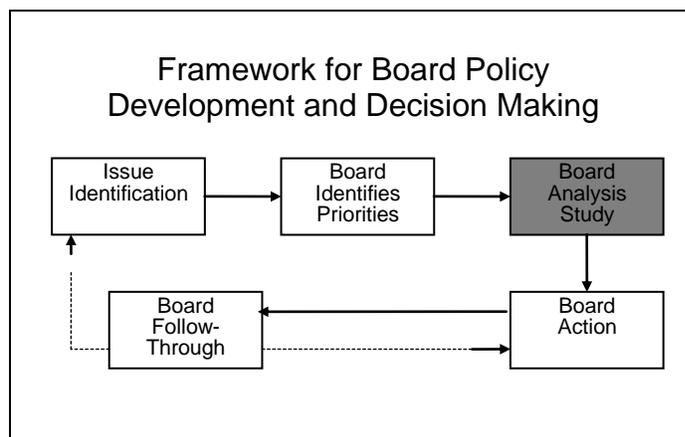


Iowa State Board of Education

Executive Summary

July 27, 2011



Agenda Item: Iowa Safe and Supportive Schools (IS³) Grant

Iowa Goal: All K-12 students will achieve at a high level.

Equity Impact Statement: Strategies will be developed to close gaps in the areas of school safety, student engagement, and the overall physical environment of schools in order to improve conditions of learning for all students.

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Attachments: 1

Recommendation: It is recommended that the State Board of Education hear and discuss this information.

Background: Iowa is one of 11 states to receive competitive funding to improve Conditions for Learning through the Safe and Supportive Schools grant. Beginning October 1, 2010, the grant provides approximately \$3.5 million each year for four years. This past spring, 47 Iowa high schools administered Conditions for Learning surveys to students, staff and parents. Survey results and other indicator data will be used to develop a Safe and Supportive Schools Index. This index will be applied to all schools that participated in the survey and will be used to select schools that receive grant funding to improve Conditions for Learning over the next four years.



Iowa Safe and Supportive Schools

Engagement | Safety | Environment

OVERVIEW

AWARD:

\$3,477,752 for Year 1 and \$3,497,658 each year for Years 2, 3, and 4 for a grand total of \$13,970,726

GOAL:

To support **statewide measurement of, and targeted programmatic interventions**, to improve, conditions for learning in order to help schools improve safety and reduce substance use.

Valid and reliable measures **school safety, engagement and environment** are required and high school students, staff, and parents must be surveyed. The student survey must be developed, piloted, and administered within the first year of the grant.

PERFORMANCE MEASURES:

Increases/decreases in the following measures:

- 1) Percentage of students who report current (30-day) alcohol use;
- 2) Percentage of students who report personal harassment or bullying on school property during the current school year;
- 3) School safety scores, and
- 4) Number of suspensions for violent incidents without physical injury

OBJECTIVES

- 1) Establish **collaborative teams**
 - a. DE Core (Objectives 1 -5)
 - b. Leadership, Learning Supports Advisory Team (Feedback and vetting of grant activities in Objectives 1 -5)
 - c. Survey Design (Objectives 2 and 3)
 - d. Professional Development (Objectives 3 and 4)
 - e. Evaluation (Objective 5)
- 2) In Year 1, Using the Iowa Youth Survey as a starting point, establish a **measurement system** to survey staff, students and parents:

- a. Identify essential construct measures
 - b. Develop, revise, pilot and administer reliable and valid survey
 - c. Establish threshold criteria
 - d. Develop formula for School Safety Score
- 3) Develop a **measurement support system** for school districts and schools
- a. Develop and implement survey training
 - b. Develop Continuous Improvement Process for Conditions for Learning training and toolkit (CIP –TK)
 - c. Implement CIP –TK in identified schools
 - d. Report to stakeholders
- 4) Implement a **programmatic intervention system**
- a. Identify programmatic interventions that match aggregate school needs
 - b. Implement programmatic interventions
 - c. Develop School Profile Reports
 - d. Implement CIP and program training
 - e. Report to stakeholders
- 5) **Evaluate** project performance and outcomes
- a. Implement performance structure (process and formative)
 - b. Implement outcome structure (summative)
 - c. Report to stakeholders

LEAs

The following twelve districts were invited to participate based on their having PLAS and SINA (reading and math) high schools. The grant requires to Iowa collect survey and incident data (representative sample from grades 9 – 12) from no less than 20 percent of the State’s total student enrollment. Data is to be collected within the first year of the project and at the end of the project from all **eligible** LEAs and annually for those schools selected to implement programmatic interventions (**participating** LEAs). Additional schools may be invited to participate in the survey. The following LEAs are the **eligible LEAs** identified in the grant and their combined total enrollment meets the 20% criterion.

Cardinal	Council Bluffs	Dubuque	Olin
Cedar Rapids	Davenport	East Greene	Sioux City
Columbus	Des Moines	Louisa-Muscatine	Waterloo

In Years 2, 3, and 4 of the grant, 80% of the total allocation will be used for direct support of schools demonstrating the highest need. No more than 20% of the schools participating in the survey can be selected for targeted programmatic interventions.



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RESEARCH FINDINGS

Our Nation's schools should be safe and secure settings where children can learn and grow to their full potential. Parents want and expect the schools their children attend to be safe. Unfortunately, data suggests that significant levels of violence, bullying, and other problems in schools create conditions that negatively impact learning. The most recent data on school crime and safety indicate that while the incidence of violent crimes in schools decreased from 1992 to 2007, students are now more likely to experience non-fatal crimes (including theft, simple assault, aggravated assault, rape, and sexual assault) in school than outside of school. During the 2007-2008 school year, 85 percent of public schools in the United States recorded that at least one crime occurred at their school.¹

Based on reported data, bullying in schools has increased in recent years. In 2001, 14 percent of students ages 12 through 18 reported that they had been bullied in school. By 2007, 32 percent of students ages 12 through 18 reported that they were bullied at school, and 4 percent reported having been bullied over the Internet (cyber bullied).²

In addition, substance use remains a pervasive issue threatening student health. In 2007, 45 percent of high school students reported having consumed at least one drink of alcohol, while 20 percent reported using marijuana within the last 30 days.³

Disruptive aggressive behaviors such as bullying and violence create a hostile school environment that may interfere with the academic performance and mental health of students who are victims or witnesses. Students who are exposed to high levels of aggressive behavior and violence at school are more likely to disengage from school⁴ and to experience clinical levels of mental and emotional disorders than are students who experience either no or low levels of violence at schools.⁵ Students who are bullied are also more likely to become truant from school⁶ and have lower academic performance.⁷ Research indicates that the majority of school shooters had been previously bullied.⁸ Disruptive and aggressive behaviors in the classroom, and the resulting suspensions and expulsions, also diminish teachers and students' instructional and learning time. Of the 271,800 serious disciplinary actions that were taken during the 2007-2008 school year for physical attacks or fights, 79 percent were out-of-school suspensions lasting five days or more.⁹

To ensure that schools are safe places for students to learn, schools should understand the issues their communities face and the conditions that may influence student risk behaviors to best formulate intervention and prevention strategies. School communities are complex systems that include multiple stakeholders and interconnecting environmental factors that influence student health and safety. As such, comprehensive needs assessments of conditions for learning--including school engagement, school safety, and the school environment as elements evaluated--can provide educators with the data support needed to pursue comprehensive approaches to school reform.

One element of conditions for learning is school engagement, including the relationships between the members of the school community and the extent to which members participate in school activities. For example, research shows that positive student-teacher relationships characterized by fairness and care are a protective factor against the initiation and escalation of cigarette smoking and alcohol use, and are associated with the cessation of weapon-related violence.¹⁰

In addition, increases in parent involvement have been associated with increases in social skills and decreases in behavioral problems among elementary school children.¹¹ Various aspects of the school environment, such as the physical, academic, and disciplinary environment, and the presence of health supports, may serve as another element. For example, research has indicated that student perceptions of the fairness and clarity of disciplinary procedures are associated with student delinquency, student victimization, and teacher victimization.¹²

As schools implement programmatic interventions that target school engagement, school environment, and other factors related to conditions for learning, they may need school safety data, a third element, to help them determine the relative safety of their school over time and to decide what interventions, if any, might be appropriate. By monitoring indicators such as the frequency and severity of student risk behaviors and perceptions of school safety, schools may identify threats to school safety and then use this information to implement the appropriate intervention or program to improve school safety.

A comprehensive picture of school health and safety can be created by utilizing needs assessments that include student perceptions and, where appropriate, parents and staff perceptions, to help schools identify key issues in need of attention. For example, research demonstrates that teachers' perceptions and attitudes toward bullying can significantly impact students' acceptance of and engagement in bullying behaviors.¹³

Efforts to increase parental engagement may be impacted by preexisting parental attitudes and perceptions.¹⁴ Including parents in the assessment process could help schools to understand these preexisting attitudes, which may inform schools decisions regarding how to best communicate with parents and increase their engagement. Schools might consider examining parent attitudes of student behaviors as part of a parent engagement or parent education strategy to combat violence and substance use; research shows linkages between student perceptions of parental attitudes and student risk behaviors such as weapons carrying, schools fights,¹⁵ alcohol use, and tobacco use.¹⁶

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Iowa Safe and Supportive Schools
 Engagement | Safety | Environment

Partner High Schools

AEA	District	School
1	Dubuque	Dubuque Hempstead HS
1	Dubuque	Dubuque Senior HS
1	Edgewood-Colesburg	Edgewood-Colesburg HS
1	MFL MarMac	MFL Marmac HS
1	New Hampton	New Hampton HS
1	North Fayette	North Fayette HS
1	Oelwein	Oelwein HS
1	West Central	West Central Jr-Sr HS
1	West Delaware County	West Delaware HS
8	Armstrong-Ringsted	Armstrong-Ringsted MS/HS
8	East Greene	East Greene
8	Humboldt	Humboldt HS
8	Manson Northwest Webster	Manson Northwest Webster JH/HS
8	Northeast Hamilton	Northeast Hamilton HS
9	Bettendorf	Bettendorf HS
9	Columbus	Columbus Community HS
9	Davenport	Central HS
9	Louisa-Muscatine	Louisa-Muscatine HS
10	Clear Creek Amana	Clear Creek Amana HS
10	Iowa Valley	Iowa Valley Jr-Sr HS
10	Olin Consolidated	Olin Junior-Senior HS
10	Solon	Solon HS
11	Bondurant-Farrar	Bondurant-Farrar HS
11	Des Moines Independent	East HS
11	Perry	Perry HS

Partner High Schools, continued

AEA	District	School
12	Marcus-Meriden-Cleghorn	Marcus-Meriden-Cleghorn Community HS
12	Sioux City	East High
12	Sioux City	North HS
12	Sioux City	West HS
12	West Sioux	West Sioux HS
13/14	Council Bluffs	Abraham Lincoln
13/14	Council Bluffs	Thomas Jefferson HS
13/14	Farragut	Farragut Senior HS
13/14	Glenwood	Glenwood Senior HS
15/16	Burlington	Burlington Community HS
15/16	Cardinal	Cardinal Middle-Senior HS
15/16	Centerville	Centerville HS
15/16	Keokuk	Keokuk HS
15/16	Ottumwa	Ottumwa HS
15/16	Winfield-Mt Union	Winfield-Mt Union Jr-Sr HS
267	Dike-New Hartford	Dike-New Hartford HS
267	Forest City	Forest City HS
267	GMG	GMG Secondary School
267	Iowa Falls	Iowa Falls - Alden HS
267	Waterloo	Don Bosco HS
267	Waterloo	East HS
267	Waterloo	West HS