

## CARE for Kids: School Climate Data

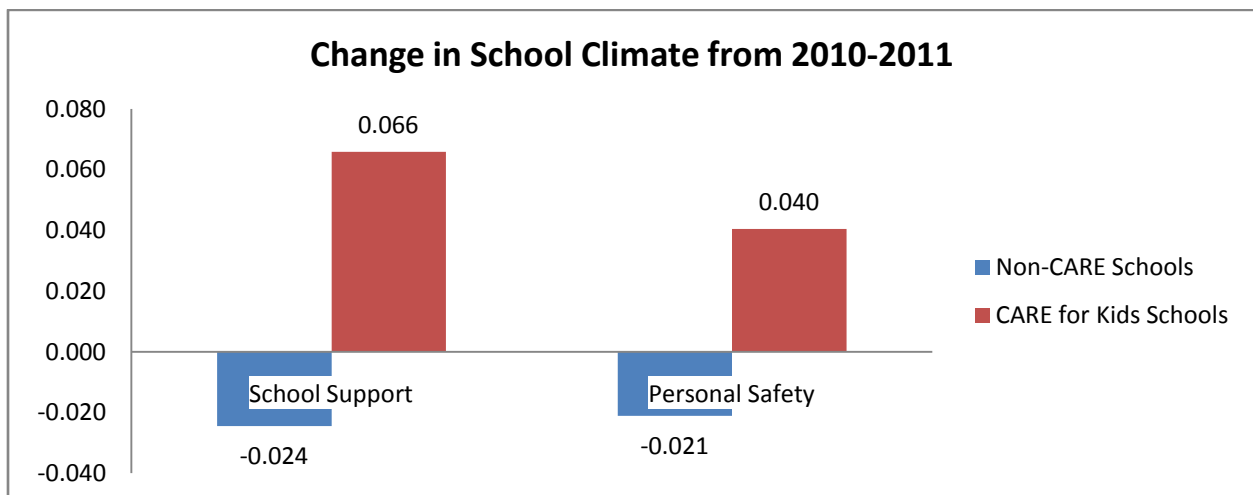
Each year, district-wide Comprehensive Surveys are collected from all 4<sup>th</sup> and 5<sup>th</sup> grade students and all middle school students in February to assess school culture and climate. Ten areas of school climate are examined in relation to the CARE for Kids initiative: Satisfaction, Engagement, Belonging, Discussion, Support, Safety, Political Discussion, Conflict Resolution, Positive Character, and Teaching.

### Elementary:

Currently, staffs from 70 elementary schools have been trained on CARE for Kids. In 2008-2009, 28 elementary schools participated in the CARE for Kids program. An additional 26 elementary schools were added in the 2009-2010 and another 16 elementary schools join in the 2010-2011 school year for a total of 70 elementary schools. The district comprehensive surveys were examined to assess whether school climate has changed in the following 10 areas: Satisfaction, Engagement, Belonging, Discussion, Support, Safety, Political Discussion, Conflict Resolution, Positive Character, and Teaching.

When comparing the data of CARE schools against non-CARE schools, there were significant differences in growth in two areas of school climate: School Support and Personal Safety. School support includes items such as 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.' Personal Safety consists of the following items: I feel safe walking to and from school,' 'I feel safe outside the building before and after school, and 'I feel safe at school.' CARE for Kids schools significantly grew more than non-CARE for Kids schools in those two areas.

The growth represented approximately half a standard deviation difference in School Support (e.g., a large effect size) and a third of a standard deviation difference in Personal Safety (a medium effect size).

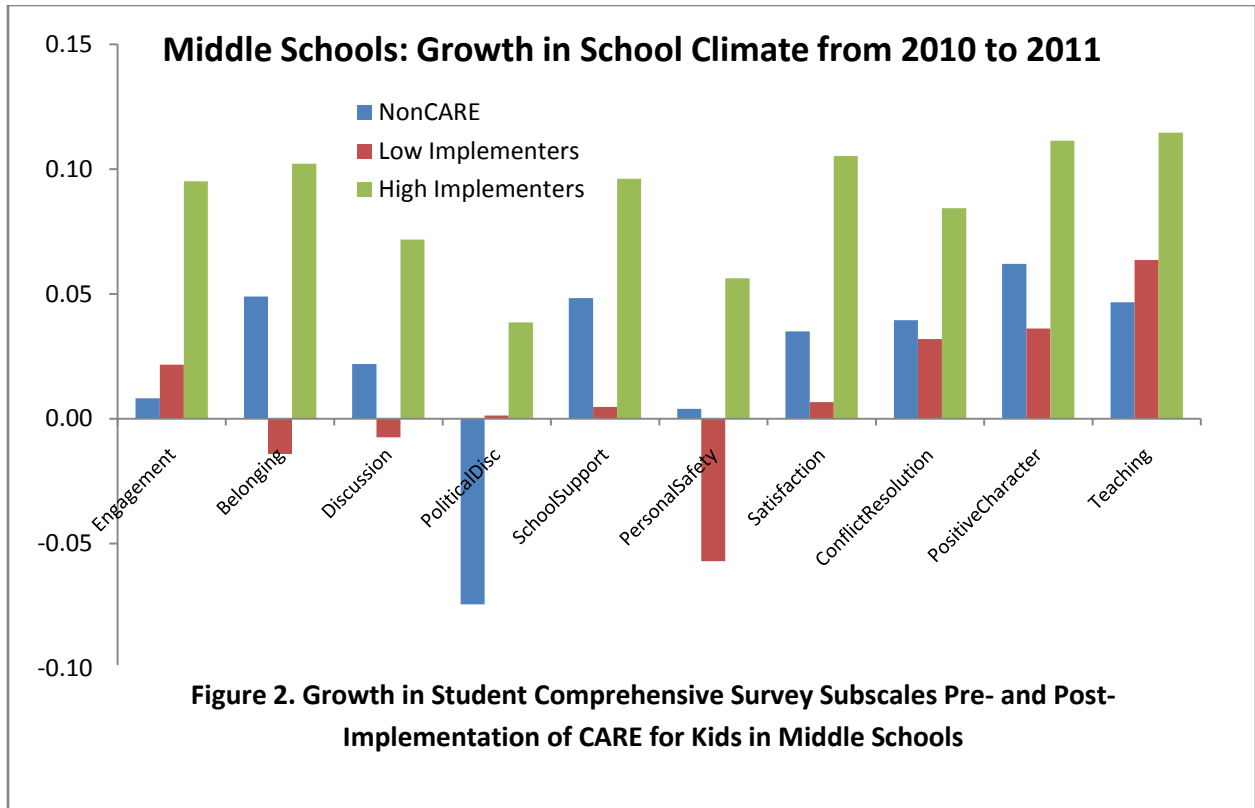


Interestingly, when the elementary data are disaggregated by cohort (when they started the program), the data show that the most growth in school climate was made by the first and second year implementers. The schools in their third year of implementation are showing lower growth. This may be for 1 of 2 reasons. The third year implementers have shown high growth for the past two years. It is possible they have reached a point where gains are smaller because students have attended their CARE schools for several years. Second, the third year implementers received less district support this year in terms of after-school professional developments so it might be the implementation was impacted by this factor. The implementation survey is being collected in May and will help delineate the degree to which implementation across the different cohorts vary.

### Middle Schools

Currently, 20 middle schools are implementing CARE for Kids, with 10 schools implementing in all grades, 10 schools implementing it partially (e.g., not all classes or not all grades). Five schools are not implementing CARE. The district comprehensive surveys were examined to assess whether school climate has changed in the following 10 areas: Satisfaction, Engagement, Belonging, Discussion, Support, Safety, Political Discussion, Conflict Resolution, Positive Character, and Teaching. When comparing the data of CARE schools against non-CARE schools, there were no significant differences in growth in school climate. There were also no differences when comparing partial, whole school and non-CARE implementers.

Implementation level (above) is largely defined based on principal feedback and does not assess the level of quality of implementation. This past year, walkthroughs of randomly selected CFK trained teachers were conducted by the middle school CARE resource teachers as well as the project evaluator. When implementation level was defined using walkthrough data, it resulted in 4 high implementation schools and 6 low implementation schools. Ten schools did not have a sufficient number of teachers observed to include in the analysis. The high and low implementers, along with the 5 non-CARE schools were compared in their school climate data. A multivariate analysis of variance showed that there was a marginally significant difference between high and low implementers in growth in school climate with the high implementers increasing in school climate more than low and non-implementers of CARE,  $F(8,20) = 2.88, p = .06$ . The data suggest that support for implementation of CARE is critical in order for the program to impact student perceptions of school climate.



Note: Total N was 15 with 5 NonCARE schools, 6 Low Implementation Schools, 4 High Implementation Schools.