Arizona Safe and Supportive Schools Grant Goals and Objectives 2011-2014

Goal 1 – *Improve conditions for learning in eligible schools by utilizing valid and reliable data to drive the use of research-based prevention and intervention strategies.*

Objective 1 – By September 30, 2014, 75 percent of eligible schools implementing programmatic interventions will experience a decrease in the percentage of students who report personal harassment or bullying on school property.

Objective 2 – By September 30, 2014, 75 percent of eligible schools implementing programmatic interventions will experience an improvement in their school safety score.

Objective 3 – By September 30, 2014, 75 percent of eligible schools implementing programmatic interventions will experience a decrease in the number of suspensions for violent incidents without physical injury.

Objective 4 – By September 30, 2014, 50 percent of eligible schools implementing programmatic interventions will experience a decrease in the percentage of students that are offered, sold or given an illegal substance on campus.

Goal 2 – *Reduce high-risk student behaviors that present barriers to learning in eligible schools by using valid and reliable data to drive prevention and intervention strategies.*

Objective 1 – By September 30, 2014, 25 percent of eligible schools implementing programmatic interventions will experience a decrease in the percentage of students who report current (30-day) alcohol use.

Objective 2 – By September 30, 2014, 75 percent of eligible schools implementing programmatic interventions will identify and refer more students for appropriate interventions for substance use.

S3 ~ Safe and Supportive Schools

Psychometric support of the school climate measure in a Large in a large, diverse sample of adolescents: A replication and extension (Zullig et. al, 2012).

SCM Items, Alpha Coefficients, and Factor Loadings

Item (% Variance Explained)	Factor Loading
Factor 1: Positive Student-Teacher Relationships (21.0%)	**.91**
Teachers understand my problems	.75
Teachers and staff seem to take a real interest in my future	.75
Teachers are available when I need to talk with them	.75
It is easy to talk with teachers	.76
Students get along well with teachers	.63
At my school, there is a teacher or some other adult who notices when I'm not there	.57
Teachers at my school help us children with our problems	.80
My teachers care about me	.83
My teacher makes me feel good about myself	.81
Factor 2: Academic Support (15.5%)	**.82**
I usually understand my homework assignments	.60
Teachers make it clear what work needs to be done to get the grade I want	.68
I believe that teachers expect all students to learn	.69
I feel that I can do well in this school	.75
My teachers believe that I can do well in my school work	.80
I try hard to succeed in my classes	.45
Factor 3: Order and Discipline (13.4%)	**.88**
Classroom rules are applied equally	.75
Problems in this school are solved by students and staff	.72
Students get in trouble if they do not follow school rules	.61
The rules of the school are fair	.75
School rules are enforced consistently and fairly	.80
My teachers make it clear to me when I have misbehaved in class	.66
Discipline is fair	.76
Factor 4: School Physical Environment (12.7%)	**.93**
The school grounds are kept clean	.88
My school is neat and clean	.92
My school buildings are generally pleasant and well maintained	.82
My school is usually clean and tidy	.91

Note: Cronbach's alpha is reported in the bold.

Specific item wording for each of the available SCM constructs in this study can be found on the PhenXToolkit website:
https://www.phenxtoolkit.org/index.php?pageLink=browse.protocoldetails&id=211001

Psychometric support of the school climate measure in a Large in a large, diverse sample of adolescents: A replication and extension (Zullig et. al, 2012).

Known-Groups Analyses with the SCM Constructs , YRBS School Safety, and GPA Variables†

YRBS Items	Student-Teacher Relationships M *(SD)*	Academic support M *(SD)*	Order and Discipline M *(SD)*	School Physical Environment M *(SD)*
Weapon carrying at school				
0 days	26.8 *(9.2)*	15.5 *(5.9)*	20.8 *(7.1)*	11.6 *(4.6)*
1+ days	22.7 *(6.9)*	12.3 *(4.0)*	17.3 *(5.4)*	10.2 *(3.9)*
	d=.59	*d=.77*	*d=.61*	*d=.35*
Threatened/injured with a weapon at school				
0 days	26.3 *(9.0)*	14.7 *(5.6)*	20.1 *(6.9)*	11.6 *(4.6)*
1+ days	22.6 *(6.8)*	12.2 *(3.9)*	17.3 *(5.4)*	10.2 *(3.9)*
	d=.53	*d=.61*	*d=.50*	*d=.36*
Feeling safe at school				
Never/Rarely	22.5 *(6.7)*	12.2 *(3.9)*	17.2 *(5.3)*	10.1 *(3.8)*
Sometimes or more	26.6 *(9.7)*	14.9 *(5.9)*	20.2 *(7.3)*	11.9 *(4.9)*
	d=.58	*d=.66*	*d=.54*	*d=.46*
Physical fight at school				
0 times	25.3 *(8.8)*	14.3 *(5.4)*	19.4 *(6.9)*	11.0 *(4.5)*
1+ times	22.7 *(6.9)*	12.3 *(4.0)*	17.3 *(5.4)*	10.2 *(3.9)*
	d=.37	*d=.48*	*d=.37*	*d=.20*
Been bullied at school				
Never	24.5 *(7.7)*	13.4 *(4.6)*	18.9 *(5.9)*	11.1 *(4.2)*
One or more times	22.4 *(6.9)*	12.2 *(4.0)*	17.1 *(5.4)*	10.1 *(3.9)*
	d=.30	*d=.29*	*d=.33*	*d=.25*
Bullied someone at school				
Never	25.1 *(7.8)*	13.9 *(4.7)*	19.4 *(6.0)*	11.2 *(4.3)*
One or more times	22.3 *(6.8)*	12.1 *(3.9)*	17.0 *(5.4)*	10.1 *(3.9)*
	d=.39	*d=.43*	*d=.44*	*d=.27*
Stolen/damaged property at school				
Never	24.5 *(7.7)*	13.4 *(4.6)*	18.9 *(5.9)*	11.2 *(4.2)*
One or more times	22.4 *(6.9)*	12.2 *(4.0)*	17.1 *(5.4)*	10.1 *(3.9)*
	d=.30	*d=.29*	*d=.33*	*d=.25*
GPA				
Mostly A's/B's	25.5 *(8.0)*	15.4 *(5.0)*	19.0*(6.1)*	11.1 *(4.2)*
Mostly C's	23.6 *(7.1)*	13.4 *(4.0)*	17.8*(5.6)*	10.5 *(4.0)*
Mostly Ds/Fs	22.1 *(6.8)*	11.5 *(3.8)*	17.1*(5.5)*	10.0 *(3.9)*
	f=.20	*f=.40*	*f=.14*	*f=.10*

†*d*=Cohen's *d* effect size (.20 = low; .50=medium; .80=large)*; f*=effect size for multiple means (.10=low; .25=medium; .40=large)