



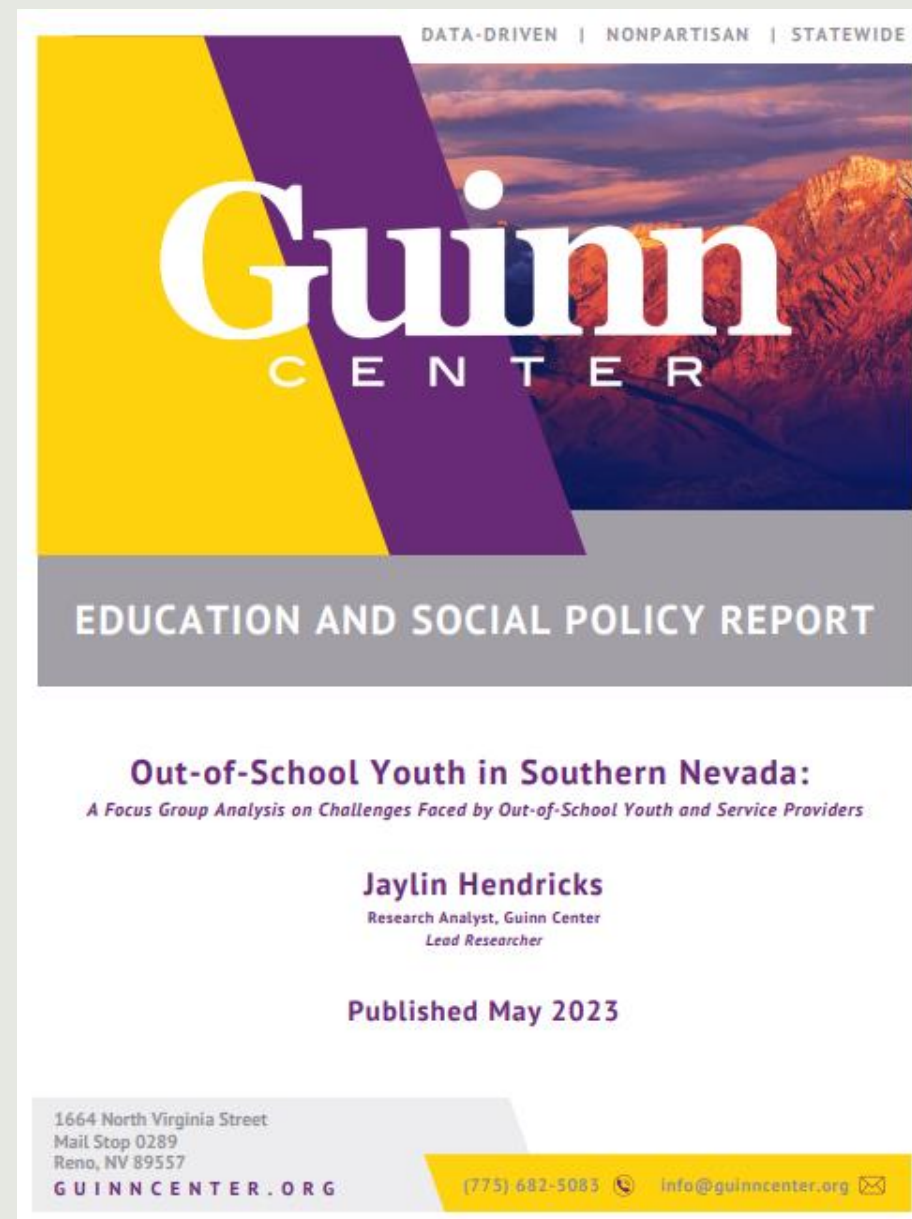
Boys Town LIFT Together Summary

Boys Town Nevada
2022-2023



**Guinn Center
Education and Social Policy
Report
May 2023**

“Considering the highly positive feedback participants expressed regarding their experiences accessing resources from service providers, these facts **emphasize the important role providers play in delivering supplemental support for students** in areas for which schools may be struggling (p. 6)”.



Objectives

- **Provide insight into the services Boys Town Nevada provides in our local community.**
- **To meet the needs of the various stakeholders through behavioral interventions, skill building, and family services.**

LIFT Together *with Boys Town*SM

“Boys Town is the service that really tied together our school. We were servicing our teachers. We were servicing our students. But with the help of Boys Town, we are now servicing our community and our parents.”

— BRANDON DANOWSKI Principal,
J.E. Manch Elementary School

How We Do It



Educational Services Provided

Number of CCSD Schools	2022 - 2023	2023 -2024
Direct Support In Schools	39	63
Wraparound Services	24	20



Teacher Reported School Climate

(*N* = 737)

Student Peer & Adult Relations and *Parent Involvement* were the two lowest rated domains for school climate.

Staff Connections – 3.44

Physical Environment – 3.35

Structure for Learning – 3.29

School Safety – 3.17

Student Peer and Adult Relations – 2.78

Parent Involvement – 2.34

Total School Climate – 3.10

Positive Behavior Intervention & Supports (PBIS) Climate Survey

(1 – Strongly Disagree, 2 – Somewhat Disagree, 3 – Somewhat Agree, 4 – Strongly Agree)

(Center on PBIS, 2022).

Saving Children, Healing Families®



CHAPARRAL HIGH SCHOOL

- Full LIFT Services
- TPOP

Staff Trained	Contracted	Trained/Delivered
Well Managed School	125	78
Administrative Intervention	10	8
Consultation	4	3

	Percentage of	Teachers Meeting	Each Benchmark
	Q1	Q2	Q3
Physical Environment	0%	19%	20%
Proactive	23%	31%	27%
Praise	9%	2%	7%
Praise-to-Correction	9%	10%	20%
Behavior Compliance	81%	79%	78%
On-Task	51%	67%	37%
Relationship-Building	85%	90%	90%

Quarter	Total # Teachers	Total Praise	Total Correction
1	47	96	131
2	42	85	91
3	41	100	83

Improvement noted

Needs more time and focus

Area of Concern

ROBERT O. GIBSON Middle SCHOOL

- TPOP – SSS only Chronic Absenteeism – 16% of 190 students
- No additional services provided but there are other areas that could be addressed.

Attendance	2021 – 2022	2022 - 2023
Tardy Lockouts/Sweeps/Truancy	2900	1700
Disproportionality (Black Students)	15%/11%	19%/3%
Disproportionality (Caucasian)	5%/1%	null
Disproportionality (Hispanic)	Null	4%/2%
6 th Attendance Event Count	839	436
7 th Attendance Event Count	1007	961
8 th Attendance Event Count	1535	719

Improvement noted

Needs more time and focus

Area of Concern

MATT KELLY ELEMENTARY SCHOOL

- TPOP
- Training

Staff Trained	Contracted	Trained/Delivered
Well Managed Schools	45	29
Administrative Intervention	5	0
Consultation	4	3

	Percentage of teachers meeting each benchmark		
	Q1	Q2	Q3
Physical Environment	42%	23%	33%
Proactive	42%	0%	13%
Praise	33%	62%	20%
Praise-to-Correction	17%	31%	20%
Behavior Compliance	75%	100%	67%
On-Task	92%	85%	67%
Relationship-Building	83%	85%	87%

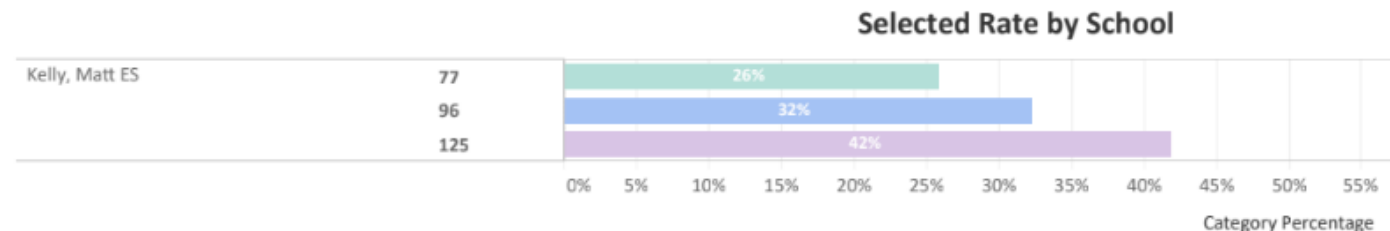
Quarter	Total # Teachers	Total Praise	Total Correction
1	12	89	110
2	13	113	54
3	15	88	71

- Chronic Absenteeism Rate 42%

Improvement noted

Needs more time and focus

Area of Concern



MANUEL CORTEZ ELEMENTARY SCHOOL

- Full LIFT Services

Staff Trained	Contracted	Trained/Delivered
Well Managed Schools	75	54
Administrative Intervention	5	5
Consultation	4	2

	Percentage of teachers	meeting each benchmark
	Q1	Q2
Physical Environment	21%	55%
Proactive	50%	55%
Praise	32%	25%
Praise-to-Correction	18%	45%
Behavior Compliance	79%	85%
On-Task	71%	80%
Relationship-Building	75%	90%

Quarter	Total # Teachers	Total Praise	Total Correction
1	28	195	175
2	20	128	84

Improvement noted

Needs more time and focus

Area of Concern

Teacher Satisfaction of School Support Specialist (*N* = 189)

Rank	Question	Score
1	Help Create a Positive Environment for the School	3.94
2	Assist Student/Family with Community Resources/Supports	3.92
3	Conduct One to One Skills Teaching with Students	3.88
4	Assist with Office Referrals	3.83
5	Help Students with Social and Emotional Skills	3.87
6	Partner with Teacher to Help Student	3.83
7	Conduct Social Skills Groups with Students	3.82
8	Conduct Classroom Observations of Students	3.75
9	Conduct Mini Lessons with Students in the Classroom	3.63
10	Get Parents Engaged in School	3.58
Total Satisfaction Score		3.80

Boys Town School Support Specialist Satisfaction Survey (Boys Town, 2022)
(1 = Poor, 2 = Fair, 3 = Average, 4 = Good, 5 = Excellent)



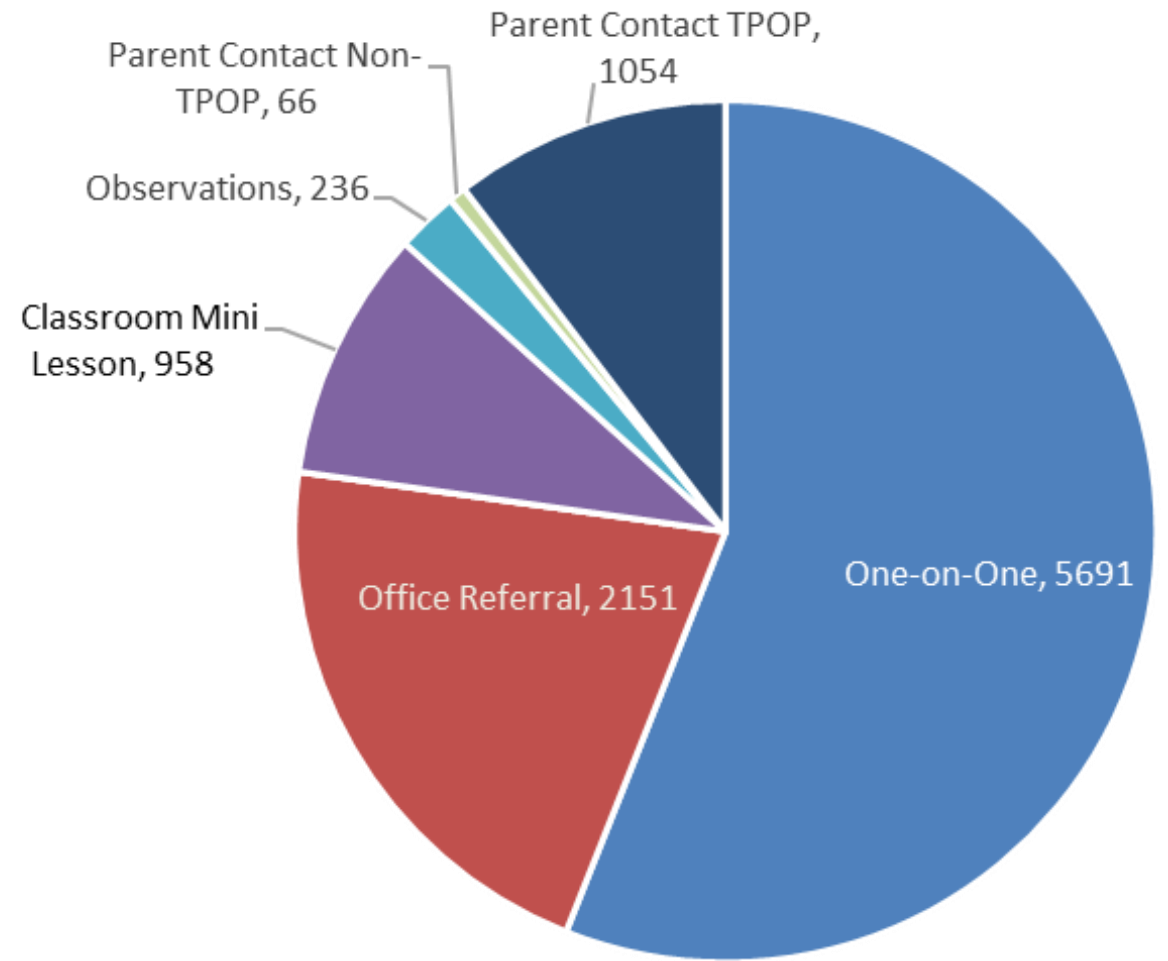
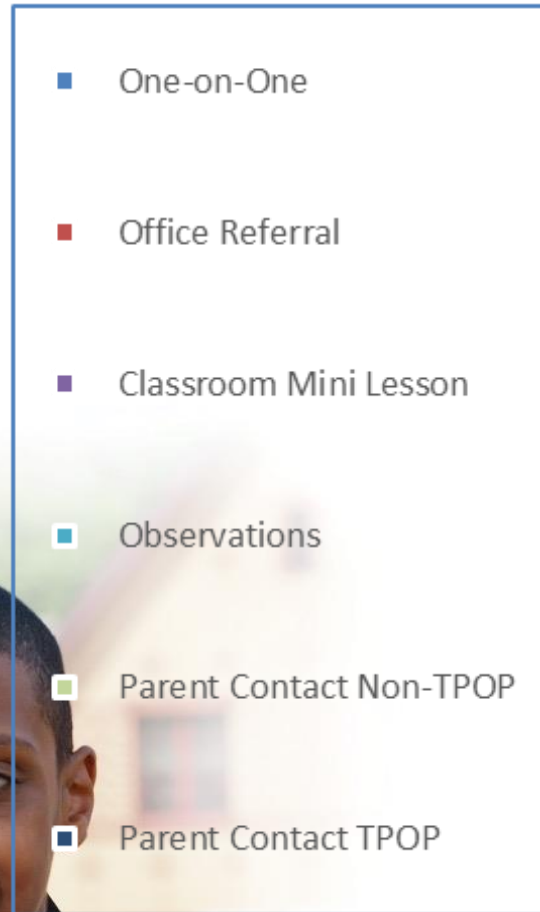
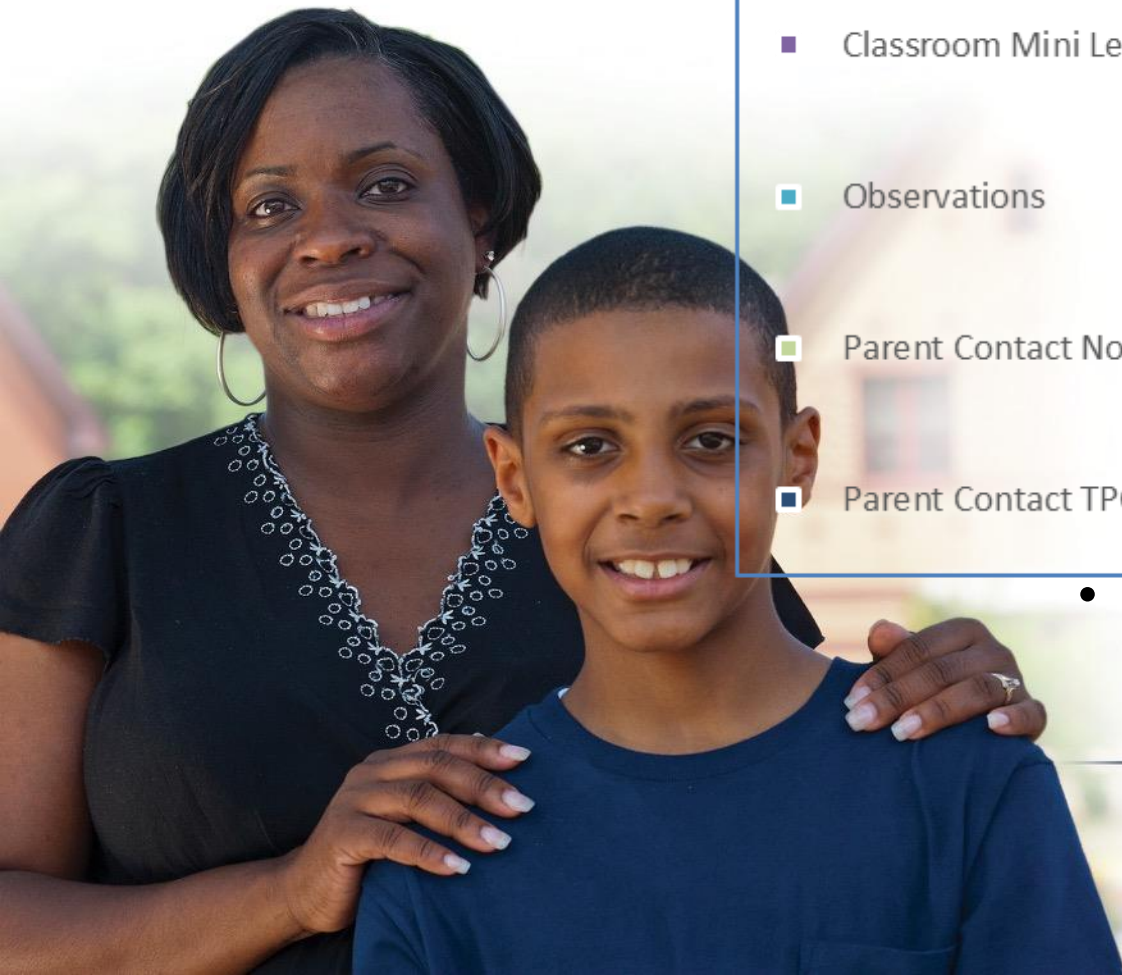
Relationship between Satisfaction with School Support Specialist & School Climate ($N = 124$)

There is a significant positive correlation between teacher satisfaction, school support specialists, and their overall perspective school climate ($r = .26$ to $.30$).

*
 $p < .05$



Time (Hours) Spent & Students Served



- For 2022-23, School Support Specialists provided over 32,000 supportive events to 5686 distinct students, with 5819 parent contacts for 2896 of those students.



Summary

- The School Support Specialist program was designed to address the lowest rated domains of school climate based on teacher reports.
- School Support Specialists spent:
 - 70% of the time proactively providing 1:1 support, social skills groups, observations, and mini-lessons for students,
 - 17% with parents,
 - 12% assisting with office referrals.
- Overall teacher satisfaction with the School Support Specialist was above average.
- Higher ratings of Teacher Satisfaction with the School Support Specialist were related to higher ratings of School Climate, Student Peer/Adult Relations, and Parent Involvement.

Wraparound Services

Care Coordination Services:

Served: 52 fam, 156 youth
Successful departures: 70%
Goals met: 85%

In Home Family Services:

Served: 131 families, 338 youth
Successful departures: 80%
Goals met: 85%

Total

Served: 138 families, 494 youth
Successful departures: 87%
Goal Met: 85%

Breakdown of referrals for the year

ES - 315 total accepted 84 families accepted

MS - 87 total referrals 19 families accepted

HS - 54 referral 8 families accepted



Obstacles to Overcome

- End of the school year data is still being collected.
- Disproportionality is a major concern.
- Data is limited to routine data collected for quality improvement/assurance and monitoring program implementation.
- No causal conclusions can be drawn from existing data. A randomized experimental trial or quasi-experimental study is needed to determine the effects of the school support specialist.

