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***Implementing Project ACHIEVE at  
the School and District Levels:***

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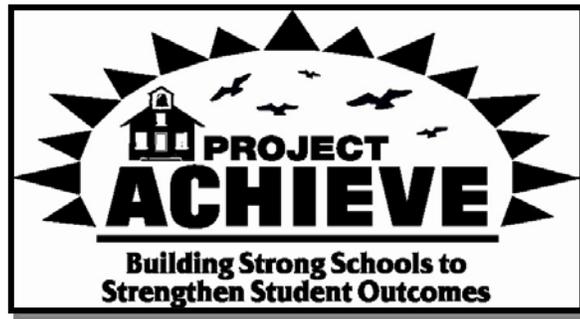
**Project ACHIEVE Overview and  
Implementation Fact Sheet**

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Designed by Howard M. Knoff, Ph.D.  
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# Project ACHIEVE Overview and Implementation Fact Sheet

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“Building Strong Schools to Strengthen Student Outcomes”

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## 1. Overview of Project ACHIEVE

Project ACHIEVE is an innovative school reform and school improvement program that has been implemented in schools and school districts across the country since 1990. To date, one or more of its components have been presented to almost 1,500 schools nationwide—with the schools ranging from urban to suburban to rural, and from the lowest performing to the highest performing schools in the nation. Project ACHIEVE has been designated an evidence-based “model” program by the Substance Abuse and Mental Health Administration’s National Registry of Effective and Promising Practices. The program is listed as a “promising” practice by the Office of Juvenile Justice and Delinquency Prevention. And, the program has been identified as a “select program” by the Collaborative for Academic, Social, Emotional Learning (CASEL).

Project ACHIEVE’s ultimate goal is to help design and implement effective school and schooling processes to maximize the academic and social/emotional/behavioral progress and achievement of all students. Project ACHIEVE has also helped schools to implement effective and efficient problem-solving and strategic intervention processes for students with academic and behavioral difficulties, while improving the staff’s professional development and effective instruction interactions, and increasing the quality of parent (and community) involvement and engagement. In all, Project ACHIEVE helps schools, communities, and families to develop, strengthen, reinforce, and solidify children and adolescents’ resilience, protective, and effective self-management skills such that they are more able to resist unhealthy and maladaptive behavior patterns.

At its core, Project ACHIEVE is a blueprint that is based on research-proven and empirically-demonstrated effective practices that have been woven together into an implementation process that works. Using the blueprint, schools complete a needs assessment to determine their current needs, the current approaches they are using that are working, and the gaps that are preventing them from improving further. Project ACHIEVE then employs a whole school improvement process that has professional development and ongoing technical consultation as its foundation. The professional development process focuses on teaching staff (a) research-based information and effective instructional and educational practices that (b) translate into skills that are successfully implemented in school and classroom settings in a way where (c) staff confidence and autonomy develops over time.

Using its school effectiveness and professional development process, Project ACHIEVE places particular emphasis on increasing students' social and conflict resolution skills, improving student achievement and academic progress, facilitating positive school climates and safe school practices, increasing and sustaining effective school and schooling processes, and increasing parental involvement and support. Project ACHIEVE also teaches and reinforces critical staff skills and intervention approaches that focus on helping staff to strategically plan for and address the immediate and long-term academic and behavioral needs of all students. Project ACHIEVE uses an integrated process that involves strategic planning and the building of school and staff resources, internal capacity, and system independence. Formative and summative evaluations using "real-time" data help to determine whether Project interventions and procedures are improving student, staff, and home/community outcomes.

In summary, Project ACHIEVE is an innovative school reform and school effectiveness program targeting the academic and social development of all students. In doing this, Project ACHIEVE implements preventive programs that focus on the needs of all students. It develops and implements strategic intervention programs for at-risk and underachieving students. Finally, it coordinates comprehensive "wrap-around" programs for students with intensive needs. Project ACHIEVE has demonstrated its ability to positively impact schools and districts across the country, and it has earned its designation as a National Model Prevention Program from the U. S. Department of Health and Human Services. Project ACHIEVE truly lives its motto: "Building Strong Schools to Strengthen Student Outcomes."

## **Project ACHIEVE's Goals and How it Works**

Project ACHIEVE is a school effectiveness or school improvement process that uses an evidence-based whole-school design/school reform process that focuses on the following goals:

1. To enhance the problem-solving skills of teachers and other educators such that effective interventions for students experiencing or at-risk for academic and/or social-behavioral difficulties are developed and implemented.
2. To improve the classroom and behavior management skills of school personnel and increase the prosocial and self-management skills of students such that safe and disciplined environments are created that increase students' academic engaged time and their positive interpersonal, problem-solving, and conflict resolution skills.

3. To ensure comprehensive, high quality educational services to all students in the school, and to intervene strategically with those students who are not performing at their expected levels, serving them, as much as possible, in regular classroom settings with equal access to all programs.

4. To increase the social and academic progress of students by increasing the commitment and involvement of parents and community resources in the education of their children. This is accomplished, more specifically, through parents' direct involvement in the schoolwork and schooling of their children, and through their use of effective parenting and supervision skills; and through additional support and wrap-around services by community-based resources and other leaders.

5. To validate the various components of Project ACHIEVE during the school's comprehensive continuous improvement process, and to develop the school's capacity to independently maintain and expand the Project's activities and outcomes as quickly as possible.

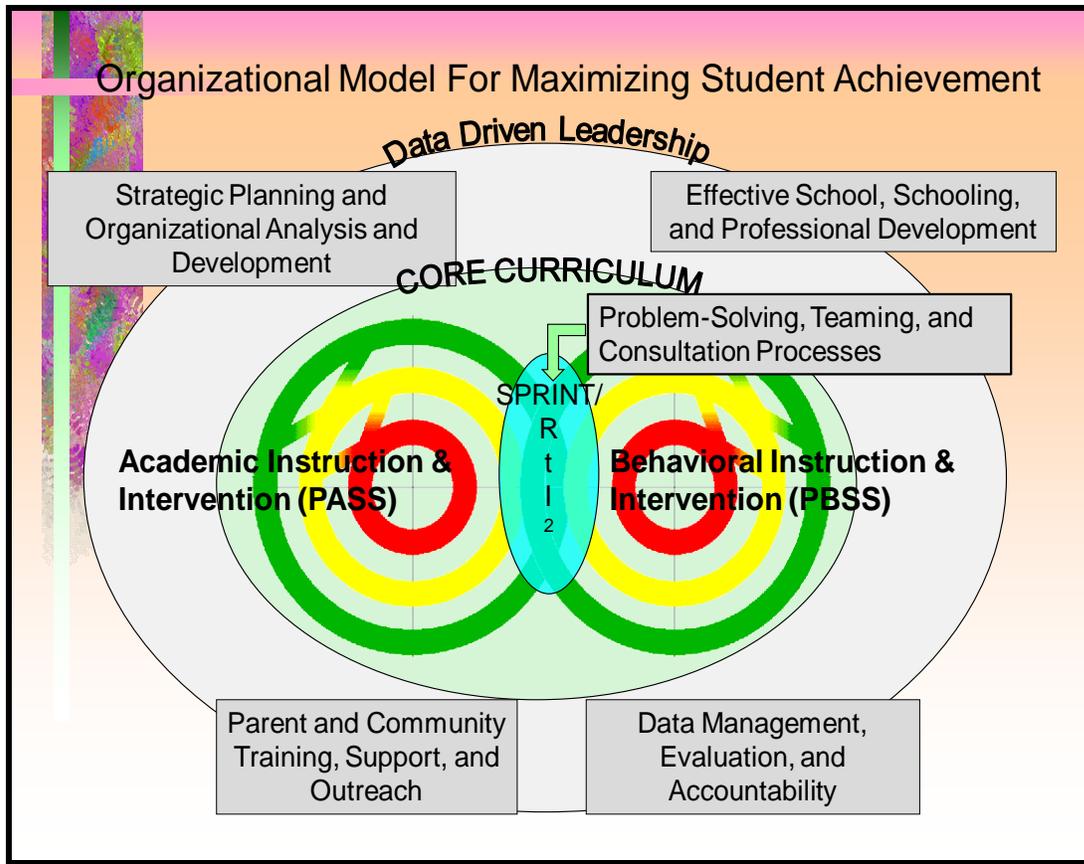
6. To create a school climate in which every teacher, staff member, and parent believes that everyone is responsible for every student in that building and community.

To accomplish these goals, it works with schools and school districts to:

- ❖ Maximize Students' Academic Achievement
- ❖ Create Safe School Environments and Positive School Climates
- ❖ Build Effective Teaching and Problem Solving Teams that Speed Successful Interventions to Challenging Students
- ❖ Increase and Sustain Effective Classroom Instruction
- ❖ Increase and Sustain Strong Parent Involvement
- ❖ Develop and Implement Effective Strategic Plans
- ❖ Organize Building Committees and Student Learning Clusters
- ❖ Develop Effective Data Management Systems for Outcome Evaluations

Successful replication of the Project ACHIEVE model involves seven interdependent components (see the diagram below):

The **Strategic Planning and Organizational Analysis and Development Component** initially focuses on assessing the organizational climate, administrative style, staff decision-making, and other interactive and interpersonal processes in a school. Activities then move into identifying and reinforcing, or establishing and implementing the organizational policies, procedures, and cyclical approaches that support the academic and social-emotional/ behavioral success of all students. The ultimate "product" of this component are three- and one-year School Improvement Plans that help schools build capacity and autonomy, identify and focus resources, facilitate stability and sustainability, and realize student, staff, and system success.



The **Problem Solving, Response-to-Intervention, Teaming, and Consultation Processes Component** focuses on consistent, school-wide data-based, functional assessment, problem-solving approaches that all staff learn and use when developing effective instructional processes and then addressing students who are not responding to this instruction and the next “level” of evidence- or research-based classroom instruction or interventions. This “Response-to-Intervention” component emphasizes a “problem-solving/consultation/ intervention” mode of operation that directly contrasts with past “wait-to-fail” and “refer-test-place” approaches, and it is applied with students experiencing academic and/or behavioral concerns. This component is largely implemented through a building-level SPRINT team (School Prevention, Review, and Intervention Team) of multidisciplinary professionals that help provide early intervention services, as much as possible, in general education classrooms.

The **Effective School, Schooling, and Professional Development Component** focuses on processes that ensure that effective and differentiated instruction and effective and positive behavior management exists in every classroom for every student, and that involve all teachers, administrators, related service professionals, and others. To support this, effective schools recognize that professional development occurs, formally and informally, every day for every staff person, and they systematically plan and implement ongoing professional development programs and processes resulting in increased knowledge, enhanced skills, and emerging confidence and autonomy. This occurs through in-service instruction and a clinical supervision approach that involves modeling, guided practice, informed feedback, planned applications, and

the transfer of training. Ultimately, as with other components, the primary goal is to maximize students' attention to task, academic engaged time, positive practice repetitions, and academic and behavioral achievement.

The **Academic Instruction linked to Academic Assessment, Intervention, and Achievement Component** focuses on positively impacting the “Instructional Environment” in every classroom within a school. The Instructional Environment consists of the interdependent interactions, in a classroom, of the Teacher-Instructional process, the Student, and the Curriculum. Critically, this component initially addresses the presence of effective, differentiated instruction for all students, ongoing progress monitoring, and evaluations that tracks students’ mastery of academic material over time. When students are not progressing or mastering material, functional, curriculum-based assessments are conducted whereby teachers identify and analyze relevant curricular and instructional variables and their relationship to student achievement outcomes, assess curricular (i.e., scope and sequence) placement and performance expectations and outcomes, and complete curricular task analyses and student mastery checks. These diagnostic assessments are eventually linked to strategic interventions that use, as much as possible, direct instruction and a mastery-focused strategies.

The **Behavioral Instruction linked to Behavioral Assessment, Intervention, and Self-Management Component** focuses on the implementation of effective behavioral interventions to address students' curricular and behavioral problems and/or teachers' instructional and classroom management procedures. The cornerstone of this component is the creation of a school-wide “Positive Behavioral Support System” (PBSS) which includes the use of social skills training with all students by school staff and parents; the development of classroom, grade-level, and building-wide accountability systems; and the use of “special situation” analyses to address building and peer-driven situations; and the development of crisis prevention, intervention, and response procedures and teams. When students do not respond, behaviorally, to the preventative PBSS strategies, functional assessment is conducted and linked to strategic behavioral interventions that are designed to resolve the identified behavioral problems.

The **Parent and Community Training, Support, and Outreach Component** focuses on increasing the involvement of all parents, but especially the involvement of the parents of at-risk, underachieving, and students with disabilities. Relative to community involvement, many schools do not use, much less know, the expertise and resources available to them that can help their mission and the progress of their students. For students with significant academic or behavioral challenges, the coordination and integration of community-based professionals and services often results in stronger and more pervasive progress and outcomes.

The **Data Management, Evaluation, and Accountability Component** focuses on actively evaluating, formatively and summatively, the status and progress of students’ academic and behavioral mastery of skills and concepts, as well as the processes and activities inherent in all of the other supportive components (see above) of an effective school. Part of this process involves collecting formative and summative data that validate the impact of a school’s strategic planning and school improvement efforts; its professional development and capacity-building efforts relative to the staff; its selection, training and implementation of academic and behavioral curricula and, later, interventions; and its effectiveness relative to the functional assessment,

strategic intervention, and response to intervention services for students not making appropriate academic and behavioral progress. Another part of this process involves evaluating the consultative success of related service and support personnel with classroom teachers, as well as the interpersonal interactions that address the other process-oriented parts of the Seven C's (Communication, Caring, Commitment, Collaboration, Consultation, Consistency, and Celebration) that influence system, staff, and student success.

## **2. A Brief Overview of Project ACHIEVE's Three-Year Implementation Blueprint**

Supported by district leaders and facilitators, the implementation of Project ACHIEVE's school-wide continuous improvement process proceeds using an evidence-based blueprint or implementation sequence. This is a flexible blueprint that is adapted to the status and needs of the participating district and/or schools, and it is fully integrated in the district/schools' formal or informal strategic planning and improvement process.

**Implementation Timelines and Sequences.** Project ACHIEVE is implemented in a series of carefully sequenced steps that can occur over a four-year period (that includes the Pre-Implementation Year). These steps are guided by the PRAISE (Project ACHIEVE Implementation Integrity Self-Evaluation), which is used as part of the initial school improvement needs assessment, and later is used to evaluate implementation integrity. After completing the needs assessment, these steps are guided by the APPRAISE (Action Plan for Project ACHIEVE Implementation Success and Evaluation) which frames out the sequenced implementation "road map."

As noted in the Introduction to this document, Project ACHIEVE's shared leadership and continuous improvement process involves an integrated school-wide initiative that blends strategic planning and organizational development with professional development and effective leadership so that three primary systems are implemented:

- A Positive Academic Supports and Services (PASS) system;
- A Positive Behavioral Self-Management System (PBSS); and
- A Response-to-Intervention (RtI)/School Prevention, Review, and Intervention Team (SPRINT)/Closing the Achievement Gap (CTAG) process.

In a broad sense, all of the professional development steps are designed: (a) to maximize staff acceptance and understanding of the Project, its components, and its strategies/activities; (b) to provide skill training where prerequisite skills are taught before more complex skills; (c) to insure the existence of classroom-based technical support and consultation; and (d) to facilitate accurate data collection to measure outcomes and demonstrate accountability.

After the Pre-Implementation Year (discussed in Section 2 of this document), the blueprint for the next three years involves the following components paralleling the committee structure developed by the school: School Improvement, Organizational Development, Leadership;

Curriculum and Instruction; School Discipline/School Climate; Professional Development/Teacher Mentoring & Support; SPRINT/Response-to-Instruction/Intervention/Early Intervention; and Parent and Community Outreach. Below is a brief overview of some of the Project ACHIEVE activities embedded within these components, organized along the three-year blueprint.

## **Year 1**

- ❖ Roll-out of the Positive Behavioral Self-Management System (PBSS), along with the Behavioral Matrix, and their supporting processes
- ❖ Stop & Think Social Skills training, implementation, and evaluation
- ❖ Time-Out/Office Discipline Referral and Removal training, implementation, and evaluation
- ❖ Parent Outreach and Involvement relative to the Stop & Think Social Skills Program
- ❖ Special Situations Analyses of Setting-specific and Peer Group-specific problems in the school—for those identified, analysis, planning, and implementation
- ❖ Audit of the curriculum and instruction program in all academic areas, along with audits of the progress monitoring assessments and processes used in the school, as well as the instructional and intervention resources in and available to the school
- ❖ Design, training of the staff, and beginning implementation of the SPRINT/Response-to-Intervention/Early Intervention process, including the development of a SPRINT Operations Handbook
- ❖ Training of the Building-level SPRINT team in the data-based functional assessment problem-solving process
- ❖ Eventually, training of the Grade- or Instructional Team-level SPRINT teams in the data-based functional assessment problem-solving process, and establishment of the weekly/bimonthly Grade-level SPRINT meetings
- ❖ Establishment of the Quarterly Student Progress Review Meetings
- ❖ Parent and community involvement needs assessment, and action plan development and implementation
- ❖ Analyses of needed formative and summative program evaluation and accountability procedures, strategies, and activities along with the creation of functional, interactive, real time data-bases
- ❖ End-of-Year Articulation training and implementation at the school, staff, and student levels

## **Year 2**

### **Continuation and Evolvement of All Year 1 Activities and Activities written by the School-level Committees into the School Improvement Plan**

#### **In addition:**

- ❖ Analysis of the school's available Strategic (Tier II) academic and behavioral assessment processes and interventions, with resulting planning, development, training, and implementation with both intervention staff and all staff

- ❖ Special Situations Analyses of Setting-specific and Peer Group-specific problems in the school—for those identified, analysis, planning, and implementation
- ❖ Crisis prevention, intervention, and response planning and implementation
- ❖ Full implementation of the SPRINT/Response-to-Intervention/Early Intervention process, including the Building-level and Grade-level SPRINT teams in the data-based functional assessment problem-solving process
- ❖ Parent and Community positive behavioral support system and school safety outreach and involvement activities
- ❖ Regular and Special Education inclusion, integration, and effective instruction procedures, strategies, and approaches
- ❖ Training, differentiated by staff roles and groups, in the areas of consultation, clinical supervision, and peer- or co-teaching strategies and procedures
- ❖ Continued development, implementation, and evaluation of needed formative and summative program evaluation and accountability procedures, strategies, and activities along with the creation of functional, interactive, real time data-bases
- ❖ Training of Trainers programming in selected areas implemented during Year 1
- ❖ End-of-Year Articulation training and implementation at the school, staff, and student levels

### **Year 3**

#### **Continuation and Evolvement of All Year 1 and 2 Activities and Activities written by the School-level Committees into the School Improvement Plan**

##### **In addition:**

- ❖ Analysis of the school's available Strategic (Tier III) academic and behavioral assessment processes and interventions, with resulting planning, development, training, and implementation with both intervention staff and all staff
- ❖ Special Situations Analyses of Setting-specific and Peer Group-specific problems in the school—for those identified, analysis, planning, and implementation
- ❖ Continued development, implementation, and evaluation of needed formative and summative program evaluation and accountability procedures, strategies, and activities along with the creation of functional, interactive, real time data-bases
- ❖ Training of Trainers programming in selected areas implemented during Years 1 and 2
- ❖ End-of-Year Articulation training and implementation at the school, staff, and student levels

### **3. Evaluating School and Project ACHIEVE Outcomes**

Guided by the school's School Improvement Plan and the requirements of the federal ESEA and IDEA regulations, longitudinal data is collected and evaluated to determine the formative and summative success of the identified school and Project ACHIEVE outcomes.

Complementing those at the state, district, and local levels, Project ACHIEVE provides the following data collection and evaluation resources:

- There are a series of implementation check sheets, across the different facets of the Project, to monitor adherence to the protocol.
- Two formal questionnaires, evaluating the Discipline and Behavior Management attitudes and Staff Interactional Characteristics of the school are used as pre/post measures of organizational development and change.
- Myriad formal fidelity measures have been developed through a number of federal and state grants that have implemented Project ACHIEVE in various schools.
- Discipline data is collected through a free software program, the ADDRESS (Automated Discipline Data Review and Evaluation Software System), loaded directly onto a school's computer system and used in-house.
- Through the onsite consultation services, the developer and/or master trainer develop other outcome measures that will sensitively evaluate each year's Project ACHIEVE goals and objectives as written into the School Improvement Plan.

### **The Generic Evaluation Process**

The ongoing collection of longitudinal data to evaluate the formative and summative efficacy of Project ACHIEVE and to use to facilitate problem-solving and the development of strategic interventions is critical to the overall success of the Project.

Below is a list of different pieces of data and data sources that can be accumulated to evaluate the impact of Project ACHIEVE. Ideally, this information will be collected for the two to three years prior to the beginning of Project ACHIEVE activities in a building. This will help to track the trends in the data such that meaningful changes can be clearly recognized should they occur.

In addition, it is important that these data be tracked using an interactive database, so that reports-- organized by important variables-- can be printed and used for problem-solving and/or to provide formative feedback as to the progress of a specific Project ACHIEVE component. For this reason, it is recommended that the database used to track Project ACHIEVE data be compatible or even part of the district's computer database if possible. This may mean that a district-level programmer may be the best person to help an individual building create the needed interactive evaluation database.

### General Indicators of Success

- Student Outcomes: Discipline Records, Suspension/Expulsion Records, Grade Retention Records, Special Education Referrals, Placements, Decertification (Dismissal) from Special Education, Student Achievement Scores, Student Portfolios, Attendance

- Teacher Outcomes: Frequency of Social Skills Training in Classroom, Evaluation of Integrity of Training, Teacher Referrals to Office, Teacher Satisfaction (Project ACHIEVE Evaluation Form)
- Direct/Indirect: Frequency of Use by Non-Instructional Personnel, Extent to Which Curriculum is Incorporated into Parent Education and Training, Extent to Which Curriculum is Coordinated Between Home and School
- School Outcomes: Discipline, Suspension/Expulsion, Grade Retention Records  
Teacher Satisfaction Measures  
School Climate Measures  
Grade-level and Building Strategic and Annual Outcome Plans  
School Achievement Scores (e.g., National/Local Percentile Averages, Percent of Students Scoring above the 50th Percentile)  
Teacher Attendance/Student Attendance  
Parent Involvement and Business Partnerships  
Parent/Community Evaluation and Satisfaction Measures

#### **4. Outcomes: Project ACHIEVE's Empirically-Proven and Validated Results from Three Longitudinal Sites**

The longitudinal outcomes from three schools that have implemented Project ACHIEVE's social skills and discipline/management component are reviewed below. The schools involved are Jesse Keen Elementary School in Polk County (Lakeland), Florida; Cleveland Elementary School in Hillsborough County (Tampa), Florida; and Hotchkiss Elementary School in the Dallas (TX) Independent School District.

##### Jesse Keen Elementary School Results

Project ACHIEVE began at Jesse Keen Elementary School at the beginning of the 1990-91 school year. Demographically, Jesse Keen's enrollment has remained fairly stable over the past decade ranging averaging 650 students per year with approximately 60% Caucasian, 30% African-American, and 10% other minority students. Jesse Keen's average mobility rate of new and withdrawn students is 72%; and its poverty level averages 87% of the student body. Located in an inner-city warehouse district, the school's staff have received training in every component of the Project, and they are now implementing virtually every facet independently within a site-based management system. Jesse Keen is a full-service school, a Chapter I school-wide school,

and it has staffed a Parent Drop-In Center that provides parent training and outreach services in the past.

Comparing Jesse Keen's data during the year prior to Project ACHIEVE implementation with the averages from eight years of Project implementation, the following results occurred:

- Special education referrals decreased 61%
- Special education placements decreased 57%
- Overall discipline referrals to the office decreased 16%
- School-based discipline referrals to the office decreased 10%
- School bus discipline referrals to the office decreased 26%
- Out-of-school suspensions decreased 29%
- Grade retentions decreased 47%
- Reading CTBS: 33% of the Full Project Cohort students (from 1992-93 on) scored at or above the 50<sup>th</sup> percentile compared to 29% of the Partial Project Cohort students taught and tested prior to that year.
- Math CTBS: 40% of the Full Project Cohort students (from 1992-93 on) scored at or above the 50<sup>th</sup> percentile compared to 36% of the Partial Project Cohort students taught and tested prior to that year.
- Language CTBS: 41% of the Full Project Cohort students (from 1992-93 on) scored at or above the 50<sup>th</sup> percentile compared to 36% of the Partial Project Cohort students taught and tested prior to that year.

### Cleveland Elementary School Results

Project ACHIEVE began at Cleveland Elementary School at the beginning of the 1993-94 school year. Cleveland Elementary draws from a neighborhood of public housing complexes in one of the most dangerous sections of Tampa. In fact, it was in this area where a series of racial disturbances occurred in 1987. Demographically, Cleveland Elementary's enrollment averages 500 students per year with an approximate racial make-up of 20% Caucasian, 62% African-American, 17% Hispanic, and less than 1% other minority students. Cleveland Elementary has an average mobility rate of new and withdrawn students of 66%, and a poverty level that averages 97% of the student body. Recent trends suggest fewer Caucasian and more Hispanic students coming to Cleveland over the past few years.

Averaging the data from five years of Project ACHIEVE implementation at Cleveland Elementary, the following results occurred:

- Proportion of Special Education referrals: 4.4 students per 100
- Proportion of Special Education placements: 2.6 students per 100
- Proportion of Overall discipline referrals to the office: 34.2 students per 100
- Proportion of Unduplicated discipline referrals to the office: 16.5 students per 100
- Proportion of In-School Suspensions: 16.4 students per 100

- Proportion of In-School Suspensions- Unduplicated: 10.4 students per 100
- Proportion of Out-of-School Suspensions: 4.2 students per 100
- Proportion of Out-of-School Suspensions- Unduplicated: 3.0 students per 100
- Proportion of Grade Retentions: 4.4 students per 100
  
- Average Reading SAT: 39<sup>th</sup>%tile for the Full Project Cohort students (from 1995-96 on) compared to 27<sup>th</sup>%tile of the Partial Project Cohort students taught and tested prior to that year.
- Average Math SAT: 49<sup>th</sup>%tile for the Full Project Cohort students (from 1995-96 on) compared to 34<sup>th</sup>%tile of the Partial Project Cohort students taught and tested prior to that year.
- Average Language CTBS: 36<sup>th</sup>%tile for the Full Project Cohort students (from 1995-96 on) compared to 32<sup>nd</sup>%tile of the Partial Project Cohort students taught and tested prior to that year.
- Florida Writes Test (4<sup>th</sup> graders): 87% of the students passed in the 1997-98 school year

### Hotchkiss Elementary School Results

Project ACHIEVE began at Hotchkiss Elementary School, an inner-city science magnet school, at the very end of the 1994-95 school year, its first year in existence. Demographically, Hotchkiss Elementary's enrollment has steadily increased since it opened ranging from 934 to 1193 students per year ( $M = 1062$ ) with an average racial make-up of 15% Caucasian, 43% African-American, 40% Hispanic, and less than 2% other minority students. Hotchkiss' average mobility rate of new and withdrawn students is 56%, and its average poverty level for students is approximately 82%. Recent student data suggest a trend toward fewer Caucasian students and more Hispanic students.

Comparing the data from the first year (1994-95) of Project ACHIEVE implementation to the average of the data from the next three years of implementation, the following results occurred:

- Overall discipline referrals to the office decreased 80%
- Classroom-based discipline referrals to the office decreased 86%
- Grade Retentions remained stable at 2.5 retentions per 100 students
- Special education referrals remained stable from 3 students per 100 to 3.3 students per 100
- Special education placements remained stable from 2 students per 100 to 2.8 students per 100
- Positive trends in the number of students scoring above the 50<sup>th</sup> %tile on the ITBS and TAAS Reading and Math sections

## 5. Program Developer Brief Biography: Dr. Howie Knoff



**Howard M. Knoff, Ph.D.** is the creator and Director of Project ACHIEVE. After 22 years as a university professor, he is now a full-time national consultant, author, and lecturer; and he has been the Director of the State Improvement/Personnel Development Grant for the Arkansas Department of Education—Special Education Unit since 2003. Formerly a Professor of School Psychology at the University of South Florida (Tampa, FL) for 18 years and Director of its School Psychology Program for 12 years, Dr. Knoff was also the creator and Director of the Institute for School Reform, Integrated Services, and Child Mental Health and Educational Policy at the University of South Florida.

As Director of Project ACHIEVE, a nationally-known school effectiveness/improvement program that has been designated a National Model Prevention Program by the U. S. Department of Health & Human Service’s Substance Abuse and Mental Health Services Administration (SAMHSA), Dr. Knoff has trained over 1,500 schools or school districts over a 20-year period.

As Director of the second Arkansas State Improvement/Personnel Development Grant (SIG/SPDG), now a five-year \$1 million per year grant from the U.S. Department of Education, Office of Special Education Programs, he helps to oversee the primary SPDG goals of: statewide implementation of Project ACHIEVE’s Positive Behavioral Support approach; literacy and mathematics interventions for at-risk, underachieving, and students with disabilities; Response-to-Intervention, Closing the Achievement Gap, and technical assistance to schools/districts in School Improvement status; and special education and related service personnel recruitment, training, and retention.

Dr. Knoff received his Ph.D. degree from Syracuse University in 1980, and has worked as a practitioner, consultant, licensed private psychologist, and university professor since 1978. Dr. Knoff is widely respected for his research and writing on school reform and organizational change, consultation and intervention processes, social skills and behavior management training, Response-to-Intervention, and professional issues. He has authored or co-authored 17 books, published over 75 articles and book chapters, and delivered over 500 papers and workshops nationally—including the **Stop & Think Social Skills Program (Preschool through Middle School editions)** and the **Stop & Think Parent Book: A Guide to Children’s Good Behavior** both through Sopris West Publishers.

Among his recent books are the following:

- Knoff, H.M. (2012). **School Discipline, Classroom Management, and Student Self-Management: A Positive Behavioral Support Implementation Guide.** Thousand Oaks, CA: Corwin Press.

- Knoff, H.M., & Dyer, C. (2011). **RTI<sup>2</sup>—Response to Instruction and Intervention: Implementing Successful Academic and Behavioral Intervention Systems.** Rexford, NY: International Center for Leadership in Education.
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- Knoff, H.M. (2007). **Holding Students Responsible for their School and Classroom Behavior: Developing a School-wide Accountability System to Encourage Student Self-Management and Staff Consistency.** Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2007). **Changing Student Behavior by Linking Office Discipline Referrals to a Strategic Time-Out Process: A Step-by-Step Implementation Guide to the Effective Use of Classroom Consequences.** Little Rock, AR: Project ACHIEVE Press.

Dr. Knoff has a long history of working with schools, districts, and community and state agencies and organizations. For example, he has consulted with a number of state departments of education, the Department of Defense Dependents School District during Desert Storm, and the Southern Poverty Law Center. He has also served as an expert witness in federal court five times, in addition to working on many other state and local cases—largely for legal advocacy firms who are representing special education and other students in need.

A recipient of the Lightner Witmer Award from the American Psychological Association's School Psychology Division for early career contributions in 1990, and over \$18 million in external grants during his career, Dr. Knoff is a Fellow of the American Psychological Association (School Psychology Division), a Nationally Certified School Psychologist, a Licensed Psychologist in Arkansas, and he has been trained in both crisis intervention and mediation processes. Frequently interviewed in all areas of the media, Dr. Knoff has been on the NBC Nightly News, numerous television and radio talk shows, and he was highlighted on an ABC News' 20/20 program on "Being Teased, Taunted, and Bullied." Finally, Dr. Knoff was the 21st President of the National Association of School Psychologists which now represents more than 25,000 school psychologists nationwide.

## 6. Contact Information

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**Web site:** [www.projectachieve.info](http://www.projectachieve.info)

## 7. National Recognition of Project ACHIEVE

Received the 2003 SAMHSA Administrators Award for **School-Based Mental Health Services**; U. S. Department of Health & Human Services: Substance Abuse and Mental Health Services Administration. Portland, OR, October, 2003.

Designated as a **Promising Program** for inclusion in the **Model Programs** Guide Database by the Office of Juvenile Justice and Delinquency Prevention in the U. S. Department of Justice. Bethesda, MD, June, 2003.

Designated as a **Select Program** by the Collaborative for Academic, Social, Emotional Learning (CASEL). Chicago, IL, July, 2002.

Cited as an **Exemplary Mental Health Program** in **Exemplary Mental Health Programs: School Psychologists as Mental Health Service Providers** (National Association of School Psychologists, 3<sup>rd</sup> Edition), Bethesda, MD, 2002.

Designated as a **Model National Program** by the Substance Abuse and Mental Health Services Administration/Center for Substance Abuse Prevention in the U. S. Department of Health & Human Services. Rockville, MD, July, 2000.

Designated as a **“Best and Promising Practices” Program** by the Western Center for the Application of Preventive Technologies in association with the Oregon Office of Alcohol and Drug Abuse Programs. Salem, OR, September, 2000.

Highlighted at the **1999 Improving America’s Schools Conference “Creating Safe Schools and Healthy Students Institute.”** Sponsored by the U. S. Department of Education, Tampa, FL, October, 1999.

Highlighted at the **Safe and Effective Schools for ALL Children: What Works! A National Teleconference.** Sponsored by the U. S. Departments of Education and Justice (Office of Juvenile Justice and Delinquency Prevention), and the Center for Effective Collaboration and Practice at the American Institutes for Research, Washington, D. C., September, 1999.

Cited as an exemplary program relative to school safety at the **White House Conference on School Safety**, and highlighted in the U. S. Department of Education/Department of Justice **Annual Report on School Safety**, October, 1998.

Identified as an effective school reform program by the **Center for Effective Collaboration and Practice of the American Institutes for Research**, Washington, D. C., January, 1997.

Semi-finalist in the U. S. Department of Education's National Awards Program for Model Professional Development, October, 1996.

Recipient of over \$8 million in external Federal and State grants (Department of Education) since 1990, including five U. S. Department of Education, Office of Special Education training grants and one U. S. Department of Education, Office of Educational Research and Innovation field-initiated research grant.

One of five programs across the country to be funded by the Metropolitan Life Foundation's **Positive Choices: Youth Anti-Violence Initiatives** program in the Fall of 1995 for \$100,000.

Received Honorable Mention in the Coalition on Educational Initiatives' and USA TODAY's **Community Solutions for Education** national awards program, May, 1995. The Coalition on Educational Initiatives includes Apple Computer, Inc.; Proctor & Gamble; State Farm Insurance Companies; and Subaru of America, Inc., and over twenty national professional associations.

Highlighted on the ABC News' **20/20** program "Being Teased, Taunted, and Bullied" on April 28th, 1995

## **8. Project ACHIEVE Professional Publications and References:**

Knoff, H.M. (2012). **School Discipline, Classroom Management, and Student Self-Management: A Positive Behavioral Support Implementation Guide**. Thousand Oaks, CA: Corwin Press.

Knoff, H.M., & Dyer, C. (2011). **RTI<sup>2</sup>—Response to Instruction and Intervention: Implementing Successful Academic and Behavioral Intervention Systems**. Rexford, NY: International Center for Leadership in Education.

Knoff, H. M. (2009). **Implementing Response-to-Intervention at the school, district, and state levels: Functional assessment, data-based problem solving, and evidence-based academic and behavioral interventions**. Little Rock, AR: Project ACHIEVE Press.

Knoff, H. M. (2009). **Implementing Effective School-wide Student Discipline and Behavior Management Systems: Increasing Academic Engagement and Achievement, Decreasing Teasing and Bullying, and Keeping Your School and Common Areas Safe**. Little Rock, AR: Project ACHIEVE Press.

Knoff, H. M. (2007). **More Stop & Think Social Skills and Steps: Classroom and Building Routines and Scripts from Preschool to High School**. Little Rock, AR: Project ACHIEVE Press.

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Knoff, H. M. (2002). Best practices in organizational assessment and strategic planning. In A. Thomas & J. Grimes (Eds.), **Best practices in school psychology-IV, Volume 1** (pp. 235-253). Bethesda, MD: National Association of School Psychologists.

Knoff, H. M. (2002). Best practices in personality assessment. In A. Thomas & J. Grimes (Eds.), **Best practices in school psychology- IV, Volume 2** (pp. 1281-1302). Bethesda, MD: National Association of School Psychologists.

Knoff, H. M. (March, 2002). The “Stop and Think!” Social Skills Program: Teaching children interpersonal and conflict resolution skills systems. **NASP Communiqué, 30**.

Knoff, H. M. (March, 2002). Positive Behavioral Self-Management Systems: Facilitating school-wide implementation and minimizing individual resistance. **NASP Communiqué, 30**.

Knoff, H. M. (2001, October). **Establishing school-wide prevention, intervention, and intensive needs approaches for student discipline, behavior management, and self-management: A collaborative action planning process**. Provided as a keynote paper for the virtual conference, “Creating Mentally Healthy Schools and Communities,” Washington, DC: American Institutes for Research, Center for Effective Collaboration and Practice.

Knoff, H. M. (2001). **The Stop & Think Social Skills Program (Preschool – Grade 1, Grades 2/3, Grades 4/5, Middle School 6-8)**. Longmont, CO: Sopris West.

Knoff, H. M. (2000). Stop and Think! Steps toward the systematic prevention of student violence. **Reaching Today's Youth: The Community Circle of Caring Journal**, 5(1), 63-66.

Knoff, H. M. (2000). Organizational development and strategic planning for the millennium: A blueprint toward effective school discipline, school safety, and crisis prevention. **Psychology in the Schools**, 37, 17-32.

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Quinn, M. M., Osher, D., Hoffman, C. C., & Hanley, T. V. (1998). **Safe, drug-free, and effective schools for ALL children: What Works!** Washington, DC: Center for Effective Collaboration and Practice, American Institutes for Research.

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Batsche, G. M., & Knoff, H. M. (1995). Best practices in linking assessment to intervention. In A. Thomas & J. Grimes (Eds.), **Best practices in school psychology- III** (pp. 569-586). Silver Spring, MD: National Association of School Psychologists.

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