by total number of students in the target population. Multiply the result by 100 to get a percentage.</td>
</tr>
<tr>
<td>4. Truancy Rate</td>
<td>Total number of truant students in the target population during the month</td>
<td>Number of students in target population</td>
<td>M</td>
<td>On the last day of the month run the truancy rate calculation = Effective January 1, 2011, EC Section 48263.6: Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse for ten percent or more of the school days in one school year, from the date of enrollment to the current date, is deemed a chronic truant, provided that the appropriate school district officer or employee has complied with EC sections 48260, 48260.5, 48261, 48262, 48263, and 48291. The truancy rate of a school is determined by the number of students in a school who are classified as truants pursuant to EC Section 48260 during the school year compared to the enrollment of the school as reported to the California Basic Educational Data System (CBEDS) in October of that school year. For example, if the school has an enrollment of 600 students, it will have a 50 percent truancy rate if it has 300 students classified as truants during the year.</td>
</tr>
<tr>
<td>5. Percentage of students with a current grade level of “D”, or “F”</td>
<td>Number of students in the target population currently with a “D”, or with an “F” in any core class</td>
<td>Number of students in target population</td>
<td>M</td>
<td>On the last day of the month, add up all the students within the target population with a current “D” or “F” grade level in any core class. Divide these 5 numbers each by the total number of students in the target population and multiply by 100 to get percentages.</td>
</tr>
</tbody>
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### OPERATIONAL DEFINITIONS OF SEIP CORE MEASURES

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<tbody>
<tr>
<td>6. Students Suspended – out of school</td>
<td>Number of students in the target population suspended each month</td>
<td>n/a</td>
<td>M</td>
<td>On the last day of the month, count the number of students (within the target population) with one or more suspensions during the month.</td>
</tr>
<tr>
<td>7. Office referrals (look at PBIS tools)</td>
<td>Number of office referrals of students in the target population each month</td>
<td>n/a</td>
<td>M</td>
<td>On the last day of the month, count the number of office referrals for students within the target population during the month.</td>
</tr>
<tr>
<td>Collaborative Activity</td>
<td>Timeframe</td>
<td>Supporting Changes that Improve Student Engagement</td>
<td>Applying the Model For Improvement</td>
<td>Supporting Measurement</td>
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</tr>
<tr>
<td>Recruitment</td>
<td>February-March</td>
<td>--</td>
<td>Identify schools with appropriate will</td>
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<tr>
<td>Participant Pre-Work</td>
<td>April-June</td>
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<td>-Develop preliminary charter</td>
<td>-Gain access to data for core measures</td>
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<td></td>
<td></td>
<td></td>
<td>-Select target population</td>
<td>-Gather data baseline measures for target population</td>
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<td>-Convene team</td>
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<tr>
<td><strong>Summer Break</strong></td>
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<tr>
<td>Kick-Off</td>
<td>August (before school starts)</td>
<td>-Plan for attending learning sessions, collaborative calls</td>
<td>-Finalize charter</td>
<td>-Review baseline data</td>
</tr>
<tr>
<td>Learning Session #1</td>
<td>Early October</td>
<td>-Team (with teachers) attends 2-day learning session</td>
<td>-Introduce Model for Improvement</td>
<td>-Introduce data for improvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Content themes: engaging with parents, generating early gains in academic achievement to promote attachment</td>
<td>-Teach PDSA cycles -Support teams planning of initial cycles</td>
<td></td>
</tr>
<tr>
<td>Action Period #1</td>
<td>October- November</td>
<td>-Test changes</td>
<td>-Gain experience with testing to learn how to use PDSA cycles to accelerate improvement</td>
<td>-Initiate monthly reporting</td>
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<td>-Document progress in monthly narrative reports</td>
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</tr>
<tr>
<td>Learning Session #2</td>
<td>Early December</td>
<td>-Team (with teachers) attends 1-day learning session</td>
<td>-Review PDSA cycles and coach schools in making them useful</td>
<td>-Identify challenges with data and brainstorm resolutions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Content themes: changes that support learning and re-attachment after the holiday break, others tbd</td>
<td>-Support teams planning of initial cycles of new ideas, continued testing of changes underway</td>
<td></td>
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</tbody>
</table>
## ATTACHMENT I

### PROPOSED TIMELINE FOR SEIP COLLABORATIVE APPROACH

<table>
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<tr>
<th>Collaborative Activity</th>
<th>Timeframe</th>
<th>Supporting Changes that Improve Student Engagement</th>
<th>Applying the Model For Improvement</th>
<th>Supporting Measurement</th>
<th>Leadership Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Period #2</td>
<td>December-February</td>
<td>- Test changes&lt;br&gt;- Document progress in monthly narrative reports</td>
<td>- Gain efficiency and effectiveness in the testing process to maximize learning and gains in improvement</td>
<td>- Continue monthly reporting</td>
<td>- Support testing process, and data gathering&lt;br&gt;- Review monthly reports with project lead</td>
</tr>
<tr>
<td>Learning Session #3</td>
<td>Early March</td>
<td>- Team (with teachers) attends 1-day learning session&lt;br&gt;- Content themes: promoting learning during the heavy required testing/exam period, others tbd</td>
<td>- Introduce processes to implement changes</td>
<td>- Review progress&lt;br&gt;- Support use of data to identify change ideas that make sense</td>
<td>- Attend at least portion of 1-day session (principal and/or assistant principal)</td>
</tr>
<tr>
<td>Action Period #3</td>
<td>March – May</td>
<td>- Test changes&lt;br&gt;- Implement changes sufficiently developed&lt;br&gt;- Document progress in monthly narrative reports</td>
<td>- Gain experience with implementation to learn how to use PDSA cycles to accelerate improvement</td>
<td>- Continue monthly reporting&lt;br&gt;- Annotate graphs of core measures with information about changes made</td>
<td>- Support testing process, implementation and data gathering&lt;br&gt;- Review monthly reports with project lead</td>
</tr>
<tr>
<td>Planning for Year 2</td>
<td>June (after school lets out)</td>
<td>- Evaluate progress with changes tested, implemented and plan for spread, approach to the target population versus the spread population&lt;br&gt;- Identify additional change concepts to take on in next school year</td>
<td>- Introduce spread planning</td>
<td>- Evaluate progress towards targeted improvements</td>
<td>- Attend at least portion of 1-day session (principal and/or assistant principal)</td>
</tr>
</tbody>
</table>

### Summer Break

**Kick-Off #2**
- August (before school starts)
  - Plan for attending learning sessions, collaborative calls<br>- Orient new team members as needed
  - Review, update charter as needed
  - Review graphs of core measures<br>- Review/revise target improvements
  - Sign off on revised charter<br>- Attend at least portion of 1-day session (principal and/or assistant principal)

**Learning Session**
- Early October
  - Team (with teachers)
  - Review testing
  - Review progress with
  - Attend at least portion of
## ATTACHMENT I

### PROPOSED TIMELINE FOR SEIP COLLABORATIVE APPROACH

<table>
<thead>
<tr>
<th>Collaborative Activity</th>
<th>Timeframe</th>
<th>Supporting Changes that Improve Student Engagement</th>
<th>Applying the Model For Improvement</th>
<th>Supporting Measurement</th>
<th>Leadership Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>#4</td>
<td></td>
<td>attends 1-day learning session</td>
<td>-Review implementation</td>
<td>data gathering in the new school year; support problem solving as needed</td>
<td>1-day session (principal and/or assistant principal)</td>
</tr>
<tr>
<td>Action Period #4</td>
<td>October – December</td>
<td>-Begin spread planning</td>
<td>-Test new ideas</td>
<td>-Continue monthly reporting</td>
<td>-Support testing process, implementation, spread and data gathering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Content themes:</td>
<td>-Test ideas to be implemented</td>
<td>-Annotate graphs of core measures with information about changes made</td>
<td>-Review monthly reports with project lead</td>
</tr>
<tr>
<td>Learning Session #5</td>
<td>January</td>
<td>-Team (with teachers) attends 1-day learning session</td>
<td>-Reinforce spread planning</td>
<td></td>
<td>-Attend at least portion of 1-day session (principal and/or assistant principal)</td>
</tr>
<tr>
<td>Action Period #5</td>
<td>January – March</td>
<td>-Team (with teachers) attends 1-day learning session</td>
<td>-Test ideas to be implemented</td>
<td>-Continue monthly reporting</td>
<td>-Support testing process, implementation, spread and data gathering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Content themes:</td>
<td>-Begin spreading ideas tested and implemented in current school year</td>
<td>-Annotate graphs of core measures with information about changes made</td>
<td>-Review monthly reports with project lead</td>
</tr>
<tr>
<td>Learning Forum</td>
<td>Late March</td>
<td>-Team (with teachers) attends final forum</td>
<td></td>
<td></td>
<td>-Attends entire session</td>
</tr>
</tbody>
</table>

**Project Ends (before Spring Break, before school-wide required testing)**