

Evaluation Report for the
Safe Schools Healthy Students Initiative
Year 1 (October 2002 – September 2003)
Lawrence Public Schools



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EXECUTIVE SUMMARY

The focus of the evaluation for the first year of the Safe Schools Healthy Students Initiative in the Lawrence Public School district consists of four parts.

1. Understanding the partners and their objectives.
2. Adopting an evaluation model.
3. Baseline data collection and analyses.
4. Formative evaluation of outcomes and outcome indicators.

The University of Kansas evaluation team initially sought to fully understand the partners and their primary objectives. Meetings with the SSHS Project Director and key partners as well as two rounds of structured interviews with stakeholders provided clarification of the initiatives, their goals and their understanding of safe schools/healthy students.

Secondly, the evaluation team adopted an evaluation model to guide the evaluation. Through weekly meetings, interviews with key stakeholders, special conferences, consultation with University of Kansas faculty, and a literature review, a combination of evaluation strategies were selected to comprise the evaluation model. These strategies include:

- Adoption of an overarching Research-Objectives model of evaluation. This model includes an “evaluative research agenda” (Adelman & Taylor, 2000) that proposes an evaluation that simultaneously answers questions related to the SSHS project but also produces research related to the SSHS initiative.
- Two parts of the CIPP evaluation model (Stufflebeam, 1971; Stufflebeam & Shinkfield, 1985) were included in our model. These elements include *Process* and *Products* in the evaluation framework. The *Process* elements include how the SSHS plan is implemented along with the procedures of implementation. The *Products* of the evaluation are the outcomes as they relate to objectives from the SSHS grant in the Lawrence Public Schools.
- A social validity (Edwards & Newman, 1982) approach was adopted to ascertain from the local stakeholders their definitions for safety and health for district children. Stakeholders will be integral in selecting/rating the evaluation items on their relevance to safety and health of children. In this way, common definitions will be used to denote key constructs, and formative and summative evaluation reports will touch on socially valid concepts about safety and health held by community leaders.
- A logic model approach to defining objectives, outcomes and outcome indicators has been used to guide stakeholders in their understanding of evaluation and selection of appropriate data sources.

Thirdly, baseline data was collected and analyzed. Survey data from students, teachers, and principals was evaluated. Additionally, data from the Kansas Department of Education regarding crimes and other acts on school property were obtained and analyzed. The stakeholders also provided data by completing a Collaboration Scale. This scale provides information regarding the extent of collaboration between partners before the grant began. The collaboration scale will be completed annually to allow us to evaluate changes in the amount of collaboration that occurs during the grant period.

The fourth aspect of the year one evaluation was primarily formative in nature. Evaluation team members met with the Project Director and representatives from WRAP, Success by 6, Prevention Specialists and SRO's to assist them in more clearly defining their objectives and outcomes for the grant. We assisted them in identifying appropriate indicators by which to measure their outcomes. We also assisted them in finding scales, surveys and other data collection measures to use.

INTRODUCTION

The *Safe Schools, Healthy Students* (SSHS) initiative was designed to improve the health of all students in Lawrence, Kansas public schools, USD 497, and to improve school safety. The initiative's strategy was to create, maintain or increase a variety of services and resources available to Lawrence school children and their families. Seven primary goals, identified as elements, have been established for *Safe Schools, Healthy Students*.

1. Maintain a safe school environment.
2. Increase protective factors and reduce risk factors for alcohol, tobacco, other drug use and violence among pre-school to grade 12 students.
3. Prevent onset of serious mental health, behavioral and emotional problems and identify, refer and follow-up with all identified students.
4. Provide a continuum of family-focused preventive interventions to enable children to enter school ready to learn.
5. Increase positive behaviors of students (K-12) by promoting connectivity with school and a positive school climate.
6. Create student and parent awareness of and support for zero tolerance policies.
7. Increase collaboration between grant partners.

The evaluation plan for *Safe Schools, Healthy Students* was presented in *Evaluation Proposal for the Safe Schools Healthy Students Initiative Year 1 (2002-03)*. That document described the proposed contents of the Year 1 Evaluation Report:

“The focus on the first year’s evaluation report...will be on reporting data on current levels of key indicators or objectives...The specific items from (data collection) instruments which will be reported will not be decided until after key implementers have been interviewed to identify which indicators are perceived as important. For Year One, the evaluation team is responsible for the collection of eight data sources...Additional data sources (include) process records...currently maintained by the individual grant partners, and an assessment of parent and student awareness of, and attitude towards, the district’s zero tolerance policy. The process data will not be summarized for the Year One evaluation report, but will be included in future reports. Attitude and acceptance of the *zero tolerance* policy will be assessed and reported by the grant partners, not the evaluation team.”

This report meets the plan as described above. One change has occurred in the evaluation responsibilities. Part of the evaluation of Element 6, *Create student and parent awareness of, and support for, zero tolerance policies*, will be conducted by the evaluation team. This decision was made during the preparation of this report. While preliminary assessment protocols have been established and approved, no data have been analyzed

from that assessment, and, consequently, only general data from district administrators about the existence and enforcement of zero tolerance policies are presented here.

This report is organized around the seven elements of the *Safe Schools, Healthy Students* initiative. First, the various data sources, participants, and their level of participation in data collection, are described. This is followed by the outcome data for each of the seven elements.

STATUS

The timeline from the year one Evaluation Proposal is shown in Table I-1. All scheduled tasks have been completed. Surveys have been administered. Interviews have been conducted. Archival data has been gathered and summarized. Collaboration scales have been administered. Key objectives and indicators have been identified.

DATA COLLECTION

Although the initiative consists of seven key elements, several sources provide data for outcome indicators on multiple elements. Table I-2 provides a list of the data sources for each element. Each data source will be described here before discussion of each element occurs.

Teacher Survey & the Classroom Behavior and Assets Survey Teacher Version (CBAST)

The KU Evaluation Team developed and launched several surveys designed to collect data on the safety and health of children in USD 497. The Teacher Survey adapted instruments used nationally and emanated from the Safe Schools Healthy Students Evaluation Group. The national SSHS teacher survey was adapted to relate more closely to the Lawrence SSHS grant and meet objectives of the evaluation model. A copy of the Teacher Survey can be seen in Appendix A.

The survey was prepared electronically and submitted to the University of Kansas Human Subjects Committee (HSC) for approval. The HSC approval was obtained on April 28, 2003. A link was provided on the Lawrence Public Schools main website for teachers to respond to the survey. Two meetings were held with elementary and secondary principals to apprise them of the survey and to encourage teachers to respond. The survey was launched on May 9, 2003.

Of the 726 eligible teachers, 45% (n=333) completed the survey. The Teacher Survey was closed to further responding on June 3, 2003. The demographics and background information of the respondents can be seen in Appendix B of this report. Approximately 41% of the high school teachers, 49% of the junior high and 35% of the elementary teachers responded to the survey.

Principal and Administrator Survey

The national SSHS principal survey was adopted for use in this evaluation. A copy of the Principal Survey can be seen in Appendix C. This survey was also prepared electronically and submitted to the University of Kansas Human Subjects Committee

Table I-1
Timeline of Evaluation Activities for Year One


		2002			2003								
		October	November	December	January	February	March	April	May	June	July	August	September
 When activity occurred													
Key Dates													
Year 1 Grant Budget Period Begins		■											
October 1, 2002													
Evaluation Budget Approved by School District							■						
March 31 2003													
Initial Evaluation Plan Approved by School District							■						
March 31, 2003													
Preliminary Year 1 Evaluation Report Due										■			
June 30 2003													
Year 1 Evaluation Report Due													■
September 30, 2003													
Year 1 Budget Period Ends													■
September 30, 2003													
Evaluation Activities													
Evaluation Planning	Conduct Literature Review of Evaluation Models and Safe Schools Objectives			■	■								
	Consult with District and Grant Officials to Identify Appropriate Evaluation Model			■	■								
	Seek and Receive University Approval to Conduct Research with Human Subjects					■	■						
	Consult with National Safe Schools Grants Technical Advisor						■						
	Interview Key Implementers to Identify Shared Goals and Existing Process Data							■	■	■			
	Consult with Other Safe School Evaluators at National Safe Schools Conference							■					
	Plan Collaboratively with Evaluators at other Safe Schools Sites								■	■	■	■	■
	Recruit and Hire Director of Evaluation							■	■	■			
Instrument Development	Identify and Gain Access to Archival Available Data						■	■	■				
	Identify and Revise Existing Instruments							■	■				
	Develop Original Instruments and Protocols							■	■	■			
Data Collection	Administer Online Surveys to Teachers								■				
	Administer Online Surveys to Principals and Administrators								■	■			
	Administer Collaboration Scale to Key Implementers									■	■		
	Interview Key Implementers to Define Key Objectives & Identify Persuasive Indicators									■	■		
	Gather and Summarize Archival and Survey Data								■	■	■	■	■

Table I-2.
Data Sources for Evaluation of Individual Elements.

<i>Element</i>	<i>Data Source</i>								
	Communities That Care Survey	Teacher Survey	Principal Survey	Administrator Survey	Partner Interviews	State Department of Education	Collaboration Scale	Data Feedback Form	Partner Supplied Data
1 Safe schools									SROs
2 Prevention									Prevention Staff
3 Mental Health									WRAP
4 Early Childhood									Success by 6
5 Positive School Climate									
6 School Policy									
7 Collaboration									

(HSC) for approval. The HSC approval was obtained on April 28, 2003. A link was provided on the Lawrence Public Schools main website for building principals to respond to the survey. The survey was launched on May 9, 2003. The Principal Survey was closed

on June 30, 2003. Of the 25 principals eligible to take the survey, 16 or 64% completed it.

The national SSHS district administrator survey was adopted for use in this evaluation. A copy of the District Administrator survey can be seen in Appendix D of the SSHS Evaluation Plan. This survey was also prepared electronically and submitted to the University of Kansas Human Subjects Committee (HSC) for approval. The HSC approval was obtained on April 28, 2003. This was launched after October 1, 2003. Five administrators were asked to complete the survey.

Partner Interviews

Two rounds of interviews were conducted with representatives from the grant partners. Appendix E includes summaries of the Round 1 interviews. Eight partners were contacted for interviews; we were able to conduct interviews with seven of them. In these interviews, we attempted to ascertain the role of the partners in the initiative by identifying their target populations and services provided. We obtained information regarding the important process elements for their organizations by considering the services provided, as well as the data they are collecting and hope to collect. The representatives provided information regarding the grant objectives they hope to affect and their expected goals.

Based on the results of the Round 1 interviews, we conducted a second round of interviews with partner representatives. The purpose of this second round was to obtain definitions of safe schools, healthy students and collaboration. In addition, we collected data regarding the perceived usefulness of potential data sources, as well as the amount of collaboration occurring between agencies. A copy of the questions asked during those standardized open-ended interviews is included in Appendix F. Participants also completed the Data Collection Feedback Form and the Collaboration Scale at the conclusion of the interviews. Eleven representatives of nine partners were interviewed by one or two members of the evaluation team. Summary data from these interviews are included in Appendix G.

Communities That Care Survey

The Communities that Care Survey is a measure of student levels of risk and protective factors given annually to students in grades 6, 8, 10, 11 and 12 in the Lawrence School District. In all, 2517 students from the Lawrence Public Schools completed the survey in the spring of 2003. The data is available on the www.ctcdata.org web site. We selected items from the CTC survey for analyses primarily based on the partners' responses to the Data Collection Feedback Form administered during the Round 2 Interviews.

Kansas State Department of Education Data

Data from the Kansas Department of Education was obtained and summarized. The data set includes information regarding the numbers of felonies, expulsions, suspensions, misdemeanors and violent acts on school grounds for each of the schools in the Lawrence Public School District. Data from the 2000 – 2001, 2001 – 2002, and 2002 – 2003 school years were included in order to establish a baseline by which to compare

data from the school years in which the Safe Schools Healthy Students Initiative will be implemented.

The original evaluation plan suggested we would also obtain data about crimes committed from the city of Lawrence. However, the data the city can provide regarding crimes does not allow for examination of crimes committed on school grounds or by students. Rather, the data is aggregate for the entire city, or geographical regions within the city. Consequently it will not be reported.

Levels of Collaboration Scale

Eleven people, representing nine partners, completed the Levels of Collaboration Scale (shown in Appendix H) during the Round 2 interviews. Additionally, eleven partner representatives at a September 10, 2003 SSHS Partner's meeting completed the same scale, which asks about collaboration levels prior to the implementation of the grant. Ongoing efforts to establish test-retest reliability are underway.

Prevention Specialists Logs

Meetings with the Prevention Specialist Team Leader and the Program Director led to the creation of a prevention staff log form (shown in Appendix I). Prior to these meetings no data was being collected by the prevention staff. Therefore, we decided to have the prevention staff record their activities, as well as demographic information about the students with whom they interact, and the topics covered in their interactions.

The evaluation director gave a presentation to the prevention staff on August 15, 2003 in which she first explained the idea of a logic model and the importance of measuring outcomes with outcome indicators. She then provided instruction regarding how to fill out the prevention staff logs.

Baseline summary data from two weeks of data collection (August 25 – September 5, 2003) are presented in Appendix J. Data was collected from all 14 Prevention Specialists and all 4 Peer Education Facilitators. The data from the prevention staff logs suggest that the most common activity for prevention staff is student interactions. The other most frequent activities are planning/preparing/doing research and interactions with teachers and school staff.

Data Collection Feedback Form

In order to tailor data collection and reporting to the needs of the district, a data collection feedback form (shown in Table I-3 with the mean ranks for each indicator) was given to nine partner representatives during the Round 2 Interviews. This form was created based on evaluation team meetings in which the potential data sources were examined for items that could serve as outcome indicators for each of the elements. These items were then listed on the data collection feedback form. Grant partners ranked the items by element in order of importance. A summary of the mean rankings for each item appears in Table I-3. The mean rankings were then taken to a partner's meeting and explained to the partners. The partners then approved the top ranked items for each element as appropriate ways to measure the outcomes for each element. The top ranked items by element are shown in Table I-4.

Glossary of Terms

In the individual partner interviews, definitions of important terms for the SSHS initiative were requested. Summary definitions based on those provided during the interviews and subsequent discussion at partner meetings appear in Appendix K.

Table I-3

Mean Partner Ranks for Data Collection Feedback Form
Data Collection Feedback Form

We are interested in your views about the best indicators (from the data we are collecting this year) of the 6 elements for the Safe Schools Healthy Students project. For each of the elements below, rank each data source in order of importance as an indicator of that element. We will use your rankings, and your answers to tell us which are the most important to you. (Rank 1 as the most important, 2 as next most important and so on.)

Element 1		Element 2		Element 3	
Maintain a safe school environment.		Increase protective factors and decrease risk factors for drugs, alcohol and violence among pre-school to grade 12 students.		Prevent onset of serious mental health, behavioral and emotional problems (in students). Identify, refer and follow-up with identified students.	
Rank 1 to 10		Rank 1 to 9		Rank 1 to 8	
3.46	Teachers feel safe at school.	6.00	School Risk Factors (e.g. lack of commitment to school, academic failure)	4.69	% of school disciplinary incidents which result in referral for help.
2.31	Students feel safe at school.	4.23	School Protective Factors (e.g. opportunities and recognition for involvement)	3.23	Teachers know designated personnel inside and outside of school for referral.
7.62	Principals say violence is a problem.	4.23	Individual Risk Factors (e.g. drug use, friends' use, attitudes toward problem behaviors)	4.15	Schools conduct assessments of student health needs.
4.08	Students threaten or attack each other.	2.77	Individual Protective Factors (e.g. morals, social skills)	4.85	Schools have procedures for bringing students back into the school system.
4.92	Students harass or attack teachers.	5.77	Community Risk Factors (e.g. availability of drugs and alcohol, community attitude)	3.85	Teachers are trained in strategies to promote mental health.
4.62	Students harass or bully each other.	4.69	Community Protective Factors (e.g. opportunities and recognition for involvement)	3.85	Students have serious behavior problems in the classroom (e.g. theft, destruction, fighting).
7.08	Schools have security personnel and equipment.	4.92	Family Risk Factors (e.g. family history of the problem, parental attitudes)	4.77	Students feel anxious or depressed.
7.77	There are gangs at school.	2.77	Family Protective Factors (e.g. bonding, opportunities and recognition for involvement)	5.38	Students have attention problems (e.g. off-task, talking, interrupting).
5.23	Students carry weapons.	8.00	Teachers are trained to prevent violence.		
5.08	Teachers are trained to prevent violence.				

Table I-3 continued

Element 4		Element 5		Element 6	
Provide a continuum of family-focused preventive interventions to enable children to enter school ready to learn .		Increase positive behaviors of students (K-12) by promoting connectivity with school and a positive school climate .		Create student and parent awareness of, and support for, zero tolerance policies.	
Rank 1 to 3		Rank 1 to 8		Rank 1 to 5	
2.15	% of students who enter school ready to learn	5.62	Attendance Rate	2.77	Zero tolerance policies exist at each school.
1.69	District provides funding to programs which target preschool children and families to promote school readiness.	5.92	Graduation Rate	2.85	Teachers believe policies are enforced.
2.15	Teachers are trained to involve parents in schools.	6.00	Dropout Rate	2.23	Parents support <i>zero tolerance</i> .
		5.62	Suspension and Expulsion Rate	2.69	Students support <i>zero tolerance</i> .
		3.38	Classroom size (number of students)	4.31	Suspension and Expulsion Rate
		2.85	Students have opportunities and recognition for classroom involvement.		
		3.92	Teachers receive training in classroom management.		
		2.23	Teachers and students respect each other.		

Table I-4
Partners' top ranked data sources for each element

Element	Ranked Data Sources
1. To maintain a safe school environment	<ol style="list-style-type: none"> 1. Students feel safe at school 2. Teachers feel safe at school 3. Students threatening/attacking each other 4. Students harassing/bullying each other
2. Drug, alcohol, tobacco and violence prevention	<ol style="list-style-type: none"> 1. Individual Protective Factors (morals, social skills, etc.) Tied with Family Protective Factors (bonding, opportunities and recognition for involvement) 2. Individual Risk Factors (drug use, friends' use, positive attitudes toward problem behaviors) Tied with School Protective Factors (opportunities and recognition for involvement)
3. Mental health problem prevention	<ol style="list-style-type: none"> 1. Teachers knowing designated personnel inside and outside of school for referral. 2. Students have serious behavior problems in the classroom (theft, destruction, fighting) Tied with Teachers are trained in strategies to promote mental health.
4. Early childhood	<ol style="list-style-type: none"> 1. District provides funding to programs which target preschool children and families to promote school readiness. 2. Percentage of students who enter school ready to learn 3. Teachers are trained to involve parents in school.
5. School reform	<ol style="list-style-type: none"> 1. Teachers and students respecting each other. 2. Students have opportunities and recognition for classroom involvement. 3. Class size
6. Zero tolerance policies	<ol style="list-style-type: none"> 1. Parents support zero tolerance policies. 2. Students support zero tolerance policies. 3. Zero tolerance policies exist at each school.

ELEMENT ONE

“Maintain a safe school environment”

Collected Data

In order to ascertain how the partners define a safe school, representatives from each of the partner groups were asked in interviews to define a safe school. See definition in the glossary in Appendix K. In addition, the partners were asked to rank order potential data sources as good indicators of safe schools. In so doing, they ranked “students feeling safe at school” as the most important indicator, with a mean ranking of 2.31 out of 9 indicators. Second was “teachers feel safe at school” with a mean ranking of 3.46. The third highest ranked indicator was “students threatening/attacking each other” with a mean of 4.08, followed by “students harassing/bullying each other” with a mean of 4.62.

Given the ranked importance of these previously mentioned indicators, data for each one was analyzed. In the Communities That Care (CTC) survey, students were asked whether or not they felt safe at school. The mean responses by school for 2003 are found in Table 1-1. Overall, 90.04% and 90.62% of students reported feeling safe in the springs of 2002 and 2003 respectively. This difference is very small and is not statistically significant.

Additionally, teachers were asked nine questions in the SSSH Classroom Teacher Survey regarding whether or not they felt safe before, during and after school on school grounds, in their classrooms and in the parking lot. The averages for each teacher and each school were calculated. The overall teacher mean indicates that 78.7% always feel safe. An average score for each teacher was calculated based on the 9 questions they were asked. Those averages are presented in Table 1-1. The teacher means were then correlated with the students’ mean feeling safe score by school. The correlation between teachers’ and students’ reports of feeling safe was significant, $r(20) = .53, p < .01$. Thus, the schools that had high ratings of students feeling safe were also likely to have high ratings of teachers feeling safe.

Teachers were also asked whether having a Student Resource Officer in their schools made them feel safer. Almost half of the respondents (85) did not yet have SRO’s in their schools. The results from the other 97 respondents are shown in Figure 1-1 below. Of those, approximately 74% felt either a little safer or much safer with the SRO’s in their schools.

The third highest ranked indicator, “students threatening/attacking each other”, may be evaluated by examining responses on the teacher survey to the question “During the past 12 months, how often have you seen students being hit, kicked or pushed by a student?” The responses to this question, broken down by education level, can be seen in Table 1-2. The overall mean response was 3.36 (SD = 1.19); a score of a three indicates 2 times, and a score of a four indicates 3 times. Students were not directly asked about this indicator in the CTC survey. Two items from the teacher survey asked about the frequency of seeing students threatening other students. Of the 333 respondents 2.2% indicated they had seen a student threatened with a weapon during the past 12 months.

Table 1-1.
Student and Teacher Perceptions of Safety at School (Spring, 2003)

School	Students Who Report They Feel Safe	Teacher Mean Perception of Safety
Free State High	88.9%	1.10
Lawrence High	87.2%	1.12
Lawrence Alternative High	No Data	1.10
Central Junior High	63.3%	1.12
South Junior High	92.9%	1.04
Southwest Junior High	92.9%	1.05
West Junior High	85.2%	1.05
Broken Arrow	87.5%	1.03
Cordley	95.2%	1.02
Deerfield	92.1%	1.00
Hillcrest	90.2%	1.03
Kennedy	89.7%	1.01
Langston Hughes	100%	1.00
New York	No Data	1.11
Pinckney	76.7%	1.30
Prairie Park	96.8%	1.01
Quail Run	98.4%	1.09
Schwegler	86.0%	1.13
Sunflower	96.3%	1.04
Sunset Hill	96.6%	1.04
Wakarusa Valley	100%	1.01
Woodlawn	96.4%	1.04
Total	90.6%	1.07

Note. Teachers were asked perceptions of their own safety across a variety of school locations and times of day. Mean responses across locations and times were based on these answer options, 1=Never felt unsafe, 2=Occasionally felt unsafe, 3=Feel unsafe most or all of the time.

The fourth highest ranked indicator, “students harassing/bullying each other”, may be examined by considering one question from the teacher survey and one question from the SSHS Principal Survey. Teachers were asked, “In your classroom, how many times or how frequently do the following behaviors occur? Teasing or taunting peers, name calling, verbal abuse of peers.” 49.5% of teachers indicated these behaviors occurred either never or rarely; 29.1 % indicated that they occurred 1 – 3 times a month.

Figure 1-1

Teacher Responses to the Question, Does Having an SRO in Your School Change How Safe You Feel at School?

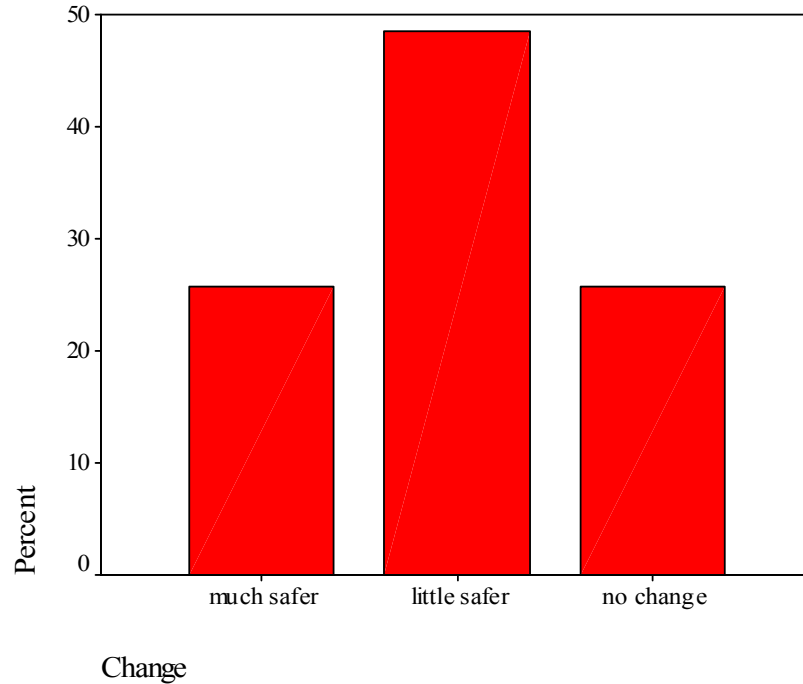


Table 1-2.

Teachers were asked, During the past 12 months, how often have you seen students being hit, kicked or pushed by a student?

Education Level	Mean Teacher Response	SD	Total Number of Observed Incidents
Elementary	3.66	1.87	173
Junior High	3.77	1.73	77
Senior High	2.20	1.60	55
Total	3.43	1.87	305

Note. The answer scale for this item was such that 2=1 time, 3=2 times, 4=3 times.

The principals were asked, “During the current academic year, how much of a problem has student bullying been at your school overall?” Eleven of fourteen (78.6%) indicated that it was a minor problem; one principal indicated it was not a problem; two principals indicated in was a moderate problem.

Archival Data

Perhaps the most noteworthy statistic from the KSDED crime data set is the very low numbers for most of the variables. Essentially no felonies, misdemeanors or expulsions occurred in the Lawrence schools. Thus it will be virtually impossible for these rates to decline due to the programs associated with the SSHS Initiative. The number of suspensions and violent acts against students could both decline significantly, particularly for the junior high students. It is unlikely that any of the statistics could decline for the elementary students, due to the extremely low baseline numbers.

Appendix L presents the mean number and standard deviation of each of the above listed variables by type of school (Elementary, Jr. High or Sr. High) for the 2000-2001 and 2001-2002 school years. Because the number of suspensions and the number of violent acts against students variables were the only variables with data significantly different from zero, we obtained the reported data for the past 10 school years on these two variables in order to establish a stable baseline. Figure 1-2 shows the mean number of suspensions and violent acts against students for the past ten years in the Lawrence Public School District. The number of suspensions does not provide a stable baseline. No significant linear trend is found. The number of violent acts approaches a significant linear effect, ($F(1,9) = 3.663, p = .08$).

Principals were also asked about the frequencies of crimes in their schools. Table 1-3 presents the responses of 13 principals to these questions. The data from the principals seems to suggest that even fewer crimes occur than the KSDED data suggests occur.

The instability of the crime data suggests it should be considered cautiously. Reporting of crimes appears to vary substantially from year to year. This may be due to changes in school personnel, or to changes in the way that crimes are reported or numerous other possible causes. Thus, it is important that future analysis of crime data be evaluated very cautiously.

Future Data

Evaluation team members met several times with the director of the Student Resource Officers to discuss the role of the SRO's in schools and the safety audits conducted by him. He is currently conducting his first round of safety audits for each Lawrence Public School. In talking the SRO director and the Project Director, the evaluation team decided that the development of a safety scale was paramount to our evaluation of the overall safety of each school. Therefore, after the safety audits are completed this fall, we plan to use that information, in combination with the crime data for each school to give each school a safety score.

Due to suggestions that the KSDED crime data may not be completely accurate, we intend to compare the numbers from that data set with reports of crimes in the schools from the SRO's. We also plan to use an additional safety checklist to provide detailed information regarding the safety of school grounds and the school environment. We are currently considering several possibilities for that checklist.

The Overall School Safety Score (OSSS) will then be comprised of two parts. The first part, School Building and Grounds, will include information from the safety audits, the safety checklist and the crime data. The second part, feelings of safety, will include information regarding the feelings of students and faculty regarding safety. We intend to

ask the students more questions regarding when and where they feel safe on school grounds, so that we will have data from the same questions for both teachers and students. The safety scores will be calculated each year for each school in order to track changes in important safety measures.

Figure 1-2
Mean Number of Suspensions (1) and Violent Acts against Students (2) in Lawrence Public Schools

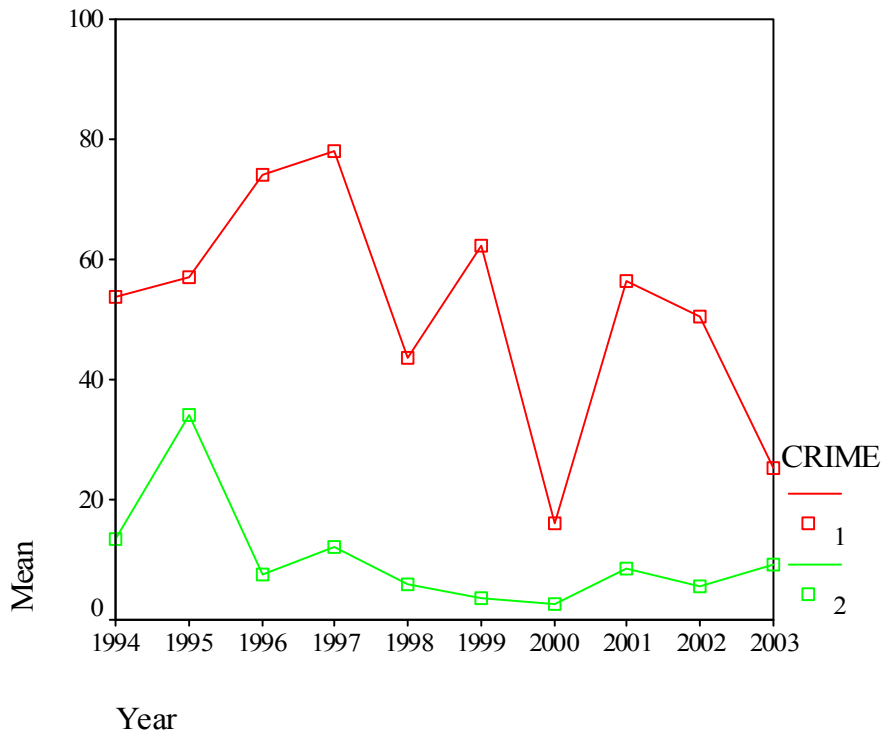


Table 1-3.
Principal Reports of Frequencies of Crimes at School

	Mean Principal Response	SD	Total Number of Incidents (65% of Principals Reporting)
physical attack or fight (no weapon)	6.21	5.77	75
sexual harassment	5.35	3.00	39
theft/larceny (no personal confrontation)	4.89	2.23	29
vandalism	3.60	2.08	27
physical attack with a weapon	0.28	0.08	1
possession of a firearm or explosive device	0.28	0.08	1
arson	0.28	0.08	1
robbery (taking things by force)	0.00	0.00	0
sexual battery other than rape	0.00	0.00	0
rape or attempted rape	0.00	0.00	0
suicide	0.00	0.00	0
homicide	0.00	0.00	0

ELEMENT 2

“Increase protective factors and reduce risk factors for alcohol, tobacco, other drug use and violence among pre-school to grade 12 students.”

Collected Data

The data regarding protective factors comes primarily from the Communities that Care (CTC) survey. The partners ranked the following items as most important for evaluating Element 2

1. *Individual Protective Factors* (morals, social skills, etc.) Tied w/ *Family Protective Factors* (bonding, opportunities and recognition for involvement)
2. *Individual Risk Factors* (drug use, friends’ use, positive attitudes toward problem behaviors) Tied w/ *School Protective Factors* (opportunities and recognition for involvement)

The items representing School Protective Factors are all included in the ranked indicators for Element 5, therefore, they are not included here. The items selected for evaluation of Element 2 are listed in Table 2-1.

Considering first the family protective factors, in Figure 2-1 we can see that the majority of teachers believe that at least some families support education, although only 40.4% report that most or all of their class has family support for education. An additional 42.5% report that a small group of students received family support for education.

The teacher survey also asked teachers about an individual protective factor – good social skills and peer relationships. Figure 2-2 indicates that a majority of teachers, 55.4% believe that most or all of their students have good social skills and peer relationships.

Looking at the student responses to questions regarding individual protective factors, we see student reports of grades in Figure 2-3. Very few students report earning mostly D’s or F’s. However, one should be cautious in interpreting that data given the social desirability of reporting high grades.

The other CTC survey items that look at individual protective factors ask students about the amount of risk they think people have of harming themselves by using tobacco, drugs and alcohol. The mean percent of students by school level that report no risk involved in doing those activities is presented in Figure 2-4. Perhaps the most striking fact in those graphs is that there is a substantial increase across school levels in the percent of students that believe there is no risk to marijuana use. One other noteworthy change is that perceptions regarding the risks involved in cigarette smoking have changed at the elementary and high school levels, with fewer students believing there is no risk for smoking cigarettes.

Looking at the individual risk factors, we can consider the CTC questions regarding frequency of use for tobacco, alcohol and marijuana. Figure 2-5 indicates the mean percent of students reporting each frequency of use level during the past 30 days by education level. The patterns of use for 2002 and 2003 are very similar, however the amount of alcohol used declined from 2002 to 2003. One noteworthy finding in this data is that high school students in Lawrence report using marijuana more frequently than they report smoking cigarettes, although alcohol is clearly the drug of choice. Comparing

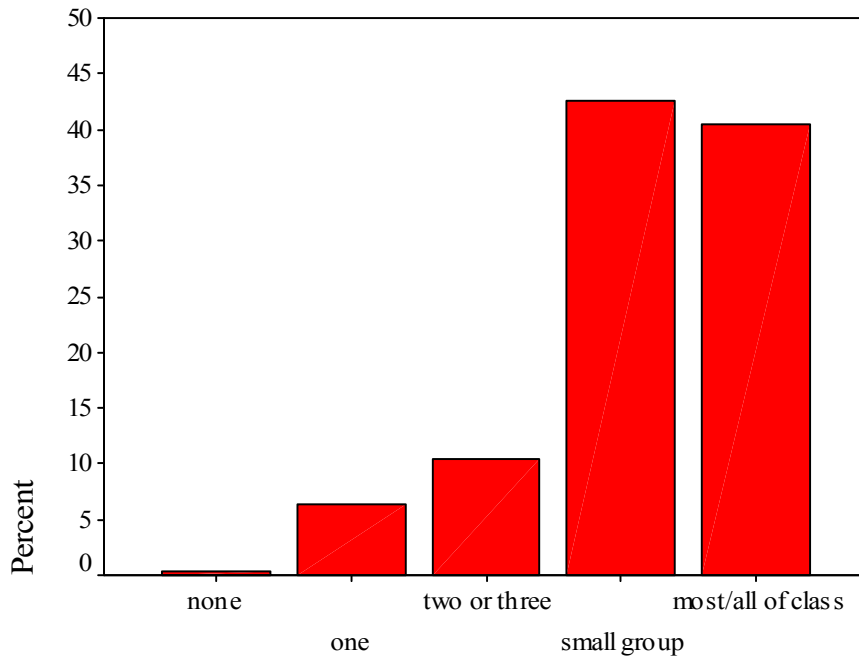
high school student responses for 2002 and 2003, it can be seen that fewer students are reporting use of controlled substances.

Figure 2-6 presents the mean percent of students reporting each frequency of use level for alcohol use in the past 30 days for Senior High and Junior High students reported at the school levels. Figure 2-7 presents the frequency of use data for cigarettes and marijuana for Senior High students. Comparing 2002 with 2003 data for the high school students, there appears to be an increase in more frequent alcohol usage (6-40+ occasions in the past 30 days).

Table 2-1.
Data Sources for Element 2

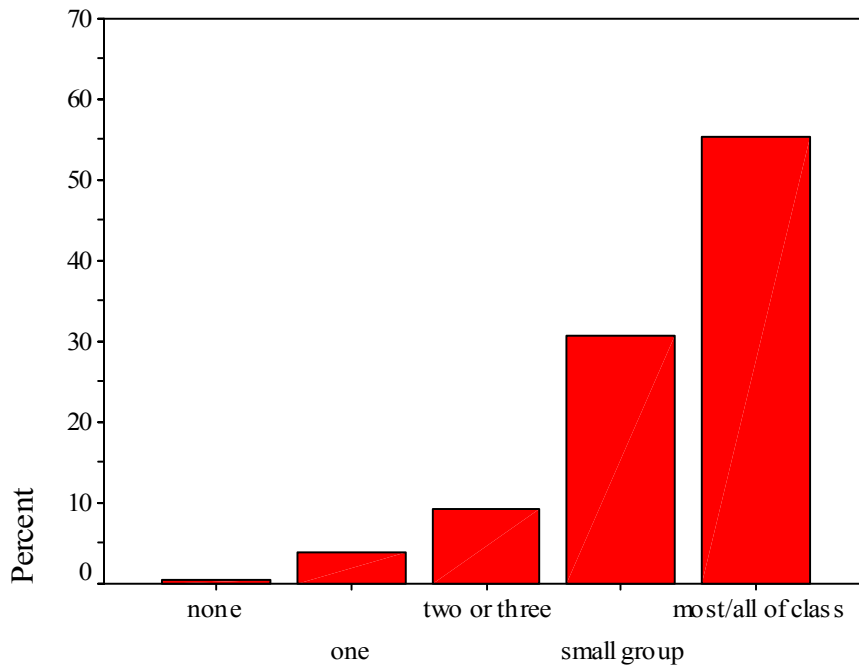
Indicator	Items from <i>Communities that Care</i> Survey	Items from Teacher Survey
Family Protective Factors		How many students in your classroom demonstrate family support for education?
Individual Protective Factors	Putting them all together, what were your grades like last year? How much do you think people risk harming themselves (physically or in other ways) if they...smoke one or more pack of cigarettes per day? ...try marijuana once or twice? ...smoke marijuana regularly? ...take one or two drinks of an alcoholic beverage nearly every day?	How many students in your classroom demonstrate good social skills and peer relationships?
Individual Risk Factors	(During the past 30 days) how frequently have you...used smokeless tobacco? ...smoked cigarettes? ...had beer, wine, or hard liquor ...used marijuana?	

Figure 2-1



Number of students per class with family support for education

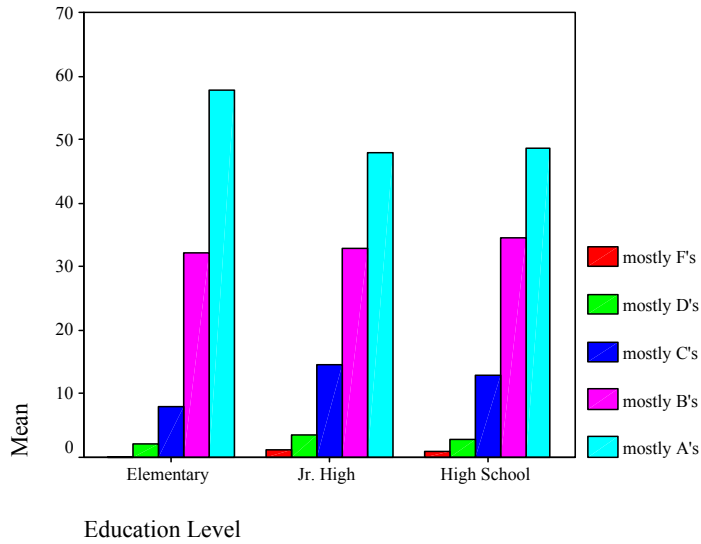
Figure 2-2



Number of students per class with good social skills/peer relationships

Figure 2-3
Student Self Reports of Grades in the Past Year

CTC 2003 DATA



CTC 2002 DATA

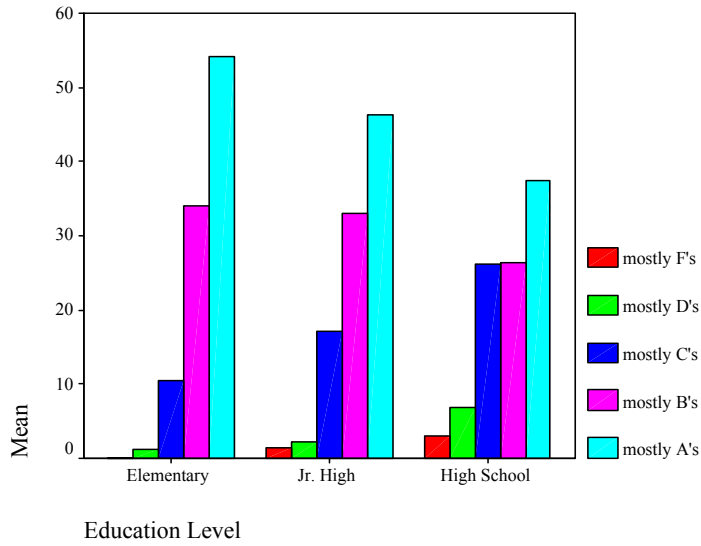
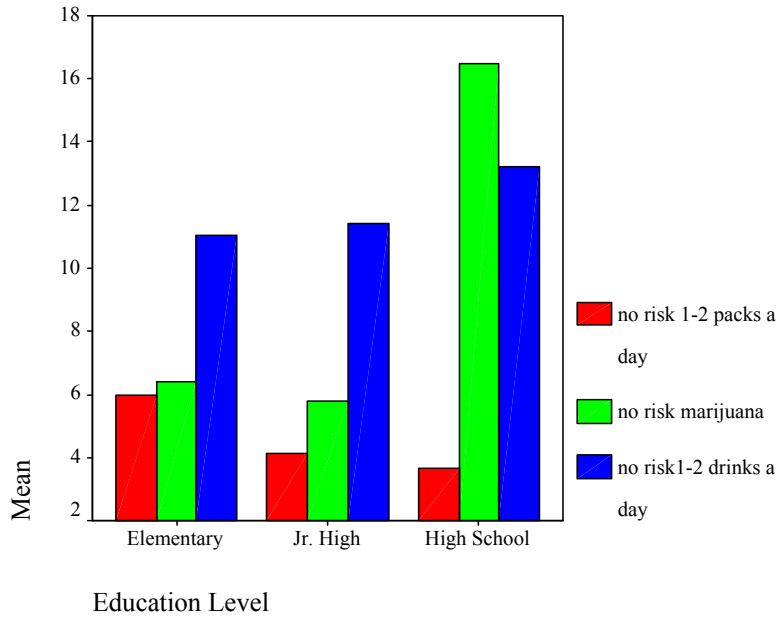


Figure 2-4
Student Responses to Questions Regarding the Amount of Risk Involved in Drug Use.

CTC 2003 Data



CTC 2002 Data

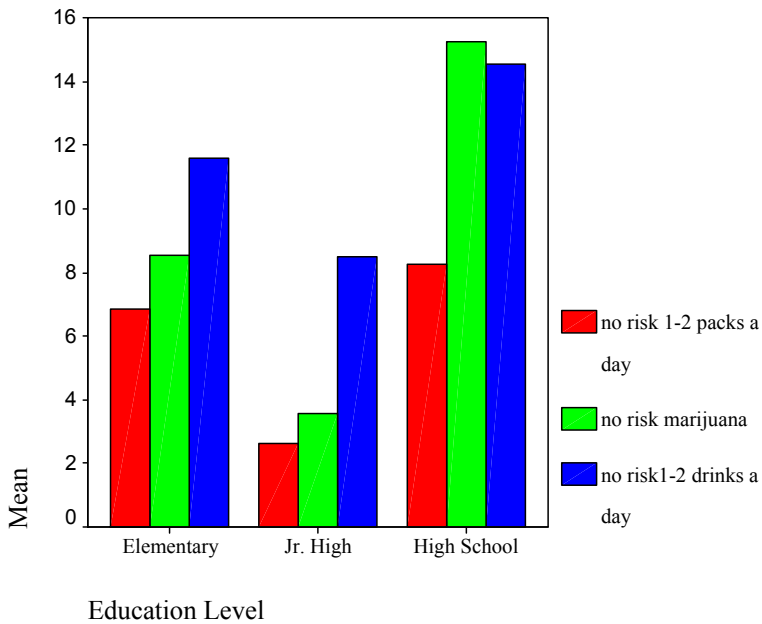
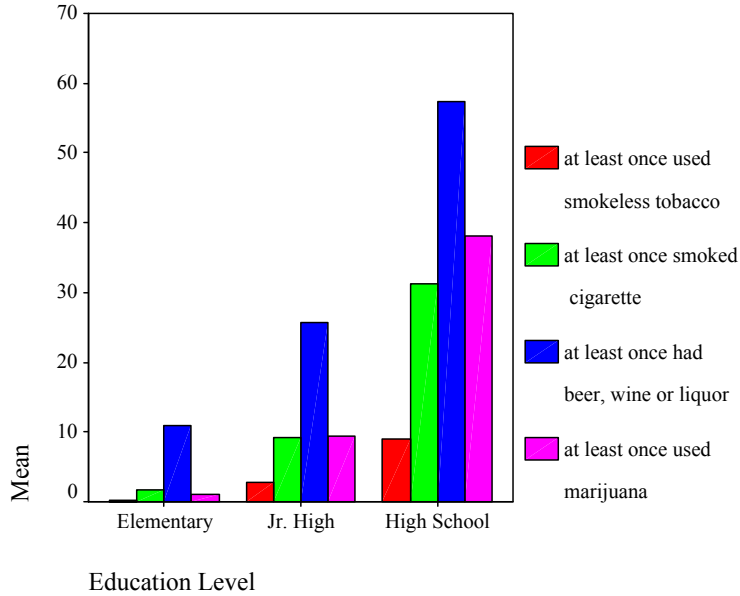


Figure 2-5
Mean Percent of High School Students Reporting use of Controlled Substances in Past 30 Days.

2003 CTC DATA



2002 CTC DATA

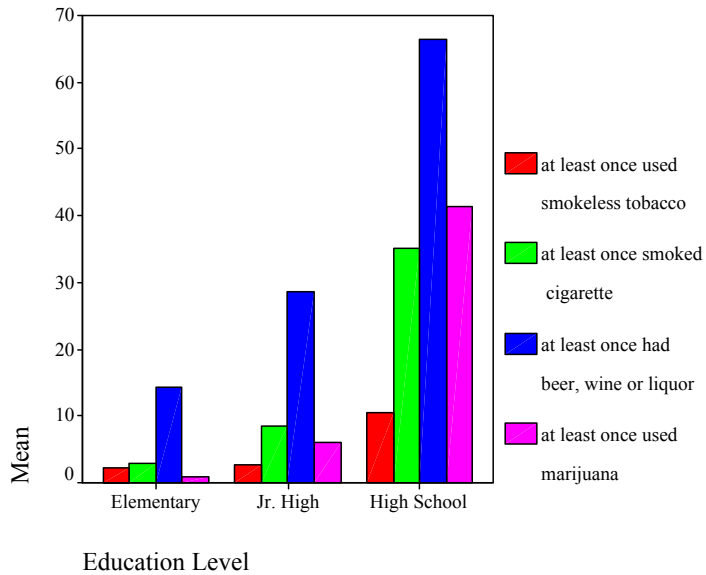
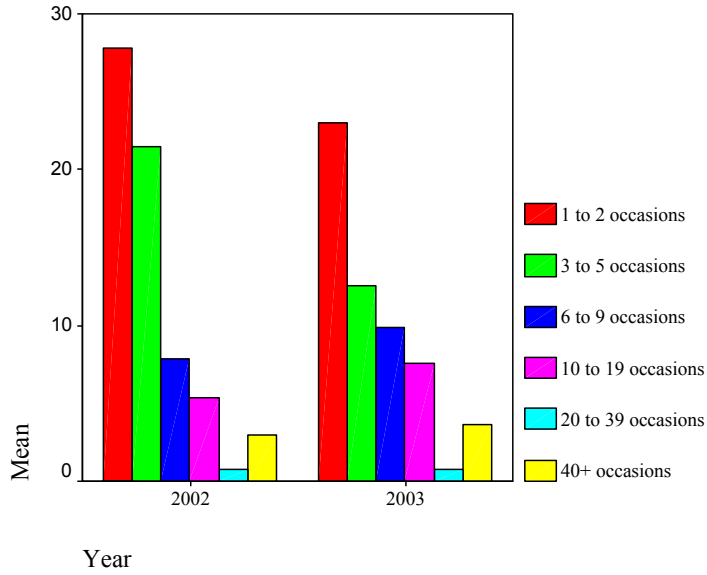


Figure 2-6
Mean Percent of Students Reporting each Level for Frequency of Alcohol Use in the Past 30 Days

Senior High CTC Data



Junior High CTC Data

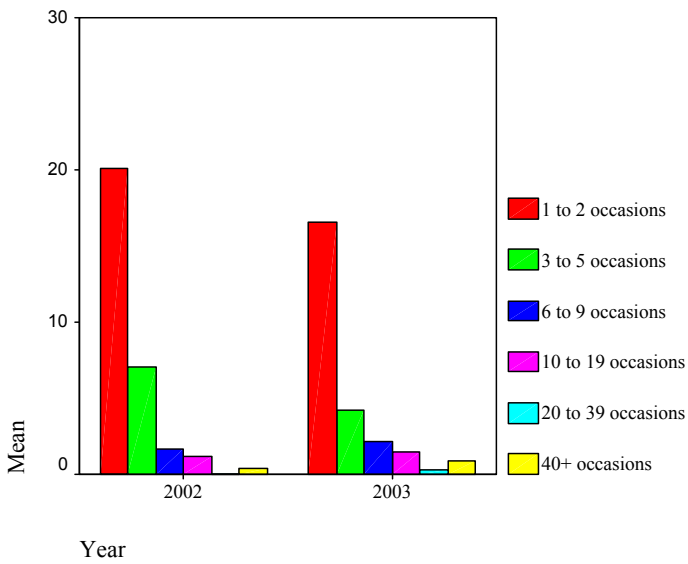
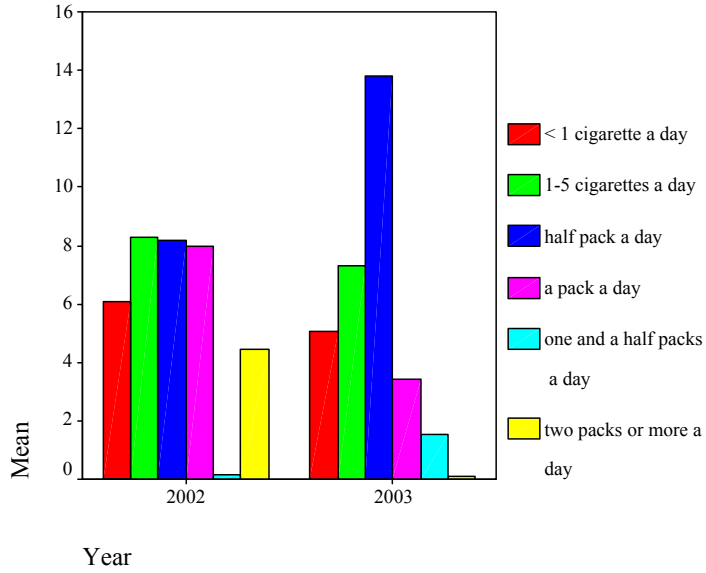
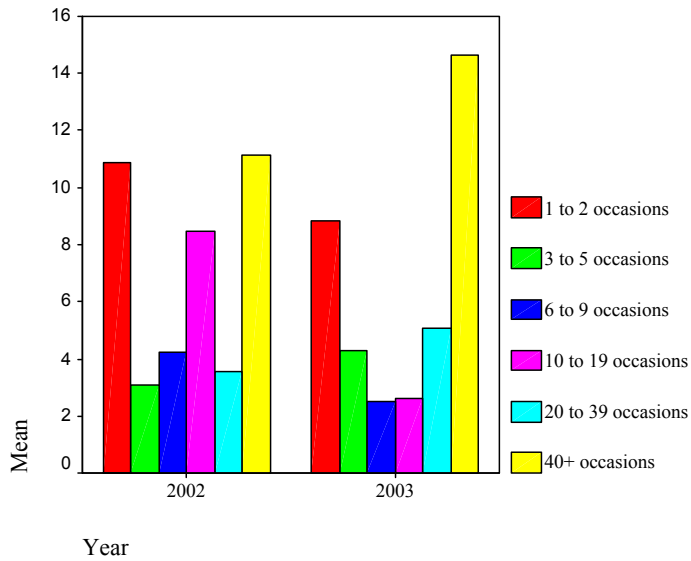


Figure 2-7
 Mean Percent of High School Students Reporting each Frequency of
 Use Level for the Past 30 Days

Cigarettes



Marijuana



Element Three

“Prevent onset of serious mental health, behavioral and emotional problems and refer and follow-up with all identified students.”







The prevention of mental health problems is a key element of the SSHS initiative. The top three data sources to assess progress on Element Three are:

1. Do teachers know of designated personnel inside and outside of the school for referral?
2. To what extent do students have serious behavior problems in the classroom (e.g., social isolation, anxiety, teasing/taunting, defiance, fighting, destruction of property, lying, theft)?
3. Are teachers trained in strategies to promote mental health in students?

Question 1: Do teachers know of designated personnel inside and outside of the school for referral?

In the SSHS Teacher Survey, 333 district teachers were asked if they knew of designated resource personnel in the school to whom they may refer students with tobacco, alcohol, drug use or emotional problems. Figure 3-1 shows that about 75% of teachers in the district do know of an in-school resource person for tobacco, alcohol or drug abuse. For mental health problem or crises many more teachers (about 95%) are aware of in-school resources.

Figure 3-1







22.	Place a check mark next to the problems for which there a designated person IN YOUR SCHOOL to whom you can refer students for counseling or treatment.	Number of Responses	Response Ratio
	Tobacco use 	241	72%
	Alcohol use 	248	74%
	Illegal drug use 	246	74%
	Mental or emotional problems 	317	95%
	Threats to harm themselves or others 	315	94%
	Other personal problems requiring crisis intervention 	321	96%

District teachers were also asked about resources outside of school for the above-mentioned problems. Fewer teachers were aware of mental health resources outside of the building. Figure 3-2 shows that less than half of the respondents were aware of a designated resource outside of the school to refer students for tobacco use. Only slightly more teachers were aware of outside resources for students that use alcohol (55%) or drugs (57%). About 70% of teachers were aware of outside resources for mental health problems or crises.

Teachers’ responses to a question about the timeliness of mental services were also the focus of the evaluation. In general, most teachers believe that mental health services

would be made available to referred students. Over eighty percent of teachers believed that services would be provided in a timely manner for students with serious mental health problems (i.e., threat to harm or crises) illegal drug or alcohol abuse. However, only 73% believed the same for students that use tobacco.

Figure 3-2

23. Place a check mark next to the problems for which there a designated person OUTSIDE OF YOUR SCHOOL to whom you can refer students for counseling or treatment.		Number of Responses	Response Ratio
Tobacco use		158	47%
Alcohol Use		184	55%
Illegal drug use		189	57%
Mental or emotional problems		265	79%
Threats to harm themselves or others		230	69%
Other personal problems requiring crisis intervention		250	75%

Feedback to teachers on the status of students referred by the teacher for services was the focus of Question #25 of the SSHS Teacher Survey. Responses to this question are shown in Figure 3-3. Only about half of the teachers believed they would be informed of students' status and progress in a timely manner. It was only in the most severe cases (i.e., threats to harm) that the majority of teachers (62%) felt they would be adequately apprised of students' status.

Figure 3-3

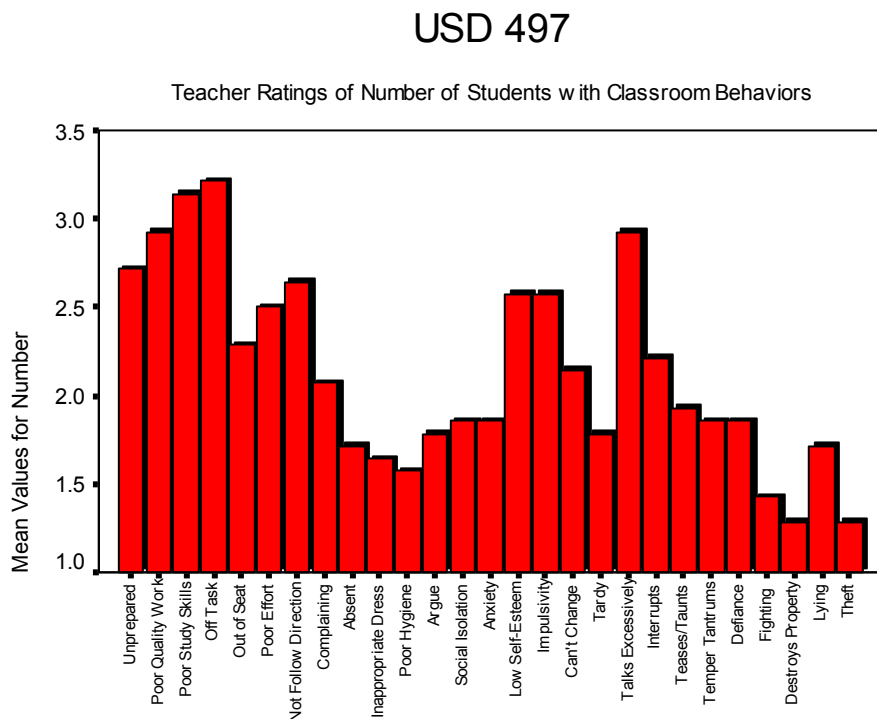
25. If you referred a student for mental health services to deal with the problems listed below, do you believe you would be informed of the student's status and progress in a timely manner?		
<i>The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option</i>	1 Yes	2 No
1. a. Tobacco use	51% 172	49% 162
2. b. Alcohol use	53% 178	47% 156
3. c. Illegal drug use	52% 175	48% 159
4. d. Mental or emotional problems	56% 188	44% 146
5. e. Threats to harm themselves or others	62% 207	38% 127
6. f. Other personal problems requiring crisis intervention	58% 193	42% 141

Question #2: To what extent do students have serious behavior problems in the classroom (e.g., social isolation, anxiety, teasing/taunting, defiance, fighting, destruction of property, lying, theft).

As part of the SSHS Teacher Survey, teachers completed the Classroom Behavior and Asset Survey for Teachers (CBAST). The CBAST is designed to measure the problem behaviors and strengths of whole classes of students. Rather than evaluating the behavioral difficulties of individual children as if those children were unaffected by the classroom environment, this scale evaluates problematic behavior as it exists within the dynamic classroom system. The CBAST includes ratings of the severity of the behavior, its frequency, its duration in terms of lost instructional time, and how many students are affected. The CBAST is designed to provide anonymous quarterly or semi-annual appraisal of classroom and school functioning.

Figure 3-4 below shows mean values for the problem behavior section of the scale for the 333 responding teachers across all grade levels.

Figure 3-4



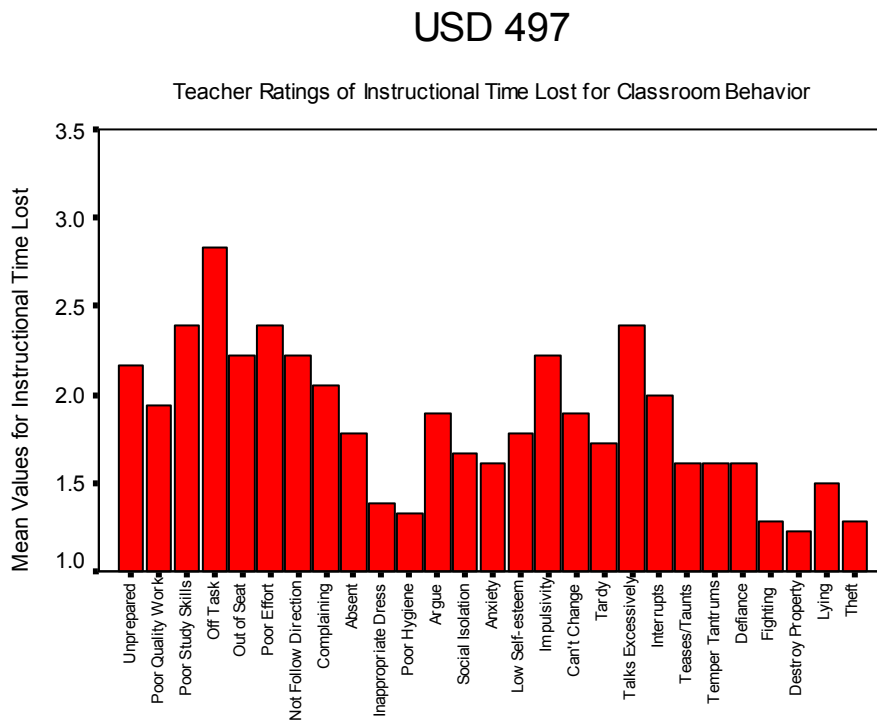
Note. 1=zero; 2=one student; 3=two to three students; 4=small group of students and; 5=most/all of class

Using the CBAST scale for number of students exhibiting a behavior problem in the classroom, it can be seen that many of the classroom behavior problems have one or fewer students exhibiting the problem. Across the district this is true for the most severe problems such as social isolation, anxiety, teasing/taunting, defiance, fighting, destruction of property, lying and theft. The majority of the problems across the district appear to be

off-task and out-of-seat behaviors as well as poor study skills and excessive talking. The district results showed a higher degree of variability on the CBAST. The means and standard deviations for these variables can be seen in Table 3-1 of Appendix M.

Teachers were asked about the degree to which the above-mentioned classroom behavior problems result in loss of instructional time. Figure 3-5 shows these results. It can be seen that very little instructional time is lost for the most severe behavior problems. Across the district, instructional time seems to be lost mainly for off-task behavior, talking, not preparing for class, poor effort, and impulsivity. Table 3-2 in Appendix M shows the means and standard deviations for the classroom behavior problems for Instructional Time Lost.

Figure 3-5



Note. 1=none; 2=a little; 3=some; 4=a lot

The SSHA Teacher Survey provided information on serious behavior problems on school property. Figure 3-6 presents the number of times teachers have witnessed bullying, hitting, threats or injuries with a weapon. Teachers reported witnessing no injuries with guns and three injuries with a sharp weapon. Teachers reported far more instances of bullying, with 33% reporting observing this problem five or more times during the past school year. Twenty-five percent of respondents reported viewing physical aggression five or more times during the past school year. Observations of threats with weapons were rare, as more than 95% reported never seeing this problem.

Figure 3-6

32. During the past 12 months on school property, how often have you seen students being . . .						
<i>The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option</i>	1 0 times	2 1 time	3 2 times	4 3 times	5 4 times	6 5 or more times
1. a. picked on or bullied by a student?	15% 51	16% 53	18% 59	14% 46	4% 15	33% 110
2. b. hit, kicked, or pushed by a student?	22% 72	20% 68	15% 50	12% 40	6% 21	25% 83
3. c. threatened with a knife or sharp weapon?	96% 321	3% 9	1% 3	0% 1	0% 0	0% 0
4. d. injured with a knife or sharp weapon?	99% 331	1% 3	0% 0	0% 0	0% 0	0% 0
5. e. threatened with a gun?	99% 332	1% 2	0% 0	0% 0	0% 0	0% 0
6. f. injured with a gun?	100% 334	0% 0	0% 0	0% 0	0% 0	0% 0

Question #3: Are teachers trained in strategies to promote mental health in students?









Question #33 of the SSHS Teacher Survey asked multiple questions regarding the amount of professional development provided over the past 12 months. More than half of the teacher respondents report no training in promoting positive mental health among students. When combined with option #2 it can be seen that nearly 90% of the respondents have had less than five hours of professional development on the topic of promoting positive mental health.

Figure 3-7

33. Within the past 12 months, how much professional development have you received in each of the following areas?					
<i>The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option</i>	1 None	2 1-4 hours	3 5-8 hours	4 1-2 days	5 More than 2 days
8. h. Strategies to promote positive mental health among students	52% 174	37% 124	7% 23	2% 6	2% 7

The data shown in Figure 3-7 provide an interesting contrast to the SSHS Teacher Survey question #34 regarding areas in which the respondents would like to receive more professional development. The responses to question #34 are shown in Figure 3-8. Teachers indicated that the highest prioritized area for professional development of those listed was in the area of promoting positive mental health among students (64%).

Figure 3-8

34.	Please check any of the following topics for which you would like to receive further professional development.	Number of Responses	Response Ratio
	Instructional strategies for teaching 	157	47%
	Strategies to increase or strengthen parental involvement 	166	50%
	Classroom management strategies 	130	39%
	Strategies to prevent student alcohol use 	49	15%
	Strategies to prevent student substance abuse 	55	16%
	Strategies to prevent student tobacco use 	46	14%
	Strategies to prevent student violence 	109	33%
	Strategies to promote positive mental health among students 	215	64%

Element 4

“Provide a continuum of family-focused preventive interventions to enable children to enter school ready to learn”

The primary stakeholder involved in Element 4 activities is the Success by 6 Coalition of Douglas County. Although Parents as Teachers is also involved in Element 4 activities, they receive much less funding from the grant, and thus, their activities are not evaluated for this report. In July 2003, the evaluation team met with a Success by 6 representative and the SSHS Project Director in order to create an evaluation plan for Success by 6. That plan, along with scales that will be used in the evaluation can be seen in Appendix N.

In the original evaluation proposal, we did not plan to evaluate individual groups' process data for this first annual report. However, we do have some data from the Family Resource Team (FRT) worth reporting at this time. Figure 4-1 presents the sources of referral for the FRT. Although this figure includes data prior to the SSHS funding, it is worth considering in order to fully understand the collaboration that occurs between the FRT and other community agencies. Because the funding for the additional members of the FRT did not begin until April, we will only consider data from that time forward.

From April 1 through September 30, 2003, the FRT saw 53 new families. From June 1 through September 30, we currently have information for 39 families regarding goals achieved. For 29 out of 39 families, at least 50% of their treatment goals were partially achieved or achieved.

- 12/27 families (44%) had healthier expectations for their children.
- 17/29 families (59%) improved home safety scores by 10%
- 15/29 families (52%) improved home health scores by 10%
- 21/29 families (72%) improved home child friendliness scores by 10%

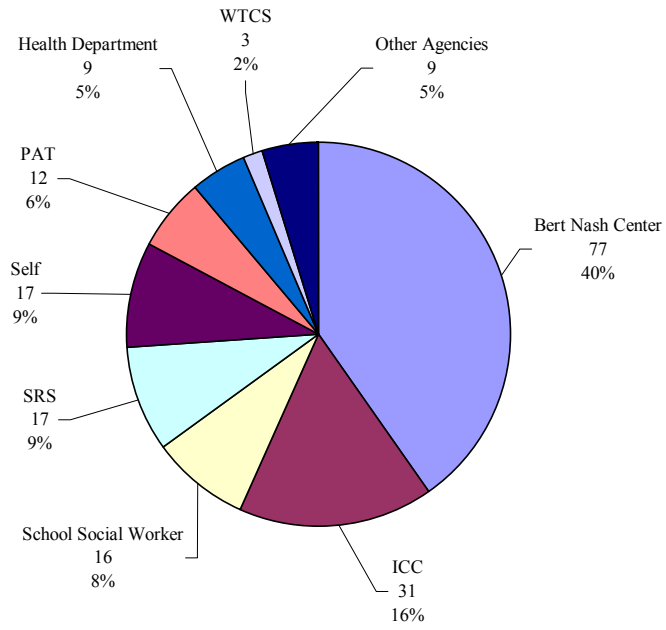
Of those families who scored less than 20/25 on each respective scale at start of services:

- 9/9 (100%) improved home safety scores by 10%
- 7/10 (70%) improved home health scores by 10%
- 18/24 (75%) improved home child friendliness scores by 10%

Families who terminated their participation in the FRT completed a brief questionnaire rating their assets in seven areas. The families were asked to rate how competent they felt in the 7 areas currently (at the time the services ended) and retrospectively (at the beginning of services). The seven areas rated on the Parent Ladder were knowledge of child development, confidence in parenting skills, ability to promote learning, material resources, social support, coping skills, and current amount of stress. Eight of the ten families (80%) who completed the questionnaire indicated an overall improvement over the course of their participation.

Figure 4-1

Sources of Referral to the Family Resource Team



Element 5
“Increase positive behaviors of students by promoting connectivity with school and a positive school climate.”

Partners identified three indicators of connectivity with school and a positive school climate. The indicators included student responses to the Communities That Care (CTC) Survey; teacher responses to items on the teacher survey that assessed mutual respect between students and teachers; and information about class size.

Student Perceptions of Connectivity with School and a Positive School Climate

Students responded to the CTC Survey on an agreement scale. Table 5-1 reports the item means and standard deviations for the eight items that assess connectivity to school. The mean item responses can be read as the percent of students who agreed with the statement. Table 5-1 reports the item means and standard deviations by educational level – elementary buildings, junior high schools, and high schools.

Table 5-1

Percent of Students Agreeing with Communities that Care Survey “Connectivity to School” Items (Reported with Standard Deviations Across Schools)

Item	Educational Level					
	Elementary		Junior High		Senior High	
	M	SD	M	SD	M	SD
Students have lots of chances to help make decisions.	62	16	44	4	60	19
Teachers ask students to work on class projects.	43	11	39	5	40	16
Teachers tell students when they are doing a good job.	82	10	70	4	76	13
There are lots of chances for students to get involved in school activities.	77	14	96	3	78	27
There are lots of chances for students to talk with teachers one to one.	85	7	83	11	86	7
School lets parents know when students have done something well.	61	11	34	7	36	16
Teachers praise students when they work hard at school.	60	13	53	7	62	17
Students have lots of chances to be part of class discussions and activities.	88	8	88	4	89	6

Overall, students in elementary through high school reported that their teachers notice when they are doing good work, that there are lots of chances for students to talk with a teacher one to one, and that students have lots of chances to be part of class discussions and activities. The students also indicate that they have few chances to decide on class activities or work on special projects.

Elementary students report the strongest connection to school. Elementary students note that their teachers notice when they are doing a good job, compliment them on doing a good job, tell their parents that they are doing good work, and provide them opportunities to be part of class discussions and activities.

Junior high students responded differently than either elementary or high school students. They are less likely to report that they have chances to make decisions about class activities, that their teachers notice and compliment them for doing good work, and that teachers let their parents know when they have done something well. High school students also report that teachers are not likely to let their parents know when they have done something well. A higher percent of junior high students than elementary or high school students reported that there were lots of chances for them to be involved in sports, clubs, and after school activities.

Teacher Perceptions of Connectivity with School and a Positive School Climate

Teacher responses to items on the SSHS Teacher Survey provide information about teachers' perceptions of the school climate. The items addressed student opportunities to be part of class discussions or activities, to participate in setting class rules, and to speak individually with the teacher. A final item addressed whether students and teachers respected each other. Responses to the SSHS Teacher Survey were on a 4-point agreement scale where 1 indicated strongly agree. Item means and standard deviations are reported in Table 5-2.

Table 5-2

Means and Standard Deviations for Teacher Survey School Climate Items

Item	Educational Level					
	Elementary		Junior High		Senior High	
	M	SD	M	SD	M	SD
Students have lots of opportunities to be part of class discussions and activities.	1.50	.74	1.40	.82	1.50	.73
Students have lots of opportunities to help decide on class activities and class rules.	1.80	.83	2.25	.73	2.34	.71
Students have lots of opportunities to talk to teachers one to one.	1.99	.82	1.75	.73	1.66	.58
Students and teachers respect each other.	1.90	.69	1.90	.72	1.70	.68

Note. Responses were on a 4-point agreement scale where 1 was *strongly agree*.

Teachers, as a group, either agreed or strongly agreed that students in their classes had lots of opportunities to be part of class discussions or activities. The mean response for this item was 1.5. Teachers agreed that students have opportunities to help decide on class activities and class rules. They also agreed that students had a lot of opportunities to speak individually to the teacher. They agreed that most students and

teachers respect each other. The mean response for this item was 1.9. Teacher responses suggest that they were most likely to afford students the opportunity to participate in class discussions when the teachers controlled the lesson.

The pattern of responses by students and teachers to items about students' roles in the class was similar. Both teachers and students agreed that students had a lot of opportunities to participate in class discussion, and both agreed that students' opportunities to participate in decision-making in the classroom were more limited.

Class Size

Teachers were asked to report the number of students in their classes on the SSHS Teacher Survey. Table 5-3 reports the class size means and standard deviation by educational level. Data in Table 5-3 show average class between 18 and 22 with considerable variability within educational levels.

Table 5-3
Means and Standard Deviations for Reported Class Size

Educational Level	M	SD	Number of Teachers Reporting
Elementary	17.7	7.4	68
Junior High	21.4	7.9	55
Senior High	18.0	8.8	37

Element Six

“Create awareness and support for zero tolerance policies.”

During Year One of the grant period, a committee on social marketing was formed by the Project Director. This committee subsequently decided to send out a Request for Proposals for the social marketing of the SSHS Initiative. It is assumed that part of the evaluation regarding the awareness and support for zero tolerance policies will be conducted as a part of the social marketing campaign. However, the SSHS Administrator Survey does include some questions regarding zero tolerance policies. This data is currently being collected.

A parent survey (see Appendix O) regarding awareness of district policies was administered during Parent-Teacher conferences between October 13th and 17th, 2003. This data has not yet been analyzed. In addition, questions regarding awareness and support for zero tolerance policies could be included in an addendum to the CTC Survey, and in future SSHS Teacher Classroom Surveys, SSHS Principal Surveys, and SSHS Administrator Surveys.

Element Seven

“Increase collaboration between grant partners.”

During the early months of Year One of the *Safe Schools, Healthy Students* initiative, it was decided that an additional goal was shared by grant participants, a goal of increasing collaboration among the grant partners. Collaboration became the seventh element targeted for evaluation.

After a review of the scholarly literature on collaboration among public and private agencies (Ash, 1989; DelPizzo, 1990; Kysiak, 1986; Rockefeller, 1986), a model which identifies levels or stages of collaboration was chosen. The model, developed by Borden and Perkins (1998) describes interactions among grant partners as taking place at one of five stages:

1. Networking

- Aware of organization
- Loosely defined roles
- Little communication
- All decisions are made independently

2. Cooperation

- Provide information to each other
- Somewhat defined roles
- Formal communication
- All decisions are made independently

3. Coordination

- Share information and resources
- Defined roles
- Frequent communication
- Some shared decision making

4. Coalition

- Share ideas
- Share resources
- Frequent and prioritized communication
- All members have a vote in decision making

5. Collaboration

- Members belong to one system
- Frequent communication is characterized by mutual trust
- Consensus is reached on all decisions

The *Levels of Collaboration Scale* applies a modified version of the Borden and Perkins system which has been adopted by other *Safe Schools, Healthy Students* evaluators across the nation (Cross, 2003). The form asks respondents representing different grant partners, to indicate the level with which they collaborate with other grant partners. One advantage of the scaling system used in the *Collaboration Scale* is that a map of the levels of perceived collaboration can be constructed which visually displays collaboration among grant partners. Appendix H presents the scale.

Efforts are currently underway to establish the psychometric values for the scale, by analyzing test-retest reliability. On the 1 to 5 scale used by the collaboration instrument, the mean level of collaboration *before* the grant took effect, November, 2002, was 1.50, which is between the Networking and Cooperation levels. In terms of collaboration, the typical grant partner was linked with an average of five other partners (Mean = 5.08). A map of the perceived levels of collaboration is presented in Figure 7-1. Grant partners are represented by labeled circles. Connecting arrows indicate that one partner reported a moderate or high level of collaboration with another partner. The numbers in each circle reflect the number of partners with whom they collaborate and their mean level of collaboration across all partners. The evaluation plan calls for this data to act as comparison or baseline data for future administrations of the scale.

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