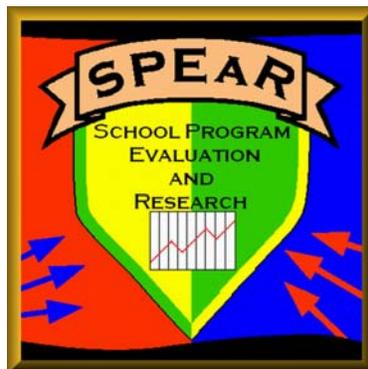


Evaluation Report for the  
Safe Schools Healthy Students Initiative  
Lawrence Public Schools  
Year 2  
October 2003 – September 2004



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## Executive Summary

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

1. Updating data collection plans for stakeholders.
2. Creating instruments to be used by stakeholders.
3. Data collection and analyses.
4. Formative evaluation of outcomes and outcome indicators.

The School Program Evaluation and Research (SPEaR) team continued to develop and use a Research Evaluation Model (REM) to guide the evaluation. The REM is targeted at meeting the needs of the grantee within the framework of a comprehensive program evaluation model that seeks to carefully evaluate initiatives and interventions with solid research methods. A social validity approach (Edwards & Newman, 1982) is used in an effort to assist the grantee by using the research literature, faculty knowledge and formative data to best meet the goals of implementation of the new initiative.

The primary focus on the Year 2 Evaluation was continued meetings with stakeholders to assess and modify as needed their data collection needs and plans. We met regularly with WRAP, Prevention Specialists, the school district safety committee, Success by 6, and the Project Director to monitor data collection in addition to regular partner meetings. The data collection updates that resulted from our interactions include the following:

1. WRAP JITTERS program package of instruments for students to complete, including the creation of an electronic Visual Analog Scale.
2. WRAP plan to collect additional data from both their workers and students regarding the efficacy of their interactions.

3. Creation of quarterly logs to be completed by Prevention Specialists and Peer Education Facilitators.
4. Creation of individual interaction forms to be completed by Prevention Specialists.
5. Creation of school readiness survey to be completed by kindergarten teachers.
6. Creation of parent surveys regarding district policies, perceptions of safety in schools, and concerns about substance use.
7. Changes to the annual Teacher Survey.
8. Assistance in creating the new school district safety audit survey.

Thirdly, data were collected and analyzed. Survey data from students, teachers, parents and principals were analyzed. 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 regarding the extent of collaboration between partners. Additionally, we summarized and evaluated data collected by partners including Prevention Specialists, WRAP, Success by 6, the School Resource Officers (SRO's), and the After School Programs.

The fourth aspect of the Year 2 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. Findings were reported to the Project Director at biweekly meetings with the Evaluation Director. Additionally, up-to-date data reports were frequently given at the monthly partner meetings in order to apprise the partners of pertinent findings as they became available.

Some noteworthy findings from the Year 2 Evaluation are:

1. 88.2% of surveyed 6<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup> and 12<sup>th</sup> graders reported feeling safe at school. 300 students (11.8%) in those grades reported that they **do not feel safe** at school.
2. Only 1.5% of teachers, 0% of principals, 1.8% of parents report that their students or children do not feel safe at school.
3. When surveyed about when and where students may feel unsafe, only 17% of principals and 21.2% of teachers report that their students always feel safe after school on school grounds.
4. The number of physical attacks or fights (with no weapon) and the number of thefts/larceny (with no personal confrontation) reported by principals **increased** from 2003 to 2004. The number of reported sexual harassment incidents **decreased**.
5. 73% of LPS do not have adequate radio communication. 57% do not have adequate front door visibility.
6. Almost half of LPS teachers (48%) indicate that most or all of the students in their classes demonstrate family support for education. This went up from 2003 to 2004. The percent of teachers reporting that most or all of their students have good social skills and peer relationships also went up from 55.4% to 63.2% between 2003 and 2004.
7. The percent of senior high students that believe there is no risk in trying marijuana once or twice decreased in the past two years.
8. Approximately 30% of 8<sup>th</sup> graders and just over 50% of 10<sup>th</sup> and 12<sup>th</sup> graders, report having used alcohol at least once in the past 30 days.

9. Approximately 80% of parents of junior and senior high students indicated that they were concerned or very concerned about alcohol use among students in Lawrence.
10. Prevention Specialists spend an average of 26 minutes per individual interaction with a student. In these interactions they most frequently discuss mental health issues at the elementary and senior high levels; at the junior high level, they most frequently discuss achievement issues. At the elementary level they also frequently discuss home life and social issues. At the senior high level, they also frequently discuss substance use issues.
11. The CTC data indicates that students agree with items indicating they are committed to school and have opportunities to be involved in their schools. On average, they fall half way between agreeing and disagreeing with statements indicating that they receive recognition from their teachers.
12. Teachers believe that their students have the ability to achieve academically and are challenged academically.
13. Regular After School Program participants at Central Junior High earned a mean GPA of 3.35 during the 2003 – 2004 academic year.
14. Kindergarten teachers reported that 64% of their students entered school ready to learn in the Fall of 2003.
15. Twenty percent more teachers became aware of in-school sources of referral for students with tobacco, alcohol and illegal drug use issues.
16. The elementary and junior high transition program (JITTERS) increased the confidence of students in their abilities to handle academic work and find their classes.

17. About 80% of principals report that the district drug policy affects their student discipline decisions, an increase from 2003.
18. Almost all parents support the district drug and weapons policies; although many report that they do not know it. Of those that do think they know the policy, very few can accurately identify **all** of the policy details. Approximately 87% can correctly identify parts of the policy.
19. Reported collaboration increased among grant partners during Year One.

## Introduction

The *Safe Schools, Healthy Students* (SSHS) initiative was designed to improve school safety and the health of all students in Lawrence, Kansas public schools, USD 497. 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 the *Safe Schools, Healthy Students* initiative.

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.

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. The appendices include all data collection instruments used during Year 2.

### *Status*

A timeline from the Year 2 Evaluation is shown in Table I.1. All scheduled tasks have been completed. Surveys have been created and administered. Archival data has been gathered and summarized. Collaboration scales have been administered. Key objectives and indicators have been identified and measured.

### *Data Collection*

Although the initiative consists of seven key elements, several sources provide data for outcome indicators on multiple elements. In order to tailor data collection and reporting to the needs of the district, a data collection feedback form was given to nine partner representatives during Year 1 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. 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.2. The evaluation of each element is then based on the use of those top ranked elements. Additionally, under the direction of the Evaluation Director and Program Director, the partners spent part of partner meetings in 2003 and 2004 developing a logic model for the SSHS initiative. The indicators selected in that logic model are included in the evaluation when those indicators came from data collected or analyzed by the evaluation team. A copy of the Logic Model for the Lawrence Public Schools (LPS) SSHS initiative can be

Table I.1

*Timeline of Evaluation Activities for Year 2*

		2003			2004								
		October	November	December	January	February	March	April	May	June	July	August	September
Key Dates													
Year 2 Grant Budget Period Begins October 1, 2003		■											
Year 3 Budget Period Ends September 30, 2004													■
Year 2 Evaluation Report Due October 31, 2004													
Data Collection and Analysis	Distribute Prevention Specialist Logs	■											
	Administrator data	■											
	Parent Awareness data	■											
	Partner Collaboration data		■	■	■		■						
	School Readiness data		■	■	■								
	Prevention Specialist Logs data		■	■			■	■					
	Risk and Protective Factors data				■								
	Parent Perceived School Safety data					■	■						
	Revised Teacher Survey data							■	■				
	Safety Audit data								■				
	Revised Principal Survey data									■	■		
	Junior High Transition data										■		
	WRAP worker data												■
	Develop After School Programs evaluation												■
	Develop Focus Groups protocols												■
Reporting	Year 1 Evaluation Report delivered	■											
	Mid-Year 2 Evaluation Report delivered							■					
	Evaluation team's web site launched											■	
	Three national conference papers accepted							■	■	■			
Meetings	American Evaluation Association Conference	■											
	Safe Schools, Healthy Students Conference							■					
	Sustainability Conference										■		
	Partner's Meetings	■	■	■	■	■	■	■	■	■	■	■	■

■ When activity occurred

Table I.2

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

found in Appendix A. Each data source will be described here before the individual elements are addressed.

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

Teachers from the LPS were surveyed in the spring of 2003 and in the spring of 2004. Data from both years will be considered in this report. The National SSHS Teacher Survey was adapted to relate more closely to the Lawrence SSHS initiative and to meet objectives of the Research Evaluation Model (REM). The surveys also included questions from the Classroom Behavior and Assets Survey Teacher Version (CBAST).

All teachers in the LPS were asked to complete an online Teacher Survey in May 2003. Of the 726 eligible teachers, 46% (n=333) completed the survey. The survey included 39 questions, each with several parts, and took approximately 30 minutes to complete. Following the 2003 Teacher Survey, several respondents indicated their preference for a paper-based survey for the 2004 survey. The SPEaR Team made this modification for the 2004 Teacher Survey. The 2004 survey consisted of 131 questions (this survey was shorter, because the questions did not have sub-questions). In April 2004, of the 677 eligible teachers, 70% (n = 476) completed the 2004 survey. Approximately 70% of high school teachers, 72% of junior high school teachers and 70% of elementary school teachers responded to the survey.

The 2004 survey was approved by the University of Kansas Human Subjects Committee (HSC) on April 13, 2004. The 2004 surveys were distributed in envelopes to each LPS principal at a meeting of all district principals and administrators. The envelopes included a survey and a scantron sheet for each teacher. A list of all teachers in the school was attached to the front of the envelope. Teachers were instructed to cross their names off of the list when they returned their

completed anonymous surveys to the school envelope. The principals were asked to encourage their teachers to respond. A copy of the Teacher Survey can be seen in Appendix B.

### *Principal Survey*

The SPEaR Team modified the National SSHS Principal Survey used in 2003 for use in 2004 to more closely meet objectives of the evaluation model and reduce the burden on respondents. A copy of the 2004 Principal Survey can be seen in Appendix C. Like the 2003 Principal Survey, this survey was also prepared electronically and submitted to the University of Kansas HSC for approval. HSC approval was obtained on May 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 June 9, 2004. The Principal Survey was closed to responding on July 6, 2004. Of the 25 principals eligible to take the survey, 18 or 72% completed it.

### *Communities That Care Survey*

The Communities that Care (CTC) 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, 2599 students from the Lawrence Public Schools completed the survey in January 2004. Additionally, data from the first year of the grant, 2003 and the year preceding grant activities, 2002 are considered in this report. In January 2003, 3065 students from the LPS completed the survey; in January 2002, 3345 students completed the survey. The data is available on the [www.ctcdata.org](http://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 during the fall of 2003.

### *Kansas State Department of Education Data*

Data from the Kansas Department of Education (KSDE) were 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, 2002 – 2003, and 2003-2004 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.

### *Levels of Collaboration Scale*

A version of the Levels of Collaboration Scale (shown in Appendix D), which asks about collaboration levels one year after the grant was first implemented, was administered to 12 partner representatives in November of 2003. It was re-administered to 11 partner representatives in December of 2003 to establish test-retest reliability. The mean reliability coefficient for the measure is .87. Another version, which asked about current levels of collaboration, was distributed to teachers and principals in January of 2004. Ninety-nine teachers and 13 principals completed the scale. HSC approval to administer the scale to parents, teachers, and principals was received on December 9, 2003. Finally, another version of the scale, which asks about target levels of collaboration, was completed by 11 partner representatives in March of 2004.

### *Parent Awareness Survey and Parent School Safety Survey*

During the fall parent-teacher conferences in October of 2003, parents completed the Parent Awareness Survey, which asked questions about their levels of awareness of disciplinary policies for substance and weapons offenses. The survey, based on district policies, was developed by the SPEaR Team. SPEaR received HSC approval to use the survey on October 9,

2003. In all, 1,164 parents completed the Awareness Survey, including 611 elementary parents, 248 junior high parents, and 305 senior high parents. The parent surveys can be found in Appendix E.

A Parent School Safety Survey was developed by the SPEaR Team to ask parents questions about their child's feelings of safety, their own perceptions of their child's safety, and their opinions about the prevalence of substance use among students in the district. SPEaR received HSC approval to survey parents on February 4, 2004. During the spring parent-teacher conferences in February and March of 2004, 760 parents completed the Parent School Safety Survey. The parents from 18 of the 22 LPS included 444 elementary parents, 142 junior high parents, and 174 senior high parents.

#### *Prevention Specialist Logs*

In the fall of 2003, the SPEaR Team and the SSHS Initiative Program Director decided to sample the Prevention Specialists' activities by requesting that they complete a log one day per school quarter. The SPEaR Team worked with the Prevention Team Leaders to develop a quarterly log.

The Quarterly Log consisted of three parts. In Part I, the Prevention Specialists and Peer Education Facilitators recorded the type of activities they engaged in, and the amount of time spent in those activities. Peer Education Facilitators completed only Part I of the logs. Part II addressed the demographics of the students seen individually by the Prevention Specialists. In Part III, the Prevention Specialists documented the topic of concern when interacting with an individual student. HSC approval for the log forms was received on February 4, 2003. The log was completed on November 6, 2003 (Quarter I; N = 20), December 12, 2003 (Quarter 2; N =

17), March 1, 2004 (Quarter 3; N = 18), and April 20, 2004 (Quarter 4; N = 16). The Quarterly Logs can be found in Appendix F.

After reviewing data from the quarterly logs, the SPEaR Team and the Prevention Specialist Team Leaders developed a form for the Prevention Specialists in which they documented each individual interaction with a student. On the Individual Student Log (see Appendix G), the Prevention Specialists recorded the types of problems addressed and interventions used during the interaction. Additionally, the Prevention Specialists documented recommendations for the student. The Prevention Specialists also reported their perceptions of how their students were doing and feeling by using two 100 millimeter Visual Analog Scales (VAS). The Individual Student Log Forms were completed March 1–May 21, 2004 for 1,046 interactions. At the elementary level, the Prevention Specialists reported seeing 235 students a total of 727 times; at the junior high level, the Prevention Specialists reported seeing 108 students a total of 211 times; and at the senior high level, the two Prevention Specialists reported seeing 69 students a total of 108 times.

### *Safety Audit*

Two versions of a Safety Audit were completed in 2004. The First Safety Audit was developed by the Lawrence Police Department (LPD). The LPD completed the survey during the 2003 -2004 academic year with assistance from principals and custodial staff. Reports were received from 22 schools. The Second Safety Audit (SSA) was developed by the Lawrence Public Schools Safety Committee based on other safety audits used nationwide. The Evaluation Director and the SSHS Program Director directed this group in the creation of the second survey. Building principals completed the SSA during the summer and early fall of 2004 with assistance from custodial staff. Not all audits were completed by the end of the fiscal year (September

2004). Therefore, the data from the SSA will not be fully discussed in this report. Both surveys asked about the physical safety features and procedures of school buildings. The SSA was a more thorough survey. Both Safety Audit surveys may be found in Appendix H

#### *School Readiness Survey*

The School Readiness Survey was developed by the SPEaR Team to ask kindergarten teachers about their students' "readiness to learn" at the beginning of the 2003-2004 school year. SPEaR received HSC approval to survey the LPS kindergarten teachers on November 13, 2003. The surveys were distributed in late November, 2003; data collection was completed in January, 2004. Eleven teachers of 301 students responded to the survey. The School Readiness Survey may be found in Appendix I.

#### *JITTERS Data Collection and Integrity Checks*

In July, 2004, the SPEaR team gathered data to study the effects of a junior high transition program (JITTERS) developed by the WRAP program. HSC approval for the study was obtained on June 17, 2004. Data were collected at South Junior High School on July 13, 14, 20, and 21; at Central Junior High School on July 27 and 28; and at West Junior High School on July 13 and 14. Graduate Research Assistants attended the sessions to collect the data and perform implementation integrity checks.

The following scales were administered to the students: the School Situations Survey (Helms & Gable, 1988), the School Violence Anxiety Scale (Reynolds, 2001), the State Trait Anxiety Inventory Form Y-1 and Y-2 (Spielberger, Edwards, Montuori & Lushene, 1983), the Social Anxiety Scale for Adolescents (LaGreca & Lopez, 1998), and the Junior High Transition Scale, paper and electronic versions (developed by SPEaR). The scales can be found in Appendix J. All of the scales were administered in a pre- and post-test format except for the

School Violence Anxiety Scale, which was only given as a pre-test. Data were collected from 24 students, but not all of the students completed every scale. A follow-up is planned for October, 2004 in which the measures (including the SVAS) will be re-administered to the students.

*WRAP Worker Survey*

To gain a better understanding of the WRAP workers' interactions with students, the SPEaR Team distributed a short survey to WRAP workers in September of 2004. HSC approval for the survey was received on September 1, 2004. The questionnaire, which was taken from the Theoretical Orientation Survey (University of Maryland) asked WRAP workers to provide data about their years of therapy and WRAP experience, level of education, and theoretical orientation. Sixteen WRAP workers completed the survey. The survey can be found in Appendix K.

## Element 1

“To maintain a safe school environment”

Using a social validity approach (Edwards & Newman, 1982) grant partners were interviewed and asked to define school safety. Based on those definitions, representatives from each of the partner groups were then asked to rank order data sources mentioned in the interviews 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. Therefore, the evaluation of school safety focuses on data from the students and teachers; in order to establish a more thorough picture of school safety, triangulation data from the parents, principals and police are also considered. Given the difficulty that often accompanies collecting data from students, the results from the triangulation are important in terms of assessing the validity of measures targeted at parents and teachers in order to assess the students’ feelings.

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. These issues will be addressed by looking at student, teacher and principal reports of these behaviors in the schools. Data from the KSDED regarding crimes in schools will also be considered.

In the Logic Model for the LPS SSHS grant (see Appendix A), the school security score and report are listed as outcome indicators for the activities conducted by the LPD and the LPS administration as a part of the grant. Thus, data from the school safety audits will also be included in this section.

## Results

### *Students and Teachers Feel Safe at School*

In the Communities That Care (CTC) survey, students were asked whether or not they felt safe at school. Table 1.1 presents the 2004 responses to, "I feel safe at school" by school level. There is a significant relationship between school level and responses given to the question,  $X^2(6) = 93.16, p < .001$ . The elementary students feel safer than do the Jr. High and Sr. High students.

Table 1.1

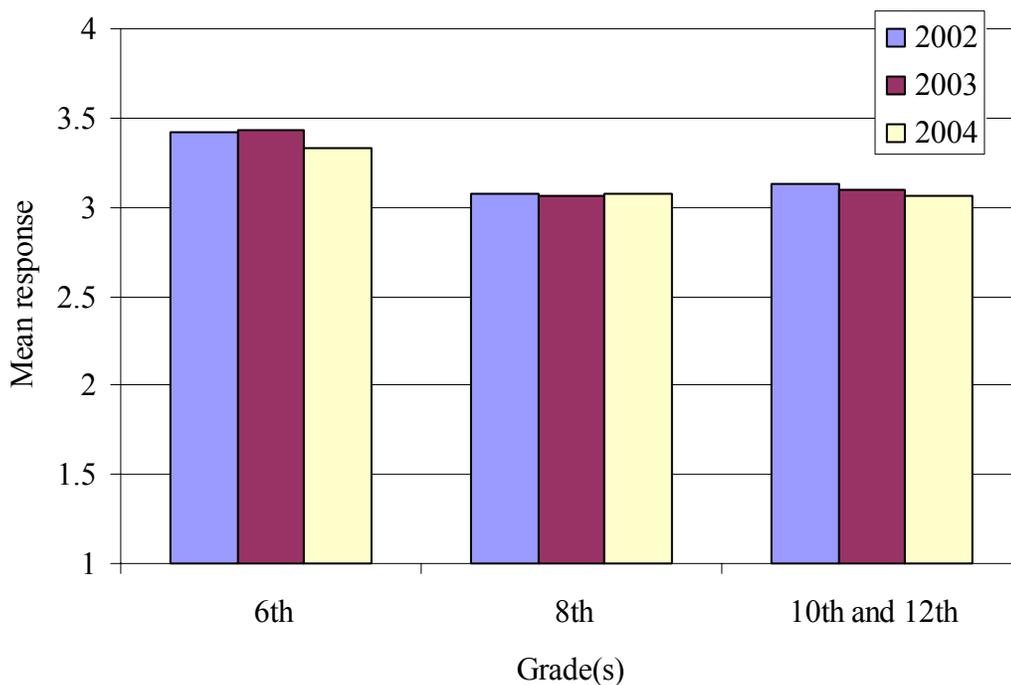
*Student responses to "I feel safe at school" in 2004.*

	I feel safe at my school.				Total n
	YES!	yes	no	NO!	
Tenth & Twelfth Grades	22.70%	65.00%	8.40%	3.90%	1269
Eighth Grade	27.90%	57.40%	9.30%	5.40%	666
Sixth Grade	43.50%	48.70%	4.90%	2.90%	591
All	28.90%	59.20%	7.80%	4.00%	2526

When looking at the student data for 2002, 2003 and 2004 (see Figure 1.1), we find students more strongly responded that they felt safe at school in 2002 than they did in 2004, such that in 2002 the mean response based on the 4 point scale (1 = NO!, 2 = no, 3 = yes and 4 = YES!) was greater than the mean response in 2004, ( $p < .05$ ). The differences between 2003 and 2002 or 2004 were not statistically significantly different. The year by building interaction is significant,  $F(45,8650) = 2.106, p < .001$ , suggesting that differences between years vary by building.

Figure 1.1

*Mean Student Responses to the Question, “I Feel Safe at My School.”*



Note: 1= NO!, 2 = no, 3 = yes, 4 = YES!

In order to compare the student data with comparable teacher and parent data, the 2004 data was used. Questions similar to the, “I feel safe at school” student question were asked of teachers, parents and principals in 2004. Teachers were given the questions, “My students feel safe at school” and “I feel my students are safe at school” with the YES! yes no NO! options. Parents were given the questions, “My child feels safe at school” and “I feel my child is safe at school” with the same response options. Table 1.2 presents the overall percent of answers given to the similar questions for students, teachers, principals, and parents in 2004.

Clearly, there is disparity between the actual feelings of the students and the adults’ perceptions of the students’ feelings. While 11.8% of students (300 students) do not feel safe in

Table 1.2

*Percent (total number) of responses by group to questions regarding students'*

*feelings of safety at school*

Group	YES!	Yes	No	NO!
Students – "I feel safe at school."	28.9% (731)	59.2% (1495)	7.8% (198)	4% (102)
Teachers – "My students feel safe."	45.1% (213)	53.4% (252)	1.5% (7)	0
Principals – "Our students feel safe."	61% (11)	39% (7)	0	0
Parents – "My child feels safe."	64.8% (471)	33.4% (243)	1.4% (10)	.4% (3)

school, only 1.5% of teachers believe students do not feel safe, 0% of principals believe their students do not feel safe, and 1.8% of parents (13 parents) report that their children do not feel safe. The data also suggest that while all four groups generally agree that they feel safe, the students are less confident in their agreement. While only approximately 29% of students responded YES! to the question, between 45% and 65% of adults responded YES! when asked if the students felt safe. This suggests the importance of asking students how they feel, rather than strictly relying on data from adults in the students' lives to report perceptions of student feelings.

The disparity may also be partially due to the fact that only students in the 6<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup> and 12<sup>th</sup> grades were asked the questions, whereas the principals, teachers and parents of children in all grades were asked the questions. We would expect that at the junior and senior high levels, the samples may be representative of all grades; however it is unlikely that the 6<sup>th</sup> graders are truly representative of the elementary students in the early grades.

*Correlations Among Groups.* Despite the fact that the adult and student perceptions of safety do not seem to be exactly the same, it is also important to look at whether or not correlations exist between the different data sources at the school level. Table 1.3 presents the percent of each group agreeing with the statements, “I feel safe at school” or “My students feel safe at school”. Table 1.4 presents the correlation coefficients for correlations between the mean “I feel safe” scores by school.

Looking first at the two questions asked of the teachers, one finds that their responses are significantly correlated, ( $r(20) = .88, p < .001$ ). The differences between the two are not significant. Likewise, the correlation between the two questions parents were asked is highly significant, ( $r(18) = .90, p < .001$ ). The more interesting questions are how those responses are correlated with the student responses. The correlations between the student and teacher responses at the school level indicate a significant correlation between the students’ responses to “I feel safe at school” and the teacher responses to “My students feel safe at school” ( $r(20) = .45, p < .05$ ); the correlation between the school means for “I feel safe at school” and “I feel my students are safe at school” is not significant. Thus, it appears that teachers do understand their students’ feelings of safety, but they do not completely agree with those assessments of safety. The parent questions, “My child feels safe at school” and “I feel my child is safe at school” are both significantly correlated with the student question, ( $r(18) = .63, p < .01$  and  $r(18) = .61, p < .01$ , respectively). Thus, it appears that although parents may overestimate their children’s feelings of safety, they do feel their children are less safe and feel less safe at the schools in which children report feeling less safe.

Table 1.3

*Percent of Each Group Reporting That Students Feel Safe at School (2004 Data)*

School	Students	Parents, My child feels safe	Teachers, My students feel safe
High A	88.30%	97.90%	98.60%
High B	86.60%	97.20%	95.70%
High C	77.50%	No Data	100.0%*
Junior High D	87.50%	100.00%	100.00%
Junior High E	90.80%	94.70%	100.00%
Junior High F	81.90%	No Data	100.00%
Junior High G	95.20%	96.90%	96.70%
Elementary H	100.00%	94.70%	100.00%
Elementary I	93.10%	100.00%	85.7%*
Elementary J	86.70%	98.00%	100.00%
Elementary K	97.40%	100.00%	100.00%
Elementary L	91.90%	100.00%	100.00%
Elementary M	85.30%	100.00%	100.00%
Elementary N	85.70%	100.00%	100.00%
Elementary O	86.70%	92.90%	92.30%
Elementary P	78.90%	97.30%	100.00%
Elementary Q	100.00%	100.0%*	100.00%
Elementary R	90.40%	100.00%	92.30%
Elementary S	96.60%	100.00%	100.00%
Elementary T	92.30%	100.00%	100.00%
Elementary U	97.10%	100.0%*	100.00%
Elementary V	100.00%	100.00%	100.00%
Total	88%	98.20%	98.50%

Note. The percentages indicate the total percent who answered YES! or yes.

\* Indicates sample of size less than 10.

Table 1.4

*Pearson Correlations between Means by School for Student, Teacher, and Parent Responses to Questions Regarding Feelings of Students' Safety at School*

	Teacher, "My students feel safe at school"	Teacher, "I feel my students are safe at school"	Parents, "My child feels safe at school"	Parents, "I feel my child is safe at school"
Student, "I feel safe at school"	.45(*)	.36	.63 (**)	.61(**)
Teacher, "My students feel safe"		.88(**)	.37	.54(*)
Teacher, "I feel my students are safe"			.26	.36
Parents, "My child feels safe"				.90(**)

\* Correlation is significant at the 0.05 level (2-tailed).

\*\* Correlation is significant at the 0.01 level (2-tailed).

*When and Where I Feel Unsafe.* Teachers were asked nine questions in the 2003 and 2004 SSHS Classroom Teacher Surveys regarding whether or not they felt safe before, during and after school on school grounds, in their classrooms and in the parking lot. Summary data for the 2004 data are presented in Table 1.5. In 2004, teachers and principals were also asked the same questions in terms of whether or not their students felt safe at different times in various locations at school. Principals were also asked the same questions for the teachers in their buildings and for themselves. Additionally, parents were asked about their children's feelings of safety at those times and places in the schools. In Table 1.5, the percentages are of the total that answered the question, and do not include missing data for those questions.

These estimates are all adult estimates; thus, they may not be completely accurate in reporting student perceptions. In general the estimates suggest that students feel safest in the classroom and feel the least safe on school grounds outside the school building. Parents tend to report less difference in times and locations than do teachers and principals.

Table 1.5

*Percent of principals, teachers, and parents who report that they or their students **Always feel safe** at school by location and time*

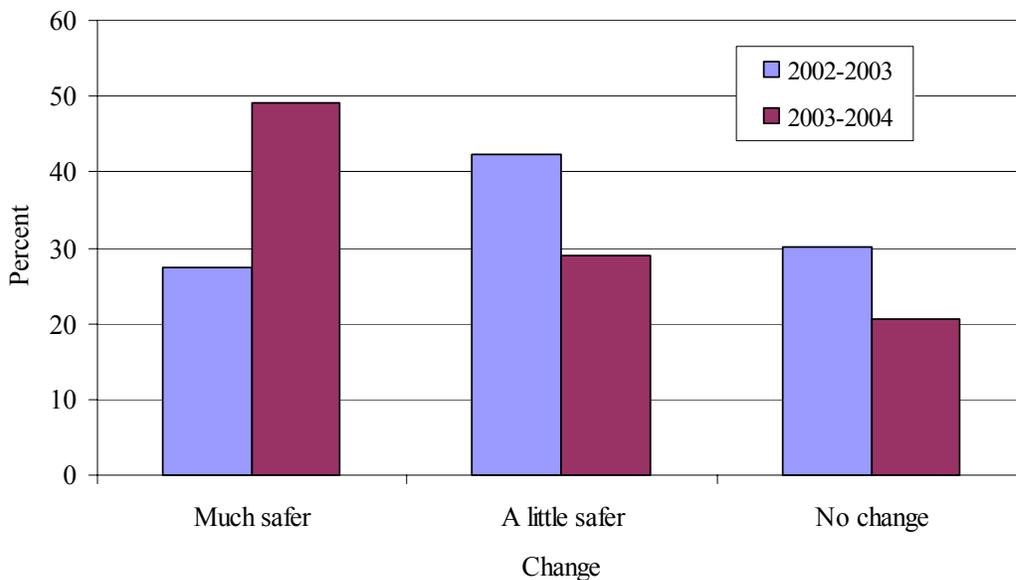
	Principal (n=18)	Teacher (n= 476)	Parent (n=699)
Students feel safe:			
During the day			
In the classroom	89%	68%	77.80%
In the building	39%	35.20%	70.10%
On school grounds	22%	25.50%	64.20%
After school			
In the classroom	67%	65.50%	74%
In the building	50%	32.40%	69.10%
On school grounds	17%	21.20%	61.50%
Teachers feel safe:			
During the day			
In the classroom	72%	88.70%	
In the building	72%	85.60%	
On school grounds	72%	84.10%	
After school			
In the classroom	72%	85.60%	
In the building	72%	75%	
On school grounds	56%	71.50%	
Principals feel safe:			
During the day			
In the classroom	100%		
In the building	94%		
On school grounds	94%		
After school			
In the classroom	100%		
In the building	100%		
On school grounds	89%		

Teachers were also asked whether or not having a School Resource Officer (SRO) in their buildings changed their feelings of safety. Their responses are displayed in Figure 1.2. The

data suggest that in 2004, almost 80% of teachers responded that they felt either a little safer or much safer because of the SRO in their building. The statistically significant relationship between the reported feelings of safety and the year suggest that the feelings in 2003 were different than they were in 2004 ( $X^2(5) = 33.06, p < .001$ ). This difference appears to be that more teachers report feeling much safer with the SRO's in 2004 than in 2003, in which more teachers reported feeling a little safer.

Figure 1.2.

*Teacher Responses to the Question, “Does Having An SRO In Your School Change How Safe You Feel?”*



### *School Behaviors*

*Teachers.* 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 level, can be seen in Table 1.6. The 2004 overall mean response was 3.11 (SE = .086); a score of a 3 indicates two times, and a score of a 4 indicates three times. The differences between the 2003 and 2004 data are not statistically significant. 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 476 respondents 5.46% indicated they had seen a student threatened with a weapon during the past 12 months.

Table 1.6

*Teachers' Responses To The Question, "During The Past 12 Months, How Often Have You Seen Students Being Hit, Kicked, Or Pushed By A Student?" In The Spring Of 2003 And 2004*

	M	SE	N
Elementary			
2003	3.66	0.14	173
2004	3.70	0.12	218
Junior High			
2003	3.77	0.20	77
2004	3.09	0.17	127
Senior High			
2003	2.20	0.22	55
2004	2.09	0.14	124
All			
2003	3.36	0.10	334
2004	3.11	0.09	469

Note: The answer scale for this item was such that 1 = 0 times, 2 = 1 time, 3 = 2 times, 4 = 3 times.

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, “Number of students that have a problem with teasing, or taunting peers, name calling, or verbal abuse of peers”; 33.8% of teachers indicated none of their students had this problem. Only 1.1% of teachers indicated that most or all of their class had this problem. That 1.1% consisted of 1 teacher at 5 different schools, representing all school levels.

*Principals.* The principals were asked, “During the current academic year, how much of a problem has student bullying been at your school overall?” Eighty-three percent indicated that it was a minor problem; one principal indicated it was not a problem; two principals indicated that it was a moderate problem.

Principals were also asked to report the frequency with which several problem and criminal behaviors occurred within their schools during the past year. The total number of incidents in the LPS reported for 2003 and 2004 are presented in Table 1.7. The reported numbers of physical attacks without weapons, as well as the numbers of theft/larceny, increased between 2003 and 2004. The number of sexual harassment incidents, however, decreased.

Table 1.7

*Principal Reports of Crimes at School for the 2003 and 2004 School Years*

		<b>M</b>	<b>(SD)</b>	<b>Total # of Incidents</b>
2003	Physical attack or fight (no weapon)	5.77	(6.21)	75
2004	Physical attack or fight (no weapon)	14.29	(24.58)	200
2003	Sexual harassment	3.00	(5.35)	39
2004	Sexual harassment	1.25	(1.69)	20
2003	Theft/larceny (no personal confrontation)	2.23	(4.89)	29
2004	Theft/larceny (no personal confrontation)	6.82	(20.01)	116
2003	Vandalism	2.08	(3.60)	27
2004	Vandalism	1.35	(2.26)	23
2003	Physical attack with a weapon	0.08	(0.28)	1
2004	Physical attack with a weapon	0.00		0
2003	Possession of a firearm or explosive device	0.08	(0.28)	1
2004	Possession of a firearm or explosive device	0.00		0
2003	Arson	0.08	(0.28)	1
2004	Arson	0.00		0

Note: Not all principals responded to this question; several responses in the 2004 data are not included because they were vague.

Note: There were no reports of robbery, sexual battery, rape, suicide or homicide.

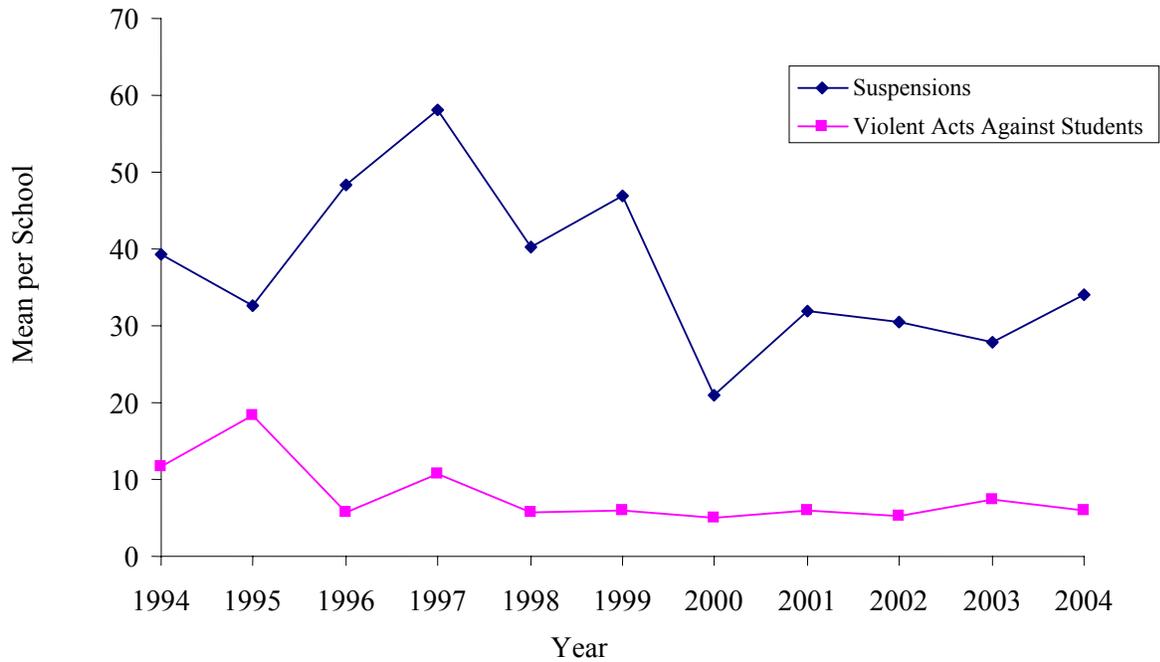
*Archival Data.* Perhaps the most noteworthy statistic from the KSDE crime data set is the very low numbers for most of the variables. Essentially no felonies, misdemeanors or expulsions occurred in the LPS. Thus it will be impossible for these rates to decline as a result of the programs associated with the SSHS initiative. However, 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.

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 11 school years on these two variables in order to establish a baseline. Figure 1.3 shows the mean number of suspensions and violent acts against students for the past 10 years in the LPS. 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,  $F(1,12) = 4.023$ ,  $p = .068$ .

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

Figure 1.3

*Mean Number in Lawrence Public Schools*



*Safety Audits*

During the 2003-2004 school year, the LPD conducted Safety Audits at each of the LPS. Table 1.8 provides a summary of those audits. From the data collected from this first safety audit, the primary concerns are that only 30.4% of schools have payphones available for student use and have all staff wearing their nametags. Additionally, 26.1% of schools do not have adequate radio communication; 27.3% do not have a main entrance visible by office personnel. Table 1.9 summarizes the safety audits conducted during the summer and fall in 2004. These, more recent audits indicate that radio communication continues to be an area of concern. Front door visibility is less of a concern now; however, it is still a problem in over half of the schools (57%).

Table 1.8

*Responses to Safety Audit Questionnaire – 2003- 2004 School Year*

Question	Yes	No	No response
Adequate front door visibility?	70% (16)	26 % (6)	4% (1)
Adequate radio communication?	74% (17)	26% (6)	0
Payphone available to students for 911?	30% (7)	70% (16)	0
Do all staff wear name tags?	30% (7)	70% (16)	0
Modified district emergency plan?	30% (7)	70% (16)	0
Current call list for parents?	78% (18)	0	22% (5)
Security Alarms?	78% (18) <sup>a</sup>	18% (4)	0
Roof access?	70% (16)	22% (5)	8% (2)

<sup>a</sup> Included in this amount are four schools (17%) which reported having “some” security alarms.

Table 1.9

*Responses to Safety Audit Questionnaire – Summer & Fall 2004*

Question	Yes	No	No response
Adequate front door visibility?	57% (13)	43 % (10)	0
Adequate communication, using:			
Radios?	27% (6)	73% (16)	4% (1)
Cell / Classroom phones?	13% (3)	26% (6)	61% (14)
Intercoms?	13% (3)	4% (1)	83% (19)
Adequate Lighting?	0	35% (8)	65% (15)
Traffic Problems?	30% (7)	4% (1)	65% (15)
Miscellaneous:			
Need security cameras:	17% (4)		
Fire alarm issues:	13% (3)		
Misc. security issues <sup>a</sup> :	48% (11)		

<sup>a</sup> Miscellaneous security issues include the need for: motion sensors, door locks, better lockdown procedures, security systems/stations, name tags, repaired doors/windows, etc.

### *Future Data*

In our last report, we explained that we would be establishing an Overall School Safety Score (OSSS) for each school. These scores are comprised of two parts. The first part, School Building and Grounds, includes information from the safety audits, the safety checklist and the crime data. The second part, Feelings of Safety, includes information regarding the feelings of students and faculty regarding safety. We were unable to include the OSSS in this report because the safety audits were not completed and given to us until after the end of the grant year. A very brief summary of those audits is included in this report; however the culmination of the data into one measure will be included in our next report.

## Element 2

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

The grant activities related to Element 2 are conducted by the Prevention Specialists and the social marketing campaign. The outcome objectives for both of these programs include:

1. Reducing the use of alcohol, tobacco and other drugs by students.
2. Increasing the age of first use of alcohol, tobacco and other drugs by students.

The grant partners also ranked the following items as most important for evaluating Element 2.

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

The CTC survey includes questions regarding student attitudes towards alcohol, tobacco and other drug use, as well as individual usage rates and other individual protective and risk factors.

The Classroom Teacher Survey includes data regarding family and individual protective factors.

The items from these surveys selected for the evaluation are listed in Table 2.1.

Additionally, data were collected from parents regarding their concerns about the use of alcohol, tobacco and other drugs in Lawrence. Finally, data from the Prevention Specialists regarding their activities and individual interactions with students will be reported in this section.

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	How much do you think people risk harming themselves (physically or in other ways) if they...smoke one or more packs 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?	

*Results*

*Teacher Survey Data*

Considering first the data from the Teacher Survey, in Figure 2.1 we can see that the majority of teachers believe that at least some family support of education exists. Although 40.4% reported that most or all of their class had family support for education in 2003, 47.1% report family support in 2004.

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% in

2003 and 63.2% in 2004 believe that most or all of their students have good social skills and peer relationships.

Figure 2.1

*Percent of Teachers Reporting the Students per Class with Family Support for Education*

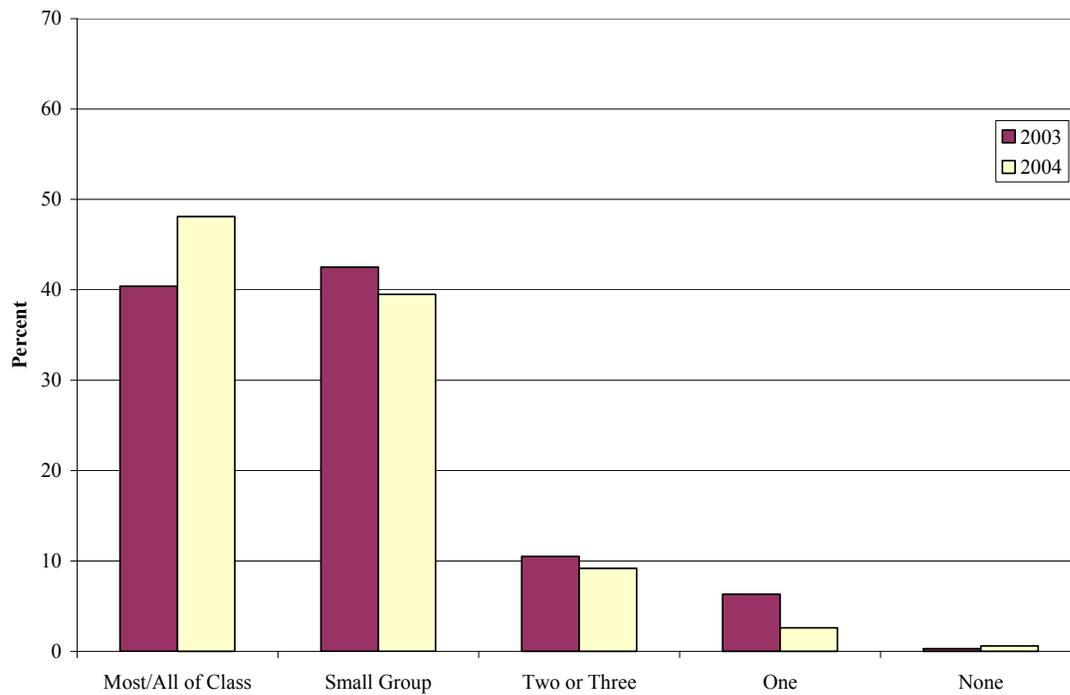
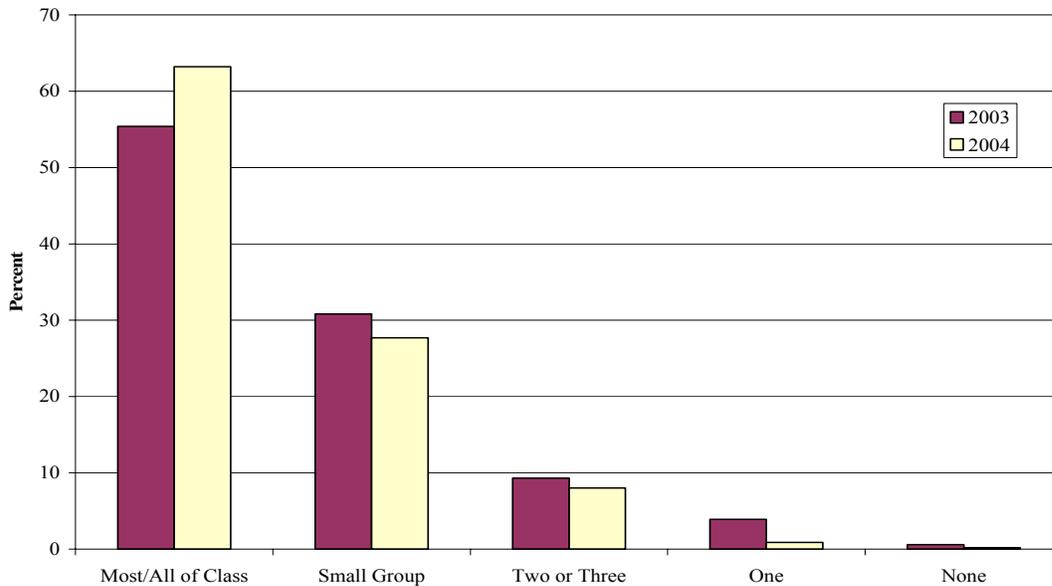


Figure 2.2

*Percent of Teachers Reporting the Students per Class with Good Social Skills and Peer Relationships by Year*



*Communities that Care Data*

The CTC survey items that look at individual protective factors ask students about the amount of risk involved in using tobacco, alcohol and marijuana. The percent of students by grade level that report no risk involved in doing those activities is presented in Figure 2.3. Clearly, the percent of students that see no risk in these activities increases significantly as the students age.

In considering the risk factors, we can also consider the CTC questions regarding frequency of use for tobacco, alcohol and marijuana. Figure 2.4 indicates the mean percent of students reporting use at least once during the past 30 days by education level. Because usage rates are so low at the 6<sup>th</sup> grade level, only data from the 8<sup>th</sup> grade and senior high students are reported. The

senior high data from 2002 and 2003 include 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders. However, the data from 2004 includes only 10<sup>th</sup> and 12<sup>th</sup> graders. This is because statewide only 10<sup>th</sup> and 12<sup>th</sup> graders complete the surveys at the senior level. Thus, the LPS decided to quit requiring 11<sup>th</sup> graders to complete the survey. Figures 2.5, 2.6 and 2.7 show the amount of use for alcohol, cigarettes and marijuana, respectively. Because the usage rates are so low for cigarettes and marijuana, the 8<sup>th</sup> grade data is only included in Figure 2.5 (the alcohol usage graph).

Some noteworthy findings from the **senior high** data include:

1. A **decrease** in the percent of students who report that there is no risk in trying marijuana once or twice or in smoking marijuana regularly.
2. An **increase** from 2002 to 2004 in the percent that believe there is no risk in smoking one or more packs of cigarettes per day or in taking one or two drinks of an alcoholic beverage nearly every day.
3. Across all three years, high school students report using marijuana more frequently than cigarettes, although alcohol is clearly the drug of choice.
4. Reported use of controlled substances has increased from 2003 to 2004, however, reported use in 2004 is still lower than reported use in 2002.

Some noteworthy findings at the **8<sup>th</sup> grade** level include:

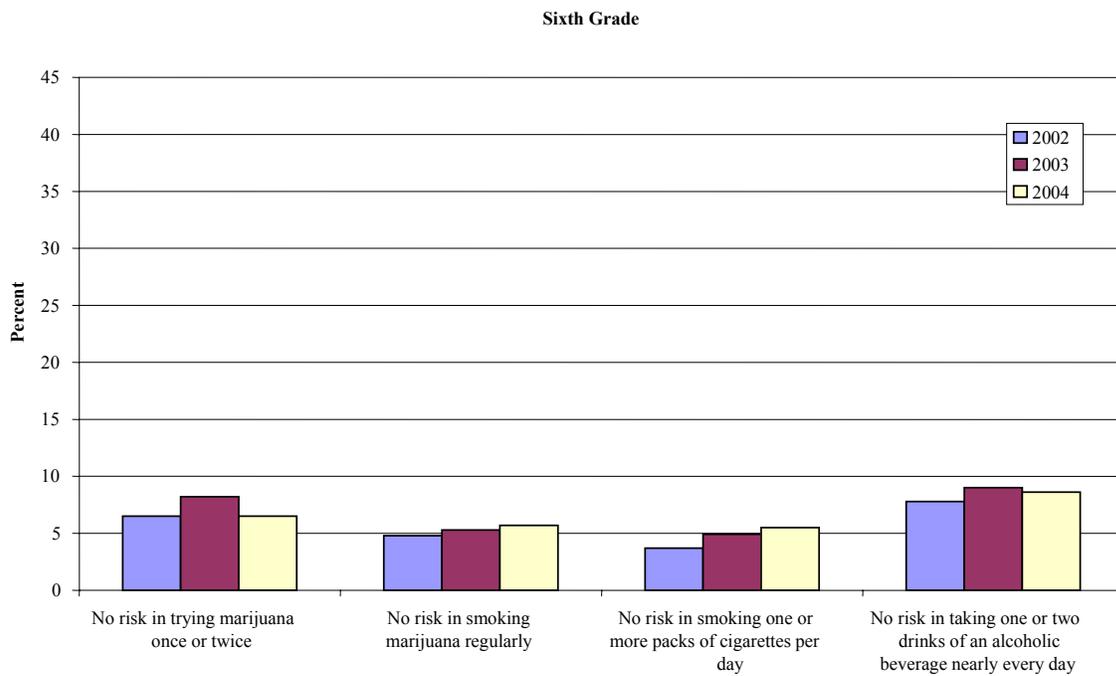
1. An **increase** from 2002 to 2004, in the percent that believe there is no risk in using tobacco, alcohol and marijuana.
2. An **increase** in use of marijuana and alcohol from 2002 to 2004.
3. In 2004, more 8<sup>th</sup> grade students reported using marijuana than using cigarettes.

Some noteworthy findings at the **6<sup>th</sup> grade** include:

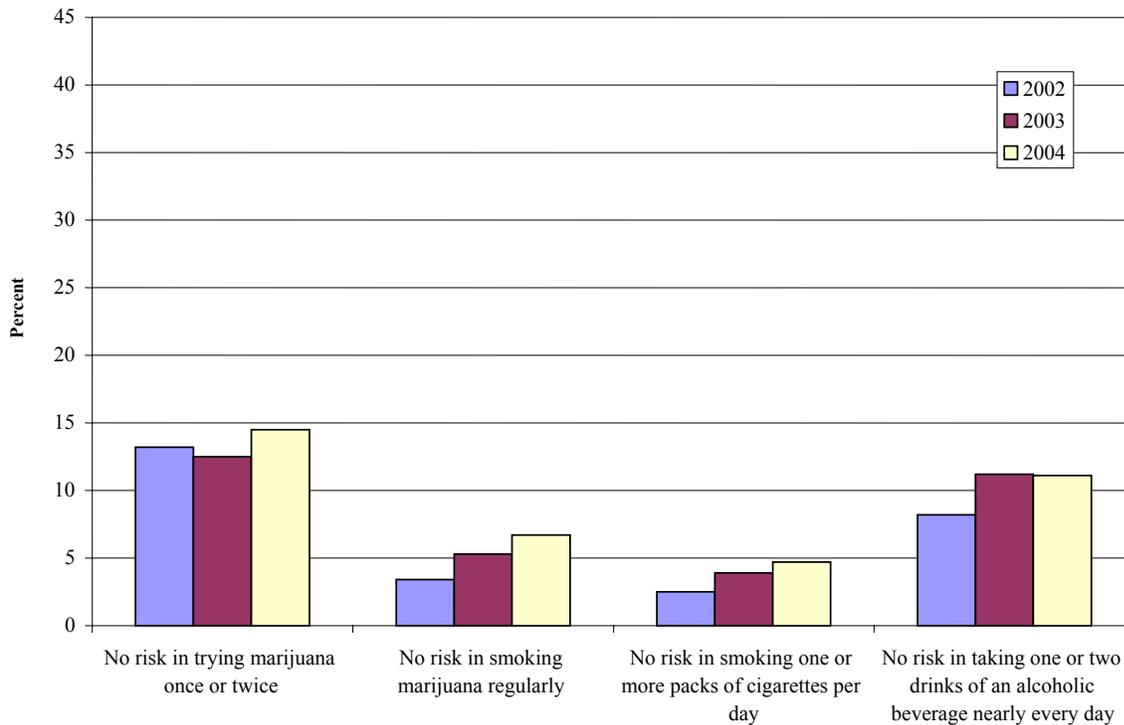
1. An **increase** from 2002 to 2004, in the percent that believe there is no risk in using tobacco, alcohol and marijuana.
2. A **decrease** from 2003 to 2004, in the percent that believe there is no risk in trying marijuana once or twice.

Figure 2.3

*Student Responses to Questions Regarding the Amount of Risk Involved in Substance Use*



**Eighth Grade**



**Senior High**

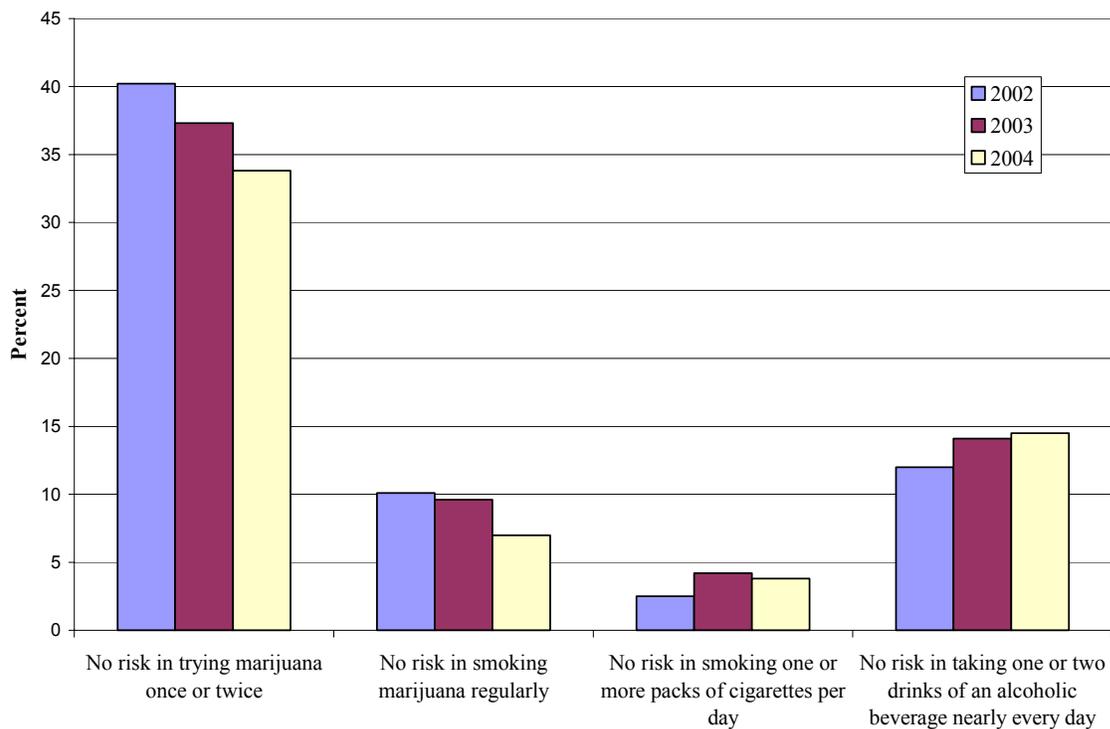


Figure 2.4

*Percent of Students Reported Using Controlled Substances at Least Once in the Past 30 Days*

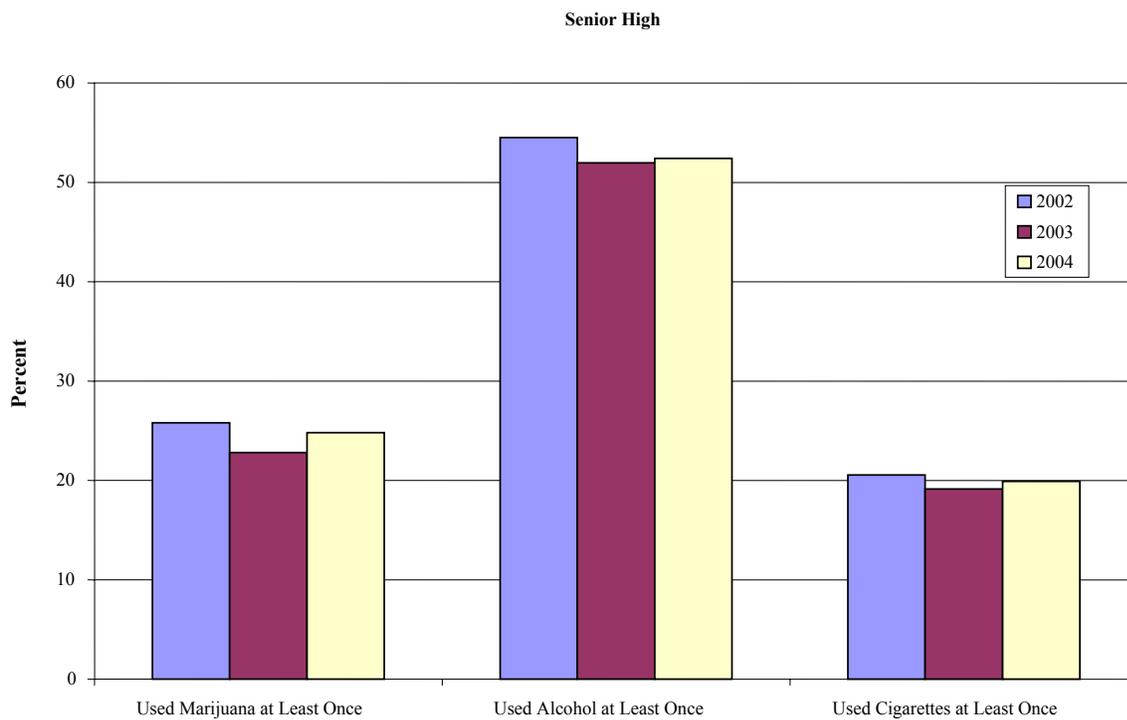
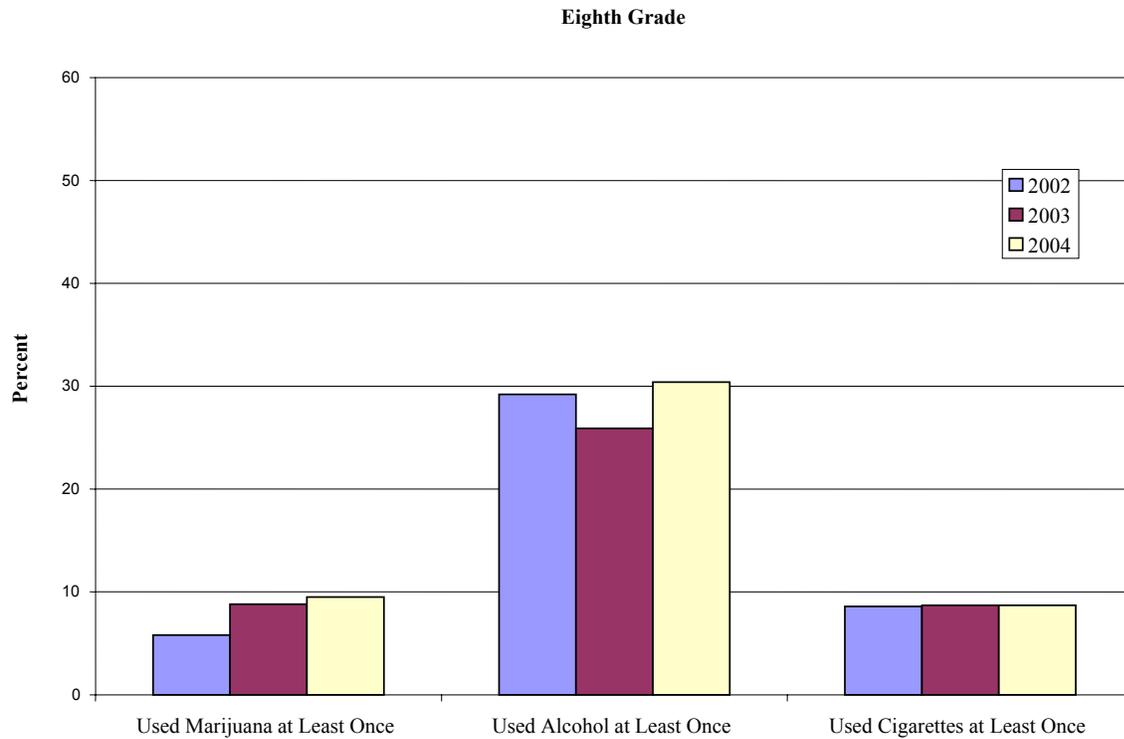


Figure 2.5

*Students Reporting Each Frequency of Use of Alcohol in the Past 30 Days*

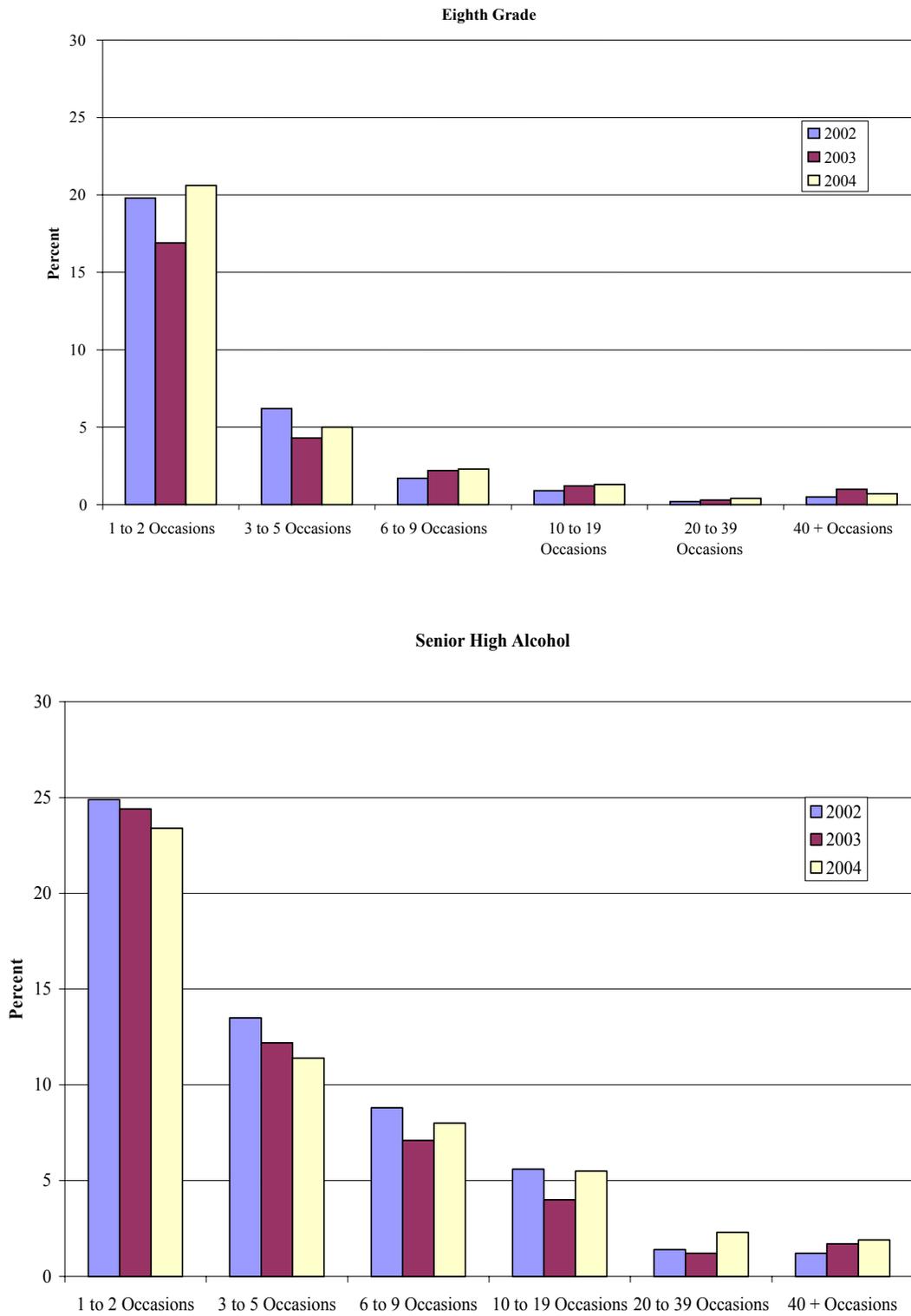


Figure 2.6

*High School Students Reporting Each Frequency of Use of Cigarettes in the Past 30 Days*

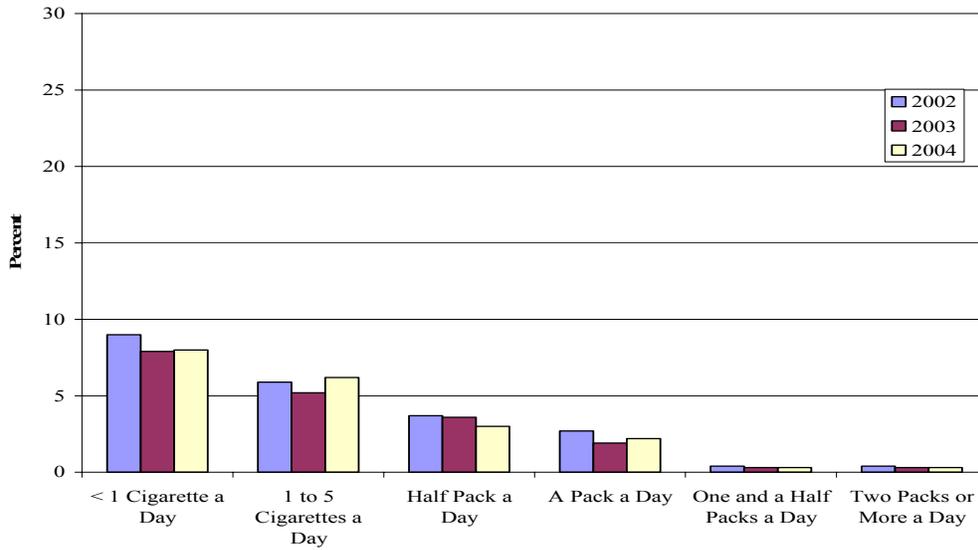
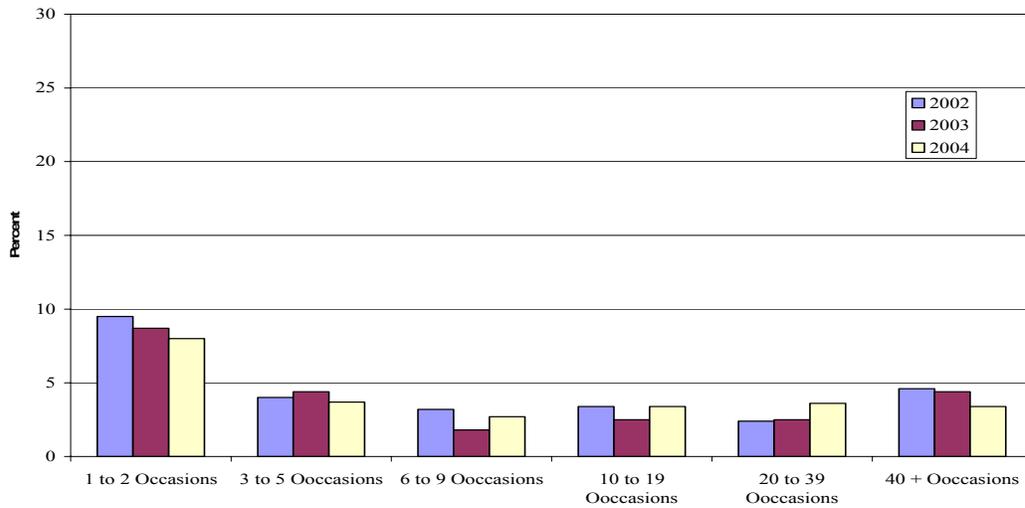


Figure 2.7

*High School Students Reporting Each Frequency of Use of Marijuana in the Past 30 Days*



*Parent Survey*

In the spring of 2004, parents were surveyed about how concerned they are about alcohol, marijuana and cigarette use among students in Lawrence. Table 2.2 shows parent concern about substance use, broken down by education level. At all levels, between 65% and 80% of parents indicate that they are Concerned or Very Concerned about substance use. The elementary parents are less concerned about usage issues than are the parents of junior high and senior high students. At those levels, the parents are most concerned about alcohol usage, which is what the CTC data indicates students use most.

Table 2.2

*Parent Concern about Substance Use*

	<b>Not Concerned at All</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Very Concerned</b>
<b>Elementary</b>					
Alcohol	4.7%	6.4%	22.9%	31.7%	34.4%
Marijuana	5.4%	6.6%	22.4%	28.3%	37.3%
Cigarettes	4.9%	7.6%	19.4%	27.3%	40.8%
<b>Junior High</b>					
Alcohol	0.7%	2.9%	16.5%	36.7%	43.2%
Marijuana	1.4%	2.2%	18.0%	33.1%	45.3%
Cigarettes	1.4%	5.0%	20.1%	29.5%	43.9%
<b>Senior High</b>					
Alcohol	0.6%	3.5%	16.3%	32.0%	47.7%
Marijuana	1.2%	3.5%	17.4%	30.2%	47.7%
Cigarettes	0.6%	5.3%	18.1%	33.3%	42.7%

### *Prevention Specialists*

The Prevention Specialists have a long-term goal of reducing or delaying student substance abuse behaviors by enhancing identified protective factors. This was to be accomplished by coordinating broader environmental strategies through collaboration with other agencies and groups; providing universal prevention services to K – 12 students, parents and staff; and providing strong support and referral services to students at risk. One day per quarter the Prevention Specialists kept activity logs to document their activities and a description of the students they saw. They also completed individual student logs to record topics and outcomes of interactions with students.

*Quarterly Log Form.* The data collected once per school quarter indicates that Prevention Specialists at the elementary and junior high levels spent most of their time in interactions (34.2% and 34.5% respectively); over half of these interactions involved individual students. Prevention specialists at the senior high level spent more time planning, preparing and researching (35.5%). They engaged in individual interactions 28.8% of the time; 39.3% of those interactions were with individual students. Figure 2.8 reports the percent of time Prevention Specialists spent in various activities.

At all levels, Prevention Specialists most often interacted with White students (64.0% at the elementary level, 48.6% junior high and 67.9% senior high). The junior high Prevention Specialists saw the most African American students – 26.4%. At the elementary and junior high levels, over half of the students seen were male (53.7% and 52.8%). At the senior high level, 39.3% of the students were male. Figure 2.9 describes the demographics of the students seen by the Prevention Specialists.

Figure 2.8

*Percent of Time Prevention Specialists Spent in Various Activities*

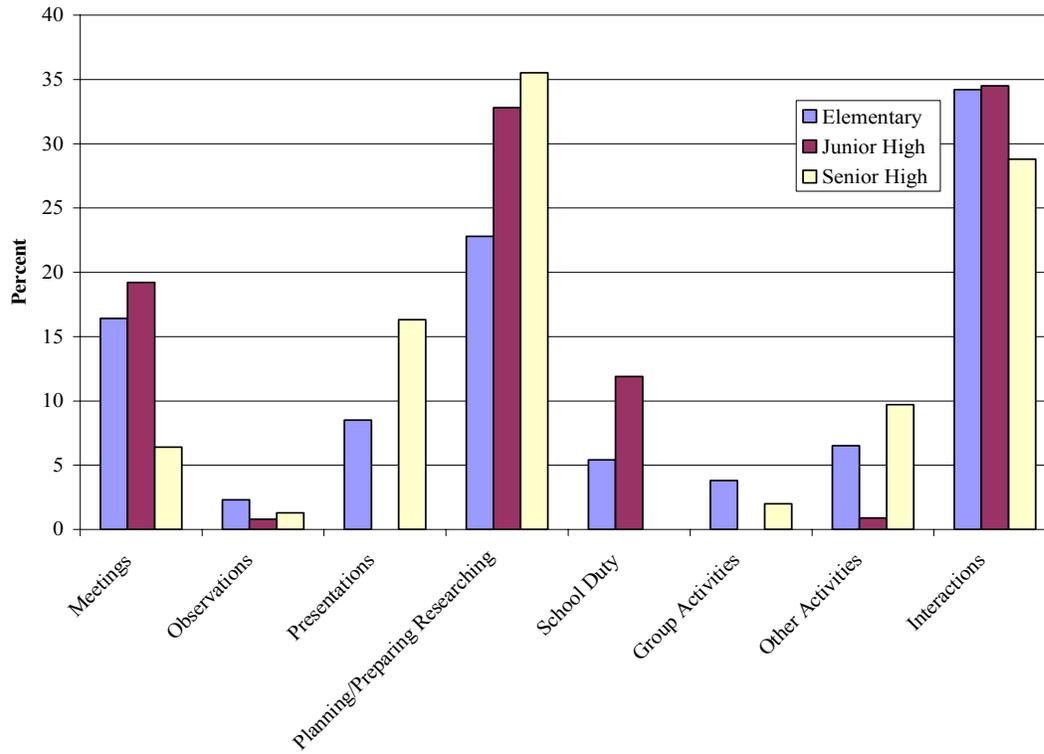
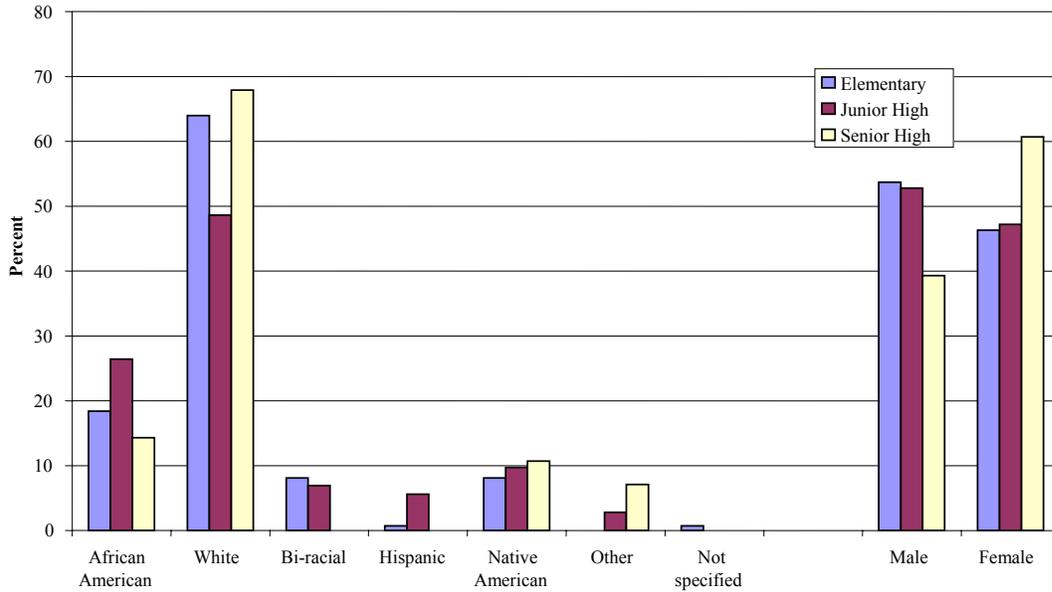


Figure 2.9

*Demographics of Students Seen by Prevention Specialists*



*Individual Student Log Form.* From March 1st, 2004 through May 21st, 2004 the Prevention Specialists completed the Individual Student Log Form for each student they saw. Across all levels, the interactions with students lasted from 5 minutes to 2 hours. On average the interactions lasted about 26 minutes and addressed two to three topics. These topics varied among school levels. At the elementary level, Mental Health and Home Life issues were most often discussed. At the junior high level, about half of the reported topics concerned Achievement. In senior highs, the most common issues were Mental Health followed by Substance Use. Figure 2.10 lists the topics discussed in the interactions with students.

Table 2.3

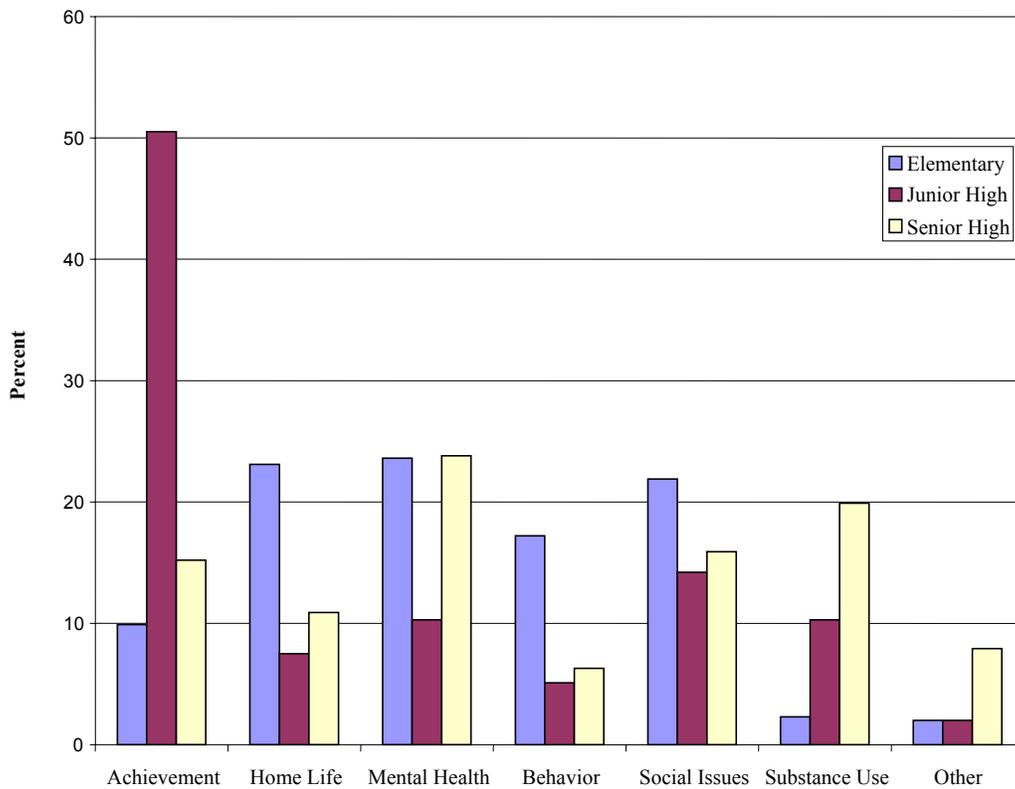
*Number of Prevention Specialists, Number of Students Receiving Services from*

*Prevention Specialists and the Number of Interactions with Students*

	Elementary	Junior High	Senior High
Prevention Specialists	10	2	2
Students Receiving Services	235	108	69
Total Interactions with Students	727	211	108

Figure 2.10

*Topics Addressed by the Prevention Specialists during an Interaction with a Student*



### 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. In this element, data from 2003 and 2004 are compared whenever possible so the reader can assess the impact of the SSHS initiative over time. For Year 1 of the SSHS initiative the top three data sources to assess progress on Element Three are shown below and in Table I.3:

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?

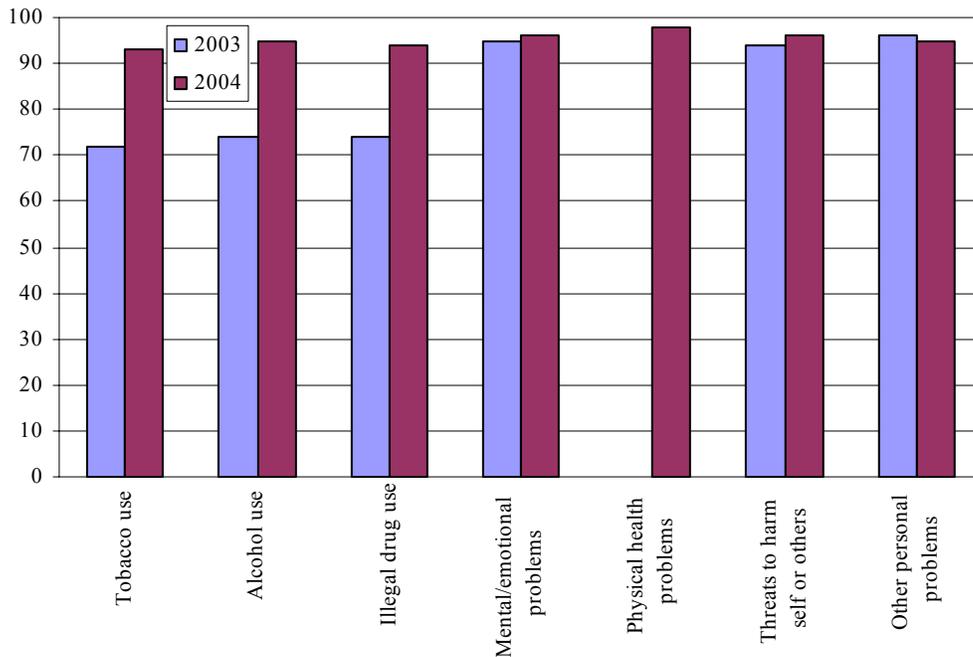
#### *Designated Personnel Inside of the School for Referral*

In the 2003 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. In 2004, 469 teachers responded to the same survey questions. Figure 3.1 shows that for 2003 about 75% of teachers in the district do know of an in-school resource person for tobacco, alcohol or drug abuse. In 2004, a dramatic increase can be seen as approximately 93% of teachers are now aware of an in-school resource person to whom they may make a referral for tobacco, alcohol and illegal drug use.

For mental health problem, crises or other personal problems of students, most teachers knew (over 9 of 10) in 2003 and continue to know (2004) of personnel to whom that may make a referral. For physical health problems, many teachers (98%) are aware of referral sources for students with these problems.

Figure 3-1

*Percent of Teachers Who Know Personnel INSIDE of School for Referral*



*Designated Personnel Outside of the School for Referral*

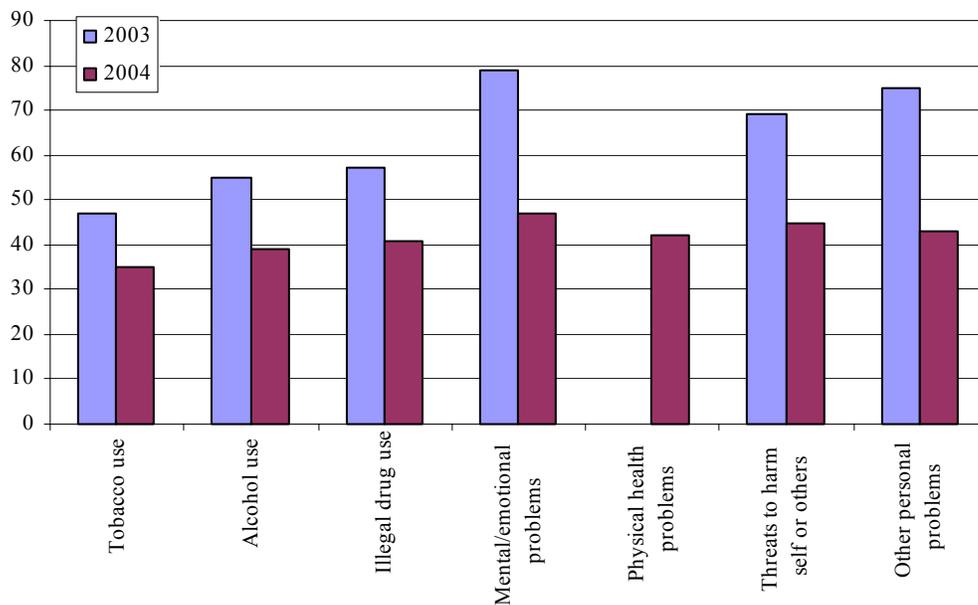
District teachers were also asked about resources outside of school for the above-mentioned problems in both 2003 and 2004. It is clear that fewer teachers were aware of mental health resources outside of the building. However, a smaller percentage of the teachers

responding in 2004 were aware of outside referral sources that in 2003. This may in part be attributable to the larger 2004 sample of LPS teachers with approximately 134 more teachers responding.

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. That value slipped in 2004 to 35.3% of teachers.

Figure 3.2

*Percent of teachers who know of personnel OUTSIDE of school for referral*



Slightly more teachers were aware of outside resources for students that use alcohol in 2003 (55%) than in 2004 (39%). Fifty-seven percent of teachers in 2003 were aware of a referral source when they encounter a student that illegally using drugs. In 2004, only 41% of

respondents knew of a referral source. About 70% of teachers were aware of outside resources for mental health problems or crises in 2003, versus approximately 42% of responding teachers.

### *Serious Behavior Problems in the Classroom*

As part of the SSHS Teacher Survey, teachers completed the Classroom Behavior and Asset Survey for Teachers (CBAST- Lee & Shaftel, 2004). 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 is designed to provide anonymous quarterly or semi-annual appraisal of classroom and school functioning. The 2003 CBAST survey included ratings of 27 problems in each of the following categories; 1) severity of the behavior, 2) frequency of the behavior, 3) duration in terms of lost instructional time and, 4) number students emitting the behavior. The 2003 CBAST data were analyzed through a factor analysis and it was shown that the above-mentioned factors were highly related and essentially measuring the same thing. As a result, only the rating for “number of students” emitting the problem behavior was included in the 2004 version of the scale. This move also reduced the length of this portion of the Teacher Survey by 75%.

The factor analysis also revealed that certain items seem to be related to one another and could be grouped together to form subscales from the larger instrument. This analysis showed that the 27 CBAST items could be grouped together to form the following six scales named: 1) Poor study skills; 2) Absence; 3) Poor self-esteem, 4) Antisocial behavior; 5) Inattention and; 6) Assets. The CBAST items that comprise these scales can be seen in Appendix L. Figure 3.3

shows mean values of the CBAST for the 333 teachers for 2003 and 469 teachers for 2004 across all grade levels.

Figure 3.3

*Classroom Behavior and Asset Survey-Teachers (CBAST)*

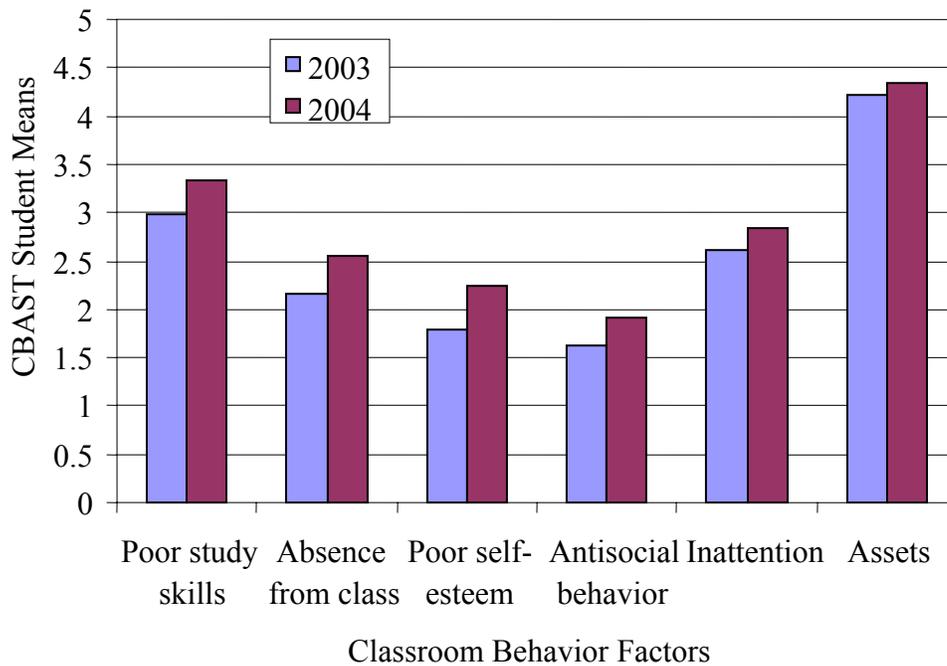


Chart Note. 1=zero; 2=one student; 3=two to three students; 4=small group of students and; 5=most/all of class

It can be seen for 2003 that many of the classroom behavior problems have one or fewer students exhibiting the problem. Across the district this was true for the most types of classroom behavior problems such as absenteeism, poor self-esteem, and antisocial behavior. The majority of the problems across the district appear to be poor study skills and inattention. On the positive

side, teachers reported that a small group to all of their students possessed a large number of assets like future goals, good social skills, caring for others, honesty, high self-esteem, creativity and family support for education.

In 2004, the average scores for all behavior factors on the CBAST increased. It is unclear why the increase occurred. While all teachers responded to the same items, in 2004 a much larger sample was obtained and the survey was presented to teachers in a paper optical scanning sheet format, whereas the 2003 survey was administered electronically. Informal feedback from the teachers that responded to the survey in 2003 and 2004 seemed to indicate that the paper survey was much preferred and easy to use. It could be partially completed and finished at a later time. This feature may have induced more teachers to respond to the survey thus picking up more teachers with classroom behavior problems.

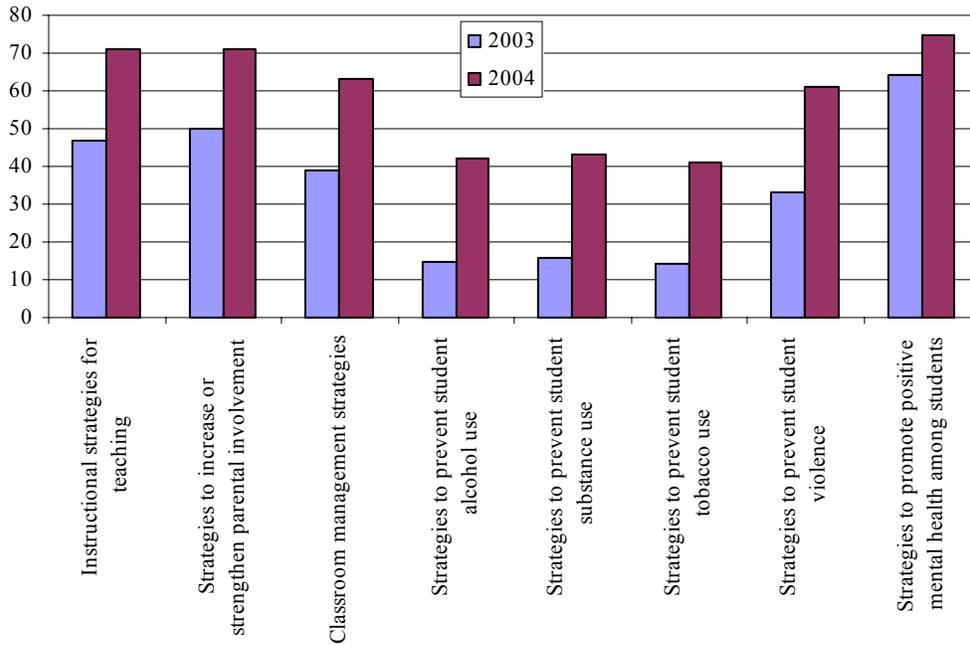
#### *Teachers Trained in Strategies to Promote Mental Health*

The SSSH Teacher Survey asked multiple questions regarding the amount of professional development provided over the past 12 months. In both 2003 and 2004, teachers were asked about how much professional development training they received over the past twelve months in a variety of areas. More than half of the 2003 teacher respondents report no training in promoting positive mental health among students. When combined with option #2 (1 to 4 hours of training to promote positive mental health) 89% of the respondents have had none or less than five hours of professional development on the topic of promoting positive mental health. The data for 2004 nearly mirrored the data from 2003. In 2004, 89% of teacher respondents reported training in strategies to promote positive mental health among students. However, in 2004 11% more teachers than in 2003 reported that they had received no training in positive mental health strategies.

Figure 3.4 below shows the percent of teachers that desire to obtain further professional development in several important areas. One can see that a larger percentage of teachers in 2004 than in 2003 would like to receive further professional development in all areas surveyed. Interestingly, more teachers desired professional development in learning strategies to promote positive mental health than any other of the areas of professional development in the survey.

Figure 3.4

*Percent of teachers desiring further professional development*



### *Other Mental Health Issues*

Over the past year the WRAP program has been involved in all of the Lawrence Public Schools. In school year 2003, WRAP provided 12,456 hours of contact to students in the schools. The average time spent per contact was slightly over 30 minutes.

The WRAP program has worked to reduce the anxiety and boost the confidence of elementary students making the transition to junior high school by implementing a voluntary summer program called JITTERS. This is a two day program facilitated by WRAP workers at each LPS junior high for sixth graders entering in the fall. The program is somewhat different at each school, but fundamentally focuses on increasing the feelings of efficacy or confidence (and reducing nervousness) that the students have as they get ready to enter junior high. The following activities were included in most, but not all of the JITTERS programs

- Introductions
- Overview of the program
- Icebreaker
- Snack
- Group Discussion (about feelings re: Junior High)
- School Tour
- Opening Locker Practice
- Agenda Explanation (How to use it)
- Agenda Race
- Teamwork Activity
- Group Discussion (expectations for junior high)
- Introductions of Vice-Principal and SRO to “Jitters” students
- 8th Grade Speakers panel
- Rules discussion
- Scavenger hunt

In 2004, over 75 students participated in the program. When parental consent was obtained, a sample of the participating students completed surveys about their feelings of confidence in handling junior high both before and after completing the JITTERS program. Table 3.1 below shows the ratings of confidence both before and after completing the JITTERS program. All values range from 0 (no confidence) to 100 complete confidence.

Table 3.1

Average ratings of student's confidence in transition tasks both before and after completing the

JITTER program (n=22)

	<u>Pre-JITTERS</u>	<u>Post-JITTERS</u>	<u>% increase</u>
I can handle more difficult assignments.	71	78	+7
I can handle groups of students	75	82	+7
I can work with many teachers	81	84	+3
I can talk and work with many students	75	79	+4
I can talk and work with older students	63	71	+8
I can handle my parents not being as involved	78	82	+4
I can remember my class schedule	67	67	0
I can handle bullies	75	76	+1
I can open my locker	65	68	+3
I can get to and from school	83	85	+2
I can handle difficult assignments	65	77	+12
I can handle being in a larger school	67	77	+10
I can find someone to sit with at lunch	69	77	+8
I can get to my classes on time	62	74	+12
I can handle my parent's expectations	78	84	+6

Table 3.1 (continued)

*Average ratings of student's confidence in transition tasks both before and after completing the JITTER program*

	<u>Pre-JITTERS</u>	<u>Post-JITTERS</u>	<u>% increase</u>
I can complete longer assignments	67	73	+6
I can handle peer pressure	72	78	+6
I can be responsible for getting work done	77	78	+1
I can get good grades	69	76	+7
I can get through crowded hallways	67	80	+13
I can be involved in after school activities	75	76	+1
I can go from one class to the next	63	73	+10

While the sample is very small, Table 3.1 shows that participants showed some increases in confidence in nearly every category. The largest increases in confidence seemed to center on negotiating the school (e.g., handling crowded hallways, getting to class on time). Moderate increases were reported in handling social situations and in managing difficult or longer assignments.

## Element 4

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

The stakeholders of the Lawrence Public Schools SSHS project identified the following data sources as important indicators of progress on Element 4.

1. District provides funding to programs that target preschool children and families to promote school readiness.
2. % of students who enter school ready to learn.
3. Teachers are trained to involve parents in schools.

Other data bearing on the issues of “family-focused preventive interventions” are provided by the Lawrence Success By 6 Coalition and from Parents as Teachers. These data sources can be seen in the SSHS Logic Model shown in Appendix A.

### *School Readiness*

The definition of school readiness was developed by the SPEaR team by reviewing the extant literature and discussing the concept of “ready-to-learn” with kindergarten teachers. The outgrowth of this effort was the School Readiness Survey. The School Readiness Survey asked kindergarten teachers to consider the number of students in their class that entered school “ready to learn.” The School Readiness Survey can be seen in Appendix I.

Eleven of 22 teachers responded to the survey representing 301 kindergarten students. Table 4.1 shows that of those 301 students, 30% were identified by their teachers as NOT ready

to learn. Figure 4.1 presents the percent of students identified as NOT ready to learn who did not have various expected skills.

Table 4.1

*The ratings of kindergarten teachers for their whole class(es) on concepts related to school readiness (n=11 for 301 students)\**

---

	<u>Number/Percentage</u>
How many of your students entered school ready to learn?	206 / 68%
How many of your students were NOT ready to learn?	91 / 30%

---

\* 4 students (1.3%) were left unaccounted for on teacher surveys

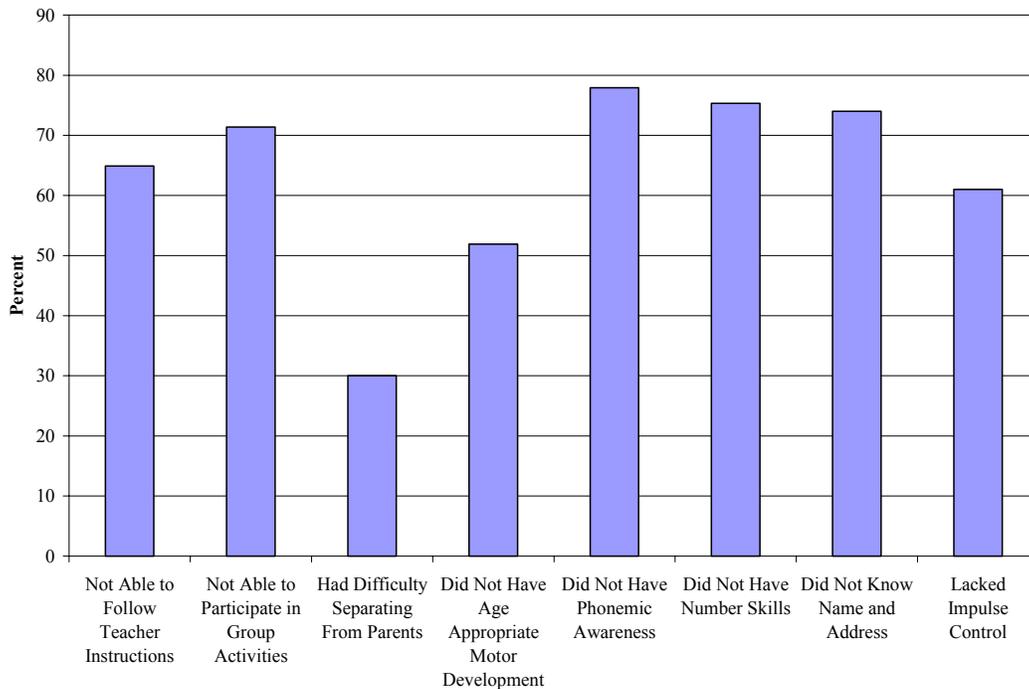
The School Readiness Survey asked the responding teachers to cite the reasons or areas of deficiency of those students that did not enter school ready to learn (n=91). Figure 4.1 shows the kindergarten teachers’ ratings of these deficit areas. In addition to the survey responses some general comments were received from the kindergarten teachers. A selection of general comments is included below:

- “I am very disappointed how children are coming into school!!!. What is going on in most of these preschools?”
- “The areas I marked as NA is because I think this is what kindergarten teaches them. I do not expect them to come with these skills.”
- “Sorry- I hope this doesn’t skew your data- all kids come “ready to learn” at various levels of development. Where I’ve marked NA are skills that I don’t expect them to have at kindergarten entrance, but to develop throughout the year.”

- Those children not ready for kindergarten curriculum (knowing no letter, no numbers, unable to count, not recognizing name, etc.) are ready to learn-but need a lot of attention and an individualized curriculum plan.”

Figure 4.1

*Of the Students NOT Ready to Learn, the Percent NOT Ready by Skill Categories*



### *Training for Parental Involvement*

While parental involvement in a student’s education is viewed as important as all educational levels, the SSHS partners viewed teacher training to work with parents in the early grades as a critical marker for success within this element. In 2003, 43% of kindergarten teachers (n=23) and 53% of first grade teachers (n=45) reported receiving professional development in strategies to increase or strengthen parental involvement. In 2004, 50% of kindergarten (n=16) and 16% of first grade teachers (n=28) reported parental involvement training.

In contrast, 56% of kindergarten teachers and 54% of first grade teacher would like to receive professional development to learn strategies for increasing parental involvement in 2003. In 2004, these figures increased as 74% of kindergarten teachers surveyed and 71% of first grade teacher desired professional development for parental involvement.

## Element 5

“To increase positive behaviors of students by promoting connectivity with school and a positive school climate”

During Year 1 of the grant, partners identified three indicators they believe best reflect the *Connectivity with School* and *Positive School Climate*. These indicators include students’ responses to the Communities That Care (CTC) survey, teacher responses to the *SSHS Classroom Teacher Survey* and information regarding class size. Given that the school district has access to accurate class size information, teachers were not asked about their class sizes in the 2004 Teacher Survey.

In creating the Logic Model (see Appendix A), the partners also identified school suspension data and discipline referral data as important indicators of increased connectivity to school. Additionally, data from the After School Programs (ASP) were identified as an important indicator for Element 5. These included increased attendance, increased regular attendees and changes in the grades of students involved in the ASP.

The suspension data was already reported in Element 1. Discipline referral data varies substantially among schools. It also sometimes varies substantially from year to year. Therefore, it is difficult to draw any meaningful conclusions from it. Therefore, we have not included that data in our report.

### *Connectivity to School*

Table 5.1 displays data from the connectivity to school questions from the CTC data. A factor analysis indicated that the CTC items regarding students’ perceptions of school connectivity consisted of three factors. These factors include 1) Commitment to School, 2) Recognition from Teachers / Involvement, and 3) Opportunities for Involvement. Mean scores

for each factor were calculated based on averaging the scores for the survey items that loaded on each factor. A complete list of the survey items for each factor can be found in Appendix M.

The data indicate that students' perceptions regarding connectivity to school has remained relatively stable during the two year period examined (2003-2004) as well as across school level (i.e. elementary, junior high, high school). In fact, no significant differences were found between years for the three factors, therefore only the 2004 data are reported.

The mean data for the Recognition from Teachers/Involvement factor indicate that mean scores fall just between the Disagree and Agree options. Some of these questions asked whether or not students receive recognition from their teachers for good work, others asked about opportunities to work on special projects and make decisions about classroom activities. The mean scores for the other two factors were just about at the Agree value. The Commitment to School factor includes questions regarding perceived importance of and interest in school work. The Opportunity for Involvement factor included questions regarding chances to be involved in discussions and activities in school.

Table 5.1

*Means and Standard Deviations of "School Connectivity" Factors for the 2004 CTC Survey*

Factors	6 <sup>th</sup> Grade		8 <sup>th</sup> Grade		10 <sup>th</sup> & 12 <sup>th</sup> Grades	
	M	SD	M	SD	M	SD
Commitment to School	3.2	(0.3)	3.1	(0.3)	3.1	(0.3)
Recognition/Involvement	2.6	(0.6)	2.4	(0.6)	2.4	(0.5)
Opportunity for Involvement	3.0	(0.6)	3.2	(0.5)	3.2	(0.5)

Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

### *School Climate*

In order to gauge school climate, items from the *SSHS Classroom Teacher Survey* were examined. A factor analysis indicated that the items could be grouped into five factors reflecting teachers' perceptions of school climate. These factors include: 1) Self Control of Students, 2) Students' Respect for Grades, 3) Level of Respect within the School, 4) Teacher-Student Interactions, and 5) Students' Ability. Mean scores for each factor were calculated based on the survey items that loaded on each factor. They are presented in Table 5.2. A complete list of these survey items by factor can be found in Appendix N.

The mean scores for the first four factors are all very close to the Agree option, suggesting that on average the teachers agree that that school climate is positive. The mean for the Students' Ability factor is midway between the Agree and Strongly Agree options, suggesting that the teachers feel that their students have the ability to achieve academically and are challenged academically in their classes. The data indicate that the teachers' perceptions of school climate have decreased significantly for two of the factors from 2003 to 2004. These factors include Teacher-Student Interaction and Students' Ability. Although these differences are statistically significant, the mean scores indicate that the teachers still have positive feelings regarding these factors.

Table 5.2

*Means and Standard Deviations of "School Climate" Factors for the 2003 and 2004 Classroom Teacher Survey by Level*

Factors	Elementary		Junior High				Senior High					
	2003 (n = 173)		2004 (n = 219)		2003 (n = 77)		2004 (n = 128)		2003 (n = 55)		2004 (n = 124)	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Self Control	2.8	(0.5)	2.8	(0.5)	2.7	(0.5)	2.8	(0.5)	2.9	(0.6)	2.8	(0.5)
Respect for Grades	3.1	(0.6)	3.0	(0.5)	2.8	(0.5)	2.9	(0.4)	2.9	(0.7)	2.9	(0.5)
School Level Respect Teacher-Student Interaction	3.3	(0.6)	3.1	(0.5)	3.1	(0.5)	3.2	(0.5)	3.0	(0.5)	2.9	(0.5)
Students' Ability	3.1	(0.5)	2.9	(0.5)	2.9	(0.6)	2.8	(0.5)	3.0	(0.5)	2.9	(0.6)
	3.6	(0.5)	3.4	(0.4)	3.4	(0.4)	3.4	(0.5)	3.5	(0.3)	3.4	(0.5)

Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

### *After School Programs*

*Attendance.* The After School Program (ASP) coordinators at both Central Junior High School (CJHS) and South Junior High School (SJHS) tracked the attendance of students participating in their respective programs for the 2003-2004 academic year. Table 5.3 displays the number of students attending at least thirty days at each site disaggregated by gender and grade level (i.e. 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup>). Eighty-two students participated in thirty or more days of ASP programming across both sites (CJHS = 36 participants; SJHS = 46 participants). Approximately one-half (48.8%) of these participants were 7<sup>th</sup> grade students, 35.4% 8<sup>th</sup> grade students, and 15.9% 9<sup>th</sup> grade students. In addition, the percent of girls (58.6%) attending thirty plus ASP days is greater than boys (41.5%).

Table 5.3

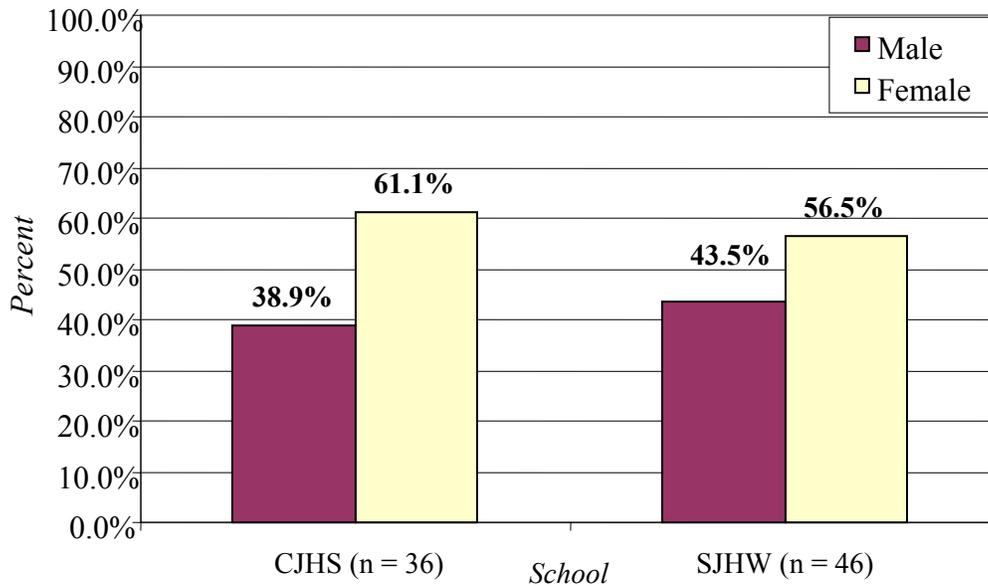
*Number and (percent) of students attending thirty plus days of After School Program activities during the 2003-2004 academic year by gender and grade level*

School	Male			Female			Total
	7th	8th	9th	7th	8th	9th	
	10	3	1	11	8	3	36
CJHS	(27.80%)	(8.30%)	(2.80%)	(30.60%)	(22.20%)	(8.30%)	(100.00%)
	10	7	3	9	11	6	46
SJHS	(21.70%)	(15.20%)	(6.50%)	(19.60%)	(23.90%)	(13.00%)	(100.00%)
Total	20	10	4	20	19	9	82
Avg. %	(24.40%)	(12.20%)	(4.90%)	(24.40%)	(23.20%)	(11.00%)	(100.00%)

Note: These data based on students attending 30 or more days of ASP.

Figure 5.1

*Percent of Each Gender of ASP Participants by School*



*Student Attendance.* Of those students attending the ASP at both CJHS and SJHS, 39% attended 30-49 days during the academic year (2003-04). Twenty-two percent of students attended 50-69 days, 9.8% attended 70-89 days and 29% of students attended the ASP more than ninety times. The average number of attendance days for both sites was approximately the same (CJHS = 73 days; SJHS = 71 days). When data are disaggregated by grade level, ninth grade students attended more ASP days (80.41), on average, than did 7<sup>th</sup> (72.72) and 8<sup>th</sup> (62.65) grade students. Tables 5.4 and Figures 5.2 and 5.3 display these data.

Table 5.4

*Number and (percent) of students attending After School Program activities during the 2003-2004 academic year by number of days attended*

School	Number of ASP Days Attended				Total (%)
	30-49	50-69	70-89	90+	
	11	7	7	11	36
CJHS	(30.60%)	(19.40%)	(19.40%)	(30.60%)	(100.00%)
	21	11	1	13	46
SJHS	(45.70%)	(23.90%)	(2.20%)	(28.30%)	(100.00%)
Total	32	18	8	24	82
(%)	(39.00%)	(22.00%)	(9.80%)	(29.30%)	(100.00%)

Figure 5.2

*Percent of Students Attending the After School Programs by Grade and School*

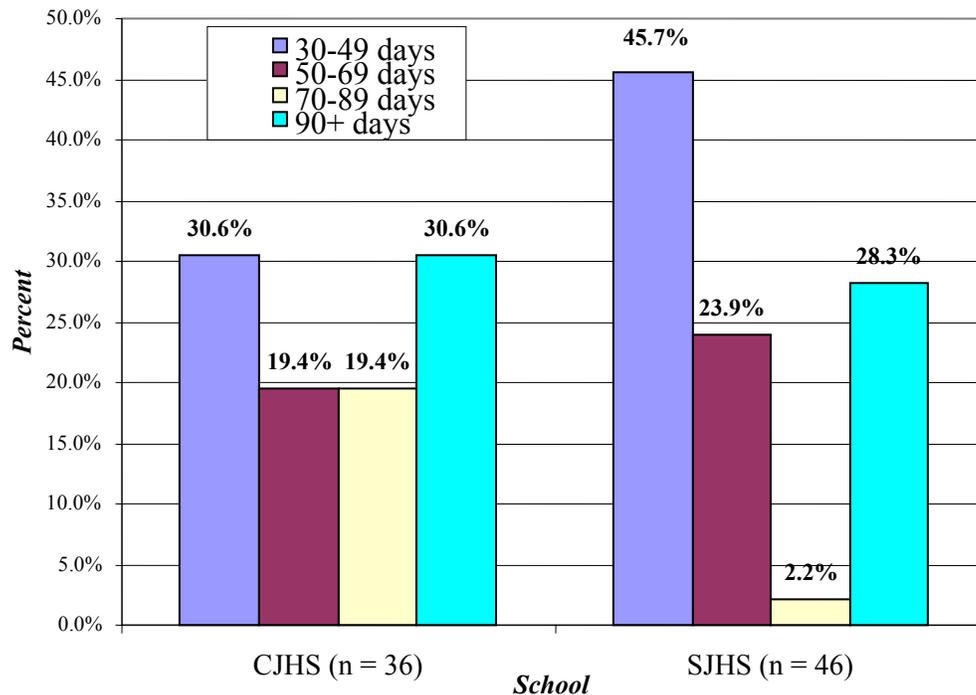
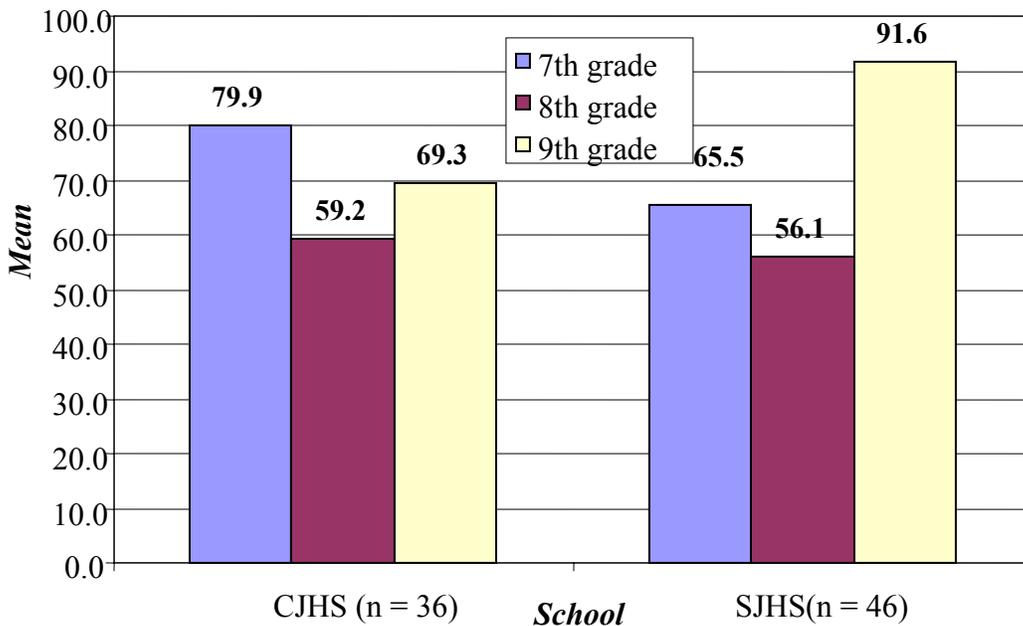


Figure 5.3

*Average Number of Days Participants Attended by Grade and School*



*Jr. High GPA.* Overall Junior High Grade Point Average (GPA) was examined for students participating in ASP activities at both CJHS and SJHS sites (see Table 5.5). The mean Jr. High GPA for students attending ASP activities at CJHS ( $X = 3.35$ ) is higher than students attending ASP activities at SJHS ( $X = 2.42$ ). This difference is significant ( $t_{(80)} = 6.076$ ,  $p < .001$ ). Over the last three years, the GPA of students attending the CJHS's ASP is higher than those attending SJHS's ASP. The GPA's for CJHS's ASP participants were remarkably high in the 2003 – 2004 school year, with a mean of 3.35. Data were also examined by grade level.

Table 5.6 presents the ASP students GPA's by year. Thus, the GPA's are presented for the 9<sup>th</sup> graders when they were in the 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grades.

Table 5.5

*Average Jr. High GPA of Students Attending the After School Program by School and Academic Year*

School	Academic Year			Average GPA
	2003-04	2002-03	2001-02	
CJHS	3.35	3.29	3.28	3.35
	(0.68)	(0.73)	(0.61)	(0.68)
SJHS	2.4	2.37	2.5	2.42
	(0.73)	(0.76)	(0.49)	(0.70)

Table 5.6

*Average GPA of Students Attending the After School Program by Grade and Academic Year*

School	Grade	Academic Year			Overall Jr. High GPA
		2003-04	2002-03	2001-02	
CJHS	7th	3.43	**	**	3.43
		(0.68)	**	**	(0.68)
	8th	3.34	3.21	**	3.32
		(0.67)	(0.86)	**	(0.69)
9th	3.01	3.44	3.28	3.06	
	(0.78)	(0.45)	(0.61)	(0.71)	
SJHS	7th	2.48	**	**	2.48
		(0.82)	**	**	(0.82)
	8th	2.3	2.43	**	2.36
		(0.70)	(0.78)	**	(0.68)
9th	2.43	2.7	2.5	2.42	
	(0.61)	(0.76)	(0.49)	(0.49)	

## Element Six

“Create awareness and support for zero tolerance policies.”

During Year Two of the *Safe Schools, Healthy Students* initiative, data regarding awareness, support and application of district drug use and weapons policies were collected from three different sources. Grant partners had identified three types of data as appropriate indications of district policy awareness: evidence of parent support of policies, evidence of student support of policies, and the presence and enforcement of policies at each school. This report includes data directly addressing the first and third of those indicators. The evaluation team developed surveys for principals and parents. Unable to gain access to students for direct measurement of their support of the policies, the number of suspensions and expulsions in the district were examined as a proxy variable providing some information as to the effect of the policies on students.

### *District Policies*

Though the district’s policies are referred to as *zero tolerance* policies, they are not uniform in their first offense consequences. Mandatory suspensions are part of the policies, but the length of suspensions is not standardized. The *Unified School District 497 School Board Policies Handbook* (Appendix O) provides the district’s *drug free schools policy* and *weapons policy*. The drug free schools policy is consistent with the federal *Drug Free School and Communities Act*, refers to drugs, alcohol and tobacco, and states that “students shall not unlawfully manufacture, sell, distribute, dispense, possess or use illicit drugs, controlled substances or alcoholic beverages on school district property.” Consequences depend upon the number of offenses, but students are subject to suspension from school for a time period of three to five days and exclusion from school related activities for up to one academic year. The

weapons policy outlines that, “possession of a weapon shall result in expulsion from school for a period of not less than one calendar year.” For both drug and weapons offenses, the police are notified.

*Principal Survey*

Principals were surveyed during the spring of 2003 and 2004 in an effort to determine how the policies are implemented. The survey (see Appendix E) included questions about the drug policy only. Results are shown in Table 6.1. Not all principals report that the policy plays a role in their disciplinary decisions, but the percent that do enforce the policy has increased from Year One to Year Two. The most dramatic increase regarding the influence of the district policies is in regard to actions taken when students violate the no smoking rules. The percentage of principals who say they are guided by the smoking policies increased from about 67% of principals to about 83%. Though the changes are not statistically significant, the influence of the policies on principals increased across all four drug categories. Principals will be surveyed again in the spring of 2005.

Table 6.1

*Percent of principals reporting that district policies affect the actions they take when students violate drug policy*

Type of Drug	2003 16 respondents	2004 18 respondents
Smoking	66.7%	83.3%
Using Smokeless Tobacco	63.6%	77.8%
Possessing Alcohol	71.4%	83.3%
Illegal Drug Use	78.6%	83.3%

### *Parent Awareness Survey*

Parents were surveyed during the fall of 2003 in order to determine 1) their support for the drug and weapons policies, 2) their perceived level of knowledge of the policies, and, 3) their actual knowledge of the policies. *Actual* knowledge of policies was determined with the use of a brief (five or six items) quiz about the mandated consequences of violating each policy. The survey is found in Appendix E. Table 6.2 displays results. Parent support of drug and weapons policies is high, with about 95% of parents at all school levels reporting support. About two thirds of parents reported that they knew the district policies about drugs and weapons, with elementary and junior high parents slightly more likely to report knowledge than were parents of senior high students. When parents' actual knowledge was measured, the percentage who knew all or some of the consequences of policy violation ranged between 56% and 62% across school levels. The exception was the relatively low 46.3% of senior high parents who knew something about the weapons policy. Parents will be surveyed again in the fall of 2004.

Table 6.2

*Parent Support for, and Knowledge of, District Drug and Weapons Policies, Fall 2003*

	Elementary	Junior High	Senior High
<b><i>Report Support of Policies</i></b>			
Drug	96.9%	96.2%	96.1%
Weapons	95.2%	91.4%	96.3%
<b><i>Report Knowledge of Policy</i></b>			
Drug	65.2%	64.0%	56.1%
Weapons	66.4%	63.7%	58.4%
<b><i>Actual Knowledge of Policy*</i></b>			
Drug			
High Knowledge	4.9%	6.3%	9.0%
Moderate Knowledge	70.0%	76.3%	79.2%
Weapons			
High Knowledge	13.8%	23.6%	36.2%
Moderate Knowledge	79.4%	68.0%	53.5%

\*Of those reporting that they know the policy. Average sample sizes were 211 Elementary, 76 Junior High and 85 High School parents.

Note. Sample sizes varied across different forms of the survey. For reported support and knowledge of policies, the number of parents surveyed was 611 Elementary, 248 Junior High and 305 Senior High. High Knowledge indicates that respondents were able to correctly identify all components of the policy. Moderate Knowledge indicates correct identification of parts of the policy.

*Suspensions and Expulsions*

The *Safe Schools, Healthy Students* grant partners have endorsed the number of suspensions and expulsions as an important outcome indicator. It is reasonable that strict suspension and expulsion policies related to drug or weapons possession might have an effect on these indicators. The total number of expulsions in the district in any given year is so low, however, that it would be difficult to determine a relationship through analysis. While there are greater numbers of suspensions reported, and the numbers vary, there has been no consistent pattern across time. The average number of suspensions and expulsions across the district for

elementary, junior high and senior high schools for the last four years are displayed in Table 6.3. Elementary schools have far fewer suspensions than junior or senior high schools, as might be expected. The only observable pattern is that a change in the relative frequency of suspensions in junior and senior highs occurred in 2003 and continued in 2004. The number of suspensions at the junior high level dropped dramatically while the number of suspensions at the senior high level increased.

Table 6.3

*Average number of suspensions and expulsions per school*

	Elementary		Junior High		Senior High	
	M	(SD)	M	(SD)	M	(SD)
2001 Suspensions	9.13	(8.68)	102.00	(53.74)	70.00	(53.74)
2002 Suspensions	6.25	(7.21)	110.00	(119.62)	59.00	(57.98)
2003 Suspensions	6.67	(8.08)	57.75	(23.51)	127.50	(2.12)
2004 Suspensions	8.73	(9.60)	74.25	(29.69)	142.50	(13.44)
2001 Expulsions	0.06	(0.25)	1.00	(2.00)	0.00	
2002 Expulsions	0.00		0.00		1.50	(2.12)
2003 Expulsions	0.00		0.00		0.50	(0.71)
2004 Expulsions	0.00		0.00		0.50	(0.71)

Note. Suspension data reflect number of suspensions not the number of students who have been suspended.

The data presented here will continue to be collected during Year Three of the Safe Schools grant.

## Element Seven

“Increase collaboration between grant partners.”

During 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.

Collaboration has a variety of definitions and names, but is generally treated as meaning the cooperative way that two or more entities work together towards a shared goal. After a review of the literature on collaboration among public and private agencies, 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. Answer options were on a 0 to 5 scale with 0 indicating “no interaction at all” and 5 indicating the *collaboration* level. The instrument is shown in Appendix D. 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.

For measuring change, the primary reliability concern for the *Collaboration* scale is test-retest reliability or the stability of scores across brief periods of time. A high consistency in responses in the absence of real change is essential for the method to be sensitive enough to detect real change when it occurs. To assess test-retest reliability, psychometric studies were conducted during each of the first two years of administration of the scale. During the baseline year, two key respondents were asked to respond to the form twice with an intervening time period of one month. On the second administration they were asked to refer to the originally

referenced time point to control for any actual collaborative changes that may have occurred during the early weeks of preliminary meetings and planning. Test-retest reliability for the small sample was high. Correlations of stability for the two respondents, each providing 9 pairs of matched scores were .80 and .90 for a mean value of .85. When collaboration data was collected at the start of the second year, test-retest data was collected from nine key respondents. Correlations of stability for respondents ranged from .69 to .97 with a mean reliability coefficient of .87 (SD= .09). Correlations above .8 are considered indicators of very good reliability.

An increase in collaboration among grant partners was seen during Year One. This can be examined in two ways. First, using data produced by the seven partner representatives who responded on both measurement occasions, the mean level of collaboration moved from 1.40 (SD=.55) to 1.71 (SD=.57). This does not take into account all respondents, however. For the second administration of the *Collaboration Scale*, principals (including the Suspension Alternative Program administrator) and teachers were added as respondent groups. This provided three additional sources of collaboration data. Taking into account all respondents, not just those responding on both occasions, the mean level of collaboration moved from 1.50 (SD=.54) to 1.77 (SD=.50). Before the grant initiative began, partners were above the *networking* level of collaboration and after a year had moved toward the *cooperation* level. Grant partners have chosen a goal of a collaboration level of 2.41 as measured on the scale (somewhere between *cooperation* and the next stage, *coordination*) and the data generated by the survey can be interpreted as indicating that they are 30% towards that goal.

A visual representation of the collaborative levels among various groups involved with the Safe Schools, Healthy Students initiative is presented here. Two collaboration “maps” are shown with information on the strength of the reported collaboration among all pairs of partners.

Figure 7.1 represents collaboration before Year One, and Figure 7.2 represents collaboration at the end of Year One. Lines ending with arrows are used to show perceived levels of collaboration among grant partners; the thickness of the lines indicating the level. In general, the increase in the number of links and the thickness of the connecting lines indicates greater collaboration after Year One than before. Some of the apparent visual change between the two maps, however, is due to differences in the sampling procedures used at the end of Year One. The second map included responses from Principals, Teachers and a representative of the Suspension Alternative Program, so arrows are shown leading out from those circles. These groups were not surveyed at the start of Year One.

This data will be collected again in November and included in the next annual report.

Figure 7.1

Start of Year 1  
 Collaboration Between Safe  
 Schools, Healthy Students  
 Partners- November, 2002

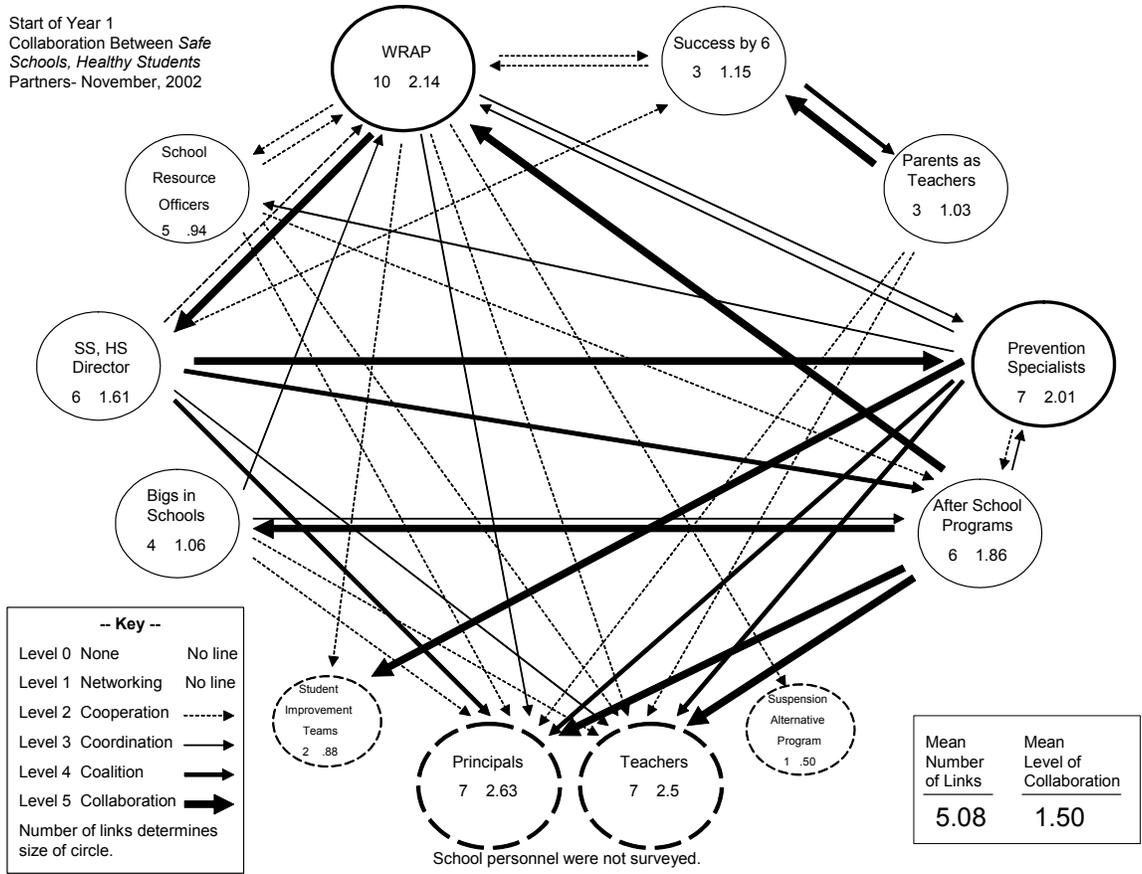
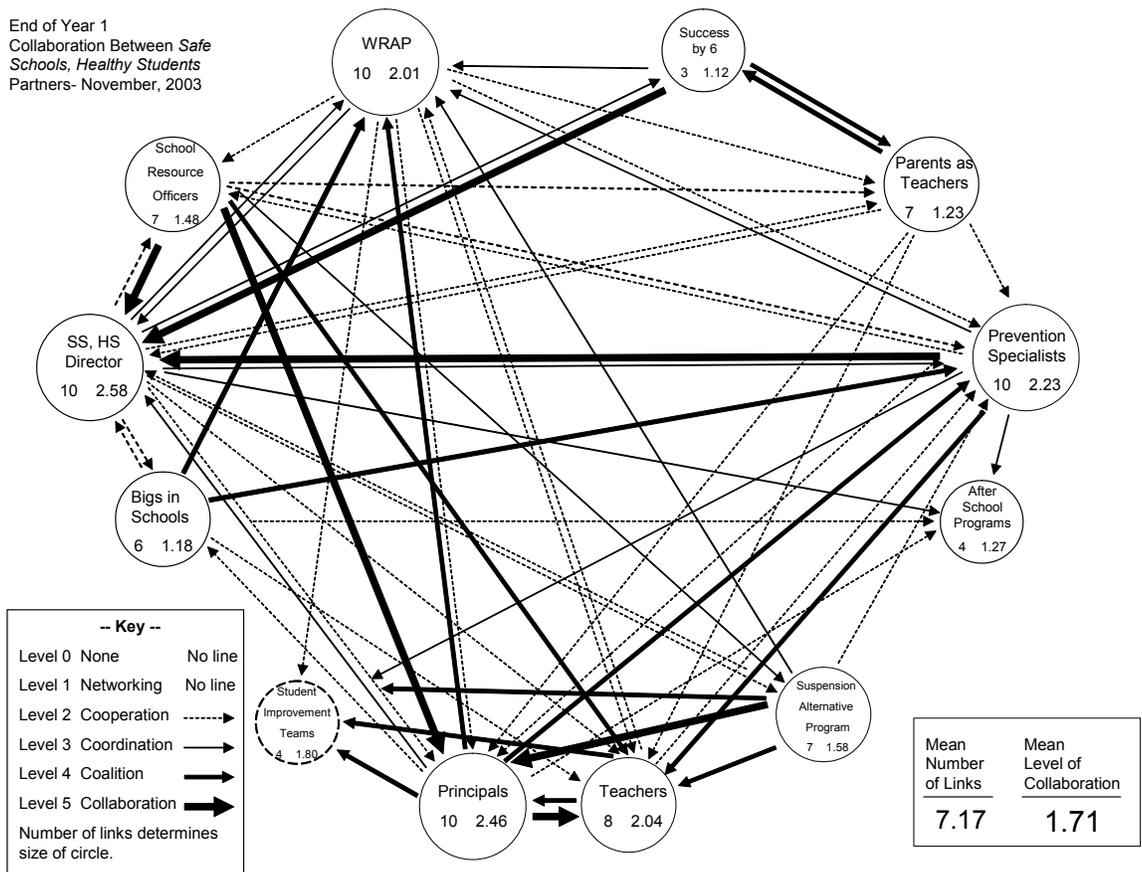


Figure 7.2

End of Year 1  
 Collaboration Between Safe  
 Schools, Healthy Students  
 Partners- November, 2003



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## Appendices

Appendix A:	Logic Model
Appendix B:	Teacher Survey
Appendix C:	Principal Survey
Appendix D:	Levels of Collaboration Scale
Appendix E:	Parent Surveys
Appendix F:	Quarterly Log Forms
Appendix G:	Individual Student Log Forms
Appendix H:	Safety Audit Surveys
Appendix I:	School Readiness Survey
Appendix J:	WRAP Jitters Student Scales
Appendix K:	WRAP Worker Survey
Appendix L:	CBAST Classroom Behavior Factors
Appendix M:	CTC Items Reflecting Perceptions of School Connectivity
Appendix N:	Teacher Survey Items Reflecting Perceptions of School Climate
Appendix O:	USD 497 School Board Policies Handbook