



**Iowa Safe and Supportive Schools**  
Engagement | Safety | Environment

Keokuk High School

# Report: Iowa Safe and Supportive Schools Index

Preliminary Report on IS3 Index Year One 2011

## Contents

Introduction .....	2
IS <sup>3</sup> Index.....	3
<i>Table 1.</i> IS <sup>3</sup> Index Range and Description .....	4
<i>Figure 1.</i> IS <sup>3</sup> Index.....	4
Domains and Data Elements.....	5
<i>Figure 2.</i> IS <sup>3</sup> Index, Domains and Data Elements. ....	5
<i>Table 2.</i> Final IS <sup>3</sup> Index .....	7
<i>Table 3.</i> Broad Definition of Data Elements.....	8
Table of IS <sup>3</sup> Index by Domain and Data Element .....	9
<i>Table 4.</i> IS <sup>3</sup> Index by Domain and Data Element.....	9
Main Results.....	10
<i>Table 5a.</i> Survey response Rate for Keokuk High School .....	10
<i>Table 5b.</i> Who completed the survey?.....	10
Overview Profile by Data Elements .....	12
SAFETY Data Element.....	13
ENGAGEMENT Data Element.....	14
ENVIRONMENT Data Element.....	15
In-depth Profile by Populations .....	16
By Grade.....	16
By Gender.....	18
By Ethnicity .....	19
By IEP Status.....	21
Appendix A.....	22
Table 6. The Raw Data for IS <sup>3</sup> Index by Domain and Data Element for Keokuk HS.....	22
Appendix B .....	23
Appendix C .....	28
Appendix D.....	32

## Introduction

A wealth of school climate research exists regarding risk and protective factors for children and youth. Results are clear – ignoring school safety, student, staff and parent engagement and connectedness to school, and the environment within which all school activities and interactions occur leads to significant deficits in school climate support systems. Even with significant investments in curriculum and instruction, Iowa's trend lines for reading and math are essentially flat and achievement gaps for poor, minority, disabled, and English Language Learners are not closing. Therefore it is essential to identify measures that provide critical data on indicators of school climate that either promote conditions for learning or remediate barriers to learning. Nationally, policy is supportive of state measurement systems for conditions for learning that are equally as robust as those linked to student academic achievement in core content areas. As achievement across the country begins to hit a ceiling, educators and policy-makers are starting to understand the clear link between academic achievement and students' strong connection and engagement to learning that is maximized within a safe and supportive environment – an environment that includes not only students, but parents as well as all school personnel.

Iowa Safe and Supportive Schools (IS<sup>3</sup>) is the first step in understanding optimal conditions for learning and leveraging resources toward maximum benefit for students, their families and the school personnel who support them. Supported by the U.S. Department of Education at nearly \$14 million dollars over four years (2011-12 through 2014-15), IS<sup>3</sup> is charged with three major goals:

1. Support statewide measurement of conditions for learning through valid and reliable measures of school safety, engagement and environment across high school students (9-12), school staff, and parents;
2. Establish an index or score that defines threshold criteria to identify schools that have/lack optimal conditions for learning, and
3. Implement targeted programmatic interventions in order to help schools improve conditions for learning.

The statewide measurement of conditions for learning in the areas of safety, engagement and environment will be obtained by adapting the Iowa Youth Survey. To accomplish this, 60 schools were

randomly selected and invited to implement the survey of conditions for learning adapted from the Iowa Youth Survey, as well as implement the Comprehensive School Climate Inventory (CSCI).

Developed by the National School Climate Center (NSCC), the CSCI is a nationally recognized, valid and reliable measure of school climate across safety, engagement and environment, implemented with students, parents and all school staff. Forty-seven schools implemented the surveys in Spring 2011. The index, which Iowa has named the Iowa Safe and Supportive Schools Index, includes student results of the IYS and CSCI, as well as other identified data elements. Parent and school staff results will be incorporated into the Index by the 2014-15 survey administration.

The IS<sup>3</sup> Index is an indicator (or reflection) of the health of a school's optimal conditions for learning in the areas of safety, engagement and environment. The IS<sup>3</sup> Index was used to determine which schools would receive IS<sup>3</sup> grant funding over the next three years to improve the overall health of their school's conditions for learning. The Index will be continually monitored to inform the selection and evaluation of programmatic interventions, and final outcomes of Iowa's work.

## IS<sup>3</sup> Index

The IS<sup>3</sup> Index must determine the overall conditions for learning within a school based on variables that are within the educational system's ability to change. For example, a school may change the physical environment to one that is more welcoming and inviting to students, parents and staff; a school may change policies or procedures to support student engagement and learning; a school may institute a program to provide more support for students. However, an educational system is not able to change community demographics or the social-economic status of families served. Therefore such data were not considered in the Index. Data were obtained, cleaned, and analyses run to determine appropriate thresholds to include in the final Index. Student survey results only were included in the Index; future indices will incorporate parent and staff results subsequent to the completion of the grant. Thresholds were set based on the Learning Supports framework structured around Iowa's Response to Intervention three-tiered model at Universal, Targeted and Intensive levels of support as shown in Appendix D.

The IS<sup>3</sup> Index was applied to all 47 partner schools. All schools with an IS<sup>3</sup> Index of 16 or below were automatically selected to receive funding from IS<sup>3</sup> for the remaining 3 years of the grant, regardless of the number of schools within a district. All schools with an IS<sup>3</sup> Index from 17 to 22 were included for the

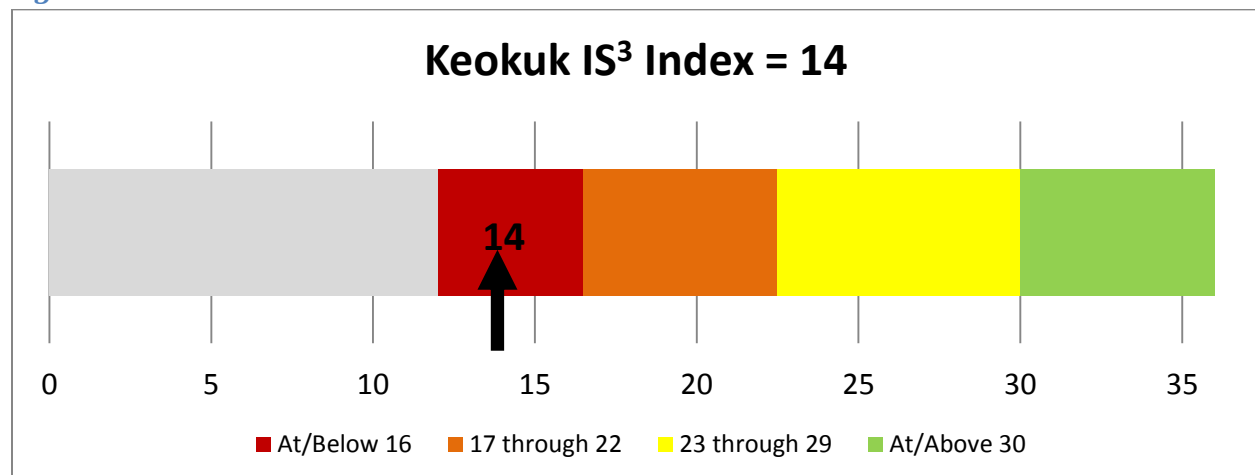
remaining three years with the exception of districts where multiple schools were partners. In these cases, the school with the lowest IS<sup>3</sup> Index was selected to continue. Two schools in one district received the same Index; in this case, the school that had the lowest survey participation rates – an indicator of high need across conditions for learning – was selected to continue. The IS<sup>3</sup> Index range is provided in Table 1. Your school's IS<sup>3</sup> Index is shown in Figure 1.

**Table 1. IS<sup>3</sup> Index Range and Description**

Index Range	Description
30-36	Schools with an IS <sup>3</sup> Index in this range are creating healthy school climates with optimal conditions for learning in the areas of safety, engagement, and environment. There still may be room for improvement.
23-29	Schools with an IS <sup>3</sup> Index in this range need some targeted support to improve the health of the school climate and to create favorable conditions for learning in the areas of safety, engagement and environment.
17-22	Schools with an IS <sup>3</sup> Index in this range need intensive to targeted support to improve the health of the school climate and to create favorable conditions for learning in the areas of safety, engagement and environment.
0-16	Schools with an IS <sup>3</sup> Index in this range need intensive support to improve the health of the school climate and to create favorable conditions for learning in the areas of safety, engagement and environment.

The following graph details your school's Index in relation to the range of total points possible. The graph is color-coded to align with the ranges noted in Table 1, and reflects your school's overall condition for learning.

**Figure 1. IS<sup>3</sup> Index**



## Domains and Data Elements

The IS<sup>3</sup> Index is comprised of three domains, each of which measures part of a school's overall conditions for learning: **Safety**, **Engagement** and **Environment**. Within each domain, there are data elements. For example, the Safety Domain includes three data elements: Physical Safety, Emotional Safety and Suspensions/Expulsions for Fighting or Violent Behavior without Physical Injury. Each data element is assigned points from zero (0) to three (3), where zero indicates intensive need and three indicates optimal conditions for learning. The sum of each data element provides the total points for each domain; the sum across domains provides the final total points for the IS<sup>3</sup> Index. Figure 2 illustrates the IS<sup>3</sup> Index, comprised of the 3 domains and 12 total data elements.

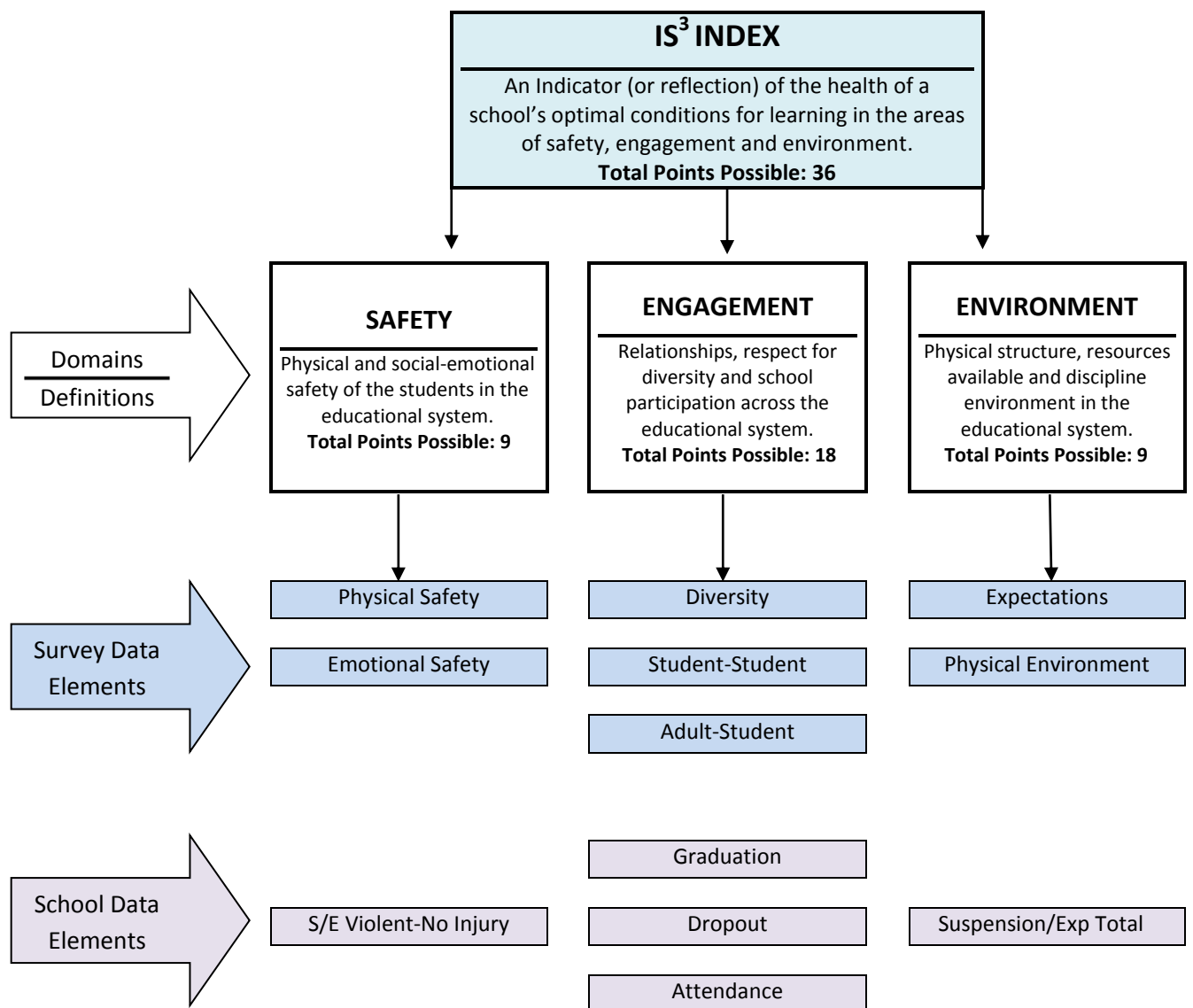


Figure 2. IS<sup>3</sup> Index, Domains and Data Elements.

### How are the points allocated?

Point allocations per data element were awarded to schools based on set thresholds. Each data element and threshold criteria included in the index are provided in Table 2. Points were awarded as indicated:

- 3 = data indicates a healthy school
- 2 = data indicates some targeted support needed
- 1 = data indicates intensive to targeted support needed
- 0 = data indicates intensive support is needed

**EXAMPLE ONE.** In the data element *suspensions/expulsions*, no more than 5% of a school population should be suspended or expelled throughout the year (see Appendix C: *Definition List* for calculation of suspension/expulsion). If a school is suspending and/or expelling 20% or more of the school population, the primary behavior management plan for that school is to suspend and/or expel students rather than to provide targeted supports for students. Therefore thresholds were set at:

- Percent suspension/expulsion of less than 5% = 3
- Percent suspension/expulsion of 5%-12.49% = 2
- Percent suspension/expulsion of 12.5%-19.99% = 1
- Percent suspension/expulsion at 20% or more = 0

**EXAMPLE TWO.** The average daily attendance of a school population should be 95% across the year (see Appendix C: *Definition List* for calculation of attendance). If only 80% of a school population is attending school daily, there does not appear to be targeted supports available to students. Therefore thresholds were set at:

- Percent attendance at or above 95% = 3
- Percent attendance at 87.5%-94.99% = 2
- Percent attendance at 87.49% - 80% = 1
- Percent attendance below 80% = 0

**EXAMPLE THREE.** A third example is based on student survey results<sup>1</sup> using a Likert scale<sup>2</sup> with the following values: 4=Strongly agree, 3=Agree, 2=Disagree, and 1=Strongly Disagree. Thresholds across all survey items were set at:

- Survey score at or greater than 3.25 = 3
- Survey score at 3.0-3.24 = 2
- Survey score at 2.75-2.99 = 1
- Survey score below 2.74 = 0

<sup>1</sup> Parent and Staff results will be analyzed for inclusion in a statewide index subsequent to grant completion.

<sup>2</sup> Likert results that indicated negative responses were recoded to reflect a higher score as positive or preferable, and a lower score as negative or non-preferred.

Each data element and threshold criteria included in the index is provided in Table 2. Final IS<sup>3</sup> Index.

**Table 2. Final IS<sup>3</sup> Index**

Point	Safety		Engagement		Environment	
3	Physical	=>3.25	Diversity	=>3.25	Physical	=>3.25
	Emotional	=>3.25	Adult-Student	=>3.25	Expectations	=>3.25
	S/E Violent	<5%	Student-Student	=>3.25	Suspensions/Ex	<5%
			Attendance	=>95%		
			Graduation	=>95%		
			Dropout	<1.25		
2	Physical	3.0-3.24	Diversity	3.0-3.24	Physical	3.0-3.24
	Emotional	3.0-3.24	Adult-Student	3.0-3.24	Expectations	3.0-3.24
	S/E Violent	5.0-12.49	Student-Student	3.0-3.24	Suspensions/Ex	5.0-12.49
			Attendance	87.5-94.99		
			Graduation	87.5-94.99		
			Dropout	1.24-1.5		
1	Physical	2.75-2.99	Diversity	2.75-2.99	Physical	2.75-2.99
	Emotional	2.75-2.99	Adult-Student	2.75-2.99	Expectations	2.75-2.99
	S/E Violent	12.5-19.99	Student-Student	2.75-2.99	Suspensions/Ex	12.5-19.99
			Attendance	80.0—87.49		
			Graduation	80.0—87.49		
			Dropout	1.51-1.75		
0	Physical	<2.75	Diversity	<2.75	Physical	<2.75
	Emotional	<2.75	Adult-Student	<2.75	Expectations	<2.75
	S/E Violent	=>20%	Student-Student	<2.75	Suspensions/Ex	=>20%
			Attendance	<80%		
			Graduation	<80%		
			Dropout	>1.75%		

NOTE. Please see Appendix C: *Definition List* for definitions and calculation of each data element.

Table 3 below outlines the broad definition of the data elements across the three domains of **Safety**, **Engagement**, and **Environment**.

<i>Table 3. Broad Definition of Data Elements<sup>3</sup></i>	
Data Element	Broad Definition
<b><i>Safety</i></b>	
<b>Physical Safety</b>	The extent to which actions or events occur at school that physically harm students, threaten to physically harm students, or damage property.
<b>Emotional Safety</b>	The extent to which actions or events occur at school that negatively impact the emotional well-being of students.
<b>Suspensions &amp; Expulsions without Physical Injury</b>	The percentage of 9-12 <sup>th</sup> grade students who received at least one suspension or expulsion for fighting or violent behavior without injury during a given school year.
<b><i>Engagement</i></b>	
<b>Diversity Engagement</b>	The extent to which students and adults demonstrate respect for each other's differences (i.e. appearance, culture, gender, race, etc.).
<b>Adult-Student Engagement</b>	The extent to which adults demonstrate care for students, respect for students, and acknowledgement of students' work
<b>Student-Student Engagement</b>	The extent to which students demonstrate care for, respect for, and collaboration with one another.
<b>Graduation Rate</b>	The percentage of 12 <sup>th</sup> grade students who graduate during a given school year.
<b>Dropout Rate</b>	The percentage of 9-12 <sup>th</sup> grade students who drop out of school during a given school year.
<b>Attendance Rate—Grades 9 to 12</b>	The percentage of school days that 9-12 <sup>th</sup> grade students are present at school during a given school year.
<b><i>Environment</i></b>	
<b>Expectations/Boundaries Environment</b>	The extent to which clear rules are delineated and enforced.
<b>Physical Environment</b>	The extent to which the school facilities are adequate, clean, and up to date.
<b>Suspensions &amp; Expulsions</b>	The percentage of 9-12 <sup>th</sup> grade students who received at least one suspension or expulsion during a given school year.

<sup>3</sup> The major indicators as they appear on the student surveys are listed in Appendix B as well as their item by item analyses.

## Table of IS<sup>3</sup> Index by Domain and Data Element

In Table 4 below, you will find an outline of the points your school received for each of the data elements in the three main domains as well as the maximum points possible. The Index for your school is also provided in relation to the maximum overall Index total. A snapshot of the school's 12 data elements—the raw data upon which the IS<sup>3</sup> Index is based- is provided in Appendix A.

<i>Table 4. IS<sup>3</sup> Index by Domain and Data Element</i>									
Safety			Engagement				Environment		
		Your Points	Max. Pts.		Your Pts.	Max. Pts.		Your Pts.	Max. Pts.
<b>Survey</b>	Physical	3	3	Diversity	1	3	Expectations /Boundaries	1	3
	Emotional	3	3	Adult-Student	0	3	Physical	0	3
				Student-Student	0	3			
<b>Other</b>	Suspensions/Expulsions for Fighting or Violent Behavior without physical injury	2	3	Graduation	2	3	Suspensions/Expulsions	0	3
				Dropout	0	3			
				9-12 Attendance	2	3			
	<b>Safety IS<sup>3</sup> Index</b>	<b>8/9</b>		<b>Engagement IS<sup>3</sup> Index</b>	<b>5/18</b>		<b>Environment IS<sup>3</sup> Index</b>	<b>1/9</b>	
<b>Keokuk High School Total IS<sup>3</sup> Index = 14 / 36</b>									

## Main Results

We have organized the rest of this document in a way that allows you to deconstruct the Index to determine the areas that require the most focus in order to improve your school's overall conditions for learning. The true benefit of the data within this report is the degree to which the information becomes a catalyst for discussion, deeper inquiry, and action.

## Response Rate and Demographics

In this section, you will find a snapshot of who responded to the survey, based on students' self-report. One of the most important attributes of this survey is its ability to reflect the perceptions of the entire student population. Table 5a below notes how many students responded to the survey compared to the total population size within the school. Ideally, student response rates are above 75%. It will be important to bear in mind low response rates, and to view the demographic charts (Table 5b) below to ascertain which voices may be missing from or underrepresented in this data. It is also recommended that the demographic data in this report be compared to school-level data to ensure consistency with the school's actual composition.

*Table 5a. Survey response Rate for Keokuk High School*

<i>Group</i>	<i>Population Size</i>	<i># Respondents</i>	<i>% of Population Represented</i>
<b>Students</b>	<b>675</b>	<b>541</b>	<b>80%</b>

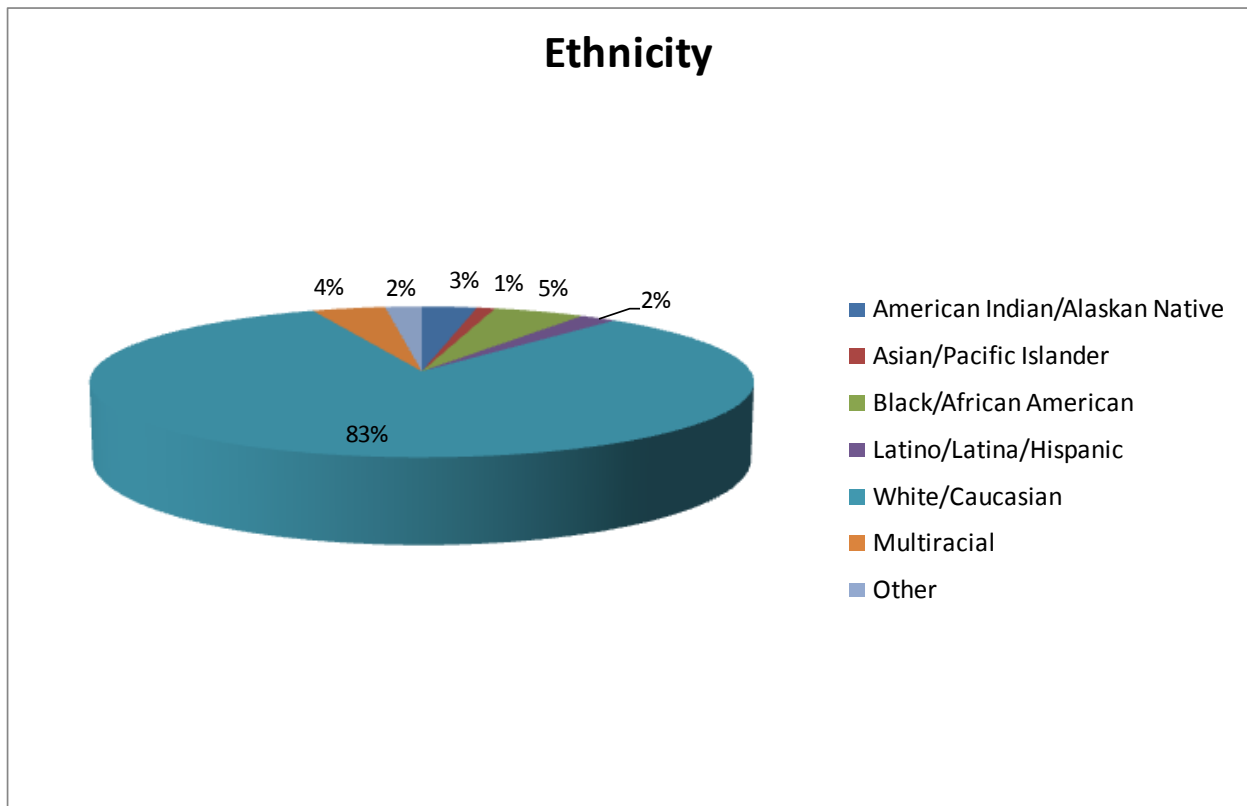
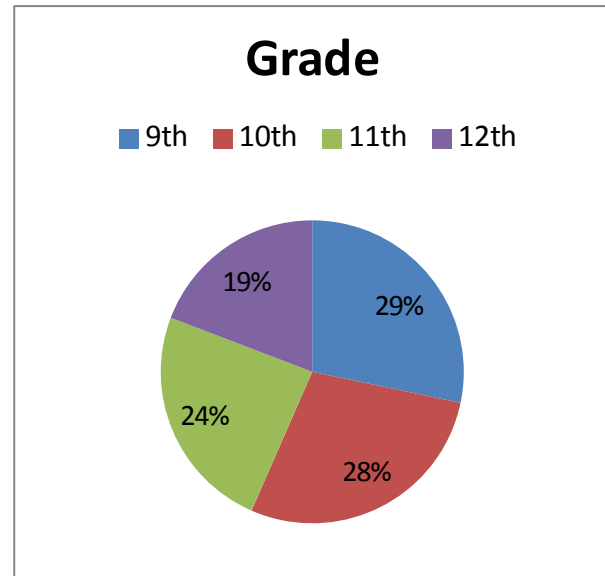
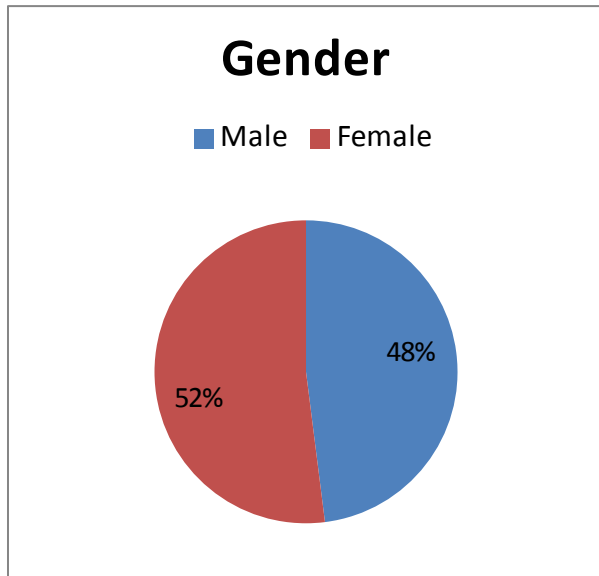
*Table 5b. Who completed the survey?*

**Student N = 533\***

<i>Gender</i>	
Male	254 (48%)
Female	277 (52%)
Missing	0 (0%)
<i>Grade</i>	
9th	151 (28%)
10th	149 (28%)
11th	130 (24%)
12th	102 (19%)
<i>Ethnicity</i>	
American Indian/Alaskan Native	16 (3%)
Asian/Pacific Islander	5 (1%)
Black/African American	24 (5%)
Latino/Latina/Hispanic	11 (2%)
White/Caucasian	433 (81%)
Multiracial	19 (4%)
Other	9 (2%)

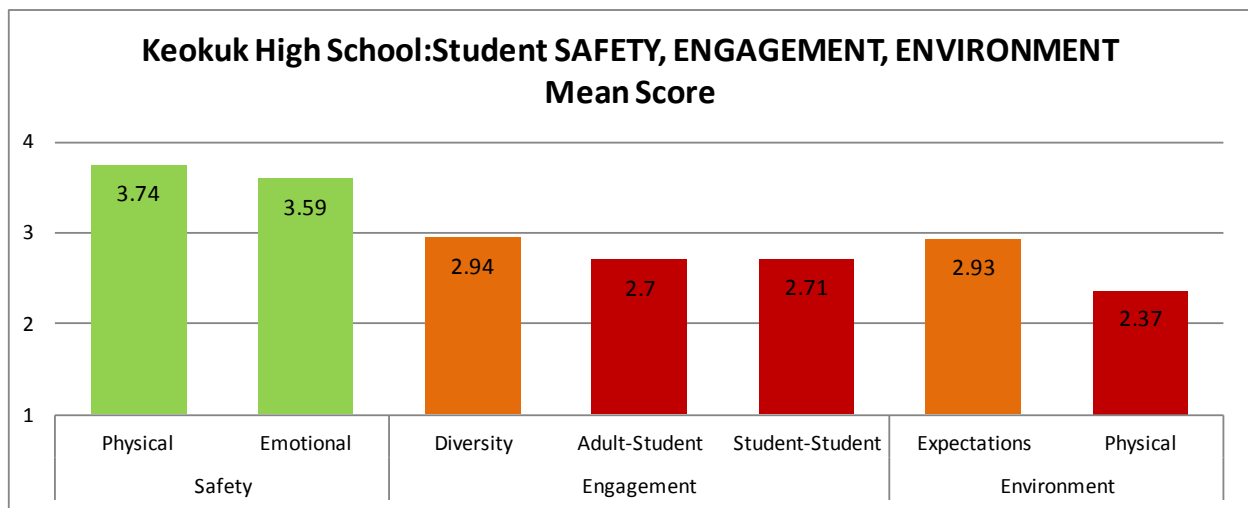
<i>English as first language</i>	
Yes	519 (97%)
No	13 (2%)
Missing	1 (0%)

\*This number represents those respondents who completed at least 70% of the survey items.



## Overview Profile by Data Elements

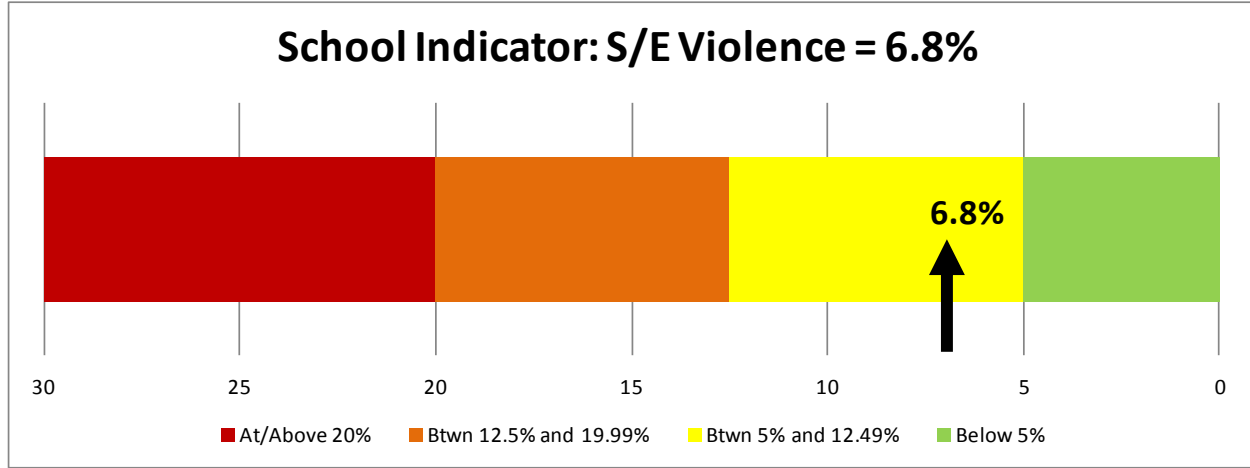
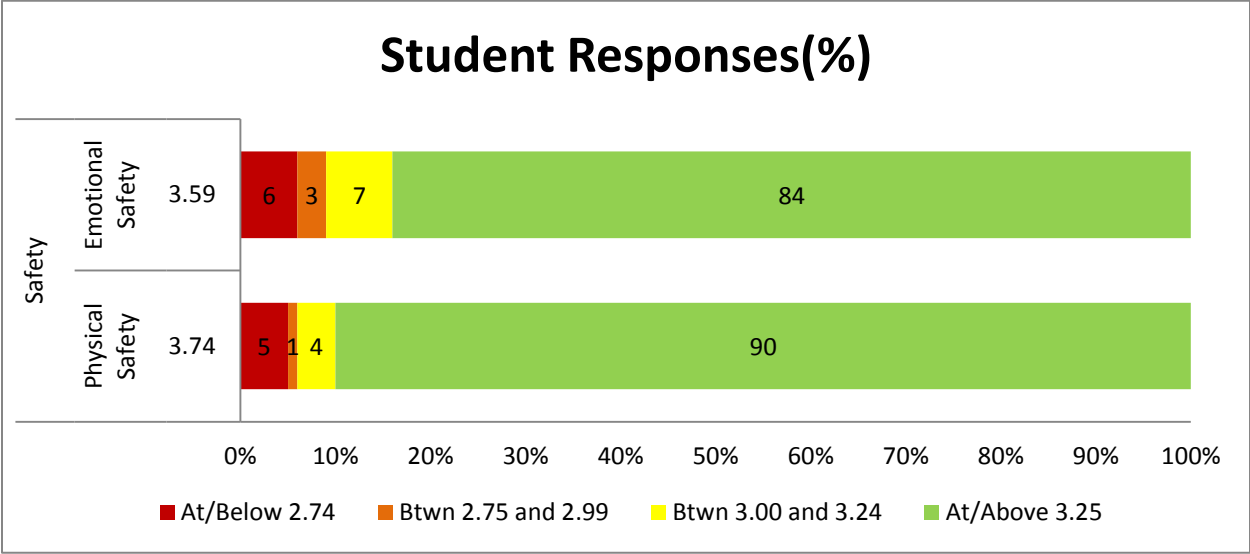
The following graph depicts your score on each survey data element. The number on top of the bar is your raw score, or the mean score your school received on that data element. (Remember, a score of 4 is optimal). The color of the bar indicates the number of index points your school received (green = 3 index points, yellow = 2 index points, orange = 1 index point, and red = 0 index points). This color also gives you a general indication of the health of your school on this data element, green being the healthiest or optimal, and red being the unhealthiest or furthest from optimal.



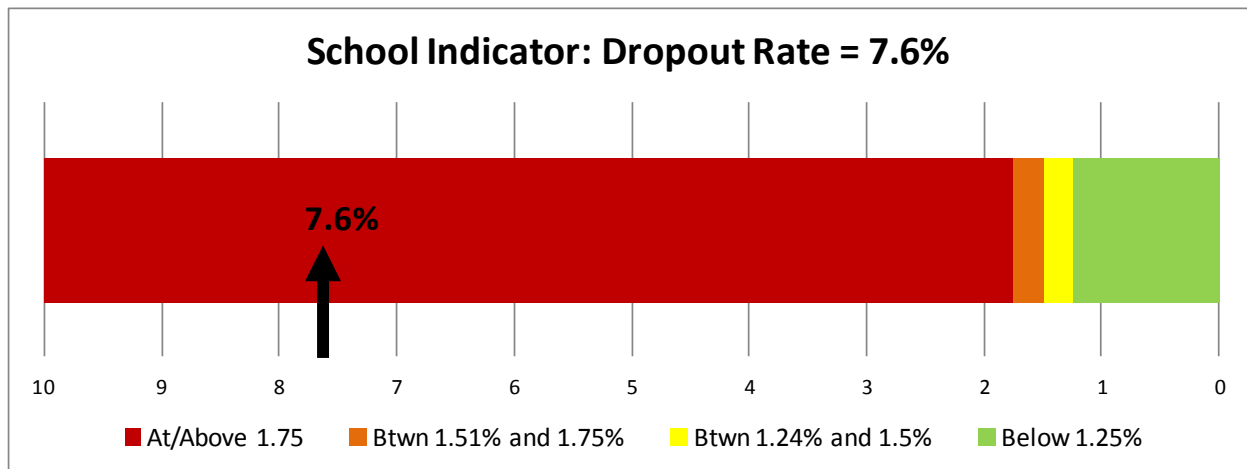
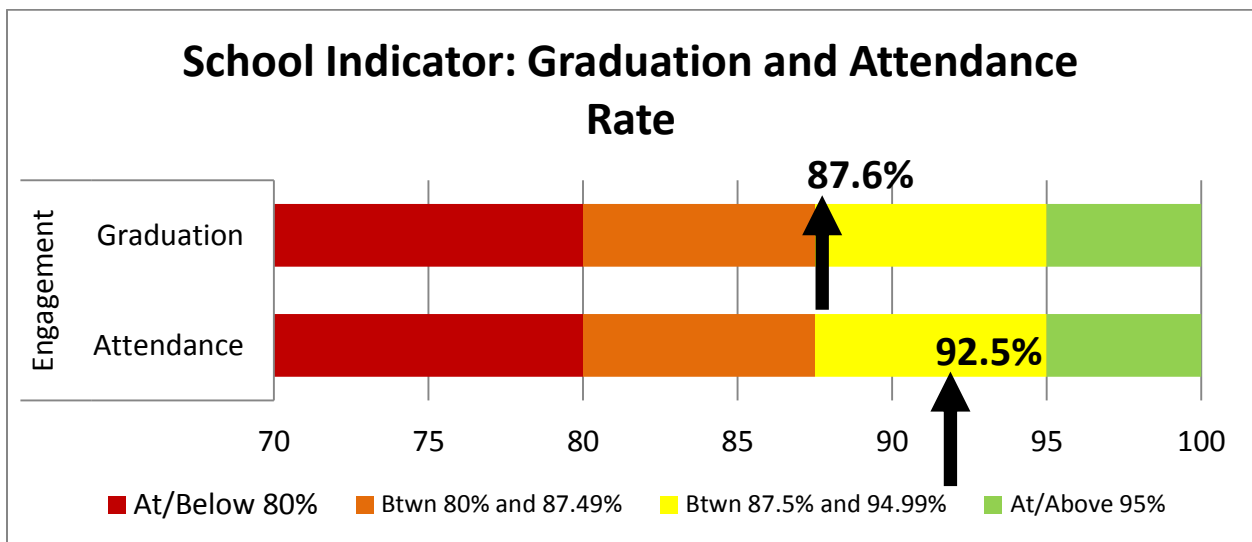
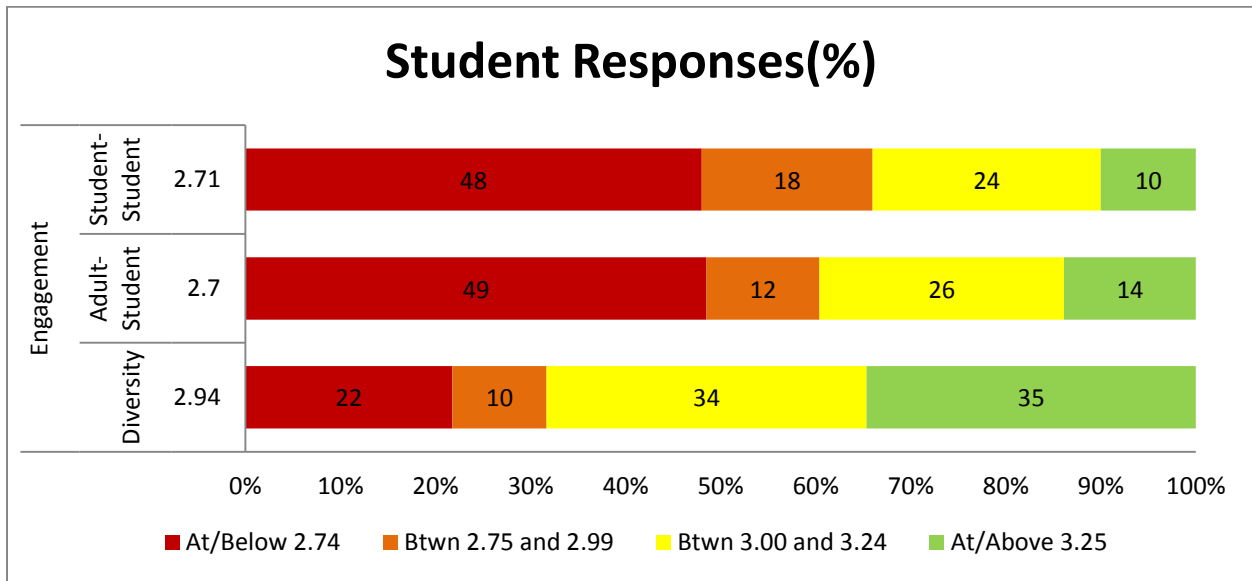
■ At/Below 2.74  
 ■ Btwn 2.75 and 2.99  
 ■ Btwn 3.00 and 3.24  
 ■ At/Above 3.25

In the following graphs, we will take a closer look at each of the data elements that comprise the three domains of safety, engagement, and environment. There are two or three graphs for each domain. The first graph of each domain shows the **survey** items. This graph tells you the percentage of students whose ratings fell into each of the index ranges: red (0 index points), orange (1 index point), yellow (2 index points), and green (3 index points). The second (and third) graph(s) of each domain show the **school incident** data elements. These graphs tell you where your school's **incident** data are on each of these elements in relation to the index ranges: red (0 index points), orange (1 index point), yellow (2 index points), and green (3 index points).

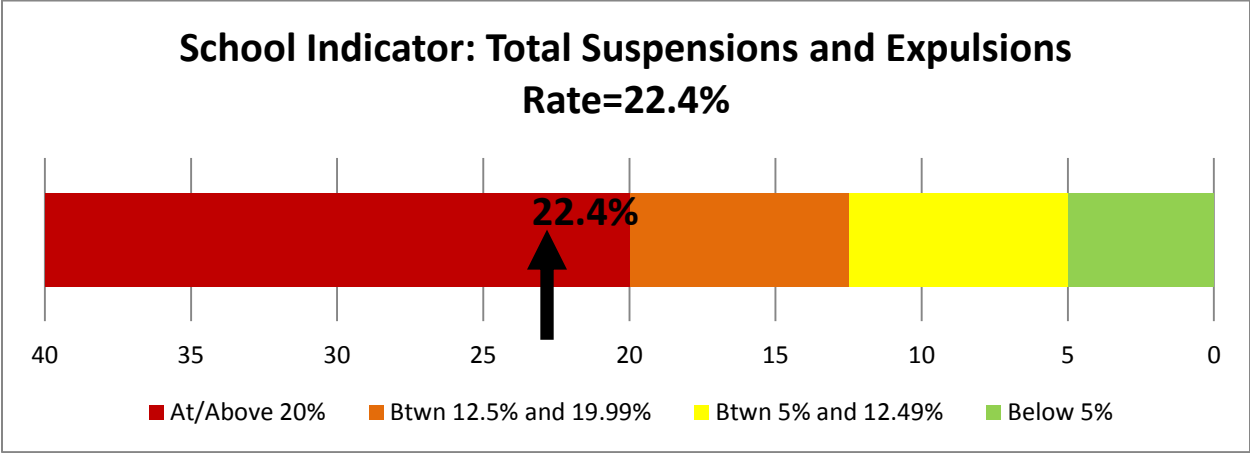
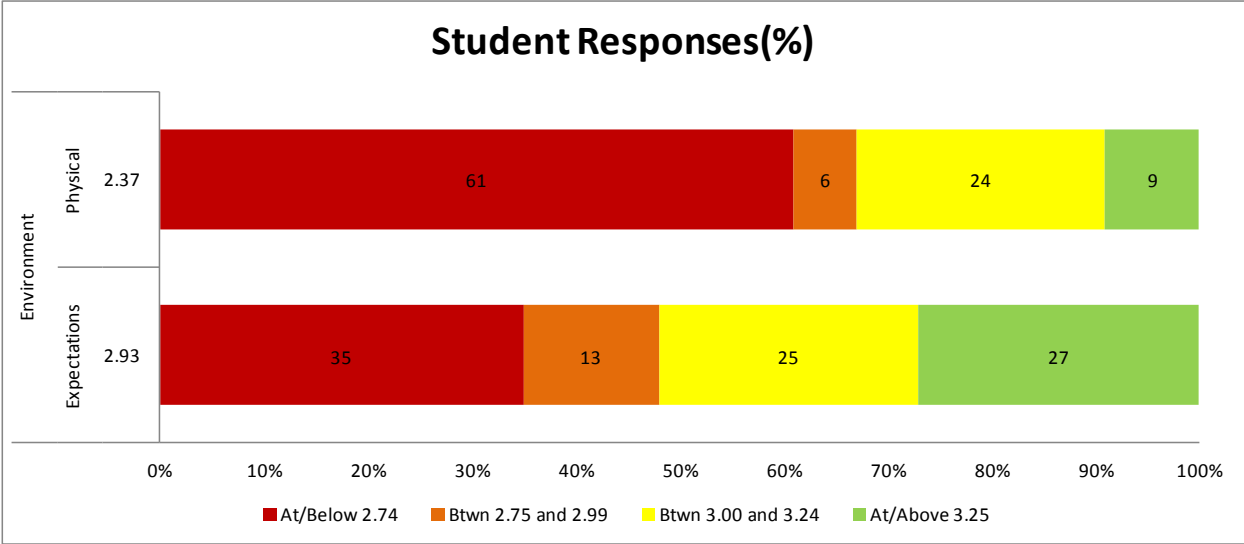
**SAFETY Data Element**



**ENGAGEMENT Data Element**



**ENVIRONMENT Data Element**



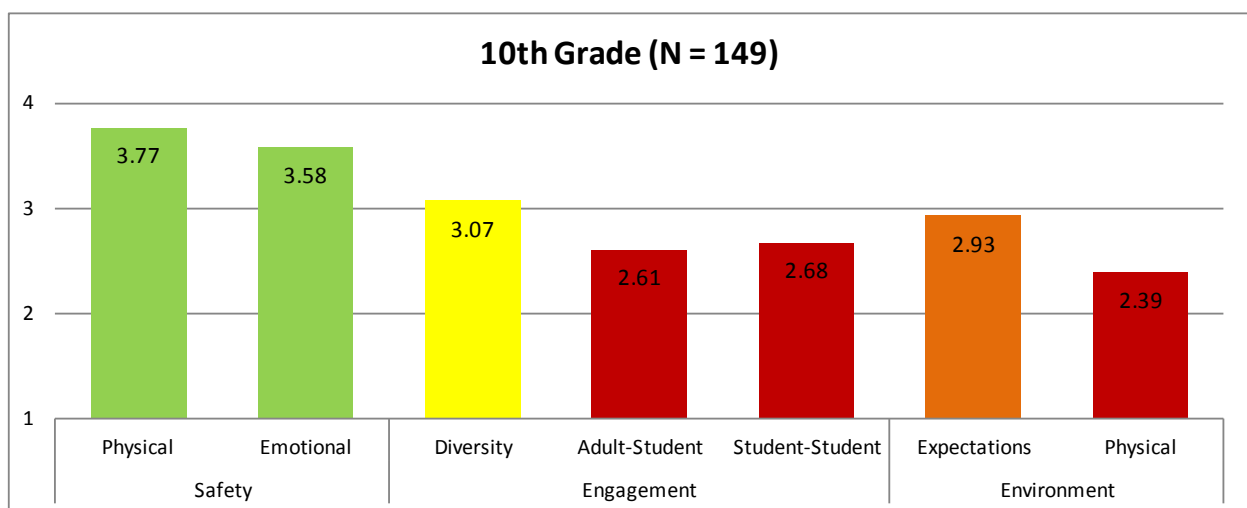
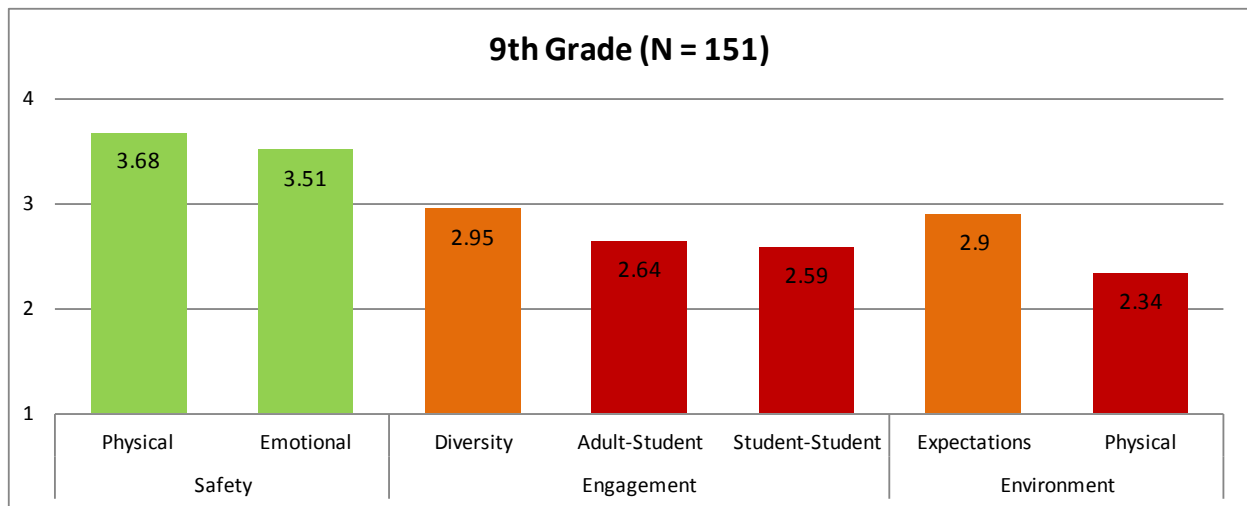
## In-depth Profile by Populations

The following graphs depict your school's score on each survey data element by demographic population, to allow you to see which particular populations might need the most supports. The number on top of the bar is your raw score, or the average score your school received from this particular group of students on the given data element. (Remember, a score of 4 is optimal). The color of the bar indicates the general health of this population on this data element, green being the healthiest or optimal, and red being the unhealthiest or furthest from optimal. Next to each chart header is a number in parenthesis, which indicates the total population for that particular sub-group.

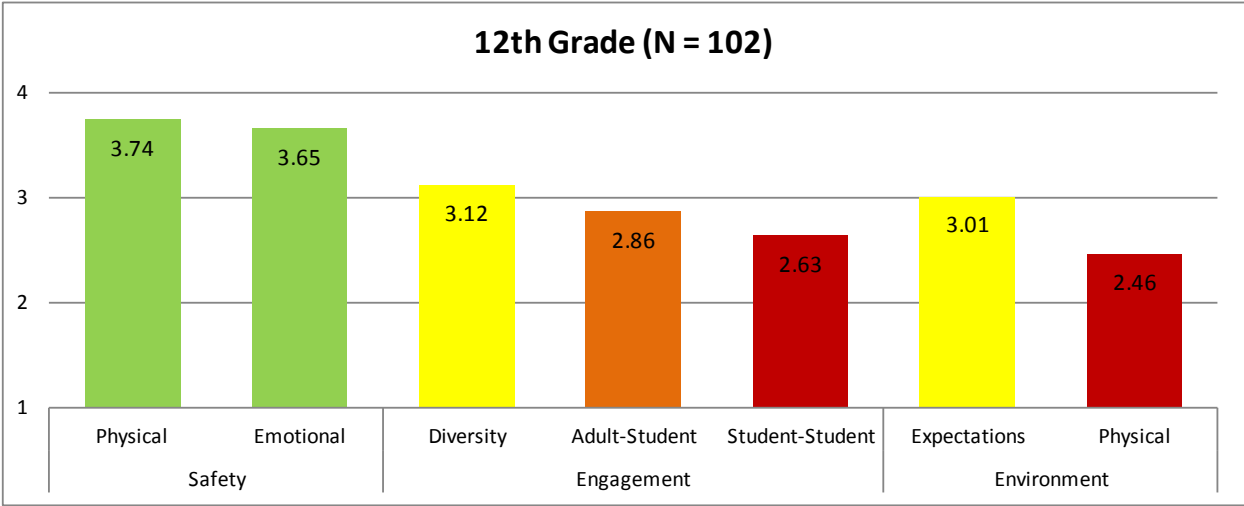
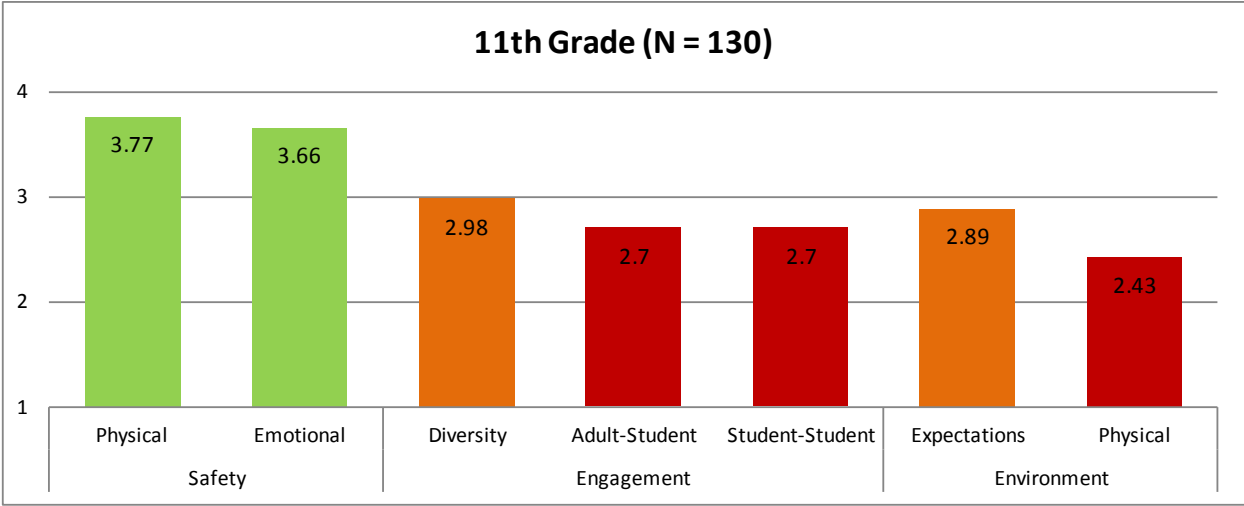
Important to note: Some sub-group charts may be missing – this is not an error. To ensure anonymity, any sub-groups with fewer than 10 people in a particular category will not be reflected in this section of the report.

### By Grade

■ At/Below 2.74  
 ■ Btwn 2.75 and 2.99  
 ■ Btwn 3.00 and 3.24  
 ■ At/Above 3.25

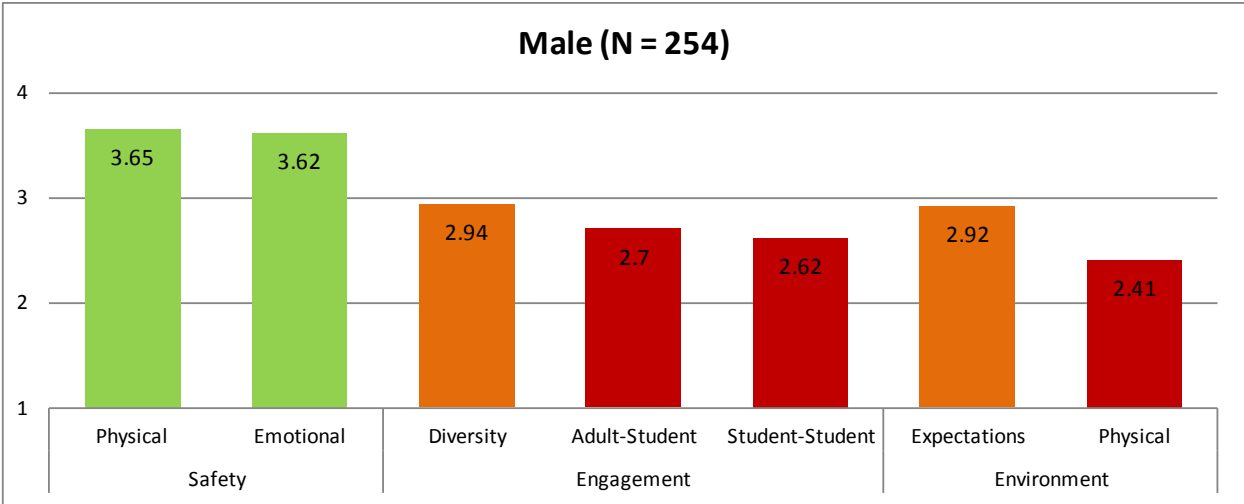
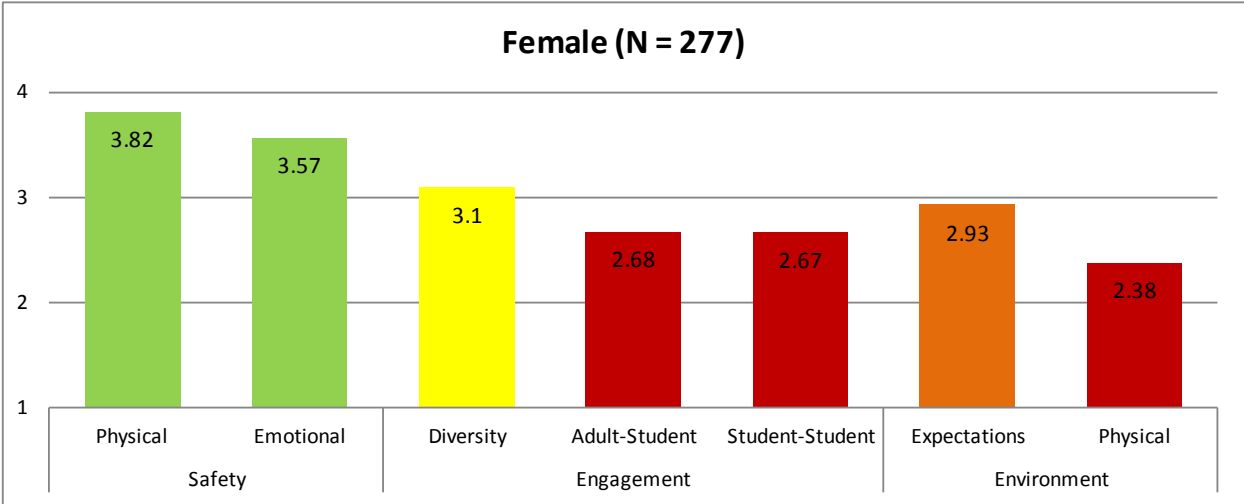


■ At/Below 2.74 ■ Btwn 2.75 and 2.99 ■ Btwn 3.00 and 3.24 ■ At/Above 3.25



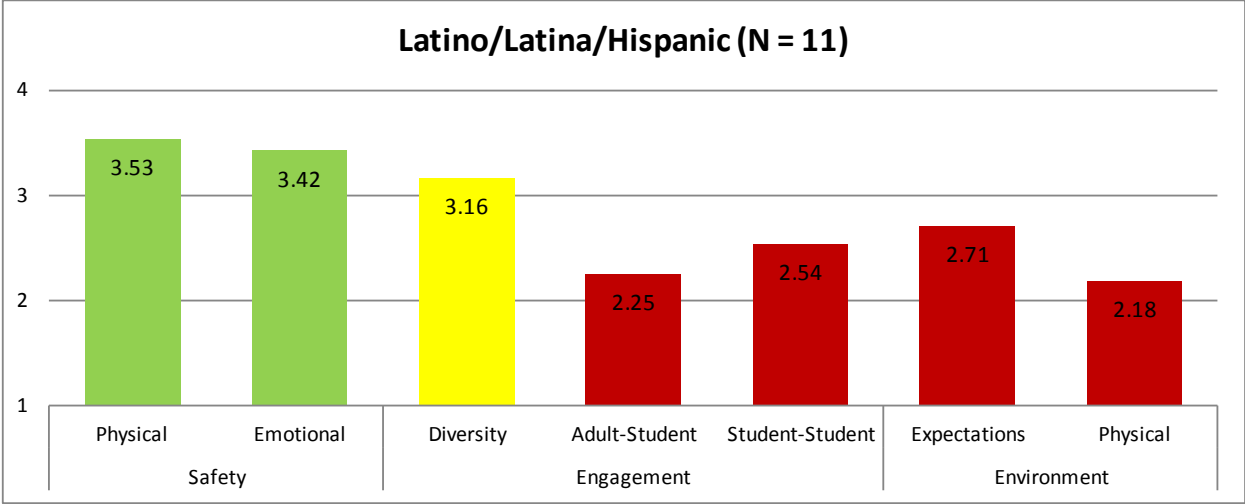
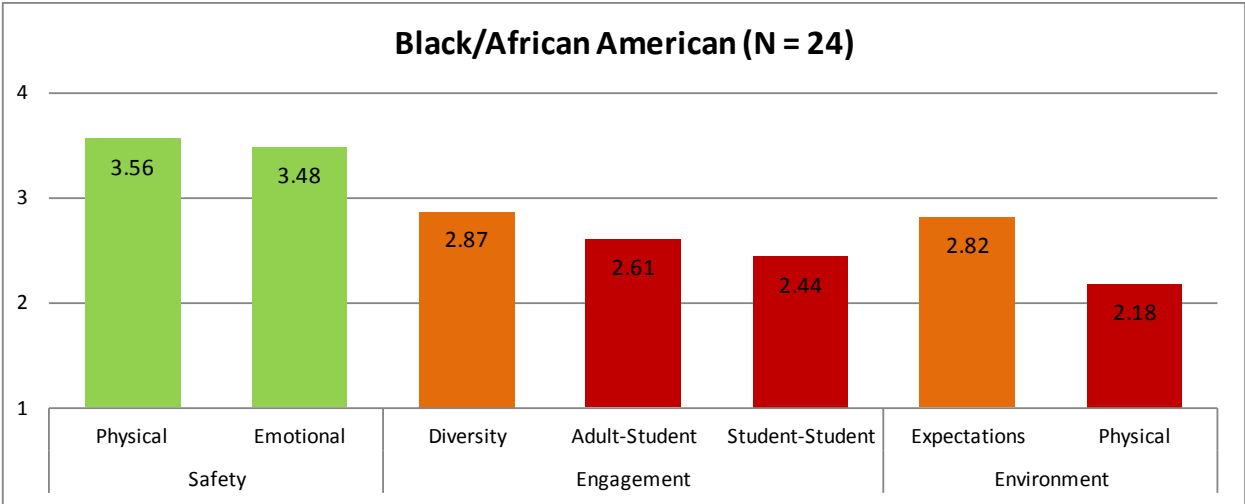
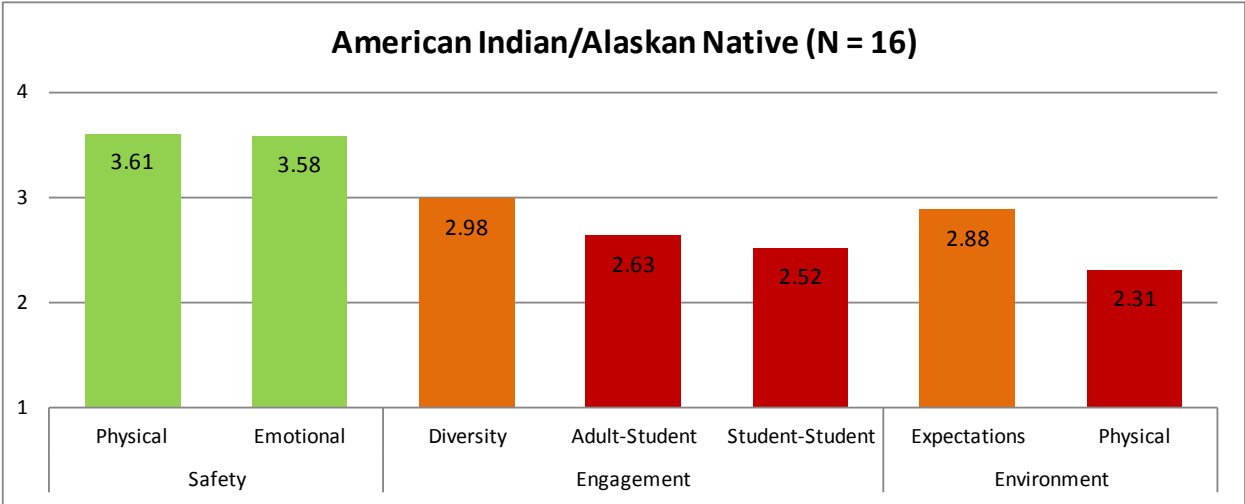
By Gender

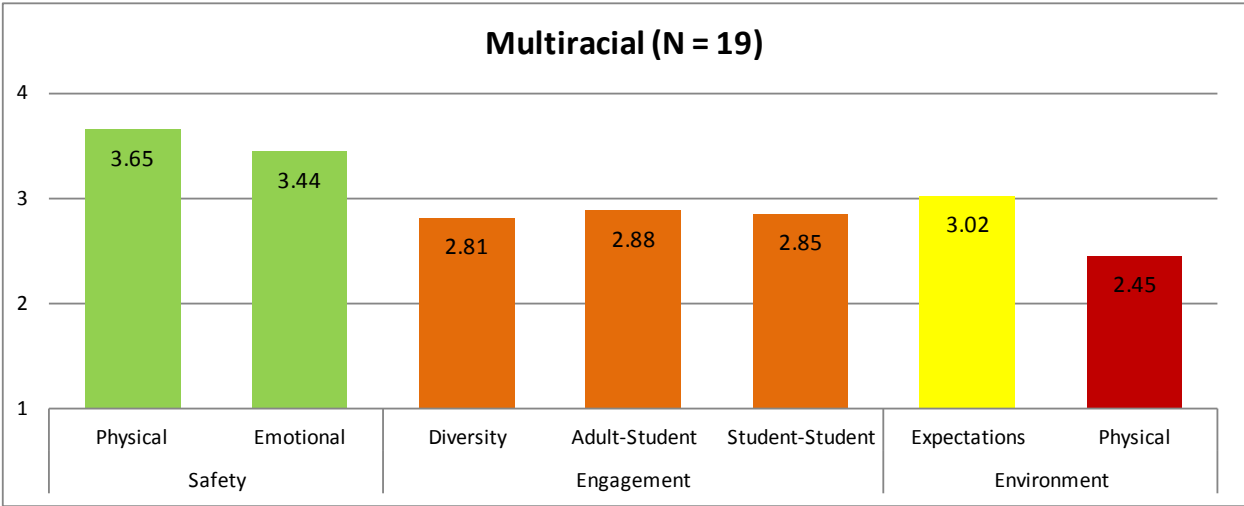
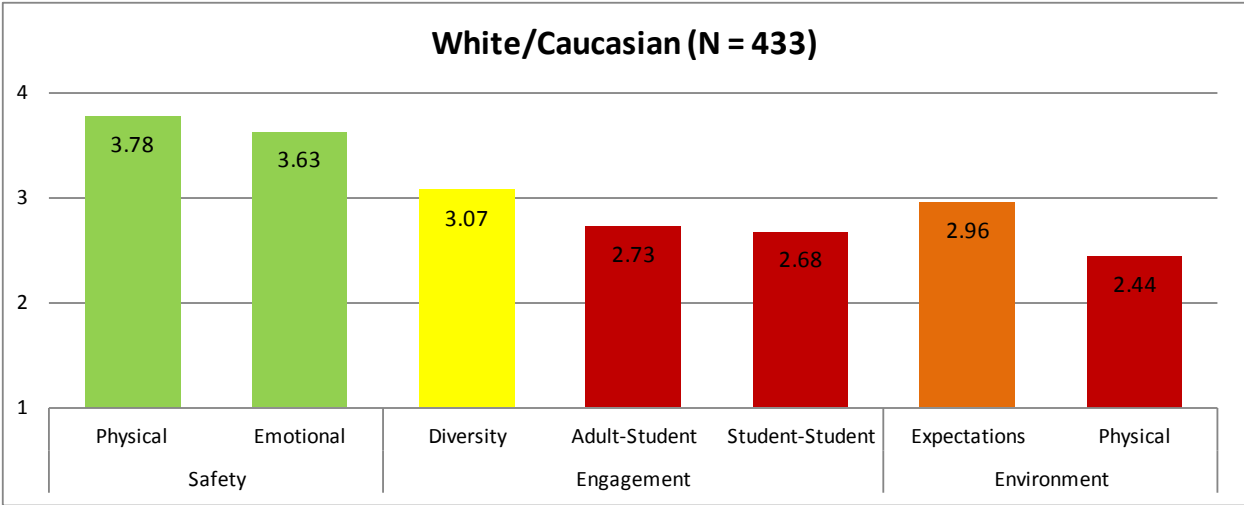
■ At/Below 2.74 ■ Btw 2.75 and 2.99 ■ Btw 3.00 and 3.24 ■ At/Above 3.25



**By Ethnicity**

■ At/Below 2.74 
 ■ Btwn 2.75 and 2.99 
 ■ Btwn 3.00 and 3.24 
 ■ At/Above 3.25

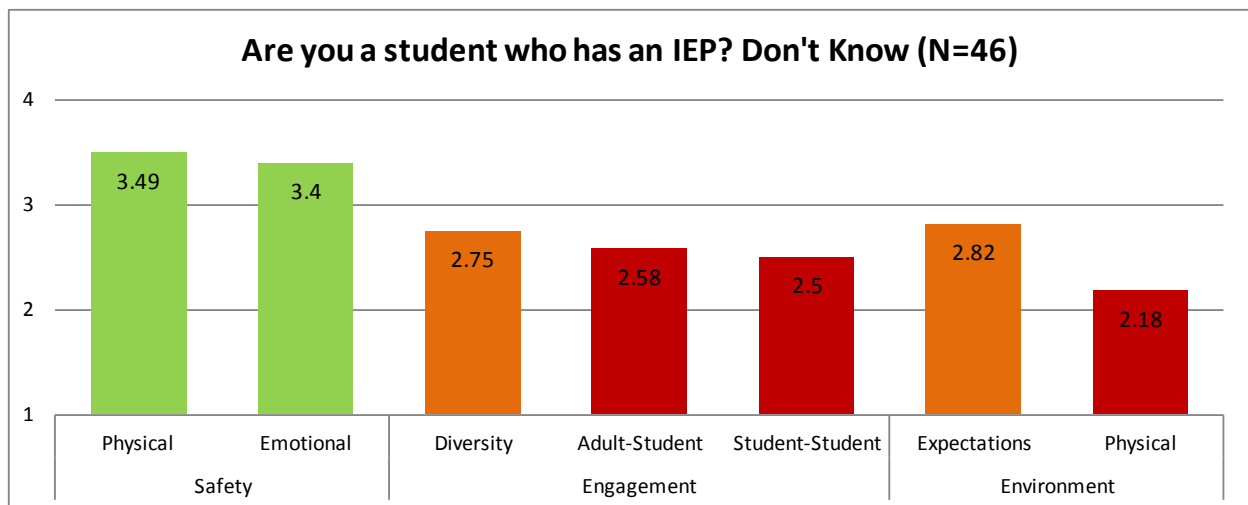
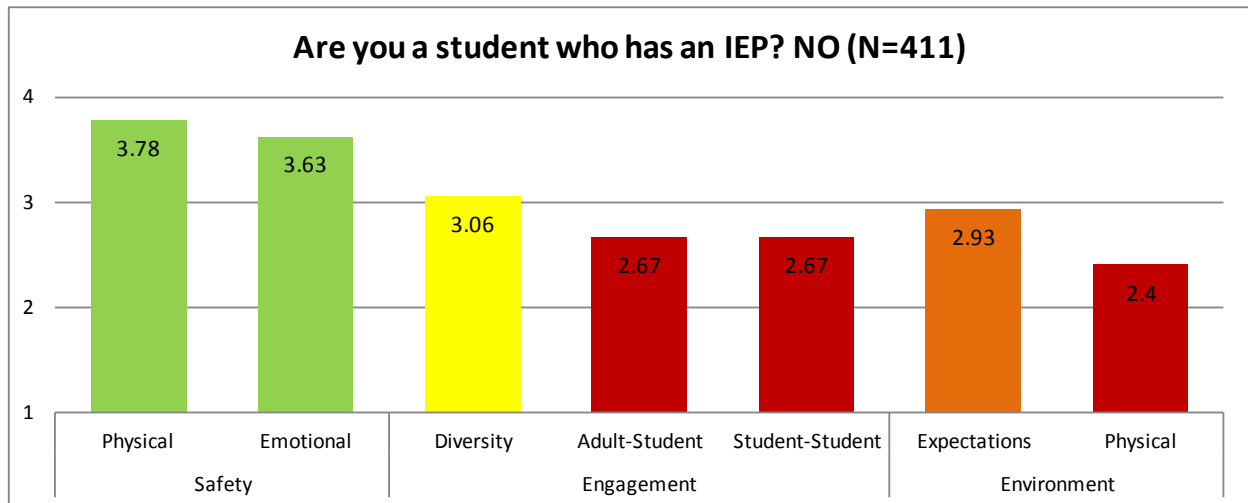
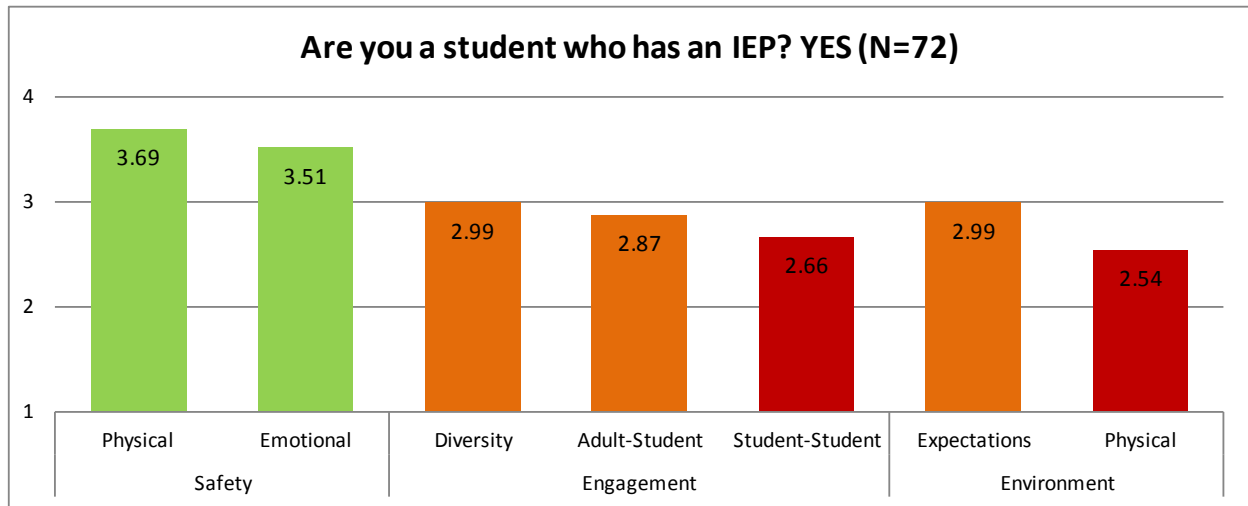




\*Please note: No chart with fewer than 10 cases was produced as this can lead to potential identification of the sub-population.

## By IEP Status

■ At/Below 2.74  
 ■ Btwn 2.75 and 2.99  
 ■ Btwn 3.00 and 3.24  
 ■ At/Above 3.25



\*Please note: No chart with fewer than 10 cases was produced as this can lead to potential identification of the sub-population.

## Appendix A

The following table provides a snapshot of your school's 12 data elements upon which the IS<sup>3</sup> index was based.

Table 6. The Raw Data for IS <sup>3</sup> Index by Domain and Data Element for Keokuk HS						
Safety			Engagement		Environment	
		Raw Data		Raw Data		Raw Data
<b>Survey*</b>	Physical	3.74	Diversity	2.94	Expectations/Boundaries	2.93
	Emotional	3.59	Adult-Student	2.7	Physical	2.37
			Student-Student	2.71		
<b>Other</b>	Suspensions/Expulsions w/o physical injury	6.8%	Graduation	87.6%	Suspensions/Expulsions	22.4%
			Dropout	7.6%		
			9-12 Attendance	92.5%		

\*Mean scores

## Appendix B

The following tables provide information on all of the items that comprise each data element. In the tables you will find: the particular questions that comprise each of the seven data elements, the mean score for each item, and the percent of the population that responded to each scale option.

Note: The survey was designed to be interpreted at the level of the data elements, and it is therefore not recommended to make decisions based on item-level data alone.

Physical Safety		Ratings Response Given (%)						
Survey Item	Mean	None	1-2 Times	3-5 Times	6 or More Times			
Carried a gun, knife, club, or other weapon to school	3.77	87.6	6.4	1.3	4.7			
Had your things (clothing, books, bike, car) stolen or deliberately damaged on school property	3.60	69.6	23.1	4.7	2.6			
Been disciplined at school for fighting, theft, or damaging property	3.84	88.2	9.0	1.9	0.9			
Been threatened or injured by someone with a weapon (like a gun, knife, or club) on school property	3.86	91.3	5.6	1.1	1.9			
Damaged property just for fun (like breaking windows, scratching a car, etc.)	3.80	87.2	8.7	1.7	2.4			
Beaten up on or fought someone because they made you angry	3.73	80.9	13.5	3.6	2.1			
Used a weapon, force, or threats to get money or things from someone	3.90	94.3	3.0	1.1	1.5			
Verbally threatened to physically harm someone	3.55	71.1	19.2	3.9	5.8			
Stolen something	3.71	84.0	8.3	2.6	5.1			
		0 days	1-2 days	3-5 days	6-9 days	10- 19 days	20- 29 days	30 days
In the past 30 days, on how many days have you had at least one drink of alcohol (glass bottle or can of beer; glass of wine, liquor or mixed drink)	3.63	68.4	13.4	7.0	4.3	3.4	1.1	2.4

Emotional Safety		Ratings Response Given (%)					
Survey Item	Mean	0 Times	1 Time	2 Times	3-5 Times	6-10 Times	11+ Times
I was called names, made fun of, or teased in a hurtful way	3.48	70.9	10.7	5.5	5.3	2.1	5.6
Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me	3.61	77.0	8.7	5.7	4.2	1.3	3.2
I was hit, kicked, pushed, shoved around, or locked indoors	3.81	89.2	4.3	2.5	1.3	0.6	2.1
Other students told lies, spread false rumors about me, and tried to make others dislike me	3.46	67.6	12.8	6.6	6.6	1.5	4.9
I was made fun of because of my race or color	3.79	90.0	2.1	2.4	0.9	0.8	3.8
I was made fun of because of my religion	3.85	92.8	1.3	1.9	1.7	0.4	1.9
Other students made sexual jokes, comments or gestures that hurt my feelings	3.68	81.5	6.8	4.3	3.0	1.3	3.0
I have received a threatening or hurtful message from another student in an e-mail, on a website, on a cell phone, from pager text messaging, in an internal chat room or in instant messaging	3.74	85.0	4.5	4.5	2.8	0.8	2.4
		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>		
I feel safe at school	2.89	7.4	13.0	62.0	17.6		

Diversity Engagement		Ratings Response Given (%)				
Survey Item	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree	
I am accepting of those different than myself (racially, culturally, socio-economically)	3.42	1.3	4.9	44.0	49.7	
It is wrong to discriminate against someone because of her/his race, appearance, culture, religion, etc.	3.55	1.7	3.4	33.6	61.4	
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Students in this school respect each other's differences (for example, gender, race, culture, etc.).	2.31	14.2	24.6	30.8	25.7	4.7
Students in this school respect differences in adults (for example, gender, race, culture, etc.).	2.58	10.2	15.2	32.2	35.9	6.5
Adults in this school respect differences in students (for example, gender, race, culture, etc.).	2.86	7.3	10.5	25.8	42.0	14.5
Adults in this school respect each other's differences (for example gender, race, culture, etc.).	2.93	6.5	6.3	29.6	44.0	13.6

Adult-Student Engagement		Ratings Response Given (%)				
Survey Item	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree	
My teachers care about me	2.71	9.0	23.0	55.1	12.9	
My teachers are available to talk with students one-on-one	2.81	6.1	20.6	59.0	14.3	
My teachers notice when I am doing a good job and let me know about it	2.61	9.9	31.3	46.6	12.2	
My school lets a parent/guardian know if I am doing a good job	2.32	20.5	39.9	26.7	12.8	
There is at least one adult at school that I could go to for help with a problem	3.07	6.0	13.4	46.1	34.4	
	Mean	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Adults who work in my school treat students with respect	2.65	8.7	12.9	31.2	40.8	6.4

Student-Student Engagement		Ratings Response Given (%)				
Survey Item	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree	
Students in my school treat each other with respect	2.06	28.5	42.4	24.5	4.6	
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Students have friends at school they can turn to if they have questions about homework.	3.00	5.3	6.8	17.5	52.3	18.1
Students have friends at school they can trust and talk to if they have problems.	2.99	6.3	5.5	18.6	52.1	17.5
Students generally work well with each other even if they're not in the same group of friends.	2.47	10.2	19.3	32.5	33.8	4.2
Students have friends at school to eat lunch with.	3.06	5.0	4.2	20.3	50.7	19.8
Students try to make new students feel welcome in the school.	2.70	7.6	12.4	32.7	40.1	7.2

Expectations/Boundaries Environment		Ratings Response Given (%)				
Survey Item	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree	
There are clear rules about what students can and cannot do	2.81	6.7	26.0	46.6	20.8	
The school principal and teachers consistently enforce school rules	2.73	9.7	26.7	44.9	18.8	
If I skipped school at least one of my parents/guardians would be notified	2.94	7.2	19.4	45.0	28.3	
Students caught drinking, smoking, or using an illegal drug are not allowed to participate in any extracurricular activity for some time period	3.05	6.2	15.5	44.8	33.5	
If I got in trouble at school for breaking a rule, at least one of my parents/guardians would support the school's disciplinary action	3.04	5.4	15.7	47.4	31.5	
My school lets a parent/guardian know if I've done something wrong	3.00	5.1	16.9	50.6	27.5	

Physical Environment		Ratings Response Given (%)				
Survey Item	Mean	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My school building is kept clean.	2.36	15.5	18.9	33.7	24.8	7.0
My school has up-to-date computers and other electronic equipment available to students.	2.53	14.1	17.5	20.5	39.2	8.7
My school is physically attractive (well designed, nicely decorated, etc.).	1.96	25.2	28.4	28.6	14.1	3.6
We have space and facilities for extra-curricular activities at my school.	2.85	7.9	9.6	24.1	45.0	13.4
My school building is kept in good condition.	2.16	18.3	26.5	28.7	23.3	3.3

## Appendix C

### Definition List

**Adult-Student Relationships Engagement** is defined as the extent to which adults demonstrate care for students, respect for students, and acknowledgement of students' work. This was measured by the students' responses to the following items:

- My teachers care about me.
- My teachers are available to talk with students one-on-one
- My teachers notice when I am doing a good job and let me know about it
- My school lets a parent/guardian know if I am doing a good job
- There is at least one adult at school that I could go to for help with a problem
- Adults who work in my school treat students with respect

**Attendance** is defined as the percentage of school days that 9-12<sup>th</sup> grade students are present at school during a given school year. The calculation is the total number of days present for all 9-12<sup>th</sup> grade students in a school building during a school year divided by the total number of possible school days attended for all 9-12<sup>th</sup> grade students in that school building during the same school year. (The Safe and Supportive Index was calculated using the 2009-10 school year data.)

**Boundaries and Expectations of the Environment** are defined as the extent to which clear rules are delineated and enforced. This was measured by the students' responses to the following items:

- There are clear rules about what students can and cannot do
- The school principal and teachers consistently enforce school rules
- If I skipped school, at least one of my parents/guardians would be notified
- Students caught drinking, smoking, or using an illegal drug are not allowed to participate in any extracurricular activity for some time period
- If I got in trouble at school for breaking a rule, at least one of my parents/guardians would support the school's disciplinary action
- My school lets a parent/guardian know if I've done something wrong

**Diversity Engagement** is defined as the extent to which students and adults demonstrate respect for each other's differences (i.e. appearance, culture, gender, race, etc.). This was measured by the students' responses to the following items:

- Students in this school respect each other's differences (for example, gender, race, culture, etc.)
- Students in this school respect differences in adults (for example, gender, race, culture, etc.)
- Adults in this school respect differences in students (for example, gender, race, culture, etc.)
- Adults in this school respect each other's differences (for example, gender, race, culture, etc.)
- I am accepting of those different than myself (racially, culturally, socio-economically)
- It is wrong to discriminate against someone because of her/his race, appearance, culture, religion, etc.

**Dropout** is defined as the percentage of 9-12<sup>th</sup> grade students who dropout of school during a given school year. The calculation is the number of 9-12<sup>th</sup> grade students in a school building who dropout of school during a school year divided by the total number of 9-12<sup>th</sup> grade students in that school building during the same school year. (The Safe and Supportive Index was calculated using the 2009-10 school year data.)

**Emotional Safety** is defined as the extent to which actions or events occur at school that negatively impact the emotional well-being of students. This was measured by the students' responses to the following items:

- I was called names, made fun of, or teased in a hurtful way
- Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored
- I was hit, kicked, pushed, shoved around, or locked indoors
- Other students told lies, spread false rumors about me, and tried to make others dislike me
- I was made fun of because of my race or color
- I was made fun of because of my religion
- Other students made sexual jokes, comments, or gestures that hurt my feelings
- I have received a threatening or hurtful message from another student in an email, on a website, on a cell phone, from pager text messaging, in an internal chat room, or in instant messaging
- I feel safe at school

**Graduation** is defined as the percentage of 12<sup>th</sup> grade students who graduate during a given school year. The calculation is the number of 12<sup>th</sup> grade students in a building who graduate during a school year divided by the total number of students in that school building during the same school year. (The Safe and Supportive Index was calculated using the 2009-10 school year data.)

**Iowa Safe and Supportive Schools Index (IS<sup>3</sup>)** is an indicator (or reflection) of the health of a school's optimal conditions for learning in the areas of safety, engagement and environment. The lower the score, the greater the opportunity for improvement; the higher the score, the healthier the school is at creating those conditions under which students can learn to their maximum potential.

**Learning Supports** are the wide range of strategies, programs, services, and practices that are implemented to create conditions that enhance student learning. The six content areas of Learning Supports form the structure for organizing, understanding, and selecting research-based interventions across universal, targeted and intensive tiers. The content areas provide a broad unifying framework within which a school - family - community continuum of learning support programs and practices can be organized. See Figure 1 for content areas.

**Partner Schools** are defined as all schools who voluntarily took part in the administration of surveys in Spring 2011. Sixty schools were randomly selected to participate in IS<sup>3</sup>; from this, 47 schools agreed to participate. These partner schools implemented the Iowa Youth Survey across all 9-12<sup>th</sup> grade students, as well as the Comprehensive School Climate Inventory across all 9-12<sup>th</sup> grade students, their parents, and all school personnel.

**Physical Safety** is defined as the extent to which actions or events occur at school that physically harm students, threaten to physically harm students, or damage property. This was measured by the students' responses to the following items:

- In the past 30 days, on how many days have you had at least one drink of alcohol (glass bottle or can of beer; glass of wine, liquor or mixed drink)
- Carried a gun, knife, club, or other weapon to school
- Had your things (clothing, books, bike, car) stolen or deliberately damaged on school property
- Been disciplined at school for fighting, theft, or damaging property
- Been threatened or injured by someone with a weapon (like a gun, knife, or club) on school property
- Damaged property just for fun (like breaking windows, scratching a car, etc.)
- Beaten up on or fought someone because they made you angry
- Used a weapon, force, or threats to get money or things from someone
- Verbally threatened to physically harm someone
- Stolen something

**Student-Student Engagement** is defined as the extent to which students demonstrate care for, respect for, and collaboration with one another. This was measured by the students' responses to the following items:

- Students have friends at school they can turn to if they have questions about homework
- Students have friends at school they can trust and talk to if they have problems
- Students generally work well with each other even if they're not in the same group of friends
- Students have friends at school to eat lunch with
- Students try to make new students feel welcome in the school
- Students in my school treat each other with respect

**Physical Environment** is defined as the extent to which the school facilities are adequate, clean, and up to date. This was measured by the students' responses to the following items:

- My school building is kept clean
- My school has up to date computers and other electronic equipment available students
- My school is physically attractive (well designed, nicely decorated, etc.)
- We have space and facilities for extracurricular activities at my school
- My school building is kept in good condition

**Suspensions/Expulsions** is defined as the percentage of 9-12<sup>th</sup> grade students who received at least one suspension or expulsion during a given school year. The calculation is the number of 9-12<sup>th</sup> grade students in a school building who received at least one suspension or expulsion during a school year divided by the fall BEDS enrollment for 9-12<sup>th</sup> grade students in that building during the same school year. (The Safe and Supportive Index was calculated using the 2009-10 school year data.)

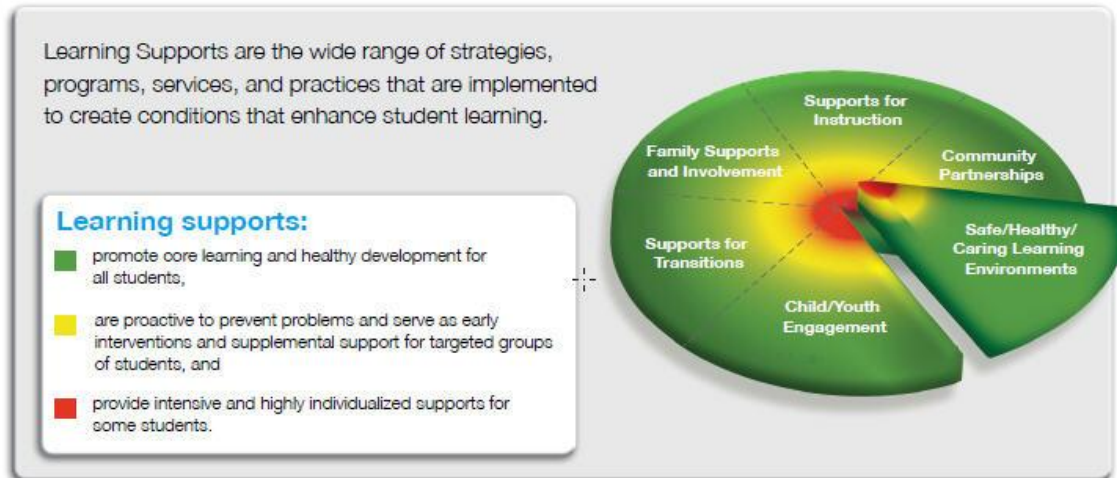
**Suspensions/Expulsions for fighting or violent behavior without injury** is defined as the percentage of 9-12<sup>th</sup> grade students who received at least one suspension or expulsion for fighting or violent behavior without injury during a given school year. The calculation is the number of 9-12<sup>th</sup> grade students in a school building who received at least one suspension or expulsion for fighting or violent behavior without injury during a school year divided by the fall BEDS enrollment for 9-12<sup>th</sup> grade students in that building during the same school year. (The Safe and Supportive Index was calculated using the 2009-10 school year data.)

## Appendix D

### Learning Supports Framework

#### LEARNING SUPPORTS

Enhancing a continuum of integrated supports for learning in order to promote (1) student learning in the Iowa Core Curriculum, (2) healthy development, and (3) success in school and in life.



#### The Six Content Areas of Learning Supports

The six content areas of Learning Supports form the structure for organizing, understanding, and selecting research-based interventions. The content areas provide a broad unifying framework within which a school - family - community continuum of learning support programs and practices can be organized.

**Supports for Instruction** foster healthy cognitive, social-emotional, and physical development. Supports for instruction are inherent in the Instructional Decision Making process which uses multiple strategies to provide supplemental and intensive supports to ensure that children and youth have the full benefit of quality instruction.

**Family Supports and Involvement** promote and enhance the involvement of parents and family members in education.

**Community Partnerships** promote school partnerships with multiple sectors of the community to build linkages and collaborations for youth development services, opportunities, and supports.

**Safe, Healthy and Caring Learning Environments** promote school-wide environments that ensure the physical and psychological well-being and safety of all children and youth through positive youth development efforts and proactive planning for management of emergencies, crises and follow-up.

**Supports for Transitions** enhance the school's ability to address a variety of transition concerns that confront children, youth and their families.

**Child/Youth Engagement** promotes opportunities for youth to be engaged in and contribute to their communities.