

CALIFORNIA **S**AFE AND
SUPPORTIVE SCHOOLS

2012/13 Statewide Evaluation Results

Prepared by:

Duerr Evaluation Resources and WestEd



DUERR
EVALUATION
RESOURCES



2012/13 Statewide Evaluation Results

Executive Summary

In October 2010, California became one of eleven states selected by the U.S. Department of Education (ED) to receive a four-year Safe and Supportive Schools (S3) grant. This grant is intended to support statewide measurement of conditions for learning (known also as school climate), as well as targeted programmatic interventions to improve those conditions in comprehensive high schools (grades 9-12) with the greatest need. In particular, this initiative is designed to help address disruptive behaviors in school—such as bullying, harassment and violence, and substance use on campus—and promote safe, caring, engaging, and healthy school environments that foster learning and well-being among both students and staff. Each funded state is conducting an independent evaluation of its program. In California, this effort was led by Duerr Evaluation Resources and involves a partnership effort with key staff members from California Department of Education (CDE) and WestEd. Additional information on the California S3 program can be found at: <http://californias3.wested.org>. The evaluation team began by developing the systems, measurement tools, and approaches necessary to assess the pre-to-post project Outcomes and Objectives in funded schools. The evaluation was comprised of the following elements:

Spring 2013 Evaluation Site Visit: The site visits had three definitive purposes: (1) as a monitoring evaluation to determine what the school is doing and plans to do in relation to its specific program plan, (2) as a formative evaluation that addresses research-based best-practice Management Factors and Request For Application (RFA) requirements, and (3) an opportunity for technical assistance provision—based on the evaluation criteria--designed to provide guidance for ongoing improvements to school programs. Each site visit consisted of interviews with key staff, focus group interviews, and a review of progress in program activities.

Spring 2013 Evaluation Telephone Survey: The S3 Evaluation Team completed telephone interviews with an average of 11 representatives from each S3 school. The phone survey addressed the same implementation quality issues identified in the site visit evaluation tools, but with more individuals than could be interviewed during the site visit. With extensive re-calling, 617 surveys were completed with a representative response rate of 77 percent.

School Climate Report Card (SCRC) and the School Climate Index (SCI): The primary measure on the SCRC is the School Climate Index (SCI)—including several subscales--drawn from the California Healthy Kids Survey and archival truancy data. The SCI is a state normed scale describing several factors that are known to influence learning success in schools. The SCRC also includes data addressing other S3 Objectives and Outcomes utilizing staff and parent survey results. The following summary was developed from the Key Topics identified in the full report, based on the data sources described above.

State Level School Climate Report Card (SCRC): School level SCRC's were developed for the 58 S3 schools. The data from these 58 schools were also aggregated for a State Level SCRC that displays changes over the three years. The primary measure on the SCRC is the overall School Climate Index (SCI), which has been normed for California. In 2011, S3 schools together scored at the 10th percentile statewide, demonstrating their extreme need to improve school climate. They have made a dramatic increase over the last two years and they are currently at the 49th percentile, placing them near the state average. The subscale scores show that the greatest improvements were in Overall Violence, Victimization, and Substance Use at school with the single greatest advance specifically in Physical Violence Perpetration.

At-Risk Student Referral: Each grantee was required to have program components focused specifically on identifying and serving at-risk students, and all projects did so. Many sites tried to integrate S3 referrals into an existing system, they frequently ran into trouble for several reasons: (a) the person assigned to integrate the system did not have the technical understanding of the current system to make integration feasible, (b) the person assigned did not personally have the authority to facilitate the integration, or (c) the existing data system did not have the flexibility to adopt the S3 referral system as planned. S3 TASs reported that one-half of the schools still did not have a fully standardized; clearly defined referral criteria for referrals. Improvements in these areas compared to last year were very modest. Nevertheless, most staff interviewees related ways that the project has positively impacted at-risk students.

Communicating about School Climate: S3 grant sites are responsible for communicating the school climate message to all stakeholders on campus and in the community. Interviewees from all funded sites reported hearing or seeing messages regarding positive school climate. Messages were conveyed through a vast array of strategies including written documents to staff and parents, posters/electronic messages, school climate events, and parent liaisons. The content of messages were widely varying as well. Messages included slogans, program availability, how to access services, and behavior guidelines. The principal and S3 coordinator are tasked with communicating their commitment to improving school climate, and this year two-thirds to three-fourths were rated as *Advanced* by the TAS. Nearly all principals were in the *Advanced* or *Developing* stages of promoting the grant to parents, staff and/or the community.

Community Partnerships: S3 schools were to identify school-community partnerships as a way of offering S3 grant services and providing students with opportunities for meaningful participation. Seventy-six percent of the schools were rated as *Advanced* in their work partnering with agencies for grant services. Services included substance use counseling, mental health counseling, mentoring, youth development, and training. However, over 40 percent of schools have less than fully developed opportunities for meaningful student participation through community partnerships. Sixty-two percent of the principals were rated as *Advanced* regarding their level of involvement in developing partnerships.

Staff Training: The evaluation examined several key training factors shown by research to be critical to program success, including rehearsal, trainer observation of trainees, and ongoing coaching. Only a handful of schools were reported to have implemented a training/coaching strategy that utilized the majority of these quality factors. TAS's did report that over half of the sites included training that demonstrated new behaviors, incorporated rehearsal by participants, and included identification of acceptable variations in trained behaviors. Staff members who attended training were asked to characterize their value to the S3 work. Over 80 percent of those who attended trainings reported that it was *extremely* or *very* valuable overall.

Challenges to Implementing New S3 Program Practices: Most schools had program plans that placed expectations for behavior change related to S3 on a wide variety of existing staff. Some individuals were hired or contracted specifically to conduct activities, but for existing staff with other jobs (teaching, counseling, etc.) finding time to engage in their new behaviors could be challenging. However, about 80 percent of staff reported managing to find time for new S3 program practices. When asked to describe the ways they had helped staff understand how to make time for new grant practices, almost two-thirds of S3 coordinators and nearly three-fourths of principals received ratings of *Advanced*.

Monitoring School Climate Activities and Progress: The S3 program requires many individuals to add responsibilities to their core education mission, making quality program monitoring a challenge. Significant progress was made this year in the principals' and S3 coordinators' monitoring of school climate activities and progress; only two sites (3%) were in *Beginning* stages on these measures compared to over 50 percent last year. Virtually all principals were rated either *Advanced* or *Developing* in checking with staff to see if the new Program practices are being implemented as planned. Some practices used by principals to monitor staff included regular individual interactions with program implementers, observations, email communications, collecting and reviewing data and service exit evaluations.

Leadership and Idea Champions: Research on implementation science describes "Idea Champions" as individuals who not only promote an idea, innovation, or program through encouragement and recognition but also work in practical ways to nurture these strategies to fruition. TA Specialists making site visits described almost all sites as having at least one person who could be described as an Idea Champion for school climate. Individuals described as Idea Champion were about equally likely to be principals or S3 coordinators, and in about one-half of schools both individuals were described as Idea Champions. A review of the qualitative data established that sites with one or more strong Idea Champions were most likely to be running strongly managed programs. Idea Champions were described by TASs variously as "passionate, instrumental, excited, optimistic, and supportive."

Policies and Rules: Ninety-five percent of the schools reported rules or policy changes related to S3 during the current program year. Most common among these (70%) were programs of progressive discipline, replacing out of school suspension, for example, with alcohol or other drug counseling, restorative justice, anger management, in-house suspension, or other unspecified alternatives to suspension. Additionally, 18 percent of schools mentioned new efforts to assure that discipline approaches were fairly and consistently applied to all students. Some rule or policies changes addressed

the prevention of behavior requiring discipline. For example, rewards for positive behavior (30%), changes to tardy policies (25%), and changes to policies related to bullying (15%) were implemented.

Parent Engagement: All S3 Work Plans included strategies and activities aimed at improving parent inclusion, however TASs reported that over one-half of the sites were still in some phase of developing parent involvement and welcoming components (encouraging parent participation, recruiting parents for programs, and ensuring parents feel welcome and supported at school). Furthermore, it was reported that about one-half of the sites struggle with parent participation on the SCT on a regular basis. However, 85 percent of interviewed parents indicated that the schools have reached out to parents to increase involvement. Examples of increased opportunities for parent involvement include “Coffee with the principal,” parent classes, and an “open door” policy. Eighty-five percent of the parents reported that staff members are *Extremely* or *Very* open and nearly all parents described schools that exuded friendliness, helpfulness and warmth. The large majority of parents interviewed felt that their opinions were not only sought but, respected and appreciated as well.

Reporting School Climate Data and Progress: Schools described various methods of reporting school climate data and progress. Often, SCT members are also members of other groups or teams and there is a natural flow of information among all these groups/teams. Administrators and S3 coordinators share data with other administrators, both at the school and district level, as well as with school boards. Information is also shared at staff, community and parent meetings; in classrooms; at parent centers through emails, bulletins, newsletters, websites, daily announcements and monthly calendars. About 57 percent of interviewed parents and staff remembered seeing the School Climate Report Card. Almost half of the staff interviewed had seen information from the Cal-SCHLS survey system.

S3 Integration with Other School Improvement Programs: According to staff members and S3 coordinators at the vast majority of funded schools, the S3 grant was being integrated into existing school improvement programs to leverage resources and collaborative relationships among staff and community members. The most common programs and services for integration included School Improvement Grants, student assistance programs, Positive Behavior Interventions and Supports (PBIS), and after school programs. Several sites indicated other methods of integrating such as dual roles of the SCT, the S3 coordinator as the link with other school teams, and purposely aligning some of the S3 goals with the goals of other teams on campus.

Challenges and Obstacles: Over 90 percent of the S3 schools cited at least one challenge or obstacle to grant implementation. The following challenges were identified most commonly:

- Lack of staff buy-in: over 60 percent of sites reported that, some or many staff members were reluctant to participate in the S3 program. Some reasons given for staff resistance were resistance to pulling students out of class for S3 services, resistance to changing current culture, program participation, and implementing new policies and procedures.
- Staff/Administrator turnover or reductions: one-quarter of sites experienced the loss of key S3 team members and/or administrators. These changes inevitably led to delays in implementing program plans.

- Lack of parental involvement: two-thirds of the sites experienced difficulties with getting parents involved, maintaining parental membership on the SCT, and involvement in S3 and general school related activities.
- Difficulty in getting approval for and access to grant funds: almost half of the sites experienced excessive bureaucracy and delays in getting funds from the district office for grant expenditures, and generally struggled to meet California Department of Education budget rules.
- Training: almost half of the sites indicated that training posed challenges to the program over the course of the school year. Some of the issues that sites faced were; lack of time for trainings, lack of appropriate program trainings opportunities, and scheduling training time for staff.

The School Climate Team: Each school had a site-based SCT. A large majority of the sites met the requirements for SCT meeting frequency and member composition this program year. However, a majority of the sites reported that having regular meetings and ensuring consistent attendance was hampered by two primary factors. The first was that students were the most difficult group to retain. Even more problematic was finding meeting times that assured every member's attendance. Sites reported working through these challenges by scheduling meetings in advance, integrating the SCT with other school site teams and convening smaller sub groups. In most sites, the SCT did not play an active role in project management. Although they usually reviewed data and program progress, they rarely played a role in advising program modifications and improvements.

SMART Goals Review: During the 2012/13-program year sites were tasked with developing key messages and data dissemination goals to the key stakeholder groups, parents, staff, students, and the community. The data indicates that staff goals were the most likely to be followed up on, with 52 percent of those goals being rated as advanced by the TAS's. The student goals for data dissemination were the least likely to be completed, with only 38 percent rated as advanced. However, only about one-half the schools met or exceeded the *Advanced* rating indicating full goal achievement.

Table of Contents

Executive Summary	i
Introduction.....	1
Methodology	3
The School Climate Report Card (SCRC).....	3
The 2013 Spring Evaluation Site Visit.....	3
The 2013 Spring Evaluation Telephone Survey.....	5
Findings	6
Statewide Summary of Work Plan Matrix Activity Ratings	6
Integrated Telephone Survey and Site Visit Interview Results	6
At-Risk Student Referral.....	7
Communicating about School Climate.....	10
Community Partnerships	12
Training for New S3 Program Practices.....	13
Implementing New S3 Program Practices.....	15
Monitoring School Climate Activities and Progress	17
Leadership and Idea Champions	18
Policies and Rules.....	21
Parent Engagement	21
Reporting School Climate Data and Progress	26
S3 Integration with Other School Improvement Programs	27
Challenges and Obstacles	29
The School Climate Team.....	30
Smart Goals Review	31
State-Level SCRC	31
Appendices	35
S3 coordinator Factor Rating Rubrics	35
References	

LIST OF TABLES

- Table 1: Summary of Work Plan Matrix Ratings 6
- Table 2: Implementation Factors for the At-Risk Student Referral Process 7
- Table 3: Communicating About School Climate 11
- Table 4: Implementation Factors for Community Partnerships 12
- Table 5: Implementation Factors of Staff Member Training 13
- Table 6: Characterization of Staff Training Value by Attendees 14
- Table 7: S3 coordinator and principal Direction to Staff about S3 Implementation..... 16
- Table 8: Level of Difficulty Implementing S3 Role 17
- Table 9: Monitoring School Climate Activities and Progress 18
- Table 10: Leaders’ Enthusiasm about S3 20
- Table 11: Implementation Factors of Parent Involvement 22
- Table 12: Parent Involvement in S3..... 22
- Table 13: Changes in School Efforts to Involve Parents in School Activities Due to S3 23
- Table 14: Staff Treatment of Parents on Campus 24
- Table 15: Staff Response to Parents’ Comments/Input..... 25
- Table 16: Schools’ Effectiveness in Building Trust Among Parents 25
- Table 17: School Climate Messaging 26
- Table 18: S3 Integration with Other Programs 28
- Table 19: Challenges and Obstacles 29
- Table 20: Implementation Factors of the School Climate Team 30
- Table 21: SMART Goals Attainment Ratings..... 31

2012/13 Statewide Evaluation Results

INTRODUCTION

The U.S. Department of Education (USDE) requires a comprehensive evaluation of the Safe and Supportive Schools grant (S3), one that includes both objective outcome measures and qualitative evaluation data.

Following are the California Department of Education's (CDE's) Objectives and Outcome expectations for the California S3 grant. All of the Objectives and Outcomes reference the end of program year four, September 30, 2014.

Objectives

1. Ninety-five percent of the programmatic intervention schools funded in this program will demonstrate a school wide commitment to create a safe and supportive learning environment.
2. Ninety-five percent of funded schools will engage in systematic data-driven decision making for school improvements.
3. Ninety percent of funded schools will systematically involve students, staff members, and parents in Program design and implementation.
4. Ninety-five percent of funded schools will develop a comprehensive program that addresses both the needs of the general student population and a referral-intervention system for at-risk students.
5. Ninety percent of funded schools will implement evidence-based programs or research-based strategies with full fidelity.

Outcomes

1. Ninety percent of funded schools will experience an improvement in their School Climate Index.
2. Ninety percent of funded schools will experience a decrease in the percentage of students who report personal harassment or bullying on school property during the current school year.
3. Ninety percent of funded schools will experience a decrease in the percentage of students who report (30-day) alcohol use.
4. Ninety-five percent of funded schools will experience a decrease in the number of suspensions for violent incidents without physical injury.
5. There will be a ten percentage point increase among all funded schools in the number of students who report feeling connected to school.
6. There will be a ten percentage point increase among all funded schools in the number of teachers who agree or strongly agree that their school is a supportive and inviting place for students to learn.
7. There will be a ten percentage point increase among all funded schools in the number of parents who agree or strongly agree that the school allows input and welcomes parents' contributions.

The evaluation team, led by Duerr Evaluation Resources (DER) and comprised of individuals from both DER and WestEd, started the evaluation work by developing the systems and approaches necessary to assess the pre-to-post project Outcomes in funded schools. An evaluation model was developed which draws from several sources but most heavily from the existing California School Climate, Health, and Learning Survey (Cal-SCHLS) system, which includes school-level surveys of students, staff, and parents. The team developed a School Climate Index (SCI) that was incorporated into individual School Climate Report Cards (SCRCs), which allow annual progress reports on all project Outcomes. Although both funded school and statewide results from 2012-13 for these Outcomes are presented in this report, they are only intended as progress indicators since the full findings cannot be determined until the end of year four.

While the S3 grant Outcomes focus largely on fundamental criteria regarding school climate behaviors, the S3 grant Objectives are more general statements regarding implementation requirements. The evaluation team set out to assess progress on these Objectives using a formative evaluation model that would allow the collection and analysis of information that could be used by both the California Department of Education and each funded grant to assess current progress, and more importantly to identify areas where additional technical assistance could lead to stronger programs and outcomes. However, as with the Outcomes, the findings from 2012-13 related to the Objectives are intended to assess interim progress only. Development of additional evaluation strategies were guided by (a) the requirements of the grant application and (b) best practices identified from implementation science. Best practice statements were drawn largely from the recent work “Implementation Research: A Synthesis of the Literature” by Fixen, Naoom, Blasé, Friedman & Wallace (2005).¹ The Methodology section that follows provides the details of the full evaluation plan. Additional information on the California S3 program can be found at <http://californias3.wested.org>.

METHODOLOGY

The School Climate Report Card (SCRC)

The SCRC summarizes findings from several data sources to address the Objectives and Outcomes described above. Data for the SCRC are drawn from the California School Climate, Health, and Learning Survey Systemⁱⁱ. These are comprised of the California Healthy Kids Survey (CHKS) of students, the California School Climate Survey of staff, the California School Parent Survey (CSPS). School suspension incident data reported to the California Department of Education (CDE) is also utilized in the SCRC. A key measure constructed from these data is the School Climate Index (SCI). This is an individual school-level measure that assesses school climate, which refers to the conditions or quality of the learning environment that affects the school experiences, attitudes, behaviors, and performance of both students and staff members. Data from the first (pre-funding) and last (2014) SCRC will be used to make summative judgments about program success. Individual school-level SCRCs for each of the funded S3 schools can be accessed through the California Department of Education's DataQuest system at: <http://data1.cde.ca.gov/dataquest/CSRC/searchname.aspx>

The 2013 Spring Evaluation Site Visit

Twelve Regional TASs conducted site visits in April, May and June of 2013 using evaluation tools developed by the evaluation team. The site visits had three definitive purposes: (1) as a monitoring evaluation to determine what the school is doing and plans to do in relation to their specific program plan; (2) as a formative evaluation that addresses research-based best-practice Factors and Request For Application (RFA) requirements, and (3) an opportunity for technical assistance provision—based on the evaluation criteria—designed to provide guidance for ongoing improvements to school programs.

Each site visit consisted of five primary activities:

1. An interview with the S3 coordinator (or other primary program contact if the S3 coordinator hadn't been hired at the time of the visit)
2. An interview with the principal (and in some cases the Vice principal)
3. An interview with the representative with best knowledge of a selected program for fidelity review
4. A focus group with the S3 School Climate Team (SCT)
5. A review of the CDE-required Smart Goals.

Each of these site visit strategies are described in more detail below:

The interviews with the S3 coordinator and principal had two primary components. The first was the use of open-ended questions for which the TAS recorded verbatim or abbreviated responses. The second was a list of behaviors or program components that the TAS discussed with the interviewee. The TAS then made a rating

based on a provided rubric. Although some of the rubrics for the S3 coordinator interview varied specifically by question, those for the principal interview were standardized and are shown below to provide a general understanding of the ratings:

BEGINNING: The plan for this activity is not yet formed or systematic; there have been no meetings for planning or implementation yet; no written documents related to this activity developed; the activity is not yet underway.

DEVELOPING: There has been some planning; there may have been a meeting for planning or implementation; there may be draft written documents related to this activity; the activity may be in initial stages of implementation.

ADVANCED: A clear, systematic plan is in place; there have been two or more meetings for planning or implementation; there may be written documents related to this activity; the activity may be well underway.

The S3 coordinator interview consisted of two primary parts. The first was an assessment of progress on elemental activities from the schools approved Work Plan and the second focused on implementation of key factors for program success, guided by (a) the requirements of the grant application and (b) best practices identified from implementation science.

The fidelity review was conducted on a major program at each school. In about 60 percent of the cases, the program selected was an evidence-based program with enough available information to create a custom Fidelity Review tool. The remaining schools selected a locally-developed program (although usually based on evidence-based approaches) and a custom Fidelity Assessment tool was developed based on program goals and content. In all cases, the intention was to ascertain the extent to which the program was implemented as designed. The interview was conducted with the individual who had the greatest knowledge of the program. The assessment was conducted specifically to address S3 Objective 5: Ninety percent of funded schools will implement evidence-based programs or research-based strategies with full fidelity.

The S3 SCT focus group activity used a list of seven questions to guide the discussion. The group received an introduction to the activity and a set of rules to guide the process. TASs were trained to encourage discussion around each question and they recorded a summary narrative with the session results.

This year, CDE asked each funded school to develop Key Messages and SMART Goals, with one goal each for four stakeholder groups: parents, staff, students, and community. The objective of the review was to assess the school's success in addressing these goal activities. The review utilized an assessment tool with the familiar *Beginning, Developing, Advanced* ratings and custom rubrics.

The 2013 Spring Evaluation Telephone Survey

The S3 Evaluation Team conducted telephone interviews in May and June of 2013 with an average of eleven representatives of each school's S3 program, twice the number of last year. The phone survey addressed the same implementation quality issues identified in the site visit evaluation tools but with more individuals than could be interviewed during the site visit. Separate questions in new areas of inquiry were prepared for the parents surveyed—focused largely on parent involvement issues—since parents were not individually interviewed during the site visits.

Each school was asked to prepare a phone survey list to include individuals with the following roles. A single individual could not be selected to fill more than one of these roles:

- The S3 coordinator
- Three or more parents with program involvement
- Two school or district employees with a role in delivering program services
- Up to two non-district individuals with a role in delivering program services (if applicable)
- One person with a role in modifying or managing the school's high risk youth identification and referral system
- One or more members of the SCT not selected for one of the roles above

The final call list was comprised of 798 individuals in 58 schools. With extensive re-calling, 617 surveys were completed for a response rate of 77 percent (three percent higher than last year). Calls were completed with the following number of individuals in each subgroup:

- 61 S3 coordinators (some schools had two coordinators)
- 103 parents
- 320 school or district staff
- 50 School SCT
- 58 non-district individuals with a program role
- 25 individuals who worked on the at-risk student identification system (in many cases, the S3 coordinator also filled this role and was not included in this count)

The highest survey completion rate was for S3 coordinators at 100 percent (compared to 83% last year) and the lowest was for parents, at about 67 percent (compared to 50 percent last year).

The Findings section that follows presents data as aggregated from the site visits and telephone interviews, organized by themes that emerged naturalistically. At the end of the section are the School Climate Report Card results.

FINDINGS

Statewide Summary of Work Plan Matrix Activity Ratings

The evaluator and TAS worked to produce a custom Work Plan Activity Matrix Interview form for each school. Each custom form defined the most important Work Plan activities. The TAS reviewed the activities and then made rubric-anchored ratings. The interview tool used a five-point rating scale of “consonance;” the goal of the interview was to determine the extent to which each activity as implemented was consonant (in agreement with) the activity as described in the Work Plan. Table 1 presents the five ratings, a shortened summary of each rubric, and the percentage of all rated activities with each rating.

Table 1
Summary of Work Plan Matrix Ratings

Work Plan Matrix Ratings and Abbreviated Rubrics *	2012/13 %
<i>Behind Schedule: Activity missed its start date and has not yet begun.</i>	10%
Not Consonant: The activity as implemented is not in accord and consistent with the Activity description. (0 – 10% complete).	2%
Marginally Consonant: The Activity is between Partially and Not Consonant (10 – 30% complete).	6%
Partially Consonant: The activity as implemented is partially in accord and consistent with the Matrix description. One or more fundamental elements of the activity (milestones, frequency, intensity, etc.) varied from the activity description in important ways that could negatively impact the project (30 – 60% complete).	8%
Mostly Consonant: The Activity is between Partially and Fully Consonant (60 – 90% complete).	24%
Fully Consonant: The activity as implemented is fully in accord and consistent with the Matrix description. The fundamental elements of the activity were implemented nearly – or for all practical purposes – as described (90 – 100% complete).	60%

*The Consonance scale’s five ratings do not include the activities behind schedule, and equal 100%.

About 10 percent of all rated activities had not begun yet. In a few cases, they were not scheduled to start until the 2013-14 school year, but in most of these cases they were past schedule for implementation. The remaining activities were rated on the Consonance scale. Sixty percent of the functioning activities were rated Fully Consonant, with another quarter rated Mostly Consonant. This left 16 percent distributed among the three other ratings of partial or low implementation.

Integrated Telephone Survey and Site Visit Interview Results

The report section below is organized around key themes that were explored in open-end questions in both the telephone and site visit interviews. These findings have been combined as appropriate to provide in-depth analysis of how these themes have impacted project progress. Also presented are results of rubric-defined, closed-end questions that were asked, with data contrasted between last year and the current year when available, with the intent of showing progress made in the past year.

At-Risk Student Referral

Each grantee was required to have one or more program component that focused specifically on identifying and serving students who are at higher risk for educational failure due to school climate related issues. Research shows that there are several common components of effective referral systems. Interviews and surveys showed that prior to S3 funding, nearly one-half of the funded schools had some sort of existing system for identifying and referring behaviorally at-risk students for specialized services. These systems relied on student identification by staff members—not always using standardized criteria—although nearly all systems also encouraged students to self-refer.

Table 2
Implementation Factors for At-Risk Student Referral*
TAS Ratings: Spring 2012 Contrasted with Spring 2013

Implementation Factors — At-Risk Student Referral	Beginning		Developing		Advanced	
	2012	2013	2012	2013	2012	2013
The Program’s referral system to identify at-risk students is based on standardized and clearly defined criteria.	48%	9%	20%	40%	32%	51%
The at-risk referral system records the number of students referred, what they were referred to, and whether they participated. It is integrated well with the referral forms, and/or is easy to get periodic summary statistics.	48%	11%	20%	45%	32%	44%
The at-risk referral system successfully identifies the number of at-risk students described in the proposal.	72%	15%	22%	40%	6%	45%

*Source: coordinator Interview

The S3 funding required schools to design systems capable of identifying at-risk students specifically for S3-funded services. These were comprised of both stand-alone systems, but more commonly schools sought to integrate the new referrals into their existing referral systems. In either case, the S3 referrals systems were

required to include certain features. These are summarized in Table 2 below and include the TAS rating of each factor using the rubric-driven evaluation rating system.

Table 2 shows that good advances were made for *Advanced* ratings this year for the use of standard criteria and especially for their success in identifying the correct number of students, which had a year-to-year rise from six percent to 45 percent this year. Overall, a little less than one-half of the schools had referral systems that had all of the features of an effective system. Ten to fifteen percent of the schools were still struggling in an effort to build an effective system, and the remaining schools were at some level of *Developing* their systems.

Interviews revealed several common problems faced by schools as they sought to develop and operate their referral systems. These included the following:

- Many schools tried to integrate the S3 referral system into an existing school-level data system. They frequently ran into trouble for several reasons including (a) the person assigned to integrate the systems did not have the technical understanding of the current system and whether integration was feasible, (b) the person assigned did not personally have the authority and/or did not get authorization from the principal or district to facilitate the integration, or (c) the existing data system did not have the flexibility to adopt the S3 referral system as planned or the S3 referral strategy was not planned from the beginning with an understanding of how the current data system worked.
- Schools varied widely in how a referral was handled after being made, but a common fault was a failure to assure that someone was assigned responsibility for facilitating each referral and assuring that the student successfully gained access to the desired service.
- Some schools tried to integrate their S3 referral system with their formal Student Assistance Program (SAP). These programs are often designed to manage referrals for more serious issues than those addressed by most S3 programs. The SAP usually has a committee structure that often requires the involvement of the person making a referral, which in some cases makes staff want to avoid referrals to avoid the committee work.
- Many schools that tried to develop their own referral and service tracking systems experienced severe difficulties, usually because the person assigned to create it did not have the background to develop such a system.
- Some of the other problems identified are shown in the quotes below:
 - “Referrals are tracked in one digital system, but services delivered are logged in separately.”
 - “The S3 coordinator maintains a spreadsheet for students referred out of the Student Review team process, but this may not capture students who receive services through another referral process.”
 - “It’s hard to get a firm grasp on the school’s referral system through the eyes of the S3 coordinator...It’s very likely data systems for other structures are more developed and are used systematically, but data tracking for S3 purposes as yet seems undeveloped.”
 - “The process is complex and gets bogged down in practice, relying on referring staff to conduct follow-up and monitoring of the process. A lack of clarity about whose role it should be to monitor this program and limited feedback/input from staff are current weaknesses of the developed system.”

In summary, about one-half of the schools continue to struggle in developing and maintaining a referral and service system that works in harmony with existing school referrals and programs. Greater training on this topic early in the funding cycle might have ameliorated some of these problems, but the fact that so many schools wanted to integrate S3 with other referrals means that many of these difficulties might have been unavoidable.

Nonetheless, most staff survey respondents at all sites could articulate numerous ways the project has positively helped at-risk students. Examples given included the following statements culled and paraphrased from the interviews:

- Follow-up if they are falling behind or skipping school
- More support systems in place for those who feel disconnected and are truant
- Someone to look up to, set an example and check on them
- Less bullying; strategies to deal with bullying/harassment
- More acceptance and inclusion
- Outside organizations on campus providing services, which has led to less stigma to receive services
- Opportunities to participate during and after school
- They are more comfortable about coming to staff for help to get the resources they need
- Some had been failing and now passing
- More hopeful regarding their future; some changed their minds and are now going to post secondary school

The following is a sample of positive quotes from respondents regarding S3 and at-risk youth:

“At-risk youth now have options to talk with somebody. They are hearing solutions or suggestions to things because they have the opportunity to open up and share their feelings.”

“It makes school a more engaging place.”

“They had given up and dropped out of school or thought they couldn't do anything. They can now finish school on time and get a diploma...something that they wouldn't have done before.”

“It's given them an avenue and outlet to seek help when they wouldn't have gotten it on a daily basis.”

“It's been tremendous! This program addresses things that haven't been addressed before. We can help them now. We have more services available and have the means and more human resources to do it.”

“They weren't necessarily surrounded by a clear description of positive behavior and now they are. It affects learning and is fun.”

Communicating about School Climate

S3 grant sites are responsible for communicating the school climate message to all stakeholders on campus and in the community. Unlike last year—when communication about school climate was just getting underway in most schools—interviewees from *all* funded schools this year reported hearing or seeing messages regarding positive school climate. These messages were conveyed through a vast array of strategies, including:

- Public Address announcements
- Written documents to staff and parents
- Verbal reminders to staff at meetings/gatherings
- Posters/electronic message boards/banners/bulletin boards/flyers
- Special S3/school climate events
- Parent meetings
- School events
- Automated and personal telephone calls
- School website; daily bulletin; newspapers/newsletters; calendars; weekly video newscasts
- Freshman group meetings; classrooms
- Social media (Facebook; Twitter)
- Assemblies/rallies/presentations
- Wellness/Health Centers
- Parent liaisons
- Student club/organization/group meetings

The content of messages were widely varying. They included what programs were available, how to access services, behavior guidelines, and many others. Many schools sought to promote the program with slogans, mottos and positive quotes such as the following:

- “You’re Doing Great, Students!”
- “Get to Know Your Classmates”
- ” We Do Not Tolerate Bullying, Not at R School, Undercover Superheroes, We Tip, and Stop the Violence”
- “One Up, Raise Up People”
- “Go Blue or Go Home”
- “High Five”
- “Support is What We Do”; “Grow is What We Do”; “Safety is What We Do”
- “Dream”
- “If You Want to Make a Change for the Positive in Your School, It Must Come From Yourself First”
- “Keep it on the positive!”
- “Notice, Choose, Act”
- “Be a Friend”
- “Teach One, Reach One”
- “Give PROPS” (Positive, Respectful, On-Task, Professional, Safe)
- “Be Nice, Work Hard”
- “Keep Calm and Carry On”
- “Failure is not an Option”
- “Full Engagement”
- “No Matter What It Takes”
- “Change Begins with Me”
- “Character Counts”

The principal and S3 coordinator roles in communicating about school climate are displayed in Table 3. The first three questions were asked both of the past two years, while the final two were new this year. The first two questions regarding the principal demonstrated vast improvement from last year, where only a few principals were rated Advanced but this year two-thirds to three-fourths were. The data related to the S3 coordinator in

the third row demonstrated a similar growth in communication activities, with *Advanced* ratings moving from one percent last year to 80 percent this year.

The results of the remaining two new questions referring to the principal were also strong, although their communication to staff about specific expectations was the least strongly rated of the five elements in the table. The table content confirms that in virtually all schools, the principals were in the *Advanced* or *Developing* stages of promoting the grant to parents, staff and the community.

Table 3
Communicating about School Climate
TAS Ratings: Spring 2012 Contrasted with Spring 2013

Communicating about School Climate - principal	Beginning		Developing		Advanced	
	2012	2013	2012	2013	2012	2013
Since program funding, the principals' efforts to initiate and communicate a school-wide commitment to improving school climate (<i>principal</i>)	84%	2%	12%	26%	4%	72%
principal's communication to parents and the community the school's commitment to the Program (<i>principal</i>)	76%	2%	20%	31%	4%	67%
The S3 coordinator communicates regularly with staff members assigned to program activities (<i>coordinator</i>)	66%	2%	33%	18%	1%	80%
principal communicates to staff full support for the Program (<i>principal</i>)	~	2%	~	27%	~	71%
Quality of principals' communication to staff about expectations for the new practices and behaviors to be undertaken in the Program (<i>principal</i>)	~	4%	~	32%	~	64%

Community Partnerships

Language in the federal S3 “Notice Inviting Applications” identified school-community partnerships as being a critical and required component of S3 programs. The funded schools’ community partnerships were addressed in three rubric-driven ratings shown in Table 4. The first and third ratings are from the S3 coordinator Interview and the middle rating is from the principal Interview. Significant progress was made from last year, with the greatest improvement on the first question—schools working with partner agencies offering S3 grant services—with virtually all schools in *Advanced* or *Developing* stages. The principals’ rating by the TAS in the second statement show 62 percent *Advanced* and eight percent still not very involved in outside partnerships.

Table 4
Implementation Factors for Community Partnerships
TAS Ratings: Spring 2012 Contrasted with Spring 2013

Implementation Factors — Community Partnerships	Beginning		Developing		Advanced	
	2012	2013	2012	2013	2012	2013
The school works with partner agencies offering S3 grant services as described in the proposal (<i>coordinator</i>).	70%	2%	20%	22%	10%	76%
The principal’s involvement in developing partnerships with other district personnel or outside agencies (<i>principal</i>).	80%	8%	10%	30%	10%	62%
Partner agencies offer students opportunities for student contribution as described in the proposal (<i>coordinator</i>).	48%	18%	20%	24%	32%	58%

The last rating in the table addresses opportunities for student contributions. Over 40 percent of schools have less than fully developed this program requirement although they are in their second year of funding.

Schools partnered with a variety of agencies for various services. Some of the most common services were for:

- Substance abuse counseling
- Mental health counseling
- Tutoring
- Mentoring
- Wellness
- Afterschool activities
- Speakers
- Coaching/staff training
- Youth development activities
- Community Youth Forum participation
- Volunteering at charitable organizations

Training for New S3 Program Practices

Training is defined in the federal S3 Notice Inviting Applications as a process through which school staff members or community members receive information and instruction in how to engage in new behaviors. The training elements described in Table 5 are drawn from the research conducted by Fixen et.al. (2005). As they noted, “The essence of implementation is behavior change.... The important components of staff training are knowledge of the program and practices, demonstrations [by trainers] of key skills, and practice to criterion of these skills [by trainees].”ⁱⁱⁱ Coaching was also identified as a core element in successful behavior change.

Table 5
Implementation Factors of Staff Member Training *
TAS Ratings: Spring 2012 Contrasted with Spring 2013

Implementation Factors — Community Partnerships	Beginning		Developing		Advanced	
	2012	2013	2012	2013	2012	2013
Training as planned or conducted includes demonstrations by the trainers of the new behaviors.	70%	4%	20%	31%	10%	65%
Training as planned or conducted incorporates rehearsal by all participants in the training setting.	48%	36%	23%	36%	32%	58%
Training as planned or conducted provides guidance to trainees on the degree to which variation in trained behaviors is acceptable.	70%	11%	20%	33%	10%	56%
The coach has or will participate in a specific coach training program.	48%	30%	20%	27%	32%	43%
Training as planned or conducted includes someone (the ‘coach’) observing staff members engaging in new program activities, and offering feedback and advice for performance improvement.	70%	33%	20%	36%	10%	31%
Training as planned or conducted includes trainer observation of trainees practicing new behaviors in real-world settings (in classrooms, during counseling sessions, small group situations, etc.).	46%	~	22%	~	32%	~

Source: S3 coordinator Interview

Implementation of these elements (which were not required by the funding guidelines) varied widely. Table 5 identifies the rated levels of implementation by schools. Implementation of core training efforts were more commonly addressed than after-training coaching. Only a handful of schools were reported to have implemented a training/coaching strategy that utilized the majority of these quality factors.

Staff members who attended trainings were asked to characterize their value to their S3 work. The results are displayed in the following table.

Table 6
 Characterization of Staff Training Value by Attendees*

How would you characterize the value of the training you received?	n	%
Extremely Valuable	127	39%
Very Valuable	148	45%
Moderately Valuable	44	13%
Slightly Valuable	7	2%
Not at all Valuable	2	1%
TOTAL	328	100%

Source: Staff Telephone Interview

Over 80 percent of those who attended trainings characterized the training they received as *Extremely* or *Very* valuable overall. Some representative comments included:

- “Any time the entire faculty is talking about school climate and trying to improve it, it's the best.”
- “These are the best trainings I have ever been to in 30 years of doing this.”
- “It creates opportunity to expand our awareness and that of students, parents, and staff and to identify systems and structures that better meet the needs of the students here. We also have the opportunity to have dialogue beyond the administrative team.”
- “It changed everything we do here.”
- “It has changed my classroom and how I communicate with students.”

Unmet training or technical assistance needs related to S3 varied widely, as identified by principals and S3 coordinators. There were fewer unmet training needs, per se, than requests for technical assistance to be included at primarily symposiums/regional meetings. Some topics identified were:

- More opportunities to network with other S3 school sites about challenges, successes, progress, strategies and practices
- Assistance with acceptable S3 budget expenditures/paperwork
- Strategies for sustainability
- More free time at symposiums for schools to plan/debrief

TASs generally described the overall quality of trainings and coaching strategies positively. Often, they were of “high quality” or “excellent.” Many times outside agencies were brought to the sites, and trainings adhered to developers’ recommendations/rubrics. The following TAS comments are representative:

- “The trainings that have been conducted have been of high quality that included extensive demonstrations of new behaviors, behavior rehearsals, provided the S3 coordinator with the acceptable variations in trained behaviors and included a systematic way to observe and provide feedback when necessary.”
- “Good as implemented, and in philosophy and commitment, great.”
- “Training has been thorough and consistent.”
- “It was very comprehensive.”
- “A heavy emphasize on training and coaching has been evident every time I have visited and is one of the reasons why the staff is unified and supportive of grant implementation.”

Some of the less positive comments included:

- “Training for staff hasn’t contained the elements of a quality training; there were no demonstrations, behavior rehearsal or observations.”
- “This area needs work. The S3 coordinator took notes and expressed her commitment to understand the strategies by implementing them even in her own staff meetings.”

Implementing New S3 Program Practices

Most schools had program plans that placed expectations for behavior change related to S3 on a wide variety of existing staff. Some individuals were hired or contracted specifically to conduct activities, but for existing staff with other jobs (teaching, counseling, etc.) finding time to engage in their new behaviors might be challenging. The TAS asked questions of the principal and S3 coordinator related to their efforts to help staff address this challenge. The results are in Table 7 on the next page. Strong improvements were made in this area compared to the prior year. By the end of 2013, almost two-thirds of coordinators and nearly three-fourths of principals received ratings of *Advanced*. It makes sense that principals were rated higher since they have line authority to direct staff work, and most S3 coordinators did not (they could only have an advising role). The last row of the table also had a new question that demonstrates that the very large majority of S3 coordinators communicated directly with program staff on a regular basis.

Table 7
S3 coordinator and principal Direction to Staff about S3 Implementation
TAS Ratings: Spring 2012 Contrasted with Spring 2013

Assistance to Staff	Beginning		Developing		Advanced	
	2012	2013	2012	2013	2012	2013
The S3 coordinator helps staff understand how to make time for the new grant practices within their already busy days. (<i>coordinator</i>)	67%	6%	13%	30%	20%	64%
principal's work to help staff understand how to make time for the new Program practices. (<i>principal</i>)	66%	5%	33%	23%	1%	72%
The S3 coordinator communicates individually with each staff member about their role in implementing new grant practices. (<i>coordinator</i>)	-	2%	-	10%	-	88%

The following quotes illustrate how some coordinators and principals helped staff understand how to make time for S3 practices:

- “I provide the release time when necessary, answer questions, and am as transparent as possible.”
- “Some new grant practices take place in the classroom during instructional time, so I impress upon the teachers how these things impact student achievement in a positive way. I try to make those links apparent to motivate my teachers’ behavior and success in the classroom.”
- “Every day, everything is related to it...Single School Culture, Link Crew. I give staff and students more input. I also meet with student leadership classes every two weeks.”
- “All staff are expected to support S3 in some way. If they don’t want to help with Challenge Day, for example, then they need to find another way to contribute. I explain the importance of various activities at staff meetings, which also helps build commitment to giving time. Key implementers were selected because they would make time and follow through.”
- “Having the data has really helped to give context and credibility for the new S3 strategies. To motivate staff to get involved, I emphasize that what they do makes a difference and it’s not just a grant requirement. I also make time to appreciate them with food, praise, and certificates of appreciation

These data corresponded well with the ratings on the same subject by the staff members who were asked to implement S3 activities. Over one-half of the staff interviewed reported delivering direct services (e.g., using a curriculum, being a mentor, helping change school policies) for the S3 project. These individuals were asked to rate the level of difficulty in finding the time to engage in these new roles. Their responses are shown in Table 8.

Table 8
Level of Difficulty Implementing S3 Role*

How challenging has it been to find time to engage in your project role?	n	%
Extremely Challenging	11	4%
Very Challenging	46	16%
Moderately Challenging	117	42%
Slightly Challenging	57	20%
Not at all Challenging	49	18%
TOTAL	280	100%

*Source: Staff Telephone Interview

About 20 percent of staff found it *Extremely* or *Very Challenging* to engage in their roles, suggesting that school leaders had not done enough to show them how to free the time needed for S3 implementation. Thirty-eight percent found it *Slightly* or *Not Challenging* to find time for S3, with the remainder having some difficulty.

The following quotes illustrate the challenges in finding time to engage in project roles:

- “We are a very busy school and finding the time to meet with other staff members who are involved with the grant is a great challenge... finding the time to follow-up on activities such as developing a survey to evaluate [an activity] has been challenging. Not having the support staff like larger schools is a challenge for implementation; all staff members must respond in a crisis, which pulls them away from any S3-related activity.”
- “I work hard to keep the grant moving forward and to do things well.”
- “Finding time for necessary trainings and identifying enough staff to lead programs continues to be an issue. Other challenges included overwhelming demands on teacher time...”
- “My current workload and reconciling the amount of time for implementing time-consuming programs is a challenge.”

Monitoring School Climate Activities and Progress

Another critical factor to success identified by Fixen (2005) was quality program monitoring: “Overall implementation effectiveness was positively related to having a system in place for monitoring implementation progress.” Monitoring takes on a special importance when examining a program such as S3, which requires many individuals to add responsibilities to their core education mission. Several questions from the site visits addressed this function, with results noted below. Again, tremendous improvement was made compared to the prior year.

Table 9
Monitoring School Climate Activities and Progress
TAS Ratings: Spring 2012 Contrasted with Spring 2013

School Climate Monitoring	Beginning		Developing		Advanced	
	2012	2013	2012	2013	2012	2013
principal checks with staff to see if the new Program practices are being implemented as planned (<i>principal</i>)	55%	3%	40%	22%	5%	75%
The S3 coordinator has adopted strategies to determine if assigned staff are implementing the new grant practices (<i>coordinator</i>)	72%	3%	22%	34%	6%	63%
The S3 coordinator has adopted strategies to systematically collect and keep records evidencing the number of students, parents and staff being served by the program (<i>coordinator</i>)	48%	3%	20%	34%	32%	62%

Significant progress was made this year in the principals' and S3 coordinators' monitoring of school climate activities and progress; only two sites (3%) were in *Beginning* stages on these measures compared to 48-72 percent last year. Virtually all principals were rated *Advanced* (75 percent) or *Developing* (22 percent) in checking with staff to see if the new Program practices are being implemented as planned. Less than half the principals received these ratings last year.

Some practices used by principals and S3 coordinators to monitor staff were:

- Regular, individual interaction with program implementers
- Weekly or monthly meetings with individuals or groups
- Observations, sometimes with rubrics
- Verbal reports at staff meetings
- Emails
- Updates at professional development days
- Staff/student/parent feedback
- Regular updates from CBOs
- Random check-ins
- Signing off on every S3 budget item and all reimbursement forms
- Collecting/reviewing data
- Service exit evaluations

Some of the strategies typically used by the S3 coordinators to systematically collect and keep records were:

- Excel spreadsheets for each strategy
- Data collection systems for program referrals
- Binders
- Quarterly reports from program implementers
- Paper files

To a large extent, SCTs monitored project progress as well, primarily through reports at their meetings from the S3 coordinators, principals and/or program implementers. Often, SCT members were also program implementers and thus were familiar with program operations. Many teams also monitored progress by examining data (e.g., Cal-SCHLS; discipline; achievement; surveys).

Leadership and Idea Champions

Research by Rogers (1983)^{iv} on implementation science describes “Idea Champions” as individuals who not only promote an idea, innovation, or program through encouragement and recognition, but also work in practical ways to nurture these strategies to fruition. TASs making site visits described almost all sites as having at least one person who could be described as an “Idea Champion” for school climate. The telephone interview respondents’ opinions almost universally corroborated the TAS findings. Individuals described as “Idea Champions” were about equally likely to be principals or S3 coordinators, and in about one-half of schools both individuals were described as “Champions.” A review of the qualitative findings in the evaluation clearly establish that sites with one or more strong “Idea Champions” were most likely to be running strongly functioning programs.

Individuals identified by TAS as Idea Champions were described as “passionate”; “instrumental”; “really excited”; “the cheerleader”; “very committed”; “highly involved”; “very hands-on”; “a primary advocate”; “highly visible”; and “very supportive”. Examples of how they demonstrated their leadership commonly included:

- Communicating a belief in the value of school climate improvement
- Working to build school unity and create a sense of belonging
- Committed to asking for constant feedback from staff and students and responding to it quickly
- Actively and vocally promoting and championing S3 on campus and outside of it with stakeholders
- Modeling behavior expectations
- Ensuring sustainability of grant programs
- Making resources/release time available
- Devoting more staff development to improving school climate
- Institutionalizing S3 as a part of planning and scheduling that is a given and ingrained in the culture
- Norming
- Changing the master schedule to accommodate S3 ideas
- Facilitating implementation of S3 programs by “cutting through red tape”

The following table illustrates responses from parents and staff regarding their leaders’ enthusiasm about S3. About 90 percent of parents and staff interviewed considered their leaders “extremely” or “very enthusiastic” about S3.

Table 10
Leaders' Enthusiasm about S3
(Parent and Staff Phone Survey Responses)

Responses	Parents n=103	Staff n=517
	%	%
Extremely enthusiastic	48%	31%
Very enthusiastic	42%	46%
Moderately enthusiastic	8%	19%
Slightly enthusiastic	2%	3%
Not at all enthusiastic	0%	1%

The following quotes illustrate typical leadership characteristics observed by the TASs:

- “The principal advocates for the program with staff, parents, and community members. She has a clear vision of the school’s climate needs and sees S3 as an important way to address those needs. She also sees S3 as an important way to build on existing programs and move forward with the school’s climate issues. She has already begun strategic planning in order to sustain what has been accomplished by the grant.”
- “While this is the principal’s first year at the site and the Vice principal was assigned during the middle of the school year, their enthusiasm and energy for the S3 program have been overwhelming. In interviews they expressed tremendous understanding of the importance of the program to the school’s climate and efforts to improve the climate.”
- “The S3 coordinator is a model of the collegial spirit that characterizes a positive school climate.”
- “There is strong and coordinated leadership for this project. The principal represents the outward face of the program, making sure that S3 ... fits into a larger vision of school improvement. The Vice-principal has been working to ensure the Program is operational, working with partners ... and the coordinator to ensure the programs, training, and resources are available to launch the project.”
- “The principal is an enthusiastic supporter of the program and the overall messages of school climate. She has worked to align the current work of WASC and the Strategic Plan to make for an effective and sustainable program.”
- “The principal is the clear community “Idea Champion” for S3. The principal has been successful in the community with a strong and growing relationship between city services and the school.”

Policies and Rules

Last year, only one-third of schools reported changes to policies or rules due to S3 funding. This year, 95 percent of schools reported rules or policy changes related to S3. Most common among these (about 70 percent of schools) were programs of progressive discipline, which generally consisted of penalties or services provided replacing out-of-school suspension. Alternatives to suspension included:

- Alcohol or other drug counseling (30 percent of schools)
- Restorative Justice (25 percent)
- Anger management or related counseling services (18 percent)
- In-house suspension (10 percent)
- Unspecified alternatives to suspension (42 percent)

In addition to these specific suspension alternatives, 18 percent of schools mentioned new efforts to assure that their discipline approaches were always fairly and consistently applied to all students. Related to these changes in discipline policies were efforts that offered clarity about behavioral expectations, which often took the form of new school rules. About 15 percent of schools reported these changes.

Some rules or policies addressed the prevention of behaviors requiring discipline. Common approaches (about 30 percent of schools) were described variously as “rewards for positive behavior,” “student recognition,” “positive youth reinforcement” and other similar descriptions. About 25 percent of schools reported changes to policies related to being late to school or class. Rules related to bullying were changed in about 15 percent of schools. These rules changes were usually combined with prevention programming efforts.

Parent Engagement

Parent support is described in the federal S3 Notice Inviting Applications as consisting of two primary components: (a) development of opportunities for meaningful parent involvement in the program and recruitment into it and (b) development of strategies to make parents feel welcomed and supported at school. S3 coordinators and staff members were to reach out to parents to increase their involvement in improving the school climate and safety as well as informing, recruiting, training, and building trust among parents in this program. Parent involvement in the S3 program was to be meaningful, allowing parents to develop ownership of the program. All S3 Work Plans included strategies and activities aimed at improving parent inclusion including but not limited to:

- Developing strategies to have more frequent and effective communication with all homes
- Completing the California School Parent Survey
- Helping parents understand school sanctions on their children and how parents can be proactively involved in helping their child develop positive school behaviors.
- Trying new strategies to increase attendance at campus activities and events—even basic gatherings such as “Back to School” night

The following TAS ratings from the S3 coordinator interview addressed these components:

Table 11
Implementation Factors of Parent Involvement *
TAS Ratings: Spring 2012 Contrasted with Spring 2013

Implementation Factors — Parent Involvement and Support/Welcoming (per S3 coordinators)	Beginning		Developing		Advanced	
	2012	2013	2012	2013	2012	2013
Parents have been contacted and encouraged to participate in the program.	48%	9%	20%	45%	32%	46%
Parents are being recruited for participation as described in the grant proposal.	70%	14%	20%	57%	10%	29%
Parent members of the SCT attend regularly and participate fully in Team meetings.	70%	27%	20%	23%	10%	50%
Efforts are being made to ensure parents feel welcome and supported at school	48%	18%	20%	55%	32%	27%

Source: S3 coordinator interview

The first two items are so basic that it is surprising that about one in ten schools had still done very little in this area. Ratings were also quite low for parents' attendance at and contributions to the SCT. In these efforts, 27 percent of schools were still in the *Beginning* stages.

Table 12 shows a high level of awareness of and participation in S3 by parents who were interviewed (note that interviewed parents were selected by the project specifically because they had some role in the project). Nearly all parents interviewed (95 percent) were aware of the S3 program, and 88 percent of those participated in S3 (SCT and/or in other ways).

Table 12
Parent Involvement in S3
(Parent Survey n=103)

Question	Yes	No
Are you aware of the S3 program?	95%	5%
Do you participate in any way in the S3 program? (n=98)	88%	12%

Table 13 shows that the large majority of schools, according to parents, have reached out to parents to increase their involvement in school. Eighty-five percent of parents saw *Dramatic* or *Some* increase in efforts to involve parents in school activities since the implementation of S3. These figures match very closely the ratings made by the TASs in Table 11.

Table 13
 Changes in School Efforts to Involve Parents
 In School Activities Due to S3
 (Parent Survey n=76*)

Responses	% Response
Dramatic increase in efforts to involve parents	32%
Some increase in efforts to involve parents	53%
Little increase in efforts to involve parents	15%

*Not all parent respondents had children in the school at least two years.

The parents recounted the ways in which their schools were working harder to involve them in school life since the grant was implemented, with the following substantiations:

- Increased level and frequency of communications (sometimes daily and in more than one language) from the school sites, including parent newsletters; school newspapers; banners; emails; notices; invitations; automated and personal telephone messages; bulletins; and the use of social media networks (Facebook and Twitter), along with increased use of the school’s website (often updated and upgraded for better on-line access) as a portal for disseminating information
- Expanded opportunities to volunteer for campus events, including more clubs, committees and activities; school garden; and lunchtime monitoring
- Increased parent outreach, including meetings; tours; receptions; assemblies; breakfasts/lunches/dinners; surveys; services; and opportunities to be included in prevention programs. One school has conducted “drive-through” surveys where they had students pull parents aside when dropping off students to complete surveys and get coffee, bagel, orange juice, etc.
- More parent nights (including some with a multi-cultural emphasis; some that offer helpful information such as “First Time Drivers’ Night” or “Cyberspace Awareness”; and some for incoming 8th grade students)
- Family resource centers
- A Parent Liaison at some schools to support parent involvement, including asking for email addresses and providing calendars and updates
- Parent education classes, including one site with a Tech Parent University

Opportunities for parents to meet with principals as a means of increasing involvement and awareness continue to be offered at many sites and attended by parents. The most common format is “coffee with the principal”, usually held monthly. One site now has 40 regular attendees. Other methods for parents to connect with principals are through weekly telephone calls, often on Sunday evenings; parent classes; and an “open door” policy.

The large majority of parents are treated very well on campus by school staff. Two-thirds reported that *Everyone treats me very well* on campus, and another 20 percent reported that *Nearly everyone* does so.

Table 14
Staff Treatment of Parents on Campus
(Parent Survey n=103)

Responses	% Response
Everyone treats me very well	65%
Nearly everyone treats me very well	20%
Many treat me very well	9%
Some treat me very well	2%
Few treat me very well	4%

Most parent respondents described schools that exuded respect, friendliness, helpfulness, and warmth.

Typical parent comments included:

- “The school atmosphere is like a big family. The teachers and administrators know all the kids after October by name, their families, and personal things.”
- “Everyone is really nice and I have had kids there for many years now.”
- “A campus monitor knows everyone’s names, the names of their children, and where and how they are on any particular day.”
- “I’m invited into classrooms, allowed to observe, and treated with respect.”

While nearly all parents reported being personally welcomed at school, five parents (from two schools) who didn’t have positive experiences stated the following:

- “They are not as open and friendly as I would expect.”
- “Some are rude.”
- “Some staff members treat me very well on campus but others don’t like what I have to say.”
- “It’s almost like they think, ‘I’m here for a pay check’, not, ‘I care about students or helping anyone.’ I don’t like going to that school. My son has straight F’s and when I try to get help they don’t help.”
- “Some are just, well, unless they know you know someone they just shove you aside. I know and hear complaints from other parents. I tell them to complain but they don’t want to.”

However, the large majority of parents (85 percent) reported that staff are *Extremely* or *Very* open to them.

Table 15
 Staff Response to Parents' Comments/Input
 (Parent Survey n=103)

Responses	% Response
Extremely open to my comments/input	29%
Very open to my comments/input	56%
Moderately open to my comments/input	13%
Slightly open to my comments/input	<1%
Not at all open to my comments/input	<1%

The large majority of the parents who were interviewed felt that their opinions were not only sought but also respected and appreciated as well. One typical statement was, "They listen, act on some suggestions, and ask for input." Another said, "They like my comments and suggestions and are open to seeing if they will work. They like parents to express themselves and tell them what they could do better." A few commented that response to their concerns is slow (sometimes non-existent).

Table 16
 Schools' Effectiveness in Building Trust Among Parents
 (Parent Survey n=103)

Responses	% Response
Extremely effective	11%
Very effective	45%
Moderately effective	34%
Slightly effective	8%
Not at all effective	3%

While the large majority of parents gave high marks to schools for their efforts to involve and welcome them and to be open to their comments and input, fewer gave these high marks in the area of building trust. A little over half (56 percent) of the parents reported that the schools are *Extremely* or *Very Effective* in building trust among parents.

Schools have been successful in "getting the word out" to parents about S3 efforts. Table 17 shows that almost 90 percent of parents reported seeing or hearing messages related to school climate. Over half of the parents received written documents to their homes regarding improving school climate.

Table 17
School Climate Messaging
(Parent Survey)

Question	Parent n=103 %Yes
Have you heard or seen any messages related to improving school climate?	87%
<i>If yes, were these messages conveyed through...</i>	
Written documents to your home: newsletter, e-mails, letters, etc.?	57%
Special S3/School Climate Events?	64%
School posters, electronic message boards, or banners about school climate?	68%
Other methods?	51%

The TASs in these schools noted the difficulties in parent involvement. While one of these two sites had a clear and systematic plan for improving parent involvement, support, and welcoming, the TAS noted that, “Parent involvement remains an area of challenge for the S3 program. Plans for increasing parent involvement include recruiting parents who show up for school events like Open House. The Family Engagement strategy will likely increase connections between the school and parents of at-risk students when it is more fully implemented.” The other TAS stated, “As a campus, this site struggles with parent participation. Everything tends to take twice as long because of language and translation issues.” Overall, a large majority of the parents interviewed continue to feel welcomed on campus and treated fairly by staff members and administration, and they reported that their opinions were valued. Most of the S3 Work Plans include an established path for increasing parent involvement on campus that includes increased communication between school staff and parents, an increase in opportunities for parents to be on campus, and an increase in outreach to all parents.

Reporting School Climate Data and Progress

Schools reported various methods of reporting school climate data and progress. Often, SCT members are also members of other groups or teams (e.g., School Site Council (SSC); Early Learning Advisory Council (ELAC); Positive Behavioral Intervention Supports (PBIS); Parent-Teacher-Student-Association (PTSA); Leadership; Department Chairs; “Be the Change”; Peer Leadership Uniting Students (PLUS), and there is a natural flow of information among all these groups/teams. Administrators and S3 coordinators share data with other administrators, both at the school and district level, as well as to the school boards. Information is also shared at

staff, community and parent meetings; in classrooms; at parent centers and “Coffee With the principal”; and through emails, bulletins, newsletters, websites, daily announcements and monthly calendars.

About 57 percent of interviewed parents and staff remembered seeing the School Climate Report Card. The most common information they recalled from it was in regard to positive changes; the different perspectives of those surveyed; high rates of substance use; lack of connectedness; feelings of safety; and bullying. Almost half of the staff interviewed had seen information from the Cal-SCHLS survey system.

S3 Integration with Other School Improvement Programs

One of the key factors in S3 integration was through the SCTs. Shared membership is a key way of communicating information. Some SCT members also participated on the following teams/committees, among others:

- Western Association of Schools and Colleges (WASC)
- School Site Council (SSC)
- English Learning Advisory Committee (ELAC)
- Response to Intervention (RTI)
- Positive Behavioral Interventions and Supports (PBIS)
- School Improvement Grant (SIG)
- School Leadership
- Parent/Teacher/Student Association (PTSA)
- Y-Team/Health Center
- Safety
- Counseling
- Student Review
- Faculty Council
- After School Program
- Link Crew
- Student Success
- Support Services
- Navigation
- Parent Center
- Teachers’ Union
- Title I

Other methods used by funded sites to integrate with other school teams included:

- Dual roles of the SC Teams (e.g., as the RTI Team or School Site Council)
- S3 coordinators as the links with other school teams
- Development of a “Navigation Committee” to share information
- Purposely aligning some S3 goals with the goals of other teams (School Leadership, PBIS, Health Centers)

According to all S3 coordinators and many staff members at all funded schools, the S3 grant was indeed being integrated into existing school improvement programs to leverage resources and collaborative relationships among staff and community members. Programs and services for integration included:

- Peer Leadership Uniting Students (PLUS)
- Healthy Start
- Improving Academic Performance Index (API)

- Conflict Mediation
- Substance Abuse Programs
- Special Education
- Sex Education
- Advancement Via Individual Determination (AVID)
- Anti-Bullying
- Eminence Program
- Tutoring/Fitness programs
- Student Ambassador Program
- Counseling/Intervention Services
- Freshman Orientation
- Renaissance Program
- Student Assistance Team
- Response to Intervention
- Link Crew
- School Site Plan
- Incentive Programs
- James Morehouse Project
- School Community Violence Prevention grant
- Peer Leadership/Mentoring
- In-House Suspension programs
- Community Organization Partnerships
- Challenge Day
- 7 Challenges
- Restorative Justice
- Parent Education
- Physical Construction/Campus Beautification
- Regional Occupation Program (ROP)
- Career Pathway Planning
- Success Program
- Discipline Policies
- Renaissance Program
- Associated Student Body (ASB)
- School Improvement Grants (SIG)
- Western Association of School and Colleges (WASC) review data
- Student Assistant Programs (SAP)
- Positive Behavior Interventions and Supports (PBIS) programs
- Health and Wellness Centers
- After School Programs

One staff member was cited as saying, “There was a sense of readiness at the school...to do something different.” Another noted, “The S3 programs add to the menu of resources for students and staff.”

The effectiveness of the principals in resolving conflicts that result from integration is explored in Table 18. The ratings show that in virtually all the sites, these individuals were at a developing or advanced stage in dealing with these kinds of conflicts. Last year, only about half received these ratings.

Table 18
S3 Integration with Other Programs

School Climate Promotion	Beginning		Developing		Advanced	
	2012	2013	2012	2013	2012	2013
principal works to minimize any disconnects between this program and others at the school.	45%	4%	45%	29%	10%	67%
Management of any discord between existing programs and the new Program practices	~	6%	~	28%	~	66%

Source: principal Interview

Comments from principals included: “Everybody is rowing the boat in the same direction” and “Everyone works really well with S3. Those who don’t get on board tend to leave the school. Getting staff input helps minimize potential discord.”

Some staff members at about three-fourths of the program sites described at least one challenge faced with integrating S3 with other existing programs. These included:

- Time constraints
- Training on using S3 funds
- Repetition of services
- Lack of staff/administrative support
- Buy-in/pushback from staff
- Lack of technology/resources
- Overwhelmed staff/lack of staff
- Logistics of programs on large campuses
- Delineating programs’ elements
- Staff morale
- New administrations/staff
- Competition among programs
- Effective communication
- Capacity/infrastructure issues

Challenges and Obstacles

TASs rating of the principals’ role in solving implementation problems is shown below. As with most measures, great strides were made over the previous year. Two-thirds of principals were rated Advanced this year versus only five percent last year.

Table 19
Challenges and Obstacles

Challenges and Obstacles – principal’s Role	Beginning		Developing		Advanced	
	2012	2013	2012	2013	2012	2013
principal’s personal role in helping solve problems in getting the new program operational (<i>principal</i>)	65%	6%	30%	28%	5%	66%

Over 90 percent of the S3 schools cited at least one challenge or obstacle to grant implementation. The following challenges were identified most commonly:

- Lack of staff buy-in: over 60 percent of sites reported that some or many staff members are reluctant to participate in the S3 program. Some reasons given for staff resistance were resistance to pulling students out of class for S3 services, resistance to changing current culture, program participation, and implementing new policies and procedures.
- Staff/Administrator turnover or reductions: one-quarter of sites experienced the loss of key S3 team members and/or administrators due to layoffs or reassignments to other schools. These changes inevitably led to delays in implementing program plans.

- Lack of parental involvement: two-thirds of the sites experienced difficulties with getting parents involved, maintaining parental membership on the SCT, and involvement in S3 and general school related activities. “Tough to get parent support and involvement.”
- Difficulty in getting approval for and access to grant funds: almost half of the site experiences issues with getting funds from the district office(s) for grant expenditures, delays in receiving funds for services, and lack of training regarding the budget process.
- Training: almost half of the sites indicated that training posed challenges to the program over the course of the school year. Some of the issues that sites faced were; lack of time for trainings, lack of appropriate program trainings opportunities, and scheduling training time for staff.

The School Climate Team

Each funded school must have a site-based SCT. Members must include at minimum the principal, two teachers, two student support (or “learning support”) services staff members, two parents, and two students. Community partners are encouraged but not required. The S3 SCT may be an existing school site team with similar representation, such as the school improvement team, school climate team, or the school site council. Duties of the SC Team include:

- Facilitate monthly meeting for one hour.
- Review annual Cal-SCHLS survey results and revision of the Work Plan as needed.
- Monitor program progress.
- Address implementation challenges.
- Maintain involvement and participation as described in the Work Plan.
- Participate in the many technical assistance opportunities offered through the California S3 TA Center.

The ratings in Table 19 show the improvements made in meeting the requirements in meeting frequency and member composition. Still, about one-quarter of schools did not meet these standards this year.

Table 20
Implementation Factors of the School Climate Team

Implementation Factors — School Climate Team	Beginning		Developing		Advanced	
	2012	2013	2012	2013	2012	2013
The SCT has met the requirements for meeting frequency and member composition.	70%	4%	20%	24%	10%	72%

Source: S3 coordinator Interview

In most sites, the SCT did not play an active role in project management. Although they usually reviewed data and program progress, they rarely played a role in advising program modifications and improvements. A majority of the sites reported having regular meetings but that ensuring consistent attendance was hampered

by two primary factors. The first was that students were the most difficult group to retain. Even more problematic was finding meeting times that assured every member’s attendance, especially parent members. Several sites reported working through these challenges in the following ways: scheduling meetings in advanced, integrating the SCT with other school site teams such as School Site Council, providing email updates to members that summarize meetings and activities, and convening smaller sub groups. When asked about the management strategy used to make decisions, the large majority of sites reported that they operated by achieving consensus regarding their work.

Smart Goals Review

During the 2012/13-program year sites were tasked with developing key messages and data dissemination goals to the key stakeholder groups, parents, staff, students, and the community. The data below indicates that staff goals were the most likely to be pursued successfully, with 52% of those goals being rated as *Advanced* by the TAS’s. The student goals for data dissemination were the least likely to be completed, with only 38% rated as *Advanced*. Generally, however, only about one-half of schools had full goal attainment.

Table 21
SMART Goals Attainment Ratings

SMART GOALS	Beginning	Developing	Advanced
Parent	21%	32%	47%
Staff	13%	35%	52%
Student	31%	31%	38%
Community	39%	20%	41%

State-Level School Climate Report Card (SCRC)

The SCRC summarizes several key evaluation information sources (see below). A key measure on the SCRC—and one that addresses S3 Outcome 1—is an overall score (with several subscales) called the School Climate Index (SCI). This is an individual school-level measure that assesses school climate, which refers to the conditions or quality of the learning environment that affects the school experiences, attitudes, behaviors, and performance of both students and staff members. The School Climate Index (SCI) provides a state normed, school-level description of several factors that are known to influence learning success in schools. The SCI is used to measure one of the seven state Safe and Supportive Schools outcome measures. Scores on the SCI are based on student California Healthy Kids Survey (CHKS) data and school-level truancy incident data. SCI scores can range from 100 to 500, with higher scores representing more positive school climates. During the 2008-10 period, the average SCI score for all high schools in California was 300.

The SCI is calculated by computing the weighted average of three domains: (1) Supports and Engagement (45%); (2) Violence, Victimization, and Substance Use at School (45%); and (3) Truancy Incidents (10%). The first two domains are measured based on a statistic model applied to CHKS items. These two domains are themselves each measured by four subdomains, as listed below.

(1) Overall Supports and Engagement

- o High expectations and caring relationships (6 items)
- o Opportunities for meaningful participation (3 items)
- o Perceived school safety (2 items)
- o School connectedness (4 items)

(2) Overall Low Violence, Victimization, and Substance Use at School

- o Low physical violence perpetration on school property (7 items)
- o Low physical and emotional violence victimization at school (6 items)
- o Low harassment and bullying at school (5 items)
- o Low substance use at school (4 items)

(3) Low Truancy

- o Low Truancy Incidents (1 indicator)

Starting in 2013, predicted school climate scores are presented based on pooled data from the past three years. These predicted scores minimize the importance of chance fluctuations across survey administrations and provide more reliable estimates of trends across time. The 2011 and 2012 scores in the 2013 report will likely be different from the scores in reports from prior years. SCRCs for each of the funded S3 schools can be accessed through the California Department of Education's DataQuest system at:

<http://data1.cde.ca.gov/dataquest/CSRC/searchname.aspx>

The aggregate SCRC for the 58 S3 schools is shown on the following pages. The top of the SCRC displays data for the full SCI and subscales between the three years shown. In raw score, the full SCI increased 30 points from 2011 to 2013, and in state percentile improved from the 21st to the 43rd percentile. These preliminary findings suggest that these schools with such low scores at the time of selection had moved much closer to the state average by 2013.

The subscale scores show that the greatest improvements were in Overall Low Violence, Victimization, and Substance Use (+55 pts.) with the single greatest advance specifically in Lower Physical/emotional Violence Victimization (+59 pts.). These data were not part of the more complex statistical model that will be employed to examine the baseline (2010-11) to year four (2013-14) changes, a model that may suggest a causal relationship between program interventions and SCI outcomes.

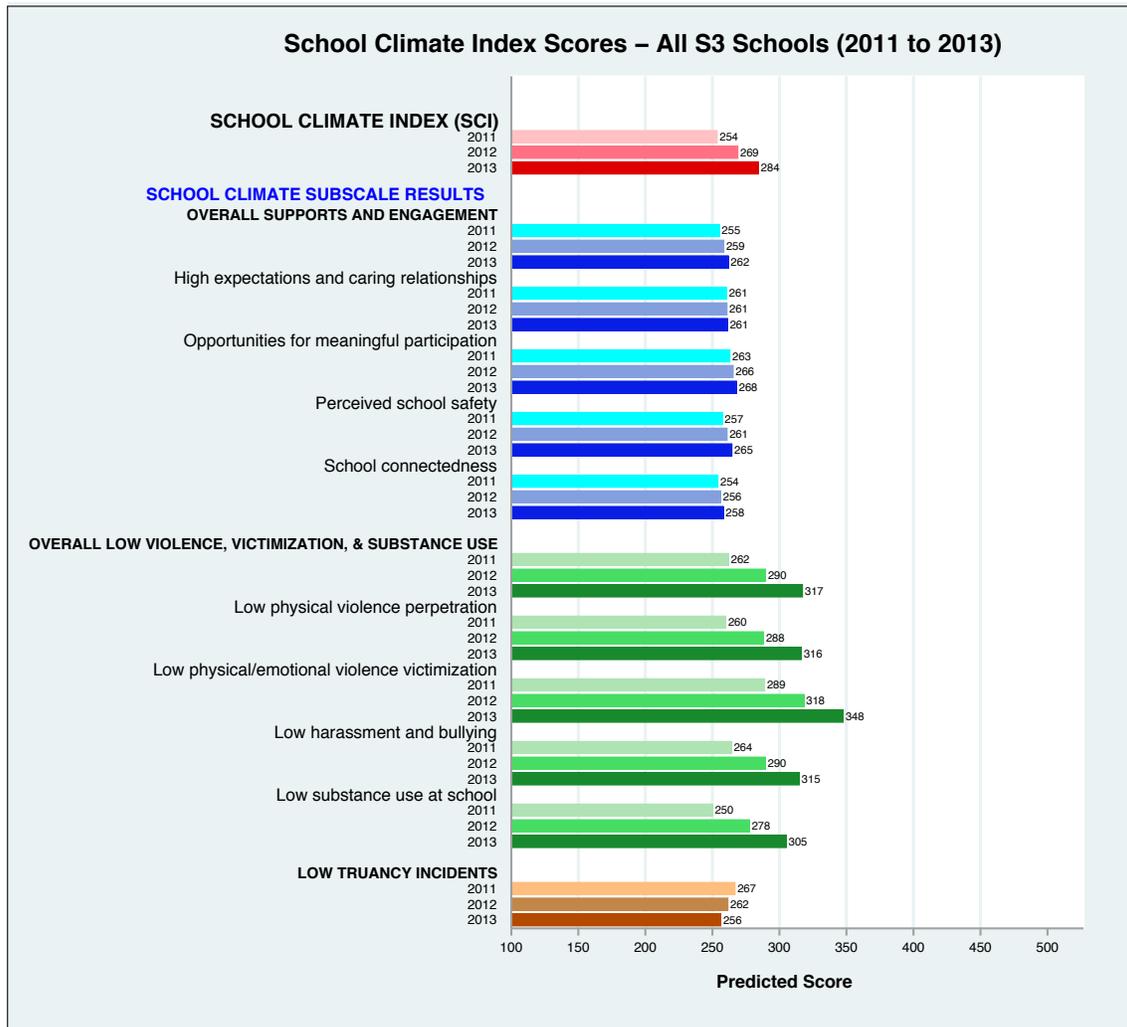
Other indicators on the SCRC include S3 Objectives and Measures, but these are not addressed in the evaluation design until 2013-14.

School Climate Report Card—Spring 2013

California S3 High Schools
School Climate Index (SCI)

Date Prepared: 6 Nov 2013

	2011	2012	2013	Change
SCI Score ^A	254 ^B	269 ^B	284 ^B	+30
SCI State Percentile ^C	21	32	43	+22



^AThe School Climate Index (SCI) is a global, school-level measure based on California Healthy Kids Survey (CHKS) results for Supports and Engagement (45%); Violence, Victimization, and Substance Use at School (45%); and Truancy Incident data (10%).

^BScores range from approximately 100 to 500, with **high scores representing more positive school climates**; higher supports and engagement; lower levels of violence, victimization, and substance use at school; and lower truancy incidents.

^CThe higher the percentile score, the more positive the school climate. The *State Percentile* compares California S3 high schools to the state average.

CALIFORNIA SAFE AND SUPPORTIVE SCHOOLS

School Climate Subscale Results

	SCI Scores			
	2011	2012	2013	Change
Overall Supports and Engagement	255	259	262	+7
High expectations and caring relationships	261	261	261	0
Opportunities for meaningful participation	263	266	268	+5
Perceived school safety	257	261	265	+8
School connectedness	254	256	258	+4
Overall Low Violence, Victimization, and Substance Use	262	290	317	+55
Low physical violence perpetration	260	288	316	+56
Low physical/emotional violence victimization	289	318	348	+59
Low harassment and bullying	264	290	315	+51
Low substance use at school	250	278	305	+55
Low Truancy Incidents	267	262	256	-11

Other Indicators

Academic Performance

	2011	2012	2013	Change
Academic Performance Index (API) Score	689	699	704	+15

Implementation Objectives and Measures

	2011	2012	2013	Change
Objective 1. School-wide commitment to create safe and supportive learning environment				
Staff: Work hard to ensure a safe and supportive learning environment	N/A	82%	76%	-6
Parent: School has a supportive learning environment for my child	N/A	79%	80%	+1
Parent: School is a safe place for my child	72%	74%	76%	+4
Objective 2. Engage in systematic data-driven decision-making for school improvements				
Staff: Objective data are integral in making school improvement decisions	N/A	81%	81%	0
Objective 3. Involve students, staff, and parents in program design and implementation				
Staff: School promotes personnel participation in decision-making	65%	63%	65%	0
Parent: School actively seeks input of parents before making important decisions	N/A	56%	58%	+2
Objective 4. Address program needs of general student population and high-risk students				
Implementation evaluation findings	N/A	Pending	Pending	—
Objective 5. Implement evidence-based/research-based program with full fidelity				
Implementation evaluation findings	N/A	Pending	Pending	—

Safe and Supportive Schools Outcome Measures

	2011	2012	2013	Change
Students: Harassed or bullied at school	32%	31%	30%	-2
Students: 30-day alcohol use	29%	26%	23%	-6
Incident data: Suspension rate (incidents w/o physical injury)	1.45 per 100	1.84 per 100	1.38 per 100	-0.07 per 100
Students: Feeling of connectedness to school	34%	34%	35%	+1
Staff: School is a supportive and inviting place to learn	26%	21%	22%	-4
Parents: School allows input and welcomes parents' contributions	77%	76%	76%	-1

Note: N/A—Data were not collected in 2011.

Appendix A

S3 coordinator Interview - Factor Rating Rubrics

General Program Administration			
Question	Beginning	Developing	Advanced
1) Help staff members find time for new grant practices	The S3 coordinator expresses little understanding of the time challenges faced by implementers and has not discussed the challenges with staff implementers.	The S3 coordinator expresses some understanding of the time challenges faced by implementers and has discussed the challenges with some implementing staff members based on their requests for help.	The S3 coordinator expresses a clear understanding of the time challenges the implementers may face and has worked pro-actively with most implementing staff members regarding time Factors.
(2) Coordinate with the principal regarding S3 and other program conflicts	There have been <u>no</u> <u>conversations</u> on this topic.	There have been <u>several</u> <u>conversations</u> regarding conflicts, or regarding anticipating and avoiding such conflicts.	There has been <u>many</u> <u>conversations</u> or planning session with the principal (and perhaps others) where challenges between existing programs and the S3 grant are discussed, and/or regarding anticipating and avoiding such conflicts.
(3) Monitoring staff members implementing the new grant practices	The S3 coordinator expressed no clear, systematic plan for how to accomplish this and has not done other than informal, unplanned, inconsistent checking with staff members.	The S3 coordinator described a clear <u>plan</u> for systematic, structured monitoring (meetings, email reminders, activity logs, observation, etc.) but implemented them sporadically	The S3 coordinator described a clear <u>plan</u> for systematic, structured monitoring <u>and</u> <u>conducted</u> regular, comprehensive monitoring.
(4) Frequency of staff member communication for program practice monitoring	The S3 coordinator has never met with staff about program practices	The S3 coordinator has had one or two individual contacts with each implementing staff members per school year	The S3 coordinator has had three or more individual contacts with each implementing staff member per school year
(5) Strategy for tracking/recording individuals served by the grant	The S3 coordinator expressed no clear, systematic plan for counting served individuals and has not done other than informal, unplanned, inconsistent checking with staff members.	The S3 coordinator expressed some ideas for how to accomplish this task in a systematic way, and/or has started collecting information in a somewhat structured way.	The S3 coordinator expressed a clear vision for a structured system of monitoring and has begun using this system.

At-Risk Student Referral			
Question	Beginning	Developing	Advanced
(6) Student identification Criteria	The referral system (if any) does not have written, standardized, clearly defined criteria for identifying students.	The referral system has some standardized, clearly defined criteria, but it is not finalized yet or fully functioning yet.	The referral system has fully standardized, clearly defined criteria and is fully functioning.
(7) Referral system successful identification	The plan (if any) does not include a strategy to identify the correct number of students.	The plan criteria include a strategy that indicates the correct number of students might be identified, but is not in place yet.	The plan criteria include a strategy that indicates the correct number of students will be identified, and is currently operational.
(8) Referral data system	No data system has been planned, although written records of referrals may have been kept.	The S3 coordinator expressed some ideas for a data system, but it has not been fully developed yet.	The referral data system has been fully developed and is functioning.
School Climate Team			
Question	Beginning	Developing	Advanced
(9) Team meeting frequency	Team met once or not at all (not counting today) this year.	Team met twice or more but not monthly or as often as otherwise defined in their proposal.	Meetings were held according to the Proposal or RFA.
(10) Team member composition	Member composition is missing three or more required members.	Member composition is missing two required members.	Member composition is missing only one member or is staffed as required.
Community Partnerships			
Question	Beginning	Developing	Advanced
(11) Status of agency relationship	No discussions or planning with agency partners yet.	Meetings have been held to discuss school/agency relationship.	Agency planning final, agency may have begun offering services.
(12) Partner agency contributions to meaningful student contributions	Planning may have started, but is not finalized.	Implementation has started.	Implementation is fully underway.

Staff Members Training			
Question	Beginning	Developing	Advanced
(13) Training includes demonstrations of new behaviors.	The training as planned or conducted does not include demonstrations of the new behaviors.	The training as planned or conducted includes demonstrations of a few of the new behaviors, but can't be considered a core component of training.	The training as planned or conducted includes extensive demonstrations of the new behaviors, and can be considered a core component of training.
(14) Training includes behavior rehearsal	The training as planned or conducted does not include demonstrations of the new behaviors.	The training as planned or conducted includes demonstrations of a few of the new behaviors, but can't be considered a core component of training.	The training as planned or conducted includes extensive demonstrations of the new behaviors and can be considered a core component of training.
(15) Training includes guidance on allowable variations	The training as planned or conducted does not include guidance to trainees on the degree to which variation in trained behaviors acceptable.	The training as planned or conducted includes some content on the acceptability of variations in trained behaviors, but does not including demonstrations of options by the trainer.	The training as planned or conducted includes significant content on the acceptability of variations in trained behaviors and included demonstrations of options by the trainer.
(16) Coaching observations	The training as planned or conducted does not include performance improvement advice after coaching observations.	The training as planned or conducted includes occasional and informal feedback and advising, but can't be considered a core component of training.	The training as planned or conducted includes systematic, repeated feedback and advising regarding trainees' new practices and can be considered a core component of training.
(17) Training of trainer	The coach may have read some training materials but was not trained by an expert.	The coach may have read some training materials and may have received related training, but did not participate in a coach training specific to this grant.	The coach participated in a specific coach-training program led by a qualified expert.

Parent Involvement and Support/Welcoming			
Question	Beginning	Developing	Advanced
(18) Parent contact for engagement	The plan (if any) does not have clear, systematic strategies for contacting parents and encouraging their participation.	The plan criteria include reasonably clear, systematic strategies for contacting parents and encouraging their participation, but it is not in place yet.	The plan has clear, systematic strategies for contacting parents and encouraging their participation, and is currently operational.
(19) Status of parent recruitment	The program has not yet begun activities to recruit parents.	The program has started to contact parents and some parents are agreeing to engage or have started to engage.	The program plan to contact parents is fully underway and they are making significant progress in reaching their parent participation goal.
(20) Progress making parents feel welcomed and supported at school	The plan (if any) is not systematic and does not have written, standardized, clearly defined criteria.	The S3 coordinator outlined a reasonably clear plan that includes some standardized, clearly defined criteria, but it is not finalized yet.	There is a written plan that includes a standardized, structured system with clearly defined criteria.
(21) School Climate Team parent members' attendance and participation	Most parent members attend less than one-half of the meetings.	Most parent members attend more than half the meetings and speak at some meetings.	Parent members rarely miss meetings and most freely contribute comments and ideas to the group.

REFERENCES

ⁱ Fixen, D., Naoom, S., Blase, K., Friedman, R., & Wallace, F. (2005). Implementation Research: A Synthesis of the Literature. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

ⁱⁱ Additional information about the survey system can be found at cal-schls.wested.org

ⁱⁱⁱ Fixen, et al. (2005) pg. 43

^{iv} Rogers, E. M. (1983). *Diffusion of Innovations* (4 ed.). New York: The Free Press.