CITY OF OAKLAND

SUPPLEMENTAL AGENDA REPORT

TO: Office of the City Administrator
ATTN: Deborah Edgerly
FROM: Department of Human Services
DATE: July 11, 2006

RE: Supplemental Report to the July 11th Public Safety Report on Progress of FY 05-06 Measure Y (Violence Prevention and Public Safety Act of 2004) Violence Prevention Grantees and Programs and Recommendation to Exercise the City's Option to Renew for One Year Grant Agreements Between The City of Oakland and Three Agencies, Alameda County Health Care Services, Oakland Unified School District and The Mentoring Center for a Total of $1,242,076

For the July 11th Public Safety Committee, staff submitted a report recommending the renewal of Measure Y funded violence prevention programs that started in FY 2005-2006 (The Mentoring Center, Oakland Unified School District, and Alameda County Health Care Services Agency).

City Council generally requires evaluations attached to all reports requesting continuation of grant agreements. However, the outside evaluator for Measure Y (Berkeley Policy Associates) has only recently been hired so an independent evaluation will not be available until next year.

However, the Oakland Unified School District (OUSD) conducted its own evaluation of the Second Step Program and Conflict Resolution Program that only became available to the City on June 30, 2006 but not in time for publication with the original July 11th report. The original July 11th staff report includes some of this evaluation data and recommends the renewal of the contract. The full OUSD evaluation report (appended as Attachment A) confirms that data and demonstrates some additional good outcomes.

In addition, staff is including Safe Passages data from their *Outcome Report 2005* which speaks to the success of the other two programs in the year prior to Measure Y funding (FY 2004-05). Outcome data for these programs will be available from Measure Y's evaluators next year. The Safe Passages attachments are as follows.

- **Pathways to Change:** Excerpt from Safe Passages' *Outcome Report 2005* (pages 30-39), appended as Attachment B.
- **Safe Passages/Our KIDS Middle School model:** Excerpt from Safe Passages' *Outcome Report 2005* (pages 14-28), appended as Attachment C.

Item: _____
Public Safety Committee
July 11, 2006

ACTION REQUESTED OF THE CITY COUNCIL

Staff recommends that City Council accept this supplemental report to the July 11, 2006 staff report regarding contract renewals for Measure Y Violence Prevention Programs.

Respectfully submitted,

ANDREA YOUNGDAHL
Director, Department of Human Services

Reviewed by:
Sara Bedford, Manager
DHS-Policy and Planning Unit

Prepared by:
Anne Marks, Planner
DHS-Policy and Planning Unit

APPROVED AND FORWARDED TO
PUBLIC SAFETY COMMITTEE:

OFFICE OF THE CITY ADMINISTRATOR

Item: _____
Public Safety Committee
July 11, 2006

Attachment A.

Second Step Violence Prevention Curriculum and the Peer Conflict Resolution Program

OUSD Department of Student, Family & Community Services' *K-8 Second Step Program and Grade 6-8 Conflict Resolution Program Evaluation Report* released on June 30, 2006 (without appendices)

OAKLAND UNIFIED SCHOOL DISTRICT
DEPARTMENT OF STUDENT, FAMILY & COMMUNITY SERVICES

K-8 SECOND STEP PROGRAM
and
Grade 6-8 Conflict Resolution Program

EVALUATION REPORT

JUNE 2006

TABLE OF CONTENTS

Executive Summary

Introduction

Evaluation Plan

Findings

- **I. Second Step Implementation**
- **II. Teacher Survey Data**
- **III. Student Survey Data**
- **IV. Suspension Data**
- **V. Conflict Resolution Data**

Appendices

- **I. Implementation Chart**
- **II. District Suspensions**

EXECUTIVE SUMMARY

The Oakland Unified School District (OUSD) began to implement *Second Step: A Violence Prevention Curriculum* during the 2000-2001 school year. The general goal of the *Second Step* program is to promote the development of social skills knowledge and reduce verbal and physical aggression among students. Initial District implementation covered grades K-5. Several of Oakland's Safe Passages middle schools began implementing *Second Step* during the 2001-2002 school year. The first formal evaluation of the *Second Step* program was conducted during the 2002-2003 school year. This report presents the evaluation for the 2005-2006 school year.

Major Findings

The evaluation for this academic year used a variety of methods, which complemented each other and resulted in a comprehensive view of the *Second Step* program. The methods included a review of the implementation of the program District wide, a survey of teachers who worked with the *Second Step* program, a survey of students who participated in *Second Step,* a review of District suspension data, interviews with Second Step implementation coaches, and a review of selected conflict resolution data.

As of the close of the 2005-06 school year, staff at all but one of the District's 56 elementary schools scheduled to use Second Step and all 11 Safe Passages middle schools had been trained in the *Second Step* curriculum. Three of the four new small elementary schools were trained, and the last one, REACH Academy, will be trained in the Fall of 2006.

A review of implementation levels at various sites indicated that effective implementation depends largely on the leadership and expectations of the site administrator. Second in importance is teacher perception of available time due to conflicting curricular demands, and a strong third factor is the teacher's classroom management skills.

A survey was given to a sample of K-8 teachers at 14 school sites. The purpose of the survey was to gain greater insight into the implementation process from the teacher's perspective. The K-8 surveys revealed that the *Second Step* program has been implemented relatively well. The vast majority of the teachers in the survey teach the *Second Step* lessons weekly or sometimes. A very small minority (4.6%) stated that they either had not been trained or never use the program.

This is what some of the middle school teachers said:

- *I think the videos are effective – it helps for them to see modeling by kids their age.*
- *I have really noticed my students making connections with Second Step and the Open Court Units – "Keep on Trying" and "Games."*
- *Students look forward to Second Step. They especially like the role-plays.*

- *We use it episodically. It would be stronger if the administrative support team also used the vocabulary of Second Step. It is simple to implement.*
- *We need more Second Step modeling and staff development on site to help us.*
- *I think it is a good tool, but we need more time in our schedule because we just have about 20 minutes.*

This evaluation also attempted to understand more about the student perspective—both elementary and middle school students. A self-report survey of 2nd, 3rd, 4th, and 5th graders showed that the students generally liked the *Second Step* program. Students thought the lessons were useful in learning how to resolve conflicts, handle anger, and get along with others. A self-report survey of 6th, 7th, and 8th graders provided similar results, except that the students in the middle school were somewhat less positive about the *Second Step* program than were the elementary school students. (See charts at the end of this Executive Summary.)

One of the objectives of this year's scope of work was that at least 20% of grade 3 to 8 students would report that *Second Step* is important or very important in teaching skills to get along and solve problems with others. This objective was greatly exceeded, with 74.8% of the elementary students and 61.6% of the middle school students in the survey stating that "*Second Step* is important or very important in teaching skills to get along and solve problems with others."

This is what some of the elementary school students said:

- *The thing I like a lot about the Second Step program is that it helps you deal with your problems and your feelings. One day I got into a talk fight with my best friend and I used Second Step to help.*
- *I like the way Second Step helps us and others to get along, so there's no need to fight with angry feelings.*
- *I like that we could all contribute to the conversation and that we all had been in difficult situations.*
- *It showed me how to get along with other people and how to resolve problems.*
- *It helped me calm down 90% of the time.*
- *I like it when the teacher lets us tell her about our opinions.*

This is what some of the middle school students said:

- *Second Step taught you how to resolve problems instead of getting into fights. It also helped people stop blaming each other and look at the situation from a different perspective.*
- *I liked that Second Step helps and teaches new ways to get along and stop violence, and makes people feel more comfortable.*
- *I learned more about how to handle my anger.*
- *What I like most is it gives you a lot of ways to deal with things.*
- *I like that we get to talk about our problems.*
- *The role-play is fun and it sends a message to the class.*

- Both elementary and middle school students mentioned frequently how much they like the role-plays, and suggested that the program would improve if the teachers spent more time on *Second Step*.

The suspension rates for *Second Step* schools have decreased over time, since the start of program implementation. This year the 56 *Second Step* elementary schools saw a 6% decrease in suspensions for fighting over the 2004-05 school year, even though total suspensions increased by 4% in the same schools. Moreover, the middle schools witnessed a 17% decrease in suspensions for fighting over the same time period, while total suspensions rose by 10.5%.

Combining all OUSD *Second Step* schools, data show a 14.4% reduction in fighting from 2004-05 to 2005-06. This exceeds the program objective of a 10% reduction in suspensions for fighting. The difference may be even greater due to problems related to possible under-reporting of suspensions during 2004-05.

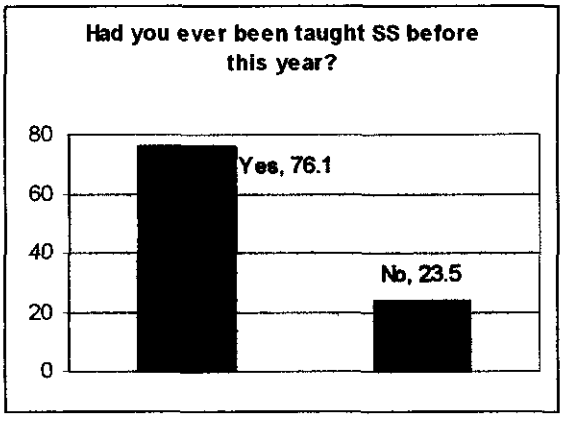
The Conflict Resolution Program was selected for implementation at the middle school level because of the large number of fights reported by OUSD 7th graders in the Fall 2003 California Healthy Kids Survey. More than one-third (39%) of seventh graders said they had been involved in one or more fights during the year. Current evaluation data suggest that the Conflict Resolution Program has a significant effect on reducing suspensions for fighting. Suspension data for the combined 16 middle schools that instituted a new Conflict Resolution Program this year reveals a 21% reduction in incidents of suspension for fighting over the 2004-05 totals.

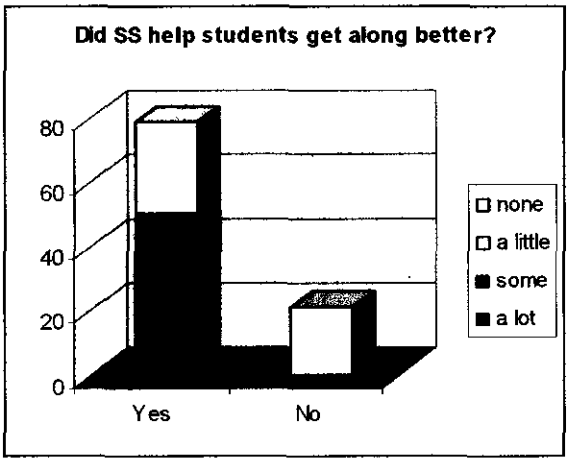
Five of these 16 middle schools followed the recommended protocol of referring students to mediation after suspension for fighting. From those five schools, 63 youth were suspended for fighting and then went through mediation (conflict resolution). Of those 63 youth, only 9 (14%) were suspended again for fighting throughout the remainder of the year. Put another way, 86% (54 students) never appeared on the suspension list for fighting for the rest of the year. This greatly exceeds our prediction that at least 60% of these students would not be suspended again after mediation. Control data for comparison were secured from another middle school that did not institute the protocol of referring students suspended for fighting to mediation. Of the 62 students who were originally suspended for fighting from that control school, 33 (53.2%) were suspended for fighting one or more times during the remainder of the year. Thus, the confliction resolution schools performed much better on this variable than did the control school.

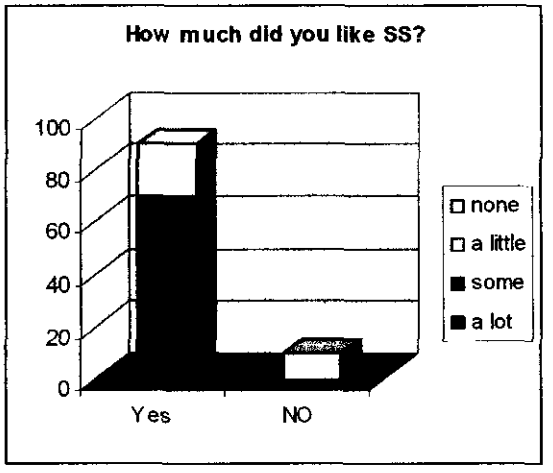
Combining all evaluation data (process and outcome), it appears that the *Second Step* program is continuing to have a very positive impact in OUSD. The program is strong, with enormous potential. It is recommended that the District continue to foster the implementation of *Second Step*, especially in those schools where implementation is low, as well as in those schools implementing the program successfully. The statistical evidence of success in the District, combined with the vast amount of reliable data on the correlation of social-emotional skills with higher academic achievement and success in the workplace should make implementation of this program a high priority throughout the Oakland Unified School District.

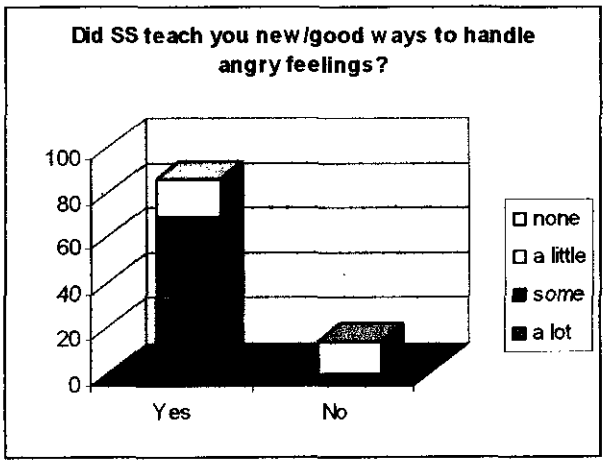
Elementary School Students

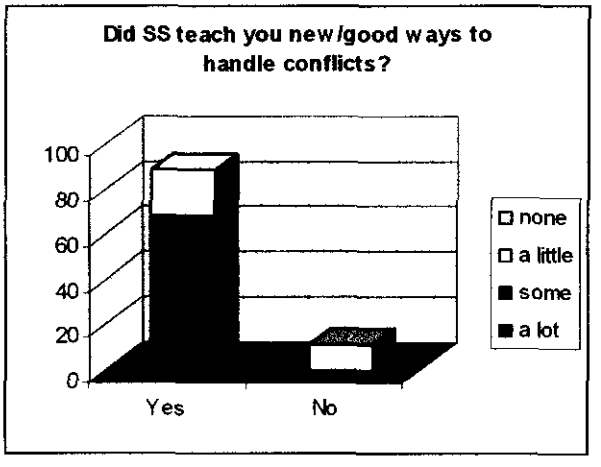
	Frequency	Valid Percent
Bella Vista	110	16.9
Brookfield	109	16.7
Fruitvale	21	3.2
Highland	27	4.1
Lafayette	57	8.7
Markham	55	8.4
Montclair	72	11.0
Woodland	41	6.3
Hoover	42	6.4
Marshall	38	5.8
King	66	10.1
Sankofa	14	2.1
Total	**652**	**100.0**



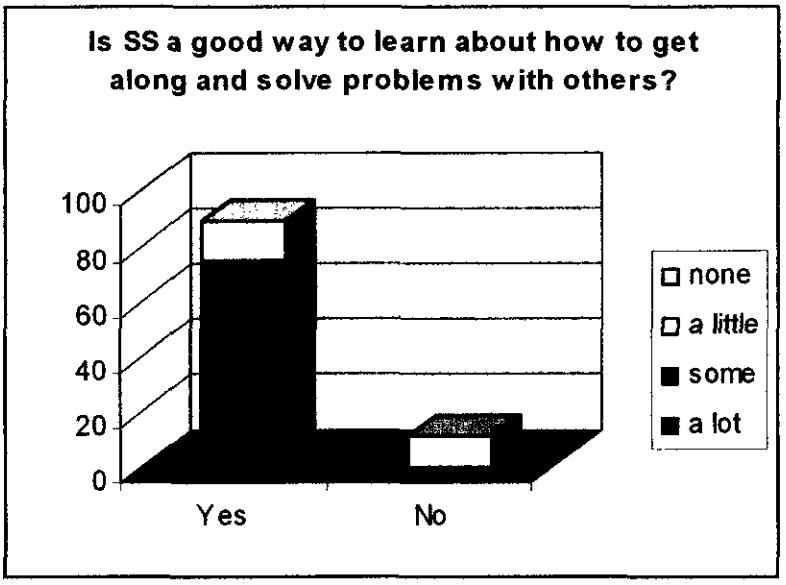






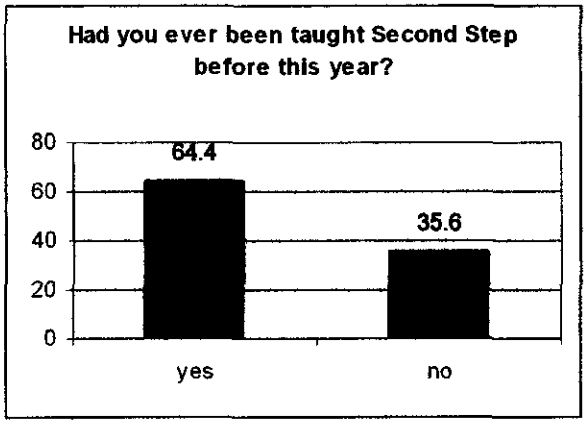


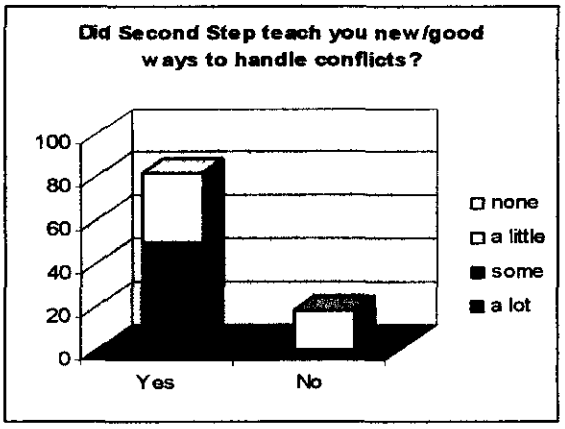
(Elementary students, continued)

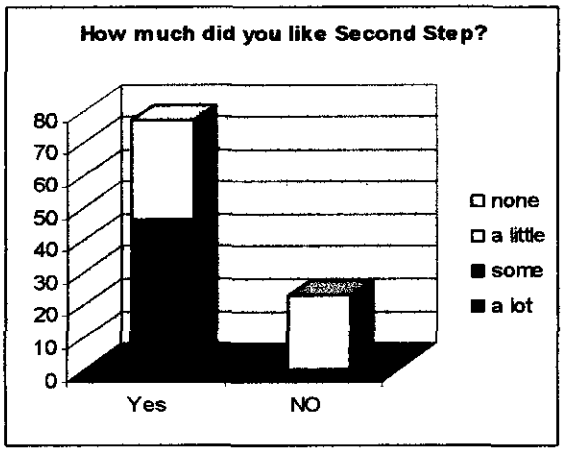


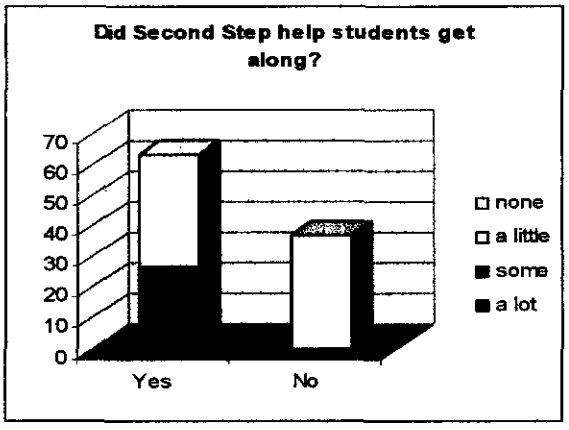
Middle School Students

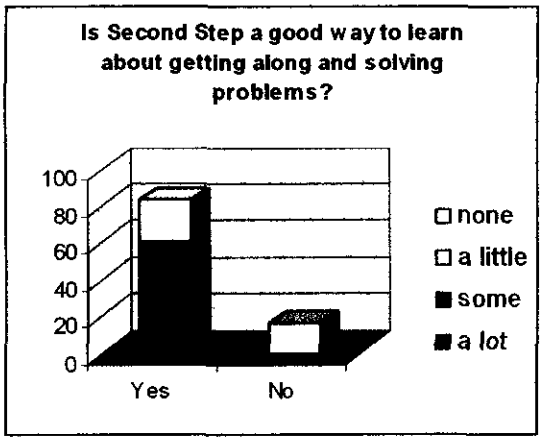
Second Step Student Survey Spring 2006 (N=749 Middle School Students)

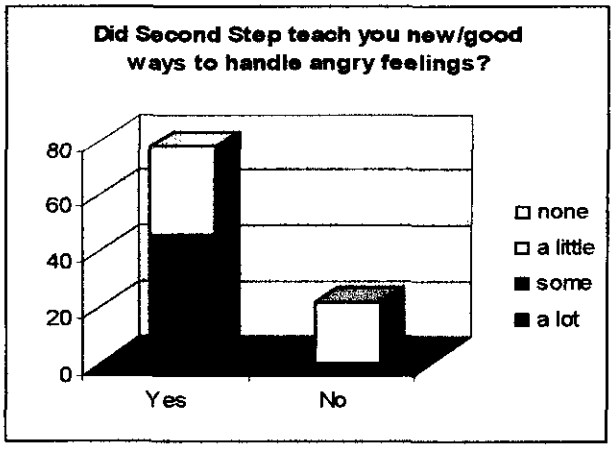












INTRODUCTION

The Oakland Unified School District (OUSD) began to implement *Second Step: A Violence Prevention Curriculum* during the 2000-2001 school year. Initial implementation covered grades K-5. Several of Oakland's middle schools began implementing *Second Step* during the 2001-2002 school year. The general goal of the *Second Step* program is to promote the development of social skills knowledge and reduce aggressive behavior among the student body. The first formal evaluation of the *Second Step* program was conducted during the 2002-2003 school year. This report presents the annual evaluation for the 2005-2006 school year. (The reader is encouraged to review the previous annual evaluation reports.)

Background

Second Step: A Violence Prevention Curriculum is a universal prevention program that proactively teaches critical social and emotional skills to all children from preschool (4 and 5 year olds through Grade 8.) The curriculum's goals are focused on reducing physical and verbal aggression behavior and promoting social-emotional competence. The ability to transfer learning to real-life situations is a major goal of the *Second Step* program that must be supported through repeated practice in multiple settings. All staff members (administrators, teachers, and support personnel) assume key roles by consciously modeling and reinforcing desired skills and behaviors to achieve this end.

Lessons are designed to include opportunities for students to discuss and evaluate their own thinking about each topic against pro-social norms, along with opportunities for role-play in order to practice the target behaviors and skills.

In pro-social schools, administrators and other school personnel must provide strong leadership for creating a school-wide culture characterized by the following elements:

- Respect and inclusion are important components of a caring culture and they are the intentional results of *Second Step* lessons.
- The development of bonding connections between children and the adults in their lives is influenced by open communications, trust, involvement and responsiveness. These elements are nurtured through the open dialogue that occurs during the *Second Step* lesson sequence.
- A clear sense of shared purpose and consistent expectations provide the framework for positive adult modeling and reinforcement and pro-social skills. A school-wide implementation of the *Second Step* program offers the means to build a common language and consistent approach.
- Curiosity, creativity, imagination, and invention are all characteristics of rich learning environments. These characteristics are fostered when risk taking, questioning, and problem solving are supported. Providing students with *Second Step* skills and strategies to creatively work through these interpersonal problems builds their thinking skills.

- Positive self-concept is the critical component of social-emotional well-being. Fostering a sense of competency in children is an important goal for school leaders. Individuals with a sense of personal competence are better equipped to respond to ambiguity and adversity.

EVALUATION PLAN

A critical component of the *Second Step* program is **evaluation**. Evaluation can help schools identify needs, appraise how implementation is progressing, and demonstrate the value and effects of the program to the community, parents, and funders. Evaluation can also inform decisions about classroom instruction and school-wide practices. Moreover, it can be an invaluable tool for communicating progress and motivating the school community.

Evaluation involves systematically collecting information about processes and outcomes related to a particular program. These data can then be used to define (or re-define) goals, measure progress, and plan improvements. The evaluation strategy should be guided by the program's overall goals, the particular questions the evaluation wants to answer, the resources of the school or district, and the audience for the findings. The *Second Step* evaluation plan includes both *process* and *outcome* components.

Evaluation is also related to the specific objectives of this year's scope of work. The objectives include:

- Ten percent reduction in suspensions for fighting from the baseline of 2004-05 school year.
- At least twenty percent of Grade 3-8 students surveyed will report that *Second Step* is important or very important in teaching skills to get along and solve problems with others.
- At least fifty percent of teachers implementing *Second Step* will agree that it is an effective program.
- Staff of twenty-two OUSD Child Development Centers will be trained or retrained on the *Second Step* curriculum.
- Fifty-four elementary schools (K-5) will deliver fifteen to twenty-four *Second Step* lessons to a projected total of fifteen thousand OSUD students.
- Four new small elementary schools will be trained on the *Second Step* curriculum.
- A projected number of four thousand middle school students will receive eight to fifteen total lessons.

Process Evaluation

The *process evaluation* is intended to understand the manner in which the project was conducted, including problems encountered in planning, organizing, and implementation. The process evaluation documents the extent to which the project's stated objectives were accomplished, the manner in which they were accomplished, and documents the barriers and/or facilitators to accomplishment. The evaluation shows the extent to which the project was carried out as planned, problems encountered during the grant period and how problems were solved. This year, the process evaluation consisted mainly of a teacher survey regarding their *implementation* of the *Second Step* program in their

classrooms. In addition, a sample of *Second Step* coaches was interviewed in depth to help determine the key factors to successful implementation.

Outcome Evaluation

It is important to stress that it is often difficult to pinpoint reasons for success or isolate variables for success in complex social or educational programs. Many other events or social circumstances (called "secular trends") might be influencing program outcomes. For that reason, it is important to use a variety of measures of program success, and then analyze them together. This process is called "triangulation" in social science and education research. Thus, three main indicators or variables were used to indicate program effectiveness.

1. **Student self-report data of the *Second Step* curriculum.** This variable was measured through the use of a student survey given to youth in grades two through grade eight.

2. **School suspension data**. These data are derived from Aeries, the District's computerized data system. Schools were compared over time (time series).

3. **Conflict Resolution data**. These data are derived from Aeries, the District's computerized data system.

The design of the outcome component was "time series." The two points of time, used for comparative purposes, were the 2004-05 and the 2005-06 school years. School suspension data were secured from the OUSD computer system.

Data were coded, entered, and analyzed using the Epi-Info/PC data entry and statistical package with a microcomputer. After examining the distribution of variables, various types of quantitative analysis—descriptive statistics were performed, including simple frequency distributions. The evaluation also did cross tabulations and used statistical tests such as Chi Square and T-test to determine whether systematic relationships exist between the independent variables and any outcome variables.

The **findings** of the evaluation are presented below in different sections. Those sections consist of implementation data, teacher survey data, student survey data, suspension data, and conflict resolution data. The evaluation goes from the general to the specific. It is concerned first with the overall implementation of the *Second Step* program, and then attempts to determine the specific effectiveness of the curriculum on individual behaviors and school climate.

FINDINGS

The findings section presents data from the implementation surveys, teacher surveys, *Second Step* student self-report surveys, and District suspension data, and conflict resolution data.

I. SECOND STEP IMPLEMENTATION

Second Step was implemented in 56 elementary and 11 Safe Passage middle schools. Implementation in OUSD preschools and the City of Oakland Head Start and Family Child Care centers is the subject of an independent report completed for Safe Passages. The curriculum has been mandated throughout OUSD in Grades K-8 under Title IV Safe and Drug Free Schools and the Voluntary Resolution Plan (VRP) to reduce racially disproportionate suspensions. In addition, the District entered into a binding contract with the City of Oakland through a grant under the Measure Y Violence Prevention and Public Safety Act of 2004, which supports programs with an emphasis on youth and children. The grant provided funds to increase implementation by hiring support coaches and purchasing needed curriculum. The District agreed to deliver *Second Step* lessons to children in preschool through Grade 8. Nevertheless, implementation has not been consistent throughout all sites.

While the funding was not adequate to provide curriculum coaching in every single school, the program coordinator allocated coach hours based on site requests and identified needs. Some sites with strong administrative buy-in were successful in completing lessons with little or no coach support, while others needed more help. In response to teacher turnover in the District, several District-wide *Second Step* trainings were held for new teachers throughout the year. While some administrators were trained in the past with their staff, others have been introduced to the curriculum through individual meetings, and still others through refresher trainings at their site. Many administrators, however, have never attended a *Second Step* training.

Classroom lesson modeling by coaches focused mainly on encouraging teachers to start lesson delivery by showing that *Second Step* is easy to teach and that students enjoy participating. However, student feedback (pages 29-31 and 35-38) indicates that teachers need more direction and support to continue the lessons on a regular weekly basis, need to make the lessons more engaging, and should refer to the skills and concepts more often throughout the day and week. Those students who liked the lessons had teachers who made the lessons engaging by providing role-play practice and maximizing opportunities for student to participate in the discussions. (See Appendix I for a complete table of *Second Step* implementation, by school.)

As an additional measure of implementation, the evaluation consultant conducted in-depth interviews with a sample of *Second Step* coaches who work closely with teachers at the *Second Step* schools. The first part of the interview consisted of coaches ranking three factors that were considered by *Second Step* staff to be important in the implementation of the program. The three factors were:

- Teacher classroom management skills
- Teacher perception of time availability to teach Second Step lessons
- The principal's leadership, adherence to mandates, and expectations for staff

The majority of coaches (60%) believed that the principal's leadership, adherence to mandates, and expectations for staff was the most important factor in fully implementing the *Second Step* program. Forty percent of the coaches felt that teacher perception of time availability was most important, and all agreed that the teacher's classroom management skills were the key third factor. It is important to note that all the coaches thought these three factors were inter-related and were all associated with program implementation. Several quotations from the coaches will amplify their thoughts.

- *If the principal places emphasis on Second Step, then the teachers will be more likely to make time for implementation. If the principal adheres to the mandate, then that's where it all starts.*

- *Teacher classroom management skills are also very important, once you get the program into the classroom. But you have to get it into the classroom in the first place, and that's where the principal's role is primary. If she or he follows the mandate and has firm expectations from staff, then it will get into the classroom. If the principal does not, then there is much less chance of the teacher even starting Second Step.*

- *Where I worked, when the principal made it a point that she would observe a Second Step lesson in the classroom, then teachers were more likely to do the lessons and to do them properly. When principals reminded teachers that they should be teaching Second Step, the teachers are more likely to do so.*

- *When teacher management skills are good, they have more time. And they also see the benefits of the Second Step program. If the teachers are not as organized, then they don't seem to have much time for extra things. Then they complain, and this turns into an excuse not to do the Second Step lessons. The principals just have to make it clear that it is not optional. A good principal can overcome that barrier—that there isn't enough time. The principal can be forceful and induce the teacher to make time.*

- *All three of the factors are inter-related. It's hard to rank them. There is a school culture related to Second Step. So the principal's message about Second Step is important, and it sets the tone for the campus and the teachers. But if the teachers don't feel that they have enough time, because of other pressures, then they are less likely to do Second Step, at least to do it fully and to do it well. And classroom management skills are related to perception of time. Teachers, with good classroom management skills, generally feel that there is enough time to teach Second Step. Those with poor classroom management skills do not. These teachers are less likely to participate in Second Step and do the curriculum.*

- *Things vary by school site. At one school, we had a principal who was behind Second Step. But it was the Teacher Coordinator who was the most enthusiastic and made it happen. So there are people other than the principal, such as the Teacher Coordinator, who are also important in the process. At one school, the*

Teacher Coordinator did not do much, and the Second Step program suffered. The principal was behind it, and the staff got the word. At that point, the Teacher Coordinator is of primary importance in making sure implementation goes well.

- *A lot of teachers feel the time pressures to do other programs. For example, they have to do Open Court, and many feel that they do not have enough time to do Second Step as well. But classroom management skills play a role here. If the teachers have good classroom management skills, then they can do both mandated programs. If they do not, they suffer, and Second Step often suffers as well. At this point, it is up to the principal to step in and set the priorities for the teachers.*

II. TEACHER SURVEYS

The following data present the findings from the survey of a sample of teachers trained in the *Second Step* curriculum. Fourteen schools participated in this comprehensive survey. A sample of 197 teachers completed surveys were received from the 14 schools.

Following are the frequency distributions of the results of the survey, with the number and percent of responses for each question. It is important to note that some of the tables do not add up to 197, because some teachers did not fill out all of the questions on the survey instrument.

The first table below indicates that among the teachers completing the survey, there was a relatively even distribution at all grade levels. The second table shows that just under half of the teachers (43.6%) stated that they had received *Second* Step training of from three (partial) to six hours (full training.)

Grade level of teacher

	Number	**Percent**
Kindergarten	21	10.7
1st	16	8.1
2nd	17	8.6
3rd	16	8.1
4th	11	5.6
5th	11	5.6
6th	21	10.7
7th	17	8.6
8th	22	11.2
Mixed	45	22.8
Total	**197**	**100**

Second Step training completed by teacher

	Number	**Percent**
No formal training	16	17.0
2-4 hours	37	39.4
Full 6 hours (3+3)	41	43.6
Total	**94**	**100**

Summary of Key Findings

Before the data are presented in tables (below), it is useful to summarize the key findings of the teacher survey:

- The *Second Step* curriculum appears to have been implemented and utilized relatively well, with varying degrees.
- 89.7% of the teachers said that they teach the *Second Step* curriculum weekly or at least sometimes weekly. (47.2% stated that they teach it weekly and 41.5% of the teachers sometimes teach it weekly.)
- Only a small minority of teachers (4.6%) state that they have not started using the *Second Step* curriculum or never received training.
- 82.8% of the teachers said that they follow or sometimes follow the lesson outline *completely*. (43.2% said they sometimes follow the lesson outline completely.)
- 71.3% said they always or sometimes leave 50% of lesson time for role-play practice. (42.7% said they sometimes leave 50% of lesson time for role-play practice.)
- 94.8% stated that they model or sometimes model *Second Step* skills for students. (32.6% said that they sometimes model *Second Step* skills.)
- 90.7% said that they intervene or sometimes intervene in conflicts and/or individual problems by prompting students' use of *Second Step* skills.
- 21.6% of the teachers said that *Second Step* contributes to their having more time for academic teaching and student time on task. 35.8% said that *Second Step* did not. 35.3% said that *Second Step* sometimes contributes to their having more time for academic teaching and student time on task
- Over half (51.6%) of the teachers said that *Second Step* is an effective tool for teaching students important social-emotional skills. (11.8% said that it is not.)
- 34.4% of the teachers said that *Second Step* has contributed to improved student behavior. (22.8% said it did not.)
- 52.6% of the teachers on a daily or weekly basis discuss with students times or situations when they might use *Second Step* skills and concepts. (15.1% do this on a daily basis, and 37.5% do this on a weekly basis.)
- 70.5% of the teachers on a daily or weekly basis comment on and help students reflect on the benefit of their positive behaviors when teachers observe them.
- 27.6% of the teachers on a daily or weekly basis review and recall student use of *Second Step* skills at the end of the day.
- 39.3% of the teachers on a daily or weekly basis integrate *Second Step* principles into other core curriculum lessons.

TABLES

1. I teach the weekly Second Step lessons.

	Number	Percent
Yes	92	47.2
No	13	6.7
Sometimes	81	41.5
Never or have not started	9	4.6
Total	**195**	**100**

2. I follow the lesson outline completely.

	Number	Percent
Yes	76	39.6
No	23	12.0
Sometimes	83	43.2
Never or have not started	10	5.2
Total	**192**	**100**

3. I leave 50% of lesson time for role-play practice.

	Number	Percent
Yes	55	28.6
No	38	19.8
Sometimes	82	42.7
Never or have not started	17	8.9
Total	**192**	**100**

4. I model for students and use Second Step skills myself (e.g., problem solving steps when problems occur, anger management steps, I-messages, positive self-talk, naming emotions).

	Number	Percent
Yes	120	62.2
No	6	3.1
Sometimes	63	32.6
Never or have not started	4	2.1
Total	**193**	**100**

5. I intervene in conflicts and/or individual problems by prompting student use of Second Step skills.

	Number	Percent
Yes	94	48.7
No	9	4.7
Sometimes	81	42.0
Never or have not started	9	4.7
Total	**193**	**100**

6. Second Step helps me have more time for academic teaching (i.e., less time spent on problem behaviors).

	Number	Percent
Yes	41	21.6
No	68	35.8
Sometimes	67	35.3
Never or have not started	14	7.4
Total	**190**	**100**

7. Second Step is an effective tool for teaching students important social-emotional skills.

	Number	Percent
Yes	96	51.6
No	22	11.8
Sometimes	63	33.9
Never or have not started	5	2.7
Total	**186**	**100**

8. Second Step has contributed to improved student behavior.

	Number	Percent
Yes	62	34.4
No	41	22.8
Sometimes	69	38.3
Never or have not started	8	4.4
Total	**180**	**100**

9. I discuss with students times or situations when they might use Second Step skills & concepts. ("Imagine the Day")

	Number	Percent
Daily	29	15.1
Weekly	72	37.5
Occasionally/rarely	73	38.0
Never or have started	18	9.4
Total	**192**	**100**

10. I comment on and help students reflect on the benefit of their positive behaviors when I observe them. ("Natural Reinforcement")

	Number	Percent
Daily	91	47.9
Weekly	43	22.6
Occasionally/rarely	50	26.3
Never or have not started	6	3.2
Total	**190**	**100**

11. I review and recall student use of Second Step skills at the end of the day. ("Remember the Day")

	Number	Percent
Daily	16	8.5
Weekly	36	19.1
Occasionally/rarely	90	47.9
Never or have not started	46	24.5
Total	**188**	**100**

12. I integrate Second Step principles into other core curriculum lessons.

	Number	Percent
Daily	36	19.4
Weekly	37	19.9
Occasionally/rarely	79	42.5
Never or have not started	34	18.3
Total	**186**	**100**

TEACHER COMMENTS

The survey also allowed teachers to provide open-ended comments on the *Second Step* program. Numerous teachers availed themselves of this opportunity, and the vast majority of the comments were very positive toward the program. Below is a representative sampling of quotations from the teacher surveys.

Middle School Teachers:

- *I think the videos are effective—it helps for them to see modeling by kids their age.*
- *Kids seem to like it when they have role-plays.*
- *Students look forward to Second Step. They especially like the role-play. However, I find the role-play difficult. It would be better with smaller classes, of less than 20.*
- *Some of the language used in the lessons is too advanced.*
- *I wonder if Second Step would be more effective as a six-week daily course taught by more experienced (or better trained) instructors. It seems like a more intensive program with lots more practice might be more beneficial to the students.*
- *I do think it has some good parts to it, but I'm not sure how effective it is the way we do it.*
- *Thank you for your efforts in providing this curriculum.*
- *We started [Second Step] in January, and we do it all the time now.*
- *Students need a lot more practice with it to impact behavior.*
- *A wonderful program, but it is still not stopping a lot of disruptive or violent behaviors.*
- *The kids hated Second Step so badly that it was never effective. Role playing just turned into "crazy time." The kids never took it seriously enough for it to help at all. Class discussions also disintegrated into childish posturing.*
- *I feel like this would be better utilized outside classroom time.*

Elementary Teachers:

- *We often use it episodically. It would be stronger if the administrative support team also used the vocabulary of Second Step. It is simple to implement.*
- *We need more Second Step modeling and staff development on site to help us.*
- *I think it is a good tool, but we need more time in our schedule because we just have about 20 minutes.*
- *I have really noticed my students making connections with Second Step and the open court units—"Keep on Trying" and "Games."*
- *There is not much time for the Second Step lessons.*
- *I already have too much work. I like Second Step, but it is way too much work.*

III. STUDENT SURVEY DATA

As part of the overall methodology, the evaluation used a self-report survey for students from grade 2 through grade 8. The basic purpose of the surveys was to learn how students felt about the *Second Step* program. The survey instrument contained both closed-ended (fixed-choice) and open-ended questions. More specifically, the student surveys were used to determine if one of the objectives in this year's scope of work was achieved. That objective was: *At least twenty percent of Grade 3-8 students surveyed will report that Second Step is important or very important in teaching skills to get along and solve problems with others.*

The students were sampled from a total of 19 different *Second Step* schools. A total of 1,401 students were surveyed. The table below shows the frequency distribution of students by grade level. Of those students, 652 (46.5%) were from elementary schools and 749 (53.5%) were from middle schools.

The table below shows the specific number of students from each grade level who participated in the survey.

Grade level of teacher

	Number	**Percent**
2nd	14	1.0
3rd	184	13.1
4th	239	17.1
5th	215	15.3
6th	268	19.1
7th	231	16.5
8th	250	17.8
Total	**1401**	**100**

Summary of Key Findings

- 74.8% of the elementary school students said that the *Second Step* program is "important" or "very important" in learning about how to get along and solve problems with others. This greatly exceeds the program objective for this school year.
- Over three-fourths (76.4%) of the elementary school students stated that they had been taught *Second Step* lessons before this year.
- 70.4% of the elementary school students said that the liked the *Second Step* program "a lot" or "some."
- 50.7% of the elementary school students said the *Second Step* lessons help students get along better with each other "a lot" or "some."
- 66.8% of the elementary school students said that the *Second Step* lessons taught them new or good ways to handle conflicts "a lot" or "some."
- 66.8% of the elementary school students said that the *Second Step* lessons teach them new or good ways to handle angry feelings "a lot" or "some."

- About two-thirds (64.4%) of the middle school students stated that they had been taught *Second Step* lessons before this year.
- 46.3% of the middle school students said that the liked the *Second Step* program "a lot" or "some."
- 27.0% of the middle school students said the *Second Step* lessons help students get along better with each other "a lot" or "some."
- 50.1% of the middle school students said that the *Second Step* lessons taught them new or good ways to handle conflicts "a lot" or "some."
- 46.0% of the middle school students said that the *Second Step* lessons teach them new or good ways to handle angry feelings "a lot" or "some."
- 61.6% of the middle school students said that the *Second Step* program is "important" or "very important" in learning about how to get along and solve problems with others. This greatly exceeds the program objective for this school year.

ELEMENTARY SCHOOL (GRADES 2 THROUGH 5)

1. Had you ever been taught the Second Step program before this year?

	Number	Percent
Yes	496	76.4
No	153	23.6
Total	**649**	**100**

2. How much did you like the Second Step program?

	Number	Percent
A lot	250	39.0
Some	201	31.4
A little	126	19.6
Not at all	64	10.0
Total	**649**	**100**

3. Did the Second Step lessons help students in your school get along better with each other?

	Number	Percent
A lot	151	23.5
Some	175	27.2
A little	180	28.0
Not at all	137	21.3
Total	**643**	**100**

4. Did Second Step lessons teach you new or good ways to handle conflicts?

	Number	Percent
A lot	263	41.0
Some	178	27.8
A little	127	19.8
Not at all	73	11.4
Total	**641**	**100**

5. Did Second Step lessons teach you new or good ways to handle angry feelings?

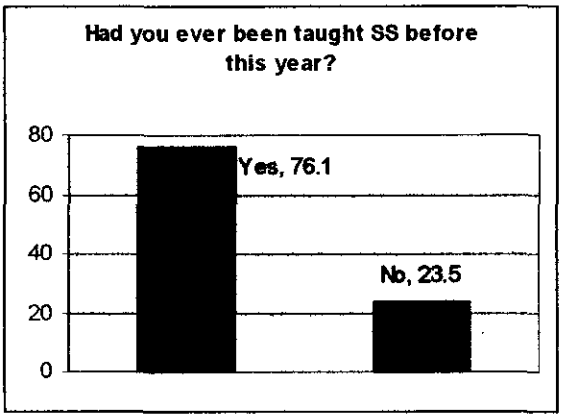
	Number	Percent
A lot	289	44.9
Some	154	23.9
A little	110	17.1
Not at all	91	14.1
Total	**644**	**100**

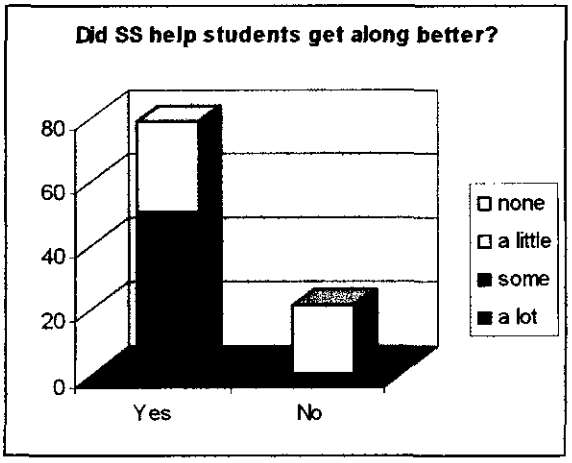
6. Is the Second Step program a good way to learn about how to get along and solve problems with others?

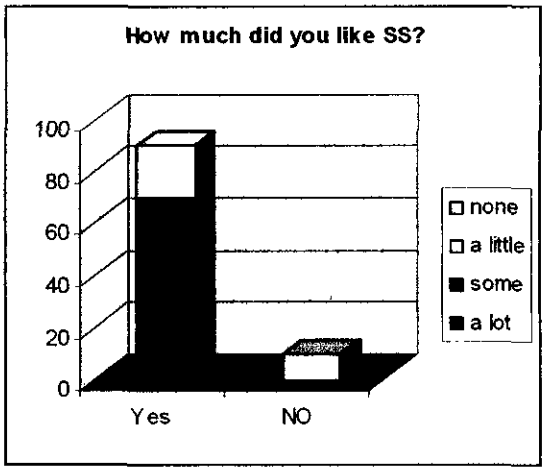
	Number	Percent
Very important	355	55.2
Important	126	19.6
A little	91	14.2
Not at all	71	11.0
Total	**643**	**100**

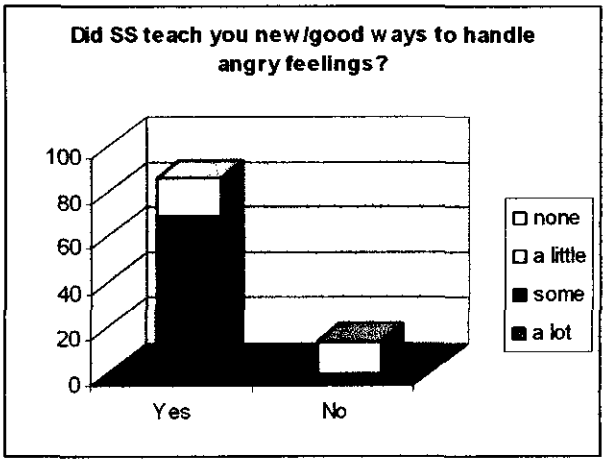
Elementary Schools

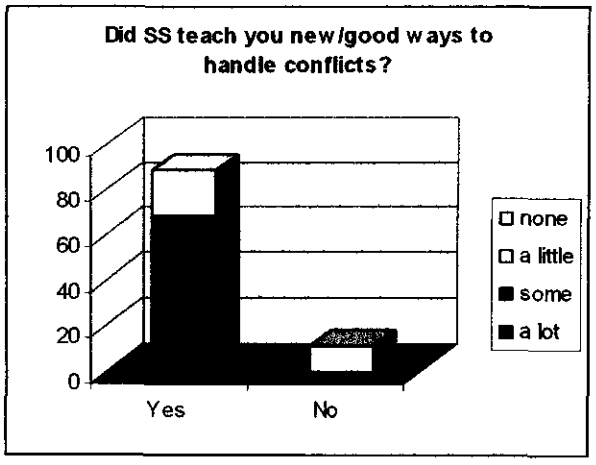
	Frequency	Valid Percent
Bella Vista	110	16.9
Brookfield	109	16.7
Fruitvale	21	3.2
Highland	27	4.1
Lafayette	57	8.7
Markham	55	8.4
Montclair	72	11.0
Woodland	41	6.3
Hoover	42	6.4
Marshall	38	5.8
King	66	10.1
Sankofa	14	2.1
Total	**652**	**100.0**

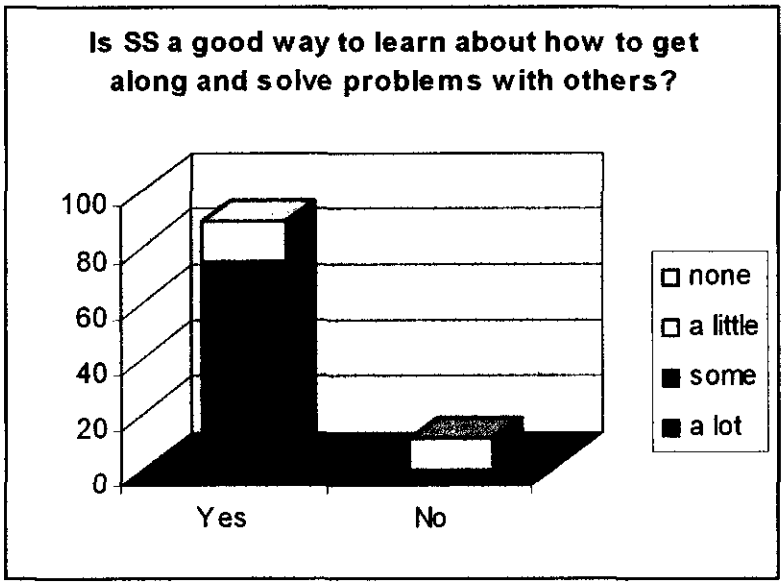











Is SS a good way to learn about how to get along and solve problems with others?
100
80
60
40
20
0
Yes
No
none
a little
some
a lot

Grade 2-5 students:
What do you like most about the Second Step program?

- *The thing I like a lot about the Second Step program is that it helps you deal with your problems and your feelings. One day I got into a talk fight with my best friend and I used Second Step to help.*
- *I liked that we could all contribute to the conversation and that we all had been in difficult situations.*
- *I like the way Second Step helps us and others to get along, so there's no need to fight with angry feelings.*
- *I like the black and white pictures.*
- *I personally like the stories, because they tell us what is going on in the pictures. Sometimes I don't get the picture so I listen to the story.*
- *What I like is when the person shows the pictures and when we get to agree or disagree.*
- *It teaches us what is wrong and right. It teaches you what to do in a difficult situation.*
- *That we talk about people's feelings.*
- *What I like about Second Step is that it tells you what to do when you are angry.*
- *What I like about Second Step is that sometimes you get to act it out.*
- *I like the part when we show the pictures.*
- *I like the part when we are all asked questions.*
- *I learned that when you feel angry, you take three deep breaths.*
- *What I like most about Second Step is that it teaches people what sometimes happens to themselves.*
- *They teach you how to be friends.*
- *What I like most is learning how to calm down.*
- *What I like most is the stop sign.*
- *I like it because some people tell you that you are so friendly.*
- *I like it when the teacher reads the story.*
- *It teaches you what to do when you are angry.*
- *I like it when they teach us how to be calm.*
- *What I liked is that I learned to manage my anger.*
- *I like the Second Step program because it teaches you how to listen to other people and to take three deep breaths.*
- *I liked it when we did the role-play and other things.*
- *What I liked best was trying to guess the feelings of the person in the pictures.*
- *I liked talking about the pictures, and I like to listen to what other people have to say.*
- *I liked it because it helps us get along better.*
- *It showed me how to get along with other people and how to resolve problems.*
- *What I like most about Second Step is that it helps people to calm down.*
- *I liked the part when you get to talk about the older kids and their behaviors. It is good for expressing your feelings.*

- *What I liked was that you get to learn how to solve problems rather than fighting.*
- *What I liked most was that you learn how to handle conflicts with your friends or with other people.*
- *It helped the whole class learn more about friendship and how to solve problems a lot.*
- *I liked acting the problem out in class.*
- *I liked the pictures, because you can see what people are feeling.*
- *I liked acting things out.*
- *The Second Step program was really good. I thought it helped some kids deal with their feelings.*
- *Nothing.*
- *I liked guessing the feelings of the people in the pictures.*
- *I don't really like Second Step.*
- *It teaches you how to handle conflicts.*
- *What I liked most about Second Step was that I learned to walk away from things that can get me into trouble.*
- *One of my favorite parts was being able to go up and act out what the picture was.*
- *What I liked most about Second Step was that you get to act stuff out and to share experiences.*
- *I didn't have to do math.*
- *What I liked was the ways they give you to handle problems and there is more communication.*
- *I liked it when the teacher let us tell her about our opinions.*

What would improve the Second Step program at your school?

- *I don't think you need to improve Second Step, because it is already good.*
- *Do Second Step more often.*
- *Maybe make it a little bit more interesting.*
- *I think what would improve Second Step is to have us practice more in our classroom.*
- *It would improve it to do it more and to have our teacher do it with us.*
- *Try to teach all of the students the lessons.*
- *It would improve if they did it once a week.*
- *Teach more about how to manage your anger.*
- *Play more games.*
- *Maybe have more lessons and have more people going to classes to talk about it.*
- *What would improve it at my school is if the kids would actually listen to the sessions.*
- *It would help if the Second Step program teacher would have a separate class, so there would be better conversations.*
- *It would improve by getting different pictures.*
- *I think the students should listen better to what the Second Step program says.*
- *If they showed more examples.*

P *They should make little movie clips without sound, and then the students would have to guess what their feelings are.*
P *Have the pictures not in black and white.*
P *If they asked us questions, and if they asked us to come up for an example.*
P *It would be better if it was more fun.*
P *Make the kids in the pictures wear better clothes, because people laugh at those kids and don't take it seriously.*
P *By taking conflicts that have happened at our school and finding a Second Step picture that matches and then showing to us.*
P *Make it less boring.*
P *Maybe if you did it more often.*
P *If they did it more often it would improve Second Step.*
P *I think they should have color pictures.*
P *They should show movies.*
P *I think what might improve Second Step is tapes and not pictures.*
P *Somehow they need to make it more convincing.*
P *The pictures of the people need to be better.*
P *It would improve it to talk more about it.*
P *If people said their problems out loud more, then people could help solve them.*
P *If the lesson teachers were more specific.*
P *It needs to improve by getting newer pictures so kids could learn something different every year.*
P *I would let people tell how they feel more.*
P *It would improve it to talk more about other people's feelings.*
P *Maybe it would improve to get real people to do the demonstration for them.*
P *The thing that would improve it is to teach it more.*
P *If we did it more often, then we could role-play each of the problems.*
P *By letting us show our feelings more.*
P *We could do a little bit more acting, like playing the part of other people.*
P *We do more Second Step until everybody behaves the right way.*
P *More entertainment.*
P *Acting the feelings while we're doing Second Step.*
P *If everybody can participate in this program.*
P *It would improve it if we had it daily.*
P *We should have it a lot.*
P *I think that if you ask some more questions it would be great.*
P *Having more participation in class.*
P *If everyone participated.*
P *By talking more about not fighting.*
P *Have more people talking about things.*
P *I would add more questions.*
P *To show more ways to control your feelings.*
P *Make it longer.*
P *I think you should have more problems and try to solve them.*
P *If we had more teachers do it.*

MIDDLE SCHOOL

1. Had you ever been taught the Second Step program before this year?

	Number	Percent
Yes	479	64.4
No	265	35.6
Total	**744**	**100**

2. How much did you like the Second Step program?

	Number	Percent
A lot	101	13.5
Some	245	32.8
A little	227	30.4
Not at all	173	23.2
Total	**746**	**100**

3. Did the Second Step program help students in your school get along better with each other?

	Number	Percent
A lot	41	5.5
Some	160	21.5
A little	268	36.0
Not at all	276	37.0
Total	**745**	**100**

4. Did Second Step lessons teach you new or good ways to handle conflicts?

	Number	Percent
A lot	132	17.8
Some	240	32.3
A little	236	31.8
Not at all	134	18.1
Total	**742**	**100**

5. Did Second Step lessons teach you new or good ways to handle anger?

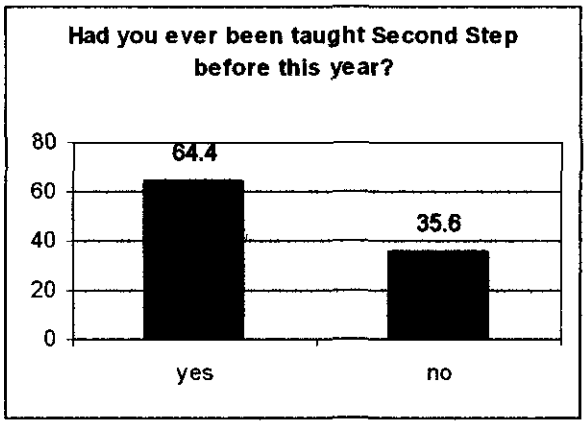
	Number	Percent
A lot	117	15.7
Some	225	30.3
A little	238	32.0
Not at all	163	21.9
Total	**743**	**100**

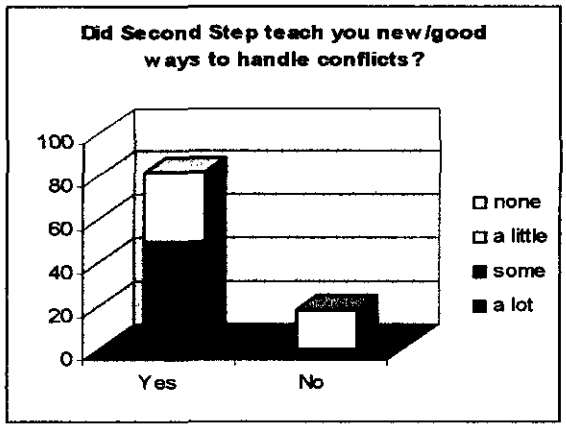
6. How important is the Second Step program in helping students get along better and solve problems?

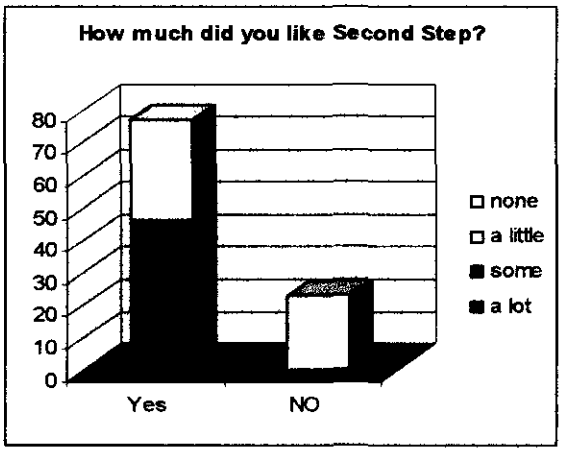
	Number	Percent
Very important	177	24.0
Important	277	37.6
A little	161	21.9
Not at all	121	16.4
Total	**736**	**100**

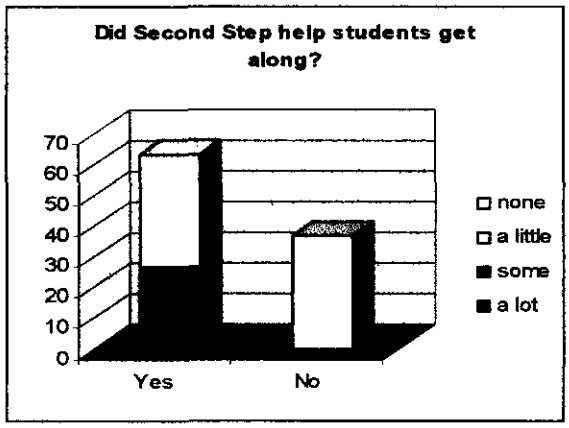
Middle School Strategy

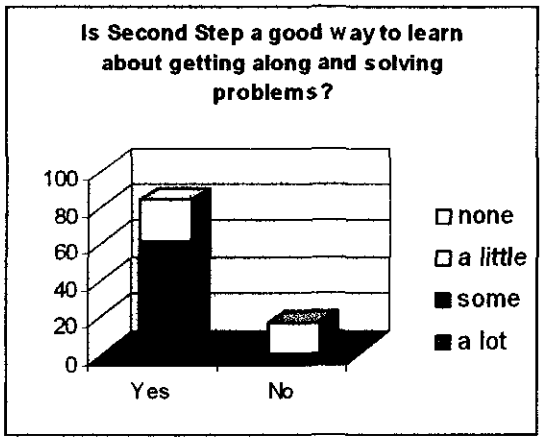
Second Step Student Survey Spring 2006 (N=749 Middle School Students)

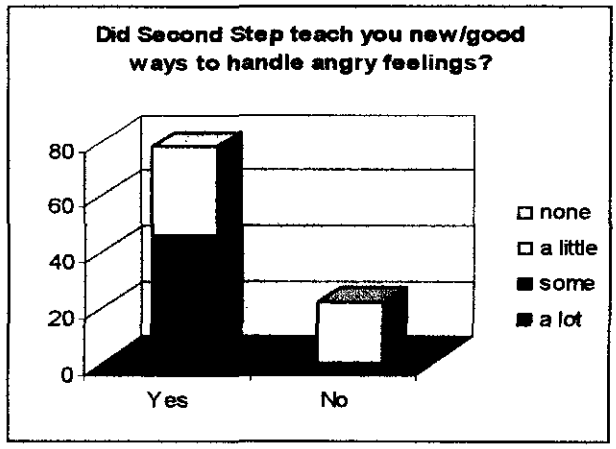












GRADES 6, 7, 8

What do you like most about the Second Step program?

- P *I liked the skits and the videos.*
- P *I liked the role play.*
- P *Everything.*
- P *I like the talks about drugs and when we just talk about teenage things and give our points of view.*
- P *It gives me a way to express and feel what everyone feels, and I know how to help.*
- P *I liked it when we did skits to show us things.*
- P *I liked the part when we did skits and acted things out, and then have to guess what the other person was feeling.*
- P *I like when everybody can share what they think and where everyone gets a chance to talk.*
- P *I like that it teaches us ways how to non-violently solve problems in a creative way.*
- P *I never liked Second Step because the people in our school do not use the things we learn in Second Step.*
- P *I liked the skits, and acting out the problems.*
- P *I liked watching the videotapes.*
- P *I liked the role-playing. That was fun.*
- P *I liked that it has problems and conflicts that are very common. And I liked trying to find the underlying feeling.*
- P *I mostly liked the skits and the role-play. The role-play is fun and it sends a message to the class.*
- P *I liked acting out the problem and trying to solve it.*
- P *I liked it when we shared ideas, trying to make up something that we could all understand.*
- P *Second Step taught you how to resolve problems instead of getting into fights. It also helped people stop blaming each other and look at the situation from a different perspective.*
- P *I really didn't like Second Step that much.*
- P *I don't like anything about it.*
- P *I hate it.*
- P *Nothing. We really barely did Second Step.*
- P *They talk about violence and things like that.*
- P *I didn't like it much at all. I wish they didn't have it.*
- P *I liked the discussions we had.*
- P *I liked that Second Step helps and teaches new ways to get along and stop violence, and makes people feel more comfortable.*
- P *I like it because it prevents violence.*
- P *I like it because it showed us how to solve problems.*
- P *Some of the skits are funny when the class clowns perform them.*
- P *I like the skits the teacher makes us do.*

- *I like the skits and the occasional video.*
- *I like how Second Step addresses the issues of today's life.*
- *It teaches us behavior skills.*
- *I like the way the Second Step program teaches us to handle conflicts.*
- *I like that it can teach you ways to handle your anger.*
- *We get to do fun activities in Second Step.*
- *I like doing role plays and watching the videos.*
- *I liked that we could make plays.*
- *I like that you can talk about your problems.*
- *They show us how to control our anger.*
- *Nothing.*
- *I like that we get to talk about our problems.*

What would improve the Second Step program at your school?

- *Having us talk about how we feel and then write it down on paper.*
- *Put in more activities so that everyone can get into it.*
- *I think we should have more games that would help us remember how to handle a problem. More group projects, like making posters of solutions.*
- *It would improve it to really spend some time on it, and by talking more about it to understand the issues better.*
- *I think the situations should be more realistic about the things that happen at my school.*
- *If we had it more than one period every other week.*
- *More movies and less worksheets would improve the program.*
- *I don't thing the program needs to improve; I think it's the kids at our school who need to improve.*
- *Make it more realistic, because some of the stuff you learn here you can't do in real life.*
- *More videos about solving problems so we can see more examples.*
- *I want more fun and more role-play. I learn a lot from role-play.*
- *I think there should be more games that involve your feelings.*
- *Get someone who was actually in a fight and pressure them to talk about their feelings.*
- *I want more acting.*
- *I think we should have more activities and more videos.*
- *By not giving out so many worksheets.*
- *I don't think we should do so many worksheets.*
- *Take more time from the other periods, and then make Second Step longer.*
- *I think there should be more movies.*
- *It would be good if we could make the situations more like real life.*
- *If we didn't do the boring activities about "feelings."*
- *If we got to do more of it weekly.*
- *Have our own peers teach Second Step.*
- *I think we should have food with Second Step.*
- *Have more active activities.*

- *Have more movies and activities that show other people good ways of controlling their anger.*
- *Make it shorter.*
- *Maybe we could have some activities that don't involve talking all the time.*
- *Doing more skits.*
- *Get some real teachers to do some real Second Step.*
- *I don't know, because some of the 7th and 8th graders still act the same.*
- *It would be good if they made everybody participate in the skits.*
- *It would be better if you made everybody participate.*
- *To have people come in and talk about real problems they are having.*
- *It would be good to ask the students about the situations that they have been in and talk about them.*
- *If guest speakers came in and talked about the real conflicts that we are or will be going through.*
- *Do it more often, and have more role playing.*
- *Give more examples and ideas to solve conflicts.*
- *More guest speakers and volunteers.*
- *By doing the program two times a week instead of once a week.*
- *Second Step would be better if the students actually took the lessons seriously and used the solutions.*
- *You need to figure out a more fun way to get students to pay attention.*
- *To have more classes and longer classes.*
- *To improve the Second Step program, I think we should have it twice a week.*
- *Have it more often.*
- *Get rid of the corny lines like, "steal a bike for a joy ride," and get lines that we can relate to like "a friend asked me to carry a gun."*
- *Have more games instead of notes and a sheet of paper.*
- *Have more hands-on things to do.*
- *I think if the situations were more real and if the students got to act them out, then it would be better. It would be good to have students put themselves in someone else's shoes.*
- *It would help if there wasn't so much to write.*
- *It could have a sexual education part in it.*
- *You could make up better stories.*
- *Don't have so much writing.*
- *It should have sexual education, and not just kid stuff.*
- *No homework, and watch a lot of videos.*
- *I would like more guest speakers. And I would like more role plays to help us with peer pressure.*
- *Have it more often.*
- *If more people actually do all of the sessions.*

Summary

This evaluation attempted to understand more about the student perspective—both elementary and middle school students. A self-report survey of 2nd, 3rd, 4th, and 5th graders showed that the students generally liked the *Second Step* program. Students thought the lessons were useful in learning how to resolve conflicts, handle anger, and get along with others. A self-report survey of 6th, 7th, and 8th graders provided similar results, except that the students in the middle school were somewhat less positive about the *Second Step* program than were the elementary school students.

One of the objectives of this year's scope of work was that at least 20% of grade 3 to 8 students would report that *Second Step* is "important" or "very important" in teaching skills to get along and solve problems with others. This objective was greatly exceeded, with 74.8% of the elementary students and 61.6% of the middle school students in the survey stating that "*Second Step* is important or very important in teaching skills to get along and solve problems with others."

Student feedback shows that they not only enjoy and benefit from the lessons, but they would like to have them more often. Teachers need administrative support in finding time to deliver the lessons consistently, and coaching support to make lessons more involving for more students.

These results strongly show that the *Second Step* curriculum is helping students learn the key factors or domains of the curriculum, such as recognizing the emotions of other children, analyzing social situations, and finding solutions to interpersonal problems.

IV. SECOND STEP SUSPENSION DATA

One possible indicator of the success of the *Second Step* program would be a reduction in suspension rates—particularly among *Second Step* schools and particularly for violations related to aggressive behavior. To examine suspension data, the evaluation team examined the District suspension data, comparing the 2004-05 school year with the 2005-06 school year.

Below are the results of the suspension data analysis for 56 elementary and 11 middle schools trained in the *Second Step* curriculum. Following are a series of tables showing changes in suspension rates over time, comparing the 2004-05 school year with the 2005-06 school year. In the tables that follow, the 2004-05 data are presented on the top line for each school and the 2005-06 data are presented on the bottom line.

Key Findings

- For all 56 *Second Step* elementary schools in the District, there were fewer total suspensions for fighting from last school year (2004-05) to this school year (2005-06). This represents a 6% decrease in suspensions for fighting. It is important to stress, moreover, that while suspensions went down by 6%, total suspensions increased by 4% in those same elementary schools.
- For all 56 *Second Step* elementary schools in the District, the percentage of suspensions for fighting (of all suspensions) decreased from 60% last school year (2004-05) to 53% this school year (2005-06).
- The middle schools witnessed a 17% decrease in suspensions for fighting over the same time period, while total suspensions rose by 10.5%.
- For the 10 *Second Step* middle schools in this study (for which comparable data were available), in 6 out of 10 (60%), there were fewer total suspensions for fighting from last school year (2004-05) to this school year (2005-06).
- For the 10 specific *Second Step* middle schools in this study (for which comparable data were available), in **all** of them the percentage of suspensions for fighting (of all suspensions) decreased from 54% last school year (2004-05) to 40% this school year (2005-06).

The table below shows the suspension data for the 56 Second Step elementary schools, comparing the 2004-05 school year with the 2005-06 school year.

Grade Level	Year	# of Student Suspensions	% of Students Suspended	# of Suspensions	# of Suspensions for Fighting	% of Suspensions for Fighting
Elementary	2004/05	460	1.9	623	371	60
Elementary	2005/06	437	2.2	650	347	53

The table below shows the suspension data for the 11 Second Step middle schools, comparing the 2004-05 school year with the 2005-06 school year.

Grade Level	Year	# of Student Suspensions	% of Students Suspended	# of Suspensions	# of Suspensions for Fighting	% of Suspensions for Fighting
Middle School	2004/05	1246	18.9	2099	1127	56
Middle School	2005/06	1308	20.7	2321	935	39

The specific suspension data for the individual 11 *Second Step* middle schools are presented in the table below.

School	Year	# of Student Suspensions	% of Students Suspended	# of Suspensions	# of Suspensions for Fighting	% of Suspensions for Fighting
Claremont	2004/05	124	27.7	227	135	59
Claremont	2005/06	121	29.5	228	128	56
Brewer	2004/05	117	16.5	194	128	66
Brewer	2005/06	114	16.9	167	92	55
Lowell	2004/05	30	11.8	45	30	67
Lowell	2005/06	32	37.6	55	4	7
Carter	2004/05	85	28.3	135	53	39
Carter	2005/06	24	27.0	34	3	9
Westlake	2004/05	118	18.4	239	118	49
Westlake	2005/06	152	22.2	312	132	42
Elmhurst	2004/05	185	21.6	263	146	56
Elmhurst	2005/06	234	29.8	557	180	32
KIZMET	2004/05	-	-	-	-	-
KIZMET	2005/06	7	7.6	21	3	14
Calvin Simmons	2004/05	150	19.0	238	127	53
Calvin Simmons	2005/06	196	27.5	431	160	37
Frick	2004/05	178	26.6	317	204	64
Frick	2005/06	190	30.7	229	90	27
Havenscourt	2004/05	206	33.2	373	207	55
Havenscourt	2005/06	153	26.0	298	87	29
James Madison	2004/05	53	13.2	68	45	66
James Madison	2005/06	92	22.8	140	59	42

V. CONFLICT RESOLUTION DATA

The Conflict Resolution Program was selected for implementation at the middle school level because of the large number of fights reported by OUSD 7th graders in the Fall 2003 California Healthy Kids Survey. More than one-third (39%) of seventh graders said they had been involved in one or more fights during the year. Evaluation data suggest that the program has a significant effect on reducing suspensions for fighting. Suspension data for the combined 16 middle schools that instituted a new Conflict Resolution program this year reveals a 21% reduction in incidents of suspension for fighting over the 2004-05 totals.

To provide a comparative perspective, the evaluation analyzed suspension data from middle schools that utilized the Conflict Resolution Program and compared it with data from a control middle school that did not use conflict resolution. The results of that comparison are found in the table below.

Five of these 16 middle schools followed the recommended protocol of referring students to mediation after suspension for fighting. Of the five schools, 63 youth were suspended for fighting and then went through mediation. Of those 63 youth, only 9 of them (14%) were suspended again for fighting throughout the remainder of the year. Put another way, 86% (54 students) never appeared on the suspension list for fighting for the rest of the year. This greatly exceeds our prediction that at least 60% of these students would not be suspended again after mediation.

Type of School	Number Originally Suspended	Number of Students Suspended for Fighting Again	Number of Total Suspensions
Conflict Resolution Schools	63	9	14
Control School	62	33	53

By contrast, suspensions for fighting at the control school were much worse. Of the 62 students who were originally suspended for fighting, 33 (53.2%) were suspended for fighting at least one more time during the remainder of the year. Those 33 students accounted for a total of 53 suspensions for fighting during the remainder of the year.

Thus, while 53.2% of the of the students in the control school were suspended again for fighting, only 14% of the students going through the Conflict Resolution Program were suspended again for fighting during the remainder of the 2005-06 school year.

CONFLICT RESOLUTION PROGRAM STATISTICS

Compared with suspensions in all categories at the 16 Conflict Resolution Program middle schools, the number of incidents of suspension for fighting as well as the percentage of suspensions for fighting dropped significantly. *(See Progress Report, Conflict Resolution page for details.)*

• Overall suspensions are up in OUSD this year, but suspensions for fighting in the middle schools went down at 13 of 15 sites with new Conflict Resolution programs this year. The 16th site, Kizmet, is new, and there is no 2004-05 comparison data.

• There were some dramatic decreases in the percentage of suspensions for fighting (example -37% at Frick and -26% at Havenscourt.)

• Even where the number of suspensions for fighting went up (for example Elmhurst increased from 146 to 180), the percentage of suspensions for fighting actually dropped from 56% of all suspensions in 2004-05 to 32% of all suspensions in 2005-06. This is a 24% decrease in the percentage of suspensions for fighting.

Attachment B.

Pathways to Change

Excerpt from Safe Passages' *Outcome Report 2005* (pages 30-39)

Safe Passages Youth Offender Strategy: Pathways to Change

Program Description

Pathways to Change is a pre-adjudication program targeted at repeat juvenile offenders in Oakland. The program provides intensive, community-based case management services to repeat offenders, with the goals of reducing recidivism, reducing risk factors proven to predict violent behavior, and increasing protective factors and youth competencies. Pathways to Change is based on the Detention Diversion Advocacy Program (DDAP) in San Francisco, which has been reducing recidivism rates for repeat youth offenders in San Francisco for nearly ten years.[9] As a sign of its growing acceptance within Alameda County as an effective means to stop the revolving door of the juvenile justice system, Safe Passages' Pathways to Change program is being institutionalized within The Mentoring Center of Oakland.

As prescribed in best practice research, the case managers reflect the population of youth that they serve in all aspects, including race, ethnicity, gender, language, and past experiences. Pathways to Change case managers provide intensive monitoring for youth on their caseloads and are responsible for brokering appropriate services in the community, as outlined in their individualized service plans. The individualized plans are designed to help stop youth from re-offending by connecting the youth to quality programs, as well as to other caring adults.

Case plans may include:

- Educational programming
- After-school activities
- Drug/alcohol treatment
- Counseling, anger management, life skills development
- Job training/placement
- Family support services

Case managers are also encouraged to plan monthly activities for youth on their caseloads that provide opportunities for personal development.

Since their caseloads cannot exceed ten youth at any given time, case managers are able to develop strong relationships with the youth. Case managers are in contact with youth on their caseloads twice daily by phone and twice weekly in person, and are available to respond to crisis calls 24 hours a day. The contacts provide an opportunity for general check-in with the youth (and with his or her family) and opportunities to observe the youth's progress, monitor attendance at planned activities, and ensure compliance with probation orders. In addition, case managers accompany clients to all court hearings and assist minors in keeping appointments and

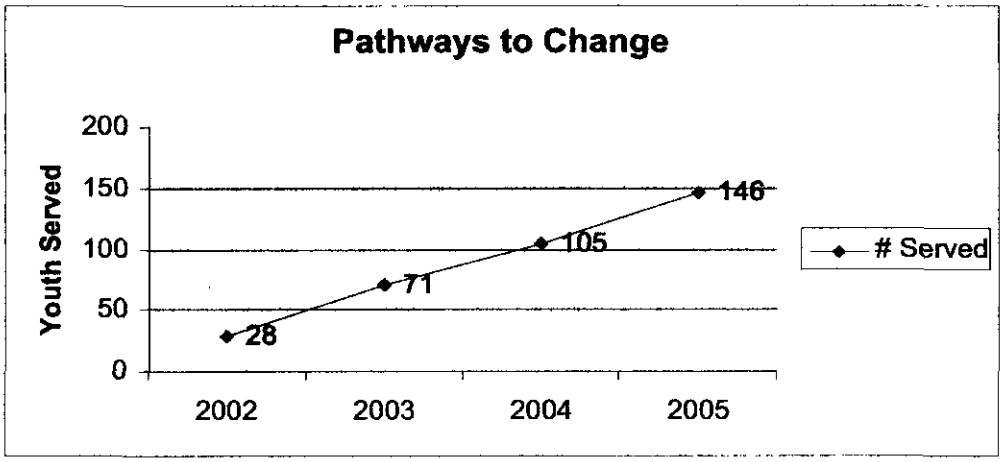
[9] Shelden, Randall G., "Detention Diversion Advocacy: An Evaluation," U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention Juvenile Justice Bulletin, September 1999.

participating in other positive activities. Case managers provide monthly progress reports to the Court, the Probation Department, the Public Defender's Office or private attorney, and the District Attorney's Office for each youth enrolled in the program.

Youth involved with Pathways to Change participate in the program for approximately three to six months, depending on a case manager's individual assessment of each young person's progress. The case manager's assessment determines if the youth is ready for a "scaling down" of intensive monitoring. If appropriate, the youth is transitioned to another agency that offers a program that can address any remaining needs the youth may have.

Numbers Served

Pathways to Change has been providing direct case management services since May 2002. The Juvenile Bench, Probation Department, and County Social Services alike recognize Pathways to Change as an important and highly effective alternative to incarcerating youth offenders. This recognition is demonstrated by the more than doubled program enrollment between 2003 and 2005 (from 71 to 146). The court acceptance rate of youth to the program is at 80%, up from 60% a year ago.



Meeting Enrollment Goals

Year	Annual Goal	# Served	% of Goal
2004	100	105	105%
2005	120	146	122%

Pathways Youth Served

Across the youth served over the past three-and-a-half years, 160 youth served by Pathways to Change were positively identified in the Alameda County Probation Department's database (JUVIS) for an in-depth analysis by researchers at the National Council on Crime and Delinquency (NCCD). In addition, a comparison group of 160 youth NOT served by Pathways to Change were also identified for NCCD to conduct a comparison analysis. The results of this analysis are presented under Outcomes in the following section. A description of the Pathways to Change youth is provided here first, for reference.

When a youth is arrested for a crime, a **referral** to probation is made. A hearing is held and the youth may or may not be charged to probation. If the youth is assigned to probation, it is a **sustained petition**. The following description of Pathways Youth participants includes a detailed breakdown of the prior referrals and sustained petitions of youth served, and the types of offenses associated with each.

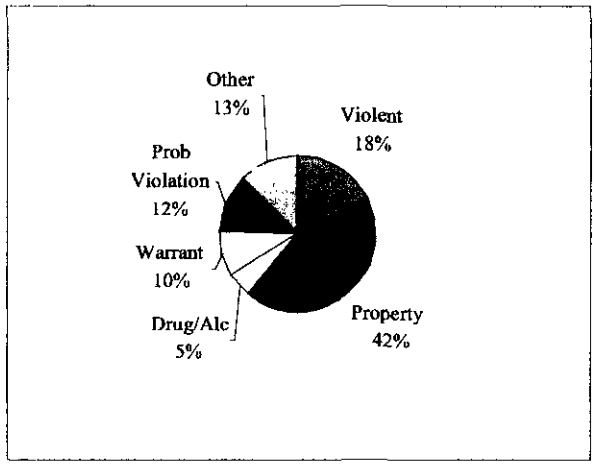
Prior Referral History of Youth Enrolled in Pathways to Change

The table below depicts youths' number of referrals to probation prior to program enrollment.

Number of Prior Referrals	Number of Youth	Percent of Total Youth
No Prior Referrals	34	21%
1 Prior Referral	35	22%
2-3 Prior Referrals	45	28%
4-5 Prior Referrals	24	15%
6 or more Prior Referrals	22	14%
Total	160	100%

- Prior to enrollment in Pathways to Change, 79% of youth had at least one prior, and as many as six prior, referrals to probation.

Prior Referrals by Type of Offense



- Prior to program enrollment, the 160 youth in the sample had a combined 325 referrals to probation, with an average of two prior referrals per youth.
- Property crimes were the most prevalent causes of referral, followed by violent crimes.
- 39 of the 325 referrals (12%) were for committing a violation against an already existing probationary status.

Prior Sustained Petitions of Youth Enrolled in Pathways to Change

The table below depicts youths' number of sustained charges to probation prior to program enrollment.

Number of Prior Sustained Petitions	Number of Youth	Percent of Total Youth
No Prior Sustained	75	47%
1 Prior Sustained	43	27%
2-3 Priors Sustained	34	21%
4-5 Priors Sustained	8	5%
6 or more Priors Sustained	0	0%
Total	160	100%

- Prior to enrollment in Pathways to Change, 53% of youth (85) had at least one, and as many as five prior, sustained petitions. Therefore, more than half of the Pathways youth had already been on and/or were currently on probation.

Pathways Outcomes

Youth violence continues to be one of the major health and safety problems affecting the Oakland community and Alameda County at large. Research shows that seven out of ten youth are re-arrested within one year of being released from out-of-home placements and that youth with five or more arrests have a greater than 90% likelihood of being re-arrested. Recidivism of youth offenders is a tremendous challenge. Across the nation, programs are striving for approaches that will reduce the revolving door syndrome of youth caught in the juvenile justice system. Assessing the effectiveness of Pathways to Change is also dependent on the program's impact on participant recidivism. To assess Pathways to Change success in reducing youth recidivism, Safe Passages analyzed the following:

1) The probation data for 160 Pathways to Change youth was tracked for five points in time, where possible: prior to program enrollment, during program enrollment, and six, twelve and eighteen months following program enrollment.
2) A group of 160 youth comparable to the Pathways youth in offense, ethnicity, gender, age, and arrest history were identified, tracked over the five points in time and compared to the Pathways youth.
3) To give context and broader meaning to the Pathways to Change recidivism outcomes analysis, a comprehensive review of current literature on the topic of juvenile recidivism was conducted. A complete summary of this research is attached to this report for reference. Highlights are presented below.

RECIDIVISM CONTEXT STUDY HIGHLIGHTS

Juvenile Recidivism Rates and Statistics

The rate at which youth re-offend or return to the juvenile justice system depends on their own histories, their experience while in custody, and the support services they receive after release. There is no national or federal mandate or system for tracking repeat juvenile offenders. Thus, states may choose whether or not to track these youth. States that do study and track repeat juvenile offenders employ their own particular definition of recidivism, measure recidivism using different time periods, and utilize varying methodologies. Hence, most of the information available concerning juvenile recidivism represents youth offenders in a particular region and according to particular terms and definitions.

As Safe Passages attempts to capture and report on the Pathways to Change recidivism rate, an understanding of juvenile recidivism trends around the nation, though somewhat limited and inconsistent, nonetheless provides valuable context for interpreting outcome findings. A summary of related studies is presented below. Several studies attempt to track and report on the actual recidivism rate of juvenile offenders. The final three studies cited look at the impact of a specialized intensive intervention program upon juvenile recidivism.

Summary Table of Recidivism Context Study

Source	Definition of Recidivism	# of Youth	Recidivism Rate
Vermont Center for Justice Research, 2001	New charge within 4 yrs	1,000	54%
New York State Division for Youth, 2000	New arrest within 3 years	9,477	81%
Texas Criminal Justice Policy Panel, 2000	New referral within 2 years	14,853	54%
California, Center on Juvenile and Criminal Justice, 2002	CYA re-entry within 3 years		91%
Southwestern Study of Youth Violence and Juvenile Justice, 2005	New arrest within 5 years	2,436	85%
*Virginia Department of Juvenile Justice, 2005	New arrest within 1 year	1,117	52% → 46%
*Delaware Juvenile Recidivism Report, 2003	Felony re-arrest within 1 year	3,559	58% → 44% '95 '02
*Florida Department of Juvenile Justice, 1999-2000	New referral within 1 year	116,204	46% → 42% '96 '98

* Impact of a specialized program upon recidivism is reported.

- Across the nation, juvenile recidivism is extremely high: above 50% in all cases excluding Florida, and as high as 91% in California.
- In studies assessing the impact of a specialized program upon juvenile recidivism rates, rates do decrease. Rate decreases range from 4 to 14 percentile points over the course of two to seven years. These studies document 12%, 24%, and 9% decreases in recidivism rates.
- In Delaware, the recidivism decrease from 58% to 44% (a 24% decrease) took seven years.
- In Florida, the recidivism decrease from 46% to 42% (a 9% decrease) took two years.
- The California Center on Juvenile and Criminal Justice study found that 91% of youth re-enter CYA within three years at an annual cost of $48,000 per offender.
- The cost benefit analysis portion of the Florida Department of Juvenile Justice study found that a recidivism decrease from 46% to 42% over two years is worth an estimated $65 million in long term cost savings. Evidently, even 4 percentile points, or a 9% decrease in this case, is extremely valuable.

Please see attached *Recent Research on Juvenile Recidivism*.

RECIDIVISM RATE OF PATHWAYS TO CHANGE PARTICIPANTS

Safe Passages Definition of Recidivism

The Safe Passages Youth Offender strategy defines recidivism as at least one new referral to probation, excluding probation violations. A violation of probation is given when a youth breaches the orders of the court regarding his/her conditions of probation. This could include: not attending school, not meeting curfew, not attending an ordered intervention, missing a court date, associating with someone specified not to associate with, etc. This generally does not result in a new offense, but it may. Because the Pathways to Change program's primary goal is to reduce youth violence, probation violations, without a new charge, are not included in the analysis of recidivism data for this report. All new offenses are included.

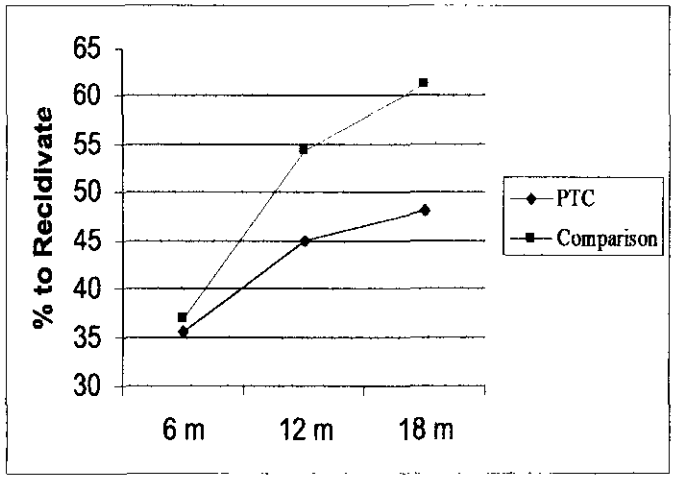
☑Comparison Group Study Outcomes

One hundred and sixty youth were matched to the Pathways to Change youth based on gender, ethnicity, and exact offense. Both groups were matched by exact age, except in a few cases were the exact age of several youth was not certain. For referral date to probation, 90% of the comparison group matched the referral dates of Pathways youth exactly, with 10% referred within the same year. The two groups were matched on number of priors as closely as possible.

Recidivism Table: Pathways to Change (PTC) Youth and Comparison Group

Time from Program Enrollment	Subsequent Referrals		% Recidivism
	None	At Least One	
6 months			
PTC	103	57	35.6%
Comparison	101	59	36.9%
12 months			
PTC	88	72	45.0%
Comparison	73	87	54.3%
18 months			
PTC	83	77	48.1%
Comparison	62	98	61.3%

Recidivism Chart: Pathways to Change (PTC) Youth and Comparison Group

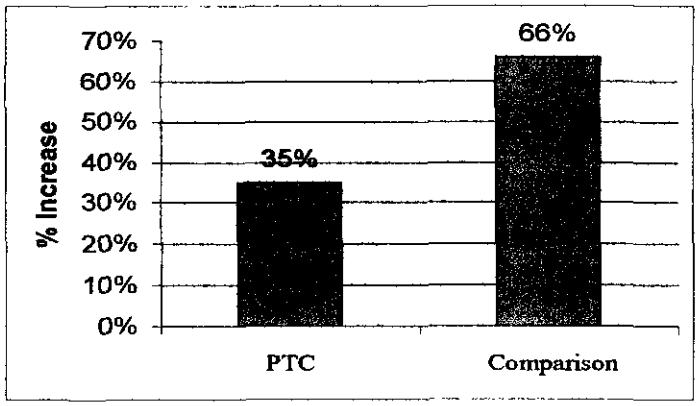


At 6 months from enrollment, both groups were comparable at an average 36.3% recidivism rate.

By 12 months from program enrollment, 45% of PTC youth have had at least one additional referral, where 54.3% of Comparison group youth have re-offended.

At 18 months, an additional 3% of PTC youth have re-offended, where an additional 7% of Comparison group youth have recidivated, bringing the gap between the groups to 13.2 percentile points.

Percent Increase in Recidivism from 6 to 18 months



From 6 to 18 months, the increase in the number of Comparison youth to recidivate is **twice** that of the PTC group: 20 PTC youth re-offended compared to 39 Comparison youth.

	6m	18m	% increase
PTC	57	77	35%
Comparison	59	98	66%

PATHWAYS SCHOOL DATA

In 2003, 13 youth that were enrolled in PTC for at least six months were positively identified in the Oakland Unified School District student database in order to analyze youth school attendance and suspension data in relation to their engagement period in program services. For this set of youth, their absence rates and their total days suspended were compared from the year prior to program services, 2002-2003 school year, to the school year following their program enrollment, 2004-2005. On average, this set of youth saw both a dramatic reduction in absenteeism as well as days suspended:

- 26% reduction in absence rate.
- 71% reduction in suspensions.

PATHWAYS SURVEY DATA

Parents and youth participating in the Pathways to Change program from December 2004 through June 2005 were asked to rate the program in many specific areas. As the program matured and as youth and parents remained with the program, positive feedback regarding both the success of the program and the benefits to youth became visible in virtually every aspect, as reported by parents and youth themselves. The percent of parents and youth to agree with each statement is presented below.

Parent and Youth Survey Outcomes

	Agree	
	Dec '04	**Jun '05**
My child benefited from this program some/a lot	92%	100%
I feel I benefited from this program some/ a lot	100%	100%
My child's success at school/job training is better	77%	71%
My success at school/job training is better	89%	91%
My child's ability to communicate is better	46%	71%
My ability to communicate is better	22%	73%
My child's ability to connect with adults is better	38%	64%
My ability to connect with adults is better	44%	73%

14 parents and 10 youth

PATHWAYS FOCUS GROUP RESULTS

In late October 2005, Safe Passages and The Mentoring Center conducted group interviews with case mangers, youth, and parents in order to gain feedback on the Pathways to Change program thus far.

Parents and youth were asked to describe their experiences with the Pathways to Change program and to discuss any changes in their own attitudes and personal relationships. They were asked to discuss their experiences with Pathways to Change case managers and to note any changes they might suggest for the program. Case managers related the huge obstacles that many of these kids face, as well as the growth and change they observed in many of their clients.

The overall results and attitude toward the program were very positive. As reported by parents and youth, the biggest factor in the success of the program is the relationship of the case manager to the youth and to their families.

Youth and Parent Attitudes Regarding PTC Case Managers

Both youth and parents speak highly of their relationship with their case manager. Youth feel their case manager is not only a friend, but someone who supports them and genuinely advocates for their well being. Youth describe their case manager as "a friend," "a big brother," someone who "helps me," "takes care of me and fights for me," and "asks me how I feel and tries to understand." Youth claim that case plans are effective because they are both long-term and based on their needs. One youth noted, "I see value in my PTC case plan," and another commented, "My PTC case plan is based on my needs. It's long term." Many youth describe a strong bond developed with their case manager; one youth noted disappointment and sadness when she had finished the program because she felt such a strong bond with her case manager.

Some youth complained about having to make too many phone calls to their case manager and that their case manager was always on their "a**," though the general attitude was positive.

Parents reported similar satisfaction with the case manager. One parent commented that she helped not only her child, but the entire family, and that the case manager was always accessible to her and her child, even going above and beyond what they ever expected.

Case Managers Assessment of Obstacles Faced by Youth Offenders

Case Managers described how youth often feel that they have no skills for other life choices, so they focus on helping them realize that the skills they have learned on the streets can be transferable to other life choices. Case managers express the challenge of competing with the immediate gratification youth receive from the crime/street lifestyle versus the long-term investment of other life choices that require more patience in order to see rewards. Good grades in school do not bring the immediate gratification for these youth in the way that they may desire. Case managers describe youth as needing to realize a greater purpose, or plan, beyond their immediate desires.

Other obstacles that case managers report confronting in their work with many youth include

family entrenchment in the street lifestyle. Many parents and other family members live a similar lifestyle, so the youth is not readily open to seeing their behavior as "wrong" – they believe it is legitimate and "normal." Additionally, many do not want to "do better" than their parents for fear that it will both anger and alienate them from their family. Consequently, case managers explain, youth often feel compelled and even loyal to NOT do "better" than their parent. Some parents not only hold their children back in this way, but criticize them when they try to move away from a criminal lifestyle.

Case managers report that a large part of their work revolves around helping youth see that there are other viable ways to live. Case managers state that additional programs and support services, such as camps and schools where youth could receive similar guidance and support, would be hugely beneficial.

Youth and Parent Assessment of the Program

After completing the program many youth claim to have a more positive outlook on their lives and futures. Many have goals and future plans for themselves, such as "getting out of Oakland; trying to find a good house and a good job," "graduate from high school... go to a University... get married," "play college football, go to the Pros," etc. Youth also start to see the importance of staying in school, that it "teaches you language and words," "teaches you how to get a job," "how to communicate," and that it "plays a role in life." Some youth report beginning to see school as a necessity for a future.

Parents state that their children emerge from the program with more self-worth. They speak their minds and express themselves more clearly, and parents are learning how to hear and understand them better. Relationships with all members of the family tend to improve and youth become less defiant and more cooperative. One parent reported that she and her daughter "grew up together" throughout the process.

Ways that Youth and Parents Feel the Pathways to Change Program Could Improve

Most youth reported satisfaction with the program. One commented, "I wouldn't change anything about the program," and another said that "overall, it's a positive program." Some see PTC as a means to get off of probation and some complained about having to make too many phone calls and about not liking the curfew.

One parent felt that the program could have been longer and another felt it could have been shorter. Also, one parent expressed the need for some type of "closure" with the case manager at the end of the program, as her daughter had become so attached to her case manager that she ended up feeling "dumped" at the end of the program.

Attachment C.

Safe Passages/Our KIDS Middle School model

Excerpt from Safe Passages' *Outcome Report 2005* (pages 14-28)

Safe Passages Middle School Strategy

Program Description

The Safe Passages Middle School Strategy is a six-component strategy based on research of best practices in violence prevention. Designed in 1999, the goal of the Middle School Strategy is to reduce the incidence of violence among youth and improve perceptions of safety at school. Reducing school suspensions is a primary programmatic approach and indicator of program success for this strategy since behaviors that result in suspension are often either violent or indicate developing aggressive behavior and contribute to an unsafe school atmosphere. National best practices regarding early intervention show that a multi-component approach is most effective at improving school climate and student social skills. The Middle School Strategy implements a coordinated, multi-disciplinary service delivery program, providing young people with key supports during the critical middle school years. Each component of the model supports the strategy's goals and provides the school site with effective alternatives to suspensions. The components of the model include:

1) Violence Prevention Curriculum, *Second Step*
2) Site-Based Coordination
3) Site-Based, Targeted Intervention/Individualized Case Management
4) Family Engagement
5) After-School Activities
6) Mental Health Services

Targeted Interventions/Case Management services are offered in collaboration with the Alameda County OUR KIDS Program. Founded in 2000 by Supervisor Gail Steele, OUR KIDS presently serves high-need schools in Oakland and Hayward, the two largest school districts in Alameda County. The Alameda County OUR KIDS school-based prevention program links high-risk children and their families with resources in order to reduce the need for students to enter more expensive, intensive, and restrictive systems of care. Collaborating partners include the Oakland and Hayward Unified School Districts, Alameda County Health Care Services, Behavioral Health Care Services, Social Services, Juvenile Probation, and various community-based partners. Funds to support the case management component of OUR KIDS are provided through Alameda County's Tobacco Master Settlement Funds.

The strategy has been implemented in OUSD since the 2001-2002 school year as depicted here:

School	01-02	02-03	03-04	04-05	05-06	Council District
Simmons	✓	✓	✓	✓	✓	5
Carter	✓	✓	✓	✓	✓	1
Frick	✓	✓	✓	✓	✓	6
Havenscourt	✓	✓	✓	✓	✓	6
Lowell	✓	✓	✓	✓	✓	3
Madison	✓	✓	✓	✓	✓	7
Edna Brewer				✓	✓	4
Westlake				*✓	✓	3
Elmhurst				*✓	✓	7
King Estates		✓	✓	*✓		6
Claremont					✓	1
Kizmet					✓	3

✓ Full Safe Passages model

*✓ Second Step only

Schools that either no longer exist or were not yet in existence.

An infusion of Measure Y dollars allowed Safe Passages to add Claremont, Elmhurst, Kizmet, and Westlake Middle Schools, bringing the total number of Safe Passages schools to 11 for the 2005-2006 school year. However, King Estates was closed at the end of 2004-2005 and Carter and Lowell will close at the end of the 2005-2006 school year. This year, Safe Passages schools added half-time conflict resolution coaches, also funded through Measure Y, to their staff at each school site. These coaches train groups of students in peer mediation, thus enabling students to help each other through conflicts. Finally, stable funding for the violence prevention curriculum (Second Step) was secured through Measure Y.

Another important aspect of the Middle School Strategy is the implementation of a coordinated services team (COST) at each site. This team consists of a case manager, therapist, site coordinator, conflict resolution coach, Second Step teacher coordinator, school counselor, administrators, teachers, nurses, school psychologists, and various other support staff. This team comes together weekly to assess and broker the referrals that come in from the school community, and gives every student referred a thorough assessment by mental health, physical health, and academic professionals. During the 2004-2005 school year, 982 students were referred to this COST process (almost one-fifth of all Safe Passages middle school enrollment), which allowed individualized assessment and diverse treatment planning options for each student.

Numbers Served

A comparison of the numbers served by the Middle School Strategy in 2003-2004 and 2004-2005 shows a significant increase in the implementation of the Second Step curriculum and family engagement activities. Increases are also evident in after-school activities and mental health services.

Program Component	# Served 2003-04	# Served 2004-05	Total Students Reached Since Program Start
***Second Step**	2,720	5,244	8,662
Case Management	495	496	2,429
Mental Health	144	167	625
***After-School Activities**	2,412	2,824	4,196
Family Engagement	369	904	2,440

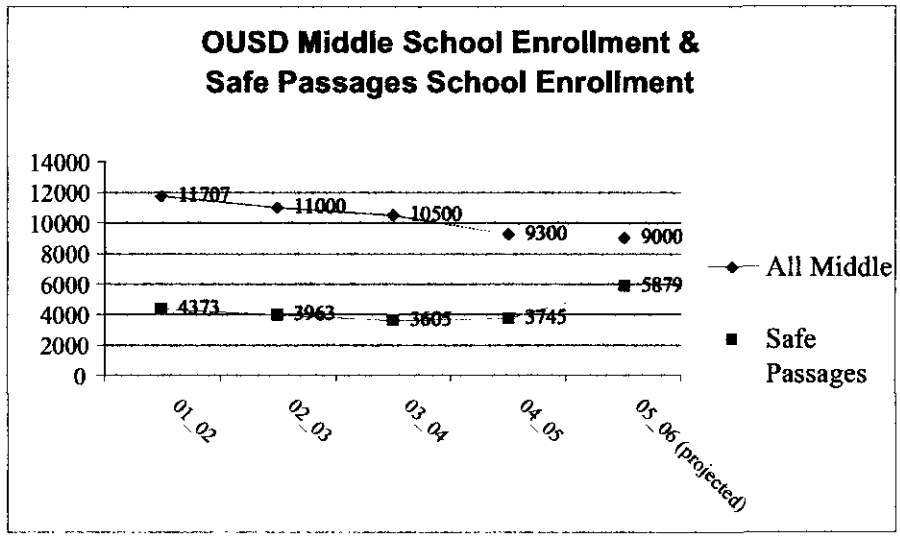
**Total Students Reached accounts for duplication of students served from year to year.*

In 1998, Safe Passages established the following benchmarks and annual goals for serving the students and families at the selected middle schools. The numbers served in the 2004-2005 school year nearly meet these benchmark goals in the Second Step and case management components and **surpass** the benchmark goals in after-school activities and family engagement. Mental health clinicians were not hired and placed in all of the schools throughout the school year due to recruiting difficulties. This affected the total number served for mental health.

September 2004-June 2005:

Program Component	Annual Goal	# Served	% of Goal Reached
Second Step	5,431	5,244	97%
Case Management	600	496	83%
Mental Health	250	167	67%
After-School Activities	2,716	2,824	104%
Family Engagement	600	904	151%

Middle School Enrollment Trends



Enrollment data 01-02 through 04-05 based on CBEDS enrollment from OUSD Data Portal. Enrollment data for 05-06 is projected based on trends.

Safe Passages middle schools accounted for 37% of all Oakland Unified middle school students in 2001-2002. In 2004-2005, 40% of all Oakland Unified middle school students were in a Safe Passages school. With Safe Passages expanding to more schools in 2005-2006, as many as 65% of middle school students may be reached by Safe Passages.

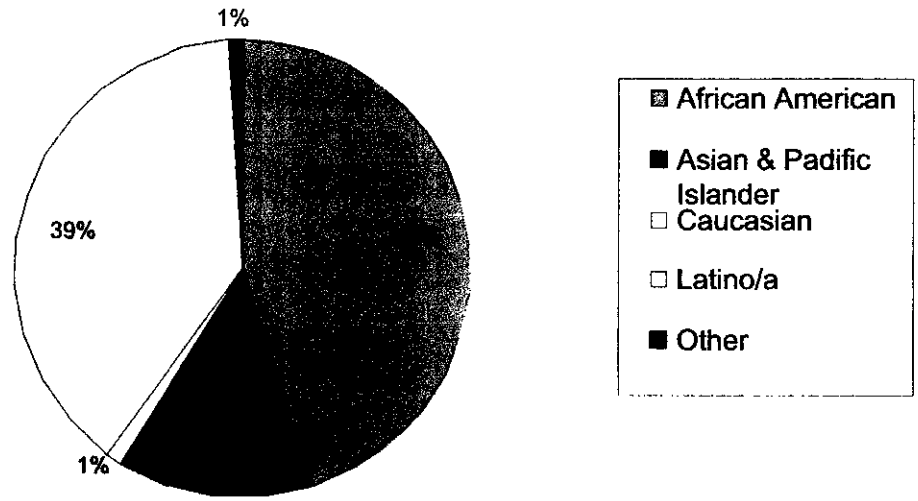
Middle Schools Served

The middle schools served by this strategy were originally selected because they historically maintained the highest suspension rates in the school district. Selected schools also shared the least amount of support services and the highest proportions of students qualifying for Title I and free lunch services, and the highest numbers of families enrolled in CalWORKS. The following tables and charts present the demographics of the middle school students served through the Safe Passages Middle School Strategy, including ethnic breakdown of enrollment and socio-economic indicators.

Enrollment by Ethnicity for Safe Passages School Sites with the Full Model in 2004-2005

School	2004-2005 Ethnicity					
	African American	Asian & Pacific Islander	Caucasian	Hispanic	Other	Total
Simmons	159	110	11	496	14	790
Brewer	284	280	33	102	8	707
Frick	382	47	2	231	7	669
Havenscourt	225	37	3	354	2	621
Madison	168	26	2	206	1	403
Lowell	196	22	2	32	3	255
Carter	250	16	5	25	4	300
Total	1,664	538	58	1,446	39	3,745

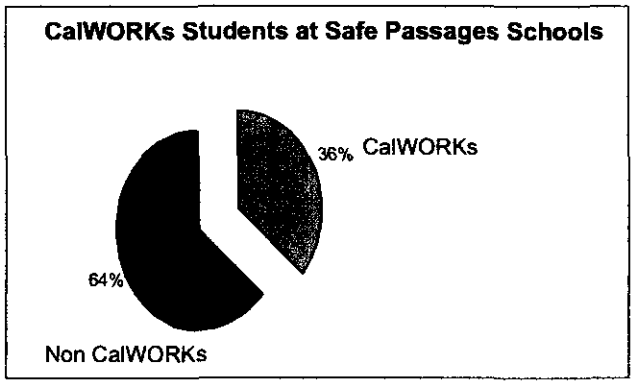
Ethnic Breakdown of Safe Passages Enrollment Combined

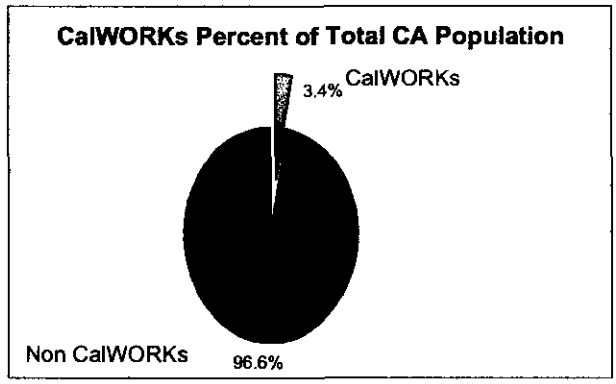


Socio-Economic Indicators of Safe Passages Schools

The Oakland Unified School District assesses student socio-economic status based on CalWORKS (formerly AFDC) and/or free/reduced-price meals statistics. These factors allow schools to determine economic needs within each school community. Student eligibility for free/reduced-price lunch under the National School Lunch program is a common measure of economic disadvantage according to the U. S. Department of Agriculture, Food, Nutrition, and Consumer Services.

Percentage of Safe Passages Schools Students who are CalWORKS Families or Receive Free/Reduced-Price Meals

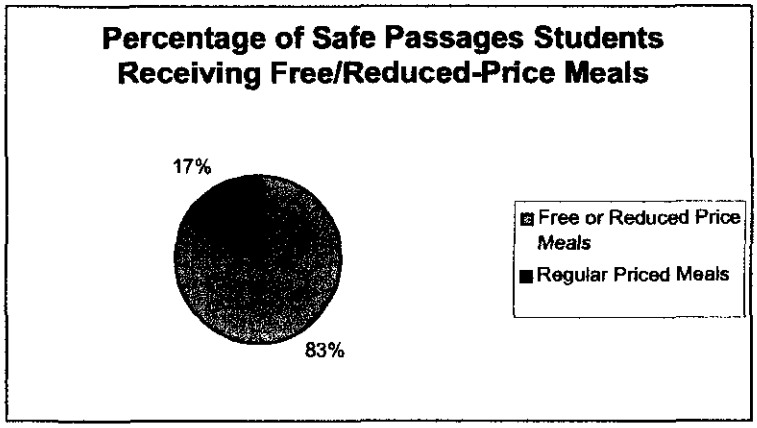




School	Enrollment 2003-04	CalWorks (formerly AFDC)	% of Students of CalWorks Families	Free or Reduced Price Meals	% of Students Receiving Free or Reduced Price Meals[7]
Calvin Simmons	907	342	37.7%	722	79.6%
Edna Brewer	717	114	15.8%	550	76.7%
Frick	715	300	41.9%	571	79.8%
Havenscourt	689	203	29.4%	551	79.9%
James Madison	392	105	26.7%	336	85.7%
Lowell	540	307	56.9%	567	105%
Carter	362	182	50.2%	280	77.3%
Total	**4,322**	**1,553**	**35.9%**	**3,577**	**82.8%**

- Recent welfare reform imposed by the state and federal governments led to tighter work restrictions and more limited cash assistance to families, thus preventing many families from qualifying for assistance and causing many to term out of programs earlier than in previous years. Hence, CalWORKs is not as viable an indicator of need as Free/Reduced-Price Lunch.
- 36% of students who attend Safe Passages schools are from families who are CalWORKs recipients. The statewide enrollment was 3.4% of the population as of January 2005.
- In order to qualify for CalWORKs, the gross income for a family of four must not exceed $1,060 per month. Also, a parent or caretaker relative may be eligible for CalWORKs assistance if he/she cares for an eligible child who is without parental support because one or both parents are either absent from the home, disabled, deceased, or unemployed.

[7] As reported in the Oakland Unified School District Data Portal: http://209.220.74/portal/profile.asp?curyear=2003 (accessed June 14, 2004).



- 83% of students at the Safe Passages schools qualify for free or reduced priced meals. The statewide average in 2003-2004 was approximately 49%.
- In order to be eligible, a family of four must not exceed a monthly income of $2,837, or $34,040 a year.
- In 1999, the federal poverty level was $16,700 for a family of four with two children. In comparison, the median family income for a family of four in California for that year was $63,100, and for Oakland in 1999 the median income was $40,005.

Middle School Outcomes

Suspension Data Analysis

Reducing suspensions is critical to measuring the success of this strategy for several reasons. Suspensions have not been proven to be a positive modifier for student behavior. To the contrary, students who are suspended can fall further behind in school and often end up spending their time out of school in unstructured, unsafe environments instead of receiving academic instruction and positive adult and peer interactions. This often serves to reinforce negative, anti-social behaviors.

"Suspension only alienates students further from school, other caring adults, and their future responsibilities as adults. We make sure that students take responsibility and contribute back to the school as a form of making up for their bad behavior."
-Ms. Joanna Lougin, Former Principal, James Madison Middle School

The Safe Passages evaluation of the Middle School Strategy analyzes suspension data in multiple ways in an attempt to fully understand student suspension trends at all middle schools and at those middle schools with the Safe Passages model. The following table provides an overview of the various ways that suspension data analysis is presented in this report:

Suspension Incidences	Suspension Rate	Suspension Days	Students Suspended	Overall Suspensions	Violent Suspensions[8]
The total number of incidences resulting in a suspension.	Total incidences divided by the total enrollment. Suspension rate accounts for fluctuation in enrollment.	Total number of school days lost due to suspension. One incident may result in 1-5 days of suspension.	Total number of students suspended. One student may be suspended multiple times.	Includes ALL suspensions, regardless of the cause for the suspension.	Includes only suspensions due to violence.

OVERALL SUSPENSION DATA

☑ 2004-2005 Comparison to the Baseline Year

The following table compares **overall** suspension numbers and rates at all Oakland middle schools from 1998-1999 through 2004-2005. The Safe Passages schools included are the six schools with the **full** Safe Passages model throughout the time period. These schools include Carter, Frick, Havenscourt, Lowell, Madison, and Simmons.

[8] The California Education Code (code §48900) defines suspensions for violent offenses as: possession of a dangerous object/weapon, hate violence, injury to another person, robbery or extortion, sexual assault or battery, violence not in self defense, and terrorist threats.

OVERALL Suspension Data for Safe Passages and Non-Safe Passages Middle Schools

		1998-99	2003-04	2004-05	% Change
***Safe Passages**	Suspension Incidences	2,754	1,796	1,199	**56% ↓**
	Suspension **Rate**	64%	50%	39%	**39% ↓**
****Non-Safe Passages**	Suspension Incidences	3,667	1,838	2,302	**37% ↓**
	Suspension **Rate**	55%	29%	40%	**27% ↓**

*Carter, Frick, Havenscourt, Lowell, Madison, Simmons

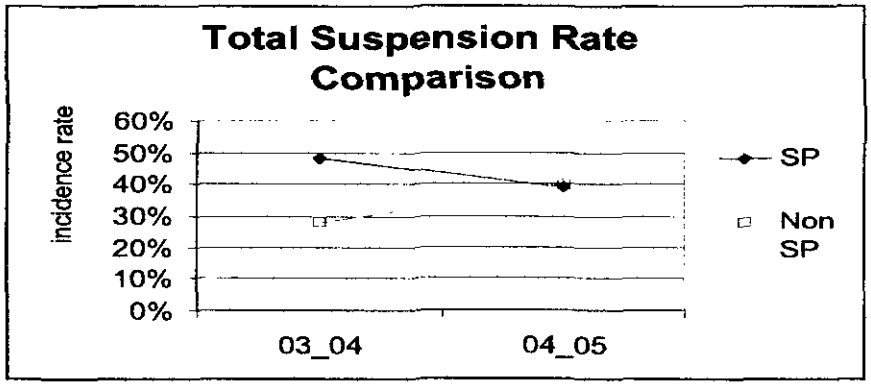
**Bret Harte, Brewer, Claremont, Cole, Elmhurst, King Estates, Montera, Roosevelt, Westlake

- Since 1998-1999, the number of suspensions at Safe Passages schools has been reduced by 56%, compared to 37% for non-Safe Passages schools.
- With diminishing enrollment at all OUSD schools, even more significant is the 39% reduction in suspension rate at Safe Passages schools, compared to a 27% reduction at non-Safe Passages schools since 1998-1999.

☑ 2003-2004 and 2004-2005 Overall Suspension Rates for Safe Passages and Non-Safe Passages Schools

The following chart compares overall suspension rates over two years for Safe Passages schools served in 2004-2005: Brewer, Carter, Frick, Havenscourt, Lowell, Madison, and Simmons.

Note: Edna Brewer implemented the full Safe Passages middle school strategy in the 2004-2005 school year. Therefore, rate comparisons over the past two years include Brewer's data as a Safe Passages school. The comparison to 1998-1999 does not include Brewer as a Safe Passages school, so numbers vary accordingly.



Safe Passages:
48% to 39%
19% decrease

Non-Safe Passages:
28% to 40%
43% increase

- Suspension rate is based on the total number of suspension incidences divided by the total school enrollment. A calculation of suspension rate therefore accounts for diminishing school enrollment.
- Overall, from 2003-2004 to 2004-2005, both the number of suspensions and the suspension rate at Safe Passages schools declined, while both statistics rose at non-Safe Passages schools over this time period.

Safe Passages middle schools have historically had the highest suspension rates in the district. While suspension rates have been steadily declining for Safe Passages schools since 1998-1999, even as of the 2003-2004 school year, Safe Passages schools had higher suspension rates than non-Safe Passages schools. However, as of the 2004-2005 school year, while rates are climbing for non-Safe Passages schools (43% increase) they have decreased significantly for Safe Passages schools (19% decrease).

Additional note: King Estates is an Oakland public middle school that had the full Safe Passages model implemented in the 2002-2003 and 2003-2004 school years and saw a 53% decrease in suspension rate during that period (from 60% to 28%). However, King Estates discontinued the Safe Passages model at the conclusion of 2003-2004. In 2004-2005, the suspension rate at King Estates rose more than 300% (from 28% to 113%). Furthermore, without the Safe Passages model, the number of students suspended for violence rose to 32% of the total enrollment.

☑ 2003-2004 and 2004-2005 Overall Suspension Incidences for Safe Passages and Non-Safe Passages Schools

For the seven middle schools with the Safe Passages model fully implemented in 2004-05, the total number of suspensions **decreased** from 2,077 to 1,479, representing a 29% **decrease** in total suspension incidences. For middle schools without the full Safe Passages model, the number of suspensions actually **increased** between 2003-04 and 2004-05: 1,577 to 2,022, resulting in a 30% **increase**.

VIOLENT SUSPENSION DATA

Research has shown that a key indicator for future violent behavior amongst teens is suspension rates. The Safe Passages Middle School strategy has focused its attention on reducing middle school violence as measured by the violent suspension rate.

The California Education Code (code §48900) defines suspensions for violent offenses as: possession of a dangerous object/weapon, hate violence, injury to another person, robbery or extortion, sexual assault or battery, violence not in self defense, and terrorist threats.

☑ 2004-2005 Comparison to the Baseline Year

The following table compares **violent** suspension incidences and rates at all Oakland middle schools from 1998-1999 through 2004-2005. Safe Passages schools included are the six schools with the **full** model throughout the time period. These schools are Carter, Frick, Havenscourt, Lowell, Madison, and Simmons. Brewer is not included as a Safe Passages school here because Brewer did not implement the Safe Passages strategy until 2004-2005.

VIOLENT Suspension data for Safe Passages and Non-Safe Passages Middle Schools

		1998-99	2003-04	2004-05	% Change
***Safe Passages**	VIOLENT Suspension Incidences	1,352	913	377	**72% ↓**
	VIOLENT Suspension **Rate**	32%	25%	12%	**63% ↓**
****Non-Safe Passages**	VIOLENT Suspension Incidences	1,816	1,017	895	**51% ↓**
	VIOLENT Suspension **Rate**	27%	15%	16%	**44% ↓**

*Carter, Frick, Havenscourt, Lowell, Madison, Simmons

**Bret Harte, Brewer, Claremont, Cole, Elmhurst, King Estates, Montera, Roosevelt, Westlake

- In 1998, Safe Passages established the benchmark goal of reducing violent suspensions at targeted middle schools by 30% in 2005. From the baseline year, 1998-1999, the **number** of violent suspensions has decreased by 72% and the violent suspension **rate** has decreased by 63%, surpassing the benchmark goal by more than 200% in both measures.
- While violent suspension rates are decreasing across all middle schools, Safe Passages middle schools reduced their violent suspension rate by 63% since 1998-1999, compared to a 44% reduction for non-Safe Passages schools.

☑ 2003-2004 and 2004-2005 Violent Suspension Rates for Safe Passages and Non-Safe Passages Schools

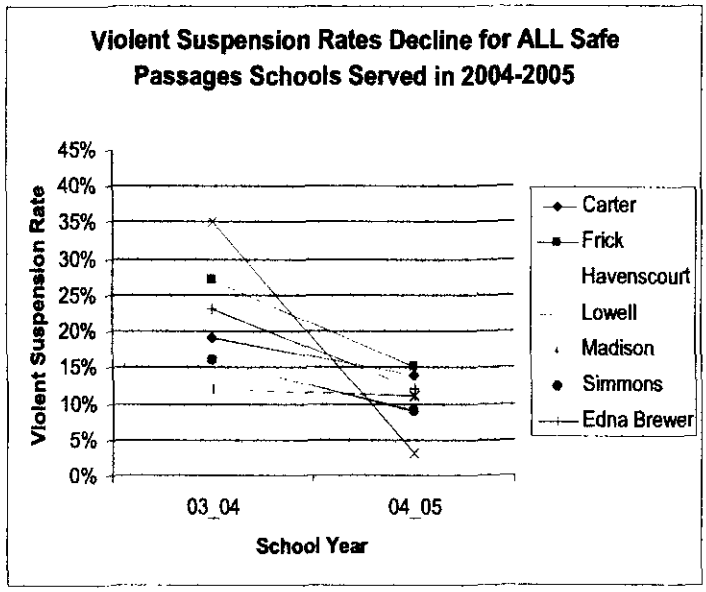
Violent Suspension Incidences/Enrollment/Rate

	2003-04			2004-05		
School	**# VS**	**Enroll**	**Rate**	**# VS**	**Enroll**	**Rate**
Carter	68	362	19%	41	300	14%
Frick	196	715	27%	98	669	15%
Havenscourt	268	689	39%	115	621	19%
Lowell	188	540	35%	7	255	3%
Madison	48	392	12%	44	403	11%
Simmons	145	907	16%	72	790	9%
Edna Brewer	165	717	23%	85	707	12%
King Estates	73	370	20%	94	187	50%
Bret Harte	262	965	27%	212	938	23%
Claremont	172	534	32%	117	448	26%
Cole	17	361	5%	19	299	6%
Elmhurst	92	997	9%	121	856	14%
Montera	62	914	7%	80	882	9%
Roosevelt	76	898	8%	49	824	6%
Westlake	98	672	15%	118	643	18%

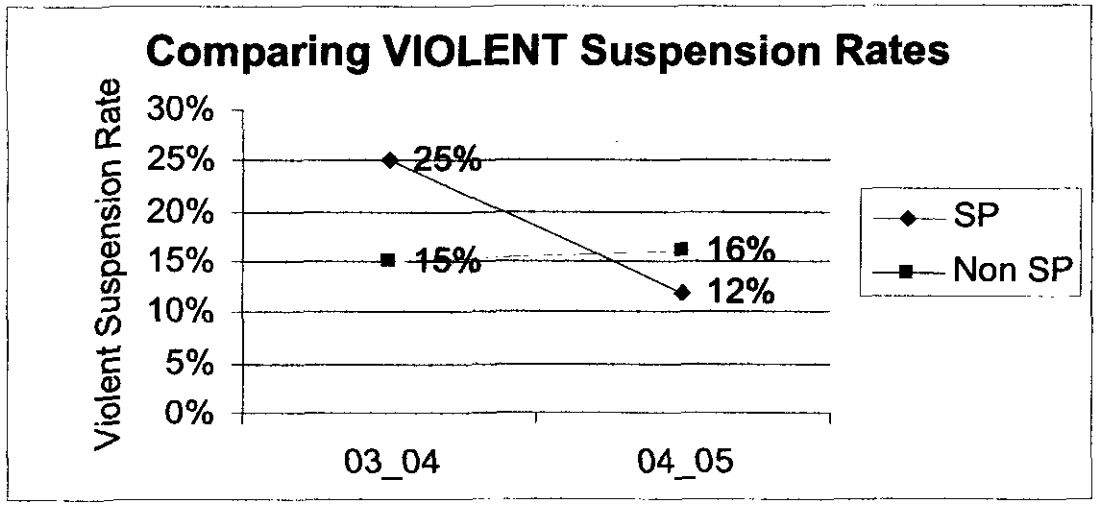
☐ Full Safe Passages Model Implemented

The following graph shows the decline in violent suspension rates for all Safe Passages Schools served in 2004-2005, including Edna Brewer.

Suspension rates for violent acts decreased at **all** Safe Passages middle schools served in 2004-2005.



- **Lowell:** 91% decrease in violent suspension rate.
- **Havenscourt:** 51% decrease in violent suspension rate.
- **Edna Brewer**: 48% decrease in violent suspension rate.
- **Frick and Simmons**: 44% decrease in violent suspension rate.
- **Carter**: 26% decrease in violent suspension rate.
- **Madison:** 8% decrease in violent suspension rate.



- For all Safe Passages schools combined, the violent suspension rate showed a 52% **decrease** from 2003-2004 to 2004-2005 (from 25% to 12%), actually falling **below** the violent suspension rate of non-Safe Passages schools (at 16%).

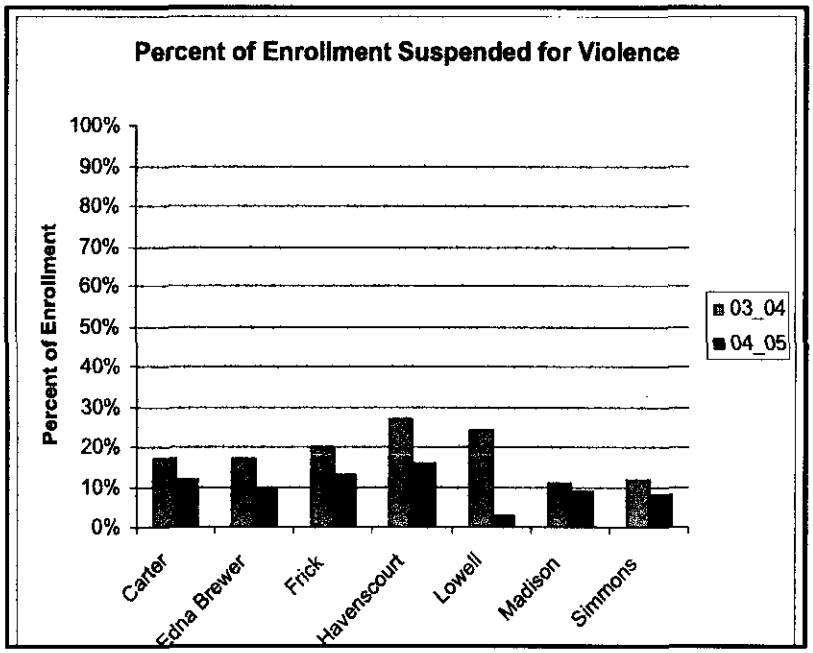
NUMBER OF STUDENTS CAUSING VIOLENT SUSPENSIONS

It is not uncommon for individual students to be suspended multiple times. Therefore, an analysis of the number of students causing violent suspensions is provided here in addition to the previous analysis. This analysis is based on the total number of students suspended for violence one or more times, and the total school enrollment.

School	2003-04		2004-05		Decrease in % of Enrollment Suspended for Violence
	# Students Suspended: Violence	% Enrollment	# Students Suspended: Violence	% Enrollment	
Carter	61	17%	37	12%	**29%**
Edna Brewer	122	17%	71	10%	**41%**
Frick	144	20%	90	13%	**35%**
Havenscourt	188	27%	97	16%	**41%**
Lowell	128	24%	7	3%	**88%**
Madison	42	11%	37	9%	**18%**
Simmons	110	12%	63	8%	**33%**

- The number and percent of total enrollment suspended for violence at each Safe Passages school decreased from 2003-2004 to 2004-2005: Fewer students are committing acts of violence.

The chart below shows the decrease in the percentage of overall enrollment suspended for violence. Lowell achieved an 88% decrease in the percent of enrollment to incur one or more violent suspensions (from 128 down to 7 students)!



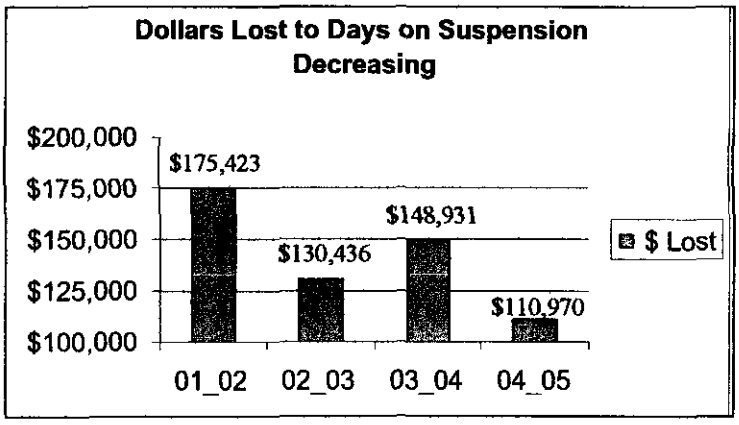
Number of Suspension Days

For every day that a student is absent from school, the school site loses $27.77. This includes absences caused by a student being put on suspension. The table below provides an itemization of the total dollars lost by OUSD middle schools over the past two years due to suspensions.

- All Safe Passages schools saw a reduction in dollars lost, except for Madison by $583.
- All of the non Safe Passages schools saw an increase in dollars lost.

School	03_04		04_05		+/-
	# Days	$ Lost	# Days	$ Lost	
Carter	473	$13,135	405	$11,247	- $1,888
Frick	1258	$34,935	1225	$34,018	- $917
Havenscourt	1563	$43,405	958	$26,604	- $16,801
Lowell	892	$24,770	250	$6,943	- 17,827
Madison	223	$6,193	244	$6,776	+$583
Simmons	954	$26,493	914	$25,382	- $1,111
Edna Brewer	684	$18,995	652	$18,106	- $809
King Estates	317	$8,803	702	$19,495	+ $10,692
Bret Harte	1066	$29,603	954	$26,493	+ $3,110
Claremont	666	$18,495	788	$21,883	+ $3,388
Cole	117	$3,249	343	$9,525	+ $6,276
Elmhurst	724	$20,105	1138	$31,602	+ $11,497
Montera	276	$7,664	424	$11,774	+ $4,110
Roosevelt	428	$11,886	529	$14,690	+ $2,804
Westlake	454	$12,608	671	$18,634	+ $6,026

Dollars lost due to suspension days since 2001-2002 school year for Safe Passages Schools:



- Schools included are Carter, Frick, Havenscourt, Lowell, Madison and Simmons: the schools served through the time period.
- Dollars lost is an estimate based on the daily rate of $27.77 per day.

ATTENDANCE DATA

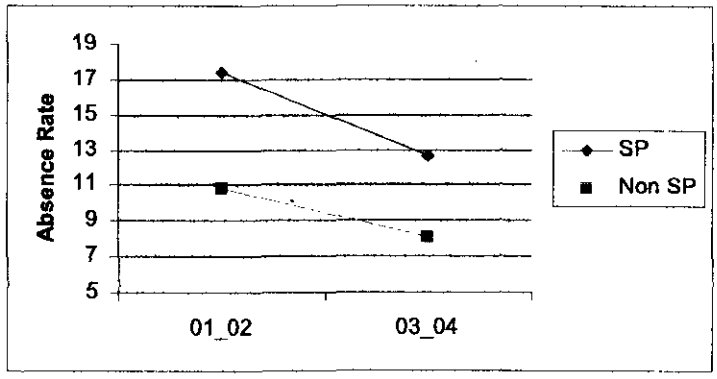
School attendance is a determining factor of student success. Safe Passages schools have traditionally had higher absence rates than non-Safe Passages Schools. In 2001-2002, the average absence rate at Safe Passages schools (17.4) was 37.9% greater than that of non-Safe Passages schools (10.8).

☑ Absence Rates at Safe Passages and Non-Safe Passages Schools

	School	2001-02	2003-04	
Safe Passages Schools	Carter	15.9	12.6	
	Frick	15.7	10.6	
	Havenscourt	18.8	14.5	
	King Estates	17.9	16.7	
	Lowell	22.6	15.4	
	Madison	15.4	8.0	
	Simmons	15.8	10.4	
				28% decrease
Non-Safe Passages Schools	Bret Harte	11.7	8.8	
	Claremont	14.7	9.8	
	Cole	7.9	8.7	
	Elmhurst	16.5	12.2	
	Montera	7.4	5.7	
	Roosevelt	9.7	6.5	
	Westlake	7.0	5.5	
	Edna Brewer	11.8	7.5	
				25% decrease

In 2003-2004, both Safe Passages and non-Safe Passages schools achieved decreases in absenteeism. However, the decline for Safe Passages schools is slightly steeper, with a 28% decrease verses 25% decrease in non-Safe Passages schools absence rates.

Data source: Oakland Unified School District Data Portal School Site Plans



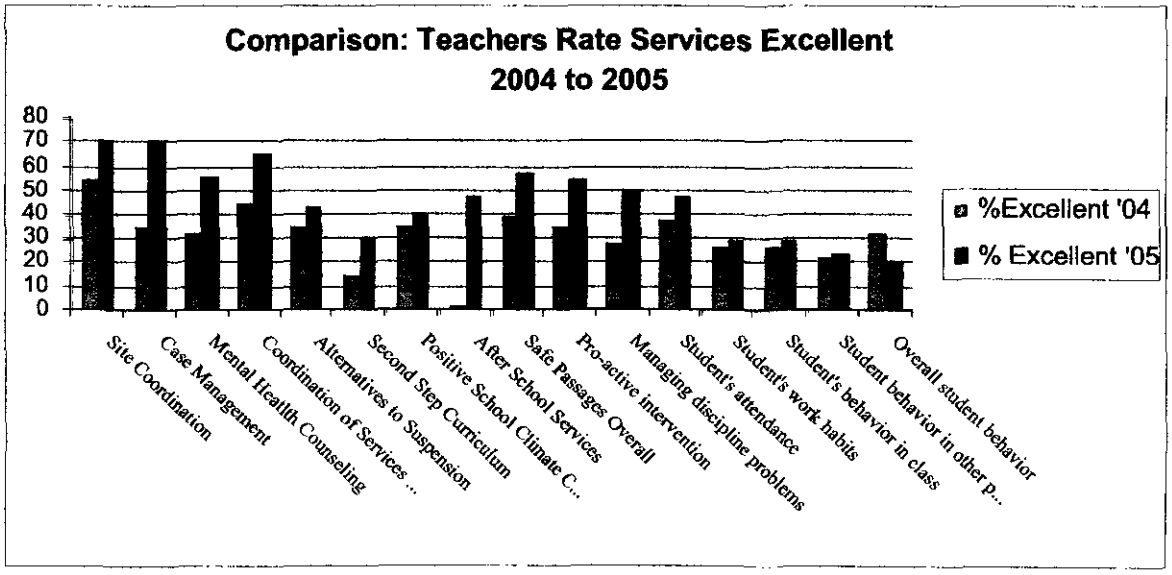
A slightly steeper decline in absence rate is noted for Safe Passages schools.

TEACHER SURVEY DATA

In both 2003-2004 and 2004-2005, teachers at Safe Passages schools were asked to complete a survey regarding their perceptions of the Safe Passages interventions at their site. Response options included excellent, good, fair, and poor. Below is a summary of the teacher survey responses.

	2004-05 % Good and Excellent combined	2004-05 % Excellent	2003-04 % Excellent
Site Coordination	91	71	55
Case Management	91	71	35
Mental Health Counseling	72	56	32
Coordination of Services Team Meeting	84	66	45
Alternatives to Suspension	54	43	35
Second Step Curriculum	66	31	14
Positive School Climate Committee	59	41	35
Safe Passages Overall	82	57	39
Pro-Active Interventions	82	55	35
Managing Discipline Problems	71	51	28
After-School Services	72	47	2
Student Attendance	68	47	38
Student Work Habits	46	29	27
Student Behavior in Class	54	29	27
Student Behavior Other	43	24	23

- The percent of teachers to rate program services "excellent" has climbed in every area between 2003-2004 and 2004-2005.
- Teachers also report an improvement in student attendance.



2004-05: n = 87 teachers: Madison, Brewer, Frick, Havenscourt, and Carter
2003-04: n = 27 teachers: Madison, Frick, and Carter