

**Project SAVE:
Safe Schools Against Violence in
Education Act:
Instruction in Civility, Citizenship and
Character Education
Year Two Final Report and
Recommendations**

Prepared by

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We would also like to thank all of the teachers who participated – either directly by implementing service-learning in their classes or indirectly by allowing us to use their classrooms and students as comparison groups. Again, without their assistance our work on this project would not have been possible.

**Executive Summary of the Evaluation of
Project SAVE for LA Webber High School
Lyndonville, New York
For the Years 2007-2009
July 2009**

In August of 2007 Dr. Molly Laird and Dr. Richard Bradley were hired to evaluate the Lyndonville Schools district's service-learning program that was funded by Project SAVE: Safe Schools Against Violence in Education Act: Instruction in Civility, Citizenship and Character Education. During Year One, service-learning was used as a teaching methodology to engage the LA Webber high school students in meaningful volunteer service that was linked to academic standards, character education, and community involvement. During Year Two, service-learning was continued at the high school and extended to the middle school. The original plan was to extend this to the elementary school during Year Three, but this was cancelled due to the elimination of state funding for the project for the third year.

Prior to the beginning of the 2007-2008 school year twelve teachers received training in *Skills for Action* (a service-learning curriculum for high school students developed by Lions-Quest). However, only five teachers were able to use service-learning that year. Prior to the beginning of the 2008-2009 school year an additional ten teachers received training – this time in *Skills for Adolescence* (a service-learning curriculum for middle school students developed by Lions-Quest). Three of these were part-time teachers from the elementary school (sent due to elimination of funding for the third year of the project).

Students in implementing teachers' classes were given surveys at the beginning of each year and again at the end. Comparison students were also surveyed to provide evidence about students not involved in service-learning. At the end of Year Two, implementing teachers also completed a Post-Project Report and the "K-12 Service-Learning Standards for Quality Practice" – a new tool that helps assess implementation quality. Following completion of this survey, teachers were also interviewed by phone to gather more information about what they did.

Based on responses to these two reports, teachers were grouped into three levels of implementation: high, medium and low. High level implementers exceeded the majority of standards for quality service-learning. Medium implementers met some but not all of these standards, while low implementers failed to meet the requirements for quality service-learning. Standards most often not met were duration, curriculum links, reflection and partnerships with the community. The number of service hours/week reported by students ranged from 5-30 hours (this includes time spent during research, preparation, planning, actual service, and reflection).

Based on teacher reports, the total student service-hours/project ranged from 174-3,600. Total reported student service hours for all projects was 5,673. The dollar value of student service (calculated by multiplying the dollar value of volunteer service – \$19.51, see www.independentsector.org – by the number of hours) equaled \$110,802. This represents a return of almost \$3 for every \$1 of grant money spent.

The goals for the SAVE program were to decrease discipline referrals, student reports of illegal substances, and to increase the student attitudes about school climate. The behavior data records submitted to the evaluators were limited to a few students and did not show any change from baseline to post. Attitudes about school, how connected students were to peers and adults, and how they felt about themselves as leader did show improvement for the service-learning students.

Data from Year One:

Highlights of the positive changes for students in classrooms with service-learning methods (as measured by the *School Connectedness and Resiliency* pre/post survey) were:

- **Students felt safer at school.**
- **Students felt they had more friends at school.**
- **Students felt that other people now saw them as a leader.**

On the *School Climate Survey* most of the comparison students decreased on attitudes about school while the service-learning students maintained their attitudes over time.

- **Comparison students had significant decreases on how they felt about whether the school discipline system was fair,**
- **they saw few opportunities for all students to participate in extra-curricular activities,**
- **they did not think that staff at the school believed all students could be successful in school,**
- **they did not think that teachers used different teaching strategies, and**
- **they did not think that when a student had trouble with a subject, staff were quick to help them.**

On four *School Climate Survey* items service-learning students had improvements in attitudes over time and the comparison students had significant decreases in positive attitudes.

- **Service-learning students improved attitudes about students receiving support services for academic problems.**
- **They felt students were acknowledged for their successes and contributions in many different arenas.**
- **Some service-learning students felt they were given choices regarding learning activities.**

- **A few more service-learning students said that every student had at least one adult in school with whom he/she had a special connection.**

The *My Classroom Experience* survey asked students to rate the use of teaching methods. On four questions, service-learning students were more positive about teaching methods after the service-learning experience.

- **Service-learning students felt it was “somewhat” to “very typical” for teachers to use some physical movement in classroom work.**
- **A few more service-learning students felt teachers typically used art as part of classroom instruction.**
- **There was significant growth in the number of service-learning students who said it was typical to do a service-learning project outside of school.**
- **And a majority of service learning students felt they got to know teachers outside of the classroom by the end of the year.**

In sum, year one was much like a pilot experimental program, with some “bugs” to work out. To achieve consistent changes for students, more teachers need to be trained in service-learning and then there needs to be high quality implementation. Evidence of service-learning was not evident in the small number of discipline records submitted, so that goal was not achieved in Year One. **Another program goal was achieved as there was a 13% improvement in overall School Climate attitudes and this exceeded the 5% program goal for improved school climate.**

Data from Year Two:

Overall findings from Year Two were stronger for two reasons. First, more classrooms and students were involved, resulting in a longer sample size for analysis (N=62 service-learning students and 145 comparison students). Second, unlike the sample in Year One, which was “weighted” with students enrolled in AP classes, the Year Two sample involved students more representative of the general student population.

Highlights of the positive changes for students in classrooms with service-learning methods (as measured by the *School Connectedness and Resiliency* pre/post survey) were:

- **Students learned to wait to talk and listen in groups.**
- **Students felt they had teachers who cared about them.**
- **Students learned that they could provide helpful service to others.**
- **More students liked school after participating in a service-learning project.**
- **Students increased the amount of time they spent in choir and orchestra and other music lessons.**

These statistically significant changes meant that service-learning helped students be connected to their school, the educators and their peers, and they knew they could help people and work effectively in groups. The attitude change goal was met on both years of the project.

On the *School Climate Survey* most of the service-learning students increased their attitudes over time. For most of the survey items, students in the comparison group showed decreases in their ratings of how they felt about school climate. Both groups had negative feelings about aspects of school life, but the following statements were ones where students in service-learning classes showed small but significant attitude gains.

- **The school discipline system was seen by some students as fair.**
- **Students felt some student concerns taken seriously.**
- **Some staff at the school would listen to student suggestions.**
- **Students were given opportunities to participate in decisions.**
- **Some service-learning students felt they were given choices regarding learning activities, and**
- **spent some time with staff outside the classroom.**
- **Some students felt they had learned ways to manage their anger and resolve conflict with others.**

While these are positive gains for service-learning students, on average with these attitudes only 30% of the service-learning students chose the two highest responses indicating that this climate statement was “Typical” or “Very Typical” for their school when measured on the post survey. The post average for the top two responses for the comparison group was only 14% for the above statements.

The use of the new *K-12 Service-Learning Standards Survey* made it possible for us to analyze student outcomes as they related to the quality of service-learning implementation. Of the eight quality standards, there are four that are the strongest predictors of positive student outcomes – duration and intensity (the overall amount of time students are involved in the project), curriculum links (evidence of strong connections to related academic content), meaningful service (evidence that students were involved in projects that were personally relevant and important to them), and challenging reflection. Through our follow-up telephone interviews with participating teachers, we documented examples in each of these areas.

This allows us to conclude, as others have as well, that students involved in high quality service-learning show the highest gains pre- to-post- on questions related to resilience and citizenship. In the other words, the more intense the service-learning experience, the greater the likelihood of strong positive impacts for the student, the school and the community.

Based on data which shows that some of the problematic behaviors which were to be addressed by Project SAVE begin at an early age, we suggest that existing service-learning efforts be continued and expanded at the high school level while also implementing new service-learning programs at the middle and upper elementary school levels. Additional professional development in quality service-learning and appropriate Lions-Quest program will be critical. Continued attention to the collection of relevant data will also be important (Quality Standard # 7 – Progress Monitoring). Finally we recommend involving students in school life in what that

encourage the development of student leadership and more interactions with teaching staff (Quality Standards # 1 and # 5).

Background:

In January 2007, the Lyndonville Central School District applied for a “Civility, Citizenship, and Character Education Grant” from the New York State Education Department. Lyndonville CSD is located in the Town of Yates in Orleans County. The district is geographically isolated, and encompasses a 50 square-mile area that is 590 miles from the nearest cities of Buffalo and Rochester. According to 2000 U.S. Census figures, 19.1% of the children in the area live below the federal poverty line. This rural setting, with a population of 2,510, offers very few alternative community resources, making it all the more crucial that students’ needs be addressed by the school.

The three-year program was intended to provide a comprehensive, K-12 approach to standards-based civility, citizenship and character education, utilizing Lions-Quest programs. Year One programming would utilize the *Skills for Action* program at the high school level. Year Two would continue this program and add *Skills for Adolescence* at the middle school level (grades 5-8). During Year Three both of these programs would continue, with *Skills for Growing* being added at the elementary school level (grades K-4). Appropriate training and support would be provided for implementing teachers. Due to cut-backs in state funding, the third year of the program was eliminated. To compensate for this, part-time three teachers from the elementary school received training in *Skills for Adolescence* and were asked to implement service-learning activities with their students in the spring of 2009 if possible.

The overall goals of the program were to:

- Decrease by 5% the rate of discipline referrals for socially inappropriate behavior among students during each year of the project;

- Improve by 5% annually school culture and climate as measured by the *School Connectedness and Student Resiliency Survey*;
- Reduce by 5% annually the percentage of freshmen and sophomores reporting the use of drugs, tobacco, and alcohol as measured by the Prevention Needs Assessment Survey; and
- By the end of Year III to ensure a K-12 standards-based curriculum that required annual measurable service-learning at each grade level.

Needs to be Addressed by the Proposed Program

Student failure of at least one class per year in the Lyndonville Central School District is higher than acceptable. In 2005-2006, 12% of freshmen failed at least one class, 16.9% of sophomores, 16.6% of juniors, and 1.5% of seniors. Another area of concern is the rate of alcohol, tobacco and drug use by students. According to the 2005 Prevention Needs Assessment Survey, 56% of 9th graders reported drinking alcohol, with 18% reporting binge drinking (five or more drinks in a row in the two weeks prior to the survey). By the time these students become seniors the rate of drinking increases to 80%, with 34% reporting binge drinking. Other data provided by the District also shows a surprisingly high percentage of students involved in gambling – perhaps as a result of accompanying their parents to local casinos, or gambling on-line or with peers.

Implementation – Year One

Prior to the beginning of the 2007-2008 school year, twelve teachers from Lyndonville high school participated in an August *Skills for Action* training sponsored by

Lions-Quest. This was followed by an orientation to service-learning, provided by Dr. Bradley and Dr. Laird on September 25, 2007, at the LA Webber High School. This five-hour workshop focused on the essential elements of service-learning, strategies for making connections with the curriculum, and strategies for reflection. Four teachers attended the September training – including an art teacher, a social studies teacher, a math teacher, and a phys ed. teacher. With the exception of the latter, these teachers taught classes at the junior/senior level. During Year One the service-learning group included a relatively small number of students, making statistical analysis of findings problematic. Two of these experimental group teachers also used service-learning methodologies, but not necessarily resources from *Skills for Action*, with their students in other classes during the school day.

Student surveys used during Year One included:

- *School Connectedness and Student Resiliency Survey* (pre/post)
- *Connections Effective Schools Survey: Part I – School Climate* (pre/post)
- *Connections Effective School Survey: My Classroom Experience Survey* (pre-post)

Teacher surveys included:

- *Teacher Post Project Report* (to be completed by teachers following completion of their service-learning projects; information contained on this Report included curriculum connections, duration of the service-learning project, number of service-learning hours/student – including planning, preparation, implementation, and reflection, number of beneficiaries, type of reflective activities used, type of project, as well as several questions related

to teacher observations of student behaviors and attitudes due to their engagement in the service-learning project). The teacher forms were not able to be completed for Year One.

The first two student surveys were the same for Year Two. The *My Classroom Experience Survey* was not used in Year Two. In addition to the *Post-Project Report*, teachers were also asked to complete the new *K-12 Service-Learning Quality Standards Tool* and to participate in follow-up telephone interviews to gather more information on what teachers did with their students.

Implementation – Year Two

Prior to the beginning of the 2008-2009 school year, ten teachers (seven from the middle school and three part-time teachers from the elementary school) participated in an August *Skills for Adolescence* training sponsored by Lions-Quest. Three of these were part-time teachers from the elementary school (sent due to elimination of funding for the third year of the project). This was followed by a service-learning in-service, provided by Dr. Bradley and Dr. Laird on December 11, 2008, at LA Webber High School. Originally planned as two half-day service-learning in-service sessions (six teachers were to attend the morning session and the remaining teachers, the afternoon session), the schedule was modified due to difficulties in obtaining substitutes and other conflicts with teacher schedules. We redesigned the in-service “on-the-spot” into three two-hour sessions to accommodate these changes. Approximately half of this time was spent giving an overview of the new *K-12 Service-Learning Standards for Quality Practice*, examples of quality practice and brainstorming project ideas with teachers. The remaining time was

spent reviewing the reports we would be using to assess service-learning implementation efforts and process for collecting post-project data. While we had planned to divide the teachers into two groups and have a half-day with each group, this proved to be impossible due to substitute shortages and other demands on teacher time. A planned late-March follow-up meeting with these teachers was never held due to scheduling conflicts.

Student surveys used during Year Two included:

- *School Connectedness and Student Resiliency Survey* (pre/post)
- *Connections Effective Schools Survey: Part I – School Climate* (pre/post)

Teacher reports included (to be completed at the conclusion of their service-learning projects:

- *Teacher Post Project Report* (information contained on this Report included curriculum connections, duration of the service-learning project, number of service-learning hours/student – including planning, preparation, implementation, and reflection, number of beneficiaries, type of reflective activities used, type of project, as well as several questions related to teacher observations of student behaviors and attitudes due to their engagement in the service-learning project).
- *K-12 Service-Learning Standards Assessment Survey* (based on the newly released *K-12 Service-Learning Standards for Quality Practice*; teachers rate their implementation efforts on each of the eight standards – meaningful service, curriculum links, reflection, diversity, youth voice, partnerships, progress monitoring, and duration/intensity – and related indicators on a scale

where 4 = exemplary practice, all standards met to 1 = none of the standards met. Dr. Bradley also had follow-up telephone interviews with five of the six implementing teachers to gather additional information about what they did. Use of this survey enabled us to make objective decisions about the implementation quality for each project).

Student Samples

In Year Two the *School Connectedness and Resiliency* and *School Climate* surveys were given to all 7th-12th graders in social studies and U.S. Government classes. Some of these students were identified as service-learning students while others served as the comparison group. Visual inspection of the comparison group surveys was done to eliminate any student in one of the service-learning classes who might also have taken the same survey in one of these classes. Student class lists were used to sort surveys into service-learning and comparison groups. Teachers provided descriptions of which class period they used for service-learning, project descriptions, number of service-learning hours, and project duration. On the post-*Student Connectedness and Resiliency Survey*, students also had an opportunity to answer whether they had ever taken a class that involved service-learning, and if yes, the total number of service hours in that class.

During Year Two five teachers (DuBois Kwiatkowski, Kornow, Michalak, and Smith) reported using service-learning methodologies with their students. Teachers linked their projects to Art/Leadership, Math, Social Studies, and Technology, with projects ranging in duration from 2 weeks to the entire school year. The average duration was about ten weeks. Student self-reported data on the intensity (number of hours/week)

of their service-learning ranged from a low of 5/hours/week to a high of 30 hours/week. Students in these classes (N = 62, matched) took both the *School Connectedness and Student Resiliency Survey* as pre-surveys in December 2008 and post-surveys in June 2009.

The total number of students in the comparison group = 145 (matched). Student surveys were matched by using the pre- to-post- *Student Resiliency Surveys* and pre- to-post- *School Climate Survey* and were included if they had completed both surveys and their names were identified or could be assumed from their gender and grade level. Surveys were screened for validity (a few students used only one response category for all items and were eliminated from the sample).

Details on the Construction of the Comparison and Service-Learning Groups

Thirty-two 10th and 11th graders were in the comparison group. Students in McKee's 9th grade class did not report any or, in four cases just two hours of, service-learning. Some of the 8th graders in Roggow's sections were supposed to receive some service-learning Michalak in an art project. These students reported no hours, or in a few case, 2 hours or less, of service-learning. If students reports fewer than 3 hours of service-learning they were placed in the comparison group.

Students in grades 10th-12th were in the service-learning group. A few students were identified who participated in two classes where teachers used service-learning. Where this occurred, students were kept in the service-learning group with the highest reported level of duration and intensity. Therefore, DuBois' students and Smith's students were combined with Kwiatkowski and Michalak.

Implementation Levels

- High Implementation: The two projects with the greatest duration and intensity (Quality Standard # 8) were a year-long Leadership Class (Michalak) that averaged 20-30/week and the “Mittens” project (Kwiatkowski) that averaged 15-20 hours/week over a period of 12 weeks.
- Medium Implementation: The election project (Kornow) was classified as a “medium implementation,” with student service hours ranging from 5-15 hours/week over 5 weeks.
- Low Implementation: The review lessons project (Kwiatkowski), student restructuring of fire drills (DuBois), and senior interviews (Smith) had the lowest levels of intensity with student service hours ranging from 5-8 hours/week over 2-7 weeks. These were classified as “low implementers.”

Data from the first 32 questions on the *Student School Connectedness and Resiliency Surveys* each of these groups were analyzed. Results are shown in the table below.

<u>Service-Learning Teacher</u>	<u>Pre</u>	<u>Post</u>	<u>Difference</u>
Kwiatkowski (Mittens Project) -High	3.78	3.98	+0.20
Michalak and Dubois- High	3.80	4.04	+0.24
Kornow - Medium	3.91	4.03	+0.12
Kwiatkowski and Smith - low	3.62	3.75	+0.13

In terms of student outcomes, the Mitten project had the strongest impact (pre-to-post-) on participants. Students reported gains of

- +0.72 on Q26: ‘I know how to calm myself.’”

- +0.71 on Q21: “I have learned better ways to use my time at school.”
- +0.64 on Q24: “When others talk, I wait my turn and listen.”
- +0.57 on Q20: “I accept the consequences of my actions.”
- +0.57 on Q9: “I like school.”
- +0.50 on Q28: “I can accept criticism about my behavior.”
- +0.50 on Q10: “I like what we do in most of my classes.”
- +0.50 on Q15: “I believe I can make a difference in my community.”

This supports other research which indicates that the higher the level of service-learning implementation, the greater the potential for strong positive student impacts.

Overall Findings

A. School Connectedness and Resiliency Survey

In order to be able to use comparative statistics that have greater validity, the four service-learning subgroups and the four comparison subgroups were compiled as two large groups. The following results are for all 62 service-learning students and the 145 comparison group students whose surveys were matched according to the criteria previously described *School Connectedness and Resiliency Survey*.

Questions on this survey ask students to respond to a series on a scale where 5 = “strongly agree” and 1 = “strongly disagree.” The second page of the survey asks students about their lifestyle and school and community involvement. For example, students are asked how many hours they spend doing homework, watching TV or working on a job. In the second section, they are asked to report the number of hours they

are involved in clubs, sports, and other activities. The final section asks them about the use of alcohol and drugs.

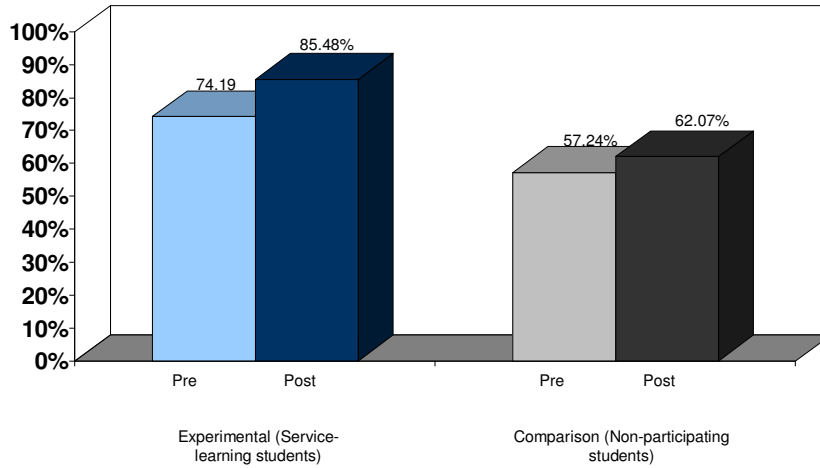
Results for the first 32 items for students in the service-learning group shows an observed gain of **+0.17**. These students had a mean score for questions 1-32 of **3.78** at pre and **3.95** at post. (See *School Connectedness and Resiliency Survey's* Item means Table in Appendix B). These mean scores show that most of the service-learning student responses were in agreement with the *School Connectedness and Resiliency Survey* (a score near 4 signifies agreement). The overall comparison group's mean score for the same questions was **3.50** at pre and **3.54** at post.

Many of these students were already very engaged in school and it might seem that very little growth was possible. However, there were some statistically significant outcomes worth noting when examining individual item gain scores for the service-learning students.

- Q24: “When others talk, I wait my turn and listen” – the net gain was **+0.42** (from **3.74** at pre to **4.18** at post). See Graph 1 on the following page, where the “strongly agree” and “agree” responses are shown for both the service-learning (experimental) and comparison group students. Students in the service-learning group showed an 11.29% increase in their ability to control themselves as they worked on their projects. Possible reasons for this include: teacher reinforcement for importance of listening to the ideas of others during the initial project planning phase and greater student “buy-in” in these classes – because they were more invested in the class they were confident that they would get their chance to speak. Regardless, this is an important interpersonal and job skill to develop.



Graph 1
Lyndonville N.Y. School District
School Connectedness and Resiliency Survey Data 2008-2009
Top Strength Overall Data Result for Survey Item
Q24: "When others talk, I wait my turn and listen."

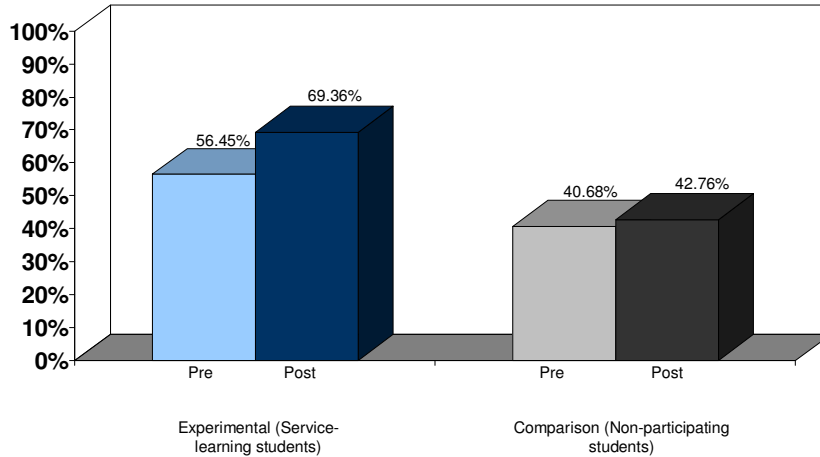


*Note: "Typical" and "Very typical" were combined, using responses 4 and 5 on the item.

** Total N for the experimental group had 62 students at pre and post. There were 145 comparison students at pre and post.



Graph 2
Lyndonville N.Y. School District
School Connectedness and Resiliency Survey Data 2008-2009
2nd Top Strength Overall Data Result for Survey Item
Q2: "Teachers at this school care about me."



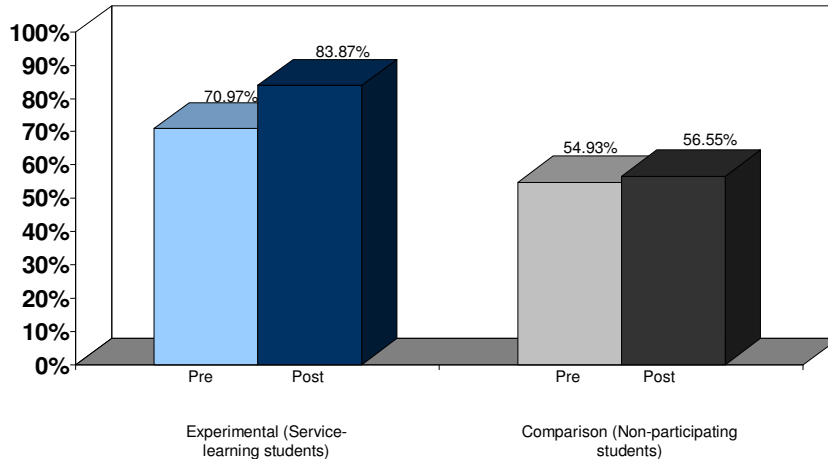
*Note: "Typical" and "Very typical" were combined, using responses 4 and 5 on the item.

** Total N for the experimental group was 62 students at pre and at post. There were 145 comparison students at pre and at post.

- Q2: "Teachers at this school care about me" – the gain was **+.33** (from **3.44** at pre to **3.77** at post). Students who worked on service-learning projects felt their teachers cared about them, whereas students not working with teachers on these projects who are in the comparison group, had no improvement on their perceptions of caring by teachers. Students are more likely to continue in school when they feel they are in a caring environment. Service-learning may play an important role in opening communication between student and teacher.



Graph 3
Lyndonville N.Y. School District
School Connectedness and Resiliency Survey Data 2008-2009
3rd Top Strength Overall Data Result for Survey Item
Q32: "I know I can provide helpful service to others."



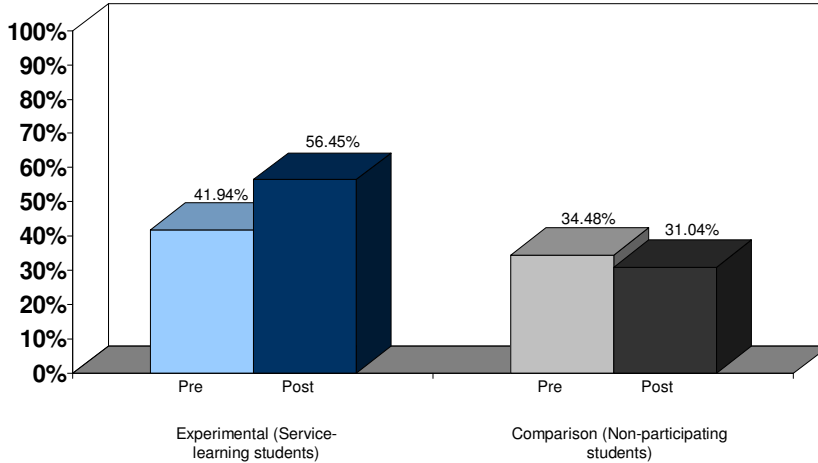
*Note: "Typical" and "Very typical" were combined, using responses 4 and 5 on the item.

** Total N for the experimental group was 62 students at pre and at post. There were 145 comparison students at pre and at post.

- Q32: "I know I can provide helpful service to others" – the gain was **+.24** (from **4.00** at pre to **4.24** at post). This statement reflects the development of a sense of civic responsibility. Some of the 11th and 12th graders in Year Two service-learning projects had also participated in Year One projects, perhaps helping to explain why the pre-project mean scores were so high (4.00 or "agree"). Some of those students improved their responses after this year's service-learning participation to "strongly agree" answers, producing a higher post-project mean score. This comparison group's agreement decreased over time from **3.77** at pre to **3.69** at post. This is likely of reflection of the fact they were not given the opportunity to be involved in activities that helped them develop this sense of civic responsibility.



Graph 4
Lyndonville N.Y. School District
School Connectedness and Resiliency Survey Data 2008-2009
4th Top Strength Overall Data Result for Survey Item
Q9: "I like school."



*Note: "Typical" and "Very typical" were combined, using responses 4 and 5 on the item.

** Total N for the experimental group was 62 students at pre and at post. There were 145 comparison students at pre and at post.

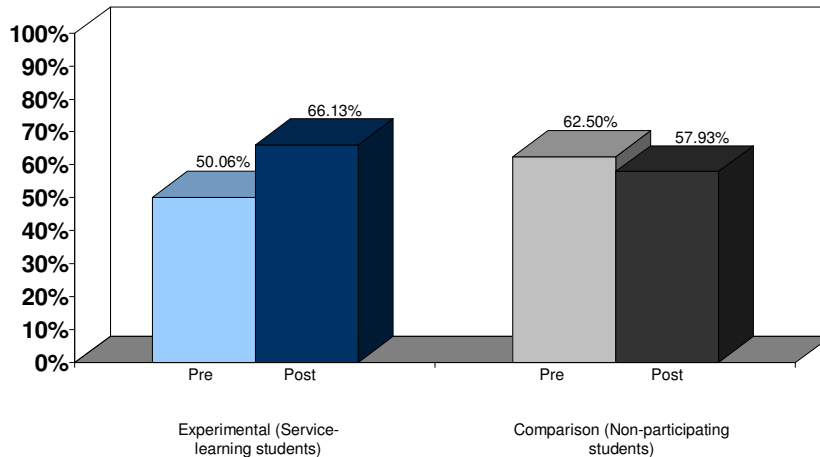
- Q9: "I like school" – the gain was **+.36** from **3.05** at pre to **3.41** at post). Those students in the service-learning group, many of whom were 12th graders, had negative attitudes about liking school before they participated in the project this year. By the end of the year, some of these students agreed that they liked school. The comparison group's attitudes remained at a low level, at pre-survey the mean was 2.57 and at post-survey it was 2.62. The majority of comparison responders disagreed with the statement and this indicates that they did not like school. This is significant because the comparison group has younger students and a national longitudinal study of 80,000 students who dropout of school found that not liking school was the key factor in dropping out—not pregnancy or needing a job. Intervention programs such as service-learning can change the attitudes of students at-risk of dropping out. Even when students stay in school, they may not feel connected in deep ways with the care and concern of teachers and peers. So

changing attitudes of Lyndonville students by promoting pro-social behavior—such as greater student involvement in activities at school and in the community is an evidence-based practice. This also confirms what other studies have found – engaging students in quality service-learning is an excellent way of reconnecting students to school. As they become involved in their projects, they find themselves digging deeper into issues related to them (e.g., students engaged in the “Mittens” project looked at issues related to homelessness and poverty in their area and actually reported enjoying the research!). The comparison students need to have this participation to help them continue with their schooling.

- The last item on the *School Connectedness and Resiliency Survey* displayed is Graph 5 (question #37). It asked students to tell us how many hours they spent per week in choir, music, orchestra, or other music practice and lessons. When we looked at those students who answered that they spent 1-10 hours per week, we find that at **pre-survey 50% of the service-learning group** reported that they were involved in music practice. This rose to **66.13%**, or two out of every three students at post-survey. During the same period, students in the comparison group started at **62.50%** at pre, but dropped to less than **58%** by the end of the school year. Some of this may be a reflection of school schedules and opportunities for in-school music, but it may also confirm research done by the Search Institute which suggests that the more involved students are in extra-curricular and co-curricular activities (as well as service-learning), the more engaged they are likely to be in their school and community. Increased positive involvement in school is one of many preventative factors which help students develop resiliency.



Graph 5
Lyndonville N.Y. School District
School Connectedness and Resiliency Survey Data 2008-2009
Top Strength Overall Data Result for Survey Item
Q37: "During an Average week, number of hours spent in music lessons:
hours increase."



*Note: "Typical" and "Very typical" were combined, using responses 4 and 5 on the item.

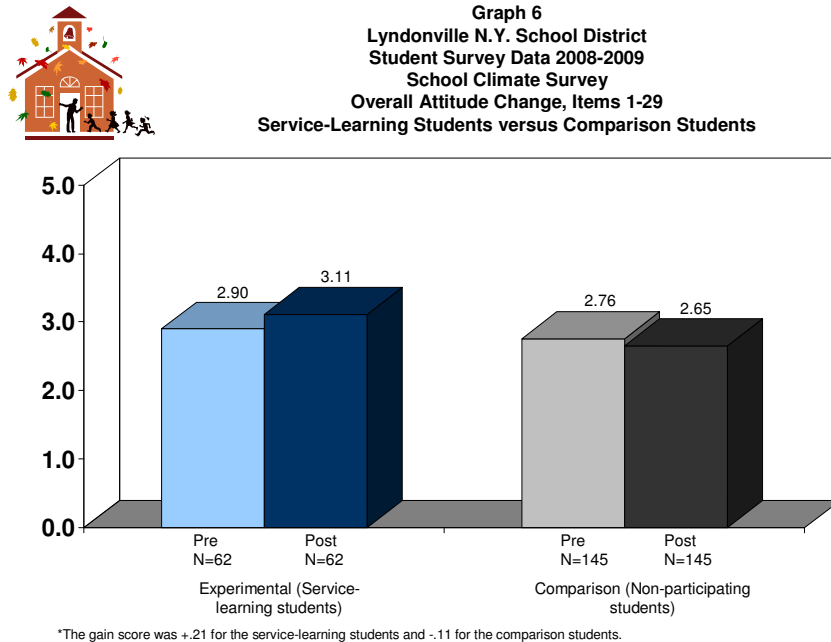
** Total N for the experimental group was 62 students at pre and at post. There were 145 comparison students at pre and at post.

These attitude changes reflect the pattern most of the items on the *School Connectedness and Student Resiliency Survey* where students participating in service-learning had improved attitudes about school, the teachers, and peers who they could connect to, their perceptions of their talent and abilities, and their sense of civic responsibility.

B. *School Climate Survey*

The *School Climate Survey* is divided into seven sections. The first six (Safety and Structure, Belonging and Group Membership, Self-Worth and Ability to Concentrate, Independence and Control, Closeness and Good Relationships, and Competence and Mastery) ask students to respond to a series of questions, using a scale ranging from "Not Typical" to "Very Typical." The final section (questions 3-35) consists of a series of open ended questions, inviting students to make additional comments related to questions 1-29.

This survey was administered to a total of 207 students at pre (62 in the experimental group and 145 in the non-service-learning group). In analyzing the data for graphing, “Typical” and “Very Typical” responses were combined (using responses 4 and 5 on each item).

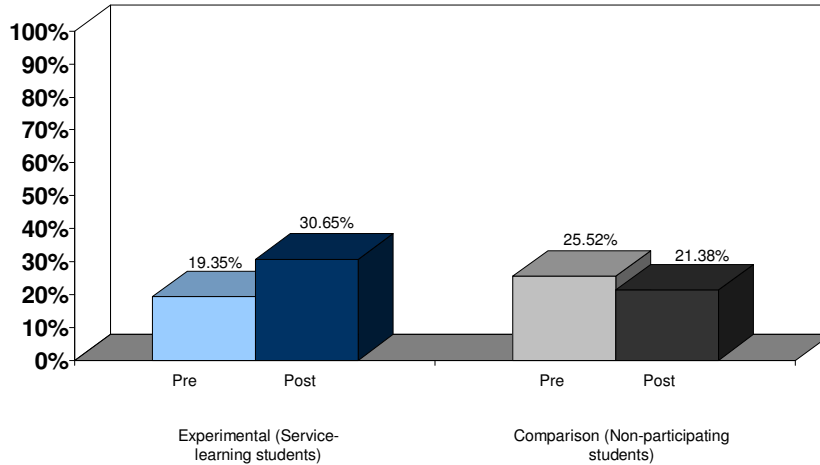


As Graph 6 shows, overall mean scores for questions 1-29 for the experimental (service-learning) students were **2.90** at pre and **3.11** at post (gain score = **+.21**) and **2.76** at pre and **2.66** at post (gain score = **-.10**) for the comparison group. Hence, the “big picture” shows a slight change from pre to post for students engaged in service-learning and a modest decrease from pre to post for the comparison group. However, the scores for both groups represent only a “somewhat typical” response – meaning that neither group feels a strong sense of connectedness to their school.

Student responses to specific items help to clarify this picture somewhat. In relation to “School Safety and Structure,”



Lyndonville N.Y. School District
Student Survey Data 2008-2009
School Climate Survey
Q5: "The present discipline system seems fair."



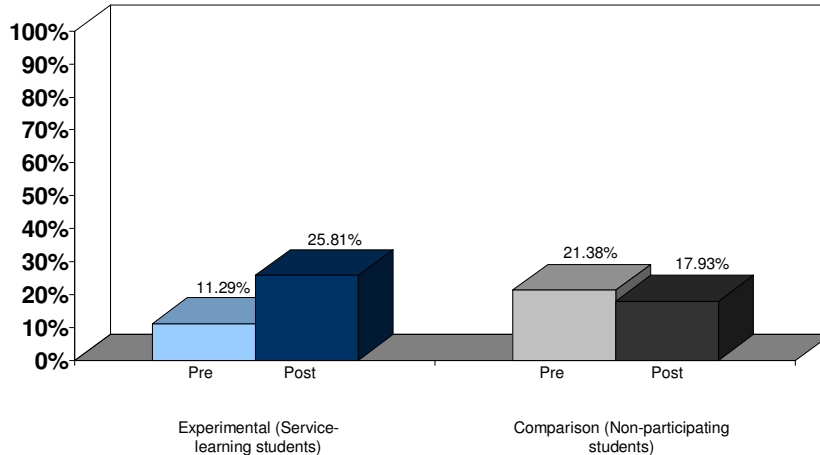
*Note: "Typical" and "Very typical" were combined, using responses 4 and 5 on the item.

** Total N for the experimental group had 62 students at pre and post. There were 145 comparison students at pre and post.

- Q5: "The present system seems fair." Mean scores for students in the experimental group were **2.69** at pre and **2.94** at post (an increase of **+.25**) while mean scores for students in the comparison group were **2.70** at pre and **2.58** at post (a decrease of **-.12**). These scores suggest that, in general, students feel detached from the school's discipline process – from their point of view it is "just something that happens." The graph suggests that participation in service-learning does increase the number of students who see the current system as "fair" – from two out to ten to three out of ten.



Lyndonville N.Y. School District
Student Survey Data 2008-2009
School Climate Survey
Q11: "Student concerns are taken seriously by staff"



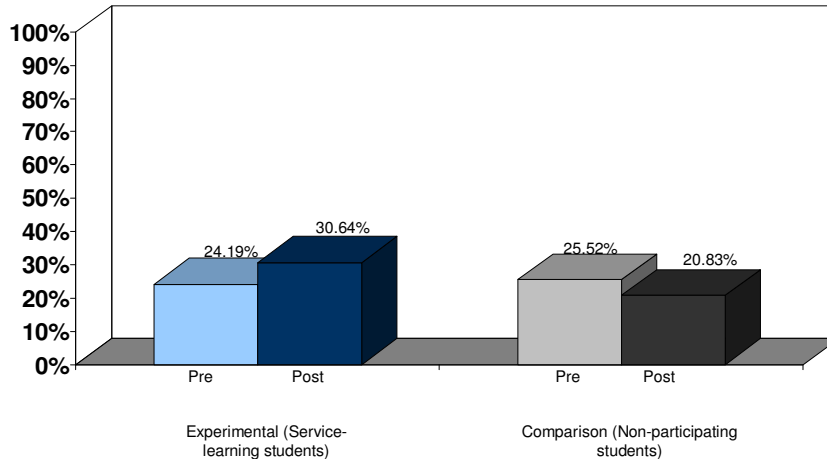
*Note: "Typical" and "Very typical" were combined, using responses 4 and 5 on the item.

** Total N for the experimental group was 62 students at pre and at post. There were 145 comparison students at pre and at post.

- Q11: "Student concerns are taken seriously by the staff." Mean scores for students in the experimental group were **2.66** at pre and **3.09** at post (an increase of **+0.43**) while mean scores for students in the comparison group was 2.58 at pre and 2.50 at post (a decrease of **-0.08**). These changes suggest that participation in service-learning has a positive impact on the way students view their relationship with their teachers. No doubt this is a reflection of the opportunity to work with their teachers in a different way (teachers as "coaches" rather than "lecturers").



Graph 9
Lyndonville N.Y. School District
Student Survey Data 2008-2009
School Climate Survey
Q16: "School staff listen to student ideas and suggestions."



*Note: "Typical" and "Very typical" were combined, using responses 4 and 5 on the item.

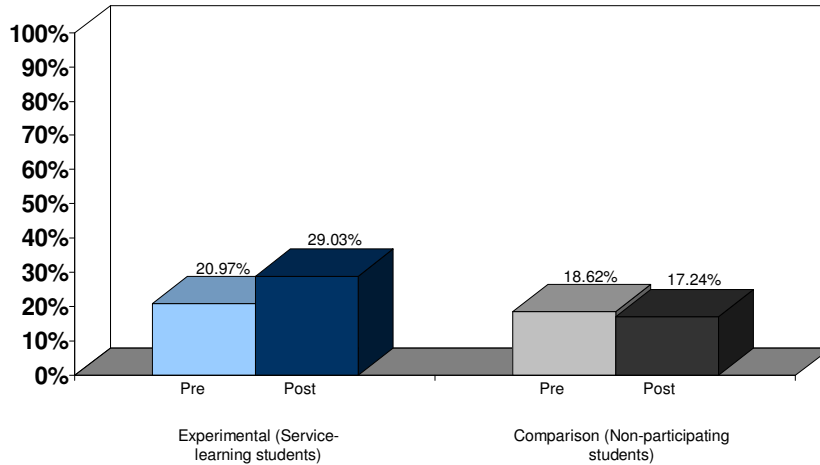
** Total N for the experimental group was 62 students at pre and at post. There were 145 comparison students at pre and at post.

- Q16: "School staff listen to student ideas and suggestions." At pre-survey only a quarter of students in each group reported positive answers. The service-learning students improved their attitudes but students in the comparison group did not. Mean scores for students in the experimental group were **2.93** at pre and **3.15** at post (an increase of **+.22**) while mean scores for students in the comparison group were **2.66** at pre and **2.67** at post (a increase of **+.01**). The increase for students in the service-learning group may be due to teacher acceptance of their ideas (Standard #5 – Student Voice) during planning and implementation phases of their projects.

The next section – "Independence and Control" – deals with the need for young people to feel that they can make some decisions and have some control over their lives.



Lyndonville N.Y. School District
Student Survey Data 2008-2009
School Climate Survey
Q19: "Students are given choices regarding learning activities."



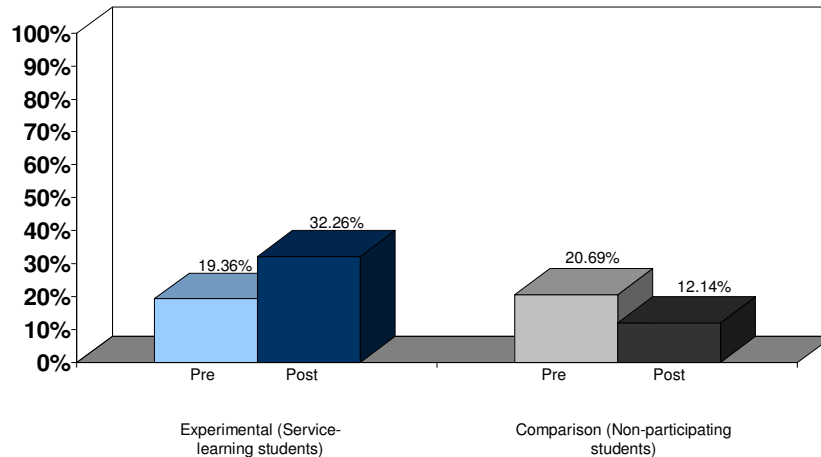
*Note: "Typical" and "Very typical" were combined, using responses 4 and 5 on the item.

** Total N for the experimental group was 62 students at pre and at post. There were 145 comparison students at pre and at post.

- Q19: "Students are given choices regarding learning activities." Mean scores for the experimental group were **2.72** at pre and **3.01** at post (an increase of **+.29**) and **2.50** at pre and **2.45** at post (a **-.05** decrease) for the comparison group. While the service-learning group increased and the comparison group decreased, the relatively low mean scores border on responses of "not typical" than "somewhat typical." The majority of students did not feel they were given learning choices.



Graph 11
Lyndonville N.Y. School District
Student Survey Data 2008-09
School Climate Survey
Q20: "Students have opportunities to participate in decisions about school issues that affect them."



*Note: "Typical" and "Very typical" were combined, using responses 4 and 5 on the item.

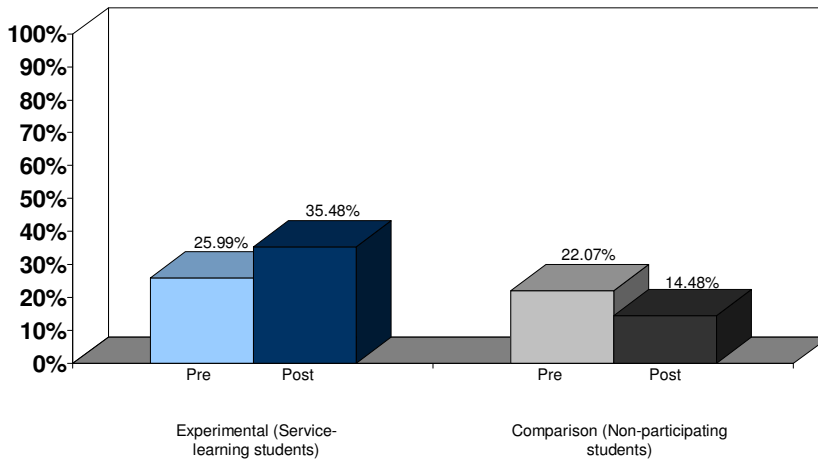
** Total N for the experimental group was 62 students at pre and at post. There were 145 comparison students at pre and at post.

- Q20: "Students have opportunities to participate in discussions about school issues that affect them." The graph shows a clear increase in positive responses over time for the service-learning group. Significantly, where less than 2 in 10 of students in the service-learning group agreed that they have opportunities to participate in discussions about school issues that affect them at pre-survey, by the end of the year about 3 in 10 felt they had opportunities. At the same time, the number of students in the comparison group who agree with this statement starts at 2 in ten and decreases by almost 50% (to 12%). This outcome reflects comments made by service-learning teachers about the importance of student voice (Standard # 5) in their projects.

The next section – “Closeness and Good Relationships – deals with youth perceptions of the quality of the relationships they have with others.



Graph 12
Lyndonville N.Y. School District
Student Survey Data 2008-2009
School Climate Survey
Q23: “Students and Staff spend time outside of academic time in the classroom.”



*Note: “Typical” and “Very typical” were combined, using responses 4 and 5 on the item.

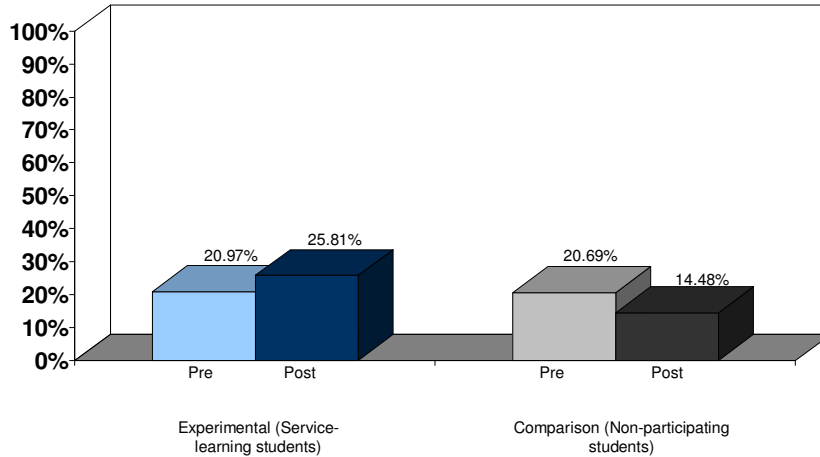
** Total N for the experimental group was 62 students at pre and at post. There were 145 comparison students at pre and at post.

- Q23: “Student and staff spend time together outside of academic time in classrooms.” Mean scores for the experimental group were **2.84** at pre and **3.21** at post (an increase of **+.37**) and **2.61** at pre and **2.39** at post (a decrease of **-.22**) for the comparison group. The increase of the experimental group probably reflects the connections they formed with their teachers or other adults through their service-learning projects.

The final section – “Competence and Mastery” – deals with the degree to which students feel they have developed the attitudes, behaviors and skills they need to be successful as adults.



Graph 13
 Lyndonville N.Y. School District
 Student Survey Data 2008-09
 School Climate Survey
 Q26C: “Students are taught and encouraged to use effective social, conflict resolution, and coping skills including: managing anger.”



*Note: "Typical" and "Very typical" were combined, using responses 4 and 5 on the item.

** Total N for the experimental group was 62 students at pre and at post. There were 145 comparison students at pre and at post.

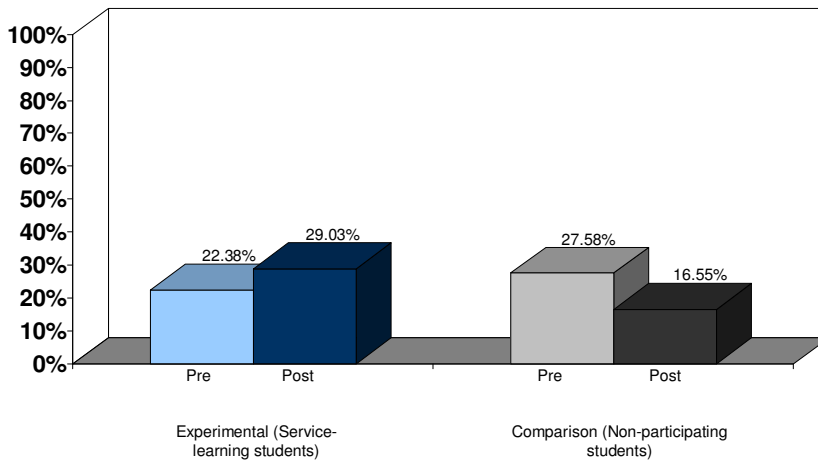
- Q26C: “Students are taught and encouraged to use effective social, conflict resolution, and coping skills including managing anger.” Mean scores for the experimental group were **2.71** at pre and **2.94** at post (an increase of **+.23**) and **2.53** at pre and **2.49** at post (a decrease of **-.04**) for the comparison group. While there were a slight increase from pre- to post- for the service-learning group, compared with a slight decrease among students in the comparison group, the relatively low mean scores for both groups suggest that, **in general, students do not feel that they are being taught important social coping skills**. This might be a reflection of the general trend in most schools to focus on test preparation at the expense of critical interpersonal skills.

This finding is supported by the graph below which students were asked on statement #26G: “Students are taught and encouraged to use effective social, conflict resolution, and coping skills including: resolving conflicts with others.” In this graph we see that

while there is some increase in the service-learning group, from 22% agreement to 29%, the comparison students are less sure about whether they can resolve conflicts by the end of the school year. **Both sets of students feel resolving conflicts are not typically taught at Lyndonville.**



Graph 14
Lyndonville N.Y. School District
Student Survey Data 2008-09
School Climate Survey
Q26G: "Students are taught and encouraged to use effective social, conflict resolution, and coping skills including: resolving conflict with others."



*Note: "Typical" and "Very typical" were combined, using responses 4 and 5 on the item.

** Total N for the experimental group was 62 students at pre and at post. There were 145 comparison students at pre and at post.

Student responses to the open-ended questions (Q30-34) provided some additional insights into these findings.

Q30 asked students to rank their responses to Q1-29 in terms of the areas most in need of improvement at their school. Questions 31-33 about positive and negative aspects of the school's climate were similar to the rankings in Question 30. In short, students chose the survey items as reflecting what some of their complaints and positive features of school life.

We have ranked these in order of frequency of student responses in both groups (service-learning and comparison) and **these are areas where improvement is needed.**

- (1) Q11: “Student concerns are taken seriously by school staff.” Many students expressed the concern that their concerns were not taken seriously by school staff. For example, one student commented about problems with the bathrooms which he said were never addressed. Another student commented about the building always being cold. On the positive side, another student said “They work hard to see that you pass.”
- (2) Q3, 26c and 26g: “Students resolve their disputes respectfully/peacefully,” “Students are taught and encouraged to use effective social, conflict resolution, and coping skills including: resolving conflicts with others.” There were a high number of negative responses for both groups. These comments suggest that students do not know how to resolve conflicts peacefully and are not being taught the skills they feel they need to be able to do this. One student said that “teachers do not give students the help they need in relationships with other students.” Students also made frequent mention of either being bullied themselves or observing others being bullied (Q9) and were concerned that did not have the skills to stop it themselves. They were critical of teachers and administrators, saying they did little to stop bullying from occurring or intervened too late.
- (3) Q5/Q7: “The present discipline system seems fair,” “When the disciplinary code is violated, consequences are enforced consistently for all students.” One student said that the school “didn’t reward good kids – all of the attention and rewards go to the bad kids.” Along the same line, another student said that “the administration favors bad students and doesn’t discipline them, but good

students get in trouble over little things.” Another said that the school seems to care more about its reputation than about its students.

- (4) Q10: “Students having problems with academics and/or emotional or behavioral needs are quickly given support services.” Despite the administration’s efforts to address these needs, many students do not feel that enough is being done. Some felt that too much focus is put on academic problems, to the exclusion of emotional and behavioral needs. One said that the Academic center was “nice,” another compared it to a “jail.”
- (5) Q21: “All students are treated with respect by peers and staff.” One student commented, “Not everyone is the same – bad students are treated better than the top ten.” Another said, “I fee that if the students have to respect the teachers, then the teachers should respect the students too.” Another said that “teachers give respect to people who don’t deserve it. My school is in desperate need of a moral code.” Another said, “If staff doesn’t like students, they give up on them.”
- (6) Q15: “Students are acknowledged for their success and contributions in many different areas. This was a positive comment by the service-learning students but a negative one for the comparison students. The celebration of skills and benefits to others that is part of the service-learning model seemed to influence those participating students to feel they were acknowledged whereas the students without this experience complained that this was a problem at school.

In all fairness to the administration and teachers, students at Lyndonville are like students in any other school in the country. Some get along well with their teachers and perceive that their teachers respect them and are approachable when they need help. Others have exactly the opposite perception. What is worrisome here is that, among students involved in Project SAVE, either in the service-learning group or the comparison group, more students seem to have negative perceptions than positive. This is something to be concerned about, especially among younger students since research on reasons for dropping out of school often relate to a sense of being disconnected and disengaged from school (teachers) and learning. These negative perceptions need to be addressed proactively (see Recommendations).

Teacher Reports

As mentioned earlier teachers were asked to complete and submit two reports:

- *Post-Project Teacher Report*
- *K-12 Service-Learning Quality Assessment Survey*

Six teachers submitted completed the first report; seven submitted the second.

Follow-up interviews with six of these teachers yielded additional information.

Complete summaries of each report can be found in Appendix 9.

Some Highlights from *Post-Project Teacher Report*

- **Grade Level of Participants:** Five of the six projects involved high school students; only one may have involved middle school students.
- **Curriculum Links:** Art, Math, Social Studies, and Technology

- Duration: Ranged from 2 weeks (Social Studies Review lessons) to the entire school year (Lions-Quest Leadership Class)
- Preparation Time: Ranged from 1.5 hours (Social Studies Review lessons) to 20 hours (Restructuring fire drills)
- Number of Participants: Ranged from 6 (Restructuring fire drills) to 46 (Election campaign). Total number of students involved = 183
- Total number of service hours = 5,673
- Dollar value of service (5,673 x \$19.51) = **\$110,680** (a return of \$3 for each dollar of grant money)
- Reflection Strategies Used: class discussions, written reflection papers, written questions supplied by teacher
- Best things about the service-learning experience (from teacher's point of view):
 - seeing students work together
 - listening to student responses
 - seeing student develop a sense of accomplishment, leadership, and sense of helping others
 - high level of materials created by students
 - seeing students work "outside the box"
- If I did this again next year, I would ...
 - have students journal every other week throughout the year to link their service experiences to the curriculum
 - have students compare and contrast candidates

- give students more ownership of their project
- begin the project earlier
- Three most important things I learned ...
 - the importance of organization
 - let students have more control/ownership
 - how much students know already
 - students can be resourceful and helpful
 - kindness and consideration of the students was impressive

Some Highlights from the *K-12 Service-Learning Quality Assessment Survey*

Teachers were asked to rate themselves on each of the eight standards for quality service-learning practice (meaningful service, curriculum links, challenging reflection, diversity, youth voice, partnerships, progress monitoring, and duration and intensity) using a scale where 4 = represents an exemplary level of practice – requirements of this standard are clearly met to 1 = does not meet the requirements of this standard. Each standard has between three and five indicators what quality practice looks like. Teachers are asked to rate themselves on each indicator. Mean scores for each standard were then calculated and averaged into an overall service-learning implementation quality rating. Follow-up interviews were held with five of the six teachers who had returned their surveys – not for the purpose of “talking them out” of the ratings they gave themselves, but to gather additional information how they addressed each standard and its related indicators through their project.

Mean scores for the projects are shown in the table below:

Teacher/Project Description	Overall Service-Learning Quality Assessment Mean Score
Kwiatkowski (Mittens project)	3.29
Kwiatkowski (Social Studies Review lessons) Michalak (Leadership class)	2.89 2.89
Smith (Senior Citizens Interviews)	2.84
Kornow (Election Pamphlets)	2.52
McKee ((Election Campaign)	2.37
DuBois (no information on project)	2.24

Having mean scores for each standard also make it possible for us to look at which standards teachers felt they had done the best job in achieving and which standards they felt needed additional attention through professional development. Highest standards included:

- Meaningful Service (mentioned by 5 teachers)
- Reflection (mentioned by 1 teacher)
- Youth Voice (mentioned by 4 teachers)
- Partnerships (mentioned by 2 teachers)
- Progress Monitoring (mentioned by 2 teachers)

Standards needing the most attention included:

- Reflection (mentioned by 2 teachers)
- Diversity (mentioned by 3 teachers)
- Partnerships (mentioned by 1 teacher)
- Progress Monitoring (mentioned by 4 teachers)
- Duration and Intensity (mentioned by 3 teachers)

Taken together, these results suggest that teachers believed they were involving their students in meaningful service (Standard #1) which provided their students with significant opportunities to be involved in shaping their service activities (Standard #5). They also saw room for improvements in the areas of keeping track of project progress (Standard #7) and project duration and intensity (Standard #8). These would areas to address in future professional development activities.

These mean scores were key factors in decisions about placement of teachers and projects into the high, medium, and low levels of implementation.

Recommendations

The results from Years One and Two suggest that the Lyndonville Central School District is on edge of significant positive change. Despite the elimination of state funding we would hope that the District will find a way to continue and expand the efforts that have already been made. Pre-/post- survey results for both years show that students in both the experimental and comparison groups are self-reporting many of the attitudes and behaviors associated with disengagement from school, including:

- Overall lack of strong connections with what goes on around them at school (indicated by the preponderance of “somewhat typical” responses)
- Lack of special connections with teachers and other adults
- Lack of opportunities for them to participate in discussions about school issues that concern them (student voice)
- A sense that some teachers do not “believe” in them
- Lack of control over “how” they learn – they have a sense that some teachers offer few choices in their learning activities

- A sense that some teachers do not always adapt their teaching styles to the needs of different students
- A sense that some teachers are not always willing to help them when they ask
- A concern about issues related to bullying, harassment and substance abuse and how to resist peer influence (resiliency)
- Related to this, concerns that their peers do not know how to resolve conflicts peacefully and that the school is not teaching the necessary skills.

The modest positive attitude findings from students involved in service-learning during both years showed some gains, and there were corresponding decreases among students in the comparison group. In both cases, students were not choosing the highest responses at pre or post. These low attitudes about the school climate and teaching methods suggest that service-learning experiences should occur more regularly for all Lyndonville students. This reinforces the underlying rationale for Project SAVE where funds are provided to improve character education, citizenship, and build student attachment to school and peers in a learning community.

Recommendation 1: Students in middle school and 9th and 10th grade should have more teachers using service-learning methods to engage students and change their sense of belonging and connectedness to peers, teachers, and the school's mission. We suggest integration of service-learning in middle and high school classes so that every student will have the opportunity to participate in at least one high quality classroom-based service-learning project during each of these years. This approach would lay the

foundation for individual service-learning projects during the 11th and 12th grade years – perhaps connected with some kind of senior exhibition or graduation project.

Recommendation 2: Given that data from the *Prevention Needs Assessment Survey* indicates that alcohol and drug use start by youth start as early as late elementary school and increase throughout the middle and high school years, we suggest early intervention through the use of appropriate modules from *Skills of Adolescence* and/or *Skills for Action* – or other appropriate materials – to proactively address these issues. Additionally, if these issues are going to be addressed at the elementary school level, teachers who will be involved need to be provided with opportunities for professional development (*Skills for Growing* or similar programs).

Recommendation 3: Similarly, since many students are self-reporting problems with issues related to anger management and bullying, we suggest early intervention through the use of appropriate modules from *Skills of Adolescence* and/or *Skills for Action* – or other appropriate materials – to proactively address these issues. Additionally, if these issues are going to be addressed at the elementary school level, teachers who will be involved need to be provided with opportunities for professional development (*Skills for Growing* or similar programs).

Recommendation 4: Continue and expand professional development efforts related to the new *K-12 Service-Learning Standards for Quality Practice*,” particularly Standards 7 & 8. We would also suggest a late-summer planning day for all teachers who have

expressed an interest in integrating service-learning into their classrooms. This day would give them time to map out the curriculum links, establish timelines, coordinate with each other where possible, and take initial steps in planning. A summary of these standards follows on the next pages.

K-12 Service-Learning Standards for Quality Practice

1. Meaningful Service

Standard:

Service-learning actively engages participants in meaningful and personally relevant service activities.

Indicators: Service-learning

- ◆ Experiences are appropriate to participant ages and developmental abilities.
- ◆ Addresses issues that are personally relevant to the participants.
- ◆ Provides participants with interesting and engaging service activities.
- ◆ Encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.
- ◆ Leads to attainable and visible outcomes that are valued by those being served.

2. Link to Curriculum

Standard:

Service-learning is intentionally used as an instructional strategy to meeting learning goals and/or content standards.

Indicators: Service-learning

- ◆ Has clearly articulated learning goals.
- ◆ Is explicitly aligned with the academic and/or programmatic curriculum.
- ◆ Helps participants learn how to transfer knowledge and skills from one setting to another.
- ◆ That takes place in schools is formally recognized in School Board policies and in student records.

3. Reflection

Standard:

Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

Indicators: Service-learning reflection

- ◆ Includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes.
- ◆ Occurs before, during, and after the service experience.

- ◆ Prompts participants to think deeply about complex community problems and alternative solutions.
- ◆ Encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
- ◆ Encourages participants to examine a variety of social and civic issues related to their service-learning experience to understand connections to public policy and civic life.

4. **Diversity**

Standard:

Service-learning promotes understanding of diversity and mutual respect among all participants.

Indicators: Service-learning

- ◆ Helps participants identify and analyze different points of view to gain understanding of multiple perspectives.
- ◆ Helps participants develop interpersonal skills in conflict resolution and group decision-making.
- ◆ Helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.
- ◆ Encourages participants to recognize and overcome stereotypes.

5. **Youth Voice**

Standard: *Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.*

Indicators: Service-learning

- ◆ Engages youth in generating ideas during the planning, implementation, and evaluation processes.
- ◆ Involves youth in the decision-making process throughout the service-learning experiences.
- ◆ Involves youth and adults in creating an environment that supports trust and open expression of ideas.
- ◆ Promotes acquisition of knowledge and skills to enhance youth leadership and decision-making.
- ◆ Involves youth in evaluating the quality and effectiveness of the service-learning experience.

6. **Partnerships**

Standard: *Service-learning partnerships are collaborative, mutually beneficial, and address community needs.*

Indicators: Service-learning

- ◆ Involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses.
- ◆ Partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.
- ◆ Partners collaborate to establish a shared vision and set common goals to address community needs.
- ◆ Partners collaboratively develop and implement action plans to meet specified goals.
- ◆ Partners share knowledge and understanding of school and community assets and needs and view each other as valued resources.

7. Progress Monitoring

Standard:

Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

Indicators: Service-learning participants

- ◆ Collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.
- ◆ Collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.
- ◆ Use evidence to improve service-learning experiences.
- ◆ Communicate evidence of progress toward goals and outcomes with the broader community, including policymakers and education leaders, to deepen service-learning understanding and ensure that high quality practices are sustained.

8. Duration and Intensity

Standard:

Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

Indicators: Service-learning experiences

- ◆ Include the processes of investigation of community needs, preparation for service, action, reflection, demonstration of learning impacts, and celebration.
- ◆ Are conducted during concentrated blocks of time across a period of several weeks or months.
- ◆ Provide enough time to address identified community needs and achieve learning outcomes.

Recommendation 5: As mentioned above, the preponderance of responses in the “somewhat typical” range suggested that students do not have a strong sense of being connected to their high school. A review of literature related to school connectedness done by Dr. Bradley suggests attention to the following factors in order to address these issues. (Question numbers refer to the *School Climate Survey*).

1. Good classroom management (clear expectations-Q28, teachers honor all students-Q21A). Teachers should be clear about their expectations that all students will succeed and then vary their teaching methods and styles to facilitate student learning. Honoring all students means that teachers will do everything possible to communicate their belief that all students can learn (Q14). This also means staff should be committed to ensuring a safe environment for learning (Q1, Q2, Q3, Q9, and Q26).
2. Diversity is honored means respecting and celebrating the differing needs of the students they teach (Q22).
3. Class and school size (a necessary but not sufficient condition for “connectedness”). (Students give Lyndonville schools a good rating on this – the like the small size of the district despite some of the limitations this brings with it, e.g., not having a football team).
4. Democratic classroom/school – fair but not harsh discipline (Q4, Q5, Q7, Q8, Q11, and Q16). LA Webber’s students have the perception that they do not have a voice in school issues that concern them. While it is clear that some discipline

issues are non-negotiable (e.g., use of alcohol in class), other school rules could be negotiated. Student involvement in creating the rules often has been shown to be an effective way to engage students and create a positive culture or norm. (See resources by Dr. Hal Urban for suggestions on how to structure a democratic classroom/school).

5. Participation in service and/or extracurricular activities (Q13, Q17). As mentioned above opportunities for students to participate in the life of the school in ways that are meaningful to them are critical to reconnecting them to school. Research done by the Search Institute indicates that students who are involved in any kind of service and/or extracurricular activity are about half as likely to abuse alcohol, tobacco or other drugs, engage in risky sexual behaviors, or be referred to the school office for disciplinary reasons. Conversely, these same students are about twice as likely to do better in school. To the extent possible, all students should have the opportunity to participate in one or more service and/or extracurricular activities. Some of the ways to encourage extra efforts by students would be to give attention to their efforts. Celebration of service-learning and other extracurricular activities should be given media attention. Through exhibitions of students' projects, open to the public, students and educators could demonstrate skills learned. In projects involving others in the community, the beneficiaries of the service could also be invited to discuss the impact of the students' efforts on their lives and service project completion.

6. Personalization – sense of “belonging” that is sustained over time (Q12, Q 23, and Q25). Every student should know that there is at least one adult in the school he/she can turn to for help.
7. Curriculum that is linked to students’ lives and interests and challenges them to develop and use higher order thinking, research, writing, and presentation skills (Q19). Integrating service-learning into the classroom is a natural way to accomplish this when the initial planning process engages students in selecting topics that are of interest to them. Rather than presenting fully developed project ideas, teachers should present broad categories (“umbrellas”) and then invite students to participate in a brainstorming process to develop curriculum linked projects that are relevant to them.
8. Culture of revision and redemption (Q10, Q29). All students should know what to do if they are having academic troubles with teacher availability for homework help (rotating personnel on a phone line, or teachers creating a schedule of availability after school) and student volunteers trained in assistance in subject areas.
9. Authentic assessments that students help to create, focusing on competence (not what students can memorize, but what they can do with knowledge – Q19, Q27).
10. Students are given real leadership and responsibility (Q13, Q17, Q18, and Q20).
One of the essential elements of quality service-learning is student involvement in

all phases of the project in ways that give them a real voice in the project and help develop leadership skills and responsibility.

In sum, the evaluators see promise in the use of service-learning in the Lyndonville Central School district, and through continued improvement and expansion of quality service-learning, there should be good results in improved student attachment to school, peers, and teachers. Service-learning has the potential to help all Lyndonville students become attentive learners and develop and practice positive character traits.

APPENDICES

1. Grand Totals for Service-learning students at Pre-test on *School Connectedness and Student Resiliency Survey*
2. Grand Totals for Service-learning students at Post-test on the Student *Connectedness and Student Resiliency Survey*
3. Grand Totals for Comparison students at Pre-test on the *Student Connectedness and Student Resiliency Survey*
4. Grand Totals for Comparison students at Post-test on *the Student Connectedness and Student Resiliency Survey*
5. Grand Totals for Service-learning students at Pre-test on *School Climate Survey*
6. Grand Totals for Service-learning students at Post-test on the *School Climate Survey*
7. Grand Totals for Comparison students at Pre-test on the *School Climate Survey*
8. Grand Totals for Comparison students at Post-test on the *School Climate Survey*
9. Teacher Post Project Report Summary