

CORE INDICATORS MODEL (CIM) 2016

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Background

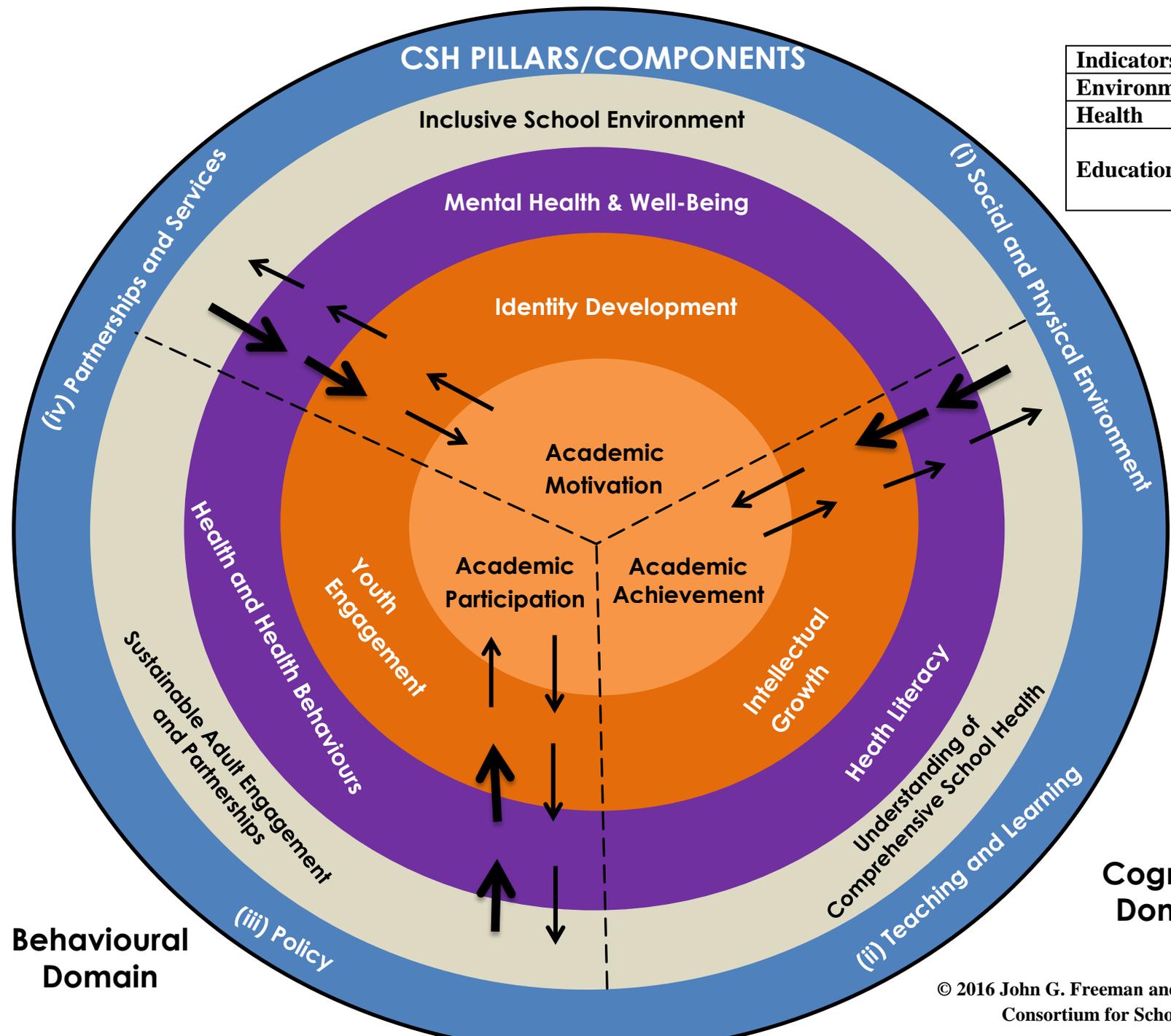
Recognizing the lack of an evidence-based Canadian framework to understand the effects of Comprehensive School Health (CSH) initiatives on student achievement, in the spring of 2013, the Pan-Canadian Joint Consortium for School Health (JCSH) commissioned the Social Program Evaluation Group (SPEG) at Queen's University to develop a set of Core Indicators and Measures (CIM). Through an iterative process between the SPEG research team and the JCSH Advisory Committee, an extensive literature review of scholarly and grey literature, and 24 individual interviews conducted with health and education experts across the country, a CIM framework was created in 2013 consisting of three groups of indicators: academic, success, and environmental. Based upon Bloom's (1984) and Guskey's (2013) typologies of learning goals that contribute to student achievement, we identified measures for each of the three types of indicators by first dividing them into three learning domains: cognitive, behavioural, and affective. After ongoing discussions about the CIM framework, in 2015, the framework was revised to include a fourth type of indicators—health indicators. In the spring of 2016, the JCSH commissioned the SPEG Director, Dr. John Freeman, to continue revisions to the CIM framework to make it more applicable to provinces and territories across Canada, and to increase the usability across various government Ministries, school districts, and schools.

To update the model, now called the Core Indicators Model (CIM), Dr. Freeman and his research team (Dr. Alicia Hussain and Mary-Anne Reid) examined recent and relevant scholarly and grey literature, conducted two focus groups (the JCSH Management Committee and the JCSH School Health Coordinators' Committee), interviewed 24 stakeholders from across the country, and collaborated with a Research Advisory Committee from JCSH. The new CIM has both a linear and circular representation. A glossary explains relevant terms, while four tables describe possible measures for each set of indicators.

Core Indicators Model (CIM)

	Environmental Indicators	Health Indicators	Educational Indicators	
			Personal Growth:	Academic:
Affective/Social-Emotional	Inclusive School Environment	Mental Health and Well-Being	Identity Development	Academic Motivation
Behavioural	Sustainable Adult Engagement and Partnerships	Health and Health Behaviours	Youth Engagement	Academic Participation
Cognitive	Understanding of Comprehensive School Health	Health Literacy	Intellectual Growth	Academic Achievement

Affective/Social-Emotional Domain



Indicators:		
Environmental		
Health		
Educational	Personal Growth	
	Academic	

Behavioural Domain

Cognitive Domain

Glossary of Terms

A. Domains

There are three learning domains: affective/social-emotional, behavioural, and cognitive.

Affective/Social-Emotional

The affective domain entails how individuals feel. Affective goals “relate to the development of responsibility, consideration, empathy, respect for others, self-confidence, motivation, and self-regulation” (Guskey, 2013, p. 4). Similarly, the social-emotional domain (Civic Enterprises, Bridgeland, Bruce, & Hariharan, 2013) encompasses: (i) self-awareness, (ii) self-management, (iii) social awareness, (iv) relationship skills, and (v) responsible decision-making.

Behavioural

The behavioural domain entails what individuals do (Brown & Latham, 2002; Latham, Mitchell, & Dossett, 1978). Unlike the affective/social-emotional and cognitive domains, outcomes in the behavioural domain are generally witnessed through the actions people take.

Cognitive

The cognitive domain entails what individuals know and think. Cognitive learning goals often first come to mind when thinking about the purpose of formal education (Guskey, 2013), but knowledge and thoughts extend to all aspects of daily living.

B. Categories of Indicators

There are three categories of indicators: environmental, health, and educational. There are two sub-categories of educational indicators: personal growth and academic.

Environmental

The environment includes a person's physical surroundings and extends to the social and cultural conditions that influence a person's (or an entire community's) experiences and overall quality of life (Merriam-Webster Dictionary). Individuals' environments can influence if and how they use social and political systems as a stepping stone to improve their quality of life (Bascia, 2014). For example, the classroom and school contexts influence students' formal and informal educational experiences (Phelan, Davidson, & Yu, 1996).

Health

Health is "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity" (World Health Organization [WHO], 1948). Comprehensive School Health (CSH) approaches are founded on the WHO's definition of health.

Educational

Educational indicators refer to the process of learning. In schools, there are two types of educational indicators: personal growth (learning about oneself in relation to others) and academic (learning about subject-matter content). The goal of personal growth indicators is the ongoing development of the knowledge, skills, and attitudes for achieving one's life goals and for contributing to society. The goal of academic indicators is scholastic success with the underlying belief that scholastic success contributes to success outside of school. Personal growth and academic indicators tend to be weakly correlated (DiPerna, Lei, & Reid, 2007; Sendag & Odabasi, 2009).

Environmental		
Indicator	Definition	Sample Measures
<p>Affective/Social-Emotional: <i>Inclusive School Environment</i></p>	<p>A school where everyone who enters feels welcomed and supported to learn, contribute, and participate in the life of the school</p>	<ul style="list-style-type: none"> - students’ physical, mental, social, emotional, cultural, and environmental safety - accepting environment (regardless of identity, language, and ability) - positive school culture - awareness of relevant policies/guidelines and practices
<p>Behavioural: <i>Sustainable Adult Engagement and Partnerships</i></p>	<p>Ongoing actions by adults involved with the school as they work together in promoting/implementing the CSH approach</p>	<ul style="list-style-type: none"> - parent/guardian, family member, and community engagement in CSH promotion and implementation - teacher and administrator professional development - [ongoing] partnerships between school staff and community members to promote/implement CSH initiatives
<p>Cognitive: <i>Understanding of Comprehensive School Health</i></p>	<p>Key stakeholders at all levels (community, schools, school boards) are knowledgeable about programs, policies, and initiatives—and perceive the significance of the CSH approach</p>	<ul style="list-style-type: none"> - awareness and understanding of CSH programs, policies, and initiatives by: <ul style="list-style-type: none"> ▪ students ▪ school staff ▪ parents/guardians ▪ health partners ▪ community members

Health		
Indicator	Definition	Sample Measures
<p>Affective/Social-Emotional:</p> <p><i>Mental Health and Well-Being</i></p>	<p>“Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community” (World Health Organization [WHO], 2014). Mental well-being describes your mental state (how you are feeling and how well you can cope with day-to-day life). Both well-being and ill-being should be discussed separately when examining mental health as a measure related to student achievement (Kern et al., 2014).</p>	<p>Well-being:</p> <ul style="list-style-type: none"> - students’ and teachers’ mental state - resiliency <p>Ill-being:</p> <ul style="list-style-type: none"> - suicidal tendencies/ideation and attempts - depression - anxiety - loneliness - isolation - stress levels
<p>Behavioural:</p> <p><i>Physical Health</i></p>	<p>Markers of optimal health and actions taken to attain optimal health</p>	<ul style="list-style-type: none"> - students’ physical activity (including organized and unorganized activities) - sedentary behaviours - recreational screen time - eating patterns - healthy body weight - body image - sleeping patterns - oral health - substance use - sexual behaviour
<p>Cognitive:</p> <p><i>Health Literacy</i></p>	<p>Health literacy refers to “the ability to access, comprehend, evaluate and communicate information as a way to promote, maintain and improve health in a variety of settings across the life-course” (Rootman & Gordon-El-Bihbety, 2008, p. 11).</p>	<ul style="list-style-type: none"> - literacy about policies, programs, and practices pertaining to health and health behaviours by: <ul style="list-style-type: none"> ▪ students ▪ school staff ▪ parents/guardians ▪ health partners ▪ community members

Educational: Personal Growth		
Indicator	Definition	Sample Measures
Affective/Social-Emotional: <i>Identity Development</i>	Formation of an individual's distinct personality, which is regarded as a persisting entity that can change over time	<ul style="list-style-type: none"> - sense of self - worldview - spirituality - resilience
Behavioural: <i>Youth Engagement</i>	“The meaningful participation and sustained involvement of a young person in an activity, with a focus outside of him or herself” (Centre of Excellence for Youth Engagement, nd)	<ul style="list-style-type: none"> - number of extra-curricular activities in which youth participate - type of participation - variety of participation - quality of participation
Cognitive: <i>Intellectual Growth</i>	Individuals' ongoing ability to think and reason for themselves in relation to the world around them	<ul style="list-style-type: none"> - critical thinking skills - creative thinking skills - communication skills - metacognition - youths' understanding of responsibility for own learning - goal-setting - knowledge construction

Educational: Academic		
Indicator	Definition	Sample Measures
Affective/Social-Emotional: <i>Academic Motivation</i>	A need or drive regarding academic subjects, especially when competence is being judged against standards of performance (Wigfield & Eccles, 2002)	<ul style="list-style-type: none"> - academic self-concept/self-efficacy - academic self-regulation - school connectedness -valuing of school
Behavioural: <i>Academic Participation</i>	Students' presence in classes/schools and their involvement in classroom learning	<ul style="list-style-type: none"> - attendance/lates - suspensions/expulsions - in-class participation - drop-out rates - use of academic strategies
Cognitive: <i>Academic Achievement</i>	The extent to which students have accomplished their educational goals. Academic achievement is largely influenced by contexts and relationships as opposed to being centred on individual students' abilities (Gage et al., 2016)	<ul style="list-style-type: none"> - achievement test scores/standardized tests - GPA/report cards (including comments sections) - Individual Education Plans - Certificates of Achievement