

Outcome Measures Summary								
Element 1: SCHOOL SAFETY								
GOAL: To enhance school safety and increase violence prevention								
	Baseline	Target	2009-10	2010-11	2011-12	2012-13	2013-14	
Objective 1.1: Reduction of 25% from baseline, by the end of the grant period, in the percentage of students in grades 6-12 who report being bullied.	Outcome Measure 1.1: Reduction of 25% from baseline, by the end of the grant period, in the percentage of students in grades 6-12 who report being bullied as measured by the School Climate Survey.	28.4%	21.3%	28.6%	22.9%	20.9%	N/A ¹	16.3%
Objective 1.2: Reduction of 25% from baseline, by the end of the grant period, in the percentage of students in grades 6-12 who did not go to school on one or more days during the past 30 days because they felt unsafe at school or on their way to and from school. (GPRA)	Outcome Measure 1.2: Reduction of 25% from baseline, by the end of the grant period, in the percentage of students in grades 6-12 who did not go to school on one or more days during the past 30 days because they felt unsafe at school or on their way to and from school as measured by the School Climate Survey.	7.2%	5.4%	7.3%	6.0%	5.4%	7.2%	5.9%
Objective 1.3: Reduction of 25% from baseline, by the end of the grant period, in the percentage of students in grades 6-12 who have been in a physical fight on school property in the prior 12 months. (GPRA)	Outcome Measure 1.3: Reduction of 25% from baseline, by the end of the grant period, in the percentage of students in grades 6-12 who have been in a physical fight on school property in the prior 12 months as measured by the School Climate Survey.	14.0%	10.5%	13.3%	10.8%	9.2%	9.0%	7.2%
Objective 1.4: Reduction by 25% from baseline, by the end of the grant period, in the number of offenses against persons, property, and of disorderly or disruptive behavior committed by students in grades 6-12.	Outcome Measure 1.4: Reduction by 25% from baseline, by the end of the grant period, in the number of offenses against persons, property, and of disorderly or disruptive behavior committed by students in grades 6-12 as measured by the VADOE Discipline, Crime and Violence Report.	1,908	1,431	1,621	1,331	1,282 ²	847 ²	N/A ³

¹ This question was omitted from all Albemarle middle schools and therefore data representative of all ACPS and CCS students in grades 6-12 is not available.

² Beginning with 2011-12 data, reporting was modified according to Section 1 Chapter 727 of the 2012 General Assembly, and new suppression rules applied whereas a number too small (less than 10) is not reported due to identifiable student regulations (FERPA). Therefore, caution should be used when comparing data from previous years.

³ As of 6/1/14, data not yet available.

Element 2: ALCOHOL, TOBACCO AND OTHER DRUG USE								
GOAL: To reduce alcohol, tobacco and other drug use								
		Baseline	Target	2009-10	2010-11	2011-12	2012-13	2013-14
Objective 2.1: Annual reduction of 10%, compared to baseline, in the percentage of students in grades 6-12 who report current (30 day) marijuana use. (GPRA)	Outcome Measure 2.1: Annual reduction of 10%, compared to baseline, in the percentage of students in grades 6-12 who report current (30 day) marijuana use as measured by the School Climate Survey.	12.9%	09-10: 11.6% 10-11: 10.4% 11-12: 9.4% 12-13: 8.5%	15.9%	12.9%	9.8%	8.4%	8.3%
Objective 2.2: Annual reduction of 10%, compared to baseline, in the percentage of students in grades 6-12 who report current (30 day) alcohol use. (GPRA)	Outcome Measure 2.2: Annual reduction of 10%, compared to baseline, in the percentage of students in grades 6-12 who report current (30 day) alcohol use as measured by the School Climate Survey.	19.4%	09-10: 17.5% 10-11: 15.7% 11-12: 14.1% 12-13: 12.7%	22.7%	18.1%	15.6%	12.7%	11.9%
Objective 2.3: Improve the accuracy of 9-12 th grade students' estimates of peer 30-day alcohol non-use to within 20 percentage points of students' self-reported alcohol non-use by the end of the grant period.	Outcome Measure 2.3: Improve the accuracy of 9-12 th grade students' estimates of peer 30-day alcohol non-use to within 20 percentage points of students' self-reported alcohol non-use by the end of the grant period as measured by the School Climate Survey.	32.6% estimate vs. 69.5% actual	+/- 20% of actual	N/A ⁴	28.1% estimate vs. 73.6% actual	27.5% estimate vs. 76.6% actual	36.6% estimate vs. 80.2% actual	44.1% estimate vs. 82.6% actual
Objective 2.4.1: Annual reduction of 10%, compared to baseline, in the percentage of alternative education students in grades 6-12 who report current (30 day) alcohol use.	Outcome Measure 2.4.1: Annual reduction of 10%, compared to baseline, in the percentage of alternative education students in grades 6-12 who report current (30 day) alcohol use as measured by the School Climate Survey.	50% ⁵	09-10: 45.0% 10-11: 40.5% 11-12: 36.5% 12-13: 32.9%	18.9%	50.0%	34.4%	33.3%	35.3%
Objective 2.4.2: Annual reduction of 10%, compared to baseline, in the percentage of alternative education students in grades 6-12 who report current (30 day) cigarette use.	Outcome Measure 2.4.2: Annual reduction of 10%, compared to baseline, in the percentage of alternative education students in grades 6-12 who report current (30 day) cigarette use as measured by the School Climate Survey.	58.3% ⁵	09-10: 52.5% 10-11: 47.3% 11-12: 42.6% 12-13: 38.3%	24.3%	52.9%	46.9%	26.7%	35.3%

⁴ While the percentage of 9-12th grade students who report alcohol non-use, according to the Spring School Climate Survey was available (68.5%), the question, "During the past 30 days, on how many days do you think the typical student at your school had at least one drink of alcohol?" was inadvertently omitted from the Spring 2010 Climate School Survey. This omission has been corrected and data for this outcome is reported in subsequent years.

⁵ Baseline data not available for one alternative school.

Element 3: STUDENT BEHAVIORAL, EMOTIONAL AND SOCIAL SUPPORTS								
GOAL: To make learning possible for every child through fostering learning, safety and socially-appropriate behavior								
	Baseline	Target	2009-10	2010-11	2011-12	2012-13	2013-14	
Objective 3.1: Reduction of 25% from baseline, by the end of the grant period, in the number of behavior referrals for students in grades K-5 participating in Responsive Classroom.	Outcome Measure 3.1: Reduction of 25% from baseline, by the end of the grant period, in the number of behavior referrals for students in grades K-5 participating in Responsive Classroom as measured by the VADOE Discipline, Crime and Violence Report. 492	369	484	419	288 ⁶	205	N/A ⁷	
Objective 3.2: Reduction of 25% from baseline, by the end of the grant period, in the number of behavior referrals for students in grades 6-8 participating in Second Step ⁸ .	Outcome Measure 3.2: Reduction of 25% from baseline, by the end of the grant period, in the number of behavior referrals for students in grades 6-8 participating in Second Step as measured by the VADOE Discipline, Crime and Violence Report. 802	602	721	637	452 ⁶	286	N/A ⁷	

⁶ Beginning with 2011-12 data, reporting was modified according to Section 1 Chapter 727 of the 2012 General Assembly, and new suppression rules applied whereas a number too small (less than 10) is not reported due to identifiable student regulations (FERPA). Therefore, caution should be used when comparing data from previous years.

⁷ As of 6/1/14, data not yet available

⁸ Second Step was replaced by Developmental Designs beginning in October 2012. FPO approval received on 10/11/12.

Element 4: MENTAL HEALTH SERVICES								
GOAL: To improve access to and availability of family-focused mental health services for students								
	Baseline	Target	2009-10	2010-11	2011-12	2012-13	2013-14	
Objective 4.1: Increase of 33% from baseline, by the end of the grant period, in the number of students in grades 6-12 receiving school-based mental health services. (GPRA)	Outcome Measure 4.1: Increase of 33% from baseline, by the end of the grant period, in the number of students in grades 6-12 receiving school-based mental health services as measured by R10's PCE database and clinician records.							
	407	543	522	996	977	910	672 ⁹	
Objective 4.2: Increase of 25% from baseline, by the end of the grant period, in the percentage of mental health referrals for students in grades 6-12 which result in mental health services being provided in the community. (GPRA)	Outcome Measure 4.2: Increase by 25% from baseline, by the end of the grant period, in the percentage of mental health referrals for students in grades 6-12 which result in mental health services being provided in the community as measured by R10's database and clinician records. (GPRA)							
	30%	37.5%	56.5%	49.3%	43.5%	57.5%	59.3%	
Objective 4.3: Annual reduction of 10%, compared to baseline, in the percentage of students in grades K-12 with mental health diagnoses who are placed in congregate care for treatment of mental health programs.	Outcome Measure 4.3: Annual reduction of 10%, compared to baseline, in the percentage of students in grades K-12 with mental health diagnoses who are placed in congregate care for treatment of mental health programs, as measured by CSA records.							
	72.3%	09-10: 65.1% 10-11:58.6% 11-12:52.7% 12-13:47.4%	63.9%	N/A ¹⁰	N/A ¹¹	N/A ¹¹	N/A ¹¹	
Objective 4.3: Annual reduction of 10%, compared to baseline, in the percentage of youth in grades 6-12 who self-report one or more suicide attempt.	Outcome Measure 4.4: Annual reduction of 10%, compared to baseline, in the percentage of youth in grades 6-12 who self-report one or more suicide attempt as measured by the School Climate Survey.							
	13.9%	09-10:12.5% 10-11:11.3% 11-12:10.2% 12-13: 9.2%	12.9%	11.5%	10.2%	12.2%	12.9%	

⁹ Due to the timing of this report, data only through March 2014 is included. Additionally, SSC's were not funded during the NCE, and therefore, only SAP's provided services from August 2013 through March 2014.

¹⁰ Data not available.

¹¹ In 2012, it was decided to remove this objective from the logic model. Data to address this outcome is not available and the programs of the SSHS Albemarle/Charlottesville grant do not directly address or impact the students identified in the outcome measure.

Element 5: EARLY CHILDHOOD SOCIAL AND EMOTIONAL LEARNING PROGRAMS								
GOAL: To provide early learning experiences and social supports for children and families that address risk factors which may lead to early academic failure								
		Baseline	Target	2009-10	2010-11	2011-12	2012-13	2013-14
Objective 5.1: At least 85% of students who complete the High/Scope Preschool Program will possess reading readiness each year.	Outcome Measure 5.1: At least 85% of students who complete the High/Scope Preschool Program will possess reading readiness each year, as measured by the High/Scope Child Observation Record (COR).	66.7%	85%	83.3%	100%	100%	70% ¹²	81.8%
Objective 5.2: Increase by 10 percentage points, from pre-test to post-test, the percentage of students in 3-year old public preschool and/or receiving family support services who are in the normal range of development.	Outcome Measure 5.2: Increase by 10 percentage points, from pre-test to post-test, the percentage of students in 3-year old public preschool and/or receiving family support services who are in the normal range of development, as measured by the Brigance Preschool Screen.	33.3%	36.7%	58.3%	100%	100%	100%	100%
Objective 5.3: At least 75% of parents with preschool children in High/Scope Classrooms with Family Support programs will participate in 2 or more school related activities during each school year. ¹³	Outcome Measure 5.3: At least 75% of parents with preschool children in High/Scope Classrooms with Family Support programs will participate in 2 or more school related activities during each school year, as measured by family support services records.	60%	75%	97%	99%	93%	90%	N/A ¹⁴

¹² The decline in reading readiness could be attributed to a class of 6 out of 10 students who were non-English speakers.

¹³ Data is presented by % of families, not parents.

¹⁴ Family support workers were not funded during the no cost extension year and therefore, data is not available.