

SPF and Coalitions: Making a Great Date With Data



Doug Hall
Pat Aaby, Ed.D.

SW Regional Prevention Convention, Dallas, TX, Oct. 9, 2007

Doug Hall

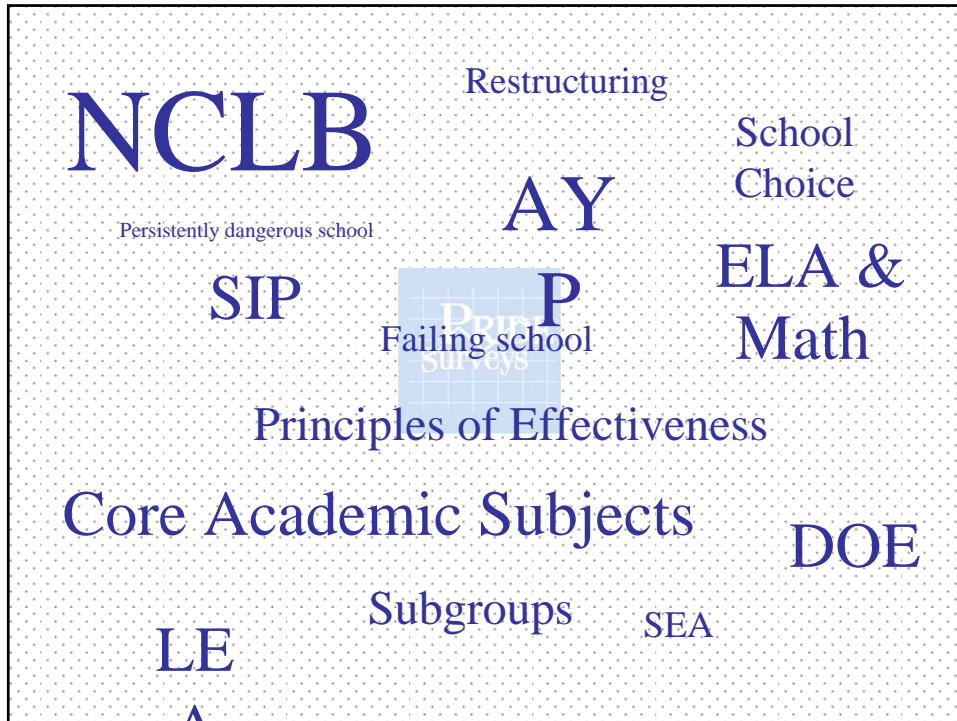
- Senior Vice President, Pride Surveys
- Atlanta, GA



WARNING!

**THE NEXT FEW
MINUTES MIGHT MAKE
YOU UNCOMFORTABLE**

**Put Yourself In The Mindset
Of A School Administrator**



No Child Left Behind (NCLB)

- Schools not meeting Adequate Yearly Progress (AYP) on English Language Arts (ELA) and Math are identified as Schools in Need of Improvement
- They must develop a School Improvement Plan (SIP)

No Child Left Behind (NCLB)

- Parents can transfer students from schools in need of improvement (school choice)



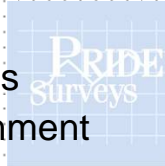
No Child Left Behind (NCLB)

- Schools failing to meet AYP for 5 years can be restructured



NCLB Core Academic Subjects

- English, reading or language arts
- Mathematics
- Science
- Foreign languages
- Civics and government
- Economics
- Arts
- History
- Geography



NCLB Core Academic Subjects

- Health education is NOT a Core Academic Subject



Since 2002

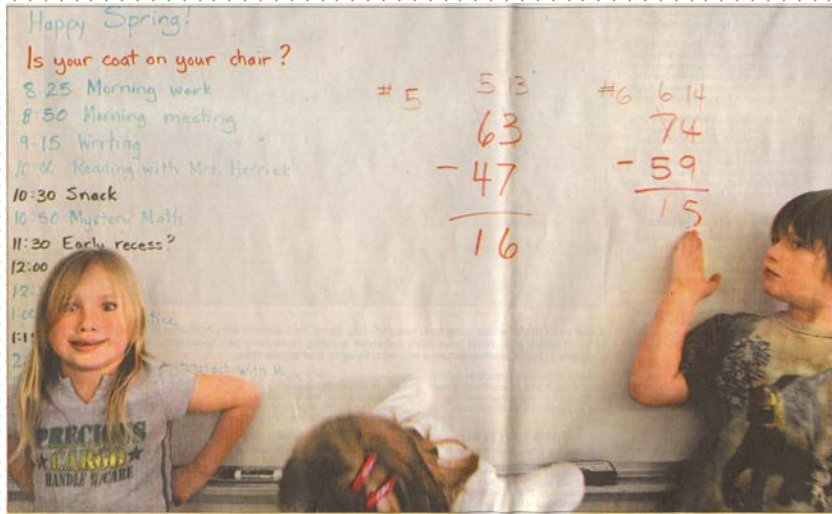
**62% of all US school
districts have INCREASED
time for ELA and math in
elementary schools**

Center for Education Policy

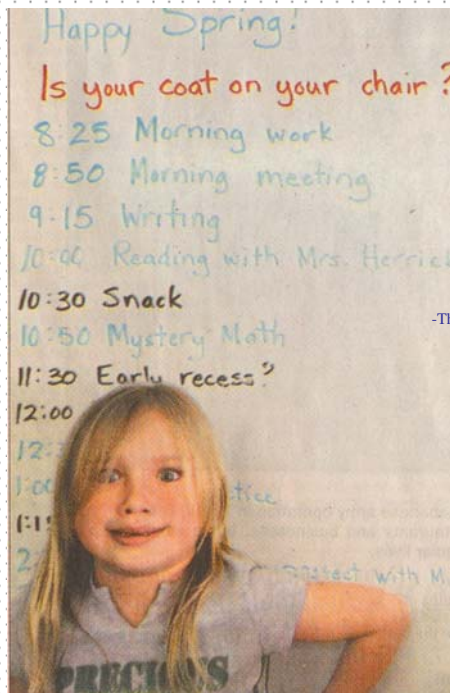
Since 2002

**44% of all US school
districts have DECREASED
time for other subjects in
elementary schools**

A second grade school day



Used by permission, The Concord (NH) Monitor



“Everybody’s on eggshells ... I go through the day like, ‘Oh man, didn’t fit that in. Didn’t fit that in.’”

-This little girl’s teacher quoted in the Concord Monitor

Who has to make AYP?

- State Education Agencies (SEAs)
- Local Education Agencies (LEAs)
- Schools
- All students and subgroups



Subgroups

- A school can be identified as in need of improvement school if only one of its subgroups fails to meet AYP
- A subgroup can consist of 45 or fewer students



Subgroups

- All students
- African-American
- American Indian/Alaskan Native
- Asian/Pacific Islander
- Hispanic
- Multiracial
- White

Subgroups

- Economically and non-economically disadvantaged
- Limited English proficient students
- Students with disabilities

**I Googled Two Words
“Drugs” and “Schools”**

**Here are some results for
just one day last week.**

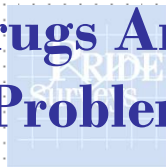
Drugs No. 1 School Offense



The Commercial Appeal, Memphis, TN

October 2, 2007

Metro High School Students Say Drugs Are a Big Problem



KMTV Action 3 News, Omaha, NE

October 2, 2007

Student Disciplined for Having Prescription Drugs



Charleston, WV, Daily Mail

October 2, 2007

Spike in Violence in Middle Schools Raises Concerns



The Boston Globe

October 2, 2007

AHS Student Expelled for Semester for Drugs



The News Courier, Athens, AL

October 2, 2007

So, What Would The Average Person Conclude From These Headlines?



**“Too many of our nation’s
high schools and middle
schools have become
marijuana marts
and pill palaces.”**

Joseph A. Califano, Jr.

August 16, 2007

**Are You
Uncomfortable Yet?**

**Just Imagine How a
School Administrator
Feels.**

**With Good Reliable Data
You Can Come to The
Rescue.**

**You Can Show That Most
Adolescent Problems Are
Primarily Community and
Family Issues.**

**You Can Show That Issues
Affecting Academics, Like
Truancy, Absenteeism and
Dropout Are Everyone's
Concern.**

**You Can Show That Schools
Are Not Alone.**

Remember this comment?

**“Too many of our nation’s high schools and
middle schools have become marijuana marts
and pill palaces.”**

Remember this comment?

“Too many of our nation’s high schools and middle schools have become marijuana marts and pill palaces.”

Here’s What Data Show?

What does the data show?

- During the past 30 days, on how many days did you have at least one drink of alcohol on school property?

4.3%

One or more days.

Centers for Disease Control and Prevention. 2005 Youth Risk Behavior Survey, Grades 9-12

In Other Words

96% did not.

That's an A+ for schools

What does the data show?

- During the past 30 days, how many times did you use marijuana on school property?

PRIDE
Surveys
4.5%

One or more times:

Centers for Disease Control and Prevention. 2005 Youth Risk Behavior Survey, Grades 9-12

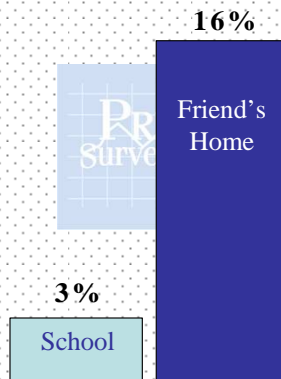
In Other Words

95% did not.

That's an A+ for Schools

What does the data show?

- Where high school students smoke marijuana



Pride Survey, Grades 9-12

In Other Words

Youth are 5 times more likely to smoke pot in a home than at school.

What does the data show?

- Have you bought or sold drugs AT school?

10.4%

Pride Survey, Grades 9-12

What does the data show?

- Have you bought or sold drugs when NOT at school?

18.2%

Pride Survey, Grades 9-12

In Other Words

Youth are almost twice as likely to buy and sell drugs outside school.

“Fewer U.S. high school students are engaging in health risk behaviors compared to their counterparts from 15 years ago.”

Centers for Disease Control and Prevention (CDC), June 2006

NCLB and data collection

- NCLB encourages the use of data in formulating school improvement plans

PRIDE
Surveys

NCLB and ATOD surveys

- Think of your drug survey as an Impact on Learning Survey
- Especially when you are trying to convince a school administrator to conduct a survey

NCLB and ATOD surveys

- Making good grades
- Skipping school
- Availability of student assistance programs
- Do you get in trouble at school
- Participation in school sports teams
- Participation in school activities such as band, clubs, etc.
- Do your teachers talk with you about the problems of tobacco, alcohol and drug use

NCLB and ATOD surveys

- Courses are interesting, stimulating, boring
- Enjoy being in school; hate being in school; trying to do best in school
- School work is meaningful and important
- Importance of coursework in later life
- Perception of wrongfulness to skip school without parental permission

NCLB and ATOD surveys

- The kids at school like me
- Students have chance to decide class activities and rules
- Teachers ask students to work on special classroom projects
- Teachers notice student is doing a good job and lets the student know
- Opportunity for student to talk to teachers one-on-one
- School notifies parents when student performs well
- Teachers give praise when student works hard
- Lots of chances to be part of class discussion or activities

NCLB and ATOD surveys

- Changing homes/number of times
- Done extra work on your own at school
- I like to see how much I can get away with
- I ignore rules that get in my way
- I do the opposite of what people tell me, just to get them mad
- How many times have you done what feels good no matter what; done something dangerous because someone dared you to; done crazy things even if they are a little dangerous

NCLB and ATOD surveys

- Does your school set clear rules on using drugs at school
- Does your school set clear rules on bullying or threatening other students at school
- Bought or sold drugs at school
- Carried a handgun to school
- While at school have you carried a knife, club or other weapon
- Threatening to hurt a student with a handgun, knife or club; or by hitting, slapping or kicking

NCLB and ATOD surveys

- Being hurt by a student using a handgun, knife or club; or by hitting, slapping and kicking
- In my school I feel safe in the classroom, cafeteria, halls, bathroom, gym, school bus, school events, playground
- Fear of being hurt at school

NCLB and ATOD surveys

- Perception of wrongfulness to take a handgun to school
- Been suspended from school
- Changing schools/number of times
- Been drunk or high at school
- Dropped out of school
- How many friends have been suspended from school, dropped out of school, like school, tried to do well in school, participate in school activities, made commitment to stay drug-free

DOE Principles of Effectiveness

1. Conduct a needs assessment
2. Set measurable goals and objectives
3. Use effective research-based programs
4. Conduct a program evaluation

4115

No Child Left Behind, Section

Strategic Prevention Framework



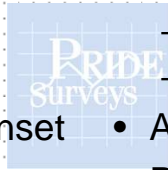
US DHHS, Substance Abuse and Mental Health Services Administration

DOE uniform data set

- Past 30-day use
 - Alcohol
 - Tobacco
 - Marijuana
- Average age of onset
- Perception of risk
- Perception of parental disapproval

SAMHSA core measures

- Past 30-day use
 - Alcohol
 - Tobacco
 - Marijuana
- Average age of onset
- Perception of risk
- Perception of parental disapproval



Pat Aaby, Ed.D.

- Director of Government Relations
Pride Surveys
- Everett, WA



Putting things into context



Putting things into context



Putting things into context



Research to action



Connecting Student Achievement, School Reform
and Prevention Science

The Resilient Child

- Is effective in work, play, and relationships
- Has healthy expectancies and a positive outlook
- Has self-esteem and an internal locus of control
- Is self-disciplined
- Has critical thinking and problem solving skills
- Enjoys a sense of humor

TOGETHER WE CAN ©Jeanne Gibbs and Sherrin Bennett

Everett School District Mission

The staff, families, and community members of the Everett School District are committed to academic excellence and ensuring that every student acquires the skills and knowledge needed to thrive as a lifelong learner and responsible citizen in a changing world.

Community Risk Factors

Adolescent Problem Behaviors →

| | Substance Abuse | Delinquency | Teen Pregnancy | School Drop-Out | Violence |
|--|-----------------|-------------|----------------|-----------------|----------|
| Availability of Drugs | ★ | | | | ★ |
| Availability of Firearms | | ★ | | | ★ |
| Community Laws and Norms Favorable to Drug use, Firearms And Crime | ★ | ★ | | | ★ |
| Media Portrayals of Violence | | | | | ★ |
| Transitions and Mobility | ★ | ★ | | ★ | |
| Low Neighborhood Attachment And Community Disorganization | ★ | ★ | | | ★ |
| Extreme Economic Deprivation | ★ | ★ | ★ | ★ | ★ |

Family Risk Factors

Adolescent Problem Behaviors →

| | Substance Abuse | Delinquency | Teen Pregnancy | School Drop-Out | Violence |
|--|-----------------|-------------|----------------|-----------------|----------|
| Family History of the Problem Behavior | ★ | ★ | ★ | ★ | ★ |
| Family Management Problems | ★ | ★ | ★ | ★ | ★ |
| Family Conflict | ★ | ★ | ★ | ★ | ★ |
| Favorable Parental Attitudes And Involvement in the Problem Behavior | ★ | ★ | | | ★ |

School Risk Factors

Adolescent Problem Behaviors →

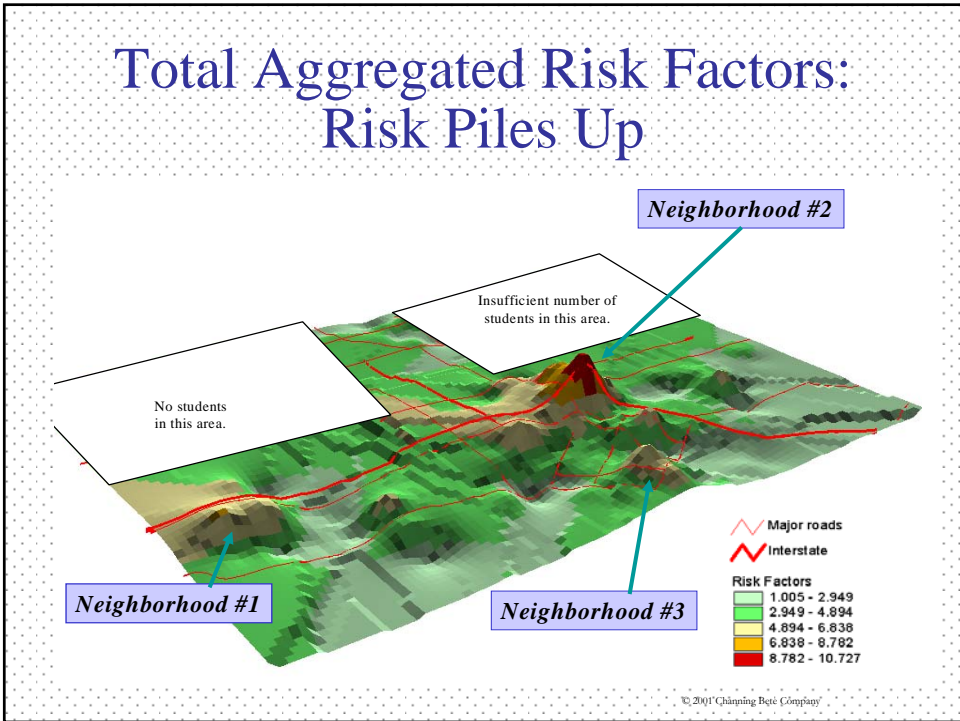
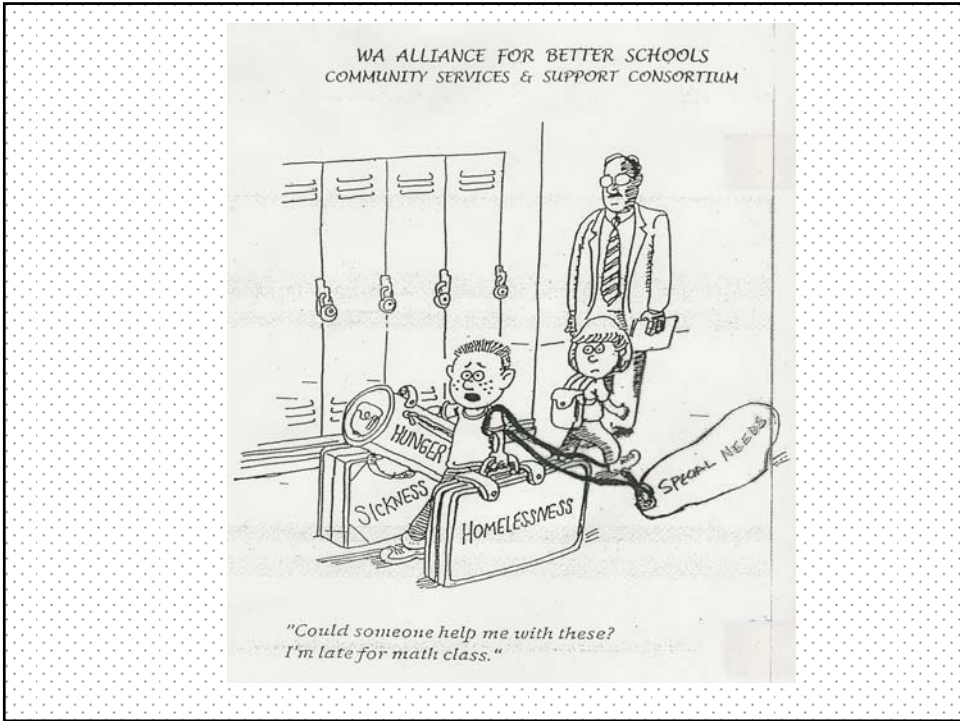
| | Substance Abuse | Delinquency | Teen Pregnancy | School Drop-Out | Violence |
|--|-----------------|-------------|----------------|-----------------|----------|
| Academic Failure Beginning In Late Elementary School | ★ | ★ | ★ | ★ | ★ |
| Lack of Commitment To School | ★ | ★ | ★ | ★ | ★ |

Individual/Peer Risk Factors

Adolescent Problem Behaviors →

| | Substance Abuse | Delinquency | Teen Pregnancy | School Drop-Out | Violence |
|---|-----------------|-------------|----------------|-----------------|----------|
| Early and Persistent Antisocial Behavior | ★ | ★ | ★ | ★ | ★ |
| Rebelliousness | ★ | ★ | | ★ | |
| Friends Who Engage in the Problem Behavior | ★ | ★ | ★ | ★ | ★ |
| Favorable Attitudes toward the Problem Behavior | ★ | ★ | ★ | ★ | |
| Early Initiation of the Problem Behavior | ★ | ★ | ★ | ★ | ★ |
| Constitutional Factors | ★ | ★ | | | ★ |

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