

Wisconsin Department of Public Instruction
ATODA Prevention Program Assessment Tool

Purpose: This self-guided assessment is designed to help schools and school districts identify successes and gaps in **comprehensive ATODA primary prevention programs** and set priorities for future development. The tool is a way for the stakeholders to appraise the current state of your ATODA system and guide future considerations. The assessment tool is divided into ten categories which make up DPI's Comprehensive School ATODA Prevention Model.

Conditions needed to make the investment in the process of conducting this assessment worthwhile:

1. Primary prevention of ATOD use/abuse is a priority in your district and your building.
2. Change and growth in the comprehensive nature and effectiveness of your primary ATODA prevention program is possible.
3. The key decision-makers, staff, and community partners involved in the planning, implementation, and evaluation of your program commit to participation in the process.
4. Financial and human resources, from grant programs and/or other sources, will be allocated to improvement of your program.
5. If the district sets the focus and direction for the comprehensive ATODA primary prevention program, district staff commits to participation.
6. Use only those Components of the Assessment Tool that will be of value to your building or district. You may find you have the need for additional training or technical assistance (T.A.) to effectively complete some Components. Please feel free to request that training or T. A.

If these conditions are absent, investing in this process will be a waste of your valuable time.

Choose from one of the following two options to complete the Assessment Tool:

1. **Group completion:** Designed for completion by a team of people who have knowledge of the policies and programs in place for the particular school building in group meeting settings. This team can include, but is not limited to, administrators, health teachers, ATODA Coordinators, pupil services staff, parents, students, and community partners. The Assessment Tool is designed for completion at the building level, with some questions about the district level. However, if it makes more sense for an entire district to complete the Tool, please feel free to do so.
2. **Component specific completion:** Give each Component to the staff person(s) most appropriate to complete it. *A group meeting(s) of those who complete Components of the Tool is strongly encouraged. The ATODA Coordinator or Building Resource Person compiles the final product.*

Approximate time investment: Schools that participated in the pilot test of the Assessment Tool found that 45-60 minutes of individual preparation time (completing relevant Components) and a 1-2 hour group meeting(s) of all participants to reach consensus on the final assessment was needed. A quarter of the school year, or a summer project, is a reasonable timeframe for the entire process.

Glossary and Links to Web-Based Resources: These companion documents are included to assist with completion of the Tool.

Components: The Assessment Tool includes the following major categories that make up a Comprehensive School ATODA Primary Prevention Program:

Part A. Program Planning and Management includes items on resource and needs assessments, existence of school teams and committees on ATODA, evaluation, and training. (In the DPI model of Comprehensive ATODA Prevention, this segment is combined with Part J.)

Part B. Healthy School Environment involves policies on student use, consequences, interagency cooperation, and promoting a safe, positive and caring climate in the school.

School Building: _____

School District: _____

Part C. Curriculum focuses on having a unified, comprehensive approach with proven programs, strategies and skills being used.

Part D. Instruction and Assessment includes issues of classroom environment, educational methods, and assessment of student achievement.

Part E. Pupil Services covers programs from the Pupil Services staff working with students and families on ATODA issues and interfacing with community resources.

Part F. Student Programs addresses ATODA prevention activities outside of class such as service learning, alternative activities and after school programs.

Part G. Adult Programs covers professional development for staff, training on effective curricula, EAPs, and family programs.

Part H. Family and Community Connections includes the existence of a District ATOD Advisory Committee and various partnerships with families and community groups.

Part I. Program Fidelity is a new addition to DPI's model. It focuses on how well the programs are implemented when measured against the original program design/model that has been evaluated for effectiveness.

Part J. Evaluation and Continuous Improvement looks at how you assess whether the programs you are using to prevent ATODA in your building are working, and how you use your findings to inform a process of continuing improvement.

Directions: Use a scale of 0-5 to rate how thoroughly or completely your building has implemented each step. The anchor points are defined as follows:

To think about your school's comprehensive ATODA prevention programming, you may find this scoring helpful:

5 = Our building has done a very thorough or complete job of implementing this step.

3 = Our building has partially implemented this step: we've made a solid start and have taken significant action, but we need to do more to achieve complete implementation.

1 = Our building has briefly considered this step, but has taken very minimal steps to implement it.

0 = Our building has not yet considered this step.

NA = This is not applicable to our building or district. *Use NA where appropriate; it does not carry a negative connotation. For example, an elementary building may check NA for some curriculum content and activities most appropriate for older students.*

Use the **Evidence-Based Yes/No** column to indicate whether the program or activity fulfills the Evidence-Based criteria outlined in the **Glossary** companion document. Consult CSAP's Model/Effective/Promising Programs and DOE's Exemplary/Promising Programs for further details. You will find their web addresses in the **Web-Based Resources** companion document.

Use the **Examples** column to briefly note the action, policy, or program that addresses each item, if applicable. Use the **Comments** column for additional details, explanatory statements, or notes for future reference. Feel free to either use each **Summary Section** or to use one Summary at the end of the Tool.

We hope that the process will be helpful to you and your ATODA prevention team in considering future needs and goals for your school or school district.

School Building: _____

School District: _____

| A. PROGRAM PLANNING AND MANAGEMENT | 5 | 4 | 3 | 2 | 1 | 0 | NA | Example(s) of this component in your district or building | Comments |
|---|---|---|---|---|---|---|----|---|----------|
| <u>District Level</u> | | | | | | | | | |
| 1. The District has a written policy in place that supports: | | | | | | | | | |
| 1a. an ATODA Advisory Council that is representative of the community | | | | | | | | | |
| 1b. prevention curriculum and instruction | | | | | | | | | |
| 1c. student/peer programs | | | | | | | | | |
| 1d. ATODA related professional development | | | | | | | | | |
| 1e. uniform and equitable implementation of the Athletic/Extracurricular Code. | | | | | | | | | |
| <u>Building Level</u> | | | | | | | | | |
| 2. A formal needs assessment on ATOD use, attitudes, knowledge has been conducted in the past two years. | | | | | | | | | |
| 3. Results of the needs assessment have been shared with all key stakeholders. | | | | | | | | | |
| 4. A formal resources assessment (resources available to support ATODA programming) has been conducted in the past two years. | | | | | | | | | |
| 5. Building uses a multi-disciplinary team, including students, family and community members, to coordinate the ATODA program effort. | | | | | | | | | |
| 6. Building team has analyzed the needs assessment data and set priorities for needs to be met in two years, populations to be served in two years. | | | | | | | | | |

School Building: _____

School District: _____

| A. PROGRAM PLANNING AND MANAGEMENT | 5 | 4 | 3 | 2 | 1 | 0 | NA | Example(s) of this component in your district or building | Comments |
|---|---|---|---|---|---|---|----|---|----------|
| 7. Building team has set measurable goals and objectives for two years. | | | | | | | | | |
| 8. Building team has selected appropriate, evidence-based programs (needs and populations match resources) for two years. | | | | | | | | | |
| 9. District team assists building teams in assuring adequate training for effective program implementation. | | | | | | | | | |
| 10. District team assists building teams in assuring adequate training and resources for program evaluation. | | | | | | | | | |

Program Planning and Management Component Summary

We're doing well in these areas (ratings of 4 and 5).

- 1. _____
- 2. _____
- 3. _____

We've done some work in these areas, but they need more attention (rating of 3).

- 1. _____
- 2. _____
- 3. _____

School Building: _____

School District: _____

We have the following gaps in our Comprehensive ATODA Prevention Program (ratings of 0, 1 or 2).

1. _____
2. _____
3. _____

We will focus on the following over the next 2 year planning cycle: (It's okay to leave this blank if you plan to focus on another Component).

1. _____
2. _____

| B. HEALTHY SCHOOL ENVIRONMENT | 5 | 4 | 3 | 2 | 1 | 0 | NA | Example(s) of this component in your district or building | Comments |
|---|---|---|---|---|---|---|----|---|----------|
| <u>District Level</u> | | | | | | | | | |
| 1. The District’s ATODA policy prohibits all students’ use, possession, and distribution of alcohol, tobacco, and other drugs: | | | | | | | | | |
| 1a. on school property. | | | | | | | | | |
| 1b. at school functions off school property. | | | | | | | | | |
| 2. The District’s ATODA policy prohibit staff and visitor use, possession, and distribution of alcohol, tobacco, and other drugs: | | | | | | | | | |
| 2a. on school property. | | | | | | | | | |
| 2b. at school functions off school property. | | | | | | | | | |
| <u>Building Level</u> | | | | | | | | | |
| 3. The Building has clearly defined consequences and procedures for violations of policies and rules, including: | | | | | | | | | |
| 3a. a unified approach (shared belief system) to student discipline | | | | | | | | | |
| 3b. education about the violation | | | | | | | | | |
| 3c. counseling/intervention services | | | | | | | | | |
| 3d. information about community services | | | | | | | | | |
| 3e. referral services | | | | | | | | | |
| 4. The Building uniformly and equitably applies consequences, and follows procedures when policies and rules are violated and expectations are not met. | | | | | | | | | |
| 5. The Building promotes a safe, positive, and caring climate. | | | | | | | | | |

School Building: _____

School District: _____

| B. HEALTHY SCHOOL ENVIRONMENT | 5 | 4 | 3 | 2 | 1 | 0 | NA | Example(s) of this component in your district or building | Comments |
|--|----------|----------|----------|----------|----------|----------|-----------|--|-----------------|
| 6. The Building has a positive, cooperative relationship with the local law enforcement agency. | | | | | | | | | |
| 7. Building engages in inter-agency networking and collaboration with service agencies. | | | | | | | | | |
| 8. The Building has implemented structural changes that enhance the effectiveness of prevention programming, such as houses, teams, or small learning communities. | | | | | | | | | |

Healthy School Environment Component Summary

We're doing well in these areas (ratings of 4 and 5).

- 1. _____
- 2. _____
- 3. _____

We've done some work in these areas, but they need more attention (rating of 3).

- 1. _____
- 2. _____
- 3. _____

We have the following gaps in our Comprehensive ATODA Prevention Program (ratings of 0, 1 or 2).

- 1. _____
- 2. _____
- 3. _____

School Building: _____

School District: _____

We will focus on the following over the next 2 year planning cycle: (It's okay to leave this blank if you plan to focus on another Component).

1. _____

2. _____

| C. CURRICULUM | 5 | 4 | 3 | 2 | 1 | 0 | NA | Is this an Evidence-Based program? | Example(s) of this component in your district or building | Comments |
|--|---|---|---|---|---|---|----|------------------------------------|---|----------|
| <i>Building Level</i> | | | | | | | | | | |
| 1. Classroom-based programs are components of a unified, coherent Building approach and strategies for comprehensive prevention. | | | | | | | | | | |
| 2. Building program content includes: | | | | | | | | | | |
| 2a. short and long-term physical consequences of ATOD use | | | | | | | | | | |
| 2b. short and long-term social consequences of ATOD use | | | | | | | | | | |
| 2c. normative education (positive social norms) | | | | | | | | | | |
| 2d. personal skills: decision-making, problem-solving, goal-setting, stress management, self-efficacy, self-management | | | | | | | | | | |
| 2e. social skills: communication, assertiveness skills, peer relationships | | | | | | | | | | |
| 2f. critical thinking skills: influences and pressures, resistance skills, advocacy skills | | | | | | | | | | |
| 2g. media literacy | | | | | | | | | | |
| 2h. laws, rules, and policies that regulate the use and sale of ATOD. | | | | | | | | | | |
| 2i. a family component that reinforces skills taught in school | | | | | | | | | | |
| 2j. school and community resources for intervention and referral. | | | | | | | | | | |
| 3. Classroom-based activities draw from the following, and are aligned with skills taught in school: | | | | | | | | | | |
| 3a. environmental/community | | | | | | | | | | |

School Building: _____

School District: _____

| C. CURRICULUM | 5 | 4 | 3 | 2 | 1 | 0 | NA | Is this an Evidence-Based program? | Example(s) of this component in your district or building | Comments |
|--|---|---|---|---|---|---|----|------------------------------------|---|----------|
| initiatives | | | | | | | | | | |
| 3b. cross-age mentoring/tutoring | | | | | | | | | | |
| 3c. community service | | | | | | | | | | |
| 3d. peer leadership | | | | | | | | | | |
| 3e. media campaigns | | | | | | | | | | |
| 3f. citizenship activities | | | | | | | | | | |
| 3g. character education | | | | | | | | | | |
| 3h. planning and sponsoring alternative activities | | | | | | | | | | |

Curriculum Component Summary

We're doing well in these areas (ratings of 4 and 5).

1. _____
2. _____
3. _____

We've done some work in these areas, but they need more attention (rating of 3).

1. _____
2. _____
3. _____

We have the following gaps in our Comprehensive ATODA Prevention Program (ratings of 0, 1 or 2).

1. _____
2. _____
3. _____

School Building: _____

School District: _____

We will focus on the following over the next 2 year planning cycle: (It's okay to leave this blank if you plan to focus on another Component).

1. _____

2. _____

School Building: _____

School District: _____

| D. INSTRUCTION AND ASSESSMENT | 5 | 4 | 3 | 2 | 1 | 0 | NA | Is this an Evidence-Based program? | Example(s) of this component in your district or building | Comments |
|--|---|---|---|---|---|---|----|------------------------------------|---|----------|
| <u>Building Level</u> | | | | | | | | | | |
| 1. Clear, consistent messages and expectations are delivered to students. | | | | | | | | | | |
| 2. Teachers focus on the creation of safe, positive, and caring classrooms. | | | | | | | | | | |
| 3. Classroom management strategies are positive and promote student engagement. | | | | | | | | | | |
| 4. Teachers use a variety of interactive instructional strategies. | | | | | | | | | | |
| 5. Teachers use peer education. | | | | | | | | | | |
| 6. Teachers effectively connect with parents or guardians. | | | | | | | | | | |
| 7. Teachers effectively connect with community resources. | | | | | | | | | | |
| 8. Teachers facilitate early assessment of learning, behavioral, or ATOD problems. | | | | | | | | | | |
| 9. Teachers regularly assess the effectiveness of their curriculum and instruction by providing multiple options for students to demonstrate skills and knowledge. | | | | | | | | | | |

School Building: _____

School District: _____

Instruction and Assessment Component Summary

We're doing well in these areas (ratings of 4 and 5).

1. _____
2. _____
3. _____

We've done some work in these areas, but they need more attention (rating of 3).

1. _____
2. _____
3. _____

We have the following gaps in our Comprehensive ATODA Prevention Program (ratings of 0, 1 or 2).

1. _____
2. _____
3. _____

We will focus on the following over the next 2 year planning cycle: (It's okay to leave this blank if you plan to focus on another Component).

1. _____
2. _____

School Building: _____

School District: _____

| E. PUPIL SERVICES | 5 | 4 | 3 | 2 | 1 | 0 | NA | Example(s) of this component in your district or building | Comments |
|---|---|---|---|---|---|---|----|---|----------|
| <i>Building Level</i> | | | | | | | | | |
| 1. The following pupil services staff work one on one with students to address ATODA issues in this building: | | | | | | | | | |
| 1a. Counselors | | | | | | | | | |
| 1b. Social Workers | | | | | | | | | |
| 1c. Psychologists | | | | | | | | | |
| 1d. School Nurses | | | | | | | | | |
| 2. The following pupil services staff work one on one with families to address ATODA issues in this building: | | | | | | | | | |
| 2a. Counselors | | | | | | | | | |
| 2b. Social Workers | | | | | | | | | |
| 2c. Psychologists | | | | | | | | | |
| 2d. School Nurses | | | | | | | | | |
| 3. Pupil services staff coordinates with community resources for referrals, treatment, and service delivery. | | | | | | | | | |
| 4. The Pupil Services staff provide a Student Assistance Program. (See Component F: Student Programs for more detail on “secondary” prevention programs.) | | | | | | | | | |

Pupil Services Component Summary

We’re doing well in these areas (ratings of 4 and 5).

1. _____
2. _____
3. _____

School Building: _____

School District: _____

We've done some work in these areas, but they need more attention (rating of 3).

1. _____
2. _____
3. _____

We have the following gaps in our Comprehensive ATODA Prevention Program (ratings of 0, 1 or 2).

1. _____
2. _____
3. _____

We will focus on the following over the next 2 year planning cycle: (It's okay to leave this blank if you plan to focus on another Component).

1. _____
2. _____

| F. STUDENT PROGRAMS | 5 | 4 | 3 | 2 | 1 | 0 | NA | Is this an Evidence-Based program? | Example(s) of this component in your district or building | Comments |
|---|---|---|---|---|---|---|----|------------------------------------|---|----------|
| <u>Building Level</u> | | | | | | | | | | |
| 1. The Building offers: | | | | | | | | | | |
| 1a. peer programs (peer helpers/educators) that address AODA and related issues | | | | | | | | | | |
| 1b. training for peer helpers/educators on providing information, facilitating discussions, demonstrating skills, and conflict resolution | | | | | | | | | | |
| 1c. youth leadership training | | | | | | | | | | |
| 1d. youth leadership opportunities | | | | | | | | | | |
| 2. Service Learning programs and opportunities are available. | | | | | | | | | | |
| 3. Alternative activities are available, either school or community sponsored. | | | | | | | | | | |
| 4. If targeted populations, after-school programs are available. | | | | | | | | | | |
| NOTE: If your ATODA primary prevention program is comprehensive and demonstrates positive evaluation outcomes, you may want to include the following “secondary” prevention programs in your assessment. | | | | | | | | | | |
| <i>5. The following programs are provided (may or may not be within the context of a Student Assistance Programs):</i> | | | | | | | | | | |
| <i>5a. programs for students with a history of substance abuse</i> | | | | | | | | | | |
| <i>5b. programs for students who are or have been involved in drug dealing</i> | | | | | | | | | | |
| <i>5c. programs for students returning from alternative placements or treatment</i> | | | | | | | | | | |
| <i>5d. programs for students with family</i> | | | | | | | | | | |

School Building: _____

School District: _____

| F. STUDENT PROGRAMS | 5 | 4 | 3 | 2 | 1 | 0 | NA | Is this an Evidence-Based program? | Example(s) of this component in your district or building | Comments |
|--|---|---|---|---|---|---|----|------------------------------------|---|----------|
| <i>members harmfully involved with substances, incarcerated, or exhibiting other high-risk behaviors</i> | | | | | | | | | | |
| <i>5e. programs for students who are victims of or are witnessing domestic violence.</i> | | | | | | | | | | |

Student Programs Component Summary

We're doing well in these areas (ratings of 4 and 5).

1. _____
2. _____
3. _____

We've done some work in these areas, but they need more attention (rating of 3).

1. _____
2. _____
3. _____

We have the following gaps in our Comprehensive ATODA Prevention Program (ratings of 0, 1 or 2).

1. _____
2. _____
3. _____

School Building: _____

School District: _____

We will focus on the following over the next 2 year planning cycle: (It's okay to leave this blank if you plan to focus on another Component).

1. _____

2. _____

| G. ADULT PROGRAMS | 5 | 4 | 3 | 2 | 1 | 0 | NA | Is this an Evidence-Based program? | Example(s) of this component in your district or building | Comments |
|---|---|---|---|---|---|---|----|------------------------------------|---|----------|
| <u>Building Level</u> | | | | | | | | | | |
| 1. The District/Building offers high quality professional development on: | | | | | | | | | | |
| 1a. positive child/youth development approaches | | | | | | | | | | |
| 1b. creating positive school/classroom environments | | | | | | | | | | |
| 1c. effective instructional strategies | | | | | | | | | | |
| 1d. multiple assessment strategies | | | | | | | | | | |
| 1e. awareness training on current ATODA issues | | | | | | | | | | |
| 1f. identification and referral | | | | | | | | | | |
| 1g. school-based and community resources | | | | | | | | | | |
| 2. Targeted teacher training on curriculum that includes: | | | | | | | | | | |
| 2a. all program components and materials to encourage program fidelity | | | | | | | | | | |
| 2b. instructional strategies | | | | | | | | | | |
| 2c. opportunities for practice. | | | | | | | | | | |
| 3. Employee Assistance Program including referrals to community resources and a wellness component. | | | | | | | | | | |
| 4. Family education programs (may be in collaboration with community partners) that include: | | | | | | | | | | |
| 4a. positive child/youth development | | | | | | | | | | |
| 4b. parenting skills | | | | | | | | | | |
| 4c. activities and materials aligned with content and skills being taught in school | | | | | | | | | | |

School Building: _____

School District: _____

| G. ADULT PROGRAMS | 5 | 4 | 3 | 2 | 1 | 0 | NA | Is this an Evidence-Based program? | Example(s) of this component in your district or building | Comments |
|---|---|---|---|---|---|---|----|------------------------------------|---|----------|
| 4d. for targeted populations, programs for families at risk | | | | | | | | | | |

Adult Programs Component Summary

We're doing well in these areas (ratings of 4 and 5).

- 1. _____
- 2. _____
- 3. _____

We've done some work in these areas, but they need more attention (rating of 3).

- 1. _____
- 2. _____
- 3. _____

We have the following gaps in our Comprehensive ATODA Prevention Program (ratings of 0, 1 or 2).

- 1. _____
- 2. _____
- 3. _____

We will focus on the following over the next 2 year planning cycle: (It's okay to leave this blank if you plan to focus on another Component).

- 1. _____
- 2. _____

School Building: _____

School District: _____

| H. FAMILY AND COMMUNITY CONNECTIONS | 5 | 4 | 3 | 2 | 1 | 0 | NA | Example(s) of this component in your district or building | Comments |
|--|---|---|---|---|---|---|----|--|-----------------|
| <u>District Level</u> | | | | | | | | | |
| 1. The District has an Advisory Council to direct the development, implementation, monitoring, and evaluation of ATODA prevention programming. | | | | | | | | | |
| <u>Building Level</u> | | | | | | | | | |
| 2. The Building has partnerships with families to develop, monitor, and evaluate the ATODA prevention program. | | | | | | | | | |
| 3. The Building has partnerships with the community to develop, monitor, and evaluate the ATODA prevention program. | | | | | | | | | |
| 4. The school networks with appropriate community agencies and organizations. | | | | | | | | | |
| 5. The school collaborates with one or more community organizations to provide: | | | | | | | | | |
| 5a. alternative activities | | | | | | | | | |
| 5b. public awareness activities | | | | | | | | | |
| 5c. after school activities | | | | | | | | | |
| 5d. programs for targeted populations. | | | | | | | | | |
| 6. The school participates in a community-based coalition or partnership that addresses prevention. | | | | | | | | | |

School Building: _____

School District: _____

Family and Community Connections Component Summary

We're doing well in these areas (ratings of 4 and 5).

1. _____
2. _____
3. _____

We've done some work in these areas, but they need more attention (rating of 3).

1. _____
2. _____
3. _____

We have the following gaps in our Comprehensive ATODA Prevention Program (ratings of 0, 1 or 2).

1. _____
2. _____
3. _____

We will focus on the following over the next 2 year planning cycle: (It's okay to leave this blank if you plan to focus on another Component).

1. _____
2. _____

School Building: _____

School District: _____

| I. PROGRAM FIDELITY | EVIDENCE OF EFFECTIVENESS* | STAFF WHO IMPLEMENTS | TRAINING PROVIDED/ # TRAINED | # SESSIONS IN PROG. DESIGN | AVERAGE # OF SESSIONS IMPLEMENTED | METHOD OF EVALUATION |
|----------------------------|-----------------------------------|-----------------------------|-------------------------------------|-----------------------------------|--|-----------------------------|
| Program 1: Name | | | | | | |
| | | | | | | |
| Program 2: | | | | | | |
| | | | | | | |
| Program 3: | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

*If a program is “home-grown,” please document the formal plan for its implementation and evaluation.

Program Fidelity Component Summary

We have high Program Fidelity with these programs:

- 1. _____
- 2. _____
- 3. _____

We need to improve the fidelity of these programs:

- 1. _____
- 2. _____
- 3. _____

School Building: _____

School District: _____

We have the following gaps in Program Fidelity:

1. _____
2. _____
3. _____

We will focus on improving Program Fidelity of the following over the next 2 year planning cycle: (It's okay to leave this blank if you plan to focus on another Component).

1. _____
2. _____

| J. EVALUATION AND CONTINUOUS IMPROVEMENT | 5 | 4 | 3 | 2 | 1 | 0 | NA | Example(s) of this component in your district or building | Comments |
|---|---|---|---|---|---|---|----|---|----------|
| <i>District Level</i> | | | | | | | | | |
| 1. The District regularly and systematically assesses the effectiveness of its professional development programs that relate to ATODA prevention. | | | | | | | | | |
| 2. The District regularly and systematically assesses the effectiveness of its ATODA related policies. | | | | | | | | | |
| 3. The District updates ATODA related policies as indicated through the continuous improvement process. | | | | | | | | | |
| <i>Building Level</i> | | | | | | | | | |
| 4. The Building regularly and systematically assesses the effectiveness of its professional development programs that relate to ATODA prevention. | | | | | | | | | |
| 5. The Building regularly and systematically assesses the effectiveness of its ATODA related policies. | | | | | | | | | |
| 6. The Building updates ATODA related policies as indicated through the continuous improvement process. | | | | | | | | | |
| 7. The Building regularly and systematically assesses the effectiveness of its ATODA prevention curriculum. | | | | | | | | | |
| 8. The Building regularly and systematically assesses the effectiveness of its instructional strategies. | | | | | | | | | |
| 9. Evaluations include process and | | | | | | | | | |

| J. EVALUATION AND CONTINUOUS IMPROVEMENT | 5 | 4 | 3 | 2 | 1 | 0 | NA | Example(s) of this component in your district or building | Comments |
|---|----------|----------|----------|----------|----------|----------|-----------|--|-----------------|
| outcome measures that are directly related to the goals and objectives of the ATODA prevention program. | | | | | | | | | |
| 10. Evaluation data is presented to all key stakeholders. | | | | | | | | | |
| 11. Evaluation data is used to inform the next round of planning, priority setting, goals and objectives. | | | | | | | | | |

Evaluation and Continuous Improvement Component Summary

We're doing well in these areas (ratings of 4 and 5).

1. _____
2. _____
3. _____

We've done some work in these areas, but they need more attention (rating of 3).

1. _____
2. _____
3. _____

We have the following gaps in our Comprehensive ATODA Prevention Program (ratings of 0, 1 or 2).

1. _____
2. _____
3. _____

School Building: _____

School District: _____

We will focus on the following over the next 2 year planning cycle: (It's okay to leave this blank if you plan to focus on another Component).

1. _____
2. _____

Please include a list of people who participated in the completion of this Assessment Tool, and their positions:

Date completed: _____