

KANSAS SAFE & SUPPORTIVE SCHOOLS (S3) CREATING POSITIVE CLIMATE

KSDE ANNUAL CONFERENCE
NOVEMBER 6, 2013



WORKSHOP

- Overview of the Kansas four-pillar model for improving school climate
- Development of a Conditions for Learning (CFL) index used to track and monitor change
- Learn about the efforts of 30 high schools engaged in project
- View preliminary data suggesting positive outcomes for schools

WHAT IS SAFE AND SUPPORTIVE SCHOOLS (S3)

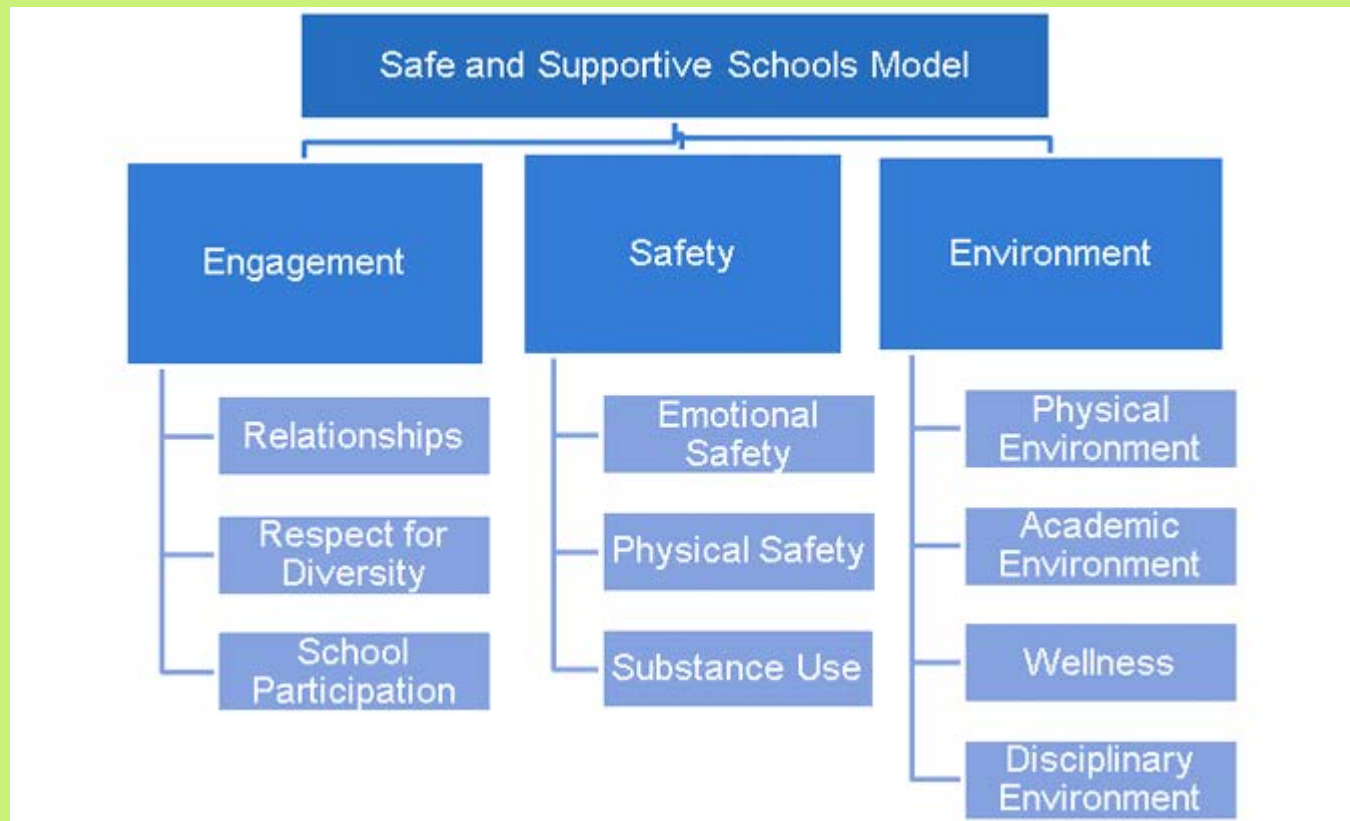
- Climate and culture grant from the Office of Safe and Healthy Students (OSHS)
- Designed to improve school climate by way of:
 - Data Collection
 - Evidence-Based Strategies
- Awarded in 2010 to 11 States: Arizona, Florida, Iowa, Kansas, Louisiana, Maryland, Michigan, South Carolina, Tennessee, West Virginia and Wisconsin

SCHOOL CLIMATE

National School Climate Center

- **School climate refers to the quality and character of school life.**
- - patterns of students', parents' and school personnel's experience of school life
- - reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

OSHS SCHOOL CLIMATE MODEL



Kansas Safe and Supportive Schools Continuum School Climate Model

SAFETY

Physical and
Emotional Safety

Substance Abuse

Wellness

ACADEMIC ENGAGEMENT

Academically
Engaging Culture

Commitment
to School

Learning Supports

Achievement

SOCIAL ENGAGEMENT

Pro-Social
Behavior and
Involvement

Healthy Beliefs

Positive Behavior
Supports

Attendance

ENVIRONMENT

School
Professional
Community

School Family
Participation

Family and
Community
Supports

WHY IS THIS IMPORTANT?





POSITIVE SCHOOL CLIMATE

- Directly impacts telling indicators of success:
 - lower dropout rates
 - decreased incidences of violence
 - higher student achievement
 - increased teacher retention
- It is also associated with:
 - Healthy relationships
 - Engaged teaching and learning
 - School improvement efforts

GOALS

1. Implement school climate measurement system in buildings serving students in grades 9 to 12.
2. Provide high schools with data needed to identify climate concerns and evidence-based interventions that will address those concerns.
3. Build capacity for high schools to integrate evidence-based climate interventions into all improvement efforts.
4. Use data to demonstrate improved climate in high schools.

OBJECTIVES

1. Identify eligible districts;
2. Monitor and maintain data integrity;
3. Help districts gather data;
4. Help districts implement evidence-based strategies;
5. Reduce reporting of 30-day alcohol use, bullying and violent incidents;
6. Collaborate with other school safety reform efforts; and
7. Align with statewide initiatives (Character Ed and MTSS) to improves chances of sustainability.

OUTCOMES

1. **Ninety (90) percent of grantees will see a change (.25 of standard deviation or greater) in the desired direction on two out of four targeted pillars;**
2. **Ninety (90) percent of grantees will move targeted components of the CFL index by at least .24 of standard deviation;**
3. **Ninety (90) percent of grantees will decrease the number of students who report **being bullied** by 3 to 5 percentage points;**



OUTCOMES

4. Ninety (90) percent of grantees will decrease by 3 to 5 percentage points the number of students who report **consuming alcohol** within 30 days of being surveyed; and

5. Ninety-five (95) percent of grantees will decrease **suspensions, expulsions and violent acts** by 3 to 5 percentage points.

DEVELOPING A CFL INDEX

- Data Sources
 - Student



STUDENT DATA



Kansas Communities That Care (KCTC)

- Implemented in Kansas annually since 1995
- Free of charge, funded by Kansas Department for Aging and Disability Services (KDADS)
- Measures youth substance use and delinquency & risk and protective factors across 4 domains
 - School
 - Family
 - Community
 - Peer/Individual

www.kctcddata.org

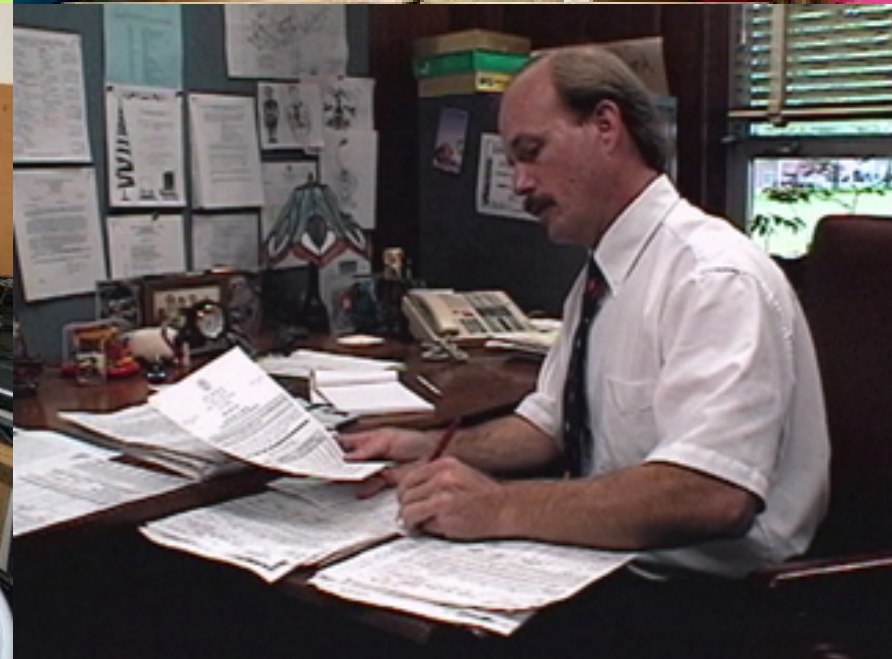


KANSAS

Communities That Care
Student Survey

DEVELOPING A CFL INDEX

- Data Sources
 - Faculty/Staff
 - Parent



FACULTY & PARENT DATA

Center for Excellence & Ethics Assessment

- Developed in 2004
- Measure a model of school climate & culture based on theory and research based on the following 4 components:
 - 1. Climate of safety
 - 2. Faculty and staff practices
 - 3. Student behavior/Peer-to-peer relationships
 - 4. Professional Community and partnership with parents



DEVELOPING A CFL INDEX

- Data Sources
 - **School Incident Data - KSDE**
 - Attendance
 - Graduation
 - Suspension
 - Expulsion
 - Reading & Math Assessment

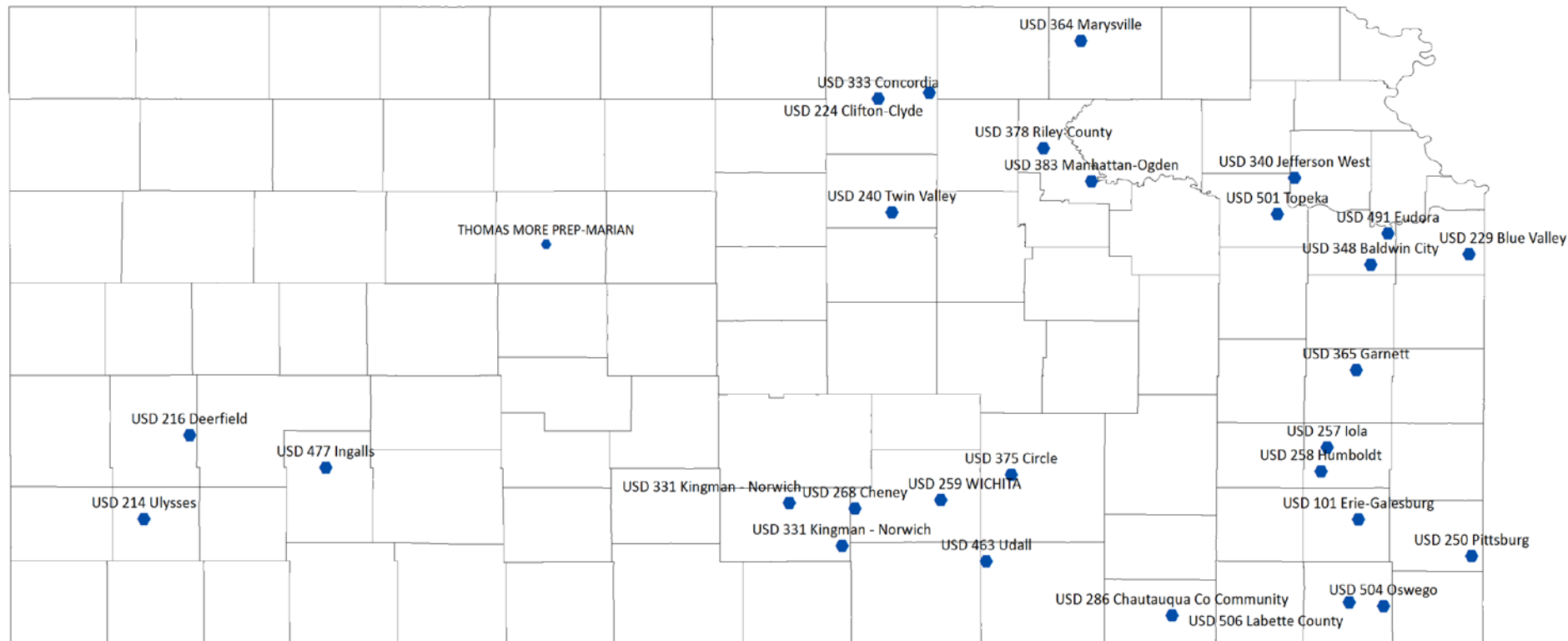


STAKEHOLDER DATA IN EVERY PILLAR

- Students
- Faculty
- Parents



GRANTEES -- MAP

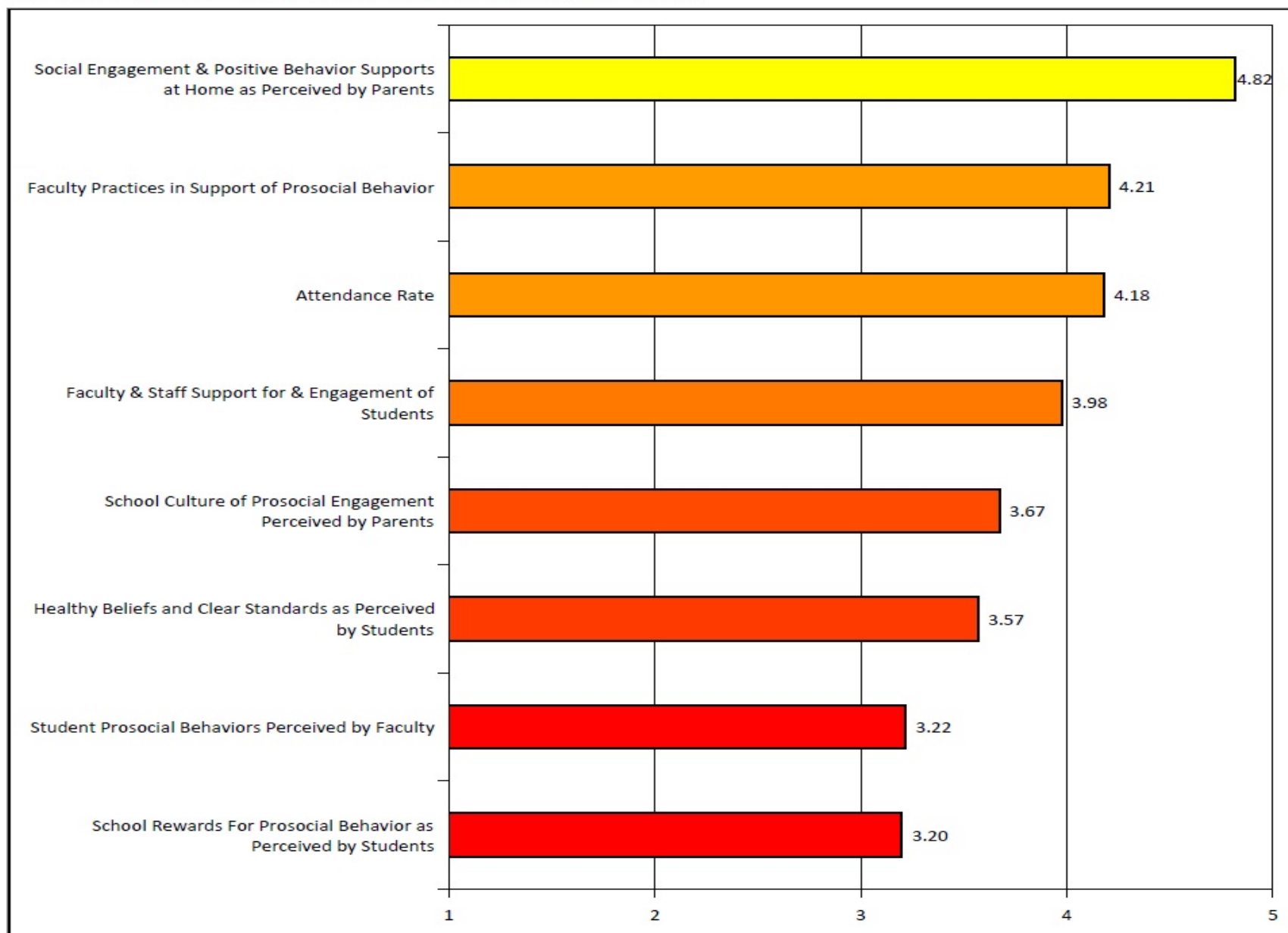


Social Engagement: Prosocial Behavior & Involvement, Healthy Beliefs, Positive Behavior Supports, Attendance

Pillar Score:

3.86

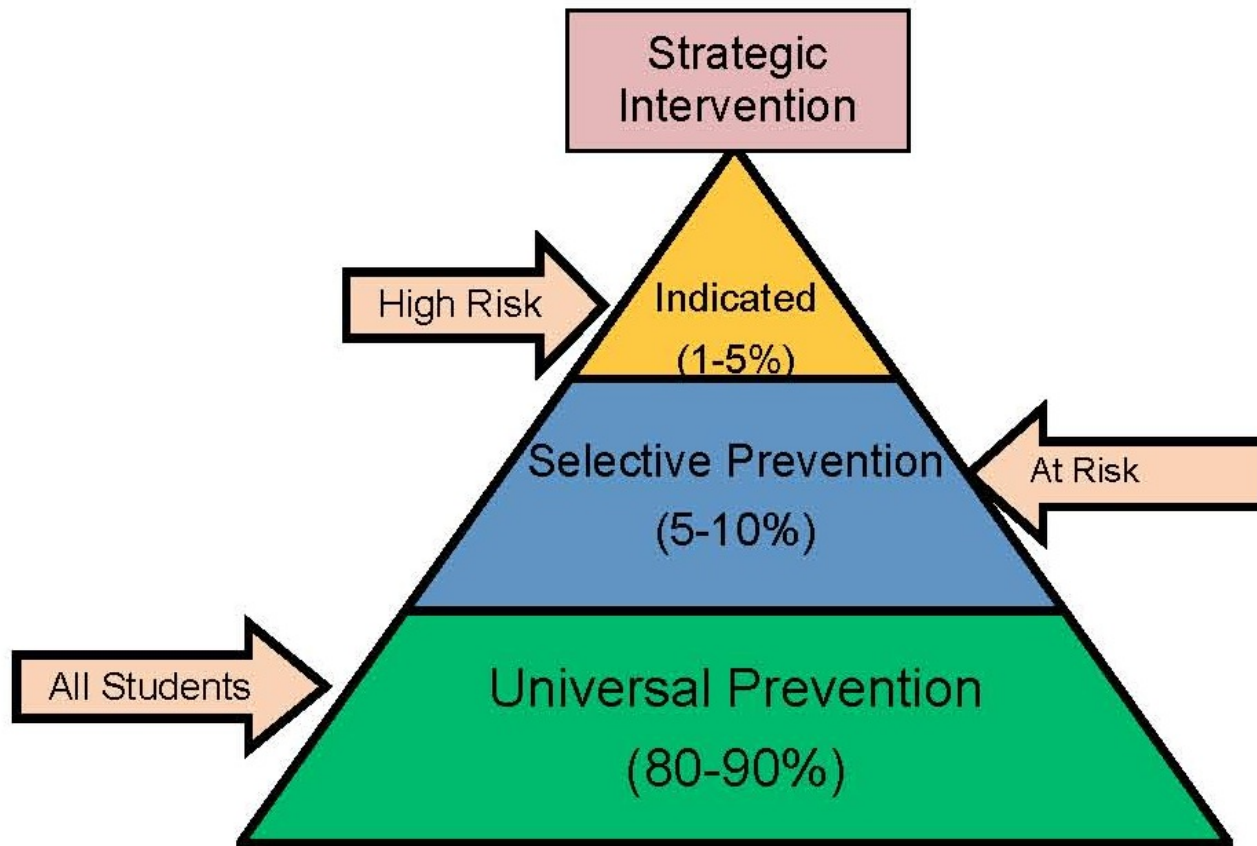
Data shown is a mean 1-5 scale with 5 being the most desirable outcome



ALIGNMENT CHART

	CFL Index Identified Components	Goals, Objectives and Outcomes	Evidence-Based Strategies
Pillar 1 Safety and Healthy Behaviors	A. Student Safety (F) = 2.96	Outcomes: Increase in CFL Pillar 1 <i>student safety perceived by faculty</i> scale score will result in fewer faculty reports of and fewer students: getting drug or high, stealing, assaults, using email texting or website to bully and harass.	Universal: <ul style="list-style-type: none"> P2A, BOTH Foundations (S) and Toolkits (F) Olweus Bullying
	B. Peer Alcohol Use (S) = 3.22	Outcomes: Increase in CFL Pillar 1 <i>Peer use of alcohol</i> scale will result in more students reporting that none of their four best friends tried beer wine or hard liquor. Results will also demonstrate an increase in the percentage of students reporting they have not used alcohol in the past 30-days.	Selected: <ul style="list-style-type: none"> Alcohol EDU Indicated <ul style="list-style-type: none"> Alcohol EDU

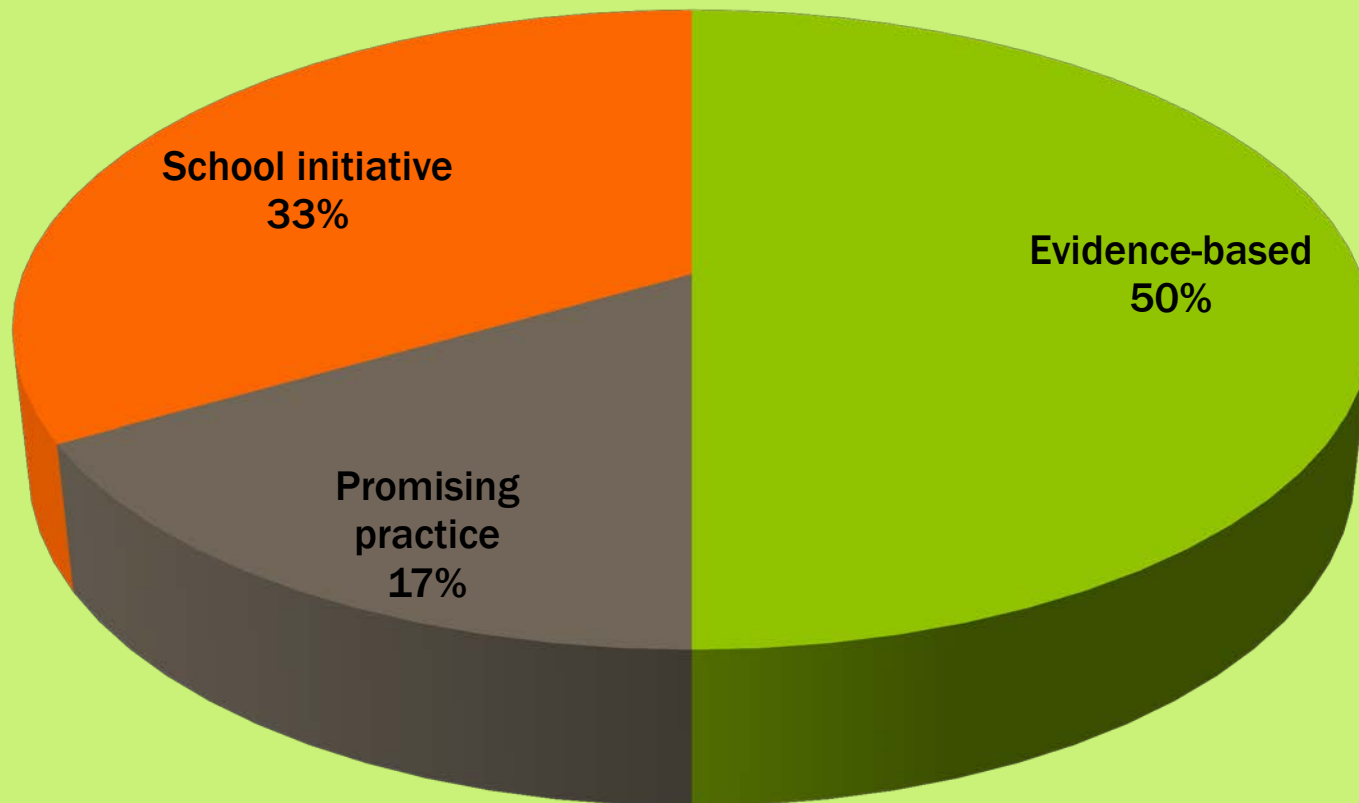
EBS LEVELS OF INTERVENTION



EVIDENCE-BASED STRATEGIES

1. Academic Achievement and School Attendance
2. Substance Abuse Prevention and Intervention
3. Bullying, Violence Prevention and Conflict Resolution
4. Relationships and Self Esteem
5. Suicide Prevention
6. Teen Pregnancy and Drop Out Prevention
7. Truancy and Drop Out Prevention
8. Career Training
9. Mental Health and Emotional Support
10. Family Intervention

S3 Strategies Implemented



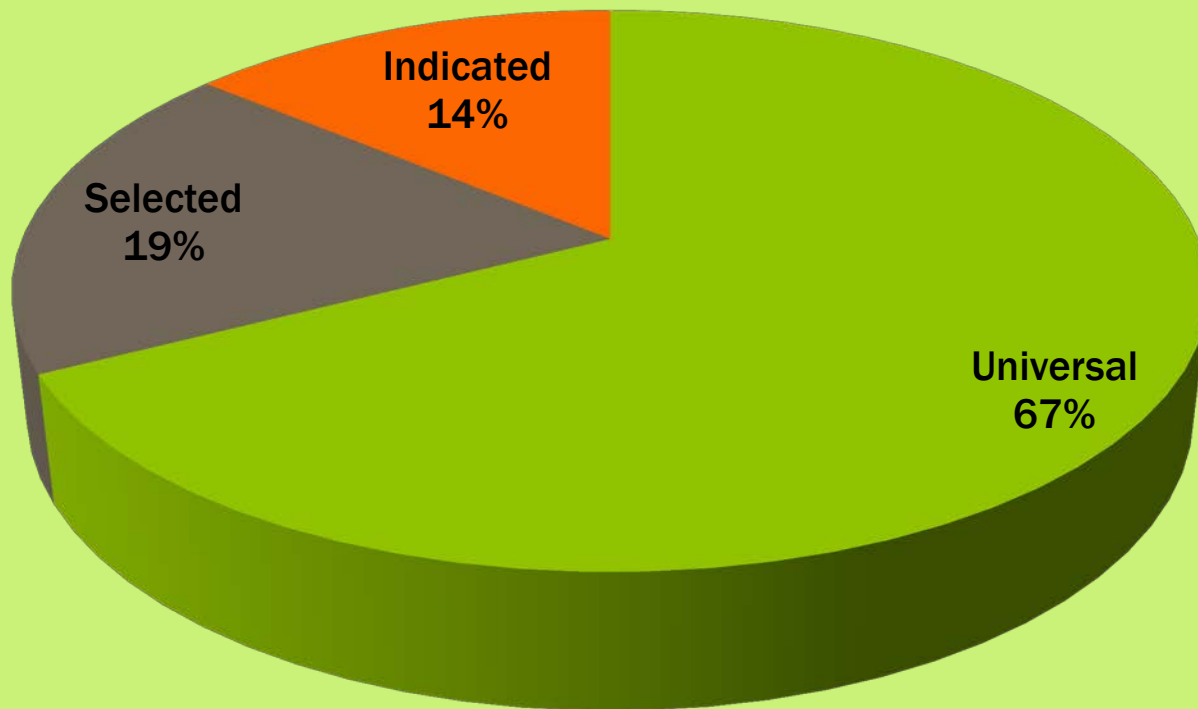
MOST COMMON STRATEGIES

- Power2Achieve – 23
- AlcoholEDU – 10
- 11 Principles of Character Education – 6
- Safe and Civil Schools – 4
- Ripple Effects - 4

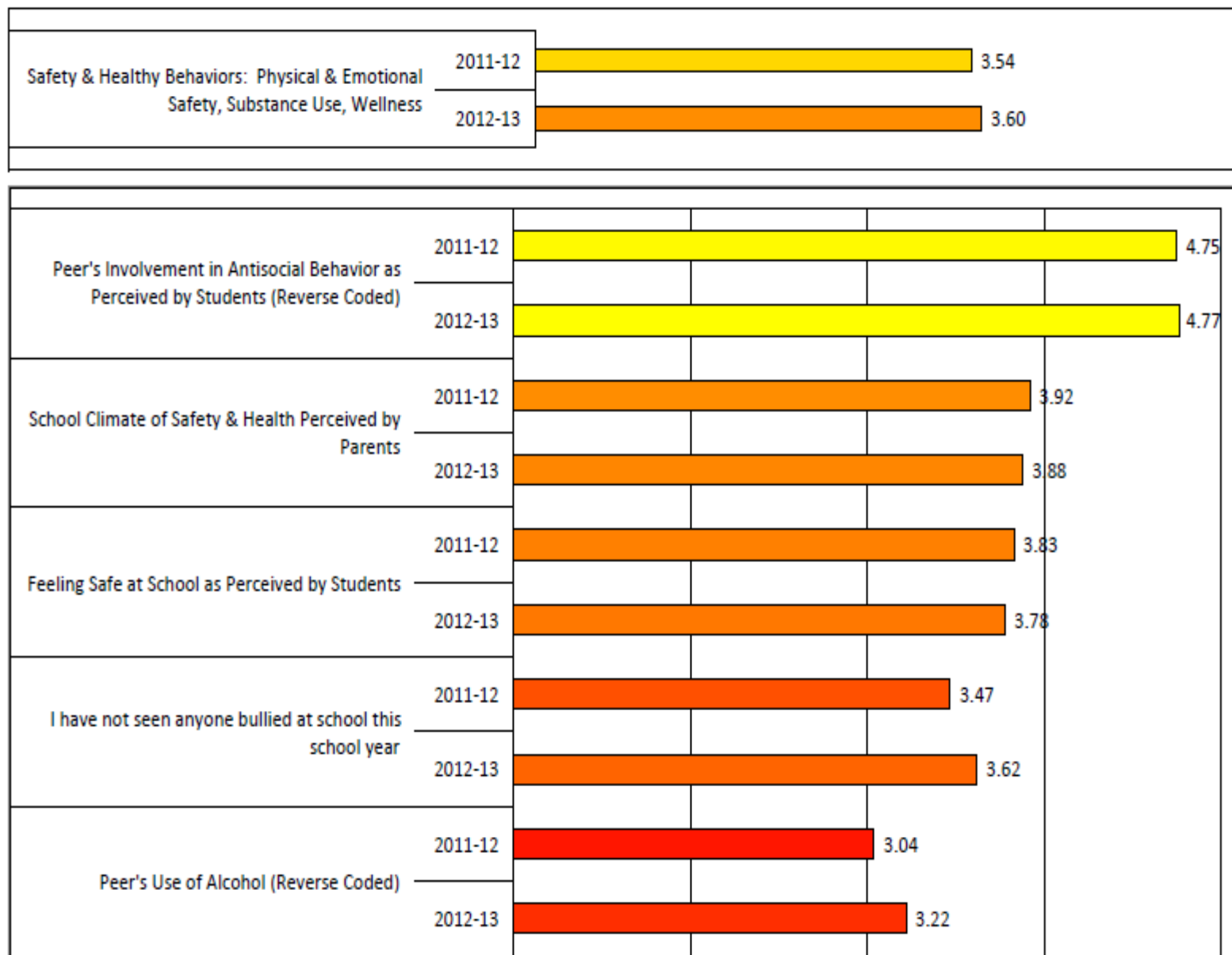
ADDITIONAL STRATEGIES

- Class Action
- Teen Intervene
- Lifeskills
- Lion's Quest
- Olweus for High School
- Project Success
- Reconnecting Youth
- Strengthening Families

Strategies Implemented by Level of Intervention



Safety & Healthy Behaviors: Physical & Emotional Safety, Substance Use, Wellness



Change in Scale Data by Source

Data shown is a mean 1-5 scale with 5 being the most desirable outcome - Score increases are preferred.

** Indicates a target selected by your school

STUDENTS: Student Perceptions as Reported on the CTC Student Survey

Total Responded: 4549

Scale Full Name:	Change	Target	Achieved
I have not seen anyone bullied at school this school year	0.15	0.08	
Feeling Safe at School as Perceived by Students	-0.05	0.06	
Peer's Use of Alcohol (Reverse Coded)	0.18	0.09	
Level of Commitment to School as Perceived by Students	-0.01	0.03	
Opportunities for Academic Involvement as Perceived by Students	0.00	0.03	
Involvement in Antisocial Behavior as Perceived by Students	0.01	0.03	
Healthy Beliefs and Clear Standards as Perceived by Students	0.05	0.05	
School Rewards For Prosocial Behavior as Perceived by Students	-0.04	0.05	
Family Interactions as Perceived by Students	0.02	0.06	
Family Rewards for Prosocial Involvement as Perceived by Students	0.03	0.05	
Level of Community Organization as Perceived by Students	0.04	0.06	



PRELIMINARY OUTCOMES

- Preliminary - *“an action or event preceding or preparing for something fuller or more important”*
- Climate changes takes time
- Causation can't be claimed and the impact and outcomes of strategy implementation will take time to become fully apparent
- However...

PRELIMINARY OUTCOMES

1. Ninety (90) percent of grantees will see a change (.25 of standard deviation or greater) in the desired direction on two out of four targeted pillars;
 - **Currently 70% positive change (47% significant)**
2. Ninety (90) percent of grantees will move targeted components of the CFL index by at least .24 of standard deviation;
 - **Currently 93% have move at least one target**

PRELIMINARY OUTCOMES

3. Ninety (90) percent of grantees will decrease the number of students who report **being bullied** by 3 to 5 percentage points;

- **Currently 47% report decrease**
- **33% by 3-5 percentage points**

4. Ninety (90) percent of grantees will decrease by 3 to 5 percentage points the number of students who report **consuming alcohol** within 30 days of being surveyed;

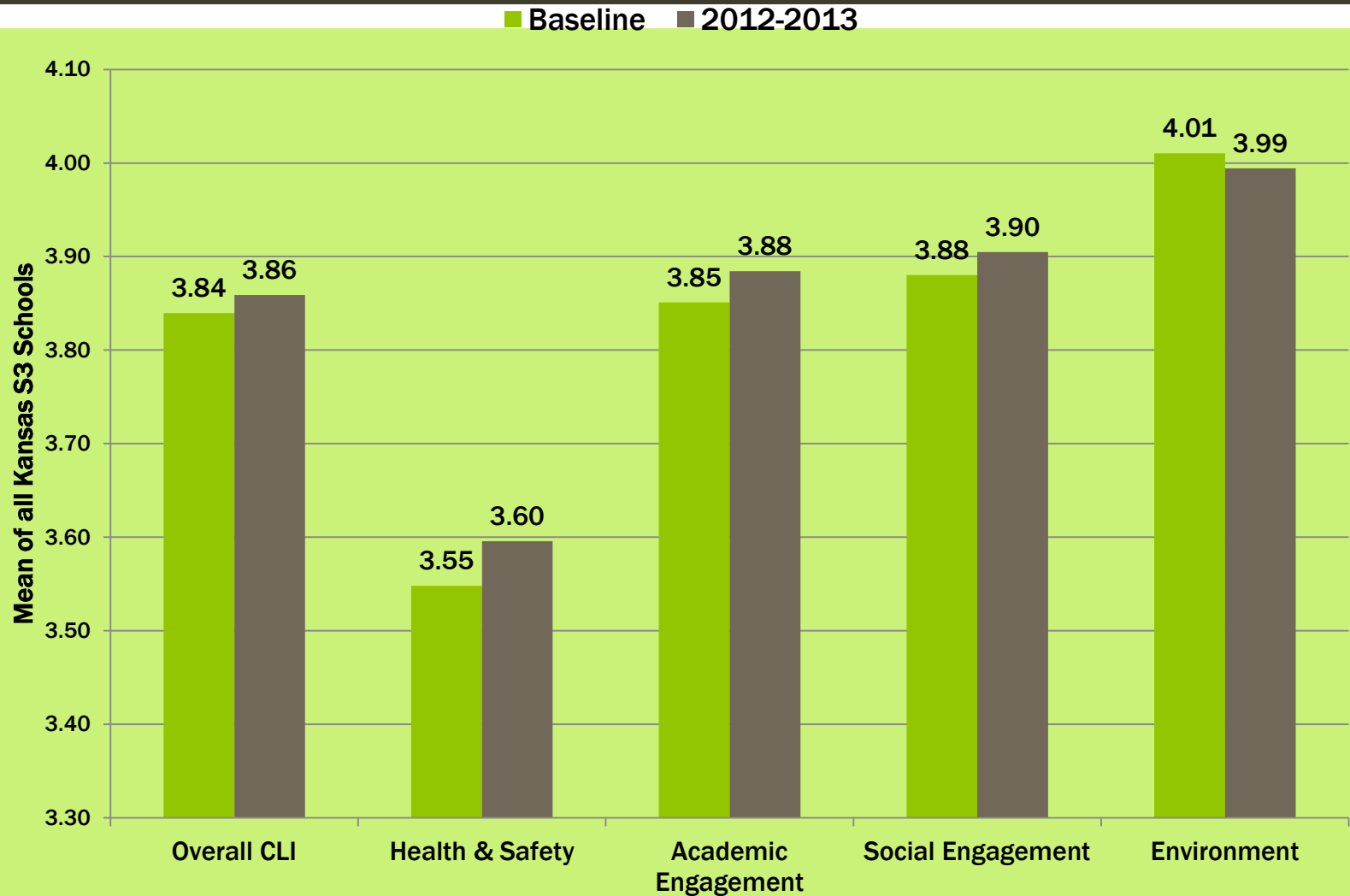
- **Currently 63% report decrease**
- **57% by 3-5 percentage points**

PRELIMINARY OUTCOMES

5. Ninety-five (95) percent of grantees will decrease suspensions, expulsions and violent acts by 3 to 5 percentage points.

- Currently, 67% of S3 schools have reduced or maintained rate of zero**

COMPARISON OF BASELINE & IMPLEMENTATION



CLIMATE CORRELATES WITH MEAN MATH AND READING SCORES

	Overall CFL Index	Pillar 1 Safety & Health	Pillar 2 Academic	Pillar 3 Social	Pillar 4 Environ- ment
Mean Math	.639**	.410*	.851**	.499**	.375*
Mean Reading	.539**	.271	.828**	.443*	.244

****** = significant at $p < .01$

***** = significant at $p < .05$

TECHNICAL ASSISTANCE

- Guide planning and implementation of strategies
- Assist in monitoring and evaluating effectiveness of strategies
- Assist districts in improving participation in survey data collection
- Provide professional development when possible (e.g. training faculty)
- Verify reliable system for tracking incidence data (suspension/expulsion, state assessment, attendance, graduation)
- Advise on best practices for garnering family and community support





KANSAS PARENT INFORMATION AND RESOURCE CENTER (KPIRC)

- 1. Federal Mandates for Family Engagement**
- 2. PTA National Family School Partnership Standards**
- 3. Family Engagement Implementation Strategies**
- 4. Development of Additional Family Engagement Surveys**
- 5. Family Engagement Policy Development and Implementation**
- 6. Guidance and Support for Development of Parent Advisory Councils**
- 7. Guidance and Support for Development of Family Engagement Resource Center**

KANSAS BULLYING AWARENESS AND PREVENTION HOTLINE

<https://www.kcsl.org/BullyingPrevention.aspx>

A poster for bullying prevention featuring three large overlapping circles at the top: a blue circle on the left with the word 'CONNECT', a red circle in the center with 'EMPOWER', and a green circle on the right with 'TRANSFORM'. Below these circles is a group of diverse children and teenagers standing on a floor made of colorful circular tiles. At the bottom of the poster, the text reads: 'Anonymous Resources for Bullying Prevention', '24 Hour Parent & Youth Resource Hotline', '1-800-332-6378', 'or', '1-800-CHILDREN', 'Email or Text 1800children@kcsl.org'. At the very bottom are four logos: a QR code, the Kansas Children's Service League logo, the Kansas Department of Education logo, and the Kansas Department of Social Services logo.

Anonymous Resources for Bullying Prevention
24 Hour Parent & Youth Resource Hotline
1-800-332-6378
or
1-800-CHILDREN
Email or Text 1800children@kcsl.org



SOCIAL EMOTIONAL AND CHARACTER EDUCATION STANDARDS

- **Adopted by Kansas State Board of Education
February 2012**
- **First state in country to adopt such standards**
- **Standards will support positive change in
school climate(CFL)**

QUESTIONS

Lisa Chaney

Evaluator

Kansas S3 Initiative

**Southeast Kansas Education
Service Center**

947 W. 47 Hwy.

Girard, KS 66743

620-724-6281

lisa.chaney@greenbush.org

Vincent Omni

Project Coordinator

Safe and Supportive Schools

**Kansas State Department of
Education**

120 S.E. 10th Avenue

Topeka, KS 66612

785-368-7436

v.omni@ksde.org