Jefferson County Public Schools
Shaping the Future

Dr. Sheldon Berman, Superintendent

CARE for Kids: Middle School

2009-2010

Program Evaluator

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EXECUTIVE SUMMARY

Background

- In 2009-2010, 11 schools were implementing CARE for Kids school-wide and 10 schools were implementing the CARE for Kids program partially. Five schools (Barret, JCTMS, Johnson, Brown, and Moore) were not implementing the program.
- The current report summarizes the formative data collected during this past year. Multi-methods were used to collect data including surveys, observations, and secondary data.
- Observation data were collected from 83 randomly selected teachers who were trained on CFK, representing 24% of CFK trained teachers, and were conducted by the CARE for Kids resource teachers and project evaluator.
- To assess staff perceptions and implementation, survey data were collected from the 22 middle school principals whose schools were implementing CARE for Kids.
- District-wide Comprehensive Surveys were collected from all school staffs and students in February 2010 to assess perceptions of school culture and climate.

Major Findings: Walkthrough Data

- Implementation was assessed with walkthroughs and principal reports. The walkthrough data showed that the strongest components of CARE for Kids observed were in the areas of Relationships and Implementation of CARE circles. A total of 63% of observed classrooms were rated as exemplary or effective in the implementation of Relationships. About 70% of observed classroom were rated as exemplary or effective in implementation of the general components of CARE circles.
- The lowest implementation areas were in the areas of Routines and Procedures and Student-Centered Environment. About 44% of observed classrooms were rated exemplary/effective in Routines and Procedures and 30% of observed classrooms were rated exemplary/effective in Student-Centered Environment.

Major Findings: End-of-Year Survey and Comprehensive Surveys

- Overall, there was a positive correlation of .52 between the principals' surveys and the walkthrough data. In other words, the walkthroughs and the principals' survey data results were aligned in that principal reports were similar to walkthrough data in the level of CARE for Kids implementation.
- The highest reported implementation levels were in the areas of respectful interactions between students, redirecting, and taking-a-break. The lowest reported implementation levels were in the areas of using descriptive non-judgmental language, posting and use of Y-charts, conflict resolution and problem solving/social conferencing.
- Examining school culture and climate with the Comprehensive Surveys showed that school culture/climate were significantly different between CARE for Kids high and low implementers. Specifically, there was a slight difference in two items. Those who implemented CARE for Kids at a higher level were more likely to have students who reported feeling like they were part of their school community. Additionally, higher level implementers were more likely to have students who felt like they could speak their opinions even if it disagreed with others when compared to students at lower implementation schools.

Major Findings: Attendance, Suspensions, Student Achievement

- Examining attendance and suspension data for 2008-2009 and for 2009-2010 showed that overall, attendance remained stable among schools with no difference in attendance for high or low implementers of CARE for Kids. With suspensions, high implementers of CFK showed a larger decrease in suspensions from 08-09 to 09-10 than low implementers. The preliminary findings also showed implementation of CFK was related to higher academic achievement, though only Science was statistically significant.

Introduction

To help students develop socially, emotionally, ethically, and intellectually, schools must deliberately provide significant and engaging learning opportunities, opportunities that allow students to experience membership in a safe and caring community of learners. Building these experiences into the structure, organization, and pedagogy of the school provides the foundation that enables children to become successful lifelong learners.

To achieve this, beginning in 2008-2009, CARE for Kids was rolled out to all incoming 6th graders at 20 out of 26 (77%) middle schools including Kennedy Metropolitan Middle School, an alternative middle school. Of the 20 schools, 5 schools (Ramsey, Olmsted North, Olmsted South, Kennedy, and Carrithers) implemented the program school-wide. Six schools (Barret, JCTMS, Johnson, Brown, Moore, and Meyzeek) elected not to implement CARE for Kids during the 2008-2009 school year. In 2009-2010, 11 schools were implementing CARE for Kids school-wide, and 10 schools were implementing the CARE for Kids program partially. Five schools (Barret, JCTMS, Johnson, Brown, and Moore) elected not to implement the program.

CARE for Kids is best described and embodied by its 6 core principles:

1) At the heart of a caring school community are *respectful, supportive relationships* among and between students, educators, support staff, and parents.

2) Learning becomes more connected and meaningful for students when social, emotional, and ethical development is an *integral part* of the classroom, school, and community experience.

3) Significant and engaging learning, academic and social, takes place when students are able to construct deep understandings of broad concepts and principles through an *active process of exploration, discovery, and application*.

4) Community is strengthened when there are frequent opportunities for *students* to *exercise their voice, choice, and responsible independence* to work together for the common good.

5) Classroom community and learning are maximized through frequent opportunities for *collaboration and service* to others.

6) Effective classroom communities help students develop their *intrinsic motivation* by meeting their basic needs (e.g., safety, autonomy, belonging, competence, usefulness, fun, & pleasure), rather than seeking to control students with extrinsic motivators (e.g., rewards and punishment).

In terms of implementation, the following are the major components of the CARE program.

1) *Caring Classroom Community*: developing classroom community and unity building- building relationships reflective of respect, responsibility, caring and helpfulness through activities such as cooperative/collaborative learning (across content areas- reading, math, science etc.), unity builders, literature components, class meetings, and morning meetings.

2) *CARE Circles/Morning Meetings*: Special type of class meeting designed to set the tone for respectful learning and establish a climate of trust.

3) *Classroom Meetings*: Provide a forum for students and teachers to come together as a class to get to know each other, reflect, problem-solve, and make decisions.

4) *Developmental Discipline/Logical Consequences*: Is a pro-active, prevention approach that utilizes a teaching/learning approach with an emphasis on relationships, modeling, skill development, moving students to self-control and responsibility.

5) *School-Wide Activities*: Designed to link the students, parents, teacher and other adults in the school with a focus on inclusion and participation, cooperation, helping others, taking responsibility, appreciating differences, and reflection.

DATA COLLECTION ACTIVITIES

The purpose of the evaluation was to determine the impact of the CARE for Kids initiative on school climate and culture, instructional practices, parent engagement, and student outcomes. The evaluation design utilized a longitudinal pre-post design in which the CARE for Kids schools were tracked over time to assess changes before and after the implementation of the program. For the 2009-2010 year of the evaluation, the focus was on formative data. The purpose of the formative assessment is to gather information on how to better improve the program. For 2009-2010 the following pieces of data were used to monitor and improve the CARE for Kids implementation:

- Walkthroughs/Observations: In Spring of 2010, a random selection of teachers who had previously attended a week-long CARE professional development or two weeks of CARE professional development were observed for CARE for Kids implementation. In total, 83 teachers were observed representing 24% of CFK trained teachers. Of these teachers, 23 had attended 2 weeks of CARE professional development, while 60 had attended one week of CARE professional development.

- End-of-Year Principal Surveys: An end-of-year survey was distributed to all principals of schools implementing the CARE for Kids model. The survey covered perceptions of the CARE for Kids

model, as well as provided a self-report of their implementation of different CARE for Kids components.

- Comprehensive School Surveys (CSS): The JCPS Research Department administers a district-wide survey that is given to all certified and classified staff, students, and parents. The CSS gather respondent perceptions of the quality of instructional content, but also the important social-emotional, civic, and moral connections that tend to be fragmented in our more accountability-oriented approach. Schools will be given data results from the 2008-2009 and 2009-2010 Comprehensive School Surveys in July 2010. These will hopefully help school staff monitor their school culture and climate as perceived by different role groups before and after the implementation of CARE for Kids.

- Attendance, Suspensions, Achievement: Outcome data that will be continuously monitored include student and teacher attendance, student suspensions, and achievement.

Walkthrough Data

The goals of the walkthroughs were to answer the following questions: 1) What is the range of implementation levels for the different components of CARE for Kids?, and 2) To what degree was the professional development related to implementation? A collaborative team developed the 58-item observation rubric. Below are the components observed with examples of items from each subscale:

CARE for Kids Walkthrough Subscale	Sample Walkthrough Items
Routines and Procedures	'Social contract is positively stated and posted,' 'Management signal has been established and is used consistently.'
Relationships	'Respectful interactions are exhibited between students and teacher, 'Teacher exhibits knowledge of individual students.'
Language	'Teacher uses language that encourages and facilitates student reflection,' 'Teachers uses specific reinforcing language rather than general praise.'

Student-Centered Environment	'Students collaborate with one another,' 'There are multiple opportunities for students to have choice.'
CARE Circle (CPR): General	'Students come to the circle in respectful manner,' 'All components of CPR are present and in order.'

Using a summary scoring rubric for the walkthrough, observations were categorized into one of

the following categories: Exemplary Implementation, Effective Implementation, Some Implementation,

Limited/Ineffective Implementation, No Observed Implementation.

CARE for Kids Walkthrough Subscale	Exemplary Implementation	Effective Implementation	Some Implementation	Limited/ Ineffective Implementation	No Observed Implementation
Routines and Procedures	8%	36%	46%	6%	4%
Relationships	8%	55%	29%	4%	4%
Language	10%	40%	47%	4%	0%
Student-Centered Environment	7%	23%	48%	22%	0%
CARE for Kids Walkthrough Subscale, CARE Circle specific	**Exemplary Implementation**	**Effective Implementation**	**Some Implementation**	**Limited/ Ineffective Implementation**	**No Observed Implementation**
CARE Circle: General	29%	41%	20%	4%	6%
CARE Circle: Greeting	61%	30%	4%	0%	5%
CARE Circle: Sharing	59%	22%	6%	5%	8%
CARE Circle: Activity	41%	35%	10%	1%	13%
CARE Circle: Morning Message/ Daily News	12%	31%	29%	4%	24%

When summarizing each of the subscales across all the observed schools, the highest

implementation areas were in the area of Relationships and CARE Circle (General). The lowest

implementation areas were in the areas of Routines and Procedures and Student-Centered

Environment. The following chart depicts the items on the walkthroughs that scored the lowest across the observations.

CARE for Kids Walkthrough Subscale	Lowest implementation items
Routines and Procedures	❖ Establishment and consistent use of management signal (61% No) ❖ Widespread use of visuals to create positive expectations (30% No)
Student-Centered Environment	❖ Majority of class is focused conversation among students with minimal teacher talk (66%) ❖ Students have multiple opportunities for involvement and responsibility in the classroom (73% No) ❖ There are multiple opportunities for students to have choice (48% No)

To answer the question, 'to what degree was the professional development related to implementation?,' teachers who had attended one-week vs. two-week of training were compared in their implementation level. Teachers with 2-weeks of training had higher implementation than teachers who had attended only one-week of training in the following areas: 1) Routines and Procedures- specifically, they were more likely to use a management signal and have widespread visual display of positive expectations, 2) Language- they were more likely to use reflective language, and descriptive, reinforcing language as opposed to general praise, and 3) CARE Circle Greeting- they were more likely to model the greeting when needed and to include all students in the greeting. Teachers who had attended both weeks of training also were more likely to utilize partner/small group activities than teachers with only one week of training.

Implementation Survey Data

Surveys were distributed to principals of middle schools that implemented CARE for Kids in the 2009-2010 school year. A total of 22 surveys were distributed and 21 were returned, for a total

response rate of 95% – Frost Middle School did not return a survey. Principals were asked about their general impressions of the CARE for Kids program, the implementation of CARE Circles, and the implementation of other CARE components (e.g., reflective language, take-a-break).

To examine the external validity of the survey, the principals' survey of implementation was compared to the implementation as assessed by walkthroughs. Overall, there was a positive correlation of .52 between the principals' surveys and the walkthrough. In other words, the walkthroughs and the principals' survey results were aligned in that principals that reported higher implementation on the survey also had walkthrough data (conducted by district staff) that were higher in implementation.

<u>Background of Respondents</u>

In terms of years of experience, many principals had only been at the current school as the principal for 2 years or less. A total of 43% reported 0-2 years of experience as the principal. The chart below depicts the breakdown.

Years of Experience as Principal of the Current School	Number	Percent
0-1 year	2	9.52%
1-2 years	7	33.33%
6-9 years	6	28.57%
3-5 years	4	19.05%
10+ years	2	9.52%

In terms of the years of experience as a principal overall, there was a relatively even distribution of experience across the different categories. The chart below shows the distribution of respondents.

Years of Experience as Principal Overall	Number	Percent
0-1 year	2	9.52%
1-2 years	5	23.81%
6-9 years	4	19.05%
3-5 years	4	19.05%
10+ years	6	28.57%

General Perceptions of CARE for Kids

Respondents were asked to state the extent to which they felt CARE for Kids was a positive influence on their school (academically, behaviorally), the degree to which they visited and gave feedback on classroom visits related to CFK, and their perceptions of the CARE for Kids professional development received by the district and within the school. The respondents' data are in the following chart.

Components	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I feel CARE for Kids (CFK) is a good way to improve character and school climate in my school.	0	0	0	10.00%	90.00%
I discuss and share ideas regarding CFK implementation with other principals.	0	5.00%	5.00%	60.00%	30.00%
I helped communicate a clear purpose for CFK with teachers during its introduction and training.	0	0	10.00%	50.00%	40.00%
I helped communicate a clear "picture" of a successful CFK program with teachers as I led its implementation in our school.	0	5.00%	20.00%	50.00%	25.00%
I often visit classrooms in my school to observe components of the CFK program in	0	5.00%	5.00%	35.00%	55.00%

progress.					
I provided feedback to teachers about CFK following visits to their class.	0	15.00%	0	65.00%	20.00%
I provided opportunities for my teachers to meet with each other to share ideas regarding CFK.	0	0	0	50.00%	50.00%
After working with it in our school, I am convinced that CFK is a good way to develop character and a positive school.	0	0	0	20.00%	80.00%
I received quality professional developments from the *district* CFK team.	0	0	0	42.11%	57.89%
I received quality follow-up support from the *district* CFK team.	0	5.00%	0	35.00%	60.00%
I have access to expertise from the *district* CFK team when implementation problems are encountered.	0	5.00%	0	25.00%	70.00%
Our school's CFK Foundations Team/Leadership Team provided support to our teachers on the CFK program.	0	0	5.00%	45.00%	50.00%
Our school's CFK Foundations Team/Leadership Team provided expertise to our teachers when implementation problems were encountered.	0	10.00%	5.00%	30.00%	55.00%
Our school closely followed the components of the CFK model.	0	15.00%	10.00%	60.00%	15.00%
I would recommend the CFK model to other schools.	0	0	0	25.00%	75.00%
CFK is making a positive difference in the social emotional development of my students.	0	0	5.00%	40.00%	55.00%
CFK is making a positive difference in the climate of our school.	0	0	5.00%	50.00%	45.00%
CFK is making a positive difference in the academic development of my students.	0	0	25.00%	40.00%	35.00%
Overall, I enjoyed learning and implementing the CFK model.	0	0	0	45.00%	55.00%

General Perceptions of CARE: School-Level

General Perceptions of CFK (High to Low)	Average of General Perception Items
Kennedy Metro	5.00
Meyzeek	4.79
Western	4.79
Myers	4.74
Farnsley	4.68
Olmsted South	4.68
Conway	4.63
Ramsey	4.63
Carrithers	4.47
Highland	4.47
Noe	4.42
Knight	4.37
Thomas Jefferson	4.32
Crosby	4.26
Phoenix School of Discovery	4.26
Kammerer	4.21
Newburg	4.21
Olmsted North	4.21
Stuart	3.94
Westport	3.79
Lassiter	3.53

Implementation of CARE Circles and Other CARE for Kids Components

Respondents were asked to state the extent to which each grade level was implementing CARE Circles and the extent to which the school as a whole was implementing other CARE for Kids components such as using reflective language, posting Y-charts, utilizing small group/ partner work, and using logical consequences. The chart below depicts the extent to which principals reported CARE circles being implemented at each grade level.

Overall, all schools reported 6th grade implementing CARE Circles. Most schools reported 7th grade was also implementing CARE circles. For 8th grade, about 2/3 had some implementation. This

data coincides with the implementation roll-out plan for CARE, which was to implement by grade level with 8th grade being added in 2010-2011.

To what extent were CARE Circles (CPRs) implemented at your school?	No classrooms	A Few classrooms (Between 1% and 25% of classrooms)	Some classrooms (Between 26% and 50%)	Most classrooms (Between 51% and 79%)	Almost all classrooms (80% or more)
6th grade	0	0	5.00%	10.00%	85.00%
7th grade	5.00%	0	5.00%	10.00%	80.00%
8th grade	30.00%	0	15.00%	5.00%	50.00%

The next chart depicts the extent to which CARE circles were occurring on a daily basis (as intended). Overall, the data show that schools varied on this aspect of implementation. Many schools/levels opted to have CARE Circles 2-3 times per week as opposed to daily.

Of the classrooms that are implementing CARE Circles (CPRs), on average how often are they being implemented at your school?	Not Applicable	Occasionally (Less than once a week)	Once a week	2-3 times per week	Every day
6th grade	0	0	0	30.00%	70.00%
7th grade	5.00%	0	0	45.00%	50.00%
8th grade	30.00%	0	5.00%	25.00%	40.00%

Implementation of CARE Circles: School Level

School-wide	6th grade only	6th and 7th grade	Other Configurations
Carrithers Conway Farnsley Highland Kennedy Metro Myers Newburg Olmsted North Olmsted South Ramsey Western	Meyzeek	Kammerer Noe Knight Stuart TJ Westport	Crosby- less than half of 6th and 7th Lassiter- part of each grade Phoenix (part of 6th and 7th)

*No data received from Frost

The next chart depicts the extent to which other CARE components were being implemented.

To what extent are the following CARE for Kids principles and components being implemented throughout the school day (considering all grades and content areas)?	No classrooms	A Few classrooms (Between 1% and 25% of classrooms)	Some classrooms (Between 26% and 50%)	Most classrooms (Between 51% and 79%)	Almost all classrooms (80% or more)
Teacher reflective language	0	25.00%	20.00%	55.00%	0
Kids making choices	0	20.00%	30.00%	30.00%	20.00%
Respectful social interactions between students	0	15.00%	10.00%	30.00%	45.00%
Students present work to others	5.00%	10.00%	40.00%	35.00%	10.00%
Teachers providing kids opportunities to reflect and make connections	0	15.00%	35.00%	35.00%	15.00%
Modeling/ re-modeling	0	15.00%	25.00%	40.00%	20.00%
Y charts posted and referenced	5.00%	15.00%	55.00%	15.00%	10.00%
Social contract posted and referenced	5.00%	15.00%	25.00%	35.00%	20.00%
Teacher noticing rules breaking	0	10.00%	25.00%	40.00%	25.00%
Redirecting for small things	0	10.00%	15.00%	45.00%	30.00%

Take a break	0	15.00%	10.00%	40.00%	35.00%
Use of logical consequences (e.g., loss of privilege, repair damage by student mistakes)	0	20.00%	15.00%	45.00%	20.00%
Buddy room/Fix-it plans	0	15.00%	30.00%	25.00%	30.00%
Descriptive non-judgmental language	0	20.00%	55.00%	20.00%	5.00%
Problem solving social conference	0	20.00%	35.00%	40.00%	5.00%
Problem solving conflict resolution	0	20.00%	50.00%	25.00%	5.00%

The highest to lowest implementation scores by component are reported below. The highest reported implementation levels were in the areas of respectful interactions between students, redirecting, and taking-a-break. The lowest reported implementation levels were in the areas of using descriptive non-judgmental language, posting and use of Y-charts, conflict resolution and problem solving/social conferencing.

CFK Component	Average Implementation Score
Respectful social interactions between students	4.05
Redirecting for small things	3.95
Take a break	3.95
Teacher noticing rules breaking	3.80
Buddy room/Fix-it plans	3.70
Modeling/ re-modeling	3.65
Use of logical consequences (e.g., loss of privilege, repair damage by student mistakes)	3.65
Kids making choices	3.50
Teachers providing kids opportunities to reflect and make connections	3.50
Social contract posted and referenced	3.50
Students present work to others	3.35
Teacher reflective language	3.30
Problem solving social conference	3.30
Problem solving conflict resolution	3.15
Y charts posted and referenced	3.10
Descriptive non-judgmental language	3.10

School	Average Implementation Level
Kennedy Metro	4.63
Kammerer	4.50
Ramsey	4.38
Highland	4.13
Myers	4.13
Carrithers	4.06
Phoenix School of Discovery	4.06
Stuart	3.81
Meyzeek	3.75
Knight	3.69
Conway	3.63
Olmsted South	3.50
Newburg	3.31
Farnsley	3.25
Thomas Jefferson	3.19
Crosby	3.06
Olmsted North	3.00
Noe	2.88
Westport	2.75
Western	2.50
Lassiter	2.00

Preliminary Outcome Data

Because CARE for Kids is being implemented in most of the middle schools, there is not a control or matched comparison group. However, because implementation scores were collected, there is a way to compare schools that were high and low implementers.

Culture and climate

The JCPS Research Department administered the Comprehensive School Surveys to all district staff (certified and classified) and students (4th – 12th grade) in February of 2010. For middle schools, a total of 18,865 student surveys were returned for a response rate of 91%. Response rates did not differ between CARE for Kids and non-CARE for Kids schools or between high and low implementers. Because the non-implementers of CARE for Kids were significantly different than implementers of CARE for Kids

in terms of demographics, the student Comprehensive School Surveys were analyzed to compare the high and low implementers of CARE for Kids. The 2009 and 2010 surveys were analyzed to examine whether high implementers differed from low implementers on the following constructs:

1) Overall Satisfaction- consists of 3 items including 'I am very satisfied with my school', 'I would rather go to this school than any other school', and 'I am very satisfied with JCPS.'

2) School Engagement- consists of 3 items including 'I learn interesting and useful things at school', 'I think school is fun', and 'I enjoy going to school.'

3) School Belonging- consists of 3 items including 'I really like other students in my school', ' My friends are respected by other groups of friends', and 'I feel like I am part of my school community.'

4) School Discussion- consists of 3 items including 'I can give opinions in class that disagree with the opinions of other students', 'My teachers respect my opinion in class even if it disagrees with their opinions', and 'I feel I can disagree openly with my teachers about events in the news.'

5) School Support- consists of 3 items including 'I feel my teachers really care about me', 'I believe I can talk with my counselor, and 'My school has a caring and supportive environment for students.'

6) Personal Safety- consists of 3 items including 'I feel safe walking to and from school', 'I feel safe outside the building before and after school, and 'I feel safe at school.'

7) Political Discussion- consists of 3 items including 'I often talk about events in the news with my teachers', 'I often talk about events in the news with my friends', and 'I often talk about events in the news with my parents or family.'
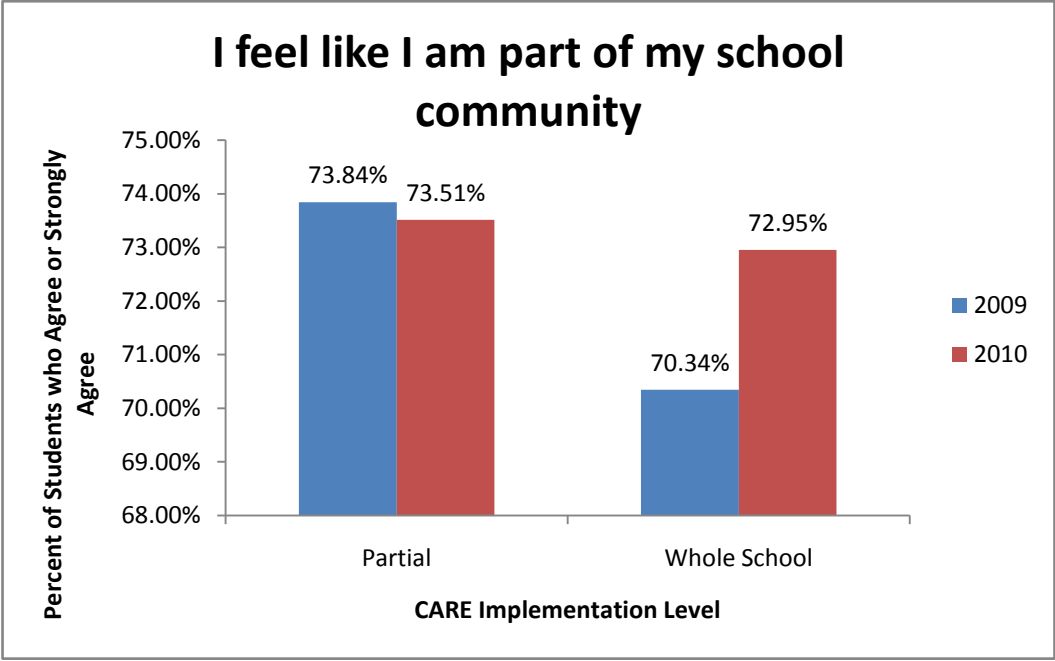
8) Conflict Resolution- consists of 3 items including 'I'm good at finding fair answers to problems', 'I know how to disagree without starting a fight', and 'I am good at taking turns and sharing things with others.'

9) Positive Character- consists of 3 items including 'I care about the feelings of others', 'I try to help when I see people in need', and 'I always try to tell the truth.'
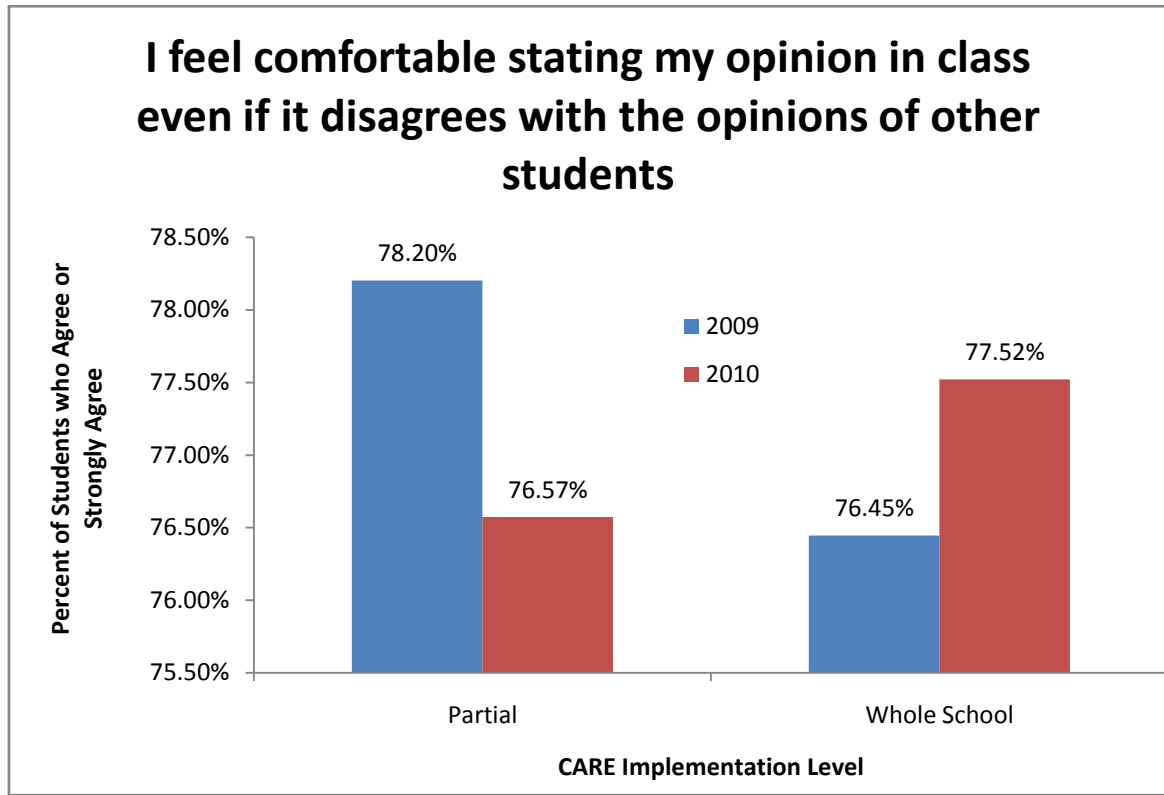
Overall, univariate tests showed that partial and whole school implementers significantly differed in the growth in school culture/climate froom 2009 to 2010, with high implementers outperforming low implementers in the area of Personal Safety. The high implementers of CARE had higher growth in the area of Personal Safety than low implementers.

The following individual CSS items were also examined: (a) I think school is fun and challenging, (b) I enjoy going to school, (c) I really like other students in my school, (d) I feel that I belong in my school, (e) I feel like I am part of my school community, (f) I feel comfortable stating my opinion in class even if it disagrees with the opinions of other students, (g) My teachers respect my opinion in class even if it disagrees with their opinion, (h) I feel free to disagree openly with my teachers about political and societal issues, (i) I often talk about politics or national issues with my teachers or other adults at school, (j) I feel my teachers really care about me, and (k) My school provides a caring and supportive environment for students.

Overall, a multivariate tests yielded no differences between high and low implementers on the CSS items in terms of growth, $F_{(7, 11)} = .60$, $p > .05$. Univariate tests showed slight differences in 3 items, 'I enjoy going to school,' 'I feel like I am part of my school community,' and 'I feel comfortable stating my opinion in class even if it disagrees with the opinions of other students.' In particular, the

schools with the highest implementation of CARE for Kids showed more growth on feeling like part of the school community and stating their opinions (see the following charts).

I feel like I am part of my school community

Percent of Students who Agree or Strongly Agree (y-axis, 68.00% to 75.00%)

Partial: 2009 = 73.84%, 2010 = 73.51%
Whole School: 2009 = 70.34%, 2010 = 72.95%

CARE Implementation Level (x-axis)

Legend: 2009, 2010

I feel comfortable stating my opinion in class even if it disagrees with the opinions of other students

Percent of Students who Agree or Strongly Agree (y-axis)

- Partial: 2009 = 78.20%, 2010 = 76.57%
- Whole School: 2009 = 76.45%, 2010 = 77.52%

Legend: ■ 2009 ■ 2010

CARE Implementation Level (x-axis)

Y-axis values: 75.50%, 76.00%, 76.50%, 77.00%, 77.50%, 78.00%, 78.50%

Parent Surveys

The constructs from the Parent CSS that were analyzed consisted of the following:

1) Curriculum- consists of the items 'My child is reading better at home than in past years,' 'My child is developing the ability to apply math to real-life situations,' 'My child is writing more at home and at school than in previous years,' and 'My child is involved in community service in a way that enhances his/her learning.'

2) Education Satisfaction- consists of the items 'I believe my child will be prepared to go to the next grade level in school,' 'My child will be able to go to college after graduating from JCPS,' 'My child will be able to get a job after graduating from JCPS,' and 'I believe my child is developing essential life skills in JCPS.'

3) Overall Satisfaction- consists of the items 'I am very satisfied with my child's school,' 'I would rather my child go to JCPS than to a non-JCPS school,' and 'I am very satisified with Jefferson County Public Schools.'

4) School Administration- consists of the items 'The superintendent and central office administrators provide effective leadership in support of my child,' 'The principal in at my child's school provides effective leadership,' 'The staff and Site-Based Decision Making Council are committed to diversity,' and 'Site-Based Decision Making Council has helped to improve my child's school.'

5) School Belonging- consists of the items 'My child's feels strong ties with other students in his/her school,' 'My child's peer group is well thought of by members of other peer groups,' and 'My child feels like a part of his/her community.'

6) School Resources- consists of the items 'My child's school has reasonable class sizes,' 'Textbooks and other school materials are of high quality,' and 'My child's school is equipped with up-to-date computers and other technology.'

7) School Services- consists of the items 'My child enjoys the meals served at his/her school,' 'My child's school is clean, attractive, and well-maintained,' 'A variety of guidance and support services are available to my child,' and 'I receive information regularly about JCPS programs and services.'

8) School Support- consists of the items 'I feel the teachers at my child's school really care about him/her,' 'I believe my child can talk with his/her counselor or dean,' 'My child's school provides a caring and supportive environment,' 'I feel my child's teachers really care about me,' 'I believe I can talk to my child's counselor or dean,' and 'My school provides a caring and supportive environment for parents.'

9) Site Safety- consists of the items 'At my child's school, I feel bullying is a big problem', 'Adults in my child's school handle safety concerns quickly,' and 'I believe that adults in my child's school will take care of unsafe situations.'

10) Teaching- consists of the items 'My child's school provides academically challenging course content,' 'Teachers assign my child meaningful homework on a regular basis,' 'Teachers at my child's school provide effective instruction,' 'Teachers at my child's school are continously improving their teaching methods,' 'My child receives individual attention from the teachers to help him/her learn better,' 'My child receives individual attention from the teachers when he/she needs help with nonacademic issues,' 'I have opportunities to talk about my child's progress with his/her teachers,' and 'My child's school provides regular communication to me on my child's progress.'

Analyses comparing CARE and non-CARE schools on parent perceptions of school climate showed that although parents from CARE schools did show more growth overall, the differences did not reach statistical sigificance.

Suspensions

Comparing 08-09 and 09-10 suspension data show that overall, suspensions decreased at the middle school level by 1%. Furthermore, when disaggregating by high and low implementation schools, the higher implementation schools showed a larger decrease in suspension rates than the lower implementation schools (see chart below).

Suspension Rate By CFK Implementation

Legend: ■ SuspensionRate 08-09   ■ Suspension Rate 09-10

Low CARE Implementers: 16.89 → 16.33 (-0.55%)

High CARE Implementers: 15.72 → 14.15 (-1.57%)

Y-axis: Suspension Rate (%) from 10.00 to 18.00
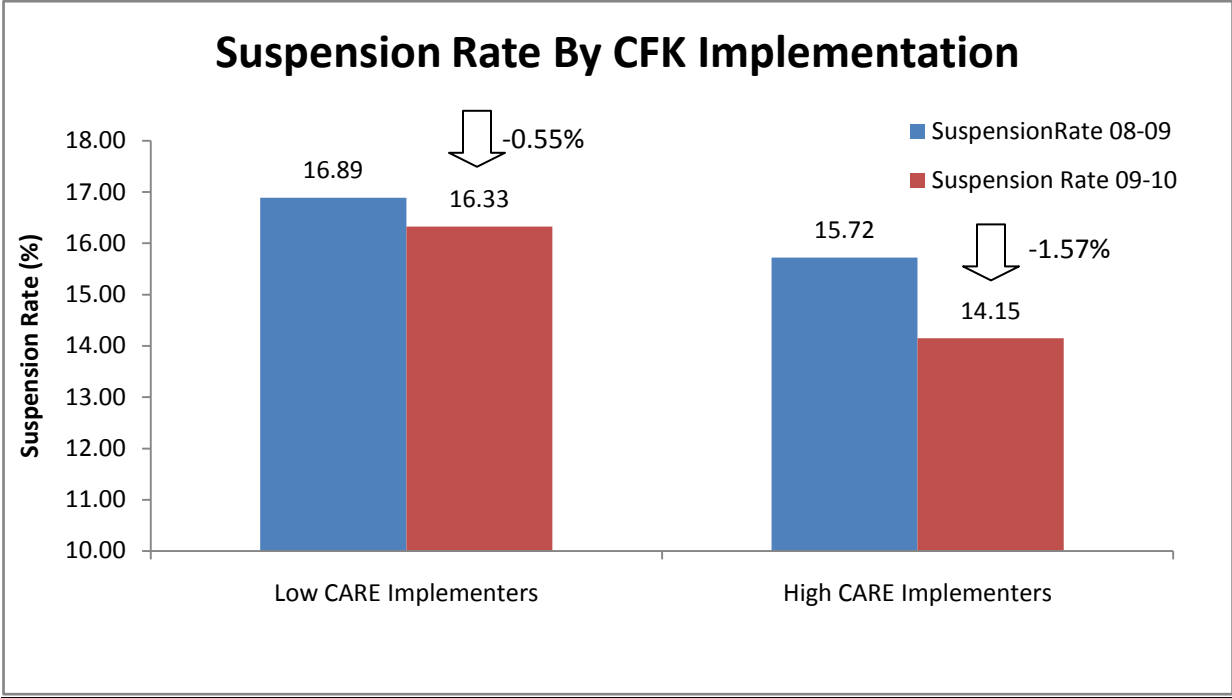
Suspensions were also disaggregated by race and gender. Historically, black males have been disproportionately represented in behavior suspensions in urban school districts. The data show there was a slight drop in the percentage of suspensions by black males for the high implementers of CARE (-1.40%), while other schools as a whole increased in their percentage of suspensions by black males (+4.70%). The chart below depicts the change in suspensions for low and high CARE implementers.

Further analyses examining disaggregated suspension data by grade showed no differences between low and high implementers of CARE. Although CARE schools did decline more in their sixth and seventh grade suspensions, this difference did not reach statistical significance.

Number of Suspensions by African-American/ Black Males

	Low/No CARE Implementers	High CARE Implementers
2008-2009	1236	993
2009-2010	1294 (↑ 4.69%)	979 (↓ 1.41%)
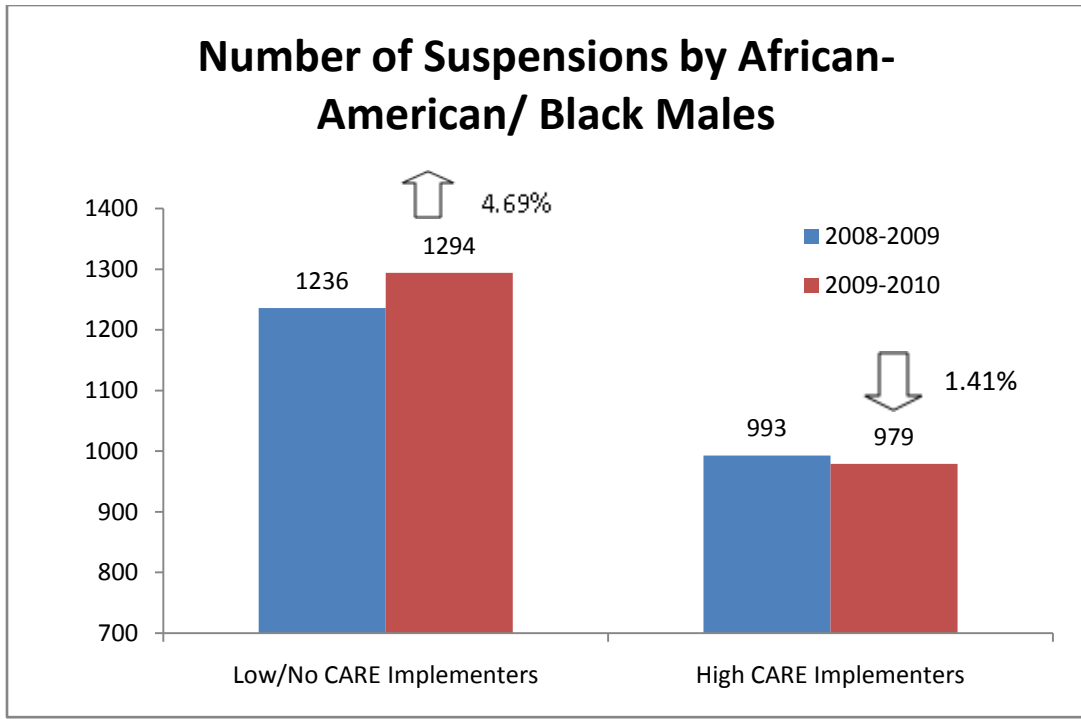
Student and Teacher Attendance

The attendance level for 2008-2009 and 2009-2010 remained stable at the middle school level. In both years, attendance across schools was 93.70%. For the CARE for Kids schools, this was also the case. On average, they remained relatively stable across the two years as can be seen below.

	Student Attendance 2008-2009	Student Attendance 2009-2010	Change
CARE for Kids Schools (Low Implementation)	93.42	93.42	0
CARE for Kids (High Implementation)	93.25	93.25	0
All Middle Schools	93.70	93.70	0

For teacher attendance, there was a slight dip in teacher attendance for the low and high implementers of CARE for Kids, while overall middle school teacher attendance remained stable from 2008-2009 to 2009-2010. These differences did not reach statistical significance.

	Teacher Attendance 2008-2009	Teacher Attendance 2009-2010	Change
CARE for Kids Schools (Low Implementation)	94.8	94.6	-0.2
CARE for Kids (High Implementation)	94.6	94.3	-0.3
All Middle Schools	94.5	94.5	0

 Achievement

When examining 2010 data, high implementers (whole school, high implementation) of CARE for Kids were compared to the other middle schools. The preliminary findings showed implementation of CFK was related to higher academic achievement, though only Science was statistically significant.

Middle CARE for Kids Schools

Group	Reading Index Change	Math Index Change	Science Index Change*	Social Studies Index Change	Writing Index Change
Comparison Schools	1.62	-1.60	-6.80	-0.31	2.39
High Implementers of CARE for Kids	2.77	-0.52	-2.29	-1.04	3.39

*indicates statistically significant difference between comparison and CFK schools

Next Steps for Evaluation

- Examine teacher Comprehensive School Surveys

- Revise walkthrough instrument

Appendix

CARE for Kids Walkthrough Instrument

School:_____ Date:_____ Teacher:_____ Observer:_____

Time:_____

	Yes	No	N/A
PD Type: 1= 5 day, 2= 1 day, 3= None	①	②	③
Training: 1= DDMS1, 2= DDMS2	①	②	
Routines and Procedures	**Yes**	**No**	**N/A**
1. Social contract/norms list is positively stated and posted.	①	②	
2. Social contract/norms are referred to by the teacher.	①	②	
3. There is widespread use of visuals to create positive expectations (Y-charts, routines and procedures charts, daily schedules, etc.)	①	②	
4. Teacher uses non-verbal cueing.	①	②	ⓧ
5. Established routines/procedures for tasks and transitions are in place, or are modeled and remodeled as necessary.	①	②	
6. Management signal has been established and is used consistently.	①	②	
Relationships	**Yes**	**No**	**N/A**
7. Teacher uses a balanced approach to discipline as opposed to an autocratic or permissive approach.	①	②	
8. Teacher uses logical consequences related to behavior (e.g., restitution, restriction/loss of privilege, restoration and reflection).	①	②	ⓧ
9. Teacher uses interventions strategies (e.g., take-a-break, social conference, buddy room and fix-it plans).	①	②	ⓧ
10. Respectful interactions are exhibited between students and teacher.	①	②	
11. Respectful interactions are exhibited among students.	①	②	
12. Teacher exhibits knowledge of individual students.	①	②	
Language	**Yes**	**No**	**N/A**
13. Teacher uses inclusive language.	①	②	
14. Instructions are clear and simple.	①	②	
15. Teacher asks open-ended questions that elicit multiple perspectives from students.	①	②	
16. Teacher uses language that encourages and facilitates student reflection (academic and/or social).	①	②	
17. Teacher uses specific reinforcing language rather than general praise.	①	②	
18. Teacher uses reminding language stating facts, not judgments.	①	②	
19. Teacher uses redirecting language that is calm, confident and neutral and names what went wrong.	①	②	ⓧ
Student-Centered Environment	**Yes**	**No**	**N/A**
20. Widespread and varied student work is displayed.	①	②	
21. Students collaborate with one another.	①	②	ⓧ
22. Seating assignments allow for maximum inclusion and cooperation.	①	②	
23. Students have multiple opportunities for active involvement and responsibility in the classroom.	①	②	

	Yes	No	N/A
24. Students exhibit active involvement and responsibility in the classroom.	①	②	
25. Teacher actively listens to students.	①	②	
26. Teacher pays attention to individual students in a positive way.	①	②	
27. There are opportunities for students to have dialogue and negotiation centered on classroom/student issues (academic and/or social).	①	②	ⓧ
28. There are widespread opportunities for students to interact verbally.	①	②	
29. Majority of classroom talk is focused conversation among students with minimal teacher talk.	①	②	
30. There are multiple opportunities for students to have choice.	①	②	ⓧ
Collaborative Structures	**Yes**	**No**	**N/A**
31. Partner-work (e.g., Pair and Share, Turn to a partner) is observed.	①	②	
32. Small group work (3 or more students) is observed.	①	②	
CARE Circle: General Observations			
33. Students come to the circle in a respectful manner.	①	②	
34. Students are organized in a circle that allows participants to see, hear and relate to everyone.	①	②	
35. Pace of CPR is appropriate.	①	②	
36. All components of CPR are present and in order.	①	②	
CARE Circle: Greeting			
37. Greeting is socially safe, respectful and friendly.	①	②	
38. Teacher/student models greeting, if needed.	①	②	ⓧ
39. All students participate in the greeting.	①	②	
40. Teacher monitors the greeting.	①	②	
41. Greeting takes about 2-5 minutes to complete.	①	②	
CARE Circle: Sharing			
42. Teacher designates form of share, e.g., whip, topic, partner, rotation etc.	①	②	
43. Students participate in share by listening to others, asking questions of the sharer, etc.	①	②	
44. Teacher facilitates to keep focus and pace.	①	②	
45. Share takes about 3-5 minutes to complete.	①	②	
CARE Circle: Activity			
46. Teacher/student models activity, if needed.	①	②	
47. Activity is safe, engaging and meets the goals for the day.	①	②	
48. Activity focuses on cooperation as opposed to competition.	①	②	
49. Activity is inclusive.	①	②	
50. Activity is played with courtesy and self-control.	①	②	
51. Teacher monitors activity.	①	②	
52. Activity takes about 3-5 minutes to complete.	①	②	
CARE Circle: Morning Message/Daily News			
53. Morning Message/Daily News and Announcements is visible when students	①	②	

enter the classroom.			
54. There is an interactive element included that addresses some learning, either social or academic.	①	②	
55. On-going curriculum and events are incorporated in the message.	①	②	
56. The interactive component(s) is processed by the whole group.	①	②	
57. Morning Message/Daily News and Announcements is visible and read aloud at the end of CPR.	①	②	
58. Time frame is about 3-5 minutes.	①	②	

Observation/Field Notes

Routines and Procedures
Relationships
Language
Student-Centered Environment/Collaborative Structures
CPR

Describe how the CARE Foundations Team/CARE Leads are structured in your school (i.e., how many teachers, which grades, how were they chosen)
• CARE Lead, 1 teacher rep from each grade level and ECE department principal
• School level chosen based on level of DDMS training.
• CARE lead = Teacher; Administrator = Asst. Principal; Team Leader's from each 6th/7th grade
• We have a CARE lead who has 2 other teachers who assist her. They make units to CPR and provide PD to the faculty.
• The administration and the 2 leads serve as the team. ILT is also involved in the CARE discussion.
• 1 Care lead Care committee that meets or has a discussion group utilizing JCPS online
• I have a foundation CARE/lead in my building and a CARE leader on each team. 5 teams all grades.
• We currently have one building lead, who was chosen based on leadership qualities and positive relationships with students in 6 -8 grades. Next year, we will continue to have the building lead, along with a lead at each grade level.
• Attempt to have 2 reps from each grade
• One teacher, sixth grade teacher, CARE lead was selected based on the background in social services and her enthusiasm for implementing this program after the training
• We have a CARE lead to school climate that gives input to our care level
• We have a teacher representation from every grade level, ECE & related arts. The administrative is also part of the CARE committee.
• CARE lead and 2 APS & All team leaders (6-7-8)
• We have an administrator and a CARE lead who work with the Care team. At each grade, there is a teacher that serves on the committee.
• 1 teacher for all 3 grades
• Teachers from all grade levels were invited to become members of Ramsey's CARE team.
• We currently have one lead for school and working on building capacity
• It includes a teach rep from all 6th/7th grade teams that implement CARE. Next year that will grow as we move to school wide implementation.
• 1 teacher for the school - it needs to be constructed differently for next year
• 1 teacher as CARE lead
• We had representation from each grade level- team is being restructured for next year. We also have administrators on team.

Describe to what extent CARE for Kids is part of your school's faculty meetings.
• Problems discussed modeling done by lead & teacher reps
• CPR conducted during most IHT meetings
• CPR's are incorporated into meetings
• We use CARE to start faculty meetings about once per month
• It is discussed at many but not all.
• Very little - I have only been here since January
• 80% of our meetings follow the model.
• We dedicated half of a faculty meeting each month to discuss our schools implementation and progress with CARE. We also adhere to our staff social contract during meetings and use CARE components such as games, reflections, sharing during many of our meetings.
• Until the holiday break, CFK was the major part of our faculty meetings
• We conduct rituals and celebrations at our faculty meetings. However, meetings are not structured exactly like a CPR.
• We begin each meeting with CARE celebrations
• The CARE committee meets 2x monthly. WE have a portion of every faculty meeting designated for CARE development.
• We have used CPR and few times at meetings with the whole faculty. We developed a social contract at our 1st meeting of the year and provided training for developing a social contract on each team.
• We usually start off our faculty meeting with a greeting , sharing, and celebration.
• Have done some circles
• CPR is a part of most of the faculty meetings. Care for Kids is a topic of discussion at many PD sessions and team meetings.
• Every meeting we do a CFK activity - various teams run the activity
• I try to do a CARE activity on our PD days.
• Every faculty meeting opens up with CPR
• In the last 6 weeks we have had 2 staff meetings about CFK
• We try to include at most faculty meetings- will be more intentional for 10-11 school year.

How often do the CARE Foundations leaders or CARE Leads meet with other teachers to discuss implementation of CARE for Kids?
• Weekly in term meetings
• This is an area of needed improvement for us
• One per month
• They visit classrooms and provide feedback on a somewhat regular basis.
• As needed
• We discussed that CARE lead has not had the opportunity to get to classrooms like he would have liked.
• They meet on a weekly basis and plan collaboratively.
• It depends on the need. Ms. Curry often works with other teachers on the correct implementation of CARE on a daily basis. Email communications regarding CARE are sent every week.
• 2-3 times per year
• Weekly
• Daily/Weekly depending on the team & teachers
• Weekly
• Training offered several times- sharing strategies and reflection.
• They seldom meet with teachers individually. They meet sometimes with teams.
• Weekly
• Meetings are held when deemed necessary. Topics of discussion focus on student and teacher interactions
• Scheduled days after school as needed
• They meet once a week as a team and expectations to report out from Co.
• Not enough
• Weekly meetings are scheduled but not widely attended
• Monthly/ and during grade level meetings as needed.

Have you observed CARE for Kids in a classroom this past month? If so, please describe what you observed.
• No
• Yes, I observed student making hurtful statements about another student. The teacher processed it by noticing and pr
• Yes, students were participating in greetings
• I observed in a CPR unit today. I missed the introduction, but made it on for the morning news, and activity.
• Yes. All components done effectively.
• No in past month
• Yes, every week administration observes our participants. We also do 11+ meetings.
• Yes, I have observed several CPR's in action during the past month. During these times I have observed shares activities (silent ball, Ms. Mumbles, etc..) and greetings
• Yes- CPR great, share, activity - very seldom news
• yes, I observe teachers forming relationships by playing math games/activities with the students.
• Yes, the students reflected on the daily news and discussed how students can be prepared for the KCCT and they later played a CPR reflective toss activity.
• Observed CPR - Ball toss, snow ball share & greeting, do you like your neighbor activity & announcement/newspaper posted. Teacher led, student obviously knew the routine.
• Yes, I observe student sharing what they did over the weekend. Then they discussed test taking strategies - giving ideas over knowledge to each other. They then did "when the cold wind blows" as an activity. The news/announcements were missing.
• No
• Most classes focused on the "fun" component-playing games.
• All administrators are assigned to a team to participate in care activities - the numbers activity to is last on observed.
• Yes we had a student die unexpectedly as a part of an accidental shooting and needed an appropriate outlet for all leads to express/deal with grief; so I went to a CPR and joined as well. Saw reflective language, respectful interactions, connections and a real sense of community
• Yes - not all teachers using all the components everyday i.e. Y charts, not referring to social contract, daily news not evident, activities not being played, lack of greeting
• I participated in a snowball questioning circle
• No