

FOUNDATIONS FOR LEARNING:  
*SAFE AND CIVIL SCHOOLS ANALYSIS DOCUMENTATION*

Robert Barnoski, Ph.D.

October 2001



*Washington State  
Institute for  
Public Policy*



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# WASHINGTON STATE INSTITUTE FOR PUBLIC POLICY

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The Institute's mission is to carry out practical research, at legislative direction, on issues of importance to Washington State. The Institute conducts research activities using its own policy analysts, academic specialists from universities, and consultants. New activities grow out of requests from the Washington legislature and executive branch agencies, often directed through legislation. Institute staff work closely with legislators, as well as legislative, executive, and state agency staff to define and conduct research on appropriate state public policy topics.

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## EXECUTIVE SUMMARY

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The 1999 Washington State Legislature directed the Office of the Superintendent of Public Instruction (OSPI) to address disruptive behavior by students.<sup>1</sup> Using a \$2 million appropriation, OSPI implemented the Foundations for Learning: Safe and Civil Schools Project to promote a positive instructional approach to school discipline by building collaborative school teams through a training process. Schools had to apply for project participation through OSPI's Safe and Drug Free Schools Program. The project, funded for two years, included 123 schools: 19 high schools, 26 middle schools, and 78 elementary schools.

The Washington State Institute for Public Policy (Institute) was asked by OSPI to evaluate the Foundations Project. The Institute undertook the evaluation recognizing that:

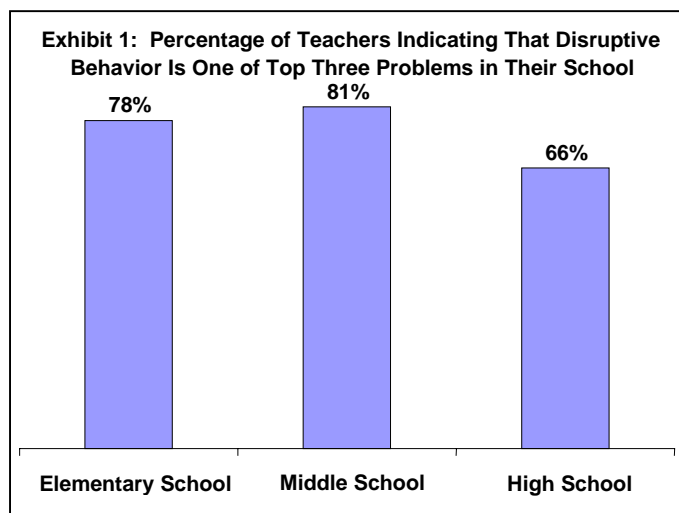
- School disruption is an important issue to Washington State policymakers and schools;
- Schools can be an efficient location for cost-effective prevention efforts; and
- The project provided an opportunity to test the feasibility of evaluating a school program using a comparison group—a more scientifically sound evaluation design.

The Institute's research effort involves evaluating the outcomes of the Foundations Project and examining the national research literature on "what works" in school settings to reduce disruptive behavior.

### EVALUATION DESIGN

To test whether the Foundations Project is achieving its objectives, the Institute compared outcomes for the project schools to a matched group of non-project schools. To obtain data for the evaluation, surveys were conducted during May 2001 in both the project and comparison schools. Surveys were returned by 183 schools: 105 project schools (85 percent of all project schools) and 78 comparison schools (63 percent of comparison schools). This impressive response reflects the importance of the issue of disruptive behavior in these schools, as illustrated by the survey results shown in Exhibit 1.

The survey results cannot be generalized to represent all schools in Washington since the OSPI grant selection process resulted in a set of schools that over-represent larger schools from lower income neighborhoods with lower standardized test scores.



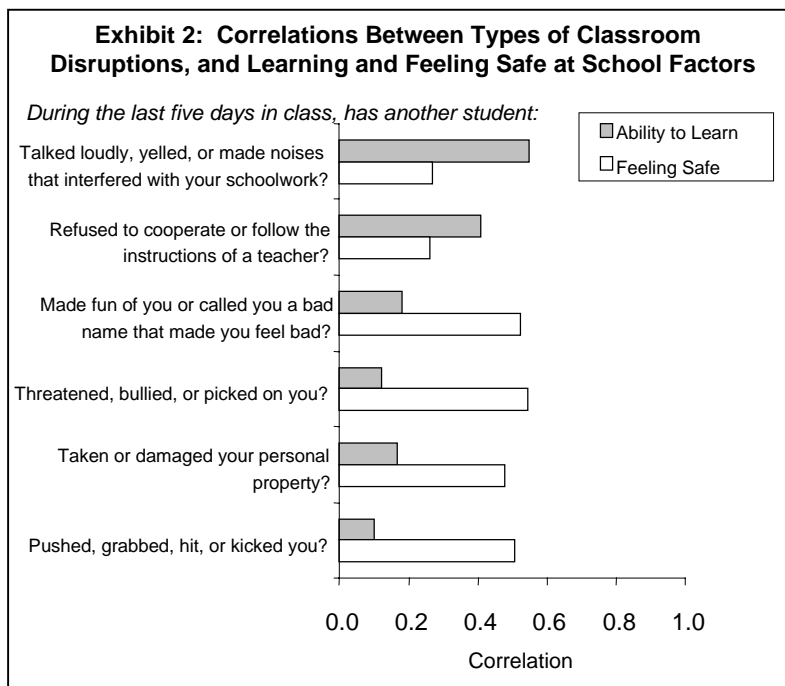
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<sup>1</sup> Chapter 166, Laws of 1999 (E2SHB 2085—Disruptive Students)

## WHAT DO THE SURVEY RESULTS INDICATE?

The Institute's survey assesses disruptive behaviors in schools and how these behaviors affect: a) the learning environment, and b) student safety. The results, shown in Exhibit 2, indicate that some disruptions affect student's ability to learn, while other types of disruptions affect student safety. For example, students associate a lack of general classroom control—such as talking loudly, yelling, and refusing to cooperate—with their ability to learn. On the other hand, more aggressive disruptions both inside and outside the classroom—name-calling, bullying, and physical aggression—are more closely associated with students not feeling safe at school.

In addition, a comparison of student and teacher responses for the same classes indicates that teachers are not always aware of disruptive behaviors in their classrooms.



The survey also indicates that high incidences of reported disruptive behavior are not disproportionately associated with schools that are large, in poor neighborhoods, or have low test scores. The survey findings summarized here are fairly consistent across the elementary, middle, and high schools.

These survey results suggest that a single strategy is unlikely to affect both the learning environment and a student's feelings about safety. A comprehensive approach that includes school-wide training in discipline practices, developing school-wide norms for positive student behavior, and focusing on youth with specific behavior problems is needed.

## HOW IS THE FOUNDATIONS PROJECT DOING?

The Institute used the survey to test for differences between the project and comparison schools. The Foundations for Learning Project is a three-year staff and curriculum development effort to design a positive school-wide approach for the correction of misbehavior and reinforcement of appropriate behaviors in a supportive and predictable manner.<sup>2</sup>

The Institute was not able to survey students in the comparison schools, so the impact of the project on student-reported behavior could not be assessed. The analysis of the teacher, staff, and administrator surveys, however, reveals several significant differences between the project and comparison schools. For example, as displayed in Exhibit 3, relative to teachers in the comparison schools, teachers in the project elementary schools reported several improvements.

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<sup>2</sup> Training for the Foundations Project was conducted by Randy Sprick, Ph.D. and Mickey Garrison, Ph.D. ([www.behaviorsite.com](http://www.behaviorsite.com)).



### **Exhibit 3: Teacher-Reported Behavior in Project Schools, Compared With Comparison Schools**

- 8 percent less verbal intimidation: teasing, ridiculing, or name-calling in the classroom
- 6 percent less aggressive verbal intimidation: threatening or bullying in the classroom
- 5 percent less taking or damaging personal property
- 7 percent less pushing, grabbing, hitting, or kicking someone in classroom
- 4 percent less difficulty explaining assignments and giving directions
- 4 percent less difficulty achieving instructional objectives
- 6 percent less of a decrease in desire to continue teaching

The teacher surveys provide evidence that the Foundations Project, after one year of implementation, is making small positive changes in teacher perception of student disruptive behavior and the impact of these behaviors on teachers. The program seems to increase teacher morale, since teachers in the project schools report less of a decrease in a desire to continue teaching. The first-year results from the administrator and staff surveys, not shown in Exhibit 3, indicate less evidence of positive change.

### **HAVE SOME PROGRAMS BEEN PROVEN TO REDUCE STUDENT MISCONDUCT?**

As part of this study, the Institute also examined the existing research literature to determine if there are programs proven to reduce disruptive behaviors at school. We found there are many commercially available programs that have been designed to reduce student misconduct. Unfortunately, only a few of these programs have been scientifically evaluated, and without this evidence, it is difficult to know what does and does not work.

Fortunately, hopeful signs are emerging from the research community. Denise Gottfredson, at the University of Maryland, has produced a comprehensive review of the existing literature,<sup>3</sup> and researchers at the University of Colorado have developed a “Blueprint” process to make research-proven programs available for “real world” use.<sup>4</sup>

Gottfredson classifies the existing programs into two types: programs that work with teachers and staff to change the school-wide environment, and those that work directly to change student behavior. She discovered that, on average, programs that change the school-wide environment by improving school and discipline management and establishing norms or expectations for proper behavior, like the Foundations Project, are effective in reducing problem behaviors and improving staff morale. On the other hand, programs that change classroom management or reorganization of students are promising, but need more supporting evidence.

For programs that work directly with students to change behaviors, Gottfredson found that the use of cognitive-behavioral methods<sup>5</sup> to develop student social skills is effective. On the other hand, she found that lecture-style methods for skill development, counseling, social work, therapeutic interventions, recreation, community service, enrichment, and leisure activities are not particularly effective. Mentoring, tutoring, and work-study are promising programs that need more study.

The University of Colorado has taken this one significant step further. The Center’s efforts go beyond identifying programs that work, to recognizing as equally important the process of having the program implemented correctly so that it becomes part of a school’s culture. The Center has identified the best-researched programs as “Blueprint” programs because they have been replicated and shown to work more than once. Programs with fewer successful replications are called “promising.” A list of the relevant Blueprint and promising programs identified by the University of Colorado is provided on the next page.

<sup>3</sup> Denise C. Gottfredson, *Schools and Delinquency*, Cambridge University Press, 2001. Her website is [www.gottfredson.com](http://www.gottfredson.com); and [www.gottfredson.com/summary.pdf](http://www.gottfredson.com/summary.pdf) summarizes her most recent study.

<sup>4</sup> University of Colorado Center for the Study and Prevention of Violence, [www.colorado.edu/cspv/blueprints](http://www.colorado.edu/cspv/blueprints).

<sup>5</sup> Cognitive-behavioral methods use role modeling, rehearsal, and coaching with repeated performance, feedback, and reinforcement to learn skills and change behaviors.

## CONCLUSIONS

The preliminary evaluation of the Foundations Project is encouraging since the teacher surveys show some positive improvements after the first year of the planned three-year implementation effort. News from the research community is also encouraging. Researchers are having success in finding programs shown to change school environments and student behaviors. Schools can be more confident in implementing a research-based school-wide initiative to develop effective discipline practices and school norms, and then adding programs within that environment to target specific behaviors, such as bullying, or programs that focus on specific at-risk student groups.

### University of Colorado “Blueprint” Programs for Schools

[www.colorado.edu/cspv/blueprints](http://www.colorado.edu/cspv/blueprints)

**Promoting Alternative Thinking Strategies for elementary schools (PATHS):** A comprehensive multi-year program for promoting emotional and social competencies and reducing behavior problems while enhancing the educational process in the classroom. Although primarily focused on the school and classroom settings, information and activities are also included for use with parents.

**Bullying Prevention Program for elementary, middle, and junior high schools:** A universal intervention for the reduction and prevention of bully/victim problems. School staff has the primary responsibility for the introduction and implementation of the program. All students participate in most aspects of the program with additional individual interventions targeted at students who are identified as bullies or victims of bullying.

### University of Colorado “Promising” Programs for Schools

**FAST Track for grades K through 6:** This intervention specifically targets children identified in kindergarten for disruptive behavior and poor peer relations. It is most intense during first grade and the transition to middle school and includes parent training, home visitations, social skills training, academic tutoring, and classroom intervention utilizes the paths curriculum.

**Seattle Social Development Project for grades 1 through 6:** A universal, multidimensional intervention combining parent and teacher training. Teachers receive instruction in proactive classroom management, interactive teaching, and cooperative learning. First-grade teachers teach communication, decision-making, negotiation, and conflict resolution skills; and sixth-grade teachers present refusal skills training. Parents receive optional training throughout their children’s schooling.

**I Can Problem Solve for kindergarten and possibly elementary school:** This a school-based intervention designed for kindergarten, but it has also been successfully implemented in grades 5 and 6, that trains children in interpersonal problem solving, and recognizing thoughts, feelings, and motives that generate problem situations.

**Linking the Interests of Families and Teachers for elementary schools:** A school-based intervention for schools in at-risk neighborhoods involving classroom, playground, and parent components.

**Project PATHE for secondary schools:** A comprehensive program involving staff, students, parents, and community members working together to design and implement improvement programs.

**School Transitional Environmental Program for large, urban junior or senior high schools** which serve predominantly non-white, lower-income students: A program to reduce school disorganization by restructuring the role of the homeroom teacher and the facility.

**Preventive Intervention for junior high school:** A two-year intervention starting in the 7th grade for high-risk adolescents to provide a school environment that allows students to realize that their actions can bring about desired consequences by eliciting participation from teachers, parents, and individuals.

**Baltimore Mastery Learning and Good Behavior Game for elementary school:** Interventions focusing on strengthening reading achievement and decreasing early aggressive and shy behaviors respectively. The Mastery Learning intervention utilizes a group-based approach in which students advance when a majority of the class has mastered the learning objectives. The Good Behavior Game is primarily a behavior modification program that involves students and teachers.

## BACKGROUND

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The 1999 Washington State Legislature appropriated \$2 million for schools to address disruptive behavior by students.<sup>6</sup> The Washington State Office of the Superintendent of Public Instruction (OSPI) and representatives from constituent groups, such as the Association of Washington School Principals, responded to this legislation by designing a comprehensive school-based staff and program development project. The goal of the Foundations for Learning: Safe and Civil Schools Project (Foundations Project) is to support staff as they develop and implement a proactive, positive, and instructional approach to discipline. The approach addresses student needs, especially those with severe behavioral challenges.

The Foundations Project is a program to implement a comprehensive and consistent model for developing personal responsibility and appropriate social communication among all members of a school community. This involves five training components for creating a collaborative team to support staff for dealing with student behaviors:

- (1) School-wide implementation of consistent school responsibilities, practices, and policies to teach appropriate behaviors.
- (2) Classroom management through ongoing, systematic teaching of behavior.
- (3) Collaboration among staff to implement behavioral interventions for individual students.
- (4) Establishment of collaborative support networks within the school.
- (5) Collection of data for use in decision-making.

The Foundations Project was made available to schools through an application process, and 123 schools throughout the state were selected to participate. Project schools represent 70 school districts from all regions of the state, impacting over 65,000 elementary, junior, and senior high students.

Initial training for participating schools began in the spring of 1999.<sup>7</sup> Over 700 school and central office administrators attended daylong training sessions focusing on system change strategies and the potential impact of the project on participating schools. The project requires school staff to work in teams to establish and maintain common discipline practices. The school teams include administrators, teachers, classified staff, related service staff, parents, students, and community members. Training for the school teams took place during the summer of 1999 with over 1,400 people attending. The training focused on creating and supporting pro-active, positive, and consistent school-wide discipline systems.

To maintain changes in discipline practices, participating schools continued to attend training throughout the 2000-2001 school year. This training offered schools further opportunities to work on their school-wide behavioral plan, classroom discipline, and behavioral interventions with students who have severe behavioral problems. Two schools participating in the project served as models because of their prior participation in a similar program initiated by Educational Service District 112 eight years ago. These schools are Burnt Bridge Creek Elementary in Clark County's Evergreen School District and Kessler Elementary in the Longview School District.

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<sup>6</sup> Chapter 166, Laws of 1999 (E2SHB 2085—Disruptive Students)

<sup>7</sup> Training for the Foundations Project was conducted by Randy Sprick, Ph.D. and Mickey Garrison, Ph.D. ([www.behaviorsite.com](http://www.behaviorsite.com)).

The Washington State Institute for Public Policy (Institute) was asked by OSPI's Safe and Drug Free School Program to conduct an evaluation of the Foundations for Learning: Safe and Civil Schools Project. The Institute normally carries out research at legislative direction. The Institute is conducting this school program evaluation for the following reasons:

- School disruption and its impact on student learning is important to Washington State.
- Research clearly highlights the critical role of school in the socialization of youth.
- Schools are the ideal location from which to implement delinquency prevention efforts.
- Few scientifically sound evaluations of school programs have been conducted in Washington.
- This evaluation is an opportunity to illustrate that a sound evaluation is feasible.

## RESEARCH DESIGN

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The goal of this evaluation is to estimate whether the Foundations Project achieves a statistically significant reduction in self-reported experiences of classroom disruptions and their impact on learning. To do this, the evaluation compares the experiences of the project schools with those of a matched set of comparison schools. The source of data for these comparisons is a survey conducted by the Institute in May 2001 for both sets of schools.

The limitations of the evaluation include the following:

- The Foundations Project grant solicitation process precludes a random assignment of schools to program and control groups. There may be a strong self-selection bias operating since the schools had to submit an application to receive funding, and then only certain schools were awarded project grants. The Institute used several school characteristics to obtain a set of comparison schools. Although this quasi-experimental design is the most reasonable alternative to random assignment, this design does not eliminate possible selection biases in an unknown direction. That is, are the project schools those with the most discipline problems, or are they the well-run schools with sufficient resources to write good grant applications?
- Foundations Project developers estimate that up to three years may be necessary to fully implement, and thus evaluate, program effectiveness. If any differences between the project and comparison schools are detectable within the first year of implementation, they may be small.
- The best source of information concerning the impact of the project on student disruptive behavior and learning is the student. The Institute could only survey students in the project schools and was discouraged from surveying students in the comparison schools. Therefore, the only data available to test the influence of the project are teacher, staff, and administrator survey data.
- The relationship between classroom environment and future academic achievement cannot be addressed with these data. The surveys ask how disruption impacts learning, but the relationship between a student's future achievement and current experiences with disruptive behaviors cannot be determined given the anonymous nature of the survey. The report can only focus on current school disruption and self-reported impacts on learning.

As part of the evaluation, the Institute conducted a review of the literature concerning school-based intervention programs that have a demonstrated impact on school disruptive behavior. There are two excellent sources of information:

- University of Colorado's Center for the Study and Prevention of Violence ([www.colorado.edu/cspv/blueprints](http://www.colorado.edu/cspv/blueprints)). The Center has an ongoing process for identifying programs with sufficient scientific evidence to say they are effective in reducing violence and anti-social behaviors. Programs that meet their criteria are called Blueprint Programs, and those that have some evidence for effectiveness are called Promising Programs. Several of the programs examined by the Center are school-based prevention efforts.
- Denise Gottfredson, at the University of Maryland ([www.gottfredson.com](http://www.gottfredson.com)), recently published an excellent book, *Schools and Delinquency*,<sup>8</sup> and a thorough meta-analysis of promising and proven program strategies to reduce student problem behaviors.<sup>9</sup>

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<sup>8</sup> Denise C. Gottfredson, *Schools and Delinquency*, Cambridge University Press, 2001.

<sup>9</sup> Denise Gottfredson, David Wilson, and Stacy Skroban Najaka, "School-based Prevention of Problem Behaviors: A Meta-Analysis," *Journal of Quantitative Criminology* (September 2001).

## Survey Construction

The Institute worked with OSPI to construct a survey that measures disruptive behaviors in school and related discipline practice information. Separate surveys were constructed for students, teachers, related services/support staff, and administrators. A yes/no response choice was used to measure either presence or absence within each item. The time frame for observing misconduct on the student, teacher, and staff surveys was limited to five days to ensure accuracy and minimize recall problems. Focus group sessions were conducted with administrators, teachers, and students to improve the survey design.

The student, teacher, and staff surveys have six sections, summarized in Exhibit 4. The administrator survey addresses slightly different concerns about disruptions and discipline practices. Appendix A contains the survey forms.

**Exhibit 4**  
**Summary of Survey Sections**

Survey Section	Student Survey	Teacher Survey	Staff Survey	Administrator Survey
Classroom Disruptions	✓	✓		
Outside Classroom Disruptions	✓		✓	
School Areas Avoided	✓	✓	✓	✓
Impact of Disruptions on Learning	✓	✓	✓	
Discipline Practices	✓	✓	✓	
Supportive School Environment	✓	✓	✓	

## Comparison Schools Selection to Match Project Schools

The Institute identified 123 schools implementing the Foundations Project to include in the survey. A matched sample of 123 comparison schools was constructed based on profile data for all schools within Washington State.<sup>10</sup> The variables for selecting matched schools include:

- Close geographic location to a project school
- Same grades as taught in project school
- Similar classroom teacher FTEs (certificated instructional staff)
- Similar number of students based on fall 2000 enrollment
- Matching Title 1 status
- Comparable Iowa test reading and vocabulary scores

The Institute identified two comparison schools for each project school in the event that the first choice comparison school did not participate in the evaluation. Appendix B contains a list of the project and comparison schools.

<sup>10</sup> The Office of the Superintendent of Public Instruction provided the school and test score data.

Exhibit 5 shows how well the project and comparison schools represent all the schools across Washington State on several characteristics. The survey sample consists of schools with a higher percentage of Hispanic students, a slightly higher percentage of elementary and middle schools, a much higher percentage of schools eligible for Title 1 funding, schools with a larger average enrollment, and schools with lower Iowa reading and vocabulary test scores. That is, the schools participating in the survey are over-represented by larger schools from lower income neighborhoods with lower standardized test scores. **The survey results cannot be generalized to represent all schools in Washington State.**

**Exhibit 5**  
**Comparison of Schools Selected for Survey**  
**With Remaining Washington State Schools**

School Characteristic	Percentage of Schools	
	Survey Schools (246 Schools)	Remaining Schools (1,828 Schools)
At Least 10% of Students Are African American	16%	15%
At Least 10% of Students Are Asian American	19%	22%
At Least 10% of Students Are Hispanic American	32%*	22%
Elementary Schools	65%*	63%
Middle Schools	22%*	18%
High Schools	13%*	19%
Title 1 Eligible Schools	65%*	36%
Average Student Enrollment	543*	463
Average Iowa Reading Test Score	208*	219
Average Iowa Vocabulary Test Score	207*	218

\*Statistically significant difference

## Survey Administration

The Institute received vital support from the Association of Washington School Principals in contacting the schools before and during the survey process to ensure a high survey response rate. In May 2001, the surveys were sent to the schools with instructions to complete them on Friday May 18. Student surveys were only sent to the project schools to be completed by 5th, 8th, and 10th grade students. All teachers, staff, and school administrators were asked to complete the survey in both the project and comparison schools.

## Survey Participation

The survey targeted 123 schools implementing the Foundations Project and a matched sample of 123 comparison schools. We received surveys from 105 project schools (85 percent) and 78 comparison schools (63 percent). This impressive response reflects the high concern and professionalism of Washington State schools, and the endorsement given by the Association of Washington School Principals

Exhibit 6 compares the schools that returned surveys with those that did not return surveys. There are no statistically significant differences between these groups. **That is, the survey responses are representative of all the schools asked to participate in the survey.**

**Exhibit 6**  
**Comparison of Schools Returning Surveys With Those Not Returning Surveys**

School Characteristic	Percentage of Schools	
	Survey Returns (183 Schools)	Non>Returns (63 Schools)
At Least 10% of Students Are African American	15%	21%
At Least 10% of Students Are Asian American	18%	22%
At Least 10% of Students Are Hispanic American	31%	31%
Elementary Schools	66%	60%
Middle Schools	13%	18%
High Schools	21%	22%
Title 1 Eligible Schools	66%	60%
Average Student Enrollment	560	527
Average Iowa Reading Test Score	207	215
Average Iowa Vocabulary Test Score	206	214

Exhibit 7 compares the project and comparison schools that returned surveys. There are no statistically significant differences between the project and comparison groups. **That is, there is no detectable bias between project and comparison schools on the variables used to create the matching comparison school set. However, there may be other differences between these groups of schools that can bias the results. One obvious difference is that the project schools submitted a grant application that was approved.**

**Exhibit 7**  
**Survey Returns of Project Versus Comparison Schools**

School Characteristic	Percentage of Schools	
	Project Schools (105 Schools)	Comparison (78 Schools)
At Least 10% of Students Are African American	11%	19%
At Least 10% of Students Are Asian American	17%	18%
At Least 10% of Students Are Hispanic American	36%	30%
Elementary Schools	67%	65%
Middle Schools	21%	23%
High Schools	12%	12%
Title 1 Eligible Schools	65%	71%
Average Student Enrollment	552	539
Average Iowa Reading Test Score	207	215
Average Iowa Vocabulary Test Score	206	214



## SURVEY RESULTS

Exhibit 8 summarizes the substantial number of surveys returned by the project and comparison schools, with greater participation from the project schools. There are no student surveys from the comparison schools because only project school students were given the survey.

**Exhibit 8**  
**Number of Surveys Returned by Project and Comparison Schools**

	Elementary		Middle		High		Total	
	Comparison	Project	Comparison	Project	Comparison	Project	Comparison	Project
Students	0	4,635	0	3,705	0	2,428	0	10,768
Teachers	1,020	1,449	440	478	371	423	1,831	2,350
Staff	666	1,073	233	261	179	214	1,078	1,548
Administrators	58	75	35	39	21	36	114	150
Schools	51	70	18	22	9	13	78	105

Exhibit 9 shows that there are some statistically significant differences between project and comparison schools for teachers, staff, and administrators on basic background information. For elementary schools, there are slightly fewer female teachers, staff, and administrators in the project school returns, and more returns from common area supervisors. In the middle schools, there are also fewer female teacher returns from project schools and the project school staff have slightly more years of experience. For the high schools, project school teachers have slightly fewer years of experience, and there are fewer classroom and special program teaching assistants in the project schools.

When measuring the influence of the project on the survey items, these differences will be statistically controlled using multivariate techniques. However, these differences may indicate that the project and comparison schools are somewhat different.

**Exhibit 9**  
**Background Information of Project Versus Comparison Schools**

Teachers	Elementary School			Middle School			High School		
	Comp	Proj	Diff	Comp	Proj	Diff	Comp	Proj	Diff
Female Teachers	88.4	84.4	-4.0*	67.0	58.2	-8.7*	53.4	58.6	5.2
General English Class Teacher	71.4	72.9	1.5	68.0	65.9	-2.1	57.7	56.0	-1.7
Years Teaching Experience	12.1	12.4	0.3	11.39	12.0	0.6	12.7	11.6	-1.1*
<b>Staff</b>									
Female Staff Member	94.6	92.4	-2.2*	89.5	87.9	-1.6	80.8	85.9	5.0
Playground Supervisor	39.2	39.0	-0.1	14.2	13.0	-1.1	5.0	4.7	-0.4
Common Area Supervisor	16.1	21.0	4.9*	15.9	17.2	1.4	8.9	9.8	0.9
Classroom Teaching Assistant	38.1	39.0	0.8	30.0	25.3	-4.8	24.0	16.8	-7.2*
Special Program Teaching Assistant	44.3	41.9	-2.4	32.6	36.4	3.8	27.9	18.2	-9.7*
Years Working in Schools	7.6	7.5	-0.1	6.6	7.5	+0.8*	6.8	6.2	-0.6
<b>Administrators</b>									
Female Administrator	73.2	50.7	-23.0*	36.4	36.8	0.5	38.1	45.5	7.4
Principal	79.3	82.7	3.4	48.6	43.6	-5.0	33.3	33.3	0.0
Years of Administrative Experience	8.0	8.2	0.2	7.8	7.6	-0.2	7.3	8.6	1.3

\*Statistically significant difference

Appendix C contains the raw percentage distributions of student, teacher, staff, and administrator responses to the student disruption survey for the project and comparison schools. Schools participating in the survey can compare their results to the entire sample's results to get a sense of their relative standing. There is a lot of interesting information in Appendix C that describes disruptive behavior and discipline in the schools surveyed. Organizations concerned with this issue may wish to study and discuss these results. For example, between 50 and 70 percent of the students report the occurrence of general classroom disruptive behaviors, yet at least 85 percent of the students report knowing the rules for proper behavior. Do the rules fail to include behaviors that are disruptive, or do students simply fail to follow the rules? Since the survey sample was not designed to be representative of schools across Washington State, generalizations to statewide prevalence rates of misconduct cannot be made from the survey returns.

However, we address two questions from this survey sample:

- What is the correspondence between student, teacher and staff perceptions of the incidence of disruptive behaviors?
- What do the associations among the survey responses reveal?

## **How Do Student, Teacher, and Staff Perceptions of Student Behaviors Correspond?**

In 158 classes, both the teacher and the students completed and returned the classroom's surveys together. For these classes, we directly examine the correspondence between student and teacher perceptions of the incidence of disruptive behaviors in the classroom during the five days prior to the survey. Exhibit 10 illustrates this relationship for the six questions concerning disruption in the classroom during the five days prior to the survey. The seventh question about weapon threats has too few "yes" responses to analyze.

In Exhibit 10, the horizontal axis represents the percentage of students responding with a "yes" to the survey item and the vertical bar is the percentage of teachers responding with a "yes." For example, for classes in which 40 percent for the students indicate there were students talking loudly, yelling, or making noises that interfered with schoolwork, 59 percent of the teachers of those classes also report the occurrence of those behaviors. When 80 percent of the students in the class report the behavior, 94 percent of the teachers of those classes also report the behavior. In each of the charts, the horizontal axis runs from 0% to 80% to graphically illustrate the relative rates of the students reporting these different behaviors.

Two questions had a significant association between student and teacher responses: *Talked loudly, yelled, and made noises that interfered with your schoolwork*, and *Refused to cooperate or follow the instructions of a teacher*. Both of these behaviors have higher incidence rates, indicating they are more prevalent and may also be more noticeable by teachers.

Theoretically, a teacher would be aware of disruptive behavior if one student in the class reports disruptive behavior. It appears that at least 30 to 40 percent of the students in the class must observe the disruptive behavior before most teachers are very likely to observe the behavior. When over 40 percent of the students notice the behavior, over 60 percent of the teachers report the behavior. This may mean that most of the time teachers are able to observe some behaviors only when the behaviors are observable by at least a third of the students in the class. The teacher would not be able to intervene directly when unaware of the disruptive behavior. Therefore, teachers may not be able to manage all disruptive behaviors directly, and additional mechanisms for teaching students how to behave may be needed.

**Exhibit 10**

**Relationship Between Student and Teacher Responses to Disruption in Classroom During Previous Five Days for 158 Classrooms in Which Teacher and Student Responses Are Matched**

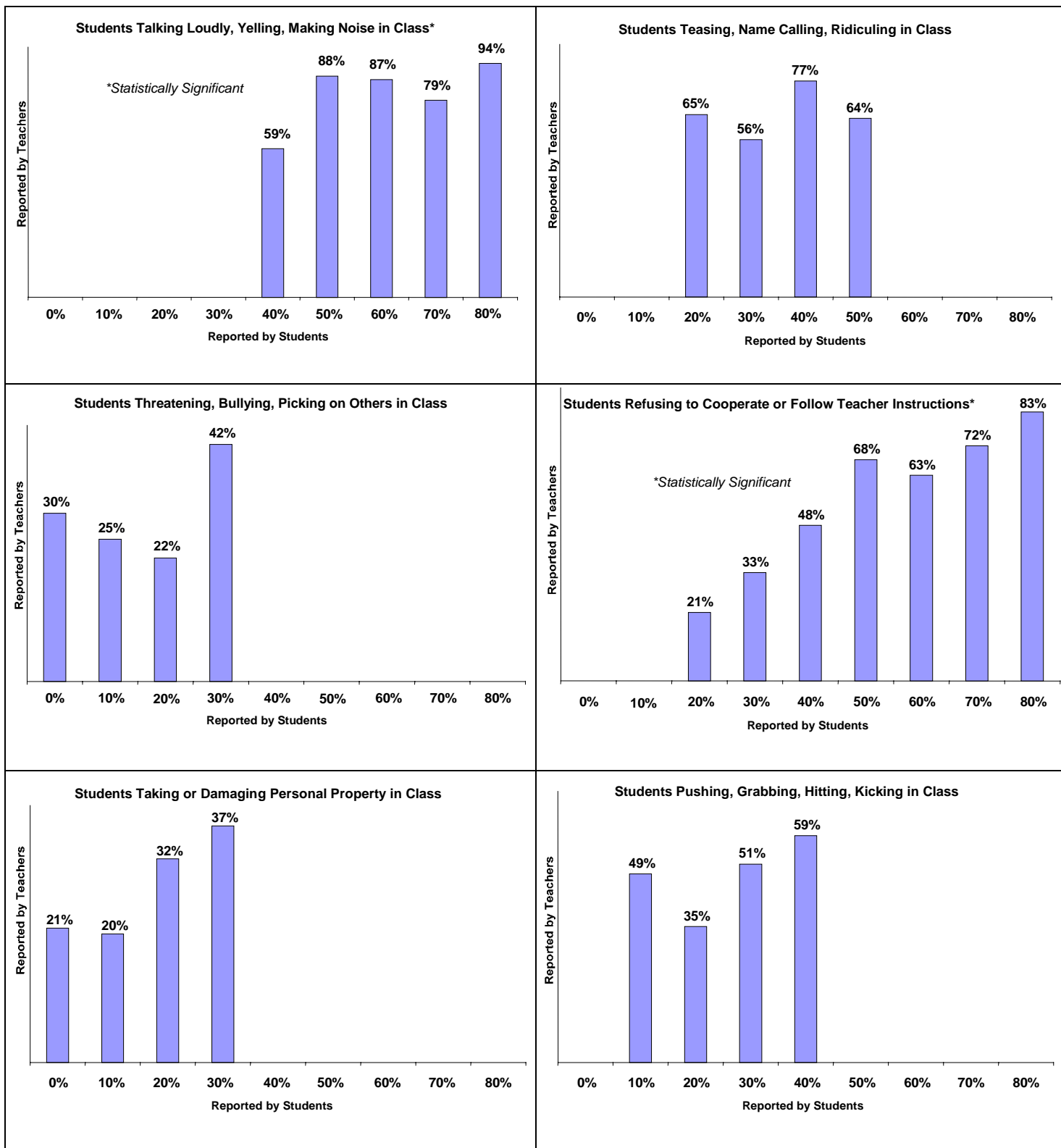
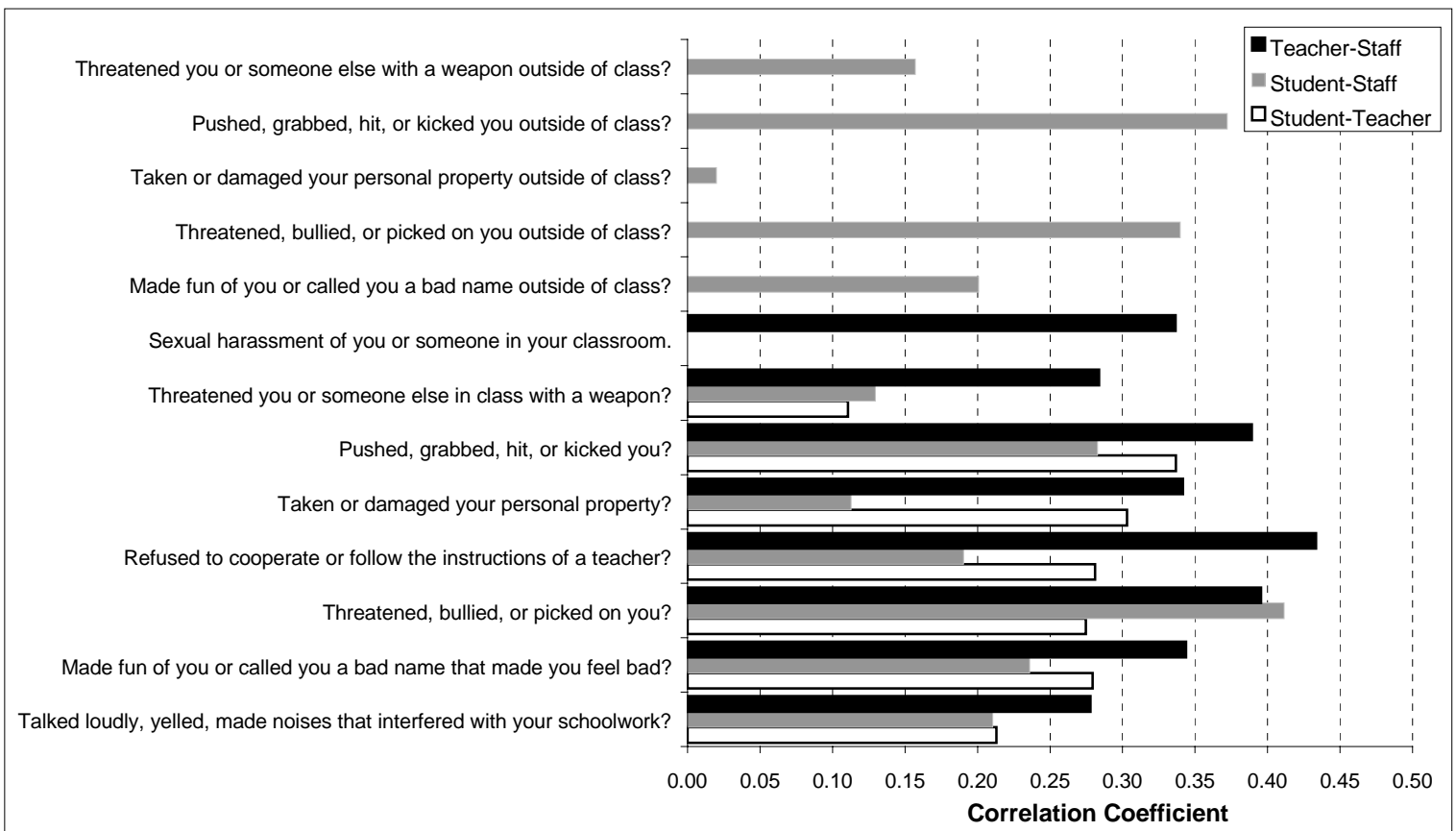


Exhibit 11 shows the overall level of agreement<sup>11</sup> between student, teacher, and staff responses across all the schools in the sample. The unit of analysis is the percentage of “yes” responses for each school. Using the survey item *talking loudly, yelling, and making noise* to illustrate how to read the exhibit, the correlation between the percentage of students in the school that respond yes and the percent of teachers that respond yes is .22, the correlation between students and staff is about .21, while the correlation between teachers and staff is about .28.

In general, teachers and staff have a higher degree of agreement with each other than they do with the students. However, on the more overt behaviors of pushing, grabbing, kicking, and hitting and on threatening/bullying, there is a higher level of agreement between students and both teachers and staff.

**Exhibit 11**  
**Correlation Between Student, Teacher, and Staff Reporting of Disruptive Behaviors**



<sup>11</sup> Agreement is measured by the correlation between school-wide average responses.

## What Do the Associations Among the Survey Responses Reveal?

The items in the survey are organized into sections. Factor analyses of the correlations among the survey items were conducted to examine how responses to the survey items are associated. Items that are inter-correlated with each other but relatively uncorrelated with other items are combined into factors. For example, the items about avoiding certain areas of the school may form a factor that measures concern for safety within the school building. It is expected that each of the sections on the survey would form separate factors.

Factor analyses are separately conducted for elementary, middle, and high school respondents, as well as for students, teachers, staff, and administrators. Therefore, 12 sets of analyses are examined. Exhibits 12a, 12b, 12c, and 12d summarize the factor structure for the student, teacher, staff, and administrator surveys respectively. There are more than six factors for each exhibit because of the discovery of factors, comprised of a small number of items that are unique to a particular school level. In the exhibits, capital E, M, and H represent positive associations between the item and the factor for elementary, middle, and high school analyses respectively, and lowercase e, m, and h represent negative associations.

The survey revealed several unexpected results:

- There is a high degree of similarity among the factor analyses for the three school levels. Six underlying factors were determined to represent all the items in each survey and accounted for between 30 and 40 percent of the item variance.<sup>12</sup> The pattern of how students, teachers, staff, and administrators answered the survey items is fairly consistent across school level.
- Disruptive classroom behaviors reported by students are represented by two rather than one factor: an aggressive and a non-aggressive factor. The aggressive factor includes ridiculing, threatening or bullying, taking or damaging personal property, and pushing, grabbing, or hitting. The non-aggressive factor includes talking loudly, yelling, or making noises, and refusing to cooperate or follow the instructions of a teacher. However, for teachers and staff, the disruptive behaviors are all associated with a single factor, not reporting the occurrence of aggressive separate from non-aggressive behaviors.
- For students, the impact of disruptive behavior on learning is associated with the non-aggressive disruption factor rather than the aggressive disruptive behavior factor. That is, it is the non-aggressive disruptions that influence student learning.
- The general characteristics of schools—size (enrollment), economic status of the school's community (eligibility for Title 1 federal funding), Iowa reading and vocabulary scores, and percentage of minority students—are not consistently associated with disruption and not consistently related to the other items in the survey.

## School Survey Conclusions

Appendix C describes disruptive behavior and discipline in the schools surveyed. There are a lot of different analyses that can be done with these data. This report can only highlight a few points of interest from the surveys, but those interested are encouraged to examine these data further. The Institute can provide the raw survey data to researchers, school districts, and schools.

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<sup>12</sup> An examination of eigenvalues was used to determine the most appropriate number of factors.

**Exhibit 12a**  
**Student Surveys Factor Analyses Summary**

	Factors								
	A	B	C	D	E	F	G		
<b>During the last five school days in class, has another student</b>									
1. Talked loudly, yelled, or made noises that interfered with your schoolwork?		EM	H						
2. Made fun of you or called you a bad name that made you feel bad?	EM	H							
3. Threatened, bullied, or picked on you?	EM	H							
4. Refused to cooperate or follow the instructions of a teacher?		M	H						
5. Taken or damaged your personal property?	EM	H		M					
6. Pushed, grabbed, hit, or kicked you?	EM	H							
7. Threatened you or someone else in class with a weapon?			M	E	H				
<b>During the last five school days outside of class, has another student</b>									
8. Made fun of you or called you a bad name?	EM	H							
9. Threatened, bullied, or picked on you?	EM	H							
10. Taken or damaged your personal property?	EM	H		M					
11. Pushed, grabbed, hit, or kicked you?	EM	H							
12. Threatened you or someone else with a weapon?		H		M	E	H			
<b>During the last five school days, have you tried to stay away from any of these areas?</b>									
13. Classroom	E				EM	H			
14. Library					EM	H			
15. Cafeteria	E				EM	H			
16. Halls, common area, courtyard	E				M	H			
17. Playground, sports field	E				M	H			
18. Restroom	E				M	H			
19. Gym (PE), locker room	E				EM	H			
20. Bus, bus area, or parking area	E				M	H			
21. After school or evening activity areas	E				M	H			
<b>During the last five school days, how did bad behaviors affect your ability to learn?</b>									
23. Made it hard for me to pay attention to the teacher.	E		EM	H					
24. Made it hard for me to think or concentrate on my schoolwork.	E		EM	H					
25. Made it hard for me to get schoolwork done.	E		EM	H					
26. Made it hard for me to come to school.	E				M	H			
<b>Please answer the following questions about discipline rules in your school:</b>									
27. Do you know the rules for proper behavior for your school?					EM	H			
28. Are these rules fair?					EM	H			
29. Have you been taught how to follow your school's rules?					EM	H			
30. When someone breaks the rules, do they usually get caught?					EM	H			
31. If you get caught breaking the rules, do you know that something will happen to you?						M	H		
32. Are the rules enforced the same for everyone in school?					EM	H			
<b>Please answer the following questions about your school:</b>									
33. Do your teachers know your name?					EM	H			
34. Do your teachers tell you when you do a good job?					EM	H			
35. Do your teachers care about you?					EM	H			
36. If you had a problem at school, is there an adult you would talk to at school?					EM	H			
37. Do you feel welcome at your school?					EM	H			
38. Do you feel safe at your school?					M	H			
Eligible for Title1 Funding							m	H	
1999 School Enrollment							M	H	
Percent of Students in School are African-American		E						EM	
Percent of Students in School are Hispanic-American								N	H
Percent of Students in School are Asian-American		E						EM	

E=elementary school high factor loading, M=middle school high factor loading, and H=high school high factor loading.  
e=negative elementary school high factor loading, m=negative middle school high factor loading, and h=negative high school high factor loading. A factor loading over .40 is considered high.

**Exhibit 12b  
Teacher Surveys Factor Analyses Summary**

	Factors								
	A	B	C	D	E	F	G	H	
<b>During the previous five school days, have any of the following student behaviors occurred in your classroom?</b>									
1. Disruption: Loud talking, yelling, or inappropriate noises during class time.	E:M:H								
2. Verbal intimidation: Teasing, ridiculing, or name-calling.	E:M:H								
3. Aggressive verbal intimidation: Threatening or bullying.	E:M:H								
4. Passive aggressive behavior: Refusing to cooperate or follow instructions.	E:M:H								
5. Taking or damaging personal property.	E:M:H								
6. Pushing, grabbing, hitting, or kicking someone.	E:M:H								
7. Threatening someone in your classroom with a weapon.									
8. Sexual harassment of you or someone in your classroom.		H							
9. How much of your teaching time was spent on classroom disruption?	E:M:H								
<b>During the previous five school days, how did classroom disruptive behaviors affect you personally?</b>									
10. Made it hard for me to explain the assignments and give directions.	E:M:H								
11. Made me feel I was not making an impact on my students' learning.	E:M:H								
12. Made it hard for me to achieve my instructional objectives.	E:M:H								
13. Decreased my desire to continue teaching.	E:M:H								
14. Made me feel I did not have control of the classroom.	E:M:H								
15. Made me afraid to come to this class.		E:M:H							
16. Made me afraid to come to school.		E:M:H		H					
17. Adversely affected my health.	E:M:H								
<b>During the previous five school days, did you avoid any of the following areas because of threatening behaviors?</b>									
18. Empty classrooms							H		
19. Library							H		
20. Cafeteria					E:M:H				
21. Halls/common area					E:M:H				
22. Playground/sports field					E:M:H				
23. Restrooms					E:M:H				
24. Gym(PE), locker room					E:M:H				
25. Bus, bus area, parking area					E:M:H				
26. After school/evening activity area					E:M:H				
<b>Please tell us about the discipline practices and training in your school:</b>									
27. Do you have written guidelines on school discipline practices?							M:		
28. Do you have a school-wide teacher training program on discipline?							E		
29. Is there a consistent approach to discipline in your school?							E		
30. Could the effectiveness of your school's discipline practices be improved?									
31. Could your school benefit from training on effective discipline practices?									
32. Are you responsible for teaching proper school behaviors?									
33. Do you discipline students outside your classroom as you see misbehavior?							H		
34. Do you collaborate with other teachers to solve discipline problems?						M:E	H		
35. Do you collaborate with common area supervisors on discipline problems?						M:E	H		
36. Do you collaborate with your administration to solve discipline problems?						M:E	H		
37. Are effective school-based resources available to help troubled students?							E		
38. Is disruptive student behavior one of the top three problems in your school?	E:M:H								
<b>Please tell us about your classroom guidelines and rules for student behavior:</b>									
39. Are rules posted in your classroom?									
40. Are students given a handout of the rules?									
41. Are rules reviewed at the start of each term?								H	
42. Are students taught how to follow the rules and behave properly?						M:		H	
43. Are the rules referenced as good or bad behaviors arise?						M:		H	
44. Do you tell your students the consequences for following/breaking rules?								H	
45. Do your students tell you the rules are not fair?			H				E	M	
46. Do your students tell you the consequences are not fair?			H				E	M	
Eligible for Title1 Funding								M:E	H
1999 School Enrollment									M:H
Percent of Students in School are African-American									E:M:
Percent of Students in School are Hispanic-American								M	H
Percent of Students in School are Asian-American									E:M:

E=elementary school high factor loading, M=middle school high factor loading, and H=high school high factor loading. e=negative elementary school high factor loading, m=negative middle school high factor loading and h=negative high school high factor loading. A factor loading over .40 is considered high.

**Exhibit 12c  
Staff Surveys Factor Analyses Summary**

	Factors						
	A	B	C	D	E	F	G
<b>During the previous five school days, have any of the following student behaviors occurred in locations under your supervision?</b>							
1. Disruption: Loud talking, yelling, or inappropriate noises.	EMH						
2. Verbal intimidation: Teasing, ridiculing, or name-calling.	EMH						
3. Aggressive verbal intimidation: Threatening or bullying.	EMH						
4. Passive aggressive behavior: Refusing to cooperate/follow instructions.	EMH						
5. Taking or damaging personal property.	EMH						
6. Pushing, grabbing, hitting, or kicking someone.	EMH						
7. Threatening you or someone in your school with a weapon.	M	M					
8. Sexual harassment of you or someone under your supervision.	MH						
9. How much of your time was spent dealing with disruptive behaviors?	EMH						
<b>During the previous five school days, how did disruptive behavior affect you personally?</b>							
10. Made it hard for me to achieve my objectives.	EMH						
11. Decreased my desire to continue working in schools.	EMH						
12. Made me feel I did not have control in my area of responsibility.	EMH						
13. Made me afraid to come to work.		E					
14. Adversely affected my health.	MH						
<b>During the previous five school days, did you avoid any of the following areas because of threatening behaviors?</b>							
15. Empty classrooms		M	E				
16. Library		EMH					
17. Cafeteria		EMH					
18. Halls/common areas		EMH					
19. Playground/sports field		EMH					
20. Restrooms		MHE					
21. Gym (PE), locker room		MHE					
22. Bus, bus area, parking area		EMH					
23. After school/evening activity area		EMHE					
<b>Please tell us about the discipline practices and training in your school:</b>							
24. Do you have a school-wide staff-training program on discipline practices?				EM			
25. Is there a consistent approach to discipline in your school?				EMH			
26. Could the effectiveness of your school's discipline practices be improved?				e			h
27. Could your school benefit from training on effective discipline practices?							h
28. Are you responsible for teaching proper school behaviors?					EMH		
29. Do you discipline students outside your area of responsibility?					E	H	
30. Do you collaborate with other staff to solve discipline problems?						EMH	
31. Do you collaborate with a student's teacher to solve discipline problems?						EMH	
32. Do you collaborate with your administration to solve discipline problems?						EMH	
33. Are effective school-based resources available to help troubled students?						MH	
34. Is disruptive student behavior one of the top three problems in your school?							
<b>Please tell us what you know about your school's guidelines and rules for student behavior:</b>							
35. Are rules posted in your assigned area?					EMH		
36. Do you believe your rules could be improved?					e		h
37. Are rules reviewed at the start of each term?					EMH		
38. Are students taught how to follow the rules and behave properly?					EMH		
39. Are the rules referenced as good or bad behaviors arise?					EMH		
40. Do you tell students the consequences for following or breaking the rules?					E		
41. Do students tell you the rules are not fair?							MH
42. Do students tell you the consequences are not fair?							MH
Eligible for Title 1 Funding							H
1999 School Enrollment							MH
Percent of Students in School are African-American							EMh
Percent of Students in School are Hispanic-American							H
Percent of Students in School are Asian-American							EM

E=elementary school high factor loading, M=middle school high factor loading, and H=high school high factor loading. e=negative elementary school high factor loading, m=negative middle school high factor loading and h=negative high school high factor loading. A factor loading over .40 is considered high.



**Exhibit 12d  
Administrator Surveys Factor Analyses Summary**

	Factors					
	A	B	C	D	E	F
1. How many youth do you estimate were sent to the office for disruptive behavior?	X			X		
2. What percentage of youth sent to the office justified administrative intervention?						
3. What percentage resulted in a phone call to the parent(s)?						
4. What percentage resulted in an out-of-school suspension or expulsion?		X				
5. What percentage resulted in a phone call to the police?		X				
6. Has a student deliberately injured another student - requiring hospital attention?	X					
7. Has a student deliberately injured a teacher/staff - requiring hospital attention?						
8. Has a student been caught possessing a firearm on your school property?						
9. Has a student discharged a firearm on your school property?						
<b>Student Safety</b>						
10. Classroom			X	X		
11. Library			X			
12. Cafeteria				X		
13. Halls/common areas				X		
14. Playground/sports field				X		
15. Restrooms				X		
16. Gym (PE), locker room				X		
17. Bus/parking area/route to school				X		
18. After school/evening activity area				X		
<b>Staff Safety</b>						
19. Empty classroom			X			
20. Library			X			
21. Cafeteria			X			
22. Halls/common area			X			
23. Playgrounds/sports field			X			
24. Restrooms			X			
25. Gym(PE), locker room			X			
26. Bus/parking area/route to school			X			
27. After school/evening activity area		X	X			
28. Do you use metal detectors or surveillance cameras?	X					
29. Do you have a uniformed law enforcement officer or security guard?	X					
30. Do you have a comprehensive school safety plan?					X	
31. Prevention Programs					X	
31. Practical crisis/emergency plans					X	
31. Intervention Strategies					X	
31. Procedures for post-crisis recovery					X	
32. Do you have a school-wide teacher training program on discipline practices?						
33. If not, are you planning to implement such a program in the next two years?						
34. Discipline practices could be improved						
35. Have you had administrative training on effective discipline practices?						x
36. Have your teachers had in-service training on discipline in the last three years?						x
37. Do you work with common area supervisors on student discipline problems?						x
38. Are teachers responsible for disciplining students outside of their classrooms?						
39. Does your school have effective resources to help troubled students?						
40. Is disruptive student behavior one of the top three problems in your school?				X		
41. Are rules posted in public areas easily viewed by students?						
42. Are rules are posted in each classroom?	x					
43. Are students are given a (guidelines/behavior rules) handbook/handout?						
44. Are parents are given a (guidelines/behavior rules) handbook/handout?						
45. Are rules reviewed in school at the beginning of each year?						
46. Are rules reviewed in school more than once during the year?		x				
47. Is there regularly scheduled instruction for students to learn proper behaviors?						
Elementary School	x					
Middle School	X	x				
High School	X	X				
Eligible for Title1 Funding	x					
1999 School Enrollment	X	X				
Percent of Students in School are African-American						X
Percent of Students in School are Hispanic-American						
Percent of Students in School are Asian-American						X

X=a factor loading over .40; x=negative high factor loading.



## EVALUATION RESULTS

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### How Does Participation in the Foundations Project Influence Survey Responses?

We now address the question of how the Foundations Project survey responses differ from those of the comparison schools using multivariate statistical techniques.<sup>13</sup> The general characteristics of schools—school size (enrollment), economic status of the school’s community (eligibility for Title 1 federal funding), Iowa reading and vocabulary scores, and percentage of minority students—are included as statistical control variables to account for their influence on the survey responses. In addition, gender, years working in schools, and the other background information on the survey are also included as statistical control variables.

The best source of information concerning the influence of the project on student disruptive behavior and learning is the student. However, the Institute was allowed to survey the project school students but was discouraged from surveying students in the comparison schools. Therefore, the only data available to test the impact of the project are from the teacher, staff, and administrator surveys.

Individual level, rather than school level data are the unit of analyses to provide a more powerful test of significance resulting from the larger sample sizes. Using this unit also allows the dependent variables, the survey responses, to remain natural yes/no dichotomies.<sup>14</sup> These analyses are deliberately liberal, seeking to find evidence that the Foundations Project has an impact. The project developers estimate that up to three years may be necessary to fully implement, and thus evaluate, program effectiveness. This means that only small program effects may be detectable within this first year of the project.

There may be a strong self-selection bias operating since schools had to submit an application to receive funding, and then only certain schools were awarded project grants. Although several variables are used to statistically control for differences between the two groups of schools that are a result of the project, this does not eliminate possible selection biases in an unknown direction. These potential school differences may partially explain the lack of positive results.

In addition, participation in the Foundations Project may have raised the awareness of teachers and staff to discipline issues, and this awareness may confound the comparisons.

Exhibits 13 through 20 are the statistical tables of comparisons organized by the sections of the survey. A detailed examination of these tables may be of particular interest to the project developers and the project schools. Summaries of these analyses are organized by each section of the survey. Significance refers to a statistically significant difference that would occur by chance less than 10 percent of the time.

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<sup>13</sup> Logistic regression for the survey items that are dichotomies, negative binomial regressions for items that are rates, and ordinary least squares for items that are percentages.

<sup>14</sup> Using school-level data requires the dichotomization of the percentage of “yes” responses at the median value for use in logistic regression. A rank or ordinal regression technique was explored with school-level percentage yes data, but the percentage yes response variable violated the proportional odds assumption.

## **Summary of Differences Between Project and Comparison School Survey Responses**

### ***Exhibit 13: Disruptions within the five days prior to the survey relative to the comparison schools***

- The elementary school teacher responses indicate a significantly lower rate of disruptive behavior in the project school classrooms for six of the eight items concerning disruption.
- For middle school teachers, two classroom disruption items have significantly lower rates.
- For high school teachers, there are no significant differences concerning disruption except the project schools have a higher rate of sexual harassment in the classroom.
- These percentage differences are small, but do indicate teachers reporting lower rates of misbehaviors, particularly elementary school teachers.
- On the staff survey, fewer disruption items show significant differences between the project and comparison schools.

### ***Exhibit 14: Time spent dealing with disruptions within the five days prior to the survey relative to the comparison schools***

- There are no significant differences in the teachers spending time dealing with classroom disruptions between the project and comparison schools.
- Teachers in elementary and middle schools report spending less time dealing with classroom disruptions, but the differences are not statistically significant.
- Staff in middle schools report significantly less time spent on disruptive behaviors.
- Staff in high schools report less time spent on classroom disruptions, but the differences are non-significant.

### ***Exhibit 15: Personal impact of disruptions relative to the comparison schools***

- Elementary, middle, and high school teachers all have a significantly lower rate of decreased desire to continue teaching in the project schools.
- Elementary teachers have the largest number of statistically significant items in this personal impact section.
- Elementary and middle school teachers have a significantly lower rate of disruption adversely affecting health.
- There are no significant changes in how disruptions personally affect staff.

### ***Exhibit 16: School discipline practices and training relative to comparison schools***

Project developers and implementers may wish to examine more closely the comparisons in this section, since these items are measuring changes in school practices that the project may be trying to impact. There are some unexpected findings which may be the result of existing practices in the comparison schools.

- Nearly all teachers indicate there are written guidelines on discipline, so there is little room for differences to arise.
- Elementary and high school teachers report a significantly higher rate of teacher training, while middle schools have a significantly lower rate.
- A significantly higher rate of elementary and middle school teachers indicate that discipline practices could be improved.
- High school teachers report a higher rate of collaboration with their administration.
- Elementary and middle school teachers report a significantly lower rate of having resources available.
- A higher percentage of the elementary, middle, and high school teachers indicate that disruptions are one of their top three problems.
- A higher percentage of the elementary and middle school staff indicate that disruptions are one of their top three school problems.
- The school administrators' survey responses have several significant differences between the project and comparison schools, particularly for the elementary schools.

### ***Exhibit 17: Guidelines and rules for student behavior relative to comparison schools***

- Nearly all teachers report the existence of classroom guidelines and rules, so there is little room for differences to arise.
- Both project elementary and high school teachers have a lower rate of giving handouts of the rules to students.
- According to the teacher and staff responses, there is no clear picture of improvement in guidelines and rules in the classroom and supervisory areas.

### ***Exhibits 18, 19, and 20: School Administration Perspective***

*Exhibit 18: Referrals to the office for disruption.* The survey asked school administrators about the number of youth sent to their office for disruptive behavior during the previous five school days. To compensate for varying school enrollments, this number was converted to a rate per 100 students. Exhibit 18 displays these rates for the three school levels. Only the high school administrators in the project schools report a significantly lower rate of office referrals than the comparison school administrators.

*Exhibits 19: Behavior justified administration intervention.* There are no statistically significant differences between the project and comparison schools on whether students sent to their office for disruptive behavior that justified administration intervention.

*Exhibit 20: Phone calls to parent(s).* Both the project elementary and middle school administrators report significantly lower percentages of calls to parent(s) as a result of being sent to the office.

**Exhibit 13**

**Disruption in Classroom Within the Previous Five Days:  
Project Versus Comparison School Percentages of Yes Responses**

	Elementary School			Middle School			High School		
	Comp	Proj	Diff	Comp	Proj	Diff	Comp	Proj	Diff
<b>Teachers</b>									
1. Disruption: Loud talking, yelling, or inappropriate noises during class time.	82.8	81.1	-1.7	85.3	84.8	-0.5	73.4	71.2	-2.2
2. Verbal intimidation: Teasing, ridiculing, or name-calling.	68.5	60.4	<b>-8.1<sup>T</sup></b>	72.7	69.6	-3.2	57.5	52.6	-4.9
3. Aggressive verbal intimidation: Threatening or bullying.	27.9	21.8	<b>-6.1<sup>T</sup></b>	33.4	29.8	-3.7	15.9	19.1	3.2
4. Passive aggressive behavior: Refusing to cooperate or follow your instructions.	59.4	57.7	-1.7	72.2	70.5	-1.7	57.7	55.4	-2.3
5. Taking or damaging personal property.	25.7	21.0	<b>-4.7<sup>T</sup></b>	35.8	31.5	-4.3	22.7	18.8	-3.9
6. Pushing, grabbing, hitting, or kicking someone	59.4	52.0	<b>-7.4<sup>T</sup></b>	57.2	49.0	<b>-8.2<sup>T</sup></b>	32.9	31.4	-1.5
7. Threatening someone in your classroom with a weapon	2.0	1.0	<b>-0.9<sup>T</sup></b>	0.6	1.3	0.7	1.5	1.0	-0.5
8. Sexual harassment of you or someone in your classroom	7.2	5.0	<b>-2.2<sup>T</sup></b>	22.8	16.8	<b>-6.0<sup>T</sup></b>	8.5	12.7	<b>4.2<sup>T</sup></b>
<b>Staff</b>									
1. Disruption: Loud talking, yelling, or inappropriate noises.	79.7	81.0	1.3	85.2	89.0	3.8	70.1	67.8	-2.3
2. Verbal intimidation: Teasing, ridiculing, or name-calling.	65.4	65.7	0.3	76.8	71.9	-4.9	51.2	48.3	-2.9
3. Aggressive verbal intimidation: Threatening or bullying.	31.6	33.5	1.9	44.2	40.3	-3.9	28.1	24.3	-3.8
4. Passive aggressive behavior: Refusing to cooperate or follow your instructions.	61.1	63.6	2.5	69.6	70.8	1.2	48.8	56.6	7.8
5. Taking or damaging personal property.	21.7	16.1	<b>-5.6<sup>S</sup></b>	24.8	26.7	1.9	14.9	14.9	0.0
6. Pushing, grabbing, hitting, or kicking someone.	65.3	62.6	-2.7	67.1	66.3	-0.7	33.4	34.3	0.9
7. Threatening you or someone in your school with a weapon.	2.4	1.3	<b>-1.1<sup>S</sup></b>	0.3	1.6	<b>1.4<sup>S</sup></b>	1.4	1.3	0.0
8. Sexual harassment of you or someone under your supervision.	3.9	3.9	0.0	10.0	8.3	-1.7	4.8	3.8	-1.0

<sup>T</sup> Significant difference at the .10 level controlling for gender, years of experience, school enrollment, school Title 1 eligibility, percent of African-American students, and percent of Hispanic students.

<sup>S</sup> Significant difference at the .10 level controlling for gender, years of experience, classroom and special program teaching assistant, school enrollment, school Title 1 eligibility, percent of African-American students, and percent of Hispanic students.

**Exhibit 14**

**Time Spent Dealing With Disruptive Behaviors During Previous Five School Days: Project Versus Comparison Percent of Yes Responses**

<b>Teachers</b>	<b>Elementary School</b>			<b>Middle School</b>			<b>High School</b>		
	<b>Comp</b>	<b>Proj</b>	<b>Diff</b>	<b>Comp</b>	<b>Proj</b>	<b>Diff</b>	<b>Comp</b>	<b>Proj</b>	<b>Diff</b>
0.0%	1.6%	2.5%	0.9%	2.1%	1.3%	-0.8%	6.4%	7.2%	0.7%
5.0%	34.8%	36.9%	2.1%	29.2%	38.1%	8.9%	40.1%	45.9%	5.9%
12.0%	40.6%	40.4%	-0.3%	44.5%	39.8%	-4.7%	37.5%	31.4%	-6.2%
37.0%	17.2%	13.3%	-3.8%	18.1%	16.5%	-1.6%	12.6%	10.1%	-2.5%
67.0%	4.6%	5.4%	0.8%	5.1%	4.0%	-1.1%	2.5%	4.4%	1.9%
87.0%	1.2%	1.5%	0.3%	0.9%	0.2%	-0.7%	0.8%	1.0%	0.1%
Average	17.1%	16.6%	-0.5%	17.7%	15.7%	-2.0%	13.6%	13.6%	0.1%
<b>Staff</b>									
<b>Percent of Staff Time</b>	<b>Comp</b>	<b>Proj</b>	<b>Diff</b>	<b>Comp</b>	<b>Proj</b>	<b>Diff</b>	<b>Comp</b>	<b>Proj</b>	<b>Diff</b>
0%	10.0%	8.4%	-1.7%	10.2%	6.3%	-3.9%	21.1%	22.8%	1.8%
5%	40.3%	40.1%	-0.3%	31.0%	37.3%	6.3%	39.2%	46.1%	6.9%
12%	27.4%	30.5%	3.2%	27.9%	34.5%	6.6%	21.1%	13.1%	-7.9%
37%	13.9%	13.0%	-0.9%	16.8%	9.8%	-7.0%	7.0%	11.7%	4.6%
67%	7.4%	6.3%	-1.2%	10.6%	7.1%	-3.6%	9.4%	2.9%	-6.4%
87%	0.9%	1.7%	0.8%	3.5%	5.1%	1.6%	2.3%	3.4%	1.1%
Average	16.2%	16.2%	0.0%	21.3%	18.8%	-2.5% <sup>S</sup>	15.4%	13.1%	-2.3%

<sup>T</sup> Significant difference at the .10 level controlling for gender, years of experience, school enrollment, school Title 1 eligibility, percent of African-American students, and percent of Hispanic students.

<sup>S</sup> Significant difference at the .10 level controlling for gender, years of experience, classroom and special program teaching assistant, school enrollment, school Title 1 eligibility, percent of African-American students, and percent of Hispanic students.

**Exhibit 15**

**How Disruptions Personally Affect Teachers/Staff: Project Versus Comparison Schools Percent of Yes Responses**

<b>Teachers</b>	<b>Elementary School</b>			<b>Middle School</b>			<b>High School</b>		
	<b>Comp</b>	<b>Proj</b>	<b>Diff</b>	<b>Comp</b>	<b>Proj</b>	<b>Diff</b>	<b>Comp</b>	<b>Proj</b>	<b>Diff</b>
10. Made it hard for me to explain the assignments and give directions.	70.2	66.7	-3.5 <sup>T</sup>	70.1	66.8	-3.2	61.9	57.1	-4.8
11. Made me feel I was not making an impact on my students' learning.	40.1	35.8	-4.4 <sup>T</sup>	47.0	41.8	-5.2	43.5	42.2	-1.3
12. Made it hard for me to achieve my instructional objectives.	+53.7	50.0	-3.7 <sup>T</sup>	59.4	49.3	-10.1 <sup>T</sup>	49.8	46.9	-2.9
13. Decreased my desire to continue teaching.	30.3	24.5	-5.7 <sup>T</sup>	43.2	33.5	-9.7 <sup>T</sup>	31.8	26.0	-5.9 <sup>T</sup>
14. Made me feel I did not have control of the classroom.	18.9	17.2	-1.7	24.2	21.9	-2.2	22.8	18.8	-4.0
15. Made me afraid to come to this class.	0.6	0.6	0.0	0.8	1.0	0.1	0.0	0.0	0.0
16. Made me afraid to come to school.	0.4	0.2	-0.1	0.5	1.1	0.6	0.0	0.0	0.0
17. Adversely affected my health.	16.9	13.0	-3.9 <sup>T</sup>	21.5	15.4	-6.1 <sup>T</sup>	13.2	13.5	0.3
<b>Staff</b>									
10. Made it hard for me to achieve my objectives.	37.7	36.8	-0.9	45.5	42.4	-3.2	28.8	33.4	4.6
11. Decreased my desire to continue working in schools.	14.2	13.1	-1.1	23.3	17.5	-5.9	16.9	18.9	2.0
12. Made me feel I did not have control in my area of responsibility.	19.6	19.9	0.3	23.8	25.2	1.4	15.7	15.6	-0.2
13. Made me afraid to come to work.	0.3	0.3	0.0	0.5	0.1	-0.3	0.1	0.1	0.0
14. Adversely affected my health.	8.5	7.6	-0.9	8.8	7.1	-1.7	13.0	8.0	-5.0

<sup>T</sup> Significant difference at the .10 level controlling for gender, years of experience, school enrollment, school Title 1 eligibility, percent of African-American students, and percent of Hispanic students.

<sup>S</sup> Significant difference at the .10 level controlling for gender, years of experience, classroom and special program teaching assistant, school enrollment, school Title 1 eligibility, percent of African-American students, and percent of Hispanic students.

**Exhibit 16**  
**School Discipline Practices and Training on the Teacher Survey:**  
**Project Versus Comparison Schools Percent of Yes Responses**

	Elementary School			Middle School			High School		
	Comp	Proj	Diff	Comp	Proj	Diff	Comp	Proj	Diff
<b>Teachers</b>									
27. Do you have written guidelines on school discipline practices?	91.7	91.4	-0.4	90.2	93.8	<b>3.6<sup>T</sup></b>	95.2	93.0	-2.2
28. Do you have a school-wide teacher training program on discipline practices?	30.7	37.6	<b>6.8<sup>T</sup></b>	32.4	25.5	<b>-6.9<sup>T</sup></b>	21.2	29.4	<b>8.2<sup>T</sup></b>
29. Is there a consistent approach to discipline in your school?	68.8	58.6	<b>-10.2<sup>T</sup></b>	52.9	43.2	<b>-9.7<sup>T</sup></b>	39.5	41.8	2.3
30. Could the effectiveness of your school's discipline practices be improved?	88.7	94.4	<b>5.7<sup>T</sup></b>	94.5	97.9	<b>3.5<sup>T</sup></b>	97.5	99.0	1.5
31. Could your school benefit from training on effective discipline practices?	89.5	92.5	<b>3.0<sup>T</sup></b>	86.8	93.3	<b>6.5<sup>T</sup></b>	90.9	92.5	1.6
32. Are you responsible for teaching proper school behaviors?	97.4	97.9	0.5	93.7	96.2	2.4	92.9	91.5	-1.4
33. Do you discipline students outside your classroom as you see misbehaviors?	97.4	98.1	0.6	97.7	95.9	-1.8	90.7	92.0	1.4
34. Do you collaborate with other teachers to solve discipline problems?	94.7	93.2	-1.5	93.8	91.4	-2.4	85.1	85.3	0.2
35. Do you collaborate with common area supervisors to solve discipline problems?	87.7	87.1	-0.5	79.0	71.6	<b>-7.4<sup>T</sup></b>	64.0	65.6	1.7
36. Do you collaborate with your administration to solve discipline problems?	93.1	89.7	-3.4	89.4	87.2	-2.2	75.7	83.5	<b>7.8<sup>T</sup></b>
37. Are effective school-based resources available to help troubled students?	71.7	63.7	<b>-8.0<sup>T</sup></b>	62.5	56.1	<b>-6.4<sup>T</sup></b>	63.4	64.0	0.6
38. Is disruptive student behavior one of the top three problems in your school?	63.6	70.8	<b>7.3<sup>T</sup></b>	77.6	85.2	<b>7.6<sup>T</sup></b>	65.8	72.9	<b>7.0<sup>T</sup></b>
<b>Staff</b>									
24. Do you have a school-wide staff training program on discipline practices?	45.4	54.2	<b>8.8<sup>S</sup></b>	50.6	36.1	<b>-14.6<sup>S</sup></b>	27.2	42.2	<b>15.1<sup>S</sup></b>
25. Is there a consistent approach to discipline in your school?	72.8	64.6	<b>-8.2<sup>S</sup></b>	51.1	49.6	-1.5	48.6	46.6	-2.0
26. Could the effectiveness of your school's discipline practices be improved?	90.1	92.8	<b>2.7<sup>S</sup></b>	93.7	97.6	<b>3.9<sup>S</sup></b>	92.9	94.2	1.3
27. Could your school benefit from training on effective discipline practices?	94.8	96.3	1.5	95.9	98.4	<b>2.4<sup>S</sup></b>	98.4	95.7	-2.7
28. Are you responsible for teaching proper school behaviors?	76.1	76.6	0.6	66.6	67.1	0.5	66.8	52.6	<b>-14.2<sup>S</sup></b>
29. Do you discipline students outside your area of responsibility as you see them misbehaving?	93.1	94.1	1.0	93.4	91.7	-1.8	82.9	78.5	-4.4
30. Do you collaborate with other staff to solve discipline problems?	95.1	95.2	0.2	90.3	91.3	1.0	83.9	83.0	-0.9
31. Do you collaborate with a student's teacher to solve discipline problems?	92.3	90.1	-2.1	83.8	84.6	0.8	76.6	65.4	<b>-11.2<sup>S</sup></b>
32. Do you collaborate with your administration to solve discipline problems?	82.7	81.7	-1.0	80.9	83.9	3.0	77.1	69.6	-7.6
33. Are effective school-based resources available to help troubled students?	76.4	76.9	0.4	74.2	72.6	-1.7	68.4	67.7	-0.7
34. Is disruptive student behavior one of the top three problems in your school?	66.9	70.9	<b>4.1<sup>S</sup></b>	86.1	87.2	1.1	66.4	76.2	<b>9.8<sup>S</sup></b>
<b>Administrator</b>									
30. Do you have a comprehensive school safety plan?	92.1	83.1	-9.0	96.5	76.8	<b>-19.8<sup>A</sup></b>	85.7	86.1	0.4
32. Do you have a school-wide teacher training program on discipline practices?	33.0	54.8	<b>21.8<sup>A</sup></b>	54.8	48.6	-6.3	14.9	33.7	18.9
33. If not, are you planning to implement such a program in the next two years?	60.2	90.0	<b>29.8<sup>A</sup></b>	85.7	87.8	2.1	46.2	56.7	10.5
34. Discipline practices could be improved?	93.1	100	6.9	97.1	100	2.9	100	100	0.0
35. Have you had administrative training on effective discipline practices?	79.9	91.9	<b>12.1<sup>A</sup></b>	89.0	76.1	-12.9	88.3	88.7	0.5
36. Have your teachers had in-service training on discipline practices in the last three years?	52.8	82.3	<b>29.5<sup>A</sup></b>	59.9	67.3	7.4	19.9	60.3	<b>40.5<sup>A</sup></b>
37. Do you work with common area supervisors on student discipline problems?	91.6	97.4	5.7	94.0	92.3	-1.7	53.4	86.3	<b>32.9<sup>A</sup></b>
38. Are teachers responsible for disciplining students outside of their classrooms?	78.4	87.9	9.5	77.6	92.0	<b>14.4<sup>A</sup></b>	73.6	91.3	17.7
39. Does your school have effective resources to help troubled students?	75.9	71.5	-4.4	73.6	64.2	-9.5	88.8	42.1	<b>-46.7<sup>A</sup></b>
40. Is disruptive student behavior one of the top three problems in your school?	54.2	60.4	6.2	64.6	88.5	<b>23.9<sup>A</sup></b>	49.6	73.5	23.9

<sup>T</sup> Significant difference at the .10 level controlling for gender, years of experience, school enrollment, school Title 1 eligibility, percent of African-American students, and percent of Hispanic students.

<sup>S</sup> Significant difference at the .10 level controlling for gender, years of experience, classroom and special program teaching assistant, school enrollment, school Title 1 eligibility, percent of African-American students, and percent of Hispanic students.

<sup>A</sup> Significant difference at the .10 level controlling for gender, years of experience, being a principal, school enrollment, school Title 1 eligibility, percentage of African-American students, and percentage of Hispanic students.



**Exhibit 17**  
**Guidelines and Rules for Student Behavior:**  
**Project Versus Comparison Schools Percent of Yes Responses**

	Elementary School			Middle School			High School		
	Comp	Proj	Diff	Comp	Proj	Diff	Comp	Proj	Diff
<b>Teacher</b>									
39. Are rules posted in your classroom?	90.7	88.9	-1.7	82.6	79.9	-2.7	64.7	62.2	-2.5
40. Are students given a handout of the rules?	75.6	69.4	<b>-6.3<sup>T</sup></b>	92.3	90.6	-1.7	96.6	90.1	<b>-6.5<sup>T</sup></b>
41. Are rules reviewed at the start of each term?	88.3	87.9	-0.4	80.5	77.3	-3.3	89.7	89.5	-0.2
42. Are students taught how to follow the rules and behave properly?	99.2	99.1	-0.1	93.6	94.2	0.6	91.7	90.4	-1.3
43. Are the rules referenced as good or bad behaviors arise?	96.9	96.2	-0.7	92.0	88.7	-3.4	90.6	87.5	-3.1
44. Do you tell your students the consequences for following or breaking the rules?	99.6	99.4	-0.2	98.2	98.9	0.7	99.4	97.6	-1.8*
45. Do your students tell you the rules are not fair?	10.5	12.1	1.6	33.7	30.3	-3.4	38.2	32.4	<b>-5.9<sup>T</sup></b>
46. Do your students tell you the consequences are not fair?	14.5	13.7	-0.8	38.9	32.0	<b>-6.9<sup>T</sup></b>	35.9	32.9	-3.0
<b>Staff</b>									
35. Are rules posted in your assigned area?	51.3	54.4	3.1	51.2	45.2	-6.0	27.1	41.8	<b>14.7<sup>S</sup></b>
36. Do you believe your rules could be improved?	75.5	76.8	1.3	82.3	83.5	1.2	86.3	87.3	1.1
37. Are rules reviewed at the start of each term?	62.0	64.5	2.5	54.5	42.9	<b>-11.6<sup>S</sup></b>	46.9	49.4	2.6
38. Are students taught how to follow the rules and behave properly?	90.3	89.3	-1.0	71.7	73.3	1.5	62.7	65.8	3.1
39. Are the rules referenced as good or bad behaviors arise?	88.4	88.5	0.0	79.4	84.8	5.4	82.1	70.5	<b>-11.6<sup>S</sup></b>
40. Do you tell students the consequences for following or breaking the rules?	97.7	96.5	-1.2	97.4	96.7	-0.6	95.5	92.7	-2.8
41. Do students tell you the rules are not fair?	42.5	46.9	<b>4.4<sup>S</sup></b>	70.1	72.3	2.2	73.3	76.3	3.1
42. Do students tell you the consequences are not fair?	43.5	47.0	3.5	65.7	67.9	2.2	72.0	71.4	-0.6
<b>Administrator</b>									
41. Are rules posted in public areas easily viewed by students?	56.6	55.9	-0.7	64.1	41.2	<b>-23.0<sup>A</sup></b>	41.4	23.0	-18.4
42. Are rules are posted in each classroom?	95.0	93.7	-1.2	86.2	60.1	<b>-26.1<sup>A</sup></b>	69.7	59.6	-10.1
43. Are students are given a handbook/handout?	86.0	87.8	1.9	97.1	100.0	2.9	100.0	97.2	-2.8
44. Are parents are given a handbook/handout?	96.5	88.0	<b>-8.5*</b>	76.1	74.0	-2.2	89.1	73.2	-16.0
45. Are rules reviewed in school (classroom or assembly) at the beginning of each year?	100.0	98.7	-1.3	100.0	100.0	0.0	100.0	100.0	0.0
46. Are rules reviewed in school (classroom or assembly) more than once during the year?	90.4	90.0	-0.4	83.5	88.0	4.5	8.9	60.2	<b>51.3<sup>A</sup></b>
47. Is there regularly scheduled instruction for students to learn proper school behaviors?	60.2	52.2	-8.1	38.7	22.2	-16.5	4.6	28.5	<b>23.9<sup>A</sup></b>

<sup>T</sup> Significant difference at the .10 level controlling for gender, years of experience, school enrollment, school Title 1 eligibility, percent of African-American students, and percent of Hispanic students.

<sup>S</sup> Significant difference at the .10 level controlling for gender, years of experience, classroom and special program teaching assistant, school enrollment, school Title 1 eligibility, percent of African-American students, and percent of Hispanic students.

<sup>A</sup> Significant difference at the .10 level controlling for gender, years of experience, being a principal, school enrollment, school Title 1 eligibility, percentage of African-American students, and percentage of Hispanic students.

**Exhibit 18**  
**Percentage of Students Sent to Office for Disruptive Behavior:**  
**Project Versus Comparison Schools**

Rate Per 100 Enrolled Students	Elementary School			Middle School			High School		
	Com	Proj	Diff	Comp	Proj	Diff	Comp	Proj	Diff
0	20.7%	23.3%	2.6%	5.9%	17.9%	12.1%	14.3%	30.6%	16.3%
1	20.7%	27.4%	6.7%	26.5%	15.4%	-11.1%	4.8%	36.1%	31.3%
2	25.9%	17.8%	-8.1%	11.8%	12.8%	1.1%	57.1%	19.4%	-37.7%
3	12.1%	8.2%	-3.8%	14.7%	10.3%	-4.4%	0.0%	2.8%	2.8%
4	5.2%	6.8%	1.7%	17.6%	15.4%	-2.3%	4.8%	0.0%	-4.8%
5	5.2%	2.7%	-2.4%	11.8%	2.6%	-9.2%	9.5%	5.6%	-4.0%
6 or more	10.3%	13.7%	3.4%	11.8%	25.6%	13.9%	9.5%	5.6%	-4.0%
Average Rate	2.2	2.1	-0.1	2.9	3.0	0.1	2.4	1.4	-1.0 <sup>A</sup>

<sup>A</sup> Significant difference at the .10 level controlling for gender, years of experience, being a principal, school enrollment, school Title 1 eligibility, and percentage of African American and Hispanic American students.

**Exhibit 19**  
**Percentage of Students Sent to Office for Disruptive Behavior That Justified**  
**Administrative Intervention: Project Versus Comparison Schools**

Percent Justified Administrative Action	Elementary School			Middle School			High School		
	Com	Proj	Diff	Comp	Proj	Diff	Comp	Proj	Diff
Under 25%	22.4%	20.5%	-1.9%	32.4%	28.2%	-4.1%	14.3%	25.0%	10.7%
25 to 49%	19.0%	24.7%	5.7%	14.7%	20.5%	5.8%	33.3%	19.4%	-13.9%
50 to 74%	10.3%	17.8%	7.5%	17.6%	12.8%	-4.8%	28.6%	33.3%	4.8%
75 to 99%	36.2%	21.9%	-14.3%	35.3%	33.3%	-2.0%	19.0%	16.7%	-2.4%
100%	12.1%	15.1%	3.0%	0.0%	5.1%	5.1%	4.8%	5.6%	0.8%
Total	100%	100%	0.0%	100%	100%	0.0%	100%	100%	0.0%
Average	60.6%	58.1%	-2.6%	53.1%	53.8%	0.7%	59.2%	55.0%	-4.2%

<sup>A</sup> Significant difference at the .10 level controlling for gender, years of experience, being a principal, school enrollment, school Title 1 eligibility, and percentage of African American and Hispanic American students.

**Exhibit 20**  
**Percentage of Referrals to Office That Resulted in Phone**  
**Call to Parent(s): Project Versus Comparison Schools**

Percent Resulting in Call to Parent(s)	Elementary School			Middle School			High School		
	Com	Proj	Diff	Comp	Proj	Diff	Comp	Proj	Diff
Under 25%	17.2%	37.0%	19.7%	8.8%	25.6%	16.8%	14.3%	27.8%	13.5%
25 to 49%	20.7%	17.8%	-2.9%	47.1%	15.4%	-31.7%	33.3%	22.2%	-11.1%
50 to 74%	15.5%	15.1%	-0.4%	8.8%	28.2%	19.4%	23.8%	22.2%	-1.6%
75 to 99%	37.9%	17.8%	-20.1%	20.6%	15.4%	-5.2%	28.6%	16.7%	-11.9%
100%	8.6%	12.3%	3.7%	14.7%	15.4%	0.7%	0.0%	11.1%	11.1%
Total	100%	100%	0.0%	100%	100%	0.0%	100%	100%	0.0%
Average	62.2%	49.4%	-12.8% <sup>A</sup>	57.4%	56.9%	-0.6%	55.4%	52.5%	-2.9% <sup>A</sup>

<sup>A</sup> Significant difference at the .10 level controlling for gender, years of experience, being a principal, school enrollment, school Title 1 eligibility, and percentage of African American and Hispanic American students.

## **Conclusions Concerning the Differences Between Project and Comparison School Survey Responses**

The analyses of teacher surveys provides evidence that the Foundations Project is making positive changes in school disruptive behavior, on how these behaviors personally affect teachers, and in school-wide discipline practices. At this point in the program's implementation, there is no evidence of positive changes in classroom practices.

There is less positive evidence from the administrator and related services/staff support surveys. The administrators and support staff may not be as involved in the Foundations Project as the teachers.

These are encouraging findings despite the possibility of confounding effects from pre-existing differences between the project schools and selected comparison schools. These findings support the continued implementation of the Foundations Project and further study of its impacts on the school behavioral and learning environments.



## APPENDIX A: SURVEY FORMS

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### ***Safe and Civil Schools Student Survey***

*This survey is being conducted to study the effects of disruptive behavior on student learning. The information and survey results from your school and other schools in the state will be used to help keep schools safe and civil. This survey is voluntary. Please do not write your name anywhere on this survey. All of your answers to these questions are completely anonymous.*

#### **Directions**

- Use a #2 pencil to completely fill in the appropriate circle ●. Do not use checkmarks.
- Please fill in the yes or no answer that is closest to your point of view for each question.
- For the questions about the last five school days, pick the response that best answers what happened only during those days.
- When you have completed the survey, please return it to your teacher.
- If you have any questions, please ask your teacher.

#### **Please tell us about yourself:**

Your Grade Level:	<input type="radio"/> 5th Grade	<input type="radio"/> 8th Grade	<input type="radio"/> 10th Grade
Your Gender:	<input type="radio"/> Male	<input type="radio"/> Female	
Your Ethnicity:	<input type="radio"/> White	<input type="radio"/> Black	<input type="radio"/> Asian or Pacific Islander
(Mark all that apply)	<input type="radio"/> American Indian	<input type="radio"/> Hispanic	<input type="radio"/> Other

#### **During the last five school days in class, has another student:**

1. Talked loudly, yelled, or made noises that interfered with your schoolwork?	<input type="radio"/> No	<input type="radio"/> Yes
2. Made fun of you or called you a bad name that made you feel bad?	<input type="radio"/> No	<input type="radio"/> Yes
3. Threatened, bullied, or picked on you?	<input type="radio"/> No	<input type="radio"/> Yes
4. Refused to cooperate or follow the instructions of a teacher?	<input type="radio"/> No	<input type="radio"/> Yes
5. Taken or damaged your personal property?	<input type="radio"/> No	<input type="radio"/> Yes
6. Pushed, grabbed, hit, or kicked you?	<input type="radio"/> No	<input type="radio"/> Yes
7. Threatened you or someone else in class with a weapon?	<input type="radio"/> No	<input type="radio"/> Yes

#### **During the last five school days outside of class, has another student:**

8. Made fun of you or called you a bad name?	<input type="radio"/> No	<input type="radio"/> Yes
9. Threatened, bullied, or picked on you?	<input type="radio"/> No	<input type="radio"/> Yes
10. Taken or damaged your personal property?	<input type="radio"/> No	<input type="radio"/> Yes
11. Pushed, grabbed, hit, or kicked you?	<input type="radio"/> No	<input type="radio"/> Yes
12. Threatened you or someone else with a weapon?	<input type="radio"/> No	<input type="radio"/> Yes

***(Over)***

**During the last five school days, have you tried to stay away from any of these areas because of the bad behaviors that happen there?**

13. Classroom	<input type="radio"/> No	<input type="radio"/> Yes
14. Library	<input type="radio"/> No	<input type="radio"/> Yes
15. Cafeteria	<input type="radio"/> No	<input type="radio"/> Yes
16. Halls, common area, courtyard	<input type="radio"/> No	<input type="radio"/> Yes
17. Playground, sports field	<input type="radio"/> No	<input type="radio"/> Yes
18. Restroom	<input type="radio"/> No	<input type="radio"/> Yes
19. Gym (PE), locker room	<input type="radio"/> No	<input type="radio"/> Yes
20. Bus, bus area, or parking area	<input type="radio"/> No	<input type="radio"/> Yes
21. After school or evening activity areas	<input type="radio"/> No	<input type="radio"/> Yes

**During the last five school days, how did bad behaviors affect your ability to learn?**

22. Did not bother me.	<input type="radio"/> No	<input type="radio"/> Yes
23. Made it hard for me to pay attention to the teacher.	<input type="radio"/> No	<input type="radio"/> Yes
24. Made it hard for me to think or concentrate on my schoolwork.	<input type="radio"/> No	<input type="radio"/> Yes
25. Made it hard for me to get schoolwork done.	<input type="radio"/> No	<input type="radio"/> Yes
26. Made it hard for me to come to school.	<input type="radio"/> No	<input type="radio"/> Yes

**Please answer the following questions about discipline rules in your school:**

27. Do you know the rules for proper behavior for your school?	<input type="radio"/> No	<input type="radio"/> Yes
28. Are these rules fair?	<input type="radio"/> No	<input type="radio"/> Yes
29. Have you been taught how to follow your school's rules?	<input type="radio"/> No	<input type="radio"/> Yes
30. When someone breaks the rules, do they usually get caught?	<input type="radio"/> No	<input type="radio"/> Yes
31. If you get caught breaking the rules, do you know that something will happen to you?	<input type="radio"/> No	<input type="radio"/> Yes
32. Are the rules enforced the same for everyone in school?	<input type="radio"/> No	<input type="radio"/> Yes

**Please answer the following questions about your school:**

33. Do your teachers know your name?	<input type="radio"/> No	<input type="radio"/> Yes
34. Do your teachers tell you when you do a good job?	<input type="radio"/> No	<input type="radio"/> Yes
35. Do your teachers care about you?	<input type="radio"/> No	<input type="radio"/> Yes
36. If you had a problem at school, is there an adult you would talk to at school?	<input type="radio"/> No	<input type="radio"/> Yes
37. Do you feel welcome at your school?	<input type="radio"/> No	<input type="radio"/> Yes
38. Do you feel safe at your school?	<input type="radio"/> No	<input type="radio"/> Yes

***Thank you for completing the survey.***

## Safe and Civil Schools Teacher Survey

The Association of Washington School Principals and the Washington State Institute for Public Policy, a research branch of the Washington Legislature, are conducting this survey for the OSPI Foundations for Learning: Safe and Civil Schools Project. The purpose of this study is to gather information on the effects of disruptive behavior on student learning. To do this, we request that you complete the following survey. We will provide your school with a summary of the survey results and a literature review of any programs shown to be effective in managing school and classroom disruptions. We appreciate your time and effort in completing this survey. Your responses will be kept anonymous.

### Directions

- Use a #2 pencil to completely fill in the appropriate circle ●. Do not use checkmarks.
- Please select the yes or no choice that is closest to your point of view for each question.
- For the questions about behaviors during the previous five school days, choose the response that most accurately answers what happened only during those days.
- When you have completed the survey, please return it to the person responsible for its administration.

**During the *previous five school days*, have any of the following student behaviors occurred in your classroom:**

1. <i>Disruption</i> : Loud talking, yelling, or inappropriate noises during class time.	<input type="radio"/> No	<input type="radio"/> Yes
2. <i>Verbal intimidation</i> : Teasing, ridiculing, or name-calling.	<input type="radio"/> No	<input type="radio"/> Yes
3. <i>Aggressive verbal intimidation</i> : Threatening or bullying.	<input type="radio"/> No	<input type="radio"/> Yes
4. <i>Passive aggressive behavior</i> : Refusing to cooperate or follow your instructions.	<input type="radio"/> No	<input type="radio"/> Yes
<i>Aggressive physical behavior</i> :		
5. Taking or damaging personal property.	<input type="radio"/> No	<input type="radio"/> Yes
6. Pushing, grabbing, hitting, or kicking someone.	<input type="radio"/> No	<input type="radio"/> Yes
7. Threatening you or someone in your classroom with a weapon.	<input type="radio"/> No	<input type="radio"/> Yes
8. Sexual harassment of you or someone in your classroom.	<input type="radio"/> No	<input type="radio"/> Yes

**9. During the *previous five school days*, how much of your teaching time was spent dealing with classroom disruptive behaviors? (*Mark the most appropriate*)**

<input type="radio"/> No classroom disruptions occurred	<input type="radio"/> Less than 10%	<input type="radio"/> Between 10% and 25%
<input type="radio"/> Between 25% and 50%	<input type="radio"/> Between 50% and 75%	<input type="radio"/> More than 75%

**During the *previous five school days*, how did classroom disruptive behaviors affect you personally?**

10. Made it hard for me to explain the assignments and give directions.	<input type="radio"/> No	<input type="radio"/> Yes
11. Made me feel I was not making an impact on my students' learning.	<input type="radio"/> No	<input type="radio"/> Yes
12. Made it hard for me to achieve my instructional objectives.	<input type="radio"/> No	<input type="radio"/> Yes
13. Decreased my desire to continue teaching.	<input type="radio"/> No	<input type="radio"/> Yes
14. Made me feel I did not have control of the classroom.	<input type="radio"/> No	<input type="radio"/> Yes
15. Made me afraid to come to this class.	<input type="radio"/> No	<input type="radio"/> Yes
16. Made me afraid to come to school.	<input type="radio"/> No	<input type="radio"/> Yes
17. Adversely affected my health.	<input type="radio"/> No	<input type="radio"/> Yes

**During the *previous five school days*, did you avoid any of the following areas in your school because threatening behaviors happen there?**

18. Empty classrooms	<input type="radio"/> No	<input type="radio"/> Yes
19. Library	<input type="radio"/> No	<input type="radio"/> Yes
20. Cafeteria	<input type="radio"/> No	<input type="radio"/> Yes
21. Halls/common area	<input type="radio"/> No	<input type="radio"/> Yes
22. Playground/sports field	<input type="radio"/> No	<input type="radio"/> Yes
23. Restrooms	<input type="radio"/> No	<input type="radio"/> Yes
24. Gym (PE), locker room	<input type="radio"/> No	<input type="radio"/> Yes
25. Bus, bus area, parking area	<input type="radio"/> No	<input type="radio"/> Yes
26. After school/evening activity area	<input type="radio"/> No	<input type="radio"/> Yes

**Please tell us about the discipline practices and training in your school:**

27. Do you have written guidelines on school discipline practices?	<input type="radio"/> No	<input type="radio"/> Yes
28. Do you have a school-wide teacher training program on discipline practices?	<input type="radio"/> No	<input type="radio"/> Yes
29. Is there a consistent approach to discipline in your school?	<input type="radio"/> No	<input type="radio"/> Yes
30. Could the effectiveness of your school's discipline practices be improved?	<input type="radio"/> No	<input type="radio"/> Yes
31. Could your school benefit from training on effective discipline practices?	<input type="radio"/> No	<input type="radio"/> Yes
32. Are you responsible for teaching proper school behaviors?	<input type="radio"/> No	<input type="radio"/> Yes
33. Do you discipline students outside your classroom as you see misbehaviors?	<input type="radio"/> No	<input type="radio"/> Yes
34. Do you collaborate with other teachers to solve discipline problems?	<input type="radio"/> No	<input type="radio"/> Yes
35. Do you collaborate with common area supervisors to solve discipline problems?	<input type="radio"/> No	<input type="radio"/> Yes
36. Do you collaborate with your administration to solve discipline problems?	<input type="radio"/> No	<input type="radio"/> Yes
37. Are effective school-based resources available to help troubled students?	<input type="radio"/> No	<input type="radio"/> Yes
38. Is disruptive student behavior one of the top three problems in your school?	<input type="radio"/> No	<input type="radio"/> Yes

**Please tell us about *your classroom* guidelines and rules for student behavior:**

39. Are rules posted in your classroom?	<input type="radio"/> No	<input type="radio"/> Yes
40. Are students given a handout of the rules?	<input type="radio"/> No	<input type="radio"/> Yes
41. Are rules reviewed at the start of each term?	<input type="radio"/> No	<input type="radio"/> Yes
42. Are students taught how to follow the rules and behave properly?	<input type="radio"/> No	<input type="radio"/> Yes
43. Are the rules referenced as good or bad behaviors arise?	<input type="radio"/> No	<input type="radio"/> Yes
44. Do you tell your students the consequences for following or breaking the rules?	<input type="radio"/> No	<input type="radio"/> Yes
45. Do your students tell you the rules are not fair?	<input type="radio"/> No	<input type="radio"/> Yes
46. Do your students tell you the consequences are not fair?	<input type="radio"/> No	<input type="radio"/> Yes

**Please tell us about yourself and the classes you teach:**

<i>Please mark all the grades you teach:</i>												
<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12
<i>Please mark all the types of classes you teach:</i>												
<input type="radio"/> General subject area (e.g., English, history, math, science)						<input type="radio"/> Other elective, honors, or gifted program						
<input type="radio"/> Required elective (e.g., physical education, music, health)						<input type="radio"/> Special Education, ESL, LAP, Title 1						
<i>Please mark the number of years you have taught:</i>												
<input type="radio"/> 1 year		<input type="radio"/> 2 to 3 years		<input type="radio"/> 4 to 5 years		<input type="radio"/> 6 to 10 years		<input type="radio"/> 11 to 20 years		<input type="radio"/> over 20 years		
<i>Please mark your gender:</i> <input type="radio"/> Male <input type="radio"/> Female												

**Thank you for completing the survey.**



## ***Safe and Civil Schools*** **Related Services and Staff Support Survey**

The Association of Washington School Principals and the Washington State Institute for Public Policy, a research branch of the Washington Legislature, are conducting this survey for the OSPI Foundations for Learning: Safe and Civil Schools Project. The purpose of this study is to gather information on the effects of disruptive behavior on student learning. To do this, we request that you complete the following survey. We will provide your school with a summary of the survey results and a literature review of any programs shown to be effective in managing school and classroom disruptions. We appreciate your time and effort in completing this survey. Your responses will be kept anonymous.

### **Directions**

- Use a #2 pencil to completely fill in the appropriate circle ●. Do not use checkmarks.
- Please select the yes or no choice that is closest to your point of view for each question.
- For the questions about behaviors during the previous five school days, choose the response that most accurately answers what happened only during those days.
- When you have completed the survey, please return it to the person responsible for its administration.

**During the *previous five school days*, have any of the following student behaviors occurred in school locations under your supervision:**

1. <i>Disruption</i> : Loud talking, yelling, or inappropriate noises.	<input type="radio"/> No <input type="radio"/> Yes
2. <i>Verbal intimidation</i> : Teasing, ridiculing, or name-calling.	<input type="radio"/> No <input type="radio"/> Yes
3. <i>Aggressive verbal intimidation</i> : Threatening or bullying.	<input type="radio"/> No <input type="radio"/> Yes
4. <i>Passive aggressive behavior</i> : Refusing to cooperate or follow your instructions.	<input type="radio"/> No <input type="radio"/> Yes
<i>Aggressive physical behavior</i> :	
5. Taking or damaging personal property.	<input type="radio"/> No <input type="radio"/> Yes
6. Pushing, grabbing, hitting, or kicking someone.	<input type="radio"/> No <input type="radio"/> Yes
7. Threatening you or someone in your school with a weapon.	<input type="radio"/> No <input type="radio"/> Yes
8. Sexual harassment of you or someone under your supervision.	<input type="radio"/> No <input type="radio"/> Yes

**9. During the *previous five school days*, how much of your time was spent dealing with disruptive behaviors instead of performing your assigned responsibilities? (*Mark the most appropriate*)**

<input type="radio"/> No disruptions occurred	<input type="radio"/> Less than 10%	<input type="radio"/> Between 10% and 25%
<input type="radio"/> Between 25% and 50%	<input type="radio"/> Between 50% and 75%	<input type="radio"/> More than 75%

**During the *previous five school days*, how did disruptive behavior affect you personally?**

10. Made it hard for me to achieve my objectives.	<input type="radio"/> No <input type="radio"/> Yes
11. Decreased my desire to continue working in schools.	<input type="radio"/> No <input type="radio"/> Yes
12. Made me feel I did not have control in my area of responsibility.	<input type="radio"/> No <input type="radio"/> Yes
13. Made me afraid to come to work.	<input type="radio"/> No <input type="radio"/> Yes
14. Adversely affected my health.	<input type="radio"/> No <input type="radio"/> Yes

**During the *previous five school days*, did you avoid any of the following areas in your school because threatening behaviors happen there?**

15. Empty classrooms	<input type="radio"/> No	<input type="radio"/> Yes
16. Library	<input type="radio"/> No	<input type="radio"/> Yes
17. Cafeteria	<input type="radio"/> No	<input type="radio"/> Yes
18. Halls/common areas	<input type="radio"/> No	<input type="radio"/> Yes
19. Playground/sports field	<input type="radio"/> No	<input type="radio"/> Yes
20. Restrooms	<input type="radio"/> No	<input type="radio"/> Yes
21. Gym (PE), locker room	<input type="radio"/> No	<input type="radio"/> Yes
22. Bus, bus area, parking area	<input type="radio"/> No	<input type="radio"/> Yes
23. After school/evening activity area		

**Please tell us about the discipline practices and training in your school:**

24. Do you have a school-wide staff training program on discipline practices?	<input type="radio"/> No	<input type="radio"/> Yes
25. Is there a consistent approach to discipline in your school?	<input type="radio"/> No	<input type="radio"/> Yes
26. Could the effectiveness of your school's discipline practices be improved?	<input type="radio"/> No	<input type="radio"/> Yes
27. Could your school benefit from training on effective discipline practices?	<input type="radio"/> No	<input type="radio"/> Yes
28. Are you responsible for teaching proper school behaviors?	<input type="radio"/> No	<input type="radio"/> Yes
29. Do you discipline students outside your area of responsibility as you see them misbehaving?	<input type="radio"/> No	<input type="radio"/> Yes
30. Do you collaborate with other staff to solve discipline problems?	<input type="radio"/> No	<input type="radio"/> Yes
31. Do you collaborate with a student's teacher to solve discipline problems?	<input type="radio"/> No	<input type="radio"/> Yes
32. Do you collaborate with your administration to solve discipline problems?	<input type="radio"/> No	<input type="radio"/> Yes
33. Are effective school-based resources available to help troubled students?	<input type="radio"/> No	<input type="radio"/> Yes
34. Is disruptive student behavior one of the top three problems in your school?	<input type="radio"/> No	<input type="radio"/> Yes

**Please tell us what you know about your school's guidelines and rules for student behavior:**

35. Are rules posted in your assigned area?	<input type="radio"/> No	<input type="radio"/> Yes
36. Do you believe your rules could be improved?	<input type="radio"/> No	<input type="radio"/> Yes
37. Are rules reviewed at the start of each term?	<input type="radio"/> No	<input type="radio"/> Yes
38. Are students taught how to follow the rules and behave properly?	<input type="radio"/> No	<input type="radio"/> Yes
39. Are the rules referenced as good or bad behaviors arise?	<input type="radio"/> No	<input type="radio"/> Yes
40. Do you tell students the consequences for following or breaking the rules?	<input type="radio"/> No	<input type="radio"/> Yes
41. Do students tell you the rules are not fair?	<input type="radio"/> No	<input type="radio"/> Yes
42. Do students tell you the consequences are not fair?	<input type="radio"/> No	<input type="radio"/> Yes

**Please tell us about yourself and your responsibilities at school:**

*Please mark the descriptions that best describe your positions or job responsibilities (mark all that apply):*

<input type="radio"/> Playground supervisor	<input type="radio"/> Psychologist
<input type="radio"/> Common area supervisor	<input type="radio"/> Librarian
<input type="radio"/> School secretary/office personnel	<input type="radio"/> Therapist (occupational, physical, or speech)
<input type="radio"/> Food service personnel	<input type="radio"/> Custodian/maintenance
<input type="radio"/> Classroom teaching assistant	<input type="radio"/> Nurse
<input type="radio"/> Special program teaching assistant: Special Ed., Title I, ESL, LAP	<input type="radio"/> Counselor, social worker, or prevention intervention specialist
<input type="radio"/> Bus driver	<input type="radio"/> Other
<input type="radio"/> Security	

*Please mark the number of years you have worked in this school:*

1 year     2 to 3 years     4 to 5 years     6 to 10 years     11 to 20 years     over 20 years

*Please mark your gender:*     Male     Female

**Thank you for completing the survey.**

## Safe and Civil Schools Administrator Survey

The Association of Washington School Principals and the Washington State Institute for Public Policy, a research branch of the Washington Legislature, are conducting this survey for the OSPI Foundations for Learning: Safe and Civil Schools Project. The purpose of this study is to gather information on the effects of disruptive behavior on student learning. To do this, we request that you complete the following survey. We will provide your school with a summary of the survey results and a literature review of any programs shown to be effective in managing school and classroom disruptions. We appreciate your time and effort in completing this survey. Your responses will be kept anonymous.

### Directions

- Please answer each question by filling in the appropriate circle ●. You may use either pencil or pen.
- Please select the yes or no choice that is closest to your point of view for each question.
- For the questions about behaviors during the previous five school days and this school year, choose the response that most accurately answers what happened only during those time periods.
- When you have completed the survey, please return it to the person responsible for its administration.

### During the *previous five school days*:

1.	How many youth do you estimate were sent to the office for disruptive behavior?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		None	1 to 5	6 to 10	11 to 20	21 to 40	Over 40
2.	What percentage of youth sent to the office for disruptive behavior <i>justified administrative intervention</i> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		100%	75% to 99%	50% to 74%	25% to 49%	Under 25%	
3.	What percentage of the referrals resulted in a phone call to the parent(s)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		100%	75% to 99%	50% to 74%	25% to 49%	Under 25%	
4.	What percentage of the referrals resulted in an out-of-school suspension or expulsion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		100%	75% to 99%	50% to 74%	25% to 49%	Under 25%	
5.	What percentage of the referrals resulted in a phone call to the police?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		100%	75% to 99%	50% to 74%	25% to 49%	Under 25%	

### During this school year:

6.	Has a student in your school deliberately injured another student seriously enough to require hospital attention?	<input type="radio"/>	<input type="radio"/>
		No	Yes
7.	Has a student in your school deliberately injured a teacher or staff member seriously enough to require hospital attention?	<input type="radio"/>	<input type="radio"/>
		No	Yes
8.	Has a student been caught possessing a firearm on your school property?	<input type="radio"/>	<input type="radio"/>
		No	Yes
9.	Has a student discharged a firearm on your school property?	<input type="radio"/>	<input type="radio"/>
		No	Yes

### Is *student safety* a problem in any of these areas in your school?

10.	Classroom	<input type="radio"/>	<input type="radio"/>
		No	Yes
11.	Library	<input type="radio"/>	<input type="radio"/>
		No	Yes
12.	Cafeteria	<input type="radio"/>	<input type="radio"/>
		No	Yes
13.	Halls/common areas	<input type="radio"/>	<input type="radio"/>
		No	Yes
14.	Playground/sports field	<input type="radio"/>	<input type="radio"/>
		No	Yes
15.	Restrooms	<input type="radio"/>	<input type="radio"/>
		No	Yes
16.	Gym (PE), locker room	<input type="radio"/>	<input type="radio"/>
		No	Yes
17.	Bus/bus waiting area/parking area/on way to school	<input type="radio"/>	<input type="radio"/>
		No	Yes
18.	After school/evening activity area	<input type="radio"/>	<input type="radio"/>
		No	Yes

**Is staff safety a problem in any of these areas in your school?**

19. Empty Classroom	<input type="radio"/> No	<input type="radio"/> Yes
20. Library	<input type="radio"/> No	<input type="radio"/> Yes
21. Cafeteria	<input type="radio"/> No	<input type="radio"/> Yes
22. Halls/common area	<input type="radio"/> No	<input type="radio"/> Yes
23. Playground/sports field	<input type="radio"/> No	<input type="radio"/> Yes
24. Restrooms	<input type="radio"/> No	<input type="radio"/> Yes
25. Gym (PE), locker room	<input type="radio"/> No	<input type="radio"/> Yes
26. Bus/bus waiting area/parking area/on way to school	<input type="radio"/> No	<input type="radio"/> Yes
27. After school/evening activity area	<input type="radio"/> No	<input type="radio"/> Yes

**Tell us about security in your school:**

28. Do you use metal detectors or surveillance cameras?	<input type="radio"/> No	<input type="radio"/> Yes
29. Do you have a uniformed law enforcement officer or security guard?	<input type="radio"/> No	<input type="radio"/> Yes

**Tell us about discipline practices and training in your school:**

30. Do you have a comprehensive school safety plan?	<input type="radio"/> No	<input type="radio"/> Yes
31. If so, does it include:	<input type="radio"/> Prevention programs	<input type="radio"/> Practical crisis/emergency plans
	<input type="radio"/> Intervention strategies	<input type="radio"/> Procedures for post-crisis recovery
32. Do you have a school-wide teacher training program on discipline practices?	<input type="radio"/> No	<input type="radio"/> Yes
33. If not, are you planning to implement such a program in the next two years?	<input type="radio"/> No	<input type="radio"/> Yes
34. Could the effectiveness of your school's discipline practices be improved?	<input type="radio"/> No	<input type="radio"/> Yes
35. Have you had administrative training on effective discipline practices?	<input type="radio"/> No	<input type="radio"/> Yes
36. Have your teachers had in-service training on discipline practices in the last three years?	<input type="radio"/> No	<input type="radio"/> Yes
37. Do you work with common area supervisors on student discipline problems?	<input type="radio"/> No	<input type="radio"/> Yes
38. Are teachers responsible for disciplining students outside of their classrooms?	<input type="radio"/> No	<input type="radio"/> Yes
39. Does your school have effective resources to help troubled students?	<input type="radio"/> No	<input type="radio"/> Yes
40. Is disruptive student behavior one of the top three problems in your school?	<input type="radio"/> No	<input type="radio"/> Yes

**Tell us how students learn guidelines and rules for proper behaviors in your school?**

41. Are rules posted in public areas easily viewed by students?	<input type="radio"/> No	<input type="radio"/> Yes
42. Are rules posted in each classroom?	<input type="radio"/> No	<input type="radio"/> Yes
43. Are students given a handbook/handout?	<input type="radio"/> No	<input type="radio"/> Yes
44. Are parents given a handbook/handout?	<input type="radio"/> No	<input type="radio"/> Yes
45. Are rules reviewed in school (classroom or assembly) <i>at the beginning</i> of each year?	<input type="radio"/> No	<input type="radio"/> Yes
46. Are rules reviewed in school (classroom or assembly) more than once <i>during</i> the year?	<input type="radio"/> No	<input type="radio"/> Yes
47. Is there regularly scheduled instruction for students to learn proper school behaviors?	<input type="radio"/> No	<input type="radio"/> Yes

**Tell us about yourself:**

<i>Please mark all the grades in your school:</i>												
<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12
<i>Your position:</i>			<input type="radio"/> Principal	<input type="radio"/> Vice-Principal	<input type="radio"/> Other Administrator							
<i>Years of administrative experience:</i>												
<input type="radio"/> 1 year	<input type="radio"/> 2 to 3 years	<input type="radio"/> 4 to 5 years	<input type="radio"/> 6 to 10 years	<input type="radio"/> 11 to 20 years	<input type="radio"/> over 20 years							
<i>Your gender:</i>			<input type="radio"/> Male	<input type="radio"/> Female								

**Thank you for completing the survey.**

## APPENDIX B: SCHOOLS INVOLVED IN SURVEY SAMPLE

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PROJECT SCHOOLS		COMPARISON SCHOOLS	
School Name	Survey Returned	School Name	Survey Returned
A H Smith Elementary School	Yes	Keene-Riverview Elementary School	No
Alexander Young Elementary School	Yes	Chinook Elementary School	No
Arcadia Elementary School	Yes	Columbia Elementary School	No
Barnes Elementary School	Yes	Brookdale Elementary School	Yes
Bethel High School	Yes	Minter Creek Elementary School	Yes
Black River High School	No	Spanaway Lake High School	No
Bonney Lake Elementary School	No	South Lake High School	No
Bordeaux Elementary School	Yes	Rochester Middle School	Yes
Burnt Bridge Creek Elementary School	Yes	Endeavour Elementary School	Yes
Cascade Elementary School	Yes	Wilson Middle School	No
Cascade View Elementary School	Yes	Issaquah Valley Elementary School	No
Cashmere Middle School	No	Brentwood Elementary School	No
Centennial Elementary School	Yes	Hallett Elementary School	Yes
Cherry Valley Elementary School	Yes	Beverly Park Elementary At Glenda	No
Concrete Elementary School	Yes	Roosevelt Elementary School	No
Concrete High School	Yes	Monte Cristo Elementary School	Yes
Concrete Middle School	Yes	Darrington Senior High School	No
Conway School	Yes	Darrington Middle School	No
Coweeman Junior High School	Yes	Meeker Middle School	No
Crescent Harbor Elementary School	Yes	South Whidbey Primary School	Yes
Curtis Junior High School	Yes	Crescent Heights Elementary School	Yes
David Wolfle Elementary School	No	East Olympia Elementary School	No
East Valley Central Middle School	No	Orting Middle School	Yes
Ellensburg High School	No	West Valley High School	No
Endeavour Intermediate School	Yes	Hunt Middle School	Yes
Evergreen Elementary School	Yes	Cosmopolis Elementary School	Yes
Evergreen Middle School	Yes	Cascade Elementary School	Yes
Everson Elementary School	Yes	Decatur High School	No
Federal Way High School	Yes	Shaw Road Elementary School	Yes
Garfield Elementary School	Yes	North Middle School	No
Garrison Middle School	Yes	Brighton Elementary School	No
Gilbert Elementary School	Yes	Roosevelt Elementary School	No
Grant Elementary School	No	Beacon Hill Elementary School	No
Halstead Middle School	Yes	Kettle Falls Middle School	No
Hamilton Elementary School	Yes	Belfair Elementary School	Yes
Harney Elementary School	Yes	Martin Luther King Elementary School	No
Heights Elementary School	Yes	Housel Middle School	Yes
Hillcrest Elementary School	Yes	Whittier Elementary School	Yes
Hilltop Elementary School	Yes	Tenino Elementary School	No
Hoover Elementary School	Yes	James W Mcgee Elementary School	No
Huntington Junior High School	Yes	Nisqually Middle School	Yes

<b>School Name</b>	<b>Survey Returned</b>	<b>School Name</b>	<b>Survey Returned</b>
J J Smith Elementary School	Yes	Heritage High School	Yes
Kelso High School	Yes	Naselle-Grays River High School	Yes
Kenroy Elementary School	Yes	Icicle River Middle School	Yes
Kessler Elementary School	Yes	Mark Morris High School	No
Kiona-Benton City Elementary School	Yes	Adams Elementary School	No
Kirkwood Elementary School	Yes	Washington Elementary School	No
Klickitat Elementary/High School	Yes	Cascade Elementary School	No
Knolls Vista Elementary School	Yes	Lakeview Terrace Elementary School	No
Lakeridge Elementary School	Yes	Sunrise Elementary School	No
Lakeside Middle School	No	Medical Lake Middle School	Yes
Larson Heights Elementary School	Yes	Jefferson Elementary School	Yes
Liberty Ridge Elementary School	Yes	Bryn Mawr Elementary School	Yes
Lincoln Elementary School	Yes	McClure Elementary School	No
Lincoln Elementary School	Yes	Discovery Elementary School	Yes
Lydia Hawk Elementary School	Yes	College Place Elementary School	Yes
Madison Elementary School	Yes	Central Elementary School	Yes
Madrona Elementary School	No	Harmony Elementary School	No
Mark Twain Elementary School	Yes	Maywood Hills Elementary School	No
Mark Twain Elementary School	Yes	Robert Frost Elementary School	No
Mcalder Elementary School	Yes	Wildwood Elementary School	No
Mcloughlin Middle School	Yes	Tapteal Elementary School	Yes
Michael T Simmons Elementary School	Yes	Jefferson-Lincoln Elementary School	Yes
Monroe Junior High School	Yes	Midway Intermediate School	Yes
Morton Junior-Senior High School	No	Lacey Elementary School	Yes
Mount Rainier High School	No	Tukwila Elementary School	No
Mount Stuart Elementary School	Yes	Shawdow Lake Elementary School	No
Mountain View High School	Yes	Kitsap Lake Elementary School	No
Moxee Elementary School	No	Camas Elementary School	Yes
Naches Valley Middle School	Yes	Sterling Middle School	No
Nooksack Elementary School	Yes	Marysville Middle School	Yes
Nooksack Valley Middle School	No	Sunnyland Elementary School	Yes
North Beach High School	Yes	South Whidbey Intermediate School	No
Northlake Elementary School	Yes	Easton Elementary, Junior & Senior High	No
Ocean Shores Elementary School	Yes	Adna Middle/High School	Yes
Ocosta Elementary School	Yes	La Conner High School	No
Ocosta Junior - Senior High School	No	Lincoln Elementary School	Yes
Olympic Intermediate School	Yes	Green Mountain Elementary School	Yes
Olympic Middle School	Yes	Custer Elementary School	Yes
Park Orchard Elementary School	Yes	Mt Baker Middle School	Yes
Pasco Senior High School	Yes	Park Middle School	No
Pioneer Intermediate/Middle School	Yes	Oakview Elementary School	No
Pioneer Middle School	Yes	Davis High School	Yes
Pioneer Primary School	Yes	Napavine Junior-Senior High School	Yes
Pope Elementary School	Yes	George T Daniel Elementary School	Yes
Riverside Middle School	Yes	East Valley Middle School	Yes

<b>School Name</b>	<b>Survey Returned</b>	<b>School Name</b>	<b>Survey Returned</b>
Rock Creek Elementary School	Yes	Warren Hunt Elementary School	Yes
Roosevelt Elementary School	Yes	Ridgeview Elementary School	Yes
Roy Elementary School	Yes	Orting Elementary School	Yes
Royal Middle School	Yes	Finley Middle School	Yes
Saint Helens Elementary School	Yes	Battle Ground High School	Yes
Salmon Creek Elementary School	Yes	Cherrydale Elementary School	Yes
School For The Deaf	Yes	Ten Mile Creek Elementary School	No
Scriber Lake High School	Yes	Meridian Middle School	No
Sequoia Junior/Senior High School	Yes	Camelot Elementary School	No
Shiloh Hills Elementary School	Yes	Evergreen Elementary School	Yes
Shining Mountain Elementary School	Yes	Kent Junior High School	Yes
Skyridge Middle School	Yes	Meadows Elementary School	Yes
Snohomish Freshman Campus	Yes	H S Truman High School	Yes
Southside Elementary School	Yes	Drum Intermediate School	No
Stevens Elementary School	No	Hockinson Heights Primary School	No
Stewart Middle School	Yes	Camas Prairie Elementary School	Yes
Stratton Elementary School	Yes	Cle Elum Roslyn Elementary School	No
Sumas Elementary School	Yes	Mountain View Junior High School	Yes
Sumner Senior High School	Yes	Baker Middle School	No
Sunnydale Elementary School	Yes	Hudsons Bay High School	Yes
Sunnyside High School	No	Toppenish High School	Yes
Sunset Elementary School	Yes	Kenmore Elementary School	Yes
T T Minor Elementary School	No	Collins Elementary School	Yes
Tekoa Elementary School	Yes	St John Elementary School	No
Tenino Middle School	Yes	Northwood Elementary School	No
Vale Elementary School	Yes	Basin City Elementary School	No
Valley View Middle School	Yes	Alderwood Elementary School	No
Wallace Elementary School	No	Washington Elementary School	Yes
Westgate Elementary School	Yes	Centennial Middle School	No
Westwood Elementary School	Yes	Dunlap Elementary School	No
Wing Luke Elementary School	Yes	Shoultes Elementary School	Yes
Woodland Elementary School	Yes	Granite Falls Middle School	No
Woodland Middle School	Yes	Wy'East Middle School	No
Woodside Elementary School	Yes	Sherwood Elementary School	No
Wright Elementary School	Yes	Mt Pilchuck Elementary School	Yes





## APPENDIX C: STATEWIDE SURVEY RESPONSES

### *Safe and Civil Schools* Student Survey Responses

	Elementary	Middle	High
<b>Number of Respondents</b>	<b>4,635</b>	<b>3,705</b>	<b>2,428</b>

**During the last five school days in class, has another student:**

	Percent Yes		
	Elementary	Middle	High
1. Talked loudly, yelled, or made noises that interfered with your schoolwork?	62%	70%	67%
2. Made fun of you or called me a bad name that made you feel bad?	32%	30%	23%
3. Threatened, bullied, or picked on you?	19%	19%	15%
4. Refused to cooperate or follow the instructions of a teacher?	53%	66%	65%
5. Taken or damaged your personal property?	18%	19%	15%
6. Pushed, grabbed, hit, or kicked you?	31%	33%	22%
7. Threatened you or someone else in class with a weapon?	3%	6%	7%

**During the last five school days outside of class, has another student:**

	Percent Yes		
	Elementary	Middle	High
8. Made fun of you or called you a bad name?	42%	34%	27%
9. Threatened, bullied, or picked on you?	23%	17%	13%
10. Taken or damaged your personal property?	15%	14%	12%
11. Pushed, grabbed, hit, or kicked you?	34%	29%	20%
12. Threatened you or someone else with a weapon?	5%	7%	7%

**During the last five school days, have you tried to stay away from any of these areas because of the bad behaviors?**

	Percent Yes		
	Elementary	Middle	High
13. Classroom	8%	7%	8%
14. Library	5%	5%	5%
15. Cafeteria	7%	8%	10%
16. Halls, common area, courtyard	13%	12%	11%
17. Playground, sports field	19%	9%	5%
18. Restroom	11%	9%	8%
19. Gym (PE), locker room	6%	7%	6%
20. Bus, bus area, or parking area	14%	8%	7%
21. After school or evening activity areas	13%	9%	7%

**During the last five school days, how did bad behaviors affect your ability to learn?**

	Percent Yes		
	Elementary	Middle	High
22. Did not bother me.	46%	47%	48%
23. Made it hard for me to pay attention to the teacher.	44%	39%	38%
24. Made it hard for me to think or concentrate on my schoolwork.	47%	42%	39%
25. Made it hard for me to get schoolwork done.	40%	34%	33%
26. Made it hard for me to come to school.	10%	8%	9%

**Please answer the following questions about discipline rules in your school:**

	Percent Yes		
	Elementary	Middle	High
27. Do you know the rules for proper behavior for your school?	96%	89%	85%
28. Are these rules fair?	70%	55%	55%
29. Have you been taught how to follow your school's rules?	92%	81%	73%
30. When someone breaks the rules, do they usually get caught?	57%	39%	31%
31. If you get caught breaking the rules, do you know that something will happen to you?	91%	80%	74%
32. Are the rules enforced the same for everyone in school?	72%	51%	37%

**Please answer the following questions about your school:**

	Percent Yes		
	Elementary	Middle	High
33. Do your teachers know your name?	96%	91%	91%
34. Do your teachers tell you when you do a good job?	87%	67%	62%
35. Do your teachers care about you?	89%	66%	60%
36. If you had a problem at school, is there an adult you would talk to at school?	76%	60%	54%
37. Do you feel welcome at your school?	83%	74%	74%
38. Do you feel safe at your school?	80%	70%	71%

## Safe and Civil Schools Teacher Survey Responses

<b>Number of Respondents</b>	<b>Elem.</b> 2,469	<b>Middle</b> 918	<b>High</b> 794
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**During the previous five school days, have any of the following student behaviors occurred in your classroom:**

	Percent Yes		
	Elem.	Middle	High
1. Disruption: Loud talking, yelling, or inappropriate noises during class time.	81%	84%	71%
2. Verbal intimidation: Teasing, ridiculing, or name-calling.	63%	71%	53%
3. Aggressive verbal intimidation: Threatening or bullying.	24%	32%	18%
4. Passive aggressive behavior: Refusing to cooperate or follow your instructions.	58%	71%	56%
5. Taking or damaging personal property.	23%	33%	21%
6. Pushing, grabbing, hitting, or kicking someone	55%	52%	32%
7. Threatening someone in your classroom with a weapon	2%	2%	2%
8. Sexual harassment of you or someone in your classroom	6%	20%	11%

**9. During the previous five school days, how much of your teaching time was spent dealing with classroom disruptive behaviors? (mark the most appropriate)**

	Percent Yes		
	Elem.	Middle	High
No response	2%	2%	4%
Zero	2%	2%	7%
Less than 10%	35%	33%	41%
10% to 25%	40%	41%	33%
25% to 50%	15%	17%	11%
50% to 75%	5%	4%	3%
More than 75%	1%	1%	1%

**During the previous five school days, how did classroom disruptive behaviors affect you personally?**

	Percent Yes		
	Elem.	Middle	High
10. Made it hard for me to explain the assignments and give directions.	68%	69%	58%
11. Made me feel I was not making an impact on my students' learning.	38%	45%	42%
12. Made it hard for me to achieve my instructional objectives.	51%	54%	47%
13. Decreased my desire to continue teaching.	27%	38%	29%
14. Made me feel I did not have control of the classroom.	18%	23%	20%
15. Made me afraid to come to this class.	1%	2%	1%
16. Made me afraid to come to school.	0%	1%	1%
17. Adversely affected my health.	15%	19%	14%

**During the previous five school days, did you avoid any of the following areas in your school because threatening behaviors happen there?**

	Percent Yes		
	Elem.	Middle	High
18. Empty classrooms	0%	0%	1%
19. Library	0%	0%	0%
20. Cafeteria	1%	5%	3%
21. Halls/common area	1%	7%	7%
22. Playground/sports field	1%	3%	1%
23. Restrooms	1%	2%	2%
24. Gym(PE), locker room	0%	2%	1%
25. Bus, bus area, parking area	1%	3%	1%
26. After school/evening activity area	3%	3%	1%

**Please tell us about the discipline practices and training in your school:**

	Percent Yes		
	Elem.	Middle	High
27. Do you have written guidelines on school discipline practices?	90%	91%	92%
28. Do you have a school-wide teacher training program on discipline practices?	34%	29%	25%
29. Is there a consistent approach to discipline in your school?	62%	47%	40%
30. Could the effectiveness of your school's discipline practices be improved?	91%	94%	96%
31. Could your school benefit from training on effective discipline practices?	89%	88%	89%
32. Are you responsible for teaching proper school behaviors?	97%	93%	90%
33. Do you discipline students outside your classroom as you see misbehaviors?	97%	96%	89%
34. Do you collaborate with other teachers to solve discipline problems?	93%	92%	83%
35. Do you collaborate with common area supervisors to solve discipline problems?	86%	74%	63%
36. Do you collaborate with your administration to solve discipline problems?	90%	87%	78%
37. Are effective school-based resources available to help troubled students?	65%	57%	61%
38. Is disruptive student behavior one of the top three problems in your school?	65%	79%	67%

**Please tell us about your classroom guidelines and rules for student behavior**

	Percent Yes		
	Elem.	Middle	High
39. Are rules posted in your classroom?	88%	81%	60%
40. Are students given a handout of the rules?	70%	90%	91%
41. Are rules reviewed at the start of each term?	87%	77%	87%
42. Are students taught how to follow the rules and behave properly?	98%	93%	88%
43. Are the rules referenced as good or bad behaviors arise?	96%	89%	86%
44. Do you tell your students the consequences for following or breaking the rules?	99%	98%	96%
45. Do your students tell you the rules are not fair?	12%	32%	35%
46. Do your students tell you the consequences are not fair?	14%	35%	34%

## Safe and Civil Schools Staff Survey Responses

<b>Number of Respondents</b>	<b>Elem.</b> 1,739	<b>Middle</b> 494	<b>High</b> 393
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**During the previous five school days, have any of the following student behaviors occurred in school locations under your supervision:**

	Percent Yes		
	Elem.	Middle	High
1. Disruption: Loud talking, yelling, or inappropriate noises.	78%	84%	65%
2. Verbal intimidation: Teasing, ridiculing, or name-calling.	63%	71%	50%
3. Aggressive verbal intimidation: Threatening or bullying.	33%	42%	28%
4. Passive aggressive behavior: Refusing to cooperate or follow your instructions.	61%	68%	52%
5. Taking or damaging personal property.	18%	26%	17%
6. Pushing, grabbing, hitting, or kicking someone.	60%	63%	35%
7. Threatening you or someone in your school with a weapon.	2%	2%	4%
8. Sexual harassment of you or someone under your supervision.	4%	11%	7%

**9. During the previous five school days, how much of your time was spent dealing with disruptive behaviors instead of performing your assigned responsibilities?**

	Percent Yes		
	Elem.	Middle	High
No Response	3%	3%	4%
No disruptions occurred	9%	8%	21%
Less than 10%	39%	33%	41%
Between 10% and 25%	28%	31%	16%
Between 25% and 50%	13%	13%	9%
Between 50% and 75%	6%	9%	6%
More than 75%	1%	4%	3%

**During the *previous five school days*, how did disruptive behavior affect you personally?**

	Percent Yes		
	Elem.	Middle	High
10. Made it hard for me to achieve my objectives.	37%	44%	32%
11. Decreased my desire to continue working in schools.	14%	21%	20%
12. Made me feel I did not have control in my area of responsibility.	20%	26%	17%
13. Made me afraid to come to work.	1%	2%	2%
14. Adversely affected my health.	8%	10%	11%

**During the *previous five school days*, did you avoid any of the following areas in your school because threatening behaviors happen there?**

	Percent Yes		
	Elem.	Middle	High
15. Empty classrooms	0%	1%	1%
16. Library	0%	0%	1%
17. Cafeteria	1%	3%	4%
18. Halls/common areas	1%	6%	5%
19. Playground/sports field	2%	1%	2%
20. Restrooms	1%	2%	2%
21. Gym (PE), locker room	0%	1%	2%
22. Bus, bus area, parking area	1%	3%	3%
23. After school/evening activity area	2%	2%	3%

**Please tell us about the discipline practices and training in your school:**

	Percent Yes		
	Elem.	Middle	High
24. Do you have a school-wide staff training program on discipline practices?	48%	40%	33%
25. Is there a consistent approach to discipline in your school?	64%	49%	45%
26. Could the effectiveness of your school's discipline practices be improved?	87%	93%	87%
27. Could your school benefit from training on effective discipline practices?	91%	92%	87%
28. Are you responsible for teaching proper school behaviors?	72%	63%	55%
29. Do you discipline students outside your area of responsibility as you see them misbehaving?	90%	90%	76%
30. Do you collaborate with other staff to solve discipline problems?	91%	87%	77%
31. Do you collaborate with a student's teacher to solve discipline problems?	87%	77%	63%
32. Do you collaborate with your administration to solve discipline problems?	79%	79%	66%
33. Are effective school-based resources available to help troubled students?	70%	67%	59%
34. Is disruptive student behavior one of the top three problems in your school?	63%	81%	67%

**Please tell us what you know about your school's guidelines and rules for student behavior:**

	Percent Yes		
	Elem.	Middle	High
35. Are rules posted in your assigned area?	52%	46%	34%
36. Do you believe your rules could be improved?	73%	79%	81%
37. Are rules reviewed at the start of each term?	60%	46%	44%
38. Are students taught how to follow the rules and behave properly?	85%	67%	58%
39. Are the rules referenced as good or bad behaviors arise?	82%	75%	65%
40. Do you tell students the consequences for following or breaking the rules?	93%	92%	85%
41. Do students tell you the rules are not fair?	44%	68%	70%
42. Do students tell you the consequences are not fair?	45%	64%	67%

**Please mark the descriptions that best describe your positions or job responsibilities (mark all that apply)**

	Percent Yes		
	Elem.	Middle	High
43. Playground supervisor	39%	14%	5%
44. Psychologist	1%	1%	1%
45. Common area supervisor	19%	17%	9%
46. Librarian	3%	4%	3%
47. School secretary/office personnel	12%	20%	25%
48. Therapist (occupational, physical, or speech)	2%	1%	1%
49. Food service personnel	7%	8%	11%
50. Custodian/maintenance	4%	5%	6%
51. Classroom teaching assistant	39%	28%	20%
52. Nurse	3%	3%	2%
53. Special program teaching assistant: Special Ed., Title I, ESL, LAP	43%	35%	23%
54. Counselor, social worker, or prevention intervention specialist	5%	9%	11%
55. Bus driver	3%	1%	5%
56. Other	13%	11%	16%
57. Security	1%	3%	6%

## Safe and Civil Schools Statewide Administrator Survey Responses

<b>Number of Respondents</b>	<b>Elem. 133</b>	<b>Middle 74</b>	<b>High 57</b>
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**During the previous five school days:**

1. How many youth do you estimate were sent to the office for disruptive behavior?

	<b>Elem.</b>	<b>Middle</b>	<b>High</b>
No Response	1%	0%	0%
None	0%	1%	2%
1 to 5	23%	8%	11%
6 to 10	26%	15%	19%
11 to 20	32%	24%	19%
21 to 40	9%	34%	19%
Over 40	8%	18%	30%

2. What percentage of youth sent to the office for disruptive behavior justified administrative intervention?

	<b>Elem.</b>	<b>Middle</b>	<b>High</b>
No Response	1%	0%	0%
100%	14%	3%	5%
75% to 99%	29%	34%	18%
50% to 74%	14%	15%	32%
25% to 49%	22%	19%	25%
Under 25%	21%	30%	21%

3. What percentage of the referrals resulted in a phone call to the parent(s)?

	<b>Elem.</b>	<b>Middle</b>	<b>High</b>
100%	11%	15%	7%
75% to 99%	27%	18%	21%
50% to 74%	15%	19%	23%
25% to 49%	20%	31%	26%
Under 25%	28%	18%	23%

4. What percentage of the referrals resulted in an out-of-school suspension or expulsion?

	<b>Elem.</b>	<b>Middle</b>	<b>High</b>
100%	0%	0%	2%
75% to 99%	0%	4%	2%
50% to 74%	2%	4%	5%
25% to 49%	5%	9%	12%
Under 25%	94%	82%	79%

5. What percentage of the referrals resulted in a phone call to the police?

	<b>Elem.</b>	<b>Middle</b>	<b>High</b>
No Response	2%	1%	0%
100%	0%	0%	2%
75% to 99%	0%	0%	0%
50% to 74%	0%	0%	0%
25% to 49%	1%	0%	0%
Under 25%	97%	99%	98%

**During this school year:**

	Percent Yes		
	Elem.	Middle	High
6. Has a student in your school deliberately injured another student seriously enough to require hospital attention?	14%	41%	51%
7. Has a student in your school deliberately injured a teacher or staff member seriously enough to require hospital attention?	2%	0%	2%
8. Has a student been caught possessing a firearm on your school property?	5%	9%	16%
9. Has a student discharged a firearm on your school property?	0%	0%	0%

**Is student safety a problem in any of these areas in your school?**

	Percent Yes		
	Elem.	Middle	High
10. Classroom	8%	4%	11%
11. Library	2%	1%	7%
12. Cafeteria	10%	19%	21%
13. Halls/common areas	20%	45%	47%
14. Playground/sports field	58%	38%	23%
15. Restrooms	20%	20%	21%
16. Gym (PE), locker room	5%	31%	33%
17. Bus/parking area/route to school	44%	36%	40%
18. After school/evening activity area	15%	12%	25%

**Is staff safety a problem in any of these areas in your school?**

	Percent Yes		
	Elem.	Middle	High
19. Empty classroom	2%	3%	7%
20. Library	0%	0%	7%
21. Cafeteria	1%	4%	11%
22. Halls/common areas	2%	4%	12%
23. Playground/sports field	4%	1%	11%
24. Restrooms	0%	0%	7%
25. Gym (PE), locker room	1%	1%	7%
26. Bus/parking area/route to school	5%	0%	9%
27. After school/evening activity area	8%	0%	14%

**Tell us about security in your school:**

	Percent Yes		
	Elem.	Middle	High
28. Do you use metal detectors or surveillance cameras?	3%	24%	47%
29. Do you have a uniformed law enforcement officer or security guard?	11%	50%	82%

**Tell us about discipline practices and training in your school:**

	Percent Yes		
	Elem.	Middle	High
30. Do you have a comprehensive school safety plan?	83%	81%	86%
31. If so, does it include:			
• Prevention Programs	65%	61%	49%
• Practical crisis/emergency plans	80%	81%	84%
• Intervention Strategies	68%	68%	67%
• Procedures for post-crisis recovery	53%	59%	53%
32. Do you have a school-wide teacher training program on discipline practices?	45%	47%	26%
33. If not, are you planning to implement such a program in the next two years?	50%	46%	39%
34. Discipline practices could be improved	97%	96%	100%



**Tell us about discipline practices and training in your school (continued):**

35. Have you had administrative training on effective discipline practices?	83%	78%	81%
36. Have your teachers had in-service training on discipline practices in the last three years?	67%	59%	44%
37. Do you work with common area supervisors on student discipline problems?	93%	80%	70%
38. Are teachers responsible for disciplining students outside of their classrooms?	81%	78%	79%
39. Does your school have effective resources to help troubled students?	71%	66%	63%

**Tell us how students learn guidelines and rules for proper behaviors in your school?**

	Percent Yes		
	Elem.	Middle	High
40. Is disruptive student behavior one of the top three problems in your school?	56%	72%	61%
41. Are rules posted in public areas easily viewed by students?	56%	51%	37%
42. Are rules are posted in each classroom?	91%	69%	63%
43. Are students are given a (guidelines/behavior rules) handbook/handout?	86%	97%	98%
44. Are parents are given a (guidelines/behavior rules) handbook/handout?	91%	72%	75%
45. Are rules reviewed in school (classroom or assembly) at the beginning of each year?	99%	99%	100%
46. Are rules reviewed in school (classroom or assembly) more than once during the year?	89%	81%	42%
47. Is there regularly scheduled instruction for students to learn proper school behaviors?	55%	34%	23%