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CARE for Kids: Elementary

2008-2009

Program Evaluators

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EXECUTIVE SUMMARY

Background

- In 2008-2009, 28 elementary schools participated in the CARE for Kids. CARE for Kids involved providing significant and engaging learning opportunities that allowed students to experience membership in a safe and caring community of learners.
- The current report summarizes the formative data collected during this first year. Multi-methods were used to collect data including surveys, observations, student focus groups, and secondary data.
- Observation data were collected at 6 schools, chosen at random, and were conducted by the CARE for Kids elementary project manager and coordinators.
- To assess staff perceptions and implementation, survey data were collected at the 22 elementary schools that were implementing CARE for Kids for the first time (6 schools had previously implemented components as part of a federal grant).
- District-wide Comprehensive Surveys were collected from all school staffs and intermediate elementary students in February to assess school culture and climate.

Major Findings: Walkthrough Data

- Implementation was assessed through walkthroughs and teacher self-reports. The strongest component of CARE for Kids observed was the Morning Meeting, especially in the area of the Morning Message posting. Approximately 90% of the classrooms observed during the morning period had the Morning Messages posted and incorporated curriculum/events in the message.
- Interactions between students and teachers and among students were also rated quite high, with 86% of student-teacher and 74% of student-student interactions rated as respectful.
- While most classroom communities are respectful, the level to which students have choices and autonomy was still limited in many classrooms as evidenced by the walkthroughs and survey data.

Major Findings: Attendance, Suspensions, Student Achievement

- Examining attendance and suspension data for 2007-2008 (the year prior to CFK implementation) and for 2008-2009 showed that overall, attendance increased at the elementary level. The CFK schools showed more improvement in student attendance than the non-CFK schools, although this difference did not reach statistical significance. Suspensions remained stable from 2007-2008 to 2008-2009. No significant differences were found in suspension data between CFK and non-CFK schools.
- The CFK schools showed higher teacher attendance than the non-CFK schools, although this difference did not reach statistical significance.
- No significant differences were found between CFK and non-CFK schools on student achievement. However, schools with higher implementation of CFK showed a positive impact on almost all content areas (Reading, Math, Science, and Social Studies).

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

- Staff reported implementation was significantly related to the other factors, especially Principal Support and Attitude toward CFK. Higher Principal Support and more positive teacher attitudes toward the program was related to higher implementation of CARE for Kids components (e.g., Morning Meeting, partner work).
- In regards to the Comprehensive School surveys, multivariate and follow-up univariate statistical analyses found that *students who attended CARE for Kids schools showed significantly more growth* in the areas of School Discussion Climate ('My teachers respect my opinion in class even if it disagrees with their opinions. '), School Support ('My school has a caring and supportive environment for students'), and Positive Character ('I care about the feelings of others') than students in non-CARE for Kids schools.

Introduction

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

To achieve this, beginning in 2008-2009, CARE for Kids was rolled out to 28 elementary schools and 25 middle schools. In 2009-2010, an additional 22 elementary schools will receive CARE for Kids professional development, and in 2010-2011, the final cohort of elementary schools will receive CARE for Kids professional development with the goal of having all elementary schools implementing CARE for Kids by the 2010-2011 school year.

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

- 1) At the heart of a caring school community are *respectful, supportive relationships* among and between students, educators, support staff, and parents.
- 2) Learning becomes more connected and meaningful for students when social, emotional, and ethical development is an *integral part* of the classroom, school, and community experience.
- 3) Significant and engaging learning, academic and social, takes place when students are able to construct deep understandings of broad concepts and principles through an *active process of exploration, discovery, and application*.
- 4) Community is strengthened when there are frequent opportunities for *students to exercise their voice, choice, and responsible independence* to work together for the common good.
- 5) Classroom community and learning are maximized through frequent opportunities for *collaboration and service* to others.

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

CARE for Kids Components

- 1) *Caring Classroom Community*: developing classroom community and unity building- building relationships reflective of respect, responsibility, caring and helpfulness through activities such as cooperative/collaborative learning (across content areas- reading, math, science etc.), unity builders, literature components, class meetings, and morning meetings
- 2) *Morning Meetings*: Special type of class meeting designed to set the tone for respectful learning and establish a climate of trust.
- 3) *Classroom Meetings*: Provide a forum for students and teachers to come together as a class to get to know each other, reflect, problem-solve, and make decisions
- 4) *Developmental Discipline*: Is a pro-active, prevention approach that utilizes a teaching/learning approach with an emphasis on relationships, modeling, skill development, moving students to self-control and responsibility
- 5) *School-Wide Activities*: Designed to link the students, parents, teacher and other adults in the school with a focus on inclusion and participation, cooperation, helping others, taking responsibility, appreciating differences, and reflection

DATA COLLECTION ACTIVITIES

The purpose of the evaluation is to determine the impact of the CARE for Kids initiative on school climate and culture, instructional practices, parent engagement, and student outcomes.

The evaluation design utilized will be a pre-post design in which the CARE for Kids schools will be tracked over time to assess changes before and after the implementation of the redesign. Data will be compared to non-CARE for Kids schools, whenever possible. For the first year of the evaluation, the focus is on formative data. The purpose of the formative assessment is to gather information on how to better improve the program. For 2008-2009 the following pieces of data were used to monitor and improve the CARE for Kids implementation:

Walkthroughs/Observations: A sample of 6 CARE for Kids schools was randomly selected in 2008-2009 to be observed by the CARE for Kids resource teachers. Walkthrough data were synthesized to provide an overall report to the CARE for Kids management team on the implementation of the CARE for Kids model. Data will be used to guide the planning of the 2009-2010 Institute and follow-up sessions.

End-of-Year Surveys: An end-of-year survey was distributed to all staff involved with the CARE for Kids model. The survey covered staff perceptions of the CARE for Kids model, as well as provided a self-report of their implementation of different CARE for Kids components. Data were provided to school principals, as well as the CARE for Kids management team to assess the level of implementation after Year 1.

Comprehensive School Surveys (CSS): The JCPS Research Department administers a district-wide survey that is given to all certified and classified staff, students, and parents. The CSS gather respondent perceptions of the quality of instructional content, but also the important social-emotional, civic, and moral connections that tend to be fragmented in our more accountability-oriented approach. Schools were given data results from the 2007-2008 and 2008-2009 Comprehensive School Surveys. These will help school staff monitor their school culture and climate as perceived by different role groups before and after the implementation of CARE for Kids.

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

RESULTS

Walkthroughs/Observations

One of the ways implementation of CARE for Kids was assessed in 2008-2009 was through classroom observations. Observations were conducted at each grade level K-5 with a stratified random sampling of teachers from 6 randomly selected CARE for Kids schools (21% of the sample). It should be noted 12 schools were not included in the random selection because 6 schools were previous Project CARE schools (thus not in their first year of implementation) and 6 schools were participating in the Elementary Redesign project which included several walkthroughs. Therefore, the 6 schools selected for walkthroughs actually represented 38% of the sampling frame. Observations were conducted by JCPS CARE for Kids (CFK) coordinators using a walkthrough instrument developed by the CFK Project Managers in coordination with the Department of Accountability, Research, and Planning. The observation checklist included items related to Routines and Procedures, Relationships, Language, Student-Centered Environment, and Morning Meeting. Items were rated by observers as Present, Not Present, or Not Applicable.

Routines and Procedures. The highest rated item was teachers using reminding, reinforcing, and redirecting strategies. The lowest rated item was teachers referencing the social norms. Surprisingly, only about half the classes had their social contract/norms posted in the classroom. This was congruent with the finding that less than half of classrooms (39%) had widespread use of visuals to create positive expectations (such as Y-charts, daily schedules).

Relationships. The highest rated items were related to the interactions among students and between the teacher and the students. Also rated high was teachers' knowledge of individual students. The lowest rated items were related to discipline- teachers' use of logical consequences and using a balanced approach rather than a permissive or autocratic approach.

Language. The highest rated items were teachers using clear, simple instructions, and inclusive language. The lowest rated items were related to the use of reflective language and specific reinforcing language rather than general praise. These findings are not surprising because the use of reflective language and the use of specific, reinforcing language are practices that may be more difficult to implement and often has to be individualized (as opposed to the use of clear, simple language or inclusive language).

Student-Centered Environment. The highest rated items were teachers listening to students and paying attention to individual students in a positive way. The lowest rated items were related to student autonomy and opportunities for students to make choices. Again, similar to language, these findings are not surprising because increasing the amount of student voice and choice is more difficult than other practices such as listening to students.

Morning Meeting. About $\frac{1}{4}$ of the observations involved morning meeting. Of those morning meetings observed, the highest rated items were in the formation of the students and the posting of the morning message/daily announcements. The lowest rating items were related to the pace of morning meeting and whether all components were present and in order. Of all the components, the morning message and the group activity were the lowest rated components.

- *Greeting:* The greetings observed were generally rated high. Most greetings observed (72%) received nearly a perfect score (either 4 or 5 yeses of the 5 components). The greetings were respectful and friendly. Areas of improvement are ensuring that all students participate in the greeting and that the greeting takes 2-5 minutes to complete.
- *Sharing:* Sharing was also rated high with most sharing times (73%) receiving nearly a perfect score (either 3 or 4 yeses on the 4 components). The format of the sharing was rated the highest while areas of improvement included the time allotted to sharing (about 5 minutes) and keeping focus and pace.

- *Activity*: Activity was the lowest rated component with about 64% receiving nearly a perfect score (either 5 or 6 yeses on the 6 components). It appears about 29% of the morning meetings did not include a group activity or an inadequate group activity (scoring 'no's on all components).
- *Morning Message*: Morning message widely varied with about 33% receiving a perfect score (either 5 or 6 yeses on the 6 components). Most messages were posted and incorporated on-going curriculums or events. Areas of improvement involve having an interactive component that is processed by the whole group and reading the morning message at the end of the Morning Meeting.

Elementary CARE for Kids Walkthrough Data Results

<i>Routines and Procedures</i>	% Yes	% No	% N/A
Social contract/norms list is positively stated and posted	56.9	41.4	1.7
Social contract/norms list is referred to by the teacher	19.0	63.8	17.2
Widespread use of visuals to create positive expectations (Y-charts, routines and procedure charts, daily schedules, etc)	38.8	58.6	2.6
Teacher uses reminding, reinforcing, redirecting strategies	71.6	18.1	10.3
Teacher uses non-verbal cueing	43.1	38.8	18.1
Established routines/procedures for tasks and transitions are modeled and remodeled as necessary	41.4	10.3	48.3
Management signal has been established and is used consistently	40.9	40.0	19.1
<i>Relationships</i>	% Yes	% No	% N/A
Teacher uses a balanced approach to	45.7	51.7	2.6

discipline as opposed to an autocratic or permissive approach			
Teacher uses logical consequences related to behavior, e.g., restitution, restriction/loss of privilege, restoration and reflection	11.2	56.0	32.8
Teacher uses interventions strategies, e.g., take-a-break, social conference, buddy room and fix-it plans	6.9	5.2	87.9
Respectful interactions are exhibited between students and teacher	86.2	11.2	2.6
Respectful interactions are exhibited among students	73.7	20.2	6.1
Teacher has knowledge of individual students	81.9	11.2	6.9
Language	% Yes	% No	% N/A
Teacher uses language that encourages and facilitates student reflection. For example, the teacher may ask: What could we have done differently? Did we meet our social contract/norms expectations?	10.3	60.3	29.3
Teacher uses language that is proactive and descriptive without judgment and invites reflection	25.4	57.0	17.5
Teacher uses reminding language stating facts, not judgments	59.5	25.0	15.5
Teacher uses redirecting language that is calm, confident and neutral and names what went wrong	49.1	18.1	32.8
Teacher uses inclusive language	77.6	18.1	4.3
Instructions are clear and simple	90.5	4.3	5.2
Teacher asks open-ended questions that elicit multiple perspectives from students	28.4	57.8	13.8

Teacher uses specific reinforcing language rather than general praise	25.2	69.6	5.2
<i>Student-Centered Environment</i>	% Yes	% No	% N/A
There is widespread evidence of student voice	14.7	81.0	4.3
Widespread/varied student work is displayed	25.9	71.6	2.6
Students collaborate with one another	39.7	49.1	11.2
Seating assignments allow for maximum inclusion and cooperation	79.3	16.4	4.3
Students exhibit active involvement and responsibility in the life of the classroom	40.5	49.5	9.9
Teacher actively listens to students	84.5	11.2	4.3
Teacher pays attention to individual students in a positive way	83.3	7.9	8.8
Students have multiple opportunities for active involvement and responsibility in the life of the classroom	32.8	58.6	8.6
There are opportunities for students to have dialogue and negotiation centered on classroom/student issues	6.9	29.3	63.8
Widespread opportunities for students to interact verbally	37.9	54.3	7.8
Majority of classroom talk is focused conversation among students with minimal teacher talk	31.9	63.8	4.3
There are multiple opportunities for students to have choice	25.0	67.2	7.8
<i>Morning Meeting/CPR General Observations</i>	% Yes	% No	% N/A

Students come to the circle in a respectful manner	24.1	1.7	74.1
Students are organized in a circle that allows participants to see, hear and relate to everyone	23.3	2.6	74.1
Morning Message/ Daily News and Announcements is posted when students enter the classroom	22.4	3.4	74.1
Pace of Morning Meeting/CPR is appropriate	10.3	14.7	75.0
All components of Morning Meeting/CPR are present	14.7	11.2	74.1
All components are in order	9.5	16.4	74.1
Greeting	% Yes	% No	% N/A
Greeting is socially safe, respectful and friendly	23.3	2.6	74.1
Teacher/student models greeting	15.5	3.4	81.0
All students participate in the greeting	21.6	4.3	74.1
Teacher monitors the greeting	20.7	1.7	77.6
Greeting takes 2-5 minutes to complete	21.6	4.3	74.1
Sharing	% Yes	% No	% N/A
Teacher designates form of share, e.g., whip, topic, partner, rotation etc	25.0	1.7	73.3
Students participated in share by listening to others, asking questions of the sharer, etc	19.8	4.3	75.9
Teacher facilitates to keep focus and pace	19.0	5.2	75.9
Share takes about 5 minutes to complete	17.2	7.8	75.0

Activity	% Yes	% No	% N/A
Activity is safe, engaging and meets the goals for the day	14.7	8.6	76.7
Activity focuses on cooperation as opposed to competition	16.4	7.8	75.9
Activity is inclusive	15.5	7.8	76.7
Activity is played with courtesy and self-control	16.4	6.9	76.7
Teacher monitors activity	15.5	6.9	77.6
Activity takes about 5 minutes to complete	16.4	7.8	75.9
Morning Message/Daily News	% Yes	% No	% N/A
Morning Message/Daily News and Announcements is posted/displayed	26.7	3.4	69.8
There is an interactive element included that addresses some learning, either social or academic	20.7	8.6	70.7
On-going curriculum and events are incorporated in the message	26.7	2.6	70.7
The interactive component(s) is processed by the whole group	12.9	12.9	74.1
Morning Message/Daily News and Announcements is visible and read aloud at the end of Morning Meeting/CPR	13.8	12.9	73.3

End of Year Surveys

The end-of-year survey was distributed in May 2009 to the 22 first-year CARE for Kids schools in order to assess staff perceptions of CARE for Kids, self-report of CARE for Kids implementation, and general perceptions

of the Redesign initiative (for the Redesign schools). The end-of-year survey also included the Change Process Survey developed by Dr. Ric Keaster from Western Kentucky University. The purpose of the Change Process Survey is to assess the impact of leadership on implementation. On both surveys, open-ended questions were also administered to gather qualitative information. The following chart depicts the results from the end-of-year surveys.

Overall, the implementation data was similar to the walkthroughs conducted in that morning meeting were reported as highly implemented (almost everyday), whereas the lowest implementation was for pair and share activities. Staff perceptions of the program were high with over 83% recommending it to others.

Question	N	Average (1 = Strongly Disagree to 5 = Strongly Agree)	% Agree/Strongly Agree
I felt CARE for Kids (CFK) was a good way to improve character and school climate before we implemented it in our school.	681	4.22	88.25%
I was allowed to meet with fellow teachers to discuss and share ideas regarding CFK <u>prior to implementation</u>	674	3.87	78.64%
I was provided a clear purpose for CFK during its introduction and training.	678	4.27	92.77%
I was provided a clear “picture” of a successful CFK program.	678	4.08	85.69%
I was provided opportunities to discuss/provide input concerning CFK <u>prior to implementation.</u>	677	3.90	78.29%
I was provided guidelines for implementing CFK <u>prior to implementation.</u>	681	4.04	84.88%
I was provided appropriate resources (e.g., materials and equipment) to successfully carry out the CFK program.	675	4.19	88.59%
I was given appropriate release time for planning and training for successful implementation.	672	3.76	70.09%

I was able to visit other successful programs prior to implementation that demonstrated components found in CFK.	672	2.39	19.20%
I was provided training to develop new skills to initiate a CFK program.	678	4.17	89.68%
My principal attended the CFK training with teachers.	678	4.41	94.69%
I was often visited by my principal to see the CFK program in progress.	667	3.67	66.57%
I was provided feedback from my principal following (his or her) visits.	670	3.61	63.13%
I was provided direct assistance, consultation, and/or support from my principal <u>during the implementation phase</u> .	672	3.72	69.49%
I was provided opportunities by my principal to meet with other teachers to discuss CFK <u>during the first year of implementation</u> .	673	3.85	75.04%
I experienced positive reinforcement (e.g., recognition/praise) from my principal for efforts regarding my work with CFK.	673	3.78	71.32%
I am convinced that CFK is a good way to improve students' character and school climate after having worked with it in our school all this year.	682	4.15	82.99%
I work in an environment where my principal exhibits a proactive orientation toward school improvement efforts.	678	4.15	83.19%
I work in an environment where my principal supports taking risks for school improvement.	677	4.08	79.17%
I received quality professional developments from the <i>district</i> CFK team.	677	4.10	84.19%
I received quality follow-up support from the <i>district</i> CFK team.	661	3.97	78.97%
I have access to expertise from the <i>district</i> CFK team when implementation problems are encountered.	654	3.81	70.34%
I received quality support from <i>my school's</i> CFK Leadership team.	660	4.02	79.85%
I have access to expertise from <i>my school's</i> CFK Leadership team when implementation problems are encountered.	654	3.99	78.59%
I closely followed the components of the CFK model.	659	4.02	84.67%

I would recommend the CFK model to other schools.	661	4.13	83.36%
CFK made a positive difference in the social emotional development of my students.	661	4.01	79.73%
CFK made positive difference in the climate of my classroom.	658	4.00	78.88%
CFK made a positive difference in the academic development of my students.	653	3.83	68.91%
Overall, I enjoyed learning and implementing the CFK model.	664	4.13	84.64%
How often did you implement:		1 = Rarely/Never to 5 = Every day	% Almost Every Day/Every Day or 1-2 times per week
Morning meetings	476	4.75	93.70%
Class meetings (problem-solving, check-in, planning, decision-making, norm-setting)	470	3.84	68.30%
End-of-day meetings	468	3.87	73.29%
How often did you implement:		1 = Rarely/Never to 5 = At least 2 times every day	% Every day/At least 2 times per day
Partner activities involving 2 students (e.g., Think, Pair, Share, Turn to a Partner)	474	3.69	59.70%
Small group activities involving 3 or more students	475	3.84	64.84%

The End-of-Year survey items were reduced to five factors: Principal Support, District Support, School Support, Attitude toward CFK, and Implementation. Staff reported implementation was significantly related to the other factors, especially Principal Support, $r(478) = 0.24, p < .01$, and Attitude toward CFK, $r(477) = 0.29, p < .01$. Further analyses showed that the primary variable related to implementation was principal visits to the classroom and principal feedback on implementation.

Comprehensive School Surveys

The JCPS Research Department administered the Comprehensive School Surveys to all elementary school staff (certified and classified) and intermediate students (4th and 5th graders) in February of 2009. A total of 13,255 student surveys were returned for a response rate of 90%. Response rates did not differ between

CARE for Kids and non-CARE for Kids schools. Student Comprehensive School Surveys were analyzed to compare the CARE for Kids schools against non-CARE for Kids schools. The 2008 and 2009 surveys were analyzed to examine whether CARE for Kids schools 1) improved in their school climate, and 2) if they improved, whether they improved at a greater rate than non-CARE for Kids schools.

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

- 1) Overall Satisfaction- consists of 3 items including 'I am very satisfied with my school', 'I would rather go to this school than any other school', and 'I am very satisfied with JCPS.'
- 2) School Engagement- consists of 3 items including 'I learn interesting and useful things at school', 'I think school is fun', and 'I enjoy going to school.'
- 3) School Belonging- consists of 3 items including 'I really like other students in my school', 'My friends are respected by other groups of friends', and 'I feel like I am part of my school community.'
- 4) School Discussion- consists of 3 items including 'I can give opinions in class that disagree with the opinions of other students', 'My teachers respect my opinion in class even if it disagrees with their opinions', and 'I feel I can disagree openly with my teachers about events in the news.'
- 5) School Support- consists of 3 items including 'I feel my teachers really care about me', 'I believe I can talk with my counselor, and 'My school has a caring and supportive environment for students.'
- 6) Personal Safety- consists of 3 items including 'I feel safe walking to and from school', 'I feel safe outside the building before and after school, and 'I feel safe at school.'
- 7) Political Discussion- consists of 3 items including 'I often talk about events in the news with my teachers', 'I often talk about events in the news with my friends', and 'I often talk about events in the news with my parents or family.'
- 8) Conflict Resolution- consists of 3 items including 'I'm good at finding fair answers to problems', 'I know how to disagree without starting a fight', and 'I am good at taking turns and sharing things with others.'

- 9) Positive Character- consists of 3 items including ‘I care about the feelings of others’, ‘I try to help when I see people in need’, and ‘I always try to tell the truth.’

First, in terms of overall change from 2008 to 2009, CARE for Kids school showed statistically significant improvements in each of the major areas. The largest gains were in the areas of School Belonging, Political Discussion, and Overall Satisfaction.

CSS Student Construct	2008	2009	Change*
Overall Satisfaction	3.12	3.23	0.11
School Engagement	2.97	3.06	0.09
School Belonging	3.13	3.25	0.12
School Discussion	3.03	3.13	0.10
School Support	3.33	3.41	0.08
Personal Safety	3.10	3.19	0.09
Political Discussion	2.69	2.80	0.11
Conflict Resolution	3.13	3.22	0.09
Positive Character	3.27	3.37	0.09

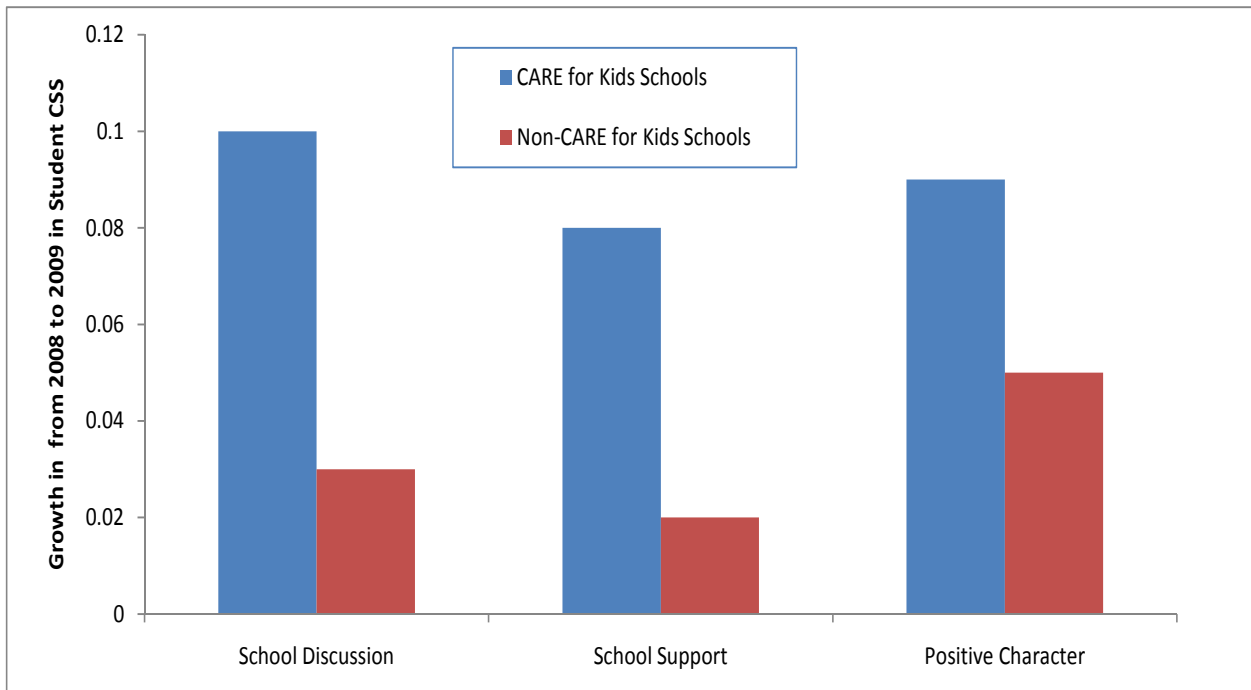
* $p < .05$

Next, CARE for Kids schools were compared to the non-CARE for Kids school in terms of growth from 2008 to 2009. A multivariate analysis of variance utilizing the 9 CSS constructs as the dependent variables showed that CARE for Kids schools were marginally different from non-CARE for Kids schools, $F(1, 88) = 1.89, p = .06$. Follow-up univariate analyses showed that CFK and non-CFK school differed in three areas- School Support, School Discussion, and Positive Character. Students at CARE for Kids schools significantly showed more gains in these three areas compared to students at non-CARE for Kids schools (see table and chart below).

CSS Student Construct	CARE for Kids Schools Growth from 2008 to 2009	Non-CARE for Kids Schools Growth from 2008-2009	F statistic
Overall Satisfaction	0.11	0.07	1.88
School Engagement	0.09	0.07	.45
School Belonging	0.12	0.11	.25

School Discussion	0.10	0.03	5.96*
School Support	0.08	0.02	3.98*
Personal Safety	0.09	0.13	1.08
Political Discussion	0.11	0.09	.17
Conflict Resolution	0.09	0.07	.85
Positive Character	0.09	0.05	4.80*

*statistically significant at the .05 level



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

- 1) Curriculum- consists of 5 items including 'I am requiring my students to do more challenging reading than in previous years', 'Students at my school develop confidence in applying mathematical strategies to real-life situations outside of school,' and 'I provide learning activities that help my students become better writers.'
- 2) Job Satisfaction- consists of 3 items including 'I am satisfied with the quality of communication in Jcps', 'I am very satisfied with my Jcps position', and 'I would recommend Jcps as a good place to work.'

- 3) Personal Safety- consists of 3 items including 'I feel safe on my way to and from school', 'I feel safe outside the building before and after school,' and 'I feel safe and secure at my school.'
- 4) Positive Character- consists of 3 items including 'I care about the feelings of others', 'I try to help when I see people in need', and 'I always try to tell the truth.'
- 5) School Administration- consists of 5 items including 'My principal provides effective leadership', 'My school is effectively implementing a plan to close the achievement gap,' and 'Site-Based Decision Making has helped to improve my school.'
- 6) School Belonging- consists of 3 items including 'I feel strong ties with other faculty and staff in my school', 'I feel like I am part of the school community,' and 'My group of colleagues at school is well thought of by other faculty and staff.'
- 7) School Resources- consists of 3 items including 'My school's classrooms have reasonable numbers of students,' 'Textbooks and other school materials are of high quality,' and 'My school is equipped with up-to-date computers and other technology.'
- 8) School Services- consists of 3 items including 'A broad range of guidance and support services are available at my school,' 'I enjoy the meals served at my school,' 'The buildings at my school are clean, attractive, and well-maintained.'
- 9) School Support- consists of 3 items including 'I feel the teachers at my school really care about their students,' 'I believe students at my school can talk with their counselor or dean', and 'My school provides a caring and supportive environment for students.'
- 10) Site Safety- consists of 4 items including 'Safety concerns, when reported, are handled in a timely manner', 'Adults in my school intervene in any unsafe situation they observe,' and 'I would intervene in any unsafe situation I observe.'
- 11) Student Assessment- consists of 3 items including 'Teachers effectively align their lessons with common district assessments each grading period,' 'My school implements a system to regularly

track student proficiency throughout the year', and 'My school implements an effective system of regularly analyzing student work.'

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

Analyses comparing the CFK schools against the non-CFK schools on teacher perceptions of school climate showed that there was no significant differences between groups, except that teachers in the CFK schools had more growth in the area of School Resources, $t(42) = 2.51, p < .05$. In addition, exploratory analyses were run to examine if there was a relationship between implementation and the CSS. Analyses suggested there was a positive correlation between implementation and job satisfaction. Schools with higher teacher job satisfaction levels also rated themselves as higher implementers of CFK. Future evaluations will explore this relationship further.

Lastly, analyses were conducted on the Parent Comprehensive School Surveys. The constructs from the Parent CSS that were analyzed consisted of the following:

- 1) Curriculum- consists of the items 'My child is reading better at home than in past years,' 'My child is developing the ability to apply math to real-life situations,' 'My child is writing more at home and at school than in previous years,' and 'My child is involved in community service in a way that enhances his/her learning.'
- 2) Education Satisfaction- consists of the items 'I believe my child will be prepared to go to the next grade level in school,' 'My child will be able to go to college after graduating from JCPS,' 'My child will be able to get a job after graduating from JCPS,' and 'I believe my child is developing essential life skills in JCPS.'

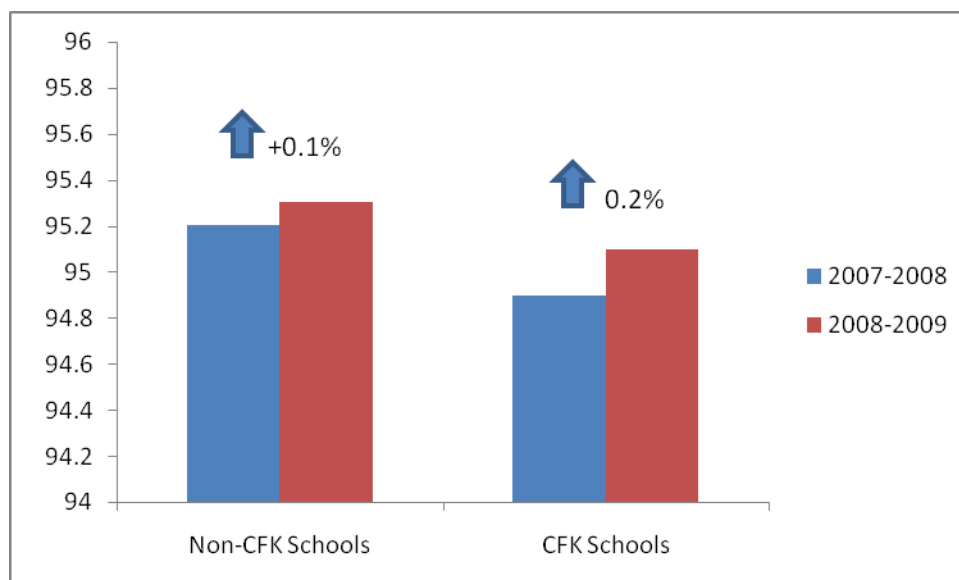
- 3) Overall Satisfaction- consists of the items 'I am very satisfied with my child's school,' 'I would rather my child go to JCPS than to a non-JCPS school,' and 'I am very satisfied with Jefferson County Public Schools.'
- 4) School Administration- consists of the items 'The superintendent and central office administrators provide effective leadership in support of my child,' 'The principal in at my child's school provides effective leadership,' 'The staff and Site-Based Decision Making Council are committed to diversity,' and 'Site-Based Decision Making Council has helped to improve my child's school.'
- 5) School Belonging- consists of the items 'My child's feels strong ties with other students in his/her school,' 'My child's peer group is well thought of by members of other peer groups,' and 'My child feels like a part of his/her community.'
- 6) School Resources- consists of the items 'My child's school has reasonable class sizes,' 'Textbooks and other school materials are of high quality,' and 'My child's school is equipped with up-to-date computers and other technology.'
- 7) School Services- consists of the items 'My child enjoys the meals served at his/her school,' 'My child's school is clean, attractive, and well-maintained,' 'A variety of guidance and support services are available to my child,' and 'I receive information regularly about JCPS programs and services.'
- 8) School Support- consists of the items 'I feel the teachers at my child's school really care about him/her,' 'I believe my child can talk with his/her counselor or dean,' 'My child's school provides a caring and supportive environment,' 'I feel my child's teachers really care about me,' 'I believe I can talk to my child's counselor or dean,' and 'My school provides a caring and supportive environment for parents.'
- 9) Site Safety- consists of the items 'At my child's school, I feel bullying is a big problem', 'Adults in my child's school handle safety concerns quickly,' and 'I believe that adults in my child's school will take care of unsafe situations.'

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

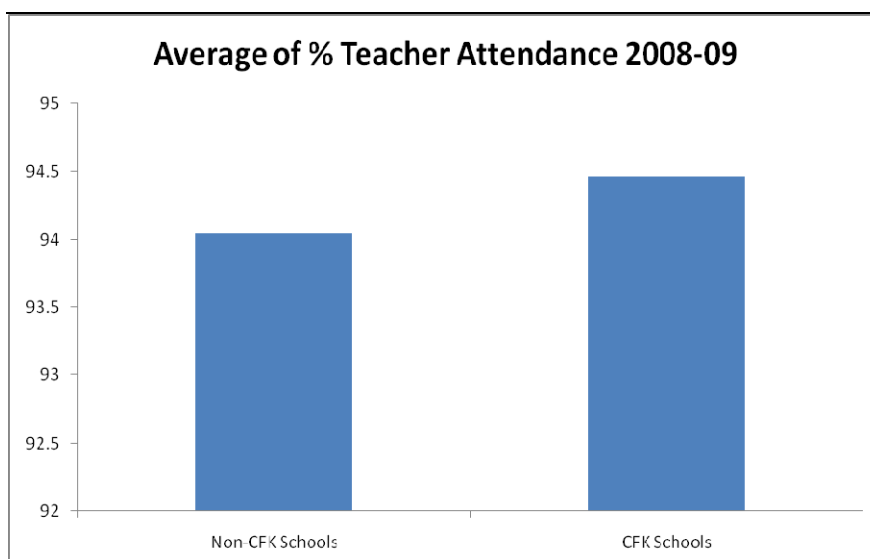
Analyses comparing the CFK schools against the non-CFK schools on parent perceptions of school climate showed that there was no significant differences between groups.

Attendance, Suspensions, Achievement

Examining attendance data for 2007-2008 (the year prior to CFK implementation) and for 2008-2009 showed that overall, attendance increased at the elementary level. The CFK schools showed more improvement in attendance than the non-CFK schools, although this difference did not reach statistical significance.



In terms of teacher attendance, CARE for Kids schools and non-CARE for Kids schools were compared on their 2008-2009 teacher attendance. Teacher attendance was calculated by counting the number of present days and excused absences against the number of unexcused days (dock days). The CFK schools showed higher teacher attendance than the non-CFK schools, although this difference did not reach statistical significance. Teacher attendance at the CFK schools was 94.5% compared to 94.0% teacher attendance at the non-CFK schools



Using a repeated measures ANCOVA (covarying percentage of students on free/reduced lunch), no significant differences were found in the change in suspension data between CARE for Kids and non-CARE for Kids schools (see table below), $F(1, 85) = .01, p > .05$.

	Group	N	Mean
Suspensions 2007-2008	Non-CFK.	60	13.33
	CFK	28	11.21
Suspensions 2008-2009	Non-CFK	62	12.92
	CFK	28	11.14

The following data compare the CARE for Kids elementary schools (n =28) and the non-CARE for Kids elementary schools (n = 62) from 2008 to 2009 across all content areas. In each chart, the 2008 score is subtracted from the 2009 score. The green font highlights which group performed better for that category.

Academic Index

CFK_School0809	Reading Index Change	Math Index Change	Science Index Change	Social Studies Index Change	Writing On-Demand Index Change
Non-CFK Schools	-1.02	-2.31	-3.92	+1.48	+2.40
CFK Schools	-0.06	-1.83	-2.48	-4.55	-0.43
District for all Elementary Schools	-0.52	-1.85	-2.88	+0.27	+1.81

Percent Proficient/Distinguished

CFK_School0809	Reading %P/D Change	Math %P/D Change	Science %P/D Change	Social Studies %P/D Change	Writing On-Demand %P/D Change
Non-CFK Schools	-0.96	-1.70	-6.41	+1.69	+2.33
CFK Schools	+0.61	-0.66	-2.69	-5.63	-1.43
District for all Elementary Schools	-0.29	-1.18	-4.52	-0.01	+1.60

Percent Novice*

CFK_School0809	Reading %Novice Change	Math %Novice Change	Science %Novice Change	Social Studies %Novice Change	Writing On-Demand %Novice Change
Non-CFK Schools	+0.57	+1.24	+0.39	-1.46	-0.90
CFK Schools	+0.53	+1.43	+0.43	+2.92	+0.76
District for all Elementary Schools	+0.38	+1.01	+0.22	-0.49	-0.47

Note: For % Novice, the lower number represents a more positive change.

The following data compare the first-year CARE for Kids elementary schools (n =22) with a matched comparison group on achievement data change from 2008 to 2009 across all content areas. In each chart, the 2008 score is subtracted from the 2009 score.

Academic Index

CFK_School0809	Reading Index Change	Math Index Change	Science Index Change	Social Studies Index Change	Writing On-Demand Index Change
Non-CFK Schools (matched)	-1.32	-2.22	-4.96	1.88	2.82
CFK Schools	-0.21	-2.42	-3.04	-4.91	-0.46
District for all Elementary Schools	-0.52	-1.85	-2.88	+0.27	+1.81

Percent Proficient/Distinguished

CFK_School0809	Reading %P/D Change	Math %P/D Change	Science %P/D Change	Social Studies %P/D Change	Writing On-Demand %P/D Change
Non-CFK Schools (matched)	-1.98	-1.49	-6.76	1.83	2.12
CFK Schools	0.70	-1.05	-3.25	-6.19	-1.67
District for all Elementary Schools	-0.29	-1.18	-4.52	-0.01	+1.60

Percent Novice*

CFK_School0809	Reading %Novice Change	Math %Novice Change	Science %Novice Change	Social Studies %Novice Change	Writing On-Demand %Novice Change
Non-CFK Schools (matched)	0.33	0.60	1.65	-3.85	-3.92
CFK Schools	0.62	1.48	0.76	2.39	0.67
District for all Elementary Schools	+0.38	+1.01	+0.22	-0.49	-0.47

Note: For % Novice, the lower number represents a more positive change.

After controlling for school demographics (% F/R and % Minority), higher implementation of CARE for Kids (defined as teachers' implementation of morning meeting, class meeting, end of day meeting, partner work, and small group work) was related to:

- Higher % of P/D in Reading
- Higher Reading Index Score
- Decreases in the % Novice from '08 to '09
- Higher % of P/D in Math
- Higher Math Index Score
- Decreases in the %Novice in Math from '08 to '09
- Higher % of P/D in Science
- Higher Social Studies Index

Furthermore, schools that made gains in Positive Character and School Support (on the Comprehensive Surveys) made significantly more improvement in Social Studies (gain in Social Studies Index). These were all statistically significant findings.

Summary

Observations/Walkthroughs

- Overall, the data reflect generally good fidelity in the areas of morning meeting and respectful interactions among students and between students and teachers.
- Primarily there are two major areas of improvement: discipline and student-centered environment. While most classroom communities are respectful, the level to which students have choices and autonomy is still limited in many classrooms. Moreover, the degree to which questioning is reflective and discipline involves logical consequences is also limited. It is recommended that future professional developments focus on these areas.

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

End-of-Year Surveys

- Surveys collected at the end-of-year showed that teachers were generally satisfied with the CARE for Kids initiative. Over 83% of teachers would recommend the model to other schools and enjoyed learning and implementing the model. Approximately 80% of teachers believed that CARE for Kids made a positive difference in the social-emotional development of their students and the climate in their classroom.
- Similar to the walkthrough data, the survey suggests there is good implementation of Morning Meetings with over 90% implementing almost every day. Furthermore, congruent with the walkthrough data finding that student-centered environment was rated relatively low, partner and small group work was implemented less than other CARE for Kids components with about 60% of teachers implementing partner/group work almost every day.

Comprehensive Surveys

- When examining 2008 and 2009 Comprehensive Survey results, CARE for Kids schools significantly improved in all major areas from 2008 to 2009.
- CARE for Kids schools also significantly had more growth from 2008 to 2009 on the CSS than non-CARE for Kids schools. Specifically, multivariate and follow-up univariate statistical analyses found that *students who attended CARE for Kids schools showed significantly more growth* in the areas of School Discussion Climate ('My teachers respect my opinion in class even if it disagrees with their opinions. '), School Support ('My school has a caring and supportive environment for students'), and Positive Character ('I care about the feelings of others') than students in non-CARE for Kids schools.

Attendance, Suspension Data and Student Achievement Data

- Although CARE for Kids schools improved in their student attendance more than the non-CARE for Kids schools and had higher teacher attendance than the non-CARE for Kids schools, the difference was not significant.
- No differences were found in suspension data between CFK and non-CFK Schools.
- No significant differences were found between CFK and non-CFK schools on student achievement. However, schools with higher implementation of CFK showed a positive impact on almost all content areas (Reading, Math, Science, and Social Studies).

Next Steps

- The 09-10 school year will include 27 additional elementary schools utilizing the CARE for Kids models. Various data (including walkthroughs, surveys, and secondary data) will be continuously collected and monitored to provide information for quality assurance.