



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name

County-District-School  
(CDS) Code

Schoolsite Council  
(SSC) Approval Date

Local Board Approval  
Date

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The purpose of this School Plan for Student Achievement is to describe the plan in place to provide a quality education to all students and close the opportunity and achievement gap. The plan is based on a variety of summative and formative data, LCAP goals, and state standards.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Climate surveys are given yearly to staff and parents. Students in 3rd-5th grade participate in the Olweus Bullying Prevention Survey, and 5th graders participate in the Healthy Kids Survey. The results of these surveys indicate that closing the achievement gap, a positive school community, and student safety are a priority for all stakeholders.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Probationary teachers are formally observed by administration twice a year, permanent teachers are formally observed once or twice every other year or have the option to participate in professional growth opportunities. Administration observes classrooms informally 3-5 times a week. Teachers also have the opportunity to observe each other to grow professionally. Observations show that teachers are applying the effective instructional strategies learned in PDs, and academic discourse is implemented schoolwide. Observations also demonstrate that students are engaged in learning and classrooms have positive community-building climates.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Students in grades 3-5 take the CAASPP assessment in ELA and Math, and students in grade 5 take the science test. Students in grades K- 5 take the ELA FastBridge assessment and students in 2nd-5th take the Math Fastbridge assessment (3 times per year). Grades K-5 are also assessed with Fountas and Pinnell, as well as Words Their Way, to determine students' reading levels and needs. Students also receive the SMMUSD Interim Assessments. Teachers also do a variety of informal and formal student presentations, projects, quizzes, and tests to check for understanding and guide instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The certificated staff elects a Site Leadership Team (SLT) each spring that consists of the school administrators, the Literacy Coach, a special education teacher, the PD leader, and one teacher representative for each grade level (12 members). The goal of having 12 members is to get a diverse perspective and make sure each group and grade level is represented and that all teachers' input is considered. This also helps to ensure that McKinley is "leading from the middle" and that this group is representative of the school staff. This committee combines the old "Leadership Committee" and the "PD Committee."

The goal of the SLT is to:

1. Analyze data to identify student needs (schoolwide)
2. Determine a focus for the school based on those needs (what we need to implement to help students)
3. Determine supports needed for staff in the focus area (for example PDs, Learning Walks, Reading Teachers etc.) so they can meet students' needs
4. Collect evidence of learning to inform our actions

The SLT has 4 daylong meetings each school year, and additional meetings as needed. During these meetings data is analyzed, and the team focuses on our school site focus, Academic Discourse. During these meetings the group collaborates to build capacity, determine next steps for Professional Development, and deepen our expertise in our area of focus.

McKinley's SLT selected Academic Discourse as our focus because data shows that listening and speaking skills, and communicating reasoning in math, are areas of need for our students.

Specifically, our CAASPP data shows the following are areas of need:

- In Math, from 3rd-5th grade the percentage of students meeting and exceeding standards decreases over time.
- Claim areas of Listening and Speaking in ELA, and Math Communicating Reasoning are continued areas of need.
- ELL, Hispanic, Black, Low-Socioeconomic students are target subgroups

Some benefits of Academic Discourse include:

- Discourse is a research-based proven effective strategy for closing the achievement gap.
- Discourse strengthens listening and speaking skills and deepens students' understanding of concepts.
- Discourse develops students' higher-order thinking, critical thinking, and problem solving skills all of which will transfer across subject areas.
- Discourse engages students in learning and in school.
- Discourse promotes a positive school culture by facilitating relationship building.
- Discourse benefits English Learners by rapidly developing academic language.
- Discourse ties directly into District, LCAP, SPSA, and McKinley goals.

Since data shows our SLT Site Plan focus of Academic Discourse has been effective since it's implementation beginning in 2017, our action plan is to continue to deepen our understanding and expertise in our discourse strategies in Math while also continuously reviewing discourse in ELA. The following strategies are implemented to target subgroups and focus on academic discourse. Teachers use differentiated sentence frames, and teach tiered academic vocabulary. All teachers were trained in Thinking Maps, and students use the these maps to organize their complex thoughts in a concrete way. Teachers use a variety of discourse protocols so students have multiple opportunities to talk to each other in pairs and groups to explain their thinking and deepen their understanding. Teachers participate in a Professional Growth Cycle model during early release Wednesdays. Specifically, they learn about and discuss discourse topics at a Faculty Meeting and Professional Development Meeting (whole group Professional Learning Community PLC), then in a small group during Grade Level PLCs, and then individually during Professional Time. PDs are led by teachers, the Literacy Coach, outside providers, and administration. In addition, grade levels are subbed out to participate in 3 Data Meetings a year to collaboratively analyze data to guide instruction. Tier III intervention is used to support students in grades K-5. The part-time Reading Teacher and Literacy Language Interventionist provide pull-out support services to ELs, Tier II, or III students who are at-risk with research-based effective instructional programs and strategies. The part-time Math Intervention Teacher provides push-in support to 4th and 5th grades. Supplemental instruction in STEM, Music, Visual Arts, and Theater is provided to students to engage them and build listening and speaking skills. After school intervention is provided to our English Learners and Tier III students in academic vocabulary.

At the same time we have a secondary focus on Social-Emotional Development. Our PBIS plan will continue to be in place. The teachers and administration on the Olweus/Climate/Safety Committee will be working on developing ideas and strategies to support our students' social-emotional development. Discourse will be emphasized during our Community Meetings, and responsive classroom techniques will be utilized throughout the school day. We will continue our new partnership with Insight Psychotherapy Group to bring affordable on-campus counseling to our students; our counselor from Family Services of Santa Monica will continue to be available to provide individual and group counseling as well as school support. All classes TK-5 will provide social skills instruction using the curriculum Second Step. Staff have been trained in Restorative Justice and will implement community meetings and harm circles. Our Schoolwide Shared Reading Experience will continue to build students' character where each month all students will read and discuss the same book on that month's pillar of character; discourse about the book themes will be facilitated between upper/lower reading buddies and during Community Meetings. Monthly trainings are provided to Campus Supervisors, Paraeducators, and Instructional Aides so they too can be informed about discourse strategies and be a part of the school community. And staff will receive PD from specialists in strategies for students with behaviors and special needs.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

All McKinley teachers are categorized as highly qualified. They hold a bachelor's degree, full state certification, as defined by the state, and have demonstrated competency, as defined by the state, in each core academic subject he or she teaches.

### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers receive a variety of professional development during Wednesday banked time meetings and during some day-long trainings during the school year in areas such as discourse, English Learner strategies, social-emotional strategies (Olweus, Restorative Justice, Mindfulness), strategies to support students in special education, effective instruction in Math (CGI, 3 Act Tasks) and in ELA, inquiry based teaching with the Next Generation Science Standards and other needs based on data. All students have access to materials (based on the Williams compliance board resolution from the beginning of the year). Teachers also have supplemental materials, technology, resources, and professional growth materials.

### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is aligned to the district's focus areas such as guaranteed, viable curriculum (CA standards, ELA/Math curriculum guides), and teachers working collaboratively in professional learning communities. Our PDs are also focused on topics related to our students' area of need based on data (discourse) and on strategies for target subgroups.

### Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Literacy coaches, TOSAs, teacher leaders, staff, professional development team, district personnel and an education consultant are utilized for professional development.

### Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Throughout the year, teachers are given opportunities to work collaboratively with their grade level teams during data meetings, day-long trainings, prep time, and at specific Wednesday teacher meetings.

## Teaching and Learning

### Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned ELA/ELD, Math and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework for the locally-adopted, standards-aligned, basic core programs for RLA/ELD and Math. This time is given priority and protected from interruptions.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

RTI is embedded into the daily schedule for grades K-5. Teachers differentiate instruction to meet all students' individual needs. Additional RTI Tier III Intervention pull-out services from the LLI and Reading Teacher, and push-in with the Math Teacher, occur during the school day.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Math and English Language Arts/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The math instructional materials are aligned with new California State Standards (CSS). The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed. The school/district provides RLA/ELD intensive intervention programs and materials in grades four and five. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Standards-aligned materials are utilized.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

RTI is embedded into the daily schedule for grades K-5. Teachers differentiate instruction to meet all students' individual needs. Additional RTI Tier III Intervention pull-out services from the LLI and Reading Teacher, and push-in with the Math Teacher, occur during the school day.

Evidence-based educational practices to raise student achievement

RTI, Tier 1 core reading, extended day opportunities, grade level data meetings, and progress monitoring is utilized to support student achievement.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Literacy Night, parent/teacher conferences, parent workshops, school events, parent committee meetings, principal monthly message, and student success team meetings are utilized to assist students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents and community were involved in the planning, development, and implementation of the SPSA. At least six School Site Council (SSC) meetings are held each year, and parents make up half of the 10 member SSC. The SSC reviews school data to make decisions to achieve the school's goals and to close the achievement gap.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Professional development, extended day opportunities (specific grade levels), materials, and parent presentations are made available through categorical funding.

Fiscal support (EPC)

SMEF and site funding is used to supplement instruction.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Teachers were presented with the proposed SPSA expenditures and given the opportunity to provide feedback and recommendations at a Faculty Meeting. 96% voted in favor (24 in favor 1 abstain) with 100% participation of 2019-20 teachers currently employed. This process was also done with ELAC, and 100% of the members present at the meeting voted in favor, and they had no recommendations. ELAC parents participated in a needs assessment. The parents and faculty members on School Site Council analyzed data and developed and approved the SPSA.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	%	0.20%	0.21%		1	1
African American	8.6%	9.84%	9.47%	46	48	45
Asian	8.2%	8.40%	8.63%	44	41	41
Filipino	0.7%	0.61%	1.68%	4	3	8
Hispanic/Latino	36.5%	36.68%	32.84%	196	179	156
Pacific Islander	%	0.20%	0.21%		1	1
White	40.4%	38.32%	41.89%	217	187	199
Multiple/No Response	%	0.20%	0.21%		1	1
Total Enrollment				537	488	475

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	121	90	95
Grade 1	90	74	67
Grade 2	58	91	70
Grade3	82	63	92
Grade 4	88	84	62
Grade 5	98	86	89
Total Enrollment	537	488	475

### Conclusions based on this data:

1. There is declining enrollment over time.
2. White and Latino subgroups make up the majority of the student population (37/38%), with African American and Asian (10/8%) being the next largest groups
3. McKinley is proud of the diverse student population at McKinley. Decades of research shows that diversity in schools makes students smarter, more creative, and harder working, and as a whole group together are better at solving complex problems.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	99	78	74	18.4%	16.0%	15.6%
Fluent English Proficient (FEP)	49	45	46	9.1%	9.2%	9.7%
Reclassified Fluent English Proficient (RFEP)	13	6	3	11.7%	6.1%	3.8%

### Conclusions based on this data:

1. The number of ELs has slightly decreased over time.
2. The reclassification percentage remains relatively consistent over time.
3. A goal is to increase the percentage of students reclassifying. 17-18 was when new reclassification data was implemented and it was the first year of the ELPAC, so this would have had an impact on the data.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	77	60	92	77	59	88	77	59	88	100	98.3	95.7
Grade 4	84	79	60	82	78	60	82	78	60	97.6	98.7	100
Grade 5	95	84	85	91	82	80	91	82	80	95.8	97.6	94.1
All Grades	256	223	237	250	219	228	250	219	228	97.7	98.2	96.2

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2457.	2470.	2479.	37.66	33.90	44.32	23.38	40.68	25.00	20.78	16.95	18.18	18.18	8.47	12.50
Grade 4	2495.	2495.	2523.	39.02	28.21	46.67	25.61	37.18	30.00	13.41	15.38	11.67	21.95	19.23	11.67
Grade 5	2509.	2537.	2554.	30.77	36.59	35.00	21.98	30.49	41.25	19.78	15.85	17.50	27.47	17.07	6.25
All Grades	N/A	N/A	N/A	35.60	32.88	41.67	23.60	35.62	32.02	18.00	15.98	16.23	22.80	15.53	10.09

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.47	40.68	45.45	42.86	52.54	40.91	24.68	6.78	13.64
Grade 4	36.59	33.33	51.67	46.34	52.56	43.33	17.07	14.10	5.00
Grade 5	32.97	36.59	45.00	45.05	45.12	41.25	21.98	18.29	13.75
All Grades	34.00	36.53	46.93	44.80	49.77	41.67	21.20	13.70	11.40

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	37.66	30.51	34.09	46.75	59.32	50.00	15.58	10.17	15.91
Grade 4	39.02	30.77	31.67	39.02	53.85	51.67	21.95	15.38	16.67
Grade 5	35.16	42.68	26.25	40.66	41.46	65.00	24.18	15.85	8.75
All Grades	37.20	35.16	30.70	42.00	50.68	55.70	20.80	14.16	13.60

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.97	28.81	36.36	61.04	62.71	55.68	12.99	8.47	7.95
Grade 4	28.05	23.08	35.00	52.44	64.10	56.67	19.51	12.82	8.33
Grade 5	20.88	24.39	32.50	58.24	60.98	63.75	20.88	14.63	3.75
All Grades	24.80	25.11	34.65	57.20	62.56	58.77	18.00	12.33	6.58

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38.96	35.59	43.18	46.75	57.63	43.18	14.29	6.78	13.64
Grade 4	39.02	24.36	36.67	42.68	65.38	56.67	18.29	10.26	6.67
Grade 5	32.97	39.02	43.75	40.66	50.00	50.00	26.37	10.98	6.25
All Grades	36.80	32.88	41.67	43.20	57.53	49.12	20.00	9.59	9.21

**Conclusions based on this data:**

1. There has been substantial growth in academic achievement from 2016-17 to 17-18.
2. Listening and speaking skills will continue to be an area of focus and growth.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	77	59	92	77	59	89	77	59	89	100	100	96.7
Grade 4	84	79	60	82	78	60	82	78	60	97.6	98.7	100
Grade 5	95	84	85	94	84	84	94	84	84	98.9	100	98.8
All Grades	256	222	237	253	221	233	253	221	233	98.8	99.5	98.3

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2462.	2485.	2474.	24.68	45.76	38.20	41.56	28.81	31.46	24.68	15.25	16.85	9.09	10.17	13.48
Grade 4	2510.	2496.	2535.	35.37	23.08	46.67	23.17	32.05	26.67	28.05	30.77	18.33	13.41	14.10	8.33
Grade 5	2512.	2530.	2531.	27.66	34.52	28.57	13.83	17.86	17.86	32.98	26.19	41.67	25.53	21.43	11.90
All Grades	N/A	N/A	N/A	29.25	33.48	36.91	25.30	25.79	25.32	28.85	24.89	26.18	16.60	15.84	11.59

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42.86	55.93	48.31	40.26	32.20	38.20	16.88	11.86	13.48
Grade 4	45.12	41.03	61.67	32.93	34.62	23.33	21.95	24.36	15.00
Grade 5	31.91	39.29	32.14	31.91	29.76	41.67	36.17	30.95	26.19
All Grades	39.53	44.34	45.92	34.78	32.13	35.62	25.69	23.53	18.45

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.17	55.93	49.44	49.35	28.81	33.71	19.48	15.25	16.85
Grade 4	37.80	26.92	48.33	42.68	55.13	36.67	19.51	17.95	15.00
Grade 5	30.85	30.95	29.76	42.55	46.43	51.19	26.60	22.62	19.05
All Grades	33.20	36.20	42.06	44.66	44.80	40.77	22.13	19.00	17.17

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.56	57.63	50.56	49.35	27.12	34.83	9.09	15.25	14.61
Grade 4	50.00	29.49	46.67	29.27	47.44	38.33	20.73	23.08	15.00
Grade 5	22.34	35.71	23.81	44.68	39.29	55.95	32.98	25.00	20.24
All Grades	37.15	39.37	39.91	41.11	38.91	43.35	21.74	21.72	16.74

**Conclusions based on this data:**

1. Grade 3 and 5 made growth in academic achievement in math and there was schoolwide growth.
2. Math communicating reasoning continues to be an area of need.
3. Math will continue to be a focus this school year, with an emphasis on discourse with strategies like CGI.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1465.7		1469.6		1456.2		20	
Grade 1	*		*		*		*	
Grade 2	1482.5		1485.1		1479.6		17	
Grade 3	*		*		*		*	
Grade 4	1520.7		1528.6		1512.6		15	
Grade 5	1532.2		1532.3		1531.3		12	
All Grades							79	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	65.00		*		*		*		20	
All Grades	49.37		32.91		*		*		79	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	65.00		*		*		*		20	
2	76.47		*				*		17	
4	86.67		*				*		15	
All Grades	69.62		15.19		*		*		79	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	55.00		*		*		*		20	
All Grades	32.91		34.18		20.25		*		79	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	80.00		*		*		20	
2	82.35		*		*		17	
4	73.33		*		*		15	
All Grades	68.35		24.05		*		79	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	60.00		*		*		20	
2	76.47		*		*		17	
4	86.67		*		*		15	
All Grades	70.89		21.52		*		79	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
4	*		73.33		*		15	
All Grades	30.38		51.90		17.72		79	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	55.00		*		*		20	
All Grades	39.24		50.63		*		79	

**Conclusions based on this data:**

1. The majority of students tested in K are at the highest proficiency level, level 4.
2. English Learners will continue to be a target subgroup.



# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
488	39.3%	16.0%	0.6%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	78	16.0%
Foster Youth	3	0.6%
Homeless	1	0.2%
Socioeconomically Disadvantaged	192	39.3%
Students with Disabilities	58	11.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	48	9.8%
American Indian	1	0.2%
Asian	41	8.4%
Filipino	3	0.6%
Hispanic	179	36.7%
Two or More Races	27	5.5%
Pacific Islander	1	0.2%
White	187	38.3%






### Conclusions based on this data:

1. White and Hispanic subgroups are the largest subgroups of students.
2. There is a statistically relevant number of SED, students with disabilities, and ELs and as such are target subgroups.
3. There is a diverse population of students at McKinley.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Green		
<b>English Learner Progress</b>  No Performance Color		

#### Conclusions based on this data:

1. There has been growth in the overall performance from 2016-17 to present.
2. ELA, Math, and Absenteeism are green, and as such are areas of strength.
3. Suspension rate is an area of growth. Restorative Justice, Responsive Classroom, counseling supports, and other supports and alternatives to suspension will be implemented.

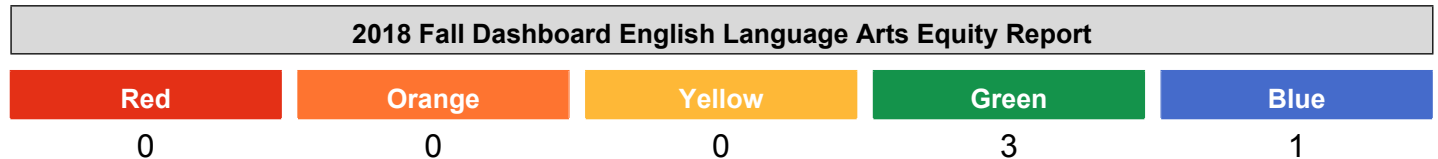
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Green 30.2 points above standard Increased 12.2 points 217 students	 Green 0.5 points below standard Increased 23.8 points 46 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 1.2 points below standard Increased 20 points 102 students
		 No Performance Color 53 points below standard Declined -8.8 points 25 students		

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 1.3 points below standard Increased 21 points 27 students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 69.8 points above standard Declined -6.2 points 22 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<b>Hispanic</b>  Green 2.3 points below standard Increased 15.2 points 88 students	<b>Two or More Races</b>  No Performance Color 101.3 points above standard Increased 39.1 points 12 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>White</b>  Blue 62 points above standard Maintained 2.5 points 65 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 42.8 points below standard Maintained 0.8 points 31 students	<b>Reclassified English Learners</b> 87 points above standard 15 students	<b>English Only</b> 34.5 points above standard Increased 4.2 points 160 students
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#### Conclusions based on this data:

- Categories with performance colors, which are All Students, ELs, Hispanic, and SED students all increased (white maintained in ELA). This shows growth from 2016-17 to present.
- While all performance colors were a green, McKinley will strive to reach the highest level of blue.
- McKinley will target ELs to move them from maintaining to increasing in points.

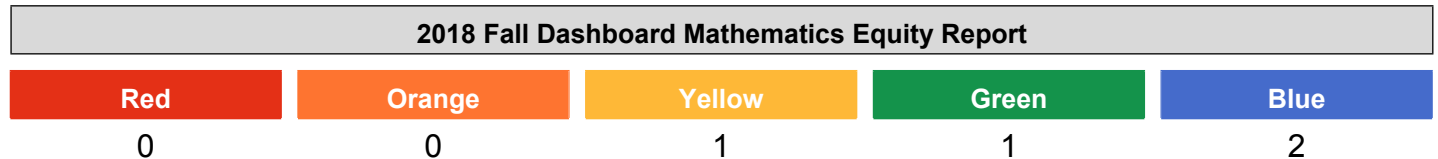
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Green 17.7 points above standard Increased 6.9 points 217 students	<b>English Learners</b>  Blue 1.7 points above standard Increased 22 points 46 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Socioeconomically Disadvantaged</b>  Green 15.5 points below standard Increased 6.3 points 102 students	<b>Students with Disabilities</b>  No Performance Color 73.6 points below standard Declined -40.2 points 25 students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 16.4 points below standard Increased 10.5 points 27 students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 75.8 points above standard Declined -6.7 points 22 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<b>Hispanic</b>  Yellow 17.8 points below standard Maintained 2.1 points 88 students	<b>Two or More Races</b>  No Performance Color 75.1 points above standard Increased 18.6 points 12 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>White</b>  Blue 51.3 points above standard Increased 8.9 points 65 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 35.5 points below standard Maintained 1.9 points 31 students	<b>Reclassified English Learners</b> 78.5 points above standard 15 students	<b>English Only</b> 17.6 points above standard Maintained -1.5 points 160 students
--	---	---

#### Conclusions based on this data:

1. All subgroups measured with a performance color increased, and Hispanic maintained, which is an area of strength
2. ELs received the highest rating of blue.
3. Hispanic and EL subgroups will continue to be target subgroups with the goal of increasing their points.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
79	49.4%	32.9%	10.1%	7.6%

### Conclusions based on this data:

1. About half of ELs at McKinley are at the highest level, Level 4-Well developed.
2. Given that percentage of well-developed students (49.4%) who are close to reclassifying is so large, this group can be targeted.
3. Progress monitoring strategies will be implemented as part of a new ELPAC and reclassification criteria process. ELs receive designated ELD as well as supplemental support services with our LLI.

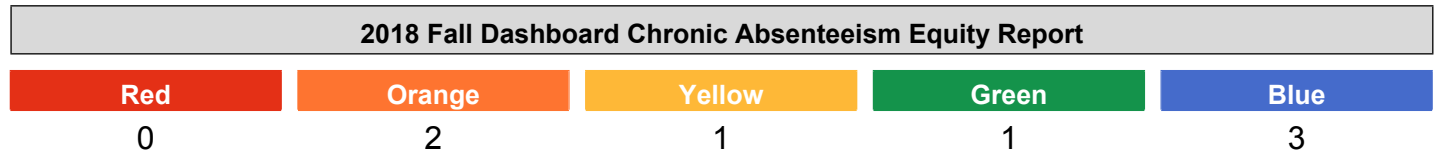
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Green 5.2% chronically absent Declined 1.4% 504 students	<b>English Learners</b>  Blue 0% chronically absent Declined 2.9% 90 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<b>Socioeconomically Disadvantaged</b>  Yellow 5.3% chronically absent Maintained 0.1% 208 students	<b>Students with Disabilities</b>  Orange 12.5% chronically absent Maintained 0.2% 64 students



## 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  Orange 11.3% chronically absent Increased 7.1% 53 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Asian</b>  Blue 0% chronically absent Declined 4.3% 43 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<b>Hispanic</b>  Green 5.6% chronically absent Declined 2.5% 180 students	<b>Two or More Races</b>  No Performance Color 7.1% chronically absent Increased 7.1% 28 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>White</b>  Blue 4.1% chronically absent Declined 3% 195 students

### Conclusions based on this data:

1. White, Asian, and ELs have the highest attendance (blue).
2. Overall, all students rank in the green for absenteeism, which is an area of strength.
3. African American students and students with disabilities have the lowest attendance (orange) and are target groups. Given that McKinley is home to a Life Skills special education program with medically fragile students this may have a disproportionate impact on this data.

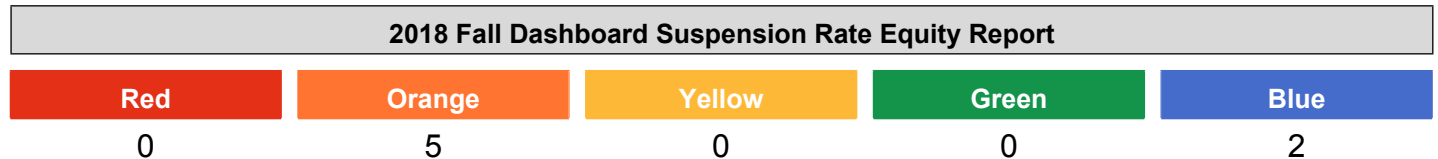
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Orange 1.8% suspended at least once Increased 1.8% 507 students	<b>English Learners</b>  Blue 0% suspended at least once Maintained 0% 90 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 5 students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 3 students	<b>Socioeconomically Disadvantaged</b>  Orange 2.9% suspended at least once Increased 2.9% 208 students	<b>Students with Disabilities</b>  Orange 3.1% suspended at least once Increased 3.1% 65 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Orange 3.8% suspended at least once Increased 3.8% 53 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 1 students	<b>Asian</b>  Blue 0% suspended at least once Maintained 0% 43 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 3 students
<b>Hispanic</b>  Orange 1.7% suspended at least once Increased 1.7% 180 students	<b>Two or More Races</b>  No Performance Color 3.6% suspended at least once Increased 3.6% 28 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 1 students	<b>White</b>  Orange 1.5% suspended at least once Increased 1.5% 198 students

This section provides a view of the percentage of students who were suspended.

### 2018 Fall Dashboard Suspension Rate by Year

<b>2016</b>	<b>2017</b>	<b>2018</b>
0% suspended at least once	0% suspended at least once	1.8% suspended at least once

#### Conclusions based on this data:

- Overall, suspension rate is an area of growth in the orange color.
- Data shows that suspensions were appropriate and based on ed code, and only occurred after multiple interventions and supports were implemented.
- Social-emotional growth strategies that are preventative and alternative strategies to suspension (Restorative Justice, Olweus, counseling, community building, responsive classroom, Second Step program) will be an area of focus as part of the PBIS system.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

All graduates are socially just and ready for college and careers.

## Goal 1

Goal 1: All graduates are socially just and ready for college and careers (LCAP 1, 2, 4, 7, 8)

## Identified Need

According to the CAASPP, students' area of need in ELA is the target claim area of listening (which includes speaking) and in Math communicating reasoning. Proficiency in these target claims is needed to help students achieve Goal 1 of being ready for college and careers. Currently schoolwide data on the CAASPP shows 34% of students are above, 59% near, and 7% in listening. While this is an increase of 9% above in the above category from the previous year, it is still an area of need. In math communicating reasoning, 40% of students are above, 43% near, and 17% below. This is a 1% increase in the above category and 4% increase in the near category compared to the previous year, however this is still an area of need. These needs of listening and speaking and communicating reasoning are our focus and our strategies/activities are targeted towards these needs.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA and Math percentage of students meeting and exceeding standards- schoolwide and subgroups	<p>Schoolwide ELA- 59% 16-17, 68% 17-18, 74% 18-19</p> <p>Schoolwide Math- 55% 16-17, 59% 17-18, 62% 18-19</p> <p>Subgroups' scores in ELA (ELs-9% to 26% to 44%; Black-48% to 59% to 69%; Hispanic-41% to 56% to 64%; Socioeconomic Disadvantaged-39% to 56% to 62%)(prior 3 years scores were stagnant)</p> <p>Cohort Scores in ELA - (4th graders who are now 5th)- Increased students meeting and above 62% to 65% to 76% (3rd who are now 4th)- Increased students meeting and above from 75% to 77%</p>	<p>Goal- Increase schoolwide ELA (74 to 78%)</p> <p>Increase schoolwide Math (62% to 66%)</p> <p>Maintain scores over time 3rd-5th in Math (75%- change dropping slope to a plateau, and eventually to an increasing slope)</p> <p>Increase target subgroup scores by at least 5% (ELs to 49%, Black 74%, Hispanic 69%, SED 67%)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Cohort Scores in Math (4th graders who are now 5th) 67% to 55% to 45% (3rd who are now 4th) Maintained students meeting and above 75% to 75%</p> <p>Baseline are the most recent 18-19 scores (above past 3 years of scores are listed)</p> <p>Baseline- Interim Assessments in the Fall as a diagnostic starting point for individual students. Scores will vary for individuals and will be determined in the Fall when they take the IABs.</p>	
CAASPP ELA- percentage of students meeting and exceeding standard- Listening and Speaking Skills, and Communicating Reasoning in Math	<p>Baseline are the most recent 18-19 scores</p> <p>CAASPP Target Claim area of Listening 17-18 Schoolwide- 25% above, 63% near, 12% below 18-19 Schoolwide- 34% above, 59% near, 7% below</p> <p>CAASPP Target Claim of Communicating Reasoning 17-18 Schoolwide- 39% above, 39% near, 22% below 18-19 Schoolwide- 40% above, 43% near, 17% below</p>	<p>Goal- Increase the schoolwide percentage of students above in Listening from 34% to 39% Increase the schoolwide percentage of students above in Communicating Reasoning from 40% to 45%</p>
Fastbridge	<p>Baseline- Last Fastbridge assessment of the spring of 18-19 (prior) school year. Percentage of students at or above the 40th percentile nationally. Kinder 48% 1st 53% 2nd 68% 3rd 78% 4th 80% 5th 53%</p>	<p>Goal- 70% of students to be at or above the 40th percentile nationally for every benchmark (the scaled scores increase at each assessment).</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Whole School Average 63%</p> <p>A note that the current Fastbridge chart target is 31st percentile or above (green and blue); SMMUSD views students performing 41st% and above as green and blue due to overall high achievement and uses that percentile to determine who receives RTI Tier III intervention. Tier III students are 25% and below. Tier II are 26%-40th%. McKinley may consider aligning with the typical national percentile goal of 30%. If so, these are the end of year 2018 scores for 31st percentile and above.</p> <p>Kinder 57% 1st 61% 2nd 71% 3rd 80% 4th 86% 5th 67% Whole School Average 70%</p>	
Dashboard Data	<p>Dahboard 2018 Scores</p> <p>Schoolwide ELA- Green Subgroups ELA- EL, Hispanic, SED-Green and White-Blue Schoolwide Mathematics- Green Subgroups Math- Hispanic- Yellow, SED-Green, ELs and White Blue</p>	<p>Goal- Schoolwide ELA and Math increase to Blue Subgroups in ELA increase to Blue Subgroups in Math, Hispanic increase to Green, other subgroups increase or maintain to Blue</p>
Fountas and Pinnell instructional level	<p>Average Growth in F&amp;P Levels Between Fall 2018 and Spring 2019</p> <p>Kinder 1.7 Grade 1 4.5 Grade 2 3 Grade 3 1.5 Grade 4 1.7</p>	<p>Goal- 75% of students in each grade level increase by at least 3 levels each school year (5 in 1st grade)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 5 N/A School Average 2.5 Results are to be interpreted with caution as data is missing from 5th grade and students made a lot of growth over the summer from K to 1st and potential causes need to be assessed.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At-risk Tier II and III students in ELA

### Strategy/Activity

As part of our Response to Intervention (RTI) McKinley will employ one part-time Reading Teacher (60%) to provide pull-out support to at-risk students in ELA. The teacher will work with small groups of Tier III and Tier II students to provide targeted intervention in their areas of need. Research based curriculum such as LLI and SIPPS will be used. At-risk students will be identified via assessment data such as Fastbridge, Fountas and Pinnell, and CAASPP, and have continuous progress monitoring to determine their eligibility for support and areas of need. The Reading Teacher will also provide support to the classroom teachers in analyzing data and with effective instructional strategies.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

70,280

#### Source(s)

Title I 18-19 Allocation  
1000-1999: Certificated Personnel Salaries  
Certificated Salaries

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At-Risk students in Math in 4th and 5th grades

### Strategy/Activity

McKinley will employ one part-time Math Intervention Teacher (40%) to work in 4th and 5th grades. She will co-plan with the teachers, and assist teachers with following the pacing guides. She will also help with analyzing data to determine supports. She will work in classrooms 2X a week for 40 minutes. She will provide support in a way that works best for that classroom such as team teaching, parallel teaching, station teaching, or alternative teaching.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

63,473

Source(s)

Title I 18-19 Allocation  
1000-1999: Certificated Personnel Salaries  
Certificated Salaries

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students needing additional support in K-5 Classrooms

Strategy/Activity

Instructional Assistants will be provided to assist general education classroom teachers. IAs will work with small groups of students, and students individually, to provide academic support.

10 IAs paid for by SMMEF  
2 TK paid for through General Fund  
1 IA- stretch via the school  
1 IA- formula via the school  
= 14 Instructional Aides total

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

12,698

Source(s)

Stretch Grant (Ed Foundation)  
2000-2999: Classified Personnel Salaries  
Instruction Aides

10,980

Site Formula Funds  
2000-2999: Classified Personnel Salaries  
Instructional Aide

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity



(Identify either All Students or one or more specific student groups)

English Learners and at-risk students

#### Strategy/Activity

Teachers will be offered teacher hourly rate to provide before or after school intervention to at-risk students. Students will be identified through a variety of assessment data (CAASPP, Fountas and Pinnell, Fastbridge, District Interim Assessments, curriculum assessments etc.) as needing support in ELA or Math. Teachers will utilize research-based intervention curriculum such as LLI and SIPPS, AVT, or engaging instructional strategies/programs such as Readers' Theatre, to provide targeted support to meet students' needs.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Tutoring/Teacher Hourly

#### Strategy/Activity 5

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and targeted subgroups

#### Strategy/Activity

Certificated and Classified Staff will participate in regular Professional Development during early dismissal (early out) Wednesdays. PD will be based on data and student/teacher needs. The staff will come together as a Professional Learning Community (PLC) whole group, and in grade level PLCs, in order to collaborate, reflect, and learn about ways to develop students' literacy. PDs may include Academic Discourse topics such as differentiated sentence frames/stems, and Responsive Classroom techniques. PDs will build the capacity of teachers and deepen their expertise.

While PD occurs on early out Wednesdays, funds will cover 2 days of sub coverage for 19 general ed classroom teachers.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

Title I 18-19 Allocation

	5800: Professional/Consulting Services And Operating Expenditures Professional Development
7,754	Title I 18-19 Allocation 1000-1999: Certificated Personnel Salaries Teacher Substitutes

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Teachers will be provided with sub coverage in order to conduct Fountas and Pinnell assessments two times a year. This data will help determine students' reading levels and will help guide instruction. Funds will cover 19 general ed classroom teachers K-5.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,950	District Funded 1000-1999: Certificated Personnel Salaries Teacher Substitutes

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

The Literacy Coach will provide individualized, grade level, and schoolwide support in ELA. She will help teachers to analyze data, and will provide strategies to tailor instruction to meet students' needs. She will do demonstration lessons of best practices, and will lead Professional Development. She will also coordinate Family Literacy Night, and other literacy related events.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Literacy Coach

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

All classroom teachers K-5 will participate in three Data Meetings a year. During these meetings the grade level team will analyze recent grade level and class data to determine students' areas of need and to guide their instruction. The team will also collaborate regarding lesson planning and teaching the state standards. The Literacy Coach will facilitate these meetings, and will provide the data, supplemental resources, and other support information. The Reading Teacher and Literacy Language Interventionist and Administration will also attend these meetings to collaborate and provide support.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

12,427

#### Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Sub Coverage for Data Meetings

## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with emphasis on inquiry based learning for targeted subgroups

### Strategy/Activity

In order to develop students' critical thinking skills, which will transfer across subjects, we will provide STEM science instruction to all students. Students will participate in inquiry based learning experiences, and our school site focus of discourse will be applied throughout the lessons. This will also target our area of need, math, by developing students problem solving skills. Students will receive 31 lessons TK/K- 45Minute lessons 1X a week, 1st-3rd- 70 Minutes 1X a week, and 4th-5th- 90 Minutes every other week.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

15,375

#### Source(s)

Title I 18-19 Allocation  
5800: Professional/Consulting Services And  
Operating Expenditures  
STEM Science

9,225

Parent-Teacher Association (PTA)  
4000-4999: Books And Supplies

**Strategy/Activity 10****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

In order to engage students in school and develop the whole child, all students will participate in music. Music also helps develop students' critical thinking skills and creativity, which transfers across all subjects. Music is also a way for students to express themselves non-verbally. Music in grades 4-5 is 2 times a week for 45 minute sessions, and 3rd grade is 1X a week for 45 minutes, and is funded by the District. Via the stretch grant instrumental music will be provided to grades TK-2. TK-2 will have 30 sessions of 30 minute classes. All students will perform in a Winter Show, and 4-5 will perform in Winter and Spring music concerts.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

**Amount(s)**

20,000

**Source(s)**

Stretch Grant (Ed Foundation)  
5800: Professional/Consulting Services And  
Operating Expenditures  
TK-2 Music

District Funded  
1000-1999: Certificated Personnel Salaries  
3-5 Music

**Strategy/Activity 11****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students with emphasis on listening and speaking skills

**Strategy/Activity**

In order to develop students' oral language, and to engage students in school and learning, McKinley will provide Performing Arts theater instruction for all TK-5 students. The theater instruction will be tied to the curriculum and ELA and Social Students state standards and will support our school site focus of discourse. It will also target our area of need of listening and speaking skills.

Rotation one in the fall will be 3rd-5th (15 sessions) and rotation two in the spring will be TK-2 (15 sessions).

Classes are 50 minutes grades 1-5, and 40 minutes grades TK-K.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,255	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures Theater
5,444	Title I 18-19 Allocation 5800: Professional/Consulting Services And Operating Expenditures Theater

**Strategy/Activity 12**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Deep Learning Global Citizenship Service Learning Projects.

In order to develop socially just students that are prepared to be global citizens, McKinley will implement Deep Learning.

Deep Learning is spearheaded by two famous education researchers and authors, Michael Fullan and Joanne Quinn. This past summer, McKinley was invited to be part of the first ever California Deep Learning Cohort; we are honored to be 1 of 40 schools in the entire state of California selected. Over the summer 10 teachers, the AP, and Principal went to a 2 day training about Deep Learning. This Deep Learning Cohort will continue to participate in 3 or more day-long trainings during the school year. While not all the teachers could attend the initial 2 day training, Deep Learning is something that all teachers will be participating in and planning time will be provided.

Deep Learning is a learning experience that helps students be good at academics and be good at life. We already do Deep Learning at McKinley with things like our shared reading, pillars of character, community meetings, blended learning, CGI, and academic discourse. However, global citizenship was an area we wanted to deepen. We want to teach students to think outside of themselves to make a difference in the community and the world. With grade level service learning projects, students are going to be given a real world global problem or issue, and will be asked to work together to help solve it. They're going to be practicing all their academic skills (reading, writing, doing math, science, and social studies) while also learning how to be global citizens and good people. They will learn how to contribute to the common good, address global challenges, and how to flourish in turbulent and complex times. We're helping them to become problem solvers we are going to need in the future. The projects will:

Deep Learning experiences are engaging, relevant, authentic and build the 6 Global Competencies (6 Cs): creativity, communication, citizenship, critical thinking, character, and collaboration. McKinley will design grade level Deep Learning "service Learning projects" focused on the "global citizenship" aspect.

The result of these projects will be that students develop these 6 global competencies which will help them to be successful in life and successful in academics. With this Deep Learning project we go beyond just teaching academics to teaching the whole child. It's our school philosophy and all our teaching strategies in a project.

- Students will develop their listening and speaking skills (supports our school site focus of Academic Discourse).
- Students will develop their academic skills in multiple subject areas (ties into Math, Reading, Writing, Science, Social Studies, Social Justice standards etc.)(continuing to close the achievement gap!)
- Students will develop their social-emotional skills.
- Students will develop their global citizenship skills- compassion, identity, impact on others etc.
- Students will be engaged in school and learning.
- Through increased rigor, real-world connections, and cross-curriculum connections students will be challenged to use higher level thinking skills and 21st century skills.
- School-wide strategies (Thinking Maps, sentence frames, responsive classroom etc.) will be applied, so learning and understanding of concepts will be deepened.
- The Social Justice standards will tie into these projects.

The projects will have four aspects.

1. Our Pedagogical Practices: Inquiry, blended learning, hands-on experiences, scaffolding, cooperative learning, Thinking Maps, Academic Discourse and more.

2. Leveraging Digital: Students don't just use technology, they apply it as a means to learn becoming digital citizens and using social media in a positive way, making podcasts, virtual simulations, animation and more.

3. Learning Partnerships: Students will have a chance to learn about others' perspectives and collaborate with class buddies, local organizations, global organizations, and schools across the world.

4. Learning Environments: Learning will happen in a variety of environments such as in the classroom, with flexible seating, in other classrooms, in the garden, on a field trip, in another place digitally and more.

All four of these components will be used to help students solve a real world problem or issue in a topic like environment, animals, health, education, human welfare, and cultural and societal issues.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8,000

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Sub Coverage

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

In order to support the development of socially just students, McKinley will implement mindfulness, the social emotional learning curriculum Second Step, and Restorative Justice. One teacher will serve as the Social Emotional Teacher Leader to provide support and resources to staff. She will conduct demo lessons, and may lead professional development. One teacher will also serve as the Restorative Justice Teacher Leader to provide resources, support, demo lessons, and PD to RJ to staff. All staff have been trained in Restorative Justice and implement the philosophy and practices with Responsive Classroom techniques. The teacher leaders and other teachers and staff will be part of the Olweus/Safety/Climate Committee, and will attend SEL-related trainings to bring information back to staff. Many staff have also completed the voluntary Mindfulness Certification. Additional PDs for all staff related to the Social Justice Standards will also be held.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This will be the 3rd year of implementation of this goal. CAASPP data and Dashboard Data has demonstrated the effectiveness of the strategies applied to achieve this goal. There were large gains in academic achievement for all students and targeted subgroups.

Last year's goals were met:

- Maintain 3rd grade cohort scores of 75% in ELA and Math- Goal Met (77% ELA and 75% Math)
- Increase schoolwide ELA (59%-16-17 to 68%-17-18 to 75%-18-19)- Goal Met (An Increase of 15% in two years)
- Increase schoolwide Math (55%-16-17 to 59%-17-18 to 62%18-19)- Goal Met (An Increase of 8% in two years)



- Increase target subgroups' scores in ELA by at least 8% (ELs-9% to 26% to 44%; Black-48% to 59% to 69%; Hispanic-41% to 56% to 64%; Socioeconomic Disadvantaged-39% to 56% to 62%)(prior 3 years scores were stagnant)- Goal Exceeded

An Increase of 35% for ELs in two years

An Increase of 21% for Black students in two years

An Increase of 23% for Hispanic and SED students in two years

- Increase schoolwide scores in claim areas of listening and speaking in ELA and communicating reasoning in math- Goal Met

A schoolwide increase in Listening of by 9% (moved students from 'below' up to 'near,' and 'near' up to 'at')

A schoolwide increase in Communicating Reasoning (1% increase in 'at', and moved 5% of students from 'below' up to 'near')

- Big growth in subgroups indicates culturally responsive teaching strategies and student engagement strategies successful
- Big growth in ELA indicates academic discourse strategies in that subject are effective
- Continue emphasis on Math- still see a decline in scores over time from 3rd to 4th to 5th
- Continue emphasis on Listening/Speaking and Communicating Reasoning for increased growth
- Target high-needs students/grades in Math- provide intervention support, grade level planning/data-analysis time, support for consistency with pacing plan and MyMath curriculum

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum.

## Goal 2

Goal 2: English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum (LCAP 1, 2, 4, 7, 8)

## Identified Need

While English Learners at McKinley have made substantial academic growth, ELs continue to be a target subgroup at McKinley as we strive to continue to increase their academic achievement even further. For example, CAASPP EL scores in ELA have increased 35% in just the past two years (9% 16-17 to 26% 17-18 to 44% 18-19 meeting or exceeding the standard). Also on the Dashboard Es in ELA are Green and ELs in Math have the highest score of Blue. However 49.9% of ELs are Level 4, so proficiency in English continues to be a relative area of need, and the goal is to increase the percentage of ELs meeting or exceeding the standard in ELA from 44% to the majority of ELs.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Percentage	Baseline- The previous school year's Spring reclassification percentage 2018 15% (46 students 8 reclassified).	Goal- The English learner reclassification percentage of at least 12%
CAASPP Scores percentage of ELs meeting or exceeding standard in ELA	CAASPP EL scores in ELA 9% 16-17 to 26% 17-18 to 44% 18-19 An Increase of 35% for ELs in two years.	Goal- Increase scores of meeting or exceeding standard in ELA by 10% (35 to 45%)
ELPAC Scores	Baseline- 49.9% well-developed level 4, and 32.9% moderately developed level 3, on EL progress according to the Dashboard 2018.	Goal- The percentage of English learners making progress towards proficiency in English will exceed the state target of 59% as measured by ELPAC.
Dashboard EL Data	Baseline- EL ELA- Green EL Math- Blue	Goal- Maintain score of blue in math and maintaining or increasing in points.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Maintain score of green in ELA (goal of increasing to blue) and maintaining or increasing in points.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners and Tier III Students

### Strategy/Activity

The school will utilize a full-time Literacy and Language Interventionist (LLI) to provide English Language Development Instruction to Longterm English Language Learners (LTELs) using the curriculum English 3D and other supplemental resources. The LLI will collaborate with general ed classroom teachers to provide support and information about best practices for English Language Learners.

Teachers will support ELLs in their classrooms throughout the day by providing designated ELD support throughout the day (i.e. meeting with them 1:1/small groups re: vocabulary, activating prior knowledge, providing sentence frames, providing story starters, student engagement/student talk, etc.). LLI teacher & literacy coach will collaborate with teachers targeting academic language instruction tailored to the individual needs of the ELLs in content/core instruction. Teachers will meet with LLI teacher as needed to consult with how to best support ELLs.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

#### Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Literacy and Language Interventionist

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners and Tier III Students

### Strategy/Activity

Teachers will be offered teacher hourly rate to provide before or after school intervention to English Learners and other Tier III students struggling academically. Students will be identified through a variety of assessment data (CAASPP, Fountas and Pinnell, Fastbridge, District Interim

Assessments, curriculum assessments etc.) as needing support in ELA or Math. Teachers will utilize research-based intervention curriculum such as the Academic Vocabulary Toolkit, LLI, and SIPPS to provide targeted support to meet students' needs. The LLI will provide extended ELD instruction before and after school. The District also offers a summer program in science for ELs as an extra learning opportunity to help close the gap.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Intervention

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners and targeted subgroups

Strategy/Activity

Certificated and Classified Staff will participate in regular Professional Development during early dismissal (early out) Wednesdays. PD will be based on data and student/teacher needs. The staff will come together as a Professional Learning Community (PLC) whole group, and in grade level PLCs, in order to collaborate, reflect, and learn about ways to develop students' literacy. PDs may include best practices and instructional strategies shown to develop the literacy and language of English Language Learners. For example, Academic Discourse topics such as differentiated sentence frames/stems have been shown to rapidly increase ELLs' language development. Responsive Classroom techniques have also been shown to be beneficial in helping teachers to create a classroom community where students' language, background, and diversity are recognized and valued, creating an environment conducive to learning and where students are engaged.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Professional Development

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

The school will provide a Literacy Family Night to share with families literacy activities that can be done at home to develop language. Coordinated by the Literacy Coach, Reading Teacher, LLI, and Administration, Literacy Night will be an interactive night where there are multiple centers for students and their families to rotate to. At these centers families will learn about, practice, and take with them things like flipbooks, word sorts, rhyming games and more. There will also be a reading area to encourage reading, in both the home language and English. The Literacy Support Team will be available to answer questions about literacy with parents.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

300

Source(s)

Parent-Teacher Association (PTA)  
4000-4999: Books And Supplies  
Literacy Night

#### Strategy/Activity 5

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Spanish speaking students and all students

#### Strategy/Activity

The school will employ a full-time bilingual (English/Spanish) Community Liaison in order to increase communication between the school and home, and to increase parent engagement and involvement. The Liaison will serve as a translator at school functions, conferences, and in the front office and will be able to assist parents with any questions they may have. The Liaison will also work in collaboration with the administration to coordinate and support parent groups such as the English Learner Advisory Council (ELAC).

The administration will collaborate with ELAC members and leaders to ensure that the voices of parents of ELLs are heard, and will provide relevant information and resources at ELAC meetings.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

2000-2999: Classified Personnel Salaries  
Parent Engagement- Community Liaison and  
ELAC

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Educational computer software such as Lexia and Frontrow math will be purchased and utilized to support students' learning.

Time for Kids will also be purchased to provide additional engaging literature to develop reading comprehension skills and to be utilized for discourse opportunities.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

9,595

#### Source(s)

Parent-Teacher Association (PTA)  
4000-4999: Books And Supplies  
Supplemental Resources

## Annual Review

### SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This will be the 3rd year of implementation of this goal. Data has demonstrated the effectiveness of the strategies applied to achieve this goal. There were large gains in academic achievement for ELs and at-risk students. For example, CAASPP EL scores in ELA have increased 35% in just the past two years (9% 16-17 to 26% 17-18 to 44% 18-19 meeting or exceeding the standard). Also on the Dashboard Es in ELA are Green and ELs in Math have the highest score of Blue. However 49.9% of ELs are Level 4, so proficiency in English continues to be a relative area of need, and the goal is to increase the percentage of ELs meeting or exceeding the standard in ELA from 44% to the majority of ELs.

This data indicates:

- Big growth in subgroups indicates culturally responsive teaching strategies and student engagement strategies successful

- Big growth in ELA indicates academic discourse strategies in that subject are effective. Academic Discourse is a research-based strategy to close the achievement gap and has been shown to develop ELs academic language at a rapid rate.
- Continue emphasis on Listening/Speaking and Communicating Reasoning for increased growth

Academic Discourse strategies for ELs will continue to be emphasized:

Variety of Discourse Protocols

Differentiated Sentence Frames

Thinking Maps

Academic Vocabulary

Students using evidence to communicate understanding and share reasoning

Engagement

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning.

## Goal 3

Goal 3: All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning (LCAP Goals 1, 3, 5, 6)

## Identified Need

Student chronic absenteeism of target subgroups. Schoolwide on the Dashboard chronic absenteeism is green with 5.2% of students chronically absent. However African American students, and students with disabilities are Orange, and socioeconomically disadvantaged are yellow. McKinley is home to the Life Skills special education program with students with medical needs, which may skew the data.

Suspension rates are also an area of need. Currently on Dashboard the color is level orange with 1.8% of students suspended at least once. However this is a small number of students, about 8 students.

Generally, student engagement, as measured by a variety of formal and informal factors including attendance, suspension rates, academic scores, and informal observations, is of importance to McKinley and an identified area of focus. There strategies related to culturally responsive teaching and 21st century learning will be implemented.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data from A2A	Baseline- Excellent attendance 17-18 20.7%, 18-19 19.3% Satisfactory (1-4.99% absence) 17-18 53.8%, 18-19 53.3% Managemeable (5-9.9% absence) 17-18 20% , 18-19 20.9% Chronic (10-19.99% absence) 17-18 4.9% , 18-19 5.7% Severe Chronic (more than 20% absence) 17-18 .6%, 18-19 .8%	Goal- Maintain percentage of chronic and severly chronic to less than 6% Reduce the percentage of manageable from 20 to 18%
Dashboard Chronic Absenteeism Scores	Schoolwide on the Dashboard chronic absenteeism is green with 5.2% of students chronically absent.	Goal- Maintain Schoolwide scores green Increase African American subgroup score to Yellow.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	African American students, and students with disabilities are Orange, and socioeconomically disadvantaged are yellow. Hispanic green; Asian, EL, and white Blue.	Increase SED score to Green. Maintain other subgroup scores in green and blue.
Student Engagement as measured by student academic achievement on Dashboard	Baseline- Dashboard 2018 Scores Schoolwide ELA- Green Subgroups ELA- EL, Hispanic, SED-Green and White-Blue Schoolwide Mathematics- Green Subgroups Math- Hispanic- Yellow, SED-Green, ELs and White Blue	Goal- Schoolwide ELA and Math increase to Blue Subgroups in ELA increase to Blue Subgroups in Math, Hispanic increase to Green, other subgroups increase or maintain to Blue
Olweus Survey Data	Baseline- Percentage of girls and boys bullied 2-3 time a month or more 18% (lower than national average) The highest type of bullying reported by boys is verbal at 27%) and exclusion with girls 14%) with the highest location for both boys and girls on the playground/athletic field (73% as the area. Currently 34% of students tell an adult at school about the bullying.	Goal- Reduce the percentage of boys and girls who report being bullied 2-3 times a month by 4% (currently 18% which is lower than the national average) Reduce the percentage of students reporting verbal bullying of boys by 5% (currently at 27%) and exclusion with girls by 5%(currently 14%) with a target on the playground/athletic field (73% as the area) Increase the percentage of students who tell an adult at school by 5% (currently 34%)
Informal Assessment of Engagement through Learning Rounds, Observation, Academic Discourse, Student Work, Communication Rubrics etc.	Baseline Informal data collected by the teacher and SLT at the start of each school year.	Students are demonstrating the following engagement tied to the school site focus of Academic Discourse. These are evidence of student learning: Speaking Skills: Students are speaking to the teacher. Students are speaking to their peers.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>Student discourse is productive and connected to prompts/topic.</p> <p>Students are utilizing differentiated sentence frames to speak.</p> <p>Students are using precise academic vocabulary.</p> <p>Students are accessing resources in the room to help speak (word wall, visuals etc.)</p> <p>Listening Skills:</p> <p>Students are listening to the teacher (Demonstrated by 4 Ls- look, lean, lower voice, listen).</p> <p>Students are listening to peers (4 Ls).</p> <p>Students are asking clarifying questions about what they heard.</p> <p>Students are restating or reporting out what their group/partner said.</p> <p>Students are following the given talk protocol routine (taking turns listening and speaking, actively participating)</p> <p>Communicating Reasoning:</p> <p>Students convey understanding/thinking through sharing of ideas (could be verbally, through writing, drawing models etc.).</p> <p>Students are constructing, applying, and justifying mathematical models.</p> <p>Students are using evidence to prove their point (referencing the text, prior knowledge, strategy etc.).</p> <p>Students critique the thinking of others or justify their thinking.</p> <p>Students are using Thinking Maps to organize abstract thoughts.</p> <p>Students are tapping into prior knowledge.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>Students are making connections across the curriculum.</p> <p>Students are engaged in the learning (appear interested in their learning, actively participating).</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ELs, Homeless/Foster Youth, socioeconomically disadvantaged students and their families

### Strategy/Activity

Parents will be offered a variety of workshops, trainings and events that allow them to be partners in their child's education and to engage parents in school. These events will provide information about how they can support their child's learning and help close the achievement gap. Some events include School Smarts Training, Spanish Book Club, Restorative Justice Training, and Mindfulness Training.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,216	<p>Title I 18-19 Allocation</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Required Parent Involvement Title I Allocation</p>

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Campus Supervisors will be employed in order to provide supervision during lunchtime and lunch recess in order to facilitate the safety of students. In connection with the Olweus Anti-Bullying program these aides will be stationed in areas where a high number of bullying incidents are

reported (based on the Olweus Survey data). The aides will be trained in how to identify bullying, and how to intervene if they suspect or see bullying. They will also support the Positive Behavior Support Plan by positively reinforcing students with MAC slips who are upholding the behavior expectations. They will also help promote a positive school climate by building relationships with students, modeling and helping students with appropriate social interactions, using Restorative Justice techniques, and helping students to develop conflict resolution skills. They will also promote on-campus safety by monitoring gates before and after school.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25,951	Site Formula Funds 2000-2999: Classified Personnel Salaries School pays for 3 additional supervisors to do lunch
27,448	District Funded 2000-2999: Classified Personnel Salaries District funds 6.1 hours a day= 3 supervisors to do lunch
8,226	Parent-Teacher Association (PTA) 2000-2999: Classified Personnel Salaries Before and after school supervision (before and after the bell)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

In addition to the core curriculum, students will have the opportunity to engage in schools via a wide variety of supplemental enrichment classes during the school day such as music, PE, science, visual arts, theater, library, computer lab, and the school garden.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Student Subgroups

**Strategy/Activity**

All students will participate in a schoolwide shared reading experience that focuses on character building. Each month, students will read the same book focused on that month's pillar of character. Books were selected by the Olweus/Climate/Safety Committee to be representative of the diversity at McKinley. After reading the book the students will engage in discourse with their upper/lower reading buddies or during Community Meetings. Then the school will come together at the schoolwide outdoor assembly where a grade level will perform that month's pillar of character.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified  
Literature tied to pillars of character and school diversity

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

All classes TK-5 will implement a social skills curriculum called Second Step. This research based program explicitly teaches social skills and develops positive behavior and relationships. This will tie into Restorative Justice, Responsive Classroom techniques, and Olweus Morning/Community Meetings that are already part of the PBIS plan.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Parents will receive regular communication about school events and activities, important announcements, and instruction via: emails, Blackboard Connect eblasts and phone messages, the Monthly School Newsletter, School Handbook, Volunteer Handbook, the weekly mini-messenger, Wednesday Folders, the school and PTA websites, twitter, at parent group meetings, during parent/teacher conferences, Back to School Night, Open House, SST/IEP Meetings, and bulletin board postings. A School/Home Communication Menu is available on the website, posted, and in the Handbook.

Parent groups are facilitated and promoted on campus including School Site Council, Parent Teacher Association, English Learner Advisory Council, African American Support Group, School Beautification Committee, Room Parents, and the Special Ed Resource Group. Event Committees also meet regularly.

The Administration will collaborate with the PTA Executive Board to coordinate and facilitate schoolwide events and activities that are opportunities for engagement of both students and parents. McKinley has over 50 family events hosted by the school and PTA.

Some events include the Winter Sing-a-Long, Jog-a-thon, International Day, School Beautification Days, and Harvest Festival.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified  
Parent Engagement

**Strategy/Activity 7****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

4th and 5th graders

**Strategy/Activity**

Students will be offered a variety of extracurricular activity opportunities in order to engage them in school.

For example, 4th and 5th graders may be selected for the Green Team, which helps with recycling and composting during lunchtime, may present at schoolwide assemblies about the environment and sustainability, and may help out at campus beautification events.

4th and 5th graders may also run for Student Council. These students will be role model students in behavior, academics, and attendance, and may present at schoolwide assemblies. They will meet regularly with teacher leaders to discuss topics and interests of the student body, and to learn and participate in the parliamentary process. They will also coordinate and lead school spirit days.

4th and 5th graders may participate in Film Club to view thought-provoking films on meaningful topics (ties in the Social Justice standards) and then discuss.

4th and 5th graders may participate in STEM Club to enjoy engaging hands-on inquiry STEM learning experiences.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified  
Additional engagement opportunities

### **Strategy/Activity 8**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

#### **Strategy/Activity**

Monthly Trainings for Instructional Aides, Paraeducators, and Campus Supervisors will be provided by specialists and administration. This will allow classified staff to support the school site focus and apply effective strategies to close the gap. Trainings will be tied to that month's cycle of inquiry that teachers are participating in, so that classified staff are gaining knowledge in the topic as well. Topics may include academic discourse, mindfulness, restorative justice, CGI, conferring, and other topics tied to the School Site Focus and school goals.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified  
Training of classified staff

## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

The McKinley Positive Behavior Support Plan consists of the PRIDE Philosophy, Pillars of Character, Five for Success (school rules), and the Olweus Anti-Bullying program. Responsive Classroom, Restorative Justice, mindfulness, and community meetings are all part of the PBIS plan as well. The Positive Behavior Support Plan will be reinforced and communicated in a variety of ways. It is reviewed during weekly morning announcements, and at monthly schoolwide assemblies when each each grade level presents about one of the pillars of character. Students who are modeling the behavior are awarded MAC slips and entered into a raffle, and one student from each grade gets their name pulled each week, and the raffle winners get their picture put up in the main office and get a prize. At the beginning of each year students attend a rules assembly to review this information. It is also posted throughout the school in all classrooms and in public areas. Parents are informed about the behavior plan and expectations in the monthly newsletter, at Back to School Night, on the school and PTA websites, and in the School Handbook.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified  
Positive Behavior Support

## Strategy/Activity 10

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

The School Climate/Safety/Olweus Committee consists of teachers and classified staff. This committee will meet regularly to discuss topics related to the Positive Behavior Support Plan and school climate.

Students and staff are taught and know the definition of bullying, and the four anti-bullying rules. Staff are trained on how to intervene when they suspect or see bullying. Teachers will also implement Community Meetings (called Morning Meetings in Olweus), in order to build relationships, help students develop their conflict resolution skills, and to promote students' social-emotional development. Similarly, teachers will use Responsive Classroom techniques such as morning meetings to build a safe classroom community, and to engage students by connecting to their different experiences, backgrounds, languages, and cultures. Staff are also trained in Restorative Justice to build relationships and community

An Olweus survey will be given to all 3rd-5th graders in the Spring to determine areas of need, and the Olweus Committee will meet to analyze the data and determine supports.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified  
Olweus Bullying Prevention and Community Building

### **Strategy/Activity 11**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students in Need

Strategy/Activity

McKinley will continue their partnership with Insight Psychotherapy Group, and continue support with Counselor from Family Services of Santa Monica. These counselors and therapists will provide social-emotional support to students in need. The staff will also be utilized to provide staff and parent training, parent consultation, teacher consultation, 1:1 student counseling sessions, and small group counseling sessions/social skills group. Individual and small group counseling support is either free, covered by insurance, or offered on a sliding scale, depending on students' needs and insurance.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified  
Counseling/Therapy Support

### **Strategy/Activity 12**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students in Special Education

Strategy/Activity



Sub coverage will be provided so that IEPs can occur during the school day. This offers additional scheduling opportunities for parents, to help ensure parents can attend IEP meetings and be part of their child's education plan. It also allows teachers to utilize after school and before school for preparation, planning, and collaboration for effective and engaging instruction.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Sub Coverage for Teachers to Attend During-School IEP Meetings

## Annual Review

### SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This will be the 3rd year of implementation of this goal. CAASPP data has demonstrated the effectiveness of the strategies applied to achieve this goal. There were large gains in academic achievement for all students and targeted subgroups. The big growth in subgroups indicates culturally responsive teaching strategies and student engagement strategies successful

- Increase schoolwide ELA (59%-16-17 to 68%-17-18 to 75%-18-19); an Increase of 15% in two years.
- Increase schoolwide Math (55%-16-17 to 59%-17-18 to 62%18-19); an Increase of 8% in two years.
- Increase target subgroups' scores in ELA (ELs-9% to 26% to 44%; Black-48% to 59% to 69%; Hispanic-41% to 56% to 64%; Socioeconomic Disadvantaged-39% to 56% to 62%)(prior 3 years scores were stagnant)

An Increase of 35% for ELs in two years.

An Increase of 21% for Black students in two years.

An Increase of 23% for Hispanic and SED students in two years.

- An increase schoolwide scores in claim areas of listening and speaking in ELA and communicating reasoning in math

A schoolwide increase in Listening of by 9% (moved students from 'below' up to 'near,' and 'near' up to 'at')

A schoolwide increase in Communicating Reasoning (1% increase in 'at', and moved 5% of students from 'below' up to 'near')

Dashboard Data shows low absenteeism rates for most students with schoolwide on the Dashboard chronic absenteeism is green with 5.2% of students chronically absent.

Generally, student engagement, as measured by a variety of informal factors such as observation, is high and students are actively learning and participating in academic discourse.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$344,597.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$60,825.00
Parent-Teacher Association (PTA)	\$27,346.00
Site Formula Funds	\$36,931.00
Stretch Grant (Ed Foundation)	\$52,953.00
Title I 18-19 Allocation	\$166,542.00

Subtotal of state or local funds included for this school: \$344,597.00

Total of federal, state, and/or local funds for this school: \$344,597.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Ashley Benjamin, Ed.D.	Principal
Ed Curry	Classroom Teacher
LaShawn Moore, Ed.D.	Classroom Teacher
Liz Oyenoki	Other School Staff
Rosio Medina	Classroom Teacher
Stephan Corbel	Parent or Community Member
Scott Boyd	Parent or Community Member
Teague Weybright	Parent or Community Member
Patricia Juarez-Dappe	Parent or Community Member
Nishith Bhatt	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5-16-19.

Attested:



Principal, Ashley Benjamin, Ed.D. on 5-16-19



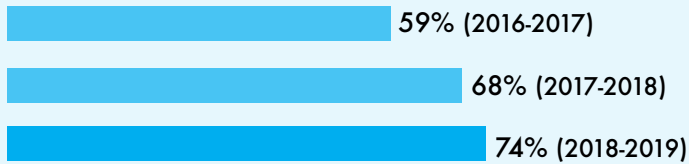
SSC Chairperson, Liz Oyenoki on 5-16-19

Preliminary 2018-19 State Test Scores are in! Congratulations McKinley on an amazing 2 years of growth! We are so proud of our students, staff, and families for this impressive achievement.

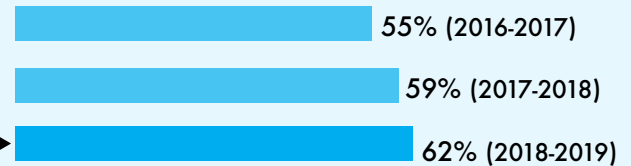
# SCHOOLWIDE SCORES

*\*Percentage of students who met and exceeded the standard.*

**ELA** an increase of 15% in two years



**MATH** an increase of 7% in two years

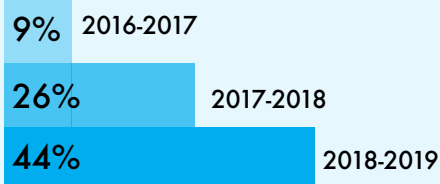


*This is preliminary data; final data will be posted in September at [CAschoolDashboard.org](http://CAschoolDashboard.org). There may be a 2% residual error in either direction.*

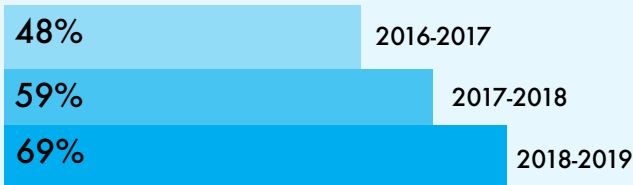
## IMPRESSIVE GROWTH WITH TARGET SUBGROUPS IN ELA

*McKinley leading the way in closing the achievement gap!*

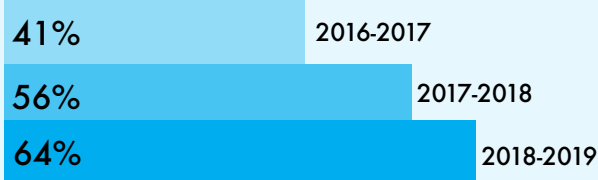
An increase of 35% for ELs in two years!



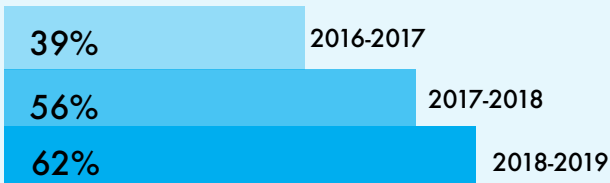
An increase of 21% for Black students in two years!



An increase of 23% for Hispanic students in two years!



An increase of 23% for Socioeconomic Disadvantaged students in two years!



### CLAIMS

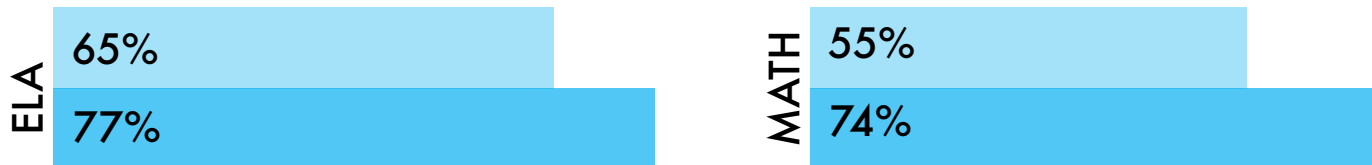
A schoolwide increase in the claim of Listening and Speaking by 9% this year!

# GRADE LEVEL HIGHLIGHTS

3<sup>rd</sup> grade met the district average of 70% in math

3<sup>rd</sup> grade increased the percentage of students who exceeded standard by 10% in ELA

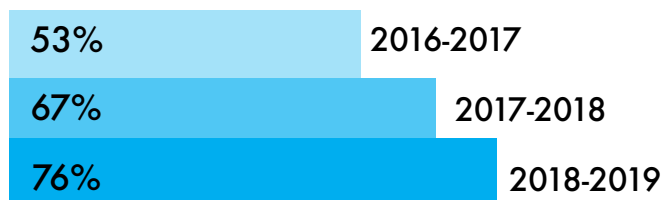
4<sup>th</sup> Grade 12% increase in ELA and 19% increase in Math this year



4<sup>th</sup> grade surpassed the district average in ELA and Math

In ELA from 3<sup>rd</sup> to 4<sup>th</sup> grade, 4<sup>th</sup> grade not only maintained the cohort's overall scores but also moved over 12% of 4<sup>th</sup> graders up from met to exceeded the standard

5<sup>th</sup> grade made continual growth each year in ELA- 23% over two years



5<sup>th</sup> decreased the percentage of students not meeting standards in Math by half, moving those students up to Nearly Met

In ELA, the 5<sup>th</sup> grade cohort grew each year from 3<sup>rd</sup> to 5<sup>th</sup>, making a big jump this past year by 11%

## MCKINLEY MILESTONES

Our big growth in subgroups indicates our culturally responsive teaching and student engagement strategies are successful

Our big growth in ELA indicates that our Academic Discourse strategies are effective

We will continue to focus on our areas of need: math, listening and speaking skills, and communicating reasoning


Exciting innovations for 19-20 are coming soon including "Deep Learning," schoolwide social-emotional skills curriculum, expanded intervention, and more.

*More info to come!*

# McKinley Elementary


Explore the performance of McKinley Elementary under California's Accountability System.

Chronic Absenteeism



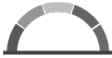
Green

Suspension Rate




Orange

English Learner Progress




No Performance Color

English Language Arts



Green

Mathematics



Green

## School Details

NAME

McKinley Elementary

ADDRESS

2401 Santa Monica Boulevard  
Santa Monica, CA 90404-2044

WEBSITE

N/A

GRADES SERVED

P-5

# Student Population

Explore information about this school's student population.

LEARN MORE

Enrollment

488

LEARN MORE

Socioeconomically Disadvantaged

39.3%

LEARN MORE

English Learners

16%

LEARN MORE

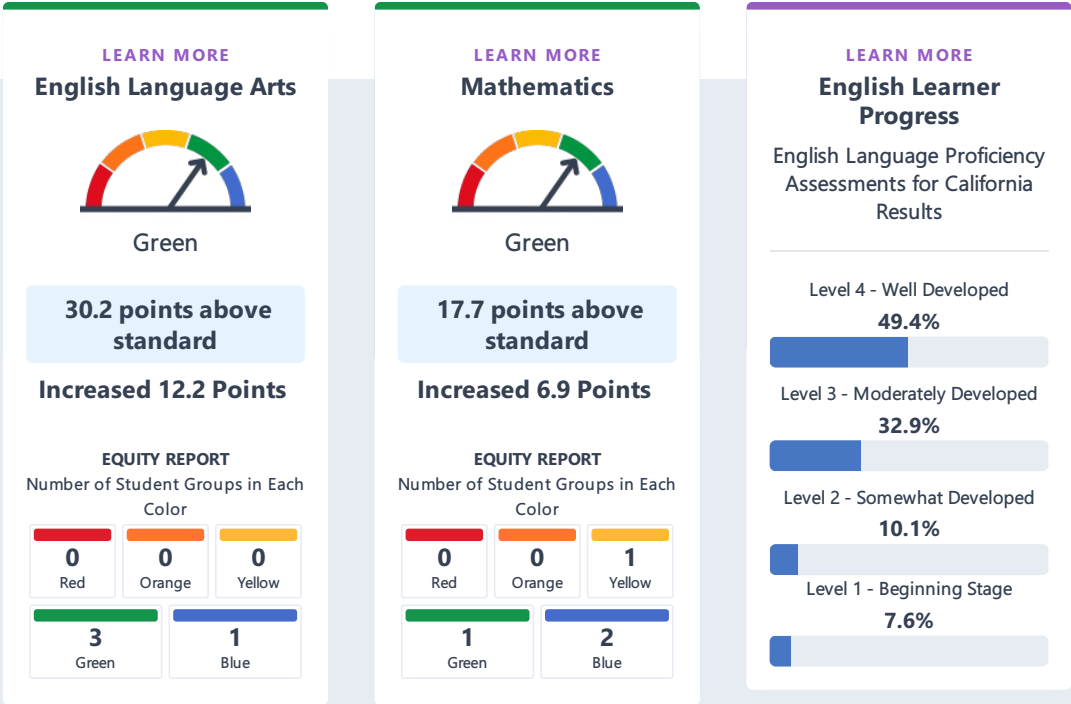
Foster Youth

0.6%



# Academic Performance

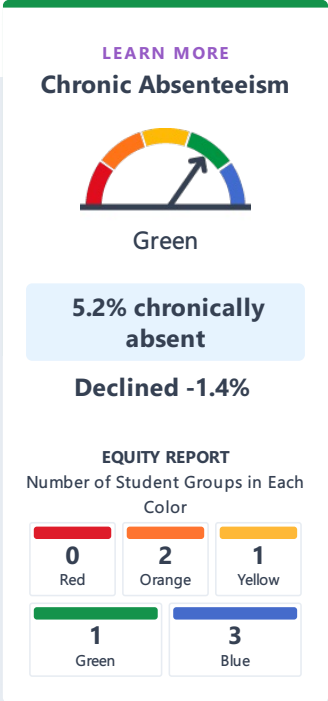
View Student Assessment Results and other aspects of school performance.



MCKINLEY ELEMENTARY

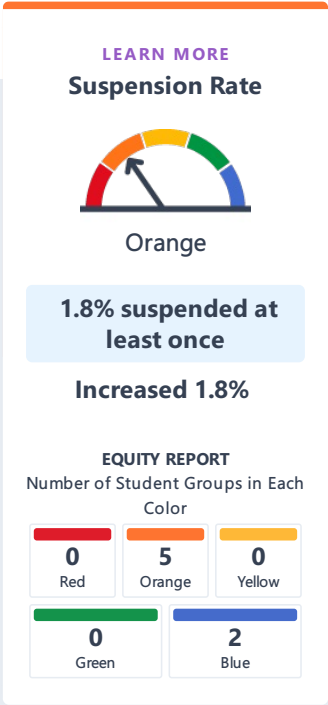
# Academic Engagement

See information that shows how well schools are engaging students in their learning.



# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



# McKinley Elementary

## Academic Performance


View student assessment results and other aspects of school performance under the California Accountability System.

### English Language Arts

#### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Green

30.2 points above standard







Increased 12.2 Points

Number of Students: 217

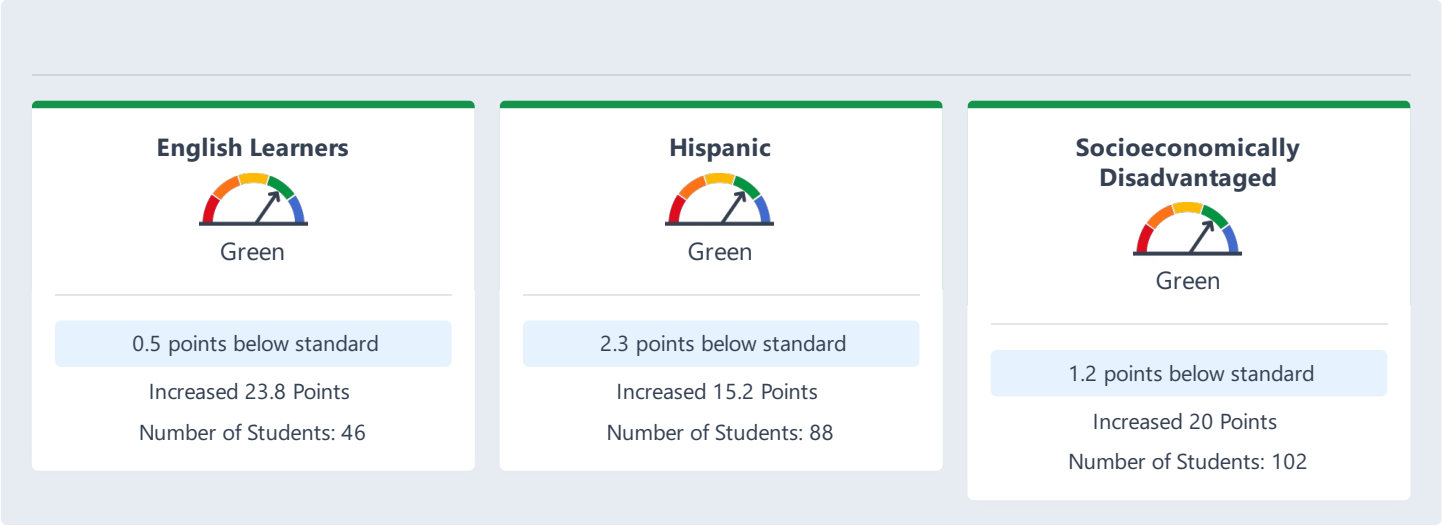
#### Student Group Details

##### All Student Groups by Performance Level

4 Total Student Groups

<div><div>Red</div><div>No Students</div></div>	<div><div>Orange</div><div>No Students</div></div>	<div><div>Yellow</div><div>No Students</div></div>
<div><div>Green</div><div>English Learners</div><div>Hispanic</div><div>Socioeconomically Disadvantaged</div></div>	<div><div>Blue</div><div>White</div></div>	<div><div>No Performance Color</div><div>African American</div><div>Asian</div><div>Filipino</div><div>Foster Youth</div><div>Homeless</div><div>Two or More Races</div><div>Pacific Islander</div><div>Students with Disabilities</div></div>

# Explore Groups By Performance Level



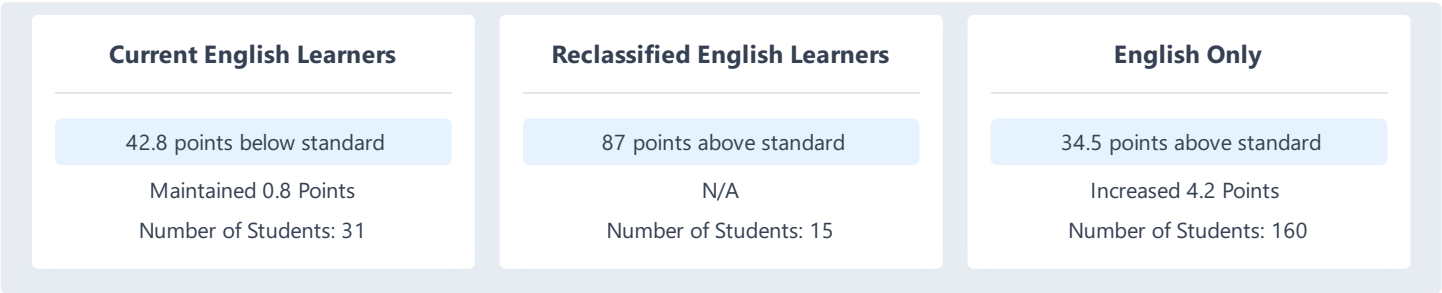
## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2016	2017	2018
All Students	No Data	18 points above standard	30.2 points above standard

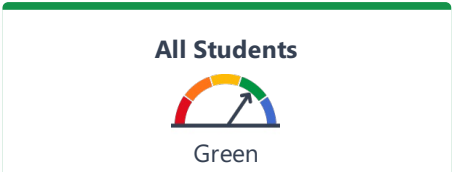
## English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.



# Mathematics

## All Students



Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

17.7 points above standard

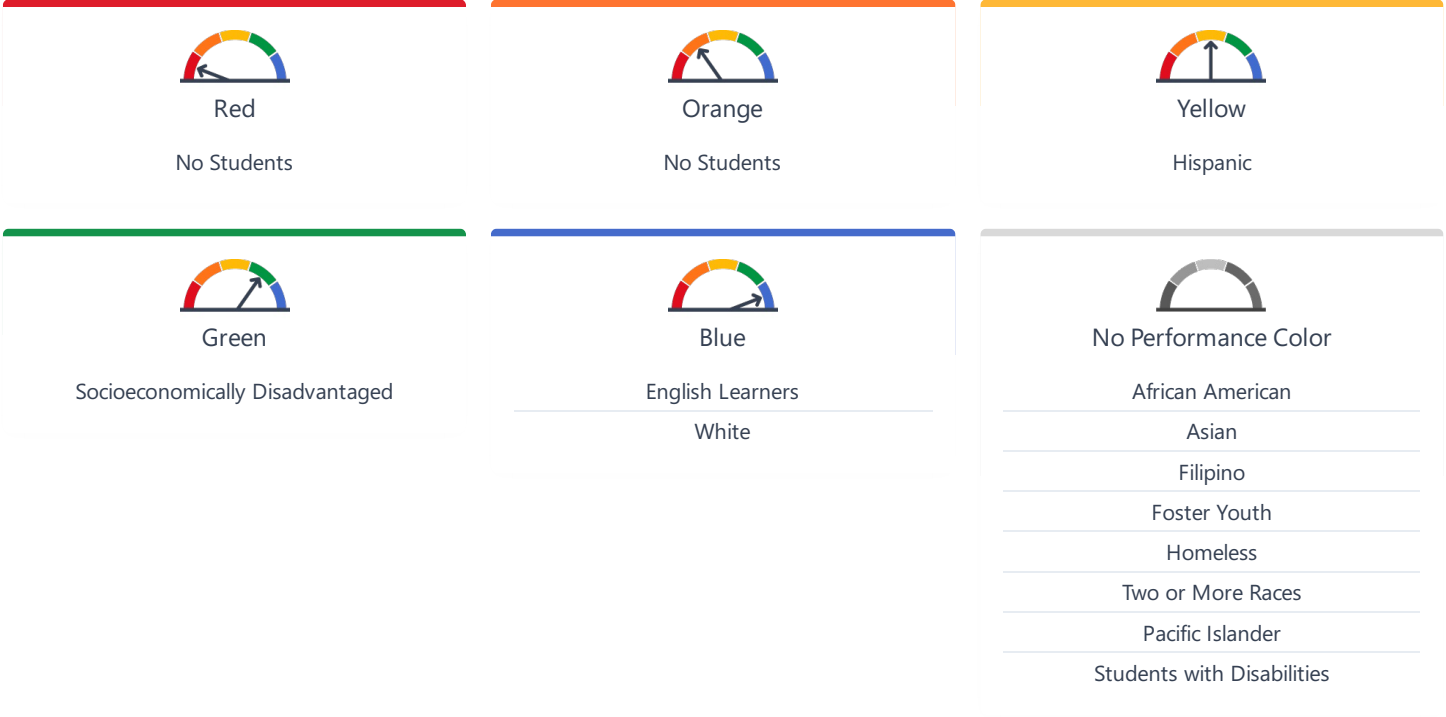
Increased 6.9 Points

Number of Students: 217

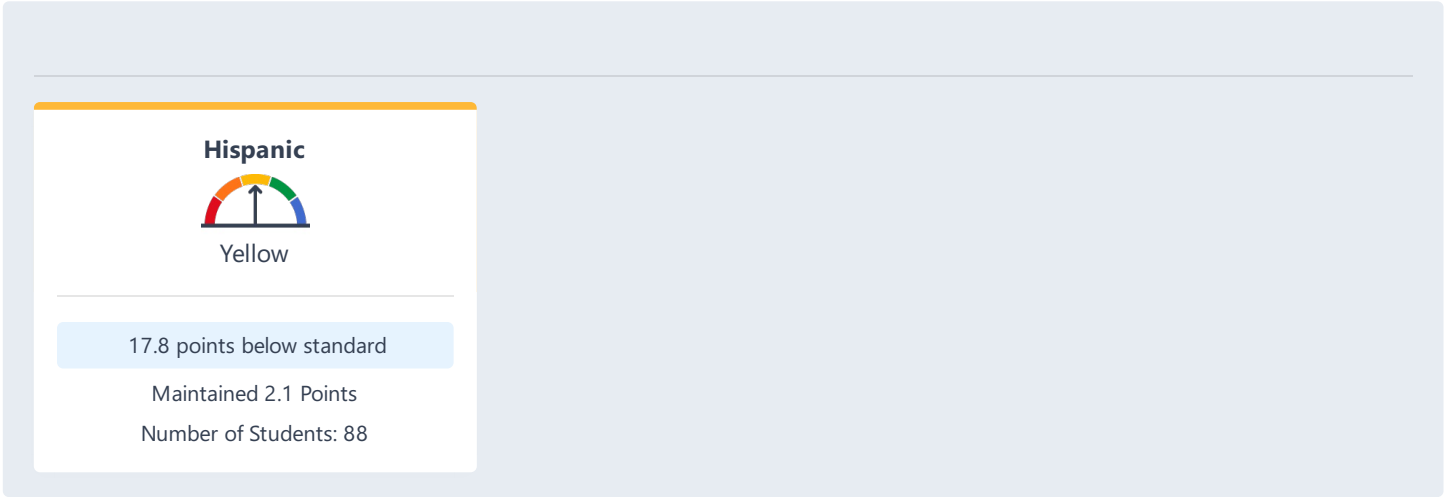
## Student Group Details

### All Student Groups by Performance Level

4 Total Student Groups



## Explore Groups By Performance Level



## Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2016	2017	2018
------	------	------

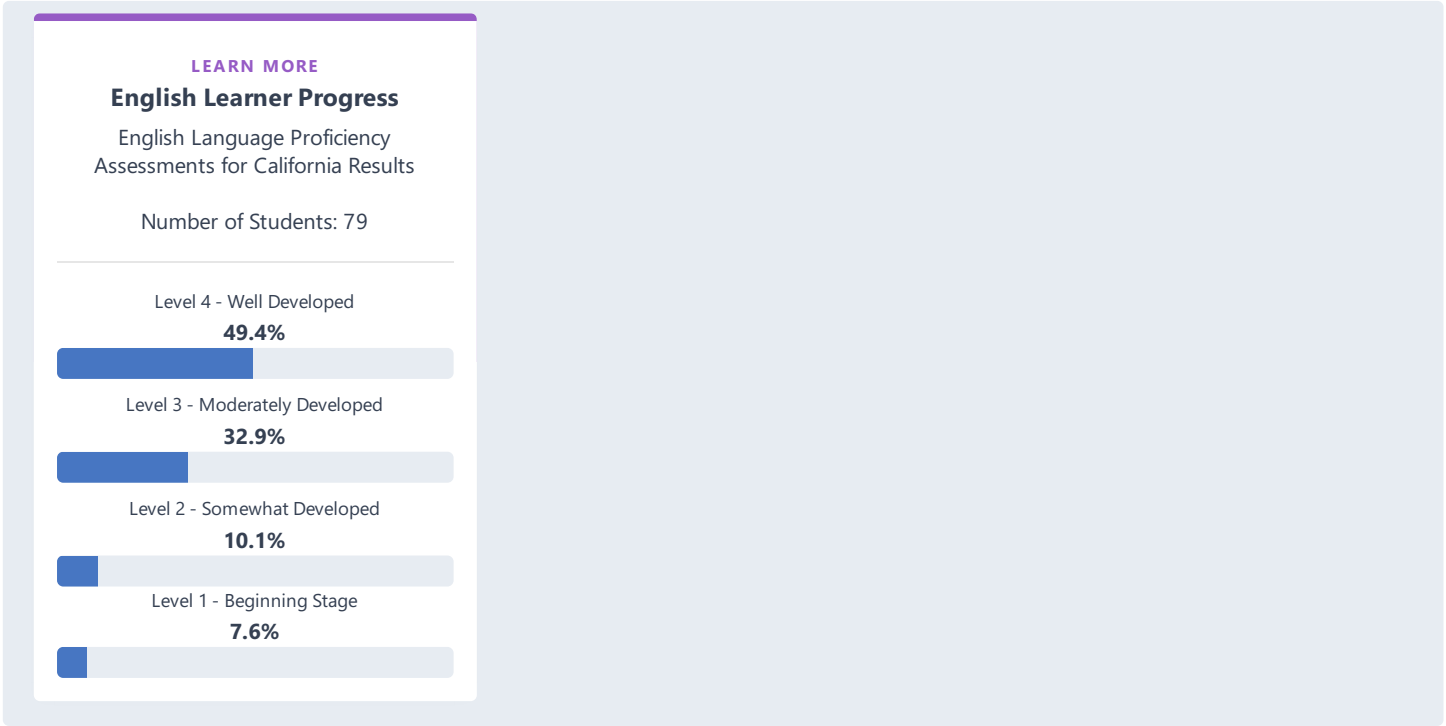
	2016	2017	2018
All Students	No Data	10.8 points above standard	17.7 points above standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
35.5 points below standard	78.5 points above standard	17.6 points above standard
Maintained 1.9 Points	N/A	Maintained -1.5 Points
Number of Students: 31	Number of Students: 15	Number of Students: 160

## English Learner Progress



# McKinley Elementary

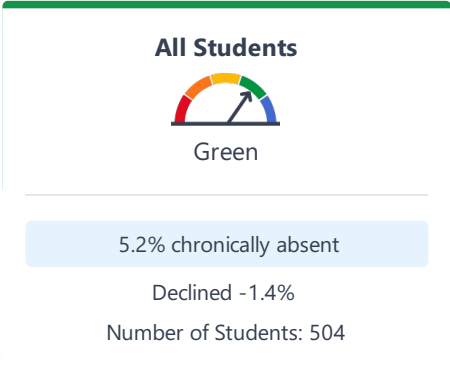
## Academic Engagement

View data about academic participation.

### Chronic Absenteeism

#### All Students

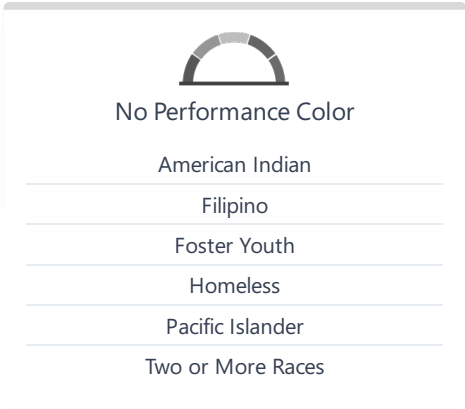
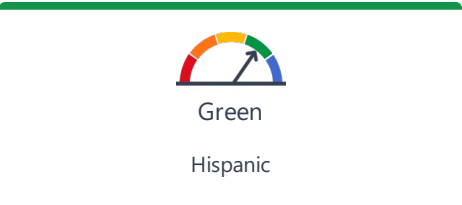
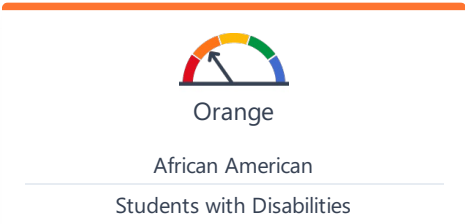
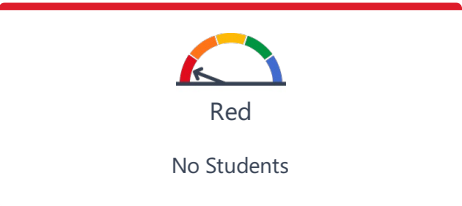
Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



#### Student Group Details

##### All Student Groups by Performance Level

7 Total Student Groups



# Explore Groups By Performance Level

## African American



Orange

11.3% chronically absent

Increased 7.1%

Number of Students: 53

## Students with Disabilities



Orange

12.5% chronically absent

Maintained -0.2%

Number of Students: 64



# McKinley Elementary

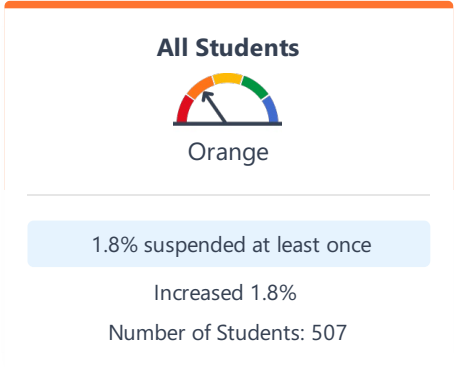
## Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

### Suspension Rate

#### All Students

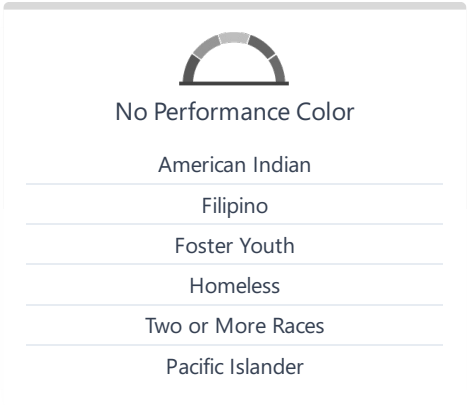
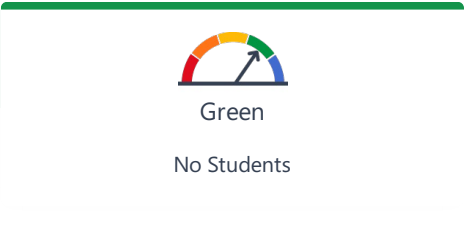
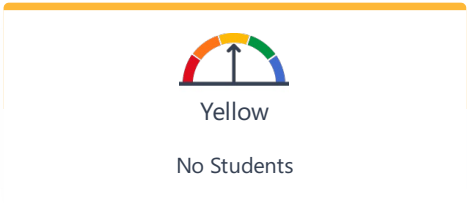
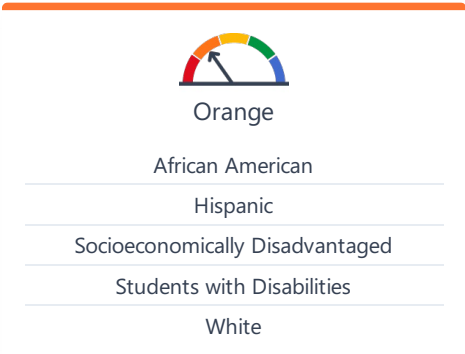
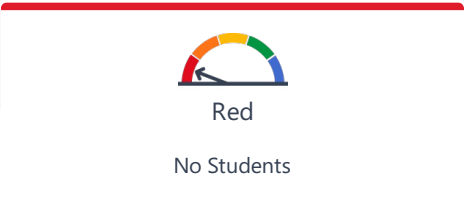
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



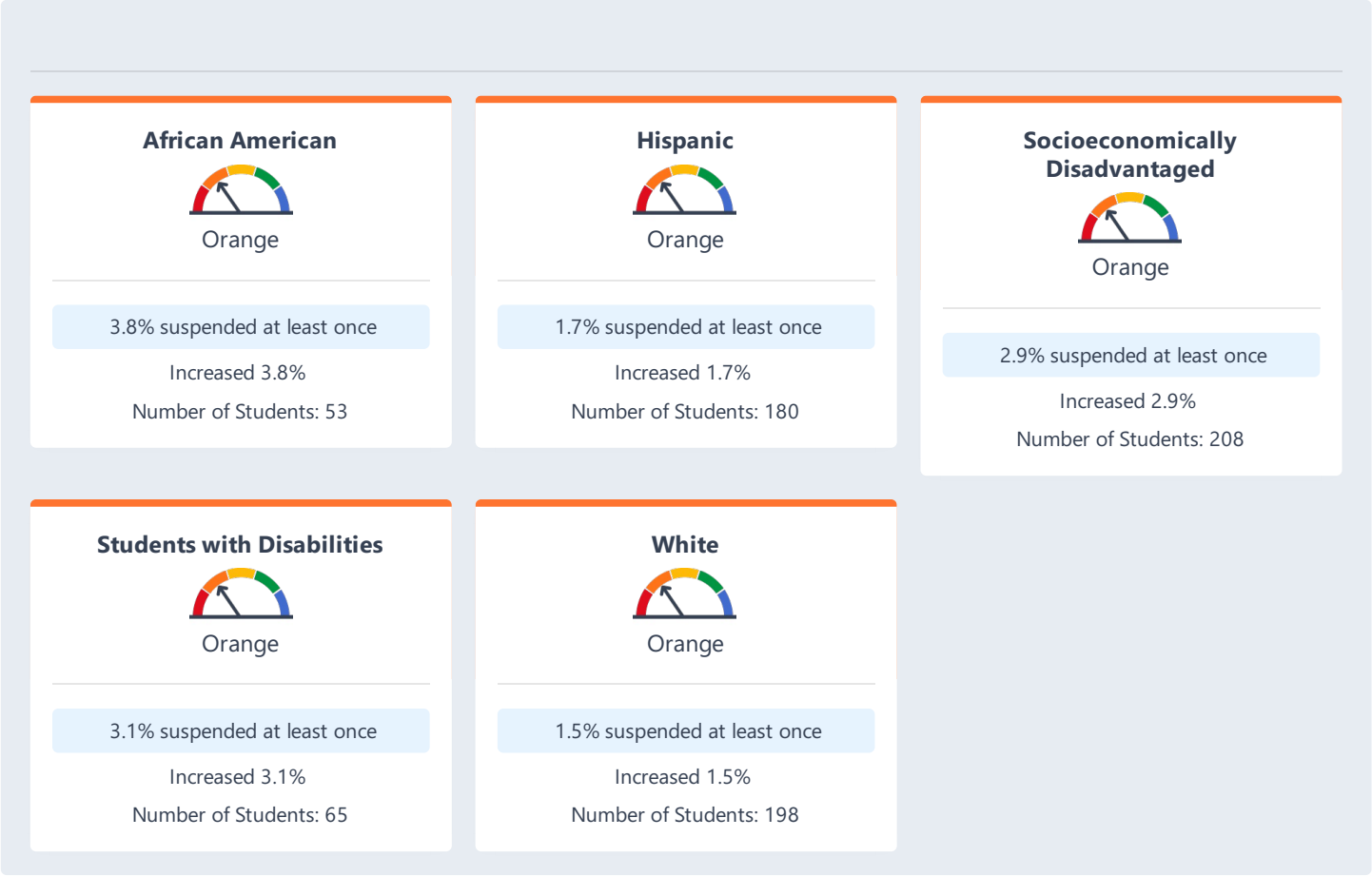
#### Student Group Details

##### All Student Groups by Performance Level

7 Total Student Groups



# Explore Groups By Performance Level










## Suspension Rate By Year

Percentage of students who were suspended.

	2016	2017	2018
Suspension Rate	No Data	No Data	1.8%

# Santa Monica-Malibu Unified

This page lists the names of all schools within the district, and shows their performance levels for all students on the state indicators.

<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>	<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>	<div>Graduation Rate</div> <div></div> <div>Yellow</div>
<div>College/Career</div> <div></div> <div>Green</div>	<div>English Language Arts</div> <div></div> <div>Blue</div>	<div>Mathematics</div> <div></div> <div>Green</div>	

Sort By








School Name

Sort Order








Ascending

- Filter Reports
- ☒ Chronic Absenteeism
- ☒ Suspension Rate
- ☒ English Learner Progress
- ☒ Graduation Rate
- ☒ College/Career
- ☒ English Language Arts
- ☒ Mathematics

## Edison Elementary

<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>	<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>	<div>Graduation Rate</div> <div></div> <div>No Performance Color</div>
<div>College/Career</div> <div></div> <div>No Performance Color</div>	<div>English Language Arts</div> <div></div> <div>Blue</div>	<div>Mathematics</div> <div></div> <div>Green</div>	

## Franklin Elementary

<div>Chronic Absenteeism</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>	<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>	<div>Graduation Rate</div> <div></div> <div>No Performance Color</div>
<div>College/Career</div> <div></div> <div>No Performance Color</div>	<div>English Language Arts</div> <div></div> <div>No Performance Color</div>	<div>Mathematics</div> <div></div> <div>Green</div>	

No Performance  
Color

Blue

Green

## Grant Elementary

**Chronic  
Absenteeism**



Orange

**Suspension  
Rate**



Blue

**English Learner  
Progress**



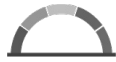
No Performance  
Color

**Graduation  
Rate**



No Performance  
Color

**College/Career**



No Performance  
Color

**English  
Language Arts**



Blue

**Mathematics**



Blue

## John Adams Middle

**Chronic  
Absenteeism**



Yellow

**Suspension  
Rate**



Green

**English Learner  
Progress**



No Performance  
Color

**Graduation  
Rate**



No Performance  
Color

**College/Career**



No Performance  
Color

**English  
Language Arts**



Green

**Mathematics**



Green

## John Muir Elementary

**Chronic  
Absenteeism**



Yellow

**Suspension  
Rate**



Orange

**English Learner  
Progress**



No Performance  
Color

**Graduation  
Rate**



No Performance  
Color

**College/Career**



No Performance  
Color

**English  
Language Arts**



Orange

**Mathematics**



Orange

## Juan Cabrillo Elementary

**Chronic  
Absenteeism**



Red

**Suspension  
Rate**



Green

**English Learner  
Progress**



No Performance  
Color

**Graduation  
Rate**



No Performance  
Color

**College/Career**



No Performance  
Color

**English  
Language Arts**



Green

**Mathematics**



Green

## Lincoln Middle

**Chronic  
Absenteeism**



Yellow

**Suspension  
Rate**



Yellow

**English Learner  
Progress**



No Performance  
Color

**Graduation  
Rate**



No Performance  
Color

**College/Career**



No Performance  
Color

**English  
Language Arts**



Blue

**Mathematics**



Blue

## Malibu High

**Chronic  
Absenteeism**



Orange

**Suspension  
Rate**



Yellow

**English Learner  
Progress**



No Performance  
Color

**Graduation  
Rate**



Orange

**College/Career**



Yellow

**English  
Language Arts**










Green

**Mathematics**










Green








## McKinley Elementary

<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Orange	<b>English Learner Progress</b>  No Performance Color	<b>Graduation Rate</b>  No Performance Color
<b>College/Career</b>  No Performance Color	<b>English Language Arts</b>  Green	<b>Mathematics</b>  Green	





## Olympic High (Continuation)




<b>Chronic Absenteeism</b>  No Performance Color	<b>Suspension Rate</b>  Red	<b>English Learner Progress</b>  No Performance Color	<b>Graduation Rate</b>  Green
<b>College/Career</b>  Orange	<b>English Language Arts</b>  No Performance Color	<b>Mathematics</b>  No Performance Color	

## Point Dume Elementary








<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Green	<b>English Learner Progress</b>  No Performance Color	<b>Graduation Rate</b>  No Performance Color
<b>College/Career</b>  No Performance Color	<b>English Language Arts</b>  Green	<b>Mathematics</b>  Green	

## Roosevelt Elementary








<b>Chronic Absenteeism</b>  	<b>Suspension Rate</b>  	<b>English Learner Progress</b>  	<b>Graduation Rate</b>  
---	---	--	---

Yellow	Blue	No Performance Color	No Performance Color
<b>College/Career</b>  No Performance Color	<b>English Language Arts</b>  Blue	<b>Mathematics</b>  Green	





## Santa Monica Alternative (K-8)

<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Blue	<b>English Learner Progress</b>  No Performance Color	<b>Graduation Rate</b>  No Performance Color
<b>College/Career</b>  No Performance Color	<b>English Language Arts</b>  Green	<b>Mathematics</b>  Green	

## Santa Monica High

<b>Chronic Absenteeism</b>  No Performance Color	<b>Suspension Rate</b>  Orange	<b>English Learner Progress</b>  No Performance Color	<b>Graduation Rate</b>  Yellow
<b>College/Career</b>  Green	<b>English Language Arts</b>  Blue	<b>Mathematics</b>  Green	

## Webster Elementary

<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Green	<b>English Learner Progress</b>  No Performance Color	<b>Graduation Rate</b>  No Performance Color
--	--	---	--

**College/Career**



No Performance  
Color

**English  
Language Arts**



Blue

**Mathematics**



Blue

## Will Rogers Elementary

**Chronic  
Absenteeism**



Green

**Suspension  
Rate**



Orange

**English Learner  
Progress**



No Performance  
Color

**Graduation  
Rate**



No Performance  
Color

**College/Career**



No Performance  
Color

**English  
Language Arts**



Blue

**Mathematics**

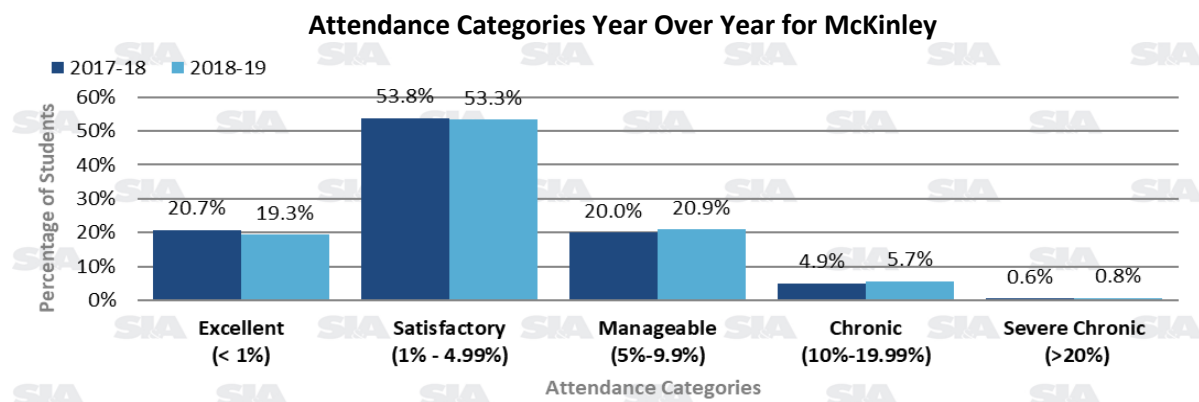


Green



## A2A Actionable Data: McKinley at Santa Monica-Malibu Unified School District

This report breaks down your student absences into five categories based on percentage of the year missed as of 6/12/2019. It also compares your site's performance against last year. Below you will find recommendations based on attendance category. To find out which students are in each category, please log in to A2A and view your Attendance Summary Report. If you need assistance, please contact our Help Desk at (877) 954-HELP.



### Manageable Students (5%-9.99% of the year missed)

Intervening with this group can have the largest impact for your school. Based on your data, we recommend:

- *Creating personal connections with students and families*
- *Conferences that can identify attendance barriers and connect families with resources*

### Chronically Absent Students (10%-19.99% of the year missed)

These students are at risk of dropping out. Based on your data, we recommend:

- *Home visits to address conference no-shows*
- *In-school suspensions instead of at-home suspensions*

### Severely Chronic Students (20% or more of the year missed)

The likelihood of dropping out of school skyrockets to 75% when attendance drops below 80%. We recommend:

- *Attendance contract with parents and students being held accountable*
- *Get in front of the family and identify what is preventing the student from coming to school*
- *Involve local law enforcement for excessive unexcused absences*

	Excellent (< 1%)		Satisfactory (1% - 4.99%)		Manageable (5% - 9.9%)		Chronic (10% - 19.99%)		Severe Chronic (> 20%)	
Grade	#	%	#	%	#	%	#	%	#	%
PK	36	85.7%	2	4.8%	2	4.8%	1	2.4%	1	2.4%
TK	1	4.5%	12	54.5%	6	27.3%	3	13.6%	-	0.0%
KG	11	15.3%	37	51.4%	21	29.2%	3	4.2%	-	0.0%
01	8	12.1%	36	54.5%	17	25.8%	5	7.6%	-	0.0%
02	6	8.6%	43	61.4%	17	24.3%	3	4.3%	1	1.4%
03	15	16.7%	53	58.9%	16	17.8%	6	6.7%	-	0.0%
04	9	14.8%	39	63.9%	10	16.4%	2	3.3%	1	1.6%
05	13	14.6%	51	57.3%	18	20.2%	6	6.7%	1	1.1%
<b>Total:</b>	<b>99</b>	<b>19.3%</b>	<b>273</b>	<b>53.3%</b>	<b>107</b>	<b>20.9%</b>	<b>29</b>	<b>5.7%</b>	<b>4</b>	<b>0.8%</b>

**If you have any questions, please contact our Help Desk at (877) 954-HELP.**

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# The Lion's Roar

## McKinley Monthly Newsletter

Volume 3, Issue 2  
9/25/19



# McKinley a Deep Learning School

## Global Citizenship Service Learning Projects

### An Introduction by Dr. Benjamin

*"Good at learning and good at life- Deep Learning tackles both academic learning and connectedness, generating citizens with strong moral imperatives individually and collectively."*

At Back to School Nights, I shared about our new Deep Learning Grade Level Global Citizenship Service Learning Projects. If you missed the presentation, here is an introduction to the innovative learning that will be occurring at McKinley this year!

Deep Learning is spearheaded by two famous education researchers and authors, Michael Fullan and Joanne Quinn. This past summer, McKinley was invited to be part of the first ever California Deep Learning Cohort; we are honored to be 1 of 40 schools in the entire state of California selected. Over the summer 10 teachers, the AP, and myself went to a 2 day training about Deep Learning. While not all the teachers could attend the initial 2 day training, Deep Learning is something that all teachers will be participating in.

Deep Learning is basically a learning experience that helps students be good at academics AND be good at life. We already do Deep Learning at McKinley with things like our shared reading, pillars of character, community meetings, blended learning, CGI, and academic discourse. However, global citizenship was an area we wanted to deepen. We want to teach students to think outside of themselves to make a difference in the community and the world.

With grade level service learning projects, students are going to be given a real world global problem or issue, and will be asked to work together to help solve it. They're going to be practicing all their academic skills (reading, writing, doing math, science, and social studies) while also learning how to be global citizens and good people. They will learn how to contribute to the common good, address global challenges, and how to flourish in turbulent and complex times. We're helping them to become problem solvers we are going to need in the future.



*Deep Learning experiences are engaging, relevant, authentic and build the 6 Global Competencies (6 Cs).*

*McKinley will design grade level Deep Learning "service Learning projects" focused on the "global citizenship" aspect. The projects will:*

- *Foster Deep Learning so that all students can learn to contribute to the common good, address global challenges, and flourish in turbulent and complex times.*
- *Develop "Global Citizens" who develop as academic learners and positive humans.*
- *Allow teachers an opportunity to utilize their creativity and knowledge in a fun, innovative, and collaborative way.*

# Project Outcomes

The result of these projects will be that students develop these 6 global competencies which will help them to be successful in life and successful in academics. With this Deep Learning project we go beyond just teaching academics to teaching the whole child. It's our school philosophy and all our teaching strategies in a project.

## The 6 Global Competencies (6 C's)



**Creativity**



**Communication**



**Citizenship**



**Critical Thinking**



**Character**



**Collaboration**

- ✓ Students will develop their listening and speaking skills (supports our school site focus of Academic Discourse).
- ✓ Students will develop their academic skills in multiple subject areas (ties into Math, Reading, Writing, Science, Social Studies, Social Justice standards etc.)(continuing to close the achievement gap!)
- ✓ Students will develop their social-emotional skills.
- ✓ Students will develop their global citizenship skills- compassion, identity, impact on others etc.
- ✓ Students will be engaged in school and learning.
- ✓ Through increased rigor, real-world connections, and cross-curriculum connections students will be challenged to use higher level thinking skills and 21st century skills.
- ✓ School-wide strategies (Thinking Maps, sentence frames, responsive classroom etc.) will be applied, so learning and understanding of concepts will be deepened.

## Project Design

The projects will have four aspects.

1. Our Pedagogical Practices: Inquiry, blended learning, hands-on experiences, scaffolding, cooperative learning, Thinking Maps, Academic Discourse and more.
2. Leveraging Digital: Students don't just use technology, they apply it as a means to learn becoming digital citizens and using social media in a positive way, making podcasts, virtual simulations, animation and more.
3. Learning Partnerships: Students will have a chance to learn about others' perspectives and collaborate with class buddies, local organizations, global organizations, and schools across the world.
4. Learning Environments: Learning will happen in a variety of environments such as in the classroom, with flexible seating, in other classrooms, in the garden, on a field trip, in another place digitally and more.

All four of these components will be used to help students solve a real world problem or issue in a topic like environment, animals, health, education, human welfare, and cultural and societal issues.



# Tentative Grade Level Service Learning Project Themes

**TK/K-** Students will focus on **kindness** and will connect to the school, community, and world through shared literature, visiting community helpers, creating cards for a local senior home, reading to shelter dogs and more.

**1<sup>st</sup> Grade-** Students will research **sea animals** and see how they can help protect the **environment** and sea animals from pollution/trash.

**2<sup>nd</sup> Grade-** Students will deepen their understanding of the role bees play in the environment and their impact on the community. Students will use their voice to create awareness about the **plight of bees** and take action.

**3<sup>rd</sup> Grade-** Students will partner with UNICEF to help **refugees** in different parts of the world.

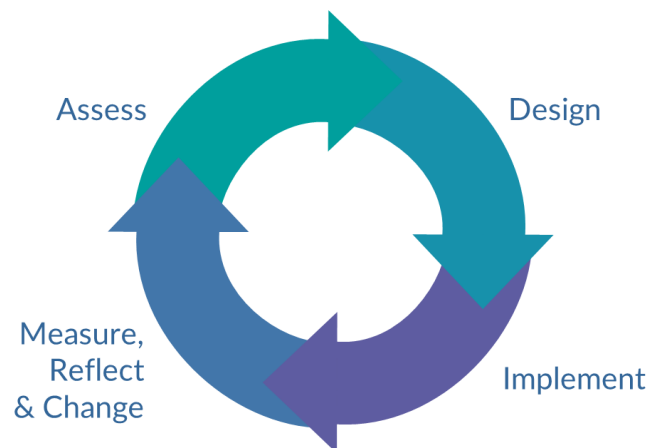
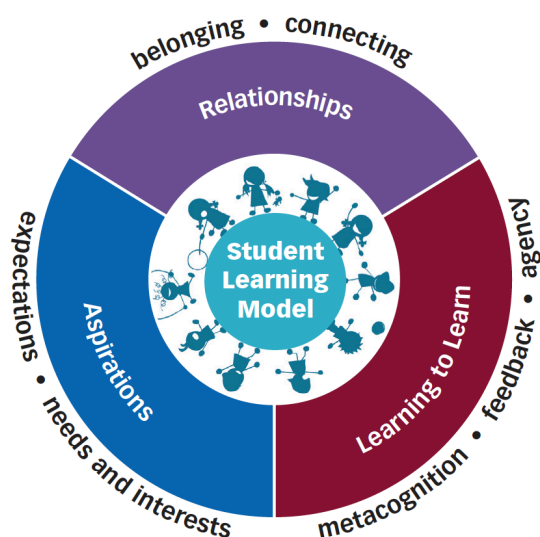
**4<sup>th</sup> Grade-** Students will learn about how they can support **students with disabilities** and how to promote inclusion.

**5<sup>th</sup> Grade-** Students will determine ways to help the **homeless**.

These are the exciting initial brainstorms by the teachers as they are just getting started with project design and implementation. The inquiry projects are flexible and will tie into students' interests so will grow and change over the course of the year.

**We're very excited about these projects and about being a school who takes the lead in doing innovative practices!**

**At the end of the year we plan to share these projects with parents and the community at Open House and/or special event(s). Info to come!**



## Evidence of Student Learning Checklist

### **What do you hear and see from students that shows they are listening, speaking, and communicating reasoning?**

#### Speaking Skills:

- ☐ Students are speaking to the teacher.
- ☐ Students are speaking to their peers.
- ☐ Student discourse is productive and connected to prompts/topic.
- ☐ Students are utilizing differentiated sentence frames to speak.
- ☐ Students are using precise academic vocabulary.
- ☐ Students are accessing resources in the room to help speak (word wall, visuals etc.)

#### Listening Skills:

- ☐ Students are listening to the teacher (Demonstrated by 4 Ls- look, lean, lower voice, listen).
- ☐ Students are listening to peers (4 Ls).
- ☐ Students are asking clarifying questions about what they heard.
- ☐ Students are restating or reporting out what their group/partner said.
- ☐ Students are following the given talk protocol routine (taking turns listening and speaking, actively participating)

#### Communicating Reasoning:

- ☐ Students convey understanding/thinking through sharing of ideas (could be verbally, through writing, drawing models etc.).
- ☐ Students are constructing, applying, and justifying mathematical models.
- ☐ Students are using evidence to prove their point (referencing the text, prior knowledge, strategy etc.).
- ☐ Students critique the thinking of others or justify their thinking.
- ☐ Students are using Thinking Maps to organize abstract thoughts.
- ☐ Students are tapping into prior knowledge.
- ☐ Students are making connections across the curriculum.
- ☐ Students are engaged in the learning (appear interested in their learning, actively participating).





**Olweus Bullying Questionnaire®**  
**Standard School Report**  
Developed by Dr. Dan Olweus



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The Olweus Bullying Questionnaire® and this accompanying report are revised and partly expanded versions of the *Olweus Bully/Victim Questionnaire* by Dan Olweus (privately printed, 1996). Distributed by Hazelden.

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# **Contents**

Section I: General Information

Section II: Bullying Problems: Prevalence, Forms, Location, Duration, and Reporting

Section III: Feelings and Attitudes Regarding Bullying

Section IV: How Others React

Section V: Friends and General (Dis)satisfaction with School

## **Appendixes**

Appendix A: Results for All Questions on the Olweus Bullying Questionnaire

Appendix B: Psychometric Properties about the Olweus Bullying Questionnaire



## Section I: General Information

The Olweus Bullying Questionnaire® (OBQ) is a standardized, validated, multiple-choice questionnaire designed to measure a number of aspects of bullying problems in schools, school districts, or for special projects<sup>1</sup>. The OBQ, which consists of forty-two questions (several of which have sub-questions), is typically used with students in grades 3 through 12. The students fill out the questionnaire anonymously.

The questionnaire has the following special characteristics:

- It provides a detailed definition of bullying so students have a clear understanding of how they should respond when answering the questions.
- Most of the questions refer to a specific time or reference period, which is “the past couple of months (after the summer/winter holiday vacation).” This is thought to be a suitable length of time for students to remember their experiences.
- The response alternatives are made as specific as possible by using phrases such as “2 or 3 times a month” and “about once a week.” This is done to avoid as much as possible subjective terms and phrases such as “often” and “fairly often,” which can be interpreted in different ways by different students.
- In addition to asking two general questions about being bullied and bullying other students (Questions 4 and 24), the questionnaire also asks students parallel questions about nine specific forms of bullying, both about being bullied (Questions 5-12a) and about bullying other students (Questions 25-32a).
- The questionnaire contains several questions about the reactions of others to bullying, as perceived by those completing the questionnaire, that is, the behavior and attitudes of teachers, peers, and parents.
- The questionnaire provides information to guide program implementation in schools using the *Olweus Bullying Prevention Program*.

The OBQ was developed so that the questions are as simple and clear-cut as possible for the students. The questionnaire has also been designed to provide data that are relevant, reliable, and valid<sup>2</sup>. The revised OBQ has been used in a number of countries, including the United States, with at least one million students.

<sup>1</sup>This questionnaire is a slightly revised version of an earlier *Olweus Bully/Victim Questionnaire* developed by Dr. Dan Olweus. The earlier version was used to collect data from more than 130,000 students as part of a nationwide campaign against bullying in Norway in 1983. In 1996, the *Olweus Bully/Victim Questionnaire* was revised and expanded. In 2007, several questions were added and others were modified slightly to create the version that is used to generate this report.

<sup>2</sup>A number of psychometric analyses have been conducted on the OBQ, and generally, the results of these analyses have been quite satisfactory. See Appendix B for the psychometric properties of the OBQ. See Appendix A for more information on the use of certain subgroups in several tables in the report and Appendix A.

## What Are the Benefits of Using the Olweus Bullying Questionnaire?

Surveying students about bullying will be of considerable help in your school's implementation of the *Olweus Bullying Prevention Program* by

- obtaining detailed and reliable information about bullying behavior, attitudes, and related issues in the school environment, so as to increase awareness and motivation on the part of school staff, students, and parents to address bullying at school.
- providing information critical to planning your bullying prevention efforts, evaluating those efforts, and redesigning supervision in specific areas of your school. The data will also address ways that bullying affects school climate.
- providing baseline data from which to measure progress and change over time.

Chapters 5 and 16 of the *Olweus Bullying Prevention Program* Schoolwide Guide provide more detailed information on the OBQ and its use, and you are advised to review these chapters.

## How Is This Report Organized?

This report is divided into two parts: the main report and two appendixes. The main report contains the key findings from each school's administration of the questionnaire in both table and graph form. Appendix A provides a question-by-question summary of all your school's results in table form. Appendix B contains brief psychometric information about the questionnaire (i.e., the reliability and validity of the instrument).

The tables in Appendix A constitute the basis for the tables and graphs in the main report and should be consulted for more precise information on your school's results. However, this information is not broken down by grade as in the main report.

It is important to note that the data for Questions 12b, 14, 15, 16, and 32b are only presented in Appendix A. In addition, if you chose to include two questions of your own on the questionnaire (Questions 41 and 42), these results are only provided in Appendix A. The results for Question 40 (ethnicity of students) are only provided in the main report.

There are a considerable number of tables in Appendix A, each of which has several response categories. This information may seem somewhat overwhelming and may hamper effective interpretation of the results, so we have provided a simplified version of the data in the main report. We recommend that you consult your certified Olweus trainer (if applicable) to assist you in interpreting these results in relation to planning your schoolwide *Olweus Bullying Prevention Program* initiative.

In developing the main report, the results are usually collapsed into broader categories to make the results more understandable and user-friendly. In addition, most of the results in the main report tables

and graphs are divided by grade or groupings of grades, (grades 3rd-5th, 6th-8th, 9th-12th), and many are illustrated with graphs to facilitate a quick understanding of the results.

The main report consists of four sections, in addition to this introduction:

Section II: Bullying Problems: Prevalence, Forms, Location, Duration, and Reporting

Section III: Feelings and Attitudes Regarding Bullying

Section IV: How Others React

Section V: Friends and General (Dis)satisfaction with School

The graphs in this report are also available separately on the OBQ report Web site. You can download these graphs as a Microsoft PowerPoint file for use in presentations to program stakeholders. Access these graphs in the same way you accessed this report, through the use of your user ID and password. Only the graphs are provided separately for use in presentations.

A special note: The bars in the report's graphs are displayed to the nearest whole percentage, but the actual data points are graphed to the exact (fractional) value. For this reason, you may notice that bars of the same data value within a graph, say 8%, appear to be at different levels. This is due to this rounding up or down to whole numbers (8.1% versus 8.4%, for example).

## What is the National Comparison in This Report?

Some tables and graphs in the main report include a comparison to a national database. This national comparison is represented as numbers in the tables, and as diamonds on the graphs. This national database is composed of a large and heterogeneous mix of schools within the United States that have administered the scannable or online version of the Olweus Bullying Questionnaire© (beginning in the spring of 2007).

This national comparison group provides a rough estimate of the average levels of bully/victim problems (and other issues covered in the questionnaire) that are typically found in a reasonably representative sample of U.S. schools **before** implementation of the *Olweus Bullying Prevention Program*. The national database is weighted on key demographic indicators (gender and age) to ensure that it is reflective of the average demographics of schools across the country based on U.S. NCES data.

The national comparison is also further weighted in each report to proportionally reflect the grade and gender distribution of the school or district being compared to it. For example, if an all-girls school requests a report, the national comparison in that school's report will reflect results found nationally only for girls. For schools that only have a few grades, such as grades 4 and 5, the national comparison in those reports will reflect results found nationally for only those two grades. This weighting gives schools a truer picture of their results as compared to a national comparison group.

This report's national comparison is not based on a randomized sample, so the levels of bully/victim problems may be different than what has been found in research studies using nationally representative samples of U.S. school children. In fact, the rates may be somewhat higher in the *OBPP* national comparison group, because this comparison group is composed of students from schools that have recognized a need to assess (and presumably address) problems with bullying at their schools.

It also is important to keep in mind that this national comparison represents *average* bullying rates and in no way represents an *ideal*. In fact, these rates of bullying should be considered too high for any school.

How might you interpret the results in light of the national comparison data? If your school's results are similar to or even considerably lower than the national average, that certainly does not mean there are bullying problems. In fact, it most likely means that like most schools in the United States, yours has a significant bullying problem that should be seriously addressed and prevented. In one sense, any bullying problem is too much! If rates of bully/victim problems are clearly higher than the national average, prevention efforts are most likely very needed.

## **How is the National Comparison Created?**

The national comparison is based on surveys from schools that have indicated they are at "baseline" (before implementation of the program). These surveys were administered from August 1, 2013 to June 30, 2015. At the time that the national comparison was created, this baseline database contained over 235,000 surveys. However, due to the time required to run the reports with so many surveys, a stratified random sample of 20,000 was drawn, so that each grade, from third through twelfth, will be based on 2,000 surveys.

This random sample was stratified on grade, gender, and bully/victim status (neither bully nor victim, victim only, bully only, or both bully and victim) to ensure that the sample of 20,000 represents the same proportions of bullying as is found in the entire baseline database. This sample was compared to the entire baseline population on all survey questions to make sure it adequately represented the population. This sample will be "recalibrated" as the national comparison baseline on an annual basis.

## **What Are Some General Cautions As You Look at Your Results?**

Before you start examining the results, a general caution should be issued:

**Don't over interpret the meaning of a percentage or a percentage difference based on small numbers.**

As you review the results, look not only at percentages and percentage differences but also at the total number of students who provided the response. The reported percentages are not always based on the same number of students, so percentages will have to be interpreted somewhat differently.

Some questions are based on the entire sample of students who took the survey, and others are based on a smaller subgroup that answered a particular question in a certain way. For example, if 15 percent

of two hundred girls in a report being bullied “2 or 3 times a month,” or more often, the number on which this percentage value is based/calculated is two hundred, not the thirty girls who constitute the bullied group. But on a follow-up question, such as Question 17 (“How long has the bullying lasted?”), the results are based only on the responses given by the girls who report having been bullied, which is a much smaller number (in this example, thirty girls).

The smaller the sample size used to calculate a percentage, the less stable or precise the results are. The expression “less stable or precise” means that a possible observed percentage or percentage difference is more likely to have occurred by chance or random variation.

The basic message is that it is **imperative to consider not only the magnitude of a possible percentage or percentage difference but also the number(s) of students on which the figure(s) are based**. If the number of students on which the percentage is based is relatively small, as is often the case when calculations are based on subgroups (see the tables that note “computational basis” in Appendix A), a student choosing a different response alternative than other students will lead to a fairly large percentage differences in the results. Accordingly, one must use more caution in interpreting percentages or percentage difference based on small numbers. You may or may not want to make program changes based on the responses of only a few students.

**Generally, in reviewing the results, it is important to look for regularities and patterns.** If, for example, the girls in all grades have higher percentage values than the boys on a particular question or set of related questions, this difference is much more likely to be real and reliable than if the results had been more inconsistent, with girls having higher percentages in most grades and boys having equal or higher values in the remaining grades. This is true even if there is a marked gender difference in favor of the girls as a whole. If your results show a reasonably consistent pattern, or if several results on similar or related questions point in the same direction, this will naturally increase your confidence that the findings represent real phenomena and not just chance variation.

In spite of the general warnings issued above, it is also quite **legitimate to focus on inconsistencies and unexpected results** and to ponder over what they may represent. But you must, at the same time, **use your critical judgment** and be cautious in drawing too strong a conclusion. This is an area where a certified Olweus trainer can assist you.

## How Should You Use the Results?

Your results on the questionnaire will help you plan implementation of the *Olweus Bullying Prevention Program* to meet the specific needs of your school. Be sure to send a copy of the questionnaire results to your certified Olweus trainer, if applicable, who will provide additional assistance in interpreting the findings and discuss possible actions to take to address the findings.

It is important to recognize that some of the findings from the questionnaire are not likely to change significantly over time (e.g., the most common forms of bullying, gender and grade differences on certain questions), while others likely will change as a result of the program (e.g., the overall incidence of bullying, students’ perceptions of teacher responsiveness to bullying).

When comparing results year to year, be sure to compare changes with appropriate grade levels. For example, from year to year you should compare the results for fifth graders in one year with the data for fifth graders in the next year. Because of the developmental changes in students (e.g., being bullied tends to lessen as students get older), you should compare results at the same grade level over consecutive years.<sup>3</sup>

You will be able to use the results in this report to answer the following and a number of other questions:

- How many (and what percentages of) students are bullied? How do these bullying experiences vary for boys and girls and for students in different grades?
- How many students have been bullied for a long period of time?
- How many students are afraid of being bullied?
- Have bullied students told anyone about their experiences? If so, whom?
- How many students bully others? How does this behavior vary for boys and girls and for students in different grades?
- What types of bullying are most prevalent? How do these types of bullying vary for boys and girls?
- What are the “hot spots” for bullying?
- What are students’ attitudes toward bullying?
- How often do teachers or other adults intervene to stop bullying?
- How often do students intervene to stop bullying?
- How satisfied are students with school?

For most of these questions, you will be able to examine gender and grade differences in students’ responses.

<sup>3</sup>An optional Trends Report of your school or school district reports across repeated administrations of the questionnaire can be purchased at an additional minimal cost after your second implementation of the OBQ.

The results of the OBQ should first be shared with your Bullying Prevention Coordinating Committee, so its members can begin to establish policies and procedures and refine your school's supervisory system.

We then recommend sharing at least key results of the questionnaire with staff at your initial full-day staff training or yearly staff training updates. The results of the questionnaire can help staff realize how prevalent bullying is and how crucial this intervention is to your school and the well-being of all students. The results should also be explored in more detail in your staff discussion groups as you focus staff efforts in the classroom and throughout your school.

Sharing selected results with parents and the community can raise awareness and understanding about how your staff and administration will be working to safeguard all students, and it can provide a forum for presenting plans for the intervention. This can improve parental support and participation.

**A word of caution, however:** Consider the focus carefully when presenting results to the community. Particularly be attuned to how the media may interpret your results. Use this information to emphasize the solutions and the proactive approach your administration is taking, rather than simply calling attention to problems.

In many cases, it may be useful and appropriate to share general information about the results of the questionnaire or selected items with students. As with sharing information with parents and community members, use this as an opportunity to talk about what the adults in your school will do to address bullying, and for students to brainstorm and work on ways they can help be part of the solution.

The following narrative will describe in more depth how to interpret the results provided in the accompanying tables and graphs.

## **Information about the Tables and Graphs in Section I**

Table 1a and Graphs 1a and 1b provide information on the number of students in your school who filled out the OBQ (by grade and by gender).

Graph 1c provides information on the ethnicity of students who filled out the questionnaire. Question 40, about ethnicity, is an optional question, so some students may have chosen not to respond. Also, students may have chosen more than one ethnic group to describe themselves.

### **Important!**

In order to protect the anonymity of students, if there were fewer than fifteen students per grade level that filled out the questionnaire, the data for that grade level will not be provided in this report. Instead, the student responses for that grade will be omitted from the report in their entirety.

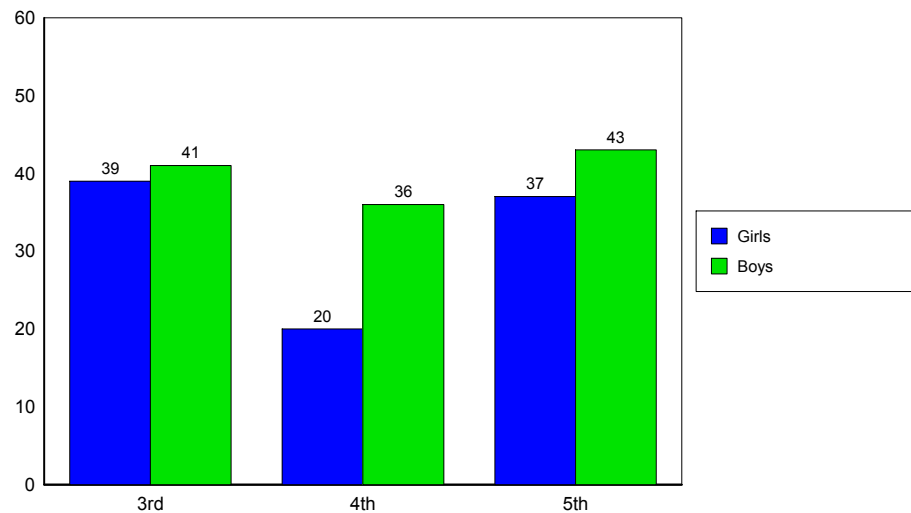
Ethnicity data (Question 40), which may be highly sensitive, are handled differently. If fewer than ten students in an ethnic category filled out the questionnaire, the data for that ethnic category will not be reported. Their responses to other questions will still be included in the report provided they are not in a grade with fewer than fifteen students reporting.

**Table 1a. Percentage (and number) of surveys completed by grade and gender**

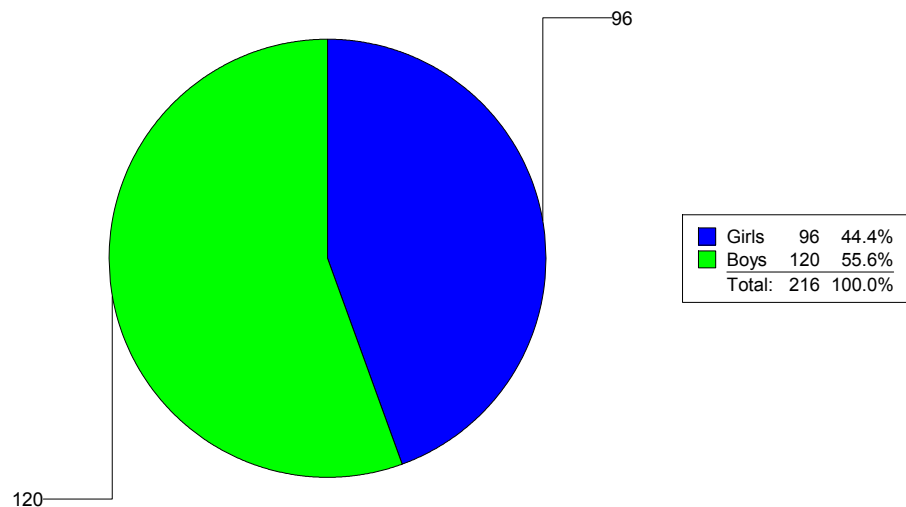
	3rd	4th	5th	Total
Girls	48.8% (39)	35.7% (20)	46.3% (37)	44.4% (96)
Boys	51.2% (41)	64.3% (36)	53.8% (43)	55.6% (120)
Girls and boys	100.0% (80)	100.0% (56)	100.0% (80)	100.0% (216)

Please note that effective April 2019, the verbiage for question one was modified from *Are you a boy or a girl?* with the response options of *Boy* or *Girl* to *What best describes your gender?* with the response options of *Female/Girl* or *Male/Boy*. While some schools may still be using the surveys that include question one as it was originally written, the charts within this report reflect the verbiage change.

**Graph 1a. Number of girls and boys responding by grade**



**Graph 1b. Number of surveys completed by gender**





**Graph 1c. Ethnicity (more than one response per student possible)**

This graph has been suppressed because its corresponding question was removed from the survey for your school or was not answered by any students in your school.

## Section II: Bullying Problems: Prevalence, Forms, Location, Duration, and Reporting

The results in this section will give you information about the levels and types of bullying, to whom it is happening, and where it is happening. It will also inform you about how often bullying is being reported to school staff, parents/guardians, and others.

### Student Responses about Being Bullied

A key question in the OBQ is Question 4: “How often have you been bullied at school in the past couple of months?” Students responded to this question after having been presented a relatively extensive definition of bullying. The percentages and numbers of answers in the five response categories are shown in Tables 2a-c, partitioned according to gender and grade. The values for the school as a whole are presented in the “total” column along the right-hand side of the tables. The data in the “total” column can also be found in Appendix A, Table 4 (Question 4).

Again, if there are fewer than fifteen students per grade that filled out the questionnaire, data for those students in that grade level will be excluded from the report.

To make the results easier to grasp, we have combined certain response categories and partitioned them into two broad categories. The first category combines the responses for “I have not been bullied at school in the past couple of months” and “it has only happened once or twice.” Students who have selected these response alternatives are classified as “not bullied.” The second category combines the responses for students who report having been bullied “2 or 3 times a month,” “about once a week,” and “several times a week.” Students who have selected these response alternatives are classified as “bullied “2-3 times per month” or more. These results are represented in Tables 3a-c and Graphs 3a-c.

Combining response alternatives this way corresponds to our general definition of bullying, which is that the behavior needs to be repetitive. If a student is bullied only once or twice in the past couple of months, this does not meet our defined criteria that bullying is repetitive, and accordingly, responses in this category are included in the “not bullied” category. So, for a student to be classified as being bullied, he or she must have responded “2 or 3 times a month” or more often on the questionnaire.<sup>4</sup> This in no way implies that situations with lower rates of bullying should not be taken seriously or investigated. (For further information on the definition of bullying, see Chapter 2 in the *Olweus Bullying Prevention Program* Teacher Guide.)

To combine response categories into two groups like this is to “dichotomize” the response alternatives. You will see the term “dichotomized” used in several tables in this report (for example, Table 3a).

Table 3a and the corresponding Graphs 3a-c give a good overview of how the percentage of bullied students varies with grade level for girls, boys, and girls and boys together. Table 3b, in which students are grouped in grade clusters, gives a more condensed view of the same results.

<sup>4</sup>For a detailed discussion of the rationale for this decision, see M. Solberg and D. Olweus, “Prevalence Estimation of School Bullying with the Olweus Bully/Victim Questionnaire,” *Aggressive Behavior* 29 (2003): 239-68.

Although there may be considerable variation among schools, it is commonplace to find a decrease in the number of students who are bullied as you move from lower to higher grades, with the highest rates of being bullied among the youngest students. This is partly due to the fact that, even though most students are bullied by other students within their own classroom or grade level (see Appendix A, Table 14 [Question 14]), a considerable proportion of younger students (often 30 to 40 percent) report being bullied mainly by older students. It is also reasonable to assume that the youngest students in a school often feel more vulnerable and defenseless than older students and are therefore more inclined to feel exposed to bullying.

All of this is crucial to consider in thinking through how your school can ensure the safety of its youngest students. One way you can ensure their safety is by organizing adult supervision during break or lunch periods so that older students are not in the same locations as younger students.

The “total” columns in Tables 3a and 3b present the results for your whole school by gender. For being bullied, there is often only a relatively small gender difference, but if there is a difference, it is often that boys are bullied more often than girls. By examining Table 3b, one can ascertain if gender differences are reasonably consistent across grade groupings.

Although the percentage of students who are bullied is very informative, **it is important not to lose sight of the individual students behind the percentages.** When appraising the prevalence of students being bullied, you should also seriously consider the absolute numbers of bullied girls and boys presented in parentheses in Tables 3a and 3b.

To gain perspective on the problem, reflect on the meaning of this statement: “Of the schools surveyed, [number] students report that they have been bullied 2 or 3 times a month or more often.” What does this really mean in terms of how these students feel about their school experience? To what extent do these bullied students have a negative outlook and feel afraid, insecure, and depressed? Also consider how this is impacting their non-bullied peers who witness the bullying.

It is also a good idea to reflect on the numbers and percentages of students in the two highest bullying-rate categories in Tables 2a-c (i.e., “about once a week” and “several times a week”). Although students who have been classified as being bullied (according to the criteria discussed above) are very likely to experience some form of negative consequences, it is clear that the students in the two highest categories are impacted the most. Therefore, it is imperative to be concerned about the percentages and numbers of students who are bullied regularly: “about once a week” or “several times a week.” These numbers will help you in assessing the seriousness of the bullying problem in your school.

Table 3c shows the percentage and number by ethnicity of students who are bullied. Again, if fewer than ten students self-reported their ethnicity in a particular category, the results for that category will not be reported. It is also important to note that students were instructed to choose one or more ethnic categories to reflect their true ethnic identities.

This table will help you identify if there are particular racial issues involved in bullying. Are students of particular ethnicities being targeted for bullying? (Also see the results in Appendix A, Table 11 [Question 11]). What steps can you take to address these possible ethnic/racial issues?

## Student Responses about Bullying Others

As with students who have been bullied, response categories have been combined into two main groups for students who have bullied others. Classifying students as having “bullied another student(s) ‘2-3 times per month’ or more” (Table 5a) means that they have responded “2 or 3 times a month” or more often to Question 24: “How often have you taken part in bullying another student(s) at school in the past couple of months?”

Students who responded to this question with the response alternative “It has only happened once or twice” or “I have not bullied another student(s) at school in the past couple of months” are classified as “have not bullied other students.”

Tables 4a-c, Tables 5a-b, and Graphs 5a-c show the numbers and percentages of students who are bullying others by grade and by gender. Grade trends in bullying others are not always as clear and obvious as with students who are being bullied. However, it is not uncommon to find an increase in the level of bullying in the middle school/junior high school grades (with the possible exception of grade 10), particularly for boys.

As with bullied students, consider the absolute numbers of students who are bullying and the percentage and number of students in the two highest response categories in Tables 4a-c. The students in these categories report bullying other students quite frequently, and they are likely to be the students with the greatest antisocial tendencies. As shown in past OBQ analyses<sup>5</sup>, these students have been found to show the most elevated levels of other antisocial and rule-breaking behaviors such as vandalism, truancy, shoplifting, and substance abuse.

The overall difference between boys and girls, shown in Tables 5a and 5b, is often quite marked, with boys being the perpetrators much more often than girls. It is not unusual to find such a gender difference across all grades surveyed. Other research on aggressive and antisocial behaviors has shown the same patterns. Gender differences in terms of the forms of bullying behavior are discussed later in this report.

Table 5c shows the percentage and number of students by ethnicity who are bullying others. Again, if there were fewer than ten students per ethnicity, their responses were not reported. This information will help you determine if certain ethnic groups are particularly involved in your bullying problems.

## Victims Only, Bully-Victims, and Bullies Only

It is not possible to get a correct estimate of the total “volume” of bullying problems by just adding the percentage of bullied students in Tables 3a-c and the percentage of bullying students in Tables 5a-c. The reason is that there is a certain percentage of students who are both bullied and bully other students “‘2-3 times per month’ or more.” These students are usually termed “bully-victims” or “provocative victims,” and they are part of both the percentage of bullied students in Tables 3a-c and the percentage of bullying students in Tables 5a-c.

<sup>5</sup>See Solberg and Olweus, “Prevalence Estimation of School Bullying with the Olweus Bully/Victim Questionnaire.”

To get a correct estimate of the total volume of bullying problems, one must separate out the “bully-victims” (students who have been bullied and also have bullied other students) and then add together the students who are “victims only” (students who have been bullied but have not bullied other students), “bullies only” (students who have bullied other students but have not been bullied), and “bully-victims.”

This has been done in Tables 6a-c and the accompanying Graphs 6a-f. In the tables, there is also a “not involved” category. This category includes students who have responded that they have not been bullied or have only been bullied once or twice **and** have not bullied other students or have done it only once or twice. In most situations, this is the largest group of students by a wide margin.

Each of the bars in Graphs 6a, 6c, and 6e is composed of the three groups of involved students. The size of the various portions of the bars displays their relative magnitude. The numbers on top of each bar indicate the total percentage of students involved in bullying problems at your school—for girls, boys, and both genders combined. The absolute numbers and their corresponding percentages can be found in Tables 6a-c. The “total” column of Table 6c gives the results for your school as a whole.

The line graphs (Graphs 6b, 6d, and 6f) show the percentages for the three groups of involved students across grades, which can uncover possible grade trends. The two major groups, “victim only” and “bully only,” usually show roughly the same prevalence distribution across grades, as do the more comprehensive groups “victims” and “bullies” (Tables 3a-c and Tables 5a-c respectively), which also include “bully-victims.”

The “bully-victim” group often shows a prevalence pattern across grades that is similar to that of “victims” (i.e., decreases with age), while it tends to resemble the bullying group in terms of gender differences (i.e., there are typically more boy than girl “bully-victims”). It is valuable to note that the “bully-victims” who, through their disruptive and disorganized behavior, often attract a good deal of negative attention from teachers and other adults, make up a relatively small group, constituting only a minor percentage (approximately 10 to 20 percent) of the “victim” group. They tend to make up a somewhat larger portion of the bullying students, particularly in the lower grades.<sup>6</sup>

## Ways of Being Bullied

So far, the main focus of the report has been based on the results from the general questions regarding being bullied (Question 4) and bullying others (Question 24). Table 7, along with the accompanying Graph 7, show the various forms of bullying experienced by students who are bullied. As before, a student is classified as being bullied in a particular way, such as being verbally bullied, if he or she has reported to have been verbally bullied (Question 5) “2 or 3 times a month” or more often.

<sup>6</sup>For more information, see M. Solberg, D. Olweus, and I. Endresen, *Bullies, Victims, and Bully-Victims: How Deviant Are They and How Different?* (Bergen, Norway: Research Center for Health Promotion, University of Bergen, 2007); Chapter 2 in the *Olweus Bullying Prevention Program Teacher Guide*; D. Olweus, *Bullying at School: What We Know and What We Can Do* (Oxford, England: Blackwell Publishing, 1993), 53-60.

Past statistical analyses of the responses concerning the various forms of bullying (not shown here) have shown that, generally, they tend to “hang together” to a considerable degree. Students who report having been bullied in one particular way have often been bullied in other ways as well.

It is also worth noting that some forms of bullying cannot be considered separately because they almost always happen together. A student who has been repeatedly bullied because of his or her racial background, for example, is likely to report both verbal bullying (Question 5) and racial bullying (Question 11). Similarly, students often report both physical bullying (Question 7) and bullying that involves taking away or damaging money or things (Question 9) and making threats (Question 10).

With regard to the relative prevalence of the other various forms of being bullied (Graph 7), verbal bullying is usually the most prevalent form for both girls and boys. To be exposed to derogatory and negative comments is almost always an inherent characteristic of bullying.

To be socially isolated or excluded from a group and to have rumors spread are other forms that are also relatively common for both genders. Some other gender patterns are worth noting. Boys, in lower grades particularly, are also exposed to a good deal of physical bullying. Although not displayed here, statistical analyses of the OBQ have shown that being bullied decreases as students get older (Graphs 3a-c [Question 4]).

Question 13 also asks students if they have been bullied “in another way.” In earlier versions of the questionnaire (but not the current version), students were provided an opportunity to give a verbal description of this other way. Analyses of these responses have shown that almost all of the responses fit easily into one of the forms already specified. It is thus unlikely that a student selecting this response is talking about an entirely new form of bullying not already identified by the questionnaire.

In Table 8 and Graph 8, the analyses of possible gender differences have been further examined by taking into account **who is bullied by whom**. This is key in order to ascertain what forms of bullying are used by each gender.

Past research has shown (see Appendix A, Table 15 [Question 15]) that boys are mainly bullied by other boys and, to some extent, by boys and girls together, whereas a considerable percentage of bullied girls (often 35 to 50 percent) report that they are mainly bullied by boys. A smaller percentage (often some 25 to 30 percent) report that they are mainly bullied by girls. In addition, a certain proportion of both boys and girls are bullied by boys and girls together.

The results in Table 8 and Graph 8 show the results for girls mainly bullied by girls, girls mainly bullied by boys, and boys mainly bullied by boys (results for students bullied by girls and boys in combination are not presented). Typically, verbal bullying is prevalent for both boys and girls. In addition, when girls bully girls, they tend to use more subtle and indirect forms, including social isolation and spreading of rumors. However, these forms of bullying are also used by many boys toward both girls and boys, typically with somewhat higher frequencies than when employed by girls.

Bullying by physical means is a special characteristic of boys, in particular in relation to other boys but also in relation to girls (Table 8). Such use of physical force is particularly common in the lower grades. Boys often also bully other boys (and girls) with sexual means (Question 12) and racial comments (Question 11), the latter depending on the ethnic composition of the school population.

With regard to cyber-bullying, results may vary a good deal depending on the kind of technologies that are popular in your school and other related factors.

Generally, research based on the OBQ has shown that to a considerable extent, boys are the perpetrators of most of the bullying, both in relation to their own gender and to girls. It is worth reiterating that often only a relatively small percentage of bullied girls report being mainly bullied by other girls, whereas a larger percentage are bullied mainly by boys. And maybe 60 to 80 percent of bullied boys say they are bullied mainly by other boys. By combining the results for Question 15 (Appendix A, Table 15 [Question 15]) and the results in Table 8 and Graph 8, you will be able to get a good impression of gender issues around bullying in your school.

## Duration of the Bullying

Question 17 (Appendix A, Table 17 [Question 17]), asks students about the duration of bullying. The response alternatives varied from “1 or 2 weeks” to “several years.” In Tables 9a-c of the main report, the response alternatives for the two highest categories-“about a year” and “several years”-have been combined into one category. The numbers of students who have been bullied “‘one year’ or more” are presented in Tables 9a-c (within parentheses). These tables show the percentage and number for girls, boys, and girls and boys together.

The top row in each table shows the percentage of students who have been bullied one year or more out of the entire population of students who filled out the questionnaire. The second row in each table shows the percentage of students who have been bullied one year or more out of those students who reported being bullied (Table 3a).

The percentages and the absolute numbers provide notable information about the seriousness of the bullying problems in your school. Analyzing these results alone or in combination with other results, such as the percentages of students being bullied and/or bullying other students (Tables 2a-c, 3a-c, 4a-c, and 5a-c) should give a good sense of the severity of the bullying problem in your school.

If there are many students in your school who have been bullied for a long time, this clearly indicates the need to initiate or strengthen your bullying prevention efforts. Incidentally, it is worth noting that the percentages of bullied students who reported having been bullied one year or more may not decline even when your school’s anti-bullying efforts are successful and the absolute numbers of long-term bullied students goes down.

This is due to the fact that if your program is successful in reducing both the number of short-term and long-term bullying cases with students, the percentage will remain the same. And if you are successful in addressing and stopping bullying in the short-term (which is what you want to do), the **percentage** of long-term bullied students may actually increase.

## Where Bullying Occurs

Table 10 and the accompanying Graphs 10a-b present the results for Question 18 concerning the places where the bullying has occurred. Since students can be bullied in several different places, they were instructed to mark any response alternatives that applied. The results in Table 10 are based on the percentage calculations of the subgroup of students who have responded “once or twice” or more to Question 4 (Appendix A, Table 4 [Question 4]). For more information on these subgroups, see Appendix A.

Common “hot spots” for bullying include the hallways/stairwells and on the playground/athletic field. The percentage of students who have been bullied in the latter areas is often very high in the younger grades but tends to decline with increasing grade/age.

In some schools, it is not uncommon that a good deal of bullying is occurring in the classroom with the teacher present. In these cases, this should certainly be a matter of concern for the teaching staff. It is also useful to compare the levels of bullying occurring in the classroom when the teacher is and is not present. Normally, one would expect a clearly lower level when the teacher is present.

Table 10 may uncover more about possible “hot spots” where bullying is happening more often, and more generally about the “geographical distribution” of bullying in the school environment.

This information can be useful in reviewing and refining your school's supervisory system and in determining the best ways to manage the movement of students around the school, as well as to and from school. Much can be gained from making simple improvements to the supervisory system, such as ensuring enough visible and attentive adults are present during recess and break periods and seriously involving bus drivers and other non-teaching staff in anti-bullying efforts. (See Chapter 9 in the *Olweus Bullying Prevention Program Schoolwide Guide* for more information on reviewing and refining your supervisory system.)

## Have the Bullied Students Told Anybody?

Tables 11a-d present the percentages of bullied students who have told a teacher or another adult at school (Table 11a), a parent/guardian (Table 11b), a brother, sister, or friend (Table 11c), or nobody (Table 11d) about the bullying they have experienced. These groups correspond to the four bars in Graphs 11a-c, which display the results for girls, boys, and girls and boys combined.

Parents/guardians are typically the persons in whom bullied students confide, although it is by no means unusual that a parent is not told about the bullying. As described on page 56 in the Teacher Guide and pages 53-54 in the Schoolwide Guide, there are many reasons why bullied students may not tell others about the bullying they experience.



To successfully reduce bullying problems in school, the school needs to become a “reporting school,” meaning that both bullied students and non-bullied peers need to feel empowered to report and discuss possible bullying activities with teachers and adults at home. This idea is taught to students through the introduction of anti-bullying rule 4 (see Chapter 5 of the Teacher Guide or Chapter 8 of the Schoolwide Guide).

Teachers can use the results in these tables and graphs for class meeting discussions regarding the importance of telling others and following the anti-bullying rules. It is commonly found that the student tendency to report being bullied decreases in higher grades (this is not directly research based but just an empirical result found in many reports). The percentage of bullied students who do not tell anyone can be quite high in middle school/junior high school grades, particularly for boys.

## **How Should You Use the Information in This Section?**

Here is a summary of some ways you may want to use the data provided in this section of the report:

1. Educate your school, school board members, and other related leaders about the prevalence and seriousness of the bullying issue. These data may help you obtain the backing and support to move forward with the program, if that support is not already there.
2. Educate your Bullying Prevention Coordinating Committee members about the seriousness and prevalence of bullying in your school.
3. Plan your school wide implementation of the *Olweus Bullying Prevention Program*. These data should guide your Bullying Prevention Coordinating Committee work and the focus of your efforts. (See the Bullying Prevention Coordinating Committee Workbook on the Schoolwide Guide CD-ROM.)
4. Review and refine your supervisory system. Are there particular “hot spots” where bullying is occurring most often? How can you restructure the environment or re-allocate staff resources to address these “hot spots”?
5. Educate other school staff about the seriousness of the bullying issue. Present some of this key data during your all-staff trainings and staff discussion groups.
6. Identify any particularly unique issues your school faces. You will want to implement your bullying prevention efforts school wide and with all students, but there may be specific groups of students you need to target as well. For example, is there a particular ethnic group of students being targeted for bullying? Is there a particular grade level where high levels of bullying are occurring? How can you address this? Are there particularly small numbers of students reporting bullying to teachers? How can you address this in class meetings?
7. Educate parents about the results, including a discussion with them about how students responded to the question regarding telling a parent/guardian about bullying.

**Table 2a. How often have you been bullied in the past couple of months? (Q4) Percentage (and number) of girls by grade**

	3rd	4th	5th	Total
I have not been bullied	<b>76.9%</b> (30)	<b>65.0%</b> (13)	<b>62.2%</b> (23)	<b>68.8%</b> (66)
Once or twice	<b>7.7%</b> (3)	<b>20.0%</b> (4)	<b>27.0%</b> (10)	<b>17.7%</b> (17)
2 or 3 times per month	<b>7.7%</b> (3)	<b>10.0%</b> (2)	<b>5.4%</b> (2)	<b>7.3%</b> (7)
About once a week	<b>2.6%</b> (1)	<b>0.0%</b> (0)	<b>2.7%</b> (1)	<b>2.1%</b> (2)
Several times a week	<b>5.1%</b> (2)	<b>5.0%</b> (1)	<b>2.7%</b> (1)	<b>4.2%</b> (4)

**Table 2b. How often have you been bullied in the past couple of months? (Q4) Percentage (and number) of boys by grade**

	3rd	4th	5th	Total
I have not been bullied	<b>63.4%</b> (26)	<b>47.2%</b> (17)	<b>67.4%</b> (29)	<b>60.0%</b> (72)
Once or twice	<b>19.5%</b> (8)	<b>25.0%</b> (9)	<b>14.0%</b> (6)	<b>19.2%</b> (23)
2 or 3 times per month	<b>4.9%</b> (2)	<b>8.3%</b> (3)	<b>2.3%</b> (1)	<b>5.0%</b> (6)
About once a week	<b>2.4%</b> (1)	<b>11.1%</b> (4)	<b>4.7%</b> (2)	<b>5.8%</b> (7)
Several times a week	<b>9.8%</b> (4)	<b>8.3%</b> (3)	<b>11.6%</b> (5)	<b>10.0%</b> (12)

**Table 2c. How often have you been bullied in the past couple of months? (Q4) Percentage (and number) of girls and boys by grade**

	3rd	4th	5th	Total
I have not been bullied	<b>70.0%</b> (56)	<b>53.6%</b> (30)	<b>65.0%</b> (52)	<b>63.9%</b> (138)
Once or twice	<b>13.8%</b> (11)	<b>23.2%</b> (13)	<b>20.0%</b> (16)	<b>18.5%</b> (40)
2 or 3 times per month	<b>6.3%</b> (5)	<b>8.9%</b> (5)	<b>3.8%</b> (3)	<b>6.0%</b> (13)
About once a week	<b>2.5%</b> (2)	<b>7.1%</b> (4)	<b>3.8%</b> (3)	<b>4.2%</b> (9)
Several times a week	<b>7.5%</b> (6)	<b>7.1%</b> (4)	<b>7.5%</b> (6)	<b>7.4%</b> (16)

**Table 3a. Percentage (and number) of girls and boys who have been bullied "2-3 times per month" or more in the past couple of months by grade (Q4 dichotomized)**

	3rd	4th	5th	Total
Girls	<b>15.4%</b> (6)	<b>15.0%</b> (3)	<b>10.8%</b> (4)	<b>13.5%</b> (13)
Boys	<b>17.1%</b> (7)	<b>27.8%</b> (10)	<b>18.6%</b> (8)	<b>20.8%</b> (25)
Girls and Boys	<b>16.3%</b> (13)	<b>23.2%</b> (13)	<b>15.0%</b> (12)	<b>17.6%</b> (38)
Girls (National Comparison)	<b>23.3%</b>	<b>21.3%</b>	<b>19.0%</b>	<b>21.2%</b>
Boys (National Comparison)	<b>20.3%</b>	<b>18.6%</b>	<b>17.0%</b>	<b>18.6%</b>
Girls and Boys (National Comparison)	<b>21.8%</b>	<b>19.6%</b>	<b>17.9%</b>	<b>19.8%</b>

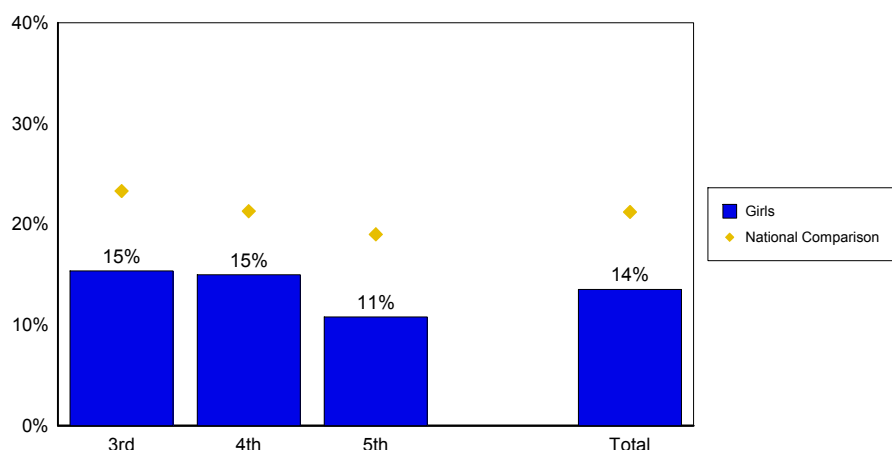
**Table 3b. Percentage (and number) of girls and boys who have been bullied "2-3 times per month" or more in the past couple of months by grade groupings (Q4 dichotomized)**

	3-5th	Total
Girls	<b>13.5%</b> (13)	<b>13.5%</b> (13)
Boys	<b>20.8%</b> (25)	<b>20.8%</b> (25)
Girls and Boys	<b>17.6%</b> (38)	<b>17.6%</b> (38)
Girls (National Comparison)	<b>21.2%</b>	<b>21.2%</b>
Boys (National Comparison)	<b>18.6%</b>	<b>18.6%</b>
Girls and Boys (National Comparison)	<b>19.8%</b>	<b>19.8%</b>

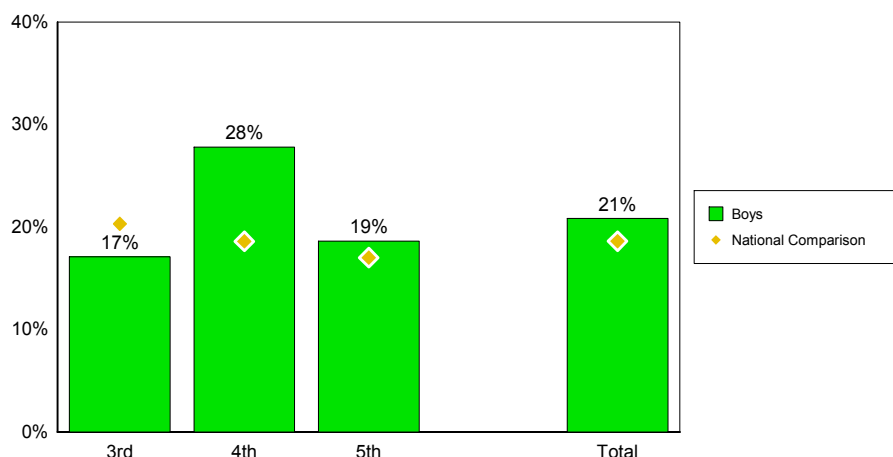
**Table 3c. Percentage (and number) of girls and boys who have been bullied "2-3 times per month" or more in the past couple of months by ethnicity (Q4 dichotomized)**

**This table has been suppressed because its corresponding question was removed from the survey for your school or was not answered by any students in your school.**

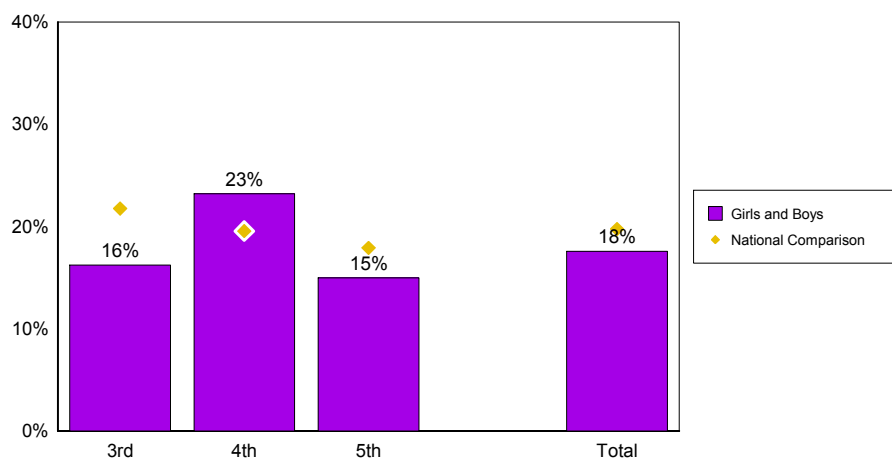
**Graph 3a. Percentage of girls who have been bullied "2-3 times a month" or more (Q4 dichotomized)**



**Graph 3b. Percentage of boys who have been bullied "2-3 times a month" or more (Q4 dichotomized)**



**Graph 3c. Percentage of girls and boys who have been bullied "2-3 times a month" or more (Q4 dichotomized)**



**Table 4a. How often have you taken part in bullying another student(s) at school in the past couple of months? (Q24) Percentage (and number) of girls by grade**

	3rd	4th	5th	Total
I have not bullied another student	<b>94.7%</b> (36)	<b>95.0%</b> (19)	<b>91.9%</b> (34)	<b>93.7%</b> (89)
Once or twice	<b>5.3%</b> (2)	<b>5.0%</b> (1)	<b>8.1%</b> (3)	<b>6.3%</b> (6)

**Table 4b. How often have you taken part in bullying another student(s) at school in the past couple of months? (Q24) Percentage (and number) of boys by grade**

	3rd	4th	5th	Total
I have not bullied another student	<b>68.3%</b> (28)	<b>80.6%</b> (29)	<b>85.7%</b> (36)	<b>78.2%</b> (93)
Once or twice	<b>26.8%</b> (11)	<b>19.4%</b> (7)	<b>4.8%</b> (2)	<b>16.8%</b> (20)
2 or 3 times per month	<b>4.9%</b> (2)	<b>0.0%</b> (0)	<b>4.8%</b> (2)	<b>3.4%</b> (4)
Several times a week	<b>0.0%</b> (0)	<b>0.0%</b> (0)	<b>4.8%</b> (2)	<b>1.7%</b> (2)

**Table 4c. How often have you taken part in bullying another student(s) at school in the past couple of months? (Q24) Percentage (and number) of girls and boys by grade**

	3rd	4th	5th	Total
I have not bullied another student	<b>81.0%</b> (64)	<b>85.7%</b> (48)	<b>88.6%</b> (70)	<b>85.0%</b> (182)
Once or twice	<b>16.5%</b> (13)	<b>14.3%</b> (8)	<b>6.3%</b> (5)	<b>12.1%</b> (26)
2 or 3 times per month	<b>2.5%</b> (2)	<b>0.0%</b> (0)	<b>2.5%</b> (2)	<b>1.9%</b> (4)
Several times a week	<b>0.0%</b> (0)	<b>0.0%</b> (0)	<b>2.5%</b> (2)	<b>0.9%</b> (2)

**Table 5a. Percentage (and number) of girls and boys who have bullied another student(s) "2-3 times per month" or more in the past couple of months by grade (Q24 dichotomized)**

	3rd	4th	5th	Total
Girls	<b>0.0%</b> (0)	<b>0.0%</b> (0)	<b>0.0%</b> (0)	<b>0.0%</b> (0)
Boys	<b>4.9%</b> (2)	<b>0.0%</b> (0)	<b>9.5%</b> (4)	<b>5.0%</b> (6)
Girls and Boys	<b>2.5%</b> (2)	<b>0.0%</b> (0)	<b>5.1%</b> (4)	<b>2.8%</b> (6)
Girls (National Comparison)	<b>5.1%</b>	<b>4.6%</b>	<b>3.9%</b>	<b>4.5%</b>
Boys (National Comparison)	<b>6.6%</b>	<b>6.1%</b>	<b>5.4%</b>	<b>6.0%</b>
Girls and Boys (National Comparison)	<b>5.9%</b>	<b>5.6%</b>	<b>4.7%</b>	<b>5.4%</b>

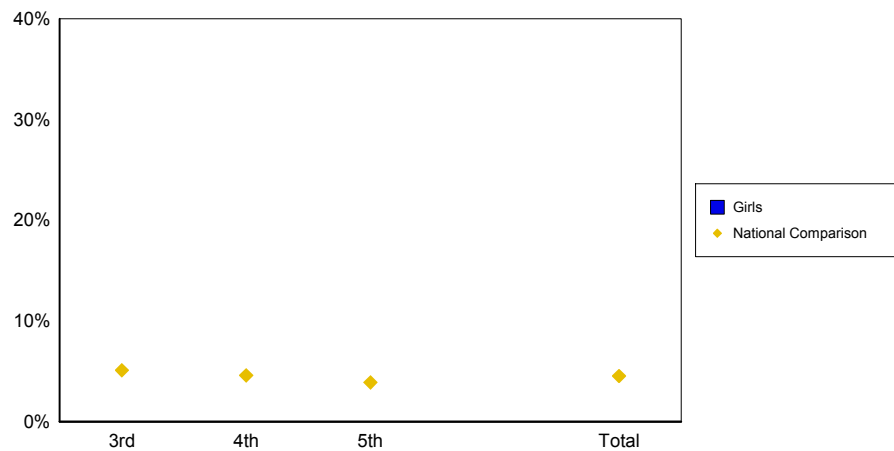
**Table 5b. Percentage (and number) of girls and boys who have bullied another student(s) "2-3 times per month" or more in the past couple of months by grade groupings (Q24 dichotomized)**

	3-5th	Total
Girls	<b>0.0%</b> (0)	<b>0.0%</b> (0)
Boys	<b>5.0%</b> (6)	<b>5.0%</b> (6)
Girls and Boys	<b>2.8%</b> (6)	<b>2.8%</b> (6)
Girls (National Comparison)	<b>4.5%</b>	<b>4.5%</b>
Boys (National Comparison)	<b>6.0%</b>	<b>6.0%</b>
Girls and Boys (National Comparison)	<b>5.4%</b>	<b>5.4%</b>

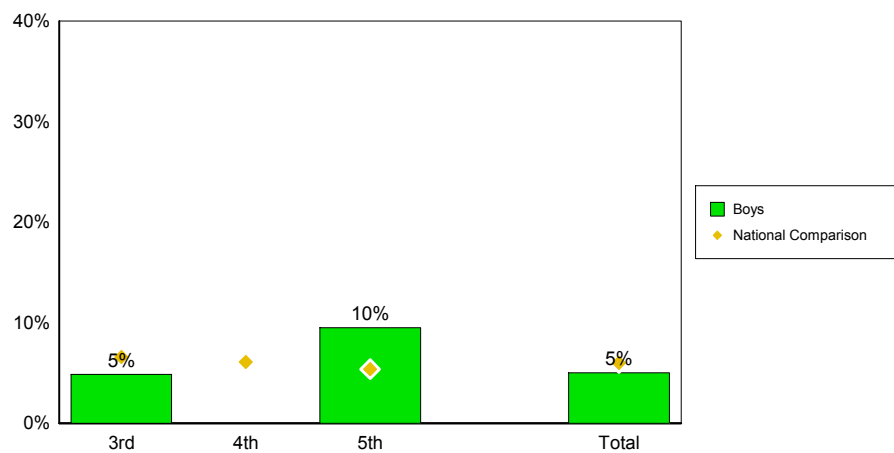
**Table 5c. Percentage (and number) of girls and boys who have bullied another student(s) "2-3 times per month" or more in the past couple of months by ethnicity (Q24 dichotomized)**

**This table has been suppressed because its corresponding question was removed from the survey for your school or was not answered by any students in your school.**

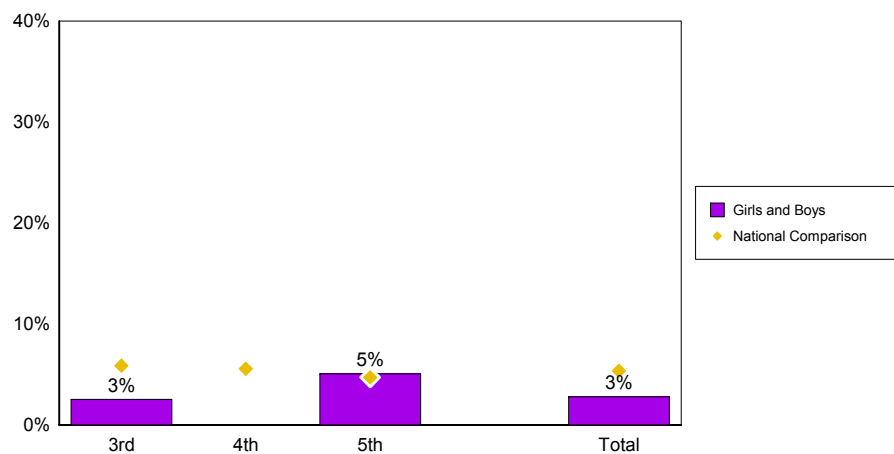
**Graph 5a. Percentage of girls who have bullied another student(s) "2-3 times a month" or more (Q24 dichotomized)**



**Graph 5b. Percentage of boys who have bullied another student(s) "2-3 times a month" or more (Q24 dichotomized)**



**Graph 5c. Percentage of girls and boys who have bullied another student(s) "2-3 times a month" or more (Q24 dichotomized)**



**Table 6a. Percentage (and number) of girls who are not involved, victim only, bully-victim, and bully only (combination of Table 3a and Table 5a)**

	3rd	4th	5th	Total
Not involved	<b>84.2%</b> (32)	<b>85.0%</b> (17)	<b>89.2%</b> (33)	<b>86.3%</b> (82)
Victim only	<b>15.8%</b> (6)	<b>15.0%</b> (3)	<b>10.8%</b> (4)	<b>13.7%</b> (13)

Not involved (National Comparison)	<b>74.5%</b>	<b>76.4%</b>	<b>78.9%</b>	<b>76.6%</b>
Victim only (National Comparison)	<b>20.4%</b>	<b>19.0%</b>	<b>17.2%</b>	<b>18.9%</b>
Bully-victim (National Comparison)	<b>2.9%</b>	<b>2.3%</b>	<b>1.8%</b>	<b>2.4%</b>
Bully only (National Comparison)	<b>2.2%</b>	<b>2.3%</b>	<b>2.1%</b>	<b>2.2%</b>

**Table 6b. Percentage (and number) of boys who are not involved, victim only, bully-victim, and bully only (combination of Table 3a and Table 5a)**

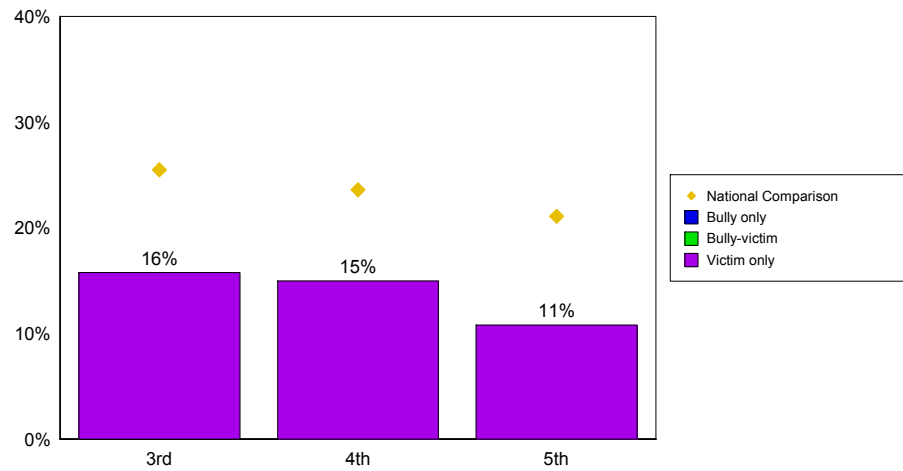
	3rd	4th	5th	Total
Not involved	<b>78.0%</b> (32)	<b>72.2%</b> (26)	<b>78.6%</b> (33)	<b>76.5%</b> (91)
Victim only	<b>17.1%</b> (7)	<b>27.8%</b> (10)	<b>11.9%</b> (5)	<b>18.5%</b> (22)
Bully-victim	<b>0.0%</b> (0)	<b>0.0%</b> (0)	<b>7.1%</b> (3)	<b>2.5%</b> (3)
Bully only	<b>4.9%</b> (2)	<b>0.0%</b> (0)	<b>2.4%</b> (1)	<b>2.5%</b> (3)
Not involved (National Comparison)	<b>76.0%</b>	<b>78.0%</b>	<b>80.1%</b>	<b>78.1%</b>
Victim only (National Comparison)	<b>17.4%</b>	<b>15.9%</b>	<b>14.5%</b>	<b>15.9%</b>
Bully-victim (National Comparison)	<b>2.9%</b>	<b>2.7%</b>	<b>2.5%</b>	<b>2.7%</b>
Bully only (National Comparison)	<b>3.7%</b>	<b>3.4%</b>	<b>2.9%</b>	<b>3.3%</b>



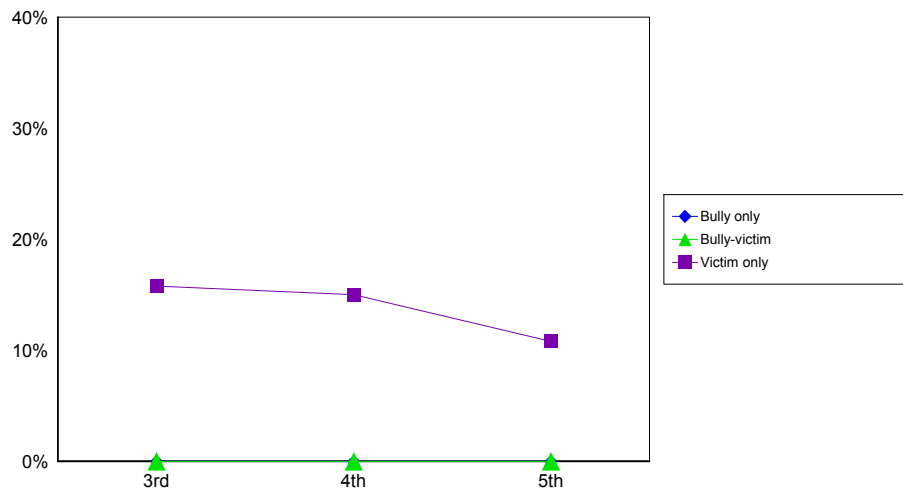
**Table 6c. Percentage (and number) of girls and boys who are not involved, victim only, bully-victim, and bully only (combination of Table 3a and Table 5a)**

	3rd	4th	5th	Total
Not involved	<b>81.0%</b> (64)	<b>76.8%</b> (43)	<b>83.5%</b> (66)	<b>80.8%</b> (173)
Victim only	<b>16.5%</b> (13)	<b>23.2%</b> (13)	<b>11.4%</b> (9)	<b>16.4%</b> (35)
Bully-victim	<b>0.0%</b> (0)	<b>0.0%</b> (0)	<b>3.8%</b> (3)	<b>1.4%</b> (3)
Bully only	<b>2.5%</b> (2)	<b>0.0%</b> (0)	<b>1.3%</b> (1)	<b>1.4%</b> (3)
Not involved (National Comparison)	<b>75.3%</b>	<b>77.4%</b>	<b>79.5%</b>	<b>77.4%</b>
Victim only (National Comparison)	<b>18.9%</b>	<b>17.0%</b>	<b>15.7%</b>	<b>17.2%</b>
Bully-victim (National Comparison)	<b>2.9%</b>	<b>2.6%</b>	<b>2.2%</b>	<b>2.5%</b>
Bully only (National Comparison)	<b>3.0%</b>	<b>3.0%</b>	<b>2.5%</b>	<b>2.8%</b>

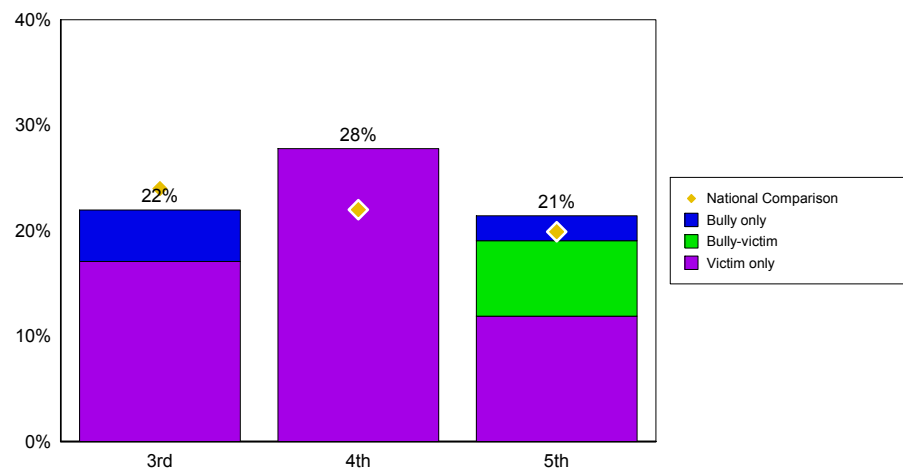
**Graph 6a. Percentage of girls involved in bullying**



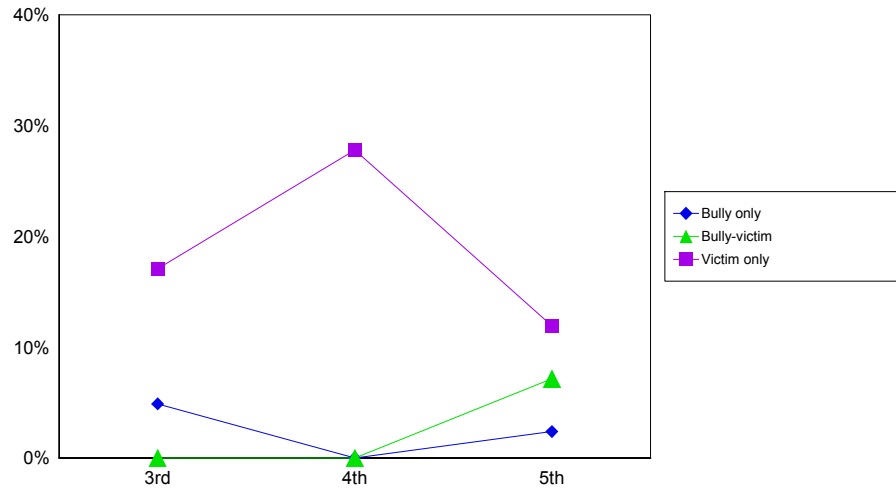
**Graph 6b. Percentage of girls involved in bullying**



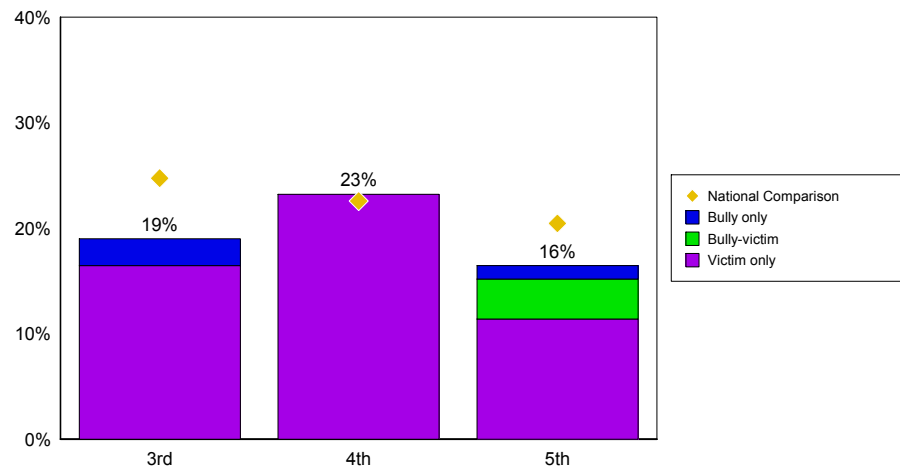
**Graph 6c. Percentage of boys involved in bullying**



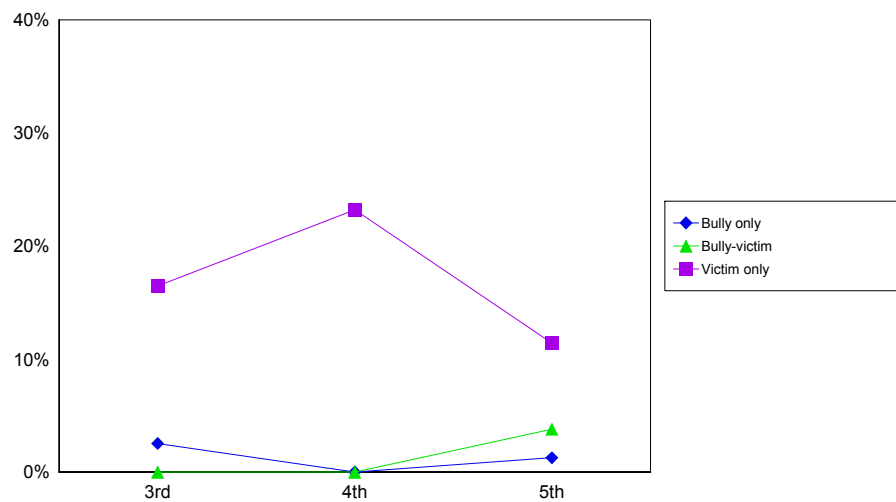
**Graph 6d. Percentage of boys involved in bullying**



**Graph 6e. Percentage of girls and boys involved in bullying**



**Graph 6f. Percentage of girls and boys involved in bullying**

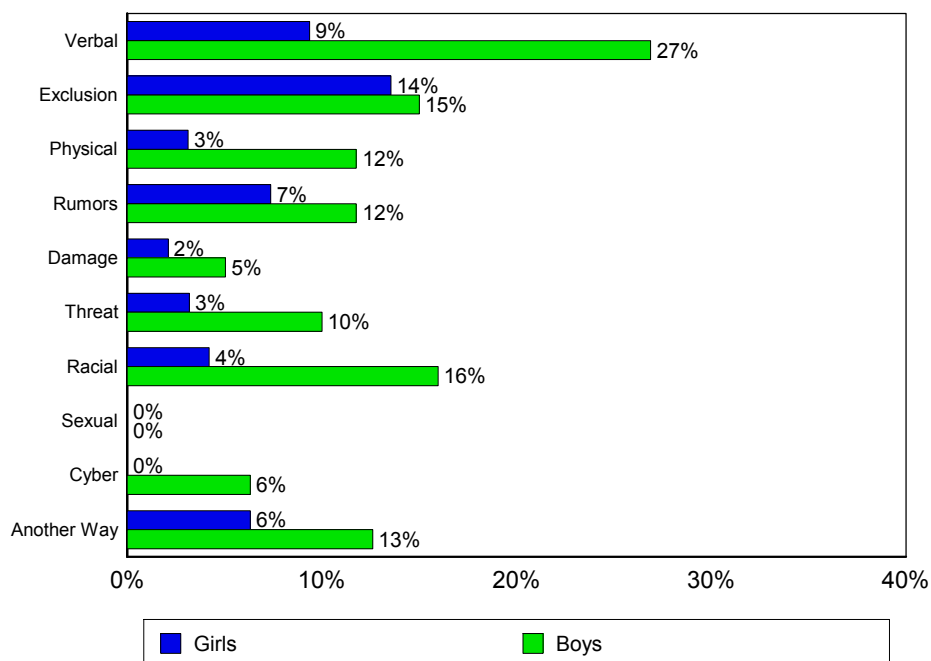


**Table 7. Ways of being bullied, for students who reported being bullied "2-3 times a month" or more (Q4).**  
**Percentage (and number) of students who reported being bullied in various ways by other students (Q5 to Q13)**

	Verbal	Exclusion	Physical	Rumors	Damage	Threat	Racial	Sexual	Cyber	Another way
Girls	9.4% (9)	13.5% (13)	3.1% (3)	7.4% (7)	2.1% (2)	3.2% (3)	4.2% (4)		0.0% (0)	6.3% (6)
Boys	26.9% (32)	15.0% (18)	11.8% (14)	11.8% (14)	5.0% (6)	10.0% (12)	16.0% (19)		6.3% (6)	12.6% (15)
Girls and Boys	19.1% (41)	14.4% (31)	7.9% (17)	9.8% (21)	3.7% (8)	7.0% (15)	10.7% (23)		3.6% (6)	9.8% (21)

*The sexual column is blank in the above table because its corresponding question (Q12) was removed from the survey for your school or was not answered by any students in your school.*

**Graph 7. Ways of being bullied, for students who reported being bullied "2-3 times a month" or more (Q4)**

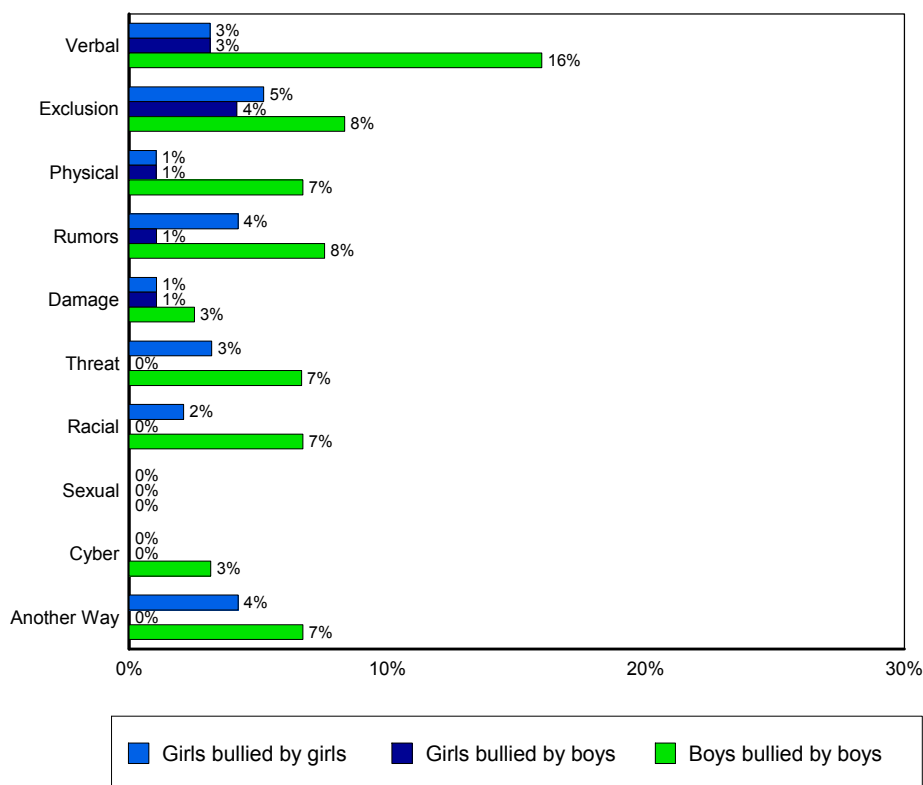


**Table 8. Ways of being bullied, for students who reported being bullied "2-3 times per month" or more (Q4). Percentage (and number) of girls and boys who reported being bullied in various ways by other students (Q5 to Q13). Girls mainly bullied by girls, girls mainly bullied by boys, and boys mainly bullied by boys according to Q15 (See appendix)**

	Verbal	Exclusion	Physical	Rumors	Damage	Threat	Racial	Sexual	Cyber	Another way
Girls bullied by girls	3.1% (3)	5.2% (5)	1.0% (1)	4.2% (4)	1.1% (1)	3.2% (3)	2.1% (2)		0.0% (0)	4.2% (4)
Girls bullied by boys	3.1% (3)	4.2% (4)	1.0% (1)	1.1% (1)	1.1% (1)	0.0% (0)	0.0% (0)		0.0% (0)	0.0% (0)
Boys bullied by boys	16.0% (19)	8.3% (10)	6.7% (8)	7.6% (9)	2.5% (3)	6.7% (8)	6.7% (8)		3.2% (3)	6.7% (8)

*The sexual column is blank in the above table because its corresponding question (Q12) was removed from the survey for your school or was not answered by any students in your school.*

**Graph 8. The ways that bullied students (defined as being bullied 2-3 times or more (Q4)) are being bullied by others (Q5 to Q13). Percentages represent girls bullied by girls, girls bullied by boys, and boys bullied by boys.**



**Table 9a. Percentage (and number) of girls who have been bullied "2-3 times per month" or more for "one year" or more (Q17)**

	3-5th	Total
Percentage of all girls	<b>5.2%</b> (5)	<b>5.2%</b> (5)
Percentage of girls who have been bullied (Table 3a)	<b>38.5%</b> (5)	<b>38.5%</b> (5)

**Table 9b. Percentage (and number) of boys who have been bullied "2-3 times per month" or more for "one year" or more (Q17)**

	3-5th	Total
Percentage of all boys	<b>10.0%</b> (12)	<b>10.0%</b> (12)
Percentage of boys who have been bullied (Table 3a)	<b>48.0%</b> (12)	<b>48.0%</b> (12)

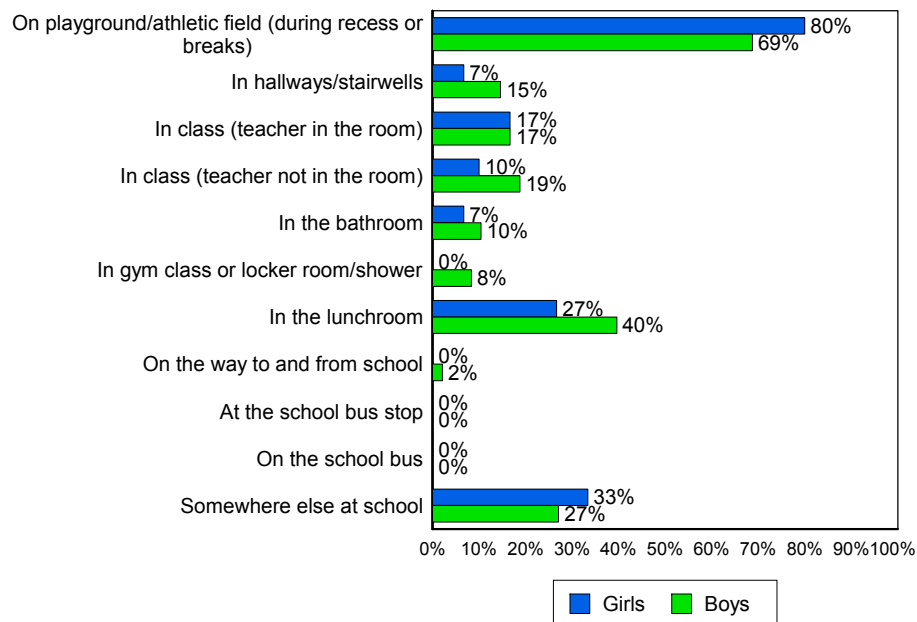
**Table 9c. Percentage (and number) of girls and boys who have been bullied "2-3 times per month" or more for "one year" or more (Q17)**

	3-5th	Total
Percentage of all girls and boys	<b>7.9%</b> (17)	<b>7.9%</b> (17)
Percentage of girls and boys who have been bullied (Table 3a)	<b>44.7%</b> (17)	<b>44.7%</b> (17)

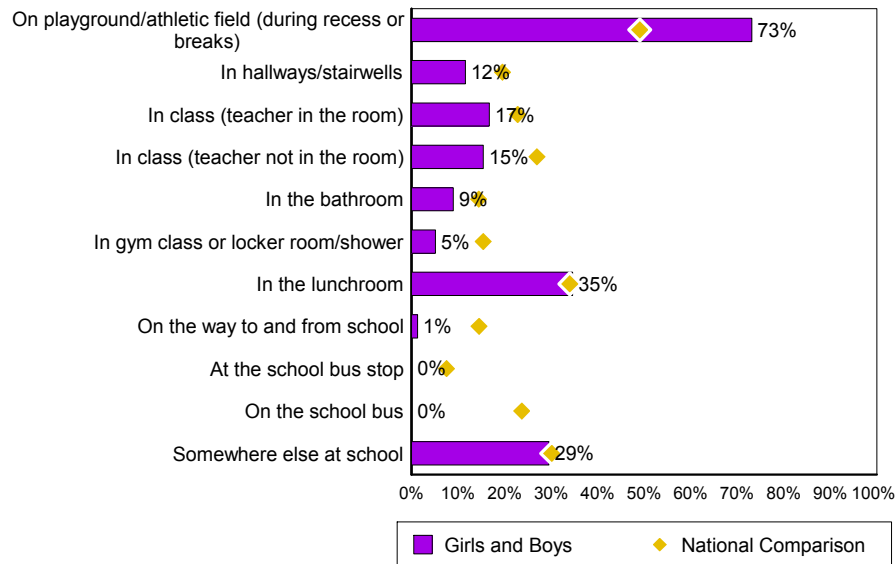
**Table 10: Where the bullying occurred, for students who reported being bullied "once or twice" or more (Q4). Percentage (and number) of students who reported being bullied in various places**

	On playground (during recess or breaks)	In hallways / stairwells	In class (teacher in the room)	In class (teacher not in room)	In the bathroom	In gym class or locker room /shower	In the lunchroom	On the way to and from school	At the school bus stop	On the school bus	Somewhere else at school
Girls	80.0% (24)	6.7% (2)	16.7% (5)	10.0% (3)	6.7% (2)	0.0% (0)	26.7% (8)	0.0% (0)	0.0% (0)	0.0% (0)	33.3% (10)
Boys	68.8% (33)	14.6% (7)	16.7% (8)	18.8% (9)	10.4% (5)	8.3% (4)	39.6% (19)	2.1% (1)	0.0% (0)	0.0% (0)	27.1% (13)
Girls and Boys	73.1% (57)	11.5% (9)	16.7% (13)	15.4% (12)	9.0% (7)	5.1% (4)	34.6% (27)	1.3% (1)	0.0% (0)	0.0% (0)	29.5% (23)

**Graph 10a. Where the bullying has occurred, for students who reported being bullied "once or twice" or more (Q4). Percentage of girls and boys who report being bullied in various places**



**Graph 10b. Where the bullying has occurred, for students who reported being bullied "once or twice" or more (Q4). Percentage of girls and boys who report being bullied in various places**





**Table 11a. Percentage (and number) of bullied students (according to Table 3b) who have told a teacher or another adult at school about the bullying (Q19a and Q19b combined)**

	3-5th	Total
Girls	<b>46.2%</b> (6)	<b>46.2%</b> (6)
Boys	<b>28.0%</b> (7)	<b>28.0%</b> (7)
Girls and Boys	<b>34.2%</b> (13)	<b>34.2%</b> (13)

**Table 11b. Percentage (and number) of bullied students (according to Table 3b) who have told a parent/guardian about the bullying (Q19c)**

	3-5th	Total
Girls	<b>69.2%</b> (9)	<b>69.2%</b> (9)
Boys	<b>64.0%</b> (16)	<b>64.0%</b> (16)
Girls and Boys	<b>65.8%</b> (25)	<b>65.8%</b> (25)

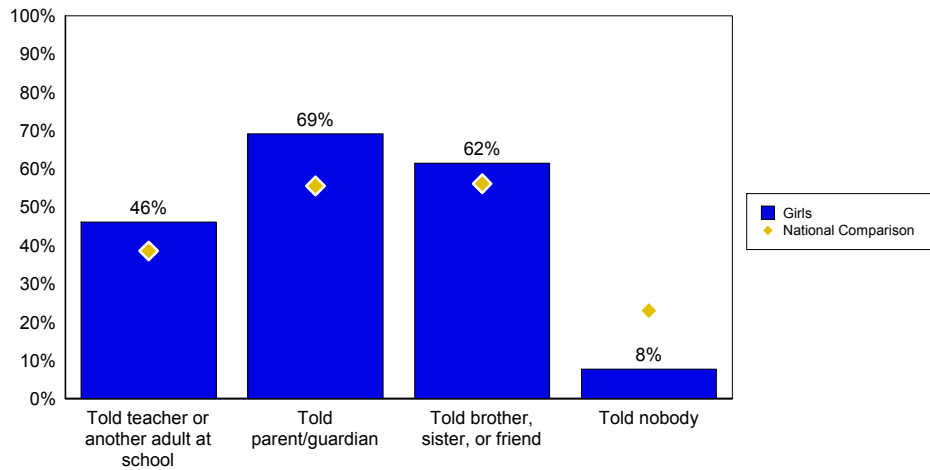
**Table 11c. Percentage (and number) of bullied students (according to Table 3b) who have told a brother, sister, or friend about the bullying (Q19d and Q19e combined)**

	3-5th	Total
Girls	<b>61.5%</b> (8)	<b>61.5%</b> (8)
Boys	<b>76.0%</b> (19)	<b>76.0%</b> (19)
Girls and Boys	<b>71.1%</b> (27)	<b>71.1%</b> (27)

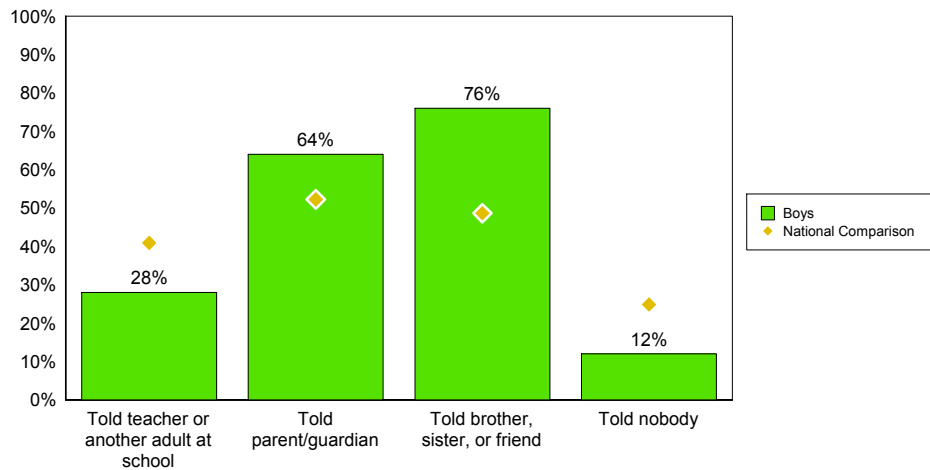
**Table 11d. Percentage (and number) of bullied students (according to Table 3b) who have not told anyone about the bullying**

	3-5th	Total
Girls	<b>7.7%</b> (1)	<b>7.7%</b> (1)
Boys	<b>12.0%</b> (3)	<b>12.0%</b> (3)
Girls and Boys	<b>10.5%</b> (4)	<b>10.5%</b> (4)

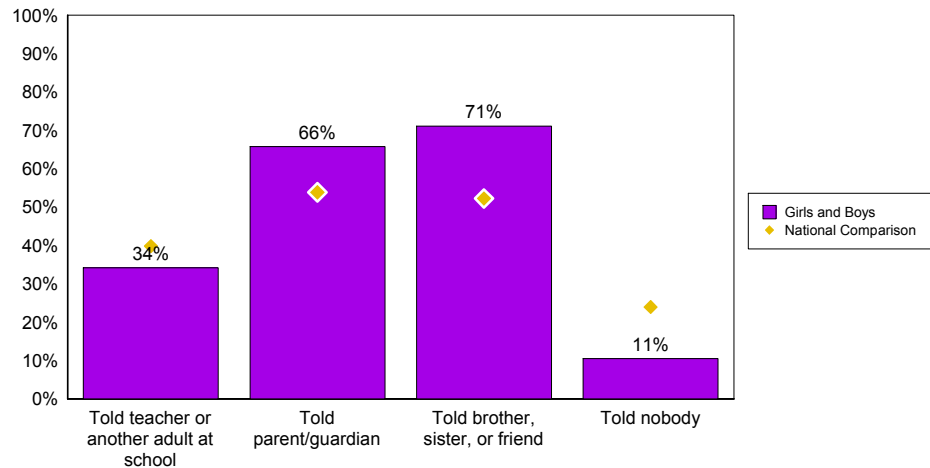
**Graph 11a. Percentage of bullied girls (according to Table 3b) who have told/not told anybody about the bullying**



**Graph 11b. Percentage of bullied boys (according to Table 3b) who have told/not told anybody about the bullying**



**Graph 11c. Percentage of bullied girls and boys (according to Table 3b) who have told/not told anybody about the bullying**



## Section III: Feelings and Attitudes Regarding Bullying

The questions in this section deal with the general attitudes and feelings of your student population regarding various aspects of bullying.

### Joining in Bullying

Table 12 and Graph 12 present the results of students who responded “yes” or “yes, maybe” to Question 36: “Do you think you could join in bullying a student whom you do not like?” The results in this table are clearly associated (correlated) with the results in Table 5b that show the percentages of students who bully other students.

However, Table 12 is likely to capture not only students who actually bully other students (mostly “yes”) but also those who may have a similar propensity (“yes, maybe”). Accordingly, the percentage figures in Table 12 are in most cases higher than those in Table 5b. The willingness to bully a disliked student tends to increase with age and is often elevated in the highest grade/age group, particularly among boys. This gender pattern is similar to the one found in Table 5b, with boys having higher rates than girls.

The results in Table 12 can be seen as **a rough indication of the strength of your school’s propensity toward bullying**. It may be very productive to have a discussion with students about these findings and relate them to the various roles described in the Bullying Circle. Particularly talk about the students who answered “yes, maybe” and “I do not know” (Appendix A, Table 36 [Question 36]). Many of these students are likely to be “passive bullies,” “passive supporters,” and possibly “disengaged onlookers” who might well become more actively involved in bullying other students at some later point in time. (Table 21 in the main report also provides helpful information for this discussion.)

### Empathy for Others

Table 13 and Graph 13 show the percentages of students who say they “feel a bit sorry” or “feel sorry and want to help” in response to Question 23: “When you see a student your age being bullied at school, what do you feel or think?”

It is often found that students in higher grades, particularly boys, have a more negative attitude toward bullied students than students in lower grades. It is important to emphasize, however, that the reported levels of empathy with students who are being bullied are generally quite high.

These results can be used in class meetings to talk about **how feeling empathy toward a bullied student can be turned into actions that will help the bullied student** (compare Table 16 with Tables 20 and 21 in the main report and maybe corresponding Tables 21 and 37 in Appendix A). Talk with students about why most students feel empathy for a bullied student but relatively few take action to stop the bullying. Also use this information in talking about the four anti-bullying rules and the Bullying Circle.

It is important to realize, however, that the difference between feeling empathy and doing something about it may be based on the fact that students feel it would be personally dangerous to try to intervene in at least some bullying situations or relationships.

## **Afraid of Being Bullied**

Table 14 and Graph 14 display the percentages of students in your student population who are to some extent (varying from “sometimes” to “very often”) afraid of being bullied by other students. The relationship between this table and Table 3b-showing the percentages of bullied students-is similar to the relationship between Table 12 and Table 5b discussed earlier.

The results in Table 14 are positively associated (correlated) with the results in Table 3b, which measures the number of students who are being bullied. However, the question related to Table 14 (Question 38) has a wider scope. It is designed to identify not only students who are actually bullied but also students who feel they might become bullied.

The results in Table 14 can thus be seen as an indication of a significant aspect of the school climate: **To what extent is the climate or school culture one of fear and negative expectations?** In the analysis of this question, it is often useful to look not only at the percentages but also at the actual numbers of students who are afraid of being bullied.

It is worth noting that this table often shows a preponderance of girls being afraid, even when there is little difference between girls and boys with regard to actually being bullied (Table 3b). This may even happen when considerably fewer girls than boys are being bullied. Such results may reflect the greater vulnerability of girls and/or the reluctance of boys to admit to feelings of insecurity and fear.

Certainly, if the results in this area are high, it is a strong indication that your school has a serious bullying problem. If students are afraid of being bullied, it very likely will impact their ability to concentrate on learning and cause them not to want to go to school and to dislike the school environment.

## How Should You Use the Information in This Section?

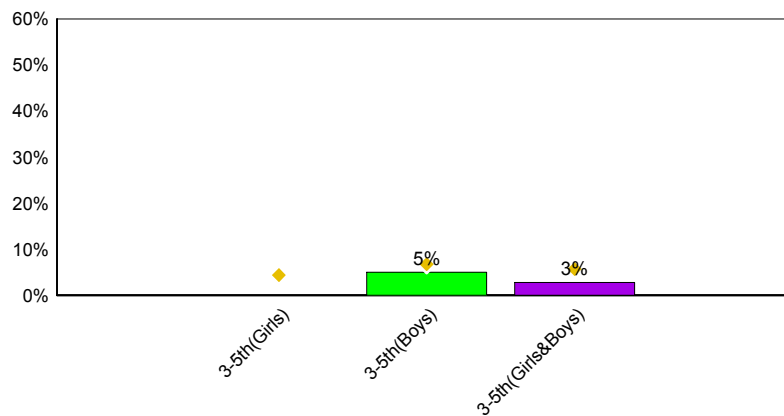
Here is a summary of some ways you may want to use the data provided in this section of the report:

1. Educate your school leadership and staff about how bullying is affecting student feelings and attitudes toward the school environment.
2. Discuss with students the various roles in the Bullying Circle and how the attitudes of students can affect the roles they play.
3. Discuss with students how to move from feeling empathy to taking action to stop the bullying.
4. Allow the results to guide your schoolwide campaign and its messages. For example, if there is a great number of students who empathize with students who are bullied but they are not taking action, provide schoolwide messages (e.g., PA announcements, posters) about the importance of taking action.

**Table 12. Joining in bullying. Percentage (and number) of students who responded "yes" or "yes, maybe" to Q36: Do you think you could join in bullying a student whom you do not like?**

	3-5th	Total
Girls	0.0% (0)	0.0% (0)
Boys	5.0% (6)	5.0% (6)
Girls and Boys	2.8% (6)	2.8% (6)
Girls (National Comparison)	4.4%	4.4%
Boys (National Comparison)	6.8%	6.8%
Girls and Boys (National Comparison)	5.7%	5.7%

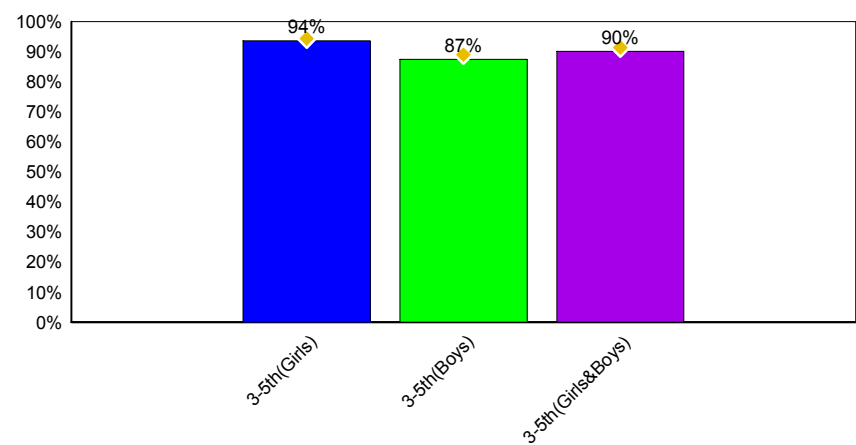
**Graph 12. Percentage of students who responded "yes" or "yes, maybe" to Q36: Do you think you could join in bullying a student whom you do not like?**



**Table 13. Empathy with victims. Percentage (and number) of students who responded "feel a bit sorry" or "feel sorry and want to help" to Q23: When you see a student your age being bullied at school, what do you feel or think?**

	3-5th	Total
Girls	93.5% (87)	93.5% (87)
Boys	87.4% (104)	87.4% (104)
Girls and Boys	90.1% (191)	90.1% (191)
Girls (National Comparison)	94.3%	94.3%
Boys (National Comparison)	89.0%	89.0%
Girls and Boys (National Comparison)	91.4%	91.4%

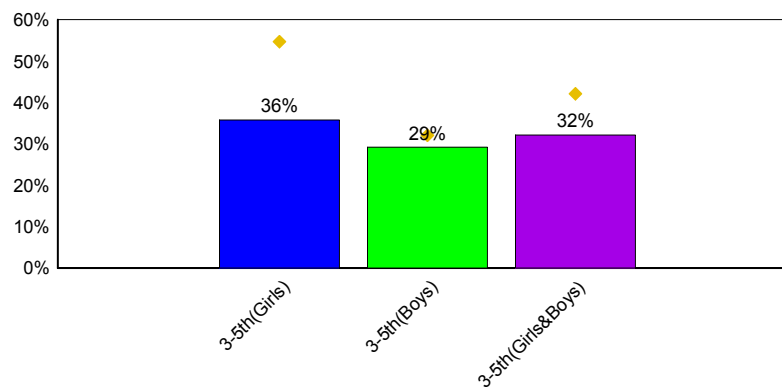
**Graph 13. Empathy with victims. Percentage of students who responded "feel a bit sorry" or "feel sorry and want to help" to Q23: When you see a student your age being bullied at school, what do you feel or think?**



**Table 14. Feeling afraid of being bullied. Percentage (and number) of students who responded "sometimes," "fairly often," "often," or "very often" to Q38: How often are you afraid of being bullied by other students in your school?**

	3-5th	Total
Girls	<b>35.8%</b> (34)	<b>35.8%</b> (34)
Boys	<b>29.2%</b> (35)	<b>29.2%</b> (35)
Girls and Boys	<b>32.1%</b> (69)	<b>32.1%</b> (69)
Girls (National Comparison)	<b>54.7%</b>	<b>54.7%</b>
Boys (National Comparison)	<b>32.0%</b>	<b>32.0%</b>
Girls and Boys (National Comparison)	<b>42.1%</b>	<b>42.1%</b>

**Graph 14: Feeling afraid of being bullied. Percentage of students who responded "sometimes," "fairly often," "often," or "very often" to Q38: How often are you afraid of being bullied by other students in your school?**





## Section IV: How Others React

The questions in this section deal with the reactions and behavior of three key groups of people who can decrease or increase, prevent or enhance bullying problems in a school setting: teachers and other adults at school, the peer group, and parents/guardians. Some of the questions (Questions 20, 21, and 39) are designed to capture the perceptions of all students. Other questions concern the perceptions of students who are bullied (Question 22) or students who bully other students (Questions 34 and 35). One question (Question 37) reflects the students' views of their own reactions (attitudes/behavior) toward a bullying situation.

The answers to this set of questions provide **valuable information about your efforts to counteract bullying**. There is generally an opposite (inverse) relationship between the strength or magnitude of such efforts and the levels of bullying problems in the school. Schools that have high values (scores) on several or most of the questions in this section (relative to the national comparison data or other relevant comparison data) are likely to have lower levels of bullying problems in their schools and communities.

As the OBQ is given over time (as part of a Trends Report), positive changes on these questions are usually associated with decreased levels of bullying problems as measured in Tables 3a-c and 5a-c. As you begin or continue your implementation of the *Olweus Bullying Prevention Program*, the questions in this section will provide fundamental information about how well your program is being implemented in your school and where additional efforts may be needed.

### Interventions by Teachers/Other Adults and Peers

Tables 15 and 16 and the accompanying graphs show the percentages of teachers or other adults at school (Question 20) or other students (Question 21), respectively, who “try to put a stop to it when a student is being bullied at school,” as perceived by the students. Results typically show that students perceive that teachers/adults at school intervene considerably more often than peers. However, both genders usually agree that the tendency to intervene declines markedly in higher grades for both groups.

It may be of interest to compare the results in Table 20 regarding the students' perceptions of their own helping behavior and Table 16 regarding their perceptions of such behavior by “other students” (possibly including themselves). One typically finds the same grade/age trends in the two tables, but the percentages of students with self-reported helping behavior toward a bullied student (Table 20) tend to be considerably higher when the focus is on the students' own behavior. This result is another example of the discrepancy between reported intentions and actual behavior mentioned when discussing Table 13.

Table 21 and Graph 21 show the percentages of students who say they take on a “disengaged onlooker” attitude toward a possible bullying situation or relationship (the Bullying Circle). Generally, the number of “disengaged onlookers” increases with the higher grades, particularly for boys. This is similar to the trend of finding less empathic and engaged attitudes toward bullied students in higher grades (Table 13).

## School-Home Contact

Table 17 and Graph 17 display the percentages of bullied students (“2-3 times per month” or more) whose parents/guardians have contacted the school “once” or more often to try to get the bullying stopped (without great or complete success, since these students still report being bullied). To the extent that bullied students’ responses to this question are correct (and there is usually no reason to doubt that), the results in this table should be a matter for serious consideration by your school.

This is because these results provide information about the school-home relationship and, in particular, your school's readiness and willingness to deal with concerns from parents/guardians who suspect or have been told that their child is being bullied. At the same time, it should be made clear that this table does not include bullied students whose parents/guardians have contacted the school and have been successful in getting the bullying stopped, since the students in Table 17 still report being bullied.

## Talks with Bullying Students

Table 18 and Graph 18 display the percentages of bullying students (“2-3 times per month” or more) who report that their class (homeroom) teacher or another teacher has talked with them “once” or more often about their bullying other students at school. Table 19 and Graph 19 show parallel percentages for “an adult at home.” These tables provide an indication of the extent to which the adults at school and at home, respectively, know about and react in some way to bullying students.

There is often a grade/age trend in these tables with older bullying students being “talked with” less often than younger ones, because older students tend to use less visible forms of bullying and/or because less systematic efforts to counteract bullying on the part of adults at school and at home occur in the upper grade levels.

## The Class (Homeroom) Teacher’s Efforts to Counteract Bullying

The final data presentations in this section, Table 22 and Graph 22, provide an evaluation of the class (homeroom) teacher’s efforts to counteract bullying in the classroom. Please note that the percentages here represent the two most negative response alternatives (the teacher has done “little or nothing” or “fairly little”) in contrast to what has been reported in the other tables in this section. (The percentages for the three positive response alternatives “somewhat,” “a good deal,” and “much” are available in Appendix A, Table 39 [Question 39].)

There is typically a grade/age trend in this table as well, where more students in higher grades report that the class teacher has done relatively little to counteract bullying in the classroom. Please consider the positive response alternatives instead by subtracting the percentages in Table 22 from 100. For example, if 55 percent of the students in 6th-8th grades report that the class teacher has done relatively little (“little or nothing” or “fairly little”), this also means that  $100 - 55 = 45$  percent of the students

report that the class teacher has done at least something (“somewhat,” “a good deal,” or “much”). However, this would not change the typical finding that less is done in the higher grades, a fact that needs to be systematically addressed.

The responses in this table tend to be positively related to (correlated with) the responses in Table 15, which concern the extent to which teachers and other adults at school are seen as actively intervening if a student is being bullied. This certainly makes sense. In classrooms where the teacher is perceived as doing much to counteract bullying, students are also likely to respond that the teacher (and other adults at school) will “often” or “almost always” intervene in a bullying situation or relationship. The levels of bullying problems in classrooms or schools containing such teachers are often relatively low. Note that these are students’ **perceptions** of teacher efforts, which may not reflect all the efforts of the teacher that may not be visible to students.

## **How Should You Use the Information in This Section?**

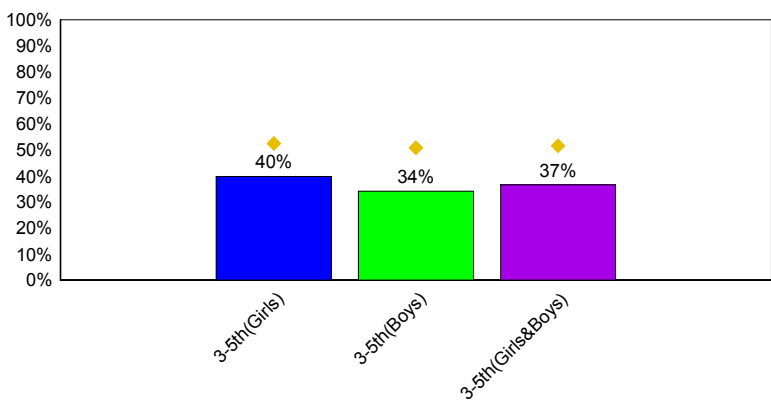
Here is a summary of some ways you may want to use the data provided in this section of the report:

1. Educate school staff about the importance of intervening in bullying situations.
2. Strengthen your training of staff in how to intervene effectively with students.
3. Strengthen the approaches school staff use to partner with students and parents to stop bullying behavior.
4. Educate parents about the key role they play in addressing bullying situations in which their son or daughter may be involved.
5. Educate students, through class-meeting discussions, about the importance of intervening and how to tell an adult if a bullying situation is occurring.
6. Increase the visibility of staff efforts to address bullying.

**Table 15. Interventions by teachers or other adults at school. Percentage (and number) of students who responded "often" or "almost always" to Q20: How often do the teachers or other adults at school try to put a stop to it when a student is being bullied at school?**

	3-5th	Total
Girls	39.8% (37)	39.8% (37)
Boys	34.2% (41)	34.2% (41)
Girls and Boys	36.6% (78)	36.6% (78)
Girls (National Comparison)	52.5%	52.5%
Boys (National Comparison)	50.8%	50.8%
Girls and Boys (National Comparison)	51.6%	51.6%

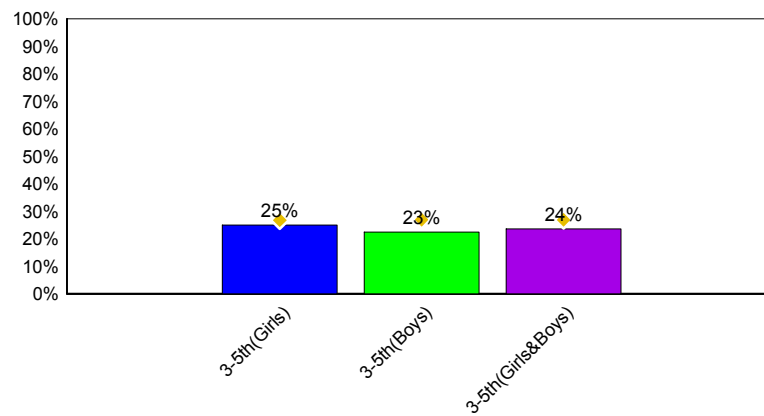
**Graph 15. Interventions by teachers or other adults at school. Percentage of students who responded "often" or "almost always" to Q20: How often do the teachers or other adults at school try to put a stop to it when a student is being bullied at school?**



**Table 16. Interventions by other students. Percentage (and number) of students who responded "often" or "almost always" to Q21: How often do other students try to put a stop to it when a student is being bullied at school?**

	3-5th	Total
Girls	25.0% (23)	25.0% (23)
Boys	22.5% (27)	22.5% (27)
Girls and Boys	23.6% (50)	23.6% (50)
Girls (National Comparison)	26.8%	26.8%
Boys (National Comparison)	27.0%	27.0%
Girls and Boys (National Comparison)	26.9%	26.9%

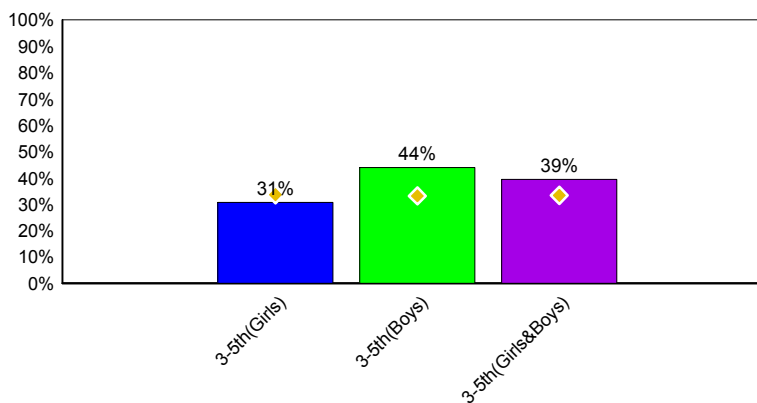
**Graph 16. Interventions by other students. Percentage of students who responded "often" or "almost always" to Q21: How often do other students try to put a stop to it when a student is being bullied at school?**



**Table 17. Contact with school from adults at home. Percentage (and number) of students (out of those who have been bullied according to Table 3a) who responded that an adult at home has contacted the school "once" or more in the past couple months in order to stop their being bullied at school (Q22)**

	3-5th	Total
Girls	30.8% (4)	30.8% (4)
Boys	44.0% (11)	44.0% (11)
Girls and Boys	39.5% (15)	39.5% (15)
Girls (National Comparison)	33.6%	33.6%
Boys (National Comparison)	33.2%	33.2%
Girls and Boys (National Comparison)	33.4%	33.4%

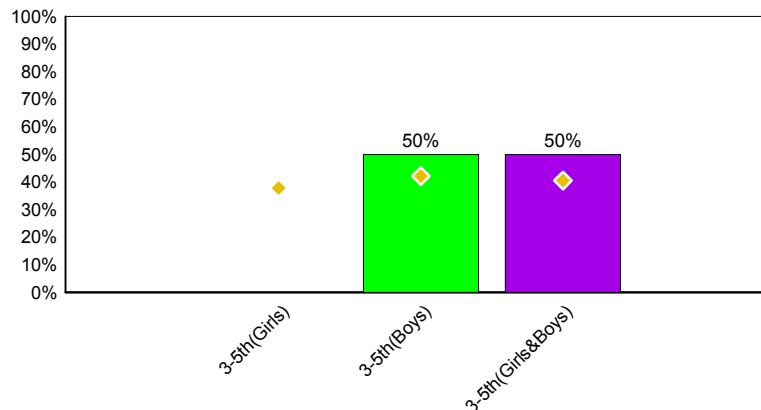
**Graph 17. Contact with school from an adult at home. Percentage of bullied students (according to Table 3a) who reported that an adult at home contacted the school "once" or more often in the past couple of months to stop their being bullied at school.**



**Table 18. Interventions from teacher(s) at school with bullying students. Percentage (and number) of students (out of those who have bullied other students according to Table 5a) who responded that the class (homeroom) teacher or any other teacher has talked with them "once" or more in the past couple months about their bullying other students at school (Q34)**

	3-5th	Total
Girls	(0)	(0)
Boys	50.0% (3)	50.0% (3)
Girls and Boys	50.0% (3)	50.0% (3)
Girls (National Comparison)	37.8%	37.8%
Boys (National Comparison)	42.2%	42.2%
Girls and Boys (National Comparison)	40.5%	40.5%

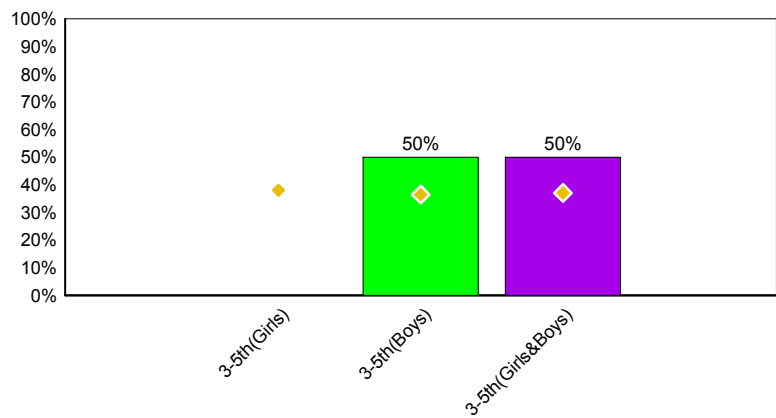
**Graph 18. Interventions from teacher(s). Percentage of bullying students (according to Table 5a) who responded that their teacher or another teacher has talked with them "once" or more in the past couple of months about their bullying others (Q34).**



**Table 19. Interventions from adult(s) at home with bullying students. Percentage (and number) of students (out of those who have bullied other students according to Table 5a) who responded that an adult at home has talked with them "once" or more in the past couple months about their bullying other students at school (Q35)**

	3-5th	Total
Girls	0.0% (0)	0.0% (0)
Boys	50.0% (3)	50.0% (3)
Girls and Boys	50.0% (3)	50.0% (3)
Girls (National Comparison)	38.0%	38.0%
Boys (National Comparison)	36.5%	36.5%
Girls and Boys (National Comparison)	37.0%	37.0%

**Graph 19. Interventions from adults at home. Percentage of bullying students (according to Table 5a) who respond that any adult at home has talked with them "once" or more in the past couple of months about their bullying other students at school (Q38).**

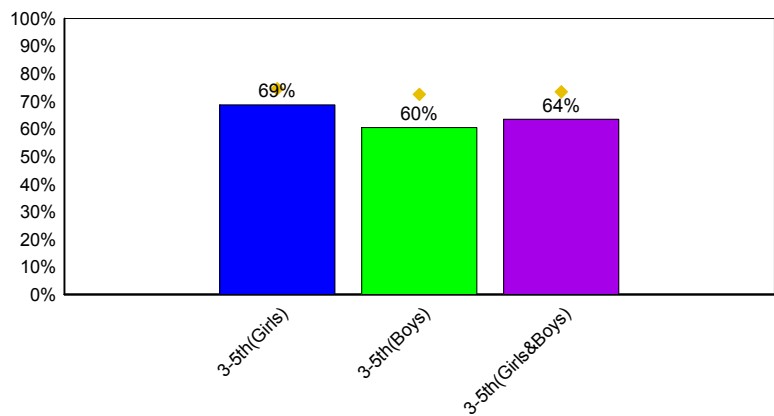




**Table 20. Reactions from peer group (The Bullying Circle). Percentage (and number) of students who responded that they "try to help the bullied student" to Q37: How do you usually react if you see or learn that a student your age is being bullied by another student(s)?**

	3-5th	Total
Girls	<b>68.8%</b> (33)	<b>68.8%</b> (33)
Boys	<b>60.5%</b> (49)	<b>60.5%</b> (49)
Girls and Boys	<b>63.6%</b> (82)	<b>63.6%</b> (82)
Girls (National Comparison)	<b>74.6%</b>	<b>74.6%</b>
Boys (National Comparison)	<b>72.5%</b>	<b>72.5%</b>
Girls and Boys (National Comparison)	<b>73.5%</b>	<b>73.5%</b>

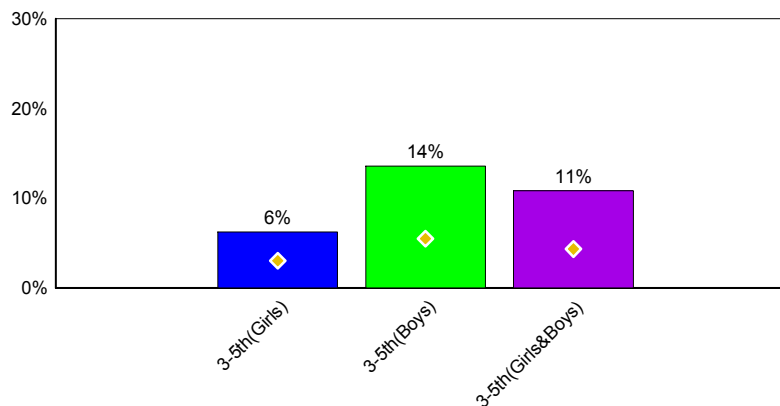
**Graph 20. Reactions from the peer group (The Bullying Circle). Percentage of students who respond that they "try to help the bullied student" (Q37), if they see or learn that a student their age is being bullied.**



**Table 21. Reactions from peer group (The Bullying Circle). Percentage (and number) of students who responded that "I just watch what goes on" to Q37: How do you usually react if you see or learn that a student your age is being bullied by another student(s)?**

	3-5th	Total
Girls	6.3% (3)	6.3% (3)
Boys	13.6% (11)	13.6% (11)
Girls and Boys	10.9% (14)	10.9% (14)
Girls (National Comparison)	3.0%	3.0%
Boys (National Comparison)	5.5%	5.5%
Girls and Boys (National Comparison)	4.3%	4.3%

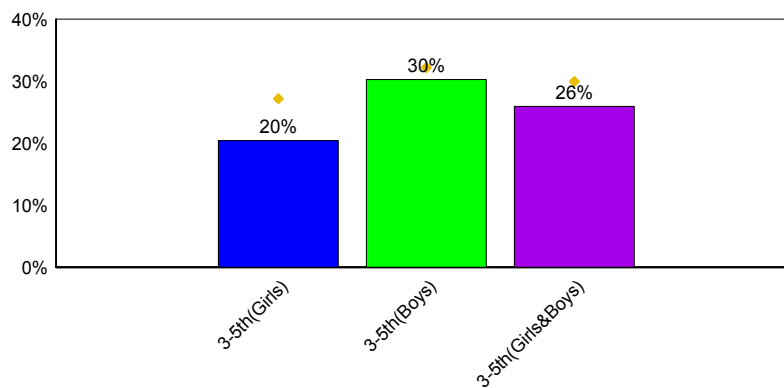
**Graph 21. Reactions from peer group (The Bullying Circle). Percentage of students who responded that "I just watch what goes on" to Q37: How do you usually react if you see or learn that a student your age is being bullied by another student(s)?**



**Table 22. Evaluation of class (homeroom) teacher's effort to counteract bullying in the classroom. Percentage (and number) of students who responded "little or nothing" or "fairly little" to Q39: Overall, how much do you think your class or homeroom teacher has done to cut down on bullying in your classroom in the past couple of months?**

	3-5th	Total
Girls	20.4% (19)	20.4% (19)
Boys	30.3% (36)	30.3% (36)
Girls and Boys	25.9% (55)	25.9% (55)
Girls (National Comparison)	27.2%	27.2%
Boys (National Comparison)	32.2%	32.2%
Girls and Boys (National Comparison)	30.0%	30.0%

**Graph 22. The class (home room) teacher's effort to stop bullying. Percentage of students who responded, "little or nothing" or "fairly little" to whether their teacher has done something in the past couple of months to cut down on classroom bullying.**



## Section V: Friends and General (Dis)satisfaction with School

This section will give you a general sense of the social networks in your school and students' general satisfaction or dissatisfaction with school. This information gives you some indication of school climate.

### Number of Friends

The questions corresponding to Table 23 and Table 24 about the number of friends' students have and students' dislike of school, respectively, are both related to the general question about being bullied (Tables 3a-c) but also have a wider scope. The results tell you something about the overall and students' sense of community or connection with the school. Table 23 shows the percentages of students who report that they have no or only one friend in their class(es). This result can be seen as a **rough indication of the degree of social isolation in your school.**

Although some students may have their friends in other classes and some actually prefer to be mostly on their own, it is reasonable to assume that most students would like to have more than one friend in their class(es). Previous statistical analyses have shown that about a third of students with less than two friends in their class(es) are often bullied. It has also been documented that having several good friends may serve as a protective factor against being bullied.

By actively counteracting bullying in school, you can do much to reduce the number of students who may be forced into a position of unwanted social isolation. Such anti-bullying work can be done, for example, in class meetings by talking about the nature and value of friendships. Talking about the second and third anti-bullying rules: "We will try to help students who are bullied" and "We will try to include students who are left out" will certainly also help address this issue (see Chapter 5 in the Teacher Guide). Also, parents can help a socially withdrawn and/or bullied child to establish new peer contacts and develop positive friendships.

Unfortunately, there are many non-bullied students who report that they have very few friends in their class(es). This raises a general concern that teachers should be talking about the importance of including all students within the peer group(s) of that class and assessing whether there are particular students or other factors that cause some students to be excluded. The class meeting is an excellent vehicle for dealing with such issues.

### Disliking School

Being bullied is also related to disliking school, and understandably so. Past statistical analyses have shown that of those students who dislike school ("dislike" or "dislike very much") in Table 24, as many as 40 to 50 percent report being bullied ("2-3 times per month" or more). These results should be seen as a warning sign. They likely reflect the bullied students' problems with academics and their bullying peers, as well as their animosity toward the adults at school who have not succeeded in stopping the bullying.

A strong dislike of one's school is often a predictor of dropping out later on and should be addressed as early as possible. Again, systematically addressing bullying in your school is an obvious way to intervene early and try to restore the bullied student's confidence in the adults at school.

However, students may like or dislike school for a variety of other reasons, and even those who have not been bullied may develop a strong dislike of their school as well. For example, students with attention deficits, with reading and writing difficulties, with problems sitting still or generally conforming to the demands and rules of the school system are likely to have many negative experiences in school. These experiences may be channeled into a strong dislike of school and schoolwork. Also, some proportion of bullying students in middle school/junior high school move toward a more antisocial path and may develop a dislike for school as well.

How to shift these negative attitudes and behaviors in a more positive and prosocial direction is a principal challenge for schools. Several of the techniques employed in the *Olweus Bullying Prevention Program* such as class meetings and role-playing can be used to find out more about why students dislike school and how those attitudes can be changed.

### **How Should You Use the Information in This Section?**

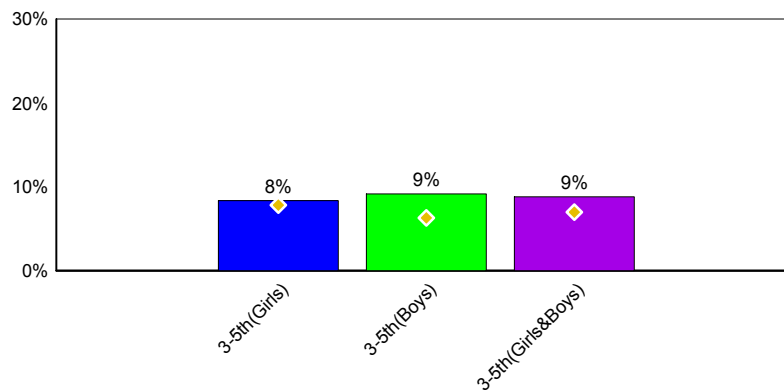
Here is a summary of some ways you may want to use the data provided in this section of the report:

1. Evaluate the effectiveness of your bullying prevention efforts in order to create greater inclusion of all students and to improve student attitudes toward school.
2. In class meetings, discuss ways to include more students in the peer group in order to change student attitudes toward school.

**Table 23. Social Isolation. Percentage (and number) of students who responded "none" or "one good friend" to Q3: How many good friends do you have in your class(es)?**

	3-5th	Total
Girls	8.3% (8)	8.3% (8)
Boys	9.2% (11)	9.2% (11)
Girls and Boys	8.8% (19)	8.8% (19)
Girls (National Comparison)	7.8%	7.8%
Boys (National Comparison)	6.3%	6.3%
Girls and Boys (National Comparison)	7.0%	7.0%

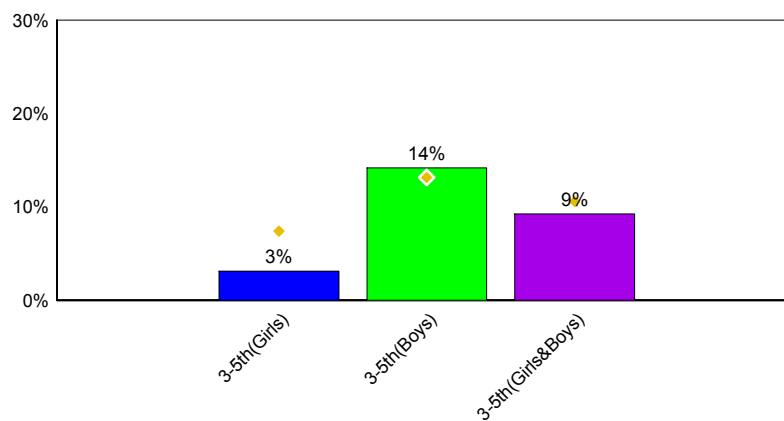
**Graph 23. Social Isolation. Percentage of students who responded "none" or "one good friend" to Q3: How many good friends do you have in your class(es)?**



**Table 24. Dislikes school. Percentage (and number) of students who responded "dislike very much" or "dislike" to Q1: How do you like school?**

	3-5th	Total
Girls	3.1% (3)	3.1% (3)
Boys	14.2% (17)	14.2% (17)
Girls and Boys	9.3% (20)	9.3% (20)
Girls (National Comparison)	7.4%	7.4%
Boys (National Comparison)	13.1%	13.1%
Girls and Boys (National Comparison)	10.6%	10.6%

**Graph 24. Dislikes school. Percentage of students who responded "dislike very much" or "dislike" to Q1: How do you like school?**



# Appendixes

## Appendix A: Results for All Questions on the Olweus Bullying Questionnaire

In Appendix A, you will find tables with frequency distributions for each question in the questionnaire. Results are presented separately for girls, for boys, and for girls and boys combined. In these tables, you will find both the number (designated “n”) and percentage of students in each response category. Results are not broken out by grade or groupings of grades.

For some of the questions, only the results for certain **subgroups** are of interest. In Question 17, for example, “How long has the bullying lasted”-only the results for students who have been classified as being bullied (“2-3 times a month” or more) are of interest. Therefore, the results in this table (numbers and percentages) refer to students who have responded as having been bullied “2 or 3 times a month” or more according to Question 4 and have marked one of the response categories going from “1 or 2 weeks” to “several years.” This way of handling the data is indicated by the designation “Computational basis: Those bullied ‘2-3 times a month’ or more according to question 4” under the table heading.

It should be noted that if you compare the number of students who have responded “2 or 3 times a month” or more to Question 4 with the corresponding numbers of students in the table for Question 17, the latter will usually be smaller, sometimes quite considerably. The reason is that there is almost always some missing data on follow-up questions such as Question 17 (students who happen to miss a question or don’t want to respond to a particular question, for example).

In addition, there is likely to be some inconsistency in responding, implying that some students who are classified as being bullied according to Question 4 may actually choose the response alternative “I have not been bullied at school in the past couple of months” for Question 17. The presence of some such “noise” in the data has not been found to have a notable effect on the main results and conclusions for the questionnaire.

The data for the tables corresponding with Question 19 and Question 22 in this Appendix and for a number of tables and graphs in the main report are based on this subgroup (identified in Table 3a in the main report).

For some of the questions, we have chosen to focus on a somewhat larger subgroup - those who have been bullied “only once or twice” or more often according to Question 4 - than the one selected in Question 17. This applies, for example, to Question 18, which reads, “Where have you been bullied?” For this question, we wanted to get information not only on places where systematic bullying has occurred but also where there could be tendencies toward bullying.

Such tendencies are likely to be captured through the addition of the group of students who have been bullied only “once or twice.” By enlarging the group of students on which the percentages are calculated, these estimates will also become more stable, which may be particularly advantageous with regard to results for relatively small schools. When this larger subgroup is used in the calculations,



it is indicated by the designation: “Computational basis: Those bullied ‘once or twice’ or more according to question 4” under the table heading.

The data for the tables for Questions 14, 15, and 16 in Appendix A and for Table 10 and Graphs 10a and b in the main report are based on this subgroup.

Also with regard to bullying other students, two of the tables in Appendix A, for Questions 34 and 35, are based on another subgroup. For both questions, the focus has been on students who had been classified as bullying other students “2-3 times a month” or more according to Question 24. Tables 19 and 20 [Question 19 and 20] with accompanying graphs in the main report are based on this subgroup.

### 1. How do you like school?

	Girls		Boys		Total	
	n	%	n	%	n	%
Dislike very much	1	1.0%	10	8.3%	11	5.1%
Dislike	2	2.1%	7	5.8%	9	4.2%
Neither like nor dislike	28	29.2%	43	35.8%	71	32.9%
Like school	40	41.7%	43	35.8%	83	38.4%
Like school very much	25	26.0%	17	14.2%	42	19.4%
<b>Total</b>	<b>96</b>	<b>100.0%</b>	<b>120</b>	<b>100.0%</b>	<b>216</b>	<b>100.0%</b>

### 2. Are you a boy or a girl? (See graph 1a for gender breakdown)\*

### 3. How many good friends do you have in your class(es)?

	Girls		Boys		Total	
	n	%	n	%	n	%
None	2	2.1%	3	2.5%	5	2.3%
1 good friend	6	6.3%	8	6.7%	14	6.5%
2-3 good friends	26	27.1%	27	22.5%	53	24.5%
4-5 good friends	26	27.1%	25	20.8%	51	23.6%
6+ good friends	36	37.5%	57	47.5%	93	43.1%
<b>Total</b>	<b>96</b>	<b>100.0%</b>	<b>120</b>	<b>100.0%</b>	<b>216</b>	<b>100.0%</b>

### 4. How often have you been bullied at school in the past couple of months?

	Girls		Boys		Total	
	n	%	n	%	n	%
Haven't been bullied	66	68.8%	72	60.0%	138	63.9%
Once or twice	17	17.7%	23	19.2%	40	18.5%
2-3 times a month	7	7.3%	6	5.0%	13	6.0%
About once a week	2	2.1%	7	5.8%	9	4.2%
Several times/week	4	4.2%	12	10.0%	16	7.4%
<b>Total</b>	<b>96</b>	<b>100.0%</b>	<b>120</b>	<b>100.0%</b>	<b>216</b>	<b>100.0%</b>

### 5. I was called mean names, was made fun of, or teased in a hurtful way.

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	59	61.5%	51	42.9%	110	51.2%
Once or twice	28	29.2%	36	30.3%	64	29.8%
2-3 times a month	5	5.2%	9	7.6%	14	6.5%
About once a week	2	2.1%	8	6.7%	10	4.7%
Several times/week	2	2.1%	15	12.6%	17	7.9%
<b>Total</b>	<b>96</b>	<b>100.0%</b>	<b>119</b>	<b>100.0%</b>	<b>215</b>	<b>100.0%</b>

\*Please note that effective April 2019, the verbiage for question one was modified from *Are you a boy or a girl?* with the response options of *Boy* or *Girl* to *What best describes your gender?* with the response options of *Female/Girl* or *Male/Boy*. While some schools may still be using the surveys that include question one as it was originally written, the charts within this report reflect the verbiage change.

**6. Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me.**

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	51	53.1%	71	59.2%	122	56.5%
Once or twice	32	33.3%	31	25.8%	63	29.2%
2-3 times a month	7	7.3%	8	6.7%	15	6.9%
About once a week	3	3.1%	5	4.2%	8	3.7%
Several times/week	3	3.1%	5	4.2%	8	3.7%
<b>Total</b>	<b>96</b>	<b>100.0%</b>	<b>120</b>	<b>100.0%</b>	<b>216</b>	<b>100.0%</b>

**7. I was hit, kicked, pushed, shoved around, or locked indoors.**

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	84	87.5%	81	68.1%	165	76.7%
Once or twice	9	9.4%	24	20.2%	33	15.3%
2-3 times a month	1	1.0%	4	3.4%	5	2.3%
About once a week	0	0.0%	3	2.5%	3	1.4%
Several times/week	2	2.1%	7	5.9%	9	4.2%
<b>Total</b>	<b>96</b>	<b>100.0%</b>	<b>119</b>	<b>100.0%</b>	<b>215</b>	<b>100.0%</b>

**8. Other students told lies or spread false rumors about me and tried to make others dislike me.**

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	64	67.4%	73	61.3%	137	64.0%
Once or twice	24	25.3%	32	26.9%	56	26.2%
2-3 times a month	3	3.2%	6	5.0%	9	4.2%
About once a week	4	4.2%	2	1.7%	6	2.8%
Several times/week	0	0.0%	6	5.0%	6	2.8%
<b>Total</b>	<b>95</b>	<b>100.0%</b>	<b>119</b>	<b>100.0%</b>	<b>214</b>	<b>100.0%</b>

**9. I had money or other things taken away from me or damaged.**

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	75	78.9%	85	71.4%	160	74.8%
Once or twice	18	18.9%	28	23.5%	46	21.5%
2-3 times a month	2	2.1%	2	1.7%	4	1.9%
About once a week	0	0.0%	1	0.8%	1	0.5%
Several times/week	0	0.0%	3	2.5%	3	1.4%
<b>Total</b>	<b>95</b>	<b>100.0%</b>	<b>119</b>	<b>100.0%</b>	<b>214</b>	<b>100.0%</b>

**10. I was threatened or forced to do things I did not want to do.**

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	75	79.8%	93	77.5%	168	78.5%
Once or twice	16	17.0%	15	12.5%	31	14.5%
2-3 times a month	2	2.1%	4	3.3%	6	2.8%
About once a week	1	1.1%	1	0.8%	2	0.9%
Several times/week	0	0.0%	7	5.8%	7	3.3%
<b>Total</b>	<b>94</b>	<b>100.0%</b>	<b>120</b>	<b>100.0%</b>	<b>214</b>	<b>100.0%</b>

**11. I was bullied with mean names or comments about my race or color.**

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	79	83.2%	82	68.9%	161	75.2%
Once or twice	12	12.6%	18	15.1%	30	14.0%
2-3 times a month	2	2.1%	6	5.0%	8	3.7%
About once a week	0	0.0%	5	4.2%	5	2.3%
Several times/week	2	2.1%	8	6.7%	10	4.7%
<b>Total</b>	<b>95</b>	<b>100.0%</b>	<b>119</b>	<b>100.0%</b>	<b>214</b>	<b>100.0%</b>

**12. I was bullied with mean names, comments, or gestures with a sexual meaning.**

This question was removed from the survey for your school or was not answered by any students in your school.

**12a. I was bullied with mean or hurtful messages, calls or pictures, or in other ways on my cell phone or over the Internet (computer).**

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	64	88.9%	82	86.3%	146	87.4%
Once or twice	8	11.1%	7	7.4%	15	9.0%
2-3 times a month	0	0.0%	1	1.1%	1	0.6%
About once a week	0	0.0%	1	1.1%	1	0.6%
Several times/week	0	0.0%	4	4.2%	4	2.4%
<b>Total</b>	<b>72</b>	<b>100.0%</b>	<b>95</b>	<b>100.0%</b>	<b>167</b>	<b>100.0%</b>

**12b. If you were bullied on your cell phone or over the Internet, how was it done?**

Computational basis: Those bullied "once or twice" or more according to question 12a

	Girls		Boys		Total	
	n	%	n	%	n	%
Only on cell phone	4	50.0%	4	30.8%	8	38.1%
Only over the Internet	2	25.0%	5	38%	7	33.3%
In both ways	2	25.0%	4	31%	6	28.6%
<b>Total</b>	<b>8</b>	<b>100.0%</b>	<b>13</b>	<b>100.0%</b>	<b>21</b>	<b>100.0%</b>

**13. I was bullied in another way.**

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	67	70.5%	86	72.3%	153	71.5%
Once or twice	22	23.2%	18	15.1%	40	18.7%
2-3 times a month	1	1.1%	3	2.5%	4	1.9%
About once a week	0	0.0%	2	1.7%	2	0.9%
Several times/week	5	5.3%	10	8.4%	15	7.0%
<b>Total</b>	<b>95</b>	<b>100.0%</b>	<b>119</b>	<b>100.0%</b>	<b>214</b>	<b>100.0%</b>

**14. In which class(es) is the student or students who bully you?**

Computational basis: Those bullied "once or twice" or more according to question 4

	Girls		Boys		Total	
	n	%	n	%	n	%
In my class	14	53.8%	10	31.3%	24	41.4%
Diff. class, same grade	10	38.5%	9	28.1%	19	32.8%
In a higher grade	2	7.7%	7	21.9%	9	15.5%
In a lower grade	0	0.0%	0	0.0%	0	0.0%
In different grades	0	0.0%	6	18.8%	6	10.3%
<b>Total</b>	<b>26</b>	<b>100.0%</b>	<b>32</b>	<b>100.0%</b>	<b>58</b>	<b>100.0%</b>

**15. Have you been bullied by boys or girls?**

Computational basis: Those bullied "once or twice" or more according to question 4

	Girls		Boys		Total	
	n	%	n	%	n	%
Mainly by 1 girl	10	38.5%	2	5.6%	12	19.4%
By several girls	3	11.5%	1	2.8%	4	6.5%
Mainly by 1 boy	7	26.9%	16	44.4%	23	37.1%
By several boys	2	7.7%	11	30.6%	13	21.0%
Both boys and girls	4	15.4%	6	16.7%	10	16.1%
<b>Total</b>	<b>26</b>	<b>100.0%</b>	<b>36</b>	<b>100.0%</b>	<b>62</b>	<b>100.0%</b>

**16. By how many students have you usually been bullied?**

Computational basis: Those bullied "once or twice" or more according to question 4

	Girls		Boys		Total	
	n	%	n	%	n	%
Mainly by 1 student	14	51.9%	14	41.2%	28	45.9%
By 2-3 students	10	37.0%	7	20.6%	17	27.9%
By 4-9 students	2	7.4%	9	26.5%	11	18.0%
By more than 9	0	0.0%	1	2.9%	1	1.6%
Different students/grades	1	3.7%	3	8.8%	4	6.6%
<b>Total</b>	<b>27</b>	<b>100.0%</b>	<b>34</b>	<b>100.0%</b>	<b>61</b>	<b>100.0%</b>

**17. How long has the bullying lasted?**

Computational basis: Those bullied "2-3 times a month" or more according to question 4

	Girls		Boys		Total	
	n	%	n	%	n	%
1 or 2 weeks	3	25.0%	4	16.7%	7	19.4%
About a month	2	16.7%	3	12.5%	5	13.9%
About 6 months	2	16.7%	5	20.8%	7	19.4%
About a year	2	16.7%	5	20.8%	7	19.4%
Several years	3	25.0%	7	29.2%	10	27.8%
<b>Total</b>	<b>12</b>	<b>100.0%</b>	<b>24</b>	<b>100.0%</b>	<b>36</b>	<b>100.0%</b>

**18. Where have you been bullied?**

Computational basis: Those bullied "once or twice" or more according to question 4

	Girls		Boys		Total	
	n	%	n	%	n	%
Playground/athletic field	24	80.0%	33	68.8%	57	73.1%
Hallways/stairwells	2	6.7%	7	14.6%	9	11.5%
Class (teacher in room)	5	16.7%	8	16.7%	13	16.7%
Class (teacher NOT in room)	3	10.0%	9	18.8%	12	15.4%
Bathroom	2	6.7%	5	10.4%	7	9.0%
Gym class	0	0.0%	4	8.3%	4	5.1%
Lunchroom	8	26.7%	19	39.6%	27	34.6%
Way to and from school	0	0.0%	1	2.1%	1	1.3%
Bus stop	0	0.0%	0	0.0%	0	0.0%
School bus	0	0.0%	0	0.0%	0	0.0%
Somewhere else in school	10	33.3%	13	27.1%	23	29.5%
<b>Total</b>	<b>30</b>		<b>48</b>		<b>78</b>	

**19. Have you told anyone that you have been bullied in the past couple of months?**

Computational basis: Those bullied "2-3 times a month" or more according to question 4

	Girls		Boys		Total	
	n	%	n	%	n	%
Been bullied/not told	1	7.7%	3	12.0%	4	10.5%
Been bullied/ told somebody	11	84.6%	20	80.0%	31	81.6%
<b>Who have you told?</b>						
Your class teacher	5	38.5%	6	24.0%	11	28.9%
Another adult at school	5	38.5%	6	24.0%	11	28.9%
Your parent(s)/guardian(s)	9	69.2%	16	64.0%	25	65.8%
Your brother(s)/sister(s)	5	38.5%	8	32.0%	13	34.2%
Your friend(s)	7	53.8%	16	64.0%	23	60.5%
Somebody else	5	38.5%	4	16.0%	9	23.7%
<b>Total</b>	<b>13</b>		<b>25</b>		<b>38</b>	

**20. How often do the teachers or other adults at school try to put a stop to it when a student is being bullied at school?**

	Girls		Boys		Total	
	n	%	n	%	n	%
Almost never	25	26.9%	36	30.0%	61	28.6%
Once in a while	17	18.3%	22	18.3%	39	18.3%
Sometimes	14	15.1%	21	17.5%	35	16.4%
Often	11	11.8%	18	15.0%	29	13.6%
Almost always	26	28.0%	23	19.2%	49	23.0%
<b>Total</b>	<b>93</b>	<b>100.0%</b>	<b>120</b>	<b>100.0%</b>	<b>213</b>	<b>100.0%</b>

**21. How often do other students try to put a stop to it when a student is being bullied at school?**

	Girls		Boys		Total	
	n	%	n	%	n	%
Almost never	29	31.5%	37	30.8%	66	31.1%
Once in a while	20	21.7%	26	21.7%	46	21.7%
Sometimes	20	21.7%	30	25.0%	50	23.6%
Often	11	12.0%	18	15.0%	29	13.7%
Almost always	12	13.0%	9	7.5%	21	9.9%
<b>Total</b>	<b>92</b>	<b>100.0%</b>	<b>120</b>	<b>100.0%</b>	<b>212</b>	<b>100.0%</b>

**22. Has any adult at home contacted the school to try to stop your being bullied at school in the past couple of months?**

Computational basis: Those bullied "2-3 times a month" or more according to question 4

	Girls		Boys		Total	
	n	%	n	%	n	%
Haven't been bullied	1	7.7%	1	4.0%	2	5.3%
No, not contacted school	8	61.5%	13	52.0%	21	55.3%
Yes, once	2	15.4%	3	12.0%	5	13.2%
Yes, several times	2	15.4%	8	32.0%	10	26.3%
<b>Total</b>	<b>13</b>	<b>100.0%</b>	<b>25</b>	<b>100.0%</b>	<b>38</b>	<b>100.0%</b>

**23. When you see a student your age being bullied at school, what do you feel or think?**

	Girls		Boys		Total	
	n	%	n	%	n	%
Probably deserves it	0	0.0%	5	4.2%	5	2.4%
Don't feel much	6	6.5%	10	8.4%	16	7.5%
Feel a bit sorry	16	17.2%	24	20.2%	40	18.9%
Feel sorry and want to help	71	76.3%	80	67.2%	151	71.2%
<b>Total</b>	<b>93</b>	<b>100.0%</b>	<b>119</b>	<b>100.0%</b>	<b>212</b>	<b>100.0%</b>

**24. How often have you taken part in bullying another student(s) at school in the past couple of months?**

	Girls		Boys		Total	
	n	%	n	%	n	%
Not bullied others	89	93.7%	93	78.2%	182	85.0%
Once or twice	6	6.3%	20	16.8%	26	12.1%
2-3 times a month	0	0.0%	4	3.4%	4	1.9%
About once a week	0	0.0%	0	0.0%	0	0.0%
Several times/week	0	0.0%	2	1.7%	2	0.9%
<b>Total</b>	<b>95</b>	<b>100.0%</b>	<b>119</b>	<b>100.0%</b>	<b>214</b>	<b>100.0%</b>

**25. I called another student(s) mean names and made fun of or teased him or her in a hurtful way.**

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	91	94.8%	89	74.8%	180	83.7%
Once or twice	5	5.2%	23	19.3%	28	13.0%
2-3 times a month	0	0.0%	3	2.5%	3	1.4%
About once a week	0	0.0%	2	1.7%	2	0.9%
Several times/week	0	0.0%	2	1.7%	2	0.9%
<b>Total</b>	<b>96</b>	<b>100.0%</b>	<b>119</b>	<b>100.0%</b>	<b>215</b>	<b>100.0%</b>

**26. I kept him or her out of things on purpose, excluded him or her from my group of friends, or completely ignored him or her.**

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	88	92.6%	94	79.0%	182	85.0%
Once or twice	7	7.4%	18	15.1%	25	11.7%
2-3 times a month	0	0.0%	4	3.4%	4	1.9%
About once a week	0	0.0%	0	0.0%	0	0.0%
Several times/week	0	0.0%	3	2.5%	3	1.4%
<b>Total</b>	<b>95</b>	<b>100.0%</b>	<b>119</b>	<b>100.0%</b>	<b>214</b>	<b>100.0%</b>



27. I hit, kicked, pushed, and shoved him or her around, or locked him or her indoors.

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	92	95.8%	103	88.0%	195	91.5%
Once or twice	4	4.2%	7	6.0%	11	5.2%
2-3 times a month	0	0.0%	3	2.6%	3	1.4%
About once a week	0	0.0%	1	0.9%	1	0.5%
Several times/week	0	0.0%	3	2.6%	3	1.4%
<b>Total</b>	<b>96</b>	<b>100.0%</b>	<b>117</b>	<b>100.0%</b>	<b>213</b>	<b>100.0%</b>

28. I spread false rumors about him or her and tried to make others dislike him or her.

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	95	99.0%	103	88.0%	198	93.0%
Once or twice	1	1.0%	9	7.7%	10	4.7%
2-3 times a month	0	0.0%	3	2.6%	3	1.4%
About once a week	0	0.0%	0	0.0%	0	0.0%
Several times/week	0	0.0%	2	1.7%	2	0.9%
<b>Total</b>	<b>96</b>	<b>100.0%</b>	<b>117</b>	<b>100.0%</b>	<b>213</b>	<b>100.0%</b>

29. I took money or other things from him or her or damaged his or her belongings.

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	93	98.9%	105	90.5%	198	94.3%
Once or twice	1	1.1%	8	6.9%	9	4.3%
2-3 times a month	0	0.0%	0	0.0%	0	0.0%
About once a week	0	0.0%	1	0.9%	1	0.5%
Several times/week	0	0.0%	2	1.7%	2	1.0%
<b>Total</b>	<b>94</b>	<b>100.0%</b>	<b>116</b>	<b>100.0%</b>	<b>210</b>	<b>100.0%</b>

30. I threatened or forced him or her to do things he or she did not want to do.

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	89	94.7%	108	92.3%	197	93.4%
Once or twice	5	5.3%	6	5.1%	11	5.2%
2-3 times a month	0	0.0%	0	0.0%	0	0.0%
About once a week	0	0.0%	1	0.9%	1	0.5%
Several times/week	0	0.0%	2	1.7%	2	0.9%
<b>Total</b>	<b>94</b>	<b>100.0%</b>	<b>117</b>	<b>100.0%</b>	<b>211</b>	<b>100.0%</b>

**31. I bullied him or her with mean names or comments about his or her race or color.**

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	94	98.9%	106	90.6%	200	94.3%
Once or twice	1	1.1%	9	7.7%	10	4.7%
2-3 times a month	0	0.0%	0	0.0%	0	0.0%
About once a week	0	0.0%	0	0.0%	0	0.0%
Several times/week	0	0.0%	2	1.7%	2	0.9%
<b>Total</b>	<b>95</b>	<b>100.0%</b>	<b>117</b>	<b>100.0%</b>	<b>212</b>	<b>100.0%</b>

**32. I bullied him or her with mean names, comments, or gestures with a sexual meaning.**

This question was removed from the survey for your school or was not answered by any students in your school.

**32a. I bullied him or her with mean or hurtful messages, calls or pictures, or in other ways on my cell phone or over the Internet (computer).**

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	76	100.0%	91	94.8%	167	97.1%
Once or twice	0	0.0%	3	3.1%	3	1.7%
2-3 times a month	0	0.0%	0	0.0%	0	0.0%
About once a week	0	0.0%	0	0.0%	0	0.0%
Several times/week	0	0.0%	2	2.1%	2	1.2%
<b>Total</b>	<b>76</b>	<b>100.0%</b>	<b>96</b>	<b>100.0%</b>	<b>172</b>	<b>100.0%</b>

**32b. If you bullied another student(s) on your cell phone or over the Internet (computer), how was it done?**

Computational basis: Those who bullied "once or twice" or more according to question 32a

	Girls		Boys		Total	
	n	%	n	%	n	%
Only on cell phone	0	0.0%	1	25.0%	1	25.0%
Only over the Internet	0	0.0%	1	25.0%	1	25.0%
In both ways	0	0.0%	2	50.0%	2	50.0%
<b>Total</b>	<b>0</b>	<b>0.0%</b>	<b>4</b>	<b>100.0%</b>	<b>4</b>	<b>100.0%</b>

**33. I bullied him or her in another way.**

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	95	100.0%	107	91.5%	202	95.3%
Once or twice	0	0.0%	7	6.0%	7	3.3%
2-3 times a month	0	0.0%	0	0.0%	0	0.0%
About once a week	0	0.0%	0	0.0%	0	0.0%
Several times/week	0	0.0%	3	2.6%	3	1.4%
<b>Total</b>	<b>95</b>	<b>100.0%</b>	<b>117</b>	<b>100.0%</b>	<b>212</b>	<b>100.0%</b>

**34. Has your class or homeroom teacher or any other teacher talked with you about your bullying another student(s) at school in the past couple of months?**

Computational basis: Those who bullied "2-3 times a month" or more according to question 24

	Girls		Boys		Total	
	n	%	n	%	n	%
Not bullied others	0	0.0%	0	0.0%	0	0.0%
No, haven't talked with me	0	0.0%	3	50.0%	3	50.0%
Yes, they have once	0	0.0%	1	16.7%	1	16.7%
Yes, several times	0	0.0%	2	33.3%	2	33.3%
<b>Total</b>	<b>0</b>	<b>0.0%</b>	<b>6</b>	<b>100.0%</b>	<b>6</b>	<b>100.0%</b>

**35. Has any adult at home talked with you about your bullying another student(s) at school in the past couple of months?**

Computational basis: Those who bullied "2-3 times a month" or more according to question 24

	Girls		Boys		Total	
	n	%	n	%	n	%
Not bullied others	0	0.0%	1	16.7%	1	16.7%
No, haven't talked with me	0	0.0%	2	33.3%	2	33.3%
Yes, they have once	0	0.0%	1	16.7%	1	16.7%
Yes, several times	0	0.0%	2	33.3%	2	33.3%
<b>Total</b>	<b>0</b>	<b>0.0%</b>	<b>6</b>	<b>100.0%</b>	<b>6</b>	<b>100.0%</b>

**36. Do you think you could join in bullying a student whom you do not like?**

	Girls		Boys		Total	
	n	%	n	%	n	%
Yes	0	0.0%	4	3.3%	4	1.9%
Yes, maybe	0	0.0%	2	1.7%	2	0.9%
I don't know	6	6.3%	17	14.2%	23	10.6%
No, I don't think so	5	5.2%	14	11.7%	19	8.8%
No	13	13.5%	16	13.3%	29	13.4%
Definitely no	72	75.0%	67	55.8%	139	64.4%
<b>Total</b>	<b>96</b>	<b>100.0%</b>	<b>120</b>	<b>100.0%</b>	<b>216</b>	<b>100.0%</b>

**37. How do you usually react if you see or learn that a student your age is being bullied by another student(s)?**

	Girls		Boys		Total	
	n	%	n	%	n	%
I have never noticed it	48	50.0%	39	32.5%	87	40.3%
I take part in the bullying	0	0.0%	2	1.7%	2	0.9%
I don't do it, but find it OK	0	0.0%	0	0.0%	0	0.0%
I just watch what goes on	3	3.1%	11	9.2%	14	6.5%
I ought to help	12	12.5%	19	15.8%	31	14.4%
I try to help	33	34.4%	49	40.8%	82	38.0%
<b>Total</b>	<b>96</b>	<b>100.0%</b>	<b>120</b>	<b>100.0%</b>	<b>216</b>	<b>100.0%</b>

**38. How often are you afraid of being bullied by other students in your school?**

	Girls		Boys		Total	
	n	%	n	%	n	%
Never	37	38.9%	68	56.7%	105	48.8%
Seldom	24	25.3%	17	14.2%	41	19.1%
Sometimes	17	17.9%	15	12.5%	32	14.9%
Fairly often	5	5.3%	5	4.2%	10	4.7%
Often	3	3.2%	7	5.8%	10	4.7%
Very often	9	9.5%	8	6.7%	17	7.9%
<b>Total</b>	<b>95</b>	<b>100.0%</b>	<b>120</b>	<b>100.0%</b>	<b>215</b>	<b>100.0%</b>

**39. Overall, how much do you think your class or homeroom teacher has done to cut down on bullying in your classroom in the past couple of months?**

	Girls		Boys		Total	
	n	%	n	%	n	%
Little or nothing	13	14.0%	26	21.8%	39	18.4%
Fairly little	6	6.5%	10	8.4%	16	7.5%
Somewhat	23	24.7%	25	21.0%	48	22.6%
A good deal	26	28.0%	32	26.9%	58	27.4%
Much	25	26.9%	26	21.8%	51	24.1%
<b>Total</b>	<b>93</b>	<b>100.0%</b>	<b>119</b>	<b>100.0%</b>	<b>212</b>	<b>100.0%</b>

**40. How do you describe yourself? (See graph 1c for ethnicity breakdown)**

**41. School-specific question (1)**

**This question was removed from the survey for your school or was not answered by any students in your school.**

**42. School-specific question (2)**

This question was removed from the survey for your school or was not answered by any students in your school.

## Appendix B: Psychometric Properties about the Olweus Bullying Questionnaire

With individual subjects as the unit of analysis, sums or means of groups of questions about being bullied (Questions 5-13) or bullying other students (Questions 25-33), respectively, have typically yielded internal consistency reliabilities (Cronbach's alpha) of 0.80 or higher. The results for younger students in grades 4 or 5 have been about as good as for students in the middle school/junior high school grades. In assessing the prevalence of bullying problems (using Question 4 and/or Question 24) in larger units, such as in schools or in school districts, the reliabilities have been even higher, typically in the 0.85-0.95 range. Both individuals and schools and districts can thus be very well differentiated with the OBQ.<sup>7</sup>

Strong evidence has also been documented for the usefulness and (construct) validity of the questionnaire variable of "being bullied" (Question 4) by examining the association between degree or frequency of victimization and relevant other variables.<sup>8</sup> In these analyses, we have found fairly strong (linear) associations between degree/frequency of being bullied and variables such as depressive mood, poor self-esteem, and peer rejection. For example, the more often a student has been exposed to bullying in the past couple of months, the higher his or her level of depressive mood (on average). Correspondingly, we have found clear (linear) associations between degree/frequency of bullying other students (Question 24) and various dimensions/scales of antisocial and rule-breaking behaviors, meaning more frequent bullying of other students is associated with higher levels of antisocial behavior such as vandalism, shoplifting, and truancy (on average).

Furthermore, we have found clear evidence of another form of validity-criterion-related validity-with sums of 3-5 self-report items (identical or similar to those in the OBQ) on being bullied or bullying other students correlating in the 0.40 to 0.60 range with reliable peer ratings on related dimensions.<sup>9</sup>

These validity correlations are approximately the same as those of the best personality questionnaires. Also, other forms of peer ratings have been shown to correlate substantially with estimates of being bullied/bullying other students based on the students' own reports.<sup>10</sup>

The reported results indicate that there is a good deal of overlap between self-report estimates of bullying problems and estimates derived from independent peer ratings intended to measure the same or similar phenomena. Given the nature of bullying, it is reasonable to assert that a well-constructed questionnaire such as the OBQ is likely to provide reliable, largely valid, and relevant data on the phenomena of interest.

<sup>7</sup>See Solberg and Olweus, "Prevalence Estimation of School Bullying with the Olweus Bully/Victim Questionnaire."

<sup>8</sup>See Solberg and Olweus, "Prevalence Estimation of School Bullying with the Olweus Bully/Victim Questionnaire."

<sup>9</sup>D. Olweus, "Aggression and Peer Acceptance in Adolescent Boys: Two Short-Term Longitudinal Studies of Ratings," *Child Development* 48 (1977): 1301-13.

<sup>10</sup>Olweus, D. Annotation: Bullying at school: Basic facts and effects of a school based intervention program. *Journal of Child Psychology and Psychiatry* 35 (1994), 1171-1190.

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# McKinley SLT Site Plan Year 3- School Site Focus: Academic Discourse

Circles in  
Orange are  
new for 19-20

## ELA (Deepening)

### Why:

- Continue to use and refine strategies for mastery and increased effectiveness
- Students solidify/increase understanding each year as the strategies are used schoolwide
- Listening and speaking areas of need

Variety of  
Discourse  
Protocols

Differentiated  
Sentence Stems

Tying in  
Thinking Maps

Supplemental  
Enrichment in  
Theater TK-5

Tier II/III  
Intervention 1<sup>st</sup>-5<sup>th</sup>  
from Reading  
Teacher and LLI

Increase Early  
Intervention in K with  
Reading Teacher  
Support with New  
Phonics Program

PD,  
Grade Level Meetings,  
Data Meetings, Demo  
Lessons, Video Sharing  
on Discourse

Cotsen Grant for PD  
Learning Lab in  
Innovative Strategies for  
Interactive Read Alouds

## MATH (Main Focus)

### Why:

- Data shows discourse strategies are effective in ELA to they will be applied to math
- Data shows Math and Communicating Reasoning are areas of need

Variety of  
Discourse  
Protocols

Differentiated  
Sentence Stems

Tying in  
Thinking Maps

Academic  
Vocabulary

Supplemental  
Enrichment TK-5  
STEM and TK-2 Music

For Data Analysis  
Give aMath  
Fastbridge 1<sup>st</sup>-5<sup>th</sup>  
(adding 1<sup>st</sup>)

Math Co-Teacher for  
3<sup>rd</sup>-5<sup>th</sup> (adding 3<sup>rd</sup>)

SLT Focus, PD- Cycles of  
Inquiry- Discourse in Math,  
CGL, 3 Act Tasks, Student  
Work Analysis, Video  
Demos, Learning Rounds

## Social-Emotional (Simultaneous Focus)

### Why:

- Explicitly teaching social skills improves student behavior so students can engage in learning
- Discourse builds community, relationships and a positive school climate

Explicit Tier I PBIS Plan

Emphasize Discourse in  
Community Meetings  
(Utilizing Olweus, Responsive  
Classroom, Restorative Justice)

Partnership with Insight  
Psychotherapy Group for Affordable  
On-Campus Counseling; FSSM also  
Provides Counseling

Monthly IA and Campus  
Supervisor Trainings on  
Discourse, PBIS, and Cycle of  
Inquiry Topics to Build Capacity

12 Week Reflective  
Parenting Class with FSSM

Staff have been Trained in  
Restorative Justice; Support  
Implementation with SEL  
Teacher Leader and RJ Leader

2<sup>nd</sup> Year of Schoolwide  
Shared Reading Experience-  
New Books with Diversity  
on Pillars of Character

Implement Second Step Social  
Skills Curriculum Schoolwide

New Grade Level Deep  
Learning Global Citizenship  
Service Learning Projects

PDs on Social-Emotional  
Learning: Deep Learning, Social  
Justice Standards, Mindfulness