Jefferson County Public Schools
Shaping the Future

Dr. Sheldon Berman, Superintendent

CARE for Kids: Elementary

2009-2010

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EXECUTIVE SUMMARY

Background

- CARE for Kids (CFK) is a district-wide social and emotional learning program aimed at providing significant and engaging learning opportunities that allow students to experience membership in a safe and caring community of learners. In 2008-2009, 28 elementary schools participated in the CARE for Kids program. An additional 26 elementary schools were added in the 2009-2010 school year for a total of 54 participating elementary schools.
- The current report summarizes the formative data collected during the 2009-2010 school year. Multi-methods were used to collect data including surveys, observations, and secondary data.
- Observation data were collected at 9 schools, chosen at random, by the CARE for Kids elementary project manager and resource teachers.
- To assess staff perceptions and implementation, survey data were collected at the 54 elementary schools that were implementing CARE for Kids.
- District-wide Comprehensive Surveys were collected from all school staffs and intermediate elementary students in February to assess school culture and climate.

Major Findings: Walkthrough Data

- Implementation was assessed through walkthroughs and teacher self-reports. The walkthrough data showed that the strongest components of CARE for Kids observed were in the areas of Relationships and implementation of Morning Meeting. A total of 89% of observed classrooms were rated as exemplary or effective in the implementation of Relationships. About 81% of observed classroom were rated as exemplary or effective in implementation of the general components of Morning Meeting.
- The lowest implementation areas were in the areas of Routines and Procedures and Student-Centered Environment. About 64% of observed classrooms were rated exemplary/effective in Routines and Procedures and 56% of observed classrooms were rated exemplary/effective in Student-Centered Environment.

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

- Staff reported implementation was significantly related to their ratings of District Support, Teacher Beliefs about CFK, and Principal Support. Higher District Support, higher Principal Support and more positive teacher attitudes toward the program were related to higher implementation of CARE for Kids components (e.g., Morning Meeting, partner work).
- In regards to the Comprehensive School surveys, students who attended CARE for Kids schools showed more growth in the areas of School Satisfaction, School Engagement, School Belonging, School Discussion, Personal Safety, Political Discussion, and Positive Character than students at non-CARE for Kids schools. Implementation levels of CFK were positively related to growth in School Support and School Belonging. No differences between CFK and non-CFK schools were seen in teacher surveys or parent surveys.

Major Findings: Attendance, Suspensions, Student Achievement

- Examining attendance and suspension data for CFK schools vs. non-CFK schools showed that there were not significant differences between the groups. When examining the relationship between CFK implementation and attendance and suspension, the data showed that higher implementation was significantly related to an increase in attendance and a decrease in suspensions.
- Student achievement data will be available in September 2010 and analyzed to examine the impact of CFK on reading, math, science and social studies.

Introduction

In order 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 28 elementary schools. In 2009-2010, an additional 26 elementary schools received CARE for Kids professional development for a total of 54 CARE for Kids elementary schools. Next year in 2010-2011, an additional 16 elementary schools will be receiving professional development on CARE for Kids, for a total of 70 CARE for Kids elementary schools by the end of the 10-11 school year.

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).

CARE for Kids Components

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) *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 is to determine the impact of the CARE for Kids initiative on school climate and culture, instructional practices, parent engagement, and student outcomes. The primary evaluation questions for the CARE for Kids program are:

1) To what extent was the Care for Kids program implemented in the targeted 54 elementary schools in 2009-2010?

2) What is the impact of Care for Kids on school culture and climate?

3) What is the impact of the Care for Kids initiative on attendance, suspensions, and achievement?

4) Is there a differential impact of CARE for Kids when considering demographic variables (i.e., socio-economic status, race)?

5) What are district, school, and teacher factors that challenge or facilitate implementation of the program?

The evaluation design utilized was a 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. Data were compared to non-CARE for Kids schools, whenever possible. For the 2009-2010 school year, the focus was on formative data. The purpose of the formative assessment was 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: A sample of 9 CARE for Kids schools was randomly selected in 2009-2010 to be observed by the CARE for Kids resource teachers. Walkthrough data were synthesized to provide an overall report to the CARE for Kids district and school leadership teams on the implementation of the CARE for Kids program. Data were used to guide the planning of the 2009-2010 Institute and follow-up sessions. Overall, from 2008-2009 through the end of 2009-2010, total of 26 schools (48%) have been observed for CARE for Kids implementation by either the district leadership team or the project evaluator.

End-of-Year Surveys: An end-of-year survey was distributed to all staff involved with the CARE for Kids model via JCPS online in May 2010. Instructions were given to the principals to distribute the survey to all K-5 teachers, instructional assistants, itinerant teachers, ECE teachers, counselors, and FRYSCs at their school. Across the 54 schools, a total of 1,518 surveys were returned for an overall response rate of 66%. Cohort 1 (who began CFK in 08-09) had a response rate of 62% while Cohort 2 (who began CFK in 09-10) had a response rate of 71%. The survey covered staff perceptions of the CARE for Kids model, as well as provided a self-report of their

implementation of different CARE for Kids components. School-level data reports were provided to school principals, as well as the CARE for Kids district leadership team to assess the level of implementation after Years 1 and 2.

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, as well as the social-emotional, civic, and moral connections that are important for student learning. Schools will be given their data results from the 2007-2008, 2008-2009, and 2009-2010 Comprehensive School Surveys during their 2010 Summer Institute. These data will 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.

RESULTS

Walkthroughs/Observations

One of the ways implementation of CARE for Kids was assessed in 2009-2010 was through classroom observations. Observations were conducted at each grade level K-5 from 9 randomly selected CARE for Kids schools. It should be noted 17 schools were not included in the random selection because 6 schools had previously been observed in 2008-2009, and 11 schools were involved in projects that required CARE for Kids observations be conducted by the evaluator. Therefore, the 9 schools selected for walkthroughs actually represented 24% of the sampling frame. Observations were conducted by JCPS CARE for Kids (CFK) coordinators using a walkthrough instrument developed by the district CARE for Kids staff in conjunction with the project evaluator. The observation checklist included items related to Routines and Procedures, Relationships, Language, Student-Centered Environment, and Morning Meeting. Items were rated by observers as Present, Not

Present, or Not Applicable. A collaborative team developed the 58-item observation rubric (see

Appendix). Below are the components observed with examples of items from each subscale:

CARE for Kids Walkthrough Subscale	Sample Walkthrough Items
Routines and Procedures	'Classroom norms are 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.'
Morning Meeting: General	'Students come to the circle in respectful manner,' 'All components of Morning Meeting 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	20%	44%	32%	4%	0%
Relationships	36%	53%	10%	1%	0%
Language	23%	41%	33%	2%	1%
Student-Centered Environment	22%	34%	39%	5%	0%
CARE for Kids Walkthrough Subscale, Morning Meeting specific	Exemplary Implementation	Effective Implementation	Some Implementation	Limited/ Ineffective Implementation	No Observed Implementation
Morning Meeting: General	41%	40%	11%	6%	3%

Morning Meeting: Greeting	78%	14%	3%	3%	3%
Morning Meeting: Sharing	67%	14%	3%	3%	14%
Morning Meeting: Activity	58%	8%	8%	3%	22%
Morning Meeting: Morning Message/ Daily News	34%	43%	18%	6%	0%

When summarizing each of the subscales across all the observed schools, the highest implementation areas were in the area of Relationships and Morning Meeting. 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	❖ Classroom Norms list is positively stated and posted (34% No) ❖ Widespread use of visuals to create positive expectations (39% No)
Student-Centered Environment	❖ Majority of class is focused conversation among students with minimal teacher talk (65% No) ❖ Students have multiple opportunities for involvement and responsibility in the classroom (49% No) ❖ There are widespread opportunities for students to interact verbally (48% No)

End of Year Surveys

The end-of-year survey was distributed in May 2010 to the 54 CARE for Kids schools in order to assess staff perceptions of CARE for Kids, self-report of CARE for Kids implementation, and general perceptions of the CARE for Kids program. To examine the external validity of the survey, the staff responses on implementation were compared to the implementation as assessed by walkthroughs. Overall, there was a positive correlation of .30 between the staff surveys and the walkthrough data. In other words, the walkthroughs and the staff survey

results were somewhat aligned in that schools that had higher walkthrough scores had staff that reported higher implementation on the survey.

Overall, the implementation data was similar to the walkthroughs conducted in that Morning Meeting were reported as highly implemented (almost everyday),whereas the lowest implementation was for collaborative learning structures (e.g., Pair and Share, Small group). Staff perceptions of the program were high with over 83% recommending it to others. The chart below shows the data disaggregated by question. The highest rated items were in areas related to principal support of the program, and the lowest rated items were in areas asking about principal feedback, the impact of CFK on academic achievement, and the access to expertise from the district CFK team.

Question	N	Average (1 = Strongly Disagree to 5 = Strongly Agree)	% Agree/Strongly Agree
I believe that CFK is a good way to improve students' character and school climate after having worked with it.	1507	4.11	83.76%
I closely followed the components of the CFK model.	1506	4.01	86.30%
My principal attended the CFK training with teachers.	1502	4.38	91.49%
I was often visited by my principal to see the CFK program in progress.	1481	3.63	68.63%
I was provided feedback from my principal following (his or her) visits.	1472	3.61	65.52%
My principal is supportive of the CFK model at our school.	1498	4.44	93.63%
I received quality professional developments from the *district* CFK team.	1502	4.17	85.42%
I received quality follow-up support from the *district* CFK team.	1499	3.98	78.22%
I have access to expertise from the *district* CFK team when implementation problems are encountered.	1490	3.88	66.48%
I received quality support from *my school's* CFK Leadership team.	1493	4.07	83.78%

I have access to expertise from *my school's* CFK Leadership team when implementation problems are encountered.	1502	4.06	82.89%
I would recommend the CFK model to other schools.	1500	4.11	82.69%
CFK made a positive difference in the social emotional development of my students.	1493	3.94	76.28%
CFK made positive difference in the climate of my classroom.	1483	3.93	75.07%
CFK made a positive difference in the academic development of my students.	1490	3.66	60.60%
Overall, I enjoyed learning and implementing the CFK model.	1499	4.02	84.08%
How often did you implement:		**Less than once per week**	**% Every Day**
Morning meetings	848	3.3%	92.9%
End-of-day meetings	843	22.7%	46.3%
How often did you implement:		**Less than once per week**	**% Every day/At least 2 times per day**
Partner activities involving 2 students (e.g., Think, Pair, Share, Turn to a Partner)	839	15.3%	54.3%
Small group activities involving 3 or more students	839	14.7%	55.9%

The End-of-Year survey items were reduced to five factors: Principal Support, District Support, School Support, Teacher Beliefs about CFK, and Implementation. Staff reported implementation was significantly related to the other factors, especially Teacher Beliefs about CFK, $r(1356) = 0.49$, $p < .01$, District Support, $r(1352) = 0.46$, $p < .01$, and Principal Support, $r(477) = 0.49$, $p < .01$. Further analyses showed that the primary variables related to implementation were whether teachers supported the CARE for Kids program and the ratings of the district's professional development.

Teacher Reported Implementation of Morning Meeting and Other CARE for Kids Components

Respondents were asked to state the extent to which they were implementing CARE for Kids components including Morning Meeting, Check-in Meeting, Class Meeting, and collaborative learning structures.

The extent to which respondents reported implementing those components is in the chart below.

Overwhelmingly, the most likely component to occur on a daily basis was Morning Meeting and the least likely

to occur in a given day was Class Meeting.

Approximately how often did you implement the following CFK components during the current school year (2009-2010)?	Rarely/Never	Once every 2 or 3 months	Once or twice every month	Once or twice every week	Everyday/ Almost every day
Morning Meetings	1.77%	0.94%	0.59%	3.77%	92.92%
Class Meetings	3.80%	7.72%	25.53%	33.85%	29.10%
Check-in/ End-of-Day Meetings	8.90%	4.51%	9.25%	31.08%	46.26%
	Rarely/Never	Once or twice every month	Once or twice every week	Once every day	At least two times per day
Partner Activities	4.53%	10.73%	30.39%	33.61%	20.74%
Small Group Activities	5.13%	9.54%	29.44%	31.94%	23.96%

For Cohort 2 CARE for Kids schools (schools that began CFK in 2008-2009), they were also asked

about 4 additional components that were rolled out in 2009-10: Buddies, Homeside Activities, Logical

Consequences and Behavior Intervention Strategies. The following chart breaks down the data for the

respondents in Cohort 2. Overall, Cohort 2 schools were more likely to be implementing Buddies than

Homeside Activities. About one-quarter (27%) of respondents were rarely or never implementing

Homeside Activities.

Approximately how often did you implement the following CFK components during the current school year (2009-2010)?	Rarely/Never	Once every 2 or 3 months	Once or twice every month	Almost every week
Buddies	11.68%	17.83%	52.05%	18.44%
	Rarely/Never	**Once every 2 or 3 months**	**Once or twice every month**	
Homeside Activities	27.12%	28.78%	44.10%	
Do you agree with the following statements?	**No**		**Yes**	
I use logical consequences related to behavior when needed (e.g., restitution, restriction/temporary loss of privilege, restoration and reflection)	2.69%		97.31%	
I use behavior intervention strategies when needed (e.g., take-a-break, problem-solving conference, buddy room)	2.46%		97.54%	

Because student voice was a component that the 2008-2009 evaluation found to be an area of improvement, specific questions were asked this year on the extent to which student voice is incorporated into the classroom in the form of formal and informal collaborative structures. The charts below depict the extent to which partner and small group activities are being implemented across different content areas throughout the day. Overall, the areas where partner activities were the most likely to be implemented were Math, Class Meetings, and Reading. The areas where partner activities were least likely to be implemented were Writing and Social Studies. Small group activities were most likely in Reading and Math and least likely to occur in Class Meetings, Social Studies, and Writing.

To what degree do you use partner work (e.g., Pair and Share, Turn to a Partner)?	Rarely/Never	Once every 2 or 3 months	Once or twice every month	Once or twice every week	Everyday/ Almost every day
Reading	4.37%	3.21%	7.71%	32.65%	52.06%
Writing	8.32%	4.94%	18.21%	44.73%	23.80%
Math	3.42%	1.92%	5.06%	29.96%	59.64%
Science	5.11%	3.27%	11.79%	38.64%	41.19%
Social Studies	8.32%	5.36%	19.46%	41.18%	25.67%
Class meetings	3.45%	4.07%	9.62%	23.80%	59.06%

To what degree do students work in small groups (3-5 students) in the following areas ?	Rarely/Never	Once every 2 or 3 months	Once or twice every month	Once or twice every week	Everyday/ Almost every day
Reading	2.54%	1.78%	5.22%	19.08%	71.37%
Writing	9.65%	6.95%	19.43%	36.04%	27.93%
Math	1.89%	2.84%	6.35%	29.46%	59.46%
Science	3.76%	3.48%	11.68%	37.83%	43.25%
Social Studies	9.08%	6.42%	19.69%	38.55%	26.26%
Class meetings	13.98%	6.93%	15.49%	23.43%	40.18%

Comprehensive School Surveys

The JCPS Research Department administered the Comprehensive School Surveys to all elementary school staff (certified and classified) and intermediate students (4th and 5th graders) in February of 2010. A total of 13,789 student surveys were returned for a response rate of 89%. Because there were 54 elementary schools participating in CARE for Kids this school year, there was not a comparable comparison group. Therefore, the focus of the comparision data was to look at data from participating schools in 2009-2010 against their own data in 2008-2009, and to look at the relationship between implementation of CARE for Kids and outcomes.

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

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.'

10) Teaching- consists of 7 items including 'I have great teachers,' 'I feel my teachers really enjoy teaching me,' ' I get individual attention from my teachers to help me learn,' 'I can talk about my school progress with my teachers.'

First, in terms of overall change from 2008 to 2010, CARE for Kids school showed statistically significant improvements in almost all of areas of school climate. The largest gains were in the areas of School Engagement, Teaching, and Personal Safety. CARE for Kids schools were also compared to the non-CARE for Kids schools in

terms of growth in school culture from 2008 to 2010. As shown below, CARE for Kids schools outperformed non-CARE for Kids schools in growth of Overall Satisfaction, School Engagement, School Belonging, School Discussion, Personal Safety, Political Discussion, and Positive Character.

CSS Student Construct	CFK Schools 2008	CFK Schools 2010	CFK Schools Change	Non-CARE for Kids Schools Growth from 2008 to 2010
Overall Satisfaction	3.13	3.19	0.06*	0.00
School Engagement	2.98	3.15	0.17*	0.10*
School Belonging	3.14	3.22	0.08*	0.05
School Discussion	3.06	3.16	0.10*	0.05*
School Support	3.37	3.37	0.00	-0.01
Personal Safety	3.08	3.21	0.13*	0.09*
Political Discussion	2.70	2.79	0.09*	0.06*
Conflict Resolution	3.14	3.22	0.03	0.01
Positive Character	3.28	3.36	0.08*	0.06*
Teaching	2.86	3.32	0.46*	0.46*

*ps < .05
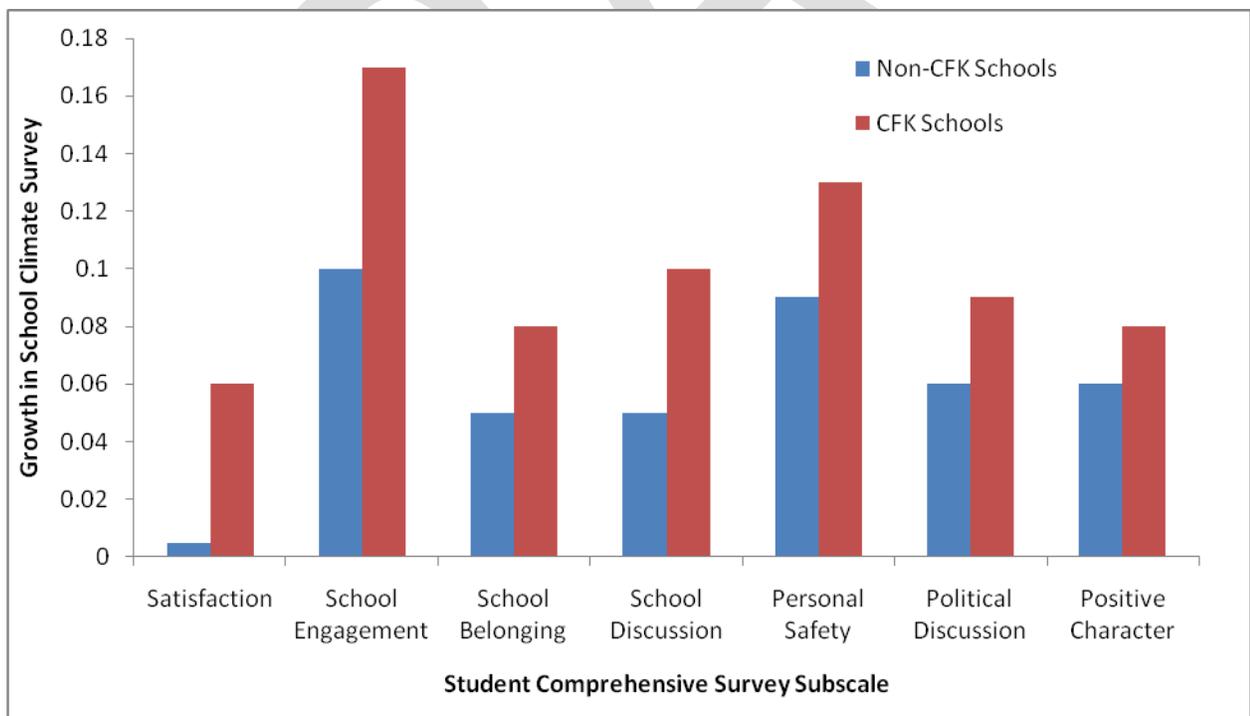
Impact of CFK on Schools with High Free-Reduced Lunch and/or High African-American

One question about the impact of CARE for Kids was whether there is a differential impact on schools with high free or reduced lunch or high proportions of African-American students. In particular, the district's analysis of African-American students has shown ratings of school climate than students who are non-African-American. For the analyses, median splits were run to categorize all 90 elementary schools as either higher or lower in free/reduced lunch or higher or lower in the proportion of African-American students. The data analyses showed there was not a significant interaction between whether a school was CARE for Kids and their free/reduced lunch level, but there were significant interactions between CARE for Kids and whether schools were high or low in their proportion of African-American students. Specifically, CFK schools with higher proportions of African-American students showed more growth in the areas of Satisfaction, School Belonging, School Discussion, and Personal Safety than CFK schools with lower proportions of African-Americans and non-CFK Schools. Thus, the data suggests that CARE for Kids has a greater impact on schools with a high proportion of minority students.
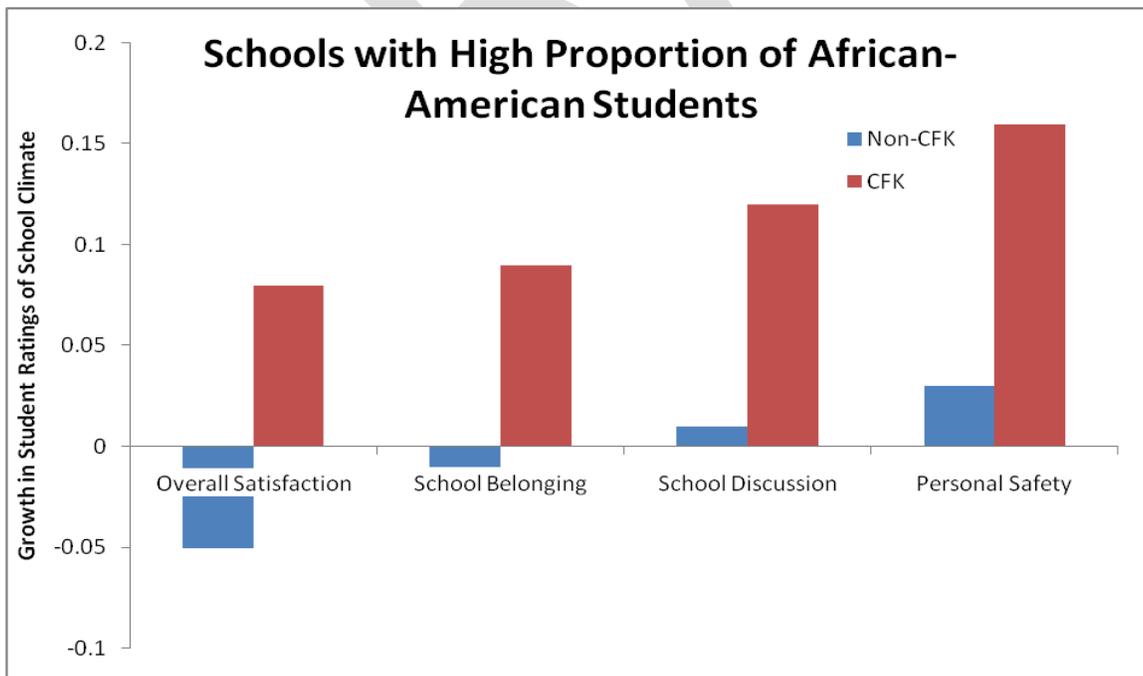
Implementation Level and Outcomes

Implementation (as reported by teachers on the end-of-year survey) was also examined in relation to growth in school culture/climate. Correlation analyses showed that the higher the implementation of CARE for Kids reported by teachers, the higher the growth in students ratings of School Support and School Belonging, $r(54) = .44$, $p<.01$ and $r(54) = .37$, $p<.01$, respectively. Specifically, when CARE for Kids implementation was higher, there was higher growth in percent of students who agreed with statements such as 'I feel my teachers really care about me' and 'I feel that I belong in my school.'

Teacher Ratings of School Climate

Similar analyses were conducted on the Teacher Comprehensive School Surveys. The constructs from the Teacher CSS that were analyzed consisted of the following:

1) Curriculum- consists of 5 items including 'I am requiring my students to do more challenging reading than in previous years', 'Students at my school develop confidence in applying mathematical strategies to real-life situations outside of school,' and 'I provide learning activities that help my students become better writers.'

2) Job Satisfaction- consists of 3 items including 'I am satisfied with the quality of communication in JCPS', 'I am very satisfied with my JCPS position', and 'I would recommend JCPS as a good place to work.'

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

4) 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.'

5) School Administration- consists of 5 items including 'My principal provides effective leadership', 'My school is effectively implementing a plan to close the achievement gap,' and 'Site-Based Decision Making has helped to improve my school.'

6) School Belonging- consists of 3 items including 'I feel strong ties with other faculty and staff in my school', ' I feel like I am part of the school community,' and 'My group of colleagues at school is well though of by other faculty and staff.'

7) School Support- consists of 3 items including 'I feel the teachers at my school really care about their students,' 'I believe students at my school can talk with their counselor or dean', and 'My school provides a caring and supportive environment for students.'

8) Site Safety- consists of 4 items including 'Safety concerns, when reported, are handled in a timely manner', 'Adults in my school intervene in any unsafe situation they observe,' and 'I would intervene in any unsafe situation I observe.'

9) Student Assessment- consists of 3 items including 'Teachers effectively align their lessons with common district assessments each grading period,' 'My school implements a system to regularly track student proficiency throughout the year', and 'My school implements an effective system of regularly analyzing student work.'

10) Teaching- consists of 8 items including 'I assign meaningful homework on a regular basis', 'Teachers at my school provide effective instruction,' and 'My colleagues and I work together to advance student learning.'

Multivariate analyses comparing the CFK schools against the non-CFK schools on teacher perceptions of school climate showed that there was no significant differences between groups, except that teachers in the CFK schools had more growth in the area of School Resources, $F_{(10,79)} = 1.35$, $p > .05$. In addition, exploratory analyses were run to examine if there was a relationship between implementation and the CSS. Analyses suggested there was a positive correlation between implementation and growth in Teaching and Curriculum,

$r(54) = .33$, $p<.05$, $r(54) = .32$, $p< .05$, respectively. In other words, the higher the implementation, the higher in growth in the proportion of respondents that agreed with statements such as "My colleagues and I work together to advance student learning,' and 'I am requiring my students to do more challenging reading than in previous years.'.

Lastly, analyses were conducted on the Parent Comprehensive School 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 'Myc hild 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 the CFK schools against the non-CFK schools on parent perceptions of school climate showed that there was no significant differences between groups.
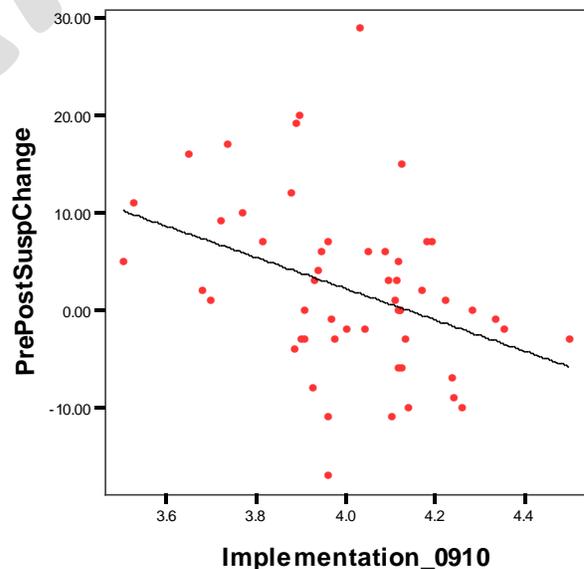
Attendance, Suspensions, Achievement

Attendance and suspension data were examined for CARE for Kids and non-CARE for Kids schools. Data were analyzed to examine the change in student attendance rate and the change in the number of student suspensions from 2009 to 2010 for both CARE for Kids schools and non-CARE for Kids schools. Overall, there was not a significant difference in change in student attendance, $t(88) = -.19$, $p > .05$, nor change in suspensions, $t(88) = -.76$, $p > .05$.

When examining the implementation ratings on CARE for Kids, analyses showed there were significant differences between high and low implementers of CFK in change in attendance and suspensions. Correlations showed that higher implementation was related to growth in attendance pre- and post- schools' implementation of CFK, $r(54) = 0.44$, $p < .001$. Higher implementation of CFK was also related to a drop in suspensions pre- and post- schools' implementation of CFK, $r(54) = -.37$, $p < .05$. The charts depict the relationship between implementation of CARE for Kids and change in attendance and suspensions.

CFK Implementation and Change in Attendance
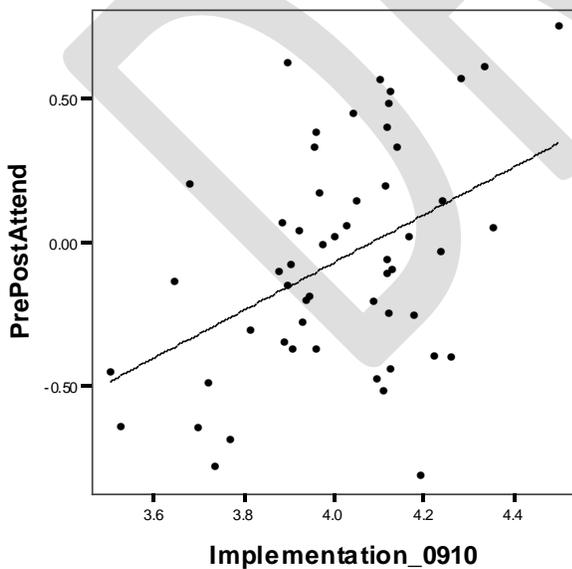
CFK Implementation and Change in Suspensions

Another way to look at the suspension and attendance data is to look at high and low implementers of CARE for Kids using a median split. The chart below depicts the different trends in attendance and suspensions in relation to implementation. High implementers of CFK are improving attendance and decreasing suspensions while Low CFK implementers and non-CFK implementers have a decreasing attendance trend and increasing suspension trend.

Group	N	Change in Attendance	Change in Suspensions
High CARE for Kids Implementers	27	+0.05	-0.52
Low CARE for Kids Implementers	27	-0.16	+4.7
Non-CFK Schools	36	-0.21	+2.5

In terms of teacher attendance, CARE for Kids schools and non-CARE for Kids schools were compared on their 2009-2010 teacher attendance. Teacher attendance was calculated by counting the number of present days and excused absences against the number of unexcused days (dock days). The CFK schools showed higher teacher attendance than the non-CFK schools, although this difference did not reach statistical significance. Teacher attendance at the CFK schools was 94.0% compared to 93.7% teacher attendance at the non-CFK schools

Summary

Observations/Walkthroughs

- Overall, the data reflect generally good fidelity in the areas of morning meeting and respectful interactions among students and between students and teachers.

- Primarily there are two major areas of improvement: routines and procedures and student-centered environment. While most classroom communities are respectful, the level to which students have choices and autonomy is still limited in many classrooms. Moreover, the degree to which questioning is reflective

and discipline involves logical consequences is also limited. It is recommended that future professional developments focus on these areas.

- Year 2 of professional development of the CARE for Kids initiative for Cohort 2 will be focused on discipline, Buddies, Homeside activities, and Schoolwide activities.

End-of-Year Surveys

- Surveys collected at the end-of-year showed that teachers were generally satisfied with the CARE for Kids initiative. Over 83% of teachers would recommend the model to other schools and enjoyed learning and implementing the model. Approximately 77% of teachers believed that CARE for Kids made a positive difference in the social-emotional development of their students and the climate in their classroom.

- Similar to the walkthrough data, the survey suggests there is good implementation of Morning Meetings with over 90% implementing almost every day. Furthermore, congruent with the walkthrough data finding that student-centered environment was rated relatively low, partner and small group work was implemented less than other CARE for Kids components with about 54% of teachers implementing partner/group work almost every day.

Comprehensive Surveys

- When examining 2008 and 2010 Comprehensive Survey results, CARE for Kids schools significantly improved in many area from 2008 to 2010 including School Engagement, School Belonging, and Positive Character.

- Correlation analyses showed that the higher the implementation of CARE for Kids reported by teachers, the higher the growth in students ratings of School Support and School Belonging.

- No differences between CFK and non-CFK schools were seen in teacher surveys or parent surveys.

Attendance, Suspension Data and Student Achievement Data

- Examining attendance and suspension data for CFK schools vs. non-CFK schools showed that there were not significant differences between the groups. When examining the relationship between CFK implementation

and attendance and suspension, the data showed that higher implementation was significantly related to an increase in attendance and a decrease in suspensions.

- Student achievement data will be available in September 2010 and analyzed to examine the impact of CFK on reading, math, science and social studies.

Next Steps

- Produce school-level reports for the leadership teams to review during the July and August CFK Summer Institutes.

- Analyze student achievement data when it becomes available.

- The 10-11 school year will include an additional 16 elementary schools utilizing the CARE for Kids models. Various data (including walkthroughs, surveys, and secondary data) will be continuously collected and monitored to provide information for quality assurance.

Appendix

CARE for Kids Walkthrough Instrument

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

Time:_____

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 enter the classroom.	①	②	
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