DOCUMENT RESUME

ED 435 736   TM 030 370

TITLE   Title IV Safe and Drug-Free Schools and Communities
                 Evaluation Report, 1998-99. Principles of Effectiveness as
                 the Building Blocks of Title IV School-Based Programming.
                 Publication Number 98.09.
INSTITUTION   Austin Independent School District, TX. Office of Program
                 Evaluation.
PUB DATE   1999-10-00
NOTE   119p.
PUB TYPE   Reports - Evaluative (142)
EDRS PRICE   MF01/PC05 Plus Postage.
DESCRIPTORS   *Compensatory Education; *Drug Education; Educational
                 Finance; Elementary Secondary Education; Federal Aid;
                 *Prevention; *Professional Development; School Districts;
                 *School Safety; Violence
IDENTIFIERS   *Austin Independent School District TX; Safe and Drug Free
                 Schools and Communities Act

ABSTRACT
                 Title IV Safe and Drug-Free Schools and Communities is a
compensatory education program supported by funds from the U.S. Department of
Education through the Safe and Drug-Free Schools and Communities Act of 1994.
The purpose of Title IV is to enable schools to supplement local efforts to
eliminate violence and the use of drugs, tobacco, and alcohol among students.
During 1998-99, Title IV provided funding to the Austin Independent School
District (AISD), Texas, to support a variety of district-level and
campus-level prevention education efforts. Services were provided through the
following components: (1) campus-based prevention initiatives; (2)
district-level student programs; (3) curriculum and staff development; and
(4) support staff and services. Evaluation data came from student surveys, a
survey responded to by a random sample of teachers , and district incident
data about discipline, violence, and drug-related offenses. Recommendations
based on evaluation findings call for more student education on the
prevalence and dangers of drugs and increased conflict resolution training
for students. More professional development is recommended, and suggestions
are made for continued curriculum integration efforts. Six appendixes contain
supplemental information about Title IV and its implementation in the AISD.
(Contains 33 tables, 32 figures, and 24 references.) (SLD)

Title IV Safe and Drug-Free Schools and Communities Evaluation Report, 1998-99
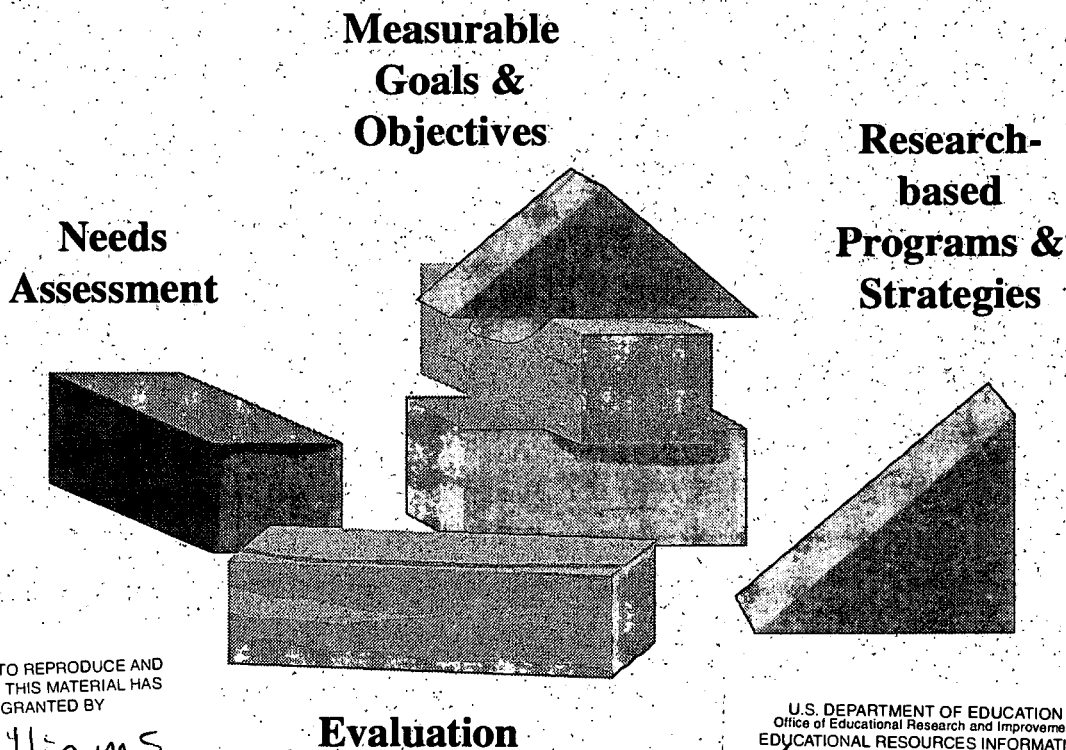
Measurable
Goals &
Objectives

Needs
Assessment

Research-
based
Programs &
Strategies

Evaluation

Principles of Effectiveness as the Building
Blocks of Title IV School-Based Programming

Austin Independent School District
Office of Program Evaluation
October 1999

2

Executive Summary

Title IV Safe and Drug-Free Schools and Communities (SDFSC) grant is a compensatory education program supported by funds from the U. S. Department of Education through the *Safe and Drug-Free Schools and Communities Act of 1994*. The purpose of Title IV is to enable schools to supplement local efforts to eliminate violence and the use of drugs, tobacco, and alcohol among students. The goals of the grant are to reduce student drug use, reduce student violence, increase parent and community involvement in school, and increase student involvement in school. During 1998-99, Title IV provided funding to the Austin Independent School District (AISD) to support a variety of district-level and campus-level prevention education efforts. All campuses received Title IV funds based on a per pupil allocation. Services to students, parents and staff were provided through the following components: campus-based prevention initiatives, district-level student programs, curriculum and staff development, and support staff and services.

District Surveys

Student Survey. All campuses participated in the annual student substance use and safety survey. Based on self-report of a random sample of students in grades four through twelve, alcohol remained the most commonly reported substance used, a finding that reflects state and national trends. Reported use tended to increase with grade level. Tobacco was the second most commonly reported substance used by survey respondents, followed by marijuana and then inhalants. Inhalant use decreased from previous years survey results, reflecting state and national trends. In spite of students' reported use of substances, most respondents acknowledged the dangers of using such substances, more so at the elementary grade level than at the secondary grade level. Some secondary grade level survey respondents reported that they had attended class drunk (9%) or high on marijuana (19%), and some had driven while drunk (8%) or high on marijuana (10%). However, caution should be taken in interpreting these results since no control was made in these questions for exaggerated responses.

Most elementary students surveyed reported receiving information from school sources on the dangers of substance use, especially from teachers. Less than half of secondary students surveyed reported that they had been involved in any prevention education activities related to Title IV. However, these students may not have recognized Title IV supported activities as such since some activities focused on more basic character education and skill building experiences. Secondary students reported most often being involved in class lessons on drugs and violence, special school assemblies, and the ROPES program. When asked who they would go to for help if they had a drug problem, most elementary students said parents, while most secondary students said friends.

When asked about campus safety issues, most students reported feeling safe (88% elementary, 84% secondary). Despite this, some survey respondents did report being harmed or threatened with harm in the past year (39% elementary, 46% secondary). Furthermore, some survey respondents indicated that they had harmed or threatened other students (23% elementary, 31% secondary).

Staff Survey. A random sample of campus staff members responded to an annual survey. Questions on substance use, safety, training, and campus procedures were addressed. As with the student survey results, most staff members reported feeling safe on campus. Also, most survey respondents reported that their campuses handle student violence well and that there are a number of safety procedures in place on their campuses. In spite of this, some staff respondents reported having been harmed or threatened with harm by students in the past year. When asked what was the most serious problem on their campuses, the most commonly reported by staff respondents was student safety issues such as fighting and harassment. When asked whether students at their campuses used tobacco, alcohol or other illicit drugs, most respondents thought that at least some students had used these substances, but quite a few reported that they did not know.

Not many staff respondents were familiar with Title IV-supported activities or programs. The most commonly recognized program was the district's PAL peer mentoring program. Less than half the staff surveyed reported having attended any prevention training within the past two years. When asked what type of prevention training would be most helpful on their campuses, the most commonly reported trainings requested were on conflict resolution, parent involvement/communication, and decision making and life skills.

District Incident Data. As a recipient of Title IV funds, AISD is required to report certain student incident data on an annual basis to the Texas Education Agency. Tracking district student discipline records as well as campus police case records, the following results were found for 1998-99:

- Compared with data from 1997-98 on student drug-related offenses, there were increases in the number of student arrests, alternative education program placements, and expulsions due to the possession, sale or use of drugs.

- Compared with data from 1997-98, the number of assaults on students and the number of assaults on district staff members decreased for the second consecutive year.

- Weapons confiscated on campuses during 1998-99 totaled two firearms and thirty-four other weapons (e.g., illegal knives, clubs, etc.).

These data seem to corroborate some of the student survey findings in that student substance use appears to remain a large and persistent problem in the district.

Title IV Programs in AISD

All district programs and campus activities funded through Title IV had to have written plans submitted for approval of fund expenditures for the year. Campus-level as well as district-level Title IV programs were asked to base their activities on the federally required legislation, **Principles of Effectiveness.** According to these principles, all Title IV programs or initiatives must include the following: a thorough needs assessment, measurable goals and objectives, research-based activities or strategies, and periodic program evaluation to determine impact.

Campus Initiatives. In AISD, all campuses received an allocation of Title IV funds based on approximately $2.00 per student. All but one campus used their funds for a variety of activities. The most common expenditure was the purchase of curriculum materials (43%), followed by external consultants or schoolwide presentations or speakers (28%). Most campuses reported targeting students, but many campuses also aimed their Title IV funded activities at campus staff members, parents, and other community members.

Private schools within the boundaries of AISD also were eligible to receive Title IV funds. Nine private schools took advantage of these funds to support their SDFSC prevention education efforts. Most private schools spent their Title IV funds on the purchase of curriculum materials or for the hiring of consultants.

District Programs. There were a number of district-level programs supported through Title IV during 1998-99. The variety of these programs allowed the following prevention-related topics to be addressed: peer mentoring and service learning (PAL); experiential learning and leadership development (ROPES); family intervention to promote conflict resolution, anger management and problem solving (SUPER I, Positive Families); and campus-based student assistance program development and support (SAP). All programs had a clear message of no drug use or violence. Students, parents, and campus staff members were served by the combination of these programs with the campus-based prevention education efforts.

The challenge in AISD is to determine to what extent all of these programs fill the needs of the district and how effective they are in reaching the goals of the grant using the Principles of Effectiveness as a guide.

Curriculum and Staff Development

Both the Guidance and Counseling and the Science and Health departments were involved in the integration of drug and violence prevention education into the other core curricula of the district during 1998-99. Every campus was sent some materials from the state's prevention curriculum, *Drug and Violence Education (DAVE)* to supplement their current instructional materials being used in class. In addition, a campus workshop and resource fair was held in the spring semester of 1999 to explain the

Principles of Effectiveness and how they can be used to structure Title IV activities, and to showcase district, community, state, and national resources that campuses could use in drug/violence prevention.

Staff development also occurred in the district in guidance and counseling and in science and health to update counselors and teaching staff members on the use of prevention education materials. Other staff development opportunities were offered in the school district and attended by staff members on topics relating to promoting a safe and drug-free environment, in areas such as student management (e.g., conflict resolution, peer mediation), and organizational and personal development (e.g., diversity training, positive parenting). Finally, a student resiliency and wellness task force was created with the purpose of updating and revising the district's health curriculum to meet state competencies as well as to incorporate resiliency concepts. These efforts are ongoing and will continue into the next school year.

Support Staff and Services

Other Title IV support services provided to campuses and district programs included the following:

- *Program manager* – The Title IV program manager was the administrative supervisor for science and health curriculum. Although no Title IV funds were provided for this position, the program manager was responsible for coordinating with other district programs and grants, approving Title IV funding requests, disseminating grant-relevant information, and tracking federal and state mandates to ensure district program compliance.
- *Program facilitator* – A portion of the facilitator's salary was provided through Title IV. This person coordinated meetings for the district's required Title IV Advisory Council, worked with local agencies in coordinating prevention education, and assisted with all Title IV district activities.
- *Budget specialist* – A portion of this person's salary was provided through Title IV. This person was responsible for processing and managing all accounting information for district and campus Title IV programs.
- *Evaluation staff* – Evaluators' salaries (1.7 FTE) were funded in part through Title IV. They provided evaluation of all district Title IV activities, reviewed and critiqued campus and district program plans, coordinated the districtwide student surveys, collected discipline and police case data on student incidents, prepared and distributed required annual evaluation reports on the Title IV program, and served on various committees.
- *School support community specialists* – Five individuals were funded through Title IV to be the campus liaisons for all AISD schools. Each specialist was assigned to a particular organizational area of the district with approximately 20 schools per area. These individuals were a part of campus site visits, responded to crises, helped campuses update their safety/crisis plans, conducted training, and worked on campus attendance and dropout recovery.
- *School resource officer* – The salary of one school resource officer (SRO) was provided through Title IV. This person, a trained and certified law enforcement officer, was district trainer for all SROs assigned to campuses.
- *Visiting teacher* – A part of one visiting teacher's salary was provided through Title IV. This person conducted home visits and had family contact to improve communications between families and the school. This person's time was also spent processing student cases, identifying dropouts, and making referrals to community agencies for students having difficulties.

Budget

The mandate for Title IV funds is Public Law 99-570. 1998-99 AISD Title IV budget consisted of the following allocations:

Title IV *(Regular)*	$ 425,188
Title IV *(Greatest Needs)*	$ 572,384

Recommendations

The following recommendations are being offered for consideration in improving the district's Title IV funded program:
- Based on student survey data, the district should increase efforts to provide education to students on the prevalence and dangers of drugs, especially alcohol, tobacco, marijuana, and inhalants. Efforts to prevent violence on campuses should continue by teaching conflict resolution, problem-solving and life

- skills. Every effort should be made to keep students involved, attending, and succeeding academically in school.
- Based on staff survey data, more education and training opportunities should be provided to staff members on substance use trends, recognition of student substance use problems, and available programs and resources to prevent drug use. In addition, more opportunities should be provided for staff members to receive training in conflict resolution, parent/family involvement and communication, and decision making and life skills.
- Based on program evaluations, the following can be recommended:
  - All district-level and campus-level programs funded through Title IV should be based on the Principles of Effectiveness, including a thorough needs assessment, measurable goals and objectives, research-based programs and activities, and frequent program evaluation.
  - All Title IV programs and activities should strive to be more inclusive, to provide more outreach to students, parents, school staff members, and the community.
- Regarding curriculum, it is recommended that current curriculum integration efforts should continue. The *DAVE* prevention curriculum, concepts of resiliency and wellness, and updated resources all should be incorporated into the district's guidance/counseling curriculum and health curriculum. These instructional program efforts should become part of every campus' improvement plan.
- In order to improve accountability, it is recommended that the district should continue to use the Principles of Effectiveness in the design, development, implementation and evaluation of all of its Title IV programs. Both quantitative and qualitative measures of program assessment should be made to assess impact. The district should continue to do long-term tracking of students who participate in Title IV funded programs.
- For district planning and decision making, it is recommended that the district's adopted prevention and education plan be revised and updated to lead the district into the next decade.

6

TABLE OF CONTENTS

8

LIST OF TABLES

9

LIST OF FIGURES

INTRODUCTION

The Austin Independent School District (AISD) has received federal funding through the Title IV Safe and Drug-Free Schools and Communities (SDFSC) grant since the 1987-88 school year. Originating from the Drug-Free Schools Act of 1986 (Public Law 99-570) and subsequent legislative amendments, the purpose of the SDFSC grant is to supplement state and local educational organizations' efforts toward education on and prevention of drug abuse and violence. The SDFSC grant funds are funneled from the federal government through the Texas Education Agency to school districts in Texas. The historical levels of federal assistance to the district, defined as basic allocation awarded each year plus any supplemental funding (not including funds carried over from the previous year), are reflected in Figure 1.

Figure 1: Title IV SDFSC Grant Monies Received by AISD, 1987-88 to 1998-99
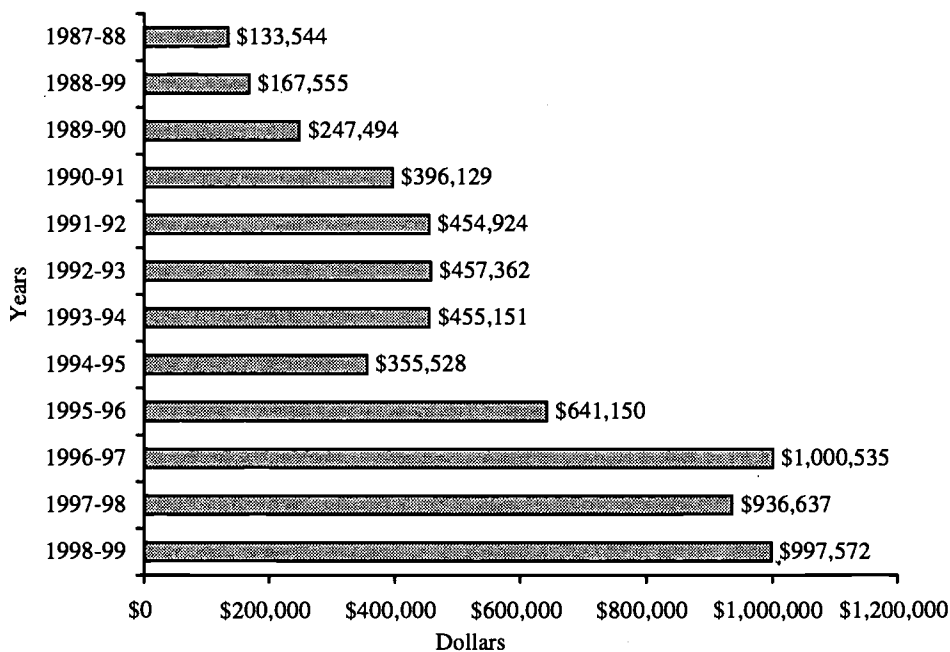
Source: AISD SDFSC Program Records

For 1998-99, AISD received a basic formula allocation of $425,188 in Title IV SDFSC funds. In addition, AISD received a supplemental award of $572,384 as a result of special competitive funding provided to the top 10% of school districts in Texas that demonstrated the greatest need in terms of the SDFSC grant application and evaluation. This was the fourth year that supplemental funds were awarded to AISD. SDFSC funds are intended to supplement, but not supplant, district resources devoted to promoting a safe and drug-free learning environment. These funds supported an array of district and campus programs and strategies aimed at prevention and intervention. These programs and strategies are described in the second half of this report.

The Drug-Free Schools Act of 1986, amended in 1992 and again in 1994 (renamed the *Safe and Drug-Free Schools and Communities Act*), sets forth guidelines on the types of programs

appropriate for funding. Appendix A contains the full description of these guidelines and the types of approved programs for Title IV. The most recent congressional addition to the grant has been the adoption of the U. S. Department of Education's *Principles of Effectiveness* in 1998. Appendix B includes the complete text of the principles. The goal of these four principles is to improve the accountability in use of Title IV funds. Briefly, the principles stress the importance of using needs assessment, measurable goals and objectives, research-based programs and strategies, and periodic program evaluation. Both federal and state government education agencies intend that the principles will guide future funding in Title IV, especially with the imminent reauthorization of the federal Elementary and Secondary Education Act (ESEA) that is being reviewed in Congress.

In AISD, the principles have guided the use of all funds in the district's SDFSC program, at both the campus and district levels. During the fall of 1998, every campus and each of the district SDFSC program managers had to complete a plan for the 1998-99 school year that stated how their activities would align with the Principles of Effectiveness. Use of funds was monitored throughout the year, and an end-of-year evaluation was conducted for all program and campus expenditures.

In addition to the federal Principles of Effectiveness, AISD administration has made a number of efforts to bring the issues of substance use and violence to the forefront. For example, in 1992 the school district's board of trustees adopted a drug and alcohol education and prevention plan (Appendix C). The plan explicitly states that, "The district's goal is to have a drug-free school population by the year 2000." The plan identifies eight major activity components to be implemented by the district, and specific responsibilities and actions to be taken by central administration, campus principals, other district staff members, students and parents. For instance, one element of the plan that has been addressed is updating the district's student discipline policy to include standards and procedures for addressing student substance abuse offenses (e.g., possession, use or sale of drugs, alcohol, tobacco). The plan also includes the recommendation for regular data collection and evaluation of the extent of student drug and alcohol usage in the district, an activity that has been conducted through the Office of Program Evaluation with the cooperation of campus staff. However, the year 2000 is imminent, and although improvements have been made in substance abuse prevention, the district's goal for a drug-free school population has not been fully realized.

Another district effort, initiated during the 1996-97 school year, was the appointment of an administrative school safety task force to propose recommendations on improving safety in the district. The task force (made up of district administrative and campus staff, as well as local law enforcement, and parents) generated some recommendations with specific objectives for the district and its campuses to improve safety and prevent violence. These recommendations are included in Appendix D. For example, one recommendation made was to develop and implement a district discipline management plan that is based on the student code of conduct, and to update and revise discretionary and mandatory removal forms to reflect current laws. As with the district's 1992 prevention plan, some recommendations of the safety task force were attained, while others have yet to be addressed. Yet, there has been an overall reduction in the level of violence in the district as incident data on student assaults have shown in the past few years (see data presented later in this report).

During 1998-99, the AISD SDFSC district program continued toward development and improvement of a comprehensive approach to serving students, parents and staff members. To more

closely align grant activities with the district's core curricula, AISD administration assigned the management of the Title IV SDFSC grant within the curriculum department to the administrative supervisor for science and health education. Curriculum staff established a student wellness and resiliency task force to begin making updates and improvements to the district's health curriculum, *Making Healthy Choices* (1991, 1995), with special consideration to the state-recommended drug and violence prevention curriculum, *Texas Prevention Curriculum Guide: Drug and Violence Education* (1997).

In addition, the AISD SDFSC Advisory Council and the AISD SDFSC Planning Committee continued to give direction to the program. Both groups helped clarify needs, goals, and objectives of the grant by bringing their knowledge and experience relevant to prevention education. Topics addressed by these groups included funding, comprehensive program planning, review of results from district surveys and program evaluation, and prioritization of program goals and objectives. In addition, the two groups provided a venue in which different individuals from the district and the community could share ideas and raise awareness of their respective activities.

In compliance with the federal SDFSC Act and with AISD's drug and alcohol prevention plan, this evaluation report presents information gathered on the extent of the current tobacco, alcohol and drug problem in the schools, school safety issues, and AISD SDFSC program efforts in drug and violence prevention and intervention. This information was gathered through student and staff surveys and interviews, analysis of critical variables in the district's databases (i.e., student demographic and academic variables, student discipline and arrest information, and program budget expenditures), and examination of each of the district-level and campus-level SDFSC programs and activities.

ASSESSMENT OF SUBSTANCE USE AND SCHOOL SAFETY

STUDENT SUBSTANCE USE AND SAFETY SURVEY

INTRODUCTION

Part of the Title IV SDFSC Act requires that education agencies receiving funds describe the extent of the current alcohol and drug problem in the schools. The National Commission on Drug Free Schools Final Report (September, 1991) recommends using a survey to assess substance use problems in schools. As a recipient of Title IV SDFSC funds, AISD is under obligation to collect and report this information. Two student survey instruments have been used in alternating years since 1992. In 1992, 1994, 1996, and 1998, the *Texas School Survey of Drug and Alcohol Use* (TSSDAU) was administered to representative samples of students in grades four through twelve. The TSSDAU is a multiple-choice survey that is endorsed by the Texas Education Agency (TEA) and has been used statewide in Texas school districts since 1988. This survey is analyzed by the Public Policy Research Institute of Texas A&M University, and is partially subsidized by the Texas Commission on Alcohol and Drug Abuse (TCADA). An advantage of the TSSDAU is the ability to compare data with other Texas school districts that participate in the statewide assessment.

In other years since 1993, including the 1999 school year, the *Student Substance Use and Safety Survey* (SSUSS), formerly the *Student Alcohol and Other Drug Use Survey* (SAODUS), has been administered to representative samples of AISD students in grades four through twelve. AISD Office of Program Evaluation staff designed this survey, which provides the advantage of tailoring survey items to the district's assessment needs. The surveys that have been administered in AISD have asked students about the following types of issues: self-report of substance use, attitudes and opinions about usage, actions taken while using certain substances, participation in district prevention and education activities, risk and resiliency factors, school safety perceptions and experiences, and demographics. The items for this year's survey were suggested and reviewed by members of the district's SDFSC Advisory Council and Planning Committee. In addition, instructional coordinators from the language arts curriculum reviewed the survey to ensure that the language and grammar used were age-appropriate. Both the TSSDAU and the SSUSS have two versions, one for elementary level students (grades 4-6) and one for secondary level students (grades 6-12 SSUSS; grades 7-12 TSSDAU).

Survey administration is designed to take approximately 50 minutes, or one class period. Parent notification that the survey will occur is ensured at each AISD campus prior to survey administration. *Student participation is completely voluntary and individual responses are anonymous.* No names or identification numbers are used on the surveys to trace individuals. Strict confidentiality standards are adhered to for survey administration, data collection, processing and reporting procedures, with results reported in summary form only and rounded to the nearest percentage point.

SURVEY SAMPLE

Based on student enrollment for grades four through twelve, a random representative sample of 8,903 students was drawn: 2,510 from elementary campuses (grades four through six), and 6,393 from secondary campuses (grades six through twelve). Sixth graders at both elementary and secondary (middle school) campuses were included in the sample. These numbers represent a 20% sample of the district's total student population (based on school records) in grades four through twelve at the time the sample was drawn. School campuses were the primary sampling units and classrooms were the sampling sub-units. Surveys were sent to all AISD regular campuses (10 high schools, 15 middle or junior high schools, and 68 elementary schools). Sixth graders at elementary campuses received the elementary version of the survey, while the sixth graders at middle school campuses received the secondary version of the survey.

Only one middle school campus failed to return surveys (n=362) because the surveys were neither distributed nor administered due to scheduling problems at the campus. The total number of surveys returned from campuses was 7,592, resulting in an 85% response rate. Further validation to determine exaggerators and inconsistent responders eliminated 853 student respondents from further analyses. The final total for data analyses was 6,739 (representing approximately 15% of the district's population in grades four through twelve), of which 1,814 were elementary students (grades four through six at elementary schools) and 4,925 were secondary students (grades six through twelve at middle and high schools). Table 1 shows respondents' demographics.

Table 1: 1999 SSUSS Student Respondent Demographics

	Elementary Students (Number)	Elementary Students (Percentage)	Secondary Students (Number)	Secondary Students (Percentage)
Gender				
Females	880	48.5%	2499	50.7%
Males	934	51.5%	2426	49.3%
Total*	1,814	100%	4,925	100%
Ethnicity				
American Indian/ Native Alaskan	58	3.4%	56	1.2%
Asian/ Pacific Islander	35	2.0%	124	2.6%
African American	250	14.5%	698	14.4%
Hispanic/ Latino	628	36.5%	1,717	35.3%
White	438	25.4%	1,860	38.2%
Other	314	18.2%	405	8.3%
Total*	1,723	100%	4,860	100%

Source: SSUSS, 1999
* Gender and ethnicity totals are not equal because some respondents did not answer one or the other on the survey.

15

GENERAL USAGE TRENDS

Since sixth graders were included in both elementary and secondary versions of the survey, their results are presented separately by survey. However, comparisons were made between the responses of elementary campus sixth graders and middle school campus sixth graders, and any differences are noted later in this report.

A general caveat in the reported usage trend data has to do with the response choice format used in the substance usage question of the survey. In previous years, one question asked students about recent use of substances (i.e., past year for elementary students, and past month for secondary students), while a second question asked about lifetime usage of substances. However, in the current survey, an attempt was made to improve comparability of responses across survey versions and to shorten the survey by addressing the recent and lifetime usage issues in one question with a wider range of responses. These responses provided eight answer choices, ranging from "never used or never heard of it", to "only used once in my lifetime", to "once in the past month", to "every day". However, the general findings from this answer format tended to show lower reported recent usage rates as compared to previous years' data. The lifetime usage percentage rates, however, were more consistent with previous years' results. Therefore, cautious interpretation of results of reported recent usage for the current survey is recommended.

Elementary Survey

Figures 2 and 3 show reported tobacco usage in 1999 among elementary school survey respondents. Comparing elementary respondents, all recent usage rates were low, ranging from 2% among fourth graders to 5% among sixth graders. Reported rates for recent (past year) usage showed a decrease by five to thirteen percentage points, as compared to 1998. However, for lifetime tobacco usage rates, results indicate that compared to 1998, there was a four percentage point decrease for fourth graders (to 7%) and a five percentage point increase for sixth graders (to 30%). Reported lifetime usage rates among fifth graders (14%) remained the same as in 1998.

Figures 4 and 5 depict elementary students' reported alcohol usage (both recent and lifetime). As in previous years, rates were highest among sixth graders. Compared to data from 1998, reported recent (past year) usage rates showed a decrease by 11 to 20 percentage points. For reported lifetime alcohol use, results for fourth graders showed a four percentage point decrease while sixth graders showed a five percentage point increase. Fifth graders' reported lifetime alcohol usage remained the same (28%) as compared to 1998.

Reported recent and lifetime inhalant usage rates for elementary students are shown in Figures 6 and 7. As compared to 1998 data, both recent and lifetime reported usage rates decreased in 1999 by three to seven percentage points. While still being relatively low, reported inhalant usage rates were highest among sixth graders for both recent (3%) and lifetime (9%) use.

Recent and lifetime marijuana usage rates are reported in Figures 8 and 9. As compared to results from 1998, recent usage rates showed a decrease by one to two percentage points. Lifetime usage rates for fourth graders showed a slight (one percentage point) decrease, while fifth and sixth grade lifetime usage rates increased by two to three percentage points. Reported marijuana usage rates were highest among sixth graders for both recent (6%) and lifetime (13%) use.

16

Figure 2: Percentage of AISD Elementary Students Reporting Recent (Past Year) Tobacco Use
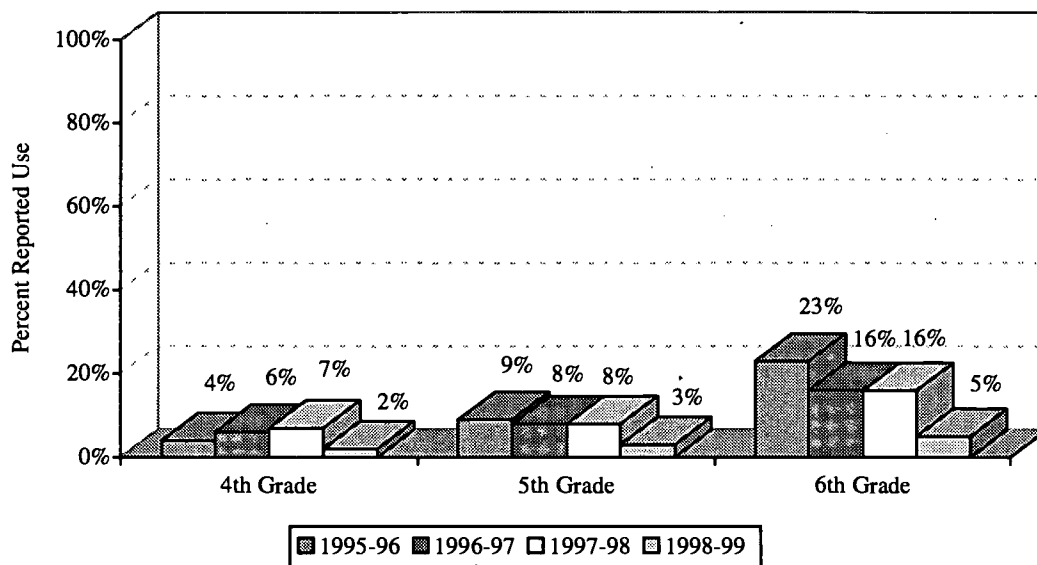
Source: TSSDAU (1996, 1998), SSUSS (1997, 1999)

Figure 3: Percentage of AISD Elementary Students Reporting Lifetime Tobacco Use

Source: TSSDAU (1996, 1998), SSUSS (1997, 1999)

17
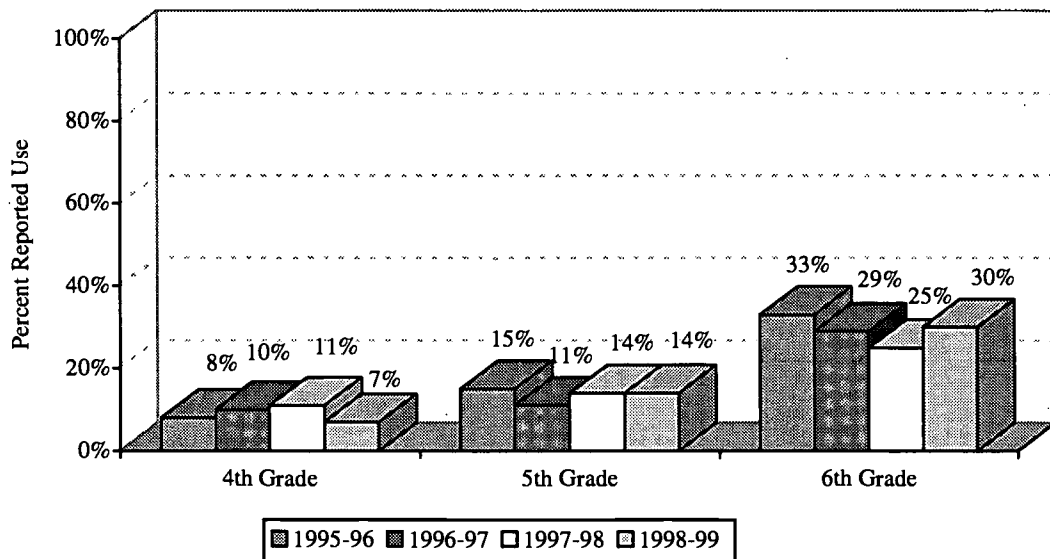
Figure 4: Percentage of AISD Elementary Students Reporting Past Year Alcohol Use
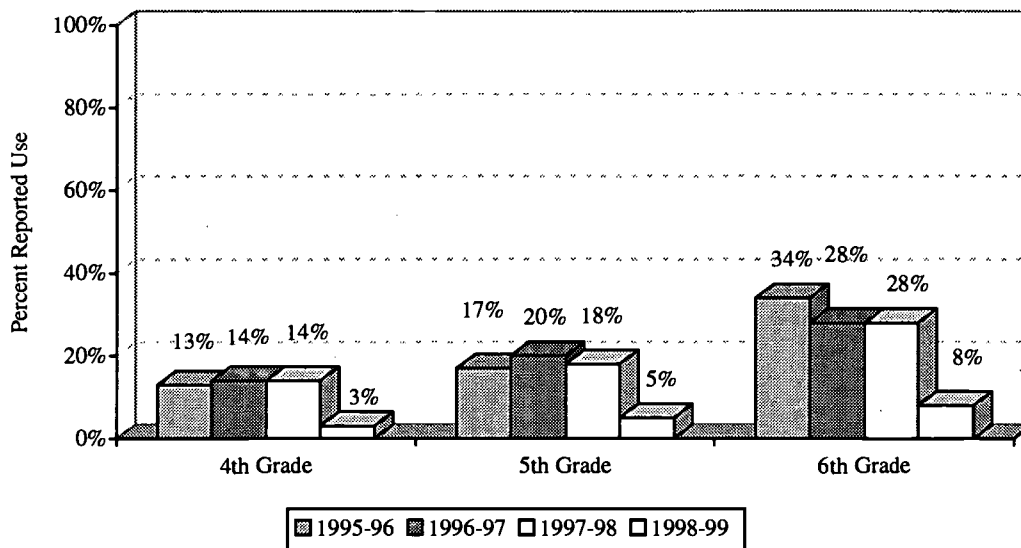
Source: TSSDAU (1996, 1998), SSUSS (1997, 1999)

Figure 5: Percentage of AISD Elementary Students Reporting Lifetime Alcohol Use
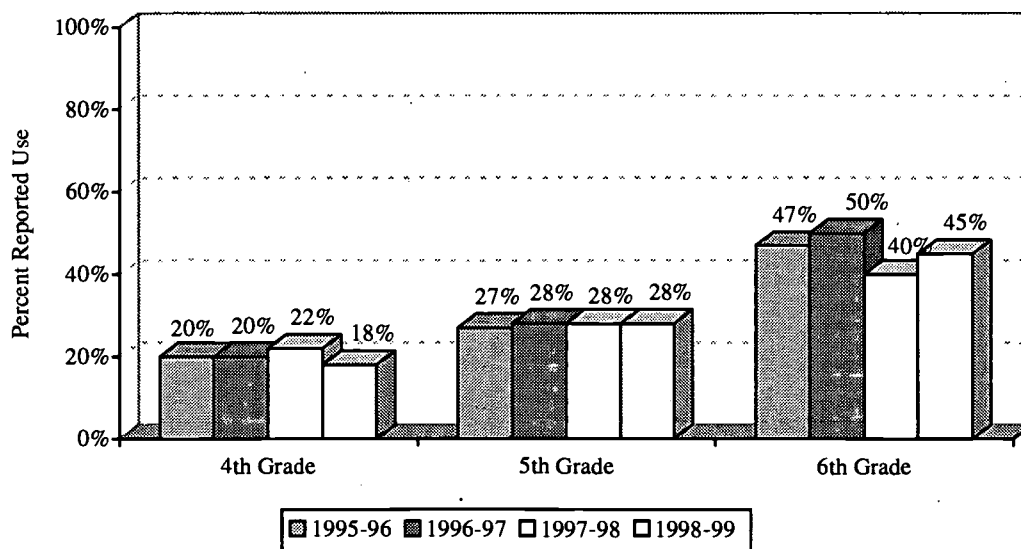
Source: TSSDAU (1996, 1998), SSUSS (1997, 1999)

Figure 6: Percentage of AISD Elementary Students Reporting Past Year Inhalant Use
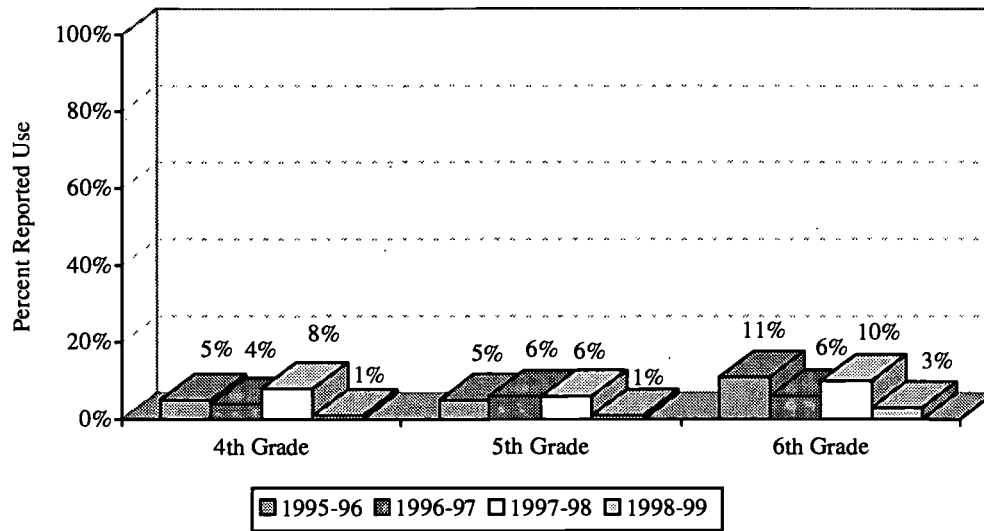
Source: TSSDAU (1996, 1998), SSUSS (1997, 1999)

Figure 7: Percentage of AISD Elementary Students Reporting Lifetime Inhalant Use
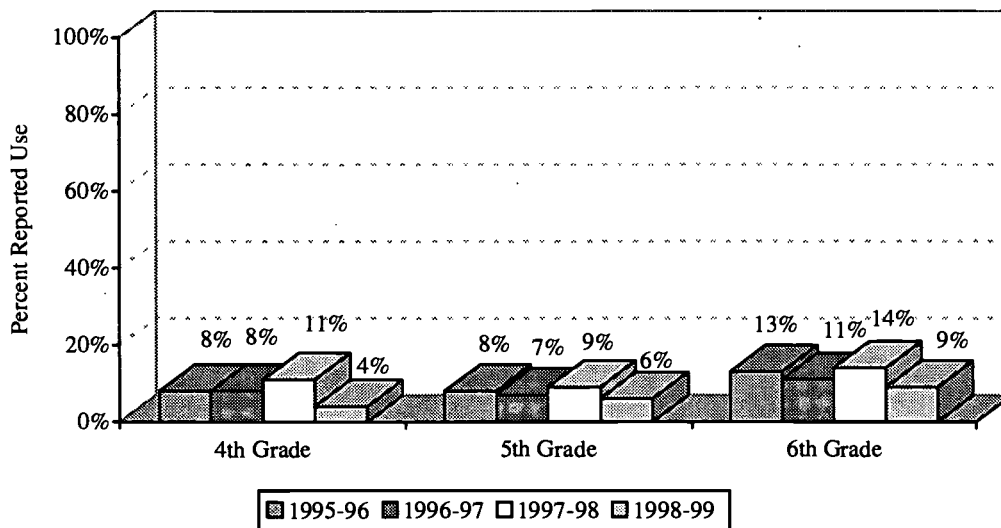
Source: TSSDAU (1996, 1998), SSUSS (1997, 1999)

19

Figure 8: Percentage of AISD Elementary Students Reporting Past Year Marijuana Use
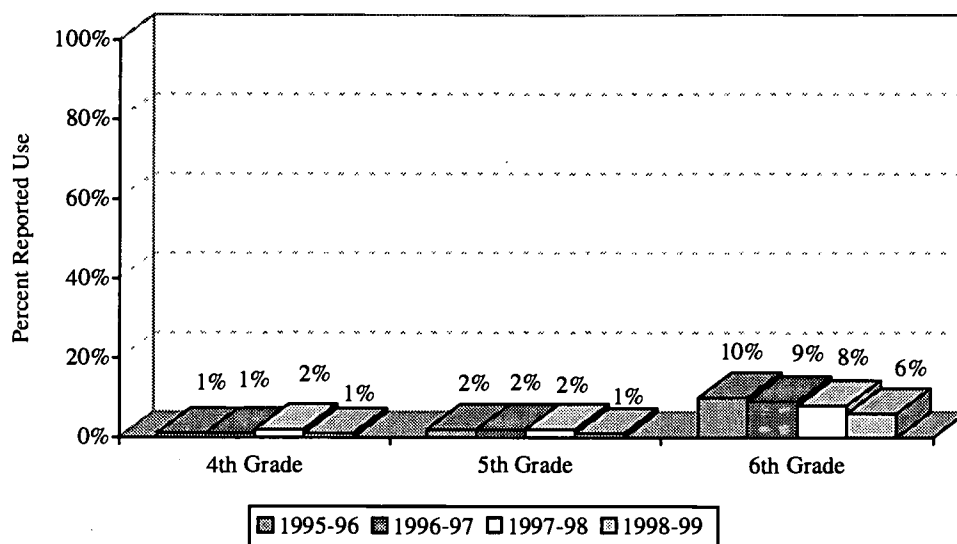
Source: TSSDAU (1996, 1998), SSUSS (1997, 1999)

Figure 9: Percentage of AISD Elementary Students Reporting Lifetime Marijuana Use

Source: TSSDAU (1996, 1998), SSUSS (1997, 1999)

20
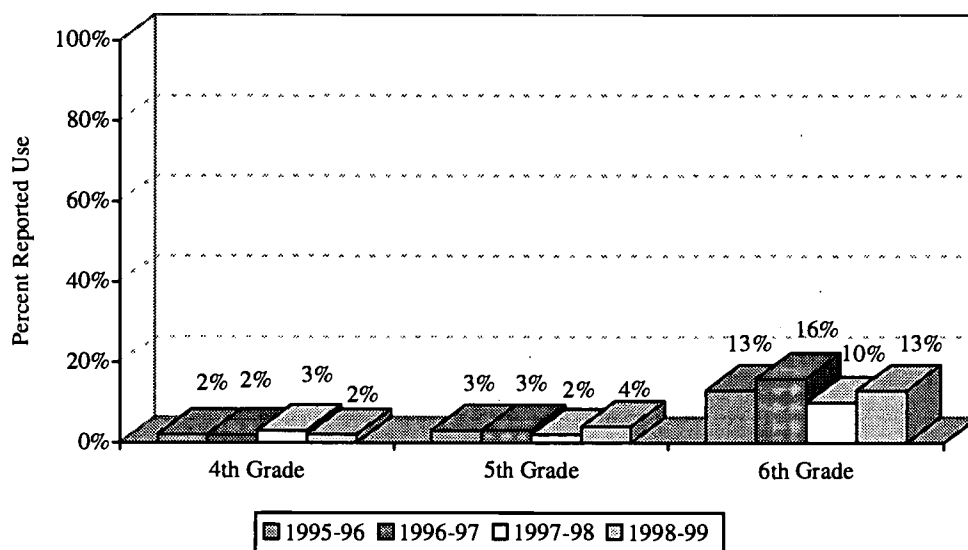
Secondary Survey

The results for sixth graders will be discussed in the following section, with comparisons made between elementary and middle school sixth grade respondents. Figures 10 and 11 depict reported recent (past month) and lifetime tobacco use among secondary school respondents. In 1999, percent reported usage increased with grade level, reaching 37% recent usage and 71% lifetime usage among twelfth graders. As compared with 1998 data, there were decreases among recent usage levels in grades seven through eleven, while there was a slight increase among twelfth graders. For reported lifetime tobacco usage rates, there were decreases in grades seven through ten, as compared with 1998 data, but slight increases among students in grades eleven and twelve.

Figures 12 and 13 show reported recent (past month) and lifetime alcohol usage rates for secondary student respondents. Of all substances, alcohol remained the most commonly used as reported by AISD students. Compared to 1998 data, results from 1999 indicate decreases in reported recent usage rates across all secondary grade levels, ranging from 12% among seventh graders to 47% among eleventh and twelfth graders. However, reported lifetime alcohol usage rates remained about the same as reported in 1998, with reported usage tending to increase by grade level, reaching 87% among twelfth graders.

Figures 14 and 15 show the reported recent (past month) and lifetime inhalant usage rates at secondary grade levels. Reported inhalant usage rates tend to drop off at higher grade levels. Compared to 1998 data, percent recent usage rates showed decreases for all grade levels (to 1% or 2%). Percent lifetime inhalant usage rates also showed decreases among secondary school respondents for all grade levels (8% through 12% reported use).

Figures 16 and 17 show reported recent (past month) and lifetime marijuana usage rates among secondary students surveyed. For percent reported recent marijuana use in 1999, the lowest rate was among seventh graders (9%) and the highest rate was among twelfth graders (27%). Compared to 1998 data, percent recent usage rates showed decreases at most grade levels, with the exception of twelfth grade where there was a slight increase of two percentage points. For reported lifetime marijuana use in 1999, the lowest rate was among seventh graders (23%) and the highest rate was among twelfth graders (60%), reflecting an increase in reported usage by grade level. Compared to 1998 data, there were decreases in percent reported lifetime usage rates in each secondary grade level with the exception of twelfth graders, where there was a six-percentage point increase in reported use.

Figure 10: Percentage of AISD Secondary Students Reporting Recent (Past Month) Tobacco Use
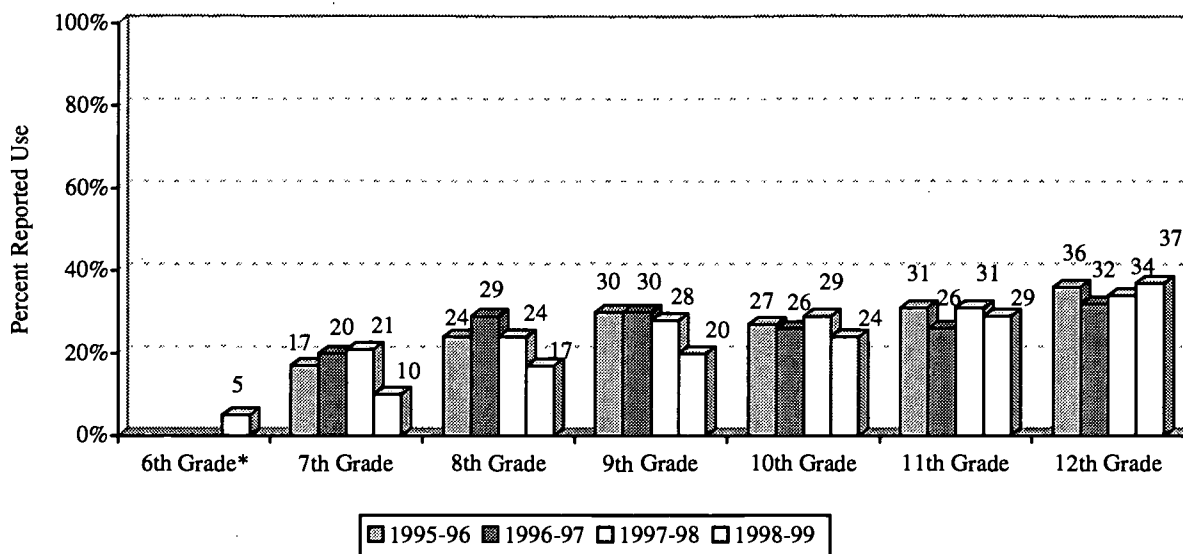
Source: TSSDAU (1996, 1998), SSUSS (1997, 1999)
*Note: Sixth graders were surveyed at elementary and middle school campuses. The results here are only for middle
school sixth graders.

Figure 11: Percentage of AISD Secondary Students Reporting Lifetime Tobacco Use
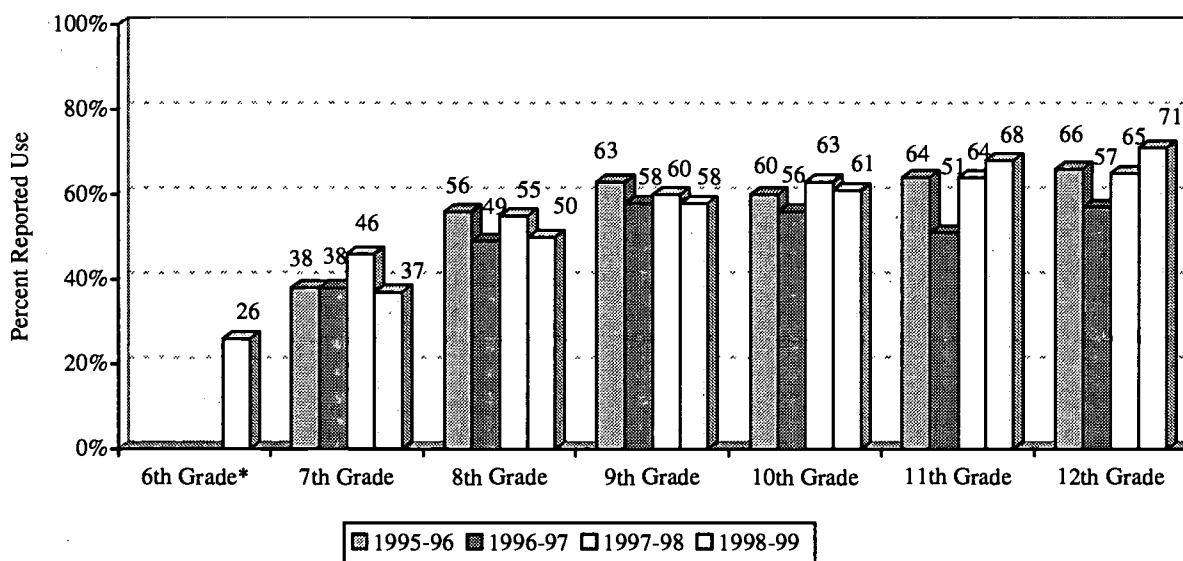
Source: TSSDAU (1996, 1998), SSUSS (1997, 1999)
*Note: Sixth graders were surveyed at elementary and middle school campuses. The results here are only for middle
school sixth graders.

Figure 12: Percentage of AISD Secondary Students Reporting Recent (Past Month) Alcohol Use
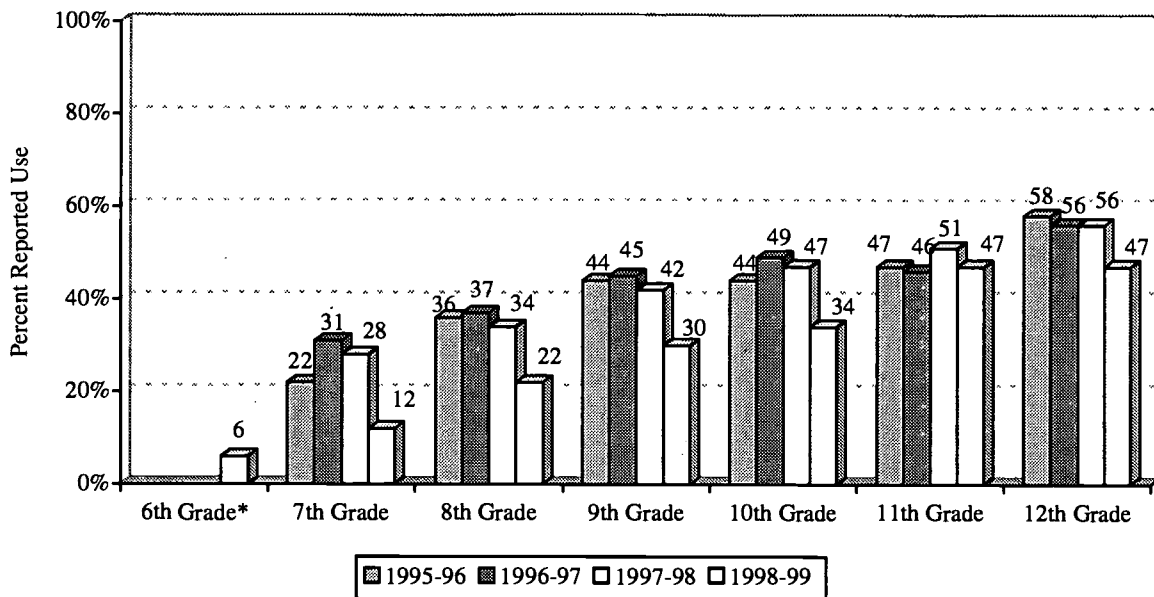
Source: TSSDAU (1996, 1998), SSUSS (1997, 1999)
Note: Sixth graders were surveyed at elementary and middle school campuses. The results here are only for middle school sixth graders.

Figure 13: Percentage of AISD Secondary Students Reporting Lifetime Alcohol Use
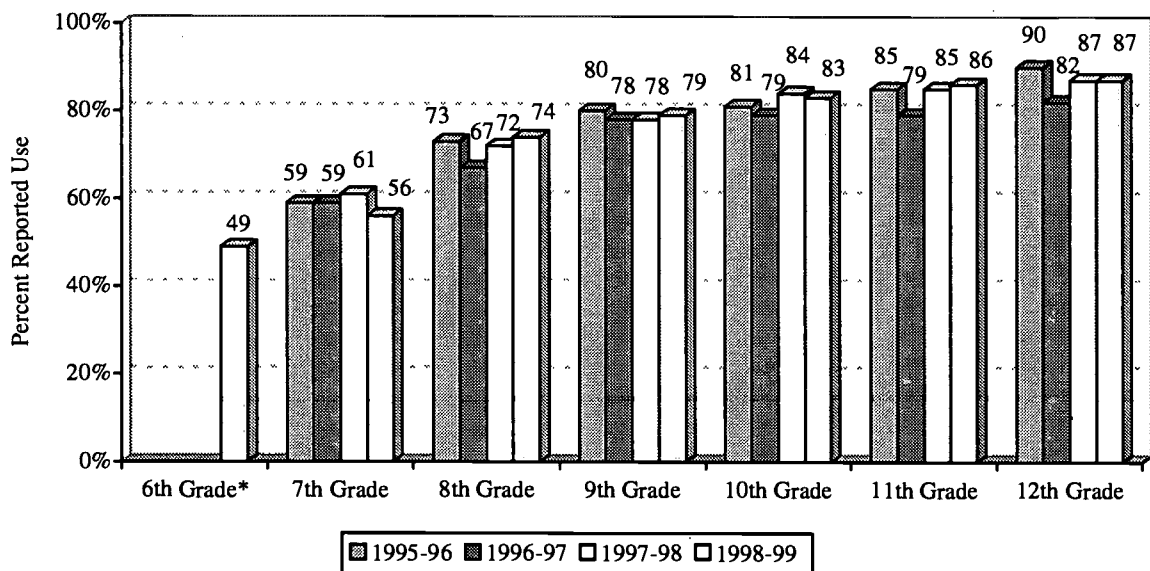
Source: TSSDAU (1996, 1998), SSUSS (1997, 1999)
Note: Sixth graders were surveyed at elementary and middle school campuses. The results here are only for middle school sixth graders.

23

Figure 14: Percentage of AISD Secondary Students Reporting Recent (Past Month) Inhalant Use
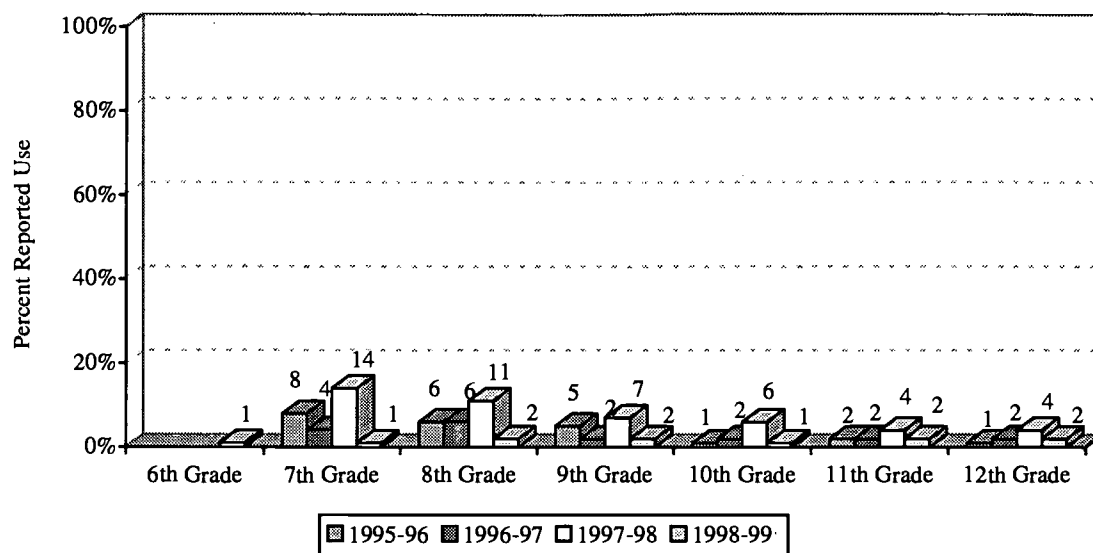
Source: TSSDAU (1996, 1998), SSUSS (1997, 1999)
*Note: Sixth graders were surveyed at elementary and middle school campuses. The results here are only for middle school sixth graders.

Figure 15: Percentage of AISD Secondary Students Reporting Lifetime Inhalant Use
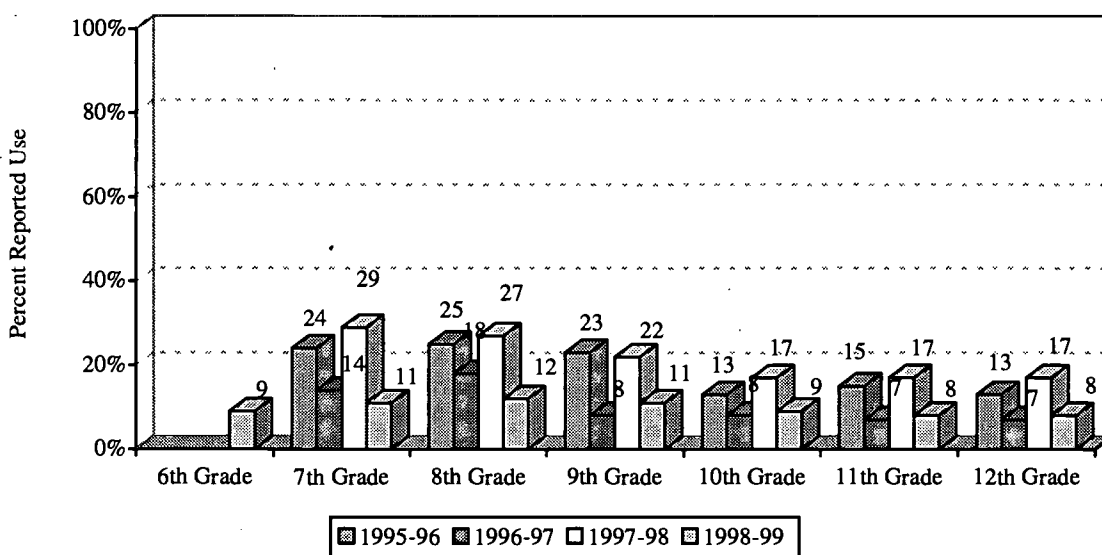
Source: TSSDAU (1996, 1998), SSUSS (1997, 1999)
*Note: Sixth graders were surveyed at elementary and middle school campuses. The results here are only for middle school sixth graders.

24

Figure 16: Percentage of AISD Secondary Students Reporting Recent (Past Month) Marijuana Use
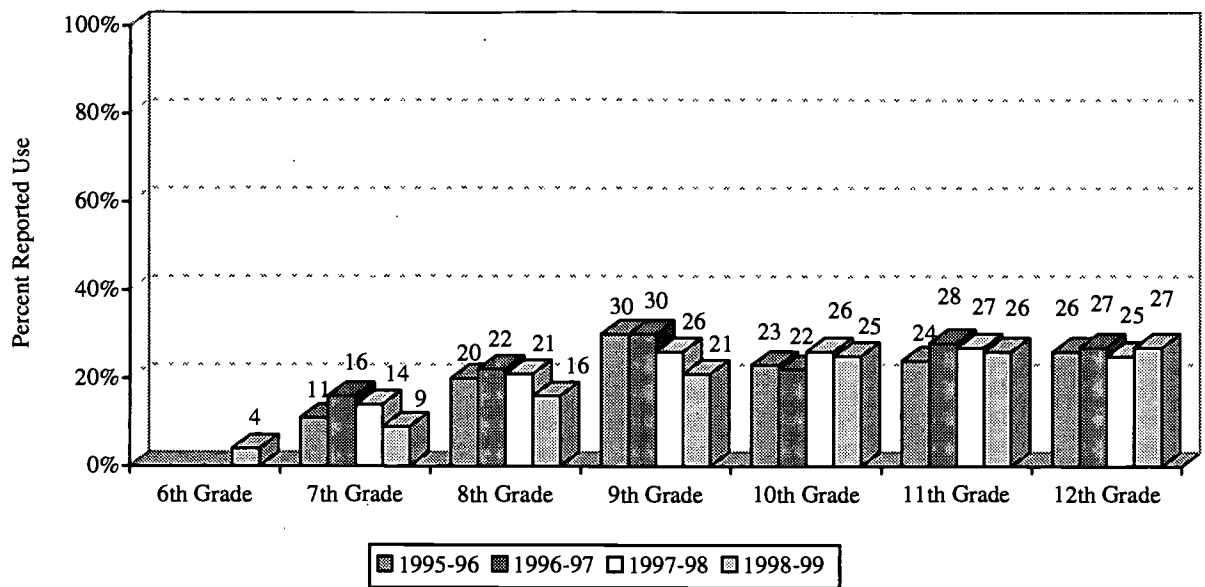
Source: TSSDAU (1996, 1998), SSUSS (1997, 1999)
*Note: Sixth graders were surveyed at elementary and middle school campuses. The results here are only for middle
school sixth graders.*

Figure 17: Percentage of AISD Secondary Students Reporting Lifetime Marijuana Use
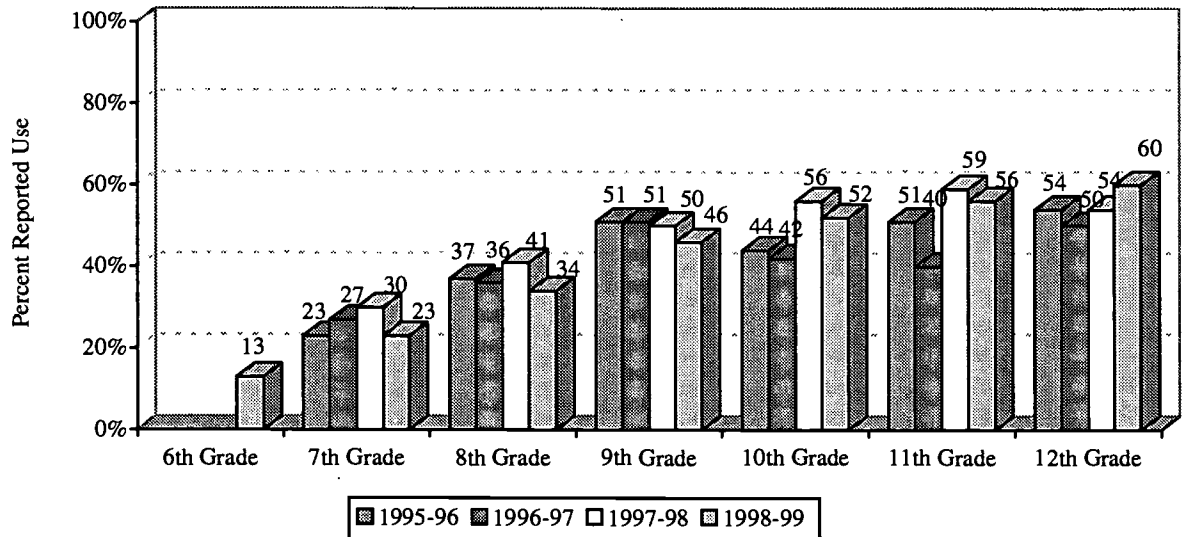
Source: TSSDAU (1996, 1998), SSUSS (1997, 1999)
*Note: Sixth graders were surveyed at elementary and middle school campuses. The results here are only for middle
school sixth graders.*

25

Comparison of Elementary and Middle School Sixth Graders

Comparisons were made between sixth graders surveyed at elementary schools and those at middle schools for reported lifetime substance use. There were approximately 128 sixth graders from elementary schools and 726 sixth graders from middle schools who responded. The numbers of respondents reflect approximately 16%-18% of the total number of sixth graders in the district at the time of the survey, and these numbers are proportional to the actual numbers of sixth graders at elementary and middle schools. Few differences were found between elementary and middle school sixth graders in the 1999 results as shown in Figure 18. The proportion of sixth graders at elementary schools who reported lifetime usage of tobacco was slightly higher than that of sixth graders at middle schools (30% vs. 26% respectively). Conversely, lifetime usage rates of alcohol were slightly higher among sixth graders at middle schools (49%) than for sixth graders at elementary schools (45%). There were no differences among sixth graders at elementary or middle school campuses in lifetime usage rates for either inhalants (9%) or marijuana (13%).

Figure 18: Lifetime Usage Rate Comparisons of 6th Graders – Elementary vs. Secondary
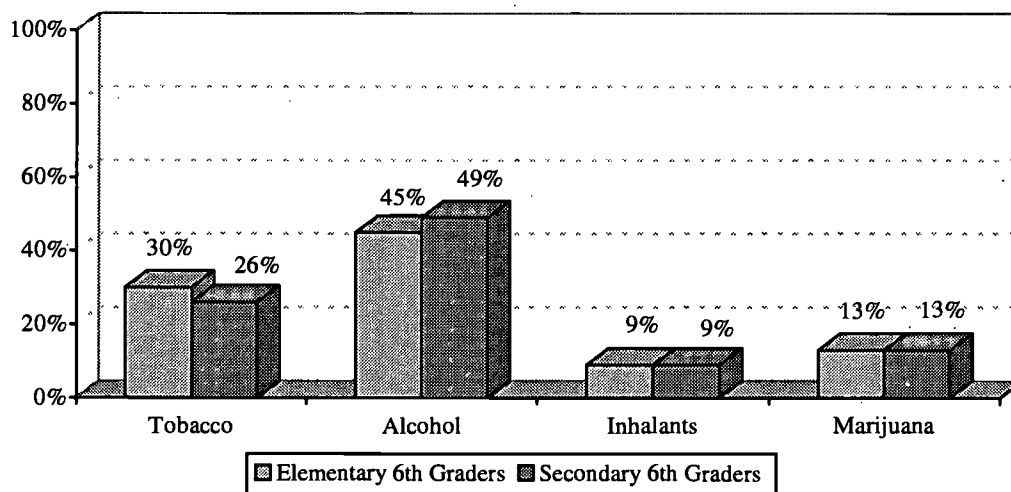
Source: SSUSS, 1999

Gateway Drugs

Certain substances have been considered "gateway" drugs since they often are reported to precede use of other substances (Johnston, O'Malley, and Bachman, 1995). The secondary school survey had items asking students to report at what age they had first tried a variety of substances. As shown in Table 2, many students reported having first used tobacco and alcohol at an early age, 14 or less, while proportionally fewer respondents indicated that they had used inhalants and marijuana by that age.

26

Table 2: Age of First Use, AISD Secondary School Student Respondents

Substance	Age 10 or Less	Age 11 to 14	Age 15 or More	Never Used
Tobacco	11%	32%	7%	50%
Alcohol	19%	39%	11%	32%
Inhalants	5%	6%	2%	87%
Marijuana	7%	28%	9%	57%

Source: SSUSS, 1999

Comparisons of AISD Survey Results with State and National Data

In order to gauge the extent of substance use in AISD as compared with that reported at the state and national levels, the district's student survey data on lifetime usage were compared with state and national averages from recent years. The most recent comparable state data were from TCADA's TSSDAU in the spring of 1998, in which AISD participated (Wallisch & Liu, 1999; Maxwell & Liu, 1999). The most recent comparable national survey data were from the Centers for Disease Control's *Youth Risk Behavior Survey* (YRBS) (CDC, 1997). The surveys are comparable in that they assess mostly similar grade levels (YRBS, ninth to twelfth grades; TSSDAU and SSUSS, fourth to twelfth grades). Additionally, survey questions on the instruments were similar in format, allowing for more accurate comparisons of survey responses. The YRBS, however, has a much larger sample size but fewer grade levels assessed than either the TSSDAU or the SSUSS. To attempt to equalize the effects of this discrepancy, only 1997 reported lifetime usage results of ninth to twelfth grade AISD survey respondents are compared to the YRBS data in this discussion. Since the most recent results from the state TSSDAU were from 1998, the AISD survey data from the same year will be compared to them for grades four through twelve. Given the discrepancies noted in all of these surveys, caution is recommended in interpreting the results from these comparisons.

State Comparisons

As shown in Appendix E, the 1998 TSSDAU state results for lifetime usage of tobacco, alcohol, inhalants, and marijuana showed similar trends over grade levels as compared with the AISD results. In addition, alcohol was the most commonly reported substance used in AISD as well as at the state level. The results were comparable at the elementary grade levels (fourth to sixth). However, for middle and high school students, AISD tended to exhibit slightly higher reported lifetime usage rates for tobacco, alcohol, and especially marijuana (inhalants showed mixed results). For example, alcohol usage rates among twelfth graders were 83% statewide and 87% in AISD.

National Comparisons

Also shown in Appendix E are the 1997 AISD and YRBS student survey results for ninth to twelfth graders. The reported lifetime usage rates reviewed are for cigarettes, alcohol, and marijuana. The YRBS results indicated that high school students in the nation tended to report higher lifetime cigarette usage rates (70%) than did AISD high school students (57%) in the same year. For alcohol and marijuana, there were equivalent results in AISD and at the national level. In addition, alcohol was the most commonly reported substance used in both surveys.

STUDENT PERCEPTIONS OF SUBSTANCE USE

Perceptions of Danger

Many student substance use surveys examine students' perceptions of the dangers of substance use in relation to actual use (e.g., Johnston, O'Malley, & Bachman, 1995). Tables 3 and 4 summarize students' ratings of the dangers of using various substances including tobacco, alcohol, inhalants, and marijuana. Overall, most student respondents viewed these substances as dangerous or very dangerous. However, notable percentages of secondary students viewed tobacco (19%), alcohol (23%), and marijuana (28%) as not very or not at all dangerous.

Table 3: Elementary Students' Perceptions of the Danger of Tobacco, Alcohol, and Other Drugs

Substance	Very Dangerous or Dangerous	Not Very or Not At All Dangerous	Don't Know or Never Heard Of
Tobacco	90%	3%	7%
Alcohol	84%	8%	8%
Inhalants	85%	4%	11%
Marijuana	89%	3%	8%

Source: SSUSS, 1999

Table 4: Secondary Students' Perceptions of the Danger of Tobacco, Alcohol, and Other Drugs

Substance	Very Dangerous or Dangerous	Not Very or Not At All Dangerous	Don't Know or Never Heard Of
Tobacco	77%	19%	4%
Alcohol	75%	23%	2%
Inhalants	89%	4%	7%
Marijuana	68%	28%	4%

Source: SSUSS, 1999

Perception of Friends' Substance Use

As shown in Tables 5 and 6, elementary and secondary school students were asked to report their perceptions of the extent to which their friends used various substances. Proportionally fewer elementary school respondents than secondary school respondents perceived that their friends used tobacco, alcohol, inhalants, or marijuana.

Table 5: Elementary Students' Perception of Friends' Involvement in Substance Use

Substance	A Few/Some	Most	All	None/Never Heard Of
Tobacco	11%	1%	<1%	88%
Alcohol	12%	1%	<1%	86%
Marijuana	6%	1%	<1%	92%
Inhalants	6%	1%	1%	92%

Source: SSUSS, 1999

Table 6: Secondary Students' Perception of Friends' Involvement in Substance Use

Substance	A Few/Some	Most	All	None/Never Heard Of
Tobacco	37%	9%	2%	52%
Alcohol	40%	16%	7%	37%
Marijuana	33%	19%	9%	39%
Inhalants	15%	1%	1%	83%

Source: SSUSS, 1999

Perception of Parental Approval

Table 7 shows students' reported perceptions of parents' attitudes about youth alcohol use. The majority of both elementary and secondary students (67% and 58%, respectively) believed their parents would strongly disapprove of kids their age drinking alcohol.

Table 7: Elementary and Secondary Students' Perception of Parental Approval of Alcohol Use

Grade Level	Strongly Disapprove	Mildly Disapprove	Mildly Approve	Strongly Approve	Don't Know
Elementary	67%	7%	1%	3%	22%
Secondary	58%	20%	6%	2%	14%

Source: SSUSS, 1999

OTHER FACTORS RELATED TO SUBSTANCE USE

Substance use has been examined in relation to other factors, including school conduct problems (Huizinga, Loeber, & Thornberry, 1994), drinking and driving (CDC, 1996), and increased school absences (Greenwood, 1992). Other research has shown that certain environmental/social or personal variables can act as buffers or protective factors that influence whether an individual will use drugs (e.g., Jessor, 1992; Turner, 1994; McCullough, Ashbridge, & Peg, 1994). Finally, some survey research on substance use investigates where students get information about drugs, and whom they would go to for help. Survey data relating to some of these areas are summarized in this section.

Problem Behaviors

Among 1999 SSUSS secondary school respondents, 72% reported that they had used alcohol at least once in their lifetime, and 27% had used alcohol at least once in the past month. Furthermore, nine percent reported that they had attended class drunk, and eight percent reported that they had driven a car at least one time in the previous year after having a "good bit to drink." These numbers are important to consider, as alcohol use has been associated with numerous other problem behaviors. For example, national statistics show that nearly one-third (30%) of all motor vehicle fatalities within this age group are alcohol-related (NHTSA, 1996).

Reported rates of marijuana and other drug use also were examined in relation to selected problem behaviors in the 1999 SSUSS data. Thirty-nine percent of secondary students reported

29

having ever used marijuana and 18% had used it at least once in the previous thirty days. Additionally, 19% of secondary students reported attending class while high from marijuana or other illegal drugs and 10% reported having driven a car at least once in the past year while feeling high from drugs (other than alcohol).

Personal and Family Risk and Resiliency Factors

Certain risk and resiliency factors have been examined in relation to substance use. They include, but are not limited to, the extent of familial substance use (Turner, 1994), involvement in extracurricular activities (Jessor, 1992), and setting goals for the future (McCullough, Ashbridge, & Peg, 1994). As an example of a risk factor, one study found that witnessing a family member use a substance was associated with an increase in the likelihood that a child will use substances by creating acceptable usage norms within the family (Tinsley, 1995). As shown in Table 8, the most common substance elementary students saw a family member use was cigarettes (28%), followed closely by beer (27%). Sixteen percent of elementary student respondents had *not* seen a family member use any of the substances listed. In Table 9, survey results indicate that among secondary students responding, the most common substance they saw a family member use was beer (26%), followed by cigarettes (23%), while only 10% had *not* seen a family member use any of the substances listed.

Table 8: Elementary Students' Reported Family Member Use of Substances

Substances	Percent
Cigarettes	28%
Beer	27%
Wine, Wine Coolers	16%
Liquor	8%
Marijuana	3%
Cocaine or Crack	1%
Did not see them use any of these substances	16%

Source: SSUSS, 1999

Table 9: Secondary Students' Reported Family Member Use of Substances

Substances	Percent
Cigarettes	23%
Beer	26%
Wine, Wine Coolers	17%
Liquor	14%
Marijuana	7%
Cocaine or Crack	1%
Did not see them use any of these substances	10%

Source: SSUSS, 1999

As a resiliency factor, involvement in extracurricular activities has been associated with lower substance use (Jessor, 1992). As shown in Table 10, the most common school-related extracurricular activity in which secondary students reported participating was athletics/sports

(32%). As shown in Table 11, secondary students also reported activities in which they participated outside of school; the most common response in this category was going to the movies, the mall, or the park (30%).

Having positive goals for the future (e.g., going to college) has been correlated with lower drug usage rates among teenagers due to attachment to conventional goals and development of a sense of purpose (Jessor, 1977; Serna & Smith, 1995). As shown in Table 12, the majority of secondary student respondents (51%) planned to attend a four-year university/college after high school, and 21% indicated that they would seek a job. However, 11% reported that they did not have any plans or did not know yet what they would do after high school. Three percent did not expect to finish high school at all.

Table 10: Secondary Students' Reported Extracurricular Activities

Extracurricular Activities	Percent Involved
Athletics/Sports	32%
Other Clubs	19%
Band/Orchestra/Choir	18%
Academic Clubs/Societies	9%
Drama/Speech	8%
Drill Team/Cheerleader	5%
Student Newspaper/Yearbook	4%
Student Government	3%
VOE/DE/Work Study	1%

Source: SSUSS, 1999

Table 11: Secondary Students' Reported Activities Outside of School

Activities	Percent Involved
Movies, Mall, Park	30%
Other Legal Activities	17%
Church/Synagogue Youth Group	14%
Youth Sports League	13%
Job	10%
Community Volunteer	5%
Scouts/Explorers, 4-H, other service group	4%
None of the above	6%

Source: SSUSS, 1999

Table 12: Secondary Students' Plans after High School

Plans	Percent
Attend a four-year university/college	51%
Get a job	21%
Attend a Technical/trade/two-year college	8%
Enter the military	7%
No plans yet or do not know yet	11%
Will not finish high school	3%

Source: SSUSS, 1999

Elementary Students' Sources of Information

Elementary students were asked to report their sources of information about the dangers of drugs or alcohol. Table 13 lists the student responses by information source. Students could list more than one source. The most common source of information on the dangers of drugs or alcohol was the classroom teacher (26%). Nineteen percent reported receiving this type of information from their school counselor.

Table 13: Elementary Students' Sources of Information on the Dangers of Drug/Alcohol Use

Information Source		Percent Receiving Information
Your teacher		26%
A school counselor		19%
A visitor to your class		17%
A school assembly		15%
A friend		9%
Someone else at school		9%
A PAL*		6%

Source: SSUSS, 1999

*Note: A PAL refers to the middle or high school student peer mentor from the district's SDFSC-funded Peer Assistance and Leadership (PAL) program.

Secondary Students' Activity Participation

Secondary students were asked to report on participation in specific programs or activities related to violence prevention as well as the prevention of drug and alcohol use. Note that students could choose more than one response. Some of these activities included district SDFSC-funded programs such as PAL, ROPES, SUPER I, and Positive Families (see the student program section of this report for more information on these programs). Additionally, they were asked to report whether or not these activities had a significant impact on their decisions about substance use and/or their method of handling conflicts or problems. The most common activities students reported participating in were class lessons on drugs and alcohol (9%) and violence (8%), a special school event about drugs, alcohol or violence (e.g., assembly, guest speaker) (7%), and the ROPES program (6%). The following activities were reported most often as having an impact on decisions about drug use: lessons in class on drugs and alcohol (11%), special school event on drugs, alcohol or violence (9%), and the PAL program (9%). The following activities were reported most often as having an impact on the way students handled conflicts or problems with others at school: lessons in class on violence and conflict resolution (7%), and the PAL program (6%).

Fifty-seven percent reported *not* having been involved in any of the activities listed during the 1998-99 school year. Although this figure is quite high, caution is necessary when interpreting these results because:

- Students may not have recognized or remembered all events at their campuses that may have been SDFSC-related; and,
- This survey item was placed at the end of the survey when respondents may have taken less time to consider all answer choices carefully.

Nevertheless, the issue of adequate student access to SDFSC-related activities and prevention/education on campus needs to be addressed in the district.

Sources of Help

Both elementary and secondary student respondents were asked to report to whom they would go if they had a problem with drugs or alcohol and needed help (see Table 14). Note that students could choose more than one source of help. Elementary students reported they were most likely to ask their parents for help (24%). The second most cited source of help for elementary students was a counselor at school (18%). Secondary students reported they were most likely to ask a friend for help if they had a problem with drugs or alcohol (32%), and the second most common source of help cited was their parents (23%).

Table 14: Students' Reported Sources of Help for Drug/Alcohol Problem

Source of Help	Percent Elementary Students Responding	Percent Secondary Students Responding
Friends	15%	32%
Parents	24%	23%
Another adult outside school	11%	12%
School counselor	18%	11%
Another adult inside school	12%	6%
Medical doctor	11%	6%
Counselor outside school	6%	5%
I wouldn't go to anyone	2%	5%

Source: SSUSS, 1999

SCHOOL SAFETY

Students were asked questions about safety issues within their school. Overall, 88% of elementary student respondents and 84% of secondary students reported feeling either very safe or somewhat safe at school. Secondary student results represent a two-percentage point increase from 1998 data (elementary students were not asked this question in the 1998 survey). Issues impacting students' perception of safety at school also were addressed, including fear of harm, harming others, and weapon carrying. Responses to these questions can be found in Tables 15 through 18. However, all of these data should be viewed with caution as the surveys are based on self-report and these particular questions did not have any statistical control for exaggerated responses.

Elementary Student Responses

Eighty-five percent of elementary student respondents said they had never changed their behavior due to fear of being harmed (Table 15). The majority reported that they had never been harmed or threatened with harm (61%) and had never harmed or threatened to harm another person (77%). However, a notable percentage (39%) did report being harmed or threatened with harm one

           33

or more times during the 1998-99 school year. Twenty-three percent of elementary students reported harming or threatening to harm another person one or more times during the 1998-99 school year. Regarding weapons, 79% of elementary student respondents reported that they had *not* brought a weapon to school during the 1998-99 school year (Table 16). Five percent reported bringing guns and six percent reported bringing knives. When asked how easy it would be to get a weapon, 13% responded that it would be somewhat easy or very easy to get a gun and 30% responded it would be somewhat to very easy to get a knife.

Table 15: Elementary Students' Reported Fear of Harm, Physical Harm, or Threat of Harm

Response	Fear of Harm Impacted Behavior?	Have Been Physically Harmed/Threatened?	Have Physically Harmed or Threatened Another?
Never	85%	61%	77%
Only one time	7%	16%	13%
A couple of times this year	5%	17%	7%
Once a month	<1%	1%	<1%
Once a week	<1%	1%	<1%
Several times/week	1%	2%	1%
Every day	1%	2%	<1%

Source: SSUSS, 1999

Table 16: Elementary Students' Reported Weapon Carrying

Weapon	Which Weapons Have You Brought to School?
Knife	6%
Gun or stun gun	5%
Stick, club, blackjack, nunchucks	3%
Brass knuckles	3%
Mace or pepper spray	3%
Other weapon	2%
Never brought a weapon to school	79%

Source: SSUSS, 1999

Secondary Student Responses

During the 1998-99 school year, 76% of secondary students reported that they had never changed their behavior due to the fear of being harmed (Table 17). The majority (54%) reported that they had never been physically harmed or threatened with harm, and 69% said they had never physically harmed or threatened to harm another person. As with elementary school students, a notable percentage (46%) of secondary students reported being harmed or threatened with harm one or more times in the previous year. Furthermore, 31% of secondary students reported harming or threatening to harm another person at school. Regarding weapons, 65% of secondary student respondents reported that they had *not* brought a weapon to school during the 1998-99 school year (Table 18). Four percent said they had brought a gun to school and 15% had brought knives.

According to the secondary students who responded, 33% reported that it would be somewhat easy or very easy to get a gun and 67% said it would be somewhat to very easy to get a knife.

Table 17: Secondary Students' Reported Fear of Harm, Physical Harm, or Threat of Harm

Response	Fear of Harm Impacted Behavior?	Have Been Physically Harmed/Threatened?	Have Physically Harmed or Threatened Another?
Never	76%	54%	69%
Only one time	11%	17%	14%
A couple of times this year	9%	22%	13%
Once a month	1%	2%	1%
Once a week	1%	1%	1%
Several times/week	1%	2%	1%
Every day	1%	1%	1%

Source: SSUSS, 1999

Table 18: Secondary Students' Reported Weapon Carrying

Weapon	Which Weapons Have You Brought to School?
Knife	15%
Gun or stun gun	4%
Stick, club, blackjack, nunchucks	3%
Brass knuckles	4%
Mace or pepper spray	4%
Other weapon	4%
Never brought a weapon to school	65%

Source: SSUSS, 1999

STUDENT SURVEY SUMMARY

In the spring 1999 administration of the SSUSS, an attempt was made to shorten the length of the student survey and at the same time improve comparability of responses across grade levels. However, changing the response format for the usage question may have influenced the accuracy with which students reported how often they had used (or tried) a substance. Therefore, this may have introduced some error in the recent usage data reported. With this in mind, conclusions were made based on the lifetime reported usage for all substances. An additional caveat in the survey data is that in some cases controls were not made for possible exaggerations in responses. Some control was obtained to validate some responses to usage questions. However, some survey questions, including reported weapon carrying, did not have built-in precautions for respondents who may have exaggerated. Thus, caution is advised in the interpretation of results such as weapons carrying for the 1999 survey.

As has been the case in past years, reported usage for all substances usually increases as grade level increases. The exception is inhalants, where peak lifetime reported usage was noted among seventh, eighth, and ninth graders in 1999 (11%, 12%, and 11%, respectively). Alcohol

remains the most commonly reported substance used by AISD students, with 1999 reported lifetime usage ranging from 18% among fourth graders to 87% among twelfth graders. Tobacco was the second most commonly reported substance used by AISD students, with 1999 reported lifetime usage ranging from 7% among fourth graders to 71% among twelfth graders. Reported lifetime marijuana usage among 1999 survey respondents ranged from two percent among fourth graders to 60% among twelfth graders. When comparisons were made among sixth graders at elementary campuses versus middle school campuses, there were few differences. Elementary campus sixth graders had slightly higher lifetime tobacco usage reported (30% versus 26%), while middle school campus sixth graders had slightly higher lifetime alcohol usage reported (49% versus 45%). There were no differences in reported lifetime usage of inhalants (9%) or marijuana (13%).

In spite of reported usage, most students surveyed perceived that tobacco, alcohol, inhalants, and marijuana were dangerous, although these perceptions were higher on average among elementary respondents than secondary respondents. When asked about whether or not their friends used these substances, proportionally fewer elementary respondents than secondary respondents indicated that their friends used tobacco, alcohol, inhalants or marijuana. Most respondents also indicated that their parents would not approve of students their age drinking alcohol, although 22% of elementary respondents and 14% of secondary respondents indicated that they did not know what their parents thought about this. Students were asked what substances they had witnessed their family members using, and of the ones listed, tobacco and alcohol were the most common.

When elementary student respondents were asked to report who were the most common school sources of information on the dangers of drugs and alcohol, the most common response was their teacher (26%), followed by the school counselor (19%), and a visitor to the classroom (17%). Secondary student respondents were asked about their participation in activities that addressed the prevention of substance use and/or violence. The most common activities reported were class lessons on drugs and alcohol (9%) and violence (8%), a special schoolwide event (e.g., guest speaker, assembly) (7%), and the ROPES course (6%). However, more than half of the secondary student respondents did not report participating in any prevention-related event. These results may have been inaccurate for several reasons, including the fact that many students may not have recognized a particular prevention event as such (e.g., an event emphasizing raising self-esteem or decision making skills).

When asked to report who they would go to for help if they had a drug or alcohol problem, most elementary respondents chose their parents (24%), followed by the school counselor (18%), and friends (15%). Most secondary student respondents indicated they would go to their friends (32%), parents (23%), or another adult outside of school (12%).

Regarding school safety issues, most survey respondents indicated that they feel safe at school (88% elementary, 84% secondary). Furthermore, most respondents indicated that they had never been harmed or threatened with harm, nor had they harmed or threatened another person. However, 39% of elementary student respondents and 46% of secondary student respondents did report being harmed or threatened with harm by other students. In addition, 23% elementary respondents and 31% secondary respondents admitted to harming other students. Finally, most survey respondents reported that they had never brought a weapon to school (79% elementary, 65% secondary). Even though some respondents indicated that they had brought a weapon to school,

caution is recommended when interpreting these data as there were no controls for exaggeration in this question.

37

COORDINATED SURVEY OF AISD EMPLOYEES

In the spring of 1999, a random stratified sample of 839 AISD employees at campuses received a survey, distributed by the AISD Office of Program Evaluation. The purpose of this survey was to obtain staff opinions and perceptions about student substance use, student and staff safety, and AISD prevention education efforts. Of the 587 surveys returned, 541 were validated and used for analysis. The respondent sample consisted of 265 teachers, 98 counselors, 55 campus administrators (e.g., principals and assistant principals), and 123 campus classified staff (e.g., hall monitors, teaching assistants).

STAFF PERCEPTIONS OF STUDENT SUBSTANCE USE

When asked to estimate the percentage of students on their campus who have ever used tobacco, 541 staff responded. As shown in Figure 19, the majority of respondents (regardless of employee category) indicated that between 1% and 25% of their campus student population had used tobacco, and counselors (56%) and administrators (51%) selected this category most often. However, there were many respondents who did not know whether or not the students on their campus had used tobacco (ranging from 16% of counselors to 34% of classified staff).

When asked to estimate the percentage of students on their campus who have used alcohol, 526 staff responded. As shown in Figure 20, the majority of respondents indicated that they believed that between 1% and 25% of students on their campus had used alcohol, and counselors (59%) and administrators (42%) selected this category most often. There were many respondents who did not know whether or not the students on their campus had used alcohol (ranging from 14% of counselors to 42% of classified staff).

Figure 19: Staff Perception of Students' Tobacco Use

Source: 1999 AISD Employee Coordinated Survey

38
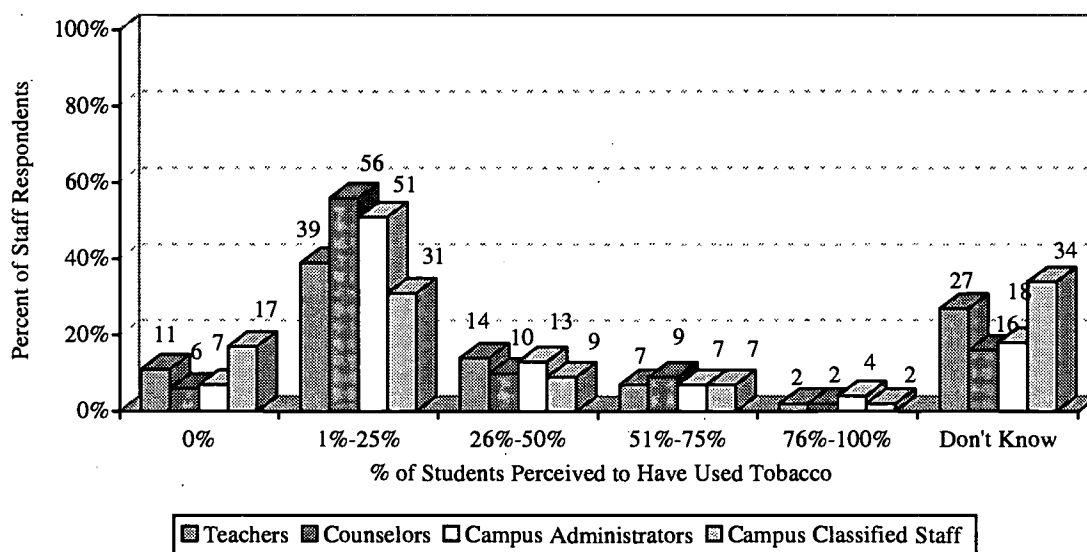
Figure 20: Staff Perception of Students' Alcohol Use

% of Students Perceived to Have Used Alcohol

Teachers Counselors Campus Administrators Campus Classified Staff
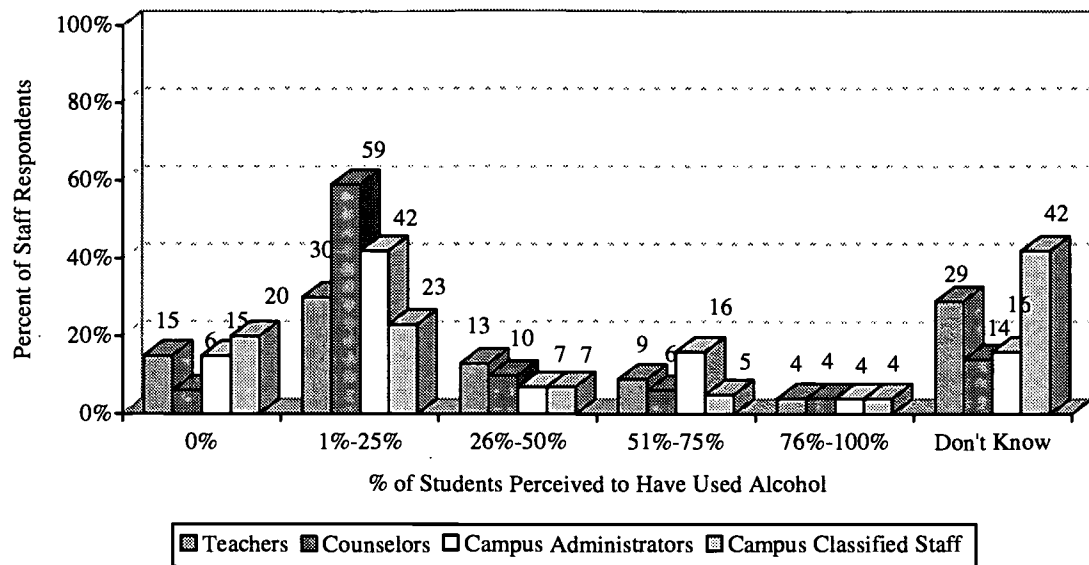
Source: 1999 AISD Employee Coordinated Survey

When asked to estimate the percentage of students on their campus that have used illegal drugs such as marijuana or cocaine, 532 responded.   As shown in Figure 21, the majority of respondents indicated that between 1% and 25% of students on their campus had used illegal drugs such as marijuana and cocaine, with counselors (55%) and administrators (50%) selecting this category most often.   There were a number of respondents who did not know whether or not students had used illegal drugs (ranging from 16% of administrators to 36% of classified staff).

Figure 21: Staff Perception of Students' Illicit Drug Use

% of Students Perceived to Have Used Illicit Drugs

Teachers Counselors Campus Administrators Campus Classified Staff
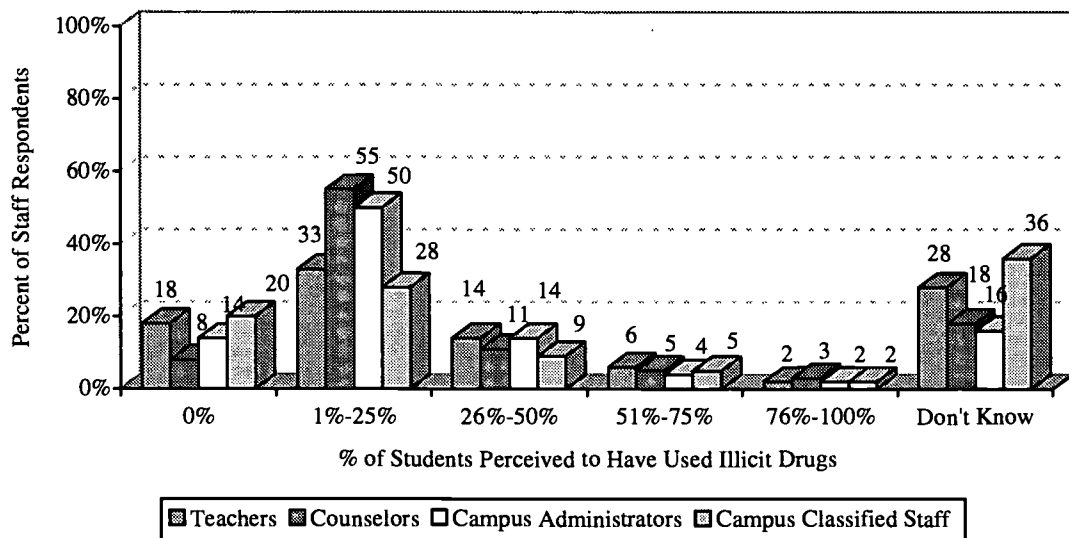
Source: 1999 AISD Employee Coordinated Survey

STAFF PERCEPTIONS OF THE MOST SERIOUS PROBLEMS ON CAMPUS

Staff respondents were asked to choose the most serious problem on their campus from a selected list. Of 476 respondents, the most commonly selected problem (regardless of employee category) was student safety issues such as fighting, harassment, and threats (see Figure 22). Counselors (74%) and campus administrators (73%) chose these types of student safety issues most often. Other potential problems listed, such as student substance use, student vandalism, student weapon possession, and staff safety were not given high problem ratings as often by staff respondents.

Figure 22: Staff Perception of the Most Serious Problem on Their Campus
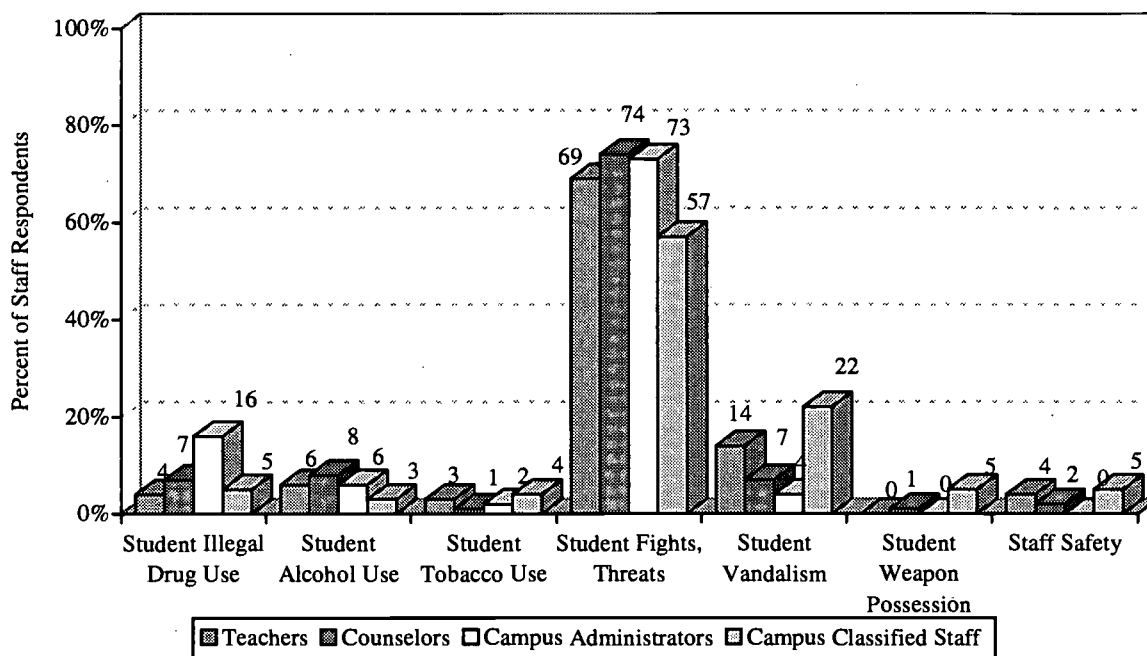
Source: 1999 AISD Employee Coordinated Survey

STAFF REPORT ON CAMPUS SAFETY

Staff members were asked for their opinions on campus safety in several ways. First, 534 staff members responded to the question of how safe they felt at their school. As shown in Figure 23, most staff respondents (regardless of employee category) indicated that they felt "very safe" or "safe". Of these, counselors (65% very safe, 30% safe) and campus administrators (78% very safe, 20% safe) selected these responses more often. Only three percent of teachers and two percent of campus classified staff indicated that they felt unsafe (none of the counselors or campus administrators indicated that they felt unsafe).

40

Figure 23: Staff Feeling of Safety at School
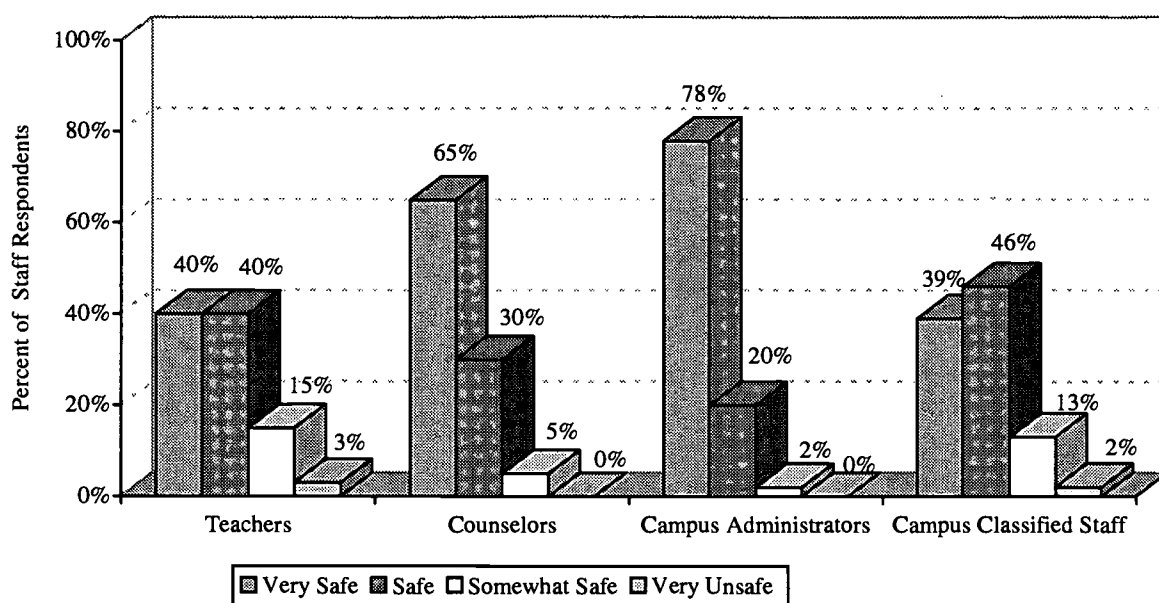
Source: 1999 AISD Employee Coordinated Survey

Staff members were asked to report how often they had been harmed, or threatened with harm, by a student during the past school year. Among 535 respondents, most staff members (77%) indicated that they had never been harmed or threatened by students in the past year (see Figure 24). The following percentages of staff respondents reported being harmed or threatened by a student *once or twice* in the past year: 20% of teachers, 5% of counselors, 23% of campus administrators, and 14% of campus classified staff. The following percentages of staff respondents reported being harmed or threatened by a student *three or more times* in the past year: 7% of teachers, 2% of counselors, 7% of campus administrators, and 8% of campus classified staff.

A third safety indicator was obtained by asking staff how many student fights they had witnessed during the past school year. As shown in Figure 25, approximately 64% of teachers, 53% of counselors, 60% of campus administrators, and 57% of campus classified staff had witnessed one or more student fights in the past year.

When asked how well staff thought their campuses handled student violence, the majority of respondents (69%) indicated that their campuses handled student violence either "considerably well" or "very well". Approximately 23% of staff respondents indicated that their campuses handled student violence "somewhat well", and only eight percent indicated that their campus handled student violence "not very well" or "not well at all". Of the eight percent of staff that indicated their campuses did not handle student violence well, the teachers that responded made up the majority (80%).

Figure 24: Staff Reports of Being Harmed or Threatened by Students During the Past Year
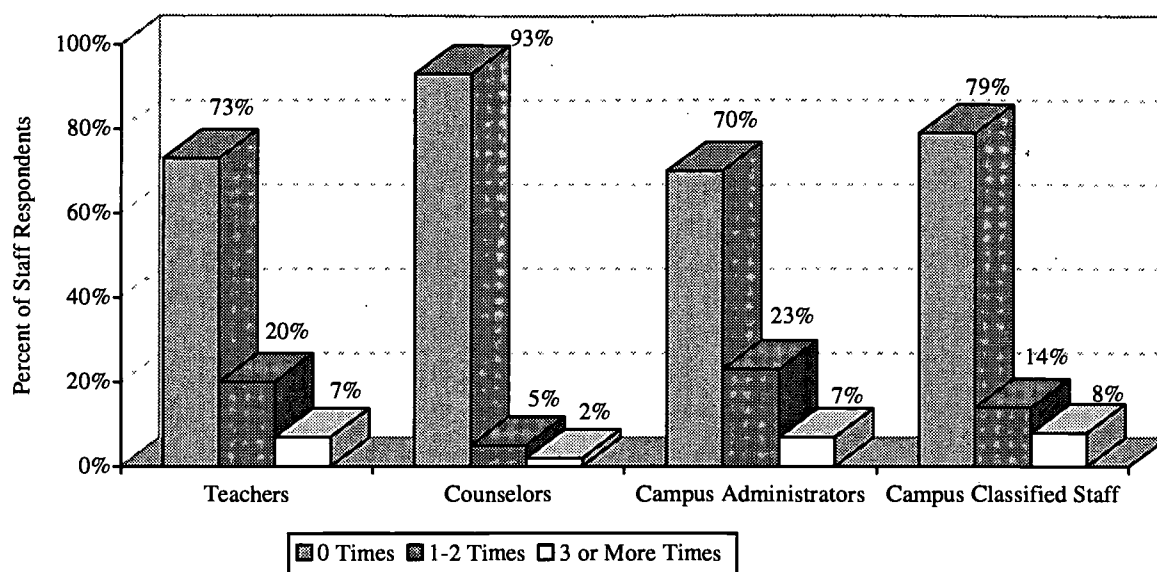
Source: 1999 AISD Employee Coordinated Survey

Figure 25: Staff Reports of Witnessing Student Fights During the Past Year
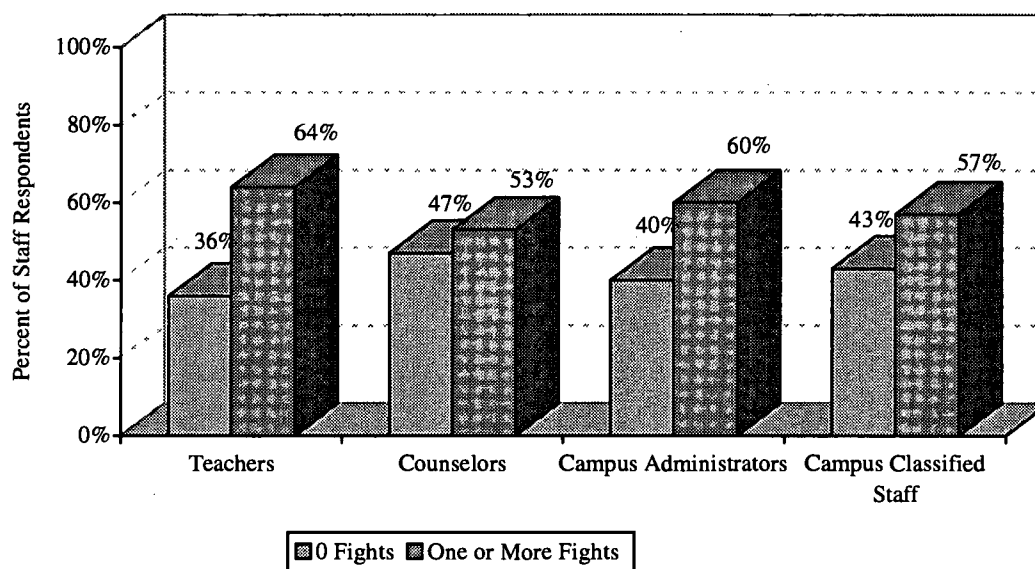
Source: 1999 AISD Employee Coordinated Survey

Staff members also were asked to report to the best of their knowledge whether or not several safety and discipline procedures had been implemented at their campus. In order of frequency, staff respondents reported that the following procedures had been implemented:
- Written discipline policy communicated to students, staff, and parents (19%);
- Crisis management and/or emergency preparedness plan and contacts in place (15%);
- Safety training and drills conducted with students and staff (15%);
- Campus visitor procedures (15%);

- Staff training (e.g., conflict management, crisis prevention, diversity/tolerance, classroom management) (13%);
- Campus building and grounds safety checks (12%); and,
- Violations in district student discipline policy and local/state/federal laws reported to district and law enforcement (12%).

STAFF FAMILIARITY WITH AISD SDFSC PROGRAMS AND MATERIALS

Staff members were asked to report on their familiarity with the following AISD SDFSC programs and prevention/education efforts: prevention curriculum materials (e.g., ESRII, Texas Prevention Curriculum Guide – D.A.V.E), campus-based prevention activities, Peer Assistance and Leadership (PAL), Reality Oriented Physical Experience Session (ROPES), Student Assistance Program (SAP) training, SUPER I, and Positive Families (see the Programs section of this report for detailed descriptions of each of these SDFSC-funded programs). As shown in Table 19, staff respondents were most familiar with PAL, ROPES, SAP, and campus-based prevention activities. Overall, SUPER I and Positive Families had the lowest familiarity ratings among staff respondents, but this may be due to the limited focus and purpose of these programs, since they are options for student removals used by secondary school administrators only.

Table 19: Staff Familiarity With AISD SDFSC Programs and Materials

AISD SDFSC Programs and Materials	% Teacher Familiarity	% Counselor Familiarity	% Campus Administrator Familiarity	% Campus Classified Staff Familiarity
K-12 Curriculum Materials (ESRII, DAVE)	13%	14%	11%	10%
Campus-based Prevention Activities	19%	17%	12%	20%
PAL	32%	18%	22%	32%
ROPES	20%	16%	16%	17%
SAP Training	13%	19%	19%	11%
SUPER I	2%	9%	11%	4%
Positive Families	1%	7%	9%	6%

1999 AISD Employee Coordinated Survey

STAFF PREVENTION TRAINING

Staff members were asked to report how many workshops, seminars or conferences they had attended in the past two years that focused on prevention of student substance use or violence. Of the 534 who responded, approximately 47% indicated that they had not attended any prevention training, and 43% indicated they attended one or two such trainings. Only 10% of all staff respondents indicated that they had attended three or more prevention trainings during the past two years. Of the staff who indicated that they had attended at least one or more prevention trainings, most were counselors and campus administrators. Conversely, of the staff who indicated that they had not attended any prevention training in the past two years, most were teachers and classified staff. When asked which types of prevention training would be helpful for campus staff to receive,

the most commonly requested trainings among respondents were as follows: conflict resolution (alternatives to violence) (22%); parent/family involvement and communication (22%); and, decision making or life skills training (21%). Other requested prevention trainings were student risk and resiliency factors (15%), crisis management (12%), and issues related to student substance use (8%).

STAFF SURVEY SUMMARY

Most staff surveyed (regardless of employee category) perceived that at least *some* students on their campus (between 1% and 25%) had used tobacco, alcohol or other illegal drugs. Less than 20% of each staff respondent category believed that *none* of their students had used these substances. However, there were a number of campus staff respondents (ranging from 16% to 42%) who indicated that they did not know whether students had used these substances or not. Yet, when asked what was the most serious problem facing their campus, most staff respondents (ranging from 57% to 74%) indicated that it was student safety issues such as fighting, harassment and threats. This response was similar to that of student respondents in the SSUSS. Other problems rated by staff, including student drug use, were not given high problem ratings.

Most staff respondents indicated that they felt safe on campus, which mirrors students' responses on the SSUSS. In addition, more than three-fourths of staff respondents indicated that they had never been harmed or threatened with harm by students. However, most staff respondents had witnessed students fighting on their campus, and there were staff self-reports of being harmed or threatened with harm by students in the past year.

Most staff (69%) indicated that their campuses handled student violence very well, and most responded that a number of safety and discipline measures had been accomplished on their campus (e.g., crisis plan in place, communication to staff, students and parents about discipline policy).

Staff were asked about their familiarity with district prevention activities and curricula. Staff respondents were most familiar with PAL, ROPES, SAP, and campus-based prevention activities.

When asked about prevention training, 47% of respondents indicated that they had *not* attended any prevention conferences, workshops or other trainings in the past two years. When asked which types of prevention training would be helpful for campus staff to receive, the most commonly requested were conflict resolution (22%), parent/family involvement and communication (22%), and decision-making or life skills training (21%).

44

DISTRICT STUDENT INCIDENT DATA

The *Texas Education Code, Subtitle G. Safe Schools, Chapter 37. Discipline, Law and Order*, addresses the student discipline issues and actions that must be taken in the school districts in the state of Texas (see Texas Education Code, 1997). This legislation deals with a number of prohibited student behaviors, including substance possession or acts of violence, which are the focus of the federal Title IV SDFSC grant. In accordance with this state legislation, AISD has adopted and provided to all campus staff, students, and parents a *Student Code of Conduct* (1999) which explains the standards of expected student behavior (according to Chapter 37 legislation) and the consequences of misconduct. Both of these documents address student actions that would result in school removal, placement in an alternative education program, suspension, and expulsion. In addition, explanations are given in these documents for the process of removal, including a student hearing, appeal, review, emergency placements, and other procedures. Both Chapter 37 and AISD's *Student Code of Conduct* are relevant to Title IV grant reporting requirements.

As a recipient of federal Title IV SDFSC funds, AISD is required to report annually to the Texas Education Agency (TEA) a variety of information on the district's SDFSC-funded programs, including data related to the implementation of Chapter 37, such as incidents of student discipline, substance use, and violence problems in the schools. AISD's Office of Program Evaluation (OPE) Title IV SDFSC staff complete an annual TEA Title IV SDFSC evaluation report which contains this information. This report includes data from a wide variety of district information sources, such as district program personnel and budget records, student discipline records, AISD Police Department data files, student and staff surveys, and other evaluation data. Incident data taken from the district's student discipline file and the district's police case files for the past four school years are presented here. Note that figures are presented as frequency counts of incidents rather than percentages.

As shown in Figure 26, compared to 1997-98, there were increases in the number of student arrests on campus involving tobacco, alcohol or drugs. In addition, the number of alternative education program (AEP) placements for substance use violations increased, and the number of expulsions for substance use increased.

As shown in Figure 27, the numbers of assaults against students and staff members decreased from the 1997-98 school year. This continues a two-year drop in the number of assaults, especially among students.

As shown in Table 20, the number of weapons confiscated on campus shows mixed results compared to 1997-98. The number of firearms confiscated dropped to two in 1998-99, while the number of other weapons confiscated (e.g., knives, clubs, etc.) increased to 34.

Figure 26: Number of AISD Substance Use Incidents, 1995-96 to 1998-99
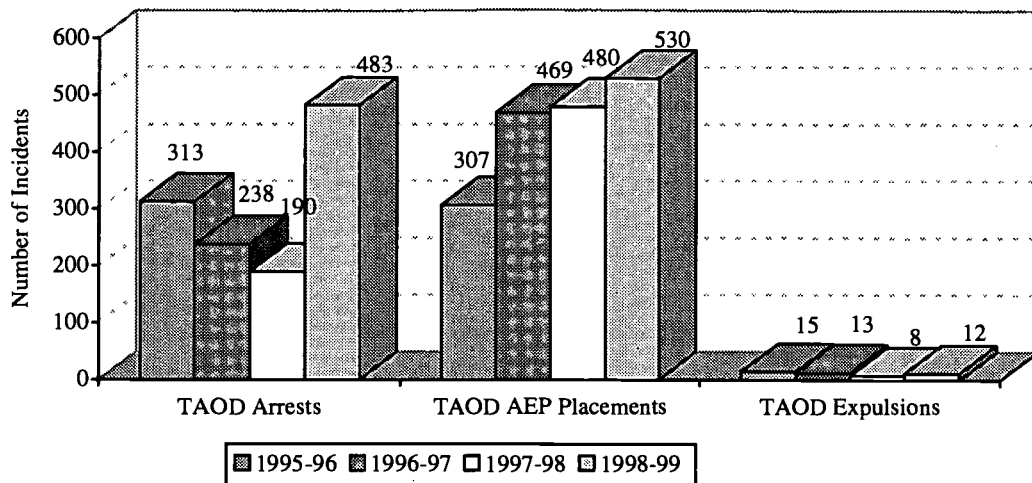
Source: AISD data files, TEA Evaluation Reports
Note: TAOD = Tobacco, Alcohol, or Other Drugs

Figure 27: Number of AISD Assault Arrests, 1995-96 to 1998-99
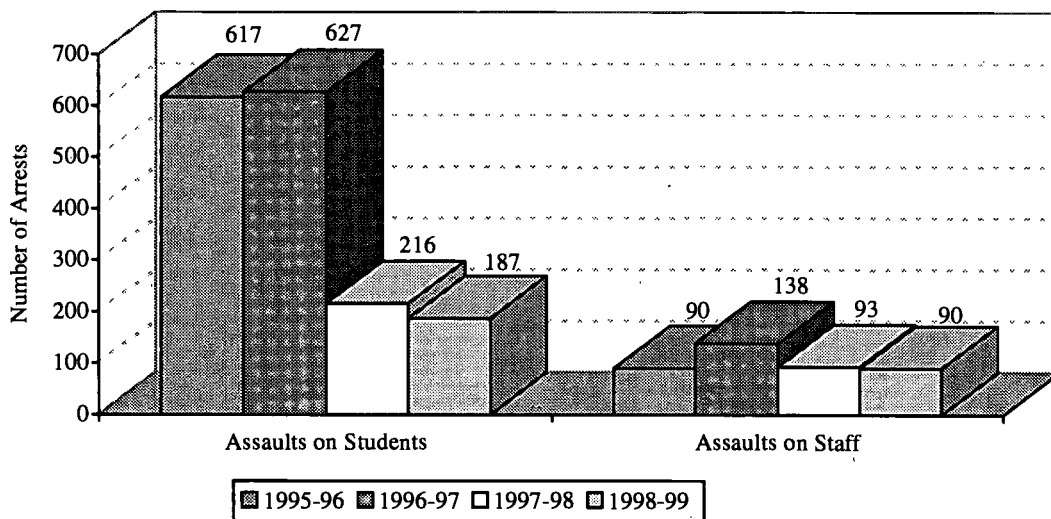
Source: AISD data files, TEA Evaluation Reports

Table 20: Number of Weapons Confiscated, 1995-96 to 1998-99

Weapons Confiscated	1995-96	1996-97	1997-98	1998-99
Firearms	7	2	4	2
Other Weapons	29	24	21	34

Source: AISD data files, TEA Evaluation Reports

CONCLUSIONS AND IMPLICATIONS OF DISTRICT SURVEYS AND INCIDENTS

A districtwide student survey, staff survey, and discipline/arrest incident data were used to examine the extent of the problem of substance use and violence in AISD. Overall, student substance use seems to remain an unsolved problem in AISD. For example, according to student self-reports in the student survey (SSUSS), alcohol remained the most commonly reported substance used by AISD students. Lifetime reported usage rates for alcohol ranged from 18% of fourth graders to 87% of twelfth graders. Typically, substance usage rates increased as grade levels increased, with twelfth graders often showing the highest lifetime usage rates. The exception was with inhalants, where peak lifetime usage was reported among seventh, eighth, and ninth graders.

Many of the students responding to the survey indicated that they had used tobacco, alcohol, inhalants, marijuana and/or other illegal drugs in the past month, past year, or in their lifetime, in spite of students' acknowledgement that substances were very dangerous. Most student respondents indicated that they had seen a family member use some substance (e.g., cigarettes, alcohol). And, as many as 63% of secondary respondents perceived that their friends had used alcohol.

Elementary students reported that they had received information on the dangers of drugs and alcohol from a variety of school sources (e.g., teacher, counselor, assembly). Secondary student respondents indicated their participation in a number of prevention activities (e.g., class lessons on drugs or violence, ROPES, assembly), but more than half reported *not* having been involved in any prevention activity in school. So, the question remains as to whether prevention activities are not recognized as such by students or whether opportunities for participation were not provided.

The staff survey showed that most staff respondents believed that at least some of the students on their campuses had used tobacco, alcohol, or other illegal drugs. However, when asked to rate the most serious problem facing their campus, student safety (e.g., fighting, threats) was selected most often (57%-74%). Student substance use was not selected as often (1%-16%).

Finally, district incident data pulled from district student discipline files and police case files showed that there were increases from 1997-98 in the numbers of incidents on AISD campuses that involved tobacco, alcohol and other drugs (TAOD), in terms of student arrests, AEP placements, and expulsions.

On issues of safety in the district, there seemed to be a general sense of feeling safe on campus among both students and staff, coupled with a decrease in the number of reported assaults. For example, most student survey respondents reported feeling safe, although some (39% elementary, 46% secondary) reported having been harmed or threatened with harm, and some students reported having harmed or threatened others (23% elementary, 31% secondary). Proportionally few respondents reported having brought a weapon to school (21% elementary, 35% secondary), but since no control was made for exaggerated responses, the results for reported weapons carrying may be somewhat suspect.

In the staff survey, most staff respondents indicated that they felt safe on campus and that their campus handled student violence very well. However, some respondents reported having been harmed or threatened with harm by students in the past year (e.g., 27% teachers, 30% campus administrators). Also, most staff reported having witnessed one or more student fights at their campus in the past year.

Statistics from the district's student incident data showed, for the second year in a row, a drop in the number of assaults on students and staff committed by students. In addition, the number of firearms confiscated dropped to two during 1998-99, but the number of other weapons confiscated on school district property (e.g., knives, clubs) increased to 34.

The next section of this report will examine the efforts that are being made by the district using Title IV funds to address the problems of student substance use and campus safety.

AISD SAFE AND DRUG-FREE SCHOOLS PROGRAMS

STUDENT PROGRAMS

INTRODUCTION

This section of the report describes the AISD SDFSC-funded student programs that were supported during 1998-99. The programs varied in their structure, content and implementation. Some were campus-specific while others were district-wide. The programs that are described and evaluated include the following:

- Campus-based programs (public AISD campuses, and participating private schools within AISD boundaries);
- Peer Assistance and Leadership (PAL);
- Reality Oriented Physical Experiential Session (ROPES); and,
- Alternative education programs, namely SUPER I and Positive Families.

Some of the program-specific information that is presented here was provided through the use of the AISD Office of Program Evaluation's GENeric Evaluation SYStem, or GENESYS (Wilkinson, 1991). GENESYS summary information (i.e., total numbers and percentages by category) includes the following about student program participants:

- Grade level;
- Gender and ethnicity;
- Low income (students who received free or reduced meals during the school year);
- Limited English proficiency (students who received limited English proficiency services during the school year);
- Overage for grade (students who are one or more years older than the expected age for students in that grade);
- Special education (students who participated in any type of special education services during the school year);
- Gifted/talented (students who were enrolled in one or more gifted/talented or honors classes during the school year); and,
- Discipline (students who committed disciplinary infractions that resulted in suspension, expulsion, or removal from their campuses).

AISD CAMPUS-BASED PROGRAMS

1998-99 allocation: $172,267; 1998-99 monies spent: $128,172; Students served: 76,016; Cost per student served: $1.69

Campus-based programs were designed to allow school staff the latitude to initiate and create innovative programs toward a supportive learning environment that is free from drugs and violence. Austin area private schools included in the AISD boundaries and all AISD public school campuses were eligible to receive SDFSC funds on a per-pupil basis. Private schools that received funding through the SDFSC grant are discussed elsewhere in this report.

Guidelines and applications for applying for funds were sent to each principal. Applications were reviewed to verify that each campus' proposed program expenditures were aligned with the goals of the SDFSC grant, the Principles of Effectiveness, and the campus improvement plan (CIP). In addition, plans were checked to ensure that staff, parents, and community organizations were involved at the campus level. At the end of the school year, schools receiving SDFSC funding for campus-based programs were asked to complete an end-of-the-year self-evaluation form. These forms asked schools to report the following information:

- Campus SDFSC goals and objectives;
- Activities/purchases completed;
- Who was served/targeted by the activity/purchase;
- Evaluation methods used to assess the effectiveness of each activity or purchase in achieving campus goals and objectives;
- An opinion of the impact of each activity/purchase based upon the results from the campus evaluation;
- Whether or not the campus staff contact would recommend the activity/purchase to other campuses; and,
- Any problems or concerns in implementing the Principles of Effectiveness at the campus level.

Of the 98 AISD campuses surveyed, 88 returned a completed survey. One campus, a middle school, did not spend any of their funds. This survey information was used to complement other data entered in the district's 1998-99 Title IV Evaluation Report to the Texas Education Agency.

AISD Campus Activity/Expenditure Summary

Based on campus survey data and district budget records, all campus SDFSC expenditures were categorized as follows:

- Teacher Substitutes, Stipends, Extra-duty, Benefits (Staff Subs/Extra-duty): Schools must provide substitute teachers when other staff members accompany students on trips or are paid to do activities outside the classroom (e.g., student support, school presentations/training, etc.).
- Curriculum Materials/Library Supplies (Curriculum/Instruction): Any item bought which will be used either in the classroom for instruction or offered in the library for student usage. This includes items such as videos, books, and pre-packaged curriculum guides.
- Consulting and Presentations: Performances/discussions given by guest speakers, either in a specific classroom session or to the entire school (i.e., assembly).
- Student Travel/Expenses: Funds are used to provide student transportation and related expenses for an event that supports SDFSC goals.

50

- <u>Staff Training (Staff)</u>: Includes conference fees, professional development, and stipends for teachers.
- <u>Community, Family, and Parent (CFP) Education</u>: Newsletters, educational materials for parents/families, special events to include community and family in student education (e.g., family nights at school).
- <u>Miscellaneous Student Supplies, Incentives (Miscellaneous)</u>: Includes the purchase of items such as ID cards, pencils, posters, t-shirts, stickers, promotional materials for events (e.g., ribbons for Red Ribbon Week).

Figure 28 depicts the distribution of funds for all AISD campuses. Overall, 43% of all AISD regular campus expenditures went towards the purchase of curriculum materials used to supplement classroom instruction. Consulting/presentations accounted for the second largest expenditure of funds (28%).

Figure 28: 1998-1999 AISD SDFSC Campus Expenditures – All Schools
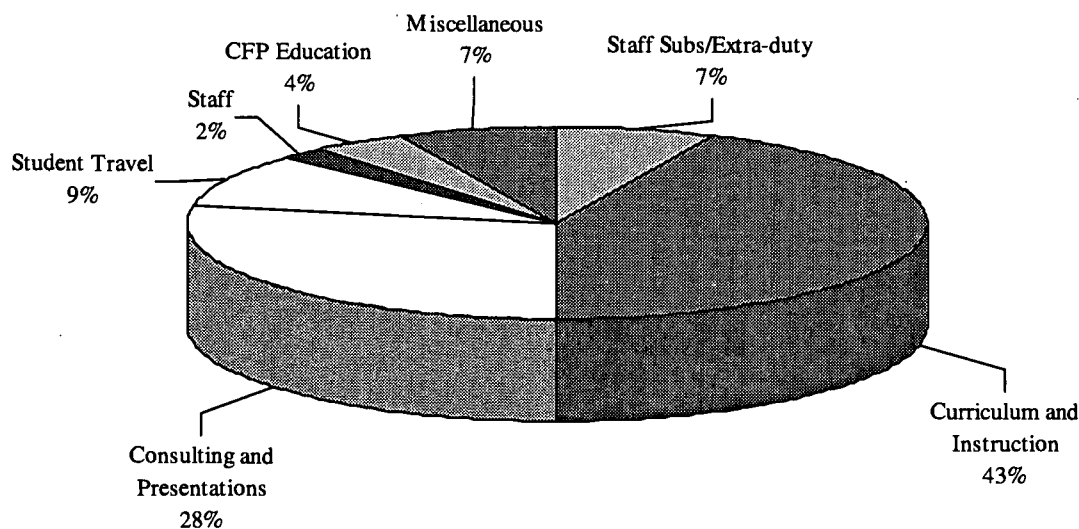
Source: SDFSC Program Records

Most campuses indicated that their primary target population for use of SDFSC funds was students. In addition to the impact on students, campuses were asked if their SDFSC-funds were used to target parents, staff, and other community members. Based on campus evaluation reports, 53% of AISD campus-based programs served staff, 35% served parents, and 12% served the community.

When asked to describe the forms of assessment and evaluation that campuses used to monitor their own SDFSC-funded activities and strategies, most campuses used some of the following procedures for data collection: class discussion and/or observation; pre- and/or post-test or post-survey instrument; school records (e.g., discipline, attendance); and, student written essays.

A new addition to this year's evaluation of campus-based activities was the acquisition of information concerning difficulties encountered in implementing the Principles of Effectiveness. These difficulties, which impacted district-level program management as well as campus-based programming, included:

- Problems translating the principles into commonly understood procedures and activities that can be implemented with the limited budget, time, and staff available;
- Lack of training available for campuses to learn how to do their own assessment of their site-based activities using the principles;
- Lack of clear direction in determining what is considered "research-based" or promising strategies and activities; and,
- The amount of paperwork, rules, and regulations for appropriate expenditures are complex compared with the amount of funds received.

AISD Special Campuses

During 1998-99, several AISD special campuses addressed the unique needs of students who had difficulty in a traditional school environment. Table 21 summarizes how special campuses used their allocated funds during the 1998-99 school year.

Table 21: 1998-99 Special Campus Expenditures

School	Allotment*	Expenditure*	Use of Funds	Focus of Activity
Clifton Center	$400	$381	Reading materials	Character education
Rosedale School	$200	$199	Reading materials	Curriculum development and acquisition
Dill School	$400	$379	Stipends/Extra-duty pay	Teacher training
Alternative Learning Center**	$600	$347	Reading materials; instructional supplies; travel/registration	Curriculum development and acquisition; Teacher training
Garza Independence High School	$500	$412	Video camera; materials for survey development	Leadership development and needs assessment
Gardner-Betts Juvenile Center**	$7,174	$3,512	Reading materials; instructional supplies	Curriculum development and acquisition

Source: SDFSC Program Records
* Whole dollar amounts reported.
** The Alternative Learning Center received SDFSC monies above the per pupil allocation in the amount of $158,846, of which $129,939 was expended during 1998-99 on salaries and benefits of five teaching assistants and one parent training specialist. Gardner-Betts also received additional SDFSC monies in the amount of $46,016, of which $35,427 was expended during 1998-99 for support staff salary and benefits.

PRIVATE SCHOOLS

1998-99 allocation: $7,497; 1998-99 monies spent: $4,249; Students served: 1,483; Cost per student served: $2.63

By law, private schools within the district's boundaries are offered the opportunity to receive SDFSC funds for the development or expansion of comprehensive (grades pre-kindergarten to 12), age-appropriate prevention/education programs. Funds may be used for acquisition or implementation of programs, staff development, consultants, materials, supplies, equipment, and registration fees for workshops or training.

Of 15 private schools within the AISD boundaries that were allocated SDFSC monies during 1998-1999, only nine used these funds. As with the AISD campuses, most of the funds used by private schools were for instructional supplies or consultants. Four schools purchased instructional supplies for use in the classroom. Five schools had consultants do presentations or trainings with either students and/or staff. Two of these schools used their consultant funds to pay for police officers to conduct DARE programs with fifth and sixth graders. Table 22 lists the participating private schools, their allotments and expenditures, and the grade span and number of students served, based on the schools' self-report forms and district budgetary information.

In addition to targeting students, private schools reported parents, community members, and campus staffs were served in their SDFSC-funded activities. Specifically, of the nine private schools that used SDFSC funding during the 1998-99 school year, the following was reported: all but one targeted students, five targeted campus staff, two targeted parents, and one targeted community members.

When asked how SDFSC-funded activities were assessed or evaluated, most private schools indicated that they used some of the following methods: class discussion, student essays, student discipline records, student/staff surveys, teacher observation, poster project grade/contest.

Table 22: Private Schools Receiving SDFSC Funding, 1998-1999

Private Schools	SDFSC Allotments*	SDFSC Expenditures*	Grade Span of Students Served	Number of Students Served
Kirby Hall School	$342	$342	7-12	50
Redeemer Lutheran School	$786	$483	K-8	353
Sacred Heart Catholic School	$436	$436	5-6	41
St. Ignatius Catholic School	$520	$500	3-8	127
St. Louis Catholic School	$940	$940	5	50
St. Martin's Lutheran School	$430	$250	2-3	19
St. Michael's Cathedral School	$770	$770	9-12	379
St. Paul's Lutheran School	$1,226	$109	PK-8	202
St. Theresa's Catholic School	$583	$419	PK-6	262
Total**	$6,033	$4,249	PK-12	1,483

Source: SDFSC Program Records
*Whole dollars reported.
**These funds represent only those schools for which monies were spent.

BEST COPY AVAILABLE

54

PEER ASSISTANCE AND LEADERSHIP (PAL)

> 1998-99 allocation: $36,000; 1998-99 monies spent: $33,512; Students served: 1,240; Cost per student served: $27.02

History and Purpose

The Peer Assistance and Leadership (PAL) program has been in AISD since 1980. PAL is a peer-helping program offering course credit to selected eighth, eleventh, and twelfth graders who function as peer helpers ("PALs") to other students ("PALees") at their own school as well as at feeder schools. High school and middle school PALs are linked with PALees who are either at the same school level (e.g., middle school PAL and middle school PALee) or at a lower level (e.g., high school PAL and middle school PALee). During regularly scheduled visits, PALs talk with their PALees about a variety of topics including self-esteem, substance use, decision-making, and relationships. They also provide tutoring as needed.

The goal of the PAL program is to help students have a more positive and productive school experience. To reach this goal, PAL students work towards achieving the following objectives:
- Provide both individual and group peer support;
- Help prevent students from dropping out of school;
- Help students make more informed and responsible decisions;
- Promote improved behavior and school attendance;
- Encourage improvement in academic performance; and,
- Provide tutoring.

PAL students received 20 hours of training per semester. Additionally, the first six-week reporting period was devoted to classroom training with the PAL supervising teacher. The training covered a number of topics including self-awareness, group dynamics, communication skills, helping strategies, problem-solving, decision-making skills, tutoring skills, knowledge of school/community resources, conflict resolution, and substance abuse prevention. Substance abuse prevention information was presented by invited guest speakers (e.g., visiting community experts), and through videotapes. After the first six weeks of PAL training, PAL students began meeting with their PALees. During the course of the school year, PALs also performed community service projects of their choosing (to be described later in the program manager interview section). PALs worked under the supervision of the PAL teacher and guidance counselors at their campuses.

SDFSC funding for PAL during 1998-99 provided for the following:
- Extra-duty pay for campus staff participation;
- Part-time hourly program support staff salary;
- PAL program consultant fee to oversee program;
- Student transportation; and,
- Supplies, reproduction, miscellaneous operating expenses and other program support.

Student Characteristics

Sixteen PAL schools (middle and high) worked with thirty-six PALee schools (elementary, middle, and high) during the 1998-99 school year. Approximately 295 PAL students provided assistance to 945 PALee students. Appendix F describes summary characteristics of the PAL and PALee students served during 1998-99.

Methods of Evaluation

PAL/PALee Activity Report

As part of the course requirements, PAL students kept a journal and completed activity reports every six weeks. The six-week reports provided information on the type and frequency of topics discussed by PALs and PALees during their meetings. Table 23 reflects the approximate percentages of time that each topic was discussed during the PAL/PALee meetings. Note that more than one topic could be addressed during each meeting. Additionally, all six-week activity reports were not received from every school. Therefore, the data described are only representative of those reports of activities that were submitted by the schools for analysis. The most commonly addressed topics were relationships and self-concept.

Table 23: Description of PAL/PALee Discussions, 1998-99

Content of PAL/PALee Discussions	Percent of Times Topic Addressed During 1998-99 School Year*
Relationships (peers, family, teachers)	70%
Self-Concept	67%
School (attendance, academic issues)	57%
Decisions and Behavior	54%
Substance Abuse	48%
Tutoring	25%

Source: SDFSC program files
*PALs and PALees may discuss more than one topic per session.

PAL and PALee Surveys

In order to provide more complete information on the effectiveness of the PAL program, surveys were administered to a sample of program participants during spring 1999. Three PAL schools (two high schools and one middle school) and their corresponding PALee schools were approached for participation. However, only the high school PALs and their PALees returned the surveys. This section will summarize the results obtained from these surveys.

PAL Surveys

Thirty-eight PALs completed and returned the PAL survey. Questions on the survey mirrored subjects covered by PALs according to the PAL six-week activity reports. Students were asked to respond to a series of questions with Likert-style response scale. Each question also had space for open-ended responses.

Overall, the PALs reported favorable responses concerning the effect of their visits on their PALees. Eighty-seven percent of PALs surveyed reported that their PALees had improved self-esteem due to participation in the program. Sixty-six percent of PALs reported that PALee grades had improved due to contact with the PAL. Additionally, seventy-nine percent of PALs reported behavior improvements among PALees. Finally, 40% of respondents said that their PALee's attendance at school had increased as well.

56

PALs also indicated that they themselves had benefited from the PAL program in the following ways:

- Increased patience in dealing with other people;
- Improved leadership skills;
- Increased knowledge of the extent to which young people pick up on and acquire the behaviors of older individuals;
- Improved communication skills;
- Increased confidence in unknown or new situations; and,
- Development of special bonds/friendships with other PAL students.

PALee Surveys

Seventy-seven PALees completed and returned the PALee survey. Questions on the survey were similar in content to those of the PAL survey. Overall, results from the PALee survey mirrored the results of the PAL survey in that the majority reported positive effects in all key areas of the PAL program. Of the respondents, 69% reported that they felt a lot better about themselves due to their visits with their PALs. Concerning grades and school issues, 82% reported that their PALs had helped increase their understanding of the importance of staying in school, and 68% said that their grades had improved at least a little. Furthermore, 53% of PALee respondents reported that their attendance had increased at least somewhat due to help received from their PAL.

In terms of behavior, 65% felt their behavior had improved, and 69% said they now got along better with other people their age due to help from their PAL. Furthermore, 77% felt they were better able to make decisions about their behaviors due to the PAL visits. Finally, 78% of PALee respondents reported they had learned new information about the dangers of drug and alcohol use from their PAL. All PALee comments were positive concerning their visits with their PALs. However, the majority of PALees commented that the amount of time spent with their PALs during school visits should be increased.

PAL Program Manager Interview

The PAL program manager discussed 1998-1999 program goals, positive outcomes achieved, and programmatic changes anticipated for next year. Additionally, the program manager commented on program funding, support, and evaluation. The manager indicated that as part of the requirements of the PAL program, PAL students must complete a community service project during the school year. PALs in Community Service Learning (PCSL) provides the PALs with an opportunity to reach out to their community and perform a needed service. At the beginning of the 1998-99 school year, the program manager and the PAL teachers met to discuss two proposed projects for the year. The program manager reported that the middle schools were to spend a day at McKinney Falls State Park during which they would clean up trash. The high school students were scheduled to perform similar duties at Bastrop State Park. However, because the parks were unable to supply an adequate amount of tools for all students, these events were canceled.

However, there were other PCSL projects that PAL students successfully completed. For example, students participated in the "Fourth International Day Without Violence." The event, held on April 10, 1999, included a parade in downtown Austin commemorating world leaders of the anti-violence movement. PAL students from one of the high schools initiated the project, with other

PAL groups joining the planning process. Other individual community service projects completed during the year included trips to nursing homes, "adopt a family" during Thanksgiving and/or Christmas, and campus environmental beautification.

The program manager reported that outstanding PAL students are acknowledged every year through the presentation of three awards. The "PAL of the Year" award is given to a select group of outstanding PALs in each PAL school. Depending upon enrollment, each class elects one to four students who have excelled in their performance as a PAL that year. The students' names are engraved on a plaque displayed at the school, and each student awarded receives a statuette. The PCSL Award is given to the PAL student who has excelled in the area of community service. During the 1998-1999 school year, this award was given to a high school PAL who had performed over 300 hours of community service during the school year. Finally, the Director's Award is given to one student selected by the program manager as the most outstanding PAL in the district. The student is selected based upon nominations made by the PAL teachers.

Possible program changes for the 1999-2000 school year also were discussed. For instance, the program manager met with the Austin Police Department's (APD) Chief of Police to discuss the utilization of PALs as a resource for preventing violence in the community. This would involve training and in-service in the early fall for PALs on how to identify potentially threatening remarks made by fellow students which may lead to violence during school hours. Additionally, the program manager plans to request an increase in funds for transportation to and from school for various training programs, purchase of updated training manuals, and conference registration fees. Finally, the program manager plans to encourage PALee school teachers to provide feedback to PAL students that would include information on PALee improvements in grades, behavior, and attendance.

Follow-up of Last Year's PALee Participants

Using the district's discipline database, PALee participants from 1997-98 were tracked during 1998-99 to determine number of discipline offenses committed. These data will be used as a baseline for tracking PALee participants' discipline records over time. Table 24 summarizes these findings. Of the 970 PALees served by the PAL program last year, 762 were still enrolled in AISD during the 1998-99 school year. Of these, only 40 (5%) had at least one discipline offense on record. Note that one student may have more than one discipline offense on record for the school year. There were a total of 133 offenses recorded. Of these, the majority (76%) was for abusive conduct toward another student. Offenses related to reported use, possession, or being under the influence of tobacco, alcohol, or other illegal drugs made up 20% of offenses. Among all 1997-98 PALees followed up during 1998-99, middle school students had the highest number of offenses committed.

58

Table 24: 1998-99 Discipline Offenses for 1997-98 PALee Participants

1997-98 PALee Students Served	Number With at Least One Offense	Offense: Abusive Conduct (to a student)	Offense: Abusive Conduct (to an adult)	Offense: Sexual Behavior	Offense: ATOD*	Offense: Other
Elementary (N = 328)	18	31	2	0	0	0
Middle School (N = 326)	51	62	3	1	6	1
High School (N = 108)	14	17	0	0	9	1
Total = 762	83	110	5	1	15	2

Source: AISD Discipline database
* ATOD = Alcohol, Tobacco, and other Drugs

Conclusions and Recommendations

Results indicate that the program had a positive effect not only on most of the PALee students, but on the PAL students as well. Positive outcomes of the program for PAL students that were mentioned by interviewees included increased patience, improved communication skills, development of leadership skills (including responsibility towards others), and the development of close bonds with peers. Positive outcomes reported for the PALee students included improved academic performance, decreased behavioral problems (e.g., school absences), and increased self-esteem. Furthermore, tracking of last year's PALee participants showed that only five percent had a recorded discipline offense, the most common type being abusive conduct toward another student. All components of the PAL program (i.e., PAL/PALee meetings, PCSL, PAL awards) were cited by the program manager as contributing to these benefits. Therefore, the program manager felt that program objectives were successfully achieved and thus identified the following goals for the 1999-2000 school year:
- Purchase updated training manuals for PAL teachers;
- Implement a PAL program on all high school campuses;
- Provide continuous feedback to PALee teachers as to their progress; and,
- Acquire additional funds for transportation to conferences and workshops.

These goals were identified to assist the program manager in continuing the success of the PAL program, improving the knowledge and abilities of the PAL teachers to run the PAL program on their campuses, and to expand the program to include more schools and, thus, reach more PALee students.

REALITY ORIENTED PHYSICAL EXPERIENTIAL SESSION (ROPES)

1998-99 allocation: $128,350; 1998-99 monies spent: $127,300; Students served: 2,160; Staff and others served: 466; Cost per district participant (student, staff and others) served: $48.48

Program History and Description

The Reality Oriented Physical Experiential Session (ROPES) program is operated by staff in AISD's Office of School-Community Services. During the 1990-91 school year, AISD staff developed and implemented the ROPES program, a retreat workshop designed to serve both AISD students and staff. The ROPES program is a series of team-building exercises revolving around a set of physical challenges, in part borrowing features from similar programs such as Outward Bound and the U.S. Army Confidence Course. The experiential education activities in which students engage are designed to develop such skills as team building, trust, communication, decision making, problem solving, and negative peer pressure resistance.

The implementation of ROPES activities that impart the "no use" drug message to students was instrumental in influencing the Frost Bank to underwrite the construction of a fully equipped ROPES facility on AISD property near Norman Elementary in 1994. Since that time, this facility has provided experiential activities for over 10,000 individuals.

During the 1998-1999 school year, 2,160 students and 466 campus staff and other adults participated in AISD's ROPES Program. SDFSC monies were used to pay the salaries for the program manager, two staff program specilists, substitutes to allow participation by teachers, transportation costs, program support (e.g., supplies), and staff development (e.g., conference, certification).

Program Implementation

The ROPES program consists of five phases. During Phase I, teachers are trained in strategies for facilitating small group activities and processing group learning. Phase II entails student orientation, in which students are introduced to program activities by ROPES staff and teacher facilitators. Phase III involves a day-long retreat at the ROPES course in which students and teacher facilitators participate in experiential educational activities designed to develop leadership skills, trust, communication, collective problem-solving, and negative peer pressure resistance. The classroom teacher provides Phase IV to the students by linking students' ROPES experiences with personally relevant life experiences through brainstorming and role-playing techniques.

In Phase IV, more than in any other, the no-use drug message is promoted. In previous years, a ROPES course program specialist taught this phase. However, in order to accommodate the voluminous increase in requests for ROPES, AISD administrative staff decided to provide the accompanying campus teachers/counselors with the training, curriculum, and responsibilities of facilitating Phase IV. This change had varying levels of success, as will be discussed later on in this section. The final phase, Phase V, involves a second full-day retreat during which the students once again practice their decision making, communication, and problem-solving skills. Elementary student workshops include only the first four phases of the program, eliminating Phase V in order to serve more students from those schools. Secondary student workshops usually have all five program phases, as scheduling allows.

Goals and Objectives

The goal of the ROPES program is to impart a no-use message to students to convey that drug use is wrong and harmful. Through the development of specific skills learned during participation, it is hoped that this message will help prevent students from illegally using drugs or alcohol. To accomplish this goal, ROPES program specialists focus on achieving the following objectives:
- Increase student's level of self-confidence;
- Improve student's ability to make decisions, work in groups, solve problems, make better choices, share ideas, listen to others; and,
- Help students see themselves as leaders through the development of leadership skills.

Student Participants

Each school year, SDFSC monies pay for groups from secondary schools and 10 selected elementary schools to attend the ROPES program. The district's Area Superintendents select these elementary schools. Priority is given to schools that have not yet attended the ROPES program, based upon a system of rotation. Additionally, some elementary schools will lobby for space, citing special needs within their schools as a reason for preference in selection. At the secondary school level, funding is used to pay for substitutes to allow classroom teachers to attend the course with their students. At the elementary school level, funding is used to pay for transportation costs to and from the ROPES course. Once these schools are scheduled, other AISD schools and external community organizations may register for remaining times on the ROPES activity schedule for the year. Note that not all schools with students participating in the ROPES program returned the evaluation surveys or participant lists. Therefore, the overall results reported in this section are not necessarily representative of all ROPES participants. Appendix F provides summary characteristics only of those 1998-99 ROPES participants for whom a student identification number was made available for analysis.

Staff and Other Adult Participants

For safe and successful program operation, at least one teacher and two other adults accompanied all student groups attending ROPES. Often, parents joined the group as one of the additional adult chaperones. During the 1998-1999 school year, 466 school staff and other adults attended and participated in the ROPES course with students. Of the 466 adults in attendance, 78% were teachers, 16% were school counselors, administrators, or other school staff, and 6% were parents/family members. On the ROPES course, the students determine the best solution to the problems presented at each segment of the course. Therefore, students are allowed the opportunity to take a leadership role with both their peers and adult participants.

Methods of Evaluation

In addition to gathering demographic and academic data on participants, several other evaluation measures were used for the ROPES program. Three surveys, one for students, one for participating staff, and one for other adults were completed after Phase IV of the program. Additionally, ROPES program specialists were interviewed at the end of the school year. Finally, a follow up of last year's ROPES participants was conducted to examine whether students had

committed discipline offenses during 1998-99. Information obtained from these sources will be summarized in this section.

ROPES Student Survey Results

Based on ROPES student respondents (n=905), the student survey data indicate that the ROPES program was successful in achieving its intended goals and objectives. The majority of students agreed that, due to participation in ROPES, they had a better understanding of the following:

- Reasons why it helps to plan things out (83%);
- The components of good communication skills (82%);
- Several choices were available when faced with a problem (75%);
- There were consequences to their actions (61%); and,
- The power of peer pressure (52%).

Additionally, due to participation in the program, the majority of students also felt they were better able to get along better with their peers (55%) and ask others for help (54%). Furthermore, 53% agreed that they felt better about themselves due to participation in the ROPES program. Finally, 80% felt they had contributed to their group's efforts to solve problems and 79% were proud of their group's accomplishments while at the ROPES course.

Students who participated in Phase IV of the ROPES course were asked three questions about substance use. [As stated earlier, Phase IV is the classroom component of the ROPES program which is taught by the classroom teacher or counselor.] First, when asked whether they had learned about the risks of alcohol/drug use during ROPES, 66% of respondents agreed, 23% replied "not sure", and 11% disagreed. Second, 71% reported that the ROPES program helped them to learn how to think through difficult situations involving drugs and alcohol, 21% were not sure, and 8% disagreed. Finally, when asked about whether they intended to use alcohol/drugs illegally, given their new knowledge and experience, 83% responded that they did not intend to use drugs or alcohol, 11% were not sure, and 6% said they may use alcohol/drugs anyway. However, it is important to remember when interpreting this self-report data that no controls were made for exaggerated responses.

ROPES Staff Survey Results

The staff survey provided information on staff perceptions of the effectiveness of the ROPES program in achieving program objectives. Results from staff survey respondents (n=50) indicated an overall favorable view of the effectiveness of the ROPES program. The majority of staff agreed that, due to participation in ROPES, students were able to:

- Improve leadership skills (96%);
- Increase positive interactions with other students (88%);
- Increase self-confidence levels (82%);
- Learn how to make responsible choices (74%);
- Increase positive interactions with teachers (70%); and,
- Learn about the negative consequences of drug and alcohol use (42%).

Additionally, 95% of staff respondents agreed that participation in the ROPES program was a valuable use of their time, 92% agreed it was a valuable use of student time, and 92% agreed it was a valuable use of district resources.

ROPES Adult Survey

Twenty-eight adults from the community attended the ROPES course during the 1998-99 school year. Most were family members of students attending the course as well. Of these, 21 returned a survey following participation. Results of the adult survey indicate that the community participants believed the program to be an effective method of achieving the specified objectives. For example, 95% agreed that the students who participated in ROPES gained knowledge of their leadership potential, and 71% agreed students had learned skills to help them resist drugs and alcohol. Furthermore, all believed it to have been a good use of time for themselves and the students, and a good use of district resources.

Program Staff Interviews

The three AISD staff members leading the ROPES program have attended the minimum 80-hour standard training and have many years of experience. The three program specialists receive yearly re-certification from a certifying agency. They also have received certification in CPR and First Aid by the American Red Cross. In an interview, the program specialists discussed the following: effects of the program on participants; program changes during the year; suggestions for future program changes or improvements; and, recommendations for additions or changes to the evaluation methods currently being used.

Program staff noted that the positive outcomes for *students* from ROPES included reported increases in the following:

- Self-esteem and empowerment;
- Ability to brainstorm and problem solve;
- Ability to set goals and make a plan for success;
- Respect for fellow students; and,
- Ability to evaluate one's actions, and apply what has been learned to other parts of their lives and to future situations.

According to program staff, positive outcomes for *teachers* from ROPES included:

- ROPES helped improve classroom experiences for both teachers and students. Bonds between students were formed during ROPES that helped students to be more cooperative and better able to work together on tasks.
- Teachers were able to see a different side of students, especially "troublemakers" who turned out to be the leaders and key problem-solvers.
- Teachers were put in role-reversal situations that allowed students to master problem solving and leadership skills, and allowed teachers to improve their listening and observing skills.
- ROPES helped educate the teachers about the benefits of the experiential learning model.

According to the ROPES staff, these outcomes were possible due to a number of contributing factors. First, the *experiential* nature of the training was a key element in producing the effects listed above. This type of training actively engages students in their own learning, making them more motivated to participate and learn. The active participation by the students

facilitates the acquisition of key skills such as problem solving and decision making. In addition to the experiential training, a second key element in producing the outcomes listed is the *processing* which occurs after each event. Once an activity is completed, students and staff discuss the activity and apply the experience to other aspects of their lives. They are free to express emotions that result from participation, opinions about how the activity was carried out, and suggestions for ways to improve in the future. The ROPES program specialists consider this step to be crucial in solidifying and validating the experience as well as extending the application of the activity beyond the ROPES program. Finally, in relaying the "no-use" message, program specialists help students *associate* how being "high" can affect their *performance*, and thus, affect their *safety* (e.g., "Would you want to be caught by your peers during a 'trust fall' if some of them were 'high'?"). The program specialists also associate consequences, actions, and decisions with drug use (e.g. "How does using drugs affect your control of your body and your mind?") as well as how drug use can be a distracter to achieving their goals.

Although all phases of the ROPES course were implemented successfully to achieve the above stated positive outcomes, ROPES staff noted the following difficulties resulting from the transfer of Phase IV administration to the campuses:

- Some teachers who facilitated Phase IV may not have attended the earlier ROPES course workshop, and thus, may not have felt adequately prepared.
- Time restrictions at school may have dictated that only part or none of Phase IV was presented.

To rectify these problems and make the process more efficient, the program specialists made several suggestions for modifying the program in the future, including the addition of a fourth ROPES course staff person. An additional program specialist would allow Phase IV to be presented by a trained and certified individual, thus ensuring the objectives of the course are achieved. Having an additional staff person also would allow more AISD students and staff to participate in the ROPES program.

Other positive outcomes of the ROPES program mentioned by the program staff included the following:

- The program gained more credibility with teachers, administrators, counselors, and the public. This was a result of an increase in positive feedback from classroom evaluations, changes in student behavior during class time, and increased exposure to the public through workshops provided.
- The ROPES program was presented as a workshop during the 1998 SDFSC State conference. As a result, program staff have received numerous calls from other SDFSC programs in Texas regarding the course.
- The ROPES program received the "Program of the Year" award for helping students. This award was given by the AISD school counselors.
- ROPES staff members were able to increase the total number of participants who attended the course as well as facilitate more high ROPES courses.

In addition to the standard objectives of the program as listed earlier in this section, program staff identified three additional objectives for the 1998-99 school year. Two of these objectives were successfully achieved. The first involved the inclusion of younger students in the program. Until this year, the program was offered to students in fifth grade or above. However, due to a

request from one elementary school to serve their kindergarten students, ROPES program staff offered a program specially designed for this age group. The objective was to improve social skills through the inclusion of cooperative games and initiative activities. Feedback from staff participants indicated that the program effectively achieved its goal.

The second additional objective was to serve more students from AISD's Alternative Learning Center (ALC). The number of groups from the ALC increased from one per quarter to one per month, thereby meeting the objective set forth by the program staff in this area. The third additional objective was to offer the program to students involved in the Juvenile Justice Alternative Education Program (JJAEP). However, this goal was not met due to lack of funding.

Follow-up of 1997-98 ROPES Participants

ROPES participants from 1997-98 were followed up in 1998-99 to determine the number of discipline offenses committed during 1998-99. These data will be used as a baseline for tracking ROPES student participant discipline records over time. Table 25 summarizes these findings. Note that these results do not include 1997-98 high school ROPES as these schools did not return student identification lists. The high school students listed in Table 25 were middle school students during the 1997-98 school year. Of the 1,119 students served by the ROPES program in 1997-98, only 91 (8%) had at least one discipline offense on record. Note that one student may have more than one discipline offense on record for the school year. There were a total of 161 offenses recorded. Of these, the majority (52%) was for abusive conduct toward another student. The second most common (43%) was drug offenses (e.g., possession, use, under the influence). Middle school students had the highest number of offenses during 1998-99. For high school students only, the most common offense (60%) was drug offenses. The most common offense among middle and elementary school students was abusive conduct against another student (88% and 50%, respectively).

Table 25: 1998-99 Discipline Offenses for 1997-98 ROPES Participants

1997-98 ROPES Students Served	Number With at Least One Offense	Offense: Abusive Conduct (to a student)	Offense: Abusive Conduct (to an adult)	Offense: Sexual Behavior	Offense: ATOD*	Offense: Property Damage
Elementary (N = 64)	3	3	0	0	0	0
Middle School (N = 976)	79	108	14	1	14	4
High School (N = 79)	9	8	1	0	8	0
Total = 1,119	91	119	15	1	22	4

Source: AISD discipline database
* ATOD = Alcohol, Tobacco, and other Drugs

Conclusions and Recommendations

The ROPES program was considered a successful and effective component of the overall 1998-99 SDFSC program since the results indicated that goals and objectives were met. Student, staff, and adult surveys indicate that all objectives of the program were met. Additionally, tracking of 1997-98 ROPES participants in 1998-99 for discipline offenses indicated that only six percent had a recorded discipline offense, the most common of which was abusive conduct toward another student. Although more rigorous research techniques need to be employed to confirm causation, these results seem to indicate that the ROPES program can be considered at least partially responsible for these long-term outcomes. However, ROPES program specialists recommended the following improvements to the administration of the ROPES program:

- The addition of a fourth ROPES course program specialist;
- The administration of Phase IV of the program by a trained ROPES course program specialist;
- Build a climbing/rapelling wall to expand options for repeat participants as well as to provide a ROPES element that focuses on individual rather than group achievement.

These recommendations were made in order to allow more students to attend the ROPES course, improve the administration and impact of Phase IV, and to provide more opportunities for students to return to ROPES to reinforce its benefits.

66

ALTERNATIVE EDUCATION PROGRAMS

The Alternative Learning Center (ALC) serves AISD middle and high school students who have been removed from their regular campuses for discipline offenses committed. During their placement at the ALC, students learn how to improve their academic skills, and receive behavioral instruction and other assistance as needed. During 1998-99, there were 1,546 student removals to the ALC. SDFSC funds provided support for some ALC staff salaries and benefits. Total SDFSC funds allocated to the ALC in 1998-99 from the regular Title IV entitlement, not including the two special programs to be described below (SUPER I, Positive Families), were $158,846, of which $129,939 was spent. For the SUPER I and Positive Families programs, $57,458 was allocated for 1998-99, of which $28,546 was spent.

Substance Use Prevention Education and Resources (SUPER I)

1998-99 Students served: 352; Families served: 352; Total participants served: 704

SUPER I Program Overview

Substance Use Prevention Education and Resources, known as the district's SUPER I program, is a school-based middle- and high-school curriculum program which campuses are required to offer as a positive alternative to mandatory, long-term removals of students who have committed alcohol or drug-related offenses for the first time (excludes offenses involving the sale or distribution of controlled substances). The Metropolitan Atlanta Council on Alcohol and Drugs (MACAD) developed the SUPER I program. With corporate assistance from Motorola, Inc. and in partnership with Lifeworks (a local non-profit agency), SUPER I continued to serve referred students from all of AISD's middle and high schools. Lifeworks provided some of the facilitators for SUPER I sessions.

The programmatic goals for SUPER I are as follows:
- stopping short- and long-term substance abuse among the targeted population;
- improving family communication skills; and,
- promoting family involvement in support services.

The primary incentive for participation in SUPER I is an abbreviated term of two weeks removal, rather than the average of six weeks, at the ALC. If the student and his or her parents (or other significant adult) complete the voluntary, eight-hour, four-session program, then arrangements may be made for the student to be allowed to return to the home school. This allows the student to return to their home schools and prevents the student from falling behind on their course credits earned.

AISD SDFSC funds were used primarily for the following:
- pay for facilitators (sessions occurred in the evening after school hours);
- program materials; and,
- general program support (e.g., supplies, reproduction, snacks for parents and students).

Motorola, Inc.'s financial contribution to SUPER I was used to fund stipends for Lifeworks' facilitators. Based on fiscal calendar year (January to December) 1999, Motorola, Inc.'s support of Lifeworks totals $25,300.

Methods of Evaluation

The evaluation focused on the impact of SUPER I in reducing student repeaters to the ALC. Various types of information were compiled for the evaluation of the program. A database of all referred students was maintained at the ALC as the basis for short-term and long-term tracking of student progress. GENESYS provided basic demographic and academic information from district databases. A student follow-up survey was administered by the transition facilitators during the spring semester to students three weeks following their participation in SUPER I.

Students and Families Served

There were 1,831 removals to the ALC during 1998-99 for all student discipline offenses. This number represents 1,546 students, some of whom were removed to the ALC more than once. Of the 1,831 removals, 458 (25%) were for substance offenses relating to tobacco, alcohol, or illicit drugs. Of this number, a total of 352 students (123 middle school students, 229 high school students) entered the SUPER I program during the 1998-99 school year. Being under the influence of marijuana was the most common reason for which SUPER I participants had been referred to the ALC. Since the SUPER I program required that both a student and parent attend sessions, approximately 704 family members (students and their parents) had the opportunity to be served. Based only on the number of student completers during 1998-99 (n=246), at least 492 family members (students and parents) were served by the program. Appendix F provides some summary characteristics of SUPER I students served during 1998-99.

As shown in Table 26, approximately 70% of students enrolled in SUPER I completed the program successfully, resulting in shortened stays at the ALC. This completion rate was comparable to that of the 1997-98 completion rate of 68% (see Table 27). The completion rates for high school participants were higher than for middle school participants during both years.

Table 26: SUPER I Program, Student Completers and Non-completers, 1998-99

SUPER I 1998-99	Middle School		High School		Total	
	Number	% of Total	Number	% of Total	Number	% of Total
Completers	78	22%	168	48%	246	70%
Non-completers	45	13%	61	17%	106	30%
Total	123	35%	229	65%	352	100%

Source: ALC data files 1998-99

BEST COPY AVAILABLE

68

Table 27: SUPER I Program, Student Completers and Non-completers, 1997-98

SUPER I 1997-98	Middle School		High School		Total	
	Number	% of Total	Number	% of Total	Number	% of Total
Completers	74	21%	168	47%	242	68%
Non-completers	51	14%	63	18%	114	32%
Total	125	35%	231	65%	356	100%

Source: ALC data files 1997-98

Measures and Perceptions of Program Effectiveness

One indicator of program effectiveness is to examine the level of student repeat removals to the ALC following SUPER I participation. As shown in Table 28, of all 352 SUPER I participants during 1998-99, a total of 49 (14%) later returned to the ALC for all discipline offenses, including drug or alcohol offenses. For the purposes of this discussion, a "repeater" is a student who returns to the ALC for a non-substance use related reason. A "recidivist" is a student who returns to the ALC for drug or alcohol offenses. Among the same 49 who returned to the ALC, 21 were referred for repeat drug or alcohol offenses, which yields a recidivism rate of six percent among all 1998-99 SUPER I participants. If only students that completed SUPER I are examined ("completers"), then a total of 30 students returned to the ALC for all discipline offenses, yielding a repeater rate of 12% among all completers. However, fifteen students who had completed SUPER I returned to the ALC for drug or alcohol offenses during 1998-99, yielding a recidivism rate of six percent among all program completers.

Some comparisons can be made between SUPER I participants who returned to the ALC during 1997-98 and during 1998-99. For instance, comparing data in Tables 28 and 29, there were slightly more SUPER I participants who returned to the ALC for all offenses during 1998-99 (14%) than in 1997-98 (13%). Additionally, during the 1998-99 school year, the recidivism rates for 1998-99 SUPER I students who had repeat drug or alcohol offenses were higher for all program participants (six percent) and for program completers (six percent) as compared to 1997-98 SUPER I participants who returned to the ALC (program participants, five percent; program completers, three percent). SUPER I participants from 1997-98 were followed up in 1998-99 for any further ALC placements. When examining the 356 students one year later, only six (two percent) returned to the ALC in 1998-99 for any offense.

Table 28: ALC Repeaters Among SUPER I Participants, 1998-99

SUPER I 1998-99	Middle School	High School	Total
All Repeaters			
Completers	17	13	30
Non-completers	7	12	19
Total	24	25	49
Overall Repeater Rate	7%	7%	14%
Completers Repeater Rate	7%	5%	12%
Drug/Alcohol Recidivists			
Completers	8	7	15
Non-completers	2	4	6
Total	10	11	21
Overall Recidivism Rate	3%	3%	6%
Completers Recidivism Rate	3%	3%	6%

Source: ALC data files, 1998-99

Table 29: ALC Repeaters Among SUPER I Participants, 1997-98

SUPER I 1997-98	Middle School	High School	Total
All Repeaters			
Completers	6	17	23
Non-completers	13	9	22
Total	19	26	45
Overall Repeater Rate*	5%	7%	13%
Completers Repeater Rate	2%	7%	9%
Drug/Alcohol Recidivists			
Completers	3	5	8
Non-completers	4	7	11
Total	7	12	19
Overall Recidivism Rate	2%	3%	5%
Completers Recidivism Rate	1%	2%	3%

Source: ALC data files, 1997-98
* Numbers do not add to 13% due to rounding.

Student Followup Survey

Throughout the school year, transition facilitators were asked to follow up with students who had participated in the SUPER I program three to four weeks following their return to their home campus by administering an anonymous follow-up survey. The purpose was to obtain a measure of program effectiveness from the students' perspectives. As only 81 of the 246 SUPER I completers returned a follow-up survey, data reported in this section do not represent all SUPER I participants during the 1998-1999 school year. Therefore, findings presented here should be interpreted with caution. Additionally, this survey was administered within four weeks after the students returned to their home campus from the ALC and SUPER I. Thus, data reported here

70

reflect short-term impact only. Table 30 provides gender and grade-level information on participants.

Table 30: Gender and Grade-Level of SUPER I Follow-up Survey Respondents, 1998-99

SUPER I	Grade Level							
Gender	6th	7th	8th	9th	10th	11th	12th	**Total**
Males	0	8	13	14	5	6	6	**52**
Females	2	6	4	2	1	0	3	**18**
Total*	**2**	**14**	**17**	**16**	**6**	**6**	**9**	**70**

Source: SUPER I Student follow-up survey, 1998-99
* The total number of students returning surveys was 81. Eleven respondents did not answer this item.

Students responded to a series of questions about whether the SUPER I program had an impact on the following:

- Improving their ability to talk to their parents or guardian, other family members, teachers, and peers;
- Learning new information about the dangers of drug/alcohol use; and,
- Resisting using drugs or alcohol since returning to their regular campus.

Results from the survey are summarized in Figures 29 and 30. Due to participation in SUPER I, the majority of student respondents (65%) agreed that they had improved their ability to talk with their parents and other family members (58%). Only 32% agreed that participating in SUPER I improved their ability to talk to their teachers, while 24% disagreed, and 43% were not sure. When asked about improved communication with peers, 41% agreed that SUPER I had helped, 32% disagreed, and 26% were not sure. Please note that, in each category, percentages may not equal 100% as some responses were counted as missing.

The majority of survey respondents (77%) agreed that they had learned new information about the dangers of drugs and alcohol from SUPER I. Additionally, 51% agreed that learning about the dangers of drugs and alcohol had prevented them from using substances again since returning to their regular campus.

Figure 29: Percentage of SUPER I Students Indicating Improved Communication Skills
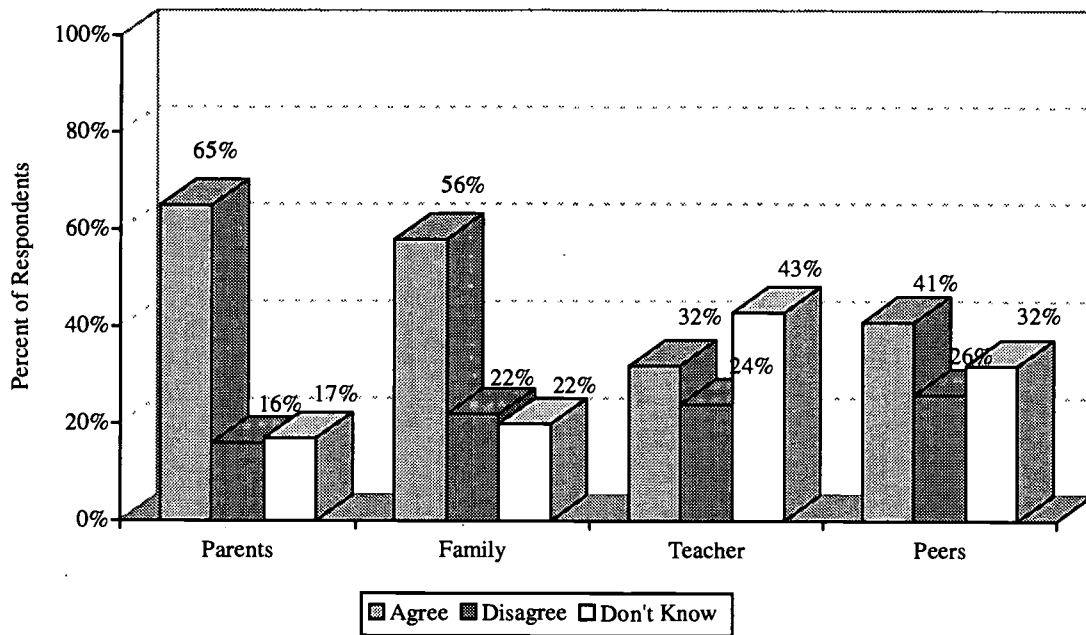
Source: SUPER I Student follow-up survey, 1998-99

Figure 30: Percentage of SUPER I Students Indicating Gains in Information on the Dangers of
Drugs and in the Ability to Resist Using Drugs
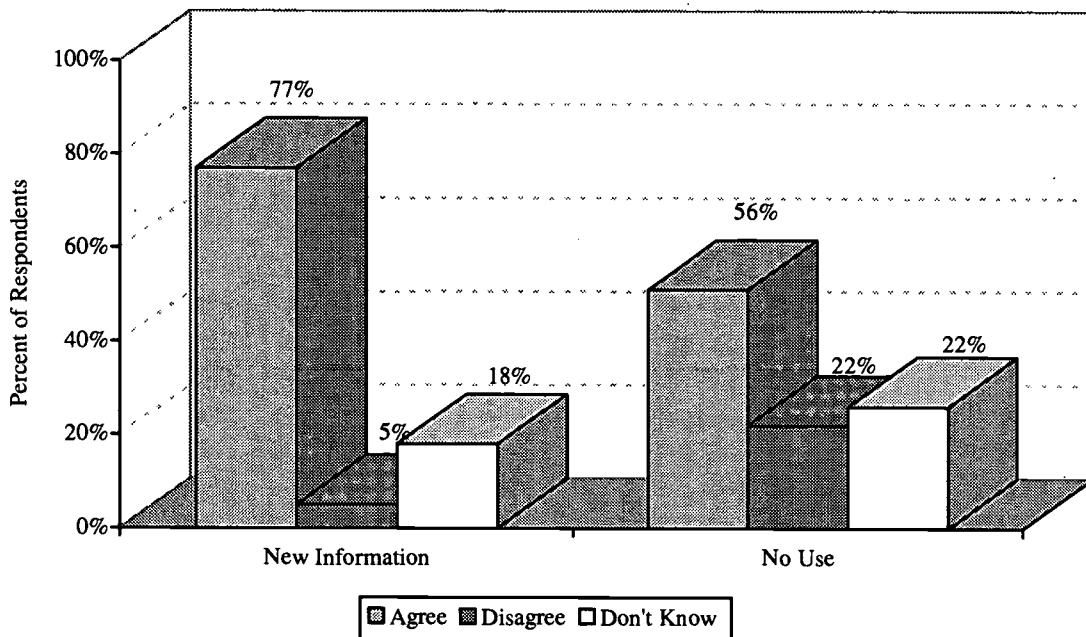
Source: SUPER I Student follow-up survey, 1998-99

Positive Families Program

1998-99 Students served: 62; Families served: 62; Total participants served: 124

Positive Families Program Overview

Positive Families is a school-based middle- and high-school curriculum program, developed by AISD staff, which is offered in AISD as a positive alternative to long-term removals of students who have committed disciplinary offenses categorized as persistent misbehavior. Positive Families was offered in AISD for the first time during the 1997-98 school year. The campus principal has the discretion of offering students Positive Families at the time of removal. Procedures for program operation are somewhat similar to the SUPER I program described earlier. The primary incentive for participation is an abbreviated term of two weeks removal from the home campus, as opposed to the standard six weeks, at the district's Alternative Learning Center (ALC). The student and a parent (or other significant adult) must complete the voluntary, eight-hour, four-session program held at the ALC in order for arrangements to be made for the student to be allowed to return to the home campus. This allows the student to return to their home schools and helps prevent students from falling behind on course credits earned.

With the intention of providing families new ways to approach daily conflicts, the programmatic goals for Positive Families are as follows:
- improving communication skills with other individuals, especially family members;
- improving anger-management strategies;
- learning positive conflict resolution methods; and,
- developing effective problem solving skills.

These four goals provided the basis for four class session topics.

SDFSC funds were used primarily for the following program components, many of which involved curriculum development and facilitator training:
- extra-duty pay for facilitators (sessions occurred during the evening);
- program materials; and,
- general program support (e.g., supplies, reproduction).

Methods of Evaluation

The focus of the Positive Families program was on reducing discipline referrals for persistent misbehavior, especially student repeaters to the ALC. A database of all referred students was maintained at the ALC as the basis for short-term and long-term tracking of student progress. In addition, a student follow-up survey of those students who had completed Positive Families and returned to their regular campus was administered.

Students and Families Served

Sixty-two students were enrolled in Positive Families during the 1998-99 school year. Of these, 16 completed the program, yielding a completion rate of only 26%. Table 31 shows the numbers of Positive Families participants who returned to the ALC during 1998-99 for any discipline offenses. Of the 62 Positive Families participants, 13 returned to the ALC during 1998-99 for discipline offenses. Therefore, the overall repeater rate for all Positive Families participants

was 21%. Of these 13 repeaters, three were program completers. Examining only students who completed the program (n=16), the repeater rate was 19%.

Comparing 1998-99 Positive Families participants to 1997-98 Positive Families participants (see Table 32) on the rate of return to ALC during 1998-99 for further discipline offenses, the overall rate of recidivism is slightly higher among 1998-99 program participants (21%, n=13) as compared to 1997-98 participants (18%, n=11). However, among those students who completed the program, the repeater rate is about the same (19% in 1998-99; 20% in 1997-98).

Table 31: ALC Repeaters Among Positive Families Participants, 1998-99

Positive Families 1998-99	Middle School	High School	Total
Repeaters			
Completers	1	2	3
Non-completers	8	2	10
Total	9	4	13
Overall Repeater Rate	14%	7%	21%
Completers' Repeater Rate	6%	13%	19%

Source: ALC data files, 1998-99

Table 32: ALC Repeaters Among Positive Families Participants, 1997-98

Positive Families 1997-98	Middle School	High School	Total
Recidivists			
Completers	4	0	4
Non-completers	6	1	7
Total	10	1	11
Overall Recidivism Rate	16%	2%	18%
Completers' Recidivism Rate	20%	0%	20%

Source: ALC data files, 1998-99

Student Follow-up Survey

As with SUPER I, transition facilitators at the secondary campuses were asked to follow up with students who had participated in the Positive Families program and had returned to their home campus. The purpose of this was to obtain an additional measure of program effectiveness from the students' perspectives. Enrollment in Positive Families was relatively low compared to SUPER I. Of the 62 students enrolled in Positive Families, only 16 completed the course. Of those, nine returned a student follow-up survey. Table 33 provides gender and grade level information on participants.

74

Table 33: Gender and Grade-Level of Positive Families Follow-up Survey Respondents, 1998-99

Positive Families	Grade Level							
Gender	6th	7th	8th	9th	10th	11th	12th	Total
Males	0	4	2	0	1	0	0	7
Females	0	0	1	0	0	0	0	1
Total*	0	4	3	0	1	0	0	8

Source: Positive Families Student follow-up survey, 1998-99
* The total number of students returning surveys was 9. One respondent did not answer the demographic items.

Students responded to a series of questions about whether the Positive Families program had an impact on the following:
- Improving their ability to talk to their parents or guardian, other family members, teachers, and peers;
- Ability to deal with conflict with other people;
- Learning different options for dealing with anger; and,
- Learning new ways to work through problems.

Results from the survey on improved communication are summarized in Figure 31. Due to participation in Positive Families, many student respondents agreed that they had improved their ability to talk with their parents (56%, n=5) as well as their teachers (56%, n=5). When asked about improved communication with peers, 67% (n=6) agreed that skills learned in the Positive Families program had helped. Finally, as shown in Figure 32, when students respondents were asked about their improved skills in conflict management, anger resolution, and problem solving, the majority (78%, 78%, and 89%, respectively) of respondents agreed that the program had helped them improve skills in these areas.

BEST COPY AVAILABLE

75

Figure 31: Percentage of Positive Families Students Indicating Improved Communication Skills
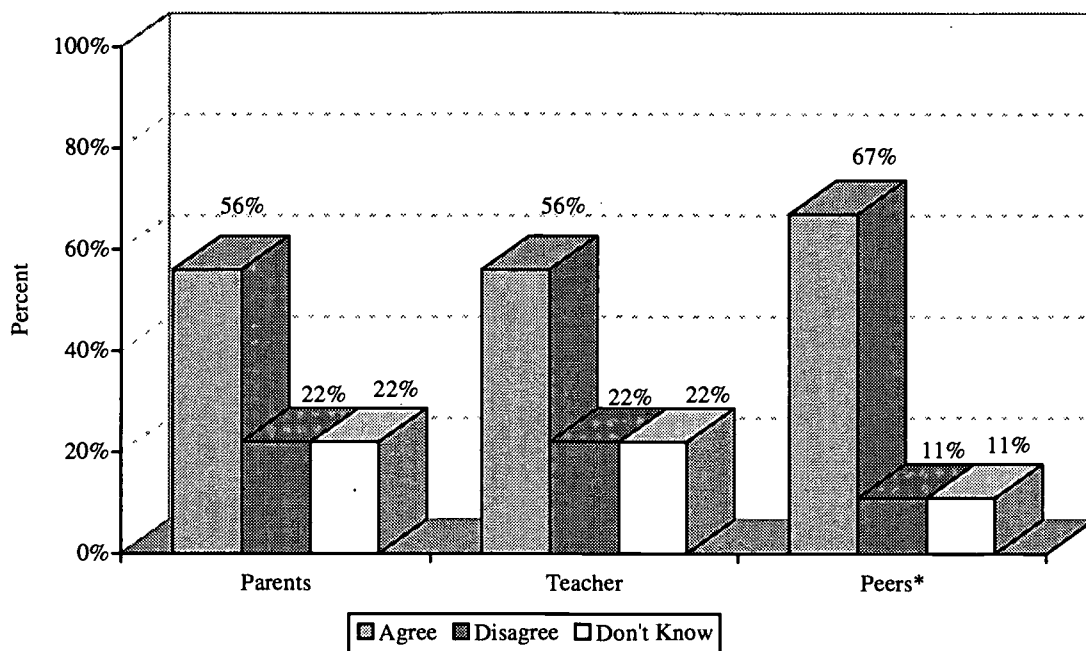
Source: Positive Families student follow up survey, 1998-99
* One respondent did not answer this item. Thus, total does not equal 100%.

Figure 32: Percentage of Positive Families Students Indicating Improved Skills in Conflict
Management, Anger Resolution, and Problem Solving
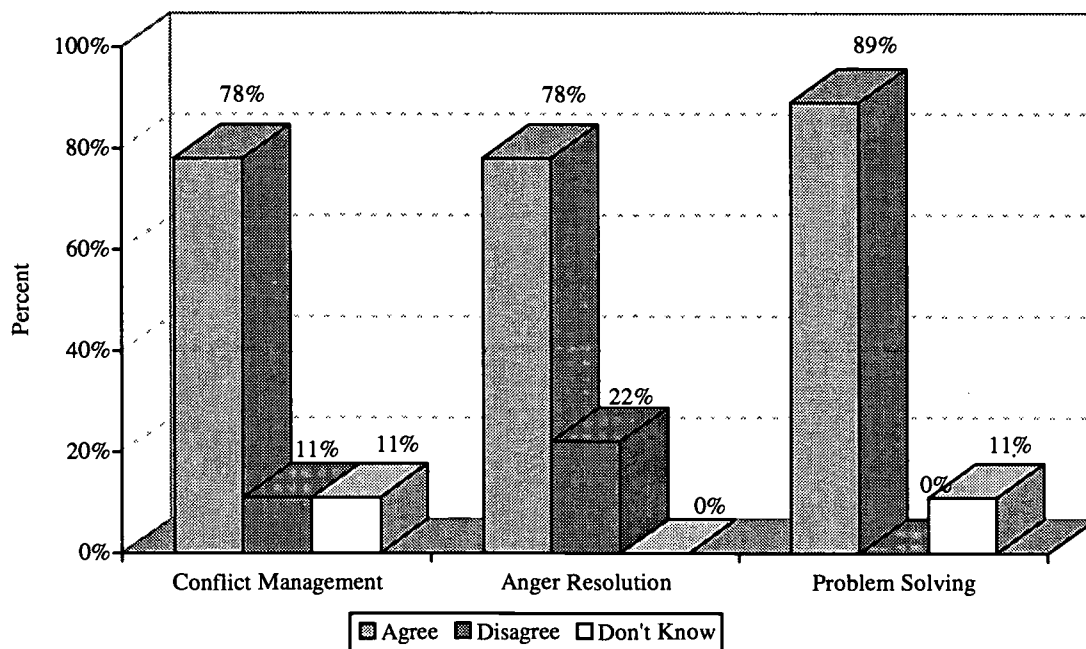
Source: Positive Families student follow up survey, 1998-99

CURRICULUM AND STAFF DEVELOPMENT

CURRICULUM SUPPORT

1998-99 allocation: $117,963; 1998-99 monies spent: $91,618

Objectives

The objectives of the Title IV SDFSC-funded curriculum support effort are as follows:

- To continue to provide age-appropriate curriculum to students in grades prekindergarten through 12 covering the areas of drug and alcohol education and prevention;
- To create a more integrated prevention curriculum that will blend with other academic curricula in the district;
- To assist campus staff in bringing research-based SDFSC-related curriculum materials, programs, activities and other resources to AISD campuses;
- To provide in-service training to teachers, counselors and other district staff on making the best use of SDFSC-related resources; and,
- To provide monies for registration fees so that district staff members supporting the SDFSC program can attend state and national conferences in order to stay current with prevention education.

Campus Support

Some of the curriculum support objectives were attained through the campus-based student program efforts described earlier in this report. The grant allowed campuses to provide instructional materials, consultants and special presentations, student support group activities, staff training, student and staff travel for special events, and other general program support. In many cases, teachers and counselors were able to use SDFSC campus funds to support their regular academic curricula in the classroom on campus.

Another effort to support campuses in their curriculum efforts was the distribution of a copy of TEA's recommended prevention curriculum, *DAVE*, to every campus for their use in supporting existing core curricula.

Assistance also was provided to campuses through the district's team of five instructional coordinators. These instructional coordinators, representing language arts, social studies, science, and mathematics, assisted schools in aligning the goals of the regular campus curricula with the goals of the SDFSC program. This was accomplished through campus site visits and advising campus personnel on the development and implementation of their SDFSC campus plans.

Campus Workshop and Resource Fair

In March 1999, the district's SDFSC program team planned and led a workshop for campus Title IV contacts, bookkeepers, and other campus staff who wished to attend. The workshop was held in conjunction with a Title IV Resource Fair that showcased district resources as well as those from the community, state, and federal level that support the goals of Title IV. The workshop addressed the following topics: Title IV grant goals, the Principles of Effectiveness, appropriate expenditures, integrated campus planning across curricula (e.g., health, guidance and counseling, etc.), evaluation techniques, and making plans for the next school year. The workshop also allowed

campus staff and central administration staff that are involved in the grant the opportunity to meet and communicate about successes and problems with implementing the SDFSC grant program. The resource fair offered campuses the opportunity to find out about what services, materials, programs, and other resources were available that could potentially match their campus needs and goals. The general response to these events was positive, with most attendees indicating that they would like more resource information. Problems with processing and implementing campus-based SDFSC activities were addressed and taken into consideration for planning next year's Title IV program districtwide.

Curriculum Integration Efforts

During 1998-99, a student resiliency and wellness task force was created with the goal of updating and revising the district's health curriculum. The task force, made up of elementary, middle and high school teachers, as well as various central administration staff members and other community members (e.g., instructional coordinators, evaluators, etc.), had as their task to take the district's *Making Healthy Choices* curriculum, and compare it with the state's *Texas Essential Knowledge and Skills* curriculum standards for health and physical education. With the goal of meeting core local/state curriculum objectives and competencies, deficiencies were identified in available curriculum resources. Writing teams were organized by level (elementary, middle, and high school) to divide up the task of making recommendations and additions to the current curriculum. The task force had accomplished the following by the end of the school year:

- The elementary writing team recommended adopting the curriculum program *Here's Looking at You*, and adding a sexuality education component to this to make it comprehensive and supportive of the *Making Healthy Choices* curriculum.
- Writers had completed examination of the elementary core objectives and competencies and had begun looking at curriculum resources to reinforce and fill in gaps in the current curriculum. Examples of topics that were identified as needing an update in this curriculum were safety, substance use, violence, and sexuality.
- Writers had completed examination of the middle and high school core objectives and competencies, but had yet to begin finding specific curriculum component support resources. This task is ongoing through the beginning of the 1999-2000 school year.

The task force will continue their work into 1999-2000 with identification and cataloguing of supplemental resources, including the *DAVE* curriculum. Once their work is finalized, including the supplemental curriculum resources, it will be disseminated to the campuses for all staff to have access.

Curriculum integration efforts were made in guidance and counseling curriculum as well. SDFSC funding paid for stipends for counselors to update the *Live This!* curriculum. This curriculum contains eight strands that represent student competencies necessary for development in pre-K – 12th grade. These competencies include areas such as conflict management, decision-making, self-responsibility, and career skills. The competencies at each grade level are correlated with specific materials which counselors or classroom teachers can use in the classroom. Each competency is also correlated with each of the Texas Essential Knowledge and Skills (TEKS). By doing this, teachers can relate what they are already required to teach with the competencies recommended in the *Live This!* curriculum. SDFSC funds paid for the reproduction of the

curriculum so that all counselors in AISD could have their own copy. Although not paid for by SDFSC, all counselors received training during the 1998-99 school year on the utilization of *Live This!*. During the 1999-2000 school year, SDFSC funds will pay for one full time and one half time Program Specialist who will work directly with counselors to assist them in implementing the *Live This!* curriculum on all AISD campuses.

Staff Training Opportunities

A number of courses offered through the district's Professional Development Academy (PDA) either directly or indirectly supported the goals of the Title IV grant to promote safe and drug-free learning environments in which children can learn. The PDA catalogs published for the 1998-99 school year were reviewed, and a variety of courses were selected for their reference to curriculum, social skills training, and classroom management. An analysis of PDA course attendance records for 1998-99 showed that a number of district staff (central office and campus employees) were able to attend trainings, workshops or seminars that addressed some of the following areas which included health and safety, guidance and counseling, student management, and personal development.

The following is a list of these courses attended by AISD staff during 1998-99. This listing of courses is not meant to be inclusive of all district training that occurred nor all training that was related to Title IV goals. Many training or workshop opportunities not listed in the PDA catalog were offered to staff members at their respective campuses or outside the district. However, it does indicate that some staff members were taking advantage of training offered within the district to promote curriculum integration, tolerance, classroom/student management issues, and parenting.

- *Health and Safety Education*
  - Staff members attended an updates course on *Making Healthy Choices*, the district's health curriculum, that specifically introduced ways in which to incorporate the *DAVE* curriculum.
- *Guidance and Counseling*
  - "Conflict Resolution"
- *Student Management*
  - "Peer Mediation";
  - "Nonviolent Crisis Intervention";
  - "Cooperative Discipline";
  - "Getting out of the Rewards and Punishment Game"; and
  - "Developing Social Skills in the Classroom".
- *Organizational and Personal Development*
  - District staff members attended the district's required diversity training series, "Common Bonds", during 1998-99. Some of these also attended a trainer-of-trainers series of Common Bonds.
  - Staff also attended courses that focused on parenting, "Positive Parenting Practices" and "Families Communicate.

STUDENT ASSISTANCE PROGRAM (SAP) TRAINING

> 1998-99 allocation: $8,600; 1998-99 monies spent: $3,583; Staff served: 52; Cost per staff served: $68.90

History and Purpose

The Student Assistance Program (SAP) is a school-based program designed to identify and help students having difficulties that affect their ability to perform successfully in school. These difficulties may include but are not limited to academic problems, poor conduct, or substance use. When a student is identified as potentially experiencing difficulties, a SAP core team works with the student to provide appropriate school-based assistance. If the student and family needs exceed the capability of campus resources, the SAP team helps the student find an appropriate referral source. Students are monitored to ensure they are progressing satisfactorily. Since SAP training began in 1992, approximately three-fourths of AISD campuses have had at least one person trained in the SAP process.

In 1998-99, SDFSC monies paid for SAP staff training, including payment of a consultant trainer; purchases of reading materials; and, provision of supplies for training sessions. Monies also were used to pay for substitute teachers in order to allow school staff to attend the two-day training sessions. The four main objectives established for the SAP during the 1998-99 school year were:

1. To provide training for school-based SAP teams who want to establish or strengthen already existing teams on campuses;
2. To assist the SAP trainer by administering:
   - a pre-training inventory prior to the first day of training which would summarize specific goals and needs of the trainees at each session; and,
   - a post-training evaluation form at the end of the second session;
3. To measure long-term impact of SAP by administering a follow-up with attendees from the 1998-99 and 1997-98 SAP training sessions; and,
4. To expand the evaluation to include a district-wide needs assessment to determine which campuses already had a well-functioning SAP and which needed assistance in forming a new one.

The consultant hired to conduct training sessions is a Licensed Practicing Counselor (LPC) and has conducted numerous SAP trainings. Each two-day training took place at AISD's Professional Development Academy and included training in the following areas:

- Recognition of students who are having academic and/or personal difficulties;
- Understanding of the concepts of resiliency and protective factors in students;
- Identification of the legal issues concerned with conducting a SAP; and,
- Description of the steps to develop or strengthen a campus SAP.

During 1998-99, three SAP training sessions were held during the 1999 spring semester in which a total of 52 district staff members attended. Of these, 23 (44%) were teachers, 9 (17%) were counselors, 15 (29%) were support staff, 2 (4%) were administrators, and 3 (6%) were from outside agencies.

Methods of Evaluation

Three methods of evaluation were used to assess the SAP training during 1998-99: a pre-training inventory, a post-training inventory, and a program manager interview.

Pre-Training Inventory

The pre-training inventory was designed to address needs and goals specific to the individuals attending each of the training sessions. These needs/goals were to reflect specific circumstances and characteristics of the school the attendees were representing. Having this information prior to the training allowed the trainer to tailor the program so as to meet the needs of each group.

Pre-Training Inventory Findings

Campus staff attending represented 13 elementary schools and three high schools. Of the 52 staff members who attended the training, only 23 returned a pre-training inventory. Therefore results are not necessarily generalizable to all participants. Of the 23 respondents, 12 (50%) already had a well-functioning SAP, 8 (33%) did not have a SAP at all, 3 (13%) did not have a SAP but had a similar program, and 1 (4%) had a SAP that needed further expansion. The primary reason given for attendance was to gain new information to improve the current SAP at their school. Other common reasons given were to gain information that would help in their position at school and that their principal had asked them to attend.

To provide additional information to the trainer regarding needs of the participants, the inventory contained questions regarding goals and expectations of attending the training and needs or circumstances specific to each school or community. The two most common goals or expectations reported were to learn the most effective methods of meeting the needs of students and to learn the "do's and don'ts" of administering a SAP. The following characteristics were noted among all schools with attendees:

- High mobility rate;
- Low parental involvement in school;
- Multilingual; and,
- Large percentage of single-parent homes.
  Other characteristics noted included:
- Large percentage of students without adequate health insurance;
- High incidence of domestic and community violence;
- High incidence of community drug use;
- High drop-out rate;
- Low attendance and/or tardiness; and
- Low socioeconomic status.

Post-Training Evaluation

The post-training evaluation form was designed to assess the effectiveness and success of the SAP training. The form was administered at the end of the second day for each SAP training sessions. The participants commented on the extent to which the training met their goals and prepared them to either begin a SAP or continue/expand a SAP at their school. Additionally, they

recommended others who should be invited to attend the training, and rated the degree of difficulty expected in developing or continuing a SAP once they returned to their home campus. Finally, they made suggestions or recommendations for improving the training.

Post-Training Evaluation Findings

A total of 42 staff returned surveys, although not all respondents answered every question. Of 34 respondents, 33 (97%) agreed that the pre-training inventory had helped prepare them for the training. Of 34 respondents, 33 (97%) felt that their expectations had been met by the training. When asked about the difficulty they foresaw in developing or continuing the SAP at their school following the training, 32 responded. Of these, 6 (19%) expected a great deal of difficulty, 14 (44%) felt there would be a moderate amount of difficulty, and 12 (37%) indicated there would be little or no difficulty. All attendees recommended that a variety of other campus staff should attend future SAP training sessions. These included other teachers, school principals, counselors, parents, school resource officers, and custodial staff. Finally, due to participation in the training, 33 of 34 respondents agreed that they felt prepared to begin/assist with a SAP at their school.

Attendees made some of the following suggestions for improving training:
- Provide more information on existing programs;
- Develop onsite training teams and follow-up support;
- Conduct separate training sessions for those schools with an SAP and those needing information on how to begin one;
- Schedule training sessions earlier in the year as those trained at the end of the year may not be at the same campus during the next school year; and
- Discuss issues relevant to campus type (i.e., elementary vs. secondary school issues).

All attendees reported that their next step in implementing or continuing their campus SAP is to meet with staff at their campuses to determine campus SAP guidelines, future SAP activities, and assign roles to current SAP members.

Program Manager Interview

During the 1998-99 school year, the program manager identified four program goals. First, the program manager wanted to make SAP training available to campuses desiring such training so that participants would feel prepared to either start an SAP or contribute to the SAP already functioning at their school. Results from the post-training evaluation indicate that this goal was successfully achieved as the majority of respondents (97%) agreed that they felt prepared to begin or assist with a SAP at their school.

The second goal identified by the program manager was to continue to provide assistance to the SAP trainer by administering a pre-training inventory and a post-training evaluation. Both of these were administered at the trainings; therefore this goal was successfully achieved.

The final two goals involved expanding the evaluation process. During the 1997-98 school year, an attempt was made to collect long-term follow-up data on SAP participants. This met with only marginal success. During the 1998-99 school year, long-term follow-up on the progress of SAP teams remained a challenge. Additionally, it was intended that a needs assessment be accomplished which would provide a baseline of information as to how many campuses had a SAP. This information would also be used to identify schools in need of assistance in further developing

their SAP as well as those schools without a SAP at all. However, due to time constraints, both of these goals were not achieved.

Conclusions and Recommendations

Data from the pre-training inventories and post-training assessment indicate that the SAP trainings were effective in preparing campus staff to implement SAP's on their campuses. However, only two of the four goals identified for the program were accomplished. To address this issue, the program manager identified the following program goals for the 1999-2000 school year:

- *Expand the evaluation process so as to successfully follow-up with training participants.* Follow-up is crucial if long-term effect of SAP training is to be determined. This process will allow the program manager not only to assess the extent to which tools learned during the training are being implemented on the campus, but also to determine how successful the implementation processes are.

- *Administer a needs assessment to all AISD campuses to determine SAP status at each site.* An assessment of the status of all SAP's in the district will allow the program manager to determine successful strategies and aid those having difficulty in implementation. Furthermore, it will provide information as to gaps that need to be filled. Specifically, identifying which schools in the district do not have a SAP at all. Then, these schools can be targeted for training. Finally, information on successes and failures can be used to help all schools strengthen their SAP as well as assist the SAP trainer in molding the training sessions around the specific needs of the district as well as the campuses.

- *Increase participation by campus administrative staff* (i.e., principals and/or assistant principals). In order to effect continued support of the SAP in a school, administrative staff who give permission to attend trainings must believe in its value. Attending the training will allow campus administration personnel to remain informed as well as become educated about the SAP model and its impact on students.

The SAP model has repeatedly been found to be an effective method of addressing potential student difficulties on campuses. Through this process, campus staff have been able to identify students in need of assistance and then work together with families to determine the most appropriate recommendation for referral. By targeting the above stated recommendations during the 1999-2000 school year, the SAP can become stronger, thus increasing the numbers of students served as well as the likelihood that these students will be served as effectively as possible.

SUPPORT STAFF AND SERVICES

1998-99 allocation: $445,097; 1998-99 monies spent: $413,306

MANAGEMENT

While the SDFSC program was placed under the direction of the administrative supervisor for Science and Health curricula, no SDFSC monies were used to fund this salary of the SDFSC compliance officer. However, the compliance officer was responsible for the following activities:

- Approving both campus-based and district-wide expenditures;
- Coordinating SDFSC Planning Committee meetings;
- Monitoring and assisting AISD campuses in the planning and implementation of campus programs and activities funded by the SDFSC grant;
- Working with district program staff in preparing proposals and budgets; and
- Keeping track of both federal and state mandates to ensure district program compliance.

SDFSC Program Facilitator

A portion of the SDFSC program facilitator's salary was paid from SDFSC monies. The facilitator worked with all SDFSC program staff. The facilitator was responsible for coordinating meetings of the district's SDFSC Advisory Council, working with local agencies in coordinating nationally televised satellite broadcasts on drug/violence prevention, attending SDFSC Planning committee meetings, and assisting with the AISD SDFSC campus workshop and resource fair. The facilitator brought state and federal updates on the grant and related prevention efforts to the attention of AISD staff. Additionally, in order to bring community resources to the district, the program facilitator coordinated with appropriate state and local agencies, including drug and alcohol abuse, mental health and social services, youth programs, and law enforcement. Finally, the facilitator also reported to the school board on important SDFSC-related events in the district.

Budget Specialist

A portion of the budget control specialist's salary was paid from SDFSC monies. The budget control specialist manages the accounting procedures associated with SDFSC monies and helps provide detailed information on expenditures for each SDFSC program. This involves keeping track of both district- and campus-level spending, determining and processing appropriate expenditures, and taking part in the district campus workshop designed to train SDFSC campus contacts and bookkeepers about appropriate use of SDFSC funds.

Evaluation Staff

Two evaluators (1.7 full time equivalent positions) were charged with providing evaluation of all SDFSC-funded programs at the district level as well as with individual campuses, private schools, and neglected and delinquent facilities. The entire salary of an evaluation analyst and a portion of the salary of an evaluation associate were paid from SDFSC monies. In order to provide the most comprehensive evaluation, these individuals performed the following activities:

- Providing technical assistance on evaluation to SDFSC campus contacts and district program managers;
- Reviewing and critiquing campus plans for use of Title IV funds;
- Coordinating, distributing, and analyzing the results of the annual districtwide student and staff surveys;
- Continuous collection of data from each of the districtwide SDFSC programs;
- Analyzing end-of-the-year evaluation data from campus-based SDFSC activities;
- Conducting extensive research into what is considered a research based, "proven" program;
- Ensuring that all campus-based and districtwide SDFSC programs comply with both federal and state mandates;
- Presenting AISD SDFSC evaluation information to the district's Advisory Council and SDFSC Planning Committee, and to attendees of the state SDFSC conference; and,
- Preparing and distributing the required annual TEA Title IV evaluation report as well the annual AISD Title IV program evaluation report.

CAMPUS SUPPORT

Other positions which provided support to campuses (some of which were described earlier in the report) that were funded (whole or in part) through the Title IV grant are described below.

School Support Community Specialists

Five school support community specialists (SSCS) were instrumental in providing guidance to campuses in the design and accomplishment of campus SDFSC programs and activities. Each SSCS was assigned to a particular organizational area of the district with approximately 20 campuses per area. These individuals monitored campus SDFSC plans and expenditures throughout the year, providing the first point of contact when campus personnel had questions or concerns about their SDFSC funds.

In addition to supporting campuses in the accomplishment of their SDFSC-funded goals and objectives, the SSCS team also had other responsibilities in the district during the 1998-99 school year:
- Campus site visits, area principals' meetings, student-parent interventions;
- Attendance and dropout recovery;
- Campus safety and crisis management plan monitoring, intervention, and follow up;
- Student discipline management plans, mediation, problem solving, training; and,
- District workshop planning and presentations.

School Resource Officer

The salary of one school resource officer (SRO) was provided through the SDFSC grant. Each secondary campus has one SRO who is trained and certified as a law enforcement officer. The SRO is responsible for patrolling the campus, providing security to students and staff, and providing instructional support when requested. The SRO who received partial funding through SDFSC this year is the training coordinator for all AISD SROs. As part of this year's duties, the SRO attended a conference focusing on the prevention of substance abuse and violence. The SRO also tried to identify an effective SDFSC prevention program that incorporates law enforcement into the

curriculum. Additionally, the SRO was a member of the district's SDFSC Advisory Council and Planning Committee.

Visiting Teacher

A portion of the salary of one visiting teacher was paid using SDFSC monies. Visiting teachers are responsible for maintaining and improving communications and relationships between families and schools. They are involved in visiting families with children who are having difficulty academically, socially, or emotionally at school and/or in the home environment. The majority of the SDFSC funded visiting teacher's time during the 1998-99 school year involved family contacts and home visits. The visiting teacher also spent significant time on individual student case loads which involved identifying drop-outs and making referrals for students having difficulties. Other activities included collaborating with community agencies for services, assisting in campus site reviews, facilitating professional development activities, and providing campus crisis intervention support.

SDFSC PROGRAM SUMMARY

Analysis of results for SDFSC-funded programs indicate that all have achieved success in reaching their goals and objectives for 1998-99. However, although SDFSC monies can be used to serve **all** AISD students, the participant information for campus-based and other SDFSC programs indicate that not all students are being served. For example, specialized programs such as PAL, ROPES, SUPER I, and Positive Families have been targeted to serve smaller numbers of students in the district, in part due to limited program staffing capacity. Additionally, these programs are specific in terms of desired SDFSC-related goals, objectives, and outcomes. However, the campus-based programs, designed to address a broader range of students, may not be adequately serving all students on campuses. Despite the fact that a more extensive evaluation of campus-based programs was conducted this year (in compliance with the federal Principles of Effectiveness), the long-term impact of these programs is unknown at this time. On the positive side, results of this extended evaluation effort reveal that most campuses were successful in achieving their stated goals and objectives. The most common use (48%) of campus-based funds was for the purchase of curriculum or instructional materials. The second most common use (23%) was for one-time events or presentations. However, campus evaluation forms and budget records also indicated a slight decrease from 1997-98 in the percentage of campus funds actually spent (77% in 1997-98 versus 74% in 1998-99). Within the district, there were difficulties in approval, access, and processing of expenditures for campus funds during the school year. The end result of this is that grant monies not used in the district must be returned to TEA at the end of the grant year.

Despite this, the availability of a variety of SDFSC programs allows the district to address overall grant goals as well as those meeting the specific needs of the district. For example, during 1998-99 SDFSC program efforts addressed experiential learning and leadership development (e.g., ROPES), peer-mentoring (e.g., PAL), family intervention (e.g., SUPER 1, Positive Families), staff training (e.g., SAP), and a variety of campus-based prevention/education efforts. Students, staff members, parents, and other community members were targeted in these activities. The challenge, however, is to determine to what extent these programs fill the needs of the district and how effective they are in positively impacting substance use and safety behaviors (i.e., through prevention or reduction of drug use and violence). Then an adequate determination can be made as to which gaps in service need to be filled with other research-based initiatives.

Possible future directions for the most efficient and effective use of SDFSC funds have already been explored and proposed for the 1999-2000 school year. For instance, several research-based programs and curricula will be presented to campuses as optional choices for use of their campus allocations. In addition, to aid campuses in designing and implementing truly effective campus-based SDFSC programs, the campus allocations will be doubled in order to increase funds available during the 1999-2000 school year. Collaboration in SDFSC program activities among area vertical team schools will be encouraged to optimize available funds. In this way, campuses can combine funds and implement a more comprehensive, long-term program which follows students from kindergarten to twelfth grade.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Based upon results of the district surveys and the evaluation of the district's SDFSC programs, certain statements can be made. First, data from the surveys indicate that student drug use and violence are present, but that campus staff awareness of student substance usage is somewhat low. Additionally, while SDFSC-funded programs have been in the district since 1984, staff members remain relatively unaware of current programs available to campuses. Staff respondents were most familiar with PAL, ROPES, SAP, and campus-based prevention activities. Overall, SUPER I and Positive Families had the lowest familiarity ratings among staff respondents, but this may be due to the limited focus and purpose of these programs since they are options for student removals only used by secondary school administrators. The lack of awareness also may be, in part, due to the lack of staff training on substance use, violence prevention, and other SDFSC-related issues. In fact, only 10% of staff reported having attended two or more trainings in at least one of these areas in the past two years. Moreover, staff expressed a need for various types of prevention training on their campuses. Although student education should be the focus of AISD's SDFSC efforts, educated and informed teachers are necessary in order to implement a truly effective program that will have long-term impact.

While all current SDFSC programs fill a very important function, efforts must be made to increase the numbers of students served and to utilize programs that focus on specific needs of the individual campus as well as the district as a whole. The 1999-2000 school year will be the first where a needs assessment will be required, according to the Principles of Effectiveness. Therefore, information-gathering techniques will have to be modified to incorporate methods that will accomplish this task. While the annual student drug survey is administered to a random sample of students within every school, campus-specific information is not made available. However, in order for campuses to utilize their SDFSC funds according to the Principle of Effectiveness (i.e., performing a needs assessment, using research-based programs, etc.), some types of campus-specific information will need to be gathered at each school. Campuses should tailor their program to the needs and characteristics of the students and families they serve, but they need adequate information to do so. In addition, campuses should tie their SDFSC goals and activities to the goals stated in their campus improvement plans. In order to assist campuses in developing comprehensive, research-based SDFSC programs, the 1999-2000 campus-level funding will be increased to $4.00 per student, twice that of the 1998-99 school year.

In addition to specific campus needs, survey data reflect overall district needs as well. Some students at the fourth-grade level reported already being involved in drug use. Therefore, this finding supports the need to begin SDFSC prevention programs earlier than fourth grade. Utilization of such comprehensive strategies as the *DAVE* curriculum (designed for use with Pre-K – 12th grade) would be one excellent method of addressing this issue. Survey results also indicate specific areas where there is a need for increased education, prevention, and intervention. For example, among elementary students surveyed, the highest levels of reported usage of inhalants, alcohol, tobacco, and marijuana were among sixth graders. Alcohol and tobacco represent the most

commonly used substances, yet use of inhalants and marijuana also are being reported. The data show that reported levels of tobacco, alcohol and marijuana use continue to increase as grade level increases. With inhalants, data indicate that usage has already begun in fourth grade (four percent reported they had used inhalants in their lifetime in this year's survey) and continues to increase until around seventh, eighth and ninth grades (11%-12%), after which rates begin to drop. It is at this point that usage rates of other substance (i.e., alcohol, marijuana, and tobacco) begin to increase at a more rapid rate. Thus, program focus should be placed on prevention education and resistance skills in the early grades, especially with "gateway" substances that may be tried first and are easiest to obtain. This strategy may help reduce the likelihood that students will begin substance use in the first place and continue on to stronger substances.

In addition to actual usage, data indicate that perception of the dangers of substance use and perceptions of friends' usage rates are important issues. Results show that up to a quarter of all secondary students did not consider alcohol, marijuana, or tobacco to be dangerous. Clearly, more education needs to be provided on the dangers of drug/alcohol/tobacco use. Finally, percentages of students who perceive that their friends used substances increased with grade level. Perception of usage creates perception of social norms or acceptance of a given behavior. Therefore, efforts in this area should focus on providing information on actual usage rates to students so they will have accurate information on which to base their decisions.

In terms of school safety, most students as well as staff who were surveyed felt safe on campus. However, notable percentages of both elementary and secondary students did report either *being* harmed/threatened with harm or harming/threatening to harm *another person*. Furthermore, despite the fact that the majority of both elementary and secondary students (79% and 65%, respectively) reported not ever bringing a weapon to school, there were notable percentages of survey respondents who did report bringing a weapon. Thus, while the total number of recorded campus violent incidents (i.e., assaults) has decreased, there is still a need to continue improving violence prevention efforts on AISD campuses.

In addition to issues concerning students, the coordinated staff survey provided useful information as well. For example, nearly one-third of teachers did not know the extent to which students were involved in substance use, compared with counselors and administrators who demonstrated greater awareness of usage rates. However, all staff concurred that the most serious problem on campus was student fighting or threats of harm. This mirrored the responses given by the students in the student survey. Despite this being the most frequently reported problem, most staff reported not actually being harmed or threatened with harm during the 1998-99 school year. Therefore, the fighting and threats took place between students rather than between students and staff.

In terms of SDFSC programs, staff survey respondents were most aware of PAL, ROPES and SAP training programs as well as campus-based SDFSC prevention activities. However, overall knowledge of available SDFSC district programs remains low, indicating an area in need of attention in the coming school year. Finally, a very small percentage of staff (10%) reported that they had attended at least one or more prevention trainings in the previous two years. Most of these individuals were either counselors or campus administrators.

Regardless of whether the monies are for campus-based or district-wide efforts, SDFSC programming in the district should be comprehensive, tied to the district's core curricula, and

available to all students. In this way, students would be following a predetermined, well-thought out, and long-term plan of prevention, rather than a series of disjointed and unrelated efforts. A continuous and sequential prevention program plan throughout a student's academic life needs to be followed if long-term impact on attitudes and behavior is to be achieved.

A more thorough, comprehensive, and coordinated district SDFSC plan will be beneficial in light of the impending federal reauthorization process now being undertaken by the U.S. Congress. The Elementary and Secondary Education Act of 1994, which contains current legislation governing federal grant programs including Title IV, is being reviewed and revised by Congress. A number of considerations are being proposed to revise the way Title IV grant funds are disbursed to state and local education agencies. One proposal is to make the grant funding process more competitive and more accountable by considering local education agencies that show the greatest need for funding as well as progress in improving incident rates through use of research-based programs. Therefore, there is the possibility that funding amounts may be reduced in the future, which means that more efficient, effective, and well-integrated use of funds will be necessary in the district.

RECOMMENDATIONS

Based upon information provided in this evaluation, and in light of changes planned for 1999-2000, the following recommendations are offered for consideration:

- Based on district student survey data, the following recommendations are made:
    - The district should increase efforts to provide education that focuses on the consequences and dangers of drug use. A special focus at the elementary level should be on inhalants, alcohol, and tobacco. Secondary school efforts should focus on cigarettes, alcohol, and marijuana, as well as drinking and driving.
    - The district should provide information to students that will dispel the myths about the levels of substance use among peers. By doing this, perceptions of social norms of acceptance of usage will be addressed.
    - The district should continue its educational efforts to prevent violence on campuses by teaching conflict resolution, problem-solving, and decision-making skills to all students. Furthermore, additional methods for ensuring a safe school environment should be explored.

- Based on district staff survey data, the following recommendations are made:
    - More education and training opportunities should be provided to staff and school administrators on substance use trends, how to recognize students' possible substance use problems, and SDFSC programs and activities available to campuses.
    - Provide more opportunities for staff, especially teachers, to attend workshops or conferences that focus on conflict resolution, parent/family involvement, and decision-making or life skills training.

- Based on program evaluations, the following recommendations are made:
    - Campus-based initiatives should be based upon a thorough needs assessment which provides information about issues specific to each campus.
    - Campus-based initiatives should attempt to involve more parents and community members in their programs.
    - Both campus and district programs need to be more inclusive, specifically providing more outreach to parents, since parent involvement and education is an integral part of the goals of the SDFSC grant and of AISD.
    - Both campus and district programs need to ensure that programs being implemented are research based and have been either proven effective or considered to be a promising program.
    - Both campus and district programs need to ensure that programs are aligned and work with other Title programs (e.g., Titles I, II, VI, etc.), and are aligned with programs funded locally and at the state level.

- From a curriculum standpoint, the following recommendations can be made:
  - Continue efforts to incorporate drug and violence education (e.g., *DAVE*) into all district core curriculum areas; and,
  - Efforts should be made to incorporate resiliency factors into district curricula through skill-building opportunities (e.g., decision-making, goal setting, participation in positive activities, problem-solving).

- Evaluation recommendations to improve accountability include the following:
  - Continue to provide long-term tracking of students who participate in a SDFSC-funded program so as to accurately assess the true impact of each program on student participants.
  - Utilize both quantitative and qualitative evaluation efforts to gain both objective and subjective SDFSC program impact information from both student and staff participants.

- Recommendations for AISD central administration include the following:
  - Review some of the recommendations made by the 1997 AISD Administrative Task Force on School Safety when making budgetary and programmatic decisions concerning the use of SDFSC funds.
  - Revisit and revise the district's 1992 prevention/education plan to ensure all elements of the plan are being implemented and that all are still appropriate in terms of goals for the next decade.
  - Coordinate funds to support district initiatives and promote safe and drug-free learning environments on campus.

APPENDICES

APPENDIX A: FEDERAL GUIDELINES FOR USE OF TITLE IV SDFSC FUNDS

Non-regulatory Guidance for Implementing Part B of the Drug-Free Schools and Communities Act of 1986 – November 1992

3.03. Allowable Use of Funds

Funds shall be used to implement age-appropriate drug education and drug abuse prevention programs for grades EC through 12. Funds may be used for:

1. the development, acquisition, and implementation of elementary and secondary school drug abuse education and prevention curricula and textbooks and materials, including audio-visual materials
   - developed from the most readily available, accurate, and up-to-date information; and
   - which clearly and consistently teach that illicit drug use is <u>WRONG AND HARMFUL</u>;

2. school-based programs of drug abuse prevention and early intervention (other than treatment), which
   - should, to the extent practicable, employ counselors whose sole duty is to provide drug abuse prevention counseling to students;
   - may include the use of drug-free older students as positive role models and instruction relating to
     a. self-esteem;
     b. drugs and drug addiction;
     c. decision-making and risk-taking;
     d. stress management techniques; and
     e. assertiveness;
   - may bring law enforcement officers into the classroom to provide anti-drug information and positive alternatives to drug use, including decision-making and assertiveness skills; and,
   - in the case of a local education agency that determines it has served all students in all grades, such local education agency may target additional funds to particularly vulnerable age groups, especially those in grades 4 through 9.

3. family drug abuse prevention programs, including education for parents to increase awareness about the symptoms and effects of drug use through the development and dissemination of appropriate educational materials;

4. drug abuse prevention and intervention counseling programs (which counsel that illicit drug use is wrong and harmful) for students, parents, and immediate families, including professional and peer counselors and involving the participation (where appropriate) of parents, other adult counselors, and reformed abusers, which may include
   - the employment of counselors, social workers, psychologists, or nurses who are trained to provide drug abuse prevention and intervention counseling; or
   - the provision of services through a contract with a private nonprofit organization that employs individuals who are trained to provide such counseling;

5. outreach activities, drug and alcohol abuse education and prevention programs, and referral services for school dropouts;

6. guidance counseling programs and referral services for parents and immediate families of drug and alcohol abusers;

7. program of referral for drug abuse treatment and rehabilitation;

8. programs of inservice and preservice training in drug and alcohol abuse prevention for teachers, counselors, other school personnel, athletic directors, public service personnel, law enforcement officials, judicial officials, and community leaders;

9. programs in primary prevention and early intervention, such as the interdisciplinary school-team approach;

10. community education programs and other activities to involve parents and communities in the fight against drug and alcohol abuse;

11. public education programs on drug and alcohol abuse, including programs utilizing professionals and former drug and alcohol abusers;

12. model alternative schools for youth with drug problems that address the special needs of such students through education and counseling; and,

13. on-site efforts in schools to enhance identification and discipline of drug and alcohol abusers, and to enable law enforcement officials to take necessary action in cases of drug possession and supplying of drugs and alcohol to the student population;

14. special programs and activities to prevent drug and alcohol abuse among student athletes, involving their parents and family in such drug and alcohol abuse prevention efforts, and using athletic programs and personnel in preventing drug and alcohol abuse among students; and,

15. in the case of a local education agency that determines that it provides sufficient drug and alcohol abuse education during regular school hours, after-school programs that provide drug and alcohol abuse education for school-aged children, including children who are unsupervised after school, and that may include school-sponsored sports, recreational, educational, or instructional activities (local education agency may make grants or contracts with nonprofit community-based organizations that offer sports, recreation, education, or child care programs); and,

16. other programs of drug and alcohol abuse education and prevention, consistent with the purposes of this part. [Ref. P.L. 101-647, Sec. 5125 (a)]

A local or intermediate education agency or consortium may receive funds under this part for any fiscal year covered by an application under section 4126 approved by the state education agency.

95

Safe and Drug-Free Schools and Communities Act of 1994 - Sec. 4116. Local Drug and Violence Prevention Programs

b. **Authorized Activities.** – A comprehensive drug and violence prevention program carried out under this subpart may include –

1) age-appropriate, developmentally based drug prevention and education programs for all students, from the preschool level through grade 12, that address the legal, social, personal and health consequences of the use of illegal drugs, promote a sense of individual responsibility, and provide information about effective techniques for resisting peer pressure to use illegal drugs;

2) programs of drug prevention, comprehensive health education, early intervention, pupil services, mentoring, or rehabilitation referral, which emphasize students' sense of individual responsibility and which may include –

   a) the dissemination of information about drug prevention;

   b) the professional development of school personnel, parents, students, law enforcement officials, judicial officials, health service providers and community leaders in prevention, education, early intervention, pupil services or rehabilitation referral; and

   c) the implementation of strategies, including strategies to integrate the delivery of services from a variety of providers, to combat illegal alcohol, tobacco and drug use, such as –

      i.   family counseling;

      ii. early intervention activities that prevent family dysfunction, enhance school performance, and boost attachment to school and family; and

      iii. activities, such as community service and service-learning projects, that are designed to increase students' sense of community;

3) age-appropriate, developmentally based violence prevention and education programs for all students, from the preschool level through grade 12, that address the legal, health, personal, and social consequences of violent and disruptive behavior, including sexual harassment and abuse, and victimization associated with prejudice and intolerance, and that include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence;

4) violence prevention programs for school-aged youth, which emphasize students' sense of individual responsibility and may include –

   a) the dissemination of information about school safety and discipline;

   b) the professional development of school personnel, parents, students, law enforcement officials, judicial officials, and community leaders in designing and implementing strategies to prevent school violence;

   c) the implementation of strategies, such as conflict resolution and peer mediation, student outreach efforts against violence, anti-crime youth councils (which work with school and community-based organizations to discuss and develop crime prevention strategies), and the use of mentoring programs, to combat school violence and other forms of disruptive behavior, such as sexual harassment and abuse, and

    d) the development and implementation of character education programs, as a component of a comprehensive drug or violence prevention program, that are tailored by communities, parents and schools; and

    e) comprehensive, community-wide strategies to prevent or reduce illegal gang activities;

5) supporting safe zones of passage for students between home and school through such measures as Drug- and Weapon-Free School Zones, enhanced law enforcement, and neighborhood patrols;

6) acquiring and installing metal detectors and hiring security personnel;

7) professional development for teachers and other staff and curricula that promote the awareness of and sensitivity to alternatives to violence through courses of study that include related issues of intolerance and hatred in history;

8) the promotion of before- and after-school recreational, instructional, cultural, and artistic programs in supervised community settings;

9) drug abuse resistance education programs, designed to teach students to recognize and resist pressures to use alcohol or other drugs, which may include activities such as classroom instruction by uniformed law enforcement officers, resistance techniques, resistance to peer pressure and gang pressure, and provision for parental involvement; and,

10) the evaluation of any of the activities authorized under this subsection.

1998-99 AISD SDFSC Programs, Approved Use of Monies

Use of Monies	Campus Programs	Alternative Programs	Pre-K to 12 Curriculum	Private Schools	PAL	ROPES	SAP
Development, acquisition, & implementation of pre-k-12 drug abuse and violence education & prevention curricula.	X	X	X	X	X		
School-based programs of drug abuse/violence prevention & early intervention (other than treatment).	X	X	X	X	X	X	X
Family drug abuse or violence prevention.	X	X		X			
Drug abuse or violence prevention & intervention counseling.		X					
Referral for drug abuse treatment/rehabilitation.		X			X		X
Inservice & preservice training in drug/alcohol abuse or violence prevention for teachers, counselors, etc.	X	X	X				X
Primary prevention & early intervention, e.g., interdisciplinary school-team.	X	X	X		X	X	X
Community education to involve parents & communities in fight against drug/alcohol abuse and violence.	X	X		X	X	X	
Model alternative schools for youth with drug or violence problems that address special needs of such students through education & counseling.		X					
On-site efforts in schools to enhance identification & discipline of drug & alcohol abusers or violent youth.	X	X				X	X

BEST COPY AVAILABLE

APPENDIX B: SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES ACT PRINCIPLES OF EFFECTIVENESS (JULY, 1998)

Principle 1

A grant recipient shall base its programs on a thorough assessment of objective data about the drug and violence problems in the schools and communities served.

Principle 2

A grant recipient shall, with the assistance of a local or regional advisory council where required by the SDFSCA, establishes a set of measurable goals and objectives, and design its programs to meet those goals and objectives.

Principle 3

A grant recipient shall design and implement its programs for youth based on research or evaluation that provides evidence that the programs used prevent or reduce drug use, violence, or disruptive behavior among youth.

Principle 4

A grant recipient shall evaluate its programs periodically to assess its progress toward achieving its goals and objectives, and use its evaluation results to refine, improve, and strengthen its program, and to refine its goals and objectives as appropriate.

Source: Federal Register, June 1, 1998, vol. 63, no. 104, pages 29901-29906.

APPENDIX C: AISD ALCOHOL AND DRUG ABUSE EDUCATION AND PREVENTION PLAN
(Revised 9/8/92)

"The need for leadership and broad participation in drug prevention is not just for a year or two, but rather for the next decade and beyond. Alcohol and tobacco, especially, will be difficult to eliminate from young people's lives because they are legal and accepted for adults. Considering the magnitude of changes needed, it is clear that the national commitment to drug-free youth must be long term... America must redouble its efforts, and must refuse to tolerate drug use in any school, in any community, and in any home. The nation's children deserve no less." (September 1990, National Commission on Drug Free Schools, Toward a Drug Free Generation: A Nation's Responsibility)

It is the philosophy of the Austin Independent School District that the children of Austin deserve to grow and learn in a drug-free school and community. In keeping with this belief and with requirements of the Drug-Free Schools and Communities Act, the district is implementing a comprehensive Alcohol and Drug Abuse Education and Prevention Plan. The district's goal is to have a drug-free school population by the year 2000.

The AISD Drug Abuse Education and Prevention Plan is based upon the requirements of the Drug-Free Schools and Communities Act of 1986 (Public Law 99-570) as amended by the Crime and Control Act of 1990 (Public Law 101-647), Section 5145. The following are the major components of this plan and will be implemented in AISD.

1. Personnel training in alcohol and drug related issues;
2. Age-appropriate alcohol and drug education and prevention curricula at each grade level (Pre-kindergarten through grade 12);
3. A student assistance program which will identify, refer, and provide intervention and counseling services for students;
4. Distribution of information about drug and alcohol programs available to students and employees;
5. Inclusion of drug and alcohol standards in discipline policies for students and personnel policies for employees; distribution of these standards to parents, students and employees;
6. Data gathering to describe the extent of alcohol and drug usage in the schools. Participation in other required evaluation efforts of the drug prevention program;
7. Assurance that all required activities convey to students that the use of illicit drugs and the unlawful possession and use of alcohol are wrong and harmful;
8. A district advisory council composed of individuals who are parents, teachers, officers of state and local government, medical professions, representatives of law enforcement agencies, community-based organizations and other groups with interest or expertise in the field of drug abuse education and prevention.

The district will monitor activities in each of these areas and will regularly assess and report the progress being made toward the complete elimination of drug and alcohol abuse. The district will strive to create quality educational environments for students. Local and grant resources will be used to provide training for teachers and students in positive alternatives to drug and alcohol abuse. This training will include such topics as: conflict resolution, peer assistance and tutoring, Quality Schools training for teachers and Control Theory training for students.

The central administration shall:

1. Provide administrator and employee in-service training on alcohol and other drug-related matters yearly;
2. Develop and introduce multi-component K-12 drug education and prevention programs based upon assessment of drug problems, including alcohol and tobacco, of students and staff;
3. Conduct yearly evaluations of all drug education and prevention programs and conduct school surveys every two to three years to assess drug preference and patterns of use on campus;
4. Conduct regular meetings with the district Drug-Free Schools and Communities Advisory committee to obtain information and input regarding needs and program ideas;
5. Cooperate with the Austin Police Department in the operation of the DARE (Drug Awareness and Resistance Education) program, districtwide, at grade levels 5 and 7.

Each principal shall:

1. Operate a drug and alcohol abuse prevention and education program on each campus. Information and activities designed to encourage smoking cessation and to eliminate the use of other tobacco products will be included in this program. Program activities will be documented each year through a process to be managed by the AISD Office of Program Evaluation;
2. Identify high-risk students via a Student Assistance Program and provide individuals and group support, as appropriate.

The central administration and each principal shall:

1. Coordinate with appropriate state and local drug and alcohol abuse, health, and law enforcement agencies in order to effectively conduct drug and alcohol abuse education, intervention, and referral for treatment and rehabilitation;
2. Provide information about available drug and alcohol counseling and rehabilitation and re-entry programs to students and employees;
3. Coordinate with local law enforcement agencies in order to improve security on school grounds and in the surrounding community and to educate students about: (a) the dangers of drug use and drug-related violence; (b) the penalties for possession of or trafficking in illegal drugs; (c) techniques for resisting drug abuse; and (d) the importance of cooperating

with law enforcement officials in eliminating drug abuse and identifying individuals who supply drugs to students;

4. Promulgate standards of conduct, applicable to all students and employees, which clearly prohibit the unlawful possession, use or distribution of illicit drugs and alcohol on school premises or as part of any of its activities. Clearly state that sanctions (consistent with local, state and federal law), up to and including expulsion or terminations of employment and referral for prosecution, will be imposed on students and employees who violate these standards of conduct. Parents, students, and employees will be provided with a copy of this information.

5. Maintain a comprehensive policy on: the possession, use, promotion, distribution, and sale of drugs, including alcohol and tobacco. The policy should apply to students, staff, and anyone attending school functions.

District staff, students and parents shall:

Participate in appropriate learning and training activities and cooperate in efforts to eliminate drug and alcohol abuse in the Austin Independent School District.

For any programs or activities funded by AISD Drug-Free Schools and Communities (DFSC) grant, the following requirements must also be met:

Any publication or public announcement will clearly identify the program or activity as being funded in whole or part by the Drug-Free Schools and Communities Act of 1986. Materials produced or distributed with funds made available under this grant must reflect the message that illicit drug use is wrong and harmful.

Technical assistance related to the implementation of this plan is available from the Division of Curriculum Support Services.

APPENDIX D: RECOMMENDATIONS FROM THE AISD ADMINISTRATIVE TASK FORCE ON SCHOOL SAFETY 1997

District-level Recommendations

- Increase community use of campus facilities.
  - Identify funding for utility, custodial, supervision expenses associated with opening schools.
  - Establish procedures and provide training to encourage after-hour use of campuses.

- Develop community alternatives for violent youth.
  - Increase supervision of students on probation and parole.
  - Provide additional intervention efforts to youth involved with gateway criminal activities.
  - Provide program resources to insure more consistent support/monitoring for students returning to campuses from alternative settings.

- Enhance focus of school safety at the community level.
  - Within the Juvenile Crime Task Force, establish a subcommittee focused on school safety.
  - Establish ongoing committee to monitor the implementation of safety-related issues and coordinating with the Juvenile Crime Task Force.

- Develop programs to reinforce positive behavior among youth.
  - Establish a foundation to subsidize youth job programs.
  - Acquire corporate sponsorship for rewards program, e.g., free products and services for good grades.

- Strengthen parental/adult involvement with school/youth.

- Acquire corporate commitment to provide paid employee time for school involvement.

- Design and implement professional development.
  - Interpretation of Texas Education Code, Chapter 37 Safe Schools.
  - Policies and Procedures.
  - Documentation.
  - Role of the Placement Review Committee.

- Develop and implement a District Discipline Management Plan.
  - Based on AISD Student Code of Conduct.
  - Update and revise discretionary and mandatory removal forms.

- Develop and implement a monitoring system.
  - Ensure the establishment of a Placement Review Committee on each campus.
  - Design a systematic teacher survey.
  - Gather data on the number and reasons for student removals.
  - Evaluate the effectiveness of the Alternative Education Program.

- Continue the Administrative Task Force on School Safety to serve as an advisory group and monitor the implementation of the recommendations approved by the Board of Trustees.

- Update and revise inserts for the School Safety and Emergency Resource Manual.
  - Copy of Chapter 37 and local policy.
  - Include list of professional development activities.
  - Revise discretionary and mandatory removal forms.

- Strengthen and support existing legislation on Safe Schools in the district. Seek changes where necessary in the law. Strengthen incentives for appropriate student behavior.

Campus Recommendations

- Establish dress codes, which are clearly defined, tied to district policy, and consistently enforced.
- Establish a discipline management plan, which is clearly defined, tied to AISD Code of Conduct, and consistently enforced.
- All secondary campuses will have full-time school resource officers (two per high school, one per middle school).
- Increase school resource officer mobility by providing patrol cars and bicycles as appropriate.
- Install video monitoring systems at secondary campuses.
- All hall monitors and supervisory staff will have radio communication equipment linked to AISD Police Department.
- All classrooms will have the ability to communicate with administration.
- Each school will develop and implement a campus supervision plan that will:
  - Clearly identify adult supervision areas, such as hallways, bus stops, open areas, cafeterias, bathrooms, etc.,
  - List a well-defined supervision schedule,
  - Clearly define procedures for supervision of identified areas,
  - Create student safety patrols on high school campuses.
- Each school will ensure that key staff are aware of individual contracts for students.
- Each campus will have an individualized campus crisis response plan that covers all situations detailing procedures and staff responsibilities.
- The curriculum will include sections on the following and these should be infused into all areas of the curriculum:
  - Communication skills,
  - Negotiations,
  - Respect for differences,
  - Appropriate decision making,
  - Tolerance,
  - Goal setting,
  - Mediation,
  - Conflict resolution,
  - Stress management,
  - Dealing with loss, grief, pain,
  - Peer refusal skills.
- Each school will have options to allow students to resolve conflicts, such as:
  - Cooling off options,
  - Peer mediation,
  - Multi-party mediations,

- Anonymous student hotline.
- Provide opportunities for student success and a sense of connectiveness at school.
    - Provide student recognition programs,
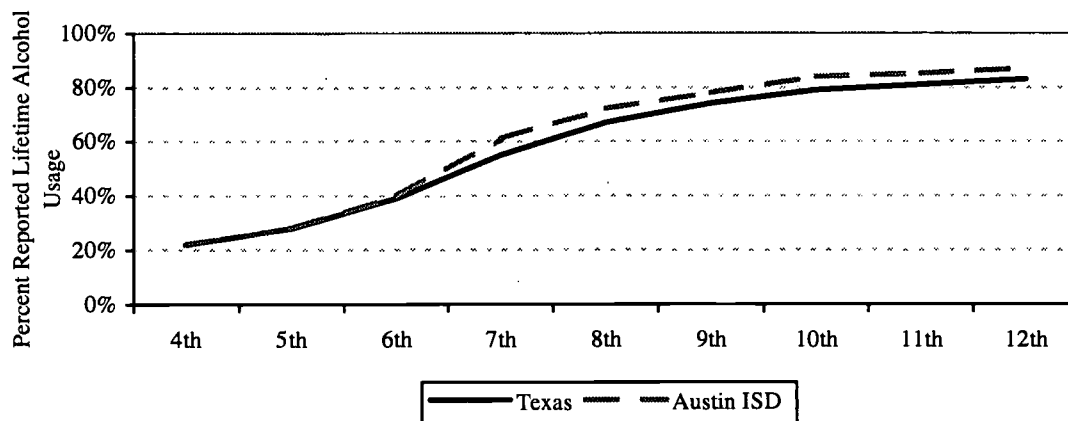   - Co-curricular and extra-curricular service learning,
    - Career exploration.

105

APPENDIX E: COMPARISONS OF AISD SUBSTANCE USAGE RATES WITH STATE AND NATIONAL RESULTS

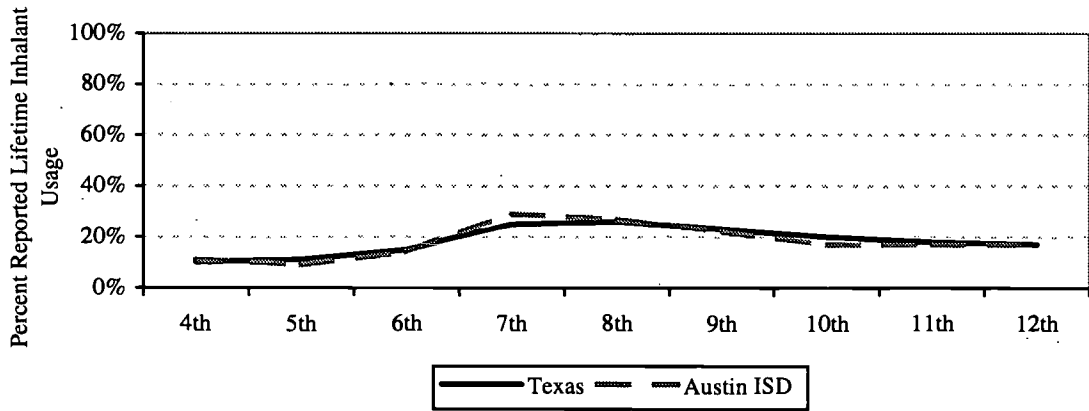1998 TSSDAU Reported Lifetime Tobacco: Texas vs. Austin ISD
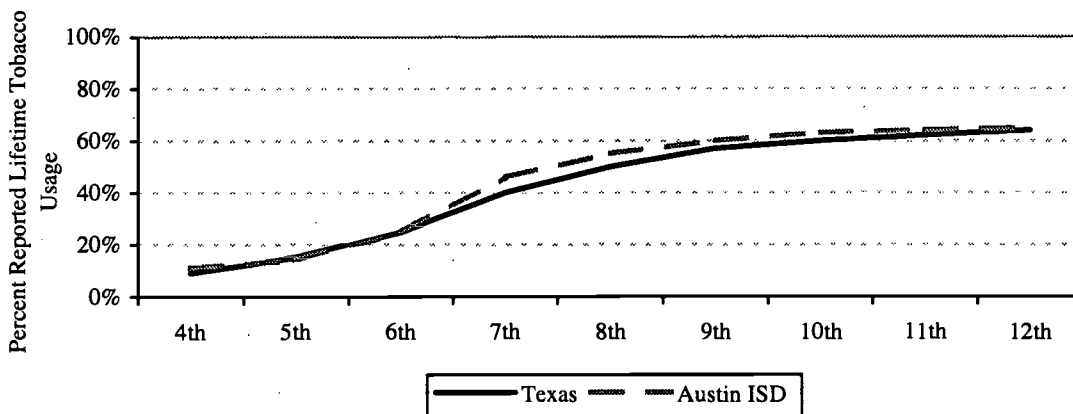
Source: TSSDAU, 1998

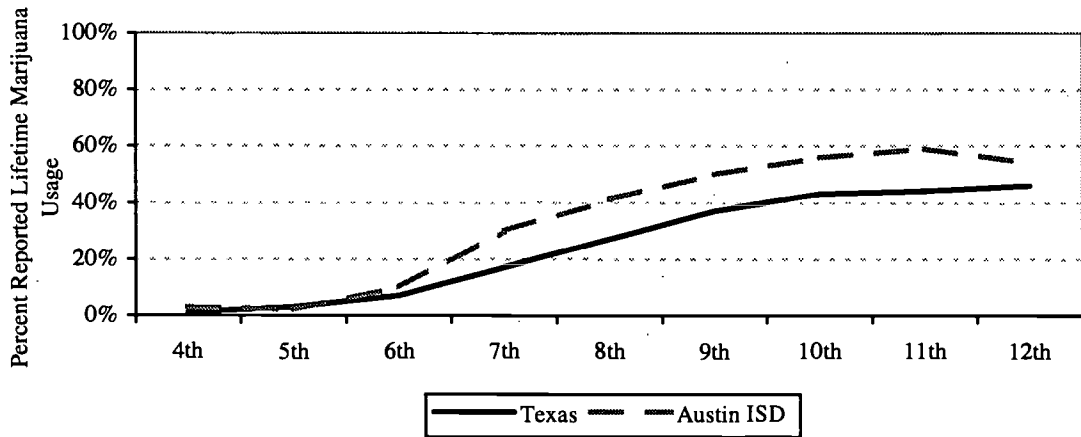1998 TSSDAU Reported Lifetime Alcohol Use: Texas vs. Austin ISD

Source: TSSDAU, 1998

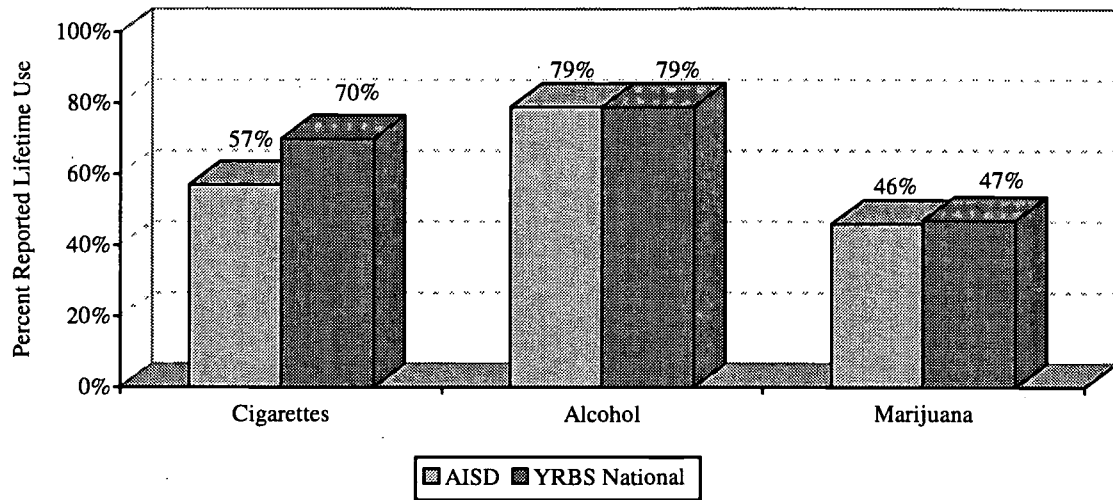1998 TSSDAU Reported Lifetime Inhalant Use: Texas vs. Austin ISD

Source: TSSDAU, 1998

1998 TSSDAU Reported Lifetime Marijuana Use: Texas vs. Austin ISD

Source: TSSDAU, 1998

1997 Reported Lifetime Substance Use: AISD SSUSS vs. YRBS National Data

Source: YRBS, 1997; AISD SSUSS, 1997

APPENDIX F: GENESYS DATA ON 1998-99 SDFSC STUDENT PROGRAM PARTICIPANTS

PAL

1998-99 PALee Students

PALees	Gender	Ethnicity	Low Income	Overage for Grade	LEP	Gifted/ Talented	Special Education
Elementary **N = 624**	58% Males 42% Females	19% African-American 40% Hispanic 41% White/ Other	61%	9%	16%	3%	28%
Middle **N = 293**	56% Males 44% Females	13% African-American 49% Hispanic 38% White/ Other	54%	15%	10%	3%	30%
High **N = 28**	71% Males 29% Females	21% African-American 57% Hispanic 21% White/ Other	79%	75%	14%	0%	82%

Source: GENESYS and AISD Student Master Files

BEST COPY AVAILABLE

1998-99 PAL Students

PALs	Gender	Ethnicity	Low Income	Overage for Grade	LEP	Gifted/ Talented	Special Education
Middle N = 99	42% Males 58% Females	16% African-American 20% Hispanic 64% White/ Other	16%	6%	1%	15%	3%
High N = 196	41% Males 59% Females	18% African-American 31% Hispanic 52% White/ Other	21%	5%	1%	8%	2%

Source: GENESYS and AISD Student Master Files

BEST COPY AVAILABLE

110

ROPES

1998-99 ROPES Participants

ROPES	Gender	Ethnicity	Low Income	Overage for Grade	LEP	Gifted/ Talented	Special Education
Elementary N = 676	53% Males 47% Females	10% African-American 37% Hispanic 54% White/ Other	39%	7%	10%	14%	16%
Middle N = 325	56% Males 44% Females	12% African-American 42% Hispanic 46% White/ Other	36%	12%	4%	13%	22%
High N = 198	68% Males 32% Females	39% African-American 35% Hispanic 27% White/ Other	50%	22%	9%	13%	16%

Source: GENESYS and AISD Student Master Files

BEST COPY AVAILABLE

SUPER I

1998-99 SUPER I Completers – Middle School

SUPER I	Gender	Ethnicity	Low Income	Overage for Grade	LEP	Gifted/ Talented	Special Education	Attendance Rates
Middle N = 77	70% Males	14% African-American						Fall 89%
	30% Females	52% Hispanic	52%	22%	4%	0%	27%	
		34% White/ Other						Spring 85%

Source: GENESYS and AISD Student Master Files

1998-99 SUPER I Non-Completers – Middle School

SUPER I	Gender	Ethnicity	Low Income	Overage for Grade	LEP	Gifted/ Talented	Special Education	Attendance Rates
Middle N = 39	71% Males	18% African-American						Fall 82%
			66%	26%	0%	3%	28%	
	29% Females	58% Hispanic						Spring 76%
		24% White/ Other						

Source: GENESYS and AISD Student Master Files

BEST COPY AVAILABLE

112

1998-99 SUPER I Completers – High School

SUPER I	Gender	Ethnicity	Low Income	Overage for Grade	LEP	Gifted/ Talented	Special Education	Attendance Rates
High N = 169	82% Males 18% Females	11% African-American 40% Hispanic 48% White/ Other	28%	38%	2%	4%	21%	Fall 86% Spring 82%

Source: GENESYS and AISD Student Master Files

1998-99 SUPER I Non-Completers – High School

SUPER I	Gender	Ethnicity	Low Income	Overage for Grade	LEP	Gifted/ Talented	Special Education	Attendance Rates
High N = 49	82% Males 18% Females	27% African-American 37% Hispanic 37% White/ Other	49%	65%	6%	4%	18%	Fall 65% Spring 64%

Source: GENESYS and AISD Student Master Files

BEST COPY AVAILABLE

113

1998-99 Positive Families Completers – High School

SUPER I	Gender	Ethnicity	Low Income	Overage for Grade	LEP	Gifted/ Talented	Special Education
High N = 9	100% Males	22% African-American					
	0% Females	33% Hispanic	22%	NA*	0%	NA*	0%
		44% White/ Other					

Source: GENESYS and AISD Student Master Files
*Not Available

1998-99 Positive Families Non-Completers – High School

SUPER I	Gender	Ethnicity	Low Income	Overage for Grade	LEP	Gifted/ Talented	Special Education
High N = 10	90% Males	20% African-American					
	10% Females	20% Hispanic	50%	NA*	0%	NA*	0%
		60% White/ Other					

Source: GENESYS and AISD Student Master Files
* Not Available

BEST COPY AVAILABLE

114

1998-99 Positive Families Completers – Middle School

SUPER I	Gender	Ethnicity	Low Income	Overage for Grade	LEP	Gifted/ Talented	Special Education
Middle N = 7	71% Males	14% African-American					
	29% Females	29% Hispanic	43%	NA*	0%	NA*	0%
		57% White/ Other					

Source: GENESYS and AISD Student Master Files
* Not Available

1998-99 Positive Families Non-Completers – Middle School

SUPER I	Gender	Ethnicity	Low Income	Overage for Grade	LEP	Gifted/ Talented	Special Education
Middle N = 36	72% Males	25% African-American					
	28% Females	61% Hispanic	72%	NA*	11%	NA*	3%
		14% White/ Other					

Source: GENESYS and AISD Student Master Files
*Not Available

BEST COPY AVAILABLE

REFERENCES

Barnes, S.J., Sitton, M., & Kilgore, V.A. (1996). *Case studies of successful campuses: Responses to a high stakes state accountability system.* Statewide Educational Progress Study Report Number 2. Austin, TX: Texas Education Agency.

Centers for Disease Control (CDC). (September 27, 1996). *Youth risk behavior surveillance-United States, 1995.* Morbidity and Mortality Weekly Report: 45 (SS-4): 5-6.

Doolittle, M., & Smith, R. (1997). *Planning a comprehensive approach to safe and drug-free schools and communities. Title IV Evaluation Report 1996-97.* (OPE Publication 96.15). Austin, TX: Austin Independent School District.

Greenwood, P. W. (1992). *Substance abuse problems among high-risk youth and potential interventions.* Crime and Delinquency, 38(4), 444-458.

Huizinga, D., Loeber, R., & Thornberry, T.P. (1994). *Urban delinquency and substance abuse: Initial findings research summary.* Pittsburgh: Pittsburgh Youth Study.

Jessor, R. (1992). *Risk behavior in adolescence: A psychosocial framework for understanding and action.* In D.E. Rogers and E. Ginsberg (Eds.), Adolescents at Risk: Medical and Social Perspective. Boulder: Westview Press (pp 19-34).

Jessor, R, & Jessor, S.L. (1977). *Problem behavior in psychological development: A longitudinal study of youth.* New York: Academic Press.

Johnston, L., O'Malley, P., & Bachman, J. (1995). *National survey results on drug use from the Monitoring the Future Study, 1975-1994.* (NIH Publication 95-4026). Rockville, MD: National Institute on Drug Abuse.

Live This! (1998). Austin, TX: Austin Independent School District.

Making Healthy Choices (1991, 1995). Austin, TX: Austin Independent School District.

McCullough, P.M., Ashbridge, D., & Pegg, R. (1994). *The effect of self-esteem, family structure, locus of control, and career goals on adolescent leadership behavior.* Adolescence, 29(115), 605-611.

McWhirter, J.J., McWhirter, B.T., McWhirter, A.M., & McWhirter, E.H. (1993*). At-risk youth: A comprehensive response.* Pacific Grove, CA: Brooks-Cole.

National Highway Traffic Safety Administration (NHTSA) (1996). *Young drivers: Traffic safety fact sheet.* Washington, D.C.: U.S. Department of Transportation.

Sabatino, M. (1996). *Sounding the alarm on safe and drug-free schools. Safe and drug-free schools and communities final report, 1995-96.* (OPE Publication 95.07). Austin, TX: Austin Independent School District.

Serna, L.A., & Smith, J.L. (1995). *Learning with purpose: Self determination skills for youth at risk for school failure.* Intervention in School and Clinic, 30, 142.

Smith, R. (1996). *Continuing challenges, diminished resources. Drug-free schools final report, 1994-95.* (OPE Publication 94.08). Austin, TX: Austin Independent School District.

Student Code of Conduct (1999). Austin, TX: Austin Independent School District. [On-line]. Available: http://www.austin.isd.tenet.edu/campuses/conduct.html.

Texas Education Code (1997). Amended by the 75th Texas Legislature. [On-line]. Available: http://capitoltlc.state.tx.us/statutes/codes/ED000021.html.

Texas Prevention Curriculum Guide: Drug and Violence Education. (September, 1997). Austin, TX: Texas Education Agency.

Texas School Survey of Drug and Alcohol Use 1996. Austin ISD Part I: District survey results (1996). College Station, TX: Texas A&M University, Public Policy Research Institute.

Wallisch, LS and Liu, LY. (1999). *1998 Texas School Survey of Substance Use Among Students: Grades 4-6.* Austin, TX: Texas Commission on Alcohol and Drug Abuse.

Maxwell, JC and Liu, LY. (1999). *1998 Texas School Survey of Substance Use Among Students: Grades 7-12.* Austin, TX: Texas Commission on Alcohol and Drug Abuse.

Turner, S. (1995). *Family Variables Related to Adolescent Substance Misuse: Risk and Resiliency Factors.* In TP Gullotta, GR Adams, and R Montemayor (Eds), Substance Misuse in Adolescence. (pp. 36-55). Thousand Oaks, CA: Sage.

Wilkinson, D. (1991). *GENESYS 1990-91: Selected program evaluations.* (OPE Publication 90.39). Austin, TX: Austin Independent School District.

Publication Number 98.09
October 1999

118

Austin Independent School District

Division of Accountability and Information Systems
Joy McLarty, Ph.D.

Department of Accountability
Maria Whitsett, Ph.D.

Office of Program Evaluation
Holly Williams, Ph.D.
Ralph Smith, M.Ed.

Authors
Martha Doolittle, Ph.D.
Sue Sharkey, Ph.D.

Programmer
Veda Raju