Best Practices Among School Districts
Show Me How
Five Core Elements

- School Safety & Violence Prevention
- Substance Abuse Prevention
- Social–Emotional Supports
- Mental Health Services
- Early Childhood Learning
School Safety and Violence Prevention

- Olweus Bullying Prevention
  - K–12 School-wide Model
  - Prevention and Intervention

- Restorative Practices
  - Strengthens Individual Relationships
Substance Use Prevention

- Project TND
  - Alternative Education Settings

- Social Norms Marketing
  - Student Perceptions vs. the Reality
Monticello High
Social Norms
2010-11

We got the facts from you.
Youth Risk Behavior Spring Survey 2010.

STATE CHAMPS

The only thing
easy about
going to states
was staying Sober.

75% of MHS students do not drink.
Social/Emotional Supports

- Responsive Classroom
  - Elementary Model

- Second Step
  - Middle School Model
Lessons Learned

- Training Fidelity Measures
- Implementation Fidelity Measures
- Outcome Measures
Our Community, Our Kids
Contact Information

June Jenkins, Project Director
Safe Schools/Healthy Students
Albemarle/Charlottesville

jjenkins@albemarle.org

www.safeschoolscville.org
The Tennessee Story

Nicole Cobb, Ed.S
Director of the Center for School Climate
Tennessee Department of Education
Successful, Safe, and Healthy Schools

A positive and sustained school climate promotes students’ academic achievement and healthy development (Zins, Weissberg, Wang, & Walberg, 2004)
Tennessee’s Cutting Edge Initiatives

- Strong and supportive leadership
- SAVE Act
- University of Memphis
- Vanderbilt University
- Early warning data system
- Olweus
- Drop-out prevention toolkit
- CSH
- TELL Tennessee
- Memphis City Schools
- Sullivan County
Tennessee’s Grant Application

- School Climate Advisory Committee
- Creation of Center for School Climate
- Formal measurement of school climate
- Expansion of Tennessee’s longitudinal data system
- Creation of a web portal and data dashboard
- Creation of an online registry for evidence based interventions
- Direct support provided to schools with the most fragile climates
- School climate academies producing School Climate Specialists
Challenges

- Development of a valid and reliable survey instrument for students, educators, and parents
- Clear and concise definition of school climate
- Obtaining buy-in from across our state
- Development of a formula to assign a “school safety score”
- Comparability of data across states
- Data for research use vs data for use at school level
- Large scale implementation and sustainability
Solutions to Help States Move Forward

- National core of items to use as foundation for survey instruments
- Psychometric expertise and direction in structuring a school safety score formula
- Establishing a community of practice
Questions
Nicole.Cobb@tn.gov
The Office of Safe and Drug Free Schools Technical Assistance Symposium New Orleans, LA March 9-11, 2011

Tom Herman
California Department of Education
therman@cde.ca.gov
Improving School Climate – the California Challenge

Our Needs:
• Data rich, but inconsistent data use among districts
• Marginalization of learning supports
• Lack of funding
S3 Goals

- Improve school safety and conditions for learning (i.e., school climate) in most needy high schools as identified by data
- Build local capacity to implement data-driven school improvements
- Integrate school climate reform into school-wide improvements
- Establish a comprehensive intervention model that is sustainable
The Engagement Challenge

• Estimated 40-50% of high school students disengaged.
  – Major cause of student dropout.
  – Often overlooked in school reform efforts
• “The fundamental challenge [of school reform] is creating a set of circumstances in which students take pleasure in learning…and that they can be reasonably expect to be able to learn the material.” — National Research Council, *Engaging Schools* (2004:14)
The Teacher Challenge

- 22% of new teachers in California quit within four years. School climate among most important factors in whether teachers stay or leave.
  - May be as important or even more important than salary.

- Workplace conditions, relationships and collegiality, performance expectations, participation and decision making
  - Align with the three developmental supports that promote resilience among youth: Relationships, Expectations, & Participation

- If teachers don’t feel these supports, they can’t provide them to students and teaching quality is undermined.
Latest Results: California Healthy Kids Survey

- Aggregated weighted statewide secondary school dataset 2007-09
- 250K students in grades 7 & 9; 210K in 11th; 30K in continuation schools
- 782 districts
- 3,143 schools
% High in School Connectedness

2007-09 California Healthy Kids Survey (CHKS); 5-item scale derived from Add Health Survey
School Connectedness

How strongly do you agree or disagree with the following statements about your school?

- Feel close to people at this school.
- I am happy to be at this school.
- I feel like I am part of this school.
- The teachers at this school treat students fairly.
- I feel close to people at this school.

![Bar Chart]

- **7th grade**
- **9th grade**
- **11th grade**

- **White**
- **Black**
- **Hispanic**

---

TOM TORLAKSON
State Superintendent of Public Instruction
Ever Drunk or High on School Property

- 0 times: 49%
- 1 to 2 times: 22%
- 3 to 6 times: 15%
- 7 or more times: 6%

Grade 7: Blue
Grade 9: Dark grey
Grade 11: Light grey
NT: Green

2007-09 CHKS
Harassed at School in the Past Year

<table>
<thead>
<tr>
<th></th>
<th>Grade 7</th>
<th>Grade 9</th>
<th>Grade 11</th>
<th>NT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hate-Crime Harassment</td>
<td>33%</td>
<td>28%</td>
<td>27%</td>
<td>27%</td>
</tr>
<tr>
<td>Any Harassment</td>
<td>44%</td>
<td>38%</td>
<td>29%</td>
<td>31%</td>
</tr>
</tbody>
</table>

2007-09 CHKS
% Feeling Safe or Very Safe at School

- Grade 7: Very safe (20%), Safe (39%)
- Grade 9: Very safe (17%), Safe (39%)
- Grade 11: Very safe (18%), Safe (41%)
- NT: Very safe (22%), Safe (32%)

2007-09 CHKS
Three Critical Developmental Supports or Protective Factors

- **Caring Relationships** – supportive connections with others who serve as models for prosocial behavior and healthy development.
- **High Expectations** – direct and indirect, supportive messages that youth can and will succeed.
- **Opportunities for Meaningful Participation** – relevant, engaging, and interesting activities including opportunities for responsibility and contribution.
- This is a natural alignment with the three R’s: Rigor, Relevance and Relationships
% High in School Developmental Supports

- Total Assets:
  - Grade 7: 34%
  - Grade 9: 28%
  - Grade 11: 26%
  - NT: 29%

- Caring Relationships: Adult in School:
  - Grade 7: 34%
  - Grade 9: 31%
  - Grade 11: 33%

- High Expectations: Adult in School:
  - Grade 7: 56%
  - Grade 9: 48%
  - Grade 11: 42%

- Meaningful Participation:
  - Grade 7: 14%
  - Grade 9: 12%
  - Grade 11: 11%

2007-09 California Healthy Kids Survey (CHKS); 3-item scales
Conclusions

- Efforts to improve schools — and especially high schools — need to address not only issues of curriculum, instruction, and governance, but also to foster positive environments that support and engage students in learning (and teachers in teaching).

- Schools need environments that are:
  - Safe;
  - Caring, participatory, and challenging;
  - Addressing health and behavioral impediments to learning readiness and capacity
  - Engaging of students, staff, and parents.

- The first step is assessment
Application Process

• Non-competitive
• Needs + district and school commitment
• Initial application (mid Aug)
• Work plan (end of Dec)
Technical Assistance

Fall

• Onsite Data Use Action Planning workshops
• Listening to Students fishbowls
• Webinars