CSSS 17 School Matrix of Site Characterization

Some information not available from the Sites

School Name	Location / Community Context	Length of time School in Operation through June '02	Overall Mission	Staffing/ Academics	Number of Students Enrolled	Target Population	Overall Demographics	Funding/ Partners
Arts & Tech-nology	Urban – Far NE section of the District	3 years	Mission: The Robert Louis Johnson, Jr. Arts and Technology Academy will provide an academically challenging, technologically rich, child-centered environment, where each student develops a strong intellectual, moral, environmentally conscious, and artistic foundation.

The Robert Louis Johnson, Jr. Arts and Technology Academy focuses on fostering basic moral virtues including kindness, courage, responsibility and respect for self and others. The school uses Direction Instructions in reading, language, and math. | Professional Teaching Staff: 43
Certified: 0

Paraprofessional Staff: 9

FT & PT Mental Health Professional
FT Special Education Coordinator
FT School Nurse
FT Vision/Hearing Screening | Yr 1: 453
Yr 2: 615
Yr 3: 615

Yr1 Re-Enrollment rate:
88.5%
Yr2 Re-Enrollment rate: 92.5% | Elementary (Ages 4-12) | African American: 99%
Hispanic: 0%
Caucasian: 0%
Asian: 0%
Other: 0%

Lep/Nep: 0%
Farm: 96% (yr 2) | Relationship with Marshall Heights-Family Strengthening Program.

Relationship with security staff at Richardson Dwelling, a public housing facility where many of the students live. (for after school security.) |
| **Cesar Chavez Public Charter School** | Urban - | 4 years | Mission: Drawing on the vast policy resources in the nation's capital, the Chavez school will challenge students with a rigorous curriculum that fosters citizenship and prepares them to excel in college and life. The school will use public policy themes to guide instruction and will provide students direct experience with organizations working in the public interest. | Professional Staff: 28
Certified: 12

Paraprofessional Staff: 4
Social Workers: 2
FT Special Ed Coordinator
PT Mental Health Professional | Yr 1: 115
Yr 2: 180
Yr 3: 232 | High School (Ages 13-18) | African American: 45%
Hispanic: 51%
Caucasian: 1%
Asian: 1%
Other: 2%

Lep/Nep: 15%
Farm: 76% | For Love of Children
Big Brothers Big Sisters (BBBS)
College Bound
Urban Institute
Heritage Foundation
Cornell University's Dept. of City & Regional Planning |

School Name	Location / Community Context	Length of time School in Operation through June '02	Overall Mission	Staffing/ Academics	Number of Students Enrolled	Target Population	Overall Demographics	Funding/ Partners
Children's Studio	Urban Mount Pleasant, Columbia Heights, Shaw, Anacostia and other areas of Wash. DC	5 years (Opened doors in 1977)	Mission: Through various periods of growth and change, one of the goals of Children's Studio School has remained the same: to create a continuous, comprehensive educational experience in the processes of the arts and architecture for children from low-economic families and communities within Mount Pleasant, Columbia Heights, Shaw, Anacostia and other areas of Washington. Children's Studio School utilizes a trans-cultural Arts-As-Education approach to developing multidimensional thinking	Total number of teachers: 11 Bachelors: 4 Masters: 5 Ph.D: 2 Certified: 2 Total number of instructional aides: 9 HS Diplomas: 4 Bachelors: 5 # of Staff Proficient in another language other than English: Spanish: 11 4 (teachers), 3 (administrators), 4 (Program Support) French: 1 (Principal) Sri Lanken: 1 (Support)	Yr 1: 83 Yr 2: 104 Yr 3: 94	Elementary (Ages 3-8) Grades 1-3 2000-2001 added grade 4.	African American: 77% Hispanic: 22% Caucasian: 1% Asian: 0% Other: 0% Lep/Nep: 11% Farm: 78% (yr 2)	
Edison-Friend-ship Public Charter School **(Blow Pierce Campus)**	Urban	4 years	Mission: Edison partnership schools are organized to facilitate teaching and learning. Our organizational model is based on principles that have been shown to ensure effective schools: A clear and ambitious sense of purpose; strong academic leadership; inclusion of staff in decision making; clear expectations for teachers and ongoing professional development; encouragement of teamwork and a collective commitment to excellence;	Total number of teachers: 40 Bachelors: 37 Masters: 1 Other training: 2 Certified: 34 Total number of Instructional aides: 6 Special Ed Teachers: 6 Counselors: 1 Mental Health Worker: 1 Community Resource: 1	Yr 1: 766 Yr 2: 762 Yr 3: 759	6th, 7th & 8th grades	African American: 99% Hispanic: 0% Caucasian: 0% Asian: 1% Other: 0% Lep/Nep: n/a Farm: 83%	School was created by a partnership between Edison Project and Friendship House.

School Name	Location / Community Context	Length of time School in Operation through June '02	Overall Mission	Staffing/ Academics	Number of Students Enrolled	Target Population	Overall Demographics	Funding/ Partners
			principles and practices of accountability. A school community that allows teachers and administrators to know all students as individuals. Edison Schools consist of small, flexible schools-within-a-school, called "academies." This organization ensures that students are better known and more closely guided by adults. Within academies students are organized into multigrade houses of 100-180 students each. The students in each house are taught by a team of four to six teachers who stay with the same house of students for the duration of their academic experience.	FTE Medical: 1 FTE (YR3) The campus has also established a community Technology Center, for training parents in computer techniques and, beginning in January, for GED classes. *Staff Attrition: Junior Academy – 27.5%				
Edison – Friendship Collegiate Academy	Urban	2 years	?? See above	Total number of teachers: 36 Bachelors: 36 Masters: 12 Certified: 1 Special Ed Teachers: 3 Counselors: 1 *Staff Attrition: Collegiate Academy: 3.25%	Yr 1: N/A Yr 2: 422 Yr 3: 715	2000-2001 (9th & 10th) 2001-2002 (9th – 11)	African American: 99% Hispanic: 0.2% Caucasian: 0% Asian: 0% Other: 0% Lep/Nep: 0% Farm: 68% (yr 2)	

School Name	Location / Commu-nity Context	Length of time School in Operation through June '02	Overall Mission	Staffing/ Academics	Number of Students Enrolled	Target Population	Overall Demographics	Funding/ Partners
Elsie Whitlow Stokes Commun. Freedom Public Charter School (STOKES)		4 years	Mission: To provide an exemplary academic experience that prepares culturally diverse young students to function successfully in ever-changing social and work environments. Students learn to speak, read, write and think in two languages: English & French or English & Spanish.	Professional teaching staff: 13 Certified: 0 Bachelors: 10 Masters: 2 Ph.D.: 1 Total Number of Instructional Aids: 2 Paraprofessional 1 FTE bilingual psychologist. (Spanish) # of Staff Proficient in another language other than English: Spanish: 8 Teachers, 1 Assistant Teacher, 1 Director of Education French: 9 Teachers , 1 Assistant Teacher French & Spanish: 1 Teacher Classrooms are multi-aged and integrated, led by two bilingual teachers.	Yr 1: 65 Yr 2: 117 Yr 3: 148	Elementary (K – 4th) (Ages 3-8)	African American: 65% Hispanic: 33% Caucasian: 1% Asian: 1% Other: 0% Lep/Nep: 31% (yr 2) Farm: 80% (yr 2)	The Washington Urban League – partner in after school programs & parent education. Washington Tennis & Education Center partnered in (1999-2000) with a summer school program adding a tennis camp. Funding: Safe & Drug Free Schools, Safe Schools /Healthy Students Partner: CSSS, DC Metropolitan Police Dept., Children's Hospital

School Name	Location / Community Context	Length of time School in Operation through June '02	Overall Mission	Staffing/ Academics	Number of Students Enrolled	Target Population	Overall Demographics	Funding/ Partners
IDEA (The Integrated Design Electronic Academy Public Charter School)		4 years	Mission: To develop young people with the academic, social, leadership and occupational skills to successfully compete in post-secondary education, career training or to enter the work force in traditional and technical careers. Educational program based on the JROTC Career Academy Model (integrates academic and occupational curricula)	Professional teaching staff: 24 FT Teaching Staff: 18 Certified: 11 Professional Support Staff: 4 Paraprofessional teaching staff: 0 FT Mental Health Professionals: 2 FT Special Ed Coordinator: 1 FT Social Worker: 1 FT Other Psychologist: 1 PT Nurse: 1	Yr 1: 146 Yr 2: 180 Yr 3: 232	High School (Ages: 14-21)	African American: 94% Hispanic: 3% Caucasian: 3.3% Asian: 0% Other: 0% Lep/Nep: 0% Farm: 71% (yr 2)	

School Name	Location / Community Context	Length of time School in Operation through June '02	Overall Mission	Staffing/ Academics	Number of Students Enrolled	Target Population	Overall Demographics	Funding/ Partners
IDEAL ACAD.	NW Washing-ton .DC	4 years	Mission: To empower its students to become academically excellent, personally fulfilled, interdependent contributors to society. Our goal is to present to the community, self-assured, critical, creative thinkers who have developed as self-actualized, academically skilled positive, productive citizens. Emphasizes mathematics, science & technology skills augmented by computer classes.	Total number of teachers: 23 Bachelors: 17 Masters: 2 Other Training: 4 Certified: 6 Total number of instructional aides: 9 HS Diploma: 9 # of Staff Proficient in another language other than English: Spanish/French: 1 (Teacher) *Staff: A low absentee rate among teachers and other staff is an indication that there is a high rte of job satisfaction. More than 2/3 of staff returned for 2002-2003. In previous years more than half of the staff did not return.	Yr 1: 146 Yr 2: 135 Yr 3: 185	Elementary (Pre-K – 7) (Ages 3-14)	African American: 99% Hispanic: 0% Caucasian: 0% Asian: 0% Other: 1% Lep/Nep: 0% Farm: 69%	
Maya Angelou	Urban	4 years	Mission: To help young people who have been in the juvenile justice system, or who are at – risk of becoming involved in criminal behavior, to become self-sustaining adults: responsible, caring, fully-employed, politically engaged, and law abiding citizens who contribute resources to our community.	Total number of teachers: 14 Bachelors: 14 Masters: 3 Ph.D: 1 Certified: 5 Total number of instructional aides: 2 Bachelors: 2	Yr 1: 38 Yr 2: 69 Yr 3: 74	Grades 9-11 (Ages 13-19) Students are 'ungraded' during their fist year. Most at risk children	African American: 98% Hispanic: 2% Caucasian: 0% Asian: 0% Other: 0% Lep/Nep: 0% Farm: 86% (yr 2)	

School Name	Location / Community Context	Length of time School in Operation through June '02	Overall Mission	Staffing/ Academics	Number of Students Enrolled	Target Population	Overall Demographics	Funding/ Partners
			The Maya Angelou's special focus is on integrating the world of work into the traditional academic setting. Daily, one-on-one tutoring for all students.	Social Workers: 3 FTE Counselor's: 3 FTE # of Staff Proficient in another language other than English: Spanish: 2 (teachers)				
Meridian		3 years	Mission: The mission of the Meridian Public Charter School is to instill within our students a passion for learning, self-confidence, and self-respect through academic achievement. Meridian Public Charter School seeks to give each child the foundation of basic skills they need to succeed in today's world, while at the same time stimulating each child to learn, explore and develop their own special talents. *Although the school is structured as an inclusive special education program, such instruction has been lacking. Teachers need increase training on working with students with special needs and meeting his/her own needs within the classroom with the support of special education staff and instructional assistants.	Total number of teachers: 14 Bachelors: 14 Certified: 1 Total number of instructional aides: 14 HS Diploma: 14 Bachelors: 3 # of Staff Proficient in another language other than English: Spanish: 1 (Assistant Teacher) Special Education: Teacher: 1 Assistant Teacher (ESL): 1 Early Childhood Ed: Teachers: 3 Assistant Teachers: 2 Counselors: 2 *Staff: (YR3) Current year challenging for school and staff. Inconsistent leadership, a different principal	Yr 1: 83 Yr 2: 250 Yr 3: 402	Elementary Has an early childhood program as well as Pre-K – 4th grade.	African American: 76% Hispanic: 23% Caucasian: 0% Asian: 1% Other: 0% Lep/Nep: 18% Farm: 91% (yr2)	

School Name	Location / Commu- nity Context	Length of time School in Operation through June '02	Overall Mission	Staffing/ Academics	Number of Students Enrolled	Target Population	Overall Demographics	Funding/ Partners
				each year has contributed to inconsistent support with the instructional program. The school began in three separate buildings, which hindered the creation of a learning community. More recently, the school has moved to two neighboring buildings, which will improve the climate of the school. **YR3: Small size, low student-teacher ratio. One teacher and one instructional assistant in each classroom, plus a Special Education Coordinator overseeing the special education services.				

School Name	Location / Community Context	Length of time School in Operation through June '02	Overall Mission	Staffing/ Academics	Number of Students Enrolled	Target Population	Overall Demographics	Funding/ Partners
Options		6 years	Mission: The mission of Options Public Charter School is to provide a high quality, unique educational experience for all students. This mission is best accomplished when school personnel maintain high expectations for all students, create a positive school climate, ensure a safe and orderly school environment, monitor students' progress on a frequent basis and promote effective home –school communications. First public charter school in DC. Operated under sponsorship of the Capital Children's Museum. The school provides an alternative learning environment for underachieving students who are at risk of dropping out of school. *Staff: (YR3) Approximately 1/3 of our students have been identified special education needs and may have social/emotional issues that impede academic success. ** Staff lack the skills to promote high achievement among a special needs population. Staff need professional development in	Total number of teachers: 12 Bachelors: 12 Masters: 1 Certified: 4 Total number of instructional aides: 4 (P/T) HS Diploma: 4 # of Staff Proficient in another language other than English: German: 2 (teachers) Arabic: 1 (Principal) Spanish: 1 (Special Ed. Coordinator) Mental Health Clinician: 1 Special Ed: 1 Special Ed Coordinator: 1 Early Childhood: 1 Safe Schools Coordinator: 1 Psychologist: 1	Yr 1: 100 Yr 2: 114 Yr 3: 150	Middle School (5th – 8th grade) (Ages 9-15)	African American: 98% Hispanic: 2% Caucasian: 0% Asian: 0% Other: 0% Lep/Nep: 0% Farm: 79%	Project Partner – the Street Law.

School Name	Location / Community Context	Length of time School in Operation through June '02	Overall Mission	Staffing/ Academics	Number of Students Enrolled	Target Population	Overall Demographics	Funding/ Partners
			the areas of classroom management, alternative instruction and in assessing, diagnosing and planning for inclusion of special needs students. *** Teachers lacked resources and materials to support student success. ****The condition of the facility is not conducive to student success.					
Richard Milburn (Rabaut)			Mission: RM motivates and challenges at-risk adolescents to achieve academic excellence, employment success and develop social responsibility by providing non-traditional experiential learning opportunities in which students develop self-confidence, self-worth, self-discipline, and self-acceptance. *RM offers apprenticeships, courses in academic core curriculum and career/ life skills. RM also encourages student success by offering a Life Strategies Course which features academic, college and career/life skills counseling, and tutorial sessions.	FT Teachers: 34 Certified: 20 Mental Health Clinician: 1 FT Social Worker/Attendance Counselor: 1 PT Social Worker: 1 FT Special Ed teacher: 1 FT Speech Therapist Guidance Counselor: 1 Psychologist: 1 *Only have YR1 data Professional Teaching Staff: FTE: 13 PT: 2 Paraprofessional Staff FT: 3 Certified: 1	Yr 1: 174 Yr 2: 143 Yr 3: 137	High School (Ages 14-19)	African American: 99.5% Hispanic: 0% Caucasian: 0% Asian: 0.5% Other: 0% Lep/Nep: 0% Farm: 519% (yr 2)	The SCRC – relationship with the District 4, PSA officers responsible for community relations. Addiction, Prevention Recovery Administration, DC Government APRA

School Name	Location / Community Context	Length of time School in Operation through June '02	Overall Mission	Staffing/ Academics	Number of Students Enrolled	Target Population	Overall Demographics	Funding/ Partners
Richard Milburn (Carver 2000-2001 only)			* Same as above	Professional Teaching Staff: FTE: 6 PT: 2 Paraprofessional Staff: 2	Yr 1: 49 Yr 2: 72 Yr 3: 73	(Ages 14-20)	African American: 100% Hispanic: 0% Caucasian: 0% Asian: 0% Other: 0% Lep/Nep: 0% Farm: 75% (yr2)	

School Name	Location / Community Context	Length of time School in Operation through June '02	Overall Mission	Staffing/ Academics	Number of Students Enrolled	Target Population	Overall Demographics	Funding/ Partners
School for Arts in Learning (SAIL)		4 years	Mission: SAIL's mission is to be a community educational center especially for children with learning disabilities, where academic and arts skills are taught through an interdisciplinary, project-based curriculum and support for parents and other community members is provided as necessary. This community educational center teaches academic and arts skills through an interdisciplinary, project-based curriculum and emphasizes the development of the whole child (intellectual, emotional, physical and social.) Instruction and assessment are tailored to each child's individual needs. *70% of students receive Special Education services.	Total number of teachers: 11 Bachelors: 5 Masters: 6 Certified: Total number of instructional aides: 7 HS Diplomas: 7 Bachelors: 1 Other Training: 1 (CDA) Reading Specialist: 1 Conflict Resolution Specialist: 1 FT Mental Health Clinician (School psychologist) Medical: 1	Yr 1: 68 Yr 2: 83 Yr 3: 105 Yr2: Re-enrollment rate: 88%	Elementary (K – 4) (Ages 5-10) Children with disabilities	African American: 90.5% Hispanic: 8.3% Caucasian: 1.2% Asian: 0% Other: 0% Lep/Nep: 0% Farm: 70.2% (yr2)	SS/HS Partners who helped school build a fence. Improv. Theater, Stone Ridge, Hay Adam Hotel, NASA Gullard Space Center, National Capitol YMCS
SEED		4 years	Mission: To prepare each student for success in college and/or in the work world. The school provides a nurturing environment, strong role models and a rigorous academic program designed to prepare students for choices that may include admission to the nation's top colleges and	Professional Teaching Staff: 13 Certified: 8 Paraprofessional Teaching Staff: 0 FT Mental Health Professional PT Social Worker	Yr 1: 69 Yr 2: 131 Yr 3: 157 Yr3 Re-enrollment rate: 65.6	Middle School (7th & 8th graders) (Ages 11-15) Nation's first inner-city public charter boarding school.	African American: 100% Hispanic: 0% Caucasian: 0% Asian: 0% Other: 0% Lep/Nep: 0% Farm: 85%	

School Name	Location / Community Context	Length of time School in Operation through June '02	Overall Mission	Staffing/ Academics	Number of Students Enrolled	Target Population	Overall Demographics	Funding/ Partners
			universities. Yr1- The school has had 3 principals and/or executive directors since the beginning of the SS/HS grant (fall of 1999) Annual Report 2000-2001 – Teacher Attrition Rate: 33%. During the period of 2000-2001 to 2001-2002 8 of 12 teachers were retained.	FT Special Education Coordinator Medical: 1				
Southeast Academy		3 years	Mission: The mission of the SouthEast Academy of Scholastic Excellence is to provide a rigorous academic program enriched with educational technology and a comprehensive career education curriculum that prepares students for college and or skilled employment. Evening and weekend tutoring is offered in addition to an adult GED education program for parents. The school provides rigorous age-and-grade appropriate academic program that can be tailored for individualized instruction.	Professional Teaching Staff: 33 (FT Teaching Staff: 27) Certified: Paraprofessional Staff: 18 FT Mental Health Clinician FT Special Education Coordinator Social Worker – Referral .	Yr 1: 566 Yr 2: 611 Yr 3: 623	Elementary & Middle School (K – 7) *Enrolled and managed by Learn Now, Inc.	African American: 98% Hispanic: 0% Caucasian: 2% Asian: 0% Other: 0% Lep/Nep: 0% Farm: 84.4% (yr2)	PSA visit the school at least twice a week.

School Name	Location / Community Context	Length of time School in Operation through June '02	Overall Mission	Staffing/ Academics	Number of Students Enrolled	Target Population	Overall Demographics	Funding/ Partners
Tech World		4 years	Mission: The mission of Techworld Public Charter School is to provide a diverse student population with the best possible education through a focus on the fundamental academic disciplines in an atmosphere that will positively reinforce continuous academic achievement. Additionally, Techworld Public Charter School seeks to provide students with opportunities to explore emerging Internet technologies by dynamically integrating mathematical and scientific theories and practices with the development a use of software applications and computer networks. A high-tech school with an academic focus that encompasses a college preparatory program. The school educational plan emphasizes mathematics and science, in addition to analysis, design, development, testing, implementation, and maintenance of Internet and information systems solutions.	*Only have YR 2 data Mental Health Clinician	Yr 1: 262 Yr 2: 305 Yr 3: 247	High School	African American: 99% Hispanic: 0% Caucasian: 0% Asian: 0% Other: 1% Lep/Nep: 0% Farm: 26% (yr 2)	

School Name	Location / Community Context	Length of time School in Operation through June '02	Overall Mission	Staffing/ Academics	Number of Students Enrolled	Target Population	Overall Demographics	Funding/ Partners
Village Learning Center		4 years	Mission: The mission of the Village Learning Center is to enhance the cognitive, social, physical, emotional and moral development of students. The VLC pursues its mission by providing a wholesome, progressive, and self-esteem building learning environment utilizing innovative hands-on, remedial and one-to-one instructional techniques. VLCPCS was founded to serve the underserved and "Problem Child." The emphasis is placed on improving student achievement in reading, writing, mathematics, spelling and speech.	Total number of Teachers: 26 Certified: 17 Bachelors: 9 Masters: 6 Ph.D.: 2 Other Training: 9 Total number of instructional Aides: 14 HS Diplomas: 10 Other Training: 4 Special Education Teacher: Number of Staff Proficient in Language other than English Arabic: 5 (Teacher) Spanish: 2 (Teacher) French: 2 (Teacher)	Yr 1: 277 Yr 2: 407 Yr 3: 385	Elementary/ Middle/High School (PreK – 12)	African American: 97.5% Hispanic: 1% Caucasian: 0.5% Asian: 0% Other: 1% Lep/Nep: 0% Farm: 73%	PSA officer who lives in the community created an avenue for students to participate in the LEAD program.
Washington Mathematics Science Technol-ogy (WMST)	Majority of students are from SE Wash. DC	4 years	Mission: To provide a rigorous, standards-based academic program that integrates mathematics, science and technology throughout the curriculum. The academic program is designed to enhance analytical reasoning and produce highly motivated, accomplished students…students who ultimately will be prepared for the kinds of fulfilling lives and rewarding careers associated with the twenty-first century.	*YR 3 STAFF DATA only includes directory for teachers. Teachers: 26 Most teachers are certified – don't have specific number. Community Resource Coordinator: 1 IHAD Coordinator: 1 Guidance Counselor: 2 College Guidance	Yr 1: 346 Yr 2: 340 Yr 3: 321	High School (9th – 12 grade) (Ages 14-18)	African American: 99% Hispanic: 0% Caucasian: 1% Asian: 0% Other: 0% Lep/Nep: 0% Farm: 85% (yr 2)	Partnership with Apple Tree Institute PSA officers work with the school and assist with student arrival & dismissal.

School Name	Location / Community Context	Length of time School in Operation through June '02	Overall Mission	Staffing/ Academics	Number of Students Enrolled	Target Population	Overall Demographics	Funding/ Partners
			The school utilizes the Modern Red Schoolhouse academic standards. SCRC & MHC developed a group for teen parents. The school provides a college-bound program with a rigorous education that integrates math and science instructions with technology.	Counselor: 1 Mental Health Clinician (offers individual and group counseling. Parents also receive some counseling				

Appendix B

SCHOOL PROFILES

School A

School A is a primary school serving some 600 students in Pre-Kindergarten through Grade 6. The school opened in September 1999 and is located in Ward 7 the far Northeast Washington DC.   Its mission is 'to provide an academically challenging, technologically rich, child-centered environment where each student develops a strong intellectual, moral, environmentally conscious and artistic foundation'. Ninety-nine percent of students are African-American. A very high number of students (96%) are classified as low-income and are entitled to free or reduced price lunch.

During the three-year Safe Schools Healthy Students (SS/HS) grant period, the school faced considerable organizational challenges. It began operations in the first year of the Initiative with K-5 students. During the grant period, it added a Grade 6 and increased enrollment from 415 to 615 students. The school had two management companies; Advantage Management operated the school until it went bankrupt in 2001 and Mosaica Education Inc. took over. Both companies had strong philosophies that at times conflicted with some grant initiatives, particularly the revision of the discipline code and the effective Peaceful Schools teaching techniques.

The school had two principals during the grant period. The first principal was very supportive of the grant; the second principal arrived in Year III of the grant and was much less involved with it. Fortunately, one person filled the SCRC position for most of the grant period thus providing continuity to the grant effort. When she took a leave of absence in the last part of the third academic year, the school found another excellent Coordinator. The SCRC reports success in a number of grant initiative areas and is especially proud of work in creating an active after-school program and a Parents' Center. The SCRC fostered a strong relationship with the security staff at Richardson Dwelling, a public housing site where many of the students live. This line of communication enabled the school to work effectively with the Public Housing Authority on issues of common concern such as truancy and after-school security.

Mental Health: School A had a full-time mental health clinician under the SS/HS Initiative. It operated from Fall 1999-June 2002. The MHC reported that the program was successful at School A, who for the most part welcomed and integrated the mental health component. The mental health clinician (MHC) worked closely with the School Community Resource Coordinator (SCRC.) The MHC and the SCRC collaborated on such projects/teams as the Steering Committee and the Parent Support Group. Successful programming efforts were noted in the individual, group, and family counseling provided. Students and their families made frequent use of the counseling services held at School A and through community referrals. The MHC also integrated mental health concepts into school wide prevention activities and the after school program (i.e., Building Positive Self-Esteem, Anger Management, Good-Touch/Bad-Touch Curriculum, and Girls/Boys Mentoring Groups).

Steering Committee: The Steering Committee met consistently throughout the grant period and included the principal, teachers, the nurse, school security, students, the MHC and parents. According to the SCRC, the committee was respected by school leadership and was able to make and implement decisions about the grant.

Early Intervention Team: The school has an established EIT team consisting of teachers, administrators

and behavioral specialists that made decisions about a wide range of issues affecting students. Workable referral and follow-up procedures were in place.

School Security and Safety Assessment: Initially, it was difficult to involve the police in the life of the school and they did not take part in school security assessment. However, by Year III, the SCRC reports that 3-4 officers are associated with the school. Police check in several times a day (i.e., they walk through the school and sometimes visit classrooms).

School Safety Planning: A team has completed a School Crisis Plan and it is supported by the administration. However, the Plan had not been discussed with the staff or implemented.

Substance Abuse Prevention: Some substance abuse prevention work has been done on an individual basis. There is no health curriculum at the school that includes substance abuse and other high-risk behaviors.

Parent Involvement: Since June 2001 the school has run a weekly Parents Anonymous group. Although turnout for the group has been low, those that do attend have been consistent, dedicated, and loyal. Parents also have an opportunity to meet each month with the principal. Some parents have participated in the Marshall Heights FAST program. Under the grant, the school established a popular Parent Resource Center that provided a place for meetings such as Parents Anonymous and a special place of welcome for parents at the school. Reportedly, parents feel comfortable visiting the Parent Center to talk about their problems and seek encouragement, but there is no one at the school, aside from the SCRC to coordinate parent involvement.

Peaceful Schools: Initially it was difficult to implement PS because the Advantage Management Company required teachers to use a scripted classroom plan – a system of directed instruction that was essentially 'teacher proof' and left little scope for the quality teaching techniques of PS. Still a number of staff were trained in PS at staff development workshops. The first principal and the SCRC were very supportive of PS methods. The school reported a noticeable change in behavior in the classrooms where teachers used PS techniques. However, the school had one of the highest teacher turnover rates of any of the schools in the grant and there was concern that PS skills are being lost in the process. Fortunately, there are three 'lead drivers' of the PS program at the school, i.e. teachers who are skilled in PS, continue to train in the method, and coach other teachers as part of the grant-supported Master Teacher Program. The Initiative encouraged a revision of the discipline code in Year II but the process was never completed. The management company had its own discipline code that was enforced at the school. The combination of the Principal's top-down management style in conjunction with set policies of the management company made progress in this area difficult. Peer Mediation training was provided but reportedly never 'took' largely due to the punitive-style discipline in force at the school. Peer Mediation programs need the support of a consistent, balanced and instructional school-wide discipline code in order to be effective.

After-School Programs: By Year III the school had built up a very active after-school program serving 35% of the school population and offering Academic Enrichment, Team Building, Cultural Enrichment, Mentoring, Arts and Fun Projects. The school also had DC Scores, a program offering soccer and poetry.

Key Findings: The graphs below represent the 95% Confidence Interval (95% CI) around the mean for each of the primary CHKS[1] and Yale scales. Based on the mean and variability in responses, the

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[1] **External assets** refer to environmental or external supports and opportunities that are linked to the development of innate resilience in youth. Three principles are essential in healthy youth development: *Caring Relationships, High Expectations,* and *Opportunities for Meaningful Participation.*

Internal assets are associated with resiliency and include *Empathy, Problem Solving*, and *Goals and Aspirations*. These traits are considered outcomes of the developmental process and can be seen as indicators as to whether critical environmental supports and opportunities are in place. They are, therefore, the individual qualities associated with environments rich in the external assets

95% CI measure represents the expected range in which future participants' responses would fall given a repeated sampling/survey. Thus, the 95% CIs in the graph can be viewed as the response ranges of the participants for each scale within each school sample. This measure is a better representation of a school's functioning than the mean, or average, because it depicts the variability in response ranges as well as the measure of central tendency (midpoint). While it displays the variability, extremely unusual points (outliers) are not included i.e., (the most extreme 5%).

The CI's for School A are presented, along with a corresponding graph of the 95% CIs for the combination of all schools participating in the program. Also, scale scores for Years I-III for the CHKS and Years I-II for the Yale are included in each graph. In this way, each school can compare its scores to overall school functioning, as well as compare changes across the program years. However, because the scope of skills measured by these two instruments differs, scores on the CHKS are not comparable to those earned on the Yale.

In interpreting the 95% CIs, higher scores on each scale represent more positive outcomes. Data were only included if a minimum of 20 respondents completed the questionnaire. Where 95% CIs are missing for certain measures on individual school charts, there were not enough respondents to reliably calculate the 95% CI.

Students at School A scored high in Internal Assets in Year I. These scores, however, decreased in Year II, but increased slightly in Year III. External Assets, while initially lower, were more consistent, increasing slightly over the three years. Forty-four percent of students report having seen someone bring a weapon to school. On the Yale School Climate Survey, scores in the Order and Discipline domain were consistently low, as were those for School Building, where over 25% of students report having broken windows and doors at school.

School A - CHKS and Yale Outcomes

CHKS and Yale Outcomes - Combined Schools
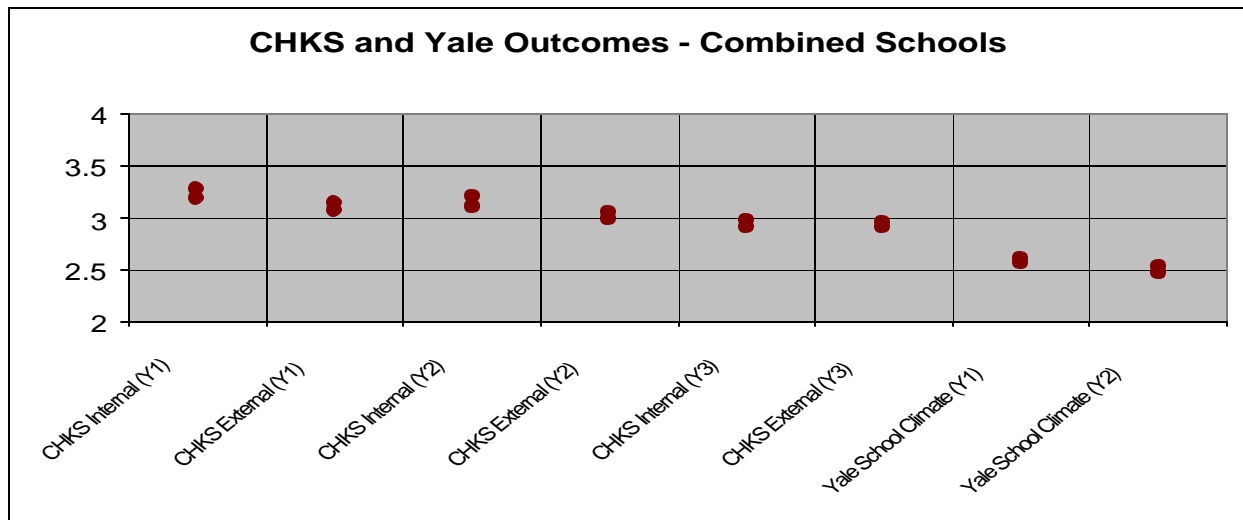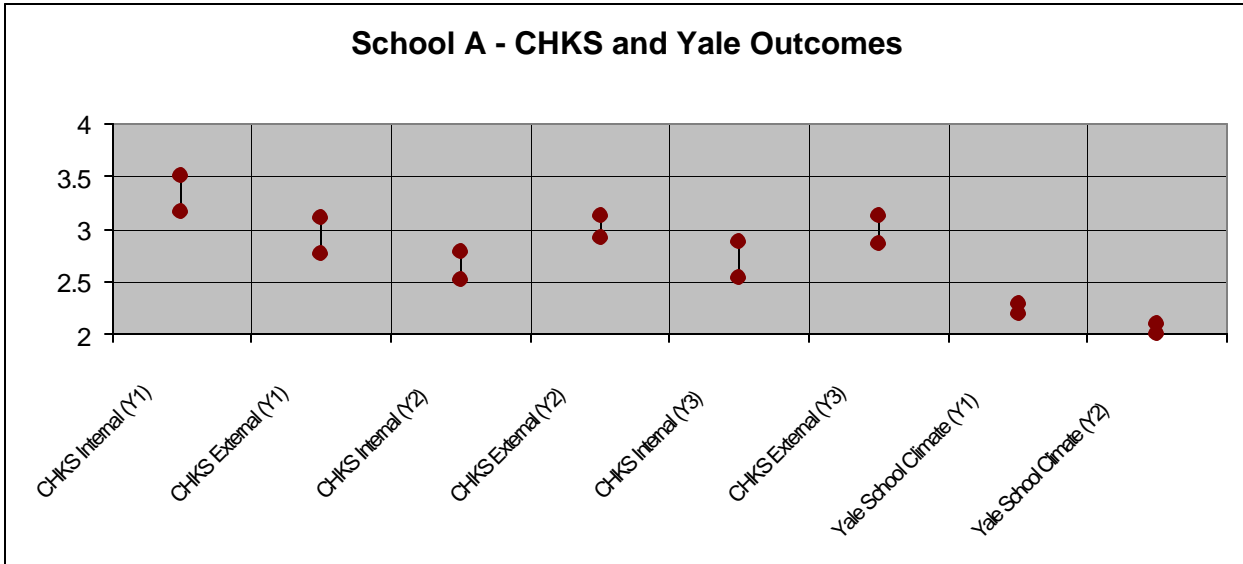
Overall key findings for School A are summarized in the following table:

School A	# Components Successfully Implemented	CHKS/Yale SCS Risks	CHKS Resiliency
Good implementa-tion and results	6: MH SC EIT SS PI AS	**ATOD:** Alcohol reduced over three years (21% to 2%) Tobacco reduced over three years (21% to 1%) Low marijuana use (8%) **Weapons** similar to ATOD: Bringing weapons reduced over three years (21% to 4%) Witnessing reduced over three years (51% to 28%) **Bullying:** Reduced over three years (68% to 38%) As cohort ascends to MS, still low ATOD-mostly marijuana Relatively same weapons levels	**External:** School environment increased over three years Home environment started high and increased slightly **Internal:** All areas (Empathy, Problem Solving, etc) only good in Year I

School B

School B opened its doors in September 1999 for students in Preschool through Grade 6. During the three-year Safe Schools Healthy Students (SS/HS) grant period (Fall 1999 to Fall 2002), the school added Grades 7 and 8 and increased its enrollment from 146 to 190 students. Like many charter schools, School B had difficulty finding appropriate permanent accommodation and moved premises several times. In 2002, it was located in Ward 4 in NW Washington DC.

The school's instructional program is based on the philosophy that 'every person can reach and live from their highest state of awareness and that specific methodologies such as centering, relaxation, creative imaging, etc. integrate mind, body and emotions in the learning process. These methodologies called 'Superlearning' or 'Accelerated Learning' enable the student to grow into an ideal person inwardly and outwardly". There is strong emphasis on math and reading skills at School B. The culture of the school and the Board were strongly Afro-centric during Year I of the grant - and less so in Years II and III. Ninety-nine percent of students are African-American; 69% qualify for free and reduced price lunches.

During the grant period, the school had three principals. The Principal in Year I strongly supported Peaceful Schools training; while Principals in Years II and III had a more 'top down" style. Reportedly, under these administrations, efforts by the Initiative to establish a school-wide discipline process were discouraged. Without a coherent and effective discipline program, staff found it difficult to make progress in other aspects of the Initiative, particularly in PS training. Compounding the issue was turnover in the SCRC position, which occurred three times during the grant period. The SCRC in Year II caused controversy at the school when he was accused of sexual molestation and the Board refused to address the situation. He was eventually dismissed when a new Principal took over the school in Year III, but the mental health services were withdrawn from the school over the issue. The turnover in key positions and controversy at the school meant that the school never clearly established a foundation for the Initiative and thus, had difficulty building on implementation efforts.

Mental Health: The mental health program was at School B from May 2000 through November 2001. The mental health component was welcomed at the school; however, the challenge to fully integrate the program was hampered by frequent changes in administrators and SCRCs. The school counselor provided stability to the school and acted as liaison to create and maintain a successful referral process. This successful referral process led to the creation and success of the Early Intervention Team. The Department of Mental Health removed the MHC in November 2001 when the mental health component was reportedly compromised by boundary issues with the SCRC component of the grant. Despite these challenges, successes were seen in the clinical interventions with the children and case management services for the families. There were particular highlights with the primary prevention character development program at the school and the synergy with the after-school coordinator and that program component. Late in Year III, CSSS assigned a mental health worker to the school but the new appointee was unable to get a functional Early Intervention Team off the ground. During the no-cost extension year, CSSS secured a new grant, and reintroduced mental health services at a high level.

Steering Committee: The new SCRC in Year III set up a steering committee, which was supported by the principal. Meeting times were scheduled after school, making it difficult to get consistent attendance from staff and students. The committee occasionally 'made decisions about the SS/HS program.'

Early Intervention Team: Although the MHC reports a successful EIT in the early part of the grant, the team did not survive as an effective decision-making group for a wide range of issues affecting students

after the departure of the first MHC. In Year III, there was an EIT made up of the school counselor, the SCRC and the Instructional Worker that met 'as often as needed'. There was no set schedule. The EIT's primary focus was on special education issues.

School Security and Safety Assessment: Although there was no SRO assigned to the school, the SCRC was able to get a police officer to commit to provide specific services to the school including giving substance abuse presentations to older grade students. The SCRC was told that 'the priority locations for police officers was in the high schools.'

School Safety Planning: The SCRC was hired after the School Crisis Planning Workshop and was unfamiliar with the recommended planning procedures. The school does have a crisis plan that was slightly altered after the school moved. Students and teachers were informed of the plan early in the year but were not given details.

Substance Abuse Prevention: A team of youth speakers from 'Be On the Safe Side' spoke to students in grades 6-8 on sex and substance abuse. There were small group discussions that were reportedly effective. As of Year III, the school had not established a health curriculum. The school counselor was responsible for following-up on reports of drug abuse among students.

Parent Involvement: The school had a PTA, and a Parent Education Program was scheduled to begin in April of Year III. Parents Anonymous was not part of the school programming during the grant period.

Peaceful Schools: According to CSSS reports in Year III, the school leadership was not familiar with PS teaching techniques. The SCRC in Year III was unaware of the PS training that had occurred at the school earlier in the grant. The school, however, is most fortunate to have a master teacher who has been trained as part of the grant in the Mentor Teacher Program. A dedicated and skillful teacher, who is also on the School Board, he continues to encourage and sustain PS techniques among the staff despite changes of leadership. The SCRC and the principal understood peer mediation techniques, and a mediation program had been implemented at the school. By Year III, the school had made no serious effort to devise a school-wide discipline plan in line with Initiative guidelines.

After-School Programs: About a third of the school's students participate in after-school activities, which include cheerleading, basketball, tutoring, arts and crafts, martial arts and music.

Key Findings: The graphs below represent the 95% Confidence Interval (95% CI) around the mean for each of the primary CHKS[2] and Yale scales. Based on the mean and variability in responses, the 95% CI measure represents the expected range in which future participants' responses would fall given a repeated sampling/survey. Thus, the 95% CIs in the graph can be viewed as the response ranges of the participants for each scale within each school sample. This measure is a better representation of a school's functioning than the mean, or average, because it depicts the variability in response ranges as well as the measure of central tendency (midpoint). While it displays the variability, extremely unusual points (outliers) are not included i.e., (the most extreme 5%).

The CI's for School B are presented, along with a corresponding graph of the 95% CIs for the combination of all schools participating in the program. Also, scale scores for Years I-III for the CHKS and Years I-II for the Yale are included in each graph. In this way, each school can compare its scores to overall school functioning, as well as compare changes across the program years. However, because the scope of skills measured by these two instruments differs, scores on the CHKS are not comparable to

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[2] **External assets** refer to environmental or external supports and opportunities that are linked to the development of innate resilience in youth. Three principles are essential in healthy youth development: *Caring Relationships, High Expectations,* and *Opportunities for Meaningful Participation.*

Internal assets are associated with resiliency and include *Empathy, Problem Solving*, and *Goals and Aspirations*.   These traits are considered outcomes of the developmental process and can be seen as indicators as to whether critical environmental supports and opportunities are in place. They are, therefore, the individual qualities associated with environments rich in the external assets

those earned on the Yale.

In interpreting the 95% CIs, higher scores on each scale represent more positive outcomes. Data were only included if a minimum of 20 respondents completed the questionnaire. Where 95% CIs are missing for certain measures on individual school charts, there were not enough respondents to reliably calculate the 95% CI.

Both Internal and External Assets scores of students at School B were relatively consistent over the course of the grant period, with Internal assets being slightly higher in Year I, when problem-solving skills earned high scores. In the areas of External Assets, students consistently reported high expectations at home, demonstrating their perception that the adults in their homes believed that they can and will succeed. A very low percentage of students (less than 10%) have ever tried cigarettes, alcohol, or marijuana. Most students reported that they feel safe at school, although in the first two years, 50% had witnessed weapons at school. (That number dropped to 30% in Year III). Generally, students seem optimistic about the future when talking about their goals and aspirations, and a vast majority of students say they plan to go to college or some other form of school after high school. Scores on the Yale School Climate Survey, however, were below national averages in most categories, especially in the domains of Order and Discipline and Student Interpersonal Relationships.

School B - CHKS and Yale Outcomes

CHKS and Yale Outcomes - Combined Schools
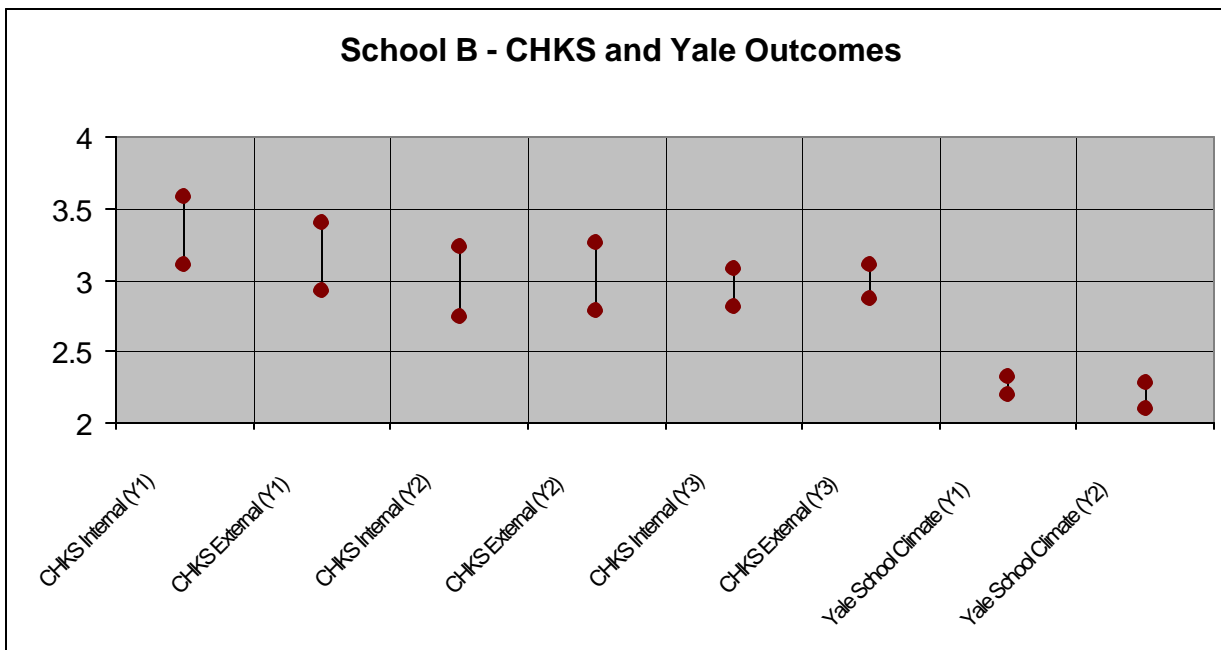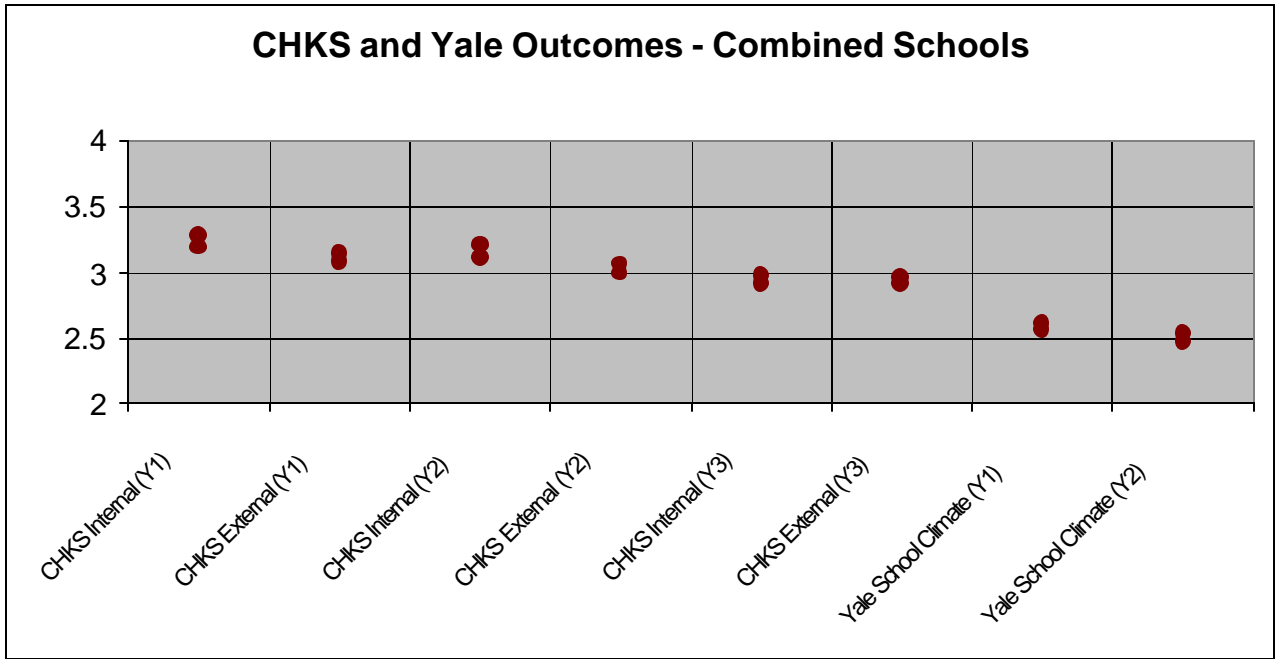
Overall key findings for School B are summarized in the following table:

School B	# Components Successfully Implemented	CHKS/Yale SCS Risks	CHKS Resiliency
Started good, but no implementa-tion	0	**ATOD:** Elem. alcohol use very high in Year II, but otherwise low usage (**MS** alcohol usage was the highest of all schools in Yr I) **Violence:** Moderate to high levels, but peaks in Yr II- High bullying in all years Very low weapons use in Yr I MS- High depression 40%	**External:** Highest in Yr I, drops in Year II and III **Internal:** Very high in Year I and then significant drop in subsequent years Yr I high assets --low usage

School C

School C is a small, inner city middle school serving grades 5-8. It was the first charter school in Washington DC, opening in September 1996. It operates under the sponsorship of the Capital Children's Museum and is located in Ward 6 in NE Washington DC. The school provides an alternative learning environment for underachieving students who are at risk of dropping out. Ninety-eight percent of students are African American, while 2% are Hispanic. Seventy-nine percent of students are classified as low-income and are entitled to free or reduced price lunch.

During the three-year Safe Schools Healthy Students (SS/HS) grant period (Fall 1999 to Fall 2002) the school faced considerable organizational challenges. It expanded its enrollment from 100 to 150 students. Leadership was unstable; over the grant period there were four principals. In 2001, the Chancellor-Beacon Management Company was contracted to manage the school. Chancellor provides some programs that overlap with SS/HS, such as a health curriculum dealing with substance abuse, but generally did not interfere with the SS/HS initiative. Teacher turnover was high. Fortunately, only one person held the SCRC position and was able to provide continuity for the grant initiatives at the school. The SCRC worked closely with the school's Mental Health Clinician and generally made good progress on grant initiatives.

Mental Health: The full time Mental Health Specialist from September 2000 through December 2002 reports a very successful program. Initially, many of the children were reluctant to see the MHC because they associated counseling with being crazy. However, by the time the MHC departed from School C, the children had realized that counseling was just as important as going to see a physician. The mental health program was embraced by the many principals of the school along with the management company. However, some of the leaders of the school had a different agenda of what the mental health program or clinician should do in "their school". This became the biggest challenge in the implementation of this component. The mental health program touched every child at the school through interfacing with the students in prevention activities, crisis intervention, after-school program (Girl Scouts), parent groups, peer mediation, girls' retreat, group counseling or individual counseling. The MHC reports that the mental health program assisted in the low percentage of teen pregnancy at the school, the low usage of drugs by the students, the decrease of serious peer violence and the increase of students expressing feelings on difficult matters. Additionally, it was thought that the relationship among the special education team, the SCRC, and this clinician from 9/2000-5/2002 was very beneficial and unique for the whole school. Reportedly, they worked as a team while respecting each other's different disciplines and felt that working with the Safe School Grant was a rewarding experience.

Steering Committee: The SCRC facilitated a Steering Committee composed of students, parents and teachers that was actively involved in planning and monitoring the implementation of SS/HS initiatives.

Early Intervention Team: The school had already 'bought into' the idea of early intervention before the grant and used the grant to further its initial efforts. The team, which was comprised of the SCRC, MHC, Special Ed coordinator and teachers met weekly and made decisions about a range of school issues.

School Security and Safety Assessment: The SCRC established a positive relationship with the police who have made several presentations in the school. However, the SCRC was unable to get a School Resource Officer assigned to the school or to get the police involved in assessing security.

School Safety Planning: School representatives attended a School Crisis Planning Workshop but there was little follow-up action on planning. The school also sent a team to be trained in Crisis Intervention but teacher turnover has reduced its effectiveness.

Substance Abuse Prevention: The school has sponsored several substance abuse interventions. Botvin's Life Skills was the most effective.

Parent Involvement: The school had a small but growing Parents' Anonymous Group, which began in June of 2001, and sponsored a Catholic Charities Parent Education course. Both programs ended in December 2003. It also has a PTA and involves parents in volunteering and socials. However, the school still needs a much more effective liaison with parents in matters of discipline.

Peaceful Schools: About 9 of the 20 staff received intensive training. A PS developer worked intensively with 6 staff. PS has reportedly had a positive effect on the management of some classrooms. The school created and implemented a revised discipline plan that worked well for a while although some elements were lost during changes in school leadership. Additionally, staff and students were trained in peer mediation and the program was fully implemented.

After-School Programs: Before the grant, there was no after-school program. By Year III of the grant, 40% of students were served by a reportedly effective program.

Key Findings: The graphs below represent the 95% Confidence Interval (95% CI) around the mean for each of the primary CHKS[3] and Yale scales. Based on the mean and variability in responses, the 95% CI measure represents the expected range in which future participants' responses would fall given a repeated sampling/survey. Thus, the 95% CIs in the graph can be viewed as the response ranges of the participants for each scale within each school sample. This measure is a better representation of a school's functioning than the mean, or average, because it depicts the variability in response ranges as well as the measure of central tendency (midpoint). While it displays the variability, extremely unusual points (outliers) are not included i.e., (the most extreme 5%).

The CI's for School C are presented, along with a corresponding graph of the 95% CIs for the combination of all schools participating in the program. Also, scale scores for Years I-III for the CHKS and Years I-II for the Yale are included in each graph. In this way, each school can compare its scores to overall school functioning, as well as compare changes across the program years. However, because the scope of skills measured by these two instruments differs, scores on the CHKS are not comparable to those earned on the Yale.

In interpreting the 95% CIs, higher scores on each scale represent more positive outcomes. Data were only included if a minimum of 20 respondents completed the questionnaire. Where 95% CIs are missing for certain measures on individual school charts, there were not enough respondents to reliably calculate the 95% CI.

CHKS results indicate that fewer than 40% of students have tried cigarettes, alcohol, and marijuana. Additionally, students report that illegal substances are very difficult to access, especially at school. Equally positive is the fact that *student perception that use of these substances is harmful increased over the three years*. Students report that they feel safer at home than at school, possibly a corollary finding to the fact that over one-third (36%) of students report witnessing weapons at school. Although mean scores on the Yale School Climate Survey fall below the combined schools'

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[3] **External assets** refer to environmental or external supports and opportunities that are linked to the development of innate resilience in youth. Three principles are essential in healthy youth development: *Caring Relationships, High Expectations,* and *Opportunities for Meaningful Participation.*

Internal assets are associated with resiliency and include *Empathy, Problem Solving*, and *Goals and Aspirations*.   These traits are considered outcomes of the developmental process and can be seen as indicators as to whether critical environmental supports and opportunities are in place. They are, therefore, the individual qualities associated with environments rich in the external assets

scores, School C scored above national averages on both the Parent Involvement and Achievement Motivation domains, reflecting parental participation in school activities as well as high levels of teacher involvement, self-confidence, and positive attitudes toward school.

School C - CHKS and Yale Outcomes

CHKS and Yale Outcomes - Combined Schools
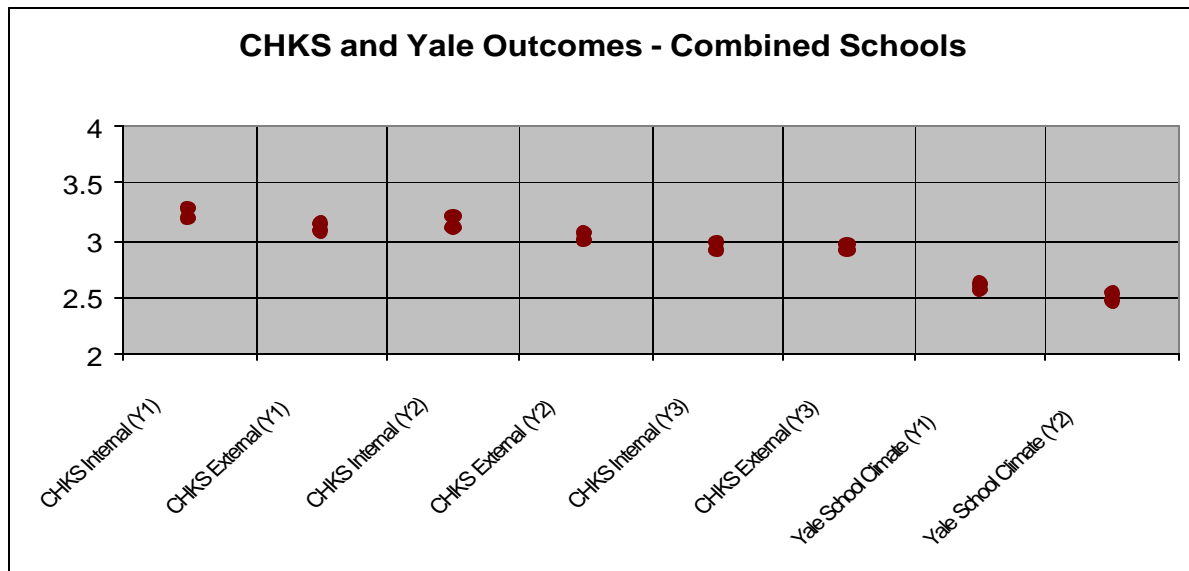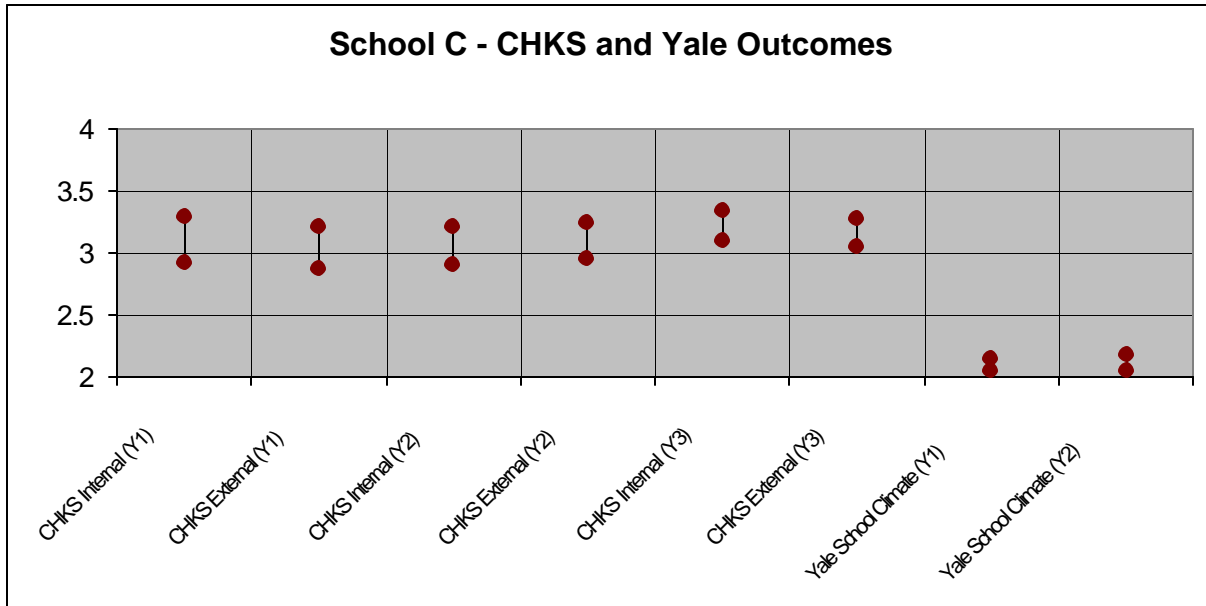
Overall key findings for School C are summarized in the following table:

School C	# Components Successfully Implemented	CHKS/Yale SCS Risks	CHKS Resiliency
small n	7: MH SC EIT ATOD PI PS AS	**ATOD:** Peak in Yr II at 20% for tobacco, 26% alcohol **MS:** Current alcohol and tobacco use highest in Year II **Violence:** Peak in Year I with 29% for carrying , 57% for witnessing, and 62% for bullying--decreased in all areas in Year III Highest of all school in carrying knives (24% in Year II) and other weapons Threatened with weapons high at 20% (Nat'l - 8%) Highest in Sexual Activity **Yale:** Lowest in Order and Discipline Lowest in General School Climate	**External:** Highest in Year II - meaningful participation is the highest of all schools in Year II **Internal:** Average scores in all domains in all years **MS:** External assets in average range Meaningful Participation - increases steadily over three years Goals and Aspirations - high all three years

School D

School D, an elementary and middle school with an enrollment of about 600 students, is located in Ward 8 in Southeast Washington DC. The school opened in September 1999. Its mission is 'to provide a rigorous academic program enriched with educational technology and a comprehensive career education curriculum that prepares students for college and/or skilled employment'. Ninety-eight percent of students are African American; 2% are Caucasian. Eighty-five percent of students are classified as low-income and are entitled to free or reduced price lunch.

During the 3-year Safe Schools Healthy Students (SS/HS) grant period (Fall 1999 to Fall 2002) the school faced considerable organizational challenges. It began operations in the first year of the grant with K-6 students and added middle-school grades 7 and 8 during the grant period. Enrollment increased from 566 to 623 students. Three different management companies operated the school during the grant period (Edison took over in 2001). Reportedly none of the managers interfered with the implementation of the grant.

School D had two principals during the grant period and 3 SCRCS. It appears that the school made progress during the first two years of the grant with the support of school leadership interested in the grant. However, it lost ground in the third year with the appointment of a new principal. A new SCRC taking over at that time commented that he was tasked with many non-grant duties (teaching, mentoring, hall and lunch monitoring) and could not get the principal to focus on the grant. Low morale and high turnover among teachers also reportedly interfered with grant implementation efforts. The school had difficulty accommodating mental health services and these were withdrawn from the school at the end of the grant period.

Mental Health: School D was provided with two full-time mental health clinicians. Unfortunately, the MH program was unable to reach an acceptable working relationship with the school and services were terminated at the end of Year III. A report from an MHC who served from December 2001 to the end of the grant period described some of the challenges and successes of the program's implementation: 'The school was fraught with frequent administrative changes that led to systemic difficulties in the mental health component becoming fully operational. Therefore, the mental health component was pulled because of the slow and problematic progress in the office space and telephone requirements. The school was not cooperative with the referral process therefore interventions were not coordinated with the other team members working with the children. The clinicians attempted to work with the SCRC aspect of the grant but there was no working relationship with him. However, the MHC saw particular success with the grief support group, and the primary intervention programs, specifically, the Success Club, the Garden Club, and with the after-school social skills program.'

Steering Committee: In the first half of the grant the school had a steering committee consisting of parents, students, teachers, community leaders, the clinician and the SCRC. The Committee ceased to function in Year III.

Early Intervention Team: The school has a team made up of the Special Ed teacher, the SCRC, social workers, clinicians, teachers and the vice-principal. It makes decisions on a range of issues. According to the SCRC reporting in Year III, procedures for referral and follow-up were not well structured. 'Many students have been kicked out of school so there is no follow-up'. A large number of students are suspended – a process over which the team has little control.

School Security and Safety Assessment: The SCRC reported that the school developed a good relationship with the police from the start. An SRO was assigned to the school. Police worked with the

Boys and Girls Clubs and provided some counseling to students on request. Officers were present when students were leaving school and checked-in at the school throughout the day. The Police were not involved, however, in assessing school security.

School Safety Planning: The SCRC reports that as of Year III, the school had not followed up on the School Crisis Planning workshop and teachers

Substance Abuse Prevention: The MHC implemented 'Girl Power' in Years I and II of the grant. The SCRC believed this program was effective. In Year III, the school introduced the Botvin's Life Skills Training program and the MHC also used the 'Say No' program – both were in the early stages of implementation in Year III.

Parent Involvement: Clinicians provide family therapy and home visits but parent involvement at the school is extremely low. The Principal did not respond to a parent outreach program presented by the SCRC in Year III.

Peaceful Schools: In the first half of the grant period, there was extensive training at the school in PS. Some staff were trained in Year I. In Year II, the entire teacher staff received intensive PS training. . The school also received special early childhood PS training and some staff were trained in Adventures in Peacemaking for after-school programming. However, the school had an extremely high turnover rate and the SCRC in Year III reported that '50-75% of those teachers are no longer at the school'. A change in leadership also impacted negatively on the PS program. According to the SCRC, the PS initiative by Year III was not effective because the Principal did not understand the concept and few teachers were actually using the resources of PS. Fortunately, at the end of the grant period, three teachers who were skilled in PS practices had been trained as Mentor Teachers under the grant. The Mentor Teachers continue to teach and promote PS skills and methods. Further, the Principal in Years I and II was supportive and some limited progress was made in revising the discipline plan; however, work on this aspect of the grant stopped with the arrival of a new Principal. In Year III, the school opted to use the DC Public School discipline plan and made no further efforts at developing its own plan. The Initiative trained Elementary and Middle School students and staff in Peer Mediation. However, the program lacked the support of a complementary discipline code and never got off the ground.

After-School Programs: Before the grant, there was no after-school program. Reportedly, the school made impressive gains in establishing a viable and stimulating program in the first two years of the grant. However, in Year III, the SCRC commented that the after-school program has 'gone down significantly'. There was a lack of participation even though the school had a 21st Century Learning Grant. Middle school students were not involved and the program served only 20% of the students.

Key Findings: The graphs below represent the 95% Confidence Interval (95% CI) around the mean for each of the primary CHKS[4] and Yale scales. Based on the mean and variability in responses, the 95% CI measure represents the expected range in which future participants' responses would fall given a repeated sampling/survey. Thus, the 95% CIs in the graph can be viewed as the response ranges of the participants for each scale within each school sample. This measure is a better representation of a school's functioning than the mean, or average, because it depicts the variability in response ranges as well as the measure of central tendency (midpoint). While it displays the variability, extremely unusual points (outliers) are not included i.e., (the most extreme 5%).

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[4] **External assets** refer to environmental or external supports and opportunities that are linked to the development of innate resilience in youth. Three principles are essential in healthy youth development: *Caring Relationships, High Expectations,* and *Opportunities for Meaningful Participation.*

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The CI's for School D are presented, along with a corresponding graph of the 95% CIs for the combination of all schools participating in the program. Also, scale scores for Years I-III for the CHKS and Years I-II for the Yale are included in each graph. In this way, each school can compare its scores to overall school functioning, as well as compare changes across the program years. However, because the scope of skills measured by these two instruments differs, scores on the CHKS are not comparable to those earned on the Yale.

In interpreting the 95% CIs, higher scores on each scale represent more positive outcomes. Data were only included if a minimum of 20 respondents completed the questionnaire. Where 95% CIs are missing for certain measures on individual school charts, there were not enough respondents to reliably calculate the 95% CI.

CHKS results for School D students indicated above average meaningful participation with adults in the home, especially in Year I when compared to the other charter schools in the study. Additionally, a very low percentage of students have tried cigarettes or alcohol and only 15% have tried marijuana. These students appear to have healthy perceptions of the harm of the use of these substances, and 92% feel that marijuana use is very harmful. In Year I, 16% reported having seen other students with weapons in school, but that number more than doubled to 39% in Year II and 41% in Year III. Students at School D generally seem to feel safer at school than in their neighborhoods. Although students scored below national averages and combined schools' means in most domains of the Yale School Climate Survey, scores in Student-Teacher Relations and Achievement Motivation were relatively higher, indicating positive perception of the caring, respect and trust existing between students and teachers and students' willingness to succeed academically.

School D - CHKS and Yale Outcomes

CHKS and Yale Outcomes - Combined Schools
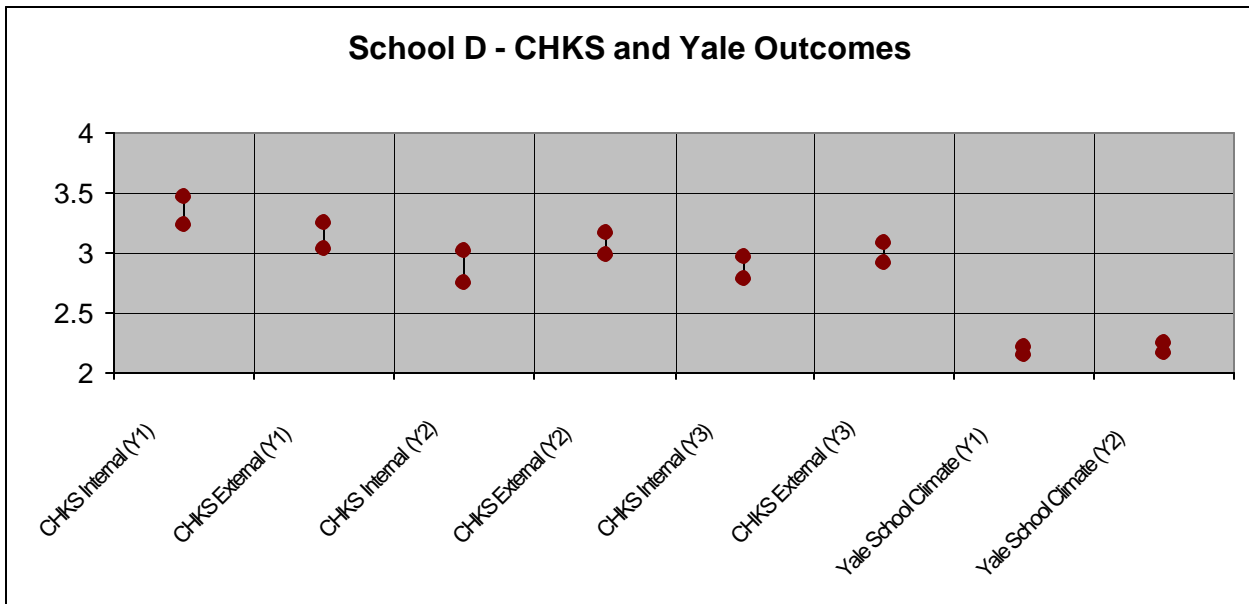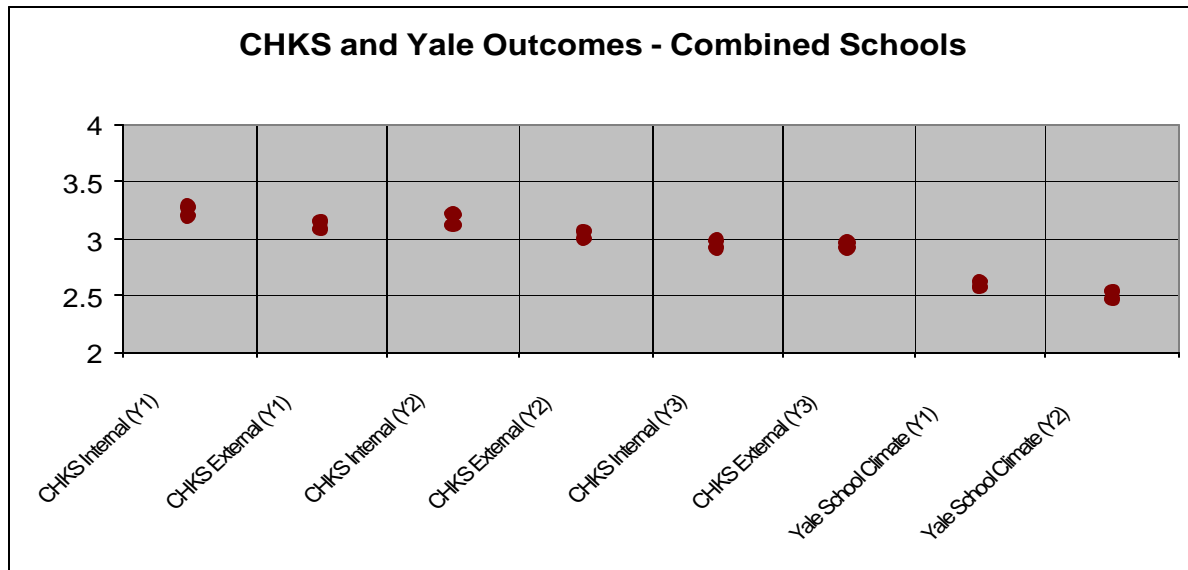
Overall key findings for School D are summarized in the following table:

School D	# Components Successfully Implemented	CHKS/Yale SCS Risks	CHKS Resiliency
good results, poor implementa-tion MS-violence w/ decreases in assets High depression	2: SS ATOD	**ATOD:** Highest of all schools in marijuana in Yr II (16%) but 0 in Year III Low tobacco and decreased over three years/moderate alcohol **Violence:** Low carrying (7%) Witnesses increased over three years from 16% to 41% Bullying decreased from Yr I to III **MS:** Alcohol usage decreased each year 24% to 19% Current use peaks in Year II at 18% -still less than Nat'l Exceed Nat'l in tobacco (16% -Yr II) and marijuana (10%) current usage in Year II and III **Violence:** Significant increases from Yr I to II in guns and knives, but decreased in Year III-however, 'other weapons' increased. Moderate fighting (40%) and above norm for threatened with weapon Depression High w/ increases every year **Yale**: Low in resources	**External:** Moderate in High Expectations at school for all three years Home is High on all domains/meaningful participation highest in Year I **Internal:** High only in Yr I on all domains, but particularly in Goals and Aspirations **MS:** External assets decreased each year Internal moderate and decreased each year

School E

School E opened in Fall 1998. It serves students from Pre-K through Grade 12 and operates at two campuses in Northeast Washington DC. During the three-year Safe Schools Healthy Students (SS/HS) grant period (Fall 1999 to Fall 2002), School E added Grades 9-12 and increased its total enrollment from 277 to 385 students. The focus of School E is 'to provide for the academic, physical, social and cultural development of all students…to accommodate as many students as possible, especially students of African-American decent, members of cultural minorities and the resilient child'. In Year III of the grant, 97.5% of students were African-American, 1% Hispanic, 0.5% Caucasian and 1% "Other". About 73% of students qualify for free and reduced price lunches.

The school pursues its mission by 'offering a wholesome, progressive and self-esteem building learning environment using hands-on, remedial and one-to-one instructional techniques'. School E believes that 'It takes a Village and you to educate our children'. As well as math, science, the arts, entrepreneurial and technical training, students are given 'cultural tutelage and learn about people of African descent who have made important contributions in the world'. The school has five staff members proficient in Arabic, two in Spanish and two in French.

School E operates with four permanent Principals, one for each segment of the school. During the grant period, there were some changes in principals in the middle and high school but since replacements came from within the school, there was little disruption. School E has an active Board of Trustees that gradually recognized the potential of the SS/HS grant and became very supportive in Year III.

A single person held the SCRC position throughout the grant period and was able to work well with the school's 4 principals as well as with the Board and community groups to implement the SS/HS Initiative often in the context of divergent views, and conflicting interests. The SCRC was able to access additional grant money for the school and involve the community. For example, she invited UPO (food bank and bread program) into the school, as well as the ANC, and nearby elderly residents who provided tutoring. According to the MHC, the SCRC was already part of the school before the SCRC position was created. She understood School E's culture and mission and had already fostered special relationships at all levels. She was successful in implementing many aspects of the grant because she was able to show a clear connection between the grant initiatives and the vision of the school. She lobbied heavily and successfully for the hiring and sustaining an additional MHC at the school.

Mental Health: A Mental Health Specialist was assigned full-time for Pre-K through 8th Grade from May 2000 to Fall 2002, and continued to work at the school after the grant terminated. The MHC reports that the Mental Health Specialist and mental health services were valued and actively integrated within the school culture. Students responded well to the Life Skills Training: 'Promoting Health and Personal Development.' Acceptance and service integration was greatly facilitated by the relationship developed between Mental Health Specialist and Ms. Linda Mobley, SCRC who had established relationships with the Founder, Administration, and staff. Ms. Mobley was already embedded in the school culture, values, and mission, thereby facilitating rapport and trust building as Mental Health Specialist entered the organizational system.

Steering Committee: Reportedly, the school had an active steering committee that met regularly and included parents, staff, community representatives and students.

Early Intervention Team: The EIT began at School E in Year II and by Year III it met on a weekly basis. Initially each school segment (elementary, middle and high school) had its own team because they saw

themselves as separate and distinct from the others. They were slow in accepting EIT because it represented more work. The SCRC pushed for School E to centralize EIT into one team. In Year III, this was made up of teachers, the elementary school principal, the MHC, SCRC and the Social Worker. The team made decisions about a range of issues affecting students and reportedly follow-up was 'pretty good'. The EIT used its network of community groups to respond to specific needs of students.

School Security and Safety Assessment: Local police provided presentations to students but no SRO was assigned to the school. Initially the police agreed to help with a school security assessment, but after 9/11, plans changed and they were unable to do so.

School Safety Planning: After a School E team attended an SS/HS sponsored School Crisis Planning Workshop, there were meetings at the school and the Board reviewed the information on crisis planning. There was school-wide buy-in for crisis planning in theory but the Board preferred another planning model, to the one offered by SS/HS. The School supported SS/HS' Crisis Intervention Training program.

Substance Abuse Prevention: The school used interventions that included Life Skills, the Path Program and mentoring which were reportedly very effective. The SS/HS developed programs focused on activities in small groups. The school made use of the Ripple Effects software program particularly for fifth and sixth graders. Impressively, the school directly employed mental health specialists with doctoral and MSW level degrees and substance abuse prevention credentials. The school sought and secured additional funds for evidence-based substance abuse prevention models.

Parent Involvement: School E supports a Parents Anonymous group and offers a Catholic Charities Parenting Program and an Adult Education Program. The school reports that several dozen parents took part in its programs and that the impact of the Initiative on parents is evident in 'major personal growth in some cases and the surfacing of parent leadership skills'.

Peaceful Schools: Peaceful Schools trainers worked successfully at a number of levels at this school: in the Elementary, Middle and High school classrooms as well as with After-school program staff. As of April 2002, two Mentor Teachers responsible for encouraging PS techniques and continuing PS training at the school were in place and functioning well. The school also worked hard at revising its discipline procedures, which provided some challenge. The SCRC lobbied for a cohesive and unified plan across all segments of the school. Individual principals resisted because of issues of age appropriateness, structure and environment. However, each school segment eventually revised its discipline plan and principals were pleased with the outcome. The SCRC reports that the new discipline plans have resulted in a better-run school and more adult cohesiveness. Students and teachers in the Elementary and Middle Schools have been trained in Peer Mediation. The Peer Mediation process has high credibility at School E and the school uses it for a number of purposes, including student-to-student, group to family and classroom mediations.

After-School Programs: School E reports that it provides a very strong before and after- school care program as well as an after school activities program that includes martial arts, dance, arts and crafts, mentoring and tutoring, community service projects, AmeriCorps, academic enrichment, and DC scores.

Key Findings: The graphs below represent the 95% Confidence Interval (95% CI) around the mean for each of the primary CHKS[5] and Yale scales. Based on the mean and variability in responses, the 95% CI measure represents the expected range in which future participants' responses would fall given a

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[5] **External assets** refer to environmental or external supports and opportunities that are linked to the development of innate resilience in youth. Three principles are essential in healthy youth development: *Caring Relationships, High Expectations,* and *Opportunities for Meaningful Participation.*

Internal assets are associated with resiliency and include *Empathy, Problem Solving*, and *Goals and Aspirations*. These traits are considered outcomes of the developmental process and can be seen as indicators as to whether critical environmental supports and opportunities are in place. They are, therefore, the individual qualities associated with environments rich in the external assets

repeated sampling/survey. Thus, the 95% CIs in the graph can be viewed as the response ranges of the participants for each scale within each school sample. This measure is a better representation of a school's functioning than the mean, or average, because it depicts the variability in response ranges as well as the measure of central tendency (midpoint). While it displays the variability, extremely unusual points (outliers) are not included i.e., (the most extreme 5%).

The CI's for School E are presented, along with a corresponding graph of the 95% CIs for the combination of all schools participating in the program. Also, scale scores for Years I-III for the CHKS and Years I-II for the Yale are included in each graph. In this way, each school can compare its scores to overall school functioning, as well as compare changes across the program years. However, because the scope of skills measured by these two instruments differs, scores on the CHKS are not comparable to those earned on the Yale.

In interpreting the 95% CIs, higher scores on each scale represent more positive outcomes. Data were only included if a minimum of 20 respondents completed the questionnaire. Where 95% CIs are missing for certain measures on individual school charts, there were not enough respondents to reliably calculate the 95% CI.

On the CHKS administered in Year I, students at School E scored slightly higher in Internal and External Assets than in subsequent years, although confidence intervals in Year I show a greater range of variability in responses.   A fairly low percentage of students have tried cigarettes, alcohol, and marijuana and, although in Years I and II, students reported that drugs were 'Very Easy' to access. Availability of drugs and alcohol decreased, however, in Year III, as most students reported that access became 'Very Difficult'. They seem to have healthy perceptions of the harm of using such substances with over 60% agreeing that drugs are 'Extremely Harmful.' There was, however, increasing gang involvement. In Year I, 10% said that are or had been in a gang and, by Year III that number rose to 20%. Overall, students seem to feel safer at home than at school. On the Yale School Climate Survey, School E scored above the national averages in every category in Year I, especially in Student-Teacher Relationships. In Year II, however, scores exceeded national averages only Sharing Resources (equal student opportunity to participate in school activities, materials, and equipment), Parent Involvement, and Achievement Motivation (the extent to which children at the school believe that they can learn and are willing to learn). This reflects an influx of new students from different nationalities and cultures.

School E - Yale and CHKS Outcomes

CHKS and Yale Outcomes - Combined Schools
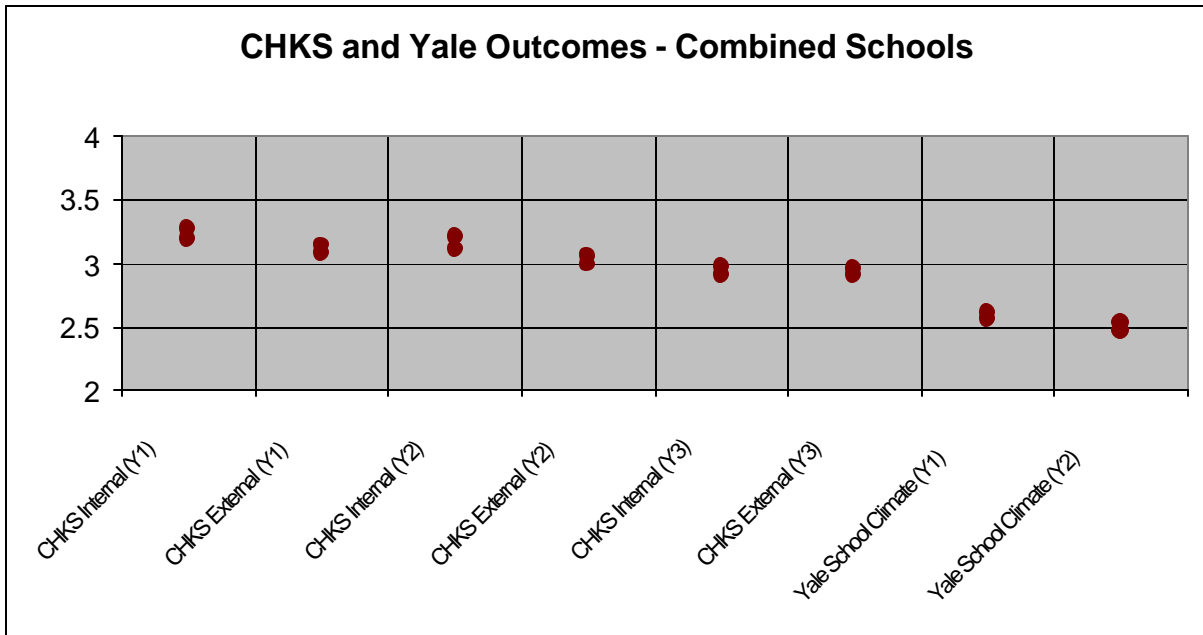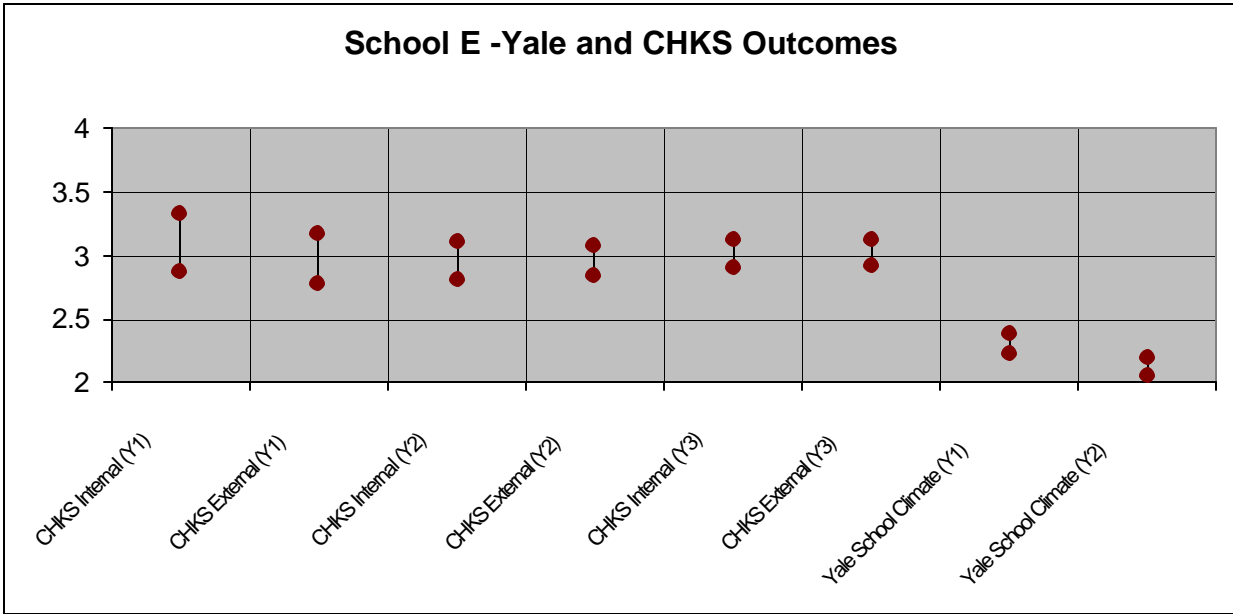
Overall key findings for School E are summarized in the following table:

School E	# Components Successfully Implemented	CHKS/Yale SCS Risks	CHKS Resiliency
Successful implementa-tion and results, except weapons	8: MH SC EIT SP ATOD PI PS AS	**ATOD: (low n)** Alcohol decreased over three years 20% to 2% Low tobacco and marijuana 1-2% **Violence:** Weapons carrying increased 0-10% Witnessing weapons increased to high of 60% in Yr II and dropped to 19% in Year III Bullying about average at 57% Yr I and decreased to 50% in Year III **MS:** 20% for lifetime alcohol for all three years Current usage lower than Nat'l -peaked for all substances in Yr II (marijuana exceeded Nat'l in Yr II) Carrying guns is low for all years, but knives and other weapons is high- around 20% for all years Fighting decreased steadily (50% to 42%) Threatened with weapon decreased (13% to 8%) Highest of all schools in feeling safe at school (80%-97%) **Yale:** High in student/teacher and peer relations Highest in Order and Discipline High in Achievement Motivation and General School Climate	**External:** Moderate to low at school with meaningful participation very low Home environment- consistently high in all domains for all years and esp. for meaningful participation **Internal:** Increased in Problem Solving across three years, but decreased in Goals and Aspirations **MS:** Meaningful Participation increased steadily each year

School F

School F is a small primary school serving students from Pre-K through Grade 5. Located in Ward 1 in Washington, it 'serves children from low-economic families and communities within Mount Pleasant, Columbia Heights, Shaw, and Anacostia'. Since it opened in September 1997, the school's mission has been 'to create a continuous comprehensive educational experience in the processes of the arts and architecture' for its students. Seventy-seven percent of students are African American; 22% are Hispanic and 1% are Caucasian. A number of staff is bi-lingual in Spanish and English. Seventy-eight percent of students are classified as low-income and are entitled to free or reduced price lunch.

During the three-year Safe Schools Healthy Students (SS/HS) grant period (Fall 1999 to Fall 2002), School F presented a stable and welcoming environment for the implementation of the grant. Although the school added Grades 4 and 5 during the grant period, the student body remained small and increased only slightly from 83 to 95 students. The School Board fully supported the efforts of the Initiative. The school retained the same Principal throughout the grant period. The SCRC position was shared by the Principal and the School Coordinator, an arrangement that ensured that school leadership was aware of the grant's purposes and requirements. While the school appears to have valued the grant and recognized the benefits it received from it, School F remained critically selective about which aspects of the grant it would choose to implement.

Mental Health: As reported by a member of the DC Department of MH team familiar with the school, there was no mental health program at the school before the grant. However, the program operated during the entire grant period and was successful at setting a climate that was receptive to school-based mental health. Although the mental health services were welcomed, the school had some difficulty initially integrating it with school philosophy and daily activities. The MHC focused more on prevention than early intervention. Generally the mental health interventions and techniques were implemented and taught in the studios, rather than in the MHC's office. The MHC also had individual therapy cases, as well as psycho educational and grief and loss groups.

Steering Committee: The school's steering committee was comprised of staff, students, parents and teachers. It served mainly to energize its members and get them involved in the school. However, the school leadership found that the Steering Committee was not a practical way to make decisions for the Initiative. In practice, school leaders directed most grant activities.

Early Intervention Team: Before the grant period the school had an early intervention team, the Faculty Student Family Support Team. During the grant period it began meeting on a regular basis. The Team made decisions about children on a range of issues. The Team developed a written plan with a timeline attached for each child referred to it. Recommendations were made to the teachers. The school reported that there was diligent documentation and follow-through on each case.

School Security and Safety Assessment: The school leadership did not place a high priority on developing an ongoing relationship with the police, although police were responsive on those occasions when the school called them. The police were not involved in assessing security and there is no SRO assigned to the school.

School Safety Planning: The school participated in the School Crisis Planning Workshop but did not use the safety plan format. At the end of Year III, a safety plan had been discussed but not finalized. The school reported that staff was aware of what to do in the event of a crisis. During the no-cost extension the school sought additional assistance and completed a plan.

Substance Abuse Prevention: The school did not have a substance abuse prevention program. The school relied on the EIT to identify a substance-abusing student and develop a plan.

Parent Involvement: Under the grant, the level of parent involvement increased substantially. Parents are interested in volunteering and reportedly Parent Education and Parents Anonymous (which began in October 2001) have been very effective for those who participate.

Peaceful Schools: All teachers at the school were trained in PS. There were two on-site trainings: *Professional Development* and *Peer Mediation, Modeling and Sharing*. The school leadership was supportive of PS and teachers are using parts of the PS materials. The school leadership felt that PS required a lot of staff time, while teachers commented that although the PS information is useful as a resource, PS 'is in pieces and does not flow with the school curriculum'. CSSS staff felt that although school leadership valued the teacher training highly, there was never a complete understanding of the aims of PS. The school's leaders and many teachers at the school are accomplished artists who have a great deal of internal discipline themselves and model it effectively for their students. However, many staff are 'artists learning to be teachers' and some did not grasp the extent to which behavior and self-discipline skills have to be taught to children in a consistent and structured way. The teacher turnover rate was high and each year new teachers had to be trained. There were also some 'philosophical differences between the school and the SS/HS plan for revising the discipline plan'. Admirably, the school got staff, student and parent support for their reframed discipline plan. In the end, the school used the guidance offered by SS/HS and shaped a plan that the school was comfortable with. At first the school had some difficulty understanding the specialized skills developed in the Peer Mediation Training, which builds on but goes beyond the more generalized self-management and cooperation skills taught in PS. In Year III, staff and students were trained in peer mediation and the school 'uses parts of it'.

After-School Programs: The school had an after-school program before the grant period and expanded it during the grant. By 2002, the after-school program served 80% of students and offered a range of activities: tutoring, concerts, field trips, all the arts, sports and swimming. School leaders commented that the California Healthy Kids Survey data indicating that 'kids were home alone' justified the need for expanded programming.

Key Findings: Most of the students at School F said they feel safer at school than at home and 65% said they like coming to school. Students seem to have a very positive relationship with their teachers with a vast majority agreeing that they trust teachers, that teachers care, and that they help them with their problems. There were no apparent substance abuse issues; fewer than 15% of students have tried cigarettes, alcohol, or marijuana. On the Yale School Climate Survey, 80% of students reported that sometimes the school roof leaks, while 50% reported that there are often broken windows and doors.

Overall key findings for School F are summarized in the following table:

School F	# Components Successfully Implemented	CHKS/Yale SCS Risks	CHKS Resiliency
successful except Bullying	4: MH EIT PI AS	**ATOD:** High lifetime alcohol usage in Yr II at 32% (Elem) Other substances and years- low **Violence:** Carrying weapons around 7% for each year Bullying is highest of all schools for each year 82%-87%	**External:** High for all school domains for each year-esp. Meaningful Participation Home domains are consistently high - higher than school domains **Internal:** Increased over two years except for Goals and Aspirations

School G

School G opened in Fall 1998. It is a small elementary school serving students in grades K- 5 in Northwest Washington DC. During most of the three-year Safe Schools/Healthy Students (SS/HS) grant period (Fall 1999 to Fall 2002) the school was located in NW Washington. In June 2002, it moved to its present location in Ward 1 also in NW. During the grant period, the school added grades 4 and 5 and increased its student enrollment from 65 to its target enrollment of 225 students. While many of the students come from the immediate neighborhoods of Adams Morgan, Columbia Heights and Mt Pleasant, some also come from other parts of the city. Sixty-five percent of students are African-American, 33% are Hispanic, 1% are Caucasian and 1% Asian. The school reports that in Year I, 90% of students were eligible to receive free or reduced price lunches and 35% were from homes where a language other than English is spoken.

The school believes that every student can succeed academically and become a responsible citizen. School G aims to give every student a solid foundation in reading, mathematics, social studies, science in the arts. Community service activities prepare students to become caring neighbors and good citizens. One of the school's goals is to teach children to speak, read and think in two languages: either English and French or English and Spanish. Each student's family chooses a language. Classes are taught in that language providing the student with a language immersion experience. Another goal is to increase students' knowledge of and respect for their own culture and the cultures of others.

The school provided a stable and supportive environment for the implementation of the grant. There was only one school principal throughout the grant period. The school's Executive Director was a former ESR trainer and fully understood the Peaceful Schools techniques and philosophy. The Executive Director also served in the role of SCRC, an arrangement that ensured that school leadership was fully aware of purposes and requirements of the SS/HS Initiative. Reportedly the school board and the Principal were also fully in support of the Initiative.

Although not all grant Initiatives were judged appropriate for implementation at the school, there were successes in a number of areas.

Mental Health: The mental health program at School G operated from Fall 2000 to June 2002. The MHC reports that the program was successful in that the School climate changed dramatically and awareness of mental health factors on children's behavior increased to a large extent. The school welcomed the MH program but did not know how to integrate it into daily routines and activities. It took approximately eight months to clarify the MHC role. Particular successes included the MHC's excellent relationship with the majority of school personnel, a reduction in referrals for crisis interventions, an improvement in the school climate and a reduction in behavioral problems. Among challenges at School G, the MHC indicated that the school did not use the MH program to its full capacity and did not give the MHC a major consultative role at high levels of school administration. The program provided a high number of family consultations and individual therapy sessions. It also conducted psycho-educational groups and groups for grief and loss.

Steering Committee: The school did not use a steering committee as an ongoing planning entity. There was no standing steering committee but there were committees created on an as-needed basis. The school did, however, value the planning retreats organized by SS/HS and exercises in making three-year plans.

Early Intervention Team: An EIT consisting of the Resource Teacher, classroom teachers, and the Principal started in Year I of the grant and met twice a week. The team developed plans for students to address behavioral and academic needs. Student plans were presented to classroom teachers and to the Principal to ensure that there was follow-through.

School Security and Safety Assessment: Police officers came to the school when they were needed;

however, the school did not feel that there was a need to develop an ongoing relationship with the police.

School Safety Planning: In Year III, the school was in the process of moving location and did not see the point in implementing a detailed crisis plan on their old premises. 'The general procedures in the plan are already of part of school culture'

Substance Abuse Prevention: The school did not provide substance abuse prevention and the health curriculum did not cover the topic. The MHC used Ripple Effects software, provided through the grant, when students were in redirection/detention.

Parent Involvement: Parents were supportive of the school and served as volunteers helping with breakfast and with arrivals and dismissals. There were three parents on the Board of Trustees. The school offered parent training and workshops once a month. Informal community education for parents included computer classes, French and Spanish.

Peaceful Schools: The culture at School G was very supportive of the teacher training offered through the PS component of the grant; in fact PS themes were incorporated into many classroom activities. The school estimates that 80-100% of teachers have received intensive training in PS. On-site trainings and workshops at the school included 'some emotional development training and parent training'. The school reports that positive effects of the training are seen everyday. 'Students are not acting out of control'. By the end of the grant period, there was a strong core of teachers supportive of PS techniques. Four teachers at School G trained in the Mentor Teacher Program aimed at providing master teachers with the skills to sustain PS methods at the school. Additionally, the school completed a revised discipline plan using ESR/CSSS guidance and distributed it to parents and teachers. One positive effect of the reframed plan is that 'teachers are happier knowing what will happen'. According to CSSS staff, School G had one of the strongest Peer Mediation programs of any school in the grant. It trained twice as many students and staff as other schools for work as 'peace coaches'. At the school level, there was a strong leader running the Peer Mediation Program and students really enjoyed participating.

After-School Programs: The school had an after-school program before the grant that served about half of all students. Under the grant the after-school program expanded and the quality improved. In 2001, the school served as lead applicant for a successful proposal by SS/HS-supported CSSS staff for a 21st Century Learning Center grant to sustain and build after-school programs. School G and seven other schools under the SS/HS grant benefited from the additional funding. School G administered the grant for the charter schools funded under the 21st Century Program. The School G after-school program focused primarily on custodial and homework assistance. Other activities included French Club, Spanish Club, Science Club, Tennis, Arts, Music, Tae Kwon Do and Journalism Club. The SS/HS grant pays the salary of the After-School Coordinator.

Key Findings: CHKS results indicate that fewer than 20% of students at School G have tried cigarettes and alcohol and fewer than 10% have tried marijuana. Despite these percentages, more students think alcohol is harmful than marijuana. Interestingly, while only about 10% of the students think they are overweight, almost four times as many (38%) report that they are trying to lose weight. Generally, students feel safer at school than at home, although the majority (90%) report witnessing others with weapons at school. Students do seem to have positive relationships with teachers, although 80% said that teachers do not respect the students. Most CHKS respondents (81%) report that they plan to go to college or some form of schooling after high school.

Overall key findings for School G are summarized in the following table:

School G	# Components Successfully Implemented	CHKS/Yale SCS Risks	CHKS Resiliency
CHKS- Year III only Low n Successful implementa-tion and resiliency	**5:** MH EIT PI PS AS	**ATOD: (low n)** Tobacco usage 14% Alcohol and marijuana low **Violence:** Lowest of all school in carrying and witnessing High bullying at 62% **Yale:** Good in all domains, esp. Achievement & Motivation Very High General School Climate	**External:** Highest of all schools in school general and meaningful participation Among the highest for all home domains **Internal:** High in all domains Goals and Aspirations are moderate.

School H

School H is a small public charter school located in the heart of downtown Washington DC at In Ward 2. Founded in 1998, School H works with students in grades K – 5 with unique learning styles. Eighty percent of students follow special education IEPs (Individual Education Programs). Although the school has remained small, it expanded during the three-year Safe Schools Healthy Students (SS/HS) grant period (Fall 1999 to Fall 2002) by adding grades 4 and 5 and by increasing enrollment from 68 to 105 students. During the grant period, 90% of students were African-American, 8% were Hispanic and 1% Caucasian. About 70% of students were classified as low-income and entitled to free or reduced price meals.

The school shares a building with its umbrella organization WVSA (Washington Very Special Arts), a community-based, non-profit, arts-in-education organization that has been serving children and youth with special needs in the Washington area for over 20 years. The WVSA building also houses an art gallery, a studio and other programs sponsored by WVSA. The WVSA connection gives the school access to a wealth of youth and family resources.

School H works to address the needs of students who learn better in creative learning environments. School H incorporates creative arts into all facets of the curriculum; students learn reading, writing and arithmetic using visual art, drama and dance. Educators encourage artistic self-expression as a stimulus for personal, intellectual, emotional physical and social growth. School H was committed to a peaceful, respectful and supportive school environment before the commencement of the grant.

As a well-resourced, small and cohesive school with a tightly focused mission and a philosophy sympathetic to many of the goals of the SS/HS initiative, School H was able to make excellent use of the opportunities offered by the grant. School leadership was stable throughout the grant period: there was only one principal and a Board of Trustees 'most positively' supportive of the grant. The grant allowed the school to hire an SCRC (one person served throughout the grant period), an after school coordinator and a mental health provider.

Mental Health: The MHC reports that School H participated in the SS/HS Initiative Grant during the entire grant period where a Full-Time Mental Health Clinician was placed at the school. The mental health program was very well received, supported, and integrated by the school community, who readily utilized and assisted to develop the mental health and prevention programs within the school. Additionally, the school community participated and other aspects of the Grant to support educational and social emotional growth. In particular, School H teachers eagerly participated in the "Peaceable Classroom" training series and adopted the practices within their classroom communities. This helped lead to other successful prevention programs that support emotional/ social growth. The school was so impressed with the work of the MHC that they hired her as part of their own staff to coordinate their mental health and special education services.

Steering Committee: The 'whole school was involved in decision-making' and SS/HS issues do not appear to have been handled by a separate committee. The school was already familiar with long range planning exercises and did not appear to need extensive coaching in this area from SS/HS.

Early Intervention Team: The school established an EIT in Fall 2000. The team met once a month and was composed of the MHC, the Dean of Students and teachers. The school reported that the EIT was a bit redundant because 80% of School H's students are 'special education' and the majority of team meetings fall under IEP meetings. IEP meetings ' work the same way as EIT meetings; that is, teachers,

the Dean, the OTs, the SLP, the MHC, and Parents meet to discuss intervention and make plans.'

School Security and Safety Assessment: The relationship with the police has been positive since the school was opened. Although there is no SRO assigned to the school, the police did assist in assessing security. The school used grant funds to construct a fence that allows for a safer school environment.

School Safety Planning: The school's umbrella body, WVSA, had already developed an effective crisis plan. The School H team that attended the SS/HS School Crisis Planning workshop compared the information they were given to WVSA's plan and checked for alignment.

Substance Abuse Prevention: The school's MHC designed projects dealing with substance abuse and reportedly, children were actively engaged in learning.

Parent Involvement: The school provided a Parent Education program in partnership with Catholic Charities. Reportedly, about 10 parents made use of it. School H did not offer Parents Anonymous groups.

Peaceful Schools: School H was very enthusiastic about PS training and found that it supported many of their own efforts that were already in place. Reportedly, 95% of staff had received intensive training in PS and 100% were implementing it in their classrooms. Lisa Cureton of PS gave workshops at the school and coaching was available to teachers who requested it. According to CSSS staff, the school gained a great deal from PS training because it had a synchronous mission. The school reports that it already had a positive discipline plan in place before the grant but found it useful to review the plan under SS/HS guidelines. Both students and staff were trained in Peer Mediation Techniques.

After-School Programs: Under the grant, the school expanded its after-school program and served about 22% of students. The after-school program allows children to work with artists, to reinforce literacy skills and to enjoy 'choice time' when they can work on their own projects.

Key Findings: According to CHKS results, a fairly low percentage of students at School H (less than 12%) have tried cigarettes, alcohol, or marijuana and they seem to have a healthy perception of the harm of these drugs. Despite 44% of students reporting they see weapons at school, most said they feel safer at school than at home. Slightly alarming, however, is the fact that 28% say that they see themselves as overweight, but that 44% are trying to lose weight. Students at School H did score above national Yale averages in almost every category, with the exception of the Order and Discipline domain, where students reported poor levels of student discipline, and the School Building domain, where students mentioned the condition of the walls and a leaky roof. Encouragingly, over three-fourths (78%) of students say they plan to go to college or some other schooling after high school.

Overall key findings for School H are summarized in the following table:

School H	# Components Successfully Implemented	CHKS/Yale SCS Risks	CHKS Resiliency
CHKS-Yr. III only Low n successful but violent Spec Ed	8: MH SC EIT SS SP ATOD PS AS	**ATOD:** Low usage for all substances, but 6%-7% for alcohol and marijuana **Violence:** Highest of all schools for Yr III in Carrying Weapons at 12%; Witnessing high at 46% Bullying at 59% **Yale:** Very strong in all domains Highest in General School Climate	**External:** High for school domains and even higher for home Very high in Meaningful Participation at home. **Internal:** High in all domains, except in Goals and Aspirations-about like others

School I

School I is a primary school serving students from Pre-K through Grade 5. It is currently located in Northwest Washington DC. During the 3-year Safe Schools Healthy Students (SS/HS) grant period (Fall 1999 to Fall 2002), the school grew quickly, increasing its enrollment from 83 to 402 students. Seventy-six percent of School I's students are African-American, 23% are Hispanic and 1% is Asian. In 2001, 91% of students qualified for free and reduced price lunches.

School I's mission is 'to instill within each and every student, a life-long love of learning, the inspiration to dream, the discipline to succeed and the skills they need to reach for the stars.' The school aims to help students build self-respect and self-confidence through academic achievement.   Chancellor-Beacon Academies Inc, one of the largest school management companies in the US, manages the school. Beacon management exercises strong influence at the school through its power to hire school leaders and its decision-making authority in matters of school curriculum. The school's elementary school program uses a concept-based, classical curriculum developed by the Calvert School, an independent school in Baltimore.

The SS/HS grant had an inconsistent history of implementation at the school. The school had significant start-up problems during Year I. Before it moved to its current Florida Avenue site, the school operated from three different temporary locations. The school's Board of Directors was in favor of the grant and its Executive Director hired an SCRC. However, the school's first principal, who was hired after the initial grant arrangements were in place, did not support the grant and opposed efforts of the SCRC to implement it. Eventually the SCRC was forced out of the school. The SS/HS Mental Health Clinician could not work effectively in the school and resigned. In Year II, School I pulled out of the grant completely. CSSS, the administrators of the grant, informed Beacon management that if they did not want to lose the grant permanently, they had to show an active willingness to implement the components of the grant. School I rejoined the grant in Year III under the leadership of a new principal who was familiar with the Initiative and supported its efforts. The school hired an effective SCRC and regained a full-time Mental Health Clinician. The description of program components reflects Year III activities, when there were a number of successes in grant implementation.

Mental Health: School I had a full-time Mental Health Clinician since November 2001, the third year of the grant. The mental health program at School I was very successful, likely because it was well supported by new administration. The program was fully integrated and operated in partnership with other programs (counseling, health, special education). Additionally, the mental health clinician and SCRC worked together on many projects, particularly providing after school prevention programs and summer programs. Group Therapy programs were very well received, especially Anger Management and Social Skills. The Girls' Group, a self-esteem building program, was also well received. The distinction of the mental health program was its flexibility and continuous adaptation to fit the school's needs. The school as a whole was treated as the client, and interventions and trainings were given at all levels.

Steering Committee: The school had a steering committee that tried to meet once a month but this was not always able to do so. The committee had representatives from students, parents and teachers, most of whom attended the SS/HS sponsored Year III Planning Retreat. The SCRC observed that committee members were heavily dependent on him to plan, coordinate meetings and delegate tasks. Teachers were unable to take on extra tasks because of the already heavy demands on their time and many still did not

fully understand the SS/HS concepts. The Principal was supportive of the committee but it did not grow into an important decision-making body for implementation of the grant at the school.

<u>Early Intervention Team:</u> School I established an EIT upon the arrival of the MHC in November 2001. The team is composed of the Principal, the Curriculum Coordinator, the school counselor, the Early Childhood Coordinator, the MHC, the SCRC and rotating teacher representatives including the teacher whose student is being discussed. Follow-through was effective and usually immediate although it depended on the nature of the recommendation and the timeframe agreed upon.

<u>School Security and Safety Assessment</u>: The SCRC consistently made efforts to engage the police but police involvement was sporadic. The school has no SRO and police did not take part in a security assessment of the school.

<u>School Safety Planning:</u> A school team attended the SS/HS sponsored School Crisis Planning Workshop and met once to begin developing a plan. The SCRC was expected to take the lead role in school safety planning. As of Year III, there was no school-wide buy-in for the plan because the Principal and the SCRC had not had time to work out the details.

<u>Substance Abuse Prevention:</u> The police made presentations twice a month on topics some of which related to substance abuse prevention. The school also sponsored weekly meetings of Girl Power and Angels, support groups for girls. The SCRC commented that the programs seemed to be working for the few students who took advantage of them but not enough students were involved.

<u>Parent Involvement:</u> The school hosted a monthly PTA that had a large turnout of 50-60 parents. The MHC also provided family therapy as needed. The school offered an eight-week Parent Education class in April 2002. Unfortunately, only a handful of parents turned out, but those who did attend reported that they benefited greatly from the information. Overall, parent involvement and effective parent outreach remain a challenge at the school.

<u>Peaceful Schools</u>: More than half of the school's 17 full-time faculty received intensive training in the PS approach and techniques. Lisa Cureton conducted two on-site trainings at the school. The school leader understands and supports the training based on her prior background with SS/HS at Arts and Technology Academy. About six of the teachers who have been trained are using PS strategies in their classrooms with positive effects on student behavior and classroom management. As of Year III, there was no completed discipline plan. The SCRC commented that one of the downsides of not having a comprehensive plan is that too many students were being sent to the Principal's office and added that all school personnel needed a common understanding of discipline policies.

<u>After-School Programs:</u> The school started its after-school programming in 2001 with the arrival of the new SCRC and with support from 21st Century funds secured through partnering arrangements under the SS/HS grant. As of Year III, 60 students were registered for after-school programs whose activities included drumming, journalism, drama club, Girl Power, tutoring and football and basketball.

Overall key findings for School I are summarized in the following table:

School I	# Components Successfully Implemented	CHKS/Yale SCS Risks	CHKS Resiliency
CHKS- Yr. III only	**3:** MH EIT AS	**ATOD:** Very low substance usage 2%-3% **Violence:** Low carrying but higher witnessing Bullying relatively low at 46%	**External:** Highest of all schools in caring adults and high expectations at school and home **Internal:** Lowest empathy of all schools

School J

School J is a small, focused high school located in Ward 1 in Northwest Washington DC. It was 'founded on the vision of developing young people who will make this country a better place by influencing public policies that affect their communities.' The school opened in September 1998 with 60 ninth graders and added a grade each year. By Fall 2001, the school reached a full capacity of 240 students in grades 9-12. The school serves a diverse population: 52% of students are African-American, 45% are Hispanic and 3% are Asian or Other. Sixty percent of students are female and 40% are male. Students come from all over the city although the majority (71%) live in NW Washington. In 2002, 15% of students were classified as either 'Limited English Proficient' or 'Non-English Proficient'. Seventy percent of students qualified for free or reduced price lunches. Students at School J have a high rate of gang membership, and there is a high incidence of gang-related violence. Since the grant began, 1 student has been killed and 2 injured in gang-related shootings.

During the three-year Safe Schools Healthy Students (SS/HS) grant period, the school presented a stable and receptive environment for implementation of the grant. The grant began as the school entered its second year. By this time, the school had survived its tough first year when it was housed in a Safeway complex in Southwest DC. At the end of the first year, the principal held 75% of the freshman class back to ensure that they mastered basic skills. By 1999, the first year of the grant, the school had settled into its current location in an old laundry building. During the grant period the school was lucky to retain its powerful and visionary principal, Irasema Salcido, who has guided the school since its inception. The mission of the school is to prepare young people for college and to teach them the skills necessary to making changes in their communities'. In 2002, the school had widely publicized success when it graduated its first class of 24 seniors, all of whom planned to go to college.

During the grant period, the school had three people in the SCRC position. All appear to have been internal appointments. Because of some personal tensions and differences in philosophies, the school leadership did not immediately 'buy into' all components of the grant. By Year III, however, the third SCRC reports that the school leadership began to see more compatibility between the Initiative and the school's mission/goals. Although students and teachers may never have fully understood the grant, the school was able to build successfully on the groundwork laid by previous SCRCs and a number of grant Initiatives were implemented.

In Year III, and through the no-cost extension, the grant allowed the school to obtain the services of the Intensive Youth Support Program, an intervention targeting students at high risk of dropping out of school. In effect, the Program provided an additional staff member, a Case Advocate, to work intensively with a caseload of 12 students and their families for 3-4 months. The Case Advocate provided close attention, firm supervision, assistance on a 24-hour basis and linkages to other support contacts. The Case Advocate was originally paid by the Center for Juvenile Case Justice (CJCJ). Later, CSSS assumed responsibility for the Program. According to the SCRC and CSSS staff, the Program was effective for clients and their families and added a valuable additional support to the school.

Through the grant in Year III, the school also received support for teen parents. Services for teen parents were made available through CSSS's partnering arrangement with the Mazique Parent and Child Center. Mazique offered a comprehensive program including Case Management, Life Skills and Parenting Education, Home Visits and Tutoring.

The school made rich use of community support and partnerships with the following organizations:

?? The Adams Morgan Community Health Center, the Alliance for Justice, Legal Aid Society of DC, Choice USA, and the Washington Regional Network for Livable Communities, who sponsored a semester-long 10th Grade Community Project.
?? The White House, USDA, US Marshall Services, Housing and Urban Development, which included School J students in their Hispanic Heritage Month Activities.
?? The Environmental Protection Agency, which provided tutors.
?? The Urban Institute and the Heritage Foundation, which lent their support in designing the curriculum, serving on the school's Advisory Board, and providing tutors.
?? Cornell University, which invited School J students to visit last summer and to apply to its School of Urban Planning during their senior year.
?? The Department of Housing and Urban Development, which donated money for field trips and invited School J students to various seminars and luncheons.
?? Calvary Bilingual Learning Center, Department of Transportation, Health and Human Services, Education Trust, Boys and Girls Club, Hispanic Link News, National Center for Hispanic Leadership, Young DC and Lawyer's Committee for Civil Rights, Strive Dc Inc., and National Foundation for Teaching Entrepreneurship, which provided School J students with summer jobs.
?? Strive DC Inc, National Foundation for Teaching Entrepreneurship, and Georgetown Policy Institute, which assists with the public policy courses and Saturday school.

Mental Health: The Mental Health aspect of the Initiative began in September 2000 with the appointment of a part-time (75%) Spanish-speaking clinician. Mental health services were provided throughout the grant period and were sustained after the grant ended. The MHC reports that 'the mental health piece of the Initiative was very successful at the school from the perspective of seeing children and families, running support groups and dealing with crisis… However, the school never fully integrated the mental health component and other aspects of the grant' with the daily operation of the school. The MHC notes that students were dealing with serious issues including violence, gang involvement, teen pregnancy and suicidal gestures. There was and remains a real need for mental health services at the school.

Steering Committee: The school had a steering committee composed of students, parents, teachers, staff, and community stakeholders but it was 'on the periphery of the daily pulse of the school'. The committee got off to a weak start and never established legitimacy. It met only once a month and could not gather enough momentum to implement projects. Committee leaders hesitated to burden members with more tasks. School leadership believed that there were already structures in place at the school to deal with issues that the steering committee might take of. Apparently, the purpose, scope and power of the committee were never sufficiently clear.

Early Intervention Team: The EIT took the form of a weekly meeting that called key school leaders together: the Special Ed Coordinator, Social Worker, MHC, SCRC, Principal, Dean of Students, Team Teacher leader plus two extra teachers. At this meeting they made decisions about individual students

but discussed other school related topics as well. In 2002, the SCRC was working to improve the format of the meetings, limit the focus to a small number of students each time, and ensure that cases were systematically followed-up.

School Security and Safety Assessment: The school interacted regularly with the police because of violence and threats of violence in the neighborhood, but did not have an SRO assigned to the school. Both the SCRC and the MHC are part of the Shaw Collaborative 'Latino Task Force', a group established to improve communications between schools and the police, especially related to gang and drug issues.

School Safety Planning: As of Year III of the grant, there was little follow-up after the School Crisis Planning Workshop. 'Discipline staff' at the school worked out their own crisis plan. There was heightened interest in crisis planning following the attacks of 9/11 and incidents of violence in and around School J, but the SCRC considered that it 'was up to the school leadership to pitch the plan to the entire community'.

Substance Abuse Prevention: The school did not have a health curriculum nor did it have a formal substance abuse prevention program. However, some students received instruction via other school activities. For example, the Thursday Enrichment Project featured a group from the Latin American Youth Center that focused on drug, sex education, and other pressures facing young people. Generally substance abuse interventions were done by the MHC and the Dean of Students. Students are identified by teachers, staff, parents or friends and referred formally. Often interventions are devised by the EIT. CJCJ and other outside support systems provide services to students struggling with substance abuse (e.g., 100 Black Men). In addition, certain students are required to take urine tests on a bi-weekly basis. The testing and the wraparound services provided by CJCJ reportedly were making a difference at the school.

Parent Involvement: There are monthly PTA meetings, but it is difficult to get parents to turn out in substantial numbers for most activities. Parents do attend, however, when there are clearly defined activities focused on their children such as grade level parent meetings. The response to a bi-lingual Parent Educator was very positive and parents appeared to be eager to begin classes.

Peaceful Schools: About 25% of teachers have been trained in PS techniques. Carol Leiber visited the school monthly to check the status/implementation of 'PS philosophies' at School J. According to the SCRC, the Principal supported PS but not all teachers had 'bought in' and to be more effective classroom managers, teachers probably needed summer PS training. It was reportedly hard to gauge the impact of PS but the SCRC reported that ' discipline and behavior issues decrease each month that I'm at [School J]'.

The discipline plan has changed since Year I of the grant. Year II featured the addition of three people to the discipline staff whose first task 'was to bring some order to the school and establish a decent discipline policy'. The next phase, still underway in Year III, was to get all School J employees 'on the same page', implementing discipline at the same pace and with the same consequences. Discipline is constantly being reviewed, however, the plan was not revised in Year III because the school wanted to establish some consistency. No peer mediation program was put in place during the three years of the grant, though there are students and at least one staff member with training.

After-School Programs: There were tutoring programs in place before the grant started. In the first year of the grant the tutoring programs served 50% of students; and in Years 2 and 3 of the grant, it served about 40% of students. Other after school activities, developed under the grant by the SCRC included Poetry, Chess, Debate, Shakespeare Theatre, Soccer, 100 Black Men and Technology. About 30 % of students participate in these activities. The School also devised a Thursday Enrichment Project in 2000

that brought in a number of outside organizations to work with students and offered varied topics from dancing, boxing, human rights, neighborhood violence, sexuality education classes and substance abuse prevention. Unfortunately, in Year II, school policy restricted access to after-school programs to many students causing consternation to the SCRC who resigned over the issue.

Key Findings: The graphs below represent the 95% Confidence Interval (95% CI) around the mean for each of the primary CHKS[6] and Yale scales. Based on the mean and variability in responses, the 95% CI measure represents the expected range in which future participants' responses would fall given a repeated sampling/survey. Thus, the 95% CIs in the graph can be viewed as the response ranges of the participants for each scale within each school sample. This measure is a better representation of a school's functioning than the mean, or average, because it depicts the variability in response ranges as well as the measure of central tendency (midpoint). While it displays the variability, extremely unusual points (outliers) are not included i.e., (the most extreme 5%).

The CI's for School J are presented, along with a corresponding graph of the 95% CIs for the combination of all schools participating in the program. Also, scale scores for Years I-III for the CHKS and Years I-II for the Yale are included in each graph. In this way, each school can compare its scores to overall school functioning, as well as compare changes across the program years. However, because the scope of skills measured by these two instruments differs, scores on the CHKS are not comparable to those earned on the Yale.

In interpreting the 95% CIs, higher scores on each scale represent more positive outcomes. Data were only included if a minimum of 20 respondents completed the questionnaire. Where 95% CIs are missing for certain measures on individual school charts, there were not enough respondents to reliably calculate the 95% CI.

Students at School J scored relatively high both in Internal and External Assets. Students report very low occurrences of violence on school property and over 80% say they feel safe at school. Approximately one-third of students report current alcohol usage each year, with fewer reporting tobacco and marijuana usage. Use of illegal substances appears to increase as students get older and 75% report that students acquire drugs at school more than anywhere else. Perception of the harm of substance use (particularly alcohol) dropped from 'Extremely Harmful' in ninth grade to 'Not Too Harmful' in eleventh grade. Also, by eleventh grade, over 80% of students report that cigarettes and alcohol are 'Very Easy' to get and 92% said that marijuana is 'Very Easy' for students to access. On the Yale School Climate Survey, mean scores increased in Year II, with relatively higher scores in Student Teacher Relationships. High CHKS Internal Assets scores appear to be reflected in high Achievement Motivation scores on the Yale.

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[6] **External assets** refer to environmental or external supports and opportunities that are linked to the development of innate resilience in youth. Three principles are essential in healthy youth development: *Caring Relationships, High Expectations,* and *Opportunities for Meaningful Participation.*

Internal assets are associated with resiliency and include *Empathy, Problem Solving*, and *Goals and Aspirations*. These traits are considered outcomes of the developmental process and can be seen as indicators as to whether critical environmental supports and opportunities are in place. They are, therefore, the individual qualities associated with environments rich in the external assets

School J- CHKS and Yale Outcomes

CHKS and Yale Outcomes - Combined Schools

Overall key findings for School J are summarized in the following table:

School J	# Components Successfully Implemented	CHKS/Yale SCS Risks	CHKS Resiliency
Largely Hispanic / Gang violence and deaths	6: MH EIT SS ATOD PI AS	**ATOD:** Alcohol and Marijuana decreased over three years Low Tobacco **Weapons:** Knives and guns decreased over three years Other weapons increased **Bullying:** Vandalism and Threatening with weapon decreased Fighting increased High Sexual activity **Yale:** Good student/teacher relations High in General School Climate	**External:** Improved over three years but Meaningful Participation decreased **Internal:** Decreased or stable in all areas

School L

School L opened in Fall 1998. Located in Ward 7 in Northeast Washington DC, School L is a mid-sized high school serving students in Grades 9-12. During the three-year Safe Schools Healthy Students (SS/HS) grant period (Fall 1999 to Fall 2002), the school increased its enrollment from 146 to 232 students. Ninety-four percent of students are African-American, 3% are Hispanic and 3% are Caucasian. About 70% of students qualify for free and reduced price lunches.

The school's mission is to 'develop young people with the academic, social, leadership and educational skills to compete successfully in post-secondary education and training, and to enter challenging careers in the technical fields of work.' The educational program is based on the Junior Reserve Officer Training Corps (JROTC) program and offers academic and technical career training in electronics and engineering design. It also offers the self-discipline and leadership skills training of the JROTC program.

School leadership was stable and highly supportive of the Initiative over the course of the grant. There was one principal and one executive director during this time and the school demonstrated a significant investment in the grant. The school had a 'Safe Schools' office with its own telephone line, providing the grant a real home at School L. Although there were four different people in the SCRC position, there was a team of people at the school that provided continuity and support to the grant implementation by assuming functions during staff changes.

In Year III, the grant provided for the services of an Intensive Youth Support Program, an intervention targeting students at high risk of dropping out of school. In effect, the Program provided an additional staff member, a Case Advocate, to work intensively with a caseload of 12 students and their families for 3-4 months. The Case Advocate provided close attention, firm supervision, assistance on a 24-hour basis and linkages to other support contacts. The Case Advocate was originally funded by the Center for Juvenile Case Justice (CJCJ). Later, CSSS assumed responsibility for the Program. According to the SCRC and CSSS staff, the Program was effective for clients and their families and added a valuable additional support to the school.

Although school leadership was supportive of the grant, CSSS staff reported that the leadership did not fully understand the Initiative's teaching component. As a result, CSSS staff felt that school leadership was unable to clearly articulate the standards, skills, methods and results that were expected of good teachers at the school. Skillful teaching was not a component of staff evaluations and was thus not explicitly valued and rewarded. In this situation the best teachers felt unappreciated and left the school while others had little incentive to improve their skills. There was a similar problem in getting school leadership to recognize and reward good classroom management skills. This is reportedly demonstrated in staff evaluations where no differentiation was made between teachers who continually sent large numbers of students out of their class for discipline and teachers who understood how to manage their classes in a constructive and peaceful manner.

<u>Mental Health</u>: The School-Based Mental Health program at School L was in effect from June 2000 to Fall 2002, and is still in effect with a new school-based clinician. The MHC during Years I and II reported moderate success in implementation as it took some time for teachers, guidance counselor, and support staff to use the program adequately. Although the program always received support from the school principal and director particular success was demonstrated by the speed at which the school's

administration welcomed and attempted to integrate the program. However, there was some difficulty integrating the program with the JROTC and existing discipline programs, as well as in the working relationship between the MHC and the SCRC (possibly as a result of the differences in supervision given to both professionals). Despite these challenges, the MHC, who established successful collaborations with some of the school teaching staff, the CJCJ program, and the Alliance of Concerned Men, saw a large number of the student population. Due to the high need identified by the MHC, the school would have benefited by having more than one clinician to service the needs of this at-risk population.

Steering Committee: Early in the grant period, the school established an effective steering committee with representatives from community members, parents and teachers. The committee had trouble getting students on a regular basis. School leadership recognized the committee as a meaningful decision-making body. There were differences of opinion on the role of the committee, however. Some believed its main goal was to establish good relations with its community neighbors while others believed it was responsible for ongoing monitoring of the grant.

Early Intervention Team: The school set up an EIT in September 2000, just after the arrival of the Mental Health Clinician. The team made decisions about students that involve a range of issues. Most referrals came from teachers. The EIT followed through by giving feedback to teachers and suggested strategies for managing their students.

School Security and Safety Assessment: Numerous efforts were made to get the police to set up a workstation at School L but without success. There is no SRO assigned to the school nor did the police participate in the assessing of school security. However, the school developed a good relationship with 2 police officers who sat on the steering committee and came to the school before dances.

School Safety Planning: No plan was written up following the School Crisis Planning Workshop, but one was written up by the end of Year III. Some of the staff who attended the Workshop had left the school by Year III of the grant period. A team of four School L staff planned to attend a Crisis Intervention Training Workshop later in Year III.

Substance Abuse Prevention: Substance abuse interventions have included 1) a round of presentations on substance abuse by the MHC to small groups in JROTC classes reaching about 95% of students and 2) the administration of the Substance Abuse Screening Inventory (SASI). SASI was used as an assessment tool to identify youth with potential substance abuse problems. The interventions were reportedly effective as measured by the honesty of kids in discussions and increased openness with adults. The school also has a health curriculum that covers substance abuse. Ripple Effect software provided through the SS/HS grant was available to students through the computer lab. During the no-cost extension, the school introduced the Towards No Drug Abuse curriculum through the JROTC program.

Parent Involvement: The SCRC reports that over three years, a great deal of effort has been made to increase parent involvement but with poor results. The school tried " parent clusters, identifying parents with different interests, writing contracts with parents and working with parent stakeholder groups." Under the 21st Century Program, it established a variety of classes that parents could come to (GED, finance, computer, tax preparation) but these were poorly attended by parents and the community. Parent Anonymous groups, which started in June 2002, started small but had a loyal parent following. The children were equally interested in attending the Children's Program and shared personal family issues with the children's worker, whom they trusted deeply. Interest and attendance began to falter with the change of group facilitators and the diminishing support of the school leadership.

Peaceful Schools: About half the school's 25 teachers had intensive PS training in using developmentally appropriate and student centered teaching strategies. On-site trainings and workshops included observation and feedback in the classrooms of seven teachers, demonstration lessons in two

classes, and coaching of department heads and administrators. Reportedly, as of Year III of the grant, the Principal had a better understanding of PS. About a quarter of the staff were actively using PS and those practices had positively affected student behavior and classroom management. Unfortunately, the high turnover of teachers diminished the effectiveness of Peaceful Schools training at the school. At the end of Year III, two teachers from the school were given training as Mentor teachers to encourage and train other teachers at the school in PS techniques. According to the CSSS Coordinator for PS, these individuals may not have the dedication to sustain the PS effort. The Initiative offered extensive coaching and facilitation to School L's discipline task force in its efforts to revise the school's discipline plan including two full meetings with the staff. A draft document was created and presented to the faculty. It included clearly specified norms of behavior for teachers as well as students. Reportedly, although there was some buy-in from staff, there was also deep skepticism about real changes in the discipline code. By the end of Year III, the school implemented a revised discipline code, resulting in a 50% reduction in suspensions. Staff and students were also trained in Peer Mediation but initial efforts did not get off the ground. The SCRC believed that the proposed revised discipline plan would provide a more conducive context for future efforts in peer mediation.

After-School Programs: There was an after-school program offering sports to 25% of students before the grant period. During the grant period, with the participation of the 21st Century Program and SS/HS, the after-school program expanded to serve 80-85% of students. The range of activities were also expanded to include music, hip-hop, chess, computer graphics, drama, 4H Club, tutoring, student government, math marathon and SAT prep.

Key Findings: The graphs below represent the 95% Confidence Interval (95% CI) around the mean for each of the primary CHKS[7] and Yale scales. Based on the mean and variability in responses, the 95% CI measure represents the expected range in which future participants' responses would fall given a repeated sampling/survey. Thus, the 95% CIs in the graph can be viewed as the response ranges of the participants for each scale within each school sample. This measure is a better representation of a school's functioning than the mean, or average, because it depicts the variability in response ranges as well as the measure of central tendency (midpoint). While it displays the variability, extremely unusual points (outliers) are not included i.e., (the most extreme 5%).

The CI's for School L are presented, along with a corresponding graph of the 95% CIs for the combination of all schools participating in the program. Also, scale scores for Years I-III for the CHKS and Years I-II for the Yale are included in each graph. In this way, each school can compare its scores to overall school functioning, as well as compare changes across the program years. However, because the scope of skills measured by these two instruments differs, scores on the CHKS are not comparable to those earned on the Yale.

In interpreting the 95% CIs, higher scores on each scale represent more positive outcomes. Data were only included if a minimum of 20 respondents completed the questionnaire. Where 95% CIs are missing for certain measures on individual school charts, there were not enough respondents to reliably calculate the 95% CI.

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[7] **External assets** refer to environmental or external supports and opportunities that are linked to the development of innate resilience in youth. Three principles are essential in healthy youth development: *Caring Relationships, High Expectations,* and *Opportunities for Meaningful Participation.*

Internal assets are associated with resiliency and include *Empathy, Problem Solving*, and *Goals and Aspirations*. These traits are considered outcomes of the developmental process and can be seen as indicators as to whether critical environmental supports and opportunities are in place. They are, therefore, the individual qualities associated with environments rich in the external assets

Substance abuse appears to be an issue with almost half of the students admitting to trying alcohol and even more trying cigarettes. Over 40% of the students surveyed have tried marijuana. This may be related to the fact that overall perception of these substances appears to be lower each year, meaning fewer students see the use of these substances to be harmful. Also, CHKS results indicate that cigarettes, alcohol, and marijuana became easier to acquire over the three years. Students said that marijuana was easiest to access and that most who use drugs get them at school. Despite the fact that a quarter of the students surveyed have belonged to a gang, they appear to feel safer in their neighborhoods than at school, although perception of safety at school increased each year.

Despite reports by the SCRC that efforts to engage parents in school activities over the course of the grant period yielded little result, scores on the Yale School Climate Survey indicate that Parental Involvement at School L is not only above the national average, but also far above the averages of all 17 DC charter schools in this study.   On the School Building subscale, consisting of items regarding the physical facility, scores were relatively low.

School L - CHKS and Yale Outcomes

CHKS and Yale Outcomes - Combined Schools
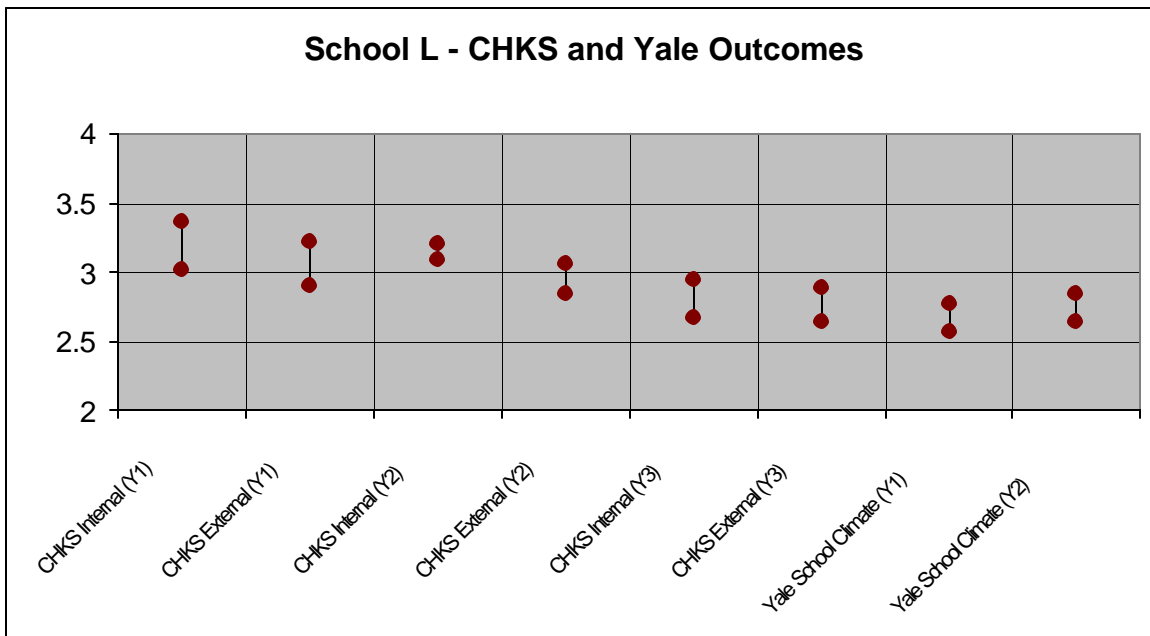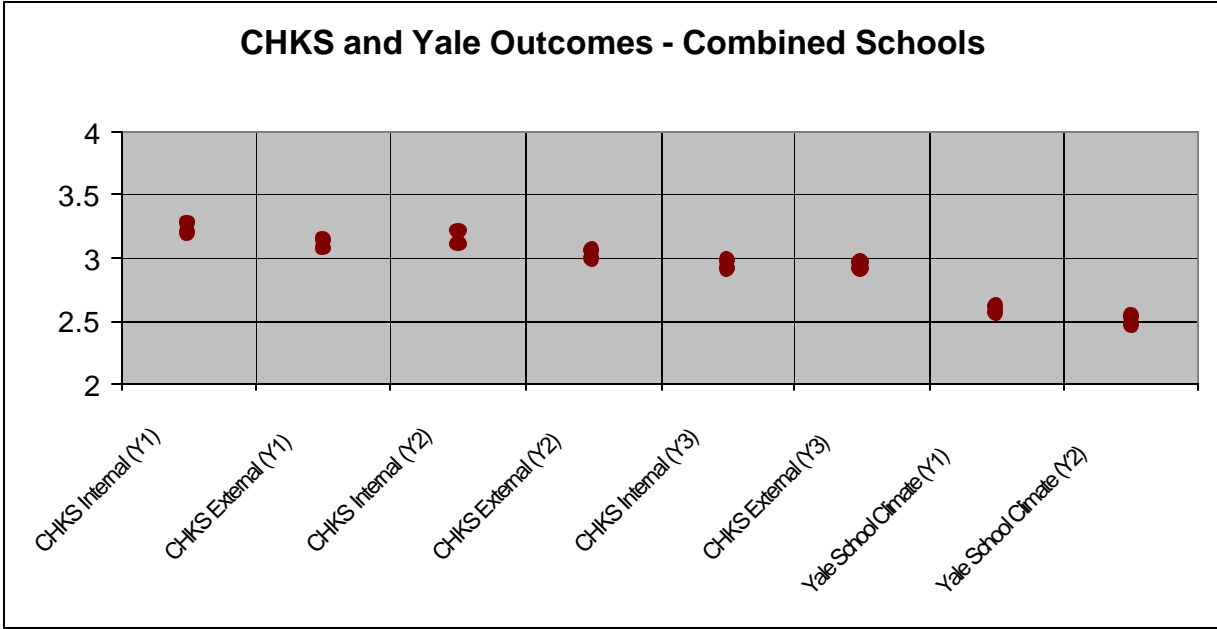
Overall key findings for School L are summarized in the following table:

School L	# Components Successfully Implemented	CHKS/Yale SCS Risks	CHKS Resiliency
	4: MH EIT ATOD AS	**ATOD:** Moderate Alcohol -about same as DC YRBS Marijuana and Tobacco increased over three years-higher than comparative stats **Weapons:** Weapons and threatening increased over three years **Bullying**: About 30% bullying Fighting decreased over three years High Sexual activity (72%) **Yale:** Lowest in General School Climate	**External:** Highest in Yr I, drops in Year II and III **Internal:** Decreased over three years One of the highest in Goals and Aspirations in Years I and II

School M

The See Forever Foundation, a non-profit organization operates a comprehensive program in Washington DC for young people ages 14-19 who have been involved in the juvenile justice system or who are at-risk of becoming involved in criminal behavior. See Forever Foundation teens take part in activities year around, for up to 11 hours a day during the school year and for 6-8 hours during the summer. They attend classes at School M and work in one of the school's two business: a catering company and a technology center. School M is a small public charter high school that opened its doors in 1999 to 38 students. By 2002, enrollment had increased to 85 students. School M is located in the heart of Washington DC in Ward 1. The See Forever Foundation owns the building and operates the school. About 20% of students live in dormitories at or near the school. Ninety-eight percent of School M's students are African-American; 2% are Hispanic. Many have not attended school on a regular basis prior to enrolling at School M; many have significant emotional challenges and most function well below the grade level associated with their chronological ages. Eighty-six percent of students are classified as low income and qualify for free or reduced price lunches.

Since its inception, the school has had visionary leadership from its Executive Director and founder, who has established many exemplary programs. To achieve its goal of helping students improve their academic performance and earn a high school diploma, the school offers individualized attention in small classes of 8-10 students. School days run until 4:30 pm and are followed by extracurricular activities including athletics, drama, art, music and dance. Students sit down to dinner together at 6:00 pm, after which they begin their homework in a mandatory study hall. Every evening, over 50 volunteer tutors work directly with students to provide individual assistance. The school has had encouraging academic success: about 60% of students who stay for the first three years end up graduating and 70% of graduates enroll in college. The school also teaches employment and money management skills. All students work part-time, learn job skills and earn money as part of their school week; most work in either the catering or the technology center businesses run by the school.

In 1999 when the DC Charter School Coalition representing 17 independent charter school members applied for the Federal Safe Schools/Healthy Students grant, School M agreed to serve as the lead agency and direct grant recipient. School M had an excellent understanding of the grant objectives and offered to serve in the lead role as a favor to other charter schools. From the beginning it was understood that School M would have no responsibility for the day-to-day administration of the grant. The school stood in a unique position compared to the other participants in the grant because it already had put in place many of the elements of the grant structure. For example, it had an extensive after-school program as well as a summer program and retreats. The school had access to major additional funding to cover its programs through the See Forever Foundation that sought support from city grants, foundations, corporations and individuals. In fact the school's public charter revenues covered only 62% of its per student costs and the remainder was covered through fund-raising efforts. Enhanced support came from devoted teachers and a corps of over 250 community volunteers. The school had established a discipline plan and a mental health program with two full-time clinicians. It had a structure for making decisions about students similar to the Early Intervention Teams and was experienced at long term planning. School M had already established a working relationship with local police, who at times were adversarial. The police accused some School M students of dealing drugs and the school protested against police harassment.

Given that School M was already well on the way to fulfilling the objectives of the Initiative, and in

view of the school's request that grant demands be keep to a minimum, the implementation of the grant at the school was sharply reduced. The major benefit that School M received from the grant was the services of an additional Mental Health Clinician. She made an important contribution to the success of the continuing mental health program at the school. (See the MHC's report below). Through the grant, the school also secured funding for a School and Community Resource Coordinator. In fact, the Executive Director filled the SCRC role. He came to key SCRC meetings and fulfilled reporting obligations but in his SCRC salary was put toward basic support of the school. The school used some resources provided by the grant such as the Ripple Effects software for Substance Abuse prevention work but did not participate in the Peaceful Schools training program.

Mental Health: Mental health services have always been a part of School M's vision and mission. Prior to the start of this grant a mental health program existed at the school with a full-time program supported by at least two full-time clinicians who were not funded as part of SS/HS. Although the program existed prior to the start of the grant, the clinician working with the grant came on board in the Summer/Fall of 2000 through the present. Mental health services were successfully integrated into all aspects of the school's existing program. All students, regardless of level of need, were assigned to a clinician and received services. These comprehensive services remain an integral part of the program. Students, parents/guardians, teachers, administrators, and support staff count on the service provided by the mental health clinicians. Adding to the effectiveness is that the clinicians are asked to step outside their comfort zones and to teach life skills classes, co-mentor morning advisory groups, and to act as full case managers for all students on his/her case load. Partnerships are being created with community agencies. There was no SCRC at the school.

Key Findings: School M students scored above national Yale averages in every category, especially in Student-Teacher Relations (the level of caring, respect, and trust that exists between students and teachers.) Students seem to feel very safe at school, and in fact admit to feeling safer at school than at home. Scores for the Set Breaker questions, that is questions involving feeling alone in the world and being teased, were slightly higher than desired. Additionally, CHKS results indicate that over one-third of the students are currently using alcohol, cigarettes, and marijuana, and only about 50% perceive each as harmful. When asked about accessing drugs, 73% said that students get drugs at school and that cigarettes are easiest to acquire, with marijuana close behind.

Overall key findings for School M are summarized in the following table:

School M	# Components Successfully Implemented	CHKS/Yale SCS Risks	CHKS Resiliency
Low n CHKS/ Yale-Yr. I only	2: MH AS	**ATOD:** Alcohol use high (42%), including binge drinking (31%) Tobacco (33%) and Marijuana (38%) one of highest **Violence:** Knives; Fighting and Vandalism high Threatened with weapon (20%) Forced Sex is highest (31%) But Feel Safe at School one of highest (96%) **Yale:** Very strong teacher/student relations High Order and Discipline and Achievement Motivation Highest in General School Climate	**External:** Highest of all schools **Internal:** High Empathy and Goals and Aspirations Moderate Problem Solving

Schools N/R

School N opened its doors in September 1998 in Ward 4 in inner NW Washington DC. During the three-year Safe Schools Healthy Students (SS/HS) grant period (Fall 1999 to Fall 2002) the school added a second campus (School R) in Ward 7 in SE Washington. At the beginning of the grant period, the school had 174 students at the School N and 49 students at the School R site.

The school served a very high-risk population, many with juvenile justice involvement. School N/R's mission was "to motivate and challenge at-risk adolescents to achieve academic excellence, employment success and develop social responsibility by providing non-traditional experiential learning opportunities in which students develop self-confidence, self-worth, self-discipline and self-acceptance." The majority of students were African-American.

Schools N/R were operated by a national education management company based in Massachusetts that served over 50,000 students in different states in the USA. Unfortunately the company seriously mismanaged the school. The School R site closed in December 2001 and the DC Chartering Board revoked the school's charter at the end of 2002. During the same period, several of the education management company's schools in other states also lost their charters.

The Initiative began well at the school with the support of an excellent Principal who was supportive of the grant and committed to the Peaceful Schools Program. A number of teachers were trained in PS. The first SCRC invited DC's Addiction Prevention and Recovery Administration (Office of Prevention and Youth) to the school to provide intensive classes for students. He also gained the involvement of local police in security planning for a school dance. There were, however, difficulties in Year I. The school's Board of Directors and the SCRC were both highly politicized. A full-time Mental Health Clinician provided service for part of the first year but found it very challenging to serve both sites, to gain access to students and to conduct an effective program. He was dismissed and the Mental Health Department stopped implementation of the SS/HS program at School N. Principals at both sites were dismissed at the end of Year I.

There were significant problems in implementing the Initiative in Year II. The new Principal at School N was not supportive of the needs of students and faculty. While the school always produced good paper compliance with grant requests, there was no substantial evidence that the grant was helping students and no evidence that the school was committed to the grant. At the same time, a number of serious management problems became evident. Each site had an attendance rate of 50% of the number of students officially enrolled. The management company had not invested in the most basic support. For example, the School R site had no classrooms; all the students were taught in one open space. Most classes had few if any books and students were not allowed to take books home for study.

After considerable CSSS staff effort to provide technical assistance, CSSS decided in May 2001 (Year II) that the grant was unlikely to make progress at the School N site and told the school that the grant could only continue to provide services if they were concentrated at the smaller School R site where there was a cooperative Principal. From September to December 2001 (Year III), the Initiative provided a half-time SCRC and a part-time mental health clinician at School R. Unfortunately the management company closed the School R site in December 2001.

The management company dismissed the Principal at School N at the end of Year II and ironically

replaced him with an excellent person for the job who was anxious to work with the Initiative. However, by this time, the school was fighting in court to maintain its charter; it appeared likely that the charter would be revoked. Given ongoing problems with the national management company, CSSS decided not to readmit the school to the grant.

When the School R site closed, a number of students transferred to the School N site. Although the school was no longer a part of the grant, CSSS decided to provide follow-up assistance to the students at School N who needed alternate school placements and other support. By January 2002, Schools N received no grant money and no mental health services from the Department of Mental Health. To support the remaining students at School N, CSSS put School N's SCRC on its own staff and sent him to work in the school. The SCRC was a trained social worker with experience in the juvenile justice system and assisted Schools N students in that capacity until the school was de-chartered at the end of the 2001-2002 school year.

Mental Health Program: The mental health program at the School N site in Year I was generally not a success. Most of the students seen by the mental health workers in the first part of the year were expelled or pushed out by mid-year. By the end of Year I, there were no mental health groups operating in the school. However, the mental health program at School R was successful considering the short time it operated (September-December 2001). The clinician was welcomed at the school and worked to help implement the PS and 21st Century components of the grant. In the small School R population, the MHC was able to interface well with the staff and students. Most of the services were individual therapy. There were also a few groups related to the 9/11 crisis.

Steering Committee: A Steering Committee developed to meet the grant requirements. It met monthly, demonstrated good paper compliance but in fact had no power to implement the grant and no internal commitment to it. By the end of Year II, key participants had withdrawn.

Early Intervention Team: The school developed an EIT to meet the demands of the grant but it never functioned effectively.

School Security and Safety Assessment: There were no SROs assigned to the school but the first SCRC built an effective relationship with police who assisted in security at a school dance.

Substance Abuse Prevention: As mentioned above, the SCRC got APRA to come to the school and provide direct services to the school in Year II.

Parent Involvement: For a brief period (Summer of 2001) Schools N/R partnered with School L to form Parents Anonymous. However, with the Group Facilitator's diminishing interest in the program and different philosophy regarding how the program should run, the facilitator agreed it would be best for him to step down and allow School L's facilitator to continue.

Peaceful Schools: Although the PS trainers worked intensively at the school in Year I, by the end of the year, 10 out of the original 14 teachers had been replaced. Thus, most teachers trained in Peaceful Schools were no longer there. Although school staff attended a number of sessions by the PS staff designed to assist the school in drafting an effective discipline plan, efforts to revise the school's discipline code were unsuccessful under the School N's Year II Principal.

After-School Programs: The early efforts in this area were discouraging. Despite the Initiative's encouragement to develop after-school enrichment, the only viable program in Year I was basketball. Teacher initiated after-school enrichment received no support even though SS/HS funds would have been available. In CSSS's estimation, the SCRC hired by the school was an impediment to the development of after-school programs. In Year II the school was included under the 21st Century Learning grant and some activities were introduced.

<u>Key Findings</u>: The graphs below represent the 95% Confidence Interval (95% CI) around the mean for each of the primary CHKS[8] and Yale scales. Based on the mean and variability in responses, the 95% CI measure represents the expected range in which future participants' responses would fall given a repeated sampling/survey. Thus, the 95% CIs in the graph can be viewed as the response ranges of the participants for each scale within each school sample. This measure is a better representation of a school's functioning than the mean, or average, because it depicts the variability in response ranges as well as the measure of central tendency (midpoint). While it displays the variability, extremely unusual points (outliers) are not included i.e., (the most extreme 5%).

The CI's for Schools N/R are presented, along with a corresponding graph of the 95% CIs for the combination of all schools participating in the program. Also, scale scores for Years I-III for the CHKS and Years I-II for the Yale are included in each graph. In this way, each school can compare its scores to overall school functioning, as well as compare changes across the program years. However, because the scope of skills measured by these two instruments differs, scores on the CHKS are not comparable to those earned on the Yale.

In interpreting the 95% CIs, higher scores on each scale represent more positive outcomes. Data were only included if a minimum of 20 respondents completed the questionnaire. Where 95% CIs are missing for certain measures on individual school charts, there were not enough respondents to reliably calculate the 95% CI.

School N's scores in Internal and External Assets decreased consistently over the three-year grant period. At least half of students report feeling safe at school, although many say that they feel safer at home.   Gang involvement, however, increased over the three years. Current alcohol, tobacco, and marijuana use are among the highest of all schools, and students say that these substances are acquired at school more than anywhere else. Student perception of the harm of marijuana use was particularly low (about 30% said it is harmful), with many reporting that marijuana is 'Extremely Easy' to access, growing progressively easier with each grade. On the Yale School Climate Survey, students at Schools N/R scored well above the combined schools' means, especially in the Fairness and Parent Involvement domains.

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[8] **External assets** refer to environmental or external supports and opportunities that are linked to the development of innate resilience in youth. Three principles are essential in healthy youth development: *Caring Relationships, High Expectations,* and *Opportunities for Meaningful Participation.*
Internal assets are associated with resiliency and include *Empathy, Problem Solving*, and *Goals and Aspirations*.   These traits are considered outcomes of the developmental process and can be seen as indicators as to whether critical environmental supports and opportunities are in place. They are, therefore, the individual qualities associated with environments rich in the external assets

School N - CHKS and Yale Outcomes

CHKS and Yale Outcomes - Combined Schools

Overall key findings for School N/R are summarized in the following table:

School	# Components Successfully Implemented	CHKS/Yale SCS Risks	CHKS Resiliency
N/R closed	0	**ATOD:** Highest in all substances **Violence:** Forced Sex very high Highest Suicide (13-26%) Sexual activity highest (78%)	**External:** Decreased in all over three years and low overall **Internal:** Decreased in all- esp. Goals and Aspirations

School O

School O opened in Fall 1998. It was the nation's first inner city public charter boarding school. During the grant period it was primarily a small middle school serving students from grades 7 to 10. The school's mission is to prepare students for success in college and/or the work world. All students are African-American. Eighty-five percent qualify for free and reduced price lunches.

During the three-year Safe Schools Healthy Students (SS/HS) grant period (Fall 1999 to Fall 2002) the school faced considerable organizational challenges. It more than doubled its enrollment from 70 to 154 students and added an additional grade level each year. In January 2001 the school moved to a new facility in Ward 6 in SE Washington DC. Over the grant period the school had three principals and two people in the SCRC position. The Board of Trustees has been supportive of the SS/HS initiative.

Although some grant initiatives were not fully addressed, the school made progress in a number of areas and, commendably, sustained key programs on its own after the grant ended.

Mental Health: In July 2000 the grant provided a full-time MHC at School O, and in 2001 two MHCs were placed at School O in response to their needs for support in their academic program as well as their boarding program. and the school had 1.5 clinicians by Year III. The MHC reports that: 'the program was very successful at the school.' This success was in spite of a very rocky start-up, due largely to difficulties coordinating efforts in an environment that was very stretched for resources. By the second year of MH delivery, there was a functional early intervention team, and the Principal took ownership of the process and provided very significant assistance in coordinating the program and integrating it into the school, both in the academic and boarding school components. By the end of the grant period, the MH services coordinated very well with the Peaceful School's processes, especially the school-wide discipline program. Ultimately, the discipline piece helped to shape the school culture that was inclusive of MH input and support. The school culture was so well coordinated that it helped to contain and direct the growth of the MH department as well. Because of the unique boarding component at School O, MH services were always in demand, either through consultation with staff or direct service provision. Occasionally, there were difficulties with school staff, administration, and community in general having concerns that the MH workers were trying to turn the school into a treatment facility. While this was the most challenging aspect of the position, strong leadership in the school ultimately helped to shape the services in ways that were most useful for students in addressing their barriers to learning.' The mental health program continued to operate after the grant period.

Steering Committee: The School did not want a Steering Committee because it would add to the already heavy burden of meetings. School decisions were made by Leadership Council but this body did not deal with SS/HS planning and implementation.

Early Intervention Team: The EIT initiative has been especially important at School O whose students not only study at the school but board there as well. The EIT commenced in the first year of the grant and meets weekly to addresses behavior and academic needs. The team is made up of the SCRC, the Mental Health Clinician, the Residential Director and a teacher.

School Security and Safety Assessment: Local police pleaded pressing needs in another school nearby and did not visited School O. No School Resource Officer was assigned to the school. Although a security assessment was carried out at the school's former site, none was conducted at the new facility.

School Safety Planning: The SCRC developed an effective school crisis plan that has been embraced as a valuable tool. Training of school personnel in crisis intervention is incomplete.

Substance Abuse Prevention: The Botvin's Life Skills Training has been successfully implemented and

students are excited about the program.

Parent Involvement: Boarding students are drawn from all over the city. For their parents, transport to events at the school is often expensive and difficult to arrange. The overall parent involvement is not high. The school did hold parent education classes in 2002, and attracted a healthy number of parents.

Peaceful Schools: Ten out of the 20 academic staff received intensive training in PS. Three of them have since left the school. PS trainers have worked with academic and boarding staff to work on common problems, low morale and realistic expectations. School leadership has some understanding of the PS initiative but has been preoccupied with the pressing needs of establishing a new school location. By the end of the grant period, two master teachers at School O completed the Mentor Teachers Program, a training offered under the grant. Mentor Teachers model PS skills in their own classes and assist other teachers in PS methods and practices. Initially, the school struggled with its discipline plan. Using the resources of the grant, by Year III they had developed a Merit Manifesto and a Demerit/Detention Doctrine that is integrated into school and boarding facilities. Students are responding positively to the plan and teachers are happy with the consistency it brings. Staff and students have been trained in peer mediation. Reportedly, the implementation of the program was successful and continued after the grant.

After-School Programs: The School has always had an after-school program with full student participation. The main focus was tutoring. The grant assisted the school in expanding the activities.

Key Findings: The graphs below represent the 95% Confidence Interval (95% CI) around the mean for each of the primary CHKS[9] and Yale scales. Based on the mean and variability in responses, the 95% CI measure represents the expected range in which future participants' responses would fall given a repeated sampling/survey. Thus, the 95% CIs in the graph can be viewed as the response ranges of the participants for each scale within each school sample. This measure is a better representation of a school's functioning than the mean, or average, because it depicts the variability in response ranges as well as the measure of central tendency (midpoint). While it displays the variability, extremely unusual points (outliers) are not included i.e., (the most extreme 5%).

The CI's for School O are presented, along with a corresponding graph of the 95% CIs for the combination of all schools participating in the program. Also, scale scores for Years I-III for the CHKS and Years I-II for the Yale are included in each graph. In this way, each school can compare its scores to overall school functioning, as well as compare changes across the program years. However, because the scope of skills measured by these two instruments differs, scores on the CHKS are not comparable to those earned on the Yale.

In interpreting the 95% CIs, higher scores on each scale represent more positive outcomes. Data were only included if a minimum of 20 respondents completed the questionnaire. Where 95% CIs are missing for certain measures on individual school charts, there were not enough respondents to reliably calculate the 95% CI.

On the CHKS, students at School O scored consistently high in both Internal and External Assets in Years I and II, with slight decreases in Year III. ATOD use at the Middle School level increases each

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[9] **External assets** refer to environmental or external supports and opportunities that are linked to the development of innate resilience in youth. Three principles are essential in healthy youth development: *Caring Relationships, High Expectations,* and *Opportunities for Meaningful Participation.*

Internal assets are associated with resiliency and include *Empathy, Problem Solving,* and *Goals and Aspirations.* These traits are considered outcomes of the developmental process and can be seen as indicators as to whether critical environmental supports and opportunities are in place. They are, therefore, the individual qualities associated with environments rich in the external assets

year, but High School usage is lowest of all high schools. Fewer than 50% perceive the use of these substances as harmful. While scores on most domains of the Yale School Climate Survey fell below national means, Year III scores exceed those of the combined schools. On the Yale, students scored above average both in Student Interpersonal Relationships and Achievement Motivation indicating strong levels of trust and caring among students and a willingness to achieve academically.

School O - CHKS and Yale Outcomes

CHKS and Yale Outcomes - Combined Schools
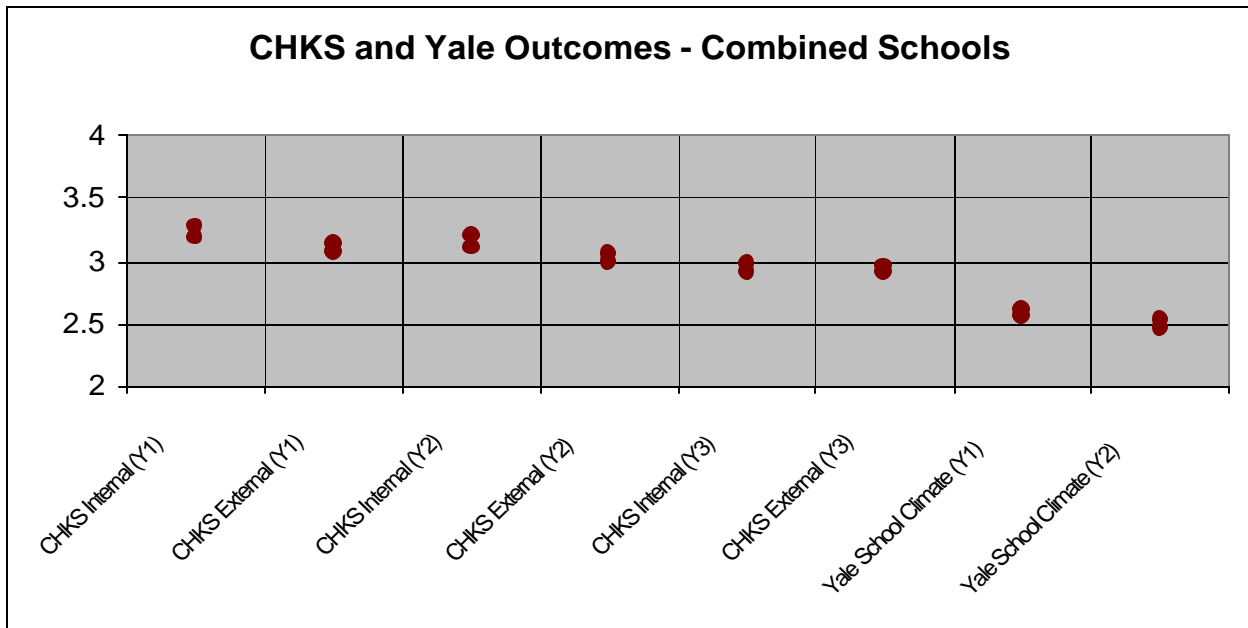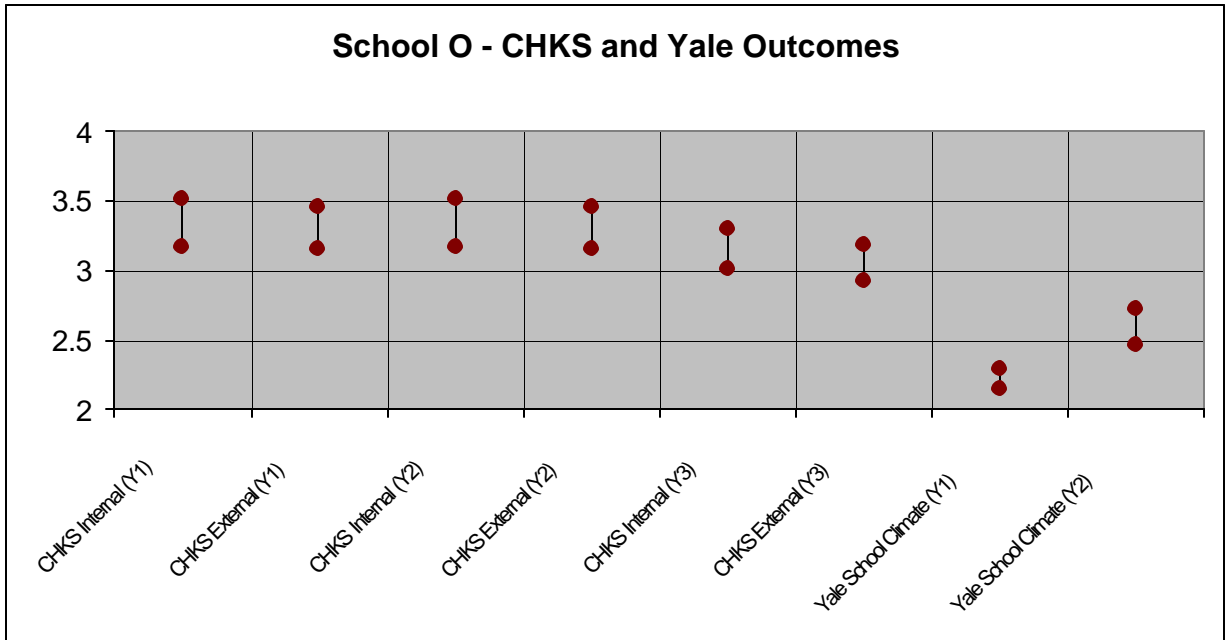
Overall key findings for School O are summarized in the following table:

School	# Components Successfully Implemented	CHKS/Yale SCS Risks	CHKS Resiliency
O MS: Got worse over time Discrepant Findings – MS vs HS	6: MH EIT SP PI PS AS	**ATOD:** **MS**: All substances increased significantly over three years Levels in Yr I and II exceeded Nat'l **HS**: Lowest usage rates among high schools **Violence:** Weapons carrying increased over three years, esp. knives (9% to 17%) Fighting increased each year 40% to 60% **HS:** Highest in damaged property Threatened with Weapon increased to highest of all schools 7% to 28%, and exceeded Nat'l. However almost 80% feel safe at school **MS:** Highest of all in Forced Sex in Yrs II,III **MS:** High sexual activity (46%) **HS:** Lowest sexual activity **MS:** High Depression rates, esp Yr II (52%); High rates of suicide attempts (30%) **Yale:** High student/teacher relations and General School Climate Very High Achievement Motivation Low in resources	**External:** Highest Caring Adults and High Expectations in School in Yr I and dropped in Year III Home domains decreased over three years **Internal:** Highest in Goals and Aspirations in Years I and II and then significant decrease in Year III About average in other domains with slight decrease

School P

School P was an inner city high school located in Ward 2. The school opened in September 1998 and operated for most of the 3-year Safe Schools Healthy Students (SS/HS) grant period (Fall 1999 to Fall 2002). The District of Columbia Public Charter School Board closed the school in June 2002. The school emphasized mathematics and science as well as " the analysis, design, development, testing, implementation and maintenance of Internet and information systems solutions'. Ninety-nine percent of students were African American.

During the grant period the school added grades 11 and 12 to its original 9th and 10th grade enrollment. However, at the same time, it lost students: enrollment fell from 380 to 215 students. The school had two principals during the grant period. One person served in the SCRC position, providing continuity in grant implementations efforts. Although the school appears to have lost ground during Year III, the SCRC reports a number of successes particularly in 'making connections with the community and bringing programs and resources to the school", good teaming with the MHC, and initiating after-school programs and peer mediation programs.

<u>Mental Health</u>: School P had a full-time Mental Health Clinician from May 2000-June 2002. The program was welcomed and relatively successful at the school and the MHC was able to implement several prevention/intervention programs (e.g., teen parent support group, anger management group, grief and loss group) as well as conduct individual and family session in a private office. The MHC and the SCRC established a very good working relationship and were able to establish several partnerships with community agencies (e.g., Children's Hospital, Teen Mothers Take Charge, Alliance of Concerned Men). The school had a fairly effective/productive Early Intervention Team which met weekly to address student and school needs. As a host-site for National Depression Screening Day in 2001, the school administration encouraged the MHC to make presentations to students and staff regarding various mental health issues (e.g., "What is Mental Health", "Reporting Procedures for Child Abuse/Neglect"). The Peer Mediation program was included in a Cox Communications news segment on ways to reduce school violence, which aired on all station affiliates. Reportedly, most students and staff viewed the MHC as an integral member of the school community (vs. someone from an outside agency) and there was little hesitation to refer for mental health services. However, some staff members were unclear or did not agree with the ethical and legal guidelines for mental health clinicians including the limits of confidentiality (e.g., one staff member from the EIT shared confidential information to another individual without permission.

<u>Steering Committee</u>: A steering committee was active in the first two years of the grant. In Year III, the school's new administrative team did not see the committee as a priority and it ceased to operate.

<u>Early Intervention Team</u>: An EIT consisting of the SCRC, MHC, Special Ed Coordinator, Guidance Counselor, Vice Principal and Director of Academics was established in the first year of the grant and met weekly. There was an agenda for each meeting and minutes were taken. A plan was drawn up for each student discussed. The MHC was responsible for ensuring that intervention plans were implemented.

<u>School Security and Safety Assessment</u>: Although the relationship with the police was good, officers did not visit the school unless they are called and there was no SRO assigned to the school.

<u>School Safety Planning</u>: The SCRC reported that there was little follow-up from the School Crisis Planning workshop. The school did not update its safety plan.

<u>Substance Abuse Prevention</u>: The school's health curriculum covered substance abuse. Various other programs at the school such as Youth Leadership, Alliance and Metro Teen Aids discussed aspects of

substance abuse. However, no substance abuse program was implemented at the school.

Parent Involvement: Parent involvement was low. Usually only 5-10 parents attended the principal's monthly meetings and generally parents were unresponsive to outreach efforts. A Parent Education Program was implemented for teen mothers but a planned Parents Anonymous group never got off the ground.

Peaceful Schools: The Initiative had limited success in this area. Although several teachers were trained in PS, as of Year III, only one remained. Generally, PS techniques were not used in the school and reportedly teachers had a difficult time managing their classrooms and sought advice about discipline from the MHC. CSSS staff commented that the Principal never addressed the question of what constitutes good teaching. There was no articulation of teaching standards and expectations from leadership and thus little reinforcement of the PS training from leadership. The SCRC drafted a revised discipline plan using SS/HS materials but the Principal adopted only parts of it. The school did, however, have great success with the peer mediation program. Peer Mediation flourished under a highly skilled SCRC and School P ran the most successful of all the Peer Mediation programs in the grant. After staff and students were trained, the school had over 100 mediation sessions.

After-School Programs: During the grant period the school developed an after-school program that served 30% of students. The program offered a range of activities including sports, music, newspaper, game club, tutoring and other activities.

Key Findings: The graphs below represent the 95% Confidence Interval (95% CI) around the mean for each of the primary CHKS[10] and Yale scales. Based on the mean and variability in responses, the 95% CI measure represents the expected range in which future participants' responses would fall given a repeated sampling/survey. Thus, the 95% CIs in the graph can be viewed as the response ranges of the participants for each scale within each school sample. This measure is a better representation of a school's functioning than the mean, or average, because it depicts the variability in response ranges as well as the measure of central tendency (midpoint). While it displays the variability, extremely unusual points (outliers) are not included i.e., (the most extreme 5%).

The CI's for School P are presented, along with a corresponding graph of the 95% CIs for the combination of all schools participating in the program. Also, scale scores for Years I-III for the CHKS and Years I-II for the Yale are included in each graph. In this way, each school can compare its scores to overall school functioning, as well as compare changes across the program years. However, because the scope of skills measured by these two instruments differs, scores on the CHKS are not comparable to those earned on the Yale.

In interpreting the 95% CIs, higher scores on each scale represent more positive outcomes. Data were only included if a minimum of 20 respondents completed the questionnaire. Where 95% CIs are missing for certain measures on individual school charts, there were not enough respondents to reliably calculate the 95% CI.

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[10] **External assets** refer to environmental or external supports and opportunities that are linked to the development of innate resilience in youth. Three principles are essential in healthy youth development: *Caring Relationships, High Expectations,* and *Opportunities for Meaningful Participation.*

Internal assets are associated with resiliency and include *Empathy, Problem Solving*, and *Goals and Aspirations*. These traits are considered outcomes of the developmental process and can be seen as indicators as to whether critical environmental supports and opportunities are in place. They are, therefore, the individual qualities associated with environments rich in the external assets

CHKS results reveal that fewer than 50% of students have tried cigarettes, alcohol, or marijuana, but the percentages do increase with each grade. Students seem to agree that all of these substances are very easy to get, especially marijuana (45% said 'Very Easy' by Year III) and almost all students report that drugs are acquired at school more than anywhere else. Generally, students seem to feel safer at home than at school. On the Yale School Climate Survey, School P students scored above average in Student Interpersonal Relations, indicating high levels of caring, respect, and trust among the students. Despite CSSS staff reports that parent involvement was low, students perceived that their parents participated frequently in school activities, as demonstrated by their Yale SCS responses. High scores in Parent Involvement place them significantly above the averages for other DC charter schools in this domain.

School P - CHKS and Yale Outcomes

CHKS and Yale Outcomes - Combined Schools
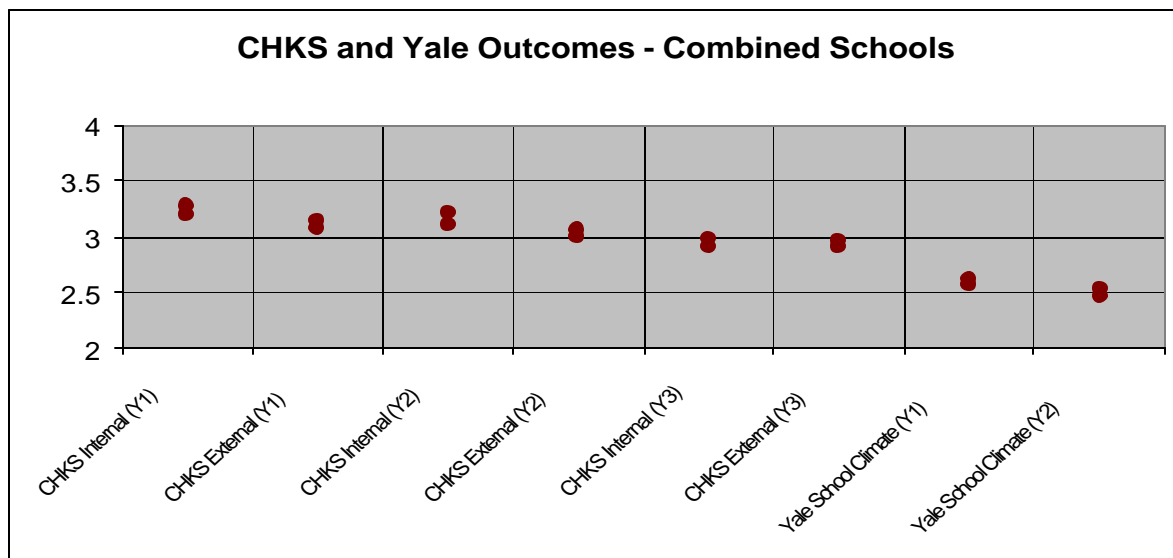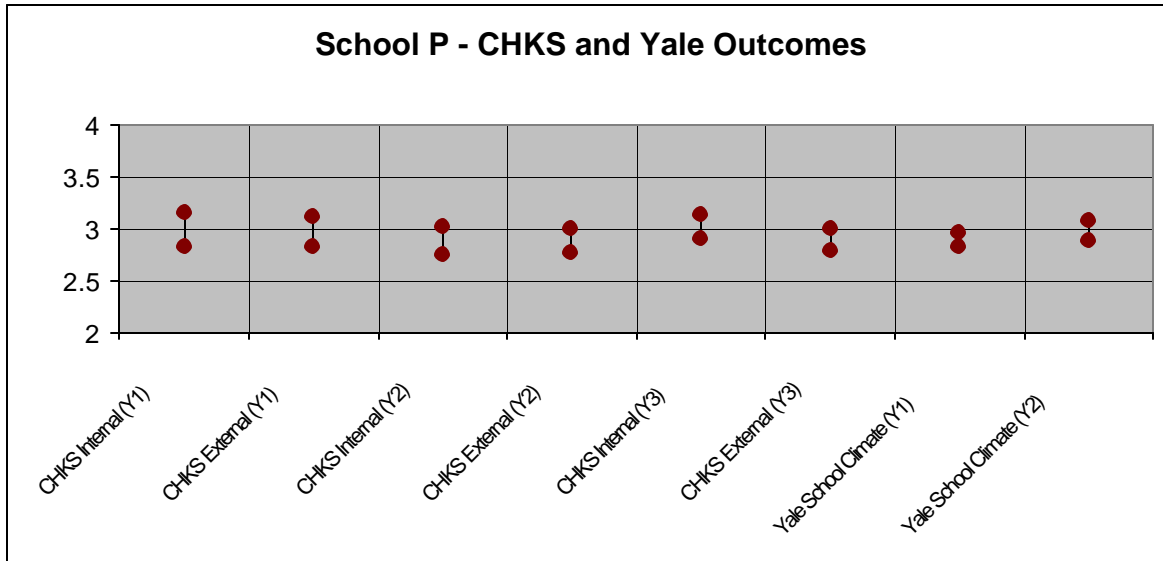
Overall key findings for School P are summarized in the following table:

School P	# Components Successfully Implemented	CHKS/Yale SCS Risks	CHKS Resiliency
	4: MH EIT PS AS	**ATOD:** Moderate and consistent Alcohol (24%) Tobacco very low; Marijuana relatively low **Violence:** Moderate to low in weapons and consistent over three years Big decrease in vandalism Fighting increased in Yr III (28% to 35%) High Sexual activity Forced Sex increased over three years	**External:** Decrease or same over three years in all areas **Internal:** Small decrease in Empathy Small increase in Goals and Aspirations

School Q

School Q is an open enrollment public charter high school specializing in the preparation of students in Grades 9-12 for higher education and, subsequently, careers in the fields of math, science and technology. Formerly the Ballou Math Science Technology Academy, School Q converted to a charter school in 1998. During the 3-year Safe Schools Healthy Students (SS/HS) grant period (Fall 1999 to Fall 2002) enrollment remained fairly steady at around 325 students. During the grant period the school was located at the Waterside Mall on 4th and M Streets in South-west Washington DC, but it has recently moved to a new location at 770 M Street in South-east DC. Ninety-nine percent of students at School Q are African-American, and 1% Caucasian. About 70% of students come from low-income families and are entitled to free or reduced price meals. During Year III, the school had a high rates of suspensions (14.5%) and expulsions (4.3%).

There were a number of serious problems in implementing the Initiative at School Q and the school was dropped from the grant program at the end of the second year. On balance, except for successful mental health services offered to students and their families from Spring 2000 to September 2001 (see below), there were few positive results for the Initiative at the school. The main obstacle to implementation was the lack of support from school leadership. The school had two principals in its first two years of operation. A third principal who took charge of the school during Year II of the grant had a top-down, somewhat erratic style of management, no commitment to the grant and little understanding of its purposes. In September 2001, the principal demanded access to the MHC's mental health records, claiming that the administration had the right to mental health information about its students. When the MHC declined access to the information, she was forced to leave the school even though the principal had been pleased with her work to date. The Department of Mental Health's Clinical Administrator who supervised the MHC at the school explained to the Principal that by law, student records were confidential. The Principal would not agree to respect the confidentiality policy of mental health records and, finally, mental health services and all confidential records were removed from the school in September 2001.

The first SCRC at School Q began work in Fall 2000 at the beginning of Year II. As with other SCRCs, she was hired by the school but paid and supervised by the grant administrators. Little headway was made in implementing the Initiative during her one-year tenure. Some CSSS staff noted that the SCRC may not have had the capacity building and networking skills necessary to sustain the program. This was compounded by the Principal who had little understanding of the SCRC role and duties under the grant. Instead, the SCRC was assigned to classroom and office duties, leaving little time for her SS/HS work. Although a number of projects, activities and programs connected with the grant were presented to the Principal, he denied or ignored most of them. Meetings between the SCRC and the Principal were difficult to arrange and frequently cancelled. Despite these obstacles, the SCRC made some progress in increasing parental involvement at the school and initiated a few after school activities. The SCRC also cooperated with the MHC on a teen parent initiative operated jointly with School P.

Following the dispute about the confidentiality of mental health records and in view of the school's continuing resistance to programs and activities recommended under the SS/HS grant, CSSS ended all grant activities at the school in September 2001.

Mental Health Program: The MHC reports that this component of the grant, while it operated, was successful in that individual counseling and family counseling were considered very important,

particularly by the Principal who made most of the referrals. Groups were also utilized. However, staff development and prevention activities were not well received by the school and therefore not utilized to the extent the clinician felt they should be. One of the major successes at School Q was the parent involvement. Parents requested services for themselves and participated in treatment plans for their children. The school offered a parents group that was very well attended and parents who attended reported a better understanding of their children's behavior.

Steering Committee: The school had a perfunctory committee that held a few planning meetings. The committee had little decision-making power and was marginalized by the school leadership that gave it no support.

Early Intervention Team: The school did not have an EIT.

School Security and Safety Assessment: There was a strong security staff that developed a solid working relationship with local police. There were no SROs assigned to the school but two security officers at the school attended the training offered by the Initiative for assessing school security.

School Safety Planning: The MHC and the SCRC attended the School Crisis Planning Workshop offered by the Initiative but there was no follow-up.

Substance Abuse Prevention: The school had a health curriculum that included programs dealing with substance abuse and other high-risk behaviors. Speakers from partner agencies made presentations at the school that were 'somewhat effective'. Generally, however, prevention activities were not well received or utilized by the school.

Parent Involvement: Although parents participated enthusiastically in activities associated with the mental health program, the school had less success at encouraging parents to attend PTA and parent conferences. The SCRC pushed for a Parent Education Program and a Parents Anonymous group but the Principal did not approve them.

Peaceful Schools: The PS Program provided a considerable amount of support at the school in Year II: 13 teachers received intensive training in PS techniques and 6-8 workshops were held in the school. Reportedly, the newer teachers eagerly incorporated PSP into their classrooms. The SCRC had difficulty getting input from staff and parents on a revised discipline plan. A plan was prepared by the school's discipline team but never implemented. The SCRC also recruited teachers and students to attend a peer mediation training session sponsored by the Initiative but the Principal refused to let them leave the building that day.

After-School Programs: The school had an after-school program at the start of the grant offering sports, tutoring, dance, choir and chess. The program was expanded with SS/HS funds during the grant to serve about 20% of the students.

Key Findings: The graphs below represent the 95% Confidence Interval (95% CI) around the mean for each of the primary CHKS[11] and Yale scales. Based on the mean and variability in responses, the 95% CI measure represents the expected range in which future participants' responses would fall given a repeated sampling/survey. Thus, the 95% CIs in the graph can be viewed as the response ranges of the participants for each scale within each school sample. This measure is a better representation of a school's functioning than the mean, or average, because it depicts the variability in response ranges as well as the measure of central tendency (midpoint). While it displays the variability, extremely unusual points (outliers) are not included i.e., (the most extreme 5%).

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[11] **External assets** refer to environmental or external supports and opportunities that are linked to the development of innate resilience in youth. Three principles are essential in healthy youth development: *Caring Relationships, High Expectations,* and *Opportunities for Meaningful Participation.*

Internal assets are associated with resiliency and include *Empathy, Problem Solving*, and *Goals and Aspirations*. These traits are considered outcomes of the developmental process and can be seen as indicators as to whether critical environmental supports and opportunities are in place. They are, therefore, the individual qualities associated with environments rich in the external assets

The CI's for School Q are presented, along with a corresponding graph of the 95% CIs for the combination of all schools participating in the program. Also, scale scores for Years I-III for the CHKS and Years I-II for the Yale are included in each graph. In this way, each school can compare its scores to overall school functioning, as well as compare changes across the program years. However, because the scope of skills measured by these two instruments differs, scores on the CHKS are not comparable to those earned on the Yale.

In interpreting the 95% CIs, higher scores on each scale represent more positive outcomes. Data were only included if a minimum of 20 respondents completed the questionnaire. Where 95% CIs are missing for certain measures on individual school charts, there were not enough respondents to reliably calculate the 95% CI.

School Q students' scores in both Internal and External Assets on the CHKS are relatively consistent over the three-year grant period, although there was greater variability in responses during Years II and III. Approximately half of students have tried cigarettes and alcohol, although fewer have tried marijuana. Fewer than half, however, perceive any of these substances as harmful. When asked about acquiring such substances, most students said that all are 'Very Easy' to access, especially marijuana, and that students get drugs at school more than any other place. Gang involvement seems to be higher in the upper grades, although students report that they feel equally safe at school and at home.   Students at School Q scored above average, as well as above the combined schools' means on the Yale School Climate Survey, especially in the area of Fairness (the equal treatment of students regardless of ethnicity and socioeconomic status).

School Q - CHKS and Yale Outcomes

CHKS and Yale Outcomes - Combined Schools
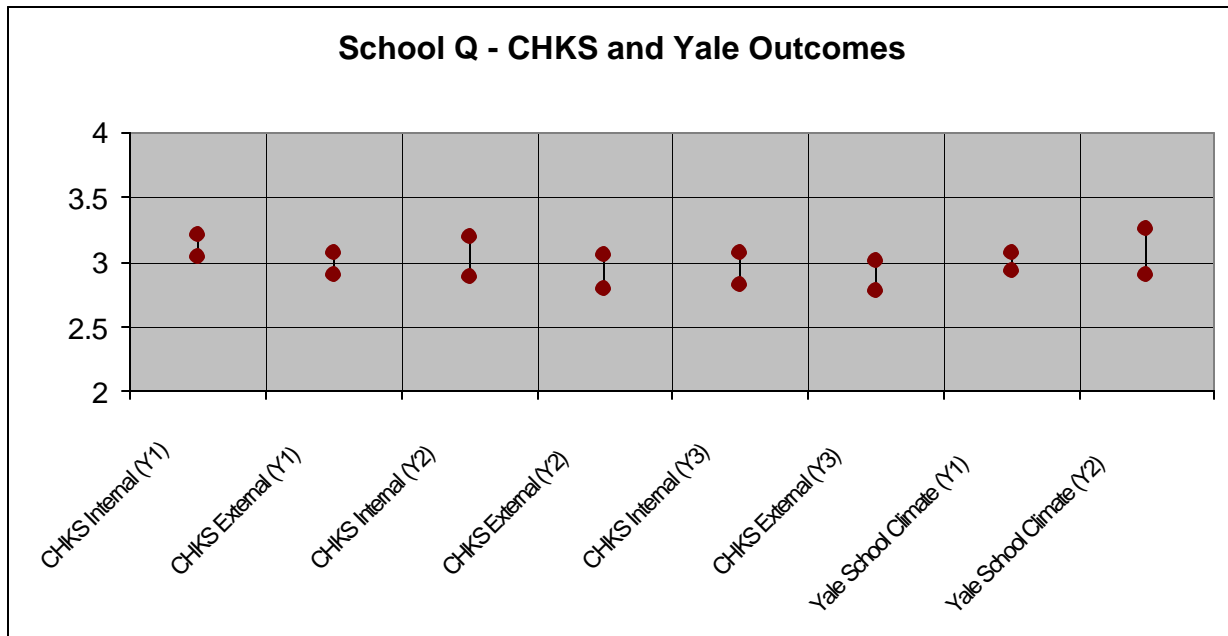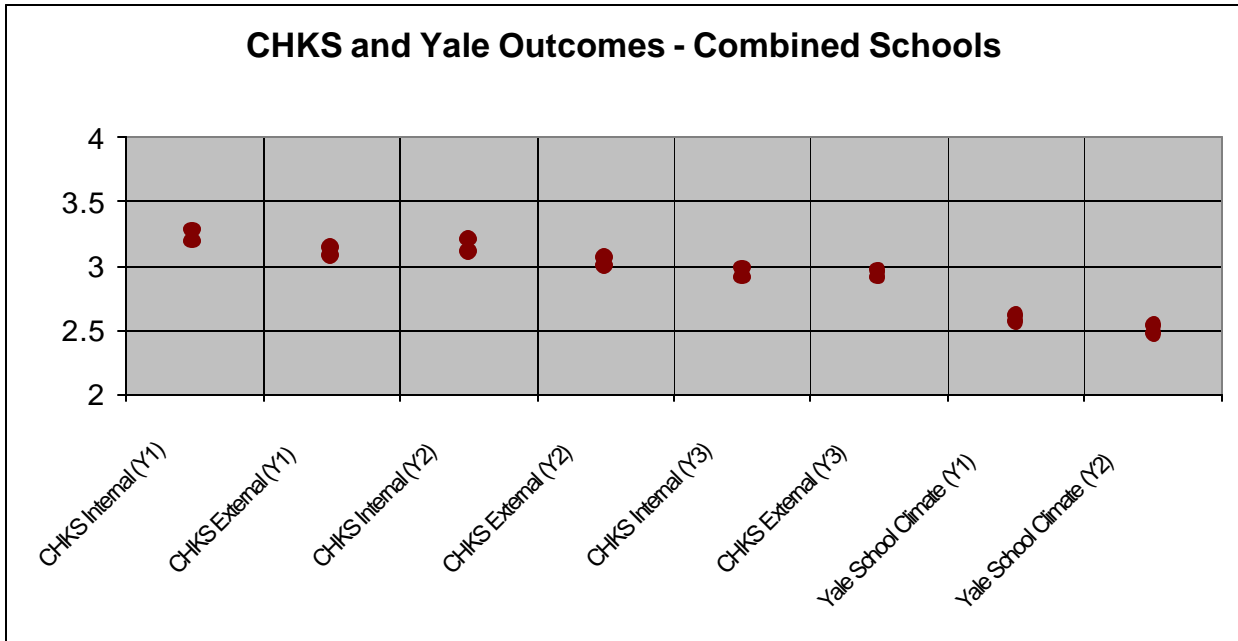
Overall key findings for School Q are summarized in the following table:

School Q	# Components Successfully Implemented	CHKS/Yale SCS Risks	CHKS Resiliency
	2: SS AS	**ATOD:** Moderate / consistent alcohol and marijuana use Low tobacco use **Violence:** Slight increase in guns and knives **Bullying:** Yr II high, otherwise moderate Big increase in Threatened with Weapon in Yrs II and III Moderate sexual activity	**External:** Slight increase or same over three years **Internal:** Steady decline in all areas but still relatively high in Goals and Aspirations

School S

School S is a high school located in Ward 7 in Northeast Washington DC. It opened in September 2000 and joined the Initiative at that time with 422 students in grades 9 and 10. The following year, it added grade 11 and increased enrollment to 715 students. The school's mission is 'to prepare a diverse cross section of children for success as students, workers, and citizens by providing them with a world-class education. The program is based on Edison School's philosophy of high academic standards for all students, regardless of their circumstances, and strict accountability to the communities it serves.' Ninety-nine percent of students are African-American. Sixty-five percent qualify for free and reduced price lunches.

The school began operation in Year II of the three-year Safe Schools Healthy Students (SS/HS) grant period (Fall 1999 to Fall 2002) at a new facility. The school retained both its principal and its SCRC during the two years of the grant providing institutional stability. However, CSSS staff report that there were internal divisions in the school and turf issues among the leadership. The large increase in enrollment in Year III of the grant and its jump to 'large school' status was a strain on the organization. Teacher turnover was high, a factor that made it hard for the Initiative to consolidate progress in teacher training and development. The school is managed by Friendship House and Edison Schools and uses the Edison Discipline plan – an arrangement that made a discussion and revision of the discipline code challenging.

The SCRC's main assignment during the set-up phase of the school was the establishment and staffing of School S's extensive community services program. This work involved arranging service/learning opportunities for students at over 50 schools, hospitals, churches and non-profit organizations. Each student at School S must complete 200 hours of community service in order to graduate and the program is central to the school's mission of service to the community. Although the school made a late start on grant initiatives it made progress in several areas:

Mental Health: School S had a full-time MHC who ran the MH program for the entire period of the schools' two-year involvement in grant. The MHC reports that the program was 'very successful.' Over a period of time, the school was able to benefit from a wide variety of services, including staff development, classroom interventions, individual and group counseling, and crisis interventions. Although School S had not used mental health services effectively before the grant period, they effectively implemented several features. The services were welcomed and integrated into the school, as demonstrated by the launching of the EIT and an Anger Management Group that was added during a class period and used as an extra credit course. At the end of the course, students reported that they had benefited from the class, learned techniques that would help them to manage their behavior, and developed a better understanding of their behaviors. In response to the school's dramatic growth, a second MHC was added to the staff at School S, but was eventually removed due to the school's inability to accommodate two clinicians.

Steering Committee: Reportedly, there was little support from the administration for a steering committee. There was a planning session following a planning retreat in May 2001 with plans to get down to details in the 2001-2002 school year, but no committee got off the ground.

Early Intervention Team: The EIT was developed in partnership with the school in January of 2002 and ran weekly with support and participation from the principal and her mental health support staff.

School Security and Safety Assessment: As a direct result of SS/HS work with the police, there are two police School Resource Officers working in the school. They respond to crises and provide some

counseling to students. The principal played an influential role in encouraging police participation at the school.

School Safety Planning: The school acted to complete its safety plan after a team attended the School Crisis Planning Workshop. The SCRC was working on implementation of the plan in Year III. This school system has its own model for planning and training of security. Therefore the failure of the grant in this area is not as significant as it might be in other schools.

Substance Abuse Prevention: Although substance abuse is part of the school's health curriculum, the SCRC had not developed a substance abuse prevention or intervention program by the end of the grant period. During the no-cost extension, CSSS introduced an evidence-based curriculum. The MHC had collaborated with the health teacher for Red Ribbon Week and worked collaboratively with other mental health staff to conduct classroom-based presentations on substance abuse prevention.

Parent Involvement: Parent involvement is reportedly low. In 2002, only 55% of parents attended Quarterly Learning Contract Conferences where report cards for their children were given out and discussed. This is a key indicator of home/school communications. The school sponsored a Parents Anonymous group for about 3 months beginning in October 2002, but it was discontinued because of lack of parent interest and administrative support.

Peaceful Schools: Carol Lieber of Educators for Social Responsibility did many on-site consultations at the school and PS training was provided for school staff; however, the high turnover of teachers diminished the impact of the effort. In Year III of the grant, there were only two teachers remaining at the school who had received intensive PS training. However, there was a PS training session at the school on 'using the mid-day and developing a reward system' that staff appreciated and all teachers had been 'exposed to PS.' Although some teachers used PS techniques in their classrooms, there did not appear to be enough practitioners to effect a noticeable change in student behavior and classroom management. Reportedly, the school leadership 'did not understand PS but was supportive of the program.' The school discipline plan was reviewed and revised following Initiative guidelines. The revised plan was submitted to Friendship House for approval but was never implemented by school leadership. The school continues to use the Edison Schools discipline plan. The Peer Mediation program was given a 'jump start' with assistance from Michael Branch, the SCRC at School P, who had run a very successful program at that school. Staff and 25 students were trained in peer mediation and the program had a successful start in Spring 2002.

After-School Programs: Initially, the school had no after-school program. As of Year III of the grant the after-school program was 'underdeveloped and moving slowly'. It served 10-15% of students and offered activities including karate, SAT prep, street law, drama, yearbook and Step Team.

Key Findings: The graphs below represent the 95% Confidence Interval (95% CI) around the mean for each of the primary CHKS[12] and Yale scales. Based on the mean and variability in responses, the 95% CI measure represents the expected range in which future participants' responses would fall given a repeated sampling/survey. Thus, the 95% CIs in the graph can be viewed as the response ranges of the participants for each scale within each school sample. This measure is a better representation of a school's functioning than the mean, or average, because it depicts the variability in response ranges as well as the measure of central tendency (midpoint). While it displays the variability, extremely unusual points (outliers) are not included i.e., (the most extreme 5%).

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[12] **External assets** refer to environmental or external supports and opportunities that are linked to the development of innate resilience in youth. Three principles are essential in healthy youth development: *Caring Relationships, High Expectations,* and *Opportunities for Meaningful Participation*.

Internal assets are associated with resiliency and include *Empathy, Problem Solving*, and *Goals and Aspirations*. These traits are considered outcomes of the developmental process and can be seen as indicators as to whether critical environmental supports and opportunities are in place. They are, therefore, the individual qualities associated with environments rich in the external assets

The CI's for School S are presented, along with a corresponding graph of the 95% CIs for the combination of all schools participating in the program. Also, scale scores for Years I-III for the CHKS and Years I-II for the Yale are included in each graph. In this way, each school can compare its scores to overall school functioning, as well as compare changes across the program years. However, because the scope of skills measured by these two instruments differs, scores on the CHKS are not comparable to those earned on the Yale.

In interpreting the 95% CIs, higher scores on each scale represent more positive outcomes. Data were only included if a minimum of 20 respondents completed the questionnaire. Where 95% CIs are missing for certain measures on individual school charts, there were not enough respondents to reliably calculate the 95% CI.

In both Years I and II, students at School S scored slightly higher in Internal Assets than in External Assets, with scores in both domains decreasing in Year III. Fewer than 50% of students report current usage of alcohol, tobacco, or marijuana. About 50% of students perceive the substances as harmful and say that most kids get drugs at school. About 55% of students surveyed said that it is 'Very Easy' for students to get these substances. Students seem to feel safe at school with 61% reporting that they feel safer in school than in their neighborhoods by Year III.

School S - CHKS Outcomes

CHKS and Yale Outcomes - Combined Schools
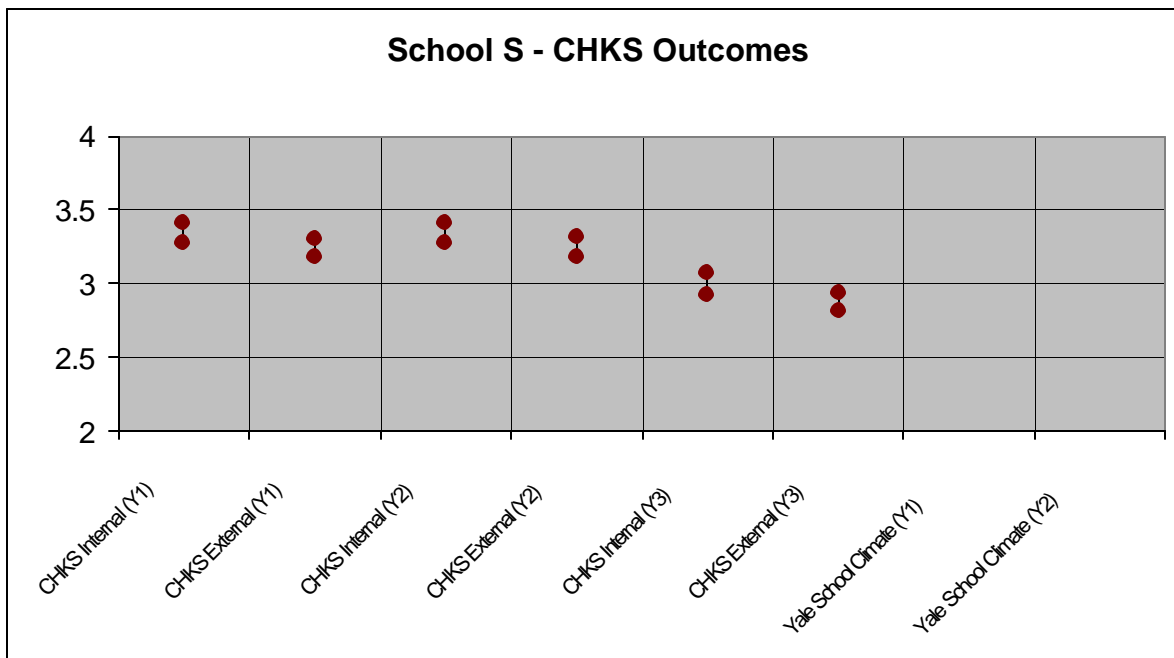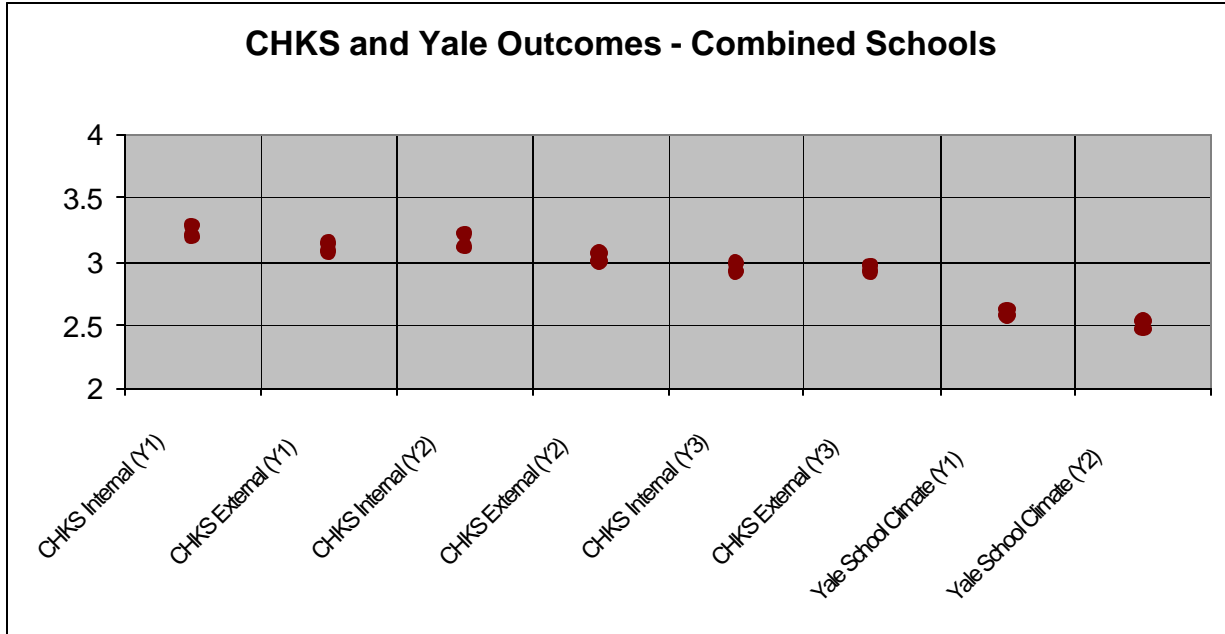
Overall key findings for School S are summarized in the following table:

School S	# Components Successfully Implemented	CHKS/Yale SCS Risks	CHKS Resiliency
	3: MH SS SP	**ATOD:** Alcohol and Marijuana: small increases over two years Low Tobacco use **Weapons:** Small decrease in weapons over two years **Bullying:** Harassment decreased by 10% Fighting and Vandalism: slight increases	**External:** Small increases in all but Meaningful Participation. **Internal:** Small decreases in Empathy and Problem Solving Increase in Goals and Aspirations-one of highest

California Healthy Kids Survey (CKHS)
Key Findings
Safe Schools/Healthy Students
Prepared by
Donna D. Klagholz, Ph.D. & Associates, LLC
August 2003

Introduction

The California Healthy Kids Survey (CHKS) was administered to students who participated in a multi-school Safe Schools/Healthy Students Initiative during the 1999-00, 2000-01, and 2001-02 school years. The survey is designed to assess youth health risk and resilience, as well as the factors that influence them. While results provide information on the percentages of students who have been involved in risky behaviors, the instrument also assesses youth assets and resilience traits that have been found to prevent such involvement and promote success. This report presents key findings on overall substance use, perceived harm, violence and safety behaviors/experiences, and an assessment of the assets and resilience factors present in elementary, middle, and high school students surveyed over the three-year SS/HS grant period. Because different groups of students were administered the CHKS each year, results reflect more on individual cohorts of students within schools rather than changes in behaviors of specific groups as they advance through grades. Information from the CHKS Technical Report[13] discussion section was used throughout this report to provide context and meaning to the results presented.

Risk Behavior results will be presented first for Elementary level, then Middle School, and finally for High School level students. Resiliency factors for all three levels are presented next, followed by a summary.   Schools are coded for confidentiality and participant protection purposes.

Elementary

Population

The CHKS was administered to 132 fifth grade students in five schools during Year I. The addition of one school in Year II increased the number of students to 197. By Year III 370 4th and 5th grade students were surveyed at nine schools. The students ranged in age from 8 to 13 years old, with a mean age over the three years of 10.2. **Table 1** shows the number of students surveyed each year at each of the nine elementary schools:

Table 1. Elementary School Survey Respondents: Years I – III

School	Year I 1999-2000	Year II 2000-2001	Year III 2001-2002
School A	48	53	64
School B	14	14	23
School C	9	15	12

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[13] Technical Report: Elementary CHKS. A report by WestEd, Los Alamitos, CA. CHKS is copyrighted and funded by the California Department of Education, Healthy Kids Program Office.

School D	52	62	112
School E	9	36	42
School F		17	15
School G			21
School H			18
School I			62
Total	**132**	**197**	**370**

Alcohol, Tobacco, and Other Drug Use

In order to determine the nature and extent of youth drug involvement in the schools and surrounding communities, as well as approximate age of onset, the CHKS assesses the overall lifetime prevalence of the four most popular psychoactive substances among preadolescents: tobacco, alcohol, marijuana, inhalants. Research has shown that when children experiment with even small amounts of substances at a young age, they are more at risk for later involvement. According to the 2002 National Survey on Drug Use and Health, sponsored by the Substance Abuse and Mental Health Administration (SAMHSA), illicit drug use among youth tends to increase with age, with 12% of youth ages 12-17 reporting current drug use, peaking at 23% among 18-20 year-olds. Further, in examining the correlation between substances used, results indicate that illicit drug use in 12-17 year-olds is approximately eight times higher among those who smoke cigarettes and 12 times higher in those who drink alcohol. These findings underscore the critical need for the implementation of effective prevention programs in our nation's elementary schools.

Figure 1 below illustrates the amount of prior student experimentation reported during each year of the grant period, along with comparable national data on current use. (Use within the 30 days prior to CHKS survey completion was only asked regarding alcohol and cigarettes, with percentages ranging from 3% to 8% for alcohol and from 3% to 5% for cigarettes.) As seen in the figure, alcohol is the substance with which most students have experimented. By Year III, one quarter of the students reported that they had had beer, wine or other alcohol. The percentage of students who reported drinking within the month prior to the survey (6% in Yr. I, 3% in Yr. II, and 8% in Yr. III) was significantly lower than the national statistic of 18%, most likely due to younger age of the SS/HS students surveyed. Trends indicating increased usage with increased age, however, must be considered in interpreting these results. There was a significant decrease (from almost 15% to about 6%) in the number of students who had smoked a cigarette between Year I and Year II, suggesting some improvement, but in Year III the number increased again to 10%. A small percentage of students reported using drugs and/or alcohol before or during school.

Figure 1. Aggregate Elementary School Lifetime Usage
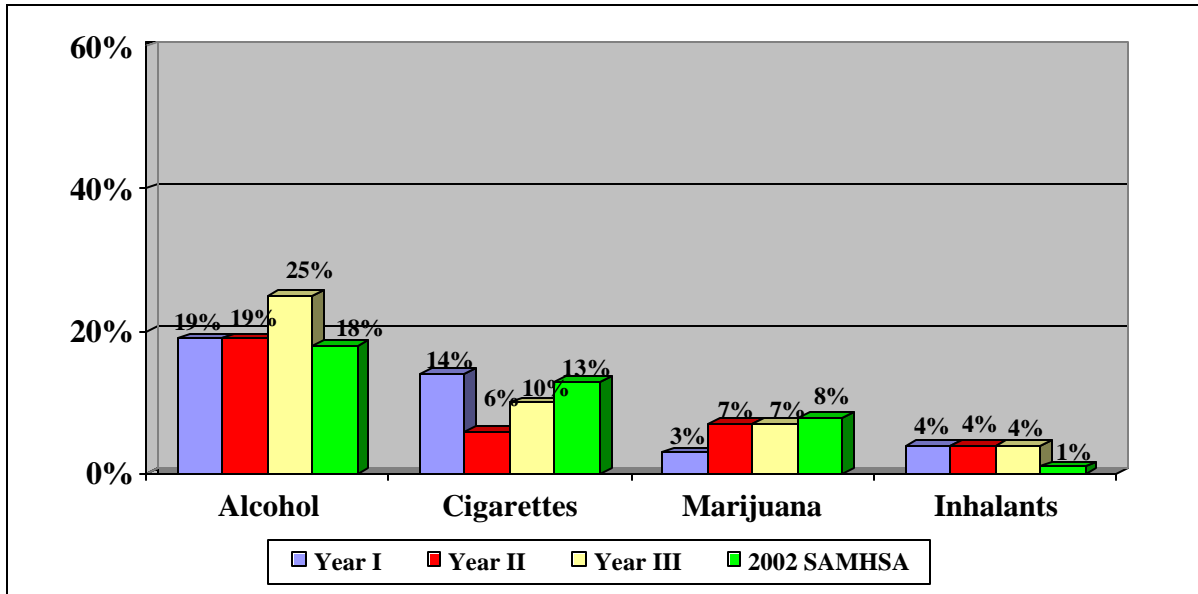
Across schools, there is variability in the extent to which students report lifetime usage. As shown in **Figure 2** below, Schools A through E were administered the survey each year for the duration of the grant period. Approximately 20% of students at Schools A, D, and E reported having ever drunk at least some alcohol. School B, however, showed a significant increase in the percentage of students who reported alcohol usage, from 0% in Year I to 57% in Year II, despite the fact that 92% of students in Year II perceived alcohol usage to be "very harmful." Research findings correlating alcohol usage with other illicit drug use provide insight into the pervasive nature multiple risk behaviors among youth.

Figure 2. Lifetime Alcohol Usage Across Elementary Schools
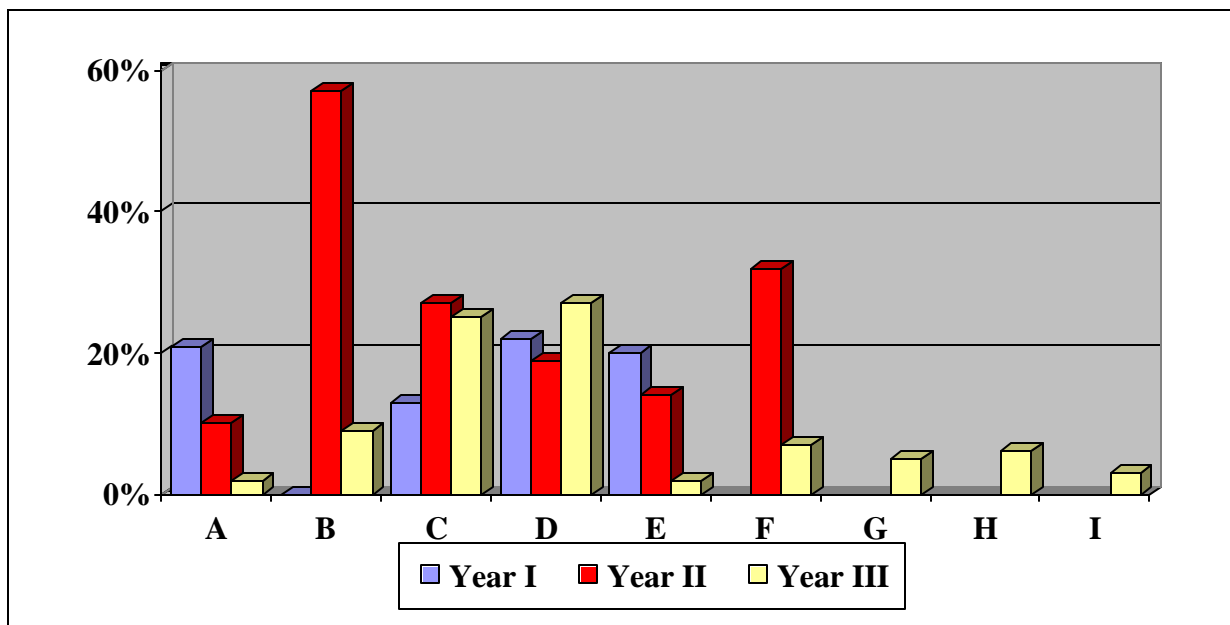
Figure 3 below shows tobacco usage across schools. Though not as prevalent as alcohol, and linked with less frequency to other drug usage, cigarettes are easily obtained. Students at all schools, with the exception of Schools H and I, have access to cigarettes and report having tried smoking. Interestingly, most students at School C, which has the highest three-year tobacco usage average (14%), perceive even occasional tobacco to be extremely harmful (75% in Year I; 100% in Year II; and 92% in Year III).

Figure 3. Lifetime Tobacco (Cigarette) Usage Across Elementary Schools
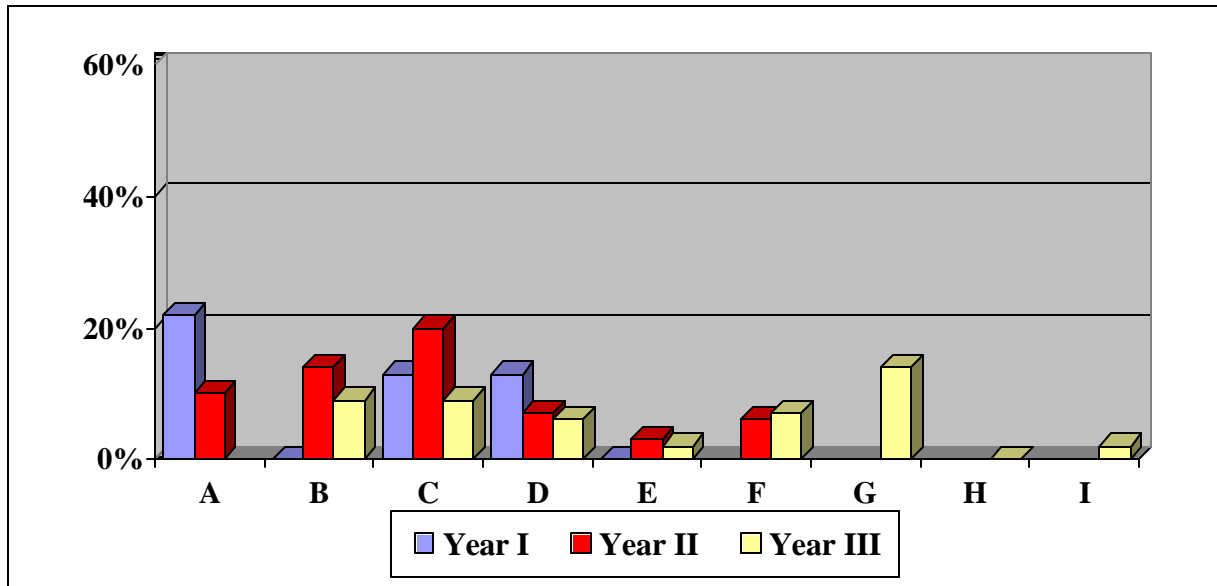
CHKS results reveal that marijuana is the third most common substance used by elementary students. As seen in **Figure 4** below, reports of usage by students at School D increased 12 percentage points (from 4% to 16%) between Year I and Year II, dropping to 0% in Year III. Interestingly, School D students' perception that even occasional use of marijuana is extremely harmful increased from 78% in Year I to 97% in Year II. During Year III, only four schools had students who reported marijuana use; 7%, 5%, 6%, and 2% respectively at Schools F through I.

Figure 4: Lifetime Marijuana Usage Across Schools
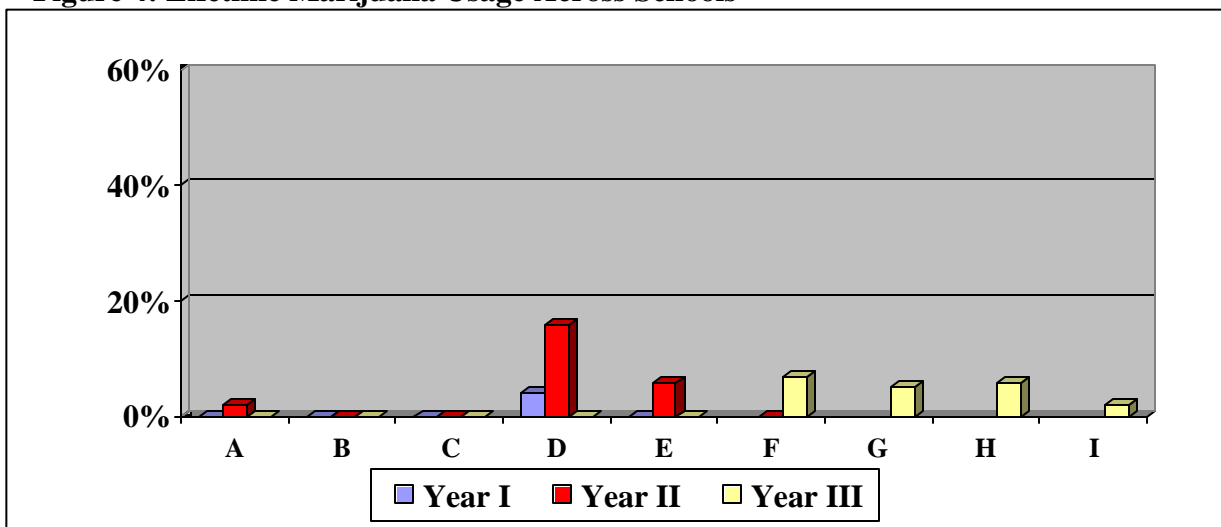
Disparity in reported usage and perception of harm is not uncommon. Because the relationship of knowledge, attitudes, and behavior is complex, it is not unusual to find discrepancies between what children purport to believe about the risk of substance use and what they actually do. Attitudes toward drug use of any kind are generally very negative among elementary students, and national trend data indicate that continued perception of high risk as students go through secondary school is associated with lower rates of usage. **Figure 5** shows the aggregate students' perception of the harm of ATODs when used frequently. Overall, about 90% of all students surveyed consider these substances 'Harmful' or 'Very Harmful.' There was a sharp decrease, however, in Year III pertaining to marijuana. In Year II over 90% perceived marijuana as harmful, but by Year III that number had decreased to 75%. SAMHSA data, however, reveals that 62% of 12 to 13 year-olds feel that smoking cigarettes (one pack a day) and drinking alcohol (one drink a day) pose great health risks. Interestingly, marijuana is perceived by only 42% to be harmful. Although the higher percentage of SS/HS students who consider ATOD usage harmful in comparison to the SAMHSA data may be due to their younger age, this perception provides a good foundation for the schools to implement early prevention programs.

Figure 4. Elementary Students' Perception that ATOD Use is Bad for a Person's Health
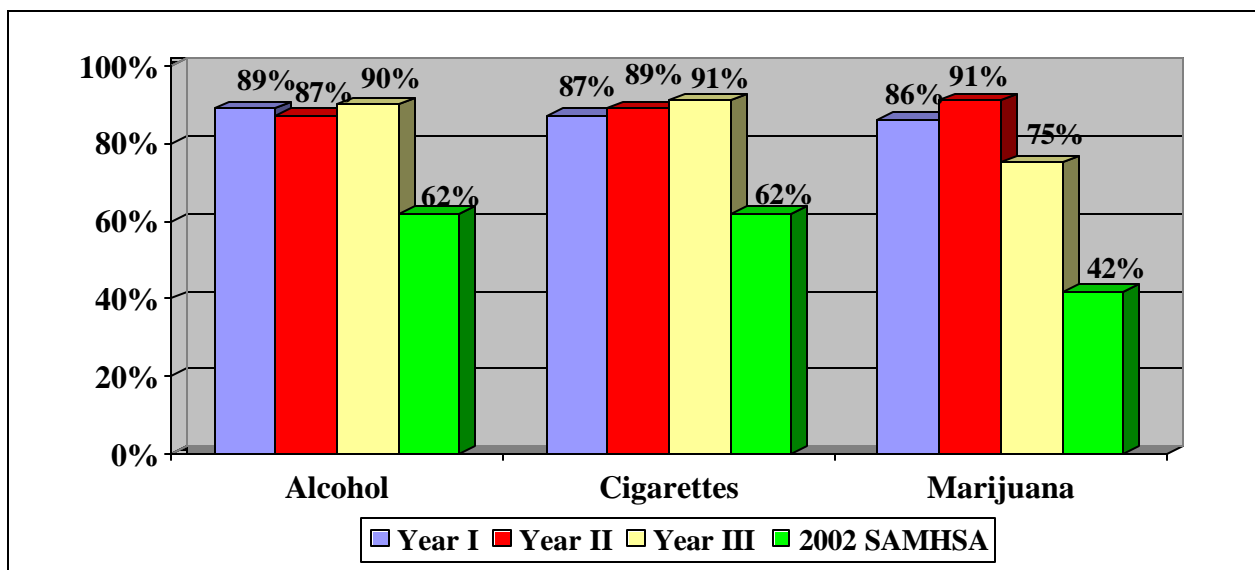
Violence and Safety

According to the World Health Organization's 2002 World Report on Violence and Health, violence in young people is one of the most visible forms of violence, as physical fighting and bullying are common manifestations of behavioral and psychosocial problems. The prevalence of these behaviors, particularly bullying, is a growing concern across the nation. According to a study published in the April 2001 Journal of the American Medical Association[14], more than 16% of US students reported being victims of bullying during the current school year, with the frequency of such behavior being highest among 6th to 8th grade students. Further, a

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[14] Nansel, T., Overpeck, M., Pilla, R., Ruan, W., Simons-Morton, B., & Scheidt, P. (2001) Bullying behaviors among US youth: Prevalence and association with psychosocial adjustment. *Journal of the American Medical Association*, (285) 16, 2094-2100.

report released on September 4, 2003, by Fight Crime: Invest in Kids[15] adds that 60% of boys identified as "bullies" in grades 6 through 9 were later convicted of at least one crime by the age of 24.

Figure 6 below illustrates SS/HS student responses to questions involving violence at school. Elementary students were asked if they had brought a gun or knife to school in the year prior to completing the survey, and whether they had seen other students with weapons at school within the same time period. In Year I, almost 15% of students reported bringing a gun or knife to school, with this number decreasing steadily to only 6% in Year III. While relatively few students report bringing weapons to school, a far greater number report witnessing those who do. About one-third of students in both Years I and III reported seeing others with guns or knives at school, with 42% reporting the same in Year II. This discrepancy may suggest that the small number of students who carried weapons to school did so multiple times. In Year I, instances of bullying were almost four times the number reported in the *JAMA* study, with 62% of SS/HS students reporting that they had been hit or pushed by someone else. Encouragingly, reported instances of bullying decreased steadily throughout the grant period, to 58% in Year II (the year of the *JAMA* study) and to 53% by Year III. Despite the high incidence of bullying reported by SS/HS students, percentages of students who report that they feel safe at school over the three years are in the same range. Sixty-one percent of students felt safe at school in Year I, decreasing to 47% in Year II and rising slightly to 50% in Year III.

Figure 6. Elementary School Violence Related Behaviors and Experiences
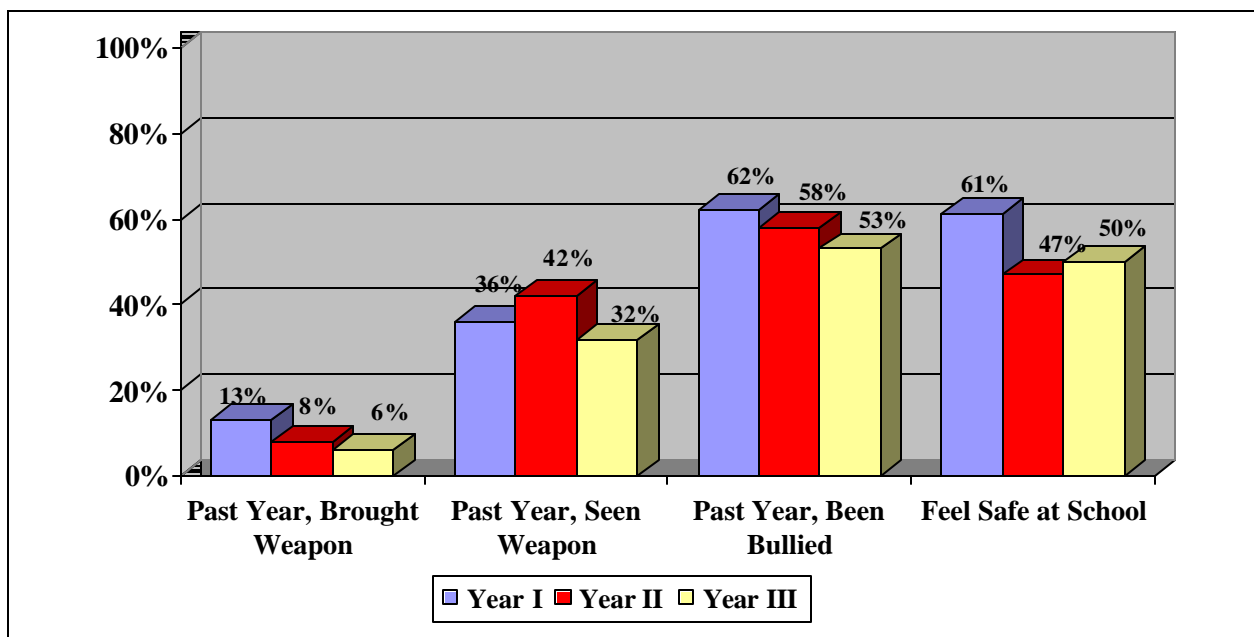
As seen above, the overall percentage of students who have carried weapons to school decreased steadily over the three-year grant period. As seen in **Figure 7**, several schools, however, show increases in such activity, particularly Schools B and E.

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[15] Fox, J., Elliott, D., Kerlikowske, R., Newman, S., & Christeson, W. (2003) *Bullying Prevention Is Crime Prevention: A Report by Fight Crime: Invest in Kids.*

Figure 7: Students Who Have Carried Weapons (Gun or Knife) to School in the Past Year
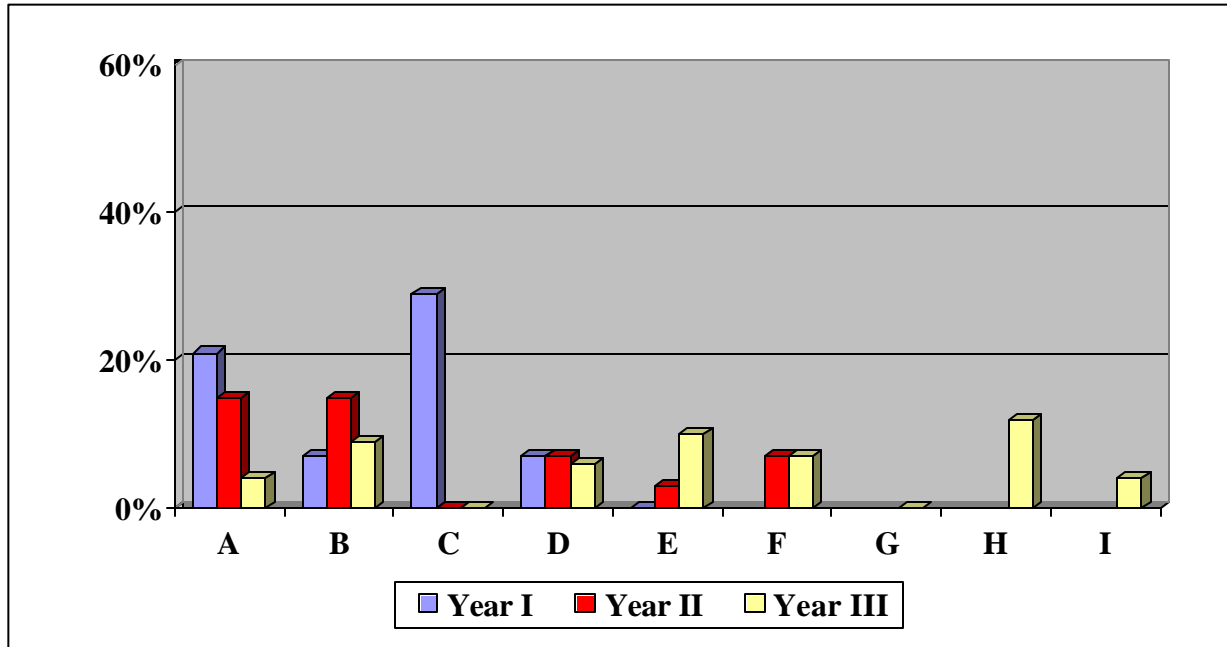
Many more students report witnessing weapons at school than actually bring them. As expected, there is a discrepancy between the number of students claiming to have witnessed others with weapons and the number disclosing that they brought them at specific schools during specific time periods. **Figure 8** shows the number of students who reported seeing others at school with weapons.

Figure 8: Students Who Have Witnessed Other Students with Weapons at School
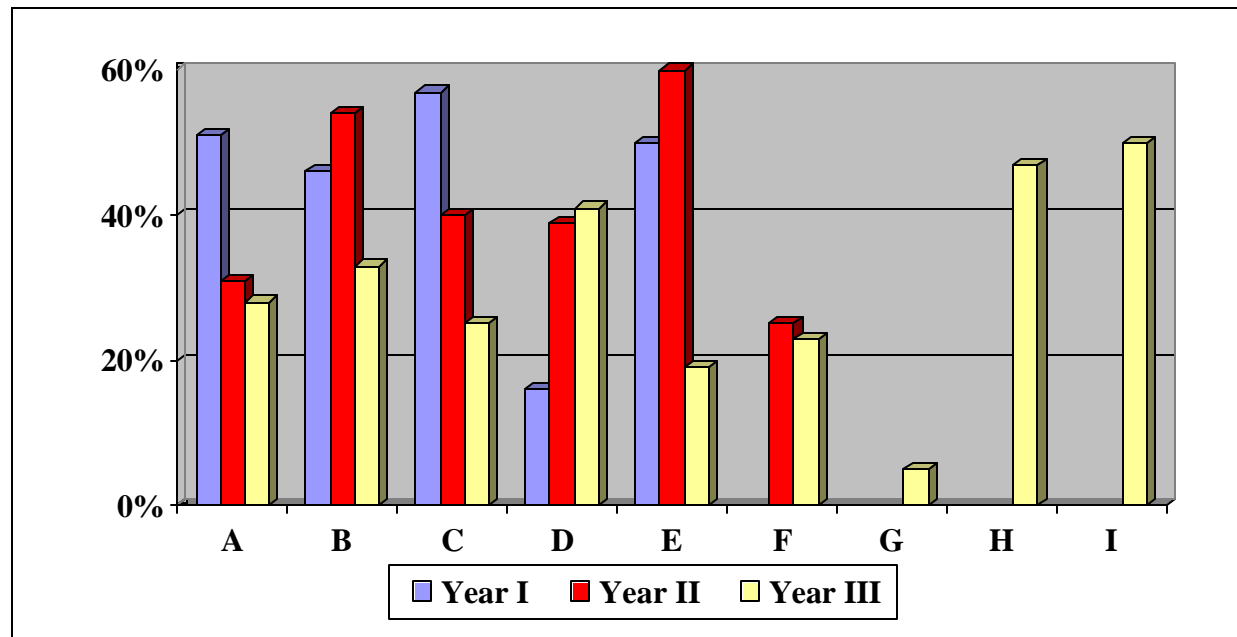
As stated previously, there is growing concern regarding the prevalence of bullying in our nation's schools. Results of the CHKS appear to confirm the extent of the problem in the schools surveyed. Research has shown that bullying not only foreshadows crime and violence in the perpetrator, but can produce depression, loneliness, and suicidal ideation, as well as aggression and violence, in its victims. As seen in **Figure 9**, victimization of bullying behavior was reported by no less than 38% of survey respondents at any school or at any timepoint over the three-year grant period. One school (School F) had the two highest percentages across all schools; 82% (n=14 of 17) in Year II and 87% (n=13 of 15) in Year III.

Figure 9: Bullied or Harassed at School in the Past Year*
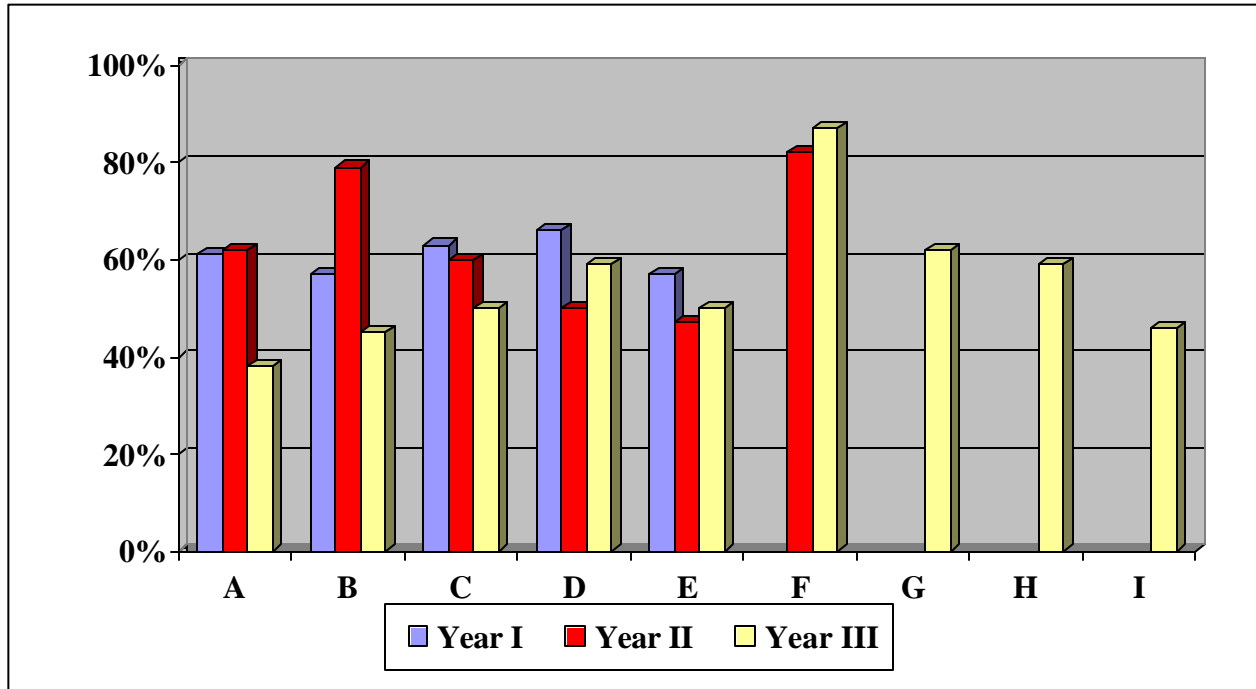
Note the scale of this graph has been maximized at 100% to accommodate the higher percentages of bullying incidents reported.

Middle Schools

Population

The CHKS was administered to 764 sixth, seventh, and eighth graders in six schools during Year I. Two schools did not participate in the second administration, reducing the number of schools to four, with 300 students for Year II. In Year III 398 middle school students were surveyed at six schools. The students ranged in age 10 to 16, with a mean age over the three years of 12.4. **Table 2** shows the number of students surveyed each year at each of the nine elementary schools. The significant variance in the Ns across schools (ranging from 15 to 577), as well as the differences within schools from year to year, must be kept in mind when interpreting these results.

Table 2. Middle School Survey Respondents: Years I – III

Middle School	Year I 1999-2000	Year II 2000-2001	Year III 2001-2002
School A			29
School B	15		46
School C	53	74	88
School D	22	93	93
School E	34	87	66
School K	577		
School O	63	46	76
Total	**764**	**300**	**398**

The middle school CHKS data discussed below is presented in relation to comparable data collected both locally and nationally. Most closely aligned with the CHKS is the Youth Risk Behavior Surveillance System (YRBS), a national survey conducted every two years by the Center for Disease Control to assess the health risk behaviors of young people, and from which selected CHKS items were derived. Where available, 2001 DC Middle School YRBS data is cited for comparison.

As stated previously, the 2002 National Survey on Drug Use and Health, sponsored by SAMHSA found that illicit drug use among youth tends to increase with age, with 12% of youth ages 12-17 reporting current drug use. Drug use then peaks among 18-20 year-olds at 23%. Results also indicate that illicit drug use in middle and high school-aged youth is approximately eight times higher among those who smoke cigarettes and 12 times higher in those who drink alcohol.

In addition to the relationship between alcohol and cigarette use and illicit drug use, current research documents the impact of alcohol usage on high-risk sexual behavior, delinquent behavior, and adolescent depression. **Figure 10** below shows the amount of prior student experimentation reported by middle school youth during each year of the grant period, along with comparable District of Columbia Middle School YRBS data. Whereas with elementary students, alcohol was clearly used most frequently, middle school students report similar usage for both alcohol and tobacco. While lifetime usage for both substances did increase in Year II, it decreased in Year III and falls well below the 2001 DC Middle School YRBS means of 41% and 42%, respectively. According to DC YRBS data, lifetime marijuana use declined slightly from 1999 (18%) to 2001 (17%); however, CHKS results reveal that such use has increased with SS/HS participants, increasing from 11% in Year I to 18% in Years II and III. The negative trend in YRBS inhalant use (increasing from 9% in 1999 to 16% in 2001) is consistent with the CHKS data, where usage doubled from Year I to Years II and III.

Figure 10: Aggregate Middle School Lifetime Usage
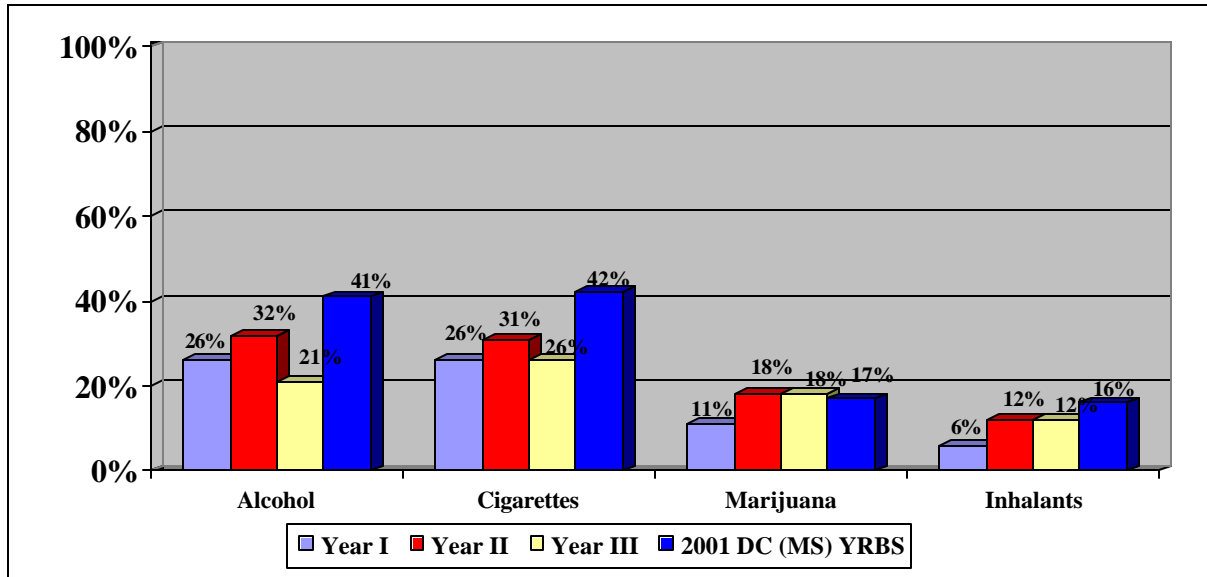
Current use, defined as use during the month prior to completing the survey, was examined for these four substances. **Figure 11** shows that current alcohol use at most schools is between 10% and 20%, with three schools exceeding this range at some point during the grant period. These rates are generally comparable to the SAMHSA rate of 18%. However, as mentioned earlier, trends indicating increased usage with increased age are borne out in CHKS results, as middle school usage exceeds that reported by upper elementary students. Three schools, Schools C, D, and E, show an increase in Year II, followed by decreases in Year III to percentages that match Year I. One school, School O, shows increased usage each year.

Figure 11. Middle School Current Use – Alcohol Use in the Past 30 Days
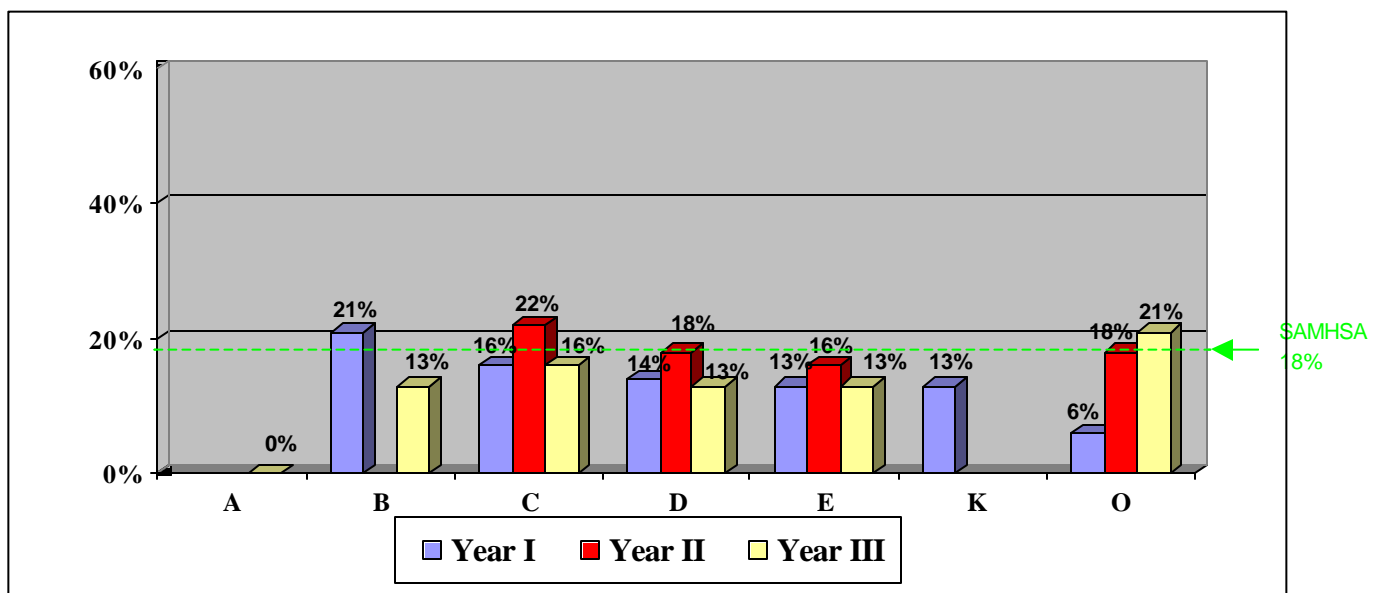
CHKS results also show that tobacco is used with almost as much frequency as alcohol by middle school students. The strong relationship between cigarette smoking and marijuana was most recently reexamined and reconfirmed in the September 2003 *Report on Teen Smoking and Marijuana Use* by the National Center on Addiction and Substance Abuse at Columbia University. According to the study, a teen who is a current smoker is 14 times more likely to try marijuana than a nonsmoking teen. Additionally, among those who have tried marijuana, 57% smoked cigarettes first. Comparative DC Middle School YRBS data was available for current cigarette usage. As shown in **Figure 12**, several schools exceed the DC Middle School YRBS mean at some point, but decrease in Year III to match the DC mean. The exception is School O, where cigarette usage, like alcohol usage at this school, increased each year, the most significant rise in current smoking being a 13% increase from Year I to Year II.

Figure 12. Current Use – Cigarette Usage in the Past 30 Days
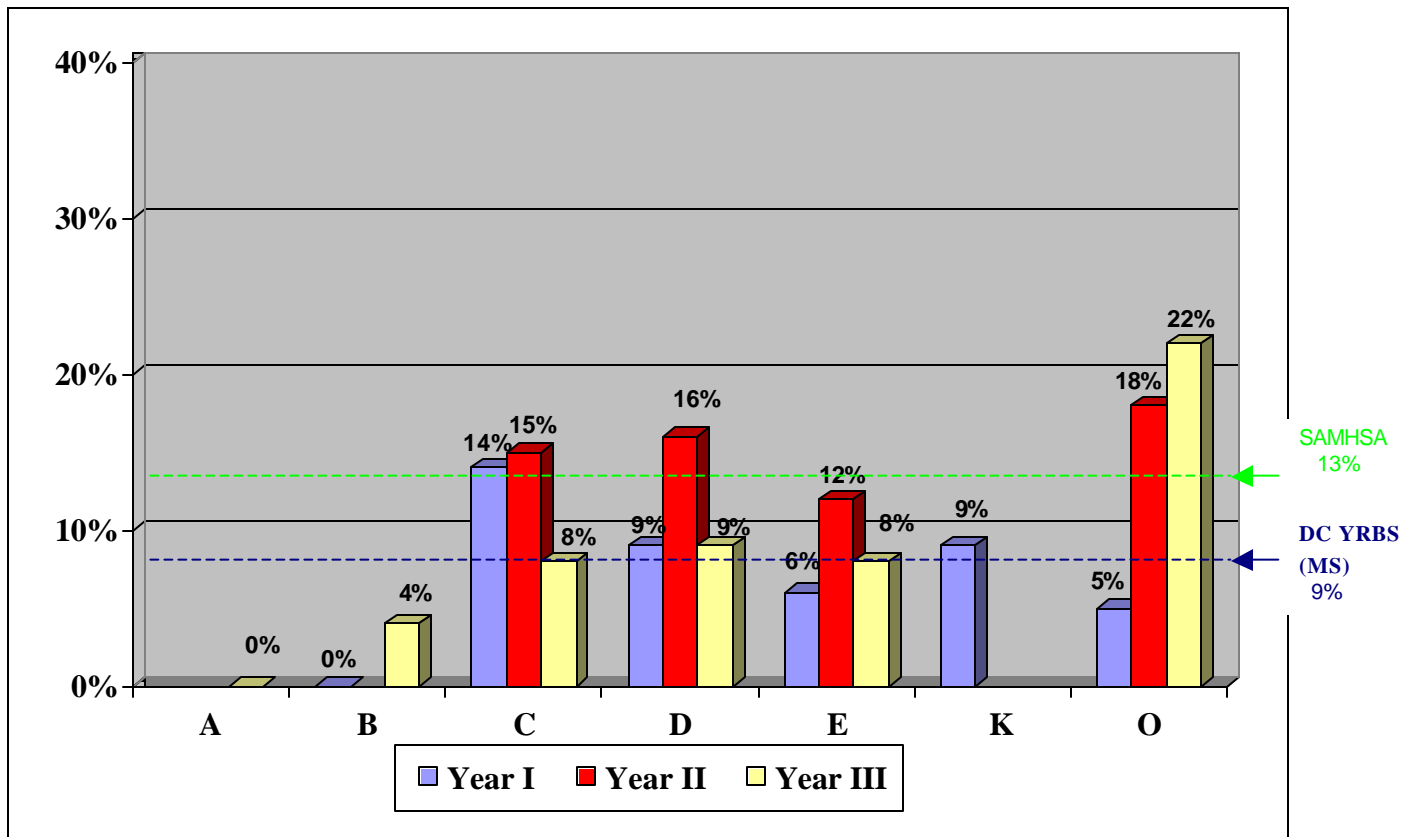
According to the 2002 SAMHSA report, marijuana is the most commonly used illicit drug, with 8% of youth aged 12 to17 nationally reporting current usage. **Figure 13** shows that marijuana usage at five schools exceeds the SAMHSA mean at some point during the three year grant period, with School C reporting 10% or higher each year.

Figure 13. Current Marijuana Use – Past 30 Days
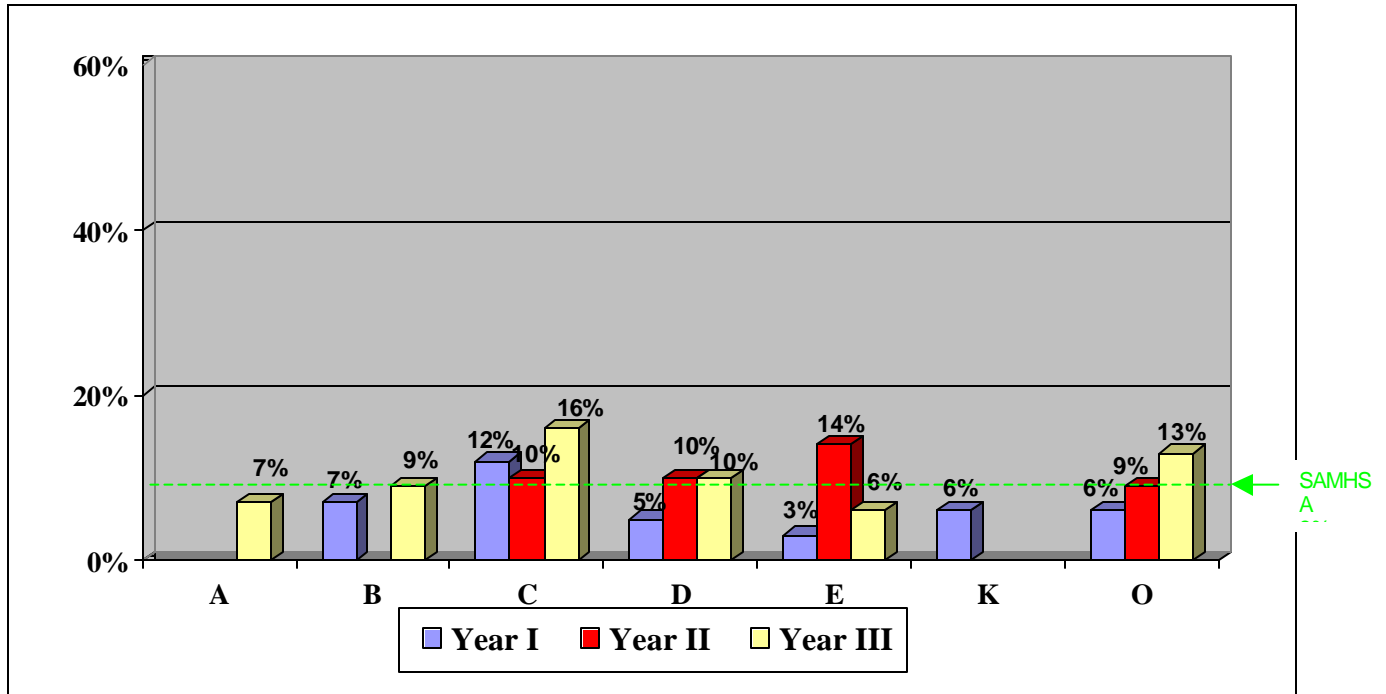
Some of the most overlooked substances commonly used by students to get high are categorized as inhalants. Because they are compounds contained in products found in most homes, they are easily accessible to children. SAMHSA reports that the number of new inhalant users almost doubled (from 627,000 new users to 1.1 million) from 1994 to 2001, with 71% of new users being under 18 years old. As seen in **Figure 14**, inhalant use approximates DC and national means at most schools. School O, however, shows steady increases over three years.

Figure 14. Middle School: Current Inhalant Usage
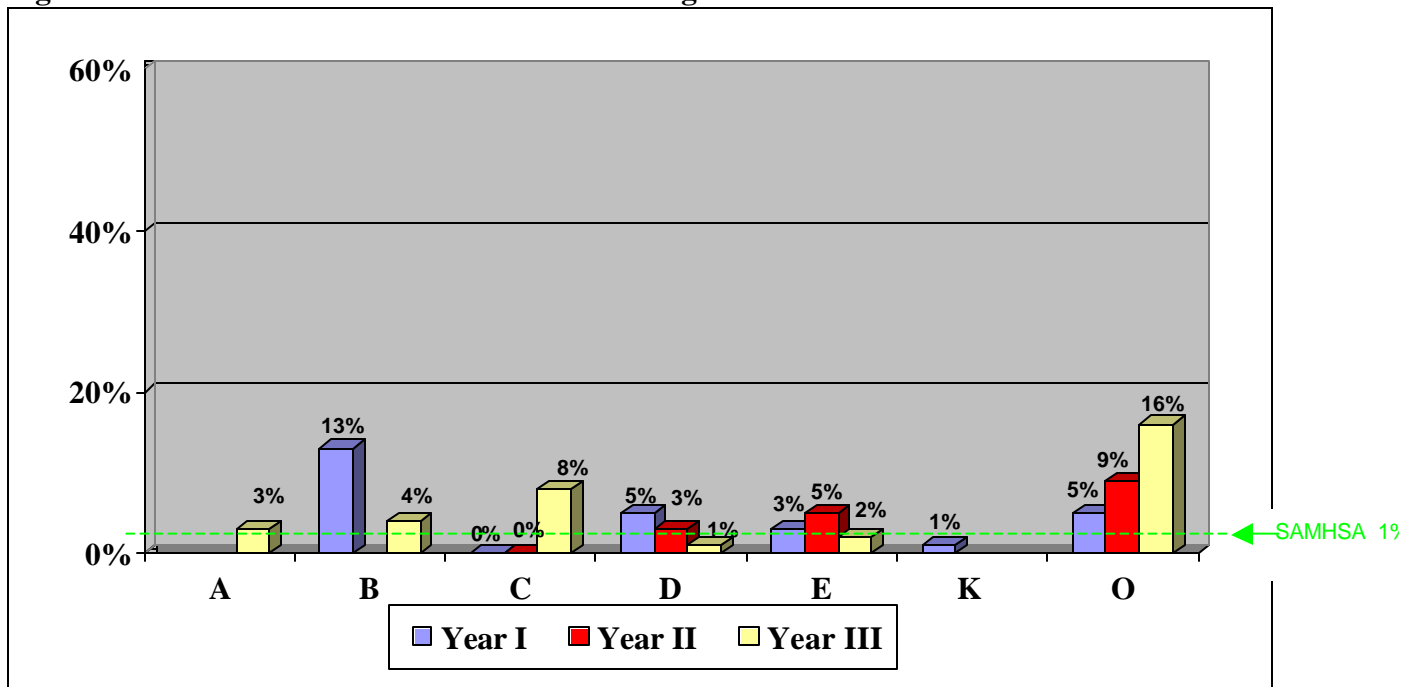
Figure 15 shows that, as with the elementary students, middle school students' attitudes toward drug use appear to be negative, especially in Years I and II. In Year III, however, perceptions of harm for all three substances decreased approximately 10% - 15%. Still, perceptions of harm among the SS/HS middle school sample are consistently stronger than those reported nationally. (Items on perceptions of risk were not included on the YRBS and therefore, comparable YRBS data is unavailable.) This is particularly true for marijuana use, where average risk perception across all three years is 85%, as compared with 42% nationally.

Figure 15. Middle School: Perception that Frequent ATOD Use is Extremely Harmful
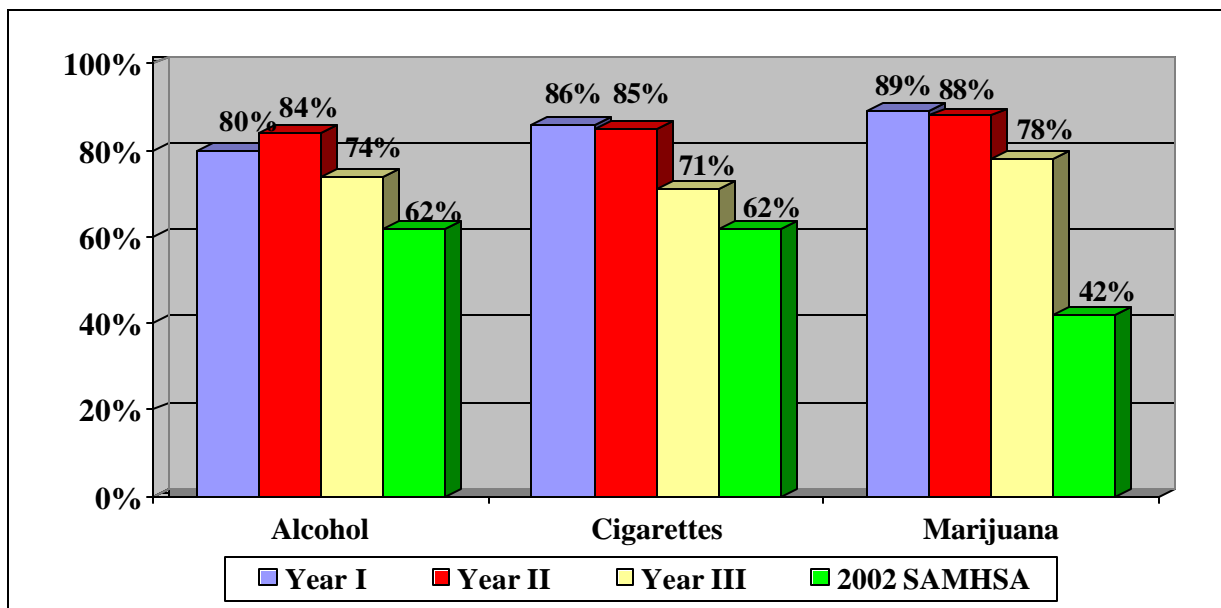
Violence and Safety

As stated previously, bullying behavior is a concern among school-aged children, with over 16% of US students reporting victimization of such behavior. Although the 2001 study in the Journal of the American Medical Association reports that bullying is highest among 6th to 8th grade students, CHKS results reveal that it is actually more frequent among the upper elementary SS/HS students surveyed. Physical fighting, however, involved about half of all middle school students each year during the grant period. The middle school students were asked if, within the past year, they were harassed on school property and also if they had been threatened or injured at school with a weapon. As seen below in **Figure 16,** an increase of 32% in reports of harassment occurred between Years II and III.

Figure 16. Middle School Violence Related Behaviors and Experiences
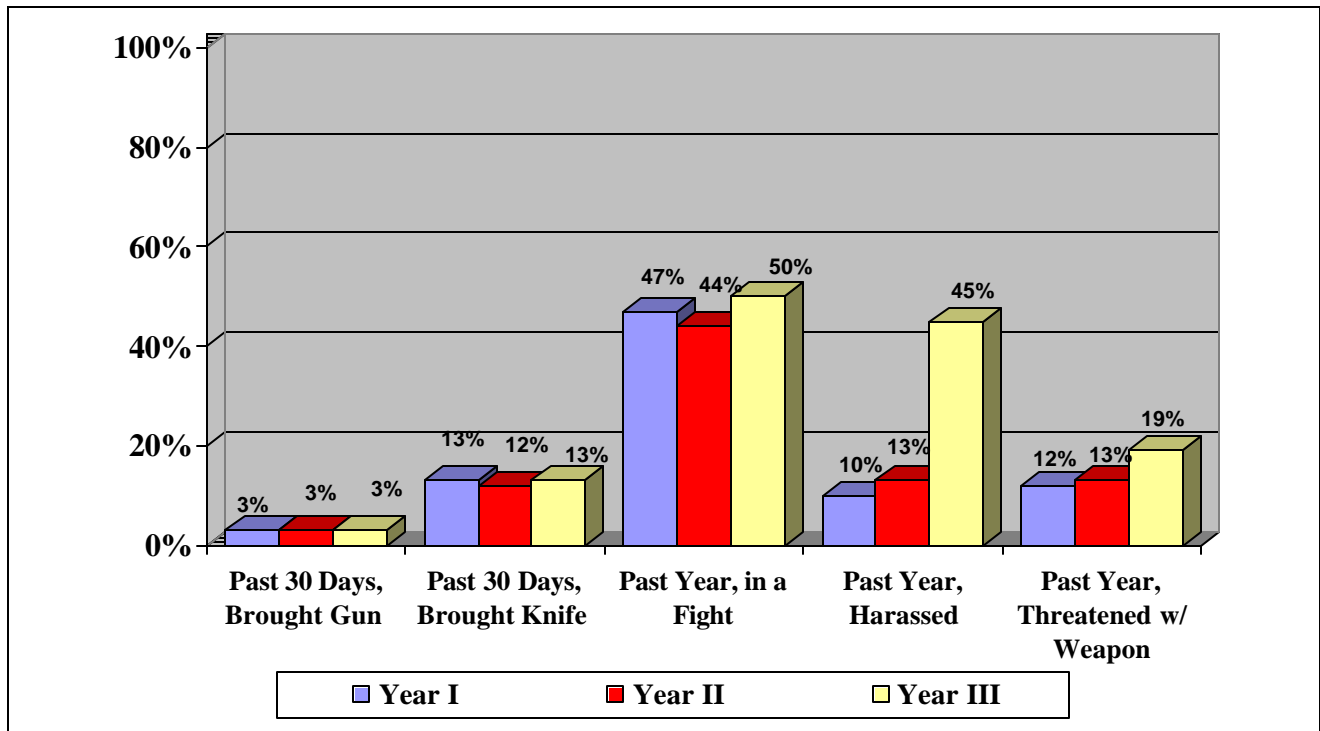
* Year III percentage refers to "Other" weapons

Elementary school students were asked questions about bringing weapons to school and witnessing others with weapons during the year prior to survey completion. Middle school students, however, were asked about bringing specific weapons to school within the previous month. Across schools, recent gun possession at school ranged from 0% to 9% during the three-year grant period. The percentages of students carrying knives to school, however, are much higher. **Table 3** illustrates the rates at which students report bringing guns, knives, clubs/bats, and/or other weapons to school in the past 30 days. Percentages for Year III are only available for guns and other weapons.

Table 3. Middle School Students Who Carried Weapons to School in Past 30 Days

School	Year I 1999-2000				Year II 2000-2001				Year III 2001-2002	
	Gun	Knife	Club/Bat	Other	Gun	Knife	Club/Bat	Other	Gun	Other
A	-	-	-	-	-	-	-	-	3%	7%
B	0%	0%	0%	7%	-	-	-	-	0%	9%
C	2%	24%	5%	11%	6%	24%	3%	14%	2%	16%
D	0%	0%	5%	5%	9%	15%	7%	9%	2%	19%
E	7%	18%	3%	22%	2%	19%	2%	8%	3%	16%
K	2%	9%	2%	7%	-	-	-	-	-	-
O	5%	9%	3%	3%	9%	12%	0%	17%	9%	14%

While there is some variability across schools in the numbers of students reporting involvement on physical fighting on school property, **Figure 17** below shows that over one-third of students at each school each year reported such behavior.

Figure 17: Involved in Physical Fight at School in Past Year
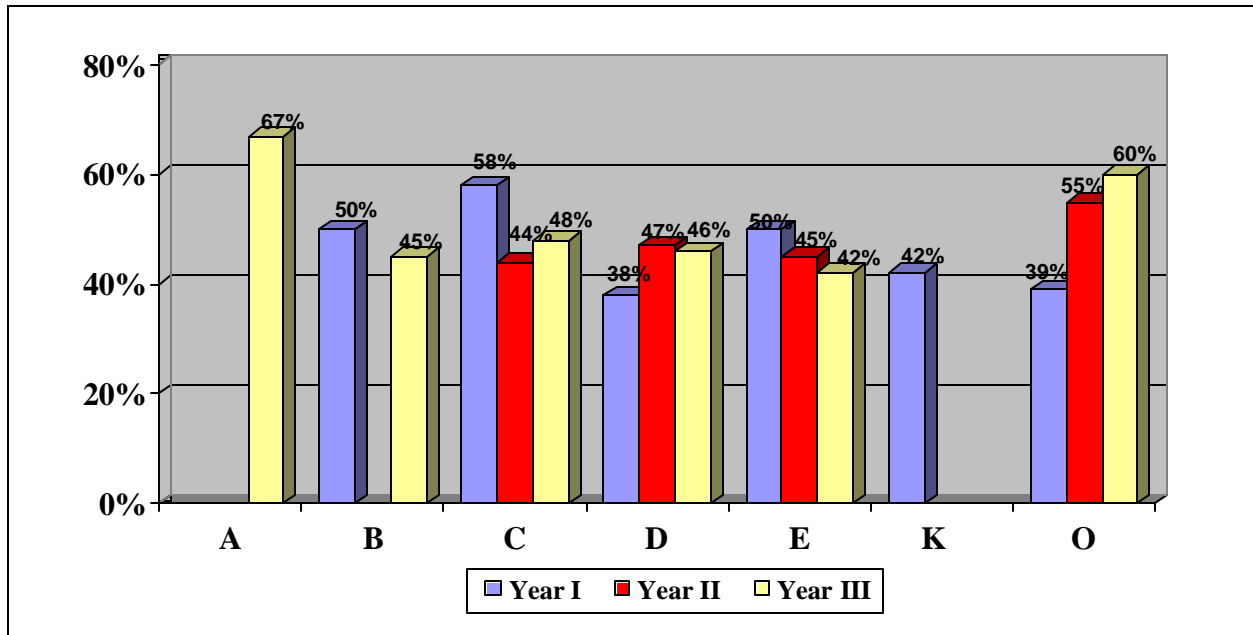
Greater variability exists among schools regarding reported incidents of bullying or harassment victimization. As stated above, bullying was more frequently reported in the upper elementary grades. **Figure 18** shows that middle school reports of peer harassment are well below those of their younger schoolmates. Aggression in middle school students appears to be manifested through physical fighting. The two-year mean age difference in middle schoolers (12.4 vs. 10.2) may account for students' willingness to become involved in fighting back when bullied rather than accept victimization.

Figure 18: Middle School: Harassed at School in Past Year
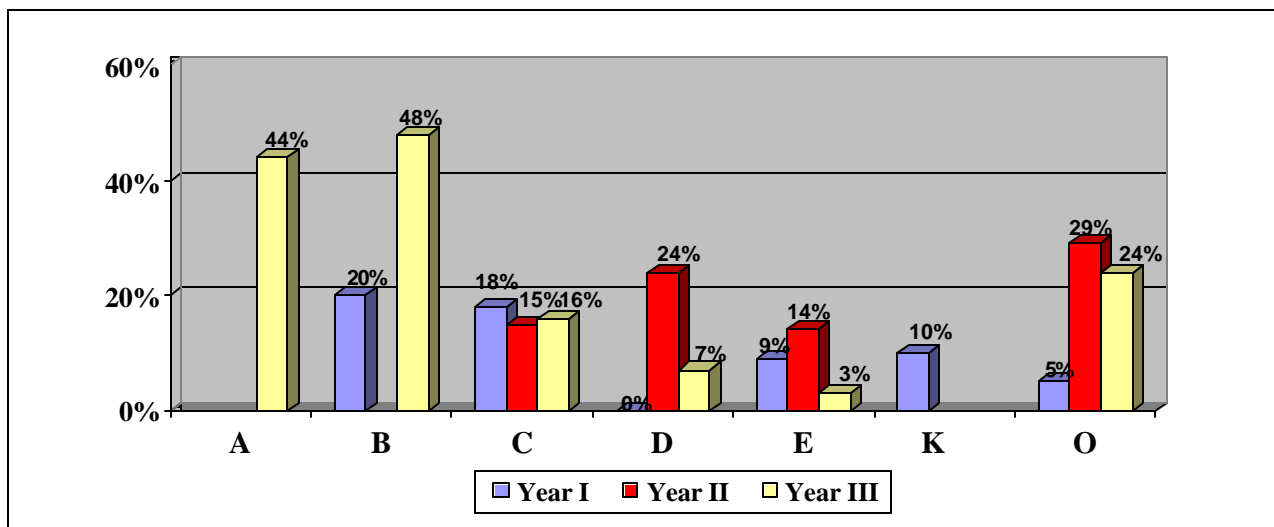
Although the incidence of bullying appears relatively low as compared to elementary students, the percentages of students who report being threatened with weapons (specifically guns or knives) in the year prior to survey completion is a concern. **Figure 19** shows that over the three-year grant period, between 7% and 28% of SS/HS students reported that they had been threatened at school with weapons by their peers. The high rate of reported threatening behavior, coupled with high rates of physical fighting and weapon possession, increase the likelihood of violence with serious consequences.

Figure 19: Middle School Threatened with a Weapon (Gun or Knife) at School -Past Year
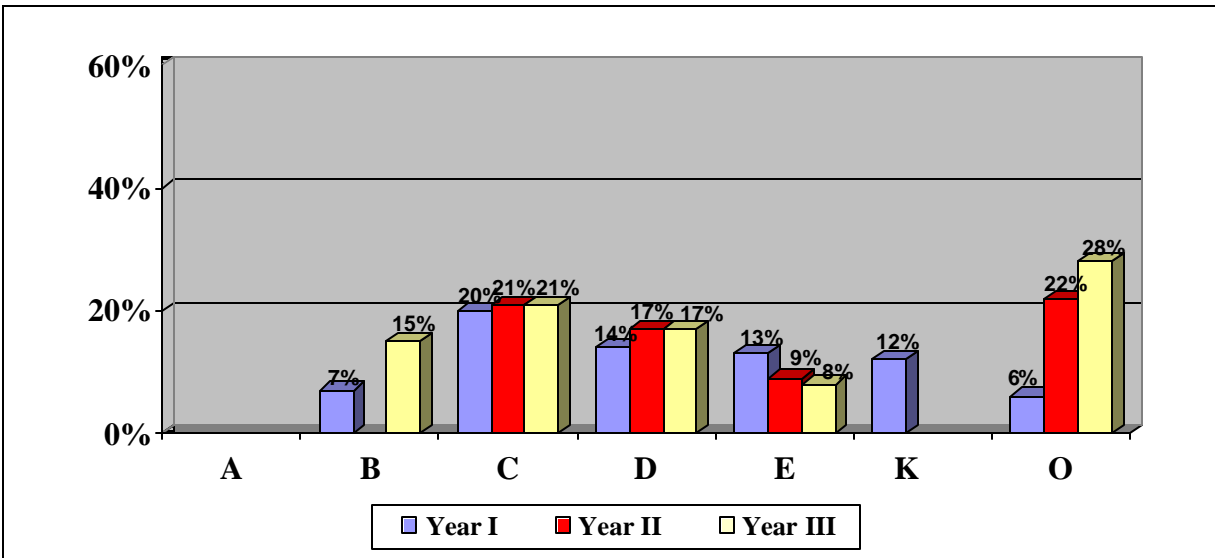
The extent of the violent behavior exhibited by middle school students was captured in findings associated with responses to the question, "Have you ever been forced to have sexual intercourse when you did not want to?" Overall, many students left this question blank; only 75% of students surveyed (n=572/764) marked a response. Of these, 8% (n=46) reported being forced to have sex. As seen below in **Figure 20**, most schools had rates of 4%-15% of students who reported being forced to have sex. However, School O percentages were the highest, ranging from 6% to 33%.

Figure 20. Middle School Students Forced into Having Unwanted Sexual Intercourse
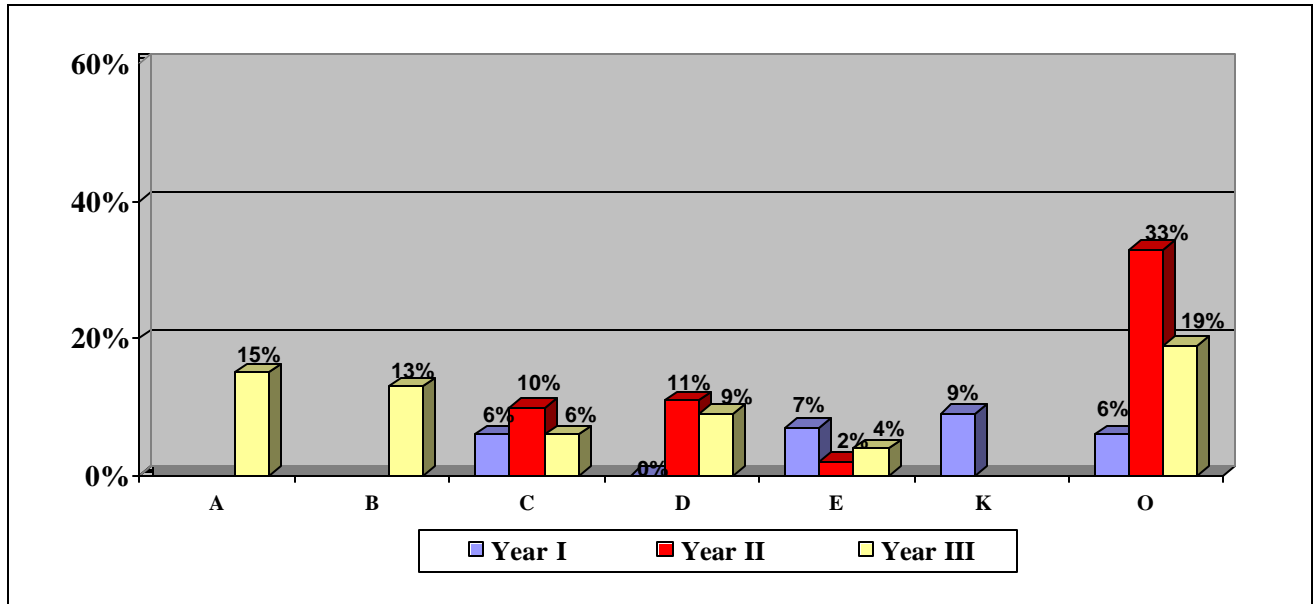
Despite the reported prevalence of violent behaviors at school, most students feel safe, as shown in **Figure 21**.

Figure 21. Students Who Feel Safe/Very Safe at School*
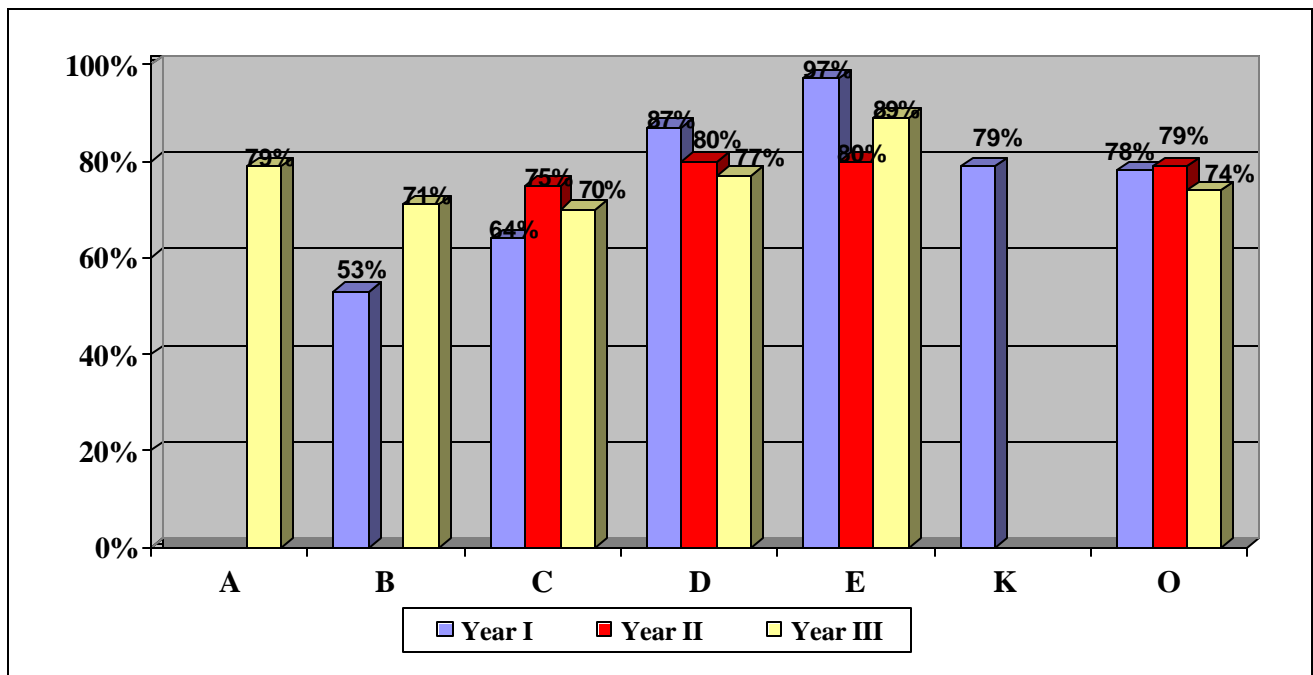
Note the scale of this graph has been maximized at 100% to accommodate higher percentages

Sexual Behavior

According to a report released in February 2002 by the Henry J. Kaiser Family Foundation based on results of their *Youth Knowledge and Attitudes on Sexual Health: A National Survey of Adolescents and Young Adults*, decisions involving ATOD use and sexual behavior frequently occur simultaneously. The incidence of illicit substance usage across schools, as well as reported sexual activity, highlights the need for education/prevention programs beginning in the elementary schools.

Questions related to sexual behavior were not asked to middle school students in Year I; therefore, School K, for which only Year I data is available, is excluded from the following discussion. While these questions were only asked at Schools C, E, and O in Year II, sexual behavior data is available for six schools in Year III.

In Year II, a total of 194 out of 300 students (65%) answered a question related to sexual experience. The remaining 35% (n=106) left these questions blank. Out of the 194 Year I respondents, 43% (n=83) reported that they had had sexual intercourse, two thirds of whom were male. In Year III, 291 out of 398 students (73%) responded to this question, with the remaining 27% (n=107) left blank. Of these, 27% (n=80/291) have had intercourse and, again, two-thirds were male. **Figure 22** below shows the percentage of students at each school who reported that they have had sexual intercourse. Year II rates all exceeded the DC Middle School YRBS mean. The most significant change occurred at School C, where the rate decreased from 55% in Year II to 20% in Year III. Results for School O show that almost half of the respondents each year (n=24/53 in Yr. II; n=15/32 in Yr. III) report having had sexual intercourse.

Figure 22. Middle School: Percentage of Students Who Have Had Sexual Intercourse
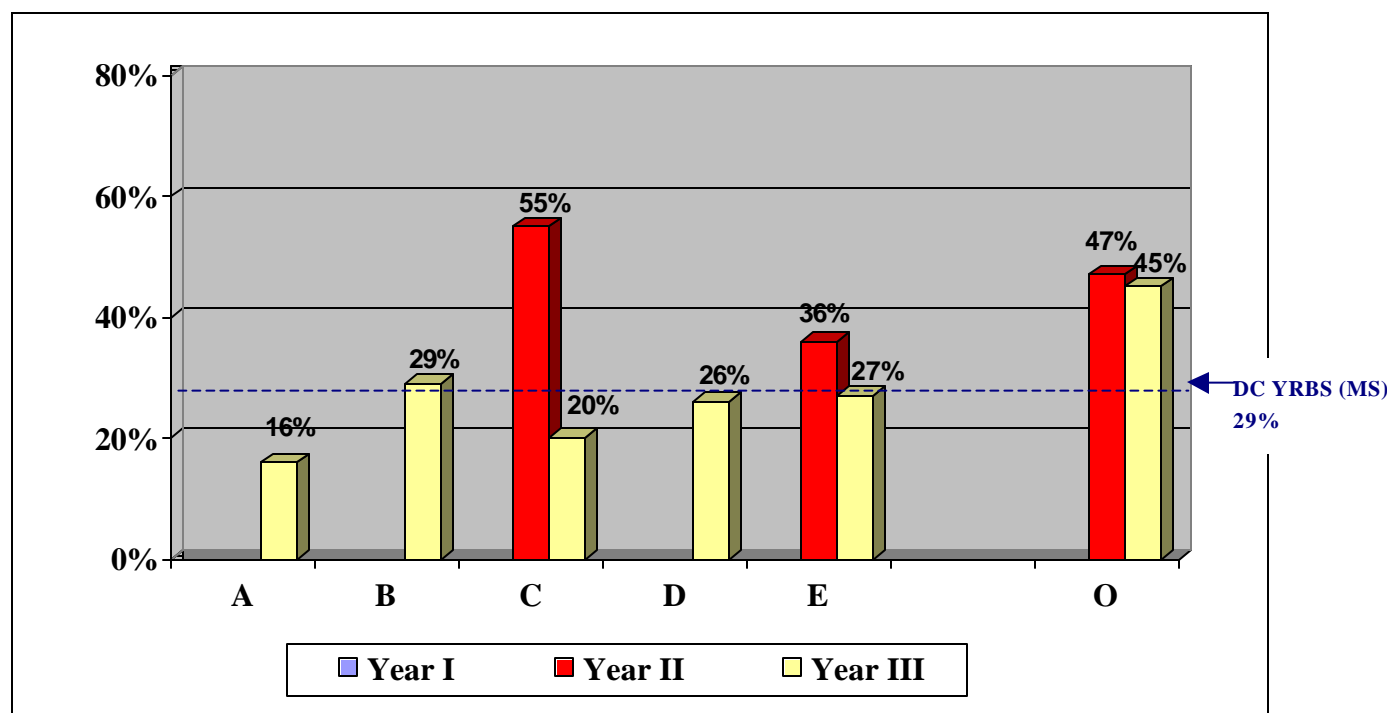
Unprotected sexual activity places young people at risk for contracting HIV and other sexually transmitted diseases. According to the Center for Disease Control, over 1600 cases of HIV in adolescents and young adults were reported in 2000. In teens, aged 13 – 19, a greater percentage of HIV infection was reported for females (61%) than for males (39%). In Washington DC alone, a total of 868 new adult/adolescent AIDS cases were reported in 2001.

Research has found that condom use among sexually active students increased from 46% in 1991 to 58% in 1999, and remained at this rate through 2001. The CHKS asked students if, when they last had sexual intercourse, they or their partner used a condom. Students who responded, "I have never had sex" were not included in calculating percentages. As shown in **Figure 23**, only two students at School A responded to this question, both negatively, and therefore yielding a result of 0%. However, the percentages of students at all other schools range from 42% (5 out of 12) to 80% (12 out of 15). These rates are at or below comparable results collected on the DC Middle School YRBS.

Figure 23. Middle School: Students Who Used a Condom During Last Sexual Encounter
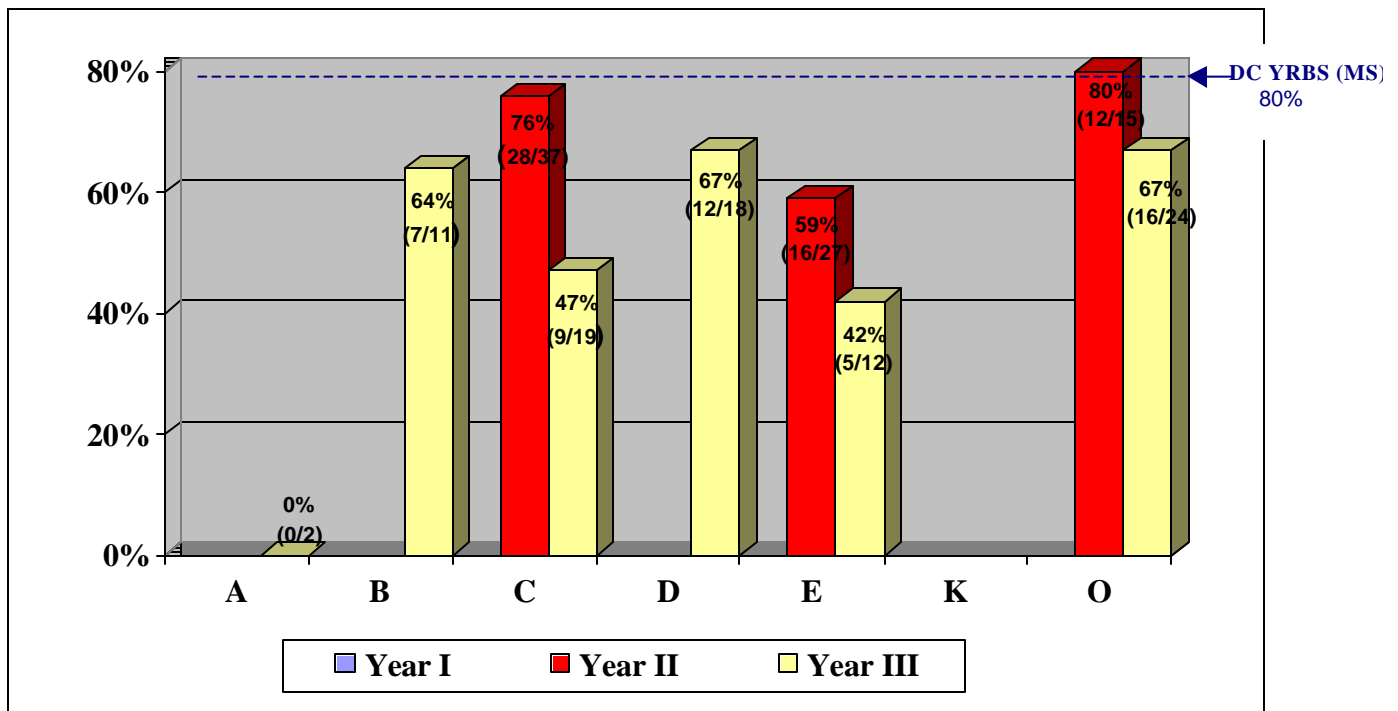
Mental Health

According to information published in April 2002 by the National Institute of Mental Health (NIMH), approximately 8.3% of adolescents in the United States suffer from depression. Moreover, research has established a strong link between child/adolescent depression and poor school performance, truancy, alcohol and drug abuse, and most tragically, increased risk of suicidal behaviors. Research also suggests that childhood and adolescent depression frequently persists, recurs, and continues into adulthood. Such findings underscore the critical need for mental health services that can facilitate early diagnosis and treatment. **Figure 24** shows the percentages of students across schools who reported that they had experienced feelings of

depression in the year prior to survey completion. Although these reports do not reflect prevalence of clinical diagnosis, they do suggest that there are significant numbers of students who are self-aware enough to recognize personal depressive symptomology. Overall, between 17% and 52% of students at individual schools report such feelings.

Figure 24. Middle School: Feelings of Depression in Past 12 Months
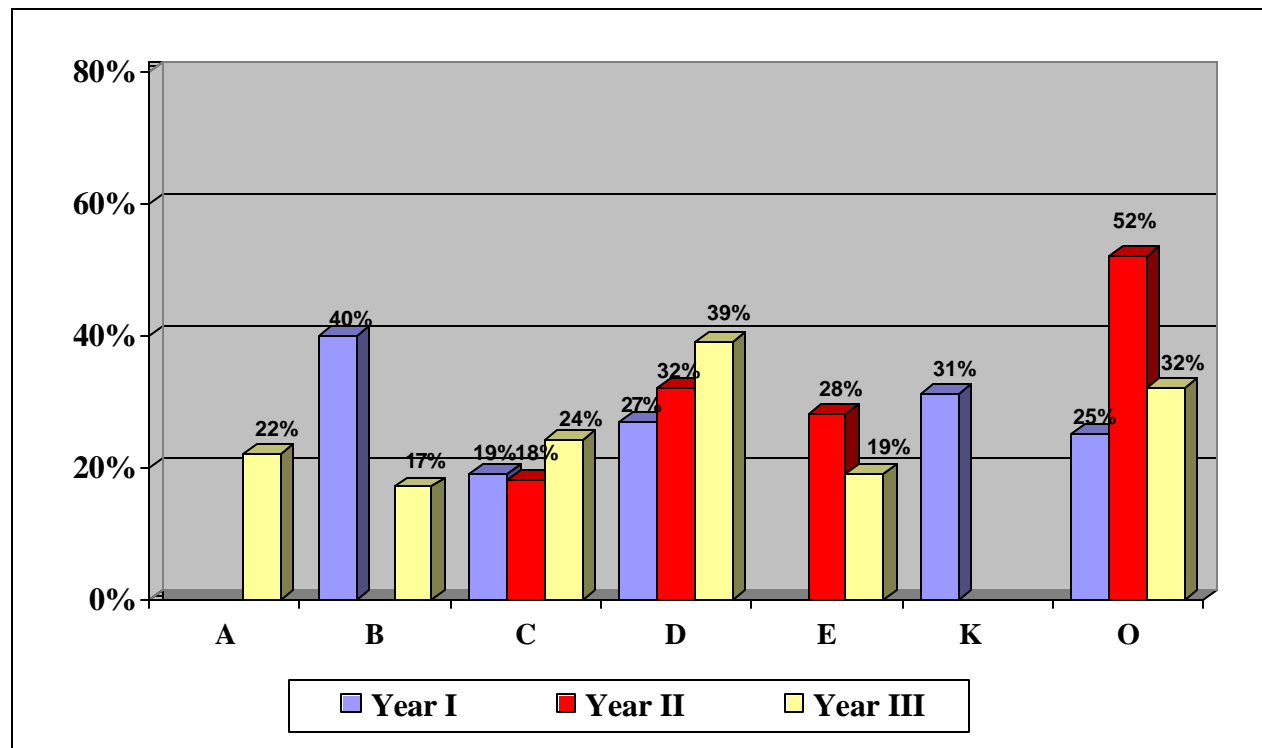
According to 2002 NIMH research, the suicide rate in young people has increased dramatically over the last several decades. Whereas in 1996, suicide was the fourth leading cause of death among 10 – 14 year olds, recent National Center for Health Statistics data (2000) reveal that suicide is now the third leading cause of death among this age group, after accidental injury and homicide. **Figures 25** and **26** display the percentages of students at each school who have ever seriously considered attempting suicide and those that have actually attempted suicide. DC Middle School YRBS data is also presented for comparison. For both questions, most schools report rates lower than those captured in YRBS data. Only percentages at School O exceed YRBS rates in Years I and II, then show sharp decreases in Year III (by 14% and 12%, respectively).

Figure 25. Middle School: Seriously Considered Attempting Suicide

Bar chart with y-axis from 0% to 80%. Categories A, B, C, D, E, K, O. Legend: Year I (blue), Year II (red), Year III (yellow). DC YRBS (MS) 25% reference line (dashed).

- A: Year III 14%
- B: Year III 15%
- C: Year I 18%, Year II 24%, Year III 11%
- D: Year I 10%, Year II 22%, Year III 16%
- E: Year II 16%, Year III 7%
- K: Year I 24%
- O: Year I 31%, Year II 34%, Year III 20%
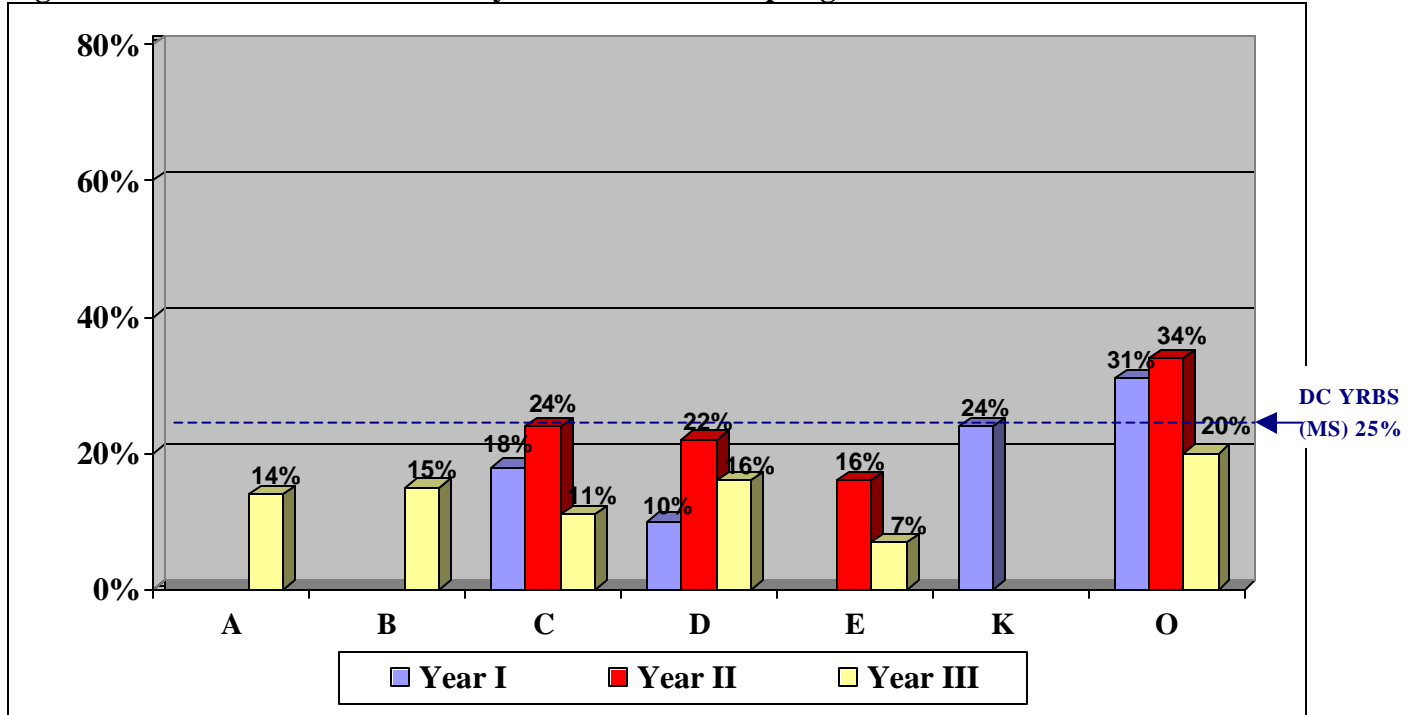
Figure 26. Middle School: Attempted Suicide

Bar chart with y-axis from 0% to 80%. Categories A, B, C, D, E, K, O. Legend: Year I (blue), Year II (red), Year III (yellow). DC YRBS (MS) 17% reference line (dashed).

- A: Year III 14%
- B: Year III 8%
- C: Year I 7%, Year II 14%, Year III 13%
- D: Year I 5%, Year II 12%, Year III 12%
- E: Year II 15%, Year III 4%
- K: Year I 16%
- O: Year I 25%, Year II 28%, Year III 16%
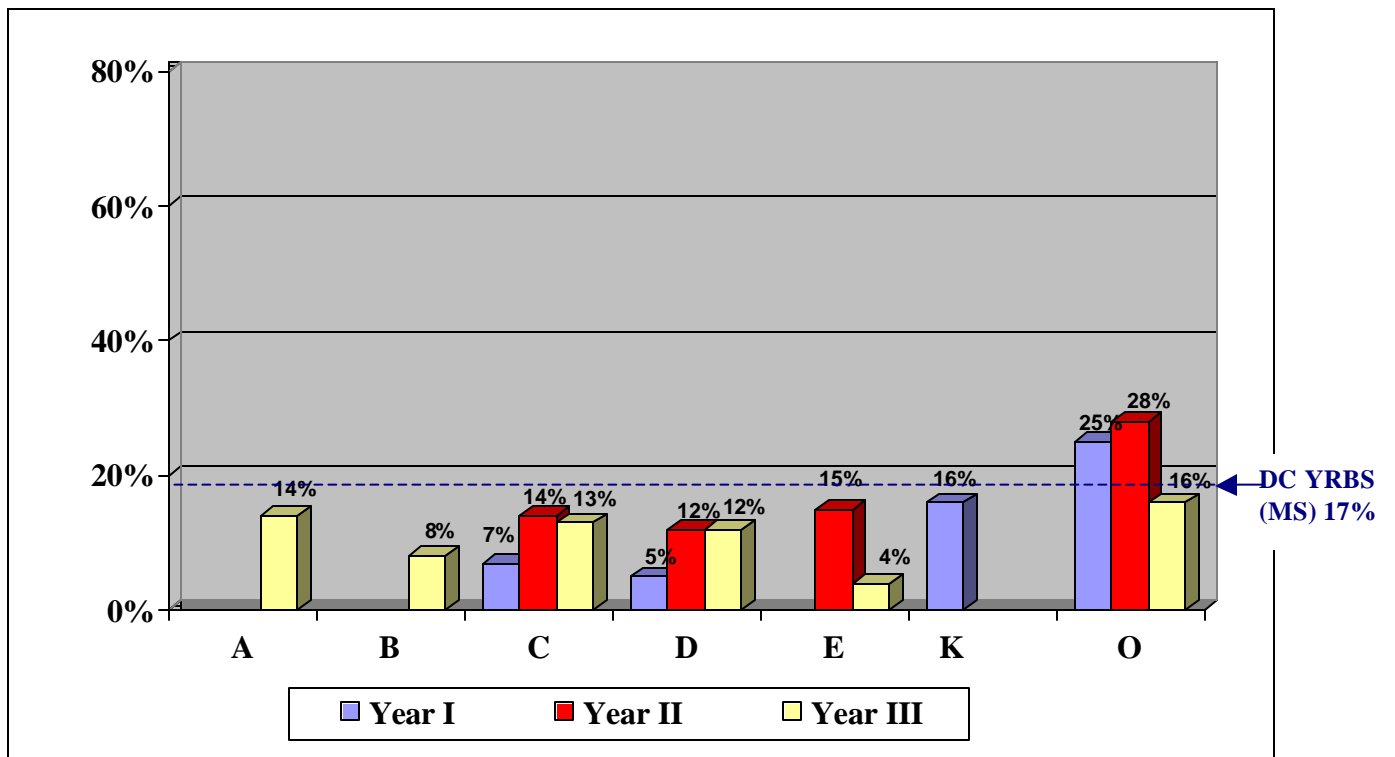
High Schools

Population

The CHKS was administered to 629 high school students in ninth through twelfth grades in seven schools in Year I. The number of students increased to 868 in Year II at eight schools, and to 1,234 students at eight schools in Year III.   The students ranged in age 13 to 18, with a mean age over the three years of 15.5. **Table 4** shows the number of students surveyed each year at each of the ten high schools. The significant variance in the Ns across schools (ranging from 26 to 488), as well as the differences within schools from year to year, must be kept in mind when interpreting these results.

Table 4. High School Survey Respondents: Years I - III

High School	Year I 1999-2000	Year II 2000-2001	Year III 2001-2002
School E		34	54
School J	70	99	146
School L	86	162	132
School M	26		
School N	80	67	72
School O			39
School P	167	153	146
School Q	200	124	157
School R		40	
School S		189	488
Total	**629**	**868**	**1234**

The high school CHKS data discussed below is presented in relation to comparable data collected both locally and nationally. For YRBS data, 2001 National and DC High School results are used for comparison. 2002 SAMHSA data is presented as well.   A report on the 2001 YRBS results released by the Department of Health and Human Services in June 2002 states that, overall, violence-related behaviors, as well as risky sexual behaviors and tobacco/marijuana use, have decreased in the past 10 years. Neverthele ss, CHKS results reveal that students surveyed in some DC Charter schools are engaging in high-risk behaviors at rates that often exceed local and national trends.

As stated previously, research has found that illicit drug use among youth tends to increase with age, with 12% of youth ages 12-17 reporting current drug use. Drug use then peaks among 18-20 year-olds at 23%. The link between illicit drug use in middle and high school-aged youth and corollary high-risk behaviors, such as alcohol and tobacco use, has been well established. While smoking cigarettes makes an adolescent approximately eight times more likely to experiment with illicit drugs, drinking alcohol makes him/her 12 times more likely to engage in such behavior.

Figure 27 below shows the amount of prior student experimentation reported by high school youth during each year of the grant period, along with comparable District of Columbia High School YRBS data. As with middle school results, students report similar usage for both alcohol and tobacco. While approximately half of students have experimented with both

substances, lifetime usage rates still fall below the 2001 DC YRBS means of 59% and 57%, and below the national means of 78% and 64% respectively. According to DC YRBS data, lifetime marijuana use declined slightly from 1999 (45%) to 2001 (37%). High school CHKS results reveal that such use has remained stable and consistent with local means, as well as being well below the national YRBS mean of 47%. As seen below, SS/HS students' inhalant use is consistent with the DC YRBS trends, but below the national mean, which is 15%.

Figure 27. Aggregate High School Lifetime Usage
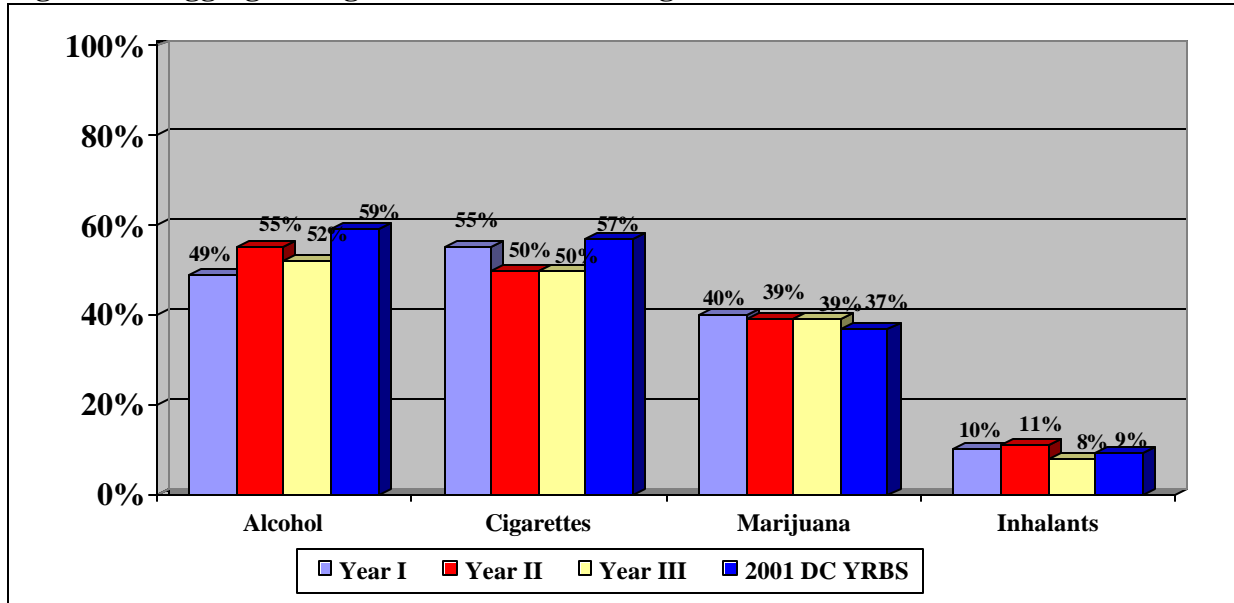
Current use, defined as use during the month prior to completing the survey, was examined for these four substances, with 2001 National and DC YRBS statistics used for comparison. **Figure 28** shows that current alcohol use by high school students is occurring with about 10% to 15% more frequency than at the middle school level. These figures are consistent with research-based findings that use of substances among adolescents increases with age. Although CHKS results are well below national YRBS trends (47%), all schools, with the exception of School O, exceed both local DC YRBS means and 2002 SAMHSA DC means. It is interesting to note that the low lifetime usage (8%) reported by high school students at School O in Year III is in sharp contrast to this school's middle school results for the same year (21%).

Figure 28: High School Current Use – Alcohol Use in the Past 30 Days
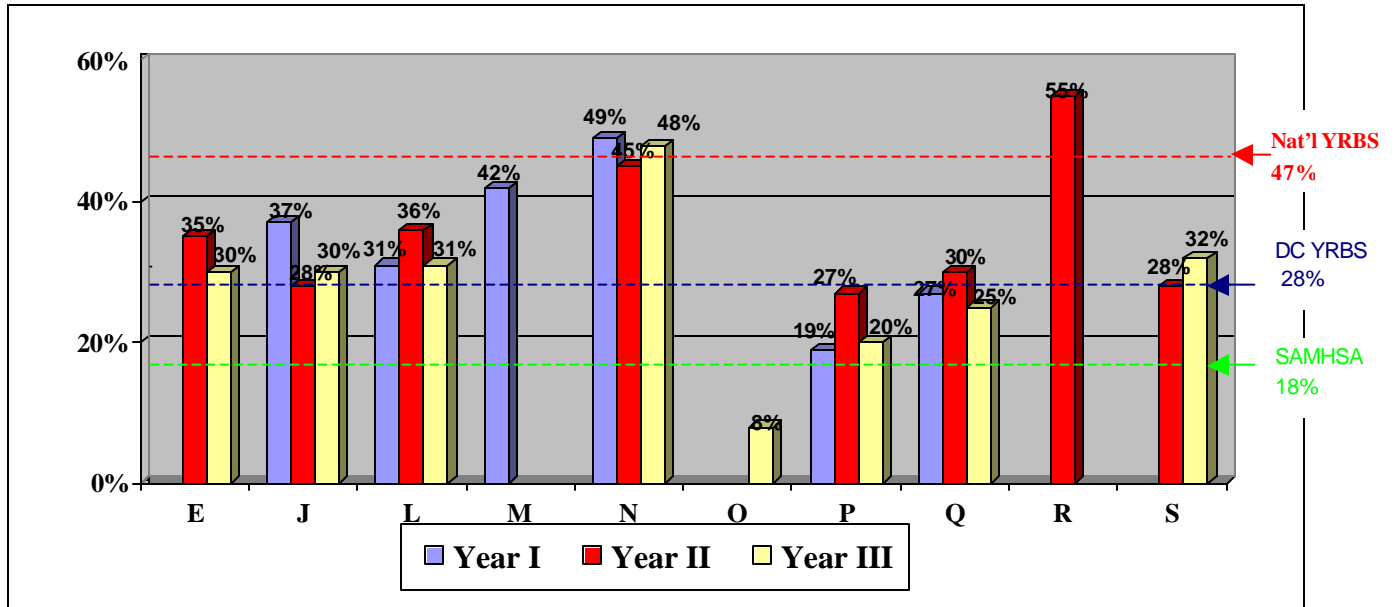
To ascertain the extent of alcohol use among the students surveyed, the CHKS asks students to indicate how many times within the past 30 days they have had "5 or more drinks in a row, that is, within a couple of hours." This behavior is referred to as "binge drinking." According to WestEd, the survey developers, adolescent binge drinkers open themselves up to many alcohol related problems, such as losing control over their actions, making poor choices, and taking part in high-risk activities such as unprotected sex or driving while intoxicated. As shown in **Figure 29** below, many schools exceed both the DC and SAMHSA mean of 11%, while several schools, specifically Schools M and N, also exceed the national mean of 30%.

Figure 29: High School: Current Binge Drinking
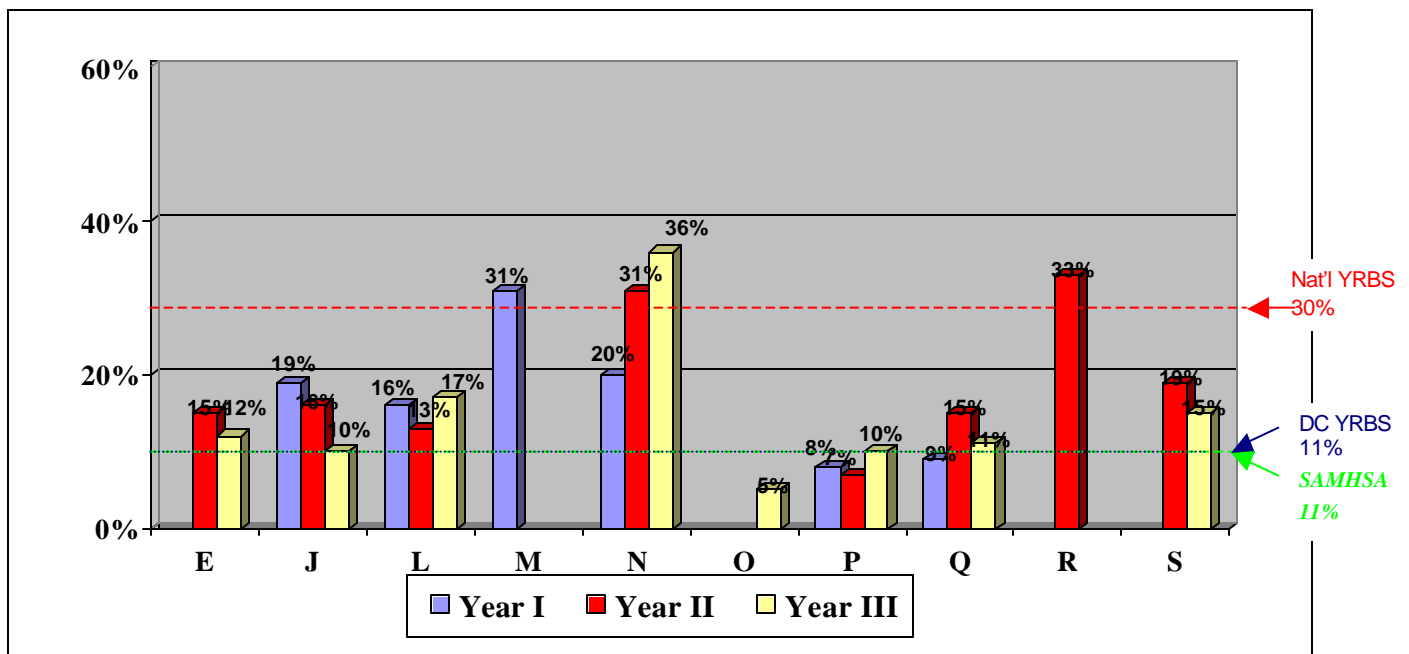
CHKS results also show that, as with the middle school, tobacco is used with almost as much frequency among high school students. As stated previously, research has found that a teen who is a current smoker is 14 times more likely to try marijuana than a nonsmoking teen. Additionally, among those who have tried marijuana, 57% smoked cigarettes first. As shown in **Figure 30**, rates of cigarette smoking at the majority of high schools are higher than both SAMHSA and DC YRBS means. Additionally, several schools also exceed the national YRBS mean of 29% at certain timepoints during the three-year grant period.   One school, School N, had rates exceeding 30% each year.

Figure 30. High School: Current Use – Cigarette Usage in the Past 30 Days*
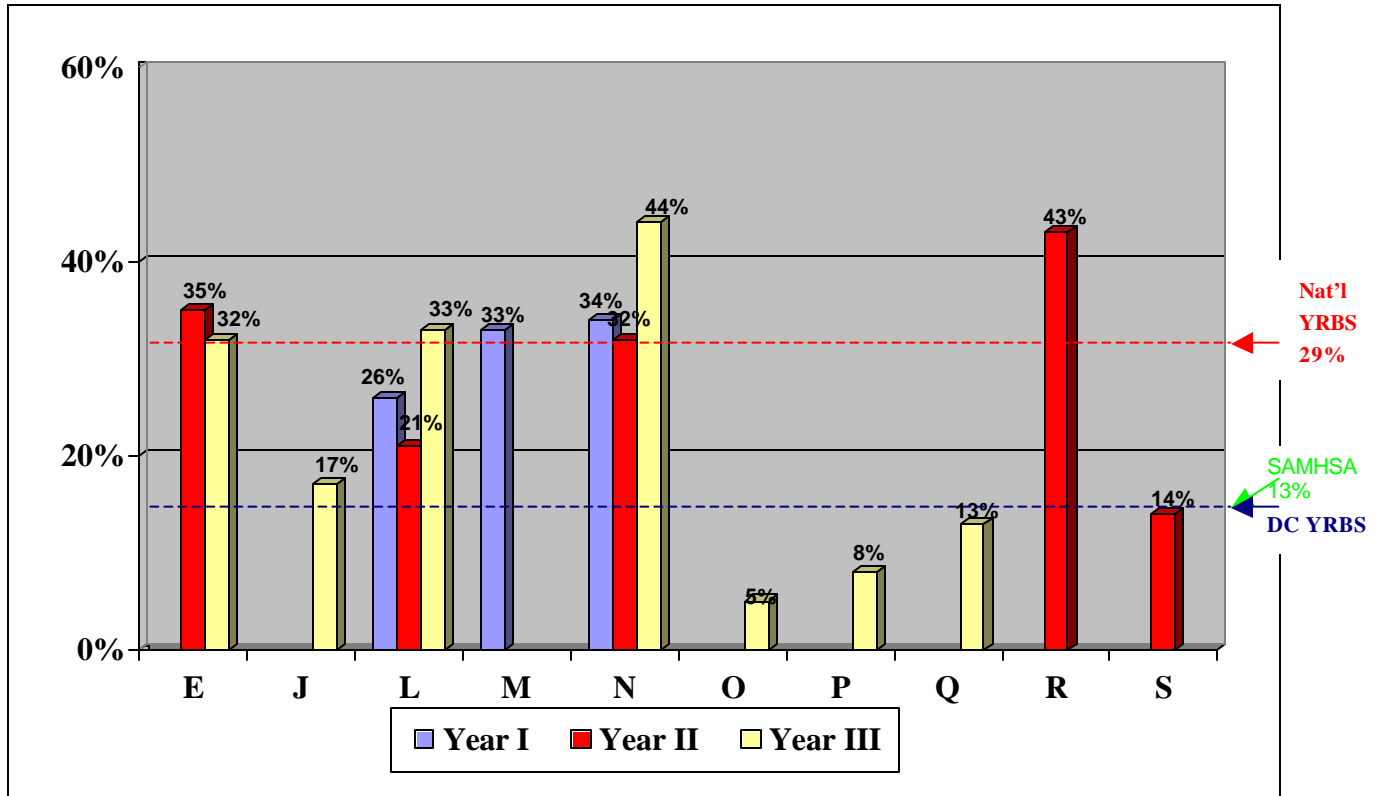
*Several schools were not asked this question in Years I and II.

According to the 2002 SAMHSA report, marijuana is the most commonly used illicit drug, with 8% of youth aged 12 to17 nationally reporting current usage. YRBS data reveal higher DC and national current usage rates, at 20% and 24%, respectively. **Figure 31** shows that half of the schools surveyed have higher rates of current marijuana usage than national and local data. About half of the students at two schools, N and R, report current usage at each datapoint. The lowest rate of usage (9%) is reported by students at School O. (This rate is 4% lower than that reported by the middle school students for the same year.)

Figure 31. High School: Current Marijuana Use – Past 30 Days
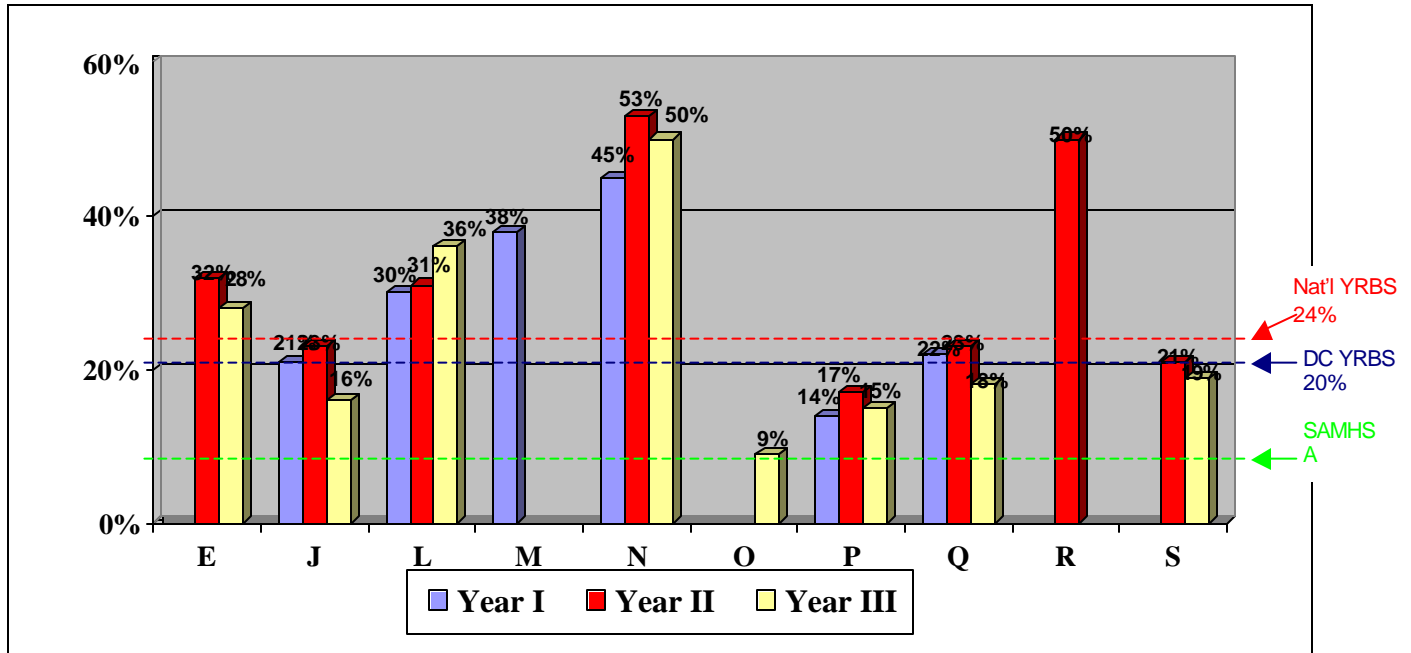
As stated previously, SAMHSA reports that the number of new inhalant users almost doubled (from 627,000 new users to 1.1 million) from 1994 to 2001, with 71% of new users being under 18 years old. As seen in **Figure 32** below, several schools exceed national and local trends for inhalant use, with usage increasing each year at School N.

Figure 32: Middle School: Current Inhalant Usage
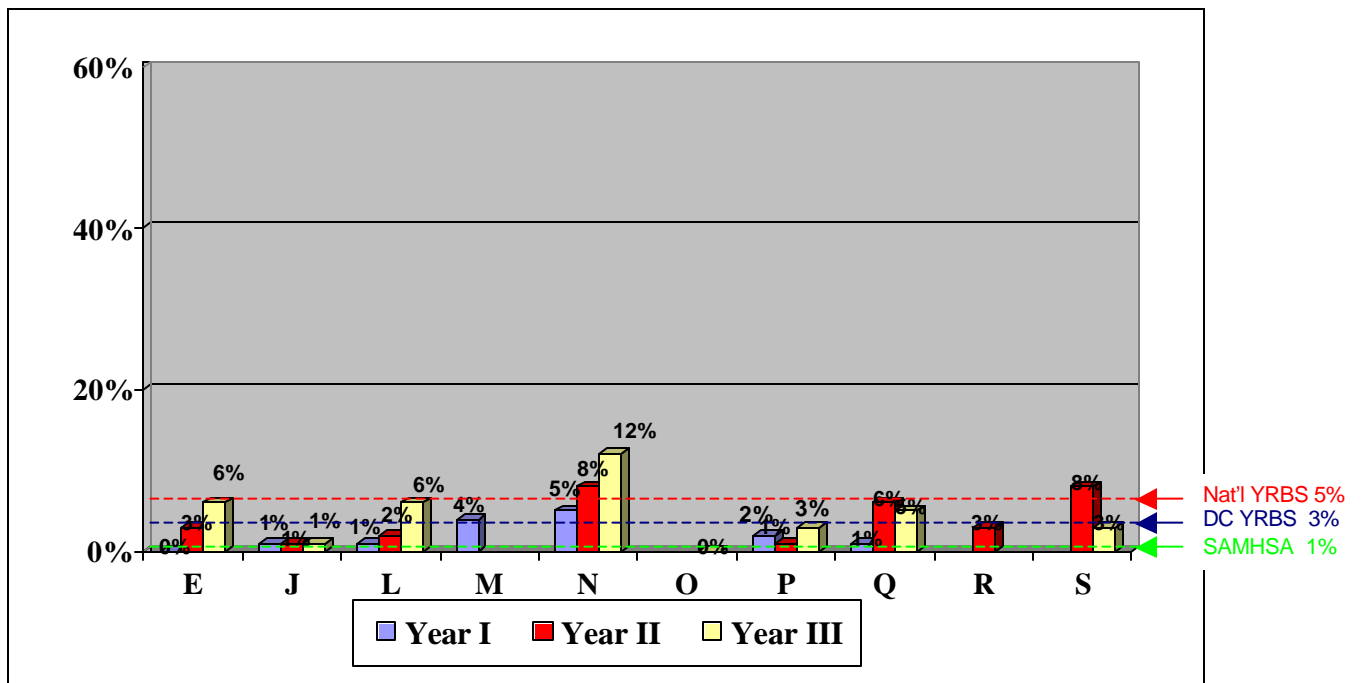
Figure 33 shows that perceived risk of frequent alcohol, cigarette, and marijuana use by high school students stands at about 50% for each substance, a considerably lower rate than reported by both elementary and middle school students. Perception of risk for both alcohol and cigarettes is also lower than that reported in 2002 by SAMSHA. (Items on perceptions of risk were not included on the YRBS and therefore, comparable YRBS data is unavailable.) However, as reported previously for both elementary and middle school students, perceived risk by high school students is higher than national data indicate.

Figure 33. High School: Perception that Frequent ATOD Use is Extremely Harmful
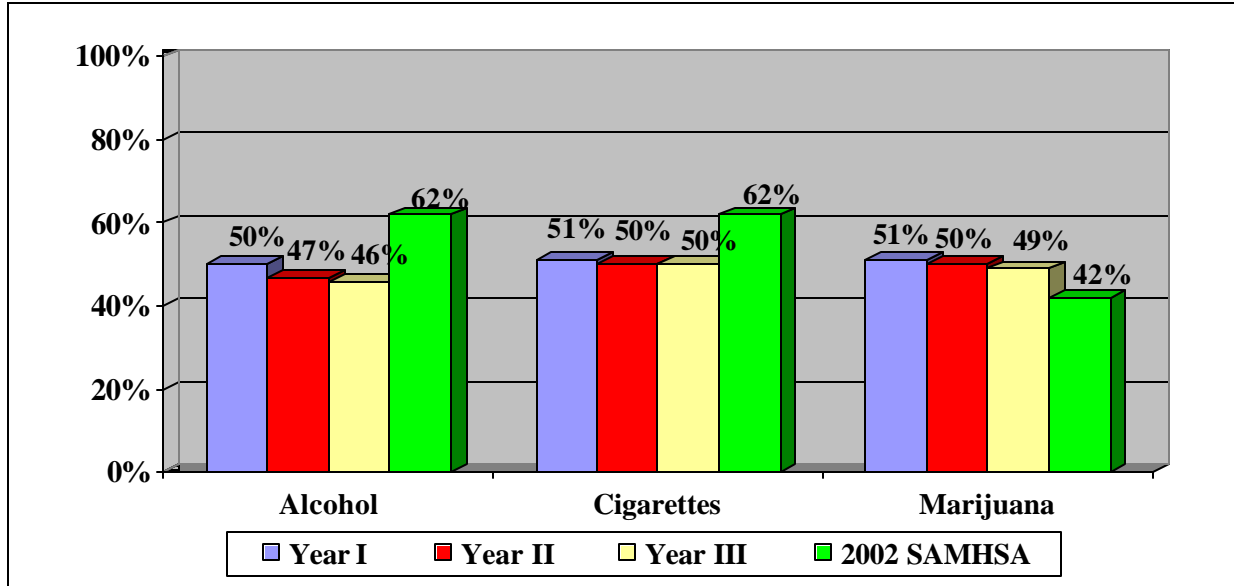
Violence and Safety

Figure 34 shows the violence related behaviors reported by high school students. Although not reported with as much frequency as in the middle schools, physical fighting appears to be the most prevalent manifestation of aggressive behavior at the high school level. About one-third of students reported that they had been involved in a physical fight on school property during the year prior to survey completion. An increase in reports of harassment between Years II and III mirrors similar findings at the middle school level, albeit at a lesser rate (10% compared to 32% for middle school).

Figure 34: High School Violence Related Behaviors and Experience
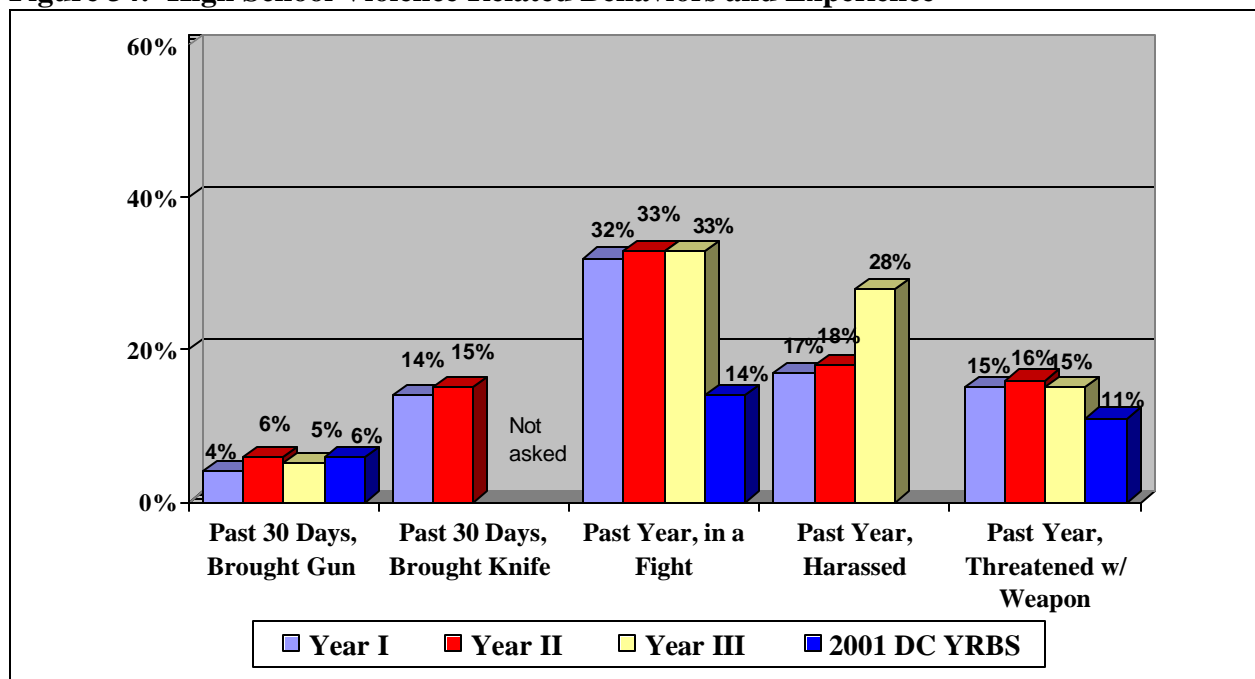
High school students were asked about bringing specific weapons to school within the previous month. Across schools, recent gun possession at school ranged from 0% to 23% during the three-year grant period. The percentages of students carrying knives to school, however, are much higher. **Table 5** illustrates the rates at which students report bringing guns, knives, clubs/bats, and/or other weapons to school in the past 30 days. Percentages for Year III are only available for guns and other weapons.

Table 5. High School Students Who Carried Weapons to School in Past 30 Days*

School	Year I 1999-2000				Year II 2000-2001				Year III 2001-2002	
	Gun	Knife	Club/ Bat	Other	Gun	Knife	Club/ Bat	Other	Gun	Other
E	-	-	-	-	12%	39%	3%	18%	6%	19%
J	7%	24%	2%	15%	10%	21%	3%	14%	3%	21%
L	2%	21%	3%	10%	6%	18%	5%	11%	17%	29%
M	4%	23%	0%	8%	-	-	-	-	-	-
N	12%	21%	6%	13%	15%	34%	9%	18%	21%	38%
O	-	-	-	-	-	-	-	-	0%	11%
P	4%	14%	5%	10%	4%	20%	3%	11%	6%	14%
Q	3%	18%	4%	9%	9%	24%	4%	18%	9%	26%
R	-	-	-	-	23%	38%	18%	18%	-	-
S	-	-	-	-	9%	16%	9%	10%	7%	20%

** DC YRBS –asks "**Any** weapon at school in past 30 days" – 9%*

Figure 35 below shows that fighting occurred at all schools each year at rates exceeding both DC and national YRBS means. While rates are generally lower than those reported by middle school students, no less than 20% of high school students at any datapoint during the initiative report being involved in fights on school property.

Figure 35. High School: Involved in Physical Fight at School in Past Year
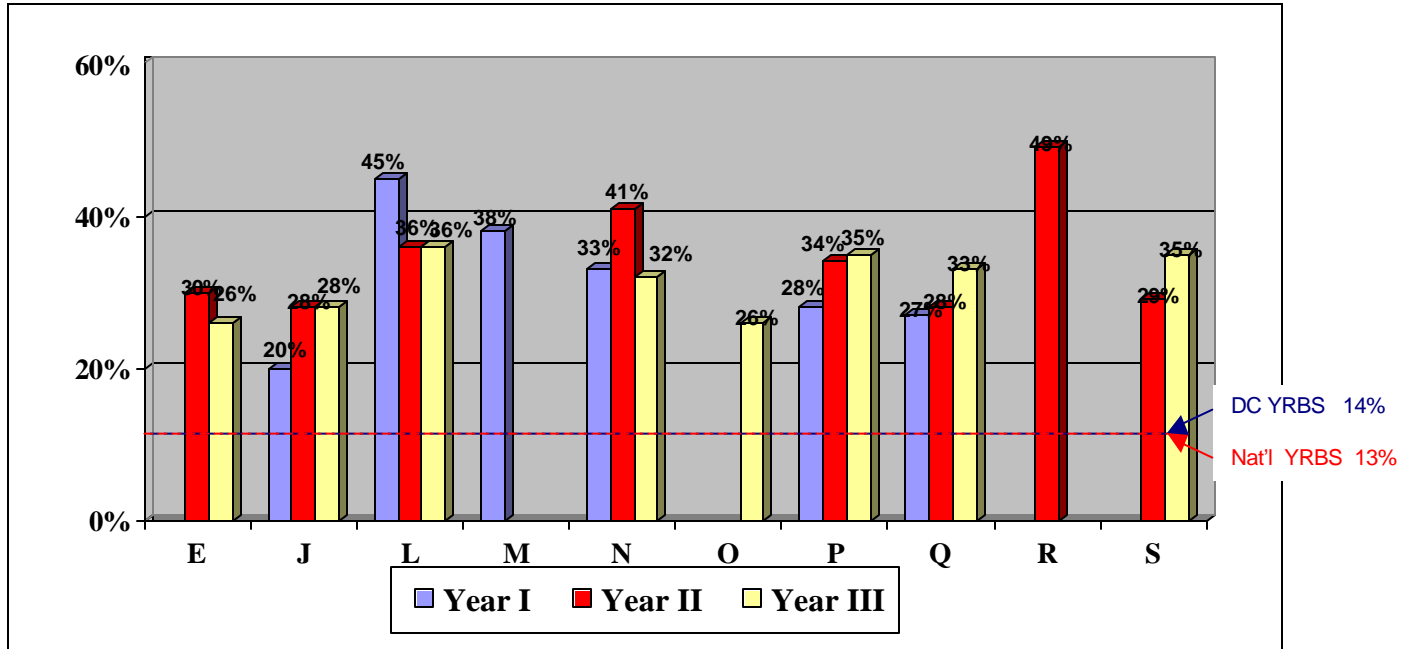
Figure 36 shows that overall, between 10% and 20% of students report being harassed at school. In Year I and II, the target question on the CHKS was specific to being bullied due to race, ethnicity, gender, sexual orientation, or disability. In Year III, however, students were asked a more general question, about whether they had been hit or pushed by other students during the past year.

Figure 36. High School: Harassed in the Past Year
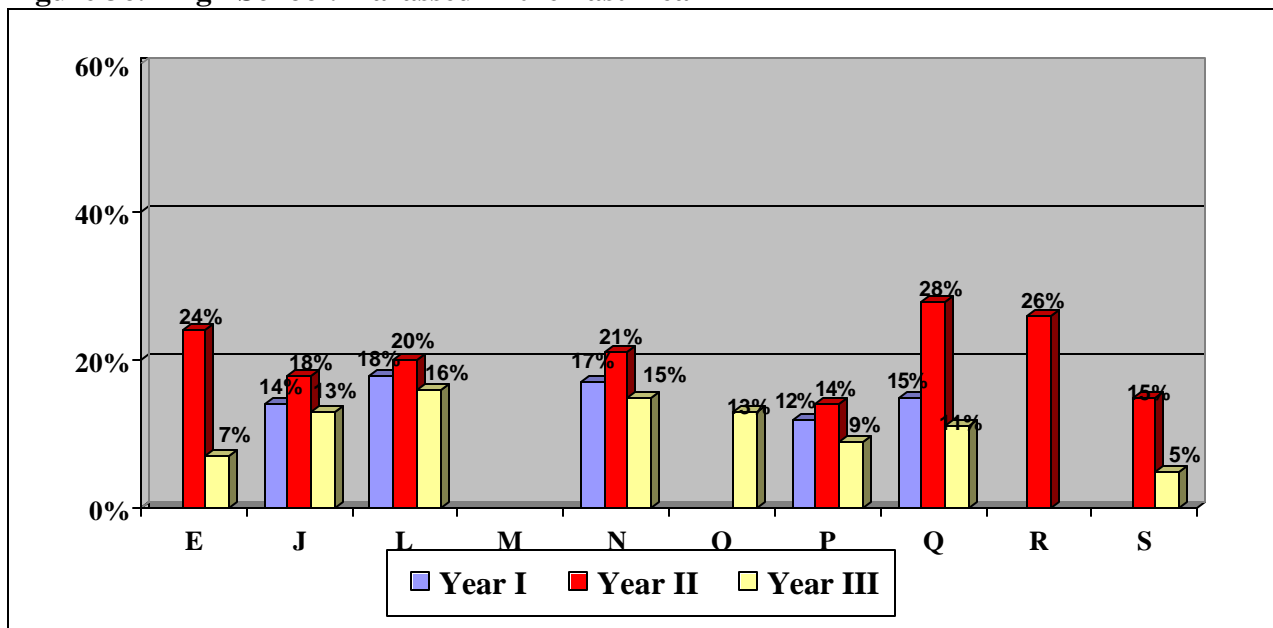
While between 10% and 20% of high school students reported being harassed within the past year, substantial numbers of students reported that their personal belongings had been stolen or damaged by others at school within the same time period. Although this is clearly a form of harassment, the specific nature of the question in Years I and II elicited reports of harassment focused only on that due to race, ethnicity, gender, sexual orientation, or disability. As seen in **Figure 37**, across schools, reports of stolen or damaged property range from 13% (Year III at School E) to 45% (Year III at School O).

Figure 37. High School: Had Property Deliberately Stolen or Damaged at School in Past Year
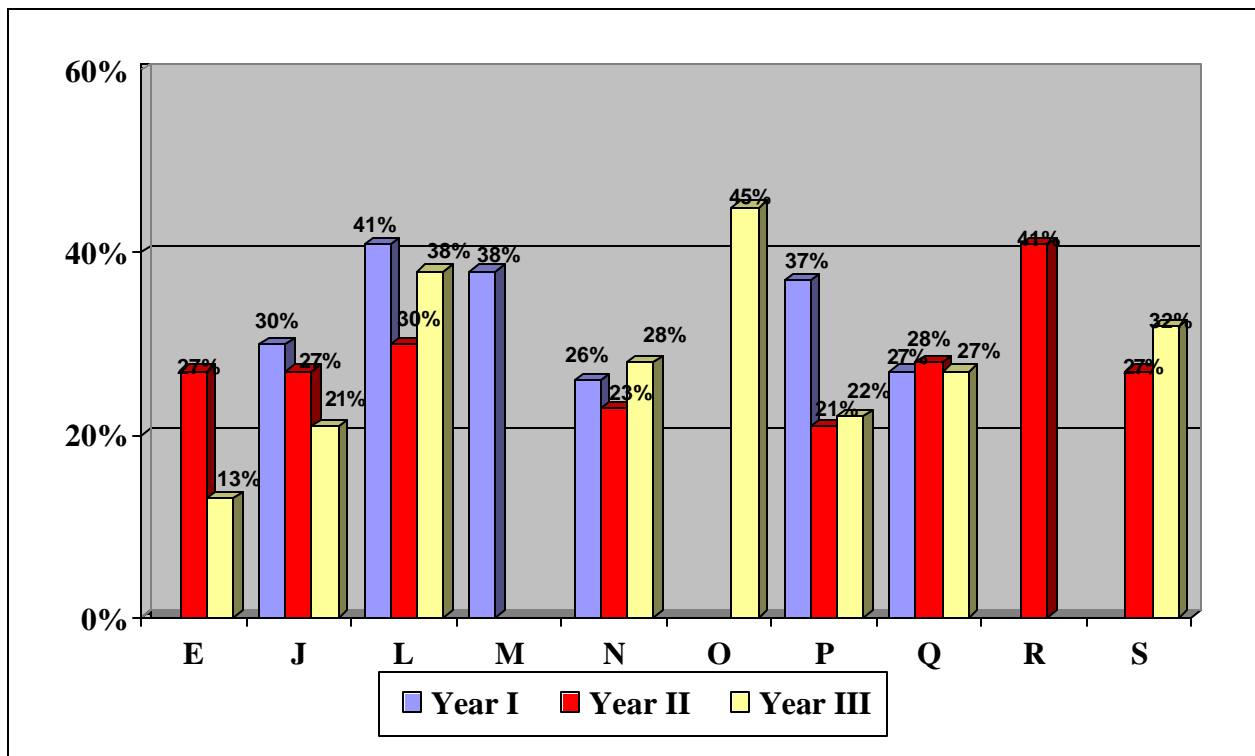
In addition to the abovementioned reports of property theft and vandalism, significant numbers of students across schools also report being threatened with weapons (guns or knives) at school. 2001 YRBS data reveal that nationally, 9% and locally, 11% of students report victimization of such behavior. **Figure 38** shows that over the three-year grant period, most schools equaled or exceeded both of these statistics, with some schools reporting over 20% of students being threatened. The only school that reported a lower percentage (8%) was School O. This finding correlates with that presented previously in **Table 5**, which showed that School O was among the lowest in reported weapon possession at school. In contrast as seen above, this school, which overall shows relatively low risk behavior, particularly in ATOD use, has the highest rate of theft and vandalism.

Figure 38: High School Threatened with a Weapon (Gun or Knife) at School -Past Year
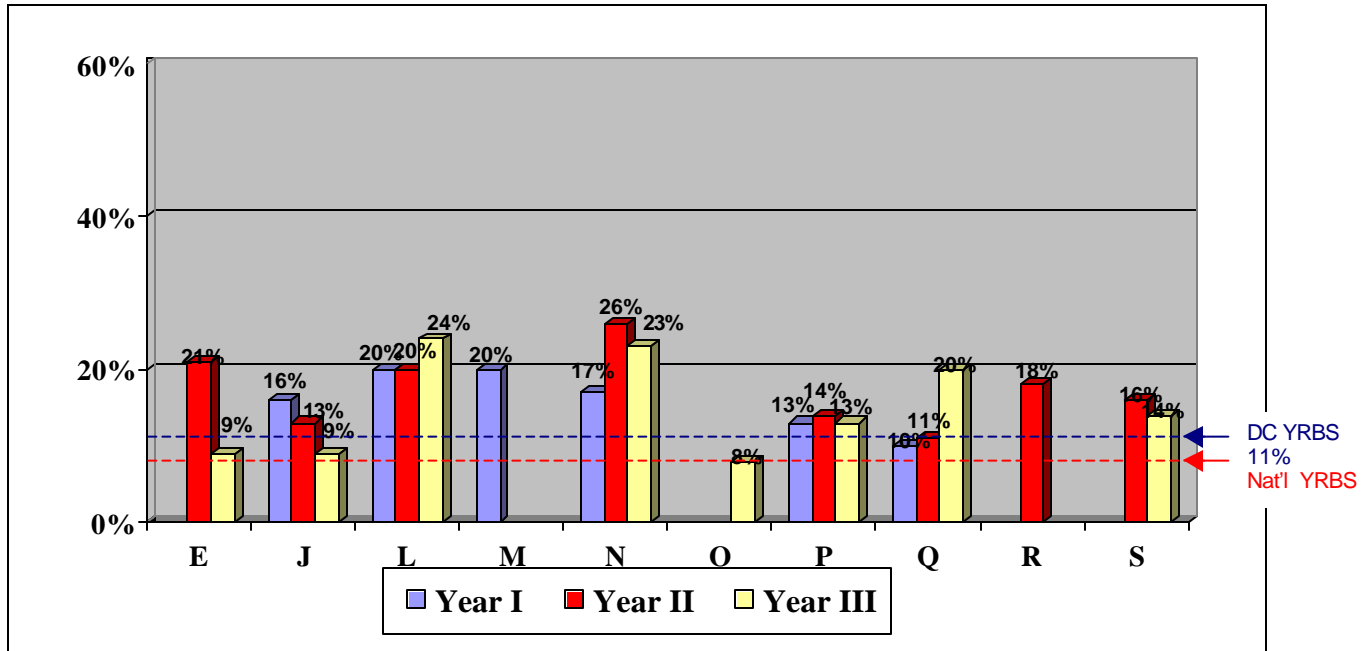
The extent of the violent behavior exhibited by high school students was captured in findings associated with responses to the question, "Have you ever been forced to have sexual intercourse when you did not want to?" **Figure 39** below shows that across schools, percentages of students that report being forced to have sexual intercourse range from 6% at School E in Year III to 31% at School M in Year I. Rates at most schools surpass those reported on the DC and National YRBS survey.

Figure 39: High School Students Forced into Having Unwanted Sexual Intercourse
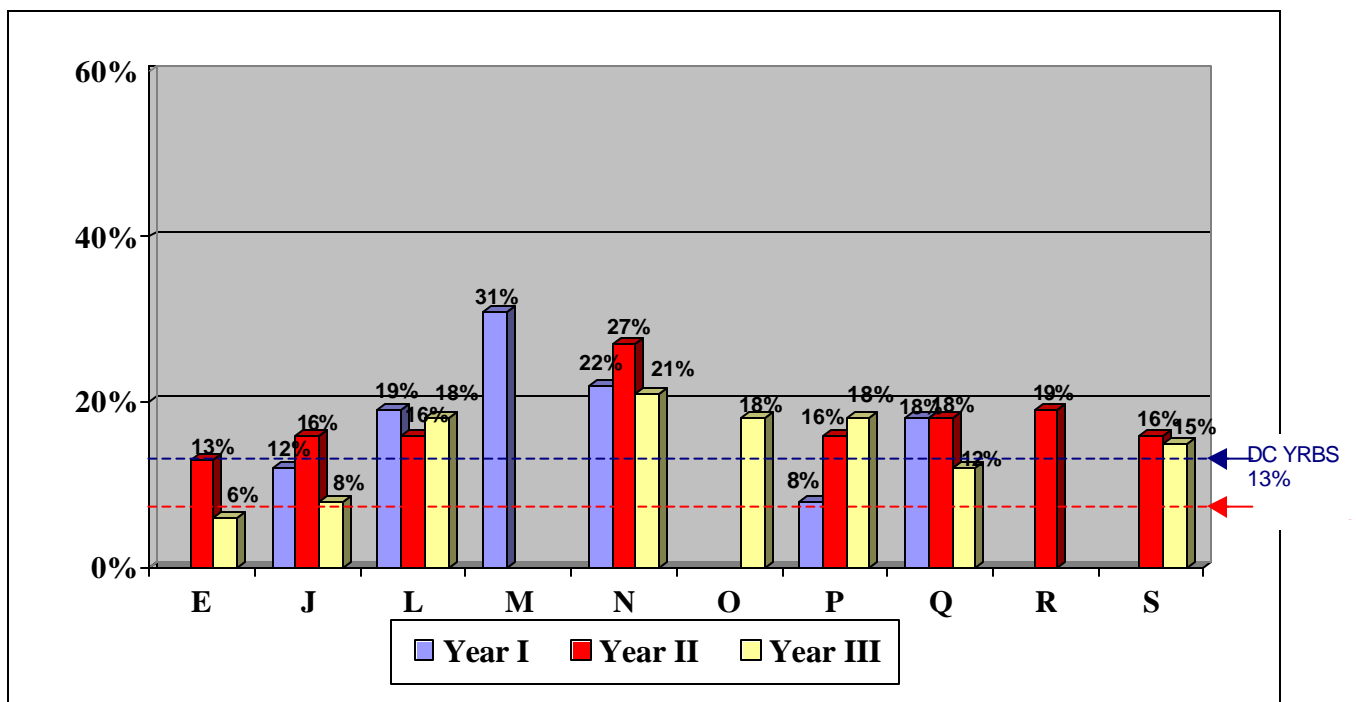
As with their middle school peers, most high school students feel safe at school, despite reports of violent behaviors in the school environment. **Figure 40** shows the percentages of students who report feeling safe at each high school.

Figure 40. High School Students Who Feel Safe/Very Safe at School*
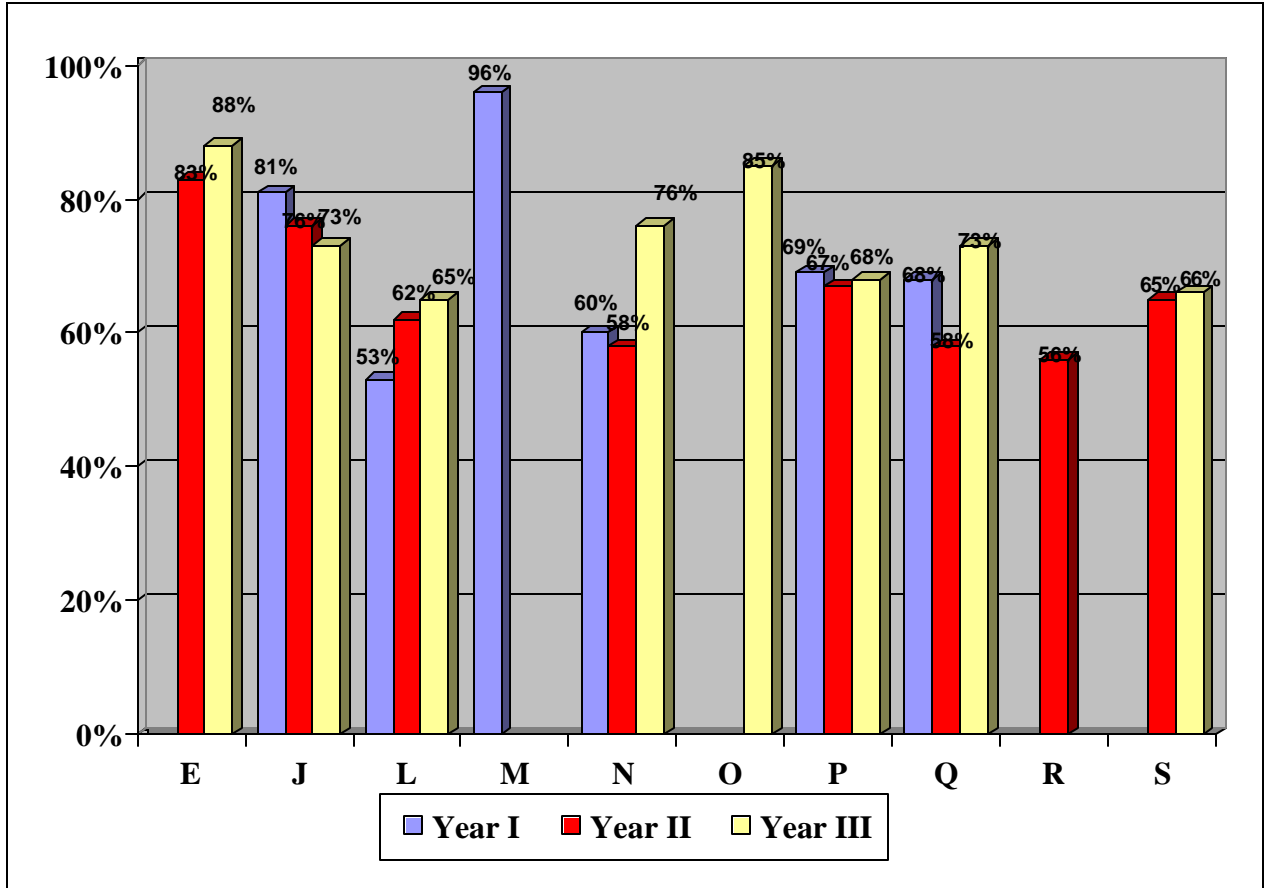
Note the scale of this graph has been maximized at 100% to accommodate higher percentages

Sexual Behavior

Questions related to sexual behavior were not asked in Year I; therefore, School M, for which only Year I data is available, is excluded from the following discussion. As seen below in **Figure 41**, rates of sexual activity at five schools decreased from Year II to Year III. While several schools exceeded the DC YRBS rate of 62% in Year II, no schools equaled this rate in Year III. However, with the exception of School O, all schools report Year III rates that exceed the national YRBS rate of 46%.

Figure 41. High School: Percentage of Students Who Have Had Sexual Intercourse
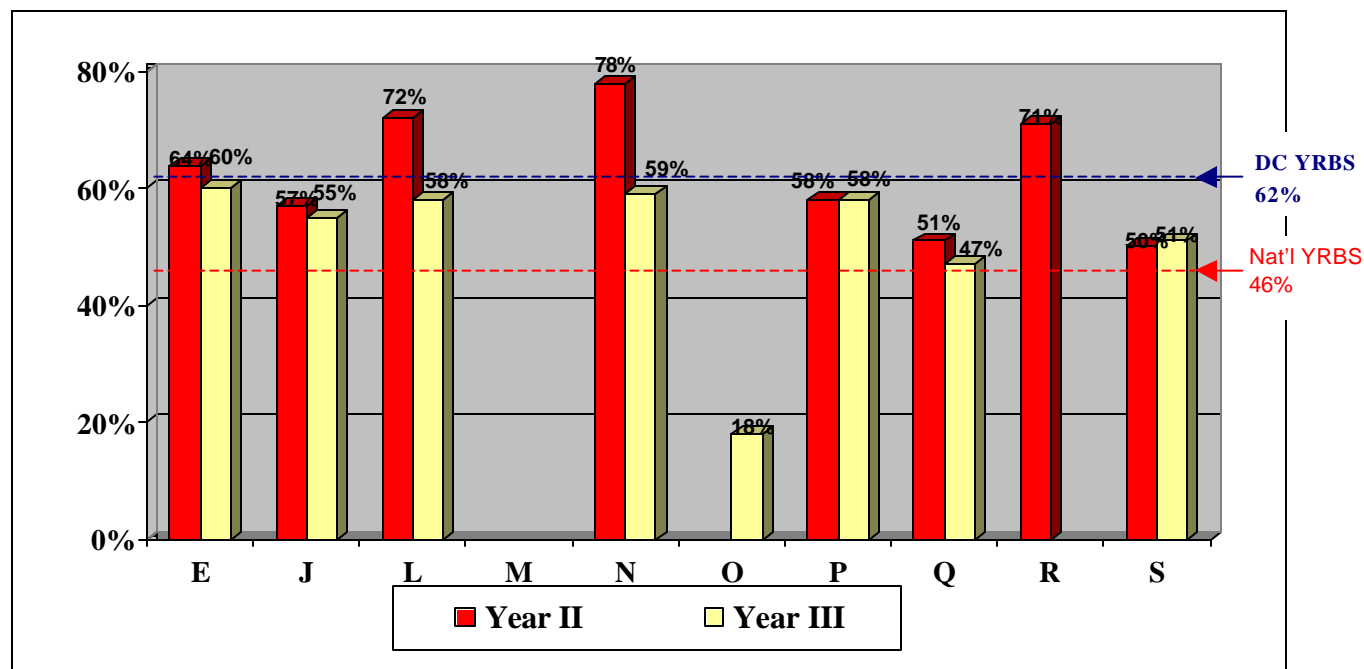
As stated earlier, unprotected sexual activity places young people at risk for contracting HIV and other sexually transmitted diseases. As seen in **Figure 42**, among high school students who are currently sexually active, the prevalence of condom use varies somewhat across schools. Whereas rates of condom use for middle school students ranged from 42% to 80%, only between one-third to one half of high school students report practicing safe sex. Rates such as these are cause for concern, as they represent lower condom use among increased numbers of students. Additionally, these results are below national and local YRBS findings.

Findings such as these underscore the critical need for school-based programs that address the needs of youth in this health area before risk behaviors are established. According to the CDC, research shows that the most effective programs are comprehensive in nature, focusing not only on delaying sexual activity, but also providing sexually active adolescents with information on how to protect themselves.

Figure 42. High School: Students Who Used a Condom During Last Sexual Encounter
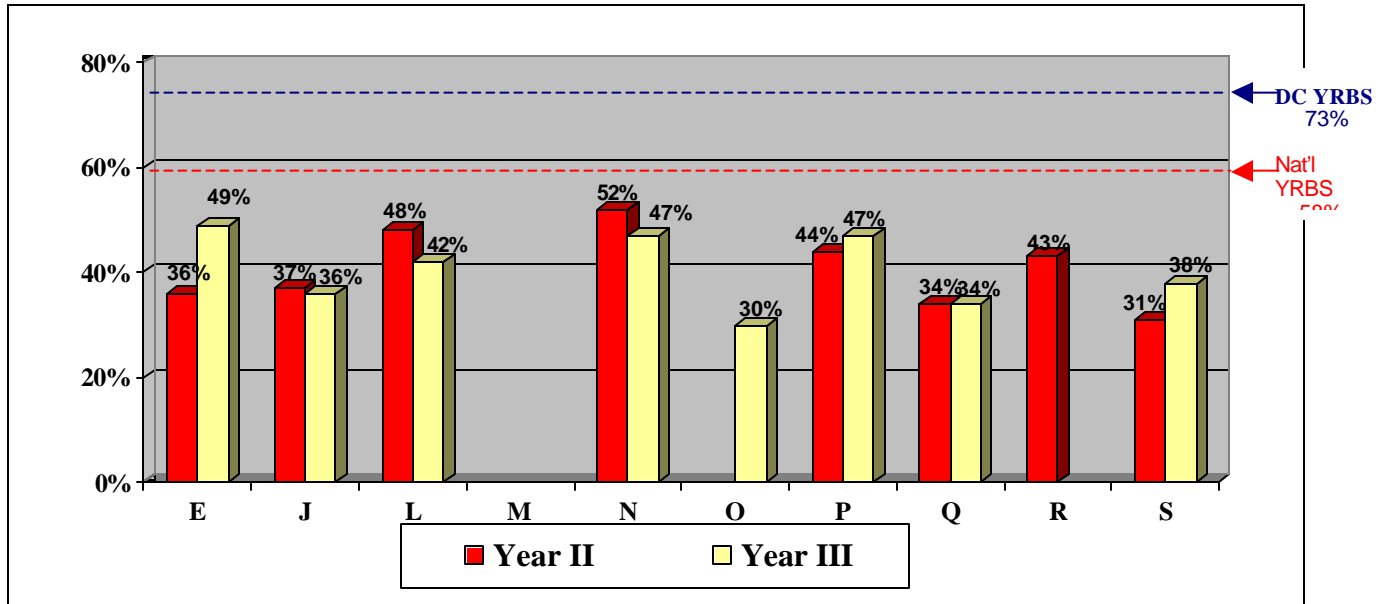
Mental Health

As stated previously, approximately 8.3% of adolescents in the United States suffer from depression, an illness strongly associated with poor school performance, truancy, ATOD use, and increased risk of suicidal behaviors. National YRBS data indicates that, while they may not have been clinically diagnosed, 28% of high school students nationally report experiencing feelings of depression within the year prior to survey completion. DC YRBS data reveals comparable rates (29%). **Figure 43** below shows that several schools exceed both national and local trends.

Figure 43: High School: Feelings of Depression in Past 12 Months
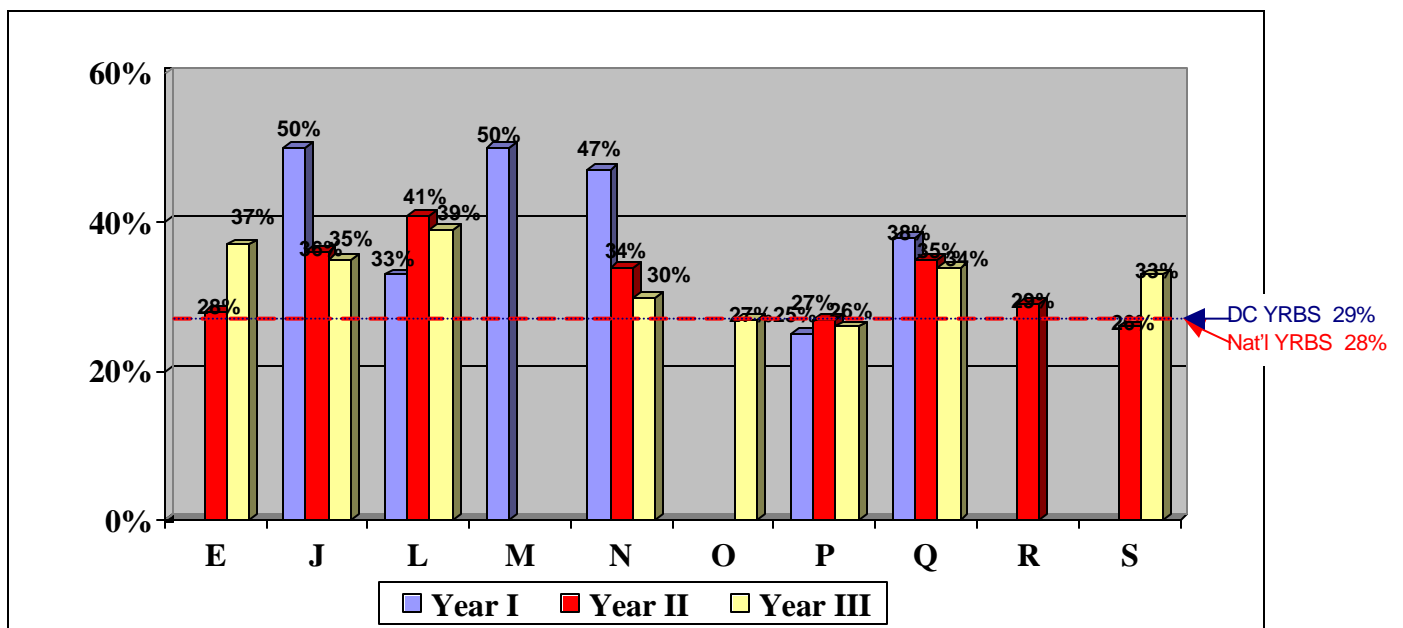
The National Center for Health Statistics reported in 2000 that suicide was the third leading cause of death not only among 10 – 14 year olds, as stated previously, but also among 15 – 19 year olds. **Figures 44** and **45** display the percentages of students at each school who have ever seriously considered attempting suicide and those that have actually attempted suicide. DC and National YRBS data is also presented for comparison. As shown in **Figure 44** the percentages of high school students across schools reporting that they have seriously considered attempting suicide range from 4% to 25%.

Figure 44. High School: Seriously Considered Attempting Suicide
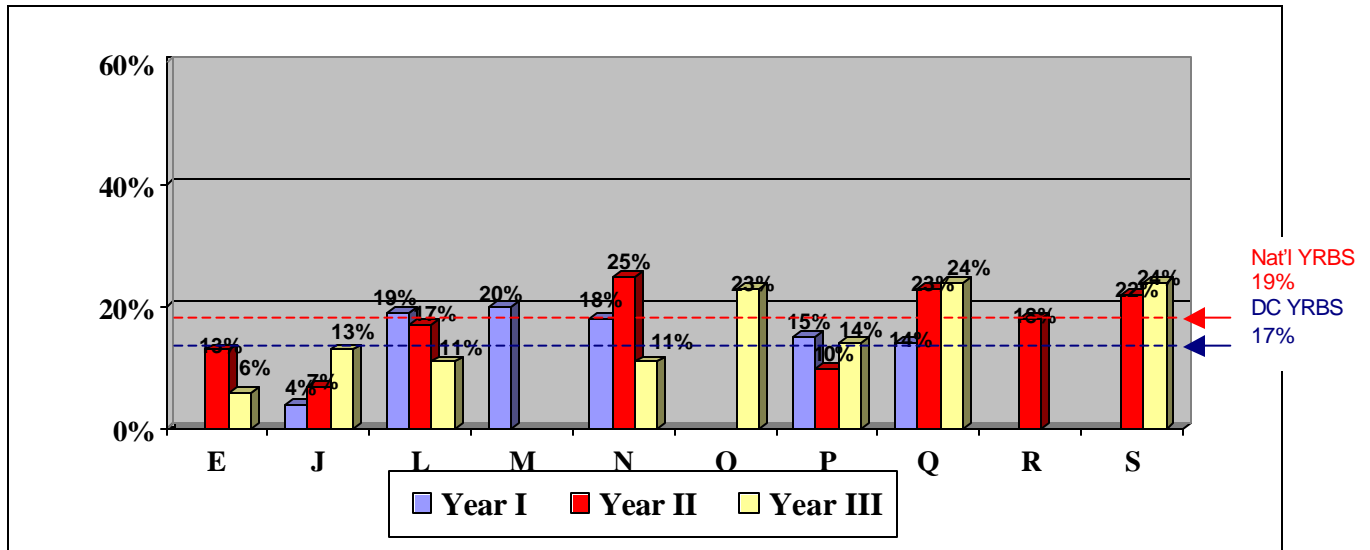
The percentage of SS/HS high school students who report that they have actually attempted suicide is shown in **Figure 45**. For many schools, rates peaked in Year II, then fell in Year III. However, percentages at most schools surpass both national and local YRBS rates, highlighting the critical need for mental health services.

Figure 45. High School: Attempted Suicide
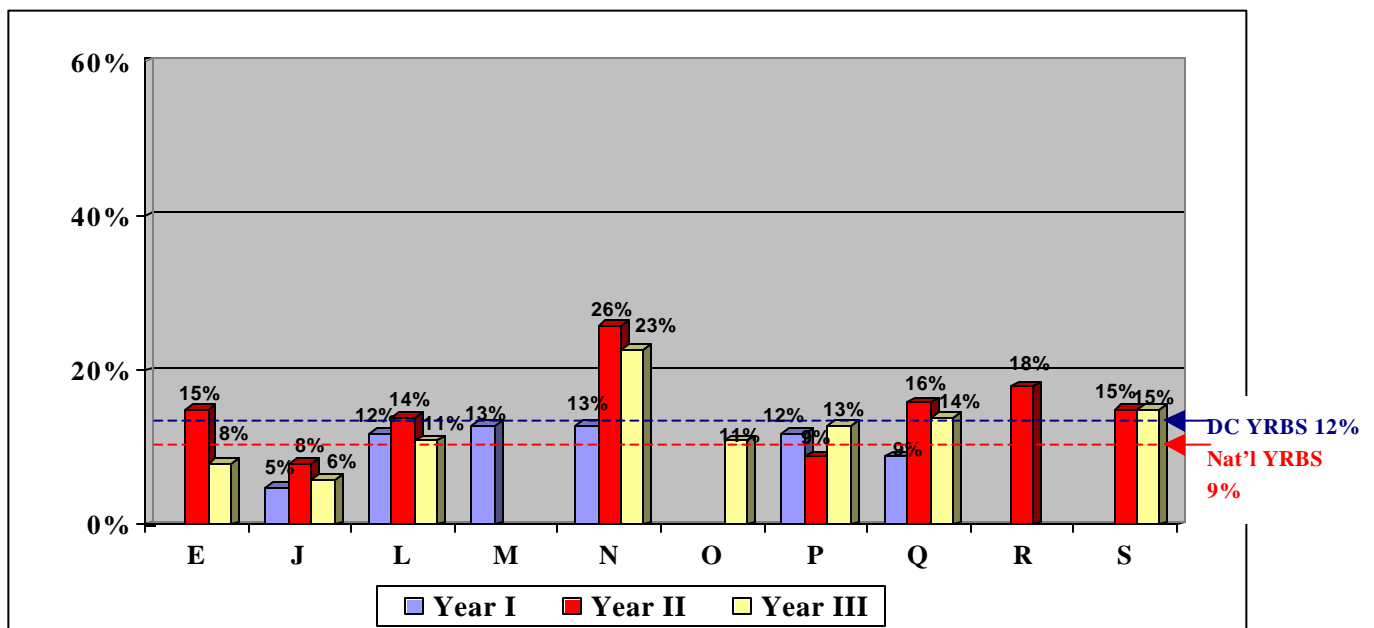
Resiliency Factors

A. External Assets

External assets refer to environmental or external supports and opportunities that are linked to the development of innate resilience in youth. Research has shown that three principles are essential in healthy youth development: *Caring Relationships, High Expectations,* and *Opportunities for Meaningful Participation*. The CHKS measures students' perceptions of these principles.

Caring Relationships: These are defined as a student's supportive connections to others who are role models of healthy development and well-being. Research has consistently shown caring relationships to be the most critical factor in successful child development.

High Expectations: These are messages relayed both directly and indirectly by adults that communicate their belief that the student can and will succeed responsibly. These are at the core of caring relationships and reflect the adult's and friend's trust in the youth's resilience and ability to learn. High expectations have been shown to be a key protective factor in the environments of youth who have refrained from involvement in risk behaviors.

Meaningful Participation: Meaningful participation refers to the involvement of the student in relevant, engaging, and interesting activities with opportunities for responsibility and contribution. Research has shown that when youth are given valued responsibilities, planning and decision-making opportunities, and chances to contribute and help others, positive developmental health/academic outcomes are achieved.

Asset scores were calculated by averaging the values attached to responses in each scale. The values are a follows:

> 4: Very much true
> 3: Pretty much true
> 2: A little true
> 1: Not at all true

The means of the students' responses to the items that make up each asset scale were then computed. For example, questions #10 (*Do the teachers and other grown-ups at school care about you?*) and #12 (*Do the teachers and other grown-ups at school listen when you have something to say?*) make up the asset scale for *Caring Adult Relationships in School*. If a student responds "Very much true" to #10 and "Pretty much true" to #12, the values (4 and 3) yield an average of 3.5. The following categories were derived:

> *High* – students with average item response above 3
> *Moderate* – students with average item response of at least 2 and no more than 3
> *Low* – students with an average item response below 2

The mean External Assets scores for elementary, middle, and high school students across schools in Years I through III are illustrated in **Figures 46, 47,** and **48** below. As stated above, scores above 3 fall into the High range, suggesting that students report a high frequency of external supports in their environment that contribute to building resiliency. Although several elementary schools had means between 2.8 and 3.0 in Years I and II, **Figure 46** shows that all

schools had means of 3.0 or above during Year III, with School G (n=21) earning the highest mean score of 3.4.

Figure 46: Elementary School: Mean External Assets Scores Across Schools
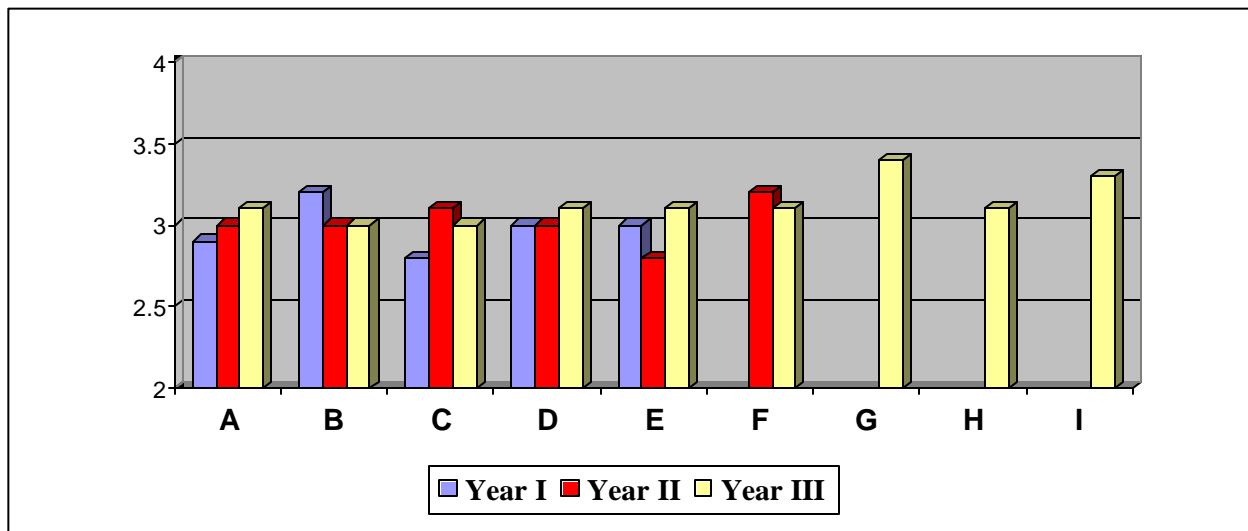
The mean External Assets scores for middle school students across schools are illustrated in **Figure 47** below. Most schools had means in the High range at all datapoints, with the exception of Schools A and D in Year III.

Figure 47. Middle School: Mean External Assets Across Schools
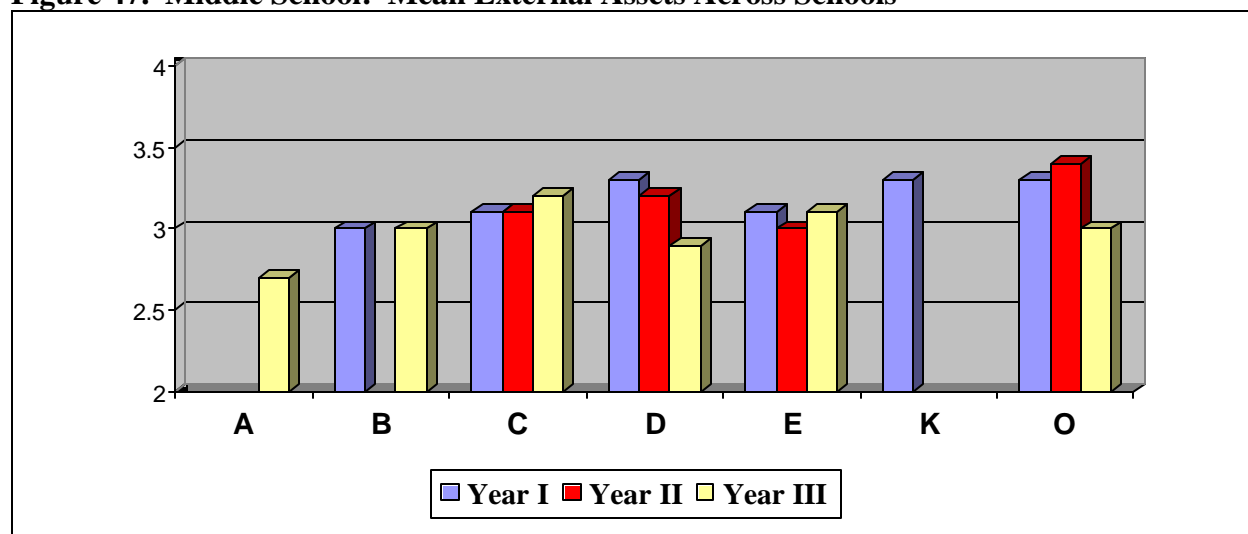
The mean External Assets scores for high school students across schools in Years I through III are illustrated in **Figure 48** below. Five out of the six schools for which Year I data is available scored in the High range, with scores of 3.0. (School L scored slightly higher). Mean external assets scores were lower in subsequent years for all schools, with the exception of School O, whose mean for Year III (3.2) was the highest at any datapoint throughout the duration of the grant period.

Figure 48. High School: Mean External Assets Across Schools
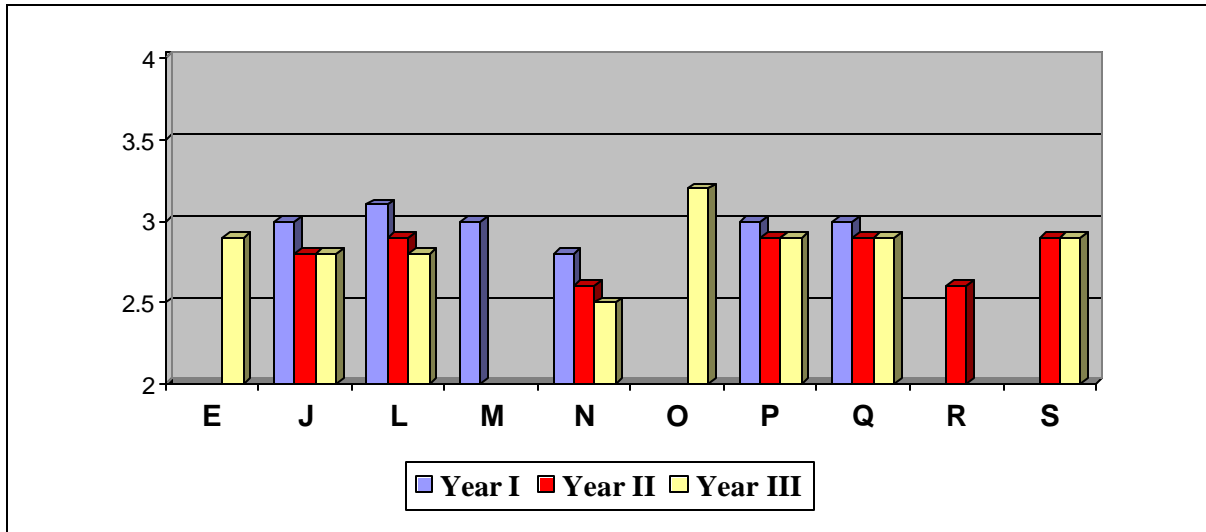
1. External Assets: School Environment

a. Caring Adults at the School

Figures 49, 50, and **51** present the mean scores for students across schools in the first External Assets domain, Caring Adults in the School. As seen in **Figure 49**, students at all elementary schools earned scores suggesting moderate to high student-teacher relationships. A caring relationship with teachers is considered to be one of the strongest motivations for academic success. Additionally, high scores (>3) on caring adults in the school are generally indicative of a school staff that is receiving support and care themselves.

Figure 49. Elementary School: Caring Adults in School
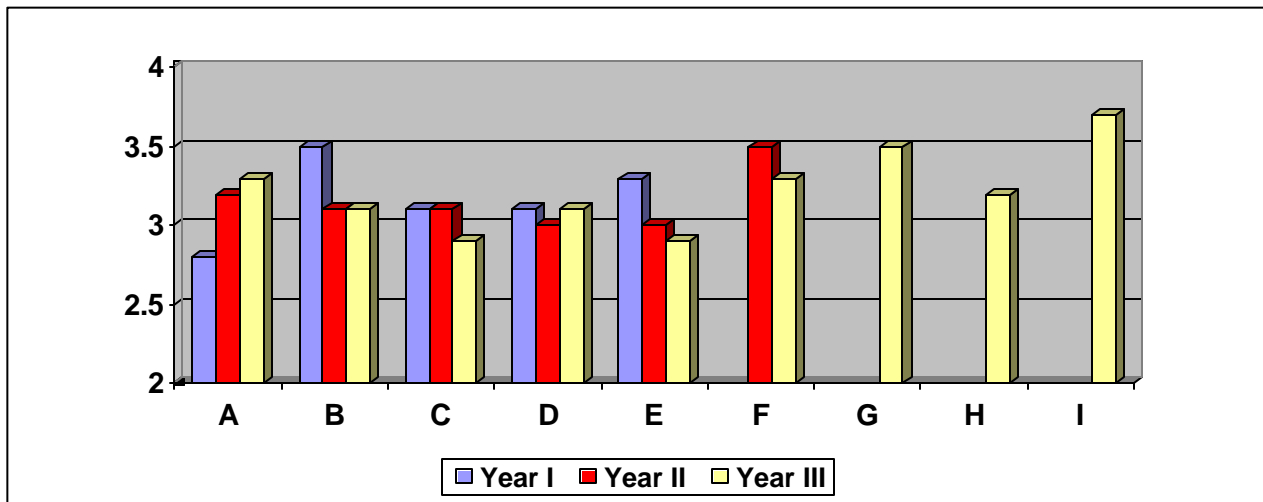
As shown in **Figure 50,** findings from middle school students were similar to those of the elementary students, as most schools report moderate to high student-teacher relationships. It is a testament to the schools that students appear to recognize the value of these relationships. School O, which had the highest average score in this domain in Year I, showed decreasing scores with each year during the initiative.

Figure 50. Middle School: Caring Relationships with Adults at School
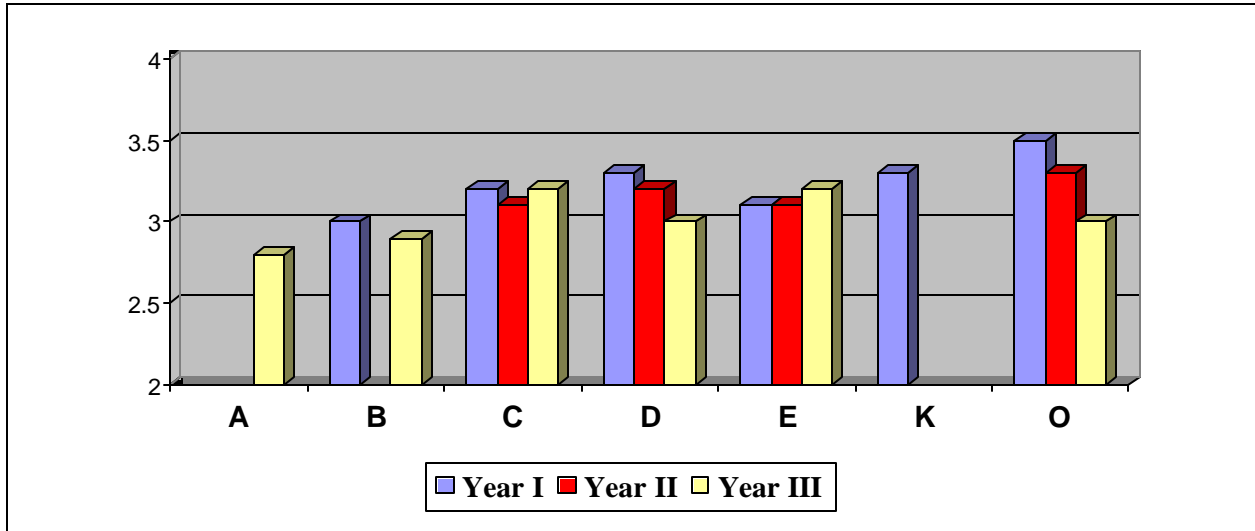
When compared to elementary and middle schools, the high schools' scores are generally lower and show more variability across schools. Figure 51 shows that most schools have scores that fall into the moderate range, with several only reaching the high range at certain datapoints.

Figure 51. High School: Caring Relationships with Adults at School
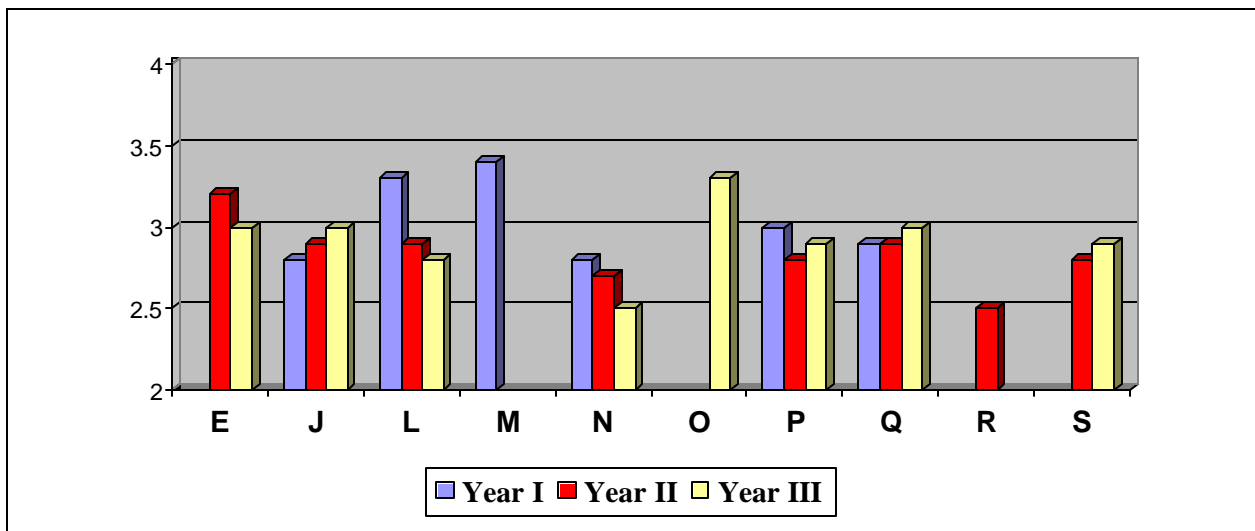
Figures 52, 53, and **54** show the mean scores across schools for High Expectations from Adults at School. Like positive student-teacher relationships, high expectations on the part of school staff have a direct impact on the quality of students' academic performance. Results of the Elementary CHKS, as seen in **Figure 52**, reveal that, with the exception of Year II at School B, students consistently scored *High* in this domain.

Figure 52. Elementary School: High Expectations at School
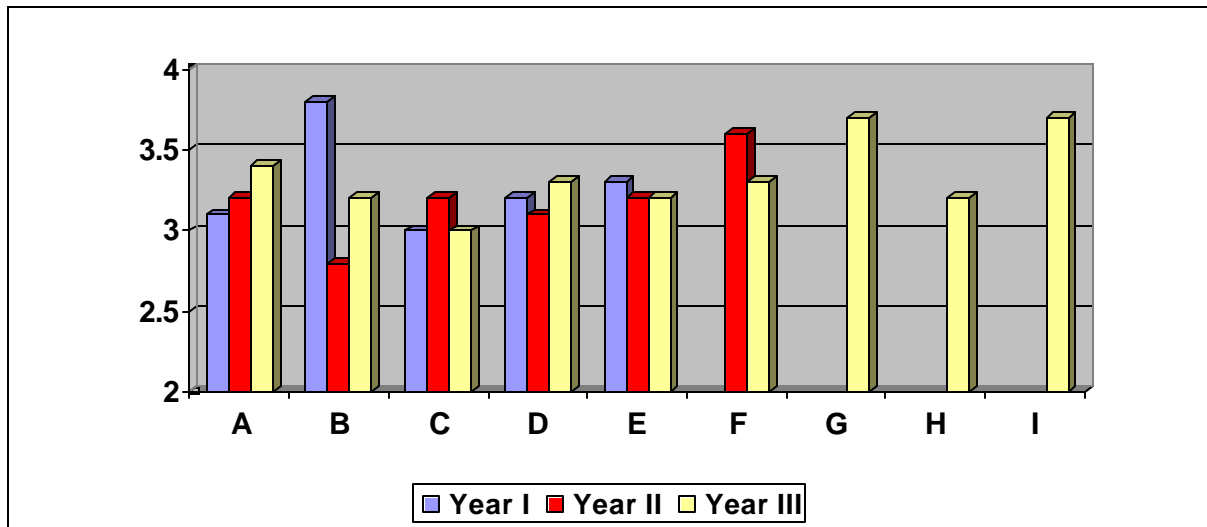
Figure 53 shows that, as with the elementary school students, middle school students also earned scores in the *High* range for High Expectations from Adults at School. This is especially encouraging since research by WestEd has found that schools that establish and support high expectations for students have high rates of academic success, as well as lower rates of behavioral problems. Such feedback from students is helpful in determining student readiness for school-based intervention programs.

Figure 53. Middle School: High Expectations from Adults at School
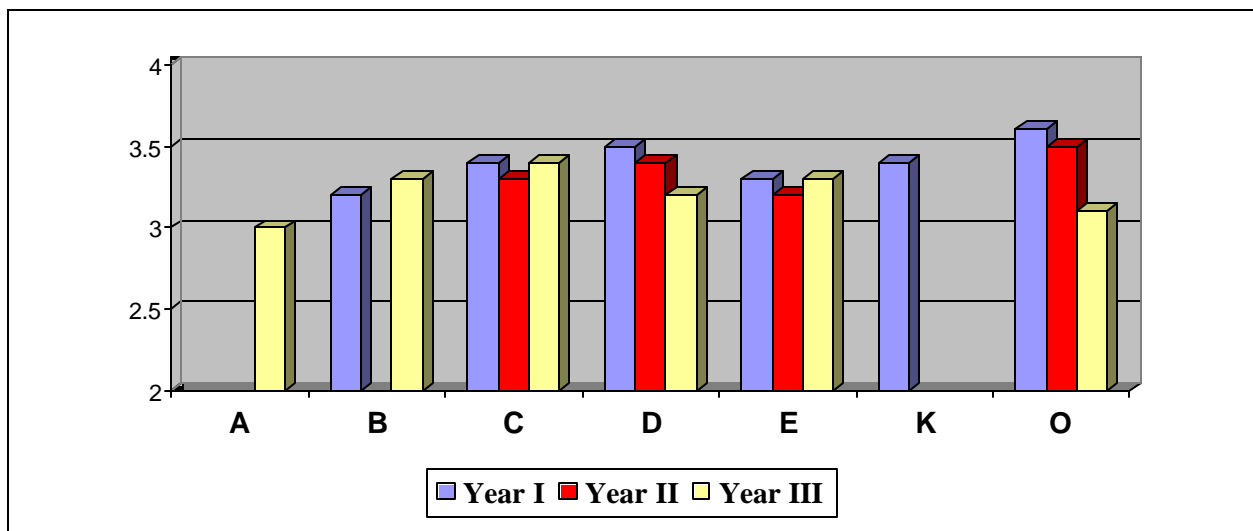
When compared to High Expectation scores at the elementary and middle school levels, high school scores are generally lower and show greater variability among schools. In all high schools where Year I data is available, Year II scores are comparatively lower. As seen in **Figure 54** below, with the exception of School R, however, each school has scores in the *High* range at at least one datapoint.

Figure 54. High School: High Expectations from Adults at School
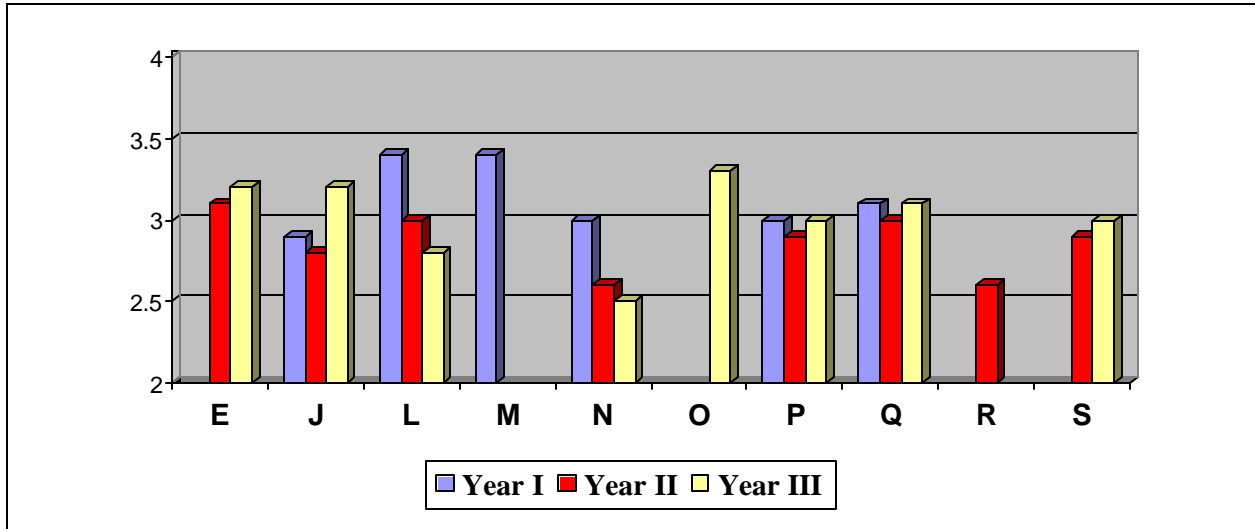
c. **Meaningful Participation: At School**

Meaningful participation in the school environment is one area that presents a formidable challenge for schools, as they must constantly offer opportunities for students to assume responsibility for their own learning and become contributing members of the school community. This sense of empowerment is critical in building resilience as it involves students in the decision-making processes that shape their futures and help achieve their goals. **Figure 55** shows the Meaningful Participation scores across elementary schools. With the exception of School G in which students scored *High*, scores in Meaningful Participation in the school environment fell in the *Moderate* range throughout the grant period.

Figure 55. Elementary School: Meaningful Participation at School
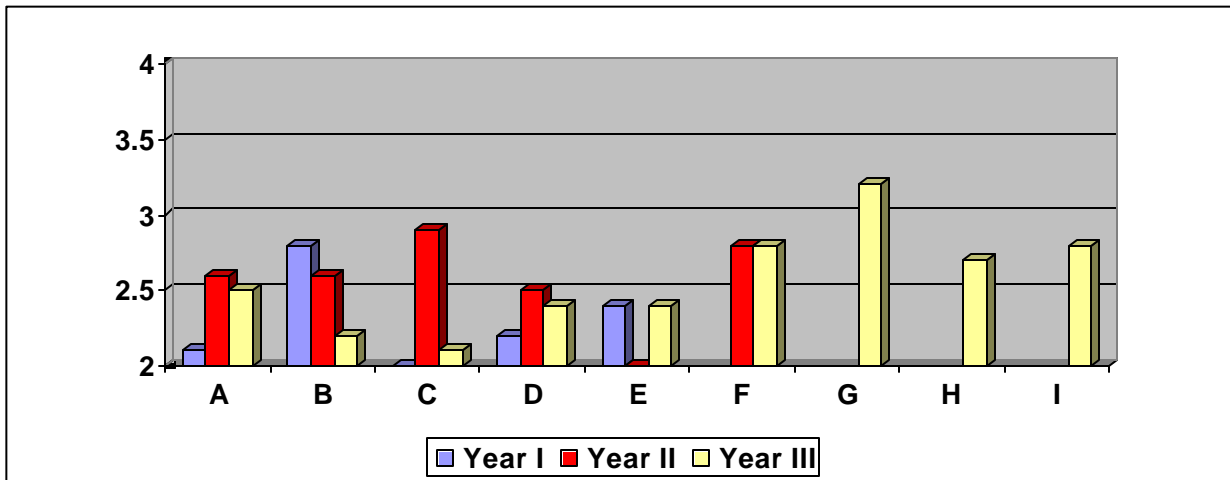
As seen in **Figure 56** below, with the exception of Years I and II at School O, middle school scores for meaningful participation in the school fall solidly into the *Moderate* range.

Figure 56. Middle School: Meaningful Participation at School
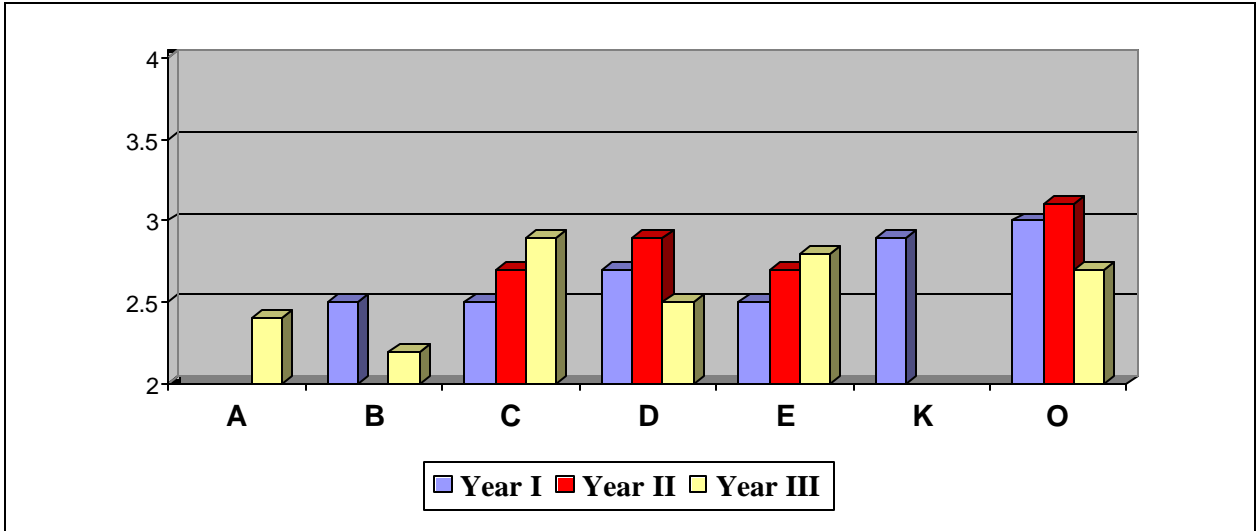
Scores in Meaningful Participation at School at the high school level are shown in **Figure 57**, and are generally lower than those in middle school. These findings suggest that high school students may be feeling somewhat disconnected from their schools.

Figure 57. High School: Meaningful Participation at School
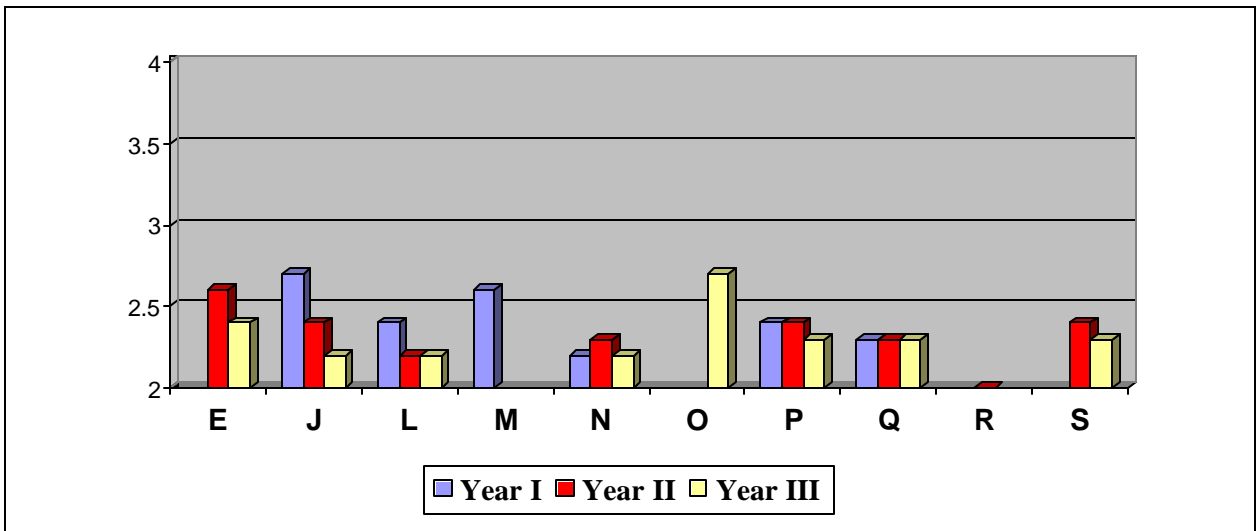
2. External Assets: Home Environment

a. Caring Relationships: Adults in the Home

When the school and home environments are compared, mean scores in all three domains are generally higher in the home environment. **Figure 58** below shows that elementary students at all schools scored *High* in the asset of perceived caring from adults in their home. The fact that students recognize the support of a primary caregiver and acknowledge a connection to family is evidence of the presence of this powerful protective factor in their lives.

Figure 58. Elementary School: Caring Relationships with Adults at Home
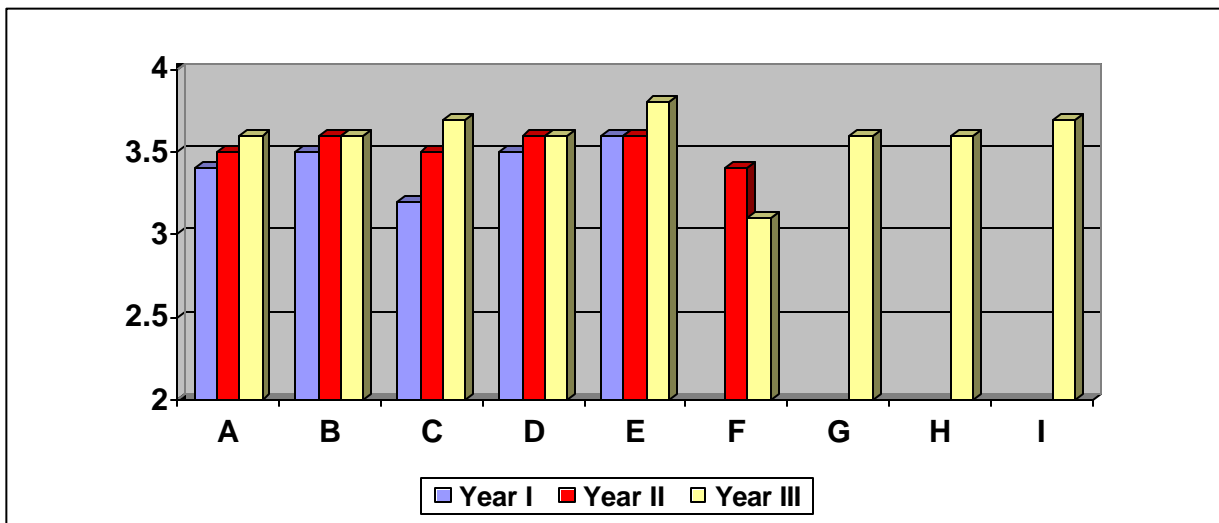
Though slightly lower than elementary students' scores, middle school students' scores still fall in the high range. As seen in **Figure 59**, while two schools, Schools D and O, have scores that decrease each year of the initiative, Year III scores do not fall below the high range.

Figure 59. Middle School: Caring Relationships with Adults at Home
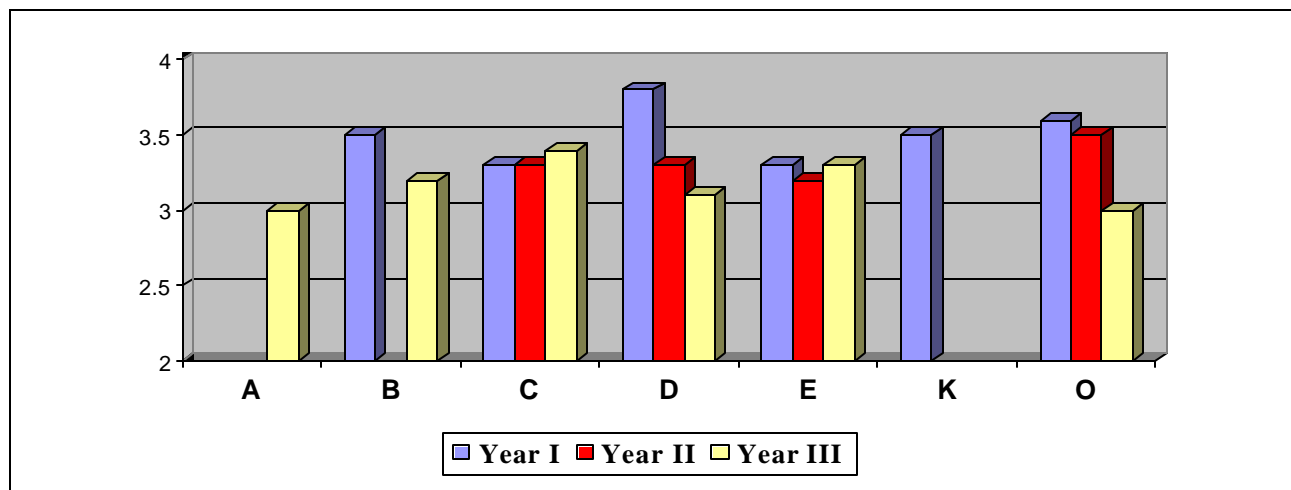
Unlike the elementary and middle schools, several high schools have scores that fall in the moderate range at some datapoints. **Figure 60** shows that one school, School N, has scores that decrease each year throughout the grant period.

Figure 60. High School: Caring Relationships with Adults at Home
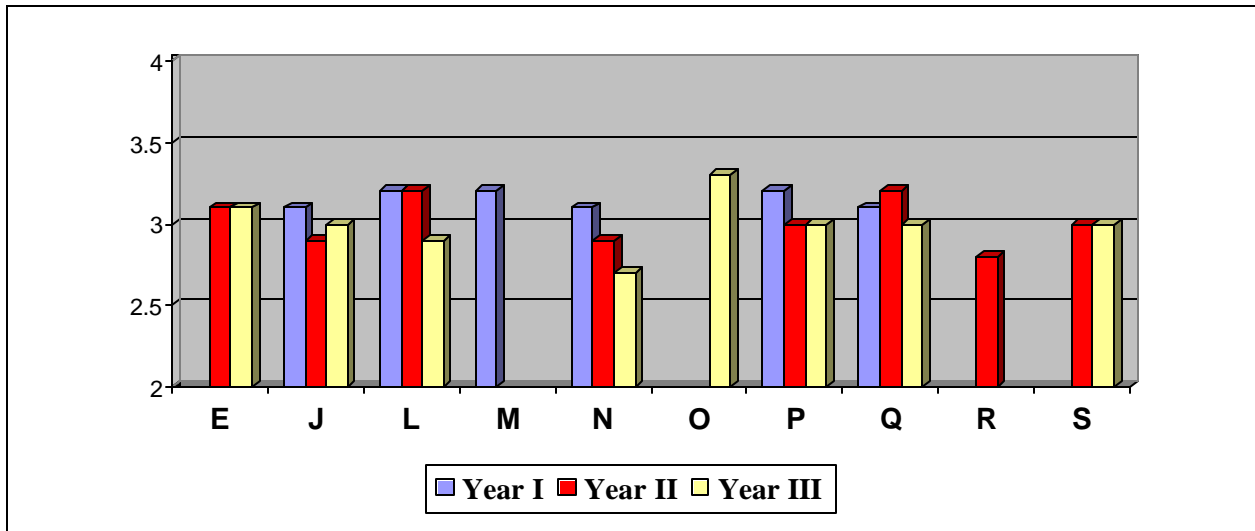
b. High Expectations: Adults in the Home

Students that score *High* in their perception that the adults at home believe in their abilities and have confidence that they will succeed are more likely to experience both academic and life success. Awareness of high expectation messages from parents/caregivers is key in promoting resilience and providing children with structure and support. As seen in **Figure 61**, students at all elementary schools report high parental expectations.

Figure 61. High Expectations from Adults at Home
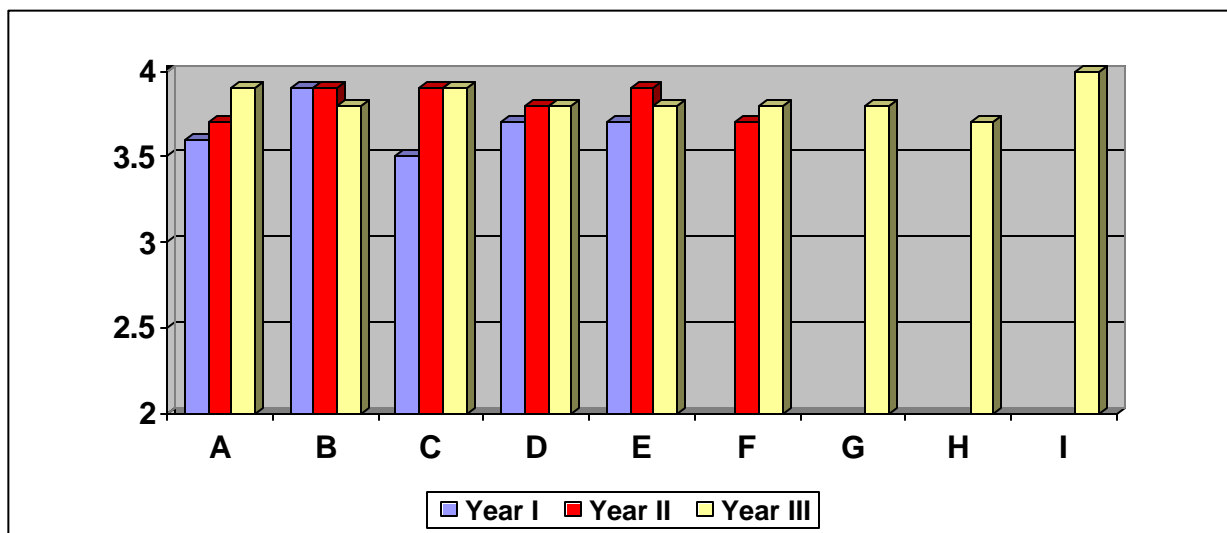
Figure 62 below shows that across middle schools, scores also fall in the high range for high expectations from adults in the home. This suggests that students perceive that their caregivers believe in their capabilities and appear to provide youth-centered guidance.

Figure 62.   Middle School: High Expectations from Adults at Home
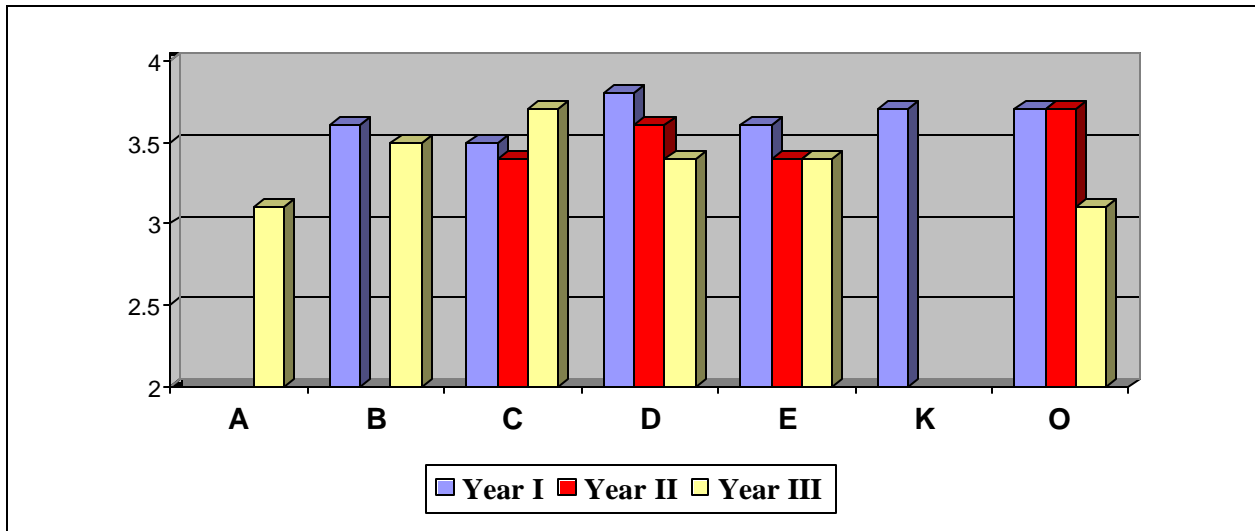
As seen in **Figure 63,** parental expectations are slightly lower at the high school level than in the elementary and middle schools.   While most schools have scores falling in the high range, School N's scores for all three years are in the moderate range.

Figure 63: High School: High Expectations from Adults at Home
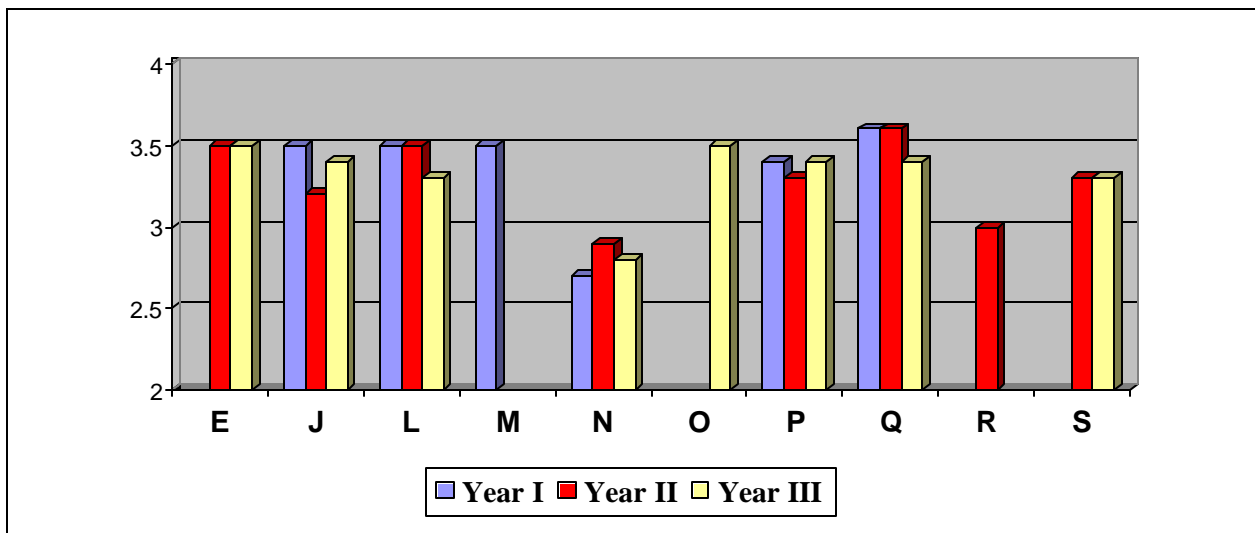
c. Meaningful Participation: In the Home

For the most part, students across schools appear to be "asset rich" in caring relationships and high expectations in the home, providing them with two critical factors necessary in promoting resilience.   Meaningful participation in the home, however, yielded lower scores,

indicating that, despite a strong awareness of high parental expectations, students are not being given the opportunity to participate and contribute to family life as frequently as would be desirable. Research has shown that when children are given responsibilities in the home and can participate in family decision-making activities, they are also building self-management skills. **Figure 64** shows that no elementary school scored *High* in Meaningful Participation in the Home consistently throughout the grant period. High scores in Caring Relationships and High Expectations suggest that a strong foundation is present on which schools can develop family involvement programs that encourage participation by all family members.

Figure 64. Meaningful Participation at Home
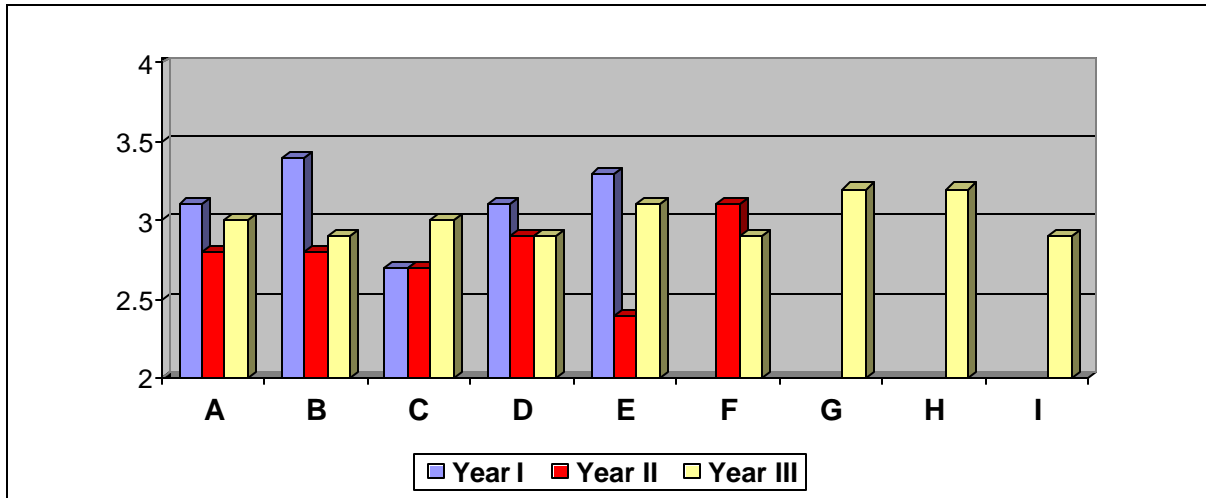
Figure 65 shows that, overall, middle school students' scores in meaningful participation in the home appear comparable to those of elementary school students. School A, however, shows an average decrease of .4 in Year III between its elementary and middle school students.

Figure 65. Middle School: Meaningful Participation at Home
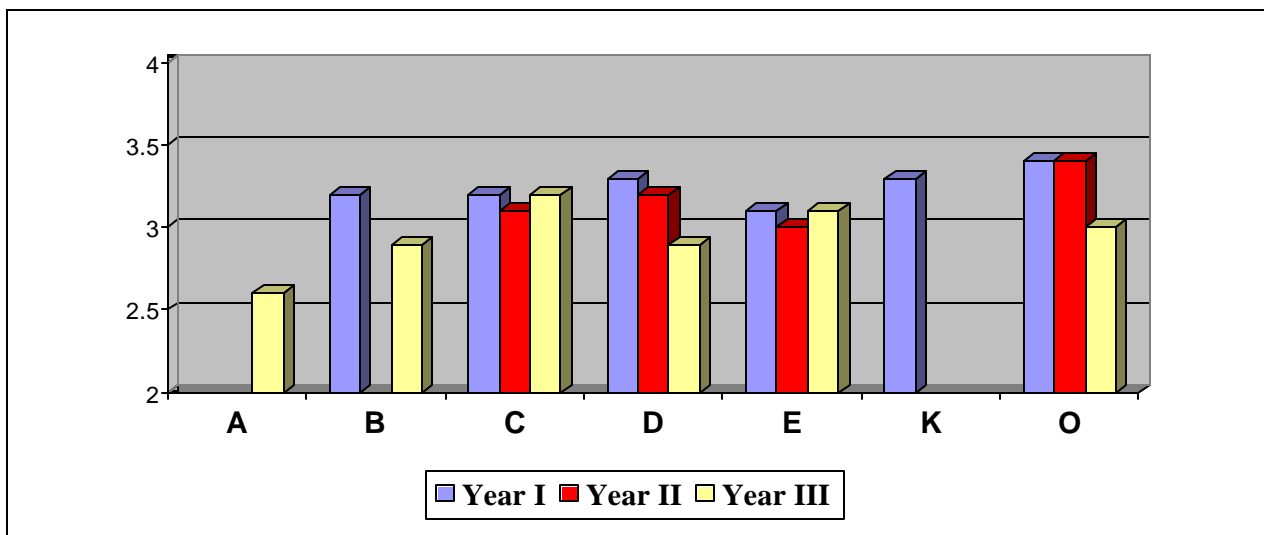
Figure 66 shows scores across high schools for meaningful participation in the home.

With the exception of two datapoints, Year II at School E and Year III at School O, no high school scored in the *High* range. According to WestEd, the developers of the CHKS, if children are not given opportunities for decision-making and responsibility, they risk developing poor self-management and control skills. These high school results should provide the impetus for schools to implement family involvement programs that model decision-making activities and strategies for families.

Figure 66. High School: Meaningful Participation at Home
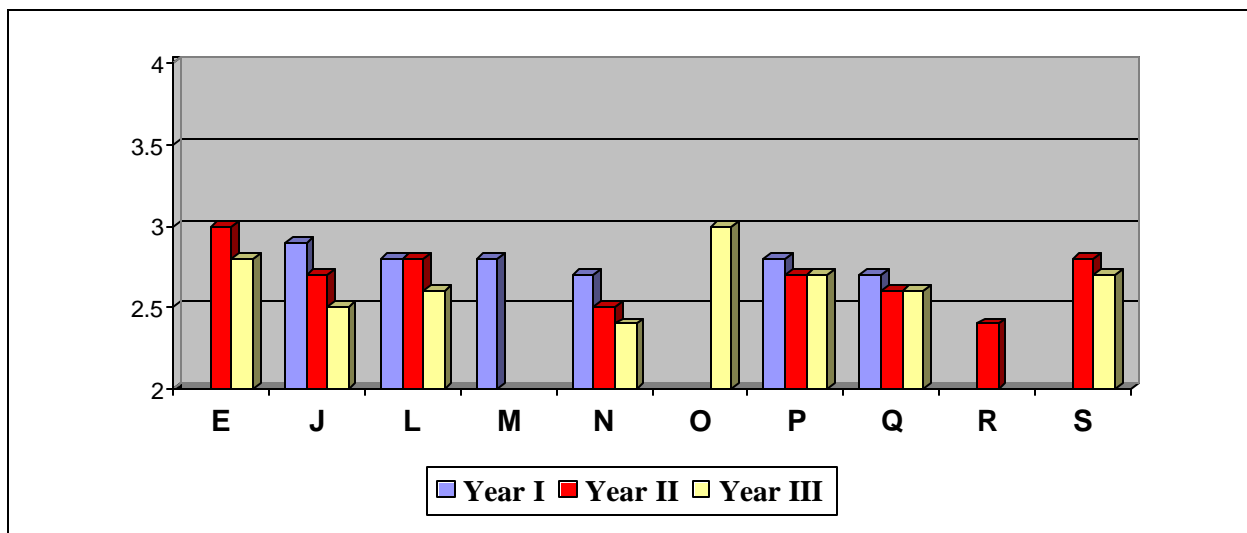
B. Internal Assets

The CHKS also provides information on three internal assets associated with resiliency: Empathy, Problem Solving, and Goals and Aspirations.   These traits are considered outcomes of the developmental process and can be seen as indicators as to whether critical environmental supports and opportunities are in place. They are, therefore, the individual qualities associated with environments rich in caring relationships, high expectations, and meaningful participation.

Empathy: The Empathy asset refers to understanding and caring about the feelings of others. The lack of empathy is associated with behaviors such as bullying, harassment, and other forms of violence.

 Problem solving: Problem solving includes the ability to plan, to be resourceful, to think critically, and examine multiple perspectives before making a decision or acting. Research has identified the presence of strong problem solving skills in successful adults.

Goals and Aspirations: Having goals and aspirations requires the ability to look to the future and have expectations and hope for one's self. Children who have goals and aspirations develop a sense of connectedness to their world.

As seen in **Figure 67** below, mean Internal Asset scores across schools are generally lower than those for External Assets. Students in Schools A through E, administered the CHKS in all three years, scored highest in Year I. At these schools, very high Year I scores in the area of Goals and Aspirations (possibly a reflection of school spirit in the newly opened schools) contributed to their high overall Year I means. With the exception of School C, no groups in subsequent years earned scores that equaled those in Year I.

Figure 67: Internal Assets Scores Across Elementary Schools
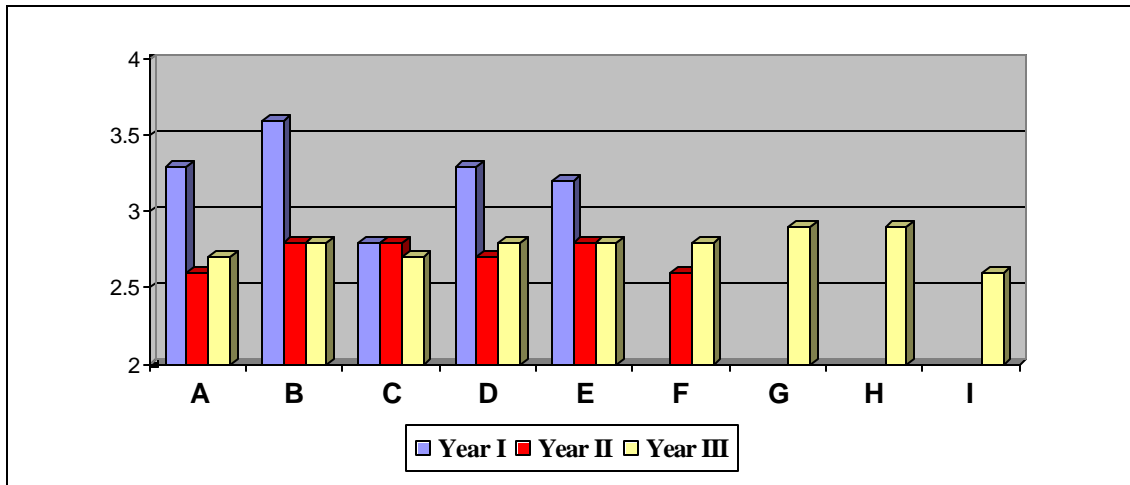
With the exception of School A, middle school scores are in the High range. Several schools, however, show a decline in total internal assets over the grant period.

Figure 67: Internal Assets Scores Across Middle Schools
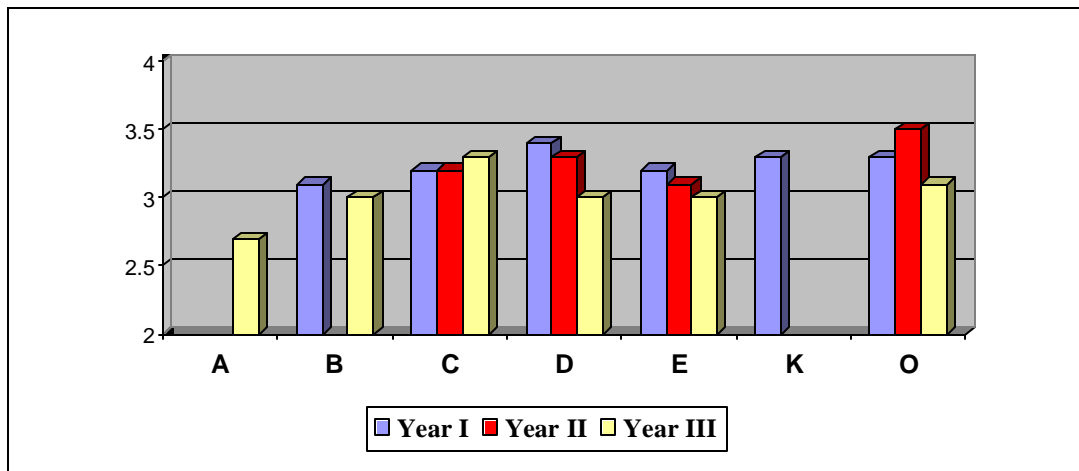
High school scores in the areas of Empathy and Problem Solving were slightly lower than for middle schools, which carried over into lower total internal assets scores. However, scores in Goals and Aspirations were, like the middle schools, relatively high. For both levels, this is encouraging in that such results indicate that by the time these students reach adolescence, they are beginning to look to the future and are making plans to continue their education past high school.

Figure 67: Internal Assets Scores Across High Schools
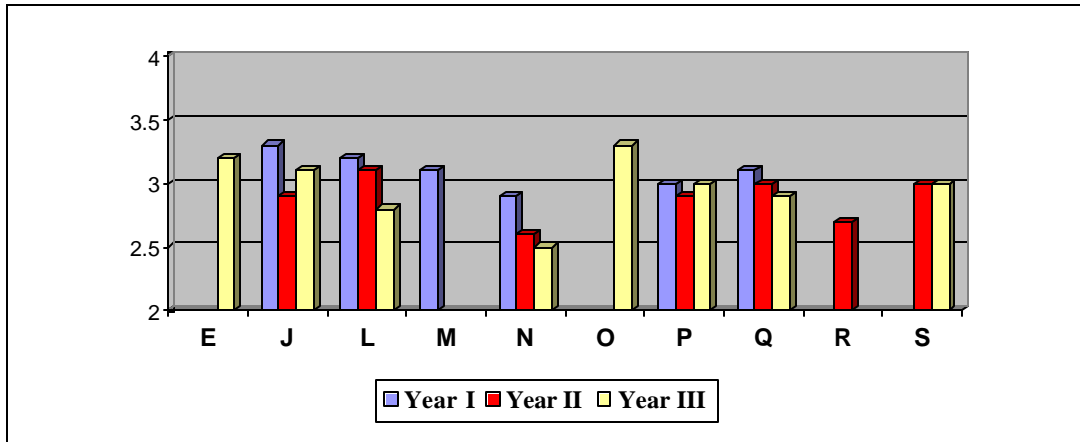
a. Empathy

As Daniel Goldman asserts in his book, *Emotional Intelligence*, "Empathy is the single human quality that leads individuals to override self-interest and act with compassion and altruism." [16]   Evidence of the association between lack of empathy and behaviors such as bullying and harassment appears to be demonstrated in the negative correlation between moderate empathy scores and the high reported incidence of bullying victimization. Programs aimed at bullying prevention should, therefore, incorporate strategies that model positive individual behaviors, such as consideration, kindness, and compassion.

Figure 68 shows the Empathy scores across elementary schools. With the exception of Year I at Schools A and B, and Year III at Schools F and G, students generally scored in the *Moderate* range in Empathy.

Figure 68.   Elementary School: Empathy

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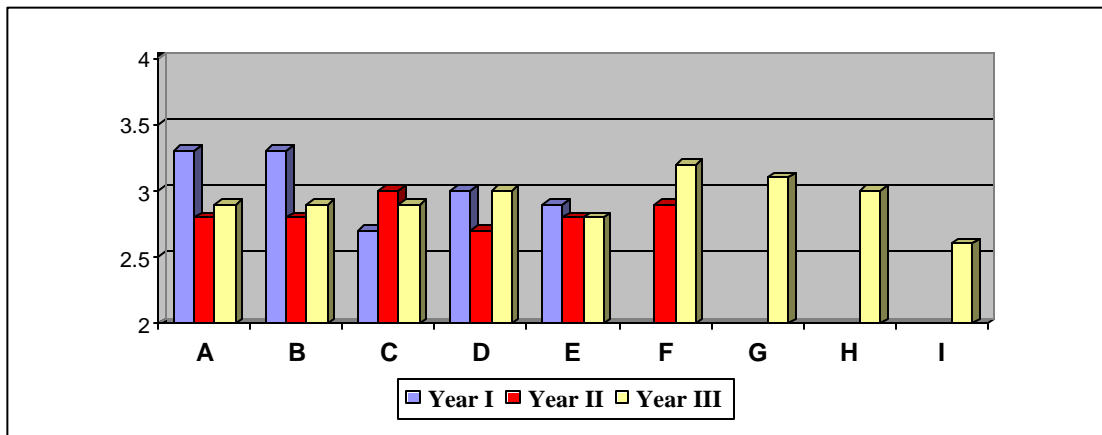
[16] Goldman, D. (1995) *Emotional Intelligence*. New York: Doubleday.

For middle schools, Empathy scores appear to be at their highest during Year I. The exception is School O, where scores increase in Year II before declining in Year III. **Figure 69** shows a general decrease in scores is seen over the three-year grant period.

Figure 69: Middle School : Empathy
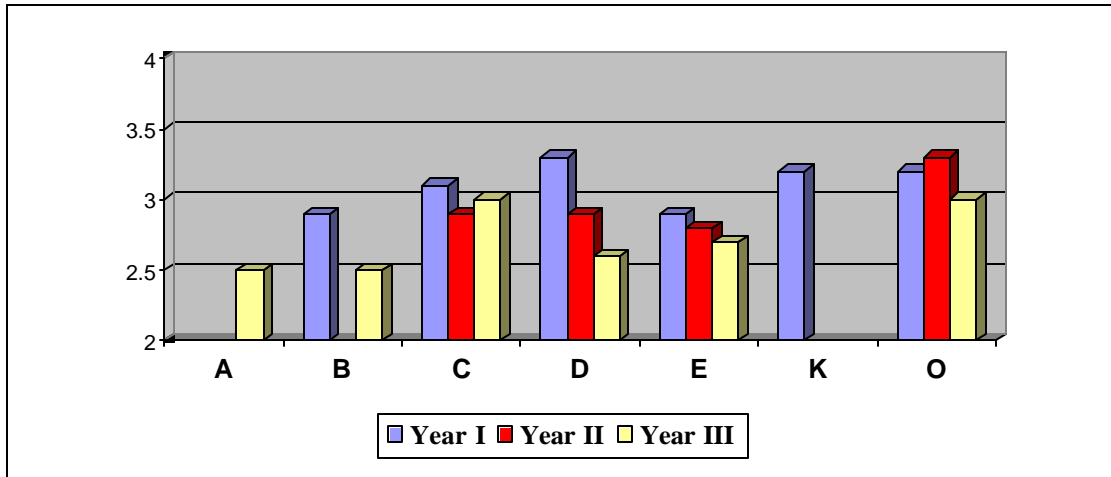
Figure 70 shows that, as with the middle schools, high schools' scores fall generally in the M*oderate* range, with an overall decrease in Empathy scores evident throughout the grant period.

Figure 70: High School: Empathy
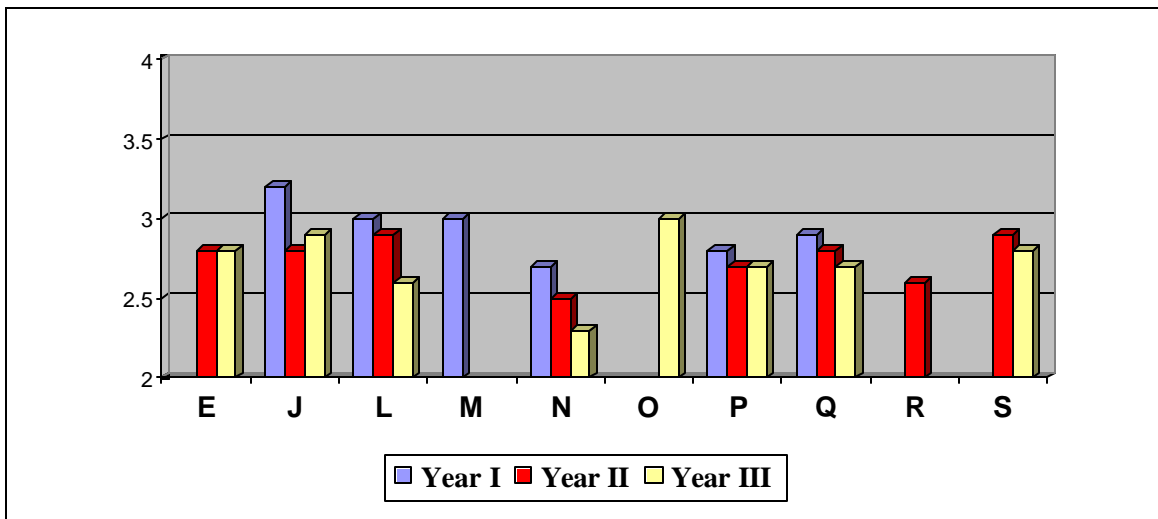
b. Problem Solving

Problem solving skills include the ability to plan, be resourceful, think critically, and to examine multiple perspectives prior to taking action or making decisions. As seen below in **Figure 71**, students across elementary schools score solidly in the upper end of the moderate range, with several schools scoring into the High range. Three schools, Schools A, B, and D scored in the High range in Year I, decreasing in subsequent years, yet still scoring in the high

range in Year III. Schools C, E, and F initially scored in the moderate range, but increased scores to the high range by Year III. Scores in this range indicate that students have the capacity to think critically and be resourceful.

Problem Solving skills are promoted through opportunities to assume responsibility and participate in decision-making activities. Lack of such opportunities appears to be evident in SS/HS students' scores in the corollary asset of Meaningful Participation, both at home and at school. The importance of providing activities that encourage meaningful youth involvement and contribution cannot be overstated.

Figure 71: Elementary School: Problem Solving
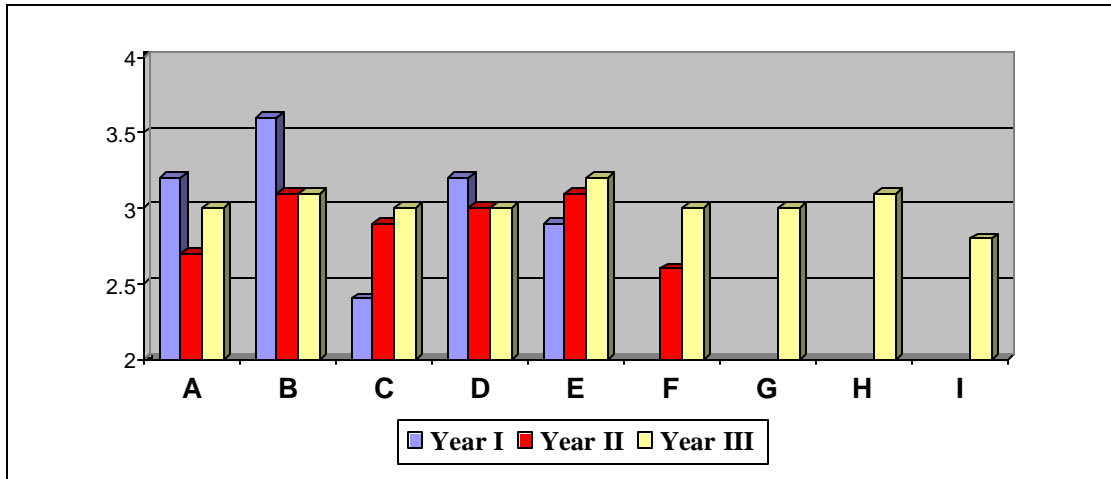
With the exception of several datapoints, most middle schools have Problem Solving scores in the moderate range. As seen in **Figure 72**, although several middle schools had initial scores in the *High* range (Schools D, K, and O), all but one (School C) scored in Year III in the *Moderate* range. These results suggest that evidence-based programs such as Peaceful Schools, which focus on developing conflict resolution and peer mediation skills, would be beneficial in increasing student capacity to assume leadership.

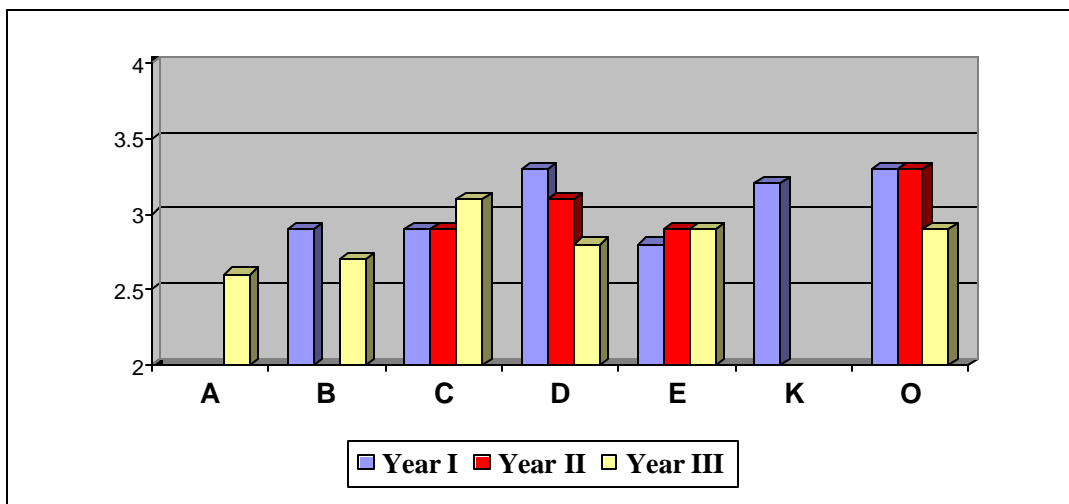**Figure 72. Middle School - Problem Solving**

Figure 73 shows that, as with middle school scores in Problem Solving, most high school scores are falling in the *Moderate* range. Moreover, there appears to be an overall decreasing trend over the grant period. This again suggests that implementation of programs that promote and reinforce decision-making and leadership skills would be beneficial.

Figure 73: High School - Problem Solving
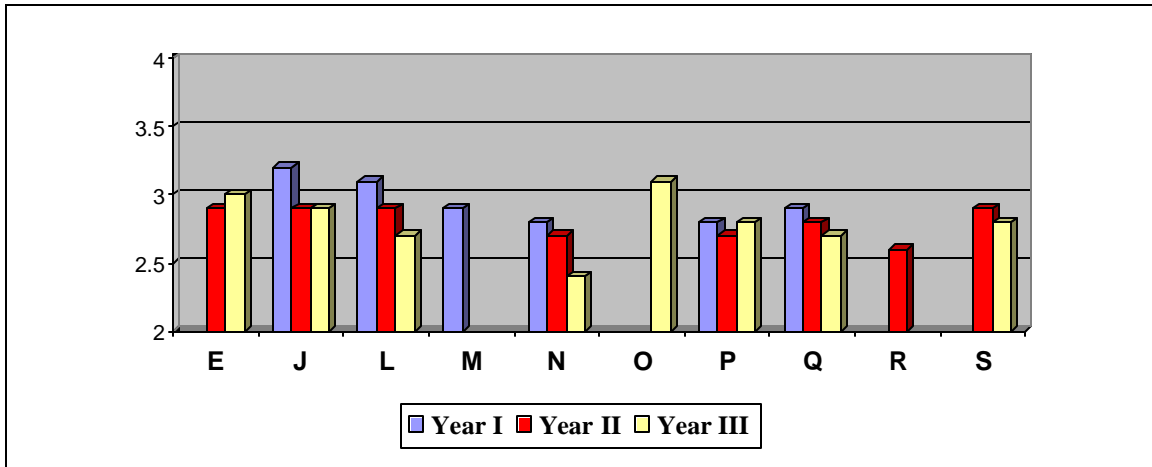
c. Goals and Aspirations

The ability to look to the future and work toward achieving personal goals is a third internal asset associated with innate resilience. Research has found that children who express goals and aspirations not only have high expectations of themselves, but also develop a sense of connectedness to the world around them. **Figure 74** shows that *High* Goals and Aspirations scores were achieved at elementary schools only during Year I at Schools A through E. Scores for subsequent years were considerably lower, falling in the *Moderate* range. The high Year I scores may be reflective of school spirit at the newly opened schools. Nonetheless, schools can do much to develop the creation of goals and aspirations in their students, such as implementing mentoring programs and increasing community involvement.

Figure 74. Elementary School: Goals and Aspirations
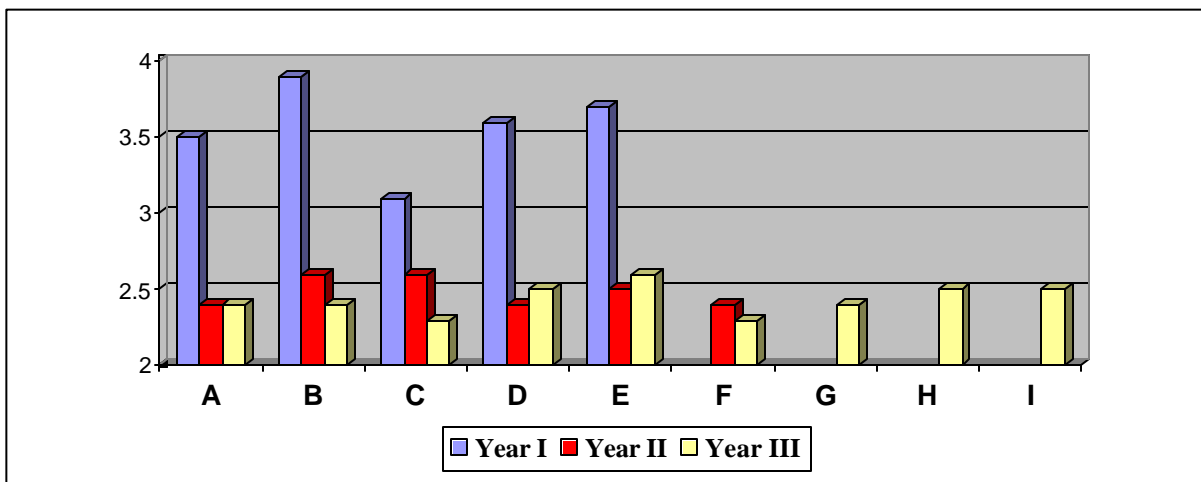
In contrast to the elementary schools, the middle and high schools' scores are significantly higher in Goals and Aspirations. **Figures 75** and **76** show that, overall, most schools at both the middle and high school level, have scores in the *High* range. This is encouraging in that such results indicate that by the time these students reach adolescence, many are beginning to look to the future and make plans to continue their education after high school.
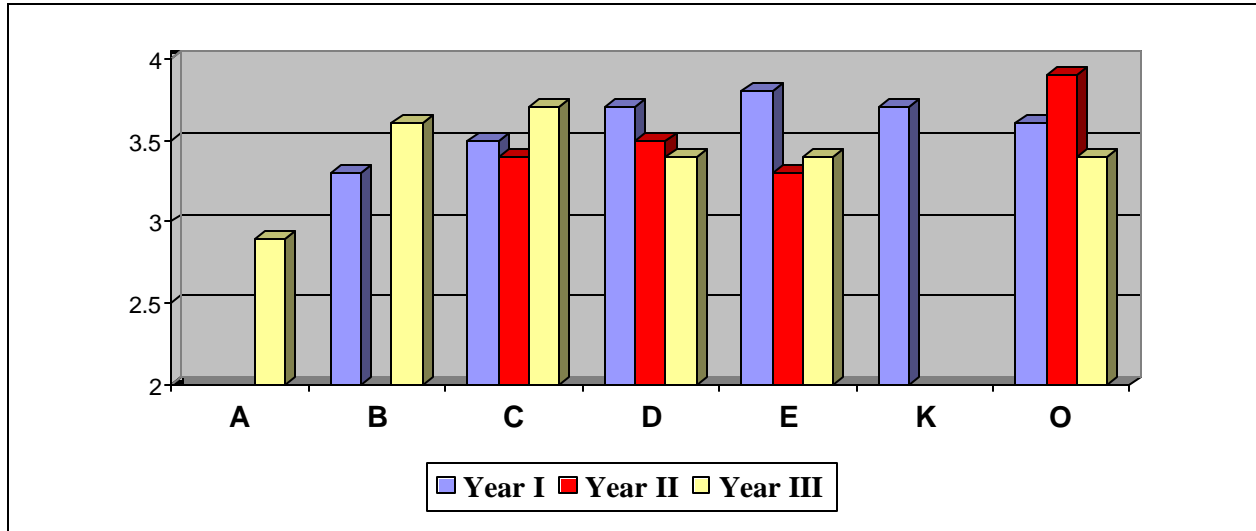
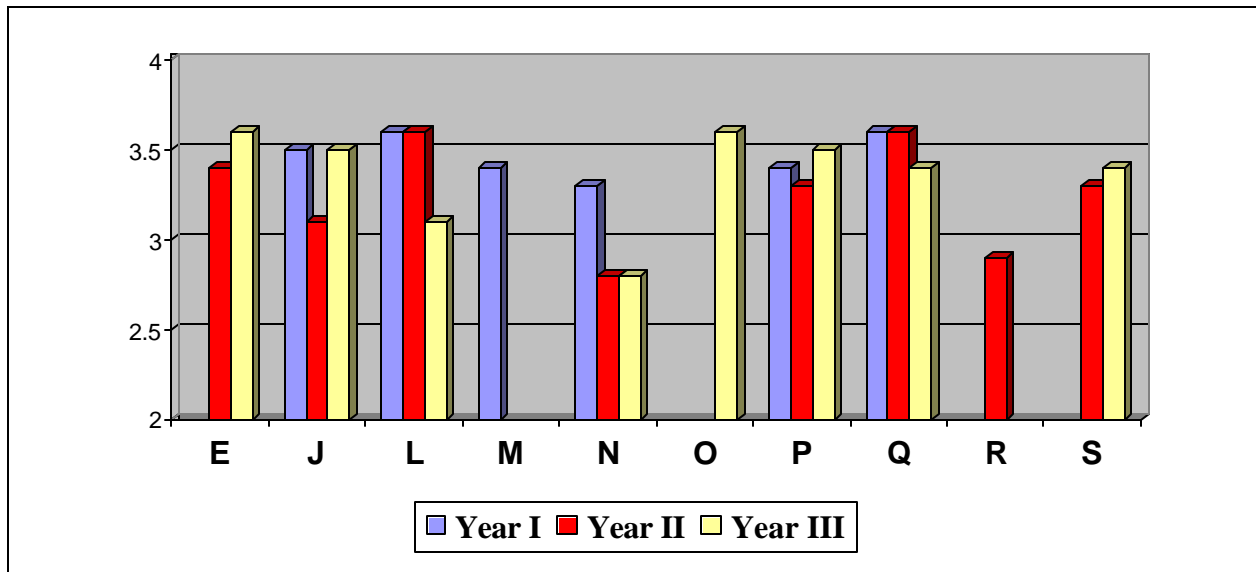**Figure 75: Middle School: Goals and Aspirations**

Figure 76: **High School: Goals and Aspirations**

Summary

The California Healthy Kids Survey (CHKS) was administered to elementary, middle and high school students at three timepoints during the SS/HS Initiative (1999-2002). Student data was examined both in aggregate and across schools. When applicable, data was also compared to findings from the following local and national reports:

- o DC Youth Risk Behavior Surveillance System
- o National Youth Risk Behavior Surveillance System
- o SAMHSA2002 National Survey on Drug Use and Health

RISK BEHAVIORS

I. SUBSTANCE USE

- o Alcohol use is the most commonly used substance among elementary school students. Range of use is 18-25% across all three years, compared to 6-14% for cigarettes. These rates are equal to if not higher than those captured in the 2002 SAMSHA report on secondary students.
- o Lifetime use of substances is more evenly distributed across alcohol, cigarettes and, to a lesser degree, marijuana among middle school students. Range of use among middle school students is 21-31% for alcohol and cigarettes, which is *lower* than reports identified on the Risk Youth Behavior Surveillance (YRBS) survey among DC students. Still, reports across schools reveal an escalation of risk between elementary and middle school.
- o Lifetime use among high school students is also more evenly distributed across alcohol and cigarettes, but at rates much higher than those reported by middle school students. Range of use increases to 49-59% for alcohol and cigarettes, but also 37-40% for marijuana. Rates are now *comparable* to those reported on the YRBS for DC students.
- o Across most elementary schools with multiple datapoints, lifetime rates of alcohol and cigarette use show decline by Year III of the initiative. The same holds true for middle school students and alcohol use in the last 30 days, where levels are consistently lower than comparative statistics. Unfortunately, 30-day use of cigarettes among middle school students is equal to, if not higher than, findings captured on the DC Middle School YRBS and 2002 SAMHSA report, especially for Years I and II of the initiative.
- o Profile of use among high school students reveals 30-day alcohol, cigarette and marijuana use in Year III to be generally equal to if not higher than rates of use in Year I. Such rates for alcohol and cigarettes are higher than those captured on the DC YRBS survey, while use of marijuana among the SSHS population surpasses norms established with the national YRBS survey.
- o Both elementary and middle school students demonstrate great appreciation of the level of risk associated with substance use (range: 75-91% for elementary; 71-89% for middle school). Elementary students show greatest variability in perception of risk for marijuana – such a finding may, however, reflect the fact that young students may not know what marijuana is. Interestingly, perception of risk is weakest during Year III of the initiative. Both elementary and middle school students' perceptions of risk exceed those identified in the 2002 SAMHSA report, while perceived risk among high school students is considerably lower (range: 46-51%) than rates reported in the 2002 SAMHSA report.

SUMMARY:
- o Alcohol is gateway drug
- o Use expands during middle school to include cigarettes and some marijuana
- o Increased use of ATOD in high school
- o Sustained use (30-day vs. lifetime) increases with age
- o SSHS population places out of range of DC and national trends by high school for substance use

II.   VIOLENCE AND SAFETY

- o At least one-third of elementary students reported seeing a weapon on campus during the previous year, a rate that shows a general pattern of decline by Year III of the initiative. Over half of elementary students also report being bullied or harassed - again, with a slight decline in prevalence over time. While many elementary students surveyed report feeling safe at school, rates drop over the course of the initiative (61% in Year I to 50% in Year II).
- o *Rates of gun possession on school property among middle school and high school students is equal to or less than those reported on the 2001 DC YRBS survey* (range: 3-6% vs. 6% on DC YRBS). Possession of a knife while on school grounds, however, is twice as high (range: 12-15%) for middle school and high school students. The DC YRBS survey offers no comparative data for this item on the CHKS.
- o Approximately 50% of middle school students surveyed across all three years of the initiative reported being in a fight during the previous year. *This is over 3 times the level identified in the 2001 DC YRBS survey.* Ratings, while lower, were not much better among high school students, where approximately 33% of students reported fighting.
- o Harassment for both middle and high school students escalated over the course of the initiative, peaking in Year III at 45% and 28%, respectively. *Likewise, reports of being threatened with a weapon either maintain or increase in prevalence across Years I – III for both middle and high school students, reaching levels approximately 1 ½ times the rating level identified in the 2001 DC YRBS survey.*
- o At least one-fifth (20%) of high school students surveyed reported having personal property deliberately stolen or damaged. Rates are generally highest in Year I and are sustained or lessened by Year III.
- o Rates of forced sex ranged approximately from 4% to 19% for middle school students. *Rates of forced sex increase during high school and range from 8%-31%, surpassing those rates reported on the DC and National YRBS survey.* For most middle and high schools, rates of coercion peak during Year II and decline during Year III.   (**Note**. Rates presented here represent a small percentage of the overall sample and as such should be interpreted in this light).

SUMMARY:
- o Bullying/harassment is the significant issue for elementary students
- o Fighting peaks during middle school but declines only slightly in high school
- o Sustained risk of being threatened with weapon across both middle and high school students

o   Potential pattern of aggressive behavior established
            - bullying in elementary to
            - physical fighting/weapons in middle school and high school
            - sexual coercion in high school

III.   SEXUAL BEHAVIOR

o   Data on sexual behavior was not collected on the CHKS in Year I. For Years II and III, there is a wide range of response on questions targeting sexual behavior and activity. Reports of middle school students reflect a 40% spread (16% - 55%) over the course of the two years. *Rates for most schools are, by and large, equal to those captured on the DC YRBS survey and lower than the national index.* Overall, there is a reported decline in sexual activity during Year III.
o   Rates of sexual activity among high school students increase considerably, ranging from 47-78% for Years II and III. On average, rates remain consistent across years. In contrast to reports on middle school students, *rates for high school students exceed national YRBS reports. Compared to findings on the DC YRBS, however, high school students' rates of sexual activity are lower than those of high school students in DCPS.*
o   The majority (42% - 80% range) of sexually active middle school students are practicing safe sex by using a condom. Schools on which data was collected in Year II and Year III, however, reveal a decline in rates of condom use by an average of 10%. *Compared to local and national trends, middle school students are not as frequent about safe sex practices as are students included in the DC YRBS survey. Nationally, there reports are comparable.*
o   Rates of condom use for high school students are lower than for middle school students, ranging from 30% to 52%. There is a less marked decline in condom use across Years II and III among this older sample, suggesting a pattern of behavior that is more consistent than for the middle school sample. *High school students' use of condoms is considerably below utilization rates identified on the DC and National YRBS surveys.*

SUMMARY:
o   Sexual experience not as consistent among middle school students
o   Condom use more likely among middle school students
o   Taken together, critical period for intervention is suggested
o   Sexual behavior comparable to rates among DCPS students

IV.   MENTAL HEALTH

o   Feelings of depression among middle school students grow more prevalent throughout the program.
o   Feelings of depression noticeably higher for high school students. Rates show a sustained if not general decline by Year III.
o   In contrast to feelings of depression, the percentage of middle school students reporting serious contemplation of suicide (@15%) declines over the course of the program. Consistently, rates are highest during Year II. The percentage of students who actually attempted suicide is comparable to those reported on serious contemplation. *Rates are comparable to, if not higher than rates reported on the DC and National YRBS survey.*
o   The percentage of high school students reporting serious contemplation of suicide is comparable to (or slightly higher than) the percentage identified on middle school

students and rates for actually attempting suicide are sustained, rather than decreased. Rates are generally higher in Year III than in Year I for both middle school and high school students on indices of suicide ideation and behavior.

SUMMARY:
- Depression increasingly more prevalent among middle school students
- Rates of depression highest among high school students
- Mental and behavioral parameters of suicide similar across middle school and high school
- Data suggests middle school to be the last best possible time for mental health intervention
- Risk for mental health problems among SSHS population comparable to local and national trends

RESILIENCY

EXTERNAL
I.   SCHOOL
- Perceptions about caring relationships with adults at school were comparable among elementary and middle school students but also stronger than perceptions among high school students. For all three groups, the perceived quality of this relationship was usually stronger in Years I and II than in Year III.
- Elementary students' perceptions about adult expectations at school were similar to those reported for caring relationships, while for middle school students, perceptions about adult expectations improved over those reported for caring relationships. Ratings among high school students are lower than for the other two groups, suggesting that they don't sense the same degree of expectancy from their teachers. Generally speaking, patterns of response held constant or showed slight decline over the course of the program for all three groups.
- Perceptions concerning the ability to participate in meaningful ways while at school were consistently stronger for middle school students than for elementary or high school students. A few middle schools even showed improvements over the three years of the program. Still, ratings for meaningful participation at school were the lowest of all external assets surveyed.

II.   HOME
- Elementary students' perceptions about caring relationships with adults in the home are considerably and consistently higher than perceptions of caring relationships with adults at school. Perceptions among middle school and high school students were only slightly below those reported by elementary students. Interestingly, perceptions grew stronger for elementary students over the three years of the program, while for middle school students, perceptions remained largely constant and for high school students they declined.
- Patterns of perception regarding expectations of adults in the home were similar to those reported for caring relationships in the home in that elementary students reported increasingly stronger beliefs that adults at home expect them to achieve. Perceptions among middle school and high school students were also strong, but also more likely to lessen a bit in intensity over the course of the program.

o Perceptions concerning the ability to participate in meaningful ways in the home were more varied for elementary students. Only on this index did their perceptions weaken over the course of the program. For middle school students, however, perceived ability to contribute in meaningful ways to the home environment remained largely constant across Years I, II and III. Average ratings on meaningful participation were also higher for middle school students than for elementary. Ratings among high school students were among the lowest recorded and showed a general pattern of decline across years.

INTERNAL
I.   EMPATHY
o Feelings of empathy are fairly comparable across elementary, middle and high school students and are moderate in strength. Patterns are more favorable among elementary students, where ratings of empathy are largely equal in strength across years. Ratings among middle school and high school students show a more general pattern of decline across program years.

II.   PROBLEM SOLVING
o Problem solving skills are seemingly stronger across grades, especially elementary, with ratings averaging closer to the high end of the scale. Ability to problem solve seems somewhat varied across schools, with some improving across years and some declining across years. This is particularly true for elementary and middle school students. High school students show greater decline by Year III.

III.   GOALS AND ASPIRATIONS
o Of all internal assets surveyed, ratings on student goals and aspirations are the highest for middle school and high school students and the lowest for elementary students. Specifically, goals and aspirations among elementary students were extremely strong in Year I but plummeted in Years II and III. In contrast, ratings among middle and high school students show consistency in beliefs about the future and themselves over time. While some decline is evident across years, ratings remain strong for all middle schools and most high schools.

SUMMARY:
o Perceptions about school relationships strongest in elementary and middle school, with decline setting in by high school
o Ratings on external assets indicate little difference among middle school and high school students
o Perceptions about home environment suggest resiliency – parental involvement in school might extend perceptions about relationships with adults in the home to those in the school
o Overall, internal assets are strong, indicative of good resiliency skills

Appendix D

Introduction

The Yale School Climate Survey (Haynes, Emmons & Comer, 1994) [17] is a standardized measure designed to assess multiple factors that contribute to overall school climate and function. Developed at the Child Study Center at Yale University, the School Climate Survey (SCS) is part of the School Development Program, which works with school administrators and systems to develop comprehensive learning environments that nurture the physical, cognitive, social and emotional development of children. Specifically, the SCS targets perceptions about the physical conditions and safety of schools, but also the relationships and motivations that guide students' experiences. Findings on the SCS help inform schools about student opinion and can be used as the foundation upon which to build new programs and services. Currently, the SCS is available in two student versions, including one for elementary and middle school students and another for high school students, as well as a parent version and staff version. The Elementary/ Middle school version of the SCS contains 53 items and the high school version contains 55 items.

Given the breadth and scope of the SCS survey, items are grouped into eight discrete domains that reflect different components of school climate. These domains provide a more detailed profile of student opinion and guide interpretation of change in school climate over time. The eight domains, as defined by the Child Study Center at Yale University, include

- o *School Building* – targets survey items that reflect student perceptions regarding the appearance of the school building
- o *Student-Teacher Relations* - targets survey items that reflect student perceptions regarding the level of caring, respect and trust that exists between students and teachers in the school
- o *Student Interpersonal Relations* – targets survey items that reflect student perceptions regarding the level of caring, respect and trust that exists among students in the school
- o *Parent Involvement* – targets survey items that reflect student perceptions regarding the frequency of parent participation in school activities
- o *Fairness* – targets survey items that reflect student perceptions regarding the equal treatment of students regardless of ethnicity and socio-economic status
- o *Order and Discipline* – targets survey items that reflect the appropriateness of student behavior in the school setting
- o *Sharing of Resources (elementary and middle school version only)* – targets survey items that reflect student perceptions about opportunities to participate in school activities and plans
- o *Achievement Motivation* - targets survey items that reflect student perceptions regarding the extent to which students at the school believe that they can learn and are willing to learn

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[17] Haynes, N., Emmons, C., & Comer J. (1994). The Yale School Climate Survey. Yale Child Study Center School Development Program.

A ninth domain, *General School Climate*, is a composite of all items and serves as an overall index of the physical and psychosocial dimensions of the school.

Scoring

While the Elementary/Middle School version and the High School version of the SCS are similar in length and share common domains, each version has a different coding scale. As outlined in the Scoring Manual for the Yale SCS, the elementary and middle school climate survey consists of 53 descriptive statements about prevailing school conditions. Students respond on a three-point Likert scale ranging from *agree* to *disagree*, depending on how well they think the statement describes their school. The scale includes:

3: agree
2: not sure
1: disagree

In contrast, the high school version consists of 55 descriptive statements, for which students are asked to respond on a five-point Likert scale ranging from *strongly agree* to *strongly disagree*, depending on how well they think the statement describes their school. The high school version scale includes:

5: strongly agree
4: agree
3: not sure
2: disagree
1: strongly disagree

The means of students' responses to items in a given domain are computed to yield a domain score. For example, questions #1 (*My school is a safe place*) and #3 (*Many children/students at my school are put on suspension*) are items from the *Order and Discipline* domain. If an elementary or middle school student responds "Agree" to #1 and "Not Sure" to #3, the values (3 and 2) yield an average of 2.5. If a high school student responds "Strongly Agree" to #1 and "Not Sure" to #3, the values (5 and 3) yield an average of 4. To create an overall school rating for each domain, individual student rating scores are averaged together for each school. Because the ratings on each domain will reflect a different scale, findings on the SCS will be presented separately for Elementary/Middle and High School students for each domain of the SCS. Each domain is scored in the positive direction so that higher scores reflect greater capacity and functioning for the school at any given time.

The Yale School climate Survey was administered during Years I and II of the Safe Schools, Healthy Students Initiative. During Year I, the Yale SCS was administered to eight elementary and comprehensive elementary schools (i.e., schools that enroll students up to eighth grade). Students at Elsie Whitlow Stokes Community School were added to the sample population during Year II, increasing the total school sample to nine. Across all grades, a total of 643 and 774 students completed the elementary and middle school survey in Year I and II, respectively. At the high school level, the survey was administered to seven schools during Year I of the Initiative. The School for Educational Evolution and Development (SEED) and a second campus for the Richard Milburn Alternative High School were added during Year II of the Initiative, while the Village Learning Center and Maya Angelou Public Charter School were omitted, thus maintaining a sample size of seven schools. Across all grades, a total of 645 high school students were surveyed in Year I and 426 students in Year II. Due to an extremely low

participation rate (n=6) at one of the seven schools from the Year I sample, only six schools were included in Year I analyses.

Analysis of Domains

I. School Building

The physical environment in which students spend their day can have a strong impact on their perceptions about and reactions to academic experiences. As such, several items on the SCS target the overall appearance of schools and the extent to which students react to the appearance and condition of walls, roofs and windows. Responses to items targeting the physical and safety conditions of schools of are presented in **Figure 1** for elementary and middle school students. Overall, students' reports on the SCS suggest that they are either unaware of or indifferent to the condition of their respective schools. Only at two schools (Schools H and O) did students seem to have an increasing awareness of the appearance of their school across Years I and II of the Initiative. The remaining seven schools for which comparative data was available showed little to no change between years. However, closer examination of the data through item analysis reveals a more complete picture of student perceptions. Specifically, 45-50% of students surveyed across both years reported their school to have a bright and pleasant appearance and to be clean and tidy. At the same time, 25-55% of students reported problems with roofs leaking and broken windows or doors. Since physical plant maintenance is a considerable effort for any school, these findings are not unusual.

Figure 1. School Building: Elementary/Middle School Students
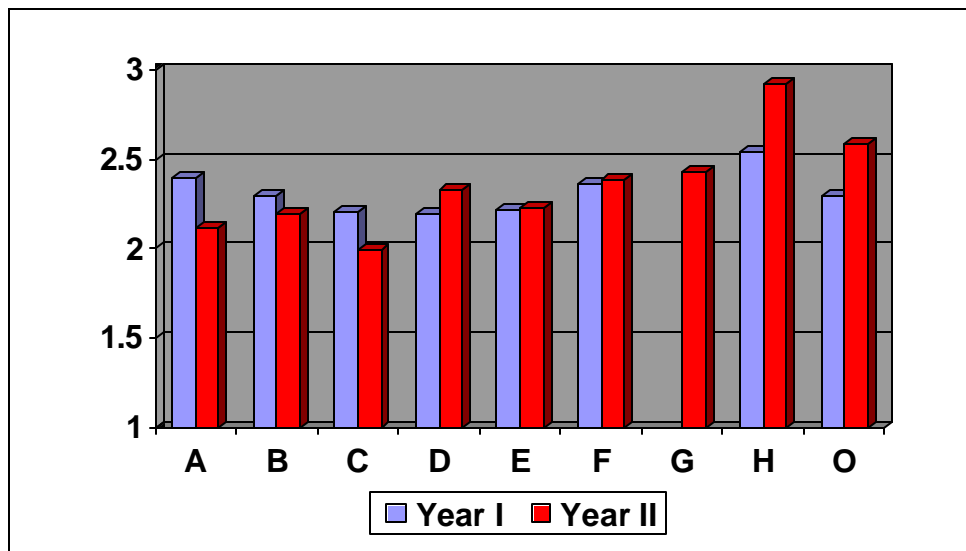
Responses to items targeting physical conditions of schools among high school students are presented below in **Figure 2**. In contrast to reports from elementary and middle school students, high school students' impressions about the appearance of their respective schools are more varied. For two schools, (Schools M and O) reports suggest safe conditions, although without comparative data, it is difficult to determine if school appearance and condition is maintained. For other schools, (Schools L and N) reports suggest deteriorated conditions, while for several schools, impressions about school appearance were ambivalent. Overall, conditions were noted as improved between Years I and II of the Initiative. While a bit lower, item analysis of high school students' reports reveal a very similar response pattern to those identified among elementary and middle school students. That is, students reported problems with leaky roofs and broken windows (40-55%), but also that schools had an overall nice appearance (30-40%)

**Figure 2. School Building: High School Students**
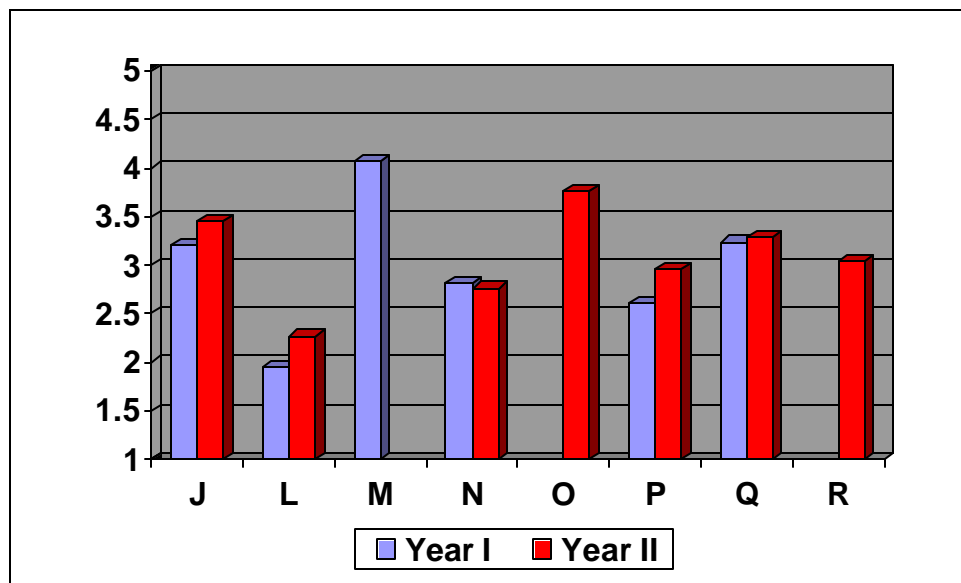
II. Student-Teacher Relations –

Attending a campus that promotes and maintains safe and pleasant surroundings likely contributes significantly to feelings about and performance at school. Developing quality relationships while on campus, however, is perhaps among the most critical factors in building quality schools and school climate. Under the *Student-Teacher Relations* domain, the Yale SCS assesses students' beliefs that teachers care about them and their success in school and their perceptions that teachers are a safe and reliable source for help with a problem. Elementary and middle school students' attitudes toward relationships with teachers are captured in **Figure 3** below. While reports from a few schools reflect some uncertainty, the general perception of elementary and middle school students was that teachers are invested in students' academic progress, respect students, and make students feel good about themselves. Responses were uniformly more favorable during Year I of the Initiative, but statistically there was no significant difference between the two years.

Item analysis provides additional understanding of student response. Interestingly, students' perceived sense of care among teachers was particularly strong in the area of respect in Year I, where approximately 20% of students reported believing that teachers did *not* respect them. It is worth noting that this percentage doubles to nearly 50% during Year II of the Initiative, suggesting a decline in student attitudes toward and perceptions of relationships with teachers.

Figure 3. Student-Teacher Relations: Elementary/Middle School Students
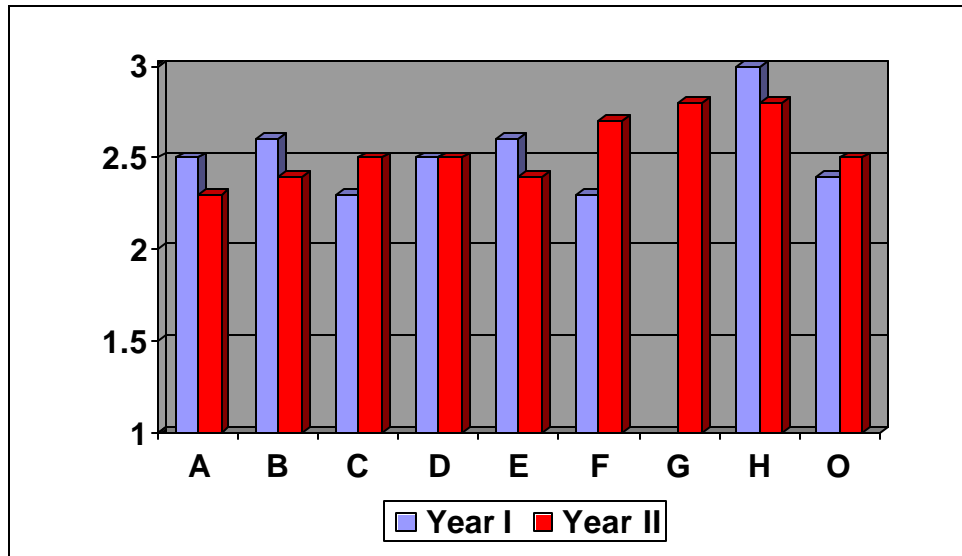
High school students' perceptions of relationships with teachers are shown in **Figure 4** below. In contrast to responses from younger students, the majority of high school students surveyed seem uncertain, if not in disagreement, about the degree to which teachers are supportive, respectful and trustworthy. While reports remained consistent or improved across Years I and II, degree of difference is minimal.

However, item analysis of high school responses shows highest levels of agreement with statements concerning positive attention and encouragement. In particular, almost 75% of students reported believing that that they are encouraged to do their best in Year I. Moreover, nearly 60% of students surveyed reported believing that teachers care about students and that teachers make them feel good about themselves (40% agreement). Still, almost 50% of students agreed that teachers do not respect students and that only 20-25% of students respect teachers. School-wide programming targeting issues of respect and recognition might alleviate the problem.

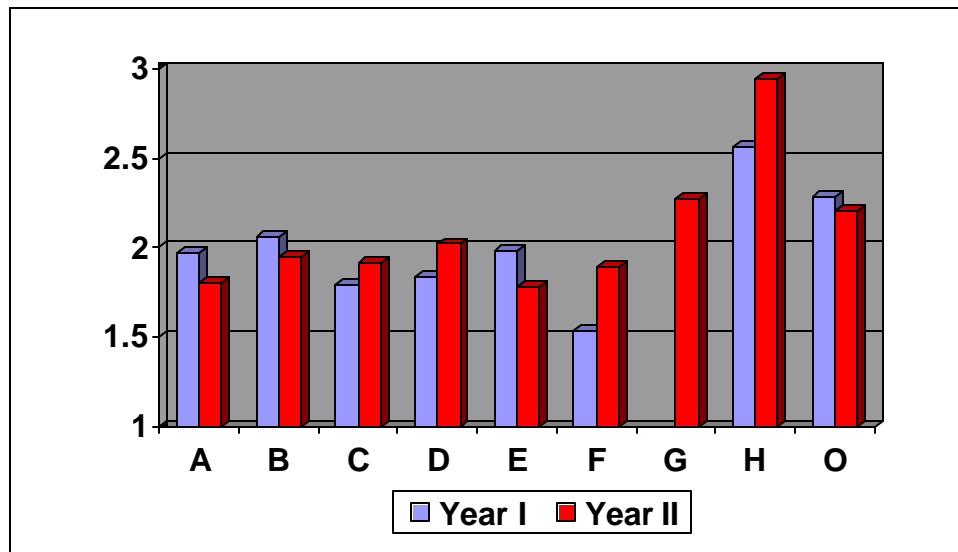**Figure 4. Student-Teacher Relations: High School Students**
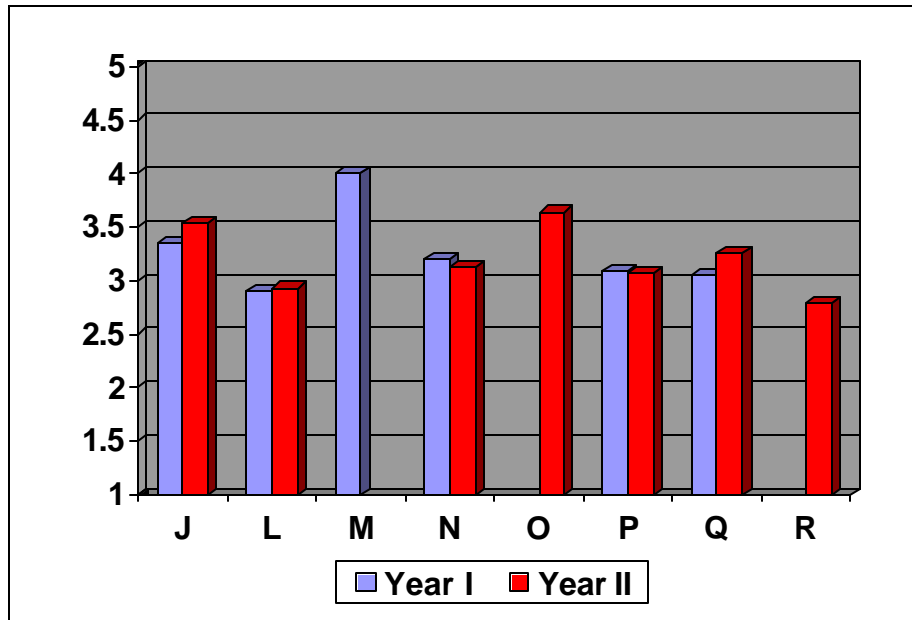
III. Student Interpersonal Relations

In addition to assessing the quality of student-teacher relationships, the Yale SCS evaluates the relationships students develop with each other. The *Student Interpersonal Relations* domain targets student perceptions about the degree to which the student body is caring, well behaved, and respectful. The SCS also explores the quality of interracial relationships and the extent to which students perceive that members of all races get along well together. The quality of student interpersonal relationships among elementary and middle school students is captured in **Figure 5** below. With the exception of students at three schools (schools G, H and O), the majority of respondents' reports favor a more negative view of student relationships on campus. This data is somewhat discouraging, given that it reflects attitudes of such a young student population. Moreover, maladaptive student interpersonal relationships can be a sign of larger, more complex problems on campus.

Item analysis reveals a difference in elementary and middle school students' definition of interpersonal relationships. The more global aspects of student relationships, including liking one another, helping one another, and being caring toward each other were fairly well supported, with 30-40% of students giving favorable support to such statements. The more intimate aspects of friendship, however, including trust and respect were less well supported, with only 15-30% of students giving favorable support. Such findings may suggest that students may understand that trust and respect are largely reserved for close relationships, where intimacy develops over time, and as such cannot be applied to a more generalized appraisal of student relationships at school.

Figure 5. Student Interpersonal Relations: Elementary/Middle School Students

        Student interpersonal relationships were also assessed among high school students (see **Figure 6**). Responses among high school students are similar to those identified for elementary and middle school students. That is, high school students report general disagreement with the idea that the student body is caring and respectful of each other. In fact, only one school (School M) approached a positive score on this domain. It is worth noting, however, that high school students' responses fall in the range of 'Disagree' to 'Not Sure' (2-3) rather than 'Strongly Disagree' (1 – 2). As these scores reflect more of an indifference or apathy on the part of students, school administrators should consider programming like peer mediation that could correct negative impressions of student relationships and foster a more cohesive student body.

        As with elementary and middle school students, item analysis for high school students also reflects low levels of agreement on statements targeting trust and respect among the student body. Only about 15% of students reported believing that other students trust each other and, as a slightly larger percentage, only 25% of students reported that student like each other. That agreement rates on statements targeting interpersonal relationships held constant or improved across years may reflect improved student relationships and morale.

Figure 6. Student Interpersonal Relations: High School Students
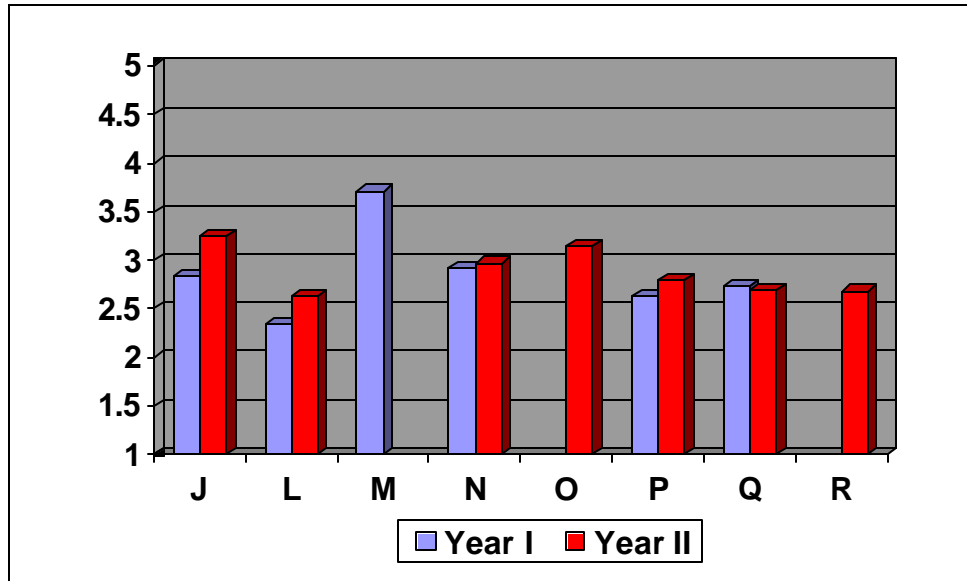

IV. Parent Involvement

Even though teachers and administrators work hard to nurture safe and supportive school environments, success cannot be attained without the help and support of parents. Items on the Yale SCS targeting student perceptions regarding parental involvement highlight assistance with schoolwork, participation in school activities, and a general sense of welcome on the part of school staff. Perspectives on parental involvement among elementary and middle school students are reflected in **Figure 7**. As can be seen in the figure, student reports tend to support the idea that parents are involved in school projects, classroom assistance, and consultations with teachers. When examined more closely item analysis, data reveals that students consider parental involvement on two different levels: one level reflecting the extent to which parents engage in a more direct, "hands-on" manner with the school and the other reflecting a more general impression that parents are welcome at the school. Overall, direct parental involvement was not a common experience to most students, as only 30% - 50% reported that parents visit the schools and help in the classroom or with special projects. However, 80% - 90% of students believe that parents are welcome at the school, even if they don't participate in school-related activities. There was moderate change in student appraisal of parental involvement across Years I and II of the Initiative.

Figure 7. Parental Involvement: Elementary/Middle School Students
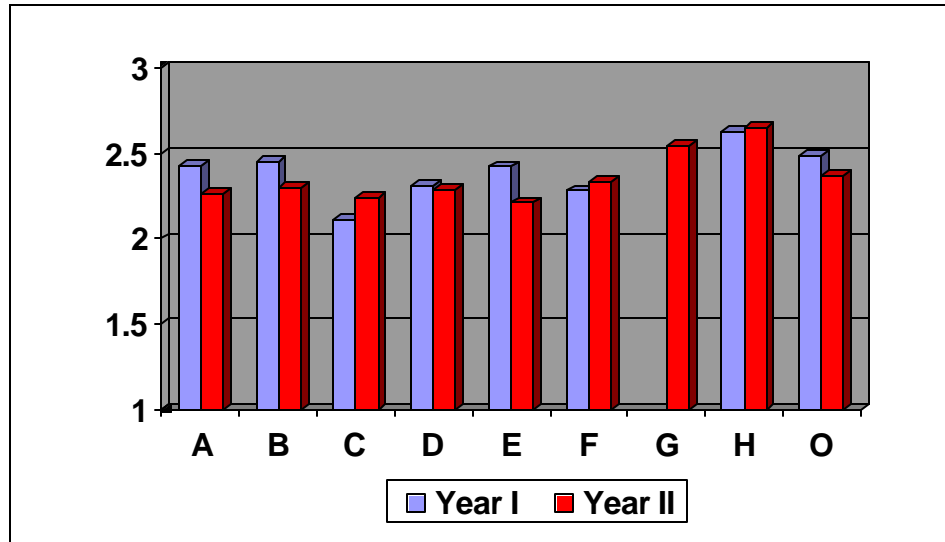
High school students' perspectives on parental involvement can be seen in **Figure 8.**
Overall, views of parental involvement were low. Generally speaking, students did not perceive
strong parental involvement in classroom activities across Years I and II of the Initiative.   Item
analysis reveals that less than 40% of students surveyed reported that parents visit the school
often. Even fewer (less than 15%) agreed with the statement that parents often help in the
classrooms or with projects, further reinforcing the fact that parents do not often visit the school.
In addition, almost 55% of the students surveyed reported believing that teachers do not like
parents to visit the classroom. This is interesting, given that almost 50% of students also
believed that parents feel welcome at the school. Such findings reveal a potential disparity
between the attitudes of parents and the true feelings of teachers. At almost 60% in Year I,
parental help with schoolwork received the highest level of agreement among students. This
level dropped to 45%, however, in Year II.

Figure 8. Parental Involvement: High School Students
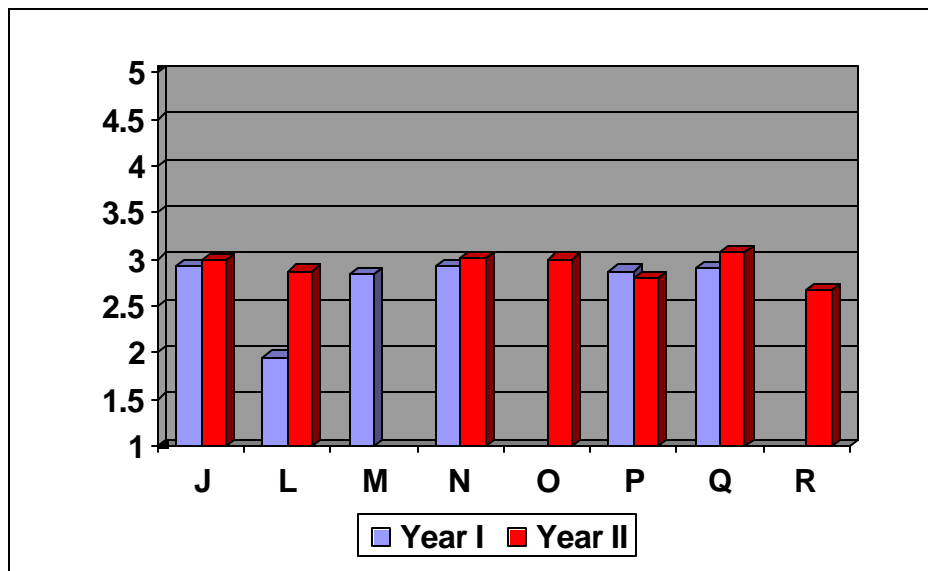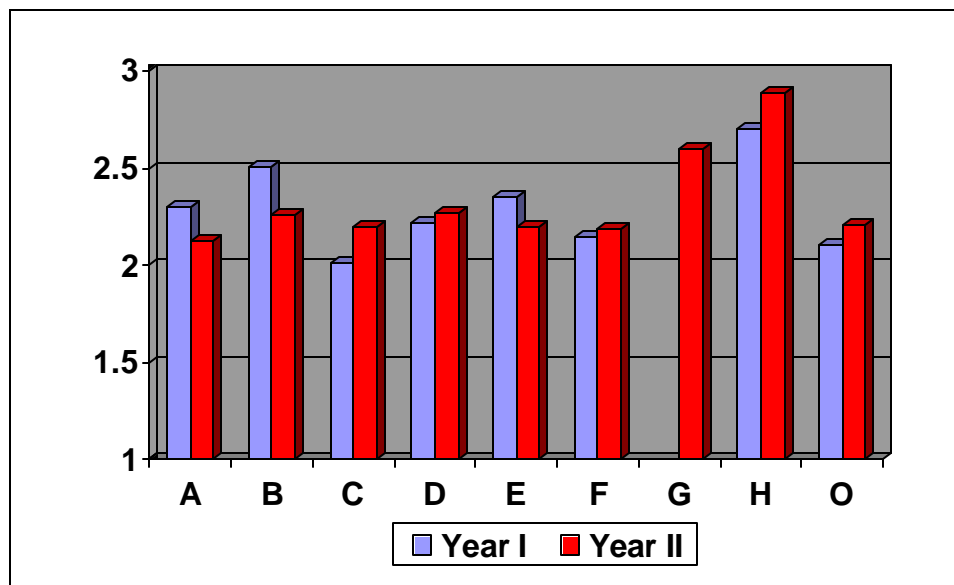
V. Fairness -

Fairness is an important index of school climate particularly as it relates to classroom dynamics and the manner in which students build relationships with teachers and each other. Items under this domain largely reflect perceptions about equal treatment of students across racial and/or socioeconomic lines. Elementary and middle school student responses are presented in **Figure 9**. Reports generally support the idea that these schools maintain an environment that promotes equality, particularly for Schools G and H. Year I reports are only minimally stronger and more positive than reports from Year II.

Item analysis of student perceptions about fairness reveals strong belief (60% agreement) among students that teachers treat children of all races equally. That the majority of schools in the sample are predominantly African-American somewhat negates this finding. However, attitudes toward teacher treatment of rich vs. poor students were also fairly strong at approximately 50% agreement. These findings are potentially more reflective of real differences in the schools.

**Figure 9. Fairness: Elementary/Middle School Students**

For high school students, items under the *Fairness* domain also targeted preferential treatment of students in school activities and equipment. Students' perceptions of fairness can be seen in **Figure 10** below. Overall, students seem unsure or possibly even suspect about the efforts and attitudes of teachers to promote fairness. In fact, not one school surveyed reported overall agreement with statements examining non-preferential treatment by teachers in situations involving special projects, games or equipment. Reports appear to be fairly uniform over both years, with slight improvements for a few schools by Year II.

Item analysis supports the improvements noted among high school students' perceptions of fairness across Years I and II of the Initiative. In Year I, almost 40% of students reported believing that the same students were consistently put in charge of games. By Year II this percentage had dropped to about 30%. In addition, only 35% of students surveyed in Year I

agreed that students were treated equally, regardless of gender, a percentage that increased to over 40% by Year II. Strongest levels of agreement were noted for school rules, where over 55% of students reported believing that rules are clearly explained to everyone. This percentage remained constant through Year II.

**Figure 10. Fairness: High School Students**
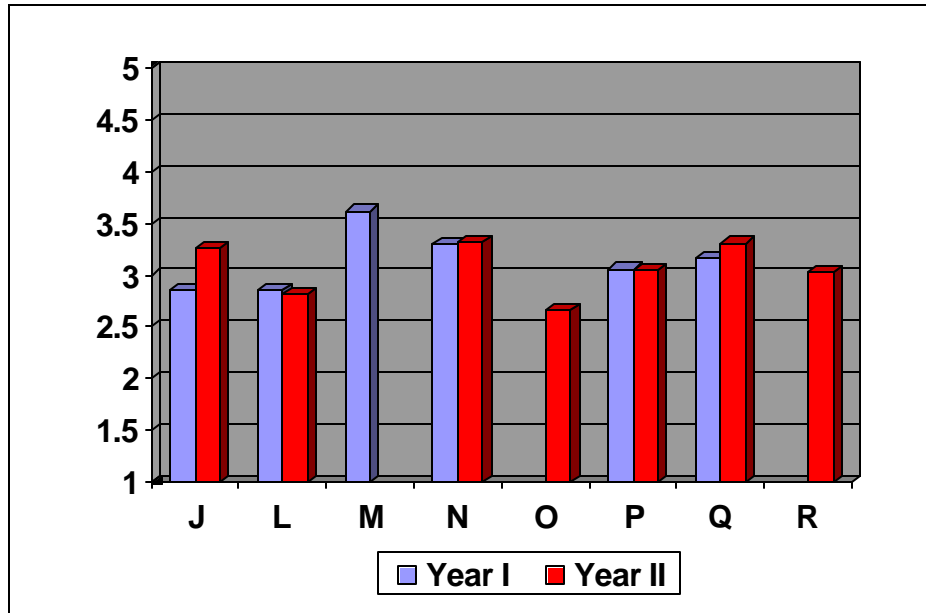
VI. Order and Discipline

The manner in which school teachers and administrators support and enforce school rules and regulations provides a sense of structure for students and helps foster an environment that feels safe and secure. Items on the SCS that fall under the Order and Discipline domain target perceptions of school safety, fighting and suspension rates, presence of weapons, and discipline codes. Elementary and middle school students' ratings of order and discipline are captured in **Figure 11**. As can be seen in the figure, student perceptions of order and discipline are low, the lowest of all domains included in the SCS. For all schools except School H, students seemingly disagree with statements that suggest their schools to be safe places where children don't get hurt and students listen to teachers. Ratings don't appear to change much across Years I and II of the Initiative.

Item analysis further clarifies students' perceptions of safety. Specifically, 50-60% of students in Year I reported their schools be very noisy and to be a place where children often fight and are put on suspension. As the same time, the number of students believing that their peers carry guns or knives to school increased dramatically from roughly 15% in Year I to over 50% in Year II. The extreme difference noted between years could be inflated, however, and reflect second-hand rather than direct knowledge of weapons on school grounds. Perceptions of overall safety of schools decreased slightly during Year II, with 50% of students believing their school to be a safe place, compared to 60% in Year I.

Figure 11. Order and Discipline : Elementary/Middle School Students
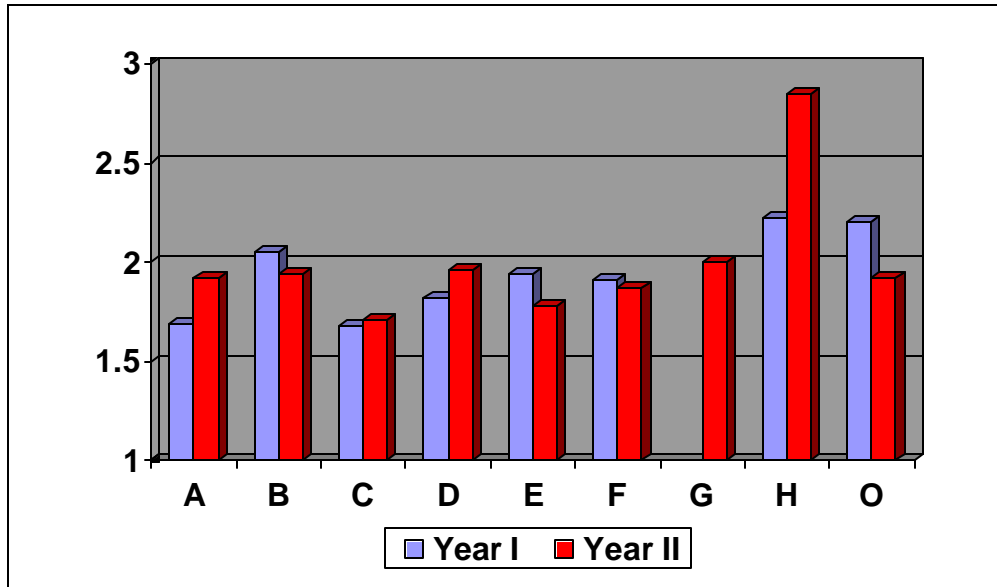
Interestingly, responses to items targeting order and discipline from high school students suggest a potentially less hostile environment than those reported in the elementary and middle schools. Ratings by the majority of students surveyed gravitate toward uncertainty or indifference toward the practices of fellow students to carry weapons on campus, or toward the efforts of school staff to enforce discipline plans. Moreover, student reports show improvement between Years I and II, a trend not established in the elementary and middle school ratings.

Item analysis of student responses also supports the idea of an increasingly more resilient environment in high school. Specifically, the percentage of students who agreed that students fight a lot remained fairly constant across program years (58% in Year I and 54% in Year II), while the reported number of students who often get hurt in school dropped from 54% to 48% across years. While not significantly lower, this downward trend could reflect efforts on the part of school staff to engage more routinely in discipline practices. Indeed, the reported suspension rates increased from 10% to 15% across program years, while reports of students obeying school rules increased slightly from 18% to 20%. Belief that students carry weapons to school was fairly low at 25% for both years, a percentage much lower than those reported by elementary and middle school students, but still a concern.

**Figure 12. Order and Discipline: High School Students**
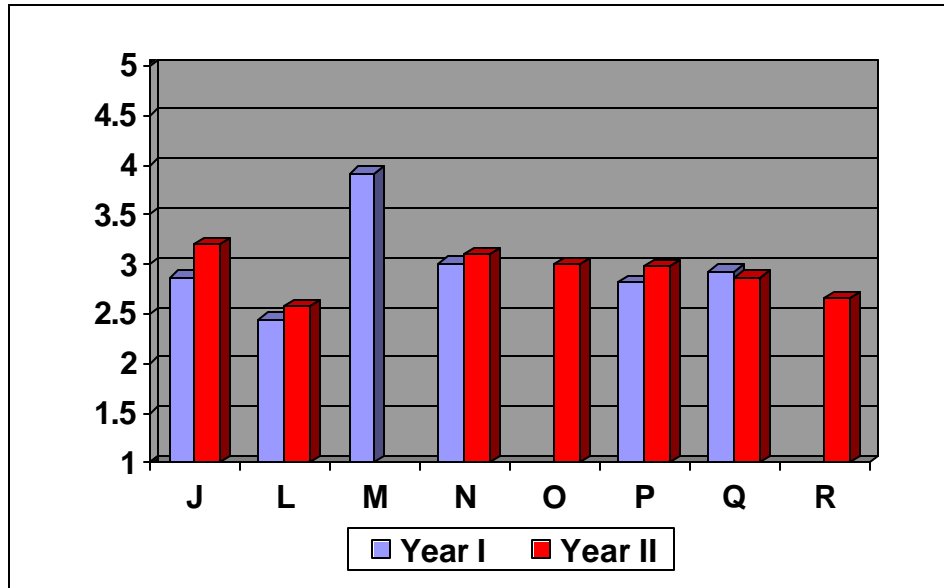
VII. Sharing of Resources

The *Sharing of Resources* domain assesses student perceptions regarding use of and engagement in school materials and activities. This domain is similar to the *Fairness* domain, but where the *Fairness* domain targets equality of gender and race, the *Sharing of Resources* domain targets equality of participation. Specifically, the SCS examines equality of participation in after-school activities, leadership in games, helping the teacher and use of school property (e.g., computers, musical and gym equipment). This domain is included only on the elementary and middle school version of the Yale SCS.

Overall school ratings on the *Sharing of Resources* domain is shown in **Figure 13** below. Student reports are similar to, if not slightly lower than, those reported on the *Fairness* domain. This is not altogether surprising, as students are likely to be more aware of preferential treatment in specific situations (e.g., gym class) than they may be of more global indices of equality (e.g., race). Reports were fairly constant across program years.

Item analysis reveals moderate and consistent responses on the part of elementary and middle school students. Approximately 40% of students surveyed reported feeling that the same children are consistently chosen to take part in after-school or special activities. This percentage drops to approximately 35% in Year II. However, reports that the same children are consistently put in charge of games increased from approximately 30% to 40% across program years, while perceived preferential treatment of school equipment jumped from 30% to 45% by Year II. Reports on teacher assistance held steady at approximately 38%.

Figure 13. Sharing of Resources: Elementary/Middle School Students
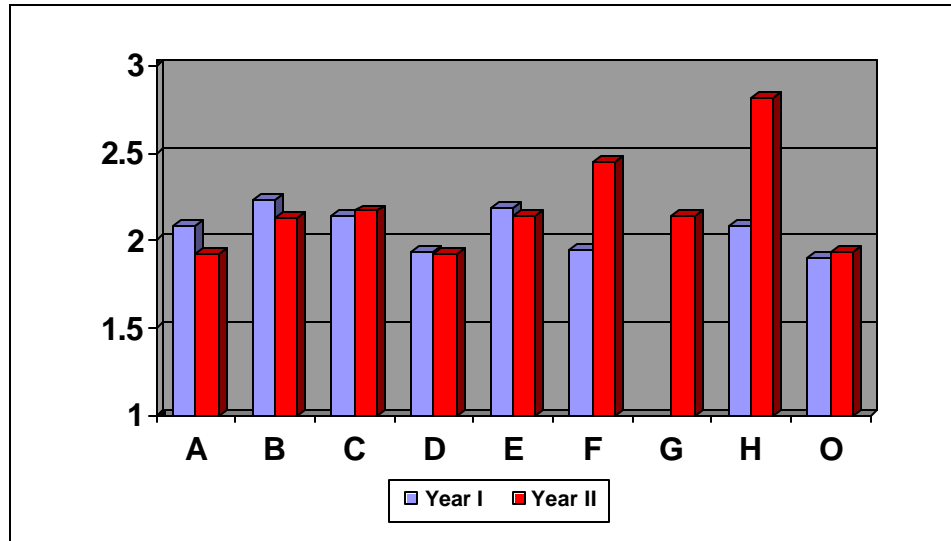
VIII. Achievement Motivation

The ability to do good work, feel supported by teachers, and foster healthy relationships with fellow students all contribute to positive self-worth and the desire to do well at school. This, in turn, can produce successful experiences at school and a productive school climate. Reports on achievement motivation among elementary and middle school students are represented in **Figure 14** below. With an average rating of 2.5 or higher, the *Achievement Motivation* domain reflects the highest overall rating of any domain on the Yale SCS. This suggests that, more than anything, students believe in themselves and their ability to succeed in school. That ratings held constant or improved across program years is a good indication of students' attitudes about self-competency. Item analysis further supports these findings. Specifically, 60% to 70% of students across Years I and II of the Initiative reported believing that they can do well in school and that they enjoy learning. At least 50% of students surveyed reported that they like coming to school and that they do all their work.

Figure 14. Achievement Motivation: Elementary/Middle School Students
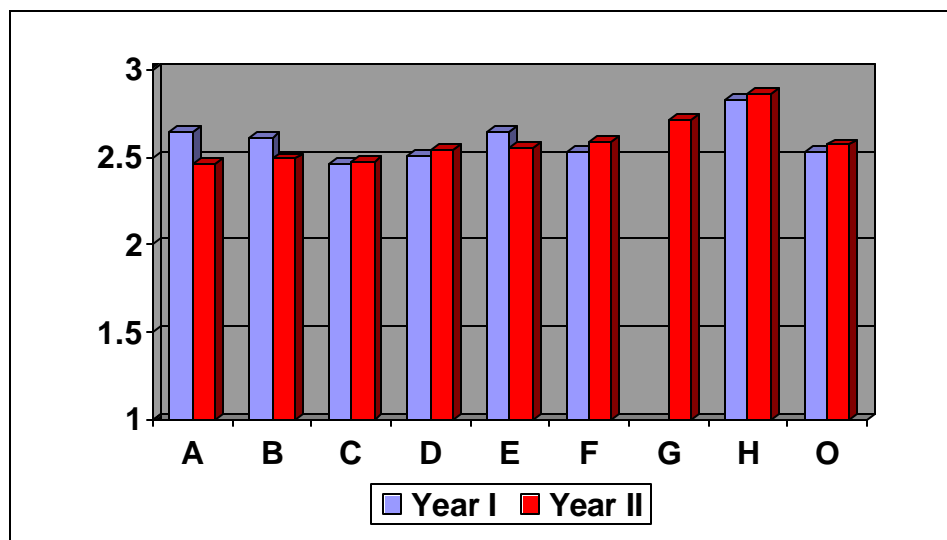
Ratings on achievement motivation for high school students were also among the highest recorded on the Yale SCS (see **Figure 15**). General ratings on this domain still reflect a general sense of uncertainty about personal ability to succeed, but ratings are largely constant across Years I and II. Ratings for Schools M and O approach a positive score, but without comparative data, conclusions are difficult to draw.

In looking at these same perceptions through item analysis, it is obvious that the levels of student agreement are high on statements that reflect personal support and achievement. Specifically, almost 70% of the students agreed in Year I that they are made to feel that they can learn, a percentage that dropped only about 5% in Year II. A sizeable number of students (40%) also reported enjoyment in coming to school across both program years and great confidence in their contribution to success, with over 65% confirming that they usually complete their homework.

Figure 15. Achievement Motivation: High School Students
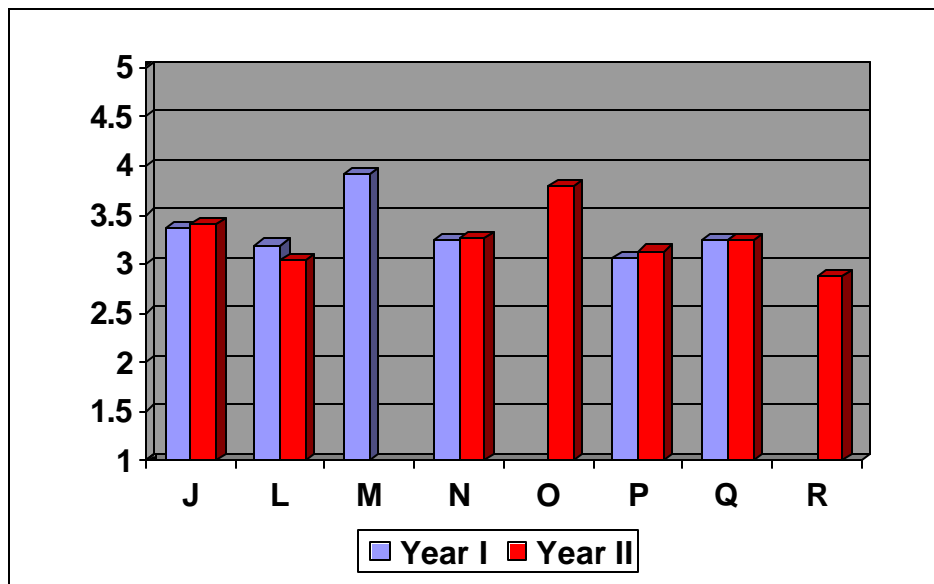

IX. General School Climate

As stated earlier, the ninth domain, *General School Climate*, provides a global index of school functioning. It is a composite score of the eight individual domains. General climate ratings for elementary and middle schools are presented below in **Figure 16**. In line with findings on the individual domains, ratings largely reflect students' uncertainty about or indifference to issues relating to fairness, discipline, and development of peer and teacher relationships. Data on School H suggests that students find their school a satisfying and worthwhile environment, while data on other schools indicates improvement in perceptions of school climate over time. Only three schools noted a decline in school climate across program years.

Figure 16. General School Climate: Elementary/Middle School Students
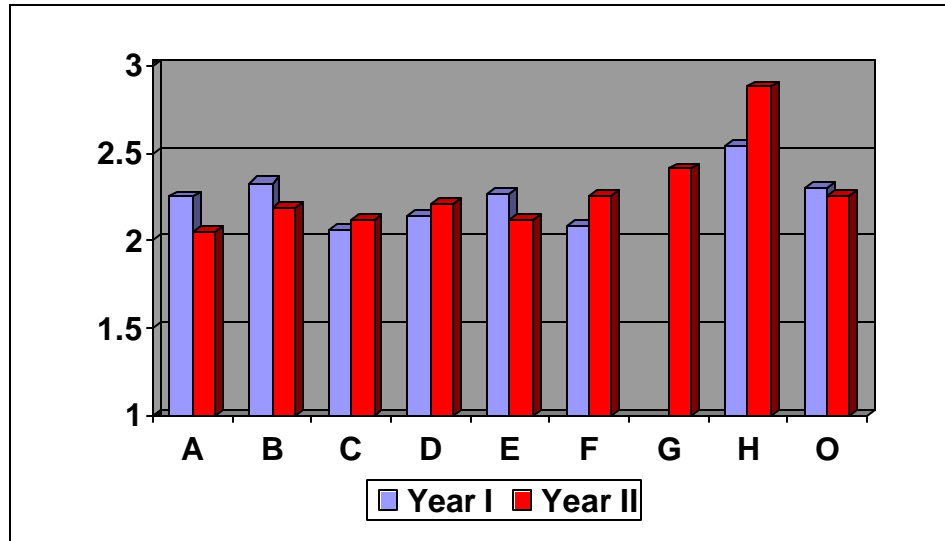
Reports for high schools are not strikingly different from those for elementary and middle schools. Overall, students seem unsure or critical of efforts to build a safe and prosperous school campus. School M is the only school surveyed that shows evidence of student endorsement of school climate. However, all schools on which data was collected for both program years show slight improvement in ratings. As schools further develop discipline plans, build on student-teacher relationships and encourage parent involvement, these profiles could steadily improve.

Figure 17. General School Climate: High School Students
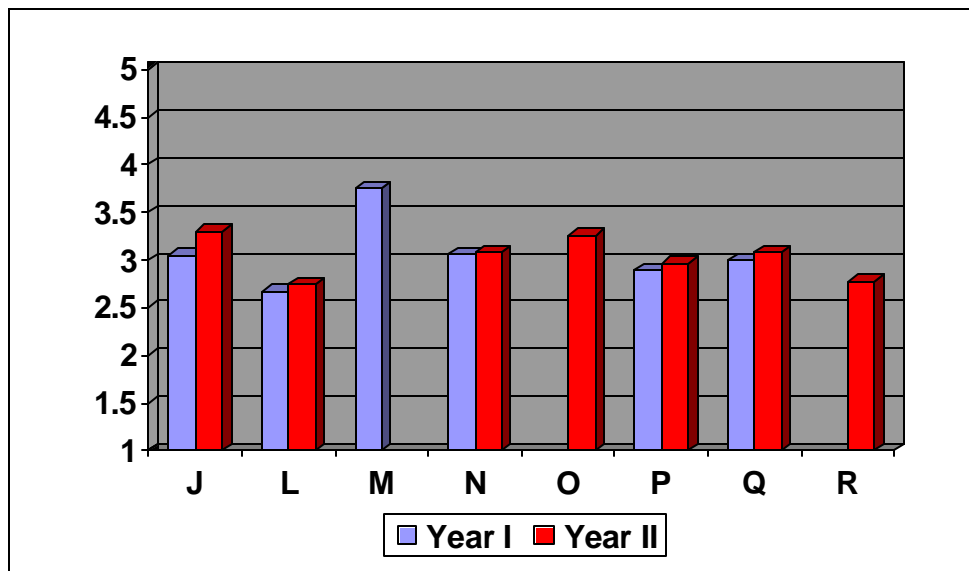
Summary

According to James Comer, founder of the School Development Program at the Yale Child Study Center, schools function as ecological systems in which behavior, attitude and achievement levels of students reflect school climate (Haynes, Emmons and Ben-Avie, 2001). As behavior, attitude and achievement levels improve, so do ratings of school climate, which serves as a critical index that the overall function of the school is stronger. Indeed, research has indicated a relationship between school climate and self-concept (Cairns, 1987), school climate and student absenteeism (deJung and Duckworth, 1986) and, perhaps most importantly, school climate and achievement (Gottfredson and Gottfredson, 1989). This research supports Dr. Comer's belief that student outcomes, both academically and socially are inextricably tied to their experiences at school. Indeed, data presented here supports the idea of a symbiotic relationship between student and school and makes a strong case for specific programming efforts on the part of school administrators.

Findings from the Yale School Climate Survey reveal that student perceptions of school climate were fairly ambivalent did not change significantly across Years I and II of the Safe Schools, Healthy Students Initiative. Perhaps not surprisingly, reports were generally better for elementary and middle schools than for high schools. What is surprising is that elementary and middle school reports were never significantly better than high school reports, particularly for the *Student-Teacher Relations* and *Student-Interpersonal Relations* domains. The relative uniformity of response across all students reflects a potential lack of engagement in school goings-on, even from a young age. This lack of engagement could likely be corrected through new programming initiatives that target school morale.

What is most powerful about findings across these domains is what they reflect among the student body. Namely, issues of respect and trust are critical to this population. Reports among elementary and middle school students saw a 30% decline in student-teacher relationships over the course of the two year, a decline driven by perceptions that teachers did not respect students. Perceived trust among students was also low, with only 20% of elementary and middle school students believing teachers to be safe and trustworthy. Among high school students, 50% reported believing that teachers do not respect students and 85% reported a lack of trust for teachers. Such findings serve as clear indication of a growing problem.

Still, item analyses revealed considerable improvements in order and discipline. For elementary and middle school students, Year II of the Initiative saw dramatic improvements in school noise, school fighting and school suspensions. Elementary and middle school students also noted significant decline in the number of children who disobeying the rules and getting hurt. Likewise, high school students noted improvements in noise, fighting and injury, albeit to a much lesser degree. These changes, coupled with general improvements in the physical condition of the schools, lends credible support to the belief that school climate is slowly but surely improving.

Yale School Climate data was collected for two years. In that time, some improvement was made. Participating schools should be encouraged to identify ways in which to increase parent buy-in and support of academic agendas and curriculum while maintaining the strong student-teacher relationships that seem to be developing. In reviewing this data there are two issues to consider. One, the majority of charter schools participating in the SS/HS Initiative were only newly formed at the start of the Initiative. As such, findings presented here may reflect on

administrative and organizational kinks that are common to any new program development. Second, factors of school climate presented here inform the nature of students' academic experiences, but they do not necessarily speak uniquely to charter school environments. To a certain degree, students across all schools perceive of some mistrust, both of each other and of the school administration. And students across all schools are also more likely than not to judge the respect teachers afford them. On a more serious note, the increased presence of weapons at school is a national problem and no longer an issue of inner-city schools. As such, findings presented here should be considered within the larger context.

School climate variables have been found to be important factors in understanding children's' school adjustment and learning because they reflect student academic life in a variety of ways, including close relationships with teachers and peers and perceived safety, security, and acceptance. Moreover, assessment of school climate variables provides an opportunity for all voices to be heard and perspectives to be identified, providing for a thorough and comprehensive profile of school functioning. The Yale School Climate Survey remains a powerful diagnostic tool, providing administrators with a multidimensional assessment of their campus that can inform programming decisions and provide a basis for assessing school growth and development over time.

Appendix E

ACCOMPLISHMENTS and SUSTAINABILITY OF SS/HS PROGRAM COMPONENTS

The overall benefits of the Safe Schools Healthy Students Initiative include reduced fighting and violent behavior among students, more peaceful classrooms, healthier students, greater attachment to school and learning, and increased parent and community involvement and resources. In total, SS/HS programs reached over 5,800 students.

Mental Health

The Initiative built expanded school-based mental health services in 16 DC public charter schools, including the following:

o Full time mental health services.
o Direct intervention services for one in four students.
o Whole school prevention for all students.
o Integrated support for teachers.
o Development of Early Intervention Teams.

Sustainability

o With the close of SS/HS, the DC Department of Mental Health continues to provide services in 11 charter schools, and has expanded to several DCPS schools, at a cost of $3 million per year.
o CSSS provides direct services in five additional public charter schools through funding from the Department of Education and the Substance Abuse and Mental Health Services Administration.

School/Community Resource Coordinator

The Initiative provided participating schools with a full-time staff member, who

o Coordinated violence and substance abuse prevention programs.
o Helped develop school emergency and safety plans.
o Built enabling structures such as the Steering Committee and Early Intervention Teams that facilitated structured input from various sectors of the school community.
o Built expanded after-school programs in all but two participating schools, with services reaching between 20% and 80% of the student population (varying by school).
o Facilitated numerous partnerships between schools and community organizations.

Sustainability

o With the close of SS/HS, 12 schools elected to hire the SCRC to a permanent staff position.
o One school secured a Middle School Coordinators grant from the Department of Education that allowed them to continue the position.
o After-school programs developed by the SCRCs continue in eight schools through a 21st Century Learning Center grant secured through efforts of SS/HS staff, and in several others through a combination of funding from the school budget, parent fees, and childcare vouchers.

o Schools continue to benefit from partnerships with community organizations secured through Initiative resources.

Safety and Security
The Initiative provided schools valuable opportunities and resources to improve their safety and security.

o All schools received funding for the purchase of security equipment, as identified in a needs assessment.
o Teams from all schools received training and support in development of emergency plans.
o 40 staff members from 12 schools participated in Nonviolent Crisis Intervention Training.
o 40 police officers received training as School Resource Officers.
o School Resource Officers were assigned to two charter schools.
o 19 schools participated in City Emergency Planning Training (during the No-Cost Extension year).

Sustainability
o CSSS has submitted an application for an Emergency Planning Grant that would provide support to 120 schools – including public charter, Catholic, and independent private schools -- to develop comprehensive emergency plans, conduct drills to test those plans, and coordinate with DC Emergency Planning Agency to ensure the safety of all students and staff.

Parent Involvement, Education, and Outreach
The Initiative helped schools partner with parents and build the skills parents need to have a positive impact on their child's education.

o School-based Steering Committees involved parents in planning and implementation of the Initiative.
o Catholic Charities provided parenting education courses at 10 schools.
o Eight schools developed Parents Anonymous Groups, providing 140 parents (and their children) with critical peer support.
o Two schools built parent resource rooms.
o Trainings and conferences allowed for participants to share parent involvement models.

Sustainability

o Parents Anonymous Groups continue in 6 schools, serving 90 parents.
o Two schools continue to maintain parent resource rooms.
o Parenting education continues through a combination of efforts by Catholic Charities, mental health workers, and other grant-related staff.
o CSSS has submitted an application for a Parent Information and Resource Center grant. This program would help 20 charter schools meet the parent involvement standards of No Child Left Behind, and would also introduce the Parents As Teachers program citywide by supporting certification of 33 home visitors.

Services for High-Need Youth
By leveraging city funds, the Initiative helped schools address the needs of students at high risk of substance abuse, dropout, violence, teen pregnancy, and/or exposure to the juvenile justice system.

- o Wraparound services for teen parents served 30 students a year in 8-10 schools.
- o The Intensive Case Management/Mentoring Program reduced dropout and improved school attendance among the 60 selected students in 3 high schools.
- o An after-school program funded by the City served high-risk youth in two charter high schools.
- o Summer Programs for High Risk Youth – also funded by the City – served 40 youth in two charter high schools.

Sustainability
Continuation of services for high-risk youth remains unclear, due to high dependence on local grants. One Case Manager is currently supported by a combination of funding from the participating school and the Freddie Mac Foundation.

Safe School Policies
The Peaceful Schools Program trained 600 teachers in 15 schools, accomplishing the following objectives:

- o 5 schools developed and implemented peer mediation programs.
- o 8 schools developed school wide discipline plans that are coherent, comprehensive, instructional and balanced.
- o 5 schools succeeded in full integration of Peaceful Schools concepts into the school culture, thus fostering achievement and healthy development for students.
- o Teachers from 7 schools participated in the Mentor Teachers program, building capacity to transfer Peaceful Schools Concepts to their colleagues.

Sustainability
- o Development of a Professional Development Collaborative with 9 participating charter schools to build mentoring and training to meet the NCLB standards for highly qualified teachers.

Substance Abuse Prevention and Intervention and Treatment
The Initiative provided all participating schools with services in this area.

- o Mental health clinicians in all schools provided diagnosis/treatment and referral of substance abusing students.
- o All schools implemented programs to prevent and reduce substance abuse among students.

<u>Sustainability</u>
CSSS leveraged additional funds, enabling the following:

o 6 schools introduced Botvin's Life Skills curriculum.
o 2 schools introduced the Towards No Drug Abuse Curriculum during the no-cost extension year
o The Leadership and Resiliency Program served students in 2 charter high schools during the no-cost extension year.

Leveraged Support
Funding from Safe Schools/Healthy Students provided the resources for CSSS staff to pursue additional resources and grants in pursuit of the same objectives. Such efforts led to the following:

o School nurses in over 24 public charter schools (those that have available space) funded by the District at an annual cost of $1.2 million.
o Teen Parent Case Management and Support Services, through a Partnership with Mazique Child and Family Center.
o After-school Clubs for high-risk youth at three schools through the DC Children and Youth Investment Trust.
o Leadership and Resiliency Program at two schools through the DC Department of Mental Health.
o Botvin's Life Skills Training at six schools through a sub-grant from the University of Colorado.
o Summer programs in three schools in 2002 through a $360,000 grant from the Children and Youth Investment Trust.
o Parents Anonymous Groups in six schools through DC Childrens' Trust Fund.
o After-school programs in ten schools through the 21St Century Learning Center grant.
o Chartering Success tutoring program in 10 schools through a $100,000 grant from AmeriCorps.
o Foster Grandparents
o Mental Health Care and Peaceful Schools in two large elementary schools through a three-year Building Mentally Healthy Communities grant worth $368,000 per year.
o Mental health services in three additional elementary schools through a Counseling Grant worth $312,000.