



SASKATCHEWAN SWIS COORDINATION (SSC)
PERFORMANCE MEASUREMENT FRAMEWORK INDICATORS
LOGIC MODEL

PRIORITY 1. INFORMATION AND EDUCATION

Outcome Statement	Indicator	Indicator Definition	Target	Actual / Baseline	Data Source	Frequency of Data Collection
Short term (within one year)						
1. School staff and community resources are aware of cultural issues and settlement challenges	# of meetings between SWIS staff and school staff/community resources to create awareness/share information	Also look for the scope/ range of community resources involved	TBD	Comparative data before and after SWIS involvement	SWIS staff will need to document the contacts/ meetings they have held.	
2. Newcomer students and families are aware of school expectations, and know how to access community resources	# of families/students who attend SWIS organized events to explain expectations OR # of families/students who SWIS has contacted	Depending on the # of families/students at each site, group sessions or one-on-one contacts may be used. “Students” refers to “high school students”; it is understood that students in elementary school require the involvement of their parents	TBD	Comparative data before and after SWIS involvement	SWIS staff will document the contacts/meetings they have held.	TBD
3. Students and families participate in the goal-setting process within the action plan	# or percentage of students and families who participate in the goal-setting process within the action plan	Track the number of students who have participated in career info sessions; Review of action plans and how many action plans include focus on post-secondary education or work experience	TBD		SWIS records	TBD

PRIORITY 1. INFORMATION AND EDUCATION

Outcome Statement	Indicator	Indicator Definition	Target	Actual / Baseline	Data Source	Frequency of Data Collection
4. Students are connected with extra-curricular activities	Percentage of students who are connected with extra-curricular activities (both school-based and community-based)		TBD	Comparative data before and after SWIS involvement	School records Self-reported by students/families	TBD
Medium term: (1 – 2 years)						
1. School staff and community resources use SWIS support to respond to issues in a timely fashion and with cultural sensitivity, utilizing SWIS support	% or # of school staff/community resources using SWIS support Feedback from students/parents indicating timeliness and cultural sensitivity Number of crisis interventions reduced	SWIS could document how many school staff interactions they had rather than relying on school staff to report. This would probably be collected in a survey format to get students/parents to rate the response of the school – probably a series of 3 or 4 questions	TBD	Comparative data before and after SWIS involvement	SWIS staff will document the contacts/meetings they have held and the type of support they provided including responding to crisis situations Survey – students/parents rate the response of the school/community resources (probably 3 or 4 questions in a survey to gain a range of information)	TBD
2. Families are connected with the school and are involved with their children’s education and activities	# of families who attend school events; parent/teacher meetings		TBD	Comparative data before and after SWIS involvement	School records	TBD
3. Students and their families utilize the with community resources available to them	# of students/families who use community resources	It might be better to create a list of the typical community resources that newcomers interact with outside of the school and have them check them off in survey.	TBD	Comparative data before and after SWIS involvement	Survey of families – create a list of typical community resources that newcomers interact with and have them check off which ones they used.	TBD

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4. Students make tangible progress towards their goals	# of students who have been achieved progress towards their goals.	If possible information from the school would be more sufficient to report on this indicator	TBD	Comparative data before and after SWIS involvement	If this is a standard activity <u>all</u> students participate in, then information from the school would be sufficient	TBD
5. Students receive career information to prepare them for post-secondary education or a work experience	# of students who received career information and/or are ready for a work experience (by school or SWIS?)		TBD		Review of action plans and how many action plans included focus on post-secondary education or work experience School records	TBD
6. Students have developed healthy living habits	Percentage increase of students reporting that they feel they have developed healthy living habits	Narrow the focus to participation in school activities such as sports	TBD		Surveys with parents and students – rating Hard to define ‘healthy living habits’	
Long term:						
1. A welcoming school environment with appropriate support, good communication, and relationships with families	Percentage of positive reports from school staff and newcomer families		TBD		Surveys with school staff and newcomer families	TBD
2. Students have the tools they need to succeed in a formal Canadian education system and graduate from high school	# of newcomer students progressing to the next grade level (by age) and/or graduating from high school Percentage of newcomer students progressing to the next grade level (by age) Dropout rates/students, or number progressing to new grade level		TBD		iCare data; academic records Comparison to non-newcomer students	TBD

PRIORITY 1. INFORMATION AND EDUCATION

Outcome Statement	Indicator	Indicator Definition	Target	Actual / Baseline	Data Source	Frequency of Data Collection
3. Students experience non-academic participation (school and community is covered in outcome 2)	Percentage of students who report an increase in non-academic participation	Participation is easier to collect data on vs. achievement	TBD		School records; student and parent surveys; Needs assessment follow -up; I-care data	TBD

PRIORITY 2. CONNECTION, COMMUNICATION AND COLLABORATION

Outcome Statement	Indicator	Indicator Definition	Target	Actual / Baseline	Data Source	Frequency of Data Collection
Short term:						
1. Newcomers show increased attendance at presentations and increased usage of resource materials	Percentage (or #) of newcomer families who attend presentations on community/ government resources All newcomer families have been provided with resource materials (developed or assembled by SWIS)	Percentages only have significance if there are a large number of participants; each site may need to decide	TBD	Comparative data before and after SWIS involvement (whenever the newcomer family arrives and the end of the school year)	iCare data surveys with students, families and school staff; Needs Assessment follow-up	TBD
2. School staff provides timely referrals or interventions in crisis situation with assistance of SWIS	<ul style="list-style-type: none"> • # of SWIS who assist school staff with crisis interventions • # of school staff reporting crisis interventions • # of students and parents reporting situation that was a crisis • Results of intervention • Type of interventions 	It might be better to inventory the type of crisis and intervention required and how the crisis was resolved	TBD	Comparative data before and after SWIS involvement (whenever the newcomer family arrives and the end of the school year)	iCare data; SWIS staff , Needs Assessment follow-up; student and parent surveys; surveys with SWIS and school staff	TBD
3. School staff recognize students' progress (attendance, completing assignments, participating in in-school and after school activities, discipline issues.)	# of school staff reports that they recognize students' progress such as; improved attendance, completing assignments, participating in in-school and after school activities, reduced discipline issues i.e. behavioral improvement				Survey with school staff, SWIS reports	

PRIORITY 2. CONNECTION, COMMUNICATION AND COLLABORATION

Outcome Statement	Indicator	Indicator Definition	Target	Actual / Baseline	Data Source	Frequency of Data Collection
Medium term:						
1. Service provider organizations take initiatives to provide culturally appropriate resource materials	Examples of culturally appropriate resource materials/process used to create them Reported use by newcomers				SWIS Staff report Survey newcomers regarding their use of materials,	
2. SWIS and school provide seamless service to students and their families	Examples of seamless service delivery such as number of referrals families/students needed to get information.		TBD	TBD	Surveys with SWIS, school staff, students and their families; rating service delivery.	TBD
3. SWIS establishes working relations with community resource organizations to support seamless service delivery and needs assessment	# of working relationships established with community resources	Working relationships can include initial contact with community resources to introduce SWIS staff and services to working jointly on projects to benefit newcomers			SWIS Staff	
Long term:						
1. Newcomers become increasingly independent on SWIS service	# of newcomers who use community resources	A companion indicator is that newcomers are using other community service providers (even if they use SWIS service)	TBD	TBD	iCare data; SWIS records Survey of students/parents to inventory their use of other community service providers	TBD
2. Schools become proactive (instead of reactive) in their approach to newcomer families	Changes schools have made to be proactive – such as: <ul style="list-style-type: none">allowing more time for parent-teacher meetings since newcomer		TBD		SWIS records	TBD

PRIORITY 2. CONNECTION, COMMUNICATION AND COLLABORATION

Outcome Statement	Indicator	Indicator Definition	Target	Actual / Baseline	Data Source	Frequency of Data Collection
	parents may need more time to get explanations or ask questions <ul style="list-style-type: none"> • school accepting advice from SWIS on possible changes to policy/procedures which would support newcomer families • Other examples brainstormed by SWIS staff 					
3. SWIS are invited to participate in school initiatives for student successes in the future	Number of times that SWIS has participated in school initiatives.		TBD	TBD	SWIS records	TBD

PRIORITY 3. ONE-ON-ONE INTERACTIONS

Outcome Statement	Indicator	Indicator Definition	Target	Actual / Baseline	Data Source	Frequency of Data Collection
Short term:						
1. Students and families seek help from SWIS and school staff	Percentage/# of students and parents who interact with SWIS workers and school staff. Percentage/# of students/parents received useful information through SWIS staff	This makes a link between SWIS activities and success	TBD	TBD	I-care data; Needs Assessment follow-up; SWIS and school records; student surveys (Need to involve parents – focus group)	TBD
2. Students are aware of opportunities to participate in school events	Percentage/# of student who are involved with SWIS activities/programs have improved education results (increased attendance, grades,)	Information provided to students by either SWIS or school – aim is for all students to receive such information			School records, SWIS events attendance, student surveys; school records; behavioral observations (Probably school records are best, some observations from teachers might be useful)	TBD
3. Students participate in peer leadership programs	#/% of students participating compared to # of eligible students.				SWIS records	
Medium term:						
1. Students and families achieve goals from their action plans	# of students/families who achieve the goals of their action plans	You want to know how many students/ families set goals/ action plans with SWIS assistance. Talk to students/parents to find out why the	TBD	TBD	School records; SWIS case management reports Survey students/families – why goals/action plans were or were not achieved; what barriers did	TBD

PRIORITY 3. ONE-ON-ONE INTERACTIONS

Outcome Statement	Indicator	Indicator Definition	Target	Actual / Baseline	Data Source	Frequency of Data Collection
		goals/action plans were or were not achieved – what barriers did they encounter, what supports helped them			they encounter; what helped them.	
2. Students are integrated within the school environment	<p># of students who display integrated practices increased;</p> <p>Level of involvement in school environment from participating in school events to leadership roles</p> <p>Student who are involved with SWIS activities/programs have improved education results (increased attendance, grades)</p>	Integrated practice – such as students are involved in other community organizations / non-SWIS programs	TBD	Compared to students who were not actively involved.	<p>School records</p> <p>Observations (Probably school records are best, some observations from teachers might be useful)</p>	TBD
3. Students become peer leaders in their school.	%/# of students participating in peer leadership programs	This will vary depending on the number to eligible (by age) students at each SWIS site/school – if you only have 5 students having one of them as a peer leader is good, but if you have 150 eligible students, 1 is really not a good result				

PRIORITY 3. ONE-ON-ONE INTERACTIONS

Outcome Statement	Indicator	Indicator Definition	Target	Actual / Baseline	Data Source	Frequency of Data Collection
Long term:						
1. Students (and families) revise goals of their action plan to reflect past success.	#/% of students/families with revised action plans	SWIS might want to talk to students/parents to find out why the goals/action plans were or were not achieved – what barriers did they encounter, what supports helped them			Student and family surveys; Needs Assessment follow-up; I-care data	
2. Students continue to be active leaders in their schools until graduation (both in the peer leadership program and other roles in the school and/or community)	#/% of students who continue as active leaders in their schools.		TBD		School records, student surveys; Needs assessment follow up Also to determine why students became and remained leaders	

Data Collection Methods:

Four main data collection methods will be used:

1. **School records** which will focus primarily on student performance such as attendance, grades, progress towards next grade, and participation in school events, parent/teacher meetings etc. SWIS will need to negotiate with schools to identify what information is accessible to SWIS (which will be reported in using non-identifying information). This may vary from school division to school division, and maybe even within school divisions.
2. **I-Care database** – this database will need to be reviewed to determine what information is contained in the database.
3. **SWIS staff reports** – contacts, meetings in the community, with school staff etc, unless it is contained in iCare, SWIS staff will need to document their contacts/meetings with the school/community.
4. **Survey** of families/students – the survey will be a standard survey that all sites can use. The focus of the survey will be perspectives of families and students on SWIS programs, services, and contacts. The survey would likely be administered towards the end of the school year (probably May) which would allow time for families/students to respond and for the results to be tabulated/analyzed and then the results incorporated into the next school year.