



Welcome to Today's Webinar!

Reporting and Dissemination of School Climate Data

This event will start at 11:00 am EDT.

Welcome to Today's Webinar



Audio Information
Dial: 888- 946-9423

Conference ID: 7098635

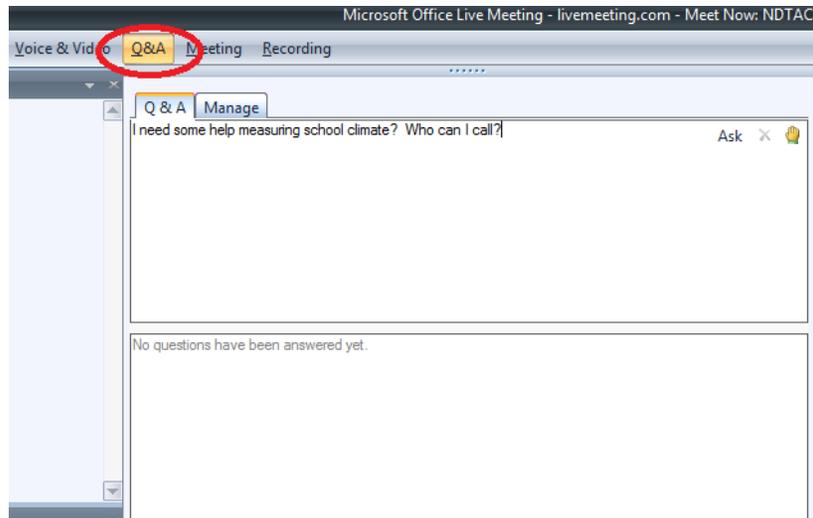
If you have technical difficulties logging into the web-based portion of the event, please contact Live Meeting Customer Support at 1 (866) 493-2825.

If you have any questions about the Live Meeting technology or the Webinar, please contact SSSTA at sssta@air.org.

Questions, Event Evaluation & Contact Information



Q&A



If you have a question for the presenters, please type it in the Q & A Pane or email sssta@air.org during the Webinar.

Evaluation



Participant Feedback

Establishing Supportive Relationships between Teachers, Staff, Students and Families
Wednesday, February 17, 2011

Please provide us with your feedback on today's Webinar by answering the questions below. The form should only take a few minutes to complete and all responses will be completely anonymous. Your participation is voluntary.

* 1. My role can best be described as (please check as many as apply):

- | | | |
|--|--|-----------------------------------|
| <input type="checkbox"/> Community Member | <input type="checkbox"/> School/District Administrator | <input type="checkbox"/> Teachers |
| <input type="checkbox"/> Family Member | <input type="checkbox"/> State Administrator | |
| <input type="checkbox"/> School Support Staff Member | <input type="checkbox"/> Student | |

An event evaluation will appear as the last slide in the presentation. Please input your answers *directly* into the slide. All answers are *completely anonymous* and are not visible to other participants.

For assistance during the Webinar, please contact the Safe and Supportive Schools Technical Assistance Center at sssta@air.org.



The Safe and Supportive Schools Technical Assistance Center



- Funded by the U.S. Department of Education's Office of Safe and Drug-Free Schools.
- Provides training and support to states, including 11 grantees funded under the Safe and Supportive Schools Program and other state administrators; administrators of districts and schools; teachers; support staff at schools; communities and families; and students.
- Goal is to improve schools' conditions for learning through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments.

*The content of this presentation was prepared under a contract from the U.S. Department of Education, Office of Safe and Drug-Free Schools to the American Institutes for Research (AIR). This presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor do they imply endorsement by the U.S. Department of Education.



Safe and Supportive Schools Website



<http://safesupportiveschools.ed.gov>



Safe and Supportive Schools

Engagement | Safety | Environment

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Technical Assistance

Need help improving the conditions for learning in your school, district, or state? [Get Help](#)

Upcoming Events

Survey Webinar Series: Reporting and Dissemination

June 29 4:00 pm – 5:30 pm ET

June 30 11:00 am – 12:30 pm ET

[Learn More](#)



[View Events](#)

School Climate Webinar Series: Student Engagement

July 13 4:00 pm - 5:00 pm ET

July 14 11:00 am - 12:30 pm ET

[Learn More](#)

Research

NCES released a report on crime, violence, discipline, and safety in U.S. public schools. [Full report](#)

NIMH-funded study finds that teen brains have more difficulty differentiating danger and safety, leading to more pervasive stress and anxiety. [Learn More](#)

News Clips

June 23, 2011

'The Bully Project' Finds Its Moment

The Bully Project follows stories of several kids who are being bullied or have been bullied. What *The Bully Project* adds to the public conversation is an unflinching look at the stakes.

[Full story](#)

State in Focus

Tennessee

On June 2, 2011, the Tennessee Department of Education hosted a School Climate Symposium. This one-day symposium featured national experts, presented best practices, and described current activities in the area of school climate.



[View Tennessee Profile](#)

Desk of Asst. Deputy Secretary

Farewell

June 09, 2011



This is my last post as Assistant Deputy Secretary. As you may know, I have resigned effective June 9 to return to the non-profit sector and, well, today is my last day. In the past two years in this role, I have had the opportunity to visit 33...

[Full post](#) | [All posts](#)



Safe and Supportive Schools
Engagement | Safety | Environment

Reporting and Dissemination of School Climate Data

David Osher, American Institutes for Research
David Hawkins, University of Washington



Safe and Supportive Schools
Engagement | Safety | Environment

Polling Question #1



Which of the following best describes your current role?

- State Education Personnel
- District or School Administrator
- Teacher or School Support Staff
- Community or Family Representative
- Student
- Researcher
- Other

Polling Question #2



Which of the following best describes the primary reason you chose to participate in today's session?

- Learn more about which data should be reported
- Learn more about how to present data for various audiences/stakeholders
- Identify effective dissemination strategies
- Gain a better understanding of how to identify programmatic interventions
- More than one of the above.

Big Things to Think About



- Be strategic in data collection and presentation
- Be intentional in selecting your format
- Anticipate questions and challenges to the data
- Scaffold use of data
- Think long-term
- Support the use of data for quality improvement

Be Strategic In Data Collection and Presentation



- **Determine purposes of the data**
 - How will these data be used?
- **Clarify audience(s) for the data**
 - Who should have and use these data?
- **What data should be presented**
 - Given purposes and audiences
 - What data need to be reported ?
 - How can it be transformed into useful information?
- **What should be the presentation vehicle**
 - Hard copy, electronic online access etc.



Be Intentional in the Selection of Format



- Choose the best format for presenting data, given your audience and purpose
 - Tables, graphs, narrative text, illustrative stories, examples or quotes, etc.
- Provide data in actionable form



Anticipate Questions and Challenges to the Data



- Provide response rates to allow assessment of degree to which data represent school population.
- When appropriate, share data with students, staff, and administrators in advance of dissemination to get input on “face validity” of data and likely challenges to data.
- Inoculate the audience

Scaffold Use of the Data



- Provide tools for understanding and interpreting data.
- Keep it simple
 - E.g., focus on scale results.
- Provide end-users with an understanding of the standards that were applied.
- Provide overall results as well as disaggregated data.



Think Long-Term



- Plan for repeated surveys over time for Continuous Quality Improvement (CQI), public transparency, and to measure progress toward outcome goals.
- Develop and use a reporting format that can be maintained and will allow comparison of survey results over time.
- Plan for reporting out information about population groups of interest.



Support the Use of Data for Quality Improvement



- Provide efficient ways of using the survey data for monitoring, planning, and for the identification of interventions that are likely to be effective.

Example 1

Conditions for Learning (CFL) Survey and Its Use in Multiple Jurisdictions



Citations ■ 1, 2



Safe and Supportive Schools
Engagement | Safety | Environment

Overview of Survey



- 15 minute surveys with versions for grades 2-4, 5-8, and 9-12.
- First developed for Chicago, assesses four Conditions for Learning (CFL):
 - Physical and Emotional Safety
 - Support and Connectedness
 - Academic Challenge, and
 - Peer Norms and Social-Emotional Learning
- The scales are reported out at three levels of performance: Excellent, Adequate, and Needs Improvement.



CPS Context



- **Chicago Public Schools had been experiencing:**
 - Attendance drops
 - Increasing violence against students
 - Reports of instruction lacking rigor

- **Transformation effort to improve high schools**
 - Better instructional supports
 - More school options
 - More transparency of school data



Chicago's Goals



- **Wanted 3 – 4 indicators that are:**
 - Practical to measure
 - Scientifically valid
 - Easy to communicate
 - Actionable (i.e., turning data into useable information that supports planning and decision making)
- **Had to be quickly assessed at large scale**
- **Had to honor other work that was being done**
 - Consortium on Chicago School Research
 - CPS Student Development Programs



Developing the Survey



SPRING 2006
Survey of
Chicago Public Schools
High School Students

We want to know what YOU think about your school!

This is NOT a test.
There are NO wrong answers. The information from the survey will be reported on the High School Scorecard.

YOUR answers are confidential.
Your answers will be combined with those of other students. No one will be told what you answered.

This survey is voluntary.
You do NOT have to answer any question you do not want to answer, but we hope you will answer as many questions as you can!

This is your chance to help improve your school; don't pass it up!

DO NOT WRITE IN THIS SPACE

If a special version of the survey was used, please bubble in the special version below.

Braille
 Large Print
 Spanish
 Polish

Cover

- 22 focus groups:
 - Students
 - Parents
 - School staff
- Review of extant surveys and items
- Pilot tested with 1,700 students in 24 high schools
- Cognitive Labs
- Meeting with stakeholders to help determine audience, intended use, and appropriate formats



Purpose



- Give voice to student perceptions of the conditions of learning;
- Provide information for the school improvement for principals and school improvement teams, and at an aggregate level for the district;
- Provide information to families and students for information about their school as well as information that can be used for school choice;
- Provide transparent information to the public that can help expand accountability to include conditions for learning; and
- Help expand public discussion regarding school improvement.



Administering the Survey



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Cover

- Administered operational survey to students in 115 Chicago high schools
- Response rate of 77%; 74,602 valid surveys (approaches the average daily attendance rate of 84%)



Audience



- School and community stakeholders whose concerted and coordinated actions could help improve the conditions for learning.
 - School administrators and school teams
 - District administrators and staff
 - Students and families
 - Community leaders
 - Community service providers
 - Taxpayers



Audience Requirements



- Data must be actionable at a school and district level and clear to multiple audiences some of whom are lay people without advanced training in data analysis or interpretation.

Data to Be Presented



- Data on 4 scales, which involve approximately 60 items, disaggregated by:
 - Ethnicity
 - Gender
 - Disability status
 - ELL Status
 - Grade Level
- Can be used annually or more frequently



Polling Question #3



Which of the following best describes your experience in reporting and disseminating data?

- We have not had much experience reporting or disseminating data.
- We have experience reporting data but not much experience disseminating it.
- We have experience doing both and want to enhance our presentation format.
- We have experience doing both and want to resolve issues other than presentation format.

Communicating Results



- Present a lot of data in a friendly format
- Provide actionable information
- Multiple formats for varying audiences

Clemente Comm Acad H
Irene Damota
Response Rate: **72%**

CHICAGO PUBLIC SCHOOLS

2006 Student Connection Survey

Dear School Community,

As part of the High School Transformation Project, a multi-year effort focused on helping all high schools improve, CPS has produced the High School Scorecard to share data about our schools in a variety of areas. One area, Student Connection, reports information about student perceptions of safety, educational expectations, school support, social and emotional skills, and extracurricular participation, all of which have been shown to be necessary conditions for learning. These data were collected through a student survey. The survey results for your school are contained within this report.

This report is from the point of view of our students; while their perceptions may not match our own, it is essential that we value and respect their voice. Listening to what the students have to say is an important step toward keeping them engaged as partners in producing meaningful change in our schools.

The data from this survey, together with other information such as attendance, disciplinary referrals, and test gains, provide information to enhance your school's approach to student connection.

I am very proud that CPS is the first large urban school district in the country to systematically measure student connection information, share it transparently, and provide additional tools that school leaders can use to improve in this area. I am confident that your school will be able to use this information to improve the learning conditions and learning outcomes available to all our students.

Sincerely,
Aime Duncan
Aime Duncan
Chief Executive Officer

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CHICAGO PUBLIC SCHOOLS
Toolkit

Home | About the Toolkit | How to Use Survey Data | Implementation Suggestions | Resources | Search | Change School

Home

Roberto Clemente Community Academy High School
2007 Student Connection Survey Results

Download 2007 Survey Report PDF

The elements of student connection measured within the Student Connection Survey have been shown, both by research and through the experience of our CPS educators, to be critical to student learning.

Safe and Respectful Climate

The Safe and Respectful Climate scale measures two things: how physically safe students feel and how emotionally safe students feel. Students who attend safe schools are more likely to be academically engaged and are less likely to exhibit problem behaviors such as drug use or violence. Students are less likely to drop out of safe schools. Schools must provide a safe and secure environment for all students.

The values in the graph at right reflect the percentage of students who rate your school as excellent, adequate, or needs improvement.

Overall Results

- 9% - Excellent
- 72% - Adequate
- 20% - Needs Improvement

Result by Group of Students

- Excellent.** Students feel physically safe in their classes, in the hallways and bathrooms, and outside around the school. They feel emotionally safe because students treat each other with respect, get along well together, and look out for each other.
- Adequate.** Students feel physically safe most of the time, but there may be occasional fights, thefts, or vandalism. They usually feel emotionally safe but may occasionally be teased, bullied, harassed, or put down by other students.
- Needs Improvement.** Students do not feel physically safe because there are regular problems with fights, thefts, or vandalism. They do not feel emotionally safe because they are often teased, picked on, or bullied. They may stay at home because they do not feel safe at school.

Recommended programs and strategies for improving safety and climate

2008/09

CHICAGO PUBLIC SCHOOLS

HIGH SCHOOL DIRECTORY

FREE!

CHICAGO PUBLIC SCHOOLS

APPLICATIONS DUE SOON!



School Level Report



Clemente Comm Acad H
Irene Damota
Response Rate: **72%**


CHICAGO PUBLIC SCHOOLS



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Sincerely,

Arne Duncan
 Chief Executive Officer

What is in this report?

Pages 2-5 of this report present your school's results on the four scales of the Student Connection Survey and compare those results with the district average.

Results are shown as the percentage of students whose responses fall into the excellent, adequate, and needs improvement categories. Results are also shown for subgroups of students.

Pages 6 and 7 of this report present results for individual survey questions; these results should be interpreted with caution because individual items are not as trustworthy as scale scores.

On the back page of the report, you can find suggested next steps for using these results for school improvement. As you work with your school community to make plans for school improvement, remember to focus on all students even if the majority of students rated your school positively.

What role can principals play?

When principals work together with staff, students, and parents on the conditions for learning in a school, powerful instructional communities are built. Principals can personally model the process of using data to make decisions about how to improve schoolwide and classroom practices.

Response Rate by Grade:

Freshmen	68%
Sophomores	76%
Juniors	75%
Seniors	68%

Percentage of students whose responses indicate that your school is performing adequately or better:

Safe and Respectful Climate	62%
High Expectations	78%
Student Support	78%
Social and Emotional Learning	73%

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- Sent directly to schools
- Guide school action



Presenting Results



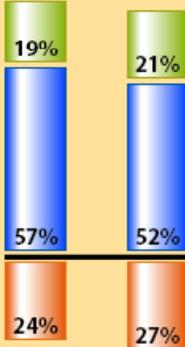
CHICAGO PUBLIC SCHOOLS

Safe and Respectful Climate

Overall Results

Percent Adequate or Above

76% 73%



Your School CPS Average

What These Results Mean

The Safe and Respectful Climate scale measures two things: how physically safe students feel and how emotionally safe students feel. Students who attend safe schools are more likely to be academically engaged and are less likely to exhibit problem behaviors such as drug use or violence. Students are less likely to drop out of safe schools. Schools must provide a safe and secure environment for all students.

In your school, 19% of students report that the level of safety is excellent. These students feel physically safe in their classes, in the hallways and bathrooms, and outside around the school. They feel emotionally safe because students treat each other with respect, get along well together, and look out for each other.

In your school, 57% of students report that the level of safety is adequate. These students feel physically safe *most* of the time, but there may be occasional fights, thefts, or vandalism. They *usually* feel emotionally safe but may occasionally be teased, bullied, harassed, or put down by other students.

In your school, 24% of students report that they do not feel safe. These students do not feel physically safe because there are regular problems with fights, thefts, or vandalism. They do not feel emotionally safe because they are *often* teased, picked on, or bullied, and they may stay at home because they do not feel safe at school.

Some groups of students feel less safe than others at your school. This group includes female students. *Some* groups of students feel safer than others at your school. These groups include male students and freshmen.

EXCELLENT

Students do not worry about their physical safety. They treat one another with respect.

ADEQUATE

Students *mostly* do not worry about their physical safety. However, there are *some* problems with regard to emotional safety.

NEEDS IMPROVEMENT

Students worry about both their physical and emotional safety.

Introduction

Example 1

Example 2



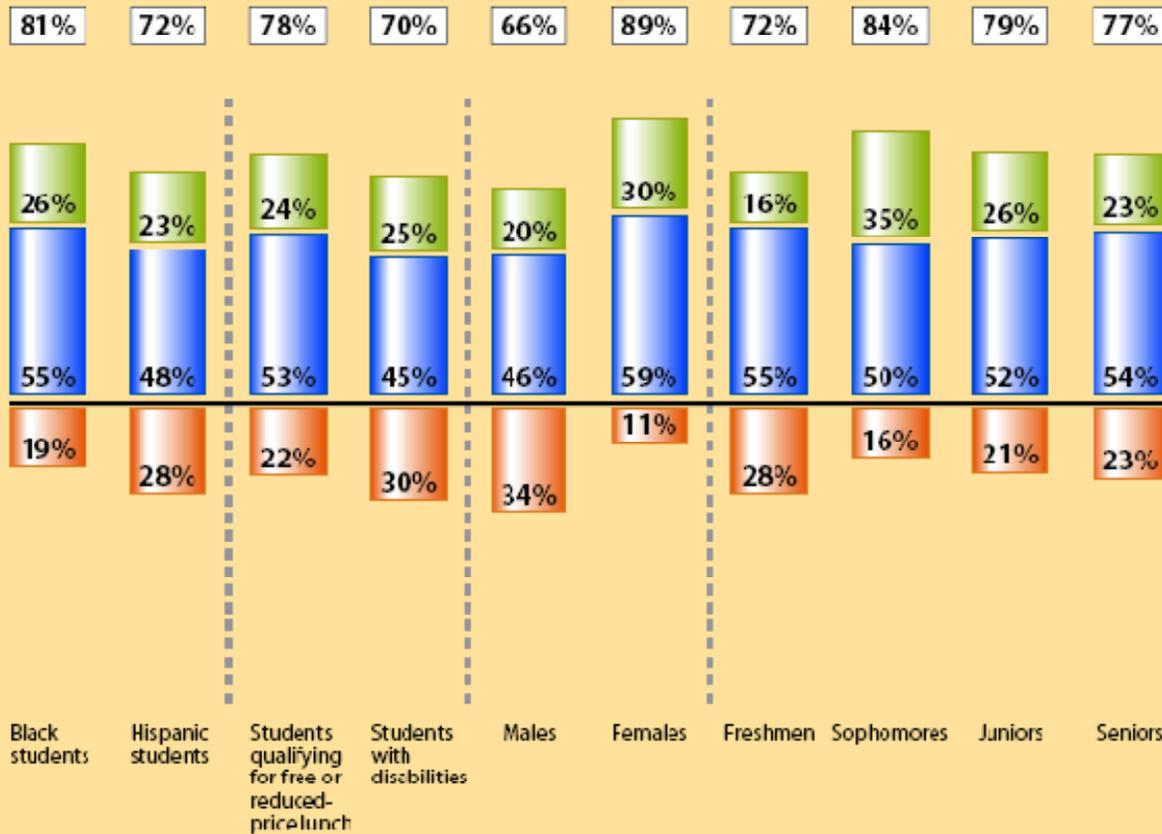
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Engagement | Safety | Environment

Presenting Disaggregated Results



Results by Groups of Students

Percent Adequate or Above



Results are not reported for Asian/Pacific Islander students, Native American students, White students and English language learners because there were fewer than 10 students in each of these groups in your school.

5



Presenting Item-Level Results



CHICAGO PUBLIC SCHOOLS

Safe and Respectful Climate

Physical Safety

How safe do you feel:

	NOT SAFE	SOMEWHAT SAFE	MOSTLY SAFE	VERY SAFE
1. Outside around the school?	25	42	26	6
2. In the hallways and bathrooms of the school?	12	32	38	18
3. In your classes?	4	14	40	42

How much do you agree with the following statements about your school:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
4. I worry about crime and violence in school.	6	25	45	25
5. I feel safe when security is present.	15	37	39	9
6. I sometimes stay home because I don't feel safe at school.	41	41	12	5

Emotional Safety

Most students in this school:

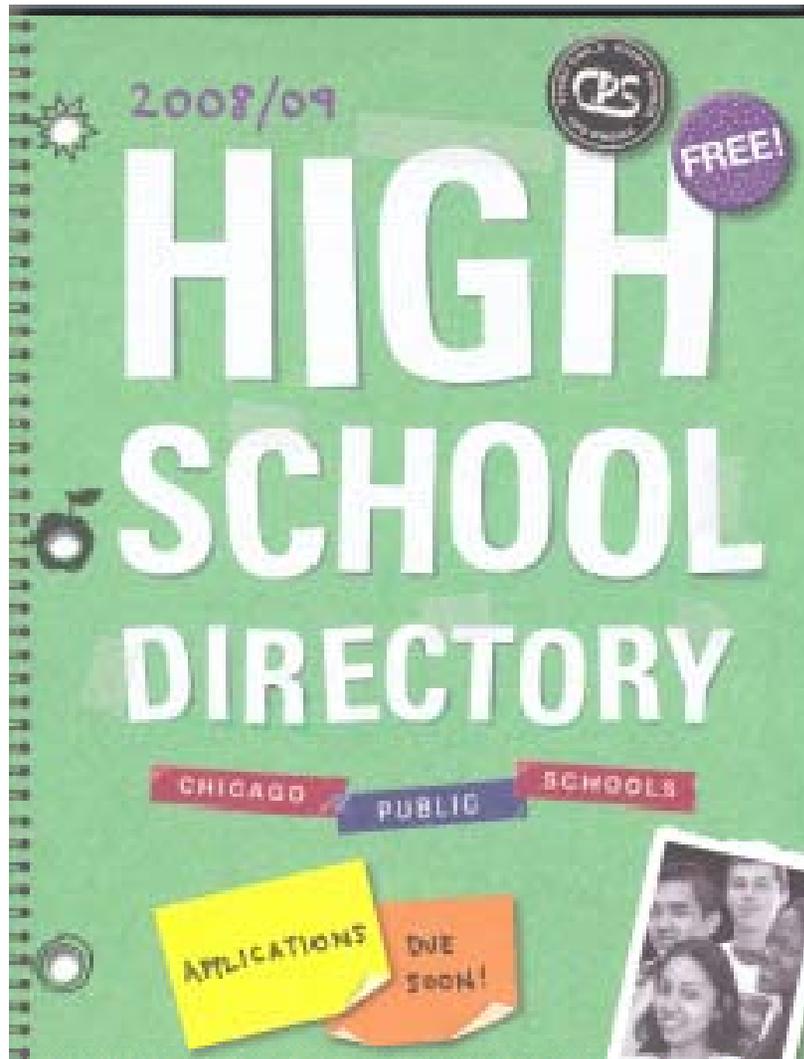
	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
7. Don't really care about each other.	4	34	46	16
8. Like to put others down.	5	23	55	17
9. Don't get along together very well.	4	32	48	16
10. Just look out for themselves.	5	32	46	17
11. Treat each other with respect.	20	47	28	5

How much do you agree with the following statements about your school:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
12. Students at this school are often teased or picked on.	3	18	52	27
13. Students at this school are often threatened or bullied.	3	21	51	26



High School Directory



- **Guide for families to support school choice**
- **High school fair**
- **Prominent on CPS web site**



Importance of Leadership



Chicago Public Schools - Windows Internet Explorer

http://www.cps.k12.il.us/

File Edit View Favorites Tools Help

Chicago Public Schools

CHICAGO PUBLIC SCHOOLS

Student Parent Community Schools Instruction About CPS

Every Child, Every School

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- CPS InterComm

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- Departments
- Programs and Initiatives
- HR Services / CPS Jobs
- Board Policies
- IMPACT

CPS CORE STRATEGIES

- State of the Strategies
- Literacy
- Human Capital
- Creating More Learning Opportunities

OTHER LINKS

- City of Chicago

Dear CPS Community:

In order to visualize college, it's important for CPS students to see campus life first-hand. So City Colleges of Chicago is hosting a bus tour this week, from Aug. 14 to 17, to give our students and recent graduates, as well as their parents, a close-up view of their local college options:

Daley College, 7500 S. Pulaski Rd. (Aug. 14)
 Olive-Harvey College, 10001 S. Woodlawn Ave. (Aug. 15)
 The new Kennedy-King College, 6301 S. Halsted St. (Aug. 15)
 Malcolm X College, 1900 W. Van Buren St. (Aug. 16)
 Harold Washington College, 30 E. Lake St. (Aug. 16)
 Wright College, 4300 N. Narragansett Ave. (Aug. 17)
 Truman College, 1145 W. Wilson Ave. (Aug. 17)

Students and parents are encouraged to visit every school on each day that the tours are offered. Bus transportation is provided, as is a free lunch and refreshments. Tours depart Rainbow/PUSH headquarters, 930 E. 50th St., at 9 a.m. each day, and buses return at 4 p.m.

Students and parents will see that each school is a little bit different. But when it comes to the City Colleges of Chicago, there are some very important commonalities: affordability, accessibility, quality, flexible scheduling and course variety.

City Colleges of Chicago is giving our students a great opportunity, and we encourage them all to take advantage of it!

Sincerely,
 Arne Duncan

The Intercomm
 Visit The InterComm for CPS announcements

SCHOOL INFO

- CPS Choice Directory and Scorecard (CDS):
- CDS - Elementary
- CDS - High Schools
- Net Schools / Programs
- Locator (SL):
- Early Childhood
- SL - Elementary or HS
- Ombuds. School Directory
- State School Report Cards
- Test Scores and More
- School Building Assessments

STUDENT INFO

- Don't Drop Out
- Homework Tips
- Service Learning
- College is Possible
- Safety and Health
- Student Highlights
- CPS Sports



Presenting Score Card and Trend Data



Roberto Clemente Community Academy

Clemente

On October 7, 2005, Clemente Community Academy was named one of 75 "Promising Schools" nationally by the Council of Chief State School Officers (CCSSO), the Bill & Melinda Gates Foundation, and the International Center for Leadership in Education (ICLE) for successfully organizing six small schools. "Success by Design and Leadership" is the motto of the six Clemente small schools.

Neighborhood School

1147 North Western Avenue
Chicago, Illinois 60622
Web clementehs.org
Instruction Area 21
Attendance Boundaries Yes see map
Phone 773-534-4000
Fax 773-534-4012
Principal Leonard Kenebrew
Contact Dr. Nguyen-Trung Hieu

Admissions

Open to students living in attendance area. If space is available, students from outside the area may apply. Contact the school for more information.
Application Standard Application, see back of book.
Application deadline December 22, 2006
Testing None required.
Contact Renee Ortman

Overview

Roberto Clemente Community Academy is an active participant in the CPS Small Schools Initiative and operates six schools-within-a-school as part of its program. MSTA is open to students from outside Clemente's attendance area. Clemente also offers several Education To Careers (ETC) tracks including an award-winning culinary arts program. Small school teachers have helped redefine the school's emphasis on team teaching, problem solving and educational clusters. Clemente builds strong ties between school and community. In addition to our six small schools, Clemente offers ETC clusters in architectural drafting, CISCO networking, culinary arts, fashion design and information technology. Honors classes are available to qualified students in all core subjects. Advanced Placement (AP) classes are offered in English language, English literature, Spanish, U.S. history, chemistry and physics. Clemente has had a successful full-time partnership with DePaul University, Northeastern University, and Northwestern University since 1997.

Athletics Baseball, basketball, bowling, cross country, football, soccer, softball, track, volleyball and wrestling.

Scorecard

	Score	CPS Rank	Trends	Benchmarks
Student Outcomes				
Freshmen Graduating within Five Years	53%	29 of 57	46% 48% 52%	
Graduates Enrolled in College or Postsecondary Education	26%	54 of 61		
Graduates Not Attending College Who are Employed	51%	16 of 45		
Academic Progress				
Meet/Exceed PSAE State Standards	13%	44 of 68	10% 12% 13%	
Freshmen On-Track to Graduate	60%	29 of 68	52% 55% 60%	
Average ACT	14.8	51 of 62		Illinois avg. 20.1
Students Making Expected Gains	34%	51 of 68		
Students Enrolled in Advanced Placement Classes	3%	34 of 51		
Students Scoring 3+ on Advanced Placement Exams	34%	10 of 27		
Made NCLB Adequate Yearly Progress	No			
Student Connection				
Average Days Absent per Student	24.1	42 of 79	22.9 26.6 24.1	
Students Reporting Participation in Extracurricular Activities	62%	73 of 85		
Students Reporting a Safe and Respectful School Climate	62%	58 of 85		
Students Reporting High Expectations at School	78%	34 of 85		
Students Reporting Supportive Teachers and Staff at School	78%	29 of 85		
School Characteristics				
Highly Qualified Teachers	76%	82 of 88		
Average Days Absent per Teacher	9.3	42 of 86		
School Cleanliness	Available	Fall 2007		

6 call 773-553-1000

visit www.cps.k12.il.us

Introduction

Example 1

Example 2



Safe and Supportive Schools
Engagement | Safety | Environment

Presenting Score Card and Trend Data



Scorecard	Score	CPS Rank	Trends, Benchmarks		
			2003	2004	2005
STUDENT OUTCOMES					
Freshmen Graduating within Five Years	72%	9 of 61	59%	68%	72%
Graduates Enrolled in College or Post-secondary Education	54%	15 of 71			
Graduates Not Attending College Who Are Employed	52%	14 of 71			
ACADEMIC PROGRESS					
Meet/Exceed PSAE State Standards	40%	8 of 77	35%	39%	40%
Students Exceeding State Standards	1%	14 of 77			
Freshmen On-Track to Graduate	77%	6 of 78	69%	79%	77%
Average ACT	17.2	11 of 77	Illinois avg. 20.1		
Students Scoring 20 or Higher on the ACT	21%	10 of 77			
Students Making Expected Gains	55%	10 of 89			
Students Enrolled in Advanced Placement Classes	11%	11 of 69	8%	12%	11%
Students Scoring 3+ on Advanced Placement Exams	29%	5 of 56	31%	35%	29%
Made NCLB Adequate Yearly Progress	Yes				
STUDENT CONNECTION					
			2005	2006	2007



Presenting Score Card and Trend Data



STUDENT CONNECTION

			2005	2006	2007
Average Days Absent per Student	27	59 of 102	18.9	16.7	27
Students Reporting Participation in Extracurricular Activities	71%	39 of 95			
Students Reporting a Safe and Respectful School Climate	91%	19 of 95			
Students Reporting Academic Rigor at School	81%	30 of 95			
Students Reporting Supportive Teachers and Staff at School	63%	69 of 92			

SCHOOL CHARACTERISTICS

Number of National Board Certified Teachers	4			
Average Days Absent per Teacher	Available Fall 2008			
School Cleanliness	C			
Parents Reporting Satisfaction with School	35%	Parents Completing Satisfaction Survey		16%



Student Connection Toolkit



CHICAGO PUBLIC SCHOOLS
Toolkit

Home | About the Toolkit | How to Use Survey Data | Implementation Suggestions | Resources | Search | Change School

Home

Roberto Clemente Community Academy High School

2007 Student Connection Survey Results

[Download 2007 Survey Report PDF](#)

The elements of student connection measured within the Student Connection Survey have been shown, both by research and through the experience of our CPS educators, to be critical to student learning.

Safe and Respectful Climate

The Safe and Respectful Climate scale measures two things: how physically safe students feel and how emotionally safe students feel. Students who attend safe schools are more likely to be academically engaged and are less likely to exhibit problem behaviors such as drug use or violence. Students are less likely to drop out of safe schools. Schools must provide a safe and secure environment for all students.

The values in the graph at right reflect the percentage of students who rate your school as excellent, adequate, or needs improvement.

Category	Percentage
Excellent	9%
Adequate	72%
Needs Improvement	20%

[Recommended programs and strategies for improving safety and climate](#)

- **School resource**
- **Customized information**
- **Criteria for listing programs**
 - Availability to all schools
 - Capacity to support
 - Researched based
 - Alignment to strategies
 - CPS tested



Student Connection Toolkit



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The values in the graph at right reflect the percentage of students who rate your school as excellent, adequate, or needs improvement.

- **Excellent.** Students feel physically safe in their classes, in the hallways and bathrooms, and outside around the school. They feel emotionally safe because students treat each other with respect, get along well together, and look out for each other.
- **Adequate.** Students feel physically safe most of the time, but there may be *occasional* fights, thefts, or vandalism. They usually feel emotionally safe but may *occasionally* be teased, bullied, harassed, or put down by other students.
- **Needs Improvement.** Students do not feel physically safe because there are regular problems with fights, thefts, or vandalism. They do not feel emotionally safe because they are often teased, picked on, or bullied. They may stay at home because they do not feel safe at school.

[Recommended programs and strategies for improving safety and climate](#)

Click here to search for **Programs & Strategies**

Student Connection Survey 2007
My Voice My School

Click here to browse all **Programs** | Click here to browse all **Strategies**

Overall Results

9%	Excellent
72%	Adequate
20%	Needs Improvement

[Results by Groups of Students](#)

Done Internet



Student Connection Toolkit



CHICAGO PUBLIC SCHOOLS

Toolkit

[Home](#) | [About the Toolkit](#) | [How to Use Survey Data](#) | [Implementation Suggestions](#) | [Resources](#) | [Search](#)

Home » Search » Program

Lions-Quest®

Intervention Level:
Prevention/Development

Approval: No CPS resources available
Grades: K-12

Click here to search for **Programs & Strategies**

Click here to browse all **Programs** | Click here to browse all **Strategies**

Print the whole Program

Quick Tips	Description	Research	Program Components	FAQs	Contacts & Resources	My Voice, My School
Related Elements						
Safe and Respectful Climate - Social and Emotional Learning						
Description Summary						
Program Description						
<p><i>Lions Quest programs are school-based, comprehensive, positive youth development and prevention programs for students in kindergarten through 12th grade. Programs have school, home, and community activities to promote strong character through life skills, character education, SEL, civic values, drug prevention, and service-learning education. Lions Quest supports a safe and respectful school climate by promoting positive social behaviors (e.g., speaking up for yourself, dealing with intimidation, helping others) and decreasing risk for problem behaviors, such as substance use and violence.</i></p> <p>Read more</p>						
What the Experts Say						
My Voice, My School						
"We got what we were looking for. The training brought us together before school started in the fall. We laughed, talked,						



Student Connection Toolkit



What the Experts Say

My Voice, My School

"We got what we were looking for. The training brought us together before school started in the fall. We laughed, talked, and worked as a team. The program's comprehensive framework helped us create a shared vision of what we wanted to achieve with our students. The lessons presented the critical skills and provided a common experience and language for everyone in the school about more positive ways to deal with one another. In the process, we became more cohesive as a school community. We all can feel and see the difference. Our students are more responsible. I see them using conflict management skills, and they can listen and work together. Using a comprehensive program like this has given us something we could all hold on to, and that has really made a difference in our school."

Lynn Hodge

Administrator -

"Because of its strong support system that invites parent and community organizations to work with the school, Skills for Adolescence is a vital instrument to assist young adolescents in acquiring an appropriate knowledge base and preparing them to be productive citizens and community members."

Anonymous

Teacher -

[Submit my story](#) - [Read more](#)

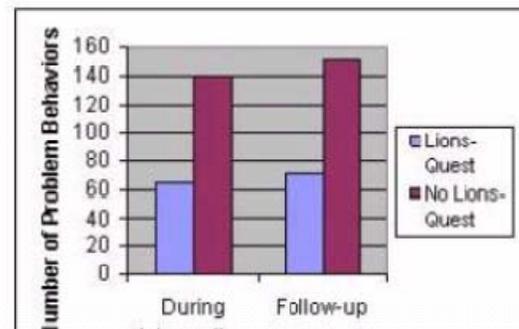
What does the research say?

What does the research say?

Participation in Lions-Quest helps to:

- Improve school adjustment and performance;
- Increase student knowledge about drug and alcohol use;
- Decrease problem behaviors; and
- Decrease tobacco, alcohol, and drug use.

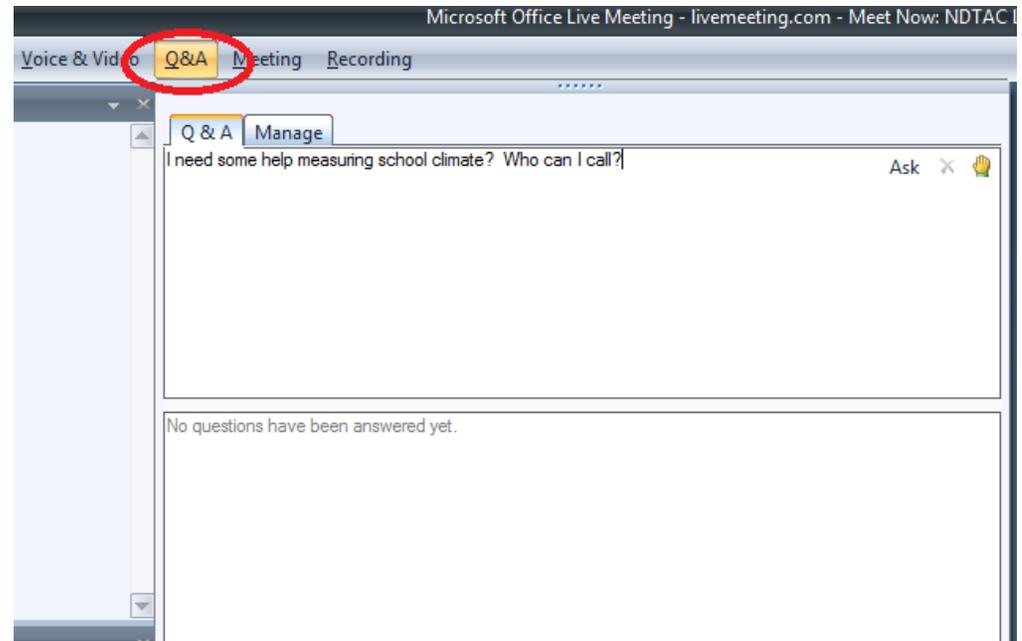
Graph: Effects of Lions-Quest on Problem Behaviors at One Year Follow-Up



Questions?



If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.



Example 2

The Communities That Care Youth Survey



Safe and Supportive Schools
Engagement | Safety | Environment

The Communities That Care Youth Survey – Overview



- Classroom administered – 50 minutes
- Grades 6-12
- Identifies levels of exposure in student population to 21 risk and 9 protective factors using valid and reliable measures across gender, grade and racial/ethnic groups. (Arthur et al., 2007; Glaser et al., 2005)
- Measures academic and behavioral outcomes
- Guides planners to select tested, effective actions to address elevated risks and low protective factors
- Monitors the effects of chosen actions



The CTC Youth Survey - Purpose



- To **identify risk factors** that should be reduced in the school and community to promote student behavioral health and achievement.
- To **identify protective factors** that should be strengthened in the school and community to promote student behavioral health and achievement.
- To **identify levels of academic and behavioral health outcomes** in student population.



Risk Factors



		Risk Factors						
		Substance Abuse	Teen Delinquency	School Pregnancy	School Drop-Out	Violence	Depression & Anxiety	
Family	Family							
	Family History of the Problem Behavior	✓	✓	✓	✓	✓	✓	✓
	Family Management Problems	✓	✓	✓	✓	✓		
	Family Conflict	✓	✓	✓	✓	✓	✓	✓
	Favorable Parental Attitudes and Involvement in the Problem Behavior	✓	✓			✓		
School	School							
	Academic Failure Beginning in Late Elementary School	✓	✓	✓	✓	✓	✓	✓
	Lack of Commitment to School	✓	✓	✓	✓	✓		
Individual/Peer	Individual/Peer							
	Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓	✓	✓
	Alienation and Rebelliousness	✓	✓		✓			
	Friends Who Engage in the Problem Behavior	✓	✓	✓	✓	✓		
	Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓			
	Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓		
	Constitutional Factors	✓	✓			✓	✓	

Risk Factors for Adolescent Problem Behaviors



Risk Factors

	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence	Depression & Anxiety
Community						
Availability of Drugs	✓				✓	
Availability of Firearms		✓			✓	
Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime	✓	✓			✓	
Media Portrayals of Violence					✓	
Transitions and Mobility	✓	✓		✓		✓
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓	
Extreme Economic Deprivation	✓	✓	✓	✓	✓	



Promotive and Protective Factors



■ Individual characteristics

- High Intelligence
- Resilient Temperament
- Competencies and Skills

■ In social domains of family, school, peer group and neighborhood

- Prosocial Opportunities
- Reinforcement for Prosocial Involvement
- Bonding (connectedness, attachment)
- Clear and Healthy Standards for Behavior



Example Items: School Protective Factors



■ Opportunities for active involvement:

- In my school, students have lots of chances to help decide things like class activities and rules.
- There are lots of chances for students in my school to talk with a teacher one-on-one.
- There are lots of chances to be part of class discussions or activities.

■ Reinforcement for positive involvement:

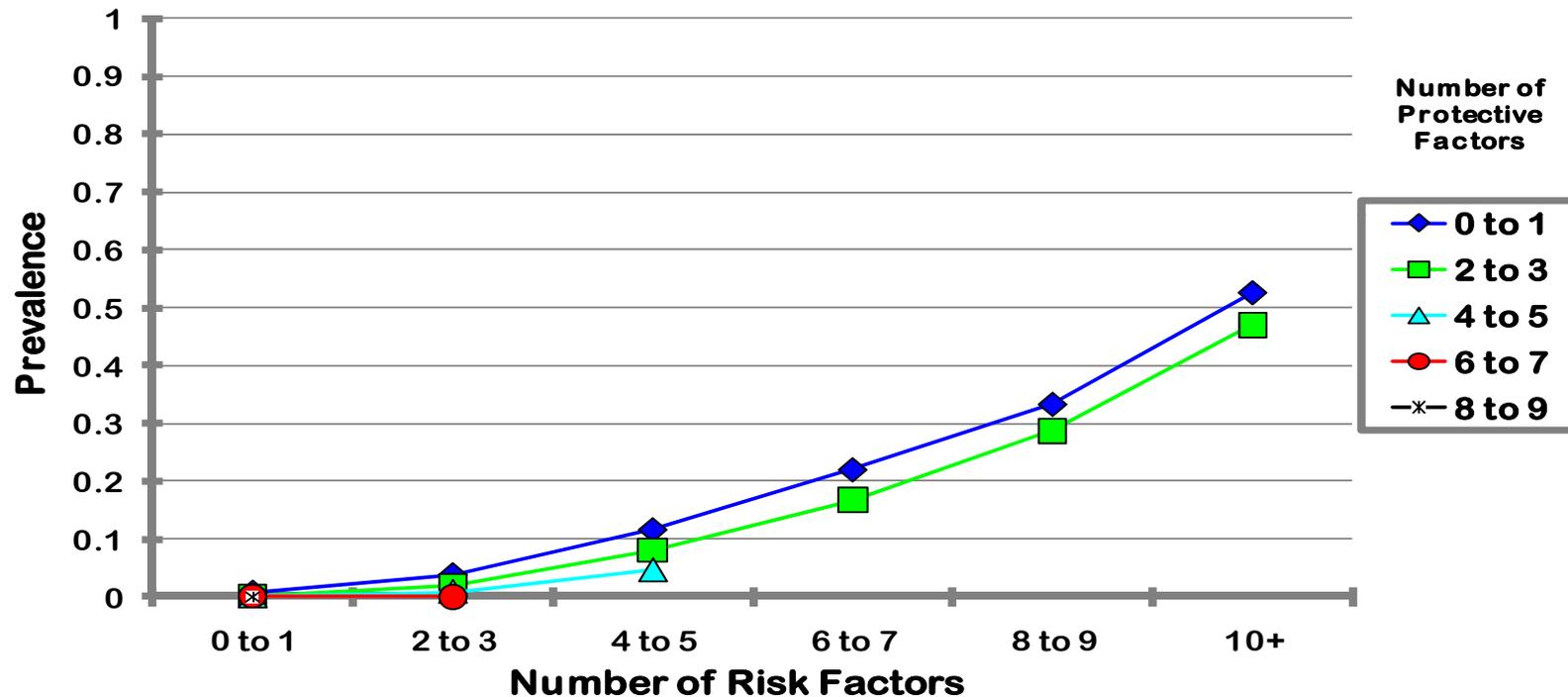
- My teachers notice when I am doing a good job and lets me know about it
- The school lets my parents know when I have done something well.
- My teachers praise me (tell me I'm doing well) when I work hard in school.



Prevalence of Marijuana Use in Last 30 Days By Exposure to Risk and Protective Factors



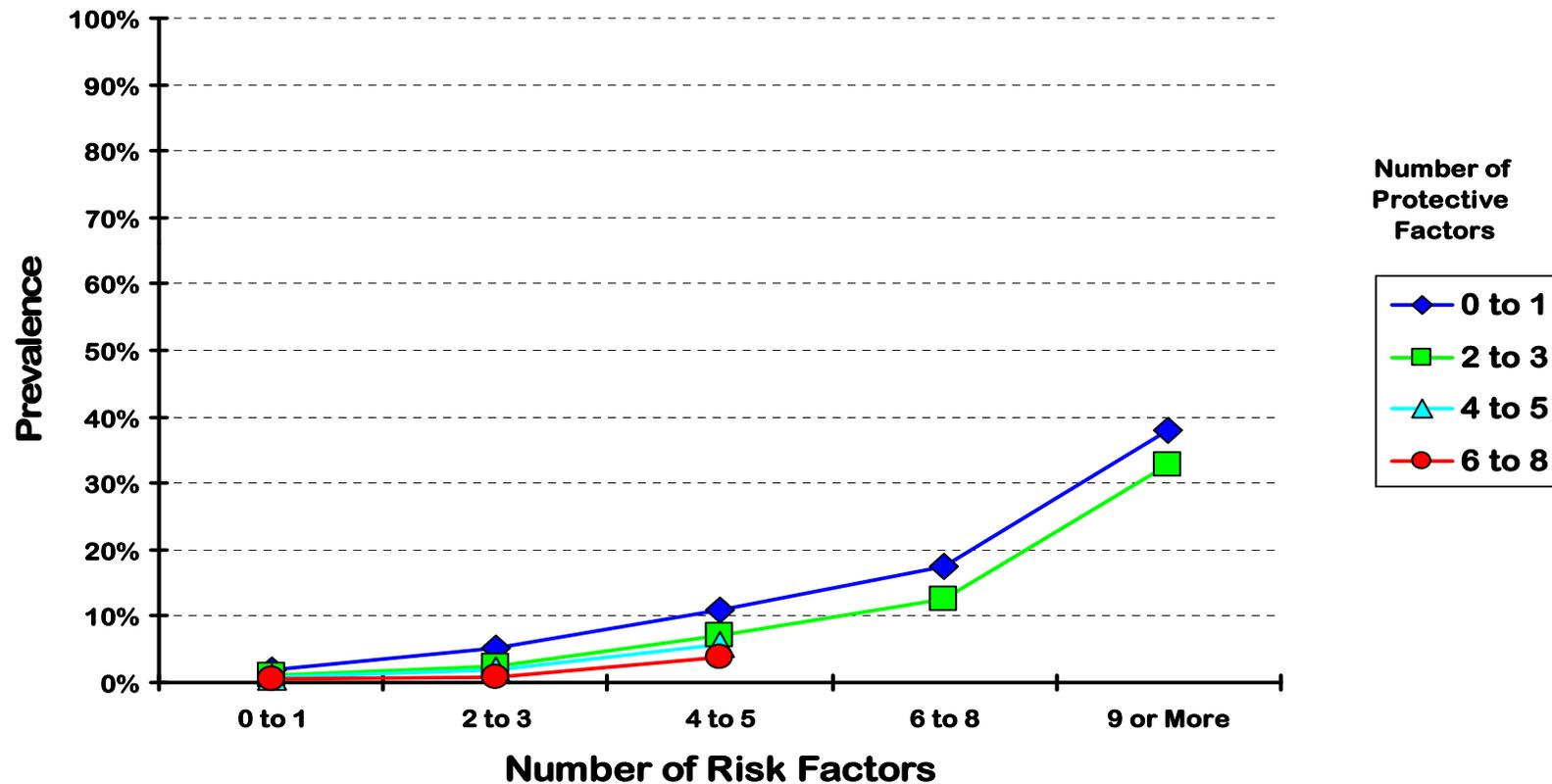
Six State Survey of 6th-12th Grade Public School Students



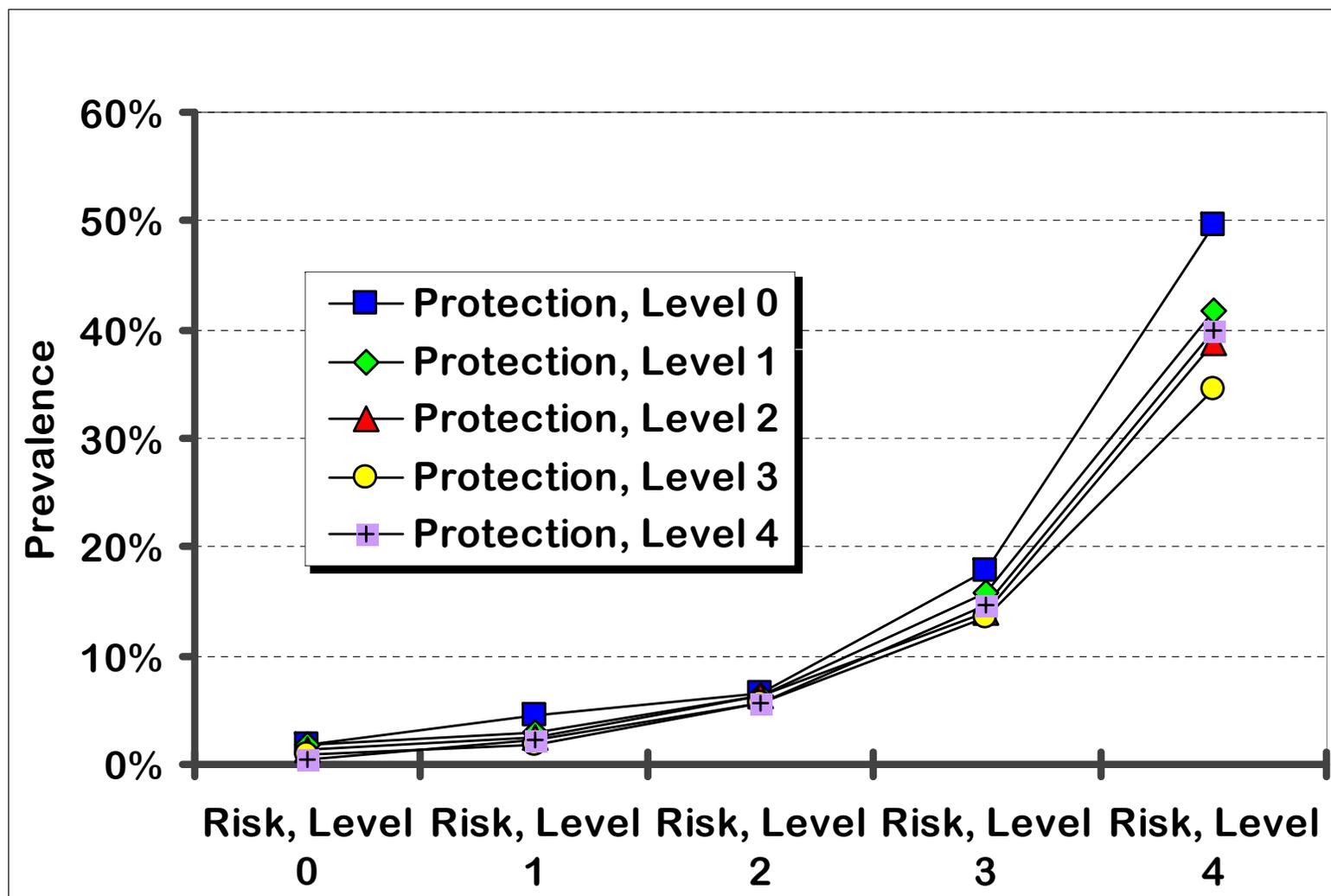
Prevalence of Illicit Drug Use (Past 30 Days) By Exposure to Risk and Protective Factors



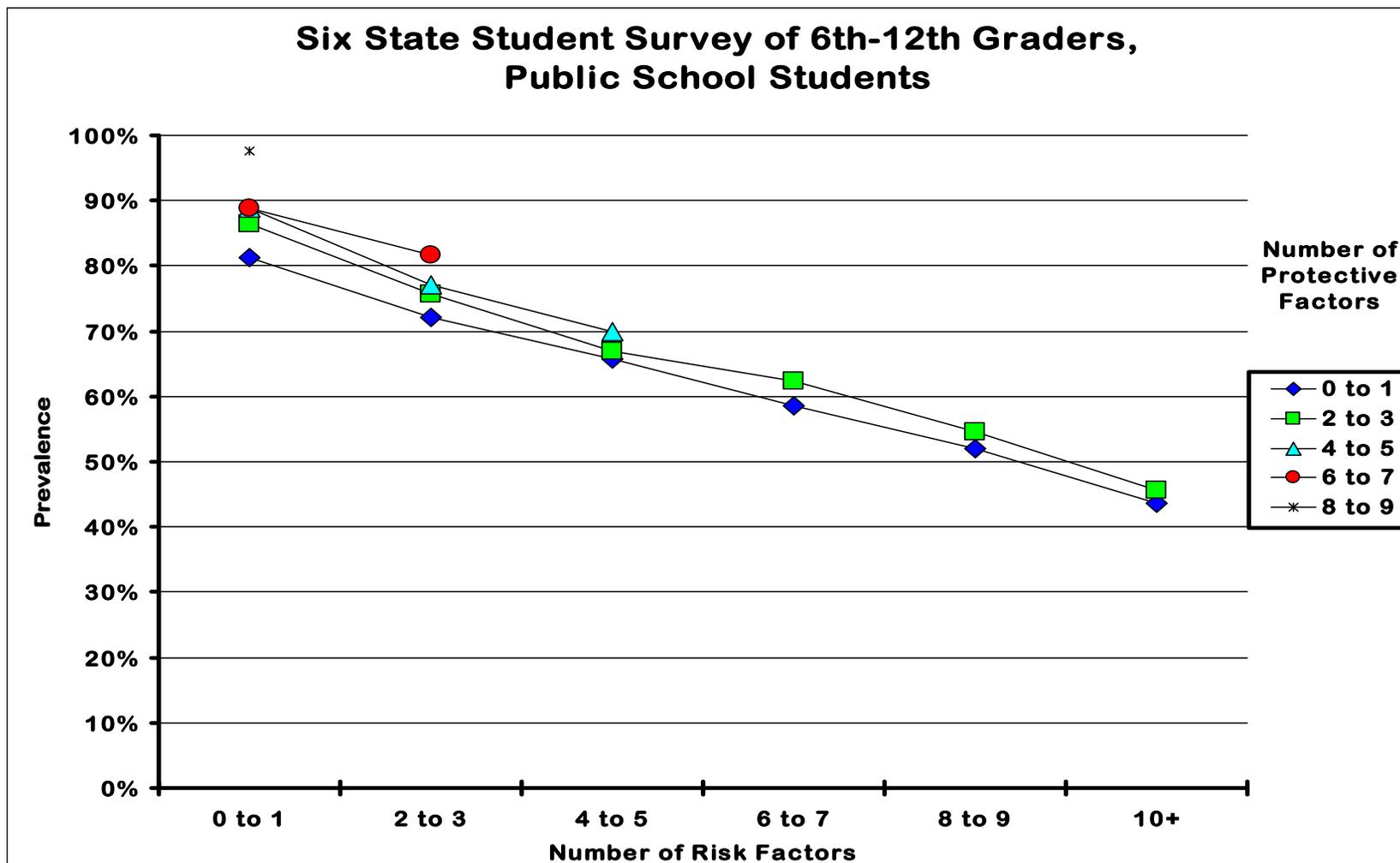
Six State Student Survey of 6th - 12th Graders, Public School Students



Prevalence of “Attacked to Hurt” By Risk and Protection Levels



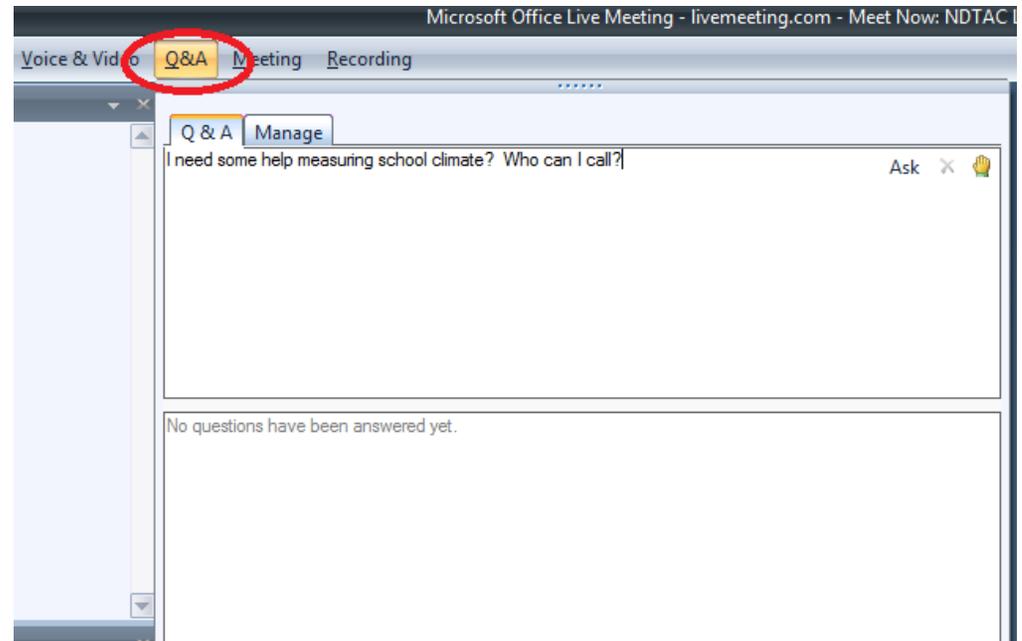
Prevalence of Academic Success By Number of Risk and Protective Factors



Questions?



If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.



Polling Question #4



Which of the following best describes the primary audience or stakeholder group you want to reach?

- District administrators
- School personnel
- Parents
- Students
- The community
- More than one of the above

Audiences



- School and community stakeholders whose concerted and coordinated actions could affect these risk and protective factors.



Example Audiences: Roles of Board Members in 12 CTC Communities



▪ Business	25	▪ Parent	13
▪ Citizen Advocacy Organization	13	▪ Religious Group	21
▪ Community Coalition	11	▪ School	104
▪ Community Member	17	▪ Substance Abuse Prevention Organization	8
▪ Health Agency	15	▪ State, Town, City or Municipal Government	20
▪ Human Service Agency	43	▪ Youth Member	15
▪ Juvenile Justice System	9	▪ Youth Recreation Program	24
▪ Law Enforcement	23	▪ Other	8
▪ Local Philanthropic Organization	3		
▪ Media	4		

Total: 376 Board Members



Data To Be Presented



- Prevalence of behavioral health outcomes
- Prevalence of student exposure to 21 risk factors and 9 protective factors
- Format must allow comparison across risk factors and protective factors.



Using Cutpoints/Thresholds to Display Risk and Protection Data



- Cutpoints allow presentation of proportion of students “at risk” and proportion of students with “high protection.”
- Requires determination of best cutpoint to maximize sensitivity and specificity.



Deciding on the Best Cutpoint



- **Maximize Specificity**
 - Correctly identifying those without problems
 - Maximize True-Negative
 - Minimize False-Positive (Type I error)
- **Maximize Sensitivity**
 - Correctly identifying those with problems
 - Maximize True-Positive
 - Minimize False-Negative (Type II error)
- **Odds Ratio**
 - Increase likelihood of outcome for scores above the cutpoint



Four Phase Analysis



1. Test Three Common Cutpoints

- Top 25th Percentile of the Grade Level
- *A priori* or Face Valid
- Median Scale Value

2. Adjustment to Best-Performing Method

- Median +.15 Times Mean Absolute Deviation from the Median

3. Validate Selection Method on Holdout Sample

4. Test Selection Method Across 4 Grade Levels

- Discriminate “Antisocial Youths” from all others

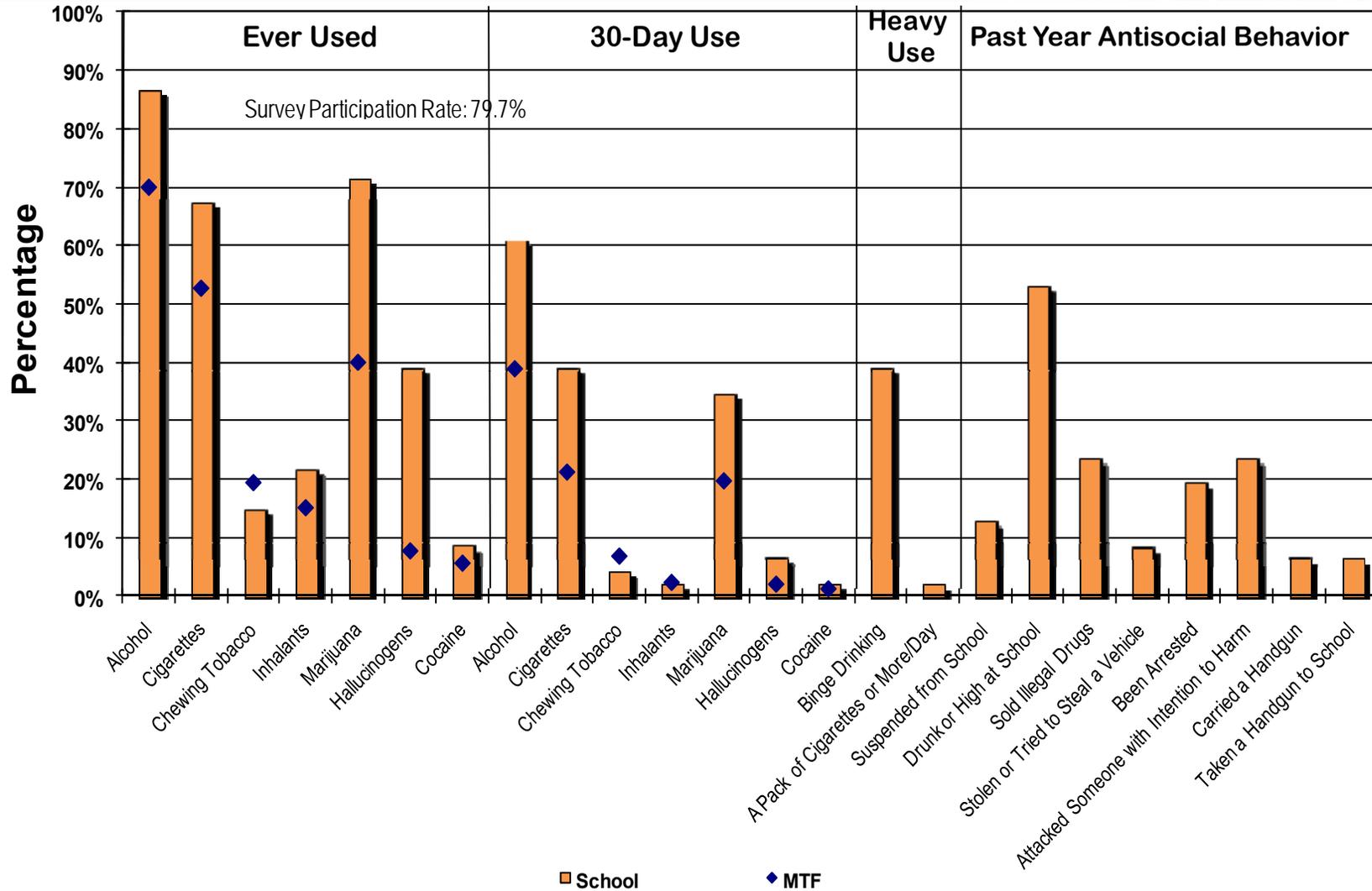




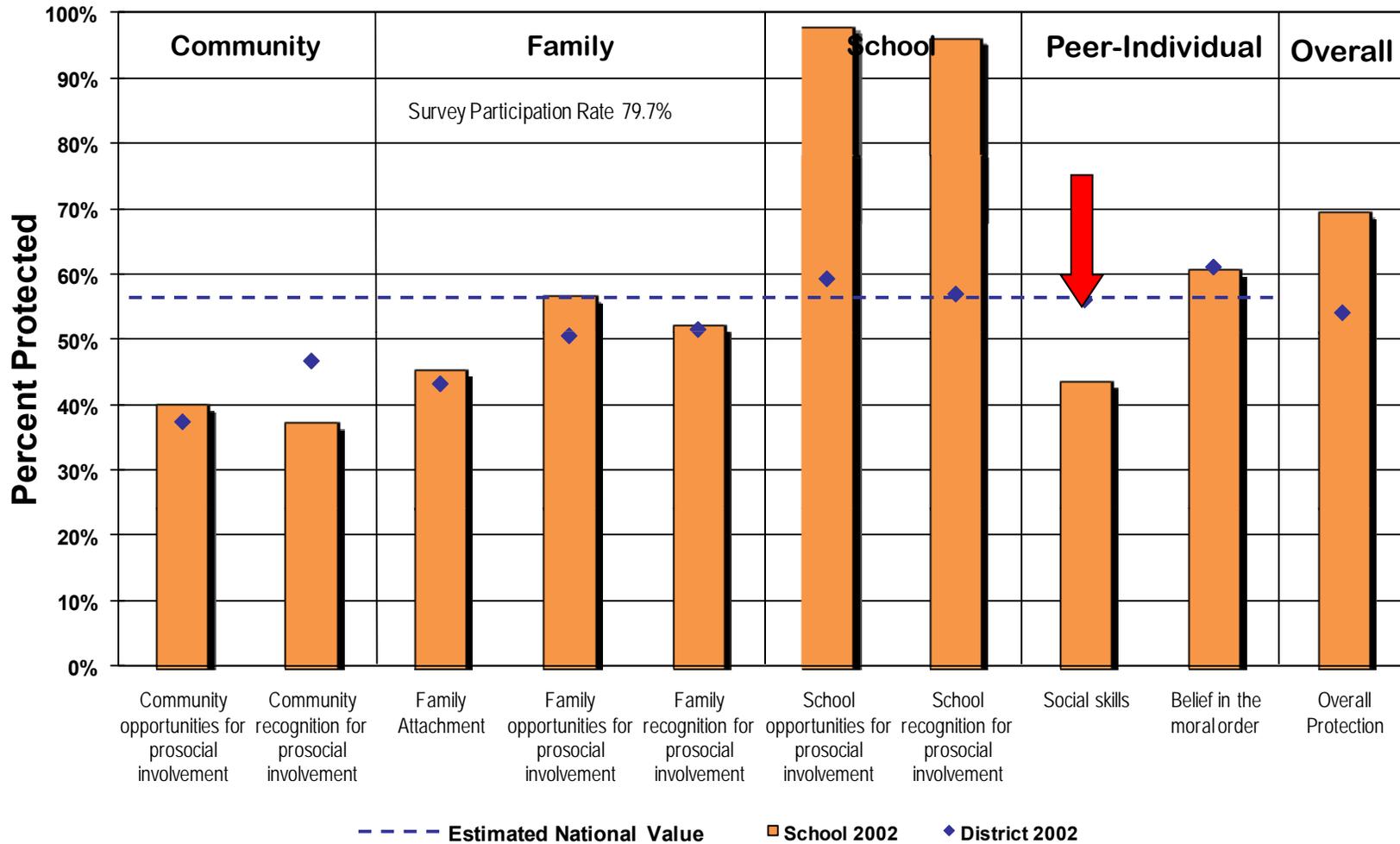
Based on these analyses, scores for each risk and protective factor are reported as the proportion of respondents whose score on that factor were above the median plus .15 mean absolute deviation from the median. (Arthur et al., 2007)



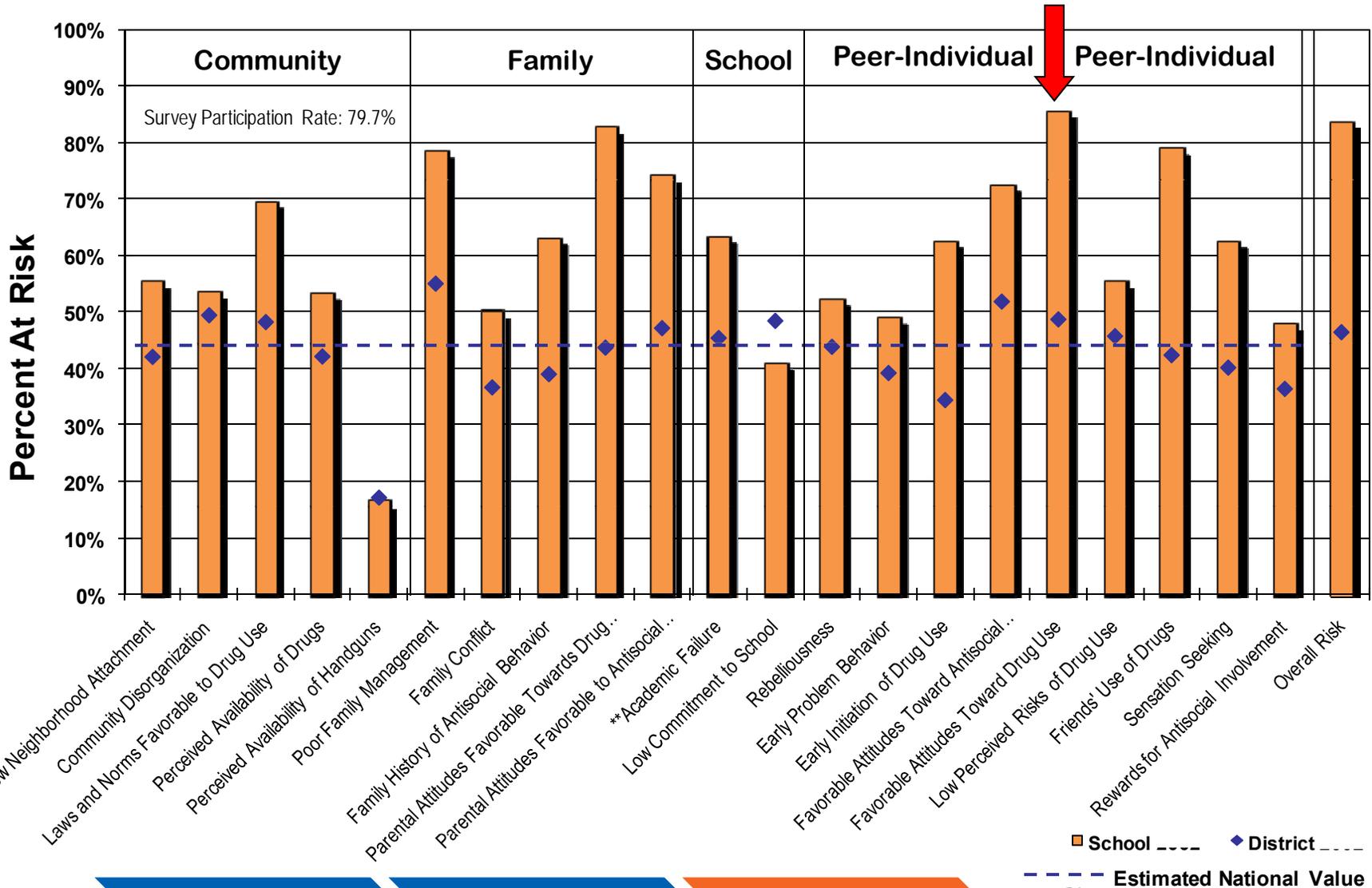
High School "N" Substance Use & Antisocial Behavior 10th Grade



High School "N" Protective Profile 10th Grade



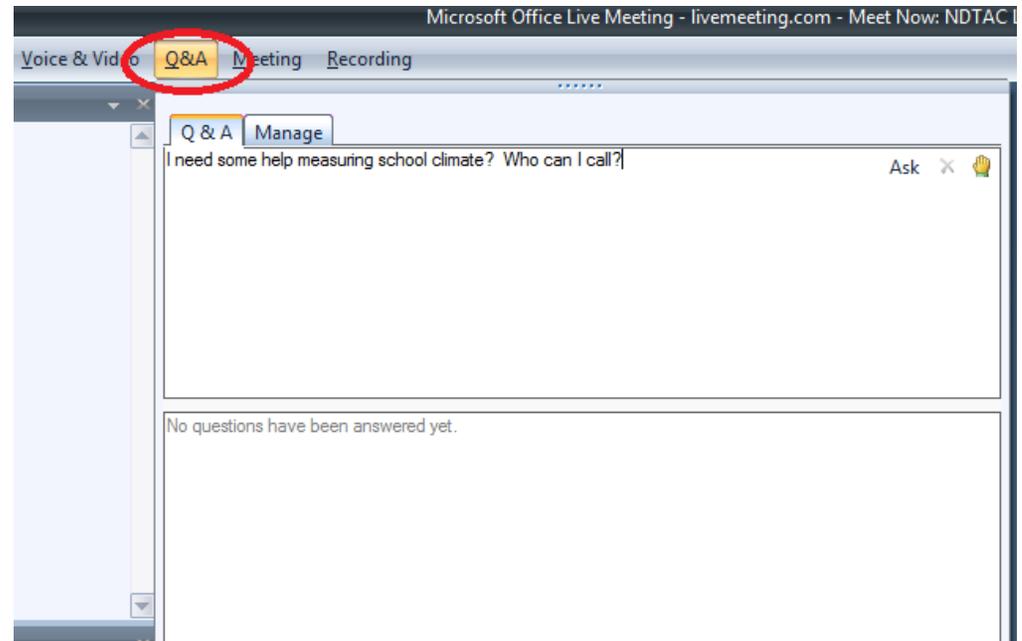
High School "N" Risk Profile 10th Grade



Questions?



If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.



Connecting Survey Results with Interventions



- **The Communities that Care system identifies tested and proven effective interventions that address specific risk factors and specific protective factors.**
- **Stakeholders consider interventions that address the risk and protective factors they have prioritized.**



Choosing and Implementing Appropriate Interventions:



- **Select tested and effective interventions from those that address prioritized risk and protective factors.**
- **Consider:**
 - Implementation requirements,
 - organizational capacity to implement,
 - degree to which intervention has been tested with similar population to ours,
 - degree to which intervention is compatible with community culture and values,
 - training and technical assistance requirements,
 - availability of tools and methods for assessing and ensuring implementation fidelity.



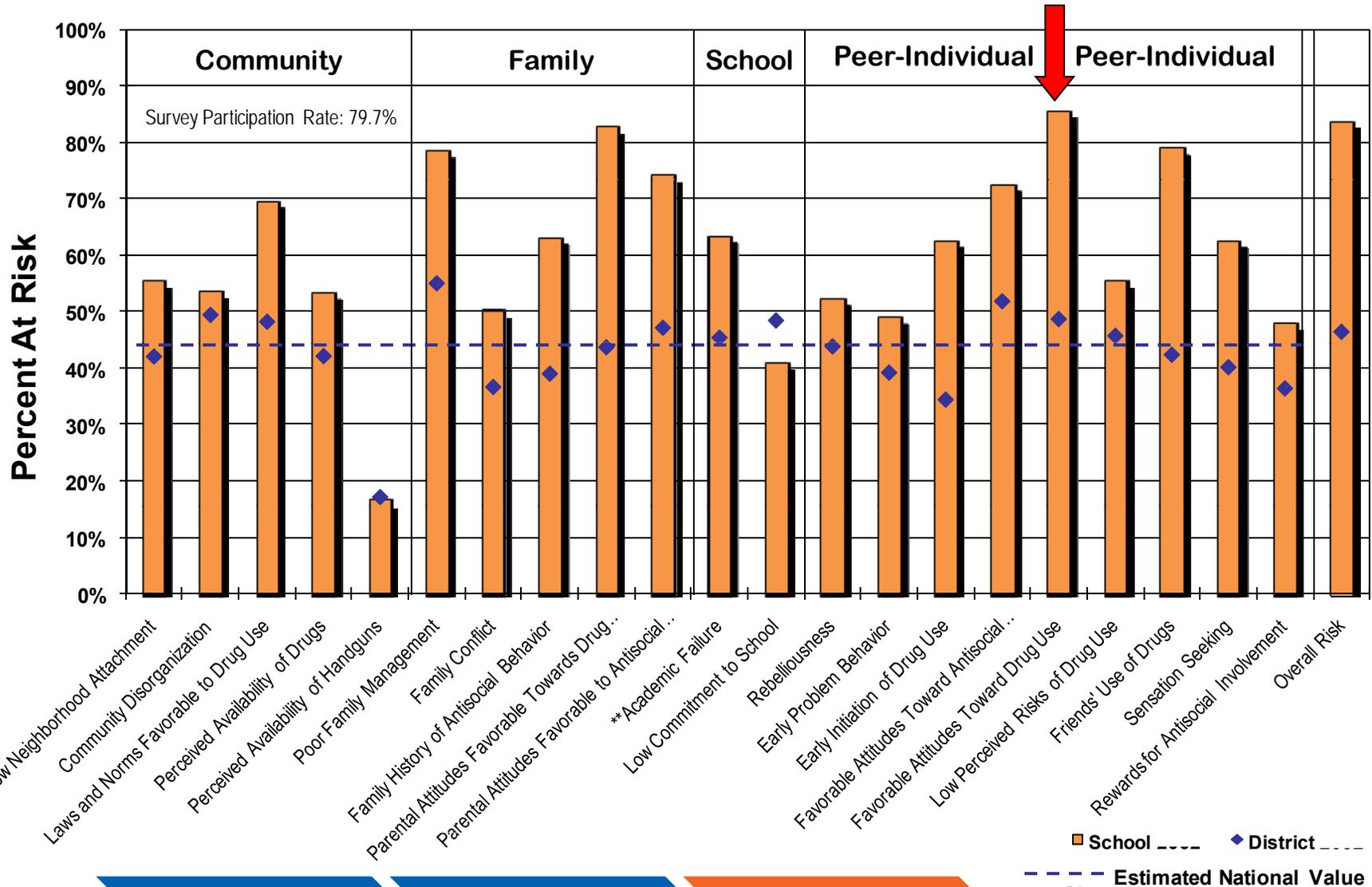
Polling Question #5



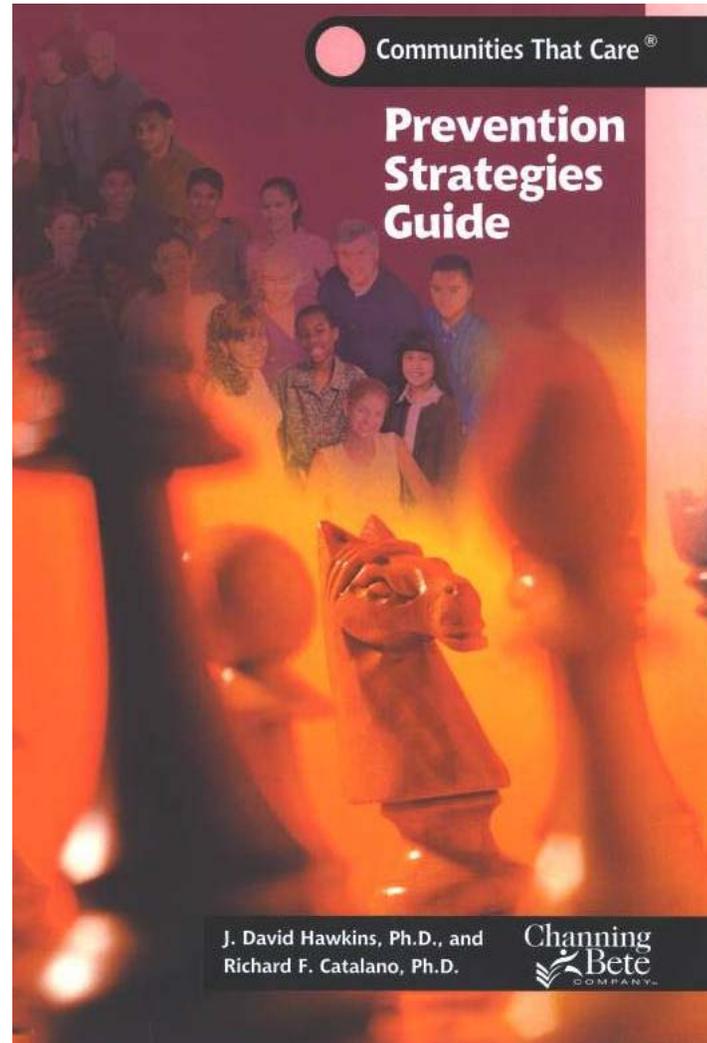
Which of the following best describes your experience with identifying or implementing intervention programs?

- We have neither identified nor implemented an intervention program.
- We have identified or implemented one or more intervention programs but they are not tied to data.
- We have identified or implemented one or more intervention programs and they are tied to data.
- We are not interested in identifying or implementing an intervention program.

High School "N" Risk Profile 10th Grade



Example: CTC Prevention Strategies Guide





Protective Factors

	Risk Factor Addressed	Program Strategy	Healthy Beliefs & Clear Standards	Bonding	Opport.	Skills	Recog.	Developmental Period
Individual/Peer Domain	Rebelliousness	Family Therapy						6-14
		Classroom Curricula for Social Competence Promotion						6-14
		School Behavior Management Strategies						6-14
		Afterschool Recreation						6-10
		Mentoring with Contingent Reinforcement						11-18
		Youth Employment with Education						15-18
	Friends Who Engage in the Problem Behavior	Parent Training						6-14
		Classroom Curricula for Social Competence Promotion						6-14
		Afterschool Recreation						6-14
		Mentoring with Contingent Reinforcement						11-18
	Favorable Attitudes Toward the Problem Behavior →	Classroom Curricula for Social Competence Promotion						6-14
		Community/School Policies						
	Early Initiation of the Problem Behavior	Parent Training						6-14
		Classroom Organization Management and Instructional Strategy						6-10
		Classroom Curricula for Social Competence						6-14
		Community/School Policies						all
	Constitutional Factors	Prenatal/Infancy Programs						prenatal-2



Classroom Curricula for Social Competence Promotion



- Life Skills Training (LST)
(Botvin et al., 1995; Botvin et al., 2001)
- Positive Action (Flay & Allred, 2003)
- Lions' Quest Skills for Adolescence (Eisen, Zellman, Massett & Murray, 2002)
- **Project Towards No Drug Abuse** (Sussman et al. 2002)

Citations ▪ 5, 6, 7, 8, 9

Page ▪ 72

Introduction

Example 1

Example 2



Safe and Supportive Schools
Engagement | Safety | Environment

Project Towards No Drug Abuse



Channing Bete Company - Communities That Care...

Channing Bete
Communities That Care®
Prevention Strategies Guide

THE PREVENTION STRATEGIES GUIDE [New Search](#)

[Program Name](#) | [Recognition](#) | [Target Age](#) | [Protective Factors](#) | [Risk Factors](#) | [Components](#) | [Domains](#) | [Target Audience](#)
[Summary](#) | [References](#) | [Contact Information](#)

Program Name:
Project Towards No Drug Abuse (Project TND) [Return to top](#)

National Recognition:
* SAMHSA Model Program
* NIDA Research-Based Prevention Program
* Blueprints for Violence Prevention Model Program [Return to top](#)

Target Age Range:
14-18 years [Return to top](#)

Protective Factors Addressed:
* Skills
* Healthy beliefs and clear standards [Return to top](#)

Risk Factors Addressed:
* Favorable attitudes toward the problem behavior
* Friends who engage in problem behavior [Return to top](#)



Project Towards No Drug Abuse



Channing Bete Company - Communities That Care...

Program Materials Available:

- * Program description
- * Videotapes
- * Evaluation tools
- * Technical assistance
- * Curriculum/program manual
- * Implementation guide

[Return to top](#)

Operating Domains:

- * School

[Return to top](#)

Target Audience:

- * Indicated
- * Universal
- * Selective

[Return to top](#)

Summary:

Background

Project Towards No Drug Abuse is a school-based program designed to help high school students resist substance use. It was originally developed for students in California's continuation high schools, which are for students who have transferred out of standard high schools because of academic or disciplinary problems. These schools typically have higher rates of substance use among students than do other schools. The project has since been replicated at standard high schools.

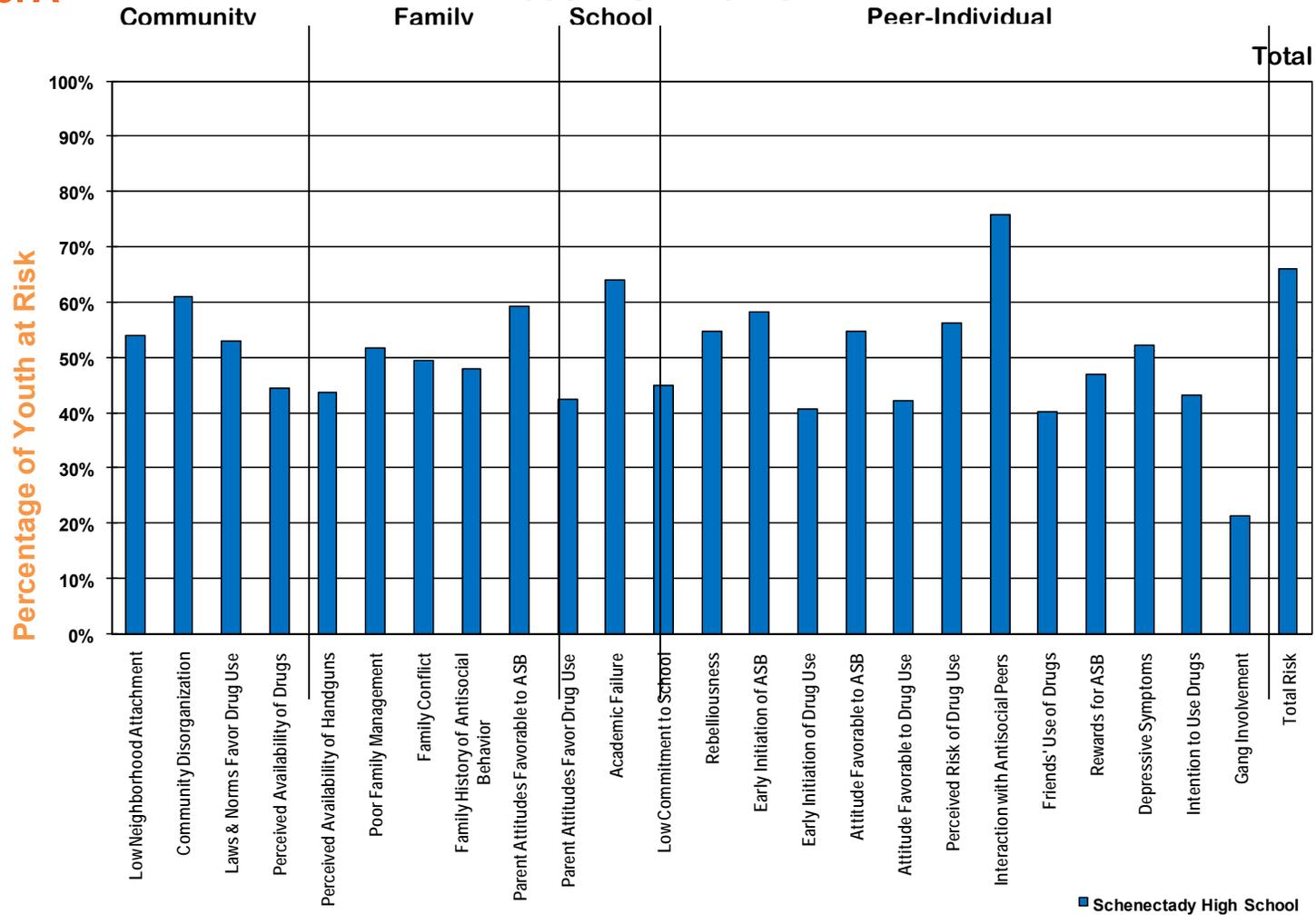


School-Based Risk Profile



School A

2005 Risk Profile



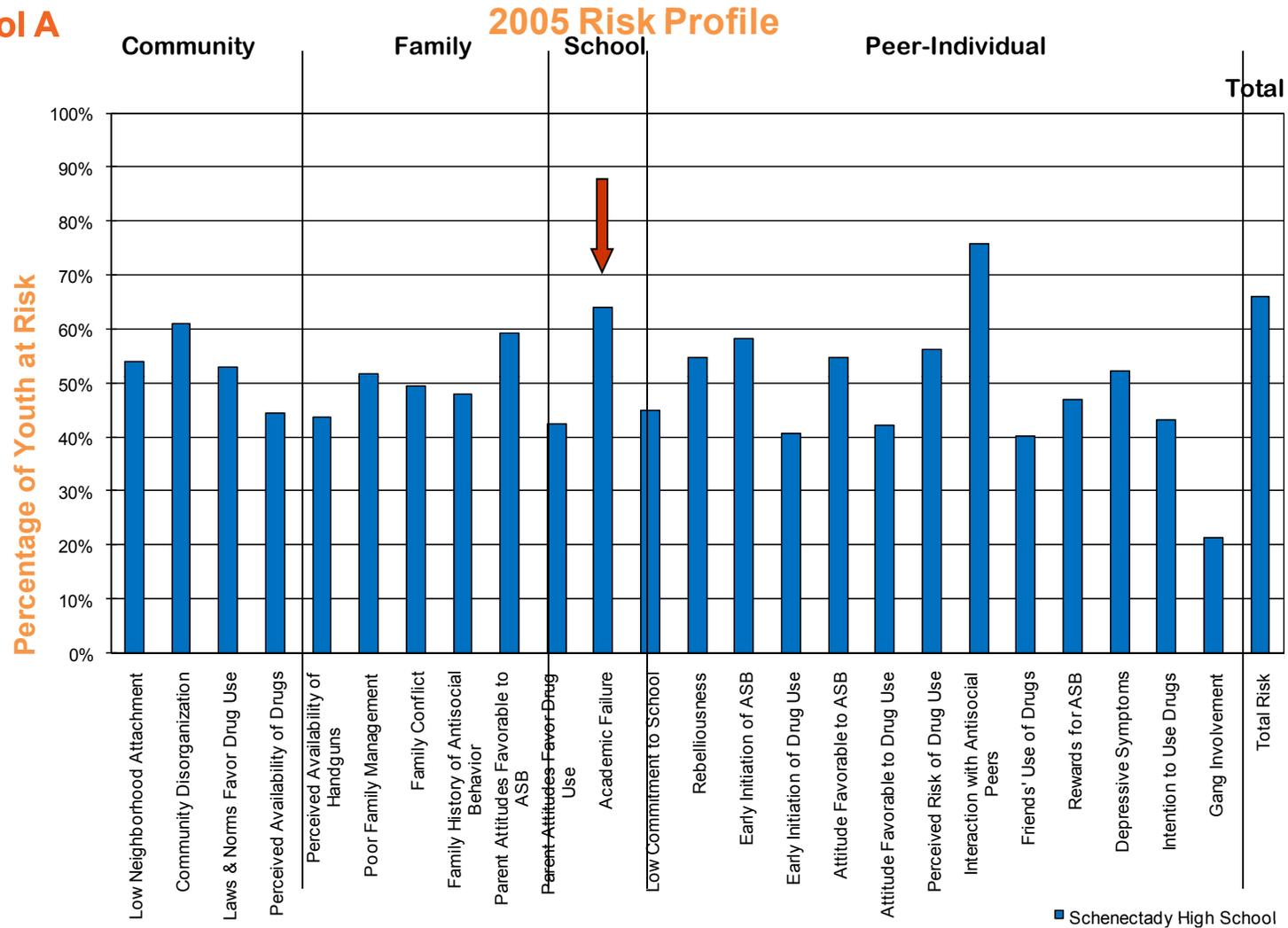
■ Schenectady High School



School-Based Risk Profile



School A





Protective Factors

	Risk Factor Addressed	Program Strategy	Healthy Beliefs & Clear Standards	Bonding	Opport.	Skills	Recog.	Developmental Period
School Domain	Academic Failure (continued)	Classroom Organization, Management and Instructional Strategies	📄	📄	📄	📄	📄	6-18
		Classroom Curricula for Social Competence Promotion	📄	📄	📄	📄	📄	6-14
		School Behavior Management Strategies	📄		📄		📄	6-14
		Youth Employment with Education	📄	📄	📄	📄	📄	15-21
	Lack of Commitment to School	Early Childhood Education	📄	📄	📄	📄	📄	3-5
		Organizational Changes in Schools	📄	📄	📄	📄	📄	6-18
		Classroom Organization, Management and Instructional Strategies	📄	📄	📄	📄	📄	6-18
		School Behavior Management Strategies	📄		📄		📄	6-14
		Mentoring with Contingent Reinforcement	📄		📄		📄	11-18
		Youth Employment with Education	📄	📄	📄	📄	📄	15-21



Classroom Organization, Management, and Instructional Strategies



- The Good Behavior Game (Kellam et al., 2008)
- Seattle Social Development Project (SSDP) (Hawkins et al., 2004; 2008; Lonczak et al., 2002)
- Success for All (Slavin et al., 2008)
- Behavioral Intervention for Middle School Students (Bry, 1982)
- Tutoring Programs (Coie et al., 1984; Greenwood et al., 1993)

Citations ▪ 10, 11, 12, 13, 14, 15, 16, 17

Page ▪ 78

Introduction

Example 1

Example 2



Safe and Supportive Schools
Engagement | Safety | Environment

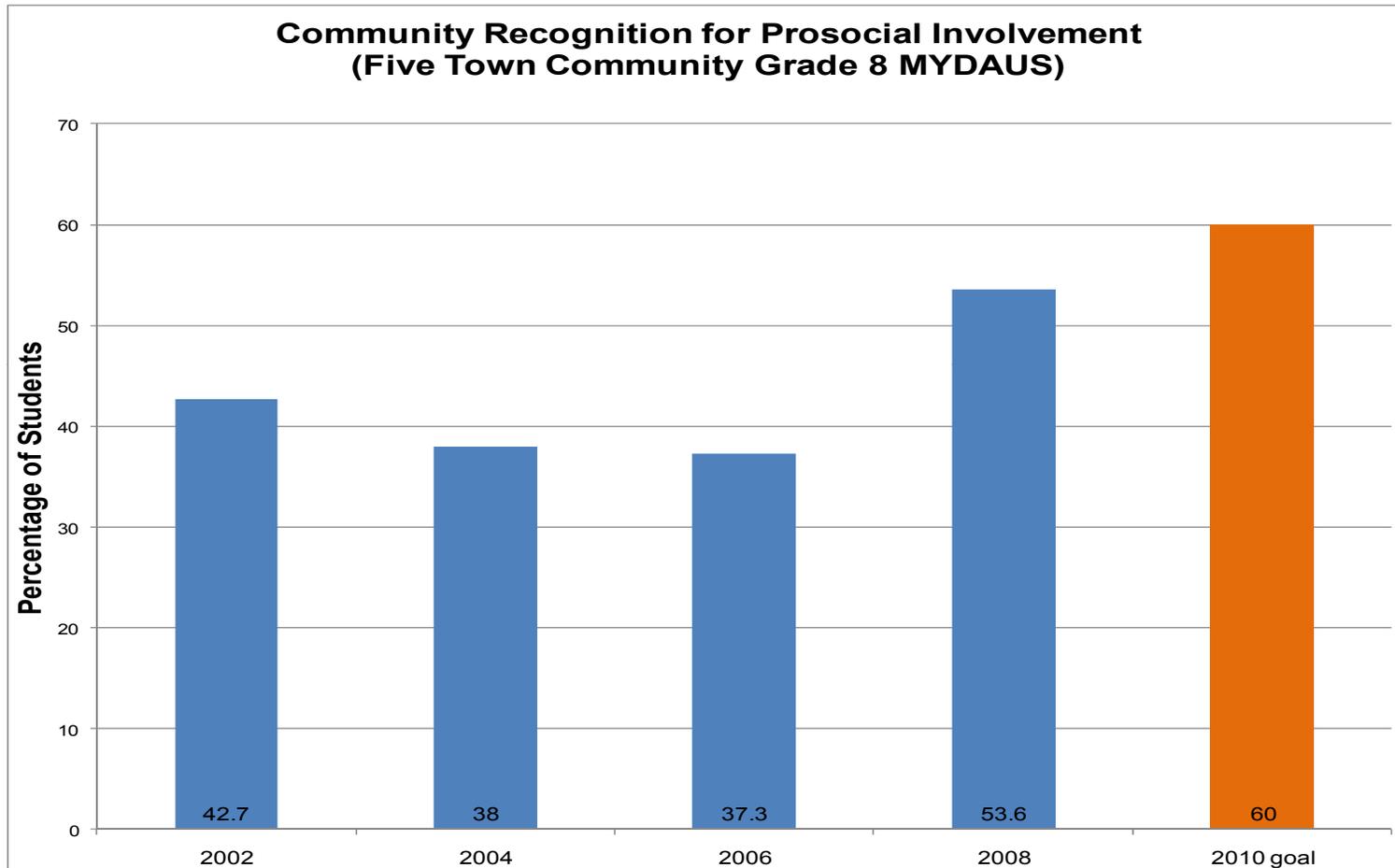
Using Survey Data to Monitor Progress



- Conduct and report surveys at pre-specified intervals to assess changes in prioritized risk and protective factors and behavioral health outcomes.



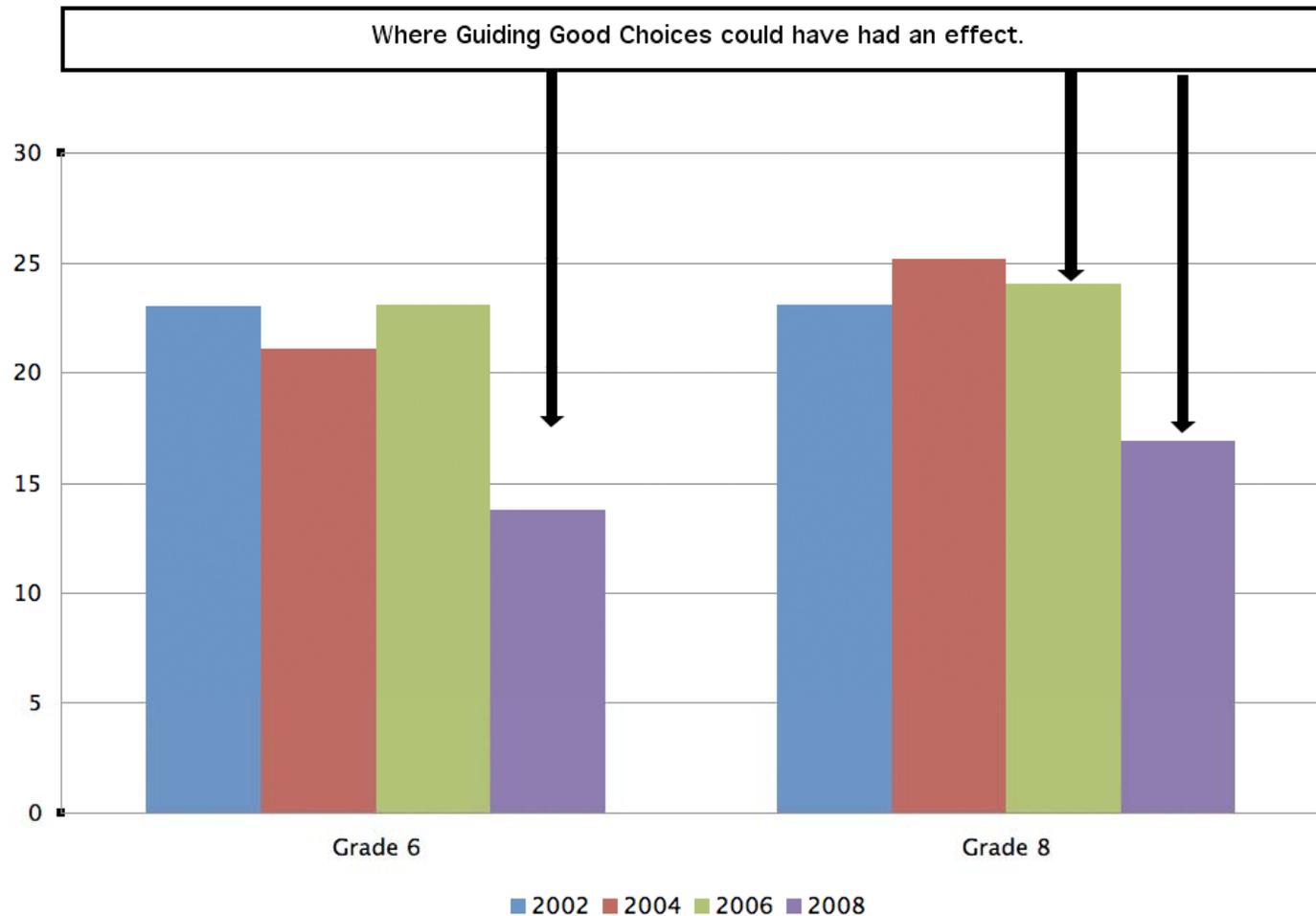
Example: Monitoring Change in Prioritized Protective Factors in Five Towns, Maine



Example: Monitoring Change in Early Initiation of Drug use in Five Towns, Maine



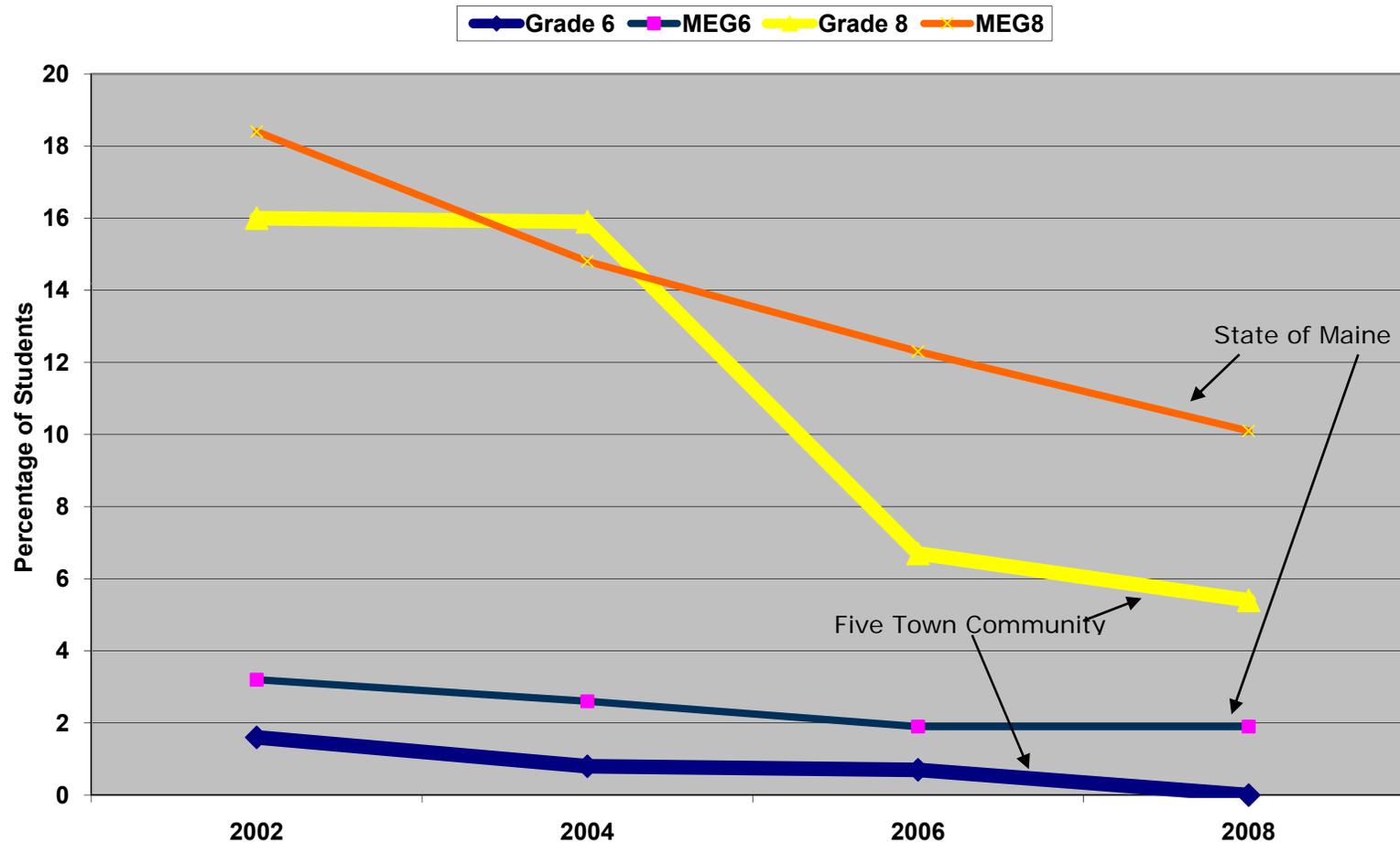
Early Initiation of Drug Use



Example: Monitoring Change in Marijuana Use in Five Towns, Maine, compared to State of Maine



Middle School Marijuana Use in Comparison with State



Summary and Conclusions



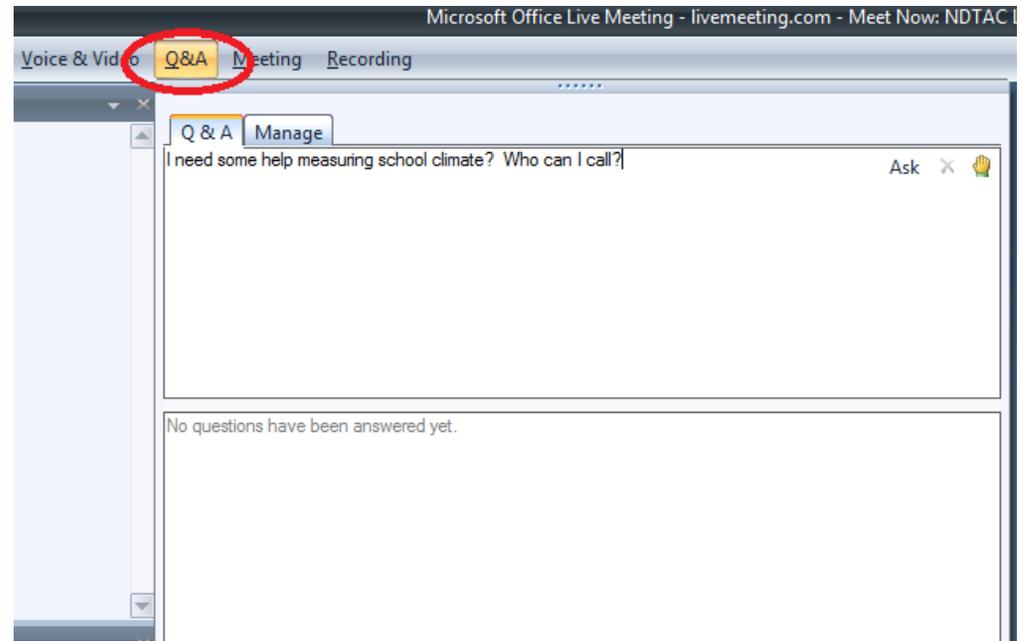
- Survey data from students can provide useful foundation for action to improve student academic and behavioral health outcomes.
- Design and plan for utilization from the start. Collect only the data that you plan to use.
- Report data in most efficient format for use. More is not always better.
- Plan reporting formats to allow assessment of progress over time.
- Design reporting mechanisms for gaining attention, accessibility, and actionability, understanding that there is a trade off with costs.



Questions?



If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.



Upcoming Webinars



- **Student Engagement**

July 13, 2011 4:00 pm – 5:30 pm ET

July 14, 2011 11:00 – 12:30 pm ET

- **Substance Abuse Prevention**

August 24, 2011 4:00 pm – 5:30 pm ET

August 25, 2011 11:00 am – 12:30 pm ET

- **School Based Climate Teams (Part 2)**

September 14, 2011 4:00 pm – 5:30 pm ET

September 15, 2011 11:00 am – 12:30 pm ET

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