

# The Flippen Group Capturing Kids' Hearts

Case Studies  
For the  
Texas Education Agency

Documents in support of  
“Proven Program” Status

March 2006



THE FLIPPEN GROUP

*Bringing out the best in people*

March 13, 2006

Mr. Robert Scott  
Chief Deputy Commissioner  
Texas Education Agency  
1701 North Congress Avenue  
Austin, TX 78701-1494

Dear Mr. Scott,

Flip and I enjoyed our meeting with you a few weeks ago. It is evident that you care about the children and faculty in Texas public schools and that you are committed to enhancing the learning environment of every campus.

I hope you were able to see that those of us at the Flippen Group are passionate about improving the learning potential for children by optimizing the school culture in which learning takes place. We believe that our teacher development program "Capturing Kids' Hearts" changes the environment of a school by helping teachers connect more fully to the children with whom they interact, develop self-managing classrooms so that more time can be spent teaching the subject matter, and build productive relationships with colleagues so that teaching techniques can be shared more effectively.

In support of our request to include Capturing Kids' Hearts on TEA's list of "Proven Programs", we have enclosed case studies from eight Texas schools that demonstrate that Capturing Kids' Hearts has had a positive and significant impact on achievement test scores, discipline referral rates, and/or dropout rates.

We have also enclosed letters from two principals whose schools were impacted in a positive way as a result of implementing Capturing Kids' Hearts. However, despite the improvement in the school culture, student passing rates on achievement tests did not change significantly. In their letters, the two principals discuss how Capturing Kids' Hearts can sustain the learning environment of a school when the demographics of the school is changing or when a school accepts students with behavioral difficulties from other schools in the district.

In choosing eight schools whose student academic performance improved and two schools whose culture improved, but whose student academic performance did not reflect this improvement, we are following the application requirements outlined in the Catalog of School Reform Models (available from the Northwest Regional Educational Laboratory) and other related documents. In order to demonstrate evidence of the

effectiveness of model programs, at least five evaluations are required and up to ten of the most informative evaluations may be provided.

If you would like for us to provide evaluations from additional schools, we would be happy to do that. Although we chose to limit our case studies to schools in Texas, we have numerous other examples from schools in the 44 states where Capturing Kids' Hearts has been implemented.

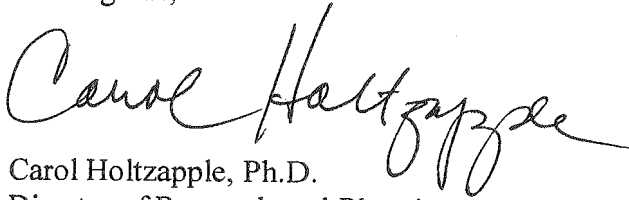
We have included information from one such non-Texas school, Wayne Community High School (Corydon, Iowa) and have included information from both the principal of the school and the superintendent of the district.

We believe that the information we have presented demonstrates that Capturing Kids' Hearts is an effective program that makes a positive impact on the learning environment of a school. Capturing Kids' Hearts can enhance the culture of any school, and its positive outcomes may be most evident when used in schools that are failing or are in danger of failing. Inclusion of Capturing Kids' Hearts as part of a "turnaround team" for these schools would provide the faculty with the training that would allow them to sustain improved student achievement once the "turnaround team" has completed its task.

We look forward to partnering with the Texas Education Agency as together we make a positive impact on the academic culture of schools. We hope that you will agree that Capturing Kids' Hearts has proven effective in schools that have implemented it, and that you will include this program in TEA's list of "Proven Programs".

Thank you so much for this opportunity to present the outcomes obtained through application of Capturing Kids' Hearts in schools.

Best regards,

A handwritten signature in cursive script that reads "Carol Holtzapple". The signature is written in black ink and is positioned above the printed name and title.

Carol Holtzapple, Ph.D.  
Director of Research and Planning



## Capturing Kids' Hearts The Flippen Group

### HISTORY

Our vision for building a better future for young people began thirty years ago in the heart of Flip Flippen, our founder and president. As he worked with kids through a counseling agency he founded in 1972, Flip longed for an effective way to reach them before they ended up in his office, hopeless and in despair. He continued his quest to reach young people through Still Creek Ranch, a residential treatment center for troubled youth he founded in 1982.

Soon thereafter, Flip developed Teen Leadership and Keystone character education curriculums, and Capturing Kids' Hearts, a comprehensive and dynamic teacher training. To date, millions of teachers and students have been positively impacted through these processes.

As a result, Flip is frequently asked to keynote at some of the largest educational conferences in the world and has lectured in Canada, France, Russia, Ireland, Jamaica, Japan, and the West Indies. In addition, he has been interviewed on NBC's Today Show, and an ABC documentary about some of his work was aired during the Super Bowl XXXVII broadcast.

The mission statement for The Flippen Group sums up everything we stand for and the focus of all our work: *"To build relationships and processes that bring out the best in people."*

### CAPTURING KIDS' HEARTS

**Capturing Kids' Hearts (CKH)** assists teachers in carrying out teaching responsibilities more effectively with less stress as they implement the skills taught in the EXCEL Teaching Model™.

#### **The EXCEL Teaching Model™**

Our goal is to **help good teachers become better** by equipping them with tools with which they can build **meaningful relationships** with their students, provide a **safe environment** in which to learn, and develop a **dialogue** for team-building. This, in turn, paves the way for their students to be able to **use the skills** they've learned—**with confidence and enthusiasm**.

This model is a reflection of what we see going on in the classrooms of master teachers. These teachers focus on "**process**," which we believe is essential to education. All teachers desire to be effective in their teaching; our desire is to come alongside and enhance that effectiveness.

The steps outlined in **The EXCEL Teaching Model™** prepare teachers to effectively impact their students each time they come together, from the beginning of class to the end.

- E** - **Engage**
- X** - **X-plore**
- C** - **Communicate**
- E** - **Empower**
- L** - **Launch**

## Step 1. Engage

- This first step is essential to the success of the day. It begins when we greet the students **at the door with a handshake at the beginning of each class**. We draw them into a **relationship** with us upon which we can build as the class progresses.
- There are several things we accomplish with this step: we start the day with a **positive greeting**, **affirm** each student, **welcome** the students into our class, and give them our **full attention**, *first thing*.
- We also **model social and professional skills**. The skills we use in this greeting are the same ones we would teach the students if they were preparing for a professional meeting. In response, the students will practice these skills daily, and at the end of the semester or school year they will be very comfortable meeting with adults. They will be able to turn these social and professional techniques into skills they can use in their daily lives.
- When we start the class with **Engage**, we are preparing the way for the students to be **involved with us in the learning process**.

- E** - **Engage: Handshake, Welcome, Affirm, Model**
- X** - X-plore
- C** - Communicate
- E** - Empower
- L** - Launch

## Step 2. X-plore

- This second step lays the foundation for the content of the class which is to follow. We **get in touch** with where the students are personally, emotionally, and academically.
- Students are our “customers.” We must identify their needs before we can serve them effectively. Do the products/services we deliver **meet the needs of our customers**?
- The skills we use when we **X-plore** with our students are much like those of a counselor: **listening, attending, conveying empathy, probing, and asking open-ended questions**.
- A successful **X-ploration** can take place only in a **secure environment**. We do not disclose our needs, whether personally or academically, until we feel safe from ridicule

and rejection. Learning cannot take place until we are able to discuss what we don't know.

- E - Engage
- X - X-plore: *Customer's Needs, Listening Skills, Safe Environment***
- C - Communicate
- E - Empower
- L - Launch

### Step 3. Communicate

- This step is the **Communication of the content** of the class. The teacher **addresses the needs** discovered in the previous step.
- A **two-way process**, it is not simply the passing along of information and material, but instead it is a **dialogue** between teacher and students. The process is dynamic and experiential, requiring the teacher to be facilitator and resource to the class. Teachers who are powerful **Communicators** in this model are **team-builders**.
- A certain degree of order is necessary, but **flexibility and creativity** are essential, as well. Teachers must be able to **Communicate the content** of their course in a way that is captivating, creative, and responsive to their "audience."
- A very important task in this step is the ability to translate that which is being taught into **"real world" benefits**. The students must be able to see how their studies will assist them in their future efforts at earning a living and finding meaning for their lives. When students object to the need to learn certain material or skills, the teacher, like a good salesman, must be able to overcome their objections and **convey the need for learning to take place**.

- E - Engage
- X - X-plore
- C - Communicate: *Content, Dialogue, Flexibility, "Real World"***
- E - Empower
- L - Launch

### Step 4. Empower

- **Empowerment** occurs when students gain the ability to **"use and do"** the things they have been taught. Possessing the same skills as the teacher is the goal of education. When we can do what we have been taught, then we are truly **Empowered**.
- The students learn information or a technique in the Communication step, and then in this step they **practice and apply** what they have learned until it becomes a skill.

Teachers who operate from an **Empowerment** perspective desire that their students know all they can about the subject...that they **possess as much skill as possible**.

- Teachers *see their students* in terms of what they are **becoming**. They *see themselves* as the resource to help their students become.
- A key to this step is to build an **atmosphere of trust** in which the students **feel free to fail** while going through the learning process. With the **class social contract** in place, everyone knows the rules—what is acceptable and what is not, as well as the consequences. This common understanding provides for the students the foundation for **positive interaction** with the teacher and with each other. In this environment the students are **Empowered** because they experience **encouragement** and **support**.

E - Engage

X - X-plore

C - Communicate

**E - Empower: Use and Do, Develop Skills, Becoming, Encouragement**

L - Launch

### Step 5. Launch

- In the **EXCEL Teaching Model™**, **Launching** has to do with the way we *end and send*. It is the way teachers *end* a classroom experience and the way they *send* their charges forth to face the future. This is vastly different from just having students rush out the door when the bell rings.
- Webster defines **Launch** as: 1) to send forth with some force; 2) to start a person on some course, career, or enterprise. This implies that there is some **momentum** driving a person forth along a given path toward a **clearly-defined destination**.
- The teacher prepares the class for “lift-off” by **summarizing** what has occurred in class that day and by **getting commitments** from students to follow the “flight plan.” Pre-launch questions would include:

What did we do and discuss today?

What is its relevance to you, both for now and for your future?

How are you going to use these skills before our next class?

What will result if you don't use these skills?

What will result if you do use these skills?

- Every great speaker and teacher realizes the importance of **ending on a powerful note**. We must be able to effectively use quotes, anecdotes, poems, stories from our own experiences, and other motivational stories to drive home the points we want our students to remember. **Passion is the thrust** we use to propel our students toward their destination. In the words of Og Mandino, “**My last must be my best.**”

- E - Engage
- X - X-plore
- C - Communicate
- E - Empower
- L - **Launch: *End and Send, Summary, Commitment to Action, Passion***



# IDEA

## Quest

March 7, 2006

Shirley Neeley, Ed.D.  
Commissioner of Education  
Texas Education Agency  
1701 North Congress Avenue  
Austin, Texas 78701-1494

Dear Dr. Neeley:

I am happy to recommend *Capturing Kids' Hearts* for designation as a proven program. I can say unequivocally that *CKH* changed my school for the better and ultimately propelled me to National Distinguished Principal in 2003.

When I became the principal of McAuliffe Elementary School in McAllen in 1998, most of the school was a magnet program for gifted and talented students and the remainder was a neighborhood school. It was like two different schools under one roof. The G/T teachers and the regular teachers reported to different assistant principals. They had separate before- and after-school duty schedules, and sometimes even separate faculty meetings. The two groups of teachers were civil to each other, at best, and the two groups of students displayed mutual animosity; the "regular" students said "G/T" stood for "garbage and trash." When I arrived, I immediately saw the need to draw the two "camps" together and create unity. *Capturing Kids' Hearts* was my answer.

The first group of teachers I sent to the *Capturing Kids' Hearts* workshop attended grudgingly, with cynicism and suspicion. In fact, one of my teachers refused to participate in the first day's activities. By the end of the three days, however, that teacher had made a 180° conversion. She returned to work singing the praises of *CKH* and, several years later when she transferred to a middle school, she introduced *CKH* to her new colleagues as a strategy for addressing that school's problems. Within one year of my arrival at McAuliffe, the division among the teachers and students was largely eliminated.

Over the course of my tenure at McAuliffe, the district converted from a magnet school model for gifted education to a cluster concept, and my school's demographics changed from mostly wealthy gifted students with a high percentage of White to mostly economically disadvantaged minority students with a higher percentage of LEP. We became a Title I Schoolwide Project. During this demographic shift, we opted not to send our recent immigrant students to the district's newcomers program and, long before TEA demanded it, we refused to exempt LEP students from TAKS. During those years, our school's test

scores dropped. Does that mean *Capturing Kids' Hearts* was ineffective? No, just the opposite. If our teachers had not had the *CKH* foundation in place—a love of kids and a commitment to work collaboratively for their success—our scores would have plummeted during this period of drastic demographic upheaval. Instead, we continued to provide a warm, nurturing, caring, academically successful educational environment.

In this special place, our discipline referrals dropped to approximately one-fourth of what they had been before our *CKH* training. Bolstered by that fact, our faculty offered to host an elementary alternative education placement for our district. Our *Fresh Start* program was built on the tenets of *Capturing Kids' Hearts*. The goal of this non-punitive AEP, which served the most challenging students from all of the district's 19 elementary schools, was to teach those students pro-social responsibility skills to reduce recidivism.

In the school as well as in the *Fresh Start* program, our *CKH* "lens" helped teachers and students focus on academics. TAKS—always a highly stressful event for the entire school—used to elicit lots of tears from our teachers. The supportive culture that we created as a *CKH* school helped us approach TAKS more professionally, with more focused purpose and less stress. Teachers become overwhelmed with all of their competing responsibilities, beyond teaching reading, writing, math, social studies and science. A school that implements and continues to practice *Capturing Kids' Hearts* will foster congenial staff relationships. The faculty will work together as a team and that team will have a smoother, happier time carrying out all of its teaching responsibilities. Far more important, however, is that *CKH* will help foster collegial relationships that will lead adults to work collaboratively as they talk honestly about what needs to happen to improve the school.

You will agree that schools are so complex that proven success must be measured by a number of yardsticks. *Capturing Kids' Hearts* reminds teachers to leave their personal baggage at the schoolhouse door and to focus entirely on students. By any measure, that's success.

Sincerely,



Scott Hollinger, Ed.D., Principal  
Quest College Preparatory School  
*National Distinguished Principal 2003*



## LAKWOOD ELEMENTARY SCHOOL

11200 FM 2305 \* BELTON, TX 76513 \* PHONE (254) 215-3100 \* FAX (254) 215-3101

*Diane Potter*  
Principal

*Devera Shipp*  
Assistant Principal

March 10, 2006

Dr. Shirley Neeley  
Commissioner of Education  
Texas Education Agency  
1710 North Congress Ave.  
Austin, TX 78701-1494

Dear Dr. Neeley:

I am writing to you in support of adding Capturing Kids Hearts to the TEA "Proven Models" list, because of my strong feeling that it has indeed proven itself, time after time, to help Lakewood Elementary provide a culture of safety and security that challenges students to be risk-takers in their learning.

Since the first four staff members were somewhat reluctantly exposed to the CKH philosophy in June of 1998, Lakewood has adopted the philosophy schoolwide to give our staff a common language and a set of practices to use throughout the school. Our Site Based Decision Making Committee as well as our Leadership Team have approved continual staff development in CKH because they, as staff, parents, and community members, see the results. We continually work toward our Campus Improvement Plan goal of training 100% of staff; currently, 91% of teachers who have been at Lakewood more than one school year have attended the CKH training, as well as just under 40% of the instructional paraprofessionals.

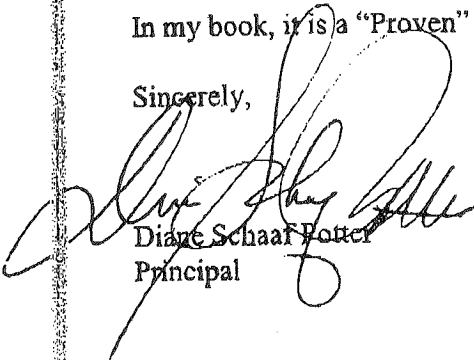
The results, academically, as measured by the state accountability system, tell a positive story. After years in the "Academically Acceptable" category, Lakewood moved to "Exemplary" in the 1999-2000 school year and stayed there through May of 2003. Since 2003, we have been "Recognized." As you know, that means we have continued the trend as more of our students continue to score better each year. However, the "measuring stick," the accountability system, has changed enough that those scores place us in the "Recognized" category. I believe that CKH is largely responsible for the culture of excellence and support for students and staff that kept us at that academic level even as our population grew dramatically, and as the tests that the state uses to measure our academic success became more strenuous and were taken by more of our students.

In the same time period, discipline referrals have stayed fairly consistent. This, even as we absorbed students from other campuses who are part of the district's Focus program, a program for addressing the needs of students who are emotionally disturbed with behavioral problems so severe that they are removed from their home campus and relocated to Lakewood. These students come to us with a history of more discipline referrals and more severe discipline referrals. Our staff works very hard to incorporate these students into our classrooms as they would any other newcomer, making them a part of the class "social contracts" from the very beginning. The intent of the Focus program is to have these students in the classroom as much as possible, and I firmly believe we could not do that without our special school culture, built around the CKH framework.

Students in every school district in Texas and our nation are increasingly coming to school with social problems, from poverty or language difficulties to family and behavioral issues. The idea that we must address these problems and help students cope with them in order for them to be successful academically is not new. The Capturing Kids Hearts philosophy gives the staff at Lakewood a structured system around which to make every child feel safe and secure when they walk in the doors in the morning. It supports staff members when they are tired and frustrated. It gives our students tools to take with them as they leave Lakewood and pursue their education elsewhere.

In my book, it is a "Proven" method.

Sincerely,



Diane Schaar Potter  
Principal

## Effects of Capturing Kids' Hearts and Teen Leadership

### Summary of Texas School Data Achievement Scores (Percent Passing), Discipline Referrals, and Dropout Rates

	TEXAS SCHOOLS	Length of Longitudinal Study	%ile Point Change TAAS All Tests Taken	%ile Point Change TAAS Reading	%ile Point Change TAAS Math	%ile Point Change TAAS Writing	Change in Dropout Rate	Change in Discipline Referral Rate
1	Brenham JH	2	5.0%	1.9%	5.0%	8.4%	*	-70.8%
2	Carroll HS	6	5.4%	1.8%	7.2%	0.2%	-0.3%	*
3	Cleburne HS	2	1.6%	0.0%	0.9%	0.8%	-1.1%	*
4	Cypress Falls HS	5	14.6%	3.6%	15.3%	0.8%	-0.6%	*
5	Jersey Village HS	2	3.7%	3.9%	1.3%	0.3%	-0.1%	*
6	Lomax MS	4	9.1%	6.0%	11.1%	-0.5%	0.1%	-72.2%
7	Pasadena HS	6	31.6%	18.6%	32.4%	15.9%	-0.8%	*
8	South Houston HS	5	28.4%	9.7%	30.8%	8.0%	-0.7%	*

\*Data not available

TAAS achievement test data were obtained from the Texas Education Agency website.



# Brenham Junior High School

## The Impact of **Capturing Kids' Hearts** and **Teen Leadership**

*"More people smile and greet each other than ever before. Students stop and think about what they are doing. I am so proud of my students and the way they have grown this semester."* **Sheryl Murrah, Teen Leadership Teacher**

*"It teaches us how to respect not only our elders, but also our peers. We also learn how to help others that are in need of advice. I believe many students do not have anyone to talk things over with. If they can talk to someone they trust, maybe there will be less time spent in detention."* **Kaci**

*"Last year lots of my classmates including myself were terrible. I didn't think that I could change but I did and a whole lot of kids in this class did too. I won't worry anymore about going to detention because from now on I will only worry about myself and I will stop trying to impress my friends. If they don't like me for who I am then they're not my friends."* **Roderick**

*"It teaches kids to be great role models for others and also to respect everyone's opinions. Teen Leadership also teaches us to take responsibility for our own actions."* **Margarita**

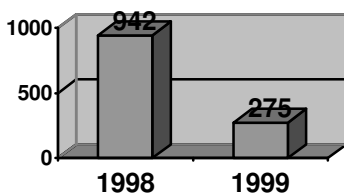
*"It has helped me to have more self-confidence and learn to make good first impressions."* **Joshua**

*"This class has taught me to accept others for who they are and to let my friends accept me for who I am. If they don't like me then it's their loss of a good trustworthy friend. It has taught me to turn the other cheek when somebody says something to me I don't like."* **Gladys**

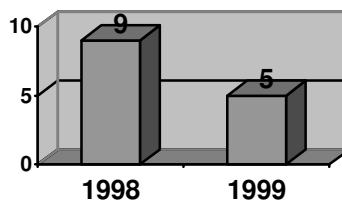
Standardized test scores went up in **ALL CATEGORIES** after training.

**Graphs representing data before and after training:**

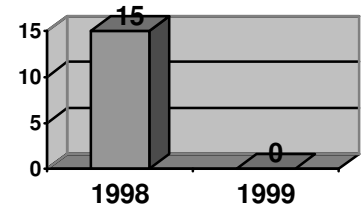
**REFERRALS**



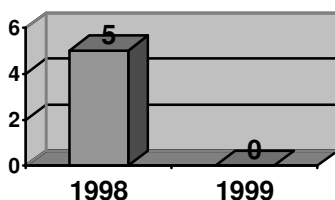
**THREATS TO STAFF**



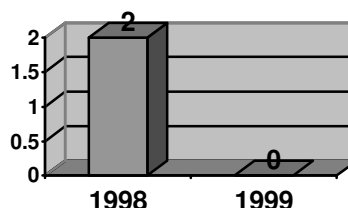
**EXCESSIVE TARDIES**



**TRUANCIES**



**VANDALISM**




Search Information      [Search Results](#)   [Modify Search](#)   [Data Notes/Grant IDs](#)   [Help](#)

<b>School Name:</b> Brenham J H	<b>District Name:</b> Brenham Isd <a href="#">district information</a>	<b>County:</b> Washington <a href="#">schools in county</a>
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<b>Mailing Address:</b> P O Box 1147 Brenham, TX 77834-1147	<b>Physical Address:</b> 711 Mansfield Brenham, TX 77833-4732	<b>Phone:</b> 979-277-6400
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<b>NCES District ID:</b> 4811280	<b>NCES School ID:</b> 481128007747	<b>State District ID:</b> 239901	<b>State School ID:</b> 239901042
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### School Characteristics

<b>Grade Span:</b> (grades 7 - 8) 		<b>Type:</b> Regular school <b>Locale/Code:</b> Small Town / 6 <b>Status:</b> Currently operational
<b>Total Students:</b>	730	
<b>Classroom Teachers (FTE):</b>	50.8	
<b>Student/Teacher Ratio:</b>	14.4	

Charter: no    Magnet: N/A    Title I School: no    Title I School-Wide Program: N/A

### Enrollment Characteristics

#### Enrollment by Grade:

	7	8
Students	366	364

#### Enrollment by Race/Ethnicity:

	Amer Ind/ Alaskan	Asian	Black	Hispanic	White
Students	1	10	176	102	441

#### Enrollment by Gender:

	Male	Female	Unknown
Students	356	374	0

**Free lunch eligible:** 232      **Reduced-price lunch eligible:** 42      **Migrant Students:** 3

Note: Details may not add to totals.

### Case Study: Brenham Junior High (TAAS Percent Passing)

TAAS All Tests Taken	1996	1997	Pre-CKH 1998	1999	2000	2001	Percentile Points Change	Percent Change
All Students			72.3%	77.3%			5.0%	6.9%
African American			43.7%	50.6%			6.9%	15.8%
Hispanic			39.2%	63.1%			23.9%	61.0%
White			86.3%	89.7%			3.4%	3.9%
Econ. Disadv.			42.1%	53.1%			11.0%	26.1%
<b>TAAS Reading</b>								
All Students			83.9%	85.8%			1.9%	2.3%
African American			61.0%	61.8%			0.8%	1.3%
Hispanic			66.0%	81.5%			15.5%	23.5%
White			94.3%	95.5%			1.2%	1.3%
Econ. Disadv.			62.4%	65.4%			3.0%	4.8%
<b>TAAS Mathematics</b>								
All Students			80.7%	85.7%			5.0%	6.2%
African American			54.0%	67.3%			13.3%	24.6%
Hispanic			58.0%	73.0%			15.0%	25.9%
White			93.0%	94.1%			1.1%	1.2%
Econ. Disadv.			54.3%	68.5%			14.2%	26.2%
<b>TAAS Writing</b>								
All Students			74.8%	83.2%			8.4%	11.2%
African American			52.8%	69.0%			16.2%	30.7%
Hispanic			50.0%	59.3%			9.3%	18.6%
White			85.3%	92.1%			6.8%	8.0%
Econ. Disadv.			52.8%	67.0%			14.2%	26.9%
<b>Annual Dropout Rate</b>								
All Students				0.6				
African American				40.0%				
Hispanic				0.0%				
White				80.0%				
Econ. Disadv.				40.0%				
<b>Attendance Rate</b>								
All Students				95.7%				
<b>Discipline Referrals</b>								
			942	275			-667	-70.8%
<b>Threats to Staff</b>								
			9	5			-4	-46.9%
<b>Excessive Tardies</b>								
			15	0			-15	-100.0%
<b>Truancies</b>								
			5	0			-5	-100.0%
<b>Vandalism</b>								
			2	0			-2	-100.0%
<b>Student Composition</b>								
African American			29.2%	27.1%			-2.1%	-7.2%
Hispanic			8.3%	10.6%			2.3%	27.7%
White			60.7%	60.7%			0.0%	0.0%
Econ. Disadv.			32.6%	35.5%			2.9%	8.9%

\*Too few students



# Carroll High School

Grapevine, Texas

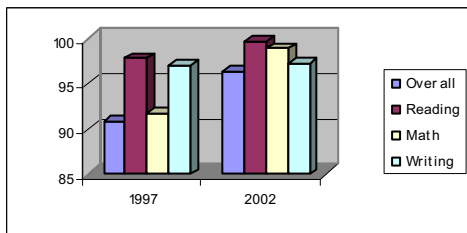
## The Impact of **Teen Leadership** and **Capturing Kids' Hearts**

*"Teen Leadership makes you **want to be a better person**. It helps you find yourself and learn about other people. It's also a reality class, teaching you about life, careers, and relationships. It is the **highlight of my day**, having a safe atmosphere and confidentiality. It's a class that needs to be made mandatory for all students because it provides a variety of life lessons."* **Ashley**

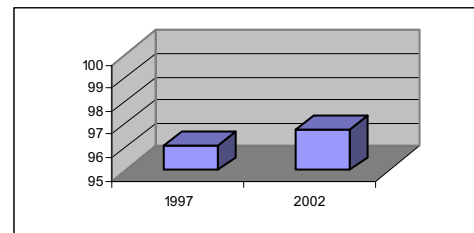
### IMPACT

(Comparing before/after Teen Leadership and Capturing Kids' Hearts)

**TAAS PERCENT PASSING**



**ATTENDANCE RATE**



### QUOTES FROM STUDENTS

*"This class brought out leadership values **I never knew existed within me**."* **Teddy**

*"This class has impacted my life because it made me realize what type of person I am and how to change for the better. The class has taught me how to be much more responsible and what it takes to be a true leader. I love taking Teen Leadership"* **Katie**

*"Teen Leadership allowed me to become close with many people and it strengthens your people skills. It also allowed me to have more self-confidence and not to let peer pressure from other people influence my decisions in life."* **Jenna**

*"**I came into Teen Leadership with a bad attitude**, but that has totally changed now. Teen Leadership has given me an opportunity to open up and start friendships with students I wouldn't normally spend my time with."* **Kristine**

*"**I never expected to have a special relationship** with everyone in an entire class. In Teen Leadership, all the students reach out to one another, hoping to make a difference in each other's lives."* **Lindsey**

*"Teen Leadership has made me realize **just how much my friends, family, and other kids and adults mean to me**. A simple sign of caring can change anyone's life and attitude."* **Jeff**

*"Teen Leadership has **given me a lot of trust** in the teacher and the students."* **Kacy**


*"Teen Leadership is a great class for learning how to make the right choices. I think twice when I'm about to make a decision because I know **all actions have consequences**."* **Amanda**

<b>School Name:</b> Carroll High School	<b>District Name:</b> Carroll Isd <a href="#">district information</a>	<b>County:</b> Tarrant <a href="#">schools in county</a>
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<b>Mailing Address:</b> 3051 Dove Rd Grapevine, TX 76051	<b>Physical Address:</b> 3051 Dove Rd Grapevine, TX 76051	<b>Phone:</b> 817-949-5600
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<b>NCES District ID:</b> 4813020	<b>NCES School ID:</b> 481302009392	<b>State District ID:</b> 220919	<b>State School ID:</b> 220919003
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**School Characteristics**

<b>Grade Span:</b> (grades 9 - 10)		<b>Type:</b> Regular school <b>Locale/Code:</b> Urban Fringe of Large City / 3 <b>Status:</b> Currently operational
		
<b>Total Students:</b>	1,180	
<b>Classroom Teachers (FTE):</b>	75.9	
<b>Student/Teacher Ratio:</b>	15.5	

Charter: no   Magnet: N/A   Title I School: no   Title I School-Wide Program: N/A

**Enrollment Characteristics**
**Enrollment by Grade:**

	<b>9</b>	<b>10</b>
Students	598	582

**Enrollment by Race/Ethnicity:**

	Amer Ind/ Alaskan	Asian	Black	Hispanic	White
Students	3	36	16	55	1,070

**Enrollment by Gender:**


	Male	Female	Unknown
Students	628	552	0

**Free lunch eligible: 10   Reduced-price lunch eligible: 3   Migrant Students: 0**

Note: Details may not add to totals.

<b>School Name:</b> Carroll Senior High School	<b>District Name:</b> Carroll Isd <a href="#">district information</a>	<b>County:</b> Tarrant <a href="#">schools in county</a>	
<b>Mailing Address:</b> 3051 Dove Rd Grapevine, TX 76051	<b>Physical Address:</b> 3051 Dove Rd Grapevine, TX 76051	<b>Phone:</b> 817-949-5800	
<b>NCES District ID:</b> 4813020	<b>NCES School ID:</b> 481302000791	<b>State District ID:</b> 220919	<b>State School ID:</b> 220919001

**School Characteristics**

<b>Grade Span:</b> (grades 11 - 12) 	<b>Type:</b> Regular school
<b>Total Students:</b> 1,034	<b>Locale/Code:</b> Urban Fringe of Large City / 3
<b>Classroom Teachers (FTE):</b> 64.8	<b>Status:</b> Currently operational
<b>Student/Teacher Ratio:</b> 16.0	

Charter: no   Magnet: N/A   Title I School: no   Title I School-Wide Program: N/A

**Enrollment Characteristics**
**Enrollment by Grade:**

	11	12
Students	553	481

**Enrollment by Race/Ethnicity:**

	Amer Ind/ Alaskan	Asian	Black	Hispanic	White
Students	9	36	15	32	942

**Enrollment by Gender:**

	Male	Female	Unknown
Students	535	499	0

**Free lunch eligible: 8   Reduced-price lunch eligible: 4   Migrant Students: 0**

Note: Details may not add to totals.

## Case Study: Carroll High School (TAAS Percent Passing)

	Pre-CKH 1997	1998	1999	2000	2001	2002	Percentile Points Change	Percent Change
<b>TAAS All Tests Taken</b>								
All Students	90.9%	91.2%	95.5%	95.5%	94.4%	96.3%	5.4%	5.9%
African American	*	*	*	100.0%	100.0%	*	*	
Hispanic	100.0%	100.0%	81.8%	81.8%	100.0%	100.0%	0.0%	0.0%
White	90.9%	91.0%	96.0%	96.0%	93.8%	96.1%	5.2%	5.7%
Econ. Disadv.	*	*	*	*	*	*		
<b>TAAS Reading</b>								
All Students	97.8%	98.6%	98.6%	98.1%	97.2%	99.6%	1.8%	1.8%
African American	*	*	*	100.0%	100.0%	*	*	*
Hispanic	100.0%	100.0%	100.0%	90.9%	100.0%	100.0%	0.0%	0.0%
White	97.7%	98.5%	98.5%	98.2%	97.0%	99.6%	1.9%	1.9%
Econ. Disadv.	*	*	*	*	*	*		
<b>TAAS Mathematics</b>								
All Students	91.7%	92.9%	95.5%	97.9%	96.0%	98.9%	7.2%	7.9%
African American	*	*	*	100.0%	100.0%	*	*	*
Hispanic	100.0%	100.0%	90.0%	90.9%	100.0%	100.0%	0.0%	0.0%
White	91.8%	92.8%	95.6%	98.0%	95.6%	98.9%	7.1%	7.7%
Econ. Disadv.	*	*	*	*	*	*		
<b>TAAS Writing</b>								
All Students	97.1%	97.4%	99.1%	98.8%	97.7%	97.3%	0.2%	0.2%
African American	*	*	*	100.0%	100.0%	*	*	*
Hispanic	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
White	97.4%	97.3%	99.0%	99.0%	97.5%	97.1%	-0.3%	-0.3%
Econ. Disadv.	*	*	*	*	*	*		
<b>Annual Dropout Rate</b>								
All Students	0.3%	0.0%	0.1%	0.0%	0.0%	0.0%	-0.3%	-100.0%
African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic	2.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-2.4%	-100.0%
White	0.3%	0.0%	0.1%	0.0%	0.0%	0.0%	-0.3%	-100.0%
Econ. Disadv.	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Attendance Rate</b>								
All Students	96.1%	96.0%	96.5%	96.5%	96.7%	96.8%	0.7%	0.7%
<b>Discipline Referrals</b>								
All Students								
<b>Student Composition</b>								
African American	0.7%	0.8%	0.5%	1.2%	1.3%	1.2%	0.5%	71.4%
Hispanic	2.7%	2.3%	2.3%	2.5%	2.8%	2.1%	-0.6%	-22.2%
White	95.5%	95.9%	95.4%	94.4%	93.1%	93.2%	-2.3%	-2.4%
Econ. Disadv.	1.3%	1.1%	0.8%	0.5%	0.4%	0.3%	-1.0%	-76.9%

\*Too few students

# Cleburne High School

Cleburne, Texas

## The Impact of Capturing Kids' Hearts and Teen Leadership

*"You can't teach a kid to learn unless they know you care. Based on my conversations with fellow teachers, we are in the profession because we sincerely care about students, but the pressure of meeting TAKS, completing modifications, preparing for TAKS, managing classroom discipline, and the day to day workload has worn us down. Even though we care for the students, often the energy drain has reduced our focus to merely imparting the knowledge, developing the skill, evaluating the learning, and attempting to recharge for the next day.*

*However, Cleburne High School (CHS) students and staff alike are rekindling a love for learning with a mutual respect for each other. (As a result of an in-service program presented by Flip Flippen), many ...believed that improving the quality (of the) relationship between teachers and students should be a high priority of the district. (After implementing Capturing Kids' Hearts and Teen Leadership), Cleburne High School (has become) an enjoyable learning and working environment. These changes all began with a handshake." Excerpts from Sherwood, R. [2003], "It All Began With a Handshake", The Journal of the Effective Schools Project, Vol. IX, 6-11.*

*Roxy Sherwood, Teacher*

### IMPACT:

Teachers were trained in Capturing Kids' Hearts, and at risk students (PASS students) participated in Teen Leadership. The following table demonstrates the effect of Capturing Kids' Hearts on 9<sup>th</sup> grade students' passing rates, and the effect of Capturing Kids' Heart AND Teen Leadership on PASS (at risk) students' passing rates. (Data is published in the paper referenced above.)

**Table 1 Freshman Passing Rates**

	<b>English</b>	<b>Math</b>	<b>Social Studies</b>
Total 9 <sup>th</sup> grade students passing classes 1 <sup>st</sup> 6 weeks 2001 ( <i>pre-CKH</i> )	64.7 %	71.4 %	81.1 %
Total 9 <sup>th</sup> grade students passing classes 1 <sup>st</sup> 6 weeks 2002 ( <i>post-CKH</i> )	76.2 %	80.7 %	91.0 %
PASS students passing classes 1 <sup>st</sup> 6 weeks 2002 ( <i>CKH + Teen Leadership</i> )	95.5 %	92.6 %	98.5 %

# Cleburne High School

1501 Dallas Drive  
Cleburne, Texas 76031

Thursday, March 02, 2006

Shirley J. Neeley, Ed.D  
Commissioner of Education  
Texas Education Agency  
1701 North Congress Ave.  
Austin, TX 78701-1494

Dear Dr. Neeley,

I am writing to recommend that the Flippen Group's Capturing Kids' Hearts and the Teen Leadership programs be an essential part of Texas' school curriculum. First of all, the CKH addresses our state's changing demographic needs by training students to be good leaders and build solid relationships. The components of CKH make classroom management and curriculum presentation highly successful. Because of the CKH that is the foundation of the Teen Leadership curriculum, it exceeds the benefits of the current Speech Communication course. This is my sixth year to teach next door to our Teen Leadership teachers and I have seen the positive, life changing impact this curriculum has made on our students.

In 2002, based on CKH and Flippen's Teen Leadership, our former principal put together a program called PASS (Program Affecting Student Success) for incoming at-risk freshmen. Each of the targeted students had English, my subject area, Algebra, Social Studies, and Teen Leadership in which all the teachers had the CKH training. We saw a significant documentable rise in attendance and a lowering in failure rate compared to the rest of the school and freshman class. See table below:

#### PASSING RATES


	English	Math	Social Studies
9 <sup>th</sup> grade passing % 1 <sup>st</sup> 6 weeks 2001	64.7	71.4	81.1
Total 9 <sup>th</sup> grade passing % 1 <sup>st</sup> 6 weeks 2002	76.2	80.7	91.0
PASS passing % 1 <sup>st</sup> 6 weeks 2002	95.5	92.6	98.5

#### ATTENDANCE RATES:

1 <sup>st</sup> 6 weeks total freshman attendance 2002	95%
1 <sup>st</sup> 6 weeks total freshman attendance 2001	94.23%
PASS attendance 1 <sup>st</sup> 6 weeks 2002	98%

The tables are tangible, but the relationships, the core for this curriculum based on the principle of motivational learning, is difficult to measure, but amazing to see at work. I realize your focus is on the student, but the impact on the teacher is equally positive. After completing the curriculum and implementing it in my classroom, I have had a renewed vigor to continue in my chosen profession.

Sincerely,

  
Roxie Sherwood, teacher

English I



## Case Study: Cleburne High School (TAAS Percent Passing)

					Pre-CKH 2001	2002	Percentile Points Change	Percent Change
<b>TAAS All Tests Taken</b>								
All Students					86.9%	88.5%	1.6%	1.8%
African American					73.7%	86.7%	13.0%	17.6%
Hispanic					71.4%	70.3%	-1.1%	-1.5%
White					90.6%	92.9%	2.3%	2.5%
Econ. Disadv.					71.9%	79.2%	7.3%	10.2%
<b>TAAS Reading</b>								
All Students					94.2%	94.2%	0.0%	0.0%
African American					89.5%	92.9%	3.4%	3.8%
Hispanic					77.6%	77.4%	-0.2%	-0.3%
White					97.6%	98.1%	0.5%	0.5%
Econ. Disadv.					79.7%	83.8%	4.1%	5.1%
<b>TAAS Mathematics</b>								
All Students					93.5%	94.4%	0.9%	1.0%
African American					78.9%	93.3%	14.4%	18.3%
Hispanic					85.1%	86.2%	1.1%	1.3%
White					96.0%	96.2%	0.2%	0.2%
Econ. Disadv.					83.9%	89.7%	5.8%	6.9%
<b>TAAS Writing</b>								
All Students					93.4%	92.6%	-0.8%	-0.9%
African American					89.5%	92.9%	3.4%	3.8%
Hispanic					82.2%	76.7%	-5.5%	-6.7%
White					95.6%	96.2%	0.6%	0.6%
Econ. Disadv.					84.7%	83.8%	-0.9%	-1.1%
<b>Annual Dropout Rate</b>								
All Students					1.7%	0.6%	-1.1%	-64.7%
African American					1.8%	0.0%	-1.8%	-100.0%
Hispanic					2.4%	1.8%	-0.6%	-25.0%
White					1.6%	0.3%	-1.3%	-81.3%
Econ. Disadv.					2.2%	1.1%	-1.1%	-50.0%
<b>Attendance Rate</b>								
All Students					94.1%	94.6%	0.5%	0.5%
<b>Discipline Referrals</b>								
<b>Student Composition</b>								
African American					5.8%	5.5%	-0.3%	-5.2%
Hispanic					17.9%	21.1%	3.2%	17.9%
White					75.4%	72.5%	-2.9%	-3.8%
Econ. Disadv.					26.8%	25.3%	-1.5%	-5.6%

\*Too few students



# Cypress Falls High School

Houston, Texas

## The Impact of **Capturing Kids' Hearts** and **Teen Leadership**

*"The school was recognized in Washington, D.C., as one of 197 secondary schools to receive the title of **National Blue Ribbon School of Excellence**. ...**Teen Leadership** was one of the programs included in the application as evidence of our efforts to meet the needs of students. The staff development opportunities through **Capturing Kids' Hearts** was a feature of training for a large portion of our staff and had a major impact on the climate of caring that exemplifies the image of the Cypress Falls Eagles."*

*Sue Pope, Principal*

### **IMPACT:**


- ***TAAS scores increased in ALL CATEGORIES***
- ***Dropout rate decreased***
- ***The school received the title of National Blue Ribbon School of Excellence***

<b>School Name:</b> Cypress Falls H S	<b>District Name:</b> Cypress-fairbanks Isd <a href="#">district information</a>	<b>County:</b> Harris <a href="#">schools in county</a>
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<b>Mailing Address:</b> 9811 Huffmeister Rd Houston, TX 77095-2307	<b>Physical Address:</b> 9811 Huffmeister Rd Houston, TX 77095-2307	<b>Phone:</b> 281-856-1000
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<b>NCES District ID:</b> 4816110	<b>NCES School ID:</b> 481611001148	<b>State District ID:</b> 101907	<b>State School ID:</b> 101907007
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**School Characteristics**

<b>Grade Span:</b> (grades 9 - 12) 	<b>Type:</b> Regular school <b>Locale/Code:</b> Urban Fringe of Large City / 3 <b>Status:</b> Currently operational
<b>Total Students:</b> 3,166 <b>Classroom Teachers (FTE):</b> 188.0 <b>Student/Teacher Ratio:</b> 16.8	

Charter: no   Magnet: N/A   Title I School: no   Title I School-Wide Program: N/A

**Enrollment Characteristics**

<b>Enrollment by Grade:</b>					
	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
Students	934	773	721	738	
<b>Enrollment by Race/Ethnicity:</b>					
	<b>Amer Ind/ Alaskan</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>
Students	2	392	397	773	1,602
<b>Enrollment by Gender:</b>					
	<b>Male</b>	<b>Female</b>	<b>Unknown</b>		
Students	1,628	1,538	0		

**Free lunch eligible:** 398   **Reduced-price lunch eligible:** 139   **Migrant Students:** 0

Note: Details may not add to totals.

## Case Study: Cypress Falls High School (TAAS Percent Passing)

		Pre-CKH 1998	1999	2000	2001	2002	Percentile Points Change	Percent Change
<b>TAAS All Tests Taken</b>								
All Students		77.4%	83.5%	86.2%	83.1%	92.0%	14.6%	18.9%
African American		55.6%	69.6%	85.1%	69.1%	91.2%	35.6%	64.0%
Hispanic		59.5%	64.9%	71.9%	70.0%	81.5%	22.0%	37.0%
White		87.2%	92.1%	92.0%	90.0%	96.4%	9.2%	10.6%
Econ. Disadv.		54.1%	66.7%	72.9%	60.9%	79.2%	25.1%	46.4%
<b>TAAS Reading</b>								
All Students		93.1%	90.8%	94.3%	92.4%	96.7%	3.6%	3.9%
African American		87.2%	87.7%	97.3%	87.2%	97.8%	10.6%	12.2%
Hispanic		84.8%	75.4%	85.2%	83.0%	90.4%	5.6%	6.6%
White		97.8%	96.2%	97.6%	97.1%	99.4%	1.6%	1.6%
Econ. Disadv.		80.0%	77.6%	88.2%	80.2%	89.9%	9.9%	12.4%
<b>TAAS Mathematics</b>								
All Students		79.6%	88.7%	92.0%	92.4%	94.9%	15.3%	19.2%
African American		58.0%	74.6%	90.4%	82.1%	94.4%	36.4%	62.8%
Hispanic		63.3%	74.6%	82.8%	87.4%	87.3%	24.0%	37.9%
White		88.3%	95.2%	95.1%	96.2%	98.5%	10.2%	11.6%
Econ. Disadv.		61.2%	77.4%	83.0%	77.3%	86.9%	25.7%	42.0%
<b>TAAS Writing</b>								
All Students		93.5%	92.8%	94.4%	90.5%	94.3%	0.8%	0.9%
African American		93.4%	83.3%	95.9%	91.5%	97.8%	4.4%	4.7%
Hispanic		80.0%	83.3%	87.7%	79.9%	85.2%	5.2%	6.5%
White		97.8%	98.4%	96.7%	93.4%	96.9%	-0.9%	-0.9%
Econ. Disadv.		76.9%	83.3%	89.0%	78.4%	84.3%	7.4%	9.6%
<b>Annual Dropout Rate</b>								
All Students		0.8%	0.9%	0.3%	0.3%	0.2%	-0.6%	-75.0%
African American		1.1%	1.1%	0.8%	0.2%	0.0%	-1.1%	-100.0%
Hispanic		1.6%	2.5%	0.3%	0.8%	0.5%	-1.1%	-68.8%
White		0.5%	0.4%	0.2%	0.1%	0.1%	-0.4%	-80.0%
Econ. Disadv.		1.4%	2.1%	0.5%	0.0%	0.4%	-1.0%	-71.4%
<b>Attendance Rate</b>								
All Students		94.9%	94.5%	94.6%	94.8%	94.4%	-0.5%	-0.5%
<b>Discipline Referrals</b>								
All Students								
<b>Student Composition</b>								
African American		12.5%	13.1%	13.4%	13.1%	12.9%	0.4%	3.2%
Hispanic		20.6%	21.4%	22.6%	24.2%	24.9%	4.3%	20.9%
White		56.2%	55.1%	52.1%	49.7%	49.1%	-7.1%	-12.6%
Econ. Disadv.		15.1%	15.5%	15.9%	17.6%	17.7%	2.6%	17.2%

\*Too few students

# Jersey Village High School

Houston, Texas

## The Impact of **Capturing Kids' Hearts** and **Teen Leadership**

The administration of Jersey Village sent 75 teachers and staff to **Capturing Kids' Hearts**. In addition, some teachers obtained **Teen Leadership Course Leader** certification so that they could teach the **Teen Leadership** curriculum.

*“Holding promise for positively impacting the student climate at Jersey Village High School is the newly implemented Teen Leadership class. Teen Leadership is a semester elective course for student leaders and for those who hold promise of becoming such. Students are selected to represent a cross sampling of Jersey Village High School, with all grade levels, ethnicities, socioeconomic groups, and levels of academic achievement represented. ‘Family Meetings’ are held during which lessons are taught that develop emotional intelligence, focusing on skills and abilities such as interpersonal skills, self-motivation, persistence, and self-control. Students collaboratively write a contract outlining behaviors and values to be observed in and out of class.”*

*I truly believe that Teen Leadership was one of our unique programs that enabled us to support our campus focus of being student-centered! It allowed us to show our concern for our relationship with students and was a contributing factor in our Jersey Village High School achieving the Blue Ribbon status!”*

*Jeff Springer, Assoc. Principal*

### **IMPACT:**

- **TAAS scores increased in ALL CATEGORIES**
- **Dropout rate decreased**
- **The school received the title of National Blue Ribbon School of Excellence**



## Case Study: Jersey Village High School (TAAS Percent Passing)

					Pre-CKH 2001	2002	Percentile Points Change	Percent Change
<b>TAAS All Tests Taken</b>								
All Students					88.0%	91.7%	3.7%	4.2%
African American					84.1%	94.0%	9.9%	11.8%
Hispanic					73.1%	80.9%	7.8%	10.7%
White					94.9%	95.2%	0.3%	0.3%
Econ. Disadv.					73.3%	78.7%	5.4%	7.4%
<b>TAAS Reading</b>								
All Students					93.2%	97.1%	3.9%	4.2%
African American					91.8%	97.6%	5.8%	6.3%
Hispanic					84.7%	90.9%	6.2%	7.3%
White					96.6%	99.2%	2.6%	2.7%
Econ. Disadv.					84.4%	90.1%	5.7%	6.8%
<b>TAAS Mathematics</b>								
All Students					94.8%	96.1%	1.3%	1.4%
African American					91.9%	95.2%	3.3%	3.6%
Hispanic					87.8%	89.6%	1.8%	2.1%
White					97.9%	98.6%	0.7%	0.7%
Econ. Disadv.					89.8%	87.7%	-2.1%	-2.3%
<b>TAAS Writing</b>								
All Students					94.0%	94.3%	0.3%	0.3%
African American					91.9%	96.4%	4.5%	4.9%
Hispanic					85.8%	86.9%	1.1%	1.3%
White					98.2%	96.7%	-1.5%	-1.5%
Econ. Disadv.					85.3%	86.9%	1.6%	1.9%
<b>Annual Dropout Rate</b>								
All Students					0.3%	0.2%	-0.1%	-33.3%
African American					0.3%	0.5%	0.2%	66.7%
Hispanic					0.4%	0.2%	-0.2%	-50.0%
White					0.3%	0.2%	-0.1%	-33.3%
Econ. Disadv.					0.3%	0.3%	0.0%	0.0%
<b>Attendance Rate</b>								
All Students					94.4%	94.0%	-0.4%	-0.4%
<b>Discipline Referrals</b>								
<b>Student Composition</b>								
African American					10.3%	10.1%	-0.2%	-1.9%
Hispanic					25.8%	27.8%	2.0%	7.8%
White					50.6%	49.5%	-1.1%	-2.2%
Econ. Disadv.					19.5%	19.6%	0.1%	0.5%

\*Too few students



# Lomax Junior High School

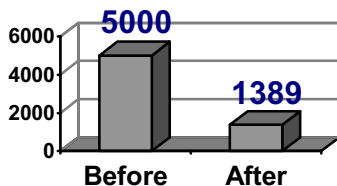
La Porte, Texas

## The Impact of **Teen Leadership** and **Capturing Kids' Hearts**

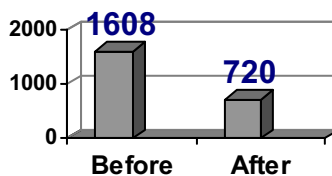
*"As principal of Lomax Junior High in La Porte, Texas, it is with gratitude that I send you a copy of our recent 'State of the Campus' discipline statistics. As you can see, **the number of office referrals has decreased significantly over the last three years.** We began our Teen Leadership program during the 1998-99 school year and have continued to send participants to Capturing Kids' Hearts. Additionally, Bethany conducted an in-service here for my whole staff. **Without a doubt, our continued training and involvement in your program has produced positive results on our campus. We are thrilled!** Thank you for empowering us to do a better job with our students. We may have to add a third teacher because the number of students requesting the course continues to grow. And given the fact that recruiting teachers has been harder and harder, offering your trainings has even been an effective hiring technique. Again, thank you for your vision and for sharing it with us; **you have made us shine.**"*

*Sincerely,  
Jean Wells, Principal*

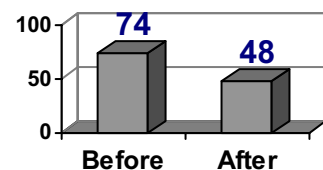
**Referrals**



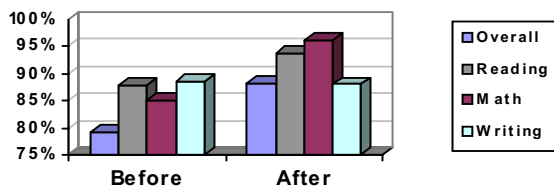
**Detentions**



**Suspensions**



## TEST SCORES PERCENT PASSING:



*"This class has really helped me a lot. **I can now get up in front of a class without being scared.** Not only did it help me in my public speaking, it helped with my relationships with friends and family. **I learned how people feel when they are made fun of and I learned not to do that.**" Valerie*

*"**I have learned a lot about how to be a leader and not to be mean to other people. I have also learned that it doesn't matter what you look like; it just matters how you are inside.**" Chad*

*"**Teen Leadership has made me open my eyes and see that everything is not my mom's fault. I blame her for a lot of my problems but they're mainly my fault. It has also taught me how to speak in front of my peers without being nervous. I don't worry as much as I used to about what they think.**" Tracie*

*"**Teen Leadership has helped me because now I have started to control my temper. I am a much better student.**" Richard*

# Schoolwide Intervention Strategies Staff Development      January 24, 2001

## Campus Improvement Plan

Goal 2: To create a safe, positive, successful environment.

Measurable Objective: Decrease discipline referrals to office and increase positive recognition.

## La Porte ISD Improvement Plan

Goal 2: Maintain a safe and disciplined environment conducive to student success.

Objective F: Decrease the number of students who exhibit repeated unacceptable behavior after having completed an off-campus placement program.

## State of the Campus

Number of referrals to office	
1997-98	5,000
1998-99 mid-term	2,000
1999-2000	2,052
2000-2001 mid-term	645

### Dance Ineligibility List

October	25
December	10

### Detentions assigned

1998-99	1,608
1999-00	839
2000-01 mid-term	343

### Night SAC assigned

1998-99	500
1999-00	739
2000-01 mid-term	272

### Suspensions Off Campus

1998-99	74
1999-00	104
2000-01 mid-term	21

### Alternative School Placements

1998-99	20
1999-00	32
2000-01 mid-term	12

7 returned August 2000, 4 returned January 2001



# Lomax Junior High School

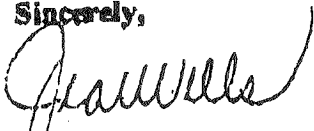
501 E. Fairmont Parkway La Porte, Texas 77871 (281) 804-6700 Fax (281) 804-6730

Jean Wells, Principal  
Paula de la Guardia, Asst. Principal  
Sheri Lippe, Counselor

To: Teen Leadership Staff  
From: Jean Wells  
Date: March 20, 2001  
Re: Discipline statistics

As principal of Lomax Junior High in La Porte, Texas, it is with gratitude that I send you a copy of our recent "State of the Campus" discipline statistics. As you can see, the number of office referrals has decreased significantly over the last three years. We began our Teen Leadership program during the 1998-99 school year and have continued to send participants to "Capturing Kids Hearts." Additionally, Bethany conducted an in-service here for my whole staff. Without a doubt, our continued training and involvement in your program has produced positive results on our campus. We are thrilled! Thank you for empowering us to do a better job with our students. As an interesting aside, our Teen Leadership class has grown from one teacher to two and we have added a Teen Leadership II for students who wish to continue in the program. We may have to add a third teacher because the number of students requesting the course continues to grow. Again, thank you for your vision and for sharing it with us; you have made us shine.

Sincerely,



Jean Wells  
Principal, Lomax Junior High


**Search Information**      [Search Results](#)   [Modify Search](#)   [Data Notes/Grant IDs](#)   [Help](#)

<b>School Name:</b> Lomax J H	<b>District Name:</b> La Porte Isd <a href="#">district information</a>	<b>County:</b> Harris <a href="#">schools in county</a>
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<b>Mailing Address:</b> 301 E Fairmont Pkwy La Porte, TX 77571-6496	<b>Physical Address:</b> 301 E Fairmont Pkwy La Porte, TX 77571-6496	<b>Phone:</b> 281-604-6701
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<b>NCES District ID:</b> 4826190	<b>NCES School ID:</b> 482619002950	<b>State District ID:</b> 101916	<b>State School ID:</b> 101916043
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**School Characteristics**

<b>Grade Span:</b> (grades 7 - 8) 	<b>Type:</b> Regular school <b>Locale/Code:</b> Urban Fringe of Large City / 3 <b>Status:</b> Currently operational
<b>Total Students:</b> 526 <b>Classroom Teachers (FTE):</b> 34.4 <b>Student/Teacher Ratio:</b> 15.3	

**Charter:** no    **Magnet:** N/A    **Title I School:** no    **Title I School-Wide Program:** N/A

**Enrollment Characteristics**
**Enrollment by Grade:**

	<b>7</b>	<b>8</b>
Students	268	258

**Enrollment by Race/Ethnicity:**

	<b>Amer Ind/ Alaskan</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>
Students	3	4	21	139	359

**Enrollment by Gender:**

	<b>Male</b>	<b>Female</b>	<b>Unknown</b>
Students	275	251	0

**Free lunch eligible:** 98    **Reduced-price lunch eligible:** 33    **Migrant Students:** 0

Note: Details may not add to totals.

## Case Study: Lomax Junior High (TAAS Percent Passing)

			Pre-CKH 1998	1999	2000	2001	Percentile Points Change	Percent Change
<b>TAAS All Tests Taken</b>								
All Students			79.1%	75.8%	80.1%	88.2%	9.1%	11.5%
African American			64.7%	40.0%	60.9%	85.0%	20.3%	31.4%
Hispanic			73.7%	69.5%	77.1%	87.6%	13.9%	18.9%
White			81.2%	78.5%	82.0%	88.1%	6.9%	8.5%
Econ. Disadv.			62.3%	59.2%	66.2%	83.8%	21.5%	34.5%
<b>TAAS Reading</b>								
All Students			87.8%	84.9%	87.6%	93.8%	6.0%	6.8%
African American			81.3%	50.0%	73.9%	85.0%	3.7%	4.6%
Hispanic			80.0%	82.3%	83.5%	93.2%	13.2%	16.5%
White			90.2%	86.5%	89.4%	94.2%	4.0%	4.4%
Econ. Disadv.			72.3%	71.2%	73.3%	91.5%	19.2%	26.6%
<b>TAAS Mathematics</b>								
All Students			85.0%	87.0%	90.1%	96.1%	11.1%	13.1%
African American			75.0%	60.0%	82.6%	95.0%	20.0%	26.7%
Hispanic			76.5%	80.0%	90.4%	96.6%	20.1%	26.3%
White			87.4%	90.0%	90.4%	95.9%	8.5%	9.7%
Econ. Disadv.			66.7%	75.7%	81.8%	89.2%	22.5%	33.7%
<b>TAAS Writing</b>								
All Students			88.5%	78.9%	88.3%	88.0%	-0.5%	-0.6%
African American			72.7%	*	88.9%	75.0%	2.3%	3.2%
Hispanic			83.3%	74.2%	84.7%	92.5%	9.2%	11.0%
White			90.3%	81.3%	89.2%	87.5%	-2.8%	-3.1%
Econ. Disadv.			70.0%	60.0%	79.2%	90.6%	20.6%	29.4%
<b>Annual Dropout Rate</b>								
All Students			0.0%	0.0%	0.0%	0.1%	0.1%	
African American			0.0%	0.0%	0.0%	0.0%	0.0%	
Hispanic			0.0%	0.0%	0.0%	0.0%	0.0%	
White			0.0%	0.0%	0.0%	0.2%	0.2%	
Econ. Disadv.			0.0%	0.0%	0.0%	0.0%	0.0%	
<b>Attendance Rate</b>								
All Students			95.4%	95.4%	95.7%	95.0%	-0.4%	-0.4%
<b>Discipline Referrals</b>								
All Students			5000			1389		-72.2%
<b>Detentions</b>								
All Students			1608			720		-55.2%
<b>Suspensions</b>								
All Students			74			48		-35.1%
<b>Student Composition</b>								
African American			3.3%	1.9%	3.9%	3.5%	0.2%	6.1%
Hispanic			18.2%	22.9%	17.1%	16.4%	-1.8%	-9.9%
White			76.8%	73.5%	77.5%	77.9%	1.1%	1.4%
Econ. Disadv.			15.9%	15.5%	13.5%	13.9%	-2.0%	-12.6%

\*Too few students

# Pasadena High School

Pasadena, Texas

## The Impact of **Teen Leadership** and **Capturing Kids' Hearts**

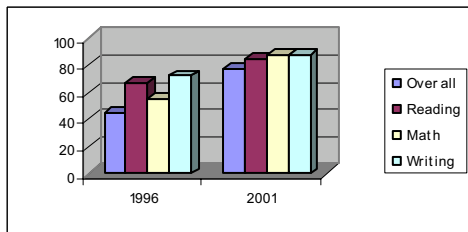
*"Our school has changed dramatically over the last 6 years of Capturing Kids' Hearts training and Teen Leadership. As far as the training, it has helped the teachers show respect and compassion to the students and has helped them develop a strong rapport with the students and with each other. The techniques they learned can be applied in a math class, a science class, or any other class. I have allowed all of the teachers to attend Capturing Kids' Hearts because they enjoy it and because **it has played a large role in our campus being 'recognized' for the last two years...** Teen Leadership has been an incredibly popular course, at one point requiring 15 sections in a single semester. It truly touches these students and has been a positive influence in so many ways, including improving the school climate, decreasing behavior problems, making students more responsible, building their self-esteem, enhancing their speaking skills, creating a friendlier atmosphere, improving their attitude, helping them see themselves as leaders, and helping them grow in ways that affect them in school and outside of school. **I believe in this program.**"*

Wayne Adams, Principal

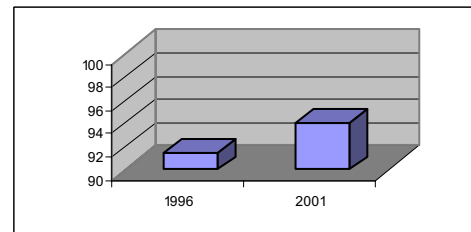
### IMPACT

(Comparing before/after Teen Leadership and Capturing Kids' Hearts)

#### TAAS PERCENT PASSING



#### ATTENDANCE RATE



### QUOTES FROM STUDENTS

*"Teen Leadership taught me how to set goals for myself and I have learned how to deal with real-life situations. It is a privilege to take Teen Leadership because it molds me into a better person every day." **Olga***

*"It's really hard for me to trust someone especially because of my past...It can be hard to cheer up after your parents have put you down so many times. But one thing I learned and I know that I will always remember is that I control my attitude." **Vanessa***

*"Teen Leadership has impacted my life in many different ways. Most of my life I have been quiet and shy, but when I took this class it helped me open up and get out of my shell. Also, I have always had a bad relationship with my mother, but this class helped me to communicate with her. Now I feel that I trust her and that I can tell her anything." **Elizabeth***

*"I had become a person that wouldn't talk to anyone. When I'd go home, I would spend the rest of the day in my room. Because of Teen Leadership I learned to trust people and I started to communicate with others. Now I see my Teen Leadership class as a big family." **Dora***

*"Prior to the class, I had a thing for stereotyping people...I knew who I wasn't going to get along with. During the class, I found out that there wasn't much difference between all of us and that the only difference was in the way we grew up. I was also able to empathize with them whenever they were going through hard times. I know that without Teen Leadership I would still have that problem." **Isaac***



## Case Study: Pasadena High School (TAAS Percent Passing)

	Pre-CKH 1996	1997	1998	1999	2000	2001	Percentile Points Change	Percent Change
<b>TAAS All Tests Taken</b>								
All Students	45.4%	48.6%	63.5%	74.6%	76.3%	77.0%	31.6%	69.6%
African American	*	20.0%	*	37.5%	76.9%	75.0%	*	*
Hispanic	39.2%	43.4%	57.9%	72.1%	73.6%	74.6%	35.4%	90.3%
White	60.6%	64.0%	80.3%	83.8%	84.9%	86.1%	25.5%	42.1%
Econ. Disadv.	42.0%	43.2%	54.3%	70.4%	73.8%	76.7%	34.7%	82.6%
<b>TAAS Reading</b>								
All Students	66.7%	75.6%	83.0%	83.1%	86.6%	85.3%	18.6%	27.9%
African American	*	100.0%	*	62.5%	100.0%	71.4%	*	*
Hispanic	59.6%	70.6%	79.9%	79.6%	84.4%	83.3%	23.7%	39.8%
White	85.5%	89.2%	92.7%	94.8%	92.4%	94.4%	8.9%	10.4%
Econ. Disadv.	59.5%	69.8%	79.1%	78.1%	83.1%	84.1%	24.6%	41.3%
<b>TAAS Mathematics</b>								
All Students	55.5%	57.1%	72.0%	81.0%	86.5%	87.9%	32.4%	58.4%
African American	*	20.0%	*	37.5%	84.6%	71.4%	*	*
Hispanic	51.3%	53.0%	67.8%	79.9%	84.6%	86.2%	34.9%	68.0%
White	65.6%	70.0%	84.9%	85.8%	93.2%	95.4%	29.8%	45.4%
Econ. Disadv.	53.7%	53.0%	64.3%	78.7%	86.1%	86.9%	33.2%	61.8%
<b>TAAS Writing</b>								
All Students	71.7%	79.6%	83.6%	88.2%	86.1%	87.6%	15.9%	22.2%
African American	*	80.0%	*	75.0%	84.6%	87.5%	*	*
Hispanic	66.3%	74.8%	79.7%	87.1%	84.2%	86.7%	20.4%	30.8%
White	86.0%	92.6%	94.4%	92.5%	92.5%	90.7%	4.7%	5.5%
Econ. Disadv.	66.2%	73.7%	79.2%	86.3%	84.6%	87.1%	20.9%	31.6%
<b>Annual Dropout Rate</b>								
All Students	3.0%	2.9%	2.7%	2.9%	3.1%	2.2%	-0.8%	-26.7%
African American	0.0%	3.2%	0.0%	14.3%	2.9%	0.0%	0.0%	0.0%
Hispanic	3.5%	3.1%	3.1%	3.1%	3.2%	2.4%	-1.1%	-31.4%
White	1.9%	2.5%	2.0%	2.6%	3.0%	1.9%	0.0%	0.0%
Econ. Disadv.	3.4%	2.4%	2.5%	2.6%	3.0%	1.9%	-1.5%	-44.1%
<b>Attendance Rate</b>								
All Students	92.2%	91.2%	91.5%	92.3%	93.3%	94.0%	1.8%	2.0%
<b>Discipline Referrals</b>								
All Students								
<b>Student Composition</b>								
African American	0.9%	0.8%	0.9%	1.2%	1.3%	1.2%	0.3%	33.3%
Hispanic	69.0%	70.4%	74.4%	74.4%	77.5%	80.0%	11.0%	15.9%
White	28.7%	27.8%	23.9%	23.4%	20.1%	17.7%	-11.0%	-38.3%
Econ. Disadv.	56.1%	56.0%	57.9%	58.3%	58.5%	57.3%	1.2%	2.1%

\*Too few students

# South Houston High School

South Houston, Texas

## The Impact of **Teen Leadership** and **Capturing Kids' Hearts**

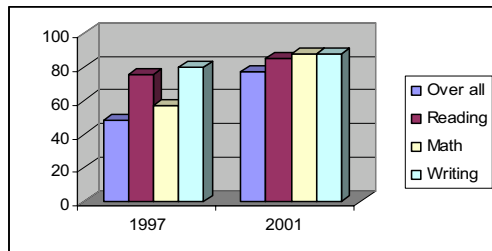
*"I've been in this business for 45 years and this training and curriculum are the most important programs that I have implemented. I couldn't begin to count how many students' and teachers' lives have been completely changed. Until I went to the training, **I didn't think you could change the culture of a school.** Then when I learned the processes and saw the teachers who came back from the training, I knew that I needed this not just in a few classrooms, but in every classroom. **Capturing Kids' Hearts and Teen Leadership have made the difference** in how teachers feel about themselves, how they interact and are unified with each other, and how the kids feel. **Our TAAS scores are up dramatically, our dropout rate is down, and our failure rate is down, but more than any of that, it's the feeling that we now have in the building.** You will not regret implementing these programs."*

Doris Barnes, Principal

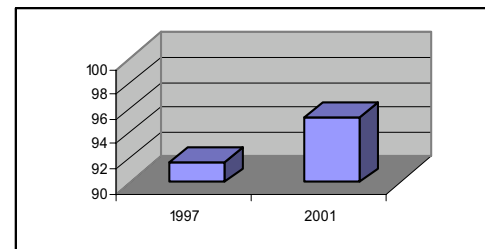
### IMPACT

(Comparing before/after Teen Leadership and Capturing Kids' Hearts)

#### TAAS PERCENT PASSING



#### ATTENDANCE RATE



### QUOTES FROM STUDENTS

*"I don't know what I would have done without Teen Leadership and my new friends that have become so important to me."*

*"Everything I needed to learn about relationship building I learned in Teen Leadership."*

*"I see teachers differently than before I took this class. Most teachers really care about us."*

*"These lessons are about life. I can use these anywhere and all the time."*

*"It is more than just the teacher teaching. We have a part in how the class learns."*

*"I am a better person for having taken Teen Leadership."*

*"I learned some of my most important lessons in Teen Leadership. **And I learned about myself.**"*

*"I never realized how important listening could be or how powerful."*





### Case Study: South Houston High School (TAAS Percent Passing)

	Pre-CKH 1997	1998	1999	2000	2001	Percentile Points Change	Percent Change
<b>TAAS All Tests Taken</b>							
All Students	48.6%	63.5%	74.6%	76.3%	77.0%	28.4%	58.4%
African American	20.0%	*	37.5%	76.9%	75.0%	*	*
Hispanic	43.4%	57.9%	72.1%	73.6%	74.6%	31.2%	71.9%
White	64.0%	80.3%	83.8%	84.9%	86.1%	22.1%	34.5%
Econ. Disadv.	43.2%	54.3%	70.4%	73.8%	76.7%	33.5%	77.5%
<b>TAAS Reading</b>							
All Students	75.6%	83.0%	83.1%	86.6%	85.3%	9.7%	12.8%
African American	100.0%	*	62.5%	100.0%	71.4%	*	*
Hispanic	70.6%	79.9%	79.6%	84.4%	83.3%	12.7%	18.0%
White	89.2%	92.7%	94.8%	92.4%	94.4%	5.2%	5.8%
Econ. Disadv.	69.8%	79.1%	78.1%	83.1%	84.1%	14.3%	20.5%
<b>TAAS Mathematics</b>							
All Students	57.1%	72.0%	81.0%	86.5%	87.9%	30.8%	53.9%
African American	20.0%	*	37.5%	84.6%	71.4%	*	*
Hispanic	53.0%	67.8%	79.9%	84.6%	86.2%	33.2%	62.6%
White	70.0%	84.9%	85.8%	93.2%	95.4%	25.4%	36.3%
Econ. Disadv.	53.0%	64.3%	78.7%	86.1%	86.9%	33.9%	64.0%
<b>TAAS Writing</b>							
All Students	79.6%	83.6%	88.2%	86.1%	87.6%	8.0%	10.1%
African American	80.0%	*	75.0%	84.6%	87.5%	*	*
Hispanic	74.8%	79.7%	87.1%	84.2%	86.7%	11.9%	15.9%
White	92.6%	94.4%	92.5%	92.5%	90.7%	-1.9%	-2.1%
Econ. Disadv.	73.7%	79.2%	86.3%	84.6%	87.1%	13.4%	18.2%
<b>Annual Dropout Rate</b>							
All Students	2.9%	2.7%	2.9%	3.1%	2.2%	-0.7%	-24.1%
African American	3.2%	0.0%	1.4%	2.9%	0.0%	-3.2%	-100.0%
Hispanic	3.1%	3.1%	3.1%	3.2%	2.4%	2.4%	77.4%
White	2.5%	2.0%	1.7%	2.7%	1.5%	-1.0%	-40.0%
Econ. Disadv.	2.4%	2.5%	2.6%	3.0%	1.9%	1.9%	79.2%
<b>Attendance Rate</b>							
All Students	91.7%	93.5%	94.1%	94.9%	95.3%	3.6%	3.9%
<b>Discipline Referrals</b>							
All Students							
<b>Student Composition</b>							
African American	0.8%	0.9%	1.2%	1.3%	1.2%	0.4%	50.0%
Hispanic	70.4%	74.4%	74.4%	77.5%	80.0%	9.6%	13.6%
White	27.8%	23.9%	23.4%	20.1%	17.7%	-10.1%	-36.3%
Econ. Disadv.	56.0%	57.9%	58.3%	58.5%	57.3%	1.3%	2.3%

\*Too few students

# Wayne Community High School

Corydon, Iowa

## The Impact of **Capturing Kids' Hearts**

*"Our staff has come back saying that the training has been life changing. These statements haven't come from people that make these types of comments lightly. They have come from professional educators that have spent years in the field and **have experienced something so profound that it has affected every facet of their lives, both personally and professionally.**"*

Bill Tuma, Superintendent

*"The Capturing Kids' Hearts process has revitalized an already tremendous staff at Wayne Community High School. Several of our veteran staff members have changed their approach to kids. **We are seeing things out of our students that had rarely been seen before.** Shaking hands, opening doors, and other random acts of kindness are becoming commonplace. Our statistics speak for themselves: discipline problems nearly non-existent and academic achievement constantly improving."*

Dave Daughton, Principal

### IMPACT AFTER TWO YEARS

*(Comparing before/after Teen Leadership and Capturing Kids' Hearts)*

- DISCIPLINE REFERRALS DOWN – 40% decrease
- TOTAL SUSPENSIONS DOWN – 47% decrease
- FEWER STUDENTS ON BEHAVIOR PLANS – 40% decrease
- FEWER SUSPENSIONS – 52% decrease
- REMOVALS FROM CLASSROOM DOWN – 54% decrease
- CLASS of 2003 TEST SCORES UP – increase of 11 percentile points
- CLASS of 2004 TEST SCORES UP – increase of 8 percentile points
- CLASS of 2005 TEST SCORES UP – increase of 8 percentile points
- In the district all-staff survey of teachers, administrators, aides, secretaries, counselors, and nurses, 97% SAID "YES" TO: "I can tell a difference in the atmosphere of my building since we began using the Capturing Kids' Hearts elements."
- 95% SAID "YES" TO: "I believe the entire school has benefited from becoming involved in Capturing Kids' Hearts."
- 93% SAID "YES" TO: "Will Capturing Kids' Hearts principles be continued in your classroom even if you are not reminded of them frequently in staff development?"

### QUOTES FROM TEACHERS

*"This is better than anything I experienced in my 6 ½ years of college training."*

*"This has changed my whole life, in and out of school."*

*"I love the positive atmosphere in the school."*


*"Now it is truly a wonderful environment to work in."*

<b>School Name:</b> Wayne Community High School	<b>District Name:</b> Wayne Comm School District <a href="#">district information</a>	<b>County:</b> Wayne <a href="#">schools in county</a>
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<b>Mailing Address:</b> 102 N Dekalb Street Corydon, IA 50060-1403	<b>Physical Address:</b> 102 N Dekalb Street Corydon, IA 50060-1403	<b>Phone:</b> 641-872-2184
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<b>NCES District ID:</b> 1930560	<b>NCES School ID:</b> 193056001755	<b>State District ID:</b> 936854 000	<b>State School ID:</b> 936854 109
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**School Characteristics**

<b>Grade Span:</b> (grades 9 - 12) 		<b>Type:</b> Regular school <b>Locale/Code:</b> Rural, outside CBSA / 7 <b>Status:</b> Currently operational
<b>Total Students:</b>	216	
<b>Classroom Teachers (FTE):</b>	23.0	
<b>Student/Teacher Ratio:</b>	9.4	

Charter: N/A   Magnet: N/A   Title I School: no   Title I School-Wide Program: N/A

**Enrollment Characteristics**

**Enrollment by Grade:**

	9	10	11	12	Ungraded
Students	54	45	54	63	0

**Enrollment by Race/Ethnicity:**

	Amer Ind/ Alaskan	Asian	Black	Hispanic	White
Students	0	1	3	0	212

**Enrollment by Gender:**

	Male	Female	Unknown
Students	106	110	0

**Free lunch eligible: 57   Reduced-price lunch eligible: 27   Migrant Students: 0**

Note: Details may not add to totals.

*The Capturing Kid's Hearts process has revitalized an already tremendous staff at Wayne Community High School. Several of our veteran staff members have changed their approach to kids. We are seeing things out of our students that had rarely been seen before. Shaking hands, opening doors, and other random acts of kindness are becoming commonplace. Our statistics speak for them selves: discipline problems nearly non-existent, and academic achievement constantly improving. Community members and people that come in contact with our kids are continuously telling us that our students are great to work with. We often hear that their attitude and demeanor are better than any other group of students that they have dealt with. This process really helps us to "grow kids".*

Dave Daughton  
Principal  
Wayne Community High School

# Wayne Community High School

Corydon, Iowa

## “Capturing Kid’s Hearts”

We have been incorporating the concepts of “Capturing Kid’s Hearts” for 2 years now. We saw great results the 1<sup>st</sup> year, and continued those same results this past year. We now have our entire teaching staff trained as well as the vast majority of para-professionals and other staff. We have developed a strategic implementation plan that will only serve to strengthen our usage and commitment to the process.

The following shows a two-year summary as it pertains to the behavior/discipline records in our school. We have also included the 2002-2003 summary and our testing results.

### Two year Behavior and Discipline Summary 2000-2003

<b>Incidents resulting in a step(referral)</b>	<b>- 40%</b>
<b>Students placed on a step(referrals)</b>	<b>- 40%</b>
<b>Removals from a classroom</b>	<b>- 54%</b>
<b>Number of total suspensions</b>	<b>- 47%</b>
<b>Number of students suspended</b>	<b>- 52%</b>

## **2002-2003 Behavior/Discipline Report**

37 students placed on a step(referrals)	-30% (53 in 2001-02)
75 incidents resulting in a step	-22% (96 in 2001-02)
28 class removals	-35% (43 in 2001-02))
15 students suspended	-40% (25 in 2001-02))
28 total suspensions	-30% (40 in 2001-02)

## **Iowa Tests of Educational Development Report**

These tests are administered to **all** students at the high school. The percentile points are based on Iowa percentile rank. The following is a 2 year summary of cohort groups, except when noted.

<b>Senior Class of 2002</b>	<b>+ 11%tile points from their scores the previous year</b>
<b>Senior Class of 2003</b>	<b>+ 11%tile points over 2 years</b>
<b>Junior Class in 2003</b>	<b>+ 8%tile points over 2 years</b>
<b>Soph. Class in 2003</b>	<b>+ 8%tile points over 2 years</b>

Enclosed is a copy of a report that our elementary principal made to the AEA #15 newsletter. They called and had asked me to write a story about what your program was all about. I felt that it would be better to have somebody other than myself do the story. I felt I may be too biased to give a fair report of what this program represented to our school. I also felt that it would be better to have somebody that was working more closely with students and staff people report what was happening in our school.

Ms. Becker was in the first group that attended your training nearly a year ago. She was a first year principal and I wanted to make sure she had every tool available to her to ensure her success. She came back from Texas and put what she had learned into action. **We had identified one of the teachers on her staff as being somebody we needed to work very closely with and possibly counsel this person out of the field of education.** Denise suggested that we send this person to Capturing Kids Hearts and see if there would be a change in her attitude, demeanor, and treatment of children. **To say the change was miraculous would be an understatement.** This individual has had a complete turnaround and now talks to her peers about being kind, enthusiastic, and positive. Therefore I felt Denise would be the one to write the newsletter. As you will see she did a great job in capturing how important this training has been to our staff and students. Our staff has come back to state that this experience has been life changing. These statements haven't come from people that make these types of comments lightly. They have come from professional educators that have spent years in the field and have experienced something so profound that it has affected every facet of their lives, both personally and professionally. As I have said before it has changed the culture of our school so that it is a better place for our kids and our staff.

It also has allowed me to get on my podium and preach to my colleagues about the significance of your program and what it does for kids. Two schools have sent staff to Round Top to take part in your Capturing Kids Hearts training: Albia and Lineville/Clio. Lineville/Clio is an interesting school. It is the smallest school in the State of Iowa. They are threatened every year with closure by the state. Lineville/Clio is a very poor district but they have made your program a priority, which speaks a lot for the importance they place on their kids. Their principal, Sally Johnson, is a terrific educator and a great person. She does what is right for kids. Albia sent some people about a month ago to Roundtop. Their superintendent called me and was delighted with what they brought back with them. Ms. Linda Hoskins spoke to us and was really excited about what had transpired. They are going to get more people involved the way it sounds.

I was also placed on the AEA #15 in-service committee so that we could push to get Flip or one of your staff up here for the AEA #15 in-service day. It was approved and I believe Flip will be here in October. There will be 20-25 schools and their staffs involved for that in-service day. Flip will get the opportunity to talk to administrators, teachers, non-certified staff persons, and the AEA #15 staff. I am hoping that this will generate enough interest in your program that you will have to move a branch office into Iowa. I currently have a couple of friends that are talking about building a retreat type facility in southern Iowa that, if they go through with it, would be an ideal setting to run your program.

My wife, Barb, just returned from Round Top and she is really excited. She told me I should have sent her earlier. The teachers and aids at the Alternative School now have all been to Round Top. They are planning what they are going to do next year. It is exciting to hear them talk and plan. It is also exciting to hear the rest of the staff talking and planning for next year. **If you have any doubts about what a difference you are making in the lives of children and teachers come to our schools and witness first hand.** You are making a difference and it is all in a positive manner. Thanks for all you and your staff members do for the kids of our country.

Bill Tuma  
Superintendent  
Wayne Community Schools  
Corydon, Iowa



**April 2002**

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Our Mission is to enhance  
excellence and equality  
in the educational  
opportunities available  
to all children through  
leadership, cooperation, and  
efficient and effective services  
to approved schools.

## TLC + CKH = Benefits for Wayne Students

by Diane Olson, Wayne Teen Leadership Instructor

The promising seeds of an idea, planted two years ago and nurtured since then, have begun to bear fruit at Wayne Community, Schools.

As elementary principal Denise Becker explained in the May 2001 Ed-Line, Superintendent Bill Tuma was instrumental in bringing the "Capturing Kids' Hearts" program created by M.B. "Flip" Flippen into the system. Since August 2000, fifty staff members have trained at three-day retreats in Texas and southern Iowa. Participants thus far have included teachers, secretaries, aides, full-time substitutes, and all four district administrators.



One TLC member conducted horse riding lessons with her horses.

Flip Flippen declares a teacher must have a child's heart to have his head. If so, educating as many school staff members as possible on how to effectively form meaningful relationships with students can only add to a comfortable, appealing school environment. Solid data shows apparent proof of the program's success at Wayne.

High school principal Dave Daughton cites the student behavior contrast between the present school year and 2000-2001, when the CKH program was barely taking root. The junior-senior high has a seven-step behavior plan ranging from Step 1 (principal's discipline or other automatic consequences) to Step 7 (recommendation for student expulsion to the school board).

Daughton explains that last March, sixty incidents in the high school had produced 43 students on various behavior steps. In comparison, this March the total incident number has decreased to 43 with only 33 students on steps. Last year's number of students "choicing out" of the classroom was 31; this year has had 23 making that choice. Fighting incidents have gone from eight to zero this school year.



TLC members became caroling elves around the school.

Numbers speak for not only behavior, but also academics. Daughton shows Iowa Tests of Educational Development scores that give direct comparisons of Iowa percentile rank composites over the past two years with the

*continued on next page*



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same students. Composite score increases are startling: class of 2005, 36% (2000-01) to 43% (2001-02); class of 2004, 37% to 42%; class of 2003, 36% to 42%; and class of 2002, 36% to 47%.

Flip says, "They (kids) don't care what you know till they know you care." Raised ITED scores help faculty put more stock in Flip's words as time goes on.

Daughton says, "I feel that the entire atmosphere has changed at the high school level. That may be due to the teachers and the caring attitudes they convey to the kids. They have always cared. The kids just can see it now. The program is not a 'cure-all.' It is a work in progress. We will continue to grow and develop the program."

Greg Horstmann replaced Daughton as junior high principal last fall. He explains he has similar expectations of student behavior and agrees with Daughton on consequences of students' actions. Statistics of March 2001 reveal 29 junior high students being on one or more behavior steps compared to 22 this year. Steps 5 and 6 include three-day and five-day out-of-building suspensions, respectively. Last year at this time, eight students total were on those levels; no students have reached those steps during this school year.

Horstmann believes it is evident that the junior high staff is using the CKH concepts and, as a result, fewer office referrals are resulting. He adds, "Without a doubt, the training is the best I have ever been to...I would encourage ALL districts to require this for every member of their teaching staff." He strongly feels the concepts should be incorporated into teacher education courses on the college level.

Flip's course, based on the CKH principles, has been added in two Wayne attendance centers this year. Last August three junior and senior high teachers were trained in Texas to teach Teen Leadership. The class concentrates on learning personal, relational, and leadership skills, including making a good first impression,

presenting ideas, thinking for oneself, working with difficult people, and seeking personal excellence in difficulty.

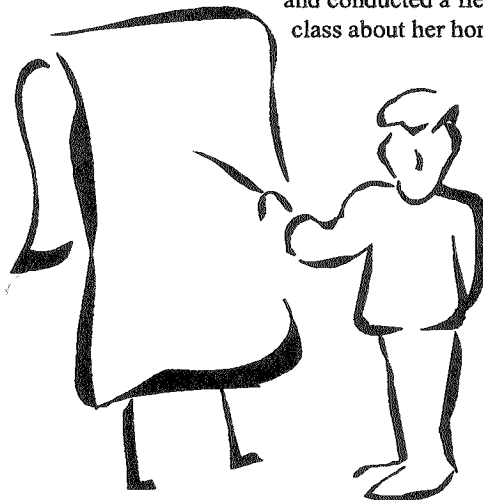
One class is provided in the Wayne Alternative School. The students concentrate on public speaking, trying out their new skills at faculty meetings and community organizations such as Rotary and PEO. Self-confidence increases with each experience, one student discovered. In addition to her high school courses, she recently began an evening college course. She found herself the youngest student, but she boldly extended her hand to the instructor and introduced herself. As the only student to present herself in such a fashion, she describes the stunned look on his face and how he treated her differently thereafter.

She wrote in her journal, "I am actually sitting in a college class. Nothing can take away this feeling."

TLC (Teen Leadership Class) at the junior high level has 14 students. They, too, have extended their classroom speaking to faculty meetings and community groups including Boy Scouts and the Wayne Optimist Club, as well as an educators' retreat at Bloomfield, explaining to educators how the class has helped them. The speakers enjoyed surprising Wayne administrators and felt pride in positively representing the school, the class, and themselves.

One emphasis is on several elements of the E.Q. (Emotional Quotient). One leadership element - empathy - the students used as they bought and donated clothing and toys for a needy family, wrapping Christmas gifts and leaving them at the family's restaurant for the

children to open later. In addition, wearing identical Santa hats, they serenaded classrooms before vacation; they also collected "random acts of kindness" to record and report on a website. Thirteen students have volunteered in the Light On Afterschool program; three have accumulated from 30 to 50 hours each. One student initiated and conducted a field trip, teaching the class about her horses.



A recent all-staff survey shows 95% of those polled feel that the entire school has benefitted from becoming involved in CKH. Bill Tuma agrees, saying, "The program Capturing Kids' Hearts has allowed us to create an

atmosphere that allows teachers to teach and not beat kids up. We, as a staff, have made students responsible for their actions and have provided them with opportunities to make better choices through teacher-led prompting."

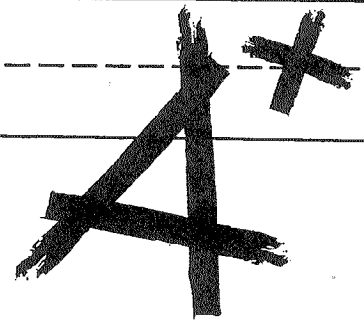
## CORRECTION

### Lucas County Early Childhood Program

The new address noted in our March *Ed-Line* for our Lucas County Early Childhood Program was incorrectly stated as 1200 North 7<sup>th</sup> Street in Chariton. Please note that the correct address is as follows:

Southern Prairie AEA 15  
Lucas County Early Childhood Program  
1711 Osceola Avenue  
Chariton, Iowa 50049

# School Successes



## Capturing Kids' Hearts Program

Denise Becker, Wayne Elementary Principal

When Superintendent William Tuma attended the annual superintendent's conference in San Francisco last February, he encountered a man who provided some answers to the needs of the students at Wayne Community. The staff of our school had known for some time that there was a missing element as we dealt with our students. Mr. Tuma knew immediately that he had found some answers to our concerns.

Wayne Community is very fortunate to have dedicated teachers who care deeply about the children of our community. M.B. "Flip" Flippen has provided many of our staff members with the training needed to begin the EXCEL teaching model through the Teen Leadership Program. The goal of this program is to help good teachers become better by equipping them with tools to build meaningful relationships with their students. Flip says that if you have a child's heart, you have his head.

Four of our staff members received the training in August of 2000 at Round Top, Texas. They returned with a great deal of enthusiasm to begin the school year. That enthusiasm has continued as 30 staff members have been training in the "Capturing Kids' Hearts" program. Seven more staff members will be going to Texas on May 7<sup>th</sup> - 9<sup>th</sup> for their training.

Every staff member who has attended the training agrees that the training is a positive life-altering

experience. Our job now is to use what we have learned to make a difference in the lives of our students. Trained staff members meet every other Wednesday after school to discuss how the program is being used in their classrooms and to provide support for each other. The administrators have used part of the program to establish their own social contract. The contract reinforces how we want to be treated and how we want to treat each other. We strive each day to make Wayne Community School a positive place for staff and students.

Every staff member who has attended the training agrees that the training is a positive life-altering experience.

The first step of the EXCEL model begins with engaging the students. It starts with the teacher being at the door each day and welcoming the students. The teacher shakes hands with each student as they enter the room and makes them feel welcome. The training was designed to remind us that we do not teach content, we teach children. Our staff shows a deep level of commitment to our students. They display an attitude that says, "We are there for the kids."

The second step of the program, the X-plore step, helps us to get in touch with where the students are personally, emotionally, and academically. We know we must identify students' needs before we can serve them effectively. For the X-plore step to work properly, the students need to feel secure in the classroom environment. Many of our classrooms have made social contracts that free the classroom of ridicule and rejection. Students are taught listening skills and the ability to convey empathy to others.

During the summer months we will continue to send staff members to Texas for the "Capturing Kids' Hearts" training. Our goal is to have most of the staff trained by the beginning of the 2001-2002 school year. One of our inservice days before school starts will be devoted to the program and will be an excellent jumpstart for our school year. Wayne will also be sending some staff members to the Phase II training, "Leading the Way." This training will assure us that we can continue teaching Teen Leadership in our school.

### Teacher Appreciation Week

May 6-12, 2001

Be sure to see the Special Recognition Insert with this Ed-Line recognizing outstanding teachers in Area 15!

