

# **Year Two Evaluation (2002-2003) of Highline School District's Elementary School Counseling Grant**

**Christopher A. Sink  
Seattle Pacific University**

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of Highline School District's  
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<u>Contents</u>	<u>Page</u>
1. Executive Summary	3
2. Evaluation of Student Perceptions and Performances	
a. Student Satisfaction Survey Report	5
b. Classroom Environment: <i>My Class Inventory</i> Report	11
c. Small Group Counseling	
i. Anger Management Report	18
ii. Friendship Skills Report	22
d. Classroom Guidance Evaluation	
i. Second Step Violence Prevention Program Report	27
e. Discipline Referral Report	30
3. Classroom Environment: <i>My Class Inventory</i> (Teacher Version) Report	35
4. Annual Report (submission to federal government)	43

Author: Christopher A. Sink, PhD, NCC, LMHC, principal evaluator  
with Candace Gratama, MS, associate evaluator, Karen Wilke, MA, LMHC, assistant evaluator, and  
Greg Bianchi, Leslie Collings, and Karen Martindale, research assistants

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*Contact information for Principal Evaluator:*

Seattle Pacific University  
School of Education  
Dept of School Counseling  
3307 Third Avenue West  
Seattle, WA 98119-1997  
206-281-2453 (work)  
206-281-2756 (fax)  
E-mail: [csink@spu.edu](mailto:csink@spu.edu)

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## Executive Summary—Year 2 (2002-03)

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This document reviews the findings of an evaluation study completed on the Year 2 (2002-2003) Highline School District's Elementary School Grant by a team of researchers from Seattle Pacific University, Department of School Counseling and Psychology (Christopher Sink, lead evaluator).

Analyses were conducted on these data: (1) Evaluation of Student Perceptions and Performances (a. Student Satisfaction Survey Report, b. Classroom Environment [Student version of the *My Class Inventory*], c. Small Group Counseling [Anger Management groups and Friendship Skills groups], d. Classroom Guidance [Second Step Violence Prevention curriculum], and e. Discipline Referral data; and, (2) Evaluation of Teacher Perceptions (Teacher Classroom Environment [Teacher version of the *My Class Inventory*]).

### *Student Version of the MCI*

The MCI results demonstrated that unlike Year 1 of the grant, fewer Grade and Gender differences were statistically significant for Year 2 data. Similar to Year 1, girls in all grades feel their classes are less difficult than their male peers. From Year 1 to Year 2, Satisfaction, Friction, and Competitiveness subtest scores across grades remained steady, but significant changes occurred in Difficulty and Cohesion. In these latter two dimensions, students reported perceiving the classroom experiences as less difficult and somewhat less cohesive in nature.

### *Student Satisfaction Survey*

In general, without taking into consideration grade level, students' ratings of program satisfaction from Year 1 of the grant (01-02) to Year 2 (02-03) were similar. For instance, students were (a) aware of their school counselors (95%) and (b) were positive about their school counselors. The level of total satisfaction increased from last year to this year (about 1 point, from to 44.16 to 45.10, respectively). At the school level, improvements in "satisfaction" scores are noticeable. The student "satisfaction" mean scores by school varied less from Year 1 to 2, and overall, students were largely pleased with their school counseling programs. Approximately 44% (up from 40.1% last year) of the students said they discussed something important something personally important with their school counselors. This shows some modest progress. The pattern of lower ratings emerged again in Year 2 of the grant, where over time the positive ratings diminished. The fourth grade students seem to appreciate their counselors more than the fifth and sixth grade students appear to. Boys' perception ratings decline more dramatically over time than girls' perception ratings.

### *Small Groups*

*Anger Groups.* Data collection was much better this year with more students taking both the pretest and the posttests. Since there were so few girls in the anger management groups, gender differences were not analyzed. Do girls not have these issues or are they under identified? Like Year 1 of the grant, the findings are promising, in that, small group students across 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades significantly improved their total scores from pretest to posttest. Since the maximum score is 24, there continues to be room for higher scores.

*Friendship Groups.* Similar to the first year of the grant, boys and girls across 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades are learning the language and knowledge presented in the friendship skills groups. Students at all three levels performed equally well on the posttests, learning just about the same amount of material. Unlike last year (Year 1 of the grant), taken as a whole, boys and girls scored alike on the posttest, revealing that girls and boys are learning the curriculum at similar levels. However, fourth grade girls know more friendships skills than their male peers. It may be that girls in the early grades have more friendship skills entering the groups than boys. Perhaps, friendship skills classroom guidance should focus especially on boys in the early elementary grades.

### *Second Step*

Year 2 findings for the Second Step classroom interventions mirror Year 1's positive results. By and large, boys and girls across grade levels recorded significantly higher test scores from pre- to post-test. Although perhaps less relevant, girls in general tended to score higher than boys on the Second Step posttest. This was especially true at the 3<sup>rd</sup> and 4<sup>th</sup> grade levels. In general, students are clearly learning the Second Step curriculum.

### *Discipline Referrals*

First, discipline data collection was much better than Year 1 of the grant. Second, school counselors must focus to the social skills of all students especially as they relate to playground and classroom behavior. School counselors may want to direct their work more specifically at students with special concerns. Perhaps, increased social skills training is needed with this population. Improper behavior like aggression and disruptions-disobedience should be closely observed to see what programmatic interventions are still needed during Year 3 of the grant. It is perhaps useful for schools to rethink their discipline policies in an attempt to focus more on "positive" interventions for misdeeds rather than those that are more punishment-oriented.

### *Teacher Version of the MCI*

For Year 2, the lead researcher modified the student version of the MCI to assess teachers' impressions of their classrooms and the impact of the school counselor on these classrooms. Approximately 400 faculty members across the 22 elementary schools returned their surveys. In general, the teachers responded that their classrooms are satisfying and that counselors are positively influencing their classrooms. As a caveat to this, teachers within each of the schools significantly differed in ratings of their classrooms across the subdimensions of the *Teacher MCI*. This suggests that school counselors are making a differential effect on classrooms depending on the school. The ratings for the level of classroom friction and competitiveness were less than ideal. Counselors need to conduct more guidance lessons to reduce these general teacher perceptions.

### *Summary*

Although there are limitations to these types of evaluations of student and teacher perceptions, overall the results are pointing in the right direction. Students and teachers are appreciating what the counselors do for them and their school counseling programs.

## Student Survey Report 2002-2003 for Highline School District's Elementary Schools

### Overall Results

#### *Introduction*

The *Highline School District Comprehensive Guidance and Counseling Student Survey* was developed and piloted in 2001 by the evaluators based on items from a variety of non-copyrighted instruments used to assess student perceptions of their schools' comprehensive guidance and counseling programs. The initial section of the instrument asks for basic demographic information from the respondent (e.g., grade, gender, school). The first two questions, respectively, look at whether the student knows (yes or no) and has ever seriously discussed an issue with (yes or no) the school counselor in his or her elementary school. Each question was scaled from 1 (*Never*) to 5 (*Always*). Questions 3 through 15<sup>1</sup> scores were totaled for each student, with the maximum total score of 65<sup>2</sup>. Question 7, like last year was deleted due its problematic nature; as result, the maximum total score was 60 for 12 questions. (See the Appendix of the Year 1 report for a copy of the instrument.)

#### *Procedure*

The survey was administered in January and February, 2003 to as many of the students in Grades 4 to 6 as possible by the school counselors and classroom teachers across 19 elementary schools<sup>3</sup>. All students were tested regardless of their special education status (or ELL status) were tested. Survey administrators helped any child who requested assistance. Because response consistency would be severely jeopardized, children in earlier grades were not administered the survey. It should be noted that six schools (North Hill, Southern Heights, Shorewood, DesMoines, Valley View, and Marvista) have only part-time school counselors. Results therefore are affected by the school counselor's full-time or part-time status.

#### *Participants, Descriptive Statistics, and Interpretation*<sup>4</sup>

*Overall data.* Nearly 3200 students ( $N = 3177$ ) in 19 of 22 elementary schools submitted surveys. Across the district, for question 1, students strongly indicated (95%,  $n = 2884$ , answered "yes") that they knew their counselors (up about 3% from 01-02); some 44% ( $n = 1314$ ) marked "yes" for question 2 ("Have you ever talked with your counselor about something important to you?"). Questions 3 to 15 were negatively skewed (i.e., the majority of student ratings were bunched at the upper end of each question's distribution), with their means ( $M$ ) and standard deviations ( $SD$ ) reported in Table 1. (See Appendix for item questions.)

Approximating a fairly normal curve (skewness =  $-.79$ , kurtosis =  $.24$ ), Figure 1 below graphically represents the spread of total scores<sup>5</sup> for the 12-item survey (lowest score = 6, highest = 60, mean = 45.1,  $SD = 9.4$ ) Overall, students by and large view their school counselors in a positive light. Girls (total score 46.10,  $SD = 9.06$ ) tended to rate their counselors a little higher than boys did (total score  $M = 44.12$ ,  $SD = 9.6$ ).

Broadly speaking, like last year, areas where counselors are seen as doing very well by students are these: Items 14 ("The counselor is someone who wants me to feel good about myself."), 15 ("I would NOT be embarrassed to have to talk to the counselor."), and 10 ("I do not worry that somebody will find out what I tell the counselor."). In short, counselors are perceived to encourage students' self worth, to be approachable, and to maintain confidentiality.

Like the previous year (01-02), areas of some concern are as follows: Item 12, with the lowest mean rating (3.07), suggests that across the district students are not seeing the counselor very promptly after asking for

<sup>1</sup> Note: Items 10, 13, and 15 were reverse coded.

<sup>2</sup> Cronbach's alpha coefficient for all students was .834 ( $N = 2896$ ).

<sup>3</sup> Parkside and North Hill are K-3 schools and Beverly Park did not submit data; thus, 19 of 22 schools' data were analyzed.

<sup>4</sup> Analyses were computed at the school level and are reported in Appendix B.

<sup>5</sup> The mean excludes the dichotomous questions 1 and 2; hence, the survey is 13 items, but only 12 were used.

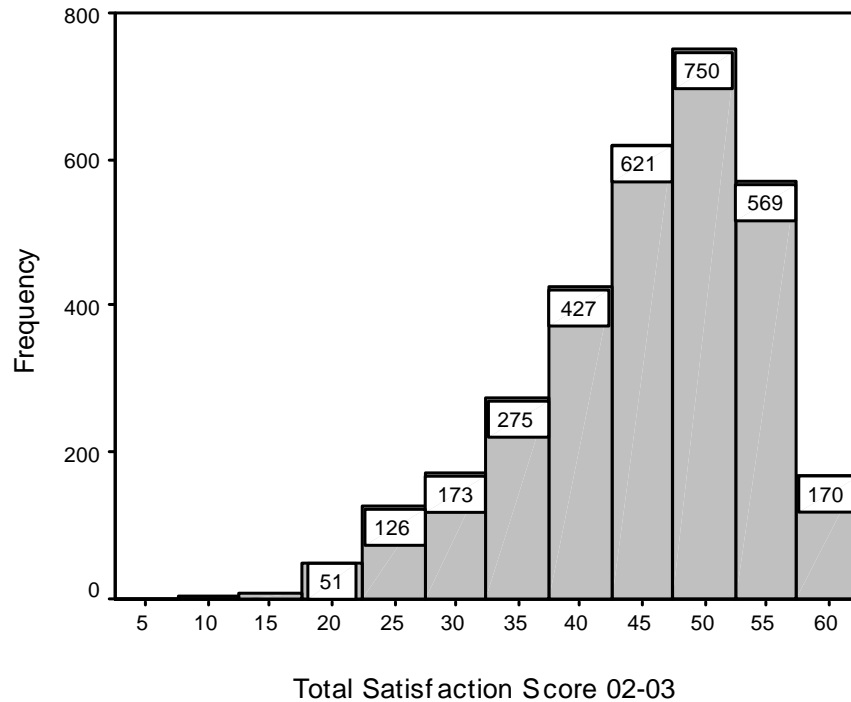
assistance. Items 4 (“The time I spend with the counselor is helpful.”), and 8 (“The counselor helps me learn to make good decisions.”), are likewise issues for improvement in the next year. Question 7 continues to be problematic in terms of student understanding of the item’s meaning and was therefore deleted.

Table 1. Overall Means and Standard Deviations  
for Valid Student Survey Items (2001-02 and 02-03)

Question Number	01-02		02-03	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
3	4.03	1.24	4.06	1.18
4	3.54	1.38	3.67	1.31
5	3.90	1.30	3.97	1.26
6	3.98	1.27	4.07	1.20
7	--	--	--	--
8	3.43	1.39	3.37	1.38
9	4.01	1.33	4.01	1.31
10	4.11	1.30	4.06	1.36
11	3.51	1.41	3.53	1.40
12	3.07	1.45	3.03	1.43
13	3.31	1.50	3.31	1.49
14	4.46	1.09	4.47	1.03
15	4.11	1.25	4.03	1.28
Totals	44.16	10.54	45.10	9.40

Note. Item 7 was deleted; *N* = 2896.

Figure 1. Frequency Distribution of Mean Total "Satisfaction" Scores.



Grade level data. Table 2 shows the descriptive statistics for total mean score by grade (4<sup>th</sup> to 6<sup>th</sup>) and gender. The trend continues to show from last year to this year that students have a less positive rating of their school counselors as they move from fourth to sixth grade.

Table 2. Frequency Distribution of Mean Total "Satisfaction" Scores by Grade Level

Grade Level	<i>n</i>	Mean	<i>SD</i>
4th grade	1070	46.57	8.65
5th grade	1098	45.60	8.96
6th grade	988	42.98	10.42
Totals	3177	45.10	8.65

#### *Inferential Statistics and Interpretation*

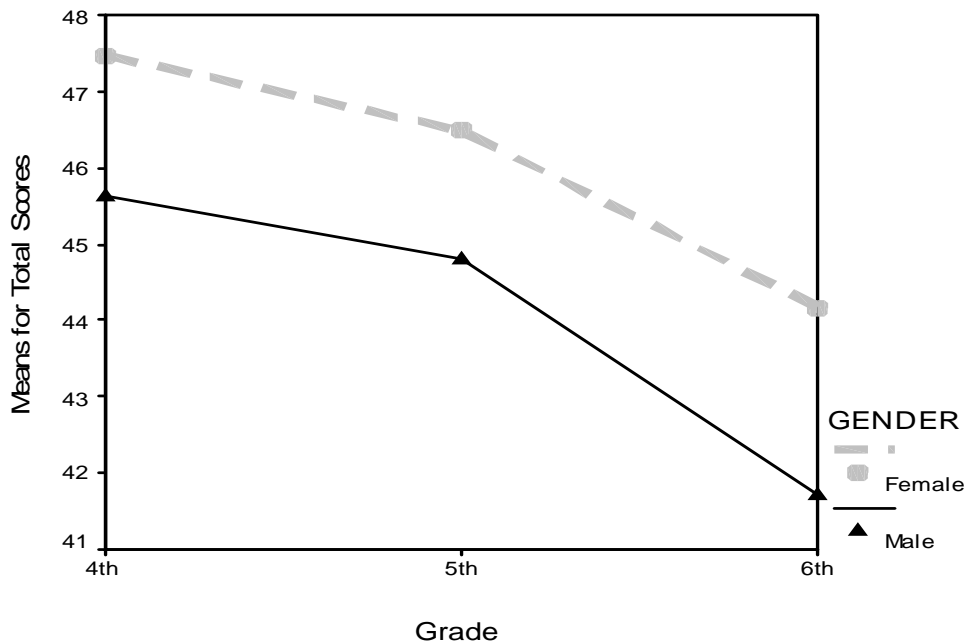
A 3 (Grade) by 2 (Gender) ANOVA was computed on total mean scores. The results are shown in Table 3 and the interaction plot in Figure 5. Similar to Year 1 results, there were significant main effects for Grade and Gender, but the Grade by Gender interaction was nonsignificant. The perplexing trends are apparent from the interaction plot. To summarize, student perceptions of their school counseling programs decrease as they shift from fourth to sixth grade and boys' ratings decline more significantly than girls from fourth to sixth grade. Why these older students, especially males, feel less satisfaction remains a point of concern for Year 2 results.

Table 3. Factorial ANOVA Grade (3 Levels) by Gender (2 Levels) on Total Mean Scores

Source	Sum of Squares	df	Mean Square	F	p
Model	10182.69	5.00	2036.54	23.90	<b>.00</b>
Grade	7180.88	2.00	3590.44	42.14	<b>.00</b>
Gender	3129.55	1.00	3129.55	36.73	<b>.00</b>
Grade * Gender	85.59	2.00	42.79	.50	.61
Error	268389.72	3150	85.20		
Total	6700921.00	3156			

Note. Significant ( $p < .00$ ) effects in bold.

Figure 3. Interaction Plot for Mean Total "Satisfaction" Scores by Grade and Gender



#### Summary of Student Survey of HSD School Counseling Program for Year 2 (2002-03)

The major findings from the standpoint of the students' perceptions of their schools' counseling programs were:

- Overall, without considering grade level, students, akin to the first year of the grant, were (a) aware of their school counselors (95%) and (b) largely positive about their school counselors.
- The level of total satisfaction increased from last year to this year, nearly 1 point (from to 44.16 to 45.10, respectively). At the school level, improvements in satisfaction scores are noticeable. The student satisfaction mean scores by school varied less from Year 1 to 2, and on the whole, students were largely pleased with their school counseling programs.
- Around 44% (up from 40.1% last year) of the students said they discussed something important something personally important with their school counselors. This shows a marginal improvement.
- The pattern of lower ratings emerged again in Year 2 of the grant, where over time the positive ratings declined gradually. The fourth grade students seemed to appreciate their counselors more than the fifth and sixth grade students appeared to. There continues to be an opportunity for improvement in satisfaction scores, especially with the fifth- and sixth-graders.
- Boys' perception ratings declined more dramatically over time than girls' perception ratings.



## Appendix

### Student Survey Report 2002-03 for Highline School District's Elementary Schools—School Level Results

*School level*<sup>6</sup>. Descriptive statistics reported by most of the participating elementary schools are presented in Table 2. As one can see, the total mean scores showed an overall increase from Year 1 to 2, ranging from 41.79 (Year 1 = 39.99) to 52.63 (Year 1 = 48.38), with the majority around the mid-40s range. Marvista made a dramatic improvement, going from 39.99 in Year 1 to 52.63 in Year 2. There continues to be a significant main effect for Schools using a one-way analysis of variance (ANOVA;  $F = 8.74$ ,  $p < .00$ ; see Table 1 below), but the differences in total scores among schools is clearly narrowing over time.

#### Summary

The student "satisfaction" mean scores by school varied less from Year 1 to 2, and overall, students were largely pleased with their school counseling programs. There was a general upward trend in scores from Year 1 to Year 2, with 11 schools improving their scores

Table 1. One-Way ANOVA on Mean Total "Satisfaction" Score by School

Source	Sum of Squares	df	Mean Square	$F$	$p$
School	13325.74	18	740.32	8.74	<b>.00</b>
Error	267501.20	3158	84.71		
Total	280826.95	3176			

Note. Significant effect in bold ( $p < .00$ ),  $\eta^2 = 05$ .

### Student Satisfaction Questionnaire

1. Do you know who your counselor is? YES NO
2. Have you ever talked with your counselor about something important to you? YES NO

Respondents answered questions 3 – 15 using this Likert scale:

1	2	3	4	5
Never	Only a few times	Sometimes	Most of the time	Always

3. It is OK to see the counselor in my school.
4. The time I spend with the counselor is helpful.
5. The counselor is someone I can talk to.
6. The counselor helps me learn to make good decisions.
7. My parents do not want me to talk to the counselor.
8. The counselor helps me do better in school.
9. The counselor helps me learn to solve problems without being mean to others.
10. I worry that somebody (my parents, teacher or other kids) will find out what I tell the counselor.
11. The counselor helps me understand my feelings.
12. I get to see the counselor soon after I ask for help.
13. Only kids with problems see the counselor.
14. The counselor is someone who wants me to feel good about myself.
15. I would be embarrassed to have to talk to the counselor.

<sup>6</sup> It should be noted that six schools (North Hill, Southern Heights, Shorewood, DesMoines, Valley View, and Marvista) have only part-time school counselors. Results therefore are affected by the school counselor's full-time or part-time status.

Table 2. Descriptive Statistics of Mean Total "Satisfaction" Score by School

School	2001-2002			2002-2003		
	<i>n</i>	<i>M</i> Total Score	<i>SD</i>	<i>n</i>	<i>M</i> Total Score	<i>SD</i>
Bow Lake	113	43.49	10.58	124	45.60	9.29
Cedarhurst	116	45.16	10.35	127	44.20	9.85
DesMoines	152	43.53	11.50	163	47.35	9.01
Gregory Heights	161	43.73	11.01	141	45.57	9.35
Hazel Valley	142	45.39	8.47	118	47.69	7.32
Hilltop	53	46.26	7.40	248	43.12	9.32
Madrona	159	43.20	9.81	167	45.47	10.16
Marvista	126	39.99	13.55	82	52.63	4.67
McMicken Heights	152	44.54	10.89	177	46.04	8.50
Midway	383	41.48	11.57	339	45.71	8.88
Mount View	168	41.51	9.76	178	42.24	9.48
Olympic	281	44.92	9.21	270	43.38	9.37
Salmon Creek	121	43.61	9.57	140	41.79	9.75
Seahurst	196	48.38	8.58	202	44.96	9.71
Shorewood	167	45.77	9.66	139	43.71	9.94
Southern Heights	109	46.94	9.80	129	45.09	8.46
Sunnydale	133	43.63	11.51	134	47.98	9.66
Valley View	105	45.32	10.69	160	44.04	9.76
White Center Heights	145	46.66	9.57	139	46.46	9.02
Totals	2982	44.17	10.53	3177	45.10	9.40

## School Climate Survey (*My Class Inventory*) Report 2002-2003 for Highline School District's Elementary Schools

### *Introduction*

To assess school/classroom climate, *My Class Inventory: Student Actual Short Form* (MCI; see Appendix A in Year 1 report for a copy) was selected based on its widespread usage across the country (Fraser, 1989; Fraser, Anderson, & Wahlberg, 1982). The 25-item instrument measures five dimensions of the *actual* classroom environment as perceived by students: *Satisfaction* (S, items (1,6,11,16,21), *Friction* (F, items 2,7,12,17,22), *Competitiveness* (3,8,13,18,23) *Difficulty* (D, items 4,9,14,19,24), and *Cohesiveness* (Ch, items 5,10,15,20,25) ). Each subscale has five items. The MCI is well suited for use in elementary and lower secondary levels because it (1) requires a low reading level, (2) is brief, (3) is easily scored, (4) requires the student to make uncomplicated responses, i.e., dichotomous ("yes" or "no") responses, and (5) is well researched and validated. Fraser (1989) reported low to moderate alpha coefficients (internal consistency reliabilities) for the MCI *actual* form scales: .68 (S), .78 (F), .70 (C), .58 (D), and .81 (Ch).

### *Procedure*

The MCI (actual form) was given early in the winter semester 2003 to Grades 4 through 6 by the elementary school counselors and relevant teachers. The variation in administration dates was largely due to differences in the school counselors' schedules. Students who needed help were allowed to ask questions. All scoring was completed by the trained evaluators. It should be noted that six schools (North Hill, Southern Heights, Shorewood, DesMoines, Valley View, and Marvista) have only part-time school counselors. Results are therefore affected by the school counselor's full-time or part-time status.

### *Participants, Descriptive Statistics, and Interpretation*

Tables 1, 2, and 3 present the descriptive statistics for MCI subtests and total score by school, grade level, and gender, respectively. The total sample size of participating schoolchildren was just over 3300. Student ratings by grade level for Year 1 and 2 across the subtests and total score are relatively similar (see Table 2). But when these ratings also consider gender (see Table 3), the trends are somewhat clearer: over the subtests, the boys' and the girls' ratings decrease slightly from Grade 4 to 6. Interestingly, scores in Satisfaction, Friction, and Competitiveness remained fairly stable from Year 1 to 2, but the scores markedly decreased for students' perceptions of the Difficulty of the class material from Year 1 to 2, and Cohesion scores decreased somewhat from Year 1 to 2.

Table 1. Average Scores for MCI Subtests by School by Years 1 and 2

School	MCI Subscales										
	N	Satisfaction		Friction		Competitiveness		Difficulty		Cohesion	
		01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
Beverly Park	64		10.9		9.3		10.1		6.8		9.3
Bow Lake	156	11.3	11.7	10.1	10.1	11.7	11.2	10.5	6.9	9.6	9.6
Cedarhurst	132	10.3	10.0	9.8	9.9	10.6	11.3	10.0	6.9	9.7	8.7
DesMoines	167	11.3	10.4	8.1	9.4	10.3	10.9	9.8	6.2	9.8	8.2
Gregory Heights	158	11.0	10.9	9.5	9.5	10.5	11.0	10.1	6.7	9.4	7.9
Hazel Valley	99	11.4	10.6	8.8	9.3	10.2	10.2	10.0	6.0	9.8	8.4
Hilltop	261	11.3	10.7	9.7	10.5	11.0	10.9	10.0	6.6	9.4	8.3
Madrona	169	11.7	11.6	9.8	9.5	11.8	11.2	9.9	6.6	10.6	9.9
Marvista	82	11.7	12.5	8.5	8.4	10.0	9.3	10.0	5.8	9.1	7.9
McMicken Heights	176	11.5	10.1	10.4	11.0	11.2	11.6	8.0	6.5	9.2	7.7
Midway	358	11.0	10.9	10.3	10.3	11.1	10.9	10.0	6.8	9.2	8.4
Mount View	176	7.6	9.8	11.0	10.8	11.3	10.3	8.5	6.8	7.4	9.0
Olympic	274	11.0	11.4	9.2	9.1	10.6	10.5	10.0	6.7	9.4	9.0
Salmon Creek	140	11.6	8.7	10.0	12.0	11.0	11.4	10.2	6.6	10.5	7.8
Seahurst	208	11.0	10.6	9.9	10.6	11.1	11.3	9.3	6.4	9.4	8.0
Shorewood	144	9.9	9.9	10.3	10.0	11.3	10.1	10.1	6.8	8.7	7.8
Southern Heights	127	11.5	11.0	9.1	9.4	10.5	10.8	9.4	5.8	9.9	8.3
Sunnydale	161	10.9	10.5	9.7	10.2	10.9	9.9	10.1	6.4	9.5	8.4
Valley View	165	11.8	10.8	8.0	9.3	9.8	10.8	9.9	6.3	9.4	8.0
White Center Heights	140	11.1	11.3	10.3	11.0	10.5	10.6	10.5	6.4	9.6	9.6
Totals	3360	11.1	10.7	9.60	10.1	10.8	10.8	9.92	6.5	9.5	8.5

Note. <sup>a</sup>N = 3360; M = Mean; SD = Standard Deviation.

Table 2. *Descriptive Statistics for MCI Subtests by Grade Level for Years 1 and 2*

Grade Level	Statistic	Satisfaction		Friction		Competitiveness		Difficulty		Cohesion	
		01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
Fourth	M	11.27	11.40	9.76	9.97	11.18	11.12	10.15	6.62	9.65	9.02
	SD	2.07	2.86	3.03	3.07	3.01	2.97	1.88	2.05	2.43	3.12
Fifth	M	11.21	10.46	9.48	10.24	10.95	10.98	9.87	6.57	9.56	8.23
	SD	2.16	3.04	2.77	3.14	3.01	3.07	1.79	2.03	2.37	3.04
Sixth	M	10.84	10.26	9.55	9.92	10.32	10.28	9.74	6.46	9.43	8.33
	SD	2.23	3.17	3.00	3.02	3.13	3.01	1.81	1.96	2.26	3.12
Totals	M	11.10	10.70	9.60	10.05	10.81	10.80	9.92	6.56	9.55	8.52
	SD	2.16	3.06	2.93	3.08	3.07	3.04	1.83	2.02	2.36	3.11

Note. <sup>a</sup>N = 3338; M = Mean; SD = standard deviation.

Table 3. *Descriptive Statistics for MCI Subtests by Gender for Years 1 and 2*

Gender	Statistic	Satisfaction		Friction		Competitiveness		Difficulty		Cohesion	
		01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
Boys	M	11.04	10.60	9.64	9.98	10.88	10.85	9.98	6.66	9.50	8.41
Girls	M	11.21	10.80	9.48	10.11	10.95	10.75	9.87	6.44	9.56	8.61
Totals	M	11.16	10.70	9.55	10.05	10.75	10.80	9.85	6.55	9.59	8.51

Note. <sup>a</sup>N = 3358; M = Mean; SD = standard deviation.

Table 4. *Correlations among Scores on the Student MCI for Year 2 (2002-03) Data*

Student MCI Scales	Satisfaction	Friction	Competitiveness	Difficulty	Cohesion
Satisfaction	--	-.42**	-.23**	-.20**	.43**
Friction		--	.34**	.20**	-.33**
Competitiveness			--	.08**	-.17**
Difficulty				--	-.05**
Cohesion					--

All correlations are significant,  $p < .00$ .

Table 4 reports the intercorrelations among the five dimensions of the student version MCI (the added impact scale was omitted). These correlations are what one would anticipate. For example, overall, the higher

the satisfaction scores, the higher the cohesion scores ( $r = .43, p < .00$ ). Satisfaction ratings, as anticipated were negatively related the level of friction ( $r = -.42, p < .00$ ), competitiveness ( $r = -.23, p < .00$ ), and to students' perceived level of difficulty ( $r = -.20, p < .00$ ). Clearly, the more friction the respondents' rated for their classrooms, the lower the cohesion scores ( $r = -.33, p < .01$ ). Level of perceived difficulty was positively and significantly correlated with level of classroom friction and competitiveness. Thus, as respondents rated their classes as more difficult, they also saw their classes as having more friction and competitiveness, and less satisfying.

### *Inferential Statistics and Interpretation*

Table 4 shows a 3 (Grade) by 2 (Gender) MANOVA results examining potential main and interaction effects among the independent variables Grade and Gender on MCI's subdimensions (Satisfaction, Friction, Competitiveness, Difficulty, and Cohesiveness). Significant effects are bolded in the  $p$ -value column of Table 4 below. Overall, Table 4 shows that significant Grade differences were found across Satisfaction, Competitiveness, and Cohesiveness ( $p < .01$ ). The partial  $\eta^2$  (ES) for Grade were small in magnitude. Similar to Year 1, the only significant difference for Gender occurred on the Difficulty subscale ( $F = 3.95, p < .00$ , partial  $\eta^2 = .003$ ). Using  $p$ -value of .01, none of the interaction effects (unlike Year 1), were significant. See Appendix B for Interaction plots.

Table 4. 3 (Grade) by 2 (Gender) MANOVA Results for Year 2 Data

Effects	MCI Subtests (Item Numbers)	Sum of Squares	df	Mean Square	<i>F</i>	<i>p</i>	Partial Eta Squared
Overall Model	Satisfaction (Items 1,6,11,16,21)	378683.27(a)	6	63113.88	6908.78	.00	.926
	Friction (2,7,12,17,22)	333148.92(b)	6	55524.82	5832.77	.00	.914
	Competitiveness (3,8,13,18,23)	385279.62(c)	6	64213.27	7036.92	.00	.928
	Difficulty (4,9,14,19,24)	141800.34(b)	6	23633.39	5857.82	.00	.914
	Cohesiveness (5,10,15,20,25)	239790.51(d)	6	39965.08	4188.58	.00	.884
Grade	Satisfaction (1,6,11,16,21)	799.48	2	399.74	43.76	<b>.00</b>	.026
	Friction (2,7,12,17,22)	69.61	2	34.80	3.66	.03	.002
	Competitiveness (3,8,13,18,23)	442.55	2	221.27	24.25	<b>.00</b>	.015
	Difficulty (4,9,14,19,24)	11.51	2	5.76	1.43	.24	.001
	Cohesiveness (5,10,15,20,25)	409.79	2	204.89	21.47	<b>.00</b>	.013
Gender	Satisfaction (1,6,11,16,21)	34.15	1	34.15	3.74	.05	.001
	Friction (2,7,12,17,22)	15.20	1	15.20	1.60	.21	.000
	Competitiveness (3,8,13,18,23)	5.973	1	5.97	.65	.42	.000
	Difficulty (4,9,14,19,24)	37.40	1	37.40	9.27	<b>.00</b>	.003
	Cohesiveness (5,10,15,20,25)	37.66	1	37.67	3.95	.05	.001

<sup>a</sup> adjusted R Squared = .93

<sup>b</sup> adjusted R Squared = .91

<sup>c</sup> adjusted R Squared = .93

<sup>d</sup> adjusted R Squared = .88

*Summary Findings of the Student Version of the MCI for Year 2 (2002-03)*

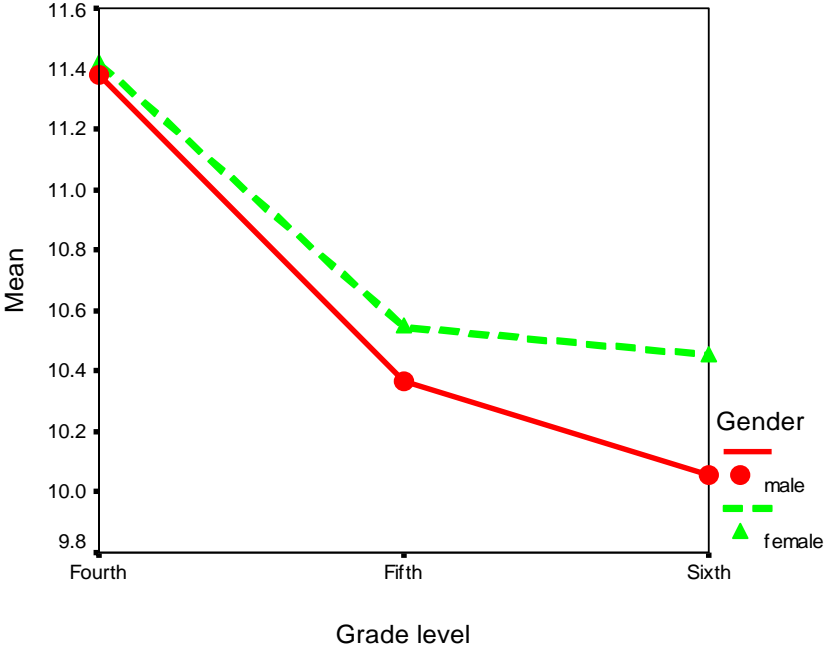
The key findings of the school climate survey were:

- The Year 2 Student MCI survey results showed that unlike Year 1, fewer Grade and Gender differences were statistically significant.
- For some reason, differences continue to emerge between grade levels on reported classroom satisfaction, competitiveness, and cohesiveness. Inexplicably, fourth- and fifth-graders reported more satisfaction, competitiveness, and cohesion than sixth-graders on these MCI dimensions. Potential reasons for this trend should be explored.
- Similar to Year 1, females in all grades feel their classes are less difficult than their male peers.
- From Year 1 to Year 2, Satisfaction, Friction, and Competitiveness scores across grades remained stable, but significant changes occurred in the Difficulty and Cohesion scales.
  - In these latter two dimensions, students reported perceiving the classroom experiences as less difficult and somewhat less cohesive in nature. What factor explains these changes is unknown.
  - What continues to be troubling is that the longer students are in school (i.e., moving from the lower to the higher grade levels), the less they feel their classrooms are “satisfying.” Perhaps, the classroom work and the preparation for middle school are less enjoyable. Further investigation of this effect should be explored using student interviews.
- The ratings for the level of classroom friction and competitiveness seem to be worthy of a second look. School counselors might want to conduct more guidance lessons to reduce these feelings. By doing this, the satisfaction and cohesion scores could increase over time.

Appendix A

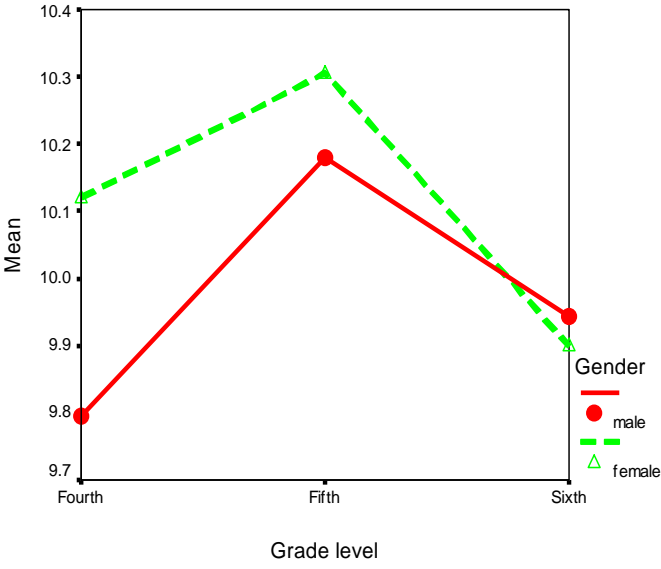
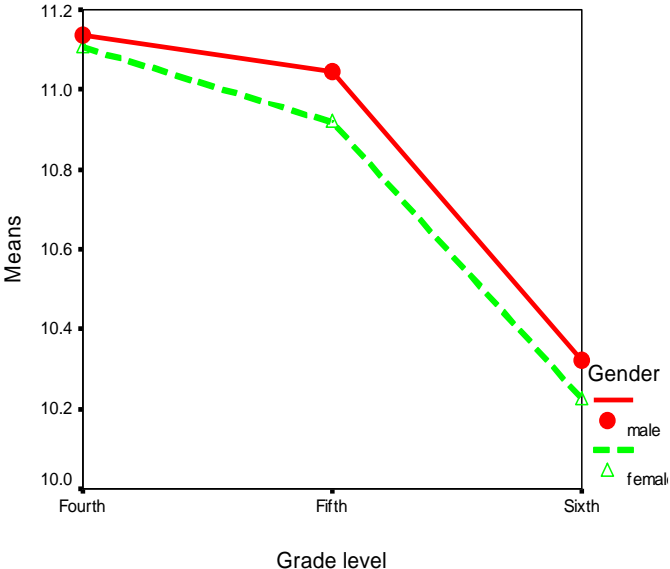
Interaction Plots Grade by Gender on Five Subdimensions of the Student Version of the MCI

MCI Satisfaction Grade by Gender Interaction



MCI

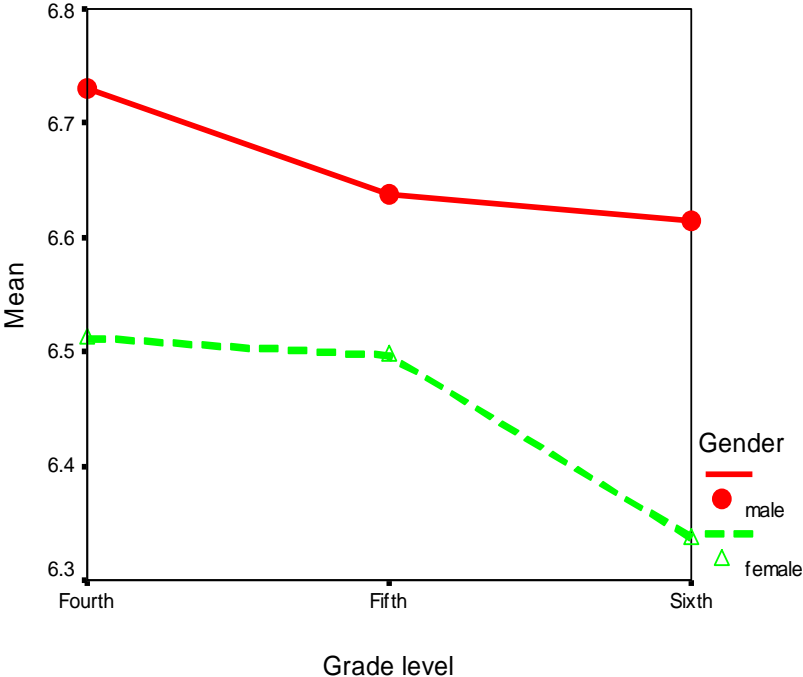
Friction Grade by Gender Interaction



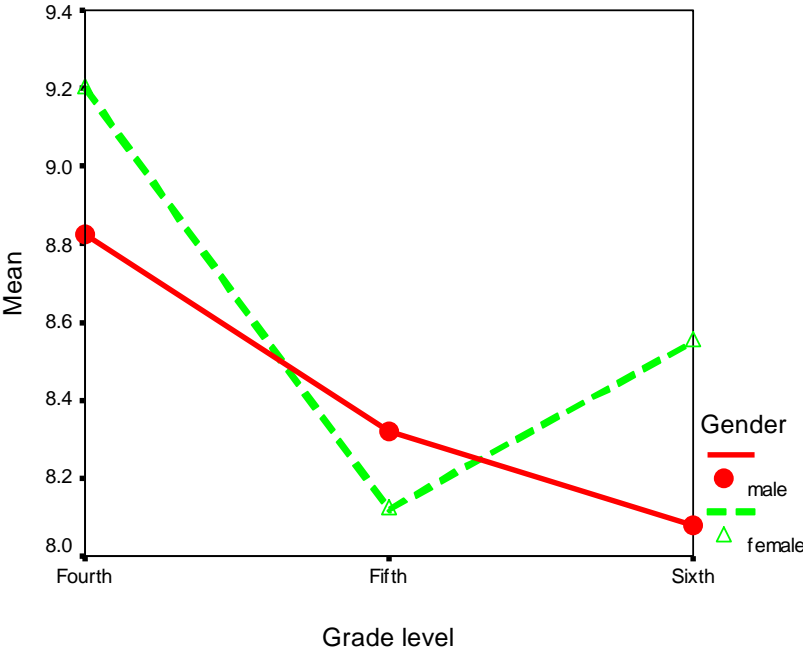
MCI Competitiveness Grade by Gender Interaction



MCI Difficulty Grade by Gender Interaction



MCI Cohesion Grade by Gender Interaction



## Anger Management Group Report 2002-2003 for Highline School District's Elementary Schools

### *Introduction*

Anger management groups were conducted by the school counselors in HSD's elementary schools throughout the second year of the grant, 2002-03. Ideally, at least two were run in each school, lasting approximately six to eight weeks. Details and a copy of the questionnaire can be found in the Year 1 Grant Report.

### *Procedure*

The questionnaire, developed by the evaluators (see Year 1 Grant Report for details) was based on the overall goals of the anger management groups. It should be noted that six schools (North Hill, Southern Heights, Shorewood, DesMoines, Valley View, and Marvista) have only part-time school counselors. Results are therefore affected by the school counselor's full-time or part-time status.

### *Descriptive Statistics and Interpretation*

*Frequencies.* The number of participants differed from the number of respondents who completed both a pre- and a posttest. Only the latter sample's data are reported below. In other words, the number of students participating in the groups was most likely much higher than the number of students who actually completed the evaluative questionnaire at finish of the anger management groups.

Frequency tables 1, 2, and 3 are presented below. For example, Table 1 reports that 169 students were given the pretest, with approximately 77% ( $n = 130$ ) male respondents. Some 147 took the posttest, However, only 146 pretest and posttests were usable. Table 2 shows the frequency distribution of participants as a function of grade level. Approximately 97% of the respondents were drawn from Grades 4 to 6. The distribution of respondents by school is shown in Table 3.

Table 1. *Frequency Distribution of Participants by Gender  
for Anger Questionnaire Pretest (Year 2 of Grant 2002-03)*

	Frequency	Percent
Male	130	76.9
Female	39	23.1
Totals	169	100.0

Table 2. *Frequency Distribution of Participants by Grade for Anger Questionnaire Pretest (Year 2 of grant 2002-03)*

Grade Level <sup>7</sup>	Frequency	Percent
First grade	3	1.8
Second grade	3	1.8
Third grade	1	.6
Fourth grade	69	40.8
Fifth grade	61	36.1
Sixth grade	32	18.9
Totals	169	100.0

Table 3. *Frequency Distribution of Participants by School for Anger Questionnaire Pretest (Year 2 of grant 2002-03)*

School	Frequency	Percent
Beverly Park	5	3.0
Bow Lake	8	4.7
Cedarhurst	7	4.1
Des Moines	4	2.4
Gregory Heights	12	7.1
Hazel Valley	5	3.0
Hilltop	8	4.7
Madrona	6	3.6
McMicken Heights	14	8.3
Midway	8	4.7
Mount View	4	2.4
Olympic	14	8.3
Parkside	3	1.8
Salmon Creek	10	5.9
Seahurst	24	14.
Southern Heights	5	3.0
Sunnydale	22	13.0
White Center Heights	10	5.9
Totals	161	100.0

*Other descriptive statistics.* Additional descriptive statistics for the study are presented here. Overall, Table 4 shows, as expected, that students in the Anger groups improved almost two points from pre- to posttest, 15.66 to 17.60, out of a possible 24 total points. Similarly, Table 5 and Figure 1 reveal that students across all grades improved their scores from pre- to post-test.

<sup>7</sup> Note. K to 3 students should not have been administered the survey, but in some cases they were and as such, their data were included in the analyses.

Table 4. Overall Descriptive Statistics for Time (Pre- and Posttest) Variable on Total Score for Anger Questionnaire (2001-02 and 2002-03)

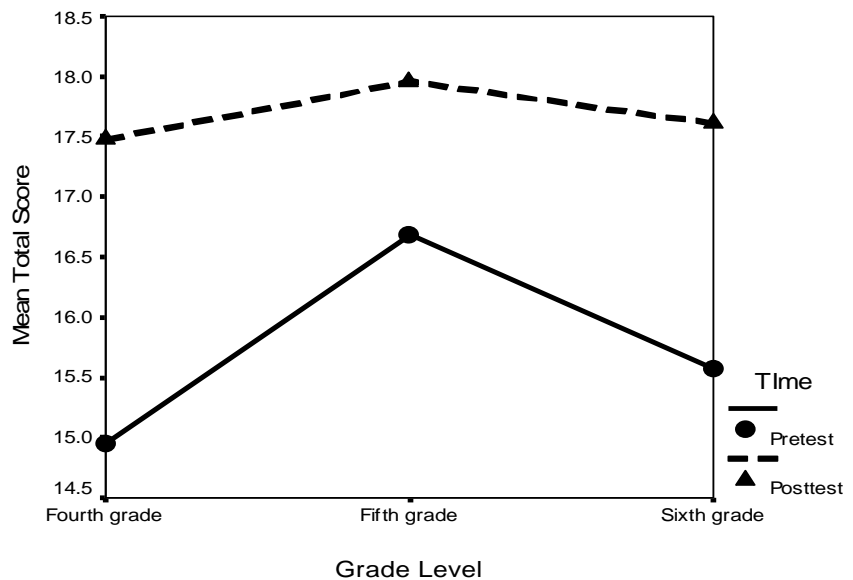
Descriptive Statistics	2001-02		2002-03	
	Pretest	Posttest	Pretest	Posttest
N	160	110	158	146
Mean	16.34	18.27	15.66	17.60
SD	3.44	3.01	2.78	2.49
Minimum Score	8.00	9.00	8.00	9.00
Maximum Score	24.00	24.00	23.00	24.00

Note. N = Number of respondents; SD = standard deviation; maximum score = 24.

Table 5. Descriptive Statistics for Interaction of Grade Level by Time (Pretest to Posttest) on Total Score for Anger Questionnaire (Year 2 of Grant 2002-03)

	Grade	N	Mean	SD
Total Score Pretest	Fourth	59	14.95	2.64
	Fifth	48	16.69	3.02
	Sixth	28	15.57	2.15
	Totals	135	15.70	2.78
Total Score Posttest	Fourth	59	17.47	2.47
	Fifth	48	17.96	2.23
	Sixth	28	17.61	2.35
	Totals	135	17.67	2.36

Figure 1. Plot of Time (Pre- and Post-Test) by Grade Level (4<sup>th</sup> – 6<sup>th</sup>) on Mean Total Score (2002-03 Anger Management Questionnaire)



### *Inferential Statistics and Interpretation*

A 3 (Grade Level) by 2 (Time [pre- and post-test]) analysis of variance (ANOVA) was computed on the valid data. The within-group and between-group results are reported in Tables 6 and 7, respectively. From these tables, we confirm that there is a significant Time effect for all participants; they significantly improved their scores from pre- to posttest,  $F(1, 132) = 48.36, p < .00$ , partial  $\eta^2 = .27$ . This is a strong effect and indicates most likely that students are learning the language and knowledge presented in the anger management groups. A significant but small between group effect for Grade Level was found,  $F(1, 132) = 4.10, p < .02$ , partial  $\eta^2 = .06$ . The fifth-graders improved their scores over time, but to a lesser extent than the other grades. In all, each grade improved from pre- to post-test almost equally.

Table 6. 3 (Grade) by 2 (Pretest, Posttest) ANOVA with Repeated Measures:  
Test for Within-Subject Effects (2002-03)

Variable	Sum of Squares	df	Mean Square	F	p	Partial Eta Squared
Time	231.38	1	231.38	<b>48.36</b>	<b>.00</b>	.27
Time * Grade Level (4 <sup>th</sup> - 6 <sup>th</sup> )	20.89	2	10.44	2.18	.12	.03
Error (TIME)	631.58	132	4.79			

Note. Bolded number shows significant effect; dependent variable = mean total score.

Table 7. 3 (Grade) by 2 (Pretest, Posttest) ANOVA with Repeated Measures:  
Test for Between-Group Effects (2002-03)

Variable	Sum of Squares	df	Mean Square	F	p	Partial Eta Squared
Grade Level (4 <sup>th</sup> -6 <sup>th</sup> )	65.99	2	33.00	<b>4.10</b>	<b>.02</b>	.06
Error	1061.75	132	8.04			

Note. Bolded number shows significant effect; dependent variable = mean total score.

### *Summary of Anger Groups Data for Year 2 of Grant*

The following are the major issues to consider by HSD's elementary school counselors in regards to the anger management groups and related data collection:

1. Data collection was much better this year with more students taking both the pretest and the posttests.
2. Since there were so few girls in the anger management groups, gender differences were not analyzed. Do girls not have these issues or are they under identified?
3. Reminiscent of Year 1 results, the findings here are promising. Small group participants across grades 4 – 6 significantly improved their total scores from pretest to posttest. However, there is room for further improvement.
4. School counselors should continue to examine their groups and their curriculum to ensure that all goals for the groups are being adequately addressed by the group sessions.
5. School counselors should continue to be diligent in their administration of the correct Anger Management questionnaire.

### Friendship Skills Group Report 2002-2003 for Highline School District's Elementary Schools

#### *Procedure*

The Friendship Skills questionnaire, developed by the evaluators (see Year 1 Grant Report for details) was based on the overall goals of the anger management groups. It should be noted that six schools (North Hill, Southern Heights, Shorewood, DesMoines, Valley View, and Marvista) have only part-time school counselors. Results are therefore affected by the school counselor's full-time or part-time status.

#### *Descriptive Statistics and Interpretation*

*Frequencies.* The number of participants differed from the number of respondents who completed both a pre- and a posttest. Only the latter sample's data are reported below. In other words, the number of students participating in the groups was most likely much higher than the number of students who actually completed the evaluative questionnaire at the start and finish of the friendship groups. The total number of participants varied by statistical analysis, but 488 (477 valid) pretest scores were recorded and 341 valid posttest scores were noted.

Frequency tables 1, 2, and 3 are presented below. For example, Table 1 shows that approximately 61% ( $n = 287$ ) of the total sample were female respondents. Table 2 reveals the frequency distribution of students as a function of grade level. Approximately 80% of the respondents were drawn from Grades 4 to 6. The distribution of students by school is shown in Table 3.

Table 1. *Frequency Distribution of Participants  
by Gender for Friendship Skills Questionnaire (Pretest) (2002-03)*

	Frequency	Percent
Male	193	39
Female	287	61

*Note.* 477 valid pretests were recorded.

Table 2. *Frequency Distribution of Participants  
by Grade Level for Friendship Skills Questionnaire (Pretest) (2002-03)*

Grade Level <sup>8</sup>	Frequency	Percent
First	17	4.0
Second	25	5.1
Third	55	11.2
Fourth	198	40.3
Fifth	148	30.2
Sixth	45	9.2

<sup>8</sup> Note. K to 3 students should not have been administered the survey, but in some cases they were and as such, their data were included in the analyses.

Table 3. *Frequency Distribution of Participants by School for Friendship Skills Questionnaire (Pretest) (2002-03)*

School	Frequency	Percent
Beverly Park	15	3.1
Bow Lake	18	3.7
Cedarhurst	10	2.0
Des Moines	26	5.3
Gregory Heights	12	2.4
Hazel Valley	17	3.5
Hilltop	18	3.7
Madrona	18	3.7
Marvista	115	23.4
McMicken Heights	7	1.6
Midway	48	9.8
North Hill	6	1.4
Olympic	22	4.5
Parkside	32	6.5
Salmon Creek	21	4.3
Seahurst	33	6.7
Shorewood	23	4.7
Southern Heights	9	1.8
Sunnydale	11	2.4
White Center Heights	27	5.5

*Other descriptive statistics.* Additional descriptive statistics for are presented here. Overall, Table 4 shows, as expected and similar to Year 1 of the grant, that students in the Friendship Skills groups improved almost two points from pre- to posttest, 17.52 to 19.15, out of a possible 23 total points. Similarly, Table 5 and Figure 1 reveal that students across all grades improved their scores from pre- to post-test.

Table 4. *Overall Descriptive Statistics for Time (Pre- and Posttest) Variable on Total Score for Friendship Skills Questionnaire (Years 1 and 2)*

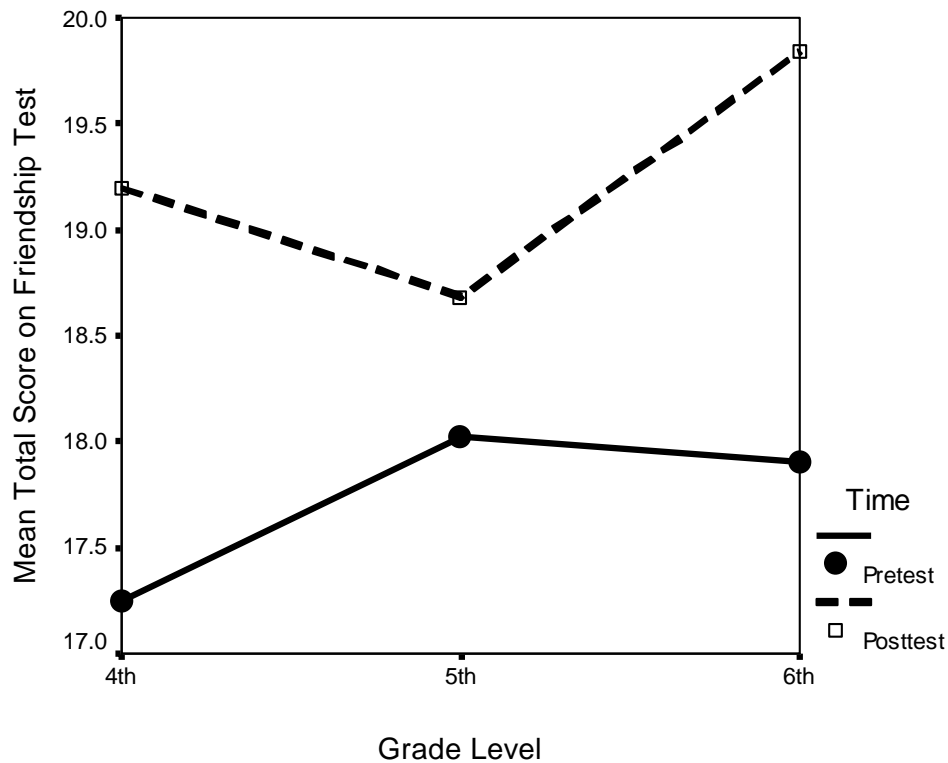
Descriptive Statistics	2001-02		2002-03	
	Pretest	Posttest	Pretest	Posttest
N	260.00	116.00	477.00	341.00
Mean	18.55	19.51	17.52	19.15
SD	3.59	3.08	3.28	3.00
Minimum Score	7.00	9.00	3.00	5.00
Maximum Score	23.00	23.00	22.00	23.00

Note. SD = standard deviation; maximum score = 23.

Table 5. Descriptive Statistics for Interaction of Grade Level by Time (Pretest, Posttest) on Total Score for Friendship Skills Questionnaire (2002-03)

	Grade	N	Mean	SD
Tot Score Pretest	Fourth	123	17.41	3.58
	Fifth	100	18.12	2.68
	Sixth	38	17.92	3.45
	Total	261	17.76	3.25
Total Score Posttest	Fourth	123	19.27	2.94
	Fifth	100	18.69	3.40
	Sixth	38	19.82	2.49
	Total	261	19.13	3.08

Figure 1. Plot of Time (Pre- and Posttest) by Grade Level (4<sup>th</sup> – 6<sup>th</sup>) on Mean Total Friendship Score (Friendship Skills Questionnaire) (2002-03)



#### Inferential Statistics and Interpretation

A 2 (Gender) by 3 (Grade Level) by Gender analysis of variance (ANOVA) with repeated measures (Time) was computed on the valid data. In the analysis there were 105 boys and 152 girls. Similar to Year 1 of



the grant, there was a significant Time effect for all students (see Figure 1); they significantly improved their scores from pre- to posttest,  $F(1, 251) = 40.07, p < .00, \text{partial } \eta^2 = .15$ . Given the size of the partial eta squared or  $\eta^2$ , the magnitude of this improvement was in the moderate to strong range. This is a relatively strong effect and indicates that boys and girls across 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades are learning the language and knowledge presented in the friendship skills groups.

Figure 1 above shows that only the fifth-graders did not improve dramatically as did students in 4<sup>th</sup> and 6<sup>th</sup> grades. Figure 2 shows that while all students improved between pre- and posttests, on the posttest, girls and boys overall were not significantly different, nor did students across grade levels score show significantly different post-test scores (see Figure 3). However, fourth grade girls did significantly ( $F[1, 251] = 4.37, p < .03, \text{partial } \eta^2 = .02$ ) outperform fourth grade boys in their knowledge of friendship skills from pretest to posttest (see Figure 3).

Multiple comparisons (post-hoc *t*-tests) analyses were conducted only on the posttest mean scores and no significant ( $p > .05$ ) between-subjects effects for Gender and Grade Level were found. That is, boys and girls did not significantly differ, nor did students in Grades 4, 5, or 6 significantly differ on the posttest. The interaction of Grade and Gender (see Figure 3) was clear. This suggests that boys and girls and students at all grade levels scored equally as well on the posttest. However, Figure 3 shows that boys and girls differed fairly substantially on their posttest scores in the fourth grade and, albeit less dramatically in the fifth grade; by sixth grade, however, the posttest score differential was not appreciable.

Figure 2. Plot of Time (Pre- to Posttest) by Gender (Boys and Girls) on Mean Total Friendship Score (Friendship Skills Questionnaire) (2002-03)

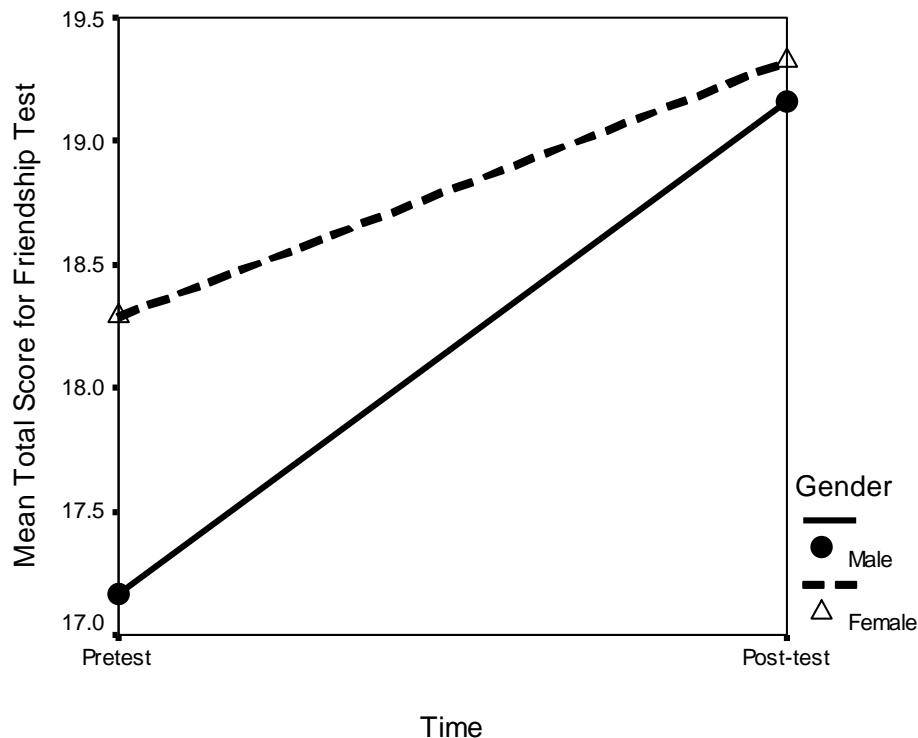
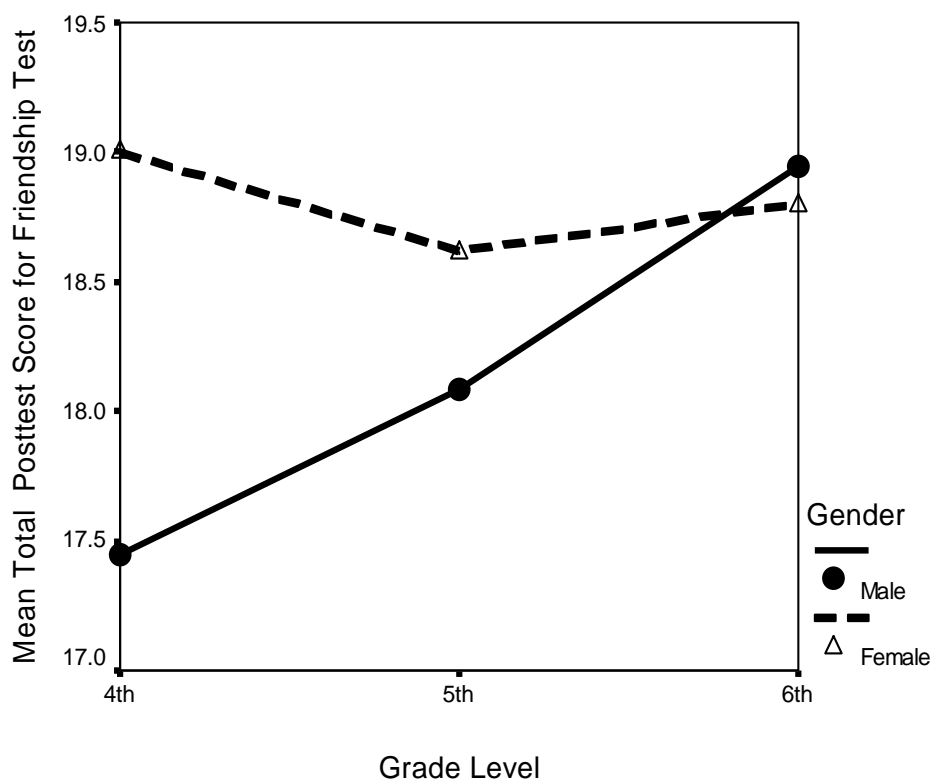


Figure 3. Plot of Gender (Boys and Girls) and Grade Level (4<sup>th</sup> – 6<sup>th</sup>) on Mean Total Posttest Friendship Score (Friendship Skills Questionnaire) (2002-03)



*Summary Findings for Friendship Groups Data (Year 2 2002-03):*

The following are the major results to consider by HSD's elementary school counselors in regards to the friendship groups:

1. Similar to the first year of the grant, boys and girls across 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades are learning the language and knowledge presented in the friendship skills groups.
2. There were no posttest score differences on the Friendship Skills Questionnaire among the three grade levels. Students at all three levels did equally well on the posttests, learning just about the same amount of material.
3. Unlike last year (Year 1), overall, boys and girls scored similarly on the posttest. This shows that students of both genders are learning the material at comparable levels. However, going into the group experience, fourth grade girls know more friendships skills than their male peers. Perhaps, classroom guidance should target boys in the early elementary grades with developing friendship skills.
4. School counselors should revisit their curriculum to ensure that all goals for the groups are being adequately addressed by the friendship skills group sessions.
5. School counselors should continue to be diligent in their administration of the correct pre- and post-test questionnaires.

## Second Step Report 2002-03 for Highline School District's Elementary Schools

### Introduction

Second Step is a violence prevention curriculum used in schools across the nation and internationally. There are four versions of the Second Step evaluation survey. The first one is given to children in Grades K to 2. This version has no maximum score, because the scoring criteria vary depending upon student responses. However, the versions for Grade 3, 4, and 5 have a maximum score. Correct answers are given in the administration booklet.

### Procedure

Second Step guidance lessons were conducted by school counselors and teachers in all of Highline School District's 22 elementary schools. Students in Grades 3 to 5 received approximately 15 lessons taken directly from the Second Step teaching manual. Students in one class per grade level were randomly selected from all possible classrooms in Grades 3 through 5, and were administered the pre- and posttest evaluation survey. K through 2 students also participated, but only five children from one class within each school were randomly selected and administered the pre- and post-test. These grades levels were combined into one category, i.e., K-2. These younger children received about 24 lessons. It should be noted that six schools (North Hill, Southern Heights, Shorewood, DesMoines, Valley View, and Marvista) have only part-time school counselors. Results are therefore affected by the school counselor's full-time or part-time status.

### Participants and Descriptive Statistics

Table 1 reports the descriptive statistics for each grade level for Year 1 and 2 of the grant. Overall, students' scores across grade levels improved from pre- to posttest, showing that students are learning the Second Step curriculum from year to year. Table 2 also shows that students, whether boys or girls, improved their Second Step test scores for Year 2 of the grant. The mean pre- and post-test scores for each grade level are displayed in Figure 1.

Table 1. *Descriptive Statistics for Second Step Year 1 (2001-02) and Year 2 (2002-03) of the Grant by Grade Level*

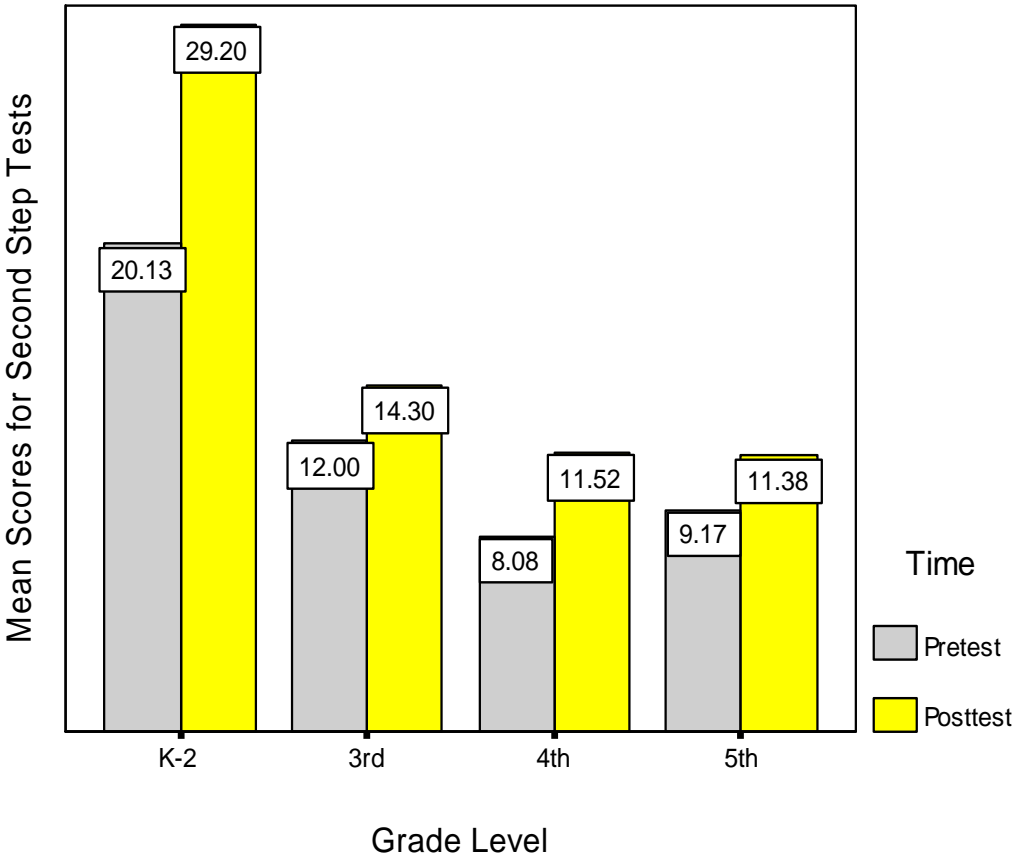
Grade Level	2001-02						2002-03					
	Pretest			Post-test			Pretest			Post-test		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
K-2	291	20.70	5.90	246	29.80	5.90	301	19.96	5.71	258	29.05	6.83
3	438	10.77	2.75	391	14.77	2.75	347	11.82	2.92	366	14.13	3.29
4	382	7.85	2.77	345	11.12	2.77	348	8.43	3.11	332	11.14	3.60
5	337	7.96	2.26	307	10.69	2.26	311	9.13	2.64	314	11.24	2.98

Note. *N* = number of students taking the test; *M* = mean score; *SD* = standard deviation.

Table 2. Descriptive Statistics for Second Step Year 2 (2002-03) of the Grant by Gender

Gender	Pretest			Posttest		
	N	M	SD	N	M	SD
Male	584	12.01	5.87	584	15.93	8.29
Female	567	12.70	6.06	567	17.23	8.66
Totals	1151	12.35	5.97	1151	16.57	8.49

Figure 1. Bar Chart of Second Step Pre- and Posttest Mean Scores for Students in Grades K-2, 3, 4, and 5 (Year 2, 2002-03)



Note. Maximum possible scores differ depending on grade level.

*Inferential Statistics and Interpretation*

To examine whether there was a main effect for Time (pretest to posttest improvement) and Gender for each grade level, a 2 (Time) by 2 (Gender) ANOVA with repeated measures was computed. Table 4 shows the results for these analyses by grade level. Succinctly stated, there was a significant ( $p < .00$ ) main effect for Time for each of the four versions of the test (Grades K-2, 3, 4, and 5). Similar to Year 1 of the grant, over time, students across all grades in Year 2 significantly improved their scores from pretest to posttest. The ESs (partial

$\eta_s^2$ ) were strong, ranging from .34 for third-graders to .68 for K-2 students. Students clearly learned more of the Second Step material. Although the specifics were not included in the table, the Gender main effect was nonsignificant for Grades K-2 ( $F = 2.02, p > .05$ ) and Grade 5 ( $F = 3.28, p > .05$ ). For Grades 3 and 4, the Gender effect was significant ( $p_s < .03$ ), favoring the girls. The Time by Gender interactions for all grade levels were nonsignificant ( $p > .05$ ).

Table 3. Results for Time by Gender ANOVA with Repeated Measures for Four Versions of Second Step Evaluation Survey for Year 2 (2002-03)

Within Subjects Effect	Multivariate Statistic	Value	F	Hypothesis df	Error df	p	Partial $\eta^2$
<b>K-2 Version</b>							
Time (Pre- to Posttest)	Wilks' Lambda	.32	<b>596.11</b>	1	280	<b>.00</b>	.68
Time by Gender	Wilks' Lambda	1.00	.43	1	280	.51	.00
<b>Grade 3 Version</b>							
Time (Pre- to Posttest)	Wilks' Lambda	.66	<b>159.64</b>	1	309	<b>.00</b>	.34
Time by Gender	Wilks' Lambda	1.00	.86	1	309	.35	.00
<b>Grade 4 Version</b>							
Time (Pre- to Posttest)	Wilks' Lambda	.48	<b>309.69</b>	1	284	<b>.00</b>	.52
Time by Gender	Wilks' Lambda	.99	2.37	1	284	.13	.01
<b>Grade 5 Version</b>							
Time (Pre- to Posttest)	Wilks' Lambda	.59	<b>186.64</b>	1	270	<b>.00</b>	.41
Time by Gender	Wilks' Lambda	.99	1.62	1	270	.20	.01

#### Summary Findings for the Second Step Data for Year 2 (2002-03)

Year 2 findings for the Second Step intervention reflect Year 1 results.

- Overall, boys and girls across grade levels recorded significantly higher test scores from pre- to posttest.
- Although perhaps less pertinent, girls in general tended to score higher than boys on the Second Step posttest. This was especially true at the 3<sup>rd</sup> and 4<sup>th</sup> grade levels.
- In brief, students are obviously learning the Second Step curriculum.

### Discipline Referrals Report 2002-03 for Highline School District's Elementary Schools

*Introduction and Procedure*

The 2002-03 Discipline Tracking Form<sup>9</sup> was developed by the evaluators in consultation with the building administrators. It was used to obtain data on discipline referrals for the second year (02-03) of the grant. This information was garnered from most of the elementary schools on about 4200 students. Beginning in September 2002 and ending June 2003, school principals submitted their tracking forms on a monthly basis. Some schools returned them for all months, while others did not. Additionally, certain schools meticulously reported the students' infractions, while others were less rigorous in their data collection. Since the reporting of discipline issues continues to be problematic, these school by school numbers should be taken as estimates. It should be noted that six schools have only part-time school counselors. Results are therefore affected by the school counselor's full-time or part-time status.

*Descriptive Statistics and Interpretation*

Table 1 provides a breakdown of the students and their educational status. One will note that nearly 29% of the students referred for discipline issues had some special label (i.e., IEP or a 504 plan). In terms of discipline referrals reported as a function of ethnicity (Figure 1), it appears that European American (white) children committed the highest percentage of infractions ( $n = 1745$ , 42%).

Table 1. *Educational Status of Students Referred for Discipline Issues (2002-03)*

Status	Frequency	Percent
General	2975	71.0
Special Ed/IEP	1110	26.5
504	97	2.3
<b>Totals</b>	<b>4182</b>	<b>99.8</b>

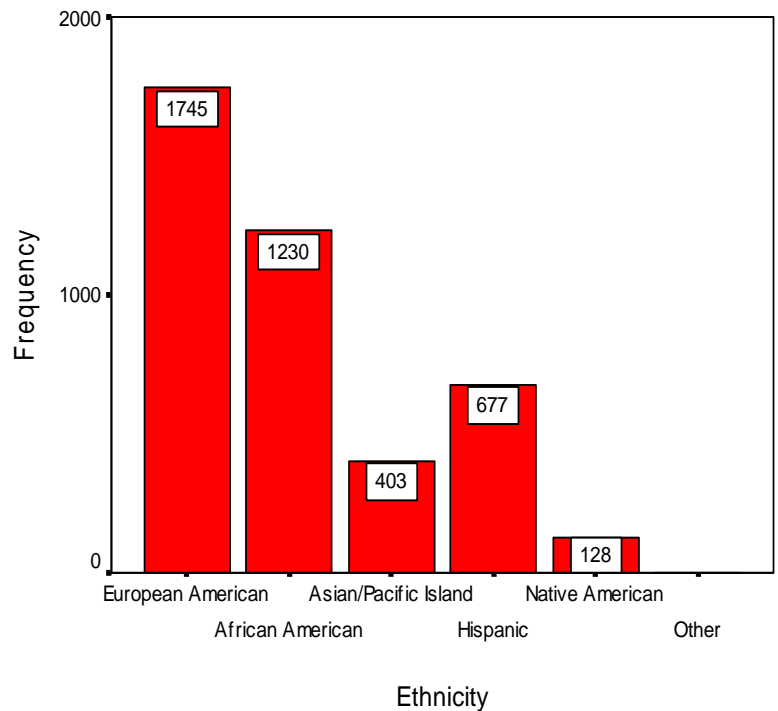


Figure 1. *Frequency of Discipline Infractions by Ethnicity (2002-03)*

Infractions per each school are reported by school in Table 2 below. The number of infractions by school reveals that four buildings report nearly 400 or more disciplinary issues over the course of the school year. The discrepancies between schools are largely a function of how well the administrator kept track of the infractions. The more rigorous the administrator was in maintaining up-to-date records, the more likely that the school would report more disciplinary referrals.

<sup>9</sup> Copy of the 200-03 Discipline Tracking sheet can be obtained from HSD, Ms. Jinna Risdal.

Table 2. *Frequency of Disciplinary Referrals by School (Year 2 or 2002-03)*

School	Frequency	Percent
Beverly Park	188	4.5
Bow Lake	3	.1
Cedarhurst	1	.0
Des Moines	336	8.0
Gregory Heights	397	9.5
Hazel Valley	59	1.4
Hilltop	114	2.7
Madrona	406	9.7
Marvista	109	2.6
Midway	633	15.1
Mount View	129	3.1
North Hill	146	3.5
Olympic	338	8.1
Parkside	46	1.1
Salmon Creek	404	9.6
Seahurst	247	5.9
Shorewood	159	3.8
Southern Heights	23	.5
Sunnydale	113	2.7
Valley View	206	4.9
White Center Heights	133	3.2

Table 3 below shows the breakdown of the where the infractions occurred. The majority of problems seem to emerge either in the classroom or on the playground. It might be relevant for school counselors to continue to reinforce appropriate playground and classroom behavior.

Table 3. *Major Locations of the Infractions (Year 2 or 2002-03)*

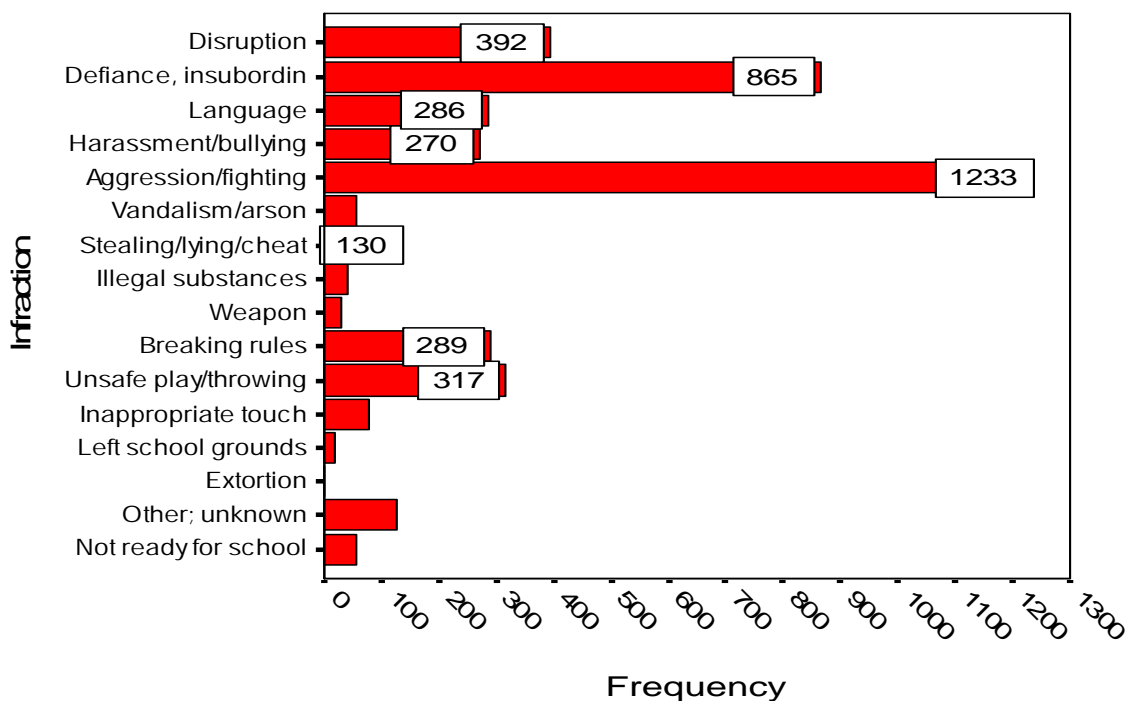
Location of the Infraction	Frequency	Percent
Classroom	1581	37.7
Playground	1358	32.4
Unknown	284	6.8
Other	256	6.1
Halls	216	5.2
Physical Education	108	2.6
Bus	209	5.0
Lunch	83	2.0
Restroom	92	2.2

Table 4 and Figure 2 below give information on the frequencies of the discipline infractions as reported by the building administrator(s). Similar to Year 1 of the grant, the most frequent inappropriate behavior for Year 2 was aggression (Year 1:  $n = 1527$ , 38.8%; Year 2:  $n = 1233$ , 29.4%). Second in number was disruptive/defiant behavior (Year 1:  $n = 860$ , 21.9%; Year 2:  $n = 865$ , 21%). On the low end of the infraction continuum were these categories: illegal substances, weapon violations, and truancy issues, respectively.

Table 4. Frequency and Percentages of Discipline Infractions for Year 2 of Grant (2002-03)

Type of Infraction	Frequency	Percent
Aggression/fighting/threats	1233	29.4
Defiance, insubordination	865	20.6
Disruption	392	9.4
Unsafe play/throwing objects	317	7.6
Breaking rules	289	6.9
Inappropriate language/profanity	286	6.8
Harassment/bullying	270	6.4
Stealing/lying/cheating	130	3.1
Other or unknown	125	3.0
Inappropriate touch/lewd behavior	77	1.8
Unprepared for School (e.g., no homework)	57	1.4
Vandalism/arson	56	1.3
Illegal substances	42	1.0
Weapon	30	.7
Left school grounds/truant	20	.5
Extortion	1	.0
Totals	4190	100.0

Figure 1 (below). Bar Graph of Discipline Infractions Across Elementary Schools for Year 2 (2002-03)





As to the frequency of disciplinary actions, similar to Year 1 of the grant Figure 3 shows that school administrators used a wide range of intervention methods, including these most frequent punishment methods: (1) detention (Year 1:  $n = 786, 19.6\%$ ; Year 2:  $n = 784, 19.6\%$ ); (2) loss of privileges ( $n = 926, 20.5\%$ ), and (3) Out of School Suspension ( $n = 562, 13.4\%$ ).

Table 4 (right). *Frequency and Percentages of Actions Taken by the School Administration in Response to the Discipline Infractions for Year 2 of Grant (02-03)*

Action Taken	Frequency	Percent
Detention	926	22.1
Loss of privileges	744	17.8
Out of school suspension (short or long)	562	13.4
None or unknown	277	6.6
Time out	271	6.5
Alternative recess	258	6.2
In school suspension	239	5.7
Warning	197	4.7
Parent conference	181	4.3
Restitution	149	3.6
Talk with adult	132	3.2
Other	129	3.1
Contract or plan	60	1.4
Bus suspension	37	.9
Expulsion	16	.4
Study hall	12	.3

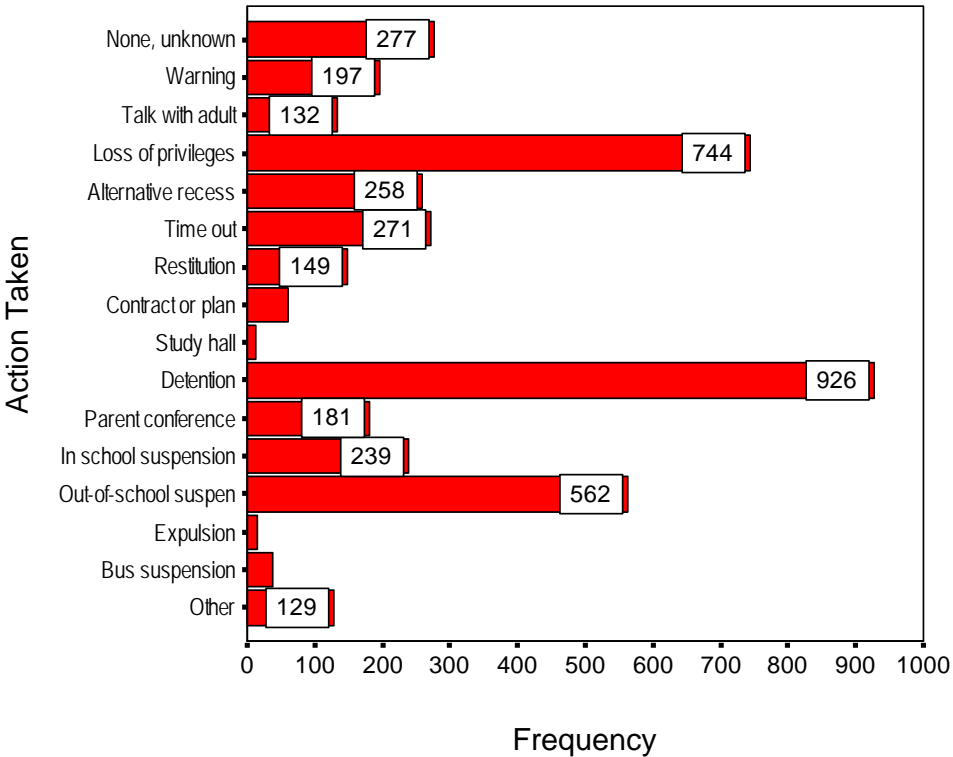


Figure 2 (above). Bar Graph of Actions Taken by the Administrator (Year 2) to Discipline Infractions

*Summary of Discipline Data for Year 2 (2002-03)*

Given the above information, the following are some of the key findings:

- While the data collection discipline issues for Year 2 of the grant was much better than Year 1 of the grant, improved accuracy of record keeping is still required.
- School counselors need to continue to attend to the social skills of all students especially as they relate to playground and classroom behavior.
- School counselors may want to target students with special needs for increased social skills training.
- Overt inappropriate behavior problems like aggression and disruptions/disobedience should be closely monitored to see what programmatic interventions are still needed over the next year.
- It is perhaps beneficial for schools to revisit their discipline policies in an attempt to focus more on “positive” interventions for infractions rather than those that are more punishment-oriented consequences.

## School Climate Teacher Version of *My Class Inventory* Report 2002-03 for Highline School District's Elementary Schools

### *Introduction*

To assess school/classroom climate based on teachers' perceptions, *My Class Inventory: Student Actual Short Form* (MCI; see Appendix A) was reworked and piloted in the HSD by C. A. Sink (2003) and renamed the *Teacher MCI*. In Appendix A, the 30-item instrument (five more items than the student version of the MCI and an extra scale) measures these five dimensions from the *actual* classroom environment as perceived by teachers: *Satisfaction* (S, items: Q1, Q7, Q13, Q19, Q25), *Friction* (F, items Q2 [reverse code], Q8, Q14, Q20, Q26 [reverse code]), *Competitiveness* (C, items Q3, Q9, Q15, Q21, Q27), *Difficulty* (D, items Q4, Q10, Q16, Q22, Q28), and *Cohesiveness* (Ch, items Q5, Q12, Q18, Q24, Q30). Also, each item uses a Likert scale of 1 (strongly disagree) to 5 (strongly agree).

Another dimension added to the *Teacher MCI* by Sink (2003) was called *School Counselor Impact on Classroom Environment* or *SC Impact*. This scale was computed by taking five items and summing them for each respondent, thus,  $\text{Total SC Impact} = Q6^* + Q11^* + Q17^* + Q23^* + Q29^*$ . Those items above that are starred were added by Sink (2003) to make the instrument more applicable to teachers. Conceptually, this total score represents the teachers' perceptions of the school counselor's impact on their classroom environment.

High total scores are expected for SC Impact, S, and Ch, but lower total scores are anticipated for F, C, and D. For each scale, the scores could range from 0 to 25.

Fraser (1989) reported low to moderate alpha coefficients (internal consistency reliabilities) for the MCI *actual* form scales: .68 (S), .78 (F), .70 (C), .58 (D), and .81 (Ch). For the *Teachers MCI* ( $N = 358$ ), the Cronbach alpha reliability coefficients were calculated as follows: .83 (S), .73 (F), .57 (C), .74 (D), and .76 (Ch). Only the *Competitiveness* subscale had weak reliability. Question 27 from the *Competitiveness* subscale ("Only a few students in the class want to be the top scorers.") was chiefly problematic in nature and should be interpreted with caution. Finally, *SC Impact's* internal consistency was very good (Cronbach  $\alpha = .88$ ), showing that this new subscale was highly reliable. Factor analyses were also computed on the data in attempt to confirm the instrument's underlying factor structure (contact lead evaluator for this information).

### *Procedure*

The *Teacher MCI* was given early in the winter semester 2003 to elementary school teachers. The variation in administration dates was largely due to differences in the school counselors' schedules. It should be noted that six schools (North Hill, Southern Heights, Shorewood, DesMoines, Valley View, and Marvista) have only part-time school counselors. Results are therefore affected by the school counselor's full-time or part-time status.

### *Participants, Descriptive and Inferential Statistics, and Interpretation*

Tables 1 and 2 report the descriptive statistics for Teacher MCI subtests by school level and aggregated grade level, respectively. The total sample size of participating teachers was 369. The general trends in mean scores are interesting. Overall, the teachers' top mean ratings were Friction (mean = 19.64 out of possible 25) and then Satisfaction (mean = 17.07). Cohesion received the lowest mean rating (10.86). These findings indicate that teachers' are feeling pleased with their classroom environments, but there is a level of friction and a lack of class cohesion that appear to be problematic. Clearly, reducing the Friction score and increasing the level of cohesion in the classrooms should be a priority. Finally, according to the teachers' ratings, it appears that school counselors are making a difference in the classroom environments, as they received the third highest rating overall (mean = 16.32, out of a possible 25 points).

Table 1. *Descriptive Statistics for Teacher MCI Subtests by School by Year 2 (2002-03)*

School	Teacher MCI Subscales												
	Satisfaction		Friction		Competitiveness		Difficulty		Cohesion		School Counselor Impact on Classroom Environment		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
<b>Beverly Park</b>	23	18.26	3.54	20.26	1.74	14.61	3.00	14.87	3.18	10.43	2.41	17.57	3.01
<b>Bow Lake</b>	14	15.86	4.20	20.64	1.55	16.29	2.55	14.64	2.50	10.43	2.24	16.71	3.02
<b>Cedarhurst</b>	15	21.27	2.87	20.33	2.29	16.27	3.49	16.13	2.26	11.00	2.39	16.47	3.36
<b>DesMoines</b>	21	14.86	3.35	19.29	2.90	15.67	3.40	15.76	2.64	11.33	2.46	15.81	3.31
<b>Gregory Heights</b>	12	17.50	2.88	20.67	1.30	14.92	2.68	15.42	2.84	10.08	2.47	18.00	2.22
<b>Hazel Valley</b>	11	18.00	3.19	18.64	2.25	15.91	5.13	15.64	2.73	10.91	1.87	15.73	3.35
<b>Hilltop</b>	19	18.68	2.26	20.05	1.99	16.26	3.09	16.84	2.63	11.42	3.08	15.95	2.01
<b>Madrona</b>	20	17.35	2.83	19.80	1.85	15.40	2.56	16.15	2.50	12.55	2.42	17.20	2.44
<b>Marvista</b>	14	18.43	3.61	21.00	2.32	12.64	3.39	15.71	2.87	8.93	2.02	18.14	2.35
<b>McMicken Heights</b>	16	17.87	1.63	19.87	2.28	15.56	2.94	15.94	2.29	10.81	2.40	16.00	2.10
<b>Midway</b>	13	13.31	3.95	17.69	1.75	16.85	3.31	16.38	2.06	11.92	2.78	13.92	3.35
<b>Mount View</b>	20	17.00	2.68	19.38	2.04	16.00	2.72	16.38	2.78	9.76	2.32	16.00	2.30
<b>North Hill</b>	10	18.30	1.57	20.60	1.65	16.10	3.18	16.10	.88	9.60	1.96	16.90	1.66
<b>Olympic</b>	19	17.11	3.38	18.11	3.03	13.74	2.75	15.16	3.20	12.00	4.35	16.11	3.13
<b>Parkside</b>	24	16.29	3.85	20.79	1.91	16.13	3.84	16.08	2.60	10.38	1.93	16.62	3.56
<b>Salmon Creek</b>	18	17.00	3.58	18.50	2.71	18.28	3.32	16.22	2.76	11.61	3.27	14.33	3.14
<b>Seahurst</b>	24	12.87	4.49	19.80	2.31	15.60	3.76	15.60	3.25	10.56	3.36	16.96	3.40

Table continues on to next page

School	Satisfaction		Friction		Competitive-ness		Difficulty		Cohesion		School Counselor Impact on Classroom Environment		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
<b>Shorewood</b>	14	16.29	4.07	18.50	4.91	15.64	4.50	14.93	3.89	11.07	3.65	15.57	4.57
<b>Southern Heights</b>	10	16.90	1.45	18.82	2.32	16.91	2.55	14.82	1.89	9.91	2.74	16.09	2.70
<b>Sunnydale</b>	15	17.53	3.34	18.73	3.33	17.07	4.15	14.60	2.64	11.47	4.17	14.87	3.27
<b>Valley View</b>	8	21.63	1.85	21.50	1.93	13.63	2.20	14.50	2.51	9.63	2.20	18.25	3.15
<b>White Center Heights</b>	28	17.71	4.40	19.57	3.25	16.07	3.53	15.29	3.09	11.21	3.76	16.25	3.74
Totals	368	17.07	3.82	19.64	2.59	15.73	3.45	15.64	2.76	10.86	2.94	16.32	3.16

Note. <sup>a</sup>*N* = number of respondents; *M* = Mean; *SD* = Standard Deviation; Maximum score = 25.

Table 2 shows the mean total scores for the six dimensions of the Teacher MCI by combined grade level. The respondents' major grade level assignment was put into three categories: Grades K – 3, Grades 4 – 6, and "other" (i.e., assignments that were administrative, special education, etc.). One can see from this table that the mean differences are relatively small across the six Teacher MCI scales, with the early elementary faculty responding that they were somewhat more satisfied with their classroom environment and saw the school counselors as impacting their classrooms a bit more than the upper elementary faculty. The other differences were minimal.

Table 2. *Descriptive Statistics for Teacher MCI Subtests by Major Grade Level Assignment for Year 2 (2002-03)*

Major Grade Level Assignment	Statistic	School Counselor Impact on Classroom Environment	Satisfaction	Friction	Competitiveness	Difficulty	Cohesion
K - 3 <sup>rd</sup> (n = 187)	M	17.32	20.26	15.57	15.52	10.23	16.99
	SD	3.86	2.08	3.20	2.81	2.79	2.85
4 <sup>th</sup> - 6 <sup>th</sup> (n = 136)	M	16.79	18.90	15.84	15.57	11.38	15.51
	SD	3.77	2.89	3.82	2.79	3.04	3.41
Other (n = 38)	M	17.09	19.00	16.14	16.22	11.97	15.83
	SD	3.84	3.05	3.29	2.58	2.84	3.12
Totals (n = 358)	M	17.09	19.62	15.73	15.61	10.84	16.32
	SD	3.82	2.60	3.45	2.78	2.96	3.17

Note. \*N = number of respondents; M = Mean; SD = Standard Deviation; Maximum score = 25.

Table 3 reports the intercorrelations among the five dimensions of the *Teacher MCI* (the added impact scale was omitted). These correlations are what one would expect. For example, overall, the higher the satisfaction scores, the higher the cohesion scores ( $r = .57, p < .01$ ). Satisfaction ratings, as anticipated were negatively related the level of friction and difficulty, but unrelated to the perceived level of competitiveness. Obviously, the more friction the respondents' rated for their classrooms, the lower the cohesion scores ( $r = -.54, p < .01$ ). Level of perceived difficulty was positively correlated with level of classroom friction and competitiveness. As such, as respondents rated their classes as more difficult, they also saw their classes as having more friction and competitiveness, and less satisfying.

A MANOVA using School as the independent variable and the 6 dimensions of the *Teacher MCI* as the dependent variables confirmed that overall the mean total scores across the schools were significantly different, Wilks'  $\Lambda = .003, F(22, 132) = 25.59, p < .000$ . Univariate ANOVAs also showed that significant differences were found between schools on each of the scales of the *Teacher MCI*,  $p < .000$ . Clearly, teachers' ratings in the six areas of the teachers' version of the MCI across varied. In other words, teacher ratings at the school level were different across the dimensions of the *Teacher MCI*.

Table 3. *Correlations Comparing Scores among the Student MCI and Scales of Teacher MCI for Year 2 (2002-03) Data*

MCI Scales	Satisfaction		Friction		Competitiveness		Difficulty		Cohesion	
	Student MCI	Teacher MCI Scale	Student MCI	Teacher MCI Scale	Student MCI	Teacher MCI Scale	Student MCI	Teacher MCI Scale	Student MCI	Teacher MCI Scale
Satisfaction	--	--	-.42**	-.25**	-.23**	-.04	-.20**	-.30**	.43**	.57**
Friction			--	--	.34**	.30**	.20**	.29**	-.33**	-.54**
Competitiveness					--	--	.08**	.28**	-.17**	-.12*
Difficulty							--	--	-.05**	-.16**
Cohesion									--	--

\* Correlation is significant at the 0.05 level (2-tailed). \*\* Correlation is significant at the 0.01 level (2-tailed).

#### *Summary for Teacher MCI Data for Year 2 (2002-03)*

For this new measure of teacher's impressions of their classrooms and the impact of the school counselor on these classrooms, the *Teacher MCI* was administered to nearly 400 faculty members across the elementary schools.

Here are the key findings:

- Overall, the teachers indicated that their classrooms are satisfying and that counselors are positively impacting their classrooms.
- However, across each dimension of the *Teacher MCI*, teachers within each of the schools significantly differed in their classroom ratings. Some counselors are making more impact than others.
- The ratings for the level of classroom friction and competitiveness are conceivably problematic; it would behoove HSD elementary counselors to conduct more guidance lessons to reduce these perceptions. By doing this, the satisfaction and cohesion scores may increase over time.

## Appendix A

### My Class Inventory—Short Form for Teachers

(Modified by Christopher Sink from Fraser & Fisher, 1983)

Elementary School: \_\_\_\_\_

Gender: M    F

Ethnicity: \_\_\_\_\_ (specify)

Years of teaching experience: \_\_\_\_

Circle *major* teaching assignment (circle one):

Regular Education

Special Needs

Other: \_\_\_\_\_ (specify)

Grade level you teach: 4<sup>th</sup> 5<sup>th</sup> 6<sup>th</sup> or mixed (circle one)

Other: \_\_\_\_\_ (specify)

The school counselor visits my classroom about how many times a week: \_\_\_\_

#### **Directions:**

This is NOT a test; rather, it is a measure of your true perceptions of your classroom experiences. There are NO correct responses. All responses will be kept strictly confidential. No names will be associated with your answers. The questions are to find out what your class is really like.

Each sentence asks you to think about what your classroom is like. To indicate your perception, you circle one of the following options that BEST reflects your view right now:

1	2	3	4	5
disagree strongly	disagree	neutral	agree	strongly agree

#### EXAMPLE

50. *Most students in our class are good friends.*

If you just agree (but not strongly) that most students in the class are actually good friends, you circle the number **4**.

If you are neutral (or unsure), you circle **3**.

Please now answer all 30 questions on the next two pages.  
It should take no more than 5 to 8 minutes.

#### My Class Inventory—Teachers' Edition – KEY

##### Satisfaction

Q1, Q7, Q13, Q19, Q25

##### Friction

Q2 (reverse code), Q8, Q14, Q20, Q26 (reverse code)

##### Competitiveness

Q3, Q9, Q15, Q21, Q27

##### Difficulty

Q4, Q10, Q16, Q22, Q28

##### Cohesion

Q5, Q12, Q18, Q24, Q30

##### School Counselor Impact on Classroom Environment (5 items)

Q6\* Q11\*Q17\* Q23\* Q29\*

\*added by Sink (2003) to make each sub-dimension more applicable to counselor's impact on the classroom.



## My Class Inventory—Short Form for Teachers

Please answer all questions. If you change your mind about an answer, just cross it out and circle the new answer.

<b>Remember, you are describing your actual classroom as you currently see it.</b>	<b>Circle your answer here</b>				
1. The students enjoy their schoolwork in the class.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
2. Students never fight with each other.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
3. Students often race to see who can finish their work first.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
4. In the class the work is hard to complete.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
5. In the class everyone is friends.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
6. The school counselor helps students feel good about learning in this classroom.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
7. Students are happy with the class.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
8. Some students in the class are mean.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
9. Most students want their work to be better than their friend's work.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
10. Most students cannot complete their assignments without a lot of help.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
11. The school counselor aids with building classroom cohesion.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
12. Students in the class have good buddies.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
13. Students seem to like the class.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
14. Many students in the class provoke tension.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
15. Some students feel bad when they don't do as well as others.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
<b>Do not copy</b>					

<b>My Class Inventory—Short Form for Teachers (continued)</b>					
16. Only the brightest students can do all the work.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
17. Because of the school counselor's visits to the classroom, the students tend to work more cooperatively.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
18. All students in my class get along well with each other.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
19. Most students appreciate their learning experiences in the class.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
20. Certain students always want to have their own way.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
21. Some students always try to outperform their peers.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
22. The schoolwork is too complicated for the students.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
23. The school counselor helps make the learning less difficult.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
24. All students in the class are fond of one another.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
25. The students' see the class as fun.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
26. Students in the class don't quarrel much with each other.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
27. Only a few students in the class want to be the top scorers.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
28. Most students in the class don't know how to do their work very well.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
29. The school counselor helps create unity in the classroom.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
30. Students in the class care for each other as friends.	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree

**THANK YOU FOR HELPING HSD EVALUATE ITS ELEMENTARY  
SCHOOL COUNSELING PROGRAM**

**Please return the survey to your school counselor.  
Final version February 18, 2003 by C. A. Sink**

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## Evaluation Report for Second Year of the HSD Grant (2002-03)

### III. Project Status in Accordance with the Project Performance Using GPRA Program Performance Indicators

#### Meeting Project Objectives: Progress and Examples

The overarching goal of the grant is to increase the capacity of HSD to appropriately address the personal, social, educational, and applied learning needs of elementary school students. To do so, the district is attempting over three years to fully implement its comprehensive counseling and guidance program in each of the 22 elementary schools. More specifically, the program evaluators (Lead evaluator: Christopher Sink, PhD; Candace Gratama, MS, Associate Evaluator; Karen Wilke, MA, LMHC, Assistant Evaluator; Research Assistants: Greg Bianchi, Leslie Collings and Karen Martindale) are appraising these objectives:

**Objectives 1 and 2:** To facilitate the personal and social development of students, respectively.

In order to achieve these aims, school counselors in the HSD elementary schools continue these school-wide interventions: (a) **Second Step** (Personal-social large-group classroom guidance curriculum targeting the prevention of school violence), and (b) Two small group counseling interventions (i.e., **Friendship** and **Anger/Conflict Management** groups). The latter interventions specifically target at risk students who are developing these skills.

**Outcomes Assessment Strategies:** Using a modified quasi-experimental design, student self-report pretest surveys have been developed and piloted as well as administered and collected. To measure whether these interventions have positively impacted student discipline referrals by building administrators, monthly reports have been collected throughout the second year of the grant. The data will continue to be gathered through the life of the grant (i.e., through Year 3, 2003-04). Year 2 discipline data mirrored the data found for Year 1 of the grant. The level of student infractions continues to be higher than what the counselors would like to see. For the Second Step and the small group data, trends over Years 1 and 2 of the grant have shown consistent and statistically significant student improvement in their mean total scores from pre- to post-test. Students are clearly learning anger management and friendship skills.

Moreover, to evaluate whether the school climate/learning environment changes following these interventions, the formal measure, **My Class Inventory** (MCI; Barry, Anderson, & Fraser, 1982), was administered again in Year 2 of the grant. Similar to the first year, students overall rated their classroom experiences as positive, especially in the areas of classroom satisfaction and cohesion. To confirm the student data, a teacher version of the MCI was administered to a large sample of faculty across all elementary skills. Teachers provide evidence that there is a good level of satisfaction and cohesion in their classes. Specific questions addressing school counselor impact on the subscales of the Teacher MCI reinforce this conclusion. Teachers rated school counselors' impact on the learning environment relatively well.

**Objective 3:** To facilitate the educational development of students

To accomplish this objective, educational classroom guidance using a mixture of relevant curricula is ongoing in the schools.

**Outcomes Assessment Strategies:** While no formal pretest-posttest design was instituted to assess the accomplishment of this outcome, performance measures ("grades" on report cards) are being kept on all students, including those at risk for school failure. Over the life of the grant, it is anticipated that at risk students' performance indicators and attendance patterns will gradually improve. So far the results have not been altogether as predicted. Students with special needs continue to struggle with learning and they are about 25% of the students referred for disciplinary actions (see 02-03 full report).

Since the student version MCI measures perceptions of school climate and the quality of the learning environment, it is anticipated that, again, over the final year of the grant (03-04), students will rate their schools positively. Teacher MCI data collected during Year 2 of the grant provided evidence from the teachers' point of view that the learning environment is generally seen in a positive light, but the subscales' mean total scores measuring the levels of Friction and Competitiveness in the classroom environment need to decrease. These areas will be monitored during Year 3 of the grant.

Other Survey Assessments Relating to Objectives 1, 2, and 3:

To measure student and school staff perceptions of the HSD's overall school counseling program (i.e., a systemic educational program called Highline School District Comprehensive Counseling and Guidance Program or CCGP), for Year 2 of the grant a program satisfaction survey was again distributed to the students. At the school level, improvements in "satisfaction" scores are noticeable. The student "satisfaction" mean scores by school varied less from Year 1 to 2, and overall, students were largely pleased with their school counseling programs.

As indicated previously, faculty, as measured by the Teacher MCI, rated the school counselors' impact on their classrooms as largely positive (see full report for details).

In sum, Year 2 findings show that the CCGP, as an educational program, is largely perceived as helpful to students by students and faculty.

**Objective 4:** To facilitate the career development of students.

To accomplish this objective, general educational classroom guidance using the *Dependable Strengths* curriculum is ongoing in the schools.

**Outcomes Assessment Strategies:** This goal was dropped by the school counselors due to the number of objectives they are already trying to achieve with the students.

Report Project Performance Using GPRA Program Performance Indicators

- EDGAR 74.51 (a) HSD staff are managing and monitoring the grant.
- (b) This will serve as the annual performance report.
  - (c) Not applicable
  - (d.1) Information required in this indicator is above.
  - (d.2) Reasons for established goals were not met, if appropriate. The major goal and four objectives are being met over time.
  - (d.3) There have been no cost overruns.

Explain Why Planned Objectives Were Not Attained or  
Why Scheduled Activities Were Not Implemented

Each objective (1-4) for the grant was implemented for the first two years of the grant. Objective 4 was intended to be focused on during the second year of the grant (2002-03), but given the demands of the grant on the school counselors, this objective was dropped. The HSD grant director chose to continue to focus instead on the first three objectives during the last two year of the grant (02-03 and 03-04).

Describe Any Anticipated Problems

Currently, we have no significant issues or problems to correct.