



SEATTLE
PUBLIC
SCHOOLS

**COMMUNITIES THAT CARE
YOUTH SURVEY**

CLEVELAND HIGH SCHOOL: SPRING 2002

Summary of Survey Results

DELIVERING ON THE DREAM
Academic Achievement for Every Student in Every School

SEATTLE PUBLIC SCHOOLS SAFE SCHOOLS HEALTHY STUDENTS PROJECT



PREPARED BY



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ISSUED AUGUST 2002

PREPARATION OF THIS REPORT WAS FUNDED BY

- ◆ Seattle Public Schools' Safe Schools/Healthy Students Initiative
- ◆ U.S. Department of Education
- ◆ U.S. Department of Health and Human Services
- ◆ U.S. Department of Justice

A MESSAGE FROM THE SUPERINTENDENT

Seattle Public Schools is in the midst of a transformation that is changing the nature of teaching and learning throughout our city. We have successfully implemented many system-wide reforms and are now focused on school and classroom- based initiatives that individualize instruction to ensure success for every student.

This is work we cannot do alone. Schools and communities must collaborate to remove barriers to learning and help students develop the knowledge, skills and values they will need to grow and thrive in the 21st century. That is why I am so pleased to present the results of last spring's Communities That Care Youth Survey. This survey of secondary students in 26 Seattle Public Schools is the first of its kind. It offers a unique perspective on the lives of our young people and the opportunities we have – as educators, as parents, as community members – to shape their future.

Communities That Care provides a system for developing an integrated approach to positive youth development and the prevention of problem behaviors, including substance abuse, academic failure, teen pregnancy, and violence. The goal is to eliminate these obstacles to student achievement through a concerted, community-wide effort. Individual school teams will analyze their data and identify priorities for prevention and intervention. Mini-grants, made available through the Safe Schools Healthy Students initiative, will help fund this effort.

I hope that the data in this report frame an informed discussion among students, staff, parents and community members, and ultimately lead to an action plan in each of the 26 schools that were surveyed. We look forward to the next phase of this program and to the positive outcomes for our students. This project holds great promise as we work to deliver on the dream of academic achievement for every student in every school.

Sincerely

A handwritten signature in black ink, appearing to read 'J. Olchefske', written in a cursive style.

Joseph Olchefske

SEATTLE COMMUNITIES THAT CARE YOUTH SURVEY

Spring 2002 Results for Cleveland High School
Issued August 2002

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INTRODUCTION

The Seattle Communities That Care Youth Survey

This report summarizes findings from the *Seattle Communities That Care Youth Survey*, a survey of 6th, 8th, 10th and 12th grade students in the Seattle Public Schools conducted in the Spring of 2002. In 2002, two hundred nineteen students (219) in Cleveland High School participated in the survey, which was designed to represent all tenth and twelfth grade students in Cleveland High School. Approximately 67% of eligible students participated in the survey. The survey was designed to assess students' involvement in problem behaviors and risk and protective factors that predict these behaviors. This survey was a cooperative effort of the Seattle Public Schools and the Social Development Research Group at the University of Washington.

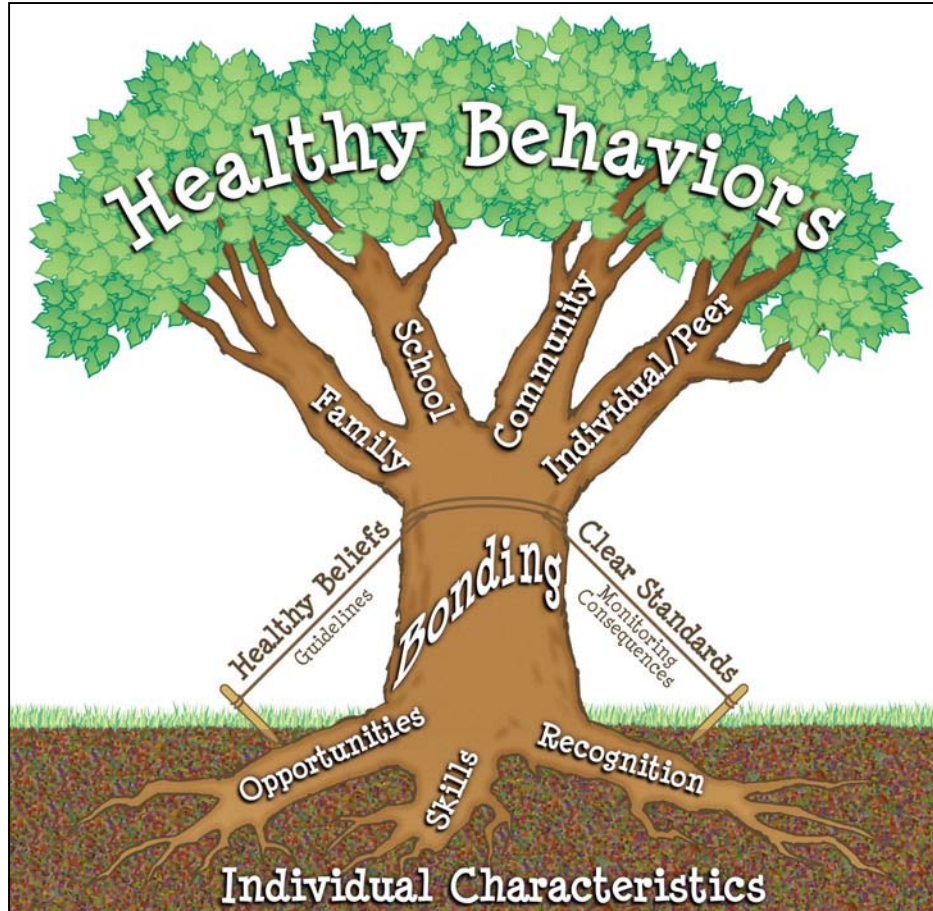


What is the Risk and Protective Factor Framework?

Risk factors are characteristics of school, community, and family environments, and characteristics of students and their peer groups, that are known to predict increased likelihood of drug use, delinquency, school dropout, and violent behaviors among youth (Hawkins, Catalano, & Miller, 1992; Hawkins, Arthur, & Catalano, 1995; Brewer, Hawkins, Catalano, & Neckerman, 1995; Lipsey & Derzon, 1998). For example, children who live in disorganized, crime-ridden neighborhoods are more likely to become involved in crime and drug use than children who live in safe neighborhoods.

Protective factors exert a positive influence and buffer against the negative influence of risk, thus reducing the likelihood that adolescents will engage in problem behaviors. Protective factors identified through research include strong bonding to family, school, community and peers, and healthy beliefs and clear standards for behavior. For bonding to serve as a protective influence, it must occur through involvement with peers and adults who communicate healthy values and set clear standards for behavior. Additionally, three conditions must be present in communities, neighborhoods, schools, families and peer groups for young people to develop strong bonds to these social units:

- ◆ **Opportunities** for active contributing involvement in these units;
- ◆ **Skills** to be successful in meeting the opportunities they encounter; and
- ◆ Consistent **recognition** or reinforcement for their efforts and accomplishments.



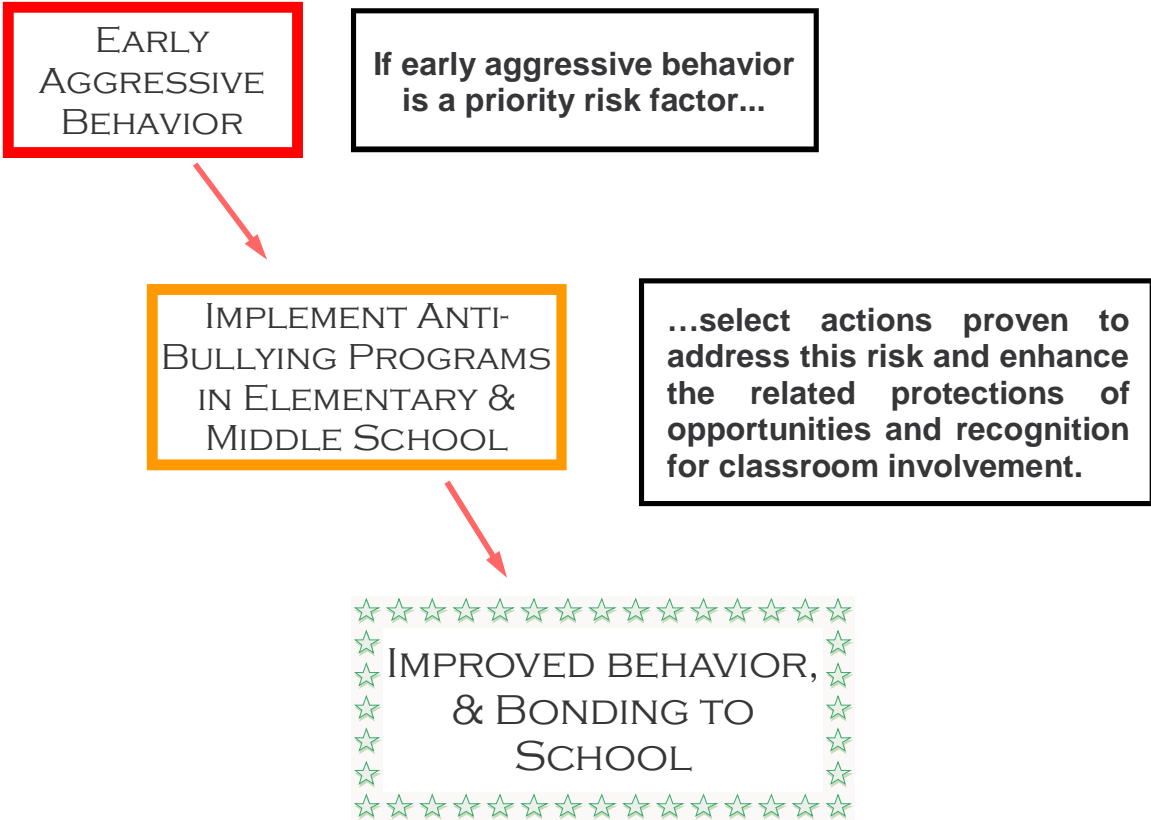
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Strong bonds to community, family, school, and peers that have healthy beliefs and set clear standards for behavior are essential for healthy development.

Research on risk and protective factors has important implications for children’s academic success, positive youth development, and prevention of health and behavior problems. In order to promote academic success and positive youth development and to prevent problem behaviors, *it is necessary to address those factors that predict these outcomes.*

By measuring risk and protective factors in a population, specific risk factors that are elevated and widespread can be identified and targeted by policies, programs and actions shown to reduce those risk factors and to promote protective factors.

FOR EXAMPLE:



When the action is well implemented, the result is better behavior, and greater bonding (attachment and commitment) to school.



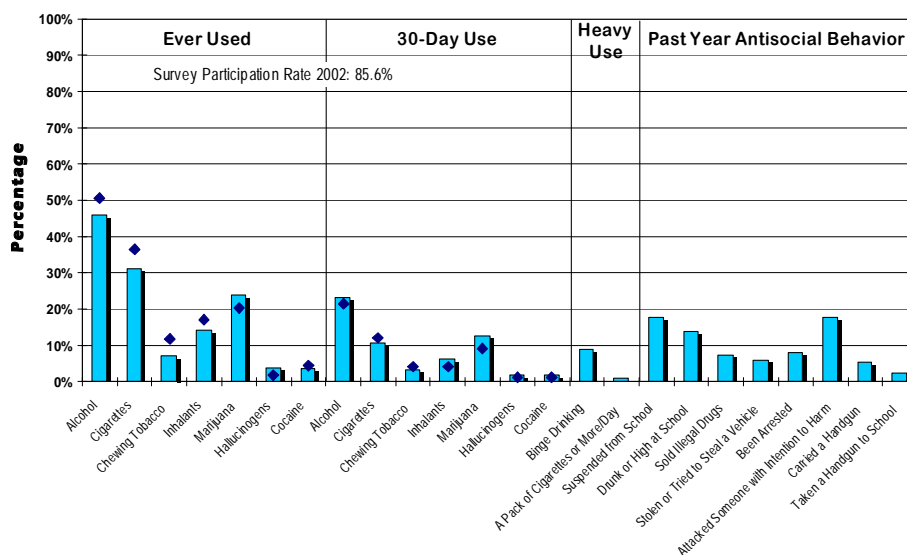
HOW TO READ THE CHARTS

PLEASE READ THIS PAGE BEFORE EXPLORING THE DATA TABLES!

Substance Abuse and Antisocial Behaviors

- Starting on Page 5, there is one chart for each grade showing the prevalence of 'problem behaviors' reported by surveyed youth in that grade. Problem behaviors include substance use, delinquency, and violent behaviors.
- Definitions:
 - ⇒ Ever Used: respondent has ever used the substance
 - ⇒ 30-Day Use: respondent has used the substance at least once in the past 30 days
 - ⇒ Heavy Use: respondent has consumed alcohol or cigarettes in large quantities, as defined below.
 - Binge drinking: respondent has consumed 5 or more alcoholic drinks in a row on at least one occasion in the previous two weeks
 - A Pack of Cigarettes or More/Day: respondent has smoked a pack of cigarettes or more per day during the past 30 days
 - ⇒ Antisocial behavior: respondent reports involvement in at least one incident of the noted behavior in the previous 12 months
- Prevalences are provided in the tables in the Appendix.

Sample 8th Grade Substance Use & Antisocial Behavior



- ⇒ Each **bar** represents the percent of surveyed youth in that grade who reported the noted behavior. For example, in this figure about 45% of 8th grade youth reported that they 'ever used alcohol.' This means that 45% of 8th grade surveyed youth reported that they had tried alcohol at least once in their lives.
- ⇒ **Dots (◆)**: 8th, 10th and 12th grade substance use bars are complemented by a dot. This dot shows the comparison level of problem behavior reported by the Monitoring The Future (MTF) survey of a representative national sample of students in the same grade.
- ⇒ **Survey Participation Rate** reflects the proportion of enrolled students in the target grade who participated in the survey. The higher the participation rate, the more accurately the data represent the experiences of the target population.

HOW TO READ THE CHARTS

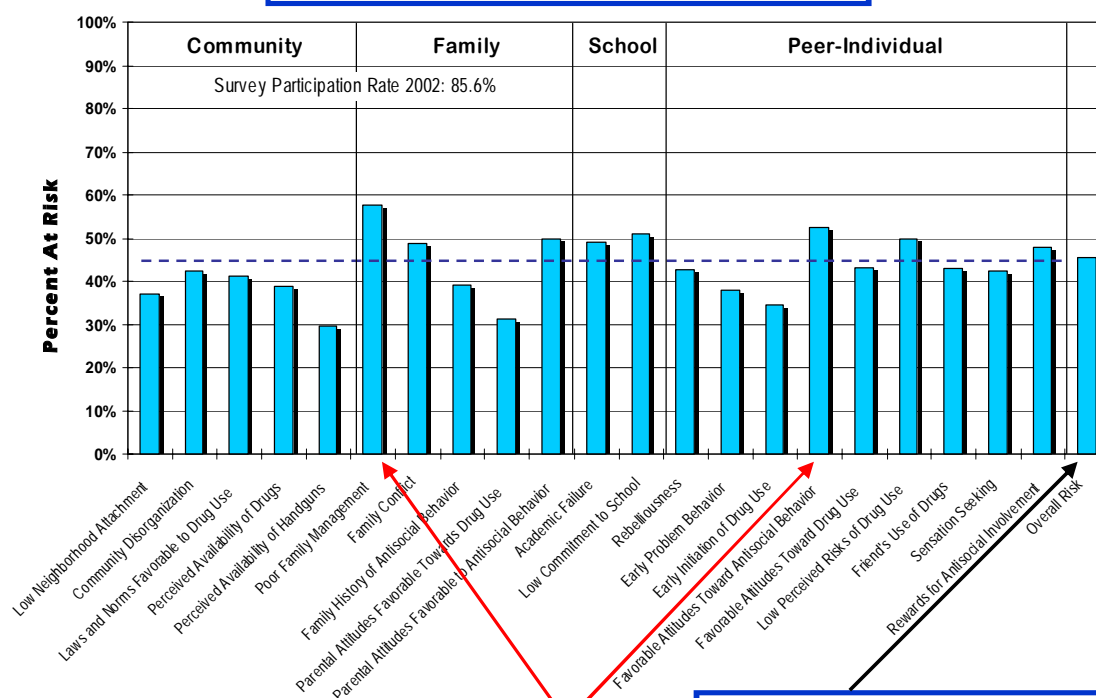
PLEASE READ THIS PAGE BEFORE EXPLORING THE DATA TABLES!

Risk and Protective Factors

- Starting on Page 9, surveyed youths' reported exposure to each of the risk and protective factors is shown by grade.
 - ⇒ Brief definitions of the risk and protective factors are provided in Table 1-1 and 1-2 on pages A1-A3 of the Appendix. For more information about risk and protective factors, please refer to the resources listed on the last page of this report.
- Prevalences are provided in the tables in the Appendix.

Sample 8th Grade Risk Profile

Factors are grouped into 4 domains:
Community, Family, School, and Peer-Individual.



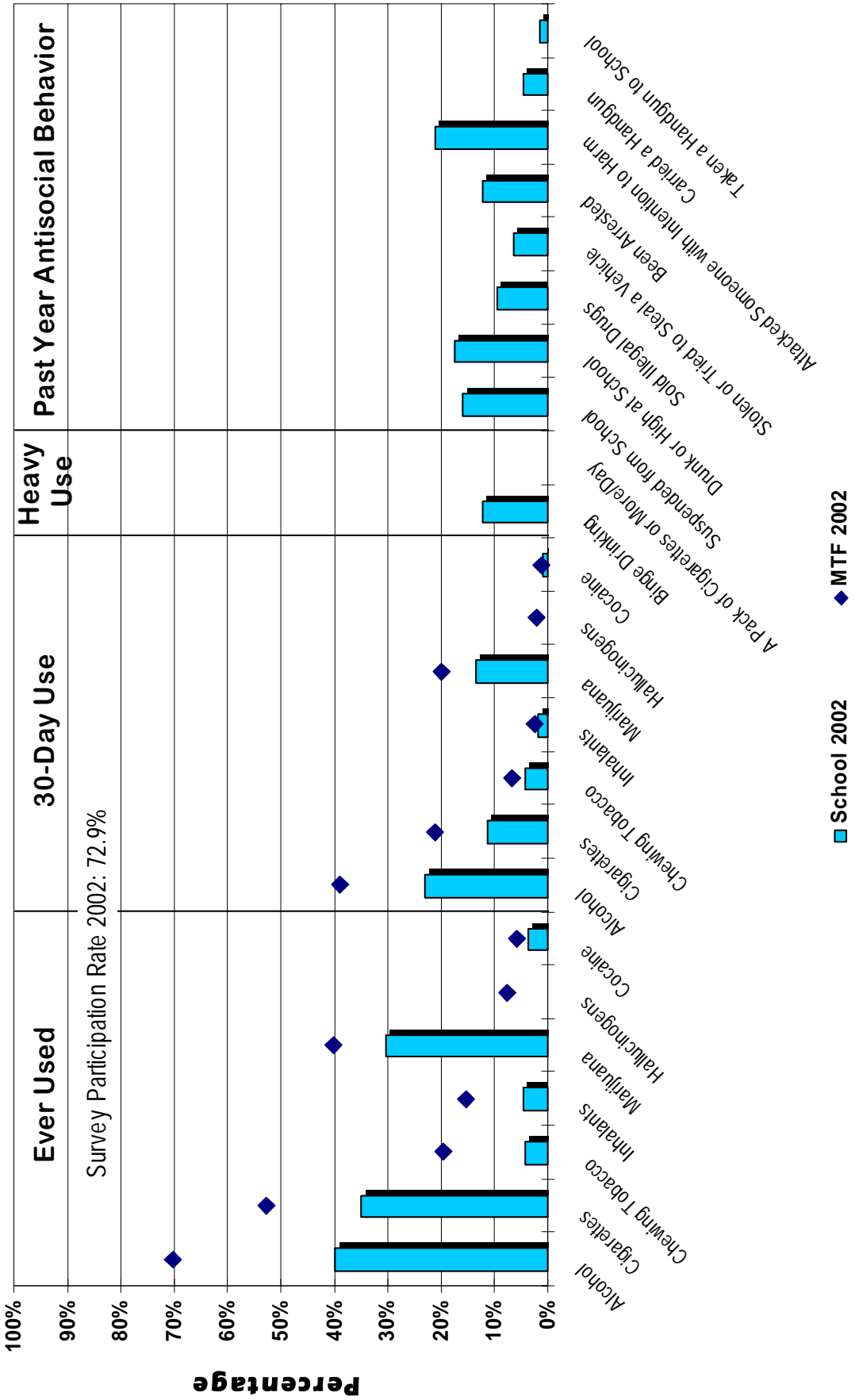
Scanning across these charts, you can determine which risk factors are most prevalent, thus identifying those that are important to address. For the protective factor charts, look for the least prevalent factors to identify those most important to address.

Overall risk represents the proportion of surveyed youth who reported significant risk on *multiple* risk factors. A comparable measure of overall protection is provided on the protective factor charts.

⇒ In this chart, each **bar** represents the proportion of surveyed youth who reported experiencing significant risk on each known risk factor. Charts for the protective factors have a similar format.

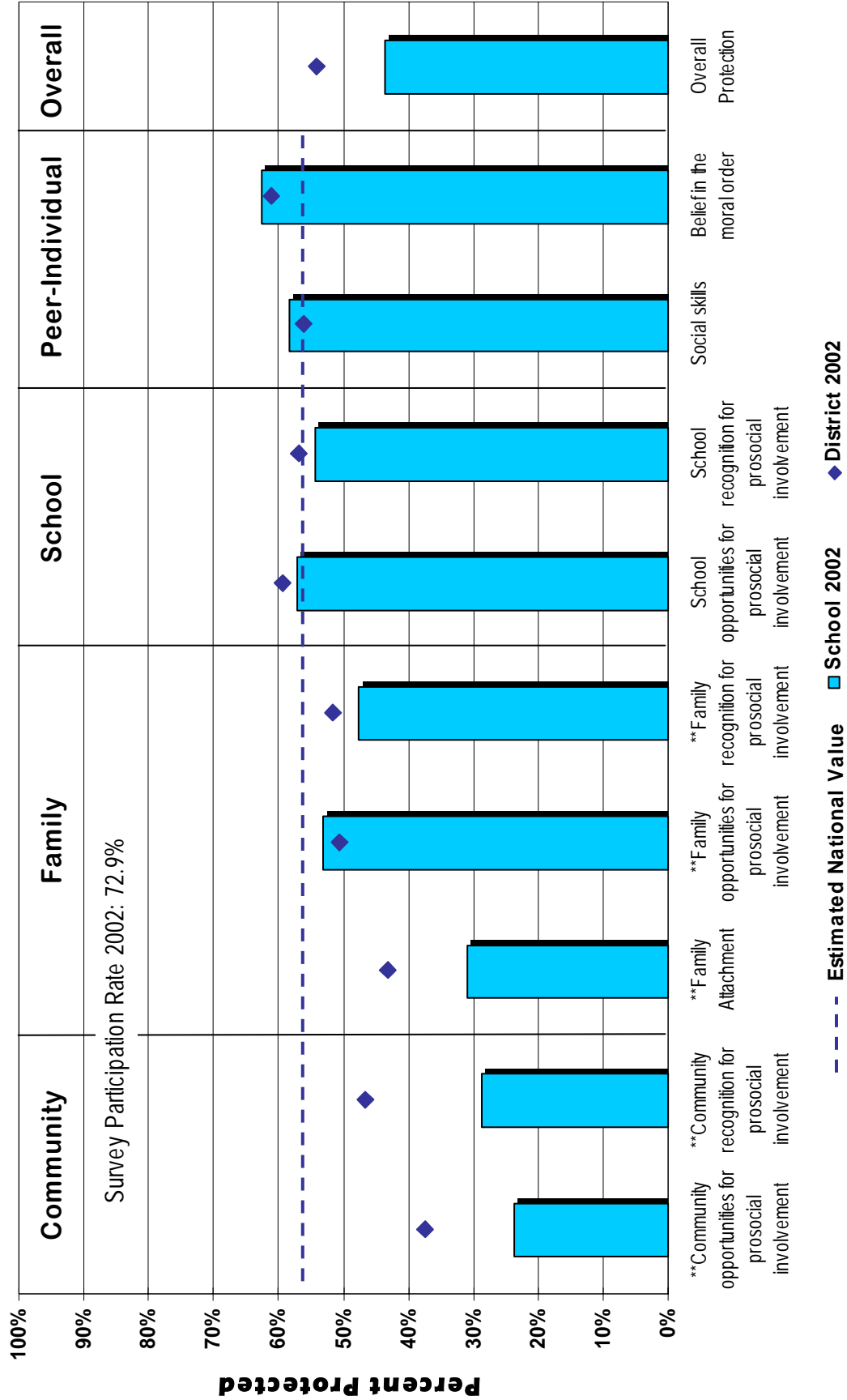
⇒ **“Estimated National Value”**: The *dashed* line represents the percent at risk (or the percent with protection in the protective profile charts) that would be expected if the survey were administered to the entire population of youth at the specified grade level in the United States. It was computed from surveys of 184,000 youth in seven states. This is a proxy for national comparison data.

Cleveland High School Substance Use & Antisocial Behavior Grade 10: 2002



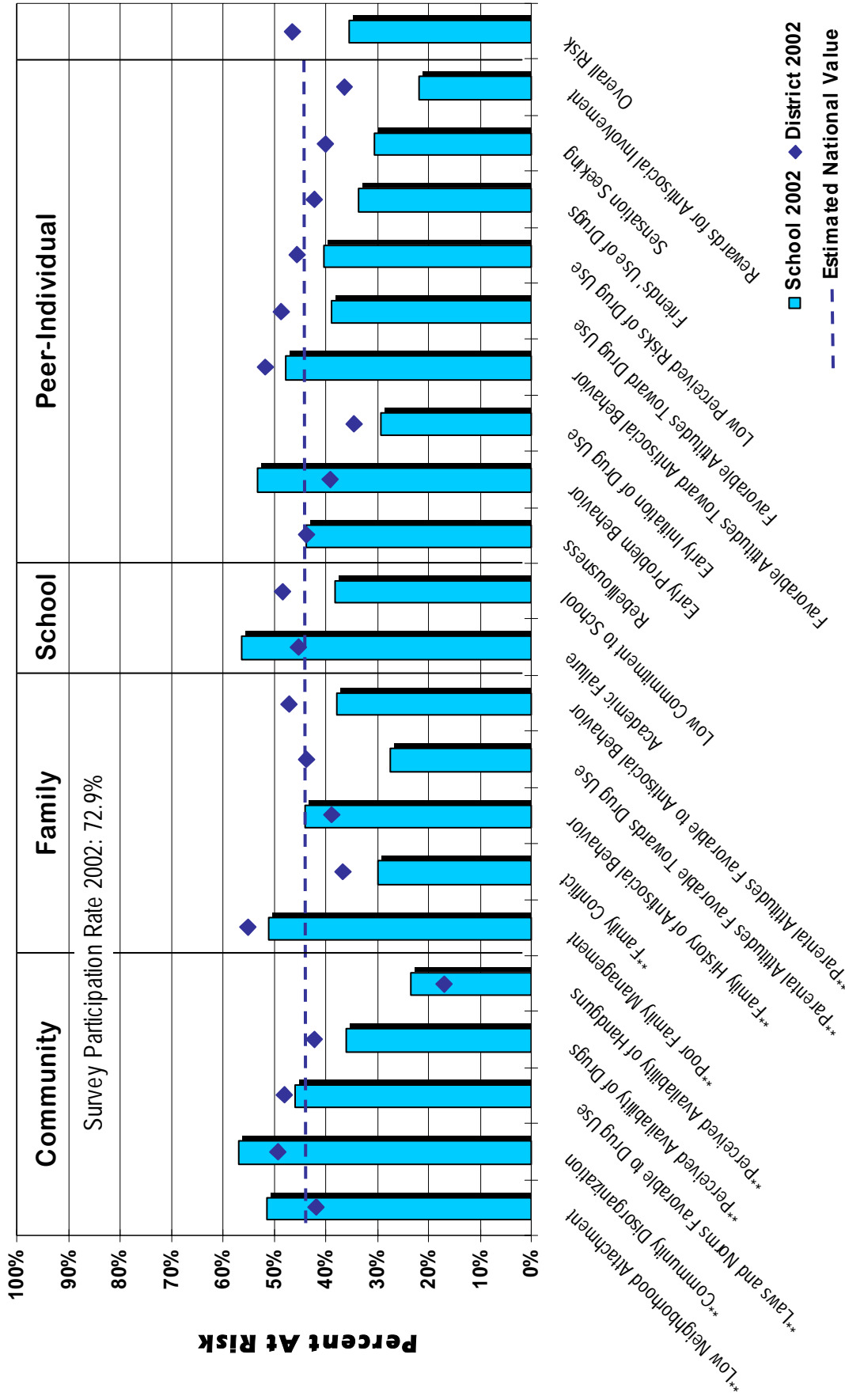
In 2002, the participation rate for 12th grade was only 58.5%. Due to the low participation rate, data are not reported for 12th grade students that completed the survey.

Cleveland High School Protective Profile 10th Grade 2002



**Fewer than 75% of the students surveyed answered the questions related to this protective factor. Thus, this proportion may overestimate the actual proportion of students experiencing protection on this factor.

Cleveland High School Risk Profile 10th Grade 2002



**Fewer than 75% of the students surveyed answered the questions related to this risk factor. Thus, this proportion may underestimate the actual proportion of students experiencing risk on this factor.

HOW CAN YOU USE THIS INFORMATION?

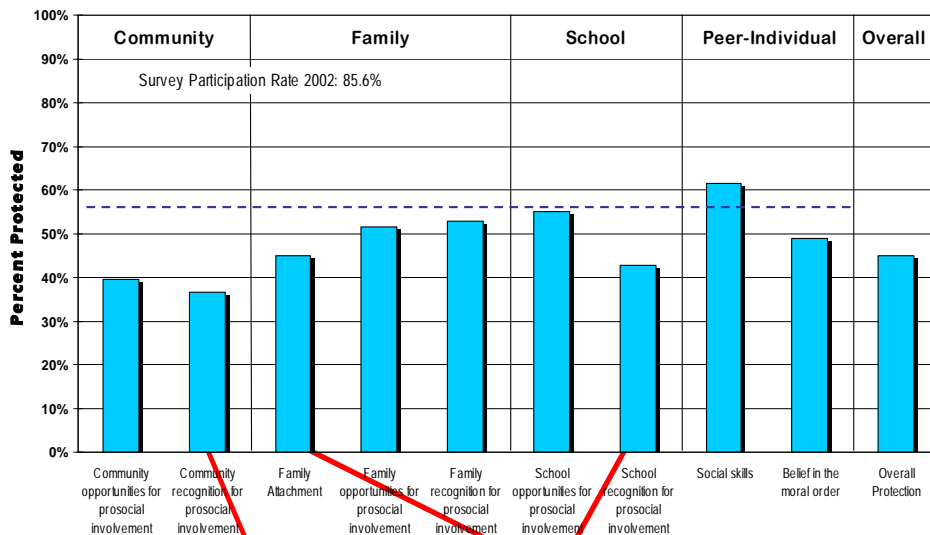
Data from the Seattle Communities That Care Youth Survey can be used to help schools and communities select the prevention activities most likely to succeed in improving positive youth development. Each risk and protective factor can be linked to specific types of policies, programs, and actions that have been shown to be effective in either reducing the risk factor or enhancing the protective factor. The steps outlined on the next three pages will help you to make these essential decisions.

1. WHAT ARE THE NUMBERS TELLING YOU?

Review the charts and tables presented in this report.

- ◆ Which 2 to 5 risk factors seem higher than you would want?
- ◆ Which 2 to 5 protective factors seem lower than you would want?
- ◆ Which levels of 30 day drug use are unacceptably high?
- ◆ Which levels of antisocial behavior are unacceptably high?

Example 8th Grade Protective Profile



Measure	Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4
Protective factors				
Risk factors	find numbers from charts in Appendix			
30 day drug use				
Antisocial behaviors				

How do we determine if a rate is unacceptable? ... see next page

HOW CAN YOU USE THIS INFORMATION?

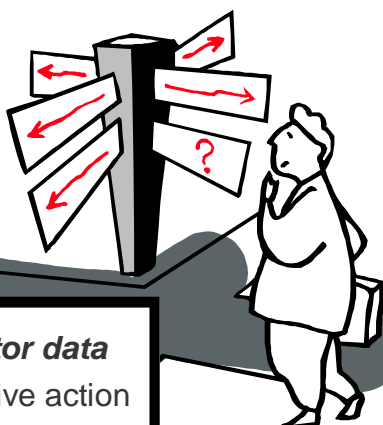
2. HOW TO DECIDE IF A RATE IS 'UNACCEPTABLE.'

- ◆ Look across the charts. Which items stand out as either much higher or much lower than the others?
- ◆ Where possible, compare rates in your community to estimated national values. Which items stand out as either much higher or much lower than the comparative data?
- ◆ Determine the values held in your community. For example:
 - Would it be acceptable in your community if over 50% of high school seniors reported favorable attitudes toward drug use?
 - Would it be acceptable if only 40% of 8th graders reported that they have opportunities for positive involvement in the community?

3. USE YOUR SURVEY DATA FOR PLANNING:



Use data on substance use and antisocial behavior to raise awareness about the problems and promote dialogue.



Use risk and protective factor data to identify exactly what preventive action needs to be taken.

Survey data on risk and protective factors can help focus prevention efforts.

Effective Prevention Strategies:

Use the resources listed on the last page of this report for ideas about policies, programs, and actions that have been proven effective in addressing the risk factors that are high in your school or community, and in improving the protective factors that are low.

For Example:

Student survey data show a large proportion of children at risk because of academic problems. This indicates a need for action to address this elevated risk factor.

Several types of actions have been shown to be effective in addressing this risk factor.

Risk Factor Addressed	Program Strategy	Developmental Period
Academic Failure Beginning in Late Elementary School	Prenatal/Infancy Programs	Prenatal-10
	Early Childhood Education	3-5
	Parent Training	Prenatal-10
	Organizational Change in Schools	6-18
	Classroom Organization, Management and Instructional Strategies	6-18
	Youth Employment with Education	15-21

Refer to the menu of tested effective actions, policies, and programs listed in *Communities That Care Prevention Strategies: A Research Guide to What Works* distributed by The Channing Bete Company, and choose those most suited to your school or community. This resource is distributed at the Communities That Care Planning Training.

Examples of Classroom Organization, Management & Instructional Strategies:

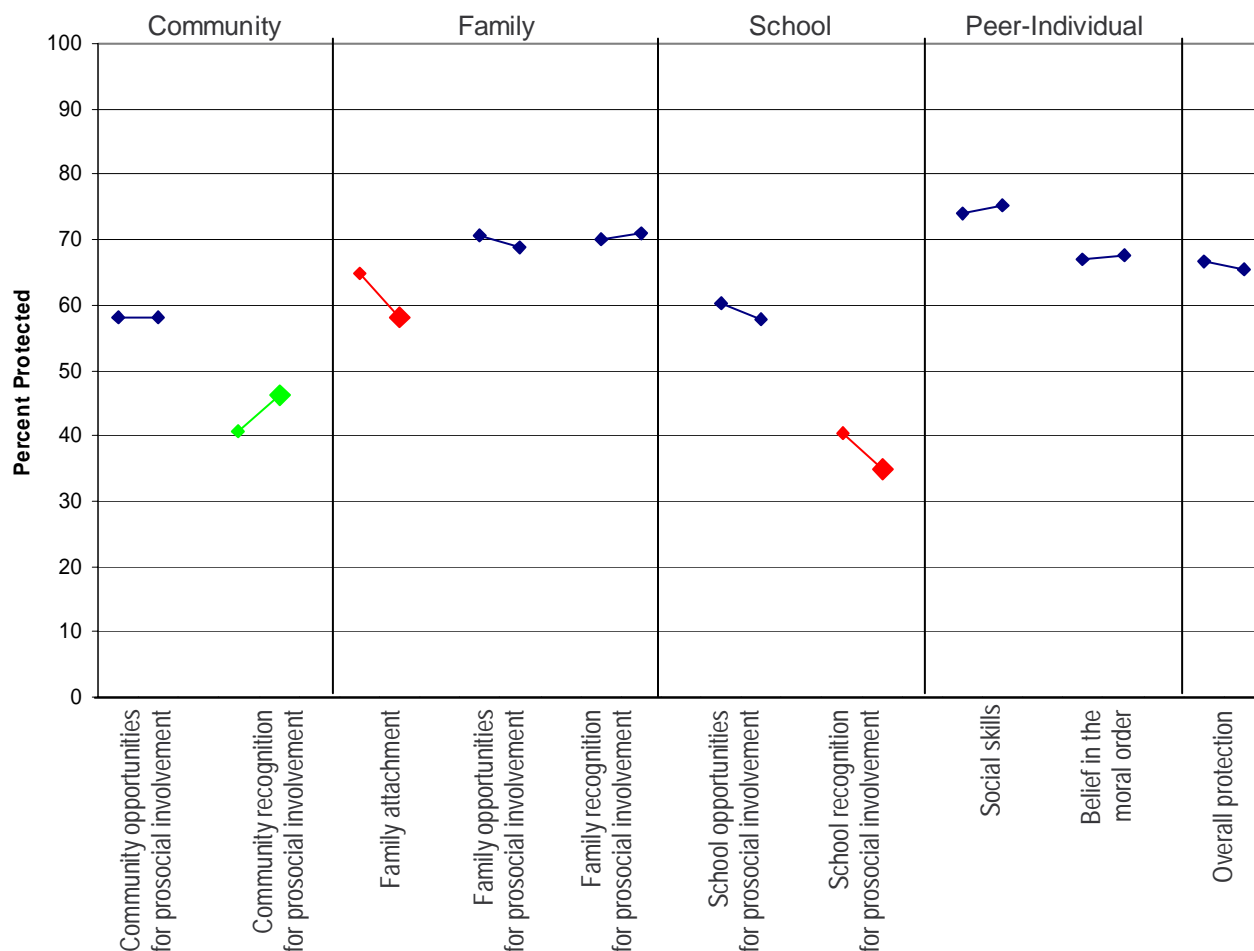
- ◆ **Reading Recovery** (Assad & Condon, 1996; Hiebert, 1994)
- ◆ **Peer-Assisted Learning Strategies** (Mathes et al., 1998)
- ◆ **National Council of Teachers of Mathematics (NCTM) Standards-Based Intervention** (Ginsburgh-Block & Fantuzzo, 1998)
- ◆ **Child Development Project** (Coburn & Meyer, 1998; Battistich et al., 1997)
- ◆ **Seattle Social Development Project (SSDP)** (Hawkins et al., 1999; Lonczak et al., 2002)

HOW CAN YOU USE THIS INFORMATION?

4. MONITORING OVER TIME:

Plan on collecting student survey data every 2 years, in order to monitor the effectiveness of your chosen strategy, and to determine any new efforts that are needed.

**Example Protective Profile - 8th Grade Respondents
Change from 1998 to 2000**



This profile shows that the proportion of 8th grade youth respondents reporting protective levels of community recognition for prosocial involvement increased from 1998 to 2000. At the same time, the proportions of 8th grade students reporting protective levels of family attachment and school recognition for prosocial involvement decreased from 1998 to 2000. Seeing this change, you might choose to focus new efforts on programs shown to be effective at promoting family attachment and increasing recognition for involvement in school.

Have questions about the data? Need more details...

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